Preview

Details

College

American River College

Assurances

Guided Pathways

I have read and adhere to the Guided Pathways Legislation and Goals.
Yes

Student Success Metrics

I am familiar with the Student Success Metrics.
Yes

Contacts

Project Director

Dr. Jeffrey Stephenson
Vice President, Student Services
stephej@arc.losrios.edu
(916) 484-8462

Alternate Project Contact

Bill Simpson
simpsow@arc.losrios.edu

Approvers

Chancellor/President

Thomas Greene
greenet@arc.losrios.edu

Awaiting Submittal

Academic Senate President

Alisa Shubb
shubba@arc.losrios.edu

Awaiting Submittal

Data Sharing

The Student Success Metrics (SSM) will be shared with the campus stakeholders as part of the Guided Pathways process.

SSM Data Sharing

I agree with the SSM data sharing.
Yes

Pillar 1. Clarify the Path

Practice A

Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

The Clarify Program Paths team completed the areas of interest (meta-major) work in the previous academic year. The areas of interest were introduced to the College at the fall 2018 convocation. A website was then created that explains the Areas of Interest and also lists the programs of study under each area of interest. Also included are program maps (over 250+) that have been completed to date for various majors. In the fall 2019 semester, the original nine Areas of Interest were reduced to eight Areas of Interest to help reduce confusing with two overlapping areas.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Achieve@ARC organized the new, first-time to college students by Areas of Interest. This allows students to be grouped by common interest and allows for programming to be focused on particular majors or areas of interest.

Term and Year

Fall - 2019

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

The Vice Presidents of Instruction and Student Services will work on the design for HomeBases to align with Areas of Interest.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

The Clarify Program Paths team worked with faculty in each department to create maps for each of their programs of study. Part of that process included reviewing the courses and learning outcomes to make sure that the program prepared students properly for employment or transfer, and that stackable certificates were aligned with each other and with the final degree or certificate in the sequence. Several departments have revised the program as a result of the map creation.

Timeline for Progress to Date

Term and Year

Fall - 2018

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The College continues creating maps for all of its programs of study and, in the process, ensures that the programs adequately prepare student for employment or transfer. There are roughly 285 programs that need to be mapped with over 150+ programs mapped by the end of spring 2019.

Term and Year

Spring - 2019

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

The College designed a new website that is more student focused. The new webiste uses the college's Areas of Interest to make it easier for students to find information about programs of study that may interest them. Each program of study has one or more program maps which includes career and transfer information. We are researching the best way to include updated salary and labor market data for each program of study.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The new website went live in May 2019. Program maps have been added to the website.

Term and Year

Summer - 2019

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Our goal is to have all of the programs mapped by the end of Fall 2020. Salary and labor market data will be linked to the website once a process for doing so has been identified.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

The College has implemented CCCMyPath. The College is currently testing CCCApply with utilizing the Major Catagories within CCCApply. This will allow students to choose one of four broad Major Categories and then will bring up the majors associated with that Major Category. This will allow students to focus on the majors of interest instead of receiving an exhausted list of all majors offered at the college.

Term and Year

Winter - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress

milestones are clearly identified. All this information is easily accessible on the college's website.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

The Clarify Program Paths team has designed maps for each of the college's programs of study, which will include a clearly laid out sequence of courses (for both full-time and part-time students), and notes that identify gatekeeper and milestone courses. Map creation began in spring 2018 and approximately 150+ programs have approved maps. The maps are reviewed by counselors. All of the approved program maps have been published on the new website and new maps will be added to the website as they are approved.

Timeline for Progress to Date

Term and Year

Fall - 2018

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The goal is to have all of the program maps completed and on the website by the end of Fall 2020.

Term and Year

Winter - 2020

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

The college will continue creating maps for all of its program and publishing them on the new website.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

Required math courses are appropriately aligned with the student's field of study (Note: This essential practice was moved from Area 2).

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

The Clarify Program Paths team has worked on creating maps for each of the college's degrees. The team is working closely with the Mathematics Department and faculty content experts to identify the appropriate math course to include in the map for each degree.

Timeline for Progress to Date

Term and Year

Fall - 2018

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The Mathematics Department redesigned its course sequence and offerings. The Clarify Program Paths team will continue to work with the Mathematics Department to identify the appropriate math course(s) for each map in accordance with AB 705.

Term and Year

Fall - 2020

Term - Detail (optional)

The goal is to have all of the program maps completed by the end of Fall 2020. Maps will be updated to reflect any changes to the math curriculum.

