

Link to Executive Summary

Please share the URL to your college's Executive Summary.

This Executive Summary MUST include, at a minimum:

- 1. The initiatives that the community college or district will undertake to achieve these goals*
- 2. The resources that have been budgeted for that purpose*
- 3. The community college district official to contact for further information*
- 4. A detailed accounting of intended funding*
- 5. Assessment of the progress made in achieving identified goals*

Executive Summary can be found here-

<https://www.canyons.edu/administration/ie2/seaplan.php>

Executive Summary Introduction

The 2022-2025 Student Equity and Achievement (SEA) plan demonstrates College of the Canyons' ongoing commitment to advancing student success outcomes. Student success efforts are coordinated through the Institutional Effectiveness & Inclusive Excellence (IE)² steering committee under the authority of the District's College Planning Team. The (IE)² committee was formed in 2015 and has quickly become an essential resource for investigating disproportionate impact findings as they relate to the SEA plan metrics through the work of our Canyons Completes (guided pathways) framework. The cross-functional team of representatives within (IE)² serves as a microcosm of the College at-large, allowing this committee to formulate foundational plans that can be easily disseminated across the institution. The committee meetings engage stakeholders from across the campus, including students, faculty, staff, and administrators, in dialogues that identify potential solutions to on-going equity issues. In turn, these concepts are further refined to target specific equity gaps.

The District has also established the position of the Chief Diversity, Equity, and Inclusion Officer who oversees the Call to Action, Multicultural Center, Professional Development, and the Inclusion, Diversity, Equity, Accessibility, and Anti-racism (IDEAA) Coalition. The IDEAA Coalition was formed in 2020 (renamed in 2022) as a means to address the goals of the Call to Action by establishing a campus leadership team from amongst the primary stakeholder groups, including student government. This committee helps to ensure that college planning, (particularly the EEO, SEA, Multicultural Center, and Professional Development plans), integrate common principles and form a cohesive strategy for our equity efforts across the District.

Writing and Review Process for the Student Equity Achievement Plan

The Student Equity and Achievement Plan (SEA) was informed by the CCCO Vision for Success goals, enrollment management plan, strategic goals, and our guided pathways efforts, among others. The SEA plan was developed in close collaboration with campus constituency groups including the (IE)² committee, College Planning Team, Academic Senate, Classified

Senate, Associated Student Government, and the Board of Trustees. The leadership of the (IE)² committee led a multitude of open data analysis meetings investigating each of the five core SEA metrics. These specialized meetings were designed to explore historical disproportionate impact, and to leverage our Institutional Research Department to help set ambitious and realistic goals and timelines for closing our existing gaps through 2024/25. Once our goals and initiatives were identified, the SEA plan was brought before each of our contingency groups for further feedback. The narrative sections for the plan were developed by the (IE)² leadership team utilizing the foundational information drawn from the guided pathways Scale of Adoption Assessment, the Canyons Completes Action Plan, Call to Action planning, California Guided Pathways assignments, the Strategic Plan, the Educational and Facilities Master Plan and prior SEA planning documents.

As noted in previous equity plan iterations, College of the Canyons intends to improve student success, close equity gaps, and address disproportionate impact through intentional and research-based strategies. With a rich history of student equity planning and the enhanced coordination of efforts guided by our (IE)² committee, the college will continue to conduct inquiries into institutional practices and student support strategies, knowing that both are crucial elements when addressing equity findings for our students.

