NORCO COLLEGE

Program Review - Overall Report

2024 - 2027

Instructional: Humanities

<div style="text-align: center">**2024 - 2027**</div>

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?

DF Rate Study

Overall, students in Humanities courses have been about the same from 77% to 76% in success and increasing from 87.9% to 94.4% in retention over the past 5 years. Findings: Humanities students have increased their rate of receiving less than passing (DF) grades during this time.

Success Rates
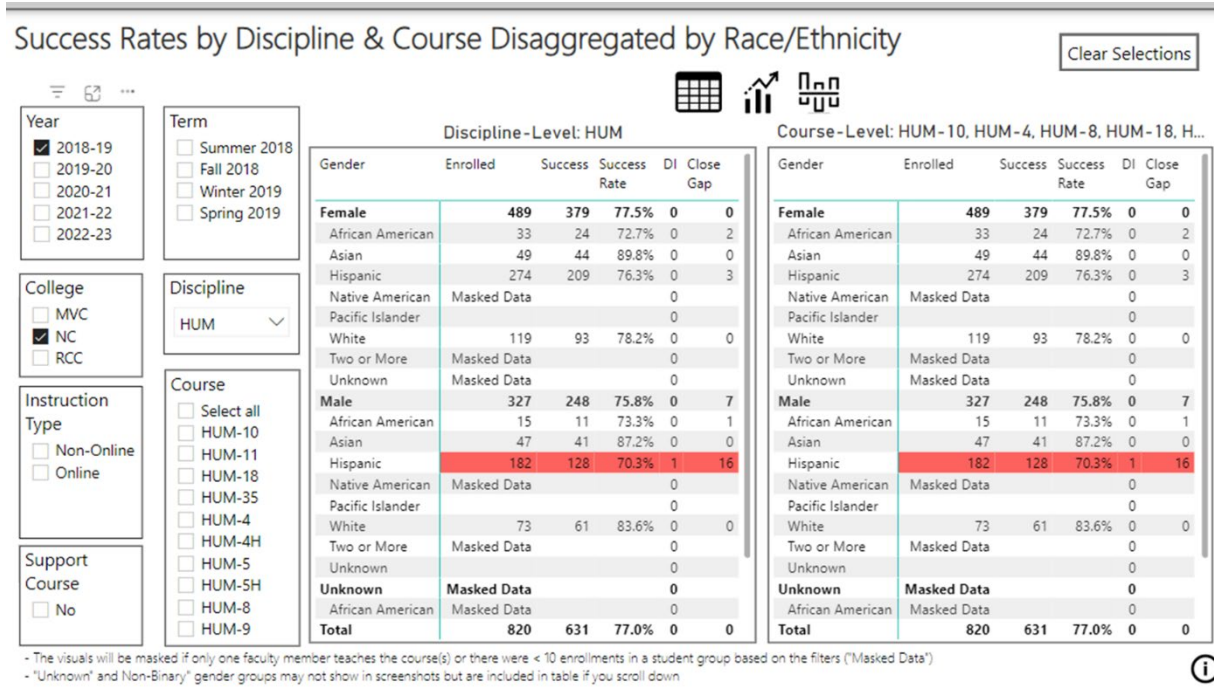
Success Rates by Discipline & Course Disaggregated by Race/Ethnicity

	Discipline-Level: HUM					Course-Level: HUM-10, HUM-4, HUM-8, HUM-18, H...				
Gender	Enrolled	Success	Success Rate	DI	Close Gap	Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**489**	**379**	**77.5%**	**0**	**0**	**Female**	**489**	**379**	**77.5%**	**0**	**0**
African American	33	24	72.7%	0	2	African American	33	24	72.7%	0	2
Asian	49	44	89.8%	0	0	Asian	49	44	89.8%	0	0
Hispanic	274	209	76.3%	0	3	Hispanic	274	209	76.3%	0	3
Native American	Masked Data			0		Native American	Masked Data			0	
Pacific Islander				0		Pacific Islander				0	
White	119	93	78.2%	0	0	White	119	93	78.2%	0	0
Two or More	Masked Data			0		Two or More	Masked Data			0	
Unknown	Masked Data			0		Unknown	Masked Data			0	
Male	**327**	**248**	**75.8%**	**0**	**7**	**Male**	**327**	**248**	**75.8%**	**0**	**7**
African American	15	11	73.3%	0	1	African American	15	11	73.3%	0	1
Asian	47	41	87.2%	0	0	Asian	47	41	87.2%	0	0
Hispanic	182	128	70.3%	1	16	Hispanic	182	128	70.3%	1	16
Native American	Masked Data			0		Native American	Masked Data			0	
Pacific Islander				0		Pacific Islander				0	
White	73	61	83.6%	0	0	White	73	61	83.6%	0	0
Two or More	Masked Data			0		Two or More	Masked Data			0	
Unknown				0		Unknown				0	
Unknown	**Masked Data**			**0**		**Unknown**	**Masked Data**			**0**	
African American	Masked Data			0		African American	Masked Data			0	
Total	**820**	**631**	**77.0%**	**0**	**0**	**Total**	**820**	**631**	**77.0%**	**0**	**0**

Year: ☑ 2018-19, ☐ 2019-20, ☐ 2020-21, ☐ 2021-22, ☐ 2022-23

Term: ☐ Summer 2018, ☐ Fall 2018, ☐ Winter 2019, ☐ Spring 2019

College: ☐ MVC, ☑ NC, ☐ RCC

Discipline: HUM

Instruction Type: ☐ Non-Online, ☐ Online

Course: ☐ Select all, ☐ HUM-10, ☐ HUM-11, ☐ HUM-18, ☐ HUM-35, ☐ HUM-4, ☐ HUM-4H, ☐ HUM-5, ☐ HUM-5H, ☐ HUM-8, ☐ HUM-9

Support Course: ☐ No

Clear Selections

- 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

Success Rates by Discipline & Course Disaggregated by Race/Ethnicity

Clear Selections

Year
- ☐ 2018-19
- ☐ 2019-20
- ☐ 2020-21
- ☐ 2021-22
- ☑ 2022-23

Term
- ☐ Summer 2022
- ☐ Fall 2022
- ☐ Winter 2023
- ☐ Spring 2023

College
- ☐ MVC
- ☑ NC
- ☐ RCC

Discipline
HUM ▽

Instruction Type
- ☐ Non-Online
- ☐ Online

Course
- ☐ Select all
- ☐ HUM-10
- ☐ HUM-11
- ☐ HUM-16
- ☐ HUM-35
- ☐ HUM-4
- ☐ HUM-4H
- ☐ HUM-5
- ☐ HUM-5H
- ☐ HUM-8

Support Course
- ☐ No

Discipline-Level: HUM

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	323	238	73.7%	1	17
African American	Masked Data			0	
Asian	46	42	91.3%	0	0
Hispanic	189	130	68.8%	1	20
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	64	47	73.4%	0	2
Two or More	11	9	81.8%	0	0
Unknown	Masked Data			0	
Male	274	214	78.1%	0	0
African American	15	11	73.3%	0	1
Asian	47	45	95.7%	0	0
Hispanic	119	89	74.8%	0	2
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	73	51	69.9%	0	6
Two or More	13	11	84.6%	0	0
Unknown	Masked Data			0	
Unknown	**Masked Data**			0	
African American				0	
Total	605	460	76.0%	0	0

Course-Level: HUM-10, HUM-4, HUM-16, HUM-8, H...

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	323	238	73.7%	1	17
African American	Masked Data			0	
Asian	46	42	91.3%	0	0
Hispanic	189	130	68.8%	1	20
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	64	47	73.4%	0	2
Two or More	11	9	81.8%	0	0
Unknown	Masked Data			0	
Male	274	214	78.1%	0	0
African American	15	11	73.3%	0	1
Asian	47	45	95.7%	0	0
Hispanic	119	89	74.8%	0	2
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	73	51	69.9%	0	6
Two or More	13	11	84.6%	0	0
Unknown	Masked Data			0	
Unknown	**Masked Data**			0	
African American				0	
Total	605	460	76.0%	0	0

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- "Unknown" and Non-Binary" gender groups may not show in screenshots but are included in table if you scroll down

Retention Rates by Discipline & Course Disaggregated by Race/Ethnicity

Clear Selections

Year
- ☑ 2018-19
- ☐ 2019-20
- ☐ 2020-21
- ☐ 2021-22
- ☐ 2022-23

Term
- ☐ Summer 2018
- ☐ Fall 2018
- ☐ Winter 2019
- ☐ Spring 2019

College
- ☐ MVC
- ☑ NC
- ☐ RCC

Discipline
HUM

Instruction Type
- ☐ Non-Online
- ☐ Online

Course
- ☑ Select all
- ☑ HUM-10
- ☑ HUM-11
- ☑ HUM-18
- ☑ HUM-35
- ☑ HUM-4
- ☑ HUM-4H
- ☑ HUM-5
- ☑ HUM-5H
- ☑ HUM-8
- ☑ HUM-9

Support Course
- ☐ No

Discipline-Level: HUM

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	489	430	87.9%	0	0
African American	33	30	90.9%	0	0
Asian	49	47	95.9%	0	0
Hispanic	274	238	86.9%	0	5
Native American	Masked Data			0	
Pacific Islander				0	
White	119	105	88.2%	0	0
Two or More	Masked Data			0	
Unknown	Masked Data			0	
Male	327	287	87.8%	0	1
African American	15	11	73.3%	0	3
Asian	47	45	95.7%	0	0
Hispanic	182	155	85.2%	0	7
Native American	Masked Data			0	
Pacific Islander				0	
White	73	66	90.4%	0	0
Two or More	Masked Data			0	
Unknown				0	
Unknown	Masked Data			0	
African American	Masked Data			0	
Asian	Masked Data			0	
Total	820	721	87.9%	0	0

