OFFICE OF INSTITUTIONAL RESEARCH
AMERICAN RIVER COLLEGE

2023-2024 ARC Annual Unit Planning (AUP) Summary: What Data Issues, Strategic Goals & Objectives are addressed by Actions & Resource Requests in the AUP?

Prepared by Y. Shimizu, 2/9/24. Source: IPP database, extracted by R. Bonomo on 1/17/24

2023-2024 Annual Unit Plans included 430 separate actions across 63 units. These actions were most frequently associated with addressing disproportionate impact (DI), providing an exemplary teaching, learning and working environment, and utilizing innovative and high-quality instructional methods and technologies. Professional development continued to be the most requested resource. A list of action titles addressing disproportionate impact are included at the end of this summary to provide a glimpse of how units at ARC are working (in both broad and similar ways) to better support students from ARC's disproportionately impacted populations.
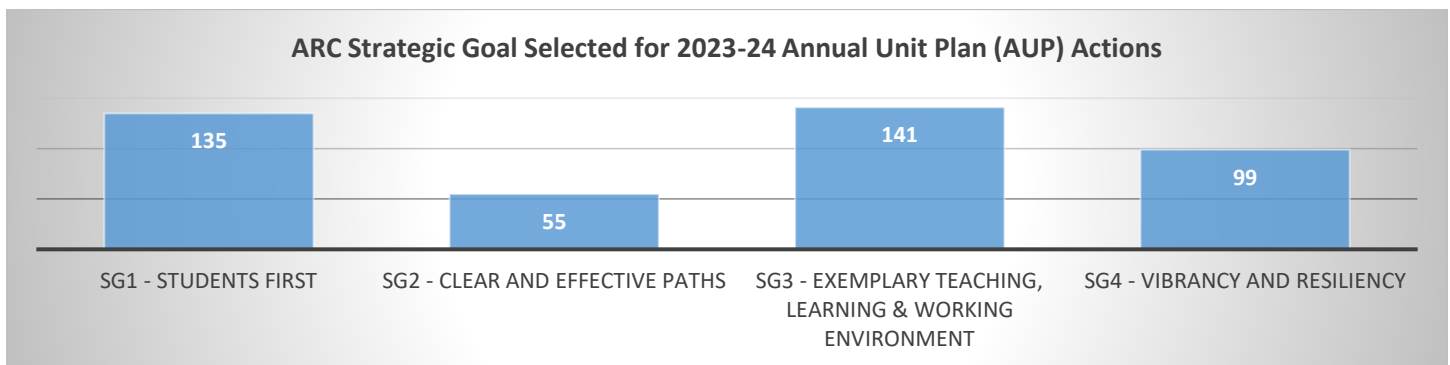
What data issues are addressed by actions in the AUP?

Disproportionate impact was the most frequently selected data issue addressed by an action (100), followed by enrollment (62), and department set standards (44). This pattern replicated the results from each of the four prior Annual Unit Planning cycles[1]. This finding is noteworthy as the 23-24 cycle was the inaugural implementation of Annual Unit Planning with enrollment and enhanced disproportionate impact data integration with ARC Data-on-Demand[2].

Data Issue Selected for 2023-24 Annual Unit Plan (AUP) Actions

ENROLLMENT	DISPROPORTIONATE IMPACT	DEPARTMENT SET STANDARDS
62	100	44
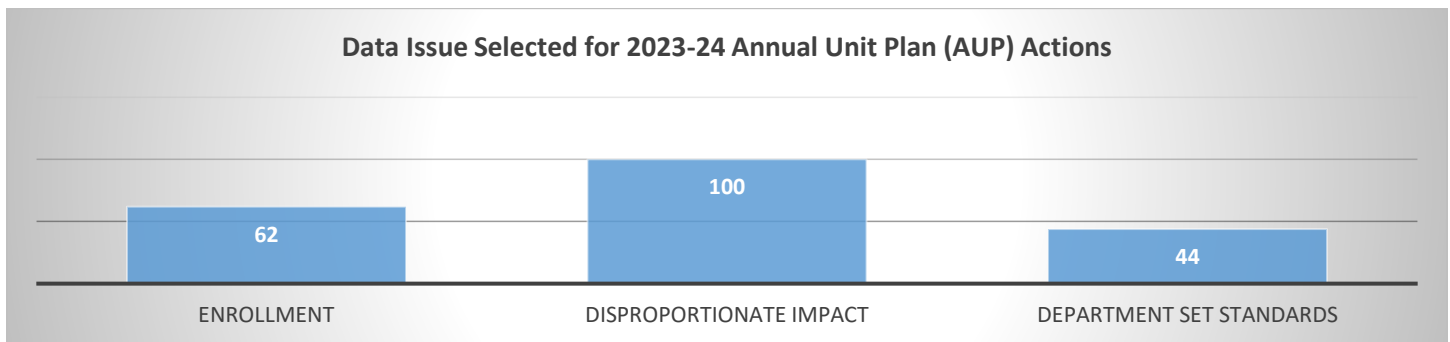
What ARC strategic goals are addressed by actions in the AUP?

