NORCO COLLEGE

Program Review Committee
Minutes for May 23, 2024
2:30- 3:45 pm
Operations Center (OC) 116

Meeting Participants

Committee Members Present
Greg Aycock (co-chair), Quinton Bemiller, Svetlana Borissova, Rosalio Cedillo, Araceli Covarrubias, Starlene Justice, Lindsay Owens, Kristin Rigby, and Tim Russell (co-chair).

Committee Members Not Present
Caitlin Busso, Joseph DeGuzman, Ashlee Johnson, Kaneesha Tarrant, Paul VanHulle, and Dana White.

Guest
Tricia Hodawanus

Recorder
Charise Allingham

1. Call to Order
- 2:30 pm

2. Action Items

2.1 Approval of Agenda
- MSC (Starlene Justice / Kristin Rigby)

2.1 Conclusion
- Approved by consensus.

2.2 Approval of April 25, 2024, Minutes
- MSC (Starlene Justice / Araceli Covarrubias)

2.2 Conclusion
- Approved by consensus.

2.3 Accept 2024-27 Program Reviews
A total of 52 program reviews with over 350 resource requests were submitted for 2024-27.
- 100% submission.

Discussion and observations:
- We set goals, but there is no place to say if the goal was met.
- For a few units, it was difficult to give feedback because there wasn't much provided. For example, disciplines that do not have a full-time instructor.

- Were there any program reviews that were concerning and maybe shouldn't be accepted?
    o Program Reviews that were lacking tended to be areas that need to be rebuilt; training may be needed to help identify plans and how to create goals.
- Providing the feedback helped identify areas where training is needed going forward.
- Feedback form: There were areas that may not have been clearly identified as sections that needed to be completed, such as providing a resource request for professional development in the Equity section.
    - Questionable if the Equity professional development information provided was for a single person or the whole department, disciplines, and, for example, if adjunct faculty

All program reviews were accepted with the understanding that once Student Services Advising and Counseling is submitted, it will be reviewed, and feedback will be provided.
- MSC (Starlene Justice / Araceli Covarrubias)

2.3   Conclusion

- The Program Reviews were accepted by a unanimous vote.

2.3 Follow-up Items	2.3 Task of	2.3 Due by
None	None	None

3. Discussion Item

3.1   Review the Reflections Section Responses

The reflection responses were sent out to the committee in advance. The responses provided were very informative and thoughtful.

Question 1: What would make a program review meaningful and relevant for your unit? Themes identified included:

- Clarity and transparency in the resource allocation process.
    o Suggest clarifying the process when providing training on resource requests.
- Assessing the skills needed in the workplace or soft skills. This supports the need for a possible skills framework.
- Requested feedback, which has already been initiated by the committee and adopted to replace the previous scoring.
- Data and research requests
    o Support for faculty hiring resource request data.
    o Data request ideas.
    o Research requests ideas and requests for specific research.
- Positive feedback was provided.

Question 2: What questions do we need to ask to understand your program plans, goals, needs?

Themes and suggestions:

- Suggestion to provide a place to share retention ideas.

- o We don't ask what we should be doing in the classroom to help retain students and lead to success.
- Request for more information and data for the CTE areas.
  - o We need a CTE representative on the committee to help identify the questions for these areas that will be useful and impactful.
  - o Suggestion to ask how we ensure students understand what they are learning connects to future careers. This also supports the skills framework.
- How to address items that need to be refreshed on an annual basis (lab equipment, class materials), so areas do not need to resubmit resource requests constantly.
  - o Some classroom items are funded outside of program review with funding such as lottery funds.
  - o IT items are usually handled by IT.
- Identified the need for better communication and clarification of what resource requests should be entered into program reviews.

Question 3: What types of data do you need to support your program plans, goals, needs?

Suggestions and Themes:

- Need for 'live' and more up-to-date data.
- CTE areas requested labor market data and information.
- Transfer data: How many students in programs transfer or get jobs?
- Need training for the faculty hiring request data.
- Requested access to the district PowerBi dashboards to review during program review.

Suggest a debriefing focused on the program reviews that can be reported to the college, such as at the Academic Senate and College Council.

- Program review is not for solving problems but more for identifying the problems.
- Suggestions for the committee to look at the program review and feedback to identify areas that can be improved.
- A comprehensive program review report would be beneficial (annually or in response to the comprehensive?).
  - o Possibly provide a review of the report during FLEX?

The committee will revisit the reflection suggestions in the Fall.

3.2 Program Review Cycle

The committee discussed the possibility of aligning the Program review cycle with the strategic plan, which is a 5-year plan.
Note: Next year, we will have a new strategic plan with possible new goals and KPIs.
- If we do this, we will need to have a simplified annual or three-year 'required' review. We may need to align with the new goals.
- Will need to be strategic in presenting this idea and creative with the verbiage. Refrain from words like mandatory and required.

Motion to extend 5 minutes.

MSC: (Lindsay Owens and Rosalio Cedillo)

- Approved by Consensus.

Other colleges have program review cycles of up to seven years, with the most common duration being four years.

- Suggestion to research what other colleges do annually.

3.3   2024-25 Membership

- Suggestion to add a Zoom option to meetings to allow for nonmembers to attend the meetings next year.

- All members present are planning on continuing next year.

- Suggestion to revisit our charter next year and review the membership.

3.3 Follow-up Items	3.3 Task of	3.3 Due by
Review charter membership	Co-chairs	Next meeting

4. Information Items

4.1   2024-25 Meeting Schedule

The meeting schedule will continue next year on the fourth Thursday of the year, 2:30 pm-3:45 pm.

