



**College of the Canyons**  
**Institutional Effectiveness and Inclusive Excellence (IE)<sup>2</sup>**  
**Steering Committee - Meeting Minutes**  
**March 12, 2024 3:00-5:00pm**

**1. Welcome**

- Meeting Theme: Integration and Alignment of Canyons Completes Efforts with the CCCC Vision 2030 Goals and Vision Aligned Reporting Tool.

**2. Overview of the Vision 2030 Goals and Alignment with Guided Pathways**

- COC's Guiding Principles for Redesigning the Student Experience. Students are navigating the responsibilities of work, school, and both family and social commitments. It is paramount that we adopt practices that reduce barriers and seamlessly incorporate support services to keep students on their path.
  - Design a valuable, supportive and welcoming environment throughout the student experience at every step of their journey at College of the Canyons
  - Cultivate a student-centered mindset through the college
  - 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 a variety of mediums, including monthly forums and podcasts
  - Not let the perfect become an enemy of the good as we redesign the student experience
- The vision for the redesigned student experience
  - We want all degree, transfer and certificate seeking students to have a dedicated student success team
  - We want students to feel welcomed and to be able to make positive and personalized connections with all college employees
  - We want to create a student-centered and holistic experience that includes reorganizing faculty, services and programs
  - 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

**3. Vision Aligned Reporting Tool, Connection to Guided Pathways and CoC's Action Plan:**

- Vision Aligned Reporting (VAR) tool, which is a new required reporting tool for the CCCs, to engage the committee in dialogue about the implications for our committee's work. This new reporting tool is intended to maximize colleges' time and resources, support CCCs as we evaluate/learn/evolve to better support student success and improve data-



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informed, actionable, decisions at the local and state levels. This new way of reporting will have implications on how we track interactions with students and report these interactions alongside reporting the financial resources supporting this work. Dr. Ruys will also provide an update on where our college is at with the planning for this new reporting and what is on the horizon for us.



- 3 Strategic Directions
  - Equitable baccalaureate attainment
    - Transfer
    - CCC Bachelor's Degree
    - High School Students
    - Adult Learners
  - Equitable Workforce & Economic Development
    - High Roads Training Partnerships
    - Healthcare
    - Climate
    - STEM
    - Education
  - Generative Artificial Intelligence
    - Actively engage with the impacts of generative AI
- 3 Goals
  - Equity in access
  - Equity in success
  - Equity in support
- 6 Outcomes
  - Increase completion of a degree or certificate with equity
  - Increase baccalaureate attainment via transfer prep and the CCC baccalaureate with equity
  - Increase the number of CCC students who earn a living wage upon completion
  - Increase enrollments with emphasis on underserved Californians
  - Increase Pell Grant and CCPG recipients
  - Reduce units to Associate degree for Transfer



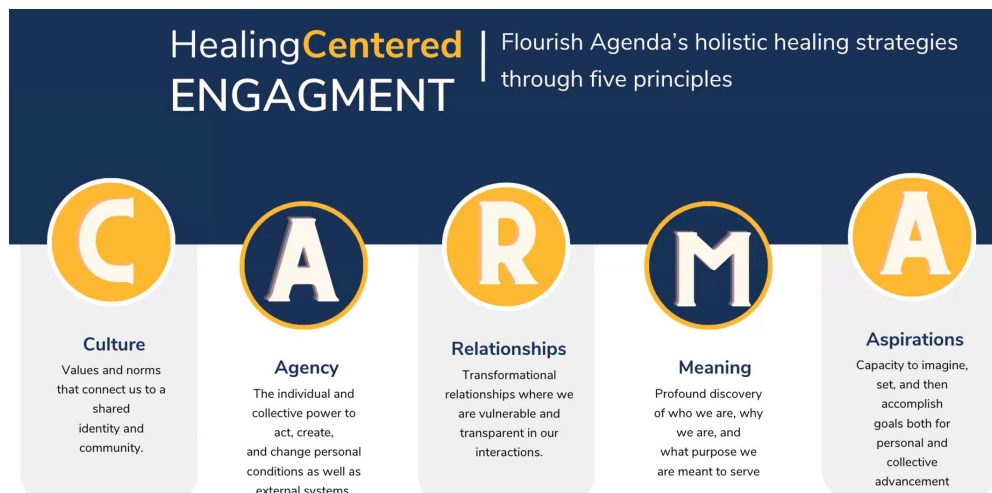
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- Equity in access (Dual Enrollment)
  - Increase enrollment
  - Benefits in high school and college
  - Equity gaps still exist – especially for Black students
  - Every student is different
  - Conversations about equitable DE
  - Economic mobility
  - Generational change and healing

**VISION 2030: EQUITY IN ACCESS, SUCCESS, & SUPPORT**  
 LEVERAGING THE GUIDED PATHWAYS FRAMEWORK TO SUPPORT OUR STUDENTS, OUR COMMUNITIES, AND OUR PLANET



PREPARED BY THE GUIDED PATHWAYS REGIONAL COORDINATORS: ANTONIO RAMIREZ, BRANDY THOMAS, DR. NATALIE V. NAGTHALL, HUGO YEPEZ, & LESLEY BONDS IN COLLABORATION WITH THE SOUTH CENTRAL COAST GUIDED PATHWAYS COMMUNITY OF PRACTICE





