

Thursday, November 17, 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: Chris Padgett, LaQuisha Beckum and BJ Snowden Associate Vice President of Equity, Institutional Effectiveness, and Innovation

5. Public Comment Period (3 min)
 - Faculty from History Department voiced concerns regarding the decision of no new and replacement faculty positions for the 2022 - 2023 academic year. History Faculty felt the communication regarding this matter was inadequate, did not clearly justify the the decision taken and does not meet the spirit of shared governance. Concerns over decisions being made outside of governance process. Asking to get the decision rescinded. The History Department is down a 3rd of its faculty and puts their departments equity plan at risk. Concerned Faculty also noted that we should make sure we are waging with the right people. This decision came from District and Trustees, focus on where the decision was made.
 - Faculty speaking on behalf of the Online 1.0 Resolution, is not in opposition to resolution but an interest in how we identify disproportionate impact (DI) and closing the equity gap. Resolution as it currently stand is color-blind like many of our policies. A request to consider equity lens for all future resolutions.
 - Reminder to Faculty it's time to recruit Beacon Tutors please contact Aracelli Badilla for any question.

6. President's Report:
 - President Dixon's departure at the end of this semester. She will missed and we appreciate all she did for ARC during her term. Hopefully we will soon receive information about the transition process, and I will share with you once I know more.
 - The decision of no Faculty position came from District. Deadline for critical hire requests is tomorrow, 11/18. Reminder, these are only for situations involving external licensing/accreditation requirements or risks of program discontinuance.
 - The Bias Response and Onboarding project team was approved at last ELT meeting. These items have been included in our supporting materials. These items might be considered for discussion at a future AS meeting.
 - A newly approved academic calendars for 2023-2024 and 2024-2025 have been released. Faculty please note that beginning in Spring 2023, commencement will be moving to a Thursday, so please plan accordingly. The new calendars have been shared on Canvas.
 - Fall Plenary happened and some of the most topics discussed included Academic freedom, how the focus on transfer pathways impacts Career Education, the aligning of GE pathways and CalGETC, and an overview of the statewide legislative priorities for 2023. Also attended a very interesting breakout session on non-credit that will hopefully help inform the work ahead for the districtwide non-credit workgroup.

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
8. Updated Student Equity and Achievement Plan for 2022 - 2025 Approved by consent

Decision Items:

9. Support for LRCFT Negotiations of Online and Other DE Modes of Instruction and Instructional Support Programs (2nd Read).
 - Resolution was updated based on feedback. Senator asked how this resolution could affect adjunct faculty - limit their options or will adjunct faculty be passed over for online course opportunities. There was concern that the resolution still doesn't mention race-consciousness and feels that word choice is important. The range of modalities is not issue, its having online instructors that have an equity lens. Enrollment might be an issue. Perhaps the data that is being use during the pandemic might not be ideal, maybe being to hasty. Looking back at the Modality Survey, if we currently have over 26,000 enrolled and only 749 responses we are looking at 3% of represented. Looking for feedback from folks that commented would be greatly welcomed. Resolution was tabled.

Reports

10. Reaffirmation of ARC's Strategic Goals (Associate Vice President of Equity, Institutional Effectiveness and Innovation, BJ Snowden)
 - This will be ARC's plan for 7 years. Last time 2016-2017 goals were already established. Will be re-affirming 2017 (goals) -> 2023-2030 (7 year window). DO will have their strategic goals, we can identify our goals to align with DO strategic goals. Baseline will be discussed. Strategic Plan on the Data on Demand Portal. Reset the markers to where we are at in the Spring. Looking for faculty participation to develop metrics, discuss how are we going to meet DO strategic goals. Planning on having an open forum in person and virtual. Looking for full faculty input.
11. Guided Pathways, Areas of Interest, & HomeBases: Where We Are and How We Got Here (Bill Simpson)
 - Written report provided. Given that college is moving into a new phase of implementation for HomeBases, thought it would be helpful to provide some history about how we arrived at the current model in order to understand the work that lies ahead. There was a question regarding how is implementation with instructional faculty going to happen? Faculty are scattered. STEM Homebase not moving, but still need to find space for two more Homebases. There was another question about how can faculty all work well together. Faculty have not been fully engaged with Homebases - looking for ideas or how to connect. Build better relationship with counselors. The pre-pandemic idea behind this was to take a large campus and give it a small campus vibe. Senator did share that on-ground instructor are engaging with HomeBases and proximity matters. Another Senator echoed, proximity matters. Having snacks, HomeBases important to students, need to be where students are at. On ground experiences have been positive.

~~12. California Community Colleges Chancellor's Office Zero Textbook Cost Program (Sarah Lehmann) - Postponed~~

13. Council Updates

- Institutional Effectiveness Council (Janay Lovering) - No report
- Operations Council (Araceli Badilla) - update provided based on Senator question at last meeting regarding any food restrictions. It was recommended that restrictions should not be part of the contract with any food vendor.
- Student Success Council (Veronica Lopez) - written report provided. HomeBase Resource Panel Report and Bias Response Team Report were Affirmed by Council. Preliminary work still happening regarding updating the Student Petition process. Presentation on Dual Enrollment, but team will return to discuss data on success and completion rates disaggregated by race/ethnicity and by school and by district and provide an update about how they support students who are struggling. Communication Resource Panel still in information gathering phase.

Discussion Items: (10-15 minutes per item)

14. Academic & Professional Impacts Related to COVID Protocols -

- Absence from class for instructional faculty impacts the class environment. There was interest to know about the status of COVID Sick Leave. It was shared that per Belinda Lum's email dated Nov. 8: Extension of Emergency Supplemental COVID Sick Leave through June 30, 2023. What is best practice for immunocompromised faculty? There is interest to make SynFlex more available to more classrooms. This may remove pressure on students to come to class sick. Classes that are flipped (SynFlex), student don't feel the same when online. Faculty need to get special permission from Dean to Zoom class. Faculty cannot just change modality, students may not have Zoom options.

15. Proposed Rubric for Equity-Minded Faculty Learning - please see attachment for recent draft.

- The senate exec team would like to know how you feel about what is being proposed. Need help shaping the rubric. Interest to know if Administration has a similar rubric and concerns that this adds to the notion that only faculty have to focus on equity. The hours for this work will come out of service. Discussion will continue on how to do this will continue in the Spring.

16. Report Back (Feedback from College Areas)

- 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 - discussed the lack of clarity about our roles. Also discussed the district's approach to presidential searches, and I advocated for the inclusion of faculty in the interim selection process.
 - ii. At Board of Trustees meeting, strategic plan was discussed. Goal were a surprise for some (see attachment).

iii. District Academic Senate - noncredit workgroup charge was approved, and now moving forward with faculty appointments to the group. It was noted that there are functioning adult schools in our region. Proposed Dual Enrollment regulations on second read. Three senates approved, but FLC needs more time before proceeding with recommendation. Debriefing is planned for faculty who have been teaching syncflex with the District of AVC-IT. Interest in updating the faculty hiring manual to include information about LTTs. Had additional discussion on proposed districtwide equivalency process from last year, and were asked to share aspects of the proposal that people most objected to.

- Other areas - None noted

18. Items from College Areas for Academic Senate Consideration

- Curriculum Committee is interested with receiving clarity on the impact of Brown Act on the committee. It was shared that waiting for District Office legal interpretation. President Hoffpauir shared that all Brown Act committees should be ok until the end of February 2023.
- Senator requested an status update on our Senate and Sacramento City College White paper. Interest in focusing on what are ARC's specific concerns, to have our own position. An open invitation to Faculty to speak and have their voices heard at District Academic Senate Meeting during public comment period.

Upcoming meetings and Events:

- District Academic Senate: Tuesday Dec. 6th 3:00 PM
- ARC Academic Senate: Thursday Dec. 8th 3:00 PM
- LRCCD Board of Trustees: Wednesday Dec. 14th 5:30 P.M. (DO Board Room)

Meeting Adjourned at 5:13 pm

ARC Academic Senate Roster		Updated	2022-11-17			
Area	Senator	Adjunct/FT	Term End			Decision Item 9 Vote
Behavioral & Social Sciences	Lauren Chavez	Adjunct	2024	Present		
Behavioral & Social Sciences	Kristina Casper-Denman	Full-time	2023	Present		
Behavioral & Social Sciences	Brian Rosario	Full-time	2024	Present		
Behavioral & Social Sciences	Ricardo Caton	Full-time	2025	Present		
Behavioral & Social Sciences	Robin Akawi	Alternate Full-Tim				
Behavioral & Social Sciences		Alternate Adjunct				
Business & Computer Sciences	Damon Antos	Full-time	2023	Present		
Business & Computer Sciences	Tak Auyeung	Full-time	2025	Present		
Business & Computer Sciences	Kahkashan Shaukat	Full-time	2024	Present		
Business & Computer Sciences	Christian Speck	Adjunct	2023	Present		
Business & Computer Sciences	Marc Condos	Alternate Full-Tim				
Business & Computer Sciences		Alternate Adjunct				
Counseling	Kim Queen	Full-time	2024	Present		
Counseling	Joyce Fernandez	Adjunct	2024			
Counseling	Reyna Moore	Full-time	2023	Present		
Counseling	Carmelita Palomares	Full-time	2025	Present		
Counseling	Kim Herrell	Alternate Full-Tim				
Counseling		Alternate Adjunct				
English	Valerie Bronstein	Adjunct	2023	Present		
English	Robyn Borcz	Full-time	2023	Present		
English	Caroline Prieto	Full-time	2024	Present		
English	Gina Barnard	Full-time	2025	Present		
English	Melissa Diaz	Alternate Full-Tim				
English		Alternate Adjunct				
Fine & Applied Arts	<i>Unfilled</i>	Full-time	2023			
Fine & Applied Arts	Linda Gelfman	Full-time	2024	Absent		
Fine & Applied Arts	Diane Lui	Adjunct	2023	Absent		
Fine & Applied Arts	<i>Unfilled</i>	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		
Health & Education	<i>Unfilled</i>	Adjunct	2022			
Health & Education		Alternate Adjunct				
Health & Education	John Coldiron	Alternate Full-Tim	2023			

ARC Academic Senate Roster		Updated	2022-11-17			
Area	Senator	Adjunct/FT	Term End			Decision Item 9 Vote
Humanities	Corinne Arrieta	Full-time	2025	Absent		
Humanities	Jill Birchall	Full-time	2024	Present		
Humanities	Caterina Falli	Full-time	2023	Present		
Humanities	Andrew Fix	Adjunct	2025	Present		
Humanities	Erik Haarala	Alternate Full-Tim				
Humanities		Alternate Adjunct				
Kinesiology & Athletics	Kat Sullivan Torres	Full-time	2025	Absent		
Kinesiology & Athletics	Eric Black	Full-time	2024	Absent		
Kinesiology & Athletics	<i>Unfilled</i>	Full-time	2023			
Kinesiology & Athletics	<i>Unfilled</i>	Adjunct	2023			
Kinesiology & Athletics		Alternate Full-Tim				
Kinesiology & Athletics		Alternate Adjunct				
Library/Learning Resources/Instructi	David McCusker	Full-time	2024	Absent		
Library/Learning Resources/Instructi	Araceli Badilla	Full-time	2023	Present		
Library/Learning Resources/Instructi	Marianne Harris	Alternate Full-Tim		Present		
Mathematics	Deborah Gale	Adjunct	2024	Present		
Mathematics	Joe Caputo	Full-time	2023	Present		
Mathematics	Adrienne Avila	Full-time	2024	Present		
Mathematics	Sonya Reichel	Full-time	2025	Present		
Mathematics	Lana Anishchenko	Alternate Full-Tim				
Mathematics		Alternate Adjunct				
Workforce/ Work Experience/Apprei	Vivian Dillon	Full-time	2024	Present		
Workforce/ Work Experience/Apprei	Carlos Ponce	Adjunct	2024	Absent		
Workforce/ Work Experience/Apprei	Jody Johnson	Adjunct	2023	Absent		
Workforce/ Work Experience/Apprei	<i>Unfilled</i>	Adjunct	2022			
Workforce/ Work Experience/Apprei	Lonetta Riley	Alternate Full-Tim				
Workforce/ Work Experience/Apprei		Alternate Adjunct				
Science & Engineering	<i>Unfilled</i>	Adjunct	2024			
Science & Engineering	Glenn Jaecks	Full-time	2025	Present		
Science & Engineering	Charles Thomsen	Full-time	2024	Present		
Science & Engineering	Mike Holms	Full-time	2025	Absent		
Science & Engineering		Alternate Full-Tim				
Science & Engineering		Alternate Adjunct				
Student Support Services	Judith Valdez	Full-time	2024	Absent		

ARC Academic Senate Roster		Updated	2022-11-17			
Area	Senator	Adjunct/FT	Term End			Decision Item 9 Vote
Student Support Services	<i>Unfilled</i>	Adjunct	2022			
Student Support Services	Arthur Jenkins	Alternate Full-Tim		Absent		
Student Support Services		Alternate Adjunct				
Technical Education	Chris Moore	Full-time	2024	Absent		
Technical Education	Mikhail Drobot	Adjunct	2023	Absent		
Technical Education	Jordan Meyer	Full-time	2023	Present		
Technical Education	Craig Weckman	Full-time	2022	Absent		
Technical Education		Alternate Full-Tim				
Technical Education		Alternate Adjunct				
Officers	Carina Hoffpauir		President	Present		
Officers	Brian Knirk		Vice President	Present		
Officers	Veronica Lopez		Secretary	Present		
Officers	Alisa Shubb		Past President	Present		
Liaison	Janay Lovering		Program Review	Absent		
Liaison	Kate Williamson		Open Education	Absent		
Liaison	Beth Madigan		Classified Sena	Absent		
	Roxanne Morgan		Curriculum	Absent		
	Bill Simpson		Program Pathw	Present		
Total Senate Seats Available (without Officers)			52			
Unfilled Seats			8			
Total Filled Seats			44			
Quorum (25% of filled seats)			11	(round 0.5 up)		
A = 2022		5				
B = 2023		18				
C = 2024		19				



AMERICAN RIVER COLLEGE

In accordance with California's Code of Regulation, Title 5, ARC's Academic Senate is the organization whose primary function, as the representative of the faculty, is to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters.

