

4/11/24 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 MINUTES

Preliminaries

1. Call to Order
2. Approval of the Agenda - Approved
3. Approval of the Minutes - Approved
4. Introduction of Guests - Guests included: Alisha Szutowicz, Michelle Salluzzo, Anne Gilman, Tressa Tabares, Aaron Bradford
5. Public Comment Period (3 minutes per speaker)

Comment that process of requesting professional development funds has been difficult and frustrating, especially getting the dean's signature to get permission to cross state lines.

Comment on behalf of Poli Sci department to express concerns about GE conversations that have taken place in Senate. They ask that the question should be "what is the essential content to a college education?" Poli Sci department encourages Senate to review the competencies to make sure the legislature did not miss anything essential.

Comment shared that ARC student senators expressed to the Chancellor that they did not support AB 1705 and that the Chancellor responded they held that opinion because they're being informed by Academic Senate.

6. President's Report

- [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 approximately 1 PM - 2:45 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.
- [Cultural Celebrations](#)

- Pride Prom - Tomorrow - 7-10pm
- ARC Space Utilization Study ([please see supplemental materials](#))
 - There will be listening sessions with faculty on Tuesday, April 16th in person (11am - 1pm).
 - 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.
- Ken Deibert Award
- Portable Village Project Team needs 1 or 2 representatives from PCS First meeting Friday, April 12. (Contact Brian)
- [Plenary Resolutions](#)
- AI documents for future discussion.
 - [Responsible use of AI](#)
 - [AI Resolution / Guidelines](#)
 - [Academic Honesty - Cerritos College](#)
 - [Senate Resolution - Cerritos College](#)
- [Open Committee Positions](#)

Consent Items

7. Approval of Remote Attendees - Approved

Action Items (10 minutes per item)

8. Distance Ed. Committee Charter (2nd Read)

Suggested that we need to know how often the committee should meet.

Reports (5-10 minutes per item)

9. Senate Elections (Alisa Shubb)

Message went out about the positions. Brian Knirk is nominated for position of President. Veronica Lopez is nominated for position of Vice President. You can nominate yourself. We accept nominations up to 96 hours before the next senate meeting.

Comment that this is a great opportunity to serve faculty and students.

There are currently no nominations for the secretary position and it is a great opportunity to begin learning about senate leadership.

10. Center for Teaching & Learning (CTL) (Marianne Harris) – please see presentation in [supplemental materials](#).

Shared that:

CTL intentionally worked to bring equity professional development to STEM departments.

Currently looking for a new CTL director.

Application for LINE institute available.

Interest expressed in offering different levels of engagement.

Need to center:

- a disability justice lens
- sovereignty framework
- The experiences and expertise of faculty/staff of color

Theme for Fall Flex: ["Becoming a Minimalist Educator"](#)

11. Career and Pathways Support Services (CAPSS) (Derrick Booth & Raquel Arata)

Two teams under CAPSS umbrella, CAPSS and WEXP.

Current services:

- Events and connections with employers and internships
- Career Resources: Career Assessments
- Job search, intern search, resume, and interview assistance
- WEXP courses

Piloting rotation of CAPSS staff at HomeBases.

Recognize that career advising and exploration lies with Counseling.

Inquiry if there is any counseling fte allocated to this. There is not. Inquiry as to who is walking students through assessment tools like PathwayU, if not counselors?

Concern expressed that we have these assessment tools available to anyone, when this is the purview of counselors.

Noted that CAPSS lost space in Welcome and Support Center and that impacted their ability to do the work they wanted to do, because they were figuring out how to do what they needed to do with the available space.

Desire expressed for collaboration between CAPSS and roadmaps.

Listening sessions will take place in the near future. Desire expressed that dates be shared at least two weeks in advance.

Inquiry as to how Counseling is not integrated into this program. Response that they are working with what had taken place in the past and are asking now about how to move forward.

Concern expressed that it feels like everyone feels like they can do counseling.

Stated that counselors should be embedded in this program.

Vivian Dillon offered to discuss this topic more with anyone who has questions.

Asked that we keep in mind that counseling is both in and outside of the classroom.

12. Council reports (written)

a. Student Success – please see Board Goals Midyear Update in supplemental materials

13. Committee reports

a. Program Review (Veronica Lopez) Discussion (10-15 minutes per item)

Concluded 23-24 program review presentations. Presentations were phenomenal. Theme that stood out was programs building community and giving students what they need to be successful.

Suggested that presentations be recorded.

Suggested that presenters may have benefited from more time to present.

Looking for CE faculty to work on making program review questions more meaningful for CE programs.

14. GE Pattern Recommendation

- Los Rios Policy [P-7241](#) (Current "Local" GE and graduation requirements)
- [Title 5, Section 55060](#) (California Code of Regulations Relating to Associate Degree Requirements)
- [Cal-GETC Standards](#) (from ICAS)

[Data](#) shared on who is affected by the New GE Pattern decisions.

