

# IMPLEMENTATION SUMMARY

#	Component	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
1	<a href="#">Areas of Interest</a>	Publish on web site					
2	<a href="#">Program Roadmaps</a>	Focus on "Top 10"	Focus on remainder	Post remaining			
3	<a href="#">Program Paths Management</a>	Create committee	Determine program map management	Implement program map management	Ongoing	Ongoing	Ongoing
4	<a href="#">Pathways to ARC</a> <i>(focused outreach/recruitment)</i>		Implement				
5	<a href="#">Simplify the Front Door</a> <i>(prospective student experience)</i>			Implement	Refine if needed		
6	<a href="#">Achieve at ARC Scaling</a> <i>(new student onboarding)</i>		Launch for Fall 2020	Refine if needed			
7	<a href="#">First Term Schedule Options</a> <i>(initial courses for the path)</i>		Phase I Developed	Launch for Fall 2021	Phase II Developed	Launch for Fall 2023	Refine if needed
8	<a href="#">Pathway Communities</a> <i>(connection to area of interest)</i>			Launch for Fall 2020	Refine if needed		
9	<a href="#">Peer Mentoring</a>		Launch Summer 2019	Refine if needed			
10	<a href="#">Physical Access and Navigation</a> <i>(Wayfinding)</i>		Install				
11	<a href="#">Physical Access and Navigation</a> <i>(One-Stop Welcome Center)</i>	Launch	Refine if needed				
12	<a href="#">First Term Experience</a> <i>(FYE Course)</i>		Develop Course	Offer Course			
13	<a href="#">Alternate Experience(s) for the "Not New" Student</a>				Launch for Fall 2021	Refine if needed	
14	<a href="#">Transition Services</a> <i>(Career and Transfer)</i>			Implement	Refine if needed		
15	<a href="#">Evaluation Plan</a>		Draft Plan	TBD	TBD	TBD	TBD
16	<a href="#">Intersection with Districtwide Processes</a> <i>(Hobsons, etc.)</i>	TBD	TBD	TBD	TBD	TBD	TBD
17	<a href="#">Supporting Technologies</a> <i>(G.E. Search Tool)</i>		Launch GE search	TBD	TBD	TBD	TBD
18	<a href="#">Supporting Technologies</a> <i>(Student Communications Platform)</i>		TBD	TBD	TBD	TBD	TBD
19	<a href="#">Supporting Technologies</a> <i>(Alert and Progress Reporting)</i>		TBD	TBD	TBD	TBD	TBD

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20	<a href="#">Pre-Implementation Work</a>	Prepare	Prepare				
21	<a href="#">Governance Redesign</a>	Operationalize	Institutionalize				
22	<a href="#">Recommendations: ARC Online 2.0</a>	Project Team	Implement		TBD	TBD	TBD
23	<a href="#">Recommendations: ELSS (Ad Astra)</a>	Project Team	SEM Project Team established	TBD	TBD	TBD	TBD
24	<a href="#">Recommendations: Facilities Master Plan</a>	Project Team	TBD	TBD	TBD	TBD	TBD
25	<a href="#">Recommendations: Institutional Equity Plan</a>	Project Team	Implement	TBD	TBD	TBD	TBD
26	<a href="#">Recommendations: Integrated Planning Improvement</a>	Project Team	Institutionalize	TBD	TBD	TBD	TBD
27	<a href="#">Recommendations: Wellness Center</a>	Project Team	Implement and Launch	TBD	TBD	TBD	TBD
28	<a href="#">Recommendations: Clarify Program Paths (2018-19)</a>	Complete	TBD	TBD	TBD	TBD	TBD

## Status Key

Status (Scale of Adoption)	Definition
<b>Not occurring</b>	College is currently not following, or planning to follow, this practice
<b>Not systematic</b>	Practice is incomplete, inconsistent, informal, and/or optional
<b>Planning to scale</b>	College is/has made plans to implement the practice at scale and has started to put these plans into place
<b>Scaling in progress</b>	Implementation of the practice is in progress for all students
<b>At scale</b>	Practice is implemented at scale – that is, for <u>all students</u> in <u>all programs of study</u>

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## 1. AREAS OF INTEREST

Areas of interest are designed to assist students in exploring potential majors and career options. They also serve as an organizing framework for program roadmaps and pathway communities.

### Existing Areas of Interest

#	Key Activity	Timeline	Title or Role	Council	Status	Notes/References
1.1	Submit web site content for areas of interest	End of Spring 2019	Clarify Program Paths project leads	n/a	Scaling in Progress	[Clarify Program Paths Rec. #1]
1.2	Post areas of interest and related content on the new college web site with appropriate organization for easy navigation	Summer 2019	Public Information Officer or designee	n/a	At Scale	[Clarify Program Paths Rec. #1]
1.3	Publicize areas of interest to employees to inform of availability, train on intended use, and next steps	Fall 2019	Public Information Officer	n/a	Not Systematic	
1.4	Develop any new marketing/outreach materials that are needed to highlight areas of interest (needed before February 2019 for outreach purposes)	Fall 2019	Public Information Officer	n/a	Not Systematic	
1.5	Update existing publications, forms, and materials such as the college catalog	On regular cycle	Public Information Officer (or person responsible for specific publication/form)	n/a	Not Systematic	

Cross-References: [#6 – Achieve at ARC Scaling](#); [#8 - Pathway Communities](#)

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## 2. PROGRAM ROADMAPS

Program roadmaps are a suggested sequence of courses that would permit students to progress through a program in a timely manner. They are not intended to be an individual student's educational plan, but rather a general navigational tool for anyone considering the program. Two roadmaps will be created per program (full-time and part-time version).

### Existing Program Roadmaps

#	Key Activity	Timeline	Title or Role	Council	Status	Notes/References
2.1	Confirm top 10 programs in each area of interest	Early Fall 2018	Clarify Program Paths project leads	n/a	At Scale	[ <a href="#">Clarify Program Paths</a> Rec. #2]
2.2	Develop initial program roadmaps for the top 10 programs in each area of interest (90 programs total; two versions per program – FT/PT)	By April 2019	Clarify Program Paths project leads	n/a	At Scale	[ <a href="#">Clarify Program Paths (2018-19) Appendix B</a> ]
2.3	Submit web site content for top 10 program roadmaps in each area of interest	Upon adoption (est. May 2019)	Clarify Program Paths project leads	n/a	At Scale	[ <a href="#">Clarify Program Paths</a> Rec. #2]
2.4	Post roadmaps on the new college web site with appropriate organization for easy navigation	Summer 2019	Public Information Officer or designee	n/a	Planning to Scale	[ <a href="#">Clarify Program Paths</a> Rec. #2]
2.5	Publicize initial program roadmaps to employees to inform of availability, intended use, and next steps	Early Fall 2019	Clarify Program Paths project leads	n/a	Not systematic	
2.6	Continue building out initial program roadmaps for the remaining programs (approx. 210 programs; two versions per program – FT/PT)	By Spring 2020	Clarify Program Paths project leads	n/a	Planning to Scale	[ <a href="#">Clarify Program Paths</a> Rec. #2]
2.7	Submit web site content for remaining program roadmaps in each area of interest	Upon adoption	Clarify Program Paths project leads	n/a	Planning to Scale	[ <a href="#">Clarify Program Paths</a> Rec. #2]
2.8	Post remaining roadmaps on the new college web site with appropriate organization for easy navigation	By Summer 2020	Public Information Officer or designee	n/a	Planning to Scale	[ <a href="#">Clarify Program Paths</a> Rec. #2]

Cross-References: [#1 - Areas of Interest](#)

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## 3. PROGRAM PATHS MANAGEMENT

An entity needs to be designated to assume responsibility for ongoing maintenance and assessment of areas of interest and program roadmaps. This responsibility would include updating roadmaps to reflect changes in curriculum and scheduling, managing planned rotation of default general education courses, and other related tasks.