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

- (1) curriculum, including establishing prerequisites and placing courses within disciplines;*
- (2) degree and certificate requirements;*
- (3) grading policies;*
- (4) educational program development;*
- (5) standards or policies regarding student preparation and success;*
- (6) district and college governance structures, as related to faculty roles;*
- (7) faculty roles and involvement in accreditation processes, including selfstudy and annual reports;*
- (8) policies for faculty professional development activities;*
- (9) processes for program review;*
- (10) processes for institutional planning and budget development; and*
- (11) other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.*

11/17/22

3:00P.M.

Meeting ID: 845 6120 0223, Password: 10plus1

Zoom link:

<https://lrccd.zoom.us/j/84561200223?pwd=dWs5MElvrZkhpMnNmUjNBem9ldz09>

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
8. Updated Student Equity and Achievement Plan for 2022-2025

Decision Items (10 minutes maximum per item)

9. Support for LRCFT Negotiation of Online and Other DE Modes of Instruction and Instructional Support Programs (Second Reading)

Reports (5-10 minutes per item)

10. Reaffirmation of ARC's Strategic Goals (*Associate Vice President of Equity, Institutional Effectiveness and Innovation, BJ Snowden*)
11. Guided Pathways, Areas of Interest, & HomeBases: Where We Are and How We Got Here (*Bill Simpson*)
12. California Community Colleges Chancellor's Office Zero Textbook Cost Program (*Sarah Lehmann*)
13. 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)

14. Academic & Professional Impacts Related to COVID Protocols
15. Proposed Rubric for Equity-Minded Faculty Learning
16. Report Back (Feedback from College Areas)
 - a. Open Issues from any Previous Agenda Item
17. Report Out (Information from District Meetings and Other Areas)
 - a. District Academic Senate and District Meetings
 - b. Other areas
18. Items from College Areas for Academic Senate Consideration

Upcoming Meetings:

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American River College Bias Response Team Report Fall 2022



Background

Convened in spring 2022, the Bias Response Charter and work completed by the team are intended to provide a recommended model for responding to acts of bias against members of the ARC community. This work reflects ARC's commitment to inclusion in an environment that promotes liberation and honors the dignity, humanity, and contributions of all members of our community.

Specifically, this team has been tasked with providing a recommended model for responding to acts of bias against members of the ARC community. The model reflects that at ARC inclusion and the relationships between individuals are valuable and important. This model is also intended to foster an environment that further promotes employee development and retention in support of the college mission. The model also intends to be responsive to all forms of bias, with a particular focus on Disproportionately Impacted populations at ARC* including, but not limited to:

- People of color including Black and African American, Asian and Asian American, Pacific Islander American, Latinx, Native American, multiracial, and other people disadvantaged due to racial and ethnic identity
- Lesbian, gay, bisexual, transgender, queer, and others (LGBTQ+)
- Women-identified and females
- Undocumented, DACA, AB540, and mixed-status families
- Low-income and first-generation
- Current and former foster youth
- People with disabilities
- Non-majority religious and spiritual groups
- Refugees and persons holding Special Immigrant Visas (SIV)
- International students
- People with limited use of the English language
- Additional communities not listed above that may be impacted by bias.

*NOTE: This list is derived from ARC's Institutional Equity Plan.

Bias Response Project Team Members

Project Leads:

Parrish Geary, Dean of Student Engagement and Completion
Kolleen Ostgaard, Dean of Student Services, Support Programs

Members:

Jill Birchall, Deaf Culture & ASL Studies, Professor/Dept. Chair
Barry Frazier, Student Representative
Doug Herndon, Dean of English/Journalism/Dual Enrollment
Rajinder Lal, Professor, Mathematics and Statistics
Fleurdeliza (Liza) Lipscomb, Administrative Assistant to the Dean of Student Services
Steve Roberson, Dean of Kinesiology and Athletics
Caitlyn Spencer, Interim Outreach Specialist, Dual Enrollment
Corey D. Winfield, UNITE Center Clerk
Bill Zangeneh-Lester, Professor and Chair, Department of Humanities and Religious Studies

Project Purpose and Scope

This project considered bias response as a strategic mechanism to enable the college to achieve its strategic goals, identified in ARC's Strategic Goals 2017-2021. The project team also considered how the college might best create a comprehensive, integrated, and intentionally sequenced bias response model in support of the following goals:

- Strategic Goal 1: Students First
- Strategic Goal 3: Exemplary Working and Learning Environment

- Strategic Goal 4: Vibrancy and Resiliency

Underlying all of these goals is the institutional imperative: a commitment to social justice and equity that strives to uphold the dignity and humanity of every student and employee.

As such, the project took into consideration questions such as:

- How can a bias response model be structured to foster ARC's commitment to inclusion, social justice, and equity?
- How can recommendations of the Institutional Equity Plan related to bias response be integrated?

Project Objectives

Objective 1: Gather resources to inform the planning process such as initial insights from the institutional equity planning process, promising practices from other institutions, and other relevant research.

Based on our team's research, below are key elements that helped to create a successful model for bias reporting and response at the following nine colleges that the team examined.

Summary of Common Elements of Bias Response Teams Across Eight Colleges

[Napa Valley College](#)

[Maryland University](#)

[Portland State University](#)

[University of Wisconsin-Madison](#)

[Western Washington University](#)

[Iona University](#)

[Smith College](#)

[Princeton University](#)

Role of BRT:

- The primary role of the team is to assess reported instances of bias in the campus community and to facilitate a college response based on the details of the incident, and to educate the campus community about bias and bias reporting protocols.
- The team would not exist to supplant current protocols that exist to resolve other reports of issues around discrimination, sexual misconduct or harassment, student conduct violations or violations of criminal law. Instead, the team would serve the community by ensuring an effective and efficient response to complaints of bias.

Process:

Through a form available on the Bias Response website, the team makes an initial assessment of the report, and determines the appropriate route for resolution. It may be routed to a more appropriate entity or compliance office, such as the Student Conduct Office, Campus Police, HR or other compliance officer or it may reside with the team for resolution.

Typical Team Members:

Team structure vary, but these elements were consistent among the colleges we considered:

- The BRT is housed in the the Office of Equity and Inclusion and includes representatives from
- Campus police
- Student conduct
- Student Life
- Counseling
- Office of Equity and Inclusion

Websites:

The most robust of the websites we consulted included:

- Goals of the team
- Definition of bias and hate-related incidents
- Explanation of how the reporting process works
- Annual reports which included annual statistics
- A “Bias Dashboard” (only accessible to campus employees)
- Team members and contact information

Models for consideration:

[University of Wisconsin-Madison](#)

Bias Response Advisory Board Purpose:

Is to advise the process of responding to incidents of bias or hate and also support the Bias Response and Advocacy Coordinator in their role as a student advocate.

UW-Madison Bias Advisory Board 2021-2022 Members

- Vice Provost for Faculty and Staff Affairs, Provost Office
- Associated Students of Madison
- Director Office of Inclusion Education
- Assistant Director of Residence Life and Inclusion, University Housing

- Director of Maintenance, Facilities, Planning & Management
- Dean of Students, Student Affairs
- Asst. Vice Provost for Student Diversity and Scholarship Programs, DDEEA
- Director of Clery Compliance, UW Police Department
- Associate Vice Chancellor for Student Affairs/Identity and Inclusion, Student Affairs Heather Shimon, Science & Engineering Librarian, Libraries
- Assistant Director, Dean of Students Office/Bias Response
- Vice Provost for Teaching and Learning, Provost Office
- Assistant Dean of Students, Dean of Students Office
- Director of Academic Services, Graduate School
- Senior Special Assistant -Workforce Equity, Diversity Education, & Outreach, DDEEA
- Special projects coordinator for student affairs, Student Affairs
- Student Life Coordinator, Diversity and Inclusion, Wisconsin School of Business
- Student Conduct Coordinator, Office of Conduct and Community Standards
- EDI Director of Teaching and Learning Innovation, UW School of Education
- Director of Mental Health Services, University Health Services

UW-Madison Reporting Process

The following processes are taken directly from UW-Madison's [Dean of Students Office Student Affairs](#) webpage.

1. Bias or hate incident reported through the official [reporting form](#).
2. Staff member from the Dean of Students Office acknowledges receipt of the report. Offer to meet with the reporter to discuss next steps and connect them to resources. Reporting form can also be submitted anonymously.
3. Responses to incidents of bias or hate will vary depending on the severity of the event and can range from referrals to appropriate offices on campus to restorative conversations between the targeted individual and the respondent.
4. If the person reporting the incident requests follow-up, the Bias Response and Advocacy Coordinator will contact them to provide support and resources.
5. When the student code of conduct is violated, the Office of Conduct and Community Standards begins their own investigation and will determine possible sanctions. When criminal activity occurs, UWPD or Madison Police Department are notified and pursue their own investigation and respond accordingly. When cases involve faculty or staff as respondents, Human Resources and the Office of Compliance work on addressing the incident or concern.
6. An official log of the incident is made and published.

[Portland State University](#)

Bias Review Team Goals

- Enhance communication to promote awareness of bias and the BRT reporting processes
- Develop educational and outreach programs based on data collected from bias reports
- Improve the campus climate by identifying trends and confronting bias incidents

BRT Stakeholders

- Chair: Associate Vice President, Global Diversity & Inclusion
- BRT Coordinator: Equity and Compliance Consultant, Global Diversity & Inclusion
- Chief of Police
- Campus Safety - Clery Officer
- Vice Provost, Student Affairs
- Dean of Student Life
- Director of Employee and Labor Relations, Human Resources
- Director of University Housing and Residence Life
- Athletics Director
- Director of Counseling
- Director of the Queer Resource Center
- Associate Director, International Student Life, International Affairs
- Coordinator, Illuminate (Relationship & Sexual Violence Prevention)
- Director, Teaching, Learning and Assessment, Office of Academic Innovation
- Cultural Resource Center Representative, Global Diversity and Inclusion
- University Communications representative
- Faculty member representative
- Student representative

Reporting Bias

- Reporting is through their [Bias Incident Report Form](#). With a note stating that this form “does not initiate an employee and harassment or student conduct investigation.”
- The Office of Equity & Compliance will work with whomever filed a [complaint of discrimination](#) against a PSU student, staff, or faculty member. Forms: [Student Conduct Complaint Form](#) & [Employee Complaint Report Form](#).
- Those who report an incident will...
 - Increase PSU’s ability to identify individual and systemic bias incidents, and
 - Receive resources and support (if desired)

Objective 2: Assess the current state of ARC practices related to bias response, such as the Crisis Assessment Support Team (CAST).

