

NORCO COLLEGE 2023-2024 SEP RESEARCH HIGHLIGHTS

Student-identified barriers and recommendations
by campus area

NORCO
COLLEGE



Report prepared by Yvonne Olivares, PhD, of S4DDS and is formatted for planning and reporting purposes for Norco College. Not for external distribution.

ABOUT

The following highlights findings and recommendations, by campus area, from the 2023-2024 Norco College Student Equity Plan Research study. This study aimed to increase equity at Norco College through understanding the barriers to equity students experience and how students recommend removing those barriers.

Disproportionately impacted (DI) students and equity gaps explored in the study:

- Black / African American students
 - Successful Enrollment
 - Persisting from 1st to 2nd semester
- Hispanic / Latinx students
 - Successfully completing transfer-level Math their 1st year
 - Successfully completing transfer-level English their 1st year
 - Completing vision goal by their 3rd year
 - Transfer to 4-year (by their 3rd year) independent of vision goal completion

OVERVIEW

Qualitative study held September 26-28 and October 3-5, 2023.

- Utilized Multimodal Cognitive Method
- Three-day confidential, online studies that participants could complete on a laptop, tablet, or mobile device (including library loaner laptops)
- Sample size of 60 participants recruited based on representative sampling
- Daily 45–60 minutes of activities yielded >9,000 minutes of data interactions
- Funded with support from Growing Inland Achievement.
- Designed and executed by S4DDS, founded by Dr. Yvonne Olivares, which specializes in hard-to-reach populations, equity, and innovative studies (CA certified MBE, WBE, and SB).

Workgroups (Student Equity Plan Inquiry Teams)

- Composed of 35 Classified Staff, Faculty (full and part-time) and Students
- Completed two-day Logic Model training along with Understanding Equity Research Practices, and Norco College current/past equity gaps
- Grouped by DI students and their equity gaps (Onboarding & Retention focused on Black/African American and Momentum & Graduation on Hispanic/Latinx)

IMPORTANT TO KNOW

Most of the Norco College barriers to equity students identified are tied directly or indirectly to communications. Though Norco College resources are not the primary barrier to equity, understanding students limited personal resources is key to understanding their equity gaps and more importantly their recommendations for increasing equity.

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HIGHLIGHTS

Admissions & Records

Important to Know

Lower income Black / African American potential students are unable to navigate the enrollment process at Norco College (independent of age, gender, or any other demographics). If they applied:

- To multiple colleges, then they choose a college other than Norco College.
- Only to Norco College, then they blamed themselves for their inability to navigate enrollment and see this as evidence college is not right for them. These potential students are lost not only to Norco College, but to all colleges.

Student-Identified Barriers

- Getting started tools (e.g., Canvas, MyPortal, WebAdvisor) are not intuitive for potential Black / African American students who are below a living wage. Potential, new, and on-going students say this barrier impacts both enrollment and persistence.
 - *This is where the challenge began. There were no instructions on how to navigate Canvas. – On-going student*
 - *I did not understand Canvas or that it even existed for a while, so it led to a bumpy online transition.... I did not receive much information on MyPortal as well as Canvas, so I did not use them as much. – On-going student*
- Black / African American potential students were unable to find answers online or connect with a counselor to help them understand enrollment steps.
 - *I had a lot of questions that needed to be answered. I didn't have a lot of luck reaching an advisor and finally gave up. -Potential student*

Student Recommendations

- ✓ Create a checklist/quick start guide of the different tools/apps students need to understand to successfully get started.
- ✓ Communicate (or eliminate) counseling midnight rule that creates barrier to scheduling. Students learned of rule during study from fellow participant.

Workgroup and Researcher Recommendations

- ✓ Recommend flagging potential Black / African American students (especially low income) to provide priority to connect with counseling, or advisor, who can answer questions supporting successful enrollment.
- ✓ Streamlining admissions communications and correcting links.

Financial Aid

Important to Know

Many Black / African American potential and new students do not have resources that can answer common questions about financial aid. Black / African American students who manage to get past their first year at Norco College can find campus resources to help them navigate financial aid process in subsequent school years.

