



Program Review - Overall Report

2024 - 2027

Instructional: English

Overall Trends

Please add any relevant documents here.

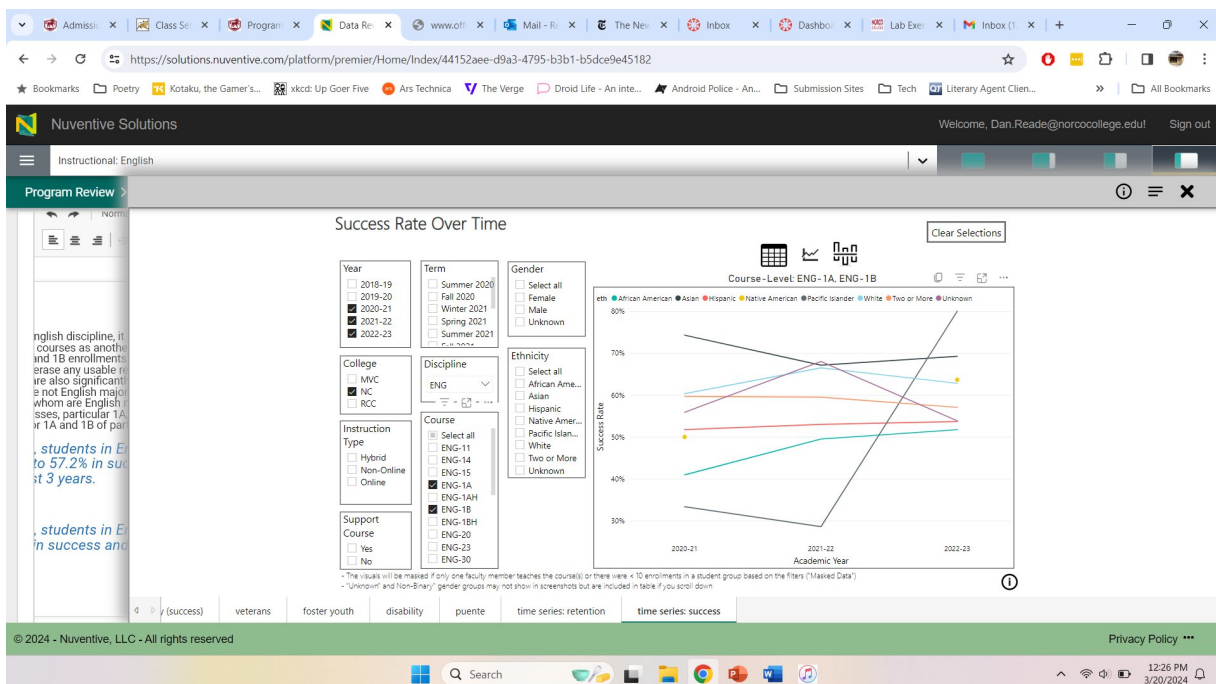
What overall trends do you see in success, retention, program of study, educational planning, and awards over the past 3 or more years?

For the English discipline, it is valuable to evaluate the data related to success and retention in two sets: ENG-1A and -1B as one set, and then literature courses as another set. These sets are different for a number of reasons. The first is simply size: ENG-1A and -1B enrollments effectively dwarf the enrollments of all literature classes combined, so putting together all ENG courses would in effect erase any usable results related to the literature courses. The students in and the purposes of the classes are also significantly different. ENG-1A and -1B are taken by the vast majority of students, many of whom are not English majors. In contrast, Literature courses are taken by a smaller subset of students, many of whom are English majors. It is also important to examine the ENG-1A and -1B data on its own as these classes, particular 1A, are required for many students for transfer and degree advancement, making results for 1A and 1B of particular note not only for the discipline but for the college as a whole.

Overall, students in ENG-1A and -1B courses have been about the same from 55.3% to 57.2% in success and increasing from 79.2% to 83.8% in retention over the past 3 years.

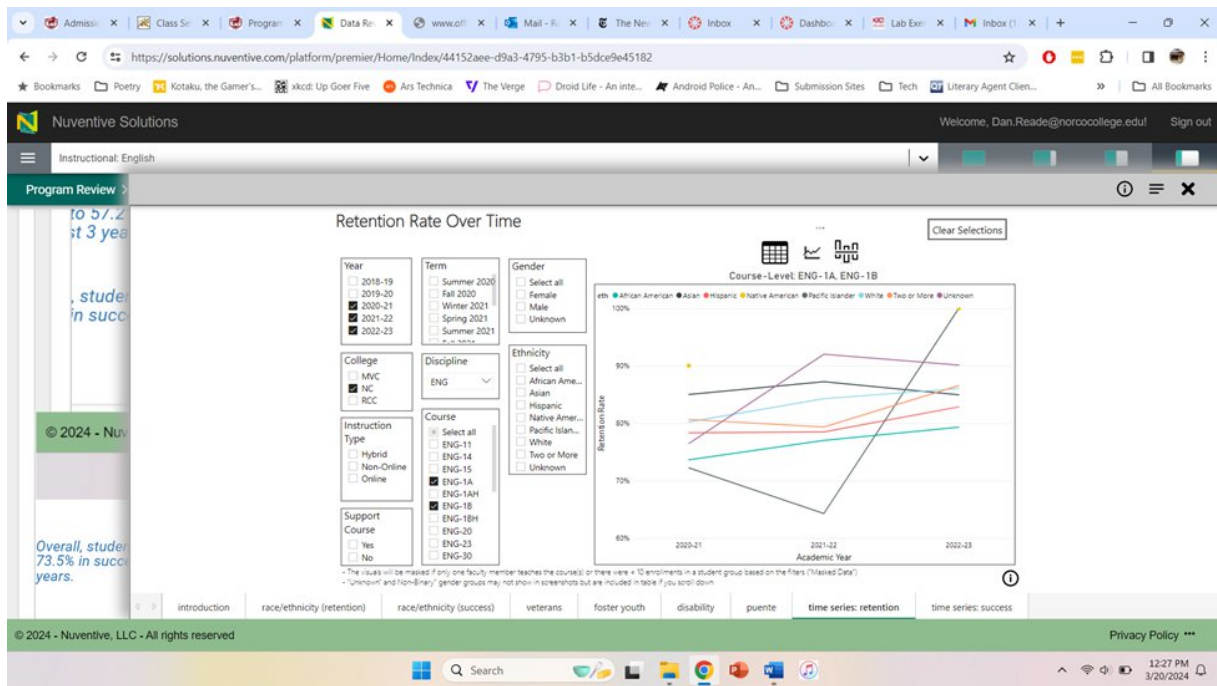
The students in ENG-1A and -1B courses have stayed about the same in their rate of receiving less than passing (DF) grades during this time.

