

Program Review - Overall Report

2024 - 2027

Instructional: Political Science

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?

Student Success:

The Student Success Rates (SSR) in Norco College POLS courses have dramatically and consistently improved. They have increased from the 2018-19 baseline of 70.6%, between 9% and 12% in subsequent years.

The average student success rate in NC POLS courses over the last four years has been 80%.

Moreover, throughout each of the 5-years examined, the NC POLS discipline's success rates were consistently higher than Norco College student success average for all disciplines. They are also significantly higher than the RCCD SSR, the other POLS disciplines in the district, and the CCC system-wide average SSRs.

- 1. Over the last 4-years, the empirical evidence strongly demonstrates that the NC POLS is among the disciplines with the highest student success rates in the CCC system.
- 2. For example, the SSR for all disciplines at Norco College (over the last 4-years) was 71%. At 80%, the NC POLS average SSR is 9% higher than college-wide SSR, (2019-23).
- 3. The NC POLS discipline's student success rates were also consistently higher than the POLS disciplines' success rates at MoVal and RCC.
- 4. Similarly, between 2019-23, the SSR for all disciplines and classes offered across RCCD was 67%. NC POLS courses averaged 13% higher than the distict 's average SSR, (2019-23).
- 5. Finally, according the CCC Chancellor's Office "Key Facts" website, in 2021-22, the course success rate for all CCC students was 72%. (California Community Colleges Student Success Metrics). NC POLS courses averaged 8% higher than the CCC average success rate in 2021-22.

As the evidence presented here demonstrates, particularly over the last four-years, NC POLS SSRs are among the highest in the college, district, and in the CCC system. This is due, in large part to the hiring of a secong POLS full-time faculty member, four Associate professors with PhD degrees, two of which are tenured faculty at other CCCs, creating new culturally responsive curriculum, and engaging in equity, accessibility is DE training.

Our discipline's goals with regard to student success are three-fold. To retain our faculty and maintain our progress in SS, to continue to build a culture of improvement to continue to raise SS, and to identify, address and close SS equity gaps.

The NC POLS student success rate, between 2018-2023, was 78.6% for all students.

9,450 students enrolled during this period and 7,425 successfully completed their POLS courses.

- In 2018-19, the student success rate for the POLS discipline at Norco College was 70.6%.
- In 2019-20, the NC POLS student success rate was 82%.
- In 2020-21, the NC POLS student success rate was 79.9%.
- In 2021-22, it was 80.4% in 2021-22

• In 2022-23, the NC POLS student success rate was 79.3%.

Thus, the most recent 4 academic years (fall 2019- spring 2023) show a dramatic increase in the discipline's student success rate. Over these 4 years, the NC POLS student success averaged 80.4%.

In comparison, the RCC POLS discipline's average success rate over the same 4-year period was 66.9%, and it was 64.4% in MoVal's POLS courses.

Although the success rate can be improved upon, and equity gaps exist - over the full 5-year period between 2018-2023, the NC POLS has a higher success rate (78.6%) than the POLS disciplines at RCC (66.6%) or at MoVal (64.5%) as well.

Similarly, between 2018-23, the NC POLS discipline also has higher student success rates than the Norco College average for all courses (71.7%), the RCC average (65.5%,) the MoVal average (68.7%).

The NC POLS discipline's success rate is 10%+ higher than the RCCD student success rate of 67.5%.

The 2022-23 data reveal that the NC POLS student success rates have remained high at 79.3%.

In comparison, the student success rate in RCC's POLS courses are 70%, and they are 63.1% for POLS courses offered at MoVal. The NC overall success rate for all disciplines in 2022-23 was 71.2%, 65.7% at RCC, 68.7% at MoVal, and 67.6% for RCCD.

Analysis of the SSR Trends

The consistent improvement in student success likely reflects the work in implementing the discipline's previous program review goals. This includes hiring an excellent full-time Political Scientist to teach and mentor our students and shape the growth of the discipline.

As well as being intentional in recruiting and seeking to retain a diverse group of high quality and senior Associate faculty. For example, two of our Associate faculty have full-time & significant leadership positions, and are tenured in in Political Science departments at other CCCs. This also includes four Associate faculty members who have earned Ph.D. degrees and who have years / decades of teaching experience to teach and inspire our students.

The discipline has also fulfilled our PR goal of implementing curriculum and pedagogical modifications. Such as by offering two new courses and by working with the POLS faculty to improve the equitability, accessibility, and online course design for courses in our existing catalog. These changes have been particularly collaborative for POLS 1, our most frequenty offered course.

The improvement in student success is also likely attributable, in part, to the expansion of our ADT to include new courses to better reflect and serve our students. For example, we added POL 21 - Latinx Politics and POL 23 - Race and Ethnic Politics to our NC catalog.

In addition, NC POLS faculty have also collaborated to enhance equity in our courses - such as by collaborating to share culturally responsive resources, equity trainings, an accessibility guide, and to obtain distance education certifications to improve access to instruction in DE modalities.

Another goal that has been achieved, was that our discipline collaborated to switch to an OER textbook for POLS 1 - American Politics. This dramatically reduces the barrier of high textbook costs for our majors and all NC students who must fulfill their U.S. Constitution required course to graduate. The discipline also collaborated on another project to put all POLS textbooks required to earn a major in the Library on reserve and available for check-out as well. This again improves access to the textbooks required to take POLS classes, and lowers the cost barrier to earning a POLS degree.

Beginning in fall 2020, the POLS discipline also began offering cross-listed Umjoa/Men of Color/ Puente equity sections of POL 1 and more recently POL 23. We have had the same senior Associate faculty member, with a Ph.D. who is also a full-time Associate Professor of Political Science in the Department of History, Political Science, & Ethnic Studies and the Student Equity Coordinator at LBCC to lead and mentor students in these sections over the last four years. This has provided consistency in our discipline's ability to support such and expand upon our ongoing partnership. Our discipline has also been teaching POL 1 at the CRC for several years.



College Native American Native American MVC Pacific Islander Masked Data Pacific Islander Masked Data POL NC NC White 197 165 83,8% 0 White 197 165 83,8% 0 0 RCC Two or More 38 31 81.6% 0 0 Two or More 38 31 81.6% 0 0 Unknown Male Unknown Masked Data Masked Data Course Instruction 617 81.6% 617 81.6% 0 Male 756 0 756 0 Select all Туре African American 57 43 75.4% African American 57 43 75.4% 0 0 POL-1 86 92.5% 86 92.5% 0 Asian 93 0 Asian 93 0 Hybrid POL-11 Hispanic 379 Native American Masked Data Hispanic 379 306 80.7% 0 306 80.7% 0 0 Non-Onlin POL-13 Native American Masked Data Online POL-1H Pacific Islander Masked Data Pacific Islander Masked Data POL-2 143 79.0% 143 79.0% 0 White 181 3 White 181 3 POL-21 Two or More 31 26 83.9% 0 Two or More 31 26 83.9% 0 0 Support POI -23 Unknown Masked Data Masked Data Unknown Course POL-4 Unknown 17 12 70.6% 0 2 Unknown 17 12 70.6% 0 2 ed Data od Data POL-5 African Am African American 🗌 No Total 1,783 1,433 80.4% 0 0 Total 1,783 1,433 80.4% 0 () "Unknown" and Non-Binary" gender groups may not show in sch

College

RCC

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Hybrid

Online

Support

Course

No No

Non-Onlin

Type

NC

Discipline

POL

Course

Select all

POL-1

POL-11

POL-13

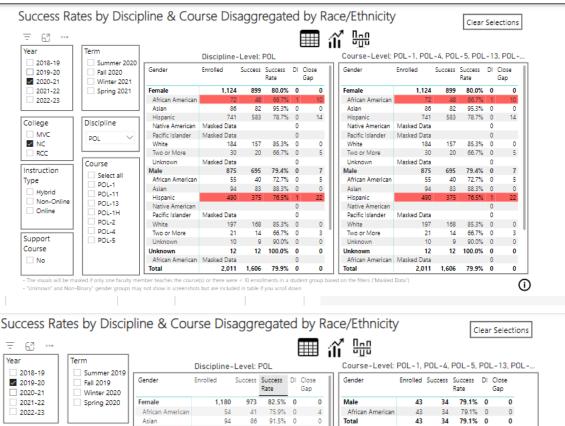
POL-2

POL-4

POL-5

POL-7A

POL-4H



17

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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")

767

227

Masked Data

Masked Data

230

939

27

43

94 83 88.3%

19

11

618 80.6% 0

22 81.5% 0

34 79.1%

81.2% 0

81.3% 0

91.7%

82.0%

0

11 100.0% 0 0

200 88.1%

762

417

187

12 11

2,130 1,746

17 89.5%

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

Hispanic

White

Male

Asian

Hispanic

White

Unknown

Total

Unknown

Two or More

African American

Pacific Islander

Two or More

Unknown

African American

Native American Masked Data

Pacific Islander Masked Data

Native American Masked Data

0

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ar	Term		Discipline-	l evel: P	0			Course-Level:	POL-1. POL	-4 POI	-5. POL	-21	POL
2018-19	Summer 2018												
2019-20 2020-21	 Fall 2018 Winter 2019 	Gender	Enrolled	Success	Success Rate		Close Gap	Gender	Enrolled	Success	Success Rate		Close Gap
2021-22	Spring 2019	Female	3,110	2,534	81.5%	0	58	Female	3,110	2,534	81.5%	0	58
2022-23	Summer 2019	African American	182	131	72.0%	1	20	African American	182	131	72.0%	1	- 20
	C CHILDONO	Asian	265	244	92.1%	0	0	Asian	265	244	92.1%	0	(
	Discipline	Hispanic	1,947	1,542	79.2%	1	95	Hispanic	1,947	1,542	79.2%	1	9
llege	Discipline	Native American	Masked Data			0		Native American	Masked Data			0	
MVC	POL V	Pacific Islander	11	10	90.9%	0	0	Pacific Islander	11	10	90.9%	0	1
NC	= 63	White	587	512	87.2%	0	0	White	587	512	87.2%	0	1
RCC		Two or More	97	79	81.4%	0	1	Two or More	97	79	81.4%	0	
	Course	Unknown	18	14	77.8%	0	1	Unknown	18	14	77.8%	0	
ruction	Select all	Male	1,954	1,627	83.3%	0	0	Male	1,954	1,627	83.3%	0	
	POL-1	African American	126	94	74.6%	1	10	African American	126	94	74.6%	1	1
Hybrid	POL-11	Asian	237	218	92.0%	0	0	Asian	237	218	92.0%	0	(
Non-Online		Hispanic	1,024	832	81.3%	0	13	Hispanic	1,024	832	81.3%	0	10
Online	POL-13	Native American	Masked Data			0		Native American	Masked Data			0	
Unine	POL-1H	Pacific Islander	11	9	81.8%	0	1	Pacific Islander	11	9	81.8%	0	1
	POL-2	White	463	395	85.3%	0	0	White	463	395	85.3%	0	(
	POL-21	Two or More	74	64	86.5%	0	0	Two or More	74	64	86.5%	0	(
pport	POL-23	Unknown	18	14	77.8%	0	1	Unknown	18	14	77.8%	0	1
urse	POL-4	Unknown	39	34	87.2%	0	0	Unknown	39	34	87.2%	0	(
No	POL-5	African American	Masked Data			0		African American	Masked Data			0	
		Total	5,103	4,195	82.2%	0	0	Total	5,103	4,195	82.2%	0	(

Student Success Analyzed by Modality

The 5-Year NC POLS trends reveal that OL courses have the highest student success rates (2018-23) at 82%

In the graph above, we can examine the 5-year trends. Online NC POLS courses consistently have the highest SSRs. At 82%, OL SSRs are 8% higher than F-2-F classes and 6% higher than hybrid classes offered in the POLS discipline.

In order to give these values greater meaning and context, let us now compare NC POLS to the 5-year average at NC all discipline averages by modality. The Norco College average is 70% for OL classes, with students in NC POL OL courses experiencing 12% higher SSRs (2018-23).

For POLS OL courses, three groups were identified as disproportionately impacted (DI). They were:

- African American females
- Hispanic females, and
- African American males.

In comparison, the OL classes offered by All Discipines at Norco College have have far higher rates of DI. Across Norco College, ten groups are identified as DI in OL courses.

The DI groups across all NC disciplines between 2018-23 were:

- African American females,
- Hispanic females,
- Pacific Islander females,
- African American males,
- Hispanic males,
- Native American males,
- Pacific Islander males,

- 2 or more males,
- Unknown males,
- Unknown African American males.

Persistent equity gaps are present in SSRs for POLS. And to an even greater extent for the college, as measured by the 5-year NC All Discipline SSR averages.

In contrast to the NC POLS discipline, across the NCO college-wide and RCCD All Discipline averages, DE courses (OL and Hybrid) persistenly have lower SSRs.

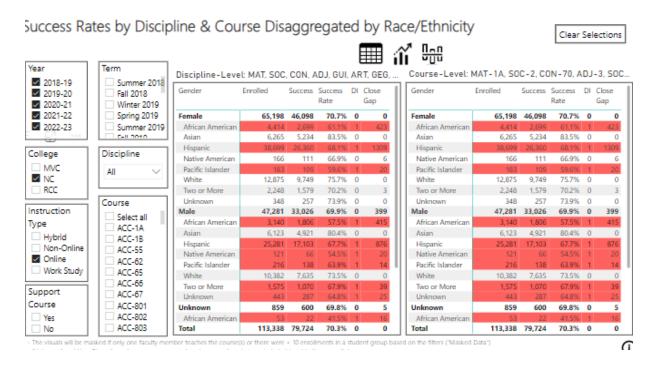
Thus, as 5-year and annual NC POLS DE equity data, as well as the overall SSR, DE SSRs, equity and DE enrollment data at Norco College, and for RCCD All disciplines averages clearly demonstrate - additional system-wide support is needed to support measurable and sustained improvements in DE classes, instruction, and student outcomes. Please see the tables for Norco's and RCC's OL SSRs below.

As the NC POLS local POCR Resource Request demonstrates, in order for our disciplines to improve demonstrable action by the college and district is required. Most notably regarding the reliability and equitability of access to targeted DE and POCR PD training (in OEI Course Design best practices). These are elements of key to increasing the likelihood of achieving higher SSRs and equitable outcomes across all in DE classes.

Below are two tables that outline the SSRs and equity gaps prevalent in the NC All Disciplines and the RCCD All Disciplines over than last 5-years.

This is included as evidence that supports the POLS discipline's PR Request to fund a local NC POCR process. The aim is to become more intentional about devising a sustainable strategic plan to dramatically improve upon the existing inequities identified in DE courses across the college and district.

Below is NC 5-Year OL Success Rate for All Disciplines: 70%, vs. 67% RCCD vs. 82% for NC POLS (2018-23)



RCCD 5-Year OL Success Rates for All Disciplines: 67% vs. 70% at NC & 82% for NC POLS (2018-23)

uccess Ra	tes by Discip	oline & Cou	urse Dis	aggre	egate	dl	oy R	ace	e/Ethnicity	/		Clear 9	Sele	ctions
Year	Term	Discipline-Lev	el: MAT, SOC	CON, A	DJ, GUI,	_	, GEG, .	íľí	Course-Level:	MAT-1A, SO	C-2, CO	N-70, A	-La	3, SOC
✓ 2019-20 ✓ 2020-21	Fall 2018	Gender	Enrolled	Success	Success Rate	_	Close Gap		Gender	Enrolled	Success	Success Rate	_	Close Gap
2021-22	Spring 2019	Female	289,084	193,960	67.1%	0	522	Ш	Female	289,084	193,960	67.1%	0	522
2022-23	Summer 2019	African American	25,797	14,746	57.2%	1	2733	ш	African American	25,797	14,746	57.2%	1	2733
	C-0.0010	Asian	18,224	14,667	80.5%	0	0	ш	Asian	18,224	14,667	80.5%	0	0
College	Discipline	Hispanic	186,618	122,421	65.6%	1	4889	ш	Hispanic	186,618	122,421	65.6%	1	4889
- 1	Discipline	Native American	726	436	60.1%	1	52	ш	Native American	726	436	60.1%	1	52
MVC	All 🗸	Pacific Islander	1,077	669	62.1%		55	ш	Pacific Islander	1,077	669	62.1%		- 55
NC		White	44,671	33,266	74.5%	0	0	ш	White	44,671	33,266	74.5%	0	0
RCC		Two or More	10,616	6,832	64.4%	1	305	ш	Two or More	10,616	6,832	64.4%	1	305
	Course	Unknown	1,355	923	68.1%		0	ш	Unknown	1,355	923	68.1%		0
nstruction	Select all	Male	169,666	114,219	67.3%		0	ш	Male			67.3%	0	0
ype	ACC-1A	African American	14,686	8,238	56.1%		1679	ш.	African American	14,686	8,238	56.1%	1	1679
Hybrid	ACC-1B	Asian	16,876	13,198	78.2%	-	0	ш	Asian	16,876	13,198	78.2%	0	0
Non-Online	ACC-55	Hispanic	99,878	65,577	65.7%		1918	ш.	Hispanic	99,878	65,577	65.7%	0	1918
Online	ACC-62	Native American	392	239	61.0%		25	ш	Native American	392	239	61.0%		25
Work Study	ACC-62	Pacific Islander	790	459	58.1%		72	чн.	Pacific Islander	790	459	58.1%		72
- Hork Sloby	ACC-65	White	29,555	21,679	73.4%	_	0	11	White	29,555	21,679	73.4%	_	0
upport	ACC-65	Two or More	6,349	4,076	64.2%		191		Two or More	6,349	4,076	64.2%		191
ourse		Unknown	1,140	753	66.1%	-	13		Unknown	1,140	753	66.1%		13
	ACC-67	Unknown	3,716	2,424	65.2%	_	73		Unknown	3,716	2,424	65.2%	_	73
Yes	ACC-801	African American		106	50.0%	1	37		African American	212	106	\$0.0%	1	37
No No	ACC-802	Total	462,466	310,603	67.2%	0	0		Total	462,466	310,603	67.2%	0	0

Retention:

The NC POLS retention rate over the last 5 years (2018-23) was 91%.

This is five percent higher than the Norco College average retention rate for all disciplines, which was 86% over the 5-year period.

It is also six percent higher than the RCC POLS retention rate of 85% and the 84.9% POLS retention rate at MoVal over the period of 2018-23.

It is also seven percent higher than the 5-year average RCCD retention rate for all disciplines, which was 84.6%.

Next, we offer a few comparisons to put our discipline's retention rates into context. Over the last two years. (2021-23), the NC POLS retention rate was 92.9%, which is higher than the RCC POLS retention rate of 89% and MoVal's POLS retention rate of 87.5% (2021-23).

Similarly, in the most recent academic year, (2023-23), NC POLS retention rate of 93.5% was higher than the NC average retention rate for all disciplines, which is 88.8% for the same period.

It was also higher than RCC's retention rate for all disciplines, which was 85.4%, and MoVal's retention rate of 88.7% for all disciplines (2022-23).

It was also 6.6 percet higher than the RCCD average retention rate of 86.9% for all disciplines (2022-23).

These trends clearly reveal that the NC POLS discipline consistently has higher retention rates than the average retention rate at Norco College, our other POLS disciplines, RCC and MoVal's average retention rates, and the RCCD retention rates persist and have increased over the last 5-years examined.

Retention Rates by Discipline & Course Disaggregated by Race/Ethnicity

62 ···	Term							íľí	• <u>D-0</u>					
			Disciplin	e-Leve	I: POL			(Course-Level:	POL - 1. PO	L-4. POL	- 4H. PO	L-2	POL
2018-19 2019-20 2020-21	Summer 2022 Fall 2022 Winter 2023	Gender	Enrolled		Retention Rate	DI	Close Gap	ī	Gender		Retained F		DIC	
2021-22	Spring 2023	Female	948	883	93.1%	0	8		Female	948	883	93.1%	0	8
2022-23	- spring coco	African American	49	43	87.8%	0	3		African American	49	43	87.8%	0	3
2022-23		Asian	82	80	97.6%	0	0		Asian	82	80	97.6%	0	0
		Hispanic	620	570	91.9%	1	16		Hispanic	620	570	91.9%	1	16
ollege	Discipline	Native American	Masked Data			0			Native American	Masked Data			0	
-	Discipline	Pacific Islander	Masked Data			0			Pacific Islander	Masked Data			0	
MVC	POL 🗸	White	158	151	95.6%	0	0		White	158	151	95.6%	0	0
NC	POL Y	Two or More	29	29	100.0%	0	0		Two or More	29	29	100.0%	0	0
RCC		Unknown	Masked Data			0			Unknown	Masked Data			0	
		Male	778		94.0%	0	0		Male	778	731	94.0%	0	0
	Course	African American	45	37	82.2%	1	6		African American	45	37	82.2%	1	6
struction	Select all	Asian	95	91	95.8%	0	0		Asian	95	91	95.8%	0	0
/pe	POL-1	Hispanic	418	388	92.8%	0	4		Hispanic	418	388	92.8%		- 4
Hybrid		Native American				0			Native American				0	
	POL-11	Pacific Islander	Masked Data			0			Pacific Islander	Masked Data			0	
Non-Online	POL-13	White	162		97.5%		0		White	162	158	97.5%	-	0
Online	POL-2	Two or More	38		97.4%		0		Two or More	38	37	97.4%	_	0
	POL-21	Unknown	17		100.0%		0		Unknown	17	17	100.0%		0
	POL-23	Unknown	20	19	95.0%	0	0		Unknown	20	19	95.0%	0	0
upport		African American				0			African American				0	
	POL-4	Asian	Masked Data			0			Asian	Masked Data			0	
ourse	POL-4H	Hispanic	13	12	92.3%		1		Hispanic	13	12	92.3%	-	1
No		Pacific Islander				0			Pacific Islander				0	
		Total	Macked Data 1,746	1,633	93.5%	0	0		Total	Macked Data 1.746	1.633	93.5%	0	0

Clear Selections F 62 ... 🎟 🎢 📟 Year Term Course-Level: POL-1, POL-4, POL-5, POL-21, POL-1... Discipline-Level: POL 2018-19 Summer 2021 Gender Enrolled Retained Retention DI Close Gender Enrolled Retained Retention DI Close 2019-20 Fall 2021 Rate Rate Gap Gap Winter 2022 2020-21 1,010 924 91.5% 17 1,010 91.5% 17 Female 0 Female 924 0 2021-22 Spring 2022 African American 54 83.3% 0 African American 54 83.3% 0 45 45 5 5 2022-23 76 97.4% 97.4% 78 78 76 Asian Asian Hispanic Hispanic 632 579 91.6% 0 6 632 579 91.6% 6 Native American Native American College Discipline Pacific Islander Masked Data Pacific Islander Masked Data MVC White 197 179 90.9% White 197 90.9% 179 POL NC Two or More 38 34 89.5% 0 2 Two or More 38 34 89.5% 2 Unknown Unknown Masked Data Masked Data RCC 93.4% 0 706 0 Male 756 706 93.4% Male 756 0 0 Course African American African American 89.5% 57 89.5% Instruction 95.7% 0 Asian 93 89 0 Asian 93 89 95.7% 0 Select all Туре Hispanic 379 354 93.4% 0 Hispanic 379 354 93,4% 0 POL-1 Native American Masked Data Native American Masked Data Hybrid POL-11 Pacific Islander Masked Data Pacific Islander Masked Data Non-Online POL-13 93.9% 0 0 White 181 170 White 181 170 93.9% 0 Online Two or More 31 90.3% Two or More 31 28 90.3% POL-1H 28 Unknown Masked Data Unknown Masked Data POL-2 Unknown 17 14 82.4% 0 2 Unknown 17 14 82.4% 0 2 POL-21 African American Masked Data African American Masked Data Support POL-23 Asian Masked Data Asian Masked Data Hispanic Hispanic Course POL-4 Masked Data Masked Data 0 No POL-5 Pacific Islander Pacific Islander Mack Mach distan. Total 1,783 1,783 92.2% 0 Total 1,644 92.2% 0 0 1,644 0

Retention Rates by Discipline & Course Disaggregated by Race/Ethnicity

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 scree

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Retention Rates by Discipline & Course Disaggregated by Race/Ethnicity

Retention F	Rates by Disc	ipline & C	ourse L	Disag	grega	te	d by	Ra	ce/Ethnic	ity		Clear :	Sele	ctions
- 62								íí	* <u>0-0</u>					
Year	Term		Disciplin	e-Leve	I: POL				Course-Level:	POL - 1. PO	L-4 P0	L-5 POL	-13	POL-1
2018-19 2019-20 2020-21	Summer 2020 Fall 2020 Winter 2021	Gender	Enrolled		Retention Rate	DI	Close Gap		Gender	Enrolled			DI C	
2021-22	Spring 2021	Female	1,124	1,023	91.0%	0	0	-111	Female	1,124	1,023	91.0%	0	0
	- spring 2021	African American	72	62	86.1%	0	4	- 111	African American	72	62	86.1%	0	4
2022-23		Asian	86	83	96.5%	0	0	- 111	Asian	86	83	96.5%	0	0
		Hispanic	741	667	90.0%	0	9	- 111	Hispanic	741	667	90.0%	0	9
Callaga	Dissistant	Native American	Masked Data			0		- 111	Native American	Masked Data			0	
College	Discipline	Pacific Islander	Masked Data			0		- 111	Pacific Islander	Masked Data			0	
MVC	POL 🗸	White	184	179	97.3%	0	0	- 111	White	184	179	97.3%	0	0
NC NC	POL V	Two or More	30	22	73.3%	1	6	- 111	Two or More	30	22	73.3%	1	6
RCC		Unknown	Masked Data			0		- 111	Unknown	Masked Data			0	
		Male	875	789	90.2%	0	9	- 111	Male	875	789	90.2%	0	9
	Course	African American	55	50	90.9%	0	0	- 111	African American	55	50	90.9%	0	0
Instruction	Select all	Asian	94	87	92.6%	0	0	- 111	Asian	94	87	92.6%	0	0
Type		Hispanic	490	433	88.4%	1	16	- 111	Hispanic	490	433	88.4%	1	16
	POL-1	Native American				0		- 111	Native American				0	
Hybrid	POL-11	Pacific Islander	Masked Data			0		- 111	Pacific Islander	Masked Data			0	
Non-Online	POL-13	White	197	185	93.9%	0	0	- 111	White	197	185	93.9%	0	0
Online	POL-1H	Two or More	21	17	81.0%	0	з	- 111	Two or More	21	17	81.0%	0	3
	POL-2	Unknown	10	10	100.0%	0	0	- 111	Unknown	10	10	100.0%	0	0
		Unknown	12	12	100.0%	0	0	- 111	Unknown	12	12	100.0%	0	0
	POL-4	African American	Masked Data			0		- 111	African American	Masked Data			0	
Support	POL-5	Asian				0			Asian				0	
Course		Hispanic	Masked Data			0			Hispanic	Masked Data			0	
No No		Pacific Islander				0		- 11	Pacific Islander				0	
		Total	Macked Data 2,011	1,824	90.7%	0	0		Total	Macked Data 2,011	1,824	90.7%	ô	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

Retention Rates by Discipline & Course Disaggregated by Race/Ethnicity

2018-19	Summer 2019		Disciplin	e-Leve	I: POL			Course-Level	: POL-1, PO	L-7A, P	0L-4, P0	L-4	H, PC
2019-20	Fall 2019 Winter 2020	Gender	Enrolled	Retained	Retention Rate	DI	Close Gap	Gender	Enrolled	Retained	Retention Rate	DI CI Gi	ose ap
2021-22	Spring 2020	Female	1,180	1,075	91.1%	0	0	Female	1,180	1,075	91.1%	0	0
	- opining coco	African American	54	46	85.2%	0	4	African American	54	46	85.2%	0	4
2022-23		Asian	94	89	94.7%	0	0	Asian	94	89	94.7%	0	0
		Hispanic	767	689	89.8%	0	14	Hispanic	767	689	89.8%	0	14
llege	Discipline	Native American	Masked Data			0		Native American	Masked Data			0	
- 1	Discipline	Pacific Islander	Masked Data			0		Pacific Islander	Masked Data			0	
MVC	POL 🗸	White	227	217	95.6%	0	0	White	227	217	95.6%	0	0
NC I	FOL Y	Two or More	27	25	92.6%	0	0	Two or More	27	25	92.6%	0	0
RCC		Unknown	Masked Data			0		Unknown	Masked Data			0	
		Male	939	852	90.7%	0	5	Male	939	852	90.7%	0	5
	Course	African American	43	40	93.0%	0	0	African American	43	40	93.0%	0	0
truction	Select all	Asian	94	88	93.6%	0	0	Asian	94	88	93.6%	0	0
e	POL-1	Hispanic	528	473	89.6%	0	10	Hispanic	528	473	89.6%	0	10
Hybrid		Native American	Masked Data			0		Native American	Masked Data			0	
	POL-11	Pacific Islander	Masked Data			0		Pacific Islander	Masked Data			0	
Non-Online	POL-13	White	230	209	90.9%	0	1	White	230	209	90.9%	0	1
Online	POL-2	Two or More	19	18	94.7%	0	0	Two or More	19	18	94.7%	0	0
	POL-4	Unknown	12	11	91.7%	0	0	Unknown	12	11	91.7%	0	0
		Unknown	11	11	100.0%	0	0	Unknown	11	11	100.0%	0	
port	POL-4H	African American				0		African American				0	
·	POL-5	Asian	Masked Data			0		Asian	Masked Data			0	
rse	POL-7A	Hispanic	Masked Data			0		Hispanic	Masked Data			0	
No		Pacific Islander	Masked Data			0		Pacific Islander	Masked Data			0	
	1 1	Total	Macked Data 2,130	1,938	91.0%	0	0	Total	Marked Data 2,130	1,938	91.0%	0	

0

Clear Selections

62 ···	Term							n ^D ee					
2018-19	Summer 2018		Disciplin	e-Leve	I: POL			Course-Level	: POL-1, PO	0L-4, P(0L-5, POL	-11	I, POL
2019-20	Fall 2018 Winter 2019	Gender	Enrolled	Retained	Retention Rate	DI	Close Gap	Gender	Enrolled	Retained	Retention Rate		Close Gap
2021-22	Spring 2019	Female	1,004	883	87.9%	0	0	Female	1,004	883	87.9%	0	0
	- spring 2019	African American	55	51	92.7%	0	0	African American	55	51	92.7%	0	0
2022-23		Asian	65	58	89.2%	0	0	Asian	65	58	89.2%	0	0
		Hispanic	633	547	86.4%	0	15	Hispanic	633	547	86.4%	0	15
ollege	Dissipling	Native American	Masked Data			0		Native American	Masked Data			0	
onege	Discipline	Pacific Islander	Masked Data			0		Pacific Islander	Masked Data			0	
MVC	POL 🗸	White	213	193	90.6%	0	0	White	213	193	90.6%	0	0
NC NC	PUL V	Two or More	28	25	89.3%	0	0	Two or More	28	25	89.3%	0	(
RCC		Unknown	Masked Data			0		Unknown	Masked Data			0	
		Male	766	673	87.9%	0	1	Male	766	673	87.9%	0	1
	Course	African American	31	29	93.5%	0	0	African American	31	29	93.5%	0	0
struction	Select all	Asian	79	75	94.9%	0	0	Asian	79	75	94.9%	0	(
pe		Hispanic	456	394	86.4%	0	10	Hispanic	456	394	86.4%	0	10
	POL-1	Native American	Masked Data			0		Native American	Masked Data			0	
Hybrid	POL-1H	Pacific Islander	Masked Data			0		Pacific Islander	Masked Data			0	
Non-Online	POL-2	White	176	156	88.6%	0	0	White	176	156	88.6%	0	(
Online	POL-4	Two or More	20	15	75.0%	0	з	Two or More	20	15	75.0%	0	3
	POL-5	Unknown	Masked Data			0		Unknown	Masked Data			0	
	POL-5	Unknown	10	9	90.0%	0	0	Unknown	10	9	90.0%	0	0
		African American	Masked Data			0		African American	Masked Data			0	
pport		Asian				0		Asian				0	
ourse		Hispanic	Masked Data			0		Hispanic	Masked Data			0	
No		Pacific Islander				0		Pacific Islander				0	
		White	Marked Data			0		White	Marked Data			0	
	1 1	Total	1,780	1,565	87.9%	0	0	Total	1,780	1,565	87.9%	0	

Retention Disaggregated by Modality

Interesting trends emerge when we disaggregate the POLS enrollment and retention data by modality.

- 1. Pre-pandemic in 2018-19, POLS had:
- a. 1,288 students enrolled in face-to-face classes, 87% retention
- b. 436 students enrolled in OL classes, 90% retention
- c. 56 enrolled in hybrid classes, 86% retention
- d. 492 DE students / 1,780 students total enrolled in POLS courses = 28% DE

2.2019-20

- a. 1,442 students enrolled in F-2-F classes, 90% retention
- b. 559 students in OL classes, 94% retention
- c. 90 in hybrid classes, 90% retention
- d. 649 students enrolled in DE / 2,130 total students enrolled in POLS courses = 30% DE
- 3.2020-21
- a. 630 students enrolled in F-2-F classes, 89% retention
- b. 1,300 students enrolled in OL classes, 92% retention
- c. 81 students in hybrid, 79% retention
- d. 1,381 DE students / 2,011 total students enrolled in POLS courses = 69% DE

4.2021-22

a. 140 students enrolled in F-2-F classes, 96% retention

b. 10 students enrolled in hybrid, 100% retention

c. 1,633 students enrolled in OL classes, 92% retention

d. 1643 DE students / 1,783 total students enrolled in POLS courses = 92% of Students enrolled in DE courses

5. 2022-23

- a. 456 students enrolled in F-2-F classes, 96% retention
- b. 115 students enrolled in hybrid, 96% retention
- c. 1,175 students enrolled in OL, 92% retention

d. 1,290 DE students / 1,746 total students enrolled in POLS courses = 74% of Students enrolled in DE courses

6. Analysis of the Trends

a. Pre-pandemic most of our students enrolled in face-to-face classes, and our highest retention rates were in our online sections (90% vs. 87% F-2-F and 85% hybrid).

b. During the pandemic, enrollment in or DE sections more than doubled, and retention for our OL sections, which were always the highest of any modality (2018-2021), and increased in comparison to pre-pandemic levels.

c. The number of DE students as a percentage of our discipline's total number of students enrolled went from 1/3 (2018-20) to more than 2/3 (69% DE in 2020-21; 92% DE in 2021-22; 74% DE in 2022-23).

d. Retention across all modalities was higher in the last two years 2021-23, than they were prior to the pandemic.

e. Over the last 5 years, 2018-2023, OL classes have the highest retention rates, with 92% of OL students retained, vs. 90% for F-2-F, and 89% for hybrid classes

f. Over the last 5 years, POLS has higher rates of retention than the average of all disciplines in each modality: 92% OL NC POLS vs. 87% All NC Disciplines; 90% F-2-F NC POLS vs. 85% All NC Disciplines; 89% Hybrid NC POLS vs. 83% Hybrid All Disciplines Retention Rate.

Program of Study:

The number of POLS majors has largely remained consistent over the last four years.

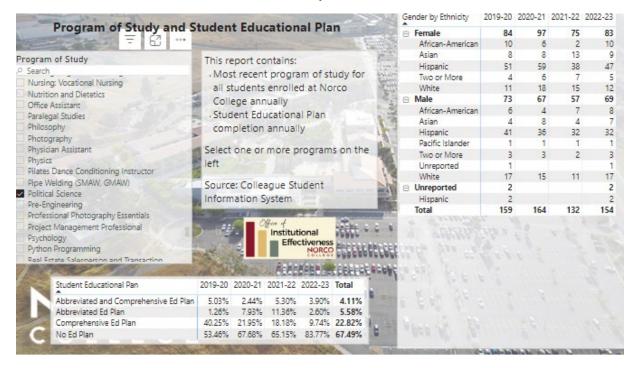
With the outlier of 2021-22, the POLS discipline typically serves between 154-164 student majors per year.

