



**Improving the Student Experience:**  
**Where are we at with our guided pathways efforts and Where are we headed?**  
Flex Session #71F: August 18, 2021



# Canyons Completes



## Canyons Completes Design Team

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- Andy McCutcheon
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Over 40 members from the Institutional Effectiveness and Inclusive Excellence (IE)<sup>2</sup> committee, comprised of students, faculty, staff and managers/administrators inform, support and implement the Canyons Completes efforts.



CLARIFY



ENTER



STAY



ENSURE  
LEARNING

**Designed to facilitate positive movement towards completion of degrees, certificates, and skills building courses for students through improved programs, processes and services**



Established 2014/15

▼  
*COC's Guiding Principles for Redesigning the Student Experience*

(CAGP-20 Institute  
4, Sept. 2018,  
updated May 2021)

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.

We must...

- 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



**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**



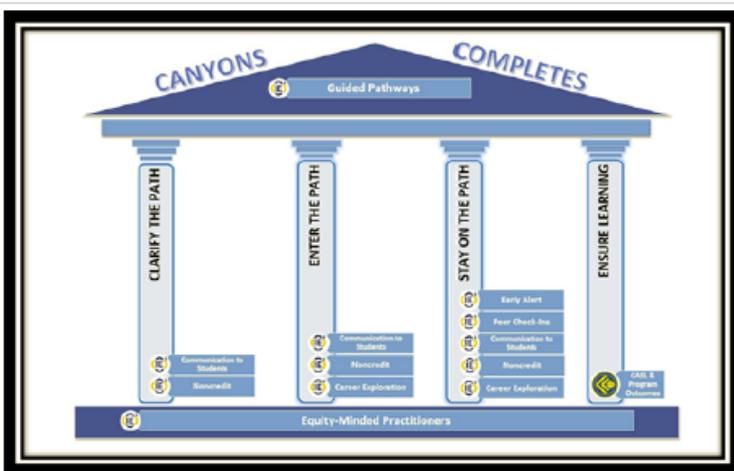
**We want students to have a personalized, long-term connection to their success team**



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

The vision for the redesigned student experience (CAGP-20 Institute 4, updated May 2021)

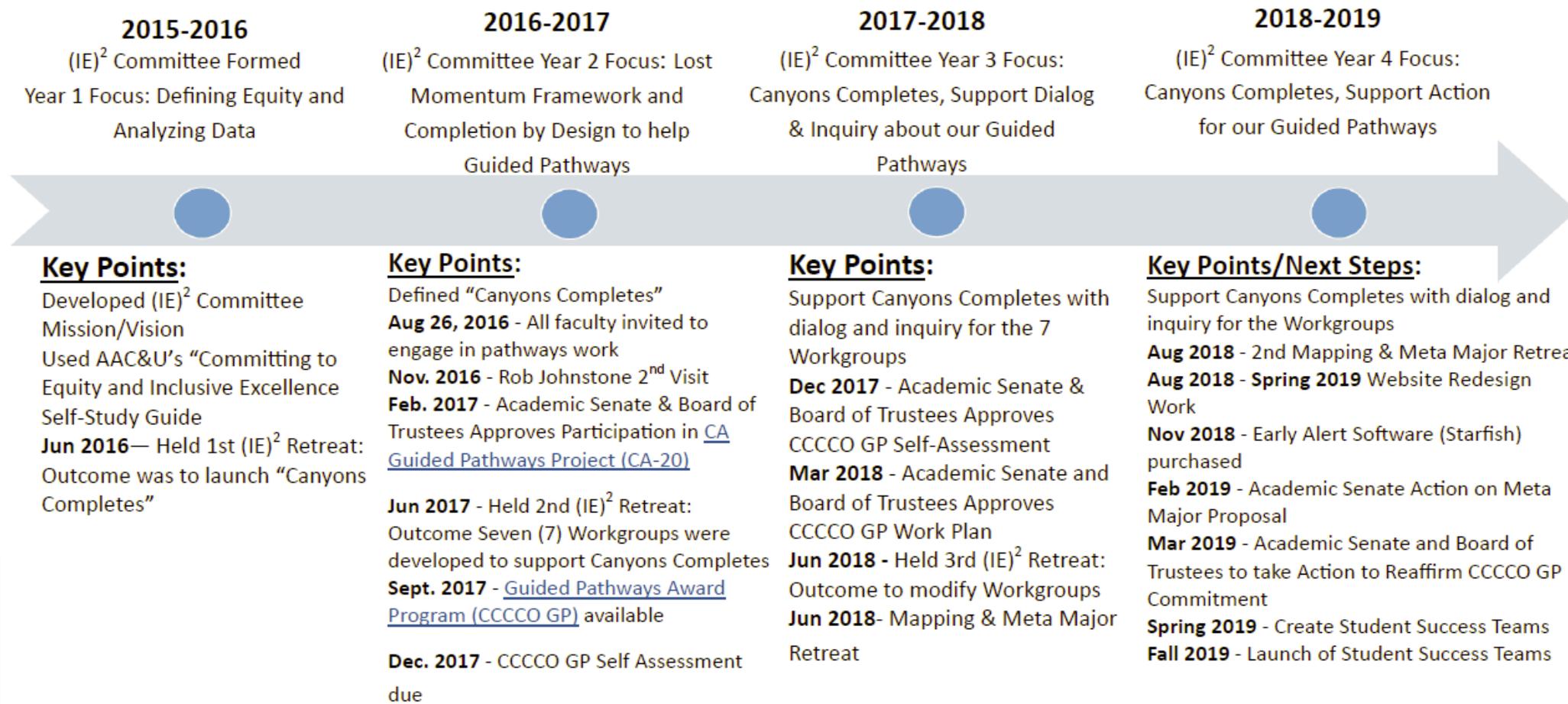
Where we have been...