Nearly $\frac{2}{3}$ of these students are 25 or older. Only taking a few classes each semester. 84% taking less than 12 units. 60% are low income or below poverty.

Shared that there was feedback from fashion students that they were opposed to adding required units.

Concern expressed that not having a living skills requirement may negatively impact some students' ability to do internships.

Desire expressed that we not pressure students to be done in 2 years. That may not be realistic for many students or programs.

Reminder that this is only for students pursuing local degrees with no intent to transfer.

Interest expressed in creating well rounded citizens.

Reminder that a lot of these students are older, more likely to be 35 than 19.

Interest expressed in hearing what core competency senators believe that students would get from taking American Institutions.

Concern expressed that removing the living skills requirement will make it harder for students to figure out what they want to do.

15. Report Back (Feedback from College Areas) - not discussed at this time.

a. Open Issues from any Previous Agenda Item

16. Report Out (Information from District Meetings and Other Areas) - not discussed at this time.

a. District Academic Senate and District Meetings

b. Other Areas

17. Items from College Areas for Academic Senate Consideration Upcoming Meetings •

Academic Senate: Thursday, 4/25 3:00 PM – (ARC Board Room) • District Academic Senate:

Tuesday, 4/16 3:00PM (District Admin Conf. Room)

Supplemental Materials

2024 Cultural Celebrations for Graduates

[Asian Pacific Islander \(API\) Scholars Rising Ceremony](#)

Saturday, May 4, 10:00 a.m. to 1:00 p.m. - [American River College; Student Center](#)

The API Scholars Rising Ceremony celebrates the accomplishments of students of Asian and Pacific Islander descent who have earned a certificate and/or degree in the current academic year and/or are transferring to a four-year university.

Celebration of Excellence and Achievement for Students of African Descent

Friday, May 10, 6:30 to 8:30 p.m. - **Center of Praise Ministries** and live-streamed

The annual Celebration of Excellence & Achievement for Students of African Descent (COEA) recognizes students receiving degrees/certificates and/or transferring to four-year universities.

Honrando a Nuestros Estudiantes (Honoring Our Students) Celebration

Tuesday, May 14, 5:00 to 7:00 p.m. - **FLC Main Campus, Harris Center for the Arts**

The annual Latinx Recognition Ceremony, Honrando a Nuestros Estudiantes (Honoring Our Students), celebrates the accomplishments of students who have earned a certificate and/or degree in the current academic year or are transferring to a four-year university.

Lavender Celebration

Friday, May 3, 4:00 to 6:00 p.m. - **American River College: Cafeteria**

The annual Lavender Celebration celebrates the accomplishments of LGBTQIA+ students graduating from Los Rios colleges.

Los Rios Native Celebration and Transfer Honoring Ceremony

Friday, May 10, 6:00 to 9:00 p.m. - **FLC Main Campus, Community Room, Aspen Hall FL1-20**

Los Rios Native American Celebration honors Los Rios student graduates of Native American descent.

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>

Who Is Affected at ARC by the New GE Pattern Decisions?

(All data from the Data-On-Demand system, looking at Fall 2023 headcounts)

Students earning a local AA/AS degree, not intending to transfer

Filters: educational goal = earn AA/AS – no transfer (doesn't change significantly if you include or exclude Apprenticeship & Public Safety)

- **Gender:** 61% female, 36% male, 3% non-binary or unknown
- **Age:** 63% are 25 or older (largest group 30-39); 37% are under 25
- **Race/Ethnicity:** 40% white, 26% Hispanic/Latino, 12% Asian, 10% African American
- **Units Taken:** 38% under 6 units, 43% 6-11.9 units, 14% 12-14.9 units, 4% 15+ units
- **Hours Employed:** 36% no job, 4% 1-9 hrs, 9% 10-19 hrs, 16% 20-29 hrs, 12% 30-39 hrs, 22% 40+ hrs
- **Poverty Level:** 35% below poverty level, 25% low but above poverty level, 31% middle & above, 9% unknown

Students intending to transfer

Filters: educational goal = transfer to 4-year after AA/AS; transfer to 4-year – no AA/AS; 4-year student meeting 4-year reqs (excluding Apprenticeship & Public Safety)

- **Gender:** 55% female, 42% male, 3% non-binary or unknown
- **Age:** 33% are 25 or older; 67% are under 25 (largest group 18-20)
- **Race/Ethnicity:** 36% white, 27% Hispanic/Latino, 15% Asian, 9% African American

- **Units Taken:** 37% under 6 units, 37% 6-11.9 units, 18% 12-14.9 units, 8% 15+ units
- **Hours Employed:** 39% no job, 5% 1-9 hrs, 13% 10-19 hrs, 19% 20-29 hrs, 11% 30-39 hrs, 13% 40+ hrs
- **Poverty Level:** 29% below poverty level, 23% low but above poverty level, 36% middle & above, 13% unknown

