College of the Canyons
Institutional Effectiveness and Inclusive Excellence (IE)^2
Steering Committee - Meeting Minutes
April 11, 2023 3:00-5:00pm

1. **Welcome**

2. **A Roller Coaster of Legislative Priorities and Implications for Canyons Completes**

AB-928: STUDENT TRANSFER ACHIEVEMENT REFORM ACT OF 2021

- Two parts to this law:
  - Where ADTs for major pathways exist, the bill would require the California Community Colleges, on or before August 1, 2024, to place students who declare a goal of transfer on their mandatory education plans on the ADT pathway if the student has not opted out, as specified, and if such a pathway exists for their intended major.
  - A single lower division GE pathway will be implemented for both UC and CSU systems as of Fall 2025.
- The "singular lower division general education pathway" can be no more than 34 units.
- The Intersegmental Committee on Academic Senates (ICAS) must establish pattern by 5/31/23.
- Tasked with vetting the proposed pathway called California General Education Transfer Curriculum (CalGETC).
  - If not, administrative bodies of CSU, UC and CCC shall establish the GE pathway by 12/31/23

CalGETC Area	Subject	Courses (minimum of 3 semester/4 quarter units)
1	English Composition Critical Thinking and Composition Oral Communication	1 course 1 course 1 course
2	Mathematical Concepts and Quantitative Reasoning	1 course
3	Arts Humanities	1 course 1 course
4	Social and Behavioral Sciences: Two disciplines	2 courses
5	Physical Science Biological Science Laboratory (for physical or biological science course)	1 course 1 course (1 unit)
6	Ethnic Studies	1 course
		11 courses (34 semester units)

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CalGETC Area	Subject Area	CoC Courses Currently in this Area, which is Not Part of the Proposed CalGETC Pattern
N/A	Lifelong Learning & Self-Development: • 11 Programs • 92 Courses	Communication Studies 100, 100H, 235; Counseling 100, 110, 111, 142, 150; Dance (limited to 2 units) 101, 107, 108, 130, 133, 134, 135, 136, 137, 180; Health Science 100, 149, 150, 243; MEA 100; Kinesiology/PE Activity (KPEA) 100A, 100B, 101A, 101B, 102, 103, 105, 106, 107, 125, 145A, 145B, 150A, 150B, 150C, 160A, 160B, 165A, 165B, 165C, 170A, 170B, 170C, 175A, 175B, 180A, 180B, 180C, 185A, 185B, 185C, 195A, 195B, 195C; Kinesiology/PE Intercollegiate (KPEI) 153, 245A, 245B, 250A, 250B, 255A, 255B, 260A, 260B, 265, 270A, 270B, 275A, 275B, 280A, 280B, 285A, 285B, 290A, 290B, 295A, 295B (all preceding PE courses limited to 2 units); Kinesiology/PE Theory (KPET) 200; Psychology 105, 172, 172H, 230; Recreation 101, 103; Sociology 103, 103H, 110, 208, 230, 233.

Proposed Protection of Lifelong Learning Programs (in lieu of upper division requirement)

- If the CSU's agree, students could complete this requirement at either Community Colleges or at the CSU's.
    - This is similar to the current American Institutions graduation requirement for the CSU's
    - It is also similar to the Language Other than English graduation requirement that the UC's will put in place with CalGETC.
- The impact of AB 928 will be substantial:
    - Departments and programs across our campus will be affected, although exactly how will be difficult to anticipate.
    - There will be a significant amount of work to be done to update students, departments, programs, and program maps.
- The removal of Lifelong Learning & Self Development:
    - May heavily negatively impact students of color, many of whom are student-athletes.
    - May likely reduce FTES in a number of departments and programs.
- Considerations:
    - Urge the CSU's to allow for Lifelong Learning & Self Development to be counted as a graduation requirement for students that can be taken at the lower division.
    - Advocate for additional funding that can establish a separate budget line item to fund Athletics in relation to the 50% law formula.
    - Urge the Legislatures to change Education Code 66746(b)(1)(A) which limits local requirements to permit local General Education requirements to be used for ADTs.
    - Consider the inclusion of Lifelong Learning & Self Development into other General Education areas.

