



College of the Canyons  
Institutional Effectiveness and Inclusive Excellence (IE)<sup>2</sup>  
*Committee Annual Retreat*

**Retreat Minutes**

June 6, 2018 / UCEN-258 / 11am-3pm

*From Dialogue to Action*

**All retreat PPTs and materials are located in the June 2018 Retreat folder in Canvas. If you do not have access to the (IE)<sup>2</sup> Canvas shell, please contact Daylene Meuschke ([daylene.meuschke@canyons.edu](mailto:daylene.meuschke@canyons.edu)).**

1. Working Lunch/Sign-In/Welcome (**20 minutes**)
2. Activity: What “Starburst” were you dealt? (**30 minutes**)  
**Facilitators:** Robert Wonser & Preeta Saxena
3. Designing and Planning with the Student in Mind – Student Panel (**45 minutes facilitated by David Andrus**)

*Summary of Student Comments*

- Career Assessments
- Assigning counselors to students in specialized areas
- Having a mentor, connection, or person they know they can contact
- Communication between CCC and 4 years (CSU/UC/Private schools)
- Streamlining the information for students
- Learning about special programs early
- Evening Classes for working students
- Encouraging our students, PAL like classes, group work
- Making a Plan (path developed by a counselor, MAP)
- Classes like “Intro to Health Professions” for students who don’t know what they want to do.

*Detailed Student Comments*

Opening questions: ***Did you know what career and/or major you wanted prior to enrolling at College of the Canyons?***

***Have you changed your major? If so, what influenced this change?***

- Path changed along with the classes

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- Learned to communicate with faculty
- HS counselor told the student about
- Bounced around the first two years, but still not confident that she's picked the right major
- Art major interested in animation. Not sure if she should change majors or not. Still kind of lost.
- Took classes in HS (2 students)
- Students need guidelines to know which courses to take
- One student has known that she wants to be in a creative field. Took part in ROP which helped see digital aspect of her interest. Started at Allan Hancock college doing general arts. Pursued four associate degrees. Graphic Design spoke to her because of earning potential.
- EOPS counselor helped her stay focused.
- One student got into HRMGT but didn't like it. Got her AA in HRMGT but went back to get her AA in Sociology.
- Hard to make an appointment with a counselor. Sometimes needs a question answered now. Perhaps assigning counselors to students.
- Self-fulfillment
- Still looking for a role model to help him figure out a career path

***What has COC done to help?***

- Met with 8 counselors. The one that helped a lot gave her a personality test and helped her figure out a career fit.
- Online classes provided flexibility and the classes were rigorous
- Counselor gave him a path.
- Professors - especially one who graded more on mastery.
- Professors play a major role in our learning
- Would like to see more group work
- PAL program is great

***What is the most important thing we can do to better support you?***

- Intro to Health Professions - courses like this would help students know what the profession options are
- Assigning a counselor to students
- Better communication between counselors. Had to retell her story each time.
- Counselors play a big role. Need more counselor time.

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- Art majors have different requirements for private schools. Specialized counselors would help.
- CCCs and 4-year institutions in CA need to communicate better so that the pathways are streamlined
- Need more information on catalog year rights
- Major specific guidance counselors and assistance with private colleges
- More evening classes. In the creative field, there aren't many classes in late afternoon/early evening

***How have you felt connected at COC?***

- Being involved with this event and other classes I have come into this connection and it feels good. It's very beneficial. It makes me feel like I belong here.
- I didn't feel a connection when I first got here but felt a connection after joining EOPS. Professor Gerda inspired her.
- "We're trying to obtain what you've already obtained"

***What piece of advice would you give to new students?***

- Tell students about special programs
- Talk to a counselor, make a plan
- Take PAL classes
- Look at Rate My Professor
- Let students know about MAP - helpful to see entire path
- MAP needs a little work - not always accurate
- Encourage them to question themselves and know why they want to come here
- Take classes outside of the intended major. Helped her focus what she wants to do with her major.
- Counselors should push other classes to fulfill IGETC requirements

