



# **Program Review - Overall Report**

Instructional: Guidance

# Data Review

2021 - 2024

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## Overall Trends

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**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 Guidance courses have decreased from 75.4% to 72.6% in success and stayed about the same from 88.2% to 90.1% in retention over the past 3 years.*

## Disaggregated Student Subgroups

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**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 Guidance courses, African American Males, Native American Males and Females, Hispanic Males, and Males with Two or More races are showing gaps in success that are concerning. And African American, Pacific Islander, and Hispanic Males are showing gaps in retention that are concerning.*

*There seems to be a gap in the information that are being offered in Guidance courses that are failing to provide the appropriate services to ensure success and retention.*

*Which are having an impact on the overall success and retention in college for those groups due to the gaps in motivation, success strategies, and career focused-values based instruction that Guidance courses offer.*

**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?**

An overview of the curriculum has been initiated to incorporate multiple counseling theories that will adjust the delivery of the information in a more research and data based approach. Professional development for Guidance instructors has begun and will continue throughout the next 3 years including but not limited to, best practices for guidance instruction, addressing mental health and external factor barriers that could be present in students preventing decision making, incorporation of a cognitive information processing (CIP) career development strategy, and more.

In addition, extension and inclusion of individualized success plans into the curriculum to provide the student with the career, financial, and educational plans based on their answers to the holistic student support surveys. The goal is to address the potential barriers that are preventing the students from making the connection between career/goals and school as a means of obtaining that/those career/goals.

The introduction of additional counseling theories and structured processing of information for students in a way that allows them to advance to higher executive processing domain is going to require not only the training of current instructional guidance faculty but the addition of new guidance instructional faculty is

## Data Review

going to be necessary based on the equity gaps that are becoming present based on the holistic student support surveys. Guidance instructors will be needed to advance our efforts to move much of the career decision making strategy to pre enrollment services. Ensuring that student arrive on day 1 with a full program map and the connection between their version of success and school is vital to the retention and success of our students. Because of this, new guidance instructors will be needed.

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

Yes

# Assessment Review

2021 - 2024

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

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**Which Disciplines are included in this Assessment?**

Guidance

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

100.0

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

N/A

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

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**Are all SLOs mapped to at least one PLO?**

No

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

Inaccurate and inconsistent messaging to instructional faculty regarding the need to map to PLO. Considering Guidance courses are not part of a individual program and only part of an Area of Emphasis degree, PLO mapping must have not been a priority. Something that will be remedied.

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

Yes

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

N/A

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

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**Which Programs are included in this Assessment?**

N/A

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

N/A

**To what do you attribute this success?**

N/A

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

N/A

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

N/A

## Section 4: Alignment to Career and Transfer

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

N/A

## Assessment Review

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

Career exploration, decision making, college introduction and transfer planning are the primary focus of the Guidance Discipline and include but are not limited to research assignments based on a cognitive information processing approach to making a transfer decision based on a career that they have determined, various psychometric questionnaires (assessments) to determine the students path, and evaluation techniques using multi-factor analysis tools. Guidance courses are primarily based on teaching students how to make the decisions that will allow them to achieve their definition of success throughout their time with us at Norco College and beyond.

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

N/A

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

N/A

## Program Review: Part 1

EMP GOAL 1. Expand college access by increasing both headcount and full-time equivalent students (FTES).

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### **GOALS AND ACTIVITIES**

#### **What are you doing now in support of this goal?**

This will be met by expanding our reach directly to the high schools and providing connections to specific Norco College programs. Norco College providing a comprehensive education and workforce preparation plan, delivered by our student success teams, for all students will increase success. Student success then allows for growth in programs and support which then will lead to a more comprehensive college for our students. This increase in growth will allow for increased access and capacity for our current and future students.

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

Increase pre-enrollment services to local high schools via additional Guidance courses that are following the CIP (cognitive information processing) theory. The restructuring of Guidance courses around CIP will teach students how to make decisions along their educational pathway towards success and ultimately will allow them to replicate their ability to make decisions with all the decisions they will need. Teaching students this valuable knowledge will allow them to decide on a career early on and thus determine whether they will need to attend a university or a community college to meet their success goals.

### **EVIDENCE**

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

No.

### **RESOURCES**

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

Yes

EMP GOAL 2. Implement Guided Pathways framework.

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### **GOALS AND ACTIVITIES**

#### **What are you doing now in support of this goal?**

Our goal is to help the holistic student. Meeting them where they are in their education and career decision through Guidance instruction. We plan to achieve this by working with other pieces of the puzzle to provide the “just in time” service the student needs, when they need it. In our decision making theory we are linked to other puzzle pieces in guided pathways such as Mustang Mentors (previously Faculty Advising; to provide biographical and personal information to students regarding their life, education, and career) and program to career (to provide the connection between education and their future career options). Other services and referrals are built into the decision-making wheel in order to provide comprehensive support for the student throughout their time at Norco College and beyond which will increase the number of degrees and certificates that are completed as well as lowering down the accumulation of excess units.

