

Racial Justice Taskforce Meeting

July 24, 2020/1:30pm

Participants:

Administrators

Jessica Cobb, Director, Prison Education
Hortencia Cuevas, Director, TRiO
Monica Green, President
Tenisha James, Dean, Student Services
Antonio Muniz, Asst. Director Food Services
Gustavo Ocegüera, Dean of Grants
Jason Parks, Dean, Instruction

Faculty

Laura Adams, Associate Professor,
Psychology
Maria Adams, Assistant Professor, Early
Childhood Ed
Ruben Aguilar, Assistant Professor,
Kinesiology
Courtney Buchanan, Assistant Professor,
Anthropology
Sarah Burnett, Professor, Early Childhood Ed

Araceli Covarrubias, Associate Faculty,
Spanish
Lisa Nelson, Professor, English
Ryan Hitch, Associate Professor, English

Staff

Natalie Aceves, Ed Advisor, Transfer Center
Charise Allingham, Admin Asst III, IE
Patricia Gill, STEM Services Developer
Ruth Jones, Student Success Coach
Arezoo Marashi, SI Coordinator
Diana Meza, Public Information Officer
Denise Terrazas, Exec Admin Asst
Tanya Wilson, AA IV, Student Services

Students

Tami Ajayi, Student
Gerardo Devora, Student
Shaun Leflore, Student

- Welcome & Introductions
Monica opened the meeting at 1:34 pm
 - Thanks to Dominique for the work that she has done compiling the “implementation” documents we will be reviewing today.
 - Dominique was asked to join the statewide effort to develop the Institute for Racial Literacy and Equity led by Dr. Regina Stanback Stroud.
 - Our Academic Senate president reinforced that the Senate is ready to lead this work.
 - Monica reviewed the norms and welcomed new members
 - District Taskforce updated draft outline expected distribution to taskforce on August 3rd; draft of 7 functional areas - 1. Curriculum and program development, 2. Pedagogy and student learning 3. Professional development 4. civic engagement 5. Communication and coordination 6. Campus climate 7. Personnel recruitment, engagement, and retention; August 13 assign roles, first monthly check in on September 18; Norco College is represented by Andy Aldasoro,

Quinton Bemiller, Angelica Calderon (ASNC President), Monica Green, Dominique Hitchcock, Gustavo Ocegüera

- Reminder about A2MEND Convening – Sat., August 1 – Please RSVP by July 27

Assessment * Education

- African American Success Data
 - Monica shared the presentation, reviewing success data for AA in English and Math.
 - Reviewing the recommended support classes for Math, are there factors that are disproportionately affecting AA students?
 - Placement is not something we have control over because we use HS GPA, and the last course they attended, which dictates placement.
 - Summer bridge for AA students.
 - Strengthen pipeline – HS partnerships for helping students get into higher level courses
 - Discover the reasons why the spread is so large with this group
 - What classes did students enroll in vs. recommended courses/placement
 - HS to HS comparison, may be more relevant as we engage in HS partnerships
 - Course Success (Umoja sections)
 - 50% enrolled in Umoja sections were AA
 1. What were the other options?
 2. 5.4% AA populations 5.6% Unknown – in light of our discussion last week this may be a factor
 - Completion – Math and English at transfer level (includes Black, AA, and men of color)
 - 13 students to close the gap
 - 22 students to close the gap for cert completion
 - 36 students to close the gap for degrees
 - 8 students to close the gap for transfer volume
 1. What are the timeframes? These are 2018-19 annual numbers.
 2. This timeframe is pre AB705 for Math
 - Gaps are confusing, may need more info on how we are looking at this. Does track or show cohorts. Would be more helpful to see what strategies are effective.
 - It is not accurate to say we were close to closing the gap.
- Dropout rate for men of color is high – consistent with the findings of the equity plan.