Course-Level: HUM ↑ . ↓ ∨ ↓↓ ∣ ⌐ 1- ⌐ ∣⌐ ∣⊡ ∣ ⋯

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	489	430	87.9%	0	0
African American	33	30	90.9%	0	0
Asian	49	47	95.9%	0	0
Hispanic	274	238	86.9%	0	5
Native American	Masked Data			0	
Pacific Islander				0	
White	119	105	88.2%	0	0
Two or More	Masked Data			0	
Unknown	Masked Data			0	
Male	327	287	87.8%	0	1
African American	15	11	73.3%	0	3
Asian	47	45	95.7%	0	0
Hispanic	182	155	85.2%	0	7
Native American	Masked Data			0	
Pacific Islander				0	
White	73	66	90.4%	0	0
Two or More	Masked Data			0	
Unknown				0	
Unknown	Masked Data			0	
African American	Masked Data			0	
Asian	Masked Data			0	
Hispanic	Masked Data			0	
Total	820	721	87.9%	0	0

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- "Unknown" and Non-Binary" gender groups may not show in screenshots but are included in table if you scroll down

Retention Rates by Discipline & Course Disaggregated by Race/Ethnicity

Clear Selections

Year
- ☐ 2018-19
- ☐ 2019-20
- ☐ 2020-21
- ☐ 2021-22
- ☑ 2022-23

Term
- ☐ Summer 2022
- ☐ Fall 2022
- ☐ Winter 2023
- ☐ Spring 2023

College
- ☐ MVC
- ☑ NC
- ☐ RCC

Discipline
HUM

Instruction Type
- ☐ Non-Online
- ☐ Online

Course
- ☑ Select all
- ☑ HUM-10
- ☑ HUM-11
- ☑ HUM-16
- ☑ HUM-35
- ☑ HUM-4
- ☑ HUM-4H
- ☑ HUM-5
- ☑ HUM-5H
- ☑ HUM-8

Support Course
- ☐ No

Discipline-Level: HUM

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	323	299	92.6%	1	13
African American	Masked Data			0	
Asian	46	44	95.7%	0	0
Hispanic	189	171	90.5%	1	11
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	64	61	95.3%	0	0
Two or More	11	11	100.0%	0	0
Unknown	Masked Data			0	
Male	274	264	96.4%	0	0
African American	15	15	100.0%	0	0
Asian	47	47	100.0%	0	0
Hispanic	119	112	94.1%	0	1
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	73	70	95.9%	0	0
Two or More	13	13	100.0%	0	0
Unknown	Masked Data			0	
Unknown	Masked Data			0	
African American				0	
Asian	Masked Data			0	
Total	605	571	94.4%	0	0

Course-Level: HUM-10, HUM-4, HUM-16, HUM-8, HU...

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	323	299	92.6%	1	13
African American	Masked Data			0	
Asian	46	44	95.7%	0	0
Hispanic	189	171	90.5%	1	11
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	64	61	95.3%	0	0
Two or More	11	11	100.0%	0	0
Unknown	Masked Data			0	
Male	274	264	96.4%	0	0
African American	15	15	100.0%	0	0
Asian	47	47	100.0%	0	0
Hispanic	119	112	94.1%	0	1
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	73	70	95.9%	0	0
Two or More	13	13	100.0%	0	0
Unknown	Masked Data			0	
Unknown	Masked Data			0	
African American				0	
Asian	Masked Data			0	
Hispanic	Masked Data			0	
Total	605	571	94.4%	0	0

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Majors

The number of students who have declared a major in **Humanities, Philosophy, and Arts (AOE)** went from 213 to 175 in 4 years. This represents decreased growth for this program. Of these students, 32% have met with a counselor and developed an educational plan.

Data Review

Gender by Ethnicity	2019-20	2020-21	2021-22	2022-23
⊟ **Female**	**142**	**106**	**93**	**111**
African-American	3	9	4	5
American Indian	1			
Asian	13	3	7	11
Hispanic	93	66	63	68
Pacific Islander		2		1
Two or More	4	5	3	5
Unreported	2	1		2
White	26	20	16	19
⊟ **Male**	**69**	**63**	**45**	**61**
African-American	1	5	3	4
American Indian				1
Asian	9	8	5	9
Hispanic	42	31	26	33
Pacific Islander			1	
Two or More	3			
Unreported	2	2		2
White	12	17	10	12
⊟ **Unreported**	**2**	**2**	**2**	**3**
African-American	1			
Asian	1	2	1	1
Hispanic				1
Unreported			1	
White				1
Total	**213**	**171**	**140**	**175**

Data Review

Student Educational Pan ▲	2019-20	2020-21	2021-22	2022-23	**Total**
Abbreviated and Comprehensive Ed Plan	3.16%	3.32%	4.14%	3.83%	**3.59%**
Abbreviated Ed Plan	3.95%	6.79%	8.72%	4.17%	**5.74%**
Comprehensive Ed Plan	32.29%	20.90%	19.87%	16.49%	**22.69%**
No Ed Plan	60.60%	68.99%	67.28%	75.50%	**67.99%**

Awards

The number of students who have completed a degree in the **Humanities, Philosophy, and Arts (AOE)** program went from 165 to 206 in 5 years. This represents increased growth for this program. In the most recent year, 206 students graduated. The expected number of students who should get a degree would be approximately 41 students. The gap in the pipeline is approximately 165 more students to graduate with a degree.

Data Review

Gender x Ethnicity	18-19	19-20	20-21	21-22	22-23	Total
⊟ **Female**	**104**	**99**	**136**	**134**	**132**	**605**
American Indian or Alaska Native		1	1			**2**
Asian	7	8	13	12	15	**55**
Black or African American	5	4	7	9	5	**30**
Hispanic/Latino	62	62	82	92	70	**368**
Native Hawaiian or Pacific Islander	1				1	**2**
Two or More Races	2		2	2	7	**13**
Unknown/Unreported			1		5	**6**
White	27	24	30	19	29	**129**
⊟ **Male**	**59**	**61**	**67**	**58**	**70**	**315**
Asian	3	7	2	8	11	**31**
Black or African American	3	3	6	4	3	**19**
Hispanic/Latino	36	35	44	34	39	**188**
Native Hawaiian or Pacific Islander			1		1	**2**
Two or More Races	4	1	1	1	2	**9**
Unknown/Unreported			1	1	2	**4**
White	13	15	12	10	12	**62**
⊟ **Unreported**	**2**	**1**	**2**	**1**	**4**	**10**
Asian					1	**1**
Black or African American			1			**1**
Hispanic/Latino	1		2		1	**4**
Native Hawaiian or Pacific Islander	1			1		**2**
Unknown/Unreported					1	**1**
White					1	**1**
Total	**165**	**161**	**205**	**193**	**206**	**930**

Please add any relevant documents here.

Data-Story-Humanities-2021-2024.docx

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?

Success

Hispanic students are showing varying gaps in **success** from year to year over the five-year period of study.

Hispanic males had an equity gap in success of about 7% from 70% compared to the overall rate of 77% in 2018-2019. This gap grew in 2019-2020 to 9% from 65.2% compared to the rate of 74% overall. It grew in 2020-2021 to 10% from 65.3% compared to the rate of 75.3% overall.

Encouragingly, this gap has been closed since 2021 and remains closed in the 2023 data reported. *Hispanic females* opened an equity gap in success during the 2020-2021 academic year of 4.6%. The gap closed in 2021-22. However, it grew in the 2022-2023 academic year to 7.2%.

Upon closer examination into student populations, this equity gap in Hispanic male success is particularly related to the Veteran population. Improving 12 male Hispanic veterans' success would close this equity gap.
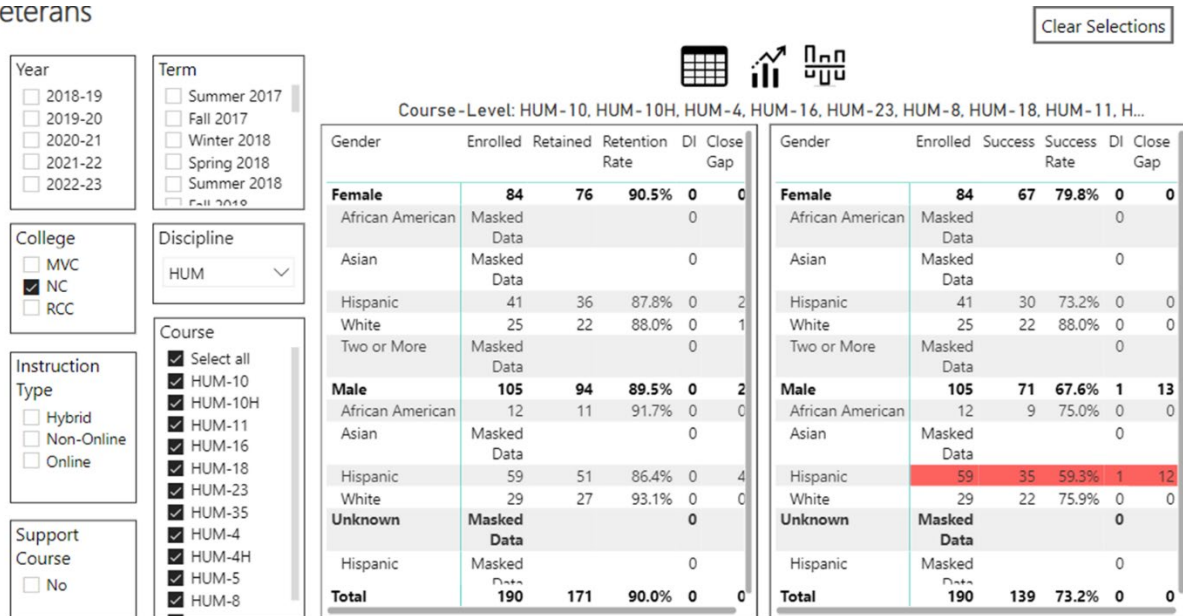
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Retention

Hispanic females opened an equity gap starting in 2021-2021 in **retention** that are concerning. The 3.5% gap has increased over the 2-year window to 3.9%. This indicates an increase in the DF rate for this population.

Data Review

Upon closer examination of student retention gaps, white disabled male students were disproportionately impacted. This gap would be closed by retaining 10 students.