## Development of Guided Pathways at COC

\*The conversation about Guided Pathways began February 5th 2014 with a visit from [Rob Johnstone](#).

(IE)<sup>2</sup> = Institutional Effectiveness & Inclusive Excellence





# Development of Guided Pathways at COC (2019-20 to present)

Institutional Effectiveness & Inclusive Excellence (IE)2 Committee

**2019-2020**

Year 5 Focus:  
Moving from Action to  
Institutionalization

**2020-2021**

Year 6 Focus:  
Advancing Equity, Maintaining  
Student Engagement, and  
Integration of Efforts

**2021-2022**

Year 7 Focus:  
TBD

**2022-2023**

Year 8 Focus:  
TBD

## Key Points:

Launched Faculty **Data Coach** training  
Launched **Canyons Connects**  
Continued planning for **Student Success Teams**  
Started work on the **Program Mapper** tool for students  
Developed **website landing page template** for schools in connection with Program Mapper  
**A2MEND** Student Chart Accepted  
Hosted the **1<sup>st</sup> Welcome Day event** (Fall 2019)

## Key Points:

June 2020: Held **student and employee forums** focused on **Anti-Racism**  
Contributed to the College's **Call to Action**  
Nov 2020: Launched the **Multicultural Center** virtually  
Winter 2021: Launched the first **Success Team** to support Black students in partnership with the Black Student Alliance  
Launched **webpages** for each **student alliance**  
Accepted into the **California Guided Pathways 2.0 project** with 42 other CCCs  
Developed the **Canyons Completes placemat**  
**Canyons Cares** (Caring Campus) effort initiated by Classified staff  
Integrated **Canyons Connects** with **Canvas**  
Working on integration of **Integrative Learning/Project Based Learning**  
Drafted the **Canyons Completes Action Plan**

2020/21

# Success Strategies

- A** Access
- E** Engagement
- S** Success
- Q** Equity



## College and Career-Going Culture

- A**
  - Kinder Visits and Game Passes
  - Faculty

## Outreach

- A E Q**
  - Canyons Reps
  - Canyons Advantage

## New Student Advisement

- A E**
  - Moved online
  - Workshop settings

## Canyons Promise

- A E Q**
  - First-time, full-time
  - High support

## Career Exploration

## Dual and Concurrent Enrollment

- A E Q**

## Financial Aid

- A E Q**
  - Marketing and Assistance
  - Financial Aid Labs

## Assessment and AB705 Work

- S Q**
  - Online Assessment
  - Support Classes and Tutoring

## Credit for Prior Learning

- A Q**

## Special Population

- E Q**

## Student Equity Efforts

- A S Q**
  - Laptops
  - BaNC
  - CARES and Emergency Grants

## Program Maps/Mapper

- S**

## Canyons Promise

- E Q**
  - Summer Bootcamps

## Canyons Connects

- E S**

## Equity Minded Practitioners

- E S Q**
  - Alliances
  - Multicultural Center
  - Anti-Racism/Anti-Black Racism

## Student Success Teams

- E S Q**

## Student Engagement/Support

- E S Q**

- Clubs and organizations
- Honors
- MESA

## The Learning Center

- E S Q**

- Tutoring
- Guided Learning Activities
- Athletic Coordinator

## OER/ZTC

- S Q**

## Culturally Responsive Teaching Handbook

- Q**

## Center for Teaching and Learning

- S Q**

- Introduction to Online Instruction
- Culturally Relevant Teaching
- Assessment Practices

## Cultural Competency Curriculum Checklist

- A S Q**

## Free Supplemental Courses

- S Q**

- English and math courses
- Learning and Success Strategies courses

## Career Center

- S**

- Job Developers
- Career Fairs

## Integrative Learning

- E S**

- Civic Engagement
- Project-Based Learning

Clarify

Enter

Stay/Support

Ensure Learning

**Access** – 51 percent of students who apply will enroll

**Increase** dual and concurrent enrollment across the Hart District

**Increase** student participation in Canyons Promise to more than 2,000 students

**Increase** access to New Student Advisement by bringing it online 24/7

**40 percent increase in dual/concurrent enrollments (1,400 to 1,954 between fall 2015 and 2018)**

**Completion of Transfer-Level Math and English** – 24 percent of first-time students will complete transfer-level math and English within their first year

**Increase** access to financial aid

**Increase** number of program maps available to students by spring 2021

**Increase** number of students participating in summer bootcamps beyond Canyons Promise

**Students completing transfer-level math & English increased from 6 percent to 14 percent between 2014/15 and 2018/19**

**Persistence** – 70 percent of students will be retained from fall to spring

### Completion:

- 2,000 students will complete a degree or certificate
- 2,300 students will transfer to a four-year institution
- 868 Career Education (CE) students will complete 9+ CE units
- Average Units for Degree Completers: 79 units

**1,989 students have completed a degree or certificate in 2018/19**

**Career Education (CE) Students Employed** – 70 percent of CE students will be employed in their field of study

**OER/Zero Textbook Cost** – Increase number of sections offering OER/ZTC

### Online Education Success Rates

Provide Virtual **Job Fairs** focusing on specific industries

**Increase** number of sections/students participating in project-based learning

**Five times the number of free courses compared to five years ago (24 to 120, between fall 2015 and 2020)**

2021/22

# Expected Outcomes

Goals align with Strategic, Student Equity & Achievement and Local Goal Setting Plans



# = Guided Pathways

## Onramps to Pathways

The College of the Canyons School of Personal and Professional Learning offers more than 300 free courses to current students and the community. The courses provide opportunities for students to increase job-related skills, prepare for the workforce, and provide supplemental coursework.