ENG-1A/1B Success Rates over the last three years



Data Review

ENG-1A/1B Retention Rates Over the last three years

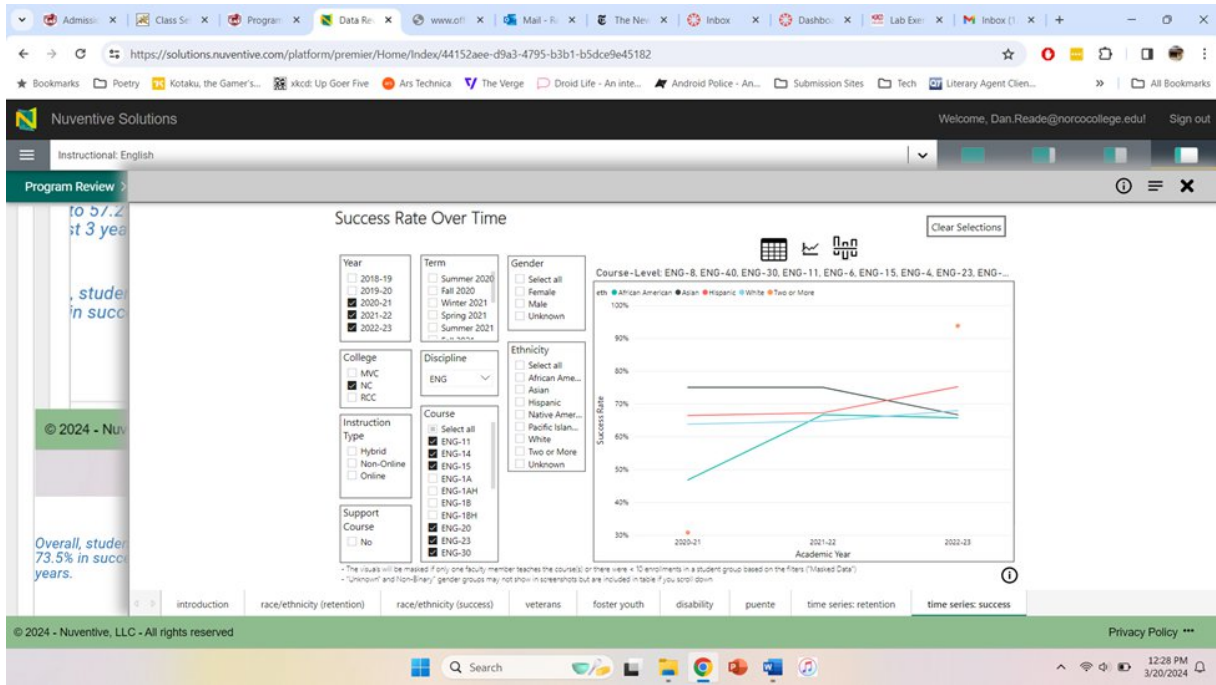


Overall, students in English Literature courses have been increasing from 60.9% to 73.5% in success and increasing from 82.3% to 86.9% in retention over the past 3 years.

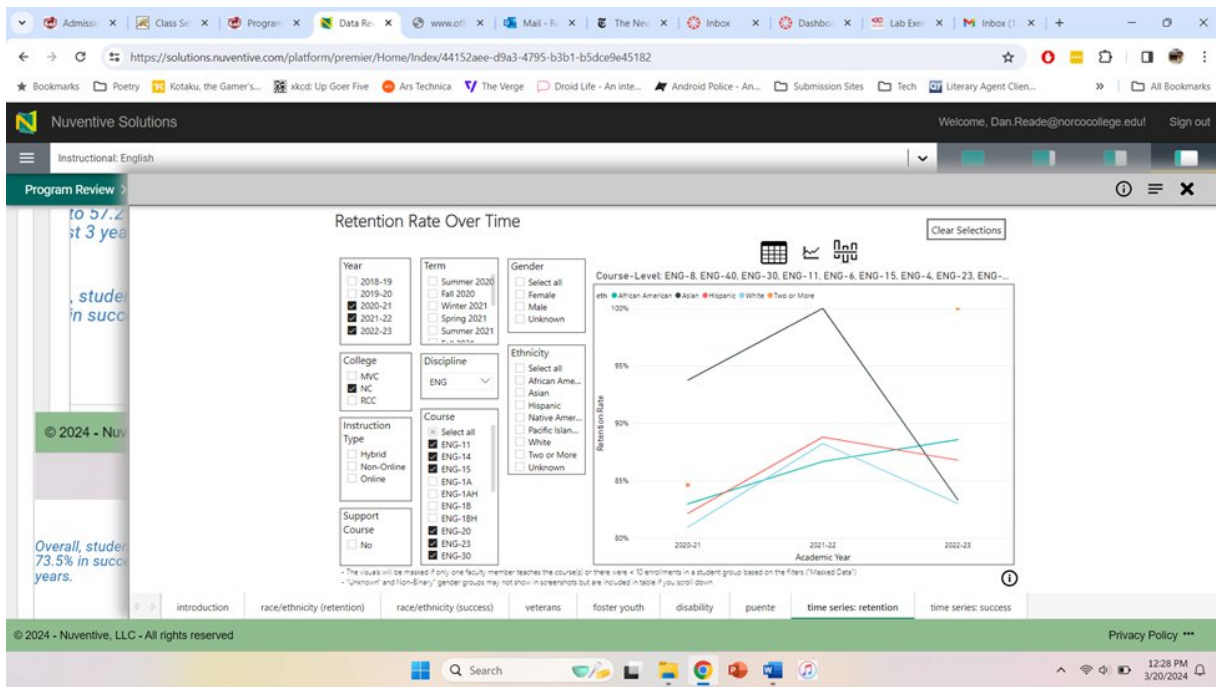
The students in Literature courses have stayed about the same in their rate of receiving less than passing (DF) grades during this time.

Literature Course Success Rates over the last three years

Data Review



Literature Course Retention Rates over the last three years



The number of students who have declared a major in English went from 285 to 225 in four years. This represents decreased growth for this program. Of these students, 23% have met with a counselor and developed an educational plan.

The number of students who have completed a degree or certificate in English program went from 9 to 12 in 4 years, with a high of 22 students earning degrees in AY19-20. This represents flat growth for this program. In the most recent year, 12 students graduated. The expected number of students who should get a degree would be

Data Review

approximately 44 (20% of Program of Study number in most recent year). The gap in the pipeline is approximately 32 more students to graduate with a degree or certificate.

Disaggregated Student Subgroups

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

In terms of student subgroups in ENG-1A and -1B courses, Hispanic males and females and African American males are showing gaps in success that are concerning. In terms of retention rates, the most recent complete year (2022-23) shows no disadvantages groups. However, looking over the entire year year period, Hispanic males and females are showing gaps in retention that are concerning.

In terms of student subgroups in Literature courses, African American females are showing gaps in success that are concerning. Hispanic females are showing gaps in retention that are concerning.

For declared program of study, no clear racial or ethnic gaps are obvious. There is a significant gender difference, with female students making up 155 of the 225 total students with English as their declared program of study as of AY 2022-23. Whether this gender gap is a point of concern is not clear: it is not abnormal, as all four years shown in the dataset contain a similar gap.

In terms of comprehensive ed plans filed and in degrees award, the numbers present (27 for ed plans filed as of AY 2022-23; 12 students awarded degrees in AY 2022-23) are too small to draw meaningful conclusions.

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?

In terms of ENG-1A and -1B, there remain significant success gaps for Hispanic males and females and African American males. As a discipline, English takes these gaps seriously. Efforts to address these gaps include a continual emphasis on equity-focused pedagogy; English continues to make clear the value of equity-focused pedagogy in discipline discussions and, where appropriate and contractually allowed, within both full-time and part-time faculty roles. English also has launched professional development in these areas: a prime example included a currently ongoing Community of Practice focused on ENG-91, our co-req ENG-1A support course. Effectively improving success rates in ENG-1A/91 courses should lead to an improvement in success rates for many students, including those who are members of the impacted groups. Finally, English needs to continue to provide professional development opportunities for associate faculty, who teach a significant percentage of our 1A and 1B classes.

In terms of literature courses, there are fewer groups impacted. That said, as mentioned above, the English discipline remains committed to equity-focused pedagogy to further close these gaps.

Please add any relevant documents here.

[ENG-1A and -1B Success Rates for last three years - PR 2024.docx](#);
[ENG-1A and -1B Retention Rates for last three years - PR 2024.docx](#)

Program/Unit Goals

Success Rates

Program/Unit Goal

Improve success rates for ENG 1A

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

Success rates for ENG-1A have averaged around 50% over the last three years (2019-20 50.2% ; 2020-21 50.7%; 2021-22 49.7%; modality has little impact, with online classes doing a few percentage points worse than F2F/hybrid). While retention rates are generally strong (around 80% over the three years reviewed), the gap in getting students across the line is significant and needs to be addressed.

Of some note: this trend in low ENG-1A success rates is not limited to Norco; RCC has shown similar rates over the same time frame. However, MVC has averaged around 10% better success rates, indicating that there is absolutely significant room for improvement.

One area in which English is working to address this issue is through continual examination of ENG-91, our ENG-1A corequisite support course. During the 2023-24 year, as part of AB 1705, Prof. Lisa Hernandez has coordinated efforts to examine and improve the use of ENG-91, including leading a Community of Practice focused on this issue in Spring 2024. Additionally, the discipline at a district level has begun reviewing different options to provide support for students struggling in ENG-1A, including different forms of support courses (RCC) and the creation of a high-intensity, high-intervention accelerated ENG-1A offered in the second part of a semester for students who joined a traditional 16-week ENG-1A at the start of the semester but struggled (MVC); in effect, this is meant as a second-chance option to help students still completed ENG-1A in one semester.

