Program Review - Overall Report

2024 - 2027

Instructional: History

2024 - 2027

Overall Trends

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

    Overall, students in History courses have been increasing from 69.7% to 74.1% in success and increasing from 86.6% to 92.2% in retention over the past 3 years. The number of students who have declared a major in History went from 153 to 158 in 3 years. This represents flat growth for this program. Of these students, 29.2% have met with a counselor and developed an educational plan.

Data Review

Course-Level: HIS-7, HIS-6, HIS-14, HIS-34, HIS-1, HIS-2, HIS-31, HIS-26

Academic Year	2020-21				
Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**1,342**	**948**	**70.6%**	**0**	
African American	65	41	63.1%	0	5
Asian	114	96	84.2%	0	
Hispanic	840	551	65.6%	1	52
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	262	209	79.8%	0	
Two or More	49	42	85.7%	0	
Unknown	Masked Data			0	
Male	**1,126**	**774**	**68.7%**	**0**	**20**
African American	66	39	59.1%	0	8
Asian	140	100	71.4%	0	
Hispanic	557	386	69.3%	0	3
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	285	206	72.3%	0	
Two or More	49	29	59.2%	0	6
Unknown	15	8	53.3%	0	3
Unknown	**Masked Data**			**0**	
Total	**2,476**	**1,725**	**69.7%**	**0**	

Course-Level: HIS-7, HIS-6, HIS-14, HIS-34, HIS-1, HIS-6H, HIS-2, HIS-31, HIS-26, HIS-7H

Academic Year	2021-22				
Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**1,011**	**715**	**70.7%**	**1**	**48**
African American	51	31	60.8%	0	7
Asian	91	78	85.7%	0	
Hispanic	619	411	66.4%	1	60
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	207	163	78.7%	0	
Two or More	34	25	73.5%	0	
Unknown	Masked Data			0	
Male	**951**	**720**	**75.7%**	**0**	
African American	48	35	72.9%	0	1
Asian	114	90	78.9%	0	
Hispanic	512	368	71.9%	0	8
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	209	174	83.3%	0	
Two or More	37	29	78.4%	0	
Unknown	23	17	73.9%	0	
Unknown	**20**	**12**	**60.0%**	**0**	**3**
Total	**1,982**	**1,447**	**73.0%**	**0**	

Course-Level: HIS-7, HIS-6, HIS-14, HIS-34, HIS-1, HIS-2, HIS-31, HIS-25

Academic Year	2022-23				
Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**967**	**699**	**72.3%**	**1**	**33**
African American	45	29	64.4%	0	5
Asian	78	62	79.5%	0	
Hispanic	622	440	70.7%	1	30
Native American				0	
Pacific Islander	Masked Data			0	
White	187	139	74.3%	0	
Two or More	27	22	81.5%	0	
Unknown	Masked Data			0	
Male	**1,106**	**839**	**75.9%**	**0**	
African American	79	56	70.9%	0	3
Asian	107	91	85.0%	0	
Hispanic	599	453	75.6%	0	
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	222	173	77.9%	0	
Two or More	41	33	80.5%	0	
Unknown	49	27	55.1%	1	10
Unknown	**24**	**16**	**66.7%**	**0**	**2**
Total	**2,097**	**1,554**	**74.1%**	**0**	

Data Review

Course-Level: HIS-7, HIS-6, HIS-14, HIS-34, HIS-1, HIS-2, HIS-31, HIS-26

Academic Year	2020-21				
Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	**1,342**	**1,144**	**85.2%**	**1**	**41**
African American	65	47	72.3%	1	10
Asian	114	100	87.7%	0	
Hispanic	840	706	84.0%	1	33
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	262	235	89.7%	0	
Two or More	49	47	95.9%	0	
Unknown	Masked Data			0	
Male	**1,126**	**996**	**88.5%**	**0**	
African American	66	59	89.4%	0	
Asian	140	122	87.1%	0	
Hispanic	557	495	88.9%	0	
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	285	256	89.8%	0	
Two or More	49	38	77.6%	0	5
Unknown	15	14	93.3%	0	
Unknown	**Masked Data**			**0**	
Total	**2,476**	**2,145**	**86.6%**	**0**	

Course-Level: HIS-7, HIS-6, HIS-14, HIS-34, HIS-1, HIS-6H, HIS-2, HIS-31, HIS-26

Academic Year	2021-22				
Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	**1,011**	**874**	**86.4%**	**1**	**34**
African American	51	42	82.4%	0	4
Asian	91	83	91.2%	0	
Hispanic	619	532	85.9%	1	20
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	207	181	87.4%	0	2
Two or More	34	28	82.4%	0	2
Unknown	Masked Data			0	
Male	**951**	**854**	**89.8%**	**0**	
African American	48	46	95.8%	0	
Asian	114	102	89.5%	0	
Hispanic	512	448	87.5%	0	5
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	209	198	94.7%	0	
Two or More	37	30	81.1%	0	3
Unknown	23	22	95.7%	0	
Unknown	**20**	**18**	**90.0%**	**0**	
Total	**1,982**	**1,746**	**88.1%**	**0**	

Course-Level: HIS-7, HIS-6, HIS-14, HIS-34, HIS-1, HIS-2, HIS-31, HIS-25

Academic Year	2022-23				
Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	**967**	**875**	**90.5%**	**1**	**31**
African American	45	39	86.7%	0	3
Asian	78	70	89.7%	0	2
Hispanic	622	563	90.5%	1	15
Native American				0	
Pacific Islander	Masked Data			0	
White	187	170	90.9%	0	3
Two or More	27	25	92.6%	0	
Unknown	Masked Data			0	
Male	**1,106**	**1,037**	**93.8%**	**0**	
African American	79	77	97.5%	0	
Asian	107	103	96.3%	0	
Hispanic	599	557	93.0%	0	
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	222	211	95.0%	0	
Two or More	41	38	92.7%	0	
Unknown	49	43	87.8%	0	3
Unknown	**24**	**21**	**87.5%**	**0**	**2**
Total	**2,097**	**1,933**	**92.2%**	**0**	

Data Review

Program of Study and Student Educational Plan

Program of Study
🔍 hist
- ☐ Art History
- ☑ History

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

Office of Institutional Effectiveness NORCO COLLEGE

Gender by Ethnicity	2019-20	2020-21	2021-22	2022-23
⊟ **Female**	57	57	55	51
African-American	4	2	1	
Asian	3	3	4	3
Hispanic	34	40	34	29
Pacific Islander	1	1	1	1
Two or More		1	2	1
Unreported				1
White	15	10	13	16
⊟ **Male**	95	95	80	106
African-American	4	3	3	3
American Indian	1	1	1	1
Asian	5	5	5	2
Hispanic	55	48	40	64
Pacific Islander	1			
Two or More	5	4	2	5
Unreported	2	1	1	3
White	22	33	28	28
⊟ **Non-Binary**			1	
White			1	
⊟ **Unreported**	2	1	1	1
Hispanic	1	1	1	1
White	1			
Total	154	153	137	158

