Thursday, October 27, 2022 at 3 pm
Academic Senate Meeting Notes

Preliminaries

1. Call to Order: Called to order at 3:03 pm
2. Approval of the Agenda: Minutes Approved
3. Approval of the Minutes: Minutes Approved
4. Introduction of Guests: BJ Snowden Associate Vice President of Equity, Institutional Effectiveness, and Innovation, Jeff Stephenson, VPSS, Leah Arambel, English Department

5. Public Comment Period:
   ● Campaign for Family Workplace Justice would like to remind faculty that contract expires next semester. Union survey will go out next month to get a sense of member priorities for negotiation. Campaign emphasizes the need for more resources and paid leave to care for newborns or adopted children, aging parents, and sick or dying partners and family members. Members of campaign encourages attendance on Wednesday, November 9th in-person Board of Trustees meeting at 5:30 pm in the District Office. Consider making public comments and provide personal stories or experiences to emphasize the need for family workplace justice. The Campaign also extends an invitation to attend a Flex event on Wednesday, November 16th from 12:00-1:00 pm. Will discuss the current bargaining process and share how members can get involved to advocate for more just family leaves benefits.

6. President's Report:
   ● November 3rd Senate meeting cancelled.
   ● Next Senate meeting on November 17th
   ● Board of Trustees voted to end Vaccine Mandate, as soon as practicable. Might know more by next meeting, however the current vaccinate requirement remains in place.
   ● Equivalency - The District Academic Senate will picking up this topic again. Last year our Senate voted unanimoulsly in support of a district wide process The Board of Trustees are interested in this topic and they see this an equity issue. President Hoffpauir will Senate updated as conversations unfold.
   ● Equity Professional Development - LRCFT considering capacity for equity training at each college in negotiation of mandatory equity professional development for all faculty. President Hoffpauir engaging with ARC Professional Development Team to determine impact on capacity and additional resources needed to scale up.
   ● Curriculum Leadership changes - Aaron Bradford elected as the next Curriculum Committee member term beginning in Fall 2023. President Hoffpauir expressed appreciation for all faculty committee chairs and committee members for the important work they do in shared governance.

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

Decision Items:

8. Support for LRCFT Negotiations of Online and Other DE Modes of Instruction and Instructional Support Programs (1st Read).
    - [Draft resolution in Support of LRCFT Negotiation for 1.0 FTE Online Workload](). President Hoffpauir acknowledged Senators Jill Birchall, Vivian Dillon and incoming Curriculum chair, Aaron Bradford for collaboratively drafting this statement and making sure instructional and non-instructional faculty are represented. This resolution to support changing Article 4 in our LRCFT 2021 - 2023 Contract for tenured faculty. Article 4 states : "4.4.3 Tenured faculty shall normally be limited to 0.6 FTE of online or other distance education modes of instruction in any semester. However, tenured faculty may be assigned to 0.8 FTE of online or other distance education modes of instruction by mutual agreement with the Area Dean due to program demands."
    - There has been support from Senate to urge LRCFT to negotiate the current limitation and allow our tenured instructional and non-instructional faculty to have the option of a fully online load. LRCFT would start negotiations Spring 2023, the Sunshine document will appear soon.
    - Questions about impact on program demands, worried that 1.0 online faculty would not engage, how will the vaccine mandate impact online classes, enrollment pattern unknown, students may not familiar with online, and teaching online can be teaching in office. However, liked the flexibility with decisions coupled to 1.0 online. Suggestion to add another whereas full 100% online does not preclude online or ground meetings. Teaching online does not mean faculty not connected to campus. The pandemic has taught us that our work can ben done in many different ways. There must be some degree of in person component, permissive approach vs defensive approach. Individual faculty can still decided. The contract mentions no online modality for coordinators. Some initial data on [ARC Student Success Rate Onground vs online Spring 21, Fall 21 and Spring 22](). Course success rates were higher for Online modalities vs On-ground modalities for the ENGWR (64% vs 58%), MATH (70% vs 59%), and STAT (61% vs 55%) subject codes.

9. Duel Enrollment Proposed Regulation Changes (2nd read) - These changes revolve around compliance with the law and process improvements.
    - Article shared from UC Davis Wheelhouse "[A Foot in the Door]()" on Dual Enrollment. Senators voiced concerns over the number of units students can take, students may not always be ready, and maybe need more time. Question was asked about the need to go up to 11-15 units. Outside counselors encouraging students to take more units with Comunity Colleges for transferability vs AP classes. Concerns over no partnership with High School counselors and potentially having a High School student also being a Full-Time Community College student. This might be replacing high school academic load with Community College load. Bad grades would impact their permanent records.
    - Senators are requesting data on Dual Enrollment data. There have been 1200 applications and there are concerns that these students may have never met with a counselor.
    - There was motion to vote: it was seconded; Votes: Yes - 27, No - 3, Abstain - 1. Motion passes.

Reports

10. Student Equity and Achievement Plan 2022-2025 - Presented by Leah Arambel, Jeffrey Stephenson, Vice President of Student Services, and Dr. BJ Snowden, Associate Vice President of Equity, Institutional Effectiveness, and Innovation.
    ● The Student Equity and Achievement Program (SEAP) plan is required by the State Chancellor. Focused on using an equity lens. Reporting on 2019-2022 activities and planning efforts for 2024-2025. Submitting report to NOVA system which present unique challenges, such as limits the amount of information that can be included. ARC will acknowledge the impact of the pandemic. The team opted to honor the work of the DI reports plus referencing the Institutional Equity Plan. Used a holistic vs individualistic (area) approach. Each indicator expanded in the report. Integrated support through previous equity efforts, assistance by DSPS and technology to help students, financial Aid (# of Pell grants), Basic Needs (Beaver Cares, food insecurity and housing), and Zero-Textbook Cost (ZTC) progress.
    ● Senator expressed concern that whiteness not being addressed within document. Institutional leaders voiced commitment to address "whiteness" at all levels. There is interest to assess our impact on students of color. A Senator suggested LASSI (Learning and Study Strategies Inventory). This potentially help identify where to help our stuents?
    ● Conversation concluded by providing what are the next steps. Steps include visiting the various Councils, Executive Team, Academic Senate President signs.Representation of collaborative efforts. This will be on the agenda as a consent item.

11. Student Learning Outcomes Assessment Committee Update - Presented by Corinne Arrieta.
    ● ARC Syllabus Guidance wants to ensure that course SLOs are on syllabus. How to provide this information all Faculty (FT & PT). Corinne created a training video to help instructions on how to find updated SLOs.

12. Council Updates
    ● Institutional Effectiveness Council (Janay Lovering) - No Report
    ● Operations Council (Araceli Badilla) - The council had a presentation regarding food services in higher education. Senators are invited to watch the video provided (passcode = 2Z#?B.wU). Asking for any feedback regarding food services. It was voiced that we don't want to take away from our Culinary Program. There was interest to find out if there will be any restrictions. For example, bringing in cultural foods for special events.
    ● Student Success Council (Veronica Lopez) - Second monthly Executive Summary was released. This report focused on demographics of employees at ARC (see attachements). There is was also a presentation on the new Petitions Project Team. The goal is to reimagine petition process to create a more equitable practice for students.

Discussion Items:

13. Academic & Professional Impacts Related to COVID Protocols - President Hoffpauir wanted to create space for any discussion on the Board of Trustees decision to discontinue the vaccine mandate.
    ● Checking rosters will stop. Question regarding impact to undo procedures that have been created, SynFlex options and making sure that technology is accessible. Faculty still need permission from Dean to go remote. It was suggested to create a culture of "don't come to campus if sick." Board of Trustees will amplify mask wearing and tracking COVID process.

14. Districtwide Non-Credit Workgroup - [Proposed Non-Credit Workgroup Charge](#) has been discussed at DAS. Will soon be coming to this body for approval as a decision item. The Senate Executive team needs to know how you feel in order to vote.
    ● Some issues shared - where will be the accountability, high dropout rates, no clear communication about where is the financial support for this. There is still need to support current programs, there are concerns that equity is not at the forefront. President Hoffpauir asked Senators to take back to their areas, ask if there are folks interested in participating on this workgroup.

15. Online Proctoring Interests and Concerns - District EdTech Committee has made a recommendation to discontinue the use of Proctorio and all online proctoring.Fedral Legal Decision (see attachment) indicates room Scanning, a feature that requires students to use their webcam to display the entire room, during a proctored quiz violates students' right to privacy. [Chancellor's Legal Office Opinion](#) recommends minimally invasive proctoring tools that limit camera use. DAS is now tasked with formalizing that decision. Senate Executive team need additional feedback. What next for authentic online assessment? What are your interests and concerns related to online proctoring? And how will your Area be impacted if online proctoring is no longer permitted.

16. Report Back (Feedback from College Areas)
    ● ASCCC Resolutions - resolutions packet was shared at our last meeting, and the final version was posted on our Canvas site this week. President Hoffpauir asked Senators to please get in touch before then if you have concern.
    ● Open Issues from any Previous Agenda Item - none noted.

17. Report Out (from District Academic Senate and other areas):
    ● District Academic Senate & District Meetings
        i. Chancellor's Cabinet - Agenda shared (see attachments). Vaccine mandate, District Strategic Plan and darft of Academic Calendars.
        ii. DAS- reconfirmed our remote meetings decision item, with some possible desire to revisit if anything changes soon once we know more about the Brown Act and vaccine mandate impacts. Report was given on Zero Textbook Cost schedule procedures from Sarah Lehmann and DO-IT, including a demo of how the new ZTC schedule data will be gathered. A request from our District Ethnic Studies

faculty council to consider a cluster hire of four new ethnic studies faculty across the district (1 per college). Information with Frank and Melanie, and we are strategizing about how to move forward
- Other areas - None noted

18. Items from College Areas for Academic Senate Consideration
- None noted

Upcoming meetings and Events:
- District Academic Senate Meeting: Tuesday, November 1st, 3:00 PM
- ~~ARC Academic Senate Meeting: Thursday Nov. 3 3:00 PM~~ **CANCELLED**
- ASCCC Statewide Plenary Session: Thursday Nov. 3 – Saturday Nov. 5 (Hybrid)
- LRCCD Board of Trustees Meeting: Wednesday Nov 9th 5:30 P.M.
- District Academic Senate Meeting: Tuesday Nov 15th 3:00 PM
- ARC Academic Senate Meeting: Thursday Nov. 17th 3:00 PM

Meeting Adjoured at 5:24 pm

ARC Academic Senate Roster		Updated	2022-10-27			
Area	**Senator**	**Adjunct/FT**	**Term End**			Dual Enrollment Vote
Behavioral & Social Sciences	Lauren Chavez	Adjunct	2024	Absent		
Behavioral & Social Sciences	Kristina Casper-Denman	Full-time	2023	Present		Yes
Behavioral & Social Sciences	Brian Rosario	Full-time	2024	Present		Yes
Behavioral & Social Sciences	Ricardo Caton	Full-time	2025	Present		Yes
Behavioral & Social Sciences	Robin Akawi	Alternate Full-Tim		Present		Yes
Behavioral & Social Sciences		Alternate Adjunct				
Business & Computer Sciences	Damon Antos	Full-time	2023	Present		Yes
Business & Computer Sciences	Tak Auyeung	Full-time	2025	Present		Yes
Business & Computer Sciences	Kahkashan Shaukat	Full-time	2024	Present		Yes
Business & Computer Sciences	Christian Speck	Adjunct	2023	Absent		
Business & Computer Sciences	Marc Condos	Alternate Full-Tim				
Business & Computer Sciences		Alternate Adjunct				
Counseling	Kim Queen	Full-time	2024	Present		No
Counseling	Joyce Fernandez	Adjunct	2024	Present		Abstain
Counseling	Reyna Moore	Full-time	2023	Present		No
Counseling	Carmelita Palomares	Full-time	2025	Present		No
Counseling	Kim Herrell	Alternate Full-Tim				
Counseling		Alternate Adjunct				
English	Valerie Bronstein	Adjunct	2023	Absent		
English	Robyn Borcz	Full-time	2023	Present		Yes
English	Caroline Prieto	Full-time	2024	Present		Yes
English	Gina Barnard	Full-time	2025	Absent		
English	Melissa Diaz	Alternate Full-Tim				
English		Alternate Adjunct				
Fine & Applied Arts	*Unfilled*	Full-time	2023			
Fine & Applied Arts	Linda Gelfman	Full-time	2024	Absent		
Fine & Applied Arts	Diane Lui	Adjunct	2023	Present		Yes
Fine & Applied Arts	*Unfilled*	Full-time	2022			
Fine & Applied Arts	Jodie Hooker	Alternate Full-Tim				
Fine & Applied Arts		Alternate Adjunct				
Health & Education	Cheri Garner	Full-time	2023	Absent		
Health & Education		Full-time	2025			
Health & Education	Susan Chou	Full-time	2024	Present		Yes
Health & Education	*Unfilled*	Adjunct	2022			
Health & Education		Alternate Adjunct				
Health & Education	John Coldiron	Alternate Full-Tim				

ARC Academic Senate Roster		Updated	2022-10-27			
Area	**Senator**	**Adjunct/FT**	**Term End**			Duel Enrollment Vote
Humanities	Corinne Arrieta	Full-time	2025	Present		Yes
Humanities	Jill Birchall	Full-time	2024	Present		Yes
Humanities	Caterina Falli	Full-time	2023	Present		Yes
Humanities	Andrew Fix	Adjunct	2025	Absent		
Humanities	Erik Haarala	Alternate Full-Tim				
Humanities		Alternate Adjunct				
Kinesiology & Athletics	Kat Sulivan Torres	Full-time	2025	Absent		
Kinesiology & Athletics	Eric Black	Full-time	2024	Absent		
Kinesiology & Athletics	*Unfilled*	Full-time	2023			
Kinesiology & Athletics	*Unfilled*	Adjunct	2023			
Kinesiology & Athletics		Alternate Full-Tim				
Kinesiology & Athletics		Alternate Adjunct				
Library/Learning Resources/Instructi	David McCusker	Full-time	2024	Present		Yes
Library/Learning Resources/Instructi	Araceli Badilla	Full-time	2023	Present		Yes
Library/Learning Resources/Instructi	Marianne Harris	Alternate Full-Tim				
Mathematics	Deborah Gale	Adjunct	2024	Present		Yes
Mathematics	Joe Caputo	Full-time	2023	Present		Yes
Mathematics	Adrianne Avila	Full-time	2024	Present		Yes
Mathematics	Sonya Reichel	Full-time	2025	Present		Yes
Mathematics	Lana Anishchenko	Alternate Full-Tim				
Mathematics		Alternate Adjunct				
Workforce/ Work Experience/Appre	Vivian Dillon	Full-time	2024	Present		Yes
Workforce/ Work Experience/Appre	Carlos Ponce	Adjunct	2024	Absent		
Workforce/ Work Experience/Appre	Jody Johnson	Adjunct	2023	Absent		
Workforce/ Work Experience/Appre	*Unfilled*	Adjunct	2022			
Workforce/ Work Experience/Appre	Lonetta Riley	Alternate Full-Tim		Absent		
Workforce/ Work Experience/Appre		Alternate Adjunct				
Science & Engineering	*Unfilled*	Adjunct	2024			
Science & Engineering	Glenn Jaecks	Full-time	2025	Present		Yes
Science & Engineering	Charles Thomsen	Full-time	2024			
Science & Engineering	Mike Holms	Full-time	2025			
Science & Engineering		Alternate Full-Tim				
Science & Engineering		Alternate Adjunct				
Student Support Services	Judith Valdez	Full-time	2024	Absent		

Area	Senator	Adjunct/FT	Term End			Duel Enrollment Vote
ARC Academic Senate Roster		Updated	2022-10-27			
Student Support Services	*Unfilled*	Adjunct	2022			
Student Support Services	Arthur Jenkins	Alternate Full-Tim		Absent		
Student Support Services		Alternate Adjunc				
Technical Education	Chris Moore	Full-time	2024	Absent		
Technical Education	Mikhail Drobot	Adjunct	2023	Present		Yes
Technical Education	Jordan Meyer	Full-time	2023	Present		Yes
Technical Education	Craig Weckman	Full-time	2022			
Technical Education		Alternate Full-Tim				
Technical Education		Alternate Adjunc				
Officers	Carina Hoffpauir		President	Present		
Officers	Brian Knirk		Vice President	Present		Yes
Officers	Veronica Lopez		Secretary	Present		Yes
Officers	Alisa Shubb		Past President	Present		Yes
Liaison	Janay Lovering		Program Review			
Liaison	Kate Williamson		Open Education			
Liaison	Beth Madigan		Classified Senat			
	Roxanne Morgan		Curriculum			
	Bill Simpson		Program Pathw			
Total Senate Seats Available (without Officers)			52			
Unfilled Seats			8			
Total Filled Seats			44			
Quorum (25% of filled seats)			11	(round 0.5 up)		
A = 2022		5				
B = 2023		17				
C = 2024		19				

10/27/22
3:00P.M.
Meeting ID: 845 6120 0223, Password: 10plus1
Zoom link:
https://lrccd.zoom.us/j/84561200223?pwd=dWs5MEIvRzNhZkhpMnNmUjNBem9ldz09

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 Items (10 minutes maximum per item)
8. Support for LRCFT Negotiation of Online and Other DE Modes of Instruction and Instructional Support Programs (First Reading)
9. Dual Enrollment Proposed Regulation Changes (Second Reading)

Reports (5-10 minutes per item)
10. Student Equity and Achievement Plan 2022-2025 *(Leah Arambel and Vice President of Student Services, Jeffrey Stephenson)*
11. Student Learning Outcomes Assessment Committee Update (*Corinne Arrieta*)
12. Council Updates
    a. Institutional Effectiveness Council (*Janay Lovering*)
    b. Operations Council (*Araceli Badilla*)
    c. Student Success Council (*Veronica Lopez*)

Discussion (10-15 minutes per item)
13. Academic & Professional Impacts Related to COVID Protocols
14. Districtwide Non-Credit Workgroup
15. Online Proctoring Interests and Concerns
16. Report Back (Feedback from College Areas)
    a. ASCCC Resolutions
    b. Open Issues from any Previous Agenda Item
17. Report Out (Information from District Meetings and Other Areas)
    a. District Academic Senate and District Meetings
    b. Other areas
18. Items from College Areas for Academic Senate Consideration

Upcoming Meetings:
- District Academic Senate Meeting: Tuesday Nov 1st 3:00 PM
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Resolution in Support of Negotiation for 1.0 FTE Online Workload

1. Whereas, student enrollment and engagement with online instruction and instructional support programs is rapidly evolving in all its forms, sparking the need to continue to evolve and meet student needs in an online environment[1].

2. Whereas, students indicated in the American River College Modality Survey – Spring 2022[2] a strong desire for online classes, programs, and services. In addition, students also indicated a variety of variables that factor into their preference for fully online modalities such as: lack of reliable or affordable transportation, geographical flexibility, course schedules that conflict with work and/or family obligations, childcare and other caretaking needs, general costs, fears of contracting COVID, campus safety concerns, vaccine requirements, disability, distracting or anxiety-inducing classroom environments as challenges to their learning.

3. Whereas a national survey conducted in 2022[3] has shown that the number of high school juniors and seniors planning to attend fully online colleges has more than doubled since before the pandemic and dual enrollment is the largest and fastest growing option for high school students taking online postsecondary courses at ARC. This mirrors statewide surveys conducted with community college districts and prospective students that suggest that the demand for online and hybrid courses is increasing, with students citing the benefits of geographic and scheduling flexibility, convenience and independence[4].

4. Whereas the Student Senate for California Community Colleges passed a resolution urging colleges to create pathways to earn degrees online because "traditional class formats and schedules within normal business hours are burdensome" and an educational barrier and advocates for each general education requirement or degree requirement to have at least one class from that pool be offered in an online or distance format.[5] Additionally, the District and State Chancellor's Office have stated a desire to offer fully online degrees and certificates for students.

5. Whereas some classes, programs, and services have been developed that are equally if not more effectively offered in an online modality.[6] Demand for virtual options consistently outpaces availability during registration, and students who want to take online or hybrid courses are put on waitlists while many in-person classes are below capacity[78].

6. Whereas students who have decided that distance education best suits their needs should be served by faculty trained in best practices and trained as best practitioners. Faculty are committed to providing online courses, programs, and services out of a desire to answer the calls being made by our students for more online options[9].

[1] Reports - Chancellor's Office - California Community Colleges
[2] ARC Modality Survey - Spring 2022
[3] Inside Higher Ed, "A Surge in Young Undergrads, Fully Online"
[4] Enrollment Research Survey, CCCCO
[5] Student Senate for California Community Colleges 2020 Resolutions Packet
[6] On-Ground vs Online Course Success Rates at ARC (SP21-SP22)
[7] LA Times. "Overwhelming demand for online classes is reshaping California's community colleges"
[8] San Jose Spotlight. "Santa Clara County community college students prefer online classes"
[9] Public Policy Institute of California. "After COVID, Community Colleges Must Focus on Improving Online Courses"

Resolved, we urge the Los Rios Colleges Federation of Teachers (LRCFT) to negotiate the current contractual limitation on online courses, programs, and services to allow our tenured faculty to be assigned 1.0 FTE of online or other distance education modes of instruction and instructional support programs with mutual agreement of the dean.

1.0 Advanced Education Students

1.1   These Administrative Regulations shall apply to classes offered through one of the Los Rios Community College District Colleges, centers, offsite locations, or at a high school site.

1.2   Students over the age of sixteen (16) or who have completed tenth grade and fall into the categories identified in section 1.2.1 or 1.2.2 may be eligible for admission as Advanced Education students.

   1.2.1   The student is currently enrolled in a public or private K-12 school, including home school.

   1.2.2   The student is under the age of eighteen (18) and is not otherwise eligible for admission to a District/College under District Policy P-2211. (Ed. Code, §§ 76000, 76001)

1.3   Advanced Education students shall not be enrolled in courses where their safety or the safety of others may be jeopardized.

1.4   College coursework may include material of an adult/mature level, irrespective of the age of the student. Faculty will not be expected to alter or adapt the approved course material for a younger audience.

1.5   All Advanced Education students should expect to speak for themselves and be responsible for their work and behavior, as is the case with all College students.

1.6   Advanced Education students may enroll in up to two (2) courses during a semester or summer session.

1.7   If the class is a physical education class, no more than ten percent (10%) of its enrollment may be comprised of Advanced Education students. Moreover, a community college district may not receive state apportionments for Advanced Education students enrolled in physical education courses in excess of five percent (5%) of the District's total reported full-time equivalent enrollment of Advanced Education students.

2.0 Application and Admission

2.1   The Colleges shall use a common application form for Advanced Education students.

2.2   Advanced Education students must submit a College application the first semester, including summer session, and an Advanced Education Application. A supplemental enrollment information form and Advanced Education application must be submitted for each semester of enrollment while an Advanced Education student.

2.3   Advanced Education students shall provide the following information to the College counselor:

2.3.1   A recommendation from the applicant's high school principal or duly authorized designee, including specific course numbers and any acceptable alternates;

2.3.2   Permission from the applicant's parent or guardian;

2.3.3   A statement as to why the applicant wishes to participate in the Advanced Education program;

2.3.4   High school transcripts or, for students enrolled in schools where transcripts are not available, an official record of completed coursework and achievement levels;

2.3.5   Appropriate District assessment results when applicable;

2.3.6   Proof that the student will be either sixteen (16) years of age or have completed the sophomore year of high school by the first day of class; and

2.3.7   If the student is attending a home school that is not affiliated with a public school district, a copy of the private school affidavit.

2.4   A College may admit an Advanced Education student enrolled in a public or private school, including home school, if:

2.4.1   The student has provided all required documentation;

2.4.2   The student has been recommended by the student's high school principal or duly authorized designee; and

2.4.3   The College counselor determines that the student would benefit from college-level work that would thereby be available.

2.5   A College may admit an Advanced Education student as a specially admitted full- or part-time student if:

2.5.1   The student is not enrolled in a public or private school, including home school;

2.5.2   The student's parent or guardian submits a petition for early admission and provides documentation indicating that the student will benefit from advanced scholastic or vocational work;

2.5.3   The College counselor determines that the student would benefit from college-level work that would thereby be available;

2.5.4   The president or his/her designee authorizes the attendance.

2.6   Advanced Education students will be required to meet all course pre/co-requisites as a condition for enrollment into a course.

3.0 Eligibility

3.1 Advanced Education students shall not enroll in the following categories of courses:

3.1.1 Basic skills courses (1-99);

3.1.2 Courses requiring repetition due to unsatisfactory grades (D or F) received at the student's school;

3.1.3 Courses offered by the student's school district during the same semester the student wishes to enroll in them as an Advanced Education student, with the following exceptions:

3.1.3.1 Students who have satisfactorily completed a similar but less academically rigorous course in high school may enroll a more rigorous college course;

3.1.3.2 Students who, by high school policy, are not permitted to enroll in additional courses at the high school, may enroll in a college course even though it may be offered at the high school concurrently;

3.1.3.3 When the high school principal and/or superintendent requests a similar but more academically rigorous course be offered at the high school during a time when the high school campus is open to the public; or

3.1.3.4 When the College determines a class is not reasonably available at another school within the student's school district.

3.2 Advanced Education students must demonstrate exemplary academic achievement, as evidenced by multiple measures including, but not limited to, grades in similar courses, GPA of 2.7, analysis of transcripts, assessment results, other student achievements, and/or letters of support from high school counselors and teachers, except when enrolling in the following courses or programs:

3.2.1 College/High School Academies that exist in particular occupational majors, such as electronics and health care, for the purpose of strengthening occupational programs and improving the articulation of high school and college programs;

3.2.2 Human career development courses (college success courses); or

3.2.3 Special college-based programs targeted for at-risk junior high and high school students, such as AVID, PACE, Early Start Program, and courses designed as part of articulated programs.

3.3 In order to retain eligibility, an Advanced Education student must maintain a cumulative 2.0 GPA in college coursework.

3.4   On the first day of class, Advanced Education students must be at least sixteen (16) years old or have completed the sophomore year of high school.

3.5   The College may require Advanced Education students to take the college assessment test to ensure a prerequisite level and/or appropriate class placement.

4.0 Exceptions to Eligibility Requirements

4.1   If a College counselor denies admission based upon the eligibility requirements described in Section 3.0, the student may appeal that decision to the College's Dean of Counseling. Approved Advanced Education Applications that are exceptions to eligibility requirements must be approved in writing by the College's Dean of Counseling. Supporting documentation for exceptions shall be attached to the Advanced Education Application.

5.0 College Credit

5.1   Advanced Education students will receive college credit for course(s) successfully completed.

5.2   The grade earned for course(s) will be reflected on the student's permanent College transcript.

6.0 Fees

6.1   Advanced Education students who are classified as California residents are exempt from the enrollment fee. (Ed. Code, § 76300)

6.2   Advanced Education students who have lived in the State of California for more than one (1) year immediately preceding the residence determination date are exempt from the enrollment fee, the Nonresident Tuition Fee, the Student Capital Outlay Fee, and International Student Application Fee. (Ed Code, § 76140, subd. (a)(4))

6.3   Advanced Education students who have attended elementary or secondary schools in the State of California for more than three (3) years preceding the residence determination date are exempt from the Nonresident Tuition Fee, the Student Capital Outlay Fee, and International Student Application Fee. (Ed Code, § 76140, subd. (a)(4))

6.4   Fees normally charged for all other nonresident and international students will be applied to courses taken by this population when enrolled as Advanced Education students.

7.0 Appeal

7.1   A student may appeal action taken related to these Administrative Regulations.

      7.1.1   A written petition must be submitted to the College Vice President of Student Services.

      7.1.2   The petition will be reviewed by the Vice President and a response provided within seven (7) working days.

      7.1.3   The student may appeal the determination of the Vice President by submitting a written appeal to the College President within seven (7) days of the Vice President's decision.

  7.2   If the student is dissatisfied with the decision of the College President, the student may appeal that decision to the Los Rios Community College District Board of Trustees.

8.0 Documentation Standards

  8.1   Records shall be retained in paper or electronic format for three (3) years from the last date of coursework. If the student does not complete coursework (does not enroll or drops the course), records shall be retained for three (3) years from application date.

  8.2   Enrolled students

      8.2.1   College counseling offices shall retain forms used for Advanced Education students, including:

         8.2.1.1 Advanced Education Checklist

         8.2.1.2 Advanced Education Application

         8.2.1.3 High School transcript

1.0 Dual Enrollment

1.1   This Administrative Regulation shall apply to classes offered through one of the Los Rios Community College District Colleges, centers, off-site locations, or at a high school site.

1.2   Students who are at least fourteen (14) years of age and fall into the categories identified in section 1.2.1 or 1.2.2 may be eligible for admission as dual enrollment students.

  1.2.1   The student is currently enrolled in a public or private K-12 school.

  1.2.2   The student is under the age of eighteen (18) and is not otherwise eligible for admission to a District/College under District Policy P-2211.

1.3   Dual enrollment students shall not be enrolled in courses where their safety or the safety of others may be jeopardized.

1.4   College coursework may include materials of an adult/mature level, irrespective of the age of the student. Faculty will not be expected to alter or adapt the approved course material for a younger audience.

1.5   All dual enrollment students should expect to speak for themselves and be responsible for their work and behavior, as is the case with all College students.

1.6   Dual enrollment students may enroll in up to three (3) courses during a semester or summer session.

2.0 Application and Admission

2.1   The Colleges shall use a common Dual Enrollment Approval Form.

2.2   Dual enrollment students must submit a College application the first semester, including summer session, and a Dual Enrollment Approval Form. A supplemental enrollment information form and Dual Enrollment Approval Form must be submitted for each semester of enrollment while a dual enrollment student.

2.3   Dual enrollment students shall provide the following information to the College:

  2.3.1   A recommendation from the applicant's high school principal or duly authorized designee, including specific course numbers and any acceptable alternates;

  2.3.2   Permission from the applicant's parent or guardian;

  2.3.3   Appropriate District assessment for students planning to enroll in English, Reading or Mathematics;

2.3.4   Proof that the student will be at least fourteen (14) years of age by the first day of class.

2.4   A College may admit a dual enrollment student enrolled in a public school if:

2.4.1   The student has provided all required documentation;

2.4.2   The student has been recommended by the student's high school principal or duly authorized designee.

3.0 Eligibility

3.1   Dual enrollment students must have a GPA of 2.0.

3.2   In order to retain eligibility, a dual enrollment student must maintain a cumulative 2.0 GPA in college coursework.

3.3   On the first day of class, dual enrollment students must be at least fourteen (14) years old.

4.0 College Credit

4.1   Dual enrollment students will receive college credit for course(s) successfully completed.

4.2   The grade earned for course(s) will be reflected on the student's permanent College transcript.

5.0 Fees

5.1   Dual enrollment students are exempt from the enrollment fee.

6.0 Appeal

6.1   A student may appeal action taken related to this Administrative Regulation.

6.1.1   A written petition must be submitted to the College Vice President of Student Services.

6.1.2   The petition will be reviewed by the Vice President and a response provided within seven (7) working days.

6.1.3   The student may appeal the determination of the Vice President by submitting a written appeal to the College President within seven (7) days of the Vice President's decision.

6.2   If the student is dissatisfied with the decision of the College President, the student may appeal that decision to the Los Rios Community College District Board of Trustees.

7.0 <u>Documentation Standards</u>

7.1   Records shall be retained in paper or electronic format for three (3) years from the last date of coursework. If the student does not complete coursework (does not enroll or drops the course), records shall be retained for three (3) years from application date.

7.2   Enrolled students

     7.2.1   The College shall retain forms used for dual enrollment students, including:

     7.2.2   Dual Enrollment Approval Form.

1.0 Purpose

These regulations shall apply to the admission and enrollment of students who have applied to and have been recommended for admission to a community college pursuant to Education Code sections 48800, 48800.5, or 52620 inclusive of students attending high school, and students attending adult school, and other students whom Colleges in the Los Rios Community College District may admit as special part-time or special full-time students.

2.0 Definitions

2.1   The Los Rios Community College District recognizes the following as definitions within this regulation:

2.1.1   Special Admit Student: A special admit student is an admitted special part-time or special full-time student who is eligible to attend community college pursuant to Education Code section 48800, 48800.5, or 52620. (Education Code 76001(a))

2.1.2   Special Part-Time Student: A special part time student is an admitted student who has been recommended for special-part time attendance under Education Code section 48800, 48800.5, or 52620. Special part-time students are limited to enrolling in a maximum of eleven (11) units in a term and may enroll in any course for which the student has met properly established enrollment limitations and requisites. Special Part-Time enrollment under a College and Career Access Pathway (CCAP) program up to fifteen (15) units, in four or fewer community college courses, in a term may be allowed providing the enrollment is required under the CCAP course agreement for which the student is participating.

2.1.3   Special Full-Time Student: A special full-time student is an admitted student who has been recommended for special full-time attendance under Education Code section 48800.5. Special full-time students may enroll in any course for which the student has met properly established enrollment limitations and requisites and are exempted from mandatory secondary school attendance.

2.1.4   Dual Enrollment: Dual enrollment refers to opportunities for high school or adult school students, or other eligible students, to enroll in community college courses as a special admit student and receive college credit via enrollment for which the student's high school or adult school may also award credit.

2.1.5   College and Career Access Pathways (CCAP) Dual Enrollment: CCAP Dual Enrollment describes dual enrollment opportunities created by the passage of AB288 whereupon Community College Districts enter into partnerships with public school districts to offer dual credit opportunities that promote seamless pathways from high school to community college for career technical education or preparation for transfer, improving high

school graduation rates, or helping high school students achieve college and career readiness.

2.1.6   Non-CCAP Dual Enrollment: Non-CCAP Dual Enrollment refers to dual enrollment in courses not affiliated with a College and Career Access Pathways agreement; this may include Concurrent Enrollment, Middle College High School, Early College High School, and Adult Dual Enrollment programs.

2.1.7   Middle College High School: Middle College High School programs are secondary schools located on a college campus and offer programs designed to serve at-risk high school students who are performing below their academic potential. The goal of the middle college high school is to select at-risk high school students who are performing below their academic potential and place them in an alternative high school located on a community college campus in order to reduce the likelihood that they will drop out of school before graduation.

2.1.8   Early College High School: Early College High Schools are innovative partnerships between charter or non-charter public secondary schools and a local community college that allow students to earn a high school diploma and up to two years of college credit in four years or less. Early college high schools are small, autonomous schools that blend high school and college into a coherent educational program. Students begin taking college courses as soon as they demonstrate readiness and the college credit earned may be applied toward completing an associate degree, transfer to a four-year university, or obtaining a certificate of achievement.

2.1.9   Adult Dual Enrollment: Adult Dual Enrollment shall describe dual enrollment opportunities for special part-time adult students recommended for enrollment at the community college by an adult school pursuant to Education Code 52620. Students enrolled under these provisions are not eligible for CCAP Dual Enrollment.

3.0 Admission of Special Admit Students

This section shall provide administrative procedures for admitting special admit students as special part-time or special full-time students inclusive of all students intending to pursue CCAP and non-CCAP special admit enrollment opportunities offered within the District.

3.1   Admission of Special Part-Time Students Enrolled in High School or Adult School: to be considered for admission as a special part-time student, the student must meet the eligibility standards as established in Education Code Sections 48800, 48800.5, or 52620 and 76001 and provide the following to the College Admissions Office:

a. A completed District application for admission to the college for the first term in which enrollment will be requested; after a student is admitted, an application will only be required where a student has discontinued enrollment for one primary term, or upon termination of special admit status upon exiting high school or adult school.

    i. Students continuing as special admit students must complete a supplemental enrollment application each term in which they plan to enroll.

b. A completed District Special Admit form shall be required for the first term in which enrollment will be requested; Summer District Special Admit form shall be required for high school students requesting Summer enrollment. Both forms will include:

    i. Consent of the student's parent or legal guardian shall be required for students attending high school regardless of student age.

    ii. A signed recommendation of the applicant's school principal or designee, or adult school administrator, at the school in which the student is enrolled.

        1. For high school students, this recommendation shall include certification that the high school has determined the student will benefit from college level instruction.

        2. In summer terms, the high school principal or designee shall certify the student has demonstrated adequate preparation for the topic to be studied and has exhausted attempts to enroll in equivalent coursework, as determined by the high school, at the student's high school.

        3. In summer terms, the high school principal or designee shall certify that no more than the equivalent of five percent (5%) of the student's previous grade level have been recommended for summer enrollment at the college.

    iii. Documentation, which may include self-certification or certification by the recommending educational institution, the student will be at least fourteen (14) years of age or have started the ninth (9th) grade by the first day of instruction in the application term.

iv. For students currently enrolled in a homeschool program unaffiliated with a public school district, a copy of the private school affidavit associated with the homeschool shall be required.

3.2 Admission of Special Full-Time Students Enrolled in Public Primary or Secondary School: to be considered for admittance as a special full-time student, the student must meet the eligibility standards as established in Education Code Section 48800.5.

    a. The parent or legal guardian must provide documentation they have successfully petitioned the governing board of the school district in which the student is enrolled to authorize the attendance of the student at a community college as a special full-time student on the grounds that the student would benefit from advanced scholastic or vocational work that would be available at the community college.

    b. A completed District application for admission to the college for the first term in which enrollment will be requested; after a student is admitted, an application will only be required where a student has discontinued enrollment for one primary term, or upon termination of special admit status upon exiting high school or adult school.

        i. Students continuing as special admit students must complete a supplemental enrollment application each term in which they plan to enroll.

    c. A completed District Special Admit form shall be required for the first term in which enrollment will be requested. This form will include:

        i. Consent of the student's parent or legal guardian shall be required for students attending high school regardless of student age.

        ii. A signed recommendation of the applicant's school principal or designee.

3.3 Admission of Other Special Part-Time or Special Full-Time Students

Parents of prospective special admit students who are not eligible for admission under provisions 3.1 or 3.2, including students who are not enrolled in public or private schools, including homeschool, or students who will not be fourteen (14) or have entered the ninth (9th) grade by the first day of instruction in the application term, may alternatively petition the college for admission as special part-time or special full-time students by providing the following to the College Admissions Office:

a. A written statement from the parent(s) or legal guardian(s) of the student explaining why the student is ineligible for admission under provisions 3.1 and 3.2, how the student has demonstrated readiness for college-level instruction, and shall clearly state whether special part-time or special full-time status is being requested.

b. A completed District application for admission to the college for the first term in which enrollment will be requested; after a student is admitted, an application will only be required where a student has discontinued enrollment for one primary term, or upon termination of special admit status upon exiting high school or adult school.

   i. Students continuing as special admit students must complete a supplemental enrollment application each term in which they plan to enroll.

c. If the student is attending a public or private school, including homeschool, a completed District Special Admit form shall be required for the first term in which enrollment will be requested. This form will include:

   i. Consent of the student's parent or legal guardian shall be required for students attending high school regardless of student age.

   ii. A signed recommendation of the applicant's school principal or designee.

   iii. For students currently enrolled in a homeschool program unaffiliated with a public school district, a copy of the private school affidavit associated with the homeschool shall be required.

3.4 Determination of Admission

a. Education code sections 48800, 48800.5, and 52620 place the responsibility of determining a student's ability to benefit from college level instruction on the school designee or parent making the recommendation that the student attend community college as a special part-time or special full-time student.

b. Admissions determinations will be based on demonstration the applicant meets the eligibility criteria established in these administrative regulations and applicable state regulations including education code sections 48800, 48800.5, 52620, 76001, and 76002.

c. Students will be notified of an admissions determination in writing within seven (7) working days of submission of all application materials. In the event,

admission is denied, the student shall be notified of the reason for this determination and provided instruction on the appeal process.

3.5 Denial of Admission and Appeal

a. A prospective special admit student may appeal the denial of admission to the College President or their designee.

   i. The appeal will be reviewed by the College President or their designee and a response provided within seven (7) working days.

   ii. The student may appeal the determination of the College President or their designee to the Los Rios Community College District Board of Trustees.

b. If, after appealing to the Los Rios Community College District Board of Trustees, the prospective student is denied admission to the college, written findings and reasons for the denial will be recorded within 60 days. The written recommendation and denial shall be issued at the next regularly scheduled board meeting that falls at least 30 days after the request has been submitted.

4.0 Enrollment

Special admit students may enroll in any course for which the student has satisfied applicable properly established enrollment requisites and limitations and may enroll and receive notation in the same manner as regularly admitted students with the following limitations:

4.1 Special Admit Holds

a. An enrollment hold will be placed upon special admit applicants at the time of application to prevent enrollment until an admission decision is reached. The enrollment hold will be removed upon a student's admission to the College based on a review of materials submitted with the District Special Admit form and/or petition by the parents of the student.

b. Upon hold removal, admitted students may enroll in classes subject to their assigned enrollment appointment date using any means available to students within the District.

4.2 CCAP Limitations

a. Enrollment in CCAP courses will be limited to special part-time students for whom the participating high school has indicated an intent to enroll. These enrollments may be entered by College personnel.

4.3 Unit Limitations

    a.   Special Part-Time students may enroll in no more than eleven (11) units in a term.

    b.   Special Part-Time students enrolling in courses subject to a CCAP Course Agreement may enroll in up to fifteen (15) units, in a maximum of four classes, if required by the CCAP Course Agreement.

    c.   Special Part-Time students participating in CCAP programs may enroll in non-CCAP courses, but may not enroll in more than eleven (11) units of combined CCAP and non-CCAP programming.

    d.   Special Full-Time students share the maximum unit load of regularly admitted students as described in R-7211.

4.4 Enrollment Requisites and Placement

    a.   Special admit students must satisfy properly established enrollment requisites to enroll in courses in which the enrollment requisites apply.

    b.   Special admit students may use any means available to regularly admitted students to satisfy enrollment requisites, including placement as prescribed by the college in which the student is seeking enrollment.

    c.   Special admit students who are enrolled, or have recently been enrolled, in primary, secondary, or adult school may be asked to provide transcripts of prior coursework to support placement.

5.0 Student Records

5.1   The District shall record on the special admit student's college transcript the courses, grading notation, and units earned in which the student has enrolled and attended beyond the last date to drop without notation.

5.2   Board policy prohibits the release of student records without the written consent of the student regardless of student age.

6.0 Fees

6.1   Special Admit students will be assessed fees in accordance with existing policies and regulations.

6.2   CCAP participating special part-time students enrolling exclusively in courses subject to a CCAP agreement shall be exempt from the student representation fee.

6.3   CCAP participating special part-time students shall not be assessed instructional
        material fees, laboratory fees, universal transit pass fee, or any other fee
        prohibited by Education Code section 49011 when enrolling in courses subject to
        a CCAP agreement.

7.0 Documentation Standards

7.1   Records shall be retained in paper or electronic format for three (3) years from the
        last date of coursework. If the student does not complete coursework (does not
        enroll or drops the course), records shall be retained for three (3) years from
        application date.

Los Rios CCD
Proposed Dual Enrollment Regulatory Changes
Increasing Access, Student Success and Equity

Presentation to LRCCD Academic Senate
September 20, 2022

Timeline of Stakeholder Engagement

District Academic Senate

- Dual Enrollment Workgroup Charter: 2/1/22
- Faculty Leadership Dual Enrollment Dialogue: 2/25/22

Advanced Education Workgroup

- Chartered: 9/30/20
- Recommendations: 12/13/21

Legal Review with LRCCD Counsel

- Initiated following workgroup recommendations
- Began: February 2022

Dual Enrollment Workgroup

Chartered: 2/7/22

Kick-Off: 3/15/22

Overview of Revisions: 7/11/22

Text of Revisions: 8/15/22

Dual Enrollment Leads

Kick-Off: 4/28/22

Overview of Revisions: 6/22/22

Text of Revisions: 7/28/22

*Throughout Spring 2022, the **Career Ladders Project** has served as a resource to assist best practice development and has engaged workgroup and leadership teams on improving supports for dual enrollment students.*

LOS RIOS
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DESSC Dual Enrollment Workgroup

Goals:

- Enhance the student experience
- Provide a consistent experience
- Increase access
- Support College-Going Culture
- Equitize our practice
- Increase enrollment Opportunities

Outcomes:

- Recommendations on best practices for high quality dual enrollment programs in LRCCD.
- Recommendations on expansion of CCAP and non-CCAP offerings across the District

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Dual Enrollment Workgroup Membership

Instructional Faculty
- Suha Al Juboori, FLC
- Tressa Tabares, ARC
- Michael Grofe, SCC
- Iris Dimond, CRC
- Tera Reynolds, ARC

Counseling Faculty
- Matthew Wohl, CRC
- Leila Stone, SCC
- Inna Tikhonov, FLC

Outreach
- Caitlyn Spencer, ARC
- Traci Scott, CRC

A&R Supervisors
- Christine Wurzer, FLC
- Kim Goff, SCC

Vice President of Student Services
- Kellie Butler, FLC

Dean of A&R
- Joann Ramirez, CRC

Dean (College Center, etc.)
- Brain Robinson, FLC

College CCAP Dual Enrollment Leads
- Rosana Chavez-Hernandez, SCC
- Doug Herndon, ARC

DO A&R Director
- Jason Ralphs, DO

AVC Educational Services & Student Success
- Sonia Ortiz-Mercado, DO

DO Dual Enrollment Director (1) (Non-voting)
- Sean O'Neil, DO

Research (Non-Voting)
- Betty Glyer-Culver, DO

LOS RIOS COMMUNITY COLLEGE DISTRICT

Expanding Equitable Access

Skyline changed to one time application, and automatic principal recommendation – F'19 >10%, F'21 <20% (apx 78% students of color)

Bakersfield - made DuE the "default" at partner high schools w a guided pathways model - F'18 >15%, F'21 <25% (apx 84% students of color)

Fresno City - eliminated GPA requirement for CCAP students - F'19 >7%, F'21 <16% (apx 85% students of color)

Outcomes for Students of Color

Historically underrepresented dual enrollment students outperform adult students
Course completion

- Black DE students had **91% course success rate** compared to a **52% rate** of adult Black students at Bakersfield College

- Latinx DE students had a **92% course success rate** compared to a **67% rate** of adult Latinx students at Bakersfield College

Dual Enrollment and Guided Pathways Converge for Equity – CLP (2019)

LOS RIOS COMMUNITY COLLEGE DISTRICT

LRCCD Equitable Access Data

Race/Ethnicity	Percentage of HS students in this CCD Region	Percentage of DuE students in this CCD	Equity Rating
Black	10.23%	6.6%	Low Representation
Latinx	29.94%	28.93%	High Representation
Native American	0.63%	0.24%	Low Representation

LOS RIOS
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Becoming More Equitable…

USC Center for Race and Equity (Bonds, 2022)

FROM THIS	TO THIS
What can we do to make our pathways clearer and more accessible?	Who, specifically, have we marginalized by creating a maze of program requirements? How do we counter the negative effects this has had on our students, their families, and their communities?
How can we improve our orientation programs?	How do we communicate the value of our programs to the individuals, families, and communities we aim to serve? How do these programs advance racial, social, and economic justice?
How do we get students to re-enroll in the next term?	What about our college's policies, practices, and cultures create barriers to student progression and completion? For whom?
How do we assess student learning?	How can we honor cultural wealth¹ to create opportunities for students to make meaning and demonstrate their learning?