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

The discipline plans to continue exploring avenues to effectively support students enrolled in ENG-1A. This includes improving or potentially even entirely revamping our support courses. The discipline also believes that the Writing and Reading Center represents a valuable resource for students and is hoping to continue to expand and strengthen options in these areas.

To help better support success in online sections of ENG-1A (a modality that has seen a tremendous surge in popularity since COVID), the discipline is requesting funding for a special project to create templates for ENG-1A and -1B online courses, templates that follow best practices in terms of online education and universal design and which would be freely available to all English faculty to adopt. Ideally, these templates would be created in a manner that allows faculty to mix-and-match to suit their particular pedagogical focuses. The templates would also make use of ZTC materials so that full usage of the templates would allow faculty to easily offer ZTC courses. Finally, the templates would be constructed in six-, eight-, and 16- week versions to fit the primary course lengths we offer.

The discipline also hopes to focus on fostering discussions among faculty on discipline-specific best practices. Considering the size of the discipline in terms of faculty, particularly when considering part-time faculty numbers, it is challenging to organize professional development opportunities in which the majority of faculty can participate. That challenge aside, the discipline can organize discipline meetings and other get-togethers to review and discuss online pedagogical best practices so as to help our faculty better serve and support students.

Please add any relevant documents here.

Mapping

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

- **2025 Objective 2.7 (Academic Affairs):** Increase number of students who complete transfer level math and English by 20% per year (✓)
- **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% (✓)

Program/Unit Goals

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

Progress and Evidence

Evidence Date

03/21/2024

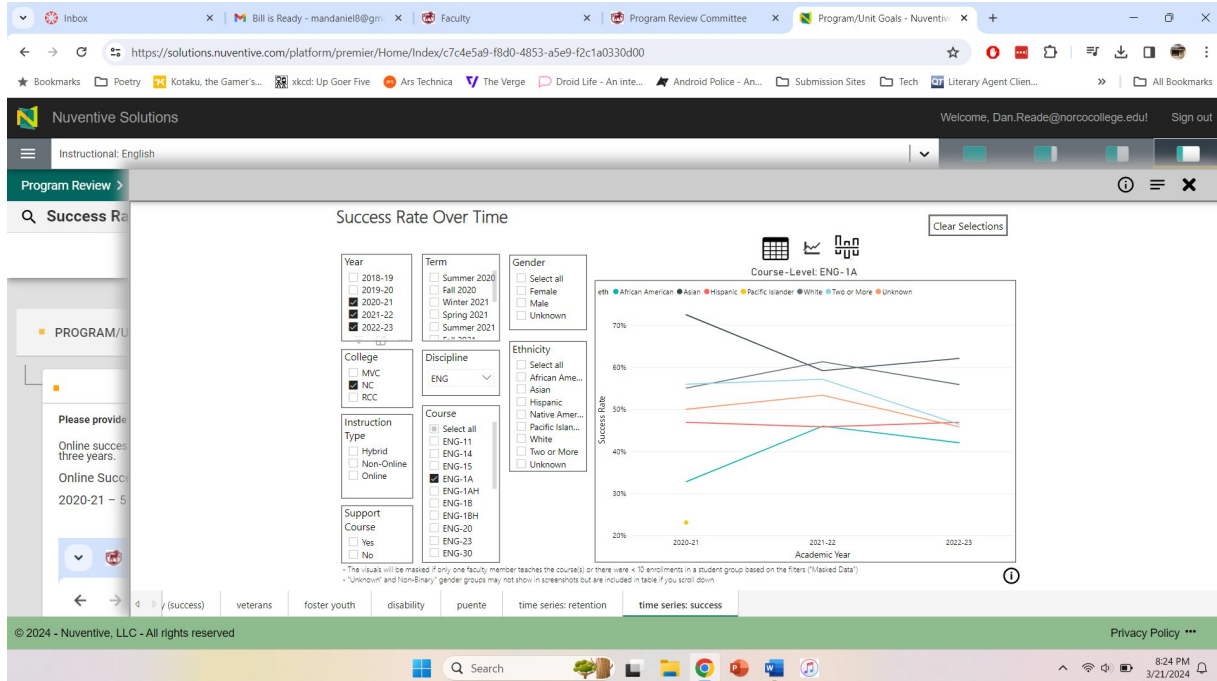
What progress have you made toward this goal?

How do you measure your progress?

Discuss your evidence/results.

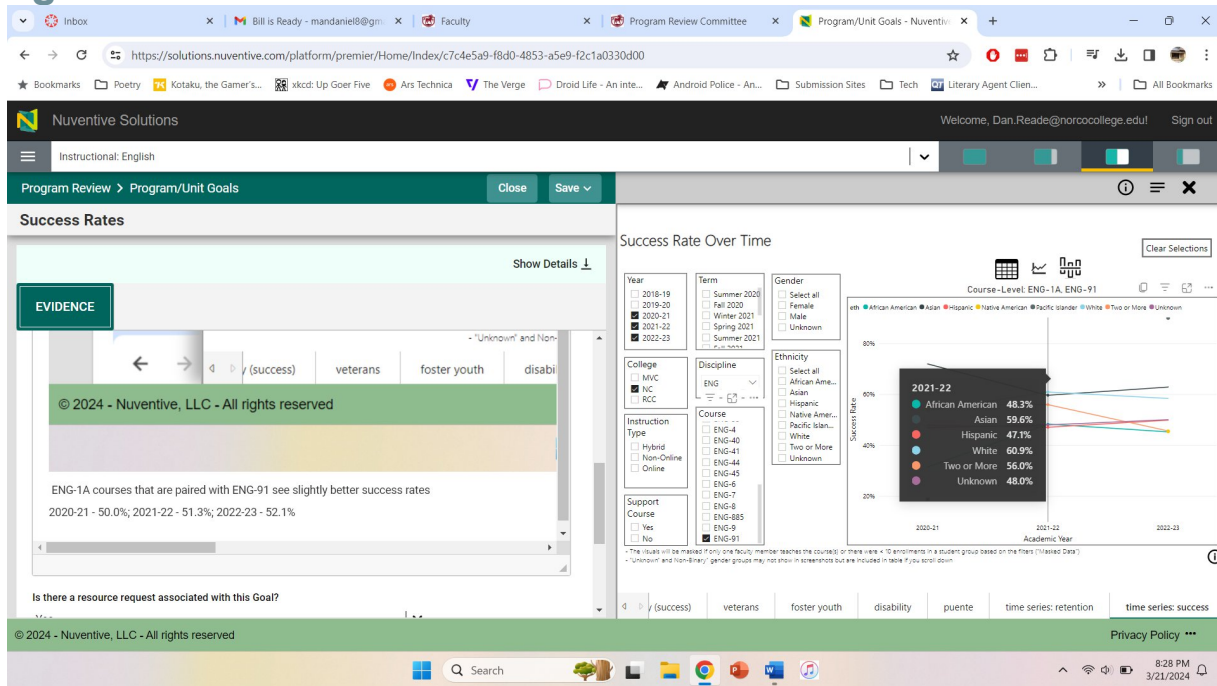
Please provide any assessment data or other evidence that supports this Program/Unit Goal.

Success rates in ENG-1A over the last three academic years has averaged around 50%:
2020-21 - 50.2%; 2021-22 - 50.7%; 2022-23 - 49.7%



ENG-1A courses that are paired with ENG-91 see slightly better success rates
2020-21 - 50.0%; 2021-22 - 51.3%; 2022-23 - 52.1%

Program/Unit Goals



Is there a resource request associated with this Goal?

Yes

If yes, please provide a short description.

Special project to support English faculty creating freely available ENG-1A and ENG-1B online modules based on universal design and online pedagogical best practices.

Please add any relevant documents here.