Student Educational Plan	2019-20	2020-21	2021-22	2022-23	Total
Abbreviated and Comprehensive Ed Plan	4.55%	5.23%	5.84%	3.80%	4.82%
Abbreviated Ed Plan	1.30%	7.84%	5.84%	5.06%	4.98%
Comprehensive Ed Plan	52.60%	23.53%	20.44%	20.25%	29.40%
No Ed Plan	41.56%	63.40%	67.88%	70.89%	60.80%

The number of students who have completed a degree or certificate in the History program went from 28 to 18 in 3 years. This represents a decrease for this program. In the most recent year (2022-2023), 18 students graduated. The expected number of students who should get a degree would be approximately 31 (20% of Program of Study number in most recent year). The gap in the pipeline is approximately 13 more students to graduate with a degree or certificate.

Program Title
🔍 hist
- ☐ Art History
- ☑ History

Degrees

Gender x Ethnicity	18-19	19-20	20-21	21-22	22-23	Total
⊟ **Female**	8	4	16	8	5	41
Asian					1	1
Black or African American	1		2			3
Hispanic/Latino	6	3	10	7	2	28
White	1	1	4	1	2	9
⊟ **Male**	10	6	12	8	13	49
Asian	1			2	1	4
Black or African American					1	1
Hispanic/Latino	4	6	6	5	6	27
Two or More Races				1		1
White	5		6		5	16
Total	18	10	28	16	18	90

Please add any relevant documents here.

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 History courses, Hispanic Females are showing gaps in success that are of note (Please refer to the success data in the previous Data Review Question). Success rates for this group in 2020-2021 was 65.6%, in 2021-2022 it was 66.4%, and increased in 2022-2023 to 70.7%, showing a positive trend, but still performing under the overall average success rate for all groups taking History courses over these three years. Additionally, Hispanic Females are showing gaps in retention that are concerning. Hispanic Females saw their retention rates increase from 84% in 2020-2021, to 85.9% in 2021-2022, to 90.5% in 2022-2023. Although this trend is great news, this group's retention is still under the overall average for all groups taking history classes for these years.

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?

While success and retention for Hispanic Females is trending in a positive direction, these rates are still lower than the overall average success and retention rates. Action plans might include continuing to fostering caring classroom enviroments that are culturally responsive.

Please add any relevant documents here.

History Assessment

Program/Unit Goal
Continue Transitioning History Assessments into Canvas

Goal Cycle
2024 - 2027

What are you doing now in support of this goal?
We haved begun assessing some SLOs in History courses, through Canvas

What are your plans (3-year) regarding this goal?
Our goal is to assess all SLOs in all History courses through Canvas by Spring 2027.

Please add any relevant documents here.

Mapping
Educational Master Plan (2020-2025): ( )
- 2025 Objective 2.1 - KPI 4 (Academic Affairs):
- 2025 Objective 2.2 - KPI 5 (Academic Affairs):
- 2025 Objective 2.4 - KPI 6 (Student Services):
- 2025 Objective 3.1 - KPI 8 (Student Services):
- 2025 Objective 3.2 - KPI 9 (Student Services):
- 2025 Objective 3.3 - KPI 10 (Student Services):
- 2025 Objective 3.4 - KPI 11 (Student Services):
- 2025 Objective 3.5 - KPI 12 (Student Services):

Evidence

Evidence Date
03/20/2024

Please provide any assessment data or other evidence that supports this Program/Unit Goal.
The following chart shows the History courses and SLOs that have been assessed using Canvas. There are still a number of SLOs for many of these History courses that need to be assessed using the new Assessment process on Canvas.

Mastery and Assessments by Learning Outcome
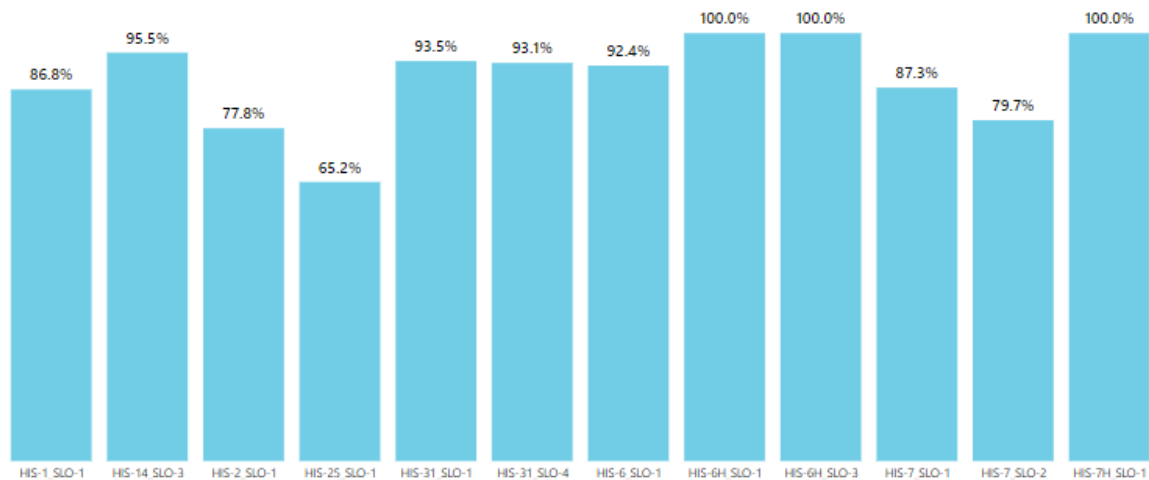
Is there a resource request associated with this Goal?
No

If yes, please provide a short description.

Please add any relevant documents here.

Increase ADT Awards for History Majors

Program/Unit Goal
Increase the number of awards for students in the History Program of Study

Goal Cycle
2024 - 2027

What are you doing now in support of this goal?
We have begun using CAP hours to inform students of opportunities for History majors.

What are your plans (3-year) regarding this goal?
We will continue leveraging the CAP hours to educate students on opportunities in History. The CAP hourse can also contribute to creating a community of support among History majors, making success more likely. We also intend to more assertively encourage students to see a counselor and complete a Student Educational Plan (SEP) for the ADT. We can also present more information to students on pathways to teaching History in K-12 and at the college level.

Please add any relevant documents here.