#	Key Activity	Timeline	Title or Role	Council	Status	Notes/References
3.1	Propose committee to maintain areas of interest and program roadmaps	Mid-Fall 2018	Clarify Program Paths project leads	n/a	At Scale	[ <a href="#">Clarify Program Paths Rec. #3</a> ]
3.2	Develop requirements for technology to support ongoing maintenance of roadmaps	Mid-Fall 2018	Clarify Program Paths project leads; Dean, Planning, Research and Technology	n/a	Scaling in Progress	[ <a href="#">Clarify Program Paths Rec. #3</a> ]
3.3	Propose technology to support program roadmap creation, publication, and management	Mid-Fall 2018	Clarify Program Paths project leads; Dean, Planning, Research and Technology	n/a	At Scale	[ <a href="#">Clarify Program Paths Rec. #3</a> ]
3.4	Establish committee (pending approval of proposal)	Late Fall 2018	Academic Senate	n/a	At Scale	[ <a href="#">Clarify Program Paths Rec. #3</a> ]
3.5	Establish committee practices and structures	Spring 2019	Program Pathways Committee	n/a	At Scale	[ <a href="#">Clarify Program Paths Rec. #3</a> ]
3.6	Acquire/develop and implement technology to support program roadmap creation, publication, and management	Spring and Summer 2019*	Program Pathways Committee with IT/programming support	n/a	Scaling in Progress	*Tentative timeline as software specifications are unknown
3.7	Develop process for incorporating new programs	Spring 2019	Program Pathways Committee	n/a	Scaling in Progress	
3.8	Develop cycle and process for modifying areas of interest and program roadmaps	Spring 2019	Program Pathways Committee	n/a	Scaling in Progress	
3.9	Document all of the related systems, publications, and other areas that must be updated after each modification	Spring 2019	Program Pathways Committee	n/a	Scaling in Progress	Consider public-facing content (e.g., web site), student-facing systems, employee-facing systems, and various publications
3.10	Communicate processes to the campus	Early Fall 2019	Program Pathways Committee	n/a	Scaling in Progress	

Cross-References: [#2 – Program Roadmaps](#)

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## 4. PATHWAYS TO ARC (Outreach & Recruitment)

The Educational Pathways Action Plan was previously developed to focus outreach and recruitment efforts around ARC's four feeder high schools along with key community outreach strategies. The plan aligns with the direction of the ARC Redesign, but has not yet been implemented. One particular goal of this component is to engage 6-12<sup>th</sup> grade students in clear, well-coordinated pathways leading from secondary education to the front door of American River College.

#	Key Activity	Timeline	Title or Role	Council	Status	Notes/References
4.1	Review, and update if appropriate, the previously developed Educational Pathways Action Plan; sunset the plan	Fall 2019	Dean, Equity Programs and Pathways	n/a	Not Systematic	Educational Pathways Action Plan created by the Pathways Task Force in early 2015
4.2	Identify any resource needs that are essential to successful implementation of the plan which includes opt out scheduling for full-time, first-time recent high school graduates	Fall 2019	AVP, Student Services, VPI, VPSS	n/a	Not Systematic	See Section on First Term Schedule Options
4.3	Implement the planned migration from the existing outreach/recruitment practices to the new Pathways to ARC model	Beginning Spring 2020 for Fall 2020 cohort	Dean, Equity Programs and Pathways	n/a	Not Systematic	
4.4	Assess effectiveness of the pathways and related outreach/recruitment strategies	Fall 2020	Dean, Equity Programs and Pathways; Institutional Research Office	n/a	Not Occurring	

Cross-References: [Referred to Other Processes](#)

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## 5. SIMPLIFY THE FRONT DOOR (Prospective Student Experience)

The front door of ARC must provide an inviting, easy-to-access entry point for prospective students that streamlines and cohesively connects communication and activities from the first point of contact to the new student's engagement with a pre-designed onboarding process such as Achieve at ARC.

#	Key Activity	Timeline	Title or Role	Council	Status	Notes/References
5.1	Assess the employee experience using existing business processes to serve and interact with prospective students	Spring 2019/Fall 2019/Spring 2020	PES; VPSS Office, District Front Door Design Team	n/a	Not Systematic	
5.2	Conduct one or more focus groups with Achieve at ARC participants or other recent applicants to glean further insight into the front door experience	Spring 2019	Dean, Admissions and Transition Services; Institutional Research Office	n/a	Scaling in Progress	Ongoing
5.3	Assess the prospective student experience from at least three viewpoints: <ul style="list-style-type: none"> <li>▪ Inquiries – prospect initiates contact with college</li> <li>▪ Outreach – college initiates contact with prospect</li> <li>▪ Stealth applicants – no contact with college prior to application</li> </ul>	Fall 2019/Spring 2020	Dean, Admissions and Transition Services; Dean, Equity Programs and Pathways	n/a	Not Occurring	Districtwide process
5.4	Explore technologies and integration of technology to support student communication at the front door.	TBD – see note	VPSS Office; Communications, District Front Door Design Team	n/a	Not Systematic	Involves multiple groups including IEPI/PRT process; Technology workgroup; districtwide Simplify the Front Door group; Hobsons and HighPoint implementation teams
5.5	Rename/brand Steps to Success for ARC model	Fall 2019/Spring 2020	VPSS Office, District Front Door Design Team	n/a	Not Systematic	Districtwide process.
5.6	Identify and prioritize desired changes based on assessment and focus group input	Spring 2020	PES; VPSS Office	n/a	Not Systematic	Districtwide process
5.7	Plan and implement the desired changes	Fall 2020	VPSS Office	n/a	Not Systematic	Districtwide process

Cross-References: [#6 – Achieve at ARC Scaling](#); [#16 – Intersection with Districtwide Processes](#); [#18 – Student Communication Platform](#); see also outreach-related and communication-related items under [Referred to Other Processes](#)

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## 6. ACHIEVE AT ARC SCALING

*Achieve at ARC was launched in early Spring 2018 to provide a more cohesive onboarding experience to incoming students. During summer 2018, it is expected to serve approximately 1000 students. Scaling would enable the full new student population (approximately 3500 new students each fall plus additional students for other terms) to be served.*

#	Key Activity	Timeline	Title or Role	Council	Status	Notes/References
6.1	Develop full plan for scaling Achieve at ARC including connections to success teams, areas of interest, and other recommended features of the new student experience	By Spring 2019	Dean, Student Services - Counseling, and Transfer Services	n/a	Scaling in Progress	
6.2	Develop needs assessment tool and processes	By Spring 2019	Dean, Student Services – Counseling and Transfer Services	n/a	Planning to Scale	
6.3	Identify scalable career assessment and exploration tools and processes to support student early selection of programs of study	Fall 2019	Dean, Student Services - Counseling and Transfer Services; Dean, Student Services - Student Support Services	n/a	Planning to Scale	<a href="#">[Start Right, V.B]</a>
6.4	Ensure financial aid assistance and financial literacy is incorporated in scaled model	Spring 2020	AVP, Student Services; Dean, Student Services – Counseling and Transfer Services	n/a	Planning to Scale	<a href="#">[Start Right, V.F]</a>
6.5	Develop process for student to explore, select, and change programs of study, and use data to inform pathway communication and activities for students	By Spring 2020	Dean, Admissions and Transition Services; Dean, Student Services -Counseling, and Transfer Services	n/a	Not Systematic	<a href="#">[Start Right, XIII.B]</a>
6.6	Work with success teams, once established, to ensure case management function is seamless from onboarding through the first term and beyond	By Spring 2020	Dean, Student Services - Counseling, and Transfer Services	n/a	Scaling in Progress	
6.7	Achieve@ARC case management implemented at full scale for all new students.	Spring 2020 (for Fall 2020 students)	Dean, Student Services - Counseling, and Transfer Services	n/a	At Scale	
6.8	Leverage functionality of Hobsons/HighPoint once available	TBD – Districtwide	VPSS Office	n/a	Not Occurring (Spring 2020)	

Cross-References: [Intersection with Districtwide Processes](#)

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## 7. FIRST TERM SCHEDULE OPTIONS

Schedule options would allow new students to enroll in a packaged first term schedule (either full-time or part-time version) prior to full educational planning. The student could modify course choices as desired. Opportunities would need to be provided for the student to receive guidance if the packaged schedule does not meet individual student needs.