Disability

Year	Term
☐ 2018-19	☐ Summer 2017
☐ 2019-20	☐ Fall 2017
☐ 2020-21	☐ Winter 2018
☐ 2021-22	☐ Spring 2018
☐ 2022-23	☐ Summer 2018
	☐ Fall 2018

College
- ☐ MVC
- ☑ NC
- ☐ RCC

Discipline: HUM

Instruction Method
- ☐ Hybrid
- ☐ Non-Online
- ☐ Online

Course
- ☑ Select all
- ☑ HUM-10
- ☑ HUM-10H
- ☑ HUM-11
- ☑ HUM-16
- ☑ HUM-18
- ☑ HUM-23
- ☑ HUM-35
- ☑ HUM-4
- ☑ HUM-4H
- ☑ HUM-5
- ☑ HUM-8

Support Course
- ☐ No

Clear Selections

Course-Level: HUM-10, HUM-10H, HUM-4, HUM-16, HUM-23, HUM-8, HUM-18, HUM-11, HUM-5, HUM-35...

Gender	Enrolled	Retained	Retention Rate	DI	Clo Gap
Female	**156**	**134**	**85.9%**	**0**	
African American	Masked Data			0	
Asian	Masked Data			0	
Hispanic	79	73	92.4%	0	
White	60	45	75.0%	1	
Two or More	Masked Data			0	
Male	**112**	**100**	**89.3%**	**0**	
African American	Masked Data			0	
Asian	Masked Data			0	
Hispanic	58	53	91.4%	0	
Pacific Islander	Masked Data			0	
White	31	26	83.9%	0	
Two or More	Masked Data			0	
Unknown	Masked Data			0	
Unknown	**Masked Data**			**0**	
White	Masked Data			0	
Total	**270**	**236**	**87.4%**	**0**	

Gender	Enrolled	Success	Success Rate	DI	Clo Ga
Female	**156**	**127**	**81.4%**	**0**	
African American	Masked Data			0	
Asian	Masked Data			0	
Hispanic	79	70	88.6%	0	
White	60	42	70.0%	0	
Two or More	Masked Data			0	
Male	**112**	**79**	**70.5%**	**1**	
African American	Masked Data			0	
Asian	Masked Data			0	
Hispanic	58	40	69.0%	0	
Pacific Islander	Masked Data			0	
White	31	22	71.0%	0	
Two or More	Masked Data			0	
Unknown	Masked Data			0	
Unknown	**Masked Data**			**0**	
White	Masked Data			0	
Total	**270**	**208**	**77.0%**	**0**	

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- "Unknown" and Non-Binary" gender groups may not show in screenshots but are included in table if you scroll down

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?

Humanities faculty will work closer with Men of Color, Puente, UMOJA, Veterans, and DRC to address these success and retention gaps in the Veterans and Disabled communities among Hispanic students.

Humanities will meet as a discipline each semester to explore these areas from year to year to better ensure we are supporting students and closing gaps with these few individuals.

Humanities will continue to participate in equity events and training offered by the District and surrounding institutions to work on closing all equity gaps in success and retention in the next Program Review cycle.

Overall, the findings are positive at the student level and the Humanities discipline needs to promote the Humanities, Philosophy, and Arts AOE degree on a larger scale to students. The messaging from District regarding the future of AOE degrees has inevitably discouraged students from enjoying an interdisciplinary experience in preparation for transfer to 4-year institutions which function in this discourse among the Arts and Humanities including Linguistics, Classics, Global Studies, Media and Cultural Studies, Medieval and Early Modern Studies, and Religious Studies to name a few Bachelor's Degrees offered at 6 University of California campuses including Riverside and Irvine which Norco has been a feeder institution.

Please add any relevant documents here.

Equity

Program/Unit Goal
Closing Equity Gaps

Goal Cycle
2024 - 2027

What are you doing now in support of this goal?
Gaps have been closed with Men of Color. Humanities is now aware of gaps with Hispanic females.

Gaps have been closed with African American students.

 Gaps have been closed with Foster Youth.

I do not have access to LGBTQ+ student equity gaps, but I would like to emphasize again this is a high priority to better understand our progress towards Objective 3.4.

Continue participating in and promoting CORA and other equitable trainings to Humanities Associate Faculty in addition to completing Equity FLEX each Academic Year.

Working with counseling, student groups, and programs (Men of Color, Puente, UMOJA, Veterans, DRC, ALLY) to promote Humanities courses while better understanding our student populations and the services provided to support each one.

Supporting CAP hour events in cooperation with the School of Communication, Humanities, and Languages.

What are your plans (3-year) regarding this goal?
As a single faculty discipline, I am doing all I can to participate in recruitment and equity goals of the College. My 3 Associate Faculty members are my primary target for trainings and for the dissemination of program data and analysis from this Program Review Cycle. I will continue to educate them in areas of improvement from year to year. We meet during FLEX each Fall and Spring to address issues in our Program. I will draw attention to the Area of Emphasis degree and encourage greater communication at the beginning of each semester to educate students on this option which allows for transfer.

Please add any relevant documents here.

Mapping
Educational Master Plan (2020-2025): ( )
- 2025 Objective 3.1 - KPI 8 (Student Services):
- 2025 Objective 3.3 - KPI 10 (Student Services):
- 2025 Objective 3.5 - KPI 12 (Student Services):

Evidence

Evidence Date
01/25/2024

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

Objective 3.1 African American students

Retention Gaps closed 2019-2023

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	**106**	**89**	**84.0%**	**0**	**5**
African American	106	89	84.0%	0	5
Male	**91**	**80**	**87.9%**	**0**	**0**
African American	91	80	87.9%	0	0
Unknown	**Masked Data**			**0**	
African American	Masked Data			0	
Total	**199**	**171**	**85.9%**	**0**	**0**

Academic Year Gender	2019-20 ed	Retention Rate	DI	Close Gap	2020-21 Enrolled	Retained	Retention Rate	DI	Close Gap	2021-22 Enrolled	Retained	Retention Rate	DI	Close Gap	2022-23 Enrolled	Retained	Retention Rate	DI	Close Gap
Female	15	71.4%	0	3	15	14	93.3%	0		13	11	84.6%	0	1	Masked Data			0	
African American	15	71.4%	0	3	15	14	93.3%	0		13	11	84.6%	0	1	Masked Data			0	
Male	17	81.0%	0	1	11	9	81.8%	0	1	12	12	100.0%	0		15	15	100.0%	0	
African American	17	81.0%	0	1	11	9	81.8%	0	1	12	12	100.0%	0		15	15	100.0%	0	
Unknown			0					0					0					0	
African American			0					0					0					0	
Total	32	76.2%	0	5	26	23	88.5%	0		25	23	92.0%	0		24	23	95.8%	0	

Success Gaps closed 2021-2023

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**106**	**76**	**71.7%**	**0**	**1**
African American	106	76	71.7%	0	1
Male	**91**	**66**	**72.5%**	**0**	**0**
African American	91	66	72.5%	0	0
Unknown	**Masked Data**			**0**	
African American	Masked Data			0	
Total	**199**	**143**	**71.9%**	**0**	**0**

Academic Year	2019-20					2020-21					2021-22					2022-23				
Gender	olled	Success	Success Rate	DI	Close Gap	Enrolled	Success	Success Rate	DI	Close Gap	Enrolled	Success	Success Rate	DI	Close Gap	Enrolled	Success	Success Rate	DI	Close Gap
Female	21	13	61.9%	0	3	15	13	86.7%	0		13	9	69.2%	0	1	Masked Data			0	
African American	21	13	61.9%	0	3	15	13	86.7%	0		13	9	69.2%	0	1	Masked Data			0	
Male	21	15	71.4%	0	1	11	5	45.5%	1	4	12	11	91.7%	0		15	11	73.3%	0	1
African American	21	15	71.4%	0	1	11	5	45.5%	1	4	12	11	91.7%	0		15	11	73.3%	0	1
Unknown				0					0					0					0	
African American				0					0					0					0	
Total	42	28	66.7%	0	4	26	18	69.2%	0	2	25	20	80.0%	0		24	17	70.8%	0	2

Objective 3.3 Men of Color

Retention Gaps closed 2019-2023

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Male	1,739	1,564	89.9%	0	0
African American	91	80	87.9%	0	1
Asian	252	240	95.2%	0	0
Hispanic	881	767	87.1%	0	19
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	444	409	92.1%	0	0
Two or More	53	50	94.3%	0	0
Unknown	Masked Data			0	
Total	1,739	1,564	89.9%	0	0

Academic Year	2019-20			2020-21						2021-22						2022-23				
Gender	ntion Rate	DI	Close Gap	Enrolled	Retained	Retention Rate	DI	Close Gap	Enrolled	Retained	Retention Rate	DI	Close Gap	Enrolled	Retained	Retention Rate	DI	Close Gap
Male	84.2%	0	4	187	160	85.6%	0	5	195	178	91.3%	0		199	192	96.5%	0	
African American	81.0%	0	1	11	9	81.8%	0	1	12	12	100.0%	0		15	15	100.0%	0	
Asian	92.9%	0		42	40	95.2%	0		43	38	88.4%	0	1	47	47	100.0%	0	
Hispanic	82.3%	0	6	124	102	82.3%	0	8	130	118	90.8%	0		119	112	94.1%	0	1
Native American		0					0					0		Masked Data			0	
Pacific Islander		0		Masked Data			0		Masked Data			0		Masked Data			0	
Two or More		0		Masked Data			0		Masked Data			0		13	13	100.0%	0	
Total	84.2%	0	4	187	160	85.6%	0	5	195	178	91.3%	0		199	192	96.5%	0	

Success Gaps closed 2021-2023

Academic Year	2019-20			2020-21					2021-22					2022-23				
Gender	ccess	Success Rate	DI	Close Gap	Enrolled	Success	Success Rate	DI	Close Gap	Enrolled	Success	Success Rate	DI	Close Gap	Enrolled	Success	Success Rate	DI	Close Gap
Male	157	68.9%	1	18	187	132	70.6%	1	13	195	142	72.8%	0		199	161	80.9%	0	
African American	15	71.4%	0	1	11	5	45.5%	1	4	12	11	91.7%	0		15	11	73.3%	0	1
Asian	34	81.0%	0		42	38	90.5%	0		43	31	72.1%	0		47	45	95.7%	0	
Hispanic	103	65.2%	1	18	124	81	65.3%	1	16	130	93	71.5%	0	1	119	89	74.8%	0	2
Native American			0					0					0		Masked Data			0	
Pacific Islander			0		Masked Data			0		Masked Data			0		Masked Data			0	
Two or More			0		Masked Data			0		Masked Data			0		13	11	84.6%	0	
Total	157	68.9%	1	18	187	132	70.6%	1	13	195	142	72.8%	0		199	161	80.9%	0	

