



Program Review - Overall Report

2024 - 2027

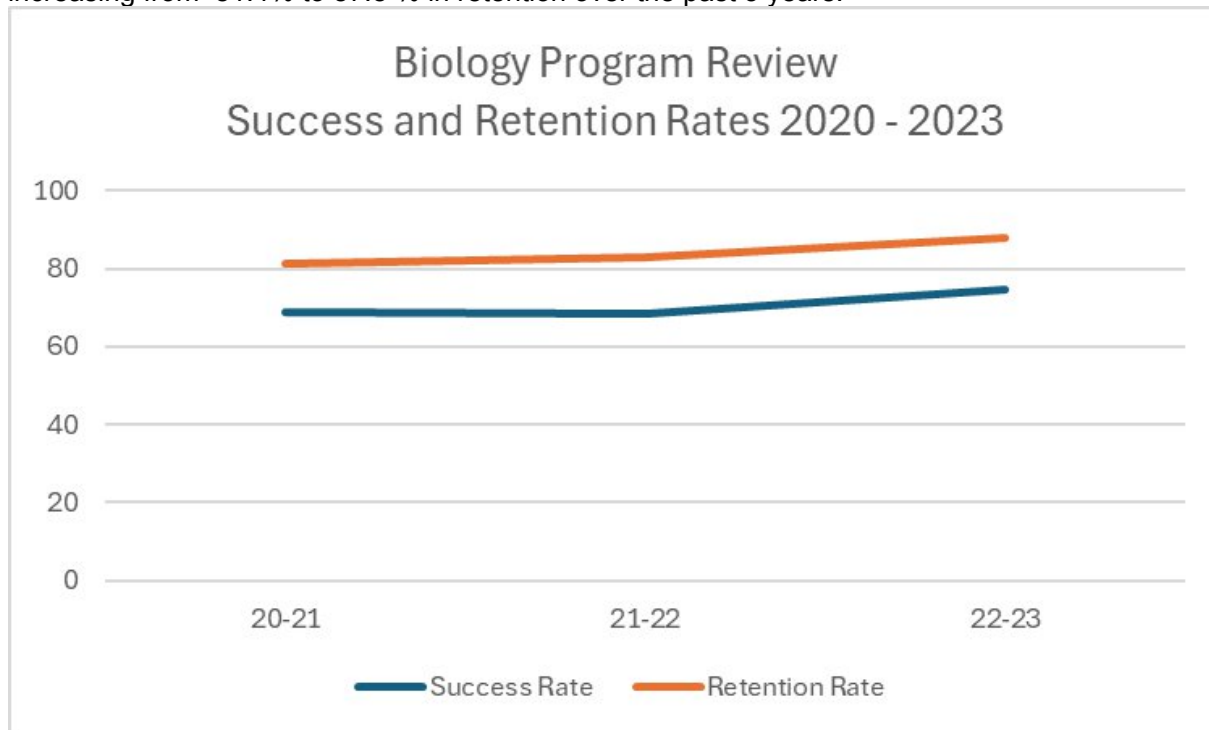
Instructional: Biology

Overall Trends

Please add any relevant documents here.

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 BIO courses have been increasing from 68.8 % to 74.8% in success and increasing from 81.4% to 87.8 % in retention over the past 3 years.



Our analysis of programs of study includes all life science and health related fields from CCC Apply: Biology, Dental Assistant, Dental Hygiene, Environmental Science, Kinesiology, Kinesiology Health & Wellness, Math & Science, Medical Assisting, Nursing Assistant, Nursing, Nutrition and Dietetics, Physician Assistant, Registered Nursing Prerequisites, and Science and Mathematics. The number of students selecting these programs of study decreased then increased from 4371 to 3632 to 3835 students. The percentage of students developing a comprehensive credit education plan decreased from 22.31% to 20.18% in 3 years. For the program awards at Norco College in Biology, Kinesiology, Kinesiology Health & Wellness, and Math & Science, the number of program awards granted over the past 3 years increased then decreased from 301 to 317 to 283 awards. This represents no growth for these programs. These data are indicative of the transition online and back in person due to the COVID pandemic.

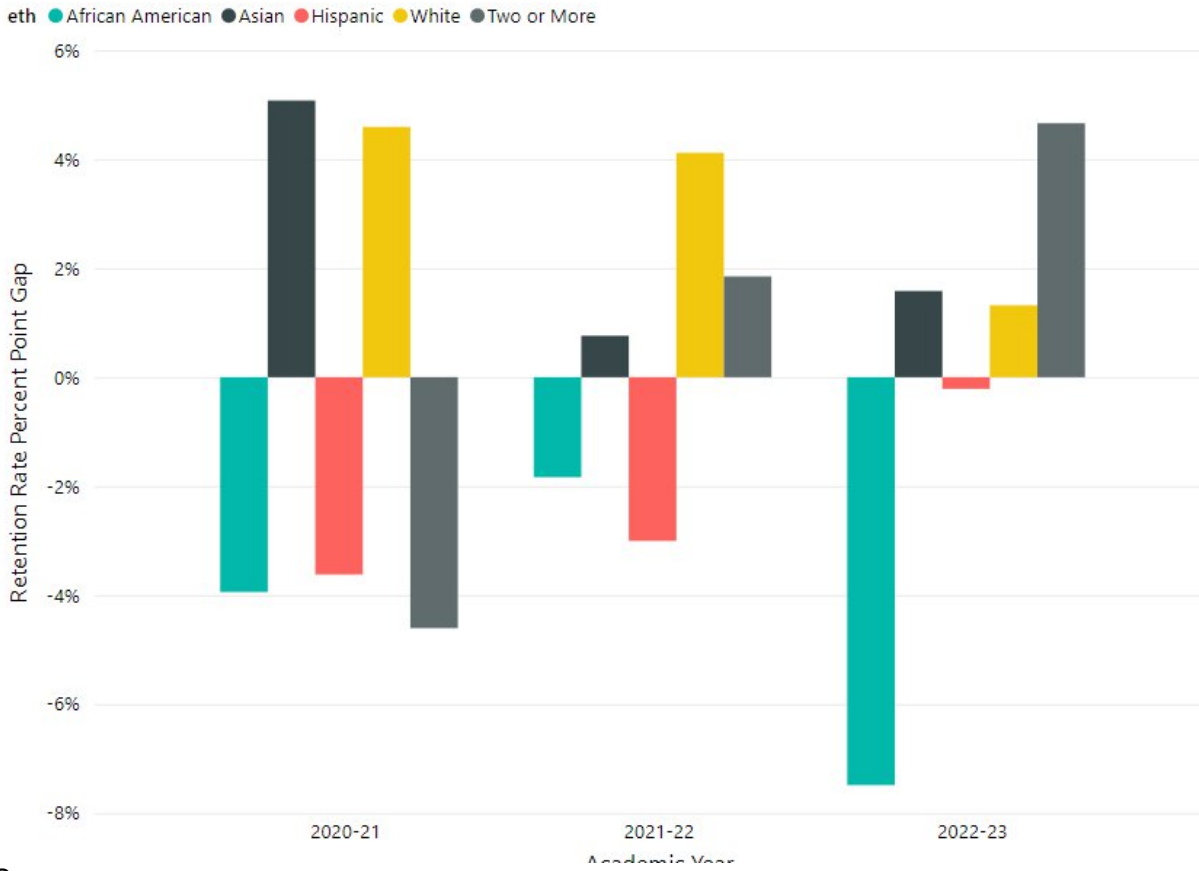
Disaggregated Student Subgroups

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?

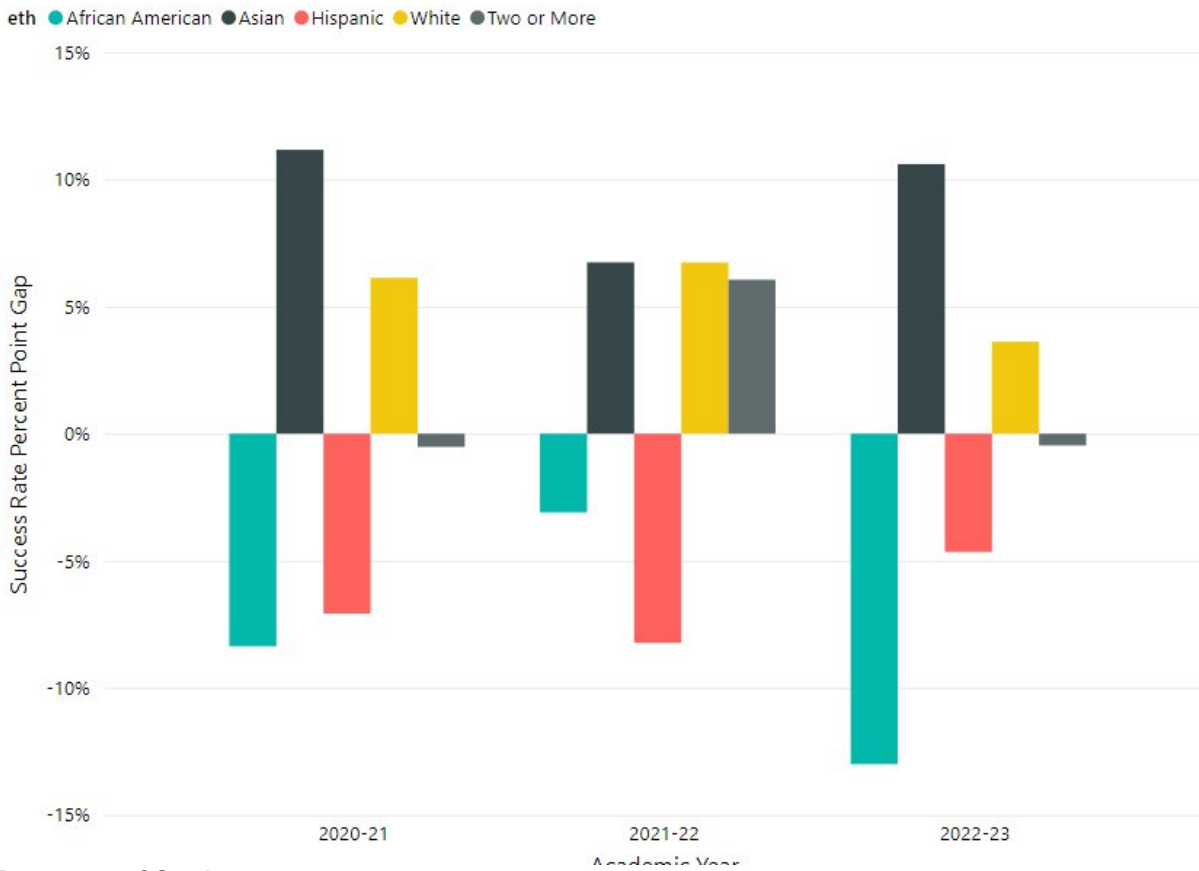
Student subgroups in BIO courses by ethnicity, Hispanic student retention has improved to a gap of almost zero. The retention for African American students continues to show a substantial gap, which improved then declined over the three years. Success shows a similar gap trend for all three years for African American and Hispanic students. The number of students by ethnicity for programs of study previously listed has not changed substantially over the past three years. The number of program awards by ethnicity showed a slight decrease for Hispanic students, possibly due to delayed impact of the disruption from COVID. Educational planning data were not disaggregated by ethnicity.

Retention:

Data Review

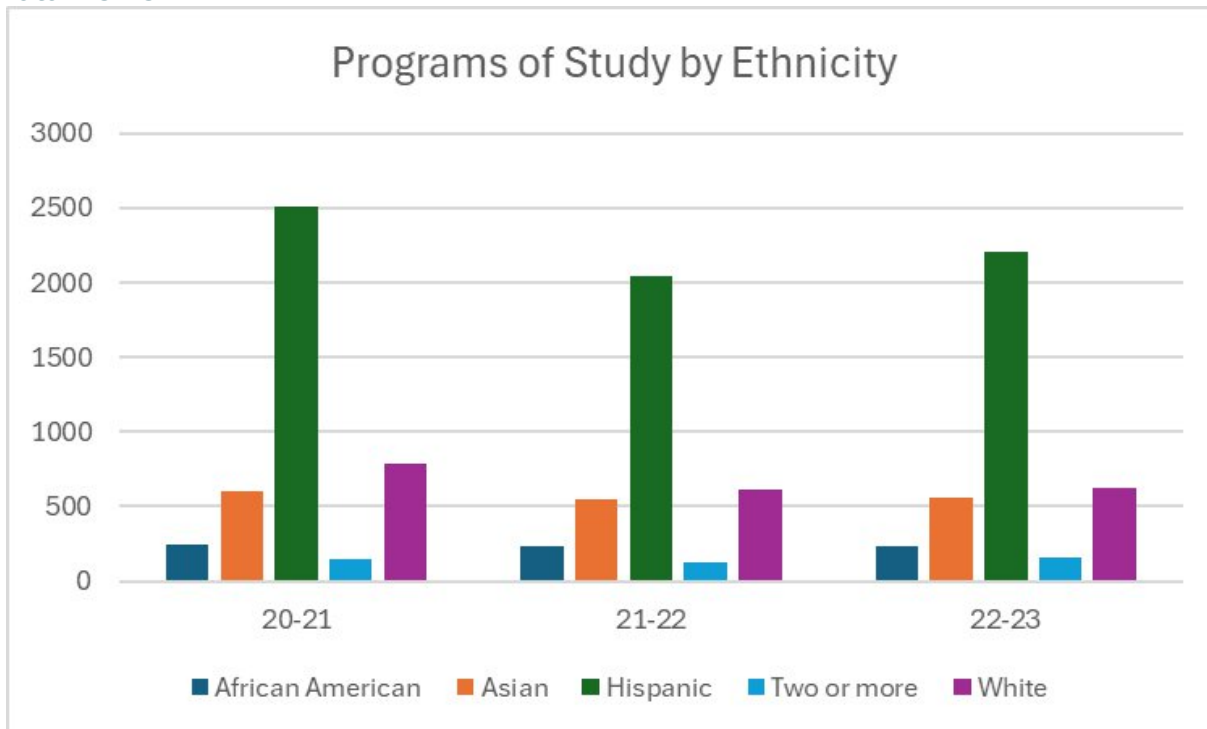


Success:

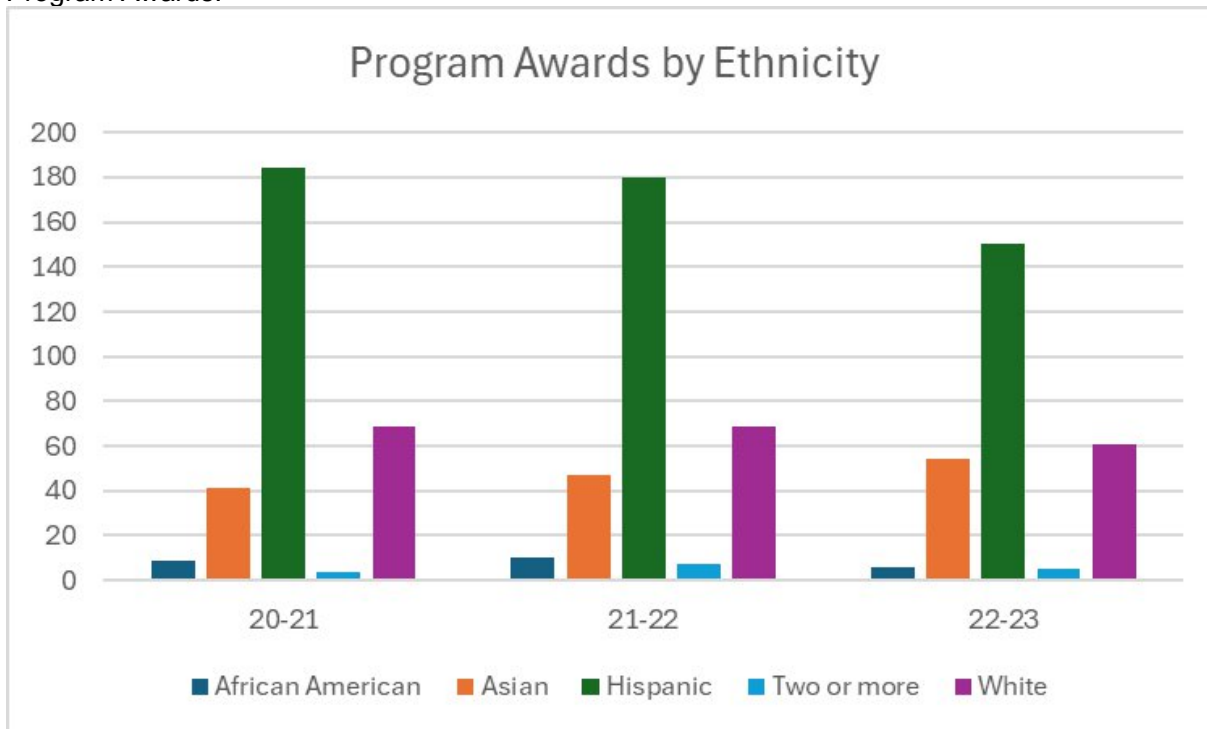


Programs of Study:

Data Review

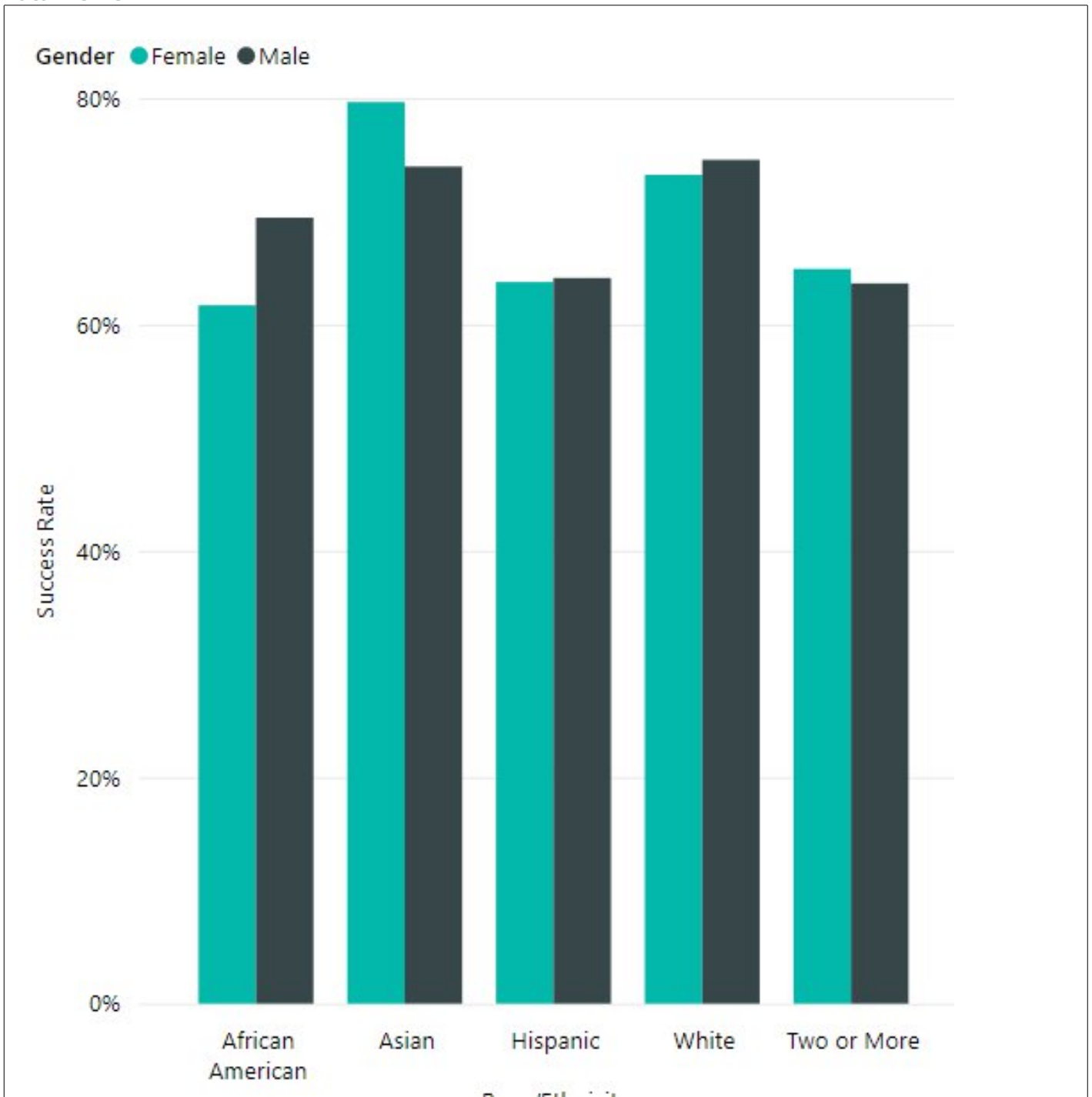


Program Awards:



Another consideration for equity in success and retention is a comparison between the pre-COVID year 2018 - 2019 with the most recent year 2022 - 2023
Pre-COVID 2018 - 2019 success in BIO courses. Pre-COVID success was lowest for African American students, particularly female students, Hispanic students, and Two or More.