LOS RIOS COMMUNITY COLLEGE DISTRICT

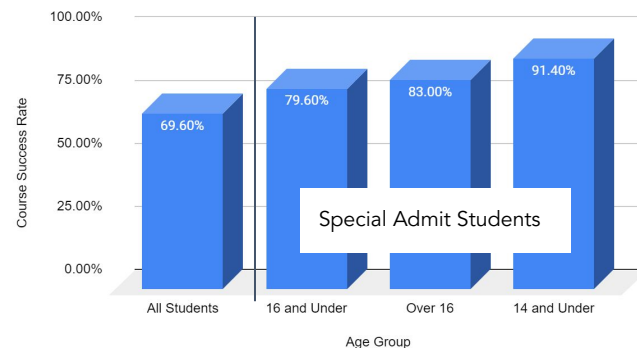# Fall 2021 Special Admit Success Rates

Special Admit Enrollment and Outcomes: Fall 2021

Term	Age Group	Headcount	% Total SpecAdmit	Avg Units Attempted	Avg Units Completed	GPA	Course Success Rate
Fall 2021	16 and Under	1080	42.3	3.95	3.28	2.62	0.796
Fall 2021	Over 16	1475	57.7	4.42	3.76	2.93	0.830
Fall 2021	14 and Under	87	3.4	2.64	2.44	3.26	0.914
Fall 2021	all students	57976		8.14	5.90	2.90	69.6

14 and under studetns are also counted in the 16 and under group but wanted to show the number and outcomes for this student group

Source: LRCCD Research End of Semester Database

Aug-22

Course Success Rate vs. Age Group

Special Admit Students

Age Group	Course Success Rate
All Students	69.60%
16 and Under	79.60%
Over 16	83.00%
14 and Under	91.40%

LOS RIOS COMMUNITY COLLEGE DISTRICT

New Regulations: Preview of Concepts

- The Approach: *Increasing Access to Dual Enrollment & Supporting Student Success & Equity*
- Title 5 & Ed Code Alignment & Compliance Changes
  - Application and student eligibility
  - Required enrollment updates
- Process improvements

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Compliance: Application and Eligibility

- Eliminate student-facing application barriers and align requirements with those authorized by Ed Code to determine eligibility for admission.

- Align the minimum age requirement for high school students to 14 for both CCAP and non-CCAP dual enrollment; both are special admit populations and Ed Code does not differentiate admission requirements.

- Discontinue high school transcripts as an admission requirement. Transcripts may be used for placement when required for enrollment.

- Establish application process to support Adult Dual Enrollment (non-CCAP)

- Establish clear admission criteria and application process for special full-time students

- Reduce requirement for Special Admit applications for admission to the student's initial term (CCAP)

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Compliance: Enrollment

- Students may enroll in any course for which they meet the enrollment requisites and limitations.
    - And, remove limitations on what courses special admit students may enroll in (e.g. basic skills) as state regulations do not permit this practice.
- Allow special part-time student enrollment in up to 11 units per primary term (or 15 if required as part of a CCAP agreement) and remove two course limitation.

Overall Process Improvements

- Allow special admit students to complete the special admit application one time where possible to establish consistent onboarding processes between CCAP and non-CCAP pathways
  - Streamline admissions process for students and reduce staff workload
- Update dual enrollment language to conform to terminology in use throughout California and in state law
- Allow student self-registration in eServices for courses in which they meet prerequisites
- ~~Provide priority registration to middle college high school and CCAP students (equivalent to continuing students)~~
- Allow high schools to provide rosters of students who will enroll in CCAP dual enrollment programs to facilitate enrollment by the colleges
- Establish online applications for dual enrollment

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Closing Comments/Next Steps

- *Next Steps in Regulatory Change Process*

- *Feedback on proposed regs welcomed*
  - *Sonia Ortiz-Mercado, AVC of Ed Services & Student Success*
  - *Sean O'Neil, Director of Dual Enrollment*
  - *Jason Ralphs, DIrector of Admissions & Records*

- *Link to proposed regulations*

- *Current regs:*
  - R-2212 Advanced Ed
  - R-2218 Dual Enrollment

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A Foot in the Door

Growth in Participation and Equity in Dual Enrollment in California

Michal Kurlaender, Sherrie Reed, Michel Grosz, Joanna Mathias and Katherine Hughes

DUAL ENROLLMENT ALLOWS HIGH SCHOOL STUDENTS to take college courses and earn college credits that can provide a valuable head start toward a college degree. The practice has multiple benefits for students in both systems, improving college preparation and increasing efficiency toward completion of degrees and certificates.[1] Many states— including California—have capitalized on these benefits by increasing high school student access to community college courses,[2] though not all students have benefited equally.

This brief builds on previous Wheelhouse research by providing a closer examination of dual enrollment growth in California. We present data about which students are participating in different types of dual enrollment in the California Community Colleges (CCC)—the primary provider of dual enrollment statewide. Matching the most recently available K–12 and CCC data, we also document how participation differs across high schools and course subjects pursued.

There is cause in our findings for optimism, in that one type of dual enrollment—courses taught exclusively to high school students—is growing and appears to be increasing equity in participation. However, dual enrollment opportunities remain scarce or non-existent for many students and largely depend on the high schools they attend.

California's Recent Path to Dual Enrollment

In California, state policy was at times considered a barrier to dual enrollment. Legislation in 2003 restricted student eligibility and participation, and applied rules on the conditions under which high schools and colleges could claim funding for dually enrolled students. An audit of the community college system that year left education institutions cautious about partnering to offer dual enrollment.[3]

In 2016, the California State Legislature enacted Assembly Bill 288, the *College and Career Pathways Partnerships Act*. The law authorized community college districts to enter into a College and Career Access Pathways (CCAP) partnership with a school district for the purpose of creating or expanding dual enrollment, with an emphasis on "students who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness."[4]

TOPLINES

> High school students represent an increasing share of community college enrollment; they are present in nearly 14% of all CCC courses.

> The number of community college courses that enroll only high school students has grown substantially— representing nearly 5% of all courses with high school students participating—in the past several years.

> Dual enrollment equity gaps among racial/ethnic subgroups are smaller in courses that enroll only high school students, and have narrowed over time, when compared to gaps in overall dual enrollment participation.

> Despite increases in dual enrollment in recent years, student opportunity to take community college courses often depends on the high school they attend.

UCDAVIS
SCHOOL OF EDUCATION

AB 288 provided a framework through which more structured opportunities for dual enrollment could be embedded in high school students' regular coursetaking.

Previously, although many high school students enrolled in community colleges independently, participation was often limited to students with resources and knowledge about the benefits of getting a head start on college. AB 288 provided a framework through which more structured opportunities for dual enrollment could be embedded in high school students' regular coursetaking. In particular, it created a path to offer community college courses exclusively to high school students, often delivered on high school campuses. This model facilitated access to an important means of college preparation and acceleration for more students, but particularly for those who may not have had the resources to seek these opportunities independently.

Prior Research on Participation in California

The California Community Colleges Chancellor's Office (CCCCO) recently reported that enrollment through CCAP agreements is increasing as a share of all dual enrollment. In 2016–17, 35 colleges had such agreements, but by 2019–20 that number increased to 52. A more recent PPIC report finds that 83 colleges offered dual enrollment as part of an established CCAP.[5] The CCCCO estimates that in 2019–20, 37.5% of high school students concurrently enrolled in community college were participating via CCAP partnerships. But many questions remain regarding the implementation of CCAP agreements across the state and whether AB 288 is meeting its intended goal of increasing educational opportunities for historically underserved groups. The CCCCO report concludes that, thus far, Black and Latinx students comprise a higher share of CCAP versus non-CCAP dual enrollment, but Black students in particular are still underrepresented.

The Case for Dual Enrollment

Numerous studies have shown benefits for participants of dual enrollment relative to nonparticipants. These studies found that dual enrollees have higher rates of high school graduation, college enrollment, credit accumulation, persistence, and completion.[6] The overall body of literature includes different methodological approaches and student samples. Five of these studies meet the most rigorous research design standards of the Institute for Education Sciences' What Works Clearinghouse,[7] providing greater assurance that the positive outcomes participants experience can be attributed to dual enrollment and not to other factors.

Given the acknowledged benefits of dual enrollment and its potential as a strategy to increase college access and attainment, broad availability and equitable access are essential. A recent Community College Research Center analysis of access to college credit opportunities across U.S. school districts, including those in California, found considerable inequity in access to dual enrollment in districts with larger proportions of Black and Latinx students.[8]

In addition to access, it is important to ensure that all student groups are able to gain the full advantages of their dual enrollment experience. While one Texas study found positive benefits of dual enrollment on college degree attainment for all racial groups and students from low-income families, an Illinois study found smaller positive effects for students of color and low-income students. In the Illinois case, dual enrollment was not succeeding as a strategy to reduce equity gaps in college attainment.[9] A study of career-focused dual enrollment programs in California underscored the importance of providing both academic and nonacademic support to the underrepresented and low-income students the programs targeted.[10]

Given the acknowledged benefits of dual enrollment and its potential as a strategy to increase college access and attainment, broad availability and equitable access are essential.

In a prior report, *A Leg Up on College*, we presented data showing that dual enrollment participation among California high school students was higher than commonly understood, and slightly higher than the national average. The overall rate, approximately 13% for the high school graduates of 2016–17, included enrollment in any community college course prior to high school graduation, whether through formal dual enrollment programs (such as CCAP or other partnership agreement) or standalone courses taken independently.

A subsequent analysis, *A Rising Tide*, provided updated data showing substantial recent growth in dual enrollment participation across student subgroups. The rate of community college participation among high school graduates increased dramatically from 11.3% for the 2015–16 cohort (pre-AB 288) to 18.2% for the 2018–19 cohort. This growth provides some evidence suggesting that AB 288 may be contributing to greater opportunity and participation.[11]

However, while the growth is evident across all student groups, disparities in participation levels across different racial/ethnic and other subgroups persist. As shown in Figure 1, Asian and White students are more likely to take part in dual enrollment than Black or Latinx students.

> While growth is evident across all student groups, disparities in participation levels across different racial/ethnic and other subgroups persist.

Figure 1. Dual Enrollment Participation by Student Race/Ethnicity and Over Time
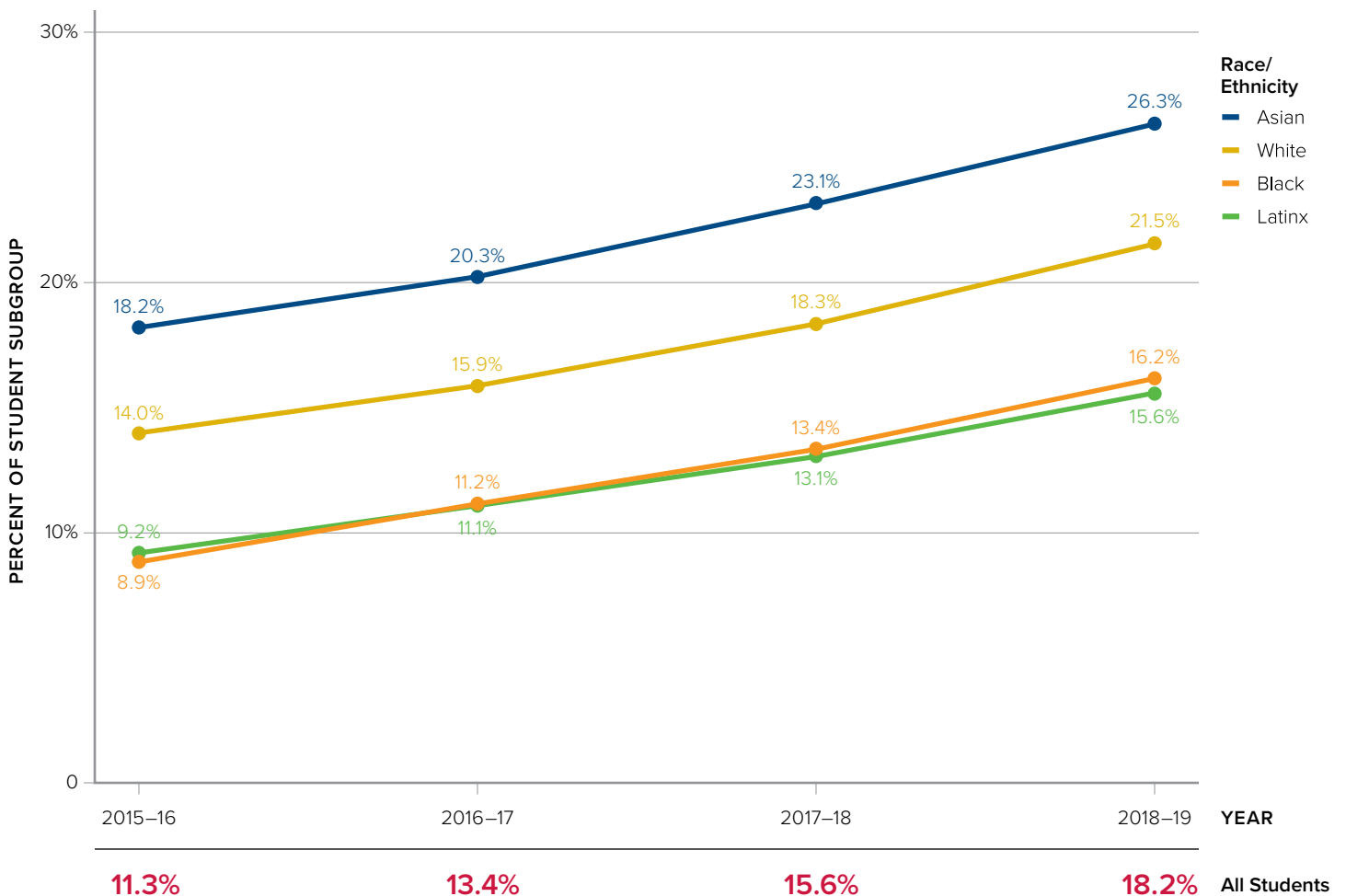
Notes: Figure from *A Rising Tide* (2020). Statistics calculated by merging student-level College/Career Indicator (CCI) data from the CDE and special admit data from the CCCCO. Years limited to those for which CCI data was available.

DATA, METHODS AND LIMITATIONS

This brief draws on data from two sources:

- First, we used data from the CCCCO, which comprise the population of community college students, including high school students who are enrolled as "special admit" students. These data include information on course enrollments and fields of study, as well as credits attempted and earned through 2019–20.

- Second, we employed statewide student-level data from the California Department of Education's (CDE) College/Career Indicator (CCI) for the 2015–16 through the 2018–19 public high school graduating cohorts, focusing primarily on the most recent cohort. We limited our sample to students in the four-year cohort who entered a California public high school as 9th graders and were expected to graduate in four years.[12] The CCI data include information on high school graduation and student demographic characteristics.

This analysis is made possible by linking administrative data from these two education sectors, a rare opportunity given the absence of a statewide longitudinal data system.[13] Specifically, we merged community college and K–12 data to examine high school students' college course taking patterns statewide. We linked these four high school cohorts to community college data that span the duration of students' four normative high school years. To identify different types of dual enrollment participation, we leveraged detailed student-level and course-level information to isolate the courses that had only high school students enrolled; we refer to these as HS-Only courses. By contrast, when courses contained a mix of special admits and regular community college students, we categorized them as HS-CC Mixed.

Enrollment rates reported here may undercount the full population of dual enrollment students for several reasons. First, we limited the sample of high school students to those included in the four-year graduating cohort, excluding some students such as those who take longer to graduate. Second, our match between the CCI and community college data used unique and non-missing first and last names and date of birth in each dataset, resulting in the removal of some high school students and community college special admits with missing data points. In addition, the matched sample may differ from the full special admit population at the CCC because the full special admit population also includes students enrolled in private high schools or participating in homeschooling. We may also have missed some students if they were not accurately classified as special admits in the CCCCO data. Finally, it is important to note that while the bulk of dual enrollment in California happens through community colleges, some high school students may also enroll in courses at four-year institutions, such as at the California State University, and this enrollment is not captured in our analysis.

California Community Colleges Serve an Increasing Number of High School Students

Our match of K–12 and CCC data allowed us to distinguish between two different types of dual enrollment participation: students enrolled in community college courses that only enroll high school students, and students enrolled in community college courses that include a mix of high school students and regular community college students. We examined changes in student participation by these enrollment types among different student subgroups to show which type of dual enrollment participation is growing, in which high schools and colleges, and for which students.

Since 2014, the percentage of special admit students in CCC has steadily and rapidly increased to almost 7% of total CCC enrollment in the 2019–20 academic year (Figure 2). These students enrolled in many community college courses. In 2019–20, 13.9% of community college courses had at least one high school student enrolled. Considering the distribution of special admits across community college courses (Figure 3), we note that approximately 2,600 courses (or 4.8% of all courses with high school students enrolled) have *only* high school students enrolled in them. It is these courses that we term "HS-Only" dual enrollment courses—those exclusively serving high school students.[14]
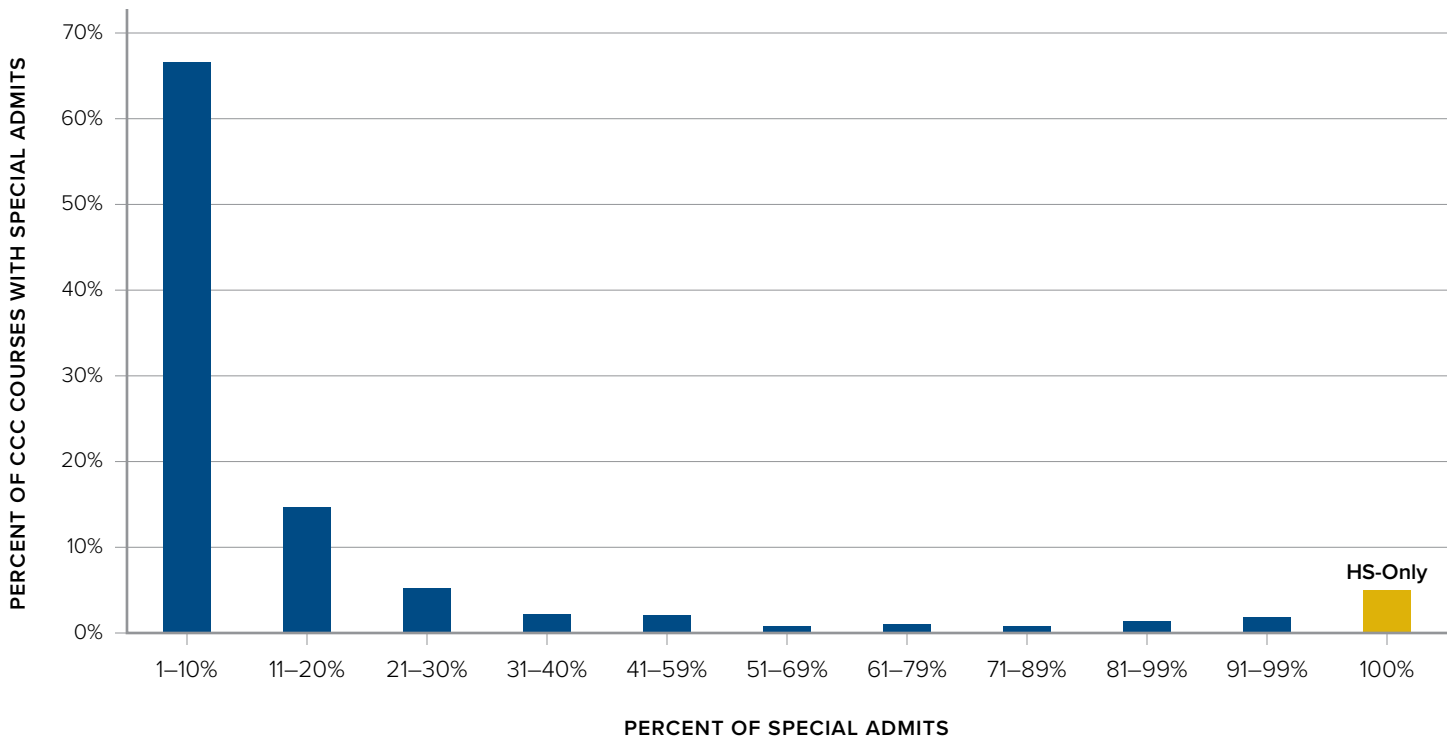
> In 2019–20, 13.9% of community college courses had at least one high school student enrolled.

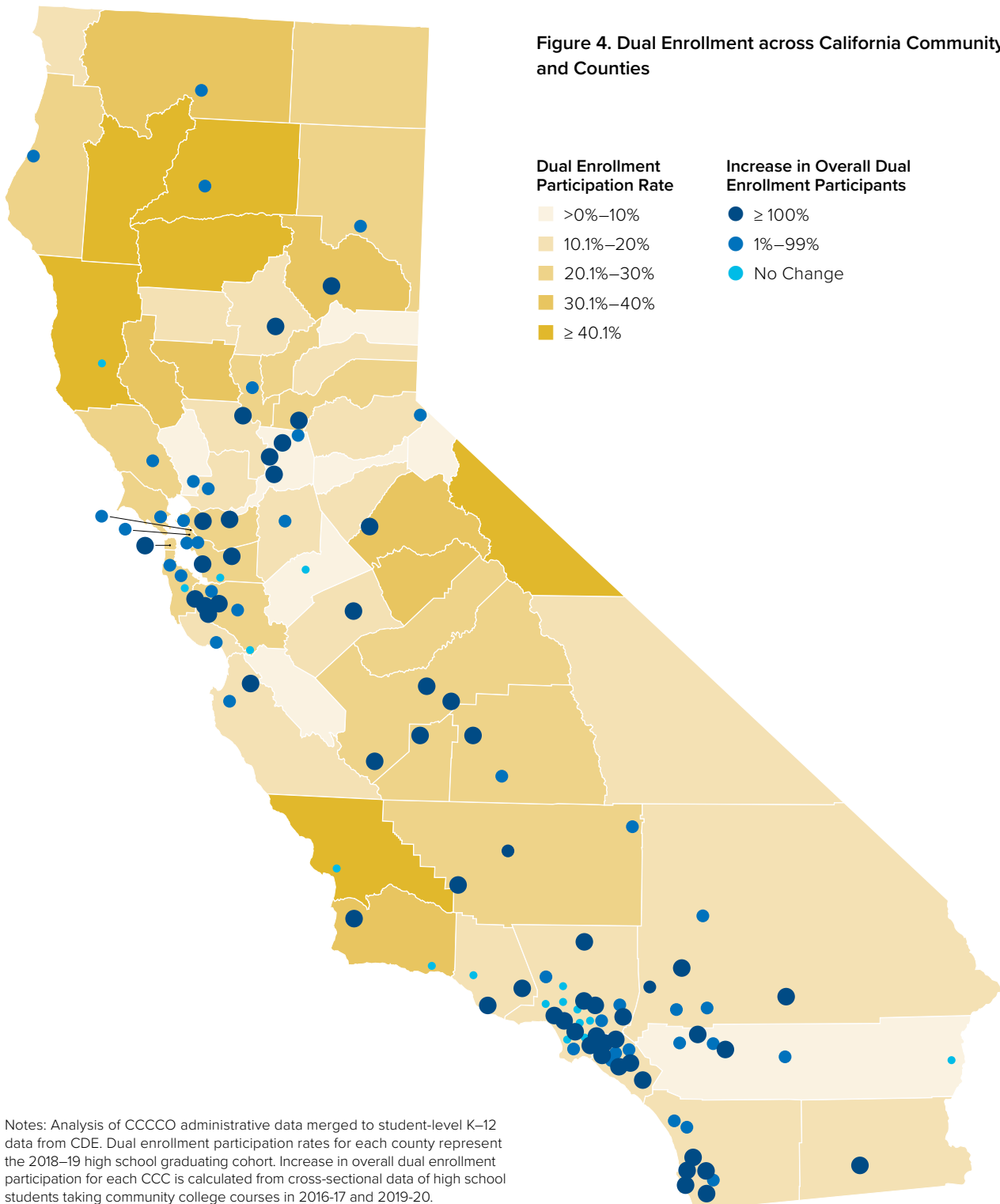**Figure 2. Percent of CCC Students Who Are High School Students**
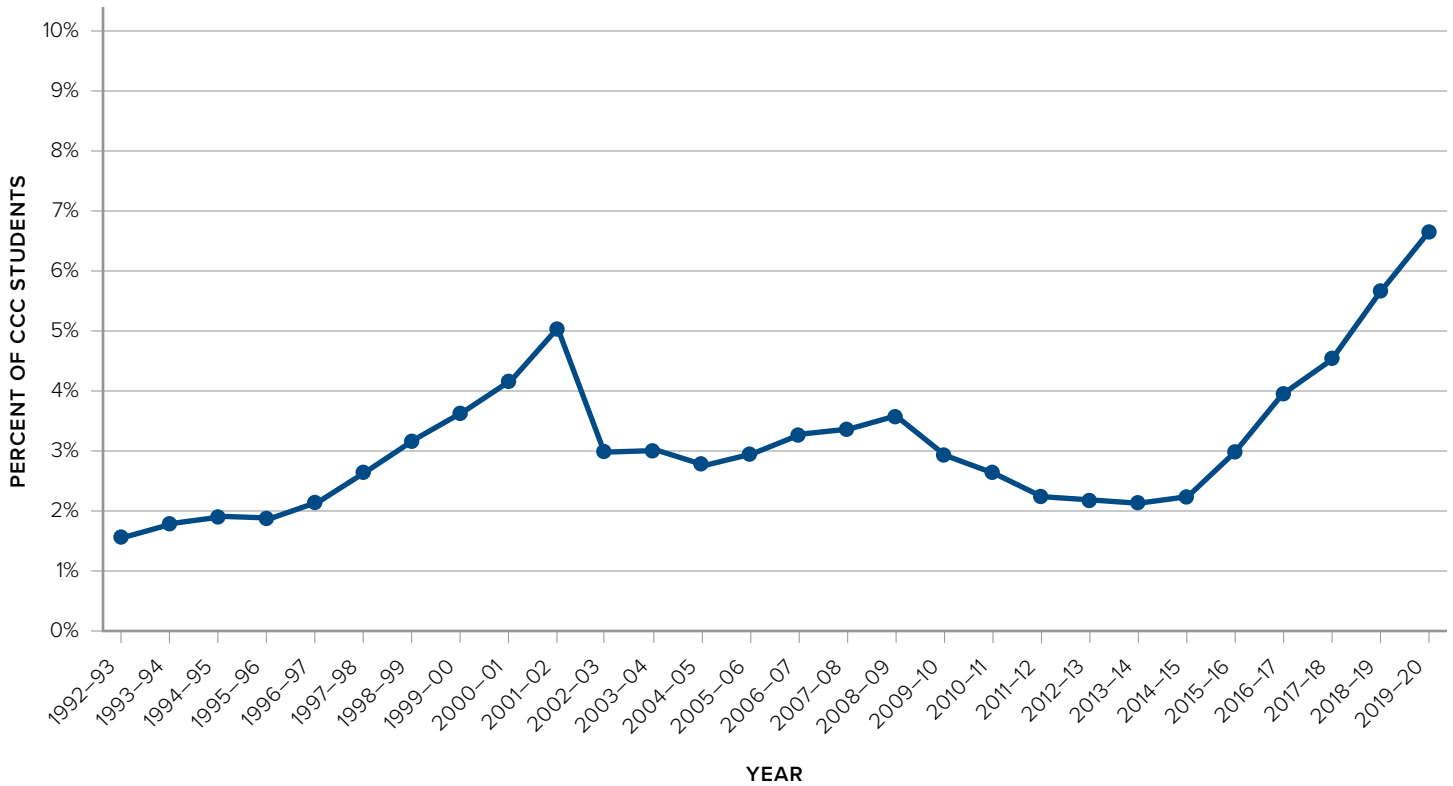
Notes: Analysis of data from CCCCO Datamart. High school students defined as special admits in the CCCCO data.

Figure 3. Distribution of CCC Courses with Any High School Students

Notes: Cross-sectional analysis of CCCCO administrative data based on special admits in the 2019–20 academic year. Graph includes only the 13.9% of CCC courses that have any special admits enrolled; 86.1% of CCC courses have no special admit students.

With this growth, the dual enrollment population is shifting, and in some colleges and regions quite rapidly. Figure 4 shows a map of the state's community colleges highlighting the colleges with the largest changes in dual enrollment in recent years. The colleges represented by the largest markers more than doubled their dual enrollment population since 2016–17; colleges with the smallest markers experienced no change in dual enrollment participation in recent years. The shading on the map illustrates dual enrollment participation for the 2018–19 graduate cohort across California's 58 counties. While some counties have dual enrollment participation rates over 50% (e.g., Mendocino, Shasta, San Luis Obispo, Trinity), others show less than 10% of high school graduates participating.

Figure 4. Dual Enrollment across California Community Colleges and Counties

Dual Enrollment Participation Rate
- >0%–10%
- 10.1%–20%
- 20.1%–30%
- 30.1%–40%
- ≥ 40.1%

Increase in Overall Dual Enrollment Participants
- ≥ 100%
- 1%–99%
- No Change

Notes: Analysis of CCCCO administrative data merged to student-level K–12 data from CDE. Dual enrollment participation rates for each county represent the 2018–19 high school graduating cohort. Increase in overall dual enrollment participation for each CCC is calculated from cross-sectional data of high school students taking community college courses in 2016-17 and 2019-20.

A Growing Number of CCC Courses Enroll Only High School Students

Although a small share of all community college courses exclusively enroll high school students, these HS-Only dual enrollment courses have seen substantial growth over time. In 2010, there were 624 HS-Only dual enrollment courses across the CCCs; 10 years later, that number had more than quadrupled to 2,601 courses (Figure 5).

**Figure 5. Growth in Number of CCC HS-Only Courses Over Time**
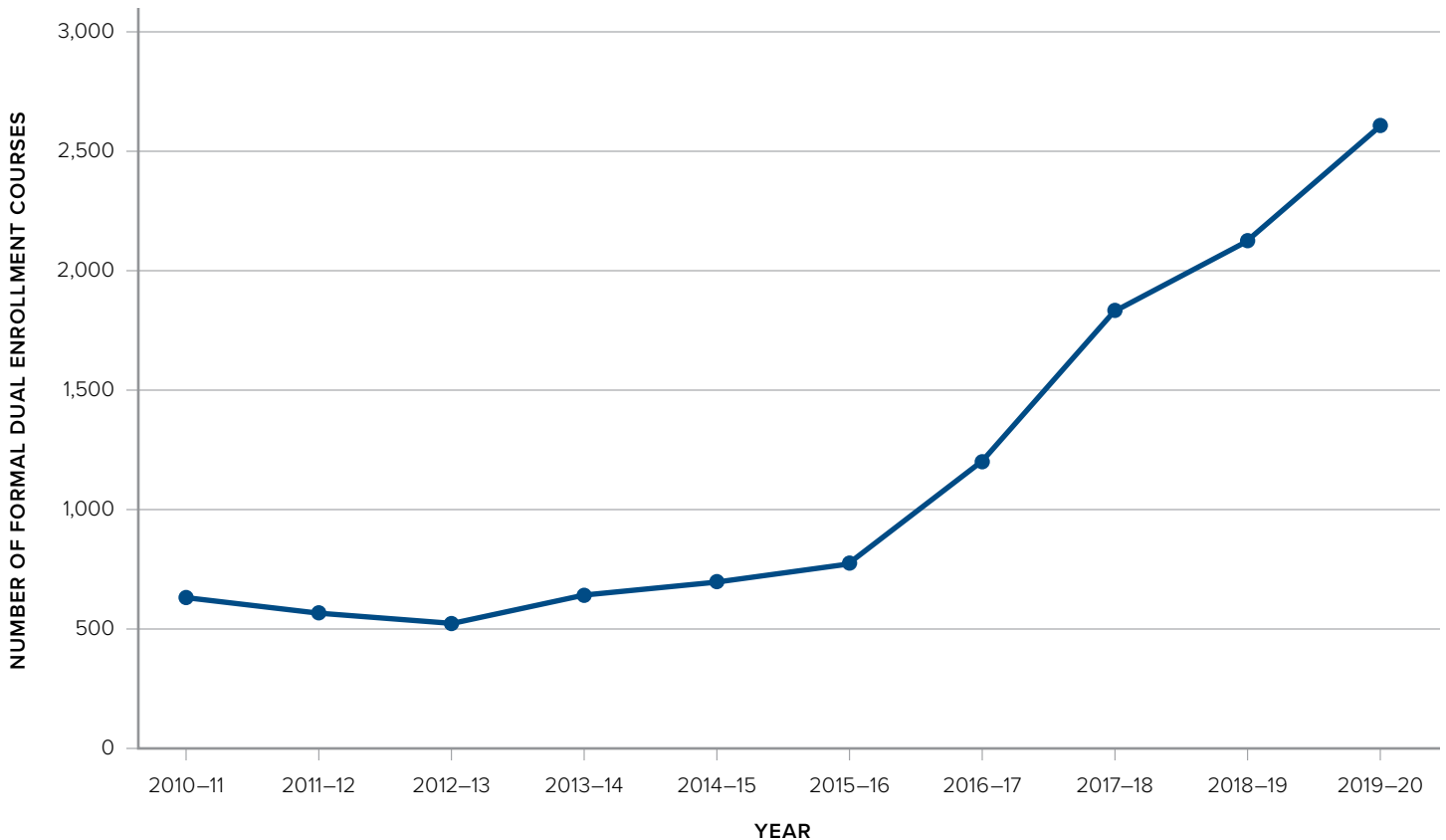
Note: Cross-sectional analysis of CCCCO administrative data based on special admits in respective years.

Participation in HS-Only dual enrollment is unevenly distributed across California's community colleges.[15] There is considerable variation among the colleges in the share of the dual enrollment population in these HS-Only courses versus more typical HS-CC Mixed courses. Figure 6 displays the distribution of HS-Only community college enrollment as a share of overall dual enrollment across the state's colleges. There are four colleges where HS-Only represents more than one-fifth of the total special admit enrollment. In contrast, there are 21 colleges with no HS-Only dual enrollment.

Participation in HS-Only dual enrollment is unevenly distributed across California's community colleges.

Figure 6. Percent of Special Admits Enrolled in HS-Only Dual Enrollment Courses, by College
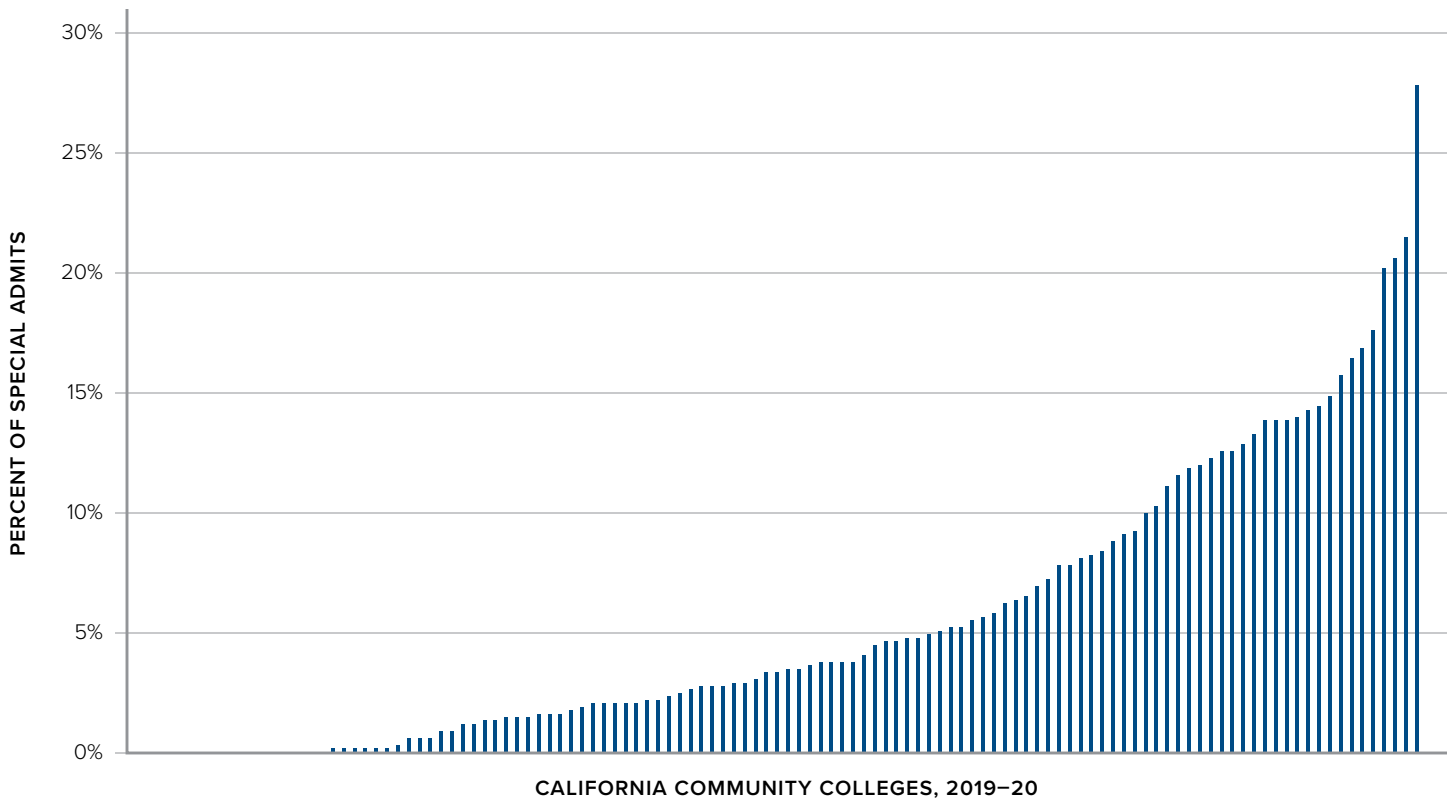
Notes: Cross-sectional analysis of CCCCO administrative data based on special admits in the 2019–20 academic year. Each bar represents a community college in California. Twenty-one colleges have no students enrolled in HS-Only courses.

High School Students Participate at Increasing Rates

High school students enroll in different types of dual enrollment. Figure 7 shows the combination of student enrollment types—students who enroll in HS-Only courses, students who enroll in HS-CC Mixed courses (meaning their dual enrollment takes place in classes that include community college students), and those who enroll in a combination of the two. We present these by raw numbers (Figure 7a) and by percent of dual enrollment participants in the cohort (Figure 7b). Several trends are worth noting. First, the number of students participating in dual enrollment is growing with each cohort, and significant growth is coming from participation in HS-Only courses (Figure 7a). The large majority (87.6%) of students from the high school class of 2015–16 who took community college courses enrolled in courses that included a mix of high school students and regular community college students (Figure 7b). Yet, this type of enrollment is a decreasing share of dual enrollment overall. For the 2019-20 cohort, less than 75% of dual enrollment participants enrolled in this type of course. Increased proportions of students took a combination of types of dual enrollment or participated solely in HS-Only community college courses.

The number of students participating in dual enrollment is growing with each cohort, and significant growth is coming from participation in HS-Only courses.

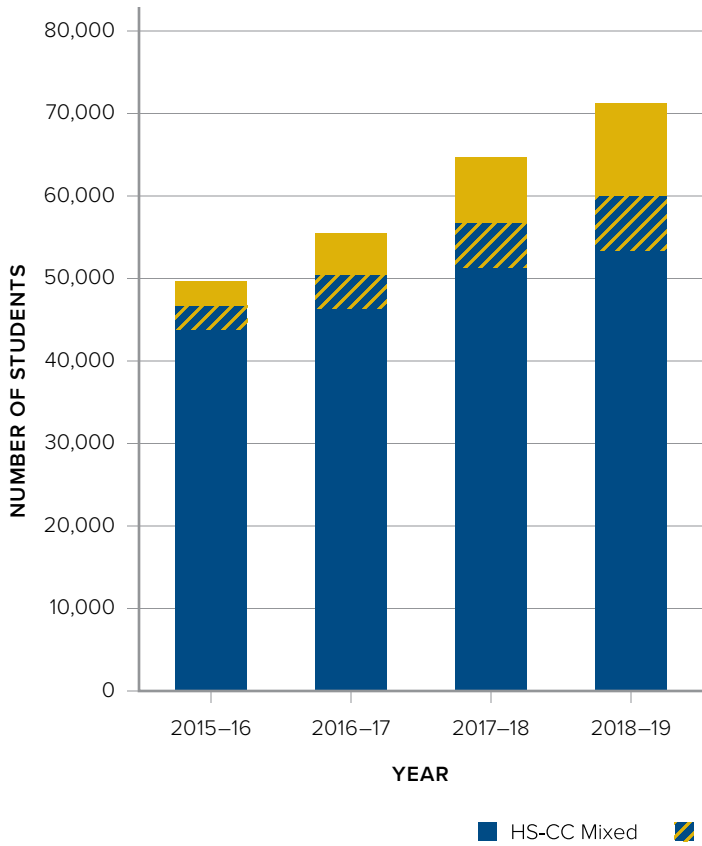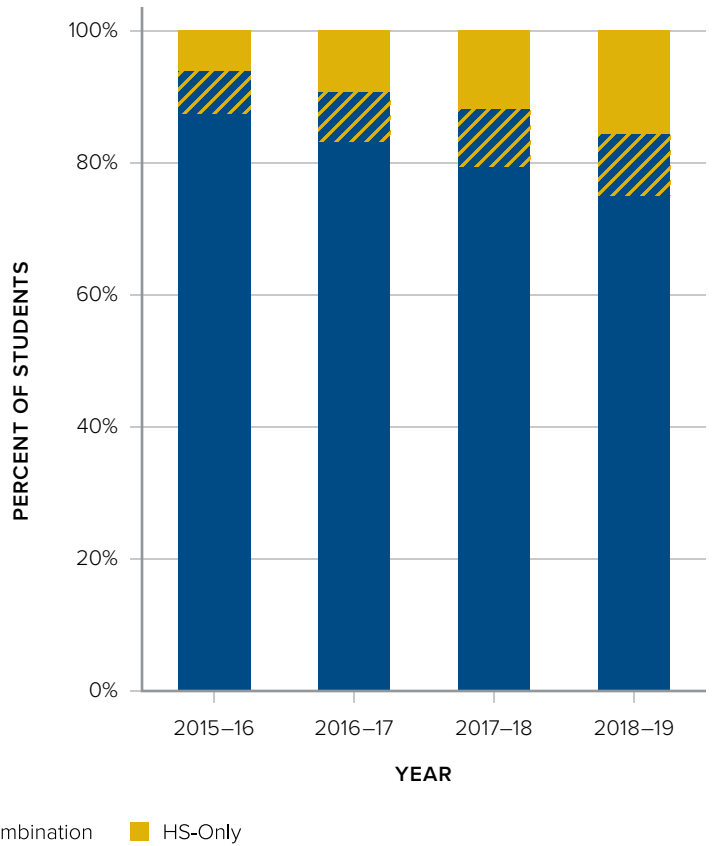**Figure 7a. Number of Students by Dual Enrollment Type and Graduation Cohort**

Figure 7b. Percent of Students by Dual Enrollment Type and Graduation Cohort

■ HS-CC Mixed   ▨ Combination   ■ HS-Only

Notes: Cohort-level analysis conducted by merging student-level College/Career Indicator (CCI) data from the CDE and special admit data from the CCCCO. Each bar represents a public 4-year high school graduating cohort and their course-taking during the four normative years of high school. Cohorts limited to those for which CCI data was available.