5. Good of the Order

- Have a wonderful summer.

6. Future Agenda Topics

- Program Review Process Improvement

- Alignment with New Accreditation Standards

- Review the Reflections Section Responses (Continued)

- Review the Charter membership.

7. Adjournment

- 3:50 pm

Next Meeting

Date: September 26, 2024

Unit	What would make program review meaningful and relevant for your unit?	Theme	Theme
Administrative: Academic Affairs		Blank	
Administrative: Business Services	Reporting of core metrics on our student aide population as compared to other student programs on campus. This would give us a good idea if the program is working for them and the community. Can we have the option to add assessment areas not tradtionally associated with business services? We have action items for Goals 5.4, 7.6, and 9.2 which fit into the current structure so these will gounreported this year.	Assessment	Data
Administrative: Office of the President	Nuventive feels disjointed, it is not continuous and because of this it is difficult to see the big picture. A new, better system is needed. Recommend exploring other systems like eLumen.	Platform	
Administrative: Planning and Development		Blank	
Administrative: Student Services		Blank	
Instructional: Accounting	The current process in place does a great job of capturing the meaning of program review.	Complement	
Instructional: Administration of Justice	This program review is only meaningful and relevant if those that are writing them are doing so for their own knowledge to improve student learning and their programs and are honest in their assessments. However, since it is a requirement for disciplines to participate in this process, to make this program review more meaningful and relevant would require the program review committee to acknowledge the importance and usefulness of the data within the document, and how it closely relates to the college educational master plan. Our nation and economic conditions require a workforce of lifelong learners. Statistics show that today students lack the 21st century competencies necessary for their success in post-secondary education and their employment endeavors. Nowhere in this program review does it address or ask the question if faculty understand that our students need a broad set of knowledge, skills, work habits and character traits that are important to our students success in today economy. Somewhere it should address these soft skills and faculty should be aware that without teaching and assessing these skills we set up our students to potentially fail once they leave us. Just like students require constructive feedback, faculty performing the program review should receive feedback on the thoroughness of their program review; constructive feedback on the assessment of data and not the program as the program review committee are not the subject matter experts. Rubrics are a good tool. Nowhere was I able to find the rubric for this comprehensive program review. How about a rubric or SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) for the faculty to use to rate their programs overall and celebrate the good that exists in their programs, and determine where deficiencies may exist? This would make this program review larger in scope, more relevant and much more meaningful. After countless hours attempting to get the tables and figures to appear properly in the printed version of this report, I have since created the entire program review in one document with table and figures appearing as they should in here in this document. The full program review document can be found in the document repository title Program Review 2024.pdf.	Skills Framework	feedback
Instructional: Anthropology	It is already meaningful for my unit but I want to offer an explanation for the spottiness of assesment. The faculty member who taught several of our courses left abruptly, taking their assesment data with them. Please do not judge us harshly.	Assessment	
Instructional: Architecture Graphics	Partnership with the community and industries around the region. Updated and deveop the programs based on the needs of student and the community. Project based learning	Skills Framework	Suggestions for improvement
Instructional: Art	Mappingenrollment, success, and retention trends across a host of factors, including structural (modality type, term length)and personal (disaggregated student demongraphics). Identifying equity gaps and devising solutions. Aligning discipline/program growth plans, including curriculum development and resource requests,with EMP goals.	Suggestions for improvement	
Instructional: Biology	Program review would be meaningful and worthwhile if our resource requests were funded and the process for overall college resource requests ranking were more transparent. For our discipline to be taught effectively, we require expensive resources that need to be maintained and updated regularly. It would be helpful if college-wide resource requests, like classroom remodels, were separate from discipline resource requests.	Process	transparency
Instructional: Business Administration, Management, and Marketing	Program review is meaningful to the School of Business and Management. We appreciate the use of curated dashboards to seemlessly provide access to the vital statistics about each of our courses. In the future, more information about the budget available for the procurment of equipment and materials would be helpful.	Process	Complement
Instructional: Chemistry	A transparent process for how funds are allocatedis needed. Priorities should be based on individual need. It should not be donecollectively as Schoolswhen prioritizing needs across the College. This is particularly problematic if Schools havemany disciplines such as SciKin. Additionally, the College should provide details on how it determines the overall prioritization using data to support the order. We are asked to put all requests into Program Review including basic classroom needs like chairs, boards, IT equipment, etc. In addition, we are asked to place lab room and prep room renovations in Program Review to meet student demand for our classes. There should be an alternate way to request these essential items.	Process	transparency