Data Review



[Open in Power BI](#)

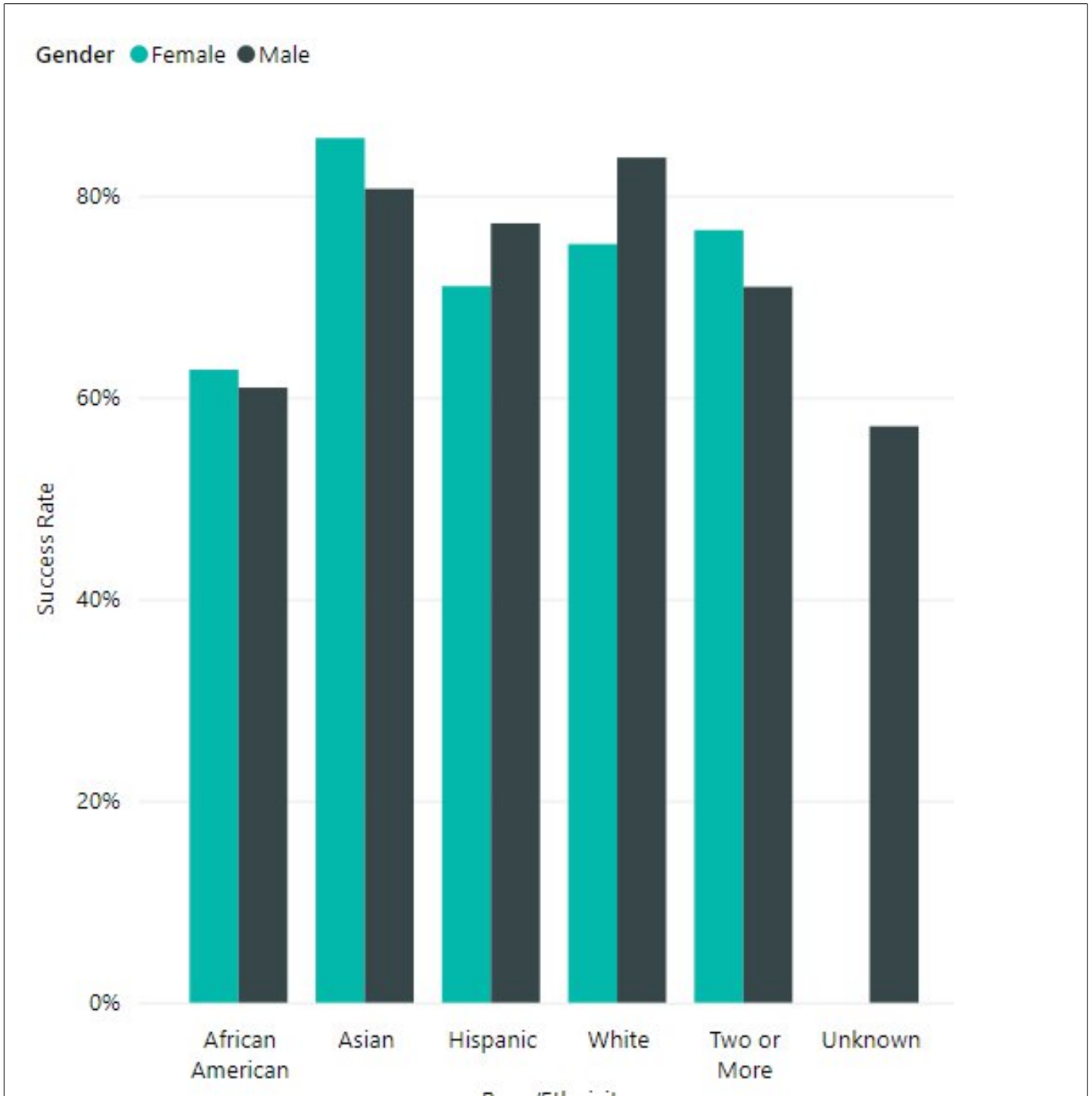
department-level disaggregated success data

Data as of 8/22/23, 10:24 AM

Filtered by **ay** (is 2018-19), **disc** (is BIO), **CollegeName** (is NC), **ay** (is 2018-19)

Post-COVID 2022 - 2023 success in BIO courses. Post-COVID success was lowest for African American students, Hispanic students, particularly female students, and Two or More. There were increases in success for Hispanic students and Two or More, but decreases in success for African American male students.

Data Review



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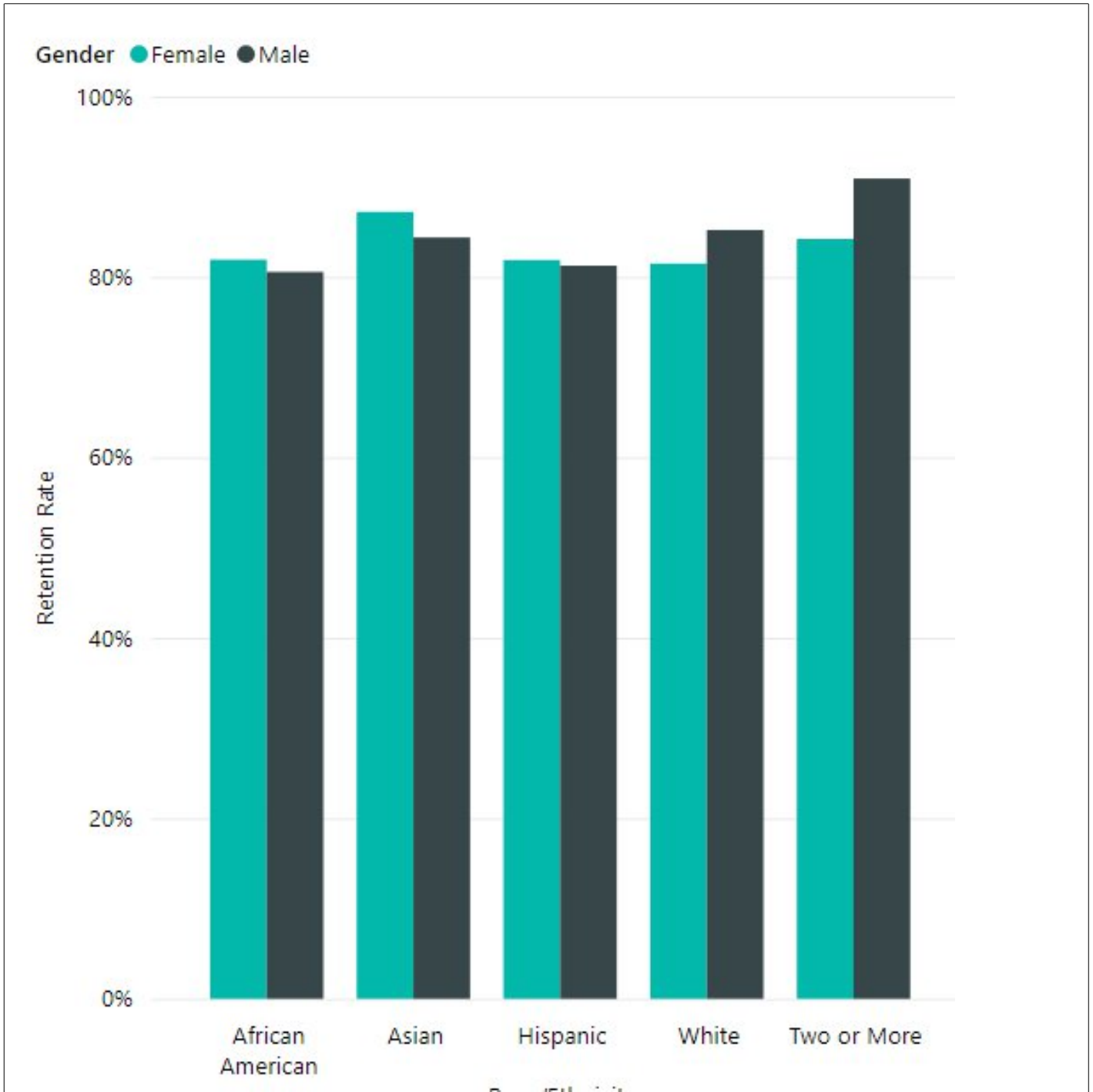
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Data Review



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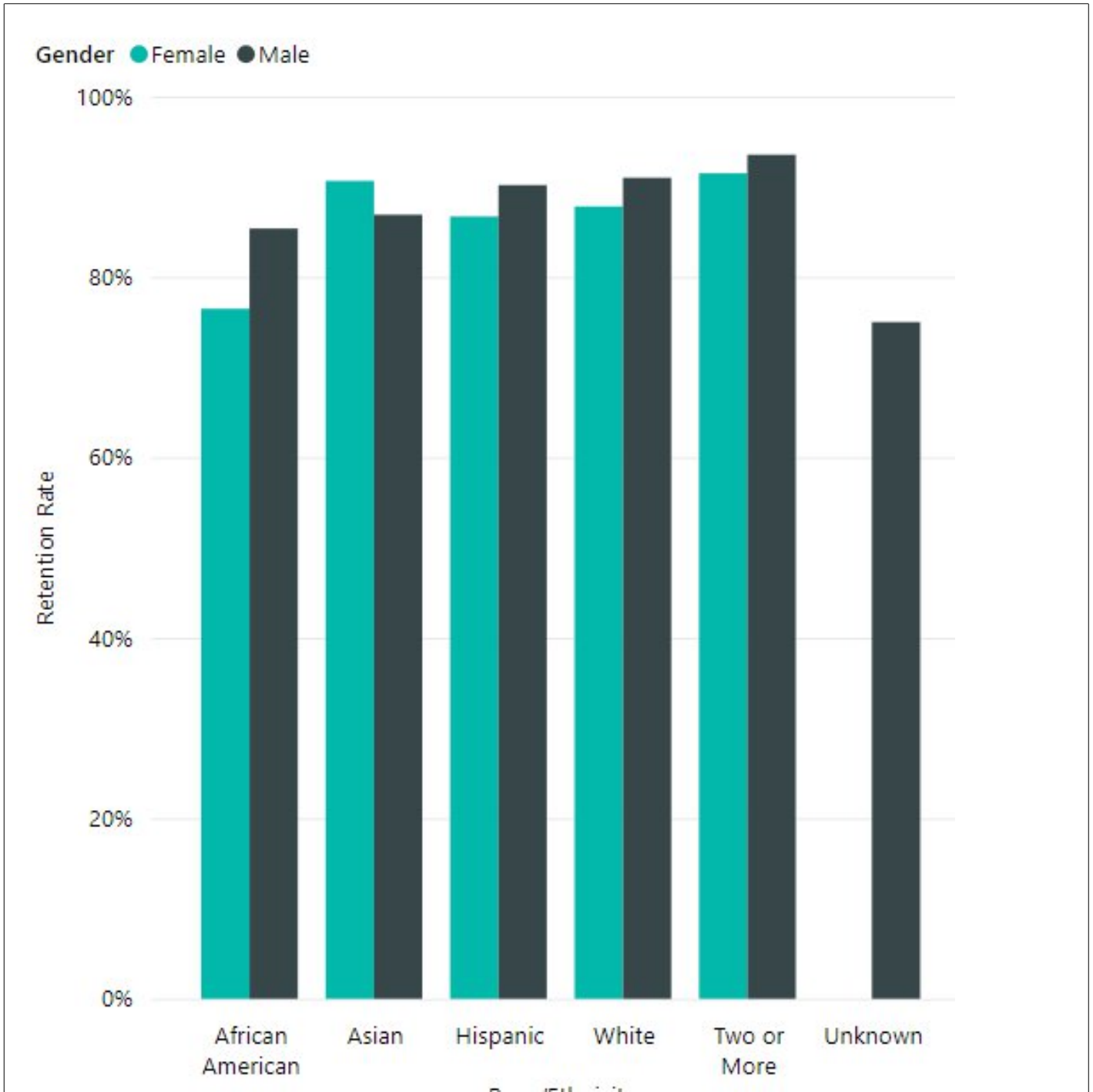
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Post-COVID 2022 - 2023 retention in BIO courses. Post-COVID retention was lowest for African American females.

Data Review



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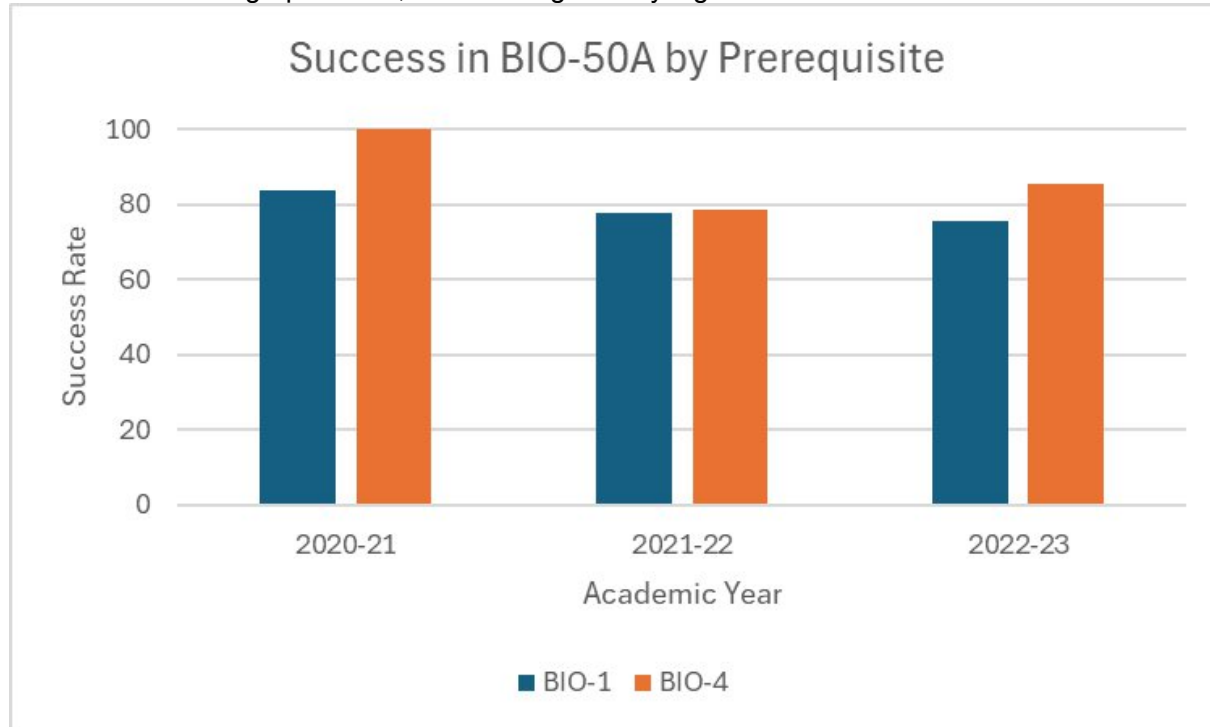
Filtered by **ay** (is 2022-23), **disc** (is BIO), **CollegeName** (is NC), **ay** (is 2022-23)

Overall, equity gaps in success for African American and Hispanic students remain concerning and should continue to be addressed.

Data Review

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?

We are addressing equity gaps for African American and Hispanic students with the MESA program at Norco College and by hosting CAP events where speakers are invited to share their experiences and ignite interest in STEM. Dr. Monica Gutierrez shares her personal experience as a hispanic female in STEM to our Puente students and on a MESA faculty panel. She also leads elementary and middle school minority students in an introductory life science laboratory annually. We are continuing to increase offerings of Human Biology (BIO-4) as a pre-requisite for Anatomy and Physiology (BIO-50A/B) to address preparation gaps in students from underserved populations. As indicated in the graph below, success is generally higher in BIO-50A when BIO-4 is taken as a prerequisite.



Within the next three years, an LGBTQ+ learning community will be created to address potential gap in this student population. We will code a BIO-4 to this learning community to offer a contextualized section including pertinent themes for these students.

Please add any relevant documents here.

Program/Unit Goals

Expand BIO Offerings

Program/Unit Goal

Expand BIO course offerings to provide greater access for students to achieve their academic goals.

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

The Biology discipline faculty has been in flux, but we are in the process of hiring two replacement faculty and accepting one transfer from within the district. These hires will put us at one additional full-time faculty since the last comprehensive program review. Our course offerings are still recovering from the loss of in-person laboratories during COVID. By permitting low enrolled courses to run, we are building back the confidence of our students that classes will be available when they need them. We have high enrollment in most of our classes, and we are working to improve enrollment in these lower enrolled classes to improve efficiency.

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

Our plans are to maximize our lab and lecture room spaces and explore possible options of offering classes at auxiliary sites. We would like to work with administration in advertising our lower enrolled courses. We are in the process of hiring replacement full-time faculty, and continue to hire new part-time faculty. To build our offerings, we are working through curriculum to add an ADT in Agriculture -Plant Science and a Biology Field Technician Certificate. We are currently researching additional health science degrees and certificates to be offered at the college, such as Pharmacy Technician, Optician, Veterinary Technician, Physical Therapist, Occupational Therapist, and Respiratory Therapist.

Please add any relevant documents here.