Importantly, dual enrollment patterns vary substantially by racial/ethnic subgroups (Figure 8). Far more Latinx students participate in dual enrollment than students in any other racial/ethnic subgroup, partly due to the fact that they make up the majority (52%) of the 2018–19 cohort. A larger share of Latinx dual enrollees (over 30%) participate in HS-Only courses or a combination of HS-Only and HS-CC Mixed courses, while the great majority of Asian (81%) and White (78%) dual enrollment participants enroll only in HS-CC Mixed courses. In fact, Latinx students have the highest participation rate in HS-Only courses at 18.6%. The rate of participation in HS-Only or a combination of HS-Only and HS-CC Mixed courses among Black students is higher than Asian or White students.

Latinx students have the highest participation rate in HS-Only courses at 18.6%.

Figure 8a. Number of Racial/Ethnic Subgroup by Dual Enrollment Type, 2018–19 Cohort
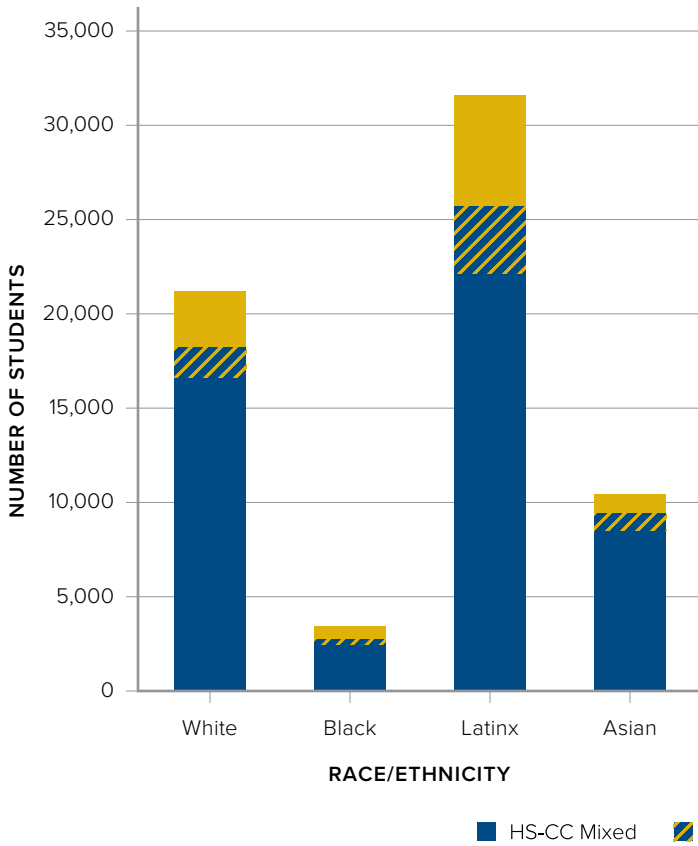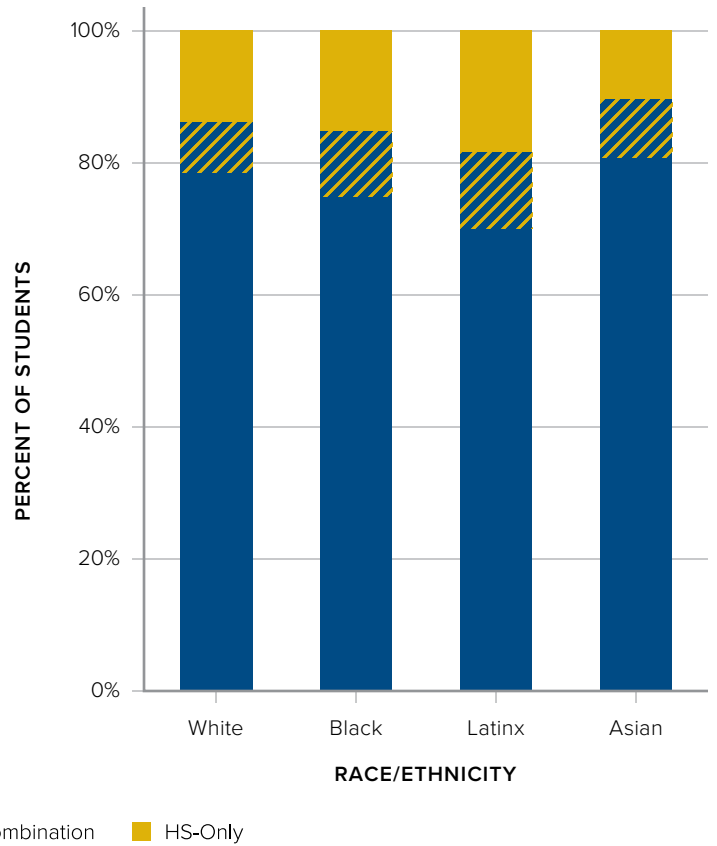
Figure 8b. Percent of Racial/Ethnic Subgroup by Dual Enrollment Type, 2018–19 Cohort
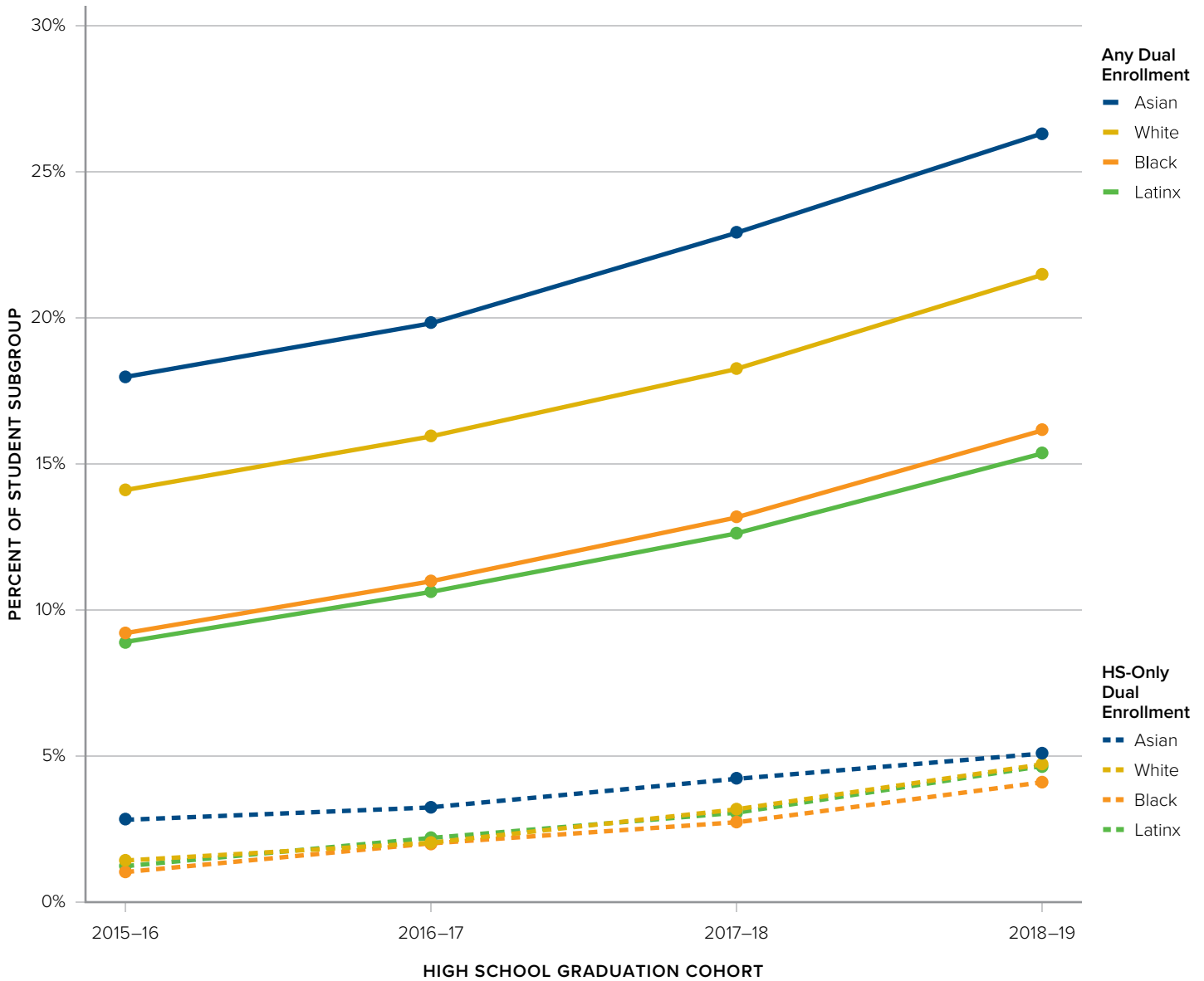
Legend: HS-CC Mixed | Combination | HS-Only

Notes: Cohort-level analysis conducted by merging student-level College/Career Indicator (CCI) data from the CDE and special admit data from the CCCCO. Each bar represents a student subgroup from the 2018–19 public 4-year high school graduating cohort (the most recently available) and their course-taking during the four normative years of high school. Statistics calculated by merging student-level College/Career Indicator (CCI) data from the CDE and special admit data from the CCCCO.

Figure 9 shows that participation in any dual enrollment has increased across all racial and ethnic groups, with roughly parallel patterns of growth and thus participation gaps for subgroups. We also note increases in HS-Only enrollment for all racial and ethnic groups. Unlike the patterns observed in overall dual enrollment and reported in *A Rising Tide*, however, the gaps in HS-Only dual enrollment participation by racial and ethnic subgroups are smaller and closing over time. Only 1.5% of the 2015–16 graduating cohort participated in HS-Only dual enrollment, but this rate increased to 4.5% for the 2018-19 cohort. About 3% of Asian 2015-16 graduates participated in HS-Only courses, compared to 1% of Black, Latinx and White students. By 2018–19, Asian, Latinx, and White students were participating at nearly equal rates of about 5%. Though Black students also experienced a growth in participation over the same time period, there are still some disparities—albeit smaller—between Black students and other racial subgroups.

Community college courses that are designed for high school dual enrollment are clearly on the rise. And, greater equity in this type of enrollment across student subgroups offers promise that policies such as AB 288 may improve access to important college readiness opportunities for historically marginalized high school students.

Community college courses that are designed for high school dual enrollment are clearly on the rise.

Figure 9. Participation Rates in Any Dual Enrollment and HS-Only Dual Enrollment, by Racial/Ethnic Subgroup

Notes: Cohort-level analysis conducted by merging student-level College/Career Indicator (CCI) data from the CDE and special admit data from the CCCCO. Each year on the horizontal axis represents a public 4-year high school graduating cohort and their dual enrollment participation during the four normative years of high school. Cohorts limited to those for which CCI data was available.

Course Subjects Vary Greatly

Dual enrollment participants enroll in a wide variety of community college courses. Table 1 provides a comprehensive picture of the courses in which the 2018–19 cohort enrolled over their four years of high school. About one-third (33%) of all dual enrollment participants took a Career Technical Education (CTE) course and 11% took courses categorized as Basic Skills by the community college. Rates of enrollment in CTE were slightly higher (nearly 40%) among students who only enroll in HS-Only courses, and slightly lower in Basic Skills (8%). Courses in the Social Sciences and Humanities have the highest rates of overall participation, followed by courses in Fine & Applied Arts, Mathematics, Interdisciplinary Studies and Education. These patterns of enrollment by fields of study are similar among the students who only participated in HS-Only dual enrollment courses. The dual enrollment type and subject area reveal some differences in course taking patterns by student race/ethnicity (see Appendix).

Table 1. Dual Enrollment Participation Across Fields of Study Types, 2018–19 Cohort

	Dual Enrollment Type			
	Any DE	**HS-Only**	**Combination**	**HS-CC Mixed**
Number of Students	**71,610**	**11,111**	**6,959**	**53,540**
Agriculture & Natural Resources	2.2%	3.1%	4.7%	1.7%
Architecture	0.1%	0.0%	0.1%	0.2%
Biological Sciences	4.3%	1.2%	8.0%	4.4%
Business & Management	7.8%	8.5%	14.7%	6.8%
Commercial Services	0.1%	0.0%	0.2%	0.1%
Education	15.4%	8.5%	28.7%	15.1%
Engineering & Industrial Arts	4.4%	7.0%	8.5%	3.3%
Environmental Sciences	0.5%	0.3%	1.2%	0.5%
Family & Consumer Sciences	6.6%	5.9%	11.4%	6.2%
Fine & Applied Arts	18.1%	12.3%	34.5%	17.1%
Foreign Language	9.9%	5.9%	22.7%	9.0%
Health	4.7%	6.8%	7.7%	3.8%
Humanities	22.1%	19.3%	45.7%	19.6%
Information Technology	5.8%	4.1%	12.3%	5.3%
Interdisciplinary	16.9%	20.4%	25.1%	15.1%
Law	0.1%	0.2%	0.2%	0.1%
Library Science	0.6%	0.1%	0.9%	0.6%
Mathematics	15.0%	6.8%	25.9%	15.3%
Media & Communications	5.2%	4.2%	8.4%	5.0%
Military Studies	0.0%	0.0%	0.0%	0.0%
Physical Sciences	5.7%	1.7%	12.8%	5.7%
Psychology	12.4%	6.7%	24.2%	12.1%
Public & Protective Services	6.0%	6.2%	9.1%	5.6%
Social Sciences	24.3%	19.6%	47.5%	22.3%
Took Any CTE	33.0%	39.8%	51.4%	29.1%
Took any Basic Skills	10.6%	7.8%	27.3%	9.0%

Notes: Cohort-level analysis conducted by merging student-level College/Career Indicator (CCI) data from the CDE and special admit data from the CCCCO. Each cell represents the percent of students from the subgroup of dual enrollment participants named at the top of the column (and from the 2018–19 public 4-year high school graduating cohort) who took a course in that particular field of study during the four normative years of high school. HS-Only refers to dual enrollment participants that took community college courses in which only high school students were enrolled. HS-CC Mixed refers to dual enrollment participants that took community college courses that included high school students and traditional community college students. Combination refers to dual enrollment participants that took a combination of HS-Only and HS-CC Mixed courses. Percentages in each column total more than 100% as students often take more than one course. Shaded rows indicate the most popular courses in dual enrollment overall.

Dual Enrollment Students Accumulate College Credits

Enrollment in CCC courses results in meaningful college credit accumulation for high school graduates (Table 2). On average, participating students earn 7.6 units by the time they graduate high school, equivalent to approximately two and a half courses or slightly more than half of a full-time semester of college. Importantly, most of these units (6.8, on average) are transferable to a four-year university. Students who take HS-CC Mixed courses accumulate more units on average than students who exclusively take HS-Only dual enrollment courses. This suggests room for growth in partnerships between high schools and community colleges in their course offerings.[16]

Table 2. Units Attempted and Earned by Dual Enrollment Participants, 2018–19 Cohort

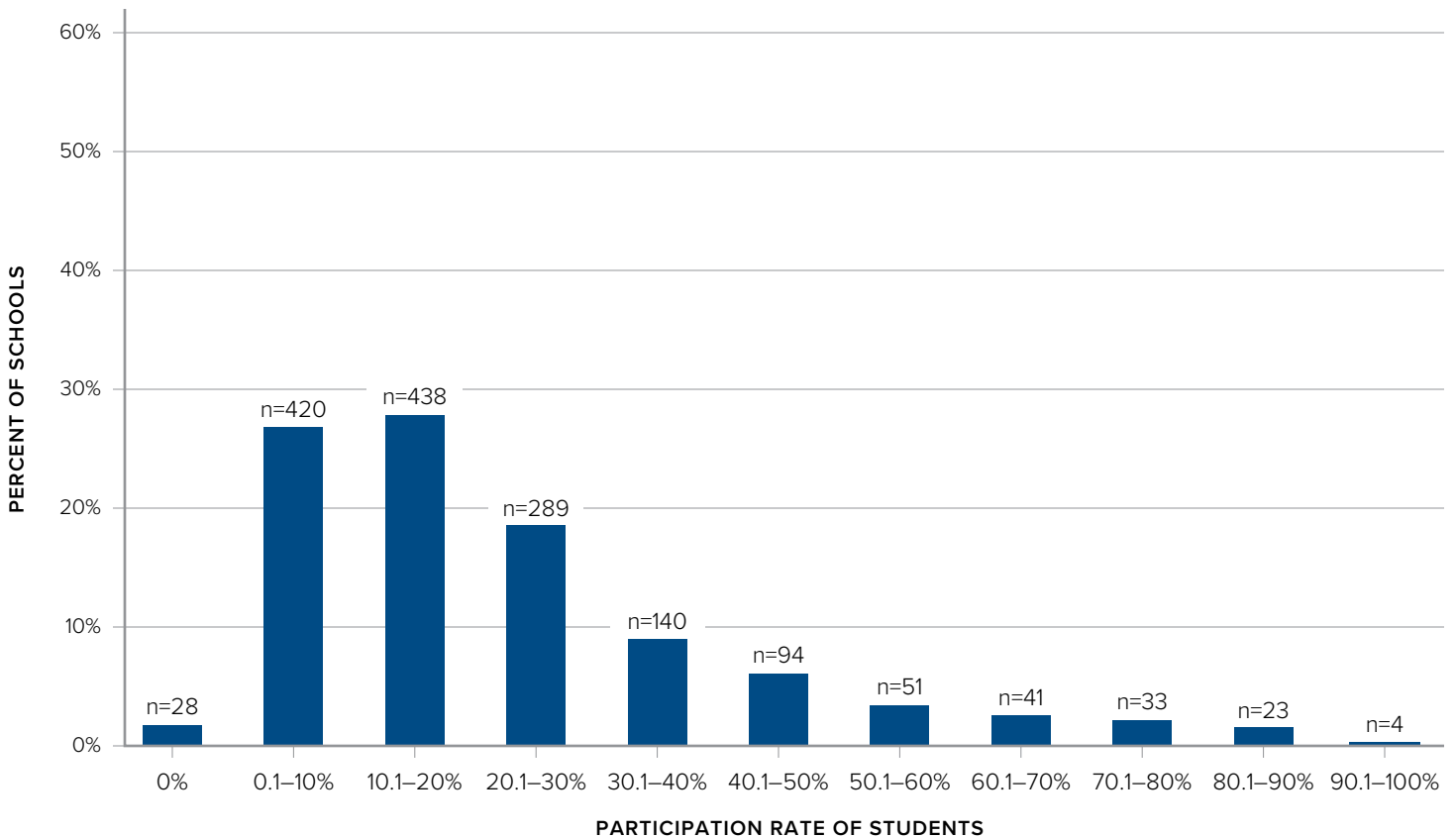|	Dual Enrollment Type			
	Any DE	**HS-Only**	**Combination**	**HS-CC Mixed**
Number of Students	**71,610**	**11,111**	**6,959**	**53,540**
Average Units Attempted	8.8	6.3	19.9	7.9
Average Units Earned	7.6	5.5	17.8	6.7
Average Transfer Units Earned	6.8	4.7	16.1	6.1
Average CTE Units Earned	1.6	1.6	3.4	1.3

Notes: Cohort-level analysis conducted by merging student-level College/Career Indicator (CCI) data from the CDE and special admit data from the CCCCO. Each cell represents the percent of students from the subgroup of dual enrollment participants named at the top of the column (and from the 2018-19 public 4-year high school graduating cohort) and the number of units attempted or earned during the four normative years of high school. HS-Only refers to dual enrollment participants that took community college courses in which only special admits were enrolled. HS-CC Mixed refers to dual enrollment participants that took community college courses that included high school students and traditional community college students. Combination refers to dual enrollment participants that took a combination of HS-Only and HS-CC Mixed courses.

Participation is Uneven Across CA High Schools

Although dual enrollment rates have risen in recent years, our analysis shows that the opportunity to participate is not equally distributed. Students' opportunities to take community college courses are often determined by the high schools they attend. Nearly all California public high schools (98%) have at least one student participating in dual enrollment, but participation rates vary greatly by school, from less than one percent to 95% of students.[17] Figure 10 shows the distribution of California high schools by their dual enrollment participation rates. Nearly three-quarters of all schools in California have dual enrollment participation rates below 30%, including one-quarter of schools with fewer than 10% of the graduating cohort participating. Very few schools have high participation; only 152 schools statewide have more than half of their students participating, and only four schools have nearly all students (90% or more) taking community college courses in high school.

> Students' opportunities to take community college courses are often determined by the high schools they attend.

Figure 10. Distribution of Schools by Overall Dual Enrollment Participation Rates, 2018–19 Cohort
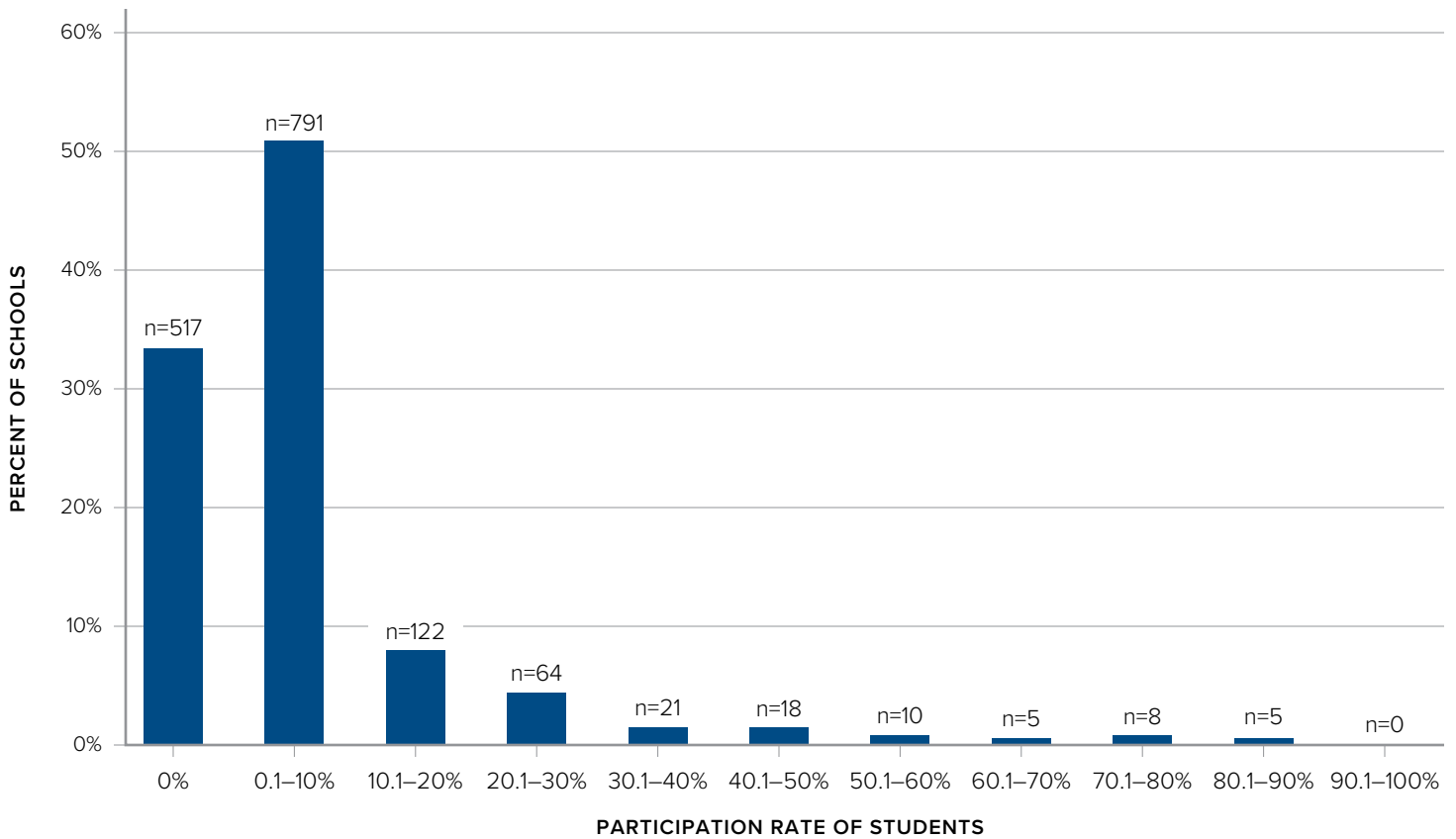

Notes: Graph includes 1,561 California public high schools with 15 or more graduates in the 2018–19 4-year cohort. Graph excludes 426 small schools, 319 of which did not have any dual enrollment participation. The vertical axis represents the percent of the 1,561 schools in each category of student participation rate and the numbers above the bars represent the number of schools in each category.

Student Access to HS-Only Dual Enrollment

While almost all schools have some students participating in dual enrollment, students do not necessarily have equitable access to these opportunities. Figure 11 depicts the distribution of California high schools by their participation rates in HS-Only courses and Table 3 shows how students are distributed across schools with varying HS-Only dual enrollment rates. Slightly less than 70% of schools provide HS-Only dual enrollment opportunities for at least some students; yet, the great majority of public high school graduates in California (74%) attended schools where 5% or fewer students in the cohort participated in HS-Only community college courses, including 22% of high school graduates who attended schools with no HS-Only dual enrollment participation at all. Only five percent of the 2018–19 graduating cohort attended schools in which at least a fifth of students participated in HS-Only dual enrollment courses.

The great majority of public high school graduates in California (74%) attended schools where 5% or fewer students in the cohort participated in HS-Only community college courses.

Figure 11. Distribution of Schools by HS-Only Dual Enrollment Participation Rates, 2018–19 Cohort

Notes: Graph includes 1,561 California public high schools with 15 or more graduates in the 2018–19 4-year cohort. Graph excludes 426 small schools, 319 of which did not have any dual enrollment participation. The vertical axis represents the percent of the 1,561 schools in each category of student participation rate and the numbers above the bars represent the number of schools in each category.

Characteristics of Schools with Varying Rates of HS-Only Dual Enrollment Participation

We sought to understand differences across schools that provide HS-Only dual enrollment opportunities. Table 3 provides information about key characteristics of schools and the students they serve by varying rates of HS-Only dual enrollment participation. For this description, we collapsed HS-Only dual enrollment participation rates into six levels: 1) no HS-Only dual enrollment; 2) greater than zero to 2%; 3) greater than 2% to 5%; 4) greater than 5% to 10%; 5) greater than 10% to 20%; and 6) more than 20%.

Schools with no HS-Only dual enrollment participation and those with higher participation rates (20% and above) share some key characteristics. They tend to be smaller in size and are more likely to be charter or alternative/continuation schools. This suggests that small schools, charter schools and alternative/continuation schools are either engaging deeply with dual enrollment programming or avoiding it altogether.

Schools with no participation in HS-Only dual enrollment have the largest share of rural students and below average shares of suburban and urban students, possibly indicating difficulty in developing dual enrollment partnerships in rural areas where distances between high schools and community colleges may be substantial. However, schools with greater than 20% HS-Only dual enrollment rates have the second highest share of rural students, so some rural schools have clearly overcome this obstacle. Students in schools with HS-Only dual enrollment participation rates 10% and higher have the highest likelihood of attending schools in small towns and are less likely to attend suburban (~35–38%) schools than students in other groups. This evidence, along with the student characteristics of these schools, may point to a more concerted effort to establish more formalized dual enrollment programs in small towns or rural areas.

There are few substantial differences in the demographic characteristics of students across schools with varying rates of HS-Only dual enrollment participation. White students are slightly overrepresented in schools with the highest HS-Only dual enrollment participation rates; Latinx students are overrepresented among schools with greater than 10% participation rates, relative to the overall cohort.

The evidence on HS-Only dual enrollment programs offers a promising picture of access to this important opportunity for historically marginalized high school students. Unfortunately, only about 12% of the 2018–19 graduating cohort attended schools with 10% or more participation, highlighting the limited access to more formalized dual enrollment opportunities. Of course, these descriptive characteristics only explain the differences across schools of varying participation levels, not within schools, which could also reveal differential access.

> The evidence on HS-Only dual enrollment programs offers a promising picture of access to this important opportunity for historically marginalized high school students.

Table 3. Characteristics of Schools by Varying Rates of HS-Only Dual Enrollment Participation, 2018–19 Cohort

		Schoolwide Participation Rates in HS-Only Dual Enrollment Courses					
	2018–19 Total	**None**	**>0%–2%**	**2.1%–5%**	**5.1%–10%**	**10.1%–20%**	**≥20%**
Number of Schools	1,561	517	360	245	186	122	131
Number of Students	393,930	86,275	134,416	73,375	52,109	27,480	20,275
Average Grad Cohort Size	418	362	482	431	415	359	276
Share of the Cohort	99.5%	22%	34%	19%	13%	7%	5%
SED	66%	64%	64%	66%	70%	75%	66%
English Learners	11%	11%	11%	12%	12%	13%	11%
Asian	10%	9%	10%	10%	12%	7%	9%
Black	5%	5%	5%	5%	5%	6%	4%
Latinx	52%	48%	50%	54%	55%	62%	54%
White	25%	28%	26%	22%	21%	20%	27%
Other	7%	8%	8%	7%	6%	5%	6%
Charter School	10%	16%	8%	5%	8%	9%	16%
Alternative/Continuation	2%	4%	1%	1%	1%	4%	4%
Traditional	98%	96%	99%	99%	99%	96%	96%
Rural Locale	6%	13%	3%	4%	4%	5%	10%
Town Locale	6%	5%	3%	6%	3%	18%	18%
Suburb Locale	46%	47%	55%	35%	44%	35%	38%
Urban Locale	42%	34%	39%	54%	48%	42%	34%

Notes: Table includes 1,561 California public high schools with 15 or more graduates in the 2018–19 the 4-year cohort. Table excludes 426 small schools, 319 of which did not have any dual enrollment participation. SED refers to students who are socioeconomically disadvantaged as defined by CDE.

Conclusion

Our findings suggest reason for cautious optimism that California may be on a path toward realizing the promise of dual enrollment. This analysis of matched data from two systems offers educators and policymakers a better understanding of growth across types of dual enrollment and the variability in course taking statewide. It also hints at the particular promise, from an equity perspective, of HS-Only dual enrollment to provide greater opportunity for college preparedness and acceleration among students historically underserved in their paths to and through college.

Through dual enrollment, California Community Colleges play an increasingly important role as an onramp from high school to college. The CCCCO's Vision for Success[18] puts forth a bold set of commitments to address equity gaps across the colleges, and dual enrollment can contribute to achieving this vision if it is implemented with equity at the forefront. Student participation in HS-Only community college courses is still only a fraction of total dual enrollment in California, but the expansion of recent years shown by our data reflects an important partnership across segments that is reaching students historically underserved by dual enrollment and underrepresented in college.

Qualitative research, like that found in the Public Policy Institute of California's recent report, *Dual Enrollment in California: Examining Student Access, Success and Equity*,[19] helps us better understand how CCAP agreements are playing out locally. Future Wheelhouse research will consider critical, broader questions about the longer-term relationship between different types of dual enrollment participation and students' educational trajectories, how high schools expand opportunities for dual enrollment, and the impact of state policy on both dual enrollment expansion and, ultimately, college enrollment and completion outcomes.

> The expansion of HS-Only courses in the California Community Colleges embodies an important partnership across segments to reach students historically underserved by dual enrollment and underrepresented in college.

Author Biographies and Acknowledgements

Michal Kurlaender is Professor and Chair of Education at University of California, Davis. Sherrie Reed is Executive Director of the California Education Lab at the University of California, Davis. Michel Grosz is an economist at the Federal Trade Commission. Joanna Mathias is a doctoral student in the School of Education at the University of California, Davis. Katherine Hughes is principal at EdWordian LLC and a principal researcher with the American Institutes for Research.

Endnotes

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[11] Additional data by county are available in the Appendix of County Level Stats.

[12] This sample restriction excludes 12th grade students who were not part of the 4-year cohort for a variety of reasons including, but not limited to, completing a 5th year (or more) of high school or receiving special education services until age 21.

[13] California's planned Cradle to Career (C2C) Data System is designed to facilitate such analyses, enabling researchers, educators, and policymakers to explore important questions about students' educational trajectories across systems.

[14] One might ask whether these classes, which exclusively enroll high school students, are being taught at high school campuses or perhaps in middle or early college high schools located on community college campuses. Unfortunately, the data used for this analysis do not permit us to answer this question.

[15] This analysis does not include Calbright College, established in 2018.

[16] Not surprisingly, those who enroll in a combination of HS-Only or HS-CC Mixed courses earn the most credits, largely a function of simply taking more than one course.

[17] Due to data reporting restrictions, our school sample excludes California public high schools with fewer than 15 students in a graduating cohort. As such 426 high schools, or 21% of the 1987 schools in California with students in the 2018–19 4-year graduating cohort, are excluded. A total of 1,955 graduates from the 2018–19 cohort attend these schools, representing less than 0.5% of the overall cohort. Of the excluded students, only 301 participated in dual enrollment.

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Student Equity and Achievement Program Produced: 10/18/2022 09:17 AM PDT Jeffrey Stephenson

American River College - Student Equity Plan (2022-25): Draft

Details

Assurances

Legislation

✓ I have read the legislation Education Code 78220 and am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.

📄 EDC_78220.pdf

Additional 78220 Acknowledgement

✓ I read and have given special consideration to Education Code 78220 section (b) and have considered the input of groups on campus including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and have considered additional involvement of appropriate people from the community.

Campus-Wide Equity Approach

View Memo

Race Consciousness in Equity Plan Development *

Over the past several years, ARC has been deeply involved in race consciousness and diversity, equity, and social justice work. As an institution, our mission, vision, statement on social justice and equity, and values focus on this work. The institution has completed an Institutional Equity Plan, teams of individuals (faculty, staff, administrators, students, and community members) have come together and completed reports for the African American, Native American, Latinx, Asian American Pacific Islander, and LGBTQIA+ communities. These teams were made up of members of the various communities and each team made recommendations on a variety of topics including changes needed to policies, hiring practices, etc. The College has been working to implement the recommendations made by the various teams.

In reviewing the CUE Report, data received from the state as well as local data, and our various reports, our focus is on dismantling racism at our institution and to continue to become a race conscious institution. Many professional development opportunities and training have been and continue to be provided at the institution.

Summary of Target Outcomes for 2022-25

Successful Enrollment

Black or African American

1-year outcome: Increase successful enrollment of African American/Black students by 2% in Year 1.
2-year outcome: Increase successful enrollment of African American/Black students by 3% in Year 2.
3-year outcome: Increase successful enrollment of African American/Black students by 4% in year 3.

American Indian or Alaska Native

1-year outcome: Increase successful enrollment of Native American students by 4% in Year 1.

2-year outcome: Increase successful enrollment of Native American students by 5% in Year 2.

3-year outcome: Increase successful enrollment of Native American students by 6% in Year 3.

Completed Transfer-Level Math & English

Black or African American

1-year outcome: Increase the completion of transfer-level math and English of African American/Black students by 2% in Year 1.

2-year outcome: Increase the completion of transfer-level math and English of African American/Black students by 3% in Year 2.

3-year outcome: Increase the completion of transfer-level math and English of African American/Black students by 4% in Year 3.

Hispanic or Latino

1-year outcome: Increase the completion of transfer-level math and English of Hispanic/Latinx students by 2% in Year 1.

2-year outcome: Increase the completion of transfer-level math and English of Hispanic/Latinx students by 3% in Year 2.

3-year outcome: Increase the completion of transfer-level math and English of Hispanic/Latinx students by 4% in Year 3.

American Indian or Alaska Native

1-year outcome: Increase the completion of transfer-level math and English of Native students by 2% in Year 1.

2-year outcome: Increase the completion of transfer-level math and English of Native students by 3% in Year 2.

3-year outcome: Increase the completion of transfer-level math and English of Native students by 4% in Year 3.

Persistence: First Primary Term to Secondary Term

Black or African American

1-year outcome: Increase the persistence of Black or African American students from term to term by 1% by end of Year 1.

2-year outcome: Increase the persistence of Black or African American students from term to term by 2% by end of Year 2.

3-year outcome: Increase the persistence of Black or African American students from term to term by 3% by end of Year 3.

Hispanic or Latino

1-year outcome: Increase the persistence of Hispanic or Latinx from term to term by 2% at the end of year 1.

2-year outcome: Increase the persistence of Hispanic or Latinx from term to term by 3% at the end of year 2.

3-year outcome: Increase the persistence of Hispanic or Latinx from term to term by 4% at the end of year 3.

Transfer

Black or African American

1-year outcome: Increase the number of Black or African American students transferring by 1% by end of year 1.

2-year outcome: Increase the number of Black or African American students transferring by 2% by end of year 2.

3-year outcome: Increase the number of Black or African American students transferring by 3% by end of year 3.

Hispanic or Latino

1-year outcome: Increase the number of Hispanic or Latinx students transferring by 1% by end of year 1.

2-year outcome: Increase the number of Hispanic or Latinx students transferring by 2% by end of year 2.

3-year outcome: Increase the number of Hispanic or Latinx students transferring by 3% by end of year 3.

Completion

Black or African American

1-year outcome: Increase the number of degrees awarded to Black or African American students by 2% by end of year 1.

2-year outcome: Increase the number of degrees awarded to Black or African American students by 3% by end of year 2.

3-year outcome: Increase the number of degrees awarded to Black or African American students by 4% by end of year 3.

Hispanic or Latino

1-year outcome: Increase the number of degrees awarded to Hispanic or Latinx students by 2% by end of year 1.

2-year outcome: Increase the number of degrees awarded to Hispanic or Latinx students by 3% by end of year 2.

3-year outcome: Increase the number of degrees awarded to Hispanic or Latinx students by 4% by end of year 3.

District Contact Information Form

Name	Responsibility	Institution	Email Address	Phone Number
Frank Kobayashi	Project Lead	n/a	kobayah@arc.losrios.edu	(916) 484-8202
Dr. Jeffrey Stephenson	Alternate Project Lead	n/a	stephej@arc.losrios.edu	(916) 484-8462
Leah Arambel	Alternate Project Lead	n/a	arambel@arc.losrios.edu	
Robert Snowden	Alternate Project Lead	n/a	robert.snowden@arc.losrios.edu	
Melanie Dixon	Chancellor/President	n/a	dixonm2@arc.losrios.edu	
Koue Vang	Chief Business Officer	n/a	vangk@arc.losrios.edu	(916) 484-8114
Frank Kobayashi	Chief Instructional Officer	n/a	kobayah@arc.losrios.edu	(916) 484-8202
Dr. Jeffrey Stephenson	Chief Student Services Officer	n/a	stephej@arc.losrios.edu	(916) 484-8462
Dr. Carina Hoffpauir	Academic Senate President	n/a	hoffpac@arc.losrios.edu	
Bill Simpson	Guided Pathways Coordinator/Lead	n/a	simpsow@arc.losrios.edu	

Equity Plan Reflection

2019-22 Activities Summary

- Pathways outreach and support
- Student Engagement Center
- Achieve@ARC
- Learning Community-Umoja
- Learning Community - Puente
- Back on track

- WAC/WID/RAD
- Tutoring Support
- New Faculty Academy
- Transfer Center
- Math Learning Center
- ESL Center
- PRISE
- Foster Youth
- Native American Resource Center
- STEM/MESA Center
- EAI
- Co-Requisite Support
- Financial Aid

Key Initiatives/Projects/Activities *

▪Home Bases - launched the virtual and physical presence of a holistic student support model starting in 2020 which had a remote environment and physical presence beginning in August 2022.

▪Achieve@ARC--Fall KickOff and support for new students matriculating into ARC. Supported new students from application to enrollment.

▪Learning Communities - Umoja, Puente, PRISE, and Native students. These are support programs that focus on students from African decent, Latinx, Asian Pacific Islander, and Native communities.

▪Native American Resource Center - supported services to increase the number of Native American students who transfer to four-year colleges and universities, earn degrees, and return to the communities as leader and mentors.

▪Reaching and Learning Institution - created the two-semester cohort experience that was designed for full-time faculty members who wanted to improve disproportionately impacted student populations success rates.

▪Co-requisite Support for English and Math.

▪Tutoring Support – general tutoring, EOPS Math Success Tutoring, and STEM tutoring.

▪Transfer Center – provided workshops, application assistance, university exploration, and transfer educational planning.

▪ESL Center - provided support for ESL students with assessment, writing, reading, listening, and speaking.

▪Foster Youth - provided support services for former foster youth.

▪Probation and Dismissal - provided support to students who were academically on probation or dismissal status.

Evidence of Decreased Disproportionate Impact *

ARC has determined a reduction in disproportionate impact in the following areas:

- An increase in enrollment for first time Native American students

- Disproportionate impact in course success rates among Black/AA and Asian students has been narrowe

- Average number of degree and non-degree-applicable units that new, first time to college students have

- An increase in Black/AA, Native American and LatinX students who successfully completed at least or

We believe that the increase in enrollment, success rates, completion of transfer level English and Math courses and the reduction of units taken at graduation have all been impacted by our planned programs and interventions. In an effort to increase enrollment and completion, we have increased access to services through the use of our HomeBase Pathway Communities, learning communities, and success centers. This structure has significantly transformed how the College interacts with and supports our students. We have also created a centralized hub for student support called the UNITE center.

 The UNITE Center is an intentionally inclusive support learning community space for the whole educational community. These interventions have supported students in receiving individualized assistance and advising specific to their needs, and they have contributed to closing gaps as identified above. The UNITE Center increased support services including connections to local food banks, Cal Fresh programing, emergency funds and food services through our Beaver Cares office. These efforts have helped improve retention rates for disproportionately impacted students and foster youth.

Our improvement in transfer level completion for English and math is a result of AB 705 efforts to place all students into transfer level with varying support. ARC developed corequisite support courses for math and English and supplemental instructional support for tutoring. Instructors impacted by AB 705 were targeted in our Equity Action Institute and supported through increased professional development opportunities.

2022-25 Planning Efforts *

As the College looked forward to the 2022-2025 Student Equity Plan, we reviewed the previous 2019-2022 plan. Many of the activities that were indicated and focused on during the previous cycle will continue in the new plan. With the pandemic, we have lost a number of students from our disproportionately impacted populations. The activities are still valid in order to increase our DI populations and also support them in achieving the metrics.

We will continue to focus on continuously doing outreach to our communities as well as supporting and retaining through the activities stated in the previous plan. We have used the Guided Pathways framework to combine some activities to better support our students. With the creation of HomeBases, the Student Engagement Center, Achieve@ARC, and some parts of Tutoring Support have become a more holistic student support model. Each HomeBase is designed around an area of interest (meta-major).

The College has also created the Unite Center to support learning communities and also created success centers for DI populations. The Unite Center houses our Native American Resource Center, the Black Student Success Center, Latinx Center, Asian American Pacific Islander Center, and the PRIDE Center.

Pandemic Acknowledgement

- ✕ Interrupted Work Fully
- ✕ Catalyzed Work
- ✓ Delayed Work

Provide an explanation (optional)

The pandemic affected our efforts in the previous cycle. As we entered the pandemic, our focus was on converting to a complete remote environment and providing the technology and support needed to our students. Many of our students did not have access to technology or internet services, which affected their abilities to stay enrolled and/or be successful in the learning environment.

While being remote, our work was interrupted, catalyzed, and delayed in a variety of ways. Our efforts such as outreach, support, and teaching had mostly been face-to-face so it took a while to adjust to the remote world. This included providing resources electronically instead of in a physical environment. Hiring was stopped so many positions were not filled while in the pandemic. This mean work was either shifted to other individuals or suspended in the remote environment. Outreach was a bit of a challenge because prospective students had to reach out to us instead of us meeting them face-to-face at high schools or other events. It was challenging trying to reach out to prospective and even current students for a variety of reasons. This included lack of technology, lack of resources for the student to be successful, and/or handling the challenges of the pandemic. In the end, our enrollments dropped.

With hiring processes suspended, the New Faculty Academy was suspended.   With new faculty not being hired, the need for the academy was not necessary. Also, we found student participation in virtual events such as our Achieve@ARC Fall Kick Off was not as well attended as face-to-face events. Students did not participate in tutoring in the remote environment as much as they had previously attended when we were fully face-to-face.

As we started to return back to on ground activities in Fall 2022, it appears we are seeing more student traffic. We are also able to outreach to our K-12 partners as well as within the community.

Executive Summary URL *

https://inside.arc.losrios.edu/student-equity-plan

Student Populations Experiencing Disproportionate Impact and Metrics

Student Populations for Metric Workflow	Metrics				
	Successful Enrollment	Completed Transfer-Level Math & English	Persistence: First Primary Term to Secondary Term	Transfer	Completion
Black or African American	✓	✓	✓	✓	✓
Hispanic or Latino	✕	✓	✓	✓	✓
American Indian or Alaska Native	✓	✓	✕	✕	✕

Successful Enrollment

Black or African American

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

The College has an approved Institutional Equity Plan and Exploring Disproportionate Impact: African American Project Team Report. Please follow the embedded links to access the plans.

