

Student Equity and Achievement Program Produced: 05/18/2021 01:59 PM PDT Daylene Meuschke

# College of the Canyons - Student Equity Plan (2019-22): Certified

## Details

### Assurances

- I have read the legislation [Education Code 78220](#) and am familiar with the goals, terms and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement legislation ([Education Code 78222](#)).

### Progress & Success

#### Process & Schedule

- An annual review of student achievement metrics such as the ACCJC Institution-Set Standards and local student achievement goals are conducted by the (IE)2 committee and workgroups, as needed, and disseminated to stakeholders for review. In addition, review of state and accreditation accountability metrics, the Institutional Research, Planning and Institutional Effectiveness office, in collaboration with the (IE)2 committee developed milestones and leading indicators to track the effectiveness of activities in the “Canyons Completes” Strategic Plan, including new data visualizations. Evaluation plans for “Canyons Completes” are co-created with project leads for activities being pursued, including tracking of projects funded through the SEA Program. • The Institutional Research, Planning, and Institutional Effectiveness office completes an evaluation of each program/activity funded through SEA. The evaluation process is conducted at regular intervals, through survey, focus groups, data collection, examining disproportionate impact, reviewing program effectiveness, and sharing results. Each program/activity manager must complete the evaluation process by responding to data and making changes or updates where necessary. All evaluation information is shared to the campus community through our College Planning Team, Institutional Effectiveness and Inclusive Excellence Committee, Academic Senate, Classified Senate, Program Review, and/or other appropriate committees/constituent groups.

#### Success Criteria

- College of the Canyons established an important college-wide steering committee to examine, discuss, and address student outcomes data, institutional policies and procedures that affect student success, and activities underway or proposed to address student success findings. In keeping with the system-wide emphasis on institutional effectiveness along with the national discussion of inclusive excellence related to student success and student equity initiatives, this committee is named the “Institutional Effectiveness and Inclusive Excellence” steering committee, or, as it is affectionately known on campus, (IE)2 for short. This committee has been and will be essential to the ongoing institutionalization of student equity, basic skills and Student Success and Support Program (3SP) [formerly matriculation] efforts now coordinated through the Student Equity and Achievement Program. This college-wide committee also provides a forum for cross-plan coordination between the variety of plans and projects addressing student success, including the Basic Skills Initiatives, 3SP, Title V grant-funded student success activities, AB86, Strong Workforce (Doing What Matters), categorical programs, Institution-Set Standards, and locally established goals aligned with the Vision for Success goals. Under the learning and effectiveness paradigm, which focuses on inclusion, integration, and engagement, the (IE)2 committee provides a space to discuss overlapping student success projects, multiple funding streams, and timelines and requirements associated with student success plans. Perhaps most importantly, it fosters institutional examination of disaggregated student success data and prompt discussion to address the findings. • This committee uses the Association of American Colleges and Universities’ (AAC&U) “Committing to Equity and Inclusive Excellence: A Campus Guide for Self-Study and Planning”. Questions from this guide foster dialogue on areas where the institution needs to focus its efforts for improving student success and closing equity gaps. The committee has also used the Loss Momentum Framework to identify areas where improvement is needed on a student’s path to completion. the committee is developing activities aimed at improving front-end programs and services to get students on a path as well as efforts designed to impact progress indicators that ensure students stay on a path and are meeting milestones with intentional efforts aimed at closing gaps.

## Executive Summary

<http://www.canyons.edu/IE2>

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## Metrics

### Overall Student Population

Metric	Baseline	Goal	Equity Change
Enrolled in the Same Community College	20956	21388	+2.06%
Retained from Fall to Spring at the Same College	12499	14528	+16.23%
Completed Both Transfer-Level Math and English Within the District in the First Year	434	868	+100%
Attained the Vision Goal Completion Definition	1844	2022	+9.65%
Transferred to a Four-Year Institution	2255	2300	+2%