Increased Tutor Support

Program/Unit Goal

Augment base budget for tutor salaries to support tutorial services operation

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

In conjunction with Math and the Learning Resource Center, English is requesting support for an expanded and stabilized tutoring budget. English specifically requests support as part of its efforts to further expand access and support provided through the Writing and Reading Center. At present, the ability to hire students represents a significant cap on how many students the WRC is able to support at any given time.

English is attempting to support tutor access by routinely placing faculty in the WRC so that it may remain open; the WRC is not allowed to be open without a faculty member present to supervise.

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

Ideally, with more significant and stable funding for tutoring, the English discipline will be able to expand support for students seeking writing tutoring. Such support contributes directly to the discipline's goals to improve success rates and close equity gaps.

Please add any relevant documents here.

[Tutorial Svcs Academic Senate Presentation, 3-18-24_Daren Koch.pdf](#)

Mapping

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

- **2025 Objective 2.7 (Academic Affairs):** Increase number of students who complete transfer level math and English by 20% per year (✓)
- **2025 Objective 3.1 - KPI 8 (Student Services):** Reduce the equity gap for African American students by 40%

Program/Unit Goals

(✓)

- **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 7.6 (Student Services):** Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom (✓)
- **2025 Objective 7.7 (Academic Affairs):** Build and support academic support services to improve student success (✓)
- **2030 Goal 3: Equity:** Close all student equity gaps. (✓)

Progress and Evidence

Evidence Date

03/21/2024

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 tutoring services budget request for 2024-25 shows the importance of support for the WRC; WRC tutoring is projected to take up approximately 25% of requested funding. Moreover, the budget request shows how current tutoring services are heavily dependent upon grant and other soft funds. A shift to more reliable funding models will enable more reliable and widespread tutor access.

Is there a resource request associated with this Goal?

Yes

If yes, please provide a short description.

Request for \$255,000 for tutoring services. There are also several WRC Professional Development requests that further support tutors.

Please add any relevant documents here.

[Tutorial Svcs Academic Senate Presentation, 3-18-24_Daren Koch.pdf](#)

Program Rewards

Program/Unit Goal

Increase the number of students who are awarded degrees in English to 40 each year.

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

Since COVID, the English discipline has struggled to renew connections with its majors. We are working to stabilize our offerings of in-person literature classes: literature classes are the primary major-specific classes we offer, and when those classes are in-person, they foster opportunities for faculty and staff to develop relationships and a sense of community.

English is also, as part of the School of Communication, Humanities, and Languages, taking part in CAP events to further build a sense of community. The hope is that by developing community, faculty may be able to better support students in completing their programs of study and earning degrees.

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

Program/Unit Goals

In the last three years, English has averaged 14 students being awarded degrees (2020-21 - 14 students; 2021-22 - 16 students; 2022-23 - 12 students). English would like to increase this average to 40 per year, which is around 20% of our total students who have declared English as their major.

English plans to explore various options towards achieving this goal. English, along with the other disciplines in our School, can leverage CAP events to help guide and support students in completing their program of study. As English faculty continue to work with students to rebuild the sense of community lost during COVID, English faculty can use these connections to specifically work with our majors, both to support them and to assess and address barriers that may be keeping our majors from successful completion.

Please add any relevant documents here.

[Program of Study and Program Reward Data for English - Program Review 2024.docx](#)

Mapping

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

- **2025 Objective 2.1 - KPI 4 (Academic Affairs):** Increase number of degrees completed by 15% annually (✓)
- **2025 Objective 2.4 - KPI 6 (Student Services):** Increase number of transfers 15% annually (✓)
- **2025 Objective 2.7 (Academic Affairs):** Increase number of students who complete transfer level math and English by 20% per year (✓)

Progress and Evidence

Evidence Date

03/21/2024

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.

Table showing recent rates of program awards:

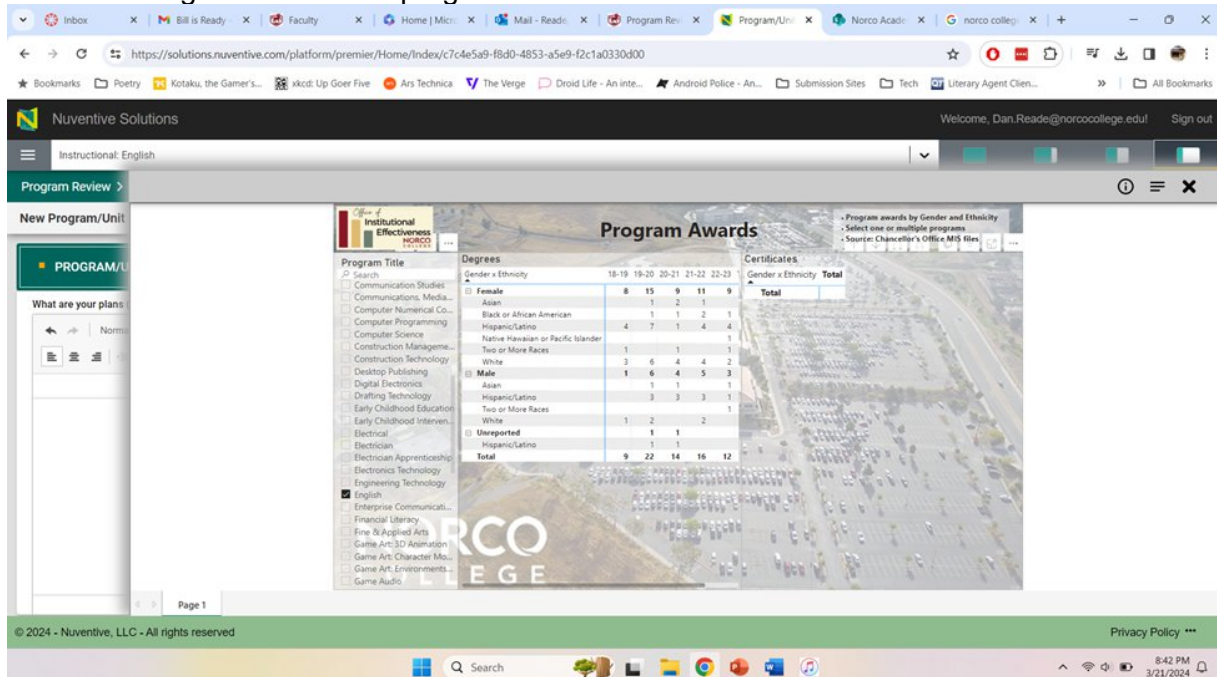


Chart showing recent numbers of students who have declared English as their program of study. The goal of 20 students earning degrees per year runs around 20% of the average number of declared majors over the last three years (average number over the last three years is 214 students per year).

Program/Unit Goals

Program of Study and Student Educational Plan

This report contains:
 - Most recent program of study for all students enrolled at Norco College annually
 - Student Educational Plan completion annually

Select one or more programs on the left

Source: Colleague Student Information System

Student Educational Plan	2019-20	2020-21	2021-22	2022-23	Total
Abbreviated and Comprehensive Ed Plan	2.46%	4.27%	3.28%	3.56%	3.34%
Abbreviated Ed Plan	5.96%	11.97%	8.74%	2.22%	7.12%
Comprehensive Ed Plan	37.89%	21.37%	17.49%	12.00%	23.41%
No Ed Plan	53.68%	62.39%	70.49%	82.22%	66.13%

Gender by Ethnicity	194	152	122	155
Female				
African-American	7	5	7	11
American Indian		1		
Asian	30	12	12	15
Hispanic	99	86	63	80
Pacific Islander			1	
Two or More	6	6	6	12
Unreported	2	1	1	
Male	89	78	58	66
African-American	5	2	4	2
Asian	13	10	6	6
Hispanic	43	39	28	35
Pacific Islander	1	1		
Two or More	1	2	4	6
Unreported			1	1
White	26	24	15	16
Non-Binary		1	2	3
White		1	2	3
Unreported	2	3	1	1
Hispanic	1	3		
Two or More			1	1
White			1	1
Total	285	234	183	225

Is there a resource request associated with this Goal?

No

If yes, please provide a short description.

Please add any relevant documents here.

