ARC Academic Senate
Approved Minutes: March 10, 2022

Preliminaries

1. Call to Order: Called to order at 3:00pm
2. Approval of the Agenda: Agenda Approved
3. Approval of the Minutes: Minutes Approved
4. Introduction of Guests:
   Connie Ayala, Laura Monegro

5. Public Comment Period:
   None

6. President's Report:
   a. Welcome New Faculty Learning Community's Coordinator Asha Wilkerson! (the New Faculty Learning Community used to be called the New Faculty Academy)
   b. Executive Leadership Team:
      i. Employee Onboarding Project Team–faculty appointees needed
      ii. New project team: See supporting materials "[Project Team: Strategic Enrollment Management 2.0](#)"
         Currently there will be faculty represented from Kinesiology, English, Mathematics, and Science. If you have thoughts about what types of areas or interests should be represented, please let Alisa know.
   c. Chancellor's Cabinet
      i. Previewed LRCCD Board of Trustees Goals: See supporting materials "[Chancellor's Cabinet Meeting Agenda](#)"
      ii. Board of Trustees Retreat Friday-Saturday March 11-12 (live session in the District Office)
      iii. There was no mention of the change in the masking requirement.
   d. ASCCC (Academic Senate for California Community Colleges) Resolutions: See supporting materials "[58th Session Resolutions: Spring Plenary](#)"
   e. ASCCC Plenary ([link to ASCCC 2022 Spring Plenary website](#))

Consent Items

7. Adopt the finding that the state of emergency continues to directly impact the ability of members to safely meet in person.
   > This item was not removed from consent by a member of the body and so was carried by consent of the body.

Decision
   none

Reports (5-10 minutes per item)

8. Accreditation status: core inquiries
   See supporting materials "[ACCJC Core Inquiries](#)"

a. ARC Inquiries:
  i. Institutional set standards
  The team would like to understand what action for improvement the institution takes when it does not meet its own institution-set standards.
  ii. Facilities master plan
  iii. Commendation: Student Design Team
  iv. Regular & effective contact/SLOs
  The team would like to know how the college ensures that it follows required policies/processes on distance education and publication of SLOs (Student Learning Outcomes) on syllabi. The team plans to review another sample of distance education courses from Spring 2022.
b. District Inquiries:
  i. Regular review of board policies
  ii. Delineation of college and district roles

9. Council Updates
   a. Institutional Effectiveness Council – (Janay Lovering)--see supporting materials "IEC Report"
   b. Operations Council – (Araceli Badilla)--see supporting materials "Operations Council: Meeting Notes"
   c. Student Success Council – (Carina Hoffpauir)--see supporting materials "Student Success Council Report from 3/1/22"

Discussion (10-15 minutes per item)

10. Reviewing recommendations from the Los Rios Colleges Online report
    See supporting materials "Los Rios Colleges Online Coordinating Council Recommendations"
    Colleges will hold FTE for this. Senators had several questions, including: What are the implications for counselors? How can we deal with competing programs? Is there a desire/expectation that learning communities (like Puente) participate? How will tutoring be part of this effort?
    Suggestions included: Resources will be crucial for implementation. Training for success coaches should be part of the program. It would be good for success coaches to reflect the student body. The part of the application asking for FAFSA information may be a roadblock for students. Equity "gap" language isn't clear–it would be better to define the intent. There seems to be a focus on challenges that students experience, rather than equity as a whole.

11. Viewing Guided Pathways work through an equity perspective
    a. How is our assessment of where we are as a college?
    See supporting materials "Guided Pathways Essential Practices: Scale of Adoption Self-Assessment." Senators felt that although through Guided Pathways we have sought to embed supports to meet student needs, it seems that maybe some decisions should be revisited from an equity perspective.
    b. What areas need further work?
    Guided Pathways tend to treat all students as the same, when student needs vary widely
    c. Takeaways from the webinar? (Link to webinar on Decentering Whiteness in Pathways Part 1)

Thoughts included: Students are not creating pathways, but perhaps they should be involved. Pathways is not a neutral structure as pathway builders and participants bring their own culture into the pathway. How can the Academic Senate help the push for racial literacy? There is a donor who is interested in funding the Academic Senate in funding professional development toward the goal of racial literacy. There is a need for more student eyes on the pathways work to make it more accessible for students. Undeclared or undecided students do not seem to be served well by pathways work.

12. Developing an Academic Senate Statement of Values
    a. Adapted from the [ASCCC website](#): "The Academic Senate asserts faculty primacy in academic and professional matters as established in statute and regulation and incorporates diverse perspectives as a means of reaching reasoned and beneficial results. The Academic Senate is the official voice of the college faculty in consultation and decision making regarding academic and professional matters and, through leadership and empowerment, endeavors to make each local senate the voice of the faculty in college and district consultation and decision making. The Academic Senate values thoughtful discourse and deliberation and centers its work on student success."
    b. Modified ASCCC Values ([link to shared document where your comments are welcome!](#))
    c. "We value equity, inclusion, and open & respectful communication in this space."
    d. [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."

13. Report Back: (5-10 minutes per item)
    a. Hyflex/Syncflex report
       Would be useful to develop some language that would describe to students what to expect and put this in class schedule notes (until if/when it becomes an official modality like online vs hybrid vs in person). Some colleges gave the go-ahead for the union to start negotiating this option as a modality for teaching.
    b. Keeping track of Academic Senate Standing Committees' work
    c. Clarifying student expectations through use of schedule Notes

14. Report Out: (5-10 minutes per item)
    a. [District Academic Senate](#)
       i. Resolution passed by ARC and District Academic Senate: [Impact of Class Size on Instructor Ability to Engage as Equitable Practitioners](#). District senate representatives are still talking with Jamey Nye and Union representatives about why it shouldn't be discussed by those three groups. If the creation of a standing committee is off the table, the academic senates across the colleges will consider forming a project team to make recommendations about ways in which class size could be determined.
    b. Other areas

15. Items from College Areas for Academic Senate Consideration

It's election time! The Academic Senate needs to form an elections committee for senate officers. Elections should be held by the second meeting in April.

Meeting adjourned 4:56pm

Upcoming Meetings and Events
- LRCCD Board of Trustees Retreat: Friday-Saturday March 11: Board Room, District Office
- District Academic Senate: Tuesday, March 15th, 3:00 PM Meeting ID TBD
- ASCCC Area A Meeting: Friday, March 18, 2022, virtual
- ARC Academic Senate: Thursday, March 24th, 3:00 PM Meeting ID: 986-5887- 6175, Password 10plus1
- District Academic Senate: Tuesday, April 5th , 3:00 PM Meeting ID TBD
- ARC Academic Senate: Thursday, April 7th, 3:00 PM Meeting ID: 986-5887- 6175, Password 10plus1
- ASCCC Spring Plenary Session: April 7-9, 2022 hybrid event at the Los Angeles Marriott Burbank Hotel

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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.

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American River College Academic Senate Regular Meeting AGENDA

Preliminaries
1. Call to Order
2. Approval of the Agenda
3. Approval of the Minutes
4. Introduction of Guests
5. Public Comment Period (3 minutes per speaker)
6. President's Report

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

Decision (10 minutes maximum per item)

Reports (5-10 minutes per item)
8. Accreditation status: core inquiries
9. 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)
10. Reviewing recommendations from the Los Rios Colleges Online report
11. Viewing Guided Pathways work through an equity perspective
12. Developing an Academic Senate Statement of Values
13. 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
14. Report Out: (5-10 minutes per item)
    a. District Academic Senate https://employees.losrios.edu/our-organization/committees/district-academic-senate
    b. Other areas
15. Items from College Areas for Academic Senate Consideration

Upcoming Meetings:
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PROJECT CHARTER

Project Team: Strategic Enrollment Management 2.0

Project Type: Planning

Project Duration: SP22-SP23

Sponsoring Council: Student Success Council

PROJECT BACKGROUND AND NEED (Why is the project necessary?)

This team would build upon the work of the first Strategic Enrollment Management (SEM) team with an increased focus upon infusing equity into developing enrollment goals, tools, and metrics to provide the infrastructure towards a more equitable, deliberate, and targeted scheduling process at American River college. The first SEM team identified broad themes, goals, and structures in ARC's scheduling processes where there were opportunities for building in efficiencies to better build student-focused academic schedules (for specifics, please see the *Schedule Development Guidelines* final report submitted by the SEM in February, 2020).

PROJECT PURPOSE AND SCOPE (What is the project expected to encompass? What are the boundaries?)

The purpose of this project is to improve upon and continue implementing the recommendations from the initial SEM 1.0 with a paramount equity focus. These goals include:

1. Investigate and evaluate what it means to be equity-minded when doing strategic enrollment management.
2. Establishing a more robust and equitable structure and system for FTEF allocations to divisions for Fall, Spring, and Summer terms based upon the college level allocations provided by district and our College's disproportionate impact.
3. Establishing Weekly Student Contact Hours (WSCH) benchmarks for divisions and departments.
4. Developing both reporting systems and "sandboxing" systems to track FTEF, plan for WSCH generation, and monitor equity impacts of scheduling.
5. Developing work group structures to institutionalize Strategic Enrollment Management as an ongoing ARC scope of work.

PROJECT OBJECTIVES (What is the project expected to achieve?)

Successful completion of this project is intended to achieve the following objectives:

1. Build a scheduling model and schedule decision-making process that considers and meets the needs of our disproportionately impacted student groups, including Black and African American, Native American, LGBTQIA+, Asian American and Pacific Islander, and Latinx/e students.
2. Standing SEM work-group structure is developed which includes resource (FTEF) allocation timelines and methodologies, scheduling priorities that include equity, and enrollment/WSCH generation retrospectives.
3. Ability of college to plan for the WSCH targets provided by district, reallocate resources to meet the targets, and measure the results.
4. Ensure academic scheduling is designed to explicitly connect scheduling back to American River College's Mission, Vision, and Values, as well as our Commitment to Social Justice and Equity. Scheduling for equitable student success means creating paths to transfer or employment while maintaining maximum effectiveness and efficiency in the use of faculty, finances, and facilities. A program map or a pathway is a promise that we are

making to students that they will be able to complete a program in a set amount of time. American River College's goal is to provide a schedule that allows students to meet successfully their educational goals.

5. Develop mechanisms and techniques for the collection and use of ongoing student feedback and input into the scheduling process.
6. Develop mechanisms and techniques for the collection of qualitative and quantitative student drop data to inform scheduling decision making and pinpoint potential disproportionate impact within previous schedule decisions.
7. Identify and work with district to ameliorate systemic barriers within our schedule (e.g. how students enroll for corequisites or the way in which our schedule information is displayed when students register).

PROJECT DELIVERABLES (What items will be produced during the project?)

Deliverables to be completed and/or submitted for approval:
SEM Next Steps/Aspirational Goals (from Feb. 2020 final report of SEM 1.0)

1. Develop and submit to Student Success Council a Refined Block Scheduling proposal that will include exemptions, thresholds, goals, structures designed for equity, and other specific procedures.
2. Develop metrics and analytics to support measuring and planning for expanded use of short-term sections.
3. Develop metrics and analytics to measure demand for different instructional modalities (fully online, partially online, face-to-face, et cetera.).
4. Refine predictive modeling for capstone classes to help identify ideal rotational patterns for traditionally low-enrolled sections.
5. Refine rubrics for different types of sections to identify when sections need to be cancelled and when additional sections may need to be added into the schedule.
6. Foster conversations about appropriate section cap sizes to ensure safety, effective pedagogy, equity, and effective use of college resources.
7. Work towards building a schedule that we can consider a promise to American River College's students and faculty where we do not cut sections right before the start of the semester.
8. Work with ARC research and District Fiscal to build reports and tools to better predict and monitor the FTES and WSCH production of sections from the planning stage, through registration, and to the various census dates for different Attendance types.
9. Refine techniques of creating realistic and data based WSCH benchmarks to assist in meeting the division/college level WSCH benchmarks.
10. Tools to provide "sandboxes" in schedule development to help predict how changes to a draft schedule may affect a department or division meeting or exceeding their WSCH benchmarks.
11. Tools to measure WSCH (and project trends) during enrollment.
12. Procedures for post-semester evaluation of how accurate WSCH benchmarks were for departments and divisions and the equity impacts of those benchmarks.
13. Develop a Strategic Enrollment Council which fits within ARC's governance structure and is composed of faculty, classified, and management members from instruction, student services, and the Office of Equity, Institutional Effectiveness, and Innovation. This group will coordinate across the operations of the college to coordinate knowledge across the college, reduce barriers caused by situational blinders, identify ways to close equity gaps, and look at the holistic impact of how we schedule as a college especially in terms of its impact on reducing institutional barriers for DI students.

SUCCESS INDICATORS (How will success be measured or determined?)

The project will be considered successful when:

1) ARC has a clear and equitable FTEF allocation model.
2) ARC has the ability to plan schedules using WSCH benchmarks.
3) ARC is able to minimize schedule changes after the schedule goes live (schedule is right-sized to student needs.)
4) ARC is efficient enough in our FTEF usage and WSCH production that we are able to strongly advocate for the resources we need from district.
5) ARC has a coordinated de-siloed infrastructure to plan for schedule implementation and reduce barriers to students success

All of these indicators can be thoroughly accomplished through completion of the stated project objectives.

PROJECT ASSUMPTIONS (What conditions are believed to exist?)

