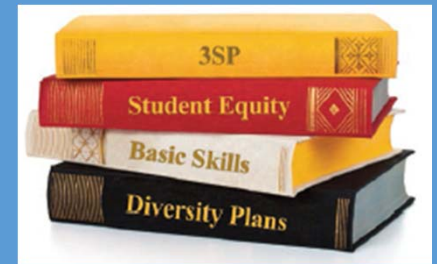


Come Together, Right Now:

Institutional Effectiveness and Inclusive Excellence



3CSN- April 2018

Presented by College of the Canyons:
Rebecca Eikey, Harriet Happel, Daylene Meuschke,
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Session Outline

Setting the stage: The landscape before (IE)² and the impetus for forming a new committee

Planning the structure for a new committee: Key players, decisions, logistics

Using data and mapping common ground

Highlight of committee outcomes to date

Setting the Stage

A little background on the landscape before implementation of the new committee and impetus for a new committee

- Always the same people at the same meetings
- Lots of meetings
- Silos

Prior attempts to breakdown silos...

- ❖ Leads for different plans and categorical/grant programs organized a coordination council in 2014/15
- ❖ There was collaboration among the various groups including
 - Participation in the Association of American Colleges and Universities conferences and projects led by Academic Affairs (Roadmap project)
 - Student Equity (administration, management, faculty and student services) planning and conferences
 - Basic Skills and SSSP activities coordinated by Academic Affairs and Student Services
- ❖ In March 2015, we recognized that silos still existed despite having the coordination council

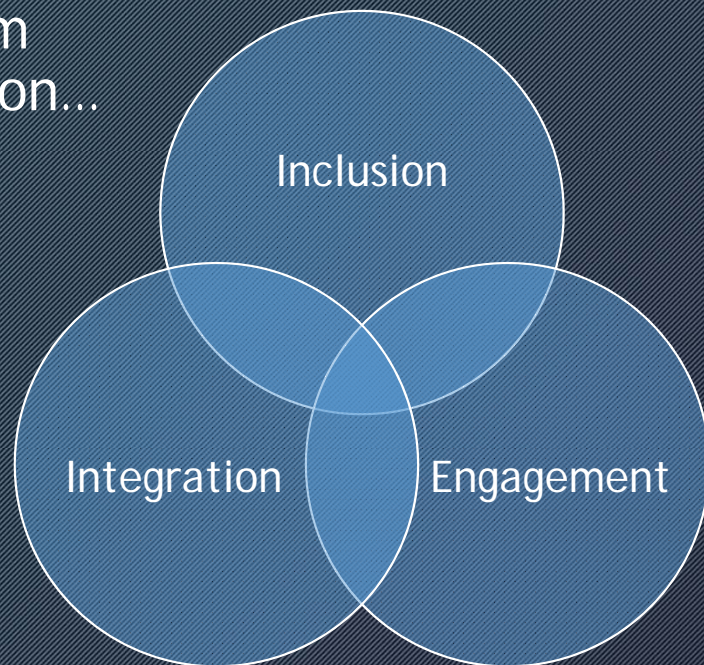
Another committee?

There are many funding streams with overlapping projects, separate meetings and separate plans - all aimed at improving outcomes for students



Our Theoretical Framework

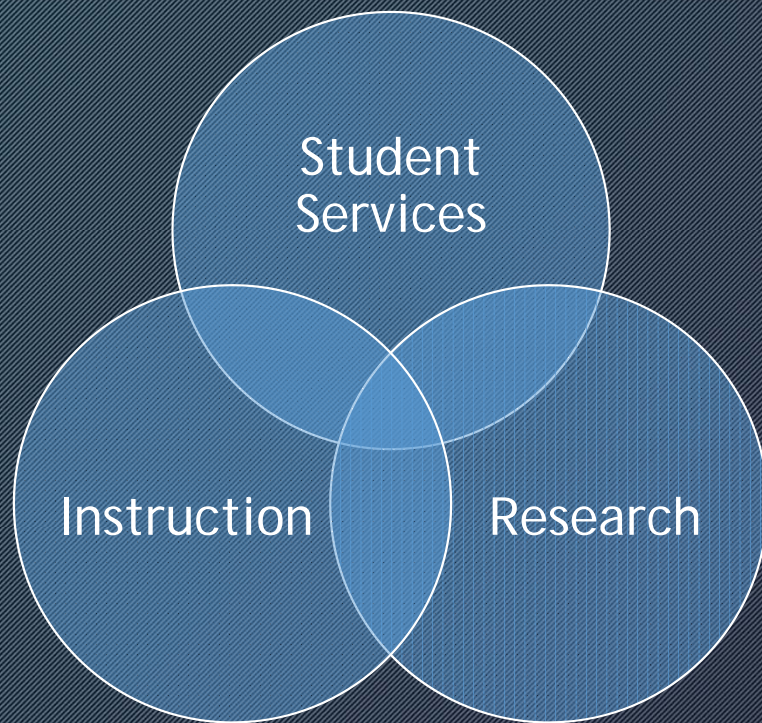
- The Learning-and-Effectiveness Paradigm focuses on...



