



**College of the Canyons**  
**Institutional Effectiveness and Inclusive Excellence (IE)2**  
**Steering Committee - Meeting Minutes**  
**February 9, 2021 3:00-5:00pm**

**Welcome/Canyons Completes Guiding Vision and Principles**

- Welcome to new members Andralena Panczenko and Amber Cole
- COC's Guiding Principles for Redesigning the Student Experience
  - 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:
  - 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

**Canyons Completes Project Update**

- GPSC updates was sent out to committee members.
- Program Mapper had open labs during winter session. There are 110 completed maps and 15 pending approval. Non-credit programs will be added after the credit programs are finished.

**Presentation of the SOAA Draft**

- Scale of Adoption Assessment is due for state submission every March. The SOAA is approved by the Academic Senate president and the CEO (president/chancellor). These



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two approvals ensure effective participation and collegial consultation have taken place college-wide in completing the SOAA. These approvals are symbolic of participation, communication, and institutional commitment to the SOAA process and plan.

- The SOAA includes essential practices examined in CCRC's book, *Redesigning America's Community Colleges: A Clearer Path to Student Success*.
- The Scale of Adoption Assessment (SOAA) is the second version of the statewide Guided Pathways assessment planning tool used by the California Community Colleges and was adopted by the system in Spring 2019.
- The SOAA is an assessment tool designed by the Community College Research Center (CCRC) from Columbia University Teachers College; the tool itself is designed to help stakeholders at the college assess and address how far along they are in adopting essential guided pathways practices at scale.
- The primary purpose of the SOAA is for colleges to be able to reflect on their guided pathways journey and progress to date, and use it as a tool for meaningful strategic planning as they move forward to meeting their Vision for Success goals for student success and equity.
- The target date to present the SOAA final document for Board of Trustees is on March 10, 2021

### **Integrative Learning Presentation**

What is Integrative Learning?

- Integrative and applied learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.
- AAC&U Integrative Value Rubric can be accessed via:  
<https://www.aacu.org/value/rubrics/integrative-learning>

What is Higher Education Not Doing?

- Ignoring the intentional embedding of civic learning and democratic engagement to create a "civic-minded" campus culture while enhancing civic citizenship skills among students.



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- Not connecting learning to real-world “wicked” problems, leaving students unable to see the relevancy of their academic experience in college and how it relates to career and community.
- Avoiding integrated, holistic teaching experiences that welcome team teaching, learning communities, and collaborative transdisciplinary learning.
- Failing to address the “civic mission” of “Democracy’s Colleges” while ignoring the expertise of community partners as co-educators.

**What is Civic Engagement?**

- “Civic engagement involves working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.”-Civic Responsibility and Higher Education, 2000

**The Civic Empowerment Gap: Defining the Problem and Locating Solutions**

- “There is a profound civic empowerment gap in the United States -as large and as disturbing as the nationally recognized reading and math achievement gaps.”-Meira Levinson

**Revisiting the Mission of “Democracy’s Colleges”**

- The first and most essential charge upon higher education is that at all levels and in all its fields of specialization, its hall be the carrier of democratic values, ideals, and process.

**Community Colleges: A Civic Engagement Audience**

UNITED STATES	CALIFORNIA
57 % Women	54 % Women
43 % Men	45 % Men
45 % White	26 % White
26% Hispanic	45% Hispanic
13% Black	6% Black
6% Asian/Pacific Islander	15% Asian/Pacific Islander
29 % First generation to attend college	40 % First generation to attend college

Source: American Association of Community Colleges (AACC), Fast Facts



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#### How Do We Address Today's "Wicked" Problems?

- "The campus is being viewed as a place where students get credentialed and faculty get tenured, while the overall work of the academy does not seem particularly relevant to the nation's most pressing civic, social, economic, and moral problems."—Ernest Boyer  
The Scholarship of Engagement (1996)

#### What do Employers Want?

- Critical thinking, collaboration, creativity communication, connection

#### Civic Engagement and Integrative Learning

- Project Based Learning in the First Year highlights the value of significant project-based work for first-year undergraduate students share how to introduce this work into first year programs.
- Two College of the Canyons teams participated in the Worcester Polytechnic Institute training.
- Projects that were created by the teams:
  - Birds of the Canyons <https://birdsofthecanyons.wordpress.com>
  - The Paradigm Project: Virtual Museum

#### Project Based Learning (PBL)

- Project Based Learning (PBL) is a teaching method in which students learn by actively engaging in a real world and personally meaningful projects.

