



**College of the Canyons**  
**Institutional Effectiveness and Inclusive Excellence (IE)<sup>2</sup>**  
**Steering Committee - Meeting Minutes**  
**Oct 13, 2020, 3:00-5:00pm**

**Welcome and Introductions**

**Cultural Celebrations**

- “Muslim Appreciation Series- Part I: An Introduction and Overview of Islam”  
Friday, October 9, 2020 - 8:30 A.M. to 9:30 A.M.
- 2020 Latinx & Hispanic Heritage Cultural Festival, October 12-15, 2020  
(Over 16 sessions on cultural & linguistic topics, M-TH, afternoon 3-7p.m.)  
Event Calendar: <https://www.canyons.edu/academics/languages/events/>
- Equip, Empower, ENOUGH! Domestic Empowerment During COVID-19  
Monday, October 12 - 1:00 P.M. to 2:30 P.M.
- Coming Out Day, October 11 – contact Flavio Medina-Martin for additional resources.

**What is the Guided Pathways framework and how is it contextualized at COC?**

- 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



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**What are the Design Principles used to Redesign Student Experiences at COC?**

- 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.

**Recap of the CAGP 1.0 Virtual Site Visit and Next Steps**

Poll results and top item from list of 3 action items identified:

- Onboarding and Orientation – Figure a way to do triage for students – a live chat feature available when students need it. (81%).
- Build out future students on our website (10%)
- Staff having resources of what offices are available, when, and how students can resource them. (6%)
- Screening for Basic Needs – Use the Promise on boarding system as an example of potential for what we could do for all incoming students. Currently there are about 1,400 Promise students. About 2,500 incoming students per fall do not receive the same level of detail (39%)
- Referral system combined with a follow-up system that is available to all staff members. Commitment to do the follow-up. (32%)



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- College success or Counseling course in the first semester. This is a common strategy that could be employed on campus. If non-credit there would not be a fee or potential impact on GPA (26%)
- Early, Intentional Involvement in Meta Majors Communities – Expand project-based learning experience through existing student clubs and the Student Success Team focused on our African-American/Black students. (35%)
- Design a tool to match faculty interested in participating in a project-based learning experience with other faculty/disciplines (23%).
- Add a question to the Assessment questions to gather interest in participating in an Integrative (project-based) learning experience (23%).
- Survey faculty to assess what they think project-based learning is, what are they doing around this topic, what are the tools they need to do this work – Fall 2020 (16%).
- Course Scheduling – Department Chair Coordination accomplished through an annual scheduled retreat and one-year scheduling. Purpose would be for Chairs to identify interdisciplinary courses and programs they can build into their own course schedule planning (58%).
- Explore 5, 5, 5 scheduling further. Diverse accelerated instruction (42%).

**Engagement in Supporting Student Success and Improving the Student Experience: Large Group Discussion**

What drives you and keeps you going with the Canyons Completes (Guided Pathways work)? What's your "why"? What role can each of us play in this work from where we serve in the college? What do you need to feel more connected and plugged into the Pathways work?

- I want to pay it forward, back to my community where I grew up.
- There's nothing more fulfilling like giving back to my students.



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- I want to see my students succeed and advance, and I want to help them succeed. If there are things that we can do as an institution to make things clearer and remove barriers that don't need to be there, we must do it.
- We have the perfect platform to help enrich the student's life.
- I have been given lots of opportunity and feel obligated to give back and help usher student of color.
- We care deeply about one another and about our students. We work to address needs and find new ways of supporting and learning and growing. We are solution-oriented, hard-working, and passionate, and that makes for some amazing work and opportunities ahead.
- Education changes everything. I was a community college student and it paved the way to multiple opportunities.
- My "why" is to have it all connected together. As a community college student, I didn't know/have a goal. I was in college because I knew it was what I was supposed to do. I didn't know where I wanted to end up. I took 4 years to get through community college. I know this is the experience of a lot of students. It's a frustration for them and sometimes of feeling of defeat. It's a demotivator. So that's my "why". To help them get to where they want to get to.
- and I want to find ways to make the pathway for our students easier, fewer obstacles (particularly institution/system created), take the mystery out of succeeding in college, particularly for first gen/underrepresented/low socioeconomic/special pops like foster youth (like me)/etc. Higher education should NOT just be for those who are "college ready".... we need to be student ready.

**Breakout Room Report Out**

- Building Connection to Our Campus Community: How do we engage classified staff, faculty, managers/administrators and students in the Canyons Completes (Guided Pathways) efforts?