The Learning-and-Effectiveness Paradigm aims to...

- ❖ Explore how identity-group differences affect relationships among individuals and the way work gets done
- ❖ Looks for ways to remove barriers that block constituents from using the full range of their competencies

Tri-Chair Approach



The (IE)² committee is run by the Vice President of Student Services, Vice President of Academic Affairs, and the Dean of Institutional Research, Planning and Institutional Effectiveness

- ❖ Supported by a VP at our second campus, Dean in Student Services, Dean in Academic Affairs, Deputy Chancellor and Academic Senate President.

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

Eliminate Silos

Student Equity, 3SP and BSI had separate plan templates, deadlines, data requirements, budget elements, and signatory requirements.

Connecting the Silos

Revitalized stagnate or lightly attended committees.

Fostered more engagement with institutional data and related planning (2-hour meetings where people stay 😊).

Provides an integrated forum for people to collaborate and have conversations.

Presents institutional data in a more digestible fashion.



New (IE)² Steering Committee Structure Established in 2015:



Year 1
DATA

Present
(Year 3)
*Canyons
Completes*

Year 2
Loss
Momentum
Framework/
Guided
Pathways

Build from your strengths

- Use Equity, Basic Skills, and Student Success & Support as "early wins" to connect to Guided Pathways



What we brought together, before and right now



Integrated Plan

- BSI/BSSOT
- Student Equity
- SSSP

Supporting Partners

- K-12 Connections
 - AEBG
 - CCPT
- Workforce and Career Ed
 - SWP/DWM
 - Perkins

We can accomplish more when we work together and braid our resources!

Building the Crosswalk

	SSSP	BSI/BSSOT	Equity	K-12 Partnerships	Workforce and CE
Defined populations	Several, new students, probation, etc.	Students below transfer (Math, ENGL, ESL)	DI Populations	Noncredit & Career Ed Pathways	Career Ed Students & DI Populations for Perkins
Outcomes Measures	Yes	Sort of	Sort of	Yes	Yes
Expenditure Guidelines	Yes	Yes	Yes	Yes	Yes
Core Services	Yes	Overlaps w/some of 3SP	Not exactly	Yes, overlaps with 3SP for NC	Not exactly
Data Needs	Yes, lots	Yes	Yes, lots	Yes, lots	Yes, lots
Professional Development	Yes!	Yes!	Yes!	Yes!	Yes!

Increased Understanding of Data



Presentation of Data Before (IE)²

30 UNITS PREPARED – SEX, AGE, AND ETHNICITY

	2007-2008		
	Cohort Size	Cohort Rate	80 Percent Threshold
All	586	69.6%	
Female	299	69.6%	55.7%
Male	273	69.6%	55.7%
< 20 years old	537	71.3%	57.0%
20 to 24 years old	22	50.0%	57.0%
25 to 39 years old	16	50.0%	57.0%
40+ years old	11	54.5%	57.0%
African American	21	66.7%	67.2%
American Indian/Alaska Native	N/A		67.2%
Asian	57	63.2%	67.2%
Filipino	25	84.0%	67.2%
Latino/Hispanic	87	72.4%	67.2%
Pacific Islander	N/A		67.2%
White	315	68.6%	67.2%

Source: Student Success Scorecard 2014. Outcome includes students who earned 30 units in CCC system.