Mapping

Educational Master Plan (2020-2025): *undefined*

- **2025 Objective 1.1 - KPI 1 (Academic Affairs):** Go from 7,366 to 8,759 total FTES (✓)
- **2025 Objective 1.2 - KPI 2 (Student Services):** Go from 14,624 headcount to 16,581 total headcount (✓)
- **2025 Objective 1.3 (Student Services):** Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.) (✓)
- **2025 Objective 1.4 - KPI 3 (Student Services):** Increase capture rates from feeder high schools by 4% annually (✓)
- **2025 Objective 2.1 - KPI 4 (Academic Affairs):** Increase number of degrees completed by 15% annually (✓)
- **2025 Objective 2.2 - KPI 5 (Academic Affairs):** Increase number of certificates completely by 15% annually (✓)
- **2025 Objective 2.4 - KPI 6 (Student Services):** Increase number of transfers 15% annually (✓)
- **2025 Objective 2.5 - KPI 7 (Student Services):** Increase the number of first-time, full-time enrolled students from 508 to 900 (✓)
- **2025 Objective 3.1 - KPI 8 (Student Services):** Reduce the equity gap for African American students by 40% (✓)
- **2025 Objective 3.2 - KPI 9 (Student Services):** Reduce the equity gap for Latinx students by 40% (✓)
- **2025 Objective 3.3 - KPI 10 (Student Services):** Reduce the equity gap for Men of Color by 40% (✓)
- **2025 Objective 3.4 - KPI 11 (Student Services):** Reduce the equity gap for LGBTQ+ students by 40% (✓)
- **2025 Objective 3.5 - KPI 12 (Student Services):** Reduce the equity gap for Foster Youth students by 40% (✓)
- **2025 Objective 5.3 - KPI 15 (Student Services):** Increase percent of all students who attain a livable wage by 5% annually (✓)
- **2025 Objective 7.1 (Academic Senate):** Develop comprehensive breadth of academic programs (✓)
- **2025 Objective 7.2 (Academic Senate):** Develop Career & Technical Education programs and industry credentials related to regional needs (✓)

Program/Unit Goals

- **2025 Objective 7.5 (Academic Senate):** Add capacity to existing disciplines with a demonstrated need (✓)
- **2030 Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)
- **2030 Goal 2: Success:** Implement Guided Pathways framework. (✓)
- **2030 Goal 3: Equity:** Close all student equity gaps. (✓)
- **2030 Goal 7: Programs:** Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs. (✓)

Progress and Evidence

Evidence Date

03/01/2024

What progress have you made toward this goal?

How do you measure your progress?

Discuss your evidence/results.

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

The course offerings in BIO increased during COVID because courses were still online and weren't limited by space, but have since decreased due to lower enrollment and cancelled classes.

2020 - 2021 BIO courses:

Sections, Enrollment, Fill Rate, and Wait List

Department	AllSections	Census Count	Capacity	Fill Rate	Waitlist Count
Math & Sciences	116	2937	3310	88.7%	655
BIO-1	49	1233	1496	82.4%	149
BIO-18	3	118	135	87.4%	9
BIO-19	2	59	90	65.6%	0
BIO-45	2	73	90	81.1%	5
BIO-50A	18	617	564	109.4%	244
BIO-50B	16	481	504	95.4%	54
BIO-55	20	225	240	93.8%	185
BIO-60	2	49	50	98.0%	9
BIO-61	2	39	64	60.9%	0
BIO-8	1	17	32	53.1%	0
HES-1	1	26	45	57.8%	0
Total	116	2937	3310	88.7%	655

2021 - 2022 BIO courses:

Program/Unit Goals

Sections, Enrollment, Fill Rate, and Wait List

Department	AllSections	Census Count	Capacity	Fill Rate	Waitlist Count
Math & Sciences	97	2220	2976	74.6%	229
BIO-1	22	453	696	65.1%	4
BIO-10	6	111	180	61.7%	1
BIO-16	1	24	32	75.0%	1
BIO-18	5	116	225	51.6%	9
BIO-19	2	80	90	88.9%	1
BIO-21	1	12	28	42.9%	0
BIO-4	6	97	178	54.5%	0
BIO-45	1	45	45	100.0%	7
BIO-50A	17	492	544	90.4%	65
BIO-50B	13	363	416	87.3%	83
BIO-55	18	328	384	85.4%	57
BIO-60	2	50	62	80.6%	1
BIO-61	2	38	64	59.4%	0
BIO-7	1	11	32	34.4%	0
Total	97	2220	2976	74.6%	229

2022 - 2023 BIO courses:

Sections, Enrollment, Fill Rate, and Wait List

Department	AllSections	Census Count	Capacity	Fill Rate	Waitlist Count
Math & Sciences	7	189	250	75.6%	24
BIO-1	1	26	32	81.3%	5
BIO-18	1	36	45	80.0%	0
BIO-4	1	17	32	53.1%	0
BIO-45	1	39	45	86.7%	2
BIO-50A	2	47	64	73.4%	12
BIO-50B	1	24	32	75.0%	5
Schl Nat Sci, H & Kin - SciKin	75	1980	2451	80.8%	174
BIO-1	14	388	448	86.6%	16
BIO-10	6	127	237	53.6%	5
BIO-18	3	81	129	62.8%	14
BIO-19	2	55	75	73.3%	1
BIO-21	1	13	32	40.6%	0
BIO-3	1	11	32	34.4%	0
BIO-4	7	147	224	65.6%	10
BIO-45	4	124	174	71.3%	16
BIO-50A	13	419	416	100.7%	68
BIO-50B	11	343	352	97.4%	36
BIO-55	10	198	240	82.5%	7
Total	82	2169	2701	80.3%	198

Is there a resource request associated with this Goal?

Yes

If yes, please provide a short description.

All supplies and equipment requests are to increase course offerings in BIO.

Please add any relevant documents here.

Program/Unit Goals

Reduce Equity Gaps

Program/Unit Goal

Reduce equity gaps in success and retention in BIO courses

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

We are addressing equity gaps for African American and Hispanic students with the MESA program at Norco College and by hosting CAP events where speakers are invited to share their experiences and ignite interest in STEM. Dr. Monica Gutierrez shares her personal experience as a hispanic female in STEM to our Puente students and on a MESA faculty panel. She also leads elementary and middle school minority students in an introductory life science laboratory annually. We are continuing to offer Human Biology (BIO-4) as a pre-requisite for Anatomy and Physiology (BIO-50A/B) to address preparation gaps in students from underserved populations.

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

We are planning to increase sections of Human Biology (BIO-4) as a pre-requisite for Anatomy and Physiology (BIO-50A/B) to address preparation gaps in students from underserved populations.

Within the next three years, an LGBTQ+ learning community will be created to address potential gap in this student population. We will code a BIO-4 to this learning community to offer a contextualized section including pertinent themes for these students.

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- **2030 Goal 3: Equity:** Close all student equity gaps. (✓)

Progress and Evidence

Evidence Date

03/02/2024

What progress have you made toward this goal?

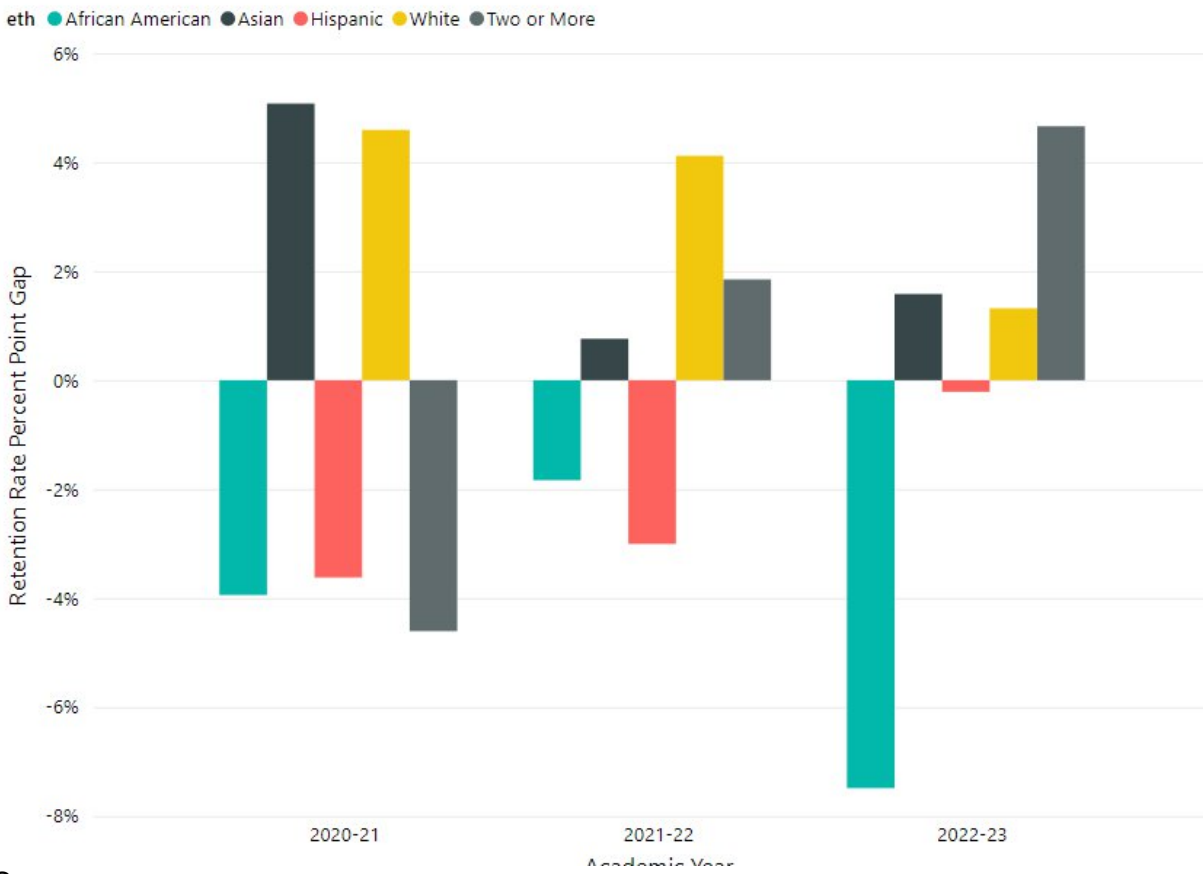
How do you measure your progress?

Discuss your evidence/results.

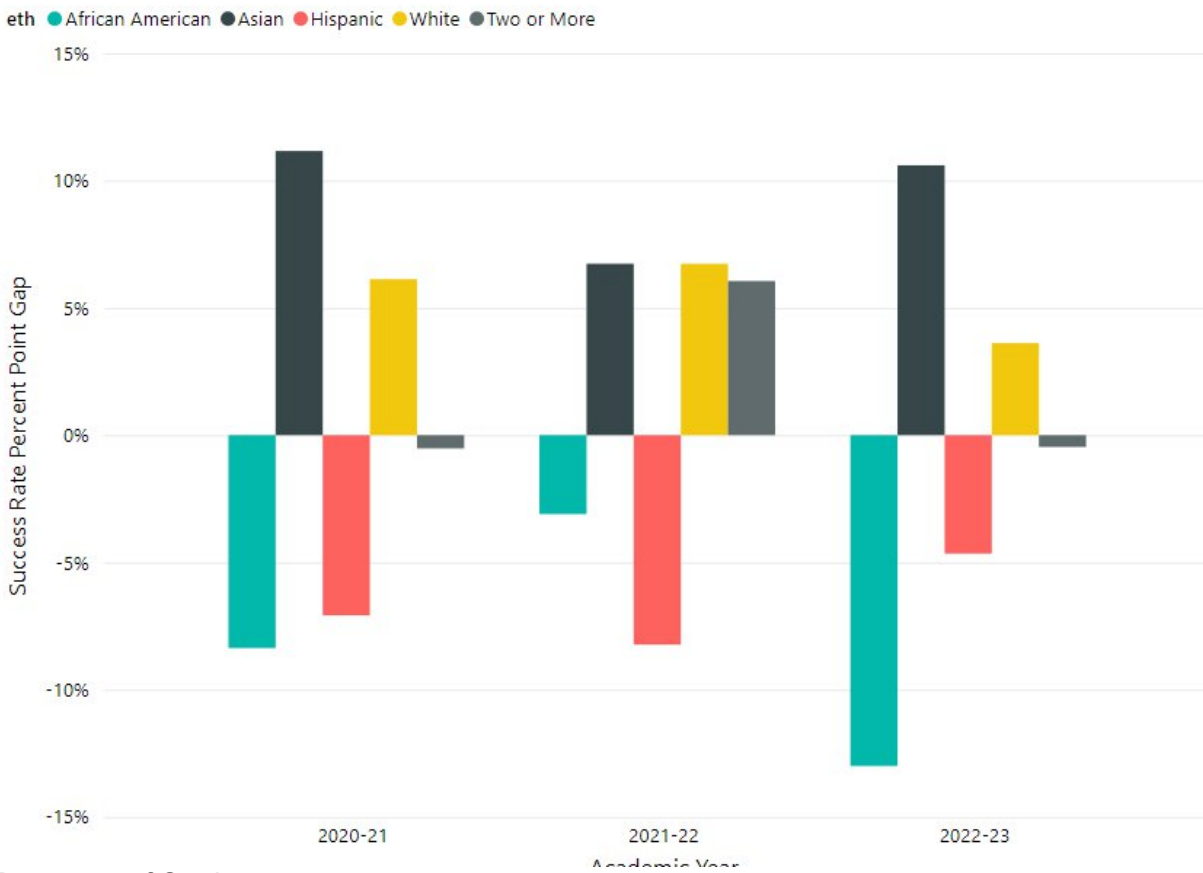
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Retention:

Program/Unit Goals

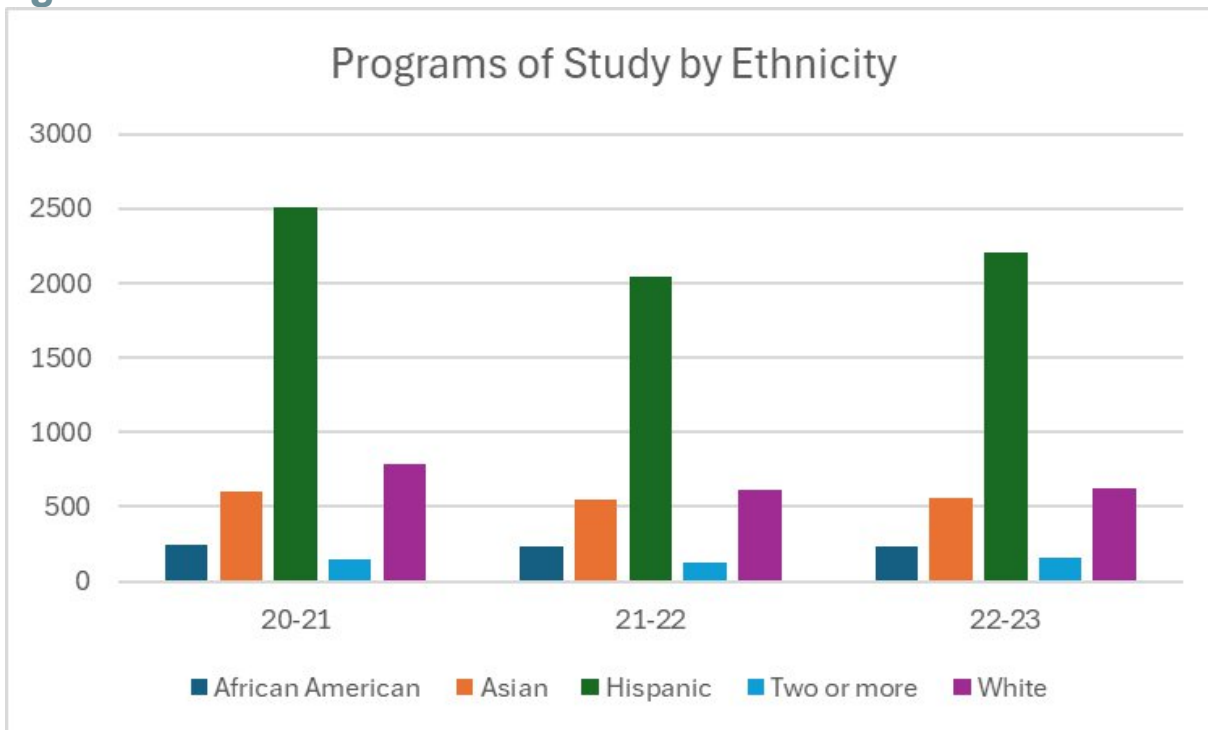


Success:

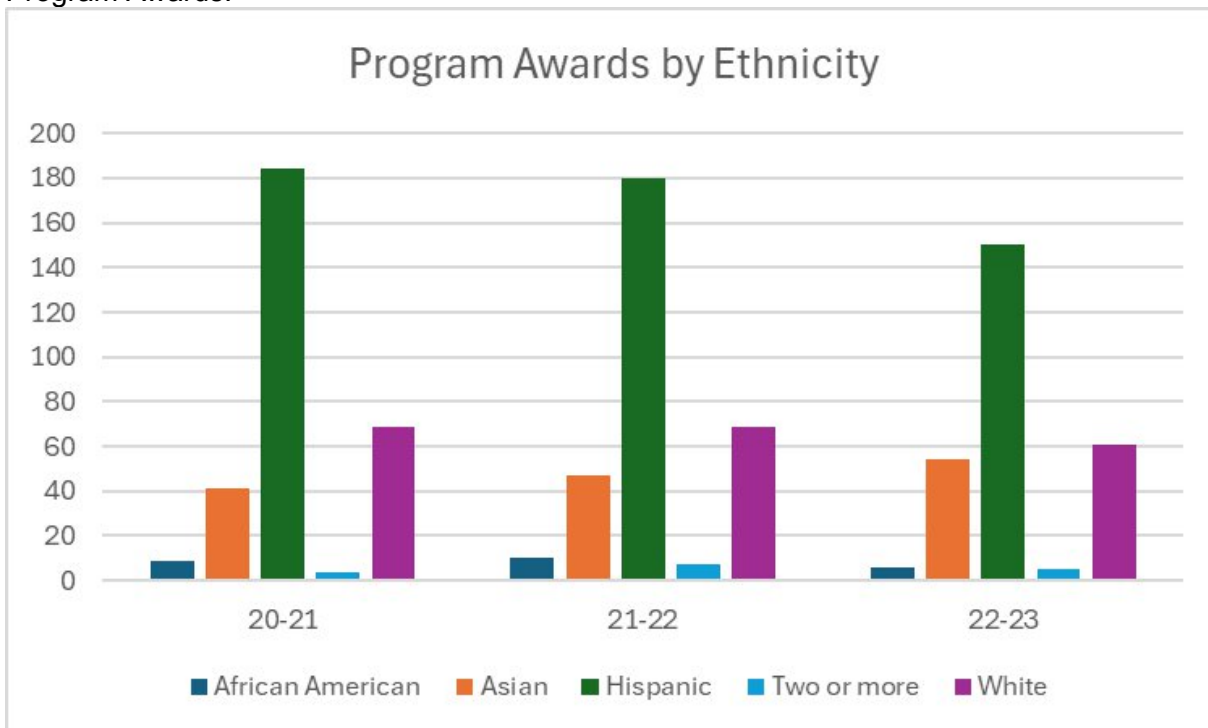


Programs of Study:

Program/Unit Goals



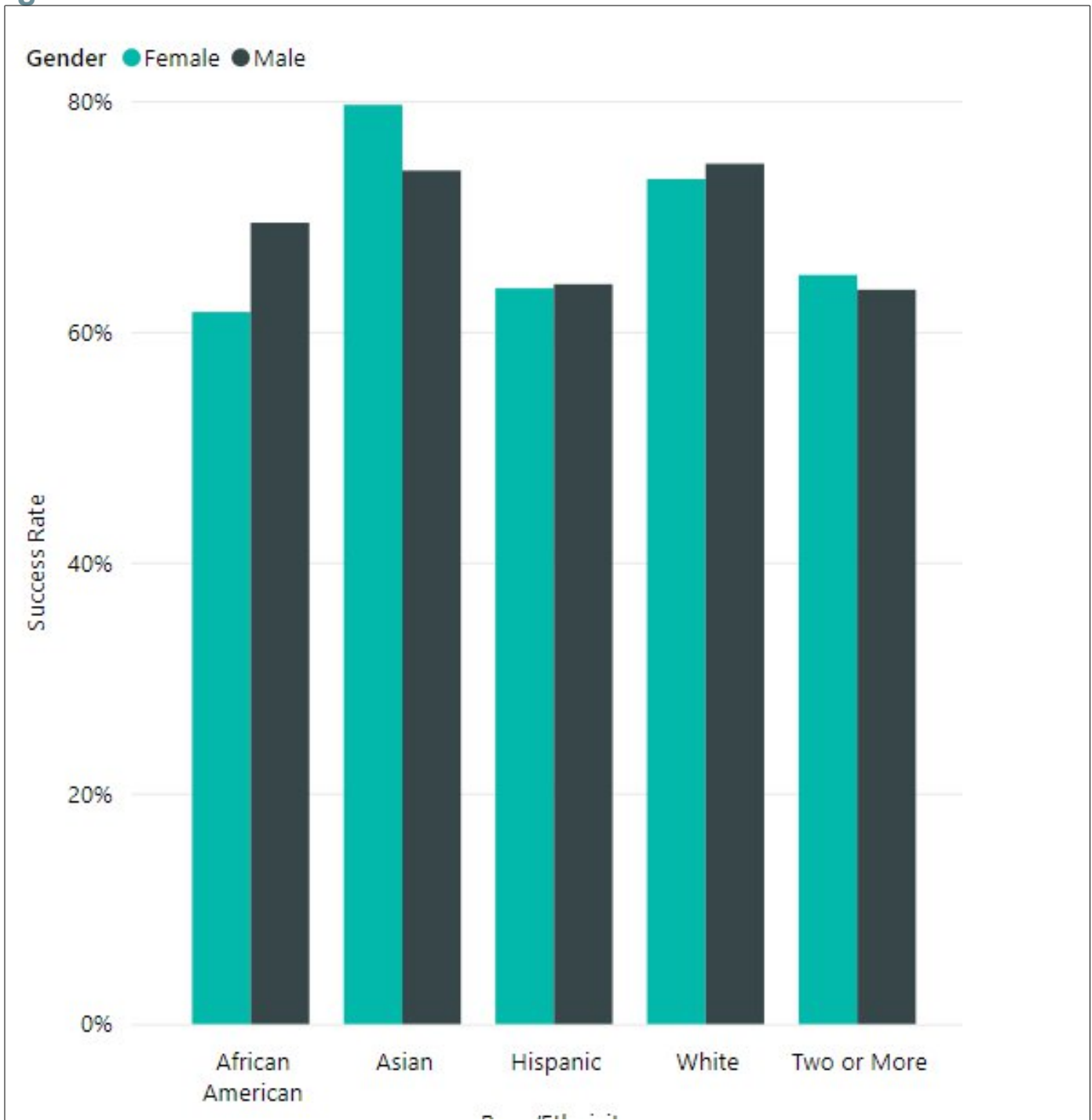
Program Awards:



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Program/Unit Goals



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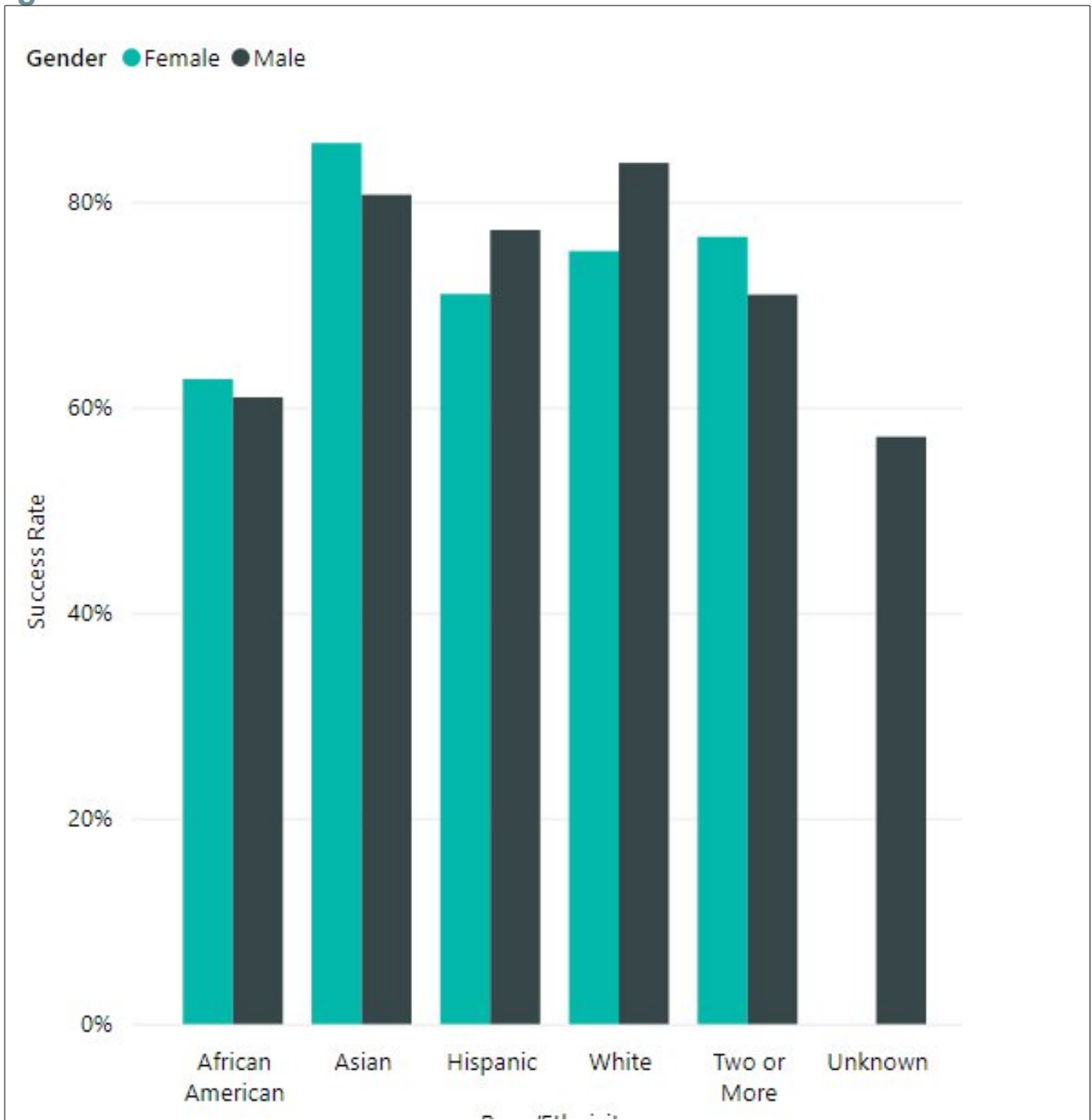
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Program/Unit Goals



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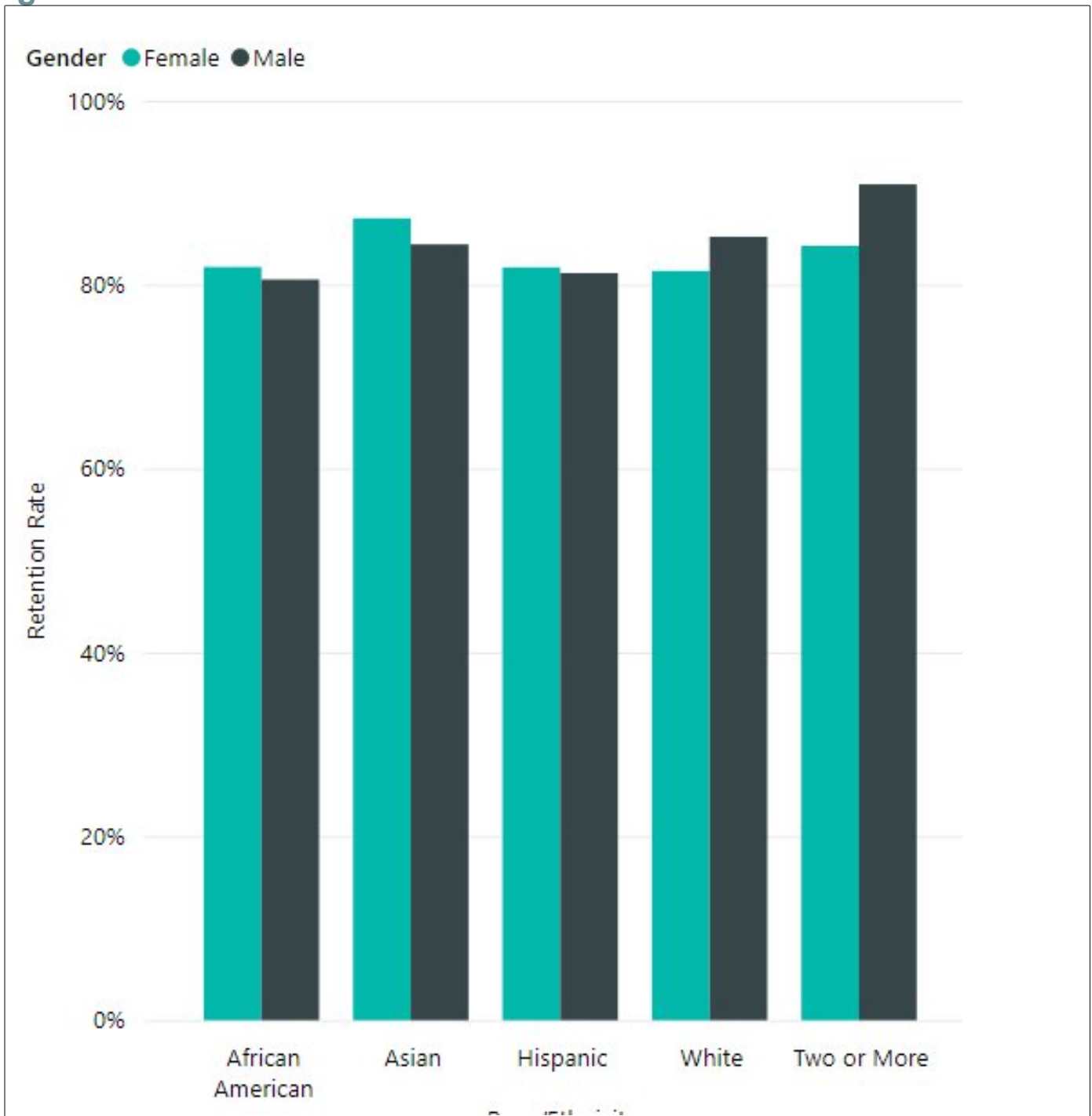
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Program/Unit Goals



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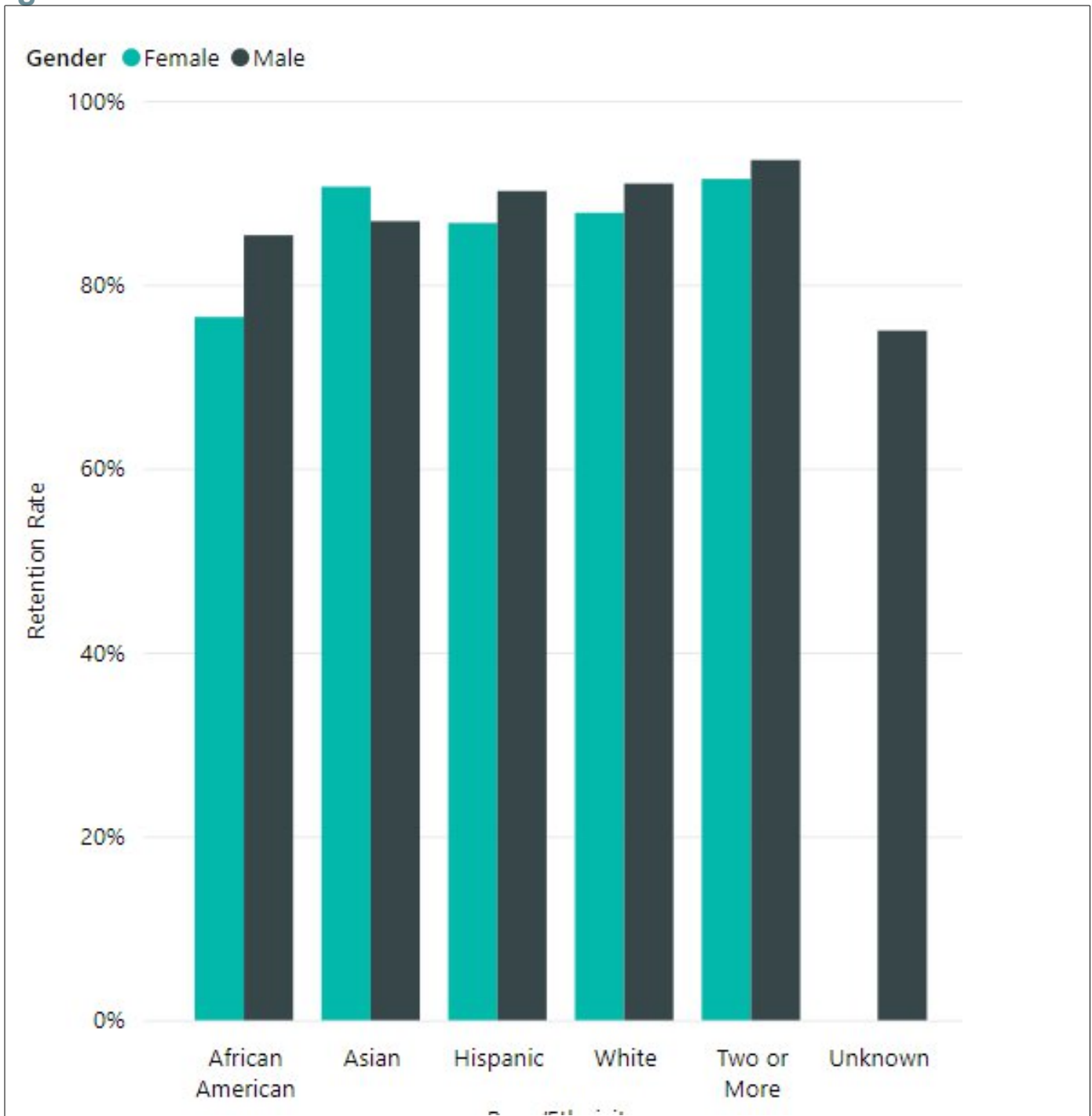
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Program/Unit Goals



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Overall, equity gaps in success for African American and Hispanic students remain concerning and should continue to be addressed.

Is there a resource request associated with this Goal?

Yes

If yes, please provide a short description.

Program/Unit Goals

Resource requests for BIO-4 and BIO-50A are related to this goal.

Please add any relevant documents here.

Agriculture - Plant Science ADT

Program/Unit Goal

Develop an Agriculture - Plant Science ADT

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

We currently have BIO-5 approved for C-ID which is needed for AG-PS ADT. We have submitted additional courses and are waiting for C-ID approval before moving forward with the ADT.

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

Our plan is to complete, submit, and offer this ADT in the next three years. We will need an outdoor lab space to support this goal.

Please add any relevant documents here.

Curriculum

Are all your courses current (within four years)?

Yes

What percentage of your courses are out of date?

0%

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

N/A

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

BIO-1, BIO-1H, and BIO-10 will be updated to common course numbering (CCN): BIOL C1000, BIOL C1000H, and BIOL C1001 for the 2027 - 2028 catalog.

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.

Credit for Prior Learning

Equity Related Professional Development Questions

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

OER/ZTC trainings, CORA trainings, Ally trainings, State Academic Senate equity trainings, CCC LGBTQ+ Summit, FPDC equity FLEX

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

Increased ZTC classes in BIO, incorporated social justice and/or equity based assignments in courses, updated curriculum with inclusive language and content

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

More OER/ZTC training, more access to CORA trainings, more trainings specifically geared towards improving equity in STEM fields

Please add any relevant documents here.

Assessment

Outcome Mastery by Declared Major

Date
03/19/2024

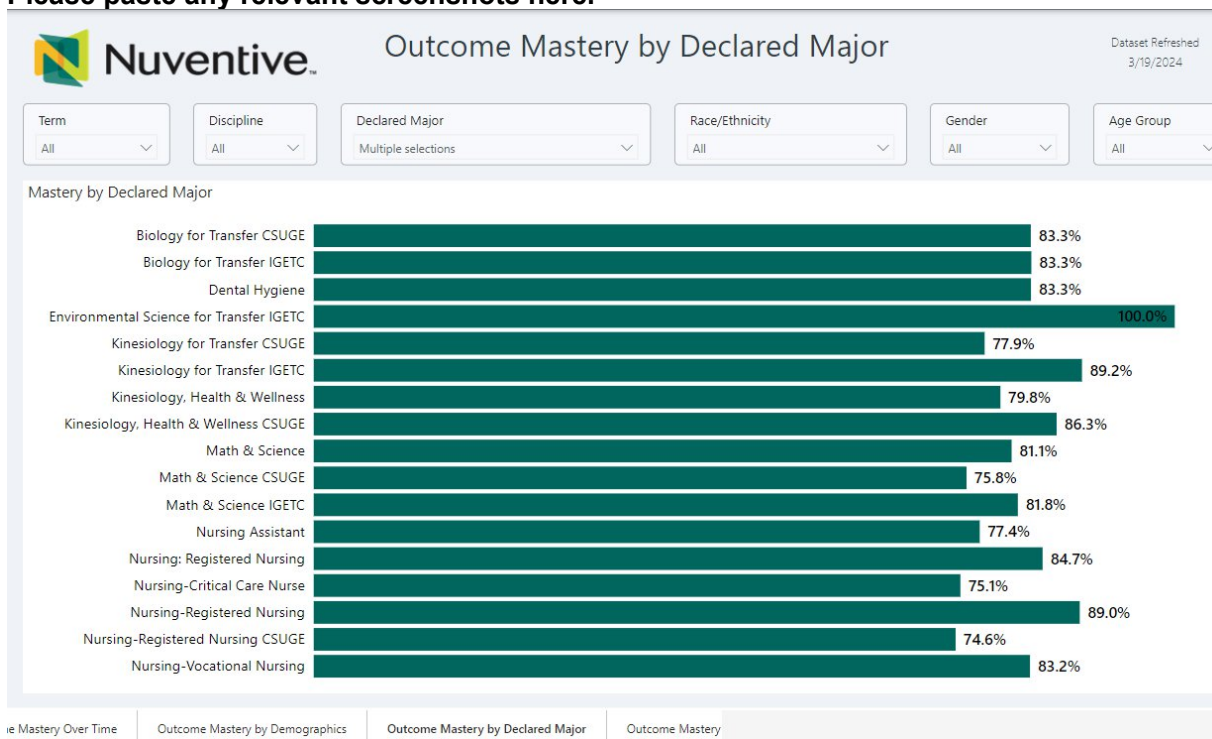
Observation
What did you notice?
High success rates

Course(s)
All BIO

SLO(s)
All

Discussion/Analysis
The success for the majors that rely on biology classes is quite high, ranging from 74.6% - 100%. The Biology for Transfer CSUGE and IGETC both had an outcome mastery of 83.3%.

