College of the Canyons
Institutional Effectiveness and Inclusive Excellence (IE)²
Steering Committee - Meeting Minutes
May 14, 2024 3:00-5:00pm

1. **Welcome**
   - Meeting Theme: Year Wrap Up, Preparation for 2024/25 Forward Progress and Celebration

2. **Year in Review and Recognition of Canyons Completes Champions**

Certificate of Appreciation

This certificate is awarded to

Canyons Completes Champions & Meeting Participants

for keeping our students on the path to greatness and upholding the Canyons Completes mission.

_____   _____
On behalf of the Canyons Completes Leadership Team   Date

- David Andrus
- Brittany Applen
- Ciara Asberry
- Dianne Avery
- Brandon Ashford
- Fred Bobola
- Jennifer Brezina
- Amber Cole
- Katie Coleman
- Nadia Cotti
- Erin Delaney
- Alexa Dimakos
- Svetlana Deplazes
- Diane Fiero
- Amy Foote
- Evelyn Garcia
- John Garzon
- Tricia George
- Collette Gibson
- Moussa Haj Ghaban (ASG)
- Jeff Gregor
- Samir Hamawe
- Meredith Hamilton
- Harriet Happel
- Eric Harnish
- Jocelyn Harris
- Paula Hodge
- Julie Johnson
- Alisha Kaminsky
- Joanna Kelly
- Melody Klingenfuss
- Albert Loaiza
- Mojdeh Mahn
- Vida Manzo
- Graciela Martinez
- Andy McCutcheon
- Daylene Meuschke
- Michael Monsour
- Andralena Paczenko
- Patty Robinson
- Jasmine Ruys
- Hestia Sartika (student trustee)
- Preeta Saxena
- Lisa Sawyer
- Liz Shaker
- Laurie Solis
- Clinton Slaughter
- Jennifer Steele
- Jim Temple
- Alene Terzian
- Ryan Theule
- Brandy Thomas (guest)
- Renard Thomas
- Omar Torres
- David Vakil
- Jesse Vera
- Paul Wickline
- Pamela Williams-Páez
- Robert Wonser
- Miranda Zamudio

3. **Conversation with Campus Colleagues Supporting Student Recruitment, Retention and Success, Cont'd**

A Timeline of Curriculum's Involvement with IDEAA

Dates	Focus	Notes
Pandemic	CoC's Cultural Competency Checklist	This checklist was created by the Curriculum Committee as part of a call-to-action to revise first responder curriculum.
July 2022	The Curriculum Institute & IDEAA	Every community college was urged to review for IDEAA (Inclusion, Diversity, Equity, Accessibility & Anti-Racism) content in every COR as part of our Curriculum processes.
Fall 2022	CoC's Curriculum Committee & IDEAA	After discussing what a vote to recommend or require the utilization of the Cultural Competency Checklist would mean in evaluating each COR at CoC – including in a wide variety of academic disciplines – the Curriculum Committee voted to make it required.
Winter 2022- 2023	Develop grant application	Representatives from CETL, Ethnic Studies, and Curriculum met to develop a suitable application for the Culturally Responsive Pedagogy & Practices Innovative Best Practices Grants.
Spring 2023- current	CoC's Curriculum IDEAA Subcommittee	This subcommittee has developed resources of what we will be looking for when we enact Curriculum's Cultural Competency requirement.
Fall 2023- Spring 2025 (& beyond?)	IDEAA training and discussions offered.	We have held sessions with faculty, with "Sandboxes" highlighted in Year 1 (2023-2024) & Sandboxes & One-on-One Coaching likely both highlighted in Year 2 (2024-2025)
Fall 2024	CoC Curriculum Committee's COR Review Process	Once Curriculum's Cultural Competency requirement begins, it would be part of the review process for roughly 150-250 COR's (or more) each year, beginning Fall 2024.

Components of Curriculum's Cultural Competence* Requirement

- **Provides relevant examples of significant contributions from persons of diverse backgrounds** (for example, based upon age, race, national origin, ethnicity, gender, gender-identity, sexual orientation, religion, ability, language and socio-economic status).