Student-Identified Barriers

- Potential and new Black / African American students assume they understand the financial aid process but lack true knowledge, especially around deadlines and how they impact awards.
 - *I have filled out my FAFSA form and there is no concrete answer on which type of financial aid I qualify for, and how to use it. I also cannot go to school if I do not get financial aid – Potential student*
- Young Black / African American potential and new students do not know how to communicate the importance and security of tax information to their parents.
- Many potential and new Black / African American students are surprised by the timing of financial disbursements (after school start) and are unable to manage the financial strain.
 - *Well, with Norco, my experience with paying for all my student fees, books, and materials has been difficult because of the time I would have to wait to receive the funds. And not having the money on time for materials can be a bit discouraging. -Potential student*

Student Recommendations

- ✓ Clarify what different financial aid deadlines mean (e.g., Pell Grant).
- ✓ Provide simple verbiage about importance and security of tax information.
- ✓ Provide more detailed cost estimates, timing, and process in financial aid letters to allow students to better plan.

Workgroup and Researcher Recommendations

- ✓ Connect with feeder high schools' PTA, and if available, Black parent groups, sharing why their child should complete the FAFSA as early as possible and the importance and security of their financial information.
- ✓ Recommend including in the financial aid letter (or addendum) a link to what to consider if they are awarded less than they need to cover expenses. This link should share free campus supports and what different deadlines mean so students can make informed decisions (e.g., decide if they can manage the year

with less financial aid or if they should postpone enrollment to the next school year). This could decrease both the number of students who opt from ever enrolling as well as increase persistence.

Counseling & Guided Pathways

Important to Know

Black / African American and Hispanic / Latinx students, who are not part of a learning community or special program, do not know where to find answers about first semester/ year enrollment. Their heavy workloads, night shifts, and family responsibilities require them to plan well in advance what courses they should take and when – forcing them to either guess or give up.

Student-Identified Barriers

The following barriers are specific to students not part of learning communities or support programs.

- Black / African students:
 - Feel overwhelmed at the lack of information available to help them identify what courses they should enroll in their first semester.
 - When they can meet with counselors receive conflicting information from what they found online and/or from other counselors.
 - *Figuring out which classes to take was and still is a pretty frustrating process. The counselors seem to want to keep me here longer by giving me classes that I didn't have to take. They would give me classes that I don't need and would rely solely on Assist to understand which course are needed. I had to speak to another counselor outside of my home college to get a good look at the classes that I need to take. -On-going student*
 - Feel a lack of empathy from college staff and faculty.
- Hispanic / Latinx students are:
 - Unaware Math and English should be completed their first year.
 - *I was given the sheet that tells me what classes I need to take and was just told to take them at whatever time I'd like. -New student*
 - Uncertain of the potential paths, and alternatives within the paths, that would help them work towards their vision goal.
 - *I could have used the hand holding in the beginning, where I was learning how to apply for classes and what classes I should take. Norco could have helped me with that by providing a step-by-step basis on what I should do and any important information for me. - On-going student*
 - Were confused by their Math Support course – most students assumed the course would be tutoring or homework help and not a separate course.
 - *I struggled a lot with the coursework, but it did not feel like anyone was helping me understand the subject better... I struggled with the homework, but my professor did not make a designated time to go over homework problems. I wish the tutoring [support course] was*

offered for more courses and it was a breakdown of homework questions or a variety of questions that a tutor could help students go over. I think also having instructors make a designated time to go over homework problems would also be less intimidating and helpful for the whole class. -New student

- Black, African American and Hispanic / Latinx students are unaware of the midnight rule for scheduling making it near impossible for them to schedule appointments with counselors. Most students learned of rule during their study.
 - *I had to hear from my case manager for a nursing job I got this year that the trick is to sign up at midnight. There are already enough obstacles in the road to RN I don't need any "tricks." We need accessibility and aide. -New student*

