



College of the Canyons Institutional Effectiveness & Inclusive Excellence (IE)²

A Sub-Committee of the College Planning Team

Mission, Vision, & Theoretical Framework

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).

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."

Theoretical Framework: The Learning-and-Effectiveness Paradigm focuses on Inclusion, Integration, and Engagement and aims to explore how identity-group difference affect relationships among individuals and the way work gets done, while looking for ways to remove barriers that block constituents from using the full range of their competencies.

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.

Interaction with the Following Constituencies

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|-----------------------------|------------------|--------------------|
| • HR/ Prof. Development | • SSSP | • Classified staff |
| • Student Learning Outcomes | • Basic Skills | • Program Review |
| • Noncredit | • Student Gov't | • Academic Senate |
| • Curriculum Committee | • Equity | • And many more |
| • Performance Indicators | • Budget Council | |
| • Strong Workforce | • Title V | |

Committee Innovations Include:

- Tri-chair leadership from Student Services, Academic Affairs, and Institutional Research
- Improved communication, collaboration & integrated planning
- Improved coordination of research, evaluation and development of CCCCCO Integrated Plan

- Common inventory of activities supporting COC's student outcome and institutional goals
- Streamlined processes through utilization of a common solution form
- Developed a Discipline-Specific Professional Development Request form for faculty
- Developed a general (IE)² Professional Development Request and Travel Report forms
- Ongoing review of progress on indicators relative to goals, establishment of new goals, review of strategies for achieving goals within Equity, S4S, SSSP and other efforts, as well as discussion of unmet needs and ways to meet those needs
- Meetings and workgroups three times per semester with additional work group meetings
- Assistance with review of proposed projects
- The (IE)² committee provides a forum for coordination of student success activities around common data and institution-set standards.

2015/16 Activities Included

- Presented data to increase campus-wide interest and result in more inclusive discussions on how to improving outcomes for equity, basic skills, noncredit.
- Sample Research and Evaluation Plan and Logic Model
- Developed Operating procedures
- Developed a common evaluation template for all projects
- Hold a standing agenda item at the College Planning Team meetings
- Agreed to focus on activities, programs and services that can help improve student completion called the "Canyons Completes" initiative
- Held a June Planning Retreat where the committee generated ideas for "Canyons Completes" using the Loss & Momentum Point Framework Prompts
- Reinstated the Graduate Exit survey (now called the Completion Exit Survey)

2016/17 Activities Included

- Defined "Canyons Completes" - *"Canyons Completes" will advance completion of degrees, certificates, and skills building courses for students through new and improved instruction, programs, processes, and services.*
- Assessed our strengths and opportunities for improvement within the Loss Momentum Framework.
- Held two professional development sessions with Dr. Rob Johnstone to discuss Guided Pathways.
- Revised the Completion Exit Survey and added a point-of-service collection at the Grad Fair. Total surveys received in summer 2017 were 649. This is nearly double the number received in 2016 (N=327).
- Applied and were 1 of 20 colleges accepted into the California Guided Pathways project.
- Held a Guided Pathways Retreat with department chairs.
- Reviewed and revised goals for Institution-Set Standards and IEPI indicators with two reviews by each constituent group (CPT, Academic Senate and Classified Senate).
- Narrowed down the list of activities we wanted to pursue within the "Canyons Completes" umbrella to 7 major areas of focus at the June retreat.

2017/18 Activities Included

- Submitted the **Guided Pathways Plan** to the California Community College Chancellor's Office
- Participated in three **Pathways Institutes** as part of the College's participation in the California Guided Pathways Demonstration Project
- **Increased participation** in (IE)² and the workgroups as a result of
- Conducted **Canyons Completes information sessions** to all academic schools, student services and the Associated Student Government
- Held four **Flex sessions** around the Guided Pathways Pillars in February 2018.
- Participated in the **Academic Affairs spring convocation** focused on Guided Pathways
- **Chancellor** Dianne G. Van Hook focused her Spring 2018 **All College presentation** on Guided Pathways
- Developed and administered a **Pathways survey** to faculty, staff and students in Spring 2018 to inform the work of Canyons Completes
- Held the **annual retreat** with **over 80** participants
- (IE)² members were **invited panelists** and **breakout session facilitators** at the IEPI Guided Pathways workshops in Spring 2018
- (IE)² members **represented the committee work** at **numerous conferences** including California Community College Council for Staff and Organizational Development (4CSD), California Community Colleges Chief Student Services Officers (CSSO), Classified Leadership Institute and California Community Colleges Success Network (3CSN), and Administrator's Association for California Community Colleges
- Established **Canyons Completes Workgroups**.
2017/18-2019/20 activities will focus on development and implementation of work plans to address 7 major areas of focus. Activities designed to increase student completion included:
 - **Implement Peer Check-ins** (phone calls to students)— examples include phone calls to applicants who apply but don't register, "At Risk" students, students registered in the Fall and didn't come back in the Spring.
 - Formed workgroup (13 members including classified staff, faculty and managers/administrators). Lead: Kari Soffa.
 - Conducted in-class visits in fall to increase student awareness and usage of My Academic Plan (MAP). Following the presentation students received a link with additional information on using MAP.
 - Conducted phone calls to assist students with incomplete SSSP steps.
 - Peer Advisors made phone calls to assist students in difficulty with registering for the Upgrade workshop.
 - Developing a student planner in collaboration with Enrollment Services and counseling.