- **Provides inclusive context to major events and contributions to a discipline/field.**
  - In courses with a/an historical, social, and/or cultural focus, significant events are presented and described with attention to diversity and the social and cultural circumstances that produced them.

- **Represents the full scope of a given discipline/field.**
  - Sub-disciplines, or specialties, are appropriately represented and described.

- **Is sensitive to the experiences of marginalized groups.**
  - Language, including naming conventions of ethnic groups, is current and appropriate.

- **Is adaptable to accommodate the evolution of dynamic disciplines.**
  - Objectives are written to allow the course to adapt to changes in the discipline, including new specialties, theories, or practices.

- **Texts are culturally-competent.**
  - Selected texts are current, include significant contributions from persons of diverse groups, provide social and cultural context where appropriate, and use appropriate language.

- **Sample assignments concern diverse cultures, people, and/or experiences.**
  - Sample assignments either in the Methods of Evaluation area and/or the DLA consider the course content in relation to distinct cultures, peoples and/or experiences which may generate/reveal greater understanding.

*Our understanding of cultural competence relies on a broad definition of diversity which aligns well with the New York Department of Education: "embracing 'multiple expressions of diversity (e.g. race, social class, gender, language, sexual orientation, nationality, religion, ability', these become central assets that drive student learning and success to a higher level" (quoted on page 3 of Allan Hancock College's "Culturally Responsive Higher Education Curriculum Assessment Tool")).

Sample IDEAA Assignments are acting as a starting point for many

Before & After Brainstorming Approach

ID 102: Applied Color for Designers

Original Sample Assignment:

Marketing report team collaboration and cooperation (performance based for real-world experience):

Document the psychological impact colors have on a fine food restaurant, fast food restaurant, place of worship, and a library. Explain, in writing, how the colors impact the customers.

Suggestions to incorporate IDEAA:

Marketing report team collaboration and cooperation (performance based for real-world experience):

1. Document the psychological impact colors have on a fine food restaurant, fast food restaurant, place of worship, and a library. Explain, in writing, how the colors impact the customers.
2. Select one of the organizations from #1 and explore whether the psychological impact of the colors you wrote about is different in another culture/society of your choice.

Highlighting Existing Assignments Found in COR's

ID 207: Residential Design

Signature Assignment:

Student groups will design a remodel for a single-family residence that will be home to a deaf family. Students will research and analyze the DeafSpace principles as developed by architect Hansel Bauman and incorporate them into a residential project. The student's design synthesis will center around the Deaf experience, and will explore space & proximity, sensory reach, mobility & proximity, light & color, and acoustics. Final presentation will be an oral presentation/portfolio that will include the student's proposed design, including their design process.

Layers for Including Cultural Competence in Our Classes

1. Including more materials highlighting IDEAA content, such as:
   - Images of diverse professionals, scholars, and students.
   - Examples of case studies, literature, weather trends, cooking innovations, welding innovations, and similar from diverse regions or highlighting diverse individuals.
   - Students can explore how a given subject intersects with their culture/interests.
   - **Overarching Goal: Help students see themselves as belonging in the classroom.**

2. Faculty intentionality in explaining our course material, such as:
   - Core ideas/theorists/practitioners we are required to cover, even if we ourselves have questions and/or concerns, which we also might share with our students.
   - Ideas/theorists/practitioners we love to cover, even if they aren't well known, and why we are so passionate about these topics.
   - Exploring what is considered the "canon" in one's field & if it may be problematic.
   - **Overarching Goal: Help students see us as fellow humans in our fields.**