Please paste any relevant screenshots here.



Please add any relevant documents here.

Outcome Mastery by Demographics

Date
03/19/2024

Observation
What did you notice?
Excellent outcome mastery for all demographics

Course(s)
All BIO

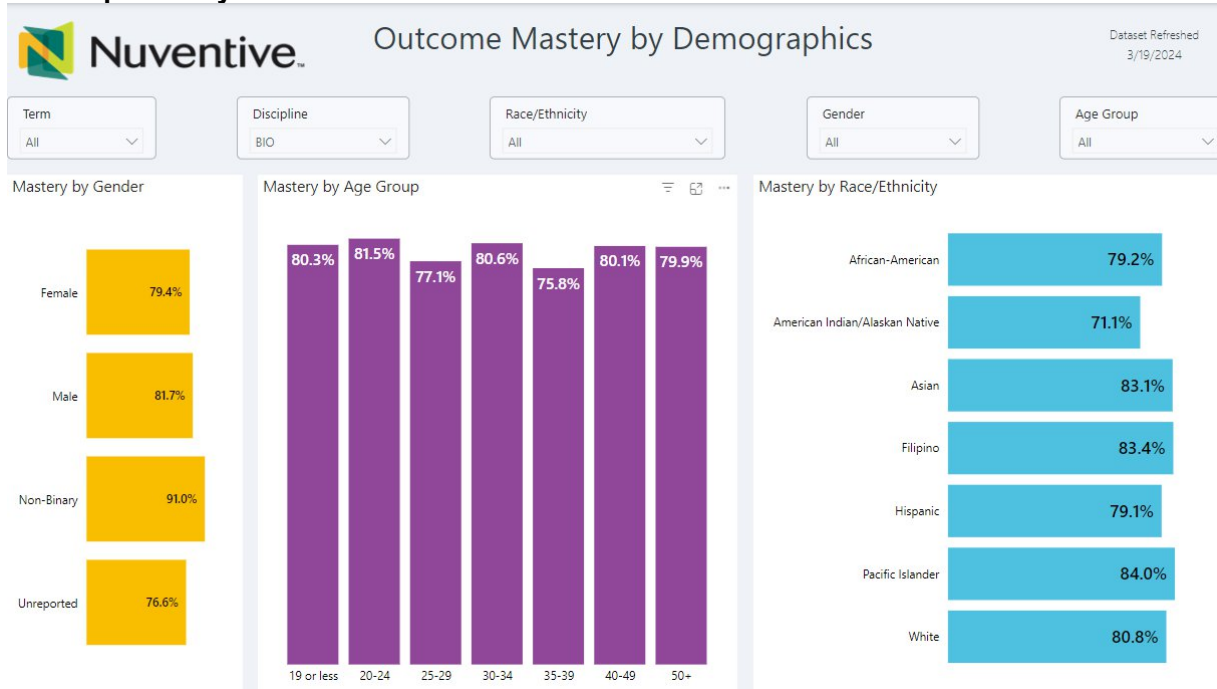
SLO(s)
All

Assessment

Discussion/Analysis

The range of outcome mastery by Gender was 76.6% - 91%. The range of outcome mastery by Age was 75.8% - 81.5%. The range of outcome mastery by Race/Ethnicity was 71.1% - 84.0%

Please paste any relevant screenshots here.



Please add any relevant documents here.

BIO-5 General Botany SLO 2

Date

03/19/2024

Observation

What did you notice?

Lower success for SLO 2 in BIO-5

Course(s)

BIO-5

SLO(s)

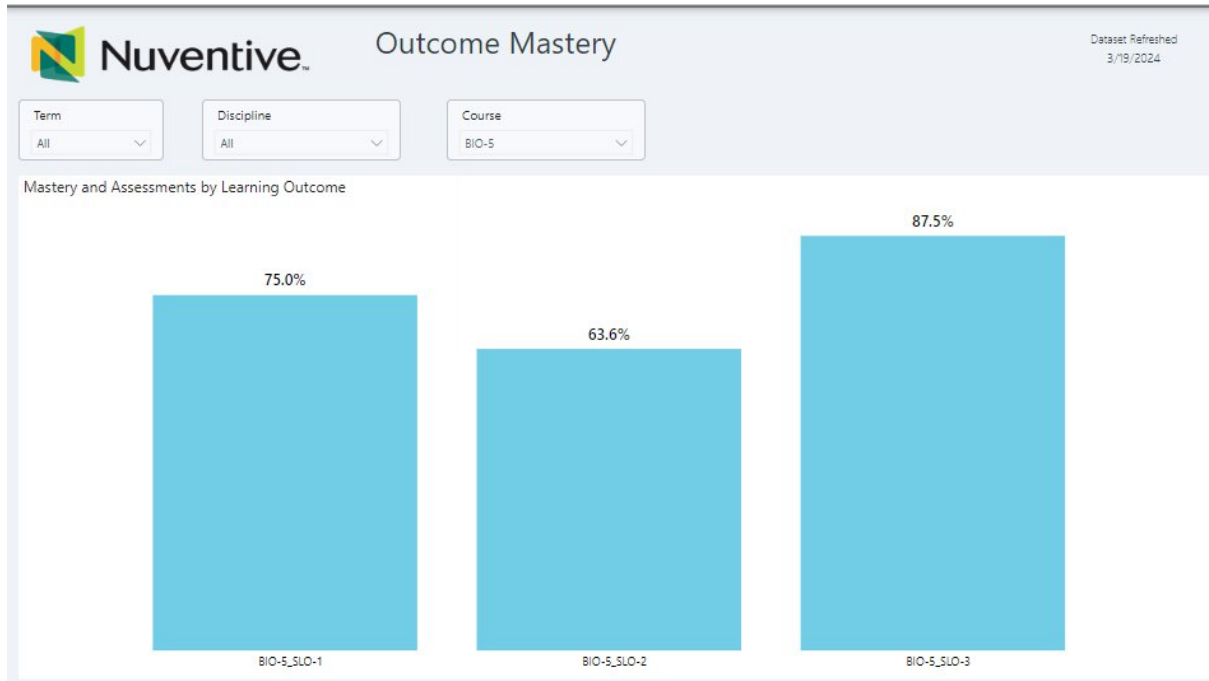
2

Discussion/Analysis

On 3/19/2024, BIO-5 SLO-2 has a 63.6% mastery level, lower than SLO-1 or SLO-3. 24SPR is the first semester assessing these SLOs. Several students did not submit the assignment for SLO-2, which may be lowering the mastery score for this assessment. Students who did submit the assignment scored very high.

Please paste any relevant screenshots here.

Assessment



Please add any relevant documents here.

BIO-55 (Microbiology) Outcome Mastery for Course SLOs

Date

03/19/2024

Observation

What did you notice?

For SLOs 4-7 mastery level ranged from 76.5-100%. For SLOs 1-3, mastery level ranged from 31.4-48.6%

Course(s)

BIO 55

SLO(s)

SLOs 1-7

Discussion/Analysis

High level of mastery for SLOs 6-7 assessing lab techniques is due to using hands on lab practicals after 4 weeks of practicing the techniques.

High mastery level for SLOs 4-5, may be due to these assessments coming in the last quarter of the semester when foundational knowledge and experience in taking short answer exam questions is gained.

Low levels of mastery for SLOs 1-3, include some of the most difficult topics in the course such as cellular respiration, major taxonomical groups of human pathogens and microbial genetics in the first half of the semester. SLO 1 includes some entry skills from prerequisite courses and may explain the slightly higher mastery level than SLOs 2-3. Another reason for lower mastery levels could include student's inexperience with taking exams with short answer questions that focus on application, critical thinking and analysis of data. Mastery levels improve and exceed the 70% threshold as the semester progresses and students become familiar with the course assessment format and use the foundational knowledge from earlier in the semester.

Please paste any relevant screenshots here.

Assessment



Please add any relevant documents here.

Resource Requests

Student Chairs and Desks in IT 117 Replacement

Resource Year

2024 - 2027

What resources do we already have?

none

What resources do you need?

Replacement of all student chairs and desks in IT 101 due to ~20% of all chairs/desks being broken and irreparable due to manufacturer no longer in existence. Parts can no longer be ordered to repair the desks.

\$ Amount Requested

50,000

Resource Type

BUDGET: Facilities Building, Remodel

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.

Students do not have equal access to working desks for taking lecture notes and taking exams. This is an equity issue as students do not have the same opportunity to room resources.

This request for my area is Priority #:

Is this request

Revised

For Administrative Use Only

Funding Status

Notes

Council Ranking

63

2025-26 Council Ranking

Mapping

Educational Master Plan (2020-2025): *undefined*

- **2025 Objective 1.1 - KPI 1 (Academic Affairs):** Go from 7,366 to 8,759 total FTES (✓)
- **2025 Objective 1.2 - KPI 2 (Student Services):** Go from 14,624 headcount to 16,581 total headcount (✓)
- **2025 Objective 1.3 (Student Services):** Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.) (✓)
- **2025 Objective 1.4 - KPI 3 (Student Services):** Increase capture rates from feeder high schools by 4% annually (✓)
- **2025 Objective 2.1 - KPI 4 (Academic Affairs):** Increase number of degrees completed by 15% annually (✓)
- **2025 Objective 2.5 - KPI 7 (Student Services):** Increase the number of first-time, full-time enrolled students from 508 to 900 (✓)
- **2030 Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)

Instructional: Biology: *undefined*

- **Expand BIO Offerings:** Expand BIO course offerings to provide greater access for students to achieve their academic goals. (✓)

Student Equity Plan: *undefined*

- **Persistence for Black/African American Students:** Percentage of first-time college students who enrolled in the subsequent semester. (✓)
- **Successful Enrollment for Black/African American Students:** Percentage of first-time college students who

Resource Requests

applied and enrolled in the same year in a primary term. (✓)

- **Transfer-level math and English for Hispanic/ Latinx Students:** Percentage of first time in college students who completed transfer-level math and English in the first year. (✓)
- **Vision Goal Completion for Hispanic/ Latinx Students:** Percentage of first-time college students who completed a degree or certificate in three years. (✓)

Student Chairs and Desks in IT 101 Replacement

Resource Year

2024 - 2027

What resources do we already have?

None

What resources do you need?

Replacement of all student chairs and desks in IT 101 due to ~20% of all chairs/desks being broken and irreparable due to manufacturer no longer in existence. Parts can no longer be ordered to repair the desks.

\$ Amount Requested

50,000

Resource Type

BUDGET: Facilities Building, Remodel

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.

Students do not have equal access to working desks for taking lecture notes and taking exams. This is an equity issue as students do not have the same opportunity to room resources.

This request for my area is Priority #:

Is this request

Revised

For Administrative Use Only

Funding Status

Notes

Council Ranking

63

2025-26 Council Ranking

Mapping

Educational Master Plan (2020-2025): *undefined*

- **2025 Objective 1.1 - KPI 1 (Academic Affairs):** Go from 7,366 to 8,759 total FTES (✓)
- **2025 Objective 1.2 - KPI 2 (Student Services):** Go from 14,624 headcount to 16,581 total headcount (✓)
- **2025 Objective 1.3 (Student Services):** Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.) (✓)
- **2025 Objective 1.4 - KPI 3 (Student Services):** Increase capture rates from feeder high schools by 4% annually (✓)
- **2025 Objective 2.1 - KPI 4 (Academic Affairs):** Increase number of degrees completed by 15% annually (✓)
- **2025 Objective 2.5 - KPI 7 (Student Services):** Increase the number of first-time, full-time enrolled students from 508 to 900 (✓)
- **2030 Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)

Instructional: Biology: *undefined*

Resource Requests

- **Expand BIO Offerings:** Expand BIO course offerings to provide greater access for students to achieve their academic goals. (✓)

Student Equity Plan: *undefined*

- **Persistence for Black/African American Students:** Percentage of first-time college students who enrolled in the subsequent semester. (✓)
- **Successful Enrollment for Black/African American Students:** Percentage of first-time college students who applied and enrolled in the same year in a primary term. (✓)
- **Transfer-level math and English for Hispanic/ Latinx Students:** Percentage of first time in college students who completed transfer-level math and English in the first year. (✓)
- **Vision Goal Completion for Hispanic/ Latinx Students:** Percentage of first-time college students who completed a degree or certificate in three years. (✓)

Student Chairs and Desks in ATEC 114 Replacement

Resource Year

2024 - 2027

What resources do we already have?

none

What resources do you need?

Replacement of all student chairs and desks in IT 101 due to ~20% of all chairs/desks being broken and irreparable due to manufacturer no longer in existence. Parts can no longer be ordered to repair the desks.

\$ Amount Requested

50,000

Resource Type

ITEM: Equipment, Services, Software, Furniture

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.

Students do not have equal access to working desks for taking lecture notes and taking exams. This is an equity issue as students do not have the same opportunity to room resources.

This request for my area is Priority #:

Is this request

Revised

For Administrative Use Only

Funding Status

No Action-Insufficient funding

Notes

Council Ranking

63

2025-26 Council Ranking

Mapping

Educational Master Plan (2020-2025): *undefined*

- **2025 Objective 1.1 - KPI 1 (Academic Affairs):** Go from 7,366 to 8,759 total FTES (✓)
- **2025 Objective 1.2 - KPI 2 (Student Services):** Go from 14,624 headcount to 16,581 total headcount (✓)
- **2025 Objective 1.3 (Student Services):** Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.) (✓)
- **2025 Objective 1.4 - KPI 3 (Student Services):** Increase capture rates from feeder high schools by 4% annually (✓)

Resource Requests

- **2025 Objective 2.1 - KPI 4 (Academic Affairs):** Increase number of degrees completed by 15% annually (✓)
- **2025 Objective 2.5 - KPI 7 (Student Services):** Increase the number of first-time, full-time enrolled students from 508 to 900 (✓)
- **2030 Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)

Instructional: Biology: undefined

- **Expand BIO Offerings:** Expand BIO course offerings to provide greater access for students to achieve their academic goals. (✓)

Student Equity Plan: undefined

- **Persistence for Black/African American Students:** Percentage of first-time college students who enrolled in the subsequent semester. (✓)
- **Successful Enrollment for Black/African American Students:** Percentage of first-time college students who applied and enrolled in the same year in a primary term. (✓)
- **Transfer-level math and English for Hispanic/ Latinx Students:** Percentage of first time in college students who completed transfer-level math and English in the first year. (✓)
- **Vision Goal Completion for Hispanic/ Latinx Students:** Percentage of first-time college students who completed a degree or certificate in three years. (✓)

4 (four) Fisherbrand Bacti-Loop Micro-Sterilizer

Resource Year

2024 - 2027

What resources do we already have?

none

What resources do you need?

4 (four) Fisherbrand Bacti-Loop Micro-Sterilizer are needed for Microbiology courses in order to work aseptically with bacterial organisms. This is an essential skill that pre-allied health students need.

\$ Amount Requested

2,200

Resource Type

ITEM: Equipment, Services, Software, Furniture

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.

Needed to support laboratory classes

This request for my area is Priority #:

Is this request

Revised

For Administrative Use Only

Funding Status

No Action-Insufficient funding

Notes

Council Ranking

30

2025-26 Council Ranking

Resource Requests

Supernova + Stir/ hotplate

Resource Year

2024 - 2027

What resources do we already have?

(Currently have 1 working and need to replace 2.

What resources do you need?

2 SuperNova+ Stir/ Hotplates.Item# SP88857190

\$ Amount Requested

4,000

Resource Type

ITEM: Equipment, Services, Software, Furniture

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.

used to prep STEM Laboratory Course Solutions.

This request for my area is Priority #:

18

Is this request

Revised

For Administrative Use Only**Funding Status**

No Action-Insufficient funding

Notes**Council Ranking**

21

2025-26 Council Ranking

Bio Pak Expansion

Resource Year

2024 - 2027

What resources do we already have?

Currently have 9 of 16 Biopak for the Anatomy and Physiology classes.

What resources do you need?

Reflex and ANS physiology Add-on and of 7 full Bio Pack kits.

\$ Amount Requested

25,000

Resource Type

ITEM: Equipment, Services, Software, Furniture

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.

Increase the ability to do labs relating to physiology. Which impacts bio 50A, 50b and 4 SLOs

This request for my area is Priority #:

19

Is this request

Revised

For Administrative Use Only**Funding Status**

No Action-Not related to College Mission, etc.

Notes

4/2/2026

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Resource Requests

Council Ranking

6

2025-26 Council Ranking

Mapping

Educational Master Plan (2020-2025): undefined

- **2025 Objective 2.5 - KPI 7 (Student Services):** Increase the number of first-time, full-time enrolled students from 508 to 900 (✓)

Instructional: Biology: undefined

- **Expand BIO Offerings:** Expand BIO course offerings to provide greater access for students to achieve their academic goals. (✓)

Student Equity Plan: undefined

- **Persistence for Black/African American Students:** Percentage of first-time college students who enrolled in the subsequent semester. (✓)
- **Successful Enrollment for Black/African American Students:** Percentage of first-time college students who applied and enrolled in the same year in a primary term. (✓)
- **Transfer for Hispanic/ Latinx Students:** Percentage of first time in college students who transferred to a four-year institution within three years. (✓)
- **Transfer-level math and English for Hispanic/ Latinx Students:** Percentage of first time in college students who completed transfer-level math and English in the first year. (✓)
- **Vision Goal Completion for Hispanic/ Latinx Students:** Percentage of first-time college students who completed a degree or certificate in three years. (✓)

Replacement Student Lab Benches in IT 128

Resource Year

2024 - 2027

What resources do we already have?

The current state of the lab benches renders them unsafe. The tops are loose and no longer attached to the wooden frames.

What resources do you need?

Replacement of all lab benches in IT 128

\$ Amount Requested

35,000

Resource Type

ITEM: Equipment, Services, Software, Furniture

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 matter of safety and equity, students do not have access to safe, usable equipment to perform laboratory experiments. The tops of the desks are heavy and sliding off of the legs, this is a safety issue for students, staff and faculty walking in between the aisles.

