

# IMPLEMENTATION PLAN & TIMELINE



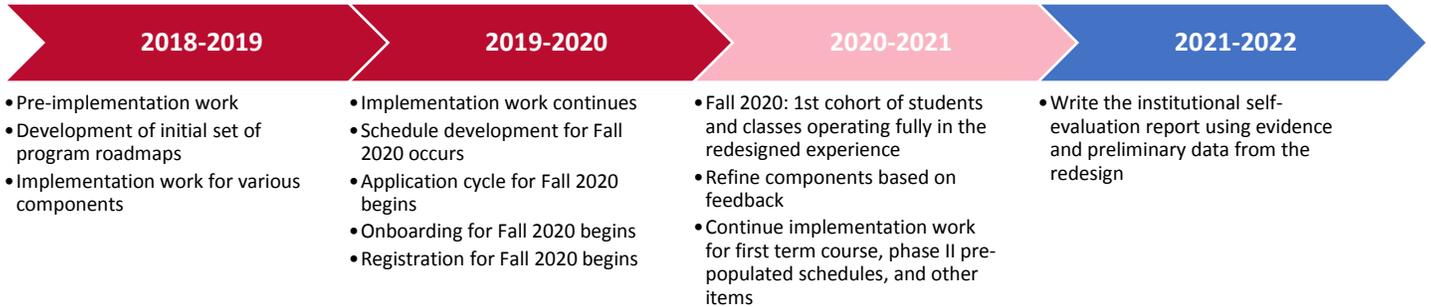
The following components would require separate, but closely related, implementation paths. Details of each component including questions to be resolved are included in the following pages. The identified components are:

Component	2018-19	2019-20	2020-21	2021-22	Dependent Upon
<b>Areas of Interest</b>	Publish on web site				
<b>Program Roadmaps – Development</b>	Focus on “Top 10”	Focus on remainder			Areas of interest
<b>Program Paths Management</b>	Launch committee			Ongoing	
<b>Pathways to ARC</b> <i>(focused outreach/recruitment)</i>		TBD	TBD	TBD	
<b>Simplify the Front Door</b> <i>(prospective student experience)</i>		TBD	TBD	TBD	
<b>Achieve at ARC scaling</b> <i>(new student onboarding)</i>		Launch for Fall 2020	Refine if needed		Areas of interest
<b>Enterprise-Level Scheduling Solution (ELSS)</b>	Launch Software	TBD*	Refine if needed		
<b>Pre-populated Course Schedules</b> <i>(1<sup>st</sup> term default path)</i>	Phase I Developed	Launch for Fall 2020	Phase II Developed	Launch for Fall 2022	Program roadmaps
<b>Success Teams</b> <i>(1<sup>st</sup> term and ongoing supports)</i>			Launch for Fall 2020	Refine if needed	
<b>Pathway Communities</b> <i>(connection to area of interest)</i>			Launch for Fall 2020	Refine if needed	Areas of interest
<b>Pre-Term Experience</b> <i>(extended orientation)</i>			Launch for Fall 2020	Refine if needed	Likely to connect to areas of interest, roadmaps, success teams, pathway communities, etc.
<b>GPS Role and Configuration</b>			Modify for Fall 2020	Refine if needed	
<b>Peer Mentoring</b>		Train Mentors	Launch for Fall 2020	Refine if needed	
<b>Physical Access and Navigation</b> <i>(Welcome Center and wayfinding)</i>		Complete by June			
<b>First Term Experience</b> <i>(FYE Course)</i>				Launch for Fall 2021	
<b>Alternate experience(s) for the “not new” student</b>			Launch for Fall 2020	Refine if needed	
<b>Transition Services</b> <i>(Career and Transfer)</i>		TBD	TBD	TBD	
<b>Implementation/Redesign Evaluation Plan</b>		Draft Plan			All previous components (evaluation timeline is tied to launch timelines)
<b>Districtwide and College Processes</b> <i>(SEL, enrollment periods, etc.)</i>	TBD	TBD	TBD	TBD	
<b>Supporting Technologies</b> <i>(G.E. search and communications)</i>		Launch GE search	TBD	TBD	
<b>Supporting Technologies</b> <i>(Alert and Progress Reporting)</i>		TBD	TBD	TBD	Partially dependent on districtwide processes (SEL)
<b>Pre-Implementation Work</b>	Prepare				