Goals and Activities for each metric

Access – Successful Enrollment								
Among first-time applicants who were First-time students, the percentage who enrolled.								
	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2024/25 Goal
Rate	10%	22%	27%	31%	36%	42%	43%	45%
Volume	548	3016	2764	2495	2786	3244	3170	

COHORT	Metric ID 300 ACCESS	
	2017-2018	2020-2021
Overall Rate	31%	43%
Gender: Female	28%	40%
Gender: Male		
Gender: Unknown/Unreported		
American Indian / Alaskan Native		20%
Black or African American	19%	37%
Hispanic/Latinx		
Filipino		
Asian	26%	21%
Pacific Islander		
White		40%
Ethnicity: Unknown/ Not Reported	7%	17%
Economically Disadvantaged		
First Generation		
Foster Youth		
Students Receiving AAC Services		
Veteran		
LGBT		
Homeless		
Disproportionate Impact	New Disproportionate Impact	
Data Unavailable		

Disproportionate Impact

Within the Deep Dive group – it was determined to focus in on our **Black/African American** students to close the equity gap.

2017-2018	2020-2021	2024-2025 Goal
19%	37%	45%

Closing the gap for this group will not automatically increase the overall from 43 to 45%— focused efforts on this group alone will move overall to 43.6%

Successful Enrollment – Programs addressing DI

Current Strategies

- Program Mapper
- Redesign of the Onboarding process
- Selection of appropriate math course
- Intentional Outreach

Additional Items from Meetings

- Direct Placement into English
- Direct phone calls for enrollment
- Direct, individualized assistance for students.
- Cohort classes
- Website updates
- Employment Center
- Ujima

Key Considerations

- Students may be enrolling at other institutions
- Inputting matric/onboarding steps in Canyons Connects
- Earlier registration
- New Programs
- New buildings at CCC

Transfer-Level Math & English

First-time students who completed Transfer Level Math & English in the first year

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2024/25 Goal
Rate	7.5%	8.4%	12.2%	17.2%	19%	28%	32%	36%
Volume	327/4361	365/4362	502/4110	676/3941	763/4021	1115/3967	1225/3793	

COHORT	Metric ID 501 MATH & ENGL	
	2017-2018	2020-2021
Overall Rate	17%	32%
Gender: Female		
Gender: Male	14.7%	29.0%
Gender: Unknown/Unreported		11.8%
American Indian / Alaskan Native		
Black or African American	7.5%	17.5%
Hispanic/Latinx	14.7%	30.0%
Filipino		
Asian		
Pacific Islander		
White		
Ethnicity: Unknown/ Not Reported		7.9%
Economically Disadvantaged	15.7%	
First Generation	9.8%	26.3%
Foster Youth	3.6%	4.5%
Students Receiving AAC Services	9.9%	22.8%
Veteran		
LGBT	10.1%	21.5%
Homeless		0.0%
Disproportionate Impact		
Data Unavailable		
New Disprop. Impact		

Disproportionate Impact

Within the Deep Dive group – it was determined to close the DI gap for our **African American/Black** and **Latinx** students.

	2017-2018	2020-2021	2024-2025 Goal
African American/Black	7.5%	17.5%	33%
Hispanic/ Latinx	14.7%	30%	35%

Math and English Completion Programs addressing DI

Current Strategies	Additional Items from Meetings	Key Considerations
<ul style="list-style-type: none"> • Intentional placement of math based on program map • Noncredit course modules • Faculty Inquiry Groups • PD for Math and English Faculty • Canyons Connects • TLC 	<ul style="list-style-type: none"> • Eliminated pre-transfer level courses • Creation of Math 100 • Created the STEM and Non-STEM tracks in Math. • Collaboration meetings with the Hart District • Embedded Tutors • Summer Bridge 	<ul style="list-style-type: none"> • Math and English have very different paths for students, success rates, and tactics for supporting the courses. • The student must complete both Math and English in the first year (fall and spring for fall starts, spring only for spring starts)

Persistence/Retention

First-time students who Persisted from first primary term to subsequent
(Fall to Spring or Spring to Fall) in first year

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2024/25 Goal
Rate	71.8%	74%	71.4%	73.6%	73.2%	72%	67%	73%
Volume	3133/4361	3238/4362	2934/4110	2899/3941	2943/4021	2857/3967	2523/3793	

