3/07/24
3:00 PM
ARC Student Center Boardroom
Zoom Meeting ID: 879 7746 3710
https://lrccd.zoom.us/j/87977463710
American River College Academic Senate Regular Meeting – Draft Minutes

AGENDA

Preliminaries
1. Call to Order
2. Approval of the Agenda: Approved by consent
3. Approval of the Minutes: Approved by consent
4. Introduction of Guests. Guests included: Sandra Guzman, David Miramontes-Quinones, Dylan Popowicz, Alicia, Pamela Bimbi, Aaron Bradford
5. Public Comment Period (3 minutes per speaker) - None at this time

6. President's Report

ARC Space Utilization - District has hired consultant to look at space utilization at all four campuses. ARC process is beginning. There will be two meetings with faculty, one in person and one on Zoom. Faculty with labs in their areas encouraged to participate.

Universal Design Opportunities Spring 2024

Commencement - ARC President seeks feedback on idea of moving to two commencements, likely one on Thursday evening and one on Friday evening. Because attendance has been so large, tickets have been limited, and many family members of graduates have been unable to attend. Please feel free to email the ARC President directly with feedback or questions. Faculty are invited to attend either or both commencements, but are not required to attend.

Adjunct College Service & Professional Development Form & Training (March 21 2-3:30) - There is a new form and training forthcoming.

Open Committee Positions

Consent Items
7. Approval of Remote Attendees - Jill Birchall, Rob Juner, Jen Kirkman, Alisa Shubb - approved by consent.

Action Items (10 minutes per item)
8. Program Pathways Mapping Policy (2nd reading)

Inquiry as to who makes the decisions about which maps will not be published. Committee will work with faculty and dean. Committee would make a decision if consensus cannot be reached. We don't want to publish a map that students cannot complete.

Hope expressed that if a program discovers a path that cannot be completed, that all info shared with students about that program will be corrected, not just the map.

If a map gets depublished, is there a way for a student who was attempting to complete that program to do so? There is a course substitution process.

Motion made to approve policy. Seconded. Approved unanimously by roll call vote.

Yes: Deborah Gale, Lauren Chavez, David McCusker, Adrianne Avila, Adam Karp, Veronica Lopez, Chris Moore, Tak Auyeung, Vivian Dillon, Charlie Thomsen, Michaela Cooper, Valerie Bronstein, Caroline Prieto, Christian Speck, Mayra Mireles-Tijero, Gina Barnard, Robin Akawi, Sonya Reichel, Susan Chou, Ricardo CatonSarah Lehmann, Dyanne Martee, Andrew Fix, Arthur Jenkins, Jill Birchall, Rob Juner, Alisa Shubb.

9. DE Committee Charter (1st reading) (Pamela Bimbi)

Inquiry about quorum. Committee not expected to make decisions, but quorum desirable if committee will be making recommendations, as votes to formalize recommendations recommended.

Inquiry as to why Library/LRC/Student Services is only area that can be faculty or classified? Thinking of LRC where there is only one faculty member.

Inquiry if we should separate Student Services from Library and LRC.

Inquiry about reaching out to learning communities to recruit student representatives.

Reports (5-10 minutes per item)
10. Curriculum Updates (Aaron Bradford)

Presentation shared (see supplemental materials). Nothing set in stone between CA Community Colleges and transfer partners. Goal is clear and easy articulation. Portions of course descriptions, SLOs, and topics would be identical to those of other institutions, but there would be some discretion to share locally determined info.

Inquiry if this is the Chancellor's Office coordinating this effort. Yes. ASCCC trying to keep people informed.

Inquiry as to what data supports this decision. We don't have that info.

Inquiry once we have common descriptions, do we just copy and paste and Curriculum rubber stamps? Curriculum Committee will do their best to keep faculty abreast of developments.

If interested in influencing these outcomes, please try to get on these committees now.

11. Math Validation Update

STEM validation has to go back to the state. State has analyzed data (please see supplemental materials).

Specifically addresses STEM majors who need to take calculus. Will place those students into calculus as their first math course. Data the state is basing argument on is based on students who did take courses like trigonometry and precalculus before taking calculus. Data is not disaggregated. Desire expressed that math faculty are involved in whatever response ARC provides to the state.

Suggested that we should share info with faculty on who in the legislature is supporting these efforts. Suggested that perhaps LRCFT could help with that effort.

Inquiry if students can elect to take a precalculus class. Maybe we can develop a course that would meet State's requirement for an "innovative" precalculus course.

Inquiry if Los Rios's lobbyists can advocate on issues like these. Belief expressed that our Board believes in this legislation.

Suggested that the general population is unaware of this legislation. Inquiry as to how we can challenge the snowballing of educational legislation. Perhaps a ballot measure is an option.

Concern that this can cause an even greater racial gap in these courses. Concern that this is an attack on open access to education. Concern that this benefits the privileged, the advantaged, rather than the disadvantaged.

Comment that students in courses like calculus who need extra support aren't always able to get it, because the instructors are maxed out trying to support students.

Desire expressed that admin support our efforts and bring this concern to the board.

12. Council reports (written) – Institutional Effectiveness Council, please see supplemental materials.

13. Committee reports (written) – None at this time.

Discussion (10-15 minutes per item)
14.Program Review – Student Services

Recognize that many of the questions were focused on instruction. We want all areas to have meaningful reviews. Created a task force to see if questions work for faculty in student services, and get their feedback on what would make the questions/review meaningful. Questions have not been changed. Context offered in support of the questions has been enhanced.

Suggested that this does not need to return to Senate since the questions have not changed. If that's a concern, please share that concern.

15.GE Unit Requirement on Student Success

Desire expressed for data/feedback on how additional unit requirements affects student success.

Potentially a concern for students who are in a high unit major like STEM. ESL students who take multiple ESL courses could also be impacted. Could impact ability to receive financial aid. Another concern is that students may change their minds about their majors.

Inquiry as what is the impetus to get students through community college in two years? We want to make it an option for students to get through in two years.

For students who need to work while going to school, getting through a program in two years may not be a realistic goal.

16. DAS VNC

Encouraged to review the resolution, especially the resolved statements. If you have concerns, please let us know.

17.Report Back (Feedback from College Areas)
a. Open Issues from any Previous Agenda Item
18.Report Out (Information from District Meetings and Other Areas)
a. District Academic Senate and District Meetings
b. Other Areas
19.Items from College Areas for Academic Senate Consideration
Upcoming Meetings
• Academic Senate: Thursday, 3/28 3:00 PM – (ARC Board Room)
• District Academic Senate: Tuesday, 3/19 3:00PM (DO Conf. Room)

Supplemental Materials

Universal Design and Accessibility - Spring 2024 Opportunities

I am very excited to share with you all of the ways in which I can support you this Spring in meeting your accessibility and universal design goals! If you could please share this information with your department faculty, I would appreciate it 😊

1. Do you have documents that need remediation, or videos that need captions? Please submit your requests for Document Remediation and/or Video Captioning to make your course more accessible for your students. Whether you have a student with a DSPS accommodation, or not, these services are here for you.
2. Would you like to reduce student stress and increase student access in your classes? If you aren't sure how to do that, I would love to work with you one-on-one to address accessibility or universal design in your classes via a Technical Assistance request. This is all about you, so we can discuss anything that you'd like to do to improve the learning experience for your students. In addition, you can use the time we spend together toward your flex obligation this semester!
3. The ITC pages now have a variety of information to support your Accessibility and Universal Design questions. Please be sure to take a peek!
4. Are you interested in having me attend a departmental meeting to answer your questions about universal design and/or accessibility? If so please respond to this email and we can setup a time this Spring or in the Fall.
5. Calling all practitioners! I want to create a repository for examples of all the amazing things that you are doing in your classes to support your students. I know that many of you are doing cool things that are already consistent with universal design practice, but you may not know it. I really want to showcase the great work you do, so if you are interested in being a part of the ARC Universal Design Showcase, please let me know by submitting the ARC Universal Design Showcase form. I thank you in advance!
6. Would you like to learn more about Universal Design? I invite you to attend one or many of bi-monthly workshops, each presenting a different aspect of universal design with concrete strategies for you to consider using in your own classes. See the schedule below for more information on each session.

   Tomorrow! Universal Design: Putting Purpose Into Practice – Wednesday, February 28 (12:00-1:00pm)(Zoom)

   Universal Design: Increasing Access to Learning – Thursday, March 7 (12:00-1:00pm)(Zoom)

   Universal Design: Increasing Access to Learning – Wednesday, March 20 (12:00-1:00pm)(Zoom)

   Universal Design: Addressing Variability Through Flexibility – Thursday, April 4 (12:00-1:00pm)(Zoom)

   Universal Design: Addressing Variability Through Flexibility – Wednesday, April 17 (12:00-1:00pm)(Zoom)

And as always, if you ever have any questions related to accessibility or universal design, please reach out to me directly or via ITCtraining@arc.losrios.edu.

Lori Hokerson (she/her)

Universal Design and Accessibility Coordinator/
Psychology Professor – My Homepage
Phone: (916) 484-8162
Email: hokersl@arc.losrios.edu

Adjunct Faculty College Service and Professional Development Program

Hello, fellow faculty of Los Rios!

The LRCFT Part-Time Faculty Issues Committee is pleased to share with you a **sample version** of the **negotiated NEW FORM** that Los Rios part-time/adjunct faculty will use to document our voluntary participation in the new **Adjunct Faculty College Service and Professional Development Program to receive compensation for this additional work**. We're also inviting you to join us at a **workshop Thursday after Spring Recess** (see below for details). We're reaching out to ALL faculty because we think it's important for everyone to know about these new opportunities for Los Rios part-time faculty inclusion and professional treatment.

As we await the District's release of the fillable PDF version of the negotiated form, we want to make sure you know:

- The District is finishing its process of converting this form to a fillable PDF; **attached is a SAMPLE-ONLY version** for those of you wanting to study the details of the program and understand the form. (Each page contains a watermark: **"SAMPLE ONLY – DO NOT USE."**) We hope that the detailed instructions will answer some of your questions about how this program will work.
- As soon as the District releases the fillable PDF to us, we will distribute it.
- Despite the fact that this form is being released mid-Spring 2024, part-time faculty will be able to use it to apply for compensation for eligible college service and professional development work already completed in Fall 2023 and in the first half of the current semester, as well as for work yet to be completed in its second half.

To learn more, please join us at our upcoming workshop:

Thursday, March 21
2-3:30pm
Click to join Zoom meeting

(If you'd like to receive a calendar invite, please reply to this email!)

In the meantime, we wish you a fantastic Spring Recess.

In sincerity and solidarity,

The LRCFT Part-Time Faculty Issues Committee:

Andrea Balsamo (ARC)
LaQuisha Beckum (ARC)
Tina Dang (ARC, CRC)
Kristina Darr Glynn (FLC)
Don Hopkins (FLC)
Sarma Karsiere (CRC)
Jennifer Shouse (SCC)
Dennis Smith (SCC- Retired/Past President of LRCFT)
Leon Smith (CRC)
Linda Sneed (CRC)
Jacob Traugott (SCC)

Program Paths Committee
Updated Criteria for Creating and Maintaining Maps for Programs

ARC currently has 385 program maps. For those maps to be useful to students they must contain accurate information, which means they need to be reviewed and updated on a regular basis. Since the Program Paths Committee has been unable to establish a process at the college in which departments regularly review their maps, the committee has decided to review each map on a five-year cycle. To make the workload manageable, we are setting limits on which programs will have published maps.

- Certificates should have at least 24 units of required coursework. There are currently 80+ certificate maps with fewer than 24 units that will no longer be published as of the 2024-25 catalog.
- Some programs have courses that have not been scheduled in the past two years. It does not benefit students to promote those programs since they cannot be completed. We will contact those departments and ask them to review their class scheduling pattern to see if they can resume scheduling those courses. If they cannot, then those maps will not be published.
- We are a two-year institution so, in theory, all of our degrees should be able to be completed in two years unless there is a curricular reason to add an extra semester. There are a handful of full-time degree maps that extend beyond two years because of the way classes are scheduled. We will contact those departments and ask them to review their class scheduling pattern to see if they can shorten the time for completion. If they cannot, then those maps will not be published.
- Some programs have a lot of prerequisites and odd course scheduling that forces

students to take a few courses each semester over several semesters, unduly prolonging the time to completion. We will contact those departments and ask them to review their prerequisites and scheduling pattern to see if they can shorten the time to completion. If they cannot, then those maps will not be published.
● Some programs have had no completers in the past four years. In some cases, the programs are new to the college and haven't had enough time for students to complete them yet. But, in many cases, the programs have been at the college for at least a few years. We do not want to maintain maps for programs that students are unwilling or unable to complete. We will contact those departments about discontinuing the maps.

