



Program Review - Overall Report

2024 - 2027

Instructional: Mathematics

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,

From 2020 to 2022 school years, students in Mathematics courses have been about the same from 69.1% to 69.3% in success and increasing from 83.8% to 85.5% in retention over the past 3 years.

Academic Year Gender	2020-21					2021-22					2022-23				
	Enrolled	Success	Success Rate	DI	Close Gap	Enrolled	Success	Success Rate	DI	Close Gap	Enrolled	Success	Success Rate	DI	Close Gap
Female	3,520	2,479	70.4%	0		2,398	1,664	69.4%	0		2,477	1,709	69.0%	0	16
African American	201	137	68.2%	0	2	144	98	68.1%	0	2	145	92	63.4%	0	9
Asian	362	310	85.6%	0		296	246	83.1%	0		332	275	82.8%	0	
Hispanic	2,165	1,456	67.3%	1	58	1,435	924	64.4%	1	91	1,505	967	64.3%	1	106
Native American	15	11	73.3%	0		Masked Data			0		Masked Data			0	
Pacific Islander	Masked Data			0		10	8	80.0%	0		Masked Data			0	
White	650	486	74.8%	0		409	320	78.2%	0		395	310	78.5%	0	
Two or More	102	69	67.6%	0	2	90	57	63.3%	0	6	79	51	64.6%	0	4
Unknown	19	10	52.6%	0	4	Masked Data			0		16	9	56.3%	0	3
Male	3,144	2,114	67.2%	1	108	2,441	1,666	68.3%	0	29	2,985	2,083	69.8%	0	
African American	162	82	50.6%	1	31	126	75	59.5%	1	13	139	83	59.7%	1	14
Asian	445	353	79.3%	0		353	272	77.1%	0		490	386	78.8%	0	
Hispanic	1,731	1,125	65.0%	1	95	1,398	902	64.5%	1	85	1,583	1,039	65.6%	1	83
Native American	Masked Data			0		Masked Data			0		Masked Data			0	
Pacific Islander	11	6	54.5%	0	2	Masked Data			0		12	11	91.7%	0	
White	671	471	70.2%	0		450	339	75.3%	0		551	410	74.4%	0	
Two or More	99	63	63.6%	0	6	70	51	72.9%	0		100	74	74.0%	0	
Unknown	23	12	52.2%	0	4	33	18	54.5%	0	5	102	74	72.5%	0	
Unknown	47	41	87.2%	0		36	26	72.2%	0		58	35	60.3%	0	6
African American	Masked Data			0		Masked Data			0		Masked Data			0	
Asian	Masked Data			0		Masked Data			0		Masked Data			0	
Hispanic	27	23	85.2%	0		12	9	75.0%	0		25	17	68.0%	0	1
Native American				0					0					0	
Pacific Islander	Masked Data			0		Masked Data			0		Masked Data			0	
Total	6,711	4,634	69.1%	0		4,875	3,356	68.8%	0		5,520	3,827	69.3%	0	

The students in Mathematics courses have increased in their rate of receiving less than passing (DF) grades during this time.

Success in SLAM Mathematics courses, MAT-12, MAT-5, MAT-25, MAT-11,

FTF,

From 2020 to 2022 school years, students in SLAM Mathematics courses have been about the same from 58.2% to 73.1% in success and increasing from 77.1% to 89.0% in retention over the past 3 years.

The students in Mathematics courses have increased in their rate of receiving less than passing (DF) grades during this time.

ONLINE,

From 2020 to 2022 school years, students in SLAM Mathematics courses have been about the same from 68.3% to 68.5% in success and decreasing from 84.6% to 83.2% in retention over the past 3 years.

The students in Mathematics courses have decreased in their rate of receiving less than passing (DF) grades during this time.

Success in STEM Mathematics courses, MAT-9, MAT-36, MAT-1A, MAT-1B, MAT-1C, MAT-2 , MAT-3,

From 2020 to 2022 school years, students in STEM Mathematics courses have been decreasing from 75.5% to 65.4% in success and decreasing from 86.8% to 84.9% in retention over the past 3 years.

