ARC Academic Senate
Approved Minutes: April 22, 2021

Preliminaries

1.Call to Order: Called to order at 3:02pm
2.Approval of the Agenda: Agenda Approved
3.Approval of the Minutes: Minutes Approved
4.Introduction of Guests: Walter Kawamoto, LaQuisha Beckum, Linda Zarzana, Ted Ridgway, Yolanda Reyes, Stacey Burrows, Natalie Hemond, Brianna Huynh, Christopher Meadows, Sonya Reichel, Adam Telleen, Javier Garcia, Lynn Fowler, Ed Neidzinski, Melanie Dixon, Frank Kobayashi, Susan Ramones, Slava Becker, Adreinne Avila, Laurel Richardson, Veronica Wheaton, Bill Simpson, C. Bui, Angela Roma, Nisha Beckhorn, Narine Madramootoo, Sherry Kimbrow
5.Public Comment Period:
Guest Walter Kawamoto spoke on his support of an Ethnic Studies Department at American River College.

6.President's Report:
   ● The college is looking for funds to support the recommendations of the Disproportionately Impacted Student Group Reports, specifically physical spaces for our DI Students Populations to have Centers and Academic Support.
   ● At Chancellor's Cabinet there was a proposal to reduce barriers for students by improving financial aid and admissions processes (meaning centralizing them). Plans specific to ARC will go through our normal Governance process.
   ● Our Impact of Class Size Resolution has led to the creation of a task force group for fall 2021

Consent Items
7. Approve addition to Program Pathways membership roster: Governance Clerk

Addition approved by consent.

Decision
8.Academic Senate Officer Elections (David Austin, Elections Chair)
Officer Elections were held. The Officers were voted in by acclamation.

The officers for the 2021-2022 Academic Year are:
Alisa Shubb, President
Carina Hoffpauir, Vice-President

Amy Gaudard, Secretary
9. Asian Pacific Islander (API) Disproportionate Impact Project Team Report (Second Reading)

The Senate supports the API DI Team Report
Yes: 26
No:0
Abstain:0

10. Critical Hire – Articulation Officer (First Reading)
Chair of the Counseling Deppartment Reyna Moore shared the need for a Critical Hire (see attached). This person/role serves both instruction and faculty, working to make sure our courses articulate, and are correct in the course catalog, C-ID, and Assist. EVery college must have one, and as our current AO is retriting, we need to replace her for the fall. There was a motion to suspend the rules, to move this to a second reading so that we could vote.
The motion passed (see attached spreadsheet for vote totals):

Yes:24
No:0
Abstain: 2

The Critical Hire was then approved (see attached spreadsheet for vote totals).
Yes:24
No:0
Abstain: 2

11. Academic Senate Bylaws Revisions (First Reading)

President Alisa Shubb shared the revisions to the bylaws. The most important is adding Workforce as an Area. Prior to this addition, some faculty members had no Area in which to caucus. This Area will represent Workforce, Apprenticeship, and the Sacramento Regional Public Safety Center. These college areas have been consulted on this change to our bylaws.

Reports

12. MESA/STEM Center status - (time certain 3:30pm) Frank Kobayashi, Vice President of Instruction)

Vice-President Frank Kobayashi shared some of the history of the MESA program as well as it it's history at ARC. He emphasized that the MESA Program is not going away at ARC (though it did not, like CRC, receive the MESA grant this year--that decision is in the process of being appealed). The MESA program will be housed under the STEM homebase and be focused on serving Black and Latinx students as well as DI groups

within the Asian/Paciific Isalnder (API) student population.

Faculty shared many concerns over the lack of conversations between faculty and administration, what students would not be able to access MESA's support, and that the goals of the MESA program would be lost in the Homebase support for STEM students. Specifically, they were concerned with tutoring services being moved into the LRC and reduced tutoring availability and coordination time for the MESA coordinator.

Several students shared their concerns about reduced services and availability of support. They shared the impact this program had on their academic careers. Many became tutors in the MESA program, which was an important stepping student for them. Here are some of their specific concerns:

> "Switching tutors to the LRC is not going to benefit the underserved populations as well as STEM Center/MESA have. I helped a student who was waiting for help yesterday in the LRC at the same time coming to the STEM Center. The STEM Center offered tutors up to the 400 level classes weekly from M-F from 9am-8pm and on Saturday 9am-3pm Is the LRC going to offer the same quality of resources?"

> "STEM HomeBase is inaccessible to interdisciplinary students registered in eServices as transferring to 4-year institutions and their administration is regrettable non-responsive on this access issue."

> "I would like to add that I think student involvement and comment in many of these decisions moving forward is very important. Like Yolanda I will also be transferring as these changes are happening, but the STEM Center has been a crucial part of my success at ARC and I would like future students to have access to the same resources that I had."

8. Councils
a. Student Success –none
b. Institutional Effectiveness – Janay Lovering
> The IEC mostly discussed the Quality Focus Essay for Accreditation. As the topic of the essay is our Homebases, representatives from the Homebases were invited to the meeting to discuss with Research how to best represent their work and to measure the success of Homebases for students.

c. Operations – Aracelli Badilla
> Vivian Dillon reported on cultural wealth and student internships. The Council discussed ways that the college would move forward on operational changes to the college based on the recommendations of the DI reports.

Discussion

14. Diversity, Equity, and Inclusion in Academic Senate

No discussion at today's meeting This is a standing discussion item.

15. Sacramento City College Resolution in Support of Equity Professional Development for Peer Review Team Members

Math reported that they still had some concerns about workload creep (training for participation in PRT).

16. Report Back: (5-10 minutes per item)
17. Report Out: District Academic Senate
https://employees.losrios.edu/ourorganization/committees/district-academic-senate
a. Chancellor's Cabinet
b. Faculty Ethnic Studies Council Resolution
   This Resolution passed by acclamation. It is critical that the recommendations happen quickly. Campuses are working to offer 5 core courses.
18. Items from College Areas for Academic Senate Consideration

None

Upcoming Meetings and Events

1. District Academic Senate Meeting: Tuesday May 4th, 3:00pm Meeting ID 943-1304-6533
2. Vice President of Administration Impression: Friday May7th, 1-3pm
3. LRCCD Board of Trustees Meeting: Wednesday May 12thth, 5:30pm
https://cccconfer.zoom.us/j/91513113440#success
4. ARC Academic Senate Meeting: Thursday May 13th, 3:00pm, Meeting ID 962-1284-9461 password 10+1
5. Virtual Tenure Celebration: Friday May 14th , 3:00-4:00pm Meeting ID TB

ARC Academic Senate Attendance 2021-04-22

Area	Senator	Adjunct/FT	Term End	Attended?	Vote on #9: Asian Pacific Islander (API) Disproportionate Impact Project Team Report (Second Reading)	Vote on suspend the rules	Vote on Critical Hire Request	
Behavioral & Social Scier	Ellen Bowden	Adjunct	2021	Present	yes	yes	yes	
Behavioral & Social Scier	Kristina Casper-Denman	Full-time	2023	Present	yes	yes	yes	
Behavioral & Social Scier	Unfilled	Full-time	2021					
Behavioral & Social Scier	Ricardo Caton	Full-time	2022	Present	yes	yes	yes	
Behavioral & Social Scier	Laurinda Reynolds	Alternate Full-Tin						
Behavioral & Social Scier	N/A	Alternate Adjunc						
Business & Computer Sc	Unfilled	Full-time	2023					
Business & Computer Sc	Damon Antos	Full-time	2022	Present	yes	abstain	abstain	
Business & Computer Sc	Kahkashan Shaukat	Full-time	2021	Present	yes	yes	yes	
Business & Computer Sc	Unfilled	Adjunct	2022					
Business & Computer Sc	Marc Condos	Alternate Full-Tin						
Business & Computer Sc	N/A	Alternate Adjunc						
Counseling	Jessica Nelson	Full-time	2022					
Counseling	Jennie Econome	Adjunct	2021					
Counseling	Reyna Moore	Full-time	2023	Present	yes	yes	yes	
Counseling	Carmelita Palomares	Full-time	2022	Present	yes	yes	yes	
Counseling	Kim Herrell	Alternate Full-Tin						
Counseling	Unfilled	Alternate Adjunc						
English	Catalina Carapia-Aguillor	Adjunct	2023					
English	Robyn Borcz	Full-time	2023	Present	yes	yes	yes	
English	Shannon Pries	Full-time	2021	Present	yes	yes	yes	
English	Carina Hoffpauir	Full-time	2022	Present	yes	yes	yes	
English	N/A	Alternate Full-Tin						
English	Anthony Robinson	Alternate Adjunc						
Fine & Applied Arts	Brian Knirk	Full-time	2023					
Fine & Applied Arts	Jodie Hooker	Full-time	2021	Present	yes	yes	yes	
Fine & Applied Arts	Diane Lui	Adjunct	2023	Present	yes	yes	yes	
Fine & Applied Arts	Craig Martinez	Full-time	2022					
Fine & Applied Arts	Linda Gelfman	Alternate Full-Tin						
Fine & Applied Arts	N/A	Alternate Adjunc						
Health & Education	Cheri Garner	Full-time	2023					
Health & Education	John Coldiron	Full-time	2022					
Health & Education	Diana Johnston	Full-time	2021					
Health & Education	Jen Kirkman	Adjunct	2022	Present				
Health & Education	N/A	Alternate Adjunc						
Health & Education	N/A	Alternate Full-Tin						
Humanities	Corinne Arrieta	Full-time	2022					
Humanities	David Austin	Full-time	2021	Present	yes	yes	yes	
Humanities	Caterina Falli	Full-time	2023	Present	yes	yes	yes	
Humanities	Kim Walters	Adjunct	2022					
Humanities	Erik Haarala	Alternate Full-Tin						
Humanities	N/A	Alternate Adjunc						
Kinesiology & Athletics	Gerry Haflich	Full-time	2022					
Kinesiology & Athletics	Unfilled	Full-time	2023					
Kinesiology & Athletics	Unfilled	Full-time	2021					
Kinesiology & Athletics	Unfilled	Adjunct	2023					
Kinesiology & Athletics	N/A	Alternate Full-Tin						

ARC Academic Senate Attendance 2021-04-22

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Kinesiology & Athletics	N/A	Alternate Adjunct						
Library/Learning Resourc	Leslie Reeves	Full-time	2021	Present	yes	yes	yes	
Library/Learning Resourc	Araceli Badilla	Full-time	2023					
Library/Learning Resourc	David McCusker	Alternate Full-Tin		Present	yes	yes	yes	
Mathematics	Deborah Gale	Adjunct	2021	Present	yes	yes	yes	
Mathematics	Joe Caputo	Full-time	2023	Present	yes	yes	yes	
Mathematics	Andy Halseth	Full-time	2021	Present	yes	yes	yes	
Mathematics	Matthew Register	Full-time	2022	Present	yes	yes	yes	
Mathematics	Lana Anishchenko	Alternate Full-Tin						
Mathematics	N/A	Alternate Adjunct						
Sacramento Regional Pu	Lonetta Riley	Full-time	2021					
Sacramento Regional Pu	*Unfilled*	Adjunct	2022					
Sacramento Regional Pu	*Unfilled*	Alternate Full-Tin						
Sacramento Regional Pu	N/A	Alternate Adjunct						
Science & Engineering	*Unfilled*	Adjunct	2021					
Science & Engineering	Glenn Jaecks	Full-time	2022	Present	yes	yes	yes	
Science & Engineering	Charles Thomsen	Full-time	2021	Present	yes	yes	yes	
Science & Engineering	*Unfilled*	Full-time	2023					
Science & Engineering	N/A	Alternate Full-Tin						
Science & Engineering	N/A	Alternate Adjunct						
Student Support Service	Judith Valdez	Full-time	2021	Present	yes	yes	yes	
Student Support Service	*Unfilled*	Adjunct	2023					
Student Support Service	Arthur Jenkins	Alternate Full-Tin						
Student Support Service	N/A	Alternate Adjunct						
Technical Education	Frank Beaushaw	Full-time	2021					
Technical Education	*Unfilled*	Adjunct	2023					
Technical Education	Jordan Meyer	Full-time	2023	Present	yes	yes	yes	
Technical Education	Craig Weckman	Full-time	2022					
Technical Education	N/A	Alternate Full-Tin						
Technical Education	N/A	Alternate Adjunct						
Officers	Alisa Shubb		President	Present				
Officers	Janay Lovering		Vice President	Present	yes	yes	yes	
Officers	Amy Gaudard		Secretary	Excused				
Officers	Tressa Tabares		Past President		yes	abstain	abstain	
Liaison	Dan Crump		ASCCC Liaison					
Liaison	Kate Williamson		Open Education					
				Count				
Total Senate Seats Available (without Officers)		50		Yes	26	24	24	
Unfilled Seats		11		No	0	0	0	
Total Filled Seats		39		Abstain	0	2	2	
Quorum (25% of filled seats)		10	(round 0.5 up)					
Guests								

ARC Academic Senate Attendance 2021-04-22					Vote on #9: Asian Pacific Islander (API) Disproportionate Impact Project Team Report (Second Reading)	Vote on suspend the rules	Vote on Critical Hire Request	
Area	**Senator**	**Adjunct/FT**	**Term End**	Attended?				

CHANCELLOR'S CABINET MEETING
Agenda
Monday, April 12, 2021
3:00 p.m.
Zoom Video Conference

1. Call to Order	Brian King
2. Celebration of Allied Health Team Who Kept First Responder Programs Moving Forward	Brian King and Jamey Nye
3. Finalize Agenda & Minutes of Meetings* a. March 22, 2021 Minutes	Brian King

4. Review of Final Plans for Fall 2021
   a. Course Schedule Goes Live April 19
   b. Opportunity for Additional Face-to-Face Activities and Services (including, but not limited to, affinity groups, clubs, libraries, computer labs)
   c. Options to expand On-Ground Instruction for Fall 2021
	Brian King

5. Preparation for a New Normal: Spring 2022	Brian King

6. Reducing Barriers for Our Students: Chancellor's Cabinet as Advisory Committee for Certain District-Wide Projects
   a. A Focus on Equity to Improve Financial Aid and Admissions and Records (document attached): Spring 2022 implementation*
   b. Ongoing Review of Other Areas for Improvement to Reduce Barriers for Students, Faculty and Staff
      i. Human Resources
      ii. Outreach (nexus with Strategic Enrollment Management)
      iii. Information Technology (essential to every aspect of college operations)
      iv. Research (tremendous growth in demand for data and dashboards)
	Brian King

7. Future Agenda Items and Meeting Schedule	Brian King
8. Adjournment	Brian King

Attachment

1. **CALL TO ORDER**
Chancellor King called the Zoom Conference meeting to order at 3:00 p.m.

Deputy Chancellor Nye introduced the new Associate Vice Chancellor of Human Resources, Chanelle Whittaker.

2. **FINALIZE AGENDA & MINUTES OF MEETINGS**
The March 22, 2021 meeting agenda and minutes of the March 8, 2021 meeting were approved by consensus.

Chancellor King and Deputy Chancellor Nye provided updates on the detailed list of agenda items below and answered questions from members of Cabinet.

3. **UPDATE ON PLANNING FOR ON-GROUND INSTRUCTION FOR FALL SEMESTER 2021: PLANNING A SAFE RETURN**
    a. Review List of Impossible to Convert/Complete Programs
    b. Review Difficult to Convert/Complete Programs
    c. Review On-ground Math and English Classes
    d. Consider Alternatives/Options proposed by stakeholder leaders
    e. Complete recommendations after reviewing updated planning and evaluating any proposed alternatives

4. **OVERVIEW OF LABOR ISSUES SUBJECT TO ONGOING NEGOTIATIONS**
    a. Overview of negotiated agreement with LRCFT
    b. Recognition that expanding on-ground offerings also impacts other labor partners
    c. Update overview of important negotiations underway for all CBA units to address issues involved in on-ground instruction/services

5. **STRATEGIC ENROLLMENT PLANNING WITH EQUITY FOCUS FOR FALL SEMESTER 2021 AND BEYOND**
    a. Overview of Recent Enrollment Trends/Declines (since onset of pandemic)
    b. Discussion of vital importance of access and enrollment after "hold harmless" period expires (equity focus and budget realities)
    c. Consider how to evaluate demand for Fall Semester 2021 and beyond for on ground and remote courses and services

Chancellor King and members of Cabinet discussed the actions the District and colleges are taking to reaffirm our commitment to Anti-Asian Racism, particularly following recent tragic events.

6. **FUTURE AGENDA ITEMS AND MEETING SCHEDULE**
The next meeting is scheduled for Monday, April 12, 2021.

7. **ADJOURNMENT**
Chancellor King adjourned the meeting at 4:00 p.m.

**Reducing Barriers for Students: A Focus on Equity to Improve Financial
Aid and Admissions and Records for a Post-Pandemic World**

<u>Background</u>. Equity is at the heart of our focus to improve vital services. The pandemic has highlighted how important ready access to services is to our students. Overnight, we pivoted from overwhelmingly in-person provision of services to providing services primarily remotely. Our teams have been amazing in responding to these unprecedented circumstances. During the series of crises we have faced together in the last year and a half, we have had an opportunity to explore lessons learned and opportunities to reduce barriers for our students moving forward. For many students, the entry point and first contact with our colleges is through **Admissions and Records**. Few things impact the ability of our students to be successful more than access to **Financial Aid**. To improve these important services, the Los Rios colleges are embarking on an ambitious course to dramatically improve service in these two areas.

- We are developing a plan for a new, centralized approach to Financial Aid (FA) and Admissions & Records (A&R) to implement in the ***Spring of 2022 that will be both high tech and high touch***.
- We will create robust opportunities for students, staff and faculty to actively engage and provide insights as we develop and implement the plan in the coming weeks and months.
- Our primary goal is to increase access to Financial Aid and reduce barriers to entry to our colleges with a focus on students of color and low income students.
- We will infuse equity-minded and culturally affirming practices in FA and A&R.
- Professional development will address equity-minded training needs such as relationship building, engagement practices, and cultural competency.
- One goal of the plan is to identify areas of greatest need for students to have improved access to in-person services and support at our colleges for FA and A&R when needed.
- Services will show care by connecting with students early before they need to ask for essential information.
- We will utilize HEERF and other funding to improve technology as needed and to seek expertise to support this significant organizational shift.
- A growing number of our students attend more than one of our colleges.
- The rules and regulations involving Financial Aid and A&R are the same at all of our colleges and locations.
- Over the years, the business practices at our colleges for FA and A&R have evolved in good faith but in isolation in ways that create unneeded layers of complexity for our students.
- We have recognized during the pandemic that our wonderful staff can serve more students more quickly using remote technologies for students who use and/or prefer a way to conduct transactions remotely.
- We have assured our employees that the plan will not reduce any jobs, but could result the work members of our team do changing in significant ways.

EXPLORING DISPROPORTIONATE IMPACT:
ASIAN PACIFIC ISLANDER

FULL REPORT

AMERICAN RIVER COLLEGE

TABLE OF CONTENTS

Cover Photo: Los Rios API Scholars Rising Ceremony 2019 (Chinese, Indian, and Hmong Dancers)

Executive Summary

PURPOSE

This report focuses on the experience of Asian Pacific Islander (API) students and considers how to foster a more equitable learning environment in which they can thrive. While many ethnicities are typically aggregated in the category of Asian Pacific Islanders, it would be misguided to consider this population as a monolithic group with the same educational, cultural, and economic characteristics. In approaching this topic, the project team recognized that disproportionate impacts may be demonstrated among specific ethnicity groups that can be intentionally explored in order to develop effective strategies to eradicate barriers and increase equitable outcomes.

The team was specifically charged with considering the following aspects:

- historical exclusion and marginalization of Asian Pacific Islanders in United States education

- data, existing programming, and other aspects of the current experience of API students at ARC

- institutional barriers and related issues that contribute to disproportionate impact

- motivating factors and promising practices found in the literature or in use at other institutions

Based on this investigation and guided by the college's Institutional Equity Plan, the team was asked to develop an appropriate methodological framework and provide actionable recommendations by which ARC can move forward. The observations, analysis, and recommendations presented in this document are reflective of a team drawn from members of the Asian Pacific Islander community including individuals who have direct experience in supporting API students.

THEORETICAL FRAMEWORK

The API project team applied the following theories to form a framework for considering and responding to disproportionate impact among API students: critical race theory (CRT), Asian critical theory (AsianCrit), tribal race theory (TribalCrit), community cultural wealth theory, validation theory, and models of racial identity.

METHODOLOGY

To better understand the barriers and motivating factors for API students, and promising practices that have the potential to support and increase the success of DI API students, the Project Team conducted a literature review, worked with the Research Office to survey API students about their experiences in the Fall of 2020, conducted student focus group interviews, and reviewed features of a few Asian American and Native American Pacific Islander Serving Institutions (AANAPISI) programs for insights into promising practices geared toward API students.

HIGHLIGHTS

- API DI students were less likely to agree that they are comfortable asking a professor for help, to be invested in course materials because they can relate to them, to believe that their professors care about their learning, and to report being able to find the academic support they need to do well, compared to API Non-DI students

- API DI students reported higher rates of mistreatment by staff due to their Racial Identity, compared to API NonDI students

- API DI students reported higher rates of mistreatment by professors due to their Racial Identity, compared to API Non-DI students

- API DI students reported more negative encounters with professors or staff that made them doubt their belonging at ARC, compared to API Non-DI students

- API DI students were more likely to report as factors likely to contribute to success in the classroom: classroom environments where I feel safe to ask questions without fear of judgement; different ways to learn course

content (e.g. small group work, writing reflections, interactive demonstrations, etc.); relevant content (e.g. discussions, texts, and examples) that reflects my cultural, ethnic, or racial experiences

- ARC's API students' experiences and perceptions were significantly associated and predictive of their student achievement outcomes. Positive student experiences and perceptions were associated with positive student achievement outcomes. And negative student experiences and perceptions were associated with negative student achievement outcomes such as lower course success rates, higher course drop rates, or lower persistence rates.

Below is a summary of prominent themes gleaned from the literature review and SES findings:

Lit Review Themes	SES: Barriers	SES: Motivators
Disaggregation of data **Cultural validation** **Sense of belonging**	**Financial need** DI API students more likely to report working in excess of 30 hours per week **Accessing support** Possible under-utilization or challenges accessing available ARC support services **Additional potential barriers (needs further research)** • Language, language fluency and discrimination on the basis of language • Identity-related issues due to the common practice of lumping APIs into a single group	**Need for good paying job** to help themselves or their family **Need for expanded career options** **Classroom environmental factors:** • Safe to ask questions without fear of judgement • Different ways to learn course content • Relevant content that reflect students' cultural ethnic or racial experiences **Need for feeling valued/encouraged/engaged** • Positive interactions with staff • Extracurricular activities • API role models • Designated space
High-Impact Practices (AANAPISI Highlights)		
ARC PRISE Program: Academic and social API student gatherings/engagement; dedicated counselors and peer mentors; API student identity development; learning community; culturally relevant curriculum **Sacramento State Full Circle Project:** API student identity and leadership development; Ethnic Studies education paired with service-learning; integration of academic support, internships, and career guidance; learning community; culturally relevant curriculum **North Seattle Community College:** Co-location and integration of services and resources; "peer navigators" focused on providing individualized support, building relationships and sharing information with students		

FINDINGS

- Sense of belonging has been an emerging theme across empirical studies focused on student persistence and success in higher education over the last two decades. It is recommended that ARC faculty, staff, and administrators create an inclusive environment for API students, whether this happens inside the classroom in-person or online, and on campus in general. In the student survey and focus group interviews, students expressed that creating spaces that are inclusive makes a difference in their experiences and success. Inclusive means offering multiple ways of engaging with students whether the course is in-person, synchronous, or asynchronous, where students feel socially and emotionally safe to participate.

- Cultural relevance refers to the degree to which learning environments are relevant to their cultural backgrounds and identities and are characterized by five indicators (see report for specific points). In the survey and focus groups, in general, it was indicated that API students do not see themselves reflected in the curriculum, specifically API DI students. Therefore, professional development training needs (such as culturally relevant pedagogy) to be offered to faculty, so that the curriculum can be modified or developed to reflect the API populations.

- API role models: Students can be positively influenced when they interact with people of their own ethnicity and background among ARC employees. ARC should hire more diverse faculty, staff, and administrators that reflect the API populations.

- Another motivator identified is a designated space for API students to gather, communicate, and support one another; therefore, ARC needs to identify a dedicated space with support staff for API students to build community, access resources, affirm identity and cultivate connections, to students, faculty and staff.

- With increasing incidents on anti-Asian, the students interviewed were feeling overwhelmed and disheartened. Students need support. They are dealing with this issue in their workplace and in the community. They would like to see specific services and resources available to them for this issue specifically. Even though staff interviewing the students shared some resources with the students, they are still not getting this information directly from ARC news. ARC needs to implement various ways in reaching out to students in times of crises, as students may not always reach out.

- The API DI students are more likely to report working in excess of 30 hours per week. This makes it challenging for them to have sufficient funds to cover school expenses. ARC needs to dedicate funds to supply to students for textbooks, college resources and other essential needs.

- Students are not receiving enough information or information in general about campus resources. ARC needs to develop a communication mechanism that is easy to reach students or easy for students to find that is targeted for API populations.

RECOMMENDATIONS

Continue to support practices of disaggregating data on API ethnicities and push for further disaggregating the "Other Asian" category

The historical practice of reporting the various API ethnicities as a single, monolithic group in college data is a major concern because it suppresses valuable information and lacks sufficient detail for data-informed decision-making. The State is working to expand API ethnicities in CCC Apply. ARC should continue the practice of disaggregating data for API ethnicities and strive to further break down the "Other Asian" category in institutional research and data analyses. ARC should also advocate for increased data collection that enables further data disaggregation at the district and state levels.

Build upon promising practices within PRISE to deepen the sense of belonging at ARC and support student identity development

In response to both the literature review and survey results, there is an ongoing need to strengthen API students' sense of belonging and connect them with other members of ARC's API community (employees and students). The college should institutionalize the features that research has shown to be effective and/or that students have affirmed as helpful or valuable to them, such as offering courses API students can take together (learning community), including courses that integrate API perspectives, counseling, peer mentoring, cultural enrichment, study groups, and book assistance. The college should also consider conducting a formal evaluation of the PRISE Program so as to document evidence of effective practices.

Extend culturally-relevant instruction to improve outcomes for DI-API students

Based on the API survey data, the DI group more frequently indicated culturally relevant instruction as a motivator to work harder to achieve success (24.7% vs. 7.7%). Given this fact, and that culturally relevant curriculum is an identified high-impact practice, ARC should provide learning opportunities and other resources that can support faculty in their efforts to offer culturally-relevant instruction.

Develop outreach and support strategies focused on guiding DI-API students to support services, financial aid, and career resources

Research indicated that API students from disproportionately impacted ethnicities are less likely to be affiliated with support services such as CalWORKs, EOP&S, LRC Tutoring, as well as Career and Pathway Services. We recommend a two-pronged strategy: (a) Increase communication to ensure all students are aware of these services and how to access their support; and (b) develop and implement proactive outreach strategies to API students to increase their understanding of these services, while also discerning any barriers to usage among DI-API students. The Home Bases can play a role in both coordinating information about different programs and resources available to students, and in delivering the direct help and guidance to students and forming relationships with them. The Home Bases might also consider eventually increasing collaboration with community-based organizations who provide support and workforce services.

Consider insights gleaned from further analysis of the API Student Experience Survey

Analysis of the survey was completed in Fall 2020, and additional insights were provided by the Research Office regarding student success (grade) data for the fall semester, as well as a very limited number of focus group interviews. More research is needed to better understand the experiences of ARC's DI API students. Once available, the Student Success Council (and/or other groups) should discuss the insights and determine whether additional recommendations would be beneficial.

Form an API-focused group to support the recruitment and retention of employees

Since more than half of the API students surveyed indicated that it was important to have instructors who look like them, efforts are needed to recruit and retain API employees. A suggested method is to form a group for existing staff, faculty, and administrators to join together in activities that are intended to attract and maintain employees from the Asian American and Pacific Islander communities.

Introduction: Framing the Process

Over the last two academic years, American River College (ARC) embarked upon a series of institutional projects to examine how to enhance the college experience for students from various disproportionately impacted (DI) populations. Threaded across all of these projects was an overarching intent to affect meaningful change by identifying the best methods to support students from DI communities and facilitate the conditions that will cultivate their success at ARC.

PURPOSE AND APPROACH

This report focuses on the experience of Asian Pacific Islander (API) students and considers how to foster a more equitable learning environment in which they can thrive. While many ethnicities are typically aggregated in the category of Asian Pacific Islanders, it would be misguided to consider this population as a monolithic group with the same educational, cultural, and economic characteristics. In approaching this topic, the project team recognized that disproportionate impacts may be demonstrated among specific ethnicity groups that can be intentionally explored in order to develop effective strategies to eradicate barriers and increase equitable outcomes.

The team was specifically charged with considering the following aspects:

- historical exclusion and marginalization of Asian Pacific Islanders in United States education
- data, existing programming, and other aspects of the current experience of API students at ARC
- institutional barriers and related issues that contribute to disproportionate impact
- motivating factors and promising practices found in the literature or in use at other institutions

Based on this investigation and guided by the college's Institutional Equity Plan, the team was asked to develop an appropriate methodological framework and provide actionable recommendations by which ARC can move forward. The observations, analysis, and recommendations presented in this document are reflective of a team drawn from members of the Asian Pacific Islander community including individuals who have direct experience in supporting API students.

PROJECT TEAM

Heartfelt thanks to the project team who offered invaluable contributions that shaped the content of this document.

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Sponsoring Council: Student Success Council

History and Context

Understanding the historical context of Asian and Pacific Islander (API) communities and their experiences in American society is important for better understanding API students' lives and how to best support their success at ARC. This section will highlight key historical contexts and events that provide insight into the API American experience. While not a comprehensive history, we hope these highlights help to paint a basic backdrop for examining the experiences of API college students. In writing this section, we draw heavily from the work of Dr. Samuel Museus in his book, *Asian American Students in Higher Education* (2014), wherein he identifies and discusses these historical contexts and key events.

We highlight the following five major topics: 1) migration of APIs to America; 2) racism and xenophobia; 3) the "model minority" myth and yellow peril; 4) the monolithic view of the API population; and 5) the creation of the AANAPISI designation.

MIGRATION OF APIS TO AMERICA

Scholars on Asian American history describe the migration of Asians to the United States in terms of two distinct waves. The first wave of migration occurred between the 1840s and the 1930s. During this time, approximately 1 million Asians came to the U.S. from India, China, Korea, Japan, and the Philippines. Most took on jobs as laborers, and some operated small businesses. Others were servants, indentured slaves, or slaves. Immigrants from the first wave experienced significant racial discrimination that led to economic exploitation and limited political and legal rights (Museus, 2014).

The second wave of migration occurred following the passage of the Immigration Act of 1965 and through the late 1980s. The Immigration Act ended race-based immigration restrictions, but also served as a tool for U.S. economic interests, giving immigration preference to professionals such as scientists, doctors, and nurses, as well as unskilled workers who could fill less desirable or low wage jobs. Many Asian Indians, Chinese, Filipinos, and Koreans who came to the U.S. during this time, sought jobs and worked in these areas.

During the second wave, the Asian American population grew in size from approximately 1 million to 8.8 million by the early '90s, and also grew in diversity. This growth was due in part to the arrival of approximately 1 million Cambodian, Hmong, Laotian, and Vietnamese refugees affected by U.S. military intervention in Southeast Asia, including the Vietnam War. Southeast Asians possessed their own histories, geographies, and socioeconomic backgrounds which differed from those of East and South Asians. While some were from more privileged backgrounds, many refugees came from agrarian backgrounds and lived through traumatic experiences associated with war such as being separated from family, living in refugee camps, rape, murder, and genocide.

RACISM AND XENOPHOBIA TOWARD APIS

Asians have historically faced race-based exclusion by the United States, and have been subject to racism and xenophobia as immigrants. The experiences of Asian Americans from the first wave of migration were marked by events such as, but not limited to, the following:

- In the mid-1800s, Chinese immigrants experienced discrimination and anti-Chinese mob violence, as well as exclusion from working in certain labor markets. The Chinese Exclusion Act of 1882, for example, banned Chinese laborers from entering the country for a period of ten years. This ban was extended for an additional 10 years in 1892, and again in 1902 for an indefinite period of time.

- In 1906, a San Francisco school board required Japanese and Korean American students to attend a segregated Chinese school.

- In 1907, Congress passed a law banning the entry of Japanese and Korean laborers.

- The Immigration Act of 1924, fueled by anti-Japanese sentiment, banned the entry of all Asian immigrants except for Filipinos who were considered American nationals. The condition later changed for Filipinos when Congress passed the 1935 Tydings-McDuffie Act, imposing a quota on the number of Filipino immigrants admitted to the U.S. (50 per year).

- Between 1942 and 1945, Japanese Americans were subject to internment. Shortly after the bombing of Pearl Harbor, President Franklin Roosevelt issued Executive Order 9066, authorizing the internment of men, women, and children of Japanese ancestry, including those who were citizens born and raised in the U.S. The order forced approximately 120,000 Japanese Americans, and others who were mistaken for being Japanese, to leave their homes and move into internment camps where they were incarcerated and subjected to substandard living conditions. Many Japanese Americans remained in the camps until the end of the war, while others joined the U.S. military in an effort to demonstrate their allegiance to the country.

  Within the time of Japanese internment, the federal government created a War Relocation Authority. The Authority, among other things, worked to move 4,000 Japanese American students from internment camps into various colleges and universities with the expectation that these students would be "ambassadors of good will" for the Japanese community. Scholars suggest that this may have been the genesis for the "model minority" myth, as these students were under pressure to represent and build a positive image for the Japanese American community.

THE "MODEL MINORITY MYTH" AND YELLOW PERIL

Throughout history, depending on the economic and political climate of the time, APIs in America have been racialized as either a "model minority" or a "yellow peril" (Wu, 1995). In times of stability, APIs have been compared to other communities of color and perceived as a model minority. The model minority myth is the overgeneralization that all Asian Americans work hard, attain academic and economic success, and rise above racial prejudice and discrimination to become American success stories (Museus, 2014). The model minority myth grew during the Civil Rights Movement. Scholars point to a 1966 New York Times article entitled, "Success Story – Japanese Style" as a key event that both embodied and elevated the model minority perspective.   While seemingly portraying a positive image of Japanese Americans, the New York Time article suggested that, since Asian Americans have been able to succeed despite discrimination, Blacks and Latinos should be able to do the same. Conservatives in the '60s latched on to this idea and used the model minority myth to discount Civil Rights activists' fight for equality, and pit minoritized groups against one another.

The model minority myth also perpetuates a monolithic view of APIs which masks the struggles, challenges, and needs of more vulnerable API populations. While a subset of the Asian population has demonstrated significant academic and professional success, viewing the population as homogenous obscures key challenges facing some API subgroups, particularly those experiencing some of the highest poverty rates and lowest educational attainment rates in the country. (Chaudhari, Chan, & Ha, 2013).

Other times, particularly in times of strong political and economic anxieties, APIs are racialized as a "yellow peril" and perceived as threats to American prosperity. This fear and scapegoating of Asians was evident in the ways that immigrants from the first wave were treated. In the 1880s, Chinese immigrants were depicted as potential threats to national security, leading to the passage of the Chinese Exclusion Act of 1882. Asian Americans were viewed as "unassimilable foreigners," "a horde of industrial invaders, not a stream of stable settlers," or "semi-civil" people who degraded workplaces and neighborhoods, and threatened the stability of the entire American social system (Wei & Yeats, 2014). Yellow perilist scapegoating leads to the ostracization, silence, and harm to API individuals and

communities. Wei & Yeats write in their book, "State repression and vigilante violence has suppressed myriad efforts by communities of color to organize for their survival and success. At the same time, the politics of resentment and suspicion provoke some, desperate to hold on to what they imagine to be theirs, to harass, discriminate, and attack their 'un-American' neighbors" (p. 19).
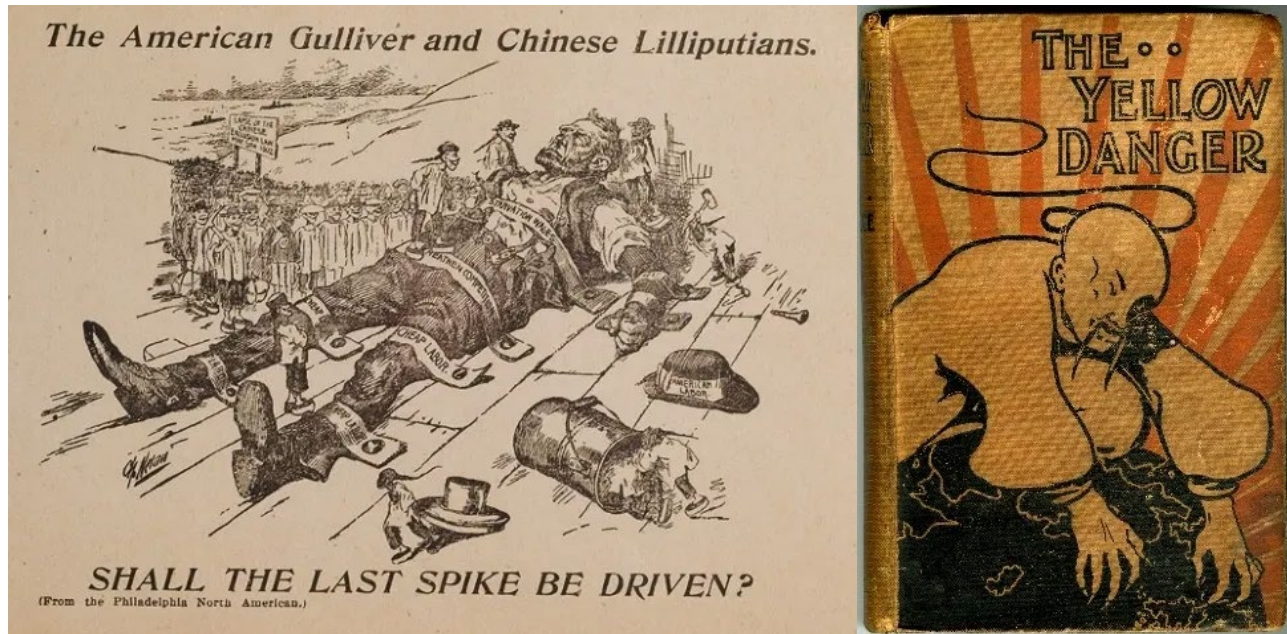
(Images from Wei & Yeats, 2014)

Today, one could argue that the current surge in anti-Asian racism, with APIs being targeted and blamed for the spread of COVID-19 in the U.S., is yet another manifestation of yellow peril. Since the beginning of the coronavirus pandemic, after former president Donald Trump frequently called COVID-19 the "China Virus" and "Kung Flu" hate crimes against Asian Americans have increased, including verbal harassment, shunning and physical assault. According to a recent Washington Post article (Rennie Lee, 2021), anti-Asian hate crimes jumped fivefold in New York City and increased by 150 percent in the 16 largest U.S. cities. Moreover, anti-Asian hate incidents nationwide have jumped from roughly 100 annually to nearly 3,800 reports between March 2020 and February 2021 , many of them toward API women, according to advocacy group Stop AAPI Hate.

MONOLITHIC VIEW OF THE API POPULATION

The API population represents a vast range of demographic characteristics that are distinct from any other racial group in the U.S. in terms of its heterogeneity. The API population consists of more than 48 ethnicities, over 400 spoken languages, and various socioeconomic, generational, and legal statuses, immigration histories and shifts, cultures, and religions (Chaudhari, Chan, & Ha, 2013; Ie, 2014). Yet, often APIs are aggregated as a single population in data and research and through constructs such as the model minority myth. The Office of Budget Management and U.S. Census Bureau, for example, tend to aggregate Asian Americans and Native Hawaiians and other Pacific Islanders as a single population for educational research studies. This practice of lumping together API populations into one can misrepresent the range of API students' educational experiences, opportunities, and outcomes, and mask disparities in and perpetuate barriers to college access and success among API students (Chaudhari, Chan, & Ha, 2013).