Support

No support requested

Pillar 2. Get on the Path

Practice A

Every new student is helped to explore career/college options, choose a program of study, and develop a full-time program plan as soon as possible.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Achieve@ARC was created to provide an onboarding experience to all new students. The first year of Achieve@ARC was focused on first-time, full-time students.

Included in the redesign, students will expose to career and college exploration at the beginning of the process. This year students and counselors just Focus2Career assessment in the Achieve Program.

At Achieve Fall Kick Off, 415 students participated in a one-day experience in academic breakout sessions by areas of study as well as a career exploration break-out sessions. Students were also assisted with Financial Aid FAFSA assistance, if the student did not have an education plan, a counselor met with the student, and students were guided to appropriate resources.

If a student was not able to attend Fall Kick Off, students attended a Get Connected session where they were able to obtain an abbreviated education plan. Students who needed comprehensive educational plans were contacted in the fall semester and scheduled with a counselor.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Students are continuing to be directed to complete the Focus2Career assessment at the beginning of the application process starting with fall 2019 matriculated students. The information will used in their one-on-one counseling sessions.

Student Success Teams are partnering with Outreach to work with students who have applied to the college but have not completed FAFSA. Students will be encouraged to attend Summer Bridge (Summer 2020) and will be given an Opt-Out schedule using the program maps.

Term and Year

Fall - 2019

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

With the selection of a Case Management Tool and Scheduling Software (Hobsons Starfish and Connect), a career assessment tool can be integrated at the beginning of the process. Also with the Student Success Teams, students will be helped to choose a program of student and develop a full-program plan. Program maps will be utilized in assisting the student and counselor as the educational plan is created.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

The Counseling Department created a Student Success Team model (case management) that allows for supports for students through a team approach.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

With the creation of the Student Success Teams, the teams will eventually provide wrap around support to students to assist the academically unprepared. The Achieve Center has partnered with Reading Across the Disciplines (RAD) and success teams are embedded in four sections of the course.

The Clarify Program Paths team created nine areas of interest which have now been reduced to eight areas of interest. The areas of interest are being used to design Pathway Communities that will be housed in six locations across the college. This allow students to receive services where they are taking classes.

All first-time new students were aligned with their area of interest in the Fall 2019 semester. The goal is provide FAFSA support, assistance with the Promise Grant, provide college and community resources, and supplies to students.

The Achieve Program is developing group sessions for students who fall into Probation 1.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" math courses by the end of their first year. (Note: This practice was added to the SOAA in Februrary 2019).

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

The Start Right and IPASS design teams made recommendations with providing supports to students who are academically unprepared. The English Department has created an integrated model for supporting students with ENGWR 300 (College Composition) and the Math Department has developed corequisite support for all transfer-level gateway courses.

100% of ARC's students place into transfer-level English (starting in Spring 2019) and scaling is in progress for special supports for this group of students.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The new math pathways model is being implemented in spring 2019 for students beginning in summer/fall 2019.

Some students also have the ability to use a self-guided placement process to identify the correct placement.

Once data for summer/fall placement and completion rates are examined, adjustments will be made to the model as necessary.   The examination is currently underway for Spring 2020.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Special supports are provided to help academically underprepared students to succeed in the "gateway" English courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

The Start Right and IPASS design teams made recommendations with providing supports to students who are academically unprepared. The English Department has created an integrated model for supporting students with ENGWR 300 (College Composition).

100% of ARC's students place into transfer-level English (starting in Spring 2019) and scaling is in progress for special supports for this group of students.

ARC has a well-developed Writing Across the Curriculum, Reading Across the Disciplines, and Science Skills program designed to provide special support for the math skills necessary for underprepared students to succeed in gateway courses for the major program areas. While these are well developed and institutionalized programs, they still need to be better integrated to further scale up at the college.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The English Department will evaluate the success of the supports through campus research, and to make adjustments accordingly.

The English Department will work with the Districtwide team to discuss appropriate GPA for placement of students directly into ENGWR 300 without support.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

The Student Success Teams (case management) were created to support Achieve@ARC students. The teams recently implemented a needs assessment survey to help identify students who may need additional support. This process is still being developed. However, the English Department has implemented a support course ENGWR 94 for students completing ENGWR 300 (College Composition), and the Mathematics Department has implemented support courses for all transfer-level gateway courses.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

With AB705, the English, Math, and ESL Departments are working hard to address the requirement of students completing college-level courses in the first year.