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AB-1705: SEYMOUR-CAMPBELL STUDENT SUCCESS ACT OF 2012

- This law requires a community college district or community college to maximize the probability that students will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe.
- For a student with a declared academic goal, the transfer-level coursework satisfies the English and mathematics coursework requirements of the intended certificate or associate degree, or a requirement for transfer within the intended major, within a one-year timeframe.
- The law prohibits a community college district or community college from recommending or requiring students to enroll in pre-transfer level English or mathematics coursework, except under specified circumstances.
- The law authorizes the Board of Governors of the California Community Colleges to establish regulations governing these and other measures, instruments, and placement models that achieve these goals.
- By July 1, 2023, if a community college places and enrolls a student into transfer-level mathematics or English coursework that does not satisfy a requirement for the student's intended certificate or associate degree, or a requirement for transfer within the intended major, the bill would require the community college to verify the benefit of the coursework to the student. [Implications for the ADT in Business Administration 2.0]
- By July 1, 2024, for calculus-based associate degrees or transfer majors in science, technology, engineering, and mathematics (STEM), community colleges shall examine the impact of placing and enrolling students into transfer-level course sequences, composed of no more than two transfer-level courses, that prepare students for the first STEM calculus course, in order to verify the benefit of the coursework to students by showing all of the following:
    - The student is highly unlikely to succeed in the first STEM calculus course without the additional transfer-level preparation.
    - The enrollment will improve the student's probability of completing the first STEM calculus course.
    - The enrollment will improve the student's persistence to and completion of the second calculus course in the STEM program, if a second calculus course is required.
- If the benefit of the coursework is not verified, the college shall not recommend or require students to enroll in that course after July 1, 2025 and shall notify students who continue to enroll in the course that it is optional and does not improve their chances of completing calculus for their STEM program. [Implications for STEM degrees requiring Calculus I where Trigonometry and Pre-Calculus are prerequisites]

- The law requires colleges to apply multiple measures in the placement of all students to ensure that either low performance on one measure may be offset by high performance on another measure or that the student can demonstrate preparedness based on any one measure.
    - high school coursework
    - high school grades
    - high school grade point average
    - self-reported high school information can be used if there are issues with obtaining or using high school transcript data
- Students enrolled in credit courses that desire a noncredit course in English or math may do so if that noncredit course is a support course for the credit course. [Implications for outside disciplines]
- By July 1, 2023, a community college shall not require students to repeat coursework that they have successfully completed in high school or college or take coursework that repeats competencies that the student has demonstrated through other methods of credit for prior learning. [Implications for placement]

AB-1187: COMMUNITY COLLEGE TUTORING

- This bill would provide that supervised tutoring for foundational skills and for degree-applicable and transfer- level courses, as authorized pursuant to regulations adopted by the board of governors by July 31, 2023, is eligible for state apportionment funding.
- AB 1187's amendments to the Education Code also directs the Board of Governors to ensure that in the implementation of supervised tutoring, community colleges "are compliant with" the equitable placement requirements for math and English enacted by the Legislature in AB 705 (2017) and AB 1705 (2022).
- Accordingly, the regulatory action requires districts to "give first priority" for supervised tutoring resources "to maximizing the probability that a student will enter and complete coursework in English and mathematics within a one-year timeframe of their initial attempt in each discipline that satisfies a requirement of the student's intended certificate, or associate degree, or a requirement for transfer within the student's intended major."
- Districts shall not claim state apportionment for supervised tutoring services that is being paid from state categorical funds.
- Student tutors must successfully complete training in tutoring methods, and the use of appropriate written and mediated instructional materials, including supervised practice tutoring. This requirement may be waived by the chief instructional or student services officer on the basis of advanced degrees or equivalent training.

- Student tutors may be paid for their tutoring services but do not receive academic credit.