Curriculum

Are all your courses current (within four years)?

No

What percentage of your courses are out of date?

More than 25%

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

No

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

Of the 20 courses that are listed as out-of-date, six are either not offered at Norco or are courses that are planned for deletion from the district curriculum in the near future. Of the 14 remaining, four are in the process of being updated, leaving ten that are not currently in the process.

Norco is working with its sibling colleges to update and revise the CORs that are out of date. This updating has happened in waves, with more updates anticipated in the next academic year, assuming no disruption due to curriculum changes (e.g. the state-wide common course numbering system).

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

Yes

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

No

Please add any relevant documents here.

[ENG 11 COR Update 2023-24.pdf](#);

[ENG 6 COR Update 2023-24.pdf](#);

[ENG 7 COR Update 2023-24.pdf](#);

[ENG 8 COR Update 2023-24.pdf](#)

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?

This question is challenging in a discipline as large as English. English has 15 full-time faculty and 25 part-time faculty, making the collection of professional development training activities challenging and, to be honest, of potentially questionable use to the Program Review Committee. Towards this last point: in preparation for this question, I have reached out to English faculty asking for a list of equity-related trainings and have received several responses. Many of those responses list 5 or more different training activities. Consequently, to provide all of those trainings would present the Program Review Committee with simply a long list, which seems of questionable benefit in evaluating the equity-related efforts of the discipline; yes, there are a lot of trainings listed, but so what? I would encourage the committee to consider alternative ways that it might evaluate a discipline's equity-related focus, particularly for larger disciplines. Alternatively, guidance on how larger disciplines might respond to this question would be appreciated.

All that said, here is a sampling of trainings completed by various English faculty over the last three years (the time period I requested in my messages):

MLA Fellowship: 2022 MLA Reading/Writing Pedagogy Summer Fellowship
 Composition Focused Equity Training for Professors at HIS (Hispanic Serving Institutions)
 Pathways to Success: Asset based Teaching Training (2023)
 OFAR: Open for Anti-Racism Training (2021)
 OER Equity + Accessible Training (2023)
 Umoja Cultural Relevant and Responsive Pedagogy Training (2021 – 2024)
 Creating Accessible Documents offered through the DRC from WordAIM
 CCC LGBTQ+ Summit
 Campus Pride Index
 ALLY workshops
 Racelighting series by J. Luke Wood and Frank Harris III (CORA)
 CCCOER Open for Antiracism (OFAR)
 Addressing Inequity in our Classrooms

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

Again, with such a large discipline, pointing to the specific practices of specific faculty may not have the most probative value. Still, and in the spirit of the question, here are how a range of faculty members have utilized their professional development experiences

- Increased use of OER and ZTC materials
- Accessibility improvements in online and hybrid courses.
- Adapt strategies for commenting on student work that show authentic respect for student experiences.
- Identify and address instances of microaggressions.
- Include on syllabi ALLY logos and other indicators of a supportive classroom environment.
- Utilize texts that center around the experiences of historically underrepresented communities
- Revise taking of enrollment in first week to ensure students are addressed by their preferred names.

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

The English discipline has always been filled with educators who deeply value equity. Our faculty are routinely leaders in equity-related efforts on campus. To continue to support this focus, the discipline will continue to center pedagogical discussions around equity. Examinations of equity will be part of Iols for full- and part-time faculty. The discipline's professional development activities (e.g. the current ENG-91 Community of Practice) will include equity as part of their discussions.

Equity

Please add any relevant documents here.

Assessment

Outcome Mastery by Demographics

Date
03/21/2024

Observation

What did you notice?

There are no significant gaps in this analysis. All measured categories reflect at or above a 90% mastery level.

Course(s)

ENG

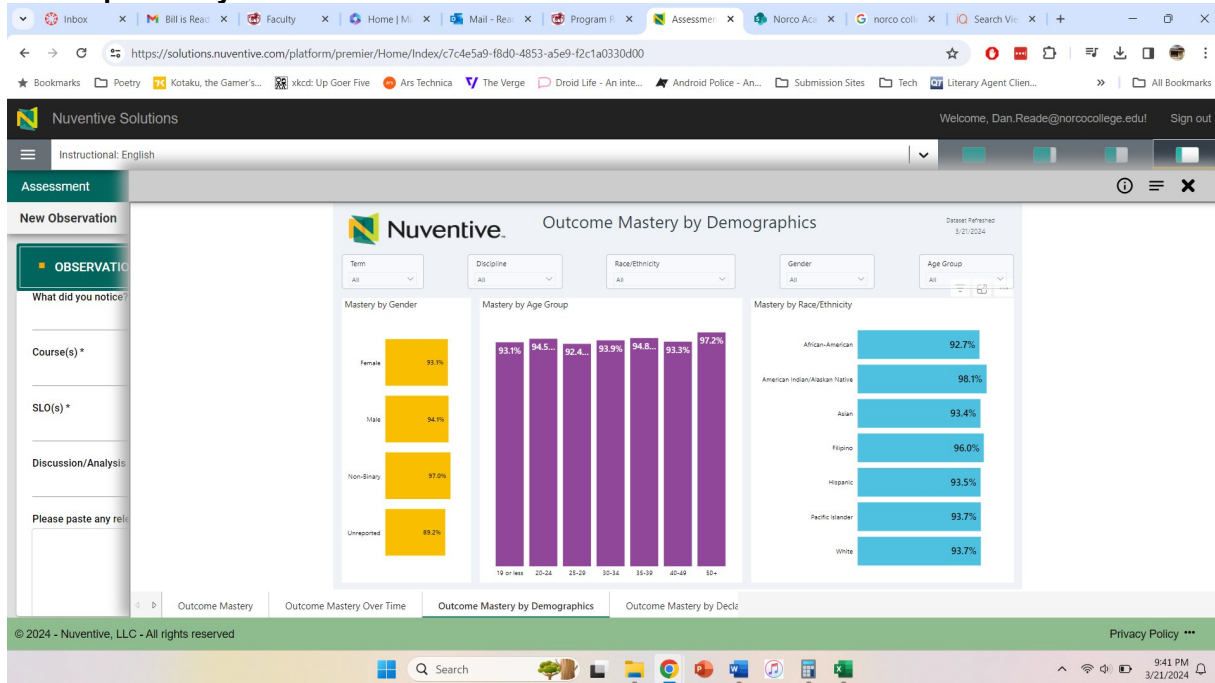
SLO(s)

This chart does not breakout data by SLO.

Discussion/Analysis

The major point that the discipline needs to discuss is as follows: why do our assessments show a greater than 90% success rate in mastery of SLOs, yet one of our largest classes by student body and section offerings, ENG-1A, shows a success rate of around 50%. Either we are not properly assessing our SLOs (likely), we are not passing students who have actually mastered the SLOs (less likely), or there is some other disconnect that would explain such a wild divergence in numbers.

Please paste any relevant screenshots here.



Please add any relevant documents here.

Outcome Mastery by Declared Major

Date
03/21/2024

Observation

What did you notice?

There are a few declared majors that show a mastery rate of 75% or less. Examples include Communication, Media, and Languages IGETC; Humanities, Philosophy, and Art; Kinesiology, Health & Wellness IGETC; Music Industry Studies: Audio Production CSUGE; and Political Science for Transfer CSUGE.

