Student Equity and Achievement Program Produced: 10/18/2022 09:17 AM PDT Jeffrey Stephenson

American River College - Student Equity Plan (2022-25): Draft

Details

Assurances

Legislation

✓ I have read the legislation Education Code 78220 and am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.

📄 EDC_78220.pdf

Additional 78220 Acknowledgement

✓ I read and have given special consideration to Education Code 78220 section (b) and have considered the input of groups on campus including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and have considered additional involvement of appropriate people from the community.

Campus-Wide Equity Approach

View Memo

Race Consciousness in Equity Plan Development *

Over the past several years, ARC has been deeply involved in race consciousness and diversity, equity, and social justice work. As an institution, our mission, vision, statement on social justice and equity, and values focus on this work. The institution has completed an Institutional Equity Plan, teams of individuals (faculty, staff, administrators, students, and community members) have come together and completed reports for the African American, Native American, Latinx, Asian American Pacific Islander, and LGBTQIA+ communities. These teams were made up of members of the various communities and each team made recommendations on a variety of topics including changes needed to policies, hiring practices, etc. The College has been working to implement the recommendations made by the various teams.

In reviewing the CUE Report, data received from the state as well as local data, and our various reports, our focus is on dismantling racism at our institution and to continue to become a race conscious institution. Many professional development opportunities and training have been and continue to be provided at the institution.

Summary of Target Outcomes for 2022-25

Successful Enrollment

Black or African American
1-year outcome: Increase successful enrollment of African American/Black students by 2% in Year 1.
2-year outcome: Increase successful enrollment of African American/Black students by 3% in Year 2.
3-year outcome: Increase successful enrollment of African American/Black students by 4% in year 3.

American Indian or Alaska Native
1-year outcome: Increase successful enrollment of Native American students by 4% in Year 1.

2-year outcome: Increase successful enrollment of Native American students by 5% in Year 2.

3-year outcome: Increase successful enrollment of Native American students by 6% in Year 3.

Completed Transfer-Level Math & English

Black or African American

1-year outcome: Increase the completion of transfer-level math and English of African American/Black students by 2% in Year 1.

2-year outcome: Increase the completion of transfer-level math and English of African American/Black students by 3% in Year 2.

3-year outcome: Increase the completion of transfer-level math and English of African American/Black students by 4% in Year 3.

Hispanic or Latino

1-year outcome: Increase the completion of transfer-level math and English of Hispanic/Latinx students by 2% in Year 1.

2-year outcome: Increase the completion of transfer-level math and English of Hispanic/Latinx students by 3% in Year 2.

3-year outcome: Increase the completion of transfer-level math and English of Hispanic/Latinx students by 4% in Year 3.

American Indian or Alaska Native

1-year outcome: Increase the completion of transfer-level math and English of Native students by 2% in Year 1.

2-year outcome: Increase the completion of transfer-level math and English of Native students by 3% in Year 2.

3-year outcome: Increase the completion of transfer-level math and English of Native students by 4% in Year 3.

Persistence: First Primary Term to Secondary Term

Black or African American

1-year outcome: Increase the persistence of Black or African American students from term to term by 1% by end of Year 1.

2-year outcome: Increase the persistence of Black or African American students from term to term by 2% by end of Year 2.

3-year outcome: Increase the persistence of Black or African American students from term to term by 3% by end of Year 3.

Hispanic or Latino

1-year outcome: Increase the persistence of Hispanic or Latinx from term to term by 2% at the end of year 1.

2-year outcome: Increase the persistence of Hispanic or Latinx from term to term by 3% at the end of year 2.

3-year outcome: Increase the persistence of Hispanic or Latinx from term to term by 4% at the end of year 3.

Transfer

Black or African American

1-year outcome: Increase the number of Black or African American students transferring by 1% by end of year 1.

2-year outcome: Increase the number of Black or African American students transferring by 2% by end of year 2.

3-year outcome: Increase the number of Black or African American students transferring by 3% by end of year 3.

Hispanic or Latino

1-year outcome: Increase the number of Hispanic or Latinx students transferring by 1% by end of year 1.

2-year outcome: Increase the number of Hispanic or Latinx students transferring by 2% by end of year 2.

3-year outcome: Increase the number of Hispanic or Latinx students transferring by 3% by end of year 3.

Completion

Black or African American

1-year outcome: Increase the number of degrees awarded to Black or African American students by 2% by end of year 1.

2-year outcome: Increase the number of degrees awarded to Black or African American students by 3% by end of year 2.

3-year outcome: Increase the number of degrees awarded to Black or African American students by 4% by end of year 3.

Hispanic or Latino

1-year outcome: Increase the number of degrees awarded to Hispanic or Latinx students by 2% by end of year 1.

2-year outcome: Increase the number of degrees awarded to Hispanic or Latinx students by 3% by end of year 2.

3-year outcome: Increase the number of degrees awarded to Hispanic or Latinx students by 4% by end of year 3.