The project team was authorized based on the following assumptions:
- ARC's mission, strategic goals, and commitment to social justice and equity are central to this work.
- Since all systems are designed to get the results that they do, the SEM system will need to be designed for equity for it to address our College's equity gaps.
- Strategic enrollment management requires collaboration across traditional silos and throughout the entire student life cycle. It involves more than academic scheduling and section management.
- It will be necessary to view this project through a multi-faceted lens that considers face-to-face and online components; main campus, virtual, and center locations; various avenues to college access including the working learner and apprenticeship; as well as emerging opportunities. The college must strive for agility in order to quickly adapt to a rapidly changing environment.
- Academic scheduling will reflect a manifestation of the guided pathways work that is based on programs rather than individual courses. Planning should address consistent processes for how academic schedules are built, block scheduling, and cross-discipline coordination.
- The transition to areas of interest/program pathways will require a reallocation of FTE to ensure students are able to get the classes they need to complete pathways in a timely manner.
- Flexible learning options, multiple entry points, and other methods that challenge the status quo should be explored in pursuit of a "Students First" approach that meets students where they are and eliminates institutional barriers to goal completion.
- Outreach, recruitment, engagement, and student retention efforts should also be addressed in a manner that is aligned with the ARC Redesign.

- The project should contend with the issue of scheduling and managing enrollments with incomplete information at critical moments, while also responding to Los Rios productivity goals and enrollment guidance.
- Aligned with ARC's Redesign, the plan may recommend moving away from past practice and reallocating resources in a manner that can holistically foster student success through effective enrollment management.
- The timeline for the plan has been aligned to accreditation cycles and is specified in the draft integrated planning guide as 2019-2025. Future plans would follow a seven-year cycle.
- The content, style, and format of the plan should be concise and accessible to the average person (not written for an academic audience).

PROJECT RISKS, CONSTRAINTS, OR DEPENDENCIES (What factors might impact the project? How might the project intersect with the internal or external environment including other projects?)

The project team should be aware of the following known risks, constraints, and/or dependencies:

The construction of an academic schedule has both Academic and Professional implications (Academic Senate) and Workplace issues (LRCFT). This project will need to respectfully operate within these spheres of influence and consult as appropriate to ensure that it is not over-stepping.

OTHER CONSIDERATIONS (What are the anticipated implications related to equity and inclusion; research and data; district policies and regulations; district and/or college-wide practices; college-wide cross-functional relationships; and resource needs such as staffing, workload, technology, and space/facilities?)

- The funding formula for California Community Colleges is changing, so there may be fluctuations in future revenue trends that cannot be predicted by historical data. There are also strategic considerations on how the goals of the Vision for Success and related funding implications might influence enrollment management activities and supporting institutional practices (e.g., methods to promote AB 540 awareness).
- The Project Team will need equity training specifically focused on designing scheduling management systems for equity.
- The team is encouraged to consider potential benefits of working with Los Rios sister colleges in a more coordinated way to leverage the strengths and resources of each college to serve the needs of students
- It is likely that there will be a need for new or redeployed resources to bring the plan to life
- Various implications related to equity and inclusion in response to alignment of the Strategic Enrollment Management Plan to the Institutional Equity Plan. For example, in pursuit of reducing disproportionate impacts there may need to be a shifting of resources (FTEF, rooms, etc.) in order to close equity gaps; in pursuit of increasing retention and persistence, we may need provide for criteria which allows some lower enrolled sections to not be cancelled.

PROJECT TIMELINE/KEY MILESTONES

Month(s)	PROJECT PHASE	FOCUS/MAJOR TASKS
December 2021	Initiation	Project initiation and charter development
December '01-January '02	Preparation	Project planning; team scheduling; initial research and discovery; preparation for kickoff
March-May '02	Team-Based Work	Develop WSCH Benchmark Structure Develop FTEF Allocation Structure

		Identify Report/tool needs
June-August '02	Preparation	Additional research and project planning
August – December '02	Team-Based Work	Develop standing SEM workgroup charter/structure
		Develop SEM calendar including allocation timelines and post-mortem dates
January – March '03	Finalize Reports	
April – May '03	Formal Review	Review and adoption of deliverables through governance processes
	Closure	Celebrate the project team's work and archive artifacts of the project

Planned Governance Flow of Deliverables

Meeting Date	Council	Desired Outcome
		☐ **1st Reading** ☐ **2nd Reading – Recommendation to** _____
		☐ **1st Reading** ☐ **2nd Reading - Recommendation to** _____
		☐ **1st Reading** ☐ **2nd Reading – Recommendation to** _____
		☐ **1st Reading** ☐ **2nd Reading – Recommendation to** _____

Standard Description of Project Stages

Project Stages	Description
Initiation	Activities leading to the authorization and chartering of a project team
Preparation	Activities which occur once a team is authorized and can be conducted independently to plan, schedule, and setup the project (project management steps)
Team-Based Work	Activities which occur in a collaborative environment in which the project team works based on the scope of the charter
Formal Review	Activities by which deliverables are submitted to the sponsoring council for formal approval; may involve a sequence of governance review including ELT and/or other entities; formal review may result in acceptance of the deliverables; request for the project team to revisit the design/refinement stages; or abandonment of the project
Closure	Activities to celebrate the success of the project and archive the artifacts of the work completed

PROJECT ORGANIZATION, ROLES, AND RESPONSIBILITIES

Role	Responsibilities
Project Leads	- Prepares, leads, and follows up on meetings (see details of the Role of the Chair in the *ARC Governance Framework*) - Communicates the project to various stakeholders, and when appropriate, solicits feedback on draft deliverables through informal review processes - Submits the final deliverables to the sponsoring council for approval
Project Steward *(may be one of the leads or a separate individual)*	- Manages the project on behalf of the sponsoring council - Drafts the charter in consultation with the sponsoring council's chairs - Conducts preliminary research to gather information on promising practices, product options, or other relevant materials to inform the project - Develops a work plan based on the charter to organize, sequence, and schedule the work of the project team within the available time frame - Reports progress to the sponsoring council - Maintains and archives project documentation at the conclusion of the project - Assists the project leads as needed
Team Members	- Participates in all project meetings and activities - Supplies valuable knowledge and perspective (often based on the individual's responsibilities or role at ARC) - May be assigned specific project tasks to complete outside of project meetings - Assists with the "heavy lifting" that is required to accomplish the project deliverables
External Consultant *(optional)*	Provides expertise and assistance from an external (non-ARC) perspective
Executive Sponsor *(optional)*	Large, high-impact projects only: - Champions the project from the executive level to secure buy-in and ensure viability - Communicates project purpose and vision - Allocates appropriate resources to support effective development, execution, and institutionalization - Maintains awareness of project status and helps mitigate risk - Mediates conflicts and facilitates dialogue to resolve project issues - Assumes other responsibilities as appropriate based on the project scope

Please see Appendix A for a complete roster of the membership for each specified role.

PROJECT CHARTER

PROJECT STAKEHOLDERS (Who has a vested interest in the project? Who will it impact?)

☒ Sponsoring Council   ☒ Project Team (including leads and members)   ☒ Project Steward

☒ Academic Senate   ☐ Associated Student Body   ☐ Classified Senate   ☐ PES   ☐ Management beyond PES

☒ Instruction   ☐ Student Services   ☐ Administrative Services

☐ Specific departments or other entities:

COMMUNICATION PLAN (How will information be shared with the stakeholders?)

Based on the previously stated stakeholder list, the general plan for sharing project information is as follows:

Communicated By	Audience	Frequency	Purpose
Project Steward	Sponsoring Council	Monthly	Regular update of project status
Project Steward	Academic Senate	Monthly	Regular update of project status
Project Steward	Instruction	Quarterly	Regular update of project status

Conflict Resolution

Any matter of significance which cannot be resolved by the project leads may be referred to the appropriate administrator (typically the chair of the sponsoring council) or to the President's Executive Staff (PES). Any significant change in charter scope will require approval of a revised charter by the Executive Leadership Team (ELT).

APPENDIX A: PROJECT MEMBERSHIP

PROJECT TEAM		
	Name of Participant	**Role at the College**
Project Lead	**Kale Braden**	**AVP**
Project Co-Lead	**[TBD]**	**Faculty Member**
Members	**[TBD]**	**[Classified professional with research perspective]**
	Kevyn Montano	**[Classified professional with scheduling expertise]**
	Kirsten Corbin	**Dean, Business and Computer Science**
	Roger Davidson	**Dean, Natomas Center**
	Gary Aguilar	**Dean, Technical Education**
	Nisha Beckhorn	**Dean, Counseling and Transfer Services**
	HSI Coordinator/Lead (TBD)	**{{Not sure of title of this new position}}**
	[Counselor – Faculty TBD]	**[Faculty with the counseling perspective]**
	[Faculty TBD]	**Mathematics perspective**
	[Faculty TBD]	**English perspective**
	[Faculty TBD]	**Science faculty perspective**
	[Faculty TBD]	**Art faculty perspective**
	[Faculty TBD]	**BSS faculty perspective**
	Student Rep	**Appointed by ASB**
	Student Rep	**Appointed by ASB**
Note Taker	**Kevin Porter**	

OTHER ROLES	
Project Steward*	**Kale Braden**
External Consultant(s)	
Executive Sponsor *(high-impact projects only)*	

*May be one of the project leads or a separate individual

APPENDIX B: STUDENT PARTICIPATION

The student voice contributes a diverse perspective to ARC project teams and is highly valued. As project teams have widely varied meeting schedules which can require a substantial time commitment, a flexible set of options have been defined to ensure that project dialogue and deliverables are influenced by the student perspective.

Please check one or more boxes below that indicate the methods the project lead/co-lead intend to use to facilitate student participation during this project.

	Method	Description	Compensated?
☒	**ASB Appointment**	Associated Student Body (ASB) appoints two students to serve on the project team and attend all meetings. **This option is considered the standard method of representation.**	Yes
☐	**Student Resource Panel**	In consultation with ASB, create a student resource panel that is called upon by the project lead/co-lead to provide student input at key points during the project. The resource panel may be an existing group of students (e.g., Sages) or a temporarily formed group assigned to the project.	Yes
☐	**ASB Direct Involvement**	Lead/co-leads work directly with ASB to be placed on an ASB agenda, present the project concept, and solicit input from students during a regularly scheduled ASB meeting.	No
☒	**Student Survey or Focus Group**	Project conducts a student survey or focus group through the Institutional Research Office and uses the results to inform the work of the project team.	No, but incentives may be provided on a case-by-case basis.
☐	**Student Forum or Gallery Walk**	Project holds a student forum or gallery walk during which large groups of students can provide input in response to narrative or visual prompts. ASB would be asked to assist in publicizing the date/time of the event to the student constituency.	No
☐	**Other** (please specify intended methods)		

Please see the "Governance: Student Compensation" document for further details on the compensation structure.

CHANCELLOR'S CABINET MEETING
Agenda
Monday, February 28, 2022
3:00 p.m.
Zoom Video Conference

1. Call to Order	Brian King
2. Finalize Agenda & Minutes of Meetings* a. January 24, 2022	Brian King
3. Strategic Plan Reaffirmation	Brian King
4. Overview of Board and Los Rios Major Goals/Projects for FY 2021-22 • Dual Enrollment • Strengthening Online Education • Financial Aid and Admissions & Records Redesign • Presidents' Outreach Project • K16 Sacramento Region Collaborative Grant • Budget Information and Advocacy (state and Cap to Cap) • Federal Earmarks to Support Projects • One-Time Funds from State Budget • Los Rios Board Selected for Vision for Success Fellowship • LRPD Reform • OER Projects • Basic Needs State Grants	Brian King
5. Adjournment	Brian King

Attachment

1. **CALL TO ORDER**
Chancellor King called the Zoom Conference meeting to order at 3:00 p.m.

2. **FINALIZE AGENDA & MINUTES OF MEETINGS**
The January 24, 2022 meeting agenda and the November 22, 2021 minutes were approved.

3. **COVID OPERATIONAL PLANNING UPDATE**
Chancellor King led a discussion to follow up on the recent districtwide email communication regarding shifting lecture and other classes that don't fall into the "difficult to convert" categories back to online until February 22 (after the Presidents' Day holiday weekend) due to the current surge in Omicron cases. Each of the college presidents shared the feedback they've received, which has been minimal. Constituent leaders also shared the feedback they are receiving, which is a mix of those who are ready to return to on-ground and some relief from those who have been affected or are worried about getting sick.

4. **ADJOURNMENT**
Chancellor King adjourned the meeting at 3:18 p.m.

ACADEMIC SENATE
for California Community Colleges
LEADERSHIP · EMPOWERMENT · VOICE

58th SESSION RESOLUTIONS
Spring Plenary

FOR DISCUSSION AT AREA MEETINGS

MARCH 18-19, 2022

Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field, and to be debated and voted on by academic senate delegates at the Plenary Session on April 9, 2022.

<u>Resolutions Committee 2021-2022</u>
Amber Gillis, ASCCC South Representative, Area C (Chair)
Stephanie Curry, ASCCC Area A Representative (2nd Chair)
Nancy Persons, Santa Rosa College, Area B
Craig Rutan, Santiago Canyon College, Area D
Manuel Velez, ASCCC South Representative, Area D

SPRING 2022 VIRTUAL RESOLUTIONS PROCESS

In order to ensure that deliberations are organized, effective, and meaningful, the Academic Senate uses the following resolution procedure:

- Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the pre-session Area Meetings for review.
- Amendments and new pre-session resolutions are generated in the Area Meetings.
- The Resolutions Committee meets to review all pre-session resolutions and combine, re-word, append, or render moot these resolutions as necessary.
- The resolutions are debated and voted upon in the general sessions on the last day of the Plenary Session by the delegates.
- All appendices are available on the ASCCC website.