API immigrants come from a vast array of geographic regions and cultures, and each culture varies in levels of congruence to the dominant American culture in terms of politics, economics, language and other cultural elements (Museus, 2014). These variations lead to very different experiences and challenges across API populations. Moreover, APIs have varying reasons and circumstances for migration. While some migrate to the U.S. seeking better educational and occupational opportunities, others such as Southeast Asian refugees migrate as a result of being displaced by war or in danger of post-war political persecution. APIs also vary in terms of the level of resources available to them when they were in their nations or countries of origin, as well as once they settled in communities in the U.S.

Analysis of disaggregated data on the API population reveal significant differences among API ethnic groups in their rate of college enrollment, persistence, and degree attainment (Chaudhari, Chan, & Ha, 2013). While segments of the API population have a high rate of college attendance, a large percentage of Pacific Islanders (50.2%) and Southeast Asians (40.3%), ages 25–34, have not attended college (CARE, 2011). Moreover, data from a three-year (2006–2008) U.S. Census American Community Survey revealed that a large proportion of Pacific Islanders (56.1%) and Southeast Asians (45.1%), ages 25–34, who enrolled in college left without earning a degree (CARE, 2012). Southeast Asians and Pacific Islanders also had a higher proportion of college attendees who earned an associate's degree as their highest level of education, while East Asians and South Asians/Desis were more likely to have a bachelor's degree or advanced degree (CARE, 2011).

Disaggregation of API data also reveal a bimodal distribution of income levels within the API community (Chaudhari, Chan, & Ha, 2013). As the API population increased in the past decade, so has the number of APIs in poverty,which increased by 38% between 2007 and 2011. The number of Native Hawaiian and Pacific Islanders living in poverty increased disproportionately, increasing by 60% during this same period (CAPACD, 2013). U.S. Census data point to many communities (including Korean, Laotian, Pakistani, Samoan, and Tongan) exhibiting higher rates of poverty than the national average of 15.9%, with the Cambodian, Hmong, and Marshallese communities experiencing a poverty rate that is more than twice the national average (CAPACD, 2013; CARE 2008).

CREATION OF AANAPISI DESIGNATION

Asian American and Native American Pacific Islander Serving Institutions (AANAPISIs) are the newest category of Minority-Serving Institutions (MSIs) under the U.S. Department of Education. Institutions that receive the AANAPISI designation are eligible for grants and related assistance from the federal government to improve and expand their capacity to serve Asian Americans and Native American Pacific Islanders and low-income individuals. The AANAPISI designation emerged first as a part of the College Cost Reduction and Access Act in 2007 and later in the Higher Education Opportunity Act of 2008, and was the result of decades of collaborative advocacy from community organizers and students, policy makers, and researchers who brought to light the vast and diverse needs of underserved and underrepresented API groups (Gutierrez & Le, 2018; Park & Chang, 2010; Park & Teranishi, 2008). AANAPISIs were created in response to a history of invisibility among API students in higher education and the pervasive model minority myth which have led to the denial of resources to support API students (Kurland et al, 2019). Those who advocated for the AANAPISI designation sought to codify the minoritized status of APIs and establish a precedent of APIs being eligible for existing federal funding for minoritized populations outside of the Department of Education (Park & Chang, 2008).

The AANAPISI program is important for the API community for a number of reasons. First, it encourages campuses that serve disproportionately high numbers of low-income API students to pursue innovative and targeted strategies that respond to those students' unique needs. Second, the AANAPISI program represents a national commitment to the API community, recognizing low-income API students as a population that faces barriers similar to those of other minoritized groups. Third, AANAPISI projects are opportunities for experimenting with and evaluating retention efforts specific to API students, a large and growing population in higher education (CARE, 2014).

Yet, even with the AANAPISI program in place, much work remains to better understand how to uplift and support API students. Kurland et al (2019) provide some recommendations for future research:

- Current scholarship on AANAPISIs is primarily based on single institutional case studies and evaluations, making it extremely difficult to discern factors that are unique to the AANAPISI context. Future studies should consider a comparative and longitudinal approach so that observations can be made overtime, informing current and new theories of organizational behavior and student achievement;

- Little is known about how AANAPISI programs shape student development and trajectory. Future studies might look at how student development models applied within AANAPISIs can help expand how API students perceive their institutional context and determine a sense of belonging;

- As more institutions become designated eligible AANAPISIs, college campuses must critically consider how this designation will impact not only students, but the institutional identity. Institutions must be prepared to examine how an AANAPISI designation will shape their practices, policies, and reputation. Future studies should explore how the relationship between MSI designations and organizational behavior informs and explains the achievement of API students;

- Institutions obtain AANAPISI designations, but individuals in institutions manage and execute the grants. Understanding who these stakeholders are and how they go about the utilization of the funding is equally as important as measuring the impact of those activities. Future studies should look at the AANAPISI grant team, including the principal investigators, program directors and program staff who hold unique insights that reveal the opportunities and challenges of promoting racial equity in the academy.

Conceptual Framework

The following theories form a framework for considering and responding to disproportionate impact among API students: critical race theory (CRT), Asian critical theory (AsianCrit), tribal race theory (TribalCrit), community cultural wealth theory, validation theory, and models of racial identity.

CRITICAL RACE THEORY

The critical race theory emerged in the mid-1970s in American law schools and was introduced to education in the mid-1990s. CRT focuses on race, racism, and power in relation to societal issues. Solórzano (1998) explains that "critical race theory in education challenges the traditional claims of the educational system and its institutions to objectivity, meritocracy, color and gender blindness, race and gender neutrality, and equal opportunity" (as cited in Teranishi et al., 2009, p. 58). The lens of critical race theory can inform how educational institutions including ARC can address racial inequities of policies and programs. By using the CRT lens, the college may produce outcomes that better meet the needs of the Asian Pacific Islander (API) student population. Overall, CRT shifts away from the deficit ideology by centering on the lives and histories of communities of color, as assets.

Over the years, CRT expanded to address the specific experiences of each marginalized population. AsianCrit, a branch of CRT, is a framework that "addresses racism and its accompanying oppressions beyond the Black/White binary" (Yosso, 2005, p. 72). For the purpose of this project, the two tenets of CRT that will be emphasized are 1) voices of students: recognize and acknowledge the voices and lived experiences of API students that are often marginalized; and 2) social justice: identify practices and policies that challenge dominant institutional discourses and are oppressive to the API population. Therefore, through the AsianCrit lens, centering the API experiences will amplify the voices of API students.

ASIAN CRITICAL THEORY

The AsianCrit lens offers a more complex understanding of Asian American racial realities in ways that CRT falls short (Iftikhar & Museus, 2018). AsianCrit adapts CRT to offer the following tenets:

- People in the United States become Asian through the racialization process that white supremacy engenders whereby Asian Americans are racialized as perpetual foreigners; threatening yellow perils; model and deviant minorities; and sexually deviant emasculated men and hypersexualized women.

- Asian Americans are situated in a network of global relationships including global economic, political, and social processes that shape the conditions of Asian Americans.

- Asian Americans are typically invisible and voiceless in U.S. history. (Re)constructive history focuses on elevating a collective Asian American historical narrative.

- Strategic (anti)essentialism recognizes the ways that white supremacy racializes Asian Americans as a monolithic group and emphasizes the ways that Asian Americans can and do actively intervene in the racialization process as well.

- Intersectionality highlights the ways other systems of oppression such as imperialism, colonialism, sexism, heterosexism, and ableism intersect to mutually shape the conditions within which Asian Americans exist.

- Story, theory, and praxis stresses the important connections between story, theory, and practice in the process of transformation.

- Commitment to social justice: AsianCrit is dedicated to advocating for the end of all forms of oppression.

TRIBAL RACE THEORY

Brian Brayboy built on CRT to extend the theoretical reach to the racialized identities of Native Americans. Although the history and relationship of Native American tribes to the United States is distinct from native Pacific Islanders, there exists a shared history with settler colonialism. As such, it may be worth implementing some of the tenets of TribalCrit as a framework for understanding the experiences of Pacific Islander students. TribalCrit includes the following tenets:

- Colonization is endemic to society.

- U.S. policies toward indigenous peoples are rooted in imperialism, white supremacy, and a desire for material gain.

- Indigenous peoples occupy a liminal space that accounts for both the political and racialized natures of indigenous identities.

- Indigenous peoples have a desire to obtain and forge tribal sovereignty, tribal autonomy, self-determination, and self-identification.

- The concepts of culture, knowledge, and power take on new meaning when examined through an Indigenous lens.

- Governmental policies and educational policies toward Indigenous peoples are intimately linked around the problematic goal of assimilation.

- Tribal philosophies, beliefs, customs, traditions, and visions for the future are central to understanding the lived realities of Indigenous peoples, but they also illustrate the differences and adaptability among individuals and groups.

- Stories are not separate from theory; they make up theory and are, therefore, real and legitimate sources of data and ways of being.

- Theory and practice are connected in deep and explicit ways such that scholars must work towards social change.

COMMUNITY CULTURAL WEALTH THEORY

Yosso's (2005) community cultural wealth theory shifts the framing of people of color from students who need to be taught, reformed, and assimilated to people of color who are holders of knowledge, intellectuals, teachers, and community members who are assets to the community.

The community cultural wealth theory has six forms that view communities of color as assets. These forms are designated as aspirational, navigational, social, linguistic, familial, and resistant capital (Yosso, 2005). Each of these forms are not exclusive, but instead are inter-relational. The following are definitions of each form of community cultural wealth (Yosso, 2005, p. 80-31.):

Aspirational capital refers to the ability to maintain hopes and dreams for the future, even in the face of real and perceived barriers. This resiliency is evidenced in those who allow themselves and their children to dream of possibilities beyond their present circumstances, often without the objective means to attain those goals.

Linguistic capital includes the intellectual and social skills attained through communication experiences in more than one language and/or style. Linguistic capital reflects the idea that students of color arrive at school with multiple language and communication skills.

Familial capital refers to the cultural knowledge nurtured among *familia* (kin) that carry a sense of community history, memory, and cultural intuition. This form of cultural wealth engages a commitment to community well being and expands the concept of family to include a broader understanding of kinship.

Social capital can be understood as networks of people and community resources. These peer and other social contacts can provide both instrumental and emotional support to navigate through society's institutions.

Navigational capital refers to skills of maneuvering through social institutions. Historically, this infers the ability to maneuver through institutions not created with communities of color in mind.

Resistant capital refers to knowledge and skills fostered through oppositional behavior that challenges inequality. This form of cultural wealth is grounded in the legacy of resistance to subordination exhibited by communities of color.

In shifting the deficit ideology, the college can begin viewing API students, one of many communities of color at ARC, as those who enrich the campus community. In doing so, API histories, cultures, languages, and experiences are assets to campus, rather than being viewed as a population with deficits. With this notion, faculty, staff, and administrators can tap into the experiences of the API students and embed them into curriculum, practices, policies, and procedures.

VALIDATION THEORY

Validation theory offers another way of understanding the factors that contribute to the persistence and achievement of API students. In a recent case study, Nguyen et al. (2018) contend:

> ...Embedded in research related to low [socio-economic status, or SES], racial minority and first-generation students at [predominately White institutions, or PWIs], Rendón (1994) discovered that the key to their success—navigating the unfamiliar terrains of college to earn their degree—was validation. To preface, Rendón's (1994) research repeatedly demonstrated that students from disadvantaged backgrounds reported feelings of loneliness and confusion, being dismissed and discouraged by faculty, and being disconnected from the curriculum and classroom pedagogy. This culminated in greater failure in classes and attrition from school. In other words, the challenges these students encountered had little to do with academic preparation and competence, and more to do with the influence of their interactions with institutional agents, both in- and outside of the classroom. According to Linares and Muñoz (2010), "validation refers to the intentional, proactive affirmation of students by in- and out-of class agents (i.e., faculty, students, and academic affairs staff, family members, peers) in order to: 1) validate students as creators of knowledge and as valuable members of the college learning community and 2) foster personal development and social adjustment" (p. 12). Validation in this sense can be academic or interpersonal. Academic validation speaks to the ways institutional agents (e.g., faculty and staff) encourage students to "trust their innate capacity to learn and to acquire confidence in being a college student" (Rendón, 1994, p. 40). Interpersonal validation takes form when the same agents work toward "fostering students' personal development and social adjustment" to campus life (Linares & Muñoz, 2010, p. 17). Accordingly, Validation Theory is a framework in which to understand how institutions and their agents (i.e., faculty and staff) "work with students in a way that gives them agency, affirmation, self-worth, and liberation from past invalidation" (p. 17).

RACIAL IDENTITY IN COLLEGE

Jean Kim's initial theory of Asian American identity development emerged from a study on Japanese American women completed in the early 1980s (Museus, 2014). In the forty years since, there has been greater development in the area of social identity theory, including Kim's theory from Asian American Identity Development to Asian American Racial Identity Development (Kim, 2012). The Asian American Racial Identity Development (AARID) model consists of five stages of progression:

- Stage One: Ethnic Awareness: this stage refers to the period prior to entering the school system where an individual may or may not be exposed to Asian heritage through family and/or living in either a predominately diverse neighborhood or predominantly White neighborhood. Depending on the level of immersion, an individual may develop either a positive or neutral sense of self.

- Stage Two: White Identification: this stage often begins at the point of exposure to predominantly White spaces and is most often the point at which an individual enters the schooling system. Individuals may be subject to racial prejudice for their differences and may learn that being Asian American is bad, resulting in self-blame and the internalization of White values around racial difference. Individuals at this stage may identify with whiteness either actively, in which they attempt to eliminate or distance themselves from an Asian sense of self; or passively, in which they do not distance themselves from an Asian sense of self but continue to accept White values, standards, and attitudes.

- Stage Three: Awakening to Social Political Consciousness: this stage represents a shift from self-blame to an acknowledgement and understanding of the social political context that racializes Asian Americans. Here, individuals begin to explore and understand the ways in which racism is the cause of their negative self-worth and that it is not the result of personal failings.

- Stage Four: Redirection to an Asian American Consciousness: this stage represents a (re)immersion into the Asian American community evidenced by a renewed connection and embrace of Asian American heritage and culture. In this stage individuals may experience a greater sense of belonging to the Asian American community and in relationship to their ethnic heritage. This stage also represents a political understanding of what it means to be Asian American and individuals may now have racial pride and a positive sense of self.

- Stage Five: Incorporation: this stage represents a balance between the individuals' identity as Asian American and appreciation for others across racial and ethnic identities. Individuals in this stage also recognize the importance of their other social identities.

Alternatively, moving away from the stage model of identity development, Mamta Motwani Accapadi (2012) proposes the Point of Entry Model of Asian American Identity Consciousness (POE Model) that explores different factors that might affect Asian American identity formation. The six factors that influence and inform the development of an individual's Asian American identity are:

- Ethnic Attachment: an individuals' relationship to their ethnic identity

- Self as Other: an individuals' relationship to their own physical body and appearance

- Familial Influence: an individuals' relationship to their family and the messages they receive from their family that inform a sense of self

- Immigration History: an individuals' relationship to their immigration history and how close or far removed they are from that experience

- External Influence & Perceptions: external factors that influence racial identity exploration and development also include experiences with racism and the environmental racial realities of Asian Americans' lives

- Other Social Identities: Asian American identity exploration and development occurs in relationship to an individual's other social identities, where other social identities may inform the exploration of Asian American identity and/or Asian American identity may inform the exploration of other social identities. Gender, sexuality, class, ability, and other social identities are co-constructed with and cannot be separated from racial and ethnic identity.

Racial identity, as well as the previous theories discussed, present a complex framework for considering how to cultivate the success of API students at ARC.

Literature Review

This literature review will explore the implications of the model minority myth; lack of disaggregated data; and the educational landscape including elements that impact API students' decisions to persist and achieve in higher education such as community cultural wealth, cultural validation, and sense of belonging.

MODEL MINORITY MYTH

"Model minority myth" is a term frequently used to describe Asians of all subgroups. This term is misleading and dangerous, as it implies that all Asian Pacific Islander communities are successful, and that success is exclusively contingent upon self-perseverance and hard work (Nguyen et al., 2008). The myth disregards the structural and systemic issues that continue to oppress API populations in relation to access to resources and opportunities. The model minority myth used to describe all API groups does an immense disservice to all subgroups, as it excludes the rich narratives of every subgroup from their history and culture to their linguistic diversity. The domino effect of using this term describing all Asian subgroups as the model minority, has detrimental consequences because the term ignores the personal narratives that explain their successes and challenges in postsecondary education. Furthermore, as stated in (Nguyen et al., 2008), the model minority myth "is amplified by the failure of many institutions, government agencies and research organizations to collect, utilize and report disaggregated data by ethnicity, which cultivates dubious conditions to pursue research on API students struggling to succeed" (CARE, 2013; Hune, 2002; Museus & Tru-ong, 2009; Pizzolato, Nguyen, Johnston, & Chaudhari, 2013; Suzuki, 2002; Teranishi, 2010).

Moreover, the model minority myth has led to the "deminoritization" of Asian Americans (Lee, 2006). According to Teranishi and Nguyen (2011), federal agencies have continuously excluded API from the underrepresented racial minorities. Secondly, API have been known by scholars to be excluded in empirical studies of minorities in higher education because they determined that API are not disadvantaged from the educational standpoint (Astin, 1982; Museus & Kian, 2009). "In reality, APIs face many challenges similar to other racial minorities (Museus & Truong, 2009; Panelo, 2010). API college students report experiences with racial prejudice and discrimination, pressure to conform to racial stereotypes, and challenges posed by cultures of predominantly White institutions (Cress & Ikeda, 2003; Lewis, Chesler, & Forman, 2000; Museus, 2007, 2008; Panelo, 2010; Teranishi, 2010). Thus, contrary to the "almost White" status (Chou & Feagin, 2008), APIs are racial/ethnic minority students who share similar experiences with other students of color" (Ie, 2014, p. 13).

LACK OF DISAGGREGATED DATA

The term "Asian" signifies one group associated under one race. However, the Asian race is an extremely diverse group that comprises over 48 ethnicities with more than 400 languages (Ie, 2014). Native Hawaiian and Pacific Islander people comprise at least eight ethnicities (Campaign for College Opportunity, 2015). Asian Americans and Pacific Islanders vary in socioeconomic status, language, culture, and levels of education. The perception that Asians are one homogeneous group is due to the lack of disaggregated data (Ie, 2014). While the term Asian Pacific Islander "API" is necessary to address issues concerning this population, it also perpetuates the notion that these various ethnic subgroups are more similar than they really are (National Commission on Asian American and Pacific Islander Research in Education [CARE], 2011; Teranishi, Behringer, Grey, & Parker, 2009).

"Asian Pacific Islander" (API) is a term frequently used to identify the communities of Asian Americans, Native Hawaiians, and Pacific Islanders under one umbrella. Because all of these communities fall under one category, with minimal to no data disaggregation on ethnicities, the notion that Asian Americans are successful is a common misconception. The aggregated data on this group does not address the diversity within the groups, including the historical and socioeconomic gaps and challenges of each ethnicity.

One of the most problematic issues addressing the API population is the lack of disaggregated data (Teranishi, 2002; 2012; Teranishi, Behringer, Grey, & Parker, 2009). To better understand and serve the needs of API students, there must be an accurate accountability mechanism to capture the various ethnic groups. The lack of disaggregated data leads to homogenize the lived experiences of API students and portrays a misrepresented image of API participation in higher education" (The National Center for Education Statistics, 1997). As a result, the aggregated data indicates that all API students are successful in education and are overrepresented in higher education (Teranishi, Behringer, Grey, & Parker, 2009).

The need to disaggregate API data is critical, especially when institutions seek to address the experiences and needs of students. According to (CARE, 2013), when all subgroups of API are grouped into one large single group and measured for their academic achievement in comparison to other racial groups, API students are identified as success in regard to degree attainment. In (CARE, 2008), "AAPIs make up 44% of the adult (aged 25 years and older) with a bachelor's degree or higher, nearly 20 percent greater than the U.S. average" (Nguyen et al., p. 332, 2008). Data such as this, presents that API are not disproportionally impacted and is not reflective of the "unequal distribution of barriers across different API subgroups" (Nguyen et al., p. 332, 2008). However, if the data were to be disaggregated by specific ethnicities, "24.4% of the U.S. population aged 25 years and older possess a bachelor's degree or higher, only 7.5% of Hmong, 9.2% of Cambodian, 7.7% of Lao, and 19.4% of Vietnamese communities find themselves with a credential necessary to access opportunities in the workforce" (Nguyen et al., p. 332, 2008). Overall, failure to disaggregate the data by the various API subgroups poses challenges to identify specific groups that are disproportionately impacted.

As a result, disaggregated data is imperative to address the differential needs of API students. Disaggregating data would enable institutions to identify needs and provide targeted resources where it most can be effective (Ternishi, 2012). The continuous practice of aggregated data or minimal disaggregated data will continue to perpetuate the model minority myth. And finally, as stated by (Teranishi, 2012), "disaggregated data would help reduce the extent to which AAPI needs are confused with other minorities needs or lumped together with other Asian Americans, thereby concealing the unique needs of underrepresented Asian Americans (Ie, 2014).

It must be recognized that the Asian American and NHPI community is complex and not monolithic. Each group is unique and disaggregated data is essential to better understand and serve these communities.

THE EDUCATIONAL LANDSCAPE FOR ASIAN PACIFIC ISLANDER STUDENTS

Higher Education in California

The Asian American community in California is the largest in the nation, followed by Native Hawaiian and Pacific Islander communities as the second largest. "Approximately, 6.3 million Asian Americans and 347,501 NHPIs live in California. More than one in seven Californians are either Asian American or Native Hawaiian Pacific Islander (NHPI)" (The State of Higher Education in California, 2015). These racial/ethnic groups are also rapidly increasing.

According to the State of Higher Education in California (2015), there are more than 48 ethnicities within the broad Asian American and Native Hawaiian Pacific Islander categories. The API communities can be overlooked when institutional decisions are made on the basis that API is one whole group. Because there is so much diversity within the API communities, the educational experiences and needs of students vary. Therefore, it is important for higher education entities to consistently disaggregate the data to identify and address the needs of these communities.

Because data is typically left aggregated, there are many disparities within the Asian Pacific Islander communities that are not recognized. For example, once disaggregated, the data demonstrates the enrollment and graduation rates vary in comparison between non-Southeast Asian Americans and Southeast Asian Americans. Each ethnic group has its own specific challenges and barriers, and some Asian American communities have higher educational outcomes than others. Additionally, "Asian Americans are more likely to be foreign-born and struggle with English proficiency than other

racial/ethnic groups, including Latinos. Southeast Asians of Hmong and Cambodian children are living in poverty at slightly higher rates than Black and Latino children. NHPI students have lower graduation rates at both community colleges and California's four-year University of California (UC) and California State University (CSU) systems when compared to each system's average for all students" (The State of Higher Education in California, 2015).

The educational attainment levels within the Asian American and Native Hawaiian Pacific Islander groups also vary. With a closer look at specific ethnic groups such as Vietnamese, Cambodian, Hmong, and Laotian, the percentage of degree attainment is significant by comparison to Korean, Pakistani, Japanese, and Chinese. According to 2011-2012 statistics of the U.S. Census Bureau, those that are 25 years and older and hold a bachelor's degree are Vietnamese (29%), Cambodian (16%), Hmong (13%), and Laotian (10%). The subgroups representing a higher level of educational attainment are Korean (56%), Pakistani (56%), Chinese (52%), and Japanese (51%).

Some Asian American and NHPI adults simultaneously have high rates of holding a high school diploma/GED but low rates of college degree attainment. Among Native Hawaiian adults, 93% hold a high school diploma but only 24% have a baccalaureate degree. For Guamanian/Chamorro and Samoan adults, 87% and 81% have high school diplomas/GEDs, respectively, but only 12% (for both) hold a bachelor's degree. Relatedly, many NHPI adults (28%) are more likely than other Asian American and non-NHPI groups (e.g., Indian 8% and Filipino 22%) to have attended some college but not earned an associate or baccalaureate degree. About one-third of Guamanian or Chamorro adults have some college experience but no degree, a rate on par with Black adults (32%) (The State of Higher Education in California, 2015).

Overall, California has the largest public higher education system in the nation. In addition to the public postsecondary options, there are many more private, nonprofit universities, and for-profit colleges. The representation of Asian American and Native Hawaiian Pacific Islanders are significant among the University of California (UC), California State University (CSU), and California's community colleges. The State of Higher Education in California (2015) reports that "19 percent of Asian American undergraduates in California are enrolled in the University of California (UC)—slightly fewer than the 20 percent enrolled in the California State University (CSU). Among NHPI undergraduates, only five percent are enrolled in UC compared to eight percent of all California undergraduates. More than 20 percent of NHPI undergraduates attend for-profit colleges—more than twice the rate for the state average (9 percent). Nearly half of both Asian American and NHPI undergraduates are enrolled in California's Community Colleges, a rate that is similar to that of all California undergraduates." This data indicates that there is a need to better understand the needs of Asian American and NHPI students and their choices of postsecondary education.

Community Cultural Wealth & Cultural Validation in Education

Gómez-Quiñones (1977) states that "culture as a set of characteristics is neither fixed nor static (Yosso, 2006). "With students of color, culture is frequently represented symbolically through language and can encompass identities around immigration status, gender, phenotype, sexuality and region, as well as race and ethnicity" (Yosso, 2006, p 76). When minority students are identified as having poor academic performance, deficit thinking will blame the students by suggesting that they are lacking the normative cultural knowledge and skills, or that the student does not value their education. Deficit thinking is "one of the most prevalent forms of contemporary racism in US schools" (Yosso, 2006, p 75). Scholars Shernaz García and Patricia Guerra (2004) find that deficit approaches such as those aforementioned, result in schools tending to overgeneralize about family background. Additionally, educators frequently make assumptions that the school systems work for all students, and that students must conform to its already effective and equitable system (Yosso, 2006, p 75). "These racialized assumptions about students of color, lead schools to resort to the banking method of education critiqued" (Freire, 1973). As a result, schooling efforts focus on the expectation that students of color must conform to the cultural knowledge that is recognized as valuable by the dominant society (Yosso, 2006).

Asking or requiring students to leave behind their identity or a sense of their familiarity is harmful to API students. Specifically, Palmer & Maramba (2014), challenges "the premise of Tinto's theory, which is that students must separate themselves from past associations and traditions to become integrated into the college's social and academic realms" as stated in Palmer & Maramba (p. 515). In their study, they found that Southeast Asian students are likely to transfer out of college for reasons that are not associated to academics. They contend that there is a need for higher education institutions to develop and sustain courses and programs where students' cultural backgrounds are valued within the community. Palmer & Maramba found that cultural validation is a key role in the success of Southeast Asian experiences in higher education. To support Southeast Asian students, institutions should explore how curriculum and building communities can be used to support students through the lens of cultural knowledge, cultural familiarity, cultural expression, and cultural advocacy.

Finally, in the report by Mac et al., 2019, institutions must be committed to changing systems and structures that are culturally relevant to its communities. In addition, learning communities and counseling services must also be reexamined to meet the needs of API students. One of the key factors in doing this is, providing training to administrators, faculty, and staff to become more culturally competent. Other avenues in supporting this change are to "expand the institutions' capacity to create new or further improve existing support structures" (Mac et al., 2019, p. 73).

Sense of Belonging

Sense of belonging has been an emerging theme across empirical studies focused on student persistence and success in higher education over the last two decades. As stated in Maseus et al. (2018), "sense of belonging refers to students' psychological sense of connection to their community" (Hurtado & Carter, 1997). In general, human beings typically have a high desire to connect and belong to communities. The lack of sense of belonging can have damaging effects on one's mental health and behavior (Baumeister & Leary, 1995; Hausmann et al., 2007).

There are specific factors that are important in influencing a sense of belonging on college campuses. Factors that have been found associated with creating a positive environment of sense of belonging are "campus climates, positive cross-racial relationships, and perceived faculty interest in students" (Johnson et al., 2007; Maestas, Vaquera, & Zehr, 2007; Nuñez, 2009). Experiences of, and perceiving, a hostile environment negatively affects students' sense of belonging in higher education (Nuñez, 2009). For example, Maseues & Maramba (2011) conducted an empirical study focusing on the relationship between culture and belonging among Filipino students at a university with a primarily White student population. The researchers found that "pressure for students to sever ties with their ethnic communities and assimilate into the cultures of their campus were negatively associated with adjustment and, in turn, reduced belonging in college. In contrast, students' continued ties with their cultural heritage were positively associated with adjustment to and belonging in college among students within their sample" (Maseus et al., p. 468, 2018). This is one indication of the importance of sense of belonging for Filipino students.

With double-loop learning (Pena et al., 2006), campuses need to reflect on their programs and services rather than faulting the students. The structures and systems in place are created by institutions; therefore, "institutions can intentionally shape learning environments" (Tinto, 2006). The culturally engaging campus environments (CECE; pronounced see-see) model of college success delineates the types of campus environments that educators can cultivate to allow diverse populations to thrive (Museus, 2014). The CECE model underscores nine elements of environments that can be categorized into two subcategories: indicators of cultural relevance and cultural responsiveness. Cultural relevance refers to the degree to which learning environments are relevant to their cultural backgrounds and identities and are characterized by five indicators. First, cultural familiarity is the extent to which college students have opportunities to physically connect with faculty, staff, and peers who understand their backgrounds and experiences. Second, culturally relevant knowledge refers to the degree to which students have opportunities to learn and exchange knowledge about their own cultural communities. Third, cultural community service refers to opportunities for students to give back to and positively transform their communities via activities

aimed at spreading awareness, engaging in community activism, participating in service, or engaging in problem-based research to solve problems relevant to their cultural communities. Fourth, meaningful cross-cultural engagement involves students' level of participation in discussions about solving real social and political problems with peers from diverse backgrounds. Finally, culturally validating environments refers to the extent to which campuses value students' cultural knowledge, backgrounds, and identities (Maseus et al., p 469, 2018).

In the study conducted by Maseus et al., (2018), The CECE college survey was emailed to 13,682 undergraduate students at the university. There was a 7% survey response rate, which was a total of 1,005 students who completed the survey. In this particular study, Asian American students represented 19% of the survey respondents, while Pacific Islander was less than 1%. The results indicate that students of color value culturally engaging campus environments. Additionally, culturally engaging campus environments are salient influences of belonging for students of color, under which Asian American and Pacific Islanders are classified.

Profile of Asian Pacific Islander Students at ARC

As mentioned previously, the Asian Pacific Islander category includes a wide variety of ethnicities which may not be obvious when a reader considers combined API data. Data collection practices often lack specificity on API ethnicities and data reporting frequently aggregates these limited data even further. For reference, the ethnicities which are frequently associated with API and may be represented within this profile include:

Asian	**Pacific Islander**
Afghan	Chamorro
Bangladeshi	Fijian
Burmese/Myanmar	Guamanian
Cambodian	Native Hawaiian
Chinese	Samoan
Filipino	Tongan
Hmong	Other Pacific Islander
Indian	
Indonesian	
Japanese	
Korean	
Laotian	
Pakistani	
Sri Lankan	
Taiwanese	
Thai	
Vietnamese	
Other Asian	

Source: CCCApply Standard and Noncredit Application Data Dictionary, November 16, 2020 (Pilot v.2020.2)

API STUDENT DEMOGRAPHICS: FALL SNAPSHOT

Using fall semester for comparison purposes, the following data provides a general profile of the API student population at American River College. The data was extracted from the ARC Data on Demand system on November 17, 2020.

Enrollment

The API enrollment trend has been steadily increasing. The composition of the API population at ARC has exhibited a percentage increase in Asian students while the percentage of Filipino and Pacific Islander students decreased.

	Fall 2017	**Fall 2018**	**Fall 2019**
Headcount	3,650	3,800	3,952
Asian	76%	77%	78%
Filipino	17%	17%	16%
Pacific Islander	6%	6%	5%

Enrollment Status

Approximately half of API students in fall semester are continuing from prior terms at ARC. Special admit (K-12) students appear to be increasing as a percentage of the overall population.

	Fall 2017	Fall 2018	Fall 2019
Continuing Student	52%	48%	51%
First Time Student (New)	14%	15%	13%
First Time Transfer Student	17%	18%	17%
Returning Student	16%	16%	15%
Special Admit (K-12)	2%	3%	4%

Unit Load

The majority of API students attended part-time during the fall semester. Less than 25% were in full-time status.

	Fall 2017	Fall 2018	Fall 2019
6-11.9 units	38%	37%	38%
Less than 6 units	39%	40%	38%
12+ units (FT)	23%	23%	24%

Educational Goal

The majority of API students are seeking to transfer to a four-year university and many are also seeking an associate degree.

	Fall 2017	Fall 2018	Fall 2019
Transfer to 4-Year after AA/AS	48%	49%	53%
Earn AA/AS Degree – no Transfer	15%	15%	16%
Transfer to 4-Year without AA/AS	18%	17%	14%
Earn a Certificate	5%	5%	5%
Undecided	4%	4%	3%
Acquire Job Skills Only	2%	2%	2%
Educational Development	2%	3%	2%
4-year Student (Meeting 4-Year Requirements)	2%	2%	2%
Complete High School/GED	0%	0%	1%
Discover Career Interests	1%	1%	1%
Improve Basic Skills	1%	1%	1%
Update Job Skills only	2%	1%	1%
Maintain Certificate or License	1%	1%	0%
Move from non-credit to credit	0%	0%	0%

Primary Language

Most API students identify English as their primary language. Among those who identified another primary language, the most commonly spoken languages in Fall 2019 were Farsi (Persian) - 8%; Chinese (Mandarin) - 2%; and Vietnamese -

2%.   Arabic, Chinese (Cantonese), Hindi, Hmong, Korean, Tagalog (Philippines), and Urdu (Pakistan) were represented at 1% each.

	Fall 2017	Fall 2018	Fall 2019
English	78%	79%	79%
Not English	22%	21%	21%

First Generation Status and Income Levels

Roughly one-third of API students are considered to be first-generation. Over 60% were considered low-income in each fall term and many were living below poverty level.

	Fall 2017	Fall 2018	Fall 2019
First Generation	32%	32%	32%
Below Poverty Level	39%	38%	36%
Low, but Above Poverty Level	27%	26%	27%

Support Services

There is minimal participation of API students in the support services below. Active participation in Achieve doubled as this recently implemented program for new students was brought to scale.

	Fall 2017	Fall 2018	Fall 2019
EOPS Participation	3%	3%	3%
CalWORKs Participation	4%	4%	5%
Achieve – Active	0%	4%	8%
MESA Participation	1%	1%	1%

HomeBase

Although the HomeBase pathway communities were not launched until Fall 2020, data from Fall 2019 indicates that API students were most likely to be associated with the STEM HomeBase (27%), followed by Business (16%); and Health and Service (12%). Many API students (28%) were undecided in Fall 2019 which is roughly equivalent to the number associated to STEM. The trend for HomeBase will need to be revisited once data for Fall 2020 and beyond is available.

Units Completed

Most API students have completed less than 30 units. Part-time enrollment may be a contributing factor.

	Fall 2017	Fall 2018	Fall 2019
0 - 14.99	45%	48%	47%
15.0 - 29.99	19%	18%	20%
30.0 - 44.99	13%	11%	12%
45.0 - 59.99	9%	8%	8%
60.0 - 74.99	6%	7%	6%
75.0 - 89.99	4%	4%	4%
90.0 or above	5%	4%	4%

Gender

There are more API students who identify as female than other genders.

	Fall 2017	Fall 2018	Fall 2019
Female	53%	52%	51%
Male	46%	46%	47%
Unknown	2%	2%	2%

Age

Most API students are older than the traditional 18-24 age bracket that is often associated with college students.

	Fall 2017	Fall 2018	Fall 2019
18 - 20	2%	3%	4%
21 - 24	24%	25%	24%
25 - 29	28%	25%	24%
30 - 39	18%	17%	17%
40 - 49	18%	20%	21%
50+	7%	7%	7%
Under 18	4%	4%	3%

EVIDENCE OF DISPROPORTIONATE IMPACT

During Fall 2020, analysis was conducted to explore American River College's degree, certificate, and transfer ready rates by ethnicity. This analysis reflects total starting cohorts in Fall 2014, Fall 2015, Fall 2016, and Fall 2017 (each given three years to complete an award; cohorts were combined to increase cell size and statistical reliability).

Degree Rate (Duplicated)

The average duplicated degree rate was determined to be 6.05% using this unusual methodology involving duplicated headcount, duplicated degree earners, and duplicated degree rate. As shown in the Degree Rate (duplicated) column of the table below, many of the API ethnicity groups were amongst the highest performing groups (Asian Indian was the highest, followed by Vietnamese, Korean, Filipino, and Japanese). According to the proportionality index methodology, disproportionate Impact (DI) is present when the outcome proportion (e.g., degree proportion) for an ethnicity group is below 85% of its cohort proportion (e.g., headcount proportion). **By this criterion, DI was observed for the Laotian, Guamanian, Hawaiian, and Samoan API ethnicity groups for degrees (duplicated).**

All disproportionately impacted groups are denoted in red font in the table below with those in API ethnicity groups further identified by bold text.

Ethnicity	Headcount (duplicated)	Degree Earners within 3 years (duplicated)	Degree Rate (duplicated)	Headcount Proportion (duplicated)	Degree Proportion (duplicated)	Proportionality Index (< 85% = DI)
AM_INDIAN	658	31	4.71%	3.64%	2.83%	77.84%
BLACK	2247	95	4.23%	12.42%	8.68%	69.85%
ASIAN_INDIAN	382	40	10.47%	2.11%	3.65%	173.01%
CAMBODIAN	32	2	6.25%	0.18%	0.18%	103.26%
CHINESE	187	12	6.42%	1.03%	1.10%	106.03%
FILIPINO	567	53	9.35%	3.13%	4.84%	154.44%
KOREAN	112	11	9.82%	0.62%	1.00%	162.27%
LAOTIAN	**76**	**1**	**1.32%**	**0.42%**	**0.09%**	**21.74%**
JAPANESE	151	14	9.27%	0.83%	1.28%	153.19%
VIETNAMESE	157	16	10.19%	0.87%	1.46%	168.38%
OTHER_ASIAN	775	42	5.42%	4.28%	3.84%	89.54%
CENTRAL_AMERICAN	219	10	4.57%	1.21%	0.91%	75.44%
SOUTH_AMERICAN	108	6	5.56%	0.60%	0.55%	91.79%
MEXICAN_MEX_AMER_CHICANO	2941	138	4.69%	16.26%	12.60%	77.53%
OTHER_HISPANIC	801	35	4.37%	4.43%	3.20%	72.20%
GUAMANIAN	**40**	**1**	**2.50%**	**0.22%**	**0.09%**	**41.31%**
HAWAIIAN	**101**	**3**	**2.97%**	**0.56%**	**0.27%**	**49.08%**
SAMOAN	**82**	**1**	**1.22%**	**0.45%**	**0.09%**	**20.15%**
OTHER_PACIFIC_ISLANDER	185	12	6.49%	1.02%	1.10%	107.17%
WHITE	8224	572	6.96%	45.46%	52.24%	114.92%
OTHER_NON_WHITE	14	0	0.00%	0.08%	0.00%	0.00%
UNKNOWN	33	0	0.00%	0.18%	0.00%	0.00%
Duplicated Totals and Average Degree Rate	18092	1095	6.05%			

Source: ARC Office of Institutional Research, 10/16/2020

Note: These Rates Are NOT Directly Comparable to ARC and District Rates (unduplicated headcount-based). There is duplication in the counts above due to students being able to select multiple races within the same term. The same student could be counted in the headcount or as a degree earner in several ethnicity categories.

