



Institutional Effectiveness and Inclusive Excellence Committee Meeting

October 15, 2019

3-4:50PM

Canyons Hall-201



AGENDA

1. Welcome and Introductions (Daylene/Jasmine/Paul- 5 minutes)
2. Recognition of Committee Members (Daylene/Jasmine/Paul – 5 minutes)
3. Orientation to Meeting Handouts and Reminder of Our Guiding Principles and Vision for Redesigning the Student Experience
4. How will the student experience be fundamentally different in fall 2020?

Review of Activities Supporting Canyons Completes and identification of things that are not directly influencing Guided Pathways outcomes and generation of new ideas to support the student experience and achievement of their educational goals.
5. What goals should guide the committee's work for this year? (Daylene/Jasmine/Paul) 45 minutes
6. How should we structure the remaining meetings (Nov, Feb, Mar, Apr, May) to accomplish these goals?
6. Announcements/Wrap Up/Q&A (5 minutes)
 - a. Canyons Connects Counseling Referral
 - b. New and Improved CCCApply – October 18, 2019
 - c. Updates on alliance and other workgroup meetings
 - d. Others?

Highlights from 9.10.19 Meeting: Discussion on Elements of Effective Committees

- ❖ Authenticity and being genuine
- ❖ Ask for solutions, set goals
- ❖ Action-oriented
- ❖ Respect for all included in the committee for their expertise – how their position practically works
- ❖ Clearly-defined goals and knowing where you're headed
- ❖ Harnessing of skills within the committee members
- ❖ Listen to diverse, rich input
- ❖ Initiate goal setting deadlines to check if completions and celebrate those accomplishments
- ❖ Value who's in the room and recognizing all of their contributions and abilities
- ❖ Having fun is a large part of being engaged
- ❖ Include members as part of shaping the goals

COC's Guiding Principles for Redesigning the Student Experience (CAGP-20 Institute 4)

We know students are juggling work, school, and family responsibilities. **Every moment is a gift** and they **don't have time to look for supplemental support**. We must...

- ❖ Design a **highly supportive and welcoming environment** from the front door to the back door
- ❖ Make the **student experience less fragmented**
- ❖ **Structurally support** students **to address the broader life challenges** that affect their ability to focus on and complete their educational goals
- ❖ **Engage all** faculty and staff in **the Guided Pathways work** through monthly forums and podcasts
- ❖ Not let the perfect become an enemy of the good as we redesign the student experience

The vision for the redesigned student experience (CAGP-20 Institute 4)

- ❖ We want all degree, transfer and certificate seeking students to have a **dedicated student success team**
- ❖ We want the student **experience to be less fragmented**, including reorganizing faculty, services and programs so that the structures are student-centered.
- ❖ We want students' **onboarding and advising experiences** to connect to our Canyons Completes (Guided Pathways) framework.
- ❖ We want students to have a **personalized, long-term connection** to their success team
- ❖ We want to purposefully identify **essential experiences for all students coupled with individualized support based on student needs**

Loss/Momentum Framework Connection/Entry Stage

1. How can we improve understanding among high school students about the programs offered by the college and where they lead in terms of employment and further education?
2. How can we motivate and guide students to be prepared to enter a collegelevel program of study as soon as they graduate high school?
3. Can we more effectively recruit students from adult basic skills, non-credit vocational, and community-based education programs into college-level programs of study?
4. What guidance and support can we provide to help entering students develop clear goals for college and careers, and choose a program of study in a timely manner?
5. How do we know a student is in a program of study? How is that information used?
6. What approaches to remedial instruction are effective in preparing academically underprepared students to enter and succeed in a program of study?

Loss/Momentum Framework

Progress Stage

1. Are our academic program options and requirements clearly defined for students and for program majors?
2. Is it clear to students where each program leads in terms of further education and, for CTE programs, employment?
3. Are we effectively tracking and advising program majors to ensure that students are making progress toward completion? How is this information used to help students advance?
4. What are the barrier or “gatekeeper” courses for particular programs? How can we better enable students in particular programs to pass these courses?
5. Are our programs well-structured so that students know which courses to take and can complete them as quickly as possible?

Loss/Momentum Framework Completion Stage

1. How well do we assess whether students are mastering the skills and knowledge that our programs seek to teach them?
2. How effectively do we track what happens to students when they leave in terms of further education and employment? How well do we use this information to strengthen programs?
3. Are our associate degree programs in transfer fields well-aligned with the requirements for junior standing in bachelor's degree programs to which our students want to transfer?
4. Are our career-technical certificate and associate programs effectively preparing students to advance in their careers?
5. What can we learn from employers, baccalaureate program faculty, and program alumni to ensure that our programs prepare students to succeed in further education and (with career-technical programs) advance in the labor market?

How will the student experience be fundamentally different in fall 2020?

In cross-functional groups (student, staff, faculty, manager/administrator)...

1. Review the list of Activities Supporting Canyons Completes and identify
 - a) Activities that are not directly influencing Guided Pathways outcomes, aligned with the Strategic Goals (Access, Engagement and Success) or aligned with the Local Goal Setting & Student Equity and Achievement Plan goals and
 - b) Are there new ideas that we should consider that support the student experience and achievement of student educational goals

Activity Materials: Please review the (IE)² Activity Excel Spreadsheet (attached to meeting reminder sent via email on 10/11/19) and provided on your tables.

2. Please use the activity sheet provided to record your group's answers and select a spokesperson to report out for your group.

What goals should guide the committee's work for this year?

Table Instructions: Using the “Committee Goal” worksheet on your table, please brainstorm 3-5 goals that should guide the committee’s work this year?

As a reminder, the founding goals for the committee established in **2015-16** were:

- Establish a framework to direct the work of the Institutional Effectiveness and Inclusive Excellence committee
- Increase collaboration among constituents on activities designed to improve student outcomes
- Develop a common understanding of the areas where efforts are needed to improve student outcomes
- Foster a culture of inclusive excellence among staff, faculty and administrators
- Institute accountability measures, evaluate progress and celebrate successes

How should we structure the remaining meetings (Nov, Feb, Mar, Apr, May) to accomplish these goals?

Table Instructions:

On the reverse side of the “Committee Goal” worksheet, please generate ideas for how we can best structure the remaining meetings for this year that would ensure that we are meeting the goals your group identified in the previous activity.



Wrap up/Takeaways/Announcements

Announcements

- Canyons Connects Counseling Referral
- New and Improved CCCApply – October 18, 2019
- Upcoming Alliance and other workgroup meetings
- LGBTQ+ Summit – November 23, 2019
- Others?

Next Meeting
November 12, 2019
3-4:50PM
MENH-343