COHORT	Metric ID 406	
	PERSISTENCE Term-Term	
	2017-2018	2019-2020
Overall Rate	74%	72%
Gender: Female		
Gender: Male	70%	69%
Gender: Unknown/Unreported		
American Indian / Alaskan Native		
Black or African American	66%	59%
Hispanic/Latinx		
Filipino		
Asian		
Pacific Islander		
White		
Ethnicity: Unknown/ Not Reported		
Economically Disadvantaged		
First Generation	67%	66%
Foster Youth	52%	52%
Students Receiving AAC Services		
Veteran		
LGBT		
Homeless		
Disproportionate Impact		
Data Unavailable		
New Disprop. Impact		

Disproportionate Impact

Within the Deep Dive group – it was determined to focus in on our **Black/African American** students to close the equity gap.

2017-2018	2019-2020	2024-2025 Goal
66%	59%	73%

The group also wanted to pay particular attention to **First Generation** and **Males** for this metric.

Persistence Programs addressing DI

Current Strategies

- Ujima
- Alliances
- MCC
- Pebble Pad
- TLC
- ZTC/OER
- Canyons Connects
- Basic Needs/Mental Health
- Peer or Faculty Mentors
- Project Based Learning

Additional Items from Meetings

- Financial Aid
- Extra-curricular activities (athletics, projects, clubs, etc.)
- Course availability
- Access to counseling
- Special Populations
- AAC
- Canyons Cares
- ECE Center

Key Considerations

- Cost of attendance for students
- Progression with Canyons Connects
- Concierge Service for our students.
- Creating “bridges” for our students from one semester to the next.

Transfer to 4YR

First-time students who Transferred to a 4-YR institution in 3 years

	2014/15	2015/16	2016/17	2017/18	2024/25 Goal
Rate	35%	36%	32%	36%	37%
Volume	670/1,890	714/2,014	616/1,923	743/2036	

COHORT	Metric ID 620 Transferred to 4-YR w/in 3 years	
	2015-2016	2016-2017
Overall Rate	35%	32%
Gender: Female		
Gender: Male	32%	29%
Gender: Unknown/Unreported		
American Indian / Alaskan Native		
Black or African American		
Hispanic/Latinx	31%	27%
Filipino		
Asian		
Pacific Islander		
White		
Ethnicity: Unknown/ Not Reported	0%	3%
Economically Disadvantaged	33%	31%
First Generation	25%	24%
Foster Youth	18%	
Students Receiving AAC Services	24%	25%
Veteran		
LGBT		
Homeless		
Disproportionate Impact		
Data Unavailable		

Disproportionate Impact

Within the Deep Dive group – it was determined to focus in on our **First Generation** and **Latinx** students to close the equity gap.

	2015-2016	2016-17	2024-2025 Goal
First Gen	25%	24%	37%
Latinx	31%	27%	37%

Transfer Programs addressing DI

Current Strategies	Additional Items from Meetings	Key Considerations
<ul style="list-style-type: none"> • Program Maps • Basic Needs and Mental Health Services • Financial Aid Awareness • Counseling 	<ul style="list-style-type: none"> • AB 705 • Counseling – new workshops created. • MESA Workshops • UCEN programs • University tours and trips for first gens and other DI groups to get them inspired! 	<ul style="list-style-type: none"> • This metric has the longest lag time • We have no control over 4-years accepting students • Economy

Completion Goal

first-time students who completed Degree or Certificate (attained the vision for success goal for completion) in 3 years.

	2014/15	2015/16	2016/17	2017/18	2018/19	2024/25 Goal
Rate	12%	14%	14%	18%	18.7%	20%
Volume	517/4,361	610/4,362	581/4,110	724/3,941	711/ 4,021	

If we focus on FG, Latinx and set their rates to close gaps, this will increase the overall to at least 21%

COHORT	Metric ID 619	
	Attained VG w/in 3 years	
	2016-2017	2017-2018
Overall Rate	14%	18%
Gender: Female		
Gender: Male	12%	14%
Gender: Unknown/Unreported		
American Indian / Alaskan Native		
Black or African American	9%	11%
Hispanic/Latinx	12%	16%
Filipino		
Asian		
Pacific Islander	0%	
White		
Ethnicity: Unknown/ Not Reported	8%	11%
Economically Disadvantaged		
First Generation		10%
Foster Youth		5%
Students Receiving AAC Services	11%	14%
Veteran		
LGBT		
Homeless		
Disproportionate Impact		
Data Unavailable		

Disproportionate Impact

Within the Deep Dive group – it was determined to focus in on our **Black/African American, First Generation** and **Latinx** students to close the equity gap.