Data Review

The students in Mathematics courses have decreased in their rate of receiving less than passing (DF) grades during this time.

Program of study, Mathematics

From 2020 to 2022 there was no significant change. But we still need to grow 10% to get back up to pre-Covid levels.

Gender by Ethnicity	2019-20	2020-21	2021-22	2022-23
Female	83	78	63	60
African-American	7	1	1	2
Asian	7	13	8	8
Hispanic	46	51	40	40
Two or More		1	3	4
Unreported	3			1
White	20	12	11	5
Male	134	122	120	138
African-American	2	4	7	4
Asian	15	13	15	20
Hispanic	90	75	68	83
Pacific Islander	1			1
Two or More	1	3	1	5
Unreported	1	1	2	2
White	24	26	27	23
Total	217	200	183	198

Educational planning

Percentage of students with a comprehensive ed plan had a significant decline since 2019. This could be attributed to the COVID-19 shut downs.

Student Educational Pan	2019-20	2020-21	2021-22	2022-23	Total
Abbreviated and Comprehensive Ed Plan	5.53%	4.50%	3.83%	4.55%	4.64%
Abbreviated Ed Plan	2.30%	5.50%	3.83%	3.54%	3.76%
Comprehensive Ed Plan	35.02%	26.00%	26.78%	18.18%	26.69%
No Ed Plan	57.14%	64.00%	65.57%	73.74%	64.91%

Degrees

Data Review

Decrease from 46 in 2020 to 31 in 2022. It will be worthwhile monitoring this as these numbers might naturally creep back to the peak of 48 students as we may not have added many new math majors from 2020 to 2022.

Degrees					
Gender x Ethnicity	18-19	19-20	20-21	21-22	22-23
<input type="checkbox"/> Female	8	16	12	13	11
Asian	1	1	1	1	3
Black or African American		1		1	
Hispanic/Latino	4	10	8	10	5
Two or More Races			1		
White	3	4	2	1	3
<input type="checkbox"/> Male	20	27	34	30	19
Asian	4	6	6	7	2
Black or African American	1				
Hispanic/Latino	9	14	22	20	11
Native Hawaiian or Pacific Islander				1	
White	6	7	6	2	6
<input type="checkbox"/> Unreported					1
Asian					1
Total	28	43	46	43	31

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?

Retention and Success

In terms of student subgroups in Mathematics courses, from 2020 to 2022, Hispanic students and male African American students are showing gaps in success that are concerning. And Hispanic students (from 2020 to 2022) and African American (2022 only) students are showing gaps in retention that are concerning.

Success gaps, Female Hispanic

2020-2021 67.3% compared to 70.4% overall. 58 close gap.

2022-2023 64.3% compared to 69.0% overall. 106 close gap.

Success gaps, Male Hispanic

2020-2021 65.0% compared to 67.2% overall. 95 close gap.

2022-2023 65.6% compared to 69.8% overall. 83 close gap.

Success gaps, Male African American

2020-2021 50.6.0% compared to 67.2% overall. 31 close gap.

2022-2023 59.7.0% compared to 69.8% overall. 14 close gap.