 (Exploring DI: African American, p. 17)

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✗ Other

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✗ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The College has an approved Institutional Equity Plan and Exploring Disproportionate Impact: African American Project Team Report. Please follow the embedded links to access the plans.

(Exploring DI: African American, p. 39-40)

Action

Action Steps *

The College has an approved Institutional Equity Plan, Exploring Disproportionate Impact: African American Project Team Report and Exploring Disproportionate Impact: African American, LatinX, Native American. Please follow the embedded links to access the plans.

(Exploring DI: African American, LatinX, Native American, p. 8)

Chancellor's Office Supports

Supports Needed
- ✕ Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- ✕ Data & Research
- ✕ Policy & Regulatory Actions
- ✕ Technology Investments & Tools
- ✕ Proof of Concept Pilots
- ✕ Strategic and Operational Communication

Explanation of Supports Needed

Provide professional development trainings for front-line staff to assist students with CCCApply and other customer service training modules with an equity focus.

American Indian or Alaska Native

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify

changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

The College has an approved Institutional Equity Plan and Exploring Disproportionate Impact: Native American Project Team Report. Please follow the embedded links to access the plans.

(See full list: Exploring DI: Native American, p. 13-14)

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✕ Other

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✗ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The College has an approved Institutional Equity Plan, Exploring Disproportionate Impact: Native American Project Team Report, and Exploring Disproportionate Impact: African American, Latinx, Native American. Please follow the embedded links to access the plans.

 (Exploring DI: African American, Latinx, Native American, p. 12-13)

Action

Action Steps *

The College has an approved Institutional Equity Plan, Exploring Disproportionate Impact: Native American Project Team Report, and Exploring Disproportionate Impact: African American, Latinx, Native American. Please follow the embedded links to access the plans.

(Exploring DI: African American, Latinx, Native American, p. 13-14)

Chancellor's Office Supports

Supports Needed
✗ Field Guidance & Implementation
✓ Technical Assistance/Professional Development
✗ Data & Research
✗ Policy & Regulatory Actions
✗ Technology Investments & Tools
✗ Proof of Concept Pilots
✗ Strategic and Operational Communication

Explanation of Supports Needed

Provide professional development trainings for front-line staff to assist students with CCCApply and other customer service training modules with an equity focus.

Completed Transfer-Level Math & English

Black or African American

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

The College has an approved Institutional Equity Plan and Exploring Disproportionate Impact: African American Project Team Report. Please follow the embedded links to access the plans.

(Exploring DI: African American, p. 37)

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✗ Other

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✗ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The College has an approved Institutional Equity Plan and Exploring Disproportionate Impact: African American Project Team Report. Please follow the embedded links to access the plans.

(Exploring DI: African American, p. 27-28)

Action

Action Steps *

The College has an approved Institutional Equity Plan and Exploring Disproportionate Impact: African American Project Team Report. Please follow the embedded links to access the plans.

(Exploring DI: African American, p. 43)

Chancellor's Office Supports

Supports Needed
✕ Field Guidance & Implementation
✕ Technical Assistance/Professional Development
✕ Data & Research
✓ Policy & Regulatory Actions
✕ Technology Investments & Tools
✕ Proof of Concept Pilots
✕ Strategic and Operational Communication

Explanation of Supports Needed

Provide funding to support the professional development activities for faculty in the areas of English and Math as well as more support for students in the courses.

Hispanic or Latino

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

The College has an approved Institutional Equity Plan and Exploring Disproportionate Impact: Latinx Project Team Report. Please follow the embedded links to access the plans.

(Exploring DI: Latinx, p. 21)

Structure Evaluation

Current Structure
✓ Instruction
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✕ Other

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The College has an approved Institutional Equity Plan and Exploring Disproportionate Impact: Latinx Project Team Report. Please follow the embedded links to access the plans.

(Exploring DI: Latinx, p. 36-37)

Action

Action Steps *

The College has an approved Institutional Equity Plan and Exploring Disproportionate Impact: Latinx Project Team Report. Please follow the embedded links to access the plans.

(Exploring DI: Latinx, p. 39)

Chancellor's Office Supports

Supports Needed
✕ Field Guidance & Implementation
✕ Technical Assistance/Professional Development
✕ Data & Research
✓ Policy & Regulatory Actions
✕ Technology Investments & Tools
✕ Proof of Concept Pilots
✕ Strategic and Operational Communication

Explanation of Supports Needed

Provide funding to support the professional development activities for faculty in the areas of English and Math as well as more support for students in the courses.

American Indian or Alaska Native

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

The College has an approved Institutional Equity Plan and Exploring Disproportionate Impact: Native American Project Team Report. Please follow the embedded links to access the plans.

(Exploring DI: Native American, p. 13-14)

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✕ Other

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The College has an approved Institutional Equity Plan and Exploring Disproportionate Impact: Native American Project Team Report. Please follow the embedded links to access the plans.

(Exploring DI: Native American, p. 28).

Action

Action Steps *

The College has an approved Institutional Equity Plan, Exploring Disproportionate Impact: Native American Project Team Report, and Exploring Disproportionate Impact: African American, LatinX, Native American. Please follow the embedded links to access the plans.

(Exploring DI: African American, LatinX, Native American, p. 13-14)

Chancellor's Office Supports

Supports Needed
- ✕ Field Guidance & Implementation
- ✕ Technical Assistance/Professional Development
- ✕ Data & Research
- ✓ Policy & Regulatory Actions
- ✕ Technology Investments & Tools
- ✕ Proof of Concept Pilots
- ✕ Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Persistence: First Primary Term to Secondary Term

Black or African American

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

The College has an approved Institutional Equity Plan and Exploring Disproportionate Impact: African American Project Team Report. Please follow the embedded links to access the plans.

(Exploring DI: African American, p. 37)

Structure Evaluation

Current Structure
✓ Instruction
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ General Operations (A&R, Parking, Campus Policing, etc.)
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✗ Other

Ideal Structure
✓ Instruction
What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The College has an approved Institutional Equity Plan and Exploring Disproportionate Impact: African American Project Team Report. Please follow the embedded links to access the plans.

(Exploring DI: African American, p. 27-28)

Action

Action Steps *

The College has an approved Institutional Equity Plan and Exploring Disproportionate Impact: African American Project Team Report. Please follow the embedded links to access the plans.

(Exploring DI: African American, p. 43)

Chancellor's Office Supports

Supports Needed

✕ Field Guidance & Implementation
✕ Technical Assistance/Professional Development
✕ Data & Research
✕ Policy & Regulatory Actions
✕ Technology Investments & Tools
✕ Proof of Concept Pilots
✕ Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Hispanic or Latino

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

The College has an approved Institutional Equity Plan and Exploring Disproportionate Impact: Latinx Project Team Report. Please follow the embedded links to access the plans.

(Exploring DI: Latinx, p. 21)

Structure Evaluation

Current Structure
✓ Instruction
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ General Operations (A&R, Parking, Campus Policing, etc.)
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✕ Other

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The College has an approved Institutional Equity Plan and Exploring Disproportionate Impact: Latinx Project Team Report. Please follow the embedded links to access the plans.

(Exploring DI: Latinx, p. 36-37)

Action

Action Steps *

The College has an approved Institutional Equity Plan and Exploring Disproportionate Impact: Latinx Project Team Report. Please follow the embedded links to access the plans.

(Exploring DI: Latinx, p. 25)

Chancellor's Office Supports

Supports Needed

✕ Field Guidance & Implementation
✕ Technical Assistance/Professional Development
✕ Data & Research
✕ Policy & Regulatory Actions
✕ Technology Investments & Tools
✕ Proof of Concept Pilots
✕ Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Transfer

Black or African American

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

The College has an approved Institutional Equity Plan and Exploring Disproportionate Impact: African American Project Team Report. Please follow the embedded links to access the plans.

(Exploring DI: African American, p. 25)

Structure Evaluation

Current Structure
✓ Instruction
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✕ Other

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The College has an approved Institutional Equity Plan and Exploring Disproportionate Impact: African American Project Team Report. Please follow the embedded links to access the plans.

(Exploring DI: African American, p. 39-40)

Action

Action Steps *

The College has an approved Institutional Equity Plan, Exploring Disproportionate Impact: African American Project Team Report and Exploring Disproportionate Impact: African American, Latinx, Native American. Please follow the embedded links to access the plans.

(Exploring DI: African American, Latinx, Native American, p. 8)

Chancellor's Office Supports

Supports Needed
- ✕ Field Guidance & Implementation
- ✕ Technical Assistance/Professional Development
- ✕ Data & Research
- ✕ Policy & Regulatory Actions
- ✕ Technology Investments & Tools
- ✕ Proof of Concept Pilots
- ✕ Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Hispanic or Latino

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

The College has an approved Institutional Equity Plan and Exploring Disproportionate Impact: Latinx Project Team Report. Please follow the embedded links to access the plans.

(Exploring DI: Latinx, p. 34)

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✗ Other

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✗ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The College has an approved Institutional Equity Plan and Exploring Disproportionate Impact: Latinx Project Team Report. Please follow the embedded links to access the plans.

(Exploring DI: Latinx, p. 39).

Action

Action Steps *

The College has an approved Institutional Equity Plan, Exploring Disproportionate Impact: Latinx Project Team Report, and Exploring Disproportionate Impact: African American, Latinx, Native American. Please follow the embedded links to access the plans.

(Exploring DI: African American, Latinx, Native American, p. 10-11)

Chancellor's Office Supports

Supports Needed
- ✕ Field Guidance & Implementation
- ✕ Technical Assistance/Professional Development
- ✕ Data & Research
- ✕ Policy & Regulatory Actions
- ✕ Technology Investments & Tools
- ✕ Proof of Concept Pilots
- ✕ Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Completion

Black or African American

Areas of Completion

Areas of Completion *

✕ Adult Ed/Noncredit Completion

✕ Certificate Completion

✓ Degree Completion

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

The College has an approved Institutional Equity Plan and Exploring Disproportionate Impact: African American Project Team Report. Please follow the embedded links to access the plans.   (Exploring DI: African American, p. 25)

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✕ Other

Ideal Structure
✓ Instruction
What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)
What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ General Operations (A&R, Parking, Campus Policing, etc.)
What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The College has an approved Institutional Equity Plan and Exploring Disproportionate Impact: African American Project Team Report. Please follow the embedded links to access the plans.

(Exploring DI: African American, p. 39-40)

Action

Action Steps *

The College has an approved Institutional Equity Plan, Exploring Disproportionate Impact: African American Project Team Report, and Exploring Disproportionate Impact: African American, Latinx, Native American. Please follow the embedded links to access the plans.

(Exploring DI: African American, Latinx, Native American, p. 8)

Chancellor's Office Supports

Supports Needed

✕ Field Guidance & Implementation

✕ Technical Assistance/Professional Development

✕ Data & Research

✕ Policy & Regulatory Actions

✕ Technology Investments & Tools

✕ Proof of Concept Pilots

✕ Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Hispanic or Latino

Areas of Completion

Areas of Completion *

✕ Adult Ed/Noncredit Completion

✕ Certificate Completion

✓ Degree Completion

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

The College has an approved Institutional Equity Plan and Exploring Disproportionate Impact: Latinx Project Team Report. Please follow the embedded links to access the plans.

(Exploring DI: Latinx, p. 34)

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

See reports referenced above in "Friction Points."

✕ Other

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See holistic college approach in reports referenced below in "Necessary Transformation to Reach Ideal."

✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The College has an approved Institutional Equity Plan and Exploring Disproportionate Impact: Latinx Project Team Report. Please follow the embedded links to access the plans.

(Exploring DI: Latinx, p. 39).

Action

Action Steps *

The College has an approved Institutional Equity Plan, Exploring Disproportionate Impact: Latinx Project Team Report, and Exploring Disproportionate Impact: African American, Latinx, Native American. Please follow the embedded links to access the plans.

(Exploring DI: African American, Latinx, Native American, p. 10-11)

Chancellor's Office Supports

Supports Needed
- ✕ Field Guidance & Implementation
- ✕ Technical Assistance/Professional Development
- ✕ Data & Research
- ✕ Policy & Regulatory Actions
- ✕ Technology Investments & Tools
- ✕ Proof of Concept Pilots
- ✕ Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Student Support Integration Survey

1. Previous Equity Efforts

1.1 Continuing What Works: Are there existing, effective equity efforts on your campus that your college plans to continue?

▪Home Bases - continue to integrate programs and services to provide holistic services to our students.

▪Learning Communities - continue to build our Umoja, Puente, PRISE, Native and LGBTQIA+ learning communities.

▪Native American Resource Center, Black Student Success Center, Latinx Cultural Center, Asian Pacific Islander Cultural Center, and PRIDE Center - continue to expand services and support to students through our cultural centers.

▪Co-requisite Support for English and Math - continue to support students and faculty in the support model.

▪Tutoring Support – continue to provide general tutoring, EOPS Math Success Tutoring, and STEM tutoring.

▪Transfer Center - continue to provide workshops, application assistance, university exploration, and transfer educational planning.

▪ESL Center - continue to provide support for ESL students with assessment, writing, reading, listening, and speaking.

▪Foster Youth - continue to provide support services for former foster youth.

▪Probation and Dismissal - continue to support students who were academically on probation or dismissal status.

2. Guided Pathways

2.1 Alignment: Please provide a summary of how your college's equity efforts align with achieving Guided Pathways goals.

ARC has worked over the past several years to develop and implement a model that provides holistic support to our students. HomeBases creates the space to develop and strengthen relationships within our campus community. By design, the pathways communities are intended to actualize ARC's commitment to equity and social justice through equity-minded education. Each HomeBase is expected to agave a unique personality tailored to its area of interest and the common goals embraced by all HomeBases personnel are: (1) engage and connect student to people, programs, services, and resources that enable pathway completion, (2) foster relationships and a sense of community to ensure that all students equitably persist, learn, and succeed, in particular, our disproportionately impacted communities, and (3) facilitate and encourage each student's progress along recognizable pathways through and beyond ARC.

3. General Accessibility

3.1 Summarize key initiatives/projects/activities your college plans to implement and/or are focused on improving to support accessibility of all curriculum and technology across the campus.

Los Rios District DSPS Programs and District initiatives

In collaboration with all four DSPS programs has negotiated site licenses for the following assistive technology software's:

- Kurzweil 3000 – Site license for all students including non-DSPS students.

- TextHelp: Read & Write & EquatIO – Site license for all students including non-DSPS students.

- Dragon Naturally Speaking – 100 site licenses for the district.

- Fusion: JAWS & ZoomText - Site license for all students including non-DSPS students.

- Natural Reader - 100 site licenses for the district.

The goal is that these are accessible through single sign-on. Integrating software's as plug-ins on common tools such as MS office. Installed onto all lab computers. Plan trainings for instruction and staff.

All four DSPS programs and the district are working on a universal application. The purpose of a universal application is so that students that take courses at multiple campuses in the district are not required to complete additional DSPS

application to reduce barriers to our DSPS programs.

Looking into updating the DSPS database to improve functionality, efficiency, and meet the needs of our students. For example, we have made a current change to our database so that a students preferred name will show up instead of their legal name.

3.1 Summarize key initiatives/projects/activities your college plans to implement and/or are focused on improving to support accessibility of all curriculum and technology across the campus.

ARC Specific initiatives

DSPS is currently working on eliminating all DSPS documents and forms that are student facing and replacing them with cloud-based forms to reduce accessibility issues and to provide students with greater access. Paper forms will still be available upon request.

DSPS has launched a DSPS Canvas course that allows students increased access to DSPS accommodations and services. This will also allow students to receive communication/notification from the DSPS department in a mode they prefer as well as communicate with DSPS. There is also a community portion in canvas which will allow us to build an online community for our DSPS students that mirrors what we offer on-ground.

Upgrading our Assistive Technology lab. Added all new fully ADA motorized computer/table work stations. Upgrading all hardware to include Mac and PC's. Additionally, updating the software. We will be setting up the lab so that it will allow us to offer flex workshops meaning students can attend the workshop via in-person or on-line simultaneously.

We have also upgraded our testing rooms with fully ADA motorized computer/table work stations.

Seeking to invest in additional technology to support students with disabilities in the classroom. For example, we recently purchased new equipment for our adaptive physical education program. We are also looking to invest in monitors that can be attached to microscopes for students with visual impairments. We invested in high quality mobile CC TV's to be deployed in DSPS and across campus on demand. We are working on purchasing additional assistive software such as Otter.ai. to enhance notetaking and real-time captioning capacity.

Create a Canvas page designed for Instruction. This would be a resource to our instructional faculty to provide detail information regarding accommodations/services and our campus processes. It would also provide strategies, tools, and information to assist instruction in ensuring their course(s) are accessible and designed with universal design in mind. Information and tips on how to best work with specific disabilities would also be provided.

Planning to build a DSPS mentorship program. The mentorship program would consist of ARC students and students from our local Universities (CSUS, UC) to assist students with various strategies.

4. Financial Aid

4.1 FAFSA Participation: Share up to three strategies your college plans to implement to increase FAFSA participation and completion on your campus.

• Improve ARC Website: Based on data collected, we plan to improve our website to be more user friendly. The greatest addition we are adding to our website will be simple and informative videos. An example of this would be videos designed to help students understand the recommended steps to get aid (Complete a FASFA) and the benefits available if eligible.

• Increase Outreach efforts: We will also be increasing our Financial Aid outreach. We recently hired a Financial Aid Outreach officer who will be a Financial Aid representative at events, school presentations, and FAFSA workshops.

• Campaigns: Lastly, we are having call and email campaigns to contact all students who do not have a FAFSA on File and provide them with information. We want our student to make more informed decisions.

4.2 Pell Grant Participation: Share up to three strategies your college plans to implement to increase Pell Grant recipient participation and completion on your campus.

• Increase of FAFSA submitted Applications: As listed above, we plan to improve our website, increase Financial Aid outreach, and have more call/email campaigns in the effort to increase students who complete a FAFSA application. Increase in FAFSA applications will allow us to find more eligible students and increase more Pell Grants issued.

• Student Portal Update: ARC and Los Rios Community college district is in the process of improving our student portal, eServices, to provide students with more clear information which will better inform them when they are missing out of potential aid.

• Redesign Financial Aid department: American River College is redesigning our Financial Aid department to be more efficient. We are reviewing all processing in our department and finding ways to improve steps to be more effective. This will improve our rate of completing tasks and provide students with clear updates of their accounts earlier which intern will let them know when the need to provide additional documents, alter their schedule or update school information.

• ARC HomeBase: American River College is improving their counseling service to provide counselors for each major type called HomeBases. This improved support will help student have clear guided paths and greatly assist students with FACA eligibility resulting in more accurate information to issue aid.

4.3 Financial Aid: Will your college provide additional student aid other than Federal Financial Aid and Pell Grant? If yes, please describe.

The 2021-22 Budget Act included a total of $250 million one-time in federal ARP funds to provide emergency financial assistance to low-income California community college students.

Yes

4.3.1 (Yes) Please Describe Additional Student Aid Provided *

• California Promise Grant

• Los Rios Promise Program Waiver

• Cal Grant B

• Cal Grant C

• Chafee Grants

• Student Success Completion Grant (SSCG)

• Federal Supplemental Educational Opportunity Grant (FSEOG)

• Veterans' Benefits and Programs

• CARES Emergency Fund Scholarships

• Federal Direct Loans

• Federal Work Study

• Scholarships

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5. Basic Needs

5.1 Basic Needs Center: Has your college established a Basic Needs Center and designated a staff person as a coordinator?

The 2021-22 Budget Act included ongoing funding of $30 million to support basic needs centers and coordinators, and an additional $100 million one-time for colleges to support basic needs. The trailer bill requires colleges to establish a Basic Needs Center, designate a Basic Needs Coordinator, and improve access to and utilization of basic needs support.

Yes

5.2 Services: What services are you providing (or do you plan to provide) in your college's Basic Needs Center?

The American River College Beaver Cares Basic Need Center is currently providing students with services in all seven of the major service areas including:

Food- Food Pantries, On Campus Farmer's Markets, Grocery Gift Cards, CalFresh application assistance

Housing- Housing Resources and Emergency Hotel Vouchers

Transportation- Gas Cards and (coming soon) Training for how to efficiently accessing public transit

Childcare- Free and low-cost County Childcare and on-campus resources and fee payment assistance,

Low-cost Utility and computer resources, clothing and household items, Toiletry kits,

Baby Needs for our student parents through our Baby Beavers Diaper Pantry.

Additional Resources- Textbook Assistance, Free Workshop classes to teach student how to cook on a budget as well as Financial Wellness workshops "Money Matters"

5.3 Participation: How do you plan on increasing student participation in your college's Basic Needs Center?

Our Marketing efforts currently include mass emails to lists of approximately 13,000 students who are currently connected to our other Categorical programs as well as 0 EFC student lists from Financial Aid. We partner with our other Student Services departments to offer events and collaborative efforts to support our students. We also conduct tabling events on campus to expand student awareness of our programs and services. Our staff also visit classrooms to present to smaller groups of students in areas which may or may not be reached by our other marketing efforts. Lastly, each semester Beaver Cares staff conduct dedicated presentations to instructional faculty to raise awareness about resources available to students.

5.4 Food Pantry: Please describe your Food Pantry efforts. If you do not have one, please describe your plans to establish a program.

Our current food pantry is offered on-campus Mon-Friday 8-5pm with extended evening hours on Wednesdays until 7:00pm. Our pantry offers boxes of non-perishable items as well as individual home pantry items including pasta, sauce, canned fruit etc., that students can bag up. We also offer cold food items including butter, cheese, eggs and more. Produce is available in our Center on a less consistent basis in addition to the outdoor Farmer's Market offered twice per month. We have satellite food pantries in our Athletics department and grab and go snack items in our UNITE Center and other departments on campus. We will open a food pantry at our satellite center in Natomas Center this semester. Students are able to access the food pantry on a weekly basis by simply supplying a student ID number. For our students who live too far away from campus to travel to the pantry, we offer electronic grocery gift cards.

6. Zero-Textbook Cost

6.1 Please discuss your plans, if any, for integrating a Zero-Textbook Cost Program on your campus.

American River College faculty and administrators have been working together to actively plan for the Zero Textbook Cost degree grants. A faculty-led textbook workgroup meets regularly to work on this project, and reports back to an Academic Senate textbook affordability subcommittee. A districtwide textbook affordability group meets monthly to coordinate the work across the district as well.

ARC has been using HEERF funds to support faculty who want to create and adopt OER for their courses, so we have a solid foundation of ZTC courses from which to build ZTC degree and certificate pathways. Over the next year, we plan to:

- Map the IGETC and CSU GE patterns to identify ZTC gaps
    - Incentivizing faculty to create/adopt OER for their courses to fill identified GE gaps
- Analyze the course requirements for ARC's most popular Associate Degrees for Transfer and Certific
    - Reach out to departments to share the opportunity to receive grant money if they want to beco
- Share our plans with Academic Senate, Student Senate, Classified Senate, Student Services, and instru
- Work with our counselors and program pathways staff to develop a plan for identifying and marketin
- Discuss the topics of ongoing coordination in our campus textbook affordability committee: how will
- Continue to make progress in streamlining and improving our process for identifying ZTC courses an

Overall, ARC plans to use the ZTC grants to continue to build on the work we are already doing to promote OER & ZTC. Specifically, we will work with departments to offer support and guidance if they want to collectively commit to making their degrees and/or certificates ZTC. We will offer the opportunity to all departments, but will particularly focus on recruiting participants to develop ZTC sections for:

- The most popular ADTs: Business Administration and Psychology
- High-impact GE courses with many repeated sections
- Departments in which faculty already have a strong interest in OER, including Spanish and Early Chi

7. LGBTQ+ Supports

7.1 Please discuss your plans or current efforts to support the LGBTQ+ population on your campus.

ARC established one of the first PRIDE Centers in a community college in the state of California. The Center has been supported by a part-time faculty coordinator and a full-time classified support person. Currently, both are being filled due to vacancies in the positions. ARC has published on the website the designated employee who is responsible for AB 620. With the additional appropriated funds, the college will also be staffing the PRIDE Center with a temporary student support specialist and student personnel assistant to support the LGBTQIA+ community.

The Center has provided a number of professional development opportunities throughout the past several years and held several activities for students as well as for the college community. Each year a graduation ceremony is planned to celebrate our LGBTQIA+ students who are either graduating or transferring to a four-year university. The college and district continue to work on identifying single stall restrooms and policy changes that are needed to support our students.

8. Mental Health Supports

8.1 Mental Health Related Programs: Please discuss your plans or current efforts to create mental health-related programs to serve hard to reach, underserved populations.

•The LRCCD Mental Health and Wellness Team's mission is to cultivate Trauma Informed and wellness conscious community to increase the mental, physical, spiritual, and overall success of community members. In pursuit of our Mission, we strive to:•Improve the community's understanding of how our physical, psychological, and cultural wellbeing impacts our mental health and overall wellness.

•Provide education and opportunities for individuals to identify early warning signs of mental illness and subsequently provide programs and an environment that supports recovery, builds a growth mindset, and improves resilience for these individuals.

•Assure that those who request information and need mental health care referrals have confidential access to the appropriate information and know how to obtain care.

•Create opportunities for mental health maintenance through infusion and mental health and wellness consciousness into the classroom and all spaces where students, faculty and staff engage.

Therapists provide direct service to students and a variety of consultative services to support student needs. Specifically, the role of a campus specific mental health therapist is to provide intake assessments, case management, individual therapy, group therapy, crisis response, and participation in a multidisciplinary approach to the clinical care of LRCC students. Therapists also serve as a professional resource providing outreach and consultation to the Los Rios community. Therapists supervise interns at their assigned campus to provide in the moment guidance and regular supervision duties.

9. Institutional Planning

9.1 Ongoing Engagement: Please describe any efforts your Board will take to ensure ongoing engagement in student equity planning efforts for the 2022-25 period.

Our board is engaging in a new cycle of Strategic Planning during the 2022-23 academic year. The district research work group has implemented a plan that includes:

- Strategic Goals: these goals will reflect the goals of the district and colleges. They will be developed collaboratively by all of the colleges and the district.
- Indicators of Achievement: Establishing targets that measure the success in meeting the strategic goals of the district and colleges. These will be developed with support of the district research council strategic planning group.
- Strategies: specific actions designed to help each college and the district meet their targets and achieve their goals. These will be developed locally and may reflect unique approaches at each college in the district.

Primary Indicators of achievement include:

- Establishing effective pathways that optimize success and access
- Ensuing equitable academic achievement across all racial, ethnic socioeconomic and gender groups
- Providing exemplary teaching and learning opportunities
- Leading the region in workforce development
- Fostering an outstanding work and learning environment.

9.2 Integrated Budgeting: Please describe any strategies you will deploy to leverage funding beyond the SEA program to advance your institutional equity goals.

All planning and resource allocation processes at American River College are fundamentally grounded upon the institutional mission. The mission serves as a solid foundation for planning and provides clarity to decisions about resource allocation. The student-centric focus of the mission ensures that student learning and achievement are at the forefront of efforts to enhance institutional effectiveness. To leverage funding beyond SEA the college looks to braid funding from existing grants and continue to seek additional funding opportunities to address gaps in current funding streams. The college follows the institution's Integrated Planning Process to allocate resources. ARC's Integrated Planning Process is an ongoing, systematic process designed to create synergy between various plans and the allocation of resources to ensure that institution priorities are achieved. The College directly ties financial planning to institutional planning, specifically within program review and annual unit planning, in which planning units establish planning objectives linked to data and the College's strategic planning goals

9.3 Student Voice: Please describe any strategies you will deploy to leverage student voice to advance your institutional equity goals.

The College's commitment to participation by all constituents in decision-making is evident through focus groups and surveys conducted in support of the College's dedication to social justice and equity. Specific to student participation in the advancement of our equity goals, the HomeBase Pathways Communities model was named by students, and the Student Design Team helps to inform the future direction of the College, as well as improve student-facing programs, services, processes, tools, and communication. The student design team positions are paid and students work approximately 20 hours per week.

Team members participate in a number of design-related activities, including:

- Providing feedback on how to make our programs and services more accessible to students
- Assessing how systems and processes can be made more intuitive for students
- Analyzing policy and procedures
- Exploring and testing new technology tools and/or equipment
- Serving on committees and/or workgroups
- Engaging other students in similar activities on campus

Dining Advisory Services

INSTITUTIONAL FRAMEWORK &
STRATEGIC ASSET VALUE
WORK SESSION

October 25, 2022

BRAILSFORD & DUNLAVEY

Today's Meeting

AGENDA

1. **Introductions and Initiative Overview**

2. **Institutional Framework**

3. **Strategic Asset Value (SAV) Process**

4. **Dining SAV Work Session**

5. **Next Steps**

01

Introductions and Initiative Overview

Introductions

BRAILSFORD & DUNLAVEY

Paul Brailsford
CEO

Chet Roach
Executive Director

Rick Thomas
Senior Consultant

Michael Shrock
Senior Analyst

Steve Mangan
Senior Consultant

Kevin Keegan
Vice President

Stuart Henning
Senior Consultant

B&D Introduction

DELIVERING VALUE FOR HIGHER EDUCATION

What we plan gets approved, funded and implemented.

Our purpose is to *inspire* and *empower* ARC to maximize the value of investments that *advance* its mission.

BRAILSFORD & DUNLAVEY / AMERICAN RIVER COLLEGE

National Leaders, Local Expertise

29

Years in the Industry

150+

Dining-Specific Initiatives Nationwide

150+

Higher Education Projects in California

850+

Higher Education Clients

Firm + Team Introduction

OUR PURPOSE

Our purpose is to **inspire** and **empower** organizations to maximize the value of investments that **advance** communities.

Food Service	Workforce Housing	Recreation	Unions & Cultural Centers	Health & Wellness	Student Housing	Athletics	Venues
Academics & Research	Innovation Districts	Campus Edge	Energy & Utility	Hotel / Office	Retail	Parking	Auxiliary

ARC-Specific Approach

1

Get the assets right, ensuring that each initiative supports your vision and responds to market conditions;

2

Acquire capital / financing advantageously, which may include engaging third-party operators; and,

3

Ensure the assets can operate in alignment with your core values and in a financially responsible manner

Aligning Partnership Values / Respecting Mission

Central · **Irrelevant** — Mission Centrality (vertical axis)

Challenged · **Excellent** — Institutional Capability (horizontal axis)

Partnership success defined primarily by non-financial metrics / mission-based outcomes

Partnership success defined by flexibility and access to unique skills, capacities and financial performance

Partnership success defined by minimal risk / functional outcomes

Partnership success defined by highest return

Project Schedule

OVERVIEW

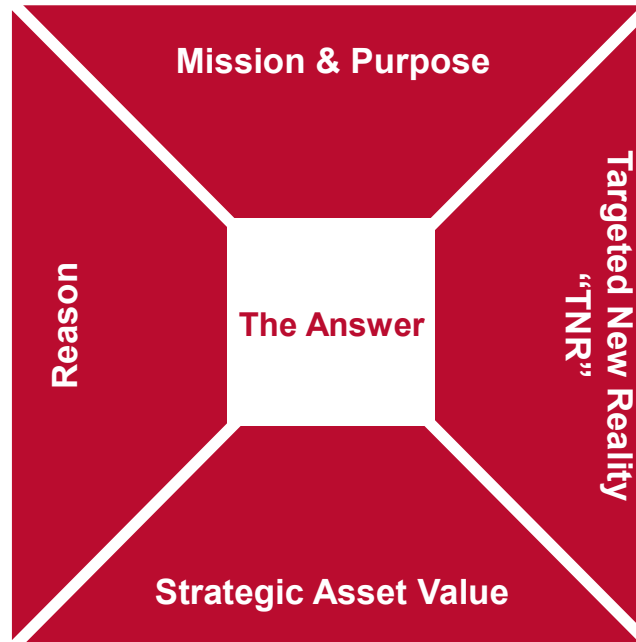| Task Categories		October	November	December	January	February	March	April	May	June	July
				2023							
Contract Executed		★									
STEP 1: OBJECTIVES + INITIATIVES											
A	Plan Initiation										
B	Institutional Framework										
C	Strategic Asset Value (Criteria Setting)		★								
D	Preliminary Financial Analysis										
E	Preliminary Operational Analysis			★							
STEP 2: PLANS + IMPLEMENTATION STRATEGY											
A	Demographic Analysis										
B	Off-Campus Market Analysis										
C	Web-Based Survey + Demand Analysis			★							
D	Dining Program Recommendations										
E	Implementation Strategy and Sequencing				★						
STEP 3: SOLICITATION + ENGAGEMENT											
A	Selection Committee Enagement				★						
B	Process Mapping										
C	Request for Proposal Development					★					
D	Request for Proposal Solicitation Period							★			
E	Proposal Evaluation								★		
F	Best-and-Final Offer Assistance									★	
STEP 4: NEGOTIATION + PARTNERSHIP OVERSIGHT											
A	Negotation + Partneship Oversight									T&M Basis		
PROCESSS COORDINATION, DECISION SUPPORT, AND DOCUMENTATION											
A	Process Coordination, Decision Support + Documentation										

Project Milestone ★

02

Institutional Framework

Institutional Framework

What **difference** must ARC make in the world and **for whom?**

What is the relationship dynamic between ARC's current condition and its targeted new reality that **requires a response?**

Mission & Purpose

Reason

The Answer

Targeted New Reality "TNR"

Strategic Asset Value

What <u>ideal mix</u> of future **outcomes, capacities, and attributes** must ARC achieve to deliver on its mission and purpose?

What is the <u>ideal combination</u> of performance **outcomes, capacities, and attributes** that must be produced by a specific asset or asset class to drive ARC toward its targeted new reality?

Institutional Framework

Mission & Purpose

Reason

The Answer

Targeted New Reality

Strategic Asset Value

B&D relied upon:

› *Mission and Vision Statements*

› *Commitment to Social Justice and Equity*

› *Strategic Goals for 2017-2021*

Institutional Framework

Mission & Purpose

Reason

The Answer

Targeted New Reality

Strategic Asset Value

What difference must ARC make in the world and for whom?

Mission Statement:
ARC places students first in providing an academically rich, inclusive environment that inspires critical thinking, learning and achievement, and responsible participation in the community.

ARC, serving the greater Sacramento region, offers education and support for students to strengthen basic skills, earn associates degrees and certificates, transfer to other colleges and universities, and achieve career as well as other academic and personal goals.

Vision:
Transform the future of all students and our community through inclusive, equitable education.

Our Commitment to Social Justice and Equity:
ARC 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.

Institutional Framework

Mission & Purpose

Reason

Targeted New Reality

The Answer

Strategic Asset Value

What difference must ARC make in the world and for whom?

Strategic Goal 1: Students First

The College engages and connects students early and often to people, programs, and services as an integrated educational experience. By providing personalized, proactive support, the College fosters relationships that ensure all students, particularly the historically underserved and marginalized, persist, learn, and succeed.

Strategic Goal 2: Clear and Effective Paths

The College provides easily recognizable pathways to, through, and beyond ARC. Offering well defined and supported pathways provides a foundation for success as students enter the College, make timely progress towards achieving their informed educational goals, and seamlessly transfer to other colleges and universities or find employment in their chosen career.

Institutional Framework

Mission & Purpose

Reason

Targeted New Reality

The Answer

Strategic Asset Value

What difference must ARC make in the world and for whom?

Strategic Goal 3: Exemplary Teaching, Learning and Working Environment
The College ensures an equitable, safe, and inclusive teaching, learning, and working environment. Culturally relevant curriculum, innovative, high-quality instructional methods and technologies, exemplary academic and student support services, and comprehensive and integrated professional development create the best conditions for teaching and learning. The College promotes liberation and honors the dignity, humanity, and contributions of all members of our community.

Strategic Goal 4: Vibrancy and Resiliency
The College promotes a culture of innovation, entrepreneurship, sustainability, and transparent communication. Proactive, effective, and efficient operational systems and governance and data-informed approaches to planning, decision-making, and resource allocation provide a high level of service to our students, community, and to one another.

Institutional Framework
MISSION & PURPOSE

Mission & Purpose

Reason

The Answer

Targeted New Reality

Strategic Asset Value

What difference must ARC make in the world and for whom?

"What" Options:
I.   Creation, Curation & Dissemination of Knowledge
II. Creation of New Technologies
III. Public Service / Community Wellbeing
IV. Life Skill Development / Career Preparation

Institutional Framework

Mission & Purpose

Reason

The Answer

Targeted New Reality

Strategic Asset Value

➡️ **What difference must ARC make in the world and for whom?**

"What" Options:
I. Creation, Curation & Dissemination of Knowledge
II. Creation of New Technologies
III. Public Service / Community Wellbeing
IV. **Life Skill Development / Career Preparation**

➢ Offers education and support for students to **strengthen basic skills**, earn associates degrees and certificates, transfer to other colleges and universities, and **achieve career as well as other academic and personal goals**

➢ **Transform the future** of all students and our community

➢ The College **engages and connects students** early and often to people, programs, and services as an **integrated educational experience**

➢ The College **provides easily recognizable pathways to, through, and beyond ARC**

➢ **Offering well defined and supported pathways** provides a foundation for success

Institutional Framework
MISSION & PURPOSE

Mission & Purpose

Reason

The Answer

Targeted New Reality

Strategic Asset Value

➡ **What difference must ARC make in the world and for whom?**

"What" Options:
I. Creation, Curation & Dissemination of Knowledge
II. Creation of New Technologies
III. Public Service / Community Wellbeing
IV. **Life Skill Development / Career Preparation**

➤ **Seamlessly transfer** to other colleges and universities or **find employment in their chosen career**

➤ Ensures an **equitable, safe, and inclusive** teaching, learning, and working **environment**

➤ **Promotes liberation and honors the dignity, humanity, and contributions** of all members of our community

➤ Promotes a **culture of innovation, entrepreneurship, sustainability, and transparent communication**

➤ Provide a **high level of service** to our students, community, and to one another

Institutional Framework

Mission & Purpose

Reason

The Answer

Targeted New Reality

Strategic Asset Value

What difference must ARC make in the world and for whom?

"Whom" Options:
1. Geographic Focus
   1. The World
   2. Country
   3. Region / State
   4. City
   5. Individual
2. Segment of Humanity Focus
   A. All of Humanity
   B. Corporations / Employers
   C. Employees
   D. Individuals
   E. Community / Cultural Segment

	1	2	3	4	5
A					
B					
C					
D					
E					

Institutional Framework

Mission & Purpose

Reason

The Answer

Targeted New Reality

Strategic Asset Value

What difference must ARC make in the world and for whom?

"Whom" Options:
1. Geographic Focus
   1. The World
   2. Country
   3. Region / State
   4. **City / Metro Area**
   5. Individual
2. Segment of Humanity Focus
   A. All of Humanity
   B. Corporations / Employers
   C. **Employees**
   D. **Individuals**
   E. Community / Cultural Segment

➢ **Students first**; participation in the **community**

➢ Serving the **greater Sacramento region**

➢ Transform the future of **all students and our community**

➢ Uphold the dignity and humanity of **every student and employee**

➢ The College fosters relationships that ensure **all students, particularly the historically underserved and marginalized,** persist, learn, and succeed

Institutional Framework

Mission & Purpose

Reason

The Answer

Targeted New Reality

Strategic Asset Value

What difference must ARC make in the world and for whom?

"Whom" Options:
1. Geographic Focus
    1. The World
    2. Country
    3. Region / State
    4. **City / Metro Area**
    5. Individual
2. Segment of Humanity Focus
    A. All of Humanity
    B. Corporations / Employers
    C. **Employees**
    D. **Individuals**
    E. Community / Cultural Segment

Institutional Framework

Mission & Purpose

Reason

The Answer

Targeted New Reality

Strategic Asset Value

What difference must ARC make in the world and for whom?

"What" Options:
I. Curation and Dissemination of Knowledge
II. Creation of New Technologies
III. Public Service / Community Wellbeing
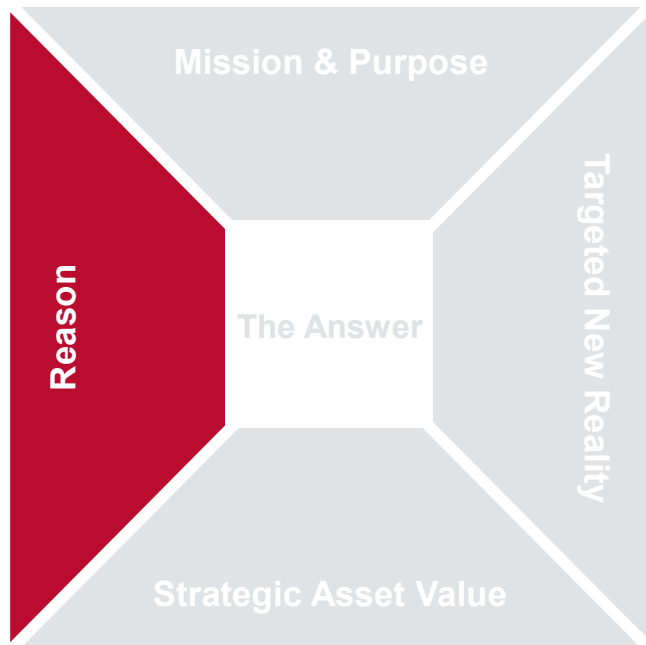**IV. Life Skill Development / Career Preparation**

"Whom" Options:
1. Geographic Focus
   1. The World
   2. Country
   3. Region / State
   4. City / Metro Area
   5. Individual
2. Segment of Humanity Focus
   A. All of Humanity (Secondary)
   B. Corporations / Employers
   C. Employees
   D. Individuals
   E. Community / Cultural Segment

Institutional Framework

Mission & Purpose

Reason

The Answer

Targeted New Reality

Strategic Asset Value
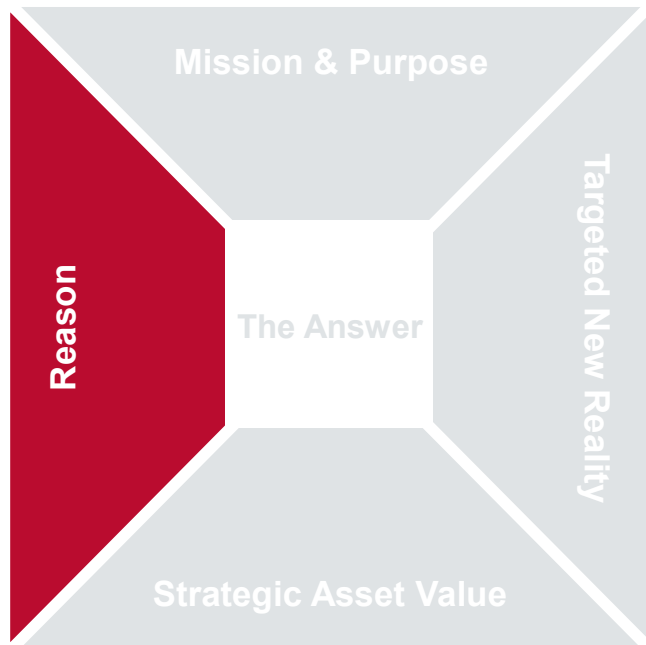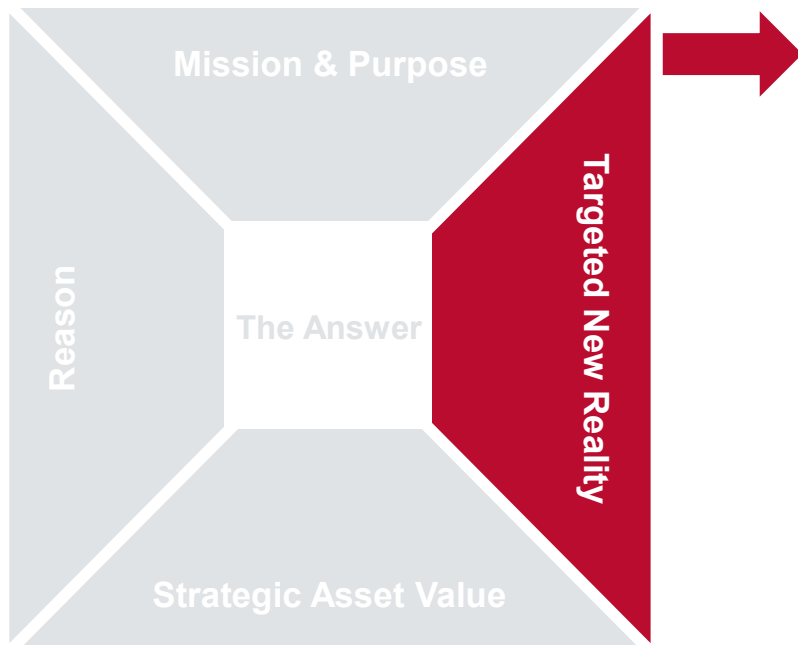
What is the relationship dynamic between ARC's current condition and its targeted new reality that **requires a response**?

