



College of the Canyons
Institutional Effectiveness and Inclusive Excellence (IE)²
Steering Committee - Meeting Minutes
October 12, 2021 3:00-5:00pm

Welcome and Our Why

- Design Team introductions.
- Why are we engaged in Canyons Completes? In a webinar last week, one of the chancellor's office staff and was later echoed by a faculty member who was on the panel acknowledge that we're all fatigued, but we must keep going, because the students are counting on us.

Breakout Room Discussion #1: Mitigating the Effects of the Pandemic – Moving from Surviving to Thriving

- **Report Out**
 - What can we do on campus, and from what areas on campus, to mitigate the impacts of the pandemic and the current post-pandemic on students, staff and faculty?
 - Issue with students forgetting to put masks on in classrooms when they come back in from breaks. Students forgetting to put their masks on. Discussion at Dean's Council, repeat and remind campus community.
 - Question to the students on our team, more on-campus events and classes, would that help? Do you miss being on-campus? Miss being on-campus and personal connection with teachers and students, very concerned about Covid with spikes occurring randomly. There may be safe ways that can be held outside and small gatherings, more things on-campus, with proper precautions. Agreement from students, still disconnect on zoom, doesn't feel the same, not absorbing the same material. Students would prefer being on-campus but had to settle online or online zoom. Experiencing depression and loneliness without having connection to any students or their professors.
 - Ability to talk about the pandemic would help to mitigate the student experience, virtual or in-person, what is happening with them and how the pandemic has impacted them.
 - Social events on-campus Coffee on the Go, small events to come together with other students. Asking Questions, Welcome Week good example, more opportunities on-campus, social distancing.
 - Cougarfest on-campus at Valencia, didn't go well, natural drop-off of students did try to incorporate an in-person event to get students to join clubs and alliances. Virtual format was better attended by students. Maybe a slow process reintroducing on-campus events to students.
 - More on-campus interaction with colleagues with events on-campus. Balancing online with zoom fatigue be strategic to maximize turnout.



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- Focus groups with students? Meeting on campus? Maybe classified, faculty, ASG? Best to reach out to students through social media, not email.
- Pandemic is very isolating, how can we connect with students in a way that they want to be reached? Some faculty are noting that students are not very responsive to efforts to connect in Canvas and through email, but get very little back. Maybe wrong modality?
- Maybe do a survey through social media? Discussions with ASG.
- Are people normalizing isolation, keeping cameras off, even for one-on-one meetings? What can we do in short term to get people to connect?
- Student services, lots of online efforts, zoom advising, etc. They all require bodies, and there seems to be a shortage of physical presence, some through retirement, etc. But with increasing workload, it's hard to get excited about coming to work.
- There is some frustration from faculty and staff that leadership on campus does not acknowledge how workloads have increased, and while working remote is very productive, it's not necessarily healthy.
- If we feel this way, emotionally, how can we best support our students? So many students and faculty express concerns of just feeling exhausted.
- I don't know how to help ourselves; how to help them.
- The wellness center come to mind. A place where students, staff, everyone can go.
- Anxiety around campus: building spring 2022 / 30% faculty said they're safe coming back to campus.
- Need campaign to reduce anxiety. Insuring cleanliness of classrooms; so much about mental health.
- Growth mindset: some instructors that are having great experiences; testimonials from faculty that have come back can set aside our fears. Some of our colleagues that have come back.
- Weekly skill share workshops – invite instructors to talk about their experiences.
- Interview faculty on campus; get their ideas; use that a part of discussion.
- Town hall setting to hear experiences from faculty and students.
- Open lab from a/p class can look at model. Hands on time. Don't have to if they aren't comfortable. Sense of community among students.
- In IRPIE office only a few people.
- I haven't been on campus; haven't been teaching; disconnect between wanting to be on campus and the feeling safe part. Fewer people feels safer. My concern is when there is a mass amount of people on campus. The more people you have, the more things can go awry. Do I become



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the mask police? There's a disconnect = the wanting and fear are at odds, cannot coexist. We have young children that cannot be vaccinated. Some have elderly parents at home; there are many mitigating factors. Until my daughter can get her vaccine, we don't know the long term consequences.