### Disproportionately Impacted (DI) Student Groups

Demographic	Gender	Metric	Baseline	Goal	Equity Change
American Indian or Alaska Native	Female	Transferred to a Four-Year Institution	1	2	+100% ▶▶◀
Some other race	Female	Transferred to a Four-Year Institution	5	10	+100% ▶▶◀
Hispanic or Latino	Male	Transferred to a Four-Year Institution	370	429	+15.95% ▶▶◀
Black or African American	Male	Transferred to a Four-Year Institution	39	52	+33.33% ▶▶◀
Some other race	Male	Transferred to a Four-Year Institution	6	43	+616.67% ▶▶◀
American Indian or Alaska Native	Male	Transferred to a Four-Year Institution	1	5	+400% ▶▶◀
Black or African American	Female	Enrolled in the Same Community College	819	981	+19.78% ▶▶◀
Some other race	Female	Enrolled in the Same Community College	52	75	+44.23% ▶▶◀
White	Male	Enrolled in the Same Community College	2987	3019	+1.07% ◀▶
Black or African American	Male	Enrolled in the Same Community College	695	747	+7.48% ▶▶◀
Foster Youth	Female	Enrolled in the Same Community College	183	228	+24.59% ▶▶◀
Foster Youth	Male	Enrolled in the Same Community College	97	108	+11.34% ▶▶◀
Veteran	Female	Enrolled in the Same Community College	63	77	+22.22% ▶▶◀
Black or African American	Female	Retained from Fall to Spring at the Same College	274	286	+4.38% ◀▶
Some other race	Female	Retained from Fall to Spring at the Same College	53	66	+24.53% ▶▶◀
Hispanic or Latino	Male	Retained from Fall to Spring at the Same College	2862	2977	+4.02% ◀▶
White	Male	Retained from Fall to Spring at the Same College	2001	2152	+7.55% ◀▶
Black or African American	Male	Retained from Fall to Spring at the Same College	273	360	+31.87% ▶▶◀

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Some other race	Male	Retained from Fall to Spring at the Same College	170	252	+48.24% ▯▯◀
American Indian or Alaska Native	Male	Retained from Fall to Spring at the Same College	19	25	+31.58% ▯▯◀
Foster Youth	Male	Retained from Fall to Spring at the Same College	44	58	+31.82% ▯▯◀
Disabled	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	5	9	+80% ◀ ▯
Disabled	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	4	10	+150% ▯▯◀
Economically Disadvantaged	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	82	96	+17.07% ◀ ▯
Black or African American	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	5	9	+80% ◀ ▯
Hispanic or Latino	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	81	99	+22.22% ◀ ▯
Black or African American	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	4	13	+225% ▯▯◀
Native Hawaiian or other Pacific Islander	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	0	1	0% ◀ ▯
Foster Youth	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	0	2	+100% ◀ ▯
LGBT	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	3	6	+100% ◀ ▯
Veteran	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	1	4	+300% ▯▯◀
Black or African American	Female	Attained the Vision Goal Completion Definition	33	38	+15.15% ▯▯◀

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Some other race	Female	Attained the Vision Goal Completion Definition	7	10	+42.86% ▯▯◀
Native Hawaiian or other Pacific Islander	Female	Attained the Vision Goal Completion Definition	0	2	+100% ▯▯◀
Hispanic or Latino	Male	Attained the Vision Goal Completion Definition	309	361	+16.83% ▯▯◀
Black or African American	Male	Attained the Vision Goal Completion Definition	29	53	+82.76% ▯▯◀
Some other race	Male	Attained the Vision Goal Completion Definition	5	41	+720% ▯▯◀
American Indian or Alaska Native	Male	Attained the Vision Goal Completion Definition	1	4	+300% ▯▯◀
Native Hawaiian or other Pacific Islander	Male	Attained the Vision Goal Completion Definition	3	3	0% ◀ ▯
Foster Youth	Male	Attained the Vision Goal Completion Definition	6	8	+33.33% ▯▯◀
LGBT	Male	Attained the Vision Goal Completion Definition	11	12	+9.09% ◀ ▯

### Additional Categories

No population groups selected.

## Activities

### Access: Successful Enrollment

#### Brief Description of Activity

New Activities to Close DI Gaps: • Research and implement a mentor program such as Umoja or A2MEND. • Research and explore opening a multicultural center. • Coordinate Adult 25+ efforts with the Enrollment Management Plan. • Research & Inquiry Groups (RIGs) to explore strategies, services, and programs to close gaps for DI populations. • Community outreach to local sites (e.g., faith-based organizations) Existing Activities to Close DI Gaps: • Increase counseling services in EOPS, homeless and foster youth, and first year promise students. • Training specifically for counseling services for DI populations. • Train the campus community and specific data coaches on specific student data, impacts, and create best practices in and out of the classroom.

#### Related Metrics

- Overall : All : Enrolled in the Same Community College

- Black or African American : Female : Enrolled in the Same Community College
- Some other race : Female : Enrolled in the Same Community College
- White : Male : Enrolled in the Same Community College
- Black or African American : Male : Enrolled in the Same Community College
- Foster Youth : Female : Enrolled in the Same Community College
- Foster Youth : Male : Enrolled in the Same Community College
- Veteran : Female : Enrolled in the Same Community College
- Some other race : Female : Retained from Fall to Spring at the Same College