External Change

Market Positioning

Mission & Purpose

Institutional Framework

Reason | Mission & Purpose | The Answer | Targeted New Reality | Strategic Asset Value

→ What is the relationship dynamic between ARC's current condition and its targeted new reality that **requires a response**?

External Change | **Market Positioning** | **Mission & Purpose**

Institutional Framework

Mission & Purpose

Reason

The Answer

Targeted New Reality

Strategic Asset Value

What ideal mix of future **outcomes capacities,** and **attributes** must ARC achieve to deliver on its mission and purpose?

Definitions:
1. Outcomes – Products and Performance Metrics
2. Capacities – Productive Assets
3. Attributes – Brand Characteristics

Targeted New Reality

Starting Point / Current Condition

Institutional Framework

Outcomes –
Products and Performance Metrics

➤ Upon completing a degree/certificate, students will either:
  ➤ seamlessly transfer to and succeed at a four-year institution; or,
  ➤ thrive in their chosen profession
➤ Students will participate responsibly in the community
➤ Students will be critical thinkers that learn and achieve career, academic, and personal goals
➤ Graduates will possess a foundation for success beyond ARC (e.g., additional education pursuits or employment in chosen field)
➤ Equity-minded education
➤ High level of service to students, community, and one another

Capacities –
Productive Assets

➤ People, programs, and services that engage and support students through an integrated educational experience
➤ Easily recognizable, well defined, and supported pathways
➤ An exemplary teaching, learning, and working environment
➤ Culturally relevant curriculum
➤ Innovative, high-quality instructional methods and technologies
➤ Exemplary academic and student support services
➤ Comprehensive and integrated professional development opportunities
➤ Transformative leadership
➤ Proactive, effective, and efficient operational systems and governance
➤ Data-informed approaches to planning, decision-making, and resource allocation

Attributes –
Brand Characteristics

➤ Places students first
➤ Upholds the dignity and humanity of every student and employee
➤ Transformational, equitable, inclusive, and supportive educational environment
➤ Academically rich, inclusive environment that inspires critical thinking, learning and achievement, and responsible participation in the community
➤ Committed to equity and social justice
➤ Engaging the community
➤ Fosters relationships to ensure all students, particularly the historically underserved and marginalized, persist, learn, and succeed
➤ Culture of innovation, entrepreneurship, sustainability
➤ Transparent with communication

Institutional Framework

PORTFOLIO OF ASSETS MUST BE PRIORITIZED

Mission & Purpose

Reason

The Answer

Targeted New Reality

Strategic Asset Value

What is the ideal combination of performance **outcomes, capacities,** and **attributes** that must be produced by a specific asset or asset class to drive ARC toward its targeted new reality.
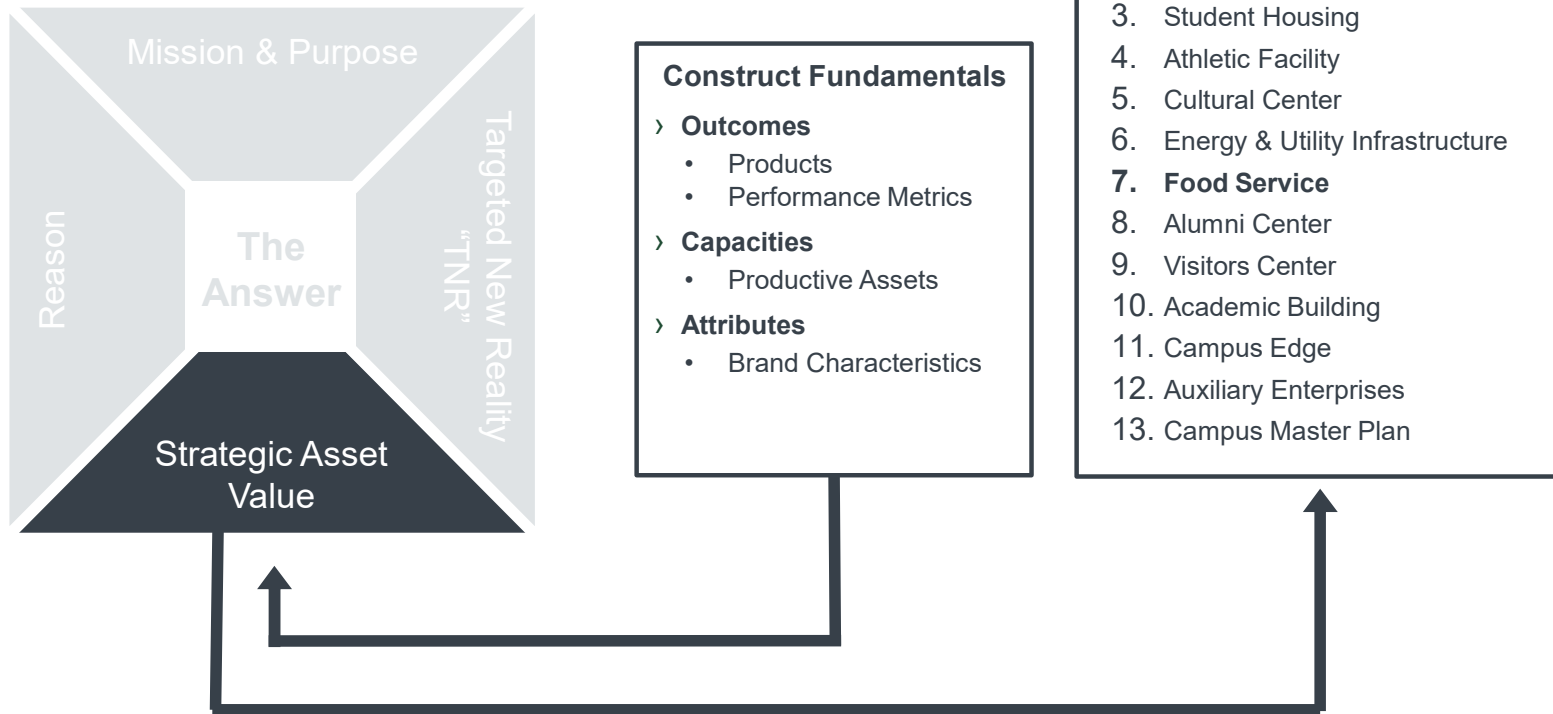
Targeted New Reality

Starting Point / Current Condition

The size of this gap indicates the need for new and improved assets and operating paradigms.

The best plan is the most efficient plan.

03

Strategic Asset Value
Process

Strategic Asset Value
WHAT TO EXPECT

Mission & Purpose

Reason

Targeted New Reality "TNR"

The Answer

Strategic Asset Value

Construct Fundamentals

› **Outcomes**
  • Products
  • Performance Metrics

› **Capacities**
  • Productive Assets

› **Attributes**
  • Brand Characteristics

SAV

1. Campus Recreation
2. Student Union
3. Student Housing
4. Athletic Facility
5. Cultural Center
6. Energy & Utility Infrastructure
7. **Food Service**
8. Alumni Center
9. Visitors Center
10. Academic Building
11. Campus Edge
12. Auxiliary Enterprises
13. Campus Master Plan

Enrollment Management

Campus Community

Educational Outcomes

Financial Performance

Environmental Sustainability

The Value of the SAV

The SAV Concept is about <u>an Asset's</u> relationship with the College's Targeted New Reality

› If you must create a *healthy* campus, build *recreation space*.

› If you must create a *residential* campus, build *student housing*.

› If you must create a *sustainable* campus, build a *smart energy ecosystem*.

*"The future is not a result of choices among alternative paths offered by the present, but rather a place that is created – created first in **mind and will**, created next in activity. The future is not some place we are going to, but one we are creating."*

- John Schaar, Futurist

BRAILSFORD & DUNLAVEY / AMERICAN RIVER COLLEGE

SAV Process

SAV PURPOSE & OUTCOME CATEGORIES

THE SAV PROCESS DOES NOT…

Modify ARC's mission or introduce new values

THE SAV PROCESS SEEKS TO…

Facilitate diverse stakeholder involvement in the planning process

Create criteria that allow for innovative solutions and streamlined decision making

Ground the objectives in ARC's ideals to ensure consistency and mission alignment

---

Outcome categories related to purpose & mission are evaluated for their importance and current attainment levels

OUTCOME CATEGORIES

Enrollment Management
Environmental Sustainability
Campus Community
Financial Performance
Educational Outcomes
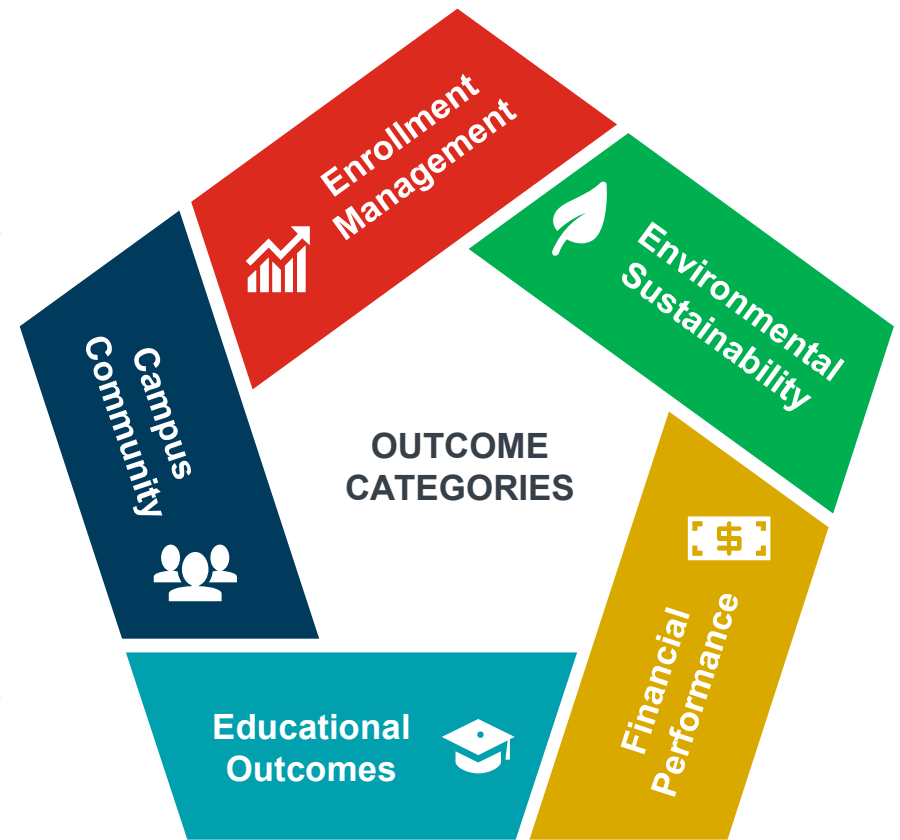
SAV Process

The SAV concept is about the asset's relationship with the institution's Targeted New Reality.

TARGETED NEW REALITY

Starting Point / Existing Condition

The strategic value of the asset is derived from its ability to drive the institution towards its Targeted New Reality, i.e. close the gap.

SAV Process

OUTCOME CATEGORY
Outcome Subcategory

1 Scenario that serves as a benchmark for the institution to reference, on one end of a spectrum.

10 Scenario that serves as a benchmark for the institution to reference, on one end of a spectrum.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Value Scale – The value in achieving an outcome is different for each institution. The range of 1 to 10 represents the desired degree to which the institution wants to achieve an outcome. Either a high or low number might be most appropriate.

SAV Process

OUTCOME CATEGORY
Outcome Subcategory

1 Scenario that serves as a benchmark for the institution to reference, on one end of a spectrum.

10 Scenario that serves as a benchmark for the institution to reference, on one end of a spectrum.

1 2 **X** 4 5 6 7 8 9 10
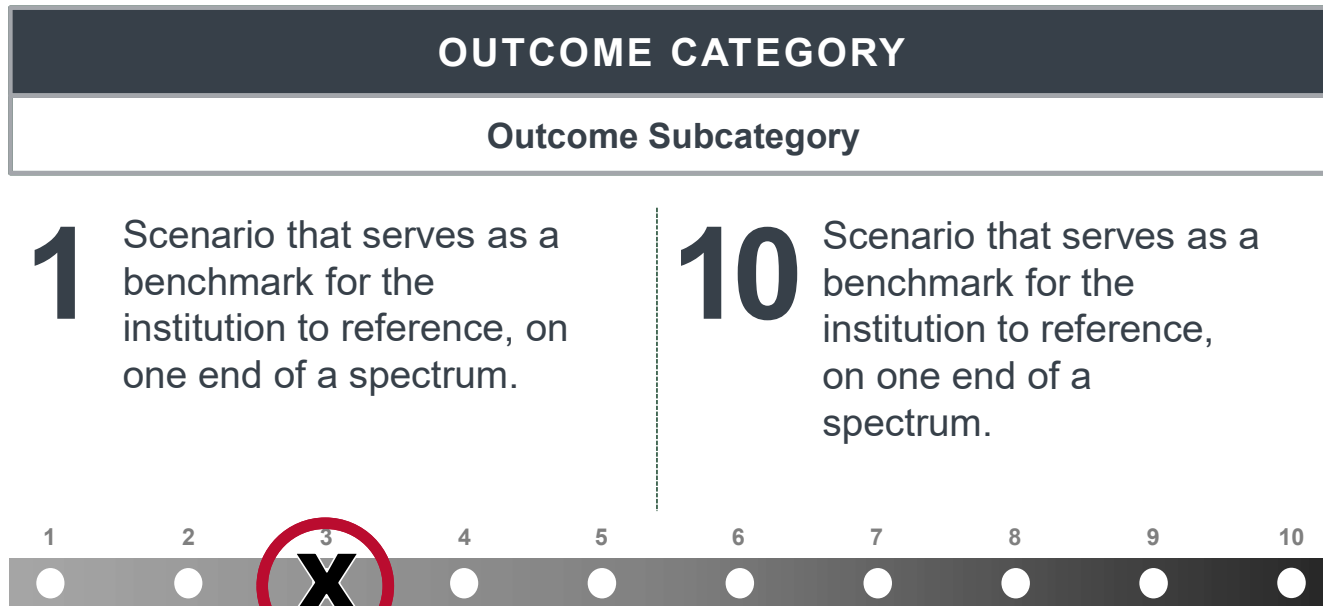
Existing Condition – An "X" is placed under the number that represents the institution's current level of intensity for a given outcome driver.

SAV Process

OUTCOME CATEGORY
Outcome Subcategory

1 Scenario that serves as a benchmark for the institution to reference, on one end of a spectrum.

10 Scenario that serves as a benchmark for the institution to reference, on one end of a spectrum.

| 1 | 2 | 3 | 4 | 5 | TNR | 7 | 8 | 9 | 10 |
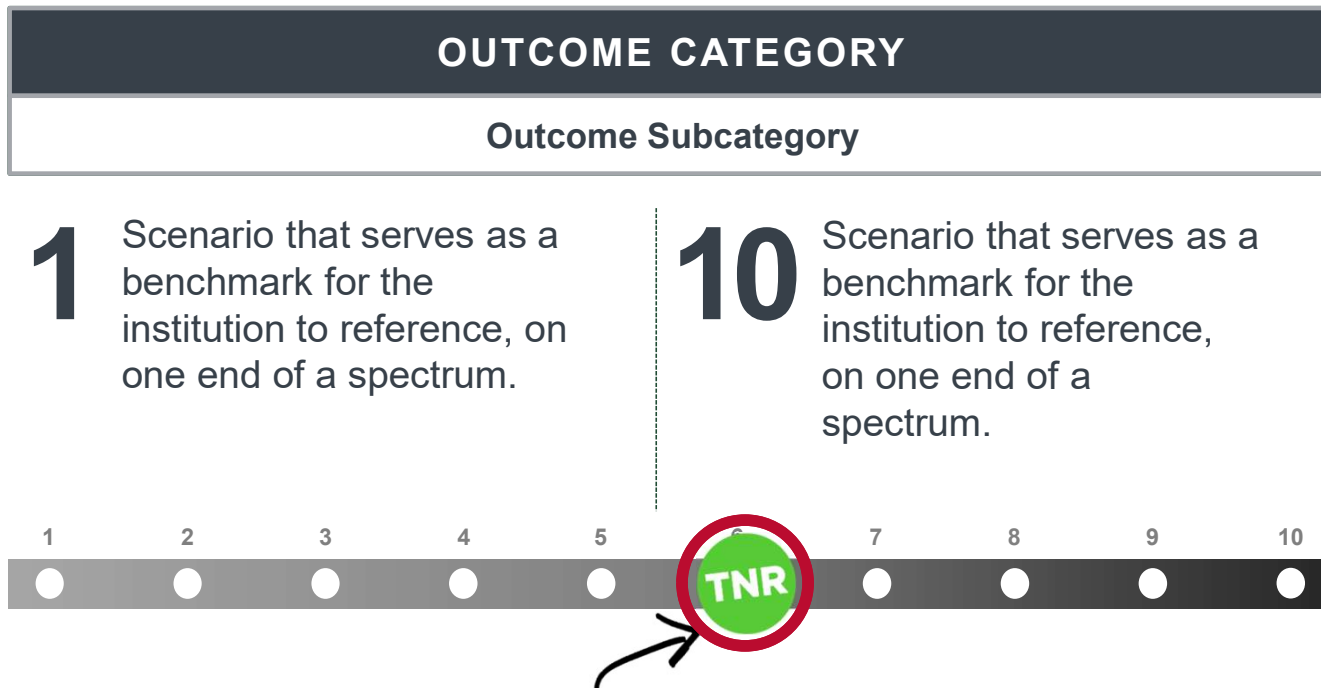
Targeted Aspiration – A "TNR" is placed under the number that represents the institution's desired level of intensity for a given outcome driver.

SAV Process

OUTCOME CATEGORY
Outcome Subcategory

1 Scenario that serves as a benchmark for the institution to reference, on one end of a spectrum.

10 Scenario that serves as a benchmark for the institution to reference, on one end of a spectrum.

1   2   3   4   5   6   7   8   9   10

X   TNR
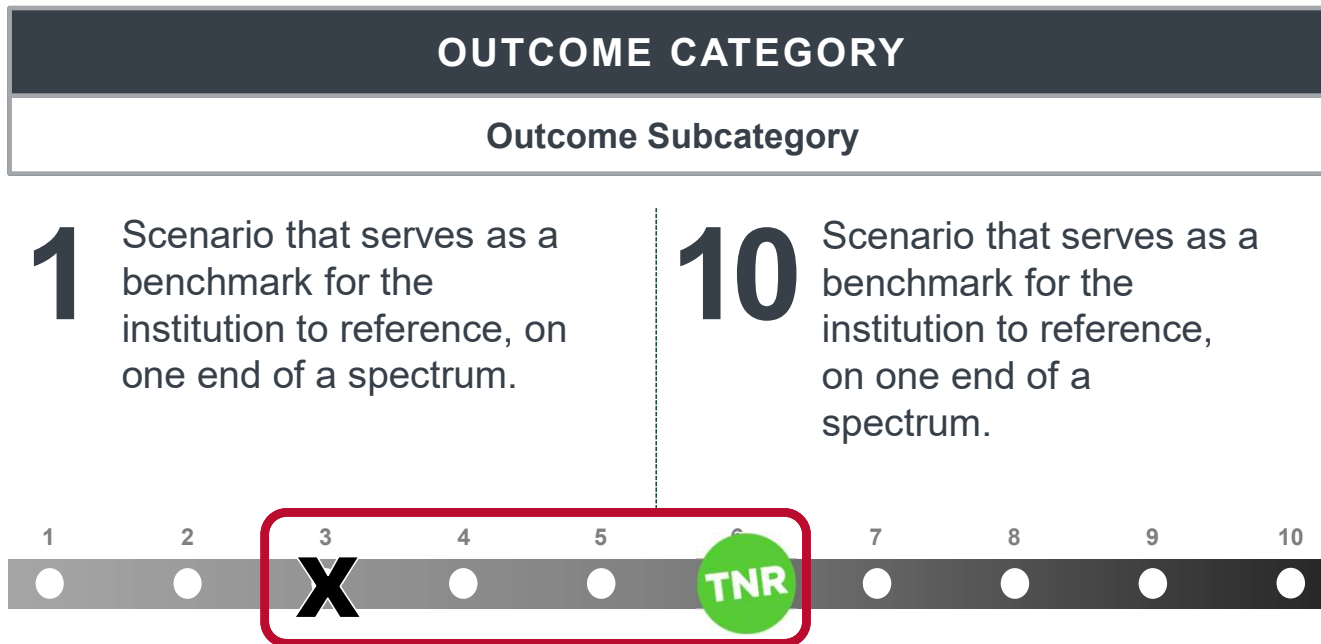
A gap indicates the extent to which change is required to achieve mission alignment.

SAV Process

GROUND RULES

› Adopt an Administrator's global perspective

› Consider objectives independently and only as campus dining-specific outcomes

› Treat the exercise as creating plan drivers and imposing filters – not predicting preferences or behaviors

› Do not be encumbered by:
  – Current practice or conditions
  – Perceived affordability

04

SAV Work Session

SAV Work Session

ENROLLMENT MANAGEMENT

Competitive Amenity

Brand Driver

SAV Work Session

ENROLLMENT MANAGEMENT

Competitive Amenity

1
Not a key driver of decision

While dining services is understandably an important part of the student campus experience, the belief is students should be motivated to attend ARC based on the quality of the academic programs, institutional profile, and campus location only; **dining is not seen as contributing to ARC's brand or competitive advantage.**

10
Driving factor in decision

It is critically important to the College to align the dining experience with the values and quality of the ARC brand. Not only does **dining** align with the ARC brand, but it is positioned as **equally important as other aspects to the ARC experience.**

1	2	3	4	5	6	7	8	9	10
●	**X**	●	**TNR**	●	●	●	●	●	●

SAV Work Session

ENROLLMENT MANAGEMENT

Brand Driver

1 **Private Market**

Dining is to be provided by the off-campus market and there is no real interest in extensive on-campus dining operations or services. Meal plans **are not required,** and no meal plan options are provided.

10 **Institution Market**

Providing dining options **at all hours**, in convenient locations is a critical objective and responsibility of the institution. Meal plan participation is required for all students and should be as flexible as possible to accommodate a variety of student lifestyles.

1	2	3	4	5	6	7	8	9	10
○	○	X	○	○	○	TNR ○	○	○	○

SAV Work Session

EDUCATIONAL OUTCOMES

Out-of-Classroom Learning

Campus Community Health and Wellness

Student Employment and Professional Development

Staff Leadership and Professional Development

SAV Work Session

EDUCATIONAL OUTCOMES

Out-of-Classroom Learning

1

Nutrition as fuel

Academic learning and student development are recognized as two distinct processes; therefore, ARC **views its dining program as primarily utilitarian in function, with its principal goal being to meet its members' basic dietary needs** so they can fulfill their academic pursuits.

10

Integral part of students' education

Dining services is **expected to be an integral part of the institution's educational environment.** Creating outside-the-classroom learning opportunities related to food preparation, sourcing, and nutrition is expected, as is facilitating intentional faculty / student interactions over meals in an informal environment.

1	2	3	4	5	6	7	8	9	10
X		TNR							

SAV Work Session

EDUCATIONAL OUTCOMES

Campus Community Health and Wellness

1

Self-directed health and wellness

The development of life-long nutrition and healthy lifestyle skills is self-directed by students. ARC does not feel obliged to provide on-campus educational resources and expects students to gain these skills and awareness elsewhere.

10

Institutional obligation

ARC views the development of healthy lifestyle awareness and life-long skills to be a core obligation of the institution through its dining program. **Resources should be committed to ensure that all students are exposed to and engaged in dining educational programs** throughout their time on campus.

1	2	3	4	5	6	7	8	9	10
○	**X**	○	○	○	○	TNR	○	○	○

SAV Work Session

EDUCATIONAL OUTCOMES

Student Employment and Professional Development

1 Employment

Dining services employs students as cost effective labor and opportunity for on-campus employment. While some on-the-job-learning occurs, **the institution does not expect dining management to develop and implement extensive skill-building or career development programs**.

10 Career experience

The institution views student employment in dining services as an **opportunity to provide significant career training, experiential learning, and business management experiences**, possibly in coordination with academic programs. Dining management and staff take time to train students on both individual tasks and the larger culinary enterprise.

1	2	3	4	5	6	7	8	9	10
●	X	●	TNR	●	●	●	●	●	●

SAV Work Session

EDUCATIONAL OUTCOMES

Staff Leadership and Professional Development

1 Employment

The institution does not feel obligated to invest in development opportunities for hourly or professional staff. The **local market has sufficient resources and skilled labor to continuously fulfill the dining program's skilled staffing needs**.

10 Career development

The institution views staff **employment in dining services as an opportunity to invest in career development and progression to continuously grow staff's expertise and invest in internal talent development** for the overall benefit of the program and students' dining experience.

1	2	3	4	5	6	7	8	9	10
○	X	○	○	TNR	○	○	○	○	○

SAV Work Session

CAMPUS COMMUNITY

Central Gathering Place

Faculty, Staff, Student Interaction

CAMPUS COMMUNITY

Central Gathering Place

1 **Transactional**

Dining facilities and services are not seen as central community spaces. The **dining experience is not expected to foster interaction and engagement** among students, faculty, and/or staff. Campus community should be encouraged to dine and then leave.

10 **Central Hub**

Dining facilities should be leveraged as **a primary tool for creating and strengthening relationships** between different members of the campus community.

1	2	3	4	5	6	7	8	9	10
○	○	○	○	○	X	○	TNR	○	○

SAV Work Session

CAMPUS COMMUNITY

Faculty, Staff, Student Interaction

1 **Student-Centric**

Dining programs, services, and facilities are primarily for students.

10 **Broad Campus Engagement**

Dining programs, services, and facilities should **prioritize and maximize interactions** between students, faculty, and staff.

1	2	3	4	5	6	7	8	9	10
●	●	●	●	X	●	●	TNR	●	●

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SAV Work Session

ENVIRONMENTAL SUSTAINABILITY

Culture of Environmental Sustainability

Sustainable Operations

SAV Work Session

ENVIRONMENTAL SUSTAINABILITY

Culture of Environmental Sustainability

1

Not critical

The institution's mission and values do not drive a need for dining to reflect a culture of sustainability or to celebrate or promote overtly any sustainability activities.

10

Highly mission-critical

The institution's mission and values require sustainability concepts to permeate all aspects of the institution, including curriculum, student life, athletics, and relationships with faculty, staff, and the community. Sustainability is reflected in institutional branding.

1	2	3	4	5	6	7	8	9	10
○	○	X	○	○	○	○	TNR	○	○

SAV Work Session

ENVIRONMENTAL SUSTAINABILITY

Sustainable Operations

1

Basic standards

Dining operations should meet the threshold of acceptable industry standards. Basic safety and low operating costs are the primary aims.

10

High-priority investment

The institution makes investments in physical and human capital so its campus can be as sustainable as possible. Operations are continuously monitored, measured, and adjusted to optimize resource efficiency, limit waste, and improve human health, safety, and equity outcomes. Cost is considered when choosing among alternate methods, but not in setting standards and goals.

1	2	3	4	5	6	7	8	9	10
○	X	○	○	○	TNR	○	○	○	○

SAV Work Session

FINANCIAL PERFORMANCE

Financial Accessibility / Affordability

Operating Expense Management

SAV Work Session

FINANCIAL PERFORMANCE

Financial Accessibility / Affordability

1 **Affordability-driven**

Campus **dining is seen as a tool to manage the total cost of education.** Dining pricing is below market. The system does not need to breakeven, and some venues may be loss leaders.

10 **Demand-driven**

Campus **dining is seen as a tool to amplify and differentiate the institution**. Dining pricing is at or above market rate and aligns with financial performance. Branded concepts, high-quality options, and specific concepts for dietary accommodations are based on demand.

TNR

1	2	3	4	5	6	7	8	9	10
○	○	○	○	X	○	○	○	○	○

SAV Work Session

FINANCIAL PERFORMANCE

Operating Expense Management

1 **Revenue-generating**

Campus **dining is expected to be financially self-sufficient and return large surpluses to the institution** to help fund non-dining priorities. Operating expenses are expected to be kept as low as possible with tight accounting to maximize cash flow.

10 **College-sponsored**

The **institution pursues the highest level of service and a wide range of programs/personnel to pursue academic/campus life objectives and may spend more on operations than it generates in revenues**. It is appropriate for the institution to subsidize the dining program operations.

1	2	3	4	5	6	7	8	9	10
●	●	●	X	TNR	●	●	●	●	●

05

Next Steps

Next Steps

1	Synthesize the Strategic Asset Value Results
2	Continue Operational Assessment of Dining Program
3	Develop / Launch Campus-Wide Survey
4	Draft Strategic Solicitation Document

Thank you.

VISIT **BDCONNECT.COM**
FOR MORE INFORMATION.
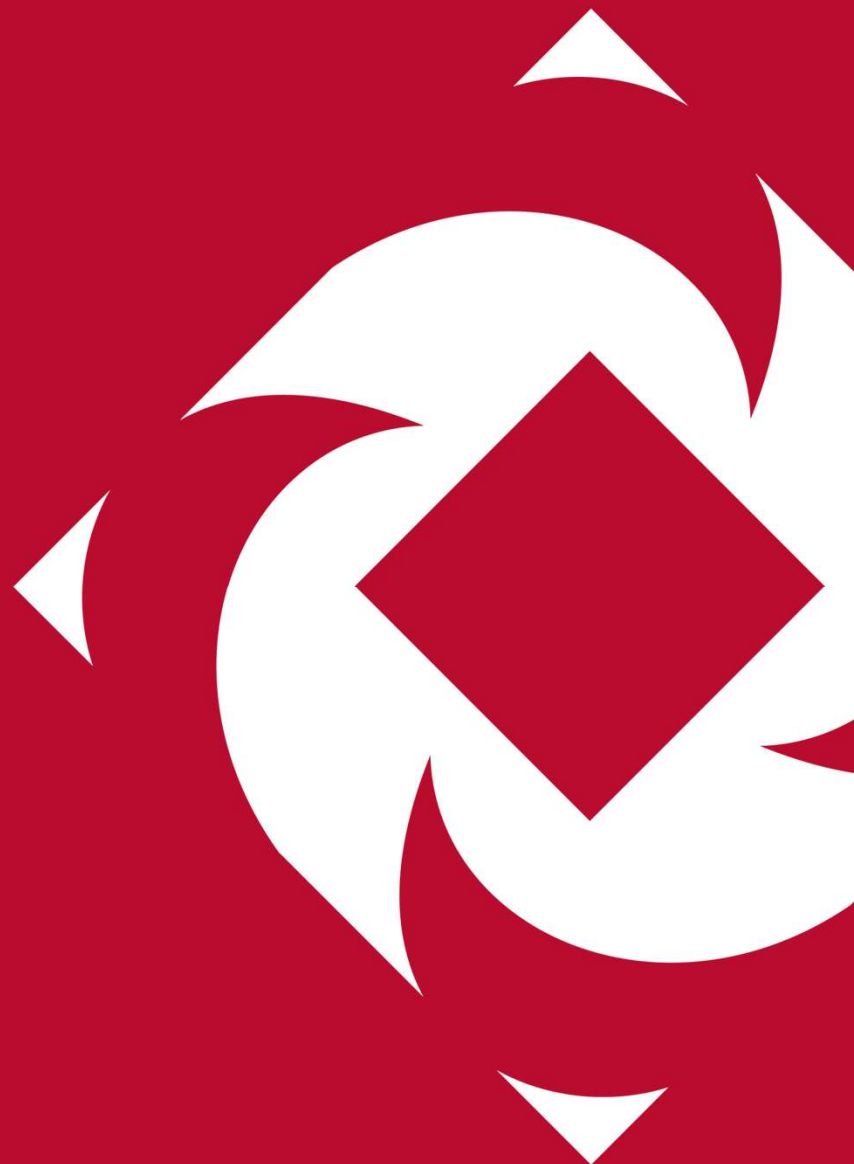
American River College

Performance Metrics Executive Summaries
Employees – Reflects F21 Counts

ARC employed approximately 1,791 employees in Fall 2021, a decline of 26% from Fall 2019, two years prior. Most of this decline is due to the sharp reduction in the number of temporary classified (-31%) and student workers/work study (-58%) that were employed, reductions directly related to the pandemic. Over these two years, the number of FT faculty, Adjunct faculty, and FT Classified declined by 13%, 9%, and 10%, respectively.
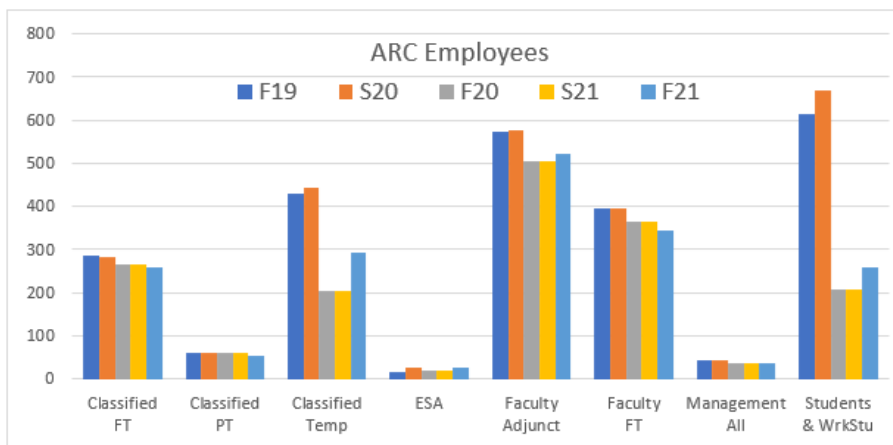
Comparing student and employee racial identities for Fall 2021, African Americans comprised 8.0% of students and 6.6% of employees. Asians comprised 13.4% of students and 9.4% of employees. Hispanic/ Latinos comprised 25.6% of students and 10.7% of employees. Native Americans comprised 0.6% of students and 1.2% of employees. Students of color comprised 61% of the student body while employees of color comprised 44% of employees.
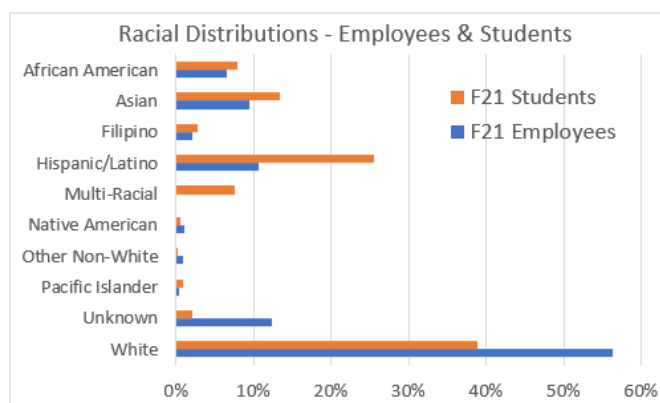
For some employment groups, losses were greater among employees of color. For instance, among full-time classifieds, losses exceeded 20% for African American, Asian, Filipino, and Native American employees. Among the full-time faculty, losses consisted predominantly of Asian and white employees. The number of managers at ARC is sufficiently small that loss percentages can be misleading, but most racial groups showed a loss between F19 and F21. However, note that between F19 and *F20*, the number of African American managers declined from 5 to 2.

	F19	S20	F20	S21	F21	% chg. F19-F21
Classified-FT	285	284	266	266	257	-9.8%
Classified-PT	60	60	60	60	54	-10.0%
Classified-Temp	428	442	205	205	294	-31.3%
ESA	16	26	18	18	27	68.8%
Faculty-Adjunct	572	575	503	503	521	-8.9%
Faculty-FT	395	394	364	364	343	-13.2%
Management-All	42	42	36	36	35	-16.7%
Students & WrkStu	613	670	208	208	260	-57.6%
Total Employees	2,411	2,493	1,660	1,660	1,791	-25.7%

With regard to gender, between F19 and F21 the number of female employees declined 25% compared to a 27% decline in the number of male employees.

	F19	S20	F20	S21	F21	% chg. F19-F21
Female	1,362	1,408	960	961	1,022	-25.0%
Male	1,036	1,075	695	695	760	-26.6%
Unknown	13	10	5	4	9	-30.8%
Total Employees	2,411	2,493	1,660	1,660	1,791	-25.7%

Comparing student and employee gender identities for Fall 2021, females comprised 60% of students and 57% of employees. Males comprised 38% of students and 42% of employees. Non-Binary students comprised 0.5% of the student body and a comparison of employees is not currently available. Unknown gender accounted for 1.7% of students and 0.5% of employees. - ARC OIR

Gender Distributions - Employees & Students
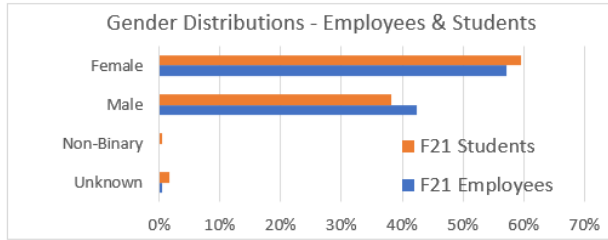
	-F19-	-F20-	-F21-	% chg.
Classified FT	**285**	**266**	**257**	**-9.8%**
African Amer.	30	27	24	-20.0%
Asian	22	19	17	-22.7%
Filipino	8	8	6	-25.0%
Hisp./Lat.	27	25	26	-3.7%
Native Amer.	4	4	3	-25.0%
Other	23	23	27	17.4%
Pacific Isl.	1	1	1	0.0%
White	170	159	153	-10.0%
Classified PT	**60**	**60**	**54**	**-10.0%**
African Amer.	5	5	4	-20.0%
Asian	7	7	7	0.0%
Filipino	2	2	2	0.0%
Hisp./Lat.	5	5	4	-20.0%
Native Amer.	1	1	1	0.0%
Other	7	7	7	0.0%
Pacific Isl.	1	1	1	0.0%
White	32	32	28	-12.5%
Classified Temp	**428**	**205**	**294**	**-31.3%**
African Amer.	26	14	21	-19.2%
Asian	32	15	19	-40.6%
Filipino	11	5	6	-45.5%
Hisp./Lat.	55	33	40	-27.3%
Native Amer.	0	0	1	
Other	68	36	47	-30.9%
Pacific Isl.	1	1	1	0.0%
White	235	101	159	-32.3%
ESA	**16**	**18**	**27**	**68.8%**
African Amer.	3	3	4	33.3%
Asian	0	0	0	
Filipino	0	0	0	
Hisp./Lat.	2	1	0	-100.0%
Native Amer.	1	1	1	0.0%
Other	1	3	6	500.0%
Pacific Isl.	0	0	0	
White	9	10	16	77.8%
Faculty Adj	**572**	**503**	**521**	**-8.9%**
African Amer.	27	19	25	-7.4%
Asian	38	37	37	-2.6%
Filipino	7	7	10	42.9%
Hisp./Lat.	40	42	41	2.5%
Native Amer.	8	6	5	-37.5%
Other	73	73	76	4.1%
Pacific Isl.	2	1	2	0.0%
White	377	318	325	-13.8%
Faculty FT	**395**	**364**	**343**	**-13.2%**
African Amer.	18	16	17	-5.6%
Asian	35	33	31	-11.4%
Filipino	5	6	6	20.0%
Hisp./Lat.	37	36	38	2.7%
Native Amer.	5	4	4	-20.0%
Other	61	54	52	-14.8%
Pacific Isl.	1	1	1	0.0%
White	233	214	194	-16.7%
Management All	**42**	**36**	**35**	**-16.7%**
African Amer.	5	2	4	-20.0%
Asian	4	4	4	0.0%
Filipino	1	1	1	0.0%
Hisp./Lat.	5	5	4	-20.0%
Native Amer.	1	1	1	0.0%
Other	6	4	5	-16.7%
Pacific Isl.	0	0	0	
White	20	19	16	-20.0%
Students & Wrk S	**613**	**208**	**260**	**-57.6%**
African Amer.	55	16	19	-65.5%
Asian	89	39	54	-39.3%
Filipino	8	3	6	-25.0%
Hisp./Lat.	66	32	38	-42.4%
Native Amer.	3	2	5	66.7%
Other	63	20	20	-68.3%
Pacific Isl.	6	2	0	-100.0%
White	323	94	118	-63.5%

The following is a screen shot from ARC's Precision Campus Employee Headcount report, with Ethnicity/Race filters (selected races only) applied. The following screenshot demonstrates the filtering and even intersectionality capabilities of this system. Note that the counts shown here are unduplicated enrollments. (See at https://arc.precisioncampus.com/.)

Employee Headcount

Limits: Ethnicity/Race Am. Indian Asian Black Filipino Hispanic White
Measures: Employees

Ethnicity/Race	Fall 2019	Fall 2020	Fall 2021
Am. Indian	23	19	21
Asian	14	12	17
Black	169	102	118
Filipino	42	32	37
Hispanic	13	15	29
White	1,399	947	1,009
Total*	1,660	1,127	1,231

Limits: Ethnicity/Race Am. Indian Asian Black Filipino Hispanic White
Measures: Employees

Ethnicity/Race	Fall 2019	Fall 2020	Fall 2021
Am. Indian	1%	2%	2%
Asian	1%	1%	1%
Black	10%	9%	10%
Filipino	3%	3%	3%
Hispanic	1%	1%	2%
White	84%	84%	82%
Total*	100%	100%	100%

Context for Executive Summary: Employees

What is the demographic make-up of employees: managers, faculty (tenure and adjunct), classified (permanent and temporary), and student employees?

Why does this matter in the context of the Student Success Council's work?

Institutional Equity Plan

Nurture the essential conditions to hire and retain people of color

- Hiring and retaining people of color is reflective of the policies and processes of an institution, as well as its cultural climate.
- Diversity alone does not create conditions where people of color have positive experiences or will remain.
- Need equitable guidelines and procedures that focus on the hiring, inclusion, retention, and success of employees.

DI Report Recommendations with Focus on Employees

African American DI Report

- Provide early outreach and financial aid information to prospective and continuing student
- Provide intrusive, systemic support; create opportunities to increase connections between faculty, staff

Latinx DI Report

- Increase and Support Latinx Employees

Native American DI Report

- ARC should systematically and in broad strokes employ a sovereignty frame that may inform and enrich instruction, operations, construction, planning, and hiring.

Asian American and Pacific Islander DI Report

- Form an API-focused group to support the recruitment and retention of employees

Retaining and Supporting Employees of Color Resource Panel

Eight recommendations for action

- Support affinity groups
- Mentorship and leadership development
- Recognize employees doing equity work
- Improve onboarding
- Have one or more cluster hires for employees with experience supporting Black and African American communities

Comparison of Employees of Color and White Employees on the 2019 ARC Campus Climate Survey

This reanalysis revealed a large number of differences between these two groups.

From employees of color reporting being less satisfied with their jobs than White employees to more likely to experiencing mistreatment due to their racial and cultural identities, among other differences.

Results indicated a need to improve the working environment for employees of color for the college to fully realize its commitment to social justice and equity.

Noncredit Workgroup
A 1 year, faculty-led workgroup tasked with exploration, documentation of findings, and reporting back to the District Academic Senate.

Background:
In Spring 2022, Pamela Posz presented a slideshow about the multiple potential benefits of noncredit to the SCC Academic Senate and District Academic Senate:
https://docs.google.com/presentation/d/1wnm22bUouxgnRdeO3Uo8FGI8K5g6I5v1/edit?usp=sharing&ouid=101272156719341769295&rtpof=true&sd=true
Based on an interest in exploring the potential benefits and drawbacks of offering noncredit courses and/or programs in Los Rios, the District Academic Senate agrees to form the following task group.

Charge
The Noncredit Workgroup will explore potential benefits, drawbacks, and barriers to creating and offering noncredit courses and programs in Los Rios using a student-centered, equity minded framework.

Workgroup Tasks
In order to complete its charge, the workgroup will engage in the following tasks:
- Engage with research on the current uses of noncredit within the California Community College system. Research will include (but is not limited to):
  - Noncredit Instruction: Opportunity & Challenge, ASCCC
  - Community College Review 2020
  - Noncredit Primer V1 (ARC)
- Communicate - through writing, virtual meetings, or in-person - with other community college districts who have implemented noncredit courses and programs.
- Explore potential opportunities for students to successfully complete their program of study and/or fulfill their educational goals that could be gained by implementing noncredit course/program options.
- Explore potential obstacles or barriers to student success and completion of educational goals that could be created by implementing noncredit options.
- Explore obstacles and barriers that would need to be mitigated or overcome in order to implement student-centered noncredit courses and/or programs that lead to successful completion of program of student and/or educational goals.
- Examine any legal, technological, or other unforeseen issues that would need to be addressed in order to effectively implement noncredit courses and/or programs in Los Rios.

Deliverable
The workgroup will present a report outlining a set of recommendations. These recommendations will encompass the potential benefits, drawbacks, and barriers to creating and offering noncredit courses and programs in Los Rios and explore or the conditions under which developing and offering noncredit courses and/or programs would be a good option for Los Rios, and what would be necessary for successful implementation of such a plan.