ZERO TEXTBOOK COST (ZTC) DEGREE GRANT PROGRAM

- The ZTC Degree Grant Program was established in 2016 to reduce the overall cost of education for students and decrease the time it takes students to complete degree programs offered by community colleges.
- The Legislature initially invested $5 million in this pilot ZTC Program, where under the leadership of James Glapa-Grossklag, COC served as one of the Technical Assistant Providers (TAPs) that supported colleges.
- The Budget Act of 2021 subsequently appropriated $115 million for our system to further:
    - Develop long-term goals for the overall ZTC Program in alignment with the Vision for Success goals and recommendations of the Burden-Free Instructional Materials Task Force
    - Deploy a needs assessment for grantees
    - Develop and award subsequent ZTC Program grants for planning and implementation
    - Develop and deliver training and support to grantees
    - Establish processes for data collection and evaluation of grants and the ZTC Program as a whole.
- James Glapa-Grossklag is anticipated to be approved by the BOG and our Board of Trustees to be on 50% reassignment as Project Director to lead this statewide work for the next few years. He will continue his duties at COC while working remotely to support the statewide ZTC Degree program.

3. **Meeting Students Basic Needs, Fostering a Sense of Belonging and Centering Diversity and Equity in Instruction**

<u>Multicultural/Intercultural Center</u>
"How" We are Fostering a Sense of Belonging on Campus

- Campus centralized efforts for IDEAA-related Events/Dialogues/Celebrations
    - Cookout and Scavenger Hunt
    - Jazz Ensemble
    - Celebrating Women's History Month In-House Partnerships
    - Foster Youth
    - Faculty
    - Classified Staff
- ICC-sponsored prof dev opportunity for campus community (students, employee groups, campus community)

  - Diversity Talks
  - Perspective on Diversity
  - Classified Professional Development Week
- Community/Engagement/Collaborations with outside COC Resources
- Enrich and support Anti-Racism Speaker Series Campus Efforts
- Supporting and providing leadership for the Undocumented Resources Center (URC)
- Leading through various committee focus, dialogues, and actions
  - Cultural Diversity Advancement Team
  - Equity Minded Practitioners
  - Multicultural Advisory Group
- Engage and manage the day-to-day operations of the ICC (Advocacy, Program Support, Campus Resources, Staff operations, Cross-functional campus collaborations, Marketing, Tracking Student Engagement/Program Evaluation)
- Support, Promote, and Highlight Alliance/Affinity campus efforts on campus

BaNC Presentation

To inform the planning of the Basic Needs Center, in 1029 Institutional Research, Planning and Institutional Effectiveness deployed a survey to College of the Canyons students.

The aim was to assess the basic needs of the students including: housing insecurity, food insecurity, transportation insecurity and financial insecurity as well as assessing the level of social support and general demographics.

- 2,571 students responded
- 821 stated they experienced some form of food insecurity
- 5.1% self-identified as having been homeless
- 21% reported a lack of transportation
- 25.8% reported a lot of concern about how they are going to pay for tuition

Senate Bill 129

The COVID pandemic has exacerbated existing inequities, compounded basic needs insecurities for many students and further hindered student's educational success. Each California Community College campus was mandated to establish and expand a Basic Needs Center to provide holistic, comprehensive basic needs services and resources to students.

BaNC Mission Statement

Address the basic needs gaps college of the Canyons students have and assist them with access to both on campus and community resources to help them flourish in their journey towards academic success and self-sufficiency.