- In 2019-20, there were 159 POLS majors, 84 females and 73 males.
- In 2020-21, there were 164 POLS majors, 97 females and 67 males.
- In 2021-22, there were 132 POLS majors, 75 females and 57 males.
- In 2022-23, there were 154 POLS majors, 83 females and 69 males.

Trends in the Data:

• Of the POLS majors over the last 4 years, there have been:

- o 28 female Black or African American POLS majors
- o 25 male Black or African American POLS majors
 - => 53 total Black or African American POLS majors
- o 195 female Latina or Hispanic POLS majors
- o 141 male Latino or Hispanic POLS majors
- 4 Unreported Hispanic POLS majors
 - ==> 340 total Latinx or Hispanic
- o 38 female Asian POLS majors
- o 23 male Asian POLS majors
 - ==> 61 total Asian POLS majors
- o 22 female Two or more races POLS majors
- o 11 male Two or more races POLS majors
 - ==> 33 total Two or more races POLS majors
- o 56 female White POLS majors
- o 60 male White POLS majors
 - ==> 116 White POLS majors
- o No data shown / or no Native American majors



Student Education Plan:

This is one area in which the NC POLS discipline has not achieved its goals, or made sufficient progress.

- In 2019-20, 40% had a comprehensive SEP, 46% had some SEP, and 54% had no ED plan
- In 2020-21, 22% had a comprehensive SEP, 32% had some SEP, and 68% had no ED plan
- In 2021-22, 18% had a comprehensive SEP, 34% had some SEP, and 65% had no ED plan
- In 2022-23, 10% had a comprehensive SEP, 17% had some SEP, and 84% had no ED plan

The POLS discipline's 4-year average of 23% for comprehensive SEPs can be compared with the 32% (2019-20), 21% (2020-21), 20% (2021-22) and 17% (2022-23) college averages for comprehensive SEPs.

These numbers are all extremly low and the trends are not moving in the right direction.

While POLS was slightly above the NC average in their years 2019-2021, the discipline in 2022-23 was alarmingly below the college average. While 76% of NC students in 2022-23 have no ED plan, the number of POLS students with no SEP was 84%.

This requires an action plan to improve our students academic planning, both in the POLS discipline and throughout the college.

Improving the number of POLS student with SEPs is likely to aid our goals to increase the number of POLS majors who successfully earn their degrees as well. As well as lowering the number of overall units taken and the time to degree.

Program Awards:

The data reveal that over the 5-year period, 38 females and 24 males earned POLS degrees (62 total). There has also been significant growth in 2020-21 and 2022-23.

For example, the number of degree earners in 2020-21 was 19, more than triple the year before, and nearly double the 10 awarded in the 2018-19 baseline year.

In the most recent year, 2022-23, there was a 60% increase in program awards over the 2018-19 baseline.

During the height of the pandemic, there was little growth in the number of degrees awarded.

- In our 2018-19 baseline, 10 POLS degrees were awarded. 5 earned by females and 5 earned by males.
- In 2019-20, that number dropped to 6, with only 2 females and 4 males earning POLS degrees.
- In 2020-21, the number of degrees awarded increased dramatically to 19, the highest amount in the 5-year cycle 10 were awarded to females and 9 to males.
- In 2021-21, 11 students earned their POLS degrees, 10 females and only 1 male.
- In 2022-23, 16 students earned their POLS degrees, 11 females and 5 males.

In disaggregating the data in terms of race and ethnicity, the following trends emerge.

- 23 Hispanic / Latina females earned POLS degrees
- 11 Hispanic / Latino males earned POLS degrees
- Two Asian females earned POLS degrees
- One Native Hawaiian or Pacific Islander earned a POLS degree.
- Three Black or African American males earned their degrees,
- One female identifying with two or more races and one male earned their POLS degrees.
- 11 White females and 8 white males earned their POLS degrees.

Analysis - Missing populations - POLS majors who are not earning POLS degrees

- Black or African American females: 0 earned a POLS degree.
- Asian American males: 0 earned a POLS degree

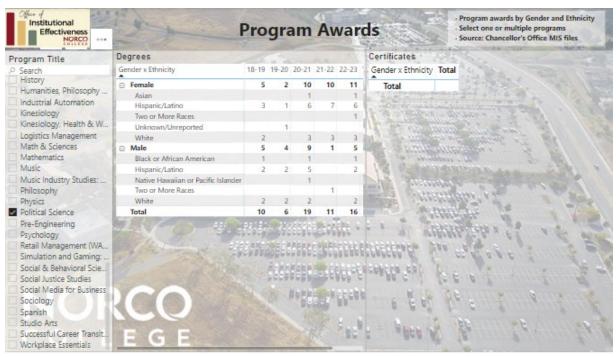
Next Steps:

The discipline needs to examine how to attract, retain, and graduate more of our majors. With particular prioritization of supporting Black or African American and Indigenous American POLS majors. As well as Hispanic/Latino and Asian American men.

Over the last 5 years, out of the 62 total degrees awareded, it is unfortunate that zero Black or African American females or Indigenous students have earned a POLS degree.

I would also be helpful to have access to data in a Power BI about providing the ratio of student majors to graduates. Each year and over the last 4 years, to examine trends over time and between groups.

This would be especially helpful information to aid in the examination of the trends for our Hispanic/Latino and African American students, who are specifically identified in the NC Student Equity Plan.



NC POLS Enrollment Trends for POL 1, 21 & 23 -Evidence to Support POLS Request to Hire 3-d Full-Time Faculty Member Figure 1. Total Enrollment in POL Classes, 2018-2023

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	5,266	4,788	90.9%	0	15
African American	284	247	87.0%	1	12
Asian	405	386	95.3%	0	0
Hispanic	3,393	3,052	89.9%	0	59
Native American	12	10	83.3%	0	1
Pacific Islander	13	13	100.0%	0	0
White	979	919	93.9%	0	0
Two or More	152	135	88.8%	0	4
Unknown	28	26	92.9%	0	0
Male	4,114	3,751	91.2%	0	0
African American	231	207	89.6%	0	4
Asian	455	430	94.5%	0	0
Hispanic	2,271	2,042	89.9%	0	34
Native American	Masked Data			0	
Pacific Islander	26	24	92.3%	0	0
White	946	878	92.8%	0	0
Two or More	129	115	89.1%	0	3
Unknown	50	49	98.0%	0	0
Unknown	70	65	92.9%	0	0
African American	Masked Data			0	
Asian	Masked Data			0	
Hispanic	35	31	88.6%	0	1
Pacific Islander	Masked Data			0	
White	19	18	94.7%	0	0
Unknown	Masked Data			0	
Total	9,450	8,604	91.0%	0	0

Figure 2. Enrollment in POL-1, 2018-2023

Data Review

Figure 3. Enrollment in POL-21 & POL-23, 2021-2023

Please add any relevant documents here.

NC POLS RETENTION RATES 2018_19 ALL STUDENTS 87.9% ALL STUDENTS.png NC POLS RETENTION RATES 2019_20 ALL STUDENTS 91% ALL STUDENTS.png NC POLS RETENTION RATES 2020_21 ALL STUDENTS 90.7% ALL STUDENTS.png NC POLS RETENTION RATES 2021_22 ALL STUDENTS 92.2% ALL STUDENTS.png NC POLS RETENTION RATES 2022_23 ALL STUDENTS 93.5% ALL STUDENTS.png NC POLS SUCCESS RATES 2018_2023_78.6 PERCENT.png NC POLS SUCCESS RATES 2019_20_82 PERCENT ALL STUDENTS.png NC POLS SUCCESS RATES 2020_21_79.9 PERCENT ALL STUDENTS.png NC POLS SUCCESS RATES 2021_22_80.4 PERCENT_ALL STUDENTS.png NC POLS SUCCESS RATES 2022_23 ALL STUDENTS 79.3% ALL STUDENTS.png NC POLS SUCCESS RATES 2022_23 ALL STUDENTS 79.3% ALL STUDENTS.png NC RETENTION RATES 2018_23 ALL STUDENTS 91 PERCENT.png NC RETENTION RATES 2018_23 ALL STUDENTS 91 PERCENT.png

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?

Student Success:

In the full five-year (2018 - 2023) time-period, the NC POLS discipline had a student success rate of 78.6%. Equity gaps affected four groups of students who were identified as disproporationately impacted.

1. African American females:

- o 71.1% success rate compared to the average of 78.8% for all females
- o 7 point gap
- o 22 students to close the gap

2. Hispanic females:

- 76.7% success rate
- 2 point gap
- o 99 students to close the gap

3. African American males:

- 71.9% success rate compared to the 78.1% for all males
- o 7 point gap
- o 16 students to close the gap

4. Hispanic males:

- o **75.6%**
- 3 point gap

 \circ 90 students to close the gap

Year-by-Year Annual Student Success Rates

When examining the data and trends for the POLS discipline over the last four years, they reveal that the discipline's success rates have been improving over the 2018-19 baseline.

In 2018-19, NC POLS had a 70.6% overall success rate with 72.1% for female and 68.3% for male students. One group, Hispanic males experienced disproportionate impact with a (65.1%) success rate.

Although we have made a great deal of progress in closing and shrinking equity gaps in the discipline, gaps remain and need to be improved upon and are identified below.

In the most recent year, 2022 - 2023, the overall success rate was 79.3%, which is a 9 point increased over the 2018-19 benchmark. Two populations of students were identified as disproportionately impacted.

1. Hispanic females

- o 75.3% success rates,
- o 38 needed to close the gap
- o vs. female success rate of 78.9%.

2. African American males

- o 62.2% success rates
- o 8 needed to close the gap
- o vs. 79.4% male success rate in 2022-23.

In the previous 2021-22 academic year, no student populations were designated as disproportionately impacted in the NC POLS discipline. Our overall student success rate was 80.4%, which is 10 points higher than the 2018-19 baseline.

This was the first year in which the discipline achieved the goal of not having any student populations designated as disproportionately impacted. The female success rate was 79.6% and the male success rate was 81.6%. This is a notable achievement, as our POLS faculty and students were in the midst of a global pandemic and faced significant challenges associated with shifting to online instruction and learning.

In 2020-21, the NC POLS discipline's overall success rate was 79.9%, and two populations of students facing disproportionate impact. This is the third year that had success rates that were 9-10 points higher than the 2018-19 baseline.

1. African American females

- o 66.7% success rate
- 10 needed to close the gap
- o vs. female (2020-21) success rate of 80%.

2. Hispanic males

- o 76.5% success rate
- o 22 needed to close the gap
- o vs. 79.4% male success rate

In 2019-20, the NC POLS discipline's overall student success rate was 82% and one student population facing disproportionate impact. This was 12 points higher than the 2018-19 baseline.

- 1. Hispanic males
 - o 79% success rate
 - o 22 needed to close the gap
 - o vs. 81.2% male success rate

Analysis of Equity Gaps in Student Success Data Trends

In examining the trends in the data, the POLS discipline has increased student success rates significantly (by 9-12 points annually. The discipline's average student success rate is ten points higher over the last four years and has made progress on closing equity gaps in comparison to the 2018-19 benchmark.

In terms of improvements and next steps - the discipline needs to prioritize, coordinate, and collaborate further on additional and targeted strategies to improve Hispanic male student success.

Hispanic males have been disproportionately impacted in two out of the last four years, and three out of the total five years examined. It is the most persistent equity gap, and it

Likewise, the discipline needs to become even more intentional about exploring the data, having discipline wide conversations, and implementing additional strategies to close equity gaps identified among our Hispanic female and African American students populations.

Finally, although the "n" is often too small to examine Native American student success rates, resulting in masked data, and inability to make DI determinations in the annual data, we do see worrying data the 5-year data trends. Although Indigenous American students are not designated as DI in the data from 2018-23, the female Native American population has the lowest identifiable success rate at 58.3%. This is 20 points lower than the NC POLS average over the last 5 years. Unfortunately, even the 5-year data for Native American males is masked.

What we can determine is over the last 5 years, the most commonly occuring equity gaps in the discipline are among Hispanic males and females. However, they are relatively small, 3 and 2 points lower than the NC POLS average success rates.

The groups that experience the greatest disproportionate impact are our Black or African American female and male populations. Their student success rates are both 7 points lower than the NC POLS 5-year average.

Retention:

Over this 5-year period, the NC POLS discipline's average retention rate was 91%. There was one equity gap that emerges in the data.

1. African American females

- Retention rate of 87%
- \circ 12 to close the retention gap
- o 4 point gap with discipline's 5-year retention rate
- o vs. the 90.9% for females

In 2022-23, the discipline's average retention rate was 93.5%. This is two and a half points higher than the 5year average and 5.6 points higher than the 2018-19 baseline of 87.9%. Two groups were identified as disproportionately impacted

1. Hispanic females

- o **91.9%**
- 16 students to close the retention gap.

- o 2 point gap with discipline's 2022-23 average retention rate
- vs. female retention rate of 93.1%

2. African American males

- o 82.2% retention
- 6 students required to close retention gap.
- **11 point gap** with disciplines 2022-23 average
- vs. male retention rate of 94%

In 2021-22, the retention rate was 92.2% and there zero groups that were identified as disproportionately impact. The retention rate was 5 points higher than the 2018-19 benchmark.

In 2020-21, the student retention rate was 90.7%, which is three points higher than the 2018-19 benchmark. Two groups experiened disproportionate impact.

1. Females Two or More

- o **73.3%**
- o 6 students required to close equity gap
- o 17 point gap compared to 2020-21 NC POLS retention overall retention rate

2. Hispanic males

- o **88.4%**
- o 16 students required to close equity gap
- o 2 point gap

In 2019-20, the NC POLS student retention rate was 91%. This was four points higher than the 2018-19 benchmark.

2019-20 was also the one of three years (out of the last five) years that zero groups were identified as experiencing disproportionate impact in retention: (2018-19, 2019-20 and 2021-22)

Analyzing the Retention Data and Equity Gaps in 2 of 5 Years

In sum, for 2022-23, the overall retention rate was 5.6% higher than the baseline year 2018-19.

The trends reveal that four groups have experienced DI in one of five years examined. They are:

- 1. Hispanic females (2022-23) 2 point gap
- 2. African American males (2022-23) 11 point gap
- 3. Two or More females (2020-21) 17 point gap
- 4. Hispanic males (2020-21) 2 point gap

There are no groups that have developed a pattern of appearing as DI in more than one year, when examined as individual years.

However, when analyzing the full 5-year time-span, Black or African American females have the only persistent equity gaps, with a 4 point gap in retention (87% vs. 91%).

Similarly, when examining the last two years, 2021-23, two groups - Black or African American females and males are identified as DI. They have 7 and 6 point retention gaps respectively (85.4% and 86.3%) vs. the discipline's 2-year overall retention rate of 92.9%

This means that the POLS discipline needs to prioritize the deepest equity gaps, which are among African Americans and Two or more females. As well as the most persistent, among African American females specifically and the largest frequency of occuring, among Hispanic students.

In conclusion, although Native American students, lack sufficient data to make reliable generalizations, and the data for Native American males is masked, we can begin to examine the 5-year results for Native Ameican females. The 5-year retention rates indicate that Native American females have the lowest retention rates at 83.3%, although they are not designated as DI. This is 8 points below the overall NC POLS retention rate, warranting greater discipline conversion and collaboration to develop more responsive strategies to retain and support the success of our Indigenous students.

Veteran's Student Success and Retention:

In examining our Veterans population, over the full 5-year (2018-23) time-period, they have a success rate of 77.7% and a 91.7% retention rate for NC POLS courses. This is not statistically significantly different than the 5-year NC POLS overall success rate of 78.6% and retention rate of 91%.

In 2018-19, the basline for this analysis, the Veterans' student success rate was 66.7% and the retention rate for Veterans in NC POLS courses was 86.9%.

In comparison, the most recent 2022-23 data reveals a success rate improved by 11 points over the NC POLS 2018-19 benchmark. Retention rates also increased by 10 points as well.

In 2021-23, the Veterans student success rate was 89.9% and their retention rate was 93.9%. Thus, over the last few years, the NC POLS discipline has dramatically improved success and retention rates for our Veterans. population.

Moreover, the NC POLS average for Veteran's student success and retention - annually and over the 5-year period from 2018-23, (at 77.7% and 91.7% from 2018-23) also are consistently higher than the RCC POLS averages of 70% and 86.9%, and MoVal's POLS averages of 67.1% and 87% (between 2018-23).

Similarly, NC POLS averages for Veterans are also higher than the Norco College Veteran student success and retention averages (2018-23), which are 71.8% and 87.2% for all disciplines. They are also higher than the RCC Veteran's 5-year averages (69.1% and 85.9%) and MoVal's (73.2% and 88.4%) for all disciplines. It is also higher than the 5-year RCCD averages (71.8% and 87.2%) for all disciplines in the district.

ear	Term		Co	urse-Le	vel: POL -				POL - 2. P	0L-23			
2019-20 2020-21 2021-22	Fall 2022 Winter 2023 Spring 2023	Gender			Retention Rate	DI		Gender	Enrolled		Success Rate		Close Gap
2022-23		Female	35	35	100.0%	0	0	Female	35	27	77.1%	0	1
ollege	Discipline	African American	Masked Data			0		African American	Masked Data			0	
MVC		Asian	Masked Data			0		Asian	Masked Data			0	
RCC		Hispanic	23	23	100.0%	0	0	Hispanic	23	18	78.3%	0	(
struction	Course	Native American				0		Native American				0	
	Select all	Pacific Islander				0		Pacific Islander				0	
	POL-1	White	Masked Data			0		White	Masked Data			0	
Hybrid	 POL-13 POL-2 	Two or More	Masked Data			0		Two or More	Masked Data			0	
Non-Online Online	 POL-21 POL-23 	Unknown	Masked Data			0		Unknown	Masked Data			0	
	POL-4H	Male	59	55	93.2%	1	4	Male	59	46	78.0%	0	(
upport	POL-4H	African American	Masked Data			0		African American	Masked Data			0	
ourse		Asian	Masked Data			0		Asian	Masked Data			0	
INO		Total	94	90	95.7%	0	0	Total	94	73	77.7%	0	(

Foster Youth:

Next, we turn to our foster youth population. The 5-year average reveals a success rate of 70.8 and a retention rate of 88.8% for NC POLS courses between 2018-2023. This is 8 points lower than our 5-year NC POLS overall success rate of 78.6% and 3 points lower than our overall student retention rate of 91%.

In 2018-19, the success rate were 61.8% and retention rate was 85.3% for foster youth taking NC POLS courses.

In 2022-23, the succes rate was 9 points higher at 70.8% and the retention rate was 10 points higher at 95.8%.

In comparison, the foster youth success rate in 2022-23 in RCC POLS courses was 54.2% and the retention rate was 84.4%. At MoVal, the rates were 55.6% and 80.6% in 2022-23.

In the latest year, 2022-23, he NC foster youth success and retention rates for all disciplines were 54.2% and 84.9%.

Meaning that the NC POLS discipline has 16 points higher success rate and 11 point higher retention rate than the NC average for all disciplines in 2022-23.

The gap is even greater for RCC's average student success and retention of foster youth in 2022-23, at 51.3% and 81.8%.

The NC POLS discipline also has higher success and retention rates than MoVal's foster youth averages of 52.5% and 85% in 2022-23.

Similarly, it is also higher than the RCCD average for foster youth in all disciplines at 52.1% and 83.1% for 2022-23.

Oster Yout - 62 ···· Year □ 2018-19	Term		Cou	ırse-Lev	el: POL - 1				DL-13, POL-11, PO	L-2, POI	L	Clear Se	elect	tions
2019-20 2020-21 2021-22	Fall 2022 Winter 2023 Spring 2023	Gender	Enrolled	Retained	Retention Rate		Close Gap		Gender	Enrolled	Success	Success Rate	DI	Close Gap
2022-23		Female	19	18	94.7%	0	1	Ш	Female	19	14	73.7%	0	0
		African American	Masked Data			0		l	African American	Masked Data			0	
College	Discipline	Asian				0		Ш	Asian				0	
MVC	POL A	Hispanic	12	11	91.7%	0	1	Ш.	Hispanic	12	8	66.7%	0	1
RCC	PHS	White	Masked Data			0			White	Masked Data			0	
Instruction	PHY POL	Two or More	Masked Data			0		l	Two or More	Masked Data			0	
Туре	PSY RLE	Male	Masked Data			0		l	Male	Masked Data			0	
 Hybrid Non-Online 	SOC SPA	African American	Masked Data			0		l	African American	Masked Data			0	
Online	THE	Asian				0		Ш	Asian				0	
	POL-23	Hispanic	Masked Data			0			Hispanic	Masked Data			0	
Support Course		White	Masked Data			0			White	Masked Data			0	
		Two or More				0			Two or More				0	
		Total	24	23	95.8%	ô	0		Total	24	17	70.8%	0	0

Students with Disabilites:

Next we analyze the success and retention rates of students with disabilities in NC POLS courses. Students with disabilities had 90% success rate and 98.8% retention rate in POLS courses in 2022-23.

This is an improvement from the 2018-19 benchmark year for NC POLS, in which success and retention rates for students with disabilities was 78.5% and 89.3% respectively.

Thus, the POLS discipline has improved both student success and retention by 12 points and 9 points in 2022-23 over the 2018-19 benchmark.

The 5-year average success and retention rates for for student with disabilites in POLS courses at Norco College were 82.9% and 92.3% between 2018-23.

These are both higher than the 5-year NC POLS overall success rate of 78.6% and retention rate of 91%.

In comparison, the success and retention rates for student with disabilities in RCC's POLs courses were 75.6% and 91.9% for 2022-23. MoVal's rates for POLS courses were 63.5% and 90.4% for 2022-23.

Moreover, the NC POLS discipline's success and retention rates for students with disabilities was 20 points higher than the Norco College average success rate for students with disabilities for all disciplines, which was 70.1% in 2022-23. The NC POLS retention rate for students with disabilities was also 12 points higher for students with disabilities than the NC rate for all disciplines, 86.5% in 2022-23.

Similarly, the NC POLS discipline also had higher success and retention rates for students with disabilities than the RCCD average for all disciplines in 2022-23. The NC POLS success rate (90%) was 22 points higher than the RCCD success rate (of 68.5%) for students with disabilities in 2022-23. The NC POLS retention rate (98%) was also 12 points higher than the RCCD retention rate for all disciplines for students with disabilities (87.1%), in 2022-23.

Year 2018-19 2019-20	Term Summer 2022 Fall 2022		Course-Lev	vel: POL-			1, POL-13, POL-1	1, POL-2, POL	- 23		
2020-21 2021-22	Winter 2023 Spring 2023	Gender	Enrolled	Retained	Retention Rate	DI Cli Ga		Enrolled	Success	Success Rate	DI
2022-23		Female	31	31	100.0%	0	Female	31	27	87.1%	0
		African American	Masked Data			0	African American	n Masked Data			0
College	Discipline	Asian	Masked Data			0	Asian	Masked Data			0
MVC		Hispanic	20	20	100.0%	0	Hispanic	20	18	90.0%	0
NC		Pacific Islander				0	Pacific Islander				0
RCC	[=:6::…]	White	Masked Data			0	White	Masked Data			0
	Course	Two or More	Masked Data			0	Two or More	Masked Data			0
		Unknown	Masked Data			0	Unknown	Masked Data			0
nstruction	Select all	Male	48	47	97.9%	0	Male	48	44	91.7%	0
/lethod	POL-1	African American	Masked Data			0	African American	n Masked Data			0
Hybrid	POL-11	Asian	Masked Data			0	Asian	Masked Data			0
Non-Online	POL-13	Hispanic	24	24	100.0%	0	Hispanic	24	21	87.5%	0
Online	POL-2	Pacific Islander				0	Pacific Islander				0
	POL-21	White	10	10	100.0%	0	White	10	10	100.0%	0
	POL-23 POL-4	Two or More	Masked Data			0	Two or More	Masked Data			0
upport	POL-4	Unknown				0	Unknown				0
ourse		Unknown	Masked Data			0 "	Unknown	Masked Data			0
No No		African American				0	African American	1			0
		Total	80	79	98.8%	0	Total	80	72	90.0%	ō

Disability

Puente Program:

Lastly, we turn to the success and retention of Puente students. For individual years, the data was masked.

Thus, we will analyze the discipline's performance over the full 5-year period (2018-23). Puente students had a success rate of 73.2% and a retention rate of 92.7% in NC POLS courses.

The success rate is 5 points below the 5-year NC POLS overall success rate of 78.6%, but the retention rate is nearly two percent higher than the NC POLS overall retention rate of 91%.

For further comparison, the Puente success and retention rates for POLS courses at RCC over the same 5-year period were 53.1% and 69.4% respectively. The Puente success and retation rate for POLS courses at MoVal were 67% and 87.2% between 2018-23.

Moreover, the Puente success and retention rates at Norco College for all disciplines between 2018-23 was 72.5% and 88.8% respectively between 2018-23.

Thus, the NC POLS discipline again outperformed the POLS discipline at the other colleges, as well as the NC average for all disciplines for both student success and retention. It is also higher than the 5-year averages at RCC, at 72.7% and 87.1% and at MoVal at 68.9% and 85.7% for all disciplines.

The NC POLS Puente success rate is 3 points higher than the RCCD average for all disciplines (70.7%) and 6 points higher than the RCCD retention rate for Puente students for all disciplines (86.8%).

F 62 ····	gram					_	_		1		[Clear Se	lect	tions
Year	Term					Ħ	# ;	î						
✓ 2018-19 ✓ 2019-20	Summer 2018 Fall 2018			Cour	se-Level:				-4H, POL-21, POL	-23				
✓ 2020-21 ✓ 2021-22	 Winter 2019 Spring 2019 	Gender	Enrolled	Retained	Retention Rate	DI	Close Gap		Gender	Enrolled	Success	Success Rate	DI	Close Gap
2022-23	Summer 2019	Unknown	Masked			0			Female	24	17	70.8%	0	2
			Data						Hispanic	24	17	70.8%	0	2
College	Discipline	Hispanic	Masked			0			Male	16	12	75.0%	0	0
			Data						African American				0	
NC NC	POL V	Male	16	14	87.5%	_	2		Hispanic	15	11	73.3%	0	0
RCC		African American				0			Two or More	Masked			0	
	Course	Hispanic	15	13	86.7%	-	2			Data				
Instruction	Select all	Two or More	Masked Data			0			Unknown	Masked Data			0	
Method	POL-1	Female	24	23	95.8%	0	0		Hispanic	Masked			0	
Hybrid	POL-21	Hispanic	24	23	95.8%	0	0			Data				
Non-Online Online	POL-23 POL-4H	Total	41	38	92.7%	0	0		Total	41	30	73.2%	0	0
Support Course														

In sum, the higher than average student success and retention trends for courses in the NC POLS discipline have now been demonstrated as present for all students. As well as for other populations of students - including Veterans, foster youth, students with disabilities, and Puente students.

Over the last 5-years, across these various student groups, the NC POLS discipline has consistently higher student success and retention rates that the POLS disciplines at RCC and MoVal.

NC POLS also has consistently higher success and retention rates than the NC averages for all disciplines.

As well as the RCC, MoVal, and RCCD averages for all disciplines.

These trends are present, when you analyze the 5-year trends, as well as each of the academic years individually.

It is encouraging that the NC POLS discipline has made, and continues to make significant improvements in our student success and retention over the last 2-4 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?

Equity Gaps and Goals for Improvement

As the data in the previous questions have established, much progress has been made in recent years in increasing student success and retention, particularly since hiring a second full-time POLS faculty member and multiple senior Associate faculty.

However, additional coordination among NC POLS faculty is required to identify and close remaining equity gaps.

The POLS Discipline has Four Main Equity Goals

- 1. Reduce and close the existing equity gaps for Latinx/ Hispanic, Black/African American & Native American populations
- 2. Increase the number and diversity of POLS majors
- 3. Support more of POLS & all students to obtain their SEPs
- 4. Support a greater number and diversity of POLS majors in earning their degrees.

The NC POLS Discipline Action Plan Includes:

- 1. A PR request to hire a third full-time POLS scholar to offer additional sections of, and staff our existing sections of POL 21 Latinx Politics, and POL 23, Race and Ethnic Politics
- A PR request for the college to create a local POCR peer review process to align POLS courses with best practices in the OEI rubric and get badged as "Peer Reviewed" on the CVC Exchange. An institutional commitment to create a robust local POCR process will enhance student success and accessibility of NC POLS and other disciplines' courses.
- Once a local POCR system is established, encouraging POLS faculty to earn Peer Online Course Review
 "Quality Reviewed" badge to ensure classes are well designed, equitable and aligned with the OEI Rubric, and
 100% accessible.
- 4. A PR request for discipline funding to invite scholars, leaders, and activists to come to campus to speak to studets to help attract and retain POLS majors.
- Advocating in this PR and elsewhere for the continued funding of equity enhancing and UDL teaching tools. Such as VoiceThread, NameCoach, Textexpander and Canvas Studio. These help students engage in our courses, enhance the quality of interactions, and provide options for learning and demonstrating students' proficiencies.
- 6. The retention of our existing faculty who teach our POL 21, 23, and POL 1 & 23 cross-listed Umoja/ Men of Color/ Puente equity sections.
- 7. The creation a new class at Norco College, POL 3 Introduction to POLS, to help attract new majors to the discipline.
- 8. Providing all POLS faculty with a pre-built Canvas announcement regarding Student Education Plans to increase students' access to information regarding SEPs and Academic Counseling services.
- 9. Asking all POLS faculty to go over SEPs each semester in all their classes, emphasizing their value for staying on the path to achieving students' degrees, and how to create a SEP with an Academic Counselor.
- 10. Working with Leonard Riley to fix the issue that serching for a SEP or Student Education Plan does not currently bring up meaningful results in the NC website search box, or chats with Monty.
- 11. A more systematic and consistent sharing of information regarding student support resources and services with Associate faculty to help support, retain, and graduate our POLS majors and all students we serve.
- 12. Encouraging all POLS faculty to earn DE certification in the RCCD Course Design Camp to further improve the quality, equitability, and accessibility of POLS courses.
- 13. Encouraging POLS faculty to seek to improve retention of our students, particularly of disproportionately impacted groups, such as through more intrusive outreach and curriculum and pedagogical and other teaching modifications. Such as more inclusive readings, media, activities, and learning assessments.
- 14. Further examination of and conversations regarding the disaggregated DI of groups in specific POLS classes to identify trends that require further specific and targeted actions and responses.
- 15. Increase discipline collaboration to develop and share methods of instructional and other interventions, such as best practices to increase cultural responsiveness and student success.

There is one more important item that would be extremely helpful for enhancing the equity, success and retention goals in POLS, and in all disciplines.

That is, if Norco College automatically placed the students' ID card photo in Canvas on the class attendance sheets, faculty would have a far easier time identifying and connecting to their students.

Studies on the science of teaching and learning (SOTL) consistently demonstrate that knowing students names is associated with greater classroom community, feeling seen, valued, comfortable and welcome, more engaged, invested, and satisfied in the course.

One of the largest challenges faculty currently face in connecting to students is that we teach large classes when it is difficult and takes valuable time to learn students' names.

If we had access to their photos in our Canvas shell attendance sheets, this would make an enormous difference in terms of making earlier connections to our students.

This is commonly done at other colleges, and I have personal experience at other colleges that attest to the value of having this important teaching and learning resource. Making this change to literally "see" our students by makingtheir student ID photo available serves to enhance the inclusivity and connectivity of our classroom environments. This would be an enormously welcome source of support for our students and faculty, particularly our Associate faculty members.

Please add any relevant documents here.

NC POLS DISABILITY SUCCESS AND RETENTION RATES _ 2022_23 _ 90 PERCENT AND 98.8 PERCENT.png NC POLS Foster Youth Success and Retention 2022 _23 _ 70.8 Percent and 95.8 Percent.png NC POLS PROGRAM AWARDS _ 16 DEGREES IN 22_23 _ 62 TOTAL POLS DEGREES AWARDED IN 5 YEARS.png NC POLS PROGRAM OF STUDY AND SEP 2019 - 2023.png NC POLS PUENTE PROGRAM SUCCESS AND RETENTION RATES _ 2018_2023 _ 73.2 PERCENT AND 92.7 PERCENT.png Veterans Success and Retention Rates 2022-23 _ 77.7 percent and 95.7 percent.png

Student Educational Plan

Program/Unit Goal

Increase the number of SEPs obtained by POLS majors and all students taking POLS courses

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

Currently, full time faculty conduct an in-class discussion about the importance of SEPs for keeping students on track on the journey to reaching their specific academic and career goals.

We discuss the need to have a plan of what courses count for your GE, major, and transfer - to ensure that students take the courses that will help them to advance their goals. And avoid having students unnecessarily spend additional time and money on those that won't help them achieve their degrees or transfer.

We ask students how many of them already have a SEP or know about them. Information is also posted in a Canvas announcement concerning the need for a SEP and providing a link to Academic Counseling for students to begin.

The POLS discipline lead also reached out to our counseling department a year or two ago to request that a Norco College "Student Education Plan" webpage be created. I provided them with links to MoVal's and RCC's SEP webpages and requested that a similar one be created to help students to find more information about SEPs and how to create one. As well as requesting that a link be created directly from the Academic Counseling webpage menu to the new SEP webpage.

Moreover, I requested that the search box within our NC webpage allow for searches for "Student Education Plan" or "SEP" to drive traffic to the new SEP website.

The good news is that Norco students now do have access to the SEP website, however, when searching for a "student education plan" or "SEP," on our NC website, it does not provide students or interested faculty with a meaningful result or link to the new SEP page that was created.

Thus, there is room for continued improvement, as evidenced by the prevalence of low rates of student abbreviated and comprehensive Ed plans both in POLS and across the college.

This points to the need to reach more of our students. This includes more accurate searches on the NC website, focusing on reaching online students, and those students who are taught by POLS Associate faculty in a more systematic and comprehensive fashion.

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

The full-time POLS faculty at Norco College will reach out to the counseling department and Lenny Riley to fix the issue that searches for student education plans" don't send students to the newly created SEP website, but instead to Covid-funding, Dual Enrollment, Distance Education, and Staff search results.

Please see the attached evidence to demonstrate the issues that faculty and students currently face when trying to search and find the SEP webpage on Norco College's main webpage. This request, to fix the problem that students can't easily find information online about SEPs, either on the NC search page or through Monty the chat bot - will help all of our disciplines, students, and faculty members to more easily locate and share information regarding the importance of SEPs to promote graduation and lower the number of units students take to graduate.

The full-time POLS faculty at Norco College will also share the pre-built announcement that they utilize in their courses already to provide all POLS students (every semester, including those taught by Associate faculty) with the direct links to information about the Student Education Plan and Academic Counseling.

This information will be provided to all POLS faculty members with a request for it to be posted online in the Canvas shell, both as an Announcement and as a page in the Welcome Module, for all classes.

Full-time faculty will also request a list of all POLS majors and contact students directly in order to share information about the SEP and to begin a dialogue regarding mentorship and the need to plan their education with a SEP.

This will be a form of intrusive, faculty-led engagement directly with students majors to articulate the need for a SEP and to serve as a source of information and support to help students get started and to formulate or modify their SEP.

Please add any relevant documents here.

<u>Screenshot (11).png</u> <u>Screenshot 2024 POLS SEP.png</u> <u>Screenshot (12).png</u>

Mapping

Educational Master Plan (2020-2025): ()

- 2025 Objective 2.1 KPI 4 (Academic Affairs):
- 2025 Objective 2.3 (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):
- 2030 Goal 2: Success:
- 2030 Goal 3: Equity:

Evidence

Evidence Date

03/10/2024

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

This evidence is regarding the low prevalence of SEPs in POLS and throughout the college. For example, that the NC average betwen 2019-2023 was that 68% of students did not have an Ed Plan. Similarly, only 67% of POLS students have a Ed plan over this time period, and the trends are going in the wrong direction with only 10% having a Comprehensive Ed plan in 2022-23, whereas in 2019-20, 40% had one.

