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

1. **Welcome**
   - Meeting overarching goal is to prioritize the activities and strategy that were called out in the Student Equity and Achievement plan. We will prioritize our strategy and efforts that are in that plan to help guide our committees' efforts.

2. **Canyons Completes Project Updates**
   - Canyons Cares
     - Accomplishments include: backpack campaign (stuffed with school supplies), hosted financial literacy event called Money Talks, warded 98 graduating students cap and gown packets, expand seed library to Canyon Country campus
     - We will have Michelle Foster, Adult Reentry student at our next meeting
     - Money Talks Part 2, April 12, 11:30am
   - Ujima Scholars
     - Launched a campaign to recruit more students. The purpose of the campaign is to drive people to our website hopefully recruit 10 to 20 students by the end of the semester. Currently, we have about 60 students in the program, and 80 have signed up on the interest list
     - Hosted Scavenger Hunt during the Multi-Cultural Center Cookout last February- Black History Month
     - Networking with the high schools in presentations there potentially altering the intake process to make the onboarding a little smoother
   - IDEAA Share Toolkit
     - During our English Department Skillshare workshop series, our instructors shares their ideas with each other: pedagogical tips, practical handouts, other resources that we can all use to improve our professional capacities. It'll be interesting to see if we could take these Skillshare workshops and make them more universal across campus and multidisciplinary.
     - Through this process, we're hoping to create a repertoire of materials for instructors. We will house resources with pebble pad that can be accessed and used for anyone who's interested in sort of upping their game when it comes to culturally responsive pedagogical strategies and tips in the classroom
   - PebblePad

- - - o Our goal as ePortfolio co-coordinators is to help foster a folio thinking culture on our campus and to encourage the use of ePortfolios to students to:
      - engage with course content
      - evidence/showcase their learning, documenting their future academic and career goals, and expressing who they are
      - reflect on their academic and personal journey
      - self-assess
    - o We also would like faculty and staff to use ePortfolios for professional development and/or to assess students' learning (assignments or Learning Outcomes)
    - o Current Work:
      - Daylene and Alene to use PebblePad as a repository for all the wonderful resources that are gathered for IDEAA Share Toolkit
      - Harriet Happel, Patty Robinson and Paula Hodge to help students use ePortfolios for employment and project-based learning
      - Anne Marenco re: multi-faceted project-based learning assignment
    - o Workshop Info: April 14, 2023, 9am-3pm. #208D Learn How to use sPortfolios to Engage, Reflect & Assess (MENH 340). 6 hours of FLEX or supplementary services payment. Lunch will be provided.
- Program Mapper
  - o Program Mapper is now on the A-Z index on our COC website
  - o Currently working on 25 maps this spring semester

303 maps completed over the past two years!

- 98% of AA/AS, AA-T/AS-T maps complete (130/132 maps)
- 98% of **Certificate of Achievement** maps complete (55/56 maps)
- 98% of **Certificate of Specialization** maps complete (42/43 maps)
- 96% of **Noncredit** maps complete (44/46 maps)
- 85% of Canyon Country Campus Pathway Maps complete (31 complete)

Additional 25 maps in progress in Spring 2023:

Creation Phase: 11 Noncredit Certificates, Cybersecurity, Tooling and Milling COA,

Out for Department Review: IoT Cert, Network Tech AS, CC LAS Humanities (3), CC LAS Social & Behavioral Sciences (3), Noncredit Certs (2), Philosophy AA-T updates

2023-24 Updates: Kinesiology AA-T, Entrepreneurship AA   March 2023

- REACH
  - o Program that looks at data and what we can do for the adult learners and how we can get them high wage-earning jobs
  - o We are focusing on 2 pathways- paralegal and school of business
  - o We teamed up with ARA Adult Reentry Alliance to hopefully find a central repository where we can send students to go to seek student services that they need on campus

