



College Council

Meeting Minutes for April 6, 2023

Time: 12:50 pm to 1:50 pm

Zoom Link: <https://rccd-edu.zoom.us/j/89430971091?pwd=S0tqanhGdXV2Z1pxU1NCODZPNy9WUT09>

Meeting ID: 894 3097 1091 Passcode: 175285

Council Members (total# 19)

Ms. Natalie Aceves, Dr. Hayley Ashby, Ms. Kimberly Bell, Dr. Courtney Buchanan, Ms. Zina Chacon
Dr. Michael Collins, Ms. Patricia Gill, Ms. Vivian Harris, Dr. Tenisha James, Ms. Ashlee Johnson, Ms. Ruth
Leal, Mr. Jethro Midgett, Dr. Kaneesha Tarrant, Ms. Leona Vassale, Ms. Patty Worsham and Dr. Sigrid
Williams

Ex-officio Members:

Dr. Monica Green (Administrator), Dr. Virgil Lee (Faculty), Paula Barerra-Partida (CPROS),
Vacant (ASNC Rep)

Council Members Not Present:

Ms. Makenna Ashcraft, Ms. Azadeh Iglesias and Dr. Jason Parks

Guest(s):

Ms. Charise Allingham, Dr. Greg Aycock, Ms. Caitlin Busso, Mr. Cody Cobb, Dr. Quinton Bemiller, Ms. Trisha
Hodawanus, Mr. David Schlanger, Mr. Steven Camacho, Ms. Kara Thorsen Zamiska,
Mr. Daniel Turrubiarres, Mr. Cameron Young, Ms. Daniela McCarson and Ms. Brittnee Quintanar

Recorder:

Ms. Desiree Wagner

Quorum: # 10

Subject to Brown Act: No

1. Call to Order

- Time: 12:53 pm

2. Action Items

2.1 Approval of Agenda

- Approved by consensus.

2.2 Approval of April 6, Meeting Minutes

- Approved by consensus.

2.3 2023-2024 Annual Budget Priorities

- Approved by consensus.

3. Discussion Items

3.1 Student Engagement & Learning Community College Hour

- Dr. Quinton Bemiller discussed the need to create dedicated time and space for academic student engagement in our new Guided Pathways structure. The Dean of Instruction Office is working with department chairs to designate discipline specific classrooms in order to facilitate career and academic pathway activities and events. Desires to identify a College CAP Hour each month where there are no competing college sponsored meetings. These activities support our efforts in student success, retention, and enrollment. PACES funding available at tentatively \$1,000 per term per school. There is a need for further conversation with ASNC for feedback. There is a need to have a holistic approach to scheduling college hours with regards to meetings. It was expressed that this item will come back as an action item to the College Council and a recommendation to present to Academic Senate for approval. Dr. Tenisha James presented 2023-2024 Annual Budget Priorities document.

3.2 HOTEQ Equity Audit Assignment

- Dr. Tenisha James led the review of College Council assignment to develop a 'Commitment to Equity' statement. The Council reviewed the Faculty Professional Development Committee's equity definition and commitment to equity statement. Given that IEGC is tasked with defining equity, there was discussion to ensure that the definition and commitment were in alignment with one another. College Council co-chairs will use the FPDC language as a starting place and work collaboratively with the DEIA Committee with support from Mrs. Kimberly Bell.

3.3 Audio/Visual Recording of Council Meetings

- Ms. Leona Vassale provided the context and led the discussion in regard to the concern about past practices of recording council meetings. There was a discussion regarding the need for access and transparency if meetings are recorded and under what circumstances meetings would be recorded. It was confirmed that currently, the College Council is not recording meetings. If that were to change, there would need to be a motion and a vote to formalize the approval to record. The co-chairs will request the leadership councils to agendaize to confirm whether they record council meetings.

4. Information Items

4.1 KPI 8-12 Review

- Dr. Greg Aycock led a team of presenters (data coaches and operational leads) through the equity focused metrics and our college progress on each. The presentation included a data review, take-aways, and an action plan for continuing our work to decrease/close equity gaps for African American/Black students, Latinx students, Men of Color, Foster Youth, and LGBTQ+.

4.2 DSPC Update

- Risk Management provided an overview report. Strategic Communications is working on a Crisis Communication Plan. The Academic Senate approved twenty-two board policies for Chapter 2, including four new policies. No significant changes were noted. The Chancellor is good with the new DSPC structure and will share it with the Board of Trustees at their retreat. The DSPC Co-Chairs will give a presentation to the board in June. The plan is to start appointing to the five councils by reaching out to the appointing bodies.

5. Good of the Order

6. Future Agenda Topics

6.1 College Report of Effectiveness

7. Adjournment

- 1:37pm

Next Meeting Date: May 11, 2023

Time: 12:50pm to 1:50 pm

KEY PERFORMANCE INDICATORS: EQUITY KPIS 8-12

COLLEGE COUNCIL



NORCO
COLLEGE

PRESENTERS



- Institutional Effectiveness Office:

- Greg Aycocock
- Caitlin Busso
- Charise Allingham

- Data Coaches:

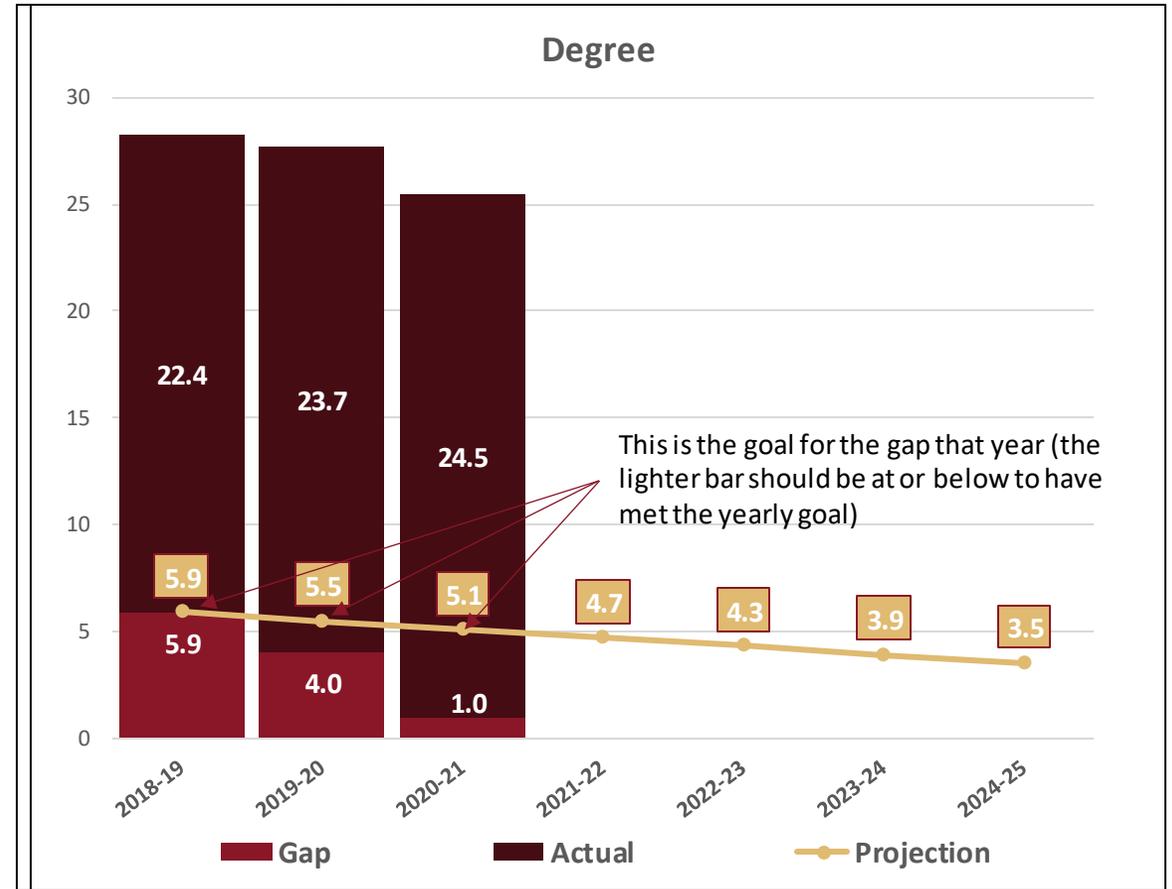
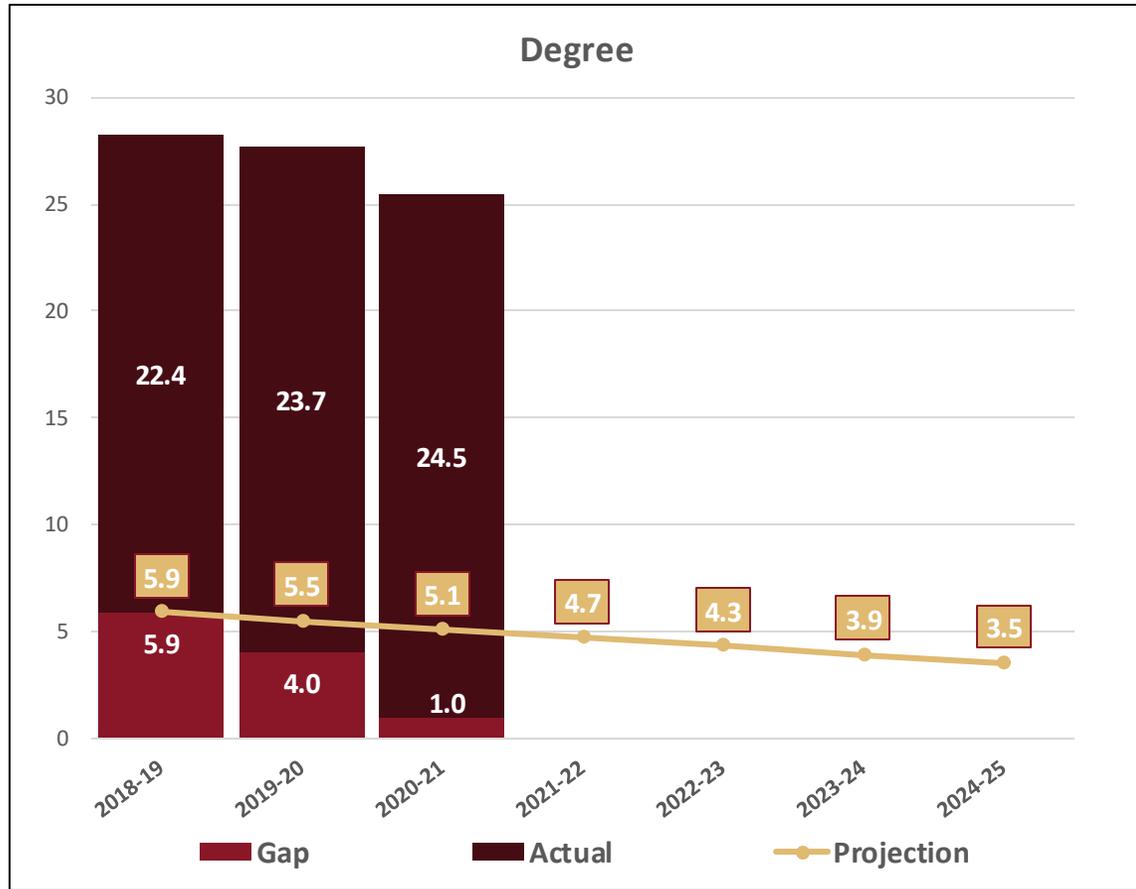
- Steven Camacho
- Charise Allingham
- Kara Thorsen Zamiska
- Daniel Turrubiarres

- Conveners:

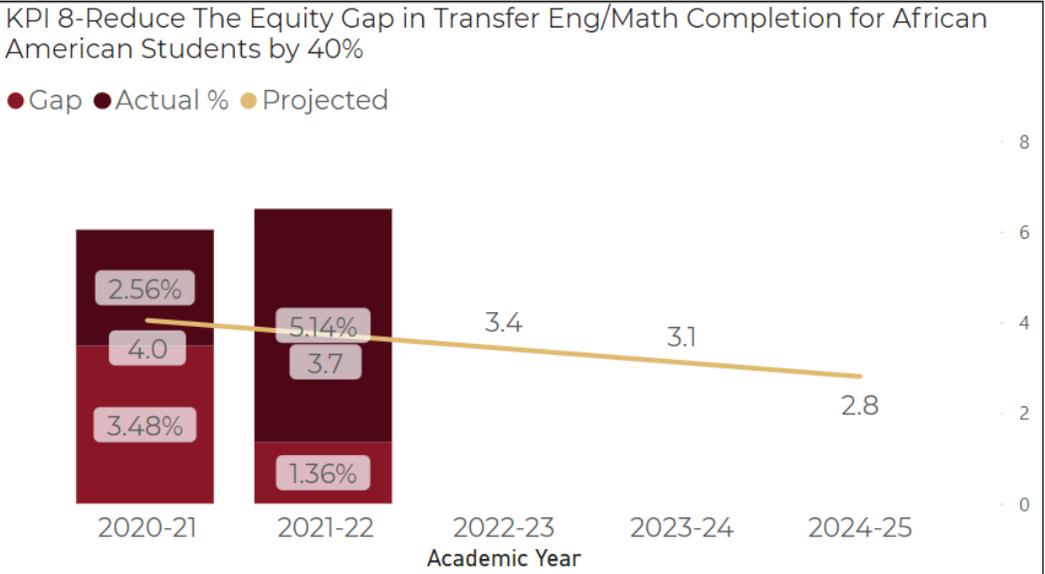
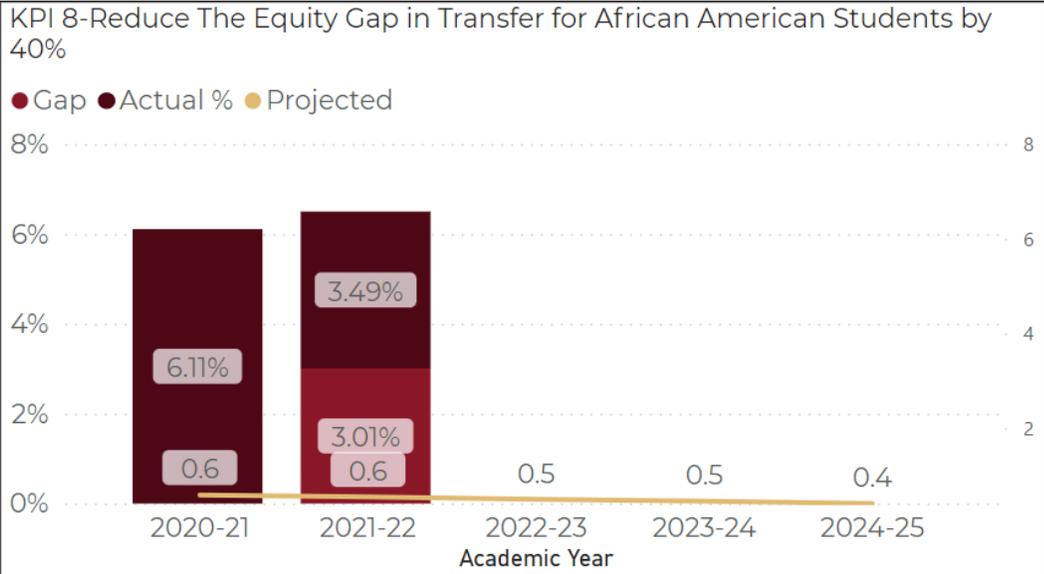
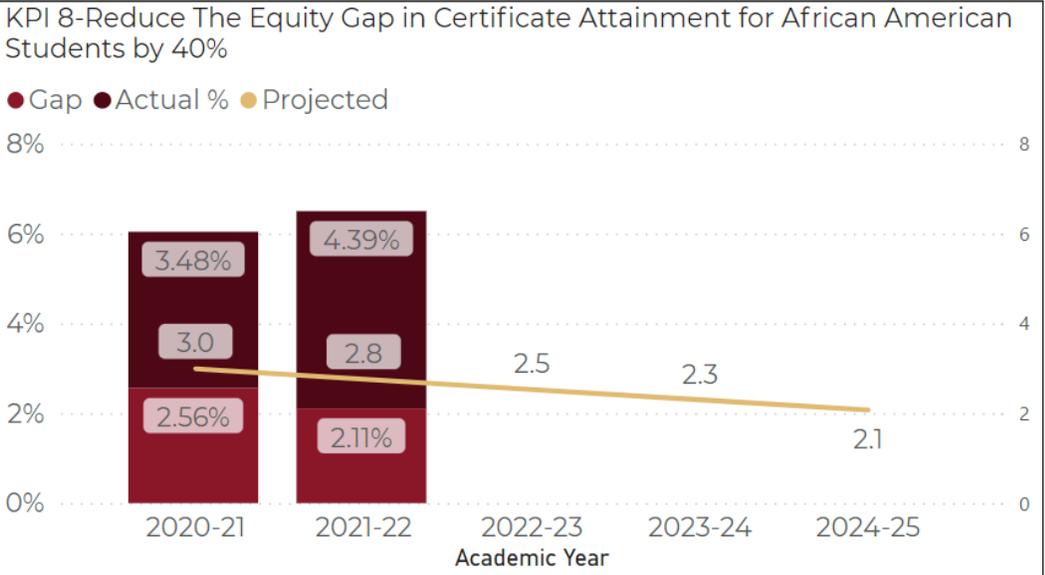
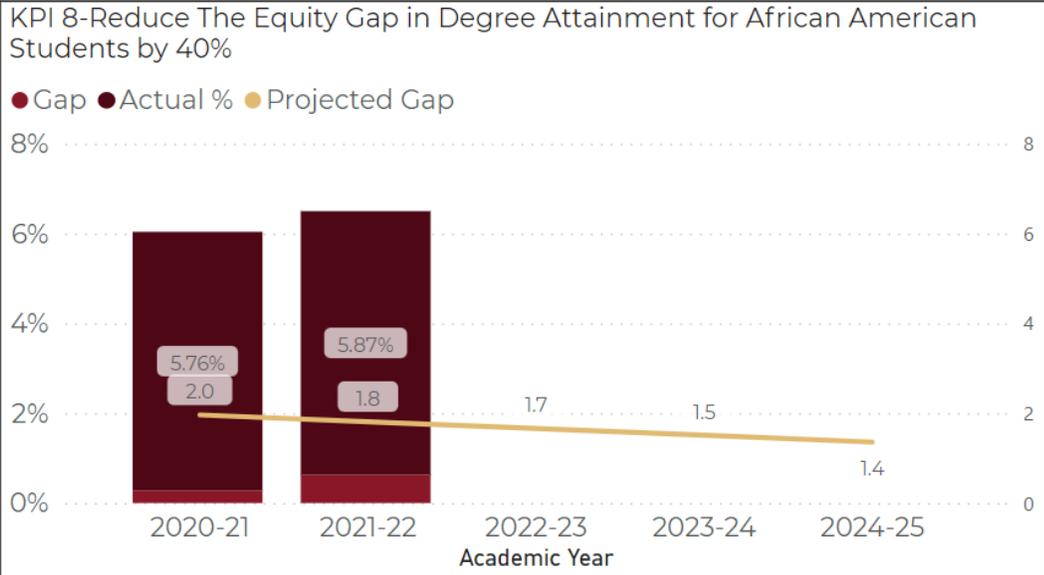
- Tenisha James
- Cameron Young
- Daniela McC Carson