## Strategic Goals

### A Access

With an equity-minded lens, promote student access so that every student is able to enter an informed path.

### E Engagement

Cultivate an equitable, inclusive and welcoming environment that supports teaching and learning, fosters engagement, promotes belonging, values diversity, and sustains well-being at our campuses.

### S Success

Promote equitable student success, attainment of students' goals, and intentionally maximize opportunities for all students.

### Q Equity

College of the Canyons will provide support to facilitate equitable student success and maximize opportunity for all students with intentional efforts to address inequities among student groups, including minoritized student populations.

## Redesigning the Student Experience

### Vision

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

### Guiding Principles

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 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**

# SUCCESS STRATEGIES

# EXPECTED OUTCOMES

Clarify

## College and Career Going Culture

- Kinder Visits and Game Passes
- Faculty

## Outreach

- Canyons Reps at High Schools
- Canyons Advantage

## New Student Advisement

- Moved online
- Workshop settings

## Canyons Promise

- First time, full time
- High support

## Career Exploration

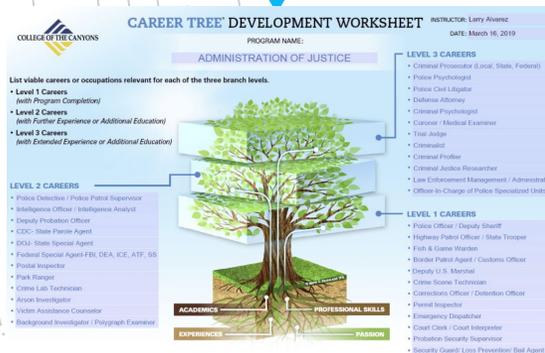
## Dual and Concurrent Enrollment

**Access** – 51% of students who apply will enroll

**Increase** dual and concurrent enrollment across the Hart District

**Increase** student participation in Canyons Promise to over **2000** students

**Increase** access to New Student Advisement by bringing it online accessible 24/7



 **40 percent increase in dual/concurrent enrollments (1,400 to 1,954 between fall 2015 and 2018)**

PROGRAM NAME: \_\_\_\_\_

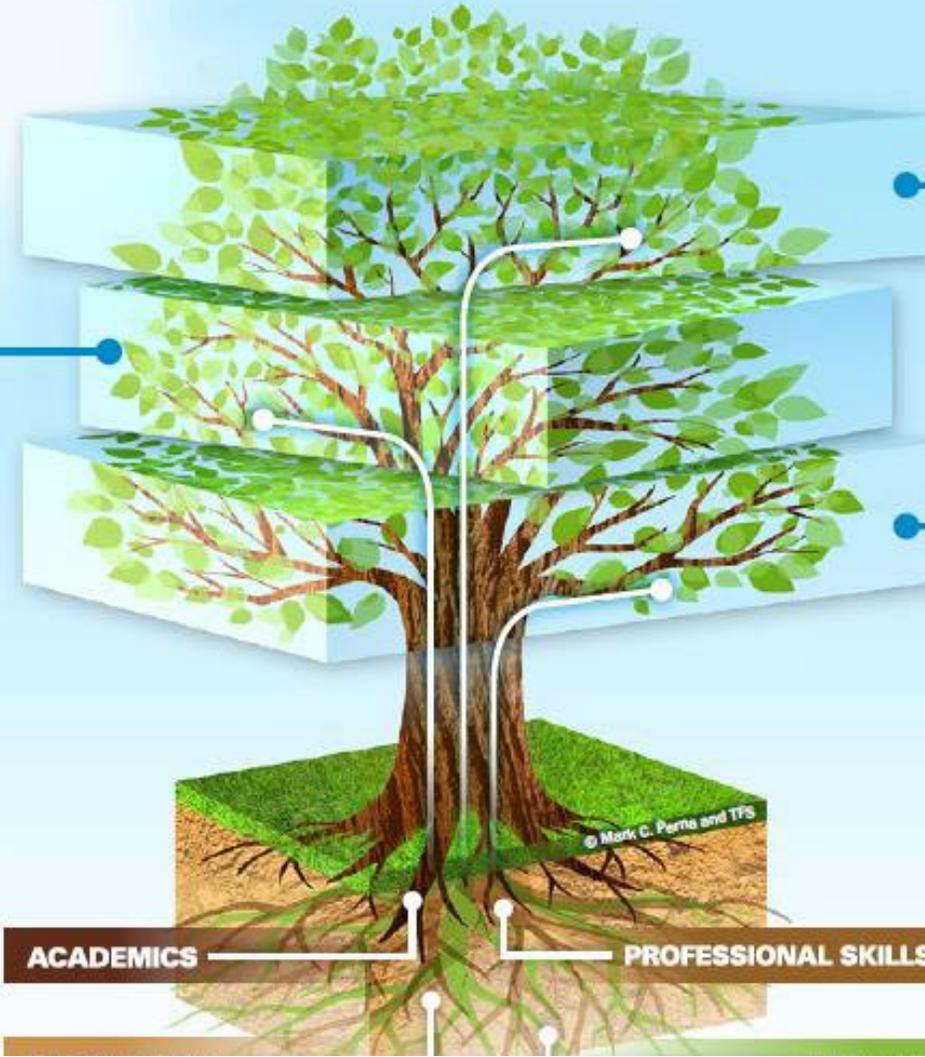
## EARLY CHILDHOOD EDUCATION

List viable careers or occupations relevant for each of the three branch levels.