Data Review

Academic Year Gender	2020-21					2021-22					2022-23				
	Enrolled	Retained	Retention Rate	DI	Close Gap	Enrolled	Retained	Retention Rate	DI	Close Gap	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	3,520	2,967	84.3%	0		2,398	2,026	84.5%	0		2,477	2,105	85.0%	0	25
African American	201	172	85.6%	0		144	121	84.0%	0	1	145	114	78.6%	1	11
Asian	362	339	93.6%	0		296	272	91.9%	0		332	310	93.4%	0	
Hispanic	2,165	1,780	82.2%	1	50	1,435	1,182	82.4%	1	37	1,505	1,247	82.9%	1	56
Native American	15	14	93.3%	0		Masked Data			0		Masked Data			0	
Pacific Islander	Masked Data			0		10	9	90.0%	0		Masked Data			0	
White	650	565	86.9%	0		409	359	87.8%	0		395	352	89.1%	0	
Two or More	102	80	78.4%	0	6	90	72	80.0%	0	4	79	65	82.3%	0	3
Unknown	19	15	78.9%	0	1	Masked Data			0		16	12	75.0%	0	2
Male	3,144	2,612	83.1%	0	41	2,441	2,047	83.9%	0	16	2,985	2,566	86.0%	0	
African American	162	134	82.7%	0	2	126	101	80.2%	0	6	139	117	84.2%	0	2
Asian	445	396	89.0%	0		353	310	87.8%	0		490	441	90.0%	0	
Hispanic	1,731	1,400	80.9%	1	68	1,398	1,145	81.9%	1	45	1,583	1,327	83.8%	1	38
Native American	Masked Data			0		Masked Data			0		Masked Data			0	
Pacific Islander	11	9	81.8%	0	1	Masked Data			0		12	12	100.0%	0	
White	671	576	85.8%	0		450	394	87.6%	0		551	482	87.5%	0	
Two or More	99	75	75.8%	0	9	70	59	84.3%	0		100	90	90.0%	0	
Unknown	23	20	87.0%	0		33	28	84.8%	0		102	89	87.3%	0	
Unknown	47	42	89.4%	0		36	31	86.1%	0		58	50	86.2%	0	
African American	Masked Data			0		Masked Data			0		Masked Data			0	
Asian	Masked Data			0		Masked Data			0		Masked Data			0	
Hispanic	27	24	88.9%	0		12	10	83.3%	0	1	25	22	88.0%	0	
Native American				0					0					0	
Pacific Islander	Masked Data			0		Masked Data			0		Masked Data			0	
White	12	11	91.7%	0		12	12	100.0%	0		18	14	77.8%	0	2
Two or More	Masked Data			0		Masked Data			0		Masked Data			0	
Unknown	Masked Data			0		Masked Data			0		Masked Data			0	
Total	6,711	5,621	83.8%	0		4,875	4,104	84.2%	0		5,520	4,721	85.5%	0	

Academic Year Gender	2020-21					2021-22					2022-23				
	Enrolled	Success	Success Rate	DI	Close Gap	Enrolled	Success	Success Rate	DI	Close Gap	Enrolled	Success	Success Rate	DI	Close Gap
Female	3,520	2,479	70.4%	0		2,398	1,664	69.4%	0		2,477	1,709	69.0%	0	16
African American	201	137	68.2%	0	2	144	98	68.1%	0	2	145	92	63.4%	0	9
Asian	362	310	85.6%	0		296	246	83.1%	0		332	275	82.8%	0	
Hispanic	2,165	1,456	67.3%	1	58	1,435	924	64.4%	1	91	1,505	967	64.3%	1	106
Native American	15	11	73.3%	0		Masked Data			0		Masked Data			0	
Pacific Islander	Masked Data			0		10	8	80.0%	0		Masked Data			0	
White	650	486	74.8%	0		409	320	78.2%	0		395	310	78.5%	0	
Two or More	102	69	67.6%	0	2	90	57	63.3%	0	6	79	51	64.6%	0	4
Unknown	19	10	52.6%	0	4	Masked Data			0		16	9	56.3%	0	3
Male	3,144	2,114	67.2%	1	108	2,441	1,666	68.3%	0	29	2,985	2,083	69.8%	0	
African American	162	82	50.6%	1	31	126	75	59.5%	1	13	139	83	59.7%	1	14
Asian	445	353	79.3%	0		353	272	77.1%	0		490	386	78.8%	0	
Hispanic	1,731	1,125	65.0%	1	95	1,398	902	64.5%	1	85	1,583	1,039	65.6%	1	83
Native American	Masked Data			0		Masked Data			0		Masked Data			0	
Pacific Islander	11	6	54.5%	0	2	Masked Data			0		12	11	91.7%	0	
White	671	471	70.2%	0		450	339	75.3%	0		551	410	74.4%	0	
Two or More	99	63	63.6%	0	6	70	51	72.9%	0		100	74	74.0%	0	
Unknown	23	12	52.2%	0	4	33	18	54.5%	0	5	102	74	72.5%	0	
Unknown	47	41	87.2%	0		36	26	72.2%	0		58	35	60.3%	0	6
African American	Masked Data			0		Masked Data			0		Masked Data			0	
Asian	Masked Data			0		Masked Data			0		Masked Data			0	
Hispanic	27	23	85.2%	0		12	9	75.0%	0		25	17	68.0%	0	1
Native American				0					0					0	
Pacific Islander	Masked Data			0		Masked Data			0		Masked Data			0	
Total	6,711	4,634	69.1%	0		4,875	3,356	68.8%	0		5,520	3,827	69.3%	0	