- Canyons Connects
    - Starfish (branded as Canyons Connect) is a software that support student engagement in retention through a couple of different functions: Communications function, a calendar function, and early alert, or, as many of you may know it, a progress survey function, reporting function, and some cohort functionality.
    - We have onboarded the TLC and the Banc. They are now actively receiving referrals.
    - We've expanded the use of student attributes.
    - One of the pieces of Canyons Connect is student folder. It's a virtual student folder that has an overview tab where we're able to display student's GPA their next registration appointment days and times, fee holds, matriculation requirements, probation and a number of other things.
    - We've added a probation and dismissal flags as indicators of student status and how things are going, so we can include that in the automated 3 flags rule and use that as part of our assessment for students that may need to do additional interventions.
    - We completed a canvas integration. You can now see Canyons Connect when you log on through single sign on.
    - Added matriculation flags so that we could see if students have completed orientation and assessment requirements on the front end
    - We've increased our early alert support through the counseling office. So, we have additional counseling resources that are following up on those flags and referrals that are coming into the office.
    - Added additional filtering, sorting, and reporting functionality to make it more user friendly for some of the student services areas.
    - We created a number of how to guides for our users to help them create flags, track referrals, close referrals, use the communication functions and use those attributes in reporting tools within the system.
    - Actively working on implementation of calendaring. We are going to be leaving SARS at the end of this spring semester, and so we are in the process of converting 25 different student services departments off SARS
    - We'll be working with Starfish to implement texting.
    - Working with the Math department on building the non-credit math support referrals so that they can seamlessly refer students to those 19 non-credit math classes that have been created for students who need some additional math tutoring or support outside of their credit math classes.

3. **Prioritizing SEA Plan Efforts and Updating the Canyons Completes Action Plan**
   - The purpose of this item is to prioritize strategies/efforts aimed at achieving goals set forth for disproportionately impacted student groups in the 2022-25 Student Equity & Achievement (SEA) Plan. The prioritization will inform updates to the Canyons Completes Action Plan, which highlights what is in place to help us reduce the equity gaps and is aligned with the work happening in (IE)2
   - We put together SEA Activities Matrix to align all the different areas together. We want to make sure that we are showcasing the work we are doing in a very cohesive manner.
   - Resources:
     - 2022-25 Student Equity & Achievement (SEA) Plan
     - SEA Activities Matrix
   - Breakout Room Prompts
     - a. For this exercise, we will review the SEA Activities Matrix.
     - b. The breakout groups will be for each of the SEA Metrics
       - 1. Access
       - 2. Math and English in the first year
       - 3. Retention
       - 4. Transfer
       - 5. Completion
     - c. In your breakout room, please review the Activities that are associated with your SEA Metric.
       - a. Are there any missing?
       - b. What is the effectiveness of the activity using the following method:
         - i.   High Ability/High Impact =4
         - ii.   Low Ability/High Impact = 3
         - iii.   High Ability/Low Impact= 2
         - iv.   Low Ability/Low Impact= 1
         - v.   Not needed = 0
       - c. What areas do you believe will make the greatest impact on the SEA metrics?

Successful Enrollment

Program Activity	Impact/Ability Rating	Next Steps
Program Maps • Building • Promoting	4	Continuing it to promote to students/staff, expanding it beyond instructional services and maintaining it to ensure currency.

Welcome Center • Improving/Updating Orientation • Streamlining onboarding (application, assessment, advising, orientation)	4*Physical Building-High Ability/Low Impact-2- due to location-VAL and competing services. *Online matriculation steps- High Ability/High Impact	Physical space needs to be reimagined/refocused (VAL) and clearly clarified in its services offered districtwide. Ongoing maintenance
Multiple Modalities for Instruction	4	Possibly need to reassess student interest per discipline in regards to modality (i.e. student surveys)
Multiple Modalities for Student Support	4	Investigate more user-friendly systems. Need to consolidate/update enterprise systems.
Promotion of Canyons Promise, EOPS, CalWorks, AAC, Financial Aid, etc.	3	Need physical spaces consolidated in order to streamline and make access to these resources easier.
Areas with potential for the greatest impact on this SEA Metric: restructuring Welcome Center and Student Services locations to be more practical/conducive for student needs especially in regards to access. The priority should be student focused regardless of department/division structure.		

Completed Math and English in the first year

Program Activity	Impact/Ability Rating	Next Steps
Support for students through math and English	4	Use Canyons Connects more
FIGs for how to support students, building noncredit classes.	2	Market noncredit classes better. Improve enrollments.
English FIGs – Grading, Growth mindset, scaffolding classes, etc.	2	Finding ways to get more instructors to engage in these dialogues. FIGs are essential for investigating and disseminating information, but they affect a smaller number of people.
Clarification on math pathway for the major	3	
Ensuring we meet the AB705/1705 regulations	4	Continuing to gather data to see the effects of English 101.
Canyons Promise – mandatory English and Math	3	Make sure that CTE students who don't need these classes are not being told they need to take math and English in their first year. Work on messaging for these students (Counseling/Academic Advising).