This request for my area is Priority #:

2

Is this request

Revised

For Administrative Use Only

Funding Status

No Action-Insufficient funding

Notes

Resource Requests

Council Ranking

11

2025-26 Council Ranking

Mapping

Instructional: Biology: undefined

- **Expand BIO Offerings:** Expand BIO course offerings to provide greater access for students to achieve their academic goals. (✓)

Student Equity Plan: undefined

- **Persistence for Black/African American Students:** Percentage of first-time college students who enrolled in the subsequent semester. (✓)
- **Successful Enrollment for Black/African American Students:** Percentage of first-time college students who applied and enrolled in the same year in a primary term. (✓)
- **Transfer for Hispanic/ Latinx Students:** Percentage of first time in college students who transferred to a four-year institution within three years. (✓)
- **Transfer-level math and English for Hispanic/ Latinx Students:** Percentage of first time in college students who completed transfer-level math and English in the first year. (✓)
- **Vision Goal Completion for Hispanic/ Latinx Students:** Percentage of first-time college students who completed a degree or certificate in three years. (✓)

advanced spectrophotometer

Resource Year

2024 - 2027

What resources do we already have?

4 of 8 Spectrophotometers /

What resources do you need?

4 Advanced Spectrophotometers

\$ Amount Requested

25,000

Resource Type

ITEM: Equipment, Services, Software, Furniture

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.

Spectrophotometer would be use to meet the Bio 50 and Bio 60 Series SLO course objectives.

This request for my area is Priority #:

6

Is this request

Revised

For Administrative Use Only

Funding Status

No Action-Insufficient funding

Notes

Council Ranking

60

2025-26 Council Ranking

Resource Requests

Full Time Night/Weekend Lab Technician

Resource Year

2024 - 2027

What resources do we already have?

Currently we have a part time lab tech who will leave in June 2024

What resources do you need?

Full time night/weekend lab technician

\$ Amount Requested

120,000

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.

Having a full time night lab technician will allow additional offerings of STEM courses at night and on weekends. Having more courses at night and weekends provides additional access to students who are working or are care givers during traditional college hours. Increase in access and equity for non-traditional students.

This request for my area is Priority #:

1

Is this request

Revised

For Administrative Use Only

Funding Status

Notes

Council Ranking

2025-26 Council Ranking

Mapping

Educational Master Plan (2020-2025): *undefined*

- **2025 Objective 1.1 - KPI 1 (Academic Affairs):** Go from 7,366 to 8,759 total FTES (✓)
- **2025 Objective 1.2 - KPI 2 (Student Services):** Go from 14,624 headcount to 16,581 total headcount (✓)
- **2025 Objective 1.3 (Student Services):** Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.) (✓)
- **2025 Objective 1.4 - KPI 3 (Student Services):** Increase capture rates from feeder high schools by 4% annually (✓)
- **2025 Objective 2.1 - KPI 4 (Academic Affairs):** Increase number of degrees completed by 15% annually (✓)
- **2025 Objective 2.5 - KPI 7 (Student Services):** Increase the number of first-time, full-time enrolled students from 508 to 900 (✓)
- **2030 Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)

Instructional: Biology: *undefined*

- **Expand BIO Offerings:** Expand BIO course offerings to provide greater access for students to achieve their academic goals. (✓)
- **Reduce Equity Gaps:** Reduce equity gaps in success and retention in BIO courses (✓)

Student Equity Plan: *undefined*

- **Persistence for Black/African American Students:** Percentage of first-time college students who enrolled in the subsequent semester. (✓)

Resource Requests

- **Successful Enrollment for Black/African American Students:** Percentage of first-time college students who applied and enrolled in the same year in a primary term. (✓)
- **Transfer for Hispanic/ Latinx Students:** Percentage of first time in college students who transferred to a four-year institution within three years. (✓)
- **Transfer-level math and English for Hispanic/ Latinx Students:** Percentage of first time in college students who completed transfer-level math and English in the first year. (✓)
- **Vision Goal Completion for Hispanic/ Latinx Students:** Percentage of first-time college students who completed a degree or certificate in three years. (✓)

Anatomy models

Resource Year

2024 - 2027

What resources do we already have?

old models that are worn or broken that need replacement.

What resources do you need?

Human Anatomy models

\$ Amount Requested

20,000

Resource Type

ITEM: Instructional Supplies

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.

needed to complete the S10 and Course objectives for Bio 50A and B

This request for my area is Priority #:

5

Is this request

Revised

For Administrative Use Only

Funding Status

In Progress

Notes

Council Ranking

57

2025-26 Council Ranking

Mapping

Educational Master Plan (2020-2025): *undefined*

- **2025 Objective 1.1 - KPI 1 (Academic Affairs):** Go from 7,366 to 8,759 total FTES (✓)
- **2025 Objective 1.2 - KPI 2 (Student Services):** Go from 14,624 headcount to 16,581 total headcount (✓)
- **2025 Objective 1.3 (Student Services):** Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.) (✓)
- **2025 Objective 1.4 - KPI 3 (Student Services):** Increase capture rates from feeder high schools by 4% annually (✓)
- **2025 Objective 2.1 - KPI 4 (Academic Affairs):** Increase number of degrees completed by 15% annually (✓)
- **2025 Objective 2.5 - KPI 7 (Student Services):** Increase the number of first-time, full-time enrolled students from 508 to 900 (✓)
- **2030 Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)

Resource Requests

Instructional: Biology: undefined

- **Expand BIO Offerings:** Expand BIO course offerings to provide greater access for students to achieve their academic goals. (✓)
- **Reduce Equity Gaps:** Reduce equity gaps in success and retention in BIO courses (✓)

Student Equity Plan: undefined

- **Persistence for Black/African American Students:** Percentage of first-time college students who enrolled in the subsequent semester. (✓)
- **Successful Enrollment for Black/African American Students:** Percentage of first-time college students who applied and enrolled in the same year in a primary term. (✓)
- **Transfer for Hispanic/ Latinx Students:** Percentage of first time in college students who transferred to a four-year institution within three years. (✓)
- **Transfer-level math and English for Hispanic/ Latinx Students:** Percentage of first time in college students who completed transfer-level math and English in the first year. (✓)
- **Vision Goal Completion for Hispanic/ Latinx Students:** Percentage of first-time college students who completed a degree or certificate in three years. (✓)

Replacement Basic Spectrophotometers for BIO-1

Resource Year

2024 - 2027

What resources do we already have?

Currently we have 4 working spectrophotometers, we need an additional 4 spectrophotometers to assess SLOs and meet course objectives

What resources do you need?

4 additional basic spectrophotometers for BIO-1

\$ Amount Requested

10,000

Resource Type

ITEM: Equipment, Services, Software, Furniture

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.

Additional spectrophotometers will be used to assess SLOs and meet course objectives.

This request for my area is Priority #:

7

Is this request

Revised

For Administrative Use Only

Funding Status

No Action-Insufficient funding

Notes

Council Ranking

26

2025-26 Council Ranking

Microscope Slide replacement

Resource Year

4/2/2026

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Resource Requests

2024 - 2027

What resources do we already have?

We have old and broken Slides that need to be replaced

What resources do you need?

Assortment of microscope slides for Biology lab courses.

\$ Amount Requested

2,000

Resource Type

ITEM: Instructional Supplies

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.

microscopes slides are used in all Biological laboratory courses to assess SLO's and meet course objectives.

This request for my area is Priority #:

17

Is this request

Revised

For Administrative Use Only

Funding Status

In Progress

Notes

Council Ranking

46

2025-26 Council Ranking

State of the Art Science Building

Resource Year

2024 - 2027

What resources do we already have?

We currently have old and outdated laboratories and lecture halls

What resources do you need?

We need a state of the art science building to remain relevant and competitive in the region by increasing and expanding science course offerings.

\$ Amount Requested

150,000,000

Resource Type

BUDGET: Facilities Building, Remodel

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.

By having a new science building, we can recruit, retain and provide updated and innovative science instruction. A new building supports access and equity for our local student population.

This request for my area is Priority #:

Is this request

New

For Administrative Use Only

Funding Status

Notes

Resource Requests

Council Ranking

2025-26 Council Ranking

Mapping

Educational Master Plan (2020-2025): *undefined*

- **2025 Objective 1.1 - KPI 1 (Academic Affairs):** Go from 7,366 to 8,759 total FTES (✓)
- **2025 Objective 1.2 - KPI 2 (Student Services):** Go from 14,624 headcount to 16,581 total headcount (✓)
- **2025 Objective 1.3 (Student Services):** Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.) (✓)
- **2025 Objective 1.4 - KPI 3 (Student Services):** Increase capture rates from feeder high schools by 4% annually (✓)
- **2025 Objective 2.1 - KPI 4 (Academic Affairs):** Increase number of degrees completed by 15% annually (✓)
- **2025 Objective 2.5 - KPI 7 (Student Services):** Increase the number of first-time, full-time enrolled students from 508 to 900 (✓)
- **2030 Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)

Instructional: Biology: *undefined*

- **Expand BIO Offerings:** Expand BIO course offerings to provide greater access for students to achieve their academic goals. (✓)
- **Reduce Equity Gaps:** Reduce equity gaps in success and retention in BIO courses (✓)

Student Equity Plan: *undefined*

- **Persistence for Black/African American Students:** Percentage of first-time college students who enrolled in the subsequent semester. (✓)
- **Successful Enrollment for Black/African American Students:** Percentage of first-time college students who applied and enrolled in the same year in a primary term. (✓)
- **Transfer for Hispanic/ Latinx Students:** Percentage of first time in college students who transferred to a four-year institution within three years. (✓)
- **Transfer-level math and English for Hispanic/ Latinx Students:** Percentage of first time in college students who completed transfer-level math and English in the first year. (✓)
- **Vision Goal Completion for Hispanic/ Latinx Students:** Percentage of first-time college students who completed a degree or certificate in three years. (✓)

Virtual dissection Table

Resource Year

2024 - 2027

What resources do we already have?

None Currently used whole organisms (Mink, fetal pigs, rats s ect.)

What resources do you need?

3 Virtual dissection tables.

\$ Amount Requested

300,000

Resource Type

ITEM: Equipment, Services, Software, Furniture

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.

Help assess SLO's and meet Cours objectives for Bio 50 Series Bro. and Bio 61. This will also Reduce our Biological wastes and Exposure of students to fumes from Animal preservation.

Resource Requests

This request for my area is Priority #:

11

Is this request

Revised

For Administrative Use Only

Funding Status

No Action-Insufficient funding

Notes

Council Ranking

69

2025-26 Council Ranking

Mapping

Educational Master Plan (2020-2025): undefined

- **2025 Objective 1.1 - KPI 1 (Academic Affairs):** Go from 7,366 to 8,759 total FTES (✓)
- **2025 Objective 1.2 - KPI 2 (Student Services):** Go from 14,624 headcount to 16,581 total headcount (✓)
- **2025 Objective 1.3 (Student Services):** Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.) (✓)
- **2025 Objective 1.4 - KPI 3 (Student Services):** Increase capture rates from feeder high schools by 4% annually (✓)
- **2025 Objective 2.1 - KPI 4 (Academic Affairs):** Increase number of degrees completed by 15% annually (✓)
- **2025 Objective 2.5 - KPI 7 (Student Services):** Increase the number of first-time, full-time enrolled students from 508 to 900 (✓)
- **2030 Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)

Student Equity Plan: undefined

- **Persistence for Black/African American Students:** Percentage of first-time college students who enrolled in the subsequent semester. (✓)
- **Successful Enrollment for Black/African American Students:** Percentage of first-time college students who applied and enrolled in the same year in a primary term. (✓)
- **Transfer for Hispanic/ Latinx Students:** Percentage of first time in college students who transferred to a four-year institution within three years. (✓)
- **Transfer-level math and English for Hispanic/ Latinx Students:** Percentage of first time in college students who completed transfer-level math and English in the first year. (✓)
- **Vision Goal Completion for Hispanic/ Latinx Students:** Percentage of first-time college students who completed a degree or certificate in three years. (✓)

Human Anatomy and Physiology Society Memberships

Resource Year

2024 - 2027

What resources do we already have?

None

What resources do you need?

4 memberships

\$ Amount Requested

1,400

Resource Type

BUDGET: Request Ongoing Funding (Support, Mktg)

4/2/2026

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Resource Requests

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 Service would connect our full-time Anatomy and Physiology instructors to the greater community of Anatomy and physiology Instructors.

This request for my area is Priority #:

Is this request

Revised

For Administrative Use Only

Funding Status

Notes

Council Ranking

2025-26 Council Ranking

Mapping

Student Equity Plan: *undefined*

- **Persistence for Black/African American Students:** Percentage of first-time college students who enrolled in the subsequent semester. (✓)
- **Successful Enrollment for Black/African American Students:** Percentage of first-time college students who applied and enrolled in the same year in a primary term. (✓)
- **Transfer for Hispanic/ Latinx Students:** Percentage of first time in college students who transferred to a four-year institution within three years. (✓)
- **Transfer-level math and English for Hispanic/ Latinx Students:** Percentage of first time in college students who completed transfer-level math and English in the first year. (✓)
- **Vision Goal Completion for Hispanic/ Latinx Students:** Percentage of first-time college students who completed a degree or certificate in three years. (✓)

Replacement rolling whiteboard for IT 128

Resource Year

2024 - 2027

What resources do we already have?

Old, damaged whiteboard

What resources do you need?

Replacement rolling whiteboard for IT 128

\$ Amount Requested

1,000

Resource Type

ITEM: Equipment, Services, Software, Furniture

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 Goal 7.5, EMP Goal 10

This request for my area is Priority #:

13

Is this request

Revised

For Administrative Use Only

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Resource Requests

Funding Status

Completed/Funded

Notes

Council Ranking

38

2025-26 Council Ranking

Mapping

Educational Master Plan (2020-2025): *undefined*

- **2025 Objective 7.5 (Academic Senate):** Add capacity to existing disciplines with a demonstrated need (✓)
- **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. (✓)

New Microscopes for ST203

Resource Year

2024 - 2027

What resources do we already have?

Old microscopes are wearing down; oil has damaged lenses.

What resources do you need?

32 new microscopes for ST203

\$ Amount Requested

130,000

Resource Type

ITEM: Equipment, Services, Software, Furniture

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.

Microscopes are essential for success in most biology courses, but especially in microbiology which is taught in ST203.

This request for my area is Priority #:

14

Is this request

Revised

For Administrative Use Only

Funding Status

No Action-Insufficient funding

Notes

Council Ranking

80

2025-26 Council Ranking

Mapping

Educational Master Plan (2020-2025): *undefined*

- **2025 Objective 1.1 - KPI 1 (Academic Affairs):** Go from 7,366 to 8,759 total FTES (✓)
- **2025 Objective 1.2 - KPI 2 (Student Services):** Go from 14,624 headcount to 16,581 total headcount (✓)
- **2025 Objective 1.3 (Student Services):** Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.) (✓)
- **2025 Objective 1.4 - KPI 3 (Student Services):** Increase capture rates from feeder high schools by 4%

Resource Requests

annually (✓)

- **2025 Objective 2.1 - KPI 4 (Academic Affairs):** Increase number of degrees completed by 15% annually (✓)
- **2025 Objective 2.5 - KPI 7 (Student Services):** Increase the number of first-time, full-time enrolled students from 508 to 900 (✓)
- **2030 Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)

Instructional: Biology: *undefined*

- **Expand BIO Offerings:** Expand BIO course offerings to provide greater access for students to achieve their academic goals. (✓)
- **Reduce Equity Gaps:** Reduce equity gaps in success and retention in BIO courses (✓)

Student Equity Plan: *undefined*

- **Persistence for Black/African American Students:** Percentage of first-time college students who enrolled in the subsequent semester. (✓)
- **Successful Enrollment for Black/African American Students:** Percentage of first-time college students who applied and enrolled in the same year in a primary term. (✓)
- **Transfer for Hispanic/ Latinx Students:** Percentage of first time in college students who transferred to a four-year institution within three years. (✓)
- **Transfer-level math and English for Hispanic/ Latinx Students:** Percentage of first time in college students who completed transfer-level math and English in the first year. (✓)
- **Vision Goal Completion for Hispanic/ Latinx Students:** Percentage of first-time college students who completed a degree or certificate in three years. (✓)

New Microscopes for ST 211

Resource Year

2024 - 2027

What resources do we already have?

32 old microscopes that need frequent servicing at considerable cost

What resources do you need?

32 replacement microscopes

\$ Amount Requested

130,000

Resource Type

ITEM: Equipment, Services, Software, Furniture

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.

Replacement microscopes are needed to teach labs in this room.,=

This request for my area is Priority #:

15

Is this request

Revised

For Administrative Use Only

Funding Status

No Action-Insufficient funding

Notes

Council Ranking

77

2025-26 Council Ranking

Resource Requests

Mapping

Educational Master Plan (2020-2025): *undefined*

- **2025 Objective 1.1 - KPI 1 (Academic Affairs):** Go from 7,366 to 8,759 total FTES (✓)
- **2025 Objective 1.2 - KPI 2 (Student Services):** Go from 14,624 headcount to 16,581 total headcount (✓)
- **2025 Objective 1.3 (Student Services):** Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.) (✓)
- **2025 Objective 1.4 - KPI 3 (Student Services):** Increase capture rates from feeder high schools by 4% annually (✓)
- **2025 Objective 2.1 - KPI 4 (Academic Affairs):** Increase number of degrees completed by 15% annually (✓)
- **2025 Objective 2.5 - KPI 7 (Student Services):** Increase the number of first-time, full-time enrolled students from 508 to 900 (✓)
- **2030 Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)

Instructional: Biology: *undefined*

- **Expand BIO Offerings:** Expand BIO course offerings to provide greater access for students to achieve their academic goals. (✓)
- **Reduce Equity Gaps:** Reduce equity gaps in success and retention in BIO courses (✓)

Student Equity Plan: *undefined*

- **Persistence for Black/African American Students:** Percentage of first-time college students who enrolled in the subsequent semester. (✓)
- **Successful Enrollment for Black/African American Students:** Percentage of first-time college students who applied and enrolled in the same year in a primary term. (✓)
- **Transfer for Hispanic/ Latinx Students:** Percentage of first time in college students who transferred to a four-year institution within three years. (✓)
- **Transfer-level math and English for Hispanic/ Latinx Students:** Percentage of first time in college students who completed transfer-level math and English in the first year. (✓)
- **Vision Goal Completion for Hispanic/ Latinx Students:** Percentage of first-time college students who completed a degree or certificate in three years. (✓)

Microscope replacement for IT 128

Resource Year

2024 - 2027

What resources do we already have?

32 old microscopes that need frequent servicing at considerable cost

What resources do you need?

32 new microscopes

\$ Amount Requested

130,000

Resource Type

ITEM: Equipment, Services, Software, Furniture

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.

Replacement microscopes are needed to continue to teach labs in this room.

