



College of the Canyons
Institutional Effectiveness and Inclusive Excellence (IE)²
Steering Committee - Meeting Minutes
April 12, 2022 3:00-5:00pm

1. Welcome

- Thank you for everyone say thank you for being at the meetings and contributing two hours of your time to these dialogues
- Welcome back Dr. Vida Manzo, Senior Research Analyst

2. Remaining focused on the committee's charge and vision and guiding principles for redesigning the student experience

- It is important that we:
 - Design a valuable supportive and welcoming environment throughout the student experience at every step pf their journey at College of the Canyons
 - Cultivate a student-centered mindset through the college
 - We structurally support students with broader life challenges that affect their ability to focus on and complete their educational goals
 - Engage all faculty and staff in the Guided Pathways work through a variety of mediums, including monthly forums and podcasts
 - Not let the perfect become an enemy of the good as we do this work of redesigning the student experience

3. Closing the Loop and Next Steps: Scale of Adoption Assessment (SOAA)

- We are asked to rate ourselves on how we're doing on 23 different areas that are anchored to the four pillars of Guided Pathways
- This is a 10 year process and we're 7 years in as a committee, so we're doing remarkably well
- There were things that are aligned with our Scale of Adoption Assessment activities such as reengineering and launching the new early alert intervention program which is Canyons Connects, the Program Mapper tool and the Success Teams
- Areas where support is needed:
 - Technology
 - On campus training
 - Reporting data
 - Regional training
 - Connections with other Guided Pathway teams



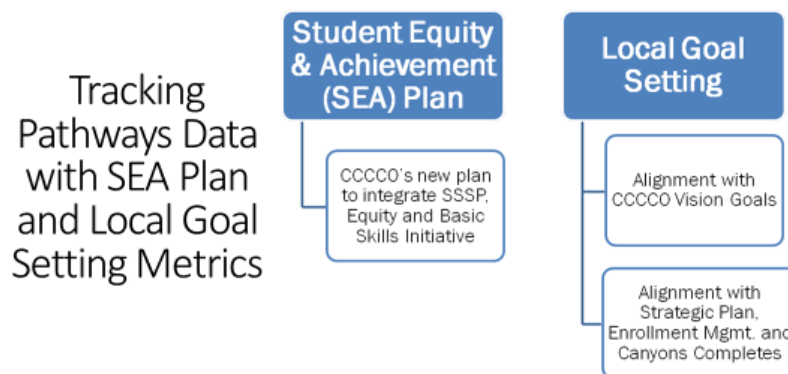
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- Marketing of pathways support tools to students (e.g. Program Mapper, Canyons Connects, My Academic Plan)
- Exploration of ways to institutionalize efforts, not yet institutionalized
- The success story that was highlighted was Program Mapper led by Liz Shaker
- Next steps for Canyons Completed and the IE2 committee:
 - Update the Canyons Completes Action Plan based on the March 2022 SOAA
 - Engage in discussions on what it will take to move Canyons Completes efforts to the next level in the rating scale

4. Engagement Opportunities: Will you consider signing up?

- There are several events coming up that everyone will have an opportunity to be a part of. Please email the person in charge to sign up.
 - Open House – Jasmine Ruys, May 14, 2022, 9am-1pm
 - End of Year Celebration- Daylene Meuschke, May 10, 2022, 3pm-5pm
 - Welcome Day, Jasmine Ruys date TBD
 - Learning Communities Faculty Inquiry Group- Angeli Francois, date TBD

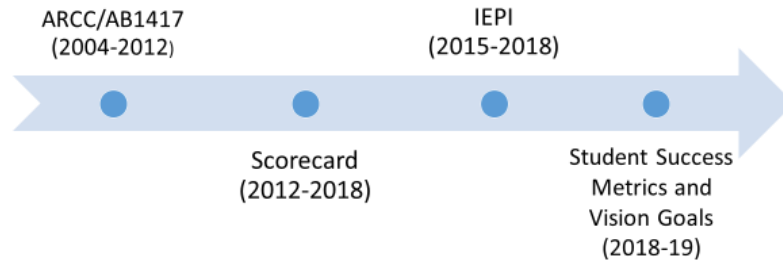
5. Preview of April/May meetings with a brief primer on past data and targets established for the Student Equity & Achievement (SEA) and Local Goals