SLAM

In terms of student subgroups in SLAM Mathematics courses, from 2020 to 2022, Hispanic students and male African American students are showing gaps in success that are concerning.

Success gaps, Female Hispanic

2021-2022 62.3% compared to 64.4% overall. 39 close gap.

2022-2023 64.9% compared to 70.1% overall. 77 close gap.

Success gaps, Female African American

2022-2023 59.8% compared to 70.1% overall. 11 close gap.

Success gaps, Male Hispanic

2020-2021 58.0% compared to 64.4% overall. 46 close gap.

Data Review

2022-2023 66.8% compared to 70.1% overall. 26 close gap.

Success gaps, Male African American

2020-2021 45.2% compared to 64.4% overall. 15 close gap.

STEM

In terms of student subgroups in STEM Mathematics courses, from 2020 to 2022, Hispanic students and male African American students are showing gaps in success that are concerning.

Success gaps, Female Hispanic

2021-2022 61.1% compared to 66.9% overall. 30 close gap.

2022-2023 56.1% compared to 65.4% overall. 40 close gap.

Success gaps, Male Hispanic

2020-2021 70.7% compared to 75.7% overall. 59 close gap.

2022-2023 62.0% compared to 65.4% overall. 39 close gap.

Success gaps, Male African American

2022-2023 53.3% compared to 65.4% overall. 6 close gap.

Program of Study and Educational Planning

The number of students who have declared a major in Mathematics went from 200 to 198 in 3 years. However we had 217 prior to moving to remote learning in SP 2020. If only considering the last 3 years, our growth has remained flat.

This lower declared math majors may be an accounting issue as only 18.18% of our math majors in 2022-2023 met with a counselor to create an comprehensive ed plan compare with 35% in 2019-2020.

Data Review

Gender by Ethnicity	2019-20	2020-21	2021-22	2022-23
Female	83	78	63	60
African-American	7	1	1	2
Asian	7	13	8	8
Hispanic	46	51	40	40
Two or More		1	3	4
Unreported	3			1
White	20	12	11	5
Male	134	122	120	138
African-American	2	4	7	4
Asian	15	13	15	20
Hispanic	90	75	68	83
Pacific Islander	1			1
Two or More	1	3	1	5
Unreported	1	1	2	2
White	24	26	27	23
Total	217	200	183	198

Student Educational Plan	2019-20	2020-21	2021-22	2022-23	Total
Abbreviated and Comprehensive Ed Plan	5.53%	4.50%	3.83%	4.55%	4.64%
Abbreviated Ed Plan	2.30%	5.50%	3.83%	3.54%	3.76%
Comprehensive Ed Plan	35.02%	26.00%	26.78%	18.18%	26.69%
No Ed Plan	57.14%	64.00%	65.57%	73.74%	64.91%

Degrees

The lack of growth would be concerning if not for the school shut downs. This data could represent the affects school clusures had on STEM students.

Data Review

Degrees					
Gender x Ethnicity	18-19	19-20	20-21	21-22	22-23
<input type="checkbox"/> Female	8	16	12	13	11
Asian	1	1	1	1	3
Black or African American		1		1	
Hispanic/Latino	4	10	8	10	5
Two or More Races			1		
White	3	4	2	1	3
<input type="checkbox"/> Male	20	27	34	30	19
Asian	4	6	6	7	2
Black or African American	1				
Hispanic/Latino	9	14	22	20	11
Native Hawaiian or Pacific Islander				1	
White	6	7	6	2	6
<input type="checkbox"/> Unreported					1
Asian					1
Total	28	43	46	43	31

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?