Objective 3.5 Foster Youth 2018-2023

Foster Youth

Year: 2018-19, 2019-20, 2020-21, 2021-22, 2022-23

Term: Summer 2017, Fall 2017, Winter 2018, Spring 2018, Summer 2018

College: MVC, ☑ NC, RCC

Discipline: HUM — HES, HIS, ☑ HUM, ILA, JOU, JPN, KIN, LIB, MAG, HUM-4, HUM-5, HUM-8, HUM-9

Instruction Type: Non-Online, Online

Support Course: No

Clear Selections

Course-Level: HUM-10, HUM-4, HUM-23, HUM-8, HUM-18, HUM-11, HUM-5, HUM-35, HUM-9

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	**63**	**50**	**79.4%**	**0**	**4**
African American	Masked Data			0	
Asian	Masked Data			0	
Hispanic	37	29	78.4%	0	2
White	18	16	88.9%	0	0
Two or More	Masked Data			0	
Male	**25**	**21**	**84.0%**	**0**	**0**
African American	Masked Data			0	
Hispanic	17	14	82.4%	0	0
White	Masked Data			0	
Two or More	Masked Data			0	
Unknown	**Masked Data**			**0**	
Total	**90**	**73**	**81.1%**	**0**	**0**

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**63**	**41**	**65.1%**	**0**	**0**
African American	Masked Data			0	
Asian	Masked Data			0	
Hispanic	37	27	73.0%	0	0
White	18	10	55.6%	0	2
Two or More	Masked Data			0	
Male	**25**	**15**	**60.0%**	**0**	**2**
African American	Masked Data			0	
Hispanic	17	12	70.6%	0	0
White	Masked Data			0	
Two or More	Masked Data			0	
Unknown	**Masked Data**			**0**	
Total	**90**	**58**	**64.4%**	**0**	**0**

- 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?
No
If yes, please provide a short description.

Please add any relevant documents here.
Equity Gaps data among Humanities Students.docx

Equity

<div align="center">

2024 - 2027

</div>

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

Between Fall 2021 to Spring 2024, Humanities faculty have participated in:

>Ungrading for Learning and Equity

>CSUSB Diversity, Equity, and Inclusion Discussion by Dr. Ibrahim Kendi

>Addressing the Declining Representation of Black Students in Community Colleges

>Equity Audit Results Discussion

>Disrupting Inequity in the Academy

>Mosaic Series RJTF Sawubona

>Ethnic Studies and the New CSU GE Requirement & Results of the RJTF Survey & Focus Group

>Becoming Equity Minded Practicioners

>Ensuring Equitable Access to Financial Aid for Undocumented Students

> Belonging: The Science of Creating Connection and Bridging Divides

>Implementing Policies with Students in Mind

>Sustaining a Supportive Ecosystem through Local, State, and Federal Advocacy

>The Immigrant Legal Defense Webinar

>Active Shooter Presentation

>Ask-Connect-Inspire-Plan (ACIP) Model

>Holistic Student Support Survey Discussion

>Creating a Pro-Black Culture at Norco College

>Student Equity Plan 2022-2025 Discussion

>Improving Inclusivity at Norco College

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

Fostering a greater flexibility in the nature and timing of assignments has certainly helped improve equitable outcomes in the areas of retention, success, and assessment reported previously. Using Voice Thread discussions, scaffolding writing assignments and essays, and improved online course design have all been crucial to support student access, equity, and success in Humanities. Being aware of Norco's Equity goals and Student Equity Plan in cooperation with the Racial Justice Taskforce's work has paid off in this cycle based upon the positive results.

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

It's apparent based upon these trainings that Humanities faculty need further support and training targeting Norco College's Hispanic population to manage the most recent gap among Hispanic females and Hispanic male veterans reported.

Additionally, LGBTQ+ trainings and resources would be a necessary area of exploration; however, it remains unclear how to actually find data for Humanities in this population. We strongly support locating this data for each discipline if possible for future Program Review cycles.

Please add any relevant documents here.

Flex Track 2022-2023 with Equity.pdf
Flex Track 2021-2022 AY Hours.pdf
Fall 2023 Flex Track.pdf

Program Review: 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?

Yes

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

Humanities faculty have been working at the District level for each course in the past two Program Review cycles overlapping between 2019-2022. Eight courses were updated with stronger Objectives, SLOs, and Course Materials between Spring 2019-Spring 2023. Additionally, DE Addenda have been approved nearly every course in this same span to ensure students may take courses through Lecture, Hybrid, and Online at each campus..

HUM 8, 9, and 23 have recently been Board approved in December 2023. These curriculum changes will be implemented in the 2024-2025 academic year. They are not counted in the percentage reporting above since they have been rectified prior to the completion of this Program Review cycle.

A goal for the upcoming 2024-2027 cycle will be to complete HUM 4/4H and 5/5H revisions featuring a Global Humanities perspective which increases equitable instruction. However, this requires new Outcomes, Content, Assessments, and Materials. Riverside has agreed to undertake this revision. Norco will support the Curriculum approval process as per usual once the CORs for these 2 courses with corresponding Honors CORs.

A minor modification for HUM 16 will be coordinated to update texts. American Culture courses primarily uses online source materials from governmental websites, academic institutions, Library of Congress, and the US Census which are updated regularly as necessary. ZTC sections are already available in HUM 16 at Norco and Riverside.

Philosophy shares the HUM 35 COR and typically takes the lead in this, but Norco will follow up with the appropriate faculty to ensure these changes are made in the upcoming cycle.

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.

Outcome Mastery and Average Scores

Date
01/25/2024
Observation
What did you notice?
*Mastery of 2.0 or higher was achieved for all courses assessed in Canvas with the new method between Spring 2021-Fall 2023. HUM Discipline Average of 3.29 is satisfactory and loops have been closed for each of these courses and their SLOs: HUM 4H, 5H, 8, 9, 10, 10H, 11, 16, 18, and 23 in this cycle from 2021-2024.

** Courses assessed in the non-Canvas mode were reported as well in this cycle. Loops were closed in the following with the same Mastery of 2.0 or higher: HUM 4 SLOS 1-7 (Fall 2021) and HUM 5 SLOS 1-7 (Fall 2021) thanks to help from Associate Faculty eager to learn how to assess students in our earlier Nuventive method.

^^^ Only HUM 35 was not assessed in this cycle since it was taught by Philosophy faculty who were not yet trained in Canvas assessments. I would expect this to be resolved in the next Program Review Cycle when all SLOs are due.
Course(s)
HUM 4*, 4H, 5*, 5H, 8, 9, 10, 10H, 11, 16, 18, and 23
SLO(s)
All SLOs for each section were assessed in Canvas except for HUM 4 and HUM 5 due to the timing of their assessments at the beginning of this cycle.
**Discussion/Analysis**
Only SLO 3 in HUM 11 did not meet the Mastery of 70%, but the Score of 2.63 did meet the Mastery Level of 2.0. This loop would be closed in the previous method with a mixed result considering SLOs 1 and 3 were 73.7% and 88.9% respectively. The course average of 2.89 exceeds the standard of 2.0 easily. HUM 11 SLOs were rewritten in the most recent Curriculum revisions approved by the Board in December 2022. This was the first time these SLOs were taught. Students often struggle critiquing their own religious values since they are in the process of discovery and often do not have clear perspectives. When a baseline is weak, it's really tough to critique. Students are great at pointing out the issues of other religious communities, but they often struggle seeing their own tradition in the larger scope of religious studies since their cognitive dissonance tends to elevate their own philosophy, doctrine, and practice over other traditions as "true" or "right" and others as "false" or "wrong."

(Suggestion?) I would consider raising the Mastery Level to 2.5 for regular sections of Humanities and 3.0 for Honors sections. This will require a larger conversation with my colleagues in English, Philosophy, and the Honors Program. However, I don't want Humanities to be scrutinized more closely compared to other disciplines if this is an unusually high Discipline Average. I would like to see more data for each Discipline before making this a formality for future Program Review.

HUM 4, 5, and 35 were taught by other faculty who did not yet submit results in Canvas due to the timing of this Program Review. I would expect the entire set of Humanities courses to be assessed inside Canvas in the next cycle once faculty are trained in the new method and assessments are due in 2027.
Please paste any relevant screenshots here.