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- Vision-Aligned Reporting (VAR) Resources
  - VAR Website - <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/vision-aligned-reporting>
  - VRC Module - VAR Introduction <https://cccpln.csod.com/ui/lms-learning-details/app/course/79370be9-9e7d-4ddb-b9a1-fddd89a1ec31> (You must have a Vision Resource Center account to access.)
  - If you need support getting an account, please visit <https://register.visionresourcecenter.cccco.edu/register.>)
  - Santa Barbara VAR Training Slides - [https://docs.google.com/presentation/d/1xoC1TOaWewc8VE5b2ISX3HwcT\\_sUwwmo/edit#slide=id.p22](https://docs.google.com/presentation/d/1xoC1TOaWewc8VE5b2ISX3HwcT_sUwwmo/edit#slide=id.p22)
  - VAR General Overview - [https://drive.google.com/file/d/1Sf\\_oTOQGkKmuX3\\_DKlMLyaMC8gbEZ4Ng/view?usp=sharing](https://drive.google.com/file/d/1Sf_oTOQGkKmuX3_DKlMLyaMC8gbEZ4Ng/view?usp=sharing)
  - For more information, please contact the project team at [VARsupport@foundationccc.org](mailto:VARsupport@foundationccc.org)

**4. Breakout Room Reflection on Implications of the Vision 2030 Goals and the Vision Aligned Reporting for the (IE)<sup>2</sup> Committee**

**Breakout Room Prompts:**

- a) What initial thoughts do you have for how the committee and/or your department need to do to align with the Visions 2030 Goals and/or VAR?
- In Vision 2030 – every high school student must complete 12 units by senior year. Was that rumor or reality? Felt fear about pushing students through college and water down the college experience. That is not the true intent. Access for students – even at their high school on their campus.
  - EOPS/CARE serving underrepresented students. From a programmatic perspective, it seems like we are tracking the student from the very start all the way through graduation. This brings up early alert – Canyons Connects – how are we using that to help showcase what we are doing for students. Are we putting in our demographic breakdown of the program and then here are the students that have graduated, etc. What services, have they done a workshop, drop in, 3 contacts, etc. Data tracking has to be integrated into this.
  - Career planning – in Vision 2030 – the disparity for our minority, underserved students, and their inability to participate in extra-curricular activities when they have family responsibilities. Success depends on who you are talking to and the outcome for it. Does it also mean understanding your own passions and where you want to go?
  - Logistics – having a student ID card to help track the activities that students are doing. Have swiper things across campus so they can just swipe their card to make it as easy as possible to understand the services they are doing.



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- Make a digital card – in My Canyons – there is an online ID – how can we utilize that to know where students are and the services they are using? But we don't want to violate the privacy of the student at the same time. It needs to be a balance between the tracking and student privacy.
  - Goal #1:
    - Take a closer look at how we can help students pass English 101. We see English as giving employable skills.
    - Recruit and attract applicants who are champions of diversity and equity, and creating professional development opportunities for faculty and staff that align with Vision 2030's goals.
  - Goal #2:
    - Learn how to outreach to DI populations better. Expand the use of Starfish to help support students more.
- b) How do you see your role and what you do fitting with the Vision 2030 goals and the VAR?
- As a dean – help provide the access and ensure there are opportunities. Example – having classes at the PDC. Bring the classes to the students, where the classes are not usually held – but bring them to the student and where they are at. How can we serve the underserved students?
  - Counselors – part of the activities in all area. Keeping track of who we are serving. Once we see the numbers of who we are serving, are we putting our energy in the right places and the right things.
  - As a student trustee – always in each conference that she goes to. It is wonderful, but there is a lot of improvements to get there. For example, transportation, Dr. Christian talks about equity and access, but CCCs can increase the cost of parking. If we raise the price, it would affect the way students access our campus. It is great in theory, but we need to ensure we are making the decisions on how it affects students.
  - Example, Counseling no longer part of the CalGETC. Getting the Career classes to the student to be able to do the reflection for finding a career, how to strategically complete requirements, build a resume, an ed plan, interviewing. Now that it is not a requirement for the GE pattern, it is not giving the students the time to research that.
  - VAR can help us learn from programs that are succeeding in achieving Vision 2030 goals, so we can apply those to other programs.
  - VAR can be used to determine efficacy of Professional development offerings and learn from programs that are succeeding. Also, VAR can apply in recruiting and attracting applicants who are champions of diversity and equity.
  - In English, we can continue to collect data, assess courses, continue to fight for class size, and refine our course materials.



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- In TLC, we can't currently disaggregate data by race to see where the gaps are, but with VAR, we may be able to. It would help us to know who's coming in for help.
- c) Are there additional questions that we can address in a future meeting?
- Could we have an employee panel? How can we partner in different areas? Collaborations we can do together – hear what we are doing and brainstorm connections.
  - Share out to hear what everyone is up to and a panel where we can better connect to activities across campus.
  - Conversation between counselors and academic faculty to have the discussion on what we are seeing with the students. How we can help each other to better serve the students
  - How will programs, classes, and offices that focus on IDEAA work be affected by the VAR if they don't directly lead to a Vision 2030 outcome?
  - We are hopeful that the VAR will have students' best interests in mind, but how will these programs and requests from the state be funded?
  - How are we encouraging vigor in education when we are considering cutting units? What would we be giving up?
- d) Is there additional information that you would like shared at the April or May meetings?
- How will we strategically integrate the tracking of specific metrics in the 2030 vision with our early alert system to effectively monitor and support students throughout their tenure within our program, ensuring timely intervention and tailored assistance to address any emerging challenges as we assess this data

**Preparation for the April 9<sup>th</sup> meeting:** Please come ready to discuss the areas that you're working on that are impacted by the Vision 2030

**Next Meeting:** April 9, 2024 (3:00pm-5:00pm)