Attendance

	ARC Academic Senate Roster		**Updated**			
Formally known as	**Area (as of Fall 2023)**	**Senator**	**Adjunct/ FT**	**Term End**	**Clicker Number**	
	Arts	Dyanne Marte (Fashion)	Full-time	2026	21	Present
	Arts	Linda Gelfman (Art)	Full-time	2024	22	Absent
	Arts	Diane Lui	Adjunct	2023	23	Absent
	Arts	*Unfilled*	Full-time	2025	24	
	Arts		Alternate Full-Time		25	
	Arts		Alternate Adjunct			
Business & Computer Sciences	Business	Brian Rosario	Full-time	2026	6	Absent

	Business	Tak Auyeung (CSIT)	Full-time	2025	7	Present
	Business	Kahkashan Shaukat (CSIT)	Full-time	2024	8	Absent
	Business	Christian Speck	Adjunct	2023	25	Present
		Damon Antos	Alternate Full-Time		10	
	Business		Alternate Adjunct			
Workforce/ Work Experience/Apprenticeship/ SRPSTC (Sacramento Regional Public Safety Training Center)	Career Education, Workforce, Public Service, & Apprenticeship	Vivian Dillon	Full-time	2024	49	Present
	Career Education, Workforce, Public Service, & Apprenticeship	Carlos Ponce	Adjunct	2024		Absent
	Career Education, Workforce, Public Service, & Apprenticeship	Jody Johnson	Adjunct	2026		Absent
	Career Education, Workforce, Public Service, & Apprenticeship	*Unfilled*	Adjunct			
	Career Education, Workforce, Public Service, & Apprenticeship	Lonetta Riley	Alternate Full-Time		50	
	Career Education, Workforce, Public Service, & Apprenticeship		Alternate Adjunct			

Counseling	Counseling	Kim Herrell	Full-time	2026	11	Absent
	Counseling	Joyce Fernandez	Adjunct	2024	12	Absent
	Counseling	Mayra Mireles-Tijero	Full-time	2026	13	Present
	Counseling	Carmelita Palomares	Full-time	2025	14	Absent
	Counseling		Alternate Full-Time		29	Present
	Counseling		Alternate Adjunct		12	
English	English	Valerie Bronstein	Adjunct	2023	16	Present
	English	Michaela Cooper	Full-time	2026	30	Present
	English	Caroline Prieto	Full-time	2024	18	Present
	English	Gina Barnard	Full-time	2025	19	Present
	English	Melissa Diaz	Alternate Full-Time		20	Absent
	English		Alternate Adjunct		16	
Health & Education	Health & Education	Rob Juner	Full-time	2026	26	Approved Remote
	Health & Education	Jen Kirkman	Full-time		27	Absent
	Health & Education	Susan Chou (NUT)	Full-time	2024	28	Present
	Health & Education	*Unfilled*	Adjunct			
	Health & Education		Alternate Adjunct			

	Health & Education	John Coldiron	Alternate Full-Time			
Kinesiology & Athletics	Kinesiology & Athletics	Eric Black	Full-time	2024	37	Absent
	Kinesiology & Athletics	*Unfilled*	Full-time			
	Kinesiology & Athletics	*Unfilled*	Full-time		38	
	Kinesiology & Athletics	*Unfilled*	Adjunct		39	
	Kinesiology & Athletics		Alternate Full-Time			
	Kinesiology & Athletics		Alternate Adjunct			
Humanities	Language & Communication	Adam Karp	Full-time	2025	31	Present
	Language & Communication	Jill Birchall (sign lang)	Full-time	2024	32	Approved Remote
	Language & Communication	Jeff Moran	Full-time	2026	36	Absent
	Language & Communication	Andrew Fix	Adjunct	2025	34	Present
	Language & Communication	Erik Haarala (ESL)	Alternate Full-Time		35	
	Language & Communication		Alternate Adjunct			
Library/Learning Resources/Instructional Tech. Center	Library/Learning Resources/Instructional Tech. Center	*Kate Williamson*	Full-time	2024	41	Absent
	Library/Learning Resources/Instructional Tech. Center	*Sarah Lehmann*	Full-time	2026	40	Present

	Library/Learning Resources/Instructional Tech. Center	Marianne Harris	Alternate Full-Time		42	
Technical Education	Manufacturing, Construction & Trasnportation	Chris Moore	Full-time	2024	60	Present
	Manufacturing, Construction & Trasnportation	Mikhail Drobot	Adjunct	2023	61	Absent
	Manufacturing, Construction & Trasnportation	*Gary George*	Full-time	2023	62	Absent
	Manufacturing, Construction & Trasnportation	Ben French	Full-time	2026	63	Absent
	Manufacturing, Construction & Trasnportation		Alternate Full-Time		64	
	Manufacturing, Construction & Trasnportation		Alternate Adjunct			
Behavioral & Social Sciences	People, Culture & Society	Lauren Chavez (Anthro)	Adjunct	2024	1	Present
	People, Culture & Society	Robin Akawi (Psy)	Full-time	2026	2	Present
	People, Culture & Society	*Unfilled*	Full-time	2024	3	
	People, Culture & Society	Ricardo Caton (History)	Full-time	2025	4	Present
	People, Culture & Society	*Unfilled*	Alternate Full-Time		5	
	People, Culture & Society	Ellen Bowden (Anthro)	Alternate Adjunct			

Mathematics	STEM - Math	Deborah Gale	Adjunct	2024	44	Present
	STEM - Math	Rocio Owens	Full-time	2026	45	Present
	STEM - Math	Adrianne Avila	Full-time	2024	46	Present
	STEM - Math	Sonya Reichel	Full-time	2025	47	Present
	STEM - Math	Lana Anishchenko	Alternate Full-Time		48	
	STEM - Math		Alternate Adjunct			
Science & Engineering	STEM - Science	Mihaela Badea-Mic	Adjunct	2025	52	Absent
	STEM - Science	Glenn Jaecks (Earth Science)	Full-time	2025	53	Absent
	STEM - Science	Charles Thomsen (Science)	Full-time	2024	54	Present
	STEM - Science	Mike Holmes (Bio)	Full-time	2025	55	Absent
	STEM - Science		Alternate Full-Time			
	STEM - Science		Alternate Adjunct			
Student Support Services	Student Support Services	Judith Valdez	Full-time	2024	57	Absent
	Student Support Services	*Unfilled*	Adjunct		51	
	Student Support Services	Arthur Jenkins	Alternate Full-Time		56	Present

	Student Support Services		Alternate Adjunct			
	Officers	Brian Knirk		President	--	Present
	Officers	Veronica Lopez		Vice President	66	Present
	Officers	David McCusker		Secretary	67	Present
	Officers	Alisa Shubb		Past President	68	Approved Remote
	Liaison			Program Review & ASCCC Liaison		
	Liaison	Kate Williamson		Open Educational Resources Liaison		Absent
	Liaison			Classified Senate		
		Aaron Bradford		Curriculum		Approved Remote
		Jeff Sacha		Program Pathways		

Common Course Numbering, CalGETC, and Local GE: AB1111, AB928, &Title 5

Developed from slides created by Renée Medina, SCC Curriculum Chair, on Common Course Numbering (CCN) and ASCCC presentation “Nuts & Bolts of CalGETC” (3/2/24), Spring 2024 Curriculum Regionals

Update from February 2024 AB 1111

- The state-level Common Course Numbering Task Force has released its final report
  - Proposed governance and workgroup structures
  - Descriptor elements and degree of alignment (identical, equivalent, etc)
  - Taxonomy considerations and sample course number (pages 33-34 in the report linked above and shown below)
  - High-level timeline and proposed phased development clusters
- The goal is to move to the new numbering system in Fall 2027, with a Phase 1 group starting in Fall 2025

From Descriptor to Articulation (Goal)

- Each course with a CCN (Common Course Number) will have a descriptor created
- Our transfer partners will establish an agreement for the review and approval of articulation for the descriptor
- Any CCC that adopts the course descriptor will automatically have the attached articulation

CCN Descriptor Elements		Descriptor Elements Classification
Course Number		Identical
Course Title		Identical
Unit Amount (x semester, y quarter)		Adheres to an established minimum
Course Description	Part 1: Required	Identical
	Part 2: Optional	Expanded - local college discretion
Prerequisites, Corequisites, and Other Limitations on Enrollment		Identical
Course Content	Required Topics	Identical
	Optional Topic Expansion (Optional Additional Topics - defined as part of CCN Descriptor development.)	Additional details expanded - local college discretion

CCN Descriptor Elements		Descriptor Elements Classification
Student Learning Objectives/Outcomes	Required Objectives/ Outcome	Identical
	Optional Objectives/ Outcomes Expansion (Optional Additional Objectives/Outcomes - defined as part of CCN Descriptor Development)	Additional details expanded- local college discretion

CCN Descriptor Elements

SAMPLE COURSE NUMBER

Subject
Based on 4-letter abbreviations.
A system-level list of abbreviations should be standard.

Course Type Identifier
A system level key could be developed to define other identifiers or establish local use parameters.
C = Common Course Number

SUBJ C####&&&

Course Number (####)
0XXX - Non-baccalaureate
1XXX - 100-level course
2XXX - 200-level course
3XXX - 300-level course
4XXX - 400 level course
9XXX - Non-credit
Provides for 1000 courses at each level per discipline per identifier type.
Other levels could be defined at the system-level as needs are identified.

Course Speciality Identifier (&&&)
A system-level key could define options: (examples)
H = Honors Course
L = Lab only Course
O = Combined Lecture/Lab Course
R= Co-Requisite only Course
D= Co-Requisite and Credit Course Combined
Up to 3 speciality identifiers can be attached to a course, a course with no identifiers would not have fillers in those fields.

Example

	MATH C1801HL
SUBJECT	MATH = Math
COURSE TYPE	C = CCN
COURSE NUMBER	1801 = 100-level course
SPECIAL CLASSIFICATIONS	H = Honors L = Lab only course

What guidance will be provided in terms of determining the content developed at the local level?

What will the review process look like for courses with additional locally developed elements?

What happens to courses not falling into the CCN purview, both in terms of numbering, description, and content?

To what extent will current C-ID elements become the CCN elements?

How much different is this than the current C-ID system, which largely determines and guides local curriculum for most GE courses?

- Please review the current C-IDs as needed.

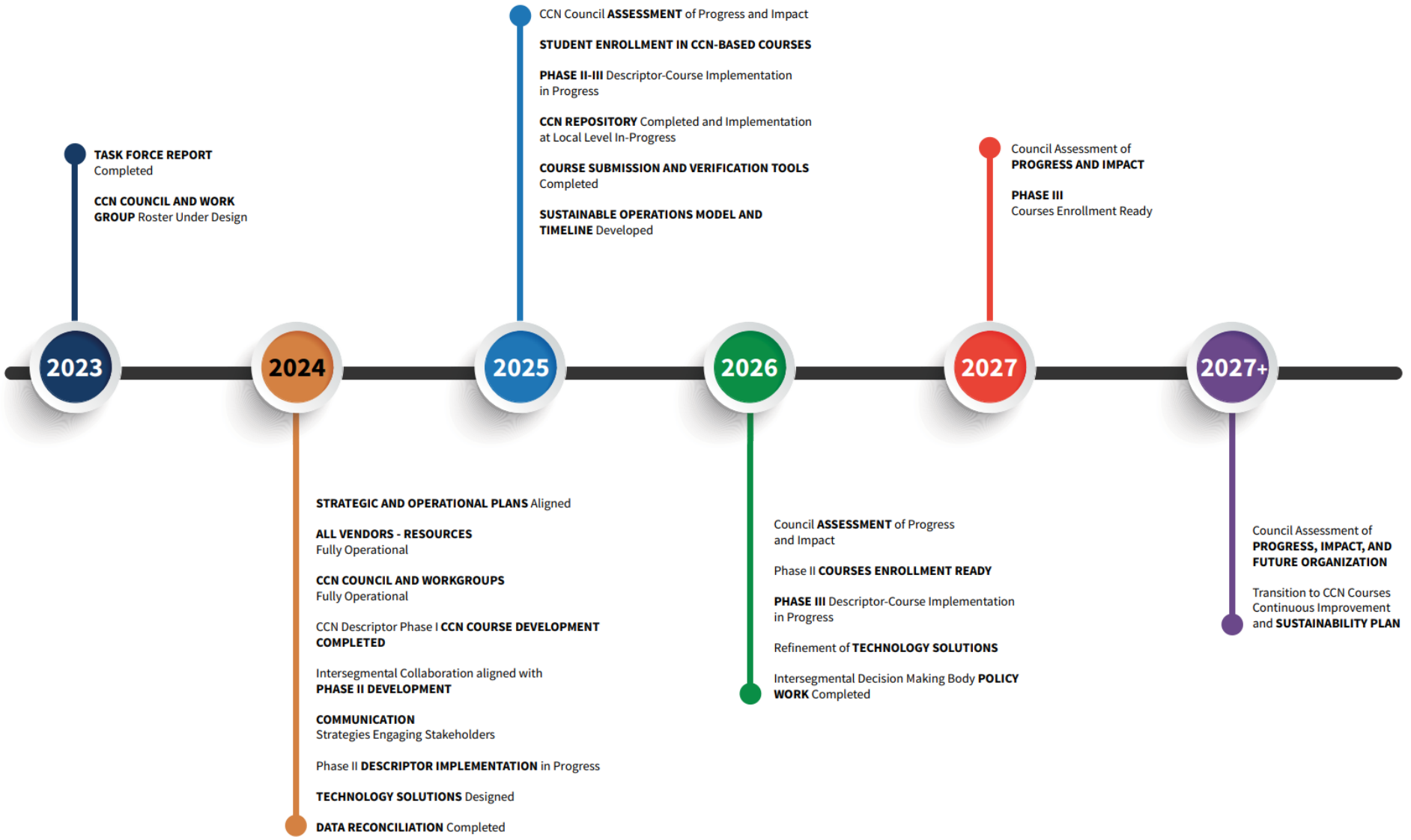
UNANSWERED QUESTIONS

RESERVATIONS, RESISTANCE, & PLANNING

- Many may not want to take part in it until we're ready to/forced to.
- The ASCCC has a recorded resolution opposing AB1111
- It also has a resolution to use the C-ID system as a model for CCN
- If you would like to be part of the discussions, be sure to volunteer to be on these workgroups.
- Watch for emails from ASCCC or apply here: https://www.asccc.org/volunteer-serve-committee

- We must be aware of the plans for the upcoming year.
  - Jan-March: finalize Phase 1 courses, recruit and appoint faculty
  - April-June: Develop CCN Descriptors for P1
  - July-Dec: Descriptor vetting and local integration
  - Spring 25: Publish and prepare P1 courses for enrollment
  - Fall 25: Enroll students in P1 courses with CCN Descriptors
- When planning is rushed, ease is often prioritized over equity.