District Contact Information Form

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Melanie Dixon	Chancellor/President	n/a	dixonm2@arc.losrios.edu	
Koue Vang	Chief Business Officer	n/a	vangk@arc.losrios.edu	(916) 484-8114
Frank Kobayashi	Chief Instructional Officer	n/a	kobayah@arc.losrios.edu	(916) 484-8202
Dr. Jeffrey Stephenson	Chief Student Services Officer	n/a	stephej@arc.losrios.edu	(916) 484-8462
Dr. Carina Hoffpauir	Academic Senate President	n/a	hoffpac@arc.losrios.edu	
Bill Simpson	Guided Pathways Coordinator/Lead	n/a	simpsow@arc.losrios.edu	

Equity Plan Reflection

2019-22 Activities Summary

- Pathways outreach and support
- Student Engagement Center
- Achieve@ARC
- Learning Community-Umoja
- Learning Community - Puente
- Back on track

- WAC/WID/RAD
- Tutoring Support
- New Faculty Academy
- Transfer Center
- Math Learning Center
- ESL Center
- PRISE
- Foster Youth
- Native American Resource Center
- STEM/MESA Center
- EAI
- Co-Requisite Support
- Financial Aid

Key Initiatives/Projects/Activities *

▪Home Bases - launched the virtual and physical presence of a holistic student support model starting in 2020 which had a remote environment and physical presence beginning in August 2022.

▪Achieve@ARC--Fall KickOff and support for new students matriculating into ARC. Supported new students from application to enrollment.

▪Learning Communities - Umoja, Puente, PRISE, and Native students. These are support programs that focus on students from African decent, Latinx, Asian Pacific Islander, and Native communities.

▪Native American Resource Center - supported services to increase the number of Native American students who transfer to four-year colleges and universities, earn degrees, and return to the communities as leader and mentors.

▪Reaching and Learning Institution - created the two-semester cohort experience that was designed for full-time faculty members who wanted to improve disproportionately impacted student populations success rates.

▪Co-requisite Support for English and Math.

▪Tutoring Support – general tutoring, EOPS Math Success Tutoring, and STEM tutoring.

▪Transfer Center – provided workshops, application assistance, university exploration, and transfer educational planning.

▪ESL Center - provided support for ESL students with assessment, writing, reading, listening, and speaking.

▪Foster Youth - provided support services for former foster youth.

▪Probation and Dismissal - provided support to students who were academically on probation or dismissal status.

Evidence of Decreased Disproportionate Impact *

ARC has determined a reduction in disproportionate impact in the following areas:

- An increase in enrollment for first time Native American students

- Disproportionate impact in course success rates among Black/AA and Asian students has been narrowe

- Average number of degree and non-degree-applicable units that new, first time to college students have

- An increase in Black/AA, Native American and LatinX students who successfully completed at least on

We believe that the increase in enrollment, success rates, completion of transfer level English and Math courses and the reduction of units taken at graduation have all been impacted by our planned programs and interventions. In an effort to increase enrollment and completion, we have increased access to services through the use of our HomeBase Pathway Communities, learning communities, and success centers. This structure has significantly transformed how the College interacts with and supports our students. We have also created a centralized hub for student support called the UNITE center.

The UNITE Center is an intentionally inclusive support learning community space for the whole educational community. These interventions have supported students in receiving individualized assistance and advising specific to their needs, and they have contributed to closing gaps as identified above. The UNITE Center increased support services including connections to local food banks, Cal Fresh programing, emergency funds and food services through our Beaver Cares office. These efforts have helped improve retention rates for disproportionately impacted students and foster youth.

Our improvement in transfer level completion for English and math is a result of AB 705 efforts to place all students into transfer level with varying support. ARC developed corequisite support courses for math and English and supplemental instructional support for tutoring. Instructors impacted by AB 705 were targeted in our Equity Action Institute and supported through increased professional development opportunities.

2022-25 Planning Efforts *

As the College looked forward to the 2022-2025 Student Equity Plan, we reviewed the previous 2019-2022 plan. Many of the activities that were indicated and focused on during the previous cycle will continue in the new plan. With the pandemic, we have lost a number of students from our disproportionately impacted populations. The activities are still valid in order to increase our DI populations and also support them in achieving the metrics.

We will continue to focus on continuously doing outreach to our communities as well as supporting and retaining through the activities stated in the previous plan. We have used the Guided Pathways framework to combine some activities to better support our students. With the creation of HomeBases, the Student Engagement Center, Achieve@ARC, and some parts of Tutoring Support have become a more holistic student support model. Each HomeBase is designed around an area of interest (meta-major).

The College has also created the Unite Center to support learning communities and also created success centers for DI populations. The Unite Center houses our Native American Resource Center, the Black Student Success Center, Latinx Center, Asian American Pacific Islander Center, and the PRIDE Center.

Pandemic Acknowledgement

- ✕ Interrupted Work Fully
- ✕ Catalyzed Work
- ✓ Delayed Work

Provide an explanation (optional)

The pandemic affected our efforts in the previous cycle. As we entered the pandemic, our focus was on converting to a complete remote environment and providing the technology and support needed to our students. Many of our students did not have access to technology or internet services, which affected their abilities to stay enrolled and/or be successful in the learning environment.