Workgroup membership
Faculty representing a variety of different departments and areas will be appointed from each of the 4 Los Rios colleges. Effort will be taken to balance the membership between each of the 4 colleges. Workgroup membership will intentionally include departments where enrollment has been impacted by repeatability and changes in law created by recent legislative initiatives such as AB 705, or to increase access to higher education for any historically underrepresented groups such as our immigrant community. Representation from LRCFT will be included. Faculty appointments to this workgroup will be made through recommendations by their College Academic Senate Presidents for appointment by the DAS President.

(Draft) Workgroup roster:

Name	Role	Department	#	College
	Committee Co-leads		2	
	LRCFT			
		ESL	1-2	
		CTE Faculty	1-2	
		English	1-2	
		Math	1-2	
		Faculty (no specification)	1-2	
		DCCC member	1	
		Administrator	1	DO?
		Counseling Faculty	2	
			11 - 16	

			total	

UNITED STATES DISTRICT COURT
NORTHERN DISTRICT OF OHIO
EASTERN DIVISION

AARON M. OGLETREE,	)	Case No. 1:21-cv-00500
	)	
Plaintiff,	)	Judge J. Philip Calabrese
	)	
v.	)	
	)	
CLEVELAND STATE	)	
UNIVERSITY,	)	
	)	
Defendant.	)	
	)	

OPINION AND ORDER

Even before the Covid-19 pandemic, Cleveland State University offered courses online and used various methods to ensure the integrity of remote tests. One method involves using a student's camera briefly to scan the test taker's surroundings for potential impermissible study aids or notes. Plaintiff Aaron Ogletree, a student at Cleveland State University, filed suit alleging that this practice or policy violated his rights when a proctor asked him to conduct a room scan of his bedroom before starting a remote test.

Plaintiff and Defendant each move for summary judgment. For the following reasons, the Court **DENIES** Defendant's motion for summary judgment (ECF No. 29) and **GRANTS** Plaintiff's motion (ECF No. 30).

STATEMENT OF FACTS

This case arises out of a scan Cleveland State University conducted of a student's bedroom in connection with a remote test Mr. Ogletree took for one of his classes. The record contains the following facts, which are largely undisputed.

A.   Cleveland State's Remote Testing Policies

Cleveland State University offers some classes remotely. (ECF No. 17, ¶ 11, PageID #146; ECF No. 19, ¶ 11, PageID #160.) In May 2016, Cleveland State published campus-wide guidelines for online classes in a document titled "Required Procedures & Recommended Practices to Address Security and Quality of eLearning Courses." (ECF No. 25-2, PageID #330.) One of the purposes of the document was to ensure the integrity of remote tests. (ECF No. 25-1, PageID #268.)

A required procedure mandates that students taking online classes have a photograph in Cleveland State's database at the time of registration so as "to eliminate impersonation and to ensure that the same student enrolled in the course is attending the online lectures and taking the exams." (ECF No. 25-1, PageID #273–74; ECF No. 25-2, PageID #330.) However, Cleveland State does not enforce this procedure, and some students taking online classes do not have a photograph in the database. (ECF No. 25-1, PageID #272–74.)

In addition to required procedures, the University's recommended practices leave testing "to the faculty member's discretion to implement." (ECF No. 25-2, PageID #331.) Some recommended practices include randomizing the order of

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questions, using timed tests, and using remote proctoring tools. (*Id.*, PageID #331–32.)

As remote proctoring tools, Cleveland State offers several programs designed to enhance "online test security and proctoring." (*Id.*, PageID #332.) For instance, Cleveland State's learning management system, Blackboard, offers a plagiarism detection system and generates reports "that faculty can use to see more information about student activity, including the IP address from where they logged in, how much time they spent in the exam." (ECF No. 25-1, PageID #262–63 & 312.) Cleveland State also uses the proctoring tools Rospondus and Honorlock. (*Id.*, PageID #291.) For Respondus, Respondus LockDown Browser prevents students from accessing the internet or using other computer programs during a remote test, while Rospondus Monitor records the student taking the exam and uses artificial intelligence to flag suspicious activity. (*Id.*, PageID #305–06 & 321.) Similarly, Honorlock uses a student's camera and artificial intelligence monitoring. (*Id.*, PageID #299.) Among these remote proctoring tools, faculty members have discretion to choose which tool or combination of tools, if any, are necessary to preserve the integrity of the remote exam. (*Id.*, PageID #275–76 & 295.)

B.   Cleveland State's Use of Room Scans

Cleveland State neither requires nor recommends the use of a room scan pursuant to any written policy. (ECF No. 25-1, PageID #277.) In a non-proctored exam, there is no room scan. (*Id.*, PageID #283.) However, each of the online proctoring tools that Cleveland State uses, Respondus and Honorlock, requires a

room scan as part of its prerecorded instructions. (*Id.*, PageID #291–93.) In in-person proctored exams, the test coordinator at Cleveland State University Testing Services informed Mr. Ogletree by email that it has a process of performing a "cursory review of [the student's] immediate testing space," and "[a]ll students, regardless of the course or instructor, are asked to do this as part of the check-in process." (ECF No. 26-7, PageID #413.)

When a student takes an online exam, it proceeds as follows. First, at the outset of a proctored online exam, whether proctored through an electronic application or an actual person, students must "show their ID next to their face so you can clearly see and read the ID and be able to tell that that person is the same person that is on the ID." (ECF No. 25-1, PageID #282; ECF No. 24-1, PageID #202.) Second, either the proctoring application or the proctor prompts the student to conduct a room scan of his environment. (ECF No. 25-1, PageID #282; ECF No. 24-1, PageID #211.) Other students taking the remote test can see the room scans of other students. (ECF No. 24-1, PageID #212.)

The proctor who performed the room scan at issue in this case testified that her supervisor, the Cleveland State Testing Services' test coordinator, instructed her to perform the room scan. (ECF No. 24-1, PageID #214.) Further, the proctor presumed that a room scan was required unless the professor in the class instructed otherwise. (*Id.*, PageID #215.) As to whether students may refuse to conduct the room scan, the proctor testified that she never had a student refuse, and she was not aware of a Cleveland State policy addressing how to handle a student's refusal. (*Id.*,

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PageID #213.) The proctor testified that in the event of a refusal, she would allow the student to take the test but notify the professor that the student refused to perform the room scan. (*Id.*)

C. Mr. Ogletree's Enrollment at Cleveland State

At the time of the events relevant to this action, Mr. Ogletree studied chemistry at Cleveland State University. (ECF No. 26-1, PageID #352.) For the spring 2021 semester, Mr. Ogletree enrolled in five classes. (ECF No. 17, ¶ 39, PageID #149–50.) Due to the Covid-19 pandemic, most Cleveland State classes during the spring 2021 semester were conducted remotely. (ECF No. 1, ¶ 40, PageID #150; ECF No. 19, ¶ 40, PageID #163.)

In the complaint, Plaintiff alleges that during the spring 2021 semester, Cleveland State required students to complete and pass a "Daily Health Assessment" to attend a class in-person on campus. (ECF No. 17, ¶ 42, PageID #150.) Attending classes in person was not an option for him, Plaintiff says, because of "various health issues that impact his immune system and put him at particular risk to the COVID pandemic." (*Id.*, ¶ 45, PageID #150.) Further, "[b]ecause of his health issues, Ogletree does not pass the Daily Health Assessment"; therefore, Cleveland State would not permit him to take his tests in-person on campus. (*Id.*, ¶¶ 46 & 47, PageID #150.) Plaintiff also alleged he has "family members who are at high-risk to the pandemic." (*Id.*, ¶ 48, PageID #150.)

D.   The Room Scan

In January 2021, Mr. Ogletree disputed a policy contained in the syllabus for his General Chemistry II class. (ECF No. 17, ¶ 49, PageID #151; ECF No. 19, ¶ 49, PageID #164.) The policy stated: "The proctors and I reserve the right to ask any student, before, during, or after an exam to show their surroundings, screen, and/or work area. We will send you a private chat to ask you to do this. If you do not see the chat message, I will use the microphone to ask you to check the chat." (*Id.*) Three days later, the Professor removed the policy from the syllabus. (ECF No. 17, ¶ 50, PageID #151; ECF No. 19, ¶ 50, PageID #164.)

On February 17, 2021, Mr. Ogletree had a General Chemistry II remote test scheduled for 12:30 pm. (ECF No. 17, ¶ 51, PageID #151; ECF No. 19, ¶ 51, PageID #164.) At the time, Mr. Ogletree lived with his mother and two siblings, who were all home when Mr. Ogletree took the chemistry exam. (ECF No. 26-1, PageID #354–55.) Cleveland State requires students to take remote tests in a location where they will be alone and uninterrupted. (ECF No. 17, PageID #151; ECF No. 19, PageID #165.) Mr. Ogletree testified that his bedroom was the only suitable testing environment. (ECF No. 26-1, PageID #366.)

That morning, at 10:25 am, almost two hours before scheduled exam, Cleveland State Testing Services emailed Mr. Ogletree to inform him the proctor would be "checking your ID, your surroundings and your materials." (ECF No. 26-5, PageID #409.) At 10:40 am, Mr. Ogletree replied to the email. (*Id.*) Mr. Ogletree explained that he "currently [had] confidential settlement documents in the form of

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late arriving 1099s scattered about [his] work area and there is not enough time to secure them." (*Id.*)

At the start of the exam, the proctor asked Mr. Ogletree to perform a room scan of his bedroom, and Mr. Ogletree complied. (ECF No. 24-1, PageID #226.) The scan lasted less than a minute, and as little as ten to twenty seconds. (*Id.*, PageID #227; ECF No. 26-1, PageID #368.) The proctor testified that she did not see any tax documents or medications. (ECF No. 24-1, PageID #239–40.)

The room scan and the test were recorded, and the video recording was retained by Cleveland State's third-party vendor. (ECF No. 25-1, PageID #301.) Cleveland State is not aware of any data breaches related to remote exam recordings, and access to the video is strictly controlled. (ECF No. 25-1, PageID #301; ECF No. 24-1, PageID #236–37.)

STATEMENT OF THE CASE

Based on these facts, Plaintiff alleges that Defendant violated his rights under the Fourth Amendment and seeks injunctive and declaratory relief. (ECF No. 17, PageID #152–53.) Both Plaintiff and Defendant move for summary judgment. (ECF Nos. 29 & 30.)

ANALYSIS

Pursuant to Rule 56 of the Federal Rules of Civil Procedure, summary judgment is appropriate "if the movant shows that there is no genuine dispute as to any material fact and the movant is entitled to judgment as a matter of law." Fed. R. Civ. P. 56(a). On a motion for summary judgment, the Court must view evidence in

the light most favorable to the non-moving party. *Kirilenko-Ison v. Board of Educ. of Danville Indep. Schs.*, 974 F.3d 652, 660 (6th Cir. 2020) (citing *Matsushita Elec. Indus. Co., Ltd. v. Zenith Radio Corp.*, 475 U.S. 574, 587 (1986)). Ultimately, the Court must determine whether "one party must prevail as a matter of law." *Anderson v. Liberty Lobby, Inc.*, 477 U.S. 242, 251 (1986).

I. Fourth Amendment Searches

The Fourth Amendment protects "[t]he right of the people to be secure in their persons, houses, papers, and effects against unreasonable searches and seizures." U.S. Const. amend. IV; *United States v. Jones*, 565 U.S. 400, 404 (2012). Plaintiff contends that Cleveland State's policy of conducting warrantless room scans of students' homes violates the Fourth Amendment's prohibition against unreasonable searches as it applies to the State of Ohio through the Fourteenth Amendment. (ECF No. 17, PageID #153.)

At the outset, the parties contest whether the remote virtual room scans at issue qualify as searches within the meaning of the Fourth Amendment. Specifically, they debate whether the Fourth Amendment applies under *Wyman v. James*, 400 U.S. 309 (1971), and its progeny.

I.A. General Principles

A Fourth Amendment search "occurs when the government violates a subjective expectation of privacy that society recognizes as reasonable." *Kyllo v. United States*, 533 U.S. 27, 33 (2001) (citing *Katz v. United States*, 389 U.S. 347, 361 (1967)). Even in the expressly protected location of a house, which receives

heightened protection under the Fourth Amendment, a search within the meaning of the Constitution does not occur unless "the individual manifested a subjective expectation of privacy in the object of the challenged search," and society is "willing to recognize that expectation as reasonable." *Id.* (citing *California v. Ciraolo*, 47 U.S. 207, 211 (1986)).

Plaintiff contends that the remote room scans at issue are Fourth Amendment searches because students have a subjective expectation of privacy in their houses, and especially in their bedrooms, and society recognizes that expectation as reasonable. (ECF No. 33, PageID #499.) In response, Defendant maintains that Plaintiff's subjective expectation of privacy was not objectively reasonable. (ECF No. 34, PageID #512.) Defendant points to evidence showing that room scans are "standard industry wide practice" and that students frequently acquiesce in their use. (ECF No. 34, PageID #512–14.)

Although the record shows that no student, other than Mr. Ogletree, ever objected to the scans (ECF No. 24-1, PageID #213), the facts also implicate the core places where society, to the extent it can agree on much these days, recognizes reasonable and legitimate privacy interests—namely, the home. Though schools may routinely employ remote technology to peer into houses without objection from some, most, or nearly all students, it does not follow that others might not object to the virtual intrusion into their homes or that the routine use of a practice such as room scans does not violate a privacy interest that society recognizes as reasonable, both factually and legally. Therefore, the Court determines that Mr. Ogletree's subjective

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expectation of privacy at issue is one that society views as reasonable and that lies at the core of the Fourth Amendment's protections against governmental intrusion.

To support the argument that the expectation of privacy Plaintiff claims is objectively unreasonable, Defendant relies on several cases. First, Defendant argues that the room scans are not searches because they are routine. For this proposition, Defendant cites *California v. Ciraolo*, 476 U.S. 207, 215 (1986), in which the Supreme Court held that it was unreasonable to expect that marijuana plants were constitutionally protected from being observed from an altitude of 1,000 feet "in an age where private and commercial flight in the public airways is routine." *See also Florida v. Riley*, 488 U.S. 445, 449–50 (1989) (same). In *Ciraolo* and *Riley*, due to modern flight technology and its routine use, the marijuana plants were openly observable. These cases build on the traditional notion that governmental officials, lawfully in a public place, do not conduct unlawful searches simply by observing things in plain view. But the room scans peer behind walls and make visible places outside the ambit of cases such as *Ciraolo* and *Riley*. Rooms scans go where people otherwise would not, at least not without a warrant or an invitation.

Nor does it follow that room scans are not searches because the technology is "in general public use." Defendant cites *Kyllo*, 533 U.S. at 34–40, in which the Supreme Court held that law enforcement's use of thermal imaging technology not "in general public use" to explore the interior of the home constituted a Fourth Amendment search. But the Supreme Court did not hold the inverse—that the use of a technology "in general public use" could not be a Fourth Amendment search. To

the contrary, *Katz* held, as relevant here, that the procedural antecedents to a search

that the Constitution requires apply even where new technologies make accessible

places and information not otherwise obtainable without a physical intrusion. 389

U.S. at 359. While cameras might be generally available and now commonly used,

members of the public cannot use them to see into an office, house, or other place not

publicly visible without the owner's consent.

Finally, Defendant cites *City of Ontario, California v. Quon*, 560 U.S. 746

(2010), in which the Supreme Court considered the privacy expectations of

governmental employees in communications made on electronic equipment that the

employer owns.   There, the Court observed that rapid changes related to

communications were evident in both the technology and "what society accepts as

proper behavior" and noted that the "operational realities of the workplace" might

bear on the reasonableness of employees' expectation of privacy. *Id.* at 756–59. But

Quon arose within the particular context of the employment relationship. Although

the truism that technological change affects the degree of privacy that society accepts

as reasonable has broader application, *Quon* and the cases that followed it have not

extended this principle beyond the employment context. Any decision to do so

properly lies with another court, particularly if doing so pares back constitutional

protections across different areas of the law.

Following *Katz*, Fourth Amendment jurisprudence examines an individual's

expectation of privacy in a particular place. The ubiquity of a particular technology

or its applications does not directly bear on that analysis. Here, the room scan

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occurred in Plaintiff's house, in his bedroom, in fact. At the Fourth Amendment's "very core" lies "the right of a man to retreat into his own home and there be free from unreasonable governmental intrusion." *Florida v. Jardines*, 569 U.S. 1, 6 (2013) (citing *Silverman v. United States*, 365 U.S. 505, 511 (1961)). Consistent with established precedent, the Court determines that Plaintiff had an objectively reasonable expectation of privacy in his home—and one that society recognizes as reasonable.

I.B.   Searches Under *Wyman v. James*

Additionally, Defendant contends that the room scans are not "searches" because they are limited in scope, conducted for a regulatory or administrative purpose, and not coerced. (ECF No. 29, PageID #462–66.) In support of the proposition that these attributes remove the room scans from the ambit of the Fourth Amendment, Defendant relies on *Wyman v. James*, 400 U.S. 309 (1971), and its progeny.

In *Wyman*, the Supreme Court considered whether a welfare beneficiary may refuse a home visit by her caseworker without risking the termination of benefits. 400 U.S. at 310. The *Wyman* Court specifically considered the heightened protection the Fourth Amendment affords to the privacy of the home and noted that "one's Fourth Amendment protection subsists apart from his being suspected of criminal behavior." *Id.* at 316 (citing *Camara v. Municipal Ct.*, 387 U.S. 523, 528–30 (1967)). Nonetheless, the Court held that this "protective attitude" in the law was not a factor in the case because the home visit was not a search in the Fourth Amendment sense.

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Id. at 318. Though State law made the visit mandatory for continuing benefits and the visit served both rehabilitative and investigative purposes, the Court concluded that the visit could not be equated with a search in the traditional criminal law context. *Id.* Indeed, the visit was not forced or compelled, the beneficiary's denial of permission was not a criminal act, and if the beneficiary did not consent then the visitation did not occur and the aid "merely cease[d]." *Id.*

The other cases Defendant cites stem from *Wyman*. In *S.L. v. Whitburn*, 67 F.3d 1299, 1307 (7th Cir. 1995), and *Sanchez v. City of San Diego*, 464 F.3d 916, 920–23 (9th Cir. 2006), the Seventh and Ninth Circuits noted that they were bound by *Wyman* and held that home visits made pursuant to the administration of welfare benefits were not searches under the Fourth Amendment. *See also Schmid v. City of Sonoma*, No. 19-cv-00883, 2021 WL 1118077, at *4 (N.D. Cal. Mar. 24, 2021) (upholding denial of an exemption for refusal to consent to a permit-related inspection on the grounds that the inspections were not Fourth Amendment searches under *Wyman*). Similarly, in *Marcavage v. Borough of Lansdowne, Pennsylvania*, 493 F. App'x 301 (3d Cir. 2012), the court upheld an ordinance authorizing denial of a rental license if the property owner refused to consent to an inspection. The Third Circuit reasoned that the ordinance "requires a limited search by the city official for the specific purpose of receiving a benefit under the law," which is constitutional under *Wyman*. *Id.* at 306.

Based on *Wyman*'s differentiation between investigations and Fourth Amendment searches, Defendant advances several reasons why its room scans of

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students' homes are not searches. First, Defendant conducted the scan for the regulatory purpose of protecting exam integrity, not for any purpose related to criminality. (ECF No. 29, PageID #463.) Second, the scan was not coerced because Plaintiff was free to object to the scan or refuse to perform it. (*Id.*) A student who refused to conduct the exam could still take the test, and even if failure to conduct the scan resulted in not getting credit for the exam, that consequence is less severe than the loss of welfare benefits in *Wyman*. (*Id.*, PageID #464–65.) Third, the scan was limited in scope because it was brief, only revealed items in plain view, and the student controlled the inspection to the extent that the student chose where in the house to take the exam and where in the room to direct the camera during the scan. (*Id.*, PageID #463–64.) Defendant argues that the room scan was less intrusive than the home visits in *Wyman* because no State officer physically entered Plaintiff's home, Defendant told Plaintiff of the scan two hours in advance, and Plaintiff could choose the part of the home to be inspected and remove any private matters from plain view. (*Id.*, PageID #464.)

Plaintiff responds that Defendant overreads *Wyman*. (ECF No. 33, PageID #500.) Plaintiff points to the Sixth Circuit's holding in *Andrews v. Hickman County, Tennessee*, 700 F.3d 845 (6th Cir. 2012). There, the court considered whether social workers who conducted a warrantless home visit in a child abuse investigation were entitled to qualified immunity. The Sixth Circuit noted that the Fourth Amendment's restrictions on unreasonable searches extended to the "activities of civil as well as criminal authorities." *Id.* at 858–59 (citing *New Jersey v. T.L.O.*, 469 U.S. 325, 335

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(1985)). Describing case law from other circuits, the court referenced a case in which the Ninth Circuit declined to exempt social workers investigating allegations of child abuse from the Fourth Amendment by distinguishing *Wyman* as making "receipt of a requested welfare benefit contingent on the grant of entry for a search intended to confirm that the monies were being used in the recipient child's interest, where the entry under the state program was of a limited and consensual nature, and the requirement applied to all recipients." *Id.* at 859 (citing *Calabretta v. Floyd*, 189 F.3d 808, 816 (9th Cir. 1999)). "Given the presumption that state actors are governed by the Fourth Amendment and the sanctity of the home under the Fourth Amendment," the Sixth Circuit held that social workers were governed by the Fourth Amendment's warrant requirement. 700 F.3d at 859.

Plaintiff argues that *Andrews* shows that *Wyman* did not create a Fourth Amendment exception for civil authorities. (ECF No. 33, PageID #501.) Rather, longstanding precedent establishes that the Fourth Amendment applies to searches conducted for noncriminal purposes, especially in the home. (ECF No. 33, PageID #501–02.) Further, Plaintiff maintains that it is well established that the Fourth Amendment applies to all intrusions into a private home, however limited. (*Id.*, PageID #502–03.) Defendant does not dispute that the Fourth Amendment gives heightened protection to the home or that the Fourth Amendment applies in noncriminal matters. (ECF No. 35, PageID #533.) However, Defendant argues that the *Wyman* Court considered both of those points and, nonetheless, determined that no Fourth Amendment search occurred. (*Id.*)

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Wyman dates to 1971, more than fifty years ago. Since then, society, technology, and Fourth Amendment jurisprudence have changed markedly. In the cases applying *Wyman* on which Defendant relies, courts applied *Wyman* in the context of upholding termination or denial of a benefit following the beneficiary's refusal to consent to an inspection, where refusal triggered no penalties except the termination or denial of benefits. In this respect, the Sixth Circuit's decision in *Andrews,* quoting *Calabretta* from the Ninth Circuit, accurately reads this line of cases as applying to a fairly distinct set of circumstances materially different than those at issue here: making welfare benefits contingent, for all recipients, on a limited and consensual search to confirm expenditure of the funds for the interest of a child. In contrast, unlike *Wyman* and its progeny, this case involves the privilege of college admission and attendance and does not involve a benefit made available to all citizens as of right. Additionally, the record here shows a variable policy—enforced, unevenly, in the discretion of a combination of proctors and professors—of using remote scans that make a student's home visible, including to other students, with uncertain consequences.

Finally, the Court addresses Plaintiff's argument that *New Jersey v. T.L.O.*, 469 U.S. 325 (1985), provides the proper standard for the constitutionality of searches that school officials conduct. (ECF No. 33, PageID #503.) In *T.L.O.*, the Supreme Court held that the Fourth Amendment applies to searches by school officials, with some accommodation to respond to the needs of the educational environment and assess the legality of those searches. *Id.* at 341–42. But *T.L.O.* does not speak to the

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threshold question of when a school official's actions constitute a search within the meaning of the Fourth Amendment. Accordingly, the Court need not address *T.L.O.* on this question.

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For these reasons, the Court concludes that the Fourth Amendment applies to the virtual room scans Cleveland State uses. Holding otherwise, as Defendant argues, raises even more difficult questions about what legal standard, if any, governs the scans and the potential consequences of such a ruling in other areas of life and the law that technology touches.

II.   Fourth Amendment Reasonableness

The Fourth Amendment proscribes only those searches that are unreasonable. Having held that the room scans are searches for purposes of the Fourth Amendment, the Court turns to whether the scans are reasonable. Whether a particular search meets the reasonableness standard "is judged by balancing its intrusion on the individual's Fourth Amendment interests against its promotion of legitimate governmental interests." *Skinner v. Railway Labor Execs.' Ass'n*, 489 U.S. 602, 619 (1989) (quoting *Delaware v. Prouse*, 440 U.S. 648, 654 (1979)). Although the Fourth Amendment mandates that no warrant may issue except on a showing of probable cause, that requirement is not absolute. A warrant is not required in every case. *National Treasury Emps. Union v. Von Raab*, 489 U.S. 656, 665 (1989). As the text of the Fourth Amendment makes clear, the Constitution protects against *unreasonable* searches and seizures, making reasonableness the ultimate touchstone

<p align="center">17</p>

of the analysis—at least in a case like this one where was no clear practice at the time of enactment. *Vernonia Sch. Dist. 47J v. Acton*, 515 U.S. 646, 652 (1995).

In the context of a criminal investigation, reasonableness generally requires a warrant, which requires probable cause. *Skinner*, 489 U.S. at 619–20; *Von Raab*, 489 U.S. at 665. However, probable cause is not required in every circumstance. *See, e.g.*, *Von Raab*, 489 U.S. at 665. Plaintiff asserts that *T.L.O.* supplies the applicable standard for determining reasonableness. (ECF No. 30, PageID #484–94.) But *T.L.O.* provides the test for determining the constitutionality of a search by a public-school official based on the official's suspicion that a student broke the law or a school rule. *See T.L.O.*, 469 U.S. at 345–47. The room scans at issue are not based on suspicion of any particular student. But individualized suspicion is not always required either. *Skinner*, 489 U.S. at 618–24. Accordingly, Plaintiff's reliance on *T.L.O.* is misplaced.

Although the Fourth Amendment generally prohibits suspicionless searches, an exception exists in certain circumstances where the government has "special needs, beyond the normal need for law enforcement." *Griffin v. Wisconsin*, 483 U.S. 868, 873 (1987) (quoting *T.L.O.*, 469 U.S. at 351). Where a governmental intrusion serves "special needs," courts must balance the individual's privacy expectations against the State's interests to assess a search's reasonableness and the practicality of the warrant and probable-cause requirements in the particular context. *Skinner*, 489 U.S. at 619–20. "A search unsupported by probable cause can be constitutional . . . 'when special needs, beyond the normal need for law enforcement, make the

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warrant and probable-cause requirement impracticable.'" *Vernonia Sch. Dist. 47J,* 515 U.S. at 653 (quoting *Griffin,* 483 U.S. at 873). To determine whether the special needs exception applies, courts consider: (1) the nature of the privacy interest affected; (2) the character of the intrusion; (3) the nature and immediacy of the government concern; and (4) the efficacy of this means of addressing the concern. *Id.* at 654–64. On the facts and circumstances presented, the Court determines that the special-needs analysis provides the appropriate framework for analyzing the search at issue.

II.A. Nature of the Privacy Interest Affected

As to the nature of Mr. Ogletree's privacy interest at stake, it is well-settled that the home lies at the core of the Fourth Amendment's protections, as noted above. Though the intrusion in this case was not physical, the same principles protecting the sanctity of the home apply to a visual intrusion conducted through remote technology. *See Kyllo,* 533 U.S. at 34 (analyzing thermal imaging of a home under Fourth Amendment principles).

In arguing that the room scan is less intrusive on Plaintiff's privacy interest than other searches found reasonable, Defendant relies in part on *Board of Education of Independent School District No. 92 of Pottawatomie County v. Earls,* 536 U.S. 822 (2002) (upholding suspicionless drug testing). (ECF No. 29, PageID #468.) However, the *Earls* Court relied on a line of cases arising within the context of public elementary and secondary schools, noting that "Fourth Amendment rights . . . are different in public schools than elsewhere; the 'reasonableness' inquiry cannot disregard the schools' custodial and tutelary responsibility for children." *Id.* at

829–30 (citing *Vernonia Sch. Dist. 47J*, 515 U.S. at 656). In this context, reasonableness under the Fourth Amendment is informed by the status of students as "unemancipated minors" who "have been committed to the temporary custody of the State as schoolmaster." *Id.* at 654. In short, under this line of cases, minor students subject to compulsory school attendance have a lesser privacy interest.

In contrast, Mr. Ogletree was an adult at the time of the search at issue and enrolled at Cleveland State by choice. Although this setting might affect the nature of the privacy interest at stake to some degree, it is difficult to see how enrollment in a higher educational institution would limit the core protections of the home under the Fourth Amendment on the facts and circumstances of this case.

II.B. Character of the Intrusion

On the record presented, this analysis encompasses several considerations. First, by enrolling in classes at Cleveland State, Mr. Ogletree necessarily traded away some privacy for the privilege and for other goods, such as the opportunity to earn educational credentials or to interact with other students or faculty. Of course, he retained his constitutional rights. *See Tinker v. Des Moines Indep. Cmty. Sch. Dist.*, 393 U.S. 503, 506 (1969). In normal times, a student might be able to choose another college or among classes with different options for tests and assessments. A student who valued privacy more might opt for courses with in-person tests, while another who prefers convenience might tolerate an intrusion of the sort at issue here. Cleveland State's policies and practices make such choices and tradeoffs opaque, at best. Faculty members have discretion on how to implement remote testing.

Moreover, because of the pandemic, such choices were not available. The record establishes that Mr. Ogletree did not have the option of attending in-person classes at the time of the room scan. In other words, enrollment in online courses was Plaintiff's only option to continue to pursue his education at Cleveland State. Moreover, in Mr. Ogletree's case, the professor changed the policy shortly after the start of the course. As a result, Plaintiff reasonably believed he would not be subject to a room scan until approximately two hours before the time of his test.

But the room scan at issue was minimally intrusive. It is undisputed that the scan occurred over an exceedingly short period of time, and Plaintiff had discretion over where to direct the camera in his room, as well as some warning to take steps to protect his privacy and ensure that the confidential materials he had were not readily in view. On the other hand, other students can see the room scans. Further, the "Fourth Amendment's protection of the home has never been tied to measurement of the quality or quantity of information obtained." *Kyllo*, 533 U.S. at 35. Although the intrusion at issue might not strike a person as especially problematic, particularly in the nascent Zoom era, the core protection afforded to the home, the lack of options, inconsistency in application of the policy, and short notice of the scan weigh in Plaintiff's favor. "It may be that it is the obnoxious thing in its mildest and least repulsive form; but illegitimate and unconstitutional practices get their first footing in that way, namely, by silent approaches and slight deviations from legal modes of procedure." *Silverman*, 365 U.S. at 512 (quoting *Boyd v. United States*, 116 U.S. 616, 635 (1886)).

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II.C. Governmental Interests

Defendant argues that the room scams facilitate proctoring of tests and ensure academic fairness and integrity. ([ECF No. 29](#), PageID #467.) These practices help detect other people or unauthorized study aids present in the room which might improperly assist the examinee and deter examinees from availing themselves of these and other forms of unauthorized assistance. (*Id.*, PageID #460; [ECF No. 34](#), PageID #518.) On this point, Plaintiff acknowledges that Defendant has a legitimate purpose in preserving the integrity of its tests. ([ECF No. 30](#), PageID #490; [ECF No. 36](#), PageID #545.) These considerations weigh in favor of Defendant.

II.D. Efficacy of Means

Plaintiff argues that room scans are not necessary to preserve test integrity. ([ECF No. 30](#), PageID #490.) Plaintiff points to other procedural safeguards at Defendant's disposal to guard against cheating and ensure academic integrity. Specifically, these safeguards include employing proctors to monitor for suspicious movement or using proctoring programs that perform functions like preventing students from accessing the internet or other programs during the test, recording students during tests, and using artificial intelligence to detect suspicious movement or plagiarism. (*Id.*, PageID #491–92.)

Further, Plaintiff argues that room scans have minimal value for preserving test integrity because there are numerous ways students could cheat that they would not catch. (*Id.*, PageID #492.) For instance, students could access their cell phones or notes in another room, since Defendant does not require students to remain on camera for the duration of the test. (*Id.*, PageID #493.) Also, Plaintiff notes that

Defendant does not require a room scan; rather, the decision is left to individual faculty in their discretion—a policy that acknowledges that such means are not strictly necessary, but one available option among many. (*Id.*, PageID #490–91.)

Defendant counters that Plaintiff's proposed alternatives would not fulfill the detection and deterrent functions that room scans do. (ECF No. 34, PageID #519.) Regarding proctoring programs, Defendant argues that they are not effective at achieving these purposes and that sometimes they are inappropriate for students with disabilities. (*Id.*; *see* ECF No. 34-1, PageID #523–24.)

Though reasonableness under the Fourth Amendment does not require employing the least intrusive means, *Earls*, 536 U.S. at 837, the efficacy of the means Defendant has chosen to advance its purpose is a factor in determining reasonableness. Without question, other procedural safeguards would advance the same purposes—indeed, Cleveland State employs some of them. Also, pedagogical alternatives to tests for assessing students, for instance, a final project or paper, might minimize or eliminate the need for remote scans. Plaintiff points to several ways in which students may cheat regardless of the use of room scans. Besides pointing to the potential deterrent effect, Defendant does not offer much argument or evidence to support the efficacy of room scans. Perhaps experience with room scans is too recent or not extensive enough to offer much in this regard. Whatever the case, a record of sporadic and discretionary use of room scans does not permit a finding that rooms scans are truly, and uniquely, effective at preserving test integrity. Accordingly, this factor weighs in Plaintiff's favor too.

*   *   *

Based on consideration of these factors, individually and collectively, the Court concludes that Mr. Ogletree's privacy interest in his home outweighs Cleveland State's interests in scanning his room. Accordingly, the Court determines that Cleveland State's practice of conducting room scans is unreasonable under the Fourth Amendment.

CONCLUSION

For the foregoing reasons, the Court **DENIES** Defendant's motion for summary judgment and **GRANTS** Plaintiff's motion. The Court **DIRECTS** counsel to confer on the appropriate next steps, including on the propriety of entering a declaratory judgment or injunction and the proper scope for either, and to submit a short joint status report no later than September 12, 2022.

SO ORDERED.

Dated: August 22, 2022

J. Philip Calabrese
United States District Judge
Northern District of Ohio

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2022 Fall Plenary Session Resolutions

For Discussion
Thursday, November 3, 2022

Resolutions Committee
Michelle Velasquez Bean, ASCCC Resolutions Chair
Juan Arzola, ASCCC Resolutions Second Chair
Kim Dozier, College of the Desert, Area D
Peter Fulks, Cerro Coso College, Area A
Mark Edward Osea, Mendocino College, Area B
Michael Stewart, Calbright College, Area A

PLENARY RESOLUTIONS PROCESS

In order to ensure that deliberations are organized, effective, and meaningful, the Academic Senate for California Community Colleges 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, reword, append, or render moot these resolutions as necessary.
- Resolutions and amendments must be submitted to the Resolutions Committee using the online form before the posted deadlines each day.
- New resolutions submitted on the second day of the plenary session are held to the next session unless the resolution is declared urgent by the Executive Committee.
- The resolutions are debated and voted upon in the general sessions on the last day of the plenary session by the delegates.
- All resources and 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 (found in *Local Senates Handbook*)
- Resolution Procedures (Part II in *Resolutions Handbook*)
- Resolution Writing and General Advice (Part III in *Resolutions Handbook*)

CONSENT CALENDAR

Resolutions may be placed on the Consent Calendar by the Resolutions Committee for any of the following criteria: 1) believed noncontroversial, 2) do not potentially reverse a previous position of the Academic Senate, 3) do not compete with another proposed plenary session resolution. Resolutions and any subsequent clarifying amendments that meet these criteria have been included on the Consent Calendar. If an amendment is submitted that proposes to substantially change a resolution on the Consent Calendar, that resolution will be removed from 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. Reasons for removing a resolution from the Consent Calendar may include moving of a substantial amendment, a desire to debate the resolution, a desire to divide the motion, a desire to vote against the resolution, or even a desire to move for the adoption by the body by acclamation.

The following legend has been used to identify consent calendar items, new resolutions, and new amendments:

- Consent Calendar resolutions and amendments are marked with *
- Resolutions and amendments submitted at Area Meetings are marked with +
- Resolutions and amendments submitted during the plenary session are marked with #

*01.02 F22 Development of Noncredit Resources and Inclusion into ASCCC Strategic Planning
*+02.02 F22 Updating the ASCCC Paper Effective Practices in Accreditation
*+03.01 F22 Advancing IDEAA in Guided Pathways
*04.01 F22 General Education in the California Community College System Resources
*+04.02 F22 Proactive Planning and Support for Articulation and Counseling
*07.02 F22 Support Revisions to Lower Division General Education Requirements for California Community
          College Baccalaureate Degrees
*07.04 F22 Establishing an Effective and Sustainable Zero Textbook Cost Program
*+07.08 F22 Establishing Consistent Definitions for Course Resources
*+07.09 F22 Clarify Components of XB12, the Instructional-Material-Cost Section-Level Data Element
*+07.10 F22 Title 5 Regulations Governing Catalog Rights
*+07.11 F22 Determining When Pre-transfer English and Mathematics Meets the Needs of a Defined
          Student Population
*+07.12 F22 Re-evaluating the California Promise Grant Regulations regarding Probation, Dismissal, and
          Denial
*09.01 F22 Removing Barriers to the Adoption of Open Educational Resources
*+13.01 F22 Prioritize Countering the Effects of Learning Disruption with COVID-19 Recovery Block Grant
*+13.02 F22 Updating Codes of Conduct to Support Safe and Welcoming Classrooms and Learning Spaces in
          a Politically Charged Climate
*15.01 F22 Endorsing the Proposed Singular Lower Division General Education Pathway: CalGETC
*+15.02 F22 Options for Transfer Students Enrolled Prior to the Implementation of CalGETC
*+15.03 F22 Local Academic Senate Proposals for Transfer Model Curriculum for Associate Degrees for
          Transfer
*+15.04 F22 Establish an Equitable California State University General Education Breadth (CSU GE-B) Ethnic
          Studies Area F Review Process
*17.02 F22 Textbook Automatic Billing Concerns

*+17.03 F22 Using Zero Textbook Cost Funds to Support an Open Educational Resource/Zero Textbook
Costs Faculty Coordinator

Table of Contents

1.0 Academic Senate

01.01 F22 Adopt the Academic Senate for California Community Colleges Mission, Vision, and Values Statements that Include Anti-Racism[1]

Whereas, The Academic Senate for California Community Colleges (ASCCC) delegates passed Resolution S22 01.02[2] Adding Anti-Racism to the Academic Senate for California Community Colleges' Vision Statement, which directed the ASCCC to "update its vision, mission, and values statements to include anti-racism for consideration by the delegates at the Fall 2022 Plenary session"; and

Whereas, The Academic Senate for California Community Colleges Executive Committee grounds its work in the tenets and principles of inclusion, diversity, equity, anti-racism, and accessibility (IDEAA);

Resolved, That the Academic Senate for California Community Colleges (ASCCC) adopt the ASCCC mission, vision, and values statements that include anti-racism.[3]

Contact: Virginia "Ginni" May, Executive Committee

*01.02 F22 Development of Noncredit Resources and Inclusion into ASCCC Strategic Planning

Whereas, Noncredit instruction serves as an integral part of current and future student success for the 114,000+ noncredit students in the California Community Colleges[4] and is foundational to current inclusion, diversity, equity, antiracism, and accessibility efforts;

Whereas, Resolution S18 7.03[5] asked for noncredit education to be included in statewide initiatives and all local planning and Resolution F20 13.02[6] called for equitable noncredit distance education attendance procedures; and

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[1] Proposed mission, vision, and values statements can be found on the ACCC webpage at https://asccc.org/sites/default/files/2022-10/ASCCC%20Values%20Statement%20Draft.pdf.

[2] Resolution S22 01.02 Adding Anti-Racism to the Academic Senate for California Community Colleges' Vision Statement: https://www.asccc.org/resolutions/adding-anti-racism-academic-senate-california-community-colleges-vision-statement.

[3] Proposed mission, vision, and values statements can be found on the ASCCC webpage at https://asccc.org/sites/default/files/2022-10/ASCCC%20Values%20Statement%20Draft.pdf.

[4] California Community Colleges Chancellor's Office. *Management Information Systems Datamart*. Education Status Summary Report Spring 2022 Noncredit Student Count. Retrieved September 6, 2022, from https://datamart.cccco.edu/Students/Education_Status_Summary.aspx.

[5] Resolution S18 7.03 Including Noncredit in All Student Success Statewide Initiatives: https://asccc.org/resolutions/including-noncredit-all-student-success-statewide-initiatives.

[6] Resolution F20 13.02 Noncredit Distance Education Attendance Collection Procedures for Open-Entry/Exit Courses: https://asccc.org/resolutions/noncredit-distance-education-attendance-collection-procedures-open-entryexit-courses.

Whereas, The Academic Senate for California Community Colleges has supported nine recommendations to the Board of Governors and six recommendations to local academic senates in the paper "Noncredit Instruction: Opportunity and Challenge"[7] updated in 2019, as a call to ensure equitable funding, services, and programming for noncredit student populations;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) support the future of noncredit education through advocacy by including clear strategic outcomes and measurable goals into the ASCCC's strategic plan; and

Resolved, That the Academic Senate for California Community Colleges develop a toolkit or resources to educate and encourage local academic senates to incorporate noncredit education as a component of college program offerings and student support services.

Contact: Leticia Barajas, East Los Angeles College, Noncredit, Pre-transfer, and Continuing Education Committee

+01.03 F22 Honoring Mayra Cruz with Senator Emeritus Status

Whereas, The bylaws of the Academic Senate for California Community Colleges (ASCCC) include procedures and criteria for conferring the status of Senator Emeritus for the purpose of recognizing the meritorious service of a faculty member upon or after retirement, and Mayra Cruz has satisfied those requirements as a faculty member of the California Community Colleges, as her service includes three years on ASCCC Executive Committee, six years as the De Anza Academic Senate President, two years as the Foothill De Anza District Academic Senate President, three years as Career and Technical Education Faculty Liaison, and many years as a member of numerous ASCCC and Foothill De Anza Community College District committees, collectively well exceeding the required five years of significant service to the ASCCC;

Whereas, Mayra Cruz bravely and brilliantly represented the faculty voice leading the way in anti-racism and diversification work in multiple committees and task forces, such as the California Community Colleges Chancellor's Office Diversity, Equity, Inclusion Workgroup, the Equal Employment Opportunity Committee, the Academic Senate for California Community Colleges Equity and Diversity Action Committee, and California Community College Curriculum Committee (5C), in addition to spearheading regional faculty diversification meetings and the writing of many equity-minded *Rostrum* articles and the writing of the ASCCC Anti-racism Education in the California Community Colleges paper and the Equity-Driven Systems: Student Equity and Achievement in the California Community Colleges paper, and, in mentoring and unconditionally giving her love, support, and wisdom to many faculty, students, and staff throughout California and nationally, is considered by many as the ultimate equity elder who leads with cultural humility;

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[7] Noncredit Instruction: Opportunity and Challenge (2019): https://www.asccc.org/sites/default/files/Noncredit_Instruction.pdf.

Whereas, Mayra Cruz has spent over 32 years advancing her academic discipline of early childhood education, in her service on several statewide and local level early childhood education groups and nonprofit organizations, as well as in her seven years as De Anza College Child Development Department Chair;

Whereas, Mayra Cruz was a leader in fostering civic engagement and student agency and voice in the California community colleges in her time as the founding co-director of the Vasconcellos Institute for Democracy in Action (VIDA), formerly known as the Institute for Community and Civic Engagement (ICCE) at De Anza College, and she continues to impact civic and community leadership in the Latinx and Asian American Pacific Islander communities of the Silicon Valley area in her role as faculty for the Asian Pacific American Leadership Institute (APALI) Civic Leadership Program;

Resolved, That the Academic Senate for California Community Colleges recognize Mayra Cruz' extraordinary and distinguished service by awarding her the status of Senator Emeritus with all rights and privileges thereof; and

Resolved, That the Academic Senate for California Community Colleges convey to Mayra Cruz its heartfelt congratulations on her retirement and wish her every happiness and many joyous years of sunny beach time in her beloved Puerto Rico and elsewhere, dancing and enjoying music and time with her family and many friends.

Contact: Karen Chow, Executive Committee, Area B

+01.04 F22 Alternating Area Meeting Days

Whereas, The Academic Senate for California Community Colleges Area A and Area B meetings have been consistently held on a Friday, and the Area C and Area D meetings have been consistently held on a Saturday; and

Whereas, Saturday is often outside of the traditional work week;

Resolved, That the Academic Senate for California Community Colleges, beginning with the spring 2023 term, hold the Area C and Area D meetings on a Friday and hold the Area A and Area B meetings on a Saturday every spring term; and

Resolved, That the Academic Senate for California Community Colleges, beginning with the fall 2023 term, hold the Area C and Area D meetings on a Saturday and hold the Area A and Area B meetings on a Friday every fall term.