Multiple Modalities for classes, TLC, support for students	4	
Areas with potential for the greatest impact on this SEA Metric: Student support services (counseling, advising, tutoring)		

Persistence

Program Activity	Impact/Ability Rating	Next Steps
Ujima Scholars	4	
Alliances, MESA, Undocumented Resource Center, Multicultural Center, connection to the campus events.	4	
My Academic Plan (MAP)	4	Additional efforts needed for marketing
Canyons Connects	4	Advance implementation, promotion
Pebble Pad		
BaNC Support	4	
Promotion of Financial Aid	4	Promote and market for student resources
Multiple Modalities for classes, TLC support, etc.	4	
Internships and Project Based Learning	3	Will not work for all courses but we know there is a lot of work being done to advance this high impact practice.
NEW: Noncredit support classes for math and English.		Need to look scheduling of noncredit support to make sure students can easily pair NC class with the credit class. NC class may need to start later to align with Canyons Connects effort supporting math/English.
NEW: Learning Communities		Follow up with Learning Community FIG lead by Angeli Francois.
NEW: Expand and promote OER/ZTC		Identify pathways that have 100% OER/ZTC
Areas with potential for the greatest impact on this SEA Metric:		

Transfer

Program Activity	Impact/Ability Rating	Next Steps

Transfer Day	4	Hoping to increase collaboration with other groups within college
Transfer Counseling	3	
Transfer Workshops	4	
Best practices of programs such as MESA, Honors Program, Alliances, Ujima Scholars, etc	4	Set up a stronger connection between transfer counselors and these programs on campus. Bi-yearly visits. Counselor meet and greet. Recreation of Transfer Advisory Committee.
Areas with potential for the greatest impact on this SEA Metric: TLC partnered to offer Transfer essay workshops. Alliances are fostering a positive community on campus that helps them transfer more successfully. Increase promotion of HBCUs on campus. Collaboration with ASG for Application Labs approx. 10 events hosted in Fall to help. Completion of transfer math and transfer English. Transfer Celebration in May.		

Completion

Program Activity	Impact/Ability Rating	Next Steps
Ujima Scholars	4	-Raise awareness (w/ students and staff for referrals), communicate goals, increase student engagement -ID opportunities for presentations, such as at Senate, for this program, Black Student Alliance, staff awareness, mentoring/connection opportunities especially with faculty to help provide support/referral tools -Look at Canyons Connects integration to help with referrals, visibility
MESA	?? Ability High Impact	-Noted connections with NSF SEA Scholars program and prospectively with NSF RCN-UBE Chari grant/mentorship. -Consider opportunities to scale up tutoring, peer-to-peer and peer-to-faculty mentorships and connections. Emulate components at CCC as well -Aligns with success literature
All support programs for students throughout their time at COC.		-High impact practices could be cross-referenced with all student support programs, learning from and emulating the best features and best practices of other programs -Fold in best levels of support and outreach practices learned throughout

		-Continue to solicit student feedback on what is most impactful
Pebble Pad	High Ability ?? Impact	-Noted ramifications of AI -Provides an opportunity for students to demonstrate more digital knowledge – promising for future of education
Implementing online graduation petitions	4	-More info needed, but if currently hard copy form based, should be moved to online
Auto-Awarding	High Ability ?? Impact	-Need more info about opt-out options, but seems impactful.
Areas with potential for the greatest impact on this SEA Metric: -Faculty Mentors and other human/student connections to support on-path success toward completion -Building hybrid/online community for students to support them now -Calls/contacts to students close to completion—frequent story of some who were "close" but "just didn't finish" -Fold in best levels of support and outreach practices learned throughout		
NOTES: "All support programs" = impactful - MESA, Ujima, others are "niche" programs currently with opportunities to scale/expand - Look at opportunities to build to scale - Noted that it is challenging to get to all topics, such as previously discussed "Faculty Mentors," which would be impactful for completion - Room to grow and address DI populations - Building student relationships with mentors to support on-path success toward completion - Overall opportunity to increase awareness about student support programs, especially smaller programs. Also consider links in Canyons Connects to help with referrals and awareness - Noted LA Times article on "Is College Still Worth It?" for students. - Ongoing conversations about engagement methods (in-person and face-to-face is a student market decision in many ways). - Lack of F2F can impact students and their connections. More students on campus yielding more engagement, but even during current/interim times need to seek/find effective ways to engage with and connect with students now. - How can we be effective in all of these programs, knowing that there is a current inertia for our students? - Helping students to feel known/supported/engaged even if they are participating in a heavy mix of online; new HIPs that are also for online/hybrid.		