Course(s)

4/2/2026

Assessment

N/A

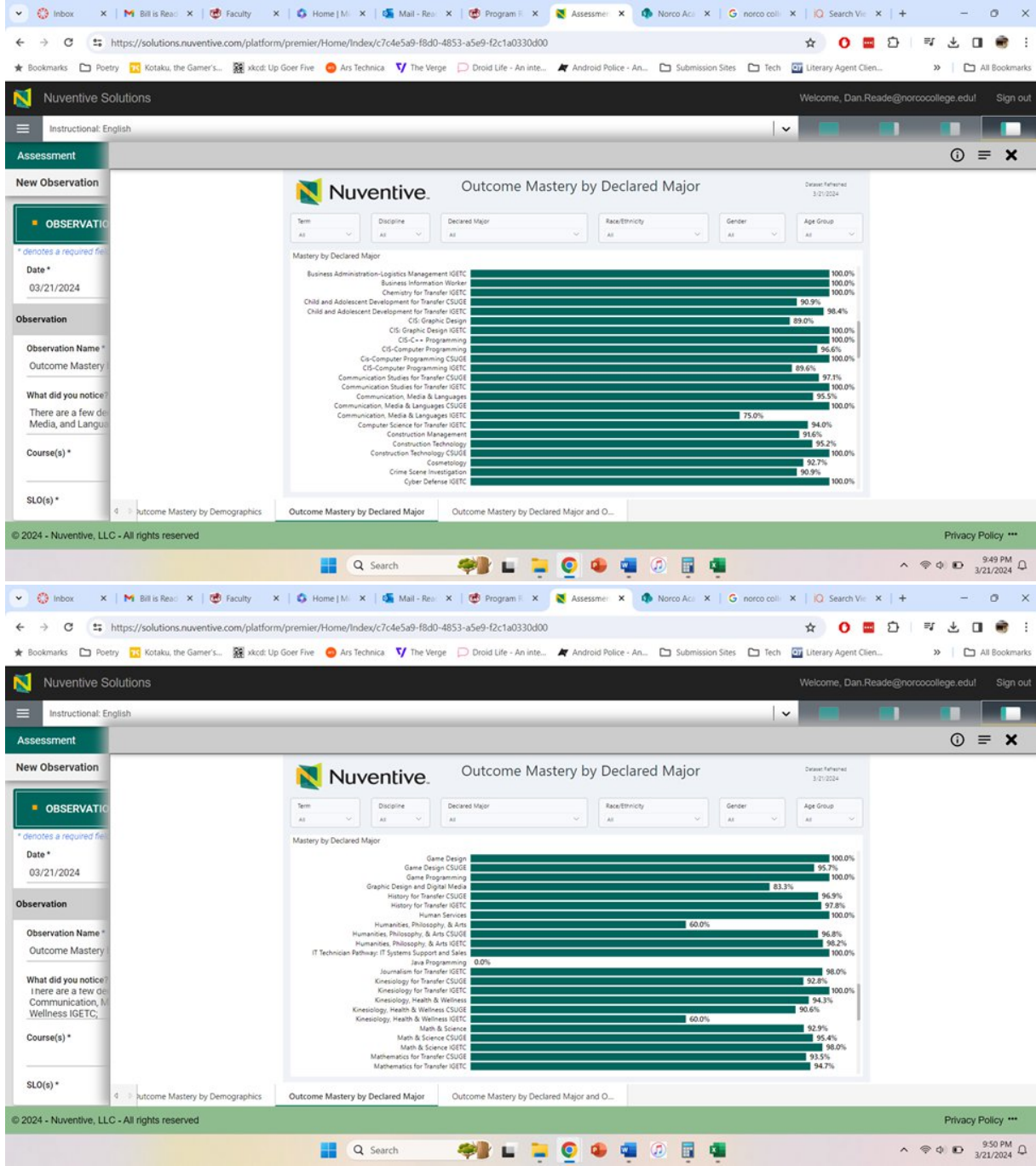
SLO(s)

N/A

Discussion/Analysis

One thing that immediately stands out is that there is no single declared major that gets uniformly poor results. In all of the declared majors highlighted above as being below 75% outcome mastery, identical majors on alternative tracks (e.g. CSUGE vs. IGETC) show much higher mastery rates. Moreover, there is no consistency as to whether declared majors on a CSUGE track or IGETC track are showing the lower mastery levels. There is no clear takeaway here, but the results should be watched.

Please paste any relevant screenshots here.



Assessment

The screenshot displays the Nuventive Solutions web application interface. The main content area is titled "Outcome Mastery by Declared Major" and shows a horizontal bar chart. The chart lists various majors and their corresponding mastery percentages. The data is as follows:

Declared Major	Mastery Percentage
Math & Science	92.9%
Math & Science CSUGE	95.4%
Math & Science IGETC	98.0%
Mathematics for Transfer CSUGE	93.3%
Mathematics for Transfer IGETC	94.7%
Music for Transfer IGETC	100.0%
Music Industries Studies: Audio Production	96.4%
Music Industries Studies: Audio Production CSUGE	99.0%
Music Industries Studies: Performance CSUGE	50.0%
Music Industries Studies: Performance IGETC	90.4%
Nursing: Registered Nursing	100.0%
Nursing: Registered Nursing CSUGE	95.6%
Nursing-Vocational Nursing	100.0%
Philosophy for Transfer IGETC	100.0%
Physics for Transfer IGETC	82.0%
Political Science for Transfer CSUGE	66.7%
Political Science for Transfer IGETC	98.4%
Pre-Engineering	90.5%
Pre-Engineering CSUGE	88.5%
Pre-Engineering IGETC	95.2%
Psychology for Transfer CSUGE	92.1%
Psychology for Transfer IGETC	91.3%

The interface includes a sidebar on the left with fields for "Date" (03/21/2024), "Observation Name", "Outcome Mastery", "Course(s)", and "SLO(s)". The top navigation bar shows "Nuventive Solutions" and "Welcome, Dan.Reade@norcocollege.edu". The bottom of the screenshot shows a Windows taskbar with the time 9:51 PM on 3/21/2024.

Please add any relevant documents here.

Resource Requests

Laptop Cart for English Discipline

Resource Year

2026 Update

What resources do we already have?

We are able to reserve computers at the library to use for exams, but this is not a reliable option because it does not offer the quiet, private environment needed for in-class writing, is frequently booked by other classes, and cannot offer the controlled setting required for fair assessment.

What resources do you need?

A laptop cart with 35 laptops for in-class writing assignments and writing-based exams and essays.

\$ Amount Requested

30,000

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.

As the English discipline adapts to a landscape where extensive out-of-class use of AI tools makes it harder to assess authentic student writing, a shared laptop cart would allow us to conduct more in-person, supervised writing activities that promote academic integrity and genuine skill development. This is not currently possible because many students cannot afford to bring their own devices and the library does not offer a consistently quiet or private setting. Providing classroom-based technology is a necessary step toward maintaining equitable learning conditions and supporting both our program's mission and the college's broader commitments to high-quality instruction and student success. This is a particularly important step until the college is able to establish dedicated in-person testing spaces.

This request for my area is Priority #:

1

Is this request

New

For Administrative Use Only

Funding Status

Notes

Council Ranking

2025-26 Council Ranking

Mapping

Instructional: English: *undefined*

- **Success Rates:** Improve success rates for ENG 1A (✓)

Program Development for LGBTQIA2+ Learning Community

Resource Year

2026 Update

What resources do we already have?

Resource Requests

While our Unity Zone provides essential space and resources, establishing an LGBTQ-focused learning community would add the wrap-around academic support, themed curriculum, and peer cohort structure shown to increase graduation and transfer success for LGBTQ students and to close equity gaps while counteracting the disproportionate discrimination and basic-needs insecurity this student population faces. English has been running LGBTQ+-themed composition (C1000), Intro to Critical Thinking (ENG 1B), and has developed an LGBTQ+ Literature Course (ENG 66) in order to begin building this community but we need additional support in order to establish the program. English faculty (Ammanda Moore and Cameron Young) have also been leaders in supporting PRISM and LGBTQ+ Advocates.

What resources do you need?

These funds would support a faculty member needed support to research, develop, plan, and implement LGBTQIA2+ learning community including curriculum development for LGBTQIA2+-themed discipline ENGC1000 and ENG1B courses.

\$ Amount Requested

25,000

Resource Type

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.

The development of an LGBTQIA2+ Learning Community would be a crucial part of our strategy for reducing the equity gap for LGBTQ+ students by 40% (EMP Objective 3.4). By creating a community that would give students opportunity to benefit from invaluable student-faculty time (Objective 9.5) as well as fostering a sense of support and belonging, this Learning Community will contribute to overall student engagement and wellness amongst this vulnerable student population facing severe equity gaps (Objective 6.6).

Relevant objectives:

Objective 9.5 Develop strategy to maximize student-faculty time; Resist pulling faculty from students to do administrative work; Evaluate release time.

