

**OFFICE OF THE VICE CHANCELLOR
EDUCATIONAL SERVICES & STRATEGIC PLANNING**

District Guided Pathways Task Force

Thursday, May 2, 2024

Zoom

3:30 pm – 5:00 pm

MEETING MINUTES

Meeting called to order: 3:37 pm

Present: Greg Aycock, Melissa Bader, David Buitron, Caitlin Busso, Steven Butler, Courtney Carter, Herbert English, Mark Figueroa Maria de Jesus Gallegos, Adrienne Grayson, Tyee Griffith, Tenisha James, Victoria MacDonald, Gustavo Ocegüera, Kathryn Stevenson, Andrea Stoll, Lijuan Zhai

I. Approval of Agenda & Minutes

a. Approval of March 28, 2024 Agenda: First: Tenisha James, **Second:** Lijuan Zhai; No abstention, Approved by consensus.

b. Approval of March 28, 2024 Minutes: First: Gustavo Ocegüera, **Second:** Tenisha James; No abstention, Approved by consensus.

II. Faculty Impact on Black Student Success

Dean Grey Aycock presented the impact of faculty on African American student success. A statewide Call to Action meeting in 2000 asserted that African American students do better in class when their teachers are also African Americans. Greg Aycock explored data available at Norco College but could not differentiate the variables that actually influenced African American student success. He then performed a more sophisticated statistical analysis using multiple regression and identified two variables (not ethnicity) with significant impact but only accounted for less than 2% impact on African American students.

A new plan of action was developed to seek out faculty with higher-than-average African American success rates and create a tool to survey African American course enrollments and best practices. Their finding indicated that African American student success seems to be related to what faculty are doing such as giving student agency, getting training in EDI, and providing a welcoming environment. The power of model increased substantially when practices of faculty in the classroom are included. Norco College will conduct this survey again in Fall 24.

III. FTES Data by Pathways

David Buitron presented FTES generated by pathways. This data is generated from estimated resident and non-resident FTES calculated from 2018 to 2024. At RCC, Business Information Systems & Technology generated the greatest number of FTES around 3,777 FTES which accounted for about 23% of the entire annual FTES. Health-Related Sciences also increased by 36% since 2018 and accounted for around 3,693 FTES for 2023/24. Social and Behavioral Sciences decreased by 23% through the years, and accounted for 2,407 FTES for 2023/24.

For Norco College, Math, Engineering, Computer Science & Gaming generated the greatest number of FTES around 1,044 FTES. Natural Sciences and Health and Kinesiology increased by 37% since 2018. Human and Public Services increased by 25%, and Applied Technologies and Apprenticeships increased by 18%. Communications, Humanities and Languages decreased by 27%. Social and Behavioral Sciences decreased by 21%, and Visual and Performing Arts decreased by 5.9%. These data are based on the most recent program mapping.

For MVC, Business, Health, and Human Services generated the greatest number of FTES around 1,499 FTES. Public Safety increased by 35% since 2018. Visual and Performing Arts increased by 21%, and Science, Technology, Engineering and Mathematics increased by 6%. Humanities, Education, Social and Behavioral Sciences, as well as Communications, English, and World Languages both decreased by 23%. Tenisha James believed as we developed schools and pathways to help students get into careers of their choice, there are less students defaulting into Humanities, Social and Behavioral Sciences. Melissa Bader believed our students are making more informed decisions and placed on pathways with clear outcomes.

IV. Cooke Exchange: RCC Guidance Map

Courtney Carter presented the Counselor-Ed Advisor Support Map for RCC to help both students and our colleagues. This is still a work in progress as they continue to strengthen the relationship between counselor and ed advisor, as well as streamline the structure and communication between counselor ed advisor, and the public. The roles and responsibilities of counselor and ed advisor were drafted in a collaborative fashion during the last summer retreat. The goal is to create coordinated and unified assistance and support to enhance a student's experience. Counseling and engagement center can provide similar services, and we need policies and processes in place to ensure efficient and effective student support, quality interactions and relationship building.

The Fall 23 counseling workgroup has worked to identify the ideal student experience between counselors and ed advisors, examine the process that help guide students to appropriate support, and discuss ways to increase collaboration and unity. They will be reviewing and getting feedback regarding the support map, along with meetings between ed advisors, FASSCs, and academic deans. Courtney Carter plan to outline this plan to market to the wider college community including students and staff. They have developed a flyer that helps students navigate their paths with a checklist of when they should see a

counselor versus an ed advisor. The flyer contains useful information regarding meeting options with counselor and ed advisors, as well as guidelines to see counselors and ed advisors based on their unit progression.

V. Standards of Care

This item has been tabled till the next meeting due to lack of time.

VI. Other

- Next Meeting: May 29, 2024
- Standard of Care (Caseload model) moved to next meeting on May 23, 2024.

VII. Adjournment

Meeting Adjourned: 5:08 pm

DRAFT