Mapping
Educational Master Plan (2020-2025): ( )
- 2025 Objective 2.1 - KPI 4 (Academic Affairs):
- 2025 Objective 2.2 - KPI 5 (Academic Affairs):
- 2025 Objective 2.4 - KPI 6 (Student Services):
- 2025 Objective 5.1- KPI 13 (Student Services):
- 2030 Goal 5: Workforce and Economic Development:

Evidence

Evidence Date
03/20/2024

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

Degrees Gender x Ethnicity	18-19	19-20	20-21	21-22	22-23	Total
Female	8	4	16	8	5	41
Asian					1	1
Black or African American	1		2			3
Hispanic/Latino	6	3	10	7	2	28
White	1	1	4	1	2	9
Male	10	6	12	8	13	49
Asian	1			2	1	4
Black or African American					1	1
Hispanic/Latino	4	6	6	5	6	27
Two or More Races				1		1
White	5		6		5	16
Total	18	10	28	16	18	90

Program Title: hist — Art History, ☑ History

Is there a resource request associated with this Goal?
No

If yes, please provide a short description.

Please add any relevant documents here.

Address Equity Gaps (Success Rates)

Program/Unit Goal
Continue Addressing and Improving Equity Gaps in Success Rates for History Courses
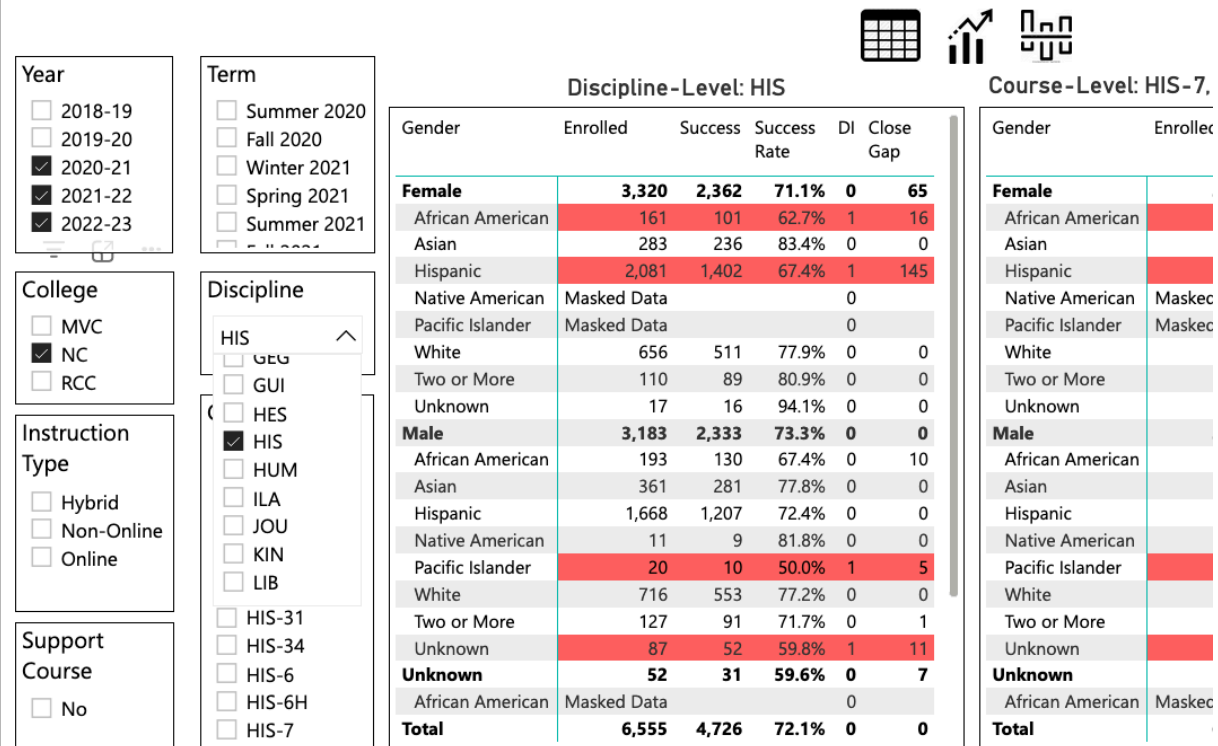
Goal Cycle
2024 - 2027

What are you doing now in support of this goal?
History Faculty continue to attend equity training, much of it on trying to improve success rates of students in courses. There has been improvement throughout the last 3 years for all groups in success rates in History courses, but African American Males and Females and Hispanic Females continue to lag behind the average success rate. The average success rates overall for all students in all history courses over the last three years is 72.1%, but the average success rate over the last three years for African American males is 67.4, African American Females 62.7% and for Hispanic Females it is 67.4%. Efforts need to be made to address this.

Success Rates by Discipline & Course Disaggregated by Race/Ethnicity

Year
- [ ] 2018-19
- [ ] 2019-20
- [x] 2020-21
- [x] 2021-22
- [x] 2022-23

Term
- [ ] Summer 2020
- [ ] Fall 2020
- [ ] Winter 2021
- [ ] Spring 2021
- [ ] Summer 2021

College
- [ ] MVC
- [x] NC
- [ ] RCC

Discipline
HIS
- [ ] GEG
- [ ] GUI
- [ ] HES
- [x] HIS
- [ ] HUM
- [ ] ILA
- [ ] JOU
- [ ] KIN
- [ ] LIB
- [ ] HIS-31
- [ ] HIS-34
- [ ] HIS-6
- [ ] HIS-6H
- [ ] HIS-7

Instruction Type
- [ ] Hybrid
- [ ] Non-Online
- [ ] Online

Support Course
- [ ] No

Discipline-Level: HIS

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**3,320**	**2,362**	**71.1%**	**0**	**65**
African American	161	101	62.7%	1	16
Asian	283	236	83.4%	0	0
Hispanic	2,081	1,402	67.4%	1	145
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	656	511	77.9%	0	0
Two or More	110	89	80.9%	0	0
Unknown	17	16	94.1%	0	0
Male	**3,183**	**2,333**	**73.3%**	**0**	**0**
African American	193	130	67.4%	0	10
Asian	361	281	77.8%	0	0
Hispanic	1,668	1,207	72.4%	0	0
Native American	11	9	81.8%	0	0
Pacific Islander	20	10	50.0%	1	5
White	716	553	77.2%	0	0
Two or More	127	91	71.7%	0	1
Unknown	87	52	59.8%	1	11
Unknown	**52**	**31**	**59.6%**	**0**	**7**
African American	Masked Data			0	
Total	**6,555**	**4,726**	**72.1%**	**0**	**0**

Course-Level: HIS-7,

Gender	Enrolled
Female	
African American	
Asian	
Hispanic	
Native American	Masked
Pacific Islander	Masked
White	
Two or More	
Unknown	
Male	
African American	
Asian	
Hispanic	
Native American	
Pacific Islander	
White	
Two or More	
Unknown	
Unknown	
African American	Masked
Total	

- The visuals will be masked if only one faculty member teaches the course(s) or there were < 10 enrollments in a student group based on the filters ("Masked Data")
- "Unknown" and Non-Binary" gender groups may not show in screenshots but are included in table if you scroll down

What are your plans (3-year) regarding this goal?
One consideration is to continue educating ourselves on, and employing new, methods to address success rates in our classrooms. Additionally, the History discipline is requesting a new full-time faculty member who specializes in history from a Chicana/o/x perspective. This would allow the history discipline to better support our diverse student population and allow us to be more capable and flexible in course offerings.

