

# ARC Academic Senate

## Approved Minutes: February 24, 2022

### ***Preliminaries***

1. Call to Order: Called to order at 3:01pm
2. Approval of the Agenda: Agenda Approved
3. Approval of the Minutes: Minutes Approved
4. Introduction of Guests: LaQuisha Beckum, Stacey Burrows, Trevor Middleton, Kolleen Ostgaard, Bill Simpson, Jeff Stephenson
5. Public Comment Period:
  - a. In the Los Angeles Community College District, blind students couldn't access course materials and are now suing the district ([Payan vs LACCD](#)). The outcome will have ramifications for Americans with disabilities. This will be a topic at the March 3 LACCD board meeting.
  - b. The Associated Student Body voted unanimously to provide \$5000 for the ARC Native American Resource Center.
6. President's Report:
  - a. [Faculty Position on Board of Governors](#): Applications (online) are due by June 30, 2022.
  - b. Math AB705 update—developing district-wide unified messaging for students. IT is working on an updated self-placement model. LRCFT will negotiate on behalf of Math for lowering the class maximum for Math classes with support.
  - c. Accessibility and faculty contractual obligations message [LRCFT President Memo 2\\_22.docx](#)
  - d. DSPS Coordinator/Counselor position—Title V requires this position to be filled. Faculty will be appointed to the screening and interview committee.

### ***Consent Items***

None

### ***Decision (10 minutes)***

7. Adopt the finding that the state of emergency continues to directly impact the ability of members to safely meet in person.  
See supporting materials "[Re: Sac Co Rescinded Remote Meeting Order](#)"  
The motion was made, seconded, and carried to adopt the finding.  
Vote count: 30 Yes, 0 No, 1 Abstain

### ***Reports (5-10 minutes)***

8. Los Rios Colleges Online report  
See supporting materials "[Los Rios Colleges Online Coordinating Council Recommendations](#)"

The Coordinating Council convened during the Spring 2020 semester with the following Executive Sponsors: Academic Senate Presidents, DAS President, and College Presidents. The council was charged with developing a series of recommendations for Online Education across four distinct areas of college and district operations:

- a. Instruction
- b. Student Support Services
- c. Professional Development
- d. Information Technology

Because of the pandemic, much of these areas transitioned online. There is an interest in focusing more on the IT piece and getting full programs online. The current report has been accepted after feedback from several executive sponsors. The Academic Senate is being asked to read it, acknowledge it, and if there's anything in the report that is unacceptable, bring that forward (as the Academic Senate is one of the executive sponsors). Future fully online programs will be expected to follow guidelines from this report.

9. Guided Pathways scale of adoption report:

See supporting Materials "[GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT](#)"

This is a compliance document that represents our assessment of where we are as a college and updates the State Chancellor's Office of our work. The NOVA system limits the number of characters per response, which is why it may seem brief. The deadline for submission is March 30, 2022. Signatures are required from the College President and the Academic Senate President. Our Student Success Council recommended this related viewing: [CUE Webinar on Decentering Whiteness in Guided Pathways](#).

10. Accreditation status: additional evidence request:

See supporting materials "[American River College: List of Additional Evidence Need by the ACCJC Peer Review Team](#)"

The accreditation ISER Team (Institutional Self-Evaluation Report) from ACCJC (Accrediting Commission for Community and Junior Colleges) has requested additional evidence for our ISER. This is normal and does not indicate deficiencies. By the next Academic Senate meeting, we should have the four "core inquiries" (as determined by the ISER Team) that the college will work on until October.

11. Council Updates

- a. Institutional Effectiveness Council – (Janay Lovering)
- b. Operations Council – (Araceli Badilla)
- c. Student Success Council – (Carina Hoffpauir): See supporting materials "[Student Success Council Report from 2/15/21](#)"

Topics include:

- i. Guided Pathways Scale of Adoption Report Draft
- ii. Strategic Planning
- iii. Home Bases Resource Panel II
- iv. Strategic Enrollment Management (SEM) 2.0 Charter.

## ***Discussion (10-15 minutes)***

12. Developing an Academic Senate Statement of Values

- a. [From ARC Mission/Vision/Values](#): "American River College strives to uphold the dignity and humanity of every student and employee. We are committed to equity and social justice through equity-minded education, transformative leadership, and community engagement. We believe this commitment is essential to achieving our mission and enhancing our community."
- b. "We value equity, inclusion, and open & respectful communication in this space."
- c. [ASCCC Mission, Vision, Values](#)
- d. [Santa Ana College statement](#)

13. Report Back: (5-10 minutes per item)

- a. Hyflex/Syncflex report:  
See supporting materials "[HyFlex Report](#)"
- b. Keeping track of Academic Senate Standing Committees' work
- c. Clarifying student expectations through use of schedule Notes
- d. Dual enrollment will be on the Board of Trustees retreat agenda, along with outreach and enrollment management.

14. Report Out: (5-10 minutes per item)

- a. [District Academic Senate](#):  
See supporting materials "[Impact of Class Size on Instructor Ability to Engage as Equitable Practitioners](#)"  
The resolution passed by DAS calls for the formation of a task force to develop a districtwide governance committee to come up with criteria for and make recommendations about optimal class sizes. At a meeting designed to form the task force, Deputy Chancellor Nye said there is "no interest" in creating the standing committee specified in the resolution. Union presidents were present. The senate body confirmed that alignment across the district is not ARC's goal in this process. Class size as an equity issue was raised by senate representatives. Others present raised concerns regarding productivity and bargaining. Perhaps a task force to develop class size criteria and recommendations can be housed within an existing governance body. Alisa will be following up with Deputy Chancellor Nye to determine the reasoning behind the "no."
- b. Other areas  
Representatives from LRCCD Human Resources attended the most recent District Academic Senate meeting on February 15. DAS representatives asked what HR is doing to get a more diverse pool of candidates. Other ideas that were suggested include: redacting the schools an applicant attended, redacting applicant names/addresses, and holding teaching demonstrations with actual students. Conversations on this topic will continue.

15. Items from College Areas for Academic Senate Consideration

Meeting adjourned 4:51pm (early!)

### ***Upcoming Meetings and Events***

- District Academic Senate: Tuesday, March 1st, 3:00 PM Meeting ID 968-4545-6244  
Passcode: 738934
- ARC Academic Senate: Thursday, March 10th, 3:00 PM Meeting ID: 986-5887- 6175,  
Password 10plus1
- LRCCD Board of Trustees Retreat: Friday and Saturday, March 11-12, District Office

- LRCCD Board of Trustees: Wednesday March 16th 5:30 PM Board Room, District Office
- District Academic Senate: Tuesday, March 15th, 3:00 PM Meeting ID TBD
- ARC Academic Senate: Thursday, March 24th, 3:00 PM Meeting ID: 986-5887- 6175, Password 10plus1
- ASCCC Area A Meeting: Friday, March 18, 2022, virtual
- ASCCC Spring Plenary Session: April 7-9, 2022 hybrid event at the Los Angeles Marriott Burbank Hotel



*In accordance with California's Code of Regulation, Title 5*

*ARC's Academic Senate is the organization whose primary function, as the representative of the faculty, is to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters.*

*"Academic and professional matters" means the following policy development and implementation matters:*

*(1) curriculum, including establishing prerequisites and placing courses within disciplines;*

*(2) degree and certificate requirements;*

*(3) grading policies;*

*(4) educational program development;*

*(5) standards or policies regarding student preparation and success;*

*(6) district and college governance structures, as related to faculty roles;*

*(7) faculty roles and involvement in accreditation processes, including self-study and annual reports;*

*(8) policies for faculty professional development activities;*

*(9) processes for program review;*

*(10) processes for institutional planning and budget development; and*

*(11) other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.*

**2/24/2022**

**3:00 P.M.**

Meeting ID: 986-5887-6175, Password: 10plus1

Zoom link: <https://lrcdd.zoom.us/j/98658876175?pwd=VkZQQUdVS0g5Rkk5TnZUOG9naFBpUT09>

## American River College Academic Senate Regular Meeting AGENDA

### Preliminaries

- Call to Order
- Approval of the Agenda
- Approval of the Minutes
- Introduction of Guests
- Public Comment Period (3 minutes per speaker)
- President's Report

### Consent Items

#### Decision (10 minutes maximum per item)

8. Adopt the finding that the state of emergency continues to directly impact the ability of members to safely meet in person.

#### Reports (5-10 minutes per item)

9. Los Rios Colleges Online report
10. Guided Pathways scale of adoption report
11. Accreditation status: additional evidence request
12. Council Updates
  - a. Institutional Effectiveness Council – (*Janay Lovering*)
  - b. Operations Council – (*Araceli Badilla*)
  - c. Student Success Council – (*Carina Hoffpauir*)

#### Discussion (10-15 minutes per item)

13. Developing an Academic Senate Statement of Values
14. Report Back: (5-10 minutes per item)
  - a. Hyflex/Syncflex report
  - b. Keeping track of Academic Senate Standing Committees' work
  - c. Clarifying student expectations through use of schedule Notes
15. Report Out: (5-10 minutes per item)
  - a. District Academic Senate <https://employees.losrios.edu/our-organization/committees/district-academic-senate>
  - b. Other areas
16. Items from College Areas for Academic Senate Consideration

### Upcoming Meetings:

- District Academic Senate: Tuesday, March 1<sup>st</sup>, 3:00 PM Meeting ID TBD
- ARC Academic Senate: Thursday, March 10<sup>th</sup>, 3:00 PM Meeting ID: 986-5887-6175, Password 10plus1
- LRCCD Board of Trustees: Wednesday March 16<sup>th</sup> 5:30 P.M Board Room, District Office
- District Academic Senate: Tuesday, March 15<sup>th</sup>, 3:00 PM Meeting ID TBD
- ARC Academic Senate: Thursday, March 24<sup>th</sup>, 3:00 PM Meeting ID: 986-5887-6175, Password 10plus1
- ASCCC Area A Meeting: Friday, March 18, 2022, virtual
- ASCCC Spring Plenary Session: **April 7-9, 2022** hybrid event at the Los Angeles Marriott Burbank Hotel

**From:** Newman, Jason <[NewmanJ@CRC.losrios.edu](mailto:NewmanJ@CRC.losrios.edu)>

**Sent:** Tuesday, February 22, 2022 12:36 PM

**Subject:** Accessibility and faculty contractual obligations, a message from LRCFT

Good afternoon Colleagues,

Over the last month, LRCFT has received inquiries regarding accessibility, performance review, and our contractual obligations. The varying interpretations, as witnessed on recent performance reviews, has demonstrated a need to clarify the contract, particularly as it relates to making online course materials accessible.

LRCFT understands and values equity and inclusion for all students and supports the District in providing an accessible learning environment for all students as required by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA, 1990). This is done through the Colleges' Disability Services and Programs for Students (DSPS) departments, and the professional counseling faculty and staff who run those programs.