While being remote, our work was interrupted, catalyzed, and delayed in a variety of ways. Our efforts such as outreach, support, and teaching had mostly been face-to-face so it took a while to adjust to the remote world. This included providing resources electronically instead of in a physical environment. Hiring was stopped so many positions were not filled while in the pandemic. This mean work was either shifted to other individuals or suspended in the remote environment. Outreach was a bit of a challenge because prospective students had to reach out to us instead of us meeting them face-to-face at high schools or other events. It was challenging trying to reach out to prospective and even current students for a variety of reasons. This included lack of technology, lack of resources for the student to be successful, and/or handling the challenges of the pandemic. In the end, our enrollments dropped.

With hiring processes suspended, the New Faculty Academy was suspended. With new faculty not being hired, the need for the academy was not necessary. Also, we found student participation in virtual events such as our Achieve@ARC Fall Kick Off was not as well attended as face-to-face events. Students did not participate in tutoring in the remote environment as much as they had previously attended when we were fully face-to-face.

As we started to return back to on ground activities in Fall 2022, it appears we are seeing more student traffic. We are also able to outreach to our K-12 partners as well as within the community.

Executive Summary URL *

https://inside.arc.losrios.edu/student-equity-plan

Student Populations Experiencing Disproportionate Impact and Metrics

Student Populations for Metric Workflow	Metrics				
	Successful Enrollment	Completed Transfer-Level Math & English	Persistence: First Primary Term to Secondary Term	Transfer	Completion
Black or African American	✓	✓	✓	✓	✓
Hispanic or Latino	✗	✓	✓	✓	✓
American Indian or Alaska Native	✓	✓	✗	✗	✗

Successful Enrollment

Black or African American

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

The College has an approved Institutional Equity Plan and Exploring Disproportionate Impact: African American Project Team Report. Please follow the embedded links to access the plans.

 (Exploring DI: African American, p. 17)

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✗ Other

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

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What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✗ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The College has an approved Institutional Equity Plan and Exploring Disproportionate Impact: African American Project Team Report. Please follow the embedded links to access the plans.

(Exploring DI: African American, p. 39-40)

Action

Action Steps *

The College has an approved Institutional Equity Plan, Exploring Disproportionate Impact: African American Project Team Report and Exploring Disproportionate Impact: African American, LatinX, Native American. Please follow the embedded links to access the plans.

(Exploring DI: African American, LatinX, Native American, p. 8)

Chancellor's Office Supports

Supports Needed
- ✕ Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- ✕ Data & Research
- ✕ Policy & Regulatory Actions
- ✕ Technology Investments & Tools
- ✕ Proof of Concept Pilots
- ✕ Strategic and Operational Communication

Explanation of Supports Needed

Provide professional development trainings for front-line staff to assist students with CCCApply and other customer service training modules with an equity focus.

American Indian or Alaska Native

Structure Evaluation: Friction Points

Friction Points

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changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

The College has an approved Institutional Equity Plan and Exploring Disproportionate Impact: Native American Project Team Report. Please follow the embedded links to access the plans.

(See full list: Exploring DI: Native American, p. 13-14)

Structure Evaluation

Current Structure
✓ Instruction
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ General Operations (A&R, Parking, Campus Policing, etc.)
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✕ Other

Ideal Structure
✓ Instruction
What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
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See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The College has an approved Institutional Equity Plan, Exploring Disproportionate Impact: Native American Project Team Report, and Exploring Disproportionate Impact: African American, Latinx, Native American. Please follow the embedded links to access the plans.

 (Exploring DI: African American, Latinx, Native American, p. 12-13)

Action

Action Steps *

The College has an approved Institutional Equity Plan, Exploring Disproportionate Impact: Native American Project Team Report, and Exploring Disproportionate Impact: African American, Latinx, Native American. Please follow the embedded links to access the plans.

(Exploring DI: African American, Latinx, Native American, p. 13-14)

Chancellor's Office Supports

Supports Needed
✕ Field Guidance & Implementation
✓ Technical Assistance/Professional Development
✕ Data & Research
✕ Policy & Regulatory Actions
✕ Technology Investments & Tools
✕ Proof of Concept Pilots
✕ Strategic and Operational Communication

Explanation of Supports Needed

Provide professional development trainings for front-line staff to assist students with CCCApply and other customer service training modules with an equity focus.

Completed Transfer-Level Math & English

Black or African American

Structure Evaluation: Friction Points

Friction Points

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Friction Points: Current Structure *

The College has an approved Institutional Equity Plan and Exploring Disproportionate Impact: African American Project Team Report. Please follow the embedded links to access the plans.

(Exploring DI: African American, p. 37)

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✗ Other

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

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What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✗ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The College has an approved Institutional Equity Plan and Exploring Disproportionate Impact: African American Project Team Report. Please follow the embedded links to access the plans.

(Exploring DI: African American, p. 27-28)

Action

Action Steps *

The College has an approved Institutional Equity Plan and Exploring Disproportionate Impact: African American Project Team Report. Please follow the embedded links to access the plans.

(Exploring DI: African American, p. 43)

Chancellor's Office Supports

Supports Needed

✗ Field Guidance & Implementation
✗ Technical Assistance/Professional Development
✗ Data & Research
✓ Policy & Regulatory Actions
✗ Technology Investments & Tools
✗ Proof of Concept Pilots
✗ Strategic and Operational Communication

Explanation of Supports Needed

Provide funding to support the professional development activities for faculty in the areas of English and Math as well as more support for students in the courses.