HOW TO READ KPI (KEY PERFORMANCE INDICATOR) EQUITY REPORTS

EXAMPLE: MEN OF COLOR IN DEGREE ATTAINMENT



KPI : 8 REDUCE THE EQUITY GAP FOR AFRICAN AMERICAN STUDENTS BY 40%



KPI : 8

REDUCE THE EQUITY GAP FOR AFRICAN AMERICAN STUDENTS BY 40%

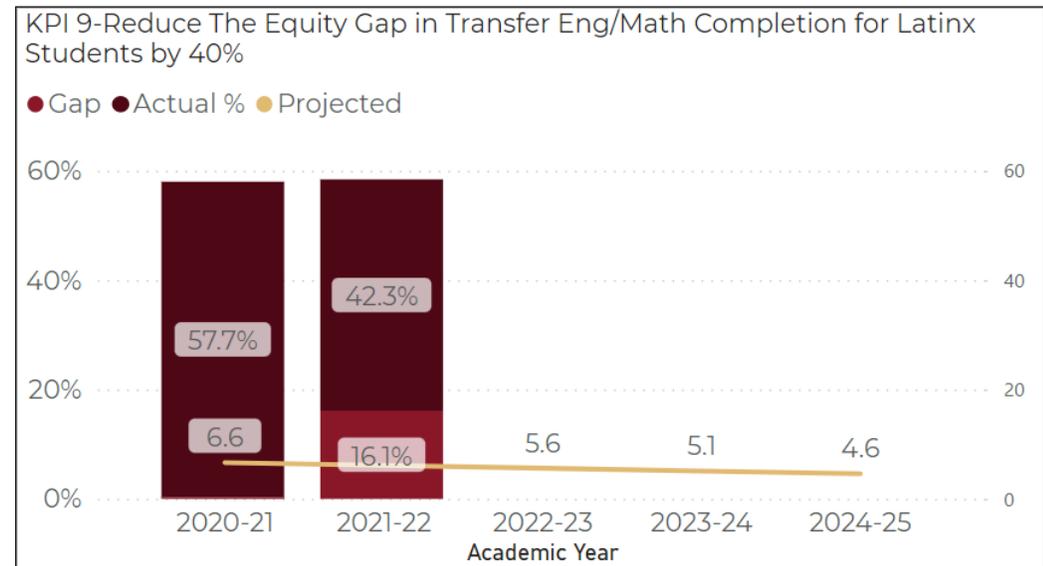
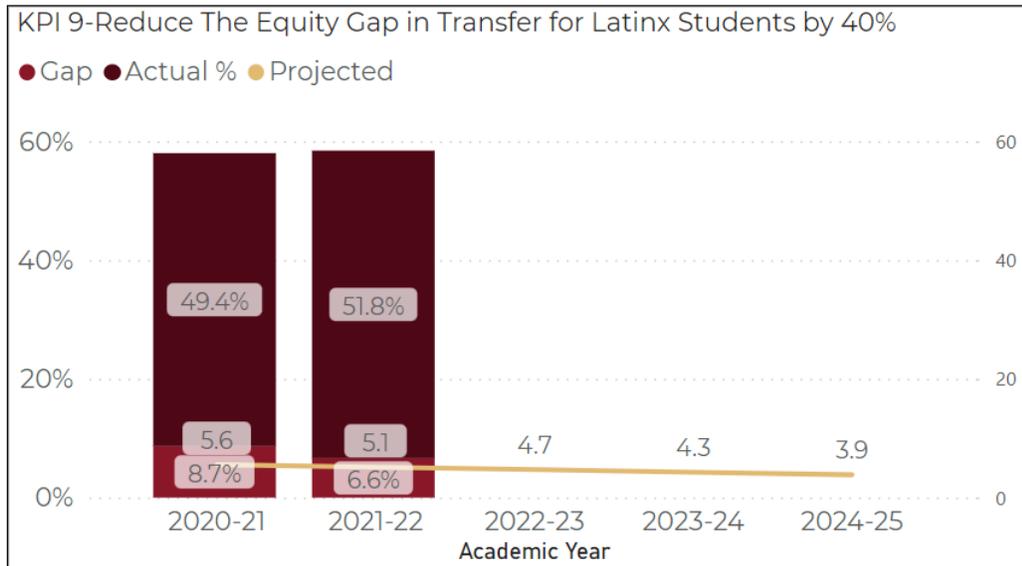
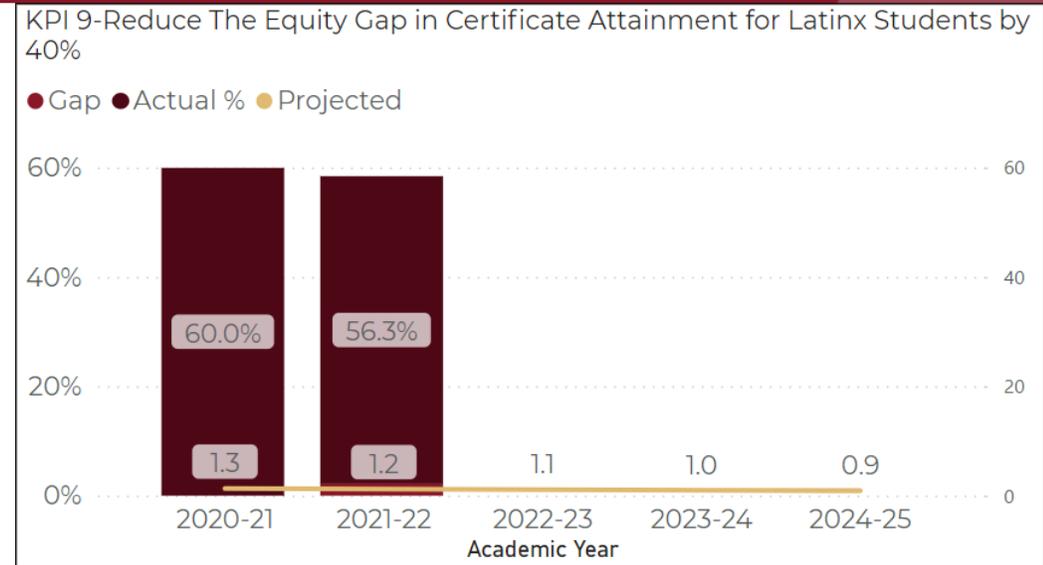
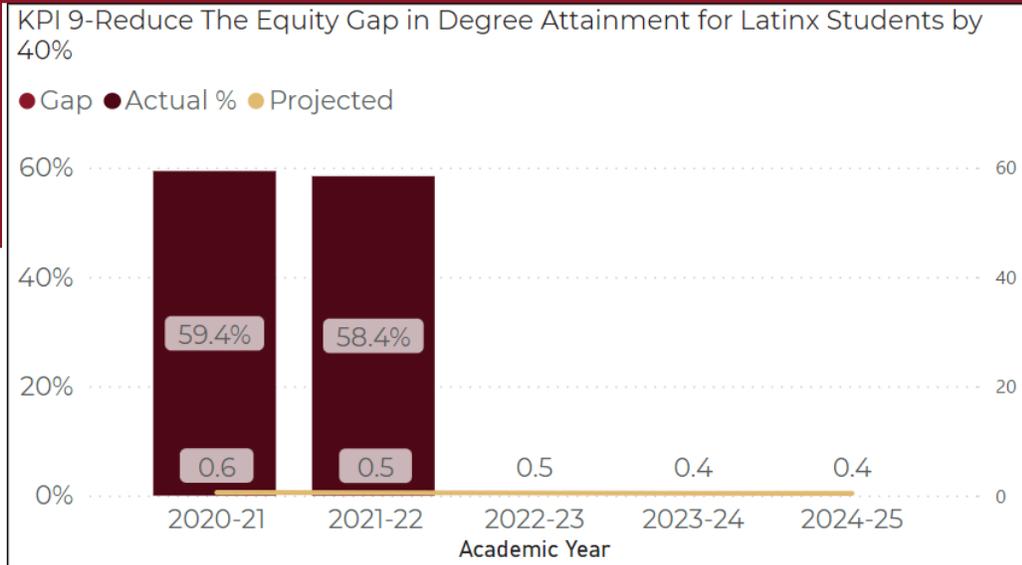
Highlights

- Black/ African American students make up 6.5% of the college population
- Degree, Certificate and Transfer math/English are on track and below the projected gap.