ARC does not currently have a formalized process/structure in place for the campus community to report bias concerns. Offices and Officers to whom bias *may* be reported include:

- [Student Grievance Officer](#)
- [Title IX Officer](#)
- [Title V Officer](#)
- [ADA Office](#)
- [Crisis Assessment and Support Team \(CAST\)](#)
- [Office of Equity and Inclusion | American River College](#)
- LRCCD's local policies and regulations:
- [Los Rios District Regulations - 2000 Student Series](#)
 - Student Rights and Responsibilities ([LRCCD Regulation 2411](#))
 - Student Grievance Procedures ([LRCCD Regulation 2412](#))
 - Discrimination and Harassment Complaint Procedures ([LRCCD Regulation 2423](#))
 - Standards of Conduct ([LRCCD Regulation 2441](#))
 - Due Process ([LRCCD Regulation 2442](#))

There does not appear to be any formalized process specific to bias reporting. The above-mentioned may address bias concerns, but that is not their specific mandate. A reporting/investigation process geared towards incidents of bias would be helpful to the campus community.

The closest process we have to bias reporting is through the Office of Equity and Inclusion via the Title V compliance officer/discrimination reporting (see link above).

Objective 3: Assess practices and efforts at the College that pose barriers to an effective bias response model.

Possible barriers include, but are not limited to:

- [ARC's Student Standards of Conduct Guide](#)
 - Would benefit from a close reading through a bias lens to avoid a process that is based more on equality than equity.
- [Los Rios Policies and Regulations](#)
 - [Los Rios District Regulations - 2000 Student Series](#)
- District administrative (instructional) policies and culture that focus on equality over equity.
 - Example: Deans are trained that in order to avoid the appearance of bias, any special arrangements offered to one student must be offered to all students. This

policy does not allow instructional faculty to address issues of equity within the classroom setting.

- Lack of structured, thorough training for those in charge of grievance procedures
- Fragmented structures for various reporting/compliance processes:
 - Example: Title V, Title IX, and ADA compliance officers are housed in different areas of the college, and are typically people with demanding jobs outside of their compliance responsibilities.
 - These officers change regularly
- Possible barriers to students with language deprivation using English - the information could be inaccessible to students if it is provided solely in English.

Objective 4: Consider the composition/membership of a bias response team that would be most effective.

The Bias Response Team is the college's first response to addressing reported bias incidents in which an equity approach is necessary. The Bias Response Team will meet, as needed, in response to receiving a bias incident report referral. The Bias Response Team shall consider and undertake the appropriate measures to address the incident. Such measures, depending on the nature and severity of the incident, may need other campus resources to assist the affected person(s).

We recommend the following individuals to serve on the college's Bias Response Team:

CORE TEAM:

- Associate Vice President of Equity, Institutional Effectiveness, and Innovation (Designee)
- Title IX Officer
- Discipline Officer
- Instructional Dean or other representative
- Instructional and counseling faculty representative
- Campus Police
- Student Services Dean or other representative

Core team members should meet, as needed, to review complaints, to participate in regular training, to help develop college-wide training opportunities and to assist with the college response to local/national/worldwide events that may trigger bias incidents and/or create the need to support impacted college community members.

As someone appointed to serve on the Bias Response Team, individual team members agree to participate regularly in meetings, training and other Bias Response Team-sponsored events/training.

Each member of the core team should be trained to be part of the college response when incidents of bias are reported. It will be the team's responsibility to review such reports, determine course of action and potentially be part of any action taken to support the individual (s) impacted by the report.

OTHER AREAS/DEPARTMENTS TO POTENTIALLY INCLUDE ON A CASE-BY-CASE BASIS SUCH AS:

- UNITE Center representative
- Associated Student Government representative
- Athletics representative
- DSPS representative
- Human Resources representative

Objective 5: Project the future needs of a bias response model considering the ARC Redesign the rapidly changing environment, and ARC student population, including disproportionately impacted groups.

The Bias Response Team's future needs should reflect ARC's diverse campus. It also needs to be accessible to everyone and not have too many reporting steps. It is important to have the team meet regularly to review the cases, attend training to develop their skills in the area of bias and bias response, and provide appropriate training to the campus community in conjunction with ARC's Professional Development and Training Plan.

Entities at ARC that address concerns that may be related to bias need to have clearly identified and outlined roles so that the campus community can easily connect to the appropriate reporting structure. This team recommends the development of one website where each of these structures/processes are clearly explained (e.g., Bias Response Team, CAST, Student Conduct, compliance processes, etc.).

Objective 6: Consider training and development needed for employees who participate as members of a bias response team, as well as for members of the broader college community.

It is recommended that the Bias Response Team is provided with regular access to training to understand their roles, support their ongoing work, and to stay up-to-date on national trends/training opportunities related to effectively addressing bias response. Additionally, team members should be provided race conscious training to support the equity work of the college and to help ensure that those who report incidents of bias receive the most appropriate support from team members (suggestion from SSC/ELT).

Once team members are appointed, consider a Bias Response Team retreat where members will get to know one another, discuss training needs, start the process of developing a reporting and intake process and consider the timeline for report responses. These are all important considerations to take into account in the development of a Bias Response Team to help ensure that:

- The process is readily available to all members of the community;
- The process is developed and tested prior to its rollout;
- The process is timely to ensure that concerns are being addressed within a specific timeframe;
- The process includes not only the appropriate response to acts of bias, but also appropriate referrals for support be made to help ensure the victim (s) well-being (e.g., CAST referral, Los Rios mental health support, etc).
- A process is developed when a college response is needed to local/national/worldwide events that may trigger bias incidents and/or create the need to support impacted college community members.

Additionally, this team should support crucial training to advocate for the prevention of bias incidents and hate by providing workshops, training, seminars, continuing education, or retreats for staff, students, and faculty.

Consider identifying a budget for this group so that they have the resources necessary for training.

NOTE: CAST has a good process in place for responding to referrals. This group may be a good resource and the BRT develops its own response process. See CAST Flow Chart in appendix.

Objective 7: Identify clear priorities for bias response at ARC.

The following is a suggested prioritization of action items necessary to implement a bias response reporting process and team at ARC.

PRIORITY ONE:

- Connect bias work to ARC's Institutional Equity Plan.
- Determine where the Bias Response Team is housed at ARC.
- Determine membership of team Bias Response Team that reflects ARC's diverse campus community.
- Consider the length of Bias Response Team appointments (Consider a 6-semester appointment at least initially so that team members can have time to develop their processes and develop as a team; after that possibly 4 semesters. Also keep in mind that

referrals may potentially be submitted during summer months and at least a few team members need to be available outside of traditional fall/spring semesters to respond).

- Identify and recruit members.
- Train team for its work in supporting bias reporting.
- Establish boundaries for various reporting processes at the college to avoid confusion and/or duplication of efforts.
- Identify opportunities to incorporate campus climate research associated with the Bias Response Team.

PRIORITY TWO:

- Bias Response Team works to create a website and reporting mechanism.
 - Including an option to file a report anonymously.
 - Establish protocols after an incident report is submitted (workflow).
 - Establish reporting protocols for students and community members for whom English is not their first language including American Sign Language.
 - Establish engagement protocols with campus leadership after an incident is addressed.
 - Create a communication plan to ensure most impacted communities are aware of the Bias Response Team and reporting process.
- Offer broader bias training for the campus community (consider videos and other means to provide ongoing training as opposed to just occasional training opportunities).
- Provide combined training for all compliance officers, CAST and Bias Response Team to help ensure that roles are understood and for ease of making referrals, as needed, to other reporting processes.
- Provide training to counselors and other key campus personnel so that they can refer students appropriately based on the nature of their concern.
- Create a process for the Bias Response Team to respond to acts of hate on campus (eg., racist graffiti) including information to support instructional faculty with resources, talking points and other direction on how to support conversations in the classroom.
- Provide clear and consistent communication with the campus community on the status of bias reporting.
- Establish timelines for regular communication on bias incidents and production of an annual report.

PRIORITY THREE:

- Work to bring more cohesive community structure to all campus entities that engage with and work to resolve issues of grievances, discrimination, inequity and bias.
 - Example: The leads of these teams and college compliance officers meet monthly or each semester to address holes in these processes.

- Consider having BRT, or other assigned groups, go through ARC discipline and grievance policies with the goal of removing implicit and explicit bias in those processes. For example:
 - Student Conduct Guide
 - Grievance policies protocols
 - Discipline policies
- Provide prevention training during flex opportunities.
- Provide an avenue for ongoing training for Associated Student Government, other student groups and college councils.

Objective 8: Develop recommendations that are actionable.

The following is a suggested prioritization of action items:

PRIORITY ONE:

- Identify and appoint a Bias Response Team including the team lead.
- Identify location of the Bias Response Team within ARC structure (possibly Office of Equity and Inclusion).
- Develop online reporting process and structure.
- Develop training for Bias Response Team members.
- Provide training to the campus community in consultation with the Center for Teaching and Learning.
- Research methods of capturing and reporting data (moved from Priority 2 as requested by SCC).
- Create a bias response website and reporting structure.
 - Define or share examples of bias incidents on website and in training materials.

PRIORITY TWO:

- Add bias response to Institutional Equity Plan and other campus resource materials.
- Establish a message that can be shared with the campus community each semester.
- Provide training resources the campus can utilize to address bias incidents.
- Establish campus and community contacts to assist with bias trainings.
 - Establish “Key Collaborators” Council. These entities are not officially part of the BRT, but work as active engaged resources in working through bias complaints.
Examples:
 - UNITE Center representative
 - Associated Student Government representative
 - Athletics representative
 - DSPS representative
 - Human Resources representative

PRIORITY THREE:

- Establish a broad communication plan.
 - Establish regular campus messaging and timeline for annual report.
 - Identify communities most impacted by bias for targeted training on bias reporting.
 - Consider including bias reporting process during student orientation and/or other outreach opportunities to help ensure that students are aware of this resource.

Appendix

ARC's Institutional Equity Plan

<https://arc.losrios.edu/arc/main/doc/ARC06-About%20Us/ARC-Our-Values/ARC-Equity-and-Diversity/ARC-Institutional-Equity-Plan.pdf>

ARC's Strategic Goals

<https://inside.arc.losrios.edu/pd-guidelines-goals-and-competencies/pd-guidelines-goals-and-competencies/pd-guidelines-goals-and-competencies>

Recommend this document be reviewed to help train the BRT.

