

3/28/24

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: LaQuisha Beckum, Aaron Bradford, Samaya Caraveo, Alisha Szutowicz, Tressa Tabares, Janay Lovering
5. Public Comment Period (3 minutes per speaker)

Comment: "The current Los Rios policy is that students earning an AA or AS degree fulfill a 3-unit 'American Institutions' requirement. This requirement should be retained and therefore 'added' to the proposed new local General Education (GE) Pattern for Los Rios.

Yes, it would add 3-units to the legally mandated minimum. But, rather than being a 'burden' or 'barrier' as I've heard as a reason to remove it, it is an opportunity for our students - perhaps their first or only - to gain essential core knowledge and develop necessary civic skills to analyze and evaluate information and meaningfully participate in our representative systems of democratic governance - at the national, state, and local levels.

Yes, local GE requirements apply to only a minority of our students - the common estimate I have heard is 20%, most of whom are not preparing to transfer to CSU but are seeking CTE certificates and are focused on entering the workforce. This is precisely the reason to retain the 'American Institutions' requirement in Los Rios, independent of any requirements at CSUs or UCs.

This is a matter of equity. Retaining the requirement within our local GE pattern would do three things -

1. It endorses that we value and expect all students to demonstrate both an understanding of how the governing institutions and levers of power work, and the ability to participate in and influence those institutions to serve their interests and their communities.
2. It acknowledges that we, as an institution of public education, bear a responsibility to provide the opportunity for all students to gain the knowledge of and develop the skills to meaningfully participate. We cannot, and should not, assume that our students have

the knowledge and skills based on prior education, such as having completed high school U.S. history and U.S. government courses.

3. It creates an inclusive and equitable system for all students, preventing a two-tiered system in which students who graduate from CSUs are expected to demonstrate competency while graduates of ARC and other Los Rios Colleges are not."

Comment on behalf of a counselor, regarding support for living skills requirement, HCD courses offer a great opportunity for students. Eliminating HCD 310 as a requirement will have a negative impact on

Student Senate is working on a resolution regarding AB 1705.

Student Senate working on a resolution on the behalf of incarcerated and formerly incarcerated students.

6. President's Report

Secrets of the Queendom - [Registration](#).
[A 4-minute Conversation About Secrets of the Queendom](#).

[Black Student Success Week](#) April 22th - 26th

- "Hold the Date" CTL hosting a live stream of the webinar "[Just Because We Make It Look Easy, Doesn't Mean It Is](#)" from 12-1 PM, followed by a debrief/conversation (for 60-90 minutes) on Thursday, April 25th from 10 AM – 3 PM. Community Rooms 1 and 2.
- Aim to highlight and engage practitioners on the front lines of Black student success in the community college system from across the state. Learn about innovative strategies for engagement, outreach, foundational community building, and responsive programming that have yielded holistic success for our students across the state.

ARC Space Utilization Study (please see supplemental materials)

- There will be listening sessions with faculty on Tuesday, April 16th in person (11am - 1pm) and Friday, April 19th via zoom (1pm - 2:30).
 - Space for these focus groups is limited. All Department chairs have been invited to participate. If you are not a chair but would like to participate, please let Brian know.

Board Update - Please see item 17 below.

Ken Deibert Award - Looking for Committee volunteers

Portable Village Project Team needs 1 or 2 representatives from English & People, Culture, and Society. First meeting Friday, April 12. (Contact Brian)

[Commencement](#) - Faculty invited, not required, to attend

Open Committee Positions

Consent Items

7. Approval of [Remote Attendees](#) - Approved by consent

Action Items (10 minutes per item)

Reports (5-10 minutes per item)

8. Senate Elections - Volunteers needed for Elections Committee. Volunteers solicit and keep track of nominations, and run the elections. Announced that Brian and Veronica intend to run again. Michaela volunteered to serve on the Elections Committee.

Nominations will be accepted until 96 hours prior to our April 25 Meeting for:

- President
- Vice President
- Secretary

Noted that a number of senate seats will be open at the end of the semester.

9. WAC (Janay Lovering)

Please see supplemental materials for the presentation slides.

WAC enrollment is down; used to have around 1000 students, now have around 150. Currently, students have to sign up for a half unit course. If enrollment does not improve, may have to move away from it being a course. If that happens, may not be able to have faculty staffing the Writing Center. Students can use WAC all semester long, synchronously or asynchronously. Can support students with exams with open ended questions. Please ask colleagues, what would your ideal college writing center look like, and contact Janay Lovering with responses.

Inquiry if dual enrollment students can enroll in WAC. Not certain if there are barriers keeping dual enrollment students from using WAC.

Noted that WAC's offering support from faculty and not just from other students is exemplary.

Interest expressed in WAC offering seminars and workshops.

Suggested that WAC present to student clubs.

Suggested that WAC can be very helpful in helping people understand why AI cannot replace humans when it comes to writing.

10. Curriculum Prioritization (Aaron Bradford)

Lot of work will need to be done in the near future. Every course affected by CalGETC needs to be reviewed. Need to create local GE standards. Will need help from departments. Asking departments not to create new courses or programs unless needed for a grant, apprenticeship agreements, or for statutory or external accreditation.

Plan

11. Council reports (written, please see supplemental materials)

- a. Student Success - Please read through the Student Characteristics Summary. Includes info on PT/FT status and how many hours a week students are employed.
- b. Institutional Effectiveness

12. Committee reports (written)

- a. Professional Development

Discussion (10-15 minutes per item)

13. Local GE Graduation Requirements

Faculty survey results are available in Canvas and in supplemental materials below.

Inquiry if there is data on how students feel about these questions. There is not.

Concerns raised about whether those who responded to the survey understood the questions the way that they were phrased.

District estimates that local GE pattern will affect about 20% of students (about 80% will be under CalGETC, which we have no control over).

For the most part this will impact students in vocational programs. Suggested that perhaps a survey of students in vocational programs could be conducted.

Concern raised that perhaps additional requirements would make colleges outside of the district more attractive.

Suggested that for some students, additional requirements can be a barrier to success.

Noted that high schools are taking a lot of the living skills courses out of the schools.

14. Coordinator Job Descriptions

How should reassign time coordinator job descriptions come to Senate?

Concern expressed that coordinator job descriptions for learning communities look very different from each other.

Desire expressed for a process where admin co-create coordinator positions with Senate.

Desire expressed that Senate leadership remind admin that these job description should be co-created and coordinated with Senate.

15. NAGPRA

Native American Graves and Repatriation Act requires repatriation of all remains and cultural items. Senate endorsed a moratorium on use of remains, cultural items, and reproductions of remains. Advisory group is making recommendations on policy on use of remains and use of reproductions. NAGPRA is silent on reproductions of remains. Desire expressed that advisory group consult with tribes, and Native students, as soon as possible.

16. Report Back (Feedback from College Areas) a. Open Issues from any Previous Agenda Item

17. Report Out (Information from District Meetings and Other Areas)

a. District Academic Senate and District Meetings - Shared that Board responded to the multiple votes of no confidence in the Chancellor, in their report that they were giving the chancellor a 4% raise in response to the “public nature” of the votes of no confidence. Stated that Chancellor continues to ably lead the district and praised the chancellor’s willingness to meet with senate and other constituency groups.

Inquiry as to how we can inform voters about how much Board impacts student experiences.

Requested that this item be brought back for further discussion.

b. Other Areas

18. Items from College Areas for Academic Senate Consideration Upcoming Meetings • Academic Senate: Thursday, 4/11 3:00 PM – (ARC Board Room) • District Academic Senate: Tuesday, 4/2 3:00PM (ARC Admin Conf. Room)

Supplemental Materials

Commencement Email from Dr. Cardoza

Tues. March 19, 2024

Dear Colleagues,

Commencement is my absolute favorite part of working at an academic institution. It is simultaneously the culmination of years of sacrifice from our students and the beginning of a new phase as they continue to pursue their life goals. It's now time for us to show up for our students and to celebrate their success.

As you all know, our students play so many important roles in addition to being our students - as parents, siblings, spouses, children, grandchildren, friends, and mentors. Many are first-generation college students and have worked for years to achieve their degree, making sacrifices along the way for their success. As I think about the joy and celebration of graduation, it's hard for me to imagine our students having to choose who stays home and who gets to witness this special moment. After much consideration and conversation about the different options available to us to expand the number of guests, we have decided to split commencement into **two ceremonies** to allow our graduates to bring the guests who are important to them. This means we will not be ticketing or limiting guests at this coming graduation ceremony.

The ceremonies will be held:

Thursday, May 16, 2024

HomeBases: Business; STEM; Manufacturing, Construction & Transportation; Public Safety

Doors open at 6 p.m. for guests, the ceremony begins at 7 p.m.

Beaver Stadium

Friday, May 17, 2024

HomeBases: People, Culture, & Society; Arts; Health & Education; Language & Communication

Doors open at 6 p.m. for guests, the ceremony begins at 7 p.m.

Beaver Stadium

After gathering the list of approved and prospective graduates and running through various scenarios, we got very close to an even split by using degree HomeBases as outlined above. I know this is an important opportunity for you to celebrate with your students as well, and I encourage all of our faculty to attend either or both ceremonies. To be clear, while faculty attendance at Graduation is not mandatory, I am hopeful you will attend to cheer on our graduates.

