



College of the Canyons
Institutional Effectiveness and Inclusive Excellence (IE)²
Steering Committee - Meeting Minutes
February 14, 2023 3:00-5:00pm

1. Welcome

- Welcome back Paul Wickline - Associate Vice President of Instruction

2. Enrollment Trends Post-Pandemic and Goals

- Dr. Omar Torres shared an update on where the College is with respect to current and future programmatic opportunities.
- Current Governor's budget for 2023-2024
 - The 2021 Budget Act extended the Student-Centered Funding Formula's (SCFF) hold harmless provision through 2024-25, under which districts will earn at least their 2017-18 total computational revenue (adjusted by COLA each year). The 2022 Budget Act extended the revenue protections in a modified form beginning in 2025-26, **with a district's 2024-25 funding representing its new "floor."** Starting in 2025-26, districts will be funded at their SCFF generated amount that year or their "floor" (2024-25 funding amount), whichever is higher.
- New Program
 - Baccalaureate Degree in Sustainable Architecture
 - Cybersecurity
 - Firefighter Academy
 - Healthcare programs in Clinical Laboratory Scientist Lecture Program, PTA, OTA, Pharmacy Technician, Diagnostic Medical Sonography, Surgical Technician, Paramedic, NC Medical Scribe, and NC Personal Care Aide
 - Advanced Technology Center and complimentary new programs through Advanced Manufacturing, Supply Chain Logistics, Industrial Maintenance Technician, Tooling and Milling, and Masonry & Concrete
 - Commercial Music, Recording Technology, and Sound Arts
 - Noncredit (Algebra math modules, Photography, Yoga, Entrepreneurship, Digital Publishing, Real Estate, Physical Fitness for Public Safety)
- Strategic Enrollment Management Application Plan for CCC
 - Short-term, 8-week hybrid courses (focus on STEM, CTE, and complimentary General Ed courses)
 - Two-year Schedules and Program Maps detailing completion of specific CCC pathways
 - Light the Fire" classes through Project-Based Learning
 - SSLRC support through extended MESA and other available Student Services resources
 - Friday/Saturday offerings for returning adult learners
 - Health and Natural Sciences Building (to house new healthcare programs, "hospital", as well as Organic Chemistry, Botany, Zoology, Marine



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- Biology, Environmental Science, MakerSpace, and Non-Destructive Inspections)
- Discipline-specific CETL training for faculty teaching 8-week hybrid modality
- Communication and Marketing plans showcasing CCC transformation
- Districtwide Considerations
 - New Apprenticeship opportunities
 - New Federal Appropriations Successfully Sought (\$1 million for Robotic Welding; \$2.3 million for Fire Academy, \$2 million for Non-destructive inspections)
 - Next Phase of Sought Federal Appropriations (to support healthcare simulation, phase 2 of Fire Academy, phase 2 of ATC, and cybersecurity)
 - Expansion of Dual Enrollment (SCVi, LACOE – Campus Kilpatrick, OFL, Learn4Life)
 - Rising Scholars (PDC and CRDF) and justice-impacted student transition to campus life
 - Expanding Online Instruction as a Teaching College through CVC Course Exchange
 - Establishment of the Intercultural Center at the Valencia campus
 - Revisiting Older Adult (Emeritus) program
 - Expansion of Online/OnlineLIVE/Hybrid/HyFlex/short-term classes

3. CAGP 2.0 Institute #4 (Teaching & Learning Focus) Advance Homework

The purpose of the advance homework for the upcoming California Guided Pathways 2.0 Institute in March is to have institutions focus on examining course success rates in 2021-22 for the **top 20 enrolled courses** disaggregating by race and gender. In breakout rooms, we will discuss initial reactions to the question prompts, including ideas on additional inquiry or responses inside and outside the classroom. The committee's input will help inform the COC team attending the institute. Today's discussion is connected to the upcoming discussion on action plans for our new Student Equity & Achievement Plan.

Resources:

- ❖ [CAGP 2.0 Institute #4 Homework: Top 20 Enrolled Courses](#)
- ❖ [Success & Retention Rate Overview](#)

Breakout Room Prompts and responses:

- a) What are your initial reflections looking at the data, in general, not discipline specific?
 - English and Math; AB705 had an obvious impact on these disciplines. We've tried to use NC courses to supplement, but there is still a great need for those missing support courses.