Student Recommendations

- ✓ Improve online accessibility to enrollment, including:
 - Website self-service information on guided pathways.
 - Considering likelihood that new/potential students may be unfamiliar to systems/apps (what they are and how to navigate).
 - Clearly identify alternative and accelerated course options and provide priority enrollment to students who have limited options in course selection due to heavy work/family obligations.
 - *By informing us that there is accelerated classes available before we register in the fall for full classes. – New student*
 - Consistently communicate which courses are transferable.
- ✓ Provide staff empathy training around the Black student experience.
 - *Let them know that anything they need that they can ask. If overwhelmed, see a counselor. Let them know they are not alone. Be very intentional about their education and the college experience. Let them know that more will be expected of them. This is not high school so no one will hover over you. Encourage them as much as possible. I know that it gets tough having to deal with so many students and can be overwhelming, but it is worth it to be sure that everything WITHIN YOUR CONTROL has been done. -New student*
- ✓ Support service hours/mode available should consider student needs.
- ✓ Communicate everywhere Hispanic / Latinx students go for information about course selection the benefits of completing Math and English their first year.
 - *I think that giving helpful tips like that would have definitely been great. I can definitely understand how the later in between math courses the more forgetful it can become since we might not use certain math formulas in our daily lives. Possibly hearing that through our orientation would be a good idea. -New student*

- *A good way to communicate it would be by having the counselor advise people to take it first year and tell you why, put that fact on edunav for first-year students so it shows when they're picking their classes. -New student*
- ✓ Communicate the purpose of Math Support as a separate Math course.
 - *I don't think the math should be required to take the support class because it's just an extra work load, I think tutoring should be required for those who are failing that way the students know you want them to be successful. -New student*
- ✓ Communicate (or eliminate) counseling midnight rule.
 - *Seriously though, it might be something as simple as shifting the time that the counseling appointments become available. Midnight is arbitrary. It could just as easily be 8AM. If a new tranch of counseling appointments is going to be made available at a regularly scheduled interval, does it have to be the middle of the night? Why not make it first thing in the morning? – On-going student*

Workgroup and Researcher Recommendations

- ✓ Recommend encouraging Black / African students to join a learning community or special program (LC/SP). Those who are not part of a LC/SP are left to guess what courses to take, which creates anxiety amplifying other barriers faced their first semester increasing likelihood of not persisting to their second semester.

Counseling & Transfer Center

Important to Know

Most of the Hispanic / Latinx students at Norco College are first generation college students who do not have someone in their lives who can help them connect the dots between their current course work and a four-year degree. The lack of connection becomes apparent when we compare new students to on-going, with primarily only new students confident they will transfer as they assume they will figure out how to do it. Though on-going students are less confident in their ability, they are still highly motivated to transfer.

Student-Identified Barriers

- Hispanic /Latinx students say they do not know what transferring would entail (independent of gender, living wage status and years at Norco College).
 - *I'm getting more hopeless about successfully transferring and succeeding in a 4-year university. -On-going student*
- Hispanic /Latinx students do not know where to ask questions about transferring.

Student Recommendations

Hispanic Latinx students recommend:

- ✓ Consistently communicate which courses are transferable.
- ✓ Alleviating their fears by communicating answers to common transfer questions.
 - Actual transfer application process

- Expected differences they should plan for especially around financial aid and student support services.
 - *I don't know anything about trying to get into a four-year college, and I understand attending a four-year college has a much higher tuition rate. -On-going student*
- Online course access.
- ✓ Improve communication around existing support services.
 - *I am not very confident that I will be able to transfer because of my struggle to maintain a good school balance. Tutoring services could help me with assignments and an advisor could help me plan out my classes at my own pace. - New student*
 - *I know there's other support services out there but I'm not familiar with them. Maybe more information promoting them, so we know what they are? -On-going student*
 - *I wanted to try and find these services, but they felt daunting to go and find them and there was so much redirection when I did that, I decided to never use these services. -On-going student*
- ✓ Offer opportunities for career exploration.
 - *I think that there should maybe be a monthly webinar on how to get started with enrolling, registering, exploring pathways? I feel that there isn't enough advertisement regarding career pathways and more generalized career paths are always offered. -On-going student*
- ✓ Advertise resources and clubs - students see the ability to connect with other students as a key to their transfer success.
 - *I think Norco could do more to show off the services they have, so that students who may have a problem - that could be helped with one of Norco's services - know that they exist. – New student*

Workgroup and Researcher Recommendations

- ✓ Communicate alternatives course options that meet requirements when students begin their education plan to allow students with heavy external obligations to find a way to stay on schedule to transfer.
- ✓ Improve communication around Transfer center, what it is, who can access and when in their tenure at Norco College they should be accessing. Encourage affinity groups to allow a representative from Transfer Center to speak for 5 minutes each fall/spring introducing the service.
 - *I always sort of knew it [TRANSFER CENTER] was there but never knew its full purpose for students. I wish I had known how it operated as soon as I joined the campus. -On-going student*

Classroom Experience

Important to Know

While the examples below are specific to first year Math and English completion equity gaps – student barriers and recommendations should be seen as opportunities to increase equity in classrooms across departments as students see their barriers and recommendations as relevant beyond Math and English.