First, there is *no* faculty obligation that *all* online courses or materials contain captioning or other accessibility modifications. Only when DSPS determines there is a need for an accommodation may any such requirements apply.

Second, in such cases where an accommodation is granted, the obligation to provide captioning or other transcription services is a District obligation, and not an individual faculty obligation. The District must transcribe or caption the course materials, or otherwise ensure that student accommodations are met.

Confusion over these two principles have led to certain myths which we wish to dispel:

1. **Myth 1**--Faculty can be evaluated based on the accessibility of their online materials as part of the contractual Performance Review process. **Fact:** This is false. Accessibility is a District obligation outside the scope of the Performance Review process, and not under the purview of the Collective Bargaining Agreement (LRCFT/LRCCD contract). The extent of faculty obligation for accessibility in their workplaces is found in performance review standards contained in the LRCFT contract clauses 8.4.1.3 and 8.4.1.6.
2. **Myth 2**--Faculty have individual legal responsibility for accessibility and can be subject to a lawsuit over their course materials. **Fact:** This is false. The District is legally responsible for accessibility; the precedent cases show that institutions and not individuals are responsible for meeting these requirements. And, in such a case where a faculty member may be wrongly subject to such a claim, the District would be obligated to indemnify and represent that faculty member.
3. **Myth 3**--If course materials like textbooks, OER, articles, or websites are not fully accessible, faculty are not allowed to assign them. **Fact:** This is false. Faculty have academic freedom to select and assign course materials as per Article 17 of the Contract. If any accessibility accommodations related to those materials are needed, it is the District's responsibility, and not individual faculty, to provide them.

If you received comments on your Fall performance review that fall into the 'myth' category, please do not hesitate to contact your campus's union president.

Sincerely,

Jason Newman  
LRCFT President

## Re: Sac Co Rescinded Remote Meeting Order.

Oliver, Julie <OliverJ@CRC.losrios.edu>

Thu 2/17/2022 3:17 PM

To: Crosier, Scott <CrosieS@crc.losrios.edu>; Mederos, Lisa-Marie <MederoL@crc.losrios.edu>; Beyrer, Gregory <BeyrerG@crc.losrios.edu>; Newman, Jason <NewmanJ@CRC.losrios.edu>; Wada, Eric <Eric.Wada@flc.losrios.edu>; Cardwell, Paula <CardweP@flc.losrios.edu>; Danner, Lisa <dannerl@flc.losrios.edu>; Shubb, Alisa <ShubbA@arc.losrios.edu>; Hoffpauir, Carina <HoffpaC@arc.losrios.edu>; Tabares, Tressa <TabareT@arc.losrios.edu>; Gaudard, Amy <GaudarA@arc.losrios.edu>; Myers, Troy <MyersT@scc.losrios.edu>; Petite, Lori <PetiteL@scc.losrios.edu>; Guzman, Sandra <GuzmanS@scc.losrios.edu>; Trench, Jena <TrenchJ@crc.losrios.edu>; Anayah, Bernadette (Dr.) <AnayahB@flc.losrios.edu>; Dieli, Alice <DieliA@arc.losrios.edu>; Velasquez, Jacob <VelasqJ@crc.losrios.edu>; Beck, Danielle <BeckD@flc.losrios.edu>; Hicks, Andrea <HicksA@flc.losrios.edu>

Information for all academic senates, DCCC, and DESSC:

Just finished speaking with General Counsel to get guidance for academic senates moving forward.

At this point AB361 may still be used to continue operating virtually if the body votes (majority needed) that *"the state of emergency continues to directly impact the ability of members to meet safely in person."* Clearly there may be varying opinions on this statement, so a discussion needs to occur and then a roll call vote.

At this point each academic senate will need to address this as an action item at their next meeting (agenda language included at end of email). Your next meetings may still be virtual, but you need to have this dialog and vote to continue to meet virtually beyond your next regularly scheduled meeting.

- If the vote supports the statement, you may continue to meet virtually and must reaffirm every 30-days.
- If the vote does not support the statement, you may finish the current meeting, but subsequent meetings need to be scheduled to follow all pre-pandemic Brown Act requirements.

Please be aware that if the CA state of emergency is rescinded then AB361 will no longer be relevant. You should all be preparing now for how you will return to conducting meetings which follow pre-pandemic Brown Act requirements.

The plan right now is that the DAS will have this as a decision item (not on consent) at the virtual March 1<sup>st</sup> DAS meeting.

Please let me know if you have any questions.

Julie

### **Adoption of Findings Related to Public Meetings Pursuant to AB 361:**

#### **BACKGROUND:**

*On September 16, 2021, Governor Newsom signed AB 361, which amended the Brown Act to provide local legislative bodies the ability to conduct virtual meetings under certain circumstances. The legislation included an urgency clause, which made it effective immediately.*

*AB 361 allows local legislative bodies to conduct virtual meetings during a state of emergency proclaimed by the Governor under certain conditions, including when "the state of emergency continues to directly impact the ability of members to meet safely in person."*

*If the state of emergency is ongoing, the local legislative body must adopt certain findings by majority vote every thirty days in order to continue using the virtual meeting rules under AB 361.*

**RECOMMENDATION:**

*It is recommended that the District Academic Senate (DAS) adopt the finding "the state of emergency continues to directly impact the ability of members to meet safely in person."*

**Julie A. Oliver**

Professor, Biology Department  
 Los Rios Community College District Academic Senate President  
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 email [oliverj@crc.losrios.edu](mailto:oliverj@crc.losrios.edu)

 **Think, Act & Go GREEN - Please don't print this e-mail unless necessary.**

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**From:** Oliver, Julie

**Sent:** Wednesday, February 16, 2022 5:09 PM

**To:** Crosier, Scott <CrosieS@crc.losrios.edu>; Mederos, Lisa-Marie <MederoL@crc.losrios.edu>; Beyrer, Gregory <BeyrerG@crc.losrios.edu>; Oliver, Julie <OliverJ@CRC.losrios.edu>; Newman, Jason <NewmanJ@CRC.losrios.edu>; Wada, Eric <Eric.Wada@flc.losrios.edu>; Haug, Paula <CardweP@flc.losrios.edu>; Danner, Lisa <dannerl@flc.losrios.edu>; Shubb, Alisa <ShubbA@arc.losrios.edu>; Hoffpauir, Carina <HoffpaC@arc.losrios.edu>; Tabares, Tressa <TabareT@arc.losrios.edu>; Gaudard, Amy <GaudarA@arc.losrios.edu>; Myers, Troy <MyersT@scc.losrios.edu>; Petite, Lori <PetiteL@scc.losrios.edu>; Guzman, Sandra <GuzmanS@scc.losrios.edu>; Trench, Jena <TrenchJ@crc.losrios.edu>; Anayah, Bernadette (Dr.) <AnayahB@flc.losrios.edu>; Dieli, Alice <DieliA@arc.losrios.edu>; Velasquez, Jacob <VelasqJ@crc.losrios.edu>; Beck, Danielle <BeckD@flc.losrios.edu>; Hicks, Andrea <HicksA@flc.losrios.edu>; Strimling, Amy <StrimlA@scc.losrios.edu>

**Subject:** Sac Co Rescinded Remote Meeting Order.

**Still working with General Counsel on all of this but wanted to share with you all asap. More to come as soon as I have it from General Counsel. The state still seems to be updating the website with rescissions of orders, so might take a bit more time to pull everything together.**

Just learned that Sac County rescinded the Jan 2022 order requiring public meetings to be held remotely.

[20220216\\_Rescission\\_of\\_SacCounty\\_Health\\_Order-Public-Meetings.pdf](#)

RESCISSION OF ORDER OF THE HEALTH OFFICER OF THE COUNTY OF SACRAMENTO DIRECTING ALL PUBLIC MEETINGS IN THE COUNTY TO OCCUR VIRTUALLY AND ENCOURAGING WORKPLACES TO CONDUCT MEETINGS REMOTELY AS BUSINESS NEEDS PERMIT  
 DATE OF RESCISSION: February 16, 2022



County of Sacramento | Rescission of Order of the Health Officer | Public Meetings . RESCISSION OF ORDER OF THE HEALTH OFFICER OF THE COUNTY OF

www.saccounty.gov

The attached executive order is still in effect which extends AB361 until at least April 1<sup>st</sup> as long as the CA state of emergency declared by the Gov is in effect.

At this point it seems this SCPH Teleconferencing Rec from Sept is still in effect, which was what we were using as findings for AB361. Need to see if it is rescinded also.

[Microsoft Word - SCPH Teleconferencing Recommendation 9-28-2021 \(saccounty.gov\)](#)

### SCPH Teleconferencing Recommendation 9-28-2021

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www.saccounty.gov

**Julie A. Oliver**

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# **Los Rios Colleges Online Coordinating Council Recommendations**

## **Program Development, Program Delivery & Learner Support, and**

## **Training & Professional Growth**

### **Background**

The Los Rios Colleges Online Coordinating Council (Coordinating Council) was convened in the Spring 2020 semester under the direction of the four college Academic Senate Presidents, the District Academic Senate President and the four College Presidents (the Executive Sponsors). The Coordinating Council was charged with developing a series of recommendations for Online Education across four distinct areas of College/District operations: Instruction; Student Support Services; Professional Development; and Information Technology.

Four participatory governance workgroups were established to address each of these areas, with representation of faculty, classified staff and administration from all four colleges and the district office. Working from the project charter as developed by the Executive Sponsors, three of the four workgroups met from the Fall 2020 through the Fall 2021 semesters to discuss the Los Rios Colleges Online project and expanded Online Education resources/plans.

The following set of recommendations summarize the work of the three groups – Program Development (Instruction), Program Delivery and Learner Support (Student Support Services), and Training and Professional Growth (Professional Development). These recommendations are the product of many months of deliberation, and were informed by the expertise of the Coordinating Council’s members as well as findings of the four LRCO Incubator programs (Business Administration at ARC, Health Information Technology at CRC, Communication Studies at FLC and Administration of Justice at SCC).

### **Equity as a Guiding Principle**

The Coordinating Council’s recommendations are grounded in an equity-based framework, and as such all recommendations are informed by the interests of our students with the greatest barriers to success. Factors such as equity gaps in student success, student income, access to reliable broadband internet/computers and preparation for success in the online space have guided every recommendation.

### **Definition of a Fully Online Program**

There are currently several definitions of a fully online program within Los Rios. The Coordinating Council recognizes the need to establish a consistent definition across the District that encapsulates

essential components of a fully online program<sup>1</sup>. The Coordinating Council recommends the following components:

1. Students do not have to physically visit a campus for any reason.
2. Fully online courses and programs are available – All courses within the program map (including General Education) are offered fully online. The college must commit to scheduling all General Education courses and courses within the major fully online. Online course inventory is broad enough to meet increasing student demand.
3. Fully developed support services online – Direct access college services (see below) are accessible online.
4. Programs can be completed in a timely manner – Full time students can complete degrees and certificates in four semesters or less.
5. Department/Division Commitment – Fully online programs demonstrate a commitment to program excellence, through a demonstrated commitment to high quality online instruction, as identified by the LRCO Program Readiness Checklist.