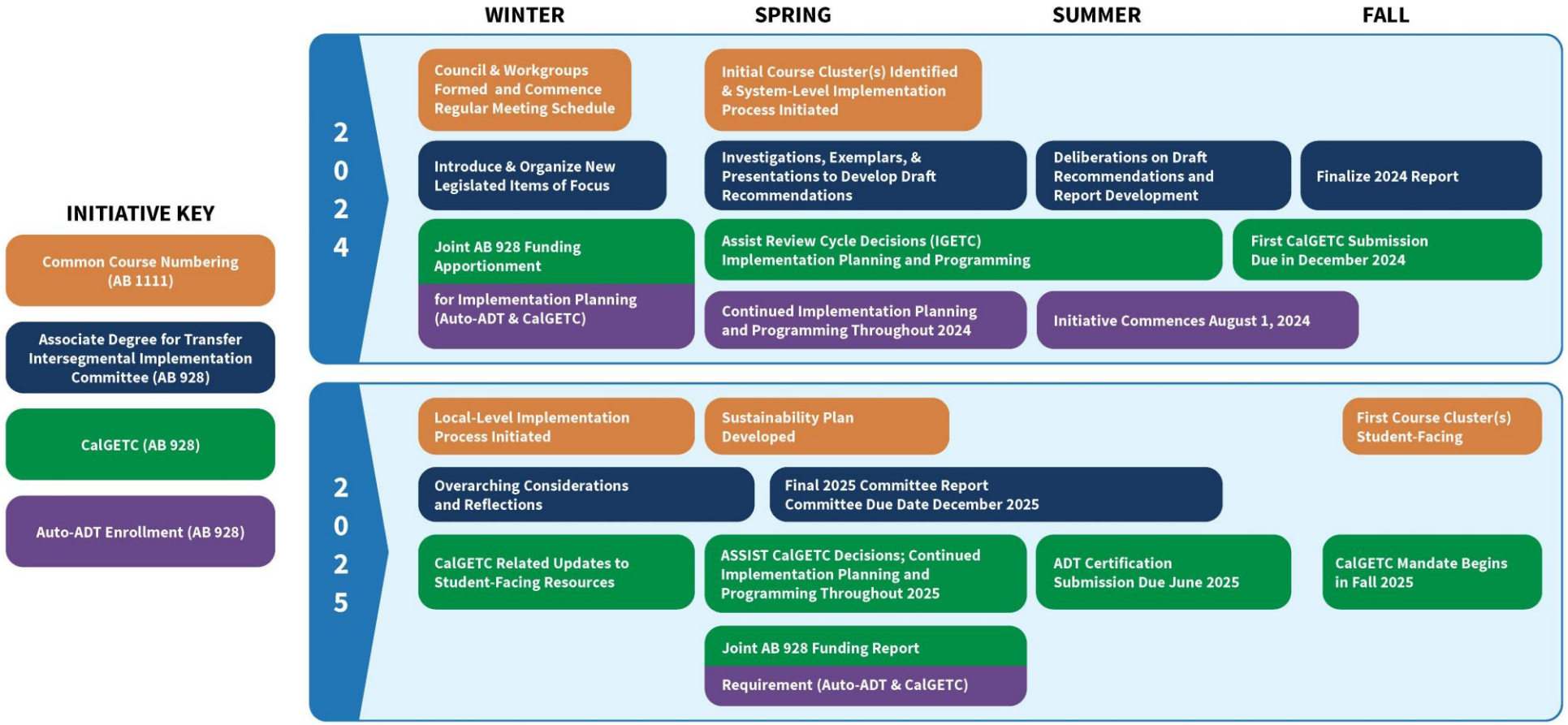
CCN MILESTONES PROPOSED TIMELINE 2023-2027+ (PENDING TIMELINE EXTENSION REQUEST)



California Community Colleges

Transfer Toward Equitable Baccalaureate Degree Attainment Initiatives

Important Milestones for AB 1111 and AB 928 at a Two-Year Glance



INITIATIVE KEY

- Common Course Numbering (AB 1111)
- Associate Degree for Transfer Intersegmental Implementation Committee (AB 928)
- CalGETC (AB 928)
- Auto-ADT Enrollment (AB 928)

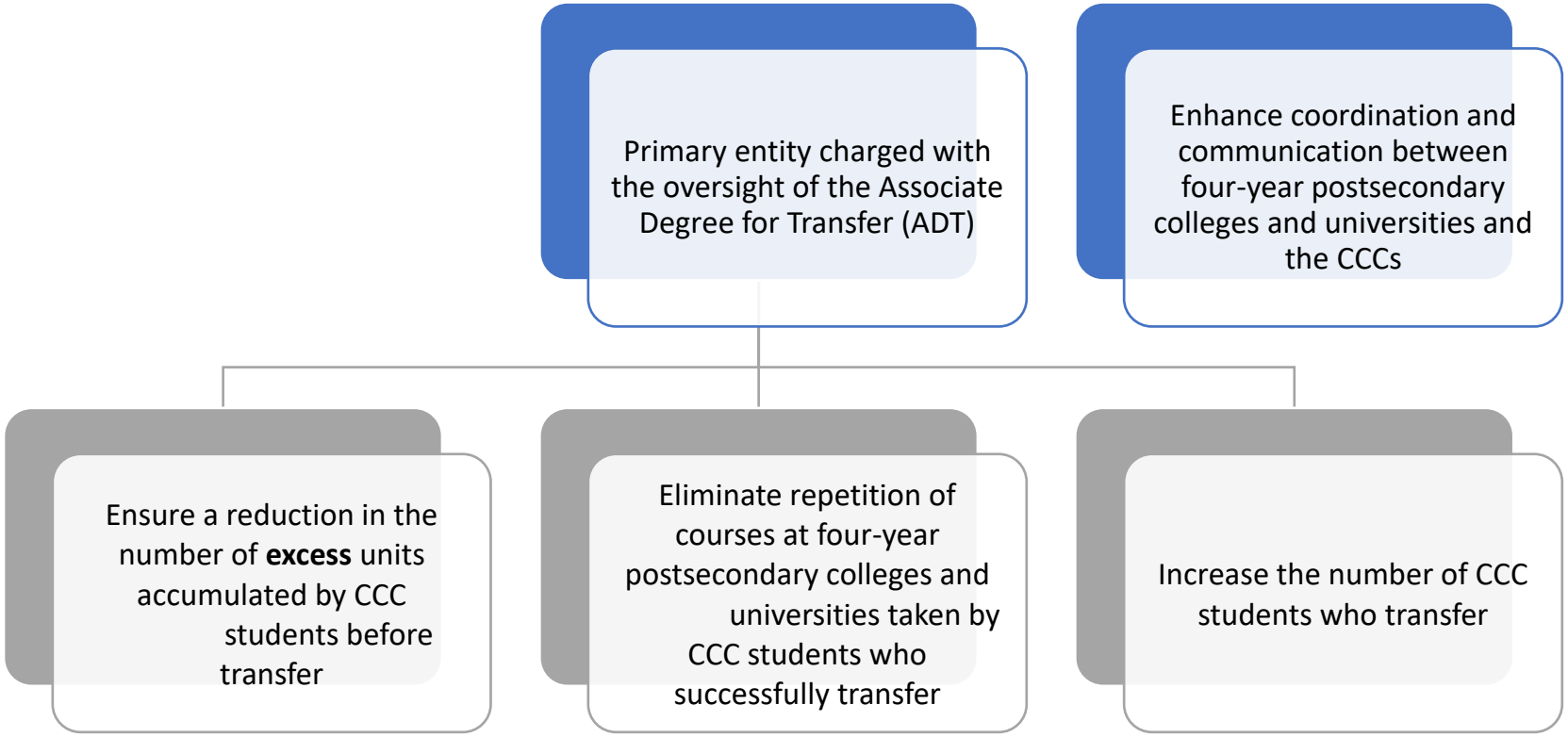
Information is current as of February 2024 and subject to change.

Area	Subject	Courses
1	**English Communication** English Composition Critical Thinking and Composition Oral Communication	 1 course 1 course 1 course
2	**Mathematical Concepts and Quantitative Reasoning**	1 course
3	**Arts and Humanities** Arts Humanities	 1 course 1 course
4	**Social and Behavioral Sciences** Two disciplines	 2 courses
5	**Physical and Biological Sciences** Physical Science Biological Science Laboratory (for physical or biological science course)	 1 course 1 course (1 unit)
6	**Ethnic Studies**	1 course

CalGETC

- 11 courses total
- Each course has a minimum of 3 semester units, excepting of 1 unit lab course

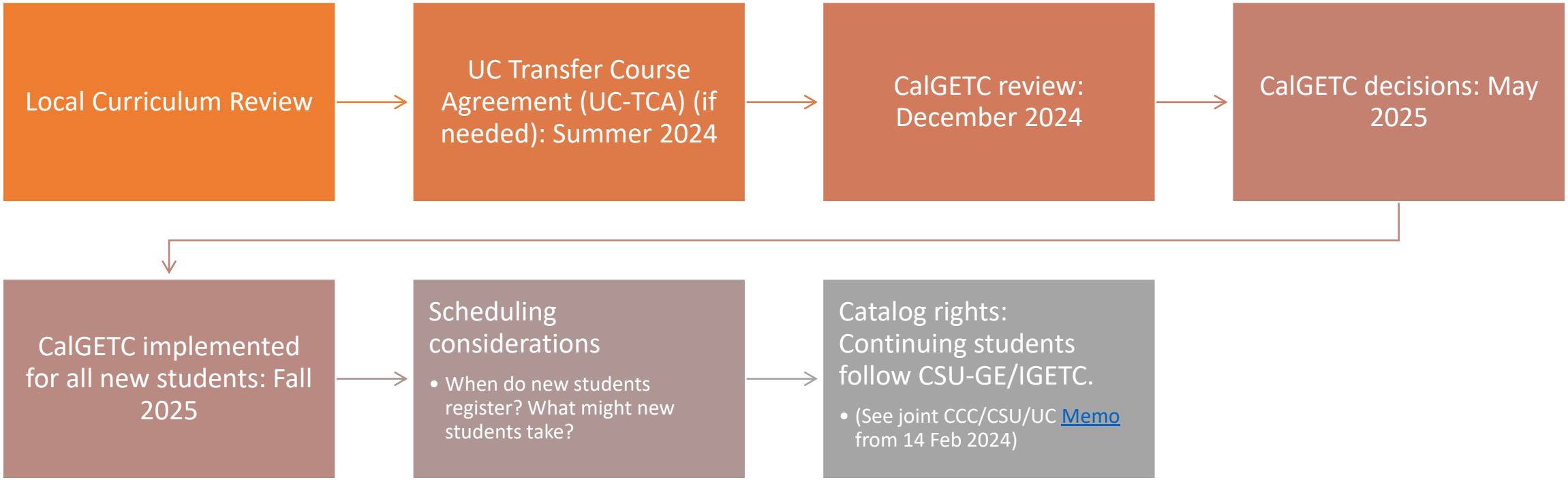
AB 928 Committee



AB 928 Committee—ADT Pathway

- CCC's shall place students on the ADT pathway
- If pathway exists and student declares goal of transfer
- Opt out option:
  - UC or independent university bound
  - Baccalaureate degree program student
- CCCCO Guidance Memo ESS 23-41

CalGETC Review



Funding to Implement AB928

$565,217 per college per memo ESS 23-48 (14 Dec 2023), follow-up FAQ document sent in early February.

To be used for implementing both components:

- (1) Auto-placement on ADT pathways and (2) Implementing CalGETC.
  - Auto-placement includes students who declare transfer as a goal where an ADT exists
  - Opt-out processes
  - Updating ADTs to include CalGETC (see CCC/CSU/UC Memo from 14 Feb 2024), adjusting courses as needed, and certifying that ADTs have been updated
  - Updating catalogs & other documents to include CalGETC
  - Software updates (Socrates, Degree Planner, etc)

Funding to Implement AB928

Spending the $565,217 by June 30, 2026, plans are due June 1, 2025

Who needs to be involved in the discussions

Budget processes are a 10+1 matter

Considerations for a multi-college district

ADT Compliance with AB928 and CalGETC Curriculum Submission Guidance

Per memo ESS 23-44 (28 Nov 2023), requires colleges to:

- Update narratives for each ADT in their college catalog to refer to CalGETC by Fall 2025.
- Update all ADT Submission Forms for their ADTs with the new CalGETC pattern, including updating the double count and elective fields.
  - If no changes other than the new general education pattern, CalGETC, on the ADT form and in the catalog description, the college **will not** have to resubmit anything on COCI, and just update their curriculum management system.

ADT with Additional Updates

If the college determines that ***any*** additional updates must be made to an ADT, specifically to the required course lists determined through intersegmental faculty agreements, the college must submit that ADT through the regular submission process. Changes include, but not limited to:

- Additions/Removals of Courses
- Changes in Course Units

What should we be doing?

- Updating Catalog for 2025-26
- Updating Courses for Area 1C Oral Communication Submission
- Review All ADTs for Compliance with CalGETC
- Re-submitting ADTs as needed
- Creating New GE Certification Forms
- Configuration of Student Information System (SIS)
- Programming updates in curriculum applications (e.g., ed planning, program mappers, degree audit)

GE Requirements for Local Degrees—Title 5 Section 55061

- All requirements are general education
- Min 21 semester or 28-31.5 quarter units
- Memo ELSEI 24-07: implementation guidance
  - Aug 1, 2025

Area	Subject	Min Units (sem/quar)
1	**English Composition, Oral Communication, and Critical Thinking**	
	(A) English Composition	3
	(B) Oral Communication and Critical Thinking	3
2	**Mathematical Concepts and Quantitative Reasoning**	3
3	**Arts and Humanities**	3
4	**Social and Behavioral Sciences**	3
5	**Natural Sciences**	3
6	**Ethnic Studies**	3

Needs for Local GE

Develop standards shared across LRCCD for each area

Review courses based on new standards

Revise courses as needed

Resources

- Cal-GETC Standards 1.1
- Common Course Numbering Task Force Report
- ADT Submission Forms
- Cal-GETC Administrative Implementation Guidance
- Memo ESS 23-41Guidance for Implementing the New Associate Degree for Transfer Placement Requirement
- Memo ESS 23-44 ADT Compliance with Assembly Bill 928 and CalGETC Curriculum Submission Guidance
- Memo ESS 23-48 Notification of the Student Transfer Achievement Reform Act of 2021 Allocations
- Memo ESLEI 24-07 Implementation of Revisions to Associate Degree Regulations, Title 5 § 55060-55062
- AB 928 Single GE and Auto-ADT Provisions – Allocation for Implementation Frequently Asked Questions

AB 1705 STEM Calculus Pathway Placement and First Math Course Enrollment Analysis: American River College

Purpose: This analysis is provided by the state Chancellor's Office and The RP Group to support colleges in AB 1705 validation of placement policies and enrollment practices for the STEM Calculus pathway. The analysis presented here uses your college's data to replicate the statewide analysis presented in the report Preparatory Pathways and STEM Calculus Completion: Implications of the AB 1705 Standards. Please use this data to inform your AB 1705 planning and certification decisions. Colleges may choose to submit local data by July 1, 2024. Questions about your college's data or this analysis can be submitted to ab705@cccco.edu.

Summary of American River College Analysis

For the cohorts of STEM Majors analyzed in this report, we offer the following observations. Observations based on an analysis of ALL students who start in preparatory courses in the STEM Calculus pathway, rather than the subset of STEM majors, may differ.