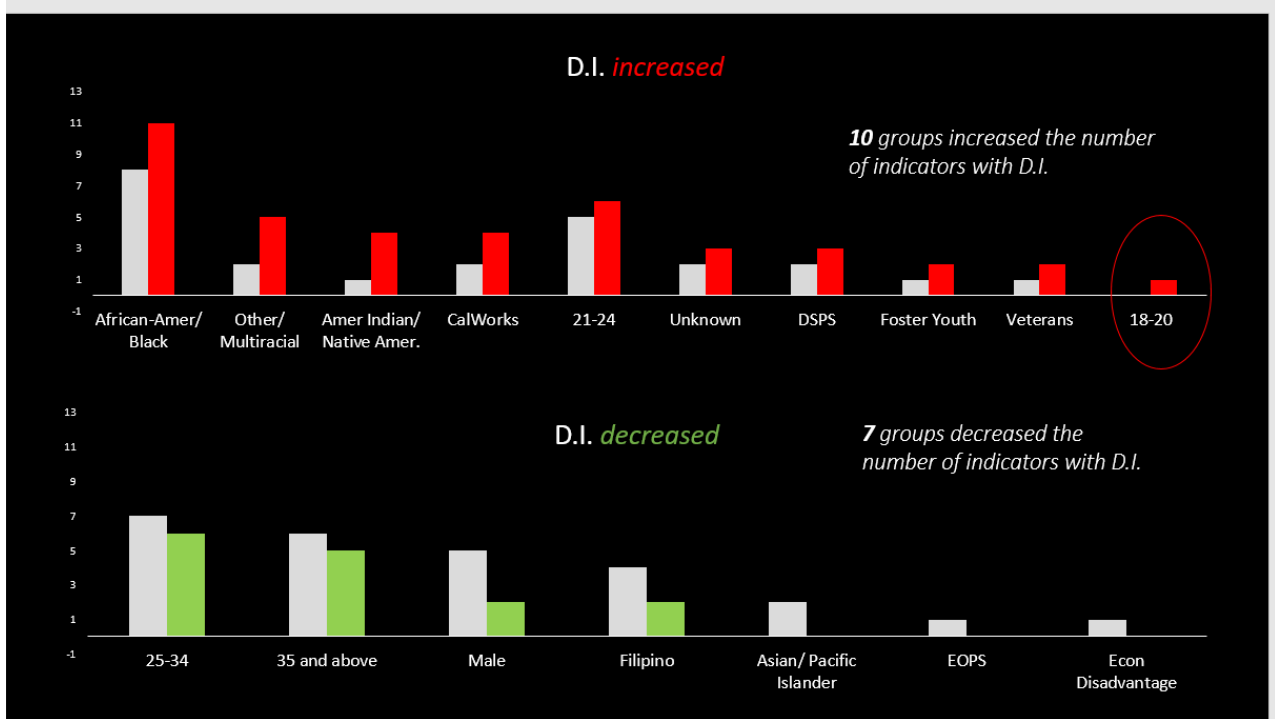
**4. Break (10 minutes)**

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5. Setting the Stage (30 minutes)

- a. Equity Heat Map (Preeta) – PPT available in “June 2018” folder in Canvas.

Summary of Changes in Disproportionate Impact: 2015 (Cohort 2008/09) to 2018 (Cohort 2011/12)



- b. Guided Pathways Plan Overview (Denee and Rebecca)

### Chancellor’s Office Guided Pathways (CCC GP)

- Open to all 114 CCCs
- Five years to implement/ \$150M allocation system-wide
- IEPI workshops supporting the application
- Key Performance indicators to measure progress

College ID	Total 5 Year Allocation	Year 1 (25%)	Year 2 (30%)	Year 3 (25%)	Year 4 (10%)	Year 5 (10%)
College of the Canyons	1,507,318	376,829	452,195	376,829	150,732	150,732

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Key Element	Scale of Adoption			
	Pre-Adoption	Early Adoption	In Progress	Full Scale
Inquiry	1. Cross-Functional Inquiry	X		
	2. Shared Metrics		X	
	3. Integrated Planning	X		
Design	4. Inclusive Decision-Making Structures	X		
	5. Intersegmental Alignment	X		
	6. Guided Major and Career Exploration Opportunities	X		
	7. Improved Basic Skills		X	
	8. Clear Program Requirements	X		
Implementation	9. Proactive and Integrated Academic and Student Supports	X		
	10. Integrated Technology Infrastructure	X		
	11. Strategic Professional Development	X		
	12. Aligned Learning Outcomes	X		
	13. Assessing and Documenting Learning	X		
	14. Applied Learning Opportunities	X		
<b>Overall Self-Assessment</b>	X			

## CCC Guided Pathways Self Assessment

Area of Focus	Proposed Activities	Anticipated Resources Needed
Inquiry/Design: Cross-functional inquiry, shared metrics, and inclusive decision making	<ol style="list-style-type: none"> <li>Support inquiry and cross-functional teams with relevant data</li> <li>Increase Tableau data visualizations to meet needs of faculty and other stakeholders</li> <li>Hire Data Coaches (in conjunction with Career Education resources) to help inform planning for departments, schools and eventually meta-majors and success teams</li> <li>Embed student voice with focus groups, surveys, select classroom activities.</li> </ol>	Tableau costs for contractor Data coaches Inquiry group stipends
Design: Guided Major and Career Exploration	<ol style="list-style-type: none"> <li>Support work of (IE)<sup>2</sup> group on Early Career Exploration</li> <li>Possible use of My Majors or other career education software</li> </ol>	Stipend for work group leaders Possible Software costs
Design: Clear Program Requirements	<ol style="list-style-type: none"> <li>Support work plan of Mapping and Meta-Majors group</li> <li>Support department chairs and deans in crafting map elements</li> <li>Create visually interesting meta-majors and maps</li> <li>Involve students to support the work (Santa Monica College model)</li> </ol>	Stipend for work group leaders Stipends for faculty work teams Designer: TBD—could this be done with GMD faculty and students. Student workers: paid from BSSOT grant—no cost to Pathways