BaNC Services and Resources

- CalFresh/Medical Aid
- Computer Loan Assistance
- Food Pantry/ Grab and Go/ Meal Vouchers
- Transportation assistance
- Emergency/ Grant Relief
- Clothing
- Housing Assistance
- Internet/ utilities assistance
- Book Vouchers

Visual and Performing Arts

Integrating IDEAA into Art Gallery & Performing Arts Center

- This Spring 2023, 2 extraordinary artists on exhibition, both very young artists emerging in their field here in Los Angeles. Rhombie Sandoval is a photographer and storyteller, and her work specifically investigates connection and themes linked to one's identity and location. William Camargo is the founder and curator of the Latinx diaspora archives, which is an archival Instagram page that elevates communities of color through family photos, and his work also interrogates and investigates the impact of gentrification on communities.
- Our performing art seasons will continue to work to diversify the artists that present on the PAC stage.
- We're also working to include master classes as part of the programmatic offerings.
- The School of Visual & Performing Arts at College of the Canyons is pleased to welcome Artist-Scholar, Dr. Ibby Cizmar to our campus this week (April 10-14). We hope you will join us on Friday, April 14 at 2pm in the Performing Arts Center (Mainstage) for The Social Justice Acting Studio: Restructuring the Classroom for Equity and Inclusion. Admission to this presentation & discussion is free, and the content is applicable to disciplines outside of the arts.

4. **CCCCO Guided Pathways Work Plan (Phase 2 Assurance)**

Assurances for Second Round of GP Funding (2022-2025)

Phase 1: Acknowledgement in NOVA by GP Lead (Daylene) -**completed**9/30/22
Phase 2: **Due June 1, 2023**Template for NOVA Guided Pathways Workplan calls for assessment of Guided Pathways progress.

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Plan **Sharing the GP Work Plan with the Campus Constituencies:**

Campus Constituency	Possible Review/Input Dates
(IE)2Committee	April 11 and May 9
Classified Senate	April 11 and May 9
Academic Senate	April 13 and April 27
College Planning Team	April 17 and May 15

Phase 3 (TBA): New round of funding will require a new version of SOAA will be required to be submitted after workplans (Phase 2) are received.

What does the CCCCO GP Work Plan entail and How will it be developed?

- Completion of a new self-assessment of the College's progress on Guided Pathways, including completion of open-ended questions intended to inform plans for progress and institutionalization of GP efforts.
- Development of responses to the CCCCO GP Work Plan template will be collected through constituent input at College Planning Team, (IE)2committee, Classified Senate and Academic Senate.
- Local Goal for Drafting the CCCCO GP Work Plan -draft responses that will lead to meaningful input into the revision of the College's Canyons Completes Action Plan with intentional integration of other plans, including Strategic Plan, SEA Plan, Integrative& Project-Based Learning, etc.
- Q: What happens if we don't comply? A: The College could be asked to return funds to the CCCCO.

CCCCO GP Work Plan Self-Assessment Areas

GP Pathways Progress by SEA Metric Assessment Levels: Less than 50%, 50-75% and More than 75% Complete	
Question Group	Assessment Prompt
Successful Enrollment	Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successful in the enrollment process.
Persistence: First Primary Term to Secondary Term	Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successful persisting from their First Primary Term to Secondary Term.
Completed Transfer-Level Math & English	Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successfully completing Transfer-level Math & English in their first year.
Transfer	Using a percentage, estimate your college's level of progress advancing local goals related to ensuring students are successful in their transfer to a four-year institution.
Completion	Using a percentage, estimate your college's level of progress advancing local goals related to ensuring students are completing their college journeys.

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Integration Efforts Assessment Levels: Starting Integration, Integration in Progress and Fully Integrated	
Question Group	Question
Student Equity and Achievement (SEA) Program Integration	Using the scale, describe your college's progress integrating SEA Program with Guided Pathways to achieve KPI Metrics.
Associate Degree for Transfer (ADT) Integration	Using the scale, describe your college's progress integrating ADT Program with Guided Pathways to achieve KPI Metrics.
Zero Textbook Cost to Degree (ZTC) Program Integration	Using the scale, describe your college's progress integrating ZTC Program with Guided Pathways to achieve KPI Metrics.
California Adult Education Program (CAEP) Integration	Using the scale, describe your college's progress integrating CAEP with Guided Pathways to achieve KPI Metrics.
Strong Workforce Program (SWP) Integration	Using the scale, describe your college's progress integrating SWP with Guided Pathways to achieve KPI Metrics.