- Lowest STEM Placement students who started in STEM Calculus 1 at your college were not "highly unlikely to succeed." (STEM Calculus 1 completion is greater than 15%.)
- Lowest STEM Placement students who started in any preparatory course in the STEM Calculus Pathway at your college had lower STEM Calculus 1 completion (throughput) in two years than those who started in STEM Calculus 1.
- Less than 50% of Lowest STEM Placement students who started in any preparatory course completed STEM Calculus 1 in two years.
- Students in the higher placement group who started in a preparatory course prior to STEM Calculus 1 were repeating coursework that they previously passed in high school, which is no longer permitted under AB 1705.
- The data provided in this report do not provide evidence that placement and enrollment practices for the STEM Calculus pathway at your college meet AB 1705 standards. Based on this analysis, this report does not support validation approval status or interim approval status for any preparatory course currently offered by your college in the STEM Calculus pathway.

Please refer to the guidance memo **ESLEI 24-15** for your options and next steps.

Operationalizing AB 1705 STEM standards for local validation:

For this analysis, we define a Lowest STEM Placement group to identify students who may be highly unlikely to succeed if they take STEM Calculus 1 as their first math course and for whom additional transfer-level preparation may improve the probability that they persist to and successfully complete STEM Calculus 1 and Calculus 2.

Lowest STEM Placement group: Students who have not passed high school trigonometry, precalculus or calculus with a C or better OR have a HS GPA <= 2.6.

A preparatory course in the STEM Calculus pathway is validated as compliant with AB 1705 standards when all of the following are true:

1. Lowest STEM Placement students are highly unlikely to succeed in STEM Calculus 1 if they start in STEM Calculus 1. (Calculus 1 throughput in two-years is less than 15%.)
2. Lowest STEM Placement students have a higher STEM Calculus 1 throughput in two-years when starting in the preparatory course compared to starting in Calculus 1.
3. Lowest STEM Placement students have a higher STEM Calculus 2 throughput in two-years when starting in the preparatory course compared to starting in Calculus 1.

A preparatory course in the STEM Calculus pathway has interim status when:

> The Lowest STEM Placement students who start in the preparatory course have a STEM Calculus 1 throughput in two years of 50% or greater.

Methodology

The analysis below is based on data your college reported to the California Community College's Chancellor's Office's Management Information System (COMIS) and CCCApply. The cohort (labeled All Students) includes non-dual enrolled students at your college with a Degree/Transfer or Undecided education goal whose first math course was a transfer-level course in the STEM Calculus pathway in the academic years 2019-2020, 2020-2021, or Fall 2021, excluding those starting in summer. STEM majors are a subset of the All Students cohort. See Additional Methodology notes at the end of this report for more information on the definition and identification of STEM majors.

Because AB 1705 connects STEM Calculus completion with transfer-level math placement and initial math enrollment, the analysis uses throughput as the outcome metric. Calculus throughput rate (TR %) is the percentage of students who successfully complete (C or better) STEM Calculus 1 or 2 within a given timeframe out of the count who started in a specified course in the calculus pathway. Students were tracked to determine whether they completed STEM Calculus 1 within two years and STEM Calculus 2 within three years, anywhere within the community college system.

STEM Calculus 1 is a course equivalent to C-ID Math 210, 211 or the first half of Math 900S. STEM Calculus 2 is a course equivalent to C-ID Math Math 220, 221 or the second half of Math 900S. The identification of STEM majors requiring STEM Calculus was based on C-ID Transfer Model Curricula (TMC).

Additional information about the methodology is provided at the end of this document.

Analysis

Table 1. Student Headcount by Cohort Year

To allow for two-year throughput calculations, 2019-2020, 2020-2021, and Fall 2021 cohorts were used. The cohort is All Students, which is students who demonstrated STEM intent by starting math in a transfer-level course in the college's path to STEM Calculus 1. STEM Majors are a subset of All Students.

Cohort	STEM Majors	All Students
2019-2020	184	482
2020-2021	217	509
Fall 2021	128	289
Total	529	1,280

Table 2. Student Headcount by First CCC Math Course

First CCC Math	STEM Majors	All Students
College Algebra	168	382
Trigonometry	168	422
Precalculus	26	67
Precalculus with Trig	12	16
STEM Calculus 1	155	393
Total	529	1,280

* Data is suppressed in throughput tables below if n < 10. Table 5 provides details on the courses included and their categorization in the RP Group Math Typology.

Table 3. Two-Year STEM Calculus 1 Throughput by First CCC Calculus Pathway Course

		STEM Majors		All Students	
	First CCC Math	Cohort	2-Yr TR %	Cohort	2-Yr TR %
Lowest STEM Placement Group	College Algebra	152	28%	351	20%
	Trigonometry	155	26%	385	24%
	Precalculus	24	46%	55	33%
	Precalculus with Trig	*	*	11	45%
	STEM Calculus 1	87	76%	215	77%
All Higher Placements	College Algebra	16	12%	31	19%
	Trigonometry	13	23%	37	27%
	Precalculus	*	*	12	58%
	Precalculus with Trig	*	*	*	*
	STEM Calculus 1	68	84%	178	80%

* Data is suppressed if n < 10.

Figure 1. Two-Year STEM Calculus 1 Throughput by First CCC Calculus Pathway Course

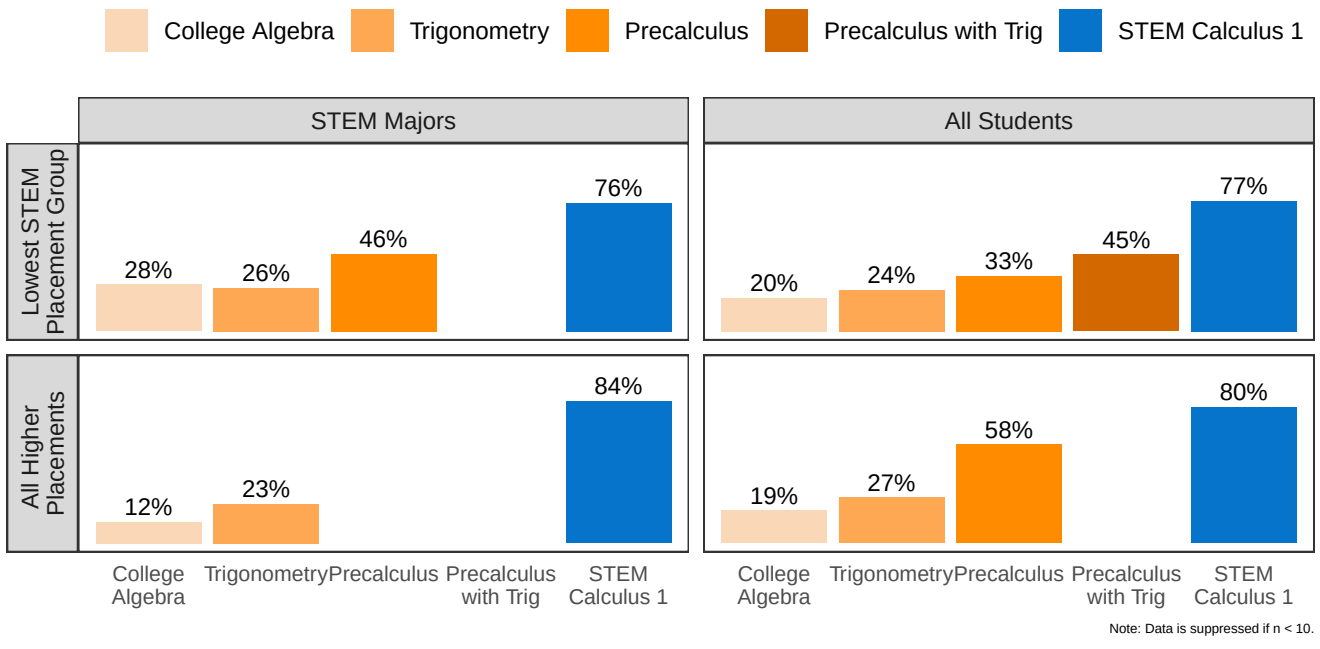


Table 4. Three-Year STEM Calculus 2 Throughput by First CCC Calculus Pathway Course

Only 2019-2020 and Fall 2020 cohorts were included for the Calculus 2 throughput analysis to allow for a full three-year observation window. Because it is not possible to identify students in the All Students group who are in programs that require Calculus 2, we include only STEM majors in this analysis and

exclude Biology majors since the Biology Transfer Model Curriculum (TMC) only requires one semester of calculus.

		STEM Majors	
	First CCC Math	Cohort	3-Yr TR %
Lowest STEM Placement Group	College Algebra	62	34%
	Trigonometry	59	24%
	Precalculus	15	20%
	STEM Calculus 1	23	39%
All Higher Placements	College Algebra	*	*
	Trigonometry	*	*
	STEM Calculus 1	22	64%

* Data is suppressed if n < 10.

Figure 2. Three-Year STEM Calculus 2 Throughput by First CCC Calculus Pathway Course

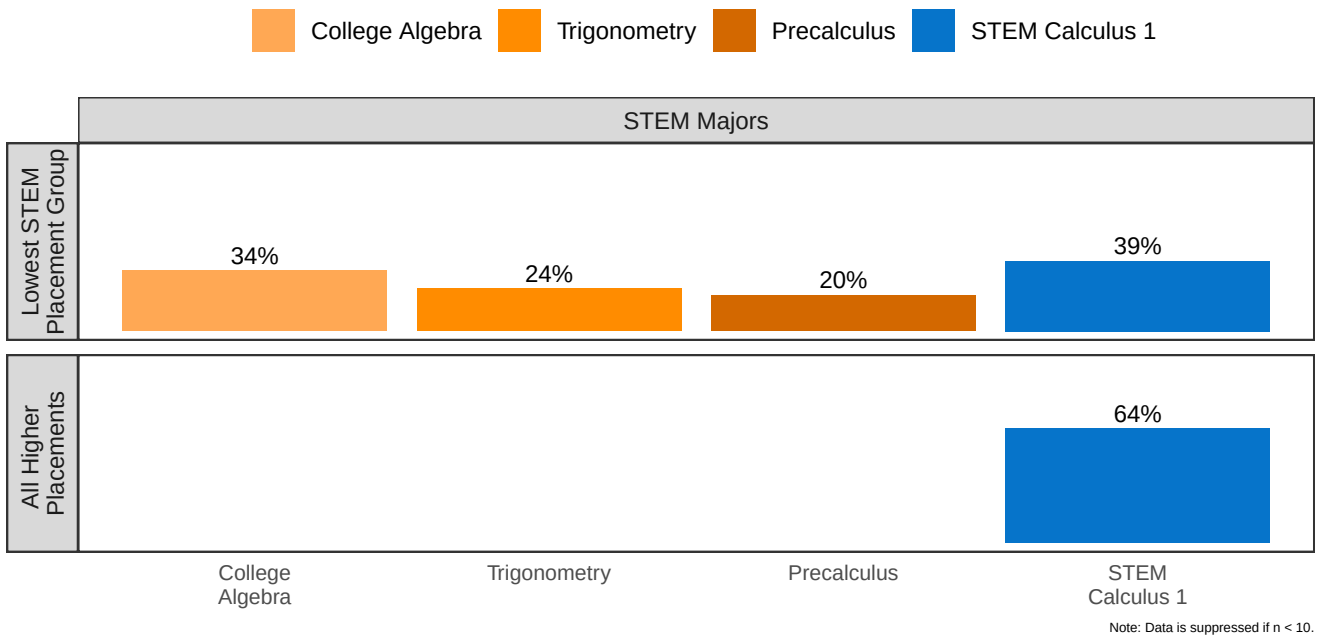


Table 5. Courses Included Analysis by Math Typology Category

The table below contains all American River College courses with enrollments during the time frame considered in this college-specific analysis.

CB00	Local Course ID	Course Title	Math Typology Category
CCC000582720	MAT372	College Algebra For Calculus	College Algebra
CCC000630676	MATH333	Introduction To College Algebra	College Algebra
CCC000582719	MAT373	Trigonometry For Calculus	Trigonometry
CCC000303813	MATH370	Pre-Calculus Mathematics	Precalculus
CCC000616788	MAT375	Pre-Calculus	Precalculus with Trig
CCC000198198	MATH400	Calculus I	STEM Calculus 1

Additional Methodology Notes

The identification of STEM majors requiring STEM Calculus was based on C-ID Transfer Model Curricula (TMC). Biology is excluded from the STEM Calculus 2 pathway analysis because the TMC for biology does not include Calculus 2. The following TOP Codes were used to identify STEM majors: 1905.00, 0706.00, 0707.00, 0707.10, 0901.00, 1914.00, 1701.00, 1902.00, 0401.00, 4902.00.

Data for high school preparation was obtained from CCCApply self-reported high school information. Students with no high school data from CCCApply (missing both GPA and highest high school course passed or attempted) are excluded from the analysis since they could not be assigned to a placement group.

STEM Calculus 1 is defined as the first calculus course required for STEM majors and excludes business calculus and other forms of applied calculus.

California Community Colleges

MEMORANDUM
February 27, 2024

ESLEI 24-15 | Via Email

TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Chief Business Officers
Academic Senate Presidents
Articulation Officers
Curriculum Chairs
Admissions and Registrars Professionals
Institutional Research, Planning, and Effectiveness Professionals

FROM: Aisha N. Lowe, Ph.D., Executive Vice Chancellor
Office of Equitable Student Learning, Experience, and Impact (ESLEI)

RE: Required Action:
AB 1705 Validation of Equitable Placement, Support and Completion Practices for STEM Programs

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Vision 2030: A Roadmap for California Community Colleges prioritizes data-based, student-centered strategies and includes added emphasis on equitably strengthening access, support, and success in STEM. Achieving those goals and strengthening the STEM pathways across California community colleges requires effective implementation of Assembly Bill 1705 which requires math placement, initial math enrollment, and academic support to be data-driven in its design with the goal of producing strong and equitable completion of gateway calculus requirements for STEM programs.

These requirements were detailed in the AB 1705 guidance memo (December 2022) and in the AB 1705 Implementation Guide (March 2023). Subsequent guidance was disseminated for the validation of general education and non-STEM transfer-level placement and enrollment practices (May 2023), which included the certification of local implementation.

This guidance memorandum provides additional direction on the validation process for transfer-level math placement and enrollment practices for STEM programs (described for Required Action 2 in previous memos, and described in Education Code §78213, subsections (f) and (i)).