**Phase I (before roadmaps):** Basic schedule with math, English, and introductory general education course(s)

#	Key Activity	Timeline	Title or Role	Council	Status	Notes/References
7.1	Define parameters for creating first term schedule options <ul style="list-style-type: none"> <li>- student population which would be offered packaged schedules (e.g., new students with no prior units who are seeking a degree or transfer)</li> <li>- excluded program maps for alignment purposes (e.g., certificate programs)</li> <li>- full-time/part-time unit range</li> <li>- desired number of packaged schedules (e.g., one FT/PT per area of interest + undecided option)</li> </ul>	Fall 2019	Dean, Student Services - Counseling, and Transfer Services; VPI Office	n/a	Planning to Scale	<a href="#">[Start Right V.A]</a>
7.2	Develop enrollment forecasting model for packaged courses (and ideally sections) that considers historical trends, enrollment patterns, likely variations due to adoption of areas of interest/program roadmaps, multiple points of entry during the term, guaranteed courses, which students will use packaged schedules, etc.	By Spring 2020	VPI, AVPs, all deans, VPSS	n/a	Planning to Scale	While the ELSS is a possibility, it may not be able to handle this type of projection due to lack of data about certain criteria and assumptions unique to the redesign
7.3	Work with Outreach and Achieve at ARC to plan/map delivery method(s), timing, and technology to provide students with the first term schedule options	By Spring 2020	Deans of Student Services, VPSS, Outreach, and Achieve Center	n/a	Planning to Scale	
7.4	Develop <b>Phase I</b> packaged first term schedules based on previously defined parameters	By Summer 2020	VPI, VPSS, AVPs, Deans	n/a	Planning to Scale	Include math, English, and general education course(s)
7.5	Run enrollment demand projections for packaged courses that consider both historical trends, likely variations due to adoption of areas of interest/program roadmaps, and multiple points of entry during the term	Late Summer/Early Fall 2020	VPSS, VPI, Research, Dean of Admissions, AVPs	n/a	Planning to Scale	

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<b>7.6</b>	Commit to scheduling practices with sufficient FTE to guarantee available sections to meet projected demand of students using Phase I packaged schedules	Fall 2020	VPI, AVPs, Deans of Instruction	n/a	Planning to Scale	<a href="#">[Start Right V.A.1.d]</a>
<b>7.7</b>	Launch to incoming students via Achieve at ARC	Spring 2020 (for Fall 2020)	VPSS, Deans of Student Services, Outreach	n/a	Planning to Scale	
<b>7.8</b>	Capture feedback to assess unanticipated barriers and/or need for refinement <ul style="list-style-type: none"> <li>- <i>Feedback from students during pre-term experience</i></li> <li>- <i>Feedback from counselors/enrollment services</i></li> <li>- <i>Feedback from schedulers/instructional administrators/instructional faculty</i></li> </ul>	Spring 2021	Research	n/a	Not Occurring	

**Phase II (after roadmaps): Determine packaged courses based on the full set of program roadmaps**

#	Key Activity	Timeline	Title or Role	Council	Status	Notes/References
<b>7.9</b>	Consider feedback from Phase I and determine any desired modifications	Spring 2021	VPI, VPSS, AVPs, Deans	n/a	Not Occurring	
<b>7.10</b>	Refine the enrollment projection model to incorporate any relevant modifications	By Spring 2022	VPI, VPSS, AVPs	n/a	Not Occurring	
<b>7.11</b>	Develop Phase II packaged first term schedules based on previously defined parameters and aligned with program roadmaps as appropriate	By Spring 2022	VPI, AVPs, VPSS, Deans, Clarify Program Paths	n/a	Not Occurring	<a href="#">[Start Right, V.A]</a> The full set of roadmaps are expected by Spring 2020.
<b>7.12</b>	Run enrollment demand projections for expected courses that consider both historical trends, likely variations due to adoption of areas of interest/program roadmaps, and multiple points of entry during the term	Late Summer/Early Fall 2022	Research	n/a	Not Occurring	
<b>7.13</b>	Commit to scheduling practices with sufficient FTE to guarantee available sections to meet projected demand of students using Phase II packaged first term schedules	Fall 2022	VPI, AVPs, Deans of Instruction	n/a	Not Occurring	<a href="#">[Start Right V.A.1.d]</a>
<b>7.14</b>	Launch to incoming students via Achieve at ARC	Spring 2023 (for Fall 2023)	VPSS, Deans of Student Services, Outreach	n/a	Not Occurring	
<b>7.15</b>	Capture feedback to assess unanticipated barriers and/or need for refinement	Summer 2023	Research	n/a	Not Occurring	

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7.16	Refine packaged schedules as needed based on feedback	Fall 2023	VPS, VPSS, AVPs, Deans, Research	n/a	Not Occurring	
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Cross-References: [#2 – Program Roadmaps](#); [#6 – Achieve at ARC Scaling](#); [#23 – ELSS](#); [Related Project Work](#)

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## 8. PATHWAY COMMUNITIES (Ongoing Connection)

Pathway communities would be structured around areas of interest and provide an ongoing connection from first term throughout the student's program. They focus on academic, program- and career-specific information as well as events and communications relevant to all students in the area of interest. Within Pathway Communities, Success Teams would provide initial and ongoing support including case management and wrap-around services. Success teams would be the vehicle for the case management function as students transition from Achieve at ARC to aligned Pathway Communities. The pre-term experience is an extended orientation that would take place over multiple days. It is likely to involve areas of interest, opportunity to modify packaged courses in first term schedule options, success teams, and pathway communities. The existing GPS structure needs to be assessed for potential restructuring or consolidation with the scaled Achieve at ARC and pre-term experience to avoid unnecessary duplication.

#	Key Activity	Timeline	Title or Role	Council	Status	Notes/References
8.1	Develop the use of pathway communities as the primary vehicle for providing academic, program- and career-specific information to current students	Fall 2019	VPI Office; Dean, Student Services - Student Support Services, VPSS	n/a	Planning to Scale	<a href="#">[IPaSS VIII]</a>
8.2	Develop and adopt the standard practices for activities and/or outcomes required of all pathway communities	Fall 2019	PES	n/a	Planning to Scale	These are the minimum thresholds expected of any pathway community
8.3	Revisit areas of interest from an operational perspective to determine whether adjustments or consolidation are needed for better facilitation of the student experience	Fall 2019	PES	n/a	Planning to Scale	
8.4	Determine the mechanism for attaching a student to a pathway community once an area of interest is declared	By Fall 2019	VPI Office; Dean, Student Services – Counseling and Transfer Services, VPSS, PES	n/a	Planning to Scale	Data may come from the process for selecting an area of interest contained in the Achieve at ARC scaling timeline
<b>Success Teams (1st Term &amp; Ongoing Support)</b>						
8.5	Clarify roles of the primary administrator and Student Success Council related to success teams	Fall 2019	President's Executive Staff, SSC Chairs	n/a	Planning to Scale	<a href="#">[Start Right III.B]</a> – referred to as gateways]
8.6	Develop and adopt criteria that defines the attributes required of all success teams	Fall 2018	Dean, Student Services - Counseling, and Transfer Services, VPSS	n/a	Planning to Scale	<a href="#">[Start Right III.A]</a> ; these are "must have" components to be considered a success team
8.7	Implement tools needed to assign students to success teams and to monitor services provided.	Spring 2020	Dean, Student Services - Counseling, and Transfer Services, AVP, VPSS, AVPI	n/a	Planning to Scale	

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8.8	Develop and implement a case management model and identify appropriate staffing.	Fall 2018	Dean, Student Services - Counseling, and Transfer Services	n/a	At Scale	
8.9	Provide continued training to success team members to support student success outcomes	Fall 2018 and ongoing	President's Executive Staff or designee	n/a	Scaling in Progress	
8.1 0	Develop and implement standard practices for activities and/or objectives required of all success teams	By Spring 2012	Dean, Student Services - Counseling, and Transfer Services, PES	n/a	Not Systematic	These are minimum thresholds expected of any success team
8.1 1	Establish the process for creating new success teams with an intentional focus (e.g., mandated groups)	By Fall 2020	Dean, Student Services - Counseling, and Transfer Services, VPSS	n/a	Planning to Scale	<a href="#">[Start Right XII.C-XII.N]</a>
8.1 2	Evaluate existing entities and determine the needed resources to bring student success teams to scale	Summer 2019	VPSS Office	n/a	Scaling in Progress	
8.1	Determine how existing learning communities could be incorporated into the framework of a success team as a complementary support	By Summer 2020	Dean, Equity Programs and Pathways, VPSS, VPI	n/a	Planning to Scale	
8.1 4	Determine process by which students connect to a success team and who may be served by another program to streamline services and support.	By Fall 2019	Dean, Student Services - Student Support Services; Dean, Student Services, Counseling, and Transfer Services, VPSS	n/a	Planning to Scale	
8.1 5	Allocate resources to allow setup and launch of any new success teams before summer 2020	By Spring 2020	President's Executive Staff of designee, VPSS Office	n/a	Planning to Scale	
8.1 6	Fully scaled success team model becomes operational in conjunction with the pre-term experience	Summer 2020	Dean, Student Services - Counseling, and Transfer Services; Dean, Student Services – Student Support Services, VPSS	n/a	Planning to Scale	
8.1 7	<b>Pre-Term Experience (Extended Orientation)</b>					
8.1 8	Assess and utilize what was learned from the Summer 2018 extended orientation to fully design a pre-term experience and potentially an alternative experience for late-start students	Fall 2018	Dean, Equity Programs and Pathways, VPSS	n/a	Scaling in Progress	<a href="#">[Start Right XI]</a>
8.1 9	Coordinate with Achieve at ARC, Success Teams, Pathway Communities, Financial Aid, CDC, and others as needed to refine the design	Early Spring 2020	Dean, Student Services - Counseling, and Transfer Services, VPSS	n/a	Planning to Scale	