HUM SLO Mastery by Outcome and Scores
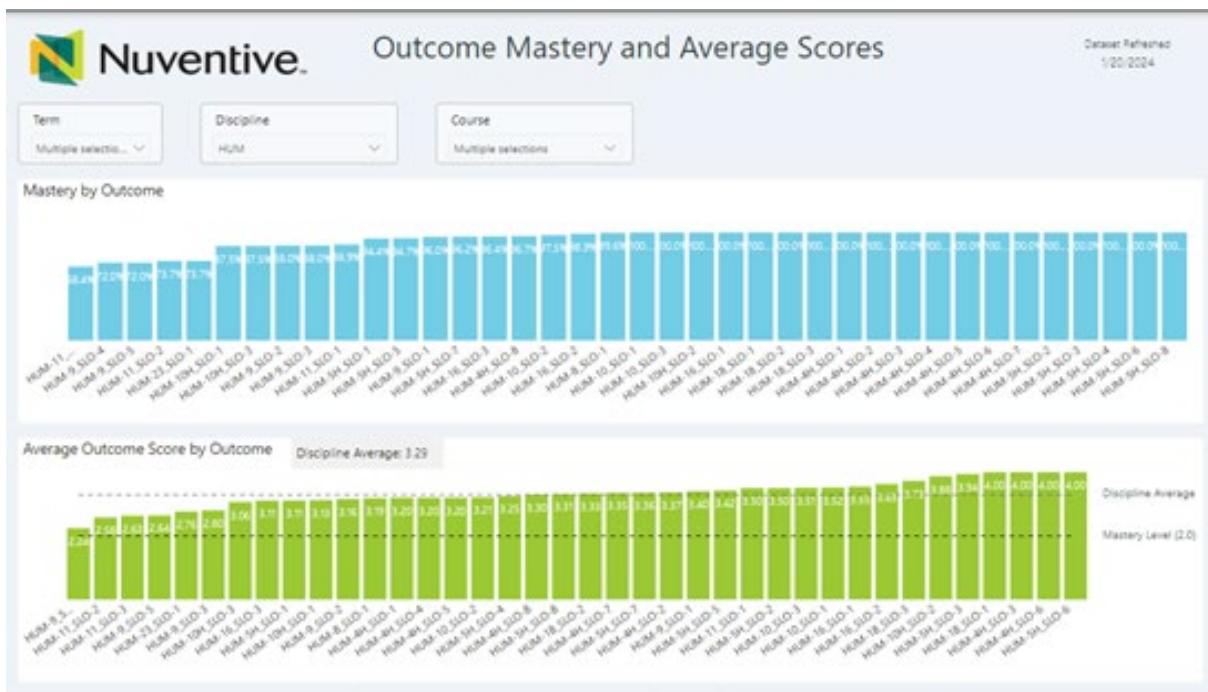
HUM 11 SLO Data (only SLO 3 fell short by percentage)
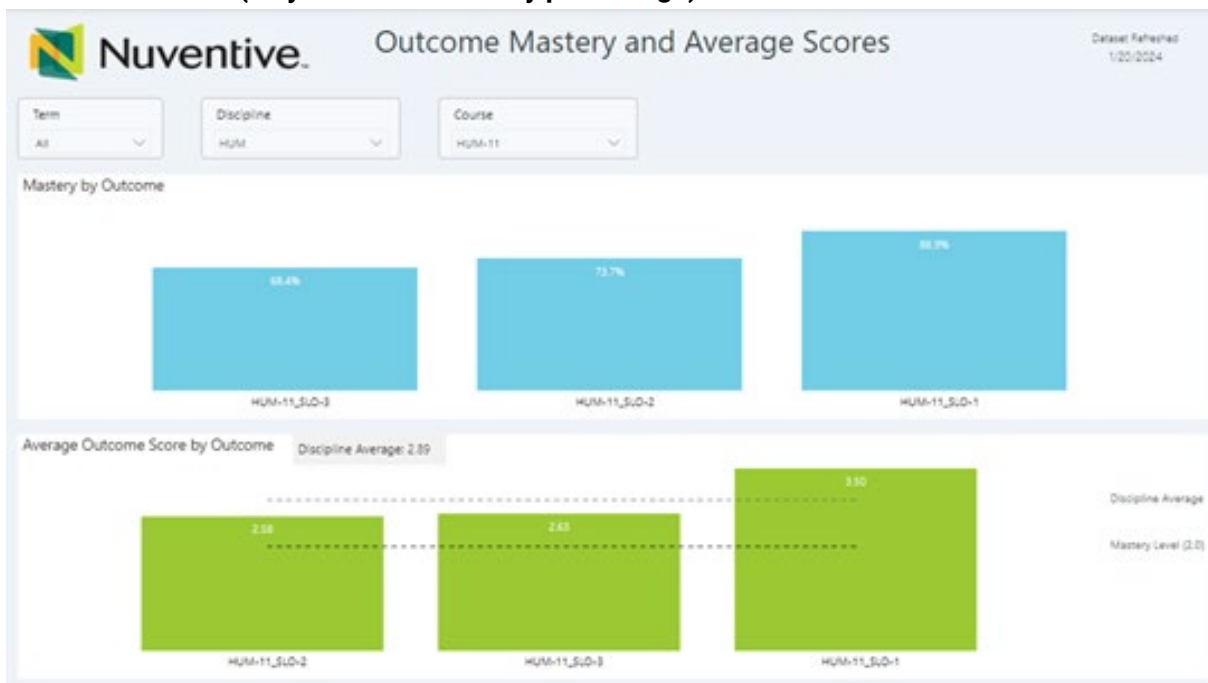
Please add any relevant documents here.

Outcome Mastery by Demographics

Date
01/25/2024
Observation
What did you notice?

In this cycle, all gender equity gaps were closed.

All age groups demonstrated Mastery at 70%. However, the 30-34 age group was considerably lower in Mastery by 12-23% compared to other demographics. See analysis below for additional findings.

An equity gap exists in the male Pacific Islander Race/Ethnicity population ages 20-24. See analysis below for additional findings.

Course(s)
HUM 4H, 5H, 8, 9, 10, 10H, 11, 16, 18, 23

SLO(s)
All SLOs assessed inside Canvas for HUM 4H, 5H, 8, 9, 10, 10H, 11, 16, 18, 23

Discussion/Analysis
*Isolated examination of the Hispanic population reveals both Hispanic males and females between ages 30-34 struggled in comparison to multiracial/multiethnic and white students in this age set. This was particularly noticeable with the Hispanic females between ages 30-34. This degree of specificity has not been achieved in previous Program Review cycles. It is noted that Hispanic females need additional support across the Humanities courses since we have such a large sample size. This population from Spring 2023 was particularly challenged.

** Regarding the Pacific Islander population, I suspect this is due to the population sample size, since this is only visible with male students in Spring 2023 versus the entire set of HUM courses offered in this cycle.

***These results from the 2021-2024 cycle reveal progress in the African American, Asian, Hispanic males, Biracial, Unreported, and White categories from the previous cycle (2017-2020). Equity gaps were closed among African American females and Hispanic males of all ages. Closing these gaps is a positive development in this cycle versus the last cycle! Equity awareness and training seems to have been paying off among Humanities students in the 2021-2024 cycle reported Spring 2024 in comparison to the 2017-2020 cycle reported Spring 2021.

****An equity gap with Hispanic students ages 30-34 and male Pacific Islander students has been noted.

NOTE: The Pacific Islander gap was not an issue of student success, but a case where the small sample size and lack of data skewed the entire category. See the comments on Declared Major and Outcome Data for details.
Please paste any relevant screenshots here.
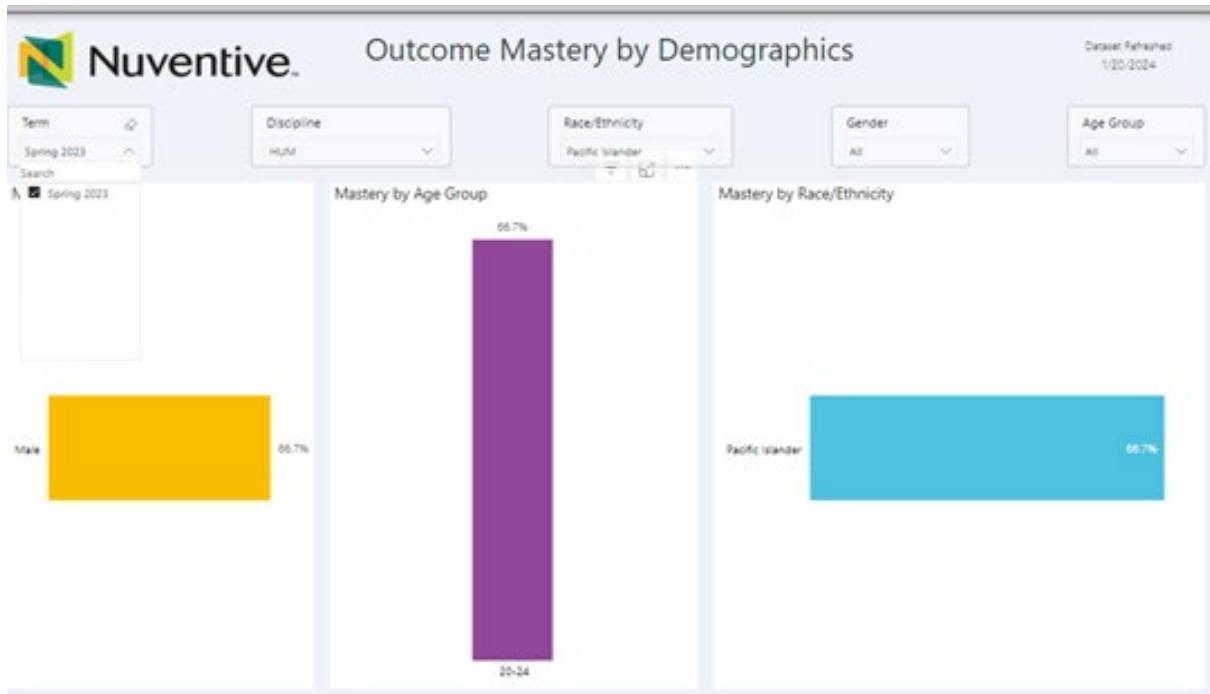**Overall Data (All groups, genders, ages)**

Ages 30-34 Data (gap among Hispanics in this age set)
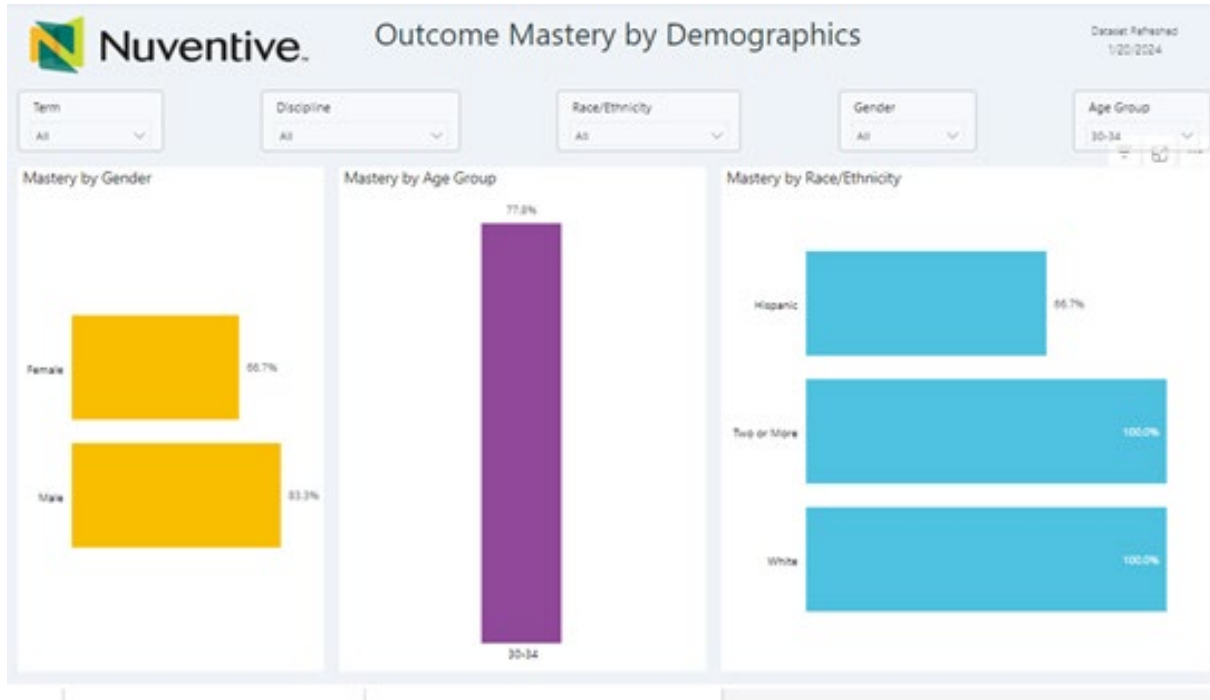
Pacific Islander Data (males only reported)

Please add any relevant documents here.