Applied	BS Eng	BS Math	BS ESL	Persistence	Distance Ed	Face to Face	SO Unit prepared	SO Unit unprepared	Transfer Prepared	Degree/Cert	3 years to Transfer	6 years to Transfer
Male	Male	Male	Male	Male	Male	Male	Male	Male	Male	Male	Male	Male
Female	Female	Female	Female	Female	Female	Female	Female	Female	Female	Female	Female	Female
African-Amer/Black Amer Indian/ Native Amer	African-Amer/ Black Amer Indian/ Native Amer	African-Amer/ Black Amer Indian/ Native Amer	African-Amer/ Black Amer Indian/ Native Amer	African-Amer/ Black Amer Indian/ Native Amer	African-Amer/ Black Amer Indian/ Native Amer	African-Amer/ Black Amer Indian/ Native Amer	African-Amer/ Black Amer Indian/ Native Amer	African-Amer/ Black Amer Indian/ Native Amer	African-Amer/ Black Amer Indian/ Native Amer	African-Amer/ Black Amer Indian/ Native Amer	African-American	African-American
Asian/Pacific Islander	Asian/Pacific Islander	Asian/Pacific Islander	Asian/Pacific Islander	Asian/Pacific Islander	Asian/Pacific Islander	Asian/Pacific Islander	Asian/Pacific Islander	Asian/Pacific Islander	Asian/Pacific Islander	Asian/Pacific Islander	Asian/Pacific Islander	Asian/Pacific Islander
Filipino	Filipino	Filipino	Filipino	Filipino	Filipino	Filipino	Filipino	Filipino	Filipino	Filipino	Filipino	Filipino
Latino/ Hispanic	Latino/ Hispanic	Latino/ Hispanic	Latino/ Hispanic	Latino/ Hispanic	Latino/ Hispanic	Latino/ Hispanic	Latino/ Hispanic	Latino/ Hispanic	Latino/ Hispanic	Latino/ Hispanic	Latino/ Hispanic	Latino/ Hispanic
White	White	White	White	White	White	White	White	White	White	White	White	White
Unknown/ Declined to State	Unknown/ Declined to State	Unknown/ Declined to State	Unknown/ Declined to State	Unknown/ Declined to State	Unknown/ Declined to State	Unknown/ Declined to State	Unknown/ Declined to State	Unknown/ Declined to State	Unknown/ Declined to State	Unknown/ Declined to State	Unknown	Unknown
Other/ Multiracial	Other/ Multiracial	Other/ Multiracial	Other/ Multiracial	Other/ Multiracial	Other/ Multiracial	Other/ Multiracial	Other/ Multiracial	Other/ Multiracial	Other/ Multiracial	Other/ Multiracial	NA	NA
18-20	18-20	18-20	18-20	18-20	18-20	18-20	18-20	18-20	18-20	18-20	17 or less	17 or Less
21-24	21-24	21-24	21-24	21-24	21-24	21-24	21-24	21-24	21-24	21-24	18 & 19	18 & 19
25-34	25-34	25-34	25-34	25-34	25-34	25-34	25-34	25-34	25-34	25-34	20 to 24	20 to 24
35 and above	35 and above	35 and above	35 and above	35 and above	35 and above	35 and above	35 and above	35 and above	35 and above	35 and above	25 to 29	25 to 29
First Gen	First Gen	First Gen	First Gen	First Gen	First Gen	First Gen	First Gen	First Gen	First Gen	First Gen	35 to 39	35 to 39
DSFS	DSFS	DSFS	DSFS	DSFS	DSFS	DSFS	DSFS	DSFS	DSFS	DSFS	40 to 49	40 to 49
EOPS	EOPS	EOPS	EOPS	EOPS	EOPS	EOPS	EOPS	EOPS	EOPS	EOPS	50 +	50 +
Cal Works	Cal Works	Cal Works	Cal Works	Cal Works	Cal Works	Cal Works	Cal Works	Cal Works	Cal Works	Cal Works	BOG (Board of Governors) Aid	BOG (Board of Governors) Aid
Econ Disadvantage	Econ Disadvantage	Econ Disadvantage	Econ Disadvantage	Econ Disadvantage	Econ Disadvantage	Econ Disadvantage	Econ Disadvantage	Econ Disadvantage	Econ Disadvantage	Econ Disadvantage	Loans	Loans
Foster Youth	Foster Youth	Foster Youth	Foster Youth	Foster Youth	Foster Youth	Foster Youth	Foster Youth	Foster Youth	Foster Youth	Foster Youth	Other Financial Aid	Other Financial Aid
VE	VE	VE	VE	VE	VE	VE	VE	VE	VE	VE	Pell Grant	Pell Grant
											Scholarship	Scholarship
											Workstudy Aid	Workstudy Aid

Presentation of Data Now: Student Equity Data "Heat Map"

Legend:

Red

Orange

Yellow

Green

Hearing Impaired	Hearing Impaired
Learning Disabled	Learning Disabled
Other Disability	Other Disability
Psychological Disability	Psychological Disability
EOPS participant	EOPS participant



“CANYONS COMPLETES”

“(IE)²’s Canyons Completes initiative is designed to facilitate positive movement towards completion of degrees, certificates, and skills building courses for students through improved programs, processes and services.”

(IE)² reviews student success data and performance indicators in order to identify opportunities to support student success. The three-year Canyons Completes workplan will identify strategies to meet or exceed performance set standards, with activities particularly targeted toward completion.

Implement
Peer
Check-ins

Re-Engineer
Early Alert

Increase
Career
Exploration

Curricular
Mapping and
Meta-Majors

Develop
Equity-
Minded
Practitioners

Enhance
Noncredit
Program

Improve
Communication
to Students

Established Work Groups to Support *Canyons Completes*

Implement Peer Check-Ins

- 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.

Re-engineering Early Alert

- combined outreach program to students for behavioral/emotional/academic needs

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.

Canyon Completes

Curricular Mapping and Meta-Majors

- helping students get on a path, stay on a path and reach their educational goals.