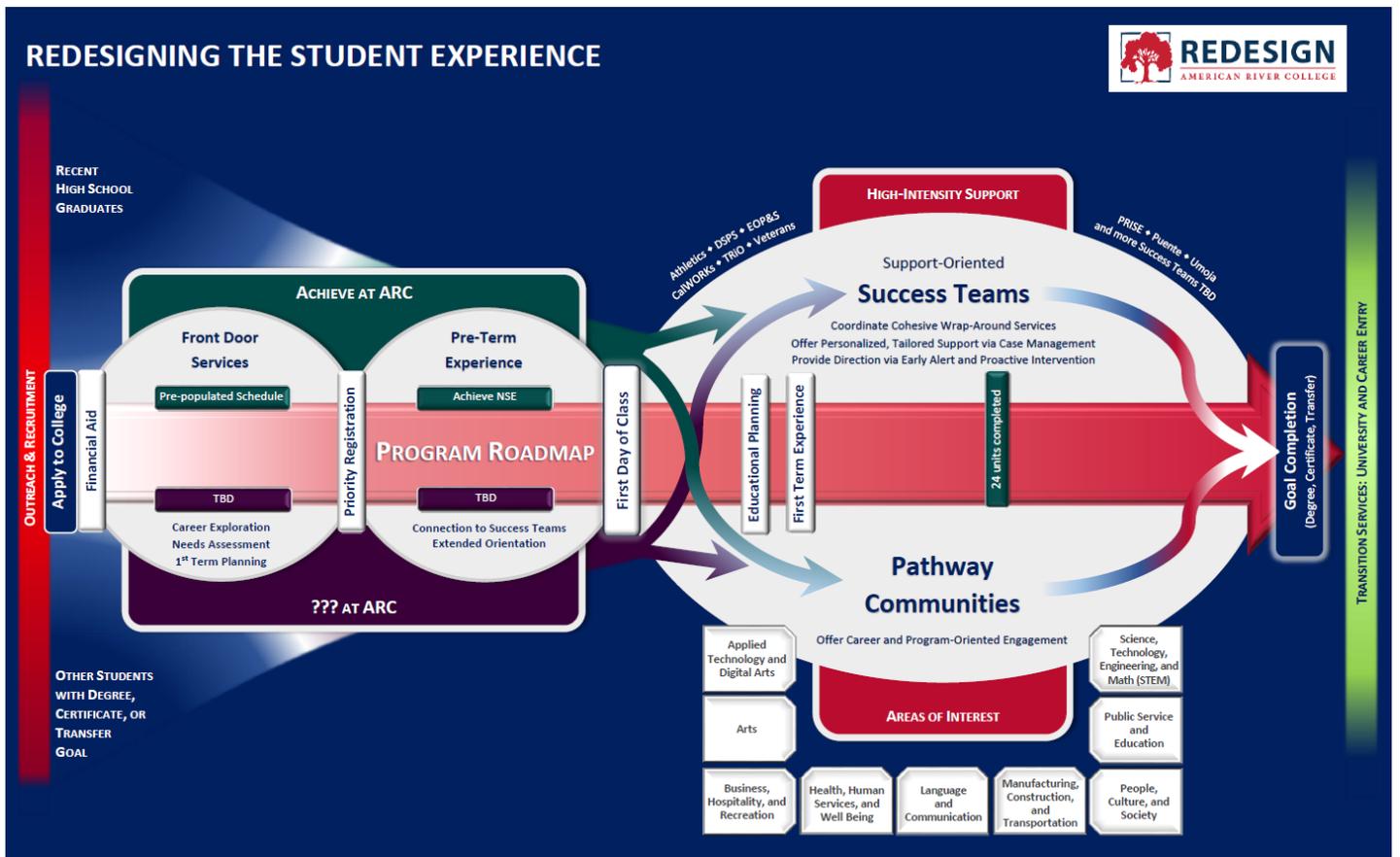
\*Pending decisions on which schedule development cycle will be used to switch to the ELSS and revised practices for academic scheduling.  
 Note: Launch of major components would ideally avoid 2021-22 due to the anticipated writing of the institutional self-evaluation report.

# IMPLEMENTATION PLAN & TIMELINE

## Redesign Timeline Overview



This timeline will be re-evaluated as needed to address legislative mandates and other considerations.



## 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.

Key Activity	Timeline	Primary Contact	Notes/References
Submit web site content for areas of interest	Early Fall 2018		[Clarify Program Paths Rec. #1]
Post nine areas of interest and related content on the new college web site with appropriate organization for easy navigation	Fall 2018		[Clarify Program Paths Rec. #1]
Publicize areas of interest to employees to inform of availability, train on intended use, and next steps	Fall 2018		
Develop any new marketing/outreach materials that are needed to highlight areas of interest (needed before February 2019 for outreach purposes)	Fall 2018		
Update existing publications, forms, and materials such as the college catalog	On regular cycle		

### Questions to Resolve:

- Is there any work related to the new web site that needs to occur prior to summer 2019 in preparation for posting the areas of interest (e.g., graphic design of related images)?
- Which publications, forms, and other materials need to be updated?

### Other Considerations/References:

- Please see “Definitions for Areas of Interest” in the Clarify Program Paths report for descriptions of the nine areas.
- Please see “Achieve at ARC” and “Pathway Communities” components in this document for further details on the implementation of student use of these areas of interest.

## 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).

Key Activity	Timeline	Primary Contact	Notes/References
Confirm top 10 programs in each area of interest	Early Fall 2018		[Clarify Program Paths Rec. #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 Rec. #2]
Submit web site content for top 10 program roadmaps in each area of interest	Upon adoption (est. May 2019)		[Clarify Program Paths Rec. #2]
Post roadmaps on the new college web site with appropriate organization for easy navigation	Summer 2019		[Clarify Program Paths Rec. #2]
Publicize initial program roadmaps to employees to inform of availability, intended use, and next steps	Early Fall 2019		
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 Rec. #2]
Submit web site content for remaining program roadmaps in each area of interest	Upon adoption		[Clarify Program Paths Rec. #2]
Post remaining roadmaps on the new college web site with appropriate organization for easy navigation	By Summer 2020		[Clarify Program Paths Rec. #2]

### Questions to Resolve:

- Is there any work related to the new web site that needs to occur prior to summer 2019 in preparation for posting the roadmaps (e.g., graphic design of roadmap template images)?
- Do these roadmaps need to be referenced in any existing publications, forms, or other materials?
- Is there a need for an interactive version of the catalog or similar avenue for prospective students to explore the program roadmaps?

