

College of the Canyons
Institutional Effectiveness and Inclusive Excellence (IE)²
Steering Committee

Agenda
May 8 2018
CHCS-201
3-5pm

From Dialogue to Action

1. Welcome and Introduction of New Members (Mike W. 5 minutes)
2. Wrap up activity from April meeting (20 minutes)
 - a. Please refer to meeting minutes for a summary of what the table groups came up with at the April 10th meeting.
 - b. Key takeaways from work group leads
 - i. Notifications (Jasmine)
 1. Positive phrasing
 - ii. Curricular Mapping and Meta-majors
 1. Dual path with curricular mapping and meta-majors
 2. Ensuring that a wide variety of student voices are heard
 3. Ensuring that noncredit career exploration is available
 4. Trainings to facilitate focus groups
 - iii. Career Exploration
 1. Offering more services to part-time students
 2. Interest cards on website by major
 3. Santa Monica College advised us to be careful with how we reach out to disproportionately impacted groups. The African American/Black students felt victimized by the recent efforts to outreach to this population. Jeffrey Forrest suggested that we partner with faculty with a high proportion of African American/Black students
 - iv. Early Alert & Intervention
 1. Canvas is a closed system so it doesn't fit within the framework for the Early Alert & Intervention System
 2. Re-Entry: How can it be integrated?
 3. Phase-in process is being considered
 4. There's synergy with Peer Check-Ins and Notifications/Communications work groups
 5. Paul has asked other institutions if students felt like "big brother" was watching
 6. Centralized location for peer support
 - v. Peer Check-Ins
 1. Establish a leadership academy to train student leaders (customer service, how to unpack a question, types of services on campus)
 2. Peer advisors are reflective of student population – looking at recruitment efforts

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- vi. Noncredit
 - 1. Biggest obstacle – students can't afford to transition to credit. Idea from Mt. Sac (Mirroring – noncredit students sitting with credit students. Students can pay the fees later to get credit.)
 - 2. Working to help students get on a “path” through the noncredit onramp.
 - 3. Noncredit can also be used to help students stay on the path. How can it be a companion to support students in credit courses?
 - 4. Trying to understand the demographics of noncredit students (we can look at NC.ESL and GED but we don't yet know about the new population).
- 3. Highlight of GP survey results – 35 minutes
 - a. Presentation of result highlights (15 minutes)
 - b. Report out of key takeaways from table discussions (10 minutes)
 - i. Need to look at the employee data results compared to the students results.
 - ii. Clarifying Path (components) must be clear to all employee groups.
 - iii. Front line staff (low agreement) with employment and program mapping questions.
 - iv. A lot is packed into question prompts. We may need to unpack the statements to better understand perceptions (focus groups)
 - v. Surprised by number of students who agreed they know their path (focus groups)
 - vi. Need to survey noncredit
 - vii. Who is on financial aid?
 - viii. How long have the students been enrolled?
- 4. Activity – Developing a Flowchart for First-Time Students (California Guided Pathways Institute #4). 60 minutes
 - a. This activity will record each step (focusing on non-special populations)...
 - i. From the student's first showing interest in your college...
 - ii. Through her/his/their pre-enrollment activities...
 - iii. Into and through the first semester of classes
 - iv. Ending in enrollment for the second term
 - b. Guiding questions
 - i. Contact points with students prior to enrolling at the institution – What information is provided? When? Through what modality (online, in-person, both)?
 - ii. Detailed steps of the intake process including initial advising, placement, orientation and schedule development
 - iii. Steps whereby students learn about career options, academic programs and transfer opportunities
 - iv. Academic and student services interventions during the first semester and the triggers for these interventions – Are they for all students? Students

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who are not making satisfactory progress? For successful students?
Embedded in courses?

- v. Process for schedule development for the second semester – When and how is this done? With what assistance (if any) from the college and by whom?

c. Report Out:

From the students first showing interest in your college...