Every Student Belongs

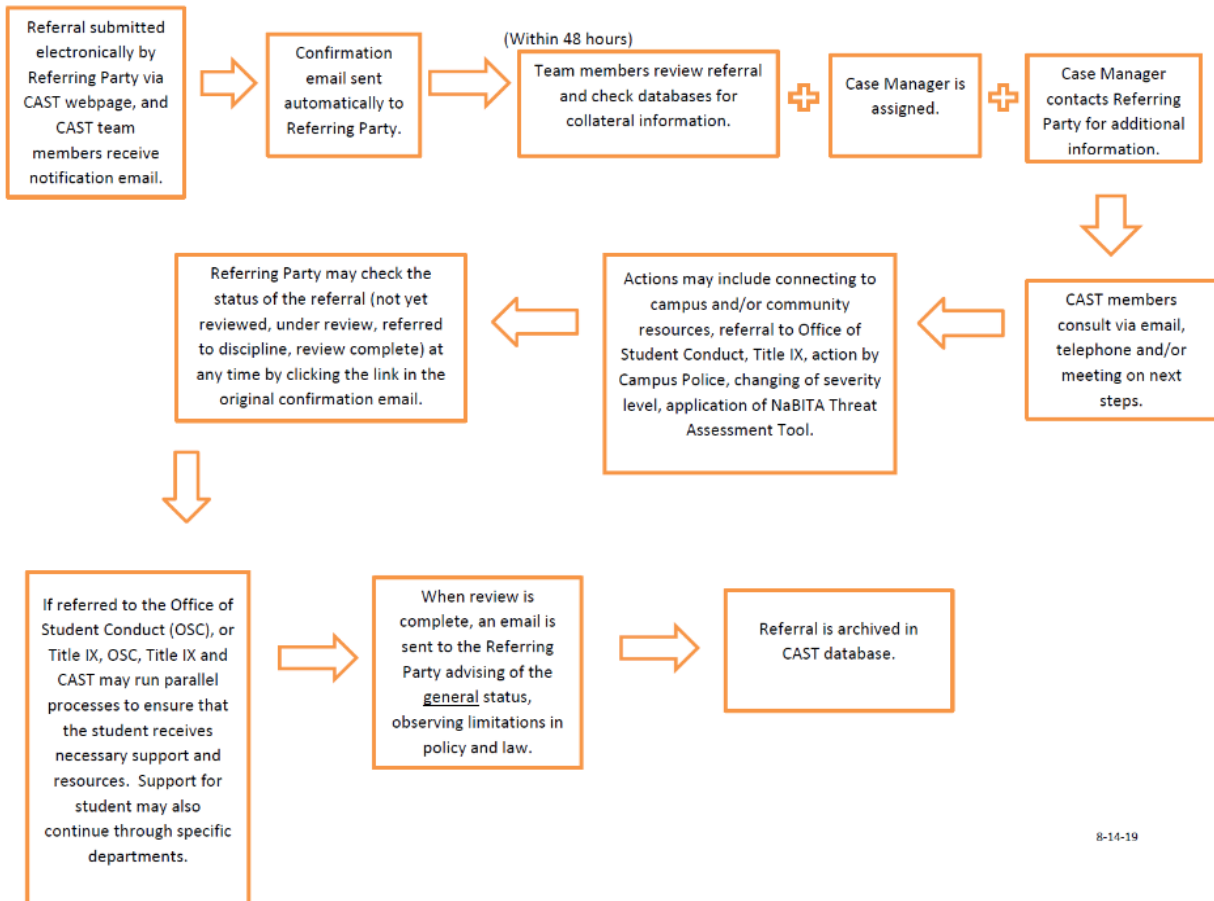
Bias Incident Response Guide

Oregon Department of Education

October 2020

https://drive.google.com/drive/folders/1ge9r6Zk_zbXP5J4FsFNzWhHIFKxGfU

CAST Procedures Flow Chart



8-14-19

CAST Procedures Flow Chart

CAST Case Manager Process*

1. When assigned to be a CM, go into CAST database, assign yourself as CM and include date/time information.
2. CM to contact RP for additional information/support/resources and/or to notify RP that you are reaching out to POC.
3. Update notes following conversation with RP.
4. Review case notes for additional information on POC.
5. Reach out to POC to provide support/resources.
6. Update notes following communication/action with POC.
7. Follow up with POC, RP and/or CAST as needed and continue to update notes.
8. Notify RP once CM is ready to archive to ask if anything else is needed to support POC.
9. CM to make recommendation to close/archive referral when appropriate.
10. CM notifies RP once referral is archived.

*Goal is to respond to each referral ASAP – 24 hours at most. If a CM is unable to respond to referral within 24 hour window please request that another member is asked to serve as CM.

BRT: Best Practices of Other Colleges

Napa Valley College

- The purpose of the NVC Bias Incident Response Team is to support and assist with a campus response to a bias incident or hate crime and to support the college's commitment to provide a "hate free zone." It acts to prevent bias incidents and hate crimes by constantly assessing the climate of the campus community and by recommending educational programs that create awareness and that combat intolerance.
- Developing and recommending response protocols for bias incidents and hate crimes that occur on campus.
- Identifying and recommending partnerships with campus and regional community individuals, groups, and organizations involved in supporting victims and in preventing bias incidents and hate crimes.
- Independent group of campus community members who have received specialized training in the prevention of and response to bias incidents and hate crimes. This team is accountable to the college president and campus police chief.
- Although it's most helpful to know who is making the report, you can remain anonymous. The report you make below will go directly to the Bias Incident Response Team and Campus Police for follow-up. If you prefer to make a report in person, you can go directly to Campus Police (707-256-7777) or you can [contact a member of the Bias Incident Response Team](#).
- What is a hate crime? A "hate crime" is any violation of criminal law motivated by the victim's actual or perceived race, ethnicity, nationality, gender, religion, sexual orientation, or disability.
- What is a bias incident? An act that is not a violation of criminal law, but that is motivated by bigotry or hate based on the victim's actual or perceived race, ethnicity, nationality, gender, religion, sexual orientation, or disability. Bias incidents could include violations of College Policy or Codes of Student Conduct. Use of racial slurs or name calling are examples of a bias incident.
- Online form (similar to CAST) for reporting incidents.
- Other content on site:
 - FAQ
 - Available training presentations
 - Team Members
 - Faculty Member, 256-7503
 - ADMJ Coordinator, 256-7710
 - Director CJTC, 256-7705
 - Faculty member, 256-7654
 - Chief of Police, 256-7777
- A lot of info related to Safe Space programs
- A lot of info for LGBTQ community

[Portland State University](#)

The Bias Review Team (BRT), which includes key campus-wide stakeholders, communicates and meets regularly to respond to reported bias incidents, and to assure students, employees, and community members who experience or witness an act of bias receive support and access to resources. The BRT collaboratively works to address bias incidents that affect Portland State University (PSU) students, faculty, staff, and community members.

The goals of the BRT are:

- Enhance communication to promote awareness of bias and the BRT reporting processes
- Develop educational and outreach programs based on data collected from bias reports
- Improve the campus climate by identifying trends and confronting bias incidents
- Any person who has experienced, witnessed, or heard of a bias incident is encouraged to complete the form. Please note that completing this form does NOT initiate an employee discrimination and harassment or a student conduct investigation.
- You may file a [complaint of discrimination](#) against a PSU student, staff, or faculty member who you believe is engaging in discriminatory conduct against you or others. The Office of Equity & Compliance will work with you to determine if an investigation is appropriate.
- If you have a concern relating to a student in crisis, you may also file a [CARE Team Report](#).

BRT composition:

- Chair: Associate Vice President, Global Diversity & Inclusion
 - BRT Coordinator: Equity and Compliance Consultant, Global Diversity & Inclusion
 - Chief of Police
 - Campus Safety - Clery Officer
 - Vice Provost, Student Affairs
 - Dean of Student Life
 - Director of Employee and Labor Relations, Human Resources
 - Director of University Housing and Residence Life
 - Athletics Director
 - Director of Counseling
 - Director of the Queer Resource Center
 - Associate Director, International Student Life, International Affairs
 - Coordinator, [Illuminate](#) (Relationship & Sexual Violence Prevention)
 - Director, Teaching, Learning and Assessment, Office of Academic Innovation
 - Cultural Resource Center Representative, Global Diversity and Inclusion
 - University Communications representative
 - Faculty member representative
 - Student representative
- What Happens After A Person Reports A Bias Incident? When an individual completes a BRT incident report, the person has the option of identifying themselves and asking to

be contacted. The BRT report goes to the [Office of Equity and Compliance \(OEC\)](#) and the OEC team will first determine if the person impacted by the bias should be referred to the [CARE Team](#) or any other campus partner for support and safety planning. Additionally, the OEC team may reach out to the person to obtain additional information to evaluate appropriate follow-up.

- Additionally, the OEC staff evaluates the matter to determine what appropriate actions should occur. The following are examples of immediate responses:
 - If the matter may be a hate crime, it may be referred to the Campus Public Safety Office (CPSO). CPSO can also evaluate whether a person who is not a student or employee should be excluded from PSU's campus.
 - If the reported bias involves a student's conduct, the matter is referred to the Dean of Student Life (DOSL) office, [Student Conduct and Community Standards](#), to determine if there is a violation of the [Student Code of Conduct](#). DOSL may open an investigation into the matter or may meet with the student to provide coaching to stop the conduct. Sanctions cannot be put into place against a student without an investigation and hearing. However, DOSL can put No Contact Orders in place between students without any investigation.
 - If the reported bias involves an employee's conduct, the OEC team will first determine if the matter should be handled as a [discrimination complaint](#). If so, an intake for a discrimination complaint will occur and a determination of whether to conduct a formal investigation is made based on PSU's Prohibited Discrimination and Harassment Policy. Corrective action can only take place if there is a formal investigation. However, if a discrimination complaint will not be investigated, the OEC team will contact the supervisor of the reported employee or the Chair and/or Associate Dean of Academic departments and ask for them to provide coaching to stop the reported conduct.
 - If the reported bias involves a non-PSU student or employee, the OEC team will determine if there is an external entity that can be contacted to address the bias incident. This could include a business on or around PSU's campus, TriMet/Metro, or the City of Portland.
 - University Communications and Global Diversity and Inclusion will continue to provide communications to the campus when bias incidents impact our university. In 2020, the BRT provided a memorandum to PSU's Executive Council and University Communications to request that the BRT is consulted on communications and response when there will be communication or action resulting from a bias incident.
- Students and Staff were, respectively, the largest groups of those who reported bias incidents
- It is worth noting that Other/Unknown (n = 54) includes people not affiliated with PSU, or that there was not enough information provided to accurately identify who the offending party was. Of the accused parties, Faculty (n = 21) was cited the most often followed by Staff (n = 17) and Students (n = 16).
- Most accusations were against those in "other" category.
- They include definitions, which also state how bias is expressed.

University of Maryland

- The primary role of the Hate-Bias Response Team is to review hate-bias incidents, to provide appropriate responses based on the nature of the incident and to work collaboratively to provide educational outreach to the campus.
- The team does not replace any of the current procedures and protocols in place to resolve alleged violations of policies regarding student conduct, discrimination, sexual misconduct, or violations of criminal law. Rather, the team seeks to ensure that there is a more streamlined and effective process for handling hate-bias incidents, including providing support to impacted parties.
- The team does not seek to limit academic freedom, but rather, to foster a campus community where students, faculty and staff of all identities feel welcomed and supported.

The Hate-Bias Response Team is made up of members from the following campus units:

- The Counseling Center
- The Office of Civil Rights and Sexual Misconduct
- The Office of Diversity and Inclusion
- The Office of Resident Life
- The Office of Student Conduct
- The University of Maryland Police Department
- The University Health Center

Key Collaborators (these are not members of the team)

The Hate-Bias Response Team also works closely with various divisions across campus who can provide expertise. These include:

- The Graduate Student Government
- The LGBTQ+ Equity Center
- The Nyumburu Cultural Center
- The Office of Multicultural Involvement & Community Advocacy [MICA]
- The Office of Strategic Communications
- The Student Government Association
- The University Chaplains
- The University of Maryland Department of Fraternity and Sorority Life

This webpage also includes a complaint form regarding accommodations issues.

<https://diversity.umd.edu/uploads/files/BISS-by-the-numbers-2022.pdf>

Princeton University (sample bias reporting website)

<https://inclusive.princeton.edu/addressing-concerns/bias-discrimination-harassment>

Bias, Discrimination, Harassment

[Electronic and Online Attacks and Harassment](#)

[Online Harassment Resources](#)

[Sexual Misconduct](#)

[Disability & Accessibility](#)

[Freedom of Expression](#)

[Equal Opportunity](#)

[Step by Step Process](#)

[Policies](#)

[FAQs](#)

[Free Expression and Inclusivity](#)

[Retaliation](#)

Bias, Discrimination, and/or Harassment

Princeton University is committed to creating and maintaining an educational, working, and living environment that is free from discrimination and harassment and allows every member to thrive.

Princeton's [Policy on Discrimination and/or Harassment](#) is guided by federal and state law and protects members of the University community from discrimination and harassment on the basis of protected characteristics including those covered by Title VI and Title VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and the New Jersey Law Against Discrimination. All members of the University are encouraged to report all acts of bias, discrimination and harassment so that the University can take appropriate action to help improve the campus climate. To learn more about reporting bias, discrimination and harassment generally, visit our [FAQs on Discrimination and/or Harassment](#).

Bias is a broad category of behaviors including discrimination, harassment, and other actions which demean or intimidate individuals or groups because of personal characteristics or beliefs or their expression. Some forms of bias, including discrimination and harassment, including harassment by electronic means, are prohibited under law and/or University policy.

- If you are the target of online or electronic harassment, follow the guidance on [Electronic and Online Attacks and Harassment](#).
- Bias-related incidents involving offensive speech or expression are challenging because the University maintains a [Statement on Freedom of Expression](#). You can learn more about the [intersections of free expression and inclusivity](#) by reviewing our frequently asked questions.

Step by step process on how to get help

Step 1: Who do you talk to?

When you feel that you have been subjected to bias, discrimination and/or harassment or have observed such behavior directed at others, you have many options, including consulting with a Confidential Resource or a non-confidential resource, or formally reporting what happened.

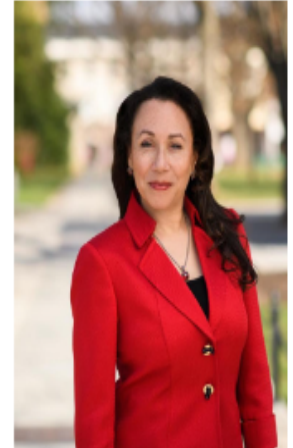
Step 2: What options do you have?

There are several options to submit a report or complaint of bias, discrimination and/or harassment to the University.

Step 3: What to expect next

Knowing what happens after filing a report or complaint of bias, discrimination and/or harassment can help inform your decision-making in terms of whether to respond to what happened informally on your own or to make a formal complaint to the University.