### Other Considerations/References:

- Please see “Top 10 Programs in Each Area of Interest” in the Clarify Program Paths report for the anticipated list of initial roadmaps to be created.
- Please see “Creating Clear and Coherent Program Paths” section of the Clarify Program Paths report for further details. The project team has recommended building roadmaps for every degree or certificate that is career or transfer oriented, has a clear path to completion, and contains at least three courses. They estimated the overall volume at 600 roadmaps (\*300 programs with a full-time and part-time roadmap version for each program).

## 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	Primary Contact	Notes/References
Propose committee to maintain areas of interest and program roadmaps	Mid-Fall 2018		[Clarify Program Paths Rec. #3]
Develop requirements for technology to support ongoing maintenance of roadmaps	Mid-Fall 2018		[Clarify Program Paths Rec. #3]
Propose technology to support program roadmap creation, publication, and management	Mid-Fall 2018		[Clarify Program Paths Rec. #3]
Establish committee (pending approval of proposal)	Late Fall 2018		[Clarify Program Paths Rec. #3]
Establish committee practices and structures	Spring 2019		[Clarify Program Paths Rec. #3]
Acquire/develop and implement technology to support program roadmap creation, publication, and management	Spring and Summer 2019*		*Tentative timeline as software specifications are unknown
Develop process for incorporating new programs	Spring 2019		
Develop cycle and process for modifying areas of interest and program roadmaps	Spring 2019		
Document all of the related systems, publications, and other areas that must be updated after each modification	Spring 2019		Consider public-facing content (e.g., web site), student-facing systems, employee-facing systems, and various publications
Communicate processes to the campus	Early Fall 2019		

### Questions to Resolve:

- What is the best technology option to support ongoing maintenance of the roadmaps?
  - What are the specific requirements for the desired technology?
  - Are commercial options available? If so, what is the potential cost and implementation timeline?
  - Is in-house development feasible? If so, what is the potential cost (labor hours) and implementation timeline?
- How would a cycle for modifying program roadmaps and/or areas of interest intersect with use of the data for onboarding, pre-populated course plans, advising, pathway community communications, and other related items?

### Other Considerations/References:

- Change management for modifying areas of interest and program roadmaps should be closely linked to Student Services due to the student-facing systems and integration with onboarding/case management. It also should be closely connected to the Instruction Office due to the implications for scheduling, enrollment management, and related topics.
- Please see the “Clarify Program Paths Proposal for Year 2” section of the Clarify Program Paths report for further details.

## 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	Primary Contact	Notes/References
Review, and update if appropriate, the previously developed Educational Pathways Action Plan	Fall 2018		
Identify any resource needs that are essential to successful implementation of the plan	Fall 2018		
Implement the planned migration from the existing outreach/recruitment practices to the new Pathways To ARC model	TBD		
Assess effectiveness of the pathways and related outreach/recruitment strategies	TBD		

### Questions to Resolve:

- Are there any gaps in the plan due to the lapse of time from early 2015 to 2018? If so, how can they be addressed?

### Other Considerations/References:

- See outreach-related and communication-related items under “Referred to Other Processes” section
- See the Educational Pathways Action Plan created by the Pathways Task Force in early 2015.

## 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	Primary Contact	Notes/References
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 2018		
Assess the employee experience using existing business processes to serve and interact with prospective students	Fall 2018		
Conduct one or more focus groups with Achieve at ARC participants or other recent applicants to glean further insight into the front door experience	Fall 2018		
Identify and prioritize desired changes based on assessment and focus group input	Spring 2019		
Plan and implement the desired changes	TBD		

### Questions to Resolve:

- How well is existing marketing and the college web site serving prospective students? What could be enhanced?
- How well are existing methods to contact the college (e.g., phone, email, online forms) serving prospective students?
- How well are existing recruiting and outreach efforts serving prospective students? What could be enhanced?
- Regardless of how a prospective student chooses to interact with the college, how well is general information about the ARC, its programs, and services presented? Is it consistent, easy to find, well organized, and readily available?
- How accurate, up-to-date, and attractive is data about ARC on frequently used college search sites?
- How well are perceived barriers to attending college being eliminated prior to application?
- What, if any, subtle messages might be conveyed by ARC’s front door hours, practices, and methods to various prospective student populations such as millennials, online students, and English language learners?
- How well is the application experience serving students? What could be enhanced?
- How well is post-application communication directing newly admitted students to services and onboarding experiences?
- How well are pre-application business processes serving prospective students and those that influence their college choice (e.g., parents or high school counselors)?
- How well are post-application business processes facilitating timely submission of transcripts, financial aid paperwork, and other items?
- How could front door business processes be streamlined, automated, or made more effective?
- Are there conflicts between ARC messaging, Los Rios messaging, and CCC system-wide messaging that could be resolved?
- What data does ARC already have that indicate interest and could be used to attract more students or move prospects through the front door (e.g., FAFSA or SAT data for individuals who have not yet applied)?
- What data is needed to assess effectiveness of the front door (e.g., conversion rate from inquiry to applicant)?