- **Level 1 Careers**  
*(with Program Completion)*
- **Level 2 Careers**  
*(with Further Experience or Additional Education)*
- **Level 3 Careers**  
*(with Extended Experience or Additional Education)*

### LEVEL 2 CAREERS

- Teacher Trainer/Consultant
- Social Worker
- Early Intervention Specialist
- Nutritionist
- Doula
- Behavior Specialist
- Social Worker
- Curriculum Specialist
- Resource and Referral
- Early Head Start/Head Start Home Visitor
- Director/Site Supervisor
- Master Teacher



### LEVEL 3 CAREERS

- Occupational Therapist
- Faculty
- Researcher
- Health Care (Dentist, Pediatrician, Nurse)
- Special Education Teacher
- Child Life Specialist
- Guidance Counselor
- Licensed Clinical Social Worker
- Child Psychologist
- TK - 12 School Teacher
- Speech Pathologist
- Labor & Delivery Nurse

### LEVEL 1 CAREERS

- Tutor
- Assistant Director
- Para Professional
- Licensing Analyst
- Recreation Leader/Camp Counselor
- Parent Educator
- Nanny or Au Pair
- Family Childcare
- After School Care
- Lead Teacher

# Enter

Sociology				
Associate in Arts for Transfer at Canyons College				
62 Units				
Fall 2020 1st Term	<b>SOCI-101/101H</b> 3.0 Units Choose a course	<b>SOCI-137 or MATH-140/140H or PSYCH-104</b> 4.0 Units Choose a course	<b>Written Communication</b> 4.0 Units Choose a course from Area A.2.	<b>Oral Communication</b> 3.0 Units Choose a course from Area A.1.
	<b>Lifelong Learning and Self-Development</b> 3.0 Units Choose a course from Area E.			
Spring 2020 2nd Term	<b>SOCI-102</b> 3.0 Units Introduction to Sociological Research Methods	<b>SOCI Group 1</b> 3.0 Units Choose a course	<b>Critical Thinking</b> 3.0 Units Choose a course from Area A.3.	<b>Physical Sciences</b> 3.0 Units Choose a course from Area B.1.
	<b>American Institutions</b> 3.0 Units Choose a course			
	15.0 UNITS			

## SUCCESS STRATEGIES

### Financial Aid

- Marketing and Assistance
- Financial Aid Labs

### Assessment and AB705 work

- Online Assessment
- Support Classes and Tutoring

### Credit for Prior Learning

### Special Population

### Student Equity Efforts

- Laptops
- BaNC
- CARES and Emergency Grants

### Program Maps/Mapper

- Maps published for all Degrees/Certificates by Fall 2021

### Canyons Promise

- Summer Bootcamps

## EXPECTED OUTCOMES

**Completion of Transfer Level Math and English** – 24% of first-time students will complete transfer-level math and English within their first year

**Increase** access to financial aid

**Increase** number of program maps available to students by Spring 2021

**Increase** number of students participating in Summer Bootcamps beyond Canyons Promise



**Students completing transfer-level math & English increased from 6 percent to 14 percent between 2014/15 and 2018/19**

Stay/  
Support



Engage. Connect. Succeed.

## SUCCESS STRATEGIES

### Canyons Connects

- Connect students to support through Flags and Referrals via early alert & intervention program
- Build out Service Areas and provide students Dashboard

### Equity Minded Practitioners

- Alliances
- Multicultural Center
- Anti-Racism/Anti-Black Racism

### Student Success Teams

### Student Engagement/Support

- Clubs and organizations
- Honors
- MESA

### The Learning Center

- Tutoring
- Guided Learning Activities
- Athletic Coordinator

**Increase number of sections offering Zero Textbook Cost/OER**

## EXPECTED OUTCOMES

**Persistence** – 70% of students will be retained from fall to spring

### Completion:

2,000 students will complete a degree or certificate

2,300 students will transfer to a four-year institution

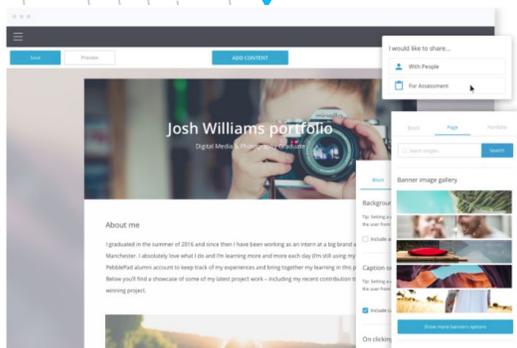
868 Career Education (CE) students will complete 9+ CE units

Avg Units for Degree Completers – 79 units



**1,989 students have completed a degree or certificate in 2018/19**

# Ensure Learning



## SUCCESS STRATEGIES

### Culturally Responsive Teaching Handbook Center for Teaching and Learning (CETL)

- Intro to Online Instruction
- Culturally Responsive Teaching Practices
- Assessment Practices

### OER/Zero Textbook Cost Free Supplemental Courses

- English and Math courses
- College Success Skills courses

### Career Center

- Job Developers
- Career Fairs

### Integrative Learning

- Civic Engagement
- Project Based Learning

### PebblePad (ePortfolio)

## EXPECTED OUTCOMES

**Career Education (CE)**  
**Students Employed** – 70% of CE students will be employed in their field of study

### Online Education Success Rates

Provide Virtual **Job Fairs** focusing on specific industries

**Increase** number of sections/students participating in project-based learning



**Five times the number of free courses compared to five years ago (24 to 120, between fall 2015 and 2020)**

# Personal and Professional Learning

COLLEGE OF THE CANYONS  
SCHOOL OF PERSONAL & PROFESSIONAL LEARNING  
FALL 2020 • CLASSES BEGIN AUGUST 24

# FREE CLASSES

Take classes from the comfort and convenience of home, with a variety of start dates available!