4. **Strategic Plan Update and Engagement**
   - Ryan shared an update on the status of the 2023-26 Strategic Plan development
   - Next Strategic Plan Office Hour on Tuesday, March 21 from 3-5pm in Canyons Hall-201. Please contact Ryan and Daylene if you have any questions.

- ## ACCESS OBJECTIVES

    1. Increase **adult student population** (age 25+) headcount from baseline of 3,770 in Fall 2021 to 4,170 in Fall 2024, 11% increase, [excludes ISA students] with a goal to restore to pre-pandemic level of 4,258 by Fall 2025.

    2. Increase **dual-enrolled** FTES from 867 in 2020/21 to 1,000 in 2024/25, 15% increase.

    3. Increase **incarcerated** FTES from 130 in 2021/22 to 150 FTES in 2024/25, 15% increase.

    4. Increase **noncredit** CDCP FTES from 144 in 2021/22 to 200 in 2024/25, 39% increase.

    5. Restore **pre-pandemic enrollment** levels of 22,114 enrollments by 2024/25, with 21,108 enrollments in 2021/22 as baseline.

    6. Increase successful **enrollment rate for first-time applicants** among first-time cohort of students from 43% in 2020/21 to 45% for 2023/24 cohort (goal assesses in 2024/25).**

    7. Increase a) **high school transition** by high school, b) **education plan** completion, c) **Canyon Country Campus FTES**, and d) **noncredit to credit** transition per Instruction, Student Services, and/or Enrollment Management plans.

    8. Restore the pre-pandemic level of 225 FTES for **international student enrollment** in 2024/25, and using 225 FTES as a baseline increase 10% FTES in international student enrollment for every academic year afterwards.

- ## ENGAGEMENT OBJECTIVES

    1. Meaningfully move the needle on **diverse hiring** as defined by the EEO Plan, district diversity plan, and multiple measures report.

    2. Using 22/23 as baseline, measure and assess student and staff participation in **civic, social, global, and cultural engagement**, along with trainings and events, according to the District's plans on Civic and Community Engagement, civic equity, and Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA).

    3. Using 22/23 as baseline, measure and assess student and staff involvement in **campus life** as part of overall support for a welcoming college environment, collaboration, and well-being.

    4. Using 22/23 as a baseline, enhance well-being and college engagement of **BaNC-served students**, including housing insecurity, by increasing service utilization and tracking outcomes and satisfaction.

    5. Using 22/23 as a baseline, enhance well-being and college engagement of **Health/Wellness-served students** by increasing service utilization and satisfaction of services offered, including through trainings, advocacy, community resources/partnerships.

    6. In keeping with the best practices of student success literature (such as Student Support (Re)Defined), increase the **interconnectedness between services and students** to support engagement and success using a variety of use and satisfaction metrics.

    7. Using 22/23 as a baseline, increase **students served by project-based learning** and related participation activities in support of the College's Integrative Learning efforts.

    8. Using 22/23 as a baseline, increase **internship and employment opportunities** for students.

- ## SUCCESS OBJECTIVES

    1. Increase the number of **students earning non-ADT degrees** from 1,500 in 2021/22 to 1,650 in 2024/25, 10% increase. *

    2. Increase number of **students earning ADT awards** from 1,290 in 2021/22 to 1,419 in 2024/25, 10% increase. *

    3. Increase the number of **students earning certificates** from 1,770 in 2021/22 to 1,947 in 2024/25, 10% increase. *

    4. Increase number **of students earning noncredit certificates** awarded from 550 in 2021/22 to 605 in 2024-25, 10% increase. *

    5. Hold the percent of exiting **CTE students** employed in field at the three-year average of 69%.

    6. Increase number of all students completing nine credit **CTE units** from 2,641 (2020/21) to 3030-3162, 15-20% increase.