Is there a resource request associated with this Goal?

No

If yes, please provide a short description.

Please add any relevant documents here.

<u>Screenshot (10).png</u> <u>Screenshot (11).png</u> <u>Screenshot (12).png</u> <u>Screenshot 2024 Monty SEP _ Only Sample SEP NOT Link to SEP Webpage.png</u> <u>Screenshot 2024 POLS SEP.png</u>

Program Awards

Program/Unit Goal

Maintain and increase the number and diversity of students enrolled in POLS program awarding degrees **Goal Cycle**

2024 - 2027

What are you doing now in support of this goal?

- In an effort to increase the number and diversity of POLS degree earning students, the POLS discipline has done the following:
- 1. Increased and ensured annual access to the ADT list A courses majors need to graduate
- 2. Both full-time professors serve as advisors to the POLS & Pre-Law Club
- 3. Aimed to attract students to the major by inviting speakers to campus, planning field trips to the RCCD Center for Social Justice and Civil Liberties and UCR, and hosting events such as movie nights.
- 4. Created two new culturally responsive courses that satisfy a new CSU Area F graduation requirement

- 5. Shifted the majority of the discipline to utilize free OER textbook for POL 1, to reduce barriers to entry,
- 6. Put all POLS required textbooks on reserve with 1 additional copy available for checkout in library,
- 7. Recruited and retained two full-time, tenured, senior CCC faculty members from other colleges to help expand POLS offerings of POL 21 & 23 and educate our majors
- 8. Prioritized the creation of a faculty community and curriculum that reflects and celebrates the diversity of the student population.

More detailed explanations are provided below:

- 1. All list A ADT required POLS courses are now offered at Norco College annually. Rather than the previous practice of every other year.
 - This means that students now can access the courses they need to earn their degree at Norco College in a more timely manner.
 - They can proceed without having to delay their graduation or take a course at a different college. This had been the case if students did not know of, or follow, the course rotation, which designates which semesters POLS ADT required courses were offered.
- 2. Moreover, both full-time POLS faculty members serve as co-advisors of the POLS & Pre-Law Club. The club holds several events per semester to attract new majors and to provide a sense of community, support, and mentorship for our POLS majors and students.
- 3. Political Science also created two new courses with the aims of reflectings, attracting, and retaining more students.
 - Three members of the POLS discipline now offer POL 21 Latinx Politics, and POL 23 Race and Ethnic Politics.
 - These courses are in high demand and we are planning 11 sections of these two courses alone in spring 2025.
 - We are also expanding to inter-session offerings due to the demand for the courses.
 - As these are now CCC, CSU, and likely UC in the near future graduation requirements those choosing to take these courses to fulfill their GE requirements, may be attracted to the discipline and increase the number and retention of majors to graduation.
 - Both POLS / ETS 21 & 23 are cross-listed courses that have already secured approval from the CSU system as meeting the new Area F graduation requirement.
 - Thus, these courses do and will continue to help all NC students to meet the new CCC and CSU Ethnic Studies graduation requirement.
 - The discipline seeks support in our efforts to hire an additional full-time faculty member in order to help to meet our students, both our majors and all CCC & CSU students in the state, need for these courses.

4. The discipline lead also created a OER POL 1 class shell and shared it with all NC POLS faculty to help aid them in a transition from costly textbooks to a new OER text that is now utilized by the majority of POLS faculty. This helps our students to save money and to eliminate the cost of textbooks as a barrier to entry.

5. Moreover, the discipline lead has also coordinated with all POLS faculty and created a list of all the textbooks utilized in our courses to achieve a POLS degree. Then, a program review funding request was funded - that allowed POLS to purchase 2 copies of each of the texts to be placed in the library as a resource for students.

One is on reserve and the other can be checked out by students. This means that students can utilize the library resources to read their POLS textbooks, again reducing the barrier to low income students' academic success and degree attainment.

6. In addition to our two full-time POLS professors with PhD degrees in Political Science, the discipline has actively recruited two tenured and senior full-time faculty members. In 2020, an important aim was to help launch and credibly commit to our new POL 21 and 23 courses, as well as new cross-listed Umoja / Men of Color / Puente offerings of POL 1 and 23.

The retention of such senior faculty, and their many contributions have proven invaluable to the success of our discipline in being able to launch, sustain, and grow access to our new course offerings.

First, Dr. Jerome Hunt is Associate Professor of Political Science in the Department of History, Political Science, & Ethnic Studies and the Student Equity Coordinator at Long Beach City College. Dr. Hunt earned his doctorate in American Government and Black Politics from Howard University and his scholarship focuses on Black leadership, socioeconomic and social justice issues affecting the Black community, and the Black LGBTQIA+ community. He also serves as President, LBCC Academic Senate '23-'25; PAC Vice Chair, LBCC Faculty Association; Vice President, LBCC Black Faculty and Staff Association; Chair, <u>National Conference of Black Political Scientist</u> LGBTQ+ Caucus; and Member-at-Large, National Conference of Black Political Scientist Executive Council. Dr. Hunt has also worked at the University of the District of Columbia (UDC) as a Visiting Assistant Professor. He is also the author of *Between the Margins: Introduction to American Government* and the co-author of the forthcoming *African American LGBTQ+/SGL Politics: An Introduction*.

Dr. Paul Flor, is the another faculty member that the discipline hired in 2020 to help support discipline's previous Program Review goals to add additional culturally responsive and equity focused curriculum options. Dr. Flor is a Professor at Compton College and brings to our students over 25 years of CCC Political Science teaching experience. He also has an FSA in Ethnic Studies, with a master's degree in Latin American Studies and bachelor's degree in Political Science from UCLA, another master's degree in educational administration from CSU, Los Angeles, and a doctorate degree in leadership in higher education from Northcentral University.

Dr. Flor also currently serves as his home college's Dean of Student Learning, as well as the Dean of the Title III coordinator, overseeing the federal grant program which helps fund the Welcome Center and the Learning Lab at Compton College.

Dr. Flor has also served Compton College as president of the Academic Senate, SLO coordinator, and chairperson of Faculty Council. In 2018, he was honored with the Distinguished Faculty Award. Retention of such talented POLS faculty has been, and remains vital to the success of our discipline's program review goals. This is of particular importance for the consistency of our expanded curriculum and meeting the graduation needs of our majors and all students across the district.

7. Our discipline has also been intentional in prioritizing the creation of an inclusive and diverse community of teacher-scholar subject matter experts, that are reflective of and responsive to, those we educate.

For example, we coordinated on projects such as a Latinx history month POLS panel presentation. It focused on "The Contributions of Latinx Leaders," and involved four of our NC POLS faculty members, two of which were Associate faculty panel members.

In addition, the Political Science discipline lead also moderated a Racial Justice Task Force 2020 discussion, focusing on the topic - "This Moment in the Movement." Our panel included local civic leaders who help run non-profits that focus on increasing participation in the U.S. Census, voter registration, turnout, and advocacy.

The NC POLS faculty have also coordinated to develop and share culturally responsive pedagogical practices and course design techniques in our POL 1 OER shared Canvas shell.

In sum, our discipline has undergone numerous efforts and initiatives to include more accessible and inclusive curriculum. The aim is to ensure our students can see themselves in classroom, in the course curriculum, and in events on campus.

Such as when the POLS Club invited Eastvale city council member, and former mayor Jocelyn Yow to speak to the college. As a former Norco College alumni, she was able to share her accomplishments and journey to becoming the youngest female mayor of color in California.

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

Program of Study - POLS Majors Largely Steady

Let's begin by examining the Program of Study data. Pre-Covid, in 2019-20, there were 159 POLS majors. This number increased slightly to 164 in 2020-21, then dipped to 132 in 2021-22, and finally rebounded to 154 POLS majors in 2022-23.

Thus, we are nearly at our pre-Covid numbers of POLS majors. Our discipline's growth goals gave been affected by the chaotic Covid-19 period in which CCC enrollment, particularly among communities of Color that were hardest hit suffered.

However, only one year over the period of observation was significantly below the pre-Covid 159 benchmark. As enrollments are beginning to reach pre-Covid levels again, our discipline continues to aim to increase the number of students enrolled in our degree earning program as majors. As well as the number of students who are ultimately successful in achieving a POLS degree.

POLS Program Awards

Let's turn to the Program Awards data,

- In 2018-19, there were 10 degrees awarded, 5 females and 5 males.
- In 2019-20, only 6 degrees were awarded in Political Science, and only 2 among females.
- In 2020-21, a record high 19 degrees were awarded, with 10 being earned by female Political Scientists.
- In 2021-22, 11 POLS degrees were awarded, with 10 earned by female Political Scientists.
- In 2022-23, 16 POLS degrees were awarded with 11 earned by female Political Scientists.

Thus, for the three years since 2020, when our discipline enacted additions to the curriculum and hired three new Associate and a full-time faculty member to help teach our new courses and equity cross-listed sections of POL 1 and 23 - POLS degrees have exceeded the 10 awarded in 2018-19 and 6 in 2019-20 benchmarks.

In 2022-23, we graduated 16 studentes, 60% more students with POLS degrees than in 2018-19, (10) and more than doubled the number of POLS graduates from 2019-20 (6).

POLS has seen growth in the graduation rates of our major, even as the total number of POLS declared majors has not significantly increased.

For example, in 2019-20, there were 159 POLS majors and 6 earned their degrees, while in 2022-23, there were 154 majors and 16 successfully earned their degrees.

Thus, progress has been made on improving degree completion, but work remains to be done to increase the number of those who select POLS as their program of study and to ensure graduation success for all our students. In support of these Program Review goals, POLS will be submitting a resource request to allow the discipline to invite professors, political, and civic leaders to come to the college and speak to our students about the field, their educational and work experience, and research.

POLS will also continue to offer courses in a wide variety of modalities, to ensure that students have access to degree requirements that can accomodate their learning needs and changing schedules and lives. This involves the re-certification of NC POLS faculty, that allows our classes to be offered online and bring in additional revenue through enrollments from the CVC Exchange.

Continuing to enhance our course design, accessibility, and equitability of our courses would be greatly enhanced if the district and college choose to establish and provide a sustainable investment in the establishment of a local POCR process to align courses with best practices in the OEI. This would allow for a "quality review" badge that allows students to take courses that are 100% accessible and certified as being of the highest quality. This enhances the likelihood of students enrolling in, remaining in, and successfully earning college credit that advances their academic and graduation goals.

POLS will also continue to offer all list A ADT required courses annually to ensure students have access to the classes they need to graduate in a timely manner.

Finally, the discipline prioritizes the retention of our excellent existing faculty members and the hiring of a new fulltime POLS faculty member to help meet the rising student demand for our new courses. The POLS discipline is submitting a faculty hiring resouce request to further advance these PR goals.

Please add any relevant documents here.

Screenshot 2024 POLS PROGRAM DEGREE AWARDS.png

Mapping

Educational Master Plan (2020-2025): ()

- 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):
- 2030 Goal 1: Access:
- 2030 Goal 2: Success:
- 2030 Goal 3: Equity:

Evidence

Evidence Date

03/10/2024

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

Program of study - the number of POLS majors

Program awards - the number of POLS degrees awarded

Is there a resource request associated with this Goal?

Yes

If yes, please provide a short description.

POLS is requesting a full-time POLS faculty member hire to help support and expand our offerings of POL 21 and 23. This includes benefits for our majors, for all students in the college who require these classes to graduate, as well as to continue to commit to our ongoing collaboration with our NC affinity groups to offer cross-listed POL 1 or 23 equity sections each semester.

It is also pivotal in order for our discipline to be responsive to the request from the CRC to begin offering POL 21 and 23 to support the "Inside-Out" partnership with Pitzer College. Our faculty are already at capacity, and we are already teaching overload sections to meet the students demand.

We are also requesting additional resources to support bringing faculty and other experts to campus to help recruit students to our major and provide career support for our POLS & SBS students.

Please add any relevant documents here.

Screenshot 2024 POLS PROGRAM DEGREE AWARDS.png Screenshot 2024 POLS SEP.png

Hire a Full Time Faculty Member to Improve Student Success, Retention, and POLS Degree Earners

Program/Unit Goal

Request to hire a full-time tenure track faculty member to teach in Political Science

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

The POLS discipline is requesting an third full-time faculty member to help the discipline to meet rising student demands for POL 1, 21, and 23.

The discipline is submitting a program review request. We have already drafted a sample job description and coordinated to come up with a list of interview questions for potential candidates.

The discipline is also currently coordinating with our NC POLS faculty to discuss recruiting methods aimed at increasing the number of qualified candidates in our RCCD pool of applicants.

In spring 2024, both POLS full-time faculty are teaching overload sections to meet student demand.

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

Our 3-year plans involve increasing the number of POLS majors, the number of degrees awarded by the discipline, and a reduction in equity gaps in retention, success and degree achievement.

Hiring a new faculty member who specializes in teaching POL 21 - Latinx Politics and POL 23 - Race and Ethnic Politics would likely aid our efforts to improve equitable outcomes by increasing the availability of our culturally responsive curriculum and pedagogy.

Moreover, although it is more difficult to measure in terms of achieving a discipline goal, we also seek to increase the number of students we serve. As our two new classes help met new graduation and CSU Area F graduation requirements, we aim to serve more students of all majors throughout the college and district.

Hiring a third full-time faculty member who specializes in these courses allows the discipline to significantly expand the discipline's (and college's) capacity to meet student demand for the courses they need to graduate.

POL 21 and 23 are also already being taught online and this increases student access to these courses. Moreover, they can bring in additional enrollments once Norco becomes teaching college on the CVC Exchange, as courses that fulfill the CSU Area F graduation requirement are some of the most popular courses on the Exchange. This means we may attract student enrollments in these courses from throughout the state.

Please add any relevant documents here.

Mapping

Educational Master Plan (2020-2025): ()

- 2025 Objective 1.3 (Student Services):
- 2025 Objective 2.1 KPI 4 (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):
- 2030 Goal 1: Access:
- 2030 Goal 2: Success:
- 2030 Goal 3: Equity:

Create a New Class - POL 3 - Introduction to Political Science to Attract New and More Diverse Pool of Majors and Students Taking POLS Courses

Program/Unit Goal

Begin Offering POL 3 - Introduction to Political Science

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

Norco College Political Science faculty have already had discussions and collaborative conversations regarding offering a new course - POL 3 - Introduction to Political Science.

Our full-time faculty have already been examining course textbooks and have both been exploring OER / ZTC textbook options.

The discipline lead has also reached out to NC POLS faculty to inquire as to which faculty members would be interested in teaching this new course.

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

This goal, to begin offering POL 3 - Introduction to Political Science is part of our larger Program Review goal to increase the number and diversity of POLS majors who go on to earn their degrees in POLS.

Our three-year plan involves drafting a curriculum and COR approval proposal and launching the class in our curriculum processes. Our aim is for faculty who teach the course to adopt an OER / ZTC textbook to make our course as accessible as possible by lowering barriers to entry into the discipline.

The aim is to attract new students who may be interested in learning more about POLS and may be attracted to the major based on the course's coverage of the major sub-fields within Politial Science.

Our intention is that the course can attract students - including dual enrollment, CRC, a variety of majors interested in learning about the discipline of Poltical Science, and most importantly to attract new and under-represented populations as POLS majors.

Lastly, POL 3 - Introduction to POLS - is one of the most widely transferrable courses to the CSU and UC systems. This means that it benefits students by aiding their ability to transfer and earn their BA degrees in POLS as well.

Please add any relevant documents here.

Mapping

Educational Master Plan (2020-2025): ()

- 2025 Objective 1.3 (Student Services):
- 2030 Goal 3: 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?

The POLS discipline lead is one of the few faculty members who have not only completed the two CORA certificated outlined as a college-wide EMP equity goal, but who have also completed two additional CORA certified trainings.

The CORA trainings and completed certificates include:

- 1. Teaching Men of Color in Community Colleges
- 2. Racial Microaggressions
- 3. Black Minds Matter
- 4. Race-lighting

Each certificate is awarded after 20 hours of training. Thus, POLS has completed 80 hours of CORA certified training.

The discipline also shares information about other CORA webinar series, as well as those of the USC's Race and Equity Center.

The POLS discipline lead also has a certificate in accessibility and Universal Learning Design awarded from MoVal as well. This allowed the lead to create an accessibility guide for faculty and to serve as an accessibility mentor for the college to promote faculty members' ability to meet our accessibility responsibilities. Mentees were both within the discipline and school of SBS, as well as from other disciplines throughout the college.

The discipline lead also participated in a semester long CCCCO & Puente Project: Equity Is A Journey -Community Of Practice. Our discussions included equitable grading and teaching practices, integrating equity examples into our curriculum, linguistic justice across the curriculum, and goal-setting and implementation strategies for identifying practices, resources, and even specific assignments that promote equity and consider how to maximize their effect on student outcomes and students' hearts.

One of our Associate faculty members was also part of a training certification on Anti-racist pedagogical practices, which was an opportunity made available through Norco College.

Lastly, the POLS lead recruited numerous members of the NC POLS Associate faculty to simultaneously engage in a ASCCC OERI: OER Basics certification. This supported our discipline's goal to shift our POLS 1 courses to an OER / ZTC textbook and resources.

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

The OER training that the POLS discipline lead and several Associate faculty took together led to a fruitful collaborative outcome. Based on our meetings and discussions, we decided to create a common OER Canvas shell to support and align all faculty with best pedagogical practices as we shifted to a new OER textbook.

The discipline lead worked closely with our district instructional design team to take our discipline's needs into account when creating and populating a new POL 1 common course shell for our discipline members to utilize (if they so choose).

This effort was a great success, as the majority of our faculty members simultaneously made the shift to OER / ZTC for POL 1. Nearly all of our POL 1 faculty now utilize OER textbooks and this saves students from all disciplines well over \$100 for this course alone, meaning that their pathways to their degrees have one fewer obstacle.

Equity

This initiative thus promotes equitable access for our POLS majors, but also is beneficial for students success, completion and in an equitable policy that benefits low income and other vulnerable students who struggle with accessing textbooks. Moreover, based on this positive experience, many of our faculty continue to look for and are open to other opportunities to utilize OER resources in the classroom.

Another collaboration that came out of the OER and CORA trainings was the coordination of the NC POLS faculty in providing our students and majors access to all of the textbooks needed to earn a POLS degree. The discipline lead worked with all faculty members to put together a list of all the textbooks utilized in our courses. Utilizing Program Review approved funds, the discipline lead worked with the NC library to put 1 copy of each textbook on reserve in the library and another copy for students to check out for longer durations of time.

A third way in which equity training has improved our discipline is with regard to the promotion of collaborative efforts to increase our participation and mentoring of Norco's affinity groups. In fall 2020 and until the present, the POLS discipline remains committed to offering cross-listed equity sections of POL 1 or POL 23 for our Umoja, Men of Color, and Puente students. The POLS discipline has also been a vocal advocate for the establishment and support for new disciplines in the School of Social and Behavioral Sciences - including Ethnic Studies and Social Justice Studies. In addition, POLS currently has the only two cross-listed POLS/ ETS courses offered at the college that help increase the college's capacity to meet the student demand for classes that fulfill their CCC graduation and CSU Area F graduation requirements.

Equity training has also resulted in another Program Review request that has made a demonstrable impression on all our classroom environments. This PR equity goal was an effort to turn a POL 1 student research project on the civil rights and social justice icons, trailblazers, and unsung heroes into a tangible source of inspiration for current and future students of all disciplines throughout the college.

The college's financial support allowed the POLS discipline lead to select 100 of our students' trailblazers to be represented in our classrooms, along with inspirational quotations. Some 100 posters were designed and created, displaying a wide variety of people from different fields who serve as sources of inspiration and pioneers in a wide variety of fields. Now, students as they attend classes are exposed to examples of a diverse array of leaders who serve to inspire our next generation of Norco College students and leaders.

Lastly, the discipline lead served on the Racial Justice Task Force for two years, first on Areas A and C. The discipline lead was also invited by President Green and the head of the RJTF, Dr. Hitchcock to join the Racial Justice Institutional Commitment project team. As part of this project team, we examined the racial history of the college, the processes for reporting incidents of discrimination, and equity enhancing professional development. The POLS discipline lead participated in a special project and was primarily responsible drafting the Institutional Commitment project teams sections focusing on developing a Pro-Black / African American Professional Development Plan & a Plan for Identifying Data for Analysis. The RJTF also created and analyzed student surveys on the campus climate, created the Mosaic series, and examined and considered how to be responsive to the findings of the HOTEP equity audit.

Moreover, the POLS discipline lead was also invited to participate as one of the drafters of the most recent Norco College 2022-2025 Student Equity Plan. This involved attending a 2022-25 Student Equity Planning Institute, as well as a twenty hour Winter term special project to attend meetings, trainings, and complete research and writing assignments related to the SEPI. The Political Science discipline is actively serving in mentorship capacities, such as on the Student Success Network as "Mustang Mentors" and on the "Black Student Network" online community.

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

Norco College is slated to become a teaching college on the California Virtual Campus Exchange in the fall of 2025. In preparation for joining the CVC as a teaching college, faculty at all three colleges in our district require two specific forms of equity professional development. These are required by the CVC Exchange for the creation and sustaining of a local POCR team to badge an array of "quality reviewed" certified courses.

Equity

Thus, to enhance our college's competitiveness for courses offered on the Exchange, and therefore draw in more enrollments into our classes and the college, there are two types of sustained financial commitment required. The need is most pressing at Norco College, because unlike MoVal and RCC, Norco does not currently have a local POCR team, QR certification process, or an established pilot program in place.

Across the three colleges, faculty are facing constraints on preparing our college and courses for this new opportunity on the CVC Exchange, due to a lack of reliable funding. A sustained and reliable investment in the creation and maintenance of a local POCR process is needed to advance a number of Norco College's EMP and Student Equity Plan goals.

To establish a local POCR team, the members of the review team need to go through a 60-hour @One POCR training. Funding is needed to compensate faculty to participate so that they can serve as POCR reviewers of other faculty members' classes.

Moreover, financial support is also required to ensure that faculty who seek to have their courses "quality reviewed" by the local POCR team have the incentive and support to improve their course(s) and align with the CVC's OEI (Online Educational Initiative - Course Design Rubric). This includes requirements, such as POCR "QR" badged courses to be 100% accessible, utilize equitable course design practices, assessment and interaction and communication practices.

QR courses appear higher on the priority list of classes for students in the CVC Exchange and this promotes new net enrollment opportunities for teaching colleges on the Exchange who have invested in their POCR certification processes. The CVC provides California's 2.5 million college students access to thousands of online, transfer-level courses at 72 of California's 115 community colleges.

The return on investment for the college in financially supporting the establishment and scalability of a local POCR process are multi-faceted. For example, a local POCR process supports:

EMP Goal 1. Access: Expand college access by doubling current headcount and full-time equivalent students (FTES).

Increased competitiveness on the CVC brings in new enrollment and revenue streams for the college.

POCR "Quality Reviewed" QR designated courses on the CVC show up at the top of the student searches on the Exchange. This promotes greater enrollment of new students from throughout CA's 2.5 million college students.

Saddleback College leads the state in POCR "QR" courses on the CVC Exchange. In their first year as a teaching college, they netted 500 enrollments through the CVC Exchange. Their President is forecasting 1,000 net enrollments in the fall of 2024. This demonstrates a significant and ongoing return on investment, bringing in new revenue streams to the college and district.

EMP Goal 2. Success: Implement Guided Pathways Framework

Advances the college's and CCC's Vision for Success completion goals.

Students will have greater access the highest quality online courses, aligned with the CVC's OEI Rubric to make more speedy progress to their degrees and transfer goals by increasing the success rates for students completing online coursework required for transfer.

Supports EMP Goal 3. Equity: Close all student equity gaps.

Increased flexibility for students to access the "quality reviewed" courses that are aligned with the CCC CVC-OEI Rubric and are 100% accessible.

Equity

- The RP Group Study: OEI Outcomes 2017

Found 4.9% higher success rates in courses aligned with Rubric at colleges that also offered online student services (e.g., orientation, counseling, tutoring)

- Chaffey College Study

| Found a 12% increase in online course success rates after POCR alignment

Student Success Rate Increased 12% Summary Infographic

| Chaffey College Institutional Research on POCR Success Rates

(2019-22; 14% Increase for CVC-OEI Online Aligned Classes)

Supports EMP Goal 4. Professional Development: Implement PD around GP and equity framework.

Establishing and investing in a local POCR team that can scale up to enhance the college's competitiveness on the CVC Exchange also provides faculty with consistent opportunities to access best practices and training regarding alignment with the CVC's OEI Rubric and accessibility. This fosters a culture of ongoing improvement for faculty, particularly in equitable and accessible online course design. These principles also transfer to course design and pedagogical practices in hybrid and face-to-face courses as well, enhancing teaching and equitable outcomes in all modalities.

Thus, a commitment to investing in an ongoing local POCR process, provides faculty reliable access to professional development training on accessibility laws, standards, and equitable course design. These opportunities for professional development directly improve the quality of our online courses, which serve to create more equitable educational environments and improve student success and retention rates. The CVC Exchange and local POCR initiatives are also designed to improve student completion, as students have greater access to courses that meet their changing scheduling needs. And are more likely to complete their degrees and transfer by utilizing their access to high quality online courses on the CVC Exchange and offered by the college. The evidence from the RP Group and Chaffey College also demonstrate the equity and institutional success potential of well designed, peer reviewed, quality certified courses in advancing colleges' EMP goals.

Again, Saddleback College has emerged as the college with the most "quality reviewed" aligned courses in the state. In Saddleback's Presidential update for 3/8/24, President Stern cites evidence supporting the benefits of their strategic decision to prioritize the scalability of POCR and Dr. Stern outlines the significant return on investments for POCR and OER courses for the college and students. This includes the creation of ongoing accessibility training and investing in faculty to enhance their courses, such as by making them accessible to all learners and to align their courses with accessibility laws, practices, and the CCC CVC's OEI Rubric.

That is, since becoming a teaching college in the fall of 2023, Saddleback has netted 500 total enrollments through the CVC Exchange In their first semester, they netted 100, and this grew to 400 in spring 2024. Moreover, based on their robust support for faculty training in accessibility, for those who wish to submit a course or courses for POCR "QR" badging, and to expand and compensate their local POCR team reviewers, Saddleback's president is forecasting 1,000 net enrollments in the fall.

Thus, evidence from Saddleback, Chaffey, and the RP Group all demonstrate the enormous benefits for faculty, students, and the colleges who make strategic investments in their faculty's professional development and students' success by creating and funding scalable local POCR processes. These are strategic investments that generate significant benefits and returns. These benefits include: greater access to NC "quality reviewed" courses for our present and future NC students that students are more likely to succeed in. As well as the additional revenues from enrollments garnered from the CVC Exchange. And the advancement of the college's other EMP goals relating to advancing student equity, success, completion, guided pathways transfer, and consistent faculty professional development.

Equity

Please add any relevant documents here.

March 8_2024 _ Presidential Update _ Saddleback College _ POCR and OER.docx

2024 - 2027

Are all your courses current (within four years)?

Yes

What percentage of your courses are out of date?

0%

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

N/A

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

Between 2021 - 2022, all Political Science courses were updated and approved throughout the district. This includes COR modifications such as SLO modifications, the addition of new textbooks, and OER resources, and alignment of POL 21 and 23 to CSU Area F criteria.

Norco College POLS also took the lead in getting DE approval for the following classes: POL 1, POL 1H, POL 2, POL 4, POL 11, POL 13, POL 21 and POL 23.

Thus, our curriculum is up to date and does not require further modification at this time.

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.

POLS Course Modification List .png

Overall Outcome Mastery & Average Scores of College Defined SLO's

Date

02/15/2024

Observation

What did you notice?

The data shows that over 81% of students enrolled in POL-1 & POL-4 achieved mastery of the Student Learning Outcomes for which data are available. The SLO Report for 2021-2023 also demonstrates that over 86% of students achieved mastery of the SLO's for POL-21 & over 78.6% met the standard for POL-23 SLO's for which data are available.

Course(s)

POL-1 American Politics, POL-4 Introduction to World Politics, POL-21 Latinx Politics, POL-23 Race, Ethnicity & Politics in America

SLO(s)

POL-1: SLO 1, 2, & 3; POL-4: SLO 1, 2, & 3; POL-21: SLO 2 & 4; POL-23: SLO 2 & 3

Discussion/Analysis

The data indicates that students enrolled in sections of Political Science 1, 4, 21, & 23 are achieving mastery of the College defined Student Learning Outcomes.

However, there is a significant amount of missing data for specific courses & their respective SLO's.

The POL 2 SLO assessment that was conducted is not being shown in Nuventive although it was entered into Canvas. This limits the discipline's ability to analyze the existing assessment data for that course.

For POL 21 and 23, the assessment data was submitted though the Outcomes form, which is no longer being utilized. It was in our Nuventive dashboard, months ago - but has subsequently disappeared.

Luckily the POLS discipline had already taken screen-shots of the POL 21 and 23, so although the data is no longer accessible through Nuventive, we can speak to the assessment trends in these courses.

It looks like PLO-2 has outcomes that were entered into Canvas manually; you can find this data in the Discipline Defined Dashboard.

Moreover, in order to enhance the reliability of our POLS assessments moving forward, an assessment schedule has been created for the new Program Review period. This will ensure that all SLO's for all courses are assessed using the new "outcomes" system integrated in Canvas.

The discipline lead has already provided POLS faculty with detailed instructions to aid their adjustment to this new SLO assessment process. Please see the attached SLO course rotation schedule for more details. **Please paste any relevant screenshots here.**



Please add any relevant documents here.

SLO Assessment Schedule POL 1_1H_2_4_4H.png SLO Assessment Schedule POL 5_11_13_21_23.png

Outcome Mastery by Demographics

Date

02/15/2024

Observation

What did you notice?

The data shows that there are gaps in the outcome mastery of the SLO's for POL-1 & POL-4 for different demographic groups. For example, Female students are outperforming their Male classmates by 2.5% (87.9% & 85.4% respectively), while Non-binary students are achieving outcome mastery at a rate of 81.8%.

Course(s)

POL-1 American Politics & POL-4 Introduction to World Politics

SLO(s)

POL-1: SLO 1, 2, & 3; POL-4: SLO 1, 2, & 3

Discussion/Analysis

The largest achievements gaps can be seeing when analyzing the data by age group. Over 87% of student between the ages of 18 & 29 are achieving SLO mastery. However, 71.4% of students between the ages of 40 & 49, & only 42.9% of students over the age of 50, are meeting the standard.

Furthermore, all racial/ethnic minority groups have achieved SLO mastery around an 85% rate, which is about 12% lower than the rate of 96.8% for White students.

These data suggests that the Political Science faculty need to consider how to improve instruction for Older & racial/ethnic minority students to help close these achievement gaps.



Please add any relevant documents here.

Discipline Outcome Mastery by Demographics

Date

02/15/2024

Observation

What did you notice?

The data on Discipline Defined SLO's shows achievement gaps within the Black student population

Course(s)

POL-1 American Politics & POL-4 Introduction to World Politics

SLO(s)

POL-1: SLO 1, 2, & 3; POL-4: SLO 1, 2, & 3

Discussion/Analysis

As previously discussed, 85.7% of Black students enrolled in POL-1 & POL-4 achieved SLO mastery. However, there are both gender & age gaps in the data. Only 75% of Black male students have met discipline SLO standards, whereas 100% of Black female students have achieved mastery.

Furthermore, though 100% of Black students 19 years of age & younger have met the SLO standards, only 75% of students ages 20 to 24 have achieved SLO mastery.

Political Science faculty should be aware of the achievement gap for Black male students in their early 20's to improve outcomes.



Please add any relevant documents here.

Discipline Outcome Mastery by Demographics 2

Date

02/15/2024

Observation

What did you notice?

The data shows gaps in SLO mastery among the AAPI student population

Course(s)

POL-1 American Politics & POL-4 Introduction to World Politics

SLO(s)

POL-1: SLO 1, 2, & 3; POL-4: SLO 1, 2, & 3

Discussion/Analysis

The figure below illustrates 3 important achievement gaps. First, AAPI students have an SLO mastery rate of 83%, which is lower than all other racial/ethnic groups in the data. Secondly, there is a gender gap among AAPI students as 81% of female students have met the standard compared to 86.1% of male students. Lastly, students between the ages of 25 & 29 have a higher mastery rate (93.6%) than students under the age of 24 (<82.3%).



Please add any relevant documents here.

Outcome Mastery by Declared Major

Date

02/15/2024

Observation

What did you notice?

Political Science students are achieving SLO mastery at a rate of 100%, significantly higher than non-majors

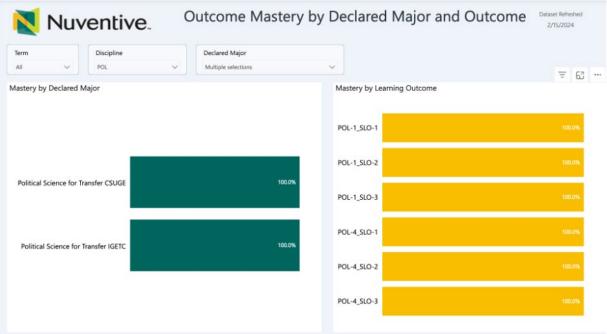
Course(s)

POL-1, POL-2, POL-4, POL-21, & POL-23 SLO(s)

Cumulative

Discussion/Analysis

The chart below demonstrates that Political Science students are excelling in POL-1 & POL-4. However, a closer examination of the data available on Nuventive as of 3-15-2024 shows that some non-majors from specific disciplines are not performing as well as their peers. For example, only 52.5% of Studio Arts, 70.7% or Nursing, & 71.9% of Kinesiology majors met the SLO standards. However, it is important to note that the most recent data (not illustrated below) includes assessment of SLO's from POL-2, POL-21, & POL-23 as well. Political Science faculty should be aware that non-majors maybe struggling to grasp basic concepts that Political Science students are more accustomed to being evaluated on.



Please add any relevant documents here.

POLS Speaker Series

Resource Year 2024 - 2027

What resources do we already have?

The POLS discipline does not currently have any funds to support our PR goal of inviting guest speakers to attract new students and engage our current majors

What resources do you need?

Political Science is submitting a \$5,000 request for funding to support a POLS speaker series. This request aligns with and supports the following POLS Program Review goals and commitments.

- 1. To increase the number and diversity of POLS majors
- 2. To increase the number and diversity of POLS major who earn a degree.

3. To advance our discipline's equity goals, the NC student equity plan's (SEP) goals, and the NC Equity - EMP Goal # 3.

4. To enhance our college's and discipline's community partnership, educational, and regional connections and collaborations.

5. To support our the goal of becoming a comprehensive college with a strong regional identity, outreach, and communication among our local communities

A speaker series would allow the POLS discipline to attract scholars, practicioners, and civic leaders to come and share their knowledge and experience with the college. Financial support from the college greatly amplifies our ability to attract new majors and promote the civic and political engagement opportunities available to all students.

As well as supporting our discipline's goal to to be more intentional about how our program builds pathways for our under-represented and under-served student populations to earn POLS degrees and transfer.

Inviting a diverse range of individuals, with a variety of backgrounds, issues and specializations provides students with many benefits. For example, they are exposed to models of success, civic and political engagement and empowerment that appeal to students from across the disciplines. These events will also be designed to promote opportunities for connection, community building, inspiration, and promote civic engagement.

They also provide the opportunity for our discipline to reach a cross-section of the NC college community to attract students who may have never considered a degree in POLS to envision themselves as potential leaders, researchers, scholars, and other careers.

The POLS resource request also supports the discipline's goal to increase the number and diversity of our POLS degree earners. By inviting multiple speakers to speak and share on the variety of topics, sub-fields, and career / transfer options over the academic year, this serves to build community and show our students the many dimensions and opportunities available with a POLS degree.

This proposal is similar to the Career and Academic Pathway (CAP) series of events that our SBS discipline members participate to attract students to our majors.

