



2019-2022 Student Equity and Achievement Plan

(Template for Planning Purposes Only)

1. In the chart below, enter the three-year goal for each metric based on data for the college’s overall student population and identify activities that support goal attainment.

Metric	Current Baseline Data for Overall Student Population	Goal for Overall Student Population	Activities that support the goal
Access: Successful Enrollment in the Same Community College	38.2%	58.2%	<ul style="list-style-type: none"> · Pathways outreach and support: To work with feeder high schools to assist students in enrollment at ARC, with targeted outreach to disproportionately impacted student populations · Student Engagement Center: to support new student matriculation, from application to enrollment in first semester at ARC · Achieve@ARC: New Student Experience onboarding support for entering students as they matriculate to ARC Connect Center: Support for new students, from application to enrollment, as they matriculate to the college
Retention: Fall to Spring at the Same College	62.2%	82.2%	<ul style="list-style-type: none"> · Back on Track – Probation Support · WAC/RAD · Tutoring Support · New Faculty Academy
Transfer to a four-year institution (2016-17 baseline)	2,983	4,027 (35% increase, or 2.9 point increase)	<ul style="list-style-type: none"> · Expanded academic, personal and career counseling/advising for students · Transfer Center support services: workshops, application assistance, university exploration, and transfer educational planning
Completion of both transfer level math and English within the District	4.2%	24.2%	<ul style="list-style-type: none"> · EOPS Math Success Tutors · Math Learning Center (Natomas and Main Campus) · Student Success in Science and Engineering (STEM) Tutoring Support · Writing Across the Curriculum (WAC) at Natomas Center



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			<ul style="list-style-type: none"> · WID and WAC at main campus · Reading Across the Disciplines (Natomas Center and Main Campus)
Earned credit certificate over 18 units, associate degree (Vision Goal Completion Definition)	2,305	2,766 (35% increase, or 0.6 point increase)	<ul style="list-style-type: none"> · Expanded academic, personal and career counseling/advising and support for students · Financial Aid

2. In the chart below, enter the three-year goal for each student equity population shown to be disproportionately impacted in each metric and identify activities that support goal attainment.

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Goal for Disproportionately Impacted Student Population	Activities that support the goal
Access: Successful Enrollment		See data sheet below for breakout of DI student groups. Note that the given increase for each group will not only meet the goal for the overall student	<ul style="list-style-type: none"> · Achieve@ARC: New Student Experience onboarding support for entering students as they matriculate to ARC, with specific supports and outreach targeted to ARC's disproportionately impacted student populations · Umoja-Sakhu · Puente · PRISE · Foster Youth · Expanded academic, personal and career counseling/advising and support



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		population as stated above, but will also close the equity gaps by 40% as outlined in the <i>Vision for Success</i> document	for students
Retention: Fall to Spring			<ul style="list-style-type: none"> · Achieve@ARC: Targeted case management support and engagement throughout new students' first year in college designed to increase student retention and success, with specific supports and outreach targeted to ARC's disproportionately impacted student populations · A2MEND · Black Men of Color Network · STEM/MESA Center · Umoja-Sakhu · Puente · PRISE · Foster Youth · Native American Resource Center
Transfer to a four-year institution			<ul style="list-style-type: none"> · STEM/MESA Center · Equity Action Institute
Completion of transfer level math and English			<ul style="list-style-type: none"> · WAC/RAD · Co-requisite Support · Equity Action Institute
Earned credit certificate over 18 units, associate degree			<ul style="list-style-type: none"> · Expanded academic, personal and career counseling/advising and support for students · Financial Aid