3. Opening up our course content for discussion with the students:
   - Building on Layer 2, we can invite students into our own reflections about which ideas/theorists/practitioners & "canon" topics they find meaningful and why.
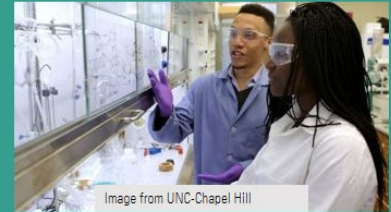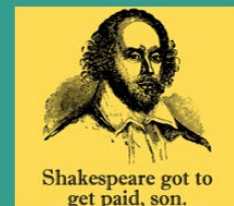   - **Overarching Goal: Help students see themselves as scholars.**

Image from UNC-Chapel Hill

Shakespeare got to get paid, son.
Meme from Raincoaster

Curriculum's Cultural

Layers for Including Cultural Competence in Our CORs

1. Including more materials highlighting IDEAA content, which may manifest as:
   - Diverse authors of books, names, and/or regions in the Objectives & Content.
   - Sample assignments which allow students to choose topics relevant to them.
   - This would largely mirror our Cultural Competency Checklist.

2. Faculty intentionality about what is in a COR, which may manifest as:
   - Objectives and/or Content that acknowledges competing theories and/or viewpoints about the topics being addressed.
   - Objectives and/or Content highlighting diverse contributors/theorists/practitioners.
   - These Objectives/Content are starting to appear in our COR's.

3. Opening up our course content for discussion with the students, which may manifest as:
   - Sample assignments wherein the students can weigh in with their views as to which ideas/theorists/practitioners are important in order to understand the discipline.
   - Sample assignments wherein students can weigh in with their views as to which ideas/theorists/practitioners they hope would receive more attention & why.
   - Examples allowing such student scholarship would generally appear in the assignments area.

CHECKLIST
Image from Freepik

Image from US News

4. **CAGP Institute #6 Advance Work: Quick Overview of Guided Pathways Progress at COC**

   - Reinforce that the overarching purpose of CAGP Phase Two Colleges' guided pathways work is to support the colleges in designing and implementing pathways to certificates and degrees that lead to living wage jobs and careers, and doing so with informed intent to expand opportunities, ensure equity, and eliminate institutional barriers that may have disproportionate negative impact on students of color and low-income students.

- Address sustainability and ways to institutionalize guided pathways work, including integrating a return-on-investment mindset into consideration of expenditures that lead to student-centered transformation.
- Reflect, share, and celebrate accomplishments under an equitable guided pathways umbrella during the CAGP Phase Two timeframe from 2020 – 2024, reflecting on how the student experience has evolved during this timeframe.
- Identify approaches implemented at peer colleges that can inform your institution's work to improve equity in success, access, and support.
- Identify key next challenges to address in the student experience that will further ensure improvement of equitable student outcomes.
- Identify strategies for building people's capacity and succession planning surrounding student experience-focused guided pathways work moving forward.
- Connect college-guided pathways work to Vision 2030: A Roadmap for California Community Colleges.

Guided Pathways Accomplishments

Implemented Program Mapper
- Shifted from programming to accuracy of maps with 99% (353/355) up-to-date!
- Created welcome videos introducing students to the Schools, programs available and Program Mapper tool.
- Established a new workflow in Fall 2023, in collaboration with SLO faculty coordinators and Curriculum Committee chair.
  - Faculty submitting new course/programs to first meet with the Program Mapper lead.
  - Developed a singular template for faculty to complete when submitting changes for any courses or programs that improves coordination among SLOs, Curriculum and Program Mapper.

Implemented Canyons Connects (powered by Starfish)
- Connects students to a Success Network of campus services and resources to empower and support them as they navigate their educational, personal and career goals.
- Expanded beyond sending kudos, making referrals and raising flags for academic concern to transitioning all support services from SARS to Canyons Connects for student appointments with their Success Network.
- Developing a plan to leverage Canyons Connects to align with CCCCO Vision Aligned Reporting (VAR).

Launched the First Success Team for Black Students
- Leveraged our Guided Pathways work to address disproportionate impact with the establishment of our first Student Success team branded as the Ujima Scholars program in 2021-22.
- Hired a dedicated full-time counselor for Ujima Scholars.