	2017-2018	2024-2025 Goal
First Gen	10%	22%
Latinx	16%	21%
Black/African American	11%	19%

Completion Programs addressing DI

Current Strategies

- Canyons Completes
- Counseling – contacting students with over 45 units
- Pebble Pad
- Faculty mentors
- ZTC/OER
- MAP/degree audit
- Scheduling

Additional Items from Meetings

- AB 705
- Special Population completion rates (ex: MESA)
- Increase awareness about graduation and assistance with graduation petitions

Key Considerations

- This goal lags as we wait 3 years from the start of the cohort.
- New programs
- Assistance in completion of high-stakes classes (ex: embedded tutors)

Resources Budgeted and detailed accounting

At College of the Canyons, budget is allocated from various sources to ensure cross collaboration, equitable access, and to provide enough fiscal security for our efforts through a diversity of sources. Equity work cannot be supported through Student Equity and Achievement funding alone. The activities and programs listed above are jointly funded through the Student Equity and Achievement, General Fund, Guided Pathways, Equal Employment Opportunity, LGBTQIA+, Student Retention, EOPS, AAC, Mental Health, Basic Needs, and on time funding from Recruitment, HEERF, and COVID relief funding, in addition to various grants. In addition, there are many unlisted programs that are equally important to the equity work of the college beyond what can be comprehensively described in this plan. The annual adopted budget of the SEA Funding, shown below, illustrates how our budget allocations support equity work across the institution. Regardless of whether a college program or a department activity is directly funded by SEA, each college area has an obligation to support and incorporate the student equity work and its principles.

Below, the chart outlines the funding associated with the different programs across the District funding by the SEA 2-year budget. This includes the 2022/23 allocation of \$5,560,067 and the carry-forward from the 2021/22 budget.

Combined 2-Year SEA Budgets	
AB705 (Math/English Supports, PD & Tutoring)	\$78,494.91
Admissions & Records	\$281,764.05
Basic Needs Center	\$20,389.00
CETL	\$79,990.22
Counseling	\$2,273,720.48
EOPS	\$49,225.27
IE2 Committee (Project funding)	\$45,000.00
Inspire Scholars (Foster Youth)	\$219,491.63
IRPIE - Institutional Research	\$546,456.67
Library Services	\$66,175.60
MESA (Counseling & Tutors)	\$33,000.00
Multicultural Center	\$169,542.16
Non-Credit Enrollment Services	\$216,775.34
Online Education Support	\$97,008.72
Operational - SEAP & Student Services	\$549,861.98
Operational - SEAP Hourly	\$15,000.00
Outreach & Onboarding Support	\$758,091.51
Professional Development (Faculty & Staff)	\$65,000.00
Student Health & Wellness Center	\$84,711.77
Student Support Softwares	\$66,750.00
Student Transportation Support	\$10,000.00
The Learning Center	\$220,524.06
Veterans Resource Center	\$448,165.56
Website Maintenance	\$81,909.61
Total	\$6,477,048.54

Contact person

Over 40 people contributed to the development of the SEA plan while hundreds across campus are responsible for the implementation of the activities associated with our established metrics. The incredible work of everyone across the District cannot be overstated at College of the Canyons. The students, staff, faculty, administrators, and Board of Trustees, all work together to ensure every student has the support needed to be successful and reach their goal at College of the Canyons.

For questions related to this plan, please contact:

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