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Metric_Desc	subgroup	disagg	Gender	Success Baseline	# Students (Baseline)	Success Rate Baseline	Success Rate Goal (21-22)	Percentage Point Increase Needed	Number of Student Increase Needed
Enrolled in the Same Community College	Disabled	Disabled	Female	733	2044	35.9%	51.9%	16.0%	327
Enrolled in the Same Community College	Disabled	Not Disabled	Female	12160	32838	37.0%	52.6%	15.5%	5100
Enrolled in the Same Community College	Ethnicity	American Indian or Alaska Native	Female	173	538	32.5%	49.9%	17.3%	93
Enrolled in the Same Community College	Ethnicity	Black or African American	Female	1766	5046	35.0%	51.3%	16.3%	825
Enrolled in the Same Community College	Ethnicity	Native Hawaiian or other Pacific Islander	Female	136	409	33.3%	50.3%	17.0%	70
Enrolled in the Same Community College	Ethnicity	Some other race	Female	93	493	19.2%	41.9%	22.7%	112
Enrolled in the Same Community College	Ethnicity	Hispanic or Latino	Male	2831	8032	35.2%	51.5%	16.2%	1305
Enrolled in the Same Community College	Ethnicity	Some other race	Male	82	397	20.7%	42.7%	22.1%	88
Enrolled in the Same Community College	Foster Youth	Foster Youth	Female	426	1366	31.2%	49.1%	17.9%	244
Enrolled in the Same Community College	Foster Youth	Not Foster Youth	Female	12467	33516	37.2%	52.7%	15.5%	5183
Enrolled in the Same Community College	Foster Youth	Foster Youth	Male	265	940	28.2%	47.3%	19.1%	179
Enrolled in the Same Community College	LGBT	LGBT	Female	836	2662	31.4%	49.2%	17.8%	473
Enrolled in the Same Community College	LGBT	LGBT	Male	402	1518	26.5%	46.2%	19.7%	300
Enrolled in the Same Community College	Veteran	Not Veteran	Female	12794	34553	37.0%	52.6%	15.5%	5367
Enrolled in the Same Community College	Veteran	Veteran	Female	99	329	30.1%	48.4%	18.3%	60
Retained from Fall to Spring at the Same College	Disabled	Not Disabled	Female	7941	13034	60.9%	78.4%	17.5%	2282
Retained from Fall to Spring at the Same College	Economically Disadvantaged	Not Economically Disadvantaged	Female	1351	2550	53.0%	73.7%	20.7%	528
Retained from Fall to Spring at the Same College	Economically Disadvantaged	Not Economically Disadvantaged	Male	3406	5770	59.0%	77.3%	18.3%	1054
Retained from Fall to Spring at the Same College	Ethnicity	Some other race	Female	177	366	48.4%	70.9%	22.5%	82
Retained from Fall to Spring at the Same College	Ethnicity	Black or African American	Female	807	1397	57.8%	76.5%	18.8%	262
Retained from Fall to Spring at the Same College	Ethnicity	Black or African American	Male	666	1174	56.7%	75.9%	19.2%	225
Retained from Fall to Spring at the Same College	LGBT	LGBT	Female	305	528	57.8%	76.5%	18.8%	99
Retained from Fall to Spring at the Same College	Veteran	Veteran	Male	542	1027	52.8%	73.5%	20.8%	213
Completed Both Transfer-Level Math and English within the District	Disabled	Disabled	Female	1	107	0.9%	14.6%	13.7%	15
Completed Both Transfer-Level Math and English within the District	Disabled	Disabled	Male	1	120	0.8%	14.5%	13.7%	16
Completed Both Transfer-Level Math and English within the District	Ethnicity	Hispanic or Latino	Male	27	1126	2.4%	15.5%	13.1%	147
Completed Both Transfer-Level Math and English within the District	Ethnicity	Some other race	Male	0	220	0.0%	14.0%	14.0%	31
Completed Both Transfer-Level Math and English within the District	Ethnicity	Native Hawaiian or other Pacific Islander	Male	0	32	0.0%	14.0%	14.0%	4
Completed Both Transfer-Level Math and English within the District	First Generation	First Generation	Female	6	577	1.0%	14.7%	13.6%	79
Completed Both Transfer-Level Math and English within the District	First Generation	First Generation	Male	14	577	2.4%	15.5%	13.1%	75
Completed Both Transfer-Level Math and English within the District	LGBT	LGBT	Female	1	103	1.0%	14.6%	13.7%	14
Attained the Vision Goal Completion Definition	Disabled	Not Disabled	Male	903	34583	2.6%	15.2%	12.5%	4339
Attained the Vision Goal Completion Definition	Economically Disadvantaged	Not Economically Disadvantaged	Female	170	6763	2.5%	15.1%	12.6%	851
Attained the Vision Goal Completion Definition	Economically Disadvantaged	Not Economically Disadvantaged	Male	215	13410	1.6%	14.6%	12.9%	1736
Attained the Vision Goal Completion Definition	Ethnicity	Some other race	Male	33	5261	0.6%	14.0%	13.3%	702
Attained the Vision Goal Completion Definition	Ethnicity	Aoian	Male	77	3371	2.3%	15.0%	12.7%	427
Attained the Vision Goal Completion Definition	First Generation	Not First Generation	Male	630	26951	2.4%	15.0%	12.6%	3403
Attained the Vision Goal Completion Definition	Foster Youth	Foster Youth	Male	2	176	1.1%	14.3%	13.1%	23
Attained the Vision Goal Completion Definition	LGBT	LGBT	Female	26	1256	2.1%	14.8%	12.8%	160
Attained the Vision Goal Completion Definition	LGBT	LGBT	Male	10	617	1.6%	14.6%	12.9%	80
Attained the Vision Goal Completion Definition	Veteran	Not Veteran	Male	898	34381	2.6%	15.2%	12.5%	4313
Transferred to a Four-Year Institution	Disabled	Disabled	Male	92	1430	6.4%	29.3%	22.9%	327
Transferred to a Four-Year Institution	Ethnicity	Native Hawaiian or other Pacific Islander	Male	8	144	5.6%	28.8%	23.2%	33
Transferred to a Four-Year Institution	Ethnicity	Some other race	Male	46	2383	1.9%	26.6%	24.7%	588
Transferred to a Four-Year Institution	Ethnicity	Hispanic or Latino	Male	248	3824	6.5%	29.3%	22.9%	874
Transferred to a Four-Year Institution	Foster Youth	Foster Youth	Female	6	107	5.6%	28.8%	23.2%	25
Transferred to a Four-Year Institution	Foster Youth	Foster Youth	Male	5	82	6.1%	29.1%	23.0%	19