Expanded Student Alliances to 10
- Alliances are affinity groups where students...
  - Learn to navigate college, connect with faculty and staff mentors
  - Meet with counselors, financial aid advisors and other resource specialists, and discuss issues in a safe and brave space.

Evolutions to the Student Experience

- Alliances: Connection through community of peers and support from faculty and staff increases a sense of belonging. Highlights of partnership between the Equity-Minded Practitioners and Alliances has been increased All Gender restrooms, implementation of Chosen Name, and PD (Flex) sessions and other campus dialogues with student panels which helps them feel heard and valued for who they are.

- Canyons Connects: This tool is the way we are connecting with students in a different way to help them feel "connected", "engaged", "valued" and supported. Since the college started using this tool to book appointments in July 2023, we have seen over 7,000 student profiles created (July-Feb). Of 5,600 interactions in Fall 2023, 68% were Kudos, 25% Flags for missing/late assignments, low scores and attendance concern, and 7% referrals for tutoring. Of the 5,600 interactions, the unduplicated number of students was nearly 4,000.

- Program Mapper: Impact on students is not yet known but we know that increased collaboration between counselors and discipline faculty benefits students. Efforts to date have been focused on programming the maps, including getting coordinating course/program updates with SLO coordinators and Curriculum committee.

Key Epiphanies

What were some epiphanies you had as you engaged in this work?

- Anchoring the GP and Equity Work to a Sub-Committee of the College Planning Team was Essential for Integration with College Planning and Other Efforts (SEA, DEI, Integrative/Project-Based Learning, ePortfolios, etc.) & Institutionalization.
    - o Institutional Structure through the Institutional Effectiveness & Inclusive Excellence (IE)2 Committee increased broad campus involvement, input and awareness of Canyons Completes (local branding for Guided Pathways) and keeps the focus on guided pathways an institutional priority.
    - o CAGP 2.0 Institute #4 provided the foundation for the committee's vision and guiding principles for redesigning the student experience which are brought forward at each committee meeting.
    - o Implementation of Canyons Completes has emphasized the importance of establishing a defined process (e.g., workflow for curriculum updates, SLOs and Program Mapper).
    - o Need the right people in the right places that are trusted, respected, and supported to advance this work.

What were some epiphanies you had as you engaged in this work?

Campus Culture Matters:

- We explored establishing "Meta-Majors" with a work group and 18-months of dialogue in the end, the "meta-majors" concept did not resonate with our students or faculty so we kept the programs housed within the existing "schools".

- Student Success Teams as they are traditionally conceived were very costly and found some points of tension at our college. Establishing Success Teams is part of our vision and guiding principles so we got traction by centering the first one around our most disproportionately impacted student group (Black students) and the next one, in progress, will support our Latino/a/e/x students.

Communication, Communication, Communication is critical.

- Holding multiple office hours increased engagement among constituent groups with major plans (e.g., SEA, GP Work Plan and Strategic Plan).
- "Road Show" tours with presentations and updates at key meetings is needed.
- Team Time talks during the Institutes provided uninterrupted conversation across constituent groups; peer colleges and Institute coaches helped our team feel seen and heard.

Future Areas of Inquiry

What areas of inquiry and future work are next for the college as you continue this work to improve the student experience and make outcomes more equitable?

- Advocate for changes in department and program composition or implementation, where possible, to focus on eliminating equity gaps for DI populations.
- Develop a "connectedness index" to evaluate impact on student experience and outcomes (e.g., leveraging Starfish and new CCCCO VAR tool).
- Revamp Professional Development training to increase faculty and staff understanding of Canyons Connects as an engagement and retention tool.

Program Mapper:

Identify plan for updating Program Maps in response to AB928 (CalGETC).