This request for my area is Priority #:

16

Is this request

Revised

For Administrative Use Only

Funding Status

Resource Requests

No Action-Insufficient funding

Notes

Council Ranking

82

2025-26 Council Ranking

Mapping

Educational Master Plan (2020-2025): undefined

- **2025 Objective 1.1 - KPI 1 (Academic Affairs):** Go from 7,366 to 8,759 total FTES (✓)
- **2025 Objective 1.2 - KPI 2 (Student Services):** Go from 14,624 headcount to 16,581 total headcount (✓)
- **2025 Objective 1.3 (Student Services):** Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.) (✓)
- **2025 Objective 1.4 - KPI 3 (Student Services):** Increase capture rates from feeder high schools by 4% annually (✓)
- **2025 Objective 2.1 - KPI 4 (Academic Affairs):** Increase number of degrees completed by 15% annually (✓)
- **2025 Objective 2.5 - KPI 7 (Student Services):** Increase the number of first-time, full-time enrolled students from 508 to 900 (✓)
- **2030 Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)

Instructional: Biology: undefined

- **Expand BIO Offerings:** Expand BIO course offerings to provide greater access for students to achieve their academic goals. (✓)
- **Reduce Equity Gaps:** Reduce equity gaps in success and retention in BIO courses (✓)

Student Equity Plan: undefined

- **Persistence for Black/African American Students:** Percentage of first-time college students who enrolled in the subsequent semester. (✓)
- **Successful Enrollment for Black/African American Students:** Percentage of first-time college students who applied and enrolled in the same year in a primary term. (✓)
- **Transfer for Hispanic/ Latinx Students:** Percentage of first time in college students who transferred to a four-year institution within three years. (✓)
- **Transfer-level math and English for Hispanic/ Latinx Students:** Percentage of first time in college students who completed transfer-level math and English in the first year. (✓)
- **Vision Goal Completion for Hispanic/ Latinx Students:** Percentage of first-time college students who completed a degree or certificate in three years. (✓)

Outdoor Lab Setup

Resource Year

2024 - 2027

What resources do we already have?

Space with sprinkler system already installed

What resources do you need?

Raised Garden Beds, Planters with trellis, A-Frame Trellises, Soil Bulk, Seeds, other tools and supplies.

\$ Amount Requested

10,000

Resource Type

ITEM: Equipment, Services, Software, Furniture

Resource Requests

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.

An outdoor lab space is essential for developing the Agriculture - Plant Science ADT and expanding BIO course offerings. We live in a historically agricultural region and there have been requests for the development of an Ag program.

This request for my area is Priority #:

22

Is this request

Revised

For Administrative Use Only

Funding Status

No Action-Insufficient funding

Notes

Council Ranking

54

2025-26 Council Ranking

Mapping

Educational Master Plan (2020-2025): undefined

- **2025 Objective 1.4 - KPI 3 (Student Services):** Increase capture rates from feeder high schools by 4% annually (✓)
- **2025 Objective 2.1 - KPI 4 (Academic Affairs):** Increase number of degrees completed by 15% annually (✓)
- **2025 Objective 7.1 (Academic Senate):** Develop comprehensive breadth of academic programs (✓)
- **2030 Goal 7: Programs:** Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs. (✓)

Instructional: Biology: undefined

- **Agriculture - Plant Science ADT:** Develop an Agriculture - Plant Science ADT (✓)
- **Expand BIO Offerings:** Expand BIO course offerings to provide greater access for students to achieve their academic goals. (✓)
- **BIO-5 General Botany SLO 2:** undefined (✓)

Outdoor Lab setup - Facilities

Resource Year

2024 - 2027

What resources do we already have?

Space with a sprinkler system already installed

What resources do you need?

Fencing, appropriate watering system attached to the existing sprinkler system, etc.

\$ Amount Requested

7,000

Resource Type

BUDGET: Facilities Building, Remodel

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.

An outdoor lab space is essential for developing the Agriculture - Plant Science ADT and expanding BIO course offerings. We live in a historically agricultural region and there have been requests for the development of an Ag program.

This request for my area is Priority #:

Resource Requests

23

Is this request

Revised

For Administrative Use Only

Funding Status

Notes

Council Ranking

2025-26 Council Ranking

Mapping

Educational Master Plan (2020-2025): *undefined*

- **2025 Objective 1.4 - KPI 3 (Student Services):** Increase capture rates from feeder high schools by 4% annually (✓)
- **2025 Objective 2.1 - KPI 4 (Academic Affairs):** Increase number of degrees completed by 15% annually (✓)
- **2025 Objective 7.1 (Academic Senate):** Develop comprehensive breadth of academic programs (✓)
- **2030 Goal 7: Programs:** Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs. (✓)

Instructional: Biology: *undefined*

- **Agriculture - Plant Science ADT:** Develop an Agriculture - Plant Science ADT (✓)
- **Expand BIO Offerings:** Expand BIO course offerings to provide greater access for students to achieve their academic goals. (✓)
- **BIO-5 General Botany SLO 2:** *undefined* (✓)

Vermiculture box

Resource Year

2024 - 2027

What resources do we already have?

None

What resources do you need?

Vermiculture box with necessary components

\$ Amount Requested

600

Resource Type

ITEM: Instructional Supplies

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.

A vermiculture box would support an outdoor lab space. An outdoor lab space is essential for developing the Agriculture - Plant Science ADT and expanding BIO course offerings. We live in a historically agricultural region and there have been requests for the development of an Ag program.

This request for my area is Priority #:

24

Is this request

Revised

For Administrative Use Only

Funding Status

In Progress

Resource Requests

Notes

Council Ranking

50

2025-26 Council Ranking

Mapping

Educational Master Plan (2020-2025): undefined

- **2025 Objective 1.4 - KPI 3 (Student Services):** Increase capture rates from feeder high schools by 4% annually (✓)
- **2025 Objective 2.1 - KPI 4 (Academic Affairs):** Increase number of degrees completed by 15% annually (✓)
- **2025 Objective 7.1 (Academic Senate):** Develop comprehensive breadth of academic programs (✓)
- **2030 Goal 7: Programs:** Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs. (✓)

Instructional: Biology: undefined

- **Agriculture - Plant Science ADT:** Develop an Agriculture - Plant Science ADT (✓)
- **Expand BIO Offerings:** Expand BIO course offerings to provide greater access for students to achieve their academic goals. (✓)
- **BIO-5 General Botany SLO 2:** undefined (✓)

Budget for Tutoring

Resource Year

2024 - 2027

What resources do we already have?

Some tutoring

What resources do you need?

Current tutoring is inadequate. The sciences need in-person tutoring.

\$ Amount Requested

255,000

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.

Tutoring supports success in all science classes

This request for my area is Priority #:

12

Is this request

Revised

For Administrative Use Only

Funding Status

Notes

Council Ranking

2025-26 Council Ranking

Mapping

4/2/2026

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Resource Requests

Data Review - Instructional: *undefined*

- **1.:** What overall trends do you see in success, retention, program of study, educational planning, and awards over the past 3 or more years? (✓)
- **2.:** 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?? (✓)
- **3.:** 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? (✓)

Educational Master Plan (2020-2025): *undefined*

- **2025 Objective 3.1 - KPI 8 (Student Services):** Reduce the equity gap for African American students by 40% (✓)
- **2025 Objective 3.2 - KPI 9 (Student Services):** Reduce the equity gap for Latinx students by 40% (✓)
- **2025 Objective 3.3 - KPI 10 (Student Services):** Reduce the equity gap for Men of Color by 40% (✓)
- **2025 Objective 3.4 - KPI 11 (Student Services):** Reduce the equity gap for LGBTQ+ students by 40% (✓)
- **2025 Objective 3.5 - KPI 12 (Student Services):** Reduce the equity gap for Foster Youth students by 40% (✓)
- **2030 Goal 2: Success:** Implement Guided Pathways framework. (✓)
- **2030 Goal 3: Equity:** Close all student equity gaps. (✓)

Instructional: Biology: *undefined*

- **BIO-55 (Microbiology) Outcome Mastery for Course SLOs:** *undefined* (✓)
- **Outcome Mastery by Declared Major:** *undefined* (✓)
- **Outcome Mastery by Demographics:** *undefined* (✓)
- **Expand BIO Offerings:** Expand BIO course offerings to provide greater access for students to achieve their academic goals. (✓)
- **Reduce Equity Gaps:** Reduce equity gaps in success and retention in BIO courses (✓)

Student Equity Plan: *undefined*

- **Persistence for Black/African American Students:** Percentage of first-time college students who enrolled in the subsequent semester. (✓)
- **Transfer for Hispanic/ Latinx Students:** Percentage of first time in college students who transferred to a four-year institution within three years. (✓)
- **Vision Goal Completion for Hispanic/ Latinx Students:** Percentage of first-time college students who completed a degree or certificate in three years. (✓)

acid cabinet storage in HUM 202

Resource Year

2024 - 2027

What resources do we already have?

Fumehood

What resources do you need?

Replace Fumehood with acid cabinet storage underneath in HUM 202 as existing fumehood is a hazard and does not provide enough prep space.

\$ Amount Requested

100,000

Resource Type

ITEM: Equipment, Services, Software, Furniture

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.

Resource Requests

Existing 25+ year old fumehood that is used to prepare solutions and keep noxious fumes away from stockroom technicians needs constant repair and does not function as it should. The fumehood weight sits atop a cabinet that has water damage making for a hazardous situation if the cabinet were to collapse underneath. Its ventilation ability is not good and compromises the health and safety of the stockroom staff.

A new, larger fumehood with acid storage cabinetry underneath will allow more space for prep for stockroom staff as well as increase storage of hazardous chemicals providing a safe environment for all.

This request for my area is Priority #:

25

Is this request

Revised

For Administrative Use Only

Funding Status

In Progress

Notes

Council Ranking

75

2025-26 Council Ranking

Mapping

Educational Master Plan (2020-2025): undefined

- **2025 Objective 1.1 - KPI 1 (Academic Affairs):** Go from 7,366 to 8,759 total FTES (✓)
- **2025 Objective 1.2 - KPI 2 (Student Services):** Go from 14,624 headcount to 16,581 total headcount (✓)
- **2030 Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)
- **2030 Goal 5: Workforce and Economic Development:** Reduce working poverty and the skills gap (✓)
- **2030 Goal 7: Programs:** Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs. (✓)

Additional Cabinetry and Shelving needed in HUM 204

Resource Year

2024 - 2027

What resources do we already have?

Insufficient Cabinetry

What resources do you need?

Additional Cabinetry and Shelving needed in HUM 204 to support adding Che-3 and Che-2B to the Chemistry curriculum as we don't have extra space to support these classes.

\$ Amount Requested

20,000

Resource Type

ITEM: Equipment, Services, Software, Furniture

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.

Resource Requests

Che-2A is the appropriate introductory chemistry course for nursing, health, and nonscience majors. Che-3 is introductory chemistry designed to prepare science majors for the more rigorous chemistry, biology, and engineering courses. Critical foundational topics for Che-1A such as stoichiometry, limiting reagents, and different ways to write chemical equations are not adequately covered in Che-2A but are more rigorously covered in Che-3. Furthermore, Che-3 lab content is more rigorous, which will better prepare students to succeed in Che-1A. Che-3 also supports multiple ADT's (Chemistry, Biology, Environmental Science and Engineering). Currently, both courses serve as the prerequisite for Che-1A (General Chemistry 1 for Science, Engineering, pre-med, pre-dent, pre-vet, etc., majors) as Che-3 is only offered at RCC. Through District Chemistry Discipline meetings, we have discussed the need to start offering Che-3 at both Norco and Moreno Valley as soon as possible to direct science majors to take Che-3 instead of Che-2A as the prerequisite for Che-1A to help increase success and retention of science majors on this career path. We also need to add Che-2B to courses offered at Norco College. Che-2B is the sequence course to Che-2A which is needed for nursing and allied health majors. This course is also needed for the new ADT proposed in Biology for Agriculture/Plant Science. We could offer Che-3 and Che-2B in the lab room in HUM 204 as there are some time slots in the schedule available to offer these courses. However, the obstacle that makes offering this course difficult at Norco College is the limited preparation and storage space available in the chemistry stockrooms and lab rooms. The number of Chemistry courses offered at Norco has more than doubled, from 8 sections of Chemistry in Fall 2012 (Organic Chemistry was not offered at that time) to 19 sections in Spring 2024 (added both semesters of Organic Chemistry which requires the most amount of storage space for chemicals and glassware). In addition, Physics labs also use a Chemistry stockroom for storage. Physics has also grown significantly as well. Physics courses doubled from 6 sections in Fall 2012 to 12 sections in Spring 2024. All this growth occurred while still having the same lab and stockroom space. The Biology program has grown significantly as well. Most students taking Biology also need to take Chemistry. Therefore, both programs need to offer the most critical courses to support students in both programs. Thus, funds are required to renovate existing space to accommodate adding two more courses to the Chemistry program in order for Norco College to become a comprehensive college.

This request for my area is Priority #:

Is this request

Revised

For Administrative Use Only

Funding Status

No Action-Insufficient funding

Notes

Council Ranking

78

2025-26 Council Ranking

Mapping

Educational Master Plan (2020-2025): *undefined*

- **2025 Objective 1.1 - KPI 1 (Academic Affairs):** Go from 7,366 to 8,759 total FTES (✓)
- **2025 Objective 1.2 - KPI 2 (Student Services):** Go from 14,624 headcount to 16,581 total headcount (✓)
- **2030 Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)
- **2030 Goal 5: Workforce and Economic Development:** Reduce working poverty and the skills gap (✓)
- **2030 Goal 7: Programs:** Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs. (✓)

Additional Cabinetry in Hum 202

Resource Year

2024 - 2027

What resources do we already have?

4/2/2026

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Resource Requests

Insufficient Cabinetry

What resources do you need?

Additional cabinetry and shelving needed in HUM 202 Preparation room to support adding Che-3 and Che-2B to the Chemistry curriculum as we don't have extra space to support these classes. Physics supplies are stored in this room as well.

\$ Amount Requested

35,000

Resource Type

ITEM: Equipment, Services, Software, Furniture

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.

Che-2A is the appropriate introductory chemistry course for nursing, health, and nonscience majors. Che-3 is introductory chemistry designed to prepare science majors for the more rigorous chemistry, biology, and engineering courses. Critical foundational topics for Che-1A such as stoichiometry, limiting reagents, and different ways to write chemical equations are not adequately covered in Che-2A but are more rigorously covered in Che-3. Furthermore, Che-3 lab content is more rigorous, which will better prepare students to succeed in Che-1A. Che-3 also supports multiple ADT's (Chemistry, Biology, Environmental Science and Engineering). Currently, both courses serve as the prerequisite for Che-1A (General Chemistry 1 for Science, Engineering, pre-med, pre-dent, pre-vet, etc., majors) as Che-3 is only offered at RCC. Through District Chemistry Discipline meetings, we have discussed the need to start offering Che-3 at both Norco and Moreno Valley as soon as possible to direct science majors to take Che-3 instead of Che-2A as the prerequisite for Che-1A to help increase success and retention of science majors on this career path. We also need to add Che-2B to courses offered at Norco College. Che-2B is the sequence course to Che-2A which is needed for nursing and allied health majors. This course is also needed for the new ADT proposed in Biology for Agriculture/Plant Science. We could offer Che-3 and Che-2B in the lab room in HUM 204 as there are some time slots in the schedule available to offer these courses. However, the obstacle that makes offering this course difficult at Norco College is the limited preparation and storage space available in the chemistry stockrooms and lab rooms. The number of Chemistry courses offered at Norco has more than doubled, from 8 sections of Chemistry in Fall 2012 (Organic Chemistry was not offered at that time) to 19 sections in Spring 2024 (added both semesters of Organic Chemistry which requires the most amount of storage space for chemicals and glassware). In addition, Physics labs also use a Chemistry stockroom for storage. Physics has also grown significantly as well. Physics courses doubled from 6 sections in Fall 2012 to 12 sections in Spring 2024. All this growth occurred while still having the same lab and stockroom space. The Biology program has grown significantly as well. Most students taking Biology also need to take Chemistry. Therefore, both programs need to offer the most critical courses to support students in both programs. Thus, funds are required to renovate existing space to accommodate adding two more courses to the Chemistry program in order for Norco College to become a comprehensive college.

This request for my area is Priority #:

22

Is this request

New

For Administrative Use Only

Funding Status

No Action-Insufficient funding

Notes

Council Ranking

72

2025-26 Council Ranking

Mapping

Educational Master Plan (2020-2025): *undefined*

- **2025 Objective 1.1 - KPI 1 (Academic Affairs):** Go from 7,366 to 8,759 total FTES (✓)
- **2025 Objective 1.2 - KPI 2 (Student Services):** Go from 14,624 headcount to 16,581 total headcount (✓)
- **2030 Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)

Resource Requests

- **2030 Goal 5: Workforce and Economic Development:** Reduce working poverty and the skills gap (✓)
- **2030 Goal 7: Programs:** Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs. (✓)

Cabinetry and Shelving in Hum 209

Resource Year

2024 - 2027

What resources do we already have?

Insufficient storage for supplies

What resources do you need?

Additional cabinetry needed and shelving in HUM 209 Preparation room to support adding Che-3 and Che-2B to the Chemistry curriculum as we don't have extra space to support these classes.

\$ Amount Requested

30,000

Resource Type

ITEM: Equipment, Services, Software, Furniture

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.

Che-2A is the appropriate introductory chemistry course for nursing, health, and nonscience majors. Che-3 is introductory chemistry designed to prepare science majors for the more rigorous chemistry, biology, and engineering courses. Critical foundational topics for Che-1A such as stoichiometry, limiting reagents, and different ways to write chemical equations are not adequately covered in Che-2A but are more rigorously covered in Che-3. Furthermore, Che-3 lab content is more rigorous, which will better prepare students to succeed in Che-1A. Che-3 also supports multiple ADT's (Chemistry, Biology, Environmental Science and Engineering). Currently, both courses serve as the prerequisite for Che-1A (General Chemistry 1 for Science, Engineering, pre-med, pre-dent, pre-vet, etc., majors) as Che-3 is only offered at RCC. Through District Chemistry Discipline meetings, we have discussed the need to start offering Che-3 at both Norco and Moreno Valley as soon as possible to direct science majors to take Che-3 instead of Che-2A as the prerequisite for Che-1A to help increase success and retention of science majors on this career path. We also need to add Che-2B to courses offered at Norco College. Che-2B is the sequence course to Che-2A which is needed for nursing and allied health majors. This course is also needed for the new ADT proposed in Biology for Agriculture/Plant Science. We could offer Che-3 and Che-2B in the lab room in HUM 204 as there are some time slots in the schedule available to offer these courses. However, the obstacle that makes offering this course difficult at Norco College is the limited preparation and storage space available in the chemistry stockrooms and lab rooms. The number of Chemistry courses offered at Norco has more than doubled, from 8 sections of Chemistry in Fall 2012 (Organic Chemistry was not offered at that time) to 19 sections in Spring 2024 (added both semesters of Organic Chemistry which requires the most amount of storage space for chemicals and glassware). In addition, Physics labs also use a Chemistry stockroom for storage. Physics has also grown significantly as well. Physics courses doubled from 6 sections in Fall 2012 to 12 sections in Spring 2024. All this growth occurred while still having the same lab and stockroom space. The Biology program has grown significantly as well. Most students taking Biology also need to take Chemistry. Therefore, both programs need to offer the most critical courses to support students in both programs. Thus, funds are required to renovate existing space to accommodate adding two more courses to the Chemistry program in order for Norco College to become a comprehensive college.

