



**College of the Canyons**  
**Institutional Effectiveness and Inclusive Excellence (IE)²**  
**Steering Committee - Meeting Minutes**  
**November 14, 2023 3:00-5:00pm**

**1. Welcome**

- Meeting Theme: Building Connection Opportunities to Support Student Success

**2. Commitment to Effective Committee Operations**

- 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)² Committee is 8 years old, established on Spring 2015, held the first meeting in Fall 2015
- Canyons Completes Design Team have representation from all areas on campus- faculty, classified professionals, staff, Guided Pathways liaisons and administrators.
- 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



College of the Canyons  
Institutional Effectiveness and Inclusive Excellence (IE)<sup>2</sup>  
Steering Committee - Meeting Minutes  
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**3. Recap highlights and takeaways from the Enhancing and Redesigning the Student Experience: A Conversation with Our Students**

- Highlights from panel
  - Panel reflected returning adults, students who transitioned from high school, affiliation with alliances, majors in School of Humanities, Math/Science, Engineering & VAPA, and receiving AAC services
  - Recognized important role of faculty/classes in their major choice
  - Factors influencing educational journey include connection opportunities with others on campus
- Opportunities for Improvement
  - Increased access to counseling support services
  - Improve visibility and communication of key information, such as alliances and other support, on the website and through other avenues
  - Explore where there are opportunities to make processes more user friendly

**4. Equity and Guided Pathways – Next Level**

- Self-love, remember to breathe. Do what feels right. Show yourself grace
- “What is it about us human beings that we can’t let things go?” Leslie Marmon Silko. This quote really struck as we're thinking about this next level and this change that we're going through across our state. What's next for Guided Pathways? We find ourselves holding on to these ways that are lost, that maybe never worked yet change is hard, the unknown is hard. And so, what is it that makes it so hard to let go? It's the unknown and changes uncomfortable.
- [Examining the Racialized Discourse of Guided Pathways](#): Out of the 115 SOAA reports, 45 were identified using race-conscious descriptors, including terms like Black students, Latinx students, racism, and racial equity.
- Mention of Ley Race Conscious Terms:
  - Race conscious
  - Racial equity
  - Black students
  - Latinx students



College of the Canyons  
Institutional Effectiveness and Inclusive Excellence (IE)<sup>2</sup>  
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- Pillar of Possibility 2: Data for Action
  - Inform how campus practitioners decide to redirect resources and redesign supports
  - Continuously monitor and assess progress toward closing racial equity gaps and offer insight to revise or scale up strategies via Guided Pathways
- Pillar of Possibility 3: Capacity Building for Racial Equity:
  - Designing capacity-building opportunities and professional development for all campus stakeholders, where colleagues such as counselors, custodians, and classified professionals receive focused opportunities to learn, reflect and grow
  - Creating strategies that represent continuous and sustained learning opportunities (rather than one-time workshops) that allow colleagues to develop a comprehensive set of beliefs, values and actions that advance racial equity
- Pillar of Possibility 4: Institutional Integration
  - Map out all equity initiatives to develop an inventory of change efforts on campus and work to improve communication and collaboration across them
  - Consider how various efforts and plans such as Strategic Enrollment Management, Guided Pathways, Student Equity and Achievement, Diversity, Equity, Inclusion, and Accessibility, Equal Employment Opportunity, Strong Workforce, and AB-705 can be seen as one interconnected institutional effort to be leveraged for improve racial equity
  - Cultures of Care:





**College of the Canyons**  
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**November 14, 2023 3:00-5:00pm**

**5. Building Personal/Departmental and Institutional Connections to Support Student Success** (20-minute breakout room reflection and 15-minute large group report out) The purpose of this item is to discuss the pre-work for this meeting by identifying a) strengths and b) opportunities for growth as it relates to the following questions:

- How does my everyday work help foster students' connection to their pathway and the campus?
  - Alexa has made to new changes to her 10am course: a.) Recap what they covered the past week. This is helping ground them and connect the dots. B.) Reflections on big picture topics. These two new pieces of her courses have helped her to see deeper connections and community.
  - Hiba works very hard to help students apply for jobs, fix up their resume and start their careers. She shared that the job career is a huge project to truly help launch students' careers.
  - Joanna gets to work with our student leaders and she loves the tight community they foster. Students come back and visit and share how impactful their experience at COC was
  - Holistic emphasis on student service/support
  - Professional development; enriching ideas for interdepartmental supports
  - ISP tasks include daily welcoming students; providing front-line direction and connection
  - Trans alliance includes getting to know students and connecting them to resources on campus; know how to help students get their questions answered by the right person/office
  - ESL instruction experience is often as main contact for students; many have COC as their first school in the US or first educational experience in many years. Becomes as knowledgeable as possible to help direct/resource students
  - Underscores importance of professional development for all; including for staff such as custodial who may lack regular access to resources, conferences, information
  - International student ambassador experience from 4-yr included assignment to help connect with students, align with resources, address issues. Pseudo peer mentor experience.
  - IRPIE work on student data, surveys, outcomes is entirely focused on identifying disconnects and opportunities for student groups
  - Small groups and recap
  - Reflecting- what did you learn this week?
  - Connection in campus
  - Career fair
  - Experience at COC helped shaped student as a person
- How do I build relationships with students, colleagues or departments to help foster students' connection to their pathway and the campus?
  - Tuesday morning- connect with counseling
  - Strong learning community
  - Counseling has built stronger relationships with various academic departments via their Tuesday Trainings



**College of the Canyons**  
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- Counseling invited all departments to join their weekly meetings and share/connect/collaborate
- Alexa shared that she reaches out to Athletics to assist with building up her student athletes
- Amy shared that in MESA they have strong club involvement with their students. Learning Communities are incredibly helpful and we need learning communities in every single school at COC
- We also need to be vulnerable with each other and listen to each other.
- Observation of no such thing as “student adjacent” anymore
- Expand best practices, such as Canyons Cares
- Grants Development experience on the back end to find funding/resources for students; examples of college functions all pointing toward access, engagement, success and overall alignment. Noted that IRPIE/Grants are great examples of departments identifying student gaps, addressing gaps with funding and programming assistance. No longer student-facing or not student-facing – we are all student involved
- Canyons Cares Senate efforts provide other opportunities to hear directly from students on their needs in order to help triage/address/solve.
- How does our institution help foster students' connection to their pathway and the campus?
  - Program mapper and map tools; increasing student-focused tools
  - Communication and clarity of diverse resources; avoid overwhelm; build greater connections for students to our campuses; rebuild on-ground (and online) interaction opportunities for students (food, arcade, events, etc.); expanding the infrastructure of “atmosphere”
  - ISP noted various ways of “introducing” students to the campus through a variety of orientation resources; menu of resources, responsibilities, opportunities; emphasis on onboarding, advising
  - The institution has created the ICC to increase student connection/belonging to the campus; opportunity to grow in terms of making sure students know what it is
  - Resource changes ahead anticipated in Student Center, health, counseling, other resources that underscore community and support for our students
  - Warm handoffs between offices and services; intimate college environment
- How do we infuse caring for our students, each other and ourselves into our Guided Pathways Framework?
  - Opportunities for growth
  - One on one conversation with instructors/peers
  - Each student has a unique experience. Understand what equity looks like for students. Provide the students a voice.
  - Sage the stage
  - Reminders for students
  - Responsibility on us as staff to help students of all levels
  - Student development theories. Sense of belonging and validating the student’s presence. Make students feel like they matter.
  - Students have a lot to juggle
  - Infuse sense of belonging through definitions



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- More work needs to be done with equity vs equality
- Understand what equity looks like for ourselves and our students
- Intellectual inheritance
- Understanding where our students are at and some of the missing information/ gaps in information
- Canyons Connects; wrap-around services such as the BaNC
- Sustain/extend (IE)<sup>2</sup> insights into services and practices ongoing; simplify online registration processes where possible
- Importance of remembering student details, lives, having conversations about their interests; creating a personal approach within a culture of support
- Canyons Connects progress surveys provide other ways of providing feedback and direct connection to services
- ISP practice of celebrating international holidays and milestones; homework to promote connection
- Consider longer passing period between classes or other opportunities during the day to engage with students and address questions, build relationships

**6. Designing Connection Opportunities for First-Generation Students Within Canyons Promise**

- Tabled for February 2024 meeting

**Next Meeting:** February 13, 2024 (3-5pm)