#### Paradigm Shift

- Hours to Impact
- Individuals to Teams
- Observations to Outcomes
- Deficits to Assets
- Reflections to Actions



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- Campus Educators to Community Co-Educators
- Personal Good to Public Good

**Integrative Learning Action Plan: Proposed Ideas**

- Introduce PBL during first year through “mini-capstones” in introductory courses.
- Develop team-teaching/learning community opportunities.
- Embed aspects of civic learning and democratic engagement throughout projects
- Engage students in “real world” problem solving experiences.
- Utilize different forms of assessment (e.g., presentations, videos, etc.).
- Invite community partners to help design projects.
- Infuse UN’s 17 Sustainable Goals throughout projects.
- Scaffold work while using formative and summative evaluations.

**Student Action Teams**

- Engage the Vote
- PLACE Project

**How Does Integrative Learning Lead to Student Success?**

- Provides mentorship and “high touch” interaction.
- Allows exploration of real-world “wicked” problems.
- Addresses “community” interests.
- Builds civic agency.
- Increases professional skills.
- Decreases the civic empowerment gap.
- “Hooks” them early to a field of study.
- Stresses authentic problem solving.
- Encourages social entrepreneurship.
- Fosters a “civic-minded” campus culture.
- Contributes to the public good.

**How Can You Help?**

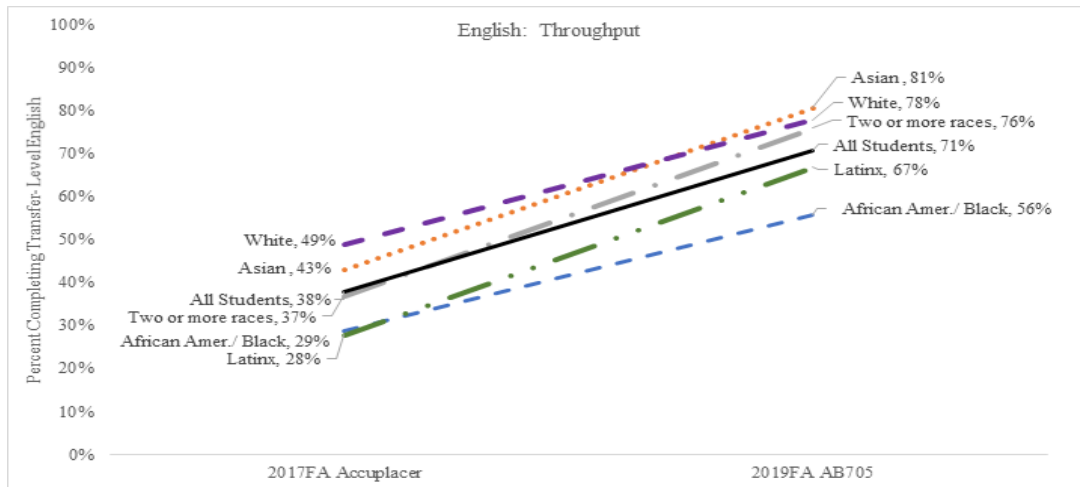


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- Respond to Project-Based Learning Inventory Survey
- Introduce a Project Idea
- Participate in the Sabbatical Project Dialogue
- Contribute to PLACE Narratives
- Join the Integrative Learning Task Force
- Lead a Student Action Team