Students experiencing equity gaps at Norco College (Black / African American and Hispanic / Latinx students) value their education, but they must balance it work with heavy workloads (e.g., 60–80-hour work weeks, multiple jobs), night shifts, and family. Their heavy responsibilities combined with the fact that most are often living well below a living wage means they must be able to manage every minute and dollar.

Student-Identified Barriers

Black / African American students:

- Say paying for unused books and course materials puts a strain on them financially impacting their ability to persist.
 - *I've learned not to buy books until the instructor actually tells you what to buy because I've ended up buying bundles from the bookstore that came at an upcharge and in some cases that I never needed to buy in the first place. -On-going student*
- Not part of a learning community or special program are more likely to say they have/are taking courses with instructors who cannot teach.

Hispanic / Latinx students:

- Say some Math instructors do not use Canvas, or do not use it consistently compared to other instructors, or even to themselves within a semester, which makes managing coursework difficult.
- Were confused by their Math Support course expectations – most students assumed the course would be tutoring or homework help and not a separate course.
- Were unhappy with the poor communication of course expectations in their English classes which left them unprepared for the surprise heavy workloads.

Student Recommendations

Black / African American students recommend:

- ✓ Developing an orientation on:
 - How to use Canvas,
 - Submit assignments, and
 - Take tests without timing out.
- ✓ Train instructors in effective teaching methods.
- ✓ Train instructors in empathy.

Hispanic / Latinx students recommend:

- ✓ Consistent use of Canvas by instructors.

- ✓ Communicating the purpose of Math Support (as a separate Math course).
- ✓ Communicating course expectations in advance to allow students to plan their semester (work, school and family obligations).

Workgroup and Researcher Recommendations

- ✓ Encourage Black / African American students participate in learning communities or support programs, as those who are not part of one are less likely to know someone who can recommend instructors who teach with empathy (e.g., taking into consideration working student needs, adult learning best practices).
- ✓ Recommend instructors encourage and emphasize “free tutoring available” and where to go as both disproportionately impacted student groups (Black and Hispanic) are unaware free tutoring was available on campus.
 - *I also wish I knew how accessible tutors were, I didn't know it was free and actually thought you had to pay them -On-going student*
- ✓ Provide faculty empathy training with specific focus on understanding the Black student experience.

All Campus

Important to Know

Many of the needed services, resources, and tools students identified as key to eliminating their equity barriers already exist at Norco College. What Norco College does lack in an equity-minded communications plan, an intentional communications plan executed with understanding of student barriers would increase equity.

The following outlines only communications barriers and recommendations not already identified in other campus areas. For a complete list of student-identified communication barriers and recommendations please review the other highlighted campus areas.

Student-Identified Barriers

- Black / African American and Hispanic / Latinx students:
 - Indicate current modes of communication are not reaching them.
 - Lack awareness of support services. This is especially true of students who are not part of a learning community or support service.
- Black / African American students lack a sense of belonging on campus. Many expected but did not find opportunities to engage with other students both within and outside the classroom.
 - *I didn't feel I received much information about events and programs offered beforehand. I kind of did expect them to reach out to me in some way (email, notification on webpage, post, etc.) to notify students about orientation and other events like so). I didn't know much about programs until it was too late. -On-going student*
- Hispanic / Latinx students wish their families better understood their college process and experience. Their families do not understand how much more is expected of them in college both in and outside the classroom.

Student Recommendations

- ✓ Use multi-mode communications to reach students where they are.
- ✓ Communicate HOW to access available free student services early and often.
- ✓ Communicate events, opportunities to connect including who can join and HOW.
- ✓ Finds ways to communicate higher expectations of students to Hispanic families including importance of participation in activities to support networking.