This guidance memorandum addresses:

- A description of the certification and validation options and process for math placement and enrollment into STEM Calculus pathways for STEM programs, with a summary of relevant state and local research.
- **Required action** to submit an *AB 1705 Validation of Equitable Placement, Support, and Completion Practices for STEM Programs* certification.

Expanding STEM Pathways for the STEM Workforce

The California Community Colleges are to be commended for the herculean breadth and depth of work that has been accomplished over the past six years to expand students' access to essential gateway and preparatory courses. This work has not been easy, but you have risen to the challenge to reimagine course sequences, course content, as well as academic, social-emotional, and basic needs supports for our students. Your work is to be applauded and congratulated. Thank you.

As you implement this final phase of AB 1705 focused on STEM, please do so with the true goals in mind – expanding access to STEM so we can fuel the STEM workforce and prepare our students for the jobs of the future. You are the peoples' college, and it is this system that will lead workforce and economic development across the state. As we complete this final AB 1705 validation, please know the Chancellor's Office has and will continue to invest significant resources in supporting your work and your college. The flexibility being provided here to innovate a STEM calculus 1 preparatory course is a part of that support. Additionally, the Chancellor's Office is working with intra-segmental and intersegmental partners to design ways to support colleges in designing innovative courses and a timeline that allows for general education approval (more details to come).

Please join the Chancellor's Office on March 4th for a webinar to further discuss the details of this guidance and address your questions (see webinar details and registration link in Appendix A.)

Validation of STEM Calculus Pathway Placement and Initial Math Enrollment

Education Code §78213 (i) mandates that students begin in transfer-level English and math coursework that satisfies a requirement for their certificate, degree or transfer program with exceptions as described in §78213 (j) and a deadline of July 1, 2023. Education Code also allows, in §78213 (f)(1), an extension to STEM programs of July 1, 2024, for local validation of preparatory coursework that would satisfy the exception described in §78213 (j)(8). If preparatory coursework is not validated, colleges may not require or recommend the courses as of July 1, 2025, as stated in §78213 (f)(2). The guidance in this memorandum adheres to the legislatively set timelines for STEM programs in §78213 (f) while affording a period of data-driven innovation as colleges move toward achieving full compliance with Education Code §78213 (i) for STEM programs.

AB 1705 specifies that colleges must demonstrate the benefit of transfer-level math preparatory courses for STEM Calculus 1 based on the following conditions:

- The student is highly unlikely to succeed in the first STEM calculus course without the additional transfer-level preparation.
- The enrollment will improve the student's probability of completing the first STEM calculus course.
- The enrollment will improve the student's persistence to and completion of the second calculus course in the STEM program, if a second calculus course is required.

From now until July 1, 2024, colleges have the opportunity to validate that their preparatory courses meet the aforementioned AB 1705 standards. To support colleges in their validation efforts, the Chancellor's Office, in collaboration with the RP Group's Multiple Measures Assessment Project team, conducted an extensive statewide analysis and a local analysis for each

college, to assess:

1. Which students are highly unlikely to succeed when enrolled directly in the first STEM calculus course?
2. Which students are more likely to complete STEM Calculus 1 when they start in a transfer-level preparatory course?
3. Which students are more likely to persist to and complete STEM Calculus 2 when they start in a transfer-level preparatory course before STEM Calculus 1?

These questions were investigated by examining the progress of community college STEM students whose first math enrollment was a transfer-level math course in the calculus pathway (e.g., College Algebra, Trigonometry, Precalculus or STEM Calculus 1). The analysis calculated completion rates (also known as throughput) which include all STEM students who began in the calculus pathway, not just those who eventually enrolled in calculus. Students were followed for two years to allow a full examination of multi-course preparatory sequences leading to calculus. The results of those analyses are summarized below.

Statewide and College Research Analysis Results

Highlights from statewide analyses:

In the statewide analysis (linked here) STEM students were disaggregated by high school math preparation to identify students who might benefit from college coursework prior to enrolling in calculus. An additional analysis disaggregated students by the default STEM placement rules, which were developed in 2018 for placement into precalculus.

The analysis found the following:

- Based on high school math preparation or placement levels in the default STEM placement rules for precalculus, no group was highly unlikely to succeed in STEM Calculus 1 when directly enrolled and given two years. Across all levels of high school math preparation and across the placement levels, students who started math in STEM Calculus 1 successfully completed it at rates exceeding 50% within the two-year timeframe.
- Across all levels of high school math preparation and placement, preparatory college coursework was associated with lower STEM Calculus 1 throughput relative to direct enrollment into calculus, even after regression adjustments that controlled for factors such as time elapsed between high school and college math enrollment, prior use of placement testing, student demographics and institutional characteristics.
- Across all levels of high school math preparation and placement, longer preparatory course sequences were associated with higher rates of attrition and lower STEM Calculus 1 throughput in a two-year timeframe.
- Across all levels of high school math preparation and placement, students completed the second STEM Calculus course at higher rates within three years if they began in STEM Calculus 1 rather than a preparatory course prior to Calculus 1.
- Attrition in the path to STEM Calculus may contribute to attrition in STEM and to the loss of STEM potential. Over 68% of STEM students who start in a transfer-level preparatory course in the calculus pathway do not attempt calculus within two years, which severely hampers their progress in STEM.

- Pathways to STEM Calculus and inequitable access to Calculus may contribute to inequity in calculus completion and ultimately to less diverse STEM programs.

Highlights from the college-level analyses:

Each college will receive with this memorandum a report based on their local data that addresses the same three questions investigated in the statewide analysis. The local reports use the most recent cohorts that allow for a two-year Calculus 1 throughput calculation (2019-2020, 2020-2021, and Fall 2021). The local reports will help colleges decide their next steps in the process to achieve compliance with AB 1705. Colleges may choose to follow the findings in their local report and forgo data submission.

For the local analyses, we defined a Lowest STEM Placement group to identify a set of students who might achieve higher calculus completion rates if they begin in preparatory coursework prior to calculus. The Lowest Placement Group is students with a high school GPA equal to or less than 2.6 (HSGPA<=2.6) or students who had not previously earned a C or better in high school trigonometry, precalculus, or calculus.

Across the 115 local college analyses, we found that local results mirrored the statewide results:

- At no college were the Lowest STEM Placement students highly unlikely to succeed with direct enrollment into STEM Calculus 1 (using a throughput of 15% as the definition of "highly unlikely").
- At the majority of colleges (106 colleges),
    - Some Lowest STEM Placement students are beginning directly in STEM Calculus 1, where their median completion rate was 64% within a two-year timeframe.
    - Lowest STEM Placement students were more likely to complete the first STEM calculus course within two years if they started in calculus instead of starting in a preparatory course (with completion gains from 11%-92%).
- At 112 colleges, fewer than half of the Lowest STEM Placement students who started in any of the offered preparatory courses completed the first STEM calculus course within two years (completion rates were below 25% at 62 colleges).
- Across all colleges, the two-year STEM Calculus 1 completion for Lowest STEM Placement students was the worst for students who started in a two- or three-course pathway. Lowest STEM Placement students who began in the last course in the pathway had higher throughput than students starting in the first course.

This research provides consistent evidence, both at the state and local level, that transfer-level preparatory courses do not meet AB 1705 standards. At present, high rates of attrition in pathways to calculus are a bottleneck for STEM programs and efforts to improve STEM participation and STEM equity hinge on addressing this issue.

STEM Calculus Pathway Placement Rules

The following STEM Calculus Pathway Placement Rules operationalize this research and provide the next steps toward achieving AB 1705 compliance according to legislatively set deadlines, while also allowing colleges flexibility in transitioning to new curricular models of learning support for STEM calculus. The STEM Calculus Pathway Placement Rules are summarized in the table below.

These placement rules pertain only to students who require STEM Calculus 1 for their program or major. STEM students who need applied calculus for their major should begin in that course per previous AB 1705 validation efforts (Education Code §78213 (e)). STEM students who also need Statistics for their program or major may begin in that course, but when they start on the STEM Calculus Pathway, the following rules apply.

STEM Calculus Pathway Placement	Placement and Enrollment in the STEM Calculus Pathway for STEM Students in Majors that Require STEM Calculus 1
For All Students	• By July 1, 2025, all students pursuing STEM programs ***must be given access to STEM calculus*** (with or without concurrent support). Students cannot be denied access to STEM Calculus 1 after July 1, 2025, unless the college has full validation status, as defined below. • As of July 1, 2025, concurrent support in the form of a corequisite or an enhanced STEM Calculus 1 course, of no more than two additional units, ***must be available as an option*** but can only be required for Lowest Placement students (defined below).
Higher STEM Placement HS GPA > 2.6 AND Passed high school Trigonometry, Precalculus, or Calculus with a C or better	At all colleges, the placement and initial enrollment for STEM students in the higher STEM placement band is STEM Calculus 1. Low unit (2 or fewer units) corequisite course or enhancement to STEM Calculus 1 may be recommended to students but not required.
Lowest STEM Placement HS GPA <= 2.6 OR Did not pass high school Trigonometry, Precalculus, or Calculus with a C or better	At all colleges, except those with full validation status, students in the Lowest STEM placement band must be given the option to begin in one of the following: (1) STEM Calculus 1 (2) STEM Calculus 1 with 2 or fewer units of attached support (3) An optional preparatory course with interim approval (Option C below) or an innovative preparatory course (see Option D below), but not both. At colleges with full validation status, students in the Lowest STEM placement band can be placed and enrolled into the validated preparatory course(s).

Required Action: Certification of Progress Toward AB 1705 Validation for STEM Calculus Pathway Placement and Initial Math Enrollment

In accordance with these findings and to adhere to the legislatively set timeline of July 1, 2024, **all colleges must submit an AB 1705 STEM Calculus Pathway Certification Form by July 1, 2024**. Colleges will report their compliance status and plans by choosing one of the four options below. The certification form provides colleges with the opportunity to submit local data, through the AB 1705 STEM Calculus Pathway Data Validation Template (included in the certification form). Each college will receive an individualized email (sent to college leadership) with the college's local analysis results and a unique link to the certification form.

All colleges have the opportunity to submit data through the STEM Calculus Pathway Data Validation Template to achieve (1) full AB 1705 validation status for their current STEM Calculus pathway placement and enrollment practices or (2) apply for interim approval of an existing transfer-level preparatory course as described below. If colleges choose to forgo data submission, there is still an option for preparatory course innovation as described below.

Option A (**STEM Calculus 1 Implementation**): Colleges choosing this option are meeting AB 1705 standards by replacing stand-alone preparatory courses with support-enhanced STEM Calculus 1 or linked corequisite support of no more than two additional units by July 1, 2025. If the college continues to offer stand-alone preparatory courses, enrollment will be proactively restricted to student populations described in §78213 (j). These colleges will still complete the certification form, but no data submission is required.

Option B (**Apply for Validation Approval**): Colleges choosing this option are applying for full AB 1705 STEM Calculus Pathway Validation by validating an existing preparatory course or courses in the college's STEM Calculus pathway. This option requires local data to meet the three standards in §78213(f)(1) for the Lowest STEM Placement group. If the analysis provided by the Chancellor's Office in the college's report already provided this validation, please select Option B in the certification form, but do not submit data. If the CO analysis did not already award validation status to the college, the college must submit data by July 1, 2024. If validation approval is granted, colleges will implement the STEM Calculus Pathway Placement rules with the validated course or courses required for Lowest STEM Placement students by July 1, 2025.

Option C (**Apply for Interim Approval**): Colleges choosing this option are applying for interim approval of an existing preparatory course or courses in the college's STEM Calculus pathway that does not meet all 3 standards of the law §78213(f)(1). This option requires local data to demonstrate STEM Calculus 1 throughput in two years is 50% or greater for Lowest Placement Students starting in the course. If the analysis provided by the Chancellor's Office in the college's report already provided this approval, please select Option C in the certification form, but do not submit data. If the CO analysis did not already award interim approval to the candidate course, the college must submit data by July 1, 2024. If interim approval is granted, colleges choosing this option will implement the STEM Calculus Pathway Placement rules with the interim course option for Lowest STEM Placement students (see the placement rules table above). Interim courses will undergo additional validation by July 1, 2027, and must achieve full validation status in order to continue as a placement and enrollment option beyond July 1, 2027 (i.e., the course will need to meet all three standards described §78213(f)(1)).

Option D (Implement an Innovative Course): Colleges choosing this option are planning to enact the STEM Calculus Pathway Placement rules with the innovative preparatory course option for Lowest STEM Placement students. An innovative preparatory course is no more than 4-units with no more than 2-units of concurrent support. This course will be offered during the two-year innovation period (Fall 2025-Spring 2027). An innovative course will undergo additional validation by July 1, 2027, and must achieve full validation status in order to continue as a placement and enrollment option beyond July 1, 2027 (i.e., the course will need to meet all three standards described in §78213(f)(1)). No data submission is required.

Colleges should closely coordinate and ensure **only one form per college** is electronically submitted to the Chancellor's Office (using the college's unique link to the form which will be emailed to college leadership). Multiple submissions from the same college will not be processed, resulting in non-compliance.

Certification Attachments and Other Resources

- Webinar details and registration in Appendix A. below
- Preparatory Pathways and STEM Calculus Completion Report
- Copy of certification submission form (for reference only) in Appendix B. below
- Preparatory Pathways and STEM Calculus Completion: Implications of the AB 1705 Standards, Technical Appendices (will be available later this week)
- AB 1705 Guidance Memo (December 2022)
- AB 1705 Implementation Guide (March 2023)
- AB 1705 FAQ

Chancellor's Office Program Contacts

Please direct inquiries regarding this guidance to the Chancellor's Office Educational Services and Support Division at AB705@cccco.edu.

cc: Dr. Sonya Christian, Chancellor
Dr. Daisy Gonzales, Deputy Chancellor
Dr. John Hetts, Executive Vice Chancellor, Innovation, Data, Evidence, and Analytics (IDEA) Office
Dr. John Stanskas, Vice Chancellor, Office of Equitable Student Learning, Experience, and Impact
All Chancellor's Office Staff

Appendix A: Webinar Details

AB 1705 Equitable Placement, Support and Completion STEM Validation of Practices Webinar
Monday, March 4, 2024
3:00 p.m. - 5:00 p.m.

As CCCs are implementing Equitable Placement, Support and Completion (AB 1705), join the Chancellor's Office and researchers from the RP Group/MMAP as we present the STEM validation of practices, to include a data presentation, an overview of the Chancellor's Office guidance memorandum, guidance on the interpretation of college-specific reports, and an overview of the data submission template and certification process, followed by a live Q&A session.

