

Summary of Responses from ARC's Institution-Set Standards Reporting Form (Fall 2022 Implementation)

Summary of Actions taken to address Department Set Standards: Course Success Rates (20-21 rates, 21-22 AUP Cycle)¹

Departments that fell below their department-set standards for course success rates for 2020-2021 indicated a robust list of actions for improvement, including offering more in-person instruction and support, removing financial barriers to student success, revising curriculum to better align with program-level outcomes and to better integrate support, and revising practices and policies to promote more equitable outcomes. Actions included the following:

- Offering more on-ground/in-person classes
- Purchasing equipment that can be loaned out to students, cutting their costs
- Providing more instructional assistant support in the classroom and continuing to provide online support
- Providing in-person office hours
- Supporting tutoring services at LRC, HomeBase, and MESA center to help students outside the classroom
- Engaging in analysis of on-ground and online education
- Revising Curriculum, including revising textbooks, course topics, SLOs, sample assignments and course deletion and course creation to better align with program-level competencies and program-level accreditation
- Engaging in student engagement and outreach, early and often, targeting both withdrawal and course failure rates, via email, phone, or in-person conversations
- Providing referrals to tutoring or other college assistance as necessary
- Testing a new corequisite model which will more seamlessly integrate the support necessary for success in the main target course
- Developing student-friendly syllabi and policies that include contract grading
- Developing OER course materials

External factors beyond the college's or department's control that may have contributed to the outcome (Course Success Rates) falling below the institution (or department) set standard. (Optional)

Departments that fell below their department-set standards for course success rates for 2020-2021 also indicated the external factors beyond their control that may have contributed to these outcomes, most notably, the COVID-19 pandemic. Factors included the following:

- The COVID-19 pandemic, including adjusting to teaching online, online teaching and unusual student absences due to the pandemic
- COVID and the administration's policies impacting student enrollment and success
- Narrowing of pathways has limited what students can enroll in
- A sister college has drawn students away with more advanced lab technology
- Loss of a long-time instructor meant that a core course was not offered
- State legislation

¹ All summaries are representative lists and may not necessarily be exhaustive of all actions.

Summary of Actions taken to address Department Set Standards: Job Placement Rates (20-21 Results, Reported in 2022 ACCJC Annual Report)

Departments that fell below their department-set standards for job placement rates for 2020-2021 indicated several actions for improvement with a clear emphasis on engaging with industry partners to promote connections between employers and students, and creating additional opportunities for those interactions to occur, through career fairs, networking events, and internships. Actions also focused on increasing collaboration with partners on campus, such as with HomeBases, Workforce Development, Work Experience, and other support services and increasing efforts to promote more equitable outcomes. Actions included the following:

- Collaborating with the Health and Safety HomeBase and Work Experience to connect students to industry recruitment efforts, career fairs, networking events, and internship opportunities
- Actively engaging industry partners/Advisory Committee to connect students with employers, promote hiring out of the program, and promote transfer to the CSU
- Encouraging faculty professional development in diversity, equity, and inclusion
- Encouraging faculty referrals to Starfish and other resources to support student success
- Encouraging faculty to complete the Canvas Creations course to facilitate online instruction of program courses that regulatory agencies will certify
- Engaging in analysis of on-ground and online education
- Offering on-ground hands-on classes again (after the pandemic)
- Engaging in outreach efforts such as participating in job fairs and meeting with high school counselors regarding on-campus career days
- Working with Workforce Development and Work Experience to develop a system using Handshake to make connections between students and industry partners.

External factors beyond the college's or department's control that may have contributed to the outcome (Job Placement Rates) falling below the institution (or department) set standard. (Optional)

Departments that fell below their department-set standards for job placement rates for 2020-2021 also indicated the external factors beyond their control that may have contributed to these outcomes, most notably, the COVID-19 pandemic, including its effects not only on the program or college, but on the larger community and economy, including caregivers and employers. Factors included the following:

- The COVID-19 Pandemic and the unprecedented shutdown of the economy
- COVID and the administration's mitigation policies impacting student enrollment and success
- Cancellation of classes due to loss of qualified faculty
- Cancellation of classes due to "impossible to convert" nature of classes or not approved or certified by the regulatory agencies for online instruction
- Loss of staff (full-time internship/job developer position)
- Loss of full-time faculty
- With extended and enhanced unemployment benefits and all remote learning many people made the decision to opt out of the workforce for that period of time
- For those who were planning to transfer to a University, many decided to wait if it was going to be all remote
- Single parents had the added and stressful responsibility of having their children stay home and attend school remotely, leaving them with no child care to seek internship or employment. Many agencies were not accepting interns or hiring due to shutdowns

Summary of Actions taken to address Department Set Standards: Course Success Rates (21-22 rates, 22-23 AUP Cycle)

Departments that fell below their department-set standards for course success rates for 2021-2022 indicated a robust list of actions for improvement, including offering more in-person instruction and support, removing financial barriers to student success, implementing equity-minded curriculum, connecting students with student support services and resources, and revising practices and policies to promote more equitable outcomes. Actions included the following:

- Offering more on-ground/in-person classes
- Providing additional support for adjunct faculty
- Examining possible curriculum changes for courses that did not meet the standards
- Developing OER materials and supporting resources for core program courses
- Updating lab content and providing more options for students to complete the required practice hours, including partially remotely or asynchronously
- Implementing curriculum that was just revised as part of an in-depth equity review
- Reviewing policies in syllabi through an equity lens
- Engaging in a deeper dive into ARC Data on Demand for each course
- Engaging in more proactive outreach to students who have stopped submitting assignments
- Revising course offerings and course scheduling
- Reducing barriers that are most commonly cited as reasons students do not register for the program's courses
- Building stronger connections and ensuring first week contacts with students
- Re-opening of on-campus lab to allow students to receive in-person support, to use college-provided technology resources for their coursework, and to engage in peer-to-peer practice of their skills
- Hiring of mentors to provide additional support
- Sharing of student support services, early and often, such as the food pantry, available chromebooks, etc.
- Encouraging faculty to use Starfish Connect to update students on their progress and to make student referrals

External factors beyond the college's or department's control that may have contributed to the outcome (Course Success Rates) falling below the institution (or department) set standard. (Optional)

Departments that fell below their department-set standards for course success rates for 2021-2022 also indicated the external factors beyond their control that may have contributed to these outcomes, most notably, the COVID-19 pandemic. Factors included the following:

- The COVID-19 pandemic and the administration's mitigation policies (most significantly, the vaccine mandate)
- Because of distancing requirements and other safety protocols set in place by our partners during the pandemic, the opportunities to complete required practice hours were limited or in some cases suspended. The decrease in opportunities resulted in less flexibility in the times and days available to students to complete hours
- Building closure due to the pandemic and the resulting loss of in-person faculty and staff support for students
- Loss of full-time faculty, lack of necessary staffing
- The Chancellor's office awarded 3 million dollars to build a competing program in our immediate area that continues to pull from the exact same local population, and no one in a regional leadership role pushed back about this competing investment which may destroy our programs on campus
- An increase in medical and mental health crises among students and their family members, lack of technology/internet access when coursework was remote, and familial obligations
- A lower number of students are entering the program because fewer students are enrolled in and completing their pre-requisite coursework - a requirement for program entry