Workgroup and Researcher Recommendations

- ✓ Group non-urgent communications (in Canvas, email, text) and send in a set schedule (weekly for timely messages and monthly for general reminders) with set subject titles to allow students to not be overwhelmed by the number of communications. Too many communications lead to them ignoring, then missing, important information that would support their success.
- ✓ Communications plan should include partnerships with affinity groups to be certain information is being shared in both directions.
- ✓ Communications plan should consider target population, including but not limited to target language spoken (by student or parent), if images/videos are used they should reflect the target.
- ✓ Encourage disproportionately impacted student enrollment in learning communities and/or special programs, as engagement in them increases awareness, and access, of student services including tutoring (an important element for successful completion of transfer-level math and English and transfer confidence) and increases sense of belonging (important element in persisting from 1st to 2nd semester).
- ✓ Improve self-service information available about academic paths to allow disproportionately impacted students to asked more informed questions and decrease confusion and miscommunications with counselors (see Counseling and Guided Pathways Highlights for more information).
 - *I just would like to have a clear pathway to the AS degrees available, which has been difficult finding online. -New Student*
 - *As long as I know what to pick it goes well, but during my college time classes have been added that weren't required before and courses that were needed were removed, I was given wrong information so time and money has been wasted, and you rarely see the same counselor so that can be very frustrating. You will have one counselor say to do this, but another my say "NO, you don't need that" but you really did. – On-going student*
 - *Ideally, a page on Norco's websites that show lesson plans could help save time and resources. Example: Someone pursuing an Associates in English can choose that from a drop-down menu and it will show them required credits for their degrees. This way they'd know they need x amount of elective credits and to take certain key classes. There could be sub-menus that show the variety of options students could take to fulfill certain credits such as Humanities or Art.*
 - *Having a way for the [Webadvisor] search function to also include a start date without also needing an end date would be helpful.*

- *I think that reading the course list is overwhelming...making an easier course list per major would be easier.*

STUDY DESIGN

Study Design

Method

The study leveraged the Multimodal Cognitive Method (MCM) which was developed by Yvonne Olivares, PhD to collect more reliable qualitative data from diverse populations including those who would normally be excluded from traditional research including those:

- working jobs (especially those with excessive and/or nontraditional hours),
- with family obligations,
- reliant on public transportation/ride-shares, and
- from underserved populations who are weary of unknown situations.

The Multimodal Cognitive Method has been used by school districts, state agencies, community colleges and education-related nonprofits to support inclusive student-centered and equity-based research. This study used an online platform to engage participants allowing them to complete the study at their convenience with guided activities and a live research moderator.

Study Criteria

Disproportionately impacted student groups and equity gaps explored:

- Black / African American students
 - Successful enrollment
 - Persisting from 1st to 2nd semester
- Hispanic / Latinx students
 - Successfully completing transfer-level Math their 1st year
 - Successfully completing transfer-level English their 1st year
 - Completing vision goal by their 3rd year
 - Transfer to 4-year (by their 3rd year) independent of vision goal completion

Representative sample took into consideration the following criteria:

- Enrollment status
 - Not enrolled (applicable only to Black / African American student group)
 - Full-time
 - Part-time
- Gender
 - Female
 - Male

- Nonbinary
 - Choose not to say
- Highest Parent Education
 - 1st Gen - first generation college student
 - Not 1st Gen - not a first-generation college student
- Participated in learning communities and/or support programs
 - Yes
 - No
- Vision Goal
 - Certificate
 - Associates
 - Transfer
 - Uncertain
- When they began at NC
 - New (first enrolled between SU2023-FA2023)
 - On-going (first enrolled SP2023 or earlier)
- Types of courses
 - Online
 - Hybrid
 - In-person
- Age
 - <20 years
 - 20-22 years
 - 23-25 years
 - 26-35 years
 - 36+ years
- Do you speak a language other than English?
 - Yes
 - No
- Living Wage (calculated variable based on location, household income, number of adults residing in household, and number of children residing in household)

Unique requirement criteria (specific to equity gaps explored):

- Black / African American Student Group
 - Potential student – those who applied but did not enroll
 - Enrolled at different community college
 - Enrolled at a 4-year university (Used to excluded from the study)
 - Not enrolled at Norco College or any other college/university
- Hispanic / Latinx Student Group
 - Math and English requirement completion as of SU2023
 - Successfully completed Math and English requirements
 - Successfully completed Math requirement
 - Successfully completed English requirement
 - Have NOT successfully completed Math and English requirements

Timeline

- Students were recruited throughout the month of September 2023.
- Studies executed:
 - September 26-28, 2023 - exploring Hispanic / Latinx student experience
 - October 3-5, 2023 - exploring Black / African American student experience

Study Content

Study activities were designed to decrease stress on participants brought on during self-reflection. This included making certain each question was inclusive, judgement free, and that each day's last activity was a positive and/or empowering one.