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3. Outline a process and schedule for evaluating the progress made toward meeting your student equity goals. (500 words max)

ARC's Office of Institutional Research (OIR) will monitor and report on measurable goal outcomes annually and continuously evaluate programs supported by the College's Student Equity Plan. These data will include the Student Success Metrics (Access, Retention, Transfer, Completion of Math/English, and Earned an award). The OIR will continue to provide ongoing evaluation of activities by collecting data (quantitative and qualitative), tracking implementation of activities, applying statistical procedures to analyze data, and disseminating research findings via presentations and reports to project managers and the campus community.

4. How will your college ensure coordination across student equity-related categorical programs or campus-based programs? (500 words max)

American River College places our commitment to social justice and equity at the center of our mission. The College has recently undergone a dramatic redesign with the ultimate goal of closing equity gaps and increasing student success. We are implementing Guided Pathways, we are scaling up a case management-based first-year experience program for all incoming students, and we have shifted to a project management-based governance structure that allows for rapid implementation of needed reforms. We have also launched multiple in-depth, equity-focused faculty training programs. In addition to these broad-scale reforms, ARC supports many equity-related programs and we use multiple methods for ensuring coordination amongst both our categorical and campus-based programs. We have also identified areas where we need to improve coordination.

The first coordination method we use is centralized supervision. Our equity-related categorical programs are nearly all supervised by the Dean of Student Services, and she is able to facilitate communication and reduce duplication of services by holding regular meetings with categorical program staff. Many of our campus-based programs roll up to our Dean of Equity Programs and Pathways, who is able to facilitate similar coordination for those programs.



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Second, the supervising deans and program staff for equity-related programs strategically coordinate as needed. For example, the Dean of Equity Programs & Pathways and the Dean of Student Services regularly communicate and collaborate around equity-related programs. Also, the Dean of Equity Programs & Pathways, the Dean of Student Services, and the Dean of Counseling work with the instructional deans to coordinate our equity-focused learning communities such as the Puente Project.

A third coordination method we use is proximity. Our categorical program offices are nearly all located in our Welcome and Support Center, which also houses the Dean of Student Services; this proximity facilitates coordination. Similarly, the offices for many of our campus-based equity programs are located in our Student Center along with the office of the Dean of Equity Programs and Pathways.

We also know that there are ways we can improve coordination between our equity-related programs. It would be helpful to have an advisory council whose job it was to look across campus at all equity programs to make sure all our students are being served, provide opportunities for equity program leaders to meet regularly, and help the various programs collaborate strategically to maximize resources and serve students the best we can.

There is a particular need for additional coordination, cohesion, and increased resource parity between the equity programs that are more institutionalized and well-funded, such as our categorical or other grant-funded programs, and the campus-based equity programs that arose from grassroots efforts of committed faculty and staff, such as our Umoja-Sakhu learning community and our Native American Resource Center.

Every student is unique, so ARC's goal is to offer layers of support based on student need. Ideally, we will coordinate our equity efforts so that we may filter students into the communities, affinity groups, and support programs that best support their needs and preferences. This way, we make sure the students get the support they need and we avoid duplicating services.



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Lastly, ARC needs to continue its efforts to coordinate equity related professional development, activities in the Center for Teaching and Learning, and campus based activities and trainings. Currently, these efforts are not well coordinated. However, a project team has been created for the 2019-2020 academic year to make recommendations on how to coordinate these efforts to ensure the ARC strategic plan goals are met, and provide additional professional development opportunities for faculty, staff, and students related to equity.