Hispanic or Latino

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

The College has an approved Institutional Equity Plan and Exploring Disproportionate Impact: Latinx Project Team Report. Please follow the embedded links to access the plans.

(Exploring DI: Latinx, p. 21)

Structure Evaluation

Current Structure

✓ Instruction
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✕ Other

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

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✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

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✓ General Operations (A&R, Parking, Campus Policing, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The College has an approved Institutional Equity Plan and Exploring Disproportionate Impact: Latinx Project Team Report. Please follow the embedded links to access the plans.

(Exploring DI: Latinx, p. 36-37)

Action

Action Steps *

The College has an approved Institutional Equity Plan and Exploring Disproportionate Impact: Latinx Project Team Report. Please follow the embedded links to access the plans.

(Exploring DI: Latinx, p. 39)

Chancellor's Office Supports

Supports Needed

- ✕ Field Guidance & Implementation
- ✕ Technical Assistance/Professional Development
- ✕ Data & Research
- ✓ Policy & Regulatory Actions
- ✕ Technology Investments & Tools
- ✕ Proof of Concept Pilots
- ✕ Strategic and Operational Communication

Explanation of Supports Needed

Provide funding to support the professional development activities for faculty in the areas of English and Math as well as more support for students in the courses.

American Indian or Alaska Native

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Friction Points

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Friction Points: Current Structure *

The College has an approved Institutional Equity Plan and Exploring Disproportionate Impact: Native American Project Team Report. Please follow the embedded links to access the plans.

(Exploring DI: Native American, p. 13-14)

Structure Evaluation

Current Structure

✓ Instruction

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✓ General Operations (A&R, Parking, Campus Policing, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

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✗ Other

Ideal Structure

✓ Instruction

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✓ General Operations (A&R, Parking, Campus Policing, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✗ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The College has an approved Institutional Equity Plan and Exploring Disproportionate Impact: Native American Project Team Report. Please follow the embedded links to access the plans.

(Exploring DI: Native American, p. 28).

Action

Action Steps *

The College has an approved Institutional Equity Plan, Exploring Disproportionate Impact: Native American Project Team Report, and Exploring Disproportionate Impact: African American, LatinX, Native American. Please follow the embedded links to access the plans.

(Exploring DI: African American, LatinX, Native American, p. 13-14)

Chancellor's Office Supports

Supports Needed
- ✕ Field Guidance & Implementation
- ✕ Technical Assistance/Professional Development
- ✕ Data & Research
- ✓ Policy & Regulatory Actions
- ✕ Technology Investments & Tools
- ✕ Proof of Concept Pilots
- ✕ Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Persistence: First Primary Term to Secondary Term

Black or African American

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

The College has an approved Institutional Equity Plan and Exploring Disproportionate Impact: African American Project Team Report. Please follow the embedded links to access the plans.

(Exploring DI: African American, p. 37)

Structure Evaluation

Current Structure
✓ Instruction
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ General Operations (A&R, Parking, Campus Policing, etc.)
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✗ Other

Ideal Structure
✓ Instruction
What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The College has an approved Institutional Equity Plan and Exploring Disproportionate Impact: African American Project Team Report. Please follow the embedded links to access the plans.

(Exploring DI: African American, p. 27-28)

Action

Action Steps *

The College has an approved Institutional Equity Plan and Exploring Disproportionate Impact: African American Project Team Report. Please follow the embedded links to access the plans.

(Exploring DI: African American, p. 43)

Chancellor's Office Supports

Supports Needed
✕ Field Guidance & Implementation
✕ Technical Assistance/Professional Development
✕ Data & Research
✕ Policy & Regulatory Actions
✕ Technology Investments & Tools
✕ Proof of Concept Pilots
✕ Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Hispanic or Latino

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

The College has an approved Institutional Equity Plan and Exploring Disproportionate Impact: Latinx Project Team Report. Please follow the embedded links to access the plans.

(Exploring DI: Latinx, p. 21)

Structure Evaluation

Current Structure
✓ Instruction
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ General Operations (A&R, Parking, Campus Policing, etc.)
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✕ Other

Ideal Structure
✓ Instruction
What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)
What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ General Operations (A&R, Parking, Campus Policing, etc.)
What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The College has an approved Institutional Equity Plan and Exploring Disproportionate Impact: Latinx Project Team Report. Please follow the embedded links to access the plans.

(Exploring DI: Latinx, p. 36-37)

Action

Action Steps *

The College has an approved Institutional Equity Plan and Exploring Disproportionate Impact: Latinx Project Team Report. Please follow the embedded links to access the plans.

(Exploring DI: Latinx, p. 25)

Chancellor's Office Supports

Supports Needed

✕ Field Guidance & Implementation
✕ Technical Assistance/Professional Development
✕ Data & Research
✕ Policy & Regulatory Actions
✕ Technology Investments & Tools
✕ Proof of Concept Pilots
✕ Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Transfer

Black or African American

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

The College has an approved Institutional Equity Plan and Exploring Disproportionate Impact: African American Project Team Report. Please follow the embedded links to access the plans.

(Exploring DI: African American, p. 25)

Structure Evaluation

Current Structure
✓ Instruction
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✕ Other

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The College has an approved Institutional Equity Plan and Exploring Disproportionate Impact: African American Project Team Report. Please follow the embedded links to access the plans.

