



**College of the Canyons**  
**Institutional Effectiveness and Inclusive Excellence (IE)<sup>2</sup>**  
**Steering Committee - Meeting Minutes**  
**September 13, 2022 3:00-5:00pm**

**1. Welcome**

- Welcome back to our first meeting for Fall 2022.

**2. Remaining focused on the committee's charge and vision and guiding principles for redesigning the student experience**

- Overview of (IE)² and Canyons Completes
  - Sub-committee of the College Planning Team working in partnership with constituencies across campus to ensure commitment to improving the student experience.
  - Hold working meetings open to faculty, staff and students interested in support student progress and success during the fall and spring semesters.
  - (IE)<sup>2</sup> Committee was established in Spring 2015. Designed to facilitate positive movement towards completion of degrees, certificates and skills building courses for students through improved programs, processes and services.
  - There are over 40 members from the IE2 committee, comprised of students, faculty, staff and managers/administrators inform, support and implement the Canyons Completes efforts.
- COC's Guiding Principles for Redesigning Student Experience. It is important that we:
  - 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
  - We structurally support students with 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 do this work of redesigning the student experience
- Canyons Completes Action Plan Projects 2021-22-2023/24
  - Call to Action
  - Multicultural Center
  - Student Alliances



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- Program Mapper
- Racial Equity for Adult Credentials in Higher Education (REACH)
- Folio Thinking (powered by PebblePad)
- Integrative and Project-Based Learning
- Student Support Engagement: Canyons Cares
- Ujima Scholars (Black Student Success Team)
- Canyons Connects

**3. Engagement Opportunity – Cataloging Student Supports: Will you consider signing up?**

- Michael Monsour and Clinton Slaughter took the lead creating the draft for the CAGP 2.0 advance work. We bring this to the institute and we use our team time to include what we learn from the conference. This covers employment, job development, academic accommodations and empowerment programs.

**4. Student Equity & Achievement (SEA) Plan, Supporting Data and Establishing New Metric Target**

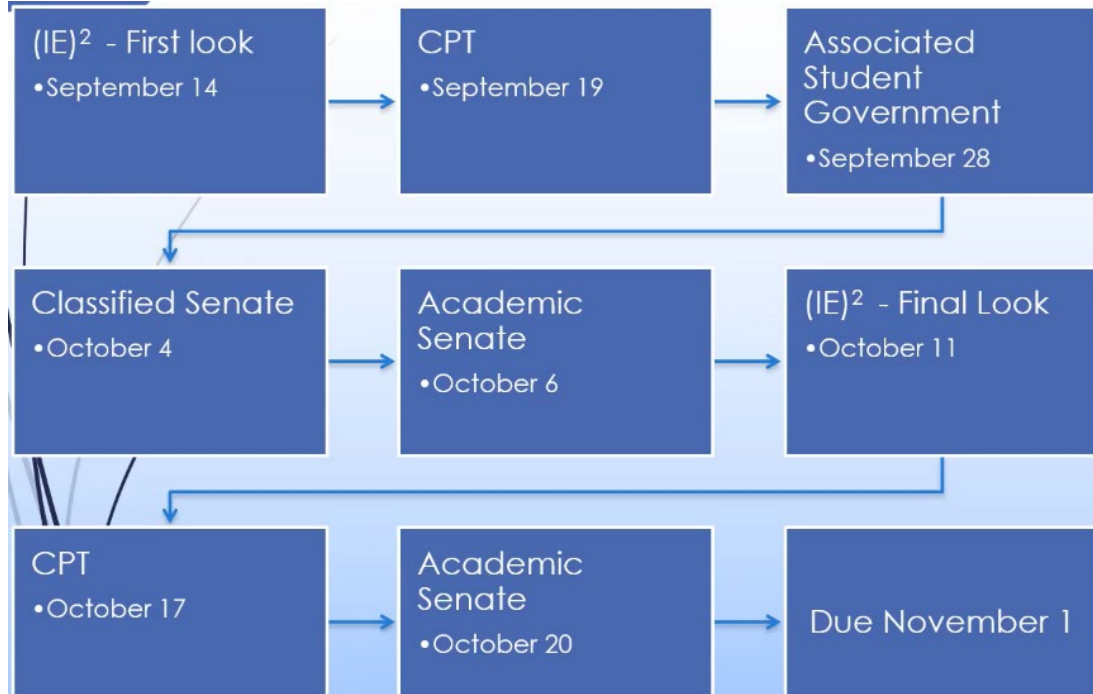
**Overview of SEA Plan**

Equity Plan Reflection	Disproportionate Impact Overview	Student Support Integration Survey (optional)
<ul style="list-style-type: none"><li>• Key Projects and Activities related to Access, Retention, Math/English completion, Transfer, and Completion</li><li>• Evidence of Decrease in DI</li><li>• Overview of Planning Efforts</li><li>• Executive Summary</li></ul>	<ul style="list-style-type: none"><li>• Successful Enrollment</li><li>• Completed Transfer Level Math and English</li><li>• Persistence and Retention</li><li>• Transfer</li><li>• Completion</li></ul>	<ul style="list-style-type: none"><li>• Previous Equity Efforts</li><li>• Guided Pathways Alignment</li><li>• General Accessibility</li><li>• Financial Aid</li><li>• Basic Needs</li><li>• ZTC</li><li>• LGBTQ+ Support</li><li>• Mental Health Support</li><li>• Institutional Planning</li><li>• Student Voice</li></ul>



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Timeline



Open Hours to review data and set goals



- **The SEA Plan Student Success Metrics can be accessed via [online](#).**
  - The metrics that we look at are the outcomes that we're required to track and this is just giving you an overview of each of the metrics. So whether students are successfully enrolling in our course in in our institution, whether they're completing a transfer level math and English course



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- within their first year, whether they're persisting from term to term and whether they transfer it to a four-year institution. The data sources comes from different sources based on the data we are looking for.
- When looking at data, you want to look at the cohorts of the years of which the students started. You have to look at the timeline of where it started, review where it is at and project in the future cohort. We have to goal set based off not only being aspirational but also realistic.
  - Disproportionate Impact (DI) - when one group of students is attaining at outcomes at a rate that is substantially lower than the benchmark. Calculation is based on Percentage Point Gap. Differences in outcomes between subgroups may suggest that one group:
    - Has less access to support services/key resources
    - In in need of relatively greater support
    - Must address certain obstacles in order to attain all those outcomes at rates comparable to their peers.
  - We invite everyone to look at the data and be prepared for when we go into our deeper dive meetings.

**Next Meeting:** October 12, 2022 (3-5pm)