ARC Academic Senate Roster			Updated		
Formally known as	Area (as of Fall 2023)	Senator	Adjunct/FT	Term End	
	Arts	Dyanne Marte (Fashion)	Full-time	2026	Present
	Arts	Linda Gelfman (Art)	Full-time	2024	Absent
	Arts	Diane Lui	Adjunct	2023	Absent
	Arts	<i>Unfilled</i>	Full-time	2025	
	Arts		Alternate Full-Time		
	Arts		Alternate Adjunct		
Business & Computer Sciences	Business	Brian Rosario	Full-time	2026	Absent
	Business	Tak Auyeung (CSIT)	Full-time	2025	Present
	Business	Kahkashan Shaukat (CSIT)	Full-time	2024	Present
	Business	Christian Speck	Adjunct	2023	Present
		Damon Antos	Alternate Full-Time		
	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	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		Absent
	Career Education, Workforce, Public Service, & Apprenticeship		Alternate Adjunct		
Counseling	Counseling	Kim Herrell	Full-time	2026	Absent
	Counseling	Joyce Fernandez	Adjunct	2024	Absent
	Counseling	Mayra Mireles-Tijero	Full-time	2026	Present
	Counseling	Carmelita Palomares	Full-time	2025	Present
	Counseling		Alternate Full-Time		
	Counseling		Alternate Adjunct		

English	English	Valerie Bronstein	Adjunct	2023	Present
	English	Michaela Cooper	Full-time	2026	Approved Remote
	English	Caroline Prieto	Full-time	2024	Present
	English	Gina Barnard	Full-time	2025	Absent
	English	Melissa Diaz	Alternate Full-Time		
	English		Alternate Adjunct		
Health & Education	Health & Education	Rob Juner	Full-time	2026	Approved Remote
	Health & Education	Jen Kirkman	Full-time		Absent
	Health & Education	Susan Chou (NUT)	Full-time	2024	Approved Remote
	Health & Education	Unfilled	Adjunct		
	Health & Education		Alternate Adjunct		
	Health & Education	John Coldiron	Alternate Full-Time		
Kinesiology & Athletics	Kinesiology & Athletics	Eric Black	Full-time	2024	Absent
	Kinesiology & Athletics	Unfilled	Full-time		
	Kinesiology & Athletics	Unfilled	Full-time		
	Kinesiology & Athletics	Unfilled	Adjunct		
	Kinesiology & Athletics		Alternate Full-Time		

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

	Manufacturing, Construction & Transportation	Ben French	Full-time	2026	Absent
	Manufacturing, Construction & Transportation		Alternate Full-Time		
	Manufacturing, Construction & Transportation		Alternate Adjunct		
Behavioral & Social Sciences	People, Culture & Society	Lauren Chavez (Anthro)	Adjunct	2024	Present
	People, Culture & Society	Robin Akawi (Psy)	Full-time	2026	Present
	People, Culture & Society	<i>Unfilled</i>	Full-time	2024	
	People, Culture & Society	Ricardo Caton (History)	Full-time	2025	Approved Remote
	People, Culture & Society	<i>Unfilled</i>	Alternate Full-Time		
	People, Culture & Society	Ellen Bowden (Anthro)	Alternate Adjunct		
Mathematics	STEM - Math	Deborah Gale	Adjunct	2024	Present
	STEM - Math	Rocio Owens	Full-time	2026	Present
	STEM - Math	Adrienne Avila	Full-time	2024	Present
	STEM - Math	Sonya Reichel	Full-time	2025	Present
	STEM - Math	Lana Anishchenko	Alternate Full-Time		Absent
	STEM - Math		Alternate Adjunct		

Science & Engineering	STEM - Science	Mihaela Badea-Mic	Adjunct	2025	Absent
	STEM - Science	Glenn Jaecks (Earth Science)	Full-time	2025	Absent
	STEM - Science	Charles Thomsen (Science)	Full-time	2024	Absent
	STEM - Science	Mike Holmes (Bio)	Full-time	2025	Absent
	STEM - Science		Alternate Full-Time		
	STEM - Science		Alternate Adjunct		
Student Support Services	Student Support Services	Judith Valdez	Full-time	2024	Absent
	Student Support Services	<i>Unfilled</i>	Adjunct		
	Student Support Services	Arthur Jenkins	Alternate Full-Time		Present
	Student Support Services		Alternate Adjunct		
	Officers	Brian Knirk		President	Present
	Officers	Veronica Lopez		Vice President	Present
	Officers	David McCusker		Secretary	Present
	Officers	Alisa Shubb		Past President	Present
	Liaison			Program Review & ASCCC Liaison	
	Liaison	Kate Williamson		Open Educational	Absent