Success and retention.

We have faculty involved in grants and communities of practice researching and implementing strategies for improved success. At this point, it has been difficult to rely on the data as to determine if the success and/or retention rates are improving due to the changes. As the college remains open, we hope to study the affects of our teaching strategies. If they are proven effective, they will be shared with the department.

For now, we will continue to work together and implement strategies that have worked for other community college math faculty.

Program of Study and Educational Planning and Degrees awarded.

We hope the decline over 2019 to 2022 has already has begun correcting itself. We will have more data to consider once we have access to the 2023-2024. This will allow us to determine if we have rebounded or are still rebounding.

Closing thoughts

Math underwent major changes in 2019-2020 due to AB705 implementation. These changes were effective for SLAM courses.

On the STEM side, we created MAT-9 and MAT-36 to allow students a pathway to get to MAT-1A (Calculus). We are only in our second year offering these classes, but AB1705 may restrict us from continue this pathway.

Beginning Summer 2025 we will likely see another round of major changes due to AB-1705. We may see our math offerings on the STEM side go from a two-course path to Calculus to having students begin with Calculus and/or Calculus with Calculus support course.

Please add any relevant documents here.

Improving success rates in SLAM courses

Program/Unit Goal

SLAM success rates

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

We offer all of our SLAM courses with a support option.

We have faculty communities of practice working on how we can best serve are students in these classes.

We have faculty attending workshops to learn from our state-wide math colleagues.

We offered a workshop to inform and support our Stats faculty with strategies that work to improve student success.

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

We would like to continue to grow in our practices that support student success and retention.

Continuing to meet with faculty regularly to share lessons and/or strategies that work.

Continue to send faculty to math specific professional development where we can learn and share what we have learned with other math faculty in our state.

Offer yearly professional development for our current math faculty to learn about teaching strategies, etc.

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 3.1 - KPI 8 (Student Services):
- 2025 Objective 3.2 - KPI 9 (Student Services):
- 2030 Goal 4: Professional Development:

Improving success rates in STEM courses

Program/Unit Goal

Increasing STEM success rates

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

We created a new two-course pathway to Calculus that was implemented FA 22.

The new path consisted of taking a new course, MAT-9, and then taking MAT-36 for entry into MAT-1A (Calculus).

We offer a support class for MAT-9 that can be taken concurrently that offers remediation.

We have faculty communities of practice working on how we can best serve are students in these classes.

We have faculty attending workshops to learn from our state-wide math colleagues.

We offered a workshop to inform and support our Stats faculty with strategies that work to improve student success.

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

We would like to continue to grow in our practices that support student success and retention.

Continuing to meet with faculty regularly to share lessons and/or strategies that work.

Continue to send faculty to math specific professional development where we can learn and share what we have learned with other math faculty in our state.

Offer yearly professional development for our current math faculty to learn about teaching strategies, etc.

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 3.1 - KPI 8 (Student Services):
- 2025 Objective 3.2 - KPI 9 (Student Services):
- 2030 Goal 4: Professional Development:

Increase program awareness

Program/Unit Goal

Recruit students by offering more dual enrollment options

Goal Cycle

What are you doing now in support of this goal?

We currently offer MAT-1A at two of our local high schools. We have increased offerings from one to two sections. We also offer MAT-1B for those students who successfully complete MAT-1A. We typically offer two sections. We also offer SLAM courses, one section of MAT-12 and one section of MAT-25.

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

Continue to offer the current amount of sections are our partnering high schools. Maximize the amount of sections we can offer with our current partners. Continue to look for additional high schools to partner with that are local to our college.

Please add any relevant documents here.