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.

Canyons Completes

Enhancing the noncredit program

- aligned with the Innovation and Effectiveness Plan developed through the College's Partnership Resource Team process.

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.).

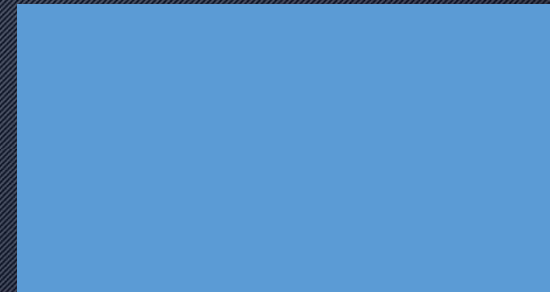
Highlights of Where we're at

Developing work plans supporting the "Canyons Completes" initiative Using the Loss Momentum Framework (LMF)

- Prioritized activities that support work needed in the LMF Connection, Entry and Progress Stages
- Developing work plans to support 7 major areas of focus agreed on by the committee

CANYONS-COMPLETES-THREE-YEAR-PLAN						
"Canyons-Completes" is an initiative designed to facilitate positive movement towards completion of degrees, certificates, and skills-building courses for students through improved programs, processes and services.						
Contact	Activity and Supporting Objectives/Tasks	Status, Next Steps, Timeline and Planned Data Collection	LMF Alignment	SSRD	Program Review Alignment	3-Year Goals
Team Members						
Activities Confirmed by (IE) Committee						
Jasmine-Ruy	I'm Confused Day Description: Objectives/Tasks:	Status: Next Steps: Timeline: Planned Data Collection, including report out of data collected: Fiscal Impacts/Resources Needed: Who else needs to be involved: Additional Notes:	Connection/Entry			

Canyons Completes =
Guided Pathways



CANYONS

COMPLETES



Guided Pathways

CLARIFY THE PATH



Communication to Students



Noncredit

ENTER THE PATH



Communication to Students



Noncredit



Career Exploration

STAY ON THE PATH



Early Alert



Peer Check-Ins



Communication to Students



Noncredit



Career Exploration

ENSURE LEARNING



CASL & Program Outcomes



Equity-Minded Practitioners



Benefits we have seen

Greater participation by faculty and classified staff

Diverse workgroups

Increased stakeholders to serve all students

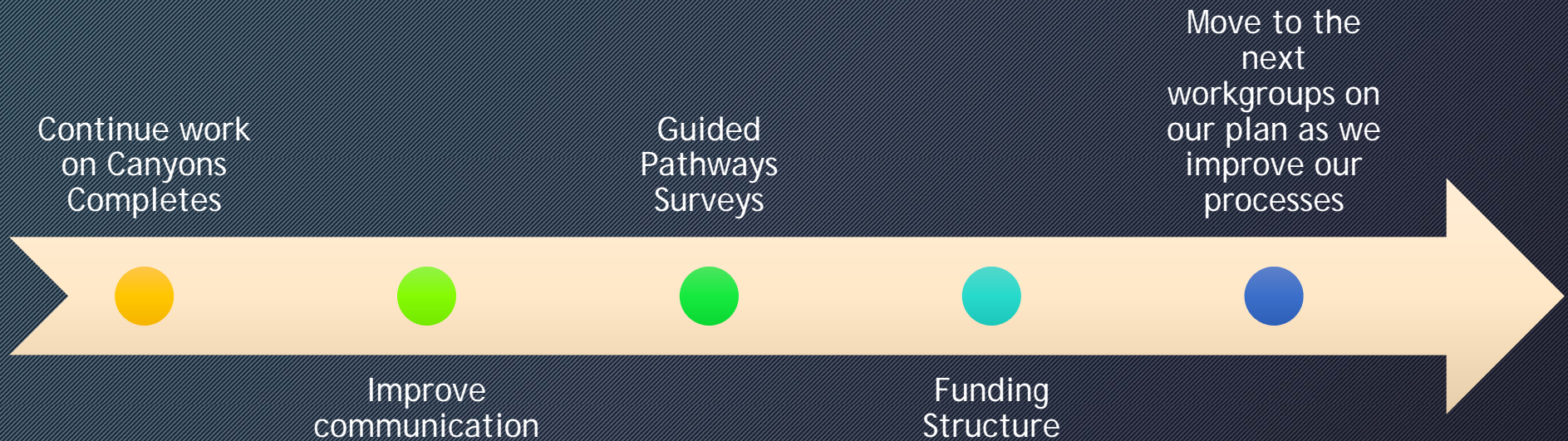
Increased participation by students

Accomplishing tasks in an integrated fashion

Transparency and collaboration

Dedicated (and funded) professional development

Future Plans



Questions, Comments, and Thank you

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