				Resources Liaison	
	Liaison			Classified Senate	
		Aaron Bradford		Curriculu m	Approve d Remote
		Jeff Sacha		Program Pathways	

February 2023

Los Rios CC District Space Utilization Study

ARC Leadership Kick Off Session



AMERICAN RIVER COLLEGE
LOS RIOS COMMUNITY COLLEGE DISTRICT

Steelcase
Applied Research + Consulting

Space Utilization Study

Inform Facilities Master Plan by considering:

- Learning Model Evolution – Physical & Virtual Implications
- Faculty - Hybrid Potential
- Staff and Administrative - Hybrid Potential
- Student Experience – Community and Learning Environments

Experience Model

A **strategic** and **holistic** approach to the physical environment results in the best **student** and **employee experience** and **organizational performance**.



Experience Drivers:
Process and Culture help drive ambitions.

Experience Enablers:
Tools and Space enable the change.

Draft Central Question

How might we evolve our College
to **inspire** a **diverse** body of **Students**
to **achieve** their **goals**,
provide a **best-in-class** service experience,
support the **evolving instructional modality mix** and
enable the **effective transition** to “**hybrid**” work
for **Faculty, Staff** and **Administrators**,
while **enhancing** the overall **effectiveness** of the College?

Activities

Understand ARC Faculty, Classified Professionals and Student patterns today and in the future through data gathering methods that include:

- Kick-off session with ARC Leaders
- Leader Interviews and Workshop - understand perspective and key needs
- Classroom Study – in-person & virtual implications of new patterns
- Experience Surveys – gather data from all ARC groups
- Work Modes Study (Classified Professionals only) - understand work patterns
- Observation Study - understand how space is utilized and structured
- Workshops - connect with Faculty, Classified Professionals and Students



Next Steps

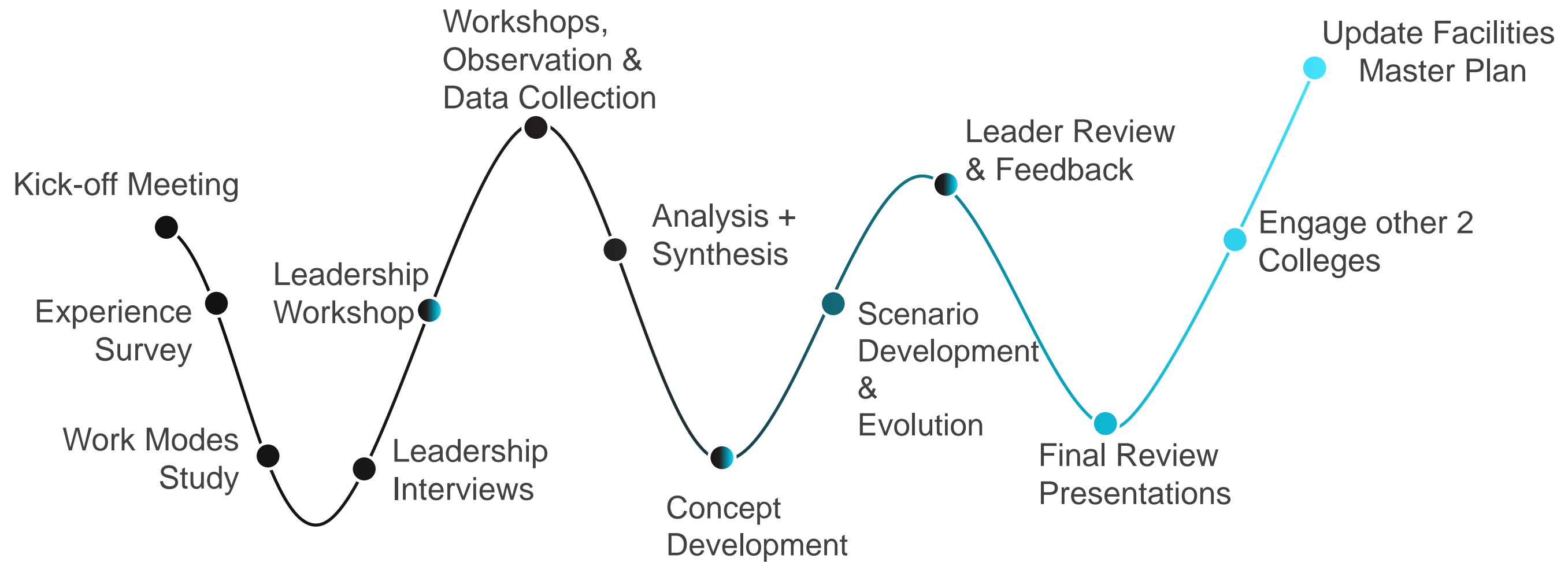
Understand ARC Faculty, Critical Path Items - goal is for all data collection complete by end of April