### **Improving Access**

The Coordinating Council recommends that all fully online programs meet the readiness criteria (see checklist below).

During the application process, students will be given the option to pursue the selected fully online programs, granting appropriate access<sup>2</sup> to in person courses. This will help ensure that fully online students gain access to the courses they need to graduate without being forced to substitute with an in person course.

### **Recruitment & Onboarding**

The Coordinating Council recommends utilizing a customer relations management (CRM) tool to recruit and increase enrollment in the colleges' fully online programs. Nearly 40% of prospective students who complete a CCCApply application do not enroll in courses. To reduce attrition, district office staff will use a CRM tool to automate communication based on milestones and applicant behaviors, as well as connect and nudge high risk applicants. With a primary focus on recruitment and onboarding, district staff (2 student support specialists) will focus on the following:

- Marketing & Recruitment
  - Market and recruit for fully online programs
- Onboarding: Setting Students up for Success
  - Support students with CCCApply, eServices, assessments, submitting transcripts, financial aid, placement info, etc. Provide handoffs to other staff as needed.

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<sup>1</sup> The recommendations below are directed towards programs that seek to market themselves as fully online, and are not intended to prohibit a department from pursuing fully online courses. The Coordinating Council recognizes that there are currently many departments across the colleges with large portions of their programs available online.

<sup>2</sup> One suggestion for "appropriate access" included staggered priority registration for online vs. in person courses.

- Assessment of online readiness
- Assessment of career interests/degree programs
- Guiding students to select an appropriate course load
- Facilitate use of Degree Planner and counseling services to develop a degree/cert plan
  
- Orientation & Navigation<sup>3</sup>
  - Offer registration and enrollment support in groups and individually
  - Introduce and familiarize students with online resources and platforms
  - Provide targeted support and training to students with limited online/technology experience
  
- Facilitating College Connections
  - Warm referrals to connect students with college-based coaches, counselors, academic support programs, and student services
  
- Ongoing Online Support
  - Offer a resource hub for fully online students at each college
    - Webinars, events & activities for fully online students in the first semester, as a way to prepare students for the online environment (online study skills, online resources, using Canvas etc.)
    - Facilitate Canvas communities
      - Connecting students to online resources, such as online volunteer/internship opportunities and online college events
      - Reminders on deadlines
      - Announcements of online events/activities
      - Events with small group breakouts
      - Transfer planning

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<sup>3</sup> The LRCO orientation augments the college's formal orientation by providing online specific resources.

## Student Success

Classroom instruction is a critical component to student success, and faculty training and professional development play a role in ensuring student success. To ensure continued quality and improvement of online courses, the Coordinating Council recommends the following online training and professional development activities:

- Foundations Training – basic level training to assist faculty in becoming dynamic instructors in the online course modality
- Accessibility Training – peer training on universal design, accessible content and navigation
- Next Level Training– advanced training to improve online instruction, including equity/inclusion practices
- CVC-OEI Course Alignment –peer mentoring and support to align online courses to the CVC-OEI rubric

## College-Coordinated Model

The Coordinating Council recommends the adoption of a College-Coordinated Model for ownership of fully online programs. In this model, a designated Manager at the colleges works with the college instructional departments to estimate enrollment demand and schedule courses. The specific roles and responsibilities in this model are listed below:

### Scheduling Sections & Enrollment Management

- Review data to project enrollment demand for major courses
- Monitor enrollment of online major courses and add additional sections as needed
- Work with division deans to schedule online sections
- Establish the overseeing department as ‘location’ in PS for enrollment tracking

With improved analytics fed into the Degree Planner tool, colleges will have access to data by the distance education modality that will enhance the ability to forecast projected course demand. However, in the interim, colleges will use past enrollment data to predict future needs.

## Student Services

The Coordinating Council recommends completion of an Online Student Services and Academic Support Resource Plan that defines how the college will support and serve online students. This plan should be based on a template (to-be-developed by a participatory governance workgroup recommended below) that at minimum includes these services:

- College will monitor virtual student support appointments offered after 5 pm, and add additional hours if needed<sup>4</sup>
- College will offer evening online tutoring appointments in specific subjects related to the major
- College will provide a coaching and case management model that includes accessible and comprehensive support for online students

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<sup>4</sup> Emphasis on evening programming support comes from an identified gap of student support services after 5 PM.

The following services have been identified as areas that should provide direct access (i.e. accessible without a person as an intermediary) for online students:

<ul style="list-style-type: none"><li>· Admissions &amp; Records</li><li>· Career Services</li><li>· Case management contacts (success coaches, etc)</li><li>· Counseling</li></ul>	<ul style="list-style-type: none"><li>· Financial Aid</li><li>· Library</li><li>· Transfer Center</li><li>· Tutoring</li></ul>
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The following services have been identified as having facilitated access (i.e. requiring connection with a person) for online students:

<ul style="list-style-type: none"><li>· ASHE Center</li><li>· CalFresh</li><li>· CalWorks</li><li>· Health Services</li><li>· CARE</li><li>· Disability Support</li><li>· EOPS</li></ul>	<ul style="list-style-type: none"><li>· NextUp</li><li>· Puente</li><li>· Reemerging Scholars</li><li>· Umoja</li><li>· Undocu-resource</li><li>· Other affinity groups</li><li>· Veteran's Services</li></ul>
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## LRCO Program Readiness Checklist

1. There is a published program map, offering 6 to 9 units in the major each semester and the golden four (English, speech and math) in the first year.
2. All college departments, divisions and instruction offices are committed to offering online major sections as outlined and sequenced in the Program Pathway map, as well as a sufficient number of online GE courses.
3. All courses in the program pathways have been approved for 100% Distance Education by the local curriculum committee, and are offered fully online.
4. The online program pathway/map has been approved through the local college Guided Pathways process.
5. The college department can demonstrate demand for a fully online version of the program.
6. The college has created an Online Student Services and Academic Support Resource Plan that defines how the college is going to support and serve online students.
7. The college is prepared to use data to monitor student success, make adjustments in core program areas (e.g. scheduling, support services/resource plan), and reallocate resources as necessary to ensure student success.
8. The online pathway is integrated into the host department's formal program review process, assessing the following:
  - a. online program pathway outcomes
  - b. online program pathway map
  - c. online tutoring plan
9. The program is available in Degree Planner.
10. Program has a high percentage of CVC-OEI aligned courses.
11. CTE programs have sufficient labor market needs as identified by the Strong Workforce Program criteria.

## **Emphasis on Technology**

The Coordinating Council did not convene the fourth workgroup identified within the original scope of work – Online Architecture and District Support – as the emphasis on quickly scaling technology solutions during the response to COVID made the efforts to localize LRCO objectives redundant. The completion of these recommendations, with their emphasis on specific technology-driven strategies for scaling access and support services across multiple colleges/programs, necessitates that the next phase of this project prioritize an emphasis on technology. Specifically, plans to incorporate the proposed tech solutions to scale onboarding and to coordinate subsequent recommendations into the core operations of IT should be developed.

## **Assessment of Program Readiness**

The aforementioned recommendations will require some form of review and assessment, with in some instances more clearly defined objectives and metrics to assess program readiness. It is thus the recommendation of the Coordinating Council that a participatory governance committee be convened for this purpose. There is precedence for this type of committee in Los Rios' Program Placement Council (PPC), which exists to review and approve new program proposals. This committee's initial task would be to develop formal templates to operationalize the Program Readiness Checklist, including a template for the Online Student Services and Academic Support Resource Plan.

The committee further recommends that formal acknowledgement of a program as fully online be subject to approval by this committee. Formal acknowledgement would make accessible marketing of the program as fully online, and provide access to the recommended onboarding resources.





**GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT  
CALIFORNIA COMMUNITY COLLEGES’ ASSESSMENT OF PROGRESS IN THE IMPLEMENTING OF GUIDED PATHWAYS**

Revised February 2019, November 2019

**Institution Name:** American River College

**Date:**

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale. The first part of the Scale of Adoption Assessment (SOAA) includes essential practices examined in CCRC’s book, *Redesigning America's Community Colleges: A Clearer Path to Student Success* by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015). ***This document is for planning purposes only, as the official SOAA will be completed in the Chancellor’s Office NOVA system by your project leads.***

We suggest that you convene faculty, staff, and administrators from across areas of your college to discuss the extent to which each essential practice listed in the first column is currently implemented at your college as of fall/winter 2020. In column two, indicate the extent to which the practices have been adopted at your college using the following scale:

Scale of Adoption	Definition
<i>Not occurring</i>	College is currently not following, or planning to follow, this practice
<i>Not systematic</i>	Practice is incomplete, inconsistent, informal, and/or optional
<i>Planning to scale</i>	College is has made plans to implement the practice at scale and has started to put these plans into place
<i>Scaling in progress</i>	Implementation of the practice is in progress for all students
<i>At scale</i>	Practice is implemented at scale—that is, <u>for all students in all programs</u> of study

In column three, describe the progress your college has made toward implementing each practice at scale. For practices that are *scaling* or *at scale*, note that we are also asking you to indicate which semester a practice first reached this point. Finally, in column four, indicate the next steps your college plans to take toward implementing the given practice at scale and the college’s timeline for implementing these steps. *Don’t be concerned if your college has made minimal progress implementing any given practice.* This assessment will help your college develop and refine a plan for implementing guided pathways at scale at your college. Project partners and the Chancellor’s Office will also use this information to follow the system’s progress in implementing guided pathways over time.

## Equity Considerations

A fundamental goal of guided pathways is to increase the rate at which underrepresented students earn college credentials, particularly degrees and credentials in fields of high economic value, while also closing gaps for low-income students, students of color, returning adults, students with disabilities, and other groups with inequitable outcomes. As colleges seek to strengthen supports for all students to explore options for careers and college and choose and complete a program of study suited to their interests and aspirations, we encourage colleges to critically examine each practice to think about how the college is serving students who have been historically underrepresented and/or underserved in higher education.

In fall 2018 the SOAA was updated to include “Equity Considerations” in each practice area so that your pathways team can discuss and articulate connections between the college’s pathways reforms and equity goals. Your team does not need to answer all of these questions as part of the SOAA process and they are not intended to be used as “assessments.” Also, don’t be concerned if your college has had minimal discussion and/or efforts related to any given question. We hope the questions help initiate or advance conversations about whether and how institutional practices are having differential impact on historically underserved groups and how your college can leverage your pathways work to close equity gaps by identifying and addressing causes of inequity, removing systemic barriers, and focusing design decisions and resource allocation in ways that more effectively address needs of underserved groups. In doing so, you may want to include details about how the college is addressing these concerns in the “progress to date” and/or “next steps/timeline” column.