Prior to plenary session, it is each attendee's responsibility to read the following documents:

- Senate Delegate Roles and Responsibilities (link in Local Senates Handbook or click here)
- Resolution Procedures (Part II in Resolutions Handbook)
- Resolution Writing and General Advice (Part III in Resolutions Handbook)

New delegates are strongly encouraged to attend the New Delegate Orientation on Thursday morning during the first breakout session.

CONSENT CALENDAR

The resolutions that have been placed on the Consent Calendar 1) were believed to be noncontroversial, 2) do not potentially reverse a previous position, and 3) do not compete with another proposed resolution. Resolutions that meet these criteria and any subsequent clarifying amendments have been included on the Consent Calendar. To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the *Resolutions Procedures for the Plenary Session*.

Consent Calendar resolutions and amendments are marked with an *.
Resolutions and amendments submitted at Area Meetings are marked with a +.
Resolutions and amendments submitted during open comment period are marked with a #.

*1.01   S22 Adopt the Periodic Review Rubric and Report Template of the Academic Senate for California Community Colleges
*1.02   S22 Adding Anti- Racism to the Academic Senate for California Community Colleges' Vision Statement
*3.01 S22 Develop and Publish and IDEAA Liaison Handbook
*3.02   S22 Adopt the *DEI in Curriculum Model Principles and Practices* Framework
*5.01   S22 Request Funding for Mental Health Resources, Services, and Professional Learning
*6.01 S22 Support AB 1746 (Medina, 2022) Student Financial Aid: Cal Grant Reform Act (As of March 5, 2022)
*7.01   S22 Public Access for Vision Resource Center Materials
*10.01 S22 Disciplines List – Asian American Studies
*10.02 S22 Disciplines List – Native American/American Indian Studies
*10.03 S22 Disciplines List – Nanotechnology
*17.01 S22 Ensuring Adequate Online Education Support for California Community College Faculty and Students

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1.0 ACADEMIC SENATE

*1.01   S22 Adopt the Periodic Review Rubric and Report Template of the Academic Senate for California Community Colleges

Whereas, In fall 2021 the Academic Senate for California Community Colleges adopted the *Periodic Review of the Academic Senate for California Community Colleges*[1] through Resolution F21 01.01 *Adopt the updated Periodic Review of the Academic Senate for California Community Colleges* which required the ASCCC to:

> Following the approval of this document through the ASCCC resolution process (for consideration Fall 2021), the ASCCC will form a workgroup to create the Periodic Review Criteria Template and Rubric:
> 1. A version to be completed by the ASCCC and
> 2. A version to be completed by the PRC.
>
> The templates and rubrics will be considered through the resolution process by the delegates of the ASCCC at the next Plenary Session (Spring 2022); and

Whereas, The Academic Senate for California Community Colleges Executive Committee formed a work group and created the required documents in the *Periodic Review Rubric and Report Template*[2] for consideration by the delegates at the spring Plenary Session 2022;

Resolved, That the Academic Senate for California Community Colleges adopts the *Periodic Review Rubric* and *Report Template.*

Contact: ASCCC Executive Committee

*1.02   S22 Adding Anti- Racism to the Academic Senate for California Community Colleges' Vision Statement

Whereas, the Academic Senate for California Community Colleges adopted its new Vision statement at its Fall 2020 Plenary Session;

Whereas, since that time, the Academic Senate for California Community Colleges has focused on the prioritization and inclusion of Anti-Racism in its DEI efforts through various resolutions and position papers;

Whereas, the Academic Senate for California Community Colleges recognizes that effective progress at Anti-Racism require life-long approaches and commitments; and

Whereas, the Academic Senate for California Community Colleges Executive Committee, at its March 5, 2022 meeting voted to adopt "Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA)" as its acronym for the work that the Academic Senate for California Community Colleges is doing;

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[1] *Periodic Review Overview*

[2] Periodic Review Rubric and Report Template

Resolved, That the Academic Senate for California Community Colleges updates its vision, mission, and values to include anti-racism, for consideration by delegates at the Fall 2022 Plenary session.

Contact: ASCCC Executive Committee

3.0 DIVERSITY AND EQUITY

*3.01 S22 Develop and Publish an IDEAA Liaison Handbook

Whereas, The California Community Colleges system has prioritized inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) work—including through the California Community Colleges Chancellor's Office Call to Action, the DEI Task Force Recommendations, and the Vision for Success goals—to eliminate equity gaps and to align with the California Community College Chancellor's Office inclusion of accessibility (the acronym and terms used by the Chancellor's Office is DEIA[3]);

Whereas, In June of 2020, the President of the Academic Senate for California Community Colleges, in the Call for Action, challenged system faculty to Support Infusing Anti-Racism/No Hate Education in Community Colleges and "to put these words into practice";

Whereas, the Faculty of California Community College passed Resolution SP21 3.02 *Include Cultural Competence in Faculty Evaluations* recommending that local academic senates to establish a local Inclusion, Diversity, Equity, and Anti-Racism (IDEA) Liaison because "[i]nformation related to inclusion, diversity, equity, and anti-racism may not always be disseminated to all faculty at local colleges and districts and therefore all faculty would benefit from the creation of a local inclusion, diversity, equity, and anti- racism liaison to act as a conduit between the Academic Senate for Community Colleges and local faculty"; and

Whereas, currently, information related to inclusion, diversity, equity, anti-racism, and accessibility can be found in various locations on the Academic Senate for California Community Colleges website creating an unnecessary barrier to needed resources for IDEAA liaisons and other interested faculty;

Resolved, That the Academic Senate for California Community Colleges develops and publishes an IDEAA Liaison Handbook by Spring 2023.

Contact: Muhamed Sharif-Idiris, Equity and Diversity Action Committee

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[3] DEIA, used by the California Community Chancellor's Office, is *diversity, equity, inclusion,* and *accessibility.*

*3.02   S22 Adopt the *DEI in Curriculum Model Principles and Practices* Framework

Whereas, [Resolution F20 3.04](#) *Develop Resources on Effective Practices for Anti-Racist, Equitable, and Inclusive Instructional Strategies*[4] directed the "Academic Senate for California Community Colleges [to] develop resources identifying effective practices for anti-racist, equitable, and inclusive instructional strategies and present the resources to local academic senates";

Whereas, Curriculum is one of the areas of the Academic Senate for California Community Colleges' 10+1 academic and professional matters purview per [Title 5 §53200](#) and that the Academic Senate for California Community College has committed to supporting inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) work through multiple resolutions, approved papers, its mission statements, and role in professional learning;

Whereas, The California Community College Curriculum Committee (5C) has produced a resource entitled, *DEI in Curriculum Model Principles and Practices,* that was developed collaboratively with representatives from the Academic Senate for California Community Colleges, Student Senate for California Community Colleges (SSCCC), California Community College Chancellor's office (CCCCO) and representatives from Administrative and Classified constituencies; and

Whereas, the Student Senate for California Community Colleges in their Anti-Racism Plan of Action[5] calls for curriculum changes to "Ensure that the community college curriculum is responsive to all cultures in an effort to foster cultural appreciation, awareness, acceptance, and value";

Resolved, That the Academic Senate for California Community Colleges adopts the *DEI In Curriculum Model Principles and Practices*[6] and encourages local senates to use the model to review their curriculum practices; and

Resolved, That the Academic Senate for California Community Colleges works with system partners to support the implementation of the *DEI in Curriculum Model Principles and Practices* through collaborative professional learning.

Contact: ASCCC Executive Committee

3.03   S22 Oppose Reliance on Commercial Textbook Publishers to Achieve Zero Textbook Cost

Whereas, California Education Code §78052 (a) states that "It is the intent of the Legislature that community college districts develop and implement zero-textbook-cost

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[4] https://www.asccc.org/resolutions/develop-resources-effective-practices-anti-racist-equitable-and-inclusive-instructional

[5] https://ssccc.org/file_download/inline/d0fb70f5-a721-4f61-9815-778806fcd3b6

[6] [DEI In Curriculum Model Principles and Practices](#)

degrees and develop open educational resources for courses to reduce the overall cost of education for students and decrease the time it takes students to complete degree programs," a goal that can promote student success without impinging on either academic freedom or faculty's rights to choose appropriate instructional materials;

Whereas, California Education Code §78052 establishes that community college districts that develop and implement zero-textbook-cost degrees shall do the following:

- prioritize the development and implementation of a degree from an existing associate degree for transfer and, to the extent possible, prioritize the adaptation of existing open educational resources through existing open educational resources initiatives, or elsewhere, before creating new content.
- develop degrees with consideration for sustainability after grant funding is exhausted, including how content is updated and presented.
- develop and implement a degree that other community college districts can use or adapt, and post each degree, and the contents of the degree, on the online clearinghouse of information established pursuant to Item 6870-101-0001 of the Budget Act of 2016, or a successor internet website. All open educational resources used as learning materials for a degree developed pursuant to this section shall be added to the California Digital Open Source Library established in Section 66408. Testing and assessment materials posted online pursuant to this paragraph shall be safeguarded to maintain the integrity of those materials. This paragraph shall not be construed to prohibit faculty from providing sample test and assessment materials to students;

Whereas, Higher Education Emergency Relief Funds (HEERF) and similar funding have been used to purchase textbooks for students, an efficient and temporary approach to textbook affordability that does not meet the intent or requirements established in California Education Code §78052; and

Whereas, Governor Gavin Newsom expressed an commitment to lowering costs for students by disrupting the entire system of commercial textbook publishing during his press conference unveiling his 2021 – 2022 budget proposal, saying he was "committed" to addressing the "usurious costs associated with textbooks,"[7] which emphasizes his interest in seeing the state's substantial financial commitment to zero-textbook-cost degrees implemented in ways that are consistent with the intent of California Education Code §78052 through long-term, sustainable solutions rather than primarily through short-term solutions such as funding for one-time or temporary purchases from commercial publishers;

Resolved, That the Academic Senate for California Community Colleges support the stated intent of California Education Code §78052, recognizing the importance of eliminating or reducing textbook costs in a sustainable manner while still preserving the faculty's right and responsibility under academic freedom to select the most appropriate instructional materials, whether digital or in print; and

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[7] Zinshteyn, Mikhail. (2021, January 13). "Newsom calls textbooks 'racket,' proposes money to create free ones." *CalMatters.* https://calmatters.org/education/2021/01/newsom-fund-free-textbooks/.

Resolved, That the Academic Senate for California Community Colleges opposes the use of mechanisms to achieve zero-textbook-costs that are not sustainable and are inconsistent with the intent of California Education Code §78052.

Contact: ASCCC Executive Committee

5.0 BUDGET AND FINANCE

*5.01   S22 Request Funding for Mental Health Resources, Services, and Professional Learning

Whereas, The Academic Senate for California Community Colleges (ASCCC) adopted Resolution F21 03.03 *Support for Mental Health Awareness and Trauma Informed Teaching and Learning* that calls for the ASCCC to continue to support and advocate for funding for mental health resources, services, and professional learning on trauma-informed teaching and learning; and

Whereas, The Academic Senate for California Community Colleges adopted Resolution S16 06.04 *Mental Health Services* which urged "local senates to advocate for the improvement of and access to mental health services at their local campuses" and "support consistent resourcing and funding to enable the expansion of and improve access to mental health services for community college students;"

Resolved, That the Academic Senate for California Community Colleges includes a request for funding for mental health resources, services, and professional development on trauma-informed teaching and learning in the California Community Colleges Chancellor's Office 2023-24 System Budget Proposal; and

Resolved, That the Academic Senate for California Community Colleges supports AB1987[8] (Salas, 2022, as of March 5, 2022) Postsecondary education: student mental health spending: report and AB 2122[9] (Choi, 2022, as of March 5, 2022) Public postsecondary education: mental health hotlines: student identification cards.

Contact: ASCCC Legislative and Advocacy Committee

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[8] https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1987
[9] https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB2122

6.0 LEGISLATIVE ISSUES

*6.01 S22 Support AB 1746 (Medina, 2022) Student Financial Aid: Cal Grant Reform Act (As of March 5, 2022)

Whereas, The delegates of the Academic Senate for California Community Colleges adopted Resolution S16 06.01[10] *Support Legislation to Increase Cal Grant Awards*, as proposed in AB 1721 (Medina, 2016) and AB 1892 (Medina, 2016) at the 2016 Spring Plenary Session;

Whereas, The Academic Senate for California Community Colleges has prioritized Support on Expansion of Cal Grants[11];

Whereas, The Academic Senate for California Community Colleges continues to advocate for increases to Cal Grant awards[12]; and

Whereas, AB 1746[13] (Medina, 2022, as of March 5, 2022) Student financial aid: Cal Grant Reform Act would revise the existing Cal Grant Program into a new Cal Grant Program that would revise and recast the provisions establishing and governing the existing Cal Grant Program into a new Cal Grant 2 and Cal Grant 4 program, expand eligibility to be consistent with Pell Grant income eligibility, and include an inflationary increase to community college awards;

Resolved, That the Academic Senate for California Community Colleges supports AB 1746[14] (Medina, 2022, as of March 5, 2022) Student financial aid: Cal Grant Reform Act (as of March 5, 2022); and

Resolved, That the Academic Senate for California Community Colleges continues to advocate for increases in Cal Grant award amounts in order to help students with funding for the total cost of attendance.