Objective 3.4 Reduce the equity gap for LGBTQ+ students by 40%.

Objective 6.6 Develop regional outreach and recruitment systems. Objective 7.6 Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom.

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: English: *undefined*

- **Program Rewards:** Increase the number of students who are awarded degrees in English to 40 each year. (✓)
- **Success Rates:** Improve success rates for ENG 1A (✓)

Increased Tutor Support

Resource Year

4/2/2026

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Resource Requests

2024 - 2027

What resources do we already have?

The current budget for tutoring, which relies heavily on grant and other soft-money funding

What resources do you need?

A more stable funding stream for tutors.

\$ 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.

Tutors are an essential part of effectively supporting student success. Unfortunately, tutor salaries are currently covered primarily through soft monies, a funding source that is irregular and unreliable. More stable and fully institutionalized tutor funding would support EMP goals 2.1, 2.7, and all of EMP goal 3. It also supports our program plan/goal to increase tutor support for the WRC.

This request for my area is Priority #:

7

Is this request

New

For Administrative Use Only

Funding Status

Notes

Council Ranking

2025-26 Council Ranking

Mapping

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

- **2025 Objective 2.7 (Academic Affairs):** Increase number of students who complete transfer level math and English by 20% per year (✓)
- **2030 Goal 3: Equity:** Close all student equity gaps. (✓)

Instructional: English: *undefined*

- **Increased Tutor Support:** Augment base budget for tutor salaries to support tutorial services operation (✓)
- **Success Rates:** Improve success rates for ENG 1A (✓)

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. (✓)
- **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. (✓)

Staffing of Writing and Reading Center by faculty

Resource Year

2024 - 2027

What resources do we already have?

Resource Requests

At present, faculty staffing of the Writing and Reading Center by faculty other than the WRC Lead Instructor is supported by redirecting a portion of ENG-1A and -1B lab hours.

What resources do you need?

A more stable funding source that will allow continued and ideally expanded staffing so that the WRC can be open and accessible to students for 40+ hours a week; the goal is to provide a level of service and availability identical to that of our sibling colleges.

\$ Amount Requested

10,000

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.

Stabilizing and increasing faculty presence in the WRC is vital to EMP Goal 2.7, EMP Goal 3, and our program goal to increase WRC resources. Regulations require a faculty member to be present for the WRC to remain open. Our WRC Lead Instructor receives only a .2 reassign, meaning that she alone cannot staff the WRC for anywhere close the 40 hours per week the discipline would like to achieve. This means the WRC is reliant on other faculty staffing the WRC, a process that is currently funded through the redirection of some lab hours. For the WRC to be fully available to students and support them in successful completion of writing-focused academic exercises (a goal of obvious importance to successful completion of ENG-1A, which is part of EMP 2.7), the WRC needs more stable funding to support this faculty presence.

This request for my area is Priority #:

5

Is this request

New

For Administrative Use Only

Funding Status

Notes

Council Ranking

2025-26 Council Ranking

Mapping

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

- **2025 Objective 2.7 (Academic Affairs):** Increase number of students who complete transfer level math and English by 20% per year (✓)
- **2030 Goal 3: Equity:** Close all student equity gaps. (✓)

Instructional: English: *undefined*

- **Increased Tutor Support:** Augment base budget for tutor salaries to support tutorial services operation (✓)

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. (✓)
- **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. (✓)

International Writing Centers Association membership fees

Resource Year

4/2/2026

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Resource Requests

2024 - 2027

What resources do we already have?

None

What resources do you need?

Annual membership fees

\$ Amount Requested

150

Resource Type

BUDGET: Request Ongoing Funding (Support, Mktg)

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

This request supports EMP Objective 2.7 and EMP Goal 3 in its entirety; a successful WRC is key to supporting the English discipline's efforts to support students successfully completing ENG-1A and to closing equity gaps for disproportionately impacted populations. A successful WRC also supports our program goals of improving ENG 1A success rates and improving the effectiveness of the Writing and Reading Center. IWCA fosters the development of writing center directors, tutors, and staff by sponsoring events, publications, and other professional activities; by encouraging scholarship connected to writing center-related fields; and by providing an international forum for writing center concerns. A membership would enable the WRC Lead Instructor to apply for grants, keep up with current best practices of writing center coordination and leadership, and attend conferences.

This request for my area is Priority #:

4

Is this request

New

For Administrative Use Only

Funding Status

Notes

Council Ranking

2025-26 Council Ranking

Mapping

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

- **2025 Objective 2.7 (Academic Affairs):** Increase number of students who complete transfer level math and English by 20% per year (✓)
- **2030 Goal 3: Equity:** Close all student equity gaps. (✓)

Student Equity Plan: *undefined*

- **Equity-related Professional Development:** This Resource Request is supported by an identified equity-related professional development need. (✓)
- **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. (✓)
- **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. (✓)

Instructional: English: *undefined*

- **Increased Tutor Support:** Augment base budget for tutor salaries to support tutorial services operation (✓)
- **Success Rates:** Improve success rates for ENG 1A (✓)

Resource Requests

Writing and Reading Center Promotional Materials

Resource Year

2026 Update

What resources do we already have?

The WRC uses currently available promotional avenues (sandwich and signboards, pamphlets, etc.) to increase student awareness of the WRC. English faculty are also expected to require students in C1000 and 1B (C1003) to make use of WRC resources at least twice per term. However, even with these resources, there are still substantial opportunity to improve student and faculty awareness of the WRC and its available resources. For example, some faculty have questions about whether the WRC will support students with non-English-course-related writing tasks (spoiler alert: the WRC will!).

What resources do you need?

The WRC is seeking dedicated funding to purchase and distribute additional promotional materials in order to raise student awareness of this important resources. Funds would be spent on purchasing stress balls, stickers, and other items that could be given to students, as well as lawn signs and additional flyers to be placed around campus.

\$ 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.

The WRC serves as direct support for EMPs related to student success, both in terms of passage of transfer-level courses and in terms of degree attainment. The support provided by the WRC is also deeply tied to EMP goals related to closing achievement and equity gaps. In partnership with the LRC, the work of the WRC is essential to the support of academic student success at the college.

This request for my area is Priority #:

2

Is this request

New

For Administrative Use Only

Funding Status

Notes

Council Ranking

2025-26 Council Ranking

Mapping

Instructional: English: *undefined*

- **Increased Tutor Support:** Augment base budget for tutor salaries to support tutorial services operation (✓)
- **Success Rates:** Improve success rates for ENG 1A (✓)

Creation of Dedicated In-Person Testing Center

Resource Year

2026 Update

What resources do we already have?

At present, in-person testing can only be done on a student-by-student basis in cooperation with the Disabilities Resource Center

What resources do you need?

Resource Requests

English is joining with other disciplines in requesting the creation of a dedicated in-person testing space on campus. Particularly in our discipline's fully online courses, the use of AI has expanded dramatically, a shift that has led to significant increases in academic misconduct among students as well as a significant increase in workload by English faculty working to maintain academic standards in their classes. An in-person testing center is necessary to allow English to begin requiring students in online classes to take some assessments (e.g. timed essays) in a controlled environment that prevents students from using AI.

\$ 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.

For English to continue to support institutional goals of closing equity gaps among historically marginalized communities and increasing the rates of degree attainment and transfer, English must be able to offer courses that maintain expected levels of academic integrity. While English faculty are working hard to maintain standards in their classes, the increased capabilities of AI make this a losing proposition. In-person testing space helps ensure academic integrity and supports student growth towards completion of transfer level courses as well as degree attainment and transfer.

This request for my area is Priority #:

6

Is this request

New

For Administrative Use Only

Funding Status

Notes

Council Ranking

2025-26 Council Ranking

Mapping

Instructional: English: undefined

- **Success Rates:** Improve success rates for ENG 1A (✓)

Resource Request

What resources do we already have?

None

Potential Funding Source(s)

FPDC

General Fund

Guided Pathways

What resources do you need?

Funding for Conference Attendance

Request related to EMP goal or Assessment?