Certificate Rate (Duplicated)

Using this unusual methodology of duplicated headcount, duplicated certificate earners, and duplicated certificate rate, the average duplicated certificate rate was 5.96%. As shown in the Certificate Rate (duplicated) column of the table below, many of the API ethnicity groups were amongst the highest performing groups (Korean was the highest, followed by Vietnamese, Asian Indian, Cambodian, and Japanese). In addition, many of the API ethnicity groups were above the average certificate rate (Chinese, Filipino, Other Asian, Guamanian, and Hawaiian). Three API groups were below the average (Laotian, Samoan, and Other Pacific Islander). Of these groups, according to the proportionality index methodology, **DI was observed for the Samoan and Other Pacific Islander API ethnicity groups for certificates (duplicated).**

All disproportionately impacted groups are denoted in red font in the table below with those in API ethnicity groups further identified by bold text.

Ethnicity	Headcount (duplicated)	Certificate Earners within 3 years (duplicated)	Certificate Rate (duplicated)	Headcount Proportion (duplicated)	Certificate Proportion (duplicated)	Proportionality Index (< 85% = DI)
AM_INDIAN	658	23	3.50%	3.64%	2.13%	58.66%
BLACK	2247	70	3.12%	12.42%	6.49%	52.28%
ASIAN_INDIAN	382	42	10.99%	2.11%	3.90%	184.52%
CAMBODIAN	32	3	9.38%	0.18%	0.28%	157.34%
CHINESE	187	14	7.49%	1.03%	1.30%	125.65%
FILIPINO	567	40	7.05%	3.13%	3.71%	118.40%
KOREAN	112	16	14.29%	0.62%	1.48%	239.76%
LAOTIAN	76	4	5.26%	0.42%	0.37%	88.33%
JAPANESE	151	13	8.61%	0.83%	1.21%	144.49%
VIETNAMESE	157	22	14.01%	0.87%	2.04%	235.17%
OTHER_ASIAN	775	54	6.97%	4.28%	5.01%	116.94%
CENTRAL_AMERICAN	219	13	5.94%	1.21%	1.21%	99.62%
SOUTH_AMERICAN	108	9	8.33%	0.60%	0.83%	139.86%
MEXICAN_MEX_AMER_CHICANO	2941	145	4.93%	16.26%	13.45%	82.74%
OTHER_HISPANIC	801	39	4.87%	4.43%	3.62%	81.71%
GUAMANIAN	40	3	7.50%	0.22%	0.28%	125.87%
HAWAIIAN	101	8	7.92%	0.56%	0.74%	132.93%
SAMOAN	**82**	**3**	**3.66%**	**0.45%**	**0.28%**	**61.40%**
OTHER_PACIFIC_ISLANDER	**185**	**9**	**4.86%**	**1.02%**	**0.83%**	**81.65%**
WHITE	8224	547	6.65%	45.46%	50.74%	111.63%
OTHER_NON_WHITE	14	0	0.00%	0.08%	0.00%	0.00%
UNKNOWN	33	1	3.03%	0.18%	0.09%	50.86%
Duplicated Totals and Average Certificate Rate	18092	1078	5.96%			

Source: ARC Office of Institutional Research, 10/16/2020

Note: There is duplication in the counts above due to students being able to select multiple races within the same term. The same student could be counted in the headcount or as a certificate earner in several ethnicity categories.

Transfer Ready Rate (Duplicated)

Transfer Ready is a proxy for transfer and indicates a student who has successfully completed 60+ transferable units with a cumulative GPA of 2.00+, and has successfully completed transfer-level math and English.

Using this unusual methodology of duplicated headcount, duplicated Transfer Ready, and duplicated Transfer Ready rate, the average duplicated Transfer Ready rate was 7.46%. As shown in the Transfer Ready Rate (duplicated) column of the table below, many of the API ethnicity groups were amongst the highest performing groups (Korean was the highest, followed by Vietnamese, Asian Indian, Chinese, and Filipino). In addition, many of the API ethnicity groups were above the average Transfer Ready rate (Cambodian, Japanese, Other Asian, and Guamanian). Four API groups were below the average (Laotian, Hawaiian, Samoan, and Other Pacific Islander). Of these groups, according to the proportionality index methodology, **DI was observed for the Laotian, Hawaiian, and Samoan API ethnicity groups for Transfer Ready Rate** (duplicated).

All disproportionately impacted groups are denoted in red font in the table below with those in API ethnicity groups further identified by bold text.

Ethnicity	Headcount (duplicated)	Transfer Ready within 3 years (duplicated)	Transfer Ready Rate (duplicated)	Headcount Proportion (duplicated)	Transfer Ready Proportion (duplicated)	Proportionality Index (< 85% = DI)
AM_INDIAN	658	35	5.32%	3.64%	2.59%	71.28%
BLACK	2247	76	3.38%	12.42%	5.63%	45.33%
ASIAN_INDIAN	382	60	15.71%	2.11%	4.44%	210.49%
CAMBODIAN	32	3	9.38%	0.18%	0.22%	125.64%
CHINESE	187	26	13.90%	1.03%	1.93%	186.33%
FILIPINO	567	64	11.29%	3.13%	4.74%	151.27%
KOREAN	112	20	17.86%	0.62%	1.48%	239.31%
LAOTIAN	**76**	**3**	**3.95%**	**0.42%**	**0.22%**	**52.90%**
JAPANESE	151	13	8.61%	0.83%	0.96%	115.38%
VIETNAMESE	157	28	17.83%	0.87%	2.07%	239.01%
OTHER_ASIAN	775	75	9.68%	4.28%	5.56%	129.69%
CENTRAL_AMERICAN	219	13	5.94%	1.21%	0.96%	79.55%
SOUTH_AMERICAN	108	12	11.11%	0.60%	0.89%	148.91%
MEXICAN_MEX_AMER_CHICANO	2941	150	5.10%	16.26%	11.11%	68.35%
OTHER_HISPANIC	801	42	5.24%	4.43%	3.11%	70.27%
GUAMANIAN	40	3	7.50%	0.22%	0.22%	100.51%
HAWAIIAN	**101**	**3**	**2.97%**	**0.56%**	**0.22%**	**39.81%**
SAMOAN	**82**	**0**	**0.00%**	**0.45%**	**0.00%**	**0.00%**
OTHER_PACIFIC_ISLANDER	185	12	6.49%	1.02%	0.89%	86.93%
WHITE	8224	710	8.63%	45.46%	52.59%	115.70%
OTHER_NON_WHITE	14	0	0.00%	0.08%	0.00%	0.00%
UNKNOWN	33	2	6.06%	0.18%	0.15%	81.22%
Duplicated Totals and Average Transfer Ready Rate	**18092**	**1350**	**7.46%**			

Source: ARC Office of Institutional Research, 10/16/2020

Note: There is duplication in the counts above due to students being able to select multiple races within the same term. The same student could be counted in the headcount or as Transfer Ready in several ethnicity categories.

Highlights of the Student Experience Survey

Our research primarily consisted of a Student Experience Survey

A survey of API experiences and perceptions was conducted over a three-week period during the Fall 2020 semester by ARC's Institutional Research Office. It was distributed to over 5,300 students who were previously identified as API based on their responses to demographic questions on their admission application. A total of 459 students participated for a response rate of 8.6%. Among these students, 63.2% were continuing students, 19.9% were first-time college students, 12.6% were returning students, and 4.3% were first-time transfer students (new to Los Rios, but not new to college).

While this survey was distributed broadly to API students, it was designed to enable disaggregation by API subgroup in order to delve into how DI and non-DI students within the API population are relating to ARC's current practice. One important limitation of this study is that it was conducted within the restrictive environment of the COVID-19 pandemic when almost all college instruction and services were provided remotely. The first-time new and transfer students (approximately 24% of respondents) are unlikely to have experienced any on-campus engagement with ARC. For a more thorough discussion of the survey and preliminary analysis, please see Appendix A.

Disproportionate Impact: Course Success

For the purpose of this study, the DI status was calculated based on five years of course success data from 2015-2020. Four different methodologies were used in the analysis (80%, PI, PPG, and PPG-1 with MOE). Five API subgroups were identified as disproportionately impacted by one or more of the methods applied:

- Guamanian
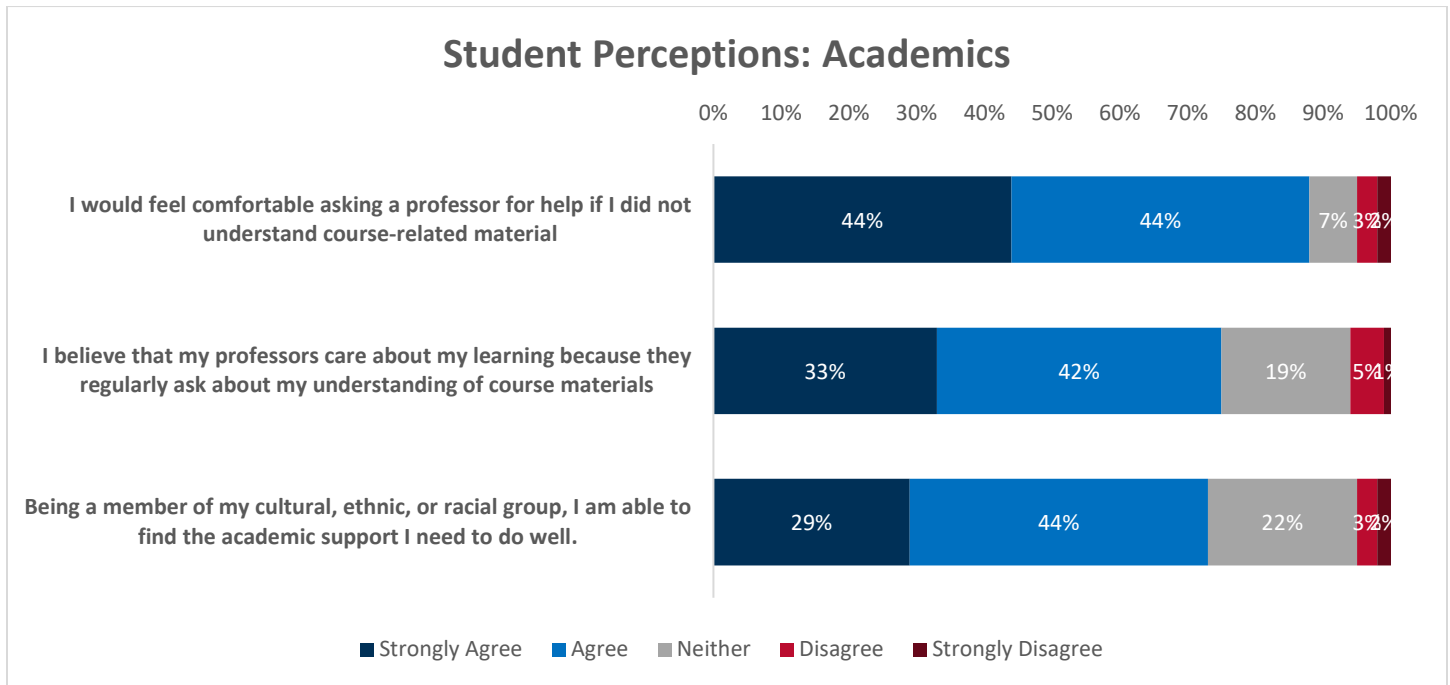- Hawaiian
- Laotian
- Samoan
- Other Pacific Islander

The remaining subgroups (Asian Indian, Cambodian, Chinese, Filipino, Korean, Japanese, Vietnamese, and Other Asian) were classified as non-DI because no disproportionate impact was discerned based on course success. For more details, see Appendix B.
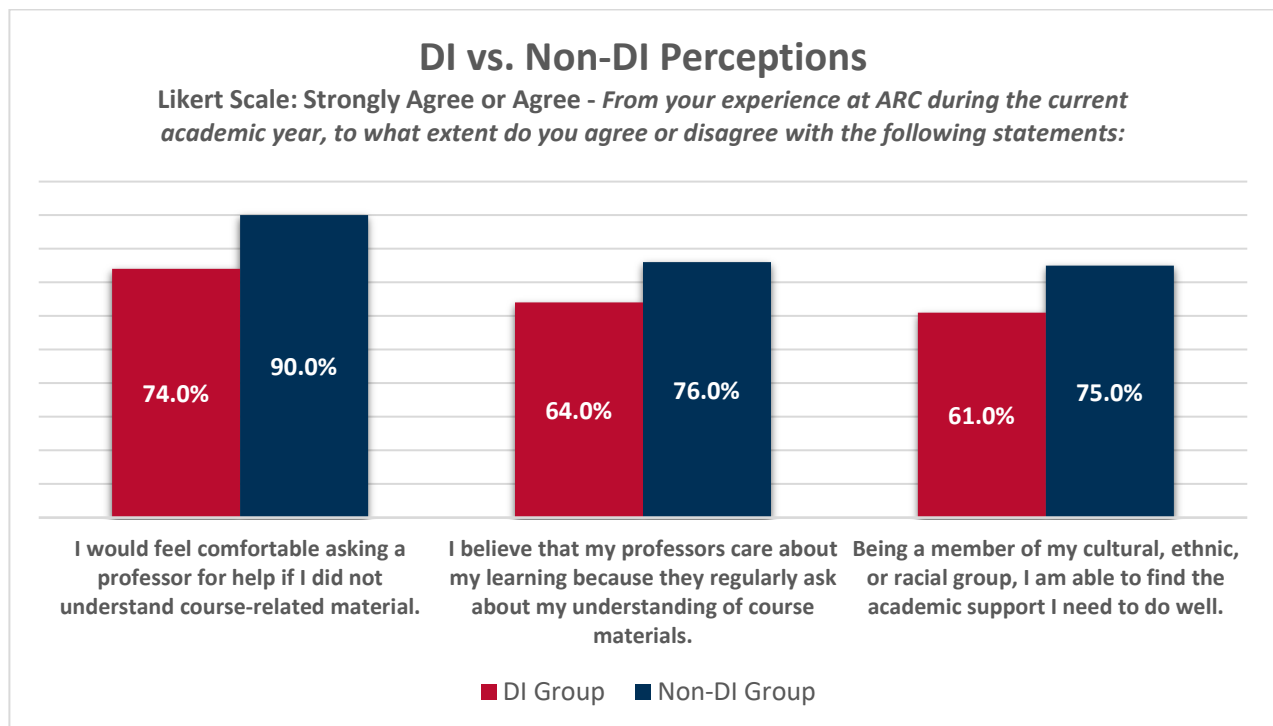
Key Findings: Experiences and Perceptions

Overall, most API students indicate positive experiences and perceptions of ARC. The chart below highlights some of the more general questions that gauged API students' level of agreement on a likert scale.
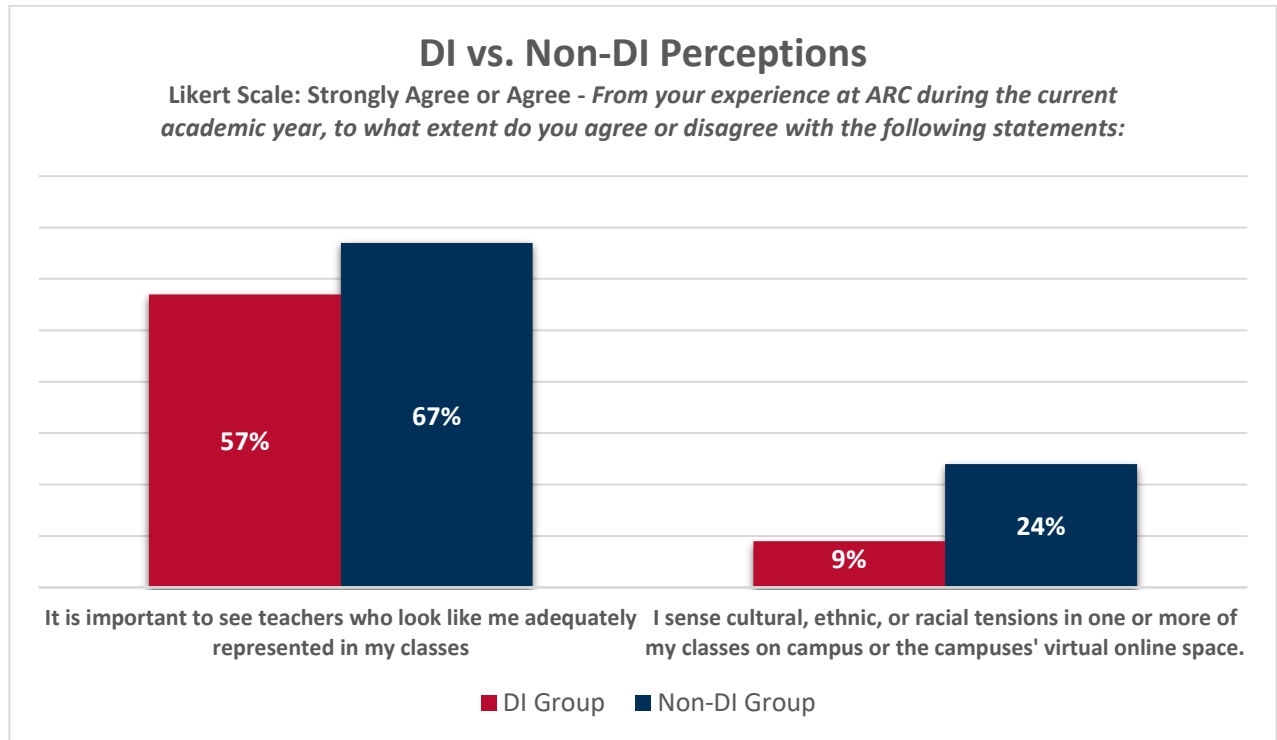
Student Perceptions: General

	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
I see myself as part of the college community.	33%	42%	18%	6%	1%
I feel confident that I will complete my educational goal (e.g., certificate, associate's degree, transfer to 4-year, etc.)	52%	33%	12%	2%	1%
The college is committed to fostering an environment in which students of color can be successful.	35%	40%	21%	3%	1%

API students expressed similar perceptions related to classroom experiences and academic support.

Student Perceptions: Academics

Statement	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
I would feel comfortable asking a professor for help if I did not understand course-related material	44%	44%	7%	3%	2%
I believe that my professors care about my learning because they regularly ask about my understanding of course materials	33%	42%	19%	5%	1%
Being a member of my cultural, ethnic, or racial group, I am able to find the academic support I need to do well.	29%	44%	22%	3%	2%

Legend: Strongly Agree ■ Agree ■ Neither ■ Disagree ■ Strongly Disagree

However, the aforementioned statistics conceal distinct differences in the responses of the DI and non-DI groups that become apparent once disaggregation occurs. DI API students generally have a **less positive** experience at ARC and are **less likely** to agree that beneficial conditions exist at ARC to support their academic success.

DI vs. Non-DI Perceptions

Likert Scale: Strongly Agree or Agree - *From your experience at ARC during the current academic year, to what extent do you agree or disagree with the following statements:*

Statement	DI Group	Non-DI Group
I would feel comfortable asking a professor for help if I did not understand course-related material.	74.0%	90.0%
I believe that my professors care about my learning because they regularly ask about my understanding of course materials.	64.0%	76.0%
Being a member of my cultural, ethnic, or racial group, I am able to find the academic support I need to do well.	61.0%	75.0%

Legend: ■ DI Group ■ Non-DI Group

While a majority of both groups indicated that seeing teachers who look like them is important, the DI group did not agree as strongly as the non-DI group (57% vs. 67%). The DI group also had a lower level of agreement related to whether they sense cultural, ethnic, or racial tensions in their classes (9% vs. 24%). These results could be viewed as contrary to the assumption that DI students place greater importance on having faculty of similar appearance and that they sense more tensions than their non-DI peers.

DI vs. Non-DI Perceptions
Likert Scale: Strongly Agree or Agree - *From your experience at ARC during the current academic year, to what extent do you agree or disagree with the following statements:*

| **57%** | **67%** | | **9%** | **24%** |

It is important to see teachers who look like me adequately represented in my classes | I sense cultural, ethnic, or racial tensions in one or more of my classes on campus or the campuses' virtual online space.

■ DI Group ■ Non-DI Group

Key Findings: Challenges to Completion

Many API students are facing substantial challenges that inhibit their educational attainment. Overall, the most frequent challenge to completion among all API students was COVID-19 related challenges (32%) revealing the level at which current events are impacting the API community.

Overall, API students often struggle with resource insufficiencies and the constraints associated with juggling multiple responsibilities. When asked "As an ARC student, have any of the following challenges made it hard for you to finish your degree, certificate, or transfer to a university":

- 24.8% of API students indicated difficulty balancing work and family demands;
- 20% reported insufficient money to cover general living costs;
- 19% were looking for work;
- 18.5% indicated that financial aid was insufficient to cover college costs (books, tuition, fees, etc.); and
- 18.5% reported that they were caring for family members (e.g., children, parents, elders).

Once again, significant differences were noted among a comparison of the DI group and non-DI group regarding the challenges they encounter. The DI group was **more likely** to be impacted by food insufficiency, low self-confidence, a lack of external support, and concerns about the adequacy of campus mental health services.

DI vs. Non-DI Perceptions of Challenges

Likert Scale: Strongly Agree or Agree - *From your experience at ARC during the current academic year, to what extent do you agree or disagree with the following statements:*

Category	DI Group	Non-DI Group
Not enough food for daily meals	11.1%	3.0%
Low self-confidence about my academic performance	31.5%	16.5%
Unsupportive family and friends	13.0%	4.7%
Lack of adequate mental health services on campus	13.0%	4.2%

Other Findings: Barriers and Motivators

The study also delved into barriers that API students experience as well as influences that motivate them to attend college and work towards achieving their goals. Please see the remaining sections of this document (Institutional Barriers and De-Motivators at ARC and Motivators and High-Impact Practice Models) for these survey findings.

Further Research

While the preliminary analysis confirms that the perceptions and experiences differ among API subgroups, there remain many areas of inquiry to explore. There is an interest in comparing the survey data to course success data for Fall 2020 once available in order to gain a deeper understanding of the DI population and how student responses correlate to outcomes.

Comparison to data from other colleges might also offer interesting insights. During project team dialogue, an intriguing question surfaced as to what might be contributing to the success of Vietnamese students at ARC which is a group that is consider to be disproportionately impacted at some other institutions but was the highest performing group in the calculation of DI based on course success. By examining this question, it may be possible to identify promising ARC practices or community influences that might be leveraged to mitigate disproportionate impact for other subgroups.

Institutional Barriers at ARC

A first step towards eliminating disproportionate impact among API students is to identify the institutional barriers that are contributing to a less than ideal educational experience at ARC so that these barriers can be addressed.

SES SURVEY FINDINGS

The recent API survey identified multiple barriers that impact API students, many of which appear to weigh more heavily upon the disproportionately impacted group (i.e., Guamanian, Hawaiian, Laotian, Samoan, and Other Pacific Islander respondents). First, over half of the API students who responded to the survey report being employed while also being enrolled at ARC. The DI group was significantly:

- **more likely** to be employed while attending college (66% employed vs 54.6% for the non-DI group) and
- **more likely** to report working in excess of 30 hours per week (32% report working 31 hours or more vs. 17.3% for the non-DI group).

These results suggest that the DI group has substantially less time to focus on their studies which could have a detrimental influence on achievement of educational goals. Another key finding was that the DI Group was **less likely** to be affiliated with available ARC support services that offer assistance including:

- Tutoring at the Learning Resource Center (7.4% DI vs. 19.5% non-DI);
- Career and Pathway Services (0% DI vs. 7.7% non-DI);
- CalWORKs (0% DI vs. 7.2% non-DI); and
- EOP&S (0% DI vs. 13.3% non-DI).

Overall, API students report low levels of mistreatment and negative encounters. However, analysis revealed that DI students were **more likely** to report higher rates of mistreatment and more negative encounters with employees.

Experiences and Perceptions During Experience at ARC	DI	Non-DI
Felt mistreated by staff based on racial identity	9.3%	3.0%
Felt mistreated by professors based on racial identity	9.3%	1.2%
Reported negative encounters with professors and/or staff	37.5%	14.6%

Among all API students, language was the most frequently indicated reason for mistreatment by staff and professors at 5.0% and 3.1% respectively. Negative encounters with professors and staff were most frequently attributed to the causes of "unresponsive to my requests", "provided inaccurate information", and "unavailable to meet with me".

Taken in combination, the responses to these factors (employment, support services, mistreatment, and negative encounters) confirm that the DI group is experiencing more barriers to academic success and may have less support in navigating these barriers than the non-DI group.

Additionally, students who indicated they were not planning to return to ARC in the spring were asked to select the reason(s) that were influencing their decision. In this case, there was no significant difference between the DI and non-DI groups. The top responses for abandoning ARC (or perhaps all educational pursuits) were:

- Covid-19 related challenges: 6.8%
- Not enough money to cover general costs: 5.4%
- Not enough financial aid to cover school fees: 5%
- Difficulty balancing work and school demands: 4.6%
- Taking care of family members: 3.9%.

Other Potential Barriers

The survey findings prompted a number of additional questions. One of these was whether API students are missing the eligibility threshold of various programs and supports because of living arrangements that involve an extended family rather than a traditional nuclear family. It is unknown whether the applications and/or eligibility criteria for various programs at ARC provide sufficient guidance or options in extended family circumstances to equitably gauge financial need.

Another area that was discussed was how language is a barrier and how discrimination based on language might occur. It is believed that at ARC, the issue is associated with lack of language fluency rather than resulting from regional dialect.

Identity-related issues are also suspected as a barrier due to the common practice of amalgamating Asian Americans and Pacific Islanders into a single group.

Los Rios API Scholars Rising Ceremony 2019 (Pacific Islander Dancers)

Motivators and High-Impact Practice Models

In order to develop a scalable model, ARC must contemplate not only what hinders students but what helps them. Two aspects to consider are discerning what motivates API students and exploring promising practices used in higher education that might foster API student success.

SES Survey Findings

Analysis of the recent survey responses can provide insight into what drives and influences API students. Among all API respondents, 68.8% indicated that their primary motivation to attend college was to get a good paying job to help themselves or their family. However, this reason for attending college was much higher among the DI Group at 85.2%. Below is a comparison between the DI group and non-DI group for various motivators that influenced their decision to attend college.

Primary Motivations to Attend College

	DI Group	Non-DI Group
I want to use my education to obtain a good paying job to help myself and/or my family	85.2%	66.7%
I want to be the first person in my family to accomplish this goal	40.7%	26.7%
I want to use my education to help people of my cultural, ethnic, or racial group	57.4%	33.3%
I want to use my education to expand my career options	81.5%	58.8%
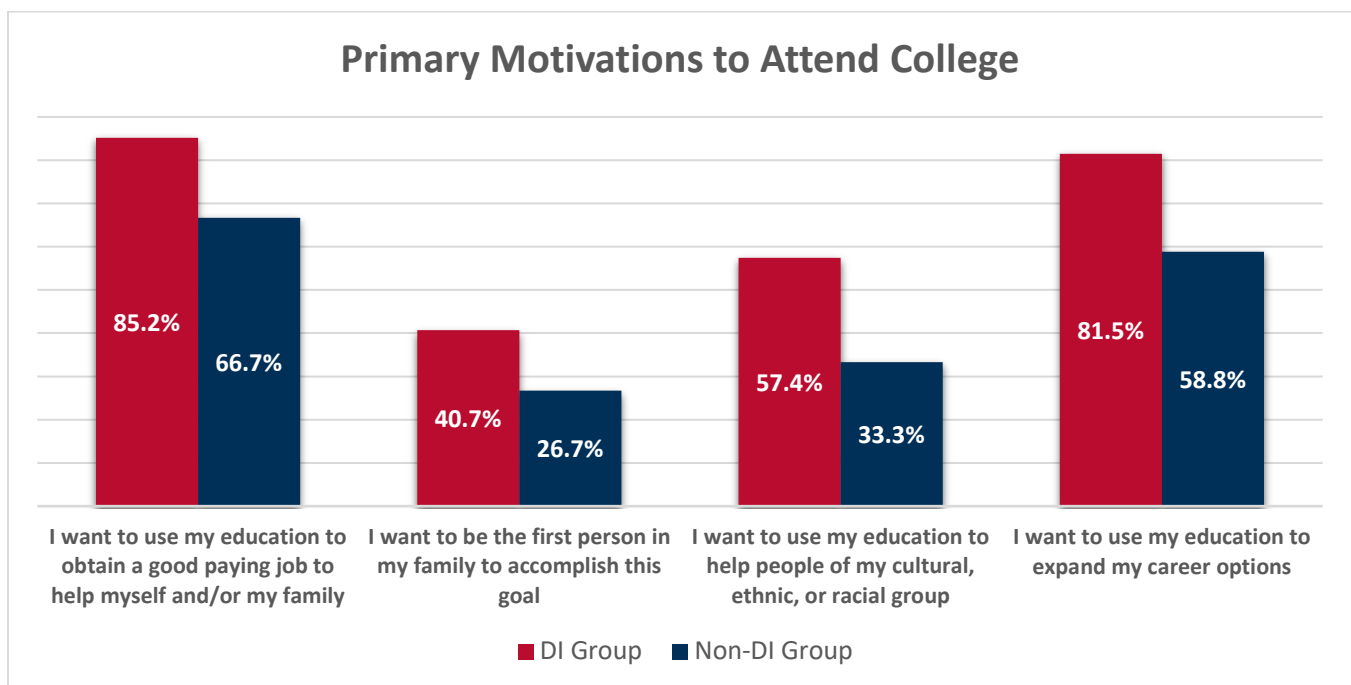
Turning to academics, API students most frequently indicated that their success in future classes would be helped by the following methods.

Method	All API
Clear explanations on what is required to be successful on assignments and exams	66.4%
Regular feedback from professor(s) about my academic performance	63.6%
Classroom environments where I feel safe to ask questions without fear of judgement	46.4%
Different ways to learn course content (e.g., small group work, writing reflections, interactive demonstrations)	45.3%
Opportunities to work with my classmates on assignments	36.6%
Relevant content (e.g., discussions, texts, and examples) that reflects my cultural, ethnic, or racial experiences	36.4%

However, varying levels of agreement surfaced between the DI and non-DI groups for several of the response options as shown in the table below.

Method	DI	Non-DI
Classroom environments where I feel safe to ask questions without fear of judgement	61.1%	44.4%
Different ways to learn course content (e.g., small group work, writing reflections, interactive demonstrations)	59.3%	43.5%
Relevant content (e.g., discussions, texts, and examples) that reflects my cultural ethnic or racial experiences	59.3%	33.3%

Substantial differences were also observed among motivators that encourage students to work harder to achieve success. The DI group was significantly **more likely** to be influenced by culturally-relevant instruction, positive interaction with staff, and extracurricular activities.

Factors that Motivated Students to Work Harder to be Successful

- Culturally relevant instruction (e.g., using diverse examples and texts) in the classroom: DI Group 24.1%, Non-DI Group 7.7%
- Positive interaction with a staff person at ARC: DI Group 38.9%, Non-DI Group 21.5%
- Extracurricular activities (e.g., sports, theater, music, etc.): DI Group 14.8%, Non-DI Group 6.2%

Legend: DI Group, Non-DI Group
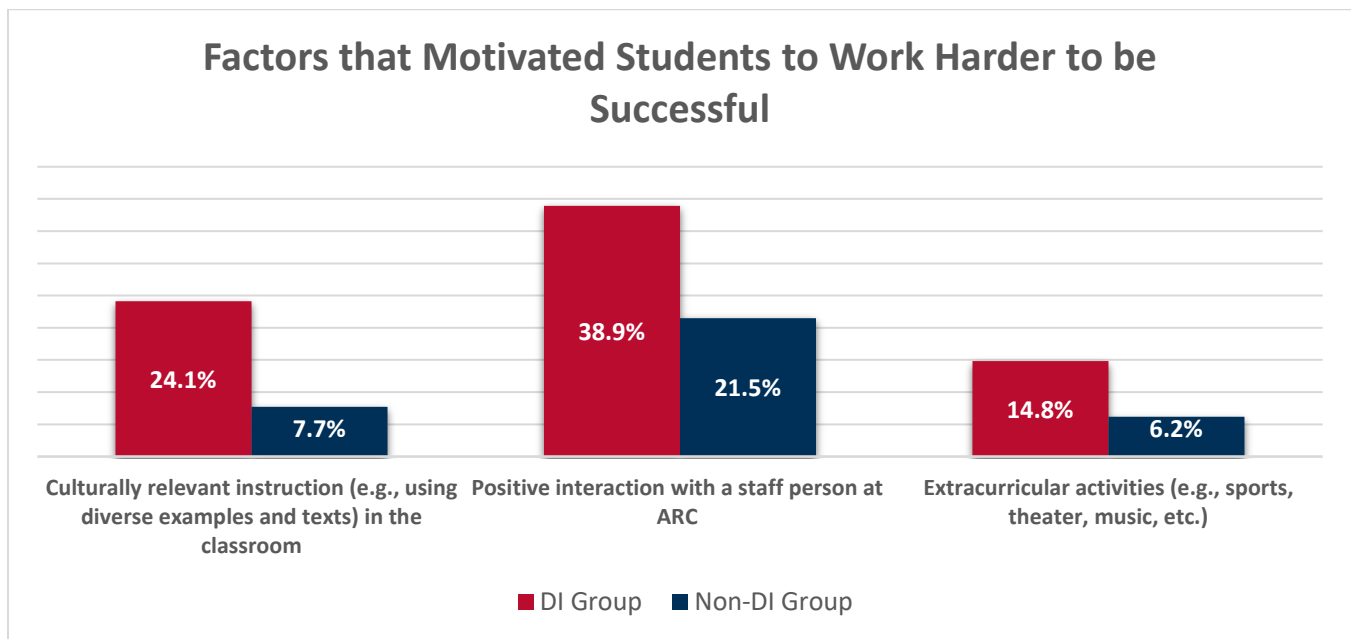
Other Motivators

In addition to the survey findings, the team identified other motivators that are believed to contribute to API student success. One factor is the benefit of API role models. Students can be positively influenced when they interact with people of their own ethnicity and background among ARC employees. A second motivator identified is a designated space for API students to gather, communicate, and support one another.

FOCUS GROUPS PROCESS AND FINDINGS

To further identify and better understand the needs of API students, the API team opted to conduct focus groups during Spring 2021. The list of API DI and API non-DI students were provided to the team from the Research office. The team emailed over 6,000 students and received confirmation from 20 students interested in participating. Of the 20 students, only five students attended the focus groups. The focus groups were offered during the week of March 29th. Due to the time frame, this might have impacted the students' availability to participate. While the input from focus groups were very limited and are not generalizable, we will share the feedback received for information purposes.

In general, the five students that were interviewed felt safe whether they were on campus physically (when classes were in-person) or online. Developing respectful relationships with counselors and teaching faculty were rated as most important among the five students. Students appreciate faculty members that create inclusive classroom environments. Specifically, students expressed that faculty who encourage students to participate, "don't put students down, when wrong answers are given," and make their presence known online, as well as being available to meet students are important.

They reported that factors helping their success include faculty creating opportunities for students to engage with other students, whether it is synchronous or asynchronous. Students also find that faculty who provide resources to support students in their assignments and exams are helpful. Responsive faculty members are also needed for student success. Additionally, students have felt that the curriculum in their classes currently do not reflect their race, ethnicity, or culture. For one particular student, they made an effort to connect the texts and the curriculum introduced to them relevant to their ethnic and cultural background. Other students did not express the same, but did mention that having curriculum and texts that reflect their experiences are important.

Lastly, students were asked to provide suggestions so that ARC can better support them. These were suggestions from the students:

- Faculty should not play favoritism
- Create an environment that allows everyone to participate
- Create engaging discussions whether the class is asynchronous or synchronous
- Provide constructive feedback on students' work and progress
- Get to know the students
- Be aware of who's in the class
- Faculty sharing resources available via Canvas
- Utilize Canvas to post information applicable to students such as Beaver Bites and other resources/announcements
- Being flexible with student needs (such as deadlines)

Finally, with increasing incidents on anti-Asian, the students interviewed were feeling overwhelmed and disheartened. Students need support. They are dealing with this issue in their workplace and in the community. They would like to see specific services and resources available to them for this issue specifically. Even though staff interviewing the students shared some resources with the students, they are still not getting this information directly from ARC news.

HIGH-IMPACT PRACTICE MODELS

To summarize, below are the most prominent themes gleaned from our literature review and SES findings:

Lit Review Themes	SES: Barriers	SES: Motivators
Disaggregation of data **Cultural validation** **Sense of belonging**	**Financial need** DI API students more likely to report working in excess of 30 hours per week **Accessing support** Possible under-utilization or challenges accessing available ARC support services **Additional potential barriers (needs further research)** ● Language, language fluency and discrimination on the basis of language ● Identity-related issues due to the common practice of lumping APIs into a single group	**Need for good paying job** to help themselves or their family **Need for expanded career options** **Classroom environmental factors:** ● Safe to ask questions without fear of judgement ● Different ways to learn course content ● Relevant content that reflect students' cultural ethnic or racial experiences **Need for feeling valued/encouraged/engaged** ● Positive interactions with staff ● Extracurricular activities ● API role models ● Designated space

In researching high-impact practices that have the potential to address these themes and needs, we examined a few AANAPISI programs, including ARC's PRISE Program, for insights into potential promising and scalable practices for supporting the success of DI API students. We also reviewed two resources on high-impact practices specific to AANAPISI or Minority-Serving Institutions.

ARC PRISE Program

High-impact practices: Academic and social API student gatherings/engagement; dedicated counselors and peer mentors; API student identity development; learning community; culturally relevant curriculum

The PRISE (Pacific Islander Asian American Resilience Integrity & Self Determination through Education) program, is a learning community that was developed in Fall 2017 and launched in Spring 2018. PRISE supports Asian Pacific Islander students at American River College (ARC). The development of this program resulted from ARC receiving the AANAPISI (Asian American Native American Pacific Islander Serving Institution) grant. "This AANAPISI designation emerged in 2008 as part of a national movement to better serve Asian American and Pacific Islander (AAPI) college students" (Mac et al., 2019).

Funding from the grant enabled staff in the PRISE program to create programming to support student success. Some of the programming includes Falefonos, which are community gatherings for students to come together to build community and leadership skills. The term Falefono (fah-leh-foe-no) originated from the Samoan culture. In addition to Falefonos, students also have "study halls." Prior to the pandemic, PRISE students were able to gather at the HUB and study together. Two PRISE counselors are also available to assist students with course selections and answer questions students might have about their program. Lastly, there are three peer mentors that provide direct supports to all PRISE students from progress reports, listen to student concerns, and provide community resources to students.

Overall, PRISE is still thriving in this pandemic. The counselors and peer mentors are continuing to communicate and create spaces of belonging for students on Zoom. For instance, students are attending Falefonos on Zoom. For the 2020-21 academic year, there are first-year Falefonos focused on community building and leadership skills, while second-year students attend Falefonos that are focused on the history of the Asian Pacific Islander populations and identity development. In addition to the Falefonos, PRISE students can also choose to take a set of courses together and move along in their academic program as a cohort. Taking classes together as a cohort allows students to build community and support each other throughout their educational experiences at ARC. All PRISE courses are taught using texts by authors of the API communities and the curriculum also reflects the experiences of API populations.

Sacramento State Full Circle Project

High-impact practices: API student identity and leadership development; Ethnic Studies education paired with service-learning; integration of academic support, internships, and career guidance; learning community; culturally relevant curriculum

Sacramento State received two consecutive five-year ANNAPISI grants (2011 and 2016). The 2016 project abstract describes the intent of recent efforts (source: https://www.aanapisi.net/):

> The Full Circle Project...aims to increase graduation rates for low-income and first-generation Asian American and Pacific Islander and other high- need students transferring from community college to Sacramento State. It is built on a solid cohort-based learning community and other high-impact education practices that have worked to retain and graduate underrepresented and low-income students.