### Other Considerations/References:

- See “Achieve at ARC” for further information on onboarding
- See outreach-related and communication-related items under “Referred to Other Processes” section

## 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	Primary Contact	Notes/References
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		
Develop needs assessment tool and processes	By Spring 2019		
Work with the group assigned to create pre-populated schedules to plan and map delivery method(s), timing, and identify any technology needed to provide students with the default schedule and prompt enrollment	By Spring 2019		[Start Right, V.A]
Refine or replace career assessment and exploration tools and processes in a manner that informs pathway selection	Fall 2019		[Start Right, V.B]
Rename/rebrand Steps to Success for ARC model	By Fall 2019		[Start Right, V.D]
Ensure financial aid assistance is incorporated in scaled model	By Spring 2020		[Start Right, V.F]
Develop process for student to explore, select, and change area of interest including storing data for use in pathway communication, etc.	By Spring 2020		[Start Right, XIII.B]
Refine the existing case management model including avenues for personalization (e.g., activity passports)	By Spring 2020		[IPaSS IV and VI]
Work with success teams, once established, to ensure case management function is seamless from onboarding through the first term and beyond	By Spring 2020		
Scaled version fully operational for onboarding	Spring 2020 (for Fall 2020 students)		
Leverage functionality of a SEL solution or other technologies once available	TBD		

### Questions to Resolve:

- What is the scale at the mid-point of Fall 2019? How many students will be served? Who (which populations) will be served?
- Which database will be the system of record for student’s areas of interest (e.g., PeopleSoft)?
- Which system or interface will students use to declare and/or modify an area of interest? What changes are necessary to implement?
- Are modifications necessary to CCCApply to avoid confusion related to majors, areas of interest, and/or program roadmaps?
- How should probation interventions be incorporated into a case management model? [see IPaSS p.22]
- How will areas of interest be integrated with the career assessment?

### Other Considerations/References:

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## PRE-POPULATED COURSE SCHEDULES (1<sup>st</sup> Term)

Pre-populated course schedules would allow new students to enroll in a default 1<sup>st</sup> term schedule (either full-time or part-time version) prior to full educational planning. The student could modify the defaults as desired. Opportunities would need to be provided for the student to receive guidance if the default plan does not meet individual student needs.

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

Key Activity	Timeline	Primary Contact	Notes/References
Define parameters for creating default schedules <ul style="list-style-type: none"> <li>- student population which would be offered default 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 default schedules (e.g., one FT/PT per area of interest + undecided option)</li> </ul>	Fall 2018		[Start Right V.A]
Develop enrollment forecasting model for default 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 schedules, which students will use default schedules, etc.	By Spring 2019		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
Work with Achieve at ARC to plan/map delivery method(s), timing, and technology to provide students with the default schedule	By Spring 2019		
Develop <b>Phase I</b> default 1 <sup>st</sup> term schedules based on previously defined parameters without using program roadmaps (still in development)	By Summer 2019		Include math, English, and general education course(s)
Run enrollment demand projections for default 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 2019		
Commit to scheduling practices with sufficient FTE to guarantee available sections to meet projected demand of students using Phase I default schedules	Fall 2019		[Start Right V.A.1.d)
Launch to incoming students via Achieve at ARC	Spring 2020 (for Fall 2020)		
Capture feedback to assess unanticipated barriers and/or need for refinement <ul style="list-style-type: none"> <li>- Feedback from students during pre-term experience</li> <li>- Feedback from counselors/enrollment services</li> <li>- Feedback from schedulers/instructional administrators/instructional faculty</li> </ul>	Summer 2020		

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

Key Activity	Timeline	Primary Contact	Notes/References
Consider feedback from Phase I and determine any desired modifications	Fall 2020		
Refine the enrollment projection model to incorporate any relevant modifications	By Spring 2021		
Develop <u>Phase II</u> default 1 <sup>st</sup> term schedules based on previously defined parameters and aligned with program roadmaps as appropriate	By Spring 2021		[Start Right, V.A) The full set of roadmaps are expected by Spring 2020.
Run enrollment demand projections for default 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 2021		
Commit to scheduling practices with sufficient FTE to guarantee available sections to meet projected demand of students using Phase II default schedules	Fall 2021		[Start Right V.A.1.d)
Launch to incoming students via Achieve at ARC	Spring 2022 (for Fall 2022)		
Capture feedback to assess unanticipated barriers and/or need for refinement	Summer 2022		
Refine default plans as needed based on feedback	Fall 2022		

## Questions to Resolve:

- Is the assumption that these will only be used by students on a degree/transfer path (who need English and math)?
- How will default schedules be introduced to the target group of students? Are there technology needs?
- What are the registration implications of funneling new students into a limited set of courses?
- Can the same default schedules be used regardless of start term (fall, spring, summer)?
- Can the same default schedules be used regardless of the entry point (e.g., 2<sup>nd</sup> 8-week)
- Can the same default schedules be used for on-campus, online, and mixed schedules?
- Will the ELSS algorithms provided by Ad Astra be sufficient to run projections which are not primarily based on historical data, student ed plans, or other data sources? If not, what method will be used to develop and run the necessary projections? What assumptions should be used in developing the projections?
- How will students who have prior credits (transfer, former advanced ed, returning, etc.) be guided to other options?
- How might pre-populated course schedules be combined with other practices (e.g., block scheduling) to provide students with more convenient and predictable schedules?

## Other Considerations/References:

The initial set of program roadmaps (top 10 for each area of interest) should be considered in development of the pre-populated course schedule. These are expected to be adopted by May 2019.