Please click this Zoom registration link below to register in advance for the webinar (https://foundationccc-org.zoom.us/webinar/register/WN_PQpgAb3yS4ul19I0iC79OA#/registration).

Appendix B: Certification Submission Form

A copy of the certification form each college will complete is reproduced here **for reference purposes only**. Each college will complete one certification form online using **a unique link** provided to college leadership.

Equitable Placement and Completion:

AB 1705 STEM Calculus Pathway Certification Form

BACKGROUND AND INSTRUCTIONS

College Contact Information

CERTIFICATION

By July 1, 2024, submit this form to communicate with the Chancellor's Office your college's plans for working toward AB 1705 implementation for STEM programs. Select one of the following options that describes your college's plans.

Option A (Full Compliance): By July 1, 2025, the college will place and ensure the enrollment of all students with STEM intent into STEM Calculus 1 with appropriate support (required or recommended) as described in the STEM Calculus Pathway Placement Rules. This includes the replacement of stand-alone preparatory courses with low unit (2 or fewer additional units) support-enhanced STEM Calculus 1 or attached low unit (2 or fewer units) corequisite support. If the college continues to offer stand-alone preparatory courses, enrollment will be actively restricted to student populations described in §78213 (j).
Data submission is not required.

Option B1 (Apply for Validation Approval with Data Submission): Colleges choosing this option are applying for full AB 1705 STEM Calculus Pathway Validation by validating one or more existing preparatory courses in the college's STEM Calculus pathway. This option requires local data to meet the three standards in §78213(f)(1) for the Lowest STEM Placement group. If validation approval is granted, colleges will implement the STEM Calculus Pathway Placement rules with the validated course or courses as a requirement for Lowest STEM Placement students by July 1, 2025.

A completed Data Validation Template form is required for colleges seeking approval based on local data submissions. You will be prompted to upload your data template in the next window.

Option B2 (Apply for Validation Approval Based on the College-Specific Report Provided by the CO): Colleges choosing this option are applying for full AB 1705 STEM Calculus Pathway Validation by validating one or more existing preparatory courses in the college's STEM Calculus pathway. This option requires local data to meet the three standards in §78213(f)(1) for the Lowest STEM Placement group. If validation approval is granted, colleges will implement the STEM Calculus Pathway Placement rules with the validated course or courses as a requirement for Lowest STEM Placement students by July 1, 2025.

For Option B2, the college-specific report provided by the CO already indicates validation approval for the college. No data submission is required.

Option C1 (Apply for Interim Approval with Data Submission): Colleges choosing this option are applying for interim approval of one or more existing preparatory courses in the college's STEM Calculus pathway. Preparatory courses with interim approval do not meet all three standards of §78213(f)(1) but have a two-year STEM Calculus 1 throughput greater than 50% for Lowest STEM Placement students. If interim approval is granted, colleges will implement the STEM Calculus Pathway Placement rules with the interim course or courses as an option for Lowest STEM Placement students by July 1, 2025.

A completed Data Validation Template form is required for colleges seeking interim approval based on local data submissions. You will be prompted to upload your data template in the next window.

Option C2 (Apply for Interim Approval Based on the College-Specific Report Provided by the CO): Colleges choosing this option are applying for interim approval of one or more existing preparatory courses in the college's STEM Calculus pathway. Preparatory courses with interim approval do not meet all three standards of §78213(f)(1) but have a two-year STEM Calculus 1 throughput greater than 50% for Lowest STEM Placement students. If interim approval is granted, colleges will implement the STEM Calculus Pathway Placement rules with the interim course or courses as an option for Lowest STEM Placement students by July 1, 2025.

For Option C2, the college-specific report provided by the CO already indicates interim approval. No data submission is required.

Option D (Innovative Course Option): Colleges choosing this option are planning to enact the STEM Calculus Pathway Placement rules with the innovative preparatory course option for Lowest STEM Placement students by July 1, 2025.

Data submission is not required.

OPTION B1 - UPLOAD AB 1705 STEM DATA VALIDATION TEMPLATE TO SUBMIT LOCAL DATA

8) You selected Option B1: Apply for validation approval based on local data submission. Please select the "Browse" button to upload a copy of your college's completed Data Validation Template by July 1, 2024.

OPTION C1- UPLOAD AB 1705 STEM DATA VALIDATION TEMPLATE TO SUBMIT LOCAL DATA

9) You selected Option C1: Apply for interim approval based on local data submission. Please select the "Browse" button to upload a copy of your college's completed Data Validation Template by July 1, 2024 for interim approval.

CERTIFICATION SIGNATURES

Institutional Effectiveness Council (IEC) Meeting
Monday, February 26, 2024

Institution (Department) Set Standards Reporting form for the '23-'24 Cycle - Jen Laflam/Yujiro Shimizu

- Propose the IEC include an action item to form a list of implications for the institution that can be brought to the Executive Leadership Team for discussion and published on ARC's website
- Summary of actions taken to Address Department Set Standards Report - *See attached document*
- ARC Institution Set Standards - Report

2023-24 Annual Unit Planning Summary Report - Jen Laflam/Yujiro Shimizu

- The new report includes list of action titles addressing DI at the end of the summary to provide a glimpse of how units at ARC are working to better support students from ARC's disproportionately impacted populations.
- Yuj Shimizu prepared the 2023-2024 AUP summary report and offers some main takeaway: 2023-2024 Annual Unit Plans included 430 separate actions across 63 units.
- 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 is 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.
- See attached document for more details

Student Service Program DI Reports in Data on Demand - Jen Laflam/Yujiro Shimizu

- Brief presentation of the newly available feature
- Found under the ARC Insider > Integrated Planning Portal > Resources > Student Services Satisfaction with ARC Support Services

Faculty & Classified PD Funding Process - BJ Snowden

- Moving forward in supporting Classified and Faculty PD funding
- Provided funding for Equity Conference
- ARC has a delegation 3 Classified and 3 Faculty attending NCORE

ARC Investing in Research for Student Services - Jessica Nelson

- Institutional Retention and Success data is often cited when the college makes changes to Student Services, but little relevant information about specific practices.
- The ask is for research focused on Student Services efforts. For example, develop some recommendations regarding Student Services data including questions such as, who is accessing various SS programs, when, and for what resources? Student experience, surveys and focus groups for insight into onboarding, services and communication approach.
- Data disaggregation could help to make suggestions for PD and resource allocation.
- Student Services has a "Satisfaction Survey," but may not provide insight into the student experience.

Program Review - Veronica Lopez/Jen Laflam

- Provided updates on status of Program Review. Reports due Friday, March 8th
- CTL Liasion provided Faculty with Professional Development focused on Program Review

Submitted by Veronica Lopez, March 4, 2024

- Presentations will be held on April 3-4th 1- 3 pm in the Student Center Board Room.
- Program Review Committee members approved a Student Services Workgroup to co-create Program Review questions that lend themselves better to the work they do and provide a more meaningful process.
- Program Review Committee plan on having a similar workgroup with CE area in late Spring/early Fall.
- Discussed 2019 Integrated Planning Guide and the need for document to be updated. Need details on what was the process in the past.
- How often should Program Review questions be reviewed? Suggestion offered, perhaps should be revisited after AJCC site visit and any feedback provided in AJCC report provided to the institution.
- Moving forward, what will be the institutional support for Program Review?

Submitted by Veronica Lopez, March 4, 2024

Institutional Implications of Institution-Set Standards Review for American River College (2023)

Collectively, responses from the Institution-Set Standards reporting form (spanning the period from 2020 to 2022) suggest the following priority areas for American River College to support its programs to meet their Department-Set Standards:

- Reducing costs for students
    - OER options
    - Equipment loans
- Funding and adequately resourcing support services
    - instructional assistants
    - internship/job developer positions
    - staff, on-ground and online support
    - mentors
- Funding and adequately resourcing instruction
    - Filling full time faculty positions that remain vacant
    - Investing in instructional technology (e.g., lab technology and equipment) to stay competitive in the region
    - Continued Professional Development for promoting equitable outcomes
- Supporting career education faculty to build stronger connections with industry partners
- Meeting the increased demand for research at the college and program-level
    - Monitoring enrollment trends (e.g., by modality)
    - Monitoring student achievement outcome trends (success rates, AB rates, drop rates)
    - Monitoring how narrowing pathways and legislation might impact enrollment and success

Summary of Responses from ARC's Institution-Set Standards Reporting Form (Fall 2022 Implementation)

Summary of Actions taken to address Department Set Standards: Course Success Rates (20-21 rates, 21-22 AUP Cycle)[1]

Departments that fell below their department-set standards for course success rates for 2020-2021 indicated a robust list of actions for improvement, including offering more in-person instruction and support, removing financial barriers to student success, revising curriculum to better align with program-level outcomes and to better integrate support, and revising practices and policies to promote more equitable outcomes. Actions included the following:

- Offering more on-ground/in-person classes
- Purchasing equipment that can be loaned out to students, cutting their costs
- Providing more instructional assistant support in the classroom and continuing to provide online support
- Providing in-person office hours
- Supporting tutoring services at LRC, HomeBase, and MESA center to help students outside the classroom
- Engaging in analysis of on-ground and online education
- Revising Curriculum, including revising textbooks, course topics, SLOs, sample assignments and course deletion and course creation to better align with program-level competencies and program-level accreditation
- Engaging in student engagement and outreach, early and often, targeting both withdrawal and course failure rates, via email, phone, or in-person conversations
- Providing referrals to tutoring or other college assistance as necessary
- Testing a new corequisite model which will more seamlessly integrate the support necessary for success in the main target course
- Developing student-friendly syllabi and policies that include contract grading
- Developing OER course materials

External factors beyond the college's or department's control that may have contributed to the outcome (Course Success Rates) falling below the institution (or department) set standard. (Optional)

Departments that fell below their department-set standards for course success rates for 2020-2021 also indicated the external factors beyond their control that may have contributed to these outcomes, most notably, the COVID-19 pandemic. Factors included the following:

- The COVID-19 pandemic, including adjusting to teaching online, online teaching and unusual student absences due to the pandemic
- COVID and the administration's policies impacting student enrollment and success
- Narrowing of pathways has limited what students can enroll in
- A sister college has drawn students away with more advanced lab technology
- Loss of a long-time instructor meant that a core course was not offered
- State legislation

[1] All summaries are representative lists and may not necessarily be exhaustive of all actions.

Summary of Actions taken to address Department Set Standards: Job Placement Rates (20-21 Results, Reported in 2022 ACCJC Annual Report)

Departments that fell below their department-set standards for job placement rates for 2020-2021 indicated several actions for improvement with a clear emphasis on engaging with industry partners to promote connections between employers and students, and creating additional opportunities for those interactions to occur, through career fairs, networking events, and internships. Actions also focused on increasing collaboration with partners on campus, such as with HomeBases, Workforce Development, Work Experience, and other support services and increasing efforts to promote more equitable outcomes. Actions included the following:

- Collaborating with the Health and Safety HomeBase and Work Experience to connect students to industry recruitment efforts, career fairs, networking events, and internship opportunities
- Actively engaging industry partners/Advisory Committee to connect students with employers, promote hiring out of the program, and promote transfer to the CSU
- Encouraging faculty professional development in diversity, equity, and inclusion
- Encouraging faculty referrals to Starfish and other resources to support student success
- Encouraging faculty to complete the Canvas Creations course to facilitate online instruction of program courses that regulatory agencies will certify
- Engaging in analysis of on-ground and online education
- Offering on-ground hands-on classes again (after the pandemic)
- Engaging in outreach efforts such as participating in job fairs and meeting with high school counselors regarding on-campus career days
- Working with Workforce Development and Work Experience to develop a system using Handshake to make connections between students and industry partners.

External factors beyond the college's or department's control that may have contributed to the outcome (Job Placement Rates) falling below the institution (or department) set standard. (Optional)

Departments that fell below their department-set standards for job placement rates for 2020-2021 also indicated the external factors beyond their control that may have contributed to these outcomes, most notably, the COVID-19 pandemic, including its effects not only on the program or college, but on the larger community and economy, including caregivers and employers. Factors included the following:

- The COVID-19 Pandemic and the unprecedented shutdown of the economy
- COVID and the administration’s mitigation policies impacting student enrollment and success
- Cancelation of classes due to loss of qualified faculty
- Cancelation of classes due to “impossible to convert” nature of classes or not approved or certified by the regulatory agencies for online instruction
- Loss of staff (full-time internship/job developer position)
- Loss of full-time faculty
- With extended and enhanced unemployment benefits and all remote learning many people made the decision to opt out of the workforce for that period of time
- For those who were planning to transfer to a University, many decided to wait if it was going to be all remote
- Single parents had the added and stressful responsibility of having their children stay home and attend school remotely, leaving them with no child care to seek internship or employment. Many agencies were not accepting interns or hiring due to shutdowns

Summary of Actions taken to address Department Set Standards: Course Success Rates (21-22 rates, 22-23 AUP Cycle)

Departments that fell below their department-set standards for course success rates for 2021-2022 indicated a robust list of actions for improvement, including offering more in-person instruction and support, removing financial barriers to student success, implementing equity-minded curriculum, connecting students with student support services and resources, and revising practices and policies to promote more equitable outcomes. Actions included the following:

- Offering more on-ground/in-person classes
- Providing additional support for adjunct faculty
- Examining possible curriculum changes for courses that did not meet the standards
- Developing OER materials and supporting resources for core program courses
- Updating lab content and providing more options for students to complete the required practice hours, including partially remotely or asynchronously
- Implementing curriculum that was just revised as part of an in-depth equity review
- Reviewing policies in syllabi through an equity lens
- Engaging in a deeper dive into ARC Data on Demand for each course
- Engaging in more proactive outreach to students who have stopped submitting assignments
- Revising course offerings and course scheduling
- Reducing barriers that are most commonly cited as reasons students do not register for the program's courses
- Building stronger connections and ensuring first week contacts with students
- Re-opening of on-campus lab to allow students to receive in-person support, to use college-provided technology resources for their coursework, and to engage in peer-to-peer practice of their skills
- Hiring of mentors to provide additional support
- Sharing of student support services, early and often, such as the food pantry, available chromebooks, etc.
- Encouraging faculty to use Starfish Connect to update students on their progress and to make student referrals

External factors beyond the college's or department's control that may have contributed to the outcome (Course Success Rates) falling below the institution (or department) set standard. (Optional)