The Student Success Teams will continue to develop the case management model and explore needs assessments that will help to identify students early to provide support for students who are not academically prepared

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice F

The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Partner with 32 high schools and several community agencies and provide information, application, financial aid workshops, and class registration workshops.

Host annual counselor conference to provide information for high school counselors to share with students. Hosted parent workshops to provide parents/guardian information about college.

Host MASCOT program at seven feeder high schools for 220 high school seniors who are first-generation college students to assist with their college transition.

Support 1,500 middle and high school students in federal TRIO programs. Send monthly high school counselor newsletter to more than 200 regional high school counselors.

Hosting on-site workshops to assist incoming students with fall class schedules at the 15 feeder schools sending the largest numbers of students.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Build more specific web site for prospective students.

Provide more information on career exploration tools (Focus2Career).

Create strategic communication plan with follow-up information for students after they apply , which includes phone calls, emails, and invitations to Achieve, Bridge Connect (ABC), the summer bridge program.

Implement in March 2020, high school workshops to support students who have applied to the college but have not completed necessary steps (FAFSA, Promise Grant, etc.)

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 3. Stay on the Path

Practice A

Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Some of the categorical programs (EOP&S, CalWORKs, Veterans) do monitor a student's progress. This practice is not systemic.

The IPASS team made a recommendation to obtain an SEL that would allow for monitoring of a student's progress toward his/her goal. The Los Rios Community College District will implement Hobsons Starfish and Connect as well as HighPoint Degree Planner. HighPoint Schedule Builder was launched in Fall 2019.

Case management teams are working with individual students who are in Achieve but without a technology solution, it is very difficult to monitor a student's progress as it takes human resources to track the student's progress.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The Los Rios Community College District has selected a degree planning, course scheduling, and case management suite of tools that will be implemented in Fall 2019. The adoption of these tools will occur in Fall 2019 through Spring 2020.

The Student Success Teams will continue to monitor students and use education plans to track progress of students. In Fall 2020, the Student Success Teams will be using Hobsons Starfish and Connect as an early alert and case management system.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Students can easily see how far they have come and what they need to do to complete their program.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Students have the ability in their eServices account to see the percentage of degree completion. This is only accurate if students are in the correct major. By clinking on the progress percentage indicator, students are taken to a degree audit report that show them each area of their graduation requirements and if they have complete the requirement, if it is in progress, or if it is not completed.

The Los Rios Community College District implemented the use of Schedule Builder to allow students to build their schedule for the following semester. This product was launched in Fall 2019 for Spring 2020 course planning. Later in the spring 2020 semester, the District will launch Degree Planner. This product will allow students to choose their major and then they are presented with the list of courses required to complete the major. The student, along with the counselor, can then lay out the entire path of the program.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The Los Rios Community College District has implemented Schedule Builder in Fall 2019. Students had a ability to use the software for Spring 2020. Degree Planner will be launched later in Spring 2020 and will utilize program maps.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

The College uses SARS alert as an early alert program. Very few faculty are currently utilizing the program as it is not easy to use. Some programs currently utilize progress checks for students. The Student Success Team had planned on doing a similar process in Fall 2018. The Los Rios Community College District identify Hobsons Starfish as the early alert tool. The tool will be implemented in Fall 2020.

Probation and Dismissal processes are currently being reviewed to be more student focused and provide support to students. The Achieve Center is currently developing a group session that will support Probation 1 students.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The Los Rios Community College District has selected Hobsons Starfish as the early alert tool. The College is currently designing and testing the system and determining the business practices associated with integrating an early alert process with progress reporting requirements of various programs. The College will be working with faculty to provide support prior to implementation of the tool.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

Counselors provide information to students and assist them when students are unlikely to be accepted into limited-access program. This only occurs if the student seeks assistance from counseling.

Limited-access programs also provide information to students when they are denied from the program. They direct students back to the Counseling Center.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

As the College explores developing a type of student success course for students, information about limited-access programs and options could be included that could give students guidance on options should they not be successful in being accepted.

As career and needs assessment tools are included at the beginning of the onboarding process, students can be made aware of options and opportunities within an area of interest. This could broaden the opportunities for students wanting to enroll in limited-access programs.

The Achieve teams are developing ways to screen students who may be enrolled in prerequisite coursework to provide assistance to the students should they be unsuccessful in the course(s). This may be something the HomeBase teams are more involved in as the programming is developed.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Programs in the Career Technical Programs plan schedules that ensure students can take the courses when needed and for program completion.