## CCC Guided Pathways Work Plan

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Area of Focus	Proposed Activities	Anticipated Resources Needed
Implementation: Proactive and Integrated Student Supports	<ol style="list-style-type: none"> <li>1. Examine new models for cross-functional, high-touch student support (i.e. success teams, completion teams, etc.—Bakersfield College Model is one)</li> <li>2. Support Inquiry into ways to generate more integration and re-visioning of supplemental learning and/or other learning support services.</li> <li>3. Support work of Early Retention Solutions (Early Alert) work group</li> </ol>	Stipends for work group leaders Inquiry group stipends Early Alert software solution
Implementation: Integrated Technology Structures	<ol style="list-style-type: none"> <li>1. Hire external consultant for website revision and redesign based on research, inquiry and broad stakeholder input.</li> <li>2. Stipends for Web Committee members to meet ad hoc over summer to review consultant findings</li> </ol>	Consultant fees Stipends for web committee
Implementation: Strategic Professional Development	<ol style="list-style-type: none"> <li>1. Support cross-functional inquiry (classified, faculty, administrative) opportunities for ideas above.</li> <li>2. Support "field trips" and conferences to investigate new models for supporting student success and completion (i.e. trips to Sierra College, Skyline, etc.)</li> </ol>	Conference, guest speaker and field trip costs
Total Year One funds: \$376, #29	Additional Cost Items: <ul style="list-style-type: none"> <li>• Reassigned time for Senate GP Liaisons</li> <li>• Benefits for stipends and reassigned time</li> </ul>	

## CCC Guided Pathways Work Plan

### Priorities for Year 1

- Design Team for Meta-majors (faculty leads—reassignment and stipend): \$180,000
- Professional Development: \$40,000
- Website: \$85,000
- Data Visualization and Coaching: \$35,000
- (IE)<sup>2</sup> Support: \$35,000
- [Guided Pathways Plan in Nova](#)

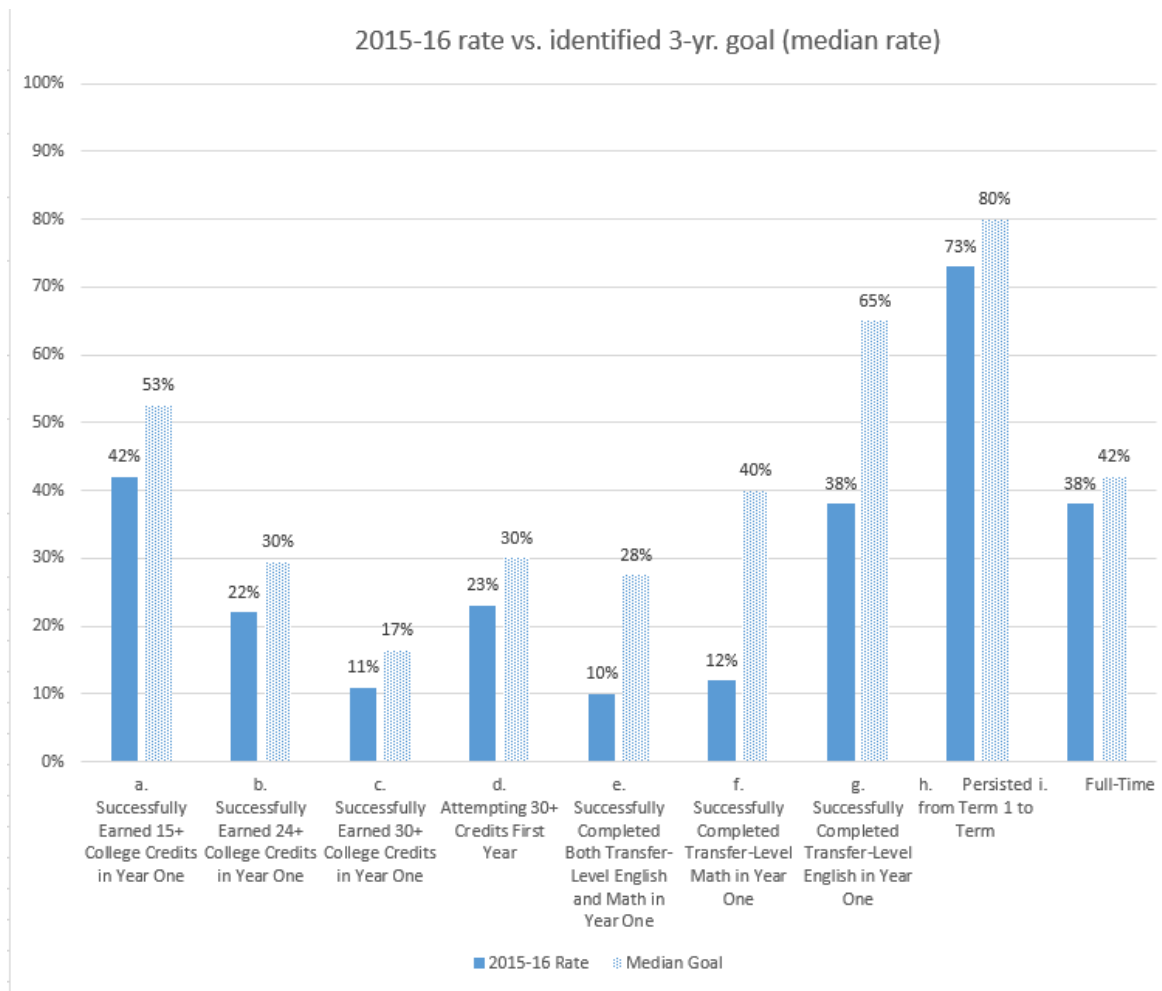
- c. System Vision Goals (discussed within KPI agenda item). For more information visit <https://californiacommunitycolleges.cccco.edu/Portals/0/Reports/vision-for-success.pdf>.