Contact



Cheri Burgess

Director for Institutional Equity and Equal Employment Opportunity

609-258-8504

clawson@princeton.edu

Office of the Provost, 204B Nassau Hall

Resources

[Policy on Discrimination and/or Harassment](#)

[Confidential Resources](#)

[File a Report](#)

Related Information

[Annual Bias Report](#)

[FAQs](#)

[Definitions](#)

[Electronic and Online Harassment](#)

[Policies](#)

[Rights, Rules, Responsibilities](#)

Napa Valley College (sample bias reporting webpage)

<https://www.napavalley.edu/President/BIRT/Pages/birtincidentform.aspx>

WebAdvisor | Class Schedule | College Catalog | Library | Calendars | Campus Maps | A-Z

NAPA VALLEY COLLEGE

SEARCH...

ABOUT NVC | REGISTRATION | ACADEMICS | COLLEGE GOVERNANCE | STUDENTS | COMMUNITY | FACULTY & STAFF

Bias Incident Response Team

B.I.R.T. Home

About Hate Crimes

Frequently Asked Questions

Available Training Presentations

B.I.R.T. Contact Information

Report a Bias Incident or Hate Crime

Safe Space Program

SAFE SPACE Program

Safe Space Program FAQs

Safe Space Locations

Information For LGBT Students And Staff

Hate Crime

Report a Bias Incident or Hate Crime

Napa Valley College is committed to providing a safe place for students and staff to work and learn. In order to fulfill this commitment, Campus Police and the College Administration need to know when a bias incident or hate crime occurs. You can report a bias incident or hate crime as a witness or a victim.

Although it's most helpful to know who is making the report, you can remain anonymous. The report you make below will go directly to the Bias Incident Response Team and Campus Police for follow-up. If you prefer to make a report in person, you can go directly to Campus Police (707-256-7777) or you can [contact a member of the Bias Incident Response Team](#).

What is a hate crime? A "hate crime" is any violation of criminal law motivated by the victim's actual or perceived race, ethnicity, nationality, gender, religion, sexual orientation, or disability.

What is a bias incident? A act that is not a violation of criminal law, but that is motivated by bigotry or hate based on the victim's actual or perceived race, ethnicity, nationality, gender, religion, sexual orientation, or disability. Bias incidents could include violations of College Policy or Codes of Student Conduct. Use of racial slurs or name calling are examples of a bias incident.

To make a report, please provide the following information:

Report Form

What is your name (Optional):

What is your phone number? (Optional):

What is your email address? (Optional):

What is your relationship with our campus?:

What is the Date and Time the Incident Occurred?:

Describe the Location of the Incident:

Describe what Happened:

DRAFT REPORT -Employee Onboarding

Background: This project is proposed to provide a venue for immediate employee onboarding planning and as a means to document recommendations that align with the Professional Development and Training Plan. As a whole, this type of plan recognizes a college's employee base as a valuable resource and is intended to determine how to best foster an environment that promotes employee onboarding as a necessary initial component of employee development and retention in support of the college mission.

Project Purpose and Scope: The project will consider questions such as:

- How can institutional employee onboarding be structured to foster growth of employees in different locations, different career stages, different job functions, different racial, tribal, and intersectional identities, different constituencies, and who have different learning preferences?
- How can new employee training ensure that incoming hires are not only prepared for their individual job function, but also are prepared to effectively support ARC goals and participate effectively in the ARC college environment?
- How can recommendations of the Institutional Equity Plan related to professional development and the Professional Development and Training Plan be brought to life?
- How can we ensure that training occurs as needed for employees across constituencies?
- Which resources (internal and external) are available and needed to provide a comprehensive, integrated program of professional development?

The charge of the project team is limited to the planning process including steps such as assessment, analysis, strategy design, and developing recommendations. Actual implementation of an employee onboarding model and strategies are beyond the scope of work.

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

1. Gather resources to inform the planning process such as initial insights from the Institutional Equity Plan, input from members of disproportionately impacted communities, disproportionate impact data, promising practices from other institutions, and other relevant research
2. Assess the recent history and current state of ARC and LRCCD practices related to employee onboarding, such as the New Faculty Academy
3. Consider the employee onboarding process in alignment with the recommendations of the Professional Development and Training plan
4. Assess practices and efforts at the College that pose barriers to an effective employee onboarding model
5. Project the future needs of an employee onboarding model considering the ARC Redesign, the current and future demographics of our students, disproportionate impact data and current and historical equity gaps, and the rapidly changing environment

6. Identify clear priorities for employee onboarding designed to close equity gaps for Black, African American, Latinx/e, Native American, AAPI, and LGBTQIA+ students at ARC
7. Develop recommendations that are actionable

Project Deliverables: Draft a recommended employee onboarding model that will do the following:

1. Identify clear priorities for employee onboarding at ARC designed to close equity gaps for Black, African American, Latinx/e, Native American, AAPI, and LGBTQIA+ students
2. Identify barriers to effective employee onboarding that currently exist at ARC
3. Develop a common set of information, skills and knowledge expected of all new employees of the college designed to close equity gaps for Black, African American, Latinx/e, Native American, AAPI, and LGBTQIA+ students
4. Develop specific sets of information, skills and knowledge required of each constituency group (e.g. classified professionals, faculty, administrators, student help).
5. Recommend specific actions to implement onboarding for each of the constituent groups (e.g. classified professionals, faculty, administrators, student help).

Project Membership:

Kathy Sorensen- Lead- Instructional Dean
Hannah Blodgett- co-lead- Student Services Dean
Asha Wilkerson- co-lead- Faculty
Raquel Arata- Management
Gina Barnard- Faculty
Liz Geisser- Classified
Israeline Grayson- Classified
Kevin Porter- Classified
Caroline Prieto- Faculty
Mary Goodall- Support
Alex Johnson- student
Tiffany Glenn- student

**Jazzie Mugunzo Murphy (management) and Beth Madigan (classified) participated in Spring/Summer, but were unable to participate in Fall 2022.

Meetings:

March 25, 2022

April 8, 2022

April 25, 2022

June 16, 2022 (Classified only)
June 28, 2022 (Classified only)
July 12, 2022 (Classified only)
July 26, 2022 (Classified only)
September 30, 2022
October 14, 2022

After meeting several times in the Spring 2022 semester as a whole group, the group decided to have the classified members meet during the summer and share the results upon returning in the fall semester.

Discussion: After the Spring 2022 meetings, it was clear that the Classified group had the least developed professional development system while the full-time faculty had the most robust professional development. There were many aspects of the Professional Development Plan and Equity Plan that the classified were not familiar with or had limited knowledge of. There was no specific work or discussion regarding Management professional development.

This led to the decision to have separate meetings for the classified over the summer to discuss their particular needs. Kathy Sorensen worked with the Classified group, and Asha Wilkerson worked with the faculty. The Management discussions were not started at this time.

One of the co-leads, Jazzie Muganzo Murphy, left the college for another position over the summer. Also, one of the primary classified participants in the summer meetings, Beth Madigan, left the team as well after the summer meetings.

Deliverables and Recommendations:

1. Identify clear priorities for employee onboarding at ARC designed to close equity gaps for Black, African American, Latinx/e, Native American, AAPI, and LGBTQIA+ students.

The team recommends training modules for all constituency groups in the the following areas to help raise awareness about the experience of Black, African American, Latinx/e, Native American, AAPI, and LGBTQIA+ students, and hopefully, lead to reductions in equity gaps for these groups:

- a) Campus Culture- What are the mission/vision/values of American River College? What are our Strategic Goals? What is the role of employees in helping the campus live out its MVV and reach our goals?
- b) Disproportionately Impacted (DI) Populations- Who are our DI populations on the campus? What are the current efforts on the campus to help these students be successful?

- c) Equity at ARC- What role do employees have in helping the campus live into its Equity Plan goals? Where are our Learning Communities (e.g. Umoja, Puente, PRISE, PRIDE) located on campus and how do they help students?

2. Identify barriers to effective employee onboarding that currently exist at ARC

The results from the committee's discussion about barriers can be found here: [How can ensure that Onboarding at ARC is an absolute failure? \(padlet.com\)](#)

The barriers fell into four general categories:

1. Lack of training (and related)- 74% of answers
2. Issues with supervisors/managers- 10% of answers
3. Lack of mentor/accountability- 10% of answers, and
4. Higher Ed/ARC Culture- 7% of answers

3. Develop a common set of information, skills and knowledge expected of all new employees of the college designed to close equity gaps for Black, African American, Latinx/e, Native American, AAPI, and LGBTQIA+ students

Please see Deliverable #1 for this information.

4. Develop specific sets of information, skills and knowledge required of each constituency group (e.g. classified professionals, faculty, administrators, student help).

Recommendations for #4 and #5 are combined in the section below.

5. Recommend specific actions to implement onboarding for each of the constituent groups (e.g. classified professionals, faculty, administrators, student help).

Recommendations for #4 and #5 are combined in the section below.

For all groups:

- 1) **Recognize that there should be four levels of on-boarding occurring for all employees:**
 - a. District-level processes (e.g. Payroll, Benefits)
 - b. ARC- level processes (e.g. Campus Tour, Roles of different areas of campus)
 - c. Position-level processes (e.g. Specific technology training, Supervisor, Mentor)
 - d. Philosophical level (e.g. ARC culture, Mission/Vision/Values, Strategic Goals)

It is imperative that each of these four levels understand their role in the On-Boarding process, who should be providing the training, and when that training should occur.

- 2) **No level of the On-Boarding process should reside with one person.** In an institution the size of American River College, multiple people should know how and when to provide on-boarding for specific processes. Technology should be utilized to make training more accessible and reviewable as needed.
- 3) **Provide an in-person campus orientation/tour** to familiarize new employees with the buildings, resources, key personnel, and key programs (e.g. EOPS, DSPS, etc).
- 4) **Consider using Canvas or other system to hold the material for on-boarding processes so that the process is institutionalized.** The team recognizes that not all employees, particularly within the classified ranks, have regular access to a computer. While Canvas may meet the needs of many employees, there will need to be low or no tech options as well.

For Classified:

- 1) **Provide regularly scheduled orientations that are at least 1-2 days in length.** Focus on higher ed culture and ARC (ARC goals, mission, vision, values, strategic goals), DI populations, acronyms, who are our students, how can we best support our students, etc.
- 2) To assist with training, **have a team of trainers from around the campus.** Consider extra pay for this work.
- 3) **Include Classified Unions and Classified Senate in the on-boarding process.**
- 4) **Provide on-going training during the year and consider a Tech training week** between Spring and Summer sessions for classified employees.
- 5) **On-going training should be mandatory for all groups** (includes all instructional, student services, and facilities staff).
- 6) **Managers need to support this work for all of their classified employees.**

For Faculty:

- 1) **Provide a hybrid (online and in-person) onboarding experience** for new faculty with the online portion made available as early as July 1st.
- 2) **Expand onboarding to include instructional resources as well as an orientation to the campus culture and commitment to equity and social justice.** Faculty are hired as

subject matter experts, but have varying degrees of “teacher training.” At a minimum, faculty should be exposed to education and training about being equitable practitioners.

- 3) **Work with divisions to support new faculty onboarding** and to collectively emphasize the importance of meeting the New Faculty Learning Community requirements.
- 4) **Include Faculty Union and Academic Senate** (local and district-wide) in the onboarding process
- 5) **Work with division deans and chairs in connecting new faculty with a mentor** in their department.

For Managers:

This portion of the work has not been started. Recommendations will be forthcoming soon for this group.

Appendix:

Classified Training Input Doc: [Onboarding Team- Classified input- training - Google Sheets](#)

Faculty Training Input Doc: [Faculty Onboarding Brainstorm - Google Docs](#)

**LOS RIOS COMMUNITY COLLEGE DISTRICT
2023-2024 ACADEMIC CALENDAR**

American River College - Cosumnes River College - Folsom Lake College - Sacramento City College

SUMMER SESSION 2023*

Instruction Begins	June 5	Monday
Juneteenth	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	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
1 st 8 weeks ends	March 8	Friday
Mid Semester Spring Recess	March 11-17	Monday - Sunday
2 nd 8 weeks Begins	March 18	Monday
Cesar Chavez Day (observed)	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	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**

American River College - Cosumnes River College - Folsom Lake College - Sacramento City College

SUMMER SESSION 2024*

Instruction Begins	June 10	Monday
Juneteenth	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	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
1 st 8 weeks ends	March 14	Friday
Mid Semester Spring Recess	March 17-23	Monday - Sunday
2 nd 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	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.