Education extended  
COLLEGE OF THE CANYONS  
School of Personal & Professional Learning

Need help with enrollment?  
We offer assistance in Spanish, Farsi and Korean!

- Over 300 courses created
- Onramp to credit and career
- Five times the number of free courses compared to five years ago
- **Honorable Mention Award** from the Academic Senate for California Community Colleges (ASCCC).

# Canyons **Completes**

# Action Plan

# Canyons Completes Action Plan Purpose and Foundation



**Purpose:** Focus and guide the Institutional Effectiveness and Inclusive Excellence committee's efforts for the 2021/22 .



**Foundation:** The action plan draws heavily from the College's March 2021 Scale of Adoption Assessment submitted to the California Community Colleges Chancellor's Office.

# Elements of the Draft Action Plan



Description of the Canyons Completes Framework



Commitment to Equity Statement



Canyons Completes Guiding Principles and Vision for Redesigning the Student Experience



Scale of Assessment Adoption Priority Areas underway or Activities/Projects not yet started but identified as an area of focus



Other Institutional Projects Connected to Canyons Completes (Guided Pathways)

# Sample Project Template in the Action Plan

<b>Project/Activity:</b>	
<b>Need/Ability to Implement</b> (1-Low Impact/Low Ability, 2-High Ability/Low Impact, 3-Low Ability/High Impact and 4-High Ability/High Impact)	
<b>Planned Delivery</b> (Online, In Person, Hybrid)	
<b>Status and Progress Summary</b>	
<b>Challenges/ Barriers to Overcome</b>	
<b>Next Steps</b>	
<b>Personnel/ Financial/ Technology/ Facility Needs to Advance Implementation or Sustain Efforts</b>	
<b>Contact Person(s)</b>	

# Canyons Completes Action Plan Projects 2021/22

- Program Mapper
- Canyons Connects
- Multicultural Center
- Student Support Engagement: Outreach Efforts, New Student Advisement, Career Counseling, Alliances, Promise Program and Building Professional Networks
- Student Success Team
- Integrative Learning
- Pebblepad (eportfolio)



Chart your path from start to completion with this helpful new tool.

Helping students find their path...



Helping students stay on their path...



Engage. Connect. Succeed.

# Academic Program Maps

Home > Administration > Academic Senate > Resources > Academic Program Maps

Academic Program Maps | Resolutions | Standing Rules | Department Chairs | Tenure & Seniority | Documents | Academic Senate Home | Newsletters

## Academic Program Maps

### Background

Previous mapping was started during the 2014/2015 school year, starting with discussions about what is mapping and to direct future mapping conversations. There were limitations with the first mapping process, with choosing general education courses that were generic and did not necessarily support department programs. Consistency varied based on maps created and extra courses were listed, which could be changed out for transfer coursework, internships, and/or other courses within a program of study. Since the first iteration, additional mapping was conducted through some of the Divisions/Schools and at department levels.

### Elements of a Program Map

Stemming from Institutional Effectiveness and Inclusive Excellence (IEI), the subcommittee of meta-majors and mapping discussed during the Spring 2018 semester, the various options of updating program maps. Examples were provided from other colleges, but no template was decided on. The current template is a carryover from the 2014/2015 mapping process and the template/format/background are still being considered.

To assist in establishing a foundational framework, the ASCCC's Guidelines or Principles for Developing Program Maps was referenced. The guidelines provided considerations for a long-term focus for intentional program mapping and determining a starting point. Three mapping workshops were conducted during the Spring 2019 semester and individual department meetings were and are still being scheduled, to support departments in updating previous maps and/or creating new maps. Faculty and counselors have been collaborating on each map to ensure program information is communicated effectively and clearly for students. The following elements were highlighted from feedback provided by faculty during workshops/meetings, consultation, and future mapping processes:

### Approved Program Maps

School of Applied Technologies

School of Humanities

School of MSHP

School of SBS

School of VAPA

Types of General Education for majors to select:

Associate Degree

- Local general education

Program SLO: Analyze, interpret, and evaluate concepts related to the administration of justice.

**Important Transfer Information:** The sequence listed below, may not meet all your transfer admissions requirements. Connect with a counselor to develop an individual student education plan through the Counseling Department @ <https://www.canyons.edu/counseling> or (661) 362-3288/(661) 362-3822.

Major courses are sequenced and **BOLDED** based on recommendations by the [Department of Administration of Justice](#).

First Semester (3-16 units minimum)			
FA = Fall; WI = Winter; SP = Spring; SU = Summer			
Course	Title	Units	Major Prep and GE Courses
<b>ADMJUS 101</b>	<b>Introduction to Administration of Justice (FA, SP, SU)</b>	<b>3</b>	<b>Major Prep</b>
<b>ADMJUS 110</b>	<b>Principles and Procedures of Justice System (FA, SP)</b>	<b>3</b>	<b>Major Prep</b>
ENGLISH 101/101H	English Composition (FA, WI, SP, SU)	4	Area A2
#College-level math	Choose one course from the CSU GE Area B4 category (FA, WI, SP, SU)	3-5	Area B4
Lifelong Learning	Choose one course from the CSU GE Area E category (FA, WI, SP, SU)	3	Area E
<b>Term Total:</b>		<b>16-18</b>	

#Check [www.assist.org](http://www.assist.org) and other transfer websites for the appropriate math for your transfer goal(s). Check the Honors website for most recent course offerings. Must be enrolled in the Honors program to take courses, see below.