Mapping

Educational Master Plan (2020-2025): ()

- 2025 Objective 6.1 (Academic Affairs):
- 2025 Objective 6.6 (Student Services):
- 2030 Goal 1: Access:

CRC course offerings

Program/Unit Goal

Continue to offer courses at the CRC

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

We currently offer the following courses with support:

MAT-12 and MAT-112

MAT-5 and MAT-105

MAT-9 and MAT-109

We increased our course offerings in FA 22. We offered two MAT-12/112 sections and one MAT-5/105 sections. SP 23 continued with offering the same schedule. We also added a SU MAT-12/112.

In FA 23, we offered that same schedule as FA 22 and SP 23.

In SP 24, we added a fourth class to the schedule by offering MAT-9/109 in the evening.

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

We are limited by what the CRC allows us to do, but we want to continue to offer three to four sections each term with one or two summer sections.

If growth is allowed, we will move forward with offering as many sections as we can support.

Please add any relevant documents here.

Mapping

Educational Master Plan (2020-2025): ()

- 2025 Objective 6.4 (Academic Affairs):
- 2025 Objective 6.5 (Office of the President):

Professional development for faculty

Program/Unit Goal

Provide math specific growth opportunities for math faculty

Goal Cycle

What are you doing now in support of this goal?

We are offering communities of practice which our faculty may participate.

Stats workshop.

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

Continue to offer stats workshops for our faculty.

Resume offering workshops for our STEM teaching faculty. This is up utmost importance as we transition to AB1705 implementation beginning July 1 2025.

Please add any relevant documents here.

Mapping

Educational Master Plan (2020-2025): ()

- 2030 Goal 4: Professional Development:

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

We had a group of 4 faculty participate in the Equity Accelerator workshop series. We also had faculty participation in the Puente 2024 Math Justice Community of practice. We have also ran our own community of practice for math faculty focused on teaching STEM and SLAM courses. We have also ran a one day workshop on teaching statistics with an equity lens.

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

Focus on active learning, groupwork, culturally relevant pedagogy, and new assessment methods. Statistically, these are the practices that have the most success at making an impact in many statewide studies.

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

Future community of practice workshops to help support our faculty as we fully implement AB1705. A one day workshop on teaching MAT-1A with support after AB1705.

Please add any relevant documents here.

Are all your courses current (within four years)?

No

What percentage of your courses are out of date?

10% or less

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?

MAT-136 is being deleted. Should be deleted by the end of SP24.

MAT-42 is no longer offered due to AB705. This course needs to be deleted or repurposed for use as MAT-1A support as a result of new placements starting SU 25 due to AB1705.

MAT-32 is not taught by Mathematics faculty at Norco, but was updated 5/6/20. It is in the process of being updated and approved by SP 24.

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.

Basic overview, all math CORs

Date

03/04/2024

Observation

What did you notice?

We started our cycle for assess during FA 22 and expect to have all SLOs initially assessed by SP 24 or FA 25. This will be followed by reassessments for the SLOs that did not meet the benchmark.

Course(s)

MAT-5, MAT-105, MAT-12, MAT-112, MAT-25, MAT-125, MAT-9, MAT-109, MAT-36, MAT-136, MAT-10, MAT-1A, MAT-1B, MAT-1C, MAT-2, MAT-3

SLO(s)

1, 2, 3, 4, and any others

Discussion/Analysis

This is a work in progress with most faculty opting to assess all SLOs during SP 24, rather than spreading over the FA-22 to SP-24 cycle. Follow-up cycle begins FA 24. Cycle will repeat FA 25.

Please paste any relevant screenshots here.

MAT-5, SLO-1, 2, 3, completed cycle.

MAT-12 in progress, to be completed SP 24

MAT-42 has not been offered

MAT-32 has been taught by Philosophy.

Please add any relevant documents here.

Statcrunch access for dual enrollment MAT-12 students

Resource Year

2024 - 2027

What resources do we already have?

Yes, we have this resource for FA 22 to SP 23, but it requires 6-month or year-long subscription.

What resources do you need?

Renewal of subscription.