Moreover, the funding request also promotes the discipline's and college's ability to create and maintain collaborative community connections, partnerships. This includes with educational and regional institutions, as well as civic and political organizations, and a variety of career pathways.

Lastly, these POLS series are open to the wider Norco College and community. Meaning, that they can serve an equity professional development opportunities for faculty as well

\$ Amount Requested 5,000

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.

This funding request supports the following four EMP goals and 13 EMP objectives. A speaker series helps to retain POLS majors and provide the support, community, and exposure to professionals in the field that supports their ability to stay on the path to graduation and transfers. Moreover, invitations to local scholars, members of POLS disciplines from regional institutions, political leaders and civic organizations provide examples of educational and career pathways and open up avenues that students may have not been aware were possible.

In addition, the intentional recruiting of a diverse array of topics and speakers helps to reflect the diversity of interests and students. This helps provide additional ways to attract, engage, support, retain, and connect our students to pathways to careers, higher education, and civic engagement.

Students will gain from participating in such events that support the persistence of POLS majors and help to connect our students with opportunities and information about high paying careers and institutions of higher education, where they can enhance their methodological, language, analytical, communicative and policy skills.

Lastly, inviting scholars, practitioners, community leaders, and activists to share their experiences, journeys, insights on pathways to a diverse array of POLS careers and studies promotes greater connections with and among leaders in our region.

For example, last year, the NC POLS Club extended an invitation to NC alumni, a sitting Eastvale City Council member, and former Mayor of Eastvale to come and speak to the club and college. Jocelyn Yow is a trailblazer with a strong record of public service. In 2020, she earned the distinction of being the youngest Woman of Color (at 25) to serve as Mayor in California's history. She has experience at all levels of government, previously working with speaker Nancy Pelosi in the House of Representatives. Jocelyn also currently serves as the Legislative Advocacy Director of a national non-profit IGNITE, which supports women and LBGTQ+ populations with a peer network of support, guidance, hands-on training, civic education, and career opportunities to advance their aspirations for political and civic leadership.

This invitation later led to Jocelyn expressing interest in teaching at Norco College and submitting an application. The POLS discipline has subsequently interviewed her and submitted an intent to hire form. If it is approved, this provide a fantastic opportunity for our students to benefit from the insider knowledge of a local leader and practitioner in the field. This is an invaluable perspective for our POL 1 students to hear.

A simple invitation to come to the college, has developed into a blossoming connection, that now offers our students an inspiring example of a student who is a living and relatable example of Norco College's motto - "Today's Students, Tomorrow's Leaders."

Our discipline hopes to build many such connections that serve our students, our college, and our community in the future.

EMP Goal 2: Objectives 2.1, 2.3, 2.4 2030 Goal 2: (Success) Implement Guided Pathways framework. 2025 Objective 2.1 Increase number of degrees completed by 15% annually 2025 Objective 2.3 Decrease AA degree unit accumulation from 88 to 74 total units on average 2025 Objective 2.4 Increase number of transfers 15% annually

EMP Goal 3: Objectives 3.1, 3.2, 3.3, 3.4, 3.5
2030 Goal 3: (Equity) Close all student equity gaps.
2025 Objective 3.1 Reduce the equity gap for African American students by 40%.
2025 Objective 3.2 Reduce the equity gap for Latinx students by 40%.
2025 Objective 3.3 Reduce the equity gap for Men of Color by 40%.
2025 Objective 3.4 Reduce the equity gap for LGBTQ+ students by 40%.
2025 Objective 3.5 Reduce the equity gap for Foster Youth students by 40%.

EMP Goal 3: Objectives 5.1, 5.3

Strategic Direction 2: Regional Transformation

2030 Goal 5: (Workforce and Economic Development) Reduce working poverty and the skills gap 2025 Objective 5.1 Increase the median annual earnings of all students 2025 Objective 5.3 Increase percent of all students who attain a livable wage by 5% annually

EMP Goal 6: Objectives 6.1, 6.2, 6.5

2030 Goal 6: (Community Partnerships) Pursue, develop, & sustain collaborative partnerships 2025 Objective 6.1 Establish and expand relationships with regional educational institutions 2025 Objective 6.2 Contribute to regional economic and workforce development by creating and expanding relationships with business and civic organizations 2025 Objective 6.5 Position the college's image and reputation as a leading academic institution in the region

This request for my area is Priority #:

3

Is this request

New

Mapping

Data Review - Instructional: (.)

- 1.: .
- 2.: .
- 3.: .

Educational Master Plan (2020-2025): ()

- 2025 Objective 1.1 KPI 1 (Academic Affairs):
- 2025 Objective 1.2 KPI 2 (Student Services):
- 2025 Objective 1.3 (Student Services):
- 2025 Objective 1.4 KPI 3 (Student Services):
- 2025 Objective 2.1 KPI 4 (Academic Affairs):
- 2025 Objective 2.3 (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):
- 2025 Objective 4.1 (Planning and Development):
- 2025 Objective 4.2 (Planning and Development):
- 2025 Objective 4.3 (Academic Senate):
- 2025 Objective 5.1- KPI 13 (Student Services):
- 2025 Objective 5.3 KPI 15 (Student Services):
- 2025 Objective 6.1 (Academic Affairs):
- 2025 Objective 6.5 (Office of the President):
- 2025 Objective 6.7 (Planning and Development):
- 2025 Objective 7.5 (Academic Senate):
- 2025 Objective 7.7 (Academic Affairs):
- 2025 Objective 9.5 (Academic Affairs & Academic Senate):
- 2030 Goal 1: Access:
- 2030 Goal 2: Success:
- 2030 Goal 3: Equity:
- 2030 Goal 4: Professional Development:
- 2030 Goal 5: Workforce and Economic Development:
- 2030 Goal 6: (Community Partnerships) :

Instructional: Political Science: (.)

• Create a New Class - POL 3 - Introduction to Political Science to Attract New and More Diverse Pool of Majors and Students Taking POLS Courses: .

- Program Awards: .
- Student Educational Plan: .

Student Equity Plan: (.)

- Equity-related Professional Development: .
- Persistence for Black/African American Students: .
- Transfer for Hispanic/ Latinx Students: .
- Vision Goal Completion for Hispanic/ Latinx Students: .

Local NC Peer Online Course Review (POCR) Process

Resource Year 2024 - 2027 What resources do we already have?

Norco College currently does not have a local POCR process to prepare faculty and the college to join the California Virtual Campus (CVC) Exchange. In fall 2025, Norco College will join the CCC system-wide CVC Exchange as a "Teaching College."

While all California community colleges are designated as "Home Colleges" for a student enrolling in a course through the Course Exchange. "Teaching Colleges" are California community colleges who offer courses in the Course Exchange. This designation is significant, as being a "Teaching College" provides the Norco College the opportunity to attract new net enrollments from among the 1.9 million CCC students.

Moreno Valley and RCC have both each established their own local (college specific) Peer Online Course Review processes and teams at their respective colleges. They have piloted their local POCR processes and have successfully reviewed online courses for alignment with the CVC-OEI rubric. MoVal and RCC's local POCR teams have begun the process of successfully submitting the locally approved "quality reviewed" courses for "QR" badging with the CVC.

This "quality reviewed" badge is significant because this is a student course finder icon in the CVC Exchange's course finder, similar to ZTC for OER courses. In the CVC Exchange, "QR" courses are displayed first in the student course finder, meaning it increases the economic competitiveness of the college in attracting new enrollments and revenue to the college.

Both MoVal and RCC have done a great deal of work to launch and pilot their own local POCR processes. However, both colleges have been limited in terms of scalability in their pilots. MoVal utilized CARES / HEERF funds to compensate the local POCR lead, evaluators, and faculty submitting their course for POCR QR badging.

The funding for the continuation of the program, and the needed Accessibility specialist, to aid faculty in achieving 100% accessibility in their course, which is required for alignment with the Area D (Accessibility section) of the CVC-OEI Course Design Rubric are pressing needs that remain to be met.

At Norco College, we have a DE - POCR sub-committee, who has met over the last year to develop a local Norco College process. It is primarily made up of NC faculty who have individually chosen to go through the local POCR training process. The "Peer Online Course Review" training is an @ONE 40-hour (4-week) course for POCR reviewers, which prepares faculty to review courses' alignment with the CVC-OEI's Course Design Rubric. This advanced course is designed for experienced online educators and local POCR evaluators preparing to review courses using the OEI Rubric.

In this fast-paced and intensive training, the POCR training, each week, future reviewers apply one section (A,B, C) of the OEI Course Design Rubric to a sample course. Participants then discuss their evaluation with peers, and use the facilitator's feedback to revise their original findings. By the end of the training, participants will have written and revised a complete review of the sample course and evaluated the alignment with the OEI Rubric and have been trained to how to offer constructive and actionable feedback to the faculty who submitted their course for review.

While MoVal and RCC have local POCR teams, processes, websites, and approved courses that will make their colleges more competitive on the CVC Exchange's student course finder, raising the likelihood of additional net enrollments and revenues for their colleges, Norco does not. Norco's Senate in March 2024, did support the creation of a "quality review" designation for "QR" badged courses to be displayed in our RCCD course finders.

Without the establishment of a scalable local POCR process, Norco College will be losing out on this significant opportunity to advance the college's EMP Goal # 1 - Access (Objectives 1.1, 1.2). Without locally "QR" certified courses listed on the CVC Exchange, the college will be less competitive and bring in far fewer net enrollments than if Norco's online classes show up at the top of the students searches, particularly if they have the designations of QR / ZTC / and Online Tutoring.

Moreover, without a local POCR team at Norco College, we will miss out on the ability to designate courses offered by MoVal, RCC faculty, or other college's faculty, who have already had their class(es) "quality reviewed" and badged at other colleges to go through an equivalency process to list them as "Quality Reviewed" in a local college course finder.

Meaning, if a MoVal faculty member teaches a course at NC, and has a QR badge for that course, without a NC local POCR process, it is not possible to list the class as "QR" on the CVC Exchange or Norco's local student course finder. However, if Norco develops a local POCR process, it can be examined in a locally determined equivalency process. Upon approval, that course can be listed as "quality reviewed" at Norco College, and be displayed as such on the CVC Exchange and our college's course finder.

This is significant, because a number of our faculty, particularly our Associate faculty teach at multiple colleges in the district. Without our local POCR process, we would lose out on the ability to have those courses, already reviewed as "QR" in our own district, be advertised as "quality reviewed" for our own students. Moreover, many Associate faculty teach at other colleges, such as Saddleback, which has the largest number of POCR QR badged courses in the state. New full-time faculty may also have had their class(es) QR badged at other institutions. With a local POCR process at the college, we can turn those into assets for the college. This is a way to enhance the competitiveness of the college and amplify our capacity to attract new students on the Exchange.

In total, this request to fund a new local POCR process at Norco College advances eight of the college's EMP Goals (1, 2, 3, 4, 5, 6, 7, & 9).

For example, this resource request is aligned with EMP Goal # 2 (Objectives 2.1, 2.4) - To promote Guided Pathways by increasing degree completion and transfers. Accessible POCR "quality reviewed" online courses have higher success rates than non-POCR "QR" courses. Studies by the RP Group and Chaffey College demonstrate that students perform better in well designed and accessible online courses, with robust regular and substantive contact, peer-to-peer contact, and multiple methods of delivery and knowledge demonstration. These best practices in course design in OL education are not limited to online courses. Many of these principles and teaching practices also apply to hybrid and face-to-face classes and can therefore getting courses quality reviewed badged for online students, can also improve the faculty, discipline, and college success and retention rates across modalities.

Similarly, this funding request also support the college's EMP Goal # 3 (Objectives: 3.1, 3.2, 3.3, 3.4, 3.5) - Close Equity Gaps for African American, Latinx, Men of Color, LGBTQ+ and Foster Youth students. It also advances Norco College's Student Equity Plan's Goals to close equity gaps in success, completion, and transfer for African American and Latinx students. Accessible and well-designed online courses that have been peer approved and badged by the CVC Exchange aid colleges in closing their equity gaps.

Investing in our faculty, student success, equity, and the college's competitiveness are all reasons to devote significant and sustained funding for this program, which yields returns in proportion to the scale of investment.

Furthermore, the college and faculty - including our Associate faculty - would benefit from a reliable investment in ongoing access to the highest quality online professional development currently available. @One training utilized by the CVC provide training in online best practices in terms of course design, accessibility, and equitable practices. Thus, providing a sustained commitment to funding a local POCR process provides avenues and pathways for faculty to consistently access to the highest quality online education professional development.

Thus, this funding request advances EMP goal # 4 - Professional Development. Dedicating the funding to establish and increase access to consistent high quality OL professional development for faculty demonstrates the college's prioritization and commitment to supporting faculty to implement best practices in course design, that benefits their students directly and measurably. This also demonstrates the college's commitment in a meaningful way to ACCJC accreditors who evaluation our Distance Education program, trainings, and how we as a college measure the impact of our DE professional development.

The creation of a local POCR process also allows the college to have a system in place that consistently provides DE CVC-OEI training, increased access and opportunities for all faculty to apply this knowledge, and a method to compare the success and retention outcomes for those classes with "QR" status versus those that do not have "QR" status.

In addition, the CVC Exchange originated as a completion initiative - to allow students to access online courses that were not available at their local colleges, to speed up their time to degree completion. This remains an important

benefit for the college and our students.

Thus, this resource request is also aligned with our college's strategic goal of Regional Transformation & EMP Goal # 5 (Objective 5.1, 5.3) - Workforce and Economic Development. Increasing OL student success and completion rates aid our college's goal to graduate more students to reduce working poverty, while increasing the annual earnings, and number of NC graduates earning a livable wage

Moreover, this request to fund a robust and scalable local POCR process also advances NC's EMP Goal # 6 (Objective 6.1, 6.5) - Community Partnerships. According to the CVC, this is "is a systemwide resource for the 116 California Community Colleges (CCCs), ensuring that significantly more students are able to complete their educational goals by increasing both access to and success in high-quality online courses... Composed of high-quality online courses, resources for students, and technology, the CVC represents a comprehensive and collaborative program that leverages effective practices and technology to significantly increase the opportunity for higher education degree attainment in California."

Colleges with local POCR processes connect and coordinate to advance shared POCR initiatives, training and norming sessions, and other forms of collaboration and information sharing. This provides Norco College with valuable connections to the CVC - POCR teams, faculty, and representatives of the CVC and other regional and state-wide educational institutions. As Saddleback College can attest, their status as having the most QR courses in the state has provided them a reputation and standing across the CCC system as a leader in the highest quality online education. With 500 new net enrollments in their first year, and an expected 1,000 new net enrollments expected for fall 2024, Saddleback has become a leading academic institution in the region. Saddleback President's letter to their faculty attributes this success to their commitment to scale in terms of funding and support for a robust local POCR process and OER initiative.

Thus, Saddleback provides Norco College with a model to build upon. Robust and reliable funding for a scalable local POCR process has the potential to accomplish many of Norco College's goals. These include - increasing new net enrollments and bringing in new revenues to the college in a time of budgetary constraints from the CA state budget. As well providing pathways to transfer for students by allowing them to take the highest quality online courses - increasing their chances of successfully completing their courses, persisting and achieving degree completion.

This also advances the college's equity goals, as well-designed and accessible courses based on Universal Learning Design (UDL) principles provide for more equitable teaching practices and outcomes. Recognizing and taking full advantage of this opportunity also affords the college the ability to strengthen our reputation as a leading college in terms of access, accessibility, and completion in our region and the state. It also provides much needed connections with the CVC, other colleges, faculty, and local POCR teams throughout the state, increasing the likelihood of collaborative partnerships and other cooperative and joint efforts.

Thus, the local NC POCR funding request aims to advance all three of our college's EMP Strategic Goals - Student Transformation, Regional Transformation, and College Transformation.

Meeting this moment, when we are joining a new system-wide initiative, and preparing our faculty and college to maximize the benefits of the CVC Exchange when we become a teaching college should be a top imperative. It requires sustainable funding that ensures access can persist and is scalable over time.

This is an investment in our faculty, students, and our college's ability to be competitive in the CVC Exchange is one that will yield multifaceted returns for years to come. For example, for every faculty member who gets their course QR badged, the college will benefit from increased enrollments from higher placement on the CVC Exchange's course finder. A one-time investment for a NC faculty member yields returns for years to come as their classes will continue to attract student enrollments from the 1.9 million CCC students in the state.

Moreover, the college's return on investment is likely to increase as more students learn about and choose to utilize the CVC Exchange in the years to come.

Furthermore, as our NC and RCCD enrollment trends indicate, since the pandemic - more students are electing to

enroll in online courses. This trend is not reversing, and the college and district need to adapt to our students' changing enrollment and educational preferences. This moment is an opportunity for our college and district to evolve and improve to meet our students' current needs and to prepare our faculty to teach in the post-pandemic learning environments, which include DE modalities.

Strategic investments in improving the OL teaching skills of our faculty and the ability of our college to provide high quality OL instruction is more important than ever. The vast majority of RCCD faculty are content specialists, not necessarily accessibility, Canvas, or course design specialists. Thus, it is the obligation of the college and district to have the vision to prioritize providing consistent and accessible training in DE best practices that virtually all faculty stand to benefit from and many discipline's with heavy OL teaching loads require. Such sustained and strategic investments are vital to achieving our disciplines,' the college's, the district's, and our students success, retention, equity, graduation, and transfer goals.

In addition, this resource request also aligns with NC EMP Goal # 7 - Becoming a regional college of choice to prepare students for the future and meet employer workforce needs (Objectives 7.5, 7.7). Transforming the college to adapt to the pandemic's shift to greater enrollment in OL education as well as becoming a "Teaching College" on the CVC Exchange requires adding capacity to existing disciplines that have a demonstrated need. Meaning, that they teach OL courses or have room to improve their OL success, retention, equity, and degree earning outcomes. Funding a robust local POCR process helps to build discipline's capacities, as well as establishing a new academic support service with the goal of improving student success.

Lastly, this PR Resource Request also aligns with NC's EMP Goal 9 - To support Norco's effort to become a comprehensive college and develop & sustain an excellent workplace culture. A local POCR team is a group of peer-reviewers and OL specialists. They offer mentoring, resources, and accessibility support that is much needed throughout the college and district.

In examining the NC 5-Year trends from all disciplines from throughout the college (from 2018-23), OL courses have lower success rates (70%) than Face-to-Face courses (73%). Moreover, hybrid courses have the lowest success rates at 66%. Thus, there is a clear trend that points to a compelling and urgent need for the college. Lower student success rates are not inevitable or unchangeable.

This resource request is based on the premise that what is required is the strategic planning that prioritizes and funds the creation, maintenance, and ability to scale-up opportunities for RCCD faculty to access the highest quality CCC DE training. Devising a sustainable funding model to establish and grow a local POCR process provides the college with a valuable opportunity to enhance our educational courses, reach, and status in the region and state. It also has the potential to significantly impact the long-standing inequities in instructional and student success outcomes that are apparent when examining the college's data and trends by modality over the last 5-years.

What resources do you need?

The POLS discipline, the college, students, and the district itself would all greatly benefit from the establishment of permanent and robust funding to establish, maintain, and grow local POCR processes at each of the three colleges. All three of our colleges and disciplines need such resources in order to increase our district's funding from the state's Student-Centered funding model. And, to increase our economic competitiveness on the CVC-Exchange, bringing in much needed additional sources of revenue from new net enrollments.

As the information below - taken from SBCC's local POCR website makes clear, a local Peer Online Course Review (POCR) process advances the ability of faculty to meet the goals of the success and equity goals of the college. These are the types of resources that the POLS discipline, all disciplines in our college, and our district benefit from.

Following the discussion of the SBCC and Saddleback local POCR models, I then proceed to offer the empirical justification for the NC discipline's request for the establishment of a robust and sustainable commitment to a multi-year local POCR process.

"The POCR process allows faculty to align their online courses with the highest standards of course design - the CVC Course Design Rubric. Specially trained SBCC peers will provide support, resources, a full review using the CVC Course Design Rubric, and individualized feedback to ensure your online course receives a Quality Badge with priority status on the California Virtual Campus exchange.

Why Align?

Aligning your course to the CVC Rubric translates to improved student success; Quality-Badged courses produce student success rates 4.9% rates higher than the statewide average for online courses! The CVC Rubric covers best practices in content presentation, student and instructor interaction, assessments, and accessibility, plus our local review will provide guidance and feedback on equity practices – all proven course design features that support students' success in your courses" (SBCC POCR Website).

SBCC's Local POCR Process - A Model for Norco College

Step 1: Join the POCR self-paced Canvas course – a special Canvas hub for aligning faculty, with helpful resources to prepare you for the process. This course is approximately 12 hours and results in a certificate you can submit for FLEX.

Step 2: Meet one-on-one with a POCR reviewer to plot your course and layout your action plan

Step 3: Complete a Self-Review of your course design

Step 4: Meet one-on-one with a POCR reviewer for custom advice and helpful resources to start an Accessibility Action Plan

Step 5: Submit your course for review and get feedback, suggestions, and support from a POCR peer reviewer

- Step 6: Make any necessary changes or adjustments to align to the CVC Rubric
- Step 7: Final course review by a POCR peer reviewer
- Step 8: Submit your course to the CVC for a Quality Badge

(Source: Santa Barbara City College's Local POCR Website).

Similarly, the CVC's POCR website states that "Identified OEI Pilot sections that have been through Peer Online Course Review are performing at +4.9 percentage points above the statewide average for online success." (Research and Planning Group for California Community Colleges. "The Online Education Initiative: Access and Quality of Online Education in California's Community Colleges" – 2017).

The NC Local POCR process request for funding outlined below is based on Saddleback College's Local POCR Process. Saddleback leads the CVC in "quality reviewed" courses, and is the most competitive of the CCCs on the CVC Exchange. It provides a model of what a scalable and long-term investment in POCR and OER looks like. They gained 500 new net enrollments in their first year as a teaching college and their president expects 1,000 new net enrollments from the CVC Exchange in fall 2024.

1. Faculty earn a \$163.20 stipend (3 hours of work) for registering for and attending a 2-hour POCR preparation training, and completing pre- and post-training assignments.

2. Faculty submitting a course receive between \$2,200 and \$2,400 per course

3. Faculty reviewing a course receive compensated for 7 hours at the RCCD hourly rate Note - NC DEC is requesting a stipend, not special project, to ensure that this is a reliable source of funding

4. 4-week @One training course receive \$600/person

5. 8-Week Accessibility training course \$1,800/person for successful completion

o This serves an important function in preparing faculty for Area D of the CVC – OEI Rubric review.

o Can be a seamless transition from Accessibility to POCR certification processes

o NC, MoVal, and RCC DE Committees also request that District DE to create Accessibility training course and hire additional POCR accessibility specialist.

Funding Sources Utilized at Saddleback College

1. CTE courses and those within the CTE pathway are funded though Perkins.

2. Part of the POCR lead's stipend comes for Perkins, along with the stipends for the reviewers for those courses.

3. Student Equity and Achievement Program funds are used for non-CTE, the rest of the POCR lead stipend, and the reviewer stipends.

Responsibilities of the Local College POCR Team Lead

- 1. Advertise the program to potential submitters and reviewers
- 2. Point of contact for faculty and local POCR team
- 3. Host occasional workshops for interested faculty

4. Introduce POCR and the workflow to faculty who want to participate o Typically, a 1-hour meeting to learn about the OEI Course Design Rubric and how to get started

- 5. Provide faculty member with information about the OEI & accessibility self-assessments
- 6. Coordinate the creation of a "sandbox" Canvas shell for interested faculty members
- 7. Provide specific feedback on the course to professor

8. Provide faculty with a POCR self-assessment to get them POCR ready.

9. Verify the eligibility of the course(s) and faculty member's DE certification following submission of application requesting a POCR review

10. Recruit and put together a POCR review team grant access of review team to course shell

11. Facilitate the workflow from faculty preparing the course to the review team

- Review team involves two people who review sections A-C
- A third person consolidates those reviews
- An accessibility specialist reviews section D and supports achieving 100% accessibility
- 12. Work with faculty reviewers to ensure course is aligned with the CCC CVC OEI Rubric

13. When team is done, return Canvas shell access to faculty member and provide rubric and recommendations

14. Verify faculty member's alignment changes and, if aligned, begin submission process for "quality reviewed" State CVC – OEI approval

15. Communicate CVC QR badge approval to faculty and invite them to submit additional course(s)

16. Communicate with RCC, MVC, and other CVC POCR leads

17. Attend CVC POCR webinars and norming sessions

Demonstration of POLS Discipline, NC, and RCCD Need for the Creation of a Sustained Local NC POCR Process and DE Professional Development (PD)

As the data outlined in this PR reveal, important decisions around the strategic prioritization and funding for DE PD are, and will continue to have, significant consequences throughout the district. These include impacts for faculty, disciplines, and students ability to access to high quality DE courses. As well as the ability to capitalize upon existing opportunities to enhance the economic viability and future revenue streams of the college.

For example, the NC & RCCD enrollment data make clear over the last two-years (2021-23), the vast majority of our students enroll in DE courses. This is the case, both at Norco College and throughout the District. Some 76% of NC students enrolled in DE in 2021-22 and 65% enrolled in DE courses at NC in 2022-23, with the highest rates of OL enrollment in inter-session.

Thus, the available evidence demonstrates that NC will face enormous challenges in "moving the needle" to promote student success and close equity gaps for all students, unless there is greater realization of the nature and scale of the equity gaps present in DE classes throughout the college.

It is clear when examining NC's and RCCD's enrollment trends over the last few years, that when you disaggregate by modality - that the vast majority of our students are enrolling in DE courses. This provides strong empirical evidence that DE courses and DE PD playing the largest role in NC and RCCD's ability to meet our SSR and other student transformation EMP Goals

The NC and RCCD disaggregated SSR data by modality for "All Disciplines" also emphatically demonstrate the need for our college to evolve to become more responsive to the enrollment trends, student-centered learning needs, and the professional development.

Systemic investments and improvements are required for faculty to impact DE SSRs, to close DE equity gaps, and achieve our completion and transfer goals. The analysis of these data directly motivate and support the discipline's request for the establishment of a permanent, well-funded and scalable NC Local Peer Online Course Review (POCR) process. As this PR Resource Request and the Data Review sections attest - this is a pressing need for the POLS discipline, and even more so for the college and district's ability to achieve our SEP and EMP Goals.

POLS Specific Justifications for the Local POCR PR Resource Request:

The POLS discipline over the last 4-years have made great strides in increasing our SSRs, retention, and graduation rates, and reducing equity gaps in our courses. However, there is much work left to be done. NC POLS (and all disciplines) require additional and sustained support from the college and district to increase the quality of our DE courses and to help us maintain and make more significant progress to achieve our PR equity, student success, and completion goals.

Fortunately, NC POLS does not have the same degree of DE equity gaps that are the norm for the college. We have a strong team of skilled DE educators. Six of our ten POLS faculty have Ph.D. degrees. Three (and next year four) tenured CCC faculty teach the discipline's courses. (Even though we only have two full-time POLS NC professors). Over many years, the POLS discipline has exhibited a strong and sustained committed to advancing our equity goals - including the elimination of equity gaps in our discipline and throughout the college.

For example, the NC POLS lead has served as an Accessibility mentor for NC colleagues and all NC POLS faculty. This significantly raised our discipline's accessibility, Ally and YouDoit course scores. During the pandemic, the POLS discipline lead even created an "Accessibility Guide" to share with mentees, POLS faculty from throughout the district, and NC SBS faculty. Although much progress has been made, as demonstrated in our high SSR and retention rates, POLS has additional work to do. We are committed to continuing the work to enhance the access, quality, and equitability of our courses. As well as to advocate for more sustainable DE faculty professional development opportunities at the college and to help lead the college's integration with - and preparation required to be competitive on the CVC's Exchange and maximize new net enrollments.

As this NC POLS Local Peer Review request for resources, and the empirical trends discussed in this PR demonstrate, POLS is a strong advocate of translating our college's mission, values, and goals into concrete actions. Our discipline, and many others throughout the college would benefit from increasing our capacities to meet the urgency of the moment by prioritizing and dedicating sufficient resources to close equity gaps in our discipline, and to address the long-standing and wide-spread inequities in DE outcomes throughout the wider NC and the RCCD system.

If a local NC POCR process was established, POLS already has at least two faculty who have inquired and expressed interest in participating in the process to get their course(s) "quality review" badged. This benefits faculty directly, by increasing enrollment in their course. It benefits our students, aiding their ability to be succeed in our DE courses. As well as yielding benefits for the discipline and college, due to the net enrollment increases from higher the course's prioritization on the CVC Exchange course finder. Recall that the CVC Exchange is available to all 2.1 million CCC students, so the enrollment potential for "QR" courses is significant. As well as the financial benefits that accrue as a result of the state's Student-Centered funding model.

Moreover, in POLS, as well as across the college and district, there are faculty who already possess existing capacities and are willing and able advance our college's CVC competitiveness, enrollment and success, and equity EMP Goals. The establishment of a sustainable local POCR process allows my discipline and our college to capitalize on the assets already available. Such as faculty who already have highly accessible courses, who have undergone @ONE POCR reviewer training and can immediately serve as POCR reviewer, or who have already had their classes badged at other colleges.

Norco College and RCCD: The System-Wide Justifications (Across All Disciplines) for Establishing a Permanent, Sustainable and Scalable Local POCR Processes

As Norco College's and RCCD's 5-year student success rates (SSR) and equity data trends (disaggregated by modality) make clear, district-wide improvements in Distance Education are necessary and warranted. An examination of the college's and district's data and trends regarding enrollment (both overall and by modality), as

well as efficiency, retention, success, completion and transfer all demonstrate that we must recognize the patterns and inter-relatedness of our DE and equity gaps overall.

The evidence also clearly demonstrates the urgency of the need for the college to prioritize improvement in DE classes, that have the lowest SSRs, as identified in the "All Discipline" averages at NC and RCCD over the last 5-years.

This NC Local POCR process PR request is intended to be a part of initiating greater conversations and collaborations among the necessary college and district stakeholders required to make in data informed strategic, policy and investment decisions. It is our strong, and empirically supported position that greater and sustained financial support for DE PD and a well-funded local POCR processes are necessary conditions in order advance academic achievement in DE classes. The data and 5-year trends all support the request for greater prioritization, planning, and resource allocation directed to where the overwhelming majority of NC & RCCD are students are enrolling and disproportionately struggling - DE courses.

This PR Resource Request is an effort to help the college to realize the scale of the needs and opportunities available at this moment, and aid our college's ability to successfully adapt and improve our college's and student's trajectory.

More specifically, acknowledging that equity gaps are pervasive in NC's DE outcomes means that identifying and meeting students needs in DE courses are particularly important for the college's ability to achieve the NC Student Equity Plan (SEP) and EMP Goals and objectives. Decision-making that supports reliable funding and support for equitable and accessible course design is key to the elimination the long-standing gaps in DE SSRs and prevalent equity gaps among our students.

Moreover, such strategic investments in DE are also increasingly important in order to enhance the economic viability of the college and district, both through the state's Student - Centered budget model and through the new net enrollments possible as a "Teaching College." The revenues opportunities available to our college and district are directly and closely linked to these decisions that impact the quality of DE instruction, and student's success, retention, completion and transfer rates. 2024 is a pivotal moment, as NC, MVC, and RCC are all trying to meet the evolving needs of our students and prepare to become a "Teaching College" on the CVC Exchange.

There is much that can be learn from colleges such as Saddleback, who are leaders and have developed a strong reputation for the highest quality DE courses in the CCC system. They have elected to make significant strategic investments in scalable and well-funded POCR "QR" course badging processes, ZTC/OER, and OL Tutoring. This demonstrates an understanding of the factors that enhance the college's competitiveness and enrollment prioritization on the CVC Exchange's course finder and lead to growth and student success. Each of these investments yield multi-faceted returns.

The implications of these investment decisions are many and significant - with significant impacts on the reliability of, and opportunities to increase, funding for CCCs. This is particularly important in a environment of CA's state budgetary deficit, and potential CCC funding cuts and constraints. Norco College has the potential to replicate their success by seizing upon this moment and opportunity to increase and leverage our available assets in our college and district to support an increase in the prevalence of high quality DE instruction across the college.

As one of the disciplines with the highest OL outcomes in the district, and in the CCC system, POLS strongly advocates for our college and leadership to view DE SSR gaps through an equity mindset and framework.

That is, to recognize that support for a long-term and significant commitment to increasing PD in DE are a pressing equity priority that requires strategic planning and significant resource allocations. Decisions regarding the degree of funding and ability to scale-up a local NC POCR process is directly related to efforts to impact SSR and close existing equity gaps. It aims to serve the student population by meeting them where they are. With the majority of students enrolled in DE courses, DE is closely tied with all the aforementioned NC SEP and EMP Goals. Recognizing and acknowledging such linkages are essential to investing in sustainable systems and processes to meaningfully improve upon student success rates and existing equity gaps by amplifying our college's investment in enhancing our faculty's abilities and DE student success.

The establishment of a permanent and sustainable local POCR process also provides the college and district with the opportunity to demonstrate our tangible commitment to the values listed in our NC mission statement and Student Equity Plan. Such investments are crucial to advancing the college's goals of improving SSRs, closing persistent equity gaps, and improving completion and transfer goals. Making college-wide and district-wide progress on these goals necessarily requires the recognition that DE courses and accessible professional development need to be at the forefront of our efforts. Simply put, to make and sustain progress - this requires considerably more institutional and financial commitment to more reliable forms of accessible DE PD training.

Although it is often under-appreciated, investments in the DE PD of our faculty, such as through a local POCR process, are of vital importance to our college and CCCs generally speaking. The ability to recognize the interrelated nature of these challenges and to promote fruitful collaboration to support our disciplines' ability to train highly skilled DE instructors in key to achieving many of our college's EMP goals, including securing the college's financial viability. As well as enhancing its growth potential by maximizing and building upon our existing assets and resources.

Strategic decisions - such as budgetary allocations that demonstrate a tangible and sustained commitment to foster improvement, as is required for a scalable local POCR programs - allow our NC stakeholders to see the college's and district's implementation of the values in our college's mission statement and EMP goals. This support also allows for more intentional planning and reliable funding to provide consistent and accessible support to promote high quality and OEI Rubric aligned DE courses. The ability for our college and district to support enhanced access to faculty DE PD is directly related to our college's ability to utilize and enhance our existing assets, shift trajectories upward, adapt, to grow and thrive.

Adaptation and systemic transformations also involve a cultural change. As our recent nor-all e-mail chain can attest, AI and other recent technological innovations, trends in DE learning, and the CVC Exchange - all provide novel opportunities for innovation, learning and education in the 21st century. We are all searching for leadership and guidance in DE best practices in rapidly evolving times.

It is also important to point out that we are a different college than we were before the pandemic. Many of our students and faculty's needs have changed as well. This combination of factors and challenges directly motivate the POLS discipline's PR Resource Request for a sustained prioritization and investment required to expand access to the PD training and increase the quality of DE education offered at Norco College and throughout the district.

In closing, from the position of this Social Scientist - the trends in the college and district data of rising student and faculty engagement in DE learning, and the lack of growth in the DE budget in comparison to pre-pandemic levels, also clearly demonstrates that DE is currently under-funded. This is evident both in relation to the number of faculty teaching and students taking DE classes. The lack of adequate funding has already has important negative implications, as is evident in the a lack of adequate accessibility support for MVC's and RCC's existing local POCR pilot programs.

Evidence from across the college and district demonstrate that there is a large and urgent need for more reliable and sustainable DE support and PD. Particularly in areas such as alignment with the CVC-OEI Course Design Rubric, accessibility, RSI, and equitable teaching practices that align with the Universal Design for Learning (UDL) best practices and Peralta Equity Rubric.

This NC POLS discipline's PR resource request seeks to utilize an asset based approach to help the college to embrace the opportunities present in this moment. That is, to marshal the college's and district's available capacities to encourage strategic planning and funding that allow our college and disciplines to adequately prepare to become a CVC Exchange "Teaching College" in fall 2015. This offers the promise of helping our college to grow, by attracting new net enrollments, and to aid efforts disciplines' SSR and equity goals by providing high quality and customized learning experiences for students.

