



College of the Canyons
Institutional Effectiveness and Inclusive Excellence (IE)²
Steering Committee - Meeting Minutes
October 11, 2022 3:00-5:00pm

1. Welcome

- Coming up in October and November
 - Gathering input for the SEA Plan 2.0
 - Refine SEA Plan 2.0
 - Begin discussions of implications for redesigning the student experience based on the CAGP 2.0 Institute #3
 - Discuss implications of the SEA Plan 2.0 and CAGP 2.0 Institute #3 for the Strategic Plan

2. Student Equity & Achievement (SEA) Plan 2.0 Level-Setting – What is the SEA Plan and where are we in the process of updating it?

- Equity Plan Reflection
 - Key Projects and Activities related to Access, Retention, Math/English completion, Transfer, and Completion
 - Evidence of Decrease in DI
 - Overview of Planning Efforts
 - Executive Summary
- Disproportionate Impact Metrics
 - Successful Enrollment
 - Completed Transfer Level Math and English
 - Persistence and Retention
 - Transfer
 - Completion
- Student Support Integration Survey (optional)
 - Previous Equity Efforts
 - Guided Pathways Alignment
 - General Accessibility
 - Financial Aid
 - Basic Needs
 - ZTC
 - LGBTQ+ Support
 - Mental Health Support
 - Institutional Planning
 - Student Voice
- Overview
 - We reviewed the DI in 5 areas



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- We then set goals for each of the 5 areas based on what we have accomplished in the past and what we are implementing to help reach those goals.
- We used the following to assist us in making these determinations
 - Canyons Completes Action Plan
 - Scale of Adoption Assessment
 - NOVA Guided Pathways Plan
 - Any other programs or initiatives put into place that were not addressed in those areas.
- Successful Enrollment Programs Addressing DI
 - Program Mapper
 - Development
 - Marketing
 - Redesign of Onboarding
 - From CAGP Institute #2
 - Timeline of when offered, customized onboard depending on type of student
 - Correct Selection of Math Courses
 - Done during assessment – customized based on major through program map.
 - Intentional Outreach
 - High School Campuses
 - Fairs
 - Direct Marketing (Interact, CE Programs, Motomatic, PIO, Outreach)

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	



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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%

Math and English Completion Programs addressing DI

Current Strategies

- Intentional placement of math based on program map
- Noncredit course modules
- Faculty Inquiry Groups
- PD for Math and English Faculty
- Canyons Connects
- TLC

Additional Items from Meetings

- 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

Key Considerations

- 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)



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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%



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Persistence Programs addressing DI

Current Strategies	Additional Items from Meetings	Key Considerations
<ul style="list-style-type: none"> Ujima Alliances MCC Pebble Pad TLC ZTC/OER Canyons Connects Basic Needs/Mental Health Peer or Faculty Mentors Project Based Learning 	<ul style="list-style-type: none"> Financial Aid Extra-curricular activities (athletics, projects, clubs, etc.) Course availability Access to counseling Special Populations AAC Canyons Cares ECE Center 	<ul style="list-style-type: none"> 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.

COHORT	Metric ID 406	
	PERSISTENCE Term-Term	
	2017-2018	2019-2020
Overall Rate	74%	72%
Gender: Female		
Gender: Male	70%	63%
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 AAL 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.



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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

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	



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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		
LCBT		
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%

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)



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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	

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%

3. Update on Student Equity & Achievement (SEA) 2.0 Plan Open Hours Meetings and Committee Brainstorming.

- We will have another Deep Dive to review all metrics on October 14, 9am.
- Continue to review the plan over the next few weeks.



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- Please come to (IE)2 to review the rest of the plan.
- Come back to Academic Senate to preview the plan in its entirety.

4. Report Out from Breakout Rooms

- Breakout room prompt: Please add your breakout room's additional ideas for programs/supports/strategies to help the College achieve its [proposed SEA Plan goals](#). Also, please indicate if the program/support/strategy is new or existing, which SEA Plan metric(s) it aligns with and ways breakout group members are/can help contribute to the effort. [Summary Goals Table here](#).

Breakout Room Report Out:

- Hire additional Student Success Counselors → expanding the programs we already have to additional populations on campus (MESA, Ujima, EOPS, etc)
- During orientation, show students how to use MyCanyons. Emphasize that adding a course to their academic plan does not automatically mean that they are registered for the class. Possibly send out reminders when it is time to register.
- Follow up after orientations and group students into cohorts by major and come back before classes start to contact them and ask did you register, did you do financial aid, do you know about these specific programs that support your major. Not just one orientation needs follow up and putting them in meta-major or major will help break down the work.
- Are there alternate ways to contact students? For example, personal emails, text messages, mail etc. We could mail them specialized information that pertains to their majors. Design more customized, personalized forms of communications - have students opt for what type of communication works best for them.
- Could we expand on-campus child care that is accessible to all students?
- Identify special populations in your classes and reach out to them directly
- Surveying students and getting access to more data
- Continue Campus Events to create connection to students
- Making sure our application is more inclusive
- Additional onboarding support- personalized help for students in person and in zoom
- Provide technical service for students who are having obstacles on their online applications. Helping students from the start of application process until the end



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- Importance of making education relevant for students and figuring out ways to help them capture those outside learning experiences and combine them with what's going on in the classroom
- Making sure that the cultural competency checklist was used on the application process and is up to date with the contemporary language. Checking to see if the application has been checked against an equity rubric for inclusive language, imagery, narrative

5. Wrap Up / Closing

- Final SEA Plan Data Open House: Friday, October 14 | 9-11am | Zoom
- (IE)2 Committee Survey
- November Meeting Focus – Update from CAGP 2.0 Institute #3 and discussions on the implications/next steps for Canyons Completes

6. Next Meeting: November 8, 2022 (3-5pm)