Please add any relevant documents here.

Mapping
Educational Master Plan (2020-2025): ( )
- 2025 Objective 2.1 - KPI 4 (Academic Affairs):
- 2025 Objective 2.2 - KPI 5 (Academic Affairs):

- 2025 Objective 2.4 - KPI 6 (Student Services):
- 2025 Objective 3.1 - KPI 8 (Student Services):
- 2025 Objective 3.2 - KPI 9 (Student Services):
- 2025 Objective 3.3 - KPI 10 (Student Services):
- 2025 Objective 3.4 - KPI 11 (Student Services):
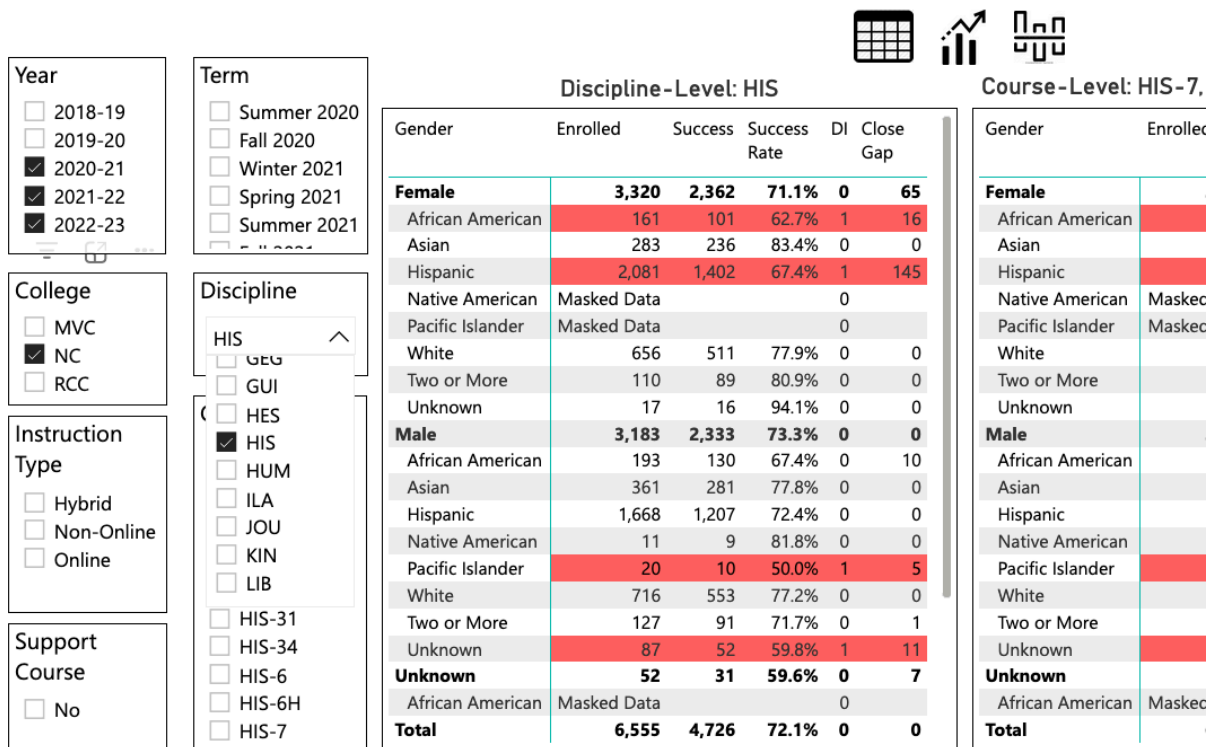- 2025 Objective 3.5 - KPI 12 (Student Services):

Evidence

Evidence Date
03/22/2024

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

Success Rates by Discipline & Course Disaggregated by Race/Ethnicity

Year
- [ ] 2018-19
- [ ] 2019-20
- [x] 2020-21
- [x] 2021-22
- [x] 2022-23

Term
- [ ] Summer 2020
- [ ] Fall 2020
- [ ] Winter 2021
- [ ] Spring 2021
- [ ] Summer 2021

College
- [ ] MVC
- [x] NC
- [ ] RCC

Discipline
HIS
- [ ] GEG
- [ ] GUI
- [ ] HES
- [x] HIS
- [ ] HUM
- [ ] ILA
- [ ] JOU
- [ ] KIN
- [ ] LIB
- [ ] HIS-31
- [ ] HIS-34
- [ ] HIS-6
- [ ] HIS-6H
- [ ] HIS-7

Instruction Type
- [ ] Hybrid
- [ ] Non-Online
- [ ] Online

Support Course
- [ ] No

Discipline-Level: HIS

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**3,320**	**2,362**	**71.1%**	**0**	**65**
African American	161	101	62.7%	1	16
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Hispanic	2,081	1,402	67.4%	1	145
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	656	511	77.9%	0	0
Two or More	110	89	80.9%	0	0
Unknown	17	16	94.1%	0	0
Male	**3,183**	**2,333**	**73.3%**	**0**	**0**
African American	193	130	67.4%	0	10
Asian	361	281	77.8%	0	0
Hispanic	1,668	1,207	72.4%	0	0
Native American	11	9	81.8%	0	0
Pacific Islander	20	10	50.0%	1	5
White	716	553	77.2%	0	0
Two or More	127	91	71.7%	0	1
Unknown	87	52	59.8%	1	11
Unknown	**52**	**31**	**59.6%**	**0**	**7**
African American	Masked Data			0	
Total	**6,555**	**4,726**	**72.1%**	**0**	**0**

Course-Level: HIS-7,

Gender	Enrolled
Female	
African American	
Asian	
Hispanic	
Native American	Masked
Pacific Islander	Masked
White	
Two or More	
Unknown	
Male	
African American	
Asian	
Hispanic	
Native American	
Pacific Islander	
White	
Two or More	
Unknown	
Unknown	
African American	Masked
Total	

- The visuals will be masked if only one faculty member teaches the course(s) or there were < 10 enrollments in a student group based on the filters ("Masked Data")
- "Unknown" and Non-Binary" gender groups may not show in screenshots but are included in table if you scroll down

Is there a resource request associated with this Goal?
Yes

If yes, please provide a short description.
Requesting new Full-Time History Faculty

Please add any relevant documents here.