Using a cohort-based model, FCP combines learning community programming and cultural enrichment with an infrastructure that closely integrates academic support, internships, and career guidance. Graduating high school seniors who are interested in the program are encouraged to complete an application by early February in order to be selected for the upcoming academic year. The program is heavily grounded in Ethnic Studies education and focuses on three key components: exploring ethnic and racial identities; sharing stories of activism and leadership of racialized individuals and groups; and opportunities to think critically. In the fall, the students engage in a first-year seminar course and an introductory Asian American studies course. In the spring, the cohort enrolls in a social change course which encourages students to view their learning throughout college as closely linked to activism and community organizing, and also become involved in campus and community-based service-learning projects through the Sacramento State Leadership Initiative.

In addition to the structured curriculum of the learning community, FCP students receive access to scholarship opportunities, peer mentoring, registration assistance, FCP-specific new student orientation, career counseling, community-building events, and other services. The program's staffing includes a director, pathways coordinator, administrative support coordinator, program coordinator, and counselor. The program uses its website, social media, brochures, and other marketing materials to promote itself to students and partner organizations.

The AANAPISI program at Sacramento State University was one of several highlighted in a 2018 Research Brief entitled "How Asian American and Native American Pacific Islander Serving Institutions (AANAPISIs) Are Creating the Conditions for Students to Thrive". Among the results cited, the authors comment "…although Full Circle Project students were more likely to come from low-income and first-generation backgrounds than non-participants, they exhibited substantially higher one-year persistence rates compared to non-participants (approximately 92% and 82%, respectively) and higher grade-point averages than non-participants (3.27 and 2.76, respectively)."

The Full Circle Project (FCP) was also showcased in a 2015 What Works Now brief from the Campaign for College Opportunity. It provides the following comparison for Spring 2014 between those involved in FCP and Asian American/Pacific Islander students that were not served by FCP:

- Higher student retention rates (94.4% compared to 85.7%);
- Significantly higher rates of Good Academic Standing, meaning students maintained a GPA of 2.0 or higher and avoided academic probation or dismissal (97.2% compared to 81.8%); and
- Higher mean overall Grade Point Averages (3.15 compared to 2.77 on a 4.0 scale).

Case Study

In Spring 2018, FPC was examined in a case study published in the Review of Higher Education. The authors (Nguyen, Nguyen, et al.) commented:

Institutions traditionally approach students with a one-size fits all strategy to student learning and socialization. The FCP at Sac State operates differently; it addresses student needs, acknowledges challenges faced by students, and works with students to navigate the rocky terrain that is college for low SES students of color. The approach used by FCP has deep implications for other institutions…Centering students in the heart of the curriculum and co-curricular programming and giving them and opportunity to explore aspects of their history helps them feel less excluded and more central to the college experience (pp. 356-357).

The findings of the study emphasize the use of culturally relevant curriculum as a key element contributing to student success in the FCP program. The authors also point to the centralized "hub" approach of FCP which gathers resources together for the population it serves and directly addresses barriers associated with adjustment to college.

North Seattle Community College Northstar Peer Navigation Program

High-impact practices: Co-location and integration of services and resources; "peer navigators" focused on providing individualized support, building relationships and sharing information with students

In 2013, in an effort to serve a highly diverse student population (70% students of color) and also a population with a large number of working students, North Seattle Community College set out to restructure the college around diversity, community partnerships, and new pathways to transfer and work. Their AANAPISI program, called the Northstar Peer Navigation Program, focused on helping students navigate pathways to self-sufficiency. Key features of the program included the co-location and integration of services and resources (employment services, human services, education, and workforce development), a focus on guiding students toward their goals versus providing access to a single resource, and a mix of students and college staff and representatives from community-based organizations who serve as peer navigators and provide individualized

support. Navigators had a three-fold goal of talking with students, staff, and faculty about what college means to their students, walking students to the resources they need to get started on their education, and having straightforward conversations with students about what they need to succeed in college. Relationships and information were focal points in the program. In its first year, the program served over 37,000 students and helped them access over 20 different social, educational, and employment services (Conrad & Gasman, 2015).

Educating a Diverse Nation: Lessons from Minority-Serving Institutions by Conrad, C. & Gasman, M. (2015)

- "Walk each student into campus" by meeting students where they are at and providing them with opportunities to begin the work of college students before they begin their college education.
- Guide individual students through the college and chart a pathway to their futures
- Provide diverse learning opportunities outside of the traditional classroom
- Infuse culturally relevant learning opportunities into the college experience
- Immerse students in collaboration
- Gather and use information on the learning and progress of students

Measuring the Impact of MSI-Funded Programs on Student Success: Findings from the Evaluation of Asian American and Native American Pacific Islander-Serving Institutions by Teranishi, Martin, Pazich, Alcantar, and Nguyen (2014)

Implications for Practitioners

- These interventions were successful because they were designed in response to a specific need or challenge. Programmatic goals were narrow and targeted, and the activities were all tied to maximizing the potential of the intervention.
- Establishing a culture of inquiry is critical for capacity-building efforts. This includes having institutional researchers as a part of the campus leadership team collaborating with faculty, staff, and administrators.
- Evidence of success should drive efforts to replicate and scale up programs. These findings should also be shared with a broader audience outside of the institution.
- The findings from assessment should be discussed widely between different constituents on campus to generate strategic and thoughtful ways to address broader institutional objectives.

Implications for Policymakers

- Money matters for MSIs – targeted investments can drive innovation, support institutional change, and help raise degree attainment rates.
- Policymakers should consider ways to incentivize the scaling up of programs for which there is a measurable impact of the MSI-funded interventions.
- In order for MSIs to reach their full potential they need support with assessment so they can better understand and refine efforts to improve institutional performance.
- Government and foundations should invest in partnerships that generate innovative and effective practices; there is a critical opportunity to do this with MSIs.

Recommendations for Action

Based on the research and the dialogue of the project team, the following recommendations are offered as a path forward by which ARC can equitize education and better support API students.

RECOMMENDATIONS	COMMENTS AND SUGGESTED STRATEGIES
Continue to support practices of disaggregating data on API ethnicities and push for further disaggregating the "Other Asian" category	The historical practice of reporting the various API ethnicities as a single, monolithic group in college data is a major concern because it suppresses valuable information and lacks sufficient detail for data-informed decision-making. The State is working to expand API ethnicities in CCC Apply. ARC should continue the practice of disaggregating data for API ethnicities and strive to further break down the "Other Asian" category in institutional research and data analyses. ARC should also advocate for increased data collection that enables further data disaggregation at the district and state levels.
Build upon promising practices within PRISE to deepen the sense of belonging at ARC and support student identity development	In response to both the literature review and survey results, there is an ongoing need to strengthen API students' sense of belonging and connect them with other members of ARC's API community (employees and students). The college should institutionalize the features that research has shown to be effective and/or that students have affirmed as helpful or valuable to them, such as offering courses API students can take together (learning community), including courses that integrate API perspectives, counseling, peer mentoring, cultural enrichment, study groups, and book assistance. The college should also consider conducting a formal evaluation of the PRISE Program so as to document evidence of effective practices.
Extend culturally-relevant instruction to improve outcomes for DI-API students	Based on the API survey data, the DI group more frequently indicated culturally relevant instruction as a motivator to work harder to achieve success (24.7% vs. 7.7%). Given this fact, and that culturally relevant curriculum is an identified high-impact practice, ARC should provide learning opportunities and other resources that can support faculty in their efforts to offer culturally-relevant instruction.
Develop outreach and support strategies focused on guiding DI-API students to support services, financial aid, and career resources	Research indicated that API students from disproportionately impacted ethnicities are less likely to be affiliated with support services such as CalWORKs, EOP&S, LRC Tutoring, as well as Career and Pathway Services. We recommend a two-pronged strategy: (a) Increase communication to ensure all students are aware of these services and how to access their support; and (b) develop and implement proactive outreach strategies to API students to increase their understanding of these services, while also discerning any barriers to usage among DI-API students. The Home Bases can play a role in both coordinating information about different programs and resources available to students, and in delivering the direct help and guidance to students and forming relationships with them. The Home Bases might also consider eventually increasing collaboration with community-based organizations who provide support and workforce services.
Consider insights gleaned from further analysis of the API Student Experience Survey	Analysis of the survey was completed in Fall 2020, and additional insights were provided by the Research Office regarding student success (grade) data for the fall semester, as well as a very limited number of focus group interviews. More research is needed to better understand the experiences of ARC's DI API students. Once available, the Student Success Council (and/or other groups) should discuss the insights and determine whether additional recommendations would be beneficial.
Form an API-focused group to support the recruitment and retention of employees	Since more than half of the API students surveyed indicated that it was important to have instructors who look like them, efforts are needed to recruit and retain API employees. A suggested method is to form a group for existing staff, faculty, and administrators to join together in activities that are intended to attract and maintain employees from the Asian American and Pacific Islander communities.

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Los Rios API Scholars Rising Ceremony 2019 (Thai Dancer)

Appendix A: IR Report: Key Findings and Analysis, Fall 2020 API Survey

The following images display the summary report of survey findings that was considered by the project team. For alternate formats or additional information, please contact the Institutional Research Office.

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Fall 2020 Student Experience Survey for ARC's Asian Pacific Islander (API) Disproportionately Impacted (DI) Students: Key Findings and Analyses

Key Findings

Most API students had positive experiences and perceptions at ARC. However, **API DI students (Laotian, Guamanian, Samoan, Hawaiian, and Other Pacific Islander) had worse (i.e., less positive) experiences and perceptions at ARC than API Non-DI students (Asian Indian, Cambodian, Chinese, Filipino, Korean, Japanese, Vietnamese, and Other Asian).** Specifically, statistical analyses revealed that:

- API DI students were *less likely to agree that they are comfortable asking a professor for help, to be invested in course materials because they can relate to them, to believe that their professors care about their learning, and to report being able to find the academic support they need to do well*, compared to API Non-DI students
- API DI students reported *higher rates of mistreatment by staff due to their Racial Identity*, compared to API Non-DI students
- API DI students reported *higher rates of mistreatment by professors due to their Racial Identity*, compared to API Non-DI students
- API DI students reported *more negative encounters with professors or staff that made them doubt their belonging at ARC*, compared to API Non-DI students
- API DI students were *more likely to report as challenges to completion*:
  - *not enough food for daily meals*
  - *low self-confidence about their academic performance*
  - *unsupportive family and friends*
  - *lack of adequate mental health support services on campus*
- API DI students were *more likely to report as factors likely to contribute to success in the classroom*:
  - *classroom environments where I feel safe to ask questions without fear of judgement*
  - *different ways to learn course content (e.g. small group work, writing reflections, interactive demonstrations, etc.)*
  - *relevant content (e.g. discussions, texts, and examples) that reflects my cultural, ethnic, or racial experiences*
- API DI students were *more likely to report as primary motivations to attend college*:
  - *I want to be the first person in my family to accomplish this goal*
  - *I want to use my education to help people of my cultural, ethnic, or racial group*
  - *I want to use my education to help people with my same sexual orientation*
  - *I want to be a role model*
  - *I want to use my education to obtain a good paying job to help myself and/or family*
  - *I want to use my education to expand my career options*
- API DI students were *more likely to report as factors that motivated them to work harder to be successful at ARC*:
  - *culturally relevant instruction (e.g. using diverse examples and texts) in the classroom*

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- o *positive interaction with a staff person at ARC*
- o *extracurricular activities (e.g. sports, theater, music, etc.),*
- API DI students were *less likely to be affiliated with the following ARC support services*:
  - o Tutoring at the Learning Resource Center
  - o Career and pathways support services
  - o CalWorks (California Work Opportunity and Responsibility to Kids)
  - o EOP&S (Extended Opportunity Program and Services)
- API DI students were *more likely to be employed and more likely to report working 31 or more hours per week,* compared to API Non-DI students.

Data Collection

An email invitation to participate in the API Student Experience Survey was sent to 5310 API students. Survey responses were collected from October 26th to November 16th, 2020. Incentives for completing the survey included a chance to win one of three $50 Amazon gift cards. The survey was also advertised on the PRISE Instagram account and participation was encouraged by PRISE peer mentors. The survey was administered online using Class Climate survey software.

Demographic Characteristics of Survey Respondents

- 459 students responded to the survey, an 8.6% return rate.
- 63.8% identified as female, 30. 5% identified as male. 0.9% identified as transgender/non-binary
- 67.8% identified as heterosexual or straight, 10.7% identified as gay, lesbian, bisexual, asexual, pansexual or fluid, or queer, 19.6% declined to answer, 1.9% indicated other
- 51.3% indicated that either one or both of their parents attended college or technical training school (beyond high school), 40.2% did not, 8.5% declined to answer
- 63.2% were continuing students, 19.9% were first time college students, 12.6% were returning students, and 4.3% were first time transfer students (new to Los Rios, but not new to college)
- 64.1% indicated Transfer as their education goal, followed by Degree at 52.5%, Certificate at 22%, Improve basic skills at 12.9%, Update, upgrade or maintain job skills or license at 10.5%, Undecided at 2.4%, and Other at 1.1% (students could select more than one educational goal)
- Ethnicity data are shown in Figure 1 below. The specific ethnicity categories (e.g., "Other Asian", "Black", "Other Pacific Islander") matched the categories available on the CCC apply application. Other Asian was the most frequent response at 30.7%, followed by Filipino at 19.4%. White was 3rd at 14.4%, indicating that a fair number of respondents were biracial or mixed race. Chinese at 11.3%, Vietnamese at 10.5%, and Asian Indian at 10%, were the other categories to reach double-digit responses.

Ethnicity of Survey Respondents (*check all that apply*)
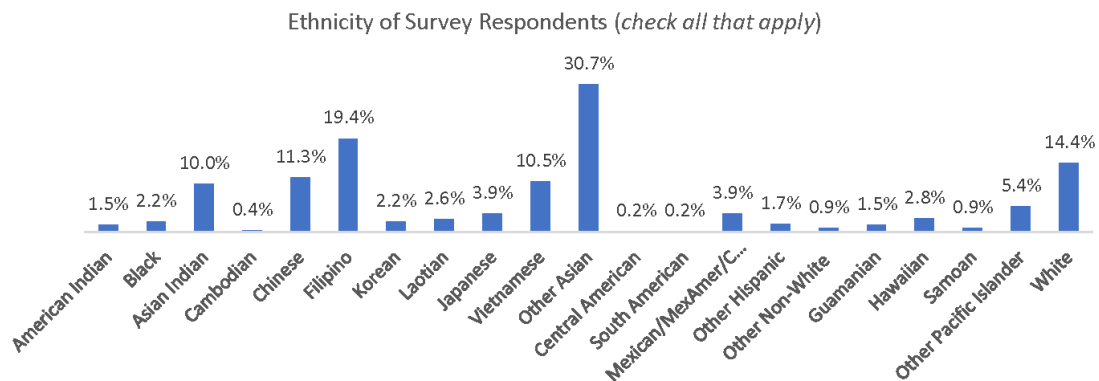
Figure 1. Ethnicity of survey respondents (respondents could select more than one category).

- 405 survey respondents (88.2%) were identified as belonging to one of the 8 API Non-DI Groups (Asian Indian, Cambodian, Chinese, Filipino, Korean, Japanese, Vietnamese, and Other Asian.), 54 survey respondents (11.8%) were identified as belonging to one of the 5 API DI Groups (Laotian, Guamanian, Samoan, Hawaiian, and Other Pacific Islander)[1]

Student Experience Survey Instrument

The API Student Experience Survey was developed by the API Disproportionate Impact Team with support from the Office of Institutional Research. The survey drew from earlier survey instruments administered at ARC (the Spring 2020 African American, Latinx, and Native American Student Experience Survey and the Fall 2019 Institutional Campus Climate Survey) and was customized for ARC's API student population.

The survey included 19 Likert-Scale questions about student experiences and perceptions, followed by 20 single or multiple selection questions about a number of topics, including interactions with faculty and staff, challenges to completion, motivations to succeed, use of support resources, and demographics, and 3 opened-ended questions regarding country of origin, parent's country of origin, and primary language spoken.

Likert-Scale Section Survey Results: Experiences and Perceptions at ARC

The first section of the Student Experience Survey asked ARC's Asian Pacific Islander (API) students various Likert-scale questions (strongly agree to strongly disagree) about their experiences and perceptions at ARC, including questions about their sense of belonging, the feeling that professors care, the college's commitment to students of color, and whether they feel that in consideration of their cultural, ethnic, racial identity, they feel safe, socially accepted, and academically supported. **Overall, the results revealed that most API students had positive experiences and perceptions at ARC.**

As shown in Figure 2 below, most API students strongly agreed or agreed that "I see myself as a part of the college community" (75.4%), that "I would feel comfortable asking a professor for help if I did not understand course-related material" (88.0%), that "I have at least one professor who cares about my academic success at ARC" (78.2%), that "I feel comfortable contributing to class discussions" (82.1%), that "I am invested in course materials because I can relate them to my real-life experiences" (75.5%), that "I believe that my professors care about my learning because they regularly ask about my understanding of course materials" (74.8%), and that "I am able to understand course materials because my professors use different teaching tools to help me learn" (80.3%).

When asked about the importance of various topics, most API students strongly agreed or agreed, but at a slightly lower rate. Most API students strongly agreed or agreed that "It is important to see teachers who look like me adequately represented in my classes" (65.7%), that "It is important to see other students with the same cultural, ethnic, or racial background in my classes" (63.2%), and that "It is important to have a space at ARC (on campus or virtually) where I can go to feel 'at home' where students of my same identity value me" (71.9%).

Most API students strongly agreed or agreed that "This college is committed to fostering an environment in which students of color can be successful" (74.9%). By contrast, for questions worded such that agreement reflected a more

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[1] Based on a review of 5 years of course success data at ARC (2015-2020), 5 API populations were identified as being disproportionately impacted: Laotian, Guamanian, Samoan, Hawaiian, and Other Pacific Islander[1]. These 5 API populations combined represent the API DI group in this report. By contrast, 8 API populations were identified as not being disproportionately impacted: Asian Indian, Cambodian, Chinese, Filipino, Korean, Japanese, Vietnamese, Other Asian. These 8 API populations combined represent the API Non-DI group in this report.

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negative campus climate (i.e., reverse-coded), only about 1 in 4 API students strongly agreed or agreed. Specifically, a minority of API students strongly agreed or agreed that "People of my cultural, ethnic, or racial group are more likely to experience discrimination at ARC (on campus or virtually) than others" (26.7%), that "I sense cultural, ethnic, or racial tensions in one or more of my classes on campus or the campuses' virtual online space" (22.1%), and that "I feel awkward in situations at ARC (on campus or virtually) in which I am the only person of my cultural, ethnic, or racial group" (25.7%).
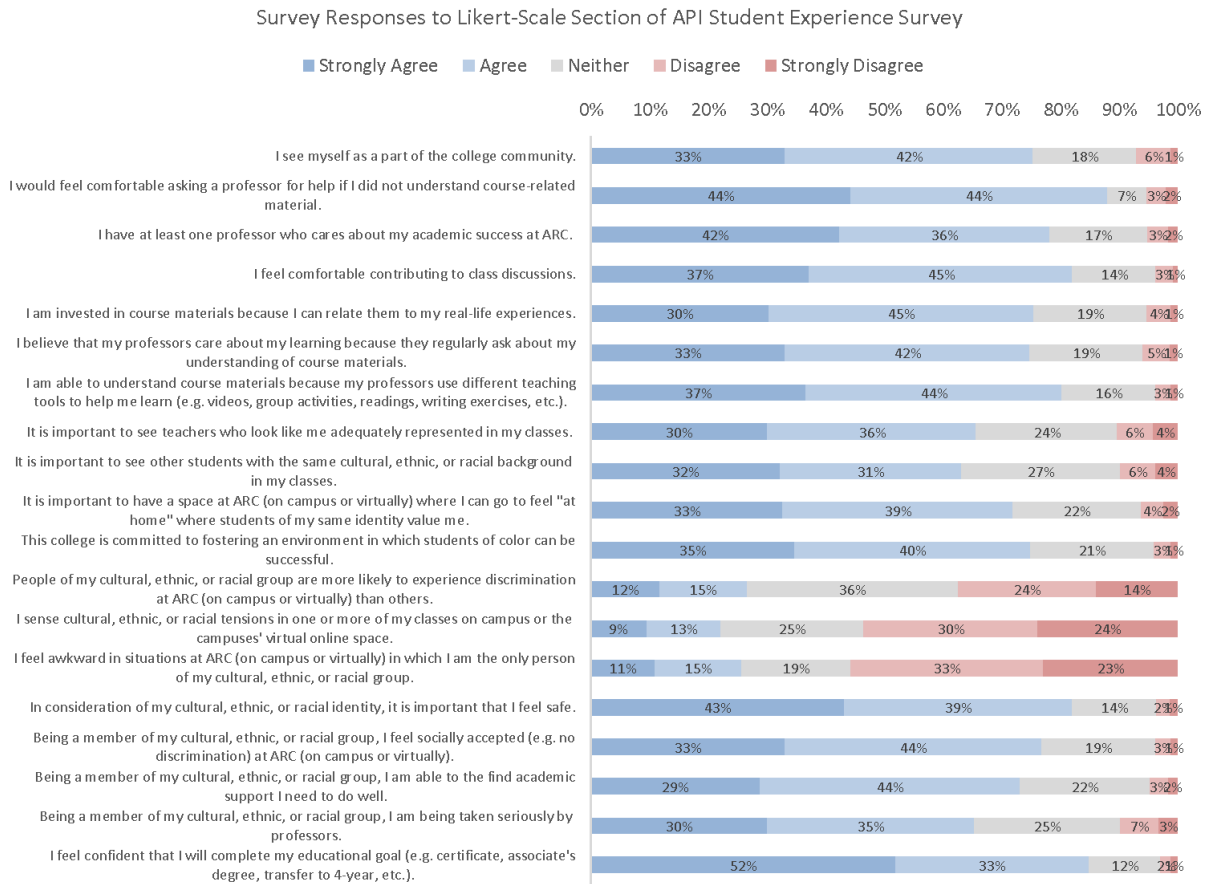
Figure 2. Survey Responses to Likert-Scale Section of API Student Experience Survey

Regarding questions related to the students' cultural, ethnic, or racial identity, most API students reported positive experiences and perceptions. Specifically, most API students strongly agreed or agreed that "In consideration of my cultural, ethnic, or racial identity, it is important that I feel safe" (82.1%), that "Being a member of my cultural, ethnic, or racial group, I feel socially accepted (e.g. no discrimination) at ARC (on campus or virtually)" (76.9%), and that "Being a member of my cultural, ethnic, or racial group, I am able to the find academic support I need to do well" (73.2%). A slightly smaller majority of API students strongly agreed or agreed that "Being a member of my cultural, ethnic, or racial group, I am being taken seriously by professors" (65.4%).

Most API students strongly agreed or agreed that "I feel confident that I will complete my educational goal (e.g. certificate, associate's degree, transfer to 4-year, etc.)" (84.9%).

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API DI Group vs. API Non-DI Group Analyses

Comparisons between ARC's API DI group vs API Non-DI Group revealed significant differences in their experiences and perceptions, as measured by the Likert-Scale section of the survey[2]. As shown in Figure 3 below, **the API DI group was less likely than the API Non-DI Group to strongly agree or agree that "I would feel comfortable asking a professor for help if I did not understand course-related material" (74% vs 90%), that "I am invested in course materials because I can relate them to my real-life experiences" (61% vs 77%), that "I believe that my professors care about my learning because they regularly ask about my understanding of course materials" (64% vs 76%), and that "Being a member of my cultural, ethnic, or racial group, I am able to the find academic support I need to do well" (61% vs 75%).**

Strongly Agree or Agree Responses to the Likert-Scale Section of the API Student Experience Survey
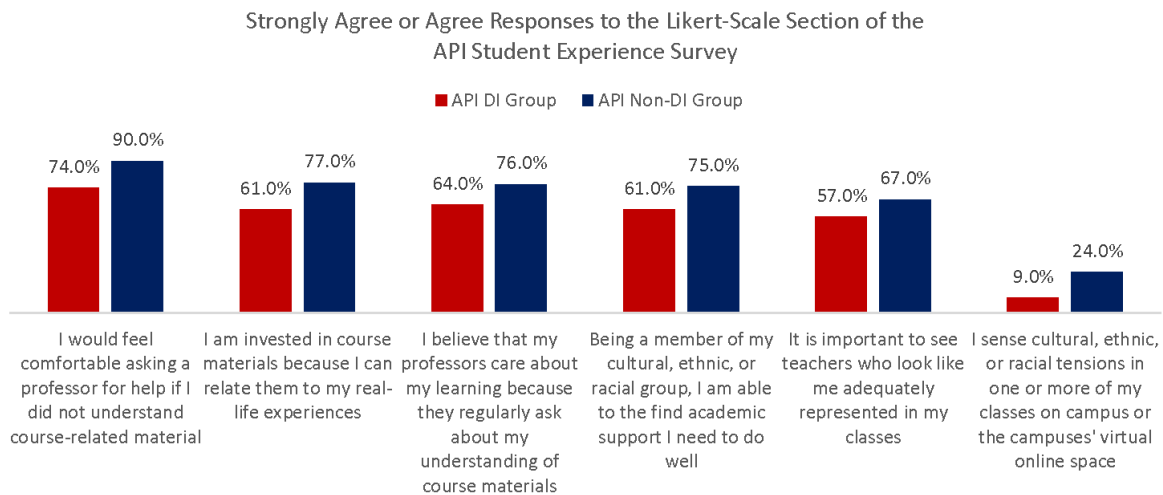
Figure 3. Strongly agree or agree survey responses to Likert-Scale Section of API Student Experience Survey, API DI Group vs API Non-DI Group

The API DI group was also less likely than the API Non-DI Group to strongly agree or agree that "It is important to see teachers who look like me adequately represented in my classes" (57% vs 67%) and that "I sense cultural, ethnic, or racial tensions in one or more of my classes on campus or the campuses' virtual online space" (9% vs 24%). These results could be considered contrary to the idea that it is more important for the API DI group, relative to the API Non-DI group, to see teachers who look like them adequately represented in their classes and that they sense more cultural, ethnic, or racial tensions in one or more of their classes on campus or the campuses' virtual online space. No other significant differences emerged between the API DI group and the API Non-DI Group for the first section (the Likert-Scale section) of the survey.

Employed while being a student at ARC

Overall, a slight majority of API students reported being employed (on or off campus) while being a student at ARC (56% employed vs 44% not employed). 19% of API students reported being employed for 31 or more hours per week.

The API DI group was significantly more likely to be employed than the API Non-DI group (66% employed vs 54.6% employed) and was significantly more likely to report working 31 or more hours per week (32% vs 17.3%).

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[2] All differences significant at the $p < .05$ level.

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Likelihood of returning to ARC next semester

85.5% of API students reported that "I will return" or "I will likely return" to ARC next semester. No significant differences emerged between the API DI group and the API Non-DI Group (85.2% vs 85.6%).

Reasons for not returning to ARC next semester

No specific reason among those listed on the survey garnered a double-digit percentage of responses. The reasons that received the most responses were "Covid-19 related challenges" (6.8%), "Not enough money to cover general costs" (5.4%), "Not enough financial aid to cover school fees" (5%), "Difficulty balancing work and family demands" (4.6%), and "Taking care of family members" (3.9%). No significant differences emerged between the API DI group and the API Non-DI Group for this question.

Mistreated by Staff at ARC

Students were asked, "During your experience at ARC, if applicable, please indicate whether you have felt that you have been mistreated by staff at ARC because of your (check all that apply)."

No specific cause for mistreatment by staff at ARC among those listed on the survey garnered a double-digit percentage of responses. The causes for mistreatment that received the most responses were "Language" (5%), "Racial Identity" (3.7%), and "Culture or Cultural Identity" (2.7%).

Several significant differences emerged between the API DI group and the API Non-DI Group regarding mistreatment by staff at ARC. As shown in Figure 4 below (left two bars), **the API DI group was significantly more likely to report "Racial Identity" (9.3% vs 3%) as a cause for mistreatment by staff at ARC as compared to the API Non-DI group. Differences were also observed for "Socioeconomic Class" (5.6% vs 0.7%), "Age" (5.6% vs. 1.5%), and "Body size" (3.7% vs 0.5%)**[3].

Mistreatment Because of Racial Identity
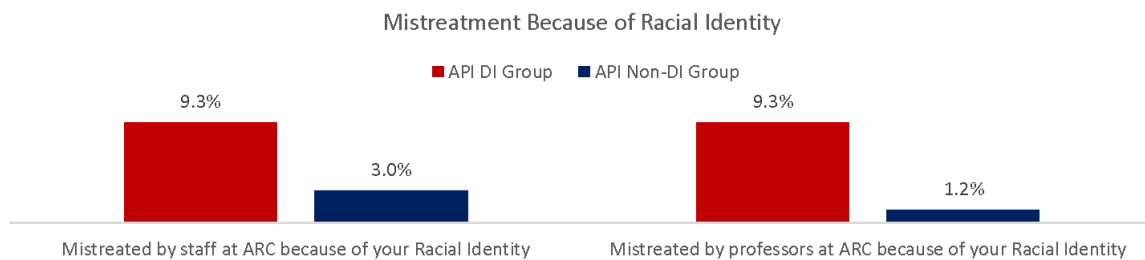
Figure 4. API survey respondents indicating mistreatment by staff (left two bars) and professors (right two bars) because of Racial Identity, API DI Group vs API Non-DI Group

Mistreated by Professors at ARC

Students were asked, "During your experience at ARC, if applicable, please indicate whether you have felt that you have been mistreated by professor(s) at ARC because of your (check all that apply)."

As was the case for mistreatment by staff, no specific cause for mistreatment by professors at ARC among those listed on the survey garnered a double-digit percentage of responses. Similarly, the causes for mistreatment that received the most responses were "Language" (3.1%), "Culture or Cultural Identity" (2.4%), and "Racial Identity" (2.2%).

Several significant differences emerged between the API DI group and the API Non-DI Group regarding mistreatment by professors at ARC. As shown in Figure 4 above (right two bars), **the API DI group was significantly more likely to report**

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[3] As the actual counts for the comparisons involving Socioeconomic class, Age, and Body size were all less than 5 per positive response, these results should be interpreted with caution. For example, for Body size, the comparison is between 2 positive responses (out of 54) for the API DI group vs 2 positive responses (out of 405) for the API Non-DI group.

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"Racial Identity" (9.3% vs 1.2%), as a cause for mistreatment by professors at ARC as compared to the API Non-DI group. Differences were also observed for "Socioeconomic Class" (1.9% vs 0%), and "Body size" (1.9% vs 0%)[4].

Negative encounters with Professors or Staff at ARC that made you doubt your belonging at ARC

Students were asked, "During your experience at ARC, if applicable, how many negative encounters have you had with any professor or staff person that made you doubt your belonging at ARC?"

Overall, 82.6% of API students reported that "I have had no negative encounters with a professor or staff person". By contrast, 17.4% of API students reported 1 or more negative encounters with a professor or staff person.

As shown in Figure 5 below, **the API DI group was significantly more likely to report 1 or more negative encounters with a professor or staff person that made them doubt their belonging at ARC. (37.5% vs 14.6%).**

One or More Negative Encounters with Professor or Staff that Made you Doubt your Belonging at ARC
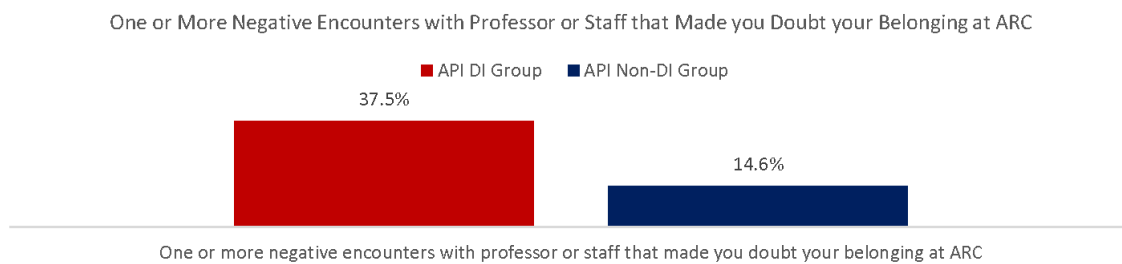
Figure 5. API survey respondents indicating one or more negative encounters with professor or staff that made them doubt their belonging at ARC, API DI Group vs API Non-DI Group

Reasons for negative encounters with Professors at ARC

Students were asked, "If you have experienced at least one negative encounter with any professor which made you feel like you did not belong at ARC, please indicate how this person negatively influenced your experience? Check all that apply."

No specific cause for a negative encounter with any professor at ARC among those listed on the survey garnered a double-digit percentage of responses. The causes for a negative encounter that received the most responses were "Unresponsive to my requests" (7.8%), "Provided inaccurate information" (4.8%), and "Unavailable to meet with me" (2.4%).

Significant differences emerged between the API DI group and the API Non-DI Group regarding the causes for negative encounters with professors at ARC. **The API DI group was significantly more likely to report "Unresponsive to my requests" (20.4% vs 6.2%), and "Provided inaccurate information" (13% vs 3.7%) as causes of negative encounters with professors at ARC as compared to the API Non-DI group.**

Reasons for negative encounters with Staff at ARC

Students were asked, "If you have experienced at least one negative encounter with any staff person which made you feel like you did not belong at ARC, please indicate how this person negatively influenced your experience? Check all that apply."

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[4] As the actual counts for the comparisons involving Socioeconomic class and Body size were all less than 5 per positive response, these results should be interpreted with caution. Specifically, for both Socioeconomic class and Body size, the comparison is between 1 positive response (out of 54) for the API DI group vs 0 positive responses (out of 405) for the API Non-DI group.

As was the case for professors, no specific cause for a negative encounter with any staff person at ARC among those listed on the survey garnered a double-digit percentage of responses. Similarly, the causes for a negative encounter that received the most responses were "Unresponsive to my requests" (6.8%), "Provided inaccurate information" (5.4%), and "Unavailable to meet with me" (2%).

As was the case for professors, significant differences emerged between the API DI group and the API Non-DI Group regarding the causes for negative encounters with any staff person at ARC. **The API DI group was significantly more likely to report "Unresponsive to my requests" (22.2% vs 4.7%), and "Provided inaccurate information" (14.8% vs 4.2%) as causes of negative encounters with any <u>staff person</u> at ARC as compared to the API Non-DI group.**

Challenges to completion

Students were asked, "As an ARC student, have any of the following challenges made it hard for you to finish your degree, certificate, or transfer to a university? Check all that apply."

The challenges to completion that received the most responses were "Covid-19 related challenges" (32%), "Difficulty balancing work and family demands" (24.8%), "Not enough money to cover general living costs" (20%), "Looking for work" (19%), "Not enough financial aid to cover school fees" (18.5%), "Taking care of family members" (18.5%), and "Low self-confidence about my academic performance" (18.3%). All other challenges received less than 10.2% each.

Significant differences emerged between the API DI group and the API Non-DI Group regarding challenges to completion. As shown in Figure 6 below, **the API DI group was significantly more likely to report "Not enough food for daily meals" (11.1% vs 3%), "Low self-confidence about my academic performance" (31.5% vs 16.5%), "Unsupportive family and friends", (13% vs 4.7%), and "Lack of adequate mental health support services on campus" (13% vs 4.2%) as challenges to completion as compared to the API Non-DI group.**

Challenges to Completion

■ API DI Group   ■ API Non-DI Group

11.1% / 3.0%	31.5% / 16.5%	13.0% / 4.7%	13.0% / 4.2%
Not enough food for daily meals	Low self-confidence about my academic performance	Unsupportive family and friends	Lack of adequate mental health support services on campus
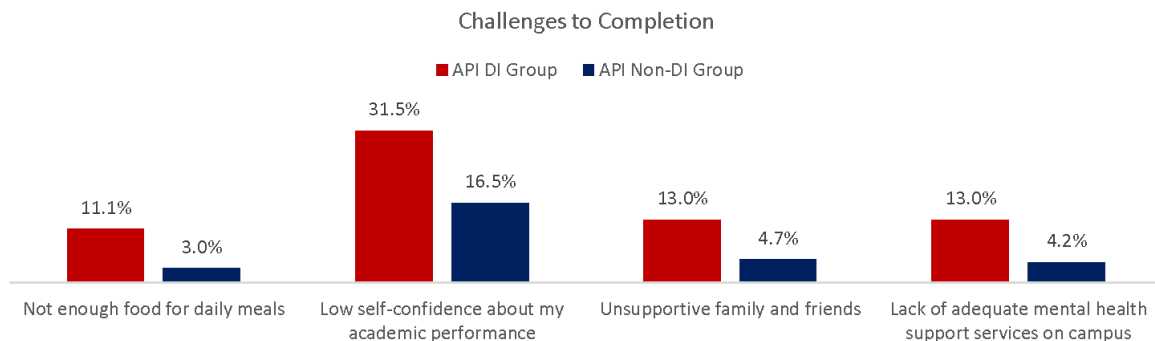
Figure 6. API survey respondents indicating challenges to completion, API DI Group vs API Non-DI Group

Factors likely to contribute to success in the classroom

Students were asked, "Thinking about your courses at ARC, what do you think will likely contribute to your success in future classes? Check all that apply"

The factors to success that received the most responses were "Clear explanations on what is required to be successful on assignments and/or exams" (66.4%), "Regular feedback from professor(s) about my academic performance" (63.6%), "Classroom environments where I feel safe to ask questions without fear of judgement" (46.4%), "Different ways to learn course content (e.g. small group work, writing reflections, interactive demonstrations, etc.)" (45.3%), "Opportunities to work with my classmates on assignments" (36.6%), and "Relevant content (e.g. discussions, texts, and examples) that reflects my cultural, ethnic, or racial experiences" (36.4%).

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Significant differences emerged between the API DI group and the API Non-DI Group. As shown in Figure 7 below, **the API DI group was significantly more likely to report "Classroom environments where I feel safe to ask questions without fear of judgement", (61.1% vs 44.4%), "Different ways to learn course content (e.g. small group work, writing reflections, interactive demonstrations, etc.)" (59.3% vs 43.5%), and "Relevant content (e.g. discussions, texts, and examples) that reflects my cultural, ethnic, or racial experiences" (59.3% vs 33.3%), as factors likely to contribute to success in the classroom as compared to the API Non-DI group.**

Factors Likely to Contribute to Success in the Classroom

■ API DI Group ■ API Non-DI Group

| 61.1% | 44.4% | 59.3% | 43.5% | 59.3% | 33.3% |

| Classroom environments where I feel safe to ask questions without fear of judgement | Different ways to learn course content (e.g. small group work, writing reflections, interactive demonstrations, etc.) | Relevant content (e.g. discussions, texts, and examples) that reflects my cultural, ethnic, or racial experiences |

Figure 7. API survey respondents indicating factors likely to contribute to success in the classroom, API DI Group vs API Non-DI Group

Primary motivation to attend college

Students were asked, "What is the primary motivation that influenced your decision to attend college? Check all that apply."

The primary motivations to attend college that received the most responses were "I want to use my education to obtain a good paying job to help myself and/or family" (68.8%), "I want to use my education to help my family, community, and society" (65.6%), "I want to use my education to expand my career options" (61.4%), "I want to use my education to help people of my cultural, ethnic, or racial group" (36.2%), "I want to be a role model" (35.1%), and "My parent(s), guardian(s), or family encouraged me to attend college." (32.9%).