Concerns

- 3% gap in Transfer, well above the projected 0.6%

KPI : 9 REDUCE THE EQUITY GAP FOR LATINX STUDENTS BY 40%



KPI : 9

REDUCE THE EQUITY GAP FOR LATINX STUDENTS BY 40%

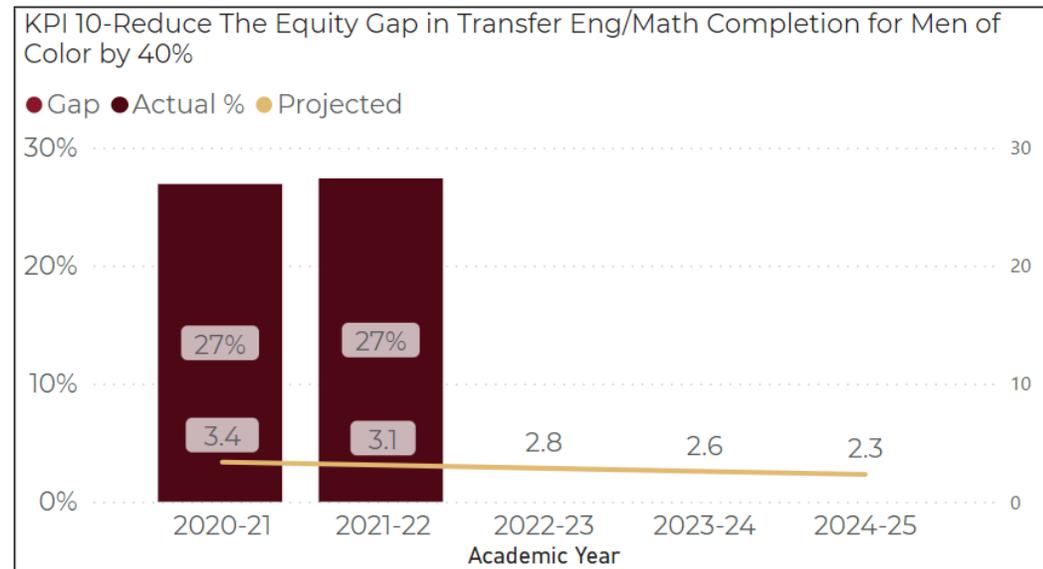
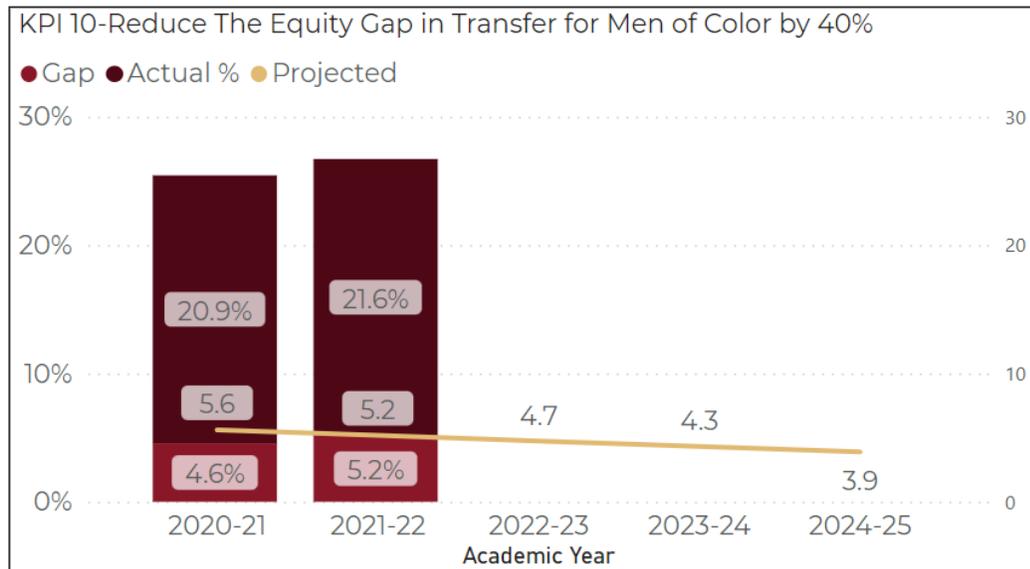
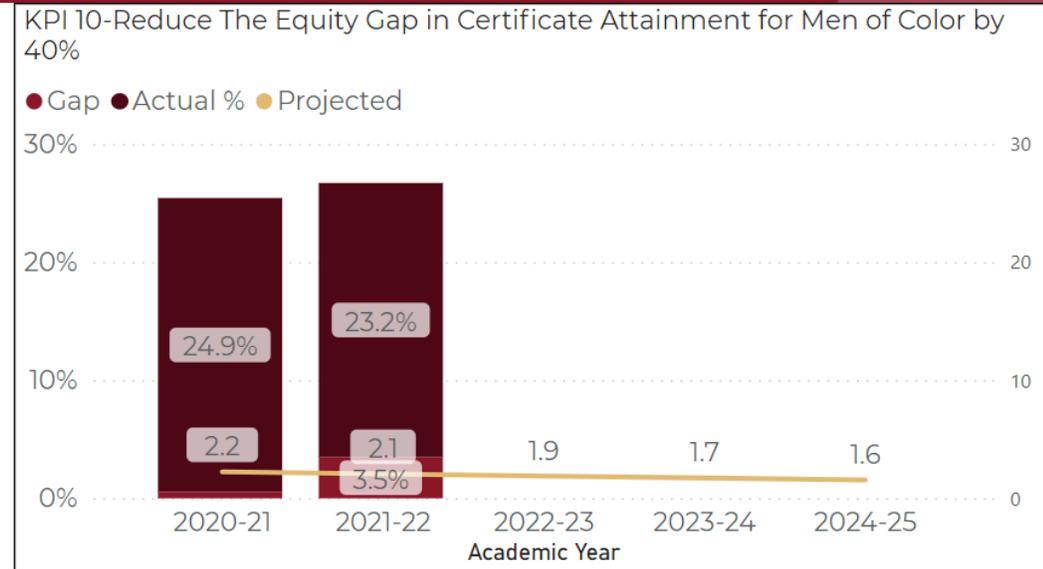
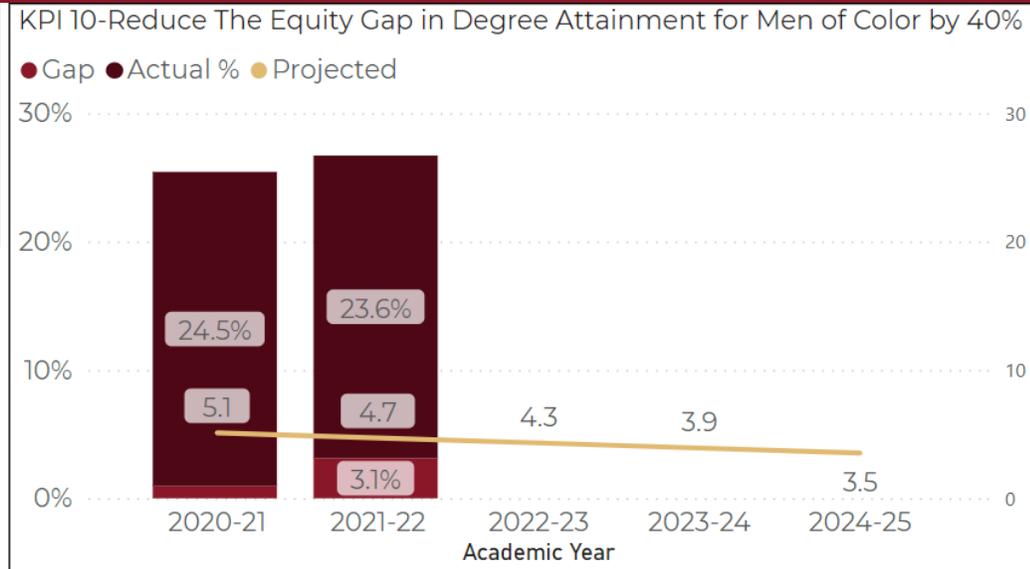
Highlights

- LATINX Students make up 58% of our population
- Gap in Degree attainment is basically eliminated

Concerns

- 16.1% Gap in Transfer English and Math in the first year.