Equity

2024 - 2027

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

Achieving Equity in Guided Pathways Summit

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

In an effort to help students build skills to be successful in college classes, have implemented concerted effort to teach study skills. We are still assessing the effect of this effort.

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

Training on how to be more culturally responsive in the classroom

Please add any relevant documents here.

2024 - 2027

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?

To initiate a review of the Course Outline of Records for all out of date courses, and update them as necessary.

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.

Meeting benchmarks for outcome mastery and equity

Date
02/23/2024
Observation
What did you notice?
1. All History courses assessed met the Outcome Mastery benchmark of 2 (70%) or above, except H25 which was 65.2%. 2. All Race/Ethnicities met Mastery by scoring 77% or above, including African -American, Asian, Hispanic, Pacific Islander, 2 or more identities, and White. Only the category of Unreported was 50%. 3. Outcome Mastery for all courses assessed was 88.2% fpr females, 91.5% for males, 100% for non-binary, and 50% for Unreported.
Course(s)
All included in screenshots below
SLO(s)
All included in screenshots below (mostly SLO 1, and one SLO3)
Discussion/Analysis
1. We met our benchmark of Mastery (2 or above) in all our courses assessed except H25 at 65.2% This happened because the instructor gave a zero to all students who did not turn in a research paper, which was the assessment assignment. In the future the instructor will leave the assessment blank for those students instead of giving them a zero. 2. In all our courses assessed our students of all our Races/Ethnicities scored 77% or above, except the category of Unreported, probably because there were so few students in that category. 3. Male and female students were nearly equal in attaining Mastery (91.5% versus 88.2%). We do not have counts of the students, but female students are likely more numerous than males. The slightly smaller group of males may account for the slightly higher achievement. 4.. Instructors made the following observations: 1. One instructor who has taught many different different courses, including H6, H7, H25, H31, and H34, noted that of all those courses, their students in H34, History of Women in the US, did the best because they were the most engaged with the material perhaps because most students were female. 2. A second instructor observed that on their in-class short essays on history documents, most scored at least a 3 or 4. But those that did not score that high were too general and not thorough enough in their writing. The instructor plans to add a few multiple choice questions to the assignment, to get the students to read the documents more carefully before they write. 3. A third instructor observed that in their essay on an in-class test, most students attained 2 or above, but several scored 0 or 1. The instructor discussed the essay extensively in class, but these students were absent or simply did not prepare the essay well ahead of time. The instructor plans to emphasize in the future both class attendance and preparing an essay outline at home and learning it before the test.

Please paste any relevant screenshots here.

Nuventive™

Term	Discipline	Race/Ethnicity	Gender	Age Group
All	All	All	All	All

Mastery by Gender

Female — 88.2%

Male — 91.5%

Non-Binary — 100.0%

Unreported — 50.0%

Mastery by Age Group

<=19: 91.0%
20-24: 86.7%
25-29: 86.7%
30-34: 100.0%
35-39: 100.0%
40-49: 100.0%

Mastery by Race/Ethnicity

African-American — 77.8%

Asian — 96.3%

Hispanic — 89.2%

Pacific Islander — 100.0%

Two or More — 87.5%

Unreported — 50.0%

White — 94.4%
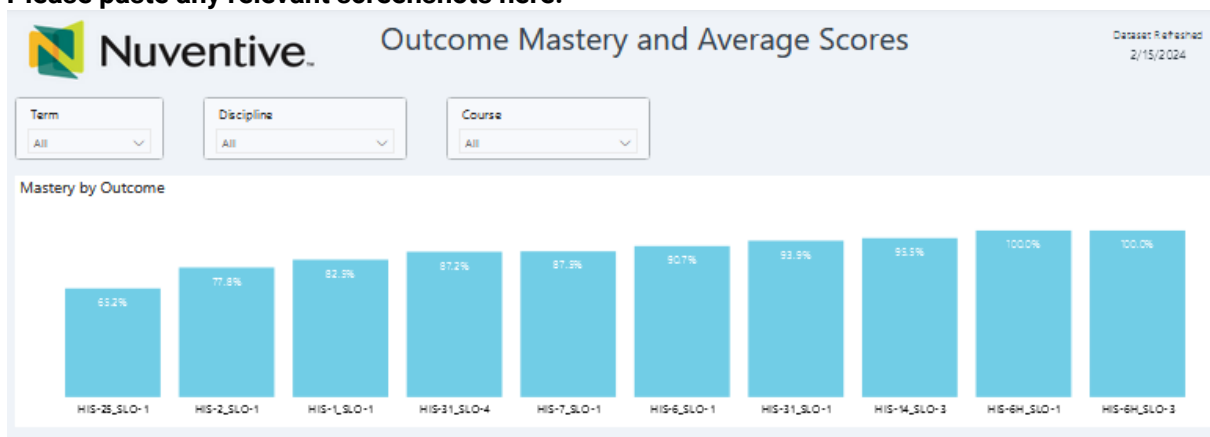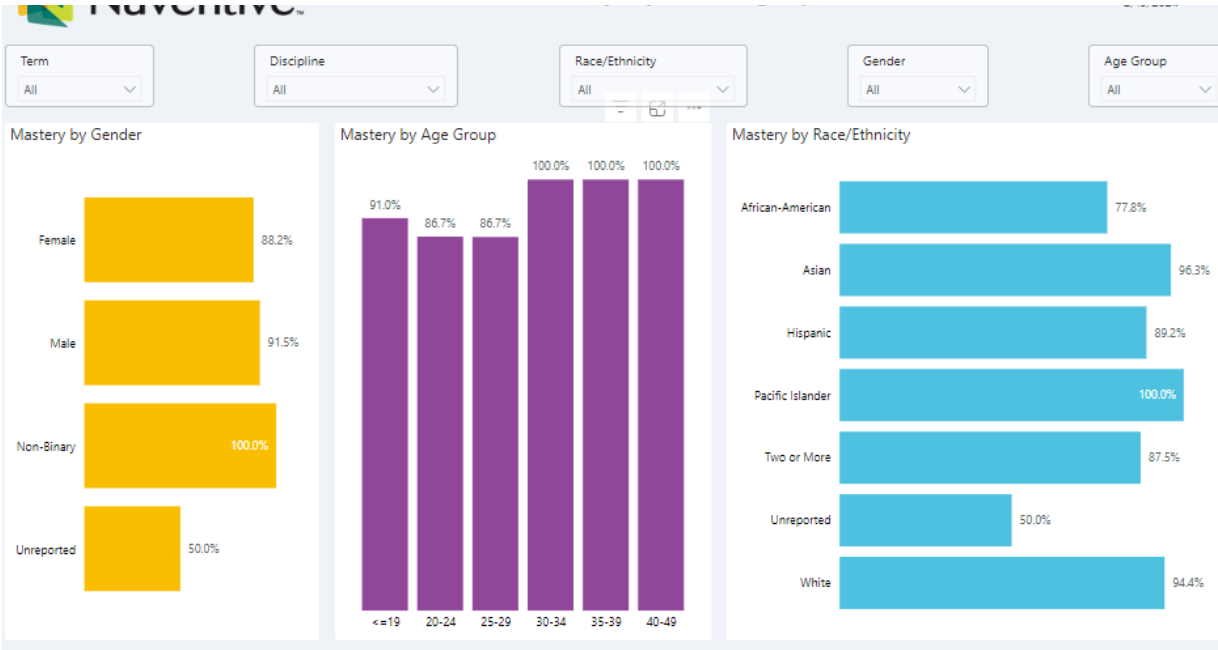
Please add any relevant documents here.