Upcoming Opportunities to Provide Input

Constituent Group/ Committee Meetings

Campus Constituency	Upcoming Review/Input Dates
(IE)^2 Committee	April 11 and May 9
Classified Senate	April 11 and May 9
Academic Senate	April 13 and April 27
College Planning Team	April 17 and May 15

GP Work Plan Open Hours

Location – In Person (Zoom upon request)	Upcoming Review/Input Dates
Canyons Hall-201	April 20 | 3-4:30pm
Canyons Hall-201	April 27 | 3-4:30pm
Canyons Hall-201	May 4 | 3-4:30pm

5. **California Guided Pathways (CAGP) 2.0 Institute #4 Team Takeaways**

Institute #4 Focus- Teaching and Learning as a Key Strategy to Ensure Equitable Student Outcomes

- Establish an institution-wide commitment to equity-minded, asset-based teaching.
- Address obstacles for advancing racial equity in Guided Pathways design and explore its connection to teaching & learning.
- Identify strategies for building people capacity surrounding the teaching & learning function to achieve equity goals.
- Understand how and to what extent students experience teaching and learning at the college.
- Strengthen college work to incorporate effective teaching practice & student engagement throughout the student lifecycle at the college.

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- Develop a college strategy for student engagement integrating experiential/applied learning and other active/collaborative learning approaches to enhance instruction and student success in courses across programs of study, focusing specifically on having colleges ensure that racially minoritized students experience these high-impact practices.
- Establish the importance of ongoing assessment of programmatic equity with disaggregated student outcome data.
- Promote development of program-level learning outcomes aligned with the requirements for success in employment and further education in a given field; apply results of learning outcomes assessment to improve instructional effectiveness.
- Describe the importance of the physiology of equity on student learning and formulate strategies for mitigating the negative effects of the physiology of equity.

Grounding Inquiry into Equity-Based Teaching & Learning in the Student Experience: Student Panel

Best Learning Experience:

- professor gets to know us, knows our names, uses different ways to engage the students
- professor doesn't move on until everyone understands; always ask if students need help
- embracing professor, engaging, easy to talk to, very welcoming environment
- faculty member was very supportive and understanding
- Black Perspective of U.S. History – intersectionality was a new term that ignited passion in one student

Worst Learning Experience:

- Online didn't get responses in a timely way like an in-person class
- experienced the most struggle in online classes without Zoom meetings
- Graduated HS in 2020 and started Fall 2020 online. Many instructors online didn't teach. They just assigned a lot of homework.
- "You get that look like what are you here for" when going into a support services office.
- A couple of professors gave a "don't interrupt until I'm done" vibe when lecturing.

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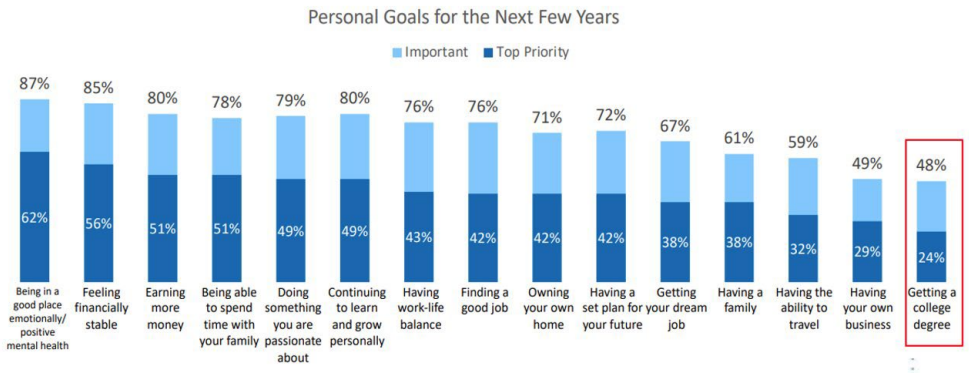
Dr. Aisha Lowe, CCCCO Vice Chancellor

- The Innovation Imperative – education must innovate to keep pace with advances in technology, shifting economic paradigms, modern employer demands, students' evolving needs (psychological, tactical & relational), and an expanding global society.
- CCCCO Shift in Mindset...From "Right to Fail" to "Right to Succeed"
- CCCCO Focusing on fostering a sense of love & belonging, showing unconditional positive regard, being student-centered and assuming institutional responsibility for student outcomes.
- The path to effective transformation is centering students' needs.
- The best way to fight poverty is to empower people through access to quality education.