Contact: Pablo Marin, Miramar College, Area D

+01.05 F22 Recognition of Caucus Appointed Delegates

Whereas, The Academic Senate for California Community Colleges serves as "the official voice of California community college faculty in academic and professional matters" and part of its mission is "to include diverse faculty, perspectives, and experiences that represent our student populations";

Whereas, The Academic Senate for California Community Colleges caucuses were established to "form a collective voice on issues of common concern that caucus members feel are of vital importance to faculty and the success of students as they relate to academic and professional matters";

Whereas, The Academic Senate for California Community Colleges' resolutions process provides a formal use of resolutions to identify and record the will of academic senates of the California community colleges and are presented and voted upon by delegates representing their colleges, which gives faculty the opportunity to make the most direct and significant impact on statewide-level issues; and

Whereas, Extending voting rights to the Academic Senate for California Community Colleges caucuses will lead to stronger participation and input from faculty representing diverse experiences and perspectives;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) amend its bylaws to allow for ASCCC caucuses to appoint a delegate with full voting privileges at the fall and spring plenary sessions; and

Resolved, That the Academic Senate for California Community Colleges (ASCCC) work with the ASCCC caucuses, who will identify their delegate by writing a letter of support signed by active caucus members and documenting this support in the caucus meeting minutes.

Contact: Bethany Tasaka, San Bernardino Valley College, Area D

2.0 Accreditation

02.01 F22 Advocating for the Retention of a Library and Learning Resources and Support Services Substandard to the Accrediting Commission for Community and Junior Colleges 2024 Revised Accreditation Standards

Whereas, The Accrediting Commission for Community and Junior College's (ACCJC) Accreditation Standards are meant to guide institutions in the process of continual assessment and improvement of all programs and services;

Whereas, In the 2024 Draft Accreditation Standards (as of August 30, 2022),[8] a specific substandard relating to Library and Learning Support Services has not been included;

Whereas, The Academic Senate for California Community Colleges passed Resolution F13 02.05[9] in support of retaining the "Library and Learning Support Services" substandard in the Accrediting Commission for Community and Junior Colleges 2014 Accreditation Standards; and

Whereas, Minimum standards for support of library resources and services are critical to meeting student learning needs and an integral part of a high-quality education;

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[8] ACCJC 2024 Draft Accreditation Standards located at https://accjc.org/wp-content/uploads/Draft-Standards-Fall2022.pdf.

[9] Resolution F13 02.05 Responding to Draft ACCJC Accreditation Standards as They Relate to Libraries and Learning Support Services: https://www.asccc.org/resolutions/responding-draft-accjc-accreditation-standards-they-relate-libraries-and-learning.

Resolved, That the Academic Senate for California Community Colleges advocate for the inclusion of a substandard on "Library and Learning Support Services" in the Accrediting Commission for Community and Junior Colleges' 2024 Accreditation Standards (as of August 30, 2022).

Contact: Nghiem Thai, Merritt College, Accreditation Committee

*+02.02 F22 Updating the ASCCC Paper Effective Practices in Accreditation

Whereas, The Accrediting Commission for Community and Junior Colleges is conducting review of the Draft 2024 Accreditation Standards[10] and soliciting feedback from the field;

Whereas, Significant changes in the Accrediting Commission for Community and Junior Colleges administration, policies, and procedures have occurred since the adoption of the 2014 Accreditation Standards[11];

Whereas, The Academic Senate for California Community Colleges adopted the paper "Effective Practices in Accreditation: A Guide for Faculty"[12] through Resolution F15 02.01; and

Whereas, Faculty need continued guidance on effective practices for accreditation compliance in light of the aforementioned changes;

Resolved, That the Academic Senate for California Community Colleges revise the paper "Effective Practices in Accreditation: A Guide for Faculty"[13] and disseminate the revised paper upon its adoption in fall 2025.

Contact: Nghiem Thai, Merritt College, Area B

3.0 Diversity and Equity

*+03.01 F22 Advancing IDEAA in Guided Pathways

Whereas, Funds have been allocated from the California Community College Chancellor's Office to California community colleges for Guided Pathways implementation;

Whereas, The California Community College Guided Pathways work seeks to advance equity, transform institutions, redefine readiness, and redesign supports to remove barriers and holistically support students' attainment of skills, credentials, and socioeconomic mobility[14]; and

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[10] The Draft 2024 Accreditation Standards can be found at https://accjc.org/wp-content/uploads/Draft-Standards-Fall2022.pdf.

[11] The 2014 Accreditation Standards can be found at https://accjc.org/wp-content/uploads/Accreditation-Standards_-Adopted-June-2014.pdf.

[12] "Effective Practices in Accreditation: A Guide for Faculty" can be found at https://www.asccc.org/sites/default/files/ASCCC%20Accreditation%20Paper%20Final.pdf.

[13] Ibid.

[14] More information on Guided Pathways can be found at https://www.cccco.edu/College-Professionals/Guided-Pathways.

Whereas, A focus on helping "all" students succeed may result in minoritized student communities (African American, LatinX, Pacific Islanders, Southeast Asians, Native Americans) experiencing equity gaps not being a main focus of local Guided Pathways efforts, and California Community College Guided Pathways has featured presentations and information about Guided Pathways community college work outside of California, and has yet to feature Guided Pathways work in or from the California community colleges that centers advancing equity and/or removing barriers or improving support for minoritized students experiencing equity gaps;

Resolved, That Academic Senate for California Community Colleges encourages local academic senates to ensure that their campus' Guided Pathways work maintains the commitment to advance equity and removing barriers for minoritized students and address these student populations' academic and non-academic needs holistically;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to ensure that Guided Pathways professional learning robustly supports faculty to implement pedagogical practices that are Inclusion, Diversity, Equity, Anti-racism, Accessibility (IDEAA) centered; and

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to identify and present California Community College Guided Pathways implementations specifically addressing the California Community Colleges Chancellor's Office Updated Vision For Success systemwide goals[15] at upcoming systemwide webinars, convenings, and events.

Contact: Adrean Askerneese, MiraCosta College, Area D

4.0 Articulation and Transfer

*04.01 F22 General Education in the California Community College System Resources

Whereas, There are multiple general education patterns established to meet requirements for California community college students who are seeking to earn an associate degree, baccalaureate degree, or transfer eligibility;

Whereas, Policies and practices regarding general education align directly with the 10+1[16] areas of the Academic Senate for California Community Colleges, including curriculum, degree and certificate requirements, standards or policies regarding student preparation and success, and require collegial consultation with local academic senates;

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[15] "Update To the Vision For Success: Reaffirming Equity In A Time of Recovery" Systemwide Goal #5 is "Reduce equity gaps by 40% across all [Vision For Success goal] measures by 2022, and fully close those gaps by 2027." Source can be found at https://www.cccco.edu/-/media/CCCCO-Website/Reports/vision-for-success-update-2021-a11y.pdf (see p. 6).

[16] 10+1 list and title 5 reference can be found on the ASCCC website at https://www.asccc.org/10_1.

Whereas, Legislation, including AB 1460 (Weber, 2020)[17] and AB 928 (Berman, 2021),[18] the expansion of the California community college baccalaureate programs AB 927 (Medina, 2021),[19] the new proposed California Intersegmental General Education Transfer Curriculum (CalGETC),[20] and the new California community colleges ethnic studies graduation requirement[21] will require colleges to re-examine local general education policies and practices; and

Whereas, Local academic senate leaders and other practitioners look to the Academic Senate for California Community Colleges' publications to support local decisions and discussions on academic and professional matters, resources need to be up to date to reflect the current status of general education;

Resolved, That the Academic Senate for California Community Colleges develop resources such as a paper or guidebook on General Education in the California Community College System by the 2024 Spring Plenary Session.

Contact: Ty Simpson, San Bernardino Valley College, Transfer, Articulation, and Student Services Committee

*+04.02 F22 Proactive Planning and Support for Articulation and Counseling

Whereas, Recent legislative actions including AB 1460 (Weber, 2020),[22] AB 928 (Berman, 2021),[23] and AB 1111 (Berman, 2021)[24] have changed the landscape of general education, transfer, and articulation in California higher education;

Whereas, Articulation officers and counselors play an integral role in supporting transfer policies and practices as well as communicating locally, regionally, and intersegmentally to support students and faculty through these changes; and

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[17] AB 1460 (Weber, 2020): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB1460.

[18] AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928.

[19] AB 927 (Medina, 2021): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB927.

[20] Proposed CalGETC Pathway located on the ASCCC website at https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png.

[21] Proposed Revisions to California Code of Regulations, title 5, §55063. Minimum Requirements for the Associate Degree (Ethnic Studies Requirement) can be found on the California Community Colleges Chancellor's Office website on the Board of Governors Meeting Schedule, Minutes and Agendas page under the July 12–13, 2021 tab, agenda item 4.3 attachment located at
https://go.boarddocs.com/ca/cccchan/Board.nsf/files/C44RX3700FBB/$file/revisions-to-title-5-55063-a11y.pdf.

[22] AB 1460 (Weber, 2020): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB1460.

[23] AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928.

[24] AB 1111 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1111.

Whereas, The introduction of the proposed California General Education Transfer Curriculum (CalGETC),[25] the new Ethnic Studies general education requirements (California State University), the upcoming Ethnic Studies area of the Intersegmental General Education Transfer Curriculum (IGETC),[26] and the introduction of Common Course Numbering will require significant time, effort, and expertise of system articulation officers and counselors;

Resolved, That the Academic Senate for California Community Colleges work with internal and external partners to support regulatory changes and provide professional learning support and guidance for local practitioners, as well as opportunities for intersegmental, regional, and statewide dialogue;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to have proactive planning discussions regarding these changes that include significant involvement of articulation officers and counselors; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to work with local administrators and collective bargaining agents to support additional time and personnel, as needed, to plan for and enact these systemwide transfer and articulation changes.

Contact: Ty Simpson, San Bernardino Valley College, Area D

7.0 Consultation with the Chancellor's Office

07.01 F22 Comprehensive Title 5 Revision to Align Associate Degree General Education with the AB 928-required General Education Pathway

Whereas, The Intersegmental Committee of Academic Senates created and recommended the proposed California General Education Transfer Curriculum (CalGETC)[27] that meets the requirements of AB 928 (Berman, 2021)[28] for a "singular lower division general education pathway that meets the academic requirements necessary for transfer admission to both the California State University and University of California";

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[25] Proposed CalGETC Pathway located on the ASCCC website at https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png.

[26] Standards, Policies & Procedures for Intersegmental General Education Transfer Curriculum Version 2.3 can be found at https://icas-ca.org/wp-content/uploads/2022/06/IGETC_STANDARDS-2.3_02June2022-Final.pdf.

[27] Proposed CalGETC Pathway located on the ASCCC website at https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png.

[28] AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928.

Whereas, The California Community Colleges Curriculum Committee drafted revisions[29] to the language of the California Code of Regulations, title 5, §§ 55060–55064 for the associate degree during the 2021–2022 academic year, yet the specific minimum requirements for general education within an associate degree have not undergone a thorough nor holistic review and update in over 20 years;

Whereas, Recent legislation such as AB 705 (Irwin, 2017),[30] AB 927 (Medina, 2021),[31] AB 928 (Berman, 2021),[32] and AB 1705 (Irwin, 2022),[33] and feedback during the 2022 Academic Senate for California Community Colleges Curriculum Institute make it clear that it is time for a comprehensive review and update of the California community college general education requirements in California Code of Regulations, title 5, §55063, and that alignment with the AB 928 (Berman, 2021) requirement of a "singular lower division general education pathway" will streamline and clarify general education pathways to be more easily understood by students, college staff, and the community; and

Whereas, The Academic Senate for California Community Colleges (ASCCC) drafted a general education pathway[34] for the associate degree in alignment with the proposed California General Education Transfer Curriculum (CalGETC)[35] consistent with the current general education requirements and additional requirements as stated in California Code of Regulations, title 5, §55063, and collected feedback August through September of 2022 via a survey on "Proposing a GE Pattern" that was disseminated broadly through the ASCCC listservs and posted on the ASCCC website home page;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to amend California Code of Regulations, title 5, §55063(c) and §55063(d) with the Proposed General Education Pathway for the Associate Degree[36] so that the requirements align with the "singular lower division general education pathway" resulting from AB 928 (Berman, 2021)[37]; and

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[29] Proposed revisions to California Code of Regulations, title 5, §§55060–55064 may be found on the *California Community Colleges Associate Degree title 5 Comments* survey page in the "Introduction and Contact Page" at https://survey.alchemer.com/s3/6812374/Associate-Degree-title-5-Comments.

[30] AB 705 (Irwin, 2017): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB705.

[31] AB 927 (Medina, 2021): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB927.

[32] AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928.

[33] AB 1705 (Irwin, 2022): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705.

[34] Proposed pathways for CalGETC, associate degree general education pathway, and lower division baccalaureate degree general education pathway located on the ASCCC website at https://asccc.org/sites/default/files/2022-10/General%20Education%20Pathways%20final.pdf.

[35] Proposed CalGETC Pathway located on the ASCCC website at https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png.

[36] Proposed pathways for CalGETC, associate degree general education pathway, and lower division baccalaureate degree general education pathway located on the ASCCC website at https://asccc.org/sites/default/files/2022-10/General%20Education%20Pathways%20final.pdf.

[37] AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928.

Resolved, That the Academic Senate for California Community Colleges (ASCCC) work with the California Community Colleges Chancellor's Office to include any new amendments of California Code of Regulations (CCR), title 5, §§ 55063 along with the proposed amendments to CCR, title 5, §§ 55060–55064 by the California Community Colleges Curriculum Committee[38] and bring to the ASCCC 2023 Spring Plenary Session for consideration by the ASCCC delegates.

Contact: LaTonya Parker, Executive Committee

*07.02 F22 Support Revisions to Lower Division General Education Requirements for California Community College Baccalaureate Degrees

Whereas, Resolution S22 9.03[39] called for the Academic Senate for California Community Colleges to work with the California Community Colleges Chancellor's Office to develop a lower division general education pathway specific to California community college baccalaureate degree programs;

Whereas, Current California community college baccalaureate degree students are required to complete either the Intersegmental General Education Transfer Curriculum (IGETC) (34 units) or CSU General Education Breadth (CSU GE Breadth) (39 units) lower division general education patterns as determined locally,[40] which are both in excess of the 27 lower division (36 total general education units less 9 upper division general education units) general education units required for accreditation by the Accrediting Commission for Community and Junior Colleges[41];

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[38] Proposed revisions to California Code of Regulations, title 5, §§55060–55064 may be found on the *California Community Colleges Associate Degree title 5 Comments* survey page in the "Introduction and Contact Page" at https://survey.alchemer.com/s3/6812374/Associate-Degree-title-5-Comments.

[39] Resolution S22 9.03 Develop Lower Division GE Pathway for CCC Baccalaureate Degree Programs: https://asccc.org/resolutions/develop-lower-division-ge-pathway-ccc-baccalaureate-degree-programs.

[40] *California Community Colleges Baccalaureate Degree Pilot Program Handbook* (2016) found at https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Curriculum/Baccalaureate-Degree-Pilot-Program/Files/CCC16_BA-Degree-Pilot-Program_Final_HiRez.pdf?la=en&hash=AE1555C1CFC4D74370C37EAF77F5C3329A6B12A4.

[41] Accrediting Commission of Community and Junior Colleges. *Informational Webinar: Baccalaureate*. 27 April 2016. page 10. Accessed 30 Sep 2022 at https://asccc.org/sites/default/files/2022-09/ACCJC_Webinar_Baccalaureate_04_27_2016%20%281%29.pdf; *ACCJC Guide to Institutional Self-Evaluation, Improvement, and Peer Review* (August 2022) found at https://accjc.org/wp-content/uploads/Guide-to-Institutional-Self-Evaluation-Improvement-and-Peer-Review.pdf.

Whereas, The baccalaureate degree lower division general education pattern being proposed[42] was vetted in its first form, which was consistent with current associate degree requirements in California Code of Regulations, title 5, §55063(c)(d), plus the additional units required for the lower division general education of baccalaureate degrees, by baccalaureate degree programs (BDP), BDP articulation officers, and attendees at the baccalaureate degree breakout session at the 2022 Curriculum Institute, and then adjusted for alignment with the proposed singular lower division general education pathway required by AB 928 (Berman, 2021)[43] and proposed associate degree revisions; and

Whereas, Delegates are being asked to support a holistic realignment and revision of the general education required by California Code of Regulations, title 5, §55063 to align it with the proposed California General Education Transfer Curriculum (CalGETC) pattern required by AB 928 (Berman, 2021),[44] and students would benefit from alignment of all three lower division general education patterns;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to incorporate the proposed lower division general education pattern for California community college baccalaureate degrees[45] into the Baccalaureate Degree Handbook and, as appropriate, into California Code of Regulations, title 5.

Contact: Cheryl Aschenbach, Executive Committee

07.03 F22 Model the Common Course Numbering System and Processes after C-ID

Whereas, The governor of California approved AB 1111 (Berman, 2021)[46] Common Course Numbering on October 6, 2021, requiring the California Community College system to "adopt a common course numbering system for all general education requirement courses and transfer pathway courses";

Whereas, The legislature declared in AB 1111 (Berman, 2021)[47] that "C-ID provides a mechanism to identify comparable courses and is a critical step to developing a student-facing common course numbering system";

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[42] Proposed pathways for CalGETC, associate degree general education pathway, and lower division baccalaureate degree general education pathway located on the ASCCC website at https://asccc.org/sites/default/files/2022-10/General%20Education%20Pathways%20final.pdf.

[43] AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928.

[44] Ibid.

[45] Proposed pathways for CalGETC, associate degree general education pathway, and lower division baccalaureate degree general education pathway located on the ASCCC website at https://asccc.org/sites/default/files/2022-10/General%20Education%20Pathways%20final.pdf.

[46] AB 1111 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1111.

[47] Ibid.

Whereas, The Academic Senate for California Community Colleges (ASCCC) collected feedback from faculty statewide via a survey on the ASCCC website homepage[48] as requested during the ASCCC 2022 Curriculum Institute ranging from support to concern about the details; and

Whereas, Previous iterations of common course numbering in California have demonstrated that faculty participation and support are integral to the success and implementation of a common course numbering system as demonstrated by the Academic Senate for California Community Colleges' established and functioning C-ID Course Identification Numbering System[49] that primarily leverages faculty to drive curricular changes;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chief Instructional Officers and the California Community Colleges Chancellor's Office to establish a common course numbering system as required by AB 1111 (Berman, 2021)[50] and to establish processes that are modeled after the established and functioning C-ID Course Identification Numbering System.[51]

Contact: Eric Wada, Executive Committee

*07.04 F22 Establishing an Effective and Sustainable Zero Textbook Cost Program

Whereas, California Education Code §78052[52] states that community colleges must "[d]evelop degrees with consideration for sustainability after grant funding is exhausted, including how content is updated and presented," suggesting that the California Community Colleges Chancellor's Office should discourage colleges from employing unsustainable mechanisms to establish degrees such as buying textbooks for students or implementing automatic billing or inclusive access that may cause financial and psychological trauma to students;

Whereas, The Academic Senate for California Community Colleges recognizes that open educational resources (OER) are "the preferred and most sustainable mechanism for eliminating course costs"[53] and that it should "work 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 Zero Textbook Cost (ZTC) resources will remain current and relevant beyond the 2027-reporting deadline established in California Education Code §78052,"[54] thereby showing the faculty commitment to ZTC and OER sustainability; and

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[48] "Submit Input on Common Course Numbering Implementation" form located at https://asccc.org/content/submit-input-common-course-numbering-implementation.

[49] *C-ID/TMC/AD-T Handbook* located on the ASCCC website at https://asccc.org/sites/default/files/2022-10/C-ID%20TMC%20ADT%20Handbook%20F2022%20%281%29.pdf.

[50] AB 1111 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1111.

[51] *C-ID/TMC/AD-T Handbook* located on the ASCCC website at https://asccc.org/sites/default/files/2022-10/C-ID%20TMC%20ADT%20Handbook%20F2022%20%281%29.pdf.

[52] California Education Code §78052: https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=78052.

[53] Resolution F21 03.05 Zero Means Zero Textbook Cost: https://www.asccc.org/resolutions/zero-means-zero-textbook-cost.

[54] Resolution S22 07.02 Ensure the Sustainability of the Zero-Textbook-Cost Degree Program: https://www.asccc.org/resolutions/ensure-sustainability-zero-textbook-cost-degree-program.

Whereas, The California Community Colleges Chancellor's Office must follow California Education Code §78052 in implementing the Zero Textbook Cost Program, but the law does not prohibit or discourage consultation or partnership with the Academic Senate for California Community Colleges in designing and implementing the program;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) urge the California Community Colleges Chancellor's Office to consult and partner with ASCCC in designing and implementing California Education Code §78052[55] to ensure the practicality, feasibility, and viability of the Zero Textbook Cost Program.

Contact: Julie Bruno, Open Educational Resources Initiative

+07.05 F22 Incorporating Inclusion, Diversity, Equity, Anti-racism, and Accessibility (IDEAA) Principles Explicitly into Title 5, §53200

Whereas, It is stated in California Education Code §70902(b)(7) that "the governing board of each district shall establish procedures to ensure faculty, staff, and students the opportunity to express their opinions at the campus level, and to ensure that these opinions are given every reasonable consideration, and the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards"[56];

Whereas, There is no explicit mention of or focus on inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) principles, referred to as diversity, equity, inclusion, and accessibility (DEIA) by the California Community College Chancellor's Office and Board of Governors, in California Code of Regulations, title 5, §53200,[57] outlining faculty authority in 10+1 academic and professional matters;

Whereas, The California Community Colleges Chancellor's Office Call to Action[58] and the Center for Urban Education report, "California Community College Student Equity Plan Review: A Focus on Racial Equity,"[59] both cite the necessity and urgency of examining racism through self-inquiry and in systemic barriers; and

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[55] California Education Code §78052:
https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=78052.
[56] California Education Code §70902(b)(7):
https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=43.&chapter&article.
[57] California Code of Regulations, title 5, §53200. Definitions.
https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default).
[58] California Community Colleges Chancellor's Office Call to Action can be found at https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/dear-california-community-colleges-famil.
[59] "California Community College Student Equity Plan Review: A Focus on Racial Equity" can be found at https://static1.squarespace.com/static/5eb5c03682a92c5f96da4fc8/t/600f48b93e23721b6ca72efa/161161439701 4/CCC+Equity+Plan+Review_A+Focus+on+Racial+Equity.pdf%5B47%5D.pdf.

Whereas, The purview of local academic senates is to provide recommendations with respect to 10+1 academic and professional matters outlined in California Code of Regulations, title 5, §53200[60] regulations and the systemic institutionalization of inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) is critical to faculty expertise;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to revise California Code of Regulations, title 5, §53200 titled "Definitions," where the local academic senate and its purview are defined, to explicitly include inclusion, diversity, equity, anti-Racism, and accessibility (IDEAA) in each of the 10+1 academic and professional matters, or as an eleventh item to the current ten academic and professional matters, totaling 11+1;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to facilitate a diverse taskforce, formed using anti-racist, inclusive, and transparent methods to determine the specific language to revise California Code of Regulations, title 5, §53200[61]; and

Resolved, That the Academic Senate for California Community Colleges work to include guidance and multiple examples in future publications, webinars, and other resources of how local academic senates can infuse cultural responsiveness, equity-mindedness,

Contact: Mitra Sapienza, City College of San Francisco, Area B

+07.06 F22 Action Plan for Increasing Library Staffing in Accordance with Title 5

Whereas, Instructional support faculty are not hired at an appropriate level and the student to non-instructional faculty ratio (based on the type of position) varies greatly and are generally not in line with the Academic Senate for California Community Colleges recommendations and California Code of Regulations, title 5 language[62];

Whereas, California community college libraries are not staffed in accordance with California Code of Regulations, title 5, §58724,[63] which sets forth the minimum staffing levels for certificated and classified staffing in libraries and media centers, and libraries are required to have a certificated librarian on staff during all hours the library is open; and

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[60] California Code of Regulations, title 5, §53200. Definitions.
https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&origin ationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default).
[61] Ibid.
[62] See ASCCC paper titled "The Role of the Library Faculty in the California Community College, p. 20 found at https://asccc.org/sites/default/files/Role_of_Library_Faculty.pdf.
[63] Code of Regulations, title 5, §58724:
https://govt.westlaw.com/calregs/Document/I6C46F7744C6911EC93A8000D3A7C4BC3?viewType=FullText&origin ationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default).

Whereas, "Librarians are central to education as they provide a safe and inclusive environment for students to bring questions about their courses, explore new ideas, and learn to become information literate in a quickly changing world," [64] and research indicates library resources and instruction are related to improved student success and retention;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to advocate for an action plan to reach district compliance with the library staffing minimum standards set forward in California Code of Regulations, title 5, §58724.[65]

Contact: Teresa Mendes, Clovis Community College, Area A

+07.07 F22 Establish Title 5 Regulations on Counselor to Student Ratios

Whereas, Counseling and instruction are equal partners in the education of community college students, more than at any other level of education[66];

Whereas, The Academic Senate for California Community Colleges Resolution S03 7.01[67] adopted a report stating the counselor to student ratio should be determined by using the number of hours counselors are available to serve the broad needs of the general student population and not solely on MIS (management information system) data, which indicates the number of counseling faculty in the California Community Colleges system but does not distinguish between counseling faculty who provide direct counseling to students and those who are reassigned to other activities (see ASCCC paper "Consultation Council Task Force on Counseling"[68]);

Whereas, Coordination time to implement student support programs and services is essential and equally important to provide students with comprehensive counseling services[69]; and

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[64] See ASCCC paper titled "The Role of the Library Faculty in the California Community Colleges, p. 2 found at https://www.asccc.org/sites/default/files/Role_of_Library_Faculty.pdf.

[65] Code of Regulations, title 5, §58724:
https://govt.westlaw.com/calregs/Document/I6C46F7744C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default).

[66] "National Committee for Appraisal and Development of Junior College Student Personnel Programs" (1965). *Carnegie Report*, found at https://files.eric.ed.gov/fulltext/ED013065.pdf.

[67] Resolution 7.01 S03 Adoption of the Consultation Council Task Force Report on Counseling:
https://www.asccc.org/resolutions/adoption-consultation-council-task-force-report-counseling.

[68] The ASCCC paper "Consultation Council Task Force on Counseling" (Spring 2003), p.14 found at https://www.asccc.org/sites/default/files/publications/ConsultationCouncil_0.pdf.

[69] Ibid, p.8.

Whereas, California Code of Regulations, title 5, §51018[70] articulates the regulations for California community colleges to provide comprehensive counseling services for students, and California Code of Regulations, title 5, §55520[71] defines the components minimally required for student matriculation services provided by counseling faculty, all of which contribute to student success and completion;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) work with the California Community Colleges Chancellor's Office to advocate for the creation of California Code of Regulations, title 5 language that defines the minimum number of counseling faculty required based on the ASCCC's recommended counselor to student ratio (1:370)[72] and support implementation.

Contact: Teresa Mendes, Clovis Community College, Area A

*+07.08 F22 Establishing Consistent Definitions for Course Resources

Whereas, Provisions of the Higher Education Opportunity Act 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" [73];

Whereas, California Education Code §66406.9 requires that California community colleges "clearly highlight, by means that may include a symbol or logo in a conspicuous place on the online campus course schedule, the courses that exclusively use digital course materials that are free of charge to students"[74] and California Education Code §78052 defines zero-textbook-cost degrees as "community college associate degrees or career technical education certificates earned entirely by completing courses that eliminate conventional textbook costs by using alternative instructional materials and methodologies"[75];

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[70] California Code of Regulations, title 5, §55518: https://govt.westlaw.com/calregs/Document/I5F26D4234C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default).
[71] California Code of Regulations, title 5, §55520: https://govt.westlaw.com/calregs/Document/I64F816234C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default).
[72] The ASCCC paper "Consultation Council Task Force on Counseling" (Spring 2003), p.17 found at https://www.asccc.org/sites/default/files/publications/ConsultationCouncil_0.pdf.
[73] Pinhel, R. (2008). *Higher education opportunity act of 2008*. https://www.cga.ct.gov/2008/rpt/2008-R-0470.htm.
[74] California Education Code §66406.9: https://codes.findlaw.com/ca/education-code/edc-sect-66406-9.html.
[75] California Education Code §78052: https://codes.findlaw.com/ca/education-code/edc-sect-78052/.

Whereas, California Code of Regulations, title 5, §59402 states that required instructional materials "means any materials which a student must procure or possess as a condition of registration, enrollment or entry into a class; or any such material which is necessary to achieve the required objectives of a course"[76] establishing "instructional materials" as inclusive of textbooks, supplemental materials, and course supplies required to achieve course objectives but not included in the federal requirement of the costs required to be displayed in an institution's Internet course schedule; and

Whereas, Discussions regarding approaches to minimizing the costs associated with attending college and legislation related to course cost transparency should clearly differentiate between the costs of textbooks and supplemental materials (the focus of the Higher Education Opportunity Act, California Education Code § 66406.9,[77] and California Education Code §78052[78] and course supplies;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to ensure that the phrase "instructional materials" is defined as textbooks, supplemental materials, and course supplies, a more inclusive definition than that employed in the Higher Education Opportunity Act's cost transparency requirements, California Education Code §66406.9[79] no-cost section marking requirement, and the California Education Code §78052[80] definition of zero-textbook-costs.

Contact: Michelle Pilati, Rio Hondo College, Area C

*+07.09 F22 Clarify Components of XB12, the Instructional-Material-Cost Section-Level Data Element

Whereas, The Academic Senate for California Colleges advocated to establish a course section data element that, at a minimum, differentiates between sections requiring the purchase of a textbook or other instructional materials including those requiring purchase of an access code and all instances when a printed resource is required and not provided, those sections that are zero textbook cost (ZTC) due to the use of no-cost open educational resources, those that are ZTC but the resources have a cost that is not passed on to students, those that use no textbook, and those that are low-cost as defined locally (Resolution S21 11.02)[81];

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[76] California Code of Regulations, title 5, §59402: https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-10-community-college-administration/subchapter-7-instructional-materials/section-59402-definitions.

[77] California Education Code §66406.9: https://codes.findlaw.com/ca/education-code/edc-sect-66406-9.html.

[78] California Education Code §78052: https://codes.findlaw.com/ca/education-code/edc-sect-78052/.

[79] California Education Code §66406.9: https://codes.findlaw.com/ca/education-code/edc-sect-66406-9.html.

[80] California Education Code §78052: https://codes.findlaw.com/ca/education-code/edc-sect-78052/.

[81] Resolution S21 11.02 Advocate for Development of a ZTC Data Element: https://asccc.org/resolutions/advocate-development-ztc-data-element.

Whereas, XB12, Instructional-Material-Cost section level data element, was added to the California Community Colleges Management Information System Data Element Dictionary[82] for implementation in summer 2022;

Whereas, While the XB12 Instructional-Material-Cost data element, as introduced, is aligned with the intent of Resolution S21 11.02,[83] components of it are open to interpretation and important distinctions have not been made, including code A (section has no associated instructional material), which is intended for those sections that have no required instructional materials, code B (section uses only no-cost open educational resources), which inappropriately presumes that the only no-cost resources are open educational resources and that all open educational resources are no cost, and code D (section has low instructional material costs as defined locally) which presumes that there is a common understanding of what it means to establish a low-cost definition locally; and

Whereas, The Academic Senate for California Community Colleges encourages colleges to implement a mechanism for identifying course sections that employ low-cost course materials because efforts to substantially decrease the costs of course materials should be recognized (Resolution F17 13.01[84]) and recognizing the need for an alternative to the legislated zero-cost designation (California Education Code §66406.9[85]), some colleges and districts have implemented a low-cost designation with low-cost being defined as below a locally specified dollar amount;

Resolved, That the Academic Senate for California Community Colleges request that the California Community Colleges Chancellor's Office clarify that XB12 code A is to be used when a course section has no required instructional materials;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to modify the XB12 data element codes to differentiate between those sections that use no-cost open educational resources and those that use other no-cost resources; and

Resolved, That the Academic Senate for California Community Colleges encourage the California Community Colleges Chancellor's Office to clarify that "low instructional materials costs as defined locally" refers to a locally established cost threshold that must not be exceeded.

Contact: Michelle Pilati, Rio Hondo College, Area C

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[82] California Community Colleges Management Information System Data Element Dictionary can be found at https://webdata.cccco.edu/ded/xb/xb12.pdf.

[83] Resolution S21 11.02 Advocate for Development of a ZTC Data Element: https://asccc.org/resolutions/advocate-development-ztc-data-element.

[84] Resolution F17 13.01 Recognition of Course Sections with Low-Cost Course Material Options: https://asccc.org/resolutions/advocate-development-ztc-data-element.

[85] California Education Code §66406.9: https://codes.findlaw.com/ca/education-code/edc-sect-66406-9.html.

*+07.10 F22 Title 5 Regulations Governing Catalog Rights

Whereas, California community college district catalog rights are governed by contract law, as stated in Chancellor's Office Legal Opinion 09-04, which states that "(c)atalog rights are based in contract law and students can enforce the catalog rights only against the original college. . . . [and] colleges are authorized to grant additional rights to students on a permissive basis,"[86] thus permitting the establishment of district-based catalog rights policies and procedures not subject to any standards established in regulations approved by the California Community Colleges Board of Governors;

Whereas, Catalog rights are intended to protect students from changes in program requirements by affording them to complete such requirements based on any catalog in force while they are in attendance at a college, yet the current lack of statewide regulations governing the existing catalog rights policies and procedures established by California community college districts results in the inconsistent, and potentially inequitable, application of catalog rights for students who attend colleges between districts who are likely not aware that inconsistencies in catalog rights policies and procedures may delay or prevent them from completing their educational goals in a timely manner; and

Whereas, The California State University (CSU) Board of Trustees has long established through California Code of Regulations, title 5, §40401 (which was last amended December 4, 1984) uniform catalog rights requirements for the entire CSU system that are applicable to any "undergraduate student remaining in attendance in regular sessions at any California State University campus, at any California community college, or any combination of California community colleges and campuses of The California State University"[87];

Resolved, That the Academic Senate for California Community Colleges assert that uniform statewide standards for catalog rights that remove unnecessary barriers to students seeking to complete their educational goals are essential for improving student success and ensuring equitable outcomes for students; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community College Chancellor's Office and appropriate system partners to research possible alternatives for crafting California Code of Regulations, title 5 that establish minimum requirements for catalog rights for all California community colleges that remove unnecessary and inequitable barriers to completion for all California community college students, and report their findings and recommendations at the Spring 2023 Plenary Session.

Contact: John Freitas, Los Angeles Community College District, Area C

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[86] Chancellor's Office Legal Opinion 09-04 can be found at https://www.cccco.edu/-/media/CCCCO-Website/Files/General-Counsel/2009-04-opinion-application-of-catalog-rights-to-new-degree-requirments-a11y.pdf?la=en&hash=5F9E0ACB70E3D0779F8688E6811F871CAB957585.

[87] California Code of Regulations, title 5, §40401 https://govt.westlaw.com/calregs/Document/I56AABD734C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default).

*+07.11 F22 Determining When Pre-transfer English and Mathematics Meets the Needs of a Defined Student Population

Whereas, The Academic Senate for California Community Colleges resolved to support the right of any student to choose to take pre-transfer-level English or mathematic courses for the purpose of academic preparation, meeting non-transfer degree/certificate requirements, reskilling, or life-long education[88];

Whereas, The Academic Senate for California Community Colleges resolved to oppose AB 1705 (Irwin, 2022) [Resolution 06.03 Upholding the California Community College Mission–Oppose AB 1705 (Irwin, 2022) as of April 9, 2022 Unless Amended] unless specified amendments were enacted to protect the mission and serve the students of the California community colleges, including that "placement and enrollment of students in a transfer-level English or mathematics course should not prevent students from enrolling in a pretransfer-level English or mathematics course when a student determines a course fulfills their academic needs"[89];

Whereas, In response to amendments suggested by the Academic Senate for California Community Colleges, the Faculty Association of California Community Colleges, and other faculty leaders, AB 1705 (Irwin, 2022) was amended to include the following reaffirmation of the importance of pretransfer-level English and mathematics for the mission of the California community colleges: "Pretransfer-level mathematics and English courses may be appropriate to meet the needs of a defined student population in order to achieve the broader community college mission or if these courses are shown to be the best option to help students progress toward their academic goals"[90]; and

Whereas, The Standing Orders of the California Community Colleges Board of Governors provide that "the advice and judgment of the Academic Senate will be primarily relied upon whenever the policy involves an academic and professional matter,"[91] and determining whether pretransfer-level mathematics and English courses may be appropriate to meet the needs of a defined student population is an academic and professional matter as it pertains to "curriculum, including establishing prerequisites and placing courses within disciplines" and "standards or policies regarding student preparation and success"[92];

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[88] Resolution S22 06.04 Students' Right to Choose to Take a Pre-Transfer Level English or Mathematics Course: https://asccc.org/resolutions/students-right-choose-take-pre-transfer-level-english-or-mathematics-course.

[89] Resolution 06.03 Upholding the California Community College Mission–Oppose AB 1705 (Irwin, 2022) as of April 9, 2022 Unless Amended: https://asccc.org/resolutions/upholding-california-community-college-mission-oppose-ab-1705-irwin-2022-april-9-2022.

[90] AB 1705 (Irwin, 2022): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705.

[91] Procedures and Standing Orders of The Board of Governors, California Community Colleges (July 2022) can be found at https://www.cccco.edu/-/media/CCCCO-Website/Files/BOG/Procedures-and-Standing-Orders/july-2022-procedures-standing-ordersv2-a11y.pdf?la=en&hash=9E4EEC96C433281D9FCD44C60D52A1BF5889CD8C (see p. 42).

[92] California Code of Regulations, title 5, §53200, Definitions. https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&amp%3BoriginationContext=documenttoc&amp%3BtransitionType=CategoryPageItem&amp%3BcontextData=%28sc.Default%29&transitionType=Default&contextData=%28sc.Default%29&bhcp=1.

Resolved, That the Academic Senate for California Community Colleges shall work with the California Community Colleges Chancellor's Office and the Board of Governors by providing its advice and judgment in the formation of state policies and related implementation guidance for determining whether pretransfer-level mathematics and English courses may be appropriate to meet the needs of a defined student population in order to achieve the broader community college mission.

Contact: Jeffrey Hernandez, East Los Angeles College, Area C

*+07.12 F22 Re-evaluating the California Promise Grant Regulations regarding Probation, Dismissal, and Denial

Whereas, The California community colleges are open-access institutions dedicated to serving all in their communities who desire access to higher education opportunities;

Whereas, The current California Code of Regulations, title 5, §§55031–55034 on probation and dismissal[93] require that districts place struggling students on either academic or progress probation, which require the loss of the California Promise Grant (formerly known as the Board of Governors Fee Waiver) after two consecutive primary terms on probation (California Code of Regulations, title 5, §58621[94]), and may require dismissal after three consecutive primary terms on probation; and

Whereas, Unlike the disciplinary actions of suspension and expulsion, which are rooted in reasonable expectations for student conduct, the actions of probation, dismissal, and removal of eligibility for the California Promise Grant (formerly known as the Board of Governors Fee Waiver) are punitive actions not related to violations of student conduct codes that are antithetical to the values and mission of the California Community College system;

Resolved, That the Academic Senate for California Community Colleges support suspending and ultimately repealing the current regulatory requirements established in California Code of Regulations, title 5, §58621[95] that California Promise Grants (formerly known as the Board of Governors Fee Waiver) be denied to students who are on academic or progress probation for more than two consecutive primary terms; and

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[93] California Code of Regulations, title 5, §§55031–55034
https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I6240BE504C6911EC93A8000D3A7C4BC3&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default).
[94] California Code of Regulations, title 5, §58621
https://govt.westlaw.com/calregs/Document/I6C01B1134C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default).
[95] Ibid.

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and system partners to re-evaluate the necessity of the non-disciplinary actions of subjecting students to probation, dismissal [California Code of Regulations (CCR), title 5, §§55031–55034[96]] and denial of the California Promise Grants (formerly known as the Board of Governors Fee Waiver, CCR, title 5, §58621[97]), and instead identify non-punitive alternatives that truly support student success and align with the values and mission of the California Community College system, and report its findings and any recommendations at the 2023 Spring Plenary Session.

Contact: John Freitas, Los Angeles Community College District, Area C

9.0 Curriculum

*09.01 F22 Removing Barriers to the Adoption of Open Educational Resources

Whereas, The Academic Senate for California Community Colleges encourages local academic senates to establish mechanisms to encourage faculty to consider open educational resources (OER) when developing or revising courses and to document the use of OER on the course outline of record (Resolution S19 09.05[98]);

Whereas, The Academic Senate for California Community Colleges encourages local academic senates to collaborate with other constituencies to integrate open educational resources into their colleges' guiding resources, including institutional goals, educational master plans, equity plans, accreditation institutional self-evaluation reports, board policies, and administrative procedures or regulations (Resolution S21 13.01[99]);

Whereas, The technologies employed to manage curriculum and specify course resources may discourage or prevent specification of an open educational resource on the course outline of record or complicate resource identification by requiring the provision of an international standard book number (ISBN) or a copyright date; and

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[96] California Code of Regulations, title 5, §§55031–55034:
https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I6240BE504C6911EC93A8000D3A7C4BC3&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default).
[97] California Code of Regulations, title 5, §58621:
https://govt.westlaw.com/calregs/Document/I6C01B1134C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default).
[98] Resolution S19 09.05 Support the Development of Open Educational Resources (OER):
https://asccc.org/resolutions/support-development-open-educational-resources-oer.
[99] Resolution S21 13.01 Institutionalizing Open Educational Resources:
https://www.asccc.org/resolutions/institutionalizing-open-educational-resources.

Whereas, The 2022 Standards, Policies and Procedures for Intersegmental General Education Curriculum Version 2.3[100] states that textbooks "must be identified in the Course Outline of Record (COR) and published within seven years of the course submission date or clearly identified as a classic in the COR," a requirement that is also found in the Course Identification Numbering System (Submitting Course Outlines for C-ID Designation A Guide for Articulation Officers [101]);

Resolved, That the Academic Senate for California Community Colleges support removing the requirement of an international standard book number (ISBN) and a copyright date from all curriculum and articulation processes when open educational resources are specified; and

Resolved, That the Academic Senate for California Community Colleges request that the Intersegmental Committee of Academic Senates review and revise as necessary the "IGETC Standards, Policies and Procedures" to remove any requirements that act as barriers to the use of open educational resources.

Contact: Michelle Pilati, Open Educational Resources Initiative

13.0 General Concerns

*+13.01 F22 Prioritize Countering the Effects of Learning Disruption with COVID-19 Recovery Block Grant

Whereas, Multiple reports indicate that, since 2020, the COVID-19 pandemic has caused learning loss and educational disruption that have resulted in alarming declines in K-12 student mathematics and English scores, chronic absenteeism, lack of student engagement, and mental health challenges, negatively affecting student success and exacerbating longstanding equity gaps[102];

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[100] Standards, Policies and Procedures for Intersegmental General Education Transfer Curriculum Version 2.3 is located on the Intersegmental Committee of Academic Senates website found at https://icas-ca.org/wp-content/uploads/2022/06/IGETC_STANDARDS-2.3_02June2022-Final.pdf.

[101] Submitting Course Outlines for C-ID Designation A Guide for Articulation Officers is located on the C-ID website on the Articulations Officers tab under the section titled Submitting Course Outlines for C-ID Designation found at https://c-id.net/articulation-officers#courseoutlines_CID.

[102] Esquivel, P. and Blume, H. (September 2, 2022). Worst national reading and math scores in decades show large pandemic-fueled equity gaps. *Los Angeles Times*. https://www.latimes.com/california/story/2022-09-02/worst-reading-and-math-scores-in-decades-fueled-by-pandemic.

Reading and mathematics scores decline during COVID-19 pandemic. NAEP Long-Term Trend Assessment Results: Reading and Mathematics. *The Nation's Report Card*. https://www.nationsreportcard.gov/highlights/ltt/2022/.

Educational Recovery Now: LA's Children and Schools Need a Comprehensive Plan-2021. (2022). *Great Public Schools Now*. https://gpsnla.org/educationalrecoverynow/.

Whereas, The Academic Senate for California Community Colleges has urged all stakeholders to address COVID-19 related learning disruption to provide all students with access to a community college education by offering adequate math and English courses to serve the needs of all students, especially those who have been disproportionately impacted by the pandemic (Resolution F19 20.01 Improve Math and English Outcomes by Expanding Access and Addressing COVID-19 Related Learning Disruption[103]);

Whereas, The 2022–2023 state budget provides $650 million in one-time funding to establish the California Community College COVID-19 Recovery Block Grant, with the intention that funds are used for activities that directly support community college students and mitigate learning losses related to the impacts of the COVID-19 pandemic (see California Community Colleges Chancellor's Office, Memo Number: FS22-10 California Community College COVID-19 Recovery Block Grant[104]); and

Whereas, Local districts shall engage in collegial consultation with local academic senates on "policies regarding student preparation and success" and "processes for institutional planning and budget development'' (California Code of Regulations, title 5, §53200. Definitions[105]);

Resolved, That the Academic Senate for California Community Colleges urges local academic senates to engage in collegial consultation with their districts to prioritize countering the effects of learning disruption in the budgeting of their COVID-19 Recovery Block Grant funds.