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<b>8.2 0</b>	Determine a process for students to identify their programs of study and first semester course options.	Spring 2020 for Fall 202	Dean, Student Services - Counseling, and Transfer Services, VPSS	n/a	Not Systematic	
<b>8.2 1</b>	Schedule experiences for the Fall 2020 semester (pre-term events beginning in summer)	Fall 2019	Dean, Equity Programs and Pathways, VPSS	n/a	Planning to Scale	
<b>8.2 2</b>	Advertise pre-term experience opportunities to students	Spring 2020	Dean, Equity Programs and Pathways, VPSS	n/a	Planning to Scale	
<b>8.2 3</b>	Conduct first set of experiences and collect feedback from those involved	Summer 2020	Dean, Equity Programs and Pathways, Research	n/a	Planning to Scale	
<b>8.2 4</b>	Refine experience as needed	Fall 2020	Dean, Equity Programs and Pathways, VPSS	n/a	Planning to Scale	
<b>Get Connected (formerly GPS)</b>						
<b>8.2 5</b>	Assess the existing GPS structure considering the plan for the overall redesigned experience (Note: GPS sessions concluded in July and in August 2018. Get Connected sessions were first offered in August and will begin in November/December for students who start ARC in Spring 2019.)	Fall 2018	Dean, Student Services – Student Support Services, VPSS	n/a	Scaling in Progress	<a href="#">[Start Right, V.E]</a>
<b>8.2 6</b>	Continue to explore the best way to connect with students to provide them with an overview of ARC resources and support and to offer students direction when it comes to course planning.	By Fall 2019	Dean, Student Services – Student Support Services, VPSS	n/a	Scaling in Progress	
<b>8.2 7</b>	Consider, refine, and adopt a proposed approach	Fall 2019	Dean, Student Services – Counseling and Transfer Services; Dean, Student Services – Student Support Services, VPSS	n/a	Scaling in Progress	
<b>Pathway Community Launch</b>						
<b>8.2 9</b>	Establish standard process across all pathway communities for moving students based on changes in area of interest	By Spring 2020	PES	n/a	Planning to Scale	
<b>8.3 0</b>	Allocate resources to allow setup and launch of pathway communities by Summer 2020	By Spring 2020	President’s Executive Staff or designee	n/a	Planning to Scale	
<b>8.3 1</b>	Train employees who will serve a role in facilitating pathway communities	By Spring 2020	VPSS, VPI, Deans of Student Services	n/a	Planning to Scale	
<b>8.3 2</b>	Plan and implement pathway presence (e.g., social media presence)	By Summer 2020	PIO	n/a	Planning to Scale	

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<b>8.3</b>	Launch pathway communities to students	Summer 2020	PES, Outreach, Deans of Student Services	n/a	Planning to Scale	Likely to be introduced at the pre-term experience
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Cross-References: [#1 - Areas of Interest](#); [#6 – Achieve at ARC Scaling](#);

## 9. PEER MENTORING

*There is an interest in developing a peer mentoring program utilizing students who have previously participated in the Achieve at ARC experience.*

#	Key Activity	Timeline	Title or Role	Council	Status	Notes/References
9.1	Fully develop a plan for the peer mentoring program and how it integrates with other redesign components	By Spring 2019	Dean, Student Services - Counseling, and Transfer Services, VPSS	n/a	Not Systematic	<a href="#">[IPaSS V]</a>
9.2	Request program budget	Spring 2020	VP, Student Services; Dean, Student Services -Counseling, and Transfer Services	n/a	Not Systematic	
9.3	Develop a peer mentor training program	Spring 2019	Dean, Student Services - Counseling, and Transfer Services, VPSS	n/a	Not Systematic	
9.4	Recruit, select, and train initial group of mentors	Spring 2019	Dean, Student Services - Counseling, and Transfer Services	n/a	Not Systematic	
9.5	Allocate resources to allow setup and launch of the peer mentor program by Summer 2019	Summer 2019	Dean, Student Services - Counseling, and Transfer Services	n/a	Not Systematic	
9.6	Launch peer mentoring	Summer 2019	Dean, Student Services - Counseling, and Transfer Services	n/a	Not Systematic	

Cross-References:

# IMPLEMENTATION SUMMARY

## 10. PHYSICAL ACCESS AND NAVIGATION: WAYFINDING

An effort is currently underway to improve campus navigation through the use of zones, signage, and other strategies.

#	Key Activity	Timeline	Title or Role	Council	Status	Notes/References
10.1	Clarify the organizational format (see question below) and make adjustments to the conceptual design if needed	Fall 2018	Director, Administrative Services	Operations Council	Scaling in progress	
10.2	Vet the conceptual design through constituency groups	Fall 2018	Director, Administrative Services	Operations Council	Scaling in progress	
10.3	Make adjustments as needed and finalize conceptual design	Fall 2018	Director, Administrative Services	Operations Council	Scaling in progress	<a href="#">[Start Right, V.G]</a>
10.4	Consider, recommend, and adopt conceptual design	Fall 2018	Director, Administrative Services	Operations Council	Scaling in progress	
10.5	Publicize the plan to the campus in preparation for major changes	Spring 2019	Director, Administrative Services	Operations Council	Scaling in progress	
10.6	Contract with vendors as needed to create signage, banners, and other materials	Spring 2019	Director, Administrative Services	Operations Council	Scaling in progress	
10.7	Develop any technology-mediated components (QR codes, etc.)	Spring 2019	Director, Administrative Services	Operations Council	Scaling in progress	
10.8	Create new campus maps for use on the web site and in publications	Spring 2019	Director, Administrative Services	Operations Council	Scaling in progress	
10.9	Install new signage, banners, and other materials; make other changes as planned	Summer 2019/Fall 2019	Director, Administrative Services	Operations Council	Scaling in progress	
10.10	Acquire new photos of the campus	Fall 2019	Director, Administrative Services	Operations Council	Scaling in progress	
10.11	Update the web site and other publications with new images, maps, and descriptions	Fall 2019	Director, Administrative Services	Operations Council	Scaling in progress	
10.12	Evaluate effectiveness of wayfinding improvements and refine as needed	By end of Fall 2019	Director, Administrative Services	Operations Council	Scaling in progress	

Cross-References: [#24 - Facilities Master Plan](#)

# IMPLEMENTATION SUMMARY

## 11. PHYSICAL ACCESS AND NAVIGATION: WELCOME & SUPPORT CENTER

*Most onboarding services are being moved to a centralized location to create a welcome center for new students.*

#	Key Activity	Timeline	Title or Role	Council	Status	Notes/References
11.1	Consolidate most student services in a centralized location for onboarding	Summer 2019	VPSS, Deans of Student Services	n/a	Scaling in Progress	<a href="#">[Start Right, V.G]</a>
11.2	Consider renaming or rebranding areas within the centralized location	Spring/Fall 2019	VPSS, Dean of Admissions, Dean of Student Support Services, BSO, VPA	n/a	Scaling in Progress	<a href="#">[Start Right, V.G]</a>
11.3	Make adjustments as needed to business processes and staffing in order to facilitate a one-stop model	TBD	VPSS, Deans of Student Services	n/a	Scaling in Progress	
11.4	Update website, publications, and other materials to reference the Welcome Center and any renamed areas	Spring/Fall 2019/Ongoing	VPSS, Dean of Student Services	n/a	Scaling in Progress	
11.5	Communicate the changes to employees with clear directions on how to guide new students	Summer/Fall 2019/Ongoing	VPSS, PIO	n/a	Scaling in Progress	

Cross-References: [#24 – Facilities Master Plan](#); [#20 - Pre-Implementation Work](#); [#10 - Physical Access and Navigation \(Wayfinding\)](#)

# IMPLEMENTATION SUMMARY

## 12. FIRST TERM EXPERIENCE (FYE COURSE)

A first term seminar course has been proposed to facilitate retention through community building, academic success strategies, personal development, and other methods. The course could also provide a way to reinforce connections to case management teams (Success Teams) and related supports.