SG3 - Exemplary Teaching, Learning, and Working Environment (141) was the most frequently selected strategic goal addressed by an action, followed closely by SG1 - Students First (135). This pattern replicated the results from each of the four prior Annual Unit Planning cycles.
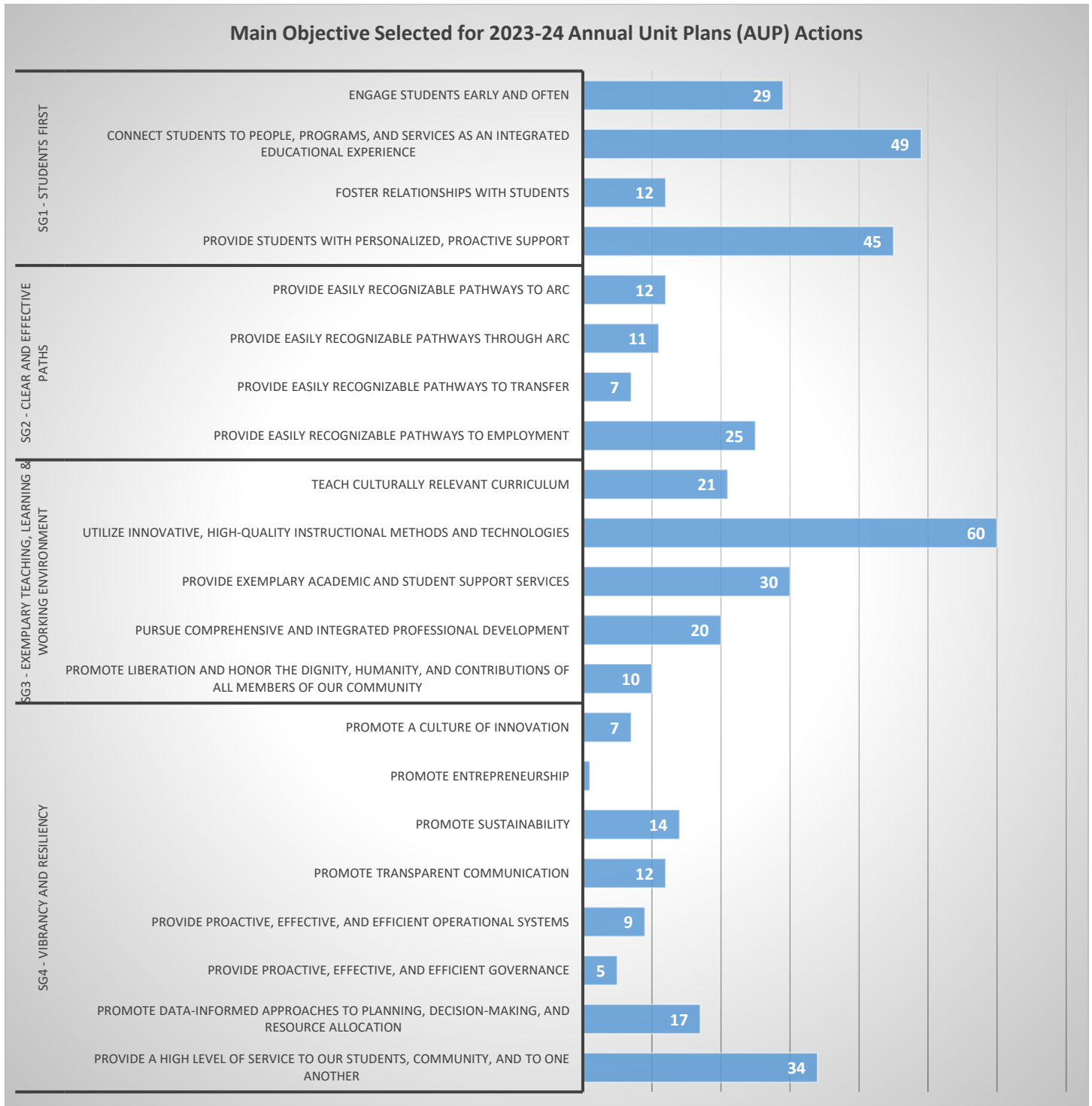
ARC Strategic Goal Selected for 2023-24 Annual Unit Plan (AUP) Actions

SG1 - STUDENTS FIRST	SG2 - CLEAR AND EFFECTIVE PATHS	SG3 - EXEMPLARY TEACHING, LEARNING & WORKING ENVIRONMENT	SG4 - VIBRANCY AND RESILIENCY
135	55	141	99

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[1] The SLO dataset is not reported here as most SLO-specific actions are reported in the Authentic Assessment Review Record (AARR). During the Spring 2023 implementation of the AARR, 197 actions to improve student learning outcomes were recorded. In addition, the Productivity dataset is no longer reported as this was removed from the AUP standard dataset for the 23-24 cycle to streamline the process in favor or more advanced access to Disproportionate Impact data. No data issue was selected for 178 actions.

[2] A training video describing this integration is available under Resources at ARC's Integrated Planning Portal Website.

What main objectives (components of strategic goals) are addressed by actions in the AUP?