Outcome Mastery by Declared Major

Date
01/25/2024
Observation

What did you notice?

HUM did not report any students from the Music for Transfer IGETC Major. Out of the Declared Majors listed, 3 majors demonstrated equity gaps and lack of mastery. As with the previous reported demographic data, males from Hispanic and Pacific Islander populations represented these populations. The findings were consistent with other areas of concern. See analysis below for details.

Course(s)

All HUM courses

SLO(s)

All SLOs

Discussion/Analysis

*In Spring 2022, Hispanic males from ages 25-29 fell 50% below mastery from the Administration of Justice Law Enforcement Major. This student met mastery for SLO 1 and did not participate in SLOs 2-5 for HUM 9 which concentrates on American autobiographical writing from an intersectional point of view.

My anecdotal qualitative analysis would suggest this major has a difficult time with the multiplicity of views related to human experiences of ability, class, race, ethnicity, religion, gender, and sexuality equally without resorting to a legal or criminal analysis of the subject matter. Simply put, students pursuing police officer positions often struggle humanizing everyone as Humanities is want for each subject we explore. Placing humans in "law abiding" or "law breaking" categories as this major would naturally do limits how expansive a student may feel about experiences and accounts from a diverse, intersectional perspective. Assignments require an openness and expansiveness that breaks down these binaries of insider-outsider relationships.

**In Fall 2022, Hispanic males from ages 30-34 fell 10% below mastery from the Early Childhood Education for Transfer Major. This related to SLO 2 in HUM 10 World Religions focusing on the development of religious traditions across time and space. Unit Essays require comfort using MLA style research. This student clearly struggled with their research and writing skills based upon the assignments and the assessment data from this semester after reviewing the syllabus for this particular course.

***In Spring 2023, Pacific Islander males from ages 20-24 fell 3.3% below mastery from the Philosophy for Transfer Major. The newly approved HUM 11 SLOs were used in this particular course. This student demonstrated strong mastery for SLOs 1 and 2. They didn't participate in the assignment which focused on SLO 3, but their success in the class with a 92% and their 100% mastery of SLOs 1 and 2 reveals a small sample size where 1 assignment skewed the data significantly. This is not an equity gap as much as a lack of an adequate pool of student work to examine. It reveals how 1 student with 1 assignment can shape an entire study of Humanities based upon their unique demographic representation.
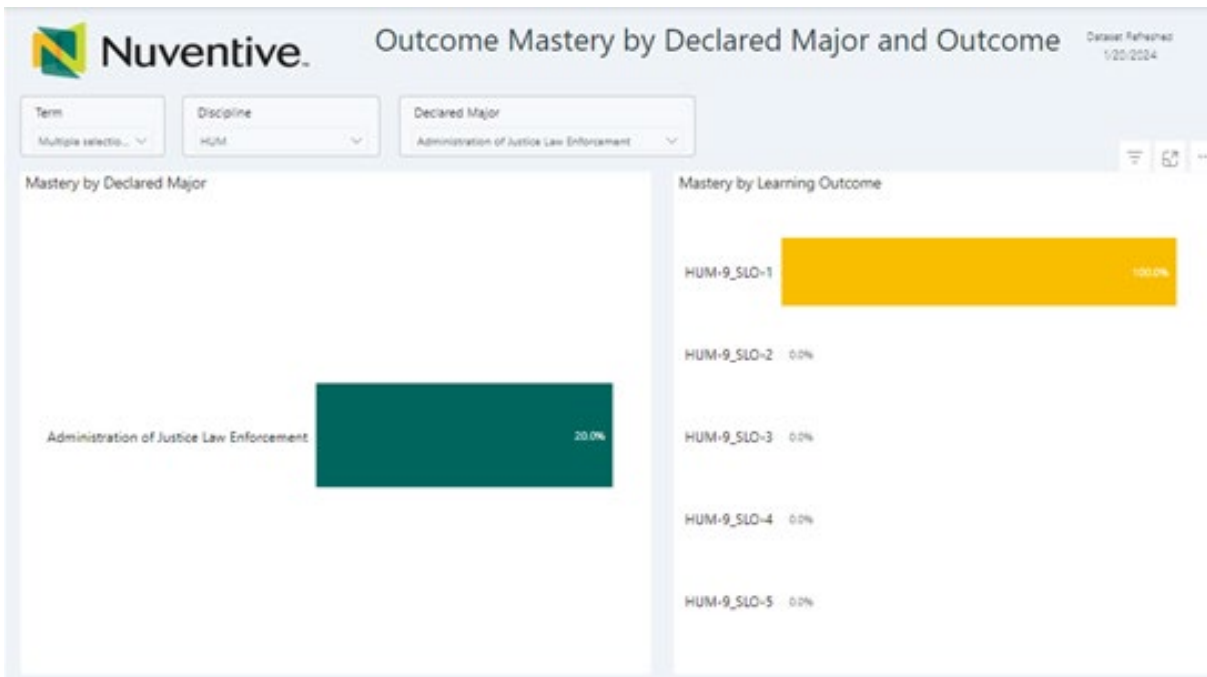
Please paste any relevant screenshots here.

Declared Majors of concern

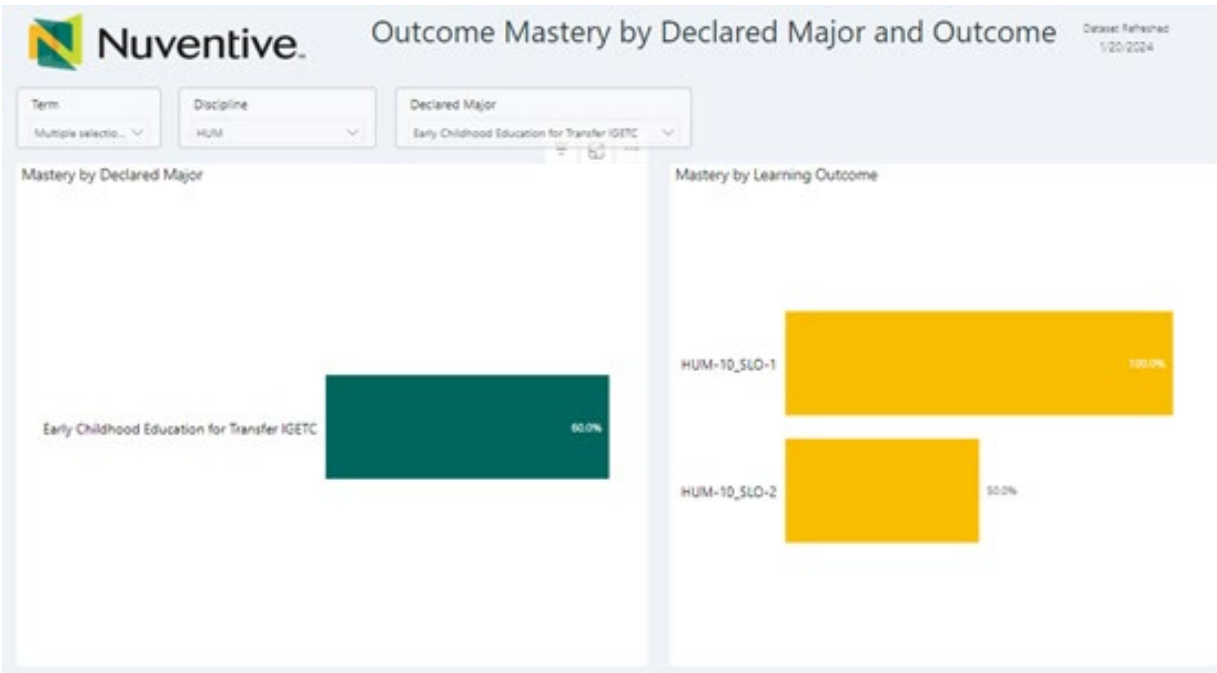**(Music for Transfer did not have students in this cycle)**
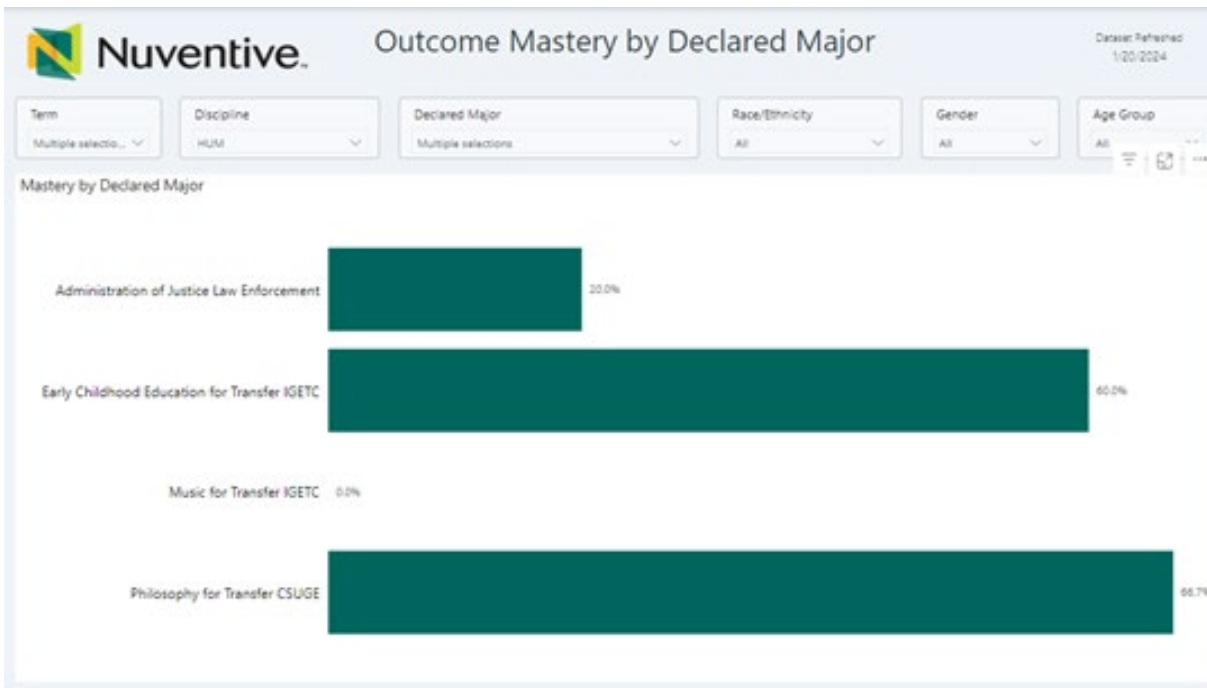
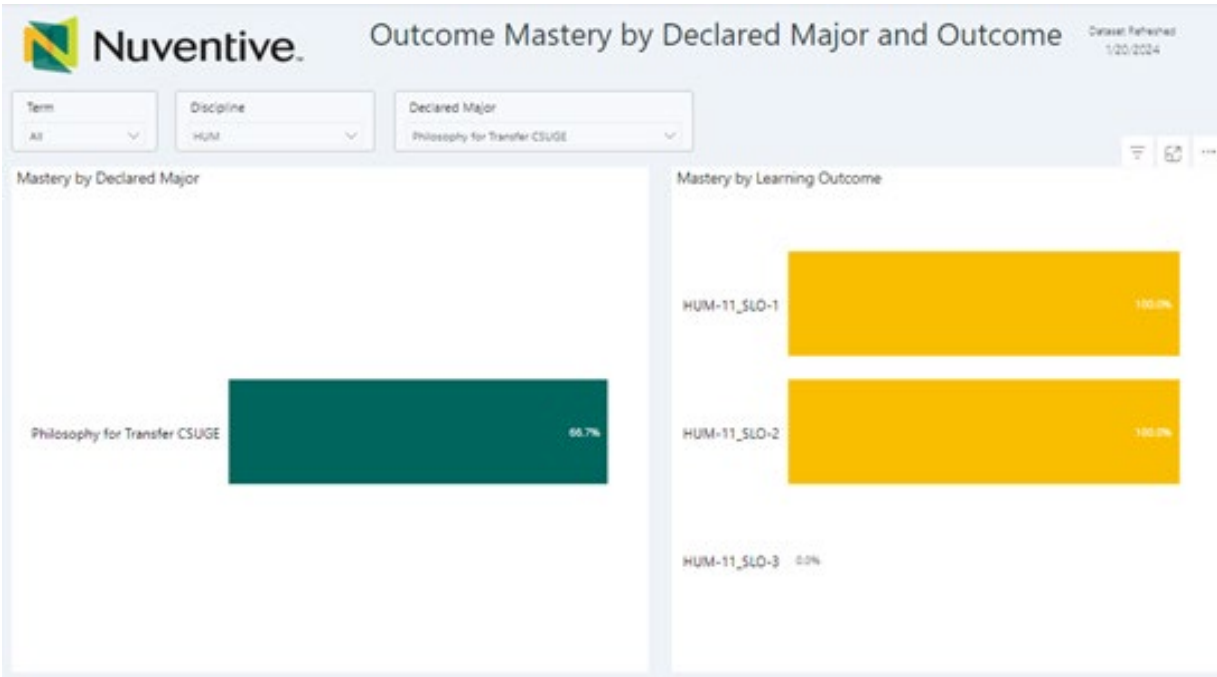**Administration of Justice Law Enforcement**

