

MINUTES: 10/26/2020

Update on Current GP Projects

(60 minutes)

Multicultural Center

- The students came back with the Multicultural Center survey results. They decided to name the center “The Multicultural Center.”
- There are many exciting ideas about what is going on at the center and the virtual center's reveal.
- There will be a soft launch opening in November, and the entire campus will be invited to participate.
- Brandon Ashford, former COC alumni, helps moderate some podcasts and other dialogues around anti-black racism.
- Brandon will participate in a Black Professionals Podcast with the nursing faculty and students on Wednesday night from 6:30 p.m. to 8:00 p.m. The focus is on what the experience is like as a black professional in the nursing profession.
- Brandon has worked with some of the Black Student Alliance students and brought them together as another team called the co-creation team to inform them about the anti-black racism efforts.
- On **November 12th at 1:00-2:30**, the Multicultural Center is offering Mental Health=Mental Wealth-Finding Words to Talk about Today’s Climate.” An opportunity for folks to come together during the hectic month of November and keep their mind mentally positive. People are dealing with many emotions. We have the elections happening, Thanksgiving that's coming up, and people are dealing with the stressors of not being able to go home to be with family. The college is providing a space for people to come together and share their emotions. Look for the announcement and join the discussion.

Equity-Minded Practitioners

- This Wednesday at 3:00 p.m., the equity-minded practitioner's group is doing the first-ever digital equity walk. Students will be in breakout rooms, and there are scenarios for each room.
- The idea came from El Camino College. The workshop aims to inspire faculty to develop equity mind designs and promote student equity across the curriculum.

Caring Campus

- California Community College Chancellor’s Office (CCCCO) partners with California Community Colleges implementing the ‘Caring Campus’ Initiative in California.
- It is an Institute of evidence-based change that works with classified leaders across campus and any front-facing office to help students.
- College of the Canyon defines Caring Campus as a group of classified employees gathering together to agree on creating a space for students to feel cared for and a part of the campus.

- The committee had its fifth meeting to help finalize what is implemented across campus for students to feel cared for and welcomed. A few examples discussed: employees wear a name tag, if a student is within 10 feet, ask if they need help, ask the student for their contact information, getting the student to another office, feeling secure the student will arrive at the proper destination and get what they need.

Currently Incarcerated Program

- Currently provides a service to a unique population through a correspondence education mode.
- Presently, on-site at two different locations, Pitchess Detention Center and Century Regional Detention Facility (CDRF) Women's Correction Facility in Los Angeles.
- The program currently offers health science 101, sociology 104, English 202, and geography 104 are a few of the credit classes provided.
- The life skills non-credit courses offered are parenting, anger management, domestic violence, addiction/substance abuse.
- Both the correspondence education programs are robust, serving close to 1000 students through Spring 2021, some of that's dependent upon the budget.
- Someone raised a question about pathway and structure to the next level for the formerly incarcerated students.
- Someone addressed that "it is not realistic to get people's hopes up while incarcerated if there is not some pathway with the appropriate support and structure for release".
- Someone suggested an inquiry into Fresno City Community College's robust Prison-to-School Program.
 - a) Inmates from other facilities in that area come from around the state to attend Fresno City College because it is affordable.
 - b) They have excellent partnerships. The program helps find housing for the previously incarcerated, helps find childcare for the children of the formerly incarcerated individuals; they worked with a group of employers who agree to give the students a part-time job while going to college and hiring them on competencies.
- Many would benefit from having a formerly incarcerated program to identify and transition out of prison to college. There is a need to have a structure in place to help them succeed.
- Someone suggested a future conversation and meeting to clarify the program.
- The value of non-credit for incarcerated students is that they earn milestones for the classes for every 30 hours of their classes and can use those milestones toward early release time. There is more motivation for them to take on credit classes.
- These don't have units attached to them as credit classes do, so they have that motivation. We discussed using the canyons promise non-credit college skills classes as a way to help those transitioning out.
- It is a transition program for now; obviously, it's not as robust as something we may want in the future, but it is something we can use to transition, either from being

incarcerated to getting a job through vocational programs and non-credit or transitioning out to start a credit program.