KPI : 10 REDUCE THE EQUITY GAP FOR MEN OF COLOR STUDENTS BY 40%



KPI : 10

REDUCE THE EQUITY GAP FOR MEN OF COLOR STUDENTS BY 40%

Highlights

- MOC make up 28.2% of our student population
- There is no gap for transfer Eng/Math completion for MOC

Concerns

- The gaps for degree attainment & transfer rate have grown, though still smaller or equal to the projected gap for the year
- The gap for certificate attainment has grown and is larger than our projected gap

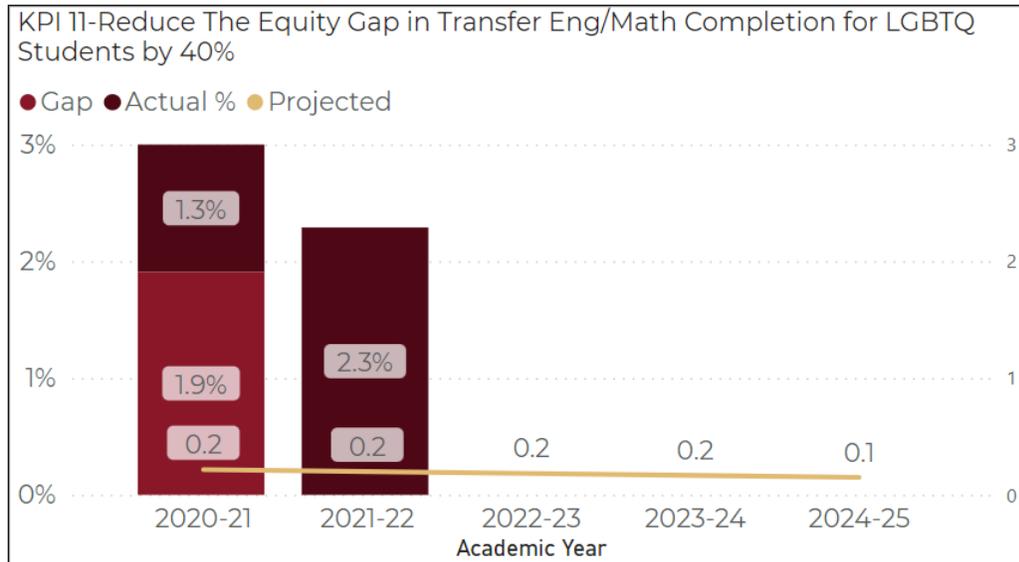
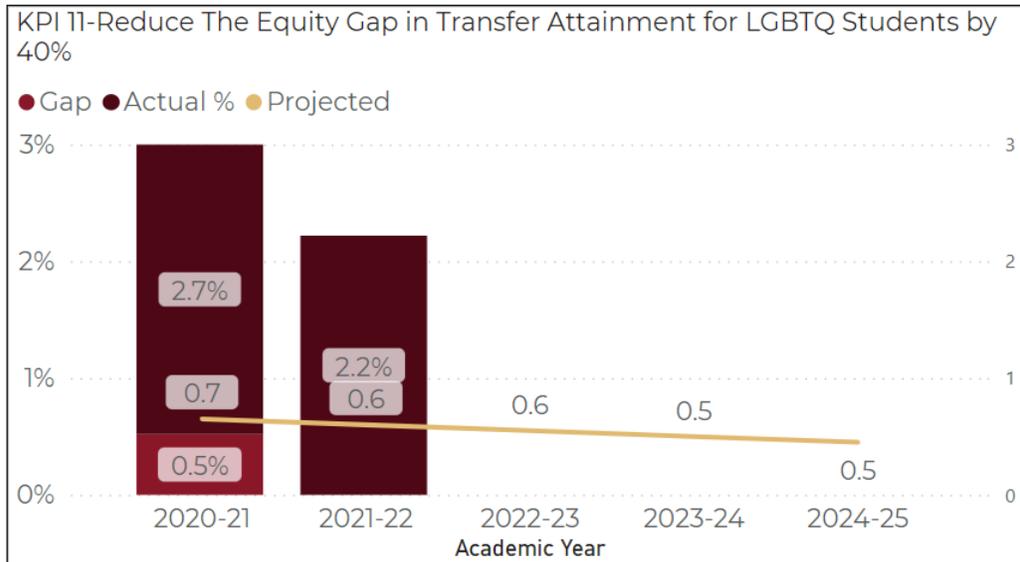
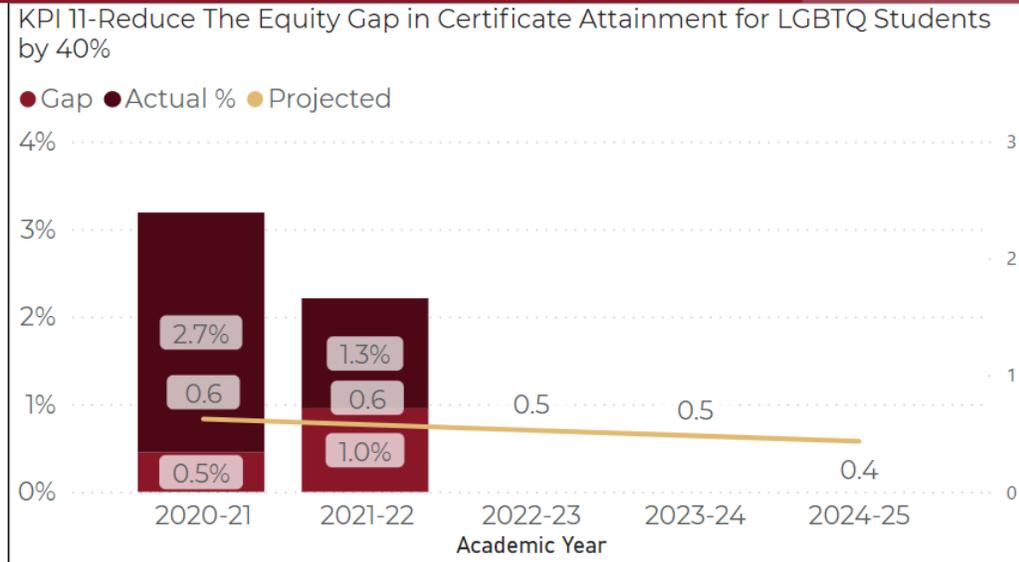
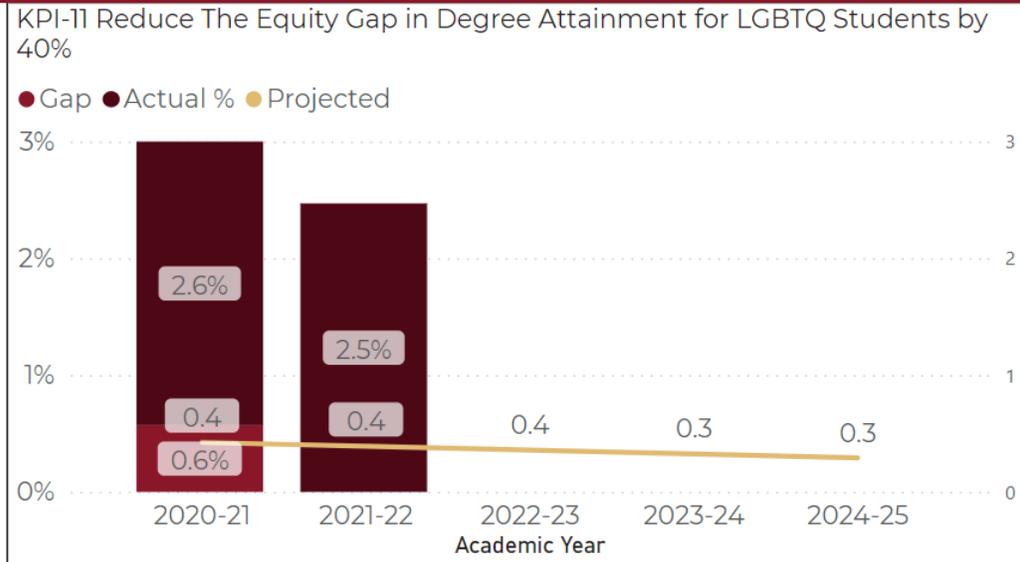
TAKEAWAYS