Significant differences emerged between the API DI group and the API Non-DI Group. As shown in Figure 8 below, **the API DI group was significantly more likely to report "I want to be the first person in my family to accomplish this goal" (40.7% vs 26.7%), "I want to use my education to help people of my cultural, ethnic, or racial group" (57.4% vs 33.3%), "I want to use my education to help people with my same sexual orientation" (18.5% vs 9.4%), "I want to be a role model" (57.4% vs 32.1%), "I want to use my education to obtain a good paying job to help myself and/or family"**

Primary Motivation to Attend College

■ API DI Group ■ API Non-DI Group

| 40.7% | 26.7% | 57.4% | 33.3% | 18.5% | 9.4% | 57.4% | 32.1% | 85.2% | 66.7% | 81.5% | 58.8% |

| I want to be the first person in my family to accomplish this goal | I want to use my education to help people of my cultural, ethnic, or racial group | I want to use my education to help people with my same sexual orientation | I want to be a role model | I want to use my education to obtain a good paying job to help myself and/or family | I want to use my education to expand my career options |

Figure 8. API survey respondents indicating primary motivation to attend college, API DI Group vs API Non-DI Group

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(85.2% vs 66.7%), and "I want to use my education to expand my career options" (81.5% vs 58.8%), as primary motivations to attend college as compared to the API Non-DI group.

Factors that motivated you to work harder

Students were asked, "During your experience at ARC, have any of the following factors motivated you to work harder to be successful at ARC? Check all that apply."

The factors that motivated students to work harder to be successful that received the most responses were "Financial aid to pay for school fees and textbooks" (47.7%), "Positive interaction with a professor at ARC" (42%), "Family support for my education" (38.1%), "Working with a counselor" (28.3%), and "Positive interaction with a staff person at ARC" (23.5%)

Significant differences emerged between the API DI group and the API Non-DI Group regarding factors that motivated students to work harder to be successful. As shown in Figure 9 below, **the API DI group was significantly more likely to report "Culturally relevant instruction (e.g. using diverse examples and texts) in the classroom" (24.1% vs 7.7%), "Positive interaction with a staff person at ARC" (38.9% vs 21.5%), and "Extracurricular activities (e.g. sports, theater, music, etc.)" (14.8% vs 6.2%), as factors that motivated them to work harder to be successful as compared to the API Non-DI group.**

Factors that Motivated You to Work Harder to be Successful

■ API DI Group   ■ API Non-DI Group
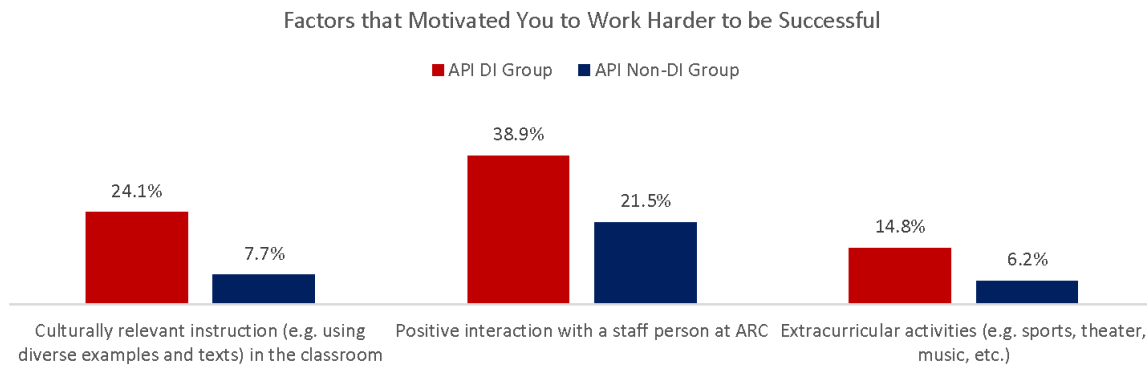
Figure 9. API survey respondents indicating factors that motivated them to work harder to be successful at ARC, API DI Group vs API Non-DI Group

Affiliation with support resources

Students were asked, "What support resources are you affiliated with? Check all that apply."

The support resources that received the most responses were "Tutoring at the Learning Resource Center" (18.1%), "ARC General Counseling" (16.8%), "EOP&S (Extended Opportunity Program and Services)" (11.8%), "Transfer Center at ARC" (9.8%), and "Career and Pathways Support Services" (6.8%)

Significant differences emerged between the API DI group and the API Non-DI Group regarding affiliated support resources.

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As shown in Figure 10 below, **the API DI group was significantly <u>less</u> likely to report being affiliated with "Tutoring at the Learning Resource Center" (7.4% vs 19.5%), "Career and Pathways Support Services" (0% vs 7.7%), "CalWorks (California Work Opportunity and Responsibility to Kids)" (0% vs 7.2%), and "EOP&S (Extended Opportunity Program and Services)" (0% vs 13.3%), as compared to the API Non-DI group.**

Affiliation with Support Resources at ARC

■ API DI Group ■ API Non-DI Group
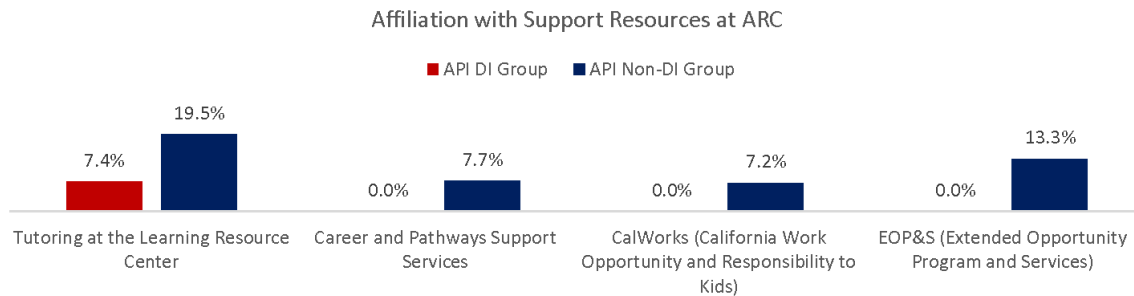
Figure 10. API survey respondents indicating affiliation with support resources at ARC, API DI Group vs API Non-DI Group

Regional resources

Students were asked, "As an ARC student, have you used any of the following regional resources (e.g. services or programs offered in Sacramento County)? Check all that apply."

Most students responded that "I have not used any community resources and I am not interested in them" (36.8%) or that "I have not used any community resources but I would likely use them if I had more information" (29.2%).

The regional resource that received the most responses was "Food banks" (7.8%). All other resources received less than 1.4%.

That aside, significant differences emerged between the API DI group and the API Non-DI Group regarding the usage of regional resources. **The API DI group was significantly more likely to report having used "WEAVE or other domestic abuse services/shelters" (5.6% vs 0.5%), and "Community organizations (e.g. La Familia Counseling Center, Greater Sacramento Urban League, and Sacramento Native American Health Center)" (5.6% vs 0.7%), as compared to the API Non-DI group[5].**

Additional demographic analyses

No significant differences emerged between the API DI group and the API Non-DI group for the following demographics:

- Gender (API DI group: Female: 64.8%, Male: 29.6%, Transgender/Non-binary/Non-conforming: 1.9%, Declined to answer: 3.7%), (API Non-DI group: Female: 63.7%, Male: 30.6%, Transgender/Non-binary/Non-conforming: 0.7%, Declined to answer: 4.9%)
- Parents attended college or technical training (API DI group: Attended: 46.2%), (API Non-DI group: Attended: 52%)

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[5] As the actual counts for the comparisons involving WEAVE and Community Organizations were all less than 5 per positive response, these results should be interpreted with caution. Specifically, for WEAVE the comparison is between 3 positive responses (out of 54) for the API DI group vs 2 positive responses (out of 405) for the API Non-DI group. Similarly, for Community Organizations, the comparison is between 3 positive responses (out of 54) for the API DI group vs 3 positive responses (out of 405) positive responses for the API Non-DI group.

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- Sexual orientation (API DI group: Heterosexual or Straight: 83%, Queer Spectrum: 17%), (API Non-DI group: Heterosexual or Straight: 86.9%, Queer Spectrum: 13.1%)[6]
- Enrollment status (API DI group: Continuing student: 64.8%, First time college student: 14.8%, Returning student: 18.5%, First time transfer student: 1.9%), (API Non-DI group: Continuing student: 63%, First time college student: 20.6%, Returning student: 11.7%, First time transfer student: 4.7%)
- Educational goal (API DI group: Transfer: 75.9%, Degree: 61.1%, Certificate: 18.5%, Update, upgrade or maintain job skills or license: 9.3%, Improve basic skills: 13%, Undecided: 3.7%), (API Non-DI group: Transfer: 62.8%, Degree: 51.4%, Certificate: 22.5%, Update, upgrade or maintain job skills or license: 10.6%, Improve basic skills: 12.8%, Undecided: 2.2%)

Conclusion

While most API students had positive experiences and perceptions at ARC, API DI students had significantly worse experiences and perceptions than API Non-DI students, including more reports of mistreatment by staff and professors due to their racial identity, and more negative encounters with professors or staff that made them doubt their belonging at ARC.

Significant differences emerged regarding employment and work hours, challenges to completion, factors likely to contribute to success in the classroom, motivations to attend college, motivations to work harder to be successful at ARC, and affiliation with ARC's support services.

API DI students had significantly worse experiences and perceptions than API Non-DI students, including more reports of mistreatment by staff and professors due to their racial identity, and more negative encounters with professors or staff that made them doubt their belonging at ARC.

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[6] Excludes Other and Decline to State

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Appendix B: DI Calculation Based on Course Success

American River College
CCCCO Disproportionate Impact Methodologies Appled to *Duplicated* Student Race/Ethnicity Selections*
NOTE: These Rates Are NOT Directly Comparable to ARC and District Rates (undup. headcount-based)
Analysis Reflects Total Enrollments Between F15 and S20 (to increase cell size and statitical reliability)

Applying State Chancellor's Office DI methodologies to this source of data shows American Indian, Black, and Samoan (using CCCApply race identifier labels) students as being most disproportionately impacted.

| CCCApply Race Labels | F15-S20 Headcount | F15-S20 Enrollments | Successes (A,B,C,Cr,P) | Success Rate | DI Methodology ** | | | |
					80%	PI	PPG	PPG-1 w/ MOE
American Indian	4,428	19,097	12,660	66.3%	Near	DI	DI	DI
Black	14,948	90,913	56,287	61.9%	DI	DI	DI	DI
Asian Indian	2,855	16,771	12,348	73.6%	No	No	No	No
Cambodian	268	1,599	1,180	73.8%	No	No	No	No
Chinese	2,728	13,372	10,768	80.5%	No	Near	No	No
Filipino	4,528	27,508	20,329	73.9%	No	No	No	No
Korean	874	5,934	4,674	78.8%	No	No	No	No
Laotian	577	4,063	2,801	68.9%	No	No	DI	DI
Japanese	1,247	7,476	5,678	75.9%	No	No	No	No
Vietnamese *(HPG)*	1,836	9,826	8,052	81.9%	No	No	No	No
Other Asian	5,644	38,387	29,720	77.4%	No	No	No	No
Central American	1,544	9,253	6,533	70.6%	No	No	Near	DI
South American	965	6,014	4,440	73.8%	No	No	No	No
Mexican/MexAmer/Chicano	20,762	129,391	93,811	72.5%	No	No	No	DI
Other Hispanic	9,014	50,819	39,223	77.2%	No	No	No	No
Other Non-White	864	4,446	3,237	72.8%	No	DI	No	Near
Guamanian	297	1,944	1,386	71.3%	No	No	No	DI
Hawaiian	618	3,667	2,508	68.4%	No	No	DI	DI
Samoan	354	2,017	1,246	61.8%	DI	DI	DI	DI
Other Pacific Islander	1,271	7,703	5,390	70.0%	No	No	Near	DI
White	62,731	395,418	303,607	76.8%	No	No	No	No
TOTAL (AVG)	138,353	845,618	625,878	**74.0%**				

"Near" means slightly above DI threshold.

* The counts reported here, and the performance statistics derived from them, reflect the multiple race identies that over the years some students have provided on CCCApply's Admissions Application. This means that all of the grades earned between F15 and S20 by a multi-race student who selected on CCCApply, say, five of the racial groups shown above, will influence each of those five racial groups' success rates. This differs from the manner in which grade metrics, by race, are otherwise computed at the four Los Rios colleges. Typically, success rates are calculated for all "multi-race" students as a group, and then separately for the *non-multi-race* groups of students identifying solely as Black / African American, Asian, Latinx, etc. So, the success rate of multi-racial students identifying on CCCApply as, for instance, "American Indian" may differ significantly from the success rate of the *non-multi-race* Native American students the Colleges and the District have historically reported.

** **Disproportionate Impact Calculation Methodology Descriptions**
There is no single correct or most accurate way to assess DI. Each of the four CCCCO methods described below assesses DI a bit differently, or approaches it from a different perspective. While each is problematic in its own way, the CC Research community generally agrees that the PPG, with or without the '-1' and MOE, is more problematic than the others. Many favor the 80% and Proportionality indexes due to their simplicity, ease of application, and the fact that they're rooted in Federal law.

80% Index:	Federal metric used here to set threshold at 80% of the High Performing Group (HPG).
Proportionality Index (PI):	Federal metric used here to compare the % of a given race to its % of the outcomes. For this analysis, the PI threshold is set at the recommended -0.15.
Percentage Point Gap (PPG):	Similar to the 80% Index but compares to the overall average, rather than the HPG. For this analysis, the PI threshold is set at -5.
PPG-1 with Margin of Error:	The '-1' removes each group from the overall average to which its compared. MOE was added to address cell size issues, setting the thrshold at -3 for cell sizes of 800 or more.

ARC Office of Institutional Research - 9-18-2020

American River College

Counseling Department

Faculty Position Critical Hire Request Fall 2021

Replacement Position

Request: 1.0 FTE Articulation Officer – Retirement Replacement (Lynn Fowler)

Rationale/Background: Since 2015 this position has been a 100% reassignment from the Counseling department. Serving one of the largest California Community Colleges, the department would like to continue with a 1.0 FTE Articulation officer. We are bringing this position to Senate in April because Counseling strongly feels that this position should not come out our 900:1 ratio which serves students and have been advocating for the position to be split 50/50 with Instruction. Important to mention that after the announcement of the retirement, there were discussions taking place about the funding of this position. As it stands today, this position will be paid out of the Counseling 900:1, but it is a very important position for the entire campus. Thus the delay.

Purpose/Need: The position is vital to the entire college in establishing and maintaining transferability and articulation of American River College courses. The Articulation Officer coordinates with 4-year institutions to achieve course-to-course and major articulation as well as participate in intersegmental efforts and initiatives associated with articulation. The articulation officer is responsible for curriculum information being correct in the College Catalog, in ASSIST, in C-ID, and in other publicly available venues. Every college must have an articulation officer to provide services listed below.

This position supports Instruction and Student Services on a large scale. A few (out of many more) of the roles of this position.

-IGETC/CSUS GE's

-ARC GE requirements

-ASSIST and Transfer

-C-ID Meetings and Events

-Tech Review

-Curriculum Committee

-Instruction and Student Services are the end users of the AO's work

If this position is not filled, we may have a big chunk of our work on hold.

Duties involved in the position: The attached job description includes more detail, but duties include disseminating current and accurate articulation information and decisions to Counselors, instructional departments and other stakeholders; membership and participation in regional and statewide organizations (e.g, NCIAC – Northern California Intersegmental Articulation Council; CIAC – California Intersegmental Articulation Council, C-ID – California's Common course Identification organization). Membership and participation include attendance at regional and statewide meetings and conferences. In addition, the Articulation Officer should be among the persons from the college who attend the annual ASCCC/CCCCO-sponsored Curriculum Institute.

Essential elements of the position include: Submission of courses to ASSIST for review for UC Transferability, CSU-GE, CSU-AI, and IGETC; Submission of courses to C-ID for review for C-ID descriptors; Responding to CSU and UC campuses when they request Course Outlines of Record (CORs) for consideration of articulation ("course to course" for use in lower division major preparation.

These essential elements can be delineated as indicated (this is not an exhaustive listing):

Daily: Researching information to facilitate responding to inquiries from Counseling, Admissions and Records, Departments, CSU and UC Articulation Officers. Preparing CORs to send to CSU, UC, and private institutions. This is typically about 40 emails per day in the current remote working environment. One email inquiry may result in research that takes in excess of two hours, and it is impossible to predict what kinds of emails will arrive and what time is needed to gather the appropriate information to respond to any given email.

Weekly: Review of course outlines in Technical Review, and Curriculum Committee meetings; Updating curriculum changes in a spreadsheet to facilitate the annual Report of Summary of Curriculum Changes, which is sent to all Community Colleges, CSU and UC campuses; Meeting with faculty to discuss courses and programs, both when new and when being revised; Reviewing Articulation Canvas site and updating as appropriate; Entering information into TES, as appropriate; interacting with the Office of Instruction, as needed.

Annually: The Articulation Officer reviews for accuracy the Catalog pages associated with the AP, IB, and CLEP exams' use for both course-level and local GE; Receives the CSU-GE, CSU-AI, and IGETC decisions (that decision information is used to update advising documents used by counselors and students), and communicates the outcome of each submission to the appropriate department faculty; The Articulation Officer is the Chair of the General Education Subcommittee, which reviews submission for local AA/AS GE, and updates the local AA/AS GE and Graduation Advising documents.

Ongoing: The Articulation Officer meets on a regular basis with the other three LRCCD Articulation Officers, currently every two weeks. This is to attempt to better coordinate articulation and GE submissions (especially for courses that share Number/Title). Other ongoing duties include responding to inquiries such as this one – where Articulation-specific information is needed on short notice by persons in a wide variety of departments.

AMERICAN RIVER COLLEGE ACADEMIC SENATE BYLAWS

ARTICLE I: NAME

This organization shall be known as the American River College Academic Senate.

ARTICLE II: POWERS AND RESPONSIBILITIES

Powers and responsibilities of the Senate are as stipulated in the Constitution.

ARTICLE III: ORGANIZATION

Section 1.
The Senate shall consist of members elected from each Area, Division, or other appropriate organizational unit of the college, as recognized by the Senate and defined in the Senate Bylaws. For purposes of Senate organization the Areas of American River College are

- Behavioral/Social Science
- Business and Computer Science
- Counseling
- English
- Fine and Applied Arts
- Health and Education
- Humanities
- Library, Learning Resources, and Instructional Technology Center
- Mathematics
- Kinesiology and Athletics
- Science and Engineering
- Student Support Services
- Technical Education
- Workforce, Work Experience, Apprenticeship, Sacramento Regional Public Safety TrainingCenter

The Academic Senate Executive Board shall assign faculty to one of the Areas, Divisions or other organizational units listed above. A list of affiliations shall be maintained on the Academic Senate website. Faculty assigned to the unit shall have the same rights and responsibilities as other faculty members in the unit, including the ability to serve as a Senator from their unit as well as to represent their unit on committees.

The Senate shall consist of three full-time faculty members from each Area of American River College, except that there will be two full-time faculty members from Library, Learning Resources, and Instructional Technology Center, one full-time and three adjunct faculty members from the Workforce, Work Experience, Apprenticeship, Sacramento Regional Public Safety Training Center, and one full-time faculty member from Student Support Services.

The Senate shall also consist of one adjunct faculty member from each Area of American River College .

Each Area shall also elect one alternate full-time Senator and may elect one alternate adjunct Senator, whose name(s) shall be forwarded for inclusion on the Senate roster.

Section 2.

The Senate may establish standing committees, task forces, and work groups to perform work that is the rightful responsibility of the Senate as a whole, and may define and limit the powers and duties of these groups. The Academic Senate President will appoint all faculty members of groups established. Members of groups may be selected from within the Senate or outside the Senate.

ARTICLE IV: ==ELECTION== OF SENATORS

Section 1.

Members of the Senate shall serve terms of three years. The terms shall be staggered so that one third of the Senators will be elected each year. Terms of office shall begin June 1 for normally-expiring terms and immediately upon selection in the case of unexpired terms.

Section 2.

In the case of expiring terms of Senators, Areas shall follow their agreed-upon selection process by April prior to term expiration. In the event of a vacancy, a member shall be elected to fill the unexpired term.

Section 3.

It shall be the responsibility of the Area Senators to inform their Areas of regular and special election/selection processes. No candidate shall be involved in monitoring elections or tallying votes.

Section 4.

 Members of the faculty shall be nominated for a term in the Senate:

> A: By accepting a nomination offered by the Area nominating committee, or
>
> B: By actively seeking nomination;
>
> Within each Area, full-time faculty shall select full-time and alternate Senators, and adjunct faculty shall select adjunct Senators and may elect alternate adjunct Senators.

Section 5.

 Members of the Senate shall be eligible for reelection, as per their area's agreed-upon practices

Section 6.

The Senate President may declare vacant the position of a Senator who, without extenuating circumstances communicated to the President:

> A: Is absent from two consecutive regular meetings of the Senate, unless the alternate substitutes for the Senator, or

> B: Beginning with the fourth regular meeting of any school year is absent from a total of 50 percent of the regular Senate meetings held to date for that school year, unless the alternate substitutes for the Senator.

A Senator whose position has been declared vacant under the provisions of this section may not be a candidate to the Senate for one calendar year following removal from office.

Section 7.

To recall a Senator:

> A: A petition to recall a Senator must be signed by 50 percent of the faculty of that Area and presented to the Senate President or Secretary. Only full-time faculty are eligible to sign petitions to recall full-time Senators; only adjunct faculty are eligible to sign petitions to recall adjunct Senators.

> B: On receipt of the petition, the Senate shall inform and poll the appropriate faculty of that Area within 10 school days.

> C: If a majority of the eligible faculty of that Area supports the recall, the position shall be declared vacant, and the eligible faculty of that Area shall elect a replacement to fill the unexpired term.

Section 8.

When a Senator has been elected as one of the Senate's Officers (President, Vice-President, or Secretary), the Area which the Officer had represented shall elect a substitute to serve during the Officer's term of Office. Likewise, the Past-President, a Senate Officer by

virtue of past service to the Senate rather than by election, shall not represent an Area. Senate Officers, except for Senate President, may vote in all matters of the Senate as representatives of the entire faculty. The Senate President may vote only to break a tie.

ARTICLE V: ELECTION AND DUTIES OF OFFICERS

Section 1.

Senators will elect their Officers, who shall include a President, a Vice President, and a Secretary. There shall also be a Past President. The election of Officers will occur as follows: a nominations committee shall be established, receive nominations throughout April until 72 hours before the election which shall occur no later than the last scheduled meeting in April, and preside over the election. Candidates for office may not serve on the nominations committee. The term of office for Senate Officers shall be from June 1 of the current year until May 31 of the following year. Officers may be reelected.

> A: The officers shall constitute the Senate Executive Council; should an officer be unable to complete his or her term, the Senate shall elect a replacement to finish the term.
>
> B: The Senate Executive Council shall meet at least monthly during the school year for planning purposes.
>
> C: The Senate Executive Council shall meet regularly with the College President.
>
> D: The Senate Executive Council shall serve as members of the District Academic Senate.

Section 2. Duties of the President

> A. The President shall preside over all Senate meetings and all other meetings called by the Senate.

B. The President shall appoint all faculty members of committees, councils, project teams, and other governance groups.

1. The ARC Academic Senate President makes official faculty appointments to all college governance groups.

a. Faculty representation on a governance group is determined according to each governance group's requirements.

b. The terms of service are determined according to each governance group's requirements. .

2. The District Senate President makes faculty appointments to District Committees, based on recommendations from the College Academic Senate Presidents.

a. The ARC Academic Senate President will call for names of faculty interested in serving on District-wide committees.

 b. In the case that more faculty are interested in serving than there are seats allocated to ARC on a committee, the following process will occur:

i. A letter of interest will be required from each interested faculty member that addresses the experience and interest that the faculty member has regarding this committee.

ii. The ARC Senate Executive Council will consider each application and forward a faculty name and an alternate as a recommendation to the District Academic Senate

President for appointment. If the appointed faculty member is unable to serve, then the alternate faculty member will be appointed.

C. The President shall be empowered to suggest policies and plans for all committees.

D. The outgoing President shall report to the Senate in May on the previous year's accomplishments; copies of the report will be distributed to the full faculty.

Section 3. Duties of the Vice President

The Vice President shall serve as assistant to the Senate President, preside over Senate meetings in the absence of the Senate President, and serve as the chair of the Program Review Committee.

Section 4. Duties of the Secretary

A: The Secretary shall keep accurate minutes; an accurate roster of officers, Senators, and Senate appointments; and a master copy of the Constitution and Bylaws. Further, the Secretary shall notify the faculty of changes in the Bylaws within ten days of approval by the Senate;

B: The Secretary shall call to the attention of the President any motions or other business passed by the Senate requiring action on the part of the Senate President and shall record the action taken.

Section 5. Duties of the Past President

The Past President shall provide historical background to the other officers as needed and perform other duties as assigned by the President.

ARTICLE VI:
PROCEDURES

Section 1.

The Senate procedures for formulating and presenting recommendations include the following:

A: Reports will be presented as information items and will then be acted on, if necessary, at a subsequent meeting;

B: Senate recommendations or views will be sent to the college President on matters of college policy and to the District Academic Senate on matters of district policy;

C: At its discretion, the Senate shall take action on any policies involving

academic or professional matters before the Chancellor submits them to the Board;

D: As warranted, the Senate shall review college and district policies involving academic or professional matters.

Section 2.

The procedures for formulating the agenda for Senate meetings include the following:

A. Any faculty member of American River College may place an item on the agenda by written notice to the Senate President. Items for the agenda shall be submitted at least five school days prior to a Senate meeting.

B. Agenda items shall be categorized as "discussion," "decision," "consent," or "report."
Decisions growing out of discussion items shall not be voted on at that meeting unless two thirds of the Senators who are present vote to suspend this rule.

C. Reports of committees or subcommittees shall be included with the Senate agenda.

D. As per the Ralph M. Brown Act. the agenda shall be distributed at least 72 hours before the Senate meeting. Senators are responsible for posting the agenda in prominent places in their respective Areas before the Senate meeting.

Section 3.

The Senate President shall be empowered to refer a proposed agenda item to the appropriate committee with the following provisions:

  A. Items so referred shall be included as submitted in the regular agenda under the heading of "referred to committee," and copies of the item, as submitted, shall be included with the agenda with a notation indicating the committee having responsibility.

  1. The President shall notify the faculty member submitting the item of the decision to refer to committee, indicating which committee has been assigned responsibility.

  2. Items appearing in the regular agenda under the heading "referred to committee" shall not be debated at that meeting except as provided in Section 3B below.

  B. The faculty member who submitted the item or any member of the Academic Senate may appeal the President's decision to refer to committee if said faculty member or Senator feels immediate consideration of the item is imperative. For such appeals,

  1. A simple majority of negative votes shall be sufficient to overturn the President's decision to refer;

  2. If the President's decision is overturned, the item shall then be placed on the regular agenda as an information item.

  C. The committee to which the item has been referred shall conduct such investigations as are deemed necessary.

  D The committee shall submit a report on the item. The report may simply

give the committee's findings, recommend passage or rejection of the item, suggest amendments, make an alternative proposal, or recommend such other disposition as the committee may deem advisable.

Section 4.

Meeting procedures include the following:

A. All Senate meetings shall be open to faculty members and other visitors. Visitors wishing to speak on agenda items shall notify the presiding officer prior to the meeting. On each agenda, the item designated as "Public Comments" will provide members of the public the opportunity to address the Senate on matters on the agenda.

B. The Senate shall publish reports of its meetings and actions.

C. The Senate shall meet at least once a month during the school year; such meetings will be included on the regular college calendar.

D. Fifteen Senators present at a regular or special meeting shall be considered a quorum.

E. Special meetings of the Senate may be called either at the discretion of the Senate President or when requested in writing by a majority of the members of the Senate;

F. A simple majority of votes shall be sufficient to overturn any appointment or other action by the President;

G. In all matters of internal functioning not covered by the Bylaws, the Senate shall be governed by Robert's Rules of Order;

H. The American River College Academic Senate shall abide by all rules and regulations of the Brown Act.

ARTICLE VII: CHANGES OF BYLAWS

The Bylaws may be changed by a two-thirds vote of the Academic Senate at any meeting, provided the changes have been published and circulated among the entire senate at least two weeks prior to the time of voting.

MESA / HomeBase White Paper

History

The MESA program model was established in 1970 at Oakland Technical High School. It was developed specifically to engage and provide opportunity for African Americans to succeed in STEM fields. In 1993, the MESA Community College Program (MCCP) was initiated to expand and serve African American, Native American and LatinX community college students majoring in calculus-based math and science fields. With the passage of Prop 209 in 1996, the MCCP programs shifted to focusing on serving all educationally and economically disadvantaged students in STEM majors enrolled in the participating colleges

The community college MESA program majors are in Science, Technology, Engineering, and Math (STEM) fields. Participating MESA students declare a major in STEM with the intent to transfer to four-year institutions with baccalaureate degree goal attainment. The MESA program provides comprehensive academic support services to include: college access and enrollment, student educational planning, academic excellence in math and science courses, graduation, internships and transfer.

The MESA program components consist of: Academic Excellence Workshops that teach collaborative learning techniques that help students to master complex concepts, MESA student orientation, a dedicated study center, career advising and exploration of STEM options, transfer, scholarships and prospective partnerships with student and professional organizations.

At American River College, the MESA program has been in existence since 1991. In 2017, after 26 years of support, American River College's Application for the MESA Grant was not funded by the California Community College Chancellor's Office. Since 2017, the College has been utilizing a variety of institutional funds to maintain the MESA program.

Recent Developments

While the MESA Program has been able to provide critical support services to students since 2017 without MESA Grant funds, the evolving fiscal constraints caused by the COVID-19 pandemic have raised questions regarding the financial feasibility of the prior MESA model. Further, the development of the College's Virtual HomeBases have created confusion between the roles of MESA and the STEM HomeBase.

Unfortunately, the MESA Faculty Coordinator position did not receive approval for funding during the Fall 2019 faculty prioritization process. Subsequently, a hiring freeze in Spring 2020 resulted in a freeze of all new full-time faculty positions. During Spring 2020, a general fund request for a long-term temporary (LTT) MESA Faculty Coordinator for Fall 2020, and a similar request using grant-funded institutional (i.e., college) resources, did not receive approval.

As a result of limited options, the College has funded a .66 Adjunct MESA Faculty Coordinator out of institutional funds to support the MESA program. The College also continues to support the MESA program operational costs through institutional funds.

The MESA Grant

The MESA Grant was last funded during fiscal 2017-2018. The maximum funds awarded to a College was $70,250. The Grant also required a 100% cash match from the College. In addition to meeting the MESA Program Objectives, the Grant required both a full-time director (1.0 FTE) with no other responsibilities outside of directing the MESA Program and a faculty sponsor (previously .20 FTE) from the mathematics, science, computer sciences, or engineering departments.

The current and future fiscal challenges of the State of California make it likely that a full time MESA Faculty Coordinator position is not likely to be approved out of the general fund. As a result, even if the College were successful in being awarded a future MESA Grant, the College's ability to adhere to one of the primary grant requirements would not be possible.

Importance of MESA

The MESA Program goal of increasing the number of economically and educationally disadvantaged students pursuing degrees in mathematics, engineering, science, and technology who are eligible to transfer to a four-year college or university is a core value of the College. The MESA model has demonstrated itself to be valuable in helping the educationally and economically disadvantaged progress through to degree attainment.

HomeBases and the STEM HomeBase as a College Focus

American River College is implementing HomeBase Pathway Communities (HPCs) in Fall 2020. Building upon the successful Achieve program for new students, HomeBase will foster engagement through a pathway-oriented program that supports continuing students as they pursue their educational goals. HPCs are arranged around *areas of interest* and have initially be launched as virtual communities. Once the ARC main campus reopens, the HPCs are expected to expand to physical locations in close proximity to where pathway classes are offered.

At the heart of American River College are relationships and community. HPCs create the space to develop and strengthen these relationships and create pathway communities within our campus. By design, these pathway communities are intended to actualize ARC's commitment to equity and social justice through equity-minded education. While each HomeBase is expected to have a unique personality tailored to its area(s) of interest, the common goals embraced by all HPC personnel are:

- engage and connect students to people, programs, services, and resources that enable pathway completion
- foster relationships and a sense of community to ensure that all students equitably persist, learn, and succeed; in particular, marginalized and underserved students
- facilitate and encourage each student's progress along recognizable pathways through and beyond ARC

The three goals above are adapted from ARC's Strategic Goal 1 (Students First) and Strategic Goal 2 (Clear and Effective Paths). Additionally, the goals align to Guided Pathways Pillar 3 (Stay on the Path) and Pillar 4 (Ensure Learning). These are also noted as key strategies in the Disproportionately Impacted reports conducted last year.

MESA and STEM HomeBase – Current

The STEM HomeBase will be the overarching umbrella that serves all STEM students at American River College. The MESA Program will be a program within the STEM HomeBase. The MESA program will focus primarily on African American, Native American and LatinX community college students majoring in calculus-based math and science fields.

Role of STEM HomeBase

- Work will All STEM students
- Academic Counseling
- Personal advising to assist students with transitional, nonacademic problems that may impact academic performance
- Assistance to students regarding 4-year college and university applications for admission and completion of financial aid forms.
- engage and connect students to people, programs, services, and resources that enable pathway completion
- foster relationships and a sense of community to ensure that all students equitably persist, learn, and succeed; in particular, marginalized and underserved students
- facilitate and encourage each student's progress along recognizable pathways through and beyond ARC

Role of MESA

- Focus primarily on African American, Native American and LatinX community college students majoring in calculus-based math and science fields.
- Student outreach and identification of MESA participants
- Maintenance of a MESA student file for each current/active student that consists of a MESA application and intake form, and a complete Student Educational Plan.
- Student clustering – an important element of the MESA model expects that students are clustered together in the same mathematics, engineering, and science classes.
- Academic Excellence Workshops and/or other high effective practices
- MESA Orientation Program
- Tutorial services in calculus-based courses and pathways in
    - Mathematics
    - Chemistry
    - Physics
    - Engineering
    - Computer Science
- Leadership and skill development training
- MESA Campus Council
- Professional Development
- Student Organizations
- Local Business and Industry Council
- Pro-active liaisons with MSP/MEP and similar programs

Moving forward with MESA and STEM Homebase - Spring 2021 and beyond

A team of administrators, faculty, and classified staff are meeting in the Fall 2020 semester to develop paths forward. Considerations by this team need to include the possibilities for a) receiving the state-wide MESA grant, and b) not receiving the state-wide MESA grant.

MESA Resources

- The College will apply for a future MESA Grant. However, adherence to the MESA RFA requires a full-time full time MESA Faculty Coordinator position. Grant funds may not be used to fund the Faculty Coordinator position. If unable to support a 1.0FTE Faculty Coordinator position through the general fund, the MESA Grant requirements cannot be met.
- The College will fund a .66 FTE MESA Faculty Coordinator using institutional funds beginning Spring 2021.
- If the state-wide MESA grant is not received, the College will fund core programmatic elements of the MESA Program through SEAP funds beginning Spring 2021 (budget of $75,000 annually).

Reporting Structure of MESA and HomeBases

The reporting Structure of MESA and HomeBases needs clarification. The reporting structure will require input from stakeholders.

Physical Location of HomeBase and MESA

When the College is able to return to the physical facilities, the STEM HomeBase and MESA will be co-located in the new STEM Building. While the space originally was designed specifically for the MESA Program, the space will need to accommodate both the larger STEM HomeBase and the more targeted MESA Program. The space will need to accommodate the significant student volume from the STEM HomeBase while focusing on creating a welcoming atmosphere for MESA students.

The layout and operational plan for the in personal HomeBase and MESA Program will require input from stakeholders.

Synergies with Federal STEM TRIO Grant

College was awarded a 5-year STEM TRIO Grant totaling $1.2M. Synergies between the STEM TRIO Grant, HomeBase, and the MESA Program will require input from stakeholders to maximize student support.

Update – December 14, 2020

A team of administrators, faculty, and classified staff met during Fall 2020 semester to develop potential paths forward.

No clear paths forward were developed by the team.

Moving Forward - American River College will move forward with the following decisions effective Fall 2021:

The MESA Program has served American River College students for 29 years. The MESA Program has evolved into a multilayered program, with work paralleling the future STEM Homebase. The College's approach moving forward will be two-fold. The STEM HomeBase will be the overarching umbrella that serves all STEM students at American River College. The MESA Program will be a program within the STEM HomeBase. The MESA program will focus primarily on African American, Native American and LatinX community college students majoring in calculus-based math and science fields.

STEM Homebase Emphasis:

- Work will All STEM students
- ***Facilitate and oversee all tutoring, including tutorial services in calculus-based courses and pathways that MESA oversaw in the past.***
- Academic Counseling
- Personal advising to assist students with transitional, nonacademic problems that may impact academic performance
- Assistance to students regarding 4-year college and university applications for admission and completion of financial aid forms.
- Engage and connect students to people, programs, services, and resources that enable pathway completion
- Foster relationships and a sense of community to ensure that all students equitably persist, learn, and succeed; in particular, marginalized and underserved students
- Facilitate and encourage each student's progress along recognizable pathways through and beyond ARC

MESA Emphasis:

- ***Focus primarily on African American, Native American and LatinX community college students majoring in calculus-based math and science fields.***
- ***Academic Excellence Workshops and/or other high effective practices***

MESA will need to be both re-imagined and re-focused in this new model. The emergence of the STEM Homebase will enable oversight of activities previously run by the MESA team. For example, the MESA team previously spent a considerable time developing including tutorial services in calculus-based courses. All prior activities facilitated by the MESA program will come under the purview of the STEM Homebase. MESA's central focus will be primarily serving African American, Native American and LatinX community college students majoring in calculus-based math and science fields through Academic Excellence Workshops and/or other high effective practices.

MESA resources

- The College will apply for a future MESA Grant when the RFA is released by the California Community College Chancellor's Office. The College's ability to meet the requirement of a full-time full time MESA Faculty Coordinator position is still uncertain.
- Until a MESA Grant is secured, the College will fund a .20 FTE MESA Faculty Coordinator using institutional funds beginning Fall 2021.
- The College will also fund a .20 FTE STEM Homebase Faculty Liaison beginning Fall 2021.
- MESA will be supported by the STEM HomeBase budget.
- The Dean of Outreach, FYE, & Pathways Communities in collaboration with the MESA Faculty Coordinator will make decisions regarding the need for Temporary Classified Staff to support the MESA Emphasis of focusing primarily on African American, Native American and LatinX community college students majoring in calculus-based math and science fields through Academic Excellence Workshops and/or other high effective practices.

Reporting Structure of MESA and HomeBases

- The MESA Faculty Coordinator will report to the Instructional Tri Chair of the HomeBases.
- MESA Temporary Classified Staff will report to the Dean, Outreach, FYE & Pathway Communities.

Physical Location of HomeBase and MESA

When the College can return to physical facilities, the STEM HomeBase and MESA will be co-located in the new STEM Building. While the space originally was designed specifically for the MESA Program, the space will need to accommodate both the larger STEM HomeBase and the more targeted MESA Program. The space will need to accommodate the significant student volume from the STEM HomeBase while focusing on creating a welcoming atmosphere for MESA students. Decisions for space allocations will be made by the Vice President of Instruction and Vice President of Student Services in consultation with the HomeBase Tri Chairs.

Unresolved Opportunities

The College will be applying for a Hispanic Serving Institution STEM Grant. Should the College be successful in attaining this grant, resources will be available for further strengthening the MESA program.

The College must also further investigate collaboration opportunities with the current STEM TRIO Grant. Use of STEM TRIO funds to support both the STEM Homebase and MESA will be investigated, in addition to locating STEM TRIO staff with the STEM HomeBase and MESA. Decisions for space allocations will be made by the Vice President of Instruction and Vice President of Student Services in consultation with the HomeBase Tri Chairs.

Update – March 9, 2021

Reporting Structure of MESA and HomeBases

- MESA Temporary Classified Staff will report to the Dean, Outreach, FYE & Pathway Communities, effective July 1, 2021.

Tutoring

- The Learning Resource Center will coordinate and oversee all tutoring.

Naming Conventions

- The STEM Homebase will be referred to as the STEM Homebase. The MESA Program will be referred to as the MESA Program. The use of "STEM Center" will be eliminated from the website and marketing material.

