



**Student Support Council  
Minutes for March 28, 2024**

12:50-1:50pm

Location: Industrial Technology Building (IT), Room 110

**Committee Members (total:16)**

**Meeting Participants**

**Committee Members Present**

Melissa Bader, Samantha Cannon, Caroline Hutchings, Amy Kramer, Lisa Martin, Jethro Midgett (co-chair), David Schlanger, Kaneesha Tarrant (co-chair), Kimberly Thomas

**Committee Members Not Present**

Natalie Aceves (co-chair), Kaytlyn Blank, Elizabeth Lopez, Daniela McCarson, Ross Miyashiro Brittany Sanchez, Sheree Summers,

**Recorder**

Monica Esparza

**1. Call to Order**

- Time 12:57 PM

**2. Action Items**

**2.1 Approval of Agenda**

- Amendment to add Information Item 4.3 Norco Advantage
- MSC Bader/Schlanger
- Approved by consensus.

**2.2 Approval of Meeting Minutes from November 16, 2023**

- MSC Kramer/Hutchings
- Approved by consensus.

**3. Discussion Items**

**3.1 Student Equity Update – research, findings and team updates**

- Zoom presentation-Yvonne Olivares
- SEP made up of faculty, staff and students
  - Best practices/doing the work
  - Research practice-Ready student based

- All interactions were a hit or miss
  - None with in-site from students themselves-Is there a connection?
  - Question: Details?
    - Students deciding to take Math had difficulty navigating the website; couldn't find on-line
    - Counselors: were told one thing at an appointment, then told something else at another appointment
      - With Math; determined by major/career choice-EduNav will map out
      - Also, when the register
    - Challenge: Simplifying math process
      - Students placed into Calculus can opt out and placed into "interactive course"
- Mt. San Antonio College has a video on their website
- Tutoring
  - How do we advertise without overloading the students?
  - We have all the technology- some "talk" to each other, some don't
    - Need to get information to students when they need it, that is when they want it.
- Was it disaggregated by age?
  - There wasn't a difference
- Support courses feedback
  - Support Math-successful or unsuccessful?
    - Didn't support related content
      - Thought would be a tutoring aid
      - Content not related-was more complicated
      - Just another Math class
    - Some high-level findings to take back to departments
  - How subject taught a big factor?
    - Because it's required
      - Can market better-but they don't go
      - Imbed in class- have to go
      - On-line option may not work for them
      - Can't be solved in Student Services
      - Good information to take back to strategic body, guidelines to work from, have data to help
- CAP Hour activities
  - To connection to engage to be successful
  - Market how to connect
  - How to study for one subject not the same for other subjects

### 3.2 Survey of Effectiveness

- Please complete the survey
- Currently have received 7 of 16 members
- Will approve at April 25<sup>th</sup> meeting.

## 4. Information Items

#### 4.1 Program Review

- Program Review completed March 22, 2024
- Everything submitted
- SIP framework

#### 4.2 SEM Plan

- Incorporated where needed
  - Some things moved to Operational Plan
  - Goal-engaging high school counselors
    - High school breakfast
    - Areas to document and prioritize
    - Approved in Spring
    - Will come back to SSC once approved.

#### 4.3 Norco Advantage

- Adjustment are being made to Norco Advantage
  - Will be a Summer program
    - Previously held the first week of May
    - Moving to June
      - Students will be able to register 3 weeks before semester begins
    - First week in August-period of intensive support
      - Target in Counseling
      - Strong foundation
- What to call it?
  - Suggested: engaging & interactive
  - Kick-off, Summer Camp, Community?

### 5. Good of the Order

- AB928 ADT's
  - coming from State
  - Multiple teams working on good place to have strategic planning
- Academic angst regarding transition from Edu-Nav to new program
  - Program maps
  - How transition worked pre-pandemic
    - Re-visit process
    - Provide with rubric
    - Prioritize & how did it happen
- Education Code 76140
  - allows nonresident students taking six units or less to be exempt from all or parts of the fees if they meet specific eligibility criteria.

### 6. Adjournment

- Time 1:54 PM

Spring 2024 Meeting Dates:

- ~~February 22~~
- ~~March 28~~
- April 25
- May 23

**Next Meeting**

Date: April 25, 2024.

Time: 12:50pm to 1:50 pm

Location: IT 110

DRAFT

# 2023–2024 SEP RESEARCH SUMMARY

PREPARED FOR

**NORCO**  
COLLEGE

**STUDENT SUPPORT  
COUNCIL**

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# BACKGROUND

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# 2023-2024 NORCO COLLEGE SEP

- SEP inquiry teams composed of CPRO, Faculty and Students:
  - Participated in logic model training (two-day in-depth),
  - Learned about current/past SEP metrics along with inclusive and equitable research practices, and are
  - Using student-based research findings and recommendations
- To develop MEASURABLE and systematic interventions

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The background features a light green surface with a paper crane on the left and several crumpled paper balls scattered across the right side. The crane is white and stands upright. The crumpled balls are also white and vary in size and shape. The overall scene suggests a process of trial and error or a search for a solution.