EMP Goal 2

EMP Goal 3

\$ Amount Requested

150

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 #:

5

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

03/22/2024

Activity Date(s)

10/21/2024-10/27/2024

Attendee Name

Nicole Capps

Position

Full-time Faculty

Discipline

English

Name of Activity and Organization/Sponsor

International Writing Centers Association Annual Conference

Link to Activity Website

<https://writingcenters.org/events/2022-iwca-annual-conference/>

Location

In state

City, State

Online

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

No

4/2/2026

Faculty Professional Development Requests

If yes, list source and total dollar amount.

NA

Estimated Costs (\$)

Registration

150

What is included with Registration?

Conference Attendance

Air Travel or Mileage (65.5 cents/mile)

Hotel (tax included)

Airport Parking

Ground Transportation

Meals (\$75/day maximum)

Hotel Parking

Incidentals

Total Costs

Justification for Funding Request

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

Improvement of teaching

Maintenance of current academic/technical knowledge & skills

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.

Attendance enables WRC Lead Instructor to remain up-to-date on current Writing Center pedagogy.

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.

Develop professional learning materials

Change something in your classroom

Share at a department meeting

Briefly explain your selection above.

Attendee would use experience to improve efficacy of the WRC, including trainings and materials.

Is there anything else you would like to add?

Approve and Submit

Proof of approval is uploaded, ready to submit?

Yes

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

[WRC Annual Conference Chair Approval.docx](#)

Faculty Professional Development Requests

For Administrative Use Only

Funding Status

Notes

2024 - 2027

Resource Request

What resources do we already have?

None

Potential Funding Source(s)

FPDC

General Fund

Guided Pathways

What resources do you need?

Travel and Registration Funding

Request related to EMP goal or Assessment?

EMP Goal 2

EMP Goal 3

\$ Amount Requested

3,600

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 #:

6

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

03/22/2024

Activity Date(s)

6/24-28/2024

Attendee Name

Nicole Capps

Position

Full-time Faculty

Discipline

English

Name of Activity and Organization/Sponsor

International Writing Centers Association Summer Institute

Link to Activity Website

<https://writingcenters.org/events/2022-summer-institute/>

4/2/2026

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Faculty Professional Development Requests

Location

Out-of-state

City, State

Bogota, Columbia

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

No

If yes, list source and total dollar amount.

Estimated Costs (\$)**Registration**

2,000

What is included with Registration?

Hotel, registration, and some meal

Air Travel or Mileage (65.5 cents/mile)

1,000

Hotel (tax included)

0

Airport Parking

50

Ground Transportation

150

Meals (\$75/day maximum)

150

Hotel Parking

0

Incidentals

250

Total Costs

3,600

Justification for Funding Request

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

Improvement of teaching

Maintenance of current academic/technical knowledge & skills

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.

The Summer Institute is a week-long immersive program with presentations, workshops, discussions, mentoring, networking, and social activities. The SI is designed to leave participants feeling invested, energized, and connected. Attendance will enable the Lead Instructor to better support the mission of the WRC.

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.

Develop professional learning materials

Change something in your classroom

Share at a department meeting

Briefly explain your selection above.

The Lead Instructor will use the experience to improve the effectiveness of the WRC.

Is there anything else you would like to add?

Faculty Professional Development Requests

Approve and Submit

Proof of approval is uploaded, ready to submit?

Yes

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

[IWCA Summer Institute 2024 Chair Approval.docx](#)

For Administrative Use Only

Funding Status

Notes

2026 Update

Resource Request

What resources do we already have?

Potential Funding Source(s)

FPDC

What resources do you need?

Request related to EMP goal or Assessment?

\$ Amount Requested

429.69

Resource Type

FACULTY: Professional Development

The evidence to support this request can be found in:

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

03/05/2026

Activity Date(s)

03/13/26-03/15/26

Attendee Name

Daniel Turrubiarres

Position

Full-time Faculty

Discipline

English

Name of Activity and Organization/Sponsor

California Teachers Association Equity & Human Rights Conference

4/2/2026

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Faculty Professional Development Requests

Link to Activity Website

[2026 Equity & Human Rights Conference - California Teachers Association](#)

Location

In state

City, State

Costa Mesa, CA

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

No

If yes, list source and total dollar amount.

Estimated Costs (\$)

Registration

195

What is included with Registration?

Air Travel or Mileage (65.5 cents/mile)

129.69

Hotel (tax included)

Airport Parking

Ground Transportation

Meals (\$75/day maximum)

75

Hotel Parking

30

Incidentals

Total Costs

429.69

Justification for Funding Request

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

Development of innovations in instructional and administrative techniques & program effectiveness

Courses and training implementing equity minded practices

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 conference aims to provide greater understanding of equity, diversity, social justice issues impacting the current educational environment. Among many other impactful topics, some of the workshops will focus on anti-racist approaches in and outside of the classroom, building coalitions focused on equity and social justice, providing awareness and the necessary skills and knowledge to become better advocates for our students.

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.

Develop a Flex day activity

Facilitate a conversation

Develop professional learning materials

Faculty Professional Development Requests

Change something in your classroom
Host a Workshop or “Brown Bag” discussion

Briefly explain your selection above.

My goal is to bring the knowledge, experience, and crucial dialogue that I gain from the conference to Norco College in order to continue our work towards a more equitable educational institution. I hope to work with others to develop Flex and professional development opportunities that will build on the work we have done. Personally, I plan to implement the knowledge and skills gained from these workshops within my own curriculum. One of my long-term goals as an educator is to provide a welcoming, safe, and brave space for students. I know that this conference will provide some amazing resources to continue my work towards that goal.

Is there anything else you would like to add?

Approve and Submit

Proof of approval is uploaded, ready to submit?

Yes

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

[Re_Conference Approval-Turrubiartes.pdf](#)

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?

One of the major elements of Program Review for English is the opportunity to examine our success and retention data. This cycle revealed a significant gap between those figures and, more importantly, a success rate in ENG-1A, a course essential to transfer and graduation, of around 50%.

What would make program review more meaningful and relevant would be support in doing research to identify the reasons behind this gap. While faculty can certainly propose potential answers, each individual faculty member's contributions are limited by their experiences and the students they see. We as a discipline do not have access to any comprehensive research as to reasons that contribute to our lower success rates. We also lack easy access to those students who could best answer our questions, i.e. those students who failed our classes. Support for research in this area would be of significant help.

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

A key question to ask for English is how success in English courses, and in particular ENG-1A, impacts the goals of other disciplines and the college as a whole. While all disciplines at Norco support each other, I do not think it is much of a stretch to claim that when students are given support for their writing, that directly impacts their success in almost all their other courses. So, as the Committee reviews our program review requests, I would encourage committee members to think about the impact of English elsewhere.

I also would encourage the committee members and other reviewers to ask questions about English's connection to Equity. Most students will take a Math and English class during their academic career, meaning that the English discipline often is at the forefront of establishing an equity-focused classroom experience for students. Committee members might ask how English supports equity. The discipline would also appreciate feedback on English could continue to support equity efforts at our college.

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

As mentioned above, English could strongly benefit from data that explores reasons why students fail ENG-1A.

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?

Program Review provides an opportunity for English to update its priorities, particularly in an everchanging landscape heavily influenced by the spread of AI tools. English in particular has faced a massive uptick in academic misconduct due to student use of AI. While English faculty are working to adjust their courses to support ethical use of AI and facilitate effective student learning, English faculty are in widespread agreement that additional resources are needed to maintain appropriate levels of academic integrity. Program Review has served as an avenue to discuss these issues within the discipline and to request resources to support the discipline's work in this area.

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

The primary thing we would encourage the committee to keep in mind is English's long-standing role as one of the entry-level courses for a majority of our students. For many of our students, English classes - particular C1000 and 1B (soon-to-be C1003) - is their introduction to being a college student: it is in English courses that students are often introduced to how to do research, how to develop effective reading and study strategies, and so forth. English's foundational role in student development can mean that support for the discipline's initiatives will have a widespread impact across the college, as student work in English can positively impact their experiences in other future courses.

Reflections and Submission

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

We are working with our Dean of Instruction to begin to develop statistics on student academic misconduct. This is not an area where the college has historically gathered data.

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