(Exploring DI: African American, p. 39-40)

Action

Action Steps *

The College has an approved Institutional Equity Plan, Exploring Disproportionate Impact: African American Project Team Report and Exploring Disproportionate Impact: African American, Latinx, Native American. Please follow the embedded links to access the plans.

(Exploring DI: African American, Latinx, Native American, p. 8)

Chancellor's Office Supports

Supports Needed
- ✕ Field Guidance & Implementation
- ✕ Technical Assistance/Professional Development
- ✕ Data & Research
- ✕ Policy & Regulatory Actions
- ✕ Technology Investments & Tools
- ✕ Proof of Concept Pilots
- ✕ Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Hispanic or Latino

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

The College has an approved Institutional Equity Plan and Exploring Disproportionate Impact: Latinx Project Team Report. Please follow the embedded links to access the plans.

(Exploring DI: Latinx, p. 34)

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✕ Other

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The College has an approved Institutional Equity Plan and Exploring Disproportionate Impact: Latinx Project Team Report. Please follow the embedded links to access the plans.

(Exploring DI: Latinx, p. 39).

Action

Action Steps *

The College has an approved Institutional Equity Plan, Exploring Disproportionate Impact: Latinx Project Team Report, and Exploring Disproportionate Impact: African American, Latinx, Native American. Please follow the embedded links to access the plans.

(Exploring DI: African American, Latinx, Native American, p. 10-11)

Chancellor's Office Supports

Supports Needed
✕ Field Guidance & Implementation
✕ Technical Assistance/Professional Development
✕ Data & Research
✕ Policy & Regulatory Actions
✕ Technology Investments & Tools
✕ Proof of Concept Pilots
✕ Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Completion

Black or African American

Areas of Completion

Areas of Completion *

✕ Adult Ed/Noncredit Completion

✕ Certificate Completion

✓ Degree Completion

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

The College has an approved Institutional Equity Plan and Exploring Disproportionate Impact: African American Project Team Report. Please follow the embedded links to access the plans.   (Exploring DI: African American, p. 25)

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✕ Other

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The College has an approved Institutional Equity Plan and Exploring Disproportionate Impact: African American Project Team Report. Please follow the embedded links to access the plans.

(Exploring DI: African American, p. 39-40)

Action

Action Steps *

The College has an approved Institutional Equity Plan, Exploring Disproportionate Impact: African American Project Team Report, and Exploring Disproportionate Impact: African American, Latinx, Native American. Please follow the embedded links to access the plans.

(Exploring DI: African American, Latinx, Native American, p. 8)

Chancellor's Office Supports

Supports Needed

✕ Field Guidance & Implementation

✕ Technical Assistance/Professional Development

✕ Data & Research

✕ Policy & Regulatory Actions

✕ Technology Investments & Tools

✕ Proof of Concept Pilots

✕ Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Hispanic or Latino

Areas of Completion

Areas of Completion *

✕ Adult Ed/Noncredit Completion

✕ Certificate Completion

✓ Degree Completion

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

The College has an approved Institutional Equity Plan and Exploring Disproportionate Impact: Latinx Project Team Report. Please follow the embedded links to access the plans.

(Exploring DI: Latinx, p. 34)

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✕ Other

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The College has an approved Institutional Equity Plan and Exploring Disproportionate Impact: Latinx Project Team Report. Please follow the embedded links to access the plans.

(Exploring DI: Latinx, p. 39).

Action

Action Steps *

The College has an approved Institutional Equity Plan, Exploring Disproportionate Impact: Latinx Project Team Report, and Exploring Disproportionate Impact: African American, Latinx, Native American. Please follow the embedded links to access the plans.

(Exploring DI: African American, Latinx, Native American, p. 10-11)

Chancellor's Office Supports

Supports Needed
- ✕ Field Guidance & Implementation
- ✕ Technical Assistance/Professional Development
- ✕ Data & Research
- ✕ Policy & Regulatory Actions
- ✕ Technology Investments & Tools
- ✕ Proof of Concept Pilots
- ✕ Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Student Support Integration Survey

1. Previous Equity Efforts

1.1 Continuing What Works: Are there existing, effective equity efforts on your campus that your college plans to continue?

▪Home Bases - continue to integrate programs and services to provide holistic services to our students.

▪Learning Communities - continue to build our Umoja, Puente, PRISE, Native and LGBTQIA+ learning communities.

▪Native American Resource Center, Black Student Success Center, Latinx Cultural Center, Asian Pacific Islander Cultural Center, and PRIDE Center - continue to expand services and support to students through our cultural centers.

▪Co-requisite Support for English and Math - continue to support students and faculty in the support model.

▪Tutoring Support – continue to provide general tutoring, EOPS Math Success Tutoring, and STEM tutoring.

▪Transfer Center - continue to provide workshops, application assistance, university exploration, and transfer educational planning.

▪ESL Center - continue to provide support for ESL students with assessment, writing, reading, listening, and speaking.

▪Foster Youth - continue to provide support services for former foster youth.

▪Probation and Dismissal - continue to support students who were academically on probation or dismissal status.