- Use the same methodology and rules to collecting data, need consistent thread. Make an agreement to define the data that is helpful, collect with the same methodology, and track meaningful progress over the years. Same metrics, from the CCCCCO, RCCD, across the board. 5 years use the same metrics. Not just AA but all populations.
- Ask IE to establish consistent plan. Tracking cohorts, tracking PT and FT students separately. ***Action Item (taskforce members meet with Greg to discuss)**
 - EMP Goals – we have goal 3 of closing all student equity gaps, use the same methodology to disaggregate the data. This methodology will be reported on annually for the next 5 years.
- Data Mart Data – NC AA/Black student demographics Fall 2019
 - Gender, age, program of study
 - Noting math placement rates when compared to programs of study in Math/Science
 - Math and Science is a generic category AOE is not an ADT, especially for transfer.
 - Is this recommended or college choice – footnote *duplicated student count, may have more than one active program in a term.
 - After meeting with a counselor, students are recommended to take additional courses to receive multiple degrees. Also does not necessarily reflect students who are transferring to UCs.
 - [What is Umoja doing](#) that can be replicated in other course? ***Action Item**
 1. What is working for our students, recruited, professional development and training to teach in Umoja sections. This includes learning experiences, and retreats for learning community. Faculty are working together to support the success of students. We have a model that we can scale up to serve more students. Not all AA and Black students are enrolled in the Umoja sections. Train and recruit more math and science faculty.
 2. Study that shows culturally differences between Black and Asian communities.
 3. Differences in University and Black Colleges vs historically white spaces. Not working in isolation, it is the environment of competition vs. community. Speaks to assimilating to the white space.
 4. Faculty talking about student progress, they are making a concerted effort to reach out to students before they begin to

struggle. Encouraging students and creating space for students to convene has been effective.

5. How do we bring up the concept of black spaces in all classrooms?
6. Are we doing any professional development, humanizing online courses, or equity in online courses?
 - a. Fall FLEX, DE has a day planned, these could be good ideas for Kara and Tim. Could be incorporated into DE Brown Bags. This is one of the workshops they want to have.
 - b. [CORA](#) workshops on equity addressing micro-aggressions in online courses. *Courtney will provide link
 - c. @ONE has a great course called "Humanizing Online Teaching & Learning."
<https://onlinenetworkofeducators.org/course-cards/humanizing-online-teaching-learning/>
 - d. There are two certs available – Gustavo will share info. These are available and part of the EMP goals.
 - e. Culturally responsive teaching – are there any workshops coming? This will be coming to the fall FLEX this year. Working on all faculty meetings and workshops for both FT and PT. District taskforce is also addressing.

- CRC Students Success Rates (CRC population alone)
 - Operates like a learning community. Talk about discrimination and stigma within the community and classroom, talk about how to give students dignity and respect, and humanizing them lifting up our students.
 - This is the guided pathways model of integrated support.
- Dual Enrollment Student Success
 - Notice access – 4.8% of students are AA, 5.5% of NC service area is AA
 - Class size is capped at 35. This makes a difference, smaller classes create a better culture of care, and ability to engage. How to support faculty in creating these spaces.
- Number of Black students at MVC and NC, the difference is noticeable. There is a heightened degree of marginalization at NC and community due to the difference in numbers.
- Promise Program
 - 6.6% of students are AA (483 students)
 - 45.8% of students are male; need to increase access for males

Implementation

- [CCCCO Report and Recommendations for Improving Black and African American Student Outcomes](#)
 - Reviewed Action Section/Major Findings/Six Recommendations
 1. Outreach – Beginning in HS
 2. Support Systems – On and off Campus
 3. Advertising and Informational Material
 4. Financial Aid – Eliminate Barriers
 5. Career Ed Awareness
 6. Increase in Transfer
 - 2.5M in funding to support marketing for AA and Black students, if allocated, how that will be used.

- 3 Phase Approach (19-20)
 - Mentorship
 - Recommendations can provide a good rubric to move into groups.
 1. Student Data – Quantitative Data, Climate Survey
 2. Scaling up support with culturally responsive teaching and learning communities
 3. Outreach, partnerships, pipelines
 4. Engaging and creating community and village ties while still in HS
 - a. Include Elementary School, the stage of development, have a conversation about elementary program within elementary school.

- Good of the Order
 - Next Meeting:
 - 10-Point Plan to Address Anti-Blackness – Taskforce member homework: review this plan from your lens, what are some key areas that we can brainstorm into action. Next meeting will focus on this plan. Suggested to post online for members to add directly to the doc.

 - 3-Plan Comparison

- Next Meeting July 31
Meeting closed at 3:03pm