We are only able to create these amazing memories for our students through the generous support of our entire campus community, so I also want to personally thank each of you who have volunteered in the past and encourage all of our staff who are able to, to [sign up to volunteer](#) this year. Join me in making this milestone one for our graduates to remember.

Details about faculty regalia will be sent to all faculty in a follow-up email. We will also be communicating this information and additional graduation details to students early tomorrow.

I look forward to celebrating our graduates with you in May!

With gratitude,

Dr. Lisa Cardoza
 (she/her(s)/ella)
 President
[American River College](#)
 916-484-8212

**Professional Development Committee
 Spring 2024 Report**

PDF Funds Approved

The committee approved \$9,500 in PD funds for 11 faculty in March.

Discussions

- The last meeting of the semester will be Monday April 22nd
- Applications are due by April 12.
- The committee has money to award at the last meeting of the semester
- Due to the amount of money the committee currently has to award, they have lifted the \$800 maximum for the semester.
- The committee is reviewing and discussing increasing the maximum award for the future, recognizing that the \$800 amount has been the same for over 15 years.
- The committee is reviewing its charter and bylaws. These should come to the Senate by the end of the semester for approval.
- The committee discussed creating a professional development activity to help faculty understand the process and availability of PD funds.

Attendance

		Dyanne Marte (Fashion)	Full- time	2026	2 1	Present
	Arts					

	Arts	Linda Gelfman (Art)	Full-time	2024	2 2	Absent
	Arts	Diane Lui	Adjunct	2023	2 3	Absent
	Arts	Unfilled	Full-time	2025	2 4	
	Arts		Alternate Full-Time		2 5	
	Arts		Alternate Adjunct			
Business & Computer Sciences	Business	Brian Rosario	Full-time	2026	6	Present
	Business	Tak Auyeung (CSIT)	Full-time	2025	7	Present
	Business	Kahkashan Shaukat (CSIT)	Full-time	2024	8	Present
	Business	Christian Speck	Adjunct	2023	2 5	Present
		Damon Antos	Alternate Full-Time		1 0	
	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	4 9	Absent
	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	<i>Unfilled</i>	Adjunct			
	Career Education, Workforce, Public Service, & Apprenticeship	Lonetta Riley	Alternate Full-Time		50	Absent
	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	Present
	Counseling		Alternate Full-Time		29	
	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	Approved Remote
	English	Melissa Diaz	Alternate Full-Time		20	
	English		Alternate Adjunct		16	
Health & Education	Health & Education	Rob Juner	Full-time	2026	26	Approved Remote
	Health & Education	Jen Kirkman	Full-time		27	Approved Remote
	Health & Education	Susan Chou (NUT)	Full-time	2024	28	Present
	Health & Education	<i>Unfilled</i>	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	<i>Unfilled</i>	Full-time			
	Kinesiology & Athletics	<i>Unfilled</i>	Full-time		38	
	Kinesiology & Athletics	<i>Unfilled</i>	Adjunct		39	
	Kinesiology & Athletics		Alternate Full-Time			

	Kinesiology & Athletics		Alternate Adjunct			
Humanities	Language & Communication	Adam Karp	Full-time	2025	3 1	Present
	Language & Communication	Jill Birchall (sign lang)	Full-time	2024	3 2	Approved Remote
	Language & Communication	Jeff Moran	Full-time	2026	3 6	Absent
	Language & Communication	Andrew Fix	Adjunct	2025	3 4	Present
	Language & Communication	Erik Haarala (ESL)	Alternate Full-Time		3 5	
	Language & Communication		Alternate Adjunct			
Library/Learning Resources/Instructional Tech. Center	Library/Learning Resources/Instructional Tech. Center	Kate Williamson	Full-time	2024	4 1	Present
	Library/Learning Resources/Instructional Tech. Center	Sarah Lehmann	Full-time	2026	4 0	Present
	Library/Learning Resources/Instructional Tech. Center	Marianne Harris	Alternate Full-Time		4 2	
Technical Education	Manufacturing, Construction & Transportation	Chris Moore	Full-time	2024	6 0	Present
	Manufacturing, Construction & Transportation	Mikhail Drobot	Adjunct	2023	6 1	Absent
	Manufacturing, Construction & Transportation	Gary George	Full-time	2023	6 2	Absent

	Manufacturing, Construction & Transportation	Ben French	Full-time	2026	6 3	Absent
	Manufacturing, Construction & Transportation		Alternate Full-Time		6 4	
	Manufacturing, Construction & Transportation		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	<i>Unfilled</i>	Full-time	2024	3	
	People, Culture & Society	Ricardo Caton (History)	Full-time	2025	4	Present
	People, Culture & Society	<i>Unfilled</i>	Alternate Full-Time		5	
	People, Culture & Society	Ellen Bowden (Anthro)	Alternate Adjunct			
Mathematics	STEM - Math	Deborah Gale	Adjunct	2024	4 4	Present
	STEM - Math	Rocio Owens	Full-time	2026	4 5	Present
	STEM - Math	Adrienne Avila	Full-time	2024	4 6	Present
	STEM - Math	Sonya Reichel	Full-time	2025	4 7	Approved Remote
	STEM - Math	Lana Anishchenko	Alternate Full-Time		4 8	Approved Remote

	STEM - Math		Alternate Adjunct			
Science & Engineering	STEM - Science	Mihaela Badea-Mic	Adjunct	2025	5 2	Absent
	STEM - Science	Glenn Jaecks (Earth Science)	Full-time	2025	5 3	Present
	STEM - Science	Charles Thomsen (Science)	Full-time	2024	5 4	Absent
	STEM - Science	Mike Holmes (Bio)	Full-time	2025	5 5	Absent
	STEM - Science		Alternate Full-Time			
	STEM - Science		Alternate Adjunct			
Student Support Services	Student Support Services	Judith Valdez	Full-time	2024	5 7	Absent
	Student Support Services	<i>Unfilled</i>	Adjunct		5 1	
	Student Support Services	Arthur Jenkins	Alternate Full-Time		5 6	Absent
	Student Support Services		Alternate Adjunct			
	Officers	Brian Knirk		President	--	Absent
	Officers	Veronica Lopez		Vice President	6 6	Present
	Officers	David McCusker		Secretary	6 7	Present

	Officers	Alisa Shubb		Past President	6 8	Present
	Liaison			Program Review & ASCCC Liaison		
	Liaison	Kate Williamson		Open Educational Resources Liaison		Present
	Liaison			Classified Senate		
		Aaron Bradford		Curriculum		Approved Remote

The Writing Across the Curriculum Program



What is WAC?



- An academic support program that can help students with any writing-related task.
- Fully online with synchronous and asynchronous staffed support (around 25 ARC faculty and staff working in our program this semester). Students can meet 1-on-1 with our team in-person OR online OR they can access our Canvas workshop content anytime.
- Housed in English and linked with curriculum (ENGWR 95, 96, and 306). 0.5-unit courses scheduled for 9 weeks and graded P/NP.
- To enroll, students pick any open section of ENGWR 95, ENGWR 96, or ENGWR 306. Students then complete a minimum number of course activities to pass. The program is flexible and customizable.



How does WAC help students?

We help students:

- Understand writing assignment guidelines
- Recognize discipline-specific writing conventions
- Develop a plan for drafting different types of writing assignments
- Use and cite sources
- Revise and edit their work
- And more!



Who can benefit from WAC?



- Students who want help organizing their ideas.
- Students who want feedback without judgement.
- Students who want to understand their assignments better.
- Students who want to understand how citation works and why it's important.
- Students who want help navigating the requirements of their online classes.
- Any student who wants more writing-related support and confidence-building.

Who takes WAC?



WAC students were MORE likely to be:

African American 21% versus 9% in the general student population

Female 64% versus 56%

Adult Learner, Age 25+ 47% versus 41%

First Time New-to-College 37% versus 17%

Full Time (12+) 43% versus 20%

HS GPA < 3.0 28% versus 19%

Below Poverty Level 37% versus 27%

Single Parent 13% versus 7%

What would your ideal College Writing Center look like?