- Classroom scheduling and utilization data
- Survey population data – Faculty, Classified Professionals and Students
- Observation study – classroom list and floor plans
- Leadership interviews and workshop – ID participants & schedule
- Workshops for Faculty, Classified Professionals and Students – ID participants and schedule

Need owners for each item above



Engagement Flow



Steelcase

Applied Research + Consulting

2023-24 Center for Teaching and Learning (CTL) Annual Report

Prepared by:

Christina Wagner

Marianne Harris

Victor Zarate

Sonya Reichel

Pamela Chao

Jenifer Laflam

and Jeff Sacha



AMERICAN RIVER COLLEGE

Recap of 2023-24

Collaboration and Relationship Building

Intentionally Bringing Equity PD to STEM Departments

Expanding CTL's Sphere of Influence

- Website redesign & reconfiguration of FLEX/PD schedule (Shane Spencer, Digital Communications Specialist)
- Biweekly conversations w/ Pres Cardoza
- Counseling
- Academic Senate
- Student groups (LINE Institute and Black Student Success Week)
- Management (community of practice)
- Bridge the Gap (faculty, staff, managers)

Feedback and Challenges

Advisory Group Feedback & “Closing the Loop”

- Create different levels of engagement around equity work
- Closing the loop is very important (DI team reports, our advisory committee, feedback from workshops)
- Potential “perception problem”
- Need to center:
 - Disability justice lens
 - A sovereignty framework
 - The experiences and expertise of faculty/staff of color

Attendance and Modality: Overcoming the Silo

- Building trust to create more authentic collaboration with different groups on campus



Outlook for 2024-25

Interest in continuing/increasing supporting AUP and PR

- CTL will have a rep on the PR committee
- Hope to continue both training and producing department/area reports through an equity lens

Continue to take PD where it is needed

- New CTL Staff
- Emerging issues, concerns, and topics
 - AI, State legislation, dual enrollment
- Building personal relationships
- Learning INnovation & Equity (LINE) Institute
 - Equity 101-type programming
 - Opens up space and resourcing for CTL to focus on affinity groups, communities of practice, and more targeted PD opportunities

Fall 2024 FLEX Week Theme

- “Becoming a Minimalist Educator” (see attachment)



Institutional Support

The challenge of relational work and collaboration

- A lot goes on behind the scenes and “productivity” doesn’t always capture this



Board Goals Midyear Update Timeline

- Student Success Council 1st Reading: March 5 2024
- Student Success Council Approval: March 19, 2024
- Review by Academic Senate: April 11, 2024
- Submit to Board: May 8, 2024

BOARD GOAL1:

Expand the colleges Strategic Enrollment Management Plans to include: A specific implementation plan for dual enrollment with a focus on justice-involved, foster youth, LGBTQIA+ and other disproportionately impacted (DI) students and the goal of increasing certificate, associate, and Associate Degree for Transfer (ADT) attainment.

Rationale: The Los Rios Strategic Enrollment Management Plan should include details about plans to expand enrollments of disproportionately impacted populations including dual enrollment, given the alignment with these populations and our equity-informed access and success goals.

Los Rios Strategic Plan Goal 1: Establish effective pathways that optimize student access and success.

Metrics for Evaluation of Progress/Success for Goal 1:

- Colleges will expand Equity-Informed Strategic Enrollment Management Plans to include specific implementation plans for groups identified in Board Goal
- Expected Delivery of expanded Equity-Informed Strategic Enrollment Management Plans--End of Spring 2024
- Existing initiatives will be accelerated, scaled, or maintained

Mid-Year Update: This work is taking place at the college level. The colleges are on track to have the updated plans by the end of the upcoming Spring semester.

ARC RESPONSE

Previous Planning:

In 2022-23, ARC approved the [LRCCD Strategic Plan Aligned Indicators of Achievement](#) through its Governance Process. On March 24, 2023, ARC sent [Priority of Indicators of Achievement for Strategic Enrollment Management](#) to support our achievement of Goal 1 on the LRCCD Strategic Plan. These Priority Indicators for SEM expand on the approved Strategic Plan and provide metric goals for increasing access in **dual enrollment** (see page 2).

In 2022-23, ARC approved the [LRCCD Strategic Plan Strategic Goals and ARC Strategies](#). Under Goal 1, the second strategy is “Continue to build and support a quality, equity-driven dual

enrollment program in partnership with K-12 school districts in our service area.” Under Goal 2, the third strategy is “Develop course schedules that reduce obstacles to completion by aligning course offerings with Program Roadmaps, and by coordinating schedules across instructional areas to reduce conflicts and overlaps.” Under Goal 3, the first strategy is “Continue to implement the recommendations of the African American, Latinx, Native American, Asian Pacific Islander, and LGBTQIA+ Disproportionate Impact Project Teams.”