Departments that fell below their department-set standards for course success rates for 2021-2022 also indicated the external factors beyond their control that may have contributed to these outcomes, most notably, the COVID-19 pandemic. Factors included the following:

- The COVID-19 pandemic and the administration's mitigation policies (most significantly, the vaccine mandate)
- Because of distancing requirements and other safety protocols set in place by our partners during the pandemic, the opportunities to complete required practice hours were limited or in some cases suspended. The decrease in opportunities resulted in less flexibility in the times and days available to students to complete hours
- Building closure due to the pandemic and the resulting loss of in-person faculty and staff support for students
- Loss of full-time faculty, lack of necessary staffing
- The Chancellor's office awarded 3 million dollars to build a competing program in our immediate area that continues to pull from the exact same local population, and no one in a regional leadership role pushed back about this competing investment which may destroy our programs on campus
- An increase in medical and mental health crises among students and their family members, lack of technology/internet access when coursework was remote, and familial obligations
- A lower number of students are entering the program because fewer students are enrolled in and completing their pre-requisite coursework - a requirement for program entry

Summary of Responses from ARC's Institution-Set Standards Reporting Form (Fall 2023 Implementation)

Summary of Actions taken to address Department Set Standards: Course Success Rates (22-23 rates, 23-24 AUP Cycle)[1]

Departments that fell below their department-set standards for course success rates for 2022-2023 indicated a robust list of actions for improvement, including seeking professional development in online teaching and accessibility, removing financial barriers to student success (through the adoption of OER and ZTC materials), better connecting students to campus resources through avenues such as HomeBases or CAST, and promoting more equitable outcomes through collaboration and dialogue, data analysis and reflection, and enrollment management. Actions included the following:

- Seeking additional professional development in online teaching and accessibility of course materials
- Expanding the use of Open Educational Resources (OER) and increasing the number of zero textbook cost (ZTC) courses offered
- Better connecting students to campus resources early in the semester, such as HomeBase
- Collaborating both within the department and across the ARC community to incorporate strategies to become more equitable practitioners
- Encouraging faculty to use their own individualized data when reflecting on their own courses
- Reaching out to students to ascertain barriers to their success and make referrals to on-campus resources as appropriate (including Crisis Assessment Support Team (CAST) referrals)
- Monitoring the relationship between modality, enrollment size, and success rate

External factors beyond the college's or department's control that may have contributed to the outcome (Course Success Rates) falling below the institution (or department) set standard. (Optional)

Departments that fell below their department-set standards for course success rates for 2022-2023 also indicated the external factors beyond their control that may have contributed to these outcomes, including changes in modality and class sizes, an increase in life-stressors for students since the COVID-19 pandemic, and retirements and faculty turnover. Factors included the following:

- Switch to asynchronous online modality from face to face led to a corresponding growth in class size (from about 20 historically, to almost 50), many of which did not actively participate and led to an increase in withdrawals.
- Retirements and faculty turnover
- Large class sizes and large online class sizes set by the college reducing the amount of student-interactions
- Increased life stressors for students since the pandemic (e.g., more students working full-time, taking online courses but not being able to fully participate, lacking stable access to the internet, increased mental health issues reported, including increased reports of alcohol abuse, lack of affordable child care, housing and food insecurity)

[1] All summaries are representative lists and may not necessarily be exhaustive of all actions.

- Lower course success rates associated with introductory courses that students are taking to meet a graduation requirement
- Increase in students seeking extensions of assignment deadlines due to changes in circumstances (housing, jobs, loss., etc.,)

Summary of Actions taken to address Department Set Standards: Job Placement Rates (21-22 Results, Reported in 2023 ACCJC Annual Report)

Departments that fell below their department-set standards for job placement rates for 2021-2022 indicated several actions for improvement with a clear emphasis on engaging with industry partners to promote connections between employers and students, creating additional opportunities for those interactions to occur, through career fairs, networking events, and internships, and creating more opportunities for students to gain practical and clinical experiences and technological readiness so that they are better positioned for the job market. Actions also focused on increasing collaboration with partners on campus, such as with HomeBases, Workforce Development, Work Experience, and other support services and increasing efforts to promote more equitable outcomes. Actions included the following:

- Collaborating with our HomeBase, Career Center, and Work Experience to connect students to industry recruitment efforts, career fairs, networking events, and internship opportunities
- Actively engaging industry partners/Advisory Committee to connect students with employers, promote hiring out of the program, and promote transfer to the CSU
- Encouraging faculty professional development in diversity, equity, and inclusion
- Encouraging faculty referrals to college resources to support student success
- Encouraging faculty to complete the Canvas Creations course to facilitate online instruction of program courses that regulatory agencies will certify
- Coordinating with the ARC workforce development team to build a more robust internship program for existing students
- Emphasizing workforce preparation and job search opportunities through a new speaker series
- Reviewing opportunities for a new clinic that students can participate in to obtain real-world, practical experience
- Developing a new elective course focused on technology literacy in the field of study. This will enable students to highlight their knowledge and competency with a wide variety of technology and software tools used in the field, thereby improving their workforce readiness
- Adding additional mentoring and experiential learning opportunities as part of mock and fieldwork courses
- Providing several career readiness events to better prepare students for post-graduation and employment
- Continuing to work with regional employers to ensure awareness of graduation standards, recruitment opportunities, and basic skills training
- Establishing a student Club for our field at American River College and rethinking content delivery/strategies for our disproportionately impacted students. The student club will include career events hosted by state agencies that will inform students about related positions available at the state.
- Creating a succession plan for our department to ensure that equity efforts have continuity in staffing
- Implementing a career interest survey and discussions with students taking upper division classes

External factors beyond the college's or department's control that may have contributed to the outcome (Job Placement Rates) falling below the institution (or department) set standard. (Optional)

Departments that fell below their department-set standards for job placement rates for 2021-2022 also indicated the external factors beyond their control that may have contributed to these outcomes, including the COVID-19 pandemic, inflation, wages, and the job market, and challenges posed by the growth of artificial intelligence (AI). Factors included the following:

- The COVID-19 Pandemic and the unprecedented shutdown of the economy
- Inflation and a constricted job market
- COVID and the administration's mitigation policies impacting student enrollment and success
- Cancelation of classes due to loss of qualified faculty
- Cancelation of classes due to "impossible to convert" nature of classes or not approved or certified by the regulatory agencies for online instruction
- Changes in California law removed the need for a clinic that the department use to run. These changes reduced opportunities for students to gain valuable clinical experience
- The college has allowed all courses in our department to remain online and asynchronous which has resulted in higher enrollment but lower completion rates and lower proficiency in their interactive practical skills
- National shortage of students interested or enrolling in public safety courses
- Disconnect between the prevailing reputation of our discipline (working long hours, tedious desk work, lack of staff diversity) and what today's students are seeking in a career (flexibility, work-life balance, diversity and creative freedom)
- Stagnant wages in our discipline, relative to related fields in business that have experienced more wage growth
- Challenges faced by Artificial Intelligence, where technology solutions are replacing services that are a part of our discipline's core processes.

OFFICE OF INSTITUTIONAL RESEARCH
AMERICAN RIVER COLLEGE

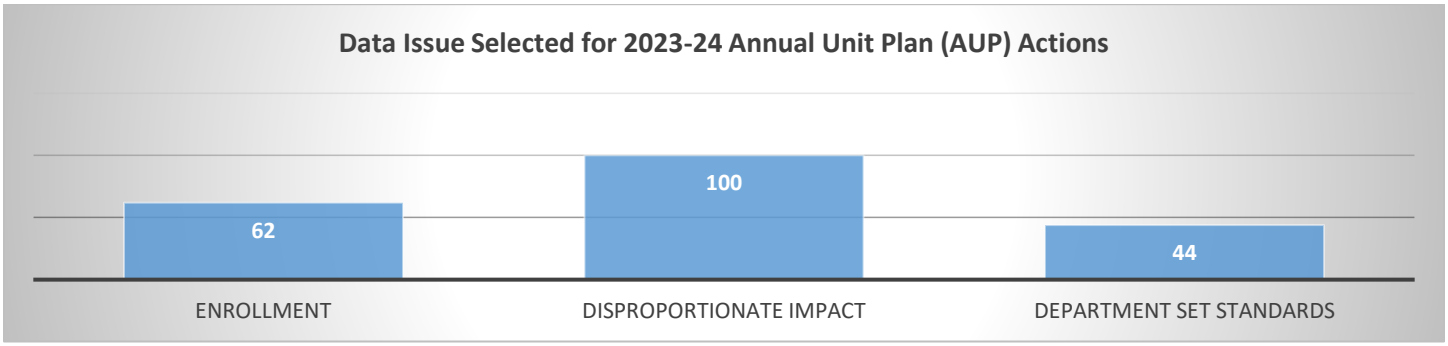
2023-2024 ARC Annual Unit Planning (AUP) Summary: What Data Issues, Strategic Goals & Objectives are addressed by Actions & Resource Requests in the AUP?

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.

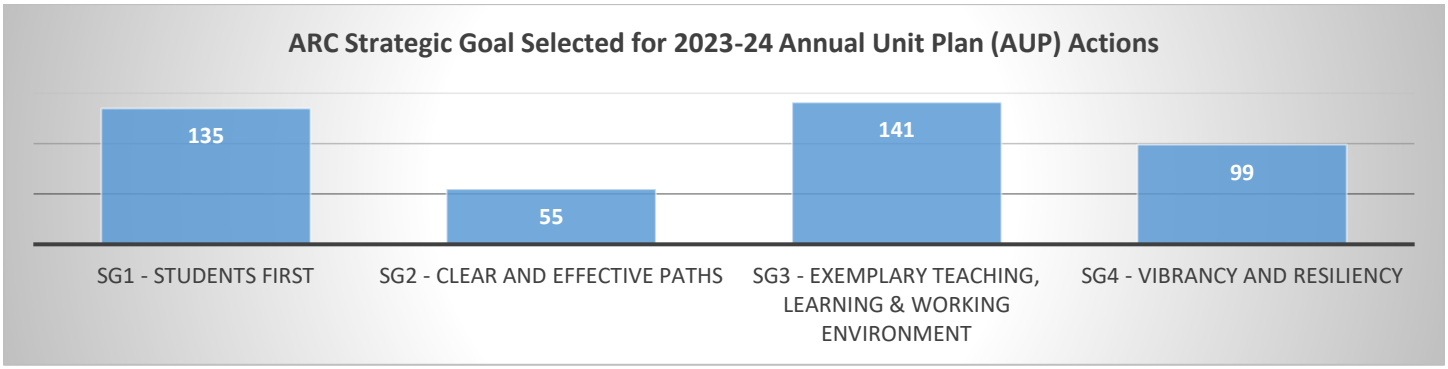
What data issues are addressed by actions in the AUP?

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].



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.

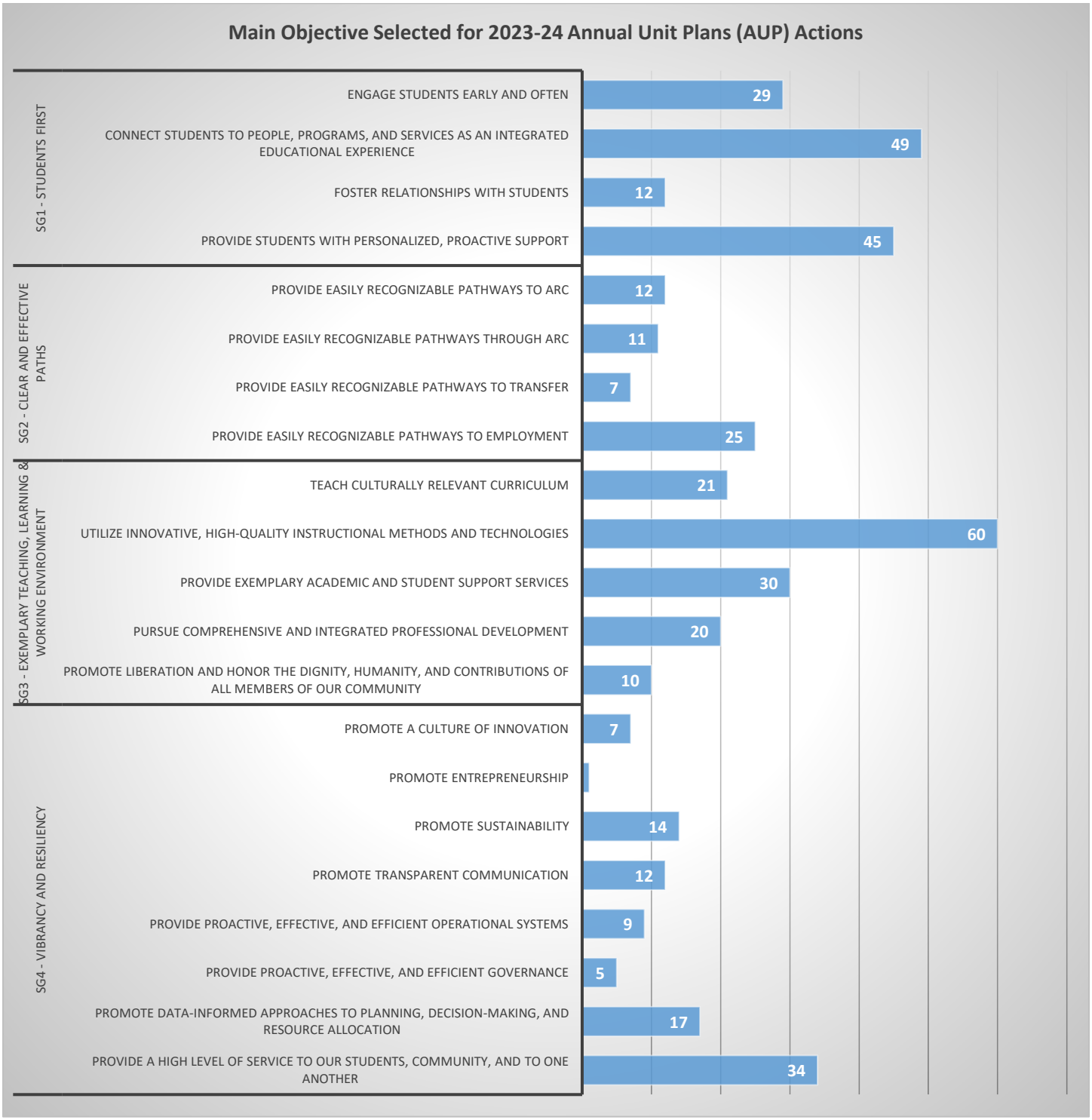


[1] The SLO dataset is not reported here as most SLO-specific actions are reported in the Authentic Assessment Review Record (AARR). During the Spring 2023 implementation of the AARR, 197 actions to improve student learning outcomes were recorded. In addition, the Productivity dataset is no longer reported 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.