Institutional Effectiveness Council (IEC) Meeting
Monday, March 25, 2024

2023-24 CTL Annual Report - Summary presented

- Will come to Senate to present (see attachment)
- CTL will add a faculty member from counseling to next years team
- In 23-24 there has been an emphasis on equity in the STEM field
- CTL will plan to continue bi-monthly meetings with President Cardoza
- Communities of Practice will continue as a focus
- Fall 24 Flex Theme week "Becoming a Minimalist Educator (see attachment)

Program Review Updates

- Added a two new members, Connie Ayala (Student Services) and Victor Zarate (CTL Liaison)
 - Still need CE Faculty representation
 - Next meeting, Monday, April 15th - Bill Simpson will attend to discuss how to integrate Program Path Mapping into AUP
 - Fall 2024 meeting schedule set:
 - Monday, August 19th
 - Monday, September 16th
 - Monday, October 21st
 - Monday, November 18th
 - *Monday, December 16th* - email update*
 - Spring 2025 meeting schedule set:
 - Monday, January 20th
 - Monday, February 24th
 - Monday, March 24th
 - Monday, April 21st
 - *Monday, May 19th* - email update*
- The IPP website has been updated to include [Committee Members' names and contact information](#)
 - Additional updates are in the works, which include
 - "Final submit" button for users
 - A "badge" of completion
 - Update the AUP view to include a dropdown option to view all Unit plans
 - Many thanks to both Logan Markle and Ryan Bonomo for working with us and their ideas!
- [Program Review Presentations](#) - **Presenters in person**, in the Student Center Board Room from 1-3 pm
 - Can we provide snacks
 - Visitors can Zoom
 - **Wednesday, April 3rd**, Zoom:
<https://lrccd.zoom.us/meeting/register/tZAvd-ygpjguGtKY0KOSbW3rtdfeyTWZc4Qv>
 - **Thursday, April 4th**, Zoom:
<https://lrccd.zoom.us/meeting/register/tZ0qcO2qrD4vHtXDvGtqwqkXuBTUD80KfHvw>
 - Number of submissions (92%, 11 of 12),

- **Accreditation timeline**

- Start Fall 2026 with training and prep work
- Writing and process start in earnest Fall 2027
 - Who is on the team?
- Institutional Self Evaluation Report (ISER) submitted Fall 2028
- Spring 2029 ISER Team visit
- Fall 2029 site visit

Information request:

- 2023/2024 AUP Data – Update needed on formalizing a “closing the loop” plan for AUPs
 - What is the commitment from the institution for Deans/AVPs to communicate in writing with Departments regarding the status of their request/report submitted with 2023/2024 AUPs? How will this get systematized to happen every spring?
 - When/How will the “Closing the loop plan” be communicated out to departments?
 - Include this process into the updated Integrated Planning Guide.
 - PR Committee would like to be able to communicate out and include this information on the [IPP website and future training](#)
- Spring support email/conversation
 - End of Spring–PRTs, hiring, is it too soon
 - Large number of AUPs for some Areas with a lot of departments
- What are ways for Deans/AVPs to support Departments?
 - Build in support at the beginning of Spring, such as Week 3.
 - The point will be to really make sure we utilize spring semester to enact the plan.
- A possible modification
 - Include a flag that an action or resource requires Dean support. This would help communicate to Deans where Departments need support. This could tailor the process. This could help close the loop where Departments need support.

Mid Year Report: Center for Teaching and Learning 2023-24

Marianne Harris and Pam Chao

INTRO

This year the Center for Teaching and Learning (CTL) at American River College updated our focus on operationalizing the Professional Development & Training Plan and acting on the recommendations of the African American, Native American, Latinx, Asian and Pacific Islander, and LGBTQIA+ Disproportionate Impact Team Reports. Progress has been made since we began this process in 2020 and it is reflected in the type of programming we offer. Our theme for programming highlights our faculty and focuses on sharing and building on what equitable teaching and learning looks like today at ARC. Fall brought us a series focused on our teaching faculty: “What Does it Mean to Be a GE Instructor” that included sessions focused on Equity in Math and Science, and on Humanities, Art and Social Science. In January 2024 the CTL launched a faculty and student brainstorming session for the collaborative design of a grant-funded and cohort based GE Faculty Teaching Institute. This faculty centered focus will continue through spring 2024 and carry over into the 2024-2025 academic year with the GE focused Learning INovation and Equity (LINE) Teaching Institute.

During the 2023/24 academic year, the CTL expanded its collaboration with Program Review, the ITC’s Equity and Culturally Responsive Online Teaching Institute, and continued our Managers Anti-Racist Community of Practice. Consistent with the workshops offered in previous terms (e.g. Native American Allyship Program, Mejorando ARC para Nuestras Comunidades: Bridging the Gap between Education and Liberation for Latinx/e Students, Black Minds Matter), we have continued to respond to the findings in the Disproportionately Impacted Project Teams reports with the following professional development opportunities: AANHPI Student Success Workshop, launched in fall 2023, and the Listening to and

Supporting LGBTQ+ Students: An Intersectional 3-Part Workshop Series in spring 2024.

In the 2023-2024 academic year, Professional Development and training was allocated 2.6 FTE: 1.0 for two STEM faculty; 1.6 divided by three additional faculty. In addition, Professional Expert Agreements (PEX), and Employment Service Agreements (ESA) were extended to the following professionals: Neue Leung, Mim Montgomery, Sara Smith-Silverman, and Chipso Ashe, Rangineh Azimzadeh Tehrani, Moira Delgado, and Katie McCleary for their work as faculty facilitators and creators, or outside consultants.

Convocation

The CTL continued its participation as members of the Convocation Planning Committee during the 2023-24 year. Our new President, Lisa Cardoza, introduced herself to the college at our Fall of 2023 Convocation.

She was followed by members of our college communities who had participated in a storytelling workshop, facilitated by John Aubert: Anthony Carter (Classified Staff), Rocio Owens (Math Faculty), and Nicole Porter Interim (Vice President of Student Services and Equity) delivered personal stories that spoke to “Centering Social Justice Through the Power of Our Stories”.

For the Spring 2024 Convocation, CTL was represented on the Districtwide Convocation Committee, [insert name]. This Districtwide Convocation was held in the American River College gym. Dr. Luke Wood, President of CSUS, was the keynote speaker, and the theme of convocation was Ethnic Studies and included a moderated panel of Ethnic Studies professors from all four campuses.

The CTL will continue to be involved in the planning of future Convocations. Since Convocation is the only time that faculty are required to participate in professional

development, the CTL is well suited for this role and particularly well positioned to participate in planning and debriefing Convocation on an ongoing and regular basis. Looking forward, Convocation can be a culminating event of a strategically planned Flex Week that is designed to move the College toward its equity goals.

Flex Week

The CTL provided the college with 25 Flex Week Workshops in Fall 2023, and an additional 25 Flex Week workshops in Spring 2024. For Fall 2023 Flex, the CTL solicited workshops that build on what you've been inspired to explore and build on from the stories that were shared with us to advance the college's Social Justice mission. For Spring 2024, the CTL called for workshops that spoke to the ways teaching and learning within our "spheres of influence" are impacting equitable outcomes for our students. Fall Flex attendance was 415. Spring Flex attendance was 249.

Professional Development During the Semester Series, Institutes, and Communities of Practice

The CTL continued to focus on producing, facilitating, and supporting professional development that set a foundation for equity learning. Professional development offerings of various lengths and formats addressed the following PD Competencies outlined in the PD & Training Plan:

- Equity-minded Service
- Leadership Development
- Data Literacy
- Effective Communication
- Collaborative Innovation

A highlight of offerings follow:

- Race and Power in the Classroom - Community of Practice (CoP) facilitated by Pam Chao and Marianne Harris. This two-hour Community of Practice met three times, was offered to all faculty, and advertisements noted that faculty developing OER may find this to be particularly relevant. 7 faculty attended the initial session, 5 at the second, and 4 returned to the final session.
- Managers Anti-Racist Leadership Community of Practice - facilitated by Tanika Byrd, Jeff Sacha, and Pam Chao. The focus of this CoP was anti-racist supervision and managing conflict through “calling in.” The CoP met twice for two-hours, was offered to managers and supported 7 attendees in each session.
- Science Communities of Practice. In Fall 2023, Victor Zarate facilitated the Science Equity Group CoP for Science faculty that met four times. The primary focus was understanding how to identify and mitigate inequitable practices common in STEM courses. This CoP continued into Spring 2024.
- Math Communities of Practice. In Spring 2024, Sonya Reichel facilitated several communities of practice in the Math Department centered around equitable grading practices, support courses, and increasing inclusion for faculty.
- In Spring 2024, Victor Zarate initiated the Science Equity Book Club for Science faculty. In addition to him, eleven faculty have signed up to read and discuss Joe Feldman's book *Grading for Equity*.
- In March of 2024, Sonya Reichel, Victor Zarate, and Tak Auyeung are facilitating two workshops, “Using ChatGPT in STEM Education”, that explore how ChatGPT can be used in service of student learning and streamline instructors’ work.
- In “Let’s Play with AI”, Michael Angelone and Marianne Harris are facilitating a 3-part series of workshops that explore the role of AI in the future of education.

- Annual Unit Planning workshop facilitated by Brian Knirk, Veronica Lopez, and Yuj Shimizu.
 - advertised to faculty and 21 participated

Fall Semester

- Annual Unit Planning workshops. The first was facilitated by Brian Knirk, Veronica Lopez, and Yuj Shimizu; the second was facilitated by Jennifer Laflam and Yuj Shimizu.
 - Offered on two separate occasions to campus employees, 7 classified professionals and 44 faculty participated.
- Asian American and Native Hawaiian/Pacific Islander (AANHPI) Student Success Workshops facilitated by Neue Leung and Mim Montgomery.
 - Two workshops were advertised to campus employees with 3 classified professionals and 19 faculty members attending.
- What Does It Mean to be a GE Instructor (STEM focus). Facilitated by Sonya Reichel and Victor Zarate
 - Offered virtually and in person to campus employees, 19 faculty and 1 administrator participated.
- Collaborate for Change weekly drop-ins facilitated by Jeff Sacha. 4 faculty met with him over the course of the semester.
- The CTL hosted “Bring Your Own Lunch” gatherings to facilitate community building. Attendance has varied.
- Fall Program Review Training Cohort. Facilitated by Jen Laflam, Yujiro Shimizu, Veronica Lopez, and Jeff Sacha
 - Advertised to campus employees, 2 classified professionals, 6 faculty, and 2 managers attended.