Assumption: Default schedules must be finalized approximately 15 months in advance of the launch to students in order for class schedules to be developed with sufficient capacity to accommodate the expected demand from default schedules.

Example: Default schedules designed by Spring 2019 could be used in Fall 2019 to develop the Fall 2020 schedule of classes.

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## SUCCESS TEAMS (1<sup>st</sup> Term and Ongoing Support)

Success Teams would provide initial and ongoing support including case management and wrap-around services.

Key Activity	Timeline	Primary Contact	Notes/References
Clarify roles of the primary administrator and Student Success Council related to success teams	Fall 2018		[Start Right III.B – referred to as gateways]
Develop and adopt criteria that defines the attributes required of all success teams	By Spring 2019		[Start Right III.A]; these are “must have” components to be considered a success team
Develop and adopt the standard practices for activities and/or outcomes required of all success teams	By Spring 2019		These are minimum thresholds expected of any success team
Identify all existing entities that meet criteria and invite them to be a success team by agreeing to the standard practices	By Spring 2019		
Establish the process for creating new success teams with an intentional focus (e.g., mandated groups)	By Spring 2019		[Start Right XII.C-XII.N]
Determine the capacity available through existing entities and the needed capacity to support expected demand (overall and per success team)	Summer 2019		
Develop or recruit new success teams based on the established process and expected demand	By Fall 2019		
Determine how existing learning communities could be incorporated into the framework of a success team as a complementary support	By Fall 2019		
Determine process by which students connect to a primary success team and division of standard practices if a student is involved with multiple success teams	By Fall 2019		
Determine process for continued case management if a student’s primary success team changes	By Fall 2019		
With Achieve at ARC, refine the existing case management structure to function across success teams	By Fall 2019		
Allocate resources to allow setup and launch of any new success teams before summer 2020	By Fall 2019		
Implement any necessary tools to track and assign success teams	By Spring 2020		
Identify and implement any other necessary technologies	By Spring 2020		
Address any staffing and resource needs previously identified	By Summer 2020		
Provide training to success team employees on role and shared standard practices	By Summer 2020		
Fully scaled success team model becomes operational in conjunction with the pre-term experience	Summer 2020		

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## SUCCESS TEAMS (1<sup>st</sup> Term and Ongoing Support) – Continued

### Questions to Resolve:

- Is a SEL solution likely to be acquired and implemented by Spring 2020? If not, what are the short-term alternatives?
- Are facilities needed to support case management across success teams? [IPaSS p. 16-17]

### Other Considerations/References:

- Success teams would be the ongoing vehicle for the case management function as students transition from Achieve at ARC.
- See appendix G of the Start Right document for a summary of the team’s assessment of existing and potential success teams (referred to as gateways).

## 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 are likely to focus on program- and career-specific information as well as events and communications relevant to all students in the area of interest.*

Key Activity	Timeline	Primary Contact	Notes/References
Endorse the use of pathway communities as the primary vehicle for providing program- and career-specific information to current students	Fall 2018		[IPaSS VIII]
Develop and adopt the standard practices for activities and/or outcomes required of all pathway communities	Fall 2018		These are the minimum thresholds expected of any pathway community
Determine the mechanism for attaching a student to a pathway community once an area of interest is declared	By Fall 2019		Data is likely to come from the process for selecting an area of interest contained in the Achieve at ARC scaling timeline
Establish standard process across all pathway communities for moving students based on changes in area of interest	By Spring 2020		
Allocate resources to allow setup and launch of pathway communities by Summer 2020	By Spring 2020		
Train employees who will serve a role in facilitating pathway communities	By Spring 2020		
Plan and implement pathway presence (e.g., social media presence)	By Summer 2020		
Launch pathway communities to students	Summer 2020		Likely to be introduced at the pre-term experience

### Questions to Resolve:

- Does a student automatically become part of a pathway community based on area of interest or does the student opt-in? If automatic, is the student invited to opt-in to additional interaction such as social media?
- What happens if a student changes from one area of interest to another?
- What happens if a student graduates or leaves the institution?
- Is a pathway community or other mechanism needed for undecided students to guide them towards selecting a pathway? [IPaSS, p. 26]

### Other Considerations/References:

## PRE-TERM EXPERIENCE (Extended Orientation)

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 pre-populated course schedules, success teams, and pathway communities. Please see those components for further details.

Key Activity	Timeline	Primary Contact	Notes/References
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		[Start Right XI]
Map the general sequence of pre-term experience opportunities across an academic year based on the expected volume of students and entry points	Fall 2018		
Coordinate with Achieve at ARC, Success Teams, Pathway Communities, Financial Aid, CDC, and others as needed to refine the design	Early Spring 2019		
Review and give feedback on the final design	Early Spring 2019		
Determine method for student to affirm and/or modify 1 <sup>st</sup> term pre-populated schedule during the experience	Fall 2019		The pre-populated schedules and expected delivery method should be defined by this point (see Pre-Populated Schedules)
Schedule experiences for the Fall 2020 semester (pre-term events beginning in summer)	Fall 2019		
Advertise pre-term experience opportunities to students	Spring 2020		
Conduct first set of experiences and collect feedback from those involved	Summer 2020		
Refine experience as needed	Fall 2020		

### Questions to Resolve:

- How will students who are admitted at different times throughout the year be directed to upcoming pre-term experiences?
- What is the latest experience needed in a given term considering multiple points of entry (e.g., 2<sup>nd</sup> 8-week)?
- Is there an alternate experience for students who are unable to come to campus?