**Pathways Impacts and Data Informing Our Work**

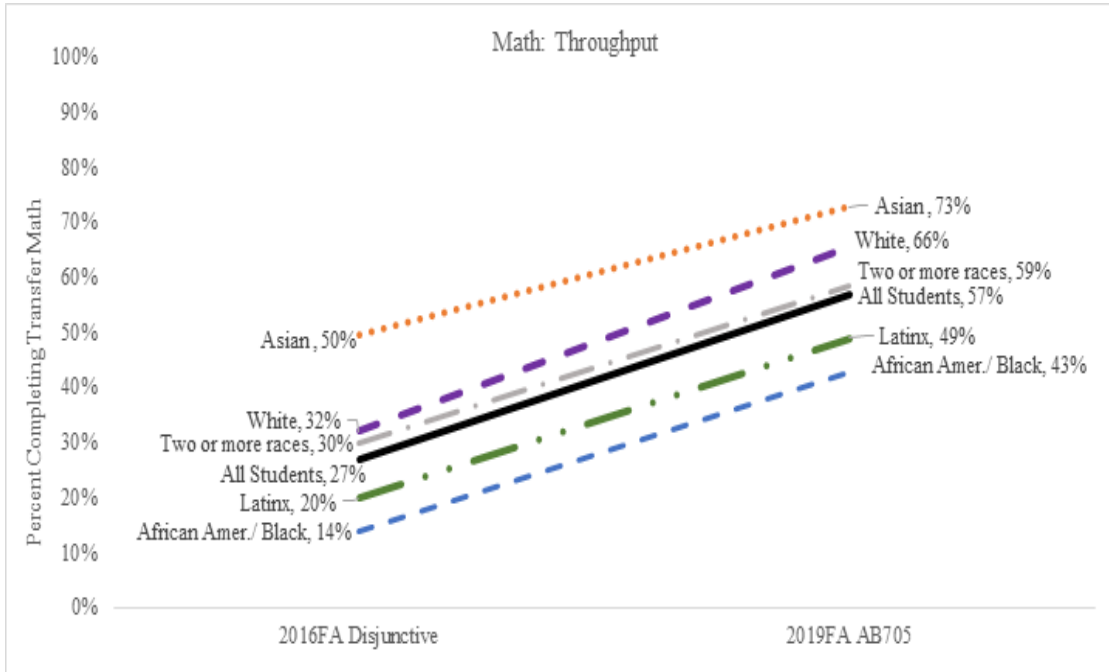
- College of the Canyons won the 2021 Bellweather Award for our innovative approach assessment and course sequence redesign.
- Link for the College of the Canyons Bellweather video presentation:  
<https://www.youtube.com/watch?app=desktop&v=icS22Ee7PgA&feature=youtu.be>
- Impact of AB705-English: Completion of Transfer-Level English in First Year, Research Brief #202:



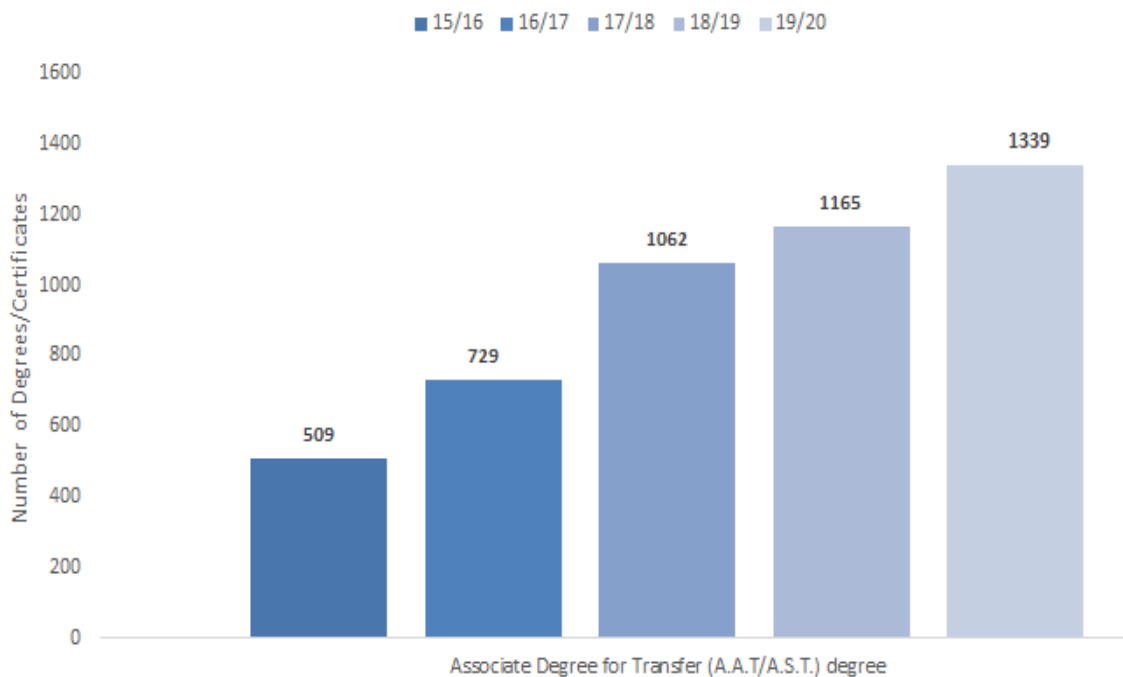


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- Impact of AB705-Math: Completion of Transfer-Level Math in First Year, Research Brief #202