ARC's EQUITY RELATED PROGRAMS

Categorical Programs	Campus-Based Programs
EOPS <ul style="list-style-type: none"> ● CARE (serves single parents) ● NEXT Up (serves foster youth) 	Umoja-Sakhu Learning Community: An Afro-centric learning and support community
DSPS	Puente Project: through a Latinx cultural lens and framework, supports educationally underrepresented students to achieve success
CalWorks	Native American Resource Center
Veterans Resource Center	P.R.I.S.E. Learning Community: Pacific Islander/Asian-American Resilience Integrity and Self-Determination through Education
Financial Aid	API Student Connection: supports Asian Pacific Islander students
TRIO <ul style="list-style-type: none"> ● Journey ● STEM ● Veterans 	Beaver Food Pantry
	PRIDE Center: Supports LGBTQ+ students



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	UndocuScholar Resource Connection: Supports undocumented students
	UNITE: ARC's Community & Diversity Center (Universal, eNgaging, Inclusive, Transformative Education): Provides programming around issues of equity and diversity
	Level Up First-Year Success Program: First year student support program open to students who have been traditionally underserved in educational environments, such as foster youth, Undocular Scholars, students of color, and LGBTQ+ students
	Achieve@ARC: Case management-based first year experience support program for incoming recent high school graduates
	Science Success Center: provides supplemental academic support for students in science classes
	Tutoring: provides supplemental academic support to all students
	STEM/MESA Center: Provides support for students in STEM fields.
	MMLC: Provides support for students in Mathematics
	WAC and RAD: Provides Writing and Reading support for students across the college
	ESL Center: Provides reading, writing, speaking, and listening support for ESL students.
	Dusty Baker Student Athlete Support Center: assist student-athletes in achieving their academic and athletic goals.



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5. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how the Student Equity funding for 2015-16, 2016-17, and 2017-18 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official contact for further information. **The executive summary must be posted to the college website. Provide a link to your college's executive summary below:**

EXECUTIVE SUMMARY

ARC is currently engaged in a college redesign effort to improve the student experience as well as outcomes for all students. As part of this effort, ARC recently adopted its new Strategic Plan and a redesign of its governance process. We joined Achieving the Dream to assist the college in its efforts to improve efficiency, assess its capacity, and integrate efforts to improve outcomes and equity. We also are part of the California Guided Pathways project, which is assisting us in our efforts to implement Guided Pathways.

Foundational to this work was the ARC Student Equity Plan work group's participation in two Center for Urban Education Student Equity Implementation Institutes (Feb 2015 and October 2015). This team examined ARC's equity data which showed student populations that were disproportionately impacted, particularly African American, Hispanic, and American Indian/Alaska Native students. Also foundational was ARC's decision in fall 2016 to become an Achieving the Dream (ATD) college. ATD assisted the college with improving student outcomes through a redesign of the college. ARC held 3 college wide summits in the 2016-17 academic year to discuss ways to improve the ARC student experience and to gather input for the college strategic plan. In these conversations, equity emerged as a major theme, as reflected in the college's new strategic plan, adopted in spring 2017 (see below).



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Strategic Plan 2017 - 2021



OUR VISION

Transform the future of all students and our community through inclusive, equitable education.

OUR MISSION

American River College places students first in providing an academically rich, inclusive environment that inspires critical thinking, learning and achievement, and responsible participation in the community.

American River College, serving the greater Sacramento region, offers education and support for students to strengthen basic skills, earn associate degrees and certificates, transfer to other colleges and universities, and achieve career as well as other academic and personal goals.

OUR COMMITMENT TO SOCIAL JUSTICE AND EQUITY

American River College strives to uphold the dignity and humanity of every student and employee. We are committed to equity and social justice through equity-minded education, transformative leadership, and community engagement. We believe this commitment is essential to achieving our mission and enhancing our community.

OUR STRATEGIC GOALS

Students First

SG1

The College engages and connects students early and often to people,

programs, and services as an integrated educational experience. By providing personalized, proactive support, the College fosters relationships that ensure all students, particularly the historically underserved and marginalized, persist, learn, and succeed.

Clear and Effective Paths

SG2

The College provides easily recognizable pathways to, through, and beyond ARC. Offering well defined and supported pathways provides a foundation for success as students enter the College, make timely progress toward achieving their informed educational goals, and seamlessly transfer to other colleges and universities or find employment in their chosen career.