- I want to get back; high impact learning for me... I want students to learn from each other. I've been really thinking about pedagogy.
- I'm on campus now. There are about 4 people in my office; I'm okay with that. I'm a little nervous about everyone coming back, inches
- Take away; let's not get ahead of ourselves; let's deal with anxiety. Pause and take a step back; make sure there is some campaign to alleviate anxiety.

Breakout Room Discussion #2: Reconnecting and Reengaging our Campus Community

- **Report Out**

- How do we leverage the efforts of Canyons Cares and ASG's "Re" campaign (re-connect/re-ignite in fall focused on peer relationship building) to engage students, faculty and staff in Canyons Completes efforts? Is there a common project that we can pursue to increase engagement in campus activities (virtual, hybrid or in-person)?
 - Planning group for Canyons Cares action plan needs more people in these critical mission groups for program mapping, leadership, not from leadership, some that interface with groups.
 - What if HEERF funding could be used to hire student advocates, like a patient advocate, to reach out to students, find answers for students, etc.?
 - Doing the star party at CCC, outside, public, maybe we can do something at VLC?
 - Maybe we can connect RE campaign with idea for Valencia campus event, support services, food, and recognition of being together. Disciplines could have booths with faculty, ASG, Senate, etc.
- How do we encourage more students to reach out for help, especially students who enroll in all online or OnlineLIVE classes?
 - 100% online go after them to beg them to come to their office hours, once they login to zoom, after 2-3 minutes they realize that it's okay to engage. Drop-in face 2 face hesitant to use online services. Demonstrate for them how to use the drop-in capability. Likely to come back for more. Mandatory check-in in every single class, take out some assignments to



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do half hour appointments, just get them their first time. Once they get there it works.

- Office Hours not welcoming to students, redefine hours student connection hours? Explain to students the objectives for office hours i.e. career mentoring, not understanding in class. Open zoom for whoever drops in, drops in, no formal office hour, schedules time for students that have requested it, make it more of a social hour.
- Bring the resources to the students, bring resources to them in the Chat, be the bridge for them. Pay attention to student needs so that you can get them the things they need.
- “Humanizing” the process, showing empathy
- Start class with ‘wellness’ check, created a connection online that translated to in-person--allows students to express how they are doing.
- Send check-in emails, ‘how’s it going’ students respond to emails, and they are appreciative. Allows students to see that they are not alone. Opportunity to share resources.
- Create an anonymous padlet, and they can anonymously write what they are going through--in 100% online classes, students are Thankful, and can receive guidance on resources.
- Open conversations with simple questions, ‘what did you eat today’?
- Provide regular feedback
- Utilize Alliances as lead can guide students on how to navigate various processes (dropped classes etc.)
- Explore options to software that allows Text communication to students and they can respond individually.
- Maybe a buddy system would be helpful. This would have been very helpful. Maybe a mentor program for students. Maybe similar to embedded tutors with HEERF? Higher students to serve as mentors? Needs to start at beginning of semester, so we don’t lose students.
- Whatever we do, needs to be ongoing, regular, not just one time. Used example of meal vouchers, but they get students to campus, and once they are here, we can engage them. I.e. athletics.
- A lot of these ideas came up in LEAP, and they are all great, but unless we have the time, staff, energy to implement them, it’s just talk.
- Lots of students in academic accommodations feel disconnected, don’t respond well to online instruction and many are just waiting it out until we can come back to campus.
- ASG: I send in check-in emails weekly 5/6, week 10/11 – a simple email just to check in and see how things are going. That’s it. I literally copy and paste it. I have a lot of positive responses from students. A good 70% of



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students respond to those emails. They are very appreciative. They always ask how I am doing too. If a student's having a really hard time, I will share resources such as the H/W office.