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Timeline of Accountability Metrics

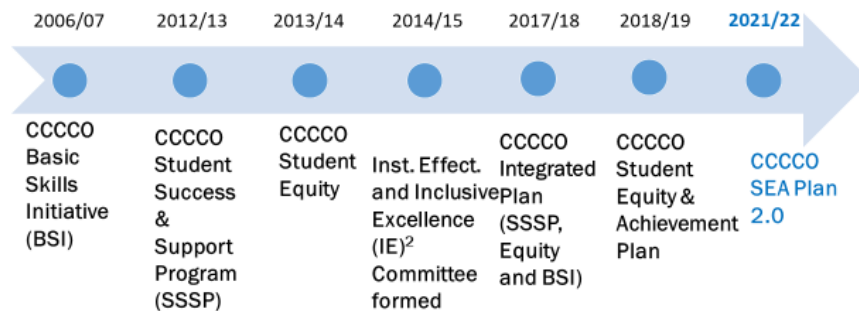


What is this?
Why are we doing it?

- Aligns multiple plans and goals
- Serves our students
- Integrated with COC efforts such as (IE)²
- Mandated/Established in Ed Code 78222(a) and Legislation (AB 1809, Chapter 33, Statutes of 2018].)



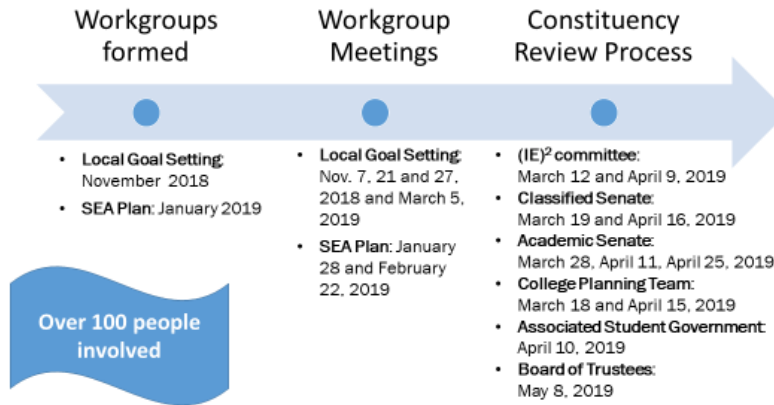
Background and Timeline:
COC and CCCC Planning





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Local Goal Setting and SEA Plan Process



Student Equity & Achievement Plan (5 metrics)

ACCESS Percentage of students who enroll after applying	TRANSFERRED TO 4 year UC/CSU/Private/Out of state COMPLETION Deg/Cert Number of unduplicated students earning degrees or CCCC Certificates (12+ units)
TRANSFER MATH & ENGLISH* Number of students completing transfer-level math and English in Year 1 (first-time at COC)	
PERSISTENCE* Percentage of students retained from fall to spring	

*Also included in Local Goals

Local Goal Setting (10 metrics)

TRANSFER MATH & ENGLISH Number of students completing transfer-level math and English in Year 1 (first-time at COC)	PERSISTENCE Percentage of students retained from fall to spring COMPLETION Number of unduplicated students earning degrees, including ADTs* Number of unduplicated students earning Non-ADT Awards* Number of unduplicated students earning Certificates (12+units) Number of unduplicated students earning non-credit certs TRANSFER Number of unduplicated students earning ADTs awarded*
UNITS Average number of units for degree completers	
WORKFORCE/CAREER Percentage of exiting CTE students employed in field of study* Number of students completing nine credit CTE units*	

*Indicates flexibility in choosing metric to set goal for local goal/vision for success



