Come Together, Right Now:

Institutional Effectiveness and Inclusive Excellence

3CSN- April 2018

Presented by College of the Canyons:
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Denee Pescarmona, Ryan Theule, Jasmine Ruys
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.
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
Student Equity, 3SP and BSI had separate plan templates, deadlines, data requirements, budget elements, and signatory requirements.
Connecting the Silos

Revitalized stagnant 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

**Year 2**: Loss Momentum Framework/ Guided Pathways

**Present (Year 3)**: Canyons Completes

**Institutional Effectiveness & Inclusive Excellence**

- SSPP
- Basic Skills
- Student Government
- Equity
- Budget
- Classified Staff
- HR/ Prof. Development
- Non-credit
- Student Learning Outcomes
- Program Review
- Title V
- Performance Indicators
- Curriculum Committee
- Academic Senate
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

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

Presentation of Data Before \((IE)^2\)

<table>
<thead>
<tr>
<th>2007-2008</th>
<th>Cohort Size</th>
<th>Cohort Rate</th>
<th>80 Percent Threshold</th>
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<tbody>
<tr>
<td>All</td>
<td>586</td>
<td>69.6%</td>
<td>55.7%</td>
</tr>
<tr>
<td>Female</td>
<td>299</td>
<td>69.6%</td>
<td>55.7%</td>
</tr>
<tr>
<td>Male</td>
<td>273</td>
<td>69.6%</td>
<td>55.7%</td>
</tr>
<tr>
<td>&lt; 20 years old</td>
<td>537</td>
<td>71.3%</td>
<td>57.0%</td>
</tr>
<tr>
<td>20 to 24 years old</td>
<td>22</td>
<td>50.0%</td>
<td>57.0%</td>
</tr>
<tr>
<td>25 to 29 years old</td>
<td>16</td>
<td>50.0%</td>
<td>57.0%</td>
</tr>
<tr>
<td>40+ years old</td>
<td>11</td>
<td>54.5%</td>
<td>57.0%</td>
</tr>
<tr>
<td>African American</td>
<td>21</td>
<td>66.7%</td>
<td>67.2%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>N/A</td>
<td>N/A</td>
<td>67.2%</td>
</tr>
<tr>
<td>Asian</td>
<td>57</td>
<td>63.2%</td>
<td>67.2%</td>
</tr>
<tr>
<td>Filipino</td>
<td>25</td>
<td>84.0%</td>
<td>67.2%</td>
</tr>
<tr>
<td>Latino/Hispanic</td>
<td>87</td>
<td>72.4%</td>
<td>67.2%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>N/A</td>
<td>N/A</td>
<td>67.2%</td>
</tr>
<tr>
<td>White</td>
<td>315</td>
<td>68.6%</td>
<td>67.2%</td>
</tr>
</tbody>
</table>

Source: Student Success Scorecard 2014. Outcome includes students who earned 30 units in CCC system.
Presentation of Data Now: Student Equity Data “Heat Map”
“(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 =
Guided Pathways
Equity is our foundation.
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

- Continue work on Canyons
- Completes Guided Pathways Surveys
- Improve communication
- Funding Structure
- Move to the next workgroups on our plan as we improve our processes
Questions, Comments, and Thank you

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