Spring Flex

- Know History, Know Self. No History, No Self: Critical Introspection as a tool for Transformative Teaching. Facilitated by Mark Carnero. 8 faculty attended.
- Information Session on Community Healing Spaces: Why, What, and How. Facilitated by Rangineh Azimzadeh Tehrani and Moira Delgado. 2 classified professionals and 17 faculty attended.

- Spring Program Review Training for 23-24 cohort. Facilitated by Jen Laflam, Veronica Lopez, and Yuj Shimizu. 1 classified professional and 3 faculty attended.
- What Does it Mean to be a GE Instructor? (Humanities/Art/Social Science). Facilitated by Jeff Sacha, Liz Coleman, Mark Carnero, and Robin Akawi. 4 faculty members attended.
- The CTL hosted “Bring Your Own Lunch” gatherings to facilitate community building. Attendance has been very low, which is a signal that this offering needs to be reconsidered.

Spring Semester

- Spring Program Review Training for 23-24 Cohort. Facilitated by Jen Laflam, Veronica Lopez, and Yuj Shimizu. 11 faculty members participated.
- MIS Data Reporting Training. Hannah Blodgett, Jen Laflam, and Delane Swank facilitated. 24 classified professionals and 13 faculty and 10 managers attended.
- Listening to and Supporting LGBTQ+ Students: An Intersectional 3-Part Workshop Series. Facilitated by Sara Smith-Silverman. At the time of reporting, two of the three workshops had met; 5 classified professions attended the first session and 6 attended the second; 29 faculty attended the first session and 26 attended the second.
- Accessing/Using Data in Equity Work as Instructors at ARC. Facilitated by Jeff Sacha. This workshop was offered twice. At the time of this report, only one of those sessions had meet; 8 faculty attended.
- Centering Equity in Program Review. Facilitated by Victor Zarate and Jeff Sacha. 6 faculty members and 1 manager attended.
- Bridge the Gap for Faculty. Facilitated by Katie McCleary. This event was only advertised to faculty and 16 attended.

Spring Semester - Pending at time of the report

- Listening to and Supporting LGBTQ+ Students: An Intersectional 3-Part Workshop Series (Part 3 of 3). Facilitated by Sara Smith-Silverman.

- Using ChatGPT in STEM Education, facilitated by Tak Aeyung, Victor Zarate, and Sonya Reichel. This will be offered twice in March via Zoom.
- What's It Like Teaching a STEM Learning Community Class?, 2 sessions. Facilitated by Victor Zarate.
- Collaborate for Change (tallied at the end of the semester). Facilitated by Jeff Sacha.
- Accessing/Using Data in Equity Work as Instructors at ARC (Part 2). Facilitated by Jeff Sacha.
- A science demonstration event on "Electricity and Magnetism" will be done for PRISE students.
- Bridge the Gap for Managers. Facilitated by Katie McCleary.
- Bridge the Gap for Faculty, facilitated by Katie McCleary.
- Bridge the Gap for Classified, 2 sessions. Facilitated by Katie McCleary.
- Universal Design for Learning (UDL). Collaboration with Lori Hokerson (ITC). This is a 3-part series of Zoom workshops with various themes related to UDL, where the congruence between the UDL framework and the equity framework are emphasized. CTL faculty helped design and Jeff Sacha co-facilitate these workshops.

Post-Event Survey Responses

As part of a follow up to PD events, attendees have the opportunity to provide feedback on the event. These surveys offer participants opportunities to share their reflections and provide suggestions for improvement, and it offers facilitators insight they can use to assess the experience and identify potential areas for growth. A sample of feedback gathered from the events that took place this academic year include:

- "There are some easy changes we can make to how we teach our classes that will improve outcomes for our historically under-served students."
- "Other faculty have thought of ways to find balance between a rigid style of evaluation v. a more flexible, relaxed style without compromising the spirit of the course."

- "I feel even more motivated to continue learning! It was truly humbling and helped me begin some self-reflection on why I haven't put more energy into serving specifically AANHPI students. There is so much I don't know---and it is time for me to do better in serving our AANHPI students and support[ing] our staff!"
- "I don't know that it's something to address in a Community of Practice or not, but at some point I would appreciate some time for working on developing skill in alerting folks to racial concerns gracefully."
- "I'd like to see another workshop about adjusting our classes so they help dependent learners become independent learners. We touched on it in the workshop, but I'd like to see more examples and have a longer discussion about it."

Annual Unit Plan & Program Review Workshops

Workshops were held to support faculty leading Annual Unit Plan and Program Review. CTL faculty liaisons reached out to department chairs to support this work (Fall 2023, Spring 2024). Victor Zarate and Jeff Sacha facilitated a workshop for Program Review authors to support their responses to Question #4: What will be your unit's strategies for eliminating disproportionate impact (DI)? This workshop was titled "Centering Equity in Program Review" and was attended by 7 faculty members. This workshop was designed to supplement the Program Review orientations that were held by the Program Review Committee. It is the CTL's intention to continue supporting Program Review in perpetuity. The CTL is uniquely positioned to support the College's goal of centering equity in processes like Program Review.

Data Workshops

This is the second year that the CTL has been working with faculty on their individual course data. The new version of the workshop reflects the changes that have been made in the Precision Campus portal to streamline DI data and to integrate individual instructor data. The goal is to show faculty how to access different kinds of student outcome data, as well as to center equity in deciding

what actions the data suggest. Jeff Sacha has teamed up with members of the CTL facilitation team to offer the original Understanding Your Individual Course data workshop and the next workshop in the Data portfolio, Leveraging Data for Equity in the Classroom. 9 data workshops here offered with 86 participants.

CTE and STEM Outreach

As a step toward operationalizing the Professional Development & Training Plan, CTL conducted outreach to STEM faculty and leadership to better understand their equity professional development needs and context.

In Fall 2023, CTL Faculty Liaison, Victor Zarate, facilitated Communities of Practice for Science Faculty. This CoP met four times and their primary focus was to understand how to identify and mitigate inequitable practices common in STEM courses.

In Spring 2024, Victor also facilitated a continuation of the Communities of Practice for Science Faculty initiated in Fall 2023, and is facilitating a book club where Science faculty will be reading Joe Feldman's, *Grading for Equity*. He will also be offering two workshops entitled, "What's It Like Teaching a STEM Learning Community Class?" in April 2024 that will be marketed to the campus community.

Drawing from the relationships they have developed with leaders and students in the UNITE center, Victor is offering a learning community PHYS 310 class; the students enrolled in that course are from a collective of UNITE center learning communities. And Sonya Reichel, Mathematics Faculty, offered a mathematics course for students who are part of the PRIDE learning community.

Sonya Reichel and Victor Zarate are scheduled to offer an AI workshop "Using ChatGPT in STEM Education", a collaborative effort they engaged in with Tak Auyeung, CSIT faculty.

Over the course of the Fall 2023 - Spring 2024 semester, Sonya Reichel facilitated numerous Communities of Practice for Math faculty including: Equitable Grading; Equity in Support Courses; Exploration of Alternative Calculus Series in support of Equity. She also facilitated a Math department focused Data Training in Spring 2024.

In addition to workshops and CoPs, department level work on inclusion was conducted during the fall and spring semesters.

A concentrated effort to build relationships with STEM faculty has been part of Sonya and Victor's focus that include regular meetings with CTL STEM faculty liaisons to develop and implement support for STEM faculty (F23, S24).

College Hour and Speakers

College Hour provides a designated and well-known space for programming that benefits the entire ARC community; however, its potential to meet employees' professional development needs is limited due to its lecture-style format, length (one hour), and schedule (Thursdays at 12:15). This year, the CTL offered some College Hour presentations when they were proposed by faculty and staff, and intentionally used the time to offer some of the *What Does Teaching and Learning Look Like* events to ensure the campus community had an opportunity to engage with the facilitators and their content.

Classified Professional Development Series

The CTL Staff Resource Center Assistant, Christina Wagner, continued to develop and facilitate a Classified Professional Development Series each semester. With the adoption of the Professional Development & Training Plan, the CTL is hopeful that Classified Professionals, as well as Faculty and Managers, will have even greater access to professional development that helps employees meet the college's

Strategic Goals in their roles. CTL facilitators met with the Classified Senate President to collaborate on professional development and the Dean of Institutional Effectiveness and Innovation is working on asynchronous Classified professional development.

Asynchronous Professional Development

The California Community College Chancellor's Office Vision Resource Center is another important resource for asynchronous professional development. The CTL website has a link to the Vision Resource Center.