These are extremely important decisions that can serve to empower our faculty and students in new learning environments. The decisions regarding the degree of institutional support for DE and DE professional development both have direct, long-term and significant impacts on our students, college's and district's futures and economic

stability.

Our strong hope is that, given all the available evidence demonstrated in the disaggregated SSR and equity data by modality, and the provision of a actionable plan to create a viable local POCR process, that our college and those in leadership positions will seize this opportunity. That we will recognize this importance of this moment and make the necessary investments to position our college to benefit from the new opportunities that have emerged. That we will choose to commit to a long-term plan to prepare our college, faculty, and students for the needs of the present and future. Our discipline looks forward to the opportunity to help lead our college in integrating with and maximizing the benefits of the CVC Exchange.

In sum, strategic investments in a local NC POCR process yields enormous returns and multi-faceted benefits. Investing in our the DE PD available to our faculty amplifies our college's ability to grow and adapt. It also establishes an asset based approach to maximizing, marshalling, and enhancing our existing existing resources to the benefit of our students, our SEP and EMP Goals, and the financial health of the college.

POCR, CVC, @ONE, and VRC Resources.

1. SBCC's Local POCR Process

https://www.sbcc.edu/frc/training/help_pocr.php#:~:text=POCR%20Process,-Join%20the%20POCR&text=This%20course%20is%20approximately%2012,you%20can%20submit%20for%20FLEX.

2. Preparing Your College for Student-Centered Cross Enrollment

https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/COVID-19/Memos/ess-20-400-003-cvccourse-exchange-preparing-for-student-centered-crossenrollment.pdf?la=en&hash=C1C4551ACA1C3D1A7EA20DA39FE89638A13550E4#:~:text=All%20California%20com munity%20colleges%20are,course%20through%20the%20Course%20Exchange.&text=%E2%80%9CTeaching%20Coll eges%E2%80%9D%20are%20California%20community,courses%20in%20the%20Course%20Exchange.

3. Peer Online Course Review (POCR)

https://onlinenetworkofeducators.org/course-design-academy/pocr-resources/

4. Establishing a Local POCR Process & Recordings of State-Wide POCR Norming Sessions

https://sites.google.com/cvc.edu/localpocrresourcecenter/home

5. POCR Course Review - Resources for Instructors

https://onlinenetworkofeducators.org/course-design-academy/course-instructors/

6. CVC OEI Course Design Rubric

https://onlinenetworkofeducators.org/wpcontent/uploads/2021/05/CVC_OEI_Course_Design_Rubric_rev_April_2020_ACC_52021.pdf

7. CVC OEI Course Design Resources (Canvas Modules)

https://ccconlineed.instructure.com/courses/837

8. Peralta Equity Rubric

https://www.peralta.edu/distance-education/online-equity-rubric

9. About the California Virtual Campus (CVC)

https://cvc.edu/about-theoei/#:~:text=The%20California%20Virtual%20Campus%20(CVC,in%20high%2Dquality%20online%20courses.

10. The CVC Exchange

https://cvc.edu/about-the-exchange/

11. The CVC Exchange Toolkit, Documentation and Support Materials

https://cvc.edu/exchange/

12. CVC Exchange - College Implementation Tracker

https://cvc.edu/exchange-implementation-board/

13. @ONE - Peer Online Course Review - 40 Hour Course to Prepare Faculty to Serve as Local POCR Reviewers of College Courses

https://onlinenetworkofeducators.org/course-cards/pocr/

14. MoVal's Local POCR Website

https://mvc.edu/admin/faculty/online-course-review.php

15. RCC's Local POCR Website

https://www.rcc.edu/about/strategic-planning/online-course-review.html

16. @ONE's Independent Course Alignment Program: Aligned/Badged POCR Online Courses Available for Adoption

https://onlinenetworkofeducators.org/independent-course-alignment-program/

17. CCC CVC's Online Network of Educators Free Training Opportunities

https://catalog.onlinenetworkofeducators.org/

18. @ONE's Certificate in Online Teaching Design (12 Weeks)

https://onlinenetworkofeducators.org/certificate-in-online-teaching-design/

19. @ONE's Certificate in Online Teaching and Design

https://onlinenetworkofeducators.org/course-cards/online-teaching-and-design/

20. @ONE's Course List and Certificates

https://onlinenetworkofeducators.org/course-cards/

21. CVC's Online Network of Educators (CCC) - Equity and Culturally Responsive Teaching (40 Hours)

https://catalog.onlinenetworkofeducators.org/courses/equity-culturally-responsive-teaching-24sp-ecrt-2

22. CVC / @ONE Webinars

https://www.youtube.com/@OnlineNetworkofEducators

23. Local POCR Success Stories: The LA Pierce and East LA College Connection

https://www.youtube.com/watch?v=tk74NJdnhks

24. The CCCC Vision Resource Center

https://visionresourcecenter.cccco.edu/

\$ Amount Requested
 50,000
 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.

Below I outline the student success data for NC POLS in comparison to the NC average success rates, and the district's student success rates in online classes.

I also discuss the equity gaps present in DE courses and the evolving enrollment trends. This includes the fact that in the last two years, 70% of students enrolled in DE classes at Norco College. This is a big difference when compared to the 24% of students enrolled in DE courses prior to the pandemic.

The evidence presented strongly suggests that significantly greater funding for DE is required to meet the college's EMP goals. Our college's all face funding constraints that currently limit our ability to deliver accessible and "quality review" badged coursees that serve to increase our revenues on the CVC Exchange and from the state due to the Student-Centered funding model.

Thus, this funding request is designed to support not just NC POLS faculty, but our faculty, disciplines and students from across Norco College that need significantly more support to advance and achieve our college's EMP goals and objectives in an era dominated by online education.

I. Student Success in DE Courses:

When examining the NC POLS 5-Year success trends, (2018-23), a number of significant trends emerge.

1. (79%) success	rate	POLS served 9,450 students and 7,425 successfully passed their courses
(7 <i>9</i> %) success 2.	Tale	OL had the highest success rate, 82% with 4,195/ 5,103 students
succeeding in t	heir classes	
a. <i>i</i> b. l	African American females Hispanic females were DI African American males w	
	e's average and 8% below Hispanic males were DI	Hybrid courses had a success rate of 76% Face-to-face courses had the lowest success rate, 74%, 5% below the our OL success rate.
In comparison, 1. discipline)	•	Success Rates (Across All Disciplines), from 2018-23 indicate: A 71% college success rate for all modalities, (8% lower than POLS
2. discipline)		OL courses had a college success rate of 70%, (12% lower than the POLS
a.		Across the college's OL offerings, 10 student populations were identified
as DI (vs. 3 in P 3.		Hybrid courses had a college success rate of 66% (10% lower than the
POLS discipline	e)	Face-to-face courses at the college had a success rate of 73% (1% lower
than the POLS	discipline)	•
a. OL classes is 3	%	Across Norco College the gap between success rates between F-2-F and
b.		Across the college, the gap between F-2-F and hybrid classes is 7%
NC POLS Annu 1. a. b. c. d. OL success rate		IC and RCCD Success Rates Across all Disciplines for OL Courses 2022-23 OL Success Rates: NC POLS 79% NC all disciplines 70% RCCD all disciplines 67% NC and RCCD college averages are 9% and 12% lower than the NC POLS
2.		2021-22 OL Success Rates:

Generated by Nuventive Improvement Platform

a. b. c. d. POLS OL success rate	NC POLS 80% NC all disciplines 70% RCCD all disciplines 66% NC and RCCD college averages are 10% and 14% lower than the NC
3. a. b. c. d. POLS OL success rate	2020-21 OL Success Rates: NC POLS 84% NC all disciplines 72% RCCD all disciplines 68% NC and RCCD college averages are 10% and 16% lower than the NC
4. a. b. c. d. POLS OL success rate	2019-20 OL Success Rates: NC POLS 89% NC all disciplines 71% RCCD all disciplines 69% NC and RCCD college averages are 18% and 20% lower than the NC
5. a. b. c. d. POLS OL success rate	2018-19 OL Success Rates: NC POLS 84% NC all disciplines 68% RCCD all disciplines 6% NC and RCCD college averages are 16% and 17% lower than the NC

POLS OL success rate

The trends reveal that Norco College's average OL success rates ranged between 68%-70% in the years between 2018-23. Throughout the RCCD system, the OL success rates ranged from 66% to 69% and there has been no improvement (67% in 2018-19 and 67% in 2022-23).

These trends are of considerable importance, as the majority of our classes at the college and district are now Distance Education courses. As the enrollment trends indicate, many of our students register for OL courses in order to accommodate and balance their changing work, family, child-care, and other availability and transportation conditions.

What accounts for the statistically significant differences in student success outcomes? With NC POLS having success rates consistently ranging between 9% and 18% higher than the NC OL average for all disciplines. And between 12% and 20% higher student success rates than the RCCD OL average for all disciplines.

Factors such as teacher experience, access to professional development in online education, hiring an excellent and skilled full-time faculty member, and the retention of three high quality and senior faculty with Ph.D. degrees and tenured positions over the last four years.

That is, in addition to successfully hiring a talented teacher-scholar as a full-time Assistant professor, in 2021 - in 2020, POLS also recruited and hired three additional Ph.D. faculty members.

Two of our new senior Associate faculty hires were tenured faculty at other CCCs. One is as a Professor in POLS & ETS, with a specialization in Latin American studies, and serves as Dean of Student learning at Compton College. The other is an Associate Professor POLS with a specialization in Black and LGBTQ+ politics - in the Department of History, POLS and ETS and serves as the Student Equity Coordinator at LBCC.

Despite only having two full-time faculty, POLS students and our discipline benefit from having three tenured faculty and another full-time NC faculty member who is in his third year and is on track to achieve tenure next year. All of new our POL 21 & 23 classes are taught by faculty with Ph.D. degrees. Moreover, in addition to our full-time POLS faculty, having two senior (tenured at their respective colleges) Associate faculty means that our students benefit

from their having had access to professional development and training in online education.

This has been enormously beneficial with the onset of the Covid-19 pandemic and the shifting trends to OL education. POLS has been in a better position to adapt because of the presence of such experienced Associate faculty and their willingness to take on 3 classes each semester, and to teach in inter-session.

This advantage has provided our NC POLS students with access to high quality education across the modalities that. However, from the success data shown above, does not seem to be as prevalent across the college and district.

Moreover, the pressing need for additional support for Distance Education (DE) is also apparent when examining the rates of disproportionate impact in OL and hybrid classes. Hybrid classes also tend to have the lowest success rates

Thus, the district would greatly benefit from the prioritization of a more comprehensive model of accessing OL and hybrid professional development. The need for a strategic response is apparent in the long-standing and current gaps in terms of the college's and district's success, retention, and equity goals.

In addition to the increased net enrollments from the CVC Exchange, investing in our faculty also yields additional financial returns in the form of increased revenues due to the CCC funding model that prioritizes student success and equity.

Moreover, the sheer number of students choosing to enroll in OL education also makes this an even more pressing need for the college and district. Below, I discuss the enrollment trends over the last 2-years in comparison to prepandemic circumstances, and document the extent of the need for additional DE financial support in general, and sustained support for a robust and permanent local POCR process to advance the college's EMP Goals and Objectives.

II. Student Enrollment Trends - the Vast Majority of Students at NC and RCCD Enroll in DE Classes (2021-23)

In examining the enrollment data for the last 2-Years, 2022-23 and 2021-22, the following trends emerge:

1.	65% of Norco College's students enrolled in DE courses in 2022-23
а.	OL: 28,657 students
b.	HYB: 5,044 students
с.	DE = 33,701 students enrolled in DE vs. 17,913 students enrolled in F2F
classes	
d.	Total of 51,897 students enrolled in college; (65% enrolled in DE classes)
2.	62% of RCCD students enrolled in DE courses in 2022-23
а.	OL: 113,954 students
b.	HYB: 20,505 students
С.	DE = 134,459 enrolled in DE vs. 83,435 students enrolled in F2F classes
d.	Total of 217,912 students enrolled in district; (62% enrolled in DE classes)
3.	76% of NC students enrolled in DE courses in 2021-22
а.	OL: 31, 533 students
b.	HYB: 2,268 students
С.	DE = 33,801 students enrolled in DE vs. 10,730 students enrolled in F2F
classes	
d.	Total of 44,531 students enrolled in college; (76% enrolled in DE classes)
4.	71% of RCCD students enrolled in DE courses in 2021-22
а.	OL: 130, 162 students
b.	HYB: 9,317 students
С.	DE = 139,479 students enrolled in DE vs. 56,208 students enrolled in
F2F classes	
d.	Total of 196,003 students enrolled in the district; (71% of students
enrolled in DE classes).	

The trends in the data reveal that in the last two years at NC, 65% and 75%, between two thirds and three-quarters of NC students in the last two years have enrolled in DE courses. Similarly, throughout the district over the last two years, between 62% and 71% of students enroll in DE classes.

Thus, prioritizing student success, retention, and equity in Distance Education classes should be a top priority for the college and the district. With the student success allocation model for CCCs being based on outcomes that include the number of AAs and certificates awarded, the number of students transfers, and who complete transfer-level math and English within their first year – these outcomes are all closely tied to our college and district's success in our DE courses.

This is particularly important for the economic well-being of the college as overall enrollment was down for NC in 2022-23, (51,879) and in 2021-22 (44,531). This means that the enrollment portion of the state's Student-Centered funding model provides fewer resources to the college in relation to pre-pandemic enrollment levels (55,587 in 2018-19).

Therefore, at Norco College and in the district, our success in increasing much needed state's funding for our college is directly and intimately tied to our DE outcomes. Over the last two years, 70% of our NC students enrolled in DE courses. This means that these classes play the largest role in determining our ability to increase student success, completion, and transfer rates and bring additional revenues to the college. This is especially important now that California is experiencing a budgetary deficit and the federal pandemic HEERF funding for CCCs are ending.

The high prevalence of DE courses is even more apparent in our inter-session offerings. For example, according to the RCCD DE Dean's office, in Winter 2014, 84% of our students in the district enrolled in OL or HYB classes. These online and hybrid courses accounted for 77% of all Winter 2024 courses scheduled.

Winter 2024 - Distance Education (DE) -MVC: Online, 2,994 students and 120 sections. -NC: Online, 3,610 students and 160 sections. -RCC: Online, 7,141 students and 301 sections.

-MVC: Hybrid, 407 students and 18 sections. -NC: Hybrid, 418 students and 21 sections. -RCC: Hybrid, 1,848 students and 79 sections.

In Winter 2024 alone, District DE supported 399 Faculty across the District who taught 660 online and hybrid courses. This supported 14,432 students in reaching their educational goals.

In contrast, in 2018-19, pre-pandemic, the number of students enrolled in DE courses at Norco College was 24% (13,123/55,587). The number of students enrolled in DE courses in the district was also 24% (58,605/239,586).

As a result of the pandemic, we have all been called upon to adapt and respond to the changing learning needs and enrollment preferences of our students. As our NC and district success, retention, and completion rates demonstrate – there is much work still to be done to prepare our faculty and college to be more responsive to these evolving trends in enrollment and higher education. This evolution is required if Norco College is going to increase our standing and reputation as a top educational institution in the region.

III. District DE Budgetary Constraints and the Lack of Available Funding or Strategic Institutional Prioritization and Commitment to BAM Funding by Modality or Establishing Sustainable Local POCR Processes at the 3 RCCD Colleges

One vitally important factor is the district's DE budget and existing capacity to aid our faculty to deliver high quality DE courses that promote student success, retention and equitable outcomes. Unfortunately, the district's BAM funding for DE courses have not risen from the pre-pandemic levels. Despite the fact that 70% of our NC courses

were DE over the last two-years, the unmet needs for accessibility specialists, DE training, software and DE learning tools, and instructional designers have risen dramatically.

For example, in 2024, all of our district's DE tools contracts are up for renewal. It is likely that many of the tools that faculty have taken the time to learn and adopt to enhance their classes now face elimination due to budgetary constraints. The elimination of tools such as VoiceThread, TextExpander, NameCoach, Packback and Canvas Studio would be extremely detrimental to the quality of NC DE and many discipline's DE courses.

Turnitin alone costs \$100,000 and MediaSite costs \$51,000. These two tools alone take up 76% of the district DE's total budget of \$199,000 – in order for faculty to have access to plagiarism detection software and video content creation. This also points to the negative consequences of such a high discrepancy between the need demonstrated in the enrollment patterns and student success gaps for OL and Hybrid classes (throughout the college and district), and an inadequate level of funding.

Thus, the success rates, enrollment, and current DE budgetary constraints all emphatically point to the need for the college and district to increase the prioritization and funding of DE professional development and support.

Moving forward, without a supplement to the existing DE budge, to take into account the dramatic increases in student enrollment in DE courses, faculty and students will continue to be negatively impacted. For example, faculty already face uncertain and limited access to DE tools and software that promote regular and substantive contact, peer-to-peer interaction, and accessibility. This is worrying as RSI, student-to-student RSI, and accessibility are all vitally important in our upcoming ACCJC accreditation. It is also a disincentive for faculty to take the time to learn and adopt new tools and technologies, if they are going to disappear, requiring significant modifications of faculty members' course design, provision of content, and methods of assessments.

The current under-funding of District DE also means that they are not able to fund a robust, (or even a pilot) local POCR process, due to their existing funding constraints. As MoVal's and RCC's POCR pilot programs demonstrate, both are experiencing difficulties accessing district accessibility support in order to align faculty members' courses with the CVC's expectation of 100% accessibility to earn a "quality review" badge on the CVC Exchange. They also both face problems in sustaining their local POCR processes, largely due to a lack of funding. Financial support is required to compensate POCR reviewers, the local POCR lead, and to incentivize faculty to do a significant amount of work to align their courses to the four categories of the OEI Course Design Rubric in order to submit the course to earn a "quality review" CVC badge.

Without an increase in the prioritization and allocation of funding for DE, faculty will continue to face circumstances that directly and negatively impact their ability to design and offer courses that promote student success, retention, and equitable outcomes for our students. For example, faculty will continue to have limited support in making their courses accessible. The MoVal and RCC existing local POCR pilots will continue to face unmet needs for accessibility assistance. As well as limited access for faculty to POCR "QR" professional development opportunities, the ability to scale-up their local POCR processes, and for faculty to utilize the tools that help students and faculty to be successful in DE courses.

These circumstances are even more pressing for Norco College, as we currently do not have a local POCR process, meaning that we are currently the least competitive college in the district in terms of preparations for becoming a CVC Exchange "Teaching College" in fall 2025. Thus, it is of vital importance to the financial future of the college that our leaders recognize the need to make strategic investments in our faculty to train them to design the highest quality courses. This is the top factor impacting our college's ability to improve our college's and district's success, retention, equity, and completion rates, as OL courses make up 70% of student enrollment in the last 2-years.

This request for funding is an effort to better align who we now are as a college and a district with the resources to support our current needs, including the need to adapt to achieve our EMP goals in new DE teaching and learning environments. In the same way, it would also greatly benefit the college, district, and faculty if the district would integrate with the Chancellor's Vision Resource Center. This provides a one-stop-shop for asynchronous faculty professional development, including for college, district, CCCC, and other integrated forms of PD. The VRC also awards FLEX credit, allowing faculty to engage in ongoing PD opportunities.

It would be enormously helpful to Norco College faculty if the college would prioritize make greater strategic

investments in integrating with existing and available opportunities to enhance all faculty's access to professional development. Such as through the CCCC's Vision Resource Center, as well as by establishing a well funded DE program that meets the needs of our faculty and students, and by providing a long-term financial commitment to enhancing the quality of DE courses offered in the district. Prioritization of faculty professional development in DE is vitally important to achieving a large number of our EMP Goals and Objectives.

IV. Alignment of this Resource Request with Norco College's EMP Goals and Objectives

The requested Full-time Political Science hire supports all three of Norco College's EMP Strategic Directions -

- 1. Student Transformation,
- 2. Regional Transformation,
- 3. College Transformation

The following 8 Education Master Plan Goals and 17 EMP Objectives are Advanced with this Resource Request:

EMP Goal 1: Objectives 1.2, 1.3, 1.4
Strategic Direction 1: Student Transformation
2030 Goal 1: (Access) Expand college access by increasing both headcount and FTES.
2025 Objective 1.2 Go from 14,624 headcount to 16,581 total headcount
2025 Objective 1.3 Expand enrollment with strategic groups (Online & CVC Exchange with Access to 2.1 million students attending 114 CCCs) .
2025 Objective 1.4 Increase capture rates from feeder high schools by 4% annually.

EMP Goal 2: Objectives 2.1, 2.4 2030 Goal 2: (Success) Implement Guided Pathways framework. 2025 Objective 2.1 Increase number of degrees completed by 15% annually 2025 Objective 2.4 Increase number of transfers 15% annually

EMP Goal 3: Objectives 3.1, 3.2, 3.3, 3.4, 3.5
2030 Goal 3: (Equity) Close all student equity gaps.
2025 Objective 3.1 Reduce the equity gap for African American students by 40%.
2025 Objective 3.2 Reduce the equity gap for Latinx students by 40%.
2025 Objective 3.3 Reduce the equity gap for Men of Color by 40%.
2025 Objective 3.4 Reduce the equity gap for LGBTQ+ students by 40%.
2025 Objective 3.5 Reduce the equity gap for Foster Youth students by 40%.

EMP Goal 4:

2030 Goal 4: (Professional Development) Implement Professional Development around Guided Pathways and equity framework; foster a culture of ongoing improvement.

EMP Goal 5: Objectives 5.1, 5.3 Strategic Direction 2: Regional Transformation 2030 Goal 5: (Workforce and Economic Development) Reduce working poverty and the skills gap 2025 Objective 5.1 Increase the median annual earnings of all students 2025 Objective 5.3 Increase percent of all students who attain a livable wage by 5% annually

EMP Goal 6: Objectives 6.1, 6.5 2030 Goal 6: (Community Partnerships) Pursue, develop, & sustain collaborative partnerships 2025 Objective 6.1 Establish and expand relationships with regional educational institutions (CVC Colleges & Other Local POCR Teams) 2025 Objective 6.5 Position the college's image and reputation as a leading academic institution in the region

EMP Goal 7: Objectives 7.5, 7.7

Strategic Direction 3: College Transformation
2030 Goal 7: (Programs) Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.
2025 Objective 7.5 Add capacity to existing disciplines with a demonstrated need.
2025 Objective 7.7 Build and support academic support services to improve student success

EMP Goal 9: Objectives 9.5 2030 Goal 9: (Workplace/Employees) Expand workforce to support comprehensive college and develop/sustain excellent workplace culture

2025 Objective 9.5 Develop strategy to maximize student-faculty time (Enhance the Regular and Substantive Interaction in DE Courses)

This request for my area is Priority #: 2

Is this request

New

Mapping

Data Review - Instructional: (.)

- 1.: .
- 2.: .
- 3.: .

Educational Master Plan (2020-2025): ()

- 2025 Objective 1.2 KPI 2 (Student Services):
- 2025 Objective 1.3 (Student Services):
- 2025 Objective 1.4 KPI 3 (Student Services):
- 2025 Objective 2.1 KPI 4 (Academic Affairs):
- 2025 Objective 2.4 KPI 6 (Student Services):
- 2025 Objective 2.7 (Academic Affairs):
- 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):
- 2025 Objective 5.1- KPI 13 (Student Services):
- 2025 Objective 5.3 KPI 15 (Student Services):
- 2025 Objective 6.1 (Academic Affairs):
- 2025 Objective 6.2 (Planning and Development):
- 2025 Objective 6.5 (Office of the President):
- 2025 Objective 6.7 (Planning and Development):
- 2025 Objective 7.5 (Academic Senate):
- 2025 Objective 7.7 (Academic Affairs):
- 2025 Objective 9.2 (Planning and Development):
- 2025 Objective 9.3 (Office of the President):
- 2025 Objective 9.5 (Academic Affairs & Academic Senate):
- 2030 Goal 1: Access:
- 2030 Goal 2: Success:
- 2030 Goal 3: Equity:
- 2030 Goal 4: Professional Development:
- 2030 Goal 5: Workforce and Economic Development:
- 2030 Goal 6: (Community Partnerships) :
- 2030 Goal 7: Programs:
- 2030 Goal 9: Workplace/Employees:

Instructional: Political Science: (.)

- Create a New Class POL 3 Introduction to Political Science to Attract New and More Diverse Pool of Majors and Students Taking POLS Courses: .
- Program Awards: .
- Student Equity Plan: (.)
 - Equity-related Professional Development: .
 - Persistence for Black/African American Students: .
 - Transfer for Hispanic/ Latinx Students: .
 - Transfer-level math and English for Hispanic/ Latinx Students: .
 - Vision Goal Completion for Hispanic/ Latinx Students: .

Faculty Professional Development Requests

2024 - 2027

Resource Request

What resources do we already have?

Political Science currently has a teaching team that includes two full-time Political Scientists and eight Associate faculty members.

Potential Funding Source(s)

General Fund

What resources do you need?

Political Science is requesting a full-time faculty Political Science position to meet rising student demand for POLS courses and specifically three POLS courses that students throughout the district take to graduate, and are transfer / graduation requirements to complete their BA degrees.

This faculty hiring request also supports our discipline's ability to reach our success, retention, completion, and equity goals. As well as the NC Student Equity Plan's goals to close success, retention, completion and transfer equity gaps for Black / African American and Hispanic / Latino Students. This request also supports many of Norco College's EMP goals, outlined below,.

1. EMP Goal # 1: Access - Hiring a full-time professor helps our discipline to offer more sections and increase access to our new POL 21 & 23 courses. Our faculty cannot support the existing demand for POL 21 and 23 and our full-time professor has had to teach overloads both semesters this year to meet student demand. This is not a viable long-term strategy. This hiring request will also expand our opportunity to offer additional online sections, particularly as we become a teaching college on the CVC Exchange, bringing in new revenue streams and sources of efficiency for the college and discipline.

2. EMP Goal # 2: Success & Implement the Guided Pathways Framework - A full-time POLS professor will aid in supporting the success, retention, and transfer of students to the CSU and UC systems. As well as aiding our SBS students to earn their AOE degrees. It also benefits all students by improving success rates in the courses students need fulfill their transfer / graduation CSU and UC "American Institutions" requirement and new CCC and CSU Area F requirement. The fact that this full-time hire would be to offer additional sections of POL 1 - required by the CSU and UCs to graduate, and POL 21 & 23 - required by the CCC and CSU systems to graduate (and likely soon by the UC system) aids in advancing EMP Goal # 2 as well. That is, increased access to these courses aids all students in their efforts to enroll and complete the required courses to stay on course to graduate and transfer to achieve their BA degrees in the CSU and UC systems.

3. EMP Goal # 3: Equity - This request supports our discipline's equity efforts. Such as by expanding our offering of culturally responsive curriculum by supporting our discipline to offer more sections of POL 21 & 23. As well as to continue to reliably offer cross-listed equity sections of POL 1 and POL 23 and expand our offerings to the CRC.

4. EMP Goal # 4: Professional Development around GP and Equity Framework - A full-time faculty member would allow our discipline to access more of the FLEX and other GP and Equity trainings than is currently the case with our team of largely Associate faculty. This means that more of our classes would be taught by professors who have been trained at Norco and can serve as bridges to, and sources of knowledge, regarding our resources and services.

5. EMP Goal # 5: Reduce Working Poverty and Increase Economic Development - Having a greater number of our classes being taught by full-time faculty means that our students have far greater access to mentoring and support regarding careers in the field, internship opportunities, civic engagement, finding the best college to transfer to, and pursuing research and graduate school opportunities. Such as the Mustang Mentors and

Black Student Success networks. This provides for greater access to pathways for social mobility, individual transformation, and helps to advance our college's mission and vision to "transform our students and community for the dynamic challenges of tomorrow."

6. EMP Goal # 6: Collaborative Community Partnerships - POLS is an active participant with the Norco California Rehabilitation Center and Pitzer College's "Inside Out" program, which has established the country's first pathway to BA degrees for incarcerated individuals. The CRC has requested that POLS begin offering POL 21 & 23 in addition to our current POL 1 offerings. Hiring a full-time professor is essential to meeting this request, as we are already beyond capacity and do not currently have the staffing to expand our participation in this collaborative initiative to change lives and improve our community.

We now turn to a more detailed explanation of the needs of the POLS discipline and the reasons POLS is requesting to hire another POLS faculty member to meet them.

1. Ensuring Reliable Access to Graduation and Transfer Requirements for POLS, SBS AOEs, and All Students Transferring to CSU and UC Systems

POL 1 - American Politics, POL 21 - Latinx Politics, and POL 23 - Race and Ethnic Politics are all graduation requirements. POL 1 fulfills the State of California's CSU "American Institutions" requirement, as well as the UC's "American History and Institutions Requirement."

Our cross-listed POL/ETS 21 & 23 courses fulfill the CSU's new Area F Ethnic Studies and CCC graduation requirement. According to Inside Higher Ed in 2024, the University of California system plans to institute a proposed admissions requirement in Ethnic Studies as well, meaning that POLS 21 & 23 may submit their COR to fulfill those requirements as well.

Each of these three courses are offered every fall and spring semester. We recently began offering POL 21 & 23 during intersession due to student demand and waitlists for these sections. Multiple sections of POL 1 are also consistently offered every intersession. We also recently began offering accelerated POL 1 and POL 23 sections as well.

2. Ensuring the Reliability of Existing POLS Collaborations, Commitments, and Offerings

Since fall 2020, beginning with 1 section of POL 1 each semester, and then expanding to alternate with POL 23, POLS has committed to offer these two courses as cross-listed equity sections each semester. These courses include our Umoja/Men of Color/ Puente students. The hiring of a third full-time POLS faculty member would aid in our ability to continue our commitment to offer cross-listed equity sections of POL 1 and 23. As well as supporting our discipline's equity goals, as well as the NC SEP's goals for African American and Hispanic students, and the EMP goal # 3.

A third full-time Political Science faculty member would also greatly aid a number of the discipline's other ongoing equity plans and commitments. For example, we are dedicated to reliably offering our most popular and culturally responsive courses and curriculum (POL 21 and 23) every semester, including inter-session.

Moreover, the discipline also now offers POL 1 at the Norco California Rehabilitation Center (CRC), at Jurupa Valley High School, CAVA dual enrollment sections, and as part of the Honors Program are well. We have also been a part of discussions and planning to potentially offer POL 21 and 23 at part of the new Social Justice pathway.

The hiring of a full-time POLS faculty member would help our discipline to enhance the reliability of our many commitments and fruitful collaborations with other programs and reduce the over-reliance on Associate faculty to meet our discipline's, college's, and our collaborative partnerships and goals.

This involves contributions to our dual enrollment, CAVA, CRC, and POL 21 and 23 CRC sections that provide opportunities for social mobility and promote the college's goal of creating pathways to personal, career, and

regional transformations.

3. Ensuring the Reliability of, and Expansion of, POL 21 & 23 Offerings to Meet Rising Student Demand.

Since the launch of POL 21 Latinx Politics and POL 23 Race and Ethnic Politics, demand for these two courses has been strong. They consistently are full and have wait lists. The demand for these courses will likely continue to grow and remain robust because these courses are approved by the CSU as satisfying their Area F graduation requirement for all students.

They also satisfy the new CCC Ethnic Studies graduation requirement for our graduates, and thus the hiring of an additional full-time faculty member will help to build Norco College's ability to ensure the supply of courses needed to ensure all of our students have the access they need to the courses required to graduate and transfer.

Currently, our full-time POLS faculty member who teaches POL 21 and 23 has taken on overloads in fall 2023 and spring 2024 to meet student demand. In fall 2023, we offered 9 sections of POL 21 & 23 and 11 sections in spring 2024.

We are heavily reliant on our full-time faculty member's willingness to teach overloads each semester and our Associate faculty members' availability to fulfill our currently scheduled POL 21 and 23 offerings. Both of the senior Associate faculty members that I recruited to teach POL 21 and 23 have full-time positions in POLS departments at other CCCs. Their retention and availability are currently vital to the success of our new courses and our PR discipline's goals. They are also currently maxed out at 3 sections each and are already offering intersession sections of POL 21 and 23 as well.

The majority of our POLS courses are currently being taught by Associate faculty and the success of our program review goals and our existing collaborations heavily depend on their inclusion, retention, and availability.

Finding faculty with the qualifications to teach POL 21 and 23 is a significant challenge. This is a relatively new sub-field in POLS and many / most POLS programs do not offer degrees specializing in the politics of race and ethnicity.

Moreover, finding a POLS professor with an ETS FSA is also a challenge. As the NC ETS discipline can attest, they have experienced difficulties in hiring any ETS Associate faculty to help shoulder the burdens in that discipline. These factors act as significant constraints on our college's ability and meet the rising student need for classes to fulfill the new CCC and CSU Area F graduation requirements.

POLS is the only discipline other than ETS that has successfully secured CSU Area F approval. Thus, POLS has the unique ability to help build the college's capacity to meet the emergent and pressing student to schedule classes that all of our CCC students need in order to graduate and transfer & graduate from the CSU system.

Currently, POLS cannot expand our offerings any further to meet these students' needs. The reliance on fulltime faculty overloads and our Associate faculty teaching the remaining 6 sections of POL 21 and 23 are also not reliable long-term strategies.

Thus, our discipline, all NC students, and the college require access to a full-time professor - who can help ensure the reliable offering, staffing, and ability to expand our POL 21 and 23 classes.

4. Continuing to Improve and Enhance the NC POLS Student Success, Retention, Completion, Diversity and Equitability of Outcomes in POLS

Our request for a new faculty member is strongly motivated by, and aligned with, our discipline's student

success, retention, completion and equity goals.

Now a bit of context. Between fall 2016 and 2019 POLS was a single full-time faculty discipline following the retirement of senior faculty. In this period, our discipline had a fair amount of Associate faculty turnover, largely because a number of our faculty members were in, or recently completed from, graduate school.

As the POLS student success and retention data indicate, the hiring of a second full-time POLS professor and strategically recruiting and retaining senior POLS faculty members to teach at Norco College have helped to raise both of these metrics considerably in comparison with the 2018-19 baseline. Success rates in POLS courses went up between 9% and 12% in the subsequent years after hiring a second full-time professor. Success rates in POLS courses went from 71% in 2018-19, up to an average of 80% in the subsequent four years (2019-2023). This is a significant increase of 9 points with the addition of another full-time faculty member. Similarly, the retention rate in 2018-19 was 88%, and in 2022-23 it had increased to 94%, an increase of 6%. Our program awards also went up by 60% in 2022-23, versus the 2018-19 baseline year. These metrics all indicate that the hiring of a second full-time faculty member has been significant to the success of the discipline and our students in making progress and achieving their academic and career goals.

5. Meeting the Increased Need to Offer All ADT Required List A Courses Annually

Following a previous PR request to hire a second POLS full-time faculty member, the POLS discipline was also able to expanded our curriculum and offer 8 POLS courses annually.

We added two new POL 21 & 23 courses and began offering three more POLS ADT required courses annually vs. every other year. This was intended to end the previous problem that if students missed a spring class that was offered biennially, they would have to wait 2-years to take it in the spring, due to our previous course rotation schedule. Now, we offer all of our ADT required List A courses at least once annually, which aids our students' ability to take the courses they need to graduate and transfer in a more timely manner. In order to reliably offer and staff these courses, an third full-time faculty member would be an enormously valuable addition to ensure that we can continue to meet students' needs, without having to rely on faculty members taking overloads, or seeking to recruit and retain additional Associate faculty with the specializations that our discipline requires.

6. Meeting the Increased Need for POLS Faculty to Provide Consistent Access to High Quality and Accessible Distance Education Courses

The NC POLS discipline also led our district in submitting DE proposals for all POLS ADT List A required courses, greatly increasing student access to the courses that students need to earn their POLS, AOEs, and other degrees.