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		Baseline						
Plan	Metric	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2021/22 Goal
SEA	Access	36%	43%	45%	43%	46%	32%	51%
SEA/LGS	Retention/ Persistence (Fall to Spring)	66.5%	66.7%	67.4%	62.5%	59.7%	56.7%	70%
	Transfer Level Math & English	5.9%	6.5%	9.2%	12.4%	14.2%	20.4%	24%
		365/6,137	401/6,169	542/5,861	722/5,810	832/5,869	1,179/5,767	868/3,605
SEA	Completion Deg or Cert (Attained VG)	1,361	1,488	1,729	1,844	1,995	2,143	2,022
LGS	Degree Completion	1,197	1,335	1,590	1,741	1,844	1,940	2,629
	Non-ADT	966	947	1,088	1,210	1,287	1,322	1,452
	ADTs	278	453	633	905	993	1,146	1,177
	Earning Credit Certificates	330	770	1,068	1,187	1,142	1,402	1,246
	Earning NC Certificates	0	173	306	266	294	252	367
	Average Units for Deg Completers	90.5	90.89	91.9	90.3	87.2	86.1	79
	Completing 9 Credit CTE Units	833	926	946	1,125	1,108	1,326	868
SEA	Transfer	2,063	2,143	2,188	2,295	2,388	Not Available	2,300
LGS	CTE Students employed in Field of Study	64.30%	68.10%	66.90%	65.40%	Not Available	Not Avail	70%

Yellow indicates that this goal is close to being **attained**, or has been **surpassed**.

Slide 8

Disproportionate Impact Metrics (9)

Percentage of students who **enroll after applying**

Number of students completing **transfer-level math and English** in Year 1

Percentage of exiting **CTE students employed in field of study***

Percentage of students **retained from fall to spring**

Number of unduplicated students earning **degrees**, including Assoc. Degrees for Transfer*

Number of unduplicated students earning **Certificates (12+ units)***

Number of unduplicated students earning Assoc. Degrees for Transfers (**ADT**)*

Number of unduplicated students earning **degrees or CCCC Certificates (12+ units)**

Number of unduplicated* students **Transferred** to UC/CSU/Private/Out of state

*Indicates flexibility in choosing the metric on which to set the goal for local goal alignment with the CCCC's Vision for Success



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Disproportionate Impact

- When one group of students attains an outcome at a rate that is **substantially lower** than the **benchmark rate** that subgroup may be referred to as “disproportionately impacted”.

- Differences in outcomes between subgroups may suggest that one group
 - has **less access to support services/key resources**,
 - is in need of **relatively greater support**, and/or
 - must address certain **obstacles** in order to attain those **outcomes at rates comparable** to their peers.

California Community College Chancellor's Office Definition, 2016

Student Group	SEA 2017-2018 Access PPG	SEA & Local Goal/Vfs 2017-2018 Retention Fall-Spring PPG	SEA & Local Goal/Vfs 2017-2018 Transfer Level Math & English PPG	SEA 2017-2018 Completion Attained Vision Goal PI	Local Goal/Vfs 2016-17 Completion Certificates PI	Local Goal/Vfs 2016-17 Completion AA/AS_ADT PI	SEA 2016-17 Transferred to 4-year PI	Local Goal/Vfs 2016-18 Transfer ADTs PI	Local Goal/Vfs 2014-15 Job Related to Field of Study PI
Black or African American	Access	Retention	Math & English	Vision Goal	CCCCO Certificates	AA/AS_ADT		ADTs	
Ethnicity: Other Race	Access	Retention		Vision Goal		AA/AS_ADT	Transferred	ADTs	
American Indian / Alaskan Native				Vision Goal			Transferred	ADTs	
Foster Youth	Access	Retention	Math & English						
Male						AA/AS_ADT		ADTs	
Hispanic/Latinx			Math & English						Job Related to Field of Study
Disabled			Math & English						
Filipinx								ADTs	
Pacific Islander				Vision Goal					
White	Access								
LGBT			Math & English						
Veteran			Math & English						
First Generation			Math & English						
25 to 29		Retention	Math & English						
30 to 34	Access	Retention	Math & English	Vision Goal			Transferred		
35 to 39	Access	Retention	Math & English	Vision Goal					
40 to 54	Access	Retention	Math & English	Vision Goal					
55 and older	Access	Retention	Math & English	Vision Goal					
		D.I. for SEA		D.I. for Local Goal Setting			Data for Sub-group Not Available		