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 narrowed
- 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 one

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 programming, 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 meant 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? *

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

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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 (Co 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/No credit 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 have 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 student's 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 FAFSA) 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

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 Certificate
 - Reach out to departments to share the opportunity to receive grant money if they want to become ZTC
- Share our plans with Academic Senate, Student Senate, Classified Senate, Student Services, and instructional staff
- Work with our counselors and program pathways staff to develop a plan for identifying and marketing ZTC courses
- Discuss the topics of ongoing coordination in our campus textbook affordability committee: how will we coordinate with other departments?
- Continue to make progress in streamlining and improving our process for identifying ZTC courses and degree/certificate pathways

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 Childhood Education

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 conscio usness 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



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ACADEMIC SENATE
for California Community Colleges
LEADERSHIP • EMPOWERMENT • VOICE

2022 Fall Plenary Session

Adopted Resolutions

Resolutions Committee

Michelle Velasquez Bean, Chair

Juan Arzola, 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

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RESOLUTIONS TABULATION AND RECORDING

Final votes are recorded by the Resolutions Committee and reported using the following marks, per the [Resolutions Handbook](#) (p.12):

- ACCLAMATION: Moved, Seconded, Acclamation
- M/S/C: Moved, Seconded, Carried
- M/S/U: Moved, Seconded, Unanimous
- M/S/F: Moved, Seconded, Failed
- M/S/R: Moved, Seconded, Referred
- M/S/P: Moved, Seconded, Postponed

ADOPTED RESOLUTIONS

1.0 Academic Senate

01.01 F22 Adopt the Academic Senate for California Community Colleges Mission, Vision, and Values Statements that Include Anti-Racism¹

Whereas, The Academic Senate for California Community Colleges (ASCCC) delegates passed Resolution S22 01.02² 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

ACCLAMATION

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>.

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 more than 114,000 noncredit students in the California Community Colleges⁴ and is foundational to current inclusion, diversity, equity, anti-racism, and accessibility efforts;

Whereas, Resolution S18 7.03⁵ asked for noncredit education to be included in statewide initiatives and all local planning and Resolution F20 13.02⁶ called for equitable noncredit distance education attendance procedures; and

Whereas, The Academic Senate for California Community Colleges has supported nine recommendations to the California Community Colleges 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

M/S/U

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 College 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

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>.

⁷ Noncredit Instruction: Opportunity and Challenge (2019): https://www.asccc.org/sites/default/files/Noncredit_Instruction.pdf.

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, and 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;

Whereas, Mayra Cruz has spent over 32 years advancing her academic discipline of early childhood education through 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; and

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

ACCLAMATION

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 02.05⁹ 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;

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

M/S/C

02.02 F22 Updating the ASCCC Paper “Effective Practices in Accreditation”

Whereas, The Accrediting Commission for Community and Junior Colleges is conducting its review of the Draft 2024 Accreditation Standards¹⁰ 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 Standards¹¹;

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>.

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>.

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 by fall 2025.

Contact: Nghiem Thai, Merritt College, Area B

M/S/U

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 mobility¹⁴; and

Whereas, A focus on helping all students succeed may result in minoritized student communities- such as African American, LatinX, Pacific Islanders, Southeast Asians, and Native Americans- that experience 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 encourage local academic senates to ensure that their campus' guided pathways work maintains the commitment to advancing 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

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 "Effective Practices in Accreditation: A Guide for Faculty" can be found at <https://www.asccc.org/sites/default/files/ASCCC%20Accreditation%20Paper%20Final.pdf>.

¹⁴ More information on Guided Pathways can be found at <https://www.cccco.edu/College-Professionals/Guided-Pathways>.

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 goals¹⁵ at upcoming systemwide webinars, convenings, and events.

Contact: Adrean Askerneese, MiraCosta College, Area D

M/S/U

4.0 Articulation and Transfer

04.01 F22 General Education in the California Community College System Resources

Whereas, Multiple general education patterns have been 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+1¹⁶ areas of academic and professional matters under the purview of the academic senates, including curriculum, degree and certificate requirements, and standards or policies regarding student preparation and success, and require collegial consultation with local academic senates;

Whereas, Legislation, including AB 1460 (Weber, 2020),¹⁷ AB 928 (Berman, 2021),¹⁸ AB 927 (Medina, 2021) the expansion of the California community college baccalaureate programs,¹⁹ the new proposed California Intersegmental General Education Transfer Curriculum (CaGETC),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

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/CCCO-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.

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 CaGETC 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](https://go.boarddocs.com/ca/cccchan/Board.nsf/files/C44RX3700FBB/$file/revisions-to-title-5-55063-a11y.pdf).

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, and therefore 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

M/S/U

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

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 changes to transfer and articulation that include significant involvement of articulation officers and counselors; and

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.

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.

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

M/S/U

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) 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”²⁸;

Whereas, The California Community Colleges Curriculum Committee drafted revisions²⁹ 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 colleges 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”³⁴ will streamline and clarify general education pathways to be more easily understood by students, college staff, and the community; and

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.

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 AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928.

Whereas, The Academic Senate for California Community Colleges (ASCCC) drafted a general education pathway³⁵ for the associate degree in alignment with the proposed California General Education Transfer Curriculum (CalGETC)³⁶ consistent with the current general education requirements and additional requirements as stated in California Code of Regulations, title 5, §55063, and collected feedback from 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) in light of the Proposed General Education Pathway for the Associate Degree³⁷ so that the requirements align with the “singular lower division general education pathway” resulting from AB 928 (Berman, 2021)³⁸; and

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 Committee³⁹ and bring revised language to the ASCCC 2023 Spring Plenary Session for consideration by the ASCCC delegates.

Contact: LaTonya Parker, Executive Committee

M/S/C

07.02 F22 Support Revisions to Lower Division General Education Requirements for California Community College Baccalaureate Degrees

Whereas, Resolution S22 9.03⁴⁰ 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 colleges baccalaureate degree programs;

³⁵ 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>.

³⁶ 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>.

³⁷ 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>.

³⁸ AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928.

³⁹ 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>.

⁴⁰ 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>.

Whereas, Current California community colleges baccalaureate degree students are required to complete either the Intersegmental General Education Transfer Curriculum (IGETC) of 34 units or CSU General Education Breadth (CSU GE Breadth) of 39 units lower division general education patterns as determined locally,⁴¹ which are both in excess of the 27 lower division general education units - 36 total general education units less nine upper division general education units - required for accreditation by the Accrediting Commission for Community and Junior Colleges⁴²;

Whereas, The baccalaureate degree lower division general education pattern being proposed⁴³ 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)⁴⁴ and proposed associate degree revisions; and

Whereas, Delegates to the ASCCC Fall 2022 Plenary Session 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),⁴⁵ and students would benefit from alignment of all three lower division general education patterns;

⁴¹ *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.

⁴² 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>.

⁴³ 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>.

⁴⁴ AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928.

⁴⁵ Ibid.

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 colleges baccalaureate degrees⁴⁶ into the *Baccalaureate Degree Handbook* and, as appropriate, into California Code of Regulations, title 5.

Contact: Cheryl Aschenbach, Executive Committee

M/S/C

07.03 F22 Model the Common Course Numbering System and Processes after C-ID

Whereas, The California legislature approved and the governor of California signed AB 1111 (Berman, 2021)⁴⁷ Common Course Numbering on October 6, 2021, in which the legislature declared, "C-ID provides a mechanism to identify comparable courses and is a critical step to developing a student-facing common course numbering system" and that requires the California Community College system to "adopt a common course numbering system for all general education requirement courses and transfer pathway courses"⁴⁸;

Whereas, The Academic Senate for California Community Colleges (ASCCC) collected feedback from faculty statewide via a survey on the ASCCC website homepage⁴⁹ as requested during the ASCCC 2022 Curriculum Institute ranging from support to concern about the details;

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 System⁵⁰ that primarily leverages faculty to drive curricular changes; and

Whereas, The implementation of AB 1111 (Berman, 2021)⁵¹ will likely add pressure to the operations of the C-ID Course Identification Numbering System as it experiences unprecedented demands on its operations, including the course review and submission processes, arising from the expected significant increase in the number of courses submitted to C-ID for review and approval;

⁴⁶ 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>.

⁴⁷ AB 1111 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1111.

⁴⁸ Ibid.

⁴⁹ "Submit Input on Common Course Numbering Implementation" form located at <https://asccc.org/content/submit-input-common-course-numbering-implementation>.

⁵⁰ *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>.

⁵¹ Ibid.

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chief Instructional Officers, the California Community Colleges Chancellor's Office, and system and intersegmental partners as appropriate to implement the common course numbering system framework established by the intersegmental AB 1111 Common Course Numbering Task Force, as required by AB 1111 (Berman, 2021),⁵² through processes modeled after the established and functioning C-ID Course Identification Numbering System;⁵³ and

Resolved, That the Academic Senate for California Community Colleges evaluate the existing operational capacity of the current C-ID Course Identification Numbering System, identify any necessary changes to C-ID policies and procedures needed to ensure the optimal operational capacity of the C-ID system required for the successful implementation of common course numbering system required by AB 1111 (Berman, 2021),⁵⁴ and broadly disseminate its recommendations through its events, publications, and other appropriate venues for review and input by fall 2023.

Contact: Eric Wada, Executive Committee

M/S/C

07.04 F22 Establishing an Effective and Sustainable Zero Textbook Cost Program

Whereas, California Education Code §78052 states that community colleges must “[d]evelop degrees with consideration for sustainability after grant funding is exhausted, including how content is updated and presented,”⁵⁵ 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”⁵⁶ 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,”⁵⁷ thereby showing the faculty commitment to ZTC and OER sustainability; and

⁵² *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>.

⁵³ Ibid.

⁵⁴ Ibid.

⁵⁵ California Education Code §78052:

https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=78052.

⁵⁶ Resolution F21 03.05 Zero Means Zero Textbook Cost: <https://www.asccc.org/resolutions/zero-means-zero-textbook-cost>.

⁵⁷ 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 the ASCCC in designing the implementation of California Education Code §78052⁵⁸ to ensure the practicality, feasibility, and viability of the Zero Textbook Cost Program.

Contact: Julie Bruno, Open Educational Resources Initiative

M/S/C

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”⁵⁹;

⁵⁸ California Education Code §78052:

https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=78052.

⁵⁹ 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.

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 Colleges Chancellor's Office and Board of Governors, in California Code of Regulations, title 5, §53200⁶⁰ that defines the academic and professional matters ("the 10+1") over which academic senates are given authority, yet the systemic institutionalization of IDEAA is critical to the faculty expertise that informs academic senate authority over academic and professional matters;

Whereas, The California Community Colleges Chancellor's Office Call to Action⁶¹ and the Center for Urban Education report "California Community College Student Equity Plan Review: A Focus on Racial Equity"⁶² both cite the necessity and urgency of examining racism through self-inquiry and in systemic barriers; and

Whereas, The Board of Governors of the California Community Colleges adopted the new California Code of Regulations, title 5, §51200 and §51201⁶³ that establish diversity, equity, and inclusion (as it is stated in the regulations) as central to fulfilling the mission of the California Community Colleges;

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," as follows: (e) In furtherance of §51200 and §51201, the aforementioned definitions shall mean that when the academic senate makes recommendations on an academic and professional matter and the district governing board consults collegially with the academic senate, the highest consideration shall be given to the promotion of inclusion, diversity, equity, anti-racism, and accessibility; and

Resolved, That the Academic Senate for California Community Colleges work to include guidance and multiple examples in future publications, webinars, and other resources on how local academic senates can promote inclusion, diversity, equity, anti-racism, and accessibility, such as infusing cultural responsiveness and equity-mindedness in each of the academic and professional matters.⁶⁴

⁶⁰ California Code of Regulations, title 5, §53200. Definitions.

[https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)).

⁶¹ California Community Colleges Chancellor's Office Call to Action can be found at <https://www.cccco.edu/-/media/CCCO-Website/Files/Communications/dear-california-community-colleges-famil>.

⁶² "California Community College Student Equity Plan Review: A Focus on Racial Equity" can be found at https://static1.squarespace.com/static/5eb5c03682a92c5f96da4fc8/t/600f48b93e23721b6ca72efa/1611614397014/CCC+Equity+Plan+Review_A+Focus+on+Racial+Equity.pdf%5B47%5D.pdf.

⁶³ "California Community College Student Equity Plan Review: A Focus on Racial Equity" can be found at https://static1.squarespace.com/static/5eb5c03682a92c5f96da4fc8/t/600f48b93e23721b6ca72efa/1611614397014/CCC+Equity+Plan+Review_A+Focus+on+Racial+Equity.pdf%5B47%5D.pdf.