2. Guided Pathways

2.1 Alignment: Please provide a summary of how your college's equity efforts align with achieving Guided Pathways goals.

ARC has worked over the past several years to develop and implement a model that provides holistic support to our students. HomeBases creates the space to develop and strengthen relationships within our campus community. By design, the pathways communities are intended to actualize ARC's commitment to equity and social justice through equity-minded education. Each HomeBase is expected to agave a unique personality tailored to its area of interest and the common goals embraced by all HomeBases personnel are: (1) engage and connect student to people, programs, services, and resources that enable pathway completion, (2) foster relationships and a sense of community to ensure that all students equitably persist, learn, and succeed, in particular, our disproportionately impacted communities, and (3) facilitate and encourage each student's progress along recognizable pathways through and beyond ARC.

3. General Accessibility

3.1 Summarize key initiatives/projects/activities your college plans to implement and/or are focused on improving to support accessibility of all curriculum and technology across the campus.

Los Rios District DSPS Programs and District initiatives

In collaboration with all four DSPS programs has negotiated site licenses for the following assistive technology software's:

- Kurzweil 3000 – Site license for all students including non-DSPS students.

- TextHelp: Read & Write & EquatIO – Site license for all students including non-DSPS students.

- Dragon Naturally Speaking – 100 site licenses for the district.

- Fusion: JAWS & ZoomText - Site license for all students including non-DSPS students.

- Natural Reader - 100 site licenses for the district.

The goal is that these are accessible through single sign-on. Integrating software's as plug-ins on common tools such as MS office. Installed onto all lab computers. Plan trainings for instruction and staff.

All four DSPS programs and the district are working on a universal application. The purpose of a universal application is so that students that take courses at multiple campuses in the district are not required to complete additional DSPS

application to reduce barriers to our DSPS programs.

Looking into updating the DSPS database to improve functionality, efficiency, and meet the needs of our students. For example, we have made a current change to our database so that a students preferred name will show up instead of their legal name.

3.1 Summarize key initiatives/projects/activities your college plans to implement and/or are focused on improving to support accessibility of all curriculum and technology across the campus.

ARC Specific initiatives

DSPS is currently working on eliminating all DSPS documents and forms that are student facing and replacing them with cloud-based forms to reduce accessibility issues and to provide students with greater access. Paper forms will still be available upon request.

DSPS has launched a DSPS Canvas course that allows students increased access to DSPS accommodations and services. This will also allow students to receive communication/notification from the DSPS department in a mode they prefer as well as communicate with DSPS. There is also a community portion in canvas which will allow us to build an online community for our DSPS students that mirrors what we offer on-ground.

Upgrading our Assistive Technology lab. Added all new fully ADA motorized computer/table work stations. Upgrading all hardware to include Mac and PC's. Additionally, updating the software. We will be setting up the lab so that it will allow us to offer flex workshops meaning students can attend the workshop via in-person or on-line simultaneously.

We have also upgraded our testing rooms with fully ADA motorized computer/table work stations.

Seeking to invest in additional technology to support students with disabilities in the classroom. For example, we recently purchased new equipment for our adaptive physical education program. We are also looking to invest in monitors that can be attached to microscopes for students with visual impairments. We invested in high quality mobile CC TV's to be deployed in DSPS and across campus on demand. We are working on purchasing additional assistive software such as Otter.ai. to enhance notetaking and real-time captioning capacity.

Create a Canvas page designed for Instruction. This would be a resource to our instructional faculty to provide detail information regarding accommodations/services and our campus processes. It would also provide strategies, tools, and information to assist instruction in ensuring their course(s) are accessible and designed with universal design in mind. Information and tips on how to best work with specific disabilities would also be provided.

Planning to build a DSPS mentorship program. The mentorship program would consist of ARC students and students from our local Universities (CSUS, UC) to assist students with various strategies.

4. Financial Aid

4.1 FAFSA Participation: Share up to three strategies your college plans to implement to increase FAFSA participation and completion on your campus.

• Improve ARC Website: Based on data collected, we plan to improve our website to be more user friendly. The greatest addition we are adding to our website will be simple and informative videos. An example of this would be videos designed to help students understand the recommended steps to get aid (Complete a FASFA) and the benefits available if eligible.

• Increase Outreach efforts: We will also be increasing our Financial Aid outreach. We recently hired a Financial Aid Outreach officer who will be a Financial Aid representative at events, school presentations, and FAFSA workshops.

• Campaigns: Lastly, we are having call and email campaigns to contact all students who do not have a FAFSA on File and provide them with information. We want our student to make more informed decisions.

4.2 Pell Grant Participation: Share up to three strategies your college plans to implement to increase Pell Grant recipient participation and completion on your campus.

• Increase of FAFSA submitted Applications: As listed above, we plan to improve our website, increase Financial Aid outreach, and have more call/email campaigns in the effort to increase students who complete a FAFSA application. Increase in FAFSA applications will allow us to find more eligible students and increase more Pell Grants issued.

• Student Portal Update: ARC and Los Rios Community college district is in the process of improving our student portal, eServices, to provide students with more clear information which will better inform them when they are missing out of potential aid.