Discipline	Response		
Instructional: **Communication Studies**	Here at Communication Studies, Norco, we would love feedback about our program review. If you see areas that need improvement, we would value your input on what can be improved and any tips on making needed improvements. b. We would value recommendations for resources connected to our plans, goals, and needs. If feedback led us to discover other units at Norco who are working on similar projects that would help expedite internal collaboration. . If feedback could link us to external resources (articles, organizations, best practices) that might support our efforts related to identified plans, goals, and/or needs that would help us to access key support.	feedback	
Instructional: **Construction Technology**	I had some problems using a PC. My Mac seemed to work better for me.		
Instructional: **Dance**	Unknown.	Blank	
Instructional: **Drafting Technology**	Partnership with the community and industries around the region. Updated and deveop the programs based on the needs of student and the community. Project based learning	Skills Framework	
Instructional: **Early Childhood Education**	1. If we were given data on all our certificate pathways - retention, success, etc. 2. If you could provide a chart showing prior CPR data for us to compare against, vs. us needing to have multiple screens open to go back and forth between current and prior reports. 3. If we had a location to indicate what administrative support we need to grow our program. For example, we need a new position to support us at Stokoe, be it an ECE coordinator or as originally requested an Assoc. Dean of Education, but we need someone that can help navigate the relationship and logisitics of the Stokoe site. Right now we know which manager will be assigned to the location, but we do know it will be someone that isn;t in the ECE field. This presents problems, or potential concerns regarding the relationship with AUSD and the Stokoe site specifically. As we grow the program to include pathways to EDU, we will need to collaborate even more with the site, and need someone consistent, that understands the world of early childhood education.	Data	Process
Instructional: **Economics**	N/A: When a full-time tenured track Economics faculty is hired and in place, they can determine what data they need to better make the program review process more meaningful.		
Instructional: **Electrician (ELC)**	The Program Review should be a process to showcase our program, monitor its progress, and provide changes for improvement. Once started, I am encouraged and energized to create a meaningful review. It is a chance to look at the big picture while we stand back and admire,, like a painter admiring his painting. Sometimes, we are hesitant to take the time to do this because we are so busy with the day to day activities, and life. Starting is the biggest hurdle.		
Instructional: **Electronics (ELE)**	Focus on Continuous Improvement The program review process should emphasize continuous improvement rather than compliance. It should encourage a culture of ongoing assessment and adaptation, where feedback leads to actionable strategies for enhancement. Flexibility and Responsiveness The review process should be flexible enough to adapt to changing educational landscapes, student needs, and industry demandsV By focusing on these elements, a program review can be both meaningful and relevant, driving improvements that enhance educational quality, ensure program relevance, and ultimately contribute to the success of students and the broader objectives of the unit or institution.. This ensures the program remains relevant and effectively prepares students for the future.	feedback	Suggestions for improvement
Instructional: **Engineering**			
Instructional: **English**	One of the major elements of Program Review for English is the opportunity to examine our success and retention data. This cycle revealed a significant gap between those figures and, more importantly, a success rate in ENG-1A, a course essential to transfer and graduation, of around 50%. What would make program review more meaningful and relevant would be support in doing research to identify the reasons behind this gap. While faculty can certainly propose potential answers, each individual faculty member;s contributions are limited by their experiences and the students they see. We as a discipline do not have access to any comprehensive research as to reasons that contribute to our lower success rates. We also lack easy access to those students who could best answer our questions, i.e. those students who failed our classes. Support for research in this area would be of significant help.	Research	
Instructional: **English as a Second Language**	This program review is a good fit for all disciplines.	Complement	
Instructional: **Ethnic Studies**	Program review is part assessment and part dreaming, thus I think the Program Review process will be more meaningful when one, we have more data and two, when I have a colleague and partner (at least another Ethnic Studies Faculty) with whom to collaborate.	Data	
Instructional: **Game Development**	The program review in the present state is better than it has been. The readily accessible data is a huge step in the right direction and has certainly been invaluable in conducting this report. As it applies to CTE programs, Ink it is important for our discipline to better understand the criteria surrounding success and continue to thiretention. GAM is a discipline that sees students entering the industry directly and not always following traditional pathways. This is clearly a success, but isn;t something we track well.	Research	

Program	Response	Category 1	Category 2
Instructional: Geography	This question has literally stumped me the most, so far. Lol. I feel like it is already relevant and meaningful based on the goals I;m setting (assuming I am genuinely contemplating these goals and trying to reach them), and being able to see data about how my students are faring. I think the one thing I feel consistently disgruntled about is assessment. I know there are ongoing efforts to improve it, but I can;t help but feel that it;s still not doing what it;s supposed to do. And I get bloody tired of learning new platforms, or having old ones not work. (Did I mention being disgruntled?;)) I do think that THIS platform (for Program Review) is better than it was before, and much more intuitive. It also takes into account those units (like mine) that are not part of a particular ADT.	Assessment	Data
Instructional: Guidance	Make it Actionable Highlight clear steps for improvement based on your findings. Focus on making real changes that can boost student retention, persistence, and support, especially for those who need it most. Center on Students Zero in on how students are doing, especially those facing the biggest hurdles. Your plan should aim to lift everyone up, with special attention to those falling behind. Connect Surveys to Support Use holistic student support surveys to pinpoint exactly what resources students are missing. Understanding the gap between students; needs and the support they receive can explain why some may struggle to persist or retain. This insight allows you to tailor your actions to fill those specific gaps effectively. Celebrate Successes forget to share the good stuff! Highlighting what;s working well can inspire further improvement and acknowledge hard work. Embrace Tech and Innovation Look at how new technologies and teaching methods can enhance your program. Staying current can make learning more engaging and effective.	Suggestions for improvement	
Instructional: History	Nothing to suggest. The current Program Review meets our needs and gives us an opportunity to review our program thoroughly.	Complement	
Instructional: Honors			
Instructional: Humanities	First, Humanities would like to thank the Program Review Committee for working tirelessly to integrate Canvas and Nuventive like never before. Humanities was an early adopter to Canvas assessment and the findings have been revelatory. This Program Review Cycle has been truly informative thanks to the combination of Assessment data in Canvas combined with Nuventive data. These findings confirmed that Hispanic females ages 30-34 particularly struggled. It helps for future planning in training and student support targeting this population primarily. The granularity of the Dashboards in this cycle is really encouraging to see how Veterans and DRC play into the overall data in Humanities as reported. Learning that Hispanic male veterans struggled or white male DRC students struggled provides helpful insight for future semesters emphasizing programs, resources, and student support inside the classroom. Regarding Humanities needs, it would be ideal to have even more data on LGBTQ+ students since this is an Objective to explore which Humanities is eager to learn.	Data	Complement
Instructional: Kinesiology	An alert system that would send notifications whenever our numbers start to decline below college averages.	Suggestions for improvement	
Instructional: Library	It would be helpful to receive feedback on our program review submission and how it could be improved in the future.Also, we would like to know what resource requests are funded.	feedback	transparency
Instructional: Manufacturing, Machine Shop Technology, Supply Chain Technology, Electronics	None	Blank	
Instructional: Mathematics	I think some of our requests for classroom upgrades and tutoring funded by the general budgethave not gone anywhere. It seems the way to finance some requests is to find our own one time money and not through program review.	Process	
Instructional: MIS - MusicIndustry Studies	Seeing the data is meaningful and relevant.	Data	Complement
Instructional: MUS - Music	Unsure.	Blank	
Instructional: Philosophy	I think this process works for my discipline.	Complement	
Instructional: Physics	N/A	Complement	