- Outreach (career counselors in high school)
- Online application
- FYE (FYP)
- New student webpage and new student checklist (in person)
- Peer advisor info station
- Webpage (general)
 - Concern that is too much information on site
 - Confusing more than directive
- New student folder
 - Includes check list
 - Terms are not uniformly used and unclear
- Limited participation in new student advisement
- Direct contact of faculty, staff, and administration
- How does ESL encounter new students?
- Not sure how students learn about career opportunities
- Phone/web/counter, in community, athletics, ex: events, outreach, old marketing material
- Application
- Special programs/refer to web
- Counseling
- New/continuing student steps
- Placement/Transcripts
- Orientation
- Workshop/ed plan
- Registration
- PAC event attendance
- No mobile app/website is not user friendly
- Unaware of assessment and ramifications
- Online orientation is lengthy
- COC is second choice possibly perception “College of the Crayons”
- Beautiful Campus
- Word of mouth referral
- Consistent HS presence

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- Word of mouth
- Marketing
 - Movies
 - Pandora
 - Snapchat
- Recruit
- College to career day
- Community ed
- Campus community events

In between

Pre-enrollment advising, campus tours, career coaches in the high schools, info sessions (parents and students)

Through his/her/their pre-enrollment activities...

- Application for admission
- Welcome email
- Assessment
- Orientation
- New student advisement
- PAL
- Veterans – Apply for Veteran Benefits
- Campus tour
- Counseling
- Financial Aid
- MAP
- Peer advisors
- Special population additional steps needed
- Shop for a major
 - Explore, looking at Career Center, questions about services or steps
- Check our costs, programs, library
- Info from friends, family, rate my professor
- Events
 - Fast Fridays
 - HS Senior Day
 - Summer Rush
- Website
 - New student website

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- The don't know what they don't know
- Maybe feel overwhelmed
- Wait and hurry up
- Figure out multi-campus local
- No human contact

Into and through the first semester of classes

- Work responsibilities
- No identified career goal/educational goal
- Transportation
- Not checking their My Canyons email or canvas notifications
- Unaware of campus resources
- Lack effective study strategies
- Not absorbing info from orientation
- Took or taking too many or too few units
- Time management/college expectations
- Not enough support in their second semester
- Effective communication with faculty
- Searching for information, asking various departments, bookstore, lines, purchasing
- Resource fair – college to career
- Majorquest
- Parking... still paying fees
- Requisite barriers/submission of transcripts
- Crashing classes/wait list checking
- TLC
- MAP
- My Major events
- Clubs (ASG)
- Student ID card and student development benefits
- Counseling and advisement
- In-class orientations in noncredit classes
- Advisement workshops
- Academic standings (poor)
- ASG computer lab
- Faculty trigger referrals for special populations (DSPS)
- Faculty office hours
- Technology resources
- Welcome center
- First financial aid disbursement
- Financial aid verification process

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- Attending class
- Social network development

Ending in enrollment for the second term...

- October 1 they get their registration date to register for winter and spring
- January 1 (or shortly after) is when they will start registering
- Get assistance
 - Counseling
 - Advisor
 - Website
 - Friends
 - Tutors
 - MESA, EOPS, TLC, Vets
 - Faculty
- April 1 receive their date for summer registration
- Scholarship application and award ceremony
- Academic standing workshops/notification
- Changing their major
- CWEE internships/jobs “My Jobs”
- Career exploration workshops
- Counseling/transfer requirements
- Financial aid application
- Petition for a certificate
- Ed plan revise
- Students are unaware of prereq
- They have to pass the class before they enroll
- Unaware of academic probation workshops
- May use MAP option
- Meet counselor if greater than 15 units
- Enrollment verifications

Takeaways

- Communication is hard
- Website is a big piece of communication
- Events are big to attract students
- Made me realize what a student has to go through
- It seems that we need a way to help students filter information based on user/interest level
- Counseling was on every step
- Student has to repeat steps to stay on the path (categorize one-time versus reoccurring)

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- Nothing currently driving students to career education early on
- There is a lot of info being communicated but no way to simplify
- There are a lot of doors/paths to start students – should there be a way to funnel them?
- Where is CCCApply in all of this? It should be added
- Students have complained about numerous emails sent to their canvas shell.

5. Closing remarks

- a. Completion Exit Survey Distribution – May 9
- b. June retreat and work group leads pre-retreat – June 6
 - i. Work Group leads 10-11am (UCEN-222)
 - ii. (IE)² Retreat 11am-3pm (UCEN-258) – lunch will be provided. Faculty will be paid at the non-instructional rate.

Committee Materials now on Canvas

Next Meeting: Retreat (June 6) / Regularly scheduled meeting (September 11)

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