- The expansion and increased services of our Equity focused programs, such as Umoja and Men of Color have strengthened our ability to successfully support our Black students, Latinx students, and Men of Color given the areas of decreased equity gaps and places where the gaps have been eliminated
- However, there are persistent and increasing gaps in specific areas that require deeper understanding of the barriers to equity
- Additionally, there is an ongoing need to understand the specific services and supports that have resulted in increased equity and how to duplicate and scale high impact practices
- Lastly, there is an increasing need to address equity services and supports for our Latinx and Men of Color student population

ACTION PLAN

- 2022-2025 Student Equity Plan: Launch equity focused inquiry teams Fall 2023
 - Recruitment and training of team leads begins Spring 2023
 - Identify barriers to equity and opportunities to increase equity
 - Black Student Success Inquiry focused on Onboarding and Retention
 - Successful Enrollment
 - Persistence
 - Hispanic/Latinx Student Success Inquiry focused on Momentum and Graduation
 - Completion of Transfer-Level Math and English
 - Vision Completion
 - Transfer
- Creation of a Comprehensive Equity vision and department in AY 2023-2024
- Expansion of support for Men of Color/Hispanic/Latinx students through a FT Student Success Coach position
- College and District Coordinated response to Equity Audit Recommendations
- Distribution of findings from the IE Office Black Student Success Study

KPI : 11 REDUCE THE EQUITY GAP FOR LGBTQ+ STUDENTS BY 40%



KPI : 11

REDUCE THE EQUITY GAP FOR LGBTQ+ STUDENTS BY 40%

Highlights

- There are no gaps for 3 of the 4 metrics in 21-22
- Degree, Transfer, Math & English Completion

Concerns

- Gap in certificate attainment has grown from 20-21 to 21-22
- Data is establishing a trend using 2 years of data and the source of collection
- The source of the data this is drawn from does not incorporate an accurate depiction of a "full" LGBTQ+ student population

TAKEAWAYS

- Data Collection: the data that the KPI equity gap is highlighting is based on CCC Apply which has flaws innate in the application as it pertains to LGBTQ+ students. The wording of the CCC application can turn LGBTQ+ students away:
 - Ex: Gender, on CCC Apply, "means a person's sex, or a person's **gender identity** and **gender expression**"; there are no options of gender expression, and gender identity options are: male, female, non-binary, decline to state.
 - These options need to be expanded to be more inclusive for the potential multiple identities of LGBTQ+ students. Without an option reflecting their identity, it is unclear whether students would opt "decline to state".
 - Ex: On sexual orientation, CCC Apply asks filers to state their sexual orientation as heterosexual/straight, lesbian/gay, bisexual, "other", and "decline to state". Does "other" factor in as a metric toward LGBTQ+ population? It is unclear.
- Data Collection: this data collection does not incorporate the fluidity of gender identity, gender expression, and sexual orientation of students over time; where students enter as is might not be how they finish as.
 - This makes it difficult to ascertain a complete picture of reducing equity gaps without knowing a complete LGBTQ+ population of students.

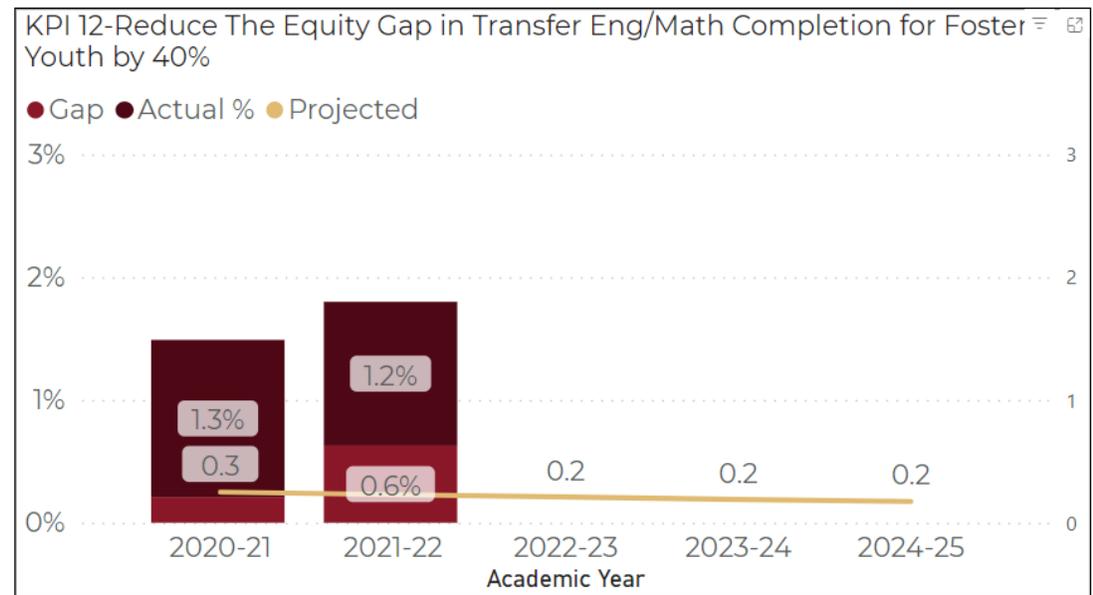
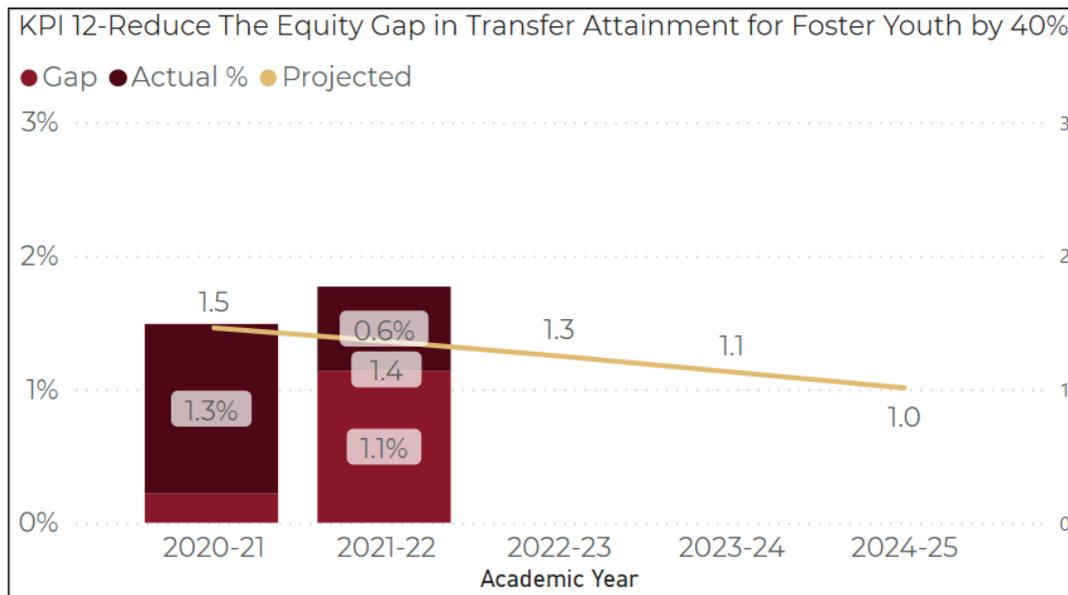
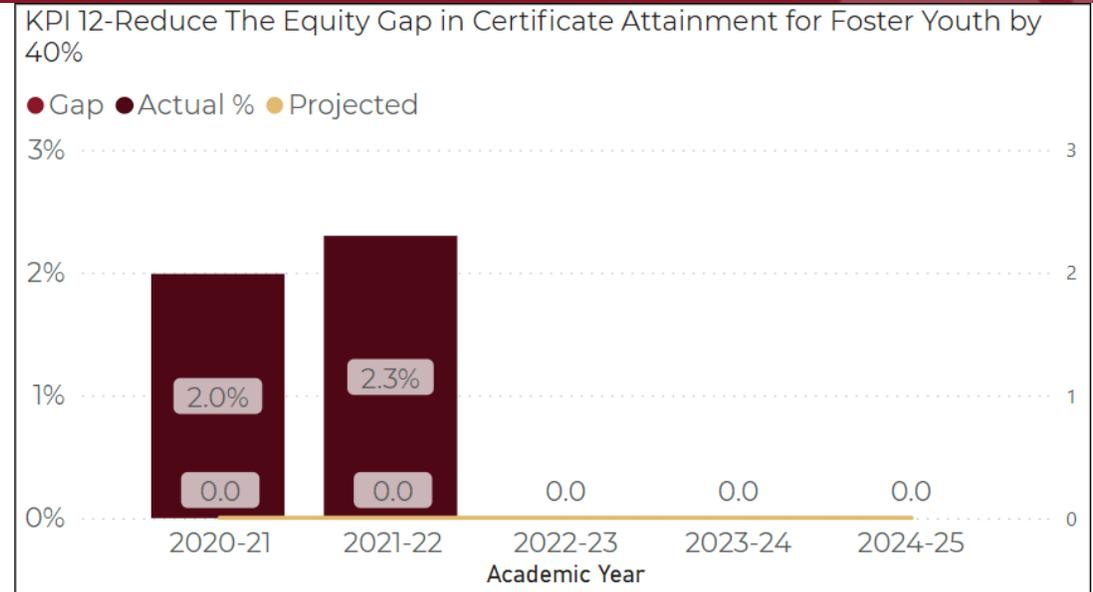
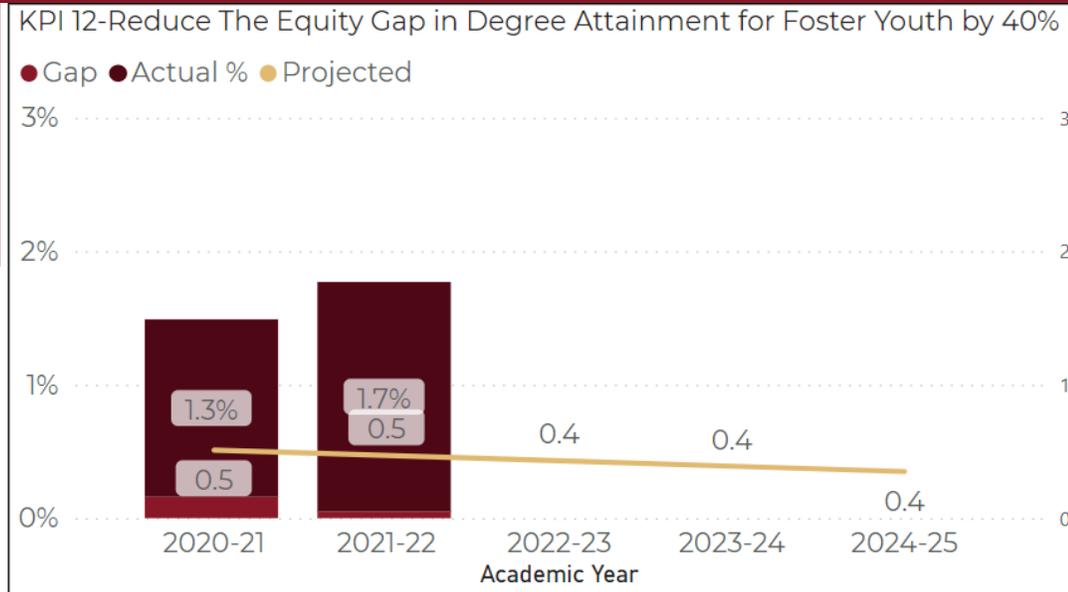
TAKEAWAYS