Contact: Angela Echeverri, Los Angeles Community College District, Area C

*+13.02 F22 Updating Codes of Conduct to Support Safe and Welcoming Classrooms and Learning Spaces in a Politically Charged Climate

Whereas, A safe and welcoming academic environment in the classroom and learning spaces is essential for student engagement, dialogue and success;

Whereas, The politically charged climate in California and across the nation as a whole has encouraged subjective and often aggressive responses, especially to conversations and efforts around anti-racism and equity, including in our classrooms where such responses are more often targeted at women of color, disrupt teaching, and threatening safe classroom environments and learning spaces;

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[103] Resolution F19 20.01 Improve Math and English Outcomes by Expanding Access and Addressing COVID-19 Related Learning Disruption: https://asccc.org/resolutions/improve-math-and-english-outcomes-expanding-access-and-addressing-covid-19-related.

[104] California Community Colleges Chancellor's Office, Memo Number: FS22-10 California Community College COVID-19 Recovery Block Grant, found in the 2022-23 California Community Colleges Compendium of Allocations and Resources at https://www.cccco.edu/-/media/CCCCO-Website/College-Finance-and-Facilities/Budget-News/2022-23-Compendium-of-Allocations-and-Resources/2022-Compendium-of-Allocations-and-Resources-_August-2022-Final---ADA-Fixes.pdf?la=en&hash=5F87F0F5CD008C31E64270BF38A20DE270E10711 (see p. 78).

[105] California Code of Regulations, title 5, §53200. Definitions: https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default).

Whereas, Many colleges may currently have procedures in place to address disruptions, such as racelighting[106] and discriminatory behavior, and faculty may not be familiar with those policies, and in some cases those procedures have not been revisited or revised in a way to address issues related to racelighting and discriminatory behavior exacerbated by the current political climate; and

Whereas, College administrators can demonstrate strong support for safe and welcoming classrooms as well as for faculty's efforts to engage in difficult conversations around advancing anti-racism and mitigating discrimination by ensuring that a well-developed and well-publicized policy addressing disruptions in classroom and learning spaces is in place;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their college administrators and student governments to revisit, and, if necessary, revise/update their code of conduct policies to protect all constituents against racelighting and discriminatory behavior as well as revise/update procedures dealing with disruptions in the classroom and other learning spaces and develop a plan to ensure that faculty are aware of them; and

Resolved, That the Academic Senate for California Community Colleges develop resources beginning in spring of 2023 such as a toolkit, position paper, or *Rostrum* articles in order to support the efforts of local academic senates to maintain safe, welcoming classroom environments and learning spaces to promote up-to-date and well-publicized codes of conduct and procedures for discriminatory disruptions and racelighting.

Contact: Manuel Velez, Executive Committee, Area D

15.0 Intersegmental Issues

*15.01 F22 Endorsing the Proposed Singular Lower Division General Education Pathway: CalGETC[107]

Whereas, AB 928 (Berman, 2021)[108] requires the Intersegmental Committee of Academic Senates establish a "singular lower division general education pathway that meets the academic requirements necessary for transfer admission to both the California State University and University of California" by May 31, 2023;

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[106] Wood, L. and Harris, F. (February 12, 2021). Racelighting: a prevalent version of gaslighting facing people of color. *Diverse Issues in Higher Education*. https://www.diverseeducation.com/opinion/article/15108651/racelighting-a-prevalent-version-of-gaslighting-facing-people-of-color.

[107] Proposed CalGETC Pathway located on the ASCCC website at https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png.

[108] AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928.

Whereas, The Intersegmental Committee of Academic Senates (ICAS) formed a special committee on AB 928 (Berman, 2021) consisting of representatives from ICAS, system administrators, articulation officers, and students that created and recommended the California General Education Transfer Curriculum (CalGETC)[109] that meets the requirements of AB 928;

Whereas, The Academic Senate for California Community Colleges, the Academic Senate of the California State University, and the Academic Senate of the University of California are vetting the proposed CalGETC among faculty within each system during fall 2022 to gather intersegmental support for and to inform the final determination of the "singular lower division general education pathway" required of the Intersegmental Committee of Academic Senates; and

Whereas, The Academic Senate for California Community Colleges (ASCCC) collected feedback May through September of 2022 on the proposed California General Education Transfer Curriculum (CalGETC) via a survey that was disseminated broadly through the ASCCC listservs and posted on the ASCCC website home page;

Resolved, That the Academic Senate for California Community Colleges endorse the proposed California General Education Transfer Curriculum (CalGETC)[110] and urge that the California State University (CSU) change the "Lifelong Learning and Self-Development" area to serve as a CSU graduation requirement instead of restricting it to a CSU upper division general education requirement.

Contact: Virginia "Ginni" May, Executive Committee

*+15.02 F22 Options for Transfer Students Enrolled Prior to the Implementation of CalGETC

Whereas, The Student Transfer Achievement Reform Act of 2021, AB 928 (Berman, 2022)[111] requires that "a singular lower division general education pathway," be established to be used by California community college students intending to transfer to either the California State University or the University of California, which replaces the current California State University General Education Breadth (CSU GE-B) and Intersegmental General Education Transfer Curriculum (IGETC) general education patterns effective the 2025—2026 academic year, and proposed to be known as the California General Education Transfer Curriculum (CalGETC);

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[109] Proposed CalGETC Pathway located on the ASCCC website at https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png.
[110] Proposed CalGETC Pathway located on the ASCCC website at https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png.
[111] AB 928 (Berman, 2022): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB928.

Whereas, Students enrolled at California community colleges prior to the implementation of the singular lower division general education pathway, proposed to be known as the California General Education Transfer Curriculum (CalGETC), may only be aware of the California State University General Education Breadth (CSU GE-B) and Intersegmental General Education Transfer Curriculum (IGETC) general education patterns, and therefore have based their expectations for meeting transfer requirements based on their knowledge and understanding of CSU GE-B and IGETC requirements; and

Whereas, The California State University and University of California systems are responsible for establishing policies and regulations for admitting students transferring from the California community colleges;

Resolved, That the Academic Senate for California Community Colleges work with its Academic Senate of the California State University and Academic Senate of the University of California partners to ensure that students enrolled at California community colleges prior to the implementation of the singular lower division general education pathway, proposed to be known as the California General Education Transfer Curriculum (CalGETC),[112] are provided flexibility of options for meeting lower division general education requirements for transfer so that no otherwise qualified community college transfer student is denied admission to the California State University or the University of California.

Contact: John Freitas, Los Angeles Community College District, Area C

*+15.03 F22 Local Academic Senate Proposals for Transfer Model Curriculum for Associate Degrees for Transfer

Whereas, The passage of SB 1440 (Padilla, 2010) and SB 440 (Padilla, 2013)[113] established the Associate Degree for Transfer (ADT) and requirements for colleges to adopt ADTs for every local associate degree which matched ADT majors;

Whereas, The policies, procedures, and guidelines governing the identification and creation of new Transfer Model Curricula (TMC),[114] including discipline selection, and on which the Associate Degrees for Transfer are based, are established and implemented by the Intersegmental Curriculum Workgroup (ICW)[115] and only allow ICW to initiate TMC development through Faculty Discipline Review Groups (FDRGs)[116] established and overseen by

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[112] Proposed CalGETC Pathway located on the ASCCC website at https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png.

[113] SB 1440 (Padilla, 2010): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=200920100SB1440 and SB 440 (Padilla, 2013): http://www.leginfo.ca.gov/pub/13-14/bill/sen/sb_0401-0450/sb_440_bill_20130912_enrolled.html.

[114] The ICW document "Transfer Model Curriculum (TMC) Development Guidelines" can be found at https://www.c-id.net/cms-uploads/cms/TMC_Development_Guidelines_June_16_2013_FINAL.doc.

[115] All ICW policies are available at https://www.c-id.net/page/1.

[116] The ICW document "TMC Development – An Overview of Discipline Selection" is available at https://www.c-id.net/cms-uploads/cms/TMC_Development-An_Overview_of_Discipline_Selection-June_2_2015.doc.

ICW, but do not allow for TMC development to be initiated through proposals submitted by local academic senates; and

Whereas, The lack of a mechanism allowing for local academic senates to submit proposals for the creation of new Associate Degrees for Transfer means that potentially valuable insights into curricular trends, and the interests and needs of students, may not be fully considered or understood;

Resolved, That the Academic Senate for California Community Colleges support empowering local academic senates to submit proposals for the creation of new Transfer Model Curriculum; and

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Curriculum Workgroup to draft revisions to its policies, procedures, and guidelines in order to permit local academic senates to submit proposals for the creation of new Transfer Model Curriculum, which is the foundation of Associate Degree for Transfer, and report its recommendations by the 2023 Fall Plenary Session.

Contact: Mickey Hong, Los Angeles City College, Area C

*+15.04 F22 Establish an Equitable California State University General Education Breadth Ethnic Studies Area F Review Process

Whereas, AB 1460 (Weber, 2020)[117] required the California State University to institute, "as an undergraduate graduation requirement, the completion of, at minimum, one 3-unit course in ethnic studies, as specified"[118];

Whereas, California community colleges are the custodians of the California State University General Education Breadth pattern[119] and annually submit course proposals to the California State University Chancellor's Office for Ethnic Studies Area F inclusion, a requirement students can fulfill by completing a 3-unit course;

Whereas, The implementation of AB 1460 (Weber, 2020)[120] by the California State University Chancellor's Office resulted in an inconsistent and flawed process for California State University General Education Breadth Ethnic Studies Area F review of the four disciplines which make up Ethnic Studies; and

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[117] AB 1460 (Weber, 2020): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB1460.

[118] Ethnic Studies is an interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized core groups: Native Americans, African Americans, Asian Americans, and Latina and Latino Americans.

[119] CSU GE Breadth pattern can be found at https://www.calstate.edu/csu-system/why-the-csu-matters/graduation-initiative-2025/academic-preparation/pages/eo-1100-and-1110-policy-changes.aspx.

[120] AB 1460 (Weber, 2020): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB1460.

Whereas, Numerous approvals and denials of California community college (CCC) courses proposed for Ethnic Studies Area F inclusion occurred due to a discrepancy between the information from the California Community College Chancellor's Office (CCCCO) and the California State University General Education Breadth Ethnic Studies Area F policy in the June 29, 2022, memorandum stating CSU GE-B Requirements indicates "courses that are approved to meet this requirement shall meet at least 3 of the 5 the [sic] following core competencies,"[121] where the CCCCO June 29, 2022, memorandum ESS 22-300-011, titled "Ethnic Studies Course Certification for CSU GE Breadth Area F," under the header "Guidance for Effective Ethnic Studies Course Approval" indicates "the ethnic studies core competencies (at least 3 of 5) must be listed (verbatim) within the Course Outline of Record (COR) as stated in CSU GE Breadth Policy"[122];

Resolved, That the Academic Senate for California Community Colleges partner with the California State University Chancellor's Office, California Community College Ethnic Studies Faculty Council, and the California State University Ethnic Studies Taskforce to work toward establishing a well-structured, equitable Ethnic Studies Area F review process with integrity, appropriate guidelines, timelines, and qualified reviewers from the California State University and the California Community Colleges in each of the four Ethnic Studies disciplines; and

Resolved, That the Academic Senate for California Community Colleges partner with the California State University Chancellor's Office and the California Community Colleges Ethnic Studies Faculty Council to facilitate Ethnic Studies Area F reviewer training to ensure the appropriate awareness of and adherence to the law, policies, and procedures, which govern the California community college curriculum, are applied during the Ethnic Studies Area F review process.

Contact: Thekima Mayasa, San Diego Mesa College, Area D

17.0 Local Senates

17.01 F22 Establishing an Equitable Placement and Student Success Liaison

Whereas, After the passage of AB 705 (Irwin, 2017),[123] the November 2020 California Community Colleges Chancellor's Office "Validation of Practices Memo"[124] clarified specific guidance on how community colleges are to place students in English and mathematics, directing them in most cases to place students directly into transfer level English and mathematics;

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[121] CSU GE Breadth Requirements can be found in Executive Order 1100 at https://calstate.policystat.com/policy/8919100/latest/#autoid-zvggy.

[122] This Chancellor's Office memorandum was sent in email and cannot be located on the CCCCO website; see the memorandum located in ASCCC Resolutions shared folder at https://drive.google.com/file/d/1g9Hbf_KP6Noh_H7h2bBFXe4npYd7h2N-/view?usp=sharing.

[123] AB 705 (Irwin, 2017): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB705.

[124] California Community Colleges Chancellor's Office Memorandum (November 13, 2020). ESS 20-300-009. Equitable Placement (AB 705) Validation of Practices Data Reporting located at

Whereas, AB 1705 (Irwin, 2022)[125] may result in additional California Community Colleges Chancellor's Office guidance on "limit[ing] the use of multiple measures and the enrollment into noncredit coursework by colleges in the placement and enrollment of students . . . [and] establish[ing] those placement regulations to achieve the placement goal . . . and prohibit[ing] a community college district or community college from recommending or requiring students to enroll in pretransfer level English or mathematics coursework, except under specified circumstances"[126];

Whereas, Disruptions to learning during the pandemic have resulted in significant declines in California K-12 student performance in English and mathematics in 2021, where "about half of all California students tested did not meet state standards in English language arts and about two-thirds did not meet standards in math. The scores of Black, Latino and economically disadvantaged students were significantly lower, with more than 60% not meeting English standards and about 80% not meeting math standards" and "about 40% of 11th graders" in California not meeting grade standards in English[127]; and

Whereas, California community college faculty would benefit from sharing of ideas and strategies on how to ensure that all students, especially from communities identified as experiencing equity success gaps, succeed in not only passing transfer level English and mathematics after direct placement into those courses, but also would ensure successful attainment of student educational goals;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to identify one or more teaching and/or counseling faculty members supporting students in placement into mathematics and English courses to act as Equitable Placement and Student Success Liaison(s); and

Resolved, That the Academic Senate for California Community Colleges support communication with the California Community Colleges Chancellor's Office and the California Community Colleges Curriculum Committee for input by the Equitable Placement and Student Success Liaisons on academic and professional matters focused on equitable placement practices and student support strategies per California Code of Regulations, title 5, §53200.[128]

Contact: Davena Burns, San Bernardino Valley College, Relations with Local Senates Committee

https://static1.squarespace.com/static/5a565796692ebefb3ec5526e/t/5fc58b022dd96f5918ab5cbd/16067817009 31/ess-20-300-009-ab-705-validation-of-practices-a11y.pdf.

[125] AB 1705 (Irwin, 2022): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705.

[126] *TrackBill*. California AB1705. Retrieved 19 Sept. 2022 from https://trackbill.com/bill/california-assembly-bill-1705-seymour-campbell-student-success-act-of-2012-matriculation-assessment/2209058/.

[127] Esquivel, P. (7 Jan. 2022) First comprehensive data in two years show big academic setbacks for California students. *Los Angeles Times.* Retrieved from https://www.latimes.com/california/story/2022-01-07/california-students-suffered-major-academic-setbacks-last-year-data-shows.

[128] California Code of Regulations, title 5, §53200 refers to academic and professional matters commonly known as the 10+1.

+17.01.01 Amend 17.01 F22 Establishing an Equitable Placement and Student Success Liaison

Amend the first Resolved

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to identify one or more ~~teaching and/or counseling~~ faculty members supporting students in placement into mathematics, <u>English as a Second Language/English for Speakers of Other Languages,</u> and English courses to act as Equitable Placement and Student Success Liaison(s); and

Contact: Gabriel Martinez, Berkeley City College, Area B

*17.02 F22 Textbook Automatic Billing Concerns

Whereas, Automatic billing or inclusive access strategies have been introduced by publishers and bookstore vendors as a mechanism to grant students access to course resources by billing them for those resources at the time of registration and requiring that a student opt out of the program for all courses if the student determines the program is not beneficial;

Whereas, Inclusive access strategies may be cost-effective in educational settings where students are primarily full-time and efforts to contain textbook costs have been without impact, but such an approach to establishing a zero textbook cost pathway would be inherently unsustainable and inconsistent with the California Education Code §78052[129] funding the Zero-Textbook-Cost Degree Grant Program;

Whereas, When the implementation of inclusive access requires students to pay a per unit fee for their resources, these costs may exceed the actual costs of the required resources, misleading students to believe they are saving money or putting the burden on the students to opt out if the arrangement is not financially beneficial; and

Whereas, Inclusive access has come under scrutiny for the challenges it creates for students, such as opt out mechanisms that are unclear or have unrealistic deadlines, implementations where access is temporary, and affordability for some students, as well as approaches that limit faculty academic freedom to choose the best resources for their students;

Resolved, That the Academic Senate for California Community Colleges oppose the use of inclusive access strategies and other approaches that maintain reliance upon commercial publishers, as such mechanisms are not consistent with the intent and requirements of the Zero-Textbook-Cost Degree Grant Program of California Education Code §78052[130]; and

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[129] California Education Code §78052:
https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=78052.
[130] California Education Code §78052:
https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=78052.

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to critically evaluate proposals to employ inclusive access as a means to decrease student costs, with an emphasis on ensuring that savings are being realized and that options for opting out are clear and explicit.

Contact: Michelle Pilati, Open Educational Resources Initiative

*+17.03 F22 Using Zero Textbook Cost Funds to Support an Open Educational Resource/Zero Textbook Costs Faculty Coordinator

Whereas, The Academic Senate for California Community Colleges has urged local academic senates to identify an open educational resources (OER) liaison (Resolution F18 17.02)[131] and subsequently encouraged local colleges to identify and support a faculty OER coordinator because various opportunities for obtaining funding for local OER efforts require that a coordinator be identified to oversee the work and significant increases in OER usage are reported when a local advocate has dedicated time to support OER adoption (Resolution S19 13.02)[132];

Whereas, The Academic Senate for California Community Colleges Open Educational Resources Initiative (OERI) has established and supported a statewide network of OER Liaisons who facilitate OER-related communication between the colleges and the Academic Senate for California Community Colleges but who may not be locally supported to serve as OER coordinators who would engage in activities above and beyond those of OER Liaisons;

Whereas, Resolution S16 09.09[133] asserted the primacy of faculty in curricular decisions regarding degree and program developments, including zero textbook cost (ZTC) degrees and emphasized the need to ensure that the primacy of faculty is retained by including the local academic senate's approval of the development of such degrees, and Phase 1 of the ZTC Program is composed of grants in the amount of $20,000 awarded to the 115 accredited degree-granting California community colleges to plan the development and implementation of a ZTC degree or certificate program, an endeavor that requires faculty leadership and the support of administration and staff; and

Whereas, The Academic Senate for California Community Colleges (ASCCC) recognizes open educational resources (OER) as the preferred and most sustainable mechanism for eliminating course costs (Resolution F21 03.05),[134] positioning the ASCCC OER Initiative and local OER Liaisons to advocate for OER to be the focus when implementing the Zero Textbook Cost Program;

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[131] Resolution F18 17.02 Establish Local Open Educational Resources Liaisons: https://asccc.org/resolutions/establish-local-open-educational-resources-liaisons.
[132] Resolution S19 13.02 Support for Faculty Open Educational Resources Coordinators: https://asccc.org/resolutions/support-faculty-open-educational-resources-coordinators-0.
[133] Resolution S16 09.09 Z-Degrees and Faculty Primacy: https://asccc.org/resolutions/z-degrees-and-faculty-primacy.
[134] Resolution F21 03.05 Zero Means Zero Textbook Cost: https://asccc.org/resolutions/zero-means-zero-textbook-cost.

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to consult with their Open Educational Resources Liaisons when developing their Zero Textbook Cost Program plans;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their administrations and other appropriate college constituencies to establish a faculty coordinator position that plays a leadership role with respect to the local implementation of the Zero Textbook Cost Program and may serve as the college's Open Education Resources Liaison; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to work with their administrative colleagues to use a portion of the Zero Textbook Cost Program funds to support a faculty coordinator who leads the college's open educational resources and Zero Textbook Cost Program efforts.

Contact: Michelle Pilati, Rio Hondo College, Area C

CHANCELLOR'S CABINET MEETING
Agenda

Monday, October 24, 2022
3:00pm

In-person: District Office Board Room
1919 Spanos Court, Sacramento

1. Call to Order	Jamey Nye
2. Finalize Agenda & Minutes of Meetings* a. September 26, 2022	Jamey Nye
3. LRCCD Strategic Plan a. Indicators of Achievement*	Jamey Nye
4. Draft Academic Calendars – 2023-24 and 2024-25*	Jamey Nye
5. Removal of Vaccine Mandate	Jamey Nye
6. Adjournment	Jamey Nye

*Attachment

CHANCELLOR'S CABINET MEETING
Minutes
Monday, September 26, 2022
3:00pm

1. **CALL TO ORDER**
   Deputy Chancellor Nye chaired the meeting in Chancellor King's absence and called the Zoom meeting to order at 3:00pm.

2. **FINALIZE AGENDA & MINUTES OF MEETINGS**
   The September 26, 2022 meeting agenda and the August 29, 2022 minutes were approved.

3. **LRCCD STRATEGIC PLAN/INDICATORS OF ACHIEVEMENT**
   Deputy Chancellor Nye noted that the goal of this meeting was to review the Strategic Plan Indicators of Achievement and gather input from Cabinet. He shared the feedback and edits that have been provided so far from constituent leaders, then District and College Research Representatives Betty Glyer-Culver (DO), Jennifer Laflam (ARC), Sabrina Sencil (CRC), Tiffanie Ho (SCC), and Monica Pactol (FLC) provided a detailed overview of the Indicators of Achievement and answered questions from members of Cabinet. This will be presented for finalization at the October meeting, so any feedback should be shared with the District/College Researchers, Deputy Chancellor Nye, or Academic Senate President Alisa Shubb by then.

4. **ADJOURNMENT**
   Deputy Chancellor Nye adjourned the meeting at 3:37pm.

LOS RIOS COMMUNITY COLLEGE DISTRICT STRATEGIC PLAN
American River College, Cosumnes River College, Folsom Lake College, Sacramento City College
Fall 2022

DRC Strategic Plan Work Group:
Betty Glyer-Culver: LRCCD Director of Institutional Research
Jennifer Laflam: ARC Interim Dean of Institutional Effectiveness & Innovation
Monica Pactol: FLC Vice President of Instruction
Gayle Pitman: SCC Dean, Planning, Research, and Institutional Effectiveness
Sabrina Sencil: CRC Dean, Institutional Effectiveness

Objective: The District Research Council (DRC) has been asked to review and make recommendations for aligned Indicators of Achievement that reflect the Strategic Plan goals of the Los Rios Community College District and the Los Rios Colleges.

Research Focus and Scope:
- **Strategic Goals**: will reflect the goals of the district and colleges. These will be developed collaboratively by all of the colleges and the district.
- **Indicators of Achievement**: establish targets that measure the success in meeting the strategic goals of the district and colleges. These will be developed with the support of the District Research Council Strategic Planning Workgroup.
- **Strategies**: specific actions designed to help each college and the district meet their targets and achieve their goals. These will be developed locally, and may reflect unique approaches at each college.

Suggested Approach:
The DRC work group suggests a refreshed approach to the development of the Indicators of Achievement with a focus on **early momentum metrics as the priority indicators**, which will have positive impact on longer term outcomes. In addition to early momentum metrics that have been recommended as the Strategic Plan Priority Indicators, the DRC Strategic Plan Workgroup has identified a series of Supporting Indicators that align with AAJC, Vision for Success and Roadmap Momentum Metrics, Student Center Funding Formula (SCFF), and CTE reporting metrics.

A **leading indicator** is a short-term measure (such as retention and success) that helps gauge how the institution is progressing towards its goals. Leading indicators act as predictors for **longer term outcomes**, which reflect long-term outcomes (such as degree and certificate completion, transfer, median wage gains or job placement).

The DRC Strategic Planning Workgroup recommends reporting on early momentum metrics annually, and longer-term outcomes after a five-year period.

Priority Indicators of Achievement:

Recommendations from the District Research Council Strategic Planning Workgroup

Goal 1. Optimize student access, progress, momentum, and success as part of the guided pathways framework.

Previous language:
Goal 1. Establish effective pathways that optimize student access and success.

Goal 1 Indicators of Achievement Recommendations:
Access:
- Early Momentum Metric (Priority Indicator):
  - Restore and grow enrollment for student populations that are most disproportionately impacted
- Longer Term Outcome:
  - Ensure that by 2027, the district's student population mirrors the demographics of our service area (representational equity goal).

Supporting Indicators:
  - Increase first time student enrollment from x to y (include annual as well as 5-year target) (SEM)
  - Increase full-time student enrollment from x to y (include annual as well as 5-year target) (SEM)
  - Increase dual enrollment students from x to y (SEM, Roadmap)
  - Increase adult learner (25+) student enrollment from x to y (include annual as well as 5-year target) (SEM)

Progress, Momentum, and Success:
- Early Momentum Metric (Priority Indicator):
  - Reduce equity gaps in persistence by x% annually, and by y% by 2027
- Longer Term Outcome:
  - Attain the Vision for Success/Roadmap Goal for Completion (Degrees and Certificates)

Supporting Indicators:
  - Increase overall course success by x% (to be calculated based on equity gap reduction) (Vision for Success/Roadmap)
  - Increase completion of math and English in the 1st year from x% to y%. (Vision for Success/Roadmap, SCFF)
  - Increase % of students who successfully complete at least 15 units in their first academic year from x% to y%. (Vision for Success/Roadmap)
  - Increase the percent of K-12 students who complete 12 or more community college units (Roadmap)
  - Increase course retention by X% (Vision for Success/Roadmap)
  - Increase persistence by x% (Vision for Success/Roadmap)

Goal 2: Ensure equitable academic achievement across all racial, ethnic, socioeconomic, and gender groups.

Goal 2 Indicators of Achievement Recommendations:
- Early Momentum Metric (Priority Indicator):
    o Reduce equity gaps in course success by x% annually, and by y% by 2027
- Longer Term Outcome:
    o Reduce equity gaps in degree and certificate completion by x% annually, and by y% by 2027

Supporting Indicators:
- o Increase the percentage of students who complete the FAFSA/CADAA application which determines Pell eligibility (as well as other financial aid award program eligibility) by x annually (Vision for Success/Roadmap, SCFF)
- o Reduce equity gaps in course retention by x% annually, and by y% by 2027 (Vision for Success/Roadmap, SEA)
- o Reduce equity gaps in term-to-term persistence by x% annually, and by y% by 2027 (Vision for Success/Roadmap, SEA)
- o Decrease unit accumulation by x% by 2027 for degree completers (Vision for Success/Roadmap)
- o Reduce equity gaps in CSU and UC transfers by x% by 2027 (Vision for Success/Roadmap, SEA)
- o Reduce equity gaps in degree and certificate completion by x% by 2027 (Vision for Success/Roadmap, SEA)
- o Ensure that the district's student population mirrors the demographics of our service area (Vision for Success/Roadmap)

Goal 3: Provide exemplary teaching and learning opportunities.

Goal 3 Indicators of Achievement Recommendations:
- Early Momentum Metric (Priority Indicator):
    o Increase overall course success by x% (to be calculated based on equity gap reduction)
- Longer Term Outcome:
    o Decrease unit accumulation by x% by 2027 for degree and certificate

Goal 4: Provide exemplary workforce and career technical education programs that reflect the needs of the region we serve.

Previous language:
Goal 4: Lead the region in workforce development.

Goal 4 Indicators of Achievement Recommendations:
- Early Momentum Metric (Priority Indicator):
  - Restore and grow enrollment for student populations in career technical education programs that are aligned with the employment needs of our region.
- Longer Term Outcome:
  - Increase the number of Career Education graduates who are gainfully employed by X%

Supporting Indicators:
  - Increase the number of certificate completions in CTE programs by x% (Vision for Success/Roadmap)
  - Focus on establishing or expanding programs that address workforce needs in healthcare, climate action, education, and early education (Roadmap)
  - Increase the percentage of CE graduates earning median wages in their field by 15% (Vision for Success/Roadmap, SCFF)
  - Establish a baseline for credit for prior learning (CPL) offerings and increase these offerings annually. Increase systemwide access and enrollment into direct-assessment competency based education (CBE) programs by 15 percent. (Roadmap)

Goal 5: Foster an outstanding working and learning environment.

Goal 5 Indicators of Achievement Recommendations:
- Early Momentum Metric (Priority Indicator):
  - Ensure that the demographics of all employee groups (administration, faculty, and classified professionals) reflect the demographics of the students served by our district. (District EEO Plan)
- Longer Term Outcome:
  - Increase participation in equity minded and culturally responsive PD and affinity group opportunities for employees, focused on race, gender, LGBTQ+ status, disability, and other historically marginalized identities.

Supporting Indicators:
  - High level of Student Satisfaction in response to the Campus Climate Survey
  - Establish baseline data on employee retention.

LOS RIOS COMMUNITY COLLEGE DISTRICT
2023-2024 ACADEMIC CALENDAR – <mark>DRAFT</mark> 6/15/22

American River College - Cosumnes River College - Folsom Lake College - Sacramento City College

SUMMER SESSION 2023*

Instruction Begins	June 5	Monday
Juneteenth – add minutes versus days where needed	June 19	Monday
Independence Day	July 4	Tuesday
Instruction Ends	August 3	Thursday
Grades Due	August 8	Tuesday
	34Days	

FALL SEMESTER 2023*

Instructional Improvement Days	August 17-18	Thursday, Friday
Instruction Begins	August 19	Saturday
Labor Day Holiday	September 4	Monday
Census Date for Fall Semester Classes	September 5	Tuesday
Veterans Day (observed)	November 10	Friday
Last Day to Withdraw from Full Semester Classes	November 14	Tuesday
Thanksgiving Recess	Nov. 23-Nov.26	Thursday-Sunday
Finals	December 8 - 14	Friday - Thursday
End of Semester	December 14	Thursday
Grades Due (1st day campus is open in Jan)	January 2, 2024	Tuesday
	82 Days	

SPRING SEMESTER 2024*

Instructional Improvement Days	January 11-12	Thursday, Friday
Instruction Begins	January 13	Saturday
Dr. Martin Luther King, Jr. Day	January 15	Monday
Census Date for Spring Semester Classes	January 29	Monday
Lincoln Day	February 16	Friday
Washington Day	February 19	Monday
1st 8 weeks ends	March 8	Friday
Mid Semester Spring Recess	March 11-17	Monday - Sunday
2nd 8 weeks Begins	March 18	Monday
Cesar Chavez Day 3/31 (Sun) rolled forward to Mon	April 1	Monday
Last Day to Withdraw from Full Semester Classes	April 14	Sunday
Finals	May 10-16	Friday-Thursday
End of Semester	May 16	Thursday
Grades Due (7 days after end of semester)	May 23	Thursday
	82 Days	

*During all terms, classes are offered in additional formats to enhance student opportunity: 1st and 2nd eight week sessions; 1st, 2nd and 3rd five week sessions; as well as weekend only classes. Examples might include four, five, six and eight week sessions and weekend courses, as well as other session lengths.

NOTE: Classes may be scheduled on all days during the Summer term including Friday through Sunday; the count of days, though, is Monday-Thursday only as those are the primary days when instruction is offered. Both the Fall and Spring terms have scheduled instructional days, such as Saturdays, that are not included in the number of days shown above. Those additional days ensure the district is in compliance with the requirements of Title 5 of the California Code of Regulations, sections 58120 and 58142.

LOS RIOS COMMUNITY COLLEGE DISTRICT
2024-2025 ACADEMIC CALENDAR - <mark>DRAFT</mark>

American River College - Cosumnes River College - Folsom Lake College - Sacramento City College

SUMMER SESSION 2024*

Instruction Begins	June 10	Monday
Juneteenth – increase minutes versus days	June 19	Wednesday
Independence Day	July 4	Thursday
Instruction Ends	August 8	Thursday
Grades Due	August 13	Tuesday
	34 Days	

FALL SEMESTER 2024*

Instructional Improvement Days	August 22-23	Thursday, Friday
Instruction Begins	August 24	Saturday
Labor Day Holiday	September 2	Monday
Census Date for Fall Semester Classes	September 9	Monday
Veterans Day	November 11	Monday
Last Day to Withdraw from Full Semester Classes	November 19	Tuesday
Thanksgiving Recess	Nov. 28-Dec 1	Thursday-Sunday
Finals	December 13-19	Friday - Thursday
End of Semester	December 19	Thursday
Grades Due (1st day campus is open in Jan)	January 2, 2025	Thursday
	82 Days	

SPRING SEMESTER 2025*

Instructional Improvement Days	January 16-17	Thursday, Friday
Instruction Begins	January 18	Saturday
Dr. Martin Luther King, Jr. Day	January 20	Monday
Census Date for Spring Semester Classes	February 3	Monday
Lincoln Day	February 14	Friday
Washington Day	February 17	Monday
1st 8 weeks ends	March 14	Friday
Mid Semester Spring Recess	March 17-23	Monday - Sunday
2nd 8 weeks Begins	March 24	Sunday
Cesar Chavez Day	March 31	Monday
Last Day to Withdraw from Full Semester Classes	April 20	Sunday
Finals	May 16-22	Friday-Thursday
End of Semester	May 22	Thursday
Grades Due (7 days after end of semester)	May 29	Thursday
	82 Days	

*During all terms, classes are offered in additional formats to enhance student opportunity: 1st and 2nd eight week sessions; 1st, 2nd and 3rd five week sessions; as well as weekend only classes. Examples might include four, five, six and eight week sessions and weekend courses, as well as other session lengths.

NOTE: Classes may be scheduled on all days during the Summer term including Friday through Sunday; the count of days, though, is Monday-Thursday only as those are the primary days when instruction is offered. Both the Fall and Spring terms have scheduled instructional days, such as Saturdays, that are not included in the number of days shown above. Those additional days ensure the district is in compliance with the requirements of Title 5 of the California Code of Regulations, sections 58120 and 58142.

October 15, 2022

Los Rios District Academic Senate
American River College Academic Senate
Cosumnes River College Academic Senate
Folsom Lake College Academic Senate
Sacramento City College Academic Senate

Subject: Open Letter Requesting Support for an Ethnic Studies 'Cluster Hire'

Academic Senates;
We, the undersigned faculty, represent the Los Rios District Ethnic Studies Faculty Council.
This open letter is to request your support for a cluster hire of four full-time faculty members
within Ethnic Studies, one for each of the sister colleges in the Los Rios District.

Background
Title 5, Section 55063 Minimum Requirements for the Associate Degree Subsection (3) lists
satisfactory completion of a transfer-level course (minimum of three semester units or four
quarter units) in Ethnic Studies.

In September 2019, the Board of Governors adopted the Diversity, Equity and Inclusion
Integration Plan recommendations, which call for the diversification of faculty, staff and
administrators. In June 2020, the Chancellor's Office released the Diversity, Equity and
Inclusion (DEI) Call to Action, to expedite the implementation of the DEI Integration Plan and,
among other things, for campuses to audit classroom climate and create action plans to create
inclusive classrooms and anti-racism curriculum. Historically, Ethnic Studies is the
interdisciplinary and comparative study of race and ethnicity with special focus on four
historically defined racialized groups — Native Americans, African Americans, Asian Americans
& Pacific Islanders, and Latina/o Americans. As such, instituting Ethnic Studies as a graduation
requirement for the Associate Degree is an important step in creating and sustaining anti-racist
and diverse curriculum.

In 2020, the Academic Senate for California Community Colleges (ASCCC) adopted Resolution
9.03 calling for an Ethnic Studies graduation requirement. The Student Senate for California
Community Colleges (SSCCC) similarly adopted Resolution S21.01.05 also advocating for an
Ethnic Studies graduation requirement. Additionally, the California Community Colleges Ethnic
Studies Faculty Council (www.cccesfcouncil.org/), consisting of 200 Ethnic Studies faculty from
across the California Community College (CCC) System, advocated for this (and other) Ethnic
Studies reform and has hosted three CCC Ethnic Studies Summits to date. There was a clear
call from both faculty and students to implement an Ethnic Studies degree requirement.

Additionally, Assembly Bill (AB) 1460 was signed into law by Governor Gavin Newsom in
August 2020. This legislation requires each California State University (CSU) campus to offer
courses in Ethnic Studies by Fall 2021 and requires that "commencing with students graduating

in the 2024–25 academic year, the California State University shall require, as an undergraduate graduation requirement, the completion of, at minimum, one three-unit course in Ethnic Studies." Toward those ends, the California State University Chancellor's Office and CSU faculty began to coordinate with the Chancellor's Office and CCC faculty, understanding that implementation of AB 1460 would affect the CCC System. Updates reflecting the changes to CSU general education requirements were released on December 3, 2020, providing details pertaining to the newly created Area F for CSU general education breadth to implement a lower-division Ethnic Studies requirement.

Given our essential intersegmental collaboration with CSU in support of community college students' transfer, all California Community Colleges will need to provide Ethnic Studies courses to prepare students for transfer to the CSU system. The CSU Chancellor's Office extended the submission date for Area F course approvals to February 5, 2021, and all but nine California Community Colleges were able to meet that deadline (with others working to submit courses later this year and begin offering Ethnic Studies courses by fall 2022, or earlier). As California Community Colleges are doing the work to institute Ethnic Studies as a CSU transfer requirement, implementing an Ethnic Studies Associate degree requirement will align with those efforts and ensure all students access an Ethnic Studies curriculum.

The promulgation of the Ethnic Studies Associate degree requirement by the Board of Governors will only be the beginning of a broader Ethnic Studies reform effort, and the necessary work to implement anti-racist curricula as intended by the DEI Call to Action and most recently, by the Governor's Council for Post-Secondary Education report, "Recovery with Equity: Roadmap for Higher Education After the Pandemic".

Need
The Los Rios Community College District serves approximately 80,000 students. Despite the recent downward trend in enrollment, we are finding a higher demand for Ethnic Studies courses that satisfy Title 5 graduation requirements while serving as CSU Area F and UC IGETC 7 approved transfer courses.

In Fall 2022, student demand for Ethnic Studies courses at all four Los Rios Colleges exceeded the number of courses we were able to offer. Folsom Lake College added one additional section of ETHNS 300 (Introduction to Ethnic Studies) in order to meet student demand. Specifically, our colleagues at American River, Cosumnes River, and Folsom Lake respectively, are departments of one. First-year, tenure track faculty at American River and Cosumnes River, saw their classes fill and the wait lists grow. Cosumnes River Ethnic Studies was forced to turn students away because all five (5) sections filled with 45 students per section. We, the Los Rios District Ethnic Studies Faculty Council, predict that student need for additional course sections will quickly outpace the number of faculty currently teaching these course sections. Adjunct Ethnic Studies faculty are difficult to find because of the high demand in this field and the large number of hires done within this year.

With the recent passage of AB 101 requiring Ethnic Studies as a graduation requirement for all K-12 students in California by the 2025-26 school year, we foresee this demand for Ethnic Studies growing dramatically in the near future. AB101 also presents an opportunity for high school students to complete an Ethnic Studies course through dual enrollment programs developed in partnership with their nearby Los Rios college. Dual enrollment departments like ARC and SCC control their own FTE allocations atop Ethnic Studies department offerings; this deepens the demand for Ethnic Studies professors to staff ETHNS courses. Having a robust dual enrollment program that features Ethnic Studies courses helps our high school DI populations improve school attendance, complete high school graduation requirements, provides early positive exposure to college, fosters positive personal identity development and helps to build a critical consciousness necessary to become positive social change agents in their own communities (Dee and Penner, 2017; Duncan-Andrade & Cubales, 2021; Sleeter, 2018).

In addition, the Prison Reentry and Education Program (PREP) housed at FLC, but which incorporates faculty throughout all four colleges, is in constant need of faculty to satisfy the demand of incarcerated students. PREP is part of the larger, state-wide program, the Rising Scholars Network. Our Los Rios faculty teach 260 courses per semester with a total enrollment of over 7,155 students. The success rate through PREP stands at 78.8%. As Ethnic Studies is now a graduation requirement, and because the overwhelming majority of incarcerated students are working towards an Associates Degree, having faculty teaching Ethnic Studies in prison is indispensable. Also, many of the courses taught by Los Rios faculty are transferable into the CSUS Project Rainbow BA program. Currently, we have zero Ethnic Studies faculty in PREP. There are tenure-track faculty at Los Rios who have expressed a desire to teach in PREP, but because the demand on campus is so high, it is not feasible right now. To better serve our incarcerated and underserved students across the District, four (4) additional full-time Ethnic Studies faculty members would increase our ability to offer culturally relevant and anti-racist curricula. Ethnic Studies programs have a documented history of success in San Quentin and Solano State Prisons–leading to lower rates of recidivism and re-entry preparation for incarcerated students.[1]

Please review the following student enrollment data projections to support our request.

Number of courses projected to be teaching each semester based on projected students graduating or transferring to a CSU -
- 1 ft faculty = 5 sections after the first semester or year of hire
- 1 section = 40 students
- Projected rate of students = 200 per semester for 1 ft faculty
- 400 students per year for 1 ft faculty

How many students are graduating or transferring each year from each college?

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[1] https://ethnicstudies.sfsu.edu/ace & https://www.asianprisonersupport.com/

Projections follow based on degrees awarded and transfer data from last year 2020-2021

ARC 2020-2021 AA/AS Degrees Awarded - 1850, Transfers 807 *CSU not specified (CCCCO Data Mart website) **projected estimated need = 5 ft faculty each teaching 10 sections over the year with 2-3 adjuncts teaching a couple of sections each semester**

CRC 2020-2021 AA/AS Degrees Awarded - 738, Transfers 567 *CSU not specified (CCCCO Data Mart website) **projected estimated need = 2 ft faculty each teaching 10 sections over the year with 2-3 adjuncts teaching a couple of sections each semester *Note that this does not allow for flexibility in the schedule to offer courses in yearly patterns so that students can obtain an AA or ADT in the 4 core disciplines. Additional hires will be necessary for this program flexibility to take place.**

FLC 2020-2021 AA/AS Degrees Awarded - 803, Transfers 556 *CSU not specified (CCCCO Data Mart website) **projected estimated need = 2 ft faculty each teaching 10 sections over the year with 2-3 adjuncts teaching a couple of sections each semester *Note that this does not allow for flexibility in the schedule to offer courses in yearly patterns so that students can obtain an AA or ADT in the 4 core disciplines. Additional hires will be necessary for this program flexibility to take place.**

SCC 2020-2021 AA/AS Degrees Awarded - 1584, Transfers 720 *CSU not specified (CCCCO Data Mart website) **projected estimated need = 4 ft faculty each teaching 10 sections over the year with 3-4 adjuncts teaching a couple of sections each semester**

Please note that this is a snapshot of student need. This data takes into account the number of students graduating or transferring within a year's time (2020-2021), and it assumes none have taken an Area F approved Ethnic Studies course over the time they have been enrolled at any given college in the district. This information was listed on the LRDESFC Agenda & Minutes for 10/19/21.

Program Viability
The Ethnic Studies Departments at American River, Cosumnes River and Folsom Lake Colleges are each staffed by one (1) full time faculty member. Each of these colleagues are chairs of their own Departments. They are each teaching a full 1.0 FTE of five courses while actively writing curriculum and conducting college service. At American River and Cosumnes River, these two faculty are being evaluated for tenure. As first year faculty, their teaching and tenure should come first. However, because they are both the inaugural full time Ethnic Studies faculty members on their respective campuses, demands on their time go beyond teaching. The Ethnic Studies faculty within the Los Rios District support students of color, develop and present professional development workshops for other faculty members, enhance campus dual enrollment programs, support campus DEI programs, do committee work on aligning LRCCD Ethnic Studies curricula to UC and CSU requirements, and write new curricula to teach.

This workload is unsustainable and not conducive to District-wide DEI efforts to support and retain faculty of color. More importantly, it is not conducive to District-wide recruitment and retention efforts to support students in our communities. A limited number of faculty limits our ability to offer the full range of Ethnic Studies courses. For example, a student who wants to take the Introduction to African American Studies course at CRC would need to wait up to 4 semesters because our colleague is unable to offer all four core Ethnic Studies courses[2] every semester. Such a limited course offering also limits our ability to serve our students who want to take these courses toward their AA/transfer degrees.

For these reasons, we request your support for a cluster hire of **four (4)** full time tenure track Ethnic Studies Faculty, allocating one full time hire for each of our colleges in the Los Rios District. Our Ethnic Studies programs need more professors in order to remain viable and be able to grow to continue serving our student needs and communities.

Respectfully,
The Los Rios District Ethnic Studies Faculty Council

Keith Heningburg - Chair
Sacramento City College

Tamara Cheshire - Co-Chair
Folsom Lake College

Victoire Chochezi
Folsom Lake College

Mark Carnero
American River College

Walter Kawamoto
American River College

Winnie Tam Hung
Cosumnes River College

Nym George
Cosumnes River College

Alex Peshkoff
Cosumnes River College

Surangi Frazier
Sacramento City College

Rob Unzueta
Sacramento City College

Malika Hollinside
Sacramento City College

Roxanne Morgan
American River college

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[2] ETHNS 320 (Introduction to African American), 330 (Asian American Pacific Islander), 340 (Latino/a Studies), 350 (Native American Studies)