This request for my area is Priority #:

Is this request

Revised

For Administrative Use Only

Funding Status

No Action-Insufficient funding

Notes

Council Ranking

4/2/2026

Resource Requests

83

2025-26 Council Ranking

Mapping

Educational Master Plan (2020-2025): *undefined*

- **2025 Objective 1.1 - KPI 1 (Academic Affairs):** Go from 7,366 to 8,759 total FTES (✓)
- **2025 Objective 1.2 - KPI 2 (Student Services):** Go from 14,624 headcount to 16,581 total headcount (✓)
- **2030 Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)
- **2030 Goal 5: Workforce and Economic Development:** Reduce working poverty and the skills gap (✓)
- **2030 Goal 7: Programs:** Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs. (✓)

Expansion of Hum 208

Resource Year

2024 - 2027

What resources do we already have?

Insufficient working space

What resources do you need?

Expand storage space and working space in instrument room in HUM 208 to support adding Che-3 and Che-2B to the Chemistry curriculum as we don't have extra space to support these classes

\$ Amount Requested

20,000

Resource Type

ITEM: Equipment, Services, Software, Furniture

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.

Che-2A is the appropriate introductory chemistry course for nursing, health, and nonscience majors. Che-3 is introductory chemistry designed to prepare science majors for the more rigorous chemistry, biology, and engineering courses. Critical foundational topics for Che-1A such as stoichiometry, limiting reagents, and different ways to write chemical equations are not adequately covered in Che-2A but are more rigorously covered in Che-3. Furthermore, Che-3 lab content is more rigorous, which will better prepare students to succeed in Che-1A. Che-3 also supports multiple ADT's (Chemistry, Biology, Environmental Science and Engineering). Currently, both courses serve as the prerequisite for Che-1A (General Chemistry 1 for Science, Engineering, pre-med, pre-dent, pre-vet, etc., majors) as Che-3 is only offered at RCC. Through District Chemistry Discipline meetings, we have discussed the need to start offering Che-3 at both Norco and Moreno Valley as soon as possible to direct science majors to take Che-3 instead of Che-2A as the prerequisite for Che-1A to help increase success and retention of science majors on this career path. We also need to add Che-2B to courses offered at Norco College. Che-2B is the sequence course to Che-2A which is needed for nursing and allied health majors. This course is also needed for the new ADT proposed in Biology for Agriculture/Plant Science. We could offer Che-3 and Che-2B in the lab room in HUM 204 as there are some time slots in the schedule available to offer these courses. However, the obstacle that makes offering this course difficult at Norco College is the limited preparation and storage space available in the chemistry stockrooms and lab rooms. The number of Chemistry courses offered at Norco has more than doubled, from 8 sections of Chemistry in Fall 2012 (Organic Chemistry was not offered at that time) to 19 sections in Spring 2024 (added both semesters of Organic Chemistry which requires the most amount of storage space for chemicals and glassware). In addition, Physics labs also use a Chemistry stockroom for storage. Physics has also grown significantly as well. Physics courses doubled from 6 sections in Fall 2012 to 12 sections in Spring 2024. All this growth occurred while still having the same lab and stockroom space. The Biology program has grown significantly as well. Most students taking Biology also need to take Chemistry. Therefore, both programs need to offer the most critical courses to support students in both programs. Thus, funds are required to renovate existing space to accommodate adding two more courses to the Chemistry program in order for Norco College to become a comprehensive college.

Resource Requests

This request for my area is Priority #:

Is this request

New

For Administrative Use Only

Funding Status

No Action-Insufficient funding

Notes

Council Ranking

79

2025-26 Council Ranking

Mapping

Educational Master Plan (2020-2025): *undefined*

- **2025 Objective 1.1 - KPI 1 (Academic Affairs):** Go from 7,366 to 8,759 total FTES (✓)
- **2025 Objective 1.2 - KPI 2 (Student Services):** Go from 14,624 headcount to 16,581 total headcount (✓)
- **2030 Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)
- **2030 Goal 5: Workforce and Economic Development:** Reduce working poverty and the skills gap (✓)
- **2030 Goal 7: Programs:** Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs. (✓)

Cabinetry under fumehood in HUM 204

Resource Year

2024 - 2027

What resources do we already have?

none

What resources do you need?

Vented Cabinet underneath fumehood in HUM 204 to support adding Che-3 and Che-2B to the Chemistry curriculum as we don't have extra space to support these classes.

\$ Amount Requested

18,000

Resource Type

ITEM: Equipment, Services, Software, Furniture

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.

Resource Requests

Che-2A is the appropriate introductory chemistry course for nursing, health, and nonscience majors. Che-3 is introductory chemistry designed to prepare science majors for the more rigorous chemistry, biology, and engineering courses. Critical foundational topics for Che-1A such as stoichiometry, limiting reagents, and different ways to write chemical equations are not adequately covered in Che-2A but are more rigorously covered in Che-3. Furthermore, Che-3 lab content is more rigorous, which will better prepare students to succeed in Che-1A. Che-3 also supports multiple ADT's (Chemistry, Biology, Environmental Science and Engineering). Currently, both courses serve as the prerequisite for Che-1A (General Chemistry 1 for Science, Engineering, pre-med, pre-dent, pre-vet, etc., majors) as Che-3 is only offered at RCC. Through District Chemistry Discipline meetings, we have discussed the need to start offering Che-3 at both Norco and Moreno Valley as soon as possible to direct science majors to take Che-3 instead of Che-2A as the prerequisite for Che-1A to help increase success and retention of science majors on this career path. We also need to add Che-2B to courses offered at Norco College. Che-2B is the sequence course to Che-2A which is needed for nursing and allied health majors. This course is also needed for the new ADT proposed in Biology for Agriculture/Plant Science. We could offer Che-3 and Che-2B in the lab room in HUM 204 as there are some time slots in the schedule available to offer these courses. However, the obstacle that makes offering this course difficult at Norco College is the limited preparation and storage space available in the chemistry stockrooms and lab rooms. The number of Chemistry courses offered at Norco has more than doubled, from 8 sections of Chemistry in Fall 2012 (Organic Chemistry was not offered at that time) to 19 sections in Spring 2024 (added both semesters of Organic Chemistry which requires the most amount of storage space for chemicals and glassware). In addition, Physics labs also use a Chemistry stockroom for storage. Physics has also grown significantly as well. Physics courses doubled from 6 sections in Fall 2012 to 12 sections in Spring 2024. All this growth occurred while still having the same lab and stockroom space. The Biology program has grown significantly as well. Most students taking Biology also need to take Chemistry. Therefore, both programs need to offer the most critical courses to support students in both programs. Thus, funds are required to renovate existing space to accommodate adding two more courses to the Chemistry program in order for Norco College to become a comprehensive college.

This request for my area is Priority #:

25

Is this request

Revised

For Administrative Use Only

Funding Status

In Progress

Notes

Council Ranking

81

2025-26 Council Ranking

Mapping

Educational Master Plan (2020-2025): undefined

- **2025 Objective 1.1 - KPI 1 (Academic Affairs):** Go from 7,366 to 8,759 total FTES (✓)
- **2025 Objective 1.2 - KPI 2 (Student Services):** Go from 14,624 headcount to 16,581 total headcount (✓)
- **2030 Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)
- **2030 Goal 5: Workforce and Economic Development:** Reduce working poverty and the skills gap (✓)
- **2030 Goal 7: Programs:** Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs. (✓)

Projection systems AV systems for anatomy classrooms ST 207 and ST 211

Resource Year

2026 Update

What resources do we already have?

4/2/2026

Generated by Nuventive Improvement Platform

Page 56

Resource Requests

Current systems are not made any more and replacement parts cannot be purchased. These systems are over 15 years old and if a current bulb burns out we cannot replace them and students would not be able to have lectures in these classrooms during the semester.

What resources do you need?

Projection system

\$ Amount Requested

100,000

Resource Type

ITEM: Equipment, Services, Software, Furniture

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.

Student Equity goals and program growth goals

This request for my area is Priority #:

3

Is this request

New

For Administrative Use Only

Funding Status

Notes

Council Ranking

2025-26 Council Ranking

Mapping

Instructional: Biology: *undefined*

- **Expand BIO Offerings:** Expand BIO course offerings to provide greater access for students to achieve their academic goals. (✓)
- **Reduce Equity Gaps:** Reduce equity gaps in success and retention in BIO courses (✓)

Anatomy and Bio 1 slide replacement

Resource Year

2026 Update

What resources do we already have?

Slides that have faded out or been broken over years of use

What resources do you need?

New slides so students can use their microscopes to identify essential specimens for these courses

\$ Amount Requested

4,000

Resource Type

ITEM: Instructional Supplies

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 supports our equity goals of every student being able to observe specimens, and program goals.

This request for my area is Priority #:

20

Is this request

New

For Administrative Use Only

Resource Requests

Funding Status

Notes

Council Ranking

2025-26 Council Ranking

Mapping

Instructional: Biology: *undefined*

- **Expand BIO Offerings:** Expand BIO course offerings to provide greater access for students to achieve their academic goals. (✓)
- **Reduce Equity Gaps:** Reduce equity gaps in success and retention in BIO courses (✓)

Anatomy budget augmentation for Cats

Resource Year

2026 Update

What resources do we already have?

We currently do not have a consistent budget source for our anatomy courses cat specimens

What resources do you need?

We need to have a hard budget source for anatomy cats for students to be able dissect the cat specimens

\$ Amount Requested

20,000

Resource Type

ITEM: Instructional Supplies

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.

Equity goal, providing all students cats for dissection in anatomy courses. Program growth goals, adding students is not possible without proper funding of necessary specimens.

This request for my area is Priority #:

8

Is this request

New

For Administrative Use Only

Funding Status

Notes

Council Ranking

2025-26 Council Ranking

Mapping

Instructional: Biology: *undefined*

- **Expand BIO Offerings:** Expand BIO course offerings to provide greater access for students to achieve their academic goals. (✓)
- **Reduce Equity Gaps:** Reduce equity gaps in success and retention in BIO courses (✓)

Resource Requests

Peristaltic pump for microbiology prep room

Resource Year

2026 Update

What resources do we already have?

We have one peristaltic pump

What resources do you need?

We need an additional peristaltic pump in case the current pump goes down to provide enough sterile media for the microbiology laboratories.

\$ Amount Requested

7,000

Resource Type

ITEM: Equipment, Services, Software, Furniture

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 supports our equity goals in that every student can work with their own set of sterile media and program growth, without the proper amounts of sterile media we cannot add more micro lab sections.

This request for my area is Priority #:

Is this request

New

For Administrative Use Only

Funding Status

Notes

Council Ranking

2025-26 Council Ranking

Mapping

Instructional: Biology: *undefined*

- **Expand BIO Offerings:** Expand BIO course offerings to provide greater access for students to achieve their academic goals. (✓)
- **Reduce Equity Gaps:** Reduce equity gaps in success and retention in BIO courses (✓)

Fisherbrand™ Mini Dry Bath with Heated Lid

Resource Year

2025 Update

What resources do we already have?

None

What resources do you need?

New dry bath

\$ Amount Requested

1,500

Resource Type

ITEM: Equipment, Services, Software, Furniture

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.

Student success

Resource Requests

This request for my area is Priority #:

9

Is this request

Revised

For Administrative Use Only

Funding Status

No Action-Insufficient funding

Notes

Council Ranking

2025-26 Council Ranking

Platform Rocker

Resource Year

2026 Update

What resources do we already have?

Have one platform rocker

What resources do you need?

Additional platform rocker to fit all student gels on during Bio 60 Molecular Biology experiments

\$ Amount Requested

2,000

Resource Type

ITEM: Equipment, Services, Software, Furniture

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.

Equity - all students should be able to use the platform rocker for their protein and DNA gels in bio 60 labs.

This request for my area is Priority #:

Is this request

New

For Administrative Use Only

Funding Status

Notes

Council Ranking

2025-26 Council Ranking

Mapping

Instructional: Biology: *undefined*

- **Reduce Equity Gaps:** Reduce equity gaps in success and retention in BIO courses (✓)

Fisherbrand™ Mini Dry Bath, Accessory Blocks

Resource Year

Resource Requests

2025 Update

What resources do we already have?

none

What resources do you need?

Dry bath accessory blocks

\$ Amount Requested

400

Resource Type

ITEM: Equipment, Services, Software, Furniture

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.

Student Success

This request for my area is Priority #:

10

Is this request

Revised

For Administrative Use Only

Funding Status

No Action-Insufficient funding

Notes

Council Ranking

2025-26 Council Ranking

Fisherbrand™ Mini Dry Bath, Accessory Blocks small

Resource Year

2025 Update

What resources do we already have?

None

What resources do you need?

Accessory blocks

\$ Amount Requested

400

Resource Type

ITEM: Equipment, Services, Software, Furniture

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.

Student success

This request for my area is Priority #:

10

Is this request

Revised

For Administrative Use Only

Funding Status

No Action-Insufficient funding

Notes

Council Ranking

Resource Requests

2025-26 Council Ranking

Microbiology instructional budget augmentation

Resource Year

2025 Update

What resources do we already have?

Have basic budget but have included new labs that require new materials

What resources do you need?

Budget augmentation

\$ Amount Requested

1,500

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.

Student success

This request for my area is Priority #:

Is this request

Revised

For Administrative Use Only**Funding Status**

No Action-Insufficient funding

Notes**Council Ranking****2025-26 Council Ranking**

Anatomy instructional budget augmentation

Resource Year

2025 Update

What resources do we already have?

The current budget is for mink; cats are now available are more expensive but much better model specimen

What resources do you need?

Budget augmentation

\$ Amount Requested

16,000

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.

Student success

This request for my area is Priority #:

Resource Requests

Is this request

Revised

For Administrative Use Only

Funding Status

No Action-Insufficient funding

Notes

Council Ranking

2025-26 Council Ranking

Jove Annual Subscription for Library

Resource Year

2026 Update

What resources do we already have?

Current subscription must be renewed annually.

What resources do you need?

Jove annual subscription

\$ Amount Requested

18,285

Resource Type

ITEM: Equipment, Services, Software, Furniture

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 #:

22

Is this request

Revised

For Administrative Use Only

Funding Status

No Action-Insufficient funding

Notes

Council Ranking

2025-26 Council Ranking

Mapping

Instructional: Biology: *undefined*

- **Reduce Equity Gaps:** Reduce equity gaps in success and retention in BIO courses (✓)

Anatomy in clay learning system

Resource Year

2025 Update

Resource Requests

What resources do we already have?

None

What resources do you need?

16 student anatomy in clay learning for both anatomy labs

\$ Amount Requested

20,000

Resource Type

ITEM: Instructional Supplies

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.

Student success

This request for my area is Priority #:

4

Is this request

Revised

For Administrative Use Only

Funding Status

No Action-Insufficient funding

Notes

Council Ranking

2025-26 Council Ranking

Mapping

Instructional: Biology: *undefined*

- **Expand BIO Offerings:** Expand BIO course offerings to provide greater access for students to achieve their academic goals. (✓)
- **Reduce Equity Gaps:** Reduce equity gaps in success and retention in BIO courses (✓)

Resource Request

What resources do we already have?

none

Potential Funding Source(s)

General Fund

What resources do you need?

Professional Development

Request related to EMP goal or Assessment?

\$ Amount Requested

1,065

Resource Type

FACULTY: Professional Development

The evidence to support this request can be found in:

Program/Unit Goals

This request for my area is Priority #:

Professional Development Activity Funding Request Application

Attendee and Activity Information

Has this professional development request been discussed and approved by your department chair?

Yes

Date of Request

06/03/2024

Activity Date(s)

August 20, 2024 - August 22, 2024

Attendee Name

Denise E Mitchell

Position

Part-time Faculty

Discipline

Biology

Name of Activity and Organization/Sponsor

California Naturalist Instructor Training University of California Agricultural and Natural Resources (UCANR)

Link to Activity Website

<https://calnat.ucanr.edu/>

Location

In state

City, State

Tiburon, CA

Have you sought any other co-sponsorship (other internal and/or external funding)?

Yes

Faculty Professional Development Requests

If yes, list source and total dollar amount.

Department

Estimated Costs (\$)

Registration

275

What is included with Registration?

2 day training fee and some meals

Air Travel or Mileage (65.5 cents/mile)

300

Hotel (tax included)

400

Airport Parking

0

Ground Transportation

40

Meals (\$75/day maximum)

50

Hotel Parking

0

Incidentals

Total Costs

1,065

Justification for Funding Request

Select the categories of professional development that best support your request. (Check all that apply)

In-service training for vocational education and employment preparation programs

Development of innovations in instructional and administrative techniques & program effectiveness

Other activities determined to be related to educational and professional development

Briefly describe the objective of the activity and how it will benefit you and the work you do for the college. If this activity aligns with the objectives of any special programs, grants, or plans (e.g., Equity, AB 705, Guided Pathways, STEM, etc.) please explain.

This training is required by Norco College for me to remain professor of Bio 21 California Naturalist for the Fall 2024 Semester.

How do you plan to share the information gained from the activity to your department/division? See "Dissemination Plan Ideas" document for ways to disseminate information and check all that apply.

Facilitate a conversation

Provide adjunct training

Develop professional learning materials

Share at a department meeting

Briefly explain your selection above.

I will be able to share my pedagogy with other professors interested in teaching the California Naturalist course at Norco College.

Is there anything else you would like to add?

I am looking forward to expanding my curriculum that I provided to the students during the Fall 2023 semester by collaborating with other Cal Nat instructors throughout the state.

Approve and Submit

Proof of approval is uploaded, ready to submit?

No

Please upload proof of approval for travel from your department chair or Dean.

Faculty Professional Development Requests

For Administrative Use Only

Funding Status

Notes

Faculty Hiring Resource Requests

Program Review Reflections

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

Program review would be meaningful and worthwhile if our resource requests were funded and the process for overall college resource requests ranking were more transparent. For our discipline to be taught effectively, we require expensive resources that need to be maintained and updated regularly.

It would be helpful if college-wide resource requests, like classroom remodels, were separate from discipline resource requests.

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

What technology or equipment needs to be replaced on a regular basis or cycle?

What equipment needs regular maintenance or yearly contracts to be maintained?

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

Enrollment data for courses in our discipline.

Average life of equipment used in our discipline courses

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

Program Review Reflections

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

The program review serves as a valuable opportunity for our department's full-time faculty to come together, reflect, and engage in meaningful discussions about our collective goals, needs, and priorities. It allows us to take a step back and assess both our current state and our vision for the future.

Over the past year, many of the requests from our previous program review were funded, reinforcing our optimism for future initiatives.

Thank you.

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

We are struggling to come up with additional questions and have noticed some redundancy, such as asking both "What is the name of what you need?" and "What do you need?" Perhaps we are misunderstanding the intent behind these questions.

Additionally, we would appreciate an updated departmental priority list that is easy to review at a glance.

Thank you!

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

We would appreciate not having to request necessary data. As scientists, we value the ability to extract raw data and analyze it independently.

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

Program Review Reflections

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

The program review offers a valuable opportunity for our department's full-time faculty to come together, reflect, and engage in meaningful conversations about our shared goals, needs, and priorities. It gives us the space to step back, evaluate where we are, and clarify our vision for the path ahead.

Over the past year, many of the requests outlined in our previous program review were successfully funded, which strengthens our optimism as we look toward future initiatives.

Thank you.

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

We would appreciate an updated departmental priority list that is easy to review at a glance.

Thank you!

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

We would prefer not to have to request essential data. As scientists, we highly value the ability to access raw data directly so that we can independently analyze and interpret it.

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