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6. Key Performance Indicators (KPIs) **45 minutes** (Daylene)

- a. Presentation of KPIs (15 minutes) – Presentation available in “June 2018” retreat folder in Canvas.
- b. Goal-Setting Discussion (30 minutes; 15 minute table discussion and 15 minute report out)
  - i. What should the 3-year goals be?
  - ii. How do these goals align with the vision goals?

(Summary of Proposed Targets: Median Proposed Rate vs 2015-16 baseline for First-Time Ever in College Students) – detailed tallies available in the “June 2018” retreat folder in Canvas.



7. Break **(10 minutes)**

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8. Assessment of Current Efforts and Workgroups (**45 minutes-Jasmine**) – PPT summary available in the “June 2018” folder in Canvas.
- a. Table Discussion (30 minutes)
    - i. What workgroups should continue in 2018/19?
    - ii. Should any workgroups merge?
    - iii. What new workgroup(s) are needed to meet Canyons Completes goals?

- b. Report Out and Vote (15 minutes - Mike)

***What we heard today***

- Meta- Major Design Teams
- Career Assessments
- Assigning counselors to students in specialized areas
- Having a mentor, connection, or person they know they can contact
- Learning about special programs early
- Developing a path / MAP
- Encouraging our students
- External forces that are affecting our students
- Professional Development
- Communication between CCC and 4 years (CSU/UC/Private schools)
- Streamlining the information for students
- Evening Classes for working students - Scheduling for those that work
- Classes like “Intro to Health Professions” for students who don’t know what they want to do.

***Brainstorming for 2018/19 Workgroups***

- Structure around meta-majors – Student Success Teams\*\*\*\*\*
- Information to students and employees (in a way they want to hear it when they need it)\*\*\*
- Workgroup specifically on Student Services as a whole
- Workgroup on the whole person based on external forces on students. Finding resources for students and getting those resources to our students. \*\* (this may fall under early alert in conjunction with Student Success Teams)
- Have a HUB a location where students can get information, additional support, etc. Including on-boarding. Before orientation. Have faculty be in there to help students(EOPS for all)\*\*
- Career Exploration class in the meta-major (could be part of the meta-majors workgroup)
- Professional Development - specifically around Ensuring Learning Pillar
- Professional development plan for each workgroup
- Have deliberate conversation – diversity of thought
- How to fit all 4 pillars into one pillar working for our students.
- Student employees training and professional development

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- Having centers for specific types of students to feel like they belong and gather. (EX: Images on our programs, represent our students, subtle messages to our students, spaces for our students) Like how MESA and EOPS have centers.
- Clarifying the pathways for students- all employees saying the same thing and ensuring the information is accurate to all students.

\*Asterisks represent number of groups echoing the comment.

9. Closing remarks (Design Team)

- a. The committee will finalize changes to the workgroups and KPI targets at the September 11, 2018 meeting.

**Committee Materials now on Canvas**

**Next Meeting:** Regularly scheduled meeting (September 11, 3-5pm in CHCS-201)

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