## Program Review: Part 1

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

Continue to implement a career focus through all of the Guidance courses. There is a direct connection to all of the Guidance courses and career whether it is transfer, student success strategies, or an introduction to college. Career is the reason that students are here and the goal is to change not only the way we teach students but the way that we counsel them. One of the major goals for guidance to implement a guided pathways framework is to utilize all of the resources that we have at the college (staff, faculty, administration, students, professionals outside of the college) to help the student in making a decisions with their education that will support the career that they want to pursue.

### **EVIDENCE**

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

Not yet.

### **RESOURCES**

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

Yes

## EMP GOAL 3. Close all student equity gaps.

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### **GOALS AND ACTIVITIES**

#### **What are you doing now in support of this goal?**

Guidance instruction will be assessing students readiness to make career and life decisions based on the gaps in supports that may be present in individuals. Based on these assessment results the students will be provided a learning plan to understand first the knowledge that is needed in order to make a decision, followed by the in-depth understanding of how to make a decisions, finally, a chance to fill these learning gaps with supports and data based decision making in order to ensure that each student has the knowledge and ability to make informed decisions and are on an equal level to their counterparts who enjoy the luxury of privilege.

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

Implementation and unification of Guidance courses to incorporate a cognitive information processing in all of the major decisions that students will need to make along their journey with us at Norco College. Guidance courses are all about making decisions (Guidance 45 - deciding to come to college and understanding why, Guidance 46 - deciding that transfer is the route to obtaining career/academic goals/success, Guidance 47 - Deciding on a career that will provide a values based success model, and Guidance 48 - deciding that students need assistance in academic success and options/resources to seek assistance) In the next 3 years, the plan is to have multiple professional development opportunities for adjunct and full time counselor instructors to learn and expand their knowledge from professionals outside of the college. In addition, application of learned information to their guidance courses to ensure that equity gaps are accurately addressed and eliminated.

### **EVIDENCE**

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

Not yet.

### **RESOURCES**

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

Yes

## Program Review: Part 1

EMP GOAL 4. Implement professional development around Guided Pathways and equity framework; foster a culture of ongoing improvement.

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### **GOALS AND ACTIVITIES**

#### **What are you doing now in support of this goal?**

Psychologists in topics relevant to students are being brought in virtually to give presentations regarding anxiety, depression, and decision making to ensure that as counselors move to a instruction that addresses the gaps in knowledge/supports, they are being reminded of the information and difficulties that may be present in students lives and need professional assistance. Florida State University is being contracted to present on the CIP (cognitive information processing) model and how it connected to career indecisiveness and other mental barriers. And the NCDCA (National Career Development Association) annual conference is being offered to counselors as an opportunity to improve their career focused counseling/instruction.

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

Continued professional development is the goal for the next 3 years as we continue to adjust our counseling/instruction to a more career focused model based on the decisions that students make throughout their lives. This will include trainings and presentations from mental health professionals and topic experts in the various fields in order to supplement and grow the prior knowledge that has been obtained through experience with students and counselors educational programs.

### **EVIDENCE**

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

Not yet.

### **RESOURCES**

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

No



## Program Review Part 2

2021 - 2024

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### Curriculum

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**Are all your courses current (within four years)?**

No

**What percentage of your courses are out of date?**

25% - 11%

**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?**

Given the COVID-19 pandemic and the move to online instruction, the need to update DE courses is vital.

The plan for Guidance courses would be to update these courses to meet the needs of the new and existing students as soon as possible.

**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

### Program Review Reflections

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

A clear process that is streamlined in order to ensure that assessment and learning is being completed by the instructor and the students. Revisiting program review throughout the semesters in order to keep it on the minds of others that typically do not consider it important until there is a deadline attached.

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

N/A

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

Data results from the holistic student support surveys

Data from neighboring secondary school partners regarding student interest/need.

Educational Planning data via edunav

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

# Resource Requests

2021 - 2024

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## Resource Request

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### What resources do we already have?

Counseling Faculty

### What resources do you need?

Full-time General Funded Associate Professor of Counseling

### Request related to EMP goal or Assessment?

EMP Goal 1,EMP Goal 3,EMP Goal 2

### \$ Amount Requested

1

### Resource Type

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

### Potential Funding Source(s)

General Fund,Guided Pathways

### The evidence to support this request can be found in:

Program Review: Part 1,Data Review

### This request for my area is Priority #:

1

## For Administrative Use Only

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### Funding Status

In Progress

### Notes

NA

### Council Ranking

### 2022-23 Council Ranking

3

### 2022-23 Notes

Ranking from November 4th, 2022, APC minutes

# Faculty Hiring Resource Requests

## Faculty Hiring Resource Request (2021 - 2024)

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### Resource Request

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#### What resources do we already have?