As your team completes the SOAA, please refer to the equity consideration questions to facilitate conversations about connections between the college’s pathways and equity efforts. **Please submit the certified SOAA within the NOVA system by March 30 2020.** For more information about the SOAA, please email [guidedpathwaysinfo@cccoco.edu](mailto:guidedpathwaysinfo@cccoco.edu).

For assistance in obtaining access to the NOVA system, please email [nova-support@productops.com](mailto:nova-support@productops.com).

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in “Progress to Date” and “Next Steps”.</p>			
<p><b>Equity Considerations in Area 1:</b></p> <ul style="list-style-type: none"> <li>• Are the college’s website and program pages easy to navigate and understand for students and families without prior experience with higher education?</li> <li>• How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)?</li> <li>• How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment?</li> </ul>			
<p><b>NG PATHWAYS TO STUDENT END GOALS</b></p> <p>a. Programs are organized and marketed in broad career-focused academic and communities or “meta-majors”. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p>Place an X next to one:</p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p> <p><b>At scale</b></p>	<p><i>Progress to date: (2,500 character)</i></p> <p>The Program Paths Committee completed the Area of Interest (meta-majors) work, and adjustments were made in the fall semester. A few programs, which were initially placed in one Area of Interest, were moved to a different one to provide better alignment with the HomeBases. There is a total of eight Areas of Interest that cover all programs at the college.</p> <p>Web pages were created that describe each Area of Interest and also list the programs of study within each of them. HomeBases were initially integrated into the Areas of Interest web pages.</p> <p>The college website also has a page listing all of the program maps that have been completed to date for various majors, with links to PDF copies of the maps.</p>	<p><i>Next steps: (1,000 character)</i></p> <p>The Areas of Interest are being used in CCCApply to help students identify a program of study by first helping them identify an Area of Interest. Students are currently being placed in a HomeBase according to their chosen major or Area of Interest.</p> <p>The next step is to help the undecided and Transfer-to-a-four-year students identify an Area of Interest so they can be associated with a HomeBase. The HomeBase provides support to the student and helps to build community</p> <p><i>Timeline for implementing next steps:</i></p> <p>Fall 2022</p>

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		Term, if at scale or scaling: Fall 2020	
<p><b>1. a. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams  Regional training                      On campus /individual training  <b>Technology</b>                              <b>Reporting/data</b>  Other</p>		<p><i>Challenge or barrier: (1,000 character)</i></p> <p>Undecided students and students who select “transfer-to-a-four-year” are not associated with an Area of Interest. This is a large number of students and we have challenges with being able to meet the number of students in this group with specific support at this time.</p> <p>Also, we are currently manually placing students in the Canvas HomeBase shells because Canvas is tied to specific course sections and not an Area of Interest. This is labor intensive and we are trying to find a solution to resolve this particular issue.</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Adjustments to CCCApply to allow for more detail to be shared with students before they pick a major. This would allow students the opportunity to read or explore descriptions of Areas of Interest and then make a more informed decision. Currently students who are undecided choose the first major in the list.</p>
<p>b. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college’s service area.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  Not systematic  Planning to scale  <b>Scaling in progress</b>  At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>The Program Paths Committee continues to work with faculty to create program maps for each of their programs of study. As of January 1, 2022, 334 program maps have been created. We have 20 programs left to map. The 20 maps will be completed in the spring 2022 semester and we will be at scale by the end of spring 2022.</p> <p>The maps provide suggested sequence of coursework for the student as well as information regarding career and transfer opportunities.</p>	<p><i>Next steps: (1,000 character)</i></p> <p>The college will continue creating roadmaps for all of its programs of study that have been identified as needing a map. There are 20 programs that need to be mapped to be at scale.</p> <p>Program maps will continuously be revised and updated as changes occur.</p> <p><i>Timeline for implementing next steps:</i></p> <p>Spring 2022</p>

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		Term, if at scale or scaling:  fall 2018	
<p><b>1. b. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams  Regional training                      On campus /individual training  <b>Technology</b>                              Reporting/data  Other</p>		<p><i>Challenge or barrier: (1,000 character)</i></p> <p>ARC has well over 300 degrees and certificates, with new ones being created each year. Creating and maintaining accurate program maps, and providing an easy way for students to find the right maps, is a challenge. We have created software to automate much of this work to streamline the process and are integrated program map updates in our annual unit planning process.</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>To continue to support the guided pathways work, investments in technology will continuously be needed. Additional technology resources will be helpful to the college.</p>
<p>c. Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  Not systematic  Planning to scale  <b>Scaling in progress</b>  At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>The college designed a new website that is more student focused. The new website uses the college’s HomeBase pathway communities structure to make it easier for students to find information about programs of study that may interest them. Each program of study has or will have one or more program roadmaps which includes career and transfer information.</p> <p>The ARC Transfer Center website provides information in regards to Associate Degrees for Transfer (ADT’s), Transfer to UC’s, CSU’s and Private 4 yrs., as well as information regarding Transfer Admissions Guarantee (TAG) and Articulation with 4 yr. universities.</p>	<p><i>Next steps: (1,000 character)</i></p> <p>The website continues to be improved and changes are made as needed. The HomeBase pathway communities webpages lead students to the program page(s) which contain the program maps, course information, career and transfer information, and labor market and salary information links. Information is continuously being updated as it is received.</p> <p><i>Timeline for implementing next steps:</i></p> <p>Fall 2023</p>

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		<p>Additionally, during the application period, Live Chat Sessions are housed on the website to allow students to connect with ARC Counselors and staff in regards to questions related to transfer to 4 yrs. The website and service to students is continually monitored and updated based on student need.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> <p>Fall 2020</p>	
<p><b>1. c. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance      Connections with other GP teams  Regional training      On campus /individual training  Technology              <b>Reporting/data</b>  Other</p>		<p><i>Challenge or barrier: (1,000 character)</i></p> <p>It would be beneficial to add robust labor market and salary information for all programs of study. This would provide students with better information about their options.</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Need access to labor market and salary data - it can be a link to an external resource or content that lives on the ARC website.</p>
<p>d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college’s website.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  Not systematic  Planning to scale  Scaling in progress  <b>At scale</b></p>	<p><i>Progress to date: (2,500 character)</i></p> <p>The Clarify Program Paths team (now the Program Paths Committee) designed roadmaps for the college’s programs of study, which include a clearly laid out sequence of courses (for both full-time and part-time students).</p> <p>Roadmap creation began in spring 2018, and approximately 224 programs have published roadmaps. Those roadmaps are being reviewed by counselors and faculty</p>	<p><i>Next steps: (1,000 character)</i></p> <p>The college will continue creating roadmaps for all of its programs and publishing them on the new website.</p> <p>The goal is to have all of the program roadmaps completed by Spring 2022. We currently have over 300 maps completed and posted on the website.</p> <p><i>Timeline for implementing next steps:</i></p>

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		<p>while in remote operations to ensure their clarity and usefulness. All of the approved program roadmaps have been published on the new college website and new roadmaps will be added to the website as they are approved.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> <p>Spring 2022</p>	<p>Spring 2022</p>
<p><b>1. d. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams  Regional training                      On campus /individual training  <b>Technology</b>                              Reporting/data  Other</p>		<p><i>Challenge or barrier: (1,000 character)</i></p> <p>Ongoing human resources will be needed to maintain the maps and to maintain the software used to manage maps and publish them on our college’s website.</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Technology and support (human resources) will be needed to continuously maintain the program maps.</p>
<p>e. Required math courses are appropriately aligned with the student’s field of study <i>(Note: This essential practice was moved from Area 2)</i></p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  Not systematic  Planning to scale  <b>Scaling in progress</b>  At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>The Clarify Program Paths team created roadmaps for most of the college’s degrees. The team works closely with the Mathematics department and faculty content experts to identify the appropriate math course to include in the roadmap for each degree.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> <p>Fall 2018</p>	<p><i>Next steps: (1,000 character)</i></p> <p>The Mathematics department redesigned its course offerings. The Clarify Program Paths team continues to work with them to identify appropriate math courses for each degree.</p> <p><i>Timeline for implementing next steps:</i></p> <p>Spring 2022</p> <p>Once the final 20 maps are completed in spring 2022, we will be at scale.</p>

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<p><b>1. e. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>		Policy guidance	Connections with other GP teams	Regional training	On campus /individual training	Technology	Reporting/data	Other		<p><i>Challenge or barrier: (1,000 character)</i></p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>
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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p><b>Equity Considerations in Area 2:</b></p> <ul style="list-style-type: none"> <li>Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs?</li> <li>For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses?</li> <li>Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed “not yet college ready”? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs?</li> </ul>			
<p><b>NG STUDENTS CHOOSE AND ENTER A PROGRAM WAY</b></p> <p>a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale <b>Scaling in progress</b> At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Achieve@ARC was created to provide an onboarding experience to first-time recent high school graduates. With the use of the Start Right Design Team report, the College continues to redesign the student experience. This program has now shifted to a First Year Experience (FYE) Program integrated into the HomeBases.</p> <p>Included in the redesign, students are exposed to career and college exploration at the beginning of the process. This includes students participating in the Get Connected Session where they are exposed to exploring the College and its online tools and resources, as well as course and career planning based on their chosen pathway.</p> <p>Student Success Teams support students throughout their first-year journey at the College.</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Undecided students are asked to complete a major/career assessment after applying to the College.</p> <p>College will continue supporting undecided students via career exploration activities/events, career counseling, and ongoing use of assessment tools.</p> <p>CaPSS and HomeBases will also play a role in supporting continuing students who have yet to determine a program of study.</p> <p>Streamlining the consistent delivery of a Needs Assessment to all first-time new students at the beginning of each term.</p> <p><i>Timeline for implementing next steps:</i></p> <p>Fall 2021</p>

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		Term, if <i>at scale</i> or <i>scaling</i> :  Fall 2019	
<p><b>2. a. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance      Connections with other GP teams            Regional training      <b>On campus /individual training</b>  <b>Technology</b>      Reporting/data            Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Modifications to the application and/or reporting afterward may be needed.</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>Given the size of the college, scaling these services/supports can be challenging. We will continue to pursue opportunities to assist students in career exploration/major identification via resources such as CaPSS, HomeBases, HCD and other department-specific events that expose students to major and career possibilities.</p>
<p>b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s <b>major program areas</b>.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring            Not systematic            Planning to scale  <b>Scaling in progress</b>            At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>The Counseling Department created a Student Success Team model (case management) that allows for support for students through a team approach.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:             Fall 2019</p>	<p><i>Next steps: (1,000 character)</i></p> <p>With the creation of the Student Success Teams, the teams will eventually provide wrap around support to students to assist the academically unprepared.</p> <p>The Clarify Program Paths team has worked the past year to create nine areas of interest. With no actual plans currently in place, the College may be able to use the eight areas of interest and a future success course to support students who are academically unprepared.</p> <p>Align courses for all first-time new students within an area of interest. The goal is to help students with Financial Aid</p>