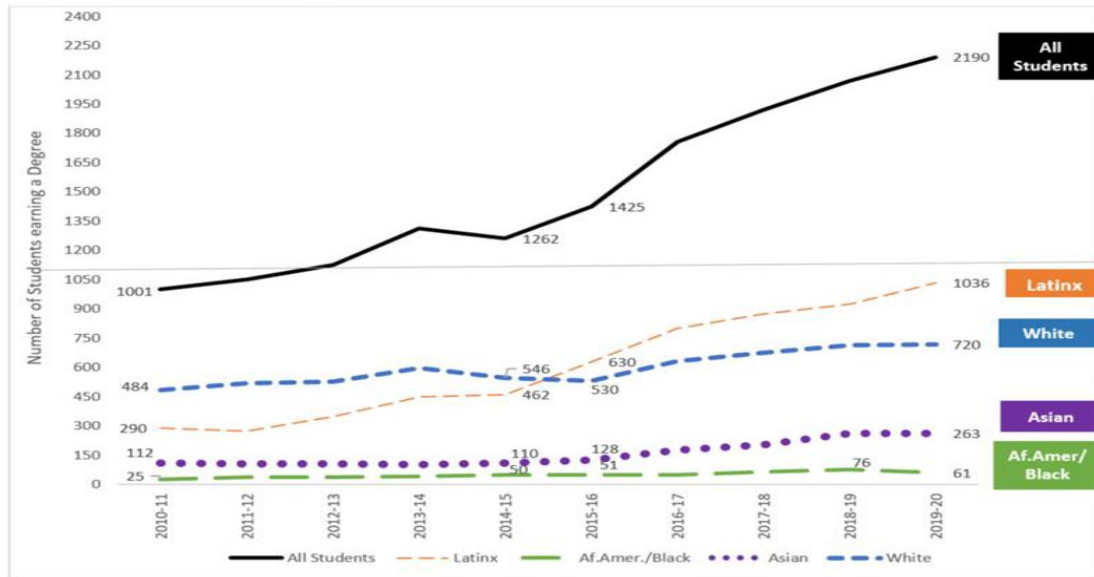
- Associate Degree for transfer increased 163% over 5 years





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- Associate Degree overall increased 119%



**Pathways Connection to Student Equity and System Vision Goals**

- CCCO Vision for Success
  - Increase by at least 20 percent the number of CCC students annually who earn degrees, credentials, certificates or specific skill sets to prepare them for an in-demand job;
  - Increase by 35 percent the number of CCC students transferring annual to a UC or CSU;
  - Decrease the average number of units accumulated by CCC students earning associates degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units – the average among the quintile of colleges showing the strongest performance on this measure;
  - Increase the percentage of CTE students who report being employed in their field of study from 60 to 69 percent – the average among the quintile of colleges showing the strongest performance on this measure;
  - Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40% within 5 years and fully closing those achievement gaps within 10 years.





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- Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.
- Tracking Pathways Data with SEA Plan and Local Goal Setting Metrics
  - SEA Plan – CCCO’s new plan to integrate SSSP, Equity and Basic Skills Initiative
  - Local Goal Setting Plan – Alignment with CCCO Vision Goals, Strategic Plans, Enrollment Management Plan and Canyons Completes.
  - Access – is within 4% points of the goal for 2021-22 (pre-pandemic)
  - Retention - we are 10% points below goal 2021-22 (pre-pandemic)
  - Transfer Level Math & English- We have likely exceeded this goal based on data from Research Brief #202
  - Enrollment is down 8% compared to Spring 2020
  - Completion (degrees and certificates 12+ units) are on track. Local analysis indicates that we have likely exceeded the 2021/22 goal.
  - Transfer data pre-pandemic is close to where we want to be at our goal.