Faculty Professional Development Requests

2024 - 2027

Resource Request

What resources do we already have?

Two full-time History Faculty

Potential Funding Source(s)

General Fund

What resources do you need?

One additional Full-time Tenured-Track History Faculty

Request related to EMP goal or Assessment?

EMP Goal 1,EMP Goal 3

$ Amount Requested

195,687

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:

Data Review

This request for my area is Priority #:

1

Faculty Hiring Resource Request Form

Department Information

Department Chair Email:

timothy.russell@norcocollege.edu

Faculty Requesting Email:

timothy.russell@norcocollege.edu

Faculty Position Requested:

Assistant Professor, History

This request is for:

Growth position in existing program

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

Data Review
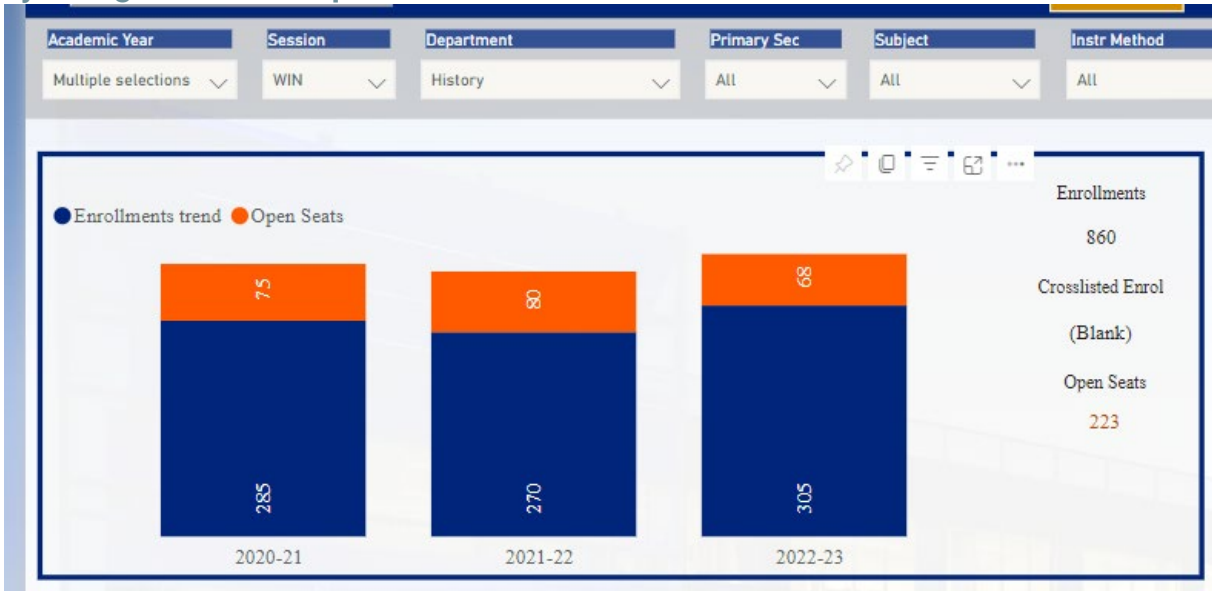
Faculty Hiring Resource Requests

Statistical Data - Please email Research@norcocollege.edu to request assistance with completing questions requesting data, dashboards are under development.

Student Enrollment

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

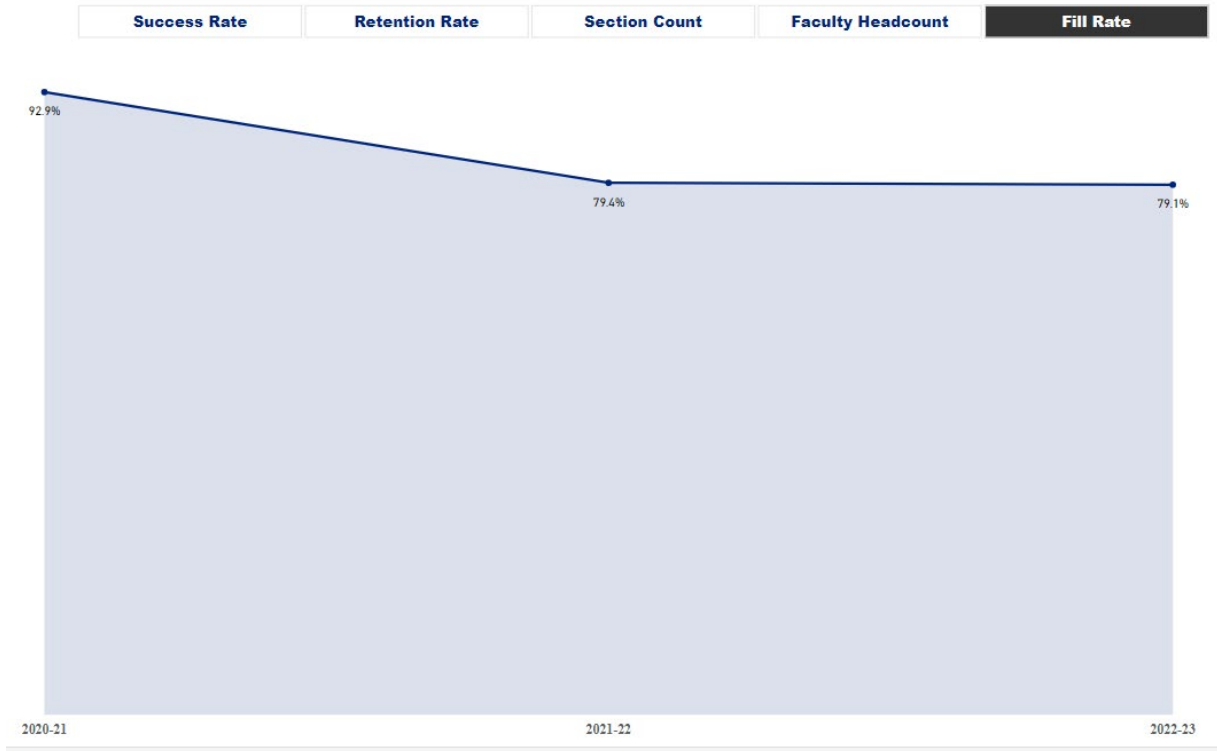| Academic Year	Session	Department	Primary Sec	Subject	Instr Method	
Multiple selections ⌄	SUM ⌄	History ⌄	All ⌄	All ⌄	All ⌄	