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			<p>Course Applicability and progress and support for the first semester of course planning.</p> <p>Categorical programs such as EOPS and CalWORKs, along with grant funded programs such as Trio SSS are designed to support academically underprepared students in their pursuit of higher education using a case management model. Academic progress is monitored and assistance is offered when needed via counseling services, tutoring and other academic interventions.</p> <p><i>Timeline for implementing next steps:</i></p> <p>Fall 2022</p>
<p><b>2. b. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance      Connections with other GP teams</p> <p>Regional training      On campus /individual training</p> <p>Technology              Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>c. Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” <b>math</b> courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p><b>Scaling in progress</b></p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>The Start Right and IPASS design teams made recommendations with providing support to students who are academically unprepared. The English Department has created an integrated model for supporting students with ENGWR 300 (College Composition) and</p>	<p><i>Next steps: (1,000 character)</i></p> <p>The new math pathways model was implemented in Fall 2020.</p> <p>Students also have the ability to use a self-guided placement process to identify the correct course to begin with.</p>

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		<p>the Math Department has redesigned their curriculum to provide integrated support.</p> <p>100% of ARC's students are placed into transfer-level English and Math and scaling is in progress for special support for this group of students.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> <p>Fall 2020</p>	<p>Once data for summer/fall placement and completion rates are examined, adjustments will be made to the model as necessary.</p> <p><i>Timeline for implementing next steps:</i></p> <p>Fall 2021</p>
<p><b>2. c. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance      Connections with other GP teams</p> <p>Regional training      On campus /individual training</p> <p>Technology              Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>d. Special supports are provided to help academically underprepared students to succeed in the “gateway” <b>English</b> courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p><b>Scaling in progress</b></p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>The Start Right and IPASS design teams made recommendations with providing support to students who are academically unprepared. The English Department has created an integrated model for supporting students with ENGWR 300 (College Composition).</p> <p>100% of ARC's students are placed into transfer-level English (starting in Spring 2019) and scaling is in progress for special support for this group of students.</p>	<p><i>Next steps: (1,000 character)</i></p> <p>The English Department will evaluate the success of the supports through campus research, and to adjust accordingly.</p> <p><i>Timeline for implementing next steps:</i></p> <p>Continuous</p>

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		<p>ARC has a well-developed Writing Across the Curriculum, Reading Across the Disciplines, and Science Skills program designed to provide special support for the math skills necessary for underprepared students to succeed in gateway courses for the major program areas. While these are well developed and institutionalized programs, they still need to be better integrated to further scale up at the college.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2019</p>	
<p><b>2. d. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance      Connections with other GP teams  Regional training      On campus /individual training  Technology              Reporting/data  Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  Not systematic  <b>Planning to scale</b>  Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>The Student Success Teams (case management) were created to support Achieve@ARC students which has been renamed to First Year Experience (FYE). The teams recently implemented a needs assessment survey to help identify students who may need</p>	<p><i>Next steps: (1,000 character)</i></p> <p>With AB705, the English, Math, and ESL Departments are working hard to address the requirement of students completing college-level courses in the first year.</p> <p>The Student Success Teams will continue to develop the case management model and explore needs assessments that will help to identify students early to provide</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<p>additional support. This process is still being developed. However, the English Department has implemented a support course ENGWR 94 for students completing ENGWR 300 (College Composition), and the Mathematics Department has implemented support courses for all transfer-level gateway courses.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p>support for students who are not academically prepared.</p> <p>Categorical programs such as EOPS and CalWORKs, along with grant funded programs such as Trio SSS are designed to support academically underprepared students in their pursuit of higher education using a case management model. Academic progress is monitored and assistance is offered when needed via counseling services, tutoring and other academic interventions.</p> <p><i>Timeline for implementing next steps:</i></p>
<p><b>2. e. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance      Connections with other GP teams  Regional training      On campus /individual training  Technology              Reporting/data  Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>f. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  Not systematic  <b>Planning to scale</b>  Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Partner with 32 high schools, with an intentional focus on campuses with high DI enrollment, and provide information, application, and financial aid workshops.</p> <p>Host annual counselor conference to provide information for high school counselors to share with students.</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Build a more specific web site for prospective students.</p> <p>Provide more information on career exploration tools.</p> <p>Create a strategic communication plan with follow-up information for students after they apply.</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<p>Hosted parent workshops to provide parents/guardian information about college.</p> <p>Host MASCOT program for 160 high school seniors who are first-generation college students to assist with their college transition.</p> <p>Support 1,500 middle and high school students in federal TRIO programs</p> <p>Send monthly high school counselor newsletter</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Timeline for implementing next steps:</i></p> <p>all 2022</p>
<p><b>2. f. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance      Connections with other GP teams</p> <p>Regional training      <b>On campus /individual training</b></p> <p><b>Technology</b>      Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Staffing to develop the content for the website for prospective students. Hiring was underway in Fall 2020. An identified career assessment tool and marketing material to share with HS students and Counselors.</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>A career assessment tool was being identified and onboarded just before COVID. Implementation has been slow, but ongoing.</p>

GUIDED PATHWAYS ESSENTIAL PRACTICES	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p><b>Equity Considerations in Area 3:</b></p> <ul style="list-style-type: none"> <li>• How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs?</li> <li>• How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs?</li> <li>• How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized?</li> <li>• How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion?</li> </ul>			
<p><b>NG STUDENTS ON PATH</b></p> <p>a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p><b>Planning to scale</b></p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Some of the categorical programs (EOP&amp;S, CalWORKs and Veterans Resource Center) do monitor a student's progress. This practice is not systemic.</p> <p>The IPASS team made a recommendation to obtain an SEL that would allow for monitoring of a student's progress toward his/her goal. The SEL was selected (Hobsons Starfish and Connect) and ARC launched Starfish in the fall 2020.</p> <p>Student Success Teams are working with individual students who are in Achieve and will be moving over to the Connect software for case management notes.</p> <p>In fall 2020, ARC launched HomeBases to provide students in their second year and beyond with a success team including counselors, coaches, mentors, and faculty liaisons to support them through the completion of their journey at ARC.</p>	<p><i>Next steps: (1,000 character)</i></p> <p>The Los Rios Community College District has selected a degree planning (Degree Planner), course scheduling (Course Scheduler), and case management (Connect) suite of tools to support students.</p> <p>The Student Success Teams will continue to monitor students and use education plans to track progress of students.</p> <p>Categorical programs such as EOPS, CalWORKs and Veterans Resource Center, along with our three Trio SSS programs carefully monitor student progress via regular contact with counselors, staff and peer advisors. Interventions are provided when needed to support students in pursuit of their academic goals.</p> <p><i>Timeline for implementing next steps:</i></p> <p>Fall 2021</p>



		Term, if <i>at scale</i> or <i>scaling</i> :	
<p><b>3. a. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance      Connections with other GP teams  Regional training      <b>On campus /individual training</b>  <b>Technology</b>              Reporting/data  Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>A system that provides a report of students below a certain completion percentage and/or student taking courses not a part of their roadmap would automate the process for Success Teams to identify students in distress.</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>Our scheduling and planning tools are still being refined, thus reporting from these tools are not yet available.</p>
<p>b. Students can easily see how far they have come and what they need to do to complete their program.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  Not systematic  <b>Planning to scale</b>  Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Students do have the ability to see a progress percentage in their eServices account. However, it is very confusing because transfer credits are not included in the percentage. Also, it depends on the student having the correct major in PeopleSoft.</p> <p>Degree Planner is the tool that was launched in the Fall of 2020. Students who declare an Associate Degree for Transfer have the ability to use the tool.</p> <p>Students receive “just-in-time” communication from their Success Teams about meeting a Counselor to update educational plans/goals each semester.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p>The Los Rios Community College District has launched the degree planning tool to assist students with their program. As we continue to move forward, more degrees will be placed in the system to allow more students access to Degree Planner.</p> <p><i>Timeline for implementing next steps:</i></p> <p>Fall 2022</p>
<p><b>3. b. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance      Connections with other GP teams  Regional training      On campus /individual training</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>

<p>Technology Reporting/data Other</p>		<p>The District IT continues to develop the Degree Planner to encompass more majors/programs. At this time, we need to allow time for this to happen.</p> <p>As more programs become available, more new students will be introduced to the tools during the onboarding process.</p>	<p>Technology support will continuously be needed.</p>
<p>c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.</p>	<p>Place an X next to one: Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>The College has converted from using SARS alert to Hobsons Starfish as an early alert program. This launch occurred in fall 2020 with volunteer faculty using the system to raise flags and referrals.</p> <p>Some programs currently utilize progress checks for students. In the Fall 2020, several faculty completed progress checks via Starfish.</p> <p>Probation and Dismissal processes are currently being reviewed to be more student focused and provide support to students.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p>The Los Rios Community College District selected Hobsons Starfish early alert tool. ARC is still scaling the program and conducting Flex activities to provide information and training to faculty and staff.</p> <p>Categorical programs such as EOPS, CalWORKs and Veterans Resource Center, along with our three Trio SSS programs carefully monitor student progress via regular contact with counselors, staff and peer advisors. Interventions are provided when needed to support students in pursuit of their academic goals including access to resources such as books, library services, tutoring, food and other interventions that provide support to struggling students.</p> <p><i>Timeline for implementing next steps:</i></p> <p>Fall 2020</p>
<p><b>3. c. Support Needed?</b> Type of Support - place an X next to one or more: Policy guidance      Connections with other GP teams</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>

<p>Regional training Technology Other</p>	<p><b>On campus /individual training</b> Reporting/data</p>	<p>More and more Instructional Faculty are encouraged each semester to utilize Starfish’s early alert system. This will allow Success Teams to support students more proactively.</p>	<p>Onboarding Instructional Faculty onto Starfish.</p>
<p>d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career</p>	<p><i>Place an X next to one:</i> Not occurring <b>Not systematic</b> Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Counselors provide information to students and assist them when students are unlikely to be accepted into a limited-access program. This only occurs if the student seeks assistance from Counseling.</p> <p>Limited-access programs also provide information to students when they are denied from the program. They direct students back to the Counseling Center</p> <p>HomeBase Success Teams launch targeted communication campaigns to students below the GPA threshold for a limited-access program to proactively provide alternative/additional options and redirect students.</p> <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps: (1,000 character)</i></p> <p>As the College explores developing a type of student success course for students, information about limited access programs and options could be included that could give students guidance on options should they not be successful in being accepted.</p> <p>As career and needs assessment tools are included at the beginning of the onboarding process, students can be made aware of options and opportunities within an area of interest. This could broaden the opportunities for students wanting to enroll in limited-access programs.</p> <p>Connecting students who are denied access to major/career exploration services in a more streamlined and intentional way. A direct follow up and counseling appointment is needed.</p> <p>Categorical programs such as EOPS, CalWORKs and Veterans Resource Center, along with the three TRIO SSS programs, have regular and ongoing conversations with students as they explore various paths of study.</p>