"Utilizing innovative, high-quality instructional methods and technologies (60) (component of SG3)" was the most frequently selected main objective. Other frequently selected objectives included "connecting students to people, programs, and services as an integrated educational experience (49)(SG1)", "providing students with personalized, proactive support (45)(SG1)", "providing a high level of service to our students, community, and to one another (34)(SG4)", "providing exemplary academic and student support services (30)(SG3)", "engaging students early and often (29)(SG1)", and "providing easily recognizable pathways to employment (25)(SG2)". These results largely replicated the results from each of the four prior Annual Unit Planning cycles. Every objective was selected for at least one action.
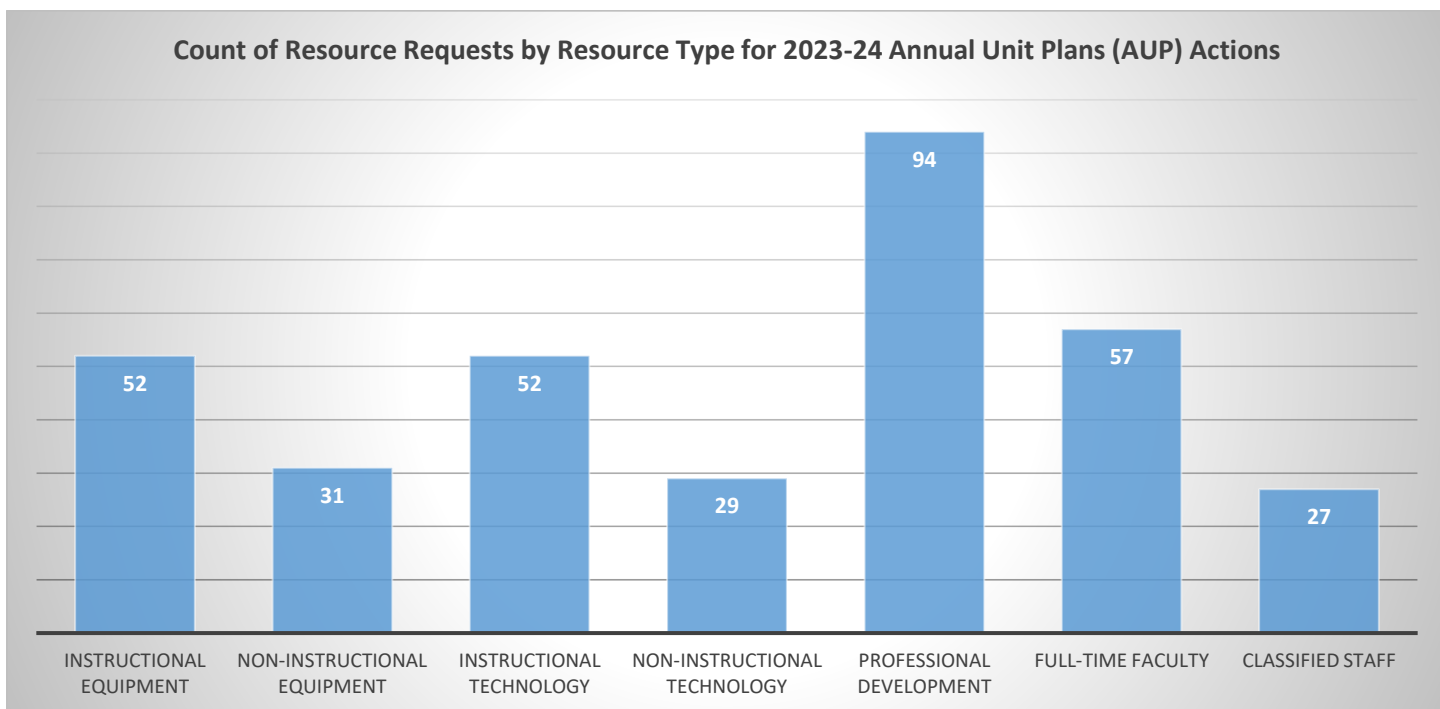
Main Objective Selected for 2023-24 Annual Unit Plans (AUP) Actions

SG1 - STUDENTS FIRST

Objective	Value
ENGAGE STUDENTS EARLY AND OFTEN	29
CONNECT STUDENTS TO PEOPLE, PROGRAMS, AND SERVICES AS AN INTEGRATED EDUCATIONAL EXPERIENCE	49
FOSTER RELATIONSHIPS WITH STUDENTS	12
PROVIDE STUDENTS WITH PERSONALIZED, PROACTIVE SUPPORT	45

SG2 - CLEAR AND EFFECTIVE PATHS

Objective	Value
PROVIDE EASILY RECOGNIZABLE PATHWAYS TO ARC	12
PROVIDE EASILY RECOGNIZABLE PATHWAYS THROUGH ARC	11
PROVIDE EASILY RECOGNIZABLE PATHWAYS TO TRANSFER	7
PROVIDE EASILY RECOGNIZABLE PATHWAYS TO EMPLOYMENT	25

SG3 - EXEMPLARY TEACHING, LEARNING & WORKING ENVIRONMENT

Objective	Value
TEACH CULTURALLY RELEVANT CURRICULUM	21
UTILIZE INNOVATIVE, HIGH-QUALITY INSTRUCTIONAL METHODS AND TECHNOLOGIES	60
PROVIDE EXEMPLARY ACADEMIC AND STUDENT SUPPORT SERVICES	30
PURSUE COMPREHENSIVE AND INTEGRATED PROFESSIONAL DEVELOPMENT	20
PROMOTE LIBERATION AND HONOR THE DIGNITY, HUMANITY, AND CONTRIBUTIONS OF ALL MEMBERS OF OUR COMMUNITY	10

SG4 - VIBRANCY AND RESILIENCY

Objective	Value
PROMOTE A CULTURE OF INNOVATION	7
PROMOTE ENTREPRENEURSHIP	
PROMOTE SUSTAINABILITY	14
PROMOTE TRANSPARENT COMMUNICATION	12
PROVIDE PROACTIVE, EFFECTIVE, AND EFFICIENT OPERATIONAL SYSTEMS	9
PROVIDE PROACTIVE, EFFECTIVE, AND EFFICIENT GOVERNANCE	5
PROMOTE DATA-INFORMED APPROACHES TO PLANNING, DECISION-MAKING, AND RESOURCE ALLOCATION	17
PROVIDE A HIGH LEVEL OF SERVICE TO OUR STUDENTS, COMMUNITY, AND TO ONE ANOTHER	34

What percentage of actions included requests for resources?

About half of all actions (49.8%) included an associated request for resources. For the 3rd consecutive year (under the revised Annual Unit Planning system), slightly more actions were submitted without an associated resource request (50.2%) than with an associated resource request (49.8%).