### Other Considerations/References:

## GPS ROLE and CONFIGURATION

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	Primary Contact	Notes/References
Assess the existing GPS structure considering the plan for the overall redesigned experience	Fall 2018		[Start Right, V.E]
Recommend an approach for restructuring, consolidation, and/or other changes to GPS to align with the redesign	Spring 2019		
Consider, refine, and adopt a proposed approach	Spring 2019		
Implement proposed changes	TBD depending on proposal		

### Questions to Resolve:

- How should GPS be restructured, consolidated, or otherwise changed to complement the redesigned student experience?
- Does GPS have a role in serving the “not new” student who bypasses the Achieve at ARC experience?
- If GPS continues to be offered in some format, is a comparable experience available for students served by the virtual education center?
- Would a thematically aligned approach (e.g., based on persona) offer a more relevant and valuable experience? [Start Right V.E]

### Other Considerations/References:

## PEER MENTOR PROGRAM

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	Primary Contact	Notes/References
Fully develop a plan for the peer mentoring program and how it integrates with other redesign components	By Spring 2019		[IPaSS V]
Request program budget	Spring 2019		
Allocate resources to allow setup and launch of the peer mentor program by Spring 2020	By Fall 2019		
Develop a peer mentor training program	Fall 2019		
Recruit, select, and train initial group of mentors	Spring 2020		
Launch peer mentoring	Summer 2020		

### Questions to Resolve:

### Other Considerations/References:

## PHYSICAL ACCESS AND NAVIGATION: WAYFINDING

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

Key Activity	Timeline	Primary Contact	Notes/References
Clarify the organizational format (see question below) and make adjustments to the conceptual design if needed	Early Fall 2018		
Vet the conceptual design through constituency groups	Early Fall 2018		
Make adjustments as needed and finalize conceptual design	Early Fall 2018		[Start Right, V.G]
Consider, recommend, and adopt conceptual design	Fall 2018		
Publicize the plan to the campus in preparation for major changes	Spring 2019		
Contract with vendors as needed to create signage, banners, and other materials	Spring 2019		
Develop any technology-mediated components (QR codes, etc.)	Spring 2019		
Create new campus maps for use on the web site and in publications	Spring 2019		
Install new signage, banners, and other materials; make other changes as planned	Summer 2019		
Acquire new photos of the campus	Early Fall 2019		
Update the web site and other publications with new images, maps, and descriptions	Early Fall 2019		
Evaluate effectiveness of wayfinding improvements and refine as needed	By end of Fall 2019		

### Questions to Resolve:

- How can the design concept be best organized to ensure long-term viability? Two options have been proposed:
  - Logical alignment with the college’s organizational structure
  - Intentional non-aligned structure using a thematic pattern that can be visually and verbally represented (e.g., types of oak trees)

### Other Considerations/References:

## PHYSICAL ACCESS AND NAVIGATION: ONE-STOP WELCOME CENTER

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

Key Activity	Timeline	Primary Contact	Notes/References
Consolidate most student services in a centralized location for onboarding	In progress		[Start Right, V.G]
Consider renaming or rebranding areas within the centralized location	Fall 2018		[Start Right, V.G] Any name changes should be planned before new campus maps are developed as part of wayfinding improvements
Make adjustments as needed to business processes and staffing in order to facilitate a one-stop model (see considerations below)	Fall 2018		
Update website, publications, and other materials to reference the welcome center and any renamed areas	TBD		
Communicate the changes to employees with clear directions on how to guide new students	TBD		

### Questions to Resolve:

### Other Considerations/References:

The restructuring of physical space into a welcome center has implications for business processes, job duties, and training. The assessment and analysis involved in addressing these considerations is included within broader activities specified in the section titled “Pre-implementation work”.

## 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	Primary Contact	Notes/References
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>- How is the course or non-course experience designed?</li> <li>- What is the intended purpose of the course or non-course experience?</li> </ul>	Fall 2018		[Start Right XII.A; IPaSS VI]
Based on exploration, submit a proposal to the Student Success Council which briefly summarizes the models reviewed; recommends an existing or modified model; and indicates the next steps necessary for implementation including an estimated timeline.	By Spring 2019		
Implement the model (steps TBD)	TBD pending proposal		

### Questions to Resolve:

- Could the intent be achieved through more flexible alternatives than a credit bearing course?
- If a course is proposed, how would the challenges identified by the Start Right team be resolved? See pages 35-37 of the report for details.
- If a course is utilized, how would students using default schedules opt into or otherwise enroll?
- How should other components such as case management (Success Teams), pathway communities, peer mentors intersect with the first term experience? [IPaSS p. 22]

### Other Considerations/References:

- The work of the 2017-18 project teams surfaced numerous questions that remain unresolved regarding the best format of an FYE course. Additional questions have also surfaced regarding whether other formats (not course based) might serve the intended purpose. Further inquiry is recommended to explore options and recommend a model.
- Please see Appendix F of the Start Right report for a summary of their proposals related to the first-term course
- Please see page 22 of the IPaSS report for additional considerations.