			<p><i>Timeline for implementing next steps:</i></p> <p>Fall 2022</p>
<p><b>3. d. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance      Connections with other GP teams  Regional training      <b>On campus /individual training</b>  <b>Technology</b>      Reporting/data  Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>A report of critical gateway courses for each limited-access program that are clear indicators for concern if students are not earning a certain letter grade. Increased collaboration between Instructional and Counseling Faculty about program and application requirements.</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>Professional development opportunities will continuously be needed.</p>
<p>e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  Not systematic  <b>Planning to scale</b>  Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Programs in the Career Technical Programs plan schedules that ensure students can take the courses when needed and for program completion.</p> <p>The Los Rios Community College District has purchased an Enterprise Level Scheduling Solution (Ad Astra) to assist with the scheduling of classes and ensuring courses are offered when needed. Also, with the launch of Degree Planner and Schedule Builder, programs will have data to plan for courses students need.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p>The College uses Ad Astra to build more precise, student-centered scheduling. Additionally, the Los Rios District recently purchased a more robust course scheduling/search system that will help students identify their needed courses at times/days that match their availability.</p> <p><i>Timeline for implementing next steps:</i></p> <p>all 2022</p>
<p><b>3. e. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>

Policy guidance	Connections with other GP teams		
Regional training	On campus /individual training		
Technology	Reporting/data		
Other			

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline								
<p><b>Equity Considerations in Area 4:</b></p> <ul style="list-style-type: none"> <li>• How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities?</li> <li>• As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)?</li> <li>• What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)?</li> <li>• Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community?</li> </ul>											
<p><b>LEARNING THAT STUDENTS ARE LEARNING</b></p> <p>a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress <b>At scale</b></p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Program learning outcomes are aligned with requirements for success in each program. Success in the programs are aligned with the prerequisites for success in further education and/or employment outcomes targeted by each program.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> <p>Fall 2016</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Continuous improvement.</p> <p><i>Timeline for implementing next steps:</i></p> <p>Fall 2022</p>								
<p><b>4. a. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>		Policy guidance	Connections with other GP teams	Regional training	On campus /individual training	Technology	Reporting/data	Other		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
Policy guidance	Connections with other GP teams										
Regional training	On campus /individual training										
Technology	Reporting/data										
Other											
<p>b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>The college has a robust and supportive curriculum that engages students in active and applied learning.</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Continuous improvement.</p> <p><i>Timeline for implementing next steps:</i></p>								

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with others. <i>(Note: This practice was added to the SOAA in February 2019)</i>	At scale	<p>Courses are reviewed by the Curriculum Committee on a six-year cycle.</p> <p>Programs are structured to prepare students for transfer or entering a career.</p> <p>Typical student assignments are aligned to the SLOs they assess and evaluate by the curriculum committee as well. Faculty document the use of authentic assessments which require students to think critically, apply knowledge, and/or to solve real world problems. These assessments also demonstrate that instruction promotes students' ability to work and communicate effectively with others.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> <p>Fall 2016</p>	Fall 2022
<p><b>4. b. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance      Connections with other GP teams</p> <p>Regional training      On campus /individual training</p> <p>Technology              Reporting/data</p> <p>Other</p>		Support Needed – Detail: (1,000 character)	Challenge or barrier: (1,000 character)
c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects	Place an X next to one: Not occurring Not systematic	Progress to date: (2,500 character)  Several programs, especially in the Career Education areas, have included	Next steps: (1,000 character)  As program maps are being completed by faculty using the PSLO Mapper and with the Case Management Tool and

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outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.	Planning to scale Scaling in progress At scale	internships, clinical placements, and other types of coursework.  Term, if <i>at scale</i> or <i>scaling</i> :	Scheduling Software, the college will continue to explore ways to provide opportunities for students to gain experience in more of a hands-on environment.  <i>Timeline for implementing next steps:</i>  Fall 2022
<p><b>4. c. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance      Connections with other GP teams Regional training      On campus /individual training Technology              Reporting/data Other</p>		<i>Support Needed – Detail: (1,000 character)</i>	<i>Challenge or barrier: (1,000 character)</i>
d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress <b>At scale</b></p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Faculty assess students' mastery of learning outcomes. This description from the ARC SLO Website describes the process: "Each student's achievement of the SLOs for each course is assessed on a continual and routine basis by each professor in each class that they teach; this is done as part of their professional practices. Each year, faculty document student achievement for a randomly assigned course SLO using the Authentic Assessment Review Record, which involves a review of student work demonstrating achievement of the course SLO. ARC faculty continuously uses assessment results to plan for</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Continuous improvement.  <i>Timeline for implementing next steps:</i>  Fall 2022</p>



Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<p>improvement. As part of our professional duties as a faculty, we are constantly looking for ways to make improvements in our own classes. In addition, each department is tasked with reviewing the results of their aggregate achievement; using this information to look for ways to improve student achievement. Departmental efforts are documented using the SLO Departmental Action Plan (2018-2019) or as part of Annual Unit Planning (beginning in 2019-2020). The Departmental Action Plan/Annual Unit Plan takes into account any departmental requests for action (e.g., curriculum actions, professional development, resource requests) based on the SLO assessment results. In the Annual Unit Plan, these actions will also be aligned with the college's strategic plan goals and objectives.”</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> <p>Fall 2016</p>	
<p><b>4. d. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance      Connections with other GP teams</p> <p>Regional training      On campus /individual training</p> <p>Technology              Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.</p>	<p>Place an X next to one:            Not occurring            Not systematic            Planning to scale            Scaling in progress  <b>At scale</b></p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Faculty use the results of learning outcomes assessment to improve effectiveness of instruction. Learning outcome assessment is seamlessly integrated into the practices of the college such as curriculum tech review, program review, and annual unit planning. They are assessed and the data is evaluated for continued improvement.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:             Fall 2016</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Continuous improvement.</p> <p><i>Timeline for implementing next steps:</i>             all 2022</p>
<p><b>4. e. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance      Connections with other GP teams            Regional training      On campus /individual training            Technology      Reporting/data            Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.</p>	<p>Place an X next to one:            Not occurring  <b>Not systematic</b>            Planning to scale            Scaling in progress            At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>The College has Work Experience courses that allow students to document their learning and use the documents to demonstrate learning for employers and universities.</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Plans are in place to expand Work Experience courses that allow students to document their learning and use the documents to demonstrate learning for employers and universities.</p> <p>CaPSS regularly offers resume development assistance to students either via one-on-one appointments,</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<p>Several Career Technical Programs also have students create portfolios to present to prospective employers.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p>workshops, classroom presentation and career fair events. Additionally, support is provided on topics such as job search, interview preparation, personality assessment tools, and industry-specific training. Each of these resources are designed to develop students' portfolios and skills to promote academic and ultimately career success.</p> <p><i>Timeline for implementing next steps:</i></p> <p>Fall 2022</p>
<p><b>4. f. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance      <b>Connections with other GP teams</b></p> <p>Regional training      On campus /individual training</p> <p>Technology              Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Given the size of the college, scaling these services/supports can be challenging. We will continue to pursue opportunities to assist students via resources such as CaPSS, HomeBases, HCD and other department-specific events that support portfolio development.</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>Connection with other colleges on how they are handling the scaling of the process.</p>
<p>g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p><b>Planning to scale</b></p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>The College participates in CCSSE and the SENSE surveys.</p> <p>The College has a robust professional development series for faculty, staff, and administrators. Currently, the New</p>	<p><i>Next steps: (1,000 character)</i></p> <p>The College continues to focus on professional development for all members in the community. Currently a design team is exploring and making recommendations for the entire college regarding professional development</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<p>Faculty Academy is for all new full-time faculty. It is a year-long cohort experience designed to support full-time faculty in their first year as tenure-track faculty. The goal of this academy is excellence in teaching and working with students through an equity framework.</p> <p>Also, the Equity Action Institute is available for all faculty (full and part-time) to participate in a series of workshops focused on equity, social justice, and diversity in teaching.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p>activities. The report will be completed in the spring 2020 semester with implementation taking place starting in Fall 2020.</p> <p><i>Timeline for implementing next steps:</i></p> <p>Fall 2019</p>
<p><b>4. g. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance      Connections with other GP teams  Regional training      On campus /individual training  Technology              Reporting/data  Other</p>		<p><i>Support Needed – Detail: (1,000 character</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>

**Additional REQUIRED questions:**

Student Engagement and Support	
<b>STUDENT ENGAGEMENT</b>	<p><i>Guided Pathways legislation specifically asks for a report on progress in engaging students in the planning and implementation of the reforms. Your answers below will provide the Chancellor’s Office a system-wide qualitative measure of this effort.</i></p>

<p>In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)</p>	<p><i>Place an X next to one or more:</i></p> <p><b>Student survey(s)</b></p> <p><b>Students serve on campus GP advisory committee(s)</b></p> <p><b>Student focus groups</b></p> <p>Other:</p> <hr/> <p><i>Engagement Efforts - Details: (1,000 character)</i></p> <p>The College engages students in a number of ways in the redesign process. Students are surveyed by a number of areas regarding services including the new HomeBase (pathway communities) model that is being launched in Fall 2020.</p> <p>Through our new governance process, student representatives are on each of the three major councils (Student Success, Institutional Effectiveness, and Operations) as well as the Executive Leadership Team (ELT). Students are given a stipend for participating on the councils and teams.</p> <p>Student focus groups occur periodically when feedback is needed regarding a particular item. We most recently used student focus groups to gain feedback regarding success team models.</p>
<p><b>COURSE ALIGNMENT</b></p>	<p><i>How is the college exploring alignment of course offerings with student education plans? (To help answer this question, consider the college's answers to the following self-assessment questions 1.D., 2.A., 3.B., and 3.E.)</i></p> <hr/> <p><i>Course Alignment - Details: (1,000 character)</i></p> <p>The College is implementing a new software product called Degree Planner and Course Builder. Course Planner was launched in the Fall semester for spring scheduling. Degree Planner will be launched later in the Spring semester which will allow students to see their program map and build out a schedule for future semesters. The system will allow students to choose how many units they wish to take per semester and will show them how long it will take to complete their degree.</p>