Exemplary Teaching, Learning & Working Environment

SG3

The College ensures an equitable, safe, and inclusive teaching, learning, and working environment. Culturally relevant curriculum, innovative, high-quality instructional methods and technologies, exemplary academic and student support services, and comprehensive and integrated professional development create the best conditions for teaching and learning. The College promotes liberation and honors the dignity, humanity, and contributions of all members of our community.

Vibrancy and Resiliency

SG4

The College promotes a culture of innovation, entrepreneurship, sustainability, and transparent communication. Proactive, effective, and efficient operational systems and governance and data-informed approaches to planning, decision-making, and resource allocation provide a high level of service to our students, community, and to one another.



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STUDENT EQUITY GOALS FOR REQUIRED GROUPS

For the overall student population, we have set our 2021-22 goals as follows: Access, Retention, and Transfer Math/English Completion each will increase by 20 percentage points; Transfer will increase by 35% or 2.9 percentage points to align with the Chancellor's *Vision for Success* and Award/Vision Goal Completion will increase by 20%, which reflects the *Vision for Success* goal for Award/Vision Goal Completion. The newly adopted strategic plan includes an equity statement to provide an equity lens through which to view the strategic goals and to emphasize the college's orientation toward reducing the achievement gap by 40% within 5 years and eliminating the achievement gap within 10 years, which is consistent with the Chancellor's Office Vision for Success. For SEA the college has set its aspirational goals as follows: The goals for DI groups for Access, Retention, and Completion (Percentage Point Gap methodology) were set at an increase of 20 percentage points over the baseline success rate; Transfer and Award (Proportionality Index methodology) goals were set to increase by 35% and 20%, respectively. For the first three, we increased the total group goal by 20 points and closed the equity gap by 40%. For the last two groups (Transfer and Award) we set a goal for each group to be in line with the Chancellor's *Vision for Success*. The college's local equity data shows that African American, Hispanic, and American Indian/Alaskan Native students are experiencing disproportionate impact in course completion, degree and certificate completion, and transfer. The State Chancellor's Office equity data shows that ARC students from nearly all groups are experiencing disproportionate impact in at least one of the student success metrics, as illustrated in the chart below:



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American River College
Disproportionate Impact As Reported By CCCC (Reflects 2017-18 SEA Data & DI Methodologies as of 4-1-19)

		SEA Data (from Student Success & Vision for Success Metrics)				
		Enrolled in the Same Community College	Retained from Fall to Spring at the Same College	Completed Both Transfer-Level Math and English within the District	Attained the Vision Goal Completion Definition	Transferred to a Four-Year Institution (2016-17)
American Indian/Alaska Native	All			Y		Y
American Indian/Alaska Native	Female	Y				
American Indian/Alaska Native	Male					
Asian	All					
Asian	Female				Y	
Asian	Male					
Black or African American	All		Y			Y
Black or African American	Female	Y	Y			
Black or African American	Male		Y			
Filipino	All					
Filipino	Female					
Filipino	Male					
Hispanic	All					
Hispanic	Female					
Hispanic	Male	Y		Y		
Native Hawaiian or Oth PacIsl	All					Y
Native Hawaiian or Oth PacIsl	Female	Y				
Native Hawaiian or Oth PacIsl	Male			Y		
More Than One Race	All					
More Than One Race	Female					
More Than One Race	Male					
Some Other Race	All	Y		Y	Y	Y
Some Other Race	Female	Y	Y			
Some Other Race	Male	Y		Y	Y	
White	All					
White	Female					
White	Male					
Disabled	All			Y		
Disabled	Female	Y		Y		
Disabled	Male			Y		
Not Disabled	All	Y	Y			
Not Disabled	Female	Y	Y			
Not Disabled	Male				Y	
Economically Disadvantaged	All					
Economically Disadvantaged	Female					
Economically Disadvantaged	Male					
Not Econ. Disadvantaged	All		Y		Y	
Not Econ. Disadvantaged	Female		Y		Y	
Not Econ. Disadvantaged	Male		Y		Y	
First Generation	All			Y		
First Generation	Female			Y		
First Generation	Male			Y		
Not First Generation	All					
Not First Generation	Female					
Not First Generation	Male				Y	
Foster Youth	All	Y			Y	Y
Foster Youth	Female	Y				
Foster Youth	Male	Y			Y	
Not Foster Youth	All					
Not Foster Youth	Female	Y				
Not Foster Youth	Male					
LGBT	All	Y	Y	Y	Y	
LGBT	Female	Y	Y	Y	Y	
LGBT	Male	Y			Y	
Not LGBT	All					
Not LGBT	Female					
Not LGBT	Male					
Veteran	All		Y			
Veteran	Female	Y				
Veteran	Male		Y			
Not Veteran	All	Y				



		SEA Data (from Student Success & Vision for Success Metrics)				
		Enrolled in the Same Community College	Retained from Fall to Spring at the Same College	Completed Both Transfer-Level Math and English within the District	Attained the Vision Goal Completion Definition	Transferred to a Four-Year Institution (2016-17)
Not Veteran	Female	Y				
Not Veteran	Male				Y	

Data unavailable from CCCC

Y Signifies groups that are disproportionately impacted according to CCCC methodologies they applied to the State's Student Success Metrics (SSM).