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

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

Key Activity	Timeline	Primary Contact	Notes/References
Identify personas of incoming students who would not be served by Achieve at ARC or other new student structures	Fall 2018		
Identify any existing services or onboarding methods used by these personas that will be eliminated as a result of the redesign	Fall 2018		
Design one or more alternate experiences tailored to these student personas. Where possible, integrate with other redesign components such as pathway communities	Spring 2019		
Determine the method to identify these students and invite them into the appropriate experience	Spring 2019		
Implement structure necessary to run the proposed experience	Fall 2019		
Train those involved in conducting the experience	Early Spring 2020		
Launch alternate experience for students	Spring or Summer 2020		

### Questions to Resolve:

- Who would not be well served by the redesigned experience?
- What other services/guidance is needed for students entering with prior records?

### Other Considerations/References:

Potential groups to consider include, but are not limited to, returning students, transfer students, former advanced education students, exempt students, and others who would not typically be served by Achieve at ARC and the pre-term experience.

Currently, the Achieve at ARC is offered to new students who intend to enroll full-time (aligned with AB 19 eligibility). New part-time students may be another population to consider unless they are subsequently included in the scaling of Achieve.

## 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	Primary Contact	Notes/References
Assess existing transfer and career services in light of the Redesign and determine opportunities to better serve students as they move beyond ARC	Fall 2018		
Consider how to expand services based on the role of the newly hired job placement coordinator	Fall 2018		
Consider potential ways to leverage Pathway Communities for early and continued connection to career possibilities	Fall 2018		
Determine desired strategies for improvement and prioritize into a tentative timeline	Fall 2018		
Identify any resource needs that are essential to successful implementation of the planned strategies	Fall 2018		
Implement the desired changes	TBD		
Evaluate effectiveness of the strategies and refine as needed	TBD		

### Questions to Resolve:

- Transfer: What possibilities can be explored in the areas of:
  - Guaranteed admission
  - Dual admission with universities for which ARC is a feeder institution (e.g., Sac State and UC Davis)
  - Depth of post-ARC transfer and completion data available to inform decision-making (e.g., National Student Clearinghouse Student Tracker)
  - Other items?
- Employment: What possibilities can be explored in the areas of:
  - Learning-working models (e.g., apprenticeship)
  - Incentivized or compulsory work experience/internship
  - Other types of experiential learning opportunities (e.g., volunteer)
  - Pre-employment career services (e.g., interview preparation, use of social media for employment purposes)
  - Leveraging alumni connections as a network for job placement, job shadowing, etc.
  - Job placement and employment data available to inform decision-making
  - Other items?

### Other Considerations/References:

- See related items under “Pathway Communities” section

## 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	Primary Contact	Notes/References
Identify questions that need to be answered through the assessment process (desired areas of assessment)	Spring 2019		See other considerations
Draft an assessment plan which addresses the intent of the Student Success Council	Fall 2019		
Consider, refine, and adopt the assessment plan	Spring 2020		
Conduct assessment based on the plan, analyze data, and compile the results	TBD based on plan		
Consider results and recommendations for improvement	By Fall 2021		

### Questions to Resolve:

### Other Considerations/References:

- See recommendation #5 from Clarify Programs Path report and the indicators/suggested prompts provided in the section titled “Evaluating the Effectiveness of the Clarify Program Paths Project”.
- See recommendations IX and XV.D from Start Right report
- See section XI in the IPaSS report for recommended data collection and other suggestions

## DISTRICTWIDE AND COLLEGE 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	Primary Contact	Notes/References
Explore splitting summer/fall enrollment periods	TBD		[Start Right, X.A]
Acquire and implement a student experience lifecycle (SEL) solution	TBD		[IPaSS IV, VI, IX; Start Right VI.B]
Explore adding transaction confirmations to college systems (e.g., registration confirmation)	TBD		[IPaSS IX, p. 33]
Explore assigning students an email address based on their name rather than student ID	TBD		[IPaSS IX, p. 33]
Explore development of a student portal	TBD		[Start Right p. 12, IPaSS p. 29-31]
Automate <u>student-facing</u> business processes <ul style="list-style-type: none"> <li>▪ List of priority items to be inserted (e.g., prerequisite checking)</li> </ul>	TBD		
Automate <u>back-office or operational</u> business processes <ul style="list-style-type: none"> <li>▪ List of priority items to be inserted</li> </ul>	TBD		

### Questions to Resolve:

- What is the current estimate for SEL acquisition and implementation based on district processes?
- As suggested in the IPaSS report, should ARC determine an internal timeline after which an alternate solution would be employed if an SEL solution has not been implemented? [IPaSS p. 29]

### Other Considerations/References:

## 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	Notes/References
Define requirements and desired features	Fall 2018	[Clarify Program Paths, Rec. #4]
Conduct technical assessment	Early Spring 2019	
Design, develop, and test new search tool	By Fall 2019*	*tentative timeline pending technical assessment
Incorporate into college web site	September 2019	
Launch search tool to students and communicate availability to employees	October 2019	
Assess and refine tool based on user feedback	Spring 2020	

### Questions to Resolve:

### Other Considerations/References:

- Please see the “Searching for GE Courses” section in the Clarify Program Paths report.
- The October launch timeline assumes that the fall admission application cycle moves up from early spring (Feb 1) to late fall. This would allow Achieve at ARC, case management teams (Success Teams), and others working with incoming students to direct them to the GE Search Tool as needed at any point after admission.