● Enrollments trend ● Open Seats

Enrollments
781

Crosslisted Enrol
(Blank)

Open Seats
233

- 2020-21: 350
- 2021-22: 198, 115
- 2022-23: 233, 63

Section Count

Academic Year	Session	Department	Primary Sec	Subject	Instr Method	
Multiple selections ⌄	FAL ⌄	History ⌄	All ⌄	All ⌄	All ⌄	

● Enrollments trend ● Open Seats

Enrollments
2,729

Crosslisted Enrol
8

Open Seats
487

- 2020-21: 1,059
- 2021-22: 865, 225
- 2022-23: 805

Faculty Hiring Resource Requests

Faculty Hiring Resource Requests

Academic Year	Enrollments	Crosslisted Count	Open Seats	Primary Sections
⊟ **2023-24**	**2,172**	**0**	**553**	**65**
23SUM	278		53	8
23FAL	836		153	24
24WIN	298		45	8
24SPR	760	0	302	25
⊟ **2022-23**	**2,101**	**6**	**598**	**63**
22SUM	233		63	7
22FAL	805	6	183	23
23WIN	305		68	9
23SPR	758		284	24
⊟ **2021-22**	**1,978**		**653**	**63**
21SUM	198		115	7
21FAL	865		225	26
22WIN	270		80	8
22SPR	645		233	22
⊟ **2020-21**	**2,486**	**20**	**467**	**67**
20SUM	350		55	9
20FAL	1,059	2	79	26
21WIN	285		75	8
21SPR	792	18	258	24
⊟ **2019-20**	**2,528**	**24**	**292**	**62**
19SUM	282		40	7
Total	**29,264**	**50**	**3,312**	**712**

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

SUM

FAL

Faculty Hiring Resource Requests

Success Rate	Retention Rate	Section Count	Faculty Headcount	**Fill Rate**

92.9%

79.4%

79.1%

2020-21

2021-22

2022-23

WIN

Success Rate	Retention Rate	Section Count	Faculty Headcount	**Fill Rate**

79.2%

77.1%

81.8%

2020-21

2021-22

2022-23

SPR

Faculty Hiring Resource Requests

Success Rate	Retention Rate	Section Count	Faculty Headcount	**Fill Rate**

66.8% 73.5% 72.7%

2020-21   2021-22   2022-23

Academic Year	Session	Department	Primary Sec	Subject	Instr Method
Multiple selections ∨	SPR ∨	History ∨	All ∨	All ∨	All ∨

● Enrollments trend ● Open Seats

Enrollments

2,195

Crosslisted Enrol

18

Open Seats

775

258 233 284

792 645 758

2020-21   2021-22   2022-23

Faculty Hiring Resource Requests

Fill Rate (Census Enrollment/Capacity)

Year	Fill Rate
2015-16	94.1%
2016-17	91.7%
2017-18	90.3%
2018-19	87.2%
2019-20	88.9%
2020-21	80.5%
2021-22	75.2%
2022-23	77.0%
2023-24	78.5%
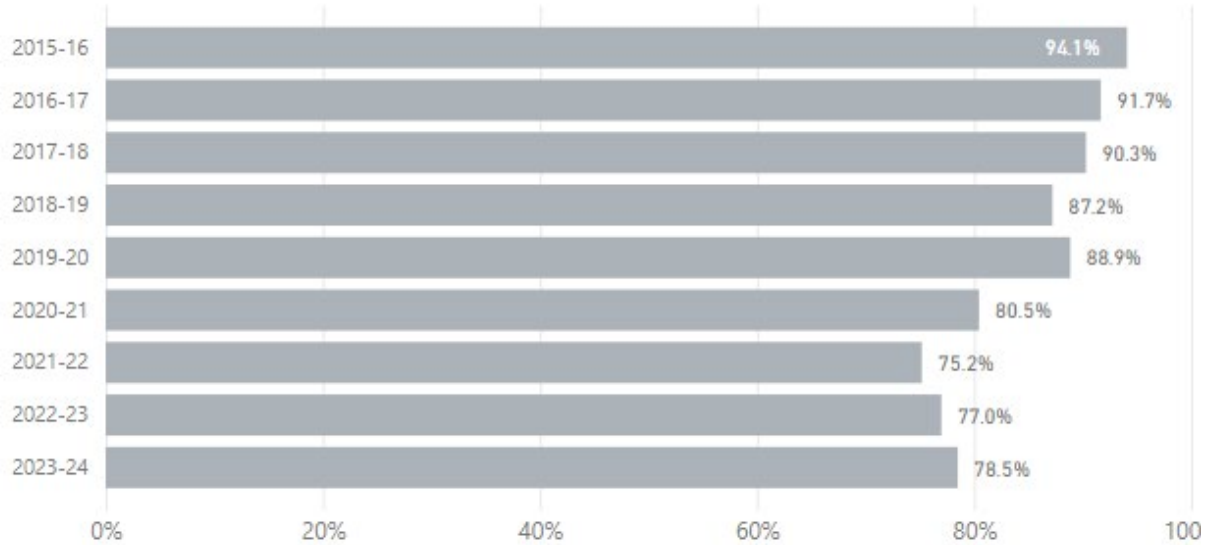
Open in Power BI
RCC Program Review Data Dashboard
Data as of 3/22/24, 6:01 AM
Filtered by **XCSS_SUBJECT** (is HIS), **Acad_Year** (is 2015-16, 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, 2022-23, or 2023-24), **XCSS_LOCATION** (is NOR)

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

Adverage Class size	2020-21	2021-22	2022-23
SUM	38.89	28.29	33.29
FAL	39.22	33.27	33.54
WIN	35.63	33.75	33.89
SPR	29.33	29.32	31.58

Faculty Hiring Resource Requests

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

Efficiency (WSCH/FTEF)