**WHY?**

**PAST INTERVENTIONS HAVE  
BEEN HIT OR MISS, WITH  
LIMITED STUDENT INSIGHT,  
AND WITHOUT A WAY TO  
EVALUATE THEIR IMPACT**

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# WHAT ARE THE STUDENT EQUITY GAPS?

## Hispanic / Latinx equity gaps

- Successfully completing transfer-level math in their 1st year
- Successfully completing transfer-level English in their 1st year
- Attaining their vision goal (degree or certificate completion) by their third year
- Transferring to a four-year college (independent of degree completion) by their third year

## Black / African American equity gaps

- Enrolling successfully
- Persisting from first to second semester

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# HOW DID WE INVESTIGATE THOSE GAPS?

- Conducted rigorous representative sampling to find students
  - Part/Full-time Enrollment, Online/Hybrid/In-Person, Employment status, Living Wage status, 1<sup>st</sup> Generation/Not 1<sup>st</sup> Gen, Involved/Not involved in Support Programs, Local/Commuter, Gender
    - New students as of SU2023 or FA2023
    - On-going students continuously enrolled before SU2023
- Held two three-day confidential online interactive surveys with students
- Used Multimodal Cognitive Method (equity/inclusivity built into every stage)
- Organized daily 45–60 minutes of activities yielding 8,000-10,000 minutes of data interactions

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# REPRESENTATIVE SAMPLE ALSO INCLUDED

## Hispanic/Latinx students who

- Successfully completed math and English
- Successfully completed math but not English
- Successfully completed English but not math
- Completed neither math nor English successfully

## Black/African American potential students who

Applied SU2023 or FA2023 but chose to:

- Enroll at another CC
- Not enroll anywhere

*\* Study excluded those enrolled in a four-year college.*

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## HOW MUCH IS 8,000-10,000 MINUTES OF DATA?


- Ten focus groups = 500-600 minutes of data
- SEP Inquiry teams consumed a 6-hour presentation summarizing findings and student-identified recommendations.

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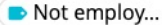


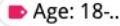
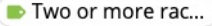

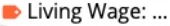
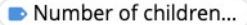
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# MULTIMODAL COGNITIVE METHOD (MCM\*)

- Cognitive interviewing
  - Memory associations
- Journaling
  - Emotion clarification & problem solving
- Focus Group
  - Group dynamic w/o groupthink
- Survey





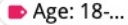
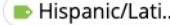
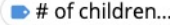


 **S3Q4 - Activity 7**  
Congratulations! You have been hired as the new Dean, not really, but work with me 😊. I want you to imagine you Dean in charge of helping students (A) find and (B) work toward their major / specialization. Knowing your own path make?

Be as detailed as possible to help Crafton understand how they could implement your changes

 **May:** :  Not employ...  College Enrollment: Part-ti...  Fem...  
 Age: 18-...  Two or more rac...  Grou...  Living Wage: ...  
 Number of children...

I first would help first year students make appointments, and help them with their educational educational plan. I would advice th them choose a major if they have no major what so ever. Tell them to make an appointment to see a counselor and me after ever club, maybe that might help them pick a major see what they like. (pick a club for at least a semester).

[Follow Up](#) [Like](#) [Add Insight](#)

 **Justin C**  Employed part-ti...  College Enrollment: Full-ti...  M...  
 Age: 18-...  Hispanic/Lati...  # of children...  Grou...  
 Living Wage: ...

\*MCM designed to collect more reliable data from diverse populations

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# STUDY USES LAYERED ACTIVITIES ALLOWING FOR GREATER DEPTH OF UNDERSTANDING

As a fun way to explore the role Norco College plays in your life, I want you to create and upload a video showing how you feel about it. I'm looking for some epic "I love you" or "It's not you (actually, it is you)" videos. Depending on how you feel about Norco it can be love or breakup letter style.

Videos should talk about:

- How you met
- How things between you have changed over time
- Why you are in love (or breaking up)
- What you like to do together (or wish you had gotten to do together)
- Etc..

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## MCM ALLOWS US TO COLLECT DATA FROM STUDENTS NORMALLY EXCLUDED FROM RESEARCH

- Working students
- Students with family/sibling obligations
- Those reliant on public transport or ride-shares
- Students from underserved populations who are weary of unknown (uncontrollable) situations

Traditional studies over-represent **middle-class** and **well-connected** students

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# BLACK / AFRICAN AMERICAN STUDENTS' ENROLLMENT BARRIERS

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# BLACK / AFRICAN AMERICAN STUDENT ENROLLMENT BARRIERS

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Lack of true financial aid knowledge

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Inability to communicate importance/safety of tax info

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Getting started tools not intuitive

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Not understanding enrollment steps

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Counseling midnight rule serves as gatekeeper

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# BLACK / AFRICAN AMERICAN STUDENTS' RECOMMENDATIONS TO IMPROVE ENROLLMENT