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ACTIVITIES TO ACHIEVE GOALS

Governance Redesign. In Fall of 2015, conversations began based on a growing concern that despite the resources devoted to governance in terms of time and commitment of participants, the current committee structure at ARC had become unwieldy, siloed and was appearing inadequate when it came to responding in a timely and transparent way to new initiatives. Then, in Fall 2016 a group of faculty, classified staff, management, and student representatives were appointed to a governance task force. This task force was charged with affirming those aspects of our institutional processes and governance structures that are working effectively while creating an efficient structure that allows the College to work smarter and adapt to a continually and rapidly changing environment and increase student success. The task force was also committed to building on the strong institutional history of trust based relationships to preserve and further enhance a "participatory leadership culture".

Through a college governance task force, the college examined its governance and decision making structure, including its committee structure and functions, planning, reporting and action/implementation alignment with a goal of maximizing institutional effectiveness. The task force produced a proposal for a redesigned governance structure, which was adopted in 2017. The transition to this new governance structure was completed by January 2018.

Project Teams. As part of the new ARC governance structure, there are three councils: Student Success, Institutional Effectiveness, and Operations. Project teams for each council are chartered and created annually to achieve targeted goals from the ARC strategic plan to improve student outcomes. During the 18-19 academic year, seven project teams engaged in redesigning the student experience to improve outcomes. The project teams were: Enterprise Level Scheduling Solution (ELSS) Implementation, Clarify Program Paths, Integrated Planning Improvement, Institutional Equity Plan, ARC Online 2.0 (Distance Education Plan), Facilities Master Plan, Wellness Center.

These project teams are aimed at improving ARC student success outcomes, including milestone achievement, first term course success rates, fall to spring persistence rates, reduction of unit accumulation, completion of degrees, certificates, and transfer, and



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closing equity gaps. ARC is actively engaged in redesigning the student experience, including the early “front door” experiences of our students, developing clear and supported pathways for them to achieve their educational and employment goals.

Guided Pathways. As part of the California Guided Pathways project, we are focused on creating clear pathways for students. In alignment with the California Guided Pathways project, our goal is to provide students with the following: 1) Programs that are fully mapped out and aligned; 2) Proactive academic and career advising; 3) Responsive student tracking systems; 4) Structured onboarding processes; 5) Instructional support and co-curricular activities; 6) Redesigned and integrated basic skills classes.

Below are the ARC project teams and activities related to the implementation of Guided Pathways.

Clarify Program Paths Project Team. The Clarify Program Paths project team is creating clear and coherent academic and career pathways within established areas of interest that serve as a supportive foundation for Achieve@ARC (described below). The Clarify Program Paths team is responsible for creating and implementing areas of interest and establishing and implementing clear and coherent academic and career program paths in the form of program roadmaps. By the end of spring 2019 the college will have roadmaps for the top 10 programs in each area of interest, as well as all of its associate degrees for transfer (ADTs). The areas of interest and program roadmaps will be published on the college website in May 2019.

Achieve@ARC. This program is designed to provide all new students with a comprehensive onboarding experience before starting college to help students “start right.” Through dedicated success teams, all Achieve@ARC students are provided with case management support and interventions, targeted, “just in time” communications, and student engagement activities throughout their first year. In summer of 2018, ARC identified 1,489 students for Achieve Success Team case management. In total, 683 students participated in a new 2-day Achieve@ARC onboarding experience (5 sessions held), which included campus tours, academic workshops, connecting with their Success Team, and activities to connect them with ARC. An additional 806 students participated in the Achieve Canvas Site. A success case management model was used for Achieve@ARC students. Each success team (serving 500 students each) included 2 counselors, 1 Success Coach, and a Clerk.



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Achieve students included several disproportionately impacted populations (African American 6%; Pacific Islander 5%, Hispanic Latino 29%, Asian-American 6%, Multi-Race 7%, Filipino 5%, and White 33%).