**Additional OPTIONAL questions:**

Success Story	
<b>SUCCESS STORY</b>	<i><b>Optional:</b> Please share a success story for collaborative purposes and to help establish best practices. Other NOVA users will be able to see this information as part of your submitted self-assessment, however the Chancellor’s Office will not share the information with outside parties without first obtaining your college’s consent. Note: All fields are required should you choose to include a success story.</i>
<i>Title:</i>	
<i>Follow-up Contact Person(s):</i>	
<i>Challenge: (1,000 character)</i>	
<i>Success Story: (10,000 character)</i>	
<i>Outcomes: (1,000 character)</i>	
<p><i>Vision for Success Goals - Please select the goals that apply to this success story. Place an X next to one or more:</i></p> <ul style="list-style-type: none"> <li>Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.</li> <li>Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU</li> <li>Decrease the average number of units accumulated by California Community College students earning associate degrees</li> <li>Increase the percent of exiting CTE students who report being employed in their field of study</li> <li>Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups</li> <li>Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults</li> </ul>	

# American River College

## List of Additional Evidence Need by the ACCJC Peer Review Team

1. Sample minutes from the Institutional Effectiveness Council from 2018-2019 documenting that data is reviewed when the institution falls below its institutional set standards and an example of the actions taken by the college when institutional set standards fall below established thresholds.
2. In the College's ACCJC Reports, there are several CTE programs not included in the report. Are these programs with fewer than 10 students? If there are 10 or more completers, what is the job placement rate and set standard data of each?
3. Updated information on SLO assessment for Counseling and Transfer Center. The ISER references Counseling and Transfer Center but the evidence provided only includes Financial Aid.
4. Screenshots of the orientation or access to the student orientation online. The team could not find access to the orientation on the website to verify the student orientation.
5. A couple examples of counselors/advisors' participation in professional development that shows they are prepared for advising students (such as conferences, workshops, etc.)
6. A copy of an agreement to demonstrate "document" that formal agreements exist for library services.
7. The ISER states, "budget cuts and the inability to backfill many positions has resulted in a reduction of the classified staff workforce and strained departments throughout the organization. Moreover, the current hiring freeze has prevented the College from hiring temporary classified staff, many of whom provide essential services to our students...as recovery from the effects of the pandemic continues, planning efforts will address the need for replacement of lost personnel." Does the college have any updates or a specific plan to address the inability to backfill positions?
8. Does the College have an updated version of the Facilities Master Plan showing total cost of ownership or any other documentation to show that total cost of ownership exists for new facilities and equipment?
9. Have the Tech Plan or Tech Roadmap been updated since the ISER was written? Is there additional evidence to demonstrate adequate technology is available (such as a survey, etc.)?
10. Evidence that technology resources are provided at all the College's locations where courses are offered, and that technology planning includes all locations.
11. Provide evidence showing where students can make Financial Aid appointments such as screen shots, etc.
12. Evidence showing how resource allocations are communicated to the campus and relevant councils to show closing the integrated planning loop.
13. Evidence to show that Distance Education processes are followed (such as minutes from the Curriculum Committee or Distance Education Committee).
14. A summary spreadsheet of complaints with status of the complaint or a couple of examples of student complaints that demonstrate how the complaint process was followed.
15. The team was very impressed with the Student Design Team project - please provide an update on the College's implementation of the Student Design Teams.

**Missing:** Evidence that the institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comment. The ACCJC address is on the College's website, but not the link to the ACCJC complaints against member institutions: <https://accjc.org/forms/complaints-against-member-institutions/> Please update the website.

## Student Success Council Report from 2/15/21

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### Updates and Brief Reports:

- **Guided Pathways Scale of Adoption Report Draft:** The Council gave feedback on [a report](#) to the CCC Chancellor's office about our progress on implementing Guided Pathways. Discussion centered largely on the need for deeper consideration of equity in Guided Pathways as outlined in the recent [CUE Webinar on Decentering Whiteness in Guided Pathways](#).
- **Strategic Planning:** ARC's Equity Plan and Professional Development Plan are both expired, so a process of reaffirmation will happen as part of strategic planning.

### Action Items: (none)

### Discussion Items:

- **HomeBases Resource Panel II:** At the Council's previous meeting, we realized we needed opportunity for a broader and deeper discussion about HomeBases, including how HomeBases considers equity and supports DI students, its goals, vision, broader structural changes needed to ensure its success, the role of instructional faculty, any concerns or questions our areas have, and more. Council members provided feedback from the various perspectives represented within the group. [Notes from both discussions are available](#).
- **(First Reading) Strategic Enrollment Management (SEM) 2.0 Charter.** The Council reviewed the [draft SEM 2.0 Charter](#). Suggestions and recommendations concentrated largely on the need for more focus on equity and the needs of DI students in schedule decision-making.

Report submitted by Carina Hoffpauir, Student Success Council Academic Senate representative.



# HyFlex Report

DETC-DCCC Joint Workgroup

Dec 7, 2021

The Los Rios district's response to the recent pandemic has opened new doors in the delivery of educational opportunities to students. The following report is the result of a desire to meet students' needs for flexibility in scheduling, provide quality learning modalities, balance faculty workloads, and secure equity across our student population.

Additional "flex" modalities present an option to provide equitable access to courses, including learning opportunities, class materials, resources, and other success measures for students. Because the instructor and student are separated by distance and/or time, these "flex" modalities are classified as Distance Education (DE). Refer to the Appendix for a comparison chart.

Los Rios' primary transfer institution, CSU Sacramento, has outlined available [instructional modalities](#) on their website. We have attempted to align our definitions of HyFlex and SyncFlex with those of CSUS to minimize confusion for students enrolling at both institutions simultaneously.

## HyFlex

**Modalities: In-person, Synchronous online, Asynchronous online**

**Definition:** Students choose between three options of how, when, and where they attend class. Students can decide which option to select week-by-week throughout the semester.

- Option 1: Meet at the scheduled class time in person in an on-campus classroom.
- Option 2: Meet at the scheduled class time through a remote connection.
- Option 3: Attend asynchronously completing class sessions using online materials.

**Example:** Class meets MWF 9:00-9:50 AM. in MND 1003 *and* via a live Zoom connection *and* available asynchronously via Canvas.

## SyncFlex

**Modalities: In-person and Synchronous Online**

Notes: This modality differs from HyFlex in that there is *no asynchronous online option*. CSUS calls this "HerkyFlex" to fit within their mascot branding.

**Definition:** Students choose between two options of how, when, and where they attend class. Students will make their selection about which option they will take upon enrolling in the class:

- Option 1: Meet at scheduled class times, in-person, on campus.
- Option 2: Meet at predetermined scheduled class times online through a remote connection.

**Example:** Class meets MWF 9:00-9:50 M. in MND 1003 *and* via a live Zoom connection.

## HyFlex and SyncFlex Considerations:

Teaching the same group of students simultaneously using multiple modalities offers unique challenges. Faculty, students, and support staff should consult the following before opting-in to a HyFlex or SyncFlex course.

### Operational

- How will these modalities be coded? Fully online, partially online, or other form of DE?
- How will attendance be measured for students selecting the asynchronous option?
- How will attendance be measured if a student switches between modalities?
- How will retention be tracked for HyFlex and/or SyncFlex courses? How will your department know which of the three modalities had the poorest retention?
- How will vaccine mandates affect enrollment in HyFlex or SyncFlex courses?

### Instructors

- **Instructor Attendance:** on-campus presence at all scheduled meeting times is expected
- **Workload:** if you're not already comfortable teaching synchronous and/or asynchronous online modalities, this is a heavy lift.
- **Technology:** how will instructors receive training for using the equipment?
- **Classroom Management:** how will the instructor engage all synchronous students, both on-campus and via live remote connection.
  - During class, how does the instructor make eye contact with all students if the camera is in one location and the Zoom screen is in another location, and neither within the same field of view as the in-person students?
- **Regular and Effective Contact:** how will the instructor ensure regular and substantive interaction with students selecting the synchronous and/or asynchronous options?
  - It's tough for remote students to know who is speaking in the physical classroom because there is not a highlighted box around the speaker like there is for remote attendees.
- **Course Design:** how will the instructor ensure that each modality provides students opportunities to develop skills necessary to achieve course outcomes?
- **Equitable Learning Opportunities:** how will the instructor ensure that students will experience equitable learning opportunities regardless of the modality they select?
- **Preparing Students:** how will students know what is expected of them?
- **Student expectations of privacy:** will the camera in the room show what's on the devices being used by in-person students?
- **Performance release:** If a session is recorded and put online, any students whose faces can be seen will need to sign a performance release.

### Students

- **Understanding Modalities:** how will the District ensure students understand these new modalities, and how they affect their course selection?

- **Access to Technology:** do students know the technology requirements for the course, and if so, do they have access to the required technology?
- **Comfort with Technology:** are students comfortable using webconferencing software, an online learning management system, and other technology tools to access course materials and interact with their peers and their instructor?
- **Student Engagement:** are students prepared to engage in course activities, even when accessing the course remotely or asynchronously?
- **Recordings:** are students comfortable with being recorded if they plan to attend the course synchronously or on-campus?

## Room Setup and Support

- Does the room have a **microphone** so that remote students can hear in-person students clearly no matter where they are sitting in the room?
- Does the room have a microphone capable of **distinguishing the current speaker from the ambient noises** in the room, including side conversations among in-person students?
- Will there be a **screen at the back of the room** so the instructor can have the in-person students and remote students in their field of view? If so, will it be big enough so that the instructor can see remote attendees and whatever instructional material is being used?
- What kind of support will be available **in the classroom**? Will it be comparable to the support offered for ITV courses in the past?
  - ITV had at least two support people for each and every class
  - “With proper support staff in the room each time”
- What kind of support will be available to students who **access live sessions remotely** ?
- How do we properly and appropriately **edit and archive recordings**?
  - Who will ensure recordings protect student’s right to privacy?
  - Who will archive?
  - Who will edit the videos (ex: length, removing down-time, etc.)
  - Who will caption the videos?

## Final Thoughts

If Los Rios adopts this new model in an attempt to be more nimble in support of our students, its success will depend on continuous assessment and a willingness to be nimble in how “flex” our instructional modalities will be. This includes effective professional development for instructional faculty and the classified professionals that will likely be needed to support this mode. The most important consideration of supporting “flex” instructional modalities will of course be student enrollment, engagement, and success.