Second Semester (17-31 units minimum)			
Course	Title	Units	Major Prep and GE Courses
<b>ADMJUS 125</b>	<b>Criminal Law I (FA, SP, SU)</b>	<b>3</b>	<b>Major Prep</b>
<b>PSYCH 101/101H</b>	<b>Introduction to Psychology (FA, WI, SP, SU)</b>	<b>3</b>	<b>Major Prep and Area D</b>
*Critical Thinking	Choose one course from the CSU GE A3 category (FA, WI, SP, SU)	3	Area A3
American Institutions - Choose Option I or II	Complete first course in chosen option - (note: must take both classes within one option) (FA, WI, SP, SU)	3	American Institutions and Area C2
Arts Course	Choose one course from the CSU GE Area C1 (FA, WI, SP, SU)	3	Area C1

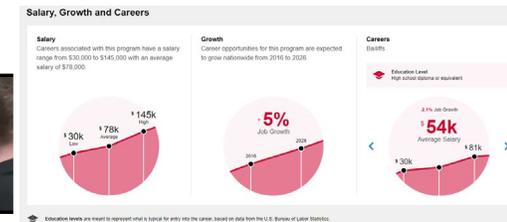
Updated 1/16/20

## Administration of Justice AS-T (CSU GE TRACK)

## Administration of Justice

### Associate in Science for Transfer

The Associate of Science in Administration of Justice for Transfer degree (AS-T in Administration of Justice) is intended to prepare students to transfer to CSU campuses that offer bachelor's degrees in Administration of Justice or Criminal Justice. Students who complete this degree will receive "priority admission with junior status to the California State University system". This degree requires students to complete 60 CSU transferable units including completion of CSU GE or IGETC and 18-20 units in the major with a cumulative GPA of 2.0 or better. Title 5 requires that students earn a grade of 'C' or better in all ... [More](#)



## Program Map

Pathway:

Career

Map View  List View

Make Appointment

This program map represents one possible pathway through the program, so please make an appointment to create an education plan that is customized to meet your needs. Map is for reference only for the 2020-2021 catalog year.

## Administration of Justice

### Associate in Science Degree

60 Units

Fall 2020 1st Term	ADMJUS-101 3.0 Units Introduction to Administration of Justice	ADMJUS-110 3.0 Units Principles and Procedures of the Justice System	English Composition 3.0 Units Canyons Gen Ed: D.1	Mathematics Competency 3.0 Units Canyons Gen Ed: Mathematics Competency
	Physical Education and Wellness 3.0 Units Canyons Gen Ed: F			
15.0 UNITS				
Spring 2021 2nd Term	ADMJUS-125 3.0 Units Criminal Law	ADMJUS Group 1 3.0 Units Choose a course	Social and Behavioral Sciences 3.0 Units Canyons Gen Ed: B	Humanities and Fine Arts 3.0 Units Canyons Gen Ed: C
12.0 UNITS				
Summer 2021 3rd Term	ADMJUS Group 1 3.0 Units Choose a course			
3.0 UNITS				
Fall 2022 4th Term	ADMJUS-126 3.0 Units Substantive Criminal Law	ADMJUS-135 3.0 Units Criminal Evidence	Natural Sciences 3.0 Units Canyons Gen Ed: A	American Institutions 3.0 Units Choose a course
	Elective 3.0 Units Choose a course			
15.0 UNITS				
Spring 2022 5th Term	ADMJUS-130 3.0 Units Report Writing for Law Enforcement	American Institutions Cont. 3.0 Units Choose a course	Elective 3.0 Units Choose a course	Elective 3.0 Units Choose a course
	Elective 3.0 Units Choose a course			
15.0 UNITS				

# Program Map

Pathway:  
to Career ▼

Map View  List View

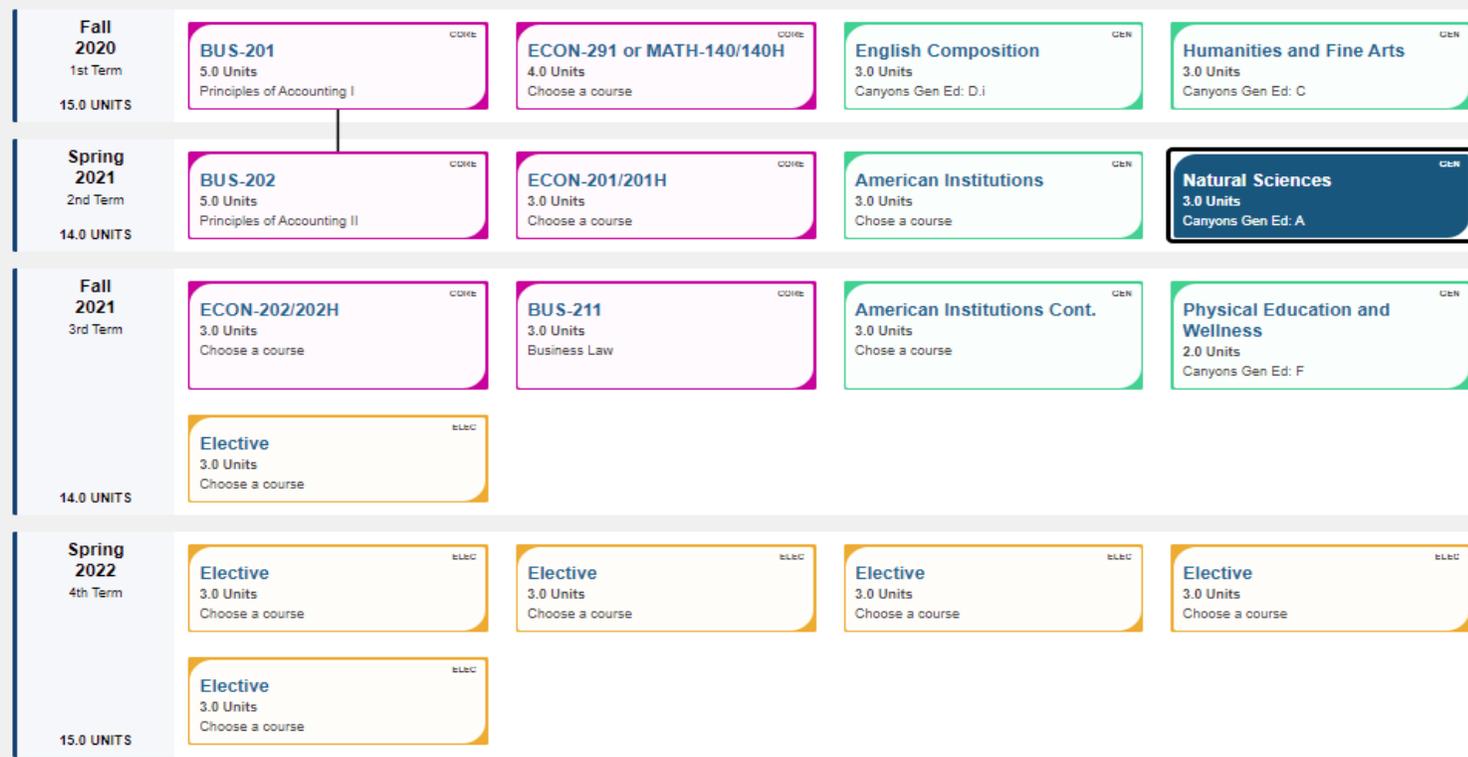
[Make Appointment](#)