Instructional: Political Science	The PRprocess would be more helpful if itprovided 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 andmany of my SBS department members are frustrated that we 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 manyacronyms. For example, what is the difference between full-time instructors by headcount and by FTEF? What does aWSCH/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 tomoreinformationtargeted ataiding faculty grow their disciplines and respond to the changing enrollment, andstudent needs. Increasingaccess 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 produceevidence-based and data informed decisionmakingin ourdisciplines. Disciplinesbenefit from the college providinggreaterdirect access todiscipline / school specificdatainthe following areas outlined below. NCcanalso helpdisciplines by providingmore facultyguidance onhow,wheredisciplines canaccess availableevidence,data, and informationon 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 Effectivenessinclude -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 classcancellation, under-enrollment, and waitlist trends, againdepending on the course, modality, days & times offered.	Suggestions for improvement	Data
Instructional: Psychology	We recognize and appreciate the many improvements made to the Program Review process over the last three years. Thank you to everyone who put in a lot of hard work to make this happen.	Complement	
Instructional: Real Estate	The RE program is relatively small in terms of classes made available. The current process is sufficient in facilitating a meaningful review.	Complement	

Instructional: Retail Management	The short explanation on this program is that it on hold pending curriculum changes. Here the longer explanation: During the previous Comprehensive Program Review cycle, it was stated that this program is supported by the Western Association of Food Chains (WAFC), which sets its standards and involves students taking our standard courses. In 2014 the WAFC decided to reduce the number of courses needed from ten courses to eight courses. This change required that community colleges to change their current curriculum. The BEIT Department was opposed to making these curriculum changes (changing ACC 1A and ACC 1B) to support this program doing so would make our current ADT in Business Administration non-compliant for our transfer students and we would lose our ADT in Business. BEIT also discussed whether it was even worth pursuing developing new curriculum to support WAFC because we had so few completers in the program. That is, the cost: benefit was not achievable. At the end of 2021, the BEIT Department took another look at this program. It was then decided that we could support this program by adopting RCC ACC 40, Accounting for Managers which was designed specifically for this program. ACC 40 would then replace ACC 1A, Principles of Accounting and BUS 20, Business Math. In November 2022, the founding director of WAFC reached out to us about reactivating the Retail Management certificate at Norco College. Norco consulted with RCC and received an endorsement from them to include ACC 40 at Norco College. In the fall semester of 2022, the BEIT department voted to move forward with the required curriculum changes and submitted: Program modification request. Course Inclusion request for ACC 40 Quickly thereafter it was rejected and were told the program didnt currently exist at Norco, so it had to be treated as a new program instead of program modification. Therefore, we were required to submit the entire certificate (PLOs, courses and so on). We were then told by Tech Review that they need items #1-8 filled out I the program document (page 4, Program Narrative). And that where it remains. During Spring 2023 the School of Business and Management was involved with writing the Self-Study Report for our ACBSP accreditation. All of our attention and focus was needed here because of the upcoming Fall 2023 accreditation ste visit.		
Instructional: Social Justice Studies	N/A	Blank	
Instructional: Sociology		Blank	
Instructional: Theater	Unknown.	Blank	
Instructional: World Languages	Program Review is already meaningful and relevant to our unit as it helps us evaluate our progress and deficiencies. It is a great opportunity for us to engage in meaningful conversations about how to better serve our students.	Complement	
Student Services: Enrollment Services	To make program review more meaningful, I would like a dashboard of metrics setup to measure progress towards the goal.	Data	
Student Services: Special Programs	Reduce redundancy from entering data in the program review section and again in the assessment section.	Process	
Student Services: Student Life	Program review would be more meaningful and relevant for our department if we were able to apply EMP goals more specific to Health Services. Health Services is a very specific department and a lot of the EMP goals that pertained to Student Life, still did not pertain to Health Services. ?Program review would be more meaningful for athletics with more complete and consistent data. ?	Data	Suggestions improvement