Timing Assumptions:

By July 31	All HomeBase facilities are ready for occupancy; technology, furnishings, and signage have been installed; and virtual presence is ready for use
August 3-7	Move-in, setup, and training week
August 10	**Grand opening of all six HomeBases**
August 22	Fall semester begins

The implementation plan has multiple focus areas with dependencies. Most items must be determined prior to July in order to allow sufficient time for development of training materials. The chart below indicates general sequencing:

Component	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Input Gathering	░	█							
Facilities (Physical Presence)	░	░	░	░	░	░	░	█	
Staffing and Supervision: Role Definition	░	█							
Staffing and Supervision: Assignment/Hiring	░	░	░	░	░	░	█		
Data and Technology	░	░	░	░	░	░	█	tbd	tbd
Virtual Presence		░	░	░	░	░	█		
Services and Programming: Identification of Baseline	░	░	█						
Services and Programming: Design/Development			░	░	░	█			
Business Practices: HomeBase Operations		░	░	░	░	░	█		
Materials and Supplies: Standard toolkit for HomeBases		░	░	░	░	░	█		
Marketing and Communication: Pre-launch	░	░	░	░	░	░	█		
Marketing and Communication: Ongoing (HomeBase)				░	░	░	░	░	█
Training: Development of pre-launch training				░	░	░	░	█	
Training: Plan for post-launch trainings								tbd	tbd
Grand Opening Event			░	░	░	░	░	█	
Evaluation			░	░	░	░	░	░	█

Component	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Steering group meetings		▓	▓	▓	▓	▓	▓		

INPUT GATHERING

Purpose: *Ensure that stakeholders have structured opportunities to give valuable input that can inform the work of the steering group; a structured approach is necessary to share general concepts and design principles so that stakeholders have sufficient information to thoughtfully consider the HomeBase pathway communities*

Timing Considerations: *Should be completed prior to beginning most implementation activities*

Key Activity or Deliverable	Timeline/Due Date	Lead/Contact Person
Gather input from stakeholders - Classified Senate (12/11) - Academic Senate (12/12) - Convocation (Spring 2020)	By February 1	Frank Kobayashi Jeff Stephenson
Share input gathered at Convocation (and/or other venues) with the steering group to inform the implementation effort	February 5	Frank Kobayashi Jeff Stephenson
Use Beaver Bytes to convey appreciation for input and next steps	February 10	Frank Kobayashi Jeff Stephenson

Questions to Resolve through this Component:

- What insights can be gathered from the college community to inform the implementation?

FACILITIES (PHYSICAL PRESENCE)

Purpose: *Identify, assess, and prepare facilities for HomeBase occupancy; ensure selected space is desirable based on HomeBase design principles; provide alternate space and relocate any previous occupants of the selected facilities*

Timing Considerations: *Determination of final locations should be completed by end of February to allow sufficient time for remodeling/refurbishing to be staged, moves to be planned, technology assessment to begin, equipment/furnishing to be ordered, and communication to occur. All facilities should be ready for occupancy by July 31 including installation of all furnishings, equipment, signage, and technology.*

Key Activity or Deliverable	Timeline/Due Date	Lead/Contact Person
Identify and assess facility options	By March 3	Kuldeep Kaur Cheryl Sears
Dialogue with those who may be impacted by potential facility changes; presentation of proposed locations to stakeholder groups (e.g., Academic Senate)	By March 3	PES or designee
Discuss proposed locations with the steering group	March 4	Kuldeep Kaur Cheryl Sears
Determination of final locations	By March 9	Thomas Greene
Communication of final locations to those most impacted	By March 13	PES or designee
Communication of final locations to the college community via Beaver Bytes or other mechanism	March 16	PES or designee
Provide update on facility progress to the steering group	April 29	Kuldeep Kaur Cheryl Sears
Plan and take action on any necessary remodeling, refurbishing, relocations, etc. while sequencing work to minimize impact during spring semester	By July 31	Kuldeep Kaur Cheryl Sears
Determine signage needs (with branding): design, print, and install signage	By July 31	PES or designee
Move personnel into HomeBases	Week of August 3-7	Kuldeep Kaur or designee

Questions to Resolve through this Component:

- What are the final HomeBase locations for Fall 2020?
- What remodeling and/or refurbishing is needed to create appropriate space for the HomeBases?
- What is the plan for relocating any displaced employees?
- Other facility needs (workshop space, etc.)?

STAFFING AND SUPERVISION

Purpose: *Define the roles of the HomeBase team to create clarity for those assigned and a consistent model for training and operations; assign and/or hire employees who will serve on the HomeBase teams*

Timing Considerations: *Definition of roles should happen prior to assignment of employees and development of programming. Assignment of existing employees should be considered early enough to align with counselor schedule timing (March) and to allow for hiring of new employees. Hiring may be necessary to fill vacancies on a HomeBase team; backfill existing employees moved into a HomeBase; and/or to populate HomeBases with peer mentors.*

Key Activity or Deliverable	Timeline/Due Date	Lead/Contact Person
Using the IPaSS report as a starting point, develop one or more draft org charts to indicate how a staffing and supervision structure might be designed.	By February 10	PES or designee
Review organizational chart options with the steering group	February 19	Frank Kobayashi Jeff Stephenson
Assess needs and assign HomeBase counselors from existing employees; identify gaps	By March 1	Jeff Stephenson or designee
Determine/develop a process for selecting/assigning faculty stewards	By March 1	Frank Kobayashi Jeff Stephenson
Continued dialogue resulting in organizational chart recommendation	March 4	Frank Kobayashi Jeff Stephenson
Final determination of organizational structure after review of recommendation	March 11	Thomas Greene
Provide update to steering group on HomeBase staffing/teams including full descriptions of team roles	March 18	Frank Kobayashi Jeff Stephenson
Based on the org structure, assign administrators as appropriate	By April 1	Frank Kobayashi Jeff Stephenson
Assess needs and assign/hire HomeBase staff	By April 1	Frank Kobayashi Jeff Stephenson
Determine whether any staffing is needed to support the virtual presence; assign/hire if necessary	By April 1	PES
Select/assign faculty stewards	By May 1	Frank Kobayashi Jeff Stephenson
Hire and assign peer mentors (see also Services and Programming)	By May 1	Jeff Stephenson or designee
Notify all HomeBase employees to hold the week of August 3-7 for move-in, setup, and training activities	By July 1	Frank Kobayashi Jeff Stephenson

Questions to Resolve through this Component:
- What are the general expectations for each role and how do they function as components of a cohesive team?
- Who will supervise each HomeBase and which existing employees will be assigned to each HomeBase?
- Do any new staff need to be hired for the HomeBases or to backfill assigned employees?
- IPaSS recommended a pathway steward role for faculty. Assuming it is used, how would the stewards be selected?
- How will the peer mentors be hired/assigned?
- Is any staffing needed to support the virtual environment?

DATA AND TECHNOLOGY

Purpose: *Ensure data is collected and available to assign students to HomeBases; move students between HomeBases; and manage HomeBase records/communications; provide technology to enable HomeBase operations*

Timing Considerations: *The systems that will be utilized in HomeBases as well as the types of data to be used in assigning students should be determined quickly so that services, programming, and business practices can be aligned to the available data and systems. All technology must be in place by the end of July.*

Key Activity or Deliverable	Timeline/Due Date	Lead/Contact Person
Adjust CCCApply and other systems to ensure that data is available to (1) assign and maintain assignments of students to HomeBases; (2) communicate to all HomeBase students and (3) communicate to students within a specific HomeBase	ASAP; ideally data collection would already be underway	Jeff Stephenson or designee
Consider the nuances of assigning students such as: - How will existing majors of continuing students (including undeclared) be mapped into the HomeBases? - How will students at centers be managed to avoid irrelevant or confusing HomeBase communication? - How will special populations such as advanced ed and apprenticeship be handled (include/exclude)? - How might actions of the sister colleges or ARC departments impact data in a shared system?	By February 15	Jeff Stephenson or designee
Document the methods that will be used for assigning students so that they can be used as assumptions for other planning	By March 1	Jeff Stephenson or designee
Identify systems that will be used within the HomeBases to track students and provide services	By March 1	PES or designee
Identify systems that will be used to enable communication and create a virtual presence	By March 1	PES or designee
Propose a minimum standard for technologies that are available in every HomeBase	By March 1	Frank Kobayashi Jeff Stephenson
Review the draft technology standard with the steering group	March 4	Frank Kobayashi Jeff Stephenson
Based on the final locations and minimum standard, assess technology infrastructure needs	By May 1	Adam Karp or designee
Based on evaluation plan and business practices, ensure systems can accommodate HomeBase data collection (see Evaluation and Business Practices)	By July 31	TBD
Based on assessment, take action as needed to ensure HomeBases are upgraded and/or equipped appropriately	By July 31	TBD
Determine necessary permissions for the HomeBase team and adjust security/system access if needed	By July 31	Adam Karp or designee
Plan for tech support to be on call for the grand opening	By August 10	Adam Karp or designee

Questions to Resolve through this Component:

- Is all data available that will be needed to assign, manage, and move students between HomeBases? If not, what gaps need to be closed in data collection and storage?
- What systems will be used within the HomeBases to track students and provide services?

- How does system access need to be adjusted to enable HomeBase teams?
- What technologies will be used to establish the virtual presence and ongoing communication (web site, social media, etc.)? It was previously noted that existing systems such as Canvas and Starfish may not perform effectively for the expected size of HomeBase groups.
- Is there standardized technology that will be available in every HomeBase (e.g., flatscreen projection system, self-service kiosks, copier)?
- What hardware/technology needs to be acquired and installed for basic operations?
- Will each HomeBase need a general phone line, voicemail, and email address that is not specific to an individual?
- Other data and technology needs?

VIRTUAL PRESENCE

Purpose: *Develop a virtual presence that extends the on-campus HomeBases to students who either need or prefer to access the HomeBase virtually*

Timing Considerations: *Virtual presence should be fully functional by August with a more limited presence when marketing begins*

Key Activity or Deliverable	Timeline/Due Date	Lead/Contact Person
Decide whether it would be ideal to have a single HomeBase presence; a separate presence for each HomeBase; or a hybrid (e.g., single presence on the website and separate social media). Choice will have implications for staffing/workload, communication, and other items	ASAP	PES
Provide input to guide system selection (see Data and Technology)	ASAP	PES or designee
Based on the selected systems (see Data and Technology), determine likely next steps for implementation	By March 18	Frank Kobayashi Jeff Stephenson
Discern the possibilities for which types of information, services, interactions, and communications can be provided through the selected systems	By March 18	Frank Kobayashi Jeff Stephenson
Share the proposed virtual presence plan with the steering group and get feedback	March 18	Frank Kobayashi Jeff Stephenson
Provide update to the steering group (with demonstration if possible)	May 20 (last meeting before summer)	TBD
System setup TBD	TBD	Adam Karp or designee
Content development TBD	TBD	Frank Kobayashi Jeff Stephenson
Other steps TBD	TBD	TBD

Questions to Resolve through this Component:

- Will there be one presence for all HomeBases or separate presence for each HomeBase?
- Will the virtual presence be static (informational) or interactive?
- Who will set up the chosen platform(s)?
- Who will develop and build out the HomeBase content prior to grand opening?
- Who will maintain the virtual presence after the grand opening?

SERVICES AND PROGRAMMING

Purpose: *Develop the common services and programming that will be offered through each HomeBase*

Timing Considerations: *Services and programming should be finalized by June 2020 to allow time for training materials to be developed in July. Development of services and programming is somewhat dependent on information related to staffing, data and technology, and virtual presence.*

Key Activity or Deliverable	Timeline/Due Date	Lead/Contact Person
Update the draft list of baseline services and programming considering the Convocation input	By February 1	PES or designee
Review the list of baseline services and programming with the steering group	February 19	Frank Kobayashi Jeff Stephenson
Finalize the list of baseline services and programming to be offered for Fall 2020	By March 1	Frank Kobayashi Jeff Stephenson
Develop programming to facilitate major exploration	By April 15	Jazzie Murphy Faculty lead TBD
Develop programming to facilitate educational planning along with pathway-focused career/transfer guidance	By April 15	Jazzie Murphy Counseling lead TBD
Provide update to the steering group on progress	April 15	Jazzie Murphy
Develop the peer mentoring program (using the IPaSS report as a starting point)	By May 20	Brett Sawyer Jazzie Murphy
Develop the protocols/methods for enhanced referral services	By May 20	Jazzie Murphy Classified lead TBD
Provide update to the steering group on progress	May 6	Jazzie Murphy
Develop thematic workshops for Fall 2020	By May 31	Jazzie Murphy Faculty lead TBD
Determine the methods to be used to promote persistence of students (e.g., encouraging enrollment in next term; reaching out to students who appear to have stopped out)	By May 31	Jazzie Murphy
Develop virtual services (working in conjunction with Virtual Presence leads)	By June 30	Jazzie Murphy Others TBD
Consider holistically how services and programming will build relationships; adjust the design if needed	By June 30	Jazzie Murphy Others TBD
Develop the Achieve/HomeBase transition strategy for 2nd semester students	By June 30	Jazzie Murphy
Develop other items TBD based on finalized list	By June 30	Jazzie Murphy
Document services and programming in a way that can be easily shared with HomeBase employees	By July 31	Jazzie Murphy

Questions to Resolve through this Component:

- What services and programming will be offered in Fall 2020?
- What services and programming can be replicated from Achieve or other programs?
- What services and programming needs to be designed?
- How will programming be coordinated across all HomeBases?
- How can the HomeBases monitor and foster student persistence from term-to-term?

BUSINESS PRACTICES (HOMEBASE OPERATIONS)

Purpose: *Develop and document the business practices that are common to all HomeBases*

Timing Considerations: *Business practices should be developed by June 2020 to allow time for training materials to be developed in July. Hours of operation and potential synergies with Achieve should be determined prior to most work on "Services and Programming" and "Virtual Presence" so that they can be used as assumptions during the design process.*

Key Activity or Deliverable	Timeline/Due Date	Lead/Contact Person
Determine the hours of operation for the physical locations	By March 15	Frank Kobayashi Jeff Stephenson
Determine the hours of operation (responsiveness) for the virtual presence	By March 15	Frank Kobayashi Jeff Stephenson
Determine potential synergies between Achieve and HomeBase in terms of operations/staffing	By March 15	Jeff Stephenson Jazzie Murphy
Review planned hours of operation with the steering group	April 1	Frank Kobayashi Jeff Stephenson
Determine how students will be switched to a different HomeBase due to a major change involving a different area of interest (e.g., how does it happen by student request; how does it happen if data is changed through updates to applications, etc.?	By May 31	Jazzie Murphy Classified lead TBD
Determine how students will be removed from a HomeBase (and HomeBase communications) due to program completion, transfer, or other reasons for leaving ARC	By May 31	Jazzie Murphy Classified lead TBD
Develop protocols for any HomeBase data collection and processing that is necessary for operations or evaluation (see also Evaluation)	By May 31	Jazzie Murphy Classified lead TBD
Determine whether/how HomeBases will accept and route paperwork for students (e.g., counseling forms, petitions, notes to instructors, etc.)	By June 30	Jazzie Murphy Classified lead TBD
Determine how HomeBase files/records will be maintained securely and how files will be shared between the HomeBases and centralized repositories (e.g., general counseling)	By June 30	Jazzie Murphy Counseling lead TBD
Develop the operating procedures for the HomeBase locations (see questions below for examples)	By June 30	Jazzie Murphy Others TBD
Incorporate methods for assigning students (see Data and Technology)	By June 30	Jazzie Murphy Others TBD

Questions to Resolve through this Component:

- What are the hours of operation (including non-peak/summer hours) for the physical locations?
- What are the hours of operation (responsiveness) for the virtual presence?
- What are the procedures for opening/closing the office; coverage for breaks, lunches, vacations, sick leave; making appointments for students; scheduling workshops and other HomeBase activities; use of small group space; use of external connections (industry experts, etc.); timesheets; coordination with other offices; and other items TBD?
- What is the protocol for issue reporting/problem resolution?
- How will the business practices be documented and maintained?
- What budget/resources are available and how are they managed?

MATERIALS AND SUPPLIES

Purpose: *Ensure the HomeBases are well stocked with essential materials and supplies without having to gather items during the setup week*

Timing Considerations: *Materials and supplies should be prepared prior to the move-in week of August 3-7*

Key Activity or Deliverable	Timeline/Due Date	Lead/Contact Person
Determine the materials and supplies that will be needed by every HomeBase on opening day	By April 1	Jazzie Murphy Others TBD
Determine which materials need to be tailored by area of interest (e.g., printed program maps)	By April 1	Jazzie Murphy Others TBD
Develop a toolkit for each HomeBase that contains the materials and supplies needed for startup	By July 31	Jazzie Murphy Others TBD

Questions to Resolve through this Component:

- How might a standardized toolkit be provided for each HomeBase and what should it contain? Some possibilities might include:
    o   Pre-printed program maps
    o   Pre-printed campus or building maps showing the HomeBase in relation to key locations
    o   Basic office supplies (pens, post-its, stapler, tape, copy paper, etc.)
    o   Brochures on financial aid, categorical programs, and other resources
    o   Frequently used forms and reference materials
    o   Inspirational quotes or other décor elements
    o   Display methods (e.g., racks) for displaying brochures, program materials, etc.
    o   "HomeBase" business cards for front counter staff
    o   Signage indicating business hours
    o   First aid kit
    o   Grand opening promotional items or marketing materials
- Which of the items need to be tailored by area of interest?

TRAINING

Purpose: *Ensure that all HomeBase employees are well equipped to provide programming and services that are effective, culturally responsive, and consistent across HomeBases*

Timing Considerations: *Training needs should be finalized once most other development work has been completed; comprehensive training should be conducted the week before the grand opening so that all HomeBase employees are equipped to work together seamlessly*

Key Activity or Deliverable	Timeline/Due Date	Lead/Contact Person
Determine training needs for all HomeBase employees and subsets (e.g., peer mentors)	By May 1	Jazzie Murphy Others TBD
Determine training needs (if any) for employees in related programs (e.g., Achieve, general counseling)	By May 1	Jazzie Murphy Others TBD
Develop a general strategy for meeting the identified needs	By mid-May	Jazzie Murphy Others TBD
Share the identified training needs and general training strategy with the steering group for feedback	May 20	Jazzie Murphy Others TBD
Identify trainers and determine training schedule for the week of August 3-7	By June 30	Jazzie Murphy Others TBD
Finalize list of participants and invite all participants to the kickoff/training event(s) scheduled for the week of August 3-7	By July 1	Jazzie Murphy Others TBD
Develop training curriculum and materials	By July 31	Jazzie Murphy Others TBD
Conduct training	August 3-7	Jazzie Murphy Others TBD
Plan for refreshers and ongoing training of new employees	September and beyond	Jazzie Murphy Others TBD

Questions to Resolve through this Component:

- What training is needed for all HomeBase employees and subsets (e.g., peer mentors or front counter staff)?
    - o Culturally-responsive service
    - o HomeBase programmatic knowledge and business practices
    - o Technology use and data collection
    - o Role-specific technical knowledge
    - o Other items
- Who is developing the training?
- When/where will the initial training/kickoff event occur?
- Are there general trainings that would be beneficial for future HomeBase employees (e.g., districtwide technologies)
- How will training be provided after the initial launch as employee transition occur?

MARKETING AND COMMUNICATION

Purpose: *Inform college employees of progress on the HomeBase Pathway Community implementation; market the grand opening to students; carve out an appropriate role for HomeBase communication within a broader college-wide student communication strategy; develop coordination model for ongoing HomeBase communication to students*

Timing Considerations: *Employee communications have already begun and need to continue regularly; marketing to students should begin shortly before the grand opening; overall strategy needs to be developed and integrated with technology planning*

Key Activity or Deliverable	Timeline/Due Date	Lead/Contact Person
Develop an internal communication plan to keep all employees informed during the HomeBase implementation	ASAP	PES or designee
Define the role of HomeBase in college-wide communication to students	By March 1	PES or designee
Designate a communication lead	By March 1	PES or designee
Determine whether the ARC Communication Center (call center) has capacity to be used as a resource for HomeBase communication	By March 1	Jeff Stephenson or designee
Develop branding resources: logos, email headers, etc.	By May 1	Communication lead TBD Others TBD
Develop a marketing plan for the grand opening	By May 1	Communication lead TBD Others TBD
Develop a draft HomeBase communication plan that is responsive to the questions listed below	By May 1	Communication lead TBD Others TBD
Present the draft communication plan to the steering group for feedback	May 6	Communication lead TBD
Refine the HomeBase communication plan based on feedback	By July 1	Communication lead TBD Others TBD
Setup any necessary technologies, campaigns, event calendars, graphic design work, and other items to support the plans	By August 1	Communication lead TBD Others TBD
Execute the various plans	As scheduled	Communication lead TBD Others TBD

Questions to Resolve through this Component:

- How does HomeBase fit into the college-wide student communication effort?
- Who is the communication lead for the HomeBases once launched?
- Who will coordinate and is authorized to communicate information specific to an area of interest?
- What methods of communication will be used to reach students who are connected to each HomeBase?
- How can messages be made timely, relevant, and tailored to student interests?
- How can we avoid inundating students with messages and/or duplicating efforts?
- How might the ARC communication center (call center) support the HomeBases?

GRAND OPENING EVENT

Purpose: *Build awareness among employees and students; create interest to prompt participation; and successfully launch the HomeBases*

Timing Considerations: *Strategy should be defined early enough to allow event planning and coordination of marketing activities*

Key Activity or Deliverable	Timeline/Due Date	Lead/Contact Person
Finalize the grand opening date	February 19	Frank Kobayashi Jeff Stephenson
Develop a strategy for the grand opening event to attract students and foster engagement (see also Marketing and Communication)	By April 1	Jazzie Murphy Others TBD
Share the grand opening strategy with the steering group and get feedback	April 1	Jazzie Murphy
Refine the strategy based on feedback	By May 1	Jazzie Murphy Others TBD
Work with marketing and communication leads to execute the marketing plan	As scheduled	Jazzie Murphy Others TBD
Acquire any promotional items, food, or other materials for the grand opening	By August 7	Jazzie Murphy Others TBD
Take photos at each HomeBase during the grand opening	August 10	TBD

Questions to Resolve through this Component:

- What is the grand opening date?
- What will be done to attract students (e.g., food, giveaways, other promotion)?
- How will online students be included?
- Is regular staffing sufficient for the grand opening event or should it be supplemented?

EVALUATION

Purpose: *Provide the HomeBase leadership with actionable intelligence regarding the effectiveness of the HomeBase Pathway Communities, usage levels by historically underserved populations, and other data that can be used to refine and improve upon the initial implementation.*

Timing Considerations: *Evaluation plan should be developed once implementation is progressing well and be ready prior to the grand opening to ensure any necessary data is collected; findings should be made available to leadership at a minimum of two key points: mid-September to identify any immediate changes that may be needed prior to the start of the fall 2021 admission cycle (e.g., data issues); and post-fall to evaluate effectiveness during the first semester of operation.*

Key Activity or Deliverable	Timeline/Due Date	Lead/Contact Person
Work with VP of Instruction and VP of Student Services to identify the types of evaluative information that would be most useful	By March 1	Adam Karp or designee
Develop evaluation plan that takes a balanced approach to uncovering valuable intelligence while also minimizing the evaluation's impact to HomeBase workload and student data collection	By late April	Adam Karp or designee
Review the evaluation plan with the steering group for feedback	April 29	Adam Karp or designee
Use feedback to finalize evaluation plan	By June 1	Adam Karp or designee
Begin evaluation	August 10	Adam Karp or designee
Distribute preliminary findings to PES to inform any changes for the Fall 2021 admission cycle (particularly identifying any data issues for assigning or working with HomeBase students)	September 15	Adam Karp or designee
Determine next steps (if any) based on preliminary findings	By October 1	Frank Kobayashi Jeff Stephenson
Distribute findings to PES from full assessment of first semester of operation	Spring 2021 – month TBD based on evaluation plan	Adam Karp or designee
Share findings with Student Success Council	Spring 2021 – month TBD	Frank Kobayashi Jeff Stephenson
Determine next steps	Spring 2021 – month TBD	Frank Kobayashi Jeff Stephenson

Questions to Resolve through this Component:

- What information would be most useful for future refinement of the HomeBase concept?
- What data needs to be collected to evaluate effectiveness and usage?
- How will data gaps affecting assignment of students be identified?
- What is the plan for how the evaluation will be conducted?
- How will usage by historically underserved populations be assessed?
- When can the HomeBase team expect to have the final evaluation results?

STEERING GROUP: PROPOSED AGENDAS

Note: It is expected that other items would be added to the proposed agendas as needed.

Meeting Date	Updates/Discussion Items	Questions to Answer
February 5	- Overview of steering group role - Sharing input gathered at Convocation - Overview of draft implementation plan (further dialogue at next meeting)	- What initial thoughts would the group like to share regarding the steering group's role in guiding the implementation? - How might we make use of the input gathered at Convocation?
February 19	- Continued dialogue on the implementation plan - Proposed list of baseline services and programming for Fall 2020 - Overview of draft org structure options (further dialogue at next meeting)	- Does the group affirm the implementation plan including the opening date of August 10, 2020? - Does the group recommend any changes to the list of baseline services and programming for Fall 2020?
March 4	- Proposed locations - Draft minimum HomeBase technology standard - Continued dialogue on org structure	- Does the group affirm the proposed locations? - Does the group have suggestions for the draft minimum technology standards? - What type of org structure does the group recommend?
March 18	- Continued dialogue on technology standards - Proposed virtual presence strategy - Update on HomeBase staffing/teams including full descriptions of team roles	- Does the group affirm the draft minimum technology standards? - Does the group have thoughts to share on the HomeBase staffing/teams update? - Does the group have suggestions for the proposed virtual presence strategy?
April 1	- Proposed grand opening strategy - Planned hours of operation	- Does the group have any suggestions for the grand opening strategy?
April 15	- 1st update on programming and services	- What feedback does the group have on the development of programming and services?
April 29*	- Proposed evaluation plan - Update on facility progress	- Does the group affirm the evaluation plan? - Does the group have questions on facility progress?
May 6*	- 2nd update on programming and services - Proposed HomeBase communication plan	- What feedback does the group have on the development of programming and services? - What suggestions does the group have for refinement of the communication strategy?
May 20	- Training needs and proposed strategy - Virtual presence update/demo	- What feedback does the group have on the training needs and general strategy? - What feedback does the group have on the progress to build a virtual presence?
June 3	TBD	
June 17	TBD	
TBD	- Tour of HomeBases (opportunity for group to see the facilities prior to grand opening)	

Program review presentations are also scheduled on these dates.

	MESA Applicant College	District	Award Status	Award Amount	Grant Balance
1	**ALLAN HANCOCK**	Allan Hancock Joint	EF	$90,000	$2,449,000
2	**BAKERSFIELD**	Kern	EF	$90,000	$2,359,000
3	**BUTTE**	Butte-Glenn	EF	$76,263	$2,282,737
4	**CABRILLO**	Cabrillo	EF	$76,263	$2,206,474
5	**CANYONS**	Santa Clarita	EF	$76,263	$2,130,211
6	**CHABOT**	Chabot-Las Positas	EF	$90,000	$2,040,211
7	**DESERT**	Desert	EF	$90,000	$1,950,211
8	**EAST LA**	Los Angeles	EF	$90,000	$1,860,211
9	**EL CAMINO**	El Camino	EF	$76,263	$1,783,948
10	**HARTNELL**	Hartnell	EF	$90,000	$1,693,948
11	**IMPERIAL VALLEY**	Imperial	EF	$100,000	$1,593,948
12	**LA HARBOR**	Los Angeles	EF	$76,263	$1,517,685
13	**LA VALLEY**	Los Angeles	EF	$76,263	$1,441,422
14	**LONG BEACH CITY**	Long Beach	EF	$76,263	$1,365,159
15	**LOS MEDANOS**	Contra Costa	EF	$76,263	$1,288,896
16	**MENDOCINO**	Mendocino-Lake	EF	$76,263	$1,212,633
17	**MT SAN ANTONIO**	Mt. San Antonio	EF	$76,263	$1,136,370
18	**NAPA VALLEY**	Napa Valley	EF	$90,000	$1,046,370
19	**PASADENA CITY**	Pasadena Area	EF	$76,263	$970,107
20	**RIO HONDO**	Rio Hondo	EF	$76,263	$893,844
21	**RIVERSIDE CITY**	Riverside	EF	$76,263	$817,581
22	**SACRAMENTO CITY**	Los Rios	EF	$76,263	$741,318
23	**SAN BERNARDINO VALLEY**	San Bernardino	EF	$90,000	$651,318
24	**SAN DIEGO CITY**	San Diego	EF	$76,263	$575,055
25	**SAN JOAQUIN DELTA**	San Joaquin Delta	EF	$76,263	$498,792
26	**SANTA BARBARA CITY**	Santa Barbara	EF	$76,263	$422,529
27	**SOUTHWESTERN**	Southwestern	EF	$90,000	$332,529
28	**VENTURA**	Ventura County	EF	$90,000	$242,529
29	**VICTOR VALLEY**	Victor Valley	EF	$76,263	$166,266
30	**WEST HILLS COALINGA**	West Hills	EF	$90,003	$76,263
31	**WOODLAND COMMUNITY**	Yuba	EF	$76,263	$0
32	**SANTA ANA**	Rancho Santiago	NE		
33	**YUBA**	Yuba	NE		
34	**SANTA ROSA JR**	Sonoma County	NE		
35	**SKYLINE**	San Mateo County	NE		
36	**DIABLO VALLEY**	Contra Costa	NE		
37	**CANADA**	San Mateo County	NE		
38	**MISSION**	West Valley-Mission	NE		
39	**GAVILAN**	Gavilan	NE		
40	**AMERICAN RIVER**	Los Rios	NE		
41	**LA PIERCE**	Los Angeles	NE		
42	**COSUMNES RIVER**	Los Rios	NE		
43	**SAN MATEO**	San Mateo County	NE		
44	**ALAMEDA**	Peralta	NE		
45	**SAN FRANCISCO CITY**	San Francisco	NE		
46	**CYPRESS**	North Orange County	NE		
47	**ORANGE COAST**	Coast	NE		
48	**SADDLEBACK**	South Orange County	NE		
49	**FOOTHILL**	Foothill-DeAnza	NE		
50	**OHLONE**	Ohlone	NE		
51	**MONTEREY PENINSULA**	Monterey Peninsula	NE		

Total Grant Funds Available	**$2,539,000**
Total Amount Eligible for Funding	$2,539,000
Total Amount Funded	$2,539,000
Total Amount Eligible Not Funded	$0

Legend	
EF	Eligible Funded
ENF	Eligible Not Funded
NE	Not Eligible [score below 60]
DQ	Disqualified prior to evaluation

SUMMARY

51 Applicants, 31 funded (61%)
1 CCC will receive the $3.00 left over to disseminate all funds
Funds are distributed to all 7 CCC Regions
7 New MESA programs will be funded
24 Established MESA programs will be funded

Amount per/Tier Disbursed	
Tier 1	$100,000
Tier 2	$90,000
Tier 3	$76,263

Amount per/Score Range		
# of CCC	Weighted Score	Amount
1	90-100	100,000
11	70-80	90,000-99,000
19	60-70	70,000-79,000

Consensus
Home

Consensus Decision-Making

A Virtual Learning Center for People Interested in Consensus

What is Consensus?

Consensus Decision-Making is a process for groups to generate widespread agreement in a way that respects the contributions of all participants. This public service website seeks to provide free, in-depth education on the topic. There are many variations in the ways groups use consensus. These differences are expressed in the articles and other resources on this website. The following unifying principles, however, form a common basis for all consensus processes.

One Hour Training Video ⇒

Consensus 101: Basic Training in Consensus

After watching the video, you can take a post-test here to see how much you learned.

Inclusive & Participatory

In a consensus process all group members are included and encouraged to participate. Further, the needs of all stakeholders affected by a decision are included in the deliberations.

Agreement Seeking

Consensus decision-making is a process that seeks widespread or full agreement. Groups using this process commit themselves to the goal of generating as much agreement as possible. Different groups may have different decision rules (standards for how much agreement is necessary to finalize a decision). Regardless of the ultimate decision rule, however, all groups using a consensus process strive for the full agreement of all participants.

Process Oriented

Consensus decision-making highlights the process of making decisions, not just the result. In a consensus process all participants are respected and their contributions are welcome. Power leveraging, adversarial positioning, and other group manipulation tactics are specifically discouraged by the facilitator or by the structure of the discussion. The way in which the decision is made is as important as the resulting decision.

Collaborative

Consensus decision-making is a collaborative process. All members of the group contribute to a shared proposal and shape it into a decision that meets all the concerns of group members as much as possible. Consensus is distinctly different from an adversarial process wherein participants compete for the group's support, and the concerns of the losing parties are not addressed by the winning proposal.

Relationship Building

Consensus decision-making has an over-arching goal of building group relationships through discussion. The effort to gain widespread agreement and include all perspectives is intended to support positive relationships between consensus participants. The resulting shared ownership of decisions and increased group cohesion can make implementation of decisions and future consensus discussions proceed in an atmosphere of trust and cooperation.

Whole Group Thinking

Consensus decision-making places value on individuals thinking about the good of the whole group. Participants are encouraged to voice their personal perspectives fully so that the group benefits from hearing all points of view. But consensus participants are also expected to pay attention to the needs of the whole group. Ultimately, in consensus, personal preferences are less important than a broader understanding of how to work together to help the group succeed.

The Basics of Consensus Decision-Making

© Tim Hartnett, PhD

The Principles of Consensus Decision Making

Consensus decision making is a process used by groups seeking to generate widespread levels of participation and agreement. There are variations among different groups regarding the degree of agreement necessary to finalize a group decision. The process of group deliberation, however, has many common elements that are definitive of consensus decision making. These include:

- **Inclusive:** As many stakeholders as possible are involved in group discussions.
- Participatory: All participants are allowed a chance to contribute to the discussion.
- Collaborative: The group constructs proposals with input from all interested group members. Any individual authorship of a proposal is subsumed as the group modifies it to include the concerns of all group members.
- Agreement Seeking**:** The goal is to generate as much agreement as possible. Regardless of how much agreement is required to finalize a decision, a group using a consensus process makes a concerted attempt to reach full agreement.
- Cooperative: Consensus participants are encouraged to keep the good of the whole group in mind. Each individual's preferences should be voiced so that the group can incorporate all concerns into an emerging consensus proposal. Individual preferences should not, however, obstructively impede the progress of the group.

An Alternative to Common Decision Making Practices

Consensus decision making is an alternative to commonly practiced non-collaborative decision making processes. Robert's Rule of Order, for instance, is a process used by many organizations. The goal of Robert's Rules is to structure the debate and passage of proposals that win approval through majority vote. This process does not emphasize the goal of full agreement (as consensus does). Nor does it foster whole group collaboration and the inclusion of minority concerns in resulting proposals. Critics of Robert's Rules believe that the process can involve adversarial debate and the formation of competing factions. These dynamics may harm group member relationships and undermine the ability of a group to cooperatively implement a contentious decision.

Consensus decision making is also an alternative to "top-down" decision making, commonly practiced in hierarchical groups. Top-down decision making occurs when leaders of a group make decisions in a way does not include the participation of all interested stakeholders. The leaders may (or may not) gather input, but they do not open the deliberation process to the whole group. Proposals are not collaboratively developed, and consensus is not a primary objective. Critics of top-down decision making believe the process fosters incidence of either complacency or rebellion among disempowered group members. Additionally, the resulting decisions may overlook important concerns of those directly affected. Poor group relationship dynamics and decision implementation problems may result.

Consensus decision making addresses the problems of both Robert's Rules of Order and top-down models. The goals of the consensus process include:

- Better Decisions: Through including the input of all stakeholders the resulting proposals can best address all potential concerns.

- Better Implementation: A process that includes and respects all parties, and generates as much agreement as possible sets the stage for greater cooperation in implementing the resulting decisions.
- Better Group Relationships: A cooperative, collaborative group atmosphere fosters greater group cohesion and interpersonal connection.

The Process of Consensus Decision Making

There are multiple stepwise models of how to make decisions by consensus. They vary in the amount of detail the steps describe. They also vary depending on how decisions are finalized. The basic model involves collaboratively generating a proposal, identifying unsatisfied concerns, and then modifying the proposal to generate as much agreement as possible.