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- Importance of faculty mentors.
  - Remind ourselves to listen to ASG.
  - Different school/college departments need to coordinate and collaborate together to provide advisement to our students
  - Discussions about design and engagement.
  - How do we get the Guided Pathways information out there and whose role is it to spread the word?
  - Provide opportunities for and encourage students to connect with and support each other (connected, nurtured, engaged)
  - It is a balance of challenge and support. Need to provide the support to help our students reach their fullest potential.
  - We talked a lot about importance of connecting students to career possibilities which is #1 finding on RP Group study on Student Success Factors.
  - Ask students about their educational and career goals (directed) By asking students why they are in college and what their major is, you let them know you expect them to have a reason for enrolling in postsecondary education.
  - Deficit mindset is when we look at problems rather than potential, think we need to look at how can we build on existing strengths.
  - HUB changed their concept, they are not just career counseling – they have moved to general counseling.
  - MESA has been doing Guided Pathways for years. We need to capture students and guide them for success.
  - MESA is the ideal Student Success Group and now that is our next step to institutionalize.
- Building Connection to the Campus's Call to Action – Climate: How do we build an inclusive community through open and honest dialogues?
    - Include everyone who wishes to be included regardless of position.



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- Open and Honest dialogue through various modes of communication, use different ways to communicate to different "types" of people.
- The question is how to involve others, bring in a broader representation of campus folks. Engage more voices into the mix.
- Every person that works on the campus checks in with students and welcome they why are they here.
- Sharpening sense of empathy, to ask open ended questions.
- All of us in this room, we do these things, need to get it “en masse”, scale up the empathy and check-ins.
- COVID is going to disrupt education, there have to be other dynamics of engaging students, we need to be intentional.
- We can never assume what students are going through. Especially now.
- Examine trauma and other historical factors that have affected our students.
- “3 out of my 5 professors aren’t as engaging partially due to one professor not being familiar with an online ONLY method. it’s a very trying time for everyone, I think.”
- Make it safe to fail, be a ‘warm’ demander.
- We see the same faces in various places. How do we motivate faculty to get involved?
- Hearing personal journeys in the classroom
- Different communication styles.
- Add the “Why” to all meeting agendas.
- Doing Roundtables for Students of color, roundtables homeless and foster youth through RISE, give students a platform for students to tell us what they need.
- Include more students in these dialogues, value their input
- Let’s start with open declaration of “Black Lives Matter”—an open statement...is there a fear?
- Survey students on their needs (e.g. from Career Support Services)



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- All staff members receive diversity training.
- I would really benefit from an ASG pre-built module that I can import into my Canvas classes that would inform students.
- How can we make better connections across campus to better the student experience? Informing ourselves of the existing resources.
- We don't know what all's out there, how do we connect students to resources.
- Import modules as resources in Canvas Commons.
- Build trust and accountability.
- Be intentional and inquisitive.
- Students need guidance, not diagnosis.
- Students are resilient, dynamic, intelligent and developing a relationship with a student go a long way.

**Creating Our 2020/21 Priorities**

- Canyons Completes Priorities
  - Canyons Connects
  - Equity Minded Practitioners
  - Anti- Black Racism work
  - Student Success Teams
  - Multicultural Center
  - Diversity Talks
  - Program Mapping
- CAGP #1 - Priorities
  - Onboarding and Orientation
    - Triage – Live Chat Option
  - Identifying and screening for basic needs
    - Promise "Bootcamp" for all students
  - Early, Intentional Involvement in Meta Majors
    - Expand Project-Based Learning
  - Course Scheduling
    - Department Chair Annual Retreat



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- Today's Breakout Sessions
  - Building Connection to Our Campus Community
  - Student perspective needed – what they need from us.
  - Departments to collaborate – when giving advisement to students about the workforce.
  - What role can you play – what role do you want to do.
  - Design of engagement – messaging to the needs of the individual.
  - Identify what people are doing and enhance that to reach more students.
  - Building Connection to the Campus's Call To Action
  - Mode of communication varied
  - Invite in people
  - Scale up empathy
  - Add the why component to all meetings

**Preview of November and February Meetings**

November 10, 2020 Meeting:

Connection of (IE)² committee work to Student Equity & Achievement, Local Goal Setting, Call to Action, Scale of Adoption Assessment (SOAA), California Guided Pathways (CAGP) 1.0 and 2023 projects, Caring Campus, Mental Health/Well-Being Resources (primarily staff focused – in development)

February 9, 2021 Meeting:

Integrative Learning - Please refer to the meeting agenda for ways you can learn more about integrative and project-based learning.

**Next Meeting**

- November 10, 2020, 3:00pm-5:00pm