Percentage of Actions with/without a Resource Request for 2023-24 Annual Unit Plans (AUP)

YES	NO
49.8%	50.2%

Resources Requested?
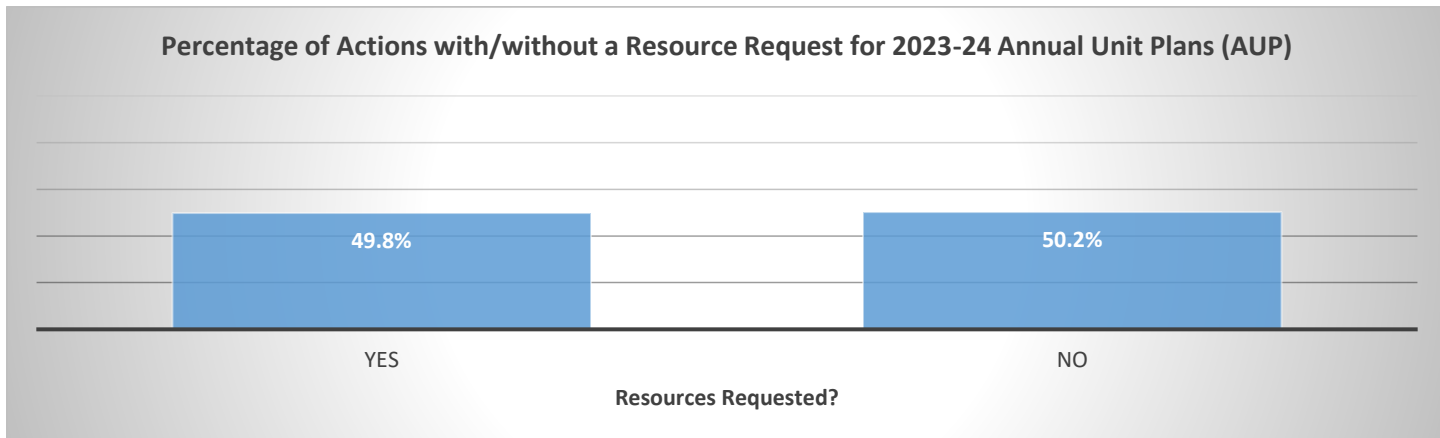
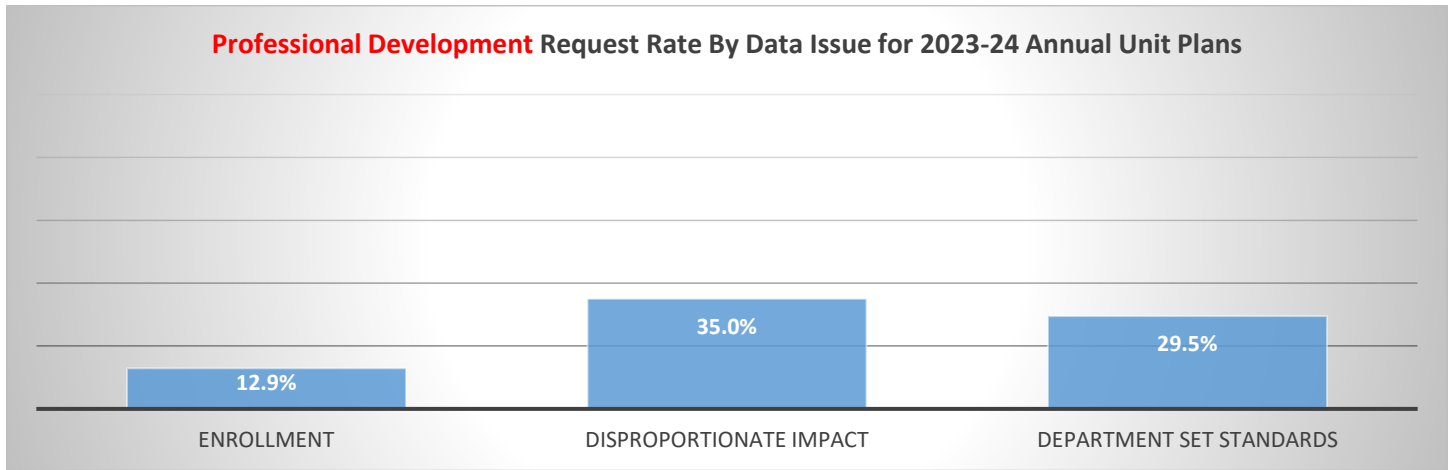## What types of resources were requested?

Professional Development was the most frequently requested resource (94), followed by equipment (instructional + non-instructional = 83), technology (instructional + non-instructional = 81), faculty (57), and staff (27). This pattern largely replicated the results from each of the four prior Annual Unit Planning cycles.

Count of Resource Requests by Resource Type for 2023-24 Annual Unit Plans (AUP) Actions

INSTRUCTIONAL EQUIPMENT	NON-INSTRUCTIONAL EQUIPMENT	INSTRUCTIONAL TECHNOLOGY	NON-INSTRUCTIONAL TECHNOLOGY	PROFESSIONAL DEVELOPMENT	FULL-TIME FACULTY	CLASSIFIED STAFF
52	31	52	29	94	57	27