This program map represents one possible pathway through the program, so please make an appointment to create an education plan that is customized to meet your needs. Map is for reference only for the 2020-2021 catalog year.

## Accounting

### Associate in Science Degree

58 Units



## English Composition 3.0 Units

● GENERAL

Choose one of the following courses to complete the Canyons Gen Ed: D.i. English Composition requirement

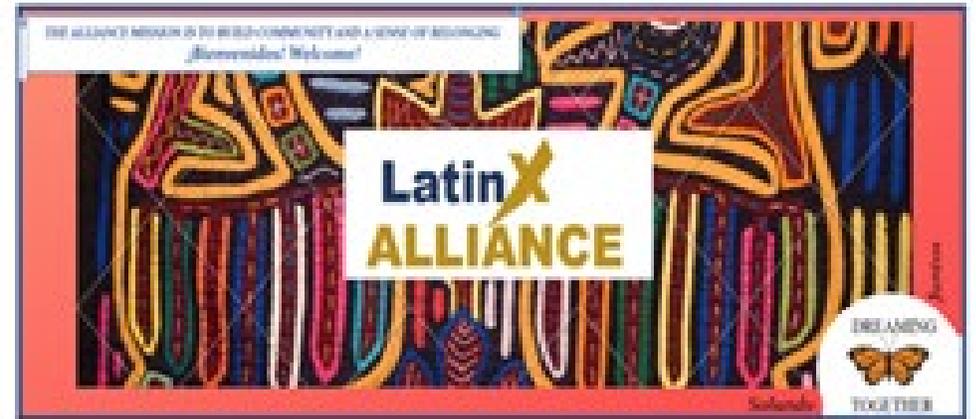
- ENGL-101** English Composition
- ENGL-101H** Honors English Composition
- ENGL-103** Critical Reading, Writing and Thinking
- ENGL-103H** Critical Reading, Writing and Thinking - Honors
- ENGL-112** Intermediate Composition, Literature, And Critical Thinking
- ENGL-112H** Intermediate Composition, Literature, And Critical Thinking - Honors
- ENGL-204** Technical Report Writing

## American Institutions 3.0 Units

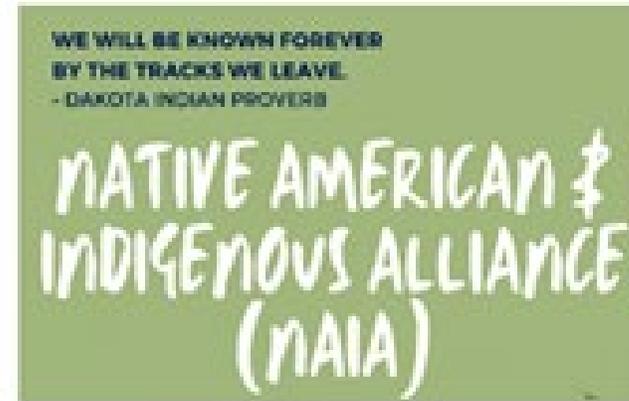
● GENERAL

There are two options to complete the American Institution requirement. Choose one course from Option 1 (ECON-170/170H, HIST-111/111H, HIST-112/112H, HIST-120/120H, HIST-130) OR Option 2 (HIST-111/111H)

- ECON-170** Economic History of the United States
- ECON-170H** Economic History of the United States - Honors
- HIST-111** United States History I
- HIST-111H** United States History I - Honors
- HIST-112** United States History II
- HIST-112H** United States History II - Honors
- HIST-120** The Role of Women in the History of the United States
- HIST-120H** The Role of Women in the History of the United States - Honors
- HIST-130** Social and Cultural History of the United States



*...to build community  
and promote a  
sense of belonging*





The purpose of this center is to provide safe and brave spaces on campus for historically minoritized and marginalized groups with the goal of increased diversity, equity and inclusion.