Instructional Advisory Council Pathways Scheduling Retreat

- Pathways scheduling Retreat scheduled: **Friday, February 19, 2021**

Canyons Connect -Highlights for the current term

- Canyons Connect highlights for the current term Fall 2020 shared via infograph.
- Faculty are raising flags and sending kudos to students in the first eight weeks of our Canyons Connects Program.
- Currently, in the first nine weeks of the term, we have had about 1500 flags raised on a variety of things, from lack of attendance to missing assignments to low test scores. Those are all lumped together in the sum of 1571 flags.
- When students received three flags, they then receive a counseling referral. Eighty-nine students referred directly to a counselor.
- We have had a separate 135 direct counseling referrals and 167 TLC referrals. Much work for faculty goes into sending referral flags to students, and much work goes into the follow-up that occurs.
- Let's highlight the 260 non-credit English referrals as part of a new phase of our rollout where we send, work with the non-credit faculty, and the English faculty to get students connected and enrolled in non-credit English support courses. This year, we will try and face that up with math, in the spring, and indeed next fall, a significant number.
- Let's emphasize the 8634 kudos sent out by faculty. The kudos displayed reflect that the faculty are using the canyons connect tool as a reinforcement.
- The athlete spotlight is an excellent feature of Canyons Connects as a unique population for athletes. Whenever a flag displays on a student-athlete, we reach out and do some interactions with those sports coaches and make sure that students get connected with services, and there is an intervention that occurs. As displayed on the website, 34 referrals, 84 flags, 189 kudos, 75 total instructors have been sending important information on students' populations. The athlete spotlight is an inspiring way to reach students and get them support.
- Efforts in that population that we are going to continue to scale up with other special populations. The last thing each student coach reported was that their team's information created some great dialogue between students and instructors. It is an excellent testament to the work we are doing to connect students to services and get them the support they need through the Canyons Connects program.
- The next stage is connections to Canvas's integration and a student portal that students face where they can raise a hand and ask for assistance or see a support team of folks around them.
- Canvas integration will provide connected students to services through that portal.

Program Maps/Program Mapper

- We have 57 maps approved, gone through the process, and continue to work with the departments. We have ten maps in the process that need follow-up and five close to

completion. Hopefully, we get 10 to 15 more by the end of this year. The program maps comprised mostly of AS, AA, AAT and, AST degrees.

- We anticipate going live at the end of fall with the placement of Program mapper on the website and the school websites so students can connect directly to the program mapper from that link.
- We continue conversations about creating video and supplementary information to let students know about these program maps and their informational value.
- Our intention is for this program mapper tool ready by the end of the fall semester as students consider spring registration.

Career Education

- A further discussion suggests coordinating the program trees with the program mapper and connecting it with career education, having career trees, and doing the career trees throughout the college.
- We are starting with career education and linking it to our websites; what we were looking to do is also have the program map on the same school page for that particular school. We planned to have this come together on one page.
- The career tree shows you what careers you are going to go into, and the map shows you the classes you can do to work your way towards that career.
- This plan is an excellent conversation to see what's feasible and what we can do to help put those tools side-by-side and connect where possible.

Debrief CAPG Site Visit

- We met with our coach, heard from other community colleges, and participated in breakout rooms.
- We have the web video we can share it out with the Guided Pathways Steering Committee members.
- The CAGP Site Visit was an excellent opportunity to learn from our peer colleges and our partners.
- It gave our team an update on what colleges are working on, ideas of the things they are doing that fit well, and struggles and challenges.
- The members collaborate in different breakout groups and have different perspectives on the discussions.
- **Home base pathways communities**, created to develop and grow communities around our six areas of interest or meta majors, students named the home base. Three important concepts:
 - (a) Students are first, (b) Need for clear and effective pathways, (c) Equity is at the center of all work.
 - Revamped the governance structure to clarify decision-making and eliminate committees that met for the sake of meeting; instead of committees, the college created project teams.
 - Project teams: One project team focused on creating areas of interest or meta majors,

- another project - took a deep dive into the student experience.
- Fall of 2018, the launch of the conceptual framework for home base pathway communities, which would have been six physical locations on campus, provided scaffolding for the student experience.
 - Recruited staff professionals on campus began identifying our counselors who would support the fundamental basis; 20 counselors began training.
 - One of the significant components of the foundation pathway communities is the idea of community.
 - Ensuring employees are equipped with the hard skills to run the center, launch, manage canvas, and take care of our students and create a more welcoming space.
 - Students access their dashboard based on their major; they will see one of six home bases.
 - The first things that appear at the top of the page are announcements to get essential and deadline information out to the students.
 - In this remote space, the students' most significant concerns are how to reach someone.
 - Students inquired how to get in touch with a counselor, admissions, and other essential college areas.
 - The coach is that first line of defense, that first point of contact.
 - Home Base Pathway is student-friendly and easy to navigate.

Institutional Effectiveness & Inclusive Excellence (IE)2

- We have themes that guide our meetings. Our September theme was "**Advancing Equity and Maintaining Student Engagement**"; the October meetings focused on "**Increasing and Maintaining Engagement and Supporting Student Success Efforts.**" The
- November meeting will focus on the remaining priorities of "**Integrating all the Efforts and Plans that Support Student Success.**"
- The committee highlights increased student engagement in larger committee meetings and workgroup meetings such as Equity Minded Practitioners, Student Success, and Multicultural Center.
- We have new students, employees engaging and participating in meetings from different employee groups for the first time.
- The campus focus is on Equity and Diversity Inclusion and anti-racism efforts as a campus.

Next Meeting:

- a) Tuesday, November 24, 2020, 4:00 – 5:00
- b) Tuesday, December 15, 2020, 4:00 – 5:00