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Number of Metrics the Sub-group was found to be Disproportionately Impacted in

Black or African American	7
Ethnicity: Some other	6
American Indian/Alaskan Native	4
Foster Youth	3
Latinx/Hispanic	2
Male	2
Native Hawaiian/Other Pacific Islander	2
First Generation	1
LGBTQ	1
Disabled	1
Veteran	1
White	1
Fillipinx	1

Student Group	Metric ID 300	Metric ID 406	Metric ID 501	Metric ID 619	Metric ID 620
	2017-2018	2017-2018	2017-2018	2017-2018	2016-17
	Access PPG	Retention Fall-Spring PPG	Comp Transfer Lv Math & English PPG	Attained Vision G Completion PI	Transferred to 4-year PI
Disabled			Males/Females		
American Indian / Alaskan Native		Males		Males	Males
Black or African American	Males/Females	Males/Females	Males/Females	Males/Females	Males
Hispanic/Latinx		Males	Males	Males	Males
Pacific Islander				Males/Females	
White	Males	Males			
Some Other Race	Females	Males/Females		Males/Females	Males/Females
Foster Youth	Males/Females	Males	Females	Males	
LGBT			Females	Males	
Veteran	Females		Males		
First Generation			Males	Males	
Economic Disadvantage			Males		



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Disproportionate Impact Summary

RACE

- **Males are D.I. more than Female students.**
- **D.I. among Black/African American for the highest number of metrics.**
 - Effect is not driven by gender except when looking at transfer rates (effect driven by males). (vs. males/females of other race/ethnicity groups).
- **Latinx/Hispanic are D.I. for 2 metrics (Math & English and Job in Field of Study)**
 - Males are D.I. for 4 metrics (vs. Latinx Females, and males/females of other race/ethnicity groups).

FOSTER YOUTH

- **Foster Youth are D.I. for 3 metrics,**
 - mixed effects of gender (small N). (vs. not Foster Youth)

FIRST GEN

- **First-gen are D.I. for Attaining Vision Goal and Math/Engl. Completion**
Males specifically (vs. Not First Gen. and First Gen Females)

Breakout Room Discussion Questions

- What is happening that would influence the trend and goal?
 - Retention was going down prior to the pandemic
 - Pandemic will affect the retention going forward
 - Declines in the student enrollment in special populations
 - There was an uptick in enrollment on non-credit courses during pandemic
 - English eliminated developmental classes because of AB705 which influenced the uptick trend on Transfer Level Math and English
 - Special Populations help students: College Promise, Ujima Scholars, former FYE program.
 - We offer a lot of support: skill share workshop, embedded tutors, TLC
 - If students are not transferring to a four year program, it is still important to have a degree or certificate
 - Rethink the funding formula at the state level- how do we make sure that funding is supporting the students, academic support and success?
- If the goal is attained, how do we sustain it? Do we, and how do we grow it?
 - Professional development opportunities for faculty, online training or equity minded training. These will keep our trend upward as faculty and keep continue to evolve with the times.
 - Keep the courses vibrant since we are all competing with other community colleges



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- Make sure faculty are up to date on best practices and different formats to better serve students
- Being student focus is key in helping students succeed
- Prepare the students for the world of work, as its emerging and is going to continue to emerge in a very different way, as we go forward in the decade.

6. Promotion of upcoming events/dialogues

- May 10th Racism without Racists, James McKeever book discussion

Next Meeting: Tuesday, May 10, 2022 (3:00pm-5:00pm)