    7. Increase **transfer rate** within 3 years for first-time cohort of students from 32% (2019/20) to 37%, 5 percentage point increase. **

    8. Increase completion of **transfer-Level Math and English** in year 1 for first-time cohort students from 32% (2020/21) to 36% for 2023/24 FT cohort, 4 percentage point increase. **

    9. Increase **term-to-term persistence** (metric change to account for spring starters) for first-time cohort students from 72% (2019/20) to 73% for 2022/23 cohort, 1 percentage point increase. **

    10. Decrease the average number of **units for degree completers** from 81.8 in 2020/21 to 80.8 by 2024/25, reduction of 1 unit.

    11. Eliminate **equity gaps** for prioritized disproportionately impacted groups per metrics included in the Student Equity & Achievement Plan (2022-2025). **

12. For populations who earned high school equivalency, noncredit certificate, CO approved credit certificate, associate degree, CCC bachelor's degree, eliminate **equity gaps** for three prioritized DI groups while increasing overall success (**degree/certificate completion**) rate from 18% for 2017/18 cohort to 20% for 2020/21 cohort.
    a) Black/African American: Increase current rate from 11% (2017/18 Cohort) to 19%. **
    b) Hispanic/Latinx: Increase current success rate from 15% (2017/18 Cohort) to 21%
    c) Males: Increase current success rate from 10% (2017/18 Cohort) to 22%. **

13. For populations who complete **transfer-level math and English**, eliminate **equity gaps** for two prioritized DI groups while increasing overall success (completion of Transfer Math & English in first year) rate from 32% for 2020/21 cohort to 36% for 2023/24 Cohort.
    a) Black/African Americans: Increase current success rate from 17.5% (2019 Cohort) to 33% (24/25). **
    b) Hispanic/Latinx: Increase current success rate from 30% (19/20 Cohort) to 35% (24/25). **

14. For populations who **transfer to a four-year institution**, eliminate **equity gaps** for two prioritized DI groups while increasing overall success rate to 37%.
    a) Hispanic/Latinx: increase current success rate from 27% (16/17 Cohort) to 37% (24/25). **
    b) First-Generation: increase current success rate from 24% (16/17 Cohort) to 37% (24/25). **

15. For all populations who **persist fall to spring**, eliminate **equity gaps** for three prioritized DI groups while increasing overall success rate to 73%.
    a) Black/African American: Increase current success rate from 59% (19/20 Cohort) to 73% (24/25). **
    b) First-Generation: Increase current success rate from 66% (19/20 Cohort) to 69% (24/25). **
    c) Males: Increase current success rate from 69% (19/20 Cohort) to 71% (24/25). **

16. For populations who have **successful enrollment**, eliminate **equity gaps** for one prioritized DI group while increasing overall success rate to 45%.
    a) Black/African Americans: increase their current success rate from 37% (20/21) to 45% (24/25 cohort). **

5. **CCCCO Guided Pathways Workplan (Phase 2 Assurance)**
   Assurances for Second Round of GP Funding
   Phase 1: Acknowledge in NOVA by GP Lead- completed 9/30/22
   Phase 2: Due June 1, 2023
   - Template for NOVA Guided Pathways Workplan calls for assessment of Guided Pathways progress
   - Plan sharing the GP Workplan with the Campus Constituencies:
     - IE2 Committee, April 11th and May 9th
     - Classified Senate, April 11th and May 9th
     - Academic Senate, April 13th and April 27th
     - College Planning Team, April 17th and May 15th

6. **Upcoming Events/ Announcements**
   - Nominations for Classified Employee of the Year due March 15
   - Project Based Learning Symposium March 17 | UCEN
   - Discover Day, March 18 | 9am-1pm | Valencia Campus
   - Safe Zone Training, March 22nd, 1pm-3pm
   - Women's Conference, March 25 | 8am-2pm | University Center
   - Athletic Hall of Fame, March 29 | 4:30pm ticketed event
   - Nominations for Academic Senate Faculty awards due April 13

Next Meeting: April 11, 2023 (3:00pm-5:00pm)