## Appendix: A Comparison of Instructional Modalities

Modality	Classification DE or Not DE	DE Curriculum Approval Requirement	Notes
<b>On-ground &amp; In-person</b>	Fully on-ground instruction Not DE	None	All instruction is on-ground, in person. Content may be posted in the Learning Management System (LMS).
<b>Asynchronous Fully Online</b>	100% Online DE	Yes, unless in an emergency	All instruction is asynchronous using the LMS but office hours are likely synchronous.
<b>Partially Online</b>	Less than 100% Online DE	Yes, unless in an emergency	Course has in-person requirements, as approved through curriculum. Online instruction may be synchronous or asynchronous. Regular meeting times are listed in class schedule.
<b>Synchronous Fully Online</b>	100% Online DE	Yes, unless in an emergency	All instruction is synchronous online. Regular meeting times are listed in the class schedule.
<b>Partially Synchronous, Fully Online</b>	100% Online DE	Yes, unless in an emergency	Some portion of instruction is synchronous online. Regular meeting times are listed in the class schedule. Remaining instruction is asynchronous.
<b>SyncFlex</b>	Synchronous Online and/or On-ground DE optional	Yes, unless in an emergency	Students choose whether to attend synchronous online class sessions or on-ground live class sessions. No asynchronous component.
<b>HyFlex</b>	Synchronous or Asynchronous Online and/or On-ground DE optional	Yes, unless in an emergency	Stacking 3 modalities: Students choose whether to attend synchronous online class session or on-ground live class sessions or to complete work asynchronously in the LMS.

# Impact of Class Size on Instructor Ability to Engage as Equitable Practitioners

Whereas, the District Academic Senate (DAS) is committed to all the colleges becoming more equitable institutions, and equitable education requires building relationships with students and providing individualized learning experiences to meet diverse needs; and

Whereas, quality learning experiences and effective teaching strategies in online and face-to-face classes require active and interactive learning opportunities and multiple, diverse measures for assessing student learning; and

Whereas, there is a relationship between class size and/or instructor: student ratio and instructor ability to implement these best practices in equitable, effective and quality education; and

Whereas, despite Los Rios Community College District (LRCCD) Regulation 7131, 2.1 stating “Each College of the Los Rios Community College District shall determine the optimum class size for each course or subject area based on effectiveness of instruction and efficiency of operation”, class size appears to be determined in an arbitrary, inconsistent, nontransparent manner, resulting in inequitable and inconsistent educational experiences for students across different Los Rios Community College District (LRCCD) colleges and classes;

Resolved, that the District Academic Senate requests, pursuant to Los Rios Community College District Policy 7131 authorizing the Chancellor or designee “to develop Administrative Regulations for setting class size guidelines for all area classes within a division”, that a task force be convened to develop recommendations for establishing a standing governance body whose purpose shall be to set guidelines for determining optimum class sizes on a course level basis course-by-course, discipline-by-discipline, and college-by-college basis.

Resolved, that the resulting governance body includes representatives from the Academic Senates, Los Rios College Federation of Teachers (LRCFT), and administration from all four Los Rios colleges as well as appropriate district administrative leadership.

Resolved, that the resulting governance body develops processes and practices to establish and regularly evaluate criteria for setting and reviewing class sizes on a foundation of equity-based decision making, with an emphasis on faculty ability to implement best practices in equitable, effective education.

## References

Academic Senate for California Community Colleges (ASCCC). Setting Course Enrollment Maximums: Process, Roles, and Principles. Spring 2012.

Arias, JJ & Walker, Douglas M. 2004. "Additional Evidence on the Relationship between Class Size and Student Performance," The Journal of Economic Education, Taylor & Francis Journals, vol. 35(4), pages 311-329, October.

Horning, Alice. “The Definitive Article on Class Size.” WPA. Writing Program Administration, vol. 31, no. 1-2, Council of Writing Program Administrators, 2007, p. 11–.

Linton, C. (2011). Equity 101: The Equity Framework. Thousand Oaks, CA: Corwin Press. Association of College and University Educators (ACUE)

Effective Practice Framework The American Council on Education Course in Effective Teaching Practices California Community Colleges Online Education Initiative, Course Design Rubric, April 2020.

LRCCD Collective Bargaining Agreement with LRCFT (“Contract”) Article 4.5.1 Strategic Enrollment Management Project Team. Schedule Development Guidelines. February 2020

LRCCD Policy 7131 and Regulation 7131: Class Size

ARC Academic Senate		Attendance	2022-02-24		7. Do you vote to adopt the finding that the state of emergency continues to directly impact the ability of members to safely meet in person?	
Area	Senator	Adjunct/FT	Term End			
Behavioral & Social Science	Lauren Chavez	Adjunct	2024	Present	Yes	
Behavioral & Social Science	Kristina Casper-Denman	Full-time	2023	Present	Yes	
Behavioral & Social Science	Brian Rosario	Full-time	2024	Present	Yes	
Behavioral & Social Science	Ricardo Caton	Full-time	2022	Present	Yes	
Behavioral & Social Science	Robin Akawi	Alternate Full-Time		Present		
Behavioral & Social Science	N/A	Alternate Adjunct				
Business & Computer Science	<i>Unfilled</i>	Full-time	2023			
Business & Computer Science	Damon Antos	Full-time	2022	Present	Yes	
Business & Computer Science	Kahkashan Shaukat	Full-time	2024	Present	Yes	
Business & Computer Science	Christian Speck	Adjunct	2022	Present	Yes	
Business & Computer Science	Marc Condos	Alternate Full-Time				
Business & Computer Science	N/A	Alternate Adjunct				
Counseling	Jessica Nelson	Full-time	2022	Present	Yes	
Counseling	Joyce Fernandez	Adjunct	2024			
Counseling	Reyna Moore	Full-time	2023	Present	Yes	
Counseling	Carmelita Palomares	Full-time	2022	Present	Yes	
Counseling	Kim Herrell	Alternate Full-Time				
Counseling	N/A	Alternate Adjunct				
English	Valerie Bronstein	Adjunct	2023	Unable to attend Spring 2022		
English	Robyn Borcz	Full-time	2023	Present	Yes	
English	Caroline Prieto	Full-time	2024	Present	Yes	
English	Gina Barnard	Full-time	2022	Present		
English	Melissa Diaz	Alternate Full-Time				
English	Paul Knox	Alternate Adjunct				
Fine & Applied Arts	Brian Knirk	Full-time	2023	Present	Yes	
Fine & Applied Arts	Linda Gelfman	Full-time	2024			
Fine & Applied Arts	Diane Lui	Adjunct	2023	Present	Yes	
Fine & Applied Arts	Craig Martinez	Full-time	2022			
Fine & Applied Arts	Jodie Hooker	Alternate Full-Time				
Fine & Applied Arts	N/A	Alternate Adjunct				
Health & Education	Cheri Garner	Full-time	2023			
Health & Education	Jen Kirkman	Full-time	2022			
Health & Education	Veronica Lopez	Full-time	2024	Present	Yes	
Health & Education	<i>Unfilled</i>	Adjunct	2022			
Health & Education	N/A	Alternate Adjunct				
Health & Education	John Coldiron	Alternate Full-Time				

ARC Academic Senate		Attendance	2022-02-24		7. Do you vote to adopt the finding that the state of emergency continues to directly impact the ability of members to safely meet in person?	
Area	Senator	Adjunct/FT	Term End			
Humanities	Corinne Arrieta	Full-time	2022	Present	Yes	
Humanities	Jill Birchall	Full-time	2024	Present	Yes	
Humanities	Caterina Falli	Full-time	2023	Present	Yes	
Humanities	Andrew Fix	Adjunct	2022	Present	Yes	
Humanities	Erik Haarala	Alternate Full-Tim				
Humanities	N/A	Alternate Adjunct				
Kinesiology & Athletics	Gerry Haflich	Full-time	2022			
Kinesiology & Athletics	Eric Black	Full-time	2024			
Kinesiology & Athletics	<i>Unfilled</i>	Full-time	2023			
Kinesiology & Athletics	<i>Unfilled</i>	Adjunct	2023			
Kinesiology & Athletics	N/A	Alternate Full-Tim				
Kinesiology & Athletics	N/A	Alternate Adjunct				
Library/Learning Resource	David McCusker	Full-time	2024	Present	Yes	
Library/Learning Resource	Araceli Badilla	Full-time	2023	Excused		
Library/Learning Resource	Marianne Harris	Alternate Full-Tim		Present	Yes	
Mathematics	Deborah Gale	Adjunct	2024	Present	Yes	
Mathematics	Joe Caputo	Full-time	2023	Present	Yes	
Mathematics	Adrienne Avila	Full-time	2024	Present	Yes	
Mathematics	Rocio Owens	Full-time	2022	Present		
Mathematics	Lana Anishchenko	Alternate Full-Tim				
Mathematics	N/A	Alternate Adjunct				
Workforce/ Work Experie	Vivian Dillon	Full-time	2024			
Workforce/ Work Experie	Carlos Ponce	Adjunct	2024	Present		
Workforce/ Work Experie	Jody Johnson	Adjunct	2023			
Workforce/ Work Experie	<i>Unfilled</i>	Adjunct	2022			
Workforce/ Work Experie	Lonetta Riley	Alternate Full-Tim				
Workforce/ Work Experie	N/A	Alternate Adjunct				
Science & Engineering	<i>Unfilled</i>	Adjunct	2024			
Science & Engineering	Glenn Jaecks	Full-time	2022	Present	Yes	
Science & Engineering	Charles Thomsen	Full-time	2024	Present	Yes	
Science & Engineering	<i>Unfilled</i>	Full-time	2023			
Science & Engineering	N/A	Alternate Full-Tim				
Science & Engineering	N/A	Alternate Adjunct				
Student Support Services	Judith Valdez	Full-time	2024			
Student Support Services	<i>Unfilled</i>	Adjunct	2023			
Student Support Services	Arthur Jenkins	Alternate Full-Tim				

ARC Academic Senate		Attendance	2022-02-24			
Area	Senator	Adjunct/FT	Term End			
Student Support Services	N/A	Alternate Adjunct				
Technical Education	Chris Moore	Full-time	2024			
Technical Education	Mikhail Drobot	Adjunct	2023	Present	Yes	
Technical Education	Jordan Meyer	Full-time	2023	Present	Yes	
Technical Education	Craig Weckman	Full-time	2022			
Technical Education	N/A	Alternate Full-Time				
Technical Education	N/A	Alternate Adjunct				
Officers	Alisa Shubb		President	Present		
Officers	Carina Hoffpauir		Vice President	Present	Yes	
Officers	Amy Gaudard		Secretary	Present	Yes	
Officers	Tressa Tabares		Past President	Present	Abstain	
Liaison	Janay Lovering		Program Review			
Liaison	Kate Williamson		Open Education			
Liaison	Beth Madigan		Classified Se	Present		
	Roxanne Morgan		Curriculum			
	Bill Simpson		Program Pat	Present		
					30 "Yes"	
					0 "No"	
					1 "Abstain"	
<b>Total Senate Seats Available (without Officers)</b>			<b>52</b>			
<b>Unfilled Seats</b>			<b>8</b>			
<b>Total Filled Seats</b>			<b>44</b>			
<b>Quorum (25% of filled seats)</b>			<b>11</b>	(round 0.5 up)		