



**College of the Canyons**  
**Institutional Effectiveness and Inclusive Excellence (IE)2**  
**Steering Committee - Meeting Minutes**  
**Sept 8, 2020, 3:00-5:00pm**

**Welcome and Introductions**

**Guiding Principles for Redesigning Student Experience (CAGP-20 Institute 4)**

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

**Vision for the Redesigned Student Experience (CAGP-20 Institute 4)**

- 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



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- We want to purposefully identify essential experiences, for all students coupled with individualized support based on student needs.

**(IE)2 Mission/Vision and Guiding Principles and Institutional Commitment to Examining Anti-Racism and Anti-Black Racism**

- Following George Floyd's death, Chancellor Oakley called for a change in the culture of our system. He issued this call to action to outline six key areas that require us to develop a work plan and will hold us accountable.
  - A system wide review of law enforcement officers and first responder training and curriculum.
  - Campus leaders must host open dialogue and address campus climate.
  - Campuses must audit classroom climate and create an action plan to create inclusive classrooms and anti-racism curriculum.
  - District Boards review and update your Equity plans with urgency.
  - Shorten the time frame for the full implementation of the Diversity, Equity and Inclusion Integration Plan.
  - Join and engage in the Vision Resource Center "Community Colleges for Change."

The College of the Canyons Anti-Racism dialogues includes: Black Student and Alum Panel, Black Employee Town Hall, Understanding Anti-Black Racism Podcast and there are a lot more work under way to respond to the anti-racism and anti-black racism efforts on campus.

**How are we supporting student pathways and success in light of COVID-19?:**

- Advisement and assessment were moved online. Features include: videos with actual COC advisors, comprehension questions with real time feedback, and the ability to request support via Zoom or email.



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- Staff are answering phones remotely- financial aid, admissions & records, veterans, counseling and non-credit.
- CARES Act Emergency Funds: \$2,793.075 were disbursed to 4,002 students.
- Online counseling is available in different formats- express drop-in, online counseling, e-advising, phones, email, Instagram and Twitter.
- Student services and IT distributed laptops for students: 400 in spring, 300 in summer, 700 in fall and 100 for AOC students.
- The Multi-Cultural Center will be launched in October. There will be a virtual ribbon cutting, more info and details coming soon.

**Canyons Complete Updates**

- Student Success Teams
  - Focused on Black students not affiliated with other support services or groups.
  - Building the Success Team to launch in Fall 2020 or Spring 2021
  - Starting with students with 41 units or more and will expand when appropriate
  - Cross-functional planning team (Student Services, Instruction, Counseling, and Institutional Research) meeting every other week
  - Aligning efforts with the “Multicultural Center”, Black Student Alliance and A2 MEND
- Program Mapper
  - 16 program maps have gone through the approval process and will be on the Curriculum Committee for approval.
  - Program maps that were approved last year are linked to the Academic Senate website.

**Group Discussion & Open Dialogue - Campus Climate (Call to Action)**

- Summary will be sent out separately



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**Breakout Room Report Out**

- Examining the Anti-Racism/Anti-Black Racism Playbook
  - Flipping the podcast, instead of the session being facilitated by Brandon, it would be Gary Quire asking the questions to Brandon and then being able to take the answers from those questions back to the classroom and addressing it from an entrepreneurship standpoint.
  - Work in parallel tracks- holding the forums and getting to the root of what is dismantling the racist structure and the unseen barriers systemic issues that are preventing us from moving forward with equity. This will involve looking at our processes procuring ideas from students. Our students are talking in the clubs, alliances and in the classroom. Being able to be clear that those ideas for our students.
  - We have to avail ourselves of our own vulnerability, being comfortable with being uncomfortable asking questions.
  - Look at the barriers in our communities. Our community and our students are being stereotyped as they're coming to campus. The call was for us to take the lead as an institution and addressing what is happening in our own communities and that affects our students that affects our faculty and our staff as well.
  - Dialogues and our conversations around race relations has to be intentional and deliberate- being able to feel comfortable and safe enough to ask questions.
- Redesigning Curriculum and Creating Inclusive Classrooms
  - Increasing awareness of equity mindedness: a need for more cross disciplinary awareness- equity minus syllabus.
  - Integrating more part time faculty, provide financial incentive for their participation in workshops, webinars and dialogue discussions.
  - Diverse representations imagery and examples within courses that we need to promote. The Culturally Responsive Teaching has examples of how to do this in STEM courses and can be applied to others as well.



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- Formalizing the process of increasing awareness- having it as part of the student learning outcome. Department chairs and coordinators can go through the process of developing materials.
- Student Engagement in a COVID19 World
  - Being empathetic to students in a variety of ways.
  - Tie in empathy questions within an interview when hiring new instructors.
  - Having a healthy amount of self-disclosure with students. It's important for our students to understand as instructors that were struggling sometimes as well and maybe they may feel more comfortable with their struggles as well.
  - There is a lack of continuity and consistency on department's method of response and mechanisms.
  - Open line of student communication with the instructor as much as possible. Being more understanding and flexible- understanding those old learning curve for this new environment.
  - Small groups for students to interact with each other.
  - Weekly check in with students.
  - Importance of Student Employment- these jobs help scaffold the students.

**Next Meeting**

- Tuesday, October 13<sup>th</sup>, 3:00pm-5:00pm