- With our current system, when students pursue coursework in their application, if they do not select certificate possible, the system won't populate the varied courses necessary for certificate attainment; it will only populate for degree attainment.
 - Many programs offer the ability to attain certificates along the way of completing coursework, but the students may not know of their offerings.
- Out of the 5 demographics for certificate attainment, each demographic that has improved in achieving certificates, or has reduced the equity gap for certificate attainment, only the LGBTQ+ demographic does not have a dedicated counselor to guide students.
 - No program exists for the LGBTQ+ demographic in comparison to other KPI groups.
 - The current shared space for LGBTQ+ students to connect does not have an academic counselor.
 - The LGBTQ+ demographic does not have a personally assigned peer mentor.
 - While the LGBTQ+ demographic has a supportive community of faculty, staff, and peers, there is no dedicated funding to develop a program.

ACTION PLAN

- Create and/or establish in-house data collection (modeled similarly to Mira Costa).
- Improved, searchable, and readily accessible database of faculty who are supportive (ALLY).
 - ALLY list is difficult to find, often outdated, and is a hot mess. Being conscientious in identifying gaps in our ALLY program.
- Promote benefits of securing certificate attainment coupled to providing sustainable living.
 - Data provided for wages in certificate attainment are based on outdated information (2020). Current economic inflation with outdated wage information may devalue certificates.
 - LGBTQ+ students often experience socioeconomic disparities and may be identifying 4-year degree attainment as more of a priority for improved living conditions without noting the socioeconomic benefits behind certificate attainment.
- Create an LGBTQ+ program with a dedicated academic counselor and mentorship support service.

KPI : 12 REDUCE THE EQUITY GAP FOR FOSTER YOUTH STUDENTS BY 40%



KPI : 12

REDUCE THE EQUITY GAP FOR FOSTER YOUTH STUDENTS BY 40%

Highlights

- Foster Youth are meeting metrics in degree and certificate attainment

Concerns

- Transfer attainment metrics is below projected, yet there is a growing gap of 1.1%
- Monitor Transfer Eng/Math Completion

TAKEAWAYS

- Data shows that foster youth are RESILIENT and successfully meeting data benchmarks in degrees, certificates, transfer attainment and transfer in Eng/Math, yet the gap has widened in areas of transfer.
- The transition to 100% remote online learning methods posed concerns for foster youth, particularly in English and Math.
- More foster youth seek short term academic goals such as certificates over transfer planning in order to enter into the workforce more quickly.
- Not all foster youth are pursuing a transfer pathways that requires ENG 1B and/or college level Math
- COVID-19 posed a negative impact on enrollments
- Foster Youth success in college is based on a combination of factors encompassing the following:
 - Academic preparedness and transition from high school to college
 - A supportive community
 - Consistent and stable housing
 - Life skills and decision making abilities
 - Lack of Financial Literacy
 - Student Academic Progress (SAP)

ACTION PLAN

- Over and above services in a case management approach; multiple touch points each term via the Counselor, Student Success Coach, and Peer Mentors.
- Counselors work with students to enroll in ENG 885 (0 units) in conjunction with the English course.
- Offer increased on-campus tutoring support; alternative tutoring options online via NetTutor; and/or a dedicated tutor for Math/English in the Phoenix Scholars office to support success in Eng./Math transfer completion rates.
- Apply a holistic approach to education that considers all aspects of a student's well-being including physical, psychological, social, and emotional. Collaborate with campus resources via the Basic Needs Center; Health Services and DRC.