- Move towards integration of 2+2 program maps, including the expansion of milestone card information on "petitioning to graduate" to include information on next steps including exploring transfer options to CSUs and UCs using Assist.org.
- Continue marketing campaign to showcase the tool to prospective, new, returning and continuing students. Marketing efforts by GP Counseling Faculty Coordinator includes presentation to the Academic Senate, Academic Advisors, Ask Me/Help Desk, ASG and Club Advisors to increase student awareness and getting academic department updates in the standing Counseling trainings (almost all academic departments signed up for a 30-minute slot in Fall 2023). Collaboration with Outreach and Local High Schools – by the end of March all local high schools (7) will have learned about Program Mapper.
- Solicit feedback on the College's website, adjust as needed. Use the lens of the "Loss/Momentum Framework" to identify areas of concern and success within the college website with different employee classifications and students.

5. **California Guided Pathways (CAGP) 2.0 Institute #6 Team Takeaways**
   - Team Members: Alene Terzian-Zeitounian, Daylene Meuschke, Erin Delaney, Evelyn Garcia, Jesse Vera, Omar Torres, Preeta Saxena
   - Amplifying the Successes of Canyons Completes Efforts – Top 3
     o (IE)2 committee structure
     o Alliances started in Spring 2019 and now support ~ 400 students
       STEM Scholarship grant formed out of the STEM Equity Alliance
     o Program Mapper – structural changes with process workflow in collaboration with SLO faculty leads, GP Counseling faculty liaison and Curriculum Chair
   - Existing Opportunities to Strengthen Alignment with Vision 2030
     o Important to focus on career, but we also need to promote programs focused on transfer. There's a fear that we can create two polarities: one camp that says there is no need for the degree and the other that wants to push degrees. How do we avoid overcorrecting and extending ourselves?
     o There's been a major shift in the K-12 system, and we need to have a more interconnected approach. One option is to partner with the Career Education Pathways program electives within the Hart District junior high schools to bring in COC speakers to talk about career opportunities and planning connected to the electives.
   - Inspiration from College Mini-Presentations
     o Explore hiring high school counselors to work as academic advisors during their non-high school hours and during summer serve as a bridge from HS to COC.
     o Student Support Specialists embedded in the high schools (Cabrillo College)
     o Reinstate bringing HS and COC counselors together in community to collaborate. Consider expanding to include junior high counselors.
   - Top features of sustainability required to support our most impactful equity-minded guided pathways reforms moving forward
     o Build in ongoing collaboration/support of programs getting launched. We need to reflect on the lessons learned from launching Ujima Scholars so that we can ensure the program along with the new Latinx success counselor is well supported. How can we support the success of our success team counselors so they're not shouldering all the work (Latinx and Black student success counselors)?
     o Ensure funding is prioritized for programs/efforts that need to be sustained and build in time to pause/reflect on the program/efforts launched and put in place. We're good at launching the new/shiny and then moving onto the next before reflecting on how well the new/shiny is working. We need to make sure we're deploying the necessary resources to maintain and evolve the projects/strategies we put in place to support the student experience.
     o The Power of the Pause to push against White dominant culture is important.
   - Leveling Up – Forward Progress
     o Program Maps – Pursue Conversations with CSUN on 2+2 maps.