Top Priorities for Students
https://edgeresearch.com/wp-content/uploads/2022/09/HCM-EDGE-Research.pdf

But when it come to priorities for the next few years, emotional and financial stability top the list, college is at the bottom

EDGE research



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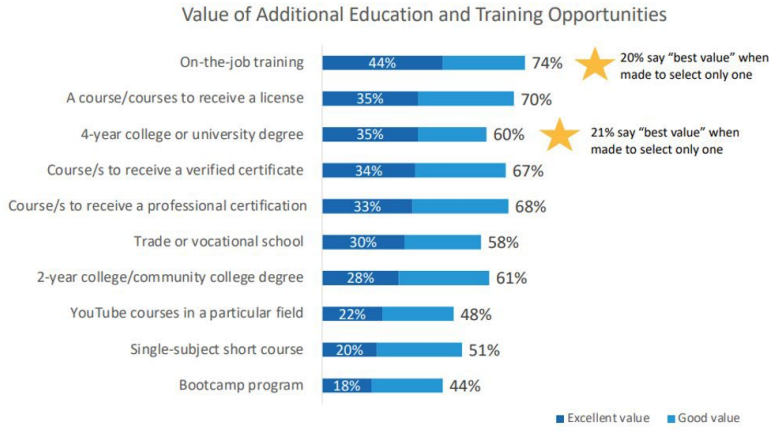
On-the-job training is considered the best value, although just as many choose college when forced to select one from the list



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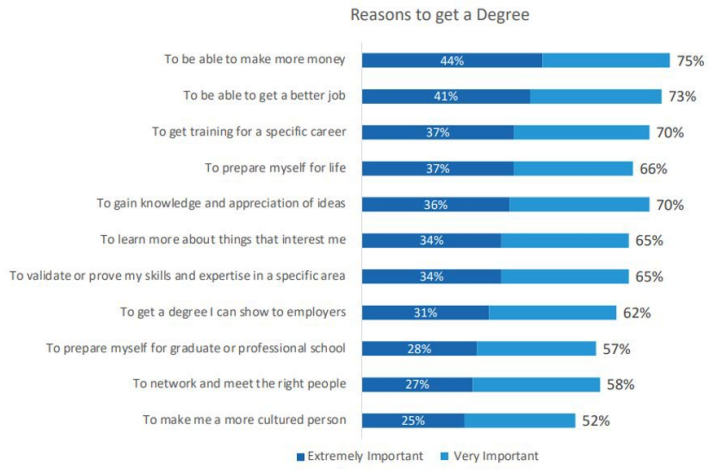
All key subgroups indicate making more money and getting a better job are top reasons to get a degree

- Getting a degree is less about becoming well-rounded and networking.



Respondents who definitely plan to go to college rate all reasons as more important

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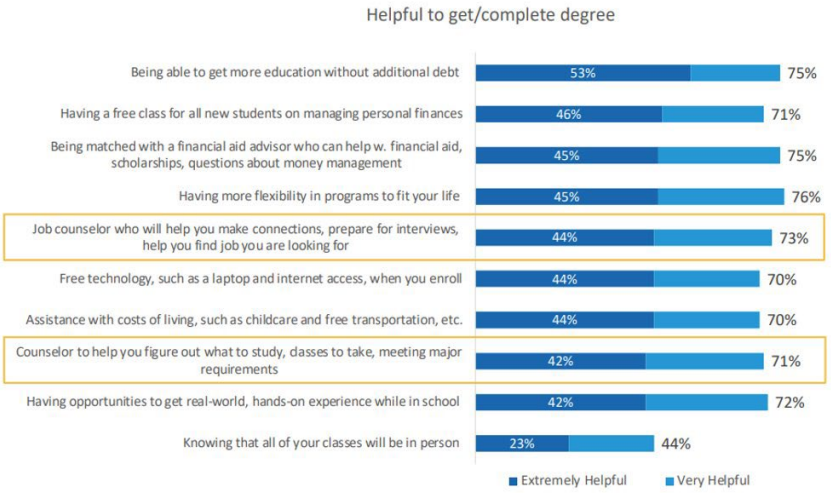
In addition to helping with debt, many of the solutions to help with college receive positive reactions