Basic Skills Educational Redesign. As a result of AB705 legislation, both the Mathematics and English departments at American River College redesigned their basic skills curriculum. In Mathematics, prior to Fall 2019, developmental students would have taken one, two, possibly even three, developmental mathematics courses prior to reaching a college-level course. The amount of time students spent learning new mathematical content, practicing mathematics problems, and receiving support from faculty before Fall 2019 will be reduced from 5-10 units (270-540 student learning hours) of prerequisite content to 2 units (108 student learning hours) of corequisite support from Fall 2019 on. Additionally, the ARC English Writing and Reading Departments radically overhauled their basic skills curricula and significantly reduced the length of the course sequence which kept so many students from achieving their stated goals. The faculty also created courses that included targeted, just-in-time support for those students who needed it.

The English and Reading departments collaborated to restructure the sequence of classes so that all students were placed directly into transfer-level English. Students with a grade point average of 2.9 or above were placed directly into ENGWR 300 (college writing), and those with GPAs below 2.9 were placed into ENGWR 300 with 3 units of corequisite support. That support included a new 2-unit course attached to ENGWR 300 (ENGWR 94), and two half-unit courses from our Writing Across the Curriculum and Reading Across the Disciplines programs.

Specifically, the departments reduced a course sequence that potentially required students to pass three classes before entering ENGWR 300 to placing them directly into the two versions of ENGWR 300 mentioned above. Previously, some students were required to pass ENGRD 14 or be placed in ENGRD 15 or higher in order to enter ENGWR 50 and then ENGWR 101, which led them to ENGWR 300.

ADD ESL-Waiting for department statement



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Learning Communities and Student Support. Learning communities at ARC are another strategy aimed at supporting our disproportionately impacted populations.

Umoja-Sakhu Learning Community. Umoja-Sakhu is an Afro-centric learning and support community. The Umoja-Sakhu Learning Community (USLC) at ARC is specifically designed to increase the retention and success rate as well as the graduation and transfer rates of African ancestry students. With emphasis on topics relevant to the African American experience, the curriculum focuses on improving reading, writing, self-discipline and critical thinking skills. Program counselors also provide assistance with the personal issues that often hinder African American students in an educational setting. The Umoja-Sakhu motto is to be "intentional and deliberate" in providing students with a variety of tools and resources which help them in achieving their goals. Instructors, counselors and program staff also use community building strategies to enhance students' learning potential.

Another learning community is the ***Puente Project.*** The Puente Project's mission is to increase the number of educationally underrepresented students who enroll in four-year colleges and universities, earn degrees, and return to their communities as leaders and mentors to future generations. Puente combines culturally relevant accelerated instruction, intensive academic counseling, and mentoring by members of the community. Puente students (aka Puentistas) work closely with their counselor, English instructor, and mentor to prepare for transfer to four-year colleges and universities.

Native American Resource Center. The Native American Resource Center is an academic support program based on the Native American Principles of Balance. The program seeks to address the challenges inherent in "walking" in both the traditional tribal and western academic worlds. Four points of emphasis (inspiration, discipline, wisdom, and creation) include linked classes, classroom presence of elders/tribal leaders, and the integration of personal community study and social activities. Additionally, the Native American Resources Center offers retention activities for students.

ARC PRIDE Center. PRIDE is committed to serve the diverse LGBTQIA+ community on campus. The Pride Center is also dedicated to emphasizing intersectional LGBTQIA+ identities, especially those who have been historically underrepresented and disenfranchised. The Pride Center affirms the need for a space to share and disseminate information, challenge and dismantle negative stereotypes, and serves to facilitate dialogue about marginalized orientations, gender identities, and



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intersex people in a non-judgmental atmosphere. The center is committed to advocating for improvements in campus climate regarding trans and queer issues and student success. These goals will be accomplished through research, educational trainings, programs, and direct services to students.

U.N.I.T.E. (*Universal Engaging Inclusive Transformative Education*). U.N.I.T.E. creates collective spaces in which student, staff, faculty, and administrators share lived realities, stories, and histories as equity education for the campus community. Additionally, U.N.I.T.E. provides a welcoming and inclusive environment that engages in brave dialogue about diversity, social justice, and equity. We offer support, advocacy, and leadership opportunities for and about disproportionately impacted communities. All programs for U.N.I.T.E. focus on critical consciousness and analytical thought, social justice education within the community, student equity, seamless educational pathways, and cultural empowerment and enrichment for the ARC community. A major focus of U.N.I.T.E. is to promote a better understanding and awareness of the everyday student experience through collaborative partnerships across the campus community.

Professional Development. Professional development academies aimed at improving faculty knowledge about student equity and developing strategies to improve outcomes for disproportionately impacted student populations have been created and implemented.