Contact: ASCCC Legislative and Advocacy Committee

7.0 CONSULTATION WITH THE CHANCELLOR'S OFFICE

*7.01   S22 Public Access for Vision Resource Center Materials

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[10] Resolution S16 06.01: https://asccc.org/resolutions/support-legislation-increase-cal-grant-awards

[11] ASCCC Position January 2019: https://www.asccc.org/sites/default/files/Cal%20Grant%20Letter%20of%20Support%20-%20Jan%2014%202019.pdf

[12] Rostrum article, *Cal Grant Modernization and the True Cost of College*, April 2021

[13] https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB2122

[14] https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB2122

Whereas, The California Community Colleges have taken a national lead on transforming educational systems through Inclusion, Equity, Diversity, Anti-Racism and Accessibility creating a repository of supporting materials;

Whereas, The California Community Colleges Chancellor's Office has collected documents, PowerPoints, trainings, webinars, and other resources in the Vision Resource Center that are used across the system for professional development; and

Whereas, Current access to the Vision Resource Center is restricted by password authentication that requires a current email with a .edu address that restricts access of materials to retired faculty, part-time faculty, industry partners, some students, and the general public;

Resolved, That the Academic Senate for California Community Colleges works with the California Community College Chancellor's Office to establish an option for public access to the material in the Vision Resource Center.

Contact: ASCCC Executive Committee

7.02   S22 Ensure the Sustainability of the Zero-Textbook-Cost Degree Program

Whereas, California Education Code §78052 requires that districts "Develop degrees with consideration for sustainability after grant funding is exhausted, including how content is updated and presented" and that the California Community Colleges Chancellor's Office ensure that "a grant does not result in the development or implementation of duplicate degrees for a subject matter to avoid duplication of effort and ensure the development and implementation of the greatest number of degrees for the benefit of the greatest number of students," a requirement that can only be met for the Zero-Textbook-Cost Degree Program if the implementation of the program is truly statewide and collaborative;

Whereas, The Academic Senate for California Community Colleges recognizes that open educational resources are "the preferred and most sustainable mechanism for eliminating course costs" (Resolution 03.05 F21);

Whereas, The Academic Senate for California Community Colleges has requested that the California Community Colleges Chancellor's Office, as part of the Zero-Textbook-Cost Degree Program, explore the provision of centralized accessibility and licensing support to local colleges and districts to facilitate the adaptation and adoption of open educational resources (Resolution 07.01 F21), effectively advocating for a statewide solution to address local Zero-Textbook-Cost implementation challenges; and

Whereas, The Academic Senate for California Community Colleges has established mechanisms for convening discipline faculty for the purposes of making curriculum determinations, including systems for ensuring statewide vetting of developed resources;

Resolved, That the Academic Senate for California Community Colleges works with the

California Community Colleges Chancellor's Office, as part of the Zero-Textbook-Cost Degree Program, to establish the funding and process necessary to ensure that ZTC resources will remain current and relevant beyond the 2027 reporting deadline established in California Education Code §78052.

Contact: Julie Bruno, ASCCC Open Educational Resources Initiative

9.0 CURRICULUM

9.01   S22 Definition and Guidance for Cross-Listing Courses

Whereas, The Course Outline of Record (COR) is at the center of local curricular process; its required elements have been outlined in California Code of Regulations Title 5 § 55002 and the application of those requirements is detailed in the Program and Course Approval Handbook (PCAH);

Whereas the submission criteria for CSU GE Area F allows "courses without ethnic studies prefixes" to be submitted for Area F "if cross-listed with a course with an ethnic studies prefix"[15],[16] but the processes should maintain the integrity of the discipline and instruction; and

Whereas, there is a lack of system guidance on the definition and appropriate practice of cross-listing sufficient to guide colleges on course development and submission;

Resolved, That the Academic Senate for California Community Colleges works with the California Community Colleges Chancellor's Office to revise the Program and Course Approval Handbook to include a definition of cross-listing and guidance for its implementation; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to include in future publications, webinars, and other resources guidance and multiple examples of whether, how, and when to appropriately cross-list courses.

Contact: Sarah Harris, ASCCC Curriculum Committee

9.02   S22 Co-Requisites and Pre-Requisites of Intermediate Algebra and Articulation and C-ID Alignment

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[15] https://www.asccc.org/sites/default/files/COR_0.pdf
[16] https://www.calstate.edu/csu-system/administration/academic-and-student-affairs/academic-programs-innovations-and-faculty-development/geac/Documents/GE-Reviewers-Guiding-Notes.pdf

Whereas, [AB 705](#) (Irwin, 2017) was passed in 2017 and discouraged the placement of students into pre-transfer intermediate algebra and encouraged placing students directly into transfer-level math based on multiple measures data;

Whereas, With the implementation of AB 705 (Irwin, 2017), the scheduling of pre-transfer math courses, such as intermediate algebra, has significantly reduced over the past three years, with some colleges completely eliminating offerings in response to a [2022 required plan](#) from the California Community College Chancellor's Office that asks colleges to justify, with data, the scheduling of pre-transfer math courses;

Whereas, California State University and University of California articulation requirements require a prerequisite or corequisite of intermediate algebra skills for the transfer of courses such as biology; and

Whereas, C-ID also recommends prerequisites of intermediate algebra skills for course alignment;

Resolved, that the Academic Senate for California Community Colleges works with the California Community College Chancellor's Office and the Academic Senates of the California State University and University of California to provide continued guidance for the articulation of courses that require requisites below transfer level math.

Contact: [Adrienne C. Brown](#), ASCCC Curriculum Committee

10.0 DISCIPLINES LIST

*10.01 S22 Disciplines List – Asian American Studies

Whereas, Oral and written testimony given through the consultation process used for the review of Minimum Qualifications for Faculty and Administrators in California Community Colleges, also known as the Disciplines List, supported the following revision of the Asian American Studies:

> Master's degree in Asian American studies OR a master's in Ethnic Studies and bachelor's degree in Asian American studies OR the equivalent; and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the Disciplines List Revision Handbook was followed;

Resolved, That the Academic Senate for California Community Colleges recommends that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for Asian American Studies.

Contact: ASCCC Standards & Practices Committee

*10.02 S22 Disciplines List – Native American/American Indian Studies

Whereas, Oral and written testimony given through the consultation process used for the review of Minimum Qualifications for Faculty and Administrators in California Community Colleges, also known as the Disciplines List, supported the following addition of the Native American/American Indian Studies:

> Master's degree in Native American/American Indian studies OR a master's in Ethnic Studies and bachelor's degree in Native American/American Indian studies OR the equivalent; and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the Disciplines List Revision Handbook was followed;

Resolved, That the Academic Senate for California Community Colleges recommends that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for Native American/American Indian Studies.

Contact: ASCCC Standards & Practices Committee

*10.03 S22 Disciplines List – Nanotechnology
Whereas, Oral and written testimony given through the consultation process used for the review of Minimum Qualifications for Faculty and Administrators in California Community Colleges, also known as the Disciplines List, supported the following addition of the Nanotechnology:

> Master of Science Degree in a STEM-related field, such as Chemistry, Physics, Biochemistry, or Engineering and a minimum of two years teaching nanotechnology courses in a college/university or two years of industry work experience as a leading scientist/engineer on a nanotechnology project; and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the Disciplines List Revision Handbook was followed;

Resolved, That the Academic Senate for California Community Colleges recommends that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for Nanotechnology.

Contact: ASCCC Standards & Practices Committee

13.0 GENERAL CONCERNS

13.01 S22 Ensure the Transparency of Resources Used to Establish Zero-Textbook-Cost

(ZTC) Certificates and Degrees

Whereas, Faculty have both the freedom to select the course materials they deem most appropriate and the responsibility to consider the cost burden as they do so (California Code of Regulations Title 5 §59404);

Whereas, Provisions of the Higher Education Opportunity Act that went into effect in July 2010 require each institution of higher education receiving federal financial assistance to "disclose, on the institution's Internet course schedule and in a manner of the institution's choosing, the International Standard Book Number and retail price information of required and recommended college textbooks and supplemental materials for each course listed in the institution's course schedule;

Whereas, The Academic Senate for California Community Colleges encourages local academic senates to advocate for the implementation of a process for consistent, clear, and transparent messaging to students prior to registration regarding all material and supply costs in appropriate locations, including the schedule of classes and the bookstore (Resolution 20.02 F20); and

Whereas, Textbook information is commonly provided to students prior to and at the time of registration via a section-specific link to the bookstore, and the provided information may in some cases be inaccurate, misleading, or missing;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to urge faculty to submit their course resource information in a timely manner, regularly check the class schedule to ensure their sections are marked with a zero-cost or low-cost icon if appropriate, and ensure that their textbook and class resource information is clear and accurate.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

13.02   S22 Faculty Responsibility for Equitable, Accessible Learning Environments

Whereas, Accessibility in the digital learning environment is an essential part of an equitable learning environment, and students deserve to have access to digital learning materials and environments without revealing their disability status as provisioned by Section 508 of the Rehabilitation Act;

Whereas, Accessibility in the digital learning environment—or compliance with Section 508 of the Rehabilitation Act—is required for all government-funded institutions including the California Community Colleges, and the California Community Colleges' Chancellor's Office Information and Communication Technology and Instructional Material Accessibility Standard [17](2020) says that "ensuring equal access to equally effective instructional materials

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[17] https://drive.google.com/file/d/1Bss1F09dH4yrc6cCid6zNK0HfLuXV5vp/view

and ICT [information communication technology] is the responsibility of all California Community College administrators, faculty, and staff";

Whereas, accessibility is an academic and professional matter, and faculty should have and maintain full freedom of and purview over their instructional materials and digital learning environments, while fulfilling their obligation as educators to provide accessible learning environments as required legally and as a tool for closing equity gaps;

Resolved, that the Academic Senate of California Community Colleges urges local senates to make accessibility a campus-wide priority, as it relates to faculty agency over and equitable student access in teaching and learning environments;

Resolved, that the Academic Senate for California Community Colleges updates its paper Ensuring Effective Online Programs: A Faculty Perspective by Fall 2022 to include clarification of the differences between Accommodations (as referenced in Section 504 of the Rehabilitation Act) and Accessibility (as referenced in Section 508 of the Rehabilitation Act) as these definitions relate to faculty fulfilling their responsibility as educators in all modalities, and also develop other resources as appropriate; and

Resolved, that the Academic Senate for California Community Colleges works with the California Community Colleges Chancellor's Office and other stakeholders to guide the development of the local infrastructure necessary to support faculty with professional development, tools, and expert support in the creation of fully accessible learning environments.

Contact: ASCCC Online Education Committee

13.03   S22 Establish ASCCC Rising Scholars Faculty Advisory Committee

Whereas, At this time the California Community Colleges (CCC) serve over 15,000 incarcerated students at 35 California Department of Corrections and Rehabilitation (CDCR) site locations, in addition to numerous unique county regions and expects that number to reach over 20,000 students and 1000 FTE within 3 years;

Whereas, CDCR, county justice centers, and California community colleges are bound by complicated constraints, including laws, contractual agreements, policies, and funding formulas; and policies, procedures, and processes that meet the needs of incarcerated students, faculty, and collegiate support staff serving the incarcerated students and support the needs of the corrections staff under the Memorandum of Understanding (MOU) between the California Community Colleges Chancellor's Office and CDCR need to be established to preserve the best interest of both systems while meeting the goals of educating incarcerated students; and

Whereas, All parties, including but not limited to the California Community Colleges Chancellor's Office, colleges, Academic Senate for California Community Colleges (ASCCC), Student Senate for California Community Colleges (SSCCC), and CDCR, must work together to ensure that those working within the colleges and those working within the various facilities, representing the various government (federal, state, and local) agencies and unions, are

appropriately relied upon to address incarcerated student needs, curricular and support services, curriculum and program development, transitional (incarcerated to paroled or released) support services, and community college to state university transfer needs, but current faculty representation in academic and professional matters is minimal at best as ASCCC only has two representative seats on the Chancellor's Office Rising Scholars Advisory Committee, and there is no current mechanism for ASCCC to collaborate with, regularly solicit input from, or prepare and provide professional development for faculty teaching in incarcerated environments;

Resolved, That the Academic Senate for California Community Colleges establishes a Rising Scholars Faculty Advisory Committee, to include faculty teaching in incarcerated education and at least one formerly incarcerated student;

Resolved, That the Academic Senate for California Community Colleges charges the Rising Scholars Faculty Advisory Committee with developing and sustaining a regional professional learning network in the area of prison education utilizing local Academic Senate structures, dedicated to the Academic Senate for California Community Colleges' 10+1 academic and professional matters purview per Title 5 §53200, and furthering the advancement of local programs and local professional learning in the areas of equity, pedagogy, and community building amongst prison education practitioners, and with advancing the faculty voice in spaces where incarcerated education is discussed and policies or agreements are made, including with the Chancellor's Office, Chancellor's Office Rising Scholars Advisory Committee, and CDCR, so that faculty primacy in academic and professional matters is honored and the education provided to incarcerated students by California community colleges is a model for educating incarcerated students;

Resolved, that the Academic Senate for California Community Colleges expects the ASCCC Rising Scholars Faculty Advisory Committee to disseminate policies, procedures, and MOUs produced by ASCCC, the Rising Scholars Network, the California Community Colleges Chancellor's Office, and/or CDCR to their local networks of faculty teaching in incarcerated environments, and share faculty-related concerns, problems, and barriers experienced at the local level to the ASCCC Rising Scholars Faculty Advisory Committee for communication with the Rising Scholars Network, the California Community Colleges Chancellor's Office, and CDCR; and

Resolved, That the Academic Senate of California Community Colleges requests of the Chancellor's Office and California Department of Corrections and Rehabilitation (CDCR) that the Academic Senate for California Community Colleges and the Academic Senate Rising Scholars Faculty Advisory Committee be consulted for MOUs concerning prison education, particularly the Academic Senate for California Community Colleges' 10+1 academic and professional matters purview per Title 5 §53200 between CDCR and the California Community Colleges Chancellor's Office and, for local MOUs between CDCR and local colleges, with local academic senates.