In February 2020, ARC approved its [Strategic Enrollment Management Team Project Team Report](#) which identifies general SEM and scheduling guiding principles, aspirational goals, and next steps to address equity gaps.

Overview:

- Dual Enrollment at ARC has grown extensively in the past few years. In 2021 this program was offering 20 total class sections, and only in the online format; today we have 67 sections scheduled serving 1700 distinct students (2061 enrollments) both in-person (3%) and online (97%).
- Currently have CCAP agreements with Twin Rivers, San Juan, and Natomas USDs, as well as with a number of local charter schools. Each partner must offer at least two (2) dual-enrollment courses as part of the agreement.
- All classes offered are transferrable, and part of a local AS degree (A.S. in General Science). The intent is that students can complete the program and get both a HS Diploma and AS Degree upon graduation: two (2) students from Twin Rivers – our pilot for this program – graduated with their AS in this way this Spring.
- Students have teacher facilitators at their local high schools, but also have access to tutors and success coaches through ARC (both Main Campus and Natomas).
- Have recently begun offering in-person classes before and after the regular school day (“Zero Period” and “Seventh Period”) at the Natomas Center.
- Outreach and retention are supported by presentations to the schools and parent involvement, but ultimately students are referred to the program by high school counselors. There are no requirements (except for Math and English prerequisites) for the program.

Growth Opportunities

General:

- Some High Schools (especially charters) are now requiring 1-3 college courses to graduate, which will increase demand for this program overall.
- Development of “Summer Bridge” programs will open opportunities for summer instruction. This will increase overall capacity, since faculty availability during the regular term is a limiting factor right now.

Justice-Involved Students:

- Currently the Rising Scholars program for formerly-incarcerated students is contacted when students are released from local youth detention facilities (YDFs). Typically these students are no longer minors when released, and no longer eligible for Dual Enrollment.

However, we are working on a partnership with El Centro Jr./Sr. High School to better support these students as they transition out of the YDF into the college community.

- A true Dual Enrollment experience in a YDF would require more of an in-person presence. Our expansion into face-to-face offerings makes this more plausible, but would likely be more successful through our Prison Re-entry and Education Program (PREP), which is already has experience with supporting face-to-face instruction in correctional facilities.

Foster Youth:

- On-campus resources for foster youth are available to all Dual Enrollment students as well, and are actively advertised as part of the program. The foster status of a student is typically self-reported, however, limiting our ability to target this population directly.

LGBTQIA+:

- Many Dual Enrollment policies (like being able to change one's name in Canvas without parental permission) are considered more LGBTQIA+-friendly than equivalent High School policies, making this program more attractive to some members of this community.
- A similar model to what we're developing to support student learning communities (see below) can be adapted to LGBTQIA+ student groups, such as PRIDE. What is learned in pilot programs to support Umoja and Puente can be adapted for this community in future semesters.

Other DI Students:

- The program is currently partnering with learning communities at the high schools (e.g. Umoja, Puente and PRISE) to develop specific pathways for these students. This involves expanding to new degrees, like a Social Justice Studies program at Westlake Charter and ESL pathway for the Gateway Community Charter District, which are more appealing to students in those communities. Students from multiple schools can be combined into a single class to support enrollment.
- The program is working with our local learning communities to identify faculty that can best support these students, to ensure ongoing success for this partnership.

Certificate and Degree Attainment:

- Currently all courses apply to the A.S. in General Science, and two students have completed all requirements and been awarded this degree upon graduation from high school.
 - Other degrees and pathways are currently in development:
 - ADT in Social Work
 - ADT in Business
-

BOARD GOAL 3:

Develop a comprehensive Guided Pathways implementation plan that focuses on Adult Learners who have identified transfer or career education as their goal.

Rationale: Focusing on access and success metrics for Adult Learners, who are a vital part of our regional workforce and Los Rios enrollment strategies.

Los Rios Strategic Plan Goal 1: Establish effective pathways that optimize student access and success.

Metrics for Evaluation of Progress/Success for Goal 3:

- Colleges will expand existing Guided Pathways Plans to specifically include strategies for Adult Learners
- Expected delivery of Guided Pathways Implementation Plans--End of Spring 2024

Mid-Year Update: The colleges are in the process of updating their existing Guided Pathways Plans as instructed. Los Rios is the primary sponsor of Project Attain and has used funds from our K-12 Grant to hire Melanie Dixon as Executive Director of Project Attain. We are on track to deliver the updated plans at the end of the Spring Semester.