## 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 a SEL solution.*

Key Activity	Timeline	Primary Contact	Notes/References
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		
Identify <b>short-term</b> solutions that can be quickly implemented with minimal commitment to address defined needs	Spring 2019		
Implement <b>short-term</b> solutions phased to be available as needed by various components	Summer and Fall 2019		
Assess <b>long-term</b> communications technology needs in light of available information on anticipated SEL functionality	TBD		[Start Right VI.B, VI.C, XIII.F]
Recommend a master plan that identifies all technologies needed to create a well-integrated communications platform	TBD		
Based on the draft plan, recommend a structure for developing and managing student communications incorporating all available technologies	TBD		[IPaSS IX, p. 32-33 and 42]
Consider, refine, and adopt the technology master plan	TBD		
Consider, refine, and allocate resources to the communication structure recommended by the Student Success Council	TBD		

### Questions to Resolve:

- Does ARC need a Customer Relationship Management (CRM) solution in addition to SEL? [Start Right p.12]
- Does ARC need a student engagement app in addition to SEL? [Start Right p.21]
- Will the SEL contain the following functionality or are separate systems needed [IPaSS p. 16]
  - early alert system
  - integrated progress reporting
  - student-friendly interface for enrolling in classes
  - recording and sharing case notes
  - facilitating referrals between campus services
- How might ARC best integrate various modes of communication in an efficient, effective manner based on the student’s preferred mode of contact (phone, text message, email)? [Start Right p. 21, et al.]
- Are the desired technologies specific to ARC or do they require district-wide solutions and/or processes?
- How can issues with duplicate or conflicting student messaging from districtwide systems (e.g., Peoplesoft) be resolved?

### Other Considerations/References:

## 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	Primary Contact	Notes/References
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		[IPaSS, p. 16, et al.]
Based on products under consideration or selected as a district-wide SEL, assess and determine which desirable features and functionality will potentially be met by the SEL; identify any gaps	Spring 2019		
Identify options for meeting gaps (e.g., commercially-available products or estimate of work involved with in-house development)	Summer 2019		
Consider options and recommend solution to supplement or be used in lieu of an SEL (if unavailable)	Fall 2019		
Acquire and/or develop the identified solution(s)	TBD depending on solution(s)		
Implement and train employees on the new solution(s)	TBD		
Launch the new solution(s)	TBD		

### Questions to Resolve:

- Will LRCCD be successful in the search and acquisition of an SEL? If so, when will it be implemented and launched?
- Will the adopted SEL include early alert functionality and progress reporting functionality? If so, is the level of functionality sufficient to meet ARC Redesign needs?
- Will the adopted SEL include predictive alerts rather than solely basing alerts on reports of what has already occurred?
- For manually triggered alerts, will students be able to self-report concerns or will reporting be limited to employee observation?
- What types of alerts will be included (academic, financial aid, behavior, non-academic support needs, etc.)?
- Will alerts be used for positive reinforcement as well as intervention?

### Other Considerations/References:

## PRE-IMPLEMENTATION WORK

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

Key Activity	Timeline	Primary Contact	Notes/References
Map and/or diagram how the various components connect together into a holistic student experience	Early Fall 2018		May need separate maps for new students and other student types
Establish methods for monitoring and coordination of the various inter-related components of the plan	Early Fall 2018		
Identify leads for each component of the implementation that is not assigned to an existing project team or other entity	Early Fall 2018		
Assess and allocate staffing, facilities, and/or other resources needed to accomplish the implementation plan	Ongoing		[All three reports – various references to resource needs]
Assign responsibility for holistically assessing the changes needed to employee roles, job functions, and job descriptions across the redesigned student services model	Fall 2018		[IPaSS, p. 17, et al.]
Communicate the “big picture” plan to the campus	Fall 2018		
Develop a comprehensive training plan that encompasses all aspects of the redesign and allows training to be staged with the launch cycle	Fall 2018		
Assign responsibility to someone to provide regular campus updates on redesign implementation	Fall 2018		[IPaSS XII]
Document the case management model including its purpose, structure, features, and intended benefits	Fall 2018 (first draft)		
Conduct business process analysis across student services to assess potential to automate manual tasks (see considerations on next page)	Fall 2018 and ongoing		[IPaSS IV, p.17]
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		[IPaSS VII, p. 23-25; IPaSS XII, p. 39]

### Questions to Resolve:

- Are there existing structures and processes that need to be abandoned or scaled down as new components are launched? If so, pre-implementation work should include identifying all of those items and integrating the changes into the overall timeline.
- Do the existing organizational structures, division structure, physical locations, branding, and other related items need adjustment to realize this redesign? What other structures are needed to operationalize and organize this redesign (e.g., one or more drop-in centers for students to access success teams, pathway communities, or other entities without an existing physical location?)

### Other Considerations/References:

The IPaSS report observes “in order to make a holistic model work, a significant shift in business practices and resources must take place. Counselors need to be freed up to do the work that they are uniquely qualified to do” (p. 6). It further suggests that ARC “restructure student service business practices. Implement technology solutions where possible to free classified staff to either work directly with students who need assistance or work on tasks that cannot be automated.” (p. 17) Several of the key activities above are intended to address these recommendations.

## REFERRED TO OTHER PROCESSES

Some components described in the final reports are being referred to other processes due to the intersection with institutional integrated planning or faculty responsibilities. These items are:

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