- Seeing student one-on-one, talking with student. I open them up, I'll ask "hey, what did you eat for lunch?" You can gain a lot of information and show that you care about their situation. Asking for a different angle to see how they are doing. This is a good way to help students open up.
 - One thing that helped was humanizing factor. I start class with a mental health check. Created great connection; created the lit mag, published, bound and printed. When the mags were printed, we met on campus and had a picnic, it was as if we had known each other the entire time. We created such a special connection. If the instructor creates a warm, inviting environment, it allows students to express how they are doing. Students share empathetic strategies for each other.
 - At the beginning of each course, I create an anonymous poll that students put a link at the top of their introduction discussion. They are write about anything they're dealing with, their experiences, just let them vent. You don't know where they are mentally, physically, emotionally. It is a way to connect with them. Unless a student sets up office hours, they don't really interact with me. Making an attempt to reach students, let them know I care. It's like an anonymous poster board to check in. It has led to students reaching out to me. Depending on resources they need, I can address this.
 - The alliances... faculty leads have been able to help students. I had a student who accidently dropped a class and didn't know how to re-enroll. Sometimes new, unfamiliar for students, I can leverage who I know, help students navigate the campus. I would love to have more students enrolled in the alliances so we can provide more for them.
- How do we re-engage students on campus and/or virtually?
 - Welcome Week whole campus community event, bring people on-campus, take a breather, relax and enjoy themselves. People in-charge have to normalize taking a breather. There is no place for us to actually eat.
 - Open up the Cougar Den, Remind people about Zen Garden and the Gardens of the Canyons Walks with map.
 - How do we re-engage families/communities with the Valencia and Canyon Country Campuses? How can we get folks excited about coming back on campus?
 - Productions coming soon on-campus in the Little Black Theatre.



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- Canyon Country Campus Star Party, October 29 in-person
- Football games on Friday nights.
- Swimming classes still going on?
- Student Newsletter to all the CCC students, for SS to share what is going on in their area. Broaden campus-wide, not only SS but to Instructional Offices too. Students only know what they know. Use a social media team to put info on different platforms for the students. Learn about resources or mentorship.
- Share with students okay to come to the campus.
- KTHS has interviewed faculty and the community is small enough the radio station has a following. There is a way that we can use technology to be out there more. Perhaps partner with community leaders, KTHS and the Signal to be out there more. Use our expertise at this college with regard to technology. We need to leverage our media program. This could be a project based community for our students to put something out there on a regular basis, publishing, content knowledge or current issues.
- Outreach through Athletics, advertise through different media outlets. There is a professional broadcast for all home games--utilize to get the word out that we're back.
- Open House to invite members of the community in--showcase clubs and various departments.
- Host events outside on the campus grounds where people will be more comfortable.
- Tips and tricks booth for Halloween, registering for class, connecting with counseling or faculty.
- Maybe one big event and then school or department events weekly to have the continual presences.
- Check in booths are a great point of contact for those on campus. Some high schools do coffee or snacks as grab-n-go so people can safely connect and start day off on positive note.
- What about local industry presence on campus, related to majors, etc.
- How do we leverage the funding now available (even though one-time) to support and improve retention and persistence through peer-support, faculty mentorship, build major "community," etc.?
 - Embedded tutors are successful, YAY! Awesome!
 - Mentoring Program for faculty to expand to other groups?
 - Foundation has a Mentor Network for students
 - More mental health services



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Breakout Room Discussion #3: Review (IE)² Mission, Vision and Goals

Review (IE)² Mission, Vision and Goals

We understand the pandemic has exacerbated challenges/barriers for students. The goals have been viewed through the pandemic lens. Based on the breakout room discussions, we want to consider how those discussions necessitate changes to the committee's mission, vision and goals.

Current Mission: Develop and articulate the institutional approach to fostering an equity-minded, learning-centered and inclusive community for all students, faculty and staff. To fulfill its mission the Institutional Effectiveness and Inclusive Excellence Steering Committee will facilitate streamlined processes, improved communication and improved collaboration through its regular, coordination meetings between student government, academic senate, student equity, S4S (basic skills), non-credit, student success and support program, and other groups as applicable (e.g., grant funded projects).

Current Vision: The Institutional Effectiveness and Inclusive Excellence Steering Committee is dedicated to leveraging resources, both fiscal and human, equity and inclusion as catalysts for institutional effectiveness and student success, which are aligned with the College's institutional mission to be an institution of excellence and its strategic goal for student support to "...provide student support to facilitate equitable student success and maximize opportunity for all students.

Original Committee Goals:

- Establish a framework to direct the Institutional Effectiveness and Inclusive Excellence plan.
- Increase collaboration among constituents on activities designed to improve student outcomes.
- Develop a common understanding of the areas where efforts are needed to improve student outcomes.
- Foster a culture of inclusive excellence among staff, faculty, and administrators
- Institute accountability measures, evaluate progress, and celebrate successes.
- Others?