#	Key Activity	Timeline	Title or Role	Council	Status	Notes/References
12.1	Further explore alternate models offered at other colleges, including those outside of California, to better understand options. In reviewing models, two questions to explore are: <ul style="list-style-type: none"> <li>- <i>How is the course or non-course experience designed?</i></li> <li>- <i>What is the intended purpose of the course or non-course experience?</i></li> </ul>	Fall 2019	Resource Panel via the Student Success Council	SSC	Planning to Scale	<a href="#">[Start Right XII.A; IPaSS VI]</a>
12.2	Based on exploration, submit a proposal to the Student Success Council that briefly summarizes the models reviewed; recommends an existing or modified model; and indicates next steps necessary for implementation including an estimated timeline.	By Spring 2020	Resource Panel via the Student Success Council	SSC	Planning to Scale	
12.3	Implement the model (steps TBD)	TBD pending proposal		n/a	[select status]	

Cross-References: #8 - Pathways Communities

# IMPLEMENTATION SUMMARY

## 13. ALTERNATE EXPERIENCE(S) – “NOT NEW” STUDENT

Students who are not considered new to college (such as transfer, re-entry/returning, former advanced education, and others) and need alternate experiences if they are not expected to be directed to and/or served by Achieve at ARC.

#	Key Activity	Timeline	Title or Role	Council	Status	Notes/References
13.1	Identify groups of incoming students who would not be served by Achieve at ARC or other new student structures	Fall 2020	Dean, Student Services - Counseling, and Transfer Services, VPSS	n/a	Not Systematic	
13.2	Identify any existing services or onboarding methods used by these students that will be eliminated as a result of the redesign	Fall 2020	Dean, Student Services - Counseling, and Transfer Services, VPSS	n/a	Not Systematic	
13.3	Design one or more alternate experiences tailored to these student groups. Where possible, integrate with other redesign components such as pathway communities	Spring 2021	Dean, Student Services - Counseling, and Transfer Services; Dean, Student Services – Student Support Services, VPSS	n/a	Not Occurring	
13.4	Determine the method to identify these students and invite them into the appropriate experience	Spring 2021	Dean, Student Services - Counseling, and Transfer Services; Dean, Student Services – Student Support Services, VPSS	n/a	Not Occurring	
13.5	Implement structure necessary to run the proposed experience	Late Spring 2021	Dean, Student Services - Counseling, and Transfer Services; Dean, Student Services – Student Support Services, VPSS	n/a	Not Occurring	
13.6	Train those involved in conducting the experience	Early Summer 2021	Dean, Student Services - Counseling, and Transfer Services; Dean, Student Services – Student Support Services	n/a	Not Occurring	
13.7	Launch alternate experience for students	Summer 2021	Dean, Student Services - Counseling, and Transfer Services, VPSS	n/a	Not Occurring	

Cross-References: [#6 – Achieve at ARC Scaling](#); #8 - Pathways Communities

# IMPLEMENTATION SUMMARY

## 14. TRANSITION SERVICES (Transfer and Career)

*As students near completion of their chosen pathway, it is necessary to close the gap between ARC and the next stage of their journey. Transition services serve as the bridge to ensure ARC students successfully connect with an employer or continue their education at a university.*

#	Key Activity	Timeline	Title or Role	Council	Status	Notes/References
14.1	Assess existing transfer and career services in light of the Redesign and determine opportunities to better serve students as they move beyond ARC	Fall 2019	Dean, Student Services - Counseling, and Transfer Services; Dean, Student Services – Student Support Services, VPSS	n/a	Not Systematic	
14.2	Consider how to expand services based on the role of the newly hired job placement coordinator	Fall 2019	?????	n/a	Not Systematic	
14.3	Consider potential ways to leverage Pathway Communities for early and continued connection to career possibilities	Fall 2019	Dean, Student Services - Counseling, and Transfer Services	n/a	Planning to Scale	
14.4	Determine desired strategies for improvement and prioritize into a tentative timeline	Spring 2020	VP, Student Services	n/a	Not Systematic	
14.5	Identify any resource needs that are essential to successful implementation of the planned strategies	Spring 2020	VP, Student Services	n/a	Not Systematic	
14.6	Implement the desired changes	Fall 2020	VP, Student Services	n/a	Not Occurring	
14.7	Evaluate effectiveness of the strategies and refine as needed	Fall 2021	VP, Student Services	n/a	Not Occuring	

Cross-References: #8 - Pathways Communities

# IMPLEMENTATION SUMMARY

## 15. EVALUATION PLAN: EFFICACY OF REDESIGN IMPLEMENTATION

All three reports expressed an interest in assessing components of the redesign implementation. As students will experience the fully redesigned model, the evaluation plan could be designed to assess the effectiveness of the overall implementation.

#	Key Activity	Timeline	Title or Role	Council	Status	Notes/References
15.1	Identify questions that need to be answered through the assessment process (desired areas of assessment)	Spring 2019	Institutional Research Office	n/a	Not occurring	
15.2	Draft an assessment plan which addresses the intent of the Student Success Council	Fall 2019	Institutional Research Office	n/a	Not occurring	See <a href="#">Clarify Program Paths</a> , <a href="#">Start Right</a> , and <a href="#">IPASS</a> reports for considerations
15.3	Consider, refine, and adopt the assessment plan	Spring 2020	Institutional Research Office	n/a	Not occurring	
15.4	Conduct assessment based on the plan, analyze data, and compile the results	TBD based on plan	Institutional Research Office	n/a	Not occurring	
15.5	Consider results and recommendations for improvement	By Fall 2021	Institutional Research Office	n/a	Not occurring	

Cross-References:

# IMPLEMENTATION SUMMARY

## 16. INTERSECTION WITH DISTRICTWIDE PROCESSES

The following items were recommended but are dependent on the timing and outcome of districtwide processes and/or include an intersection of district and college processes.

#	Key Activity	Timeline	Title or Role	Council	Status	Notes/References
16.1	Explore splitting summer/fall enrollment periods	TBD – Districtwide		n/a	[select status]	<a href="#">[Start Right, X.A]</a>
16.2	Acquire and implement a student experience lifecycle solution – Hobsons/HighPoint	TBD – Districtwide		n/a	[select status]	<a href="#">[IPaSS IV, VI, IX; Start Right VI.B]</a>
16.3	Explore adding transaction confirmations to college systems (e.g., registration confirmation)	TBD – Districtwide		n/a	[select status]	<a href="#">[IPaSS IX, p. 33]</a>
16.4	Explore assigning students an email address based on their name rather than student ID	TBD – Districtwide		n/a	[select status]	<a href="#">[IPaSS IX, p. 33]</a>
16.5	Explore development of a student portal	TBD – Districtwide		n/a	[select status]	<a href="#">[Start Right p. 12, IPaSS p. 29-31]</a>
16.6	Automate <u>student-facing</u> business processes	TBD		n/a	[select status]	Timeline contingent upon identification of business processes and assessment

Cross-References: TBD - implications are likely to exist across most other areas due to the breadth of intersections

## IMPLEMENTATION SUMMARY

### 17. SUPPORTING TECHNOLOGIES: GENERAL EDUCATION SEARCH TOOL

*There is an interest in adding a general education course search tool to the college web site to allow students to search for courses by criteria such as general education pattern, CSU/UC transferability, requirements at transfer institutions, themes, interests, and life/career competencies.*

#	Key Activity	Timeline	Title or Role	Council	Status	Notes/References
17.1	Define requirements and desired features	Fall 2018	New committee TBD	n/a	[select status]	<a href="#">[Clarify Program Paths, Rec. #4]</a>
17.2	Conduct technical assessment	Early Spring 2019	Information Technology	n/a	Not occurring	
17.3	Design, develop, and test new search tool	By Fall 2019*	Information Technology	n/a	Not occurring	*tentative timeline pending technical assessment
17.4	Incorporate into college web site	September 2019	Information Technology, Public Information Officer	n/a	Not occurring	
17.5	Launch search tool to students and communicate availability to employees	October 2019	Information Technology, Public Information Officer	n/a	Not occurring	
17.6	Assess and refine tool based on user feedback	Spring 2020	Information Technology, Public Information Officer	n/a	Not occurring	

Cross-References:

# IMPLEMENTATION SUMMARY

## 18. SUPPORTING TECHNOLOGIES: STUDENT COMMUNICATIONS PLATFORM

There were multiple recommendations related to communications which are likely to require short-term and long-term approaches beyond implementation of Hobsons/HighPoint.