As professional development was the most frequently requested resource, the following analyses were conducted to understand the relationship between professional development resource requests and the type of data issues and ARC strategic goals addressed.
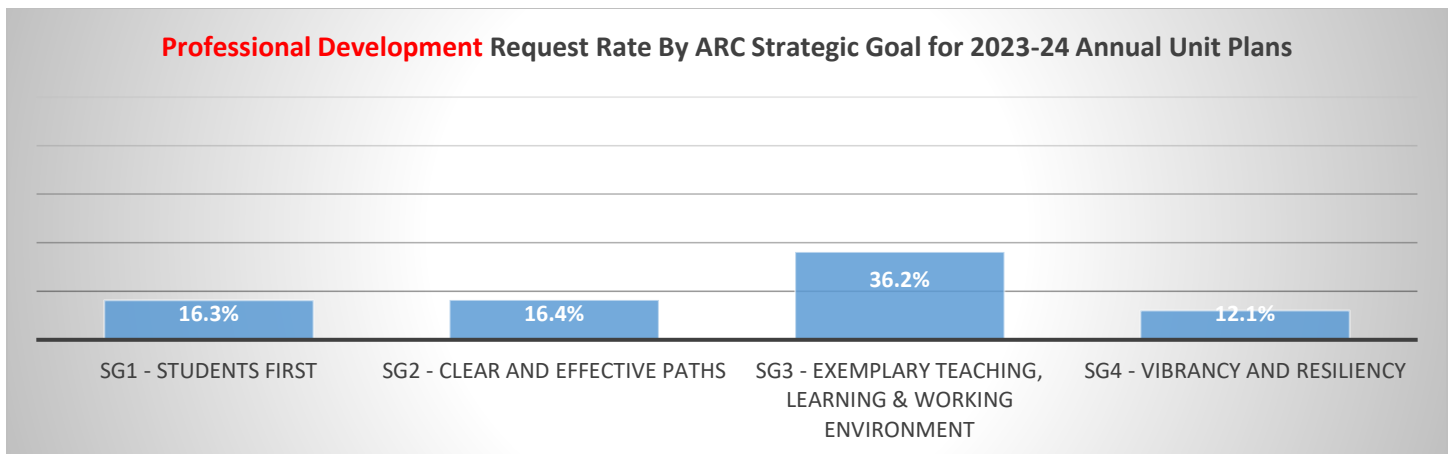
For what data issue was professional development most frequently requested?

Professional development requests were most highly associated with addressing disproportionate impact. Specifically, of the 100 actions addressing disproportionate impact, 35 of these actions included a professional development request, producing a 35% professional development request rate (35/100). This finding replicated the results from each of the four prior Annual Unit Planning cycles.

Professional Development Request Rate By Data Issue for 2023-24 Annual Unit Plans

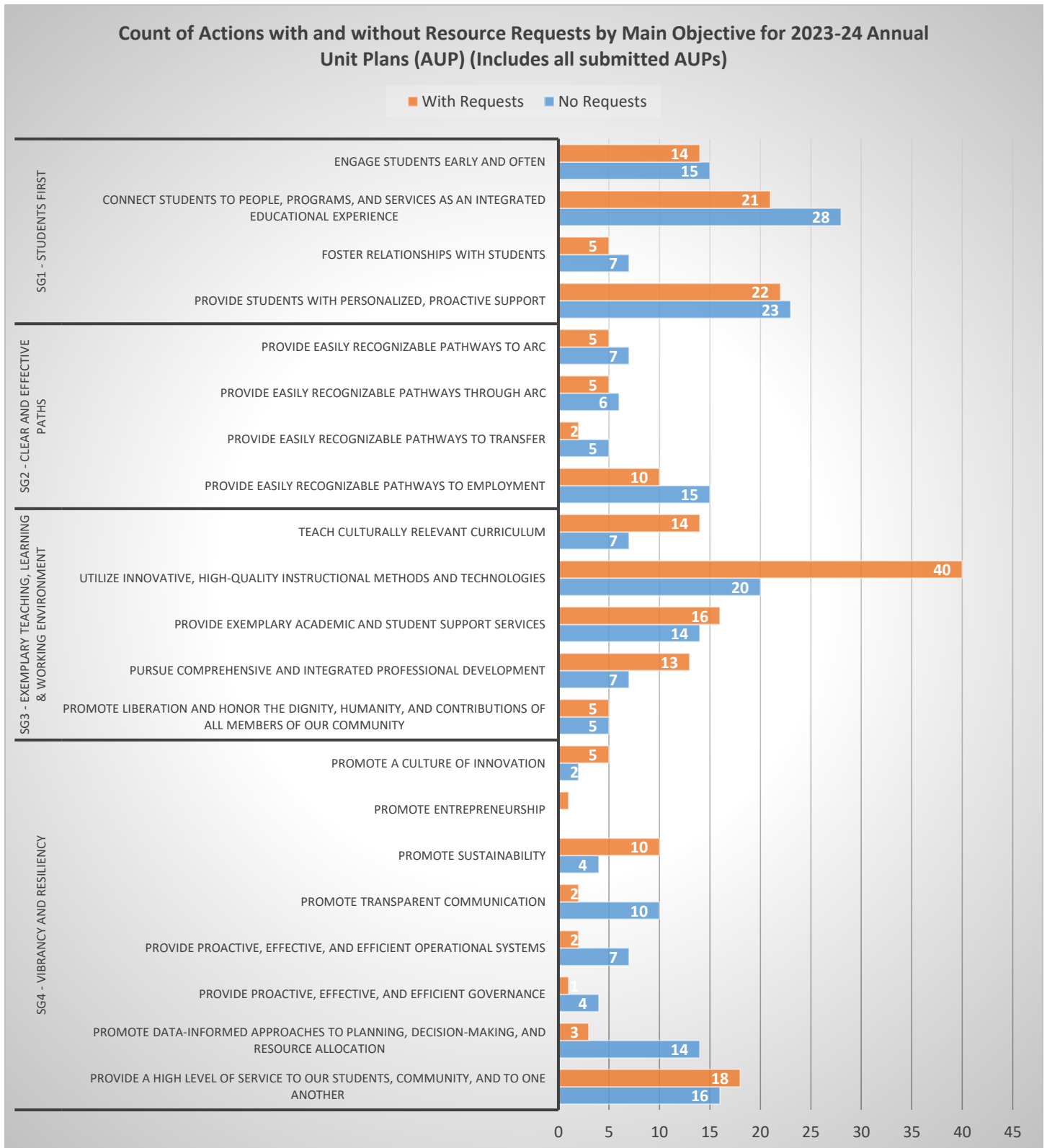| ENROLLMENT	DISPROPORTIONATE IMPACT	DEPARTMENT SET STANDARDS
12.9%	35.0%	29.5%

For what ARC strategic goal was professional development most frequently requested?