- Developing a training academy for college assistants to serve as college ambassadors in fall 2018.
- Piloting program to help first-semester students get on-boarded.
- **Re-Engineer Early Alert & Intervention Program** - combined outreach program to students for behavioral/emotional/academic needs
 - Formed workgroup (40 members including faculty, classified staff, and managers/administrators). Leads: Sonny Requejo and Paul Wickline
 - Drafted work plan which includes:
 - Review of optimal software options through vendor and college presentations and visits to other colleges (fall 2017 and spring 2018)
 - Identification of early alert and pre-intervention strategies (EA&I)
 - Developing common guidelines for use of the EA&I
 - Identifying staff support
 - Identifying target student populations
 - Defining the intervention process
 - Developing effective messages
 - Creating a formal feedback loop to faculty and counselors
 - Identifying training for the new process
 - Designing the workflow
 - Implementation of early alert and intervention
 - Identifying plan for continuous improvement process
 - Held meetings in fall 2017 and spring 2018
 - Participated in conference calls and demos from Rio Hondo, Santa Barbara City College, and College of the Desert.
 - Holding vendor demonstrations with on campus in July 2018.
- **Increase Career Exploration** – including presenting students with career clusters to help them make more informed major choices, workshops, outreach to students with educational goal of Liberal Arts & Sciences, etc.
 - Formed workgroup (24 members including faculty, classified staff and managers/administrators). Leads: Gina Bogna and Alisha Kaminsky
 - Held meetings in fall 2017 and spring 2018
 - Administered faculty survey to find out what career exploration is already happening on campus
 - Administered student survey to gather information about career exploration
 - Visited three colleges to learn how they are providing career exploration opportunities
 - Working with First Year Promise program to provide Career Exploration services for participants in summer 2018
 - Strategic Awareness Campaign

- Developed professional marketing piece for students and faculty (including posters, literature and video)
 - Provide tables for students to view "From Here to Career" while they're waiting
 - Developing professional online orientation for students
 - Developing career related content for the majors
 - Contacting students who indicate they want to be contacted by Career Services during Assessment Testing
 - Developing Demystifying Career Readiness Flex session
 - Increasing career exploration beyond traditional Career Education, which includes a 2-unit career exploration course submitted to Curriculum Committee for review.
- **Curricular Mapping and Metamajors (formerly Develop and Expand Guided Pathways)** – helping students get on a path, stay on a path and reach their educational goals.
- Formed workgroup (31 members including faculty, classified staff and managers/administrators). Leads: Rebecca Eikey and Denee Pescarmona
 - Attended CA Guided Pathways Institute #2 focused on curricular mapping November 30-December 2 in Bakersfield
 - Metamajors and mapping work is the larger umbrella for the work of Canyons Completes
 - Identified the need to have a conversation about developing a communication plan and strategy for how we disseminate information and keep the campus community up-to-date on what we are doing
 - Hosted student panel in spring 2018 workgroup meeting
 - Gathered student input through an in-class focus group in spring 2018
 - Worked with the Institutional Research, Planning and Institutional Effectiveness office to develop a visualization of the course offerings and programs of study using Kumu
 - Held workgroup retreat in June 2018
- **Develop Equity Minded Practitioners** professional development for faculty and staff, including addressing **implicit bias** and helping faculty and staff develop a **college mindset** that supports Canyons Completes.
- Formed workgroup (34 members including faculty, classified staff and managers/administrators). Leads: Cindy Stephens and Karen Carr (now Micah Young and Preeta Saxena)
 - Held meetings in fall 2017 and spring 2018
 - Co-created a definition of equity that under review by work group members.
 - Classified staff participated in an equity session during their spring Classified Professional Development Day

- Identified goals for 2017/18 and drafted plan for 2018/19
- Hosted an equity roundtable discussion during Flex Week in Spring 2018
- Conducted Equity Walks during spring 2018 meetings
- Developing plan to train equity-minded practitioners using in-house resources. The plan is to use work group members as core trained equity-minded practitioners to work with other work groups and departments to keep equity at the forefront of what we do.
- **Enhance Noncredit program**– aligned with the Innovation and Effectiveness Plan developed through the College's Partnership Resource Team process.
 - Form workgroup (21 members including faculty, classified staff, students and managers/administrators). Leads: Wendy Wynkoop-Brill and John Makevich
 - Workgroup merged with existing Noncredit Committee
 - Invitation is open for additional participants and faculty, staff and students
 - Developing comprehensive business plan for the work going forward
 - New courses and programs have been and are being developed, including Older Adult, Digital Media and Career Skills.
 - Working with Full Capacity Marketing to rebrand/reimage continuing and community education
 - Hiring new full-time faculty member to help with curriculum development
 - Developing pathways from Golden Oak Adult school to the credit side
 - Discussions underway around digital badging
- **Improve communication to students** (electronic, in-person and print) – notification of important dates, deadlines and other important information to help students throughout their time at College of the Canyons (e.g., drop dates, petition to graduate, etc.)
 - Formed workgroup (26 including classified staff, students and managers/administrators)
 - Developed template for notifications and emails
 - Developed 13 notifications including positive affirmations, reminders, progress towards completion of declared program of study, and enrollment management. This includes programming of notifications in MAP.
 - Sent first notification in December as part of Enrollment Services efforts to clean up the number of majors on file for students
 - Developed a master calendar for notifications
 - Merging with the Early Alert & Intervention and Peer Check-In workgroups as of June 2018