#	Key Activity	Timeline	Title or Role	Council	Status	Notes/References
18.1	Define <b>short-term</b> requirements and desired features that are immediately needed to supplement Canvas prior to scaling of Achieve at ARC, success teams, and pathway communities	Fall 2018		n/a	[select status]	Districtwide Process for all of these activities. Refer to Starfish Connect efforts
18.2	Identify <b>short-term</b> solutions that can be quickly implemented with minimal commitment to address defined needs	Spring 2019		n/a	[select status]	
18.3	Implement <b>short-term</b> solutions phased to be available as needed by various components	Summer and Fall 2019		n/a	[select status]	
18.4	Assess <b>long-term</b> communications technology needs in light of available information on anticipated Hobsons/HighPoint functionality	TBD		n/a	[select status]	<a href="#">[Start Right VI.B, VI.C, XIII.F]</a>
18.5	Recommend a technology master plan that identifies all technologies needed to create a well-integrated communications platform	TBD		n/a	[select status]	
18.6	Based on the draft plan, recommend a structure for developing and managing student communications incorporating all available technologies	TBD		n/a	[select status]	<a href="#">[IPaSS IX, p. 32-33 and 42]</a>
18.7	Consider, refine, and adopt the technology master plan	TBD		n/a	[select status]	
18.8	Consider, refine, and allocate resources to the communication structure recommended by the Student Success Council	TBD	President's Executive Staff or designee	n/a	[select status]	

Cross-References: [#6 – Achieve at ARC Scaling](#); [#8 - Pathways Communities](#); [#26 – Integrated Planning Improvement](#); possibly others TBD

# IMPLEMENTATION SUMMARY

## 19. SUPPORTING TECHNOLOGIES: ALERT AND PROGRESS REPORTING

*An effective, technology-enabled early alert and progress reporting system is needed to enable proactive and/or responsive intervention based on analytics, employee observation, and/or student self-reporting.*

#	Key Activity	Timeline	Title or Role	Council	Status	Notes/References
19.1	Identify and/or refine desired functionality and features for early alert, progress reporting, and related coaching/nudges based on predictive analytics or rule-based triggers	Fall 2018		n/a	[select status]	[IPaSS, p. 16, et al.] Refer to District wide process for Starfish early alert.
19.2	Assess and determine which desirable features and functionality will potentially be met by Hobsons Early Alert; identify any gaps	Spring 2019		n/a	[select status]	
19.3	Identify options for meeting gaps (e.g., commercially-available products or estimate of work involved with in-house development)	Summer 2019		n/a	[select status]	
19.4	Consider options and recommend solution to supplement or be used in lieu of Hobsons (if needed)	Fall 2019		n/a	[select status]	
19.5	Acquire and/or develop the identified solution(s)	TBD depending on solution(s)		n/a	[select status]	
19.6	Implement and train employees on the new solution(s)	TBD		n/a	[select status]	
19.7	Launch the new solution(s)	TBD		n/a	[select status]	

Cross-References: [#6 – Achieve at ARC Scaling](#); #8 - Pathway Communities

# IMPLEMENTATION SUMMARY

## 20. PRE-IMPLEMENTATION WORK

The following items are necessary steps to facilitate and/or connect the previous components.

#	Key Activity	Timeline	Title or Role	Council	Status	Notes/References
20.1	Map and/or diagram how the various components connect together into a holistic student experience	Early Fall 2018		n/a	Planning to Scale	May need separate maps for new students and other student types
20.2	Establish methods for monitoring and coordination of the various inter-related components of the plan	Early Fall 2018		n/a	Planning to Scale	
20.3	Identify leads for each component of the implementation that is not assigned to an existing project team or other entity	Early Fall 2018		n/a	Planning to Scale	
20.4	Assess and allocate staffing, facilities, and/or other resources needed to accomplish the implementation plan	Ongoing		n/a	Planning to Scale	<a href="#">Clarify Program Paths</a> , <a href="#">IPaSS</a> , and <a href="#">Start Right</a> reports reference resource needs
20.5	Assign responsibility for holistically assessing the changes needed to employee roles, job functions, and job descriptions across the redesigned student services model	Fall 2018		n/a	Planning to Scale	[ <a href="#">IPaSS</a> , p. 17, et al.]
20.6	Communicate the “big picture” plan to the campus	Fall 2018		n/a	Planning to Scale	
20.7	Develop a comprehensive training plan that encompasses all aspects of the redesign and allows training to be staged with the launch cycle	Fall 2018		n/a	Planning to Scale	
20.8	Assign responsibility to someone to provide regular campus updates on redesign implementation	Fall 2018		n/a	Planning to Scale	[ <a href="#">IPaSS XII</a> ]
20.9	Document the case management model including its purpose, structure, features, and intended benefits	Fall 2018 (first draft)		n/a	Planning to Scale	
20.10	Conduct business process analysis across student services to assess potential to automate manual tasks	Fall 2018 and ongoing		n/a	Planning to Scale	[ <a href="#">IPaSS IV</a> , p.17]
20.11	Determine potential viability of structures such as a first-year instruction and support community of practice based on expected staffing structure and other available interaction mechanisms	By Fall 2019		n/a	Planning to Scale	[ <a href="#">IPaSS VII</a> , p. 23-25; <a href="#">IPaSS XII</a> , p. 39]

Cross-References: Prerequisite to all previous sections (1-22)

# IMPLEMENTATION SUMMARY

## 21. GOVERNANCE REDESIGN

### Governance Framework

#	Key Activity	Timeline	Title or Role	Council	Status	Notes/References
21.1	Convene Task Force	2016-17	College President; Dean, Planning, Research, and Technology	n/a	At scale	
21.2	Develop and adopt Framework	October 2017	Task Force	n/a	At scale	
21.3	Develop operational procedures and systems	Spring 2018	Dean, Planning, Research, and Technology; designated faculty member	n/a	At scale	
21.4	Adopt facilitative leadership and project management techniques	Spring 2018	Executive Leadership Team	ELT	At scale	
21.5	Operationalize framework through training, communication, and other tactics	2018-19	Dean, Planning, Research, and Technology; designated faculty member	IEC	At scale	
21.6	Institutionalize governance structure with staffing allocation and process refinement	2019-20	Dean, Planning, Research, and Technology	IEC	At scale	

Cross-References:

# IMPLEMENTATION SUMMARY

## 22. PROJECT RECOMMENDATIONS (2018-19): ARC ONLINE 2.0

### ARC Distance Education Plan (2019-2025)

#	Recommendation	Timeline	Title or Role	Council	Status	Notes/References
<b>Online Course Scheduling</b>						
22.1a	Utilize <a href="#">the top five online program pathways for year one as identified by Team 2</a> to develop the foundation for the initial online offerings of the Virtual Education Center	Begin Spring 2019		SSC	Scaling in Progress	
22.1b	Provide an initial assignment of FTE specifically to the Virtual Education Center for the purposes of developing and offering the courses for the top five programs	Begin Summer 2019		SSC	Scaling in Progress	
22.1c	Use data (e.g., Ad Astra and education plans) to determine if additional FTE allocation should be considered	Begin Summer 2019		SSC	Not Occuring	Dependent on data availability
22.1d	Create a three-year project timeline for Virtual Education Center programs to include both existing programs and those to be developed	Begin Fall 2019		SSC	Scaling in Progress	
22.1e	Investigate and integrate accelerated learning options to provide timely completion	Begin Fall 2019		SSC	Scaling in Progress	
<b>Online Pathways – Existing Programs</b>						
22.2a	Identify programs by percentage of core courses offered online to establish a threshold percentage for fully online offering potential	Begin Spring 2019		SSC	Scaling in Progress	
22.2b	Identify online GE courses	Begin Spring 2019		SSC	Scaling in Progress	
22.2c	Utilize existing department-approved modality-neutral program maps, identify courses offered online and those which are not currently being offered online—including GE	Begin Fall 2019		SSC	Scaling in Progress	
22.2d	Create fully online program maps which are approved, shared, and advertised	Begin Fall 2019		SSC	Scaling in Progress	
22.2e	Create an ongoing process to regularly develop and review online program pathways	Begin Fall 2019		SSC	Scaling in Progress	