Proposed New/Additional Goals: Discussion of short, medium, long-term goals

- Advancing the efforts for the major areas of focus in the Scale of Adoption Assessment (SOAA)
- Reviewing the Student Equity & Achievement Plan



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- Reviewing progress towards the 2022 SEA/LGS goals and establishing new ones. This one is aligned with the goals in the 2019-22 Strategic Plan
- Reviewing the Placemat and making updates as needed, included refreshing the outcomes data

Report Out

- In response to Covid, our focus should be promoting resilience, we need to help people who are down realize that this is temporary, normal for what we're going through, promoting the idea to start with small success then it becomes bigger success.
- Tie in resilience or growth mindset into the current mission. It's taken all of us to help our students be successful.
- Can't expect our students to be resilient when we aren't resilient ourselves. How do we model that and show that to our students? Sharing your own experiences and challenges, be vulnerable. Powerful to share.
- Share basic needs support services, but what services do we have to support resilience?
- Take away from Covid, our conversation focused on self-care, how are you caring for yourself, what's available for you to get into a healthy mindset to keep moving forward. Need self-care in the mission.
- S4S should be changed to Canyons Completes
- IE2 can we change the name? Can we make it more inviting? People don't come to campus saying, "I am going to be more institutionally effective today!"
- We get so wordy, we come to this meeting to make COC better, improve our campus and our students' experience. Challenge ourselves to be more simple and straightforward. That is simple and we know it and feel it.
- Keep it short and aspirational.
- Terms that should appear in Mission, Vision, Goals, now that we have experienced pandemic: Empathy, humanities, health, wellness, patience, etc.
- Perhaps some acknowledgement of campus wide efforts for anti-racism and social justice, etc.
- Some feel the communication we aspire to in the mission statement is not going well. Feel some frustration (for faculty) regarding leadership, how do we make this happen?
- Current mission was created through the lens of 80% face-to-face. So much has changed and need to revisit.
- Find other words, i.e. improve, being more specific with how, i.e. implement better communication, etc. How to emphasize the heightened state that we are under from the pandemic?
- New implementation of Self-Service has been a big stressor for students and student services.



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- Need to incorporate the Canyons Cares principles of empathy and wellness, etc. Students feel overwhelmed when classes don't deliver as they expect, i.e. not using zoom for online live, or additional assignments added at last minute. Faculty need to understand that being empathetic doesn't mean being "easy."
- Sometimes counseling and faculty and staff hear stories/information from students that they aren't prepared to hear or necessarily qualified to advise on. How do we stay in our lanes and still connect students to appropriate support? On other hand, success has no lanes!
- Side note: some language, S4S, Basic Skills are no longer applicable and need to be replaced, SEA Plan, etc.
- Action oriented, getting things done, we need more of that
- Things may be getting done but we aren't connecting what is happening across the campus
- We want SMART goals.
- Humanizing the goals
- Review and revise/re-evaluate?
- Incorporate "Well-being" and "self-care"
- The goals don't feel 'warm'.... Doesn't speak to the idea of well-being. These goals are acronyms). We have to meet this. We have to be in compliance. We can add more of our stuff – humanize the goals. These doesn't feel actionable.
- It often feels like faculty are alone in that process. We are getting one message, but we are left to 'take care of ourselves.' Deal with your own mental health. Provide some language, more so action, for humanizing faculty. Are we taking care of faculty and staff? Are we supposed to take care of ourselves? I want to see action from the higher ups. Faculty are human too. How are we supporting our faculty, outside of salary?

Announcements: Critical Race Theory in America, October 28, 2021 3:00pm – 4:30 pm

Next Meeting: November 9, 2021, 3:00pm – 5:00 pm

Other upcoming (IE)² subgroup meetings:

- Equity-Minded Practitioners – Contact Katie Coleman @ katie.coleman@canyons.edu for more details
- Multicultural Center – Contact Jasmine Ruys @ jasmine.ruys@canyons.edu for more details.



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- Alliances – see meeting days/times at <https://www.canyons.edu/administration/ie2/equity/alliances/>