Hispanic / Latinx Student Experience

Day 1

1. About You - insight into student-life outside Norco College (NC)
2. Goals – professional and personal goals
3. Norco Relationship – understanding where NC is most and least successful overall
4. Working Towards a Path – confidence in vision goal traction
5. Course Advisors – steps taken /advisors supporting vision goal traction
6. Improving Advisors – how to improve getting the course advisement they need
7. Vision Goal Improvement – how NC can improve vision goal completion

Day 2

8. Memory activity
9. First course advisor – who what advised their first course selection
10. First course direction – advice given about recommended first year courses including course transferability and available support/tutoring
11. Math experience – experience with instructors, coursework and classmates
12. Improving Math – student recommendations to improve Math courses
13. Not enrolling in Math – why they did not enroll in Math their 1st year
14. Communicating Math –knowing benefits of completing math 1st year
15. English experience – experience with instructors, coursework and classmates
16. Improving English – student recommendations to improve English courses
17. Not enrolling in English - why not enroll in English their first year
18. Communicating English –knowing benefits of completing Eng 1st year
19. Improving Math & English Enrollment – student recommendations to improve 1st year enrollment in Math and English

Day 3

20. Support Services – support services students have used
21. Support Experience
22. New Support Services

23. Improving Support Services – support services that need improvement and why
24. Transfer Uncertainty – why are students uncertain if they can transfer
25. Transfer Confidence – how to increase student confidence in their ability to transfer
26. Transfer Questions & Support – student recommendations to increase successful transfer
27. Increasing Success – student recommendations to make sure all students know and can easily access the information they need to succeed

Black / African American Student Experience

Potential students only completed Day 1 activities while new and on-going students completed all three days' activities.

Day 1

1. About You - insight into student-life outside NC
2. Memory activity
3. Applying for Financial Aid
4. Getting Started
5. Figuring out which classes
6. Enrolling in classes
7. Paying for it all
8. First Contact
9. Improving First Contact

Day 2

10. Norco College (NC) Relationship – understanding where NC is most and least successful overall
11. Course experience – experience with instructors, coursework and classmates
12. Improving course experiences
13. Belonging – do student feel a sense of belonging at NC
14. Improve Belonging – how to improve student sense of belonging

Day 3

15. Support Services – support services students have used
16. Support experience
17. New Support Services
18. Improving Support Services – support services that need improvement and why
19. Increasing Success

Data Collection Platform

Qualboard was chosen as the data collection platform because it allowed participants to participate anytime, anywhere, from any device. Participants could also choose to complete each day's activities in multiple or one-seating. This platform also allowed participants to choose the communication medium that best suited them: written, video, or images.

DEMOGRAPHICS

Student Demographics

Students were recruited to reflect a representative sample of the disproportionately impacted student groups at Norco College. Each sample included some non-disproportionately impacted students to differentiate between general barriers versus equity barriers.

Demographic tables are separated by Student Experience Group.

Total sample = 60 students (30 per group)

Hispanic / Latinx Student Experience Group

Personal Racial Descriptors* (multi-select and write-in responses allowed)

Answer Choices	Responses	
Afro Latina/o/x	1	3.3%
Asian / Asian American	1	3.3%
Hispanic / Latinx	25	83.3%
Native American	1	3.3%
White / Caucasian	9	30.0%

* Hispanic / Latinx students who also identified with additional racial descriptors qualified to participate. Five (5) White/ Caucasian students (who did not identify with any other race/ethnicity) qualified as part of the comparison group.