# IMPLEMENTATION SUMMARY

<b>22.2f</b>	Recommend that the Program Pathways Committee includes American River College online faculty members	Fall 2019		SSC	Not Occuring	
<b>New Program Development</b>						
<b>22.3a</b>	Develop a DE focused cyclical mechanism for addressing course and program planning to include improvement, modification, elimination, and additions that align with student and market demand	Begin Spring 2020		SSC	Not Occuring	
<b>22.3b</b>	Develop and offer blueprint templates to aid in the creation of “plug and go” course offerings to encourage rapid development	Begin Spring 2020		SSC	Scaling in Progress	
<b>22.3c</b>	Investigate and apply Online Competency-Based Education (CBE)	Begin Fall 2019		SSC	Not Occuring	
<b>22.3d</b>	Identify and secure FTE for new course offerings	Begin Fall 2019		SSC	Scaling in Progress	
<b>22.3e</b>	Monitor and analyze the user experience to inform program improvement	Begin Fall 2019		SSC	Not systematic	
<b>Online Services</b>						
<b>22.4a</b>	Redesign paper-based processes to be inclusive of electronic processes	Begin Summer 2019		SSC	Scaling in Progress	
<b>22.4b</b>	Improve online communication and access to timely information <ul style="list-style-type: none"> <li>▪ College website</li> <li>▪ Success Team (case management)</li> <li>▪ Text messaging</li> <li>▪ Online chat</li> <li>▪ CCCApply data</li> </ul>	Begin Spring 2019; timeline varies by item		SSC	Scaling in Progress	
<b>22.4c</b>	Address technological limitations that inhibit student support	Establish standard and determine needs in 2019-20; allocate resources and implement in 2020-21		SSC	Not systematic	
<b>22.4d</b>	Bring initial online counseling efforts to scale & across all student services	Establish standard and		SSC	Not occurring	

# IMPLEMENTATION SUMMARY

		determine needs in 2019-20; allocate resources and implement in 2020-21				
<b>22.4e</b>	Offer an alternative virtual option in any American River College business practice that currently requires the student to attend an in-person meeting	Establish standard and determine needs in 2019-20; allocate resources and implement in 2020-21		SSC	Not systematic	
<b>22.4f</b>	Explore how Los Rios/American River College might extend more support to online students outside of normal business hours	Fall 2019 and ongoing		SSC	Not systematic	
<b>22.4g</b>	Explore how technology might be utilized to create connection and engage online students outside the classroom	Summer 2019 and ongoing		SSC	Not systematic	
<b>22.4h</b>	Develop a student support team model for exclusively online students	Fall 2019 and ongoing		SSC	Scaling in Progress	
<b>22.4i</b>	Explore how programs which support disproportionately impacted students can effectively engage online students	Fall 2019 and ongoing		SSC	Not occurring	

Cross-References: [#18 – Student Communications Platform](#); [#8 - Pathway Communities](#); [#2 – Program Roadmaps](#); [#3 – Program Paths Mgmt.](#); [Related Project Work](#)

# IMPLEMENTATION SUMMARY

## 23. PROJECT RECOMMENDATIONS (2018-19): ENTERPRISE-LEVEL SCHEDULING SOLUTION

### March 2019 Project Update

#	Recommendation	Timeline	Title or Role	Council	Status	Notes/References
23.1	TBD – no formal recommendations; see March 2019 project update for current status.		Project team leads	SSC		Districtwide Process for Implementation

Cross-References: [Related Project Work](#)

## 24. PROJECT RECOMMENDATIONS (2018-19): FACILITIES MASTER PLAN

### Final Plan

#	Recommendation	Timeline	Title or Role	Council	Status	Notes/References
24.1	Establish and operationalize the campus zone system	TBD	Vice President of Administrative Services	OC	At Scale	#13 Physical Access and Navigation (Wayfinding)
<b>Major Facility Projects</b>						
24.2a	Technical Education Modernization		Vice President of Administrative Services	OC	At Scale	
24.2b	Corporation Yard Modernization	TBD	Vice President of Administrative Services	OC	At Scale	
24.2c	Stadium Modernization	TBD	Vice President of Administrative Services	OC	At Scale	
24.2e	Davies Hall Modernization	TBD	Vice President of Administrative Services	OC	At Scale	
24.2f	Science Modernization	TBD	Vice President of Administrative Services	OC	At Scale	
24.2g	Welcome & Support Center Modernization/Expansion	TBD	Vice President of Administrative Services	OC	At Scale	
24.2h	New Administration Building	TBD	Vice President of Administrative Services	OC	At Scale	
24.2i	Raef Hall/Future Instructional Space	TBD	Vice President of Administrative Services	OC	At Scale	

# IMPLEMENTATION SUMMARY

<b>24.2j</b>	Fine Arts Building Modernization	TBD	Vice President of Administrative Services	OC	At Scale	
<b>24.2k</b>	Environmental Resources Modernization	TBD	Vice President of Administrative Services	OC	At Scale	
<b>24.2l</b>	North Parking	TBD	Vice President of Administrative Services	OC	At Scale	
<b>24.2m</b>	Transit Center & West Parking	TBD	Vice President of Administrative Services	OC	At Scale	
<b>24.2n</b>	Physical Education Modernization	TBD	Vice President of Administrative Services	OC	At Scale	
<b>24.2o</b>	Campus Promenade	TBD	Vice President of Administrative Services	OC	At Scale	
<b>24.2p</b>	Student Quad	TBD	Vice President of Administrative Services	OC	At Scale	
<b>24.2q</b>	PE Plaza	TBD	Vice President of Administrative Services	OC	At Scale	
<b>24.2r</b>	Campus Police Building	TBD	Vice President of Administrative Services	OC	At Scale	
<b>24.2s</b>	Paramedics	TBD	Vice President of Administrative Services	OC	At Scale	
<b>24.2t</b>	Welcome Loop	TBD	Vice President of Administrative Services	OC	At Scale	

Cross-References: [#10 – Physical Access and Navigation \(Wayfinding\)](#); [#11 – Physical Access and Navigation \(One Stop Welcome Center\)](#)

# IMPLEMENTATION SUMMARY

## 25. PROJECT RECOMMENDATIONS (2018-19): INSTITUTIONAL EQUITY PLAN

### Final Plan

#	Recommendation	Timeline	Title or Role	Council	Status	Notes/References
<b>Setting the Foundation for Equity</b>						
25.1a	Affirm the proposed definitions of equity-related terminology	Spring 2019		IEC	At scale	
25.1b	Adopt the proposed equity framework and lens	Spring 2019		IEC	At scale	
<b>Campus Climate</b>						
25.2a	Focus on welcoming disproportionately impacted communities at ARC	TBD		IEC	Not systematic	
25.2b	Conduct a climate study and a corresponding climate audit that utilizes an equity lens	TBD		IEC	Planning to scale	
25.2c	Build institutional capacity in cultural awareness and equity consciousness	TBD		IEC	Not systematic	
<b>Organizational Structure</b>						
25.3a	Cultivate a clear sense of accountability for making institutional equity a priority	TBD		IEC	Planning to scale	
25.3b	Foster greater collaboration related to equity issues and interests	TBD		IEC	Not systematic	
25.3c	Extend transparency	TBD		IEC	Not systematic	
<b>Human Resources</b>						
25.4a	Offer training and development to all employees specific to equity and social justice	TBD		IEC	Not systematic	
25.4b	Nurture the essential conditions to hire and retain people of color	TBD		IEC	Not systematic	
<b>Communication</b>						
25.5a	Operationalize the shared definitions, framework, and lens	TBD		IEC	Planning to scale	
25.5b	Develop and execute a communication plan focused on equity	TBD		IEC	Not systematic	
25.5c	Assess and collaboratively revise college guidelines and procedures	TBD		IEC	Not systematic	
25.5d	Infuse equity communication by leaders throughout the organization	TBD		IEC	Not systematic	

# IMPLEMENTATION SUMMARY

Instruction and Curriculum						
<b>25.6a</b>	Provide faculty with resources to help prioritize curriculum that is inclusive of students from marginalized communities	TBD		IEC	Not occurring	
<b>25.6b</b>	Ensure faculty have access to information (data) necessary for promoting the success of students from marginalized communities	TBD		IEC	Planning to scale	
<b>25.6c</b>	Sustain and support instructional approaches for supporting students of color	TBD		IEC	Planning to scale	
Physical Spaces						
<b>25.7a</b>	Improve physical space to promote success for people with disabilities	TBD		IEC	[select status]	
<b>25.7b</b>	Equip classrooms with flexible seating configurations	TBD		IEC	[select status]	
<b>25.7c</b>	Foster a more welcoming and safe physical environment for transgender and non-binary people	TBD		IEC	[select status]	
<b>25.7d</b>	Dedicate more space to supporting marginalized students	TBD		IEC	[select status]	
<b>25.7e</b>	Adapt the physical environment to better support student parents	TBD		IEC	[select status]	
Student Support						
<b>25.8a</b>	Increase planning and training related to hate and bias incidents	TBD		IEC	Not occurring	
<b>25.8b</b>	Promote collaborative planning at the department/unit-level	TBD		IEC	Scaling in progress	
<b>25.8c</b>	Expand mental health services focused on marginalized students	TBD		IEC	Planning to scale	
<b>25.8d</b>	Plan to strategically and comprehensively meet basic needs for students	TBD		IEC	Scaling in progress	
<b>25.8e</b>	Enhance and increase onboarding efforts for marginalized students	TBD		IEC	Not systematic	
<b>25.8f</b>	Allocate regular staffing in physical spaces designed for marginalized communities	TBD		IEC	[select status]	