Early Childhood Education

Philosophy for Transfer

Please add any relevant documents here.

LRC - Augment base budget for Tutor salaries to support Tutorial Services operations.

Resource Year
2024 - 2027

What resources do we already have?
Approximately $24,000 allocated budget/year

What resources do you need?
Additional general fund budget to support current tutorial services needs for students.

$ 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.
Directly supports EMP goal 7, objectives 7.6 and 7.7. Tutoring supports student access, success, and equity and helps them stay enrolled and complete their college courses.

The data from recent ANCOVA study and success rates by ethnicity show a significant increase in student success as a result of tutoring.

This request for my area is Priority #:
2

Is this request
Revised

Mapping
Instructional: Humanities: (.)
- Equity: .

Faculty Professional Development Requests

Faculty Hiring Resource Requests

2024 - 2027

Program Review Reflections

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

First, Humanities would like to thank the Program Review Committee for working tirelessly to integrate Canvas and Nuventive like never before. Humanities was an early adopter to Canvas assessment and the findings have been revelatory. This Program Review Cycle has been truly informative thanks to the combination of Assessment data in Canvas combined with Nuventive data. These findings confirmed that Hispanic females ages 30-34 particularly struggled. It helps for future planning in training and student support targeting this population primarily. The granularity of the Dashboards in this cycle is really encouraging to see how Veterans and DRC play into the overall data in Humanities as reported. Learning that Hispanic male veterans struggled or white male DRC students struggled provides helpful insight for future semesters emphasizing programs, resources, and student support inside the classroom.

Regarding Humanities needs, it would be ideal to have even more data on LGBTQ+ students since this is an Objective to explore which Humanities is eager to learn.

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

Equity remains a goal for Humanities since the interdisiplinary, intersectional method is unique among the disciplines at Norco College. We serve as General Educators supporting all degrees within CSU GE (Area C2), IGETC (Area 3B), and in the future - CALGETC (Area 3B), as well as supporting the Area of Emphasis Degree in Philosophy, Humanities, and Arts reported in this Program Review.

Humanities accepts its position in the College as a single faculty discipline with priceless Associate Faculty support. The Humanities program intends to maintain its equitable focus upon students and their success while supporting all other degrees as a GE discipine. We do not have future plans for additional full-time faculty given the state of the Area of Emphasis degrees in our District. Humanities does not meet the 75/25 ratio and certainly could request an additional faculty member. Awarding 206 degrees in 2023 is remarkable given the continued efforts to remove AOEs from our District. This program is still popular and supportive of our regional 4-year institutions as mentioned earlier in this Program Review.

Furthermore, COVID decimated our enrollments. Moving online saved the Humanities in many ways. Getting students to return to the classroom continues to be a struggle. Justifying growth right now does not make reasonable sense. Perhaps beyond 2027, Humanities will be better positioned to request additional faculty support, but the team of 1 Full-Time and 3 Associate Faculty members have been remarkably well prepared and successful as this Program Review reports.

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

LGBTQ+ data would be ideal to report Humanities impact upon this population for the future. We understand why this data is hard to get. Humanities wants to continue making this public need felt for future cycles to improve student retention and success for the many LGBTQ+ students in our District.

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

Success and Retention Data among Humanities Students

African American, Men of Color, and Foster Youth

Objective 3.1 African American students

Retention Gaps closed 2019-2023

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	**106**	**89**	**84.0%**	**0**	**5**
African American	106	89	84.0%	0	5
Male	**91**	**80**	**87.9%**	**0**	**0**
African American	91	80	87.9%	0	0
Unknown	**Masked Data**			**0**	
African American	Masked Data			0	
Total	**199**	**171**	**85.9%**	**0**	**0**

Academic Year	2019-20				2020-21		
Gender	ed	Retention Rate	DI	Close Gap	Enrolled	Retained	Retention Rate
Female	**15**	**71.4%**	**0**	**3**	**15**	**14**	**93.3%**
African American	15	71.4%	0	3	15	14	93.3%
Male	**17**	**81.0%**	**0**	**1**	**11**	**9**	**81.8%**
African American	17	81.0%	0	1	11	9	81.8%
Unknown			**0**				
African American			0				
Total	**32**	**76.2%**	**0**	**5**	**26**	**23**	**88.5%**

Success Gaps closed 2021-2023

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	**106**	**76**	**71.7%**	**0**	**1**
African American	106	76	71.7%	0	1
Male	**91**	**66**	**72.5%**	**0**	**0**
African American	91	66	72.5%	0	0
Unknown	**Masked Data**			**0**	
African American	Masked Data			0	
Total	**199**	**143**	**71.9%**	**0**	**0**

Academic Year	2019-20					2020-21		
Gender	olled	Success	Success Rate	DI	Close Gap	Enrolled	Success	Succes
Female	**21**	**13**	**61.9%**	**0**	**3**	**15**	**13**	
African American	21	13	61.9%	0	3	15	13	
Male	**21**	**15**	**71.4%**	**0**	**1**	**11**	**5**	
African American	21	15	71.4%	0	1	11	5	
Unknown				**0**				
African American				0				
Total	**42**	**28**	**66.7%**	**0**	**4**	**26**	**18**	

Objective 3.3 Men of Color

Retention Gaps closed 2019-2023

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Male	**1,739**	**1,564**	**89.9%**	**0**	**0**
African American	91	80	87.9%	0	1
Asian	252	240	95.2%	0	0
Hispanic	881	767	87.1%	0	19
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	444	409	92.1%	0	0
Two or More	53	50	94.3%	0	0
Unknown	Masked Data			0	
Total	**1,739**	**1,564**	**89.9%**	**0**	**0**

Academic Year	2019-20			2020-21			
Gender	ntion Rate	DI	Close Gap	Enrolled	Retained	Retention Rate	D
Male	**84.2%**	**0**	**4**	**187**	**160**	**85.6%**	
African American	81.0%	0	1	11	9	81.8%	
Asian	92.9%	0		42	40	95.2%	
Hispanic	82.3%	0	6	124	102	82.3%	
Native American		0					
Pacific Islander		0		Masked Data			
Two or More		0		Masked Data			
Total	**84.2%**	**0**	**4**	**187**	**160**	**85.6%**	