The CTL has generated a book/video resources list of recommended resources for study that are featured on the CTL website. In addition, the CTL purchased numerous books for a variety of following professional development events it has sponsored/facilitated including:

- Equity and Culturally Responsive Online Teaching Institute
 - *Creating Inclusive Online Communities 1st Edition by Sharla Berry*
- Program Review
 - *Unearthing Joy: A Guide to Culturally and Historically Responsive Curriculum and Instruction by Gholdy Muhammad (Author)*
- Transforming Assignments through a Culturally and Historically Responsive Literacy Perspective
 - *Transforming Hispanic-Serving Institutions for Equity and Justice by Gina Ann Garcia*
- Science Equity Book Club
 - *Grading for Equity by Joe Feldman*
- Bridge the Gap
 - *Bridge the Gap by Jennifer Edwards and Katie McCleary*

Governance

The CTL Advisory Group will meet in March 2024 and includes representation from students, classified professionals, faculty, and administrators.

The CCC Chancellor's Office requires the Advisory Committee to meet "on a regular basis." The CCCCCO also says that there should be students on the Advisory Committee, and the CTL's Advisory Committee has recruited Justin Tseng, Associated Student Body Senator, to provide his insight and perspective.

The CTL has initiated more intentional collaboration with the Academic Senate. Drawing on some of the collaborative efforts started last year, the CTL has continued to contribute to the Program Review Training fall/spring, at the request of the Senate Program Review Chair. It is hoped that this collaboration will continue in perpetuity, as the CTL is uniquely positioned to help support Program Review authors center equity in the Program Review process. In addition, the CTL and Senate have met to discuss opportunities to collaborate on Black Student Success Week (April 2024), while also reaching out to the UMOJA and Black Student Success communities to gauge their interest and capacity to co-create a campus event based on this California Community Colleges initiative.

The CTL also partnered with David Austin, the PRIDE Learning Community Coordinator, to review the Safe Spaces Online Training, and collaborate on designing and implementing a beta test prior to its full implementation.

The CTL Advisory Committee met on March 5, 2024. Current CTL staff updated the Committee on steps taken to address last year's comments, shared the theme of Fall 2024's Flex Week ("Becoming Minimalist Educators"), and solicited suggestions for future PD topics and modalities. The Committee members offered insights, based on the various constituent groups they represented. Key takeaways were:

- Try and "tier" future CTL offerings to speak to the experiences and needs of faculty with different levels of comfort/expertise in equity work
- Return to the "basics" of teaching and learning as both an art and science
- Consider softening the "equity" emphasis in CTL's offerings to bring faculty in who may be uncomfortable or wary of the term
- Intentionally build some PD spaces for faculty of color

Organizational Restructuring and Intracollege Collaboration

The closure of Davies Hall has temporarily halted plans for restructuring of space for the CTL.

The CTL partnered with faculty from numerous disciplines to provide Flex and Professional Development programming. They included faculty from Math, Counseling, Humanities and Religious Studies, Sociology, Library, Psychology, Business Technology, Science and Engineering, English, Fine and Applied Arts, History, Speech, Nutrition, Computer Information Science, STEM Faculty, and English as a Second Language.

The CTL also partnered with a variety of programs and departments to provide Flex and Professional Development programming. They included Homebases, Counseling and Student Services, Work Experience and Internship, Communications Office, ARC Pride Center, UndocuScholar Resource Connection, ARC PRISE Learning Community, the Umoja-Sakhu Learning Community, the ARC Library, Workforce Development, Native American Resource Center, Academic Senate, Center for Leadership & Development, DSP&S, CAST, the ARC Puente Project, Veterans Resource Center, and the PRIDE Center.

Intercollege Collaboration

ARC continued to work with CRC faculty, Tanika Byrd, on the Managers Anti-Racist Leaders Community of Practice. In addition, efforts were made to collaborate with the CTL teams at the other Los Rios campuses regarding efforts in AI and cultural month celebrations; however, those efforts have not yet produced robust collaborative engagements.

Operations

The CTL made a number of improvements to its operations this year:

- The CTL collaborated with Shane Spencer to redesign the CTL webpage by streamlining content, increasing its functionality, and highlighting some of the work conducted by CTL faculty liaisons through videographies, and content that influences their respective practices.
- The Flex/PD Schedule document was reconfigured with an interface that has been integrated into the website and increased access for all users.
- The modalities attendees have available for them to engage in professional development opportunities have expanded and include: Zoom, hybrid, and in-person.
- Flex attendance collection is more efficient as attendees also have the option of using QR codes to record their presence at events.

The CTL continues to perform the following operations:

- The online flex reporting system that debuted in Fall 2016 continues to work very efficiently and enables faculty to track and report flex obligations easily online.
- The CTL Staff Resource Center Assistant continues to compile data for Flex and general professional development accountability reports.

Conclusion and Outlook for the Coming Year

The CTL is committed to continuing to operationalize the College's Professional Development and Training Plan and act on the recommendations of the Disproportionate Impact Project Team Reports for 2023-2024. And our commitment to supporting the PD necessary to support an equity conscious, anti-racist, and equitable college remains firm.

We have assessed what PD needs will be for Fall 2024 and are currently recruiting for a counselor to invest in professional development for our counselors. We anticipate the hiring of 21 new faculty to start fall of 24, so a New Faculty Learning Coordinator to lead faculty through their first year as a cohort. And we've reorganized operations so that a faculty member will be dedicated to the administration and management of the CTL as the CTL Faculty Coordinator.

The CTL continues to look forward to having a consistent and transparent budget so that it can plan professional development two to four semesters in advance and spend the funds to realize those plans. Given the information we currently have about the budget, which includes 2.6 FTE. In 2024-23, plans to distribute the FTE are: .5 for each of three Faculty Equity Trainers, one CTL Faculty Coordinator, and one New Faculty Learning Center Coordinator, Fall 2024 includes:

- Hiring committee screening questions workshop
- How to support new faculty cluster hires
- Building effective surveys in Canvas for student feedback
- Equitable Assessment with Integrity - Math
- Grading for Equity panel discussion - Physics
- Letting Go: Examining what we can release to free up space for what matters most
- GE STEM/Chat GPT offering
- What's it like to be part of a learning community
- Relationships & Rigor: Resolving the imagined tension
- Movie Club: *Origins* with discussion
- Increased Communities of Practice that are department specific
- Increased opportunities to work with CTL facilitators on a one-on-one appointment basis

Theme for Fall 2024 PD: Becoming Minimalist Educators

Two fundamental human tendencies that lead to suffering in its many forms are clinging and aversion. Many of us cling to what no longer serves us, from material items to beliefs to painful feelings like shame. And many of us avoid what we fear, such as change or differences among people. Both clinging and aversion lead to injustice, violence, unhappiness, dissatisfaction, exhaustion, burnout and more. Equanimity is a state of balance (physically, mentally, emotionally, spiritually) that neither clings nor avoids.

One way to cultivate equanimity is to practice Minimalism. Minimalism as a lifestyle is not just about rejecting material excess. It is about living from our highest values, living from what is essential, and letting go of the rest. Minimalism can free us to focus on what is most important to us, what gives our lives meaning, what energizes us rather than drains us, what brings us joy and peace.

A person might choose minimalism for their own well-being or because it supports the well-being of others (and all of Creation) or both! Minimalism can be a personal choice or it can be a way to join with others in works of social and environmental justice.

Many of us are feeling exhausted by change and overwhelmed by what seems like ever-increasing demands on our time and energy and abilities. Might becoming minimalist educators be a way to increase well-being for ourselves and for our students?

What might it mean to become minimalist educators?

Mother Theresa famously said: "Not all of us can do great things, but we can do small things with great love." Minimalism begins with love: love for oneself, love for others, love for life in its many forms. And from love, we focus on small things we can do without exhausting ourselves by engaging the big things beyond our control. For example: it is clear from our data that the educational system perpetuates racism. We can become overwhelmed and discouraged if we look only at the big picture of all that needs to change to create justice for all our students. But we can be very effective if we are willing to make small changes in our work that especially benefits our students from DI populations. None of us is personally responsible for all the historical decisions that have created injustice. But might we be willing to take responsibility for not perpetuating that injustice in our own spheres of influence? When we each make small changes from a place of authentic care and compassion for our students, we can impact the students we directly serve. And that impact will ripple out in ways we can only begin to imagine.

Minimalism involves getting clear about our most essential values and letting go of what does not align with those essential values. What might that look like in our work on campus? Perhaps there are policies and assignments to de-clutter. Perhaps it is releasing an obsession about doing everything and doing it perfectly. In our classrooms, what approach to teaching and learning centers adult learning and encourages intrinsic motivation that will last a lifetime? What are the practical tools available to us that can support us in becoming educational minimalists?

Aspects of minimalist education:

- Embodied education---a recognition that content is not the only thing that matters in our courses; bringing our whole selves to meet our whole students.
- Reclaiming our time and our students' time to focus on what is essential.
- Letting go of unnecessary work for ourselves and our students.
- Looking for ways to combine and synthesize content/skills.
- Focus more on critical thinking and less on producing work, especially graded work.
- Begin to opt out of the economy of points/grades.
- Focus on growth.
- Align with highest values and goals to support purpose, joy, and contributing to others.
- Work more effectively, not work harder.

Ideas for Decluttering:

- There are many ways to meet SLOs, including combining SLOs when possible.
- Dump "should" to focus on who we are serving and what they need.
- Let go of unnecessary assignments and the idea that we must assess every concept/skill.
- Let go of deficit mindsets and focus on building from where we are.