Cross-References: [Related Project Work](#); #8 - Pathway Communities; [#18 – Student Communications Platform](#); [#24 – Facilities Master Plan](#); [#27 – Wellness Center](#)

# IMPLEMENTATION SUMMARY

## 26. PROJECT RECOMMENDATIONS: INTEGRATED PLANNING IMPROVEMENT

[Program Review and Unit Planning Model \(2017-18\)](#) [Integrated Planning Guide \(2018-19\)](#)

#	Recommendation	Timeline	Title or Role	Council	Status	Notes/References
<b>Program Review and Unit Planning</b>						
26.1a	Adopt and implement the new program review and unit planning model	Spring 2018	Executive Leadership Team	IEC	At scale	
26.1b	Build a new integrated planning system to facilitate the work	By Fall 2018	Dean, Planning, Research, and Technology or designee	IEC	At scale	
26.1c	Improve access to data to inform program review	By Fall 2018	Dean, Planning, Research, and Technology or Designee	IEC	At scale	
26.1d	Provide training to end users and QuEST	Fall 2018	Program Review Committee	IEC	At scale	
<b>Integrated Planning</b>						
26.2a	Adopt the Integrated Planning Guide	2019	Executive Leadership Team	IEC	At scale	
26.2b	Follow the Multi-Year Planning Calendar to ensure scheduled planning processes are completed	Ongoing	Dean, Planning, Research, and Technology	IEC	Scaling in progress	Appendix A

Cross-References:

# IMPLEMENTATION SUMMARY

## 27. PROJECT RECOMMENDATIONS (2018-19): WELLNESS CENTER

### Project Report

#	Recommendation	Timeline	Title or Role	Council	Status	Notes/References
<b>Wellness Center Space</b>						
27.1a	E-Services lab to vacate current location	Spring 2019	VPSS, AVPSS, Dean of Admissions	OC	At scale	
27.1b	Repurpose lab for Wellness Center	Spring 2019	VPSS, AVPSS, Dean of Admissions	OC	Scaling in progress	
27.1c	Move Health Center to new location	Late Fall 2019/Early Spring 2020	VPSS, AVPSS, Dean of Admissions, Facilities	OC	Planning to scale	
27.1d	Open new space to campus	Fall 2019	VPSS, AVPSS, Dean of Admissions, Director of Student Health and Wellness	OC	Planning to scale	
<b>Wellness Staff</b>				OC		
27.2a	Job Description of Wellness Center Coordinator	Spring 2019	VPSS, AVPSS, Dean of Admissions, Nurses, Consultant	OC	At Scale	
27.2b	Adjunct Nurse	Fall 2019	AVPSS, Dean of Admissions	OC	Planning to Scale	
27.2c	Clerk II (as need upon expansion)	Spring 2019	AVPSS, Dean of Admissions, Director of Student Health and Wellness	OC	Not Systematic	
27.2d	Exploration of onboarding partnerships	Spring 2020	VPSS, Director of Student Health and Wellness	OC	Planning to Scale	
27.2e	Health Educators	Spring 2020	VPSS, Director of Student Health and Wellness	OC	Not Systematic	
<b>Recommendations Listed Under Lessons Learned</b>						
27.3a	Establish a baseline funding amount to be awarded per academic year	Spring 2020	VPSS, Dean of Admissions, Fiscal	OC	Planning to Scale	
27.3b	Utilize the recommended advisory committee and assign members that mirror our campus community	Spring 2020	VPSS, AVPSS, Dean of Admissions, Director of Student Health and Wellness	OC	Not Occurring	
27.3c	Provide trainings to ensure equity is incorporated in the medical services model.	Fall 2019/Spring 2020	VPSS, Director of Student Health and Wellness, AVPSS, Dean of Admissions	OC	Not Systematic	

# IMPLEMENTATION SUMMARY

<b>27.3d</b>	Arrange for the team to regularly meet with the assigned district contact employee to participate in contract procedures	Fall 2019/Spring 2020	VPSS, Director of Student Health and Wellness, AVPSS, Dean of Admissions	OC	Not Systematic	
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Cross-References:

# IMPLEMENTATION SUMMARY

## 28. PROJECT RECOMMENDATIONS (2018-19): CLARIFY PROGRAM PATHS

*Note: This project team was operational for two years. The recommendations below are from the 2019 report. Previous recommendations from the original 2018 report are embedded throughout this document.*

### Project Report

#	Recommendation	Timeline	Title or Role	Council	Status	Notes/References
28.1	Adopt Atlas for managing and publishing program roadmaps	TBD		SSC	At Scale	
28.2	Review and update program roadmaps annually	Ongoing		SSC	Scaling in Progress	
28.3	Incorporate program roadmaps in HighPoint Degree Planner	TBD – Districtwide		SSC	Scaling in Progress	
28.4	Provide professional development	TBD		SSC	Not Occuring	
28.5	Integrate program roadmaps and areas of interest into other college Guided Pathways redesign work	TBD		SSC	Scaling in Progress	
28.6	Collaborate districtwide on Guided Pathways design principles	TBD – Districtwide		SSC	Scaling in Progress	
28.7	Create a Guided Pathways coordinator position	TBD		SSC	Not Occuring	

Cross-References: [#2 – Program Roadmaps](#); [#3 – Program Pathways Mgmt.](#)

# IMPLEMENTATION SUMMARY

## RELATED PROJECT WORK (2019-20)

The following work has already been authorized, assigned to a project team, and is being carried out under the specifications of an adopted project charter. Additional recommendations may emerge from these Please visit [IGOR](#) or the [ARC Website](#) for the charters of current teams.

Project	Timeline	Title or Role	Council	Status	Notes/References
Educational Master Plan	2019-20	Project leads	SSC	Scaling in Progress	
Strategic Enrollment Management Plan	2019-20	Project leads	SSC	Scaling in Progress	
Professional Development and Training (as part of an Employee Development and Retention Plan)	2019-20	Project leads	IEC	At scale	
Sustainability Improvement	2019-20	Project leads	OC	[select status]	
DI Populations	2019-20	Project leads	SSC	Scaling in Progress	

## REFERRED TO OTHER PROCESSES

Component	Refer Recommendation To	Rationale
Outreach-focused information web site <a href="#">[Start Right VI.A]</a>	Strategic Enrollment Management (SEM) Plan project team	Consider within the context of a broader strategy for enrollment management efforts to create a cohesive approach
Outreach communications highlighting benefits of ARC <a href="#">[Start Right VI.F]</a>	Strategic Enrollment Management (SEM) Plan project team	Consider within the context of a broader strategy for enrollment management efforts to create a cohesive approach
Enhance pre-onboarding communications <a href="#">[Start Right VI.H]</a>	Strategic Enrollment Management (SEM) Plan project team	Consider within the context of a broader strategy for enrollment management efforts to create a cohesive approach
User-centered and accessible web design <a href="#">[IPaSS IX, p. 28]</a>	Operations Council; Student Success Council	Consider from both the technical and student success perspectives to consider IPaSS concerns and develop full recommendation for changes in practice
Equity training <a href="#">[Start Right VIII.A]</a>	Institutional Equity Plan project team; Professional Development and Training project team	The institutional equity plan is expected to establish the framework for equity training which can then be addressed in an institutional professional development plan.
Other training <a href="#">[Start Right VI.E, VIII.B, VIII.C, VIII.D, IPaSS X, p.17,34-35]</a>	Professional Development and Training project team	Consider within the context of all professional development to create a cohesive set of offerings
Low-cost/no-cost textbooks <a href="#">[Start Right XIII.C]</a>	Faculty/Academic Senate	Adoption of specific textbooks for each course is determined by the faculty
Reexamine general education <a href="#">[Clarify Program Paths, Rec. #4]</a>	Educational Master Plan project team (future)	See “Reexamining General Education” in the Clarify Program Paths report for rationale. Consider within the broader context of the future direction of the college.