Basics Steps to Consensus Decision Making

Step 1

Discussion

Step 2

Identify Emerging Proposal

Step 3

Identify Any Unsatisfied Concerns

Step 4

Collaboratively Modify the Proposal

Step 5

Assess the Degree of Support

Step 6

Finalize the Decision   OR   Circle Back to Step 1 or 3
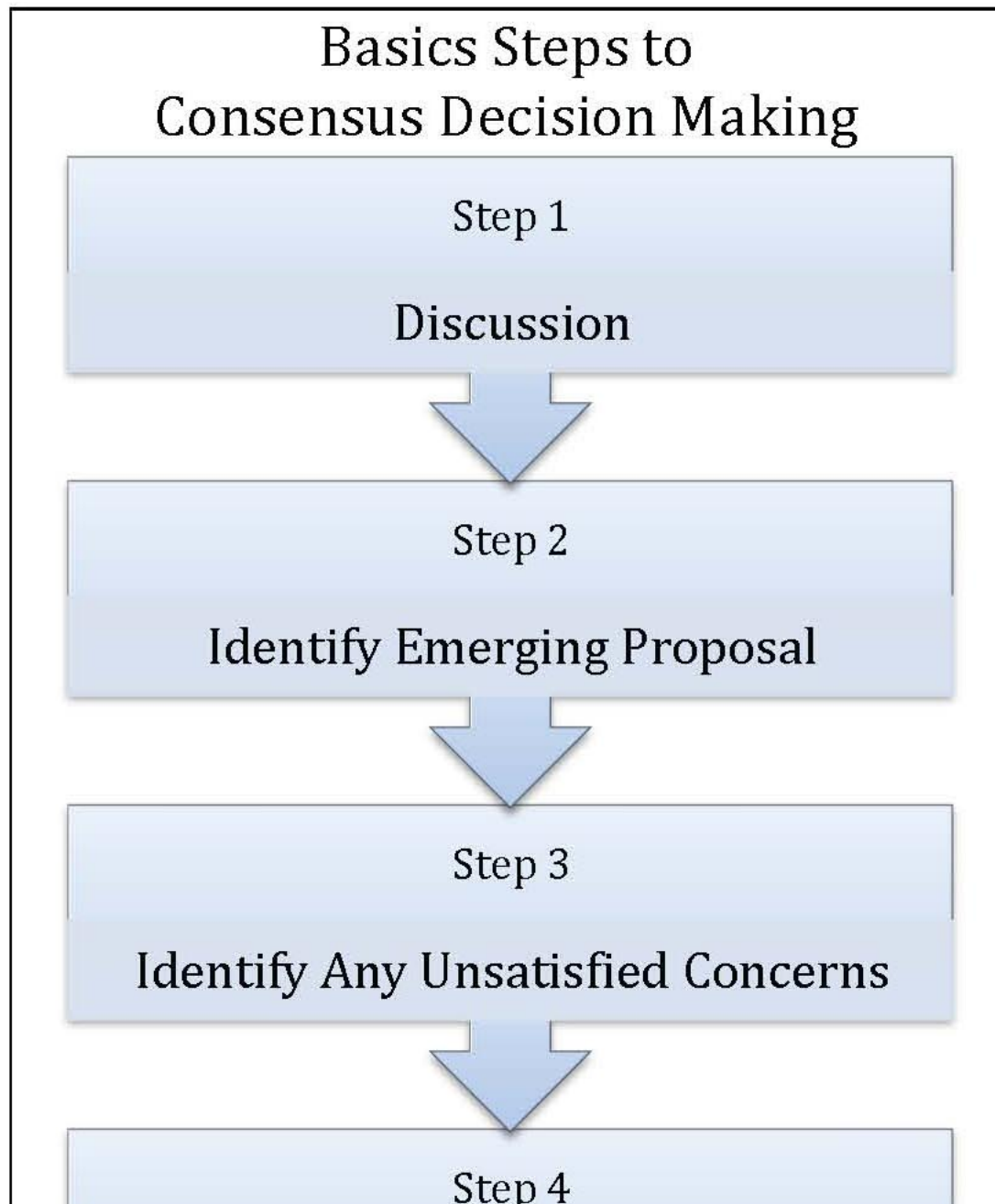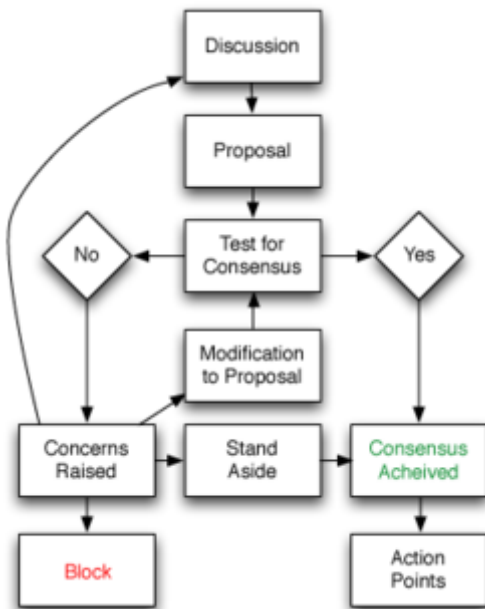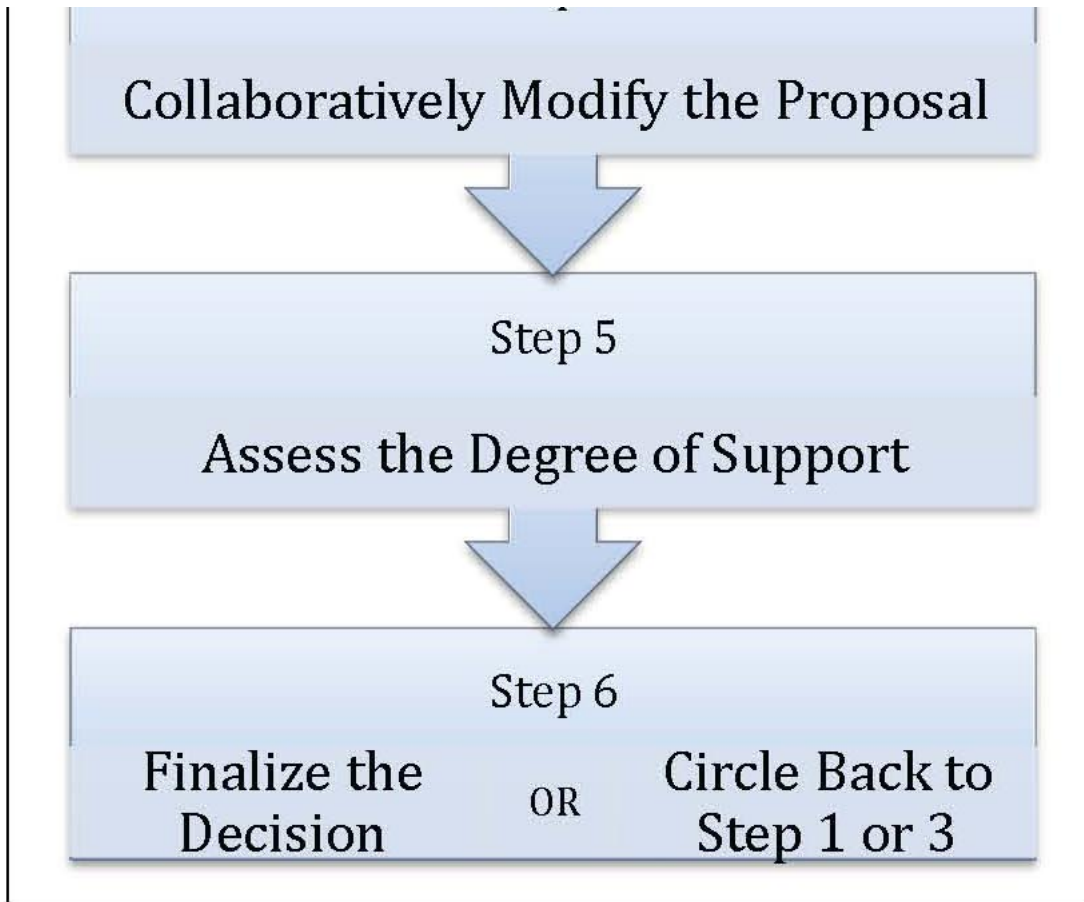
A basic outline of consensus decision making that allows consensus blocking is outlined in this flow chart from wikipedia: Consensus Decision-making.

Finalizing a Decision

The level of agreement necessary to finalize a decision is known as a decision rule. The range of possible decision rules varies within the following range:

- Unanimous agreement
- Unanimity minus one vote
- Unanimity minus two votes
- Super majority thresholds (90%, 80%, 75%, two-thirds, and 60% are common).
- Simple majority
- Executive committee decides
- Person-in-charge decides

Some groups require unanimous consent (unanimity) to approve group decisions. If any participant objects, he can block consensus according to the guidelines described below. These groups use the term consensus to denote both the discussion process and the decision rule. Other groups use a consensus process to generate as much agreement as possible, but allow decisions to be finalized with a decision rule that does not require unanimity.

Blocking

Groups that require unanimity allow individual participants the option of blocking a group decision. This provision motivates a group to make sure that all group members consent to any new proposal before it is adopted. Proper guidelines for the use of this option, however, are important. The ethics of using a block encourage participants to place the good of the whole group above their own individual preferences. When there is potential for a group decision to be blocked, both the group and any dissenters in the group are encouraged to collaborate until agreement can be reached. Simply vetoing a decision is not considered a responsible use of blocking. Some common guidelines for the use of blocking include:

- Limiting the option to block to issues that are fundamental to the group's mission or potentially disastrous to the group.
- Providing an option for those who do not support a proposal to "stand aside" rather than block.
- Requiring two or more people to block for a proposal to be put aside.
- Require the blocking party to supply an alternative proposal or a process for generating one.
- Limiting each person's option to block to a handful of times in one's life.

Agreement vs. Consent

Unanimity is achieved when the full group consents to a decision. Giving consent does not necessarily mean that the proposal being considered is one's first choice. Group members can vote their consent to a proposal because they choose to cooperate with the direction of the group, rather than insist on their personal preference. Sometimes the vote on a proposal is framed, "Is this proposal something you can live with?" This relaxed threshold for a yes vote can help make unanimity more easily achievable. Alternatively, a group member can choose to stand aside. Standing aside communicates that while a participant does not necessarily support a group decision, he does not wish to block it.

Debate Over Decision Rules

Critics of "blocking" object to empowering individuals to block otherwise popular proposals. They believe this can result in a group experience of widespread disagreement, the opposite of a consensus process's primary goal. Further, they believe group decision making may become stagnated by the high threshold of unanimity. Important decisions may take too long to make, or the status quo may become virtually impossible to change. The resulting tension may undermine group functionality and harm relationships between group members.

Defenders of blocking believe that decision rules short of unanimity do not ensure a rigorous search for full agreement before finalizing decisions. They value the commitment to reaching unanimity and the full collaborative effort this goal requires. They believe that under the right conditions unanimous consent is achievable and the process of getting there strengthens group relationships.

Conditions that Favor Unanimity

The goals of requiring unanimity are only fully realized when a group is successful in reaching it. Thus, it is important to consider what conditions make full agreement more likely. Here are some of the most important factors that improve the chances of successfully reaching unanimity:

- Small group size
- Clear common purpose
- High levels of trust
- Participants well trained in consensus process
- Participants willing to put the best interest of the group before their own
- Participants willing to spend sufficient time in meetings
- Skillful facilitation and agenda preparation

Using Other Decisions Rules with a Consensus Process

Many groups use a consensus decision making process with non-unanimous decision rules. The consensus process can help prevent problems associated with Robert's Rules of Order or top-down decision making. This allows majority rule or hierarchical organizations

to benefit from the collaborative efforts of the whole group and the resulting joint ownership of final proposals. For instance, a small business owner may convene a collaborative decision making discussion among her staff to generate a proposal for changes to the business. After the proposal is developed, however, the business owner may retain the authority to accept or reject it.

The benefits of consensus decision making are lost, however, if the final decision is made without regard to the efforts of the whole group. When group leaders or majority factions reject proposals that have been developed with widespread agreement of a group, the goals of the process will not be realized.

More Elaborate Models
As the field of group facilitation has evolved, more detailed models of consensus decision making have been developed. One example is the CODM model (consensus-oriented decision making). Newer models focus on the process of group collaboration, increasing understanding within the field of how collaboration can be best fostered and what facilitation techniques can promote it.

by Tim Hartnett
http://www.GroupFacilitation.net

After reading this article or watching the video, you can test your knowledge by taking this POST-TEST.

56th SESSION RESOLUTIONS
Spring Plenary

Adopted Resolutions

Resolutions Committee 2020-2021
Stephanie Curry, ASCCC North Representative (Chair), Area A
Sam Foster, ASCCC South Representative, Area D
Amber Gillis, Compton Community College, Area C
Annie Corbett, Skyline College, Area B
David Morse, Long Beach City College, Area D

TABLE OF CONTENTS

3.0 DIVERSITY AND EQUITY

3.01   S21 Include Cultural Competence in Faculty Evaluations

Whereas, The California Community Colleges Chancellor's Office *EEO & Diversity Best Practices Handbook* calls for the incorporation of diversity considerations in the criteria for employee evaluation and tenure review, and other voices, such as the 2020 Student Senate for California Community Colleges' *DEI/Anti-Racism Plan* and the California Community Colleges *Vision for Success Diversity, Equity, and Inclusion Integration Plan*, echo this call by proposing the inclusion of cultural competency and diversity-focused criteria in faculty evaluations;

Whereas, While processes and criteria for faculty evaluations are normally included in local bargaining agreements and thus fall directly under the purview of faculty unions, evaluations are also connected to professional development policies and therefore fall under the purview of academic senates under Title 5 §53200, and this connection is further established by Education Code §§87610.1(a) and 87663 (f), which require that faculty bargaining agents consult with their academic senates regarding the negotiation of evaluation processes;

Whereas, Because of the diverse nature of communities, student populations, and local needs throughout the California Community Colleges system, any guidance or requirement regarding the inclusion of cultural competence and diversity-focused criteria in faculty evaluations should be broad enough to allow for local implementation and respect for local processes while still remaining meaningful and effective; and

Whereas, Because faculty evaluations are an aspect of academic senate purview, and because the Academic Senate for California Community Colleges has expressed its commitment to cultivating and promoting cultural competence in all aspects of faculty work, faculty should be leaders in any discussion and development of guidance or potential regulatory or statutory requirements regarding the inclusion of cultural competence and diversity-focused criteria in faculty evaluations;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to collaborate with their union partners to explore the negotiation of cultural competence and diversity-focused criteria into faculty evaluation processes; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office, state-level faculty union leaders, and other system partners to explore the development of Title 5 regulatory language that would address the inclusion of cultural competence and diversity-focused criteria in faculty evaluation processes in ways that are meaningful yet respectful of local governance and negotiation processes.

Contact: Sharon Sampson, Standards and Practices Committee

MSC

3.02   S21 Establishing Local Inclusion, Diversity, Equity, and Anti-racism (IDEA) Liaison

Whereas, The California Community Colleges system has prioritized inclusion, diversity, equity and anti-racism (IDEA) work—including through the CCCCO Call to Action, the DEI Task Force Recommendations, and the Vision for Success goals—to eliminate equity gaps;

Whereas, Local academic senates have an integral role in advancing inclusion, diversity, equity, and anti-racism through academic and professional matters; and

Whereas, Information related to inclusion, diversity, equity, and anti-racism may not always be disseminated to all faculty at local colleges and districts and therefore all faculty would benefit from the creation of a local inclusion, diversity, equity, and anti-racism liaison to act as a conduit between the Academic Senate for Community Colleges and local faculty;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to identify a faculty member to act as an inclusion, diversity, equity, and anti-racism (IDEA) liaison to facilitate communication among local faculty, the local senate, and the Academic Senate for California Community Colleges.

Contact: Howard Eskew, Relations with Local Senates Committee

MSA

3.03   S21 Denounce Anti-Asian American Pacific Islander (AAPI) Racism

Whereas, The Academic Senate for California Community Colleges' Inclusivity Statement

> recognizes the benefits to students, faculty, and the community college system gained from the variety of personal experiences, values, and views of a diverse group of individuals with different backgrounds. This diversity includes but is not limited to race, ethnicity, sex, gender identity, sexual orientation, disability status, age, cultural background, veteran status, discipline or field, and experience. We also understand that the California Community College System itself is diverse in terms of the size, location, and student population of its colleges and districts, and we seek participation from faculty across the system. The Academic Senate respects and is committed to promoting equal opportunity and inclusion of diverse voices and opinions. We endeavor to have a diversity of talented faculty participate in Academic Senate activities and support local senates in recruiting and encouraging faculty with different backgrounds to serve on Academic Senate standing committees and task forces. In particular, the Academic Senate acknowledges

the need to remove barriers to the recruitment and participation of talented faculty from historically excluded populations in society;[1]

Whereas, The Academic Senate for California Community Colleges has previously affirmed its commitment to systemic equity in numerous resolutions, including Resolution 03.01 "Adopt the "Student Equity: From Dialog and Access to Action" Paper" (2010), Resolution 03.04 "Adopt the Paper Equity-Driven Systems: Student Equity and Achievement in the California Community Colleges" (2019), Resolution 3.01 "Support the Antiracism Pledge" (2020), and Resolution 3.03 "Adopt Antiracism Education Paper" (2020);

Whereas, Several community colleges in the state of California have identified the following core goals:

- To integrate an accurate portrayal of the roles and contributions of all groups throughout history across curricula, particularly groups that have been underrepresented historically;
- To identify how bias, stereotyping, and discrimination have limited the roles and contributions of individuals and groups and how these limitations have challenged and continue to challenge society;
- To encourage all members of the educational community to examine assumptions and prejudices, including but not limited to racism, sexism, and homophobia, that might limit the opportunities and growth of students and employees;
- To offer positive and diverse role models in society, including the recruitment, hiring, and promotion of diverse employees in community colleges;
- To coordinate with organizations and concerned agencies that promote the contributions, heritage, culture, history, and health and care needs of diverse population groups;
- To promote a safe and inclusive environment for all;[2] and

Whereas, Higher education at colleges within California should establish places where all faculty and staff members, administrators, and students have the right to study and work in a safe environment free of racism, discrimination, intolerance, and violence, but the outbreak of COVID-19 has given rise to racist and inflammatory rhetoric in public discourse meant to stigmatize members of the AAPI communities, exacerbating the microaggressions and violence toward persons of AAPI ancestry and increasing the number of hate crimes and incidents – physical assault, vandalism, coughing and spitting, verbal harassment, shunning or avoidance, and refusal of service – against AAPI persons nationwide[3], and the model minority myth by which AAPI persons are deemed self-sufficient and as such requiring neither assistance nor attention, along with the resultant

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[1]https://asccc.org/resources/resolutions?field_resolution_number_value=&title=Equity&field_year_tid=All&field_status_code_tid=All&title_1

[2] Grossmont College Academic Senate's "A RESOLUTION of the Grossmont College Academic Senate to denounce Anti-Asian American Pacific Islander (AAPI) racism" (attached PDF), approved on March 1, 2021
And De Anza College's "A RESOLUTION of the De Anza College Academic Senate to Denounce Anti-Asian American Pacific Islander (AAPI) Racism," approved on March 15, 2021

[3] https://stopaapihate.org/reportsreleases/

widespread gaslighting of anti-AAPI racism ranging from incidents to violent hate crimes that is occurring nationally is a real threat to students and employees at all California community colleges;

Resolved, That the Academic Senate for California Community Colleges condemn the oppressive forces of anti-AAPI racism, denounce xenophobia and anti-AAPI sentiment, and urge the documentation and investigation of all reported incidents in order to promote respect and protection of the AAPI community;

Resolved, That the Academic Senate for California Community Colleges create opportunities for faculty to engage in ongoing critical reflections, conversations, and intentional efforts – such as educating from culturally appropriate curriculum – in addressing racial, social, and economic injustices and inequities, within AAPI communities, thereby further humanizing AAPI students, faculty, staff members, and administrative colleagues; and

Resolved, That the Academic Senate for California Community Colleges engage in advocacy and collaborative efforts to protect AAPI students, employees, communities, and victims of discrimination and commit to working with campus groups, administration, students, and classified professional colleagues across the system to organize and present local campus and district anti-racism advocacy and education events and efforts.

Contact: Denise Schulmeyer, Grossmont College, Area D

MSA

5.0 BUDGET AND FINANCE

5.01   S21 Support for Additional Guided Pathways Funding and Extension of Current Funding Deadlines Due to COVID-19

Whereas, The California Community Colleges system in 2018 took a systemic approach to institutional redesign through the implementation of a guided pathways framework that was supported by a $150 Million California Community Colleges Guided Pathways Grant Program;

Whereas, California community colleges have locally implemented guided pathways elements such as success teams, program maps, curricular redesign, and holistic student support that require structural and policy augmentation to make available the resources and personnel needed to focus on the whole student, meeting the students "where they are";

Whereas, The Academic Senate for California Community Colleges has been integral in supporting guided pathways efforts around the areas of academic and professional matters, including curriculum, professional development, educational programs, program review, and student preparation and success; and

Whereas, The development and implementation of a guided pathways framework was interrupted by COVID 19 campus closures and necessitates systemic change that requires at least ten years for full sustainability, which allows for inquiry, implementation, assessment, and evaluation;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to advocate for continuing funding for colleges to support the guided pathways framework for an additional five years in order to allow colleges to continue to implement the framework and time to plan for long term sustainability; and

Resolved, That the Academic Senate for California Community Colleges continue to take a strong role in supporting local colleges and academic senates in the design, implementation, and evaluation of guided pathways frameworks and advocate for identified funding to continue its leadership role.

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to advocate for a one-year extension due to COVID-19 disruptions to spend Guided Pathways funding in order to allow colleges to continue to implement the framework and time to plan for long-term sustainability.

Contact: Jeffrey Hernandez, Guided Pathways Task Force

MSC

6.0 STATE AND LEGISLATIVE ISSUES

6.01   S21 Revisiting the 50% Law and the Faculty Obligation Number

Whereas, California Education Code §84362, also known as the 50% Law, designates a minimum of 50% of a college's general fund budget for direct instruction, but the current definition of instruction under the 50% law does not include support faculty such as counselors, librarians, tutorial coordinators, and any other faculty not actively in a classroom, and thus the 50% law becomes a fiscal and structural barrier to student support;

Whereas, The faculty obligation number, colloquially called the FON, sets a minimum number of full-time faculty to be employed by each college, but the FON is based on an antiquated formula and does not recognize some essential faculty groups such as noncredit faculty;

Whereas, In 2016 a workgroup of stakeholders[4], consisting of both faculty and administrators, commissioned by the California Community Colleges Chancellor's Office came together to explore issues with the 50% Law and the FON and presented recommendations for revisions titled "The 50% Law and the Faculty Obligation Number: A Proposal," finding that instructional practices have changed and have become a shared

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[4] https://www.asccc.org/content/50-law-and-faculty-obligation-number-proposal

activity between instruction and support with an increasing focus on services that actively support student success, and that proposal was updated in 2019 with "The 50% Law and the Faculty Obligation Number: An Updated Proposal"[5]; and

Whereas, The workgroup affirmed the essential role of the 50% Law but called for a redefinition of the expenses considered to be instructional in nature to include costs that directly impact "instruction and learning," including the following:

- faculty working outside of the classroom but playing a directive role in the education of students;
- faculty who provide educational services directly to students;
- governance activities that directly impact the education of students; and
- professional activities that pertain to curriculum;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to revisit the recommendations from the 2016 "The 50% Law and the Faculty Obligation Number: A Proposal" and the 2019 update and advocate for revisions of Education Code §84362, also called the 50% Law, and the faculty obligation number while ensuring that all relevant faculty voices are included in the revision efforts.

Contact: David Morse, Resolutions Committee

MSC

6.02   S21 Support AB 417 (McCarty, 2021) as of March 8, 2021
Whereas, Current and formerly incarcerated students face significant barriers in pursuing their educational goals, especially in higher education, due to restricted access to educational opportunities, instruction, materials, and services stemming from legal policies and financial limitations; and

Whereas, The Academic Senate for California Community Colleges has numerous positions supporting the provision of equitable educational opportunities and support services for current and formerly incarcerated students[6]; and

Whereas, The Academic Senate for California Community Colleges has long supported providing educational opportunities and services to current and formerly incarcerated students, as demonstrated by Resolutions F19 3.06, S17 5.01, S17 7.02, S17 17.02 as well as numerous *Rostrum* articles and presentations at ASCCC events;

Resolved, That the Academic Senate for California Community Colleges support AB 417 (McCarty, 2021) – *Rising Scholars Network: justice-involved students*[7] as of March 8, 2021.

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[5] The 50% law and the Faculty Obligation Number: An Updated Proposal

[6] Resolutions F19 3.06, S17 5.01, S17 7.02, S17 17.02

[7] AB 417 (McCarty, 2021): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB417

Contact: Adrienne C. Brown, Legislative and Advocacy Committee

MSC

6.03   S21 Support AB 421 (Ward, 2021) as of March 8, 2021

Whereas, The Academic Senate for California Community Colleges recommends in the position paper *Noncredit Instruction: Opportunity and Challenge*[8] that the ASCCC should work with the California Community Colleges Chancellor's Office to revise regulations and *the Student Attendance Accounting Manual* to provide noncredit attendance accounting options in addition to positive attendance in a manner similar to those available for credit courses;

Whereas, AB 1727 (Weber, 2019), which was vetoed on October 19, 2019 due to funding concerns and reintroduced as AB 421 (Ward, 2021) on March 8, 2021, would create parity between the funding methods for credit and noncredit courses that already have parity in enrollment and scheduling[9]; and

Whereas, The ASCCC has numerous positions supporting the equalization of noncredit funding and curriculum with that of credit curriculum[10];

Resolved, That the Academic Senate for California Community Colleges support AB 421 Career Development and College Preparation Courses (Ward, 2021)[11] as of February 16, 2021.

Contact: Christopher Howerton, Legislative and Advocacy Committee

MSC

6.04   S21 Flexibility in Remote Attendance at Local Academic Senates

Whereas, Meetings of local academic senates and their associated committees are subject to the requirements of the Ralph M. Brown Act (Government Code sections 54950-54963);

Whereas, The governor's Executive Order N-29-20 (17 March 2020) states that "All requirements in the Brown Act expressly or impliedly requiring the physical presence of members, the clerk or other personnel of the body, or of the public as a condition of participation in or quorum for a public meeting are hereby waived"; and

Whereas, Attendance at and participation in meetings of many local academic senates and their associated committees has increased thanks to the waiver of the requirement for

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[8] See Recommendations to the Board of Governors: https://www.asccc.org/papers/noncredit-instruction-opportunity-and-challenge-0

[9] See the April 2019 ASCCC *Rostrum* article "Changes Ahead for Noncredit?" by Craig Rutan

[10] Resolutions F20 13.02, S19 9.02, F18 9.02

[11] AB 421 (Ward, 2021): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB421

physical presence of members or of the pubic, allowing senates to continue asserting their purview over academic and professional matters despite the ongoing covid-19 pandemic;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to advocate for continued flexibility in allowing remote attendance and participation at meetings of local academic senates and their associated committees by members and the public.

Contact: Gregory Beyrer, Cosumnes River College, Area A

MSC

6.05   S21 Aligning Attendance Accounting for Asynchronous Credit Distance Education Courses with Synchronous Credit Distance Education Courses
Whereas, During the last decade the legislature has provided significant support for online and distance education to improve access to California community colleges, and during the COVID-19 pandemic online course offerings at California community colleges have increased exponentially in both asynchronous and synchronous modalities to support remote student learning while the global public health crisis excludes or limits face-to-face teaching;

Whereas, Title 5 §58003.1(f)(1) attendance accounting requires that the weekly student contact hours for asynchronous credit distance education courses be determined by the credit units awarded for the course, not the actual student contact hours used for attendance accounting for the equivalent synchronous or on-site credit courses;

Whereas, The Academic Senate for California Community Colleges' Resolution 13.03 SP13 "Aligning Attendance Accounting for Credit Distance Education Courses with Credit Onsite Courses" resolved that the ASCCC "support regulatory changes that allow attendance accounting for all credit distance education courses to be based on the student contact hours stipulated in the course outline of record rather than on the credit units, in alignment with the attendance accounting methods for the equivalent onsite credit courses," but no revisions in Title 5 have yet addressed the inequity identified in 2013; and

Whereas, The funding model in Title 5 §58003.1(f)(1) fiscally privileges synchronous distance education courses over asynchronous distance education courses despite the following:
1. No evidence to support inequitable funding levels;
2. Guidance from experts in distance education, such as the faculty of the California Virtual Campus – Online Education Initiative (CVC-OEI), who have focused their standards and training around asynchronous course design and teaching methods; and
3. The fact that student enrollment fees and faculty compensation obligations remain the same regardless of a given course's modality;

Resolved, That the Academic Senate for California Community Colleges support regulatory changes to equate attendance accounting models for synchronous and asynchronous credit distance education courses to fully fund all hours of instruction equally by working with the California Community Colleges Chancellor's Office and other system partners to identify and eliminate regulatory and fiscal barriers that unfairly privilege synchronous credit distance education over asynchronous credit distance education.

Contact: Kelly Rivera, Mt. San Antonio College, Area C

MSC

6.06   S21 Support AB 927 (Medina, 2021) as of April 9, 2021
Whereas, The Academic Senate for California Community Colleges passed Resolution 6.01 F19 Reversal of Position Regarding Baccalaureate Degrees and Removal of Pilot Designation to remove its opposition to the creation of baccalaureate degrees in the California Community Colleges system and to urge the removal of the designation of "pilot" from the baccalaureate degree programs; and

Whereas, The Academic Senate for California Community Colleges passed resolution 6.02 F19 Expansion of the Baccalaureate Degree Programs in Allied Health to expand the baccalaureate program in disciplines and communities that best serve students and prioritize expansion of baccalaureate programs in allied health fields;

Resolved, That the Academic Senate for California Community Colleges support AB 927 (Medina, 2021) Public postsecondary education: community colleges: statewide baccalaureate degree pilot program as of April 9, 2021.

Contact: Geoffrey Dyer, Taft College

MSC

6.07   S21 Oppose AB 928 (Berman, 2021) as of April 9, 2021
Whereas, AB 928 (Berman, 2021) proposes an Associate Degree for Transfer Intersegmental Implementation Committee, a body of 16 to 24 members including only one faculty representative from the California Community Colleges system, to serve as the primary entity charged with the oversight of the associate degrees for transfer (ADTs):

Whereas, Existing faculty-led intersegmental oversight bodies and workgroups such as the Intersegmental Committee of Academic Senates, the Intersegmental Curriculum Workgroup, and the C-ID Advisory Committee already exist and continue to develop, align, modify, and improve transfer pathways and processes for ADTs and other transfer opportunities;

Whereas, Automatically placing a student on an associate degree for transfer pathway with the clause that "a student may opt out for a terminal local associate degree or a University of California equivalent transfer pathway" (AB 928, Berman, 2021) inhibits and obscures other viable and valuable options for students, especially place-bound or first-generation students, such as local transfer degrees, baccalaureate degrees, and, moreover, the self-agency that is afforded to students entering as freshmen in the California State University, University of California, and other four-year institutions, essentially setting up a tracking system for students that enter the community college pathway; and

Whereas, Although AB 928's consideration of a change regarding unit limits for associate degrees for transfer in STEM pathways is welcomed and needed, elements of the bill such as a single general education pathway for both the California State University and University of California will reduce valuable course options for CSU-bound students and ultimately eliminate community college faculty purview in regard to academic and curricular requirements;

Resolved, That the Academic Senate for California Community Colleges oppose AB 928 (Berman, 2021) Student Transfer Achievement Reform Act of 2021: Associate Degree for Transfer Intersegmental Implementation Committee as of April 9, 2021.

Contact: Eric Wada, Folsom Lake College

MSC

6.08   S21 Oppose AB 1111 (Berman, 2021) as of April 9, 2021
Whereas, AB 1111 (Berman, 2021)[12] would require that all California community colleges incorporate common course numbers in their catalogs even though the Academic Senate for California Community Colleges has previously endorsed, through resolution 9.02 F19, that local colleges include the C-ID alphanumeric code in college catalogs and transcripts and on local course outlines of record, and AB 1111 would further require that for every general education and transfer pathway course for which an intersegmental developed and approved C-ID descriptor does not exist, a new C-ID descriptor, subject code, and course number be developed through the C-ID process and subsequently adopted at all CCCs even though C-ID supports major preparation articulation, which is separate from the general education approval process;

Whereas, The provisions in AB 1111 proposing changes to §66725.5 of the California Education Code are in direct conflict with the existing and unaltered authority of local governing boards and academic senates as set forth in Education Code §70902, which authorizes local governing boards to establish policies for and approve courses of instruction, including individual courses, and ensures the rights of local academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards;

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[12] AB 1111 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1111

Whereas, C-ID descriptors, including subject codes and numbering, were developed to describe minimum conditions for local course alignment but do not limit local colleges from developing courses that go beyond those minimum standards and adapting their curriculum to meet local student needs and do not require local colleges to change course subject codes or numbering systems to be deemed comparable to the C-ID descriptor and other courses aligned with the same descriptor; and

Whereas, The mandates of AB 1111 would create undue and unnecessary difficulties for colleges regarding educational planning, student information systems, curriculum management systems, institutional data analysis and reporting, program review, college publications, articulation databases, student transcripts, and other areas and would potentially increase confusion for disproportionately impacted students who may have gaps in their education when courses are renumbered or when deleted courses are replaced with renumbered active courses in college catalogs;

Resolved, That the Academic Senate for California Community Colleges oppose AB 1111 (Berman, 2021) Postsecondary Education: Common Course Numbering System as of April 9, 2021.

Contact: Eric Wada, Folsom Lake College

MSC

8.0 COUNSELING

8.01   S21 Counseling Faculty, Student Success, and Transfer
Whereas, Counseling faculty play an integral role in facilitating student preparation and success by providing appropriate and necessary support programs and services that not only help students find their educational pathways but also stay on their educational pathways, helping to fulfill two of the four pillars of the guided pathways frameworks as referenced in the California Community Colleges Chancellor's Office *Vision for Success*[13]*,* which is vital to ensuring that students are able to meet their goals;

Whereas, Librarians, faculty coordinators, and other faculty who work outside of classroom instruction likewise play essential roles in promoting student success and helping students to achieve their goals;

Whereas, During times of economic recession, programs such as counseling and support services often experience heavy decreases in funding because they are not considered instructional programs under California Education Code §84362, also known as the 50% Law: and

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[13] https://foundationccc.org/Portals/0/Documents/Vision/VisionForSuccess_web_2019.pdf

Whereas, Goal 2 in the California Community Colleges Chancellor's Office *Vision for Success*[14] is to "Over 5 years, increase by 35 percent the number of CCC student's system-wide transferring annually to a UC or CSU," and counselors and other non-classroom faculty are fundamental to supporting student transfer;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to advocate for necessary funding to support the hiring of full-time counselors and other student support faculty to meet recommended educational standards for student to counselor ratios[15]; and

Resolved, That the Academic Senate for California Community Colleges advocate and provide support for local academic senates to sustain and increase faculty counseling positions to meet student needs.

Contact: David Morse, Resolutions Committee

MSC

9.0 CURRICULUM

9.01   S21 Develop a Set of Resources to Assist in Establishing Ethnic Studies Programs in Alignment with California State University Requirements

Whereas, The passage of AB1460 (Weber 2019), which has driven the California State University to create an Area F in ethnic studies that can be fulfilled with the completion of a lower-level course, will have a significant impact on all 116 California community colleges in that students may fulfill this requirement through transferable courses from ethnic studies disciplines;

Whereas, The California State University has made clear that courses used to fulfill this requirement must align with the core competencies for ethnic studies as delineated by the CSU system, and for the California community colleges this alignment is best achieved by offering courses through established ethnic studies programs with ethnic studies prefixes;

Whereas, Less than half of the 116 colleges in the California Community Colleges system currently have ethnic studies programs or offer courses with ethnic studies prefixes, leading to an overall sense of unpreparedness and confusion over which and how courses from the CCCs will serve to fulfill this new requirement; and

Whereas, Because of the Academic Senate for California Community Colleges' leadership position as a statewide voice for faculty and academic senates and its focus on

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[14] https://foundationccc.org/Portals/0/Documents/Vision/VisionForSuccess_web_2019.pdf

[15] https://www.google.com/url?q=https://asccc.org/sites/default/files/publications/ConsultationCouncil_0.pdf&sa=D&source=editors&ust=1616883612361000&usg=AOvVaw1A_31LDXK8VorfcBUOE02X

representing the faculty voice and making recommendations on statewide matters, the ASCCC can help to provide direction as colleges prepare for this new requirement;

Resolved, That the Academic Senate for California Community Colleges work with stakeholder groups to develop and make available a set of resources for local academic senates to assist in establishing ethnic studies-based programs—including African-American, Latinx/Chicanx, Asian-American, Pacific Islander, and Native American studies—and prefixes at their respective colleges in order to facilitate the transfer and articulation process between the California community colleges and California State University in regard to the new ethnic studies requirements; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other stakeholders to plan for creation, implementation, expansion, and long-term sustainability of ethnic studies programs by advocating for additional funding for colleges and districts.

Contact: Ted Blake, Transfer, Articulation, and Student Services Committee

MSC

9.02   S21 Develop a Rubric for Ethnic Studies Courses and Ethnic Studies Competencies

Whereas, California community colleges are modifying and developing curriculum to address AB 1460 (Weber 2019) in accordance with the California State University definition of ethnic studies and to maximize and frame curriculum for student success through an equity-minded lens in support of the Chancellor's *Vision for Success* and Call to Action;

Whereas, California community colleges have developed different local approaches to ethnic studies and cultural awareness curriculum that include elements found in the CSU definition of ethnic studies as well as elements intended to keep the fidelity and integrity of the well-established ethnic studies discipline in community colleges; and

Whereas, California community colleges need further guidance to develop local ethnic studies courses in such a way as to support students to meet both transfer and local degree requirements and to matriculate students who demonstrate awareness of and appreciation for the diversity of cultural works, practices, and beliefs leading to ethical, responsible, and equity-minded participation in society;

Resolved, That the Academic Senate for California Community Colleges work with ethnic studies faculty to develop a rubric and other professional development materials that help colleges ensure proper course requirements and alignment for California community college courses proposed to meet the CSU General Education Breadth Area F Ethnic Studies; and

Resolved, That the Academic Senate for California Community Colleges work with ethnic studies faculty to develop a rubric and other professional development materials to provide guidance regarding curriculum elements, such as core competencies and learning outcomes, for community colleges that wish to establish a local ethnic studies competency for their local associate degree that aligns student educational outcomes with legislation and regulation.

Contact: [Randy Beach](#), Curriculum Committee

MSC

9.03   S21 Asserting Faculty Primacy in Teaching Modality
Whereas, The Academic Senate for California Community Colleges is empowered by Title 5 §53206 with regard to representing local academic senates from California community colleges statewide in the formation of state policies on academic and professional matters;

Whereas, Local academic senates at California community colleges are organizations whose primary function is to make recommendations with respect to academic and professional matters (Title 5, §53200);

Whereas, Historically, faculty at California community colleges have determined when development of online versions of curriculum meets the pedagogical standards of course content and is supportive of student success; and,

Whereas, Modality of content delivery, whether face-to-face, partially online, synchronous online, or asynchronous online, is directly connected to the faculty purview established under Title 5 §53200, particularly curriculum and instruction development, pedagogical and andragogical preparation, and student success;

Resolved, The Academic Senate for California Community Colleges assert that, under Title 5 §53200, the modality in which a course is offered is firmly within faculty purview.

Contact: [Kelly Rivera](#), Mt. San Antonio College, Area C

MSC

9.04   S21 Update Title 5 Language for Section 55070 Credit Certificates
Whereas, AB 705 (Irwin, 2017) and Title 5 §55522.5 recognize that "Instruction in English as a second language (ESL) is distinct from remediation in English";

Whereas, Numerous advanced ESL courses satisfy transfer patterns established by the University of California and California State University for elective units or direct fulfillment of general education areas;

Whereas, Title 5 §55070 allows for colleges to develop and propose a certificate of achievement that includes coursework taken to satisfy transfer patterns established by the UC, CSU, or accredited public postsecondary institutions in adjacent states; and

Whereas, Title 5 §55070(a) states that "no sequence or grouping of courses may be approved as a certificate of achievement pursuant to this section if it consists solely of basic skills and/or ESL courses";

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to recommend changes that eliminate language conflating ESL coursework with remedial instruction; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office through the consultation process to amend Title 5 §55070(a) by deleting "and/or ESL courses" such that the amended excerpt will read as follows:

> … provided however, that no sequence or grouping of courses may be approved as a certificate of achievement pursuant to this section if it consists solely of basic skills courses.

Contact: Kathryn Wada, Cypress College, Area D

MSC

9.05   S21 Developing an Anti-Racism, Diversity, Equity, and Inclusion Curriculum Audit Process

Whereas, The Academic Senate for California Community Colleges paper *Anti-Racism Education in California Community Colleges: Acknowledging Historical Context and Assessing and Addressing Effective Anti-Racism Practices for Faculty Professional Development* recommends that local academic senates "enact culturally responsive curricular redesign within disciplines, courses, and programs and with curriculum committees";

Whereas, Resolution 03.02 F19 calls for the ASCCC, in order "to eliminate institutional discrimination, take steps to not only strive for a greater knowledge about and the celebration of diversity but also to support deeper training that reveals the inherent racism embedded in societal institutions in the United States, including the educational system, and asks individuals to examine their personal role in the support of racist structures and the commitment to work to dismantle structural racism";

Whereas, Open educational resources (OER) should be created as an integral part of culturally responsive and anti-racist curriculum, and existing OER should be revised to be more to be more equitable, diverse, and inclusive to represent all groups, such as people from various races and ethnicities, LGBTQIA, people with disabilities, students from low-income backgrounds, and any other historically underrepresented group; and

Whereas, Audit processes can be used to identify practices, policies, and curriculum that are inconsistent with established anti-racism, diversity, equity, and inclusion goals;

Resolved, That the Academic Senate for California Community Colleges, through the Open Educational Resource Initiative (OERI), develop an audit process and review framework to review and revise as necessary existing open educational resources to ensure that ASCCC OERI-supported open educational resources are equitable, inclusive, diverse, and anti-racist.

Resolved, That the Academic Senate for California Community Colleges, through the Open Educational Resource Initiative, develop a curriculum audit process and review framework to assess instructional materials for equity, inclusiveness, diversity, and anti-racism and make the process and framework available for local consideration, modification, and implementation; and

Resolved, That the Academic Senate for California Community Colleges encourage local senates to provide guidance to faculty in developing and selecting equitable, inclusive, diverse and anti-racist instructional materials.

Contact: Michelle Pilati, ASCCC OERI, Area C

MSC

9.06   S21 Develop a Rubric for Ethnic Studies Courses for CSU General Education Area F
Whereas, California community colleges are modifying and developing curriculum to address AB 1460 (Weber 2019) in accordance with the California State University definition of ethnic studies and to maximize and frame curriculum for student success through an equity-minded lens in support of the Chancellor's Vision for Success and Call to Action;

Whereas, California community colleges have developed different local approaches to ethnic studies curriculum that includes elements found in the CSU definition of ethnic studies as well as elements intended to keep the fidelity and integrity of the well-established ethnic studies discipline in community colleges; and

Whereas, California community colleges need further guidance to develop local ethnic studies courses in such a way as to support students to demonstrate awareness of and appreciation for the diversity of cultural works, practices, and beliefs leading to ethical, responsible, and equity-minded participation in society;

Resolved, That the Academic Senate for California Community Colleges develop a rubric and other professional development materials to help colleges ensure proper course

requirements and alignment for community college courses proposed to meet the CSU General Education Area F Ethnic Studies.