Tools to support minimalism

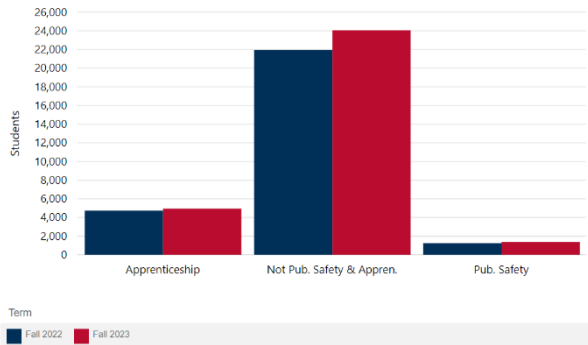
- Professional development and collaboration with colleagues
- AI
- CliftonStrengths Finder---working from our strengths and watching out for our weaknesses
 - <https://www.gallup.com/cliftonstrengths/en/252137/home.aspx>



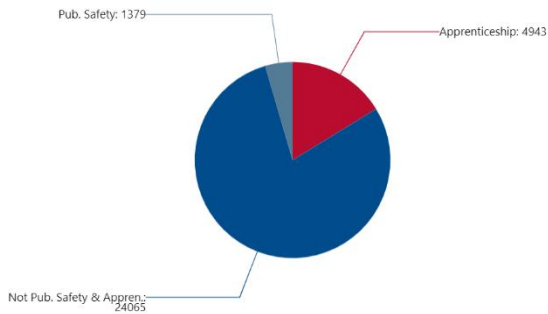
Student Characteristics Summary: Year-over-Year (Fall 23 vs Fall 22)

Student headcount and enrollments increased in Fall 23

In Fall 2023, American River College had a total headcount of 30,373 students, a 9% increase over Fall 2022 (27,873)¹. Growth was observed across the board, in Apprenticeship (from 4,728 to 4,943, up 5%), in Public Safety (from 1,236 to 1,379, up 12%), and at ARC (excluding Appren. and Public Safety (A & PS)), (from 21,916 to 24,065, up 10%), (see right). In Fall 2023, Appren. and Public Safety combined to account for 21% (1 in 5) of ARC's total headcount (unchanged from Fall 22), (see below).



Fall 2023



A similar

pattern emerged for total enrollments (duplicated counts²). In Fall 2023, ARC had 66,105 enrollments, a 10% increase over Fall 2022 (60,202 enrollments). Growth was again observed across the board, in Apprenticeship (from 8,019 to 9,496, up 18%), in Public Safety (from 1,353 to 1,511, up 12%), and at ARC (excluding A & PS), (from 50,830 to 55,098, up 8%). Taken together, in Fall 2023, Apprenticeship and Public Safety combined to account for 16% of ARC's total enrollments (up slightly from 15% in Fall 22).

Importantly, the growth in headcount for ARC (excluding A & PS) represents the first year-over-year growth in fall student headcount in over a decade (growth last occurred in Fall 2012) breaking a streak of 10 straight years of declines, while the growth in enrollments for ARC (excluding A & PS) represents the first growth seen in 5 years (since Fall 2018).

Student characteristics differ between Apprenticeship, ARC (excluding A & PS), and Public Safety Students (Fall 2023)

Apprenticeship

The most common characteristics of Apprenticeship students at ARC include being Male (97%), Latinx (62%)³, an adult learner (25+) (72%), employed 40 or more hours a week (85%), taking classes Part-Time (<6 units) (78%), and having an educational goal of earning a certificate (96%). The average course success rate in Apprenticeship is 98%.

ARC (excluding A & PS)

The most common characteristics of ARC students (excluding A & PS) include being Female (56%), a person of color (62%), not an adult learner (<25) (59%), not employed 40 or more hours a week (83%), taking classes Part-Time (<6 units) (44%), and having an educational goal of earning a degree or transfer (80%). Only 1 in 5 students is Full-Time (12 or more units, 20%). The average course success rate at ARC (excluding A & PS) is 72%.

Public Safety

The most common characteristics of Public Safety students at ARC include being Male (70%), White (51%), an adult learner (25+) (92%), employed 40 or more hours a week (91%), taking classes Part-Time (<6 units) (79%), and having an educational goal of updating or acquiring job skills only (79%). The average course success rate in Public Safety is 98%.

¹ All data extracted from [ARC Data-on-Demand \(Precision Campus\)](#).

² As an example, 1 student taking 3 courses would equal 1 headcount and 3 enrollments.

³ The race/ethnicity analyses exclude "Unknowns", which vary across groups, and account for higher percentages in Apprenticeship (5%) and Public Safety (13%) compared to ARC (excluding A & PS) with only 2%. Unknowns are included for ARC Overall (gains/losses chart on the next page).

The table below displays, side-by-side, the most common characteristics for Apprenticeship, ARC (excluding Apprenticeship and Public Safety), and Public Safety students.

The most common...	Apprenticeship	ARC (excluding A & PS)	Public Safety
Gender	Male (97%)	Female (56%)	Male (70%)
Race/Ethnicity status	Latinx (62%)	Person of Color (62%)	White (51%)
Age Group	Adult Learner (25+)- Yes (72%)	Adult Learner- No (<25) (59%)	Adult Learner (25+)- Yes (92%)
Employment status	40 hrs or more- Yes (85%)	40 hrs or more- No (83%)	40 hours or more-Yes (91%)
Full-time/Part-time status	Part-Time, <6 units (78%)	Part-Time, <6 units (44%)	Part-Time, <6 units (79%)
Educational Goal	Earn a certificate (96%)	Earn a degree/transfer (80%)	Update/acquire job skill (79%)

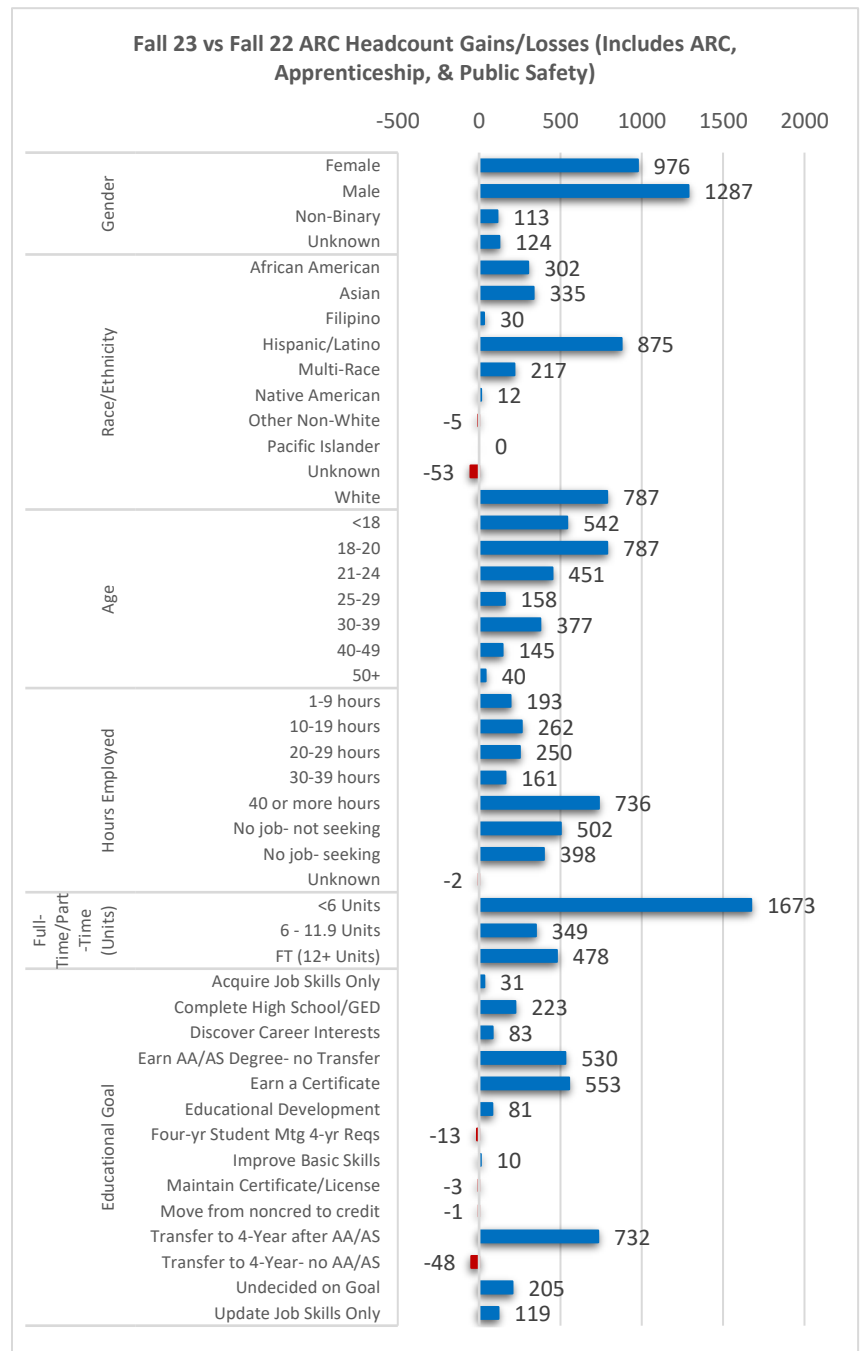
Across all of ARC (including A & PS), year-over-year growth in student headcount was observed in nearly every student characteristic category (all blue bars on the right indicate positive year-over-year growth in student headcount).