Unit	What questions do we need to ask to understand your program plans, goals, needs?	Theme
Administrative: Academic Affairs		Blank
Administrative: Business Services	How is local development affecting our business? What new competition is in the area? What economic forces are driving our prices and labor costs?	Research
Administrative: Office of the President	N/A	Blank
Administrative: Planning and Development		Blank
Administrative: Student Services		Blank
Instructional: Accounting	Everything was covered	Complement
Instructional: Administration of Justice	Nowhere in this program review does it ask the importance of the discipline or CTE and how it aligns with the state;s guided pathways requirements.This should be included as a reminder for all CTE disciplines. You may also consider asking questions about CPL as this will be a requirement for all colleges. A CPL Plan of Action Study is due every year and this is one way to collect data for the president to use in her write up for the CCCCO.	Suggestions for improvement
Instructional: Anthropology	No additonal questions	
Instructional: Architecture Graphics	How to keep the retention and provide student learning support including the tutoring and out of class activities.	Research
Instructional: Art	How can we make coursework and degrees in the visual arts (stuio art + art history) relevant, inclusive, and equity-minded? Can this be accomplished through revising curriculum, strategically calibrating teaching modalities, creating new certificate offerings, and forging new community partnerships? What new educational challenges are facing art(and humanity) based classes? In particular, how are new technological innovations (includingA.I. content generators) precipitating a reconsideration of howstudent engage with coursework and achieve onlinedSLOs?	Research
Instructional: Biology	What technology or equipment needsto be replaced on a regular basis or cycle? What equipment needs regular maintenance or yearly contracts to be maintained?	
Instructional: Business Administration, Management, and Marketing	None	Blank
Instructional: Chemistry		
Instructional: Communication Studies	Current program review questions are sufficient.	
Instructional: Construction Technology	None at this time	
Instructional: Dance	Unknown.	
Instructional: Drafting Technology	How to keep the retention and provide student learning support including the tutoring and out of class activities.	Suggestions for improvement
Instructional: Early Childhood Education	1. Tell us about all the institutional service you complete to support your program. 2. Tell us what you do that we know that contributes to the success of your program and your students. 3. Who are your students and how do they travel through your program.	Suggestions for improvement
Instructional: Economics	Nothing to suggest at this time	
Instructional: Electrician (ELC)	I believe that the Program Review Committee has done everything to make this task simple. With the videos, the personal encouragement, and the pop-ups within the program review.	Complement
Instructional: Electronics (ELE)		Blank
Instructional: Engineering		Blank
Instructional: English	A key question to ask for English is how success in English courses, and in particular ENG-1A, impacts the goals of other disciplines and the college as a whole. While all disciplines at Norco support each other, I do not think it is much of a stretch to claim that when students are given support for their writing, that directly impacts their success in almost all their other courses. So, as the Committee reviews our program review requests, I would encourage committee members to think about the impact of English elsewhere. I also would encourage the committee members and other reviewers to ask questions about English;s connection to Equity. Most students will take a Math and English class during their academic career, meaning that the English discipline often is at the forefront of establishing an equity-focused classroom experience for students. Committee members might ask how English supports equity. The discipline would also appreciate feedback on English could continue to support equity efforts at our college.	feedback
Instructional: English as a Second Language	All the relevant questions are alreadyincluded.	
Instructional: Ethnic Studies	Growing a program like Ethnic Studies from the ground up, within the socio-political and socio-cultural landscape today, is more than a challenge.	

Instructional: Game Development	I;m not entirely sure what specific questions might be asked, but something that I am ever curious about is the efficacy of F2F, hybrid, and online offerings. GAM offers a high volume of online / hybrid courses. While we know that the success rates for these types of offerings (specifically hybrid) is low, I;d like to know why that is, and whether or not increasing F2F style offerings is actually a net benefit for our students and the college (for instance, we might be persuaded to schedule more F2F courses failing to realize that while the intent is to boost success, we may very well be pushing students away to offerings at other colleges).	Suggestions for improvement
Instructional: Geography	None, that I can think of.	
Instructional: Guidance	How does your program use holistic approaches to student support to address individual needs and barriers to success? How do you measure student success within your program?	Suggestions for improvement
Instructional: History	No suggestions	
Instructional: Honors		
Instructional: Humanities	Equity remains a goal for Humanities since the interdisiplinary, intersectional method is unique among the disciplines at Norco College. We serve as General Educators supporting all degrees within CSU GE (Area C2), IGETC (Area 3B), and in the future - CALGETC (Area 3B), as well as supporting the Area of Emphasis Degree in Philosophy, Humanities, and Arts reported in this Program Review. Humanities accepts its position in the College as a single faculty discipline with priceless Associate Faculty support. The Humanities program intends to maintain its equitable focus upon students and their success while supporting all other degrees as a GE discipline. We do not havefuture plans for additional full-time faculty given the state of the Area of Emphasis degrees in our District. Humanities does not meet the 75/25 ratio and certainly could request an additional faculty member. Awarding 206 degrees in 2023is remarkable given the continued efforts to remove AOEs from our District. This program is still popular and supportive of our regional 4-year institutions as mentioned earlier in this Program Review. Furthermore, COVID decimated our enrollments. Moving online saved the Humanities in many ways. Getting students to return to the classroom continues to be a struggle. Justifying growth right now does not make reasonable sense. Perhaps beyond 2027, Humanities will be better positioned to request additional faculty support, but the team of 1 Full-Time and 3 Associate Faculty members have been remarkably well prepared and successful as this Program Review reports.	comments general or discipline
Instructional: Kinesiology	Please keep in mind that Kinesiology and athletics are combined, which brings multiple college personnel and programs into our system, such as the Dean of Student Life.	comments general or discipline
Instructional: Library	Ask the following: How does the Library contributeto student success across disciplines and programs? What is the Library;s role in implementing Guided Pathways? How are Library resources such as subscription databases funded? What professional development do Library faculty need to meet its goals?	Suggestions for improvement
Instructional: Manufacturing, Machine Shop Technology, Supply Chain Technology, Electronics	None	
Instructional: Mathematics	Our program has been in response mode since AB705 implementation in Fall 2019, getting through the effects of thepandemic and online teaching in a discipline that is normally fully in-person, and now implementing AB1705 in Fall 2025. Most of our direction, goals, curriculum updates, and resource requestsare in response to preparing forAB1705.	comments general or discipline
Instructional: MIS - MusicIndustry Studies	How to stay cutting-edge and industry-standard. Students should feel like Norco College is a force to be reckoned with, not just a cheaper option for pursuing their careers and passions.	comments general or discipline
Instructional: MUS - Music	How does your program impact students in ways not measured by current data gathering?	Suggestions for improvement
Instructional: Philosophy	I think the program review as constituted works. The questions are relevant and clear.	Complement