Professional development requests were most highly associated with SG3 - Exemplary Teaching, Learning, and Working environment. Specifically, of the 141 actions addressing SG3, 51 of these actions included a professional development request, producing a 36.2% professional development request rate (51/141). This finding replicated the results from each of the four prior Annual Unit Planning cycles.

Professional Development Request Rate By ARC Strategic Goal for 2023-24 Annual Unit Plans

SG1 - STUDENTS FIRST	SG2 - CLEAR AND EFFECTIVE PATHS	SG3 - EXEMPLARY TEACHING, LEARNING & WORKING ENVIRONMENT	SG4 - VIBRANCY AND RESILIENCY
16.3%	16.4%	36.2%	12.1%

For what objectives were resources most requested?

Resource requests were most frequently associated with the "Utilizing innovative, high-quality instructional methods and technologies" objective (40 resource requests). This finding replicated the results from each of the four prior Annual Unit Planning cycles. Every objective was associated with at least one resource request.

Count of Actions with and without Resource Requests by Main Objective for 2023-24 Annual Unit Plans (AUP) (Includes all submitted AUPs)

Legend: ■ With Requests ■ No Requests

SG1 - STUDENTS FIRST

Objective	With Requests	No Requests
ENGAGE STUDENTS EARLY AND OFTEN	14	15
CONNECT STUDENTS TO PEOPLE, PROGRAMS, AND SERVICES AS AN INTEGRATED EDUCATIONAL EXPERIENCE	21	28
FOSTER RELATIONSHIPS WITH STUDENTS	5	7
PROVIDE STUDENTS WITH PERSONALIZED, PROACTIVE SUPPORT	22	23

SG2 - CLEAR AND EFFECTIVE PATHS

Objective	With Requests	No Requests
PROVIDE EASILY RECOGNIZABLE PATHWAYS TO ARC	5	7
PROVIDE EASILY RECOGNIZABLE PATHWAYS THROUGH ARC	5	6
PROVIDE EASILY RECOGNIZABLE PATHWAYS TO TRANSFER	2	5
PROVIDE EASILY RECOGNIZABLE PATHWAYS TO EMPLOYMENT	10	15

SG3 - EXEMPLARY TEACHING, LEARNING & WORKING ENVIRONMENT

Objective	With Requests	No Requests
TEACH CULTURALLY RELEVANT CURRICULUM	14	7
UTILIZE INNOVATIVE, HIGH-QUALITY INSTRUCTIONAL METHODS AND TECHNOLOGIES	40	20
PROVIDE EXEMPLARY ACADEMIC AND STUDENT SUPPORT SERVICES	16	14
PURSUE COMPREHENSIVE AND INTEGRATED PROFESSIONAL DEVELOPMENT	13	7
PROMOTE LIBERATION AND HONOR THE DIGNITY, HUMANITY, AND CONTRIBUTIONS OF ALL MEMBERS OF OUR COMMUNITY	5	5

SG4 - VIBRANCY AND RESILIENCY

Objective	With Requests	No Requests
PROMOTE A CULTURE OF INNOVATION	5	2
PROMOTE ENTREPRENEURSHIP		
PROMOTE SUSTAINABILITY	10	4
PROMOTE TRANSPARENT COMMUNICATION	2	10
PROVIDE PROACTIVE, EFFECTIVE, AND EFFICIENT OPERATIONAL SYSTEMS	2	7
PROVIDE PROACTIVE, EFFECTIVE, AND EFFICIENT GOVERNANCE	1	4
PROMOTE DATA-INFORMED APPROACHES TO PLANNING, DECISION-MAKING, AND RESOURCE ALLOCATION	3	14
PROVIDE A HIGH LEVEL OF SERVICE TO OUR STUDENTS, COMMUNITY, AND TO ONE ANOTHER	18	16

What types of actions are addressing disproportionate impact in the 23-24 Annual Unit Plans?

The table below lists all action titles included in 2023-2024 Annual Unit Plans addressing disproportionate impact at American River College (sorted by related ARC strategic goals and objectives). This listing of action titles is included here to provide a glimpse of how individual units at ARC are working (in both broad and similar ways across the college) to better support students from ARC's disproportionately impacted populations.

List of Goals, Objectives, and Action Titles Addressing Disproportionate Impact in 23-24 Annual Unit Plans