- o Concierge Model to provide support to students. How can we leverage Canyons Connects to leverage this model?
  - o We have 10 alliances that serve in the capacity of a student success team. What additional support is needed for the alliance leads since they are serving as pseudo student success teams that were built in community?
  - o How do we support the unaffiliated students? We can start by focusing on the student populations where we have the greatest DI. We will need to work with Clinton to leverage the Student Success Network to connect students that remain identified as "unaffiliated" but not part of the DI populations.
- Canyons Completes 3.0
  - o Explore a mechanism to assess post-secondary success of all students.
  - o Improve messaging to students to let them know that completion of a course makes them eligible to sit for a credentialing exam.
  - o Explore ways to build project-based opportunities in all classes for incoming students.
  - o We need to flag classes that have project-based learning embedded. One example shared is Humanities-100 is themed each semester.
- A Year in Review and Recognition of Canyons Completes Champions
  - o FALL 2023:
    - ▪ Holistically Supporting Students – What's our culture on the continuum of encouraging student autonomy vs providing high support?
    - ▪ Included review of presentation from Odessa College and RP Group's Student Support (Re)Defined 6 Success Factors
    - ▪ Equitable Leadership (Brandy Thomas, GP Regional Coordinator)
    - ▪ Enhancing and Redesigning the Student Experience: A Conversation with Our Students (Student Panel Moderated by Brandy Thomas)
    - ▪ Taking Canyons Completes to the Next Level: Insights from COC's GP Regional Coordinator
    - ▪ Recap Highlights from October Meeting with Student Panel
    - ▪ Equity and Guided Pathways: Next Level (led by GP Regional Coordinator, Brandy Thomas)
    - ▪ Building Personal/Departmental and Institutional Connections to Support Student Success (breakout room discussion)
  - o SPRING 2024:
    - ▪ Overview of Fall 2023 Student Survey Results
    - ▪ Highlights from the RealCollege CA Student Survey of Basic Needs
    - ▪ Reviewed SEA Plan Activities and discussed next steps for updating the Canyons Completes Action Plan
    - ▪ Overview of Vision 2030 Goals and Alignment with Guided Pathways
    - ▪ Vision Aligned Reporting Tool, Connection to Guided Pathways and COC's Action Plan
    - ▪ Conversation with Campus Colleagues Supporting Student Recruitment, Retention and Success: Inclusion/Diversity/Equity/Anti-Racism/Accessibility Repository, Alliances, TLC & Support for Justice

Involved Students, Undocumented Resource Center, Native American Student Success and Support Program, Outreach & Welcome Center

6. **Looking forward to 2024/25: Ideas on how to structure the committee meetings to achieve established goals in the Student Equity, Guided Pathways plans**

Team divided into breakout rooms to discuss how we want to structure the committee meetings in 2023/24. We want to recognize the changes that are upon CCCs and develop a plan for further engagement of our committee members as we do our work. This includes, but is not limited to, continuing our discussions about:
a. Taking Canyons Completes to the Next Level,
b. Equity and Guided Pathways – Next Level,
c. Alignment with the CCCCO Vision 2030 Goals,
d. Implications of the Vision Aligned Reporting tool,
e. Building Personal/Departmental and Institutional Connections to Support Student Success,
f. Ensuring all entering students are aware/experience services designed to support emotional and financial needs and
g. Conversation with Campus Colleagues Supporting Student Recruitment, Retention and Success

Breakout Room Responses:
Breakout Room #1
- Student Panels are effective and we'd like to invite them again in the future.
- Proposed a Student Advisory Board
- Create a student focus group of students who might be struggling or need additional help. We understand logistically it is hard to ask students for more of their time
- Contact alumni to share their experiences
- We'd like to hear about what other community colleges are doing
- A lot of people drop off the calls upon entering the breakout rooms. Sometimes it's not comfortable for people to be in a breakout room. Perhaps we could ask them that we want to hear their valuable voices and their input and ask to contribute in a different way.
- To avoid losing focus and repetitive reporting after breakout room session, maybe we can have different discussions per breakout group.
- How do we avoid information overload and repetitiveness?
- How do we get our ideas executed? Need more transparency.
- How do we choose the projects we take on?
- How do we get more people involved?
- Where does all the information go and how is it implemented? Who decide what happens with the action items?
- Idea was brought up to go back to the Guided Pathways meeting format

Breakout Room #2

- We would like to hear more from employees, especially those on the front lines-counseling office.
- Discussed the Program Mapper Program- How does it leverage? What does it look like when students walk through the process? What areas do they need additional help?
- Samir shared his work in the Empowerment Program
- We talked about some tactical things that we need to address through the committee. Exploring on how to leverage the retention tool and Starfish as part of the connectedness idea
- How do we holistically embrace Program Mapper including leveraging Google analytics?
- Counselors shared that they start from a blank page when they meet with the students
- How can we populate the program maps with the college catalog?
- Create a repository communication channel (Discord) to keep the conversations going in between meetings

Next Meeting: September 10, 2024 (3-5pm)