Instructional: Physics	This is something that is probably most applicable to the sciences, but a fair number of our program review requests are to replace equipment that is outdated or broken. Replacement of this equipment is necessary for the continuation of the lab courses as part of the program. In the Resource Request section, it would be helpful if there was a drop-down option for “replacement of existing resource” in addition to the “new” or “existing” categories. While there are resource requests for new equipment, which are tried to one of our program goals, the replacement equipment is essential for certain classes, such as those with lab components, to keep running in accordance with the COR and CID requirements. "In the program review requests, it would be helpful if we could upload supporting documentation as a means to help justify the importance of therequest. This could include price quotes for equipment, schedules showing enrollment (to justify the need of a resource), and in our particular case, a copy of the tutoring schedule from Fall 2023 and Spring 2024 showing that there are only 2 physics tutors with exteemly limited avilability and only 1 physics embedded tutor in a single course.	Suggestions for improvement
Instructional: Political Science	How does your discipline prioritize accessibilty in course design? What needs does your discipline have (ie. training, technology, instructional designer support) to improve accessibility in your discipline? How does your discipline enagage in regular and substantive interaction and engagement to supportstudent success? How can the college / district better support teaching and learning in your discipline? What specific training opportunities would benefit your discipline? How does your discipline inform, reach, include and support new and Associate faculty? What can bedone to better reach, inform, include and supportour Associate faculty? What additional data do you need and how frequently do you need it? What is the ratio of full-time to Associate faculty members in your discipline? What is the relative ratio of diversity among your discipline;s faculty as areflection ofthe diversity of the discipline;s or college;s student population?	Suggestions for improvement
Instructional: Psychology	We are concerned about the changes to the assessment portion of program review. This process has undergone major changes since the last round of Program Review. Many of these changes are positive, such as the ability to collect standardized SLO attainment data within Canvas and to dissaggregate outcome mastery by race/ethnicity, gender, and age. That said, in this year;s cycle we found that we needed: A dashboard of some sort to indicate which SLOs and courses have been assessed. A way to make a plan to complete assessment of all SLOs and all courses before the end of the 6-year assessment cycle. We are at the mid-way point, so need to make concrete plans to finish the cycle before the next program review and the end of the current accreditation cycle. A meaningful way to conduct PLO assessment and reflect on it in the program review. We used to use the roll-up method so that SLO results were used to assess PLO outcomes, but that was missing entirely this cycle.	Assessment
Instructional: Real Estate	RE needs are limited and straight forward, so little in the way of additional questions are required. If the Legislature continues to dictate curriculum by statute as it did with SB1495, then additional information be required, but for now the status quo is appropriate.	comments general or discipline
Instructional: Retail Management	Nothing needed here. We know what we need to do and will shift our attention to revising our original curriculum requests so that we can get this moved through Tech Review.	comments general or discipline
Instructional: Social Justice Studies	N/A	
Instructional: Sociology		
Instructional: Theater		
Instructional: World Languages	N/A	
Student Services: Enrollment Services	How are these goals leading indicators to the Institutional Goals or lagging indicators.	Suggestions for improvement
Student Services: Special Programs		
Student Services: Student Life		

Unit	What types of data do you need to support your program plans, goals, needs?
Administrative: Academic Affairs	
Administrative: Business Services	Daily on-campus student counts.
Administrative: Office of the President	KPI Power BI When downloaded the graphs are not labeled.
Administrative: Planning and Development	
Administrative: Student Services	KPI data and other college level data. Student satisfaction survey information
Instructional: Accounting	All data was available; nothing comes to mind
Instructional: Administration of Justice	CTE programs require data from the Bureau of Labor Statistics (BLS) to show their need within our educational programs. It would be nice to have this data available. It collected by someone at the college when they create our program flyers. It should be made readily available so we dont have to conduct the research ourselves. Data on CTE programs, separated from GE course, should be made available to make connections within CTE. On average, CTE programs will have higher success and retention rates and may give a better understanding if we are clearly aligned with college and career readiness. In ADJ we set our benchmarks much higher than many other disciplines because of the employability skills factor. We need to be able to separate our dual enrollment data from traditional college data to ensure our dual enrollment programs are meeting the success and retention rates and goals of the discipline. We cannot determine if these classes may be helping or actually hurting our program. I did however notice the other programs have been separated to look at specific data as it pertains to veterans, honors, etc. While all classes may have GELO components, we should be allowed to separate out our actual GE program courses from all others to see actual GELO data.
Instructional: Anthropology	I need efficeny and FTES data in the dashboard like we used to have. I want to be able to discuss my efficiency in general terms outside of a resourse request
Instructional: Architecture Graphics	Where the students go after the graduation / drop ? How to keep them in contact to inspire new students. Number of graduates who go to higher degrees vs the one who stay with a job after graduation.
Instructional: Art	Data for visual arts related job growth, emerging industries/fields, and economic prospectives within the I.E.and greater-Southern California region. Data on what kinds of skills and credentials allign withemerging industries/jobs within the visual arts. Data that will help us understand how various changes might impact the creative economy/entertainment industry/ visual arts sector. Commission a company to explore contemporary issues this sectorfaces, including employment trends, technology change, production infrastructure and capacity, and other pressing topics.Westwood Economics and Planning Associates is a company recently commissioned by OTIS School of Art and Design to create a simialr report. Perhaps this is a company Norco College or RCCDcan look into.
Instructional: Biology	Enrollment data for courses in our discipline. Average life of equipment used in our discipline courses