The Los Rios Community College District has purchase an Enterprise Level Scheduling Solution (Ad Astra) to assist with the scheduling of classes and ensuring courses are offered when needed. Also with the launch of Degree Planner and Schedule Builder, programs will have data to plan for courses students need.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The College is working on implementing Ad Astra and using the information to build more precise, student-centered scheduling. Additionally, the Los Rios District recently implemented Schedule Builder and will launch Degree Planner later in Spring 2020 to allow for a more robust course scheduling/search system that will help students identify their needed courses at times/days that match their availability.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 4. Ensuring Learning

Practice A

Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

Learning outcomes are aligned with requirements for success in further education and employment outcomes.

Timeline for Progress to Date

Term and Year

Fall - 2016

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Continuous improvement.

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. (Note: This practice was added to SOAA in February 2019).

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

The college has a robust and supportive curriculum that engages students in active and applied learning.

Courses are reviewed by the Curriculum Committee on a six year cycle.

Programs are structured to prepare students for transfer or entering to a career.

Timeline for Progress to Date

Term and Year

Fall - 2016

Next Steps
Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Continuous improvement.

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Students have ample opportunity to apply and deepen knowledge and skills through projects, interships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that program faculty intentionally embed into coursework.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

Several programs, especially in the Career Education areas, have included internships, clinical placements, and other types of coursework.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

As program maps are being completed and with the Case Management Tool and Scheduling Software, the college will continue to explore ways to provide opportunities for students to gain experience in more of a hands-on environment.

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

Faculty assess students' mastery of learning outcomes.

Timeline for Progress to Date

Term and Year

Fall - 2016

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Continuous improvement.

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

Faculty use the results of learning outcomes assessment to improve effectiveness of instruction.

Timeline for Progress to Date

Term and Year

Fall - 2016

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Continuous improvement.

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Practice F

The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

The College has Work Experience courses that allows students to document their learning and use the documents to demonstrate learning for employers and universities.

Several Career Technical Programs also have students create portfolios to present to prospective employers.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Integrate employers and transfer institutions into the Pathway Communities.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice G

The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

The College participates in CCSSE and the SENSE surveys.

The College has a robust professional development series for faculty, staff, and administrators.

Currently, the New Faculty Academy is for all new full-time faculty. It is a year-long experience.

Also, the Equity Action Institute is available for all faculty (full and part-time) to participate in a series of workshops focused on equity, social justice, and diversity in teaching.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The College continues to focus on professional development for all members in the community. Currently a design team is exploring and making recommendations for the entire college regarding professional development activities. The report will be completed in the spring 2020 semester with implementation taking place starting in Fall 2020.

Term and Year

Fall - 2019

Term - Detail (optional)

Not Entered

Support

No support requested

Student Engagement & Support

Student Engagement: Implementation

In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)

• Student survey(s)

• Students serve on campus GP advisory committee(s)

• Student focus groups

Engagement Efforts - Details

The College engages students in a number of ways in the redesign process. Students are surveyed by a number of areas regarding services including the new HomeBase (pathway communities) model that is being launched in Fall 2020.

Through our new governance process, student representatives are on each of the three major councils (Student Success, Institutional Effectiveness, and Operations) as well as the Executive Leadership Team (ELT). Students are given a stipend for participating on the councils and teams.

Student focus groups occur periodically when feedback is needed regarding a particular item. We most recently used student focus groups to gain feedback regarding success team models.

Course Alignment

The College is implementing a new software product called Degree Planner and Course Builder. Course Planner was launched in the Fall semester for spring scheduling. Degree Planner will be launched later in the Spring semester which will allow students to see their program map and build out a schedule for future semesters. The system will allow students to choose how many units they wish to take per semester and will show them how long it will take to complete their degree.

Year 2 Self-Assessment Upload

Document Title	Type	Uploaded	Comment
AmericanRiver_CCRC_SOAA_CCC_April 2019.pdf	Self-Assessment	2/11/2020, 7:17:00 PM	N/A

Success Story

Success Story (optional)

Title

Not Entered

Follow-up Contact Persons(s)

No contacts assigned

Challenge

Not Entered

Success Story

Not Entered

Outcomes

Not Entered

Vision for Success Goals

California Community Colleges | NOVA PLAN. INVEST. TRACK.

2020 © California Community Colleges

NOVA Site Version: 4.13.9