• Redesign Financial Aid department: American River College is redesigning our Financial Aid department to be more efficient. We are reviewing all processing in our department and finding ways to improve steps to be more effective. This will improve our rate of completing tasks and provide students with clear updates of their accounts earlier which intern will let them know when the need to provide additional documents, alter their schedule or update school information.

• ARC HomeBase: American River College is improving their counseling service to provide counselors for each major type called HomeBases. This improved support will help student have clear guided paths and greatly assist students with FACA eligibility resulting in more accurate information to issue aid.

4.3 Financial Aid: Will your college provide additional student aid other than Federal Financial Aid and Pell Grant? If yes, please describe.

The 2021-22 Budget Act included a total of $250 million one-time in federal ARP funds to provide emergency financial assistance to low-income California community college students.

Yes

4.3.1 (Yes) Please Describe Additional Student Aid Provided *

• California Promise Grant

• Los Rios Promise Program Waiver

• Cal Grant B

• Cal Grant C

• Chafee Grants

• Student Success Completion Grant (SSCG)

• Federal Supplemental Educational Opportunity Grant (FSEOG)

• Veterans' Benefits and Programs

• CARES Emergency Fund Scholarships

• Federal Direct Loans

• Federal Work Study

• Scholarships

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5. Basic Needs

5.1 Basic Needs Center: Has your college established a Basic Needs Center and designated a staff person as a coordinator?

The 2021-22 Budget Act included ongoing funding of $30 million to support basic needs centers and coordinators, and an additional $100 million one-time for colleges to support basic needs. The trailer bill requires colleges to establish a Basic Needs Center, designate a Basic Needs Coordinator, and improve access to and utilization of basic needs support.

Yes

5.2 Services: What services are you providing (or do you plan to provide) in your college's Basic Needs Center?

The American River College Beaver Cares Basic Need Center is currently providing students with services in all seven of the major service areas including:

Food- Food Pantries, On Campus Farmer's Markets, Grocery Gift Cards, CalFresh application assistance

Housing- Housing Resources and Emergency Hotel Vouchers

Transportation- Gas Cards and (coming soon) Training for how to efficiently accessing public transit

Childcare- Free and low-cost County Childcare and on-campus resources and fee payment assistance,

Low-cost Utility and computer resources, clothing and household items, Toiletry kits,

Baby Needs for our student parents through our Baby Beavers Diaper Pantry.

Additional Resources- Textbook Assistance, Free Workshop classes to teach student how to cook on a budget as well as Financial Wellness workshops "Money Matters"

5.3 Participation: How do you plan on increasing student participation in your college's Basic Needs Center?

Our Marketing efforts currently include mass emails to lists of approximately 13,000 students who are currently connected to our other Categorical programs as well as 0 EFC student lists from Financial Aid. We partner with our other Student Services departments to offer events and collaborative efforts to support our students. We also conduct tabling events on campus to expand student awareness of our programs and services. Our staff also visit classrooms to present to smaller groups of students in areas which may or may not be reached by our other marketing efforts. Lastly, each semester Beaver Cares staff conduct dedicated presentations to instructional faculty to raise awareness about resources available to students.

5.4 Food Pantry: Please describe your Food Pantry efforts. If you do not have one, please describe your plans to establish a program.

Our current food pantry is offered on-campus Mon-Friday 8-5pm with extended evening hours on Wednesdays until 7:00pm. Our pantry offers boxes of non-perishable items as well as individual home pantry items including pasta, sauce, canned fruit etc., that students can bag up. We also offer cold food items including butter, cheese, eggs and more. Produce is available in our Center on a less consistent basis in addition to the outdoor Farmer's Market offered twice per month. We have satellite food pantries in our Athletics department and grab and go snack items in our UNITE Center and other departments on campus. We will open a food pantry at our satellite center in Natomas Center this semester. Students are able to access the food pantry on a weekly basis by simply supplying a student ID number. For our students who live too far away from campus to travel to the pantry, we offer electronic grocery gift cards.

6. Zero-Textbook Cost

6.1 Please discuss your plans, if any, for integrating a Zero-Textbook Cost Program on your campus.

American River College faculty and administrators have been working together to actively plan for the Zero Textbook Cost degree grants. A faculty-led textbook workgroup meets regularly to work on this project, and reports back to an Academic Senate textbook affordability subcommittee. A districtwide textbook affordability group meets monthly to coordinate the work across the district as well.

ARC has been using HEERF funds to support faculty who want to create and adopt OER for their courses, so we have a solid foundation of ZTC courses from which to build ZTC degree and certificate pathways. Over the next year, we plan to:

- Map the IGETC and CSU GE patterns to identify ZTC gaps
    - Incentivizing faculty to create/adopt OER for their courses to fill identified GE gaps
- Analyze the course requirements for ARC's most popular Associate Degrees for Transfer and Certific
    - Reach out to departments to share the opportunity to receive grant money if they want to beco
- Share our plans with Academic Senate, Student Senate, Classified Senate, Student Services, and instru
- Work with our counselors and program pathways staff to develop a plan for identifying and marketin
- Discuss the topics of ongoing coordination in our campus textbook affordability committee: how will
- Continue to make progress in streamlining and improving our process for identifying ZTC courses an