Contact: Alec Griffin, ASCCC Rising Scholars Mellon Grant Team

13.04   S22 Establish Rising Scholars Faculty Liaisons

Whereas, Facilitation of teaching and learning in incarcerated environments is a coordinated effort of many entities, including California Department of Corrections and Rehabilitation (CDCR), California Community College Chancellor's Office, Chancellor's Office Rising Scholars Advisory Committee, and local jails, and faculty are often excluded from system-level communications specific to Rising Scholars programs;

Whereas, Direct communication to faculty as a critical constituency in incarcerated education is currently missing, and system-level MOU's, standard procedure, and best practices, have been imposed on California Community College faculty without the knowledge of or participation in those processes, and, when top-down policies, procedures, and practices affect the work of faculty working inside of the prisons, the Academic Senate for California Community Colleges' 10+1 academic and professional matters purview per Title 5 §53200 issues have been ignored;

Whereas, the Academic Senate for California Community Colleges and faculty engaged in incarcerated education whether through face-to-face college, correspondence, or other distance education college instruction could both benefit from having a mechanism for direct sharing of information with and for solicitation of input from faculty teaching in incarcerated environments;

Resolved, That the Academic Senate for California Community Colleges urges local senates to identify a faculty member teaching engaged in incarcerated instruction inside of prisons, jails, or other local carceral facilities to act as a local Rising Scholars liaisons to facilitate communication among Rising Scholars faculty, the local academic senate, and the Academic Senate for California Community Colleges;

Resolved, That the Academic Senate for California Community Colleges be responsible for working collaboratively with these liaisons to ensure communication and opportunities for input on the Academic Senate for California Community Colleges' 10+1 academic and professional matters purview per Title 5 §53200 issues are met by CDCR, California Community Colleges Chancellor's Office, Chancellor's Office Rising Scholars Advisory Committee, and the ASCCC before implementation of those said policies, procedures, and practices; and

Resolved, That the Academic Senate for California Community Colleges urges local senates to request utilization of local Rising Scholars funds to compensate their designated Rising Scholars liaisons.

Contact: Alec Griffin, ASCCC Rising Scholars Mellon Grant Team

13.05   S22 Advocate for State and Local Rising Scholars Funding to Support Faculty Professional Learning

Whereas, AB 417 Rising Scholars Network: justice-involved students (McCarty, 2021)[18] charges the California Community Colleges Chancellor's Office with establishing the Rising Scholars

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[18] AB 417 Rising Scholars Network (McCarty, 2021)

Network and providing funding to up to 50 community colleges for services in support of justice-involved students;

Whereas, Faculty are integral participants in the education of justice-involved students, and ongoing professional development specific to education in incarcerated environments is critical to ensuring the delivery of high quality instruction within the constructs and opportunities in these environments;

Resolved, That the Academic Senate for California Community Colleges requests of the California Community College Chancellor's Office through the Rising Scholars Network compensation to support ongoing preparation and delivery of statewide faculty professional development and facilitation of a statewide faculty community of practice for incarcerated education; and

Resolved, That the Academic Senate for California Community Colleges encourages local academic senates to advocate for designation of Rising Scholars funds or other monies to support ongoing professional development at the local level for part- and full-time faculty delivering incarcerated instruction, especially in-person.

Contact: Alec Griffin, ASCCC Rising Scholars Mellon Grant Team

13.06   S22 Faculty Responsibility for Confirming Course Resource Accuracy

Whereas, Faculty have both the freedom to select the course materials they deem most appropriate and the responsibility to consider the cost burden as they do so (California Code of Regulations Title 5 §59404);

Whereas, Provisions of the Higher Education Opportunity Act that went into effect in July 2010 require each institution of higher education receiving federal financial assistance to "disclose, on the institution's Internet course schedule and in a manner of the institution's choosing, the International Standard Book Number and retail price information of required and recommended college textbooks and supplemental materials for each course listed in the institution's course schedule;

Whereas, The Academic Senate for California Community Colleges encourages local academic senates to advocate for the implementation of a process for consistent, clear, and transparent messaging to students prior to registration regarding all material and supply costs in appropriate locations, including the schedule of classes and the bookstore (Resolution 20.02 F20); and

Whereas, Textbook information is commonly provided to students prior to and at the time of registration via a section-specific link to the bookstore, and the provided information may in some cases be inaccurate, misleading, or missing;

Resolved, That the Academic Senate for California Community Colleges encourages local academic senates to urge faculty to regularly check the online class schedule to ensure their

textbook and class resource information are clear and accurate and that their sections are marked with a zero-cost or low-cost icon, if appropriate.

Contact: Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

Note: This resolution was referred to the Executive Committee (see Resolution 13.01 R F21) for clarification on intent and how each "Resolved" can be carried out locally and is resubmitted to the delegates for discussion and debate for Spring Plenary Session 2022.

17.0 LOCAL SENATES

*17.01 S22 Ensuring Adequate Online Education Support for California Community College Faculty and Students

Whereas, the COVID pandemic forced a quick pivot, within weeks after California Governor Newsom's March 19, 2020 *Stay At Home Order*, of most of California's community colleges' course offerings from in-person to online teaching and learning;

Whereas, most of this online teaching and learning necessitated faculty and students quickly learned how to use and navigate learning management systems (LMS) and other online educational tools and services for course delivery and engagement;

Whereas, the California Community Colleges' Chancellor's Office responded by November 2, 2020[19] to the sudden systemwide shift to online teaching and learning, by providing all California Community Colleges funding support until June 30, 2021 for the following array of online learning tools: Canvas LMS, Canvas Studio, Pisces Online Tutoring Platform, Zoom, Labster virtual science lab platform, NetTutor online tutoring service, as well as special pricing for California community colleges to access/purchase the following services: SmarterServices online readiness assessment; Urkund and Turnitin online plagiarism and student integrity services; Proctorio online proctoring service; Pronto online student engagement service; Esri geographic information system; Grackledocs accessibility for Google G-Suite; Adobe digital and electronic signature platform; TimelyMD Telehealth services; OptimumHQ contact tracing software; Cranium Café online student services platform; and Uber Eats food aid distribution platform; and

Whereas, the impact of this sudden and dramatic increase of online learning tools on local college campuses, even beyond the California Community Colleges Chancellor's Office June 30, 2021 funding support deadline, has created a very high demand for local campus online education support services and staff to assist faculty, staff, students, and administrators in the adoption, setup, and use, including the troubleshooting, of these online tools;

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[19] https://www.cccco.edu/-/media/CCCCO-Website/Files/DII/nov022020-ongoing-digital-resources-support-memo-dii-v2.pdf?la=en&hash=E284243BE2321D09DC590BF69D1C85BC47EC003A

Resolved, that the Academic Senate for California Community Colleges survey local Academic Senates about online education tools used at their campus, online education support their campus provides, and whether there is equitable access to and use of online education support across all faculty and student groups;

Resolved, that the Academic Senate for California Community Colleges urges all local colleges and districts to work collaboratively with their local Academic Senates and online education support areas to identify and mitigate equity gaps regarding online education support access and delivery to faculty and students, and that online education support areas receive adequate support from their local colleges in order to provide services needed by students and faculty; and

Resolved, that the Academic Senate for California Community Colleges encourages local academic senates to formally acknowledge their appreciation for their online education and course design support professionals for all the ways in which they have supported faculty and students, especially during the COVID pandemic and the unprecedented demand that it created for online education support services.

Contact: ASCCC Online Education Committee

17.02   S22 Increase Part-Time Faculty Representation and Communication through Local Part-Time Faculty Liaisons

Whereas, Part-time faculty comprise the majority of the faculty on every community college campus and are vital to the success and retention of students throughout the California Community College system, and that the representation of part-time faculty is crucial for the Academic Senate for California Community Colleges and California Community College Chancellor's Office to fulfill their respective missions;

Whereas, Although the Academic Senate for California Community Colleges continues to encourage local academic senates to include part-time faculty participation in governance in response to Resolutions F20 1.02 and S21 19.01, professional development, committee service, and other leadership opportunities and yet support for the participation of part-time faculty still varies widely and is generally insufficient;

Whereas, The Academic Senate for California Community Colleges appoints part-time faculty to numerous initiatives, workgroups, committees, and task forces to ensure their voices are represented, but it is often difficult to retain part-time faculty involvement throughout the academic year; and

Whereas, Information pertinent to teaching and learning which impact the roles and responsibilities of part-time faculty may not always be disseminated to all local colleges and districts;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to identify a part-time faculty member to act as a part-time faculty liaison to

increase communication between the local academic senates and their respective local part-time faculty.

Contact: ASCCC Part-Time Faculty Committee

19.0 PROFESSIONAL STANDARDS

19.01 S22 Cultural Humility Driving IDEAA Work

Whereas, [Resolution SP14 3.01](#) *Infusing Cultural Competence* directed "the Academic Senate for California Community Colleges [to] engage in cultural competency and equity training at its annual Executive Committee orientation, and use the information from that training to develop its cultural competency plan as a model for local senates";

Whereas, Resolution SP14 3.01 *Infusing Cultural Competence* directed "the Academic Senate for California Community Colleges [to] report its cultural competency plan to the body by Spring 2015 and include in that plan a component that will encourage greater diversity in local senates";

Whereas, Cultural competence, as an epistemological and ontological concept, reifies approaches that fail to recognize that the only constant of culture is that it is constantly changing, which, in turn, demands that our understanding and appreciation of culture must constantly evolve and progress; and

Whereas, Cultural humility, as an epistemological and ontological concept, offers approaches that align with inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) work that the Academic Senate for the California Community Colleges has been engaged in;

Resolved, That the Academic Senate for California Community Colleges recognizes that cultural humility, as an epistemological and ontological concept, shall inform the professional training at its annual Executive Committee orientation; and

Resolved, That the Academic Senate for California Community Colleges make available the Cultural Humility Tool[20] and respective resources as a model for local senates to develop their own cultural humility action plan that will guide and/or enhance the IDEAA efforts engaged in by local senates and the Academic Senate for California Community Colleges.

Contact: [Nadia Khan](#), Equity and Diversity Action Committee

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[20] [Cultural Humility Tool](#)

CORE INQUIRIES

American River College
4700 College Oak Drive
Sacramento, CA 95841

The Core Inquiries are based upon the findings of the peer review team that conducted Team ISER Review on February 22, 2022.

Dr. Kristin Clark
Team Chair

Contents

American River College

Peer Review Team Roster

Team ISER Review
February 22, 2022

Dr. Kristin Clark, Team Chair West Hills Community College District Chancellor	Dr. Angelica Suarez*, Vice Chair Orange Coast College President
ACADEMIC MEMBERS	
Dr. Michael Cawdery Leeward Community College Professor, Teacher Education	Ms. Catherine Indermill* Mendocino College Professor of Psychology
Ms. Evelyn Lord Laney College Head Librarian	Dr. Michael Reese Los Angeles Trade-Technical College Vice President of Academic Affairs
Dr. Julia Wendt Victor Valley College Department Chair and Faculty	
ADMINISTRATIVE MEMBERS	
Dr. Daphne Dionisio Glendale Community College Interim Manager of Accreditation and Institutional Effectiveness	Mr. Bill McGreevy Grossmont College Vice President of Administrative Services
Dr. Robert Pimentel Fresno City College Vice President, Educational Services & Institutional Effectiveness	
ACCJC STAFF LIAISON	
Dr. Gohar Momjian Vice President	

These individuals served on the district team.

Summary of Team ISER Review

INSTITUTION: American River College

DATE OF TEAM ISER REVIEW: February 22, 2022

TEAM CHAIR: Dr. Kristin Clark

A 10-member accreditation peer review team conducted a Team ISER Review of American River College on February 22, 2022. The Team ISER Review is a one-day, off-site analysis of an institution's self-evaluation report. The peer review team received the college's institutional self-evaluation report (ISER) and related evidence several weeks prior to the Team ISER Review. Team members found the ISER to be a comprehensive, well written document detailing the processes used by the College to address Eligibility Requirements, Commission Standards, and Commission Policies. The team confirmed that the ISER was developed through broad participation by the entire College community including faculty, staff, students, and administration. The team found that the College provided a thoughtful ISER containing several self-identified action plans for institutional improvement. The College also prepared a Quality Focus Essay.

In preparation for the Team ISER Review, the team chair attended a team chair training workshop on December 1, 2021 and held a pre-review meeting with the college CEO on January 11, 2022. The entire peer review team received team training provided by staff from ACCJC on February 3, 2022. Prior to the Team ISER Review, team members completed their team assignments, identified areas for further clarification, and provided a list of requests for additional evidence to be considered during Team ISER Review.