Success Gaps closed 2021-2023

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Male	**274**	**214**	**78.1%**	**0**	**0**
African American	15	11	73.3%	0	1
Asian	47	45	95.7%	0	0
Hispanic	119	89	74.8%	0	2
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	73	51	69.9%	0	6
Two or More	13	11	84.6%	0	0
Unknown	Masked Data			0	
Total	**274**	**214**	**78.1%**	**0**	**0**

Academic Year	2019-20				2020-21		
Gender	ccess	Success Rate	DI	Close Gap	Enrolled	Success	Success R
Male	**157**	**68.9%**	**1**	**18**	**187**	**132**	**70.**
African American	15	71.4%	0	1	11	5	45.
Asian	34	81.0%	0		42	38	90.
Hispanic	103	65.2%	1	18	124	81	65.
Native American			0				
Pacific Islander			0		Masked Data		
Two or More			0		Masked Data		
Total	**157**	**68.9%**	**1**	**18**	**187**	**132**	**70.**

Objective 3.5 Foster Youth 2018-2023

Foster Youth

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

Term
- [ ] Summer 2017
- [ ] Fall 2017
- [ ] Winter 2018
- [ ] Spring 2018
- [ ] Summer 2018
- [ ] Fall 2018

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

Discipline

HUM ∧
- [ ] HES
- [ ] HIS
- [x] HUM
- [ ] ILA
- [ ] JOU
- [ ] JPN
- [ ] KIN
- [ ] LIB
- [ ] MAG
- [ ] HUM-4
- [ ] HUM-5
- [ ] HUM-8
- [ ] HUM-9

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

Support Course
- [ ] No

Course-Level: HUM-10, HUM-4, HUM-23, HUM-8, H

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	63	50	79.4%	0	4
African American	Masked Data				0
Asian	Masked Data				0
Hispanic	37	29	78.4%	0	2
White	18	16	88.9%	0	0
Two or More	Masked Data				0
Male	25	21	84.0%	0	0
African American	Masked Data				0
Hispanic	17	14	82.4%	0	0
White	Masked Data				0
Two or More	Masked Data				0
Unknown	**Masked Data**				**0**
Total	**90**	**73**	**81.1%**	**0**	**0**

- 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 f
- "Unknown" and Non-Binary" gender groups may not show in screenshots but are included in table if you scroll down

Flex Track

+ Add Activity

Email: michael.bobo@norcocollege.edu College:
Norco
Department: Arts, World Languages, Philosophy,
Humanities

2022-2023 Obligation Status	25.75/24.00
100%	

2022-2023 Equity-Related Training	15.50/8.00
100% (*15.50hr of 25.75 total Flex hours.)	

Academic Year

2022-2023	⌄

Individual Activities

Title	Date(s)	Hours	Department Approval Status	Evidence Status
Ensuring Equitable Access to Financial Aid for Undocumented Students	10/21/2022	1.00	Approved	Approved
*Equity-Related training & Education				
Belonging: The Science of Creating Connection and Bridging Divides	10/20/2022	1.00	Approved	Approved
*Equity-Related training & Education				

*Equity-Related training & Education

Centering the Undocumented Student Experience Through Campuswide Collaboration	10/19/2022	1.00	Approved	Approved
From Policy to Practice: Implementing Policies with Students in Mind	10/18/2022	1.00	Approved	Approved
*Equity-Related training & Education				
Sustaining a Supportive Ecosystem through Local, State, and Federal Advocacy	10/17/2022	1.00	Approved	Approved
*Equity-Related training & Education				
The Immigrant Legal Defense Webinar	10/7/2022	1.00	Approved	Approved
*Equity-Related training & Education				

Calendar Events

Title	Date(s)	Hours Credited
Guided Pathways & Equity Updates	2/10/2023 - 2/10/2023	1.00
State of the College _ Spring FLEX 2023	2/10/2023 - 2/10/2023	1.50
Active shooter presentation *Equity-Related training & Education	8/19/2022 - 8/19/2022	1.50
What's New in the World of NC Assessment?	8/19/2022 - 8/19/2022	1.00
Reimagining Global Education in a Post-pandemic World: A Study Abroad Guide for Faculty	8/19/2022 - 8/19/2022	1.00

Ask-Connect-Inspire-Plan (ACIP) Model

*Equity-Related training & Education | 8/18/2022 - 8/18/2022 | 1.50 |
State of the College Address	8/18/2022 - 8/18/2022	0.50
Guided Pathways: Jeopardy - Holistic Student Support Edition	8/18/2022 - 8/18/2022	1.25
Instructional Tools Speed Dating	8/18/2022 - 8/18/2022	1.25
What's New in District DE? In-person: LRC	8/18/2022 - 8/18/2022	1.25
Holistic Student Support Survey (HSSS) Student Analysis

*Equity-Related training & Education | 8/18/2022 - 8/18/2022 | 1.00 |
| Student Equity Plan 2022-2025

*Equity-Related training & Education | 8/18/2022 - 8/18/2022 | 1.00 |
| Steps on the Path: Creating a Pro-Black Culture at Norco College – Racial Justice Taskforce 2022-2023 Goals

*Equity-Related training & Education | 8/17/2022 - 8/17/2022 | 1.00 |
| State of the College - 2022 FALL FLEX | 8/17/2022 - 8/17/2022 | 1.00 |

Bearing Witness as an Act of Love, Resistance, Hope, and Healing	8/17/2022 - 8/17/2022	2.00
*Equity-Related training & Education		
A Community Cultural Weal Approach at Riverside Community College District	8/17/2022 - 8/17/2022	1.50
*Equity-Related training & Education		
The Writing and Reading Center Is for Everyone!	8/17/2022 - 8/17/2022	0.50

Flex Track

Email: michael.bobo@norcocollege.edu College: Norco
Department: Arts, World Languages, Philosophy, Humanities

+ Add Activity

2021 - 2022 Obligation Status	31.25/24.00
100%	

2021 - 2022 Equity-Related Training	11.50/8.00
100% (*11.50hr of 31.25 total Flex hours.)	

Academic Year

2021 - 2022	⌄

Individual Activities

Title	Date(s)	Hours	Department Approval Status	Evidence Status
"Ungrading for Learning and Equity"	1/25/2022	1.25	Approved	Approved
*Equity-Related training & Education				
CSUSB Diversity, Equity, and Inclusion Board Hosts Dr. Ibram X. Kendi	9/17/2021	1.00	Approved	Approved
*Equity-Related training & Education				

Title 5 Equal Employment Opportunity Training for Screening and Selection Committee Members	1/10/2022	1.00	Approved	Approved
Sounding the Alarm: Addressing the Declining Representation of Black Students in California Community Colleges	9/1/2021	2.00	Approved	Approved

*Equity-Related training & Education

Calendar Events

Title	Date(s)	Hours Credited
Spring Flex 2022: State of the College Address	2/11/2022 - 2/11/2022	1.50
2022 SPRING FLEX The homeless crisis in Los Angeles, how can we effect change as educators?	2/11/2022 - MISSING DATE	1.50
FALL FLEX - Distance Education, Equity and Accessibility workshops	8/19/2021 - 8/19/2021	4.00
Spring Flex 2022: Equity Audit Results *Equity-Related training & Education	2/11/2022 - 2/11/2022	1.50
FALL FLEX: Disrupting Inequity in the Academy *Equity-Related training & Education	8/20/2021 - 8/20/2021	1.25
FALL FLEX DAYS Equity & Discipline Meetings	8/20/2021 - 8/20/2021	2.75
Lessons Learned – Teaching Online in the Time of COVID-19	8/19/2021 - 8/19/2021	1.50

2022 SPRING FLEX Mosaic Series RJTF Sawubona: Our Black and African American Students *Equity-Related training & Education	2/11/2022 - 2/11/2022	1.50
Fall Flex 2021 - Wednesday, Aug. 18th	8/18/2021 - 8/18/2021	6.00
Dual Enrollment	8/19/2021 - 8/19/2021	1.50
Ethnic Studies and the New CSU GE Requirement & Results of the Racial Justice Taskforce Survey & Focus Group. *Equity-Related training & Education	8/18/2021 - 8/18/2021	2.00
2022 SPRING FLEX Becoming Equity Minded Practitioner *Equity-Related training & Education	2/11/2022 - 2/11/2022	1.00

Flex Track

Email: michael.bobo@norcocollege.edu College: Norco
Department: Communication, Humanities &
Languages: WRC, ALR, CHI, COM, ENG, ESL, FRE,
JOU, JPN, LIB, PHI, SPA

2023-2024 Obligation Status   17.50/24.00

72%

2023-2024 Equity-Related Training   1.25/8.00

15%	(*1.25hr of 17.50 total Flex hours.)

Academic Year

2023-2024 ⌄

Individual Activities

Title	Date(s)	Hours	Department Approval Status	Evidence Status

Calendar Events

Title	Date(s)	Hours Credited
Program Review Update	8/18/2023 - 8/18/2023	0.50

Dual Enrollment and the CRC prison Ed program	8/18/2023 - 8/18/2023	0.50
Preparing for Emergencies	8/18/2023 - 8/18/2023	1.00
Explore DE Certification - FLEX Days	8/17/2023 - 8/17/2023	0.75
Artificial Intelligence & Chat GPT	8/17/2023 - 8/17/2023	1.50
Strengths: A growth mind set Approach to the college classroom	8/17/2023 - 8/17/2023	2.50
Improving Inclusivity at Norco College *Equity-Related training & Education	8/17/2023 - 8/17/2023	1.25
Hyflexing and Andrology/ Schools First credit union	8/17/2023 - 8/17/2023	1.00
New Norco College Website	8/17/2023 - 8/17/2023	1.25

Movement with Healing house	8/16/2023 - 8/16/2023	0.50
California MAP	8/16/2023 - 8/16/2023	1.00
State of the Union - FLEX day	8/16/2023 - 8/16/2023	1.00
Accreditation Midterm report	8/16/2023 - 8/16/2023	0.50
Care Network - FLEX days	8/16/2023 - 8/16/2023	1.00
Tai Chi - FLEX Days	8/16/2023 - 8/16/2023	0.50
Specials Funding Programs - FLEX days	8/16/2023 - 8/16/2023	0.75
Advising Student Clubs - FLEX Days	8/16/2023 - 8/16/2023	1.00

| 2023 Emergency Management Training Employees | 8/1/2023 - 10/5/2023 | 1.00 |