Instructional: Business Administration, Management, and Marketing	Office of instittional resraech has done an fantactis job provideing much and very relevenat data
Instructional: Chemistry	
Instructional: Communication Studies	Updated Contact information distributed to the COM discipline each semester for ease of identifying ADT COM majors and sending and receiving messages. b. Individual student progress reports showing course completion, unmet requirements, projected graduation semester, and expected transfer institution. c. COM ADT links to Transfer Center to access specific career and transfer pathways. d. Course fill rates with each modality implemented (e.g., EduNav) to document student access to COM class available. e. We need data to demonstrate the EduNav, or other program used in the future, is giving students; access to see COM classes for registration and pathway guidance in completing COM ADT. f. Data about student home college
Instructional: Construction Technology	The Data provided was sufficient.
Instructional: Dance	Unknown.
Instructional: Drafting Technology	Where the students go after the graduation / drop ? How to keep them in contact to inspire new students. Number of graduates who go to higher degrees vs the one who stay with a job after graduation.
Instructional: Early Childhood Education	1. Data at a certificate level for success and retention
Instructional: Economics	The data currently available is sufficient to support the writing of this unit;s Program Reveiw.
Instructional: Electrician (ELC)	In the area of CTE and the electronics or the electrician program, program completions seems to be the most important rule the we use to measure success. Many, many students do not complete these programs because the obtain what they are looking for.....a good paying job. Traking the students and seeing where they are 5 years later may be a better snapshot of their success at Norco College.
Instructional: Electronics (ELE)	
Instructional: Engineering	
Instructional: English	As mentioned above, English could strongly benefit from data that explores reasons why students fail ENG-1A.
Instructional: English as a Second Language	All the necessary kinds of data are available.
Instructional: Ethnic Studies	Increased institutional data about our program.
Instructional: Game Development	I think the present data is excellent, and have made note of things I;d like to see in the segments above.
Instructional: Geography	Only what I have already been provided. :)

Instructional: Guidance	Analyze the rates at which students withdraw from courses or the program, particularly among those who have received individual support plans. Look for patterns or timing of withdrawals to understand potential trigger points or gaps in support. Track students; grades and progress in courses, especially before and after receiving individual support plans. This includes changes in GPA, course completion rates, and any notable trends in specific subjects or skills. Document the types of support included in individual plans, such as tutoring, counseling, mentoring, or academic advising, and the frequency or duration of these services. Data onstudents who received support plans to identify any needs that went unmet and the barriers they still face. Identify any risk factors associated with lower academic achievement or higher withdrawal rates, such as financial instability, first-generation college status, or belonging to underrepresented groups.
Instructional: History	We have the data we need to complete the Program Review
Instructional: Honors	We need to get our Honors students flagged in Colleague so they can be tracked and pulled out as a program; to complete this current program review, I had to individually check each Honors course in all the disciplines on the Success and Retention dashboards. There was no data on Honors students programs of study or awards, so I was not able to comment on that part of the data, which is a real problem when assessing what our program needs to improve.
Instructional: Humanities	LGBTQ+ data would be ideal to report Humanities impact upon this population for the future. We understand why this data is hard to get. Humanities wants to continue making this public need felt for future cycles to improve student retention and success for the many LGBTQ+ students in our District.
Instructional: Kinesiology	We have sufficient data.
Instructional: Library	The Library needs to have a section within program review to enter information about SAO assessment and data dashboards for SAOs.
Instructional: Manufacturing, Machine Shop Technology, Supply Chain Technology, Electronics	None
Instructional: Mathematics	We currently have a dashboard from the district office that has answered most, if not all, of our current data questions.
Instructional: MIS - MusicIndustry Studies	A breakdown of genders, ethnicities, and special populations.
Instructional: MUS - Music	Unsure.

Instructional: Philosophy	more than set for data. Thanks.

I see a place for general reflection comments, so I would like to add a few points hereif I may. I know enrollments overall are down, but I believe that in the case of my discipline there are specific causes for this that can and should be addressed. One is the way Guided Pathways was implemented. The program mappings the various disciplines were asked to submit were not helpful to my discipline. Few if any philosophy courses were included in these mappings, and as a result many majors in various disciplines never see or hear about philosophy courses that could be relevant to their studies at Norco College. For example, many political science, history, or sociologymajors would no doubt be interested in PHI-33 (Social and Political Philosophy). It;s reasonable to think that at least some STEM majors would find a course like PHI-22 (Philosophy of Science) worth taking. (The last time I offered it before GP was fully implemented, I had a full section and 90% of the students were STEM majors.) I could name other examples but I;m sure you get my point. And lest you think Im throwing stones from the confines of a glass house, Im more than sure I neglected a number of interesting courses from other disciplines that philosophy majors would find worth their while to take, or at least consider. Id happily hear from colleagues about their specialty courses in their disciplines that they believe philosophy majors should consider. In short, I dont think GP was implemented in a way that ensures we are supporting one another disciplines.