\$ Amount Requested

200

Resource Type

ITEM: Equipment, Services, Software, Furniture

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

This request for my area is Priority #:

Is this request

New

Mapping

Instructional: Mathematics: (.)

- Improving success rates in SLAM courses: .

Hand-held white boards

Resource Year

2024 - 2027

What resources do we already have?

No

What resources do you need?

Class set of hand held white boards

\$ Amount Requested

200

Resource Type

ITEM: Instructional Supplies

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

This request for my area is Priority #:

Is this request

Mapping

Instructional: Mathematics: (.)

- Improving success rates in SLAM courses: .
- Improving success rates in STEM courses: .

Additional white boards for math dedicated classroom.

Resource Year

2024 - 2027

What resources do we already have?

Yes, but we would like white boards on all possible walls.

What resources do you need?**\$ Amount Requested**

600

Resource Type

ITEM: Equipment, Services, Software, Furniture

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

This request for my area is Priority #:

Is this request

Mapping

Instructional: Mathematics: (.)

- Improving success rates in SLAM courses: .
- Improving success rates in STEM courses: .

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 students stay enrolled and complete their college courses. Tutoring 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: Mathematics: (.)

- Improving success rates in SLAM courses: .
- Improving success rates in STEM courses: .

Embedded Tutoring for AB1705 Implementation

Resource Year

2024 - 2027

What resources do we already have?

Roughly \$20,000 from the tutoring budget is spent on embedding tutoring in math courses

What resources do you need?

A tutoring budget specifically for the implementation of embedded tutoring in STEM courses post AB-1705.

\$ Amount Requested

40,000

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 students stay enrolled and complete their college courses. Tutoring data from recent ANCOVA study and success rates by ethnicity show a significant increase in student success as a result of tutoring. Recent webinars have shown success with AB1705 implementation when direct access to calculus 1A is paired with a corequisite support course with embedded tutoring.

This request for my area is Priority #:

Is this request

New

Mapping

Instructional: Mathematics: (.)

- Improving success rates in SLAM courses: .
- Improving success rates in STEM courses: .

Norco College Test Proctoring Center

Resource Year

2024 - 2027

What resources do we already have?

None. Faculty do this during office hours or on their own time.

What resources do you need?

If we can use existing space inside the LRC, we will primarily need 1 or more designated staff in order to manage the testing services.

\$ Amount Requested

36,000

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.

Currently there are no support services to implement a test proctoring center on campus. Students who miss testing days tend to be our students belonging to disproportionately impacted subgroups. By doing so, faculty will be able to offer students an equitable opportunity to take exams outside of classroom time. Currently students who miss an exam may not be able to retake an exam which leads to failure or withdrawal in courses. This directly impacts EMP Goal 2.1, 2.2, to increase success and achievement rates at the college and also Objective Goal 12.1 to become a comprehensive college.

This request for my area is Priority #:

Is this request

New

Mapping

Instructional: Mathematics: (.)

- Improving success rates in SLAM courses: .
- Improving success rates in STEM courses: .

Technology updates

Resource Year

2024 - 2027

What resources do we already have?

Computers and projectors

What resources do you need?

Updated or NEW computers and projectors in Math dedicated WEQ rooms.

\$ Amount Requested

9,000

Resource Type

ITEM: Equipment, Services, Software, Furniture

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

This request for my area is Priority #:

Is this request

New

Mapping

Instructional: Mathematics: (.)

- Improving success rates in SLAM courses: .
- Improving success rates in STEM courses: .

Faculty Professional Development Requests

Faculty Hiring Resource Requests

Program Review Reflections

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

I think some of our requests for classroom upgrades and tutoring funded by the general budget have not gone anywhere. It seems the way to finance some requests is to find our own one time money and not through program review.

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

Our program has been in response mode since AB705 implementation in Fall 2019, getting through the effects of the pandemic and online teaching in a discipline that is normally fully in-person, and now implementing AB1705 in Fall 2025. Most of our direction, goals, curriculum updates, and resource requests are in response to preparing for AB1705.

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

We currently have a dashboard from the district office that has answered most, if not all, of our current data questions.

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