Enrollment

Answer Choices	Responses	
Enrolled in 12+ units	13	43.3%
Enrolled in less than 12 units	17	56.7%
	30	100%

First Enrolled at Norco College

Answer Choices	Responses	
Before this school year SP2023 or earlier (On-going)	15	50.0%
This school year – SU2023 or FA2023 (New)	15	50.0%
	30	100%

Participated in Learning Community and/or Special Program

Answer Choices	Responses	
No	24	80.0%
Yes	6	20.0%
	30	100%

Gender

Answer Choices	Responses	
Female	17	56.7%
Male	11	36.7%
Nonbinary	1	3.3%
Choose not to say	1	3.3%
	30	100%

Parent/Guardian Highest Education

Answer Choices	Responses	
No College (1 st Generation College)	14	46.7%
Some college, no degree (1 st Generation College)	5	16.7%
College degree or higher (Not 1 st Gen)	11	36.7%
	30	100%

Vision Goal

Answer Choices	Responses	
Associate degree	15	50.0%
Transfer to 4-year only (without associates)	10	33.3%
Certificate program	4	13.3%
Uncertain	1	3.33%
	30	100%

Types of Classes

Answer Choices	Responses	
Hybrid	9	30.0%
In-person	7	23.3%
Online	14	46.7%
	30	100%

Language other than English

Answer Choices	Responses	
No	11	36.7%
Yes	19	63.3%
	30	100%

Age

Answer Choices	Responses	
<20 years	7	23.3%
20-22 years	6	20.0%
23-25 years	5	16.7%
26-35 years	9	30.0%
36+ years	3	10.0%
	30	100%

Living Wage (calculated variable based on location, household income, number of adults residing in household, and number of children residing in household)

Answer Choices	Responses	
No	24	80.0%
Yes	6	20.0%
	30	100%

Math and English Requirement Completion

Answer Choices	Responses	
Successfully completed English Requirements	2	6.7%
Successfully completed Math Requirements	5	16.7%
Successfully completed Math and English Requirements	8	26.7%
Have not completed Math and English Requirements	15	50.0%
	30	100%

Black / African American Student Experience Group

Personal Racial Descriptors* (multi-select and write-in responses allowed)

Answer Choices	Responses	
Afro Latina/o/x	3	10.0%
Black / African American	25	83.3%
Hispanic / Latinx	4	13.3%
Native American	1	3.3%
Other: Near East	1	3.3%
White / Caucasian	7	23.3%

* Black / African American students who also identified with additional racial descriptors qualified to participate. Five (5) White/ Caucasian students (who did not identify with any other race/ethnicity) qualified as part of the comparison group.

First Enrolled at Norco College

Answer Choices	Responses	
Before this school year SP2023 or earlier (On-going)	12	40.0%
This school year – SU2023 or FA2023 (New)	9	30.0%
Never - applied SU/FA 2023 but did not enroll at Norco College (Potential)	9	30.0%
	30	100%

Enrollment (includes enrollment at other colleges for those who applied but did not enroll at Norco College)

Answer Choices	Responses	
Enrolled in 12+ units	16	53.3%
Enrolled in less than 12 units	8	26.7%
Not applicable (applied but did not enroll at Norco or any other college)	6	20.0%
	30	100%

Gender

Answer Choices	Responses	
Female	20	66.7%
Male	8	26.7%
Nonbinary	1	3.3%
Choose not to say	1	3.3%
	30	100%

Parent/Guardian Highest Education

Answer Choices	Responses	
No College (1 st Generation College)	8	26.7%
Some college, no degree (1 st Generation College)	8	26.7%
College degree or higher (Not 1 st Gen)	14	46.7%
	30	100%

Vision Goal

Answer Choices	Responses	
Associate degree	11	36.7%
Transfer to 4-year only (without associates)	9	30.0%
Certificate program	2	6.7%
Uncertain	6	20.0%
	30	100%

Types of Classes

Answer Choices	Responses	
Hybrid	3	10.0%
In-person	9	30.0%
Online	18	60.0%
	30	100%

Language other than English

Answer Choices	Responses	
No	24	80.0%
Yes	6	20.0%
	30	100%

Age

Answer Choices	Responses	
<20 years	7	23.3%
20-22 years	2	6.7%
23-25 years	3	10.0%
26-35 years	10	33.3%
36+ years	8	26.7%
	30	100%

Living Wage (calculated variable based on location, household income, number of adults residing in household, and number of children residing in household)

Answer Choices	Responses	
No	21	70.0%
Yes	9	30.0%
	30	100%