During the Team ISER Review, team members spent the morning discussing their initial observations and their preliminary review of the written materials and evidence provided by the College for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and US ED regulations. In the afternoon, the team further synthesized their findings to validate the excellent work of the college and identified standards the college meets, as well as developed Core Inquiries to be pursued during the Focused Site Visit, which will occur during the week of October 10, 2022.

Core Inquiries are a means for communicating potential areas of institutional noncompliance, improvement, or exemplary practice that arise during the Team ISER Review. They describe the areas of emphasis for the Focused Site Visit that the team will explore to further their analysis to determine whether standards are met and accordingly identify potential commendations or recommendations. The college should use the Core Inquiries and time leading up to the focused site visit as an opportunity to gather more evidence, collate information, and to strengthen or develop processes in the continuous improvement cycle. In the course of the Focused Site Visit, the ACCJC staff liaison will review new or emerging issues which might arise out of the discussions on Core Inquiries.

Core Inquiries

Based on the team's analysis during the Team ISER Review, the team identified the following core inquiries that relate to potential areas of clarification, improvement, or commendation.

Core Inquiry 1: The team would like to understand what action for improvement the institution takes when it does not meet its own institution-set standards.
Standards or Policies: Standard I.B.3
Description: The team reviewed the College's ISER and evidence including a Presentation of Student Achievement Data, Institution-Set Standards (ISS), the ACCJC Annual Report, and minutes from the Institutional Effectiveness Council. Although the ISS data was reviewed by the Institutional Effectiveness Council during their examination of the ACCJC Annual Report, the council minutes showed no evidence of action taken or plans made when the institution-set standards were not met. Additionally, ISER evidence consisting of screenshots of the portal for annual unit planning and program review states that the department-set standards data are only for course completion. Therefore, department-set standards do not include all applicable institution-set standards.
Topics of discussion during interviews: The role of the Institutional Effectiveness Council in establishing and assessing ISS, and actions taken when institution-set standards are not met.
Request for Additional Information/Evidence: N/A
Request for Observations/Interviews: Members of the Institutional Effectiveness Council (i.e., chair/co-chair, or others involved in working with institution-set standards, such as Dean of Institutional Effectiveness, Faculty Coordinator of Program Review)

Core Inquiry 2: The team reviewed the evidence in the ISER and would like to further understand the college's role in using the facilities master plan and long-range capital plan to support institutional improvement goals for new facilities and equipment, which includes projections of the total cost of ownership.
Standards or Policies: Standard IIIB.4
Description: The team could not find evidence of total cost of ownership being projected when planning for new facilities and equipment. While the college provided information showing how it plans for facilities maintenance in the "Five-Year Capital Outlay Plan" and "Scheduled Maintenance/Special Repair Projects," it was not clear whether the college includes a total cost of ownership for new facilities and equipment. Furthermore, it is unclear if the College's physical resources planning is the direct responsibility of the District or the College or a cooperation between the two entities. In addition, this information was not provided as evidence in the District or ARC's Facilities Master Plan.
Topics of discussion during interviews: Total cost of ownership for new facilities and equipment
Request for Additional Information/Evidence: Examples of total cost of ownership being projected for planning new facilities and equipment.
Request for Observations/Interviews: Persons/Councils responsible for planning new facilities and equipment at college and/or district level.

Core Inquiry 3: The Team was impressed with the institution's commitment to diverse student views and their participation in informing and shaping college practices as evidenced by the Student Design Team initiative. The team would like to learn more about this initiative.

Standards or Policies: Standard IVA.2

Description:

The team reviewed evidence in the ISER and the website that describes the student design team: *A diverse group of ARC students will help inform the future direction of the college and improve our student-facing programs, services, processes, tools, and communication.* Additional evidence was provided by the supervisor of the Beaver Cares Basic Needs program.

Topics of discussion during interviews:

-The origin of the Student Design Team idea
-Ways the student team has provided insight and perspective to the College
-Outcomes that have resulted from the student team's efforts
-Characteristics/conditions that enable ARC to implement this initiative

Request for Additional Information/Evidence:

Status reports/updates on Student Design Team

Request for Observations/Interviews:

-Individuals responsible for the implementation of the Student Design Team
-Students who participate on the Student Design Team

Core Inquiry 4: The Team would like to know how the college ensures that it follows required policies/processes on distance education and publication of SLOs (Student Learning Outcomes) on syllabi.

Standards or Policies: Standard II.A.3 and Policy on Distance Education and Correspondence Education

Description:

The team reviewed the sample of distance education courses provided by the college, the Curriculum Committee Standards for Regular Effective Contact and Regular and Substantive Interaction in Online Classes, and LRCCD Policy 7145 – Distance Education.

The team did not see the application of regular and substantive interaction in the majority of the courses reviewed. In addition, SLOs were not consistently included in syllabi. In both instances, the institution does not appear to be following its policies and procedures.

Topics of discussion during interviews:

-Processes for regular and substantive interaction in distance education courses
-Processes for inclusion of SLOs on syllabi for all courses

Request for Additional Information/Evidence:

Review another sample of distance education courses from a subsequent term (Spring 2022)

Request for Observations/Interviews:

Individuals/Committees responsible for ensuring the implementation of distance education policies and procedures and compliance with syllabi requirements.

District Core Inquiries

Based on the team's analysis during the Team ISER Review, the team identified the following core inquiries that relate to potential areas of clarification, improvement, or commendation.

District Core Inquiry 1: The team would like to better understand how the Board ensures a regular cycle of review of its board policies to ensure their effectiveness in fulfilling the district's mission and revises the policies as necessary.
Standards or Policies: IV.C.7
Description: The team reviewed the college's ISER, which indicated that policies and regulations are created and amended to address changes in law, District operations, and the needs of students. The evidence supports the ISER's statement that "*On a quarterly basis, the general counsel informs the board of the need to update policies or regulation.*" The team also confirmed that the Board reaffirms all Board Policies and Administrative Regulations in batch form (1000-9000). The Board has Board Policy 3112, which addresses the process for adoption of policies. However, in a random sampling of the Board Policies and Administrative Regulations online, the team found Board Policies that had not been updated since the 1980s and 1990s. The team would like to better understand how the Board ensures a regular cycle of review of its Board Policies and Administrative Regulations to confirm their effectiveness in fulfilling the District's mission.
Topics of discussion during interviews: • Cycle for the regular assessment and revision of Board Policies and Administrative Regulations.
Request for Additional Information/Evidence:
Request for Observations/Interviews: • Individuals responsible for ensuring the regular updating of Board Policies and Administrative Regulations (e.g., Board Office).

District Core Inquiry 2: The team would like to deepen its understanding of the specific delineation of college and district roles and responsibilities in order to better understand the following:

- The interface between district level governance and college level governance
- The autonomy of the colleges
- The functions carried out at the district office
- The impact of completed reorganizations on the colleges and the district office
- The analyses being done for planned reorganizations

Standards or Policies: IV.D.2, IV.D.3, IV.D.4, IV.D.7

Description:

a. The Functional Map uses the accreditation standards to identify primary, secondary, and shared responsibilities between the District and the College. While this approach provides a high-level view of responsibilities relative to each accreditation standard, it does not identify the actual functions and operations performed by the District Office making it difficult to determine the delineation of responsibilities. There are references to District reorganizations and centralizations, but it is not clear what the impact on the delineation of responsibilities is.

b. The team read the references to the 80/20 resource allocation formulas; however, it is not completely clear what would happen in the event the district experiences a revenue reduction in terms of impact on personnel and the colleges.

c. The team did not see a district-level decision making guide that would help clarify the roles of the various districtwide committees.

d. District governance and structure are discussed at the Chancellor's Cabinet. However, it is not evident how improvements are made as a result of these discussions.

Topics of discussion during interviews:

a. Delineation of responsibilities between the District and the colleges.

b. Resource allocation mechanisms.

c. The evaluation of district/college delineations, governance processes, and improvements.

d. How the colleges place items of interest on the agenda of the Chancellor's Executive Staff meetings.

Request for Additional Information/Evidence:

a. Brief description of the functions carried out at the district office.

b. Minutes of Chancellor's Cabinet meetings when District governance and structure were discussed.

c. Agendas of Executive Staff meetings where college-initiated items of interest were discussed.

d. Evidence of examples of any changes made in District governance.

e. Example of how the 80/20 allocation formula works in the event of a reduction in revenue.

f. Reports or analyses done leading to completed reorganizations, such as the centralization of the Public Information Officers and the Philanthropy office.

g. Analyses of proposed reorganizations such Admissions and Records and Financial Aid.

Request for Observations/Interviews:
- Members of the Chancellor's Executive Staff
- Members of the Chancellor's Cabinet
- Members of District Academic Senate and other district-level participatory governance committees/councils (e.g., Technology, Curriculum, Research)

IEC Report

Introdcution of New Members

Jen Laflam, Interim Dean of Institutional Effectiveness, and Innovation
Mark Sheppard Associated Student Body Representative
Robert Smith Classified Representative - Student Services

Discussion of Leadership/Charter Changes
Who/what role should be faculty co-chair? Should the new AVP position replace the Dean of Institutional
Effectiveness as Administrative co-chair? This would align with other councils. Possibilities for Faculty
C-chair, a interested faculty member (as with other councils), CTL Director, Program Reveiw Chair

Program Review Update–Janay Lovering

Many participants are gearing up to submit their presentations, but some haven't started.
What can we put in place to help the process?
- More training
- Make process smoother
- Emailing all of next years cohort now, inviting them to watch
- Potentially hold areas accountable when they want to postpone their Review
- Let the broader college know more about why we do this, what happens with their requests, know how
effective is it to those who join to learn about the area

Districtwide Institutional Campus Climate Survey–Yuj Shimizu
District Campus Climate Survey update:

- Will be implemented Spring 2022
- Conducted by District Research via Sac City Research Staff
- Survey instrument is homegrown, combination of FLC and ARC Campus Climate Surveys
- Random sample of students will be surveyed, excluding Public Safety and Apprenticeship

Professional Development Update–Jen Laflam

PD Information:

- Call out for a new coordinator for the Learning Community
- Even with changes to the area, the process and work is ongoing
- Will work with previous coordinator during transition

- Ongoing CTL scheduled series: Grading, Supporting LatinX students, etc. Invitations and reminders of
these are sent throughout the semester
- There were co-directors over the CTL, and Pam will continue her work during the transition as Jen
moves to the Interim Dean role

We need to take a look at where we're at with both the PD plan and the restructuring of The office of Equity, Institutional Effectiveness, and Innovation to build out where we go next

Accreditation -Updates from forum -What's next?--Frank Kobayashi and Bill Simpson

The ISER Team made a last minute evidence request, but members pulled everything together before the deadline

- We are now awaiting a document of Core Inquiries in early March

- We will be formulating responses by focus areas, then bring this together in what will dictate the college's formal response
- This is due 2 weeks before the ISER team visit in October (the week of 10th)

- The college is loosely figuring out who might be on these groups, we can set up meetings for these inquiry areas as needed

- After the visit the report will be submitted to ACCJC by the visiting team

Annual Unit Plan Update–BJ Snowden and Janay Lovering
Did more areas participate? Yes. There were 91 planning units this past year.

Additional notes from users:
- I don't know how to read my data
- I don't know where to start
- What happens after?
- Who will help get the action plans addressed?

- We still need more training, as well as follow up by the deans and VP's

- The timeline is set between when we can get the data from the research team and giving the reviewers enough time before the semester ends. Making the November 15th date more reasonable for the future

Onboarding Charter Updates–Jazzie Muganzo Murphy, Kathy Sorenson
Onboarding Charter - Key elements:

- We need to assist all constituents to feel valued
- Ensure that they have the tools needed to be successful
- What will this mean to our students success?
- Onboarding has been limited for managers, and even less for classified professionals
- The New Faculty Academy was more meaningful, but needed some tweaks

- The team will look at the needs assessed in the Equity and PD plans

- We discussed the project team membership and the weighted amount of managers on the team, this will be looked at

- The team leads will get back to this council by Wednesday, March 2nd so we can look it over and come to consensus so this can be forwarded to ELT (ELT meets 3/7/22)

AB 705 Updates–Yuj Shimizu

Changes in AB 705

- We became aware of the issues and changes through our own research and a memo from the State Chancellor's office concerning no longer offering lower division classes, highly affecting struggling students and high school students taking college level courses

- We need to drat a report to chancellors office soon, citing our intentions and abiding with the law

Main concerns:
- Where we are with completion of transfer level classes, ex. Math 120 off the board
- Students are struggling to complete their classes without these support classes (more than a co-req can help many of them with understanding)
- Some classes have these as a pre or co req. So areas are scrambling to rewrite curriculum and program paths
- The current catalog can remain for this year, but new courses will be substituted for our next catalog

Long term:
- What can this council do to support the students, curriculum, program paths, etc. with implementation?