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Clarifying financial aid deadlines, process and cost estimates

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Providing simple verbiage about importance and security of tax info

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Creating a checklist/quick start guide to improve enrollment navigation

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Improving online accessibility to enrollment steps

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Communicate (or preferably eliminate) counseling midnight rule

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# BLACK / AFRICAN AMERICAN STUDENTS' PERSISTENCE BARRIERS

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## PERSISTENCE BARRIERS

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Lack awareness of support services

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Current modes of communicating student services, campus events, academic/career paths do not reach them

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They feel isolated at Norco  
(online, hybrid, in-person)

*"That's what I have always been looking for a sense of belonging and I honestly don't feel like I belong. I feel a bit out of place."*

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## SUPPORT SERVICES STUDENTS WISH NORCO HAD (NOTE THAT MANY ALREADY EXIST)

- Free tutoring
- Mental health counseling
- Parent support groups
- Advice managing multiple responsibilities
- Career services to find internships
- Help paying for books
- Mentorship
- Legal and students' rights support
- Housing support

Listed in order of  
frequency mentioned

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# BLACK / AFRICAN AMERICAN STUDENTS' RECOMMENDATIONS TO IMPROVE PERSISTENCE

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Communicating student services early and often

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Using multi-modal communication to reach students where they are  
(website, emails, workshops, Instagram, banners/signs, etc.)

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Improving website user-experience including self-service information  
about academic paths

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Advertising events and activities and specify which students can join  
and HOW

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**HISPANIC / LATINX STUDENTS'**  
COMPLETING TRANSFER-LEVEL  
MATH / ENGLISH IN THEIR 1<sup>ST</sup> YEAR  
**BARRIERS**

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## BARRIER TO MATH/ENGLISH COMPLETION

Most Hispanic / Latinx students do not know that they should take English and math courses immediately

“ 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

## HISPANIC / LATINX STUDENTS' RECOMMENDATIONS TO IMPROVE MATH/ENGLISH COMPLETION IN 1<sup>ST</sup> YEAR

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Counselors, website, and course sheets should inform students they should take Math/English their first-year and WHY

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Why students should take Math/English should be noted everywhere students get information about choosing their first-year courses

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**HISPANIC / LATINX STUDENTS'**  
ATTAINING VISION GOAL BY 3<sup>RD</sup> YEAR  
**BARRIERS**

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## ATTAINING VISION GOAL BY 3<sup>RD</sup> YEAR BARRIERS

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Students feel they are left to figure things out on their own

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Students lack clarity in how to schedule counseling appointments

*"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."*

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# HISPANIC / LATINX STUDENTS' RECOMMENDATIONS TO IMPROVE ATTAINING VISION GOAL BY 3<sup>RD</sup> YEAR

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Improving website user-experience including self-service information about academic paths

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Communicate (or preferably eliminate) counseling midnight rule

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# HISPANIC / LATINX STUDENTS' TRANSFERRING TO 4-YEAR BARRIERS

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## TRANSFER EQUITY BARRIERS

- Many students say they are uncertain because they do not know what transferring to a four-year college would entail
- They also have questions about four-year colleges but do not know where to get answers (unaware of support services)

“

I don't know anything about trying to get into a four-year college, and also, I understand attending a four-year college has a much higher tuition rate.

”

—*On-going student*

# STUDENT SERVICE WISH LIST - MOST STUDENTS ARE UNAWARE OF EXISTING SUPPORT SERVICES

Listed in order of frequency mentioned

- Tutoring
- Mental health care
- Childcare
- Affordable or free food
- Disability support
- Medical care
- Parenting group—parents to support each other
- Student group network — to find study partners
- Support finding scholarships
- Resume/cover letter writing
- How to file taxes
- Free bus rides (to and from Norco)

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## HISPANIC / LATINX STUDENTS' RECOMMENDATIONS TO IMPROVE TRANSFERRING TO A 4-YEAR

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Communicating what support services exist, their purpose, and how students can access them

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Alleviating fears by communicating answers to common questions about what students can expect at different 4-yrs

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Advertising resources and clubs

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## RESEARCH SUM

- Norco College already has in place many services, resources, and tools students need to be successful, but our current communications reinforce existing equity gaps.
- Small (but mighty) systematic changes can increase equity and eliminate equity gaps.

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# SEP INQUIRY TEAM NEXT STEPS

- Enrolling successfully
  - Creating new (and revising existing) enrollment communications
  - Changes to College Advantage Day
- Persisting from 1<sup>st</sup> to 2<sup>nd</sup> semester
  - Developing communication plan of existing resources
  - Development of Equity-based pedagogy/practices/policies

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# SEP INQUIRY TEAM NEXT STEPS

- Successful 1<sup>st</sup> year completion of transfer-level Math
  - Simplifying math selection process for students
  - Development and execution of communication plan
- Successful 1<sup>st</sup> year completion of transfer-level English
  - Development and execution of communication plan

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