POL 1 is currently offered as a face-to-face, hybrid, and online class. POL 21 and 23 are also offered both face-to-face and online, which means that students have enhanced access to the courses that they need to transfer and graduate.

The addition of another full-time POLS faculty member would allow for POLS to reliably schedule and offer more courses. This also means that when Norco becomes a teaching college on the CVC Exchange in fall 2025, students from throughout the state can enroll, bringing in new revenue streams into the college, through new net enrollments.

According to the CVC, Ethnic Studies courses that fulfill students' CSU Area F graduation requirements are some of the most sought-after courses on the Exchange. This applies to the POL 21 and 23 courses, due to their POLS/ETS cross-listing, allowing students to fulfill their CCC graduation and Area F CSU requirement.

7. Meeting the Need for Full-Time Faculty to Meet the CRC's Request for POLS to Offer POL 21 and 23

A new full-time POLS hire helps our discipline to meet the CRC's request to expand beyond POL 1 to offer POL 21 and 23 in the CRC to our incarcerated students. This provides access to AA degrees, as well as the "Inside-Out Pathway-to-BA" partnership with Pitzer College.

This is a worthy goal as our discipline is part of a pathway to the first BA degree program for incarcerated learners. This program results in personal transformation, increased economic mobility, and dramatically lower rates of recidivism, benefitting students and our community.

The current number of robust offerings is only possible because of the commitment of our two Associate faculty and our full-time faculty taking on as many sections as possible to meet student demand.

Our two Associate faculty with the required specialization are currently teaching the maximum of 3 sections of POL 21/ 23 per semester each semester and teaching them in inter-session as well. As previously mentioned, our full-time faculty has already been asked to take on an overload in fall 2023 and in spring 2024 in order to create a new section to accommodate the number of students on the waitlist for these courses during the year.

Our existing Associate faculty pool and RCCD POLS HR hiring pool do not have the particular qualifications required to staff any additional new POLS 21 / 23 course sections.

POLS faculty are currently maxed out in our capacity to offer any additional sections of POL 21 or 23, due to staffing constraints. We do not have any additional ability to continue to grow the offerings of these sections at the present time to meet student and CRC demand.

8. Need to Meet the EMP Goal to Achieve the 75/25 Ratio

The POLS FTEF by Type chart illustrates the teaching loads for the Political Science discipline's Full-time & Associate faculty.

Over the last eight years, POLS has been a single Full-time faculty discipline for half (four) of those years. As a comparison of the student success rates demonstrate, there impacted student success rates. In 2018, Associate faculty taught a load of 7.6, and the POLS student success rate was 71 in 2018-19%. In contrast, over the last 2-years (2021-23), the average success rate was 80%. This is a significant 9% increase in students success over the 2018-19 baseline.

In the 2020-2021 academic year, there was only 1 Full-time Political Scientist at Norco College teaching a full load (2.0), while the part-time faculty were teaching the equivalent loads of approximately 4 full-time faculty (8.20). Over 80% of the discipline's courses were offered by part-time faculty this year.

The 2020-21 increase in the POLS discipline's student success rate, to 80% is largely attributable to the effort of the 1 Full-time faculty member to actively recruit and hire two new Associate faculty who are tenured POLS faculty members serving in leadership roles at other CCCs to teach NC POLS courses. The retention of these two senior Associate faculty members remain vitally important to the success our students and discipline.

With the addition of a second Full-time Political Scientist in the 2021-2022 academic year, the FTEF of Associate faculty dropped (6.60), while the total course load taught by the Full-time faculty increased (4.20). In total, about 39% of the discipline's courses were taught by the 2 Full-time faculty members during the 2021-2022 academic year.

The data further shows that despite the addition of a second Full-time Political Scientist, the proportion of the discipline's courses taught by Associate faculty has increased.

During the 2022-2023 academic year, the part-time faculty taught the equivalent of more than 3.5 full-time instructors (7.40), which was approximately 64% of the teaching load.

Associate faculty then taught a load of 8.60 during the 2023-2024 academic year, which is the equivalent of more than 4 Full-time instructors & over 66% of the discipline's course offerings. In both years, the 2 Full-Time faculty met their contractual obligations & taught overload as well.

The charts also show that the overall teaching loads have increased in each of the last 4 academic years.

The Political Science faculty taught a load of 10.20 in 2020-2021, 10.80 in 2021-2022, 11.60 in 2022-2023, & 13.00 in 2023-2024. The FTEF overload has also increased each year.

This is partly due to the recent development and offering of POL-21 & POL-23 sections, which count toward students' Area F California State graduation requirements. Furthermore, Norco College's overall student enrollment (11,056 during the Spring 2024 semester) has recovered beyond pre 2019-2020 levels & is at the highest it has been in the last 5 years.

In summary, the enrollment data & information about the teaching loads of the Political Science faculty consistently demonstrate an increasing student demand for sections offered by our discipline.

Furthermore, the Political Science discipline does not currently have the instructors needed to reach the California Community Colleges Board of Governors' goal that 75% of courses be taught by Full-time faculty, while only 25% of sections be offered by Associate faculty.

The addition of a third Full-time Political Scientist would significantly improve the discipline's, & Norco College's, ability to reach the 75/25 ratio established by AB 1725 in 1989. This would also increase the availability of faculty office hours for students, as associate faculty are not required to make themselves accessible to students outside lecture hours. The presence of a third Full-time Political Science faculty member on campus is becoming increasingly important as the number of Norco College students enrolled in Political Science courses & advising needs outside lecture hours continues to grow.

75_25 Calculations Worksheet Information

° In fall 2023, we had 26 POLS sections * 3 units = 78 total units in discipline - 33 units for two full-time faculty, one teaching a 6th course as an overload to meet student demand = 45 units. 45/15 = 3.

° In fall 2023, out of our 26 sections, 11 were taught by full-time faculty (again because one taught an overload to meet student demand). 15 courses were taught by Associate faculty. Even with the full-time overload, 58% of POLS courses were taught by Associate faculty and 42% were taught by full-time faculty.

° Similarly, in spring 2024, we had 26 POLS sections * 3 units = 78 total units in discipline - 33 units for two fulltime faculty.

Again, one full-time faculty member, for a second consecutive semester, taught an overload to meet student demand for POL 21. The other full-time faculty also taught an overload in addition to taking on the DEC Chair leadership duties. This = 45 units. 45/15 = 3.

One full-time professor is teaching five sections of POL 21, out of the six POL 21 sections scheduled. Our senior Associate faculty members are teaching all five of our currently scheduled POL 23 courses.

°In both fall 2023 and spring 2024, 58% of POLS course sections were taught by Associate faculty and 42% of POLS course sections were taught by full-time faculty.

If this request for a third POLS professor is approve and hired, then full-time POLS faculty would be 15/26 = 58%. This would put the discipline in far better shape in being on track with the CA goal of having 75% of courses being taught by full-time faculty.

It is also important to stress that without the full-time POLS professor's willingness to accept a teaching

overload in both fall and spring semesters, and the willingness our two senior POLS Associate faculty members, (both of which have full-time positions in POLS disciplines at other colleges in the CCC system) to teach 3 sections each semester - the discipline would be unable to meet current student demand for POLS 21 & 23.

The willingness of our existing full-time faculty to continue to teach overloads and for our Associate faculty to accept 3 classes a semester is not assured and is not a viable long-term strategy to support our PR goals and commitments.

Again, we are currently unable to expand our offerings or increase the college's capacity to schedule courses that fulfill the new CCC and CSU Area F graduation requirements. This also serves as a major impediment to fulfilling the CRC's request to begin offering POL 21 & 23 at the CRC, entirely due to staffing constraints.

Summary

In closing, the POLS request for a third POLS faculty member is vital in order for our discipline to continue to commit to reliably scheduling, staffing and expanding our offerings of these important courses that serve our majors, our students, and the college's EMP and SEP goals.

We are at full capacity for our Associate faculty and are already overloading our POLS full-time faculty to accommodate and enroll the students on the waitlists in our new sections.

POLS would like to hire an a third POLS faculty member to ensure the reliability for the sections we offer, continue to expand our sections to meet student demand, and ideally approach the ideal of 75% of our course sections being taught by full-time faculty. In this academic year, only 42% of POLS courses are currently being taught by full-time faculty.

Hiring a third POLS faculty member will help to shape and improve our discipline. It will provide additional support and mentorship for our students, both inside and outside of the classroom. It will also increase our faculty member's engagement in professional development, knowledge of, and ability to connect students to resources, services and people at Norco College to support student success, retention, and completion. This request to hire is strongly embedded in integral to our discipline's PR equity, success, retention, and graduation goals.

Request related to EMP goal or Assessment?

EMP Goal 1,EMP Goal 2,EMP Goal 3,EMP Goal 4,EMP Goal 5,EMP Goal 6,EMP Goal 7,EMP Goal 9

\$ Amount Requested

131,136

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:

Equity,Data Review,Program/Unit Goals

This request for my area is Priority #:

1

Faculty Hiring Resource Request Form

Department Information

Department Chair Email:

Dr. Alexis Gray

Faculty Requesting Email:

sandra.popiden@norcocollege aldo.yanez@norcocollege.edu

Faculty Position Requested:

Assistant Professor of Political Science

This request is for:

Growth position in existing program

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

Program Review Part 1

Statistical Data - Please email Research@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:

Summer



Fall



Winter



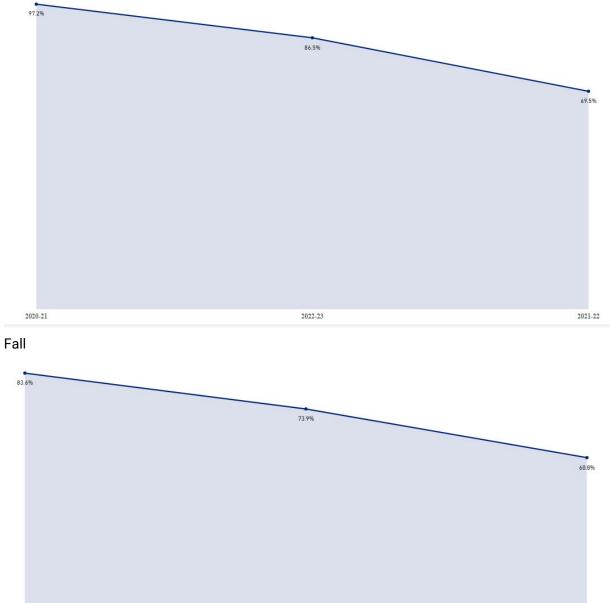
Spring



Provide the percent capacity/fill rate for each semester in the discipline for the last three years: Fill Rate (Census, Enrollment / Capacity Rate

- 2023-24: 78.2%
- 2022-23: 68.5%
- 2021-22: 77.9%
- 2020-21:84.2%
- 2019-20: 92.7%
- 2018-19: 87.4%
- 2017-18: 89.3%
- 2016-17:88.7%
- 2015-16: 93.6%

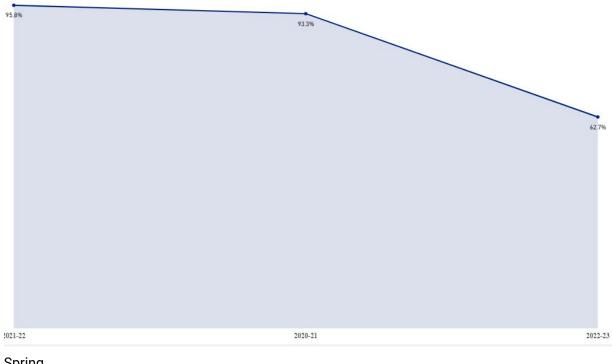
Summer



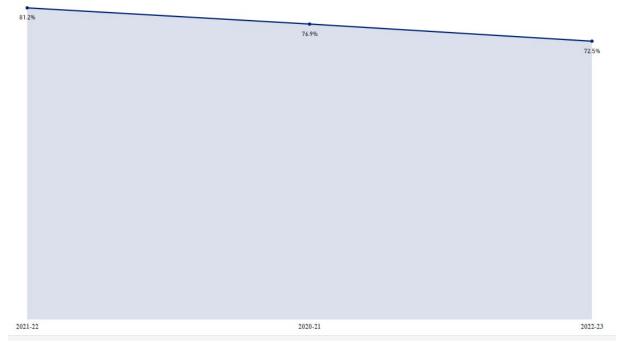


Winter

2022-23







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

Adverage Class Size	2020-21	2021-22	2022-23
Summer	43.75	30.86	36.33
Fall	35.60	30.67	25.61
Winter	42.00	40.25	26.33

Spring	33.56	33.17	31.32	
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Provide the efficiency (WSCH/FTEF) for the last three years: WSCH/FTEF

- 267 in 2023-24
- 532 in 2021-22
- 619 in 2020-21
- 697 in 2019-20
- 652 in 2018-19
- 693 in 2017-18
- 690 in 2016-17
- 723 in 2015-16



Instructional Data

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

26 in fall 2023 and 26 in spring 2024 = 52 sections

Are any of the sections cross-listed?

Yes

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If so, how many?
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1
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Total number of units offered in the discipline for the primary semesters in the previous year:

156

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:

3.4 in 2023-24; 3.6 in 2022-23; 3.8 in 2021-22; 2.0 in 2020-21; 4.0 in 2019-20; 1.4 in 2018-19; 2.0 in 2017-18; 2.0 in 2016-17, 3.0 in 2015-16

Number of associate faculty instructors currently in the discipline:

8

Associate faculty instructors by headcount:

8

Associate faculty instructors by FTEF:

8.6 in 2023-24; 7.4 in 2022-23; 6.6 in 2021-22; 8.2 in 2020-21; 5.2 in 2019-20; 7.6 in 2018-19; 6.2 in 2017-18; 5.4 in 2016-17; 3.46 in 2015-16

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

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

3-4

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 requested Full-time Political Science hire supports all three of Norco College's EMP Strategic Directions –

- 1. Student Transformation
- 2. Regional Transformation
- 3. College Transformation.

Moreover, eight of the following Education Master Plan Goals and 28 specific EMP Objectives are advanced with this Full-time POLS hire:

EMP Goal 1: Objectives 1.2, 1.2, 1.3, 1.4

Strategic Direction 1: Student Transformation

2030 Goal 1: (Access) Expand college access by increasing both headcount and FTES.

2025 Objective 1.1 Go from 7,366 to 8,759 total FTES

2025 Objective 1.2 Go from 14,624 headcount to 16,581 total headcount

2025 Objective 1.3 Expand enrollment with strategic groups (Dual Enrollment,International, Online, California Rehabilitation Center, Veterans, etc.)

2025 Objective 1.4 Increase capture rates from feeder high schools by 4% annually.

EMP Goal 2: Objectives 2.1, 2.3, 2.4

2030 Goal 2: (Success) Implement Guided Pathways framework.

2025 Objective 2.1 Increase number of degrees completed by 15% annually

2025 Objective 2.3 Decrease AA degree unit accumulation from 88 to 74 total units on average

2025 Objective 2.4 Increase number of transfers 15% annually

EMP Goal 3: Objectives 3.1, 3.2, 3.3, 3.4, 3.5

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

2025 Objective 3.1 Reduce the equity gap for African American students by 40%.

2025 Objective 3.2 Reduce the equity gap for Latinx students by 40%.

2025 Objective 3.3 Reduce the equity gap for Men of Color by 40%.

2025 Objective 3.4 Reduce the equity gap for LGBTQ+ students by 40%.

2025 Objective 3.5 Reduce the equity gap for Foster Youth students by 40%.

EMP Goal 4: Objectives 4.1, 4.2, 4.3

2030 Goal 4: (Professional Development) Implement Professional Development around Guided Pathways and equity framework; foster a culture of ongoing improvement.

2025 Objective 4.1 Increase percentage of employees who complete Guided Pathways training from 5% to 65% (305 out of 472 employees)

2025 Objective 4.2 Increase percentage of employees who complete Racial Microaggressions certificate from 1% to 60% (285 out of 472 employees)

2025 Objective 4.3 Increase percentage of faculty who complete Teaching Men of Color in the Community College certificate from 3% to 40% (125 out of 315 faculty)

EMP Goal 5: Objectives 5.1, 5.3

Strategic Direction 2: Regional Transformation

2030 Goal 5: (Workforce and Economic Development) Reduce working poverty and the skills gap

2025 Objective 5.1 Increase the median annual earnings of all students

2025 Objective 5.3 Increase percent of all students who attain a livable wage by 5% annually

EMP Goal 6: Objectives 6.1, 6.2, 6.3, 6.4, 6.5

2030 Goal 6: (Community Partnerships) Pursue, develop, & sustain collaborative partnerships

2025 Objective 6.1 Establish and expand relationships with regional educational institutions

2025 Objective 6.2 Contribute to regional economic and workforce development by creating and expanding relationships with business and civic organizations

2025 Objective 6.3 Expand partnerships with regional veterans' services and support organizations

2025 Objective 6.4 Work toward reducing recidivism through incarcerated student education

2025 Objective 6.5 Position the college's image and reputation as a leading academic institution in the region

EMP Goal 7: Objectives 7.5, 7.6, 7.7

Strategic Direction 3: College Transformation

2030 Goal 7: (Programs) Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.

2025 Objective 7.5 Add capacity to existing disciplines with a demonstrated need.

2025 Objective 7.6 Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom.

2025 Objective 7.7 Build and support academic support services to improve student success

EMP Goal 9: Objectives 9.4, 9.5, 9.6

2030 Goal 9: (Workplace/Employees) Expand workforce to support comprehensive college and develop/sustain excellent workplace culture

2025 Objective 9.4 Develop strategy to maximize the number of classified, faculty and managers involved in college governance without compromising mission-critical work

2025 Objective 9.5 Develop strategy to maximize student-faculty time; Resist pulling faculty from students to do administrative work; Evaluate release time

2025 Objective 9.6 Develop strategy and work collaboratively with the district to increase the proportion of full-time faculty toward the 75/25 ratio.

More specifically, regarding EMP Goal # 1 - Access - The POLS discipline contributes to the college's goal to increase access and full-time enrollment in a variety of ways.

Below are some of the ways that the college's EMP Access goal will be supported with the addition of a third POLS faculty member.

- NC POLS secured DE approvals for all ADT required courses, and consistently provides access to our courses and options to meet the needs of our students for face-to-face, online, and hybrid modalities.
- NC POLS also participates in offering courses in the dual enrollment, CAVA, and Honors programs
- NC POLS also offers POL 1 at the CRC, and have been asked to offer POL 21 and 23 as well
- NC POLS has ongoing partnerships with the Umoja / Men of Color / and Puente programs to offer crosslisted sections of POL 1 and 23 and we have committed to offering these courses as needed each semester.

- The NC POLS discipline lead currently serves as the Distance Education Chair, responsible for helping the college to join the CVC Exchange as a "Teaching College." This brings opportunities for new net enrollments from students from throughout the state to take OL courses at Norco College.
- As DEC Chair and a member of the CVC (Peer Online Course Review) POCR work group, POLS and DEC are leading the effort to create a new local POCR process to evaluate OL courses and badge them as "Quality Reviewed." This allows the NC "QR" courses to be placed higher on the CVC's Exchange of OL courses, increasing the competitiveness of Norco College and bringing in an additional revenue stream in to the college with new net enrollments. For example, Saddleback College leads the state in QR reviewed courses and in the first year they brought in 500 new net enrollments, and their President expects 1,000 net enrollments for fall 2024.
- Both full-time faculty members have been teaching overloads in order to meet student demand for POLS courses in Spring 2024. One Full-time faculty member also took on an overload for two consecutive semesters in order to allow for the students waitlisted to take POLS 21, by adding an additional section of the course. This helps students get the class they need to graduate and the college to capture this enrollment, but it places a heavy burden on our existing two Full-time faculty, as the number of Associate faculty with this particular specialization are limited.

As has already been outlined in the primary narrative supporting this PR Hiring Request, the addition of a third POLS faculty member will advance our discipline's and college's ability support student transformation goals including increasing transfer and graduation rates among students of all majors (EMP # 2).

Our request is also closely tied to the college's student equity goals for our historically under-represented and currently under-served populations (EMP # 3) and those involving greater faculty participation in Guided Pathways and CORA Equity professional development (EMP # 4).

Moreover, by increasing success, retention, graduation, and college transfer rates for GE and transfer required courses - the discipline also advances the college's ability to promote social mobility, increasing our graduates' annual earning, and supporting regional transformation (EMP # 5).

This hiring request also supports our discipline's ability to participate in collaborative relationships and partnerships with regional educational institutions and civic organizations. Such as by expanding our existing partnership with the CRC and the Pitzer College "Inside-Out" program to reduce recidivism and supporting personal and community transformation through incarcerated student eduction. These efforts help to promote Norco College's position and reputation as a leading college in the region (EMP Goal # 6).

This hiring request also supports our college's transformation as well. For example, it helps our effort to become a regional college of choice by adding to the capacity of our discipline that has a demonstrated need for an additional full-time instructor. This hire also benefits students and the success of our student support and academic services, as full-time professors help to foster engagement, connection, wellness, and guide our students through the CCC, RCCD, NC, and transfer systems. This serves to promote wellness and student achievement, both inside and outside the classroom (EMP Goal # 7)

Perhaps most crucially, this hire relieves the heavy burden and constraints currently impacting our discipline's growth and PR goals. This hiring request supports our discipline's ability to increase the proportion of full-time faculty to meet the 75/25 Board of Governor's ratio, maximize student-faculty time, and increase opportunities for POLS involvement in college governance to further promote college transformations (EMP Goal # 9)

Over the last eight years, for four of those years, POLS has been a single full-time discipline, with rising programmatic and disciplinary needs that go beyond the ability of one full-time person to meet.

The faculty FTEF data demonstrates that the POLS discipline's annual FTEF went from 6.80 in 2015-16 to 13.00 in 2023-24.

The FTEF for full-time faculty in 2015-16 was 3.34 and the FTEF for Full-Time faculty in 2023-24 was 3.4 with a 1.0 overload.

However, due largely to the creation, popularity, and graduation / transfer requirements of our new POLS 21 & 23 courses, our Associate faculty FTEF is now 8.6 in 2023-24.

Compare this with the FTEF for Associate faculty in 2015-16 of 3.46.

Or the Associate faculty FTEF of 5.4 in 2016-17, 6.2 in 2017-18, 7.6 in 2018-19, or 8.2 in 2020-21, the four years when POLS was a single full-time faculty discipline.

The trends indicate that the number of POLS classes being taught by Associate faculty has been rising.

POLS (and the college) have become increasingly dependent on Associate faculty to teach our POLS courses, particularly our new ones.

Recall that POL 21 and 23 are now vitally important and tied with our college's goals to increase graduation and transfer rates.

POLS is the only existing NC cross-listed course with Ethnic Studies that has secured CSU's Area F approval. Thus, POL 21 & 23 serves an important role in terms of building Norco College's institutional capacity to meet our students' CCC Ethnic Studies (ETS) graduation and Area F transfer requirements

For additional context, consider that at Norco, ETS is currently a new and single full-time faculty discipline. ETS has not been able to successfully hire any Associate faculty to help shoulder the burden of teaching the range of ETS courses. Thus, their ability to meet the rising student demand for courses that all students now need to graduate is constrained. POLS is also maxed out with our current staffing capacity.

The decision of whether or not to move forward with this POLS full-time hire has important implications for our institutions' ability to reliably schedule and staff enough sections for students to meet their new CCC GE and CSU Area F requirements. POLS is already playing, and can continue to play, an important role in building our institutional capacity and meeting our college's obligation to offer enough sections to meet the needs of students to graduate and transfer.

In closing, our Associate faculty's annual FTEF in 2023-24, is 8.6, the highest rate of reliance on Associate faculty in the last academic 9 years.

Our discipline seeks the support that is needed to continue to grow and to continue to offer a high level of support for the college, it's mission, EMP, and SEP goals.

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

We do not have additional capacity to add any more classes, and our ability to offer what we currently schedule is highly dependent on the retention of our two Associate faculty members, and the willingness of our FT faculty member to accept overload sections.

Both of our Associate faculty members who teach POL 21 and 23 are employed as full-time tenured professors at other colleges. One is an Associate Professor of Political Science in the Department of History, Political Science, & Ethnic Studies and the Student Equity Coordinator, Academic Sentate President, Vice President, LBCC Black Faculty and Staff Association, the PAC Vice Chair, of the LBCC Faculty Association, Chair of the National Conference of Black Political Scientist LGBTQ+ Caucus and member of the National Conference of Black Political Scientists.

The other Associate faculty member is a Professor of Political Science with an FSA in Ethnic Studies, who is also the current Dean of Student Learning at Compton College and fomer Academic Senate President.

The ability of these two busy Associate faculty with full-time teaching and leadership positions to continue to teach 3 courses per semester and our new intersession offerings of POL 21 and 23 is not assured over the longer term.

Although we are working hard to retain our talented faculty, they are busy with many teaching and leadership obligations, and thus their availability is not assured. It is strongly advisable for our discipline and college to avoid an over-reliance of our institutional capacity to meet a CCC and CSU graduation requirement being shouldered largely by Associate faculty.

In order to reliably offer the courses that our students are requesting to enroll in, to grow these offerings any further, and to allow our existing full-time faculty the ability to teach other specialty courses in the discipline - it is vital to hire an additional full-time faculty member. These goals are not currently achievable with the staffing constraints we face.

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

First, the hiring of a new full-time faculty member will allow us to continue to expand Norco college's and the district's capacity to meet the CSU Area F graduation requirement, as well as the RCCD Ethnic Studies graduation requirement - as these are cross-listed POLS/ETS courses.

Second, it will also allow for the continuation of our ability to reliably offer and staff POL 1 and POL 23 as equity cross-listed Umoja, Men of Color, and Puente sections, each semester.

Third, the hire would offer a greater capacity to accommodate the request of the CRC to begin offering POL 21 and 23 at the CRC. We currently do not have the capacity to add any additional sections as our faculty are already maxed out.

Explain the impact if this faculty position is NOT hired.

If this faculty position is not hired, it will lead to several consequences:

- 1. POLS will not be able to add any new sections to meet potential student demand for POL 21 and 23 as more students need these classes to meet their RCCD graduation requirement and CSU (and soon UC) requirement.
- 2. POLS F-T faculty will likely continue to face the dilemma of needing to take on an overload, beyond their contractual obligation, in order to meet student demand and grow the discipline. This is likely unsustainable, and the number of classes offered may shrink
- 3. POLS will be vulnerable to the ability of our Associate faculty, who have full-time teaching and leadership positions at other CCCs, to teach the full-load of 3 courses each needed to meet our current demand.
- 4. POLS will continue to be faced with a pool of Associate faculty in the current and recent HR RCCD pool that do not have the preferred expertise to teach POL 21 and 23, Latinx and Racial and Ethnic Politics.
- 5. Our discipine's growth and PR goals for enhancing our students' success, retention, graduation, and SEP goals will likely be impacted.
- 6. Our discipline will not be anywhere close to the 75% to 25% rule. We are at 42% with both of our full-time faculty members teaching overloads.

 7. Burnout of our existing full-time faculty members to meet their current teaching, service, and discipline planning, scheduling, staffing, assessment, mentoring Associate faculty and students, IOI, program review, club advisor, hiring, and many other obligations.

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

A larger department, with 3-faculty members on campus will be an enormous benefit to students. In addition, this hire also benefits the discipline and the college more broadly.

Currently, the administrative components of this job, as well as the leadership, and club advisor roles that are being taken on by POLS faculty would be greatly aided by the addition of another discipline member to share what can be a heavy burden on a small discipline.

For example, this spring 2024 semester, both Full-time POLS faculty are teaching overloads. In addition, the Full-time POLS faculty (and particularly the disciple lead) shoulder the load of meeting the following obligations:

- 1. Writing this extensive 3-year Comprehensive Program Review
- 2. Planning and staffing of our summer, fall, winter, and even spring classes

3. Obtaining access to the candidate pool, examining the candidates' applications, selecting a candidate, conducting an interview, hiring, and supporting a new potential Associate faculty member to teach POL 1.

- 4. Serving in leadership roles in the college
- 5. Service on committees in the college
- 6. Service as POLS & Pre-Law club advisors
- 7. Being asked to serve on two hiring committees
- 8. Responsibility for conducting IOI evaluations

9. Coordinating our disciplines assessment process, schedule, support for Assessment and faculty compensation for Professional Development

- 10. Conducting assessment of our courses
- 11. Serving as a mentor and source of support and information for 8 Associate faculty
- 12. Coordinating with the programs that POLS has ongoing collaborations with
- 13. Student mentorship

With such a small discipline (of 1 or 2, as POLS has traditionally been), this is an enormous amount of work that is not nearly as concentrated in other disciplines. A third POLS Full-time faculty member allows our discipline to distribute the responsibilities more equitably and to participate in additional opportunities for college leadership and service opportunities.

Moreover, without a new full-time hire, it is unlikely that the POLS discipline will be able to reliably continue to offer the number of POL 21 and 23 sections that have been offered in the last year. This hire directly impacts our discipline's and the college's ability to schedule the course offerings that all of our students need to meet their graduation requirements and enrollment preferences.

Similarly, without another faculty member to share the burdens of a small discipline, and to provide the consistent support, knowledge, and "warm handoff" connections to individuals who can help with services and resources, it will be far more difficult to reach out PR SEP, success, retention, graduation, and equity goals. We view this hire as our top priority and central to our PR goals and plan of action.

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	
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?
- 4. Complete the calculation = (1-2-3) =
- 4
- 5. How many full-time faculty were employed in the discipline in the most recent Fall term?
- 2
- 6. Department Relative need total:
- 2

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?

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?

The PR process would be more helpful if it provided faculty with access to the data we need to answer the questions we are being asked to report on and some guidance on how to interpret the numbers in the graphs.

Myself and many of my SBS department members are frustrated that we don't have access to the Power Bi data on efficiency and FT vs PT faculty in order to answer the questions that are required of us. There are no Power Bi dashboards available in PR, or outside access to it for faculty.

Moreover, the faculty have not received any guidance in how to interpret the data or to discern the meaning behind the many acronyms. For example, what is the difference between full-time instructors by headcount and by FTEF? What does a WSCH/FTEF refer to, where can we find that data, and what do the values mean in practice

Similarly, it would also be helpful to have access to more information targeted at aiding faculty grow their disciplines and respond to the changing enrollment, and student needs.

Increasing access is particularly important for meeting our disciplines' and college's equity goals and increasing our responsiveness to our DI students populations (as identified in the NC Student Equiy Plan).

Improving faculty access to information and data helps produce evidence-based and data informed decisionmaking in our disciplines.

Disciplines benefit from the college providing greater direct access to discipline / school specific data in the following areas outlined below.

NC can also help disciplines by providing more faculty guidance on how, where disciplines can access available evidence, data, and information on their specific program, classes, students, equity outcomes, completion, time-to graduation, and transfer.

Information to be provided in Power BI dashboards by the Office of Institutional Effectiveness include - access to information about the number of courses taught by Full-time vs. Associate faculty and overloads.

As well as time-series enrollment data and efficiency for the discipline. Increased access to information regarding course fill rates to see how enrollment patterns vary based on course modality, days, and times offered.

Rates of class cancellation, under-enrollment, and waitlist trends, again depending on the course, modality, days & times offered.

We would also all benefit from a better understanding of the student populations our discipline is serving and help in identifying who our students are, especially those who are struggling are. For example, a practice such as having our students ID photos populated into Canvas attendance sheets would help our students and disciplines tremendously, allowing faculty to get to know our students' faces and their names far more easily.

Lastly, it would be helpful if PR replaced the void of knowledge about why our students drop our classes or from the college. Such as with survey data at on Webadvisor that improves our disciplines' and the college's ability to develop retention strategies. This would be a valuable tool in aiding the POLS discipline to meet our PR graduation goals for our majors by targeting our efforts. By first gathering the data to become more aware of, and then examine the trends to develop responses and targeted strategies to meet our SEP goals and students' individual and changing needs.

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

1. How does your discipline prioritize accessibility in course design?

Reflections and Submission

- 2. What needs does your discipline have (ie. training, technology, instructional designer support) to improve accessibility in your discipline?
- 3. How does your discipline enagage in regular and substantive interaction and engagement to support student success?
- 4. How can the college / district better support teaching and learning in your discipline?
- 5. What specific training opportunities would benefit your discipline?
- 6. How does your discipline inform, reach, include and support new and Associate faculty?
- 7. What can be done to better reach, inform, include and support our Associate faculty?
- 8. What additional data do you need and how frequently do you need it?
- 9. What is the ratio of full-time to Associate faculty members in your discipline?
- 10. What is the relative ratio of diversity among your discipline's faculty as a reflection of the diversity of the discipline's or college's student population?

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

There are two types of information and evidence that would better inform our discipline's decisions.

The first would be data collected and aggregated by the college and sent directly to the discipline.

The second would be to improve faculty access to, and information about our students. As well as additional guidance on how to identify, evaluate and interpret the trends in the dataset(s). This is similar to the existing Power BI practices in Program Review, where the discipline navigates the dataset to examine their discipline's trends.

Faculty and disciplines at Norco College would benefit from more consistent and reliable access to data and evidence in five main areas.

- The first is assessment of DI student populations in SEP and discipline.
- Second, the efficiency and discipline enrollment (by course, section time-slot, and modality) data to identify trends for program growth, capturing more enrollments, and responsiveness to students' changing needs.
- Third, is easier access to **information about our program and our students**, particularly those identified in the **NC Student Equity Plan (SEP)**.
- Fourth is withdrawal data such as a survey to examine, respond to trends and develop retention strategies to help more of our students navigate college by connecting them with the resources and support they need to succeed. (Options include a course drop Webadvisor survey and a survey when students fail to enroll in subsequent semester at the college).
- Flfth, is the number of **completions**, transfers, time-to-graduate, average number of units completed, and where students are transferring.
- Sixth, information on the **"n"** involved in our **Assessments**. If an assessment only includes 10 students, vs. 100 students, this smaller number greatly impacts the generalizibility of the assessment. Faculty should be made aware of if the "n" is too small to make meaningful generalizations.

Reflections and Submission

Below, there are more examples of specific data requests to improve discipline's planning processes. As well as their ability to evaluate the degree to which they are meeting their PR goals, the college's EMP & SEP goals, and students" changing needs in accessing and matriculating through our program.

- Increased information on how and where to access program / course assessment data. Increased access to data to examine annual trends and disaggregate trends. Focus on NC students in equity plan (SEP) and discipline specific students who are identified as disproportionately impacted (over the last 5 years).
- 2. How many classes are scheduled in my discipline each semester?
- 3. What is the discipline's annual total (including intersession period and accelerated classes)?
- 4. How many scheduled classes run?
- 5. How many sheduled classes are cancelled?
- 6. By how many students are our sections under-enrolled? (By course, modality, and time-slot)
- 7. Which course sections have wait lists and are in the most demand? Enrollment trends over time and by section
- 8. What do the time-series enrollment trends reveal about students' enrollment patterns by course, modality, and time-slot over the last 3+ years?
 - This information allows faculty to track students' evolving enrollment and scheduling trends and preferences.
 - This can promote evidence-based conversations about how a discipline can be responsive to and meet students' needs and aim to maximize their enrollment and the discipline's efficiency.
- 9. How many students are we serving? How does this differ by modality?
- 10. How many students in our major are full-time vs. part-time? In our discipline's classes?
- 11. How many students are first generation students in our major? In our discipline's classes?
- 12. How do success, retention, the number of majors, earning of degreed differ by full-time vs. part-time status, first-generation college student, age of the student, being student parents?
- 13. How many of our students are parents?
- 14. How many of our students are homeless? Facing basic needs insecurity (housing and food) how can we better identify and assist them?
- 15. How many of our students are in High School?
- 16. What are the primary reasons that are students drop?
 - o This could be measured with a webadvisor generated withdrawal student survey.
 - \circ It would be distributed when students drop a class or get dropped in the NC Census.
 - The simple survey asks students why they dropped or disengaged from the courses with a closed-ended list of options to check and an other category for open-ended responsed.
 - No longer needed this class;
 - Enrolled in a different class;

Reflections and Submission

- No longer interested in taking this class;
- Missed too many classes;
- Difficulty completing course requirements;
- Was earning poor grades;
- Instructor specific reasons;
- Financial reasons;
- Employment reasons
- Health reasons;
- Personal / family reasons;
- Did not feel I belonged
- None of the above
- Other _____
- This also provides the college, our disciplines, and our individual faculty with greater opportunity to reach out to and retain struggling students.
- Such as by automatically providing all withdrawing students with information and links to Norco College's Resources and Services - including as Academic and Personal Counseling, Basic Needs Center, Mentoring, EOPS & Puente, and other peer & academic support groups.
- Or, even better, to provide a students who drop a link to a "just in time" survey that connects the student directly with the resources that they may need at that moment to support syudents to stay on the path to graduation and transfer.
- The analysis of student drop information also allow the discipline, faculty, and college to improve our drop prevention strategies.
- The best case scenario would be to launch a "How Can We Support Your Success" survey on the NC main website that students could fill out to respond to help guide them to connect with NC services, resources, councelors, peer support and mentor networks based on their specific learning and other needs.
- 17. How many of our discipline's graduates transfer and to which institutions?
- 18. How many of our majors graduate within 2,3,4, or 6 years?
- 19. What is the average and median time to degree rate for our discipline?
- 20. What is the average number of units completed at graduation taken by students for your major?
- 21. What ongoing annual equity data can the program leaders review and analyze to monitor and promote dialogue about equity trends and growth in the discipline? Where can it be accessed?
- 22. What is the ratio of our majors to the number who graduate each year? Trends over the last few years? What percentage of our African American and Hispanic/Latino majors (identified in NC's SEP) graduate annually?