As of the 2022 - 2023 year we have 8 full-time general counseling faculty based on FTES. We also have an identified articulation specialist and provide special programs counseling with 4 full-time counseling faculty. Currently the average number of full-time counseling faculty teaching per term is five (5.)

Already, for the 2023 - 2024 year we anticipate two (2) new full-time counseling faculty positions to be filled as well as the replacement of one full-time counseling position. This will take the total number of full-time general counseling faculty to 11 based on FTES. Special programs (including articulation) will remain at five (5.)

#### Potential Funding Source(s)

Equity,SSSP SEA,General Fund,Guided Pathways

#### What resources do you need?

In accordance with the guidelines provide by the ASCCC, "the recommended counselor to student ratio [is] 1:370." Based on that recommendation Norco College should have approximately 24 counselors (assuming a student population of approximately 9,000.) At Norco College, the calculated ratio of counselors to students is 1:1125 (or 1:820 if factoring in special programs counselors.) The demand on counseling faculty's time precludes full-time counseling faculty from taking on greater responsibility for instruction of Guidance courses.

The resources needed are at least 13 more counselors to begin to meet the ASCCC's and state's expectations. And assuming that the college's growth is not substantial over the next few years.

#### Request related to EMP goal or Assessment?

EMP Goal 2,EMP Goal 3,EMP Goal 1

#### \$ Amount Requested

1

#### Resource Type

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

#### The evidence to support this request can be found in:

Program Review: Part 1,Program Review: Part 2

#### This request for my area is Priority #:

1

### Faculty Hiring Resource Request Form

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#### Department Information

##### Department Chair Email:

john.moore@norcocollege.edu

##### Faculty Requesting Email:

john.moore@norcocollege.edu

##### Faculty Position Requested:

General Counseling Faculty member

## Faculty Hiring Resource Requests

**This request is for:**

Growth position in existing program

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

Program Review Part 1

**Statistical Data - Please email [Research@norccollege.edu](mailto:Research@norccollege.edu) to request assistance with completing questions requesting data, dashboards are under development.**

**Student Enrollment**

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

20-21: 2063

21-22: 1692

22-23: 2084

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

20-21: 75.4%

21-22: 75.3%

22-23: 76%

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

Between 2020 - 2023, the average class size is 27 students. This is largely representative of a lower in person turnout for on campus classes and a larger turnout for online, hybrid and dual enrollment and prison program classes.

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

20-21: 81.1%

21-22: 78.9%

22-23: 49.4%

**Instructional Data**

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

72

**Are any of the sections cross-listed?**

Yes

**If so, how many?**

6

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

210 (estimated)

**Proportion of full-time vs adjunct instruction**

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

12

**Full-time instructors by headcount:**

5

**Full-time instructors by FTEF:**

2.3

**Number of associate faculty instructors currently in the discipline:**

23

**Associate faculty instructors by headcount:**

15

**Associate faculty instructors by FTEF:**

8.4

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

0

## Faculty Hiring Resource Requests

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

162.8

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

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

This information will be updated in the forthcoming new cycle for Program Review, beginning with the 2024 year. For now, please refer back to the existing document which details how Guidance instruction and Counseling relate to the various EMP's.

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

This information will be updated in the forthcoming new cycle for Program Review, beginning with the 2024 year. For now, please refer back to the existing document which details how Guidance instruction and Counseling relate to the various EMP's.

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

This information will be updated in the forthcoming new cycle for Program Review, beginning with the 2024 year. For now, please refer back to the existing document which details how Guidance instruction and Counseling relate to the various EMP's.

**Explain the impact if this faculty position is NOT hired.**

As already indicated, without new hires of counseling faculty, Guidance courses will continue to be largely taught by associate (adjunct) faculty.

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

### Instructional Summary - Complete this section for Instructional Faculty only

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1. How many additional full-time faculty can this discipline support towards reaching a 75/25 full time to adjunct ratio?
2. How many approved hires within this discipline are currently unfilled?
3. How many growth positions in this discipline are being requested and prioritized before this position?
4. Complete the calculation = (1-2-3) =
5. How many full-time faculty were employed in the discipline in the most recent Fall term?
6. Department Relative need total:

## Faculty Hiring Resource Requests

### Counseling Summary - Complete this section for Counseling Faculty only

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

10095

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

13

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

2

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

15

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

1:370

6. Complete the calculation using the above questions  $[(1)-(5) \times (4)] / (5) =$

12.28

7. Relevant Need:  $(6/4) =$

0.81

### Library Summary- Complete this section for Library Faculty only

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1. The number of FTES for the most recent Fall term.

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

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

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

5. The state-mandated or institutional set FTE per faculty ratio.

6. Complete the calculation using the above questions  $[(1)-(5) \times (4)] / (5) =$

7. Relevant Need:  $(6/4) =$

### Submit

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Ready to Submit?

Yes

## Submission

2021 - 2024

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

Yes

2023 - 2024 Update

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**I would like to submit this update**

Yes

**The additions or updates to my Program Review can be found in:**