ARC RESPONSE

Previous Planning:

In 2022-23, ARC approved the [LRCCD Strategic Plan Aligned Indicators of Achievement](#) through its Governance Process. On March 24, 2023, ARC sent [Priority of Indicators of Achievement for Strategic Enrollment Management](#) to support our achievement of Goal 1 on the LRCCD Strategic Plan. These Priority Indicators for SEM expand on the approved Strategic Plan and provide metric goals for increasing access in **adult learners** (see page 2).

In 2022-23, ARC approved the [LRCCD Strategic Plan Strategic Goals and ARC Strategies](#) through its governance process. Under Goal 2, the third strategy is, "Develop course schedules that reduce obstacles to completion by aligning course offerings with Program Roadmaps, and by coordinating schedules across instructional areas to reduce conflicts and overlaps." Under Goal 3, the first strategy is "Continue to implement the recommendations of the African American, Latinx, Native American, Asian Pacific Islander, and LGBTQIA+ Disproportionate Impact Project Teams."

Also in 2022-23, ARC approved [Strategic Plan Metrics](#) for success, completion, and closing racial equity gaps through its governance process.

In February 2020, ARC approved its [Strategic Enrollment Management Team Project Team Report](#) which identifies general SEM and scheduling guiding principles, aspirational goals, and next steps to address equity gaps.

Overview:

Adult Learners

Adult learners often have complex lives and needs. These needs include Basic needs support due to food and Housing insecurity, transportation challenges, childcare concerns, and healthcare needs. In addition, they are often unfamiliar with possible pathways and may need more assistance aligning their interest with a path to achieve a livable wage. Adult learners may have gaps in knowledge due to long breaks in education and may have anxiety and confidence challenges. A sense of belonging is critical for success in community college.

Adult learners may also have old transcripts and experiences that should be assessed for credit and possible credit for prior learning opportunities. Adult learners may face other institutional barriers, such as old debt and financial concerns (they do not qualify for the Promise grant). The complex lives of adult learners require flexible scheduling options for classes, services, and support. There is also a need for flexible, equitable classroom policies to accommodate the extra challenges adult learners face.

Guide Pathways Plan

The needs of adult learners have been integrated into the guided pathway planning at ARC in the following ways:

- ARC's Strategic Plan was developed under the Guided Pathways Framework and addressed many of the complexities affecting adult learners.
 - Goal #1, students first, is to provide personalized, proactive support to all students, including adult learners, to persist, learn, and succeed. To achieve this goal there were two [Homebase Resource Panels](#) to help build out and design the Homebase concept.
- [HomeBase Resource Panel Report](#) emphasized the need to integrate Homebases into the campus culture. The Homebase serves as a single point of contact for students to get their needs met.
- [HomeBase Resource Panel 2.0 Report](#) emphasized the need to align the Area of interest within the HomeBase structure. This will help all students, including adult learners locate the right supports
- [Open Educational Resources](#) (OER) reduce costs for students. The results on student success have been positive for all student populations except for our Native American Students.

- Pathways Committee has created Program Maps that provide clear pathways for all students, including our adult learners.
- Through the Strategic Enrollment Management Project team report, there were recommendations such as having diverse course offerings including day and evening classes, and offering classes in different modalities. This flexible scheduling allows for schedules that have many additional demands other than school.
- Continue to implement the recommendations of the African American, Latinx, Native American, Asian Pacific Islander, and LGBTQIA+ Disproportionate Impact Project Teams Reports, which will impact the Adult students from those communities.
- The Institutional Equity Plan and The Professional Development Plan focus on developing staff and supporting our diverse student population, including adult learners.
- ARC has hired Outreach Specialists to help implement the Outreach Plan objectives. There is an intentional effort to include parents and other potential adult learners in all outreach efforts.
- ARC employee Terrell Grant (Outreach specialist) is on Loan for Project Attain.

Next Steps:

- ARC has traditionally served an older population as noted in our Educational Master Plan and serving these students should be one of our focuses. As such the recommendations of ARC Institutional Equity Plan should be applied to adult learners such as:
 - Focusing on Welcoming Adult Learners (pg 13)
 - Prioritizing training and PD focused on working with Adult Learners (pg 13)
 - Having Family inclusive events (pg 13)
 - Provide data on success rates of adult learners in courses (pg 21).
 - Dedicate more space to support Adult learners
 - Space and staffing to maintain and support holistic development. (pg 23)
 - Adapt physical environment to better support student parents (pg 23)
 - Increase planning and training related to bias incidents specifically for adult learners. (pg. 25)
 - Promote Collaborative planning at the department/unit - level regarding adult learners (pg 25)
 - Expand mental health to support adult learners (pg 25)
 - Plan to strategically meet the basic needs of students, including adult learners (pg 25)
 - Enhance onboarding efforts for adult learners (pg 25)
 - ARC is looking forward to working with the different constituency groups on campus to see how we can utilize the Outreach Consultation report created by the Gravenberg Group.
-

BOARD GOAL 4:

Expand the use of Open Educational Resource (OER) materials and increase the number of programs using Zero Cost Textbooks (ZTC).