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

COURSE	Fall 2023	Spring 2024	Fall 2024	Spring 2025	Fall 2025	Spring 2026	Fall 2026	Spring 2027
POL-1 American Politics - SLO 1	x		х					
POL-1 American Politics - SLO 2	х				х			
POL-1 American Politics - SLO 3	x						х	
POL-1 Honors American Politics - SLO 1		х				x		
POL-1 Honors American Politics - SLO 2		х				x		
POL-1 Honors American Politics - SLO 3		x				x		
POL-2 Comparative Politics - SLO 1		x		x				
POL-2 Comparative Politics - SLO 1		х						
POL-2 Comparative Politics - SLO 1		х				X		x
POL-4 World Politics - SLO 1	x				x			
POL-4 World Politics - SLO 2	х				х			
POL-4 World Politics - SLO 3	х				x			
POL-4 Honors World Politics - SLO 1			х				х	
POL-4 Honors World Politics - SLO 2			х				х	
POL-4 Honors World Politics - SLO 3			х				х	
	-							

POL-5 Law & Politics - SLO 1	
POL-5 Law & Politics - SLO 2	
POL-5 Law & Politics - SLO 3	

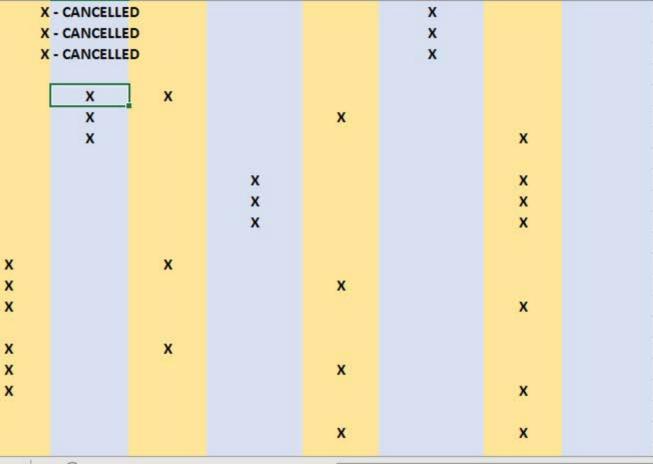
POL-11 Political Theory - SLO 1 POL-11 Political Theory - SLO 2 POL-11 Political Theory - SLO 3

POL-13 American Foreign Policy - SLO 1 POL-13 American Foreign Policy - SLO 2 POL-13 American Foreign Policy - SLO 3

POL-21 Latinx Politics - SLO 1 POL-21 Latinx Politics - SLO 2 POL-21 Latinx Politics - SLO 3

POL-23 Race, Ethnicity, & Politics in Amer POL-23 Race, Ethnicity, & Politics in Amer POL-23 Race, Ethnicity, & Politics in Amer

POL 3 - POSSIBLY OFFERED FALL SEMESTERS



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Course-Level: POL-1, POL-4H.	POL-21, POL-13, POL-2, POL-23

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 POL V	
Instruction Type Hybrid Non-Online Online	Course Select all POL-1 POL-13 POL-2 POL-21 POL-23 POL-4H	
Support Course		

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
Female	35	35	100.0%	0	0
African American	Masked Data			0	
Asian	Masked Data			0	
Hispanic	23	23	100.0%	0	0
Native American				0	
Pacific Islander				0	
White	Masked Data			0	
Two or More	Masked Data			0	
Unknown	Masked Data			0	
Male	59	55	93.2%	1	4
African American	Masked Data			0	
Asian	Masked Data			0	
Total	94	90	95.7%	0	0

Gender	Enrolled	Success	Success Rate	DI	Close Gap
Female	35	27	77.1%	0	1
African American	Masked Data			0	
Asian	Masked Data			0	
Hispanic	23	18	78.3%	0	0
Native American				0	
Pacific Islander				0	
White	Masked Data			0	
Two or More	Masked Data			0	
Unknown	Masked Data			0	
Male	59	46	78.0%	0	0
African American	Masked Data			0	
Asian	Masked Data			0	
Total	94	73	77.7%	0	0

The visuals will be masked if only one faculty member trackes the course(i) or there wint + 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

Program of Study and Student Educational Plan

Program of Study

- P Search
 - Select all
 - 3D Game Modeling and Animation 3D Mechanical Drafting
 - Accounting Basics for Small Business Admin Justice/Law Enforcement Basic Peace ... Admin of Justice/Law Enf Basic Peace Officer I... Admin of Justice/Law Enf Basic Peace Officer ... Admin of Justice: Basic Correctional Deputy A... Admin of Justice: Investigative Assistant Admin of Justice-Basic Correctional Deputy A... Admin of Justice-Basic Correctional Deputy A... Admin of Justice-Investigative Assistant Admin/Clinical Medical Asst Administration & Information Systems Administration of Justice Administration of Justice Administration of Justice/Corrections
 - Administration of Justice/Law Enforcement Administration of Justice: Crime Scene Investi...

This report contains:	
. Most recent program (of study fo
all students enrolled a	t Norco
College annually	
Student Educational Pl	an
completion annually	

Select one or more programs on the left

Source: Colleague Student Information System



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%

Gender by Ethnicity	2019-20	2020-21	2021-22	2022-23
B Female	9705	8995	7627	8558
African-American	674	583	482	599
American Indian	27	17	15	14
Asian	915	862	831	875
Hispanic	5814	5454	4602	5251
Pacific Islander	26	23	25	26
Two or More	259	314	300	341
Unreported	130	90	77	74
White	1860	1652	1295	1378
B Male	7811	6701	6043	7799
African-American	509	428	397	469
American Indian	27	17	18	28
Asian	875	786	701	855
Hispanic	4269	3644	3333	4380
Pacific Islander	38	32	34	33
Two or More	208	210	208	299
Unreported	203	127	148	379
White	1682	1457	1204	1356
Non-Binary	8	15	24	69
African-American		1		2
Asian		1	3	12
Hispanic	2	7	10	38
Two or More	2	1	1	3
Unreported			1	
White	4	5	9	14
Unreported	111	85	97	111
African-American	4	4	8	7
American Indian			1	
Total	17635	15796	13791	16537

Program Title
P pol
Anthropology
Political Science

Institutional

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163

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Program Awards

Program awards by Gender and Ethnicity
 Select one or multiple programs
 Source: Chancellor's Office MIS files

legrees						Certificates
Gender x Ethnicity	18-19	19-20	20-21	21-22	22-23	Gender x Ethnicity Total
Female	5	2	10	10	11	Total
Asian			1		1	and a start of the
Hispanic/Latino	3	1	6	7	6	OF FORONALLAND
Two or More Races					1	
Unknown/Unreported		1				LA PERSON TREAM
White	2		3	3	3	The course with the
Male	5	4	9	1	5	Continuer and
Black or African American	1		1		1	and the second of a
Hispanic/Latino	2	2	5		2	18 Panetsreps
Native Hawaiian or Pacific Islander			1			automation Park
Two or More Races				1		and a subscription
White	2	2	2		2	a procher
Total	10	6	19	11	16	The PEER

BECOME A STUDENT CURRENT STUDENTS ACADEMICS & TR

× Ask Monty the Mustang

k here to view the full class schedule

w student? ROLL HERE!

New ACCELERATED Classes. Just 6-8 Weeks Long. Starting Apr. 15. Click here for more information!



View a sample Student Education Plan (SEP) made in EduNav.

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VISIT PAGE

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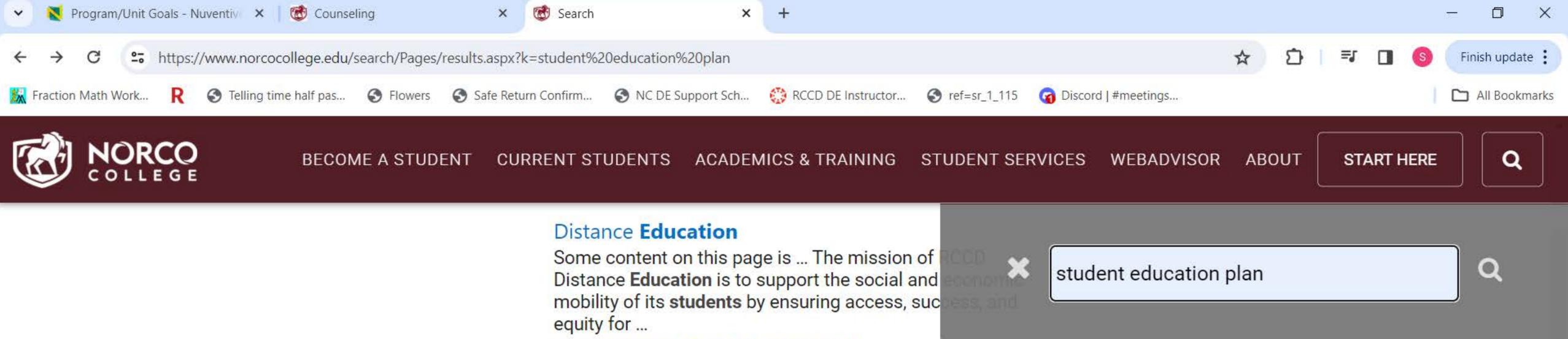
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Counseling - Student Educational Plan

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View a sample Student Education Plan (SEP) made in EduNav.

VISIT PAGE



www.rccd.edu/admin/ed_services/de

Students Faculty

Staff

in collaboration with the DE Committees, will is implementing a new Zoom Storage Plan ... Liberties Culinary Academy Distance Education Moreno Valley College Norco College ... www.rccd.edu/admin/ed_services/de/Staff

Faculty

DE strives to offer the finest in education to our students by providing our faculty with the resources ... Read Zoom Storage Plan info & watch video tutorials to learn more ... www.rccd.edu/admin/ed_services/de/faculty

Students

Liberties Culinary Academy Distance Education Moreno Valley College Norco College ... You can also view the Canvas Student Guides for help as well as the ...

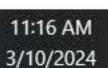


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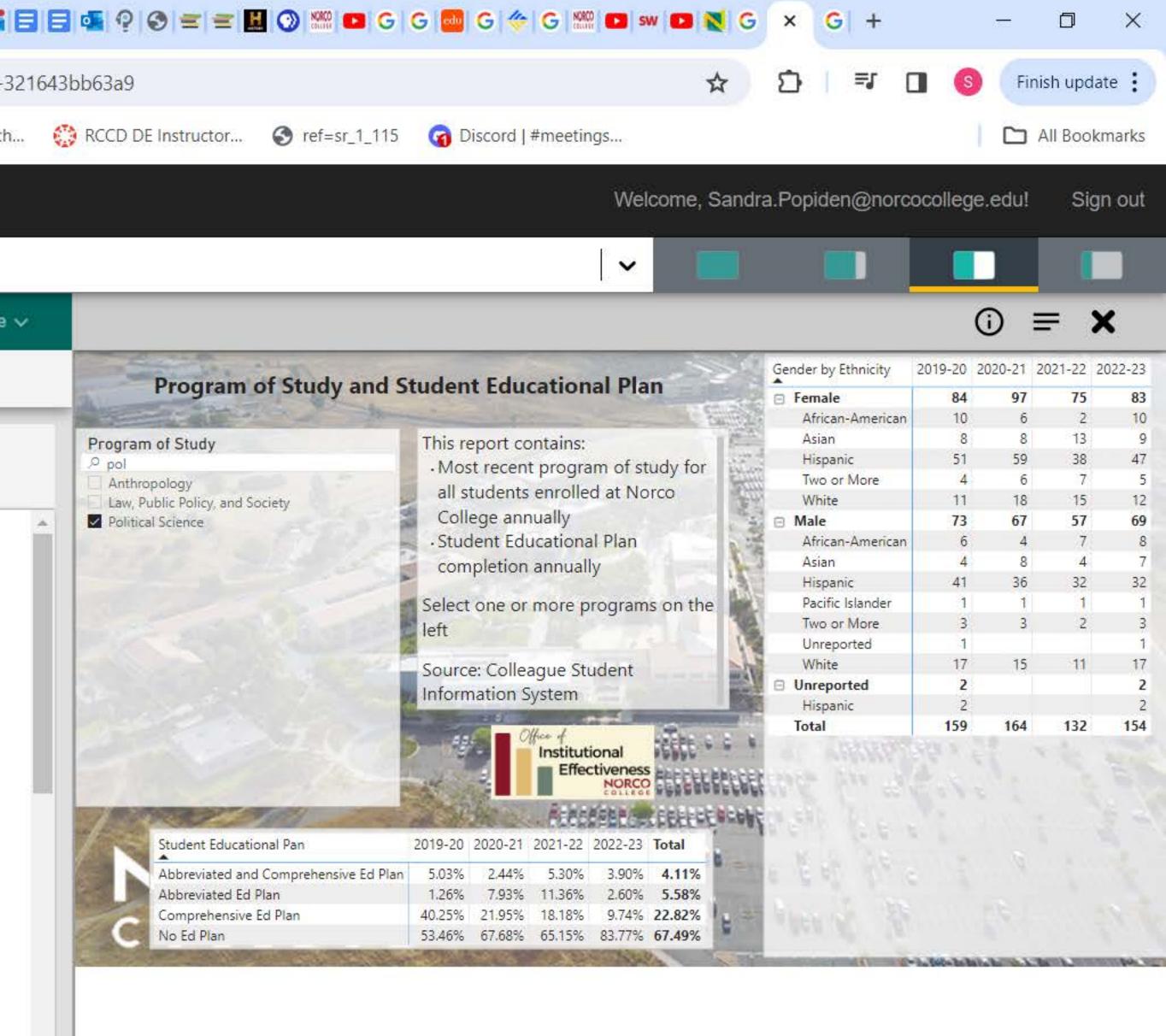
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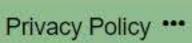
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New Program/Unit Goal						
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* denotes a required field. Program/Unit Goal Title *						
Program/Unit Goal *						
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What are you doing now in support of t	his goal? Press	ALT + 0 for ac		tă		
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rici cito		All		\sim	All		~	12	A.II	\sim	Course Major Modificati
											Course Major Modificat
Course	Last L	Jpdated	Last	Editor		Status	Modif	icatic	n Type		 Distance Education Pro. New Course
POL 11	04/30/	23	Mark	Sellick		Active	Course	Мајо	Modification		
POL 13	04/30/	23	Sandr	a Popide	en :	Active	Course	Major	Modification		
POL 2	04/30/	23	Pariss	a Clark		Active	Course	Major	Modification		
POL 23	04/30/	23	Pariss	a Clark		Active	Course	Major	Modification		
POL 4	04/30/	23	Kendr	alyn We	bber	Active	Course	Major	Modification		
POL 4H	04/30/	23	Kendr	aly <mark>n</mark> We	bber	Active	Course	Major	Modification		Course Last Updat
POL 5	04/30/	23	Mark	Sellick		Active	Course	Major	Modification		
POL 1	05/03/	21	Mark	Sellick		Active	Course	Major	Modification		
POL 1H	05/03/	21	Mark	Sellick		Active	Course	Major	Modification		

Clear Selections

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Year	Term		Discipline-	Level	POL	2		íí ⊞	Course-Lev	vel: POL	-23		
2018-19 2019-20 2020-21	Summer 2017 Fall 2017 Winter 2018	Gender	Enrolled	10. U.S. 10.	Success Rate	DI	Close Gap	Gender	Enrolled	Success	Success Rate	DI	Close Gap
2021-22	Spring 2018	Female	6,183	4,797	77.6%	0	0	Female	292	217	74.3%	1	21
2022-23	Summer 2018	African American	323	227	70.3%	1	24.	African American	21	11	52.4%	1	6
	C+00 0+0	Asian	470	414	88.1%	0	0	Asian	20	18	90.0%	0	0
<u> </u>		Hispanic	1,995	3,004	75.2%	1	135	Hispanic	186	133	71.5%	1	17.
College	Discipline	Native American	13	7	53.8%	0	4	Pacific Islander	Masked Data			0	1
MVC	POL V	Pacific Islander	16	12	75.0%	0	1	White	53	46	85.8%	0	0
NC	the second se	White	1,156	973	84.2%	0	0	Two or More	Masked Data			0	
RCC	₹.₿	Two or More	181	138	76.2%	0	3	Unknown	Masked Data			0	
	Course	Unknown	29	22	75.9%	0	1	Male	214	174	81.3%	0	0
Instruction	Select all	Male	4,914	3,779	76.9%	0	41	African American	23	14	60.9%	0	4
Туре		African American	269	193	71.7%	1	16	Asian	19	18	94.7%	0	0
Non-Online	POL-1	Asian	533	453	85.0%	0	0	Hispanic	104	83	79.8%	0	0
Online	POL-11	Hispanic	2,741	2,019	73.7%	1	135	Pacific Islander	Masked Data			0	
Conine	POL-13	Native American	Masked Data			0		White	55	47	85.5%	D	0
	POL-1H	Pacific Islander	28	22	78.6%	0	0	Two or More	11	11	100.0%	0	0
	POL-2	White	1,135	919	81.0%	0	0	Unknown	Masked Data			0	
	POL-21	Two or More	148	121	81.8%	0	0	Unknown	Masked Data			0	
Support	POL-23	Unknown	52	46	88.5%	0	0	Asian	Masked Data			0	
Course	POL-4	Unknown	78	69	88.5%	0	0	Hispanic	Masked Data			0	
No	POL-4H	African American	Masked Data			0		White	Masked Data			0	
	POL-5	Total	11,175	8,645	77.4%	0	0	Total	510	394	77.3%	0	0

Clear Selections

Year	Term		Discipline-	Level	POL				Course-Lev	vel: POL	-21		
2018-19 2019-20 2020-21	Summer 2017 Fall 2017 Winter 2018	Gender	Enrolled	Success	Success Rate	DI	Close Gap	Gender	Enrolled	Success	Success Rate		Close Gap
2021-22	Spring 2018	Female	6,183	4,797	77.6%	0	0	Female	196	159	81.1%	0	0
2022-23	Summer 2018	African American	323	227	70.3%	1	24	African American	Masked Data			0	
	C-0 1040	Asian	470	414	88.1%	0	0	Asian	Masked Data			0	
		Hispanic	3,995	3,004	75.2%	61	135	Hispanic	151	123	81.5%	0	0
College	Discipline	Native American	13	7	53.8%	0	4	White	28	22	78.6%	0	1
✓ NC		Pacific Islander	16	12	75.0%	0	1	Two or More	Masked Data			0	
RCC	200 CONT. 100 CONT. 100 CONT.	White	1,156	973	84.2%	0	0	Male	102	75	73.5%	0	8
	≖ - 63	Two or More	181	138	76.2%	0	3	African American	Masked Data			0	
	Course	Unknown	29	22	75.9%	0	1	Asian	12	10	83.3%	0	0
Instruction	Select all	Male	4,914	3,779	76.9%	0	41	Hispanic	69	51	73,9%	0	5
Type	POL-1	African American	269	193	71.7%	1	16	White	15	11	73.3%	0	- 1
Non-Online		Asian	533	453	85.0%	0	0	Unknown	Masked Data			0	
Online		Hispanic	2,741	2,019	73.7%	1	135	Unknown	Masked Data			0	
Counte	POL-13	Native American	Masked Data			0		Hispanic	Masked Data			0	
	POL-1H	Pacific Islander	28	22	78.6%	0	0	Total	300	236	78.7%	0	0
	POL-2	White	1,135	919	81.0%	0	0						
Current .	POL-21	Two or More	148	121	81.8%	0	0	The second secon					
Support	POL-23	Unknown	52	46	88.5%	0	0						
Course	POL-4	Unknown	78	69	88.5%	0	0						
No	POL-4H	African American	Masked Data			0							
	POL-5	Total	11,175	8,645	77.4%	0	0	11					

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Year	Term		Discipline-	Level	POL		⊞ i	Course-Level:	POL-1, POL	-7A, PC	0L-4. PO	L-4	H. POL.
2018-19 2019-20 2020-21	Summer 2017 Fall 2017 Winter 2018	Gender	Enrolled	Success	Success Rate	DI	Close Gap	Gender	Enrolled	Success	Success Rate		Close Gap
2021-22	Spring 2018	Female	6,183	4,797	77.6%	0	0	Female	6,183	4,797	77.6%	0	0
2022-23	Summer 2018	African American	323	227	70.3%	1	24.	African American	323	227	70.3%	1	24
	C+0.0040	Asian	470	414	88.1%	0	0	Asian	470	414	88.1%	0	0
		Hispanic	3,995	3,004	75.2%	1	135	Hispanic	3,995	3,004	75.2%	1	135
College	Discipline	Native American	13	7	53.8%	0	4	Native American	13	7	53.8%	0	4
MVC	POL V	Pacific Islander	16	12	75.0%	0	1	Pacific Islander	16	12	75.0%	0	1
V NC		White	1,156	973	84.2%	0	0	White	1,156	973	84.2%	0	0
RCC	₹.63	Two or Mare	181	138	76.2%	0	3	Two or More	181	138	76.2%	0	3
	Course	Unknown	29	22	75.9%	0	1	Unknown	29	22	75.9%	0	1
Instruction	Select all	Male	4,914	3,779	76.9%	0	41	Male	4,914	3,779	76.9%	0	41
Type		African American	269	193	71.7%	1	16	African American	269	193	71.7%	1	16
Hybrid	POL-1	Asian	533	453	85.0%	0	0	Asian	533	453	85.0%	0	0
Non-Online	POL-11	Hispanic	2,741	2,019	73.7%	1	135	Hispanic	2,741	2,019	73.7%	1	135
Online	POL-13	Native American	Masked Data			0		Native American	Masked Data			0	
Course	POL-1H	Pacific Islander	28	22	78.6%	0	0	Pacific Islander	28	22	78.6%	0	0
	POL-2	White	1,135	919	81.0%	0	0	White	1,135	919	81.0%	0	0
Connect	POL-21	Two or Mare	148	121	81.8%	0	0	Two or More	148	121	81.8%	0	0
Support	POL-23	Unknown	52	46	88.5%	0	0	Unknown	52	46	88.5%	0	0
Course	POL-4	Unknown	78	69	88.5%	0	0	Unknown	78	69	88.5%	0	0
No	POL-4H	African American	Masked Data			0		African American	Masked Data			0	
	POL-5	Total	11,175	8,645	77.4%	0	0	Total	11,175	8,645	77.4%	0	0

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The visuals will be marked it only one faculty member teaches the course(s) or them were + 10 enrollments in a student group based on the filters ("Masked Data")

Clear Selections

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Year	Term	12	Disciplin	e-Leve	I: POL		III 1	a ee	Course-L	evel: PC	0L-23			
2019-20	Fall 2017	Gender	Enrolled	Retained	Retention Rate	DI	Close Gap	Gender	Enrolled	Retained	Retention Rate	DI	Close Gap	
2021-22	Spring 2018	Female	6,183	5,569	90.1%	0	45	Female	292	265	90.8%	0		2
		African American	323	281	87.0%	0	12	African American	21	17	81.0%	0		3
2022-23	Summer 2018	Asian	470	445	94.7%	0	0	Asian	20	19	95.0%	0		0
		Hispanic	1.995	1.545	88.8%	1	97	Hispanic	185	168	90.3%	0		2
College	Director	Native American	13	10	76.9%	ø	2	Pacific Islander	Masked Data			0		
college	Discipline	Pacific Islander	16	15	93.8%	0	0	White	53	50	94.3%	0		0
MVC	POL 🗸	White	1,156	1,079	93.3%	0	0	Two or More	Masked Data			0		
NC NC	SSSS (020)	Two or More	181	163	90.1%	0	1	Unknown	Masked Data			0		
RCC	= - 63 - ***	Unknown	29	27	93.1%	Ø	0	Male	214	196	91.6%	0		0
		Male	4,914	4,460	90.8%	0	0	African American	23	20	87.0%	0		T
	Course	African American	269	241	89.6%	0	3	Asian	19	18	94.7%	0		Ū.
Instruction		Asian	533	500	93.8%	.0	0	Hispanic	104	- 54	90.4%	0		1
Type	POL-1	Hispanic	2,741	2,452	89.5%	0	34	Pacific Islander	Masked Data			0		
Contraction of the second second second	POL-11	Native American	Masked Data			0		White	55	. 51	92.7%	0		0
Non-Online	POL-13	Pacific Islander	28	25	89.3%	0	1	Two or More	11	11	100.0%	0		0
Online	POL-1H	White	1,135	1,049	92,4%	.0	0	Unknown	Masked Data			0		
		Two or More	148	134	90.5%	0	0	Unknown	Masked Data			0		
	POL-2	Unknown	52	51	98.1%	0	0	Asian	Masked Data			0		
	POL-21	Unknown	78	72	92.3%	0	0	Hispanic	Masked Data			0		
Concernant I	POL-23	African American	Masked Data			0		White	Masked Data			0		
Support	POL-4	Asian	Masked Data			0		Total	510	464	91.0%	0		0
Course	POL-4H	Hispanic	41	36	87.8%	0	2							
□ No		Pacific Islander	Masked Data			0								
001	POL-5 POL-7A	Total	11,175	10,101	ort 7% 90.4%		0							

The visuals will be masked if only one faculty member teaches the coursels) or there were < 10 enrolments in a student group based on the filters ("Masked Data")



F 63	Rates by Disc	ipine & C	ourse L	Jisay	grega	- 19	_		ILY		Clear	Sele	ections
Year 2018-19	Term		Disciplin	e-Leve	l: POL			ili 👓	Course-L	evel: P0	DL-21		
2019-20	Fall 2017	Gender	Enrolled	Retained	Retention Rate	DI	Close Gap	Gender	Enrolled	Retained	Retention Rate	DI	Close Gap
2021-22 2022-23	Spring 2018	Female African American Asian Hispanic	6,183 323 470	5,569 281 445		0	45 12 0	Female African American Asian Hispanic	196 Masked Data Masked Data 151	181	92.3% 94.7%	0	
College	Discipline	Native American Pacific Islander	13 16	10 15	76.9%	0	2 0	White Two or More	28 Masked Data	23	82.1%		з
	POL ✓ 〒-63	White Two or More Unknown	1,156 18.1 29	1,079 163 27	90.1% 93.1%	0	0 1 0	Male African American Asian	102 Masked Data 12		87.3% 91.7%	0	0
	Course	Male African American	4,914 269	4,460	90.8%		0	Hispanic White	69 15		88.4% 80.0%		
Instruction Type	POL-1 POL-11	Asian Hispanic Native American	533 2,741 Masked Data	500 2,452	93.8%		0 34	Unknown Unknown Hispanic	Masked Data Masked Data Masked Data			0	
Non-Online	POL-13 POL-1H POL-2	Pacific Islander White Two or More Unknown	28 1,135 148 52	25 1,049 134 51		0	1 0 0	Total	300	272	90.7%	0	0
Support	POL-21 POL-23 POL-4	Unknown African American Asian	78 Masked Data Masked Data	72	92.3%	0	0						
Course	POL-4H POL-5 POL-7A	Hispanic Pacific Islander Maxe	41 Masked Data 11,175	36 10,101	87.8% 90.4%	0	2						

The visuals will be masked it only one faculty member teaches the counte(s) or them were + 10 enrolmonts in a student group based on the filters ("Masked Data")



Clear Selections

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Term		Dissiplin		POL	-			POL 1 PO			1 21	PO
Summer 2022	Gender	Enrolled			DI	Close	Gender	Enrolled			DI Ck	
				Rate		Gap				Rate	Ga	φ
	Female	948	883	93,1%	0	8	Female	948	883	93,1%	0	8
spring 2025		49	43			-	African American	49				-
	Asian	82	80	97.6%	0	D	Asian	82	80	97.6%	0	0
	Hispanic	630	570	91.930	1	34	Hispanic	620	576	91.9%	1.1	14
	Native American	Masked Data			0			Masked Data			0	
Discipline	Pacific Islander	Masked Data			0		Pacific Islander	Masked Data			0	
201	White	158	151	95.6%	0	0	White	158	151	95.6%	0	0
	Two or More	29	.29	100.0%	0	0	Two or More	29	29	100.0%	0	0
= - 67 - ***	Unknown	Masked Data			0		Unknown	Masked Data			0	
- W	Male	778	731	94.0%	0	0	Male	778	731	94.0%	0	0
Course	African American	45	37	82.2%	1	E .	African American	45	37	82.2%	1	
Colored all	Asian	95	91	95.8%	0	0	Asian	95	91	95.8%	0	c
	Hispanic	418	388	92.8%	0	4	Hispanic	418	388	92.8%	0	- 4
	Native American				0		Native American				0	
POL-11	Pacific Islander	Masked Data			0		Pacific Islander	Masked Data			0	
POL-13	White	162	158	97.5%	0	0	White	162	158	97.5%	0	0
POL-2	Two or More	38	37	97.4%	0	0	Two or More	38	37	97,4%	0	0
	Unknown	17	17	100.0%	0	0	Unknown	37	17	100.0%	0	0
	Unknown	20	19	95.0%	0	0	Unknown	20	19	95.0%	0	0
	African American				0		African American				0	
	Asian	Masked Data			0		Asian	Masked Data			Ø	
POL-4H	Hispanic.	13	12	92.3%	0	1	Hispanic.	13	12	92.3%	0	1
	Pacific Islander				0		Pacific Islander				0	
	Total	1,746	1,633	93.5%	0	0	Total	Machael Frata 1,746	1,633	93.5%	ô	0
	Summer 2022 Fall 2022 Winter 2023 Spring 2023 Discipline POL T Course Select all POL-11 POL-21 POL-23 POL-23 POL-4	Summer 2022 Fall 2022 Winter 2023 Spring 2023 Discipline POL T = = *** Course Select all POL-11 POL-21 POL-21 POL-23 POL-4H POL-4H	Summer 2022 Gender Enrolled Fail 2022 Winter 2023 Gender Enrolled Spring 2023 Female 948 Adican American 49 Adican American 49 Adican American 82 PoL Masked Data PoL Winte To Select all Vinte POL-11 Adian POL-21 Unknown Masked Data 95 Hispanic 418 Adian 95 Unknown Masked Data Mate 778 Adian 95 Hispanic 418 Adian 95 Hispanic 418 Mate 778 Adian 95 Pol-11 Native American Pol-12 Pol-21 Pol-23 Pol-24 Pol-44 Adian Adian Masked Data Hispanic 13 Pacific Islander Masked Data Pol-4H Pacific Islander	Summer 2022 Discipline -Leve Fall 2022 Gender Enrolled Retained Winter 2023 Spring 2023 Female 948 883 Atican American 49 43 Asian 82 80 Pol Masked Data Masked Data Pol White 158 151 Two or More 29 29 Unknown Masked Data Male 778 731 Main 95 91 <	Summer 2022 Discipline - Level: POL Fail 2022 Gender Enrolled Retained Retained Winter 2023 Spring 2023 Gender Enrolled Retained Retained Discipline 948 883 93.1% African American 4.9 4.3 87.8% Adian 82 80 97.6% Hisparic 620 570 91.9% Discipline Winte 158 151 95.6% 91.9% PoL White 158 151 95.6% 100.7% Unknown Masked Data White 158 151 95.6% Two or More 29 29 100.7% Unknown Masked Data Maie 778 731 94.0% Adian 95 91 95.6% Two or More 158 157 92.8% Native American 418 388 92.8% Native American 162 158 97.5% Native American 418 388	Discipline - Level: POL Summer 2022 Fall 2022 Fall 2023 Gender Spring 2023 Female Discipline 948 POL Atican American Adam 8.2 Biscipline 948 POL Marked Data Discipline Marked Data POL Marked More Termed 948 Marked Merican Marked Data Ourse 29 Select all POL-11 POL-11 POL-11 POL-21 White POL-21 White POL-23 POL-21 POL-44 POL-44 POL-4H Marked Data POL-23 POL-44	Summer 2022 Gender Enrolled Retained Retention Di Close Winter 2023 Spring 2023 Gender Enrolled Retained Retention Di Close Discipline 948 883 93.1% 0 8 Addian 82 80 97.6% 0 0 Hisparic 630 570 91.9% 0 0 POL Course 34 37 95.6% 0 0 Vinte 158 151 95.6% 0 0 0 Mate 778 731 94.0% 0 0 Mate 7778 731 94.0% 0 0 Mate 778 731 94.0% 0 0 Mate 7778 731 94.0% 0 0 Mate 778 733 94.0% 0 0 Adian 95 91 95.9% 0 0	Term Discipline - Level: POL Course - Level: Summer 2022 Fail 2022 Gender Enrolled Retained Retention Di Close Gender Female Adam Base Base Gender Female Adam Base Base <t< td=""><td>Term Discipline - Level: POL Course - Level: POL - 1, PO Summer 2022 Fall 2022 Gender Enrolled Retained Retained Retained Gender Enrolled Female 948 883 93,1% 0 8 African American 49 African American African American 49 Maian 82 80 97.6% 0 0 0 African American 49 African American Masked Data 0 0 Mate Troo or More 158 Troo or More 158 Troo or More 162 158.97.5% 0 0 Mate Mate Mate Mate Mate 178 0 Mate</td><td>Term Discipline - Level: POL Course - Level: POL - 1, POL - 4, POL Fail 2022 Fail 2022 Faile 2023 Spring 2023 Female Pote State Same Same</td></t<> <td>Term Discipline - Level: POL Course - Level: POL - 1, POL - 4, POL - 4H, POL -</td> <td>Term Discipline - Level: POL Course - Level: POL - 1, POL - 4, POL - 4H, POL - 21 Summer 2022 Fall 2022 Gender Enrolled Retained Retained Retained Gender Enrolled Retained Retained Gender Enrolled Retained Betrafic Gender Enrolled Retained Gender Enrolled</td>	Term Discipline - Level: POL Course - Level: POL - 1, PO Summer 2022 Fall 2022 Gender Enrolled Retained Retained Retained Gender Enrolled Female 948 883 93,1% 0 8 African American 49 African American African American 49 Maian 82 80 97.6% 0 0 0 African American 49 African American Masked Data 0 0 Mate Troo or More 158 Troo or More 158 Troo or More 162 158.97.5% 0 0 Mate Mate Mate Mate Mate 178 0 Mate	Term Discipline - Level: POL Course - Level: POL - 1, POL - 4, POL Fail 2022 Fail 2022 Faile 2023 Spring 2023 Female Pote State Same Same	Term Discipline - Level: POL Course - Level: POL - 1, POL - 4, POL - 4H, POL -	Term Discipline - Level: POL Course - Level: POL - 1, POL - 4, POL - 4H, POL - 21 Summer 2022 Fall 2022 Gender Enrolled Retained Retained Retained Gender Enrolled Retained Retained Gender Enrolled Retained Betrafic Gender Enrolled Retained Gender Enrolled