Year	Value
2020-21	593.73
2021-22	507.98
2022-23	544.31
2023-24	545.27
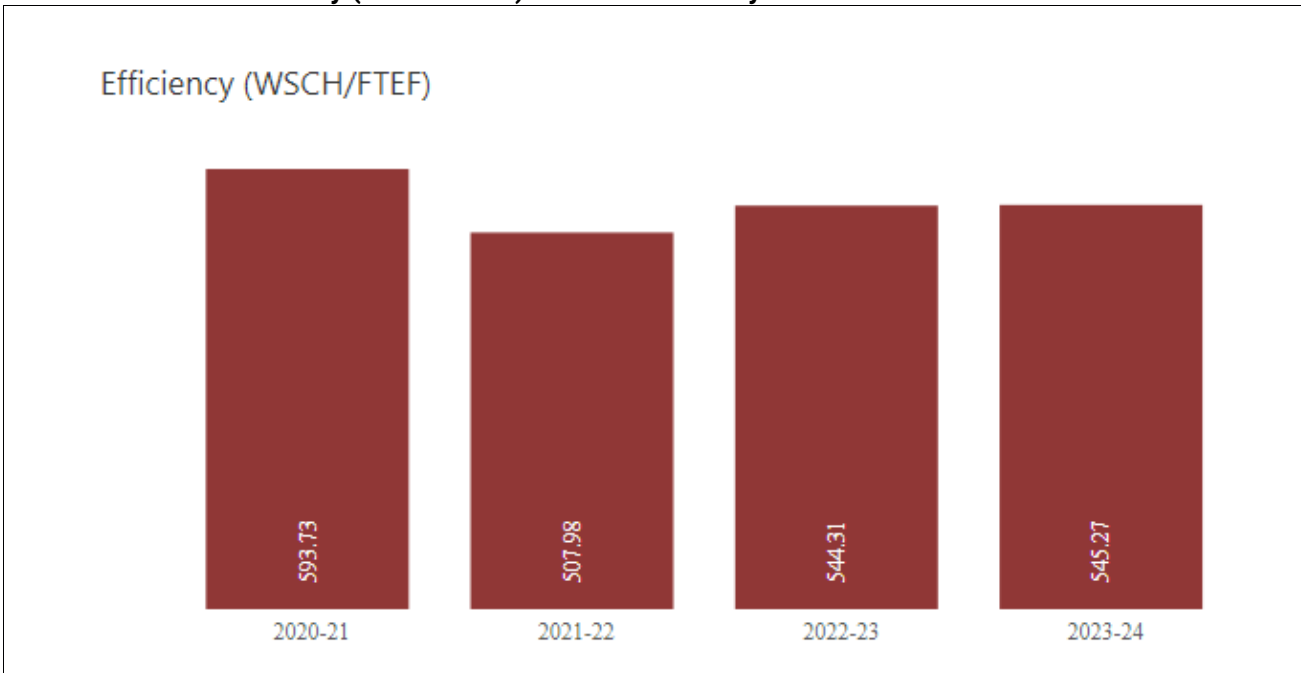
[Open in Power BI](#)

EMD_Daily

Data as of 3/22/24, 6:32 AM

Filtered by **Acad_Year** (is 2023-24, 2022-23, 2021-22, or 2020-21), **Subject** (is HIS), **College** (is NC), **Acad_Year_First** (is less than or equal to 2023), **Course Sec** (is not blank)

Instructional Data

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

44

Are any of the sections cross-listed?

Yes

If so, how many?

2

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

132

Proportion of full-time vs adjunct instruction

Number of full-time instructors currently in the discipline:

2

Full-time instructors by headcount:

2

Full-time instructors by FTEF:

4.0

Number of associate faculty instructors currently in the discipline:

8

Faculty Hiring Resource Requests

Associate faculty instructors by headcount:

8

Associate faculty instructors by FTEF:

8.6

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

0

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

4.6

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…

The discipline supports EMP Goal 1 (Access), Objectives 1.1 (Go from 7388 to 8759 total FTES), Objective 1.2 (Go from 14,624 to 16,581 Total headcount), and Objective 1.3 (Expand enrollment with strategic groups {Dual Enrollment,
 International, Online, California Rehabilitation Center, Veterans, etc}.). With more full-time faculty the discipline can work on expanding offerings in all modalities and will be able to better support our diverse student body.

The History discipline also supports EMP Goal 2 (Success), Objective 2.1 (Increase number of degrees completed by 15% annually), Obective 2.2 (Increase number of certificates completely by 15% annually), and Objective 2.4 (Increase number of transfers 15% annually).

Additionally, the History discipline supports Goal 3 (Equity): Close all Student Equity Gaps, Objective 3.1 (Reduce the equity gap for African American students by 40%), Objective 3.2 (Reduce the equity gap for Latinx students by 40%.), Objective 3.3 (Reduce the equity gap for Men of Color by 40%), 3.4(Reduce the equity gap for LGBTQ+ students by 40%), and 3.5 (Reduce the equity gap for Foster Youth students by 40%).

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

The History discipline is looking to hire a Historian who specializes in history from a Chicana/o/x perspective (which would support History 60 and 61 course at Norco College) as well as contributing to other keystone History course offerings like U.S. Hisotry (HIS-6 and HIS-7), World History (HIS-1 and HIS-2). This is a specialization that neither full-time History faculty currently have, and will expand the discipline's ability to serve our students. As an Hispanic Serving Institution (HSI), having a full-time faculty member with this specialty will make the discipline more capable of supporting the the needs of our student population into the near future, be an advancement toward our efforts to implement culturally responsive instruction in our classrooms, and assist with closing equity gaps. This hire will make the discipline more well-rounded and flexible go forward.

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

The History discipline helps support the needs of programs on campus, like Umoja and Puente. We have in the past offered courses in support of their programs. It is hoped that hiring a full-time professor who specializes in teaching history from a Chicana/o/x perspective, will strengthen our partnership with Puente and Men of Color (MOC), and allow for the more consistent scheduling of History 60 and 61. A new History faculty will also help grow and shape the direction of the History discipline at Norco College as we continue to support the student's jouney as a key contributor to addressing their General Education requirements.

Faculty Hiring Resource Requests

Explain the impact if this faculty position is NOT hired.

If this request is not filled, it will be business as usual for the History discipline. We will continue to leverage our associate faculty to not only assist in our capstone courses, but to instruct our specialty courses like History 60 and 61. The inherent weakness in this is that although associate faculty are skilled, capable, and effective, they're availability is not always stable, as they typically have commitments to other institutions, and are not compensated for, nor expected to, take part in course development and curriculum review. A new hire with new skills would be an assest in these processes.

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

Instructional Summary - Complete this section for Instructional Faculty only

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

4.6

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

0

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

0

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

4.6

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

2

6. Department Relative need total:

2.3

Counseling Summary - Complete this section for Counseling Faculty only

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

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

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

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

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

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

7. Relevant Need: (6/4)=

Library Summary- Complete this section for Library Faculty only

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

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

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

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

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

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

7. Relevant Need: (6/4)=

Submit

Ready to Submit?

Yes

For Administrative Use Only

Funding Status

APC Ranking

Notes

2024 - 2027

Program Review Reflections

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

Nothing to suggest. The current Program Review meets our needs and gives us an opportunity to review our program thoroughly.

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

No suggestions

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

We have the data we need to complete the Program Review

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