Goal	Main Objective	Action Title
SG1 - Students First	Connect students to people, programs, and services as an integrated educational experience	Address the needs of our disproportionately impacted biology students.
SG1 - Students First	Connect students to people, programs, and services as an integrated educational experience	Allow faculty more time to focus on individual students
SG1 - Students First	Connect students to people, programs, and services as an integrated educational experience	Art Exhibitions at Kaneko Gallery
SG1 - Students First	Connect students to people, programs, and services as an integrated educational experience	Collaborate with Starfish or equivalent platform to Implement Student Interventions
SG1 - Students First	Connect students to people, programs, and services as an integrated educational experience	Connecting Students to available services
SG1 - Students First	Connect students to people, programs, and services as an integrated educational experience	Create and maintain a learning community class for PHYS 310
SG1 - Students First	Connect students to people, programs, and services as an integrated educational experience	Disproportionate Impact
SG1 - Students First	Connect students to people, programs, and services as an integrated educational experience	Increase utilization of Campus resources promoting student success
SG1 - Students First	Connect students to people, programs, and services as an integrated educational experience	Promoting Effective Use of Homebases
SG1 - Students First	Connect students to people, programs, and services as an integrated educational experience	Provide connection and coaching to Industry Experts
SG1 - Students First	Connect students to people, programs, and services as an integrated educational experience	Reach out to TRIO STEM students
SG1 - Students First	Connect students to people, programs, and services as an integrated educational experience	Reach out to TRIO STEM students
SG1 - Students First	Connect students to people, programs, and services as an integrated educational experience	Structured support program participation and tracking
SG1 - Students First	Connect students to people, programs, and services as an integrated educational experience	Support NAMI on Campus-ARC/Life is Worth the Walk
SG1 - Students First	Connect students to people, programs, and services as an integrated educational experience	Support Psi Beta
SG1 - Students First	Connect students to people, programs, and services as an integrated educational experience	Work with Umoja Program to Enroll Umoja Students
SG1 - Students First	Engage students early and often	Addressing disproportionately impacted students
SG1 - Students First	Engage students early and often	Course Enrollment Education/Outreach
SG1 - Students First	Engage students early and often	Create Modern, Dynamic, Engaging ArtNM Website
SG1 - Students First	Engage students early and often	Homebase and Support Programs
SG1 - Students First	Engage students early and often	Increase Engagement with DI Students
SG1 - Students First	Engage students early and often	Reaching out to Students
SG1 - Students First	Engage students early and often	Recruit Retain Matriculate
SG1 - Students First	Engage students early and often	STEM Homebase Collaboration
SG1 - Students First	Foster relationships with students	Art New Media Advisory Day
SG1 - Students First	Foster relationships with students	Connect with students on material
SG1 - Students First	Foster relationships with students	Make students feel like they belong in STEM.
SG1 - Students First	Provide students with personalized, proactive support	Supplies and Equipment
SG1 - Students First	Provide students with personalized, proactive support	address DI for our Latinx students
SG1 - Students First	Provide students with personalized, proactive support	Art New Media Online Hub

SG1 - Students First	Provide students with personalized, proactive support	DI Outreach
SG1 - Students First	Provide students with personalized, proactive support	Embed Support for ENGWR 94/300
SG1 - Students First	Provide students with personalized, proactive support	Establish and expand more flexible grading and due date policies.
SG1 - Students First	Provide students with personalized, proactive support	Handshake
SG1 - Students First	Provide students with personalized, proactive support	Instructional Aid
SG1 - Students First	Provide students with personalized, proactive support	Offer PHYS 311 as a preparatory Physics learning community course
SG1 - Students First	Provide students with personalized, proactive support	Student Success Rates in Art and Art History Classes
SG1 - Students First	Provide students with personalized, proactive support	Textbooks and Technology for Art History Students
SG1 - Students First	Provide students with personalized, proactive support	Use Universal Design for Learning as Tools to Instruct Diverse Learners
SG2 - Clear and Effective Paths	Provide easily recognizable pathways through ARC	Evaluate and Modify Pathways and Curriculum
SG2 - Clear and Effective Paths	Provide easily recognizable pathways through ARC	Positively Affecting disproportionate BIPOC students
SG2 - Clear and Effective Paths	Provide easily recognizable pathways through ARC	Program Roadmap
SG2 - Clear and Effective Paths	Provide easily recognizable pathways to ARC	Establish Dual Enrollment for some of our courses with local high schools
SG2 - Clear and Effective Paths	Provide easily recognizable pathways to employment	Artist Lecture Series
SG2 - Clear and Effective Paths	Provide easily recognizable pathways to employment	Career Preparation
SG2 - Clear and Effective Paths	Provide easily recognizable pathways to employment	Connect students to local, regional and state journalism opportunities
SG2 - Clear and Effective Paths	Provide easily recognizable pathways to employment	Department, Homebase, and Affinity Group Outreach
SG3 - Exemplary Teaching, Learning & Working Environment	Promote liberation and honor the dignity, humanity, and contributions of all members of our community	Community Service & Action
SG3 - Exemplary Teaching, Learning & Working Environment	Promote liberation and honor the dignity, humanity, and contributions of all members of our community	Diversity, Equity and Inclusion Sessions
SG3 - Exemplary Teaching, Learning & Working Environment	Promote liberation and honor the dignity, humanity, and contributions of all members of our community	Equity Training for the Biology Department
SG3 - Exemplary Teaching, Learning & Working Environment	Promote liberation and honor the dignity, humanity, and contributions of all members of our community	Murals on campus
SG3 - Exemplary Teaching, Learning & Working Environment	Promote liberation and honor the dignity, humanity, and contributions of all members of our community	Self care for educators
SG3 - Exemplary Teaching, Learning & Working Environment	Provide exemplary academic and student support services	Complete Curriculum Revision and Addition of New Courses
SG3 - Exemplary Teaching, Learning & Working Environment	Provide exemplary academic and student support services	Develop a department-level DI committee
SG3 - Exemplary Teaching, Learning & Working Environment	Provide exemplary academic and student support services	Increase open lab access
SG3 - Exemplary Teaching, Learning & Working Environment	Provide exemplary academic and student support services	Integrated approach to learning
SG3 - Exemplary Teaching, Learning & Working Environment	Provide exemplary academic and student support services	Interdepartmental and Community Collaborations
SG3 - Exemplary Teaching, Learning & Working Environment	Provide exemplary academic and student support services	Refining the Retention Specialist Program