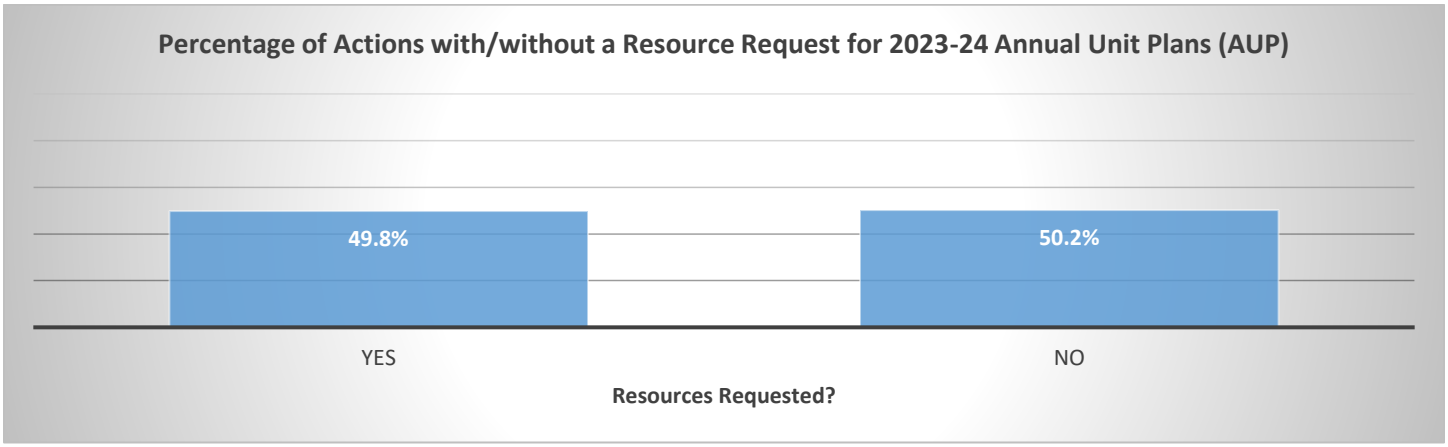
What main objectives (components of strategic goals) are addressed by actions in the AUP?

"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.



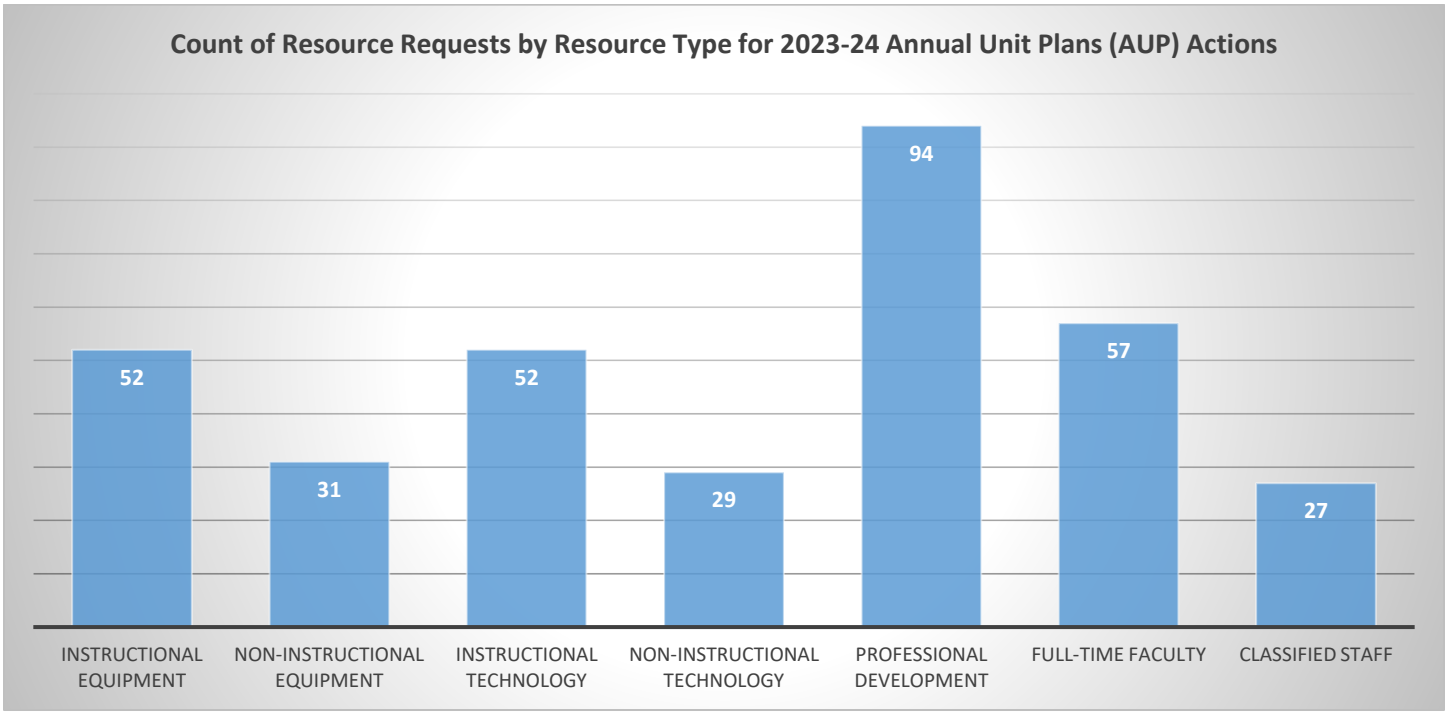
What percentage of actions included requests for resources?

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%).



What types of resources were requested?

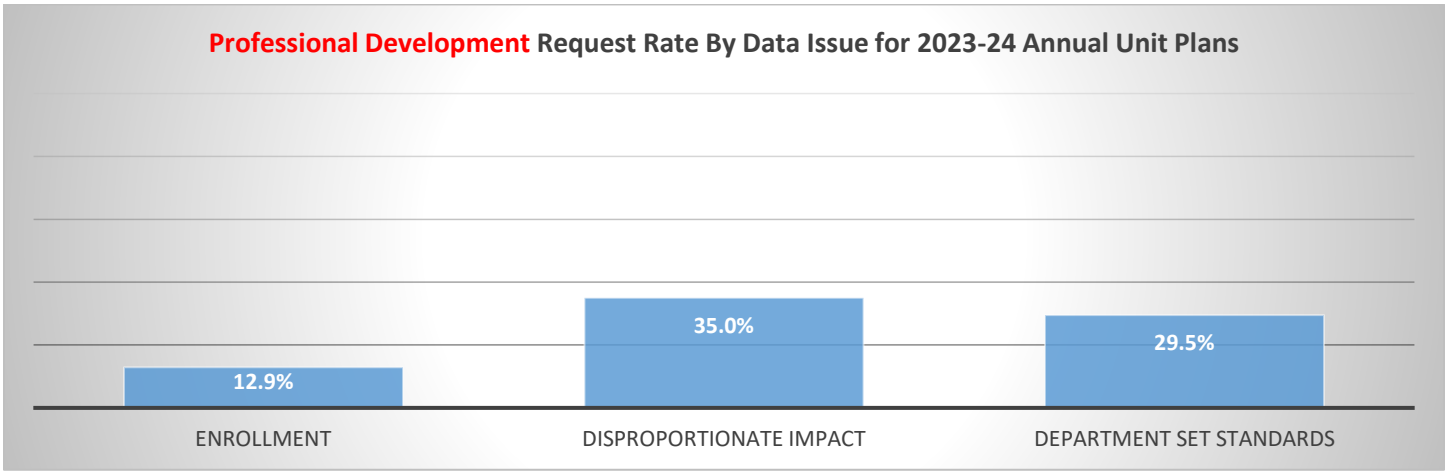
Professional Development was the most frequently requested resource (94), followed by equipment (instructional + non-instructional = 83), technology (instructional + non-instructional = 81), faculty (57), and staff (27). This pattern largely replicated the results from each of the four prior Annual Unit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



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.

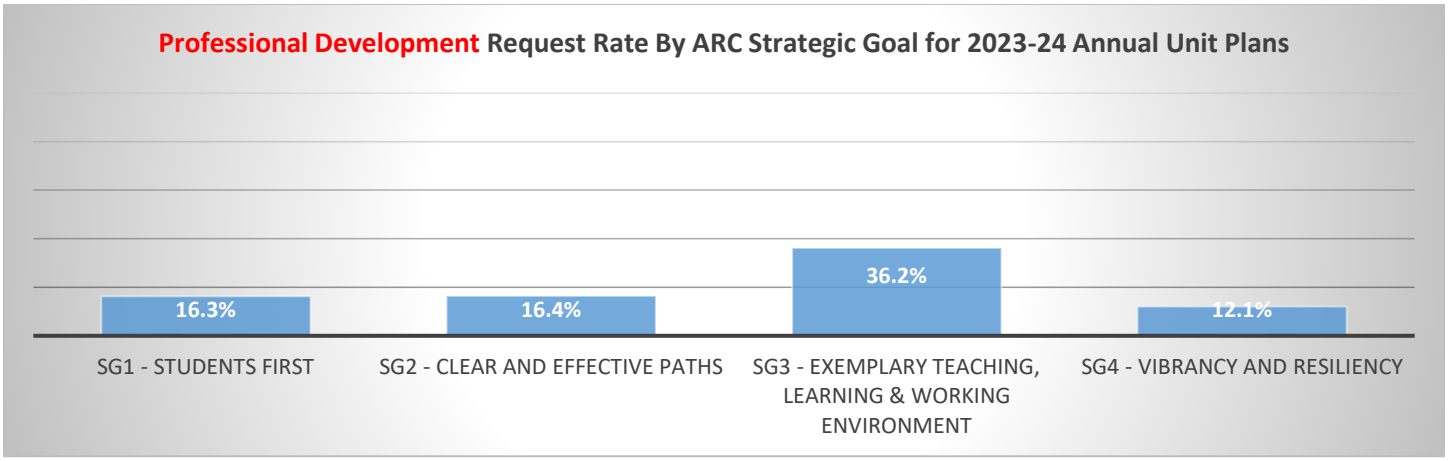
For what data issue was professional development most frequently requested?

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.



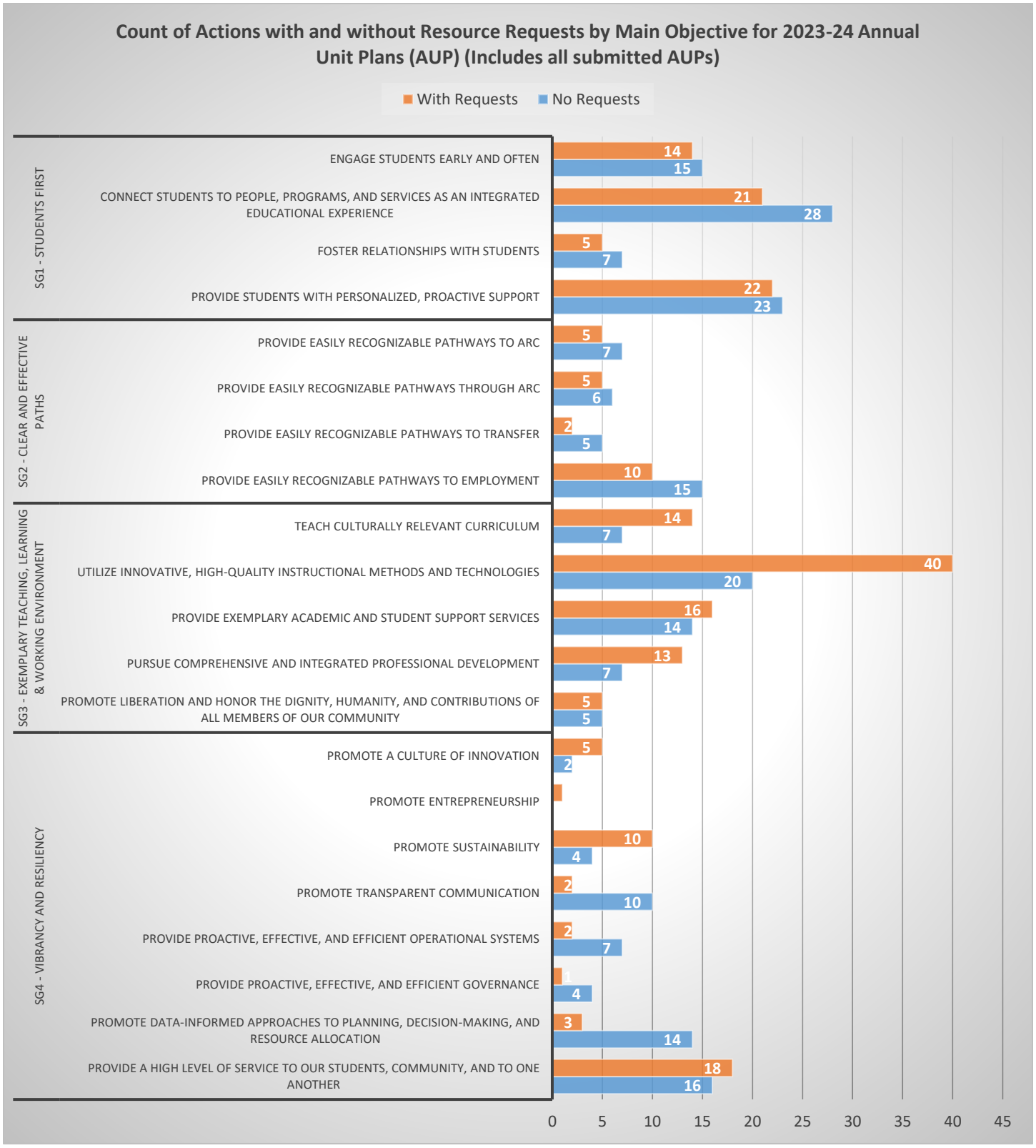
For what ARC strategic goal was professional development most frequently requested?

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.



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.



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
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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
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