Rationale: Original statewide ZTC funding resulted in an estimated 800% return on investment, served over 23,000 students and saved them over \$42 million, according to the data collected by pilot institutions. Students experienced higher levels of passing grades and course completions, particularly students from marginalized backgrounds.

Los Rios Strategic Plan Goal 1: Establish effective pathways that optimize student access and success; Los Rios Strategic Plan Goal 2: Ensure equitable academic achievement across all racial, ethnic, socioeconomic, and gender groups. Los Rios Strategic Plan Goal 3: Provide exemplary teaching and learning opportunities.

Metrics for Evaluation of Progress/Success for Goal 4:

- Set college-specific targets based on consistent districtwide definition of metrics
- Set college targets by Fall 2024
- Existing initiatives will be accelerated, scaled, or maintained
- Plan for engagement/consultation

Mid-Year Update: Each of the colleges will set targets based on the culture and processes at the individual colleges. We will keep the Board informed as the college processes move forward and will share the targets when established by each college.

ARC RESPONSE

Previous Planning:

In 2022-23, ARC approved the [LRCCD Strategic Plan Strategic Goals and ARC Strategies](#) through its governance process. Under Goals 2 and 3, one strategy is, “Continue to strategically and equitably expand Open Education Resources.”

Overview:

- Course sections that are ZTC/OER
 - Fall 22: 31.2%
 - Spring 23: 22.89
 - Fall 23: 39.83
 - Spring 24: 25.48

History/Timeline

- **2016**

- AB 1359—CA public colleges must clearly mark course sections with ZTC
- **2017**
 - ARC Receives grant from Chancellor to build OER Awareness and capacity
 - ARC establishes Affordable Learning Materials Committee to educate faculty, engage in PD
- **2021**
 - LRCCD allocates 1,000,000 in HEERF funding to support faculty who want to adopt OER (ARC receives 370k)
- **2022**
 - State allocates \$115 to the CCCs for ZTC grants (TO DO WHAT)--ARC 200k so far
- **2021-2023**
 - ARC OER Award program
 - Stipends, training, and support for faculty who want to adopt OER textbooks
 - District Textbook Affordability Task Force continues to meet
- **2023**
 - District allocates another 1,000,000 to support ZTC OER
 - ARC receives \$327k

Funds Allocated

- 372k HEERF
- 20K CCCCCO ZTC implementation Grant
- 327K LRCCD Program development funds
- 186K Strong workforce ZTC funding
 - Total: 1 million

How funds were used/Results

- OER Award Program & Ongoing Support (Total cost: ~\$470,000)
 - Stipends, training, and support for faculty who want to adopt OER textbooks
 - ~85 unique participants so far
 - 32 faculty are receiving a second stipend to either adopt OER for another course, or continue to improve their current OER
 - ~85 faculty have converted at least one prep (often two!) to OER.
- Departmental Teams (Total cost: ~290,000)
 - Faculty teams collaborated to develop shared OER curriculum for a frequently-offered course (ESL, Nutrition, Poli Sci, English, Chemistry, Sociology, Spanish, Speech, Econ)
 - Spanish has gone on to create an entire ZTC degree
 - 48% of the COMM 301 sections are ZTC
- Math GE OER Project (Total cost: ~\$60,000)
 - There was a dearth of GE math courses that were ZTC

- We awarded a stipend or re-assigned time to 7 math faculty who wanted to adopt OER resources for MATH 300, STAT 300, or MATH 333
 - **All participants successfully converted at least one prep to ZTC/OER**
- Coordination (Total cost: ~\$160,000)
 - 1.0 faculty coordinator
 - Volunteer faculty member
 - Administrative oversight at AVP level
- Total spent so far: ~\$980,000

Next Steps:

- ZTC Acceleration Grants
 - Grant from CCCCCO to support ZTC degrees
 - CCCs awarded 30K collaboration grants to partner with similar institutions across the state and avoid duplication of efforts. Campuses are then eligible for up to 170K in support.
 - ARC applied for six ZTC grants from the state chancellor's office. These grants will support the following departments in developing zero textbook cost degrees by Fall 2026:
 - Communications
 - Teacher Education
 - English
 - Economics
 - Journalism
 - Art History
- ARC continues to work toward attaching a ZTC symbol to every qualifying course in class schedule.

Board Goal #4 OER-ZTC Metrics

- 1) Increase courses offering OER/ZTC by 5% per term each year
- 2) Increase course enrollments with OER/ZTC materials by 5% per term each year
- 3) Offer 3 ZTC degrees

For additional detail on these metrics see:

<https://drive.google.com/file/d/1kP2wej-N0PtzsMus1eogkzbPtThnlfbR/view?usp=sharing>