New Faculty Academy (NFA). NFA is an inclusive first year experience that is required for all new faculty members. It introduces faculty to critical information, resources, and support for their teaching, professional development, campus service, research, outreach efforts and overall student success.

ARC Equity Action Institute (EAI). EAI is a two-semester cohort experience designed for full-time faculty members who want to improve disproportionately impacted student population success rates at American River College. In this institute faculty establish a foundation to understand equity and its intersections by focused development of individual equity, institutional equity, and educational equity. In collaboration with other faculty, faculty support each other as they engage in reading, reflection, dialogue, group work, and other transformative processes that deepens practitioner development around our



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racial and other identities and expands our ability to use their teaching and learning tool kits to address the needs of our underserved students. They also grow the skills necessary to be Equity Coaches and provide resources to faculty members.

Diversity in the Classroom: A Reaching and Learning Institute. Diversity in the Classroom is a professional development series created to address the professional development needs of ARC and Los Rios Community College District faculty. Because the ARC commitment to social justice and equity is affirmed in the ARC mission and vision statement, this Institute offers an opportunity to deepen all faculty's understanding of social justice and equity in the classroom and in the workplace.

Measuring Effectiveness.

STUDENT SUCCESS METRICS AT A GLANCE

	Fully Onboarded	Fall to Spring Persistence	Transfer English & Math	Degree, Certificate, Transfer	Avg. Units at Degree	Improved & Equitable Student Experience	Campus Climate	Governance Council & Project Team Evaluations
Guided Pathways	X	X		X	X	X	X	X
Achieve@ARC	X	X				X	X	X
Basic Skills Redesign			X		X			
Learning Communities		X	X	X		X	X	X
Faculty Professional Development				X		X	X	



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RESOURCES BUDGETED AND ASSESSMENT

Resources Budgeted.

BUDGET AT A GLANCE

	BSI ALLOCATION	SSSP ALLOCATION	SEP ALLOCATION	SEA INTEGRATED (BSI/SSSP/SEP)
2015-16	\$205,008	\$4,883,843	\$2,526,502	N/A
2016-17	\$271,793	\$4,850,276	\$2,491,736	N/A
2017-18	\$894,440	\$4,712,173	\$2,500,038	\$8,106,651

Assessment.



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The integrated BSI, SSSP, and SEP allocations support our student success project teams, our redesign efforts, and our student success strategies and activities. The college is making significant progress toward achieving its student equity goals. A new strategic plan with a specific focus on equity was adopted and a new governance process was redesigned to implement our equity-focused strategic plan. The student success project teams are now established and a major redesign (in a scaleable model) of the student experience was delivered to the first cohort of 1489 students in fall 2018 in our Achieve@ARC program. In Fall 2019, this cohort number will increase to 2500 Achieve students, and in Fall 2020 all new incoming students will be Achieve students (cohort of 3500).

Additionally, 88 new full time faculty (4 cohorts) participated in the New Faculty Academy, 50 faculty (3 cohorts) participated in the Equity Action Institute, and 51 faculty (3 cohorts) participated in the Diversity in the Classroom: A Reaching and Learning Institute. We have a project team focused on equity and another on professional development. These teams will lay the foundation for us to have a coordinated professional development program for faculty, staff, and administrators and will help us meet our student equity goals. Additionally, a project team on disproportionately impacted student groups is being formed and will provide its recommendations for improving outcomes for our disproportionately impacted groups in spring 2020.

6. Identify one individual to serve as the point of contact for your college (with an alternate) for the Equity Plan and provide the following information for that person:

Point of Contact:

Name Dr. Lisa Aguilera Lawrenson

Title Vice President of Instruction

Email Address Lawrenl@arc.losrios.edu

Phone 916-484-8412



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Alternate Point of Contact:

Name Dr. Adam Karp _____

Title Dean Planning, Research, and Technology _____

Email Address Karpa@arc.losrios.edu _____

Phone 916-484-8307 _____

Approval and Signature Page

College: _____ District: _____

Board of Trustees Approval Date: _____

We certify the review and approval of the 2019-22 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies, and activities represented in this plan meet the legislative and regulatory intent of the Student Equity and Achievement program and that funds allocated will be spent according to law, regulation, and expenditure guidelines published by the California Community Colleges Chancellor's Office.

Chancellor/President

Date

Email Address



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Chief Business Officer	Date	Email Address
Chief Instructional Officer	Date	Email Address
Chief Student Services Officer	Date	Email Address
President, Academic Senate	Date	Email Address

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