This leads me to my second point. I;ve learned that EduNav is not displaying many philosophy courses for students when they register, because the courses displayed to students are based on the program mappings and the students majors. (If I;m wrong about this, and my intel was bad, I will gladly eat crow. Make it tofu crow--I;m vegetarian.) If true this is really outrageous. How can I be expected to fill philosophy courses if students aren;t even aware of them? I;ve tried advertising my courses with flyers (see attached evidence) in the counseling center, and I;ve asked the social media coordinators to advertise them as well. I;ve also reached out to counselors for assistance. (I;d like to explicitly thank Erin Spurbeck and Jethro Midgett for their help in telling students about philosophy courses. Those two have saved my bacon more than once when it comes to making load.) I;ve spoken with Quinton about this issue, and he assures me it;s come up at APC and in meetings with the academicVPs at all three colleges, so hopefully something will be done about this.

Needless to say, things like this do not do wonders for my morale or my sense of worth as an educator. To be honest, what;s kept me going the last three years is the students, especially the majors who display a real passion for learning and ideas. That, and my commitment to making sure that working class and middle class people have access to quality higher education. I;m not abandoning my position on this hill, but I sure could use some air support right about now. It starting to feel a bit lonely up here. |
| **Instructional: Physics** | In the dashboards for the SLO Mastery - if the n-values could be provided for all dashboards, especially for the breakdown by declared major, it would help in determining if there is any arbitrary inflation/deflation of the data due purely to small n-values.

One resource that I wanted to include in the program review was a new faculty member request. However, I was unable to include it in this resource request because I lacked access to the necessary data needed to justify a new hire. It would be helpful if we could have access to all the data associated with our respective disciplines through Power BI.
Having access to all the data for our discipline might also better help in the creation of discipline goals as well as future schedule creation based on previous enrollment. |

Instructional: Political Science

There are two types of information and evidence that wouldbetter inform our discipline;s decisions.

The first would be data collected and aggregated by the college and sentdirectly 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 dataand evidence in five main areas.

The first is the 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</strong, particularly those identified in the NC Student Equity Plan(SEP).
Fourth iswithdrawal data such as a surveyto examine, respond to trends and develop retention strategies to help more of our students navigate college byconnecting them with the resources and support they need to succeed. (Options include a course drop Webadvisor survey and a survey whenstudents fail to enroll in subsequent semester at the college).
Fifth, isthe number of completions, transfers, time-to-graduate, average number of unitscompleted, 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 numbergreatly impacts the generalizibility of the assessment. Faculty should be made aware ofif the n is too small to make meaningful generalizations.

Below, there are more examples ofspecific data requeststo improve discipline;s planning processes. As well as theirability to evaluate the degree to which they are meeting their PR goals, thecollege;s EMP & SEP goals, and students;; changingneeds in accessing and matriculating through our

Instructional: Psychology	We need to have access to the District IR Power BI dashboards that contain the information needed for new faculty hiring requests. This would be helpful for Program Review beyond just providing the required info for hiring requests. To fully evaluate our program we need to be able to explore the data with the use of all slicers that are present on the dashboard.This information would also be incredibly helpful to have as part of our scheduling and planning processes more generally, even during semesters that involve program review.Ideally, these dashboards could be integrated in Nuventive in exactly the same way other dashboards are incorporated. We need clarity and standardization on how to calculate the information needed for new faculty hiring requests. In ideal world, this information would be automatically populated and calculated for each discipline. This would allow for meangingful, data driven decisions about faculty hiring prioritization and program needs. Without standardization we end up with a fragmented system that does not allow meangingful comparisons or evaluations of program needs.
Instructional: Real Estate	The current level of data is sufficient. Thank you.
Instructional: Retail Management	Nothign needed other than Tech Review to approve our curriculum requests.
Instructional: Social Justice Studies	N/A
Instructional: Sociology	The FTEF data were not available on Nuventive, so it was challenging to analyze these data for the program review.
Instructional: Theater	
Instructional: World Languages	Providing data for new faculty request was a little bit challenging. Providing training in advance will help ensure we provide what is being asked.
Student Services: Enrollment Services	I am still in progress in accessing the relavant data for most of the goals. I will work with Alex to setup spreadsheets until data dashboards can be constructed.
Student Services: Special Programs	Ongoing PowerBI data accessible within Nuventive on an ongoing basis.
Student Services: Student Life	??Data pertaining to successful completion or graduation statistics on students that obtain services at Student Health Services, particularly mental health counseling services. We are unable to obtain that data currently and be HIPAA compliant at the same time. ? Data pertaining to the successful transfer of athletes and more importantly the number of athletes we lose due to being ineligible. Athletics should try to complete exit surveys for all athletes.

Program Review Meeting Schedule 2024-25

Meetings are held in OC 116 from 2:30 pm - 3:45 pm on the 4th Thursday of each month during the Fall and Spring semesters. For details email [Charise Allingham](#).

 Fall 2024:

- September 26
- October 24
- November 21

Spring 2025:

- February 27
- March 27
- April 24
- May 22