The Multicultural Center (MCC) serves as:

- a **resource** for the campus community while placing the experiences of diverse and historically minoritized and marginalized groups at the center.
- a **dynamic learning space** with deliberate programming and opportunities to support all members of COC with the goal of increased diversity, equity, and inclusion.
- a **safe space** where the goal is expression without fear of repercussion, and a **brave space** where expressions are both, validated and challenged.
- a **place to meet, build community**, and serve as another **access point/bridge** to existing resources.

<https://www.canyons.edu/studentservices/multiculturalcenter/index.php>

# Student Success Team

Focused on Black students not affiliated with other support services or groups

Building the Success Team with plans 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 A2MEND

# How have we continued supporting students in a remote environment?



## CARES Act Emergency Grants

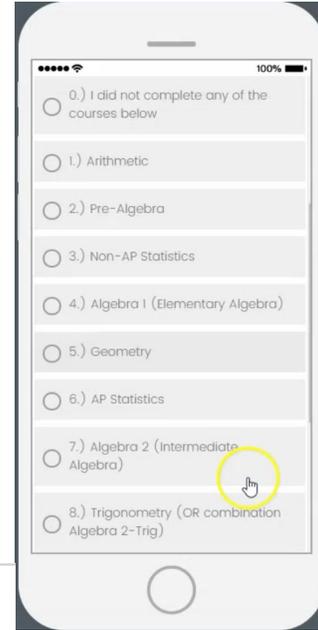
**Financial Aid:** Moved to web-based forms and offer live telephone assistance to students and parents



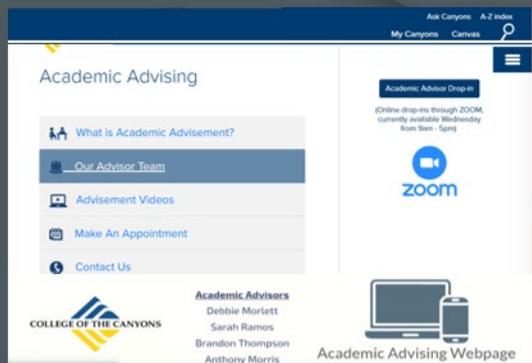
Supporting student basic needs through the BaNC



## Mobile Assessment



## Academic Advising



### 1 Virtual Appointment (via Zoom)

Academic Advisor appointments are appropriate for more extensive questions. Appointments are allotted for 30 minutes.

**BOOK APPOINTMENT NOW**

### 2 Send an E-mail

[Advising@canyons.edu](mailto:Advising@canyons.edu)

This mode of communication works best for students that have brief follow-up questions and/or need to e-mail unofficial documents (i.e. transcripts, AP scores) for course eligibility.

### 3 Drop-in Zoom meetings

Short 5 to 10 minute drop-in meetings (via Zoom). Designed for quick and brief questions.

Academic Advisor  
Drop-In Schedule  
As of 5/25/2020

Wednesdays - 9am until 5pm

**ZOOM DROP-IN**

## ONLINE COUNSELING SERVICES

**EXPRESS DROP-IN \* ONLINE COUNSELING  
E-ADVISING \* PHONES \* EMAIL  
REVAMPED WEBSITE**

Converting All Services To Online!

 [@canyons\\_counseling](https://www.instagram.com/canyons_counseling)

 [@canyonscouns](https://twitter.com/canyonscouns)





# PEBBLEPAD





**CANYONS  
CARES**

This Classified Professional-led initiative seeks to improve the student experience through student-employee supportive and personalized interactions.

It serves to:

- ❖ Establish a culture of caring and empathy while imparting a sense of belongingness to both our students and campus visitors.
  - ❖ Improve student satisfaction, connectedness, COC pride, engagement and retention.

# Upcoming Projects

- Mental Health Workshops
- Launch Canyons Cares at Fall 2021 Welcome Week
  - Giveaways-water bottles
- Banners
- T-shirts
- Lunch N'Learn/Peer Leader Training



# How can you get involved?

- Connect with the leads on one of the major efforts underway
- Join (IE)<sup>2</sup> – Next meeting – September 14, 2021 | 3-5pm
- Not on the email distribution? – contact Daylene Meuschke ([daylene.meuschke@canyons.edu](mailto:daylene.meuschke@canyons.edu))
- Want more information?
  - Visit the (IE)<sup>2</sup> website at <https://www.canyons.edu/administration/ie2/index.php>





Q&A

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# Additional slides



## *Supporting Our Students*

How do we mitigate further loss of students?

How do we best support and retain students, especially during this pandemic?

How do we help students return who have stopped out?



## **BUT, SHOW ME THE NUMBERS!**

### Activities brought online – when we will see outcomes

<b>Highlight of Pathways Activities</b>	<b>Year to Expect Outcomes</b>
AB705 (math and English)	<ul style="list-style-type: none"><li>• 2019/20 (preliminary results already known from pre-AB705 curriculum and assessment test adjustments)</li></ul>
Canyons Promise	<ul style="list-style-type: none"><li>• Spring 2021 – persistence</li><li>• 2021/22 (completion)</li></ul>
Canyons Connects (Early Alert/Intervention for Retention)	<ul style="list-style-type: none"><li>• Preliminary – Spring 2021 (retention/success)</li><li>• 2021/22 (persistence, retention, success)</li></ul>
Student Success Team focused on African American/Black students	<ul style="list-style-type: none"><li>• Preliminary – Spring 2022 (persistence, retention, success)</li></ul>
Academic Program Maps / Program Mapper	<ul style="list-style-type: none"><li>• 2022/23</li></ul>