The **largest gains in student headcount** in each category were Male students (+1287), Latinx students (+875), 18-20 year old students (+787), students employed 40 hours or more (+736), students taking less than 6 units (+1673), and students with an educational goal of transferring to a 4-year after obtaining an AA or AS degree (+732).

In addition, substantial growth was seen in the under 18 (dual enrollment) age group (+542).

The gains for female students (+976) and students with an educational goal of transferring to a 4-year after obtaining an AA or AS degree (+732) are especially notable as a reversal of prior trends, as these two groups represented the largest losses in headcount just one year ago (comparing Fall 22 to Fall 21, with losses of -789 and -764, respectively).

The **largest percentage increase** for any group with at least a baseline headcount of 100 in Fall 2022 belonged to students with an educational goal of completing high-school/GED (+59%). The majority of these students were dual-enrollment students (94%). In addition, for the second consecutive year, the percentage increase in headcount for Non-Binary students also exceeded 50% (+52%). No other student groups experienced a percentage increase in headcount of over 50%.



Tables below provide additional details about student headcount for Fall 23 vs Fall 22, (includes all ARC, including Apprenticeship & Public Safety).

Gender

Student Headcount - Gender	Fall 2022	Fall 2023	Change	Percent Change
Female	12,986	13,962	976	8%
Male	14,229	15,516	1,287	9%
Non-Binary	217	330	113	52%
Unknown	441	565	124	28%

Student Headcount - Gender (Proportions)	Fall 2022	Fall 2023
Female	47%	46%
Male	51%	51%
Non-Binary	1%	1%
Unknown	2%	2%

Race/Ethnicity

Student Headcount - Race/Ethnicity	Fall 2022	Fall 2023	Change	Percent Change
African American	2,016	2,318	302	15%
Asian	3,283	3,618	335	10%
Filipino	624	654	30	5%
Hispanic/Latino	8,866	9,741	875	10%
Multi-Race	1,691	1,908	217	13%
Native American	145	157	12	8%
Other Non-White	44	39	-5	-11%
Pacific Islander	244	244	0	0%
Unknown	934	881	-53	-6%
White	10,026	10,813	787	8%

Student Headcount - Race/Ethnicity (Proportions)	Fall 2022	Fall 2023
African American	7%	8%
Asian	12%	12%
Filipino	2%	2%
Hispanic/Latino	32%	32%
Multi-Race	6%	6%
Native American	1%	1%
Other Non-White	0%	0%
Pacific Islander	1%	1%
Unknown	3%	3%
White	36%	36%

Age

Student Headcount - Age	Fall 2022	Fall 2023	Change	Percent Change
<18	1,691	2,233	542	32%
18-20	6,950	7,737	787	11%
21-24	5,365	5,816	451	8%
25-29	4,358	4,516	158	4%
30-39	5,716	6,093	377	7%
40-49	2,371	2,516	145	6%
50+	1,422	1,462	40	3%

Student Headcount - Age (Proportions)	Fall 2022	Fall 2023
<18	6%	7%
18-20	25%	25%
21-24	19%	19%
25-29	16%	15%
30-39	21%	20%
40-49	9%	8%
50+	5%	5%

Hours Employed

Student Headcount - Hours Employed	Fall 2022	Fall 2023	Change	Percent Change
1-9 hours	997	1,190	193	19%
10-19 hours	2,529	2,791	262	10%
20-29 hours	3,872	4,122	250	6%
30-39 hours	2,561	2,722	161	6%
40 or more hours	8,781	9,517	736	8%
No job- not seeking	4,723	5,225	502	11%
No job- seeking	4,354	4,752	398	9%
Unknown	56	54	-2	-4%

Student Headcount - Hours Employed (Proportions)	Fall 2022	Fall 2023
1-9 hours	4%	4%
10-19 hours	9%	9%
20-29 hours	14%	14%
30-39 hours	9%	9%
40 or more hours	32%	31%
No job- not seeking	17%	17%
No job- seeking	16%	16%
Unknown	0%	0%

Full-Time/Part-Time Status (Units)

Student Headcount Full-Time/Part-Time (Units)	Fall 2022	Fall 2023	Change	Percent Change
<6 Units	13,772	15,445	1,673	12%
6 - 11.9 Units	9,596	9,945	349	4%
FT (12+ Units)	4,505	4,983	478	11%

Student Headcount Full-Time/Part-Time (Units) (Proportions)	Fall 2022	Fall 2023
<6 Units	49%	51%
6 - 11.9 Units	34%	33%
FT (12+ Units)	16%	16%

Educational Goal

Student Headcount - Educational Goal	Fall 2022	Fall 2023	Change	Percent Change
Acquire Job Skills Only	848	879	31	4%
Complete High School/GED	381	604	223	59%
Discover Career Interests	247	330	83	34%
Earn AA/AS Degree- no Transfer	3,951	4,481	530	13%
Earn a Certificate	5,409	5,962	553	10%
Educational Development	573	654	81	14%
Four-yr Student Mtg 4-yr Reqs	301	288	-13	-4%
Improve Basic Skills	157	167	10	6%
Maintain Certificate/License	175	172	-3	-2%
Move from noncred to credit	19	18	-1	-5%
Transfer to 4-Year after AA/AS	11,994	12,726	732	6%
Transfer to 4-Year- no AA/AS	1,878	1,830	-48	-3%
Undecided on Goal	1,069	1,274	205	19%
Update Job Skills Only	815	934	119	15%

Student Headcount - Educational Goal (Proportions)	Fall 2022	Fall 2023
Acquire Job Skills Only	3%	3%
Complete High School/GED	1%	2%
Discover Career Interests	1%	1%
Earn AA/AS Degree- no Transfer	14%	15%
Earn a Certificate	19%	20%
Educational Development	2%	2%
Four-yr Student Mtg 4-yr Reqs	1%	1%
Improve Basic Skills	1%	1%
Maintain Certificate/License	1%	1%
Move from noncred to credit	0%	0%
Transfer to 4-Year after AA/AS	43%	42%
Transfer to 4-Year- no AA/AS	7%	6%
Undecided on Goal	4%	4%
Update Job Skills Only	3%	3%

Q0. What is the primary Los Rios college at which you teach	Response Count	%
American River College	136	36.9%
Cosumnes River College	68	18.4%
Folsom Lake College	55	14.9%
Sacramento City College	110	29.8%
TOTAL	369	100.0%

Q1. Should students be allowed to use a transfer GE pattern to complete a local AA/AS degree?	Response Count	%
No	40	11.8%
Yes	300	88.2%
TOTAL	340	100.0%

Q2[1]. Please rank the following four options for the new degree requirements in order of preference. [Rank 1]	Response Count	%
Add a 3-unit American Institutions requirement identical to the current area Va, bringing the GE requirements to 24 units total.	56	15.3%
Add a 3-unit Living Skills requirement identical to the current area IIIa and IIIb requirements, bringing the GE requirements to 24 units total.	103	28.1%
Add both a 3-unit Living Skills requirement identical to the current area IIIa and IIIb, and a 3-unit American Institutions requirement identical to the current area Va, bringing the GE requirements to 27 units total.	88	24.0%
Keep the associate degree at 21 units with no additional GE requirements.	119	32.5%
TOTAL	366	100.0%

Q2[2]. Please rank the following four options for the new degree requirements in order of preference. [Rank 2]	Response Count	%
Add a 3-unit American Institutions requirement identical to the current area Va, bringing the GE requirements to 24 units total.	69	21.6%
Add a 3-unit Living Skills requirement identical to the current area IIIa and IIIb requirements, bringing the GE requirements to 24 units total.	116	36.4%
Add both a 3-unit Living Skills requirement identical to the current area IIIa and IIIb, and a 3-unit American Institutions requirement identical to the current area Va, bringing the GE requirements to 27 units total.	69	21.6%
Keep the associate degree at 21 units with no additional GE requirements.	65	20.4%
TOTAL	319	100.0%

Q2[3]. Please rank the following four options for the new degree requirements in order of preference. [Rank 3]	Response Count	%
Add a 3-unit American Institutions requirement identical to the current area Va, bringing the GE requirements to 24 units total.	143	46.6%
Add a 3-unit Living Skills requirement identical to the current area IIIa and IIIb requirements, bringing the GE requirements to 24 units total.	84	27.4%
Add both a 3-unit Living Skills requirement identical to the current area IIIa and IIIb, and a 3-unit American Institutions requirement identical to the current area Va, bringing the GE requirements to 27 units total.	51	16.6%
Keep the associate degree at 21 units with no additional GE requirements.	29	9.4%
TOTAL	307	100.0%

Q2[4]. Please rank the following four options for the new degree requirements in order of preference. [Rank 4]	Response Count	%
Add a 3-unit American Institutions requirement identical to the current area Va, bringing the GE requirements to 24 units total.	47	15.9%
Add a 3-unit Living Skills requirement identical to the current area IIIa and IIIb requirements, bringing the GE requirements to 24 units total.	17	5.7%
Add both a 3-unit Living Skills requirement identical to the current area IIIa and IIIb, and a 3-unit American Institutions requirement identical to the current area Va, bringing the GE requirements to 27 units total.	107	36.1%
Keep the associate degree at 21 units with no additional GE requirements.	125	42.2%
TOTAL	296	100.0%