**Student Equity & Achievement and Local Goal Setting Targets**

**Breakout Room Prompts:**

1. What are you doing or can you do in your role to help retain our most vulnerable student populations?
2. What other observations or data have you or your department/program looked at that we should know about as we examine ways best support our students in the pursuit of their educational and career goals?

**Report Outs:**

**Breakout Room # 1**

Attendees: Gary Quire, Nadia Monosov, Daylene Meuschke, April Barcus, Emily Correa, Justin Hunt, Desiree Goetting



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- Quarantips - social media focused on how to make the most out of the "new world": Instagram COC\_ASG & Facebook <https://www.facebook.com/ASGatCOC>
- Building community and connection: social media is a great way to connect - how do we connect to students during the pandemic
- Setting up learning communities/ small study groups within online classes to increase student-student interaction and engagement, this might increase accountability. This might also help students that are hesitant to contact the professor for help. Student feedback in our break out room about this idea is positive. We also noted that it would be important to set ground rules for the group. Students would be able to switch groups if they want to. Would it be better to make the groups optional?
- Making programs like DSPS, RISE, EOPS and the alliances more easily accessible. It is hard to find how those programs are operating or how to contact them now that they are online
- DSPS renamed to Academic Accommodations Center
- Use of Discord to connect with classmates.

**Breakout Room # 2**

Attendees: Catherine Parker, Andrea Varney, Andy McCutcheon, Chad Peters, Garrett Rieck, Nicole Faudree, Patty Robinson

- We need to further assess why students are navigating towards 100% online courses compared to live courses. Is it Zoom fatigue? Laptop access? Technical issues?
- Better coordinated response process towards the students.
- Consistency in orientation letters.
- Look more closely at the Program Viability to assess courses that are needed more or less of.

**Breakout Room # 3**

Attendees: Preeta Saxena, Andralena Panczenko, Collette Gibson, Dianne Avery, Julie Johnson, Omar Torres, Paula Hodge

- Faculty practices
  - Help to build community in online Live classes
  - Monitoring progress in 100% online classes
  - Integrate more representative components in curriculum



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- Open Canvas course early, send emails out introducing early, if students have time to meet the instructor, it can familiarize students and increase comfort
- Provide tools and resources, virtual labs to support faculty
  - See CETL support Best practices to create a community of faculty to make a standardized model for implementing best practices-faculty dialogue
  - Help faculty find answers to questions they may have about students from various populations.
  - Road blocks in registration process, require noncredit and credit student application process can be a convoluted process
- Promote support for outside the classroom
  - Support and resources for outside the classroom
  - Equitize the syllabus-check in
  - Make a list of open section numbers for students who are trying to get in.
  - Promote resources structuring the list, the purpose (what are the top three)
  - Use Canvas Commons more for faculty to import into their shell (e.g. Library Services)

**Breakout Room # 4**

Attendees: Brandon Ashford, Amber Cole, Don Carlson, Pamela Williams-Paez, Anthony Morris, Vida Manzo

1.) What are you doing or can you do in your role to help retain our most vulnerable student populations?

- Alliances- connecting/consistent with populations engagement increases. Connection to events/activities broadening and networking with resources other alliances, and a physical space. Similar to TRIO program students want a connection point. Online environment brought African Am students together.
- IE2 Co-creation team: planning of MCC/ EMP/ Student Success Team. Mentorship for students of color built by students of color (ownership project based learning implementation in the design of things on campus). Emphasizes value of the higher education system when they have a hand in developing and design. That helps with retention.
- High Touch Factor- messages constantly/calling following up.



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- Demystifying higher ed processes: helping them to understand how to find the resources that we have available and what is available to them at their disposal.
- Inclusive Course Content: content that we can relate to important to you (also supported by student feedback!).

2.) What other observations or data have you or your department/program looked at that we should know about as we examine ways best support our students in the pursuit of their educational and career goals?

- Identifying with students- allowing for a personal connection (find out why /what is the barrier for them). Formal surveys- population focused possibly.
- Staff touched base with 3 students per term the staff reached out. Non-passive constant communication.
- Flexibility with assignments (meets data feedback from students!)
- Inclusive Course Content: content that we can relate to important to you (also supported by student feedback!).
- Completion: programs offer those capstone courses.