L-4. POL-4H. POL-21. POL-

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"Unknown" and Non-Binary' gender groups may not show in screenshets but are included in table if you screll down

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Year 2018-19	Term		Disciplin	e-Leve	l: POL			Course-Level	: POL - 1, P	DL-7A,	POL-4, PO	DL-4	4H, PO
2019-20	Fall 2018	Gender	Enrolled	Retained	Retention Rate	DI	Close Gap	Gender	Enrolled	Retained	Retention Rate	-	Close Gap
2021-22	Spring 2019	Female	5,266	4,788	90.9%	0	15	Female	5,266	4,788	90.9%	0	15
		African American	284	247	87.0%		12	African American	284	247	87.0%	51	12
2022-23	Summer 2019	Asian	405	386	95.3%	0	0	Asian	405	386	95.3%	0	0
	E-8 3040	Hispanic	8,393	3,052	89.9%	0	59	Hispanic	3,393	3,052	89.9%	D	59
College	Discipline	Native American	12	10	83.3%	0	1	Native American	12	10	83.3%	0	1
	Discipline	Pacific Islander	13	13	100.0%	Ð	0	Pacific Islander	13	13	100.0%	0	0
MVC	POL 🗸	White	979	919	93.9%	Ø	0	White	979	919	93.9%	D	0
NC NC	FUL	Two or More	152	135	88.8%	0	4	Two or More	152	135	88.83	0	- 4
RCC		Unknown	28	26	92.9%	Ð	0	Unknown	28	26	92.9%	0	0
		Male	4,114	3,751	91.2%	0	0	Male	4,114	3,751	91.2%	0	0
(and all all all all all all all all all al	Course	African American	231	207	89,6%	Ð	4	African American	231	207	89,6%	0	4
Instruction	Select all	Asian	455	430	94.5%	0	0	Asian	455	430	94.5%	0	0
Туре	POL-1	Hispanic	2,271	2,042	89.9%	Ű	34	Hispanic	2,271	2,042	89.9%	D	34
Hybrid		Native American	Masked Data			. 0		Native American	Masked Data			0	
	POL-11	Pacific Islander	26	24	92.3%	0	0	Pacific Islander	26	24	92,3%	0	0
Non-Online	POL-13	White	946	878	92.8%	0	0	White	946	878	92.8%		0
Online	POL-1H	Two or More	129	115	89.1%	Ű	з	Two or More	129	115	89.1%	0	3
	POL-2	Unknown	50	49			0	Unknown	50	45	98.0%		0
	POL-21	Unknown	70	65	92.9%	0	0	Unknown	70	65	92.9%	0	0
Support		African American	Masked Data			Ū.		African American	Masked Data			D	
	POL-23	Asian	Masked Data			0		Asian	Masked Data			0	
Course	POL-4	Hispanic	35	51	88.6%	D	2 1	Hispanic	35	31	88.6%	0	1
No	POL-4H	Pacific Islander	Masked Data			0		Pacific Islander	Masked Data			0	
	POL-5	Total	9,450	8,604	91.0%		ô	Total	9,450	8,604	91.0%		ê

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"Unknown" and Non-Binary "gender groups may not show in screenshots but are included in fable it you screet down

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Clear Selections

Year	Term		Discipline-	Level:	POL			Course-Level:	POL-1, POL	-4, POL	-4H, PO	L-2	21, POL
2018-19 2019-20 2020-21	Summer 2022 Fall 2022 Winter 2023	Gender	Enrolled	Success	Success Rate	DI	Close Gap	Gender	Enrolled	Success	Success Rate		Close Gap
2021-22	Spring 2023	Female	948	748	78.9%	0	8	Female	948	748	78.9%	0	8
2022-23		African American	49	34	69.4%	0	5	African American	49	34	69.4%	0	5
		Asian	82	76	92.7%	0	0	Asian	82	76	92.7%	0	0
		Hispanic	620	467	75.3%	1	38	Hispanic	620	467	75.3%	1	38
College	Discipline	Native American	Masked Data	-		0		Native American	Masked Data			0	
MVC	POL V	Pacific Islander	Masked Data			0		Pacific Islander	Masked Data			0	
NC NC	1253 A	White	158	141	89.2%	0	0	White	158	141	89.2%	0	0
RCC	L = - 63 - ···	Two or More	29	21	72.4%	0	3	Two or More	29	21	72.4%	0	3
0.021.0803	Course	Unknown	Masked Data			0		Unknown	Masked Data			0	
nstruction		Male	778	618	79.4%	0	0	Male	778	618	79.4%	0	0
ype	Select all	African American	45	28	62.2%	1	8	African American	45	28	62.2%	1	8
Hybrid	POL-1	Asian	95	79	83.2%	0	0	Asian	95	79	83.2%	0	0
Non-Online	POL-11	Hispanic	418	321	76.8%	0	14	Hispanic	418	321	76.8%	0	14
Online	POL-13	Native American				0		Native American				0	
Unine	POL-2	Pacific Islander	Masked Data			0	5	Pacific Islander	Masked Data			0	
	POL-21	White	162	137	84.6%	0	0	White	162	137	84.6%	0	0
	POL-23	Two or More	38	36	94.7%	0	0	Two or More	38	36	94.7%	0	0
Support	POL-4	Unknown	17	14	82.4%	0	0	Unknown	17	14	82.4%	0	0
Course	POL-4H	Unknown	20	18	90.0%	0	0	Unknown	20	18	90.0%	0	0
No		African American				0		African American				0	
201 (A.S. 168)		Total	1,746	1,384	79.3%	0	0	Total	1,746	1,384	79.3%	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

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Clear Selections

Year	Term		Discipline-	Level:	POL		⊞ i	Course-Level:	POL-1, POL	-4, POL	5, POL	-21	I, POL-
2019-20	Fall 2021	Gender	Enrolled	Success	Success Rate	DI	Close Gap	Gender	Enrolled	Success	Success Rate		Close Gap
2021-22	Spring 2022	Female	1,010	804	79.6%	0	18	Female	1,010	804	79.6%	0	18
2022-23		African American	54	37	68.5%	0	7	African American	54	37	68.5%	0	7
		Asian	78	67	85.9%	0	0	Asian	78	67	85.9%	0	0
		Hispanic	632	496	78.5%	0	19	Hispanic	632	496	78.5%	0	19
College	Discipline	Native American				0		Native American				0	
MVC	POL V	Pacific Islander	Masked Data			0		Pacific Islander	Masked Data			0	
V NC	POL	White	197	165	83.8%	0	0	White	197	165	83.8%	0	0
RCC		Two or More	38	31	81.6%	0	0	Two or More	38	31	81.6%	0	0
	Course	Unknown	Masked Data			0		Unknown	Masked Data			0	
nstruction	Select all	Male	756	617	81.6%	0	0	Male	756	617	81.6%	0	0
ype		African American	57	43	75.4%	0	3	African American	57	43	75.4%	0	3
Hybrid	POL-1	Asian	93	86	92.5%	0	0	Asian	93	86	92.5%	0	0
Non-Online	DPOL-11	Hispanic	379	306	80.7%	0	0	Hispanic	379	306	80.7%	0	0
Online	POL-13	Native American	Masked Data			0		Native American	Masked Data			0	
Unine	D POL-1H	Pacific Islander	Masked Data			0		Pacific Islander	Masked Data			0	
	POL-2	White	181	143	79.0%	0	3	White	181	143	79.0%	0	3
	POL-21	Two or More	31	26	83.9%	0	0	Two or More	31	26	83.9%	0	0
upport	POL-23	Unknown	Masked Data			0		Unknown	Masked Data			0	
ourse	POL-4	Unknown	17	12	70.6%	0	2	Unknown	17	12	70.6%	0	2
No	POL-5	African American	Masked Data			0		African American	Masked Data			0	
2010 10 10 10 10 10 10 10 10 10 10 10 10		Total	1,783	1,433	80.4%	0	0	Total	1,783	1,433	80.4%	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

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Clear Selections

Year	Term		Discipline-	Level:	POL			Course-Level:	POL-1, POL	-4, POL	-5, POL	-13	, POL
2019-20 2020-21	Fall 2020 Winter 2021	Gender	Enrolled	Success	Success Rate	DI	Close Gap	Gender	Enrolled	Success	Success Rate		Close Gap
2021-22	Spring 2021	Female	1,124	899	80.0%	0	0	Female	1,124	899	80.0%	0	0
2022-23	181.55	African American	72	48	66.7%	1	10	African American	72	48	66.7%	1	10
		Asian	86	82	95.3%	0	0	Asian	86	82	95.3%	0	0
		Hispanic	741	583	78.7%	0	14	Hispanic	741	583	78.7%	0	14
College	Discipline	Native American	Masked Data			0		Native American	Masked Data			0	
MVC	POL V	Pacific Islander	Masked Data			0		Pacific Islander	Masked Data			0	
NC NC	POL I	White	184	157	85.3%	0	0	White	184	157	85.3%	0	0
RCC		Two or More	30	20	66.7%	0	5	Two or More	30	20	66.7%	0	5
	Course	Unknown	Masked Data			0		Unknown	Masked Data			0	
nstruction	Select all	Male	875	695	79.4%	0	7	Male	875	695	79.4%	0	7
Type	POL-1	African American	55	40	72.7%	0	5	African American	55	40	72.7%	0	5
Hybrid		Asian	94	83	88.3%	0	0	Asian	94	83	88.3%	0	0
Non-Online	POL-11	Hispanic	490	375	76.5%	1	22	Hispanic	490	375	76.5%	1	22
Online	POL-13	Native American				0		Native American				0	
	POL-1H	Pacific Islander	Masked Data			0		Pacific Islander	Masked Data			0	
	POL-2	White	197	168	85.3%	0	0	White	197	168	85.3%	0	0
	POL-4	Two or More	21	14	66.7%	0	3	Two or More	21	14	66.7%	0	3
Support	POL-5	Unknown	10	9	90.0%	0	0	Unknown	10	9	90.0%	0	0
Course		Unknown	12	12	100.0%	0	0	Unknown	12	12	100.0%	0	0
No		African American	Masked Data			0		African American	Masked Data			0	
		Total	2,011	1,606	79.9%	0	0	Total	2,011	1,606	79.9%	0	0

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Clear Selections

Year	Term		Discipline-	Level:	POL		## i	Course-Level:	POL - 1,	POL-4.	POL-5.	PO	L-13, P
✓ 2019-20 ✓ 2020-21	Fall 2019	Gender	Enrolled	Success	Success Rate	DI	Close Gap	Gender	Enrolled	Success	Success Rate	DI	Close Gap
2021-22	Spring 2020	Female	1,180	973	82.5%	0	0	Male	43	34	79.1%	0	0
2022-23		African American	54	41	75.9%	0	4	African American	43	34	79.1%	0	0
S - 1629/2020		Asian	94	86	91.5%	0	0	Total	43	34	79.1%	0	0
		Hispanic	767	618	80.6%	0	17						
College	Discipline	Native American	Masked Data			0							
MVC	POL V	Pacific Islander	Masked Data			0							
NC NC	POL	White	227	200	88.1%	0	0						
RCC	L	Two or More	27	22	81.5%	0	1						
	Course	Unknown	Masked Data			0	-						
Instruction		Male	939	762	81.2%	0	14						
Туре	Select all	African American	43	34	79.1%	0	2						
Hybrid	D POL-1	Asian	94	83	88.3%	0	0						
Non-Online	D POL-11	Hispanic	528	417	79.0%	1	22						
Online	POL-13	Native American	Masked Data			0							
L Online	POL-2	Pacific Islander	Masked Data			0							
	POL-4	White	230	187	81.3%	0	2						
C	POL-4H	Two or More	19	17	89.5%	0	0						
Support	POL-5	Unknown	12	11	91,7%	0	0						
Course	POL-7A	Unknown	11	11	100.0%	0	0						
No No		African American				0							
200		Total	2,130	1,746	82.0%	0	0						

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Success Rates by Discipline & Course Disaggregated by Race/Ethnicity

Year 2018-19	Term		Discipline-	Level:	POL		### i	Course-Level:	POL-1, POL	-7A, PC	DL-4, PO)L-1	4H, PO
2019-20 2020-21	Fall 2018	Gender	Enrolled	Success	Success Rate	DI	Close Gap	Gender	Enrolled	Success	Success Rate	DI	Close Gap
2021-22	Spring 2019	Female	5,266	4,148	78.8%	0	0	Male	4,114	3,215	78.1%	0	31
2022-23	Summer 2019	African American	284	202	71,1%	1	22	African American	231	166	71.9%	1	16
	T-ROARD	Asian	405	362	89.4%	0	0	Asian	455	393	86.4%	0	0
		Hispanic	3,393	2,603	76.7%	1	99	Hispanic	2.271	1,716	75.6%	1	90
College	Discipline	Native American	12	7	58.3%	0	3	Native American	Masked Data			0	
MVC	POL V	Pacific Islander	13	11	84.6%	0	0	Pacific Islander	26	22	84.6%	0	0
NC NC	POL	White	979	828	84.6%	0	0	White	946	764	80.8%	0	0
RCC	1	Two or More	152	114	75.0%	0	6	Two or More	129	104	80.6%	0	0
	Course	Unknown	28	21	75.0%	0	2	Unknown	50	45	90.0%	0	0
Instruction	Select all	Male	4,114	3,215	78.1%	0	31	Total	4,114	3,215	78.1%	0	31
Type	Contraction Contraction	African American	231	166	71.9%	1	16						
Hybrid	POL-1	Asian	455	393	86.4%	0	0						
Non-Online	D POL-11	Hispanic	2.271	1,716	75.6%	1	90						
Online	POL-13	Native American	Masked Data		-	0							
Online	POL-1H	Pacific Islander	26	22	84.6%	0	0						
	POL-2	White	946	764	80.8%	0	0						
-	POL-21	Two or More	129	104	80.6%	0	0						
Support	POL-23	Unknown	50	45	90.0%	0	0						
Course	POL-4	Unknown	70	62	88.6%	0	0						
No	POL-4H	African American	Masked Data			0							
	POL-5	Total	9,450	7,425	78.6%	0	0						

- The visuals will be masked if only one faculty member teaches the course(s) or there were < 10 empilements 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

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Gender	Enrolled	Success	Success Rate	DI	Close Gap
Male	4,114	3,215	78.1%	0	31
African American	231	166	71.9%	1	16
Asian	455	393	86.4%	0	0
Hispanic	2.271	1,716	75.6%	1	90
Native American	Masked Data			0	
Pacific Islander	26	22	84.6%	0	0
White	946	764	80.8%	0	0
Two or More	129	104	80.6%	0	0
Unknown	50	45	90.0%	0	0
Total	4,114	3,215	78.1%	0	31

Clear Selections

(ear	Term Summer 2022		Disciplin	e-Leve	I: POL		⊞ i	Course-Level:	POL-1, PO	L-4, PC	L-4H, PO	L-21	, POL
2019-20	Fall 2022	Gender	Enrolled	Retained	Retention Rate	DI	Close Gap	Gender	Enrolled	Retained	Retention Rate	DI CI Gi	lose ap
2021-22	Spring 2023	Female	948	883	93.1%	0	8	Female	948	883	93.1%	0	8
2022-23	- spring coco	African American	49	43	67.8%	0	3	African American	49	43	87.8%	0	- 3
2022-23		Asian	82	80	97.6%	0	0	Asian	82	80	97.6%	0	0
		Hispanic	620	510	51.9%	1	1±	Hispanic	620	570	91.9%	1	15
ollege	Discipline	Native American	Masked Data			0		Native American	Masked Data			0	
1.0.00	Discipline	Pacific Islander	Masked Data			G		Pacific Islander	Masked Data			0	
MVC	POL V	White	158	151	95.6%	0	0	White	158	151	95.6%	0	0
A NC	PUL	Two or More	29	29	100.0%	0	0	Two or More	29	29	100.0%	0	0
RCC		Unknown	Masked Data			0		Unknown	Masked Data			0	
		Male	778	731	94.0%	0	0	Male	778	731	94.0%	0	0
1000 at 1000	Course	African American	45	37	82.2%	1	6	African American	45	- 37	82.2%	1	.6
struction	Select all	Asian	95	.91	95.8%	0	0	Asian	95	91	95.8%	0	0
pe	POL-1	Hispanic	418	388	92.8%	0	4	Hispanic	418	388	92.8%	D .	- 4
Hybrid		Native American				0		Native American				Ø	
	POL-11	Pacifić Islander	Masked Data			0		Pacifić Islander	Masked Data			Ð	
Non-Online	POL-13	White	162	158	97.5%		0	White	162	158	97.5%	0	
Online	POL-2	Two or More	38	37	97.4%		0	Two or More	38	37	97.4%	D.	0
	POL-21	Unknown	17	17	100.0%		0	Unknown	17	17	100.0%	Ø	0
	POL-23	Unknown	20	19	95.0%	0	0	Unknown	20	19	95.0%	0	0
pport		African American				0		African American				0	
	POL-4	Asian	Masked Data			0		Asian	Masked Data			Ø	
ourse	POL-4H	Hispanic	13	12	92.3%	0	1	Hispanic	13	12	92.3%	0	-1
No	Sector Construction of	Pacific Islander				0		Pacific Islander				0	
		Total	Marked Prets	1.633	93.5%	0	0	Total	Marked Pata 1,746	1.633	93.5%	0	0

The visuals will be masked it only one faculty member teaches the courte(s) or there were + 10 enrolments 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 screll down



Clear Selections

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Year	Term		Disciplin	e-Leve	I: POL	_	⊞ í	Course-Level:	POL-1, PO)L-4, PO	L-5, POL	-21,	POL-
2019-20	Fall 2021	Gender	Enrolled	Retained	Retention Rate		Close Gap	Gender	Enrolled	Retained	Retention Rate	DI CI Gi	llose iap
2021-22	Spring 2022	Female	1,010	924	91.5%	0	17	Female	1,010	924	91.5%	0	17
2022-23		African American	54	45	83.3%	0	5	African American	54	45	83.3%	0	5
2022-25		Asian	78	76	97.4%	0	Ø	Asian	78	76	97.4%	0	0
		Hispanic	632	579	91.6%	0	6	Hispanic	632	\$75	91.6%	0	6
College	Discipline	Native American	1000			0		Native American				0	
	Discipline	Pacific Islander	Masked Data			0		Pacific Islander	Masked Data			0	
MVC	POL V	White	197	179	90.9%	0	Ξ	White	197	179	90.9%	0	3
NC	POL T	Two or More	38		89.5%	0	2	Two or More	38		89.5%	0	2
RCC		Unknown	Masked Data			0		Unknown	Masked Data			0	
_ Tree		Male	756			-	0	Male	756		93.4%	-	0
	Course	African American	57	51	89.5%	0	2	African American	57	51	89.5%	0	2
Instruction	Select all	Asian	93	89	95.7%	0	0	Asian	93	89	95.7%	0	0
Type		Hispanic	379	354	93.4%	0	0	Hispanic	379	354	93.4%	0	0
	POL-1	Native American	Masked Data			0		Native American	Masked Data			0	
Hybrid	POL-11	Pacific Islander	Masked Data			0		Pacific Islander	Masked Data			0	
Non-Online	POL-13	White	181	170	93.9%	0	0	White	181	170	93.9%	0	0
Online	POL-1H	Two or More	31	28	90.3%	0	1	Two or More	31	28	90.3%	0	3
	POL-2	Unknown	Masked Data			0		Unknown	Masked Data			0	
		Unknown	17	14	82.4%	0	2	Unknown	17	14	82.4%	0	2
	POL-21	African American	Masked Data			0		Atrican American	Masked Data			0	
Support	POL-23	Asian	Masked Data			0		Asian	Masked Data			0	
Course	POL-4	Hispanic	Masked Data			0		Hispanic	Masked Data			0	
No	POL-5	Pacific Islander	er an en			0		Pacific Islander				0	
D INO	POL-5	Minites	Adapted Terrs			0		Shibiles.	Adveloped Party.				-
		Total	1,783	1,644	92.2%	0	0	Total	1,783	1,644	92.2%	0	1

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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 screenshets but are included in table If you scredi down

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Year	Term		Disciplin	e-Leve	I: POL			Course-Level:	POL-1, PO	L-4. PC	L-5, POL	-13	POL-1	
2018-19 2019-20 2020-21	Summer 2020 Fall 2020 Winter 2021	Gender	Enrolled	Retained	Retention Rate	-	Close Gap	Gender	Enrolled	Retained	Retention Rate		Close Gap	
2021-22	Spring 2021	Female	1,124	1,023	91.0%	0	0	Female	1,124	1,023	91.0%	0	0	
	- shind cori	Atrican American	72	62	86.1%	0	4	Atrican American	72	62	86.1%	0	4	
2022-23		Asian	86	83	96.5%	0	0	Asian	86	83	96.5%	0	0	
	<u> </u>	Hispanic	741	667	90.0%	0	9	Hispanic	741	667	90.0%	0	9	
College	Dissisting	Native American	Masked Data			0		Native American	Masked Data			0		
College	Discipline	Pacific islander	Masked Data			0		Pacific islander	Masked Data			0		
MVC	201 2	White	184	179	97.3%	0	0	White	184	179	97.3%	0	0	
NC NC	POL V	Two or More	80	22	73.3%	1	1 E	Two or More	30	22	73.8%	1.1	E	
RCC		Unknown	Masked Data			0	100	Unknown	Masked Data			0		
LINCE		Male	875	789	90.2%	0	9	Male	875	789	90.2%	0	9	
	Course	African American	55	50	90.9%	0	0	African American	55	50	90.9%	0	0	
Instruction	Select all	Asian	94	87	92.6%	0	0	Asian	94	87	92.6%	0	0	
Type		Hispanic	490	435	88.4%	1	16	Hispanic	490	435	58.4%	1	16	
and international of the	POL-1	Native American				0		Native American				0	1.100	
Hybrid	POL-11	Pacific Islander	Masked Data			0		Pacific Islander	Masked Data			0		
Non-Online	POL-13	White	197	185	93.9%	0	8	White	197	185	93.9%	0	0	
Online	POL-1H	Two or More	21	17	81.0%	0	E	Two or More	21	17	81.0%	0	3	
1 CAR 4, 1991	POL-2	Unknown	10	10	100.0%	0	0	Unknown	10	10	100.0%	0	0	
		Unknown	12	12	100.0%	0	0	Unknown	12	12	100.0%	0	0	
-	POL-4	African American	Masked Data			0		African American	Masked Data			0		
Support	POL-5	Asian				0		Asian				0		
Course	10000000000000000000000000000000000000	Hispanic	Masked Data			0		Hispanic	Masked Data			0		
No		Pacific Islander				0		Pacific Islander				0		
		Total	2,011	1,824	90.7%	0	0	Total	2,011	1,824	90.7%	ô	o	

The visuals will be masked if only one faculty member teaches the course(s) or there were < 30 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 dowr

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Year	Term
2018-19 2019-20 2020-21 2021-22 2022-23	Summer 20 Fall 2019 Winter 202 Spring 202
College MVC NC RCC	Discipline POL
Instruction Type Hybrid Non-Online Online	Course Select all POL-1 POL-11 POL-13 POL-2 POL-2
Support Course	POL-4H POL-5 POL-7A

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	Disciplin	e-Leve	I: POL			Course-
Gender	Enrolled	Retained	Retention Rate	DI	Close Gap	Gender
Female	1,180	1,075	91.1%	0	0	Female
African American	54	46	85.2%	0	4	African A
Asian	94	89	94,7%	0	0	Asian
Hispanic	767	689	89.8%	0	-14	Hispanic
Native American	Masked Data			0		Native A
Pacific Islander	Masked Data			0		Pacific Is
White	227	217	95.6%	0	0	White
Two or More	27	25	92.6%	0	0	Two or N
Unknown	Masked Data			0		Unknow
Male	939	852	90.7%	0	5	Male
African American	43	40	93.0%	0	0	African A
Asian	94	88	93.6%	0	0	Asian
Hispanic	528	473	89.6%	0	10	Hispanic
Native American	Masked Data			0		Native A
Pacific Islander	Masked Data			0		Pacific Is
White	230	209	90,9%	0	1	White
Two or More	19	18	94,7%	0	0	Two or N
Unknown	12	11	91.7%	0	0	Unknow
Unknown	11	11	100.0%	0	0	Unknown
African American				0		African A
Asian	Masked Data			0		Asian
Hispanic.	Masked Data			0		Hispanic
Pacific Islander	Masked Data			0		Pacific Is
White	Machael Trata			'n		White
Total	2,130	1,938	91.0%	0	0	Total

Course-Level: POL-1, POL-7A, POL-4, POL-4H, POL...

Gender	Enrolled	Retained	Retention Rate	Di	Close Gap
Female	1,180	1,075	91.1%	0	0
African American	54	46	85.2%	0	4
Asian	94	89	94.7%	0	0
Hispanic	767	689	89.8%	0	14
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	227	217	95,6%	0	0
Two or More	27	25	92.6%	0	0
Unknown	Masked Data			0	
Male	939	852	90.7%	0	5
African American	43	40	93.0%	0	0
Asian	94	88	93.6%	0	0
Hispanic	528	473	89.6%	0	10
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	230	209	90.9%	0	
Two or More	19	18	94.7%	0	0
Unknown	12	11	91.7%	0	0
Unknown	11	11	100.0%	0	0
African American				0	
Asian	Masked Data			0	
Hispanic.	Masked Data			0	
Pacific Islander	Masked Data			0	
White Total	Adarbad Data 2,130	1,938	91.0%	0	0

The visuals will be masked if only one faculty member teaches the course(s) or their wore + 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

Clear Selections

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Year 2018-19	Term		Discipline	e-Leve	I: POL			Course-Level	L POL-1, P	0L-4, P	0L-5, P0	L-11	H. POL-
2019-20	Fall 2018	Gender	Enrolled	Retained	Retention Rate		Close Gap	Gender	Enrolled	Retained	Retention Rate		Close Gap
2021-22	Spring 2019	Female	1,004	883	87.9%	0	0	Female	1,004	883	87.9%	0	0
2022-23		African American	55	51	92.7%	0	0	African American		51	92.7%	0	0
2022-25		Asian	65	58	89,2%	0	0	Asian	65	58	89.2%	0	0
		Hispanic	633	547	86.4%	0	15	Hispanic	633	547	86.4%	0	15
College	Discipline	Native American	Masked Data			0		Native American	Masked Data			0	
1000	Discipline	Pacific Islander	Masked Data			0		Pacific Islander	Masked Data			0	
MVC	POL 🗸	White	213	193	90.6%	0		White	213	193	90.6%	0	0
NC NC		Two or More	28	25	89.3%	0	0	Two or More	28	25	89,3%	0	0
RCC		Unknown	Masked Data			0		Unknown	Masked Data			0	
		Male	766	673	87.9%	0	1	Male	766	673	87.9%	0	1
10000000	Course	African American	31	29	93.5%	0	0	African American	31	29	93.5%	0	0
Instruction	Select all	Asian	79	75	94.9%	0	0	Asian	79	75	94.9%	0	0
Туре		Hispanic.	456	394	86.4%	0	10	Hispanic	456	394	86.4%	0	10
1.62.74	POL-1	Native American	Masked Data			0		Native American	Masked Data			0	
Hybrid	POL-1H	Pacific Islander	Masked Data			0		Pacific Islander	Masked Data			0	
Non-Online	POL-2	White	176	156	88.6%	0	0	White	176	156	88.6%	0	0
Online	POL-4	Two or More	20	15	75.0%	0	з	Two or More	20	15	5 75.0%	0	3
	POL-5	Linknown	Masked Data			0		Unknown	Masked Data			0	
	PUL-5	Unknown	10	9	90.0%	0	0	Unknown	10	9	90.0%	0	0
-		African American	Masked Data			0		African American	Masked Data			0	
Support		Asian				0		Asian				0	
Course		Hispanic	Masked Data			0		Hispanic	Masked Data			0	
□ No		Pacific Islander	11. 1. 38 200 A. C.			0		Pacific Islander	11110/00/02/19/202			0	
L_ NO		Total	Marked Para 1,780		87.9%	0	0	Total	Marked Parts 1,780		87.9%	ô	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-Bittary" gender brougs may not show in screenshots but are included in table if you screel down



Puente Program

-		
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70.8% 0

70.8% 0

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12 75.0% 0

Gap

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0

Year	Term
2018-19	Summer 2018
2019-20	Fall 2018
2020-21	Winter 2019
2021-22	Spring 2019
2022-23	Summer 2019
College	Discipline
MVC	POL V
NC NC	12222
RCC	Course
Instruction	Select all
	POL-1
Method	POL-21
Hybrid	POL-23
Online	POL-4H
Support	
Course	
No	

Gender	Enrolled	Retained	Retention Rate	DI	Close Gap	Gender	Enrol
Unknown	Masked Data			0		Female Hispanic	
Hispanic	Masked Data			0		Male African American	
Male	16	14	87.5%	0	2	Hispanic	
African American				0		Two or More	Mas
Hispanic	15	13	86.7%	0	2		E
Two or More	Masked Data			0		Unknown	Mas
Female	24	23	95.8%	0	0	Hispanic	Mas
Hispanic	24	23	95.8%	0	0	A MARKED	E
Total	41	38	92.7%	0	0	Total	

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Enrolled Success Success DI Close Rate

17

17

24

24

16

			0	
15	11	73.3%	0	0
asked			0	
Data				
asked Data			0	
asked			0	
Data				
41	30	73.2%	0	0

Program of Study and Student Educational Plan

Program of Study

- Search
- Nursing: Vocational Nursing
- Nutrition and Dietetics
- Office Assistant
- Paralegal Studies
- Philosophy
- Photography
- Physician Assistant
- Physics
- Pilates Dance Conditioning Instructor
- Pipe Welding (SMAW, GMAW)
- **Political Science**
- Pre-Engineering
- Professional Photography Essentials
- Project Management Professional
- Psychology
- Python Programming
- Real Estate Salesnerson and Transaction

This report contains:

- · Most recent program of study for
- all students enrolled at Norco
- College annually
- Student Educational Plan
- completion annually

Select one or more programs on the left

Source: Colleague Student Information System





Student Educational Pan	2019-20	2020-21	2021-22	2022-23	Total
Abbreviated and Comprehensive Ed Plan	5.03%	2.44%	5.30%	3.90%	4.11%
Abbreviated Ed Plan	1.26%	7.93%	11.36%	2.60%	5.58%
Comprehensive Ed Plan	40.25%	21.95%	18.18%	9.74%	22.82%
No Ed Plan	53.46%	67.68%	65.15%	83.77%	67.49%

Gender by Ethnicity	2019-20	2020-21	2021-22	2022-23
B Female	84	97	75	83
African-American	10	6	2	10
Asian	8	8	13	9
Hispanic	51	59	38	47
Two or More	4	6	7	5
White	11	18	15	12
Male	73	67	57	69
African-American	6	4	7	8
Asian	4	8	4	7
Hispanic	41	36	32	32
Pacific Islander	1	1	1	1
Two or More	3	3	2	3
Unreported	1			1
White	17	15	11	17
Unreported	2			2
Hispanic	2			2
Total	159	164	132	154

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Program Title

- P Search History Humanities, Philosophy Industrial Automation Kinesiology Kinesiology, Health & W... Logistics Management Math & Sciences
 - Mathematics
 - Music
 - Music Industry Studies: ... Philosophy
 - Physics
- Political Science Pre-Engineering Psychology Retail Management (WA... Simulation and Gaming ...
 - Social & Behavioral Scie Social Justice Studies Social Media for Business
 - Sociology
 - Spanish
 - Studio Arts
 - Successful Career Transit. Workplace Essentials

Program Awards

Program awards by Gender and Ethnicity Select one or multiple programs Source: Chancellor's Office MIS files

De	grees						Certificates
Ge	nder x Ethnicity	18-19	19-20	20-21	21-22	22-23	Gender x Ethnicity Total
Θ	Female	5	2	10	10	11	Total
	Asian			1		1	A A STRUCT A STRUCT
	Hispanic/Latino	ंत्र	1	6	7	6	
	Two or More Races					1	
	Unknown/Unreported		1				ALL INT. ADD STREET,
	White	2		3	3	з	A SHE WITH STREET
Β	Male	5	4	9	1	5	Contraction of the
	Black or African American	1		1		1	anather of a
	Hispanic/Latino	2	2	5		2	12 Paratoria
	Native Hawaiian or Pacific Islander			1			anterment A n
	Two or More Races				1		- ALL AND PROVIDE
	White	2	2	2		2	preschere
	Total	10	6	19	11	16	UNITEELS

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MARKET BURGET STREET

Year	Term							前品					
2018-19 2019-20 2020-21 2021-22	Summer 2022 Fall 2022 Winter 2023 Spring 2023	Gender			Retention Rate	DI		Gender	L-2, POI Enrolled		Success Rate		Close Gap
2022-23	- sping cors	Female	19	18	94.7%	0	1	Female	19	14	73.7%	0	0
		African American	Masked Data			0		African American	Masked Data			0	
College	Discipline	Asian				0		Asian				0	
MVC	POI A	Hispanic	12	11	91.7%	0	1	Hispanic	12	8	66.7%	0	1
RCC		White	Masked Data			0		White	Masked Data			0	
nstruction	C POL	Two or More	Masked Data			0		Two or More	Masked Data			0	
Гуре	PSY RLE	Male	Masked Data			0		Male	Masked Data			0	
Hybrid SOC Non-Online SPA Online THE WKX POL-23	SPA	African American	Masked Data			0		African American	Masked Data			0	
		Asian				0		Asian				0	
		Hispanic	Masked Data			0		Hispanic	Masked Data			0	
Support Course		White	Masked Data			0	1	White	Masked Data			0	
No		Two or More				0		Two or More				0	
- 110		Total	24	23	95.8%	ô	0	Total	24	17	70.8%	0	0

Disability

Clear Sele	ections
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Year 2018-19 2019-20 2020-21 2021-22 2021-22 2022-23	Term Summer 2022 Fall 2022 Winter 2023 Spring 2023
College MVC NC RCC	Discipline
Instruction Method Hybrid Non-Online Online	Select all POL-1 POL-11 POL-13 POL-21 POL-21 POL-23
Support Course	POL-4

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Gender	Enrolled	Retained	Retention Rate	-	Ch Ga
Female	31	31	100.0%	0	
African American	Masked Data			0	
Asian	Masked Data			0	
Hispanic	20	20	100.0%	0	
Pacific Islander				0	
White	Masked Data			0	
Two or More	Masked Data			0	
Unknown	Masked Data			0	
Male	48	47	97.9%	0	
African American	Masked Data			0	
Asian	Masked Data			0	
Hispanic	24	24	100.0%	0	
Pacific Islander	24			0	
White	10	10	100.0%	0	
Two or More	Masked Data			0	
Unknown				0	
Unknown	Masked Data			0	
African American				0	
Total	80	79	98.8%	0	

Course-Level: POL-1, POL-4, POL-21, POL-13, POL-11, PO	L-2,	POL-23
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Gender	Enrolled	Success	Success Rate	DI	G
Female	31	27	87.1%	0	
African American	Masked Data			0	
Asian	Masked Data			0	
Hispanic	20	18	90.0%	0	
Pacific Islander				0	
White	Masked Data			0	
Two or More	Masked Data			0	
Unknown	Masked Data			0	
Male	48	44	91.7%	0	
African American	Masked Data			0	
Asian	Masked Data			0	
Hispanic	24	21	87.5%	0	
Pacific Islander	1.5			0	
White	10	10	100.0%	0	
Two or More	Masked Data			0	
Unknown				0	
Unknown	Masked Data			0	
African American				0	
Total	80	72	90.0%	0	

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