SG3 - Exemplary Teaching, Learning & Working Environment	Pursue comprehensive and integrated professional development	Continue to foster equity-minded conversations within the department
SG3 - Exemplary Teaching, Learning & Working Environment	Pursue comprehensive and integrated professional development	Improve Distance Education Efficacy through IT Training and Professional Development
SG3 - Exemplary Teaching, Learning & Working Environment	Pursue comprehensive and integrated professional development	Professional Development
SG3 - Exemplary Teaching, Learning & Working Environment	Teach culturally relevant curriculum	Aim to remove barriers
SG3 - Exemplary Teaching, Learning & Working Environment	Teach culturally relevant curriculum	Artificial Intelligence (AI) in Art New Media
SG3 - Exemplary Teaching, Learning & Working Environment	Teach culturally relevant curriculum	Culturally Relevant & Responsive Teaching Plan
SG3 - Exemplary Teaching, Learning & Working Environment	Teach culturally relevant curriculum	Culturally responsive instruction
SG3 - Exemplary Teaching, Learning & Working Environment	Teach culturally relevant curriculum	Disproportionate Impacted Groups
SG3 - Exemplary Teaching, Learning & Working Environment	Teach culturally relevant curriculum	Disproportionately Impacted Action Plan
SG3 - Exemplary Teaching, Learning & Working Environment	Teach culturally relevant curriculum	Disproportionately Impacted Action Plan
SG3 - Exemplary Teaching, Learning & Working Environment	Teach culturally relevant curriculum	Equity-focused course review
SG3 - Exemplary Teaching, Learning & Working Environment	Teach culturally relevant curriculum	Funding Payment Process
SG3 - Exemplary Teaching, Learning & Working Environment	Teach culturally relevant curriculum	Increase culturally relevant examples and assignments
SG3 - Exemplary Teaching, Learning & Working Environment	Teach culturally relevant curriculum	PAC Bylaws
SG3 - Exemplary Teaching, Learning & Working Environment	Teach culturally relevant curriculum	Professional Development
SG3 - Exemplary Teaching, Learning & Working Environment	Teach culturally relevant curriculum	Review Curriculum for Cultural Relevancy and Inclusion
SG3 - Exemplary Teaching, Learning & Working Environment	Teach culturally relevant curriculum	Support study abroad program
SG3 - Exemplary Teaching, Learning & Working Environment	Utilize innovative, high-quality instructional methods and technologies	Alternative Grading Systems
SG3 - Exemplary Teaching, Learning & Working Environment	Utilize innovative, high-quality instructional methods and technologies	Evaluate course offerings
SG3 - Exemplary Teaching, Learning & Working Environment	Utilize innovative, high-quality instructional methods and technologies	Expanded return of in-person instruction
SG3 - Exemplary Teaching, Learning & Working Environment	Utilize innovative, high-quality instructional methods and technologies	Include student voices

SG3 - Exemplary Teaching, Learning & Working Environment	Utilize innovative, high-quality instructional methods and technologies	Modernize facilities and increase lab space
SG3 - Exemplary Teaching, Learning & Working Environment	Utilize innovative, high-quality instructional methods and technologies	Multiple Measures Assessment Techniques
SG3 - Exemplary Teaching, Learning & Working Environment	Utilize innovative, high-quality instructional methods and technologies	Obtain Faster VMs for GIS Students
SG3 - Exemplary Teaching, Learning & Working Environment	Utilize innovative, high-quality instructional methods and technologies	Provide Students With Easy Access To Our Technology
SG3 - Exemplary Teaching, Learning & Working Environment	Utilize innovative, high-quality instructional methods and technologies	Underserved and Underrepresented Groups
SG4 - Vibrancy and Resiliency	Promote a culture of innovation	Increase Research Opportunities
SG4 - Vibrancy and Resiliency	Promote data-informed approaches to planning, decision-making, and resource allocation	Create measurable improvement across our department for African American students
SG4 - Vibrancy and Resiliency	Promote data-informed approaches to planning, decision-making, and resource allocation	Create measurable improvement across our department for African American students
SG4 - Vibrancy and Resiliency	Promote data-informed approaches to planning, decision-making, and resource allocation	Exploring Collection of Baseline Data to Measure Impact
SG4 - Vibrancy and Resiliency	Promote data-informed approaches to planning, decision-making, and resource allocation	Gather Student Information
SG4 - Vibrancy and Resiliency	Promote data-informed approaches to planning, decision-making, and resource allocation	Host departmental disproportionate impact data meetings
SG4 - Vibrancy and Resiliency	Promote data-informed approaches to planning, decision-making, and resource allocation	Research Data Request
SG4 - Vibrancy and Resiliency	Promote entrepreneurship	Integrate Biotechnology
SG4 - Vibrancy and Resiliency	Promote sustainability	ZTC Courses and Degree
SG4 - Vibrancy and Resiliency	Promote transparent communication	Equity Institutes and Equity Flex Activity
SG4 - Vibrancy and Resiliency	Provide a high level of service to our students, community, and to one another	Braille Signage for Outdoor Ceramic Murals
SG4 - Vibrancy and Resiliency	Provide a high level of service to our students, community, and to one another	Gain Knowledge - DI
SG4 - Vibrancy and Resiliency	Provide a high level of service to our students, community, and to one another	Helping Students Build Self-Efficacy
SG4 - Vibrancy and Resiliency	Provide a high level of service to our students, community, and to one another	SLPA Program Director - Communication for SLPA 300
SG4 - Vibrancy and Resiliency	Provide proactive, effective, and efficient operational systems	Operational changes
SG4 - Vibrancy and Resiliency	Provide proactive, effective, and efficient operational systems	Operational changes