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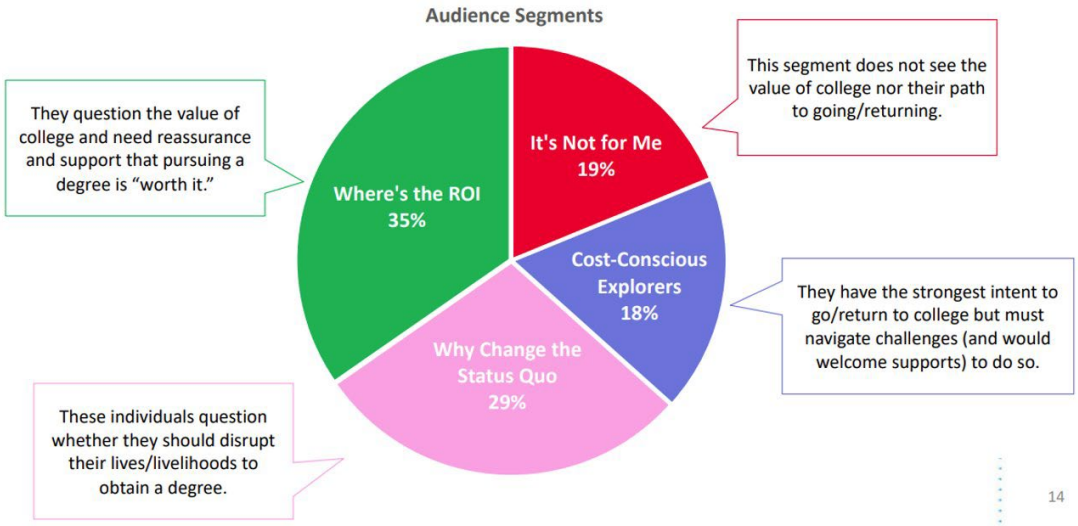
Segmentation Analysis, based on key psychographic variables, reveals targets for supports and intervention



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From Equity Talk to Equity Walk – Dr. Tia Brown McNair

- Equity-Mindedness is about being race conscious
  - In what ways are we normalizing privilege/advantage?
  - How are we designing High Impact Practices so they are not identity neutral?

Obstacles Blocking the Way towards Racial Equity	Equity-minded Response
Obstacle 1: Claiming not to see race.	Understanding race critically.
Obstacle 2: Not being able or willing to notice racialized consequences.	Self-change in response to racialized consequences.
Obstacle 3: Skirting around race.	Saying 'no' to racially coded language.
Obstacle 4: Resisting calls to disaggregate data by race and ethnicity.	Resisting the use of [the Misbegotten] 'URM' ['underrepresented minority'] by disaggregating data.
Obstacle 5: Substituting race talk with poverty talk.	Racial inequality is a consequence of slavery and conquest.

From McNair, Bensimon, & Malcom-Piqueux (2020), Chapt

Top 10 Obstacles Blocking the Path Towards Racial Equity

https://www.hollins.edu/wp-content/uploads/2020/10/McNair.pdf

Obstacles Blocking the Way towards Racial Equity	Equity-minded Response
Obstacle 6: The pervasiveness of white privilege and institutionalized racism.	Remediating whiteness in practices.
Obstacle 7: Evasive reactions to racist incidents.	Calling attention to the saliency of whiteness.
Obstacle 8: The incapacity to see institutional racism in familiar routines.	Self-remediation of routine practices.
Obstacle 9: The myth of universalism.	Being critically race conscious.
Obstacle 10: Seeing racial inequities as a reflection of academic deficiency.	Examining why practices work so much better for white students than for minoritized students.