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- English 101 and Math 140 are both 4-unit courses.
 - Top 20 by age, we are surprised that there is not a great difference in some of the disciplines.
 - COUNS 110 has a large gap-by age and we discussed typical reasons a “25 and older” students’ possible reasons for taking a career exploration course.
 - Data by gender had smaller gaps in general; we found this surprising.
 - Black students followed by Hispanic students- there wasn’t much uniformity when looking at the gender male and female success rates.
 - Students who were 25 and over did not perform as well in certain categories.
 - Heartened by the age and gender numbers which didn’t show that much disparity. Disheartened by some of the race numbers that did not show more of a disparity.
 - Prior to AB705, our success rates for African American students in English was 23% and currently it is at 50%, and that isn't something to rejoice or pat ourselves on the back, because 50% is unacceptable. We will continue to help that needle move. We also discussed equitable grading strategies.
 - TLC students over the age of 25, not about the course related work but the technology piece- navigating Canvas, etc.
- b) Are there additional inquiry questions related to how or why equity gaps exist?
- Black/AA students had the lowest success rate in Counseling courses, is there a connection to how students might be pushed into Counseling courses from Athletics or other groups- maybe the students did not really want that course?
 - What are they teaching in the History 111 and 112 courses, does the curriculum make Black/AA students feel comfortable. Is it an inclusive conversation?
- c) Knowing that more ideas will come during / after the Institute, what are some initial thoughts on what you might do from a teaching & learning lens both institutionally and in the classroom to address these equity gaps? What additional support is needed by faculty?
- We need to take a look at hiring practices and making sure there's a representation, and that students are able to see themselves in the instructor.
 - The instructor has to be able to make sure the curriculum is identifiable to the diverse students in front of them as much as that's possible.



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- d) Are there any promising practices that have already made a positive impact on closing equity gaps in the classroom?
- More equitable grading practices. More lenient grading policy.
 - Reaching out to students, via email, as a check-in; students are loving this reach out.
 - We should look at the high school level. What are the students earning in Math or English and is it the same continuing on into the college?
 - They're not many art classes on the list. Students could be focusing in on their major courses instead of their time here in the college with us.
 - Higher education was much more transformative in the past. Right now, it's very transactional. For a student's point of view, if I do this, what am I going to get in return? The concern or the awareness is that that that transactional attitude can take place in the classroom as well. We don't know what success means to individual students themselves and what they might be looking at.

4. Student Equity & Achievement Plan 2022-2025: Action Plans

The purpose of this item is to provide the IE² committee with an update on the Student Equity and Achievement Action Plan. In November 2022, the College submitted the SEA plan to the state. In that plan, we outlined how we were going to reduce equity gaps. The Action Plan highlights what is in place to help us reduce the equity gaps and are aligned with the work happening in IE².

- **Activities listed in SEA Plan**
 - Update the Canyons Completes Action Plan
 - Expand/Support Ujima Scholars and Alliances*
 - Program Mapper*
 - Implementation of e-Portfolios*
 - Support for Math and English (classes, tutors, PD) *
 - Update Orientation (Onboarding process) *
 - Credit for Prior Learning
 - High School Outreach Efforts*
 - My Academic Plan*
 - Course Scheduling*
- **Canyons Completes Action Plan**
 - Updates are needed
 - Do we want to add other action items to the plan?
 - Who are the teams working on these plans?
 - How do we want to share/showcase the updates to the action items?
- **Other Institutional Projects Connected to Canyons Completes**
 - Canyons Promise



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- Highschool Outreach
- Credit for Prior Learning
- The Learning Center
- Caring Campus
- Project Based Learning
- Multicultural Center
- Culturally Responsive Teaching (CRT) and the Center for Teaching and Learning (CETL)
- Personal and Professional Learning
- Career Trees and Program Points
- Alignment of Math Courses with Student's Field of Study
- Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" math courses by the end of their first year
- Special supports are provided to help academically underprepared students to succeed in the "gateway" English courses by the end of their first year
- College-High School District Partnership to Help Graduates Smoothly Transition to College of the Canyons
- Advisors monitor which program every student is in and how far along the student is toward completing the program requirements
- The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible
- Expansion of OER and ZTC
- Supporting the College's Call to Action
- Alliances/Mentoring Program
- **Suggestions:**
 - Give updates on the programs that the (IE)2 can keep informed of the program and the outcomes/activities of the group.
 - Can we categorize them? Urgent, Critical, Maintenance, Institutionalized.

Next Meeting: March 14, 2023 (3:00pm-5:00pm)