**Breakout Room # 5**

Attendees: Alisha Kaminsky, Ryan Theule, Nicholas Schutz, Amy Foote, Rebecca Eikey, Harriet Happel

- Impressive MESA supports such as specialized academic workshops, Career Center connections/presentations, internships and research connections, counseling, mentoring, etc. If this could be done for multiple/broader majors and/or schools, this would be beneficial. Benefits of student contact and emotional connection, especially during this time. Also noted clustering cohorts of students in common classes through the path together as a learning community—explore.
- COC is well-poised to utilize the Starfish resource to help facilitate student connections, better integration with Canvas is ahead. Consider specific prompts that faculty can use to “nudge” students and to improve adoption.
- Benefits of scaling-up special population supports to broader student audience.
- Appreciates the Instructional Designer position support and opportunities to differentiate supports for various classes, opportunity to develop templates for disciplines to use.
- Explore the “analytics tool” in Canvas to monitor student engagement and trigger prompts if struggling.



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- Counseling is continuing to focus on the “why” of the work, beyond “transactional” meetings. Able to use empathy as a tool for equity, build human connection. Career counseling in particular is relevant to this level of engagement, aspirations for the world of work beyond COC. Canyons Completes offers light at the end of the proverbial tunnel—relevance of topics such as project-based learning. Students are hungry for us to ask them “why” they are here, prompting reflection and identification of what that light ahead is for them. Focusing on helping students to connect the dots to their “why.”
- Noted ACUE training course benefits for faculty – “Creating an Inclusive and Supportive Online Learning Environment.” Module includes engaging underprepared students, helping students persist in an online environment, many hands-on tips. Engage faculty further in related PD. Again, theme of helping students to connect, including career, early in their engagement with our campuses.
- Record student skills acquired, further develop skills-based resumes and recognition/celebration of student skills attained even through something as basic as one course. Helping students to establish a record, connections to portfolio tools like ePebble, social media such as LinkedIn, project-based learning, whole community/career connection built at COC.
- Internship model, including pre-apprenticeship, is particularly promising. Example of Honda Performance internship that rotates through various departments throughout the experience. Building further “learn and earn” models for students. Industry partnerships continue to be built out. Get students to create a first semester job seeker profile and start them on the journey of documenting their skills accomplishments. Further work needed on ePortfolios to continue to empower our students—a creative endeavor that matches how companies are now hiring (cultural fit, skills, less so degrees).

**Breakout Room # 6**

Attendees: Alexa Dimakos, David Andrus, Eric Harnish, Jasmine Ruys, Kevin Aaver, Pamela Lewis

- Counseling if there is an entry point. Keeping contact with students who have moved on and they are seeing it at other schools as well. Connection points. Money for paying while you are at home. Zoom exhaustion, apathy. Unhappy with the professors at other colleges.
- Have those discussions one on one with the students. Create faculty advisors.
- Communications at the senate – check with the students in a different way they normally done.
- Career center – outreach high touch to different student populations, athletes, noncredit, ISP, most supportive is to ensure there is a direct pass off to each other and



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specialize in specific areas. Check in during the appointment – see how the person is doing before they even start. Try to address removing barriers for students.

- Students feel disconnected and to make them feel like we care about their well-being from start to finish – tour video, videos to make it easier. Trying to make more videos – try something new – audio and video feedback. To make it more personal. Goal to have students feel like she is there – periodic check ins. Compassionate.
- Reaching out to students, every student, every week just to ask how they are, greet each student – a personal email individually so they student feels welcome.
- Support classes. Help students who need the extra help.
- Macro level of communications – reach as many students as we can at a time. Remind students that our services are still available.

**Next Meeting:** March 9, 2021, 3:00-5:00pm

**Other upcoming (IE)2 subgroup meetings:**

- Equity-Minded Practitioners – Contact Katie Coleman @ [katie.coleman@canyons.edu](mailto:katie.coleman@canyons.edu) for more details
- Multicultural Center – Contact Jasmine Ruys @ [jasmine.ruys@canyons.edu](mailto:jasmine.ruys@canyons.edu) for more details.
- Alliances – see meeting days/times at <https://www.canyons.edu/administration/ie2/equity/alliances.php>