From McNair, Bensimon, & Malcom-Piqueux (2020), Chapter 2: pp. 18-51

Cuyamaca College: Equity-Minded Teaching & Learning Institute (EMTLI)

- Yearly cohort-based professional development activity
- Participating faculty analyze their classroom data, disaggregated by race and ethnicity, and then make changes to their curriculum and teaching practices using an equity-minded teaching framework.
- Faculty receive their disaggregated classroom data to identify strengths and weaknesses in their current practices, and develop goals to address areas of concern
- Faculty then participate in a series of inquiry and thematic meetings, reviewing inequitable historical practice in education and the California Master Plan, also featuring expert guest speakers and facilitators, designed to give faculty a foundation in the history of educational practice, student capacity and equity-minded teaching.
- https://docs.google.com/document/d/11qEIf2EzMh9EoKU6Ve03rCxVxAOeu0XMGPKuijU42ps/edit

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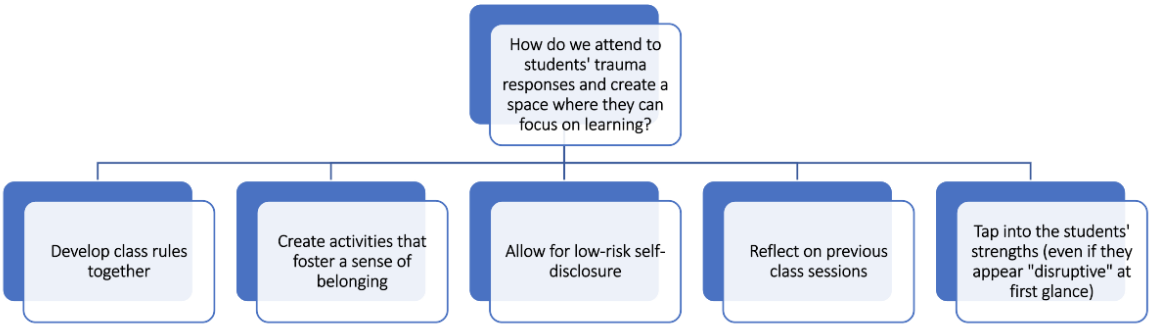
Counteracting the Physiology of Equity with Marginalized Students: Evidence-Based Affective/Non-Cognitive and Experiential Approaches that Work



Team Reflection Questions

https://culturesofdignity.com/

"... the essential worth and value of every human being"

How does the physiology of equity show up at your college? What can be done to mitigate it?

What can be done through professional development to create a culture of dignity at your college?

- Leverage SEA Planning to prioritize required/optional PD.
- Coffee with Colleagues

Identify one or two equity-forward refinements to a current teaching & learning approach that the college can implement to improve the student experience at scale.

- Trauma-Lens Activity
- Low-Risk Self-Disclosure Activity (post-its on wall where students walk to the emotion they feel with the prompts that are read)
- Can we leverage IAC to disseminate important information about equity/IDEAA?
- Secure funding for affinity groups

A new intensive training for new department chairs is in development.

- Explore offering an Equity Retreat immediately following the end of spring term.

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Financial Literacy Intersection with Teaching & Learning (Priya Chaplot and Kelly Karandjee – NCII)

To what end are we supporting student needs so they are equipped to navigate the next chapter when they leave our institutions?

Identify what Black and Latinx students need the most & build services around these needs.

6. Promotion of upcoming events/dialogues

- Update on new grant opportunities Native American Student Support & Success Program (NASSSP) (CCCCO) and Takeoff: Institutional Innovations for College Men of Color (USC Race and Equity Center)
- An Afternoon with Angela Davis | Saturday, April 15 from 3-4pm (ticketed event)

Next Meeting: May 9, 2023 (3:00pm-5:00pm)