## Retention: Fall to Spring

### Brief Description of Activity

New Activities to Close DI Gaps: • Research and implement a mentor program such as Umoja or A2MEND. • Research and explore opening a multicultural center. • Launch Starfish as an early alert retention strategy, and research use to target DI populations. • Coordinate Adult 25+ efforts with the Enrollment Management Plan. • Research & Inquiry Groups (RIGs) to explore strategies, services, and programs to close gaps for DI populations. • Leverage the benefits of Student Employment on campus. • Ensure access to services in the evening. • Explore African-American Studies courses (sociology, history) Existing Activities to Close DI Gaps: • Reaching out personally to students who are in academic difficulty. • Ongoing support for students in academic difficulty throughout the semester. • CETL culturally-relevant teaching course • Disseminate training for the College on equity & retention. • Train the campus community and specific data coaches on specific student data, impacts, and create best practices in and out of the classroom. • Services and support for Foster Youth • Services and support for DSP&S • Services and support for EOPS • Creation and support of Student Athletic Academic Mentor • Services and support for Veterans

### Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College
- American Indian or Alaska Native : Male : Transferred to a Four-Year Institution
- Black or African American : Female : Retained from Fall to Spring at the Same College
- Some other race : Female : Retained from Fall to Spring at the Same College
- Hispanic or Latino : Male : Retained from Fall to Spring at the Same College
- White : Male : Retained from Fall to Spring at the Same College
- Black or African American : Male : Retained from Fall to Spring at the Same College
- Some other race : Male : Retained from Fall to Spring at the Same College
- American Indian or Alaska Native : Male : Retained from Fall to Spring at the Same College
- Foster Youth : Male : Retained from Fall to Spring at the Same College

## Completion of transfer level math and English

### Brief Description of Activity

New Activities to Close DI Gaps: • Research and implement a program such as Umoja or A2MEND. • Research and explore opening a multicultural center. • Coordinate Adult 25+ efforts with the Enrollment Management Plan. • Research & Inquiry Groups (RIGs) to explore strategies, services, and programs to close gaps for DI populations. • Targeting Majors where there is a high representation of African-American/Black students (e.g. Communications, Kinesiology). For example HUB on-the-go and going where students are. Existing Activities to Close DI Gaps: • Continue training for the College on Equity (such as AB705 impact). • Train the campus community and specific data coaches on specific student data, impacts, and create best practices in and out of the classroom.

### Related Metrics

- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- Disabled : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Disabled : Male : Completed Both Transfer-Level Math and English Within the District in the First Year



- Economically Disadvantaged : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- LGBT : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Veteran : Male : Completed Both Transfer-Level Math and English Within the District in the First Year

## Attained Vision Goal for Completion

### Brief Description of Activity

New Activities to Close DI Gaps: • Research and implement a mentor program such as Umoja or A2MEND. • Research and explore opening a multicultural center. • Coordinate Adult 25+ efforts with the Enrollment Management Plan. • Research & Inquiry Groups (RIGs) to explore strategies, services, and programs to close gaps for DI populations. • Targeting Majors where there is a high representation of African-American/Black students (e.g. Communications, Kinesiology). For example HUB on-the-go and going where students are. Existing Activities to Close DI Gaps: • Services and support for Foster Youth • Services and support for DSP&S • Services and support for EOPS • Creation and support of Student Athletic Academic Mentor • Services and support for Veterans • Train the campus community and specific data coaches on specific student data, impacts, and create best practices in and out of the classroom.

### Related Metrics

- Overall : All : Attained the Vision Goal Completion Definition
- Black or African American : Female : Attained the Vision Goal Completion Definition
- Some other race : Female : Attained the Vision Goal Completion Definition
- Native Hawaiian or other Pacific Islander : Female : Attained the Vision Goal Completion Definition
- Hispanic or Latino : Male : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- Some other race : Male : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Male : Attained the Vision Goal Completion Definition
- Native Hawaiian or other Pacific Islander : Male : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- LGBT : Male : Attained the Vision Goal Completion Definition

## Transfer to a four-year institution

### Brief Description of Activity

New Activities to Close DI Gaps: • Research and implement a program such as Umoja or A2MEND. • Research and explore opening a multicultural center. • Increase transfer workshops for HBCUs. • Coordinate Adult 25+ efforts with the Enrollment Management Plan. • Research & Inquiry Groups (RIGs) to explore strategies, services, and programs to close gaps for DI populations. Existing Activities to Close DI Gaps: • Provide buses to bring students to 4-year outreach events. • Train the campus community and specific data coaches on specific student data, impacts, and create best practices in and out of the classroom. • Services and support for Foster Youth • Services and support for DSP&S • Services and support for EOPS • Creation and support of Student Athletic Academic Mentor • Services and support for Veterans

### Related Metrics

- Overall : All : Transferred to a Four-Year Institution
- Some other race : Female : Transferred to a Four-Year Institution
- Hispanic or Latino : Male : Transferred to a Four-Year Institution
- Black or African American : Male : Transferred to a Four-Year Institution
- Some other race : Male : Transferred to a Four-Year Institution
- American Indian or Alaska Native : Male : Transferred to a Four-Year Institution

## Certification

### Chancellor/President

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Approved by Dianne Van Hook

05/14/2019 09:03 AM PDT

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