⁶⁴ California Code of Regulations, title 5, §53200. Definitions.

[https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)).

Contact: Mitra Sapienza, City College of San Francisco, Area B

ACCLAMATION

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 is generally not in line with the Academic Senate for California Community Colleges recommendations and California Code of Regulations, title 5 language⁶⁵;

Whereas, California community college libraries are not staffed in accordance with California Code of Regulations, title 5, §58724,⁶⁶ 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

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,”⁶⁷ 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, §58724.⁶⁸

Contact: Teresa Mendes, Clovis Community College, Area A

ACCLAMATION

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 education⁶⁹;

⁶⁵ 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.

⁶⁶ Code of Regulations, title 5, §58724:
[https://govt.westlaw.com/calregs/Document/I6C46F7744C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I6C46F7744C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)).

⁶⁷ 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.

⁶⁸ Code of Regulations, title 5, §58724:
[https://govt.westlaw.com/calregs/Document/I6C46F7744C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I6C46F7744C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)).

⁶⁹ "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>.

Whereas, The Academic Senate for California Community Colleges Resolution S03 7.01⁷⁰ 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 activities⁷¹;

Whereas, Coordination time to implement student support programs and services is essential and equally important to provide students with comprehensive counseling services⁷²; and

Whereas, California Code of Regulations, title 5, §51018⁷³ articulates the regulations for California community colleges to provide comprehensive counseling services for students, and California Code of Regulations, title 5, §55520⁷⁴ 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)⁷⁵ and support implementation.

Contact: Teresa Mendes, Clovis Community College, Area A

M/S/C

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

⁷⁰ 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>.

⁷¹ 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.

⁷² Ibid, p.8.

⁷³ California Code of Regulations, title 5, §55518:

[https://govt.westlaw.com/calregs/Document/I5F26D4234C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I5F26D4234C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)).

⁷⁴ California Code of Regulations, title 5, §55520:

[https://govt.westlaw.com/calregs/Document/I64F816234C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I64F816234C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)).

⁷⁵ 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.

Number and retail price information of required and recommended college textbooks and supplemental materials for each course listed in the institution’s course schedule”⁷⁶;

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,”⁷⁷ 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”⁷⁸;

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,”⁷⁹ 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 § 66406.9,⁸⁰ and California Education Code §78052⁸¹) and course supplies;

⁷⁶ Pinhel, R. (2008). *Higher education opportunity act of 2008*. <https://www.cga.ct.gov/2008/rpt/2008-R-0470.htm>.

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 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>.

⁸⁰ California Education Code §66406.9: <https://codes.findlaw.com/ca/education-code/edc-sect-66406-9.html>.

⁸¹ California Education Code §78052: <https://codes.findlaw.com/ca/education-code/edc-sect-78052/>.

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 §66406.9⁸² no-cost section marking requirement, and the California Education Code §78052⁸³ definition of zero-textbook-costs.

Contact: Michelle Pilati, Rio Hondo College, Area C

M/S/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)⁸⁴;

Whereas, XB12, Instructional-Material-Cost section level data element, was added to the California Community Colleges Management Information System Data Element Dictionary⁸⁵ for implementation in summer 2022;

Whereas, While the XB12 Instructional-Material-Cost data element, as introduced, is aligned with the intent of Resolution S21 11.02,⁸⁶ 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

⁸² California Education Code §66406.9: <https://codes.findlaw.com/ca/education-code/edc-sect-66406-9.html>.

⁸³ California Education Code §78052: <https://codes.findlaw.com/ca/education-code/edc-sect-78052/>.

⁸⁴ Resolution S21 11.02 Advocate for Development of a ZTC Data Element: <https://asccc.org/resolutions/advocate-development-ztc-data-element>.

⁸⁵ California Community Colleges Management Information System Data Element Dictionary can be found at <https://webdata.cccco.edu/ded/xb/xb12.pdf>.

⁸⁶ Resolution S21 11.02 Advocate for Development of a ZTC Data Element: <https://asccc.org/resolutions/advocate-development-ztc-data-element>.

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 13.01⁸⁷), and recognizing the need for an alternative to the legislated zero-cost designation (California Education Code §66406.9⁸⁸) 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

M/S/C

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,"⁸⁹ 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;

⁸⁷ Resolution F17 13.01 Recognition of Course Sections with Low-Cost Course Material Options:

<https://asccc.org/resolutions/advocate-development-ztc-data-element>.

⁸⁸ California Education Code §66406.9: <https://codes.findlaw.com/ca/education-code/edc-sect-66406-9.html>.

⁸⁹ 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-requirements-a11y.pdf?la=en&hash=5F9E0ACB70E3D0779F8688E6811F871CAB957585>.

Whereas, Catalog rights are intended to protect students from changes in program requirements by affording them the ability 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 and 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”⁹⁰;

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 Colleges Chancellor’s Office and appropriate system partners to research possible alternatives for crafting California Code of Regulations, title 5 language that establishes minimum requirements for catalog rights for all California community colleges, removing unnecessary and inequitable barriers to completion for all California community college students, and report their findings and recommendations at the 2023 Spring Plenary Session.

Contact: John Freitas, Los Angeles Community College District, Area C

M/S/U

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[s] courses for the purpose of academic preparation, meeting non-transfer degree/certificate requirements, reskilling, or life-long education⁹¹;

⁹⁰ California Code of Regulations, title 5, §40401

[https://govt.westlaw.com/calregs/Document/I56AABD734C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I56AABD734C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)).

⁹¹ 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>.

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”⁹²;

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"⁹³; 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,”⁹⁴ 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”⁹⁵;

⁹² 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>.

⁹³ AB 1705 (Irwin, 2022): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705.

⁹⁴ 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).

⁹⁵ California Code of Regulations, title 5, §53200, Definitions.

<https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=%28sc.Default%29&transitionType=Default&contextData=%28sc.Default%29&bhcp=1>.

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and the California Community Colleges 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

M/S/U

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 dismissal⁹⁶ 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, §58621⁹⁷), 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, §58621⁹⁸ 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

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=\(sc.Default\)](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=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I6C01B1134C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)).

⁹⁸ 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, §§55031–55034⁹⁹), and denial of the California Promise Grants—formerly known as the Board of Governors Fee Waiver, CCR, title 5, §58621¹⁰⁰—, 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

M/S/U

07.13 F22 Overhaul of Attendance Accounting

Whereas, The current system of attendance accounting is exceedingly complex and rooted in outdated concepts of seat time inherited from procedures established when the California community colleges were part of the K-14 system;

Whereas, The complexities and intricacies of the current attendance accounting system have the effect of suppressing creative course scheduling in response to the needs of California's diverse student population, especially as colleges emerge from the COVID-19 global pandemic;

Whereas, The California Community Colleges Chief Instructional Officers Board Goal 1 states, "Take an active leadership role in proposing regulatory changes and implementation of DEIA [diversity, equity, inclusion, accessibility] Priority Efforts as well as other instructional matters such as curriculum, scheduling and strategic enrollment management" which includes, "overhaul of Attendance Accounting rules"¹⁰¹; and

Whereas, Delegates to the Academic Senate for California Community Colleges plenary sessions have passed at least four resolutions¹⁰² calling for regulatory changes to attendance accounting to create equitable access for course-taking options for the diverse needs of the students in the California community colleges;

⁹⁹ California Code of Regulations, title 5, §§55031–55034:

[https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I6240BE504C6911EC93A8000D3A7C4BC3&originationContext=documenttoc&transitionType=Default&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I6240BE504C6911EC93A8000D3A7C4BC3&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default)).

¹⁰⁰ California Code of Regulations, title 5, §58621:

[https://govt.westlaw.com/calregs/Document/I6C01B1134C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I6C01B1134C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)).

¹⁰¹ CIO Report to ASCCC at September 30 Executive Committee Meeting:

<https://www.asccc.org/sites/default/files/Agendas/CCC%20Chief%20Instructional%20Officers%20ASCCC%20Report%209.30.22.pdf>.

¹⁰² Resolution S21 06.05 Aligning Attendance Accounting for Asynchronous Credit Distance Education Courses with Synchronous Credit Distance Education Courses: <https://www.asccc.org/resolutions/aligning-attendance-accounting-asynchronous-credit-distance-education-courses>.

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chief Instructional Officers Board and the California Community Colleges Chancellor's Office to form a task force or work group to explore options for regulatory changes that would overhaul the current attendance accounting rules in order to create equitable access for course-taking options for the diverse needs of the students in the California community colleges.

Contact: Ric Epps, Imperial Valley College

M/S/U

07.14 F22 Reaffirming the Mission and Vision of the California Community Colleges

Whereas, California Education Code §66010.4 section (a) notes that the "California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school," and section (3) notes that "A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement"¹⁰³;

Whereas, The California Community Colleges Chancellor's Office recently released "Update to the Vision for Success: Reaffirming Equity in a Time of Recovery," arguing that "community colleges are accessible and personal institutions that can [also] help students on an individual level regain their hopes and rebuild their futures" and "[t]he California Community Colleges have always been an instrument for achieving broad access to higher education,"¹⁰⁴ where the core vision of the California Community Colleges is to put students first;

Resolution F20 13.02 Noncredit Distance Education Attendance Collection Procedures for Open-Entry/Exit Courses: <https://www.asccc.org/resolutions/noncredit-distance-education-attendance-collection-procedures-open-entryexit-courses>.

Resolution F17 07.02 Identify and Remove Barriers to Offering Noncredit Distance Education Courses: <https://www.asccc.org/resolutions/identify-and-remove-barriers-offering-noncredit-distance-education-courses>.

Resolution S13 13.03 Aligning Attendance Accounting for Credit Distance Education Courses with Credit Onsite Courses: <https://www.asccc.org/resolutions/aligning-attendance-accounting-credit-distance-education-courses-credit-onsite-courses>.

¹⁰³ California Education Code §66010.4: <https://codes.findlaw.com/ca/education-code/edc-sect-66010-4.html>.

¹⁰⁴ Update to the Vision for Success: Reaffirming Equity in a Time of Recovery (July 2021, pg. 5) <https://www.cccco.edu/-/media/CCCCO-Website/Reports/vision-for-success-update-2021-a11y.pdf>.

Whereas, The California community colleges have historically demonstrated “unparalleled commitment to affordability and accessibility,”¹⁰⁵ and in its 2022–23 System Budget Proposal titled, “Students First: Leading California’s Equitable Recovery,”¹⁰⁶ noted that the California Community Colleges Chancellor’s Office will “ensure that colleges can function at maximum effectiveness to support the success of all students in meeting their educational goals”¹⁰⁷ by prioritizing college affordability, among other student-centered goals; and

Whereas, The proposed California General Education Transfer Curriculum,¹⁰⁸ as part of the implementation of AB 928 (Berman, 2021),¹⁰⁹ creates a singular lower-division general education pathway for students enrolled in higher education in California, potentially eliminating choices in Lifelong Learning and Self-Development and Language Other Than English, thereby striking at the core mission of the California Community Colleges by reducing student access and steering students away from courses that they would otherwise complete at the community colleges;

Resolved, That the Academic Senate for the California Community Colleges work with the California Community Colleges Chancellor’s Office and the California Community Colleges Board of Governors to reaffirm its mission and values, vowing to put students first;

Resolved, That the Academic Senate for the California Community Colleges work with the California Community Colleges Chancellor’s Office and California Community Colleges Board of Governors to ensure that California community colleges provide access to students, particularly as it relates to Lifelong Learning and Self-Development and Language Other Than English; and

Resolved, That the Academic Senate for the California Community Colleges call upon the California Community Colleges Chancellor’s Office and the Intersegmental Committee of the Academic Senates to recognize the benefits of the community colleges, including their relative affordability, and work to preserve open access to students at the California community colleges.

Contact: Raul Madrid Jr., Mt. San Antonio College

ACCLAMATION

¹⁰⁵ Ibid, pg. 10.

¹⁰⁶ Students First Leading California’s Equitable Recovery: 2022-23 System Budget Proposal (September 2021). https://www.cccco.edu/-/media/CCCCO-Website/College-Finance-and-Facilities/Budget-News/September-2021/2022-23-System-Budget-Request_For-BOG-Approval-V2.pdf?la=en&hash=3C80202CA5CA33709515A814A38679200A386CEF.

¹⁰⁷ Ibid, p.5.

¹⁰⁸ 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>.

¹⁰⁹ AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928.