Contact: [Randy Beach](), Southwestern College

MSC

9.07   S21 Defining Ethnic Studies and its Four Core Disciplines

Whereas, The completion of an ethnic studies course—i.e., African American Studies, Asian American Studies, Latina/o American Studies, or Native American Studies—becomes a graduation requirement for all California State University baccalaureate degrees starting in Fall 2021 due to the passage of AB1460 (Weber 2019);

Whereas, Ethnic studies departments were autonomously established in 1968, becoming part of the curriculum of the University of California, California State University, and California Community Colleges systems, as evidenced by the establishment of departments, programs, and curriculum in course catalogs, schedules, and offerings, with faculty requirements officially listed in the California Community Colleges Chancellor's Office *Minimum Qualifications for Faculty and Administrators in California Community Colleges* handbook;

Whereas, With the recent passage of AB 1460, misunderstanding and infringement by non-ethnic studies faculty have arisen in the California Community Colleges system about the definition of ethnic studies, attempting to reduce it to a concept and confusing it with a social justice concept, and such confusion has allowed for attempts at encroachment upon ethnic studies by disciplines whose theoretical foundations and competencies lie in other disciplines with different foundational histories, frameworks, and epistemologies; and

Whereas, The recognition of ethnic studies as clearly defined and valid disciplines allows for the growth of ethnic studies disciplines within the California Community Colleges system in ways that align with current graduation requirements being established by the CSUs that recognize the autonomy of ethnic studies departments, programs, or combined administrative units with multiple departments as distinct disciplines and departments or programs conceived and referred to as a shared initiative;

Resolved, That the Academic Senate for California Community Colleges recognize, for the purposes of graduation and general education requirements, that ethnic studies is defined as an interdisciplinary and comparative study of race, ethnicity, and culture in the United States, with specific emphasis on four historically defined racialized core groups—Native Americans, African Americans, Asian Americans and Pacific Islanders, and Latina and Latino Americans—and that ethnic studies is offered through ethnic studies departments and programs, with disciplines focusing on the four autonomous core groups—including Chicana/o Studies, Latina/o Studies, La Raza Studies, African American Studies, Black Studies, Africana Studies, Native American Studies, American Indian Studies, Asian American Studies, Pacific Islander Studies, Filipino American

Studies, and Central American Studies[16]—each having distinct epistemologies, theories, and methodologies that center a critical ethnic studies lens and present this definition through a position paper by the Spring 2023 Plenary Session; and

Resolved, That the Academic Senate for California Community Colleges advocate that the definition of ethnic studies be written into the Program and Course Approval Handbook to support ASCCC Resolution 9.03 F20.

Contact: Thekima Mayasa, San Diego Mesa College

MSC

9.08 S21 Support Independent Course Alignment for California Virtual Campus Badging
Whereas, The process of aligning individual courses with the California Virtual Campus Course Design Rubric through the @One Course Design Academy[17] or a certified local peer online course review[18] requires time and resources and is duplicative in instances in which faculty use the same Canvas shell and have already undergone the extensive professional development required to align at least one of their courses with the rubric and attain a quality-reviewed badge on CVC.edu;

Whereas, In response to requests from California Community Colleges Chief Instructional Officers and with input from the broad constituencies represented on the California Virtual Campus – Online Education Initiative Advisory Committee[19], the California Virtual Campus (CVC) has developed a proposal for independent course alignment[20], which would allow faculty who have attained a quality reviewed badge on CVC Course Design Rubric-aligned courses to elect a creative-commons attribution-non-commercial license if desired and which would allow faculty who have already earned a separate quality-reviewed badge for another course through the @One Course Design Academy or a certified local peer online course review process as well as faculty who have completed the @One Teaching and Design Certificate to adopt the course, making minor changes, with the result of the adopted course being badged as quality reviewed on CVC.edu without needing to undergo an additional review;

Whereas, At the January 8, 2021 Academic Senate for California Community Colleges Executive Committee meeting, members of the Executive Committee expressed concern about the potential that the proposal might create pressure for faculty to adopt the independently aligned courses, thereby threatening academic freedom, but took action to

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[16] Central American Studies in the context Ethnic Studies focuses on the experience of Central Americans in the United States. Students can earn a BA in Central American Studies that grew out of Chicana/o Studies at California State University, Northridge. East Los Angeles College houses Central American Studies in the Chicana and Chicano Studies. The Cesar Chavez Chicana/o and Central American Studies Department is housed at UCLA. Be it clear, that in this context, Central American Studies is not Latin American Studies

[17] https://onlinenetworkofeducators.org/course-design-academy/

[18] https://onlinenetworkofeducators.org/course-design-academy/pocr-resources/

[19] https://cvc.edu/about-the-oei/governance/advisory-committee/

[20] https://asccc.org/sites/default/files/Download%20Agenda_49.pdf (see pp 58-59, 65)

"to support the principles within the CVC-OEI Independent Course Alignment proposal and request that CVC-OEI bring forward a revised proposal that addresses the Executive Committee's feedback to a future meeting"[21]; and

Whereas, At the February, 2021 CVC-OEIAC meeting[22], ASCCC concerns were shared, leading to the creation of a workgroup including past and present members of the ASCCC Executive Committee who have revised the proposal[23] to clarify that designating a course for independent course alignment is solely at the discretion of the authoring faculty, that multiple courses aligned with the same C-ID descriptor authored by different faculty could be independently aligned and shared, and that the proposed independent course alignment process should not be used to limit academic freedom;

Resolved, That the Academic Senate for California Community Colleges support the concept of independent course alignment;

Resolved, That the Academic Senate for California Community Colleges reiterate to the California Virtual Campus and the California Community Colleges Chief Instructional Officers that independent course alignment should not be used to limit academic freedom; and

Resolved; That the Academic Senate for California Community Colleges convey to the California Virtual Campus and the California Community Colleges Chief Instructional Officers that the ASCCC's ongoing support of independent course alignment is contingent on individual faculty being able to elect whether they want to share or adopt such courses.

Contact: Geoffrey Dyer, Taft College

MSC

9.09 S21 Reinstatement of Non-substantive Revision Category for the Program and Course Approval Handbook
Whereas, The 7th Edition of the Program and Course Approval Handbook eliminated the category of non-substantive revisions to programs, thus treating any revision, no matter how minor, as a substantive revision;

Whereas, Minor changes to a single course—e.g., title change or unit count—or program may trigger changes to dozens of programs, each program's re-application consisting of three to five documents, including the following:
- The proposed revision itself, previously the only required document for non-substantive revisions
- Program application narrative

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[21] https://asccc.org/sites/default/files/Final%20January%208-9%2C%202021%20Executive%20Committee%20Minutes.pdf (p. 6)

[22] https://cvc.edu/wp-content/uploads/2021/03/February-2021-Advisory-Key-Messages.pdf

[23] https://docs.google.com/document/d/1r-32LlAiR1vBOvOsZbwy7833lmpicGgO/edit# (working document)

- Articulation documentation for transfer programs
- Minutes of approval from industry advisory committees for CTE programs
- Labor market data studies for CTE programs
- Regional Consortium recommendations for CTE programs;

Whereas, Minor changes to a single course may result in required documents to be produced and vetted by organizations external to a college, thus often adding several months to the approval process; and,

Whereas, The extended time and administrative burden associated with generating these documents effectively prevents or strongly dissuades faculty from updating curriculum to assist equity efforts and meet the needs of students, industry, and transfer institutions;

Resolved, That the Academic Senate for California Community Colleges work through existing processes to reinstate the non-substantive revisions category and incorporate that change into the Program and Course Approval Handbook.

Contact: Masahiro Omae, San Diego City College

MSC

10.0 DISCIPLINES LIST

10.01 S21 Disciplines List—Film and Media Studies
Whereas, Oral and written testimony given through the consultation process used for the review of Minimum Qualifications for Faculty and Administrators in California Community Colleges, also known as the Disciplines List, supported the following revision of the film and media studies discipline:

> Master's degree in Film/Cinema and Media Studies, Film, Television, and Media Studies, Drama/Theater, Mass Communication
>
> OR
>
> Bachelor's degree in any of the above
>
> AND
>
> Master's degree in Visual Studies, Media Studies, English, or Communication
>
> OR
>
> the equivalent; and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the Disciplines List Revision Handbook was followed;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for film and media studies.

Contact: Sharon Sampson, Standards & Practices Committee

MSC

10.02   S21 Disciplines List—Digital Fabrication Technology
Whereas, Oral and written testimony given through the consultation process used for the review of Minimum Qualifications for Faculty and Administrators in California Community Colleges, also known as the Disciplines List, supported the following addition of the digital fabrication technology discipline:

> 2 years professional experience
>
> AND
>
> Any bachelor's degree or higher
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> OR
>
> 6 years of professional experience
>
> AND
>
> Any associate's degree*;* and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the Disciplines List Revision Handbook was followed;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for digital fabrication technology.

Contact: Angela Echeverri, Standards & Practices Committee

MSC

11.0 TECHNOLOGY

11.01   S21 Urge the Release of Distance Education Guidelines and Related Compendium of Effective Distance Education Practices
Whereas, The version of the Distance Education Guidelines currently in use was approved in 2008, and for at least the last four years the Chancellor's Office Distance Education and Educational Technology Advisory Committee (DEETAC), composed of stakeholders including representatives of the Academic Senate for California Community Colleges, California Community Colleges Distance Education Coordinators, Chief Instructional Officers, and Chief Executive Officers, has updated the guidelines with the intent of releasing these updates to the field, and, as evidenced by Resolution 9.06 S19 calling on the ASCCC to endorse draft distance education definitions in the Distance Education Guidelines and partner with the California Community Colleges Chancellor's Office and partner organizations to disseminate the definitions, expected a timely release of the guidelines;

Whereas, In fall of 2019 DEETAC was charged by the Chancellor's Office with updating the Distance Education Guidelines by removing any effective practices that were not mandated in Title 5, and this update, along with the creation of a compendium of effective practices, was completed by a DEETAC workgroup composed of multiple constituencies in September 2020;

Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC) relies only on the federal definitions of distance education for their standards and policies, and while California community colleges may be in compliance with the Title 5 requirements, they may not be in compliance with the federal regulations and ACCJC requirements, necessitating that the Distance Education Guidelines be a document providing guidance on state- and federal-related distance education statutes; and

Whereas, The Academic Senate for California Community Colleges provides assistance to local academic senates and curriculum committees to support colleges in maintaining compliance with all state, accreditation, and federal distance education requirements;

Resolved, That Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to release the Distance Education Guidelines and related Compendium of Effective Distance Education Practices and, if necessary, pursue other opportunities to release the compendium to colleges if a timely release will not happen in any other way.

Contact: ASCCC Executive Committee

MSC

11.02 S21 Advocate for Development of a ZTC Data Element
Whereas, California Education Code §66406.9 requires that each of the California community colleges "(1) (A) Clearly highlight, by means that may include a symbol or

logo in a conspicuous place on the online campus course schedule, the courses that exclusively use digital course materials that are free of charge to students and may have a low-cost option for print versions," a legislated mandate for which little guidance has been provided;

Whereas, Resolution 9.01 F20 established that the Academic Senate for California Community Colleges recommends that the no-cost designation required by Education Code §66406.9 be used to recognize sections that use digital resources and sections that require a textbook yet are no-cost due to something other than a digital alternative, effectively aligning the requirements of the legislation and with those established by the California Community Colleges Chancellor's Office for courses that are zero textbook cost;

Whereas, California Code of Regulations Title 5 §59404 mandates that districts that require students to "provide instructional materials for a course shall adopt policies or regulations" that "shall direct instructors to take reasonable steps to minimize the cost and ensure the necessity of instructional materials"; and

Whereas, No mechanisms presently exist for gathering data regarding local efforts to reduce the cost of instructional materials, confirming or encouraging compliance with Education Code 66406.9, or assessing compliance with Title 5 §59404;

Resolved, That the Academic Senate for California Community Colleges collaborate with appropriate constituent groups and the California Community Colleges Chancellor's Office to implement a management information system course section data element that, at a minimum, is used to identify course sections that have no associated instructional materials costs;

Resolved, That the Academic Senate for California Community Colleges support the establishment of a course section data element that, at a minimum, differentiates between sections requiring purchase of a textbook or other instructional materials including those requiring purchase of an access code and all instances when a printed resource is required and not provided, those sections that are zero textbook cost (ZTC) due to the use of no-cost open educational resources, those that are ZTC but the resources have a cost that is not passed on to students, those that use no textbook, and those that are low-cost as defined locally;

Resolved, That the Academic Senate for California Community Colleges encourage the California Community Colleges Chancellor's Office to make a proposed course section data element field regarding zero textbook cost materials available as soon as possible and include an appropriate timeline for its required use; and

Resolved, That the Academic Senate for California Community Colleges support actions by the California Community Colleges Chancellor's Office to encourage early adoption of a proposed data element regarding zero textbook cost materials, such as requiring its use in order to access zero textbook cost funding.

Contact: Michelle Pilati, ASCCC OERI, Area C

MSC

11.03   S21 Advocate for On-Going Funding for the ASCCC Open Educational Resources Initiative

Whereas, The Academic Senate for California Community Colleges Open Educational Resources Initiative (OERI) was formally launched in early 2019 with funds allocated to the ASCCC in Assembly Bill 1809 (Higher Education Trailer Bill, 2017-2018) "to support the development of, and the expansion of the use of, open educational resources for the California Community Colleges" and has established a faculty-led infrastructure to support local open educational resources (OER) implementation efforts;

Whereas, The OERI has provided professional development regarding OER to over 1400 faculty and funded the development or revision of over twenty-five OER textbooks that require maintenance and updates, but the funding for the ASCCC OERI will end in 2023, thereby dramatically curtailing or ending the ASCCC's statewide development, curation, and implementation efforts as well as coordinated maintenance and updating of resources developed under the OERI; and

Whereas, The Academic Senate for California Community Colleges encourages local academic senates to develop mechanisms to encourage faculty to consider open educational resources when developing or revising courses and to document the use of OER on the course outline of record (Resolution 09.05 SP 19) and recommends that faculty consider OER adoption, including customizable teaching materials, as a measure toward achieving equity and facilitating student success (Resolution 09.05 SP 19), linking the OERI's work directly and effectively to the ASCCC and system goals regarding equity, diversity, inclusivity, and antiracism;

Resolved, That the Academic Senate for California Community Colleges collaborate with system partners, including the Community College League of California, Student Senate for California Community Colleges, the California Community Colleges Chancellor's Office, and other appropriate entities, to safeguard the work of the Open Educational Resources Initiative by assisting the ASCCC in securing future funding for the OERI; and

Resolved, That the Academic Senate for California Community Colleges advocate for sustainable funding for the Open Educational Resources Initiative from the legislature and Governor's Office to ensure that the OERI has the funds necessary to continue its work in support of the development, expansion, and use of open educational resources for the California community colleges.

Contact: Julie Bruno, Sierra College

MSC

11.04   S21 Title: Ensure Compliance with Required Instructional Materials Regulations

Whereas, The Academic Senate for California Community Colleges has urged local academic senates to recommend to faculty that they consider the cost of books as one of the criteria in book selection (Resolution 09.07 SP 93), and California Code of Regulations Title 5 §59404 mandates that districts that require students to "provide instructional materials for a course shall adopt policies or regulations" that "shall direct instructors to take reasonable steps to minimize the cost and ensure the necessity of instructional materials";

Whereas, The Academic Senate for California Community Colleges has urged local academic senates to review any existing policies regarding the use of e-instructional materials or develop policies regarding e-instructional materials as necessary to encourage instructors to carefully consider their responsibilities in assessing, communicating about, and grading student work effectively before adopting electronic systems that claim to easily replace or replicate this crucial work of faculty (Resolution 19.02 F 11);

Whereas, Modifications in 2012 to Title 5 §59404 District Policies and Regulations for Instructional Materials were intended to permit faculty to require students to purchase instructional materials that were not "tangible" under specified circumstances; and

Whereas, Efforts to reduce the costs of instructional materials have increased the availability of electronic alternatives to textbooks, including automatic billing options, that may not comply with existing regulations and have other negative consequences for students;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to review, revise, and implement their district policies or practices that "shall direct instructors to take reasonable steps to minimize the cost and ensure the necessity of instructional materials" to ensure that they are effective and take steps to ensure that all faculty are informed of the requirements[24] established in California Code of Regulations Title 5 §59400; and

Resolved, That the Academic Senate for California Community Colleges collaborate with system partners to provide local academic senates and colleges with guidance for ensuring that they are compliant with the following element of California Code of Regulations Title 5 §59400:

> (c)Where instructional materials are available to a student temporarily through a license or access fee, the student shall be provided options at the time of purchase to maintain full access to the instructional materials for varying periods of time ranging from the length of the class up to at least two years. The terms of the

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[24] Guidelines for Required Instructional Materials in the California Community Colleges January 2013

license or access fee shall be provided to the student in a clear and understandable manner prior to purchase.

Contact: Suzanne Wakim, Butte College

MSC

12.0 FACULTY DEVELOPMENT

12.01   S21 Approve the Paper Going Beyond Development: Faculty Professional Learning—An Academic Senate Obligation to Promote Equity-Minded Practices that Improve Instruction and Student Success[25]

Whereas, Resolution 19.02 F12 directed the Academic Senate for California Community Colleges to update the 2000 paper *Faculty Development: A Senate Issue* in order to support local senates and help faculty respond to an ever-changing educational and economic climate;

Resolved, That the Academic Senate for California Community colleges adopt and disseminate broadly the paper *Going Beyond Development: Faculty Professional Learning—An Academic Senate Obligation to Promote Equity-Minded Practices that Improve Instruction and Student Success*.

Contact: Darcie McClelland, Educational Policies Committee

MSC

13.0 GENERAL CONCERNS

13.01   S21 Institutionalizing Open Educational Resources

Whereas, The Academic Senate for California Community Colleges encourages local academic senates to develop mechanisms to encourage faculty to consider open educational resources (OER) when developing or revising courses and to document the use of OER on the course outline of record (Resolution 09.05 SP 19);

Whereas, The Academic Senate for California Community Colleges recommends that faculty consider OER adoption, including customizable teaching materials, as a measure toward achieving equity and facilitating student success (Resolution 09.05 SP 19);

Whereas, The Academic Senate for California Community Colleges encourages local senates and bargaining units to work with their administrations to allow the use of sabbaticals and other professional development opportunities for the development of accessible open educational resources (Resolution 12.02 SP 17); and

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[25]https://drive.google.com/file/d/1m2rKseUazTtx4sRn9QGzSyvtO4X5O9NG/view?usp=sharing

Whereas, The Academic Senate for California Community Colleges recommends that local senates work with their administrators to incorporate equity as a foundational value into college educational master plans and strategic plans (Resolution 19.03 SP 16);

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to collaborate with other constituencies to integrate open educational resources into their colleges' guiding resources, including institutional goals, educational master plan, equity plan, accreditation institutional self-evaluation report, board policies, and administrative procedures or regulations; and

Resolved, That the Academic Senate for California Community Colleges curate a collection of resources to assist local senates in pursuing the institutionalization of open educational resources at the local level no later than Spring 2022.

Contact: Michelle Pilati, ASCCC OERI, Area C

MSC

13.02 S21 Enabling Display and Use of Faculty Chosen Name and Pronoun Across Campus and all Digital Environments

Whereas, The Academic Senate for California Community Colleges has advocated for inclusive college campuses through resolutions, rostrum articles, and presentations;

Whereas, The Academic Senate for California Community Colleges approved Resolution 3.07 S19, which urges "local academic senates to request that their colleges and districts enable the Canvas Name Preference Option and encourage their faculty to use the preferred name option with their students," but the resolution does not cover faculty chosen name and pronoun in Canvas or other digital environments;

Whereas, The ability for faculty to feel safe and comfortable communicating with students and coworkers electronically is essential to their job function; and

Whereas, The use or display of any name other than chosen name in electronic communication and interaction presents potential harm for faculty just as it does for students;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their colleges and districts to enable faculty chosen first and last names and pronouns in all campus and digital environments, especially within Content Management System (CMS) and email systems.

Contact: Brandi Bailes, Crafton Hills College

MSC

18.0 MATRICULATION

18.01   S21 Ensuring Transparency and Input in Improvements to CCC Apply
Whereas, In 2011-2012, as a means of improving the application process for California's community colleges, the California Community Colleges Chancellor's Office, in conjunction with the CCC Tech Centers, launched CCC Apply in order to establish a common online application;

Whereas, Since its launch, CCC Apply has helped over ten million students apply for admission to one of California's 116 community colleges, showing that this software has a strong demand and can help prospective students overcome challenges in completing the application process;

Whereas, Various issues have arisen since the launch of CCC Apply that have led to changes as well as legislation in AB3101(Carrillo, 2018) to improve CCC Apply; and

Whereas, Faculty often work with students to help them complete their online applications through CCC Apply and thus have a wealth of experience that can be utilized to improve the system:

Resolved, That the Academic Senate for California Community Colleges request consistent updates from the California Community Colleges Chancellor's Office as technical changes are made to CCC Apply and communicate those updates during Area Meetings; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to collect and consider data and information from faculty regarding issues related to CCC Apply while the process of improvement is ongoing.

Contact: Ted Blake, Transfer, Articulation, and Student Services Committee

MSC

19.0 PROFESSIONAL STANDARDS

19.01   S21 Create a Paper on Part-Time Faculty Equity
Whereas, In Spring 2002 the Academic Senate for California Community Colleges adopted the paper *Part-Time Faculty: A Principled Perspective*, and in Spring 2013 Resolution 19.07 asked that the 2002 paper be updated;

Whereas, Due to an evolution of the ASCCC relationship with union colleagues and a desire to allow some parts of the 2002 paper to stand as written, the ASCCC Executive Committee made the decision, based on a recommendation by the ASCCC Part-time Task Force, to publish a series of *Rostrum* articles regarding part-time issues rather than complete a full revision of the 2002 paper;

Whereas, the ASCCC has a long history of supporting the rights of and equity for part-time faculty, including Resolution 19.01 SP01 Part-Time Faculty, Resolution 1.02 F20 Develop a Resource to Communicate and Encourage Part-time Faculty Leadership, Resolution 1.02 F12 Part-Time Faculty Award, Resolution 19.04 SP13 Part-Time Faculty Nomenclature, Resolution 1.02 F98 Part-time Faculty Participation on the Executive Committee, numerous additional resolutions, presentations of part-time faculty institutes, and many *Rostrum* articles as well as the 2002 paper; and

Whereas, Inequitable treatment is contrary to the mission of the California Community Colleges and undermines the equitable educational opportunities and experiences of students, yet part-time faculty experience profoundly inequitable treatment in the workplace across the full range of academic and professional matters, and the challenges faced by part-time faculty have continued, changed, and in some cases increased since the publication of the 2002 paper;

Resolved, That the Academic Senate for California Community Colleges develop a new paper addressing part-time faculty equity, rights, and roles in governance and present it to the delegates no later than 2022 Fall Plenary Session.

Contact: Anastasia Zavodny, Palomar College

MSC

20.0 STUDENTS

20.01 S21 Enabling Chosen Name and Pronoun across Campus and all Digital Environments
Whereas, The Academic Senate for California Community Colleges has advocated for inclusive college campuses through resolutions, rostrum articles,[26] and presentations;

Whereas, A 2019 report by the Gay and Lesbian Straight Education Network (GLSEN), a nationally recognized resource for collecting data on school climate for LGBTQ+ students, revealed that 6 out of 10 LGBTQ+ students felt unsafe at school because of their sexual orientation and 4 out of 10 because of their gender expression[27];

Whereas, The GLSEN survey further stated that students were less likely to experience anti-LGBTQ+ discrimination in their schools if they were allowed to use the name and pronoun of their choice[28]; and

Whereas, The Academic Senate for California Community Colleges approved Resolution 3.07 F19, urging local academic senates to request their colleges enable the Canvas name

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[26] https://www.asccc.org/content/lgbt-campus-climate-survey-%E2%80%93-eye-opening-experience

[27] https://www.glsen.org/sites/default/files/2020-11/NSCS19-111820.pdf

[28] https://www.glsen.org/sites/default/files/2020-11/NSCS19-111820.pdf

preferred option for students, but the resolution does not cover classroom rosters or other digital environments;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their colleges and districts to enable chosen first and last names and pronouns in all campus and digital environments; and

Resolved, That the Academic Senate for California Community Colleges support local academic senates with resources and professional development opportunities on creating inclusive and supportive campuses for all students.

Contact: ASCCC Executive Committee

MSA

20.02 S21 Student Participation in Hiring Processes

Whereas, Student voice is critical to the hiring process, and California Education Code's equal employment opportunity provision implies support for the participation of students to ensure the community college work force is "continually responsive to the needs of a diverse student population by ensuring that all persons receive an equal opportunity to compete for employment and promotion" (Ed. Code §87100 (a) (3));

Whereas, Chancellor's Office General Counsel's Legal Opinion 2020-08: Student Participation in Community College Recruitment (September 2020)[29], states, "Nothing in state law prohibits students from participating in community college recruitment and selection processes";

Whereas, Legal Opinion 2020-08 further states that students are adults and therefore are "capable of understanding the sensitivity of employment-related information, being trained in the proper treatment of confidential information, and being expected to adhere to confidentiality requirements"; and

Whereas, The California Community Colleges Board of Governors Diversity, Equity, and Inclusion Implementation Plan calls for diversifying hiring committees and includes student representation on screening and hiring committees as a best practice[30];

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to review their hiring processes, discuss the role of students in hiring processes, and include local student governments and human resource offices in those discussions; and

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[29] https://www.cccco.edu/-/media/CCCCO-Website/Office-of-General-Counsel/Legal-Opinion-2020-08-Student-Participation-in-Community-College-Recruitment.pdf?la=en&hash=539E87369FCA38C1F12B0201CB404774AA81477B
[30] https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/vision-for-success/5-dei-integration-plan.pdf?la=en&hash=2402789D82435E8C3E70D3E9E3A8F30F5AB13F1D

Resolved, That the Academic Senate for California Community Colleges provide professional development opportunities and resources to support local academic senates in including students in hiring processes.

 Contact: Richell Swallow, Reedley College, Area A

MSC

20.03 S21 Support for Students Affected by the Military Coup in Myanmar
Whereas, The ongoing military coup in Myanmar has wreaked untold violence and devastation and has caused enormous psychological, emotional, and physical distress for citizens or born nationals of Myanmar, many of whom study within the California Community Colleges system;

Whereas, The military coup has caused personal and economic hardship for these students due to the shutdown of many Myanmar businesses, freezing of bank transactions, looting and destruction of citizens' homes, and kidnapping, imprisoning, and murder of Myanmar citizens; and

Whereas, Access to the internet in Myanmar has been largely cut off, the use of educational apps and other technology is under threat of ban or restriction, and normal communication flowing out of Myanmar has been curtailed, threatened, and punished, greatly impacting students' ability to meaningfully engage with their classes or to communicate with their colleges, professors, grant programs, classmates, and student services;

Resolved, That the Academic Senate for California Community Colleges urge all colleges throughout the California Community Colleges system to demonstrate support for students from Myanmar, which may include but not be limited to such measures as the following:

- issuing a public statement of support for students affected by the coup in Myanmar;
- alerting faculty and programs to the need for sensitivity to students' academic progress as a result of emotional distress;
- providing emotional and psychological support unique to the needs of students affected by the coup in Myanmar;
- providing reasonable accommodations for course material acquisition as well as flexible grading and providing options including the excused withdrawal (EW) or incomplete (INC) grades;
- providing reasonable accommodations and support for student fiscal obligations; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellors Office to commit to learning more about Asian-American and Pacific Islander populations by disaggregating demographic data.

Contact: Leigh Anne Shaw, Skyline College, Area B

MSC

21.0 CAREER TECHNICAL EDUCATION

21.01   S21 Collaborate with Regional Consortia
Whereas, The California community colleges' career technical education mission and programs are monitored and supported by seven macro regional consortia whose members are comprised of representatives from every college within each of these regions, and each of these regional consortia exists as a separate entity operating under a separate grant with its own operating bylaws and practices;

Whereas, The California community colleges' career technical education mission and programs are closely connected to industry and are supported by the sector and regional directors; and

Whereas, The regional consortia and the sector and regional directors also provide a significant variety of regional leadership activities and regional community building among key stakeholders, including faculty, other public agency representatives and business and industry representatives, but the consistency of faculty representative consultation and input varies across the regions;

Resolved, That the Academic Senate for California Community Colleges collaborate with the regional consortia and the state and regional directors to empower and engage regional faculty leaders by working with the faculty leaders on regional boards, providing professional learning for career technical education faculty, sharing and developing new and emerging curriculum, and discussing how to streamline curriculum processes to move at the speed of industry and business so that students can be prepared for the jobs of tomorrow.

Contact: Christy Coobatis, Career and Technical Education Leadership Committee

MSC

21.02   S21 Prioritizing System Support for the ECE/EDU Education and Human Development Sector
Whereas, The California Governor's Master Plan for Early Learning and Care: California for All Kids[31], released on December 1, 2020, contained sweeping recommendations related to the broad expansion of childcare and expanded learning and the provision of Transitional Kindergarten (TK) services for all of California's four-year-olds, resulting in significant impacts on early childhood education and education (ECE/EDU) courses and the pivotal role California community college programs hold in recruiting, preparing,

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[31] https://chhs-data-prod.s3.us-west-2.amazonaws.com/uploads/2020/12/01104743/Master-Plan-for-Early-Learning-and-Care-Making-California-For-All-Kids-FINAL.pdf

graduating, transferring, and supporting over 85% of the ECE center workforce[32] and the 54%[33] of credentialed TK-grade 12 teachers in California who complete ECE/EDU classes[34];

Whereas, The Education and Human Development (EHDS) Sector enrolled 146,716 students at California community colleges in 2018-2019, ranking fifth in enrollment and degree and certificate completion among the ten priority CTE career sectors, and is a sector that directly addresses issues of equity by providing college pathways leading to employment for the highest percentage of female students at 83%, with 67% of students being non-white, and has the second highest percentage of economically disadvantaged students, at 78%, of all 10 sectors listed[35];

Whereas, The COVID crisis has destabilized the EHDS sector, disrupted ECE and TK-12 teacher preparation pipelines, and resulted in significant impacts on working and single parents—especially essential, low to moderate wage displaced workers and families who have suffered from the loss of ECE and after-school child care[36]—such that the state of California will not experience economic recovery without supporting the replacement of teachers at all levels; and

Whereas, Serious teacher shortages[37] over the next five years are projected to create over 124,000 openings annually in California for a cluster of twenty teacher occupations including preschool, elementary, secondary, and special education, and related occupations such as infant care, after-school care, and family childcare are experiencing acceleration of retirements[38] and job loss;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office, the California Commission on Teacher Credentialing, the Governor, and the Governor's Early Childhood Policy Committee to advocate for support and funding for increased community college pipelines, student pathways, and transfer support for the Education and Human Development Sector, including early childhood education and education programs, to meet the twin labor demands of the expansion of programs outlined in the governor's plan and recovery from the pandemic;

Resolved, That the Academic Senate for California Community Colleges support the prioritization of the Education and Human Development Sector as one of the Strong Workforce Program-identified Priority Industry Sectors to guide career technical education priorities and address the statewide labor crisis in early childhood education,

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[32] https://www.issuelab.org/resources/12288/12288.pdf

[33] http://teacherprepprogram.org/

[34] http://teacherprepprogram.org/wp-content/uploads/2020/01/COE-report-TeacherOccupations-BayRegion-web-August2019.pdf

[35] https://www.calpassplus.org

[36] https://cscce.berkeley.edu/california-child-care-at-the-brink-covid-19/

[37] https://learningpolicyinstitute.org/product/teacher-shortages-ca-solutions-brief

[38] https://www.calstrs.com/blog-entry/understanding-increase-teacher-retirements

transitional kindergarten, K-12, after school, and community college teacher preparation; and

Resolved, That the Academic Senate for the California Community Colleges provide the critical Education and Human Development Sector with relevant, timely professional support—such as website hosting, sector specific meetings, conferences, data sharing, and training— utilizing the collective expertise of state leadership and discipline faculty actively involved in teacher preparation and capitalizing on the dozens of faculty-led, volunteer regional and statewide education and early childhood education communities of practice.

Contact: Kathleen White, City College of San Francisco, Area B

MSC

FAILED RESOLUTIONS

3.01.01   S21 Amend 3.01

Amend the Title

3.01 S21 Include Cultural ~~Competence~~ <u>Humility</u> in Faculty Evaluations

Amend the 3rd Whereas

Whereas, Because of the diverse nature of communities, student populations, and local needs throughout the California Community Colleges system, any guidance or requirement regarding the inclusion of cultural <u>humility</u> ~~competence~~, <u>bias awareness</u>, and diversity-focused criteria in faculty evaluations should be broad enough to allow for local implementation and respect for local processes while still remaining meaningful and effective; and

 Amend the 4th Whereas

Whereas, Because faculty evaluations are an aspect of academic senate purview, and because the Academic Senate for California Community Colleges has expressed its commitment to cultivating and promoting cultural humility ~~competence~~ in all aspects of faculty work, faculty should be leaders in any discussion and development of guidance or potential regulatory or statutory requirements regarding the inclusion of cultural <u>humility</u> ~~competence~~, <u>bias awareness</u>, and diversity-focused criteria in faculty evaluations;

 Amend the 1st Resolved

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to collaborate with their union partners to explore the negotiation of

cultural humility ~~competence~~, bias awareness, and diversity-focused criteria into faculty evaluation processes; and

Amend the 2nd Resolved

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office, state-level faculty union leaders, and other system partners to explore the development of Title 5 regulatory language that would address the inclusion of cultural humility ~~competence~~, bias awareness, and diversity-focused criteria in faculty evaluation processes in ways that are meaningful yet respectful of local governance and negotiation processes.

Contact: Deborah Henry, Coastline College

MSF

DELEGATES

College	FirstName	LastName
Alameda, College of	Jeffery	Sanceri
Allan Hancock College	Hector	Alvarez
American River College	Alisa	Shubb
Antelope Valley College	Van	Rider
Bakersfield College	Lisa	Harding
Barstow College	Rodolfo	Duque Jr
Berkeley City College	Joseph	Bielanski
Butte College	Kenneth	Bearden
Cabrillo College	Anna	Zagorska
Canada College	Diana	Tedone
Canyons, College of	David	Andrus
Cerritos College	Dennis	Falcon
Cerro Coso College	Ben	Beshwate
Chaffey College	Nicole	DeRose
Citrus College	Gino	Munoz
Clovis College	Cynthia	Elliott
Coastline College	Deborah	Henry
College of Marin	Maria	Coulson
Columbia College	Pamela	Guerra-Schmidt
Contra Costa CCD	Aprill	Nogarr
Contra Costa College	Katherine	Krolikowski
Copper Mountain College	LeeAnn	Christensen
Cosumnes River College	Gregory	Beyrer
Crafton Hills College	Brandi	Bailes
Cuesta College	Roland	Finger
Cuyamaca College	Manuel	Mancillas-Gomez

Cypress College	Craig	Goralski
De Anza College	Mary	Pape
Desert, College of	Kim	Dozier
Diablo Valley College	John	Freytag
East Los Angeles College	Jeffrey	Hernandez
El Camino College	Darcie	McClelland
Evergreen Valley College	Randy	Pratt
Folsom Lake College	Paula	Haug
Foothill College	Kathryn	Maurer
Foothill DeAnza CCD	Isaac	Escoto
Fresno City College	Karla	Kirk
Fullerton College	Kimberly	Orlijan
Gavilan College	Nikki	Dequin Bena
Glendale College	Roger	Dickes
Golden West College	Pete	Bouzar
Grossmont College	Denise	Schulmeyer
Hartnell College	Cheryl	O'Donnell
Imperial Valley College	Ric	Epps
Laney College	Eleni	Economides Gastis
Lassen College	Adam	Runyan
Long Beach City College	Shauna	Hagemann
Los Angeles CCD	Angela	Eccheverri
Los Angeles City College	Mike	Kalustian
Los Angeles Harbor College	William	Hernandez
Los Angeles Mission College	Carole	Akl
Los Angeles Pierce College	Barbara	Anderson
Los Angeles Southwest College	Naja	El-Khoury
Los Angeles Trade Tech College	Eboni	McDuffie
Los Angeles Valley College	Chauncey	Maddren
Los Medanos College	James	Noel
Los Rios CCD	Dan	Crump
Madera College	Brad	Millar
Mendocino College	Catherine	Indermill
Merced College	Caroline	Dawson
Merritt College	Thomas	Renbarger
MiraCosta College	Luke	Lara
Mission College	Aram	Shepherd
Modesto Junior College	Aishah	Saleh
Monterey Peninsula College	Frank	Rivera
Moorpark College	Erik	Reese
Moreno Valley College	Jennifer	Floerke

Mt. San Antonio College	Kelly	Rivera
Mt. San Jacinto College	Ryan	Sullivan
Napa Valley College	Eileen	Tejada
Norco College	Quentin	Bemiller
North Orange Continuing Education	Jennifer	Oo
Ohlone College	Susan	Myers
Oxnard College	Amy	Fara Edwards
Palo Verde College	Sarah	Frid
Palomar College	Rocco	Versaci
Pasadena City College	Gina	Lopez
Peralta CCD	Donald	Saotome Moore
Porterville College	Miles	Vega
Rancho Santiago CCD	Maria	Aguilar Beltran
Redwoods, College of the	Erin	Wall
Reedley College	Richell	Swallow
Rio Hondo College	Sheila	Lynch
Riverside CCD	Ann	Pfeifle
Sacramento City College	Lori	Petite
San Bernardino Valley College	Davena	Burns-Peter
San Diego City College	Masahiro	Omae
San Diego Continuing Ed	John	Bromma
San Diego Mesa College	John	Crocitti
San Diego Miramar College	Laura	Murphy
San Francisco, City College of	Edward Simon	Hanson
San Joaquin Delta College	Lisa	Stoddart
San Jose City College	Alejandro	Lopez
San Jose-Evergreen CCD	Frank	Espinoza
San Mateo CCD	Jeramy	Wallace
Santa Ana College	Stephanie	Clark
Santa Barbara City College	Ruth	Morales
Santa Monica College	Jamar	London
Santa Rosa Junior College	Julie	Thompson
Santiago Canyon College	Craig	Rutan
Sequoias, College of the	Landon	Spencer
Shasta College	Kari	Arunbul
Sierra College	Soni	Verma
Siskiyous, College of the	Ron	Slabbinck
Skyline College	Leigh Ann	Shaw
Solano College	Lanae	Jaimez
Southwestern College	Caree	Lesh
Taft College	Amar	Abbott
Ventura College	Dan	Clark

Victor Valley College	Henry	Young
West Hills College - Lemoore	Rene	Paredes
West Los Angeles College	Patricia	Zuk
West Valley College	Gretchen	Ehlers
Woodland College	Christopher	Howerton
Yuba College	Christopher	Noffsinger
Executive Committee	**FirstName**	**LastName**
President	Dolores	Davison
Vice President	Virginia "Ginni"	May
Secretary	Cheryl	Aschenbach
Treasurer	Mayra	Cruz
Area A Representative	Julie	Oliver
Area B Representative	Karen	Chow
Area C Representative	Robert L.	Stewart
Area D Representative	LaTonya	Parker
North Representative	Stephanie	Curry
North Representative	Carrie	Roberson
South Representative	Sam	Foster
South Representative	Manuel	Velez
At Large Representative	Michelle	Bean
At Large Representative	Silvester	Henderson