Q3. What is the primary discipline in which you teach?	Response Count	%
ENGLISH	33	8.8%
HUMAN CAREER DEVELOPMENT	23	6.1%
COUNSELING	22	5.9%
MATHEMATICS	19	5.1%
BIOLOGY	17	4.5%
HISTORY	17	4.5%
KINESIOLOGY	15	4.0%
NUTRITION AND FOODS	15	4.0%
ESL	12	3.2%
PSYCHOLOGY	12	3.2%
COMMUNICATION STUDIES	10	2.7%
BUSINESS	9	2.4%
CHEMISTRY	9	2.4%
EARLY CHILDHOOD EDUCATION	9	2.4%
ANTHROPOLOGY	8	2.1%
COMPUTER INFO SCI SECURITY	8	2.1%
LIBRARY	8	2.1%
OTHER	8	2.1%

SCIENCE	8	2.1%
CTE	7	1.9%
ACCOUNTING	6	1.6%
ART	6	1.6%
KHA	6	1.6%
PHYSICS	6	1.6%
SOCIOLOGY	5	1.3%
ETHNIC STUDIES	4	1.1%
GEOLOGY	4	1.1%
PHILOSOPHY	4	1.1%
THEATRE ARTS	4	1.1%
ART HISTORY	3	0.8%
AUTOMOTIVE TECHNOLOGY	3	0.8%
HEALTH EDUCATION	3	0.8%
MECHANICAL ELECTRICAL TECH	3	0.8%
NURSING	3	0.8%
POLITICAL SCIENCE	3	0.8%
ADMINISTRATION OF JUSTICE	2	0.5%
ART NEW MEDIA	2	0.5%
DANCE	2	0.5%
ECONOMICS	2	0.5%
ENGINEERING	2	0.5%
FIRE TECHNOLOGY	2	0.5%
GEOGRAPHY	2	0.5%
HOSPITALITY MANAGEMENT	2	0.5%
ALLIED HEALTH	1	0.3%
ASTRONOMY	1	0.3%
CANTONESE	1	0.3%
DENTAL HYGIENE	1	0.3%
DESIGN TECHNOLOGY	1	0.3%
DIGITAL DESIGN	1	0.3%
ELECTRONICS TECHNOLOGY	1	0.3%
FITNESS	1	0.3%
HEALTH INFORMATION TECHNOLOGY	1	0.3%
HUMANITIES	1	0.3%
IMAGING	1	0.3%
JAPANESE	1	0.3%
JOURNALISM	1	0.3%
LEARNING RESOURCE CENTER	1	0.3%
MARKETING	1	0.3%
MEDICAL ASSISTING	1	0.3%
MUSIC	1	0.3%
PEOPLE CULTURE AND SOCIETY	1	0.3%
PHYSICAL THERAPIST ASSISTANT	1	0.3%
REAL ESTATE	1	0.3%
RELIGIOUS STUDIES	1	0.3%
SOCIAL WORKHUMAN SERVICES	1	0.3%
SPANISH	1	0.3%
SPEECHLANGUAGE PATHOLOGY	1	0.3%
WOMEN AND GENDER STUDIES	1	0.3%
WORK EXPERIENCE	1	0.3%
TOTAL	374	100.0%

Q4. Are you:	Response Count	%
Full-Time Faculty	261	70.2%
Long-Term Temporary (LTT) Faculty	7	1.9%
Part-Time (Adjunct) Faculty	104	28.0%
TOTAL	372	100.0%

LRCCD Office of Institutional Research: Spring 2024

Codebook

Codes Response Option

- 1.0 Add a 3-unit American Institutions requirement identical to the current area Va, bringing the GE requirements to 24 units total.
- 2.0 Add a 3-unit Living Skills requirement identical to the current area IIIa and IIIb requirements, bringing the GE requirements to 24 units total.
- 3.0 Add both a 3-unit Living Skills requirement identical to the current area IIIa and IIIb, and a 3-unit American Institutions requirement identical to the current area Va, bringing the GE requirements to 27 units total.
- 4.0 Keep the associate degree at 21 units with no additional GE requirements.

Patterns by Discipline (>10 respondents per discipline only)

Discipline	Q2[1]. Please rank the following four options for the new degree requirements in order of preference. [Rank 1]	Response Count	%	Notes
BIOLOGY	1	2	11.8%	
BIOLOGY	2	4	23.5%	
BIOLOGY	3	5	29.4%	
BIOLOGY	4	5	29.4%	
BIOLOGY		1	5.9%	
COMMUNICATION STUDIES	1	1	10.0%	
COMMUNICATION STUDIES	2	3	30.0%	
COMMUNICATION STUDIES	3	4	40.0%	
COMMUNICATION STUDIES	4	2	20.0%	
COUNSELING	1	2	9.1%	
COUNSELING	2	5	22.7%	
COUNSELING	3	6	27.3%	
COUNSELING	4	7	31.8%	
COUNSELING		2	9.1%	
ENGLISH	1	4	12.1%	
ENGLISH	2	9	27.3%	
ENGLISH	3	12	36.4%	The largest group (36.4%) of English faculty favored adding both requirements, but large groups also favored living skills only or no additions.
ENGLISH	4	8	24.2%	
ESL	1	1	8.3%	
ESL	2	5	41.7%	41.7% of ESL respondents ranked adding living skills only first.
ESL	3	2	16.7%	
ESL	4	4	33.3%	33.3% of ESL respondents favored no additions.
	1			

HISTORY	1	14	82.4%	
HISTORY	3	3	17.6%	
HUMAN CAREER DEVELOPMENT	1	1	4.3%	
HUMAN CAREER DEVELOPMENT	2	10	43.5%	HCD faculty were also in favor or living skills or nothing at all.
HUMAN CAREER DEVELOPMENT	3	3	13.0%	
HUMAN CAREER DEVELOPMENT	4	8	34.8%	
HUMAN CAREER DEVELOPMENT		1	4.3%	
KINESIOLOGY	2	10	66.7%	66.7% of kinesiology faculty favored adding living skills only.
KINESIOLOGY	3	4	26.7%	
KINESIOLOGY	4	1	6.7%	
MATHEMATICS	1	2	10.5%	
MATHEMATICS	2	4	21.1%	
MATHEMATICS	3	3	15.8%	
MATHEMATICS	4	10	52.6%	52.6% of math faculty rank no additional requirements first.
NUTRITION AND FOODS	2	10	66.7%	66.7% of nutrition faculty favor adding living skills only.
NUTRITION AND FOODS	3	3	20.0%	
NUTRITION AND FOODS	4	2	13.3%	
PSYCHOLOGY	1	3	25.0%	
PSYCHOLOGY	2	4	33.3%	
PSYCHOLOGY	3	3	25.0%	
PSYCHOLOGY	4	2	16.7%	

GE Requirements – Faculty Survey Highlights

Response Rate:

- - 2189 survey invites were emailed to faculty across the district; 471 surveys were submitted for a 21.5% response rate overall
 - Note that some faculty submitted surveys but did not complete the survey/did not answer all questions

By college:

- - 36.9% of responses were from ARC faculty
 - 29.8% of responses were from SCC faculty
 - 18.4% of responses were from CRC faculty
 - 14.9% of responses were from FLC faculty

Q1: Should students be allowed to use a transfer GE pattern to complete a local AA/AS degree?

- - 88.2% of respondents answered “Yes”

Q2: This question was a rank order question asking faculty to rank four options for the new degree requirements in order of preference.

Rank Order 1:

- - **“Keep the associate degree at 21 units with no additional GE requirements”** was ranked as the **number one response by 32.5% of respondents**
 - **“Add a 3 unit Living Skills requirement** identical to the current area IIIa and IIIb requirements, bringing the GE requirements to 24 units total” was ranked as the **number one response by 28.1%** of respondents

Rank order 2:

- - **“Add a 3 unit Living Skills requirement** identical to the current area IIIa and IIIb requirements, bringing the GE requirements to 24 units total” was ranked as the **second top response by 36.4%** of respondents

Rank order 3:

-

- “Add a **3-unit American Institutions requirement** identical to the current area Va, bringing the GE requirements to 24 units total” was the **third top response** by **46.6%** of respondents

Rank Order 4:

- - “**Keep the associate degree at 21** units with no additional GE requirements” was **ranked fourth** by **42.2%** of respondents.

Q3: What is the primary discipline in which you teach?

Note this was an open ended question and responses were entered by those faculty who responded to the question; LRCCD OIR developed a query to try and map the responses as best as we were able. But due to naming conventions, abbreviations etc not all disciplines could be aggregated. The attached contains the full list of responses.

Top 5 disciplines:

- - English: 8.8% of responses
 - Human Career Development: 6.1% of responses
 - Counseling: 5.9% of responses
 - Mathematics: 5.1% of responses
 - Biology: 4.5% of responses
 - History: 4.5% of responses

Faculty FT/PT:

- - 70.2% of respondents were full-time faculty
 - 28.0% were part-time/adjunct