Operations Council

NAME OF COUNCIL/TEAM: Operations Council	

OBJECTIVE OF MEETING: Review Updates for Safety, Operations/Facilities, IT, and Budgets

DATE: 02/22/2022 **TIME:** 12:30pm	**LOCATION/ROOM #:** https://us02web.zoom.us/j/82769031008? pwd=ZWQyVmRKOGdkNHdwS1VkVTQ0SVozUT09 **CALL-IN NUMBER:**Meeting ID: 827 6903 1008 **CALL-IN CODE:** Passcode: 468548

FACILITATOR(S): Koue Vang, Matthew Blevis

TIMEKEEPER:

ASSISTANT: Beth Madigan

MEMBERS PRESENT: Koue Vang, Pamela Bimbi, Matthew Blevis, Jeff Bucher, Roger Davidson, Chris Day, Beth Madigan, Michele Arnott, Cheryl Sears, Stacey Burrows, Jan Delapp, Angie Velarde-Burch, Steven Roberson

SUPPORTING RESOURCES (ITEMS READ IN PREPARATION FOR AND/OR BROUGHT TO MEETING):

UPDATES AND BRIEF REPORTS:

Topic	Person(s) Responsible	Notes
What are the current safety concerns and plans?	Chris Day	Reported sexual assault in the parking structure. A few "smash and grabs" of items left on car seats reported. Homeless people are cooperative and left campus; resources were provided. Parking will be free of charge; staff to park in staff parking; students in student parking. Discussions about changing the parking pay structure to "pay by space" or "pay by plate." Ongoing lack of Campus Police staffing continues to prevent full services. Office is closed except for fingerprinting on day a week: Tuesdays.
What is the update on the college budget?	Koue Vang	HEERF funding ends in April 2022.
What is the update on the COVID-19 process and protocols?	Koue Vang	Masks on campus are still required. There are plenty of N95 and paper masks available in Operations. Each area office received 100 masks; all classrooms are stocked with hand sanitizer, masks, and disinfectant wipes. Custodians are on campus from 7:00A to 11:00P misting classrooms after each use.
What is the status of the IT projects?	Jeff Bucher	Complaints about the mid week "patching" of laptops have a solution: patching will be done once a month; if security suffers, we will go back to bi-monthly patches.
What is the status of the facilities projects?	Cheryl Sears	Update on the 3 statutes complaint: a meeting for March 1, 2022 with the Operations Director and the Arts Council is scheduled. Track is completely completed! A reservations system for outdoor space usage is available now. Requests for indoor spaces go to the Vice President, Administration or the Operations Director for consideration. Canteen in the cafeteria is open for business on an honor system. Operations tent is back up. For distribution assistance with anything from sit stands, chairs, laptops etc is available Monday through Thursday from 9:00A to 2:00P.

ACTION ITEMS:

Question	Person(s) Responsible	Notes and Decision(s)	Next Steps
		0	

DISCUSSION ITEMS:

Question	Person(s) Responsible	Notes and Next Steps
What are the recommendations from ELT for access to nongendered and/or single-stall	Cheryl Sears	Executive Leadership Team's (ELT) recommendation regarding all-gender single stall restrooms is to bring the issue back to Operations and Student Success Councils for brainstorming on how to receive student input. The Student Design Team will be contacted as two of our student members are on that Team. The PRIDE Center is another resource. A Facilities Planning Report/Guide for gender neutral restrooms was developed by outside consultant. District should be releasing that report soon. This was the result of meeting over a year ago with Chancellor King, Thomas Greene, Melanie Dixon, all VPs, and Emilie Mitchell on the

restrooms?		concern with gender neutral restrooms.

ITEMS FOR FUTURE CONSIDERATION:

Topic	Contact Person

2022 - American River College Shared Governance

Student Success Council Report from 3/1/22

Updates and Brief Reports: (none)

Action Items: (none)

- **(Second Reading) Strategic Enrollment Management (SEM) 2.0 Charter.** The Council approved the [draft SEM 2.0 Charter](#) by consent.

- **(Second Reading) HomeBases Resource Panel 2.0 Charter:** The Council approved the [draft Homebases Resource Panel 2.0 Charter](#) by consent.

Discussion Items:

- **De-Centering Whiteness in Pathways Webinar Part 2: Reckoning with the Realities of Race:** Members were asked to watch ["De-Centering Whiteness in Pathways Webinar Part 2: Reckoning with the Realities of Race"](#) and comment on what resonated with them. (Note: a captioning request has been submitted, and captioning is underway)

- **New AB 705 Guidance and Math:** Math has received new guidance from the State Chancellor's Office that beginning in Fall 2022, no below-transfer level math courses may be offered (with a few exceptions). Discussion of this agenda item has been postponed to the next SSC meeting to allow the Math Chair to attend and speak about AB705, its rationale, and ARC's new plans for implementation.

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

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[1]. 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[2] 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
  o Market and recruit for fully online programs

● Onboarding: Setting Students up for Success
  o Support students with CCCApply, eServices, assessments, submitting transcripts, financial aid, placement info, etc. Provide handoffs to other staff as needed.

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[1] 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.

[2] One suggestion for "appropriate access" included staggered priority registration for online vs. in person courses.

- o Assessment of online readiness
  - o Assessment of career interests/degree programs
  - o Guiding students to select an appropriate course load
  - o Facilitate use of Degree Planner and counseling services to develop a degree/cert plan

- Orientation & Navigation[3]
  - o Offer registration and enrollment support in groups and individually
  - o Introduce and familiarize students with online resources and platforms
  - o Provide targeted support and training to students with limited online/technology experience

- Facilitating College Connections
  - o Warm referrals to connect students with college-based coaches, counselors, academic support programs, and student services

- Ongoing Online Support
  - o 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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[3] 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[4]

- 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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[4] 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:

· Admissions & Records · Career Services · Case management contacts (success coaches, etc) · Counseling	· Financial Aid · Library · Transfer Center · Tutoring

The following services have been identified as having facilitated access (i.e. requiring connection with a person) for online students:

· ASHE Center · CalFresh · CalWorks · Health Services · CARE · Disability Support · EOPS	· NextUp · Puente · Reemerging Scholars · Umoja · Undocu-resource · Other affinity groups · Veteran's Services

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 <u>column two</u>, indicate the extent to which the practices have been adopted at your college using the following scale:

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

In <u>column three</u>, 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 <u>column four,</u> 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@cccco.edu.

For assistance in obtaining access to the NOVA system, please email nova-support@productops.com.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
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". **Equity Considerations in Area 1:** ● Are the college's website and program pages easy to navigate and understand for students and families without prior experience with higher education? ● 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.)? ● 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?			
NG PATHWAYS TO STUDENT END GOALS a. Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". *(Note: This practice was added to the SOAA in February 2019)*	*Place an X next to one:* Not occurring Not systematic Planning to scale Scaling in progress <mark>At scale</mark>	*Progress to date: (2,500 character)* 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. 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. 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.	*Next steps: (1,000 character)* 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. 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 *Timeline for implementing next steps:* Fall 2022

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		Term, if *at scale* or *scaling:* Fall 2020	
1. a. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training <mark>Technology</mark> <mark>Reporting/data</mark> Other		*Challenge or barrier: (1,000 character)* 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. 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.	*Support Needed – Detail: (1,000 character)* 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.
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.	*Place an X next to one:* Not occurring Not systematic Planning to scale <mark>Scaling in progress</mark> At scale	*Progress to date: (2,500 character)* 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. The maps provide suggested sequence of coursework for the student as well as information regarding career and transfer opportunities.	*Next steps: (1,000 character)* 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. Program maps will continuously be revised and updated as changes occur. *Timeline for implementing next steps:* Spring 2022

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		Term, if *at scale* or *scaling*: Fall 2018	
1. b. Support Needed? *Type of Support - place an X next to one or* *more:* Policy guidance Connections with other GP teams Regional training On campus /individual training <mark>Technology</mark> Reporting/data Other		*Challenge or barrier: (1,000 character)* 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.	*Support Needed – Detail: (1,000 character)* To continue to support the guided pathways work, investments in technology will continuously be needed. Additional technology resources will be helpful to the college.
c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.	*Place an X next to one:* Not occurring Not systematic Planning to scale <mark>Scaling in progress</mark> At scale	*Progress to date: (2,500 character)* 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. 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.	*Next steps: (1,000 character)* 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. *Timeline for implementing next steps:* Fall 2023

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		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. Term, if *at scale* or *scaling:* *Fall 2020*	
1. c. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology <mark>Reporting/data</mark> Other		*Challenge or barrier: (1,000 character)* 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.	*Support Needed – Detail: (1,000 character)* 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.
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.	*Place an X next to one:* Not occurring Not systematic Planning to scale Scaling in progress <mark>At scale</mark>	*Progress to date: (2,500 character)* 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). Roadmap creation began in spring 2018, and approximately 224 programs have published roadmaps. Those roadmaps are being reviewed by counselors and faculty	*Next steps: (1,000 character)* The college will continue creating roadmaps for all of its programs and publishing them on the new website. 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. *Timeline for implementing next steps:*

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		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. Term, if *at scale* or *scaling:* Spring 2022	Spring 2022
1. d. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training ==Technology== Reporting/data Other		*Challenge or barrier: (1,000 character)* 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.	*Support Needed – Detail: (1,000 character)* Technology and support (human resources) will be needed to continuously maintain the program maps.

e. Required math courses are appropriately aligned with the student's field of study (*Note: This essential practice was moved from Area 2*)	*Place an X next to one:*
	    Not occurring
	    Not systematic
	    Planning to scale
	    ==Scaling in progress==
	    At scale
		Progress to date: (2,500 character)
		
		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.
		
		Term, if *at scale* or *scaling:*
		
		Fall 2018
			Next steps: (1,000 character)
			
			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.
			
			Timeline for implementing next steps:
			
			Spring 2022
			
			Once the final 20 maps are completed in spring 2022, we will be at scale.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
1. e. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Challenge or barrier: (1,000 character)*	*Support Needed – Detail: (1,000 character)*

Guided Pathways Essential Practices	Scale of Adoption at Our College	**Progress to Date Implementing Practice** *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
Equity Considerations in Area 2: ● 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? ● 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? ● 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?			
NG STUDENTS CHOOSE AND ENTER A PROGRAM WAY 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.	*Place an X next to one:* Not occurring Not systematic Planning to scale ==Scaling in progress== At scale	*Progress to date: (2,500 character)* 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. 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. Student Success Teams support students throughout their first-year journey at the College.	*Next steps: (1,000 character)* Undecided students are asked to complete a major/career assessment after applying to the College. College will continue supporting undecided students via career exploration activities/events, career counseling, and ongoing use of assessment tools. CaPSS and HomeBases will also play a role in supporting continuing students who have yet to determine a program of study. Streamlining the consistent delivery of a Needs Assessment to all first-time new students at the beginning of each term. *Timeline for implementing next steps:* Fall 2021

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		Term, if at scale or scaling: Fall 2019	
2. a. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)* Modifications to the application and/or reporting afterward may be needed.	*Challenge or barrier: (1,000 character)* 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.
b. Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's **major program areas**.	*Place an X next to one:* Not occurring Not systematic Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* The Counseling Department created a Student Success Team model (case management) that allows for support for students through a team approach. *Term, if at scale or scaling:* Fall 2019	*Next steps: (1,000 character)* With the creation of the Student Success Teams, the teams will eventually provide wrap around support to students to assist the academically unprepared. 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. Align courses for all first-time new students within an area of interest. The goal is to help students with Financial Aid

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Guided Pathways Essential Practices	Scale of Adoption at Our College	**Progress to Date Implementing Practice** *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
			Course Applicability and progress and support for the first semester of course planning. 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. *Timeline for implementing next steps:* Fall 2022
2. b. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*
c. Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" **math** courses by the end of their first year. *(Note: This practice was added to the SOAA in February 2019)*	*Place an X next to one:* Not occurring Not systematic Planning to scale <mark>Scaling in progress</mark> At scale	*Progress to date: (2,500 character)* 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	*Next steps: (1,000 character)* The new math pathways model was implemented in Fall 2020. Students also have the ability to use a self-guided placement process to identify the correct course to begin with.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		the Math Department has redesigned their curriculum to provide integrated support. 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. Term, if *at scale* or *scaling*: Fall 2020	Once data for summer/fall placement and completion rates are examined, adjustments will be made to the model as necessary. *Timeline for implementing next steps:* Fall 2021
2. c. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*
d. Special supports are provided to help academically underprepared students to succeed in the "gateway" **English** courses by the end of their first year. *(Note: This practice was added to the SOAA in February 2019)*	*Place an X next to one:* Not occurring Not systematic Planning to scale <mark>Scaling in progress</mark> At scale	*Progress to date: (2,500 character)* 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). 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.	*Next steps: (1,000 character)* The English Department will evaluate the success of the supports through campus research, and to adjust accordingly. *Timeline for implementing next steps:* Continuous

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		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. Term, if *at scale* or *scaling:* Fall 2019	
2. d. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*
e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.	*Place an X next to one:* Not occurring Not systematic <mark>Planning to scale</mark> Scaling in progress At scale	*Progress to date: (2,500 character)* 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	*Next steps: (1,000 character)* 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. 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

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		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. Term, if *at scale* or *scaling:*	support for students who are not academically prepared. 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. *Timeline for implementing next steps:*
2. e. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*
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.	*Place an X next to one:* Not occurring Not systematic ==Planning to scale== Scaling in progress At scale	*Progress to date: (2,500 character)* Partner with 32 high schools, with an intentional focus on campuses with high DI enrollment, and provide information, application, and financial aid workshops. Host annual counselor conference to provide information for high school counselors to share with students.	*Next steps: (1,000 character)* Build a more specific web site for prospective students. Provide more information on career exploration tools. Create a strategic communication plan with follow-up information for students after they apply.