Overall, ARC plans to use the ZTC grants to continue to build on the work we are already doing to promote OER & ZTC. Specifically, we will work with departments to offer support and guidance if they want to collectively commit to making their degrees and/or certificates ZTC. We will offer the opportunity to all departments, but will particularly focus on recruiting participants to develop ZTC sections for:

- The most popular ADTs: Business Administration and Psychology
- High-impact GE courses with many repeated sections
- Departments in which faculty already have a strong interest in OER, including Spanish and Early Chi

7. LGBTQ+ Supports

7.1 Please discuss your plans or current efforts to support the LGBTQ+ population on your campus.

ARC established one of the first PRIDE Centers in a community college in the state of California. The Center has been supported by a part-time faculty coordinator and a full-time classified support person. Currently, both are being filled due to vacancies in the positions. ARC has published on the website the designated employee who is responsible for AB 620. With the additional appropriated funds, the college will also be staffing the PRIDE Center with a temporary student support specialist and student personnel assistant to support the LGBTQIA+ community.

The Center has provided a number of professional development opportunities throughout the past several years and held several activities for students as well as for the college community. Each year a graduation ceremony is planned to celebrate our LGBTQIA+ students who are either graduating or transferring to a four-year university. The college and district continue to work on identifying single stall restrooms and policy changes that are needed to support our students.

8. Mental Health Supports

8.1 Mental Health Related Programs: Please discuss your plans or current efforts to create mental health-related programs to serve hard to reach, underserved populations.

•The LRCCD Mental Health and Wellness Team's mission is to cultivate Trauma Informed and wellness conscious community to increase the mental, physical, spiritual, and overall success of community members. In pursuit of our Mission, we strive to:•Improve the community's understanding of how our physical, psychological, and cultural wellbeing impacts our mental health and overall wellness.

•Provide education and opportunities for individuals to identify early warning signs of mental illness and subsequently provide programs and an environment that supports recovery, builds a growth mindset, and improves resilience for these individuals.

•Assure that those who request information and need mental health care referrals have confidential access to the appropriate information and know how to obtain care.

•Create opportunities for mental health maintenance through infusion and mental health and wellness consciousness into the classroom and all spaces where students, faculty and staff engage.

Therapists provide direct service to students and a variety of consultative services to support student needs. Specifically, the role of a campus specific mental health therapist is to provide intake assessments, case management, individual therapy, group therapy, crisis response, and participation in a multidisciplinary approach to the clinical care of LRCC students. Therapists also serve as a professional resource providing outreach and consultation to the Los Rios community. Therapists supervise interns at their assigned campus to provide in the moment guidance and regular supervision duties.

9. Institutional Planning

9.1 Ongoing Engagement: Please describe any efforts your Board will take to ensure ongoing engagement in student equity planning efforts for the 2022-25 period.

Our board is engaging in a new cycle of Strategic Planning during the 2022-23 academic year. The district research work group has implemented a plan that includes:

- Strategic Goals: these goals will reflect the goals of the district and colleges. They will be developed collaboratively by all of the colleges and the district.
- Indicators of Achievement: Establishing targets that measure the success in meeting the strategic goals of the district and colleges. These will be developed with support of the district research council strategic planning group.
- Strategies: specific actions designed to help each college and the district meet their targets and achieve their goals. These will be developed locally and may reflect unique approaches at each college in the district.

Primary Indicators of achievement include:

- Establishing effective pathways that optimize success and access
- Ensuing equitable academic achievement across all racial, ethnic socioeconomic and gender groups
- Providing exemplary teaching and learning opportunities
- Leading the region in workforce development
- Fostering an outstanding work and learning environment.

9.2 Integrated Budgeting: Please describe any strategies you will deploy to leverage funding beyond the SEA program to advance your institutional equity goals.

All planning and resource allocation processes at American River College are fundamentally grounded upon the institutional mission. The mission serves as a solid foundation for planning and provides clarity to decisions about resource allocation. The student-centric focus of the mission ensures that student learning and achievement are at the forefront of efforts to enhance institutional effectiveness. To leverage funding beyond SEA the college looks to braid funding from existing grants and continue to seek additional funding opportunities to address gaps in current funding streams. The college follows the institution's Integrated Planning Process to allocate resources. ARC's Integrated Planning Process is an ongoing, systematic process designed to create synergy between various plans and the allocation of resources to ensure that institution priorities are achieved. The College directly ties financial planning to institutional planning, specifically within program review and annual unit planning, in which planning units establish planning objectives linked to data and the College's strategic planning goals

9.3 Student Voice: Please describe any strategies you will deploy to leverage student voice to advance your institutional equity goals.

The College's commitment to participation by all constituents in decision-making is evident through focus groups and surveys conducted in support of the College's dedication to social justice and equity. Specific to student participation in the advancement of our equity goals, the HomeBase Pathways Communities model was named by students, and the Student Design Team helps to inform the future direction of the College, as well as improve student-facing programs, services, processes, tools, and communication. The student design team positions are paid and students work approximately 20 hours per week.

Team members participate in a number of design-related activities, including:

- Providing feedback on how to make our programs and services more accessible to students
- Assessing how systems and processes can be made more intuitive for students
- Analyzing policy and procedures
- Exploring and testing new technology tools and/or equipment
- Serving on committees and/or workgroups
- Engaging other students in similar activities on campus