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

GUIDED PATHWAYS ESSENTIAL PRACTICES	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
Equity Considerations in Area 3: ● How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs? ● How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? ● How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized? ● 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?			
NG STUDENTS ON PATH a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.	*Place an X next to one:* Not occurring Not systematic <mark>Planning to scale</mark> Scaling in progress At scale	*Progress to date: (2,500 character)* Some of the categorical programs (EOP&S, CalWORKs and Veterans Resource Center) do monitor a student's progress. This practice is not systemic. 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. 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. 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.	*Next steps: (1,000 character)* 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. The Student Success Teams will continue to monitor students and use education plans to track progress of students. 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. *Timeline for implementing next steps:* Fall 2021

		Term, if *at scale* or *scaling:*	
3. a. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training <mark>On campus /individual training</mark> <mark>Technology</mark> Reporting/data Other		*Support Needed – Detail: (1,000 character)* 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.	*Challenge or barrier: (1,000 character)* Our scheduling and planning tools are still being refined, thus reporting from these tools are not yet available.
b. Students can easily see how far they have come and what they need to do to complete their program.	*Place an X next to one:* Not occurring Not systematic <mark>Planning to scale</mark> Scaling in progress At scale	*Progress to date: (2,500 character)* 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. 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. Students receive "just-in-time" communication from their Success Teams about meeting a Counselor to update educational plans/goals each semester. Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* 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. *Timeline for implementing next steps:* Fall 2022
3. b. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*

==Technology== ==Reporting/data== Other		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. As more programs become available, more new students will be introduced to the tools during the onboarding process.	Technology support will continuously be needed.

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.	*Place an X next to one:*
	   Not occurring
	   Not systematic
	   ==Planning to scale==
	   Scaling in progress
	   At scale
		Progress to date: (2,500 character)
		
		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.
		
		Some programs currently utilize progress checks for students. In the Fall 2020, several faculty completed progress checks via Starfish.
		
		Probation and Dismissal processes are currently being reviewed to be more student focused and provide support to students.
		
		Term, if *at scale* or *scaling:*
			Next steps: (1,000 character)
			
			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.
			
			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.
			
			Timeline for implementing next steps:
			
			Fall 2020

3. c. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*

Regional training Technology Other	<mark>On campus /individual training</mark> Reporting/data	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.	Onboarding Instructional Faculty onto Starfish.
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	*Place an X next to one:* Not occurring <mark>Not systematic</mark> Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* 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. Limited-access programs also provide information to students when they are denied from the program. They direct students back to the Counseling Center 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. Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* 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. 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. 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. 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.

			Timeline for implementing next steps: Fall 2022
3. d. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training <mark>On campus /individual training</mark> <mark>Technology</mark> <mark>Reporting/data</mark> Other		*Support Needed – Detail: (1,000 character)* 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.	*Challenge or barrier: (1,000 character)* Professional development opportunities will continuously be needed.

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.	*Place an X next to one:*
	  Not occurring
	  Not systematic
	  <mark>Planning to scale</mark>
	  Scaling in progress
	  At scale
		Progress to date: (2,500 character)
		
		Programs in the Career Technical Programs plan schedules that ensure students can take the courses when needed and for program completion.
		
		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.
		
		Term, if *at scale* or *scaling:*
			Next steps: (1,000 character)
			
			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.
			
			Timeline for implementing next steps:
			
			all 2022

3. e. Support Needed? *Type of Support - place an X next to one or more:*		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*

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

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
Equity Considerations in Area 4: ● How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities? ● 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)? ● 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)? ● 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?			
RING THAT STUDENTS ARE LEARNING a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.	*Place an X next to one:* Not occurring Not systematic Planning to scale Scaling in progress <mark>At scale</mark>	*Progress to date: (2,500 character)* 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. Term, if *at scale* or *scaling:* Fall 2016	*Next steps: (1,000 character)* Continuous improvement. *Timeline for implementing next steps:* *Fall 2022*
4. a. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*
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	*Place an X next to one:* Not occurring Not systematic Planning to scale Scaling in progress	*Progress to date: (2,500 character)* The college has a robust and supportive curriculum that engages students in active and applied learning.	*Next steps: (1,000 character)* Continuous improvement. *Timeline for implementing next steps:*

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
with others. *(Note: This practice was added to the SOAA in February 2019)*	<mark>At scale</mark>	Courses are reviewed by the Curriculum Committee on a six-year cycle. Programs are structured to prepare students for transfer or entering a career. 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. Term, if *at scale* or *scaling:* Fall 2016	Fall 2022
4. b. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*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 <mark>Not systematic</mark>	*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

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
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 *at scale* or *scaling:*	Scheduling Software, the college will continue to explore ways to provide opportunities for students to gain experience in more of a hands-on environment. *Timeline for implementing next steps:* Fall 2022

4. c. Support Needed?   *Type of Support - place an X next to one or more:*
 	
   Policy guidance   Connections with other GP teams
   Regional training   On campus /individual training
   Technology   Reporting/data
   Other
		Support Needed – Detail: (1,000 character)	*Challenge or barrier: (1,000 character)*

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.	*Place an X next to one:*
	   Not occurring
	   Not systematic
	   Planning to scale
	   Scaling in progress
	   <mark>At scale</mark>
		Progress to date: (2,500 character)
		
		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
			Next steps: (1,000 character)
			
			Continuous improvement.
			
			Timeline for implementing next steps:
			
			Fall 2022

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		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." Term, if *at scale* or *scaling:* Fall 2016	
4. d. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*

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

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		Several Career Technical Programs also have students create portfolios to present to prospective employers. Term, if *at scale* or *scaling:*	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. *Timeline for implementing next steps:* Fall 2022
4. f. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance <mark>Connections with other GP teams</mark> Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)* 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.	*Challenge or barrier: (1,000 character)* Connection with other colleges on how they are handling the scaling of the process.
g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	*Place an X next to one:* Not occurring Not systematic <mark>Planning to scale</mark> Scaling in progress At scale	*Progress to date: (2,500 character)* The College participates in CCSSE and the SENSE surveys. The College has a robust professional development series for faculty, staff, and administrators. Currently, the New	*Next steps: (1,000 character)* 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

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		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.

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.

Term, if *at scale* or *scaling:* | activities. The report will be completed in the spring 2020 semester with implementation taking place starting in Fall 2020.

Timeline for implementing next steps:

Fall 2019 |
| **4. g. Support Needed?** *Type of Support - place an X next to one or more:*
Policy guidance   Connections with other GP teams
Regional training   On campus /individual training
Technology   Reporting/data
Other | | *Support Needed – Detail: (1,000 character* | *Challenge or barrier: (1,000 character)* |

Additional REQUIRED questions:

Student Engagement and Support	
STUDENT ENGAGEMENT	*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.*

In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)	*Place an X next to one or more:* ==Student survey(s)== ==Students serve on campus GP advisory committee(s)== ==Student focus groups== Other:
	Engagement Efforts - Details: (1,000 character) 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. 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. 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.
COURSE ALIGNMENT	*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.)*
	Course Alignment - Details: (1,000 character) 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.

Additional OPTIONAL questions:

Success Story
SUCCESS STORY   ***Optional:*** *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.*
Title:
Follow-up Contact Person(s):
Challenge: (1,000 character)
Success Story: (10,000 character)
Outcomes: (1,000 character)

Vision for Success Goals - Please select the goals that apply to this success story. Place an X next to one or more:
 	
     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.
     Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU
     Decrease the average number of units accumulated by California Community College students earning associate degrees
     Increase the percent of exiting CTE students who report being employed in their field of study
     Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups
     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

ARC Academic Senate Attendance March 10, 2022

Area	Senator	Adjunct/FT	Term End		
Behavioral & Social Scien	Lauren Chavez	Adjunct	2024	Present	
Behavioral & Social Scien	Kristina Casper-Denman	Full-time	2023	Present	
Behavioral & Social Scien	Brian Rosario	Full-time	2024	Present	
Behavioral & Social Scien	Ricardo Caton	Full-time	2022	Present	
Behavioral & Social Scien	Robin Akawi	Alternate Full-Tin			
Behavioral & Social Scien		Alternate Adjunc			
Business & Computer Scie	*Unfilled*	Full-time	2023		
Business & Computer Scie	Damon Antos	Full-time	2022	Present	
Business & Computer Scie	Kahkashan Shaukat	Full-time	2024	Present	
Business & Computer Scie	Christian Speck	Adjunct	2022	Present	
Business & Computer Scie	Marc Condos	Alternate Full-Tin			
Business & Computer Scie		Alternate Adjunc			
Counseling	Jessica Nelson	Full-time	2022		
Counseling	Joyce Fernandez	Adjunct	2024		
Counseling	Reyna Moore	Full-time	2023	Present	
Counseling	Carmelita Palomares	Full-time	2022	Present	
Counseling	Kim Herrell	Alternate Full-Tin			
Counseling		Alternate Adjunc			
English	Valerie Bronstein	Adjunct	2023	Unable to attend Spring 2022	
English	Robyn Borcz	Full-time	2023	Present	
English	Caroline Prieto	Full-time	2024	Present	
English	Gina Barnard	Full-time	2022	Present	
English	Melissa Diaz	Alternate Full-Tin			
English	Paul Knox	Alternate Adjunc			
Fine & Applied Arts	Brian Knirk	Full-time	2023	Present	
Fine & Applied Arts	Linda Gelfman	Full-time	2024		
Fine & Applied Arts	Diane Lui	Adjunct	2023	Present	
Fine & Applied Arts	Craig Martinez	Full-time	2022		
Fine & Applied Arts	Jodie Hooker	Alternate Full-Tin			
Fine & Applied Arts	N/A	Alternate Adjunc			
Health & Education	Cheri Garner	Full-time	2023	Present	
Health & Education	Jen Kirkman	Full-time	2022		
Health & Education	Veronica Lopez	Full-time	2024	Present	

ARC Academic Senate Attendance March 10, 2022

Area	Senator	Adjunct/FT	Term End	
Health & Education	*Unfilled*	Adjunct	2022	
Health & Education	N/A	Alternate Adjunct		
Health & Education	John Coldiron	Alternate Full-Tin		
Humanities	Corinne Arrieta	Full-time	2022	
Humanities	Jill Birchall	Full-time	2024	Present
Humanities	Caterina Falli	Full-time	2023	Present
Humanities	Andrew Fix	Adjunct	2022	
Humanities	Erik Haarala	Alternate Full-Tin		
Humanities	N/A	Alternate Adjunct		
Kinesiology & Athletics	Gerry Haflich	Full-time	2022	
Kinesiology & Athletics	Eric Black	Full-time	2024	
Kinesiology & Athletics	*Unfilled*	Full-time	2023	
Kinesiology & Athletics	*Unfilled*	Adjunct	2023	
Kinesiology & Athletics	N/A	Alternate Full-Tin		
Kinesiology & Athletics	N/A	Alternate Adjunct		
Library/Learning Resourc	David McCusker	Full-time	2024	Present
Library/Learning Resourc	Araceli Badilla	Full-time	2023	Present
Library/Learning Resourc	Marianne Harris	Alternate Full-Tin		Present
Mathematics	Deborah Gale	Adjunct	2024	Present
Mathematics	Joe Caputo	Full-time	2023	
Mathematics	Adrianne Avila	Full-time	2024	
Mathematics	Rocio Owens	Full-time	2022	Present
Mathematics	Lana Anishchenko	Alternate Full-Tin		Present
Mathematics	N/A	Alternate Adjunct		
Workforce/ Work Experie	Vivian Dillon	Full-time	2024	Present
Workforce/ Work Experie	Carlos Ponce	Adjunct	2024	Present
Workforce/ Work Experie	Jody Johnson	Adjunct	2023	Present
Workforce/ Work Experie	*Unfilled*	Adjunct	2022	
Workforce/ Work Experie	Lonetta Riley	Alternate Full-Tin		
Workforce/ Work Experie	N/A	Alternate Adjunct		
Science & Engineering	*Unfilled*	Adjunct	2024	
Science & Engineering	Glenn Jaecks	Full-time	2022	Present

ARC Academic Senate Attendance March 10, 2022

Area	Senator	Adjunct/FT	Term End		
Science & Engineering	Charles Thomsen	Full-time	2024	Present	
Science & Engineering	*Unfilled*	Full-time	2023		
Science & Engineering	N/A	Alternate Full-Tin			
Science & Engineering	N/A	Alternate Adjunc			
Student Support Services	Judith Valdez	Full-time	2024		
Student Support Services	*Unfilled*	Adjunct	2023		
Student Support Services	Arthur Jenkins	Alternate Full-Tin		Present	
Student Support Services	N/A	Alternate Adjunc			
Technical Education	Chris Moore	Full-time	2024		
Technical Education	Mikhail Drobot	Adjunct	2023	Present	
Technical Education	Jordan Meyer	Full-time	2023	Present	
Technical Education	Craig Weckman	Full-time	2022		
Technical Education	N/A	Alternate Full-Tin			
Technical Education	N/A	Alternate Adjunc			
Officers	Alisa Shubb		President	Present	
Officers	Carina Hoffpauir		Vice President	Present	
Officers	Amy Gaudard		Secretary	Present	
Officers	Tressa Tabares		Past President	Present	
Liaison	Janay Lovering		Program Review		
Liaison	Kate Williamson		Open Education		
Liaison	Beth Madigan		Classified Senat		
	Roxanne Morgan		Curriculum		
	Bill Simpson		Program Pathw	Present	
Total Senate Seats Available (without Officers)		52			
Unfilled Seats		8			
Total Filled Seats		44			
Quorum (25% of filled seats)		11	(round 0.5 up)		