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 09.05¹¹⁰);

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 13.01¹¹¹);

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

Whereas, The 2022 "Standards, Policies and Procedures for Intersegmental General Education Curriculum" version 2.3 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,"¹¹² a requirement that is also found in the Course Identification Numbering System (Submitting Course Outlines for C-ID Designation A Guide for Articulation Officers¹¹³);

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;

Resolved, That the Academic Senate for California Community Colleges request that the Intersegmental Committee of Academic Senates review and revise as necessary the "Standards, Policies and Procedures for Intersegmental General Education Curriculum" to remove any requirements that act as barriers to the use of open educational resources; and

¹¹⁰ Resolution S19 09.05 Support the Development of Open Educational Resources (OER): <https://asccc.org/resolutions/support-development-open-educational-resources-oer>.

¹¹¹ Resolution S21 13.01 Institutionalizing Open Educational Resources: <https://www.asccc.org/resolutions/institutionalizing-open-educational-resources>.

¹¹² 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>.

¹¹³ 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.

Resolved, That the Academic Senate for California Community Colleges work with all appropriate statewide entities that establish textbook-related policies and requirements that impact the California community colleges to remove any requirements that act as barriers to the use of open educational resources.

Contact: Michelle Pilati, Open Educational Resources Initiative

M/S/C

09.02 F22 Adding Lifelong Learning and Self-Development Requirement to the Proposed Lower Division General Education Pathway for the California Community College Baccalaureate Degree

Whereas, On October 6, 2021, California Governor Gavin Newsom signed AB 927 (Medina, 2021)¹¹⁴ authorizing the California community colleges to extend the operation of the statewide baccalaureate degree pilot program indefinitely and authorize the California Community Colleges Board of Governors to establish up to 30 baccalaureate degree programs annually;

Whereas, Due to AB 928 (Berman, 2021) and the new proposed California General Education Transfer Curriculum (CalGETC), Area E Lifelong Learning and Self-Development will not be included, but the California State University (CSU) may still require completion of this general education area as an upper-division requirement for all of the CSU campuses; and

Whereas, The *Vision for Success* Commitment, published by the California Community Colleges Chancellor's Office Diversity, Equity, Inclusion, and Accessibility (DEIA), states, “. . . the California Community Colleges is continually working to break down barriers to racial justice and equity for the millions of students in our colleges”¹¹⁵; and

Whereas, Lifelong learning and self-development help to empower underrepresented groups with the knowledge to challenge racial justice barriers, close gaps in equitable access to societal resources,¹¹⁶ and promote a higher quality of life for individuals emotionally, mentally, physically, and spiritually;¹¹⁷

Resolved, That the Academic Senate for California Community Colleges consider formalizing Lifelong Learning and Self-Development as a general education area for the baccalaureate degree program thus reducing the six flexible units to three units.

Contact: Tiffany Tran, Irvine Valley College

M/S/C

¹¹⁴ AB 927 (Medina, 2021): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB927.

¹¹⁵ Vision for Success, Diversity, Equity, Inclusion and Accessibility Our Commitment section, published by the California Community Colleges Chancellor's Office, can be found at <https://www.cccco.edu/About-Us/Vision-for-Success/diversity-equity-inclusion>.

¹¹⁶ English, L. and Mayo, P. (2021). *Lifelong Learning, Global Social Justice and Sustainability*. Palgrave Macmillan.

¹¹⁷ Rojo-Perez, F. and Fernandez-Mayoralas, G. (2021). *Handbook of Active Ageing and Quality of Life: From Concepts to Applications*. Springer.

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 has 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 gaps¹¹⁸;

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 Disruption¹¹⁹);

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 Grant¹²⁰); and

Whereas, Local districts must 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. Definitions¹²¹);

¹¹⁸ 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/ltr/2022/>.

Educational Recovery Now: LA’s Children and Schools Need a Comprehensive Plan-2021. (2022). *Great Public Schools Now*. <https://gpsnla.org/educationalrecoverynow/>.

¹¹⁹ 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>.

¹²⁰ 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).

¹²¹ California Code of Regulations, title 5, §53200. Definitions: [https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)).

Resolved, That the Academic Senate for California Community Colleges urge 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

M/S/U

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 classrooms where such responses are more often targeted at women of color, disrupt teaching, and threaten safe classroom environments and learning spaces;

Whereas, Many colleges may currently have procedures in place to address disruptions, such as racelighting¹²² and discriminatory behavior, but 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 or update their code of conduct policies to protect all constituents against racelighting and discriminatory behavior as well as revise or 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

¹²² 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>.

Resolved, That the Academic Senate for California Community Colleges develop resources beginning in spring of 2023, such as a toolkit or a position paper 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 dealing with discriminatory disruptions and racelighting.

Contact: Manuel Velez, Executive Committee, Area D

M/S/U

15.0 Intersegmental Issues

15.01 F22 Endorsing the Proposed Singular Lower Division General Education Pathway: CalGETC¹²³

Whereas, AB 928 (Berman, 2021) 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”¹²⁴ by May 31, 2023;

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, and that committee created and recommended the California General Education Transfer Curriculum (CalGETC)¹²⁵ 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”¹²⁶ required of the Intersegmental Committee of Academic Senates; and

Whereas, The Academic Senate for California Community Colleges (ASCCC) collected feedback from 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;

¹²³ 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>.

¹²⁴ AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928.

¹²⁵ 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>.

¹²⁶ Ibid.

Resolved, That the Academic Senate for California Community Colleges endorse the proposed California General Education Transfer Curriculum (CalGETC)¹²⁷ 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

M/S/C

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) requires that “a singular lower division general education pathway,”¹²⁸ 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 in the 2025–2026 academic year, and the proposed pathway is to be known as the California General Education Transfer Curriculum (CalGETC);

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 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;

¹²⁷ 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>.

¹²⁸ AB 928 (Berman, 2022): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB928.

Resolved, That the Academic Senate for California Community Colleges work with the Academic Senate of the California State University and the University of California Academic Senate 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),¹²⁹ 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

M/S/U

15.03 F22 Establish an Equitable California State University General Education Breadth Ethnic Studies Area F Review Process

Whereas, AB 1460 (Weber, 2020) 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”¹³⁰;

Whereas, California community colleges are the custodians of the California State University General Education Breadth pattern¹³¹ 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)¹³² 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

¹²⁹ 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>.

¹³⁰ AB 1460 (Weber, 2020): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB1460. According to AB 1460, 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.

¹³¹ 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>.

¹³² 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 Colleges 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,"¹³³ whereas the CCCCCO 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"¹³⁴;

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 Council on Ethnic Studies 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, that 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

M/S/C

15.04 F22 Request Clarification and Support of Area F Requirements

Whereas, Ethnic studies curriculum is essential to the holistic development and educational experiences of California community college (CCC) students, and a growing number of California community colleges are developing courses in the four core autonomous disciplines collectively referred to as ethnic studies;

¹³³ CSU GE Breadth Requirements can be found in Executive Order 1100 at <https://calstate.policystat.com/policy/8919100/latest/#autoid-zvggy>.

¹³⁴ This Chancellor's Office memorandum was sent in email and cannot be located on the CCCCCO website; see the memorandum located in ASCCC Resolutions shared folder at https://drive.google.com/file/d/1g9Hbf_KP6Noh_H7h2bBFXe4npYd7h2N-/view?usp=sharing.

Whereas, During the California State University (CSU) Chancellor’s Office “Office Hours for GE Submission” in January of 2021, the then Associate Vice Chancellor of the CSU told California community college (CCC) faculty not to “cut and paste” the CSU Ethnic Studies core competencies for Area F proposals, but the California State University Chancellor’s Office denied the inclusion of California community college (CCC) courses submitted for CSU General Education Breadth Area F Ethnic Studies consideration that did not include Area F core competency language verbatim in the course outline of record course objectives, despite the lack of any such requirement being published or shared during any of the Area F submission information sessions;

Whereas, The California Community Colleges Chancellor’s Office attempted to assist California community colleges in securing Area F approval with Memo ESS-22-300-11, June 29, 2022, addressing “difficulties being faced,” and recommending “Guidance for Effective Ethnic Studies Approval” including that “the Ethnic Studies core competencies (at least 3 of the 5) must be listed (verbatim) within the Course Outline of Record”¹³⁵; and

Whereas, In October of 2022, during the Southern California Intersegmental Articulation Council Meeting, the California State University (CSU) released a new “CSU Area F Ethnic Studies Requirement Rubric,” which was not included in the annual reminder for December submissions and does not indicate that the competencies need to be included verbatim, but whether or not that rubric and annual reminder for Intersegmental General Education Transfer Curriculum and CSU General Education Breadth submissions are officially approved by the CSU Academic Senate and CSU Ethnic Studies Faculty Council is unclear to California community college faculty;

Resolved, That the Academic Senate for California Community Colleges request the California State University Chancellor’s Office convey to the California community colleges publicly whether courses approved for Area F of the California State University General Education Breadth pattern must include at least 3 of the 5 core competencies *verbatim*;

Resolved, That the Academic Senate for California Community Colleges work with the Academic Senate for the California State University to discern and convey whether the new California State University Area F Rubric has been officially approved or sanctioned by the California State University Ethnic Studies Faculty Council;

Resolved, That the Academic Senate for California Community Colleges request that the California State University Chancellor’s Office publicly and transparently share requirements for Area F approval; and

¹³⁵ Memo ES-22-300-011 Ethnic Studies Area F Course Certifications can be found at https://drive.google.com/drive/folders/1uDQgqNL_O87rGSaV_8JBxGNildgunfQQ

Resolved, That the Academic Senate for California Community Colleges continue to work with the California State University system to gain additional information on how to better support California community colleges seeking approval of courses for Area F of the California State University General Education Breadth pattern.¹³⁶

Contact: Thekima Mayasa, San Diego Mesa College, Area D

ACCLAMATION

15.05 F22 Propose Definitions for Baccalaureate Degree Duplication and Non-Duplication

Whereas, SB 850 (Block, 2014) established the statewide baccalaureate degree pilot program at no more than 15 California community colleges in subject areas with unmet workforce needs and in program areas that do not “unnecessarily duplicate similar programs offered by nearby public four-year institutions”¹³⁷ [Section 1.(e)], suggesting that while there may be some amount of duplication between programs proposed by California community colleges and programs offered at California State University or University of California, duplication may be necessary and is acceptable if unmet workforce needs exist or the duplication is between colleges that are not located in close proximity to each other;

Whereas, SB 850 (Block, 2014) stated that community college baccalaureate degree programs enable “place-bound local students and military veterans the opportunity to earn the baccalaureate degrees needed for new opportunities and promotion”¹³⁸ [Section 1.(f)], acknowledging the existence of place-bound students and the need for local access to a baccalaureate program;

¹³⁶California community college academic senates are empowered by AB 1725 (Vasconcellos, 1988) “to assume primary responsibility for making recommendations in areas of curriculum and academic standards” to governing boards of community college districts, reinforced by California Code of Regulations (CCR) , title 5, §53200 and CCR, title 5, §55002 Standards and Criteria for the Course Outline of Record.

CSUGE-B Requirements indicate “courses that are approved to meet this requirement shall meet at least 3 of the 5 the [sic] following core competencies” (see CSU Executive Order 1100 found at <https://calstate.policystat.com/policy/8919100/latest/#autoid-zvggy>). However, 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” (CCCO memorandum can be found in the ASCCC Resolutions shared folder at https://drive.google.com/file/d/1g9Hbf_KP6Noh_H7h2bBFXe4npYd7h2N-/view).

On October 20, 2022, the CSU Associate Director of General Education and Intersegmental Partnerships emailed California community college articulation officers the message, “Annual Submission of CCC Outlines for IGETC, CSU GE Breadth, and American Institutions” inviting them to submit courses “for the state’s transfer curriculum in IGETC, CSU GE Breadth, or American Institutions (AI)” which included prefix and cross-listing requirements for Area F submissions, but no mention of including the competencies “verbatim” or applying the new rubric https://drive.google.com/file/d/19p_it-Fjah7ogaR3Az9CFPOHh4hqkUac/view?usp=sharing

¹³⁷ SB 850 (Block, 2014): <https://openstates.org/ca/bills/20132014/SB850/>.

¹³⁸ Ibid.

Whereas, AB 927 (Medina, 2021) extended the operation of the California Community College baccalaureate degree program indefinitely and expanded the opportunity to all California community colleges, while requiring that a district “identify and document unmet workforce needs in the subject area of the baccalaureate degree to be offered and offer a baccalaureate degree at a campus in a subject area with unmet workforce needs in the local community or region of the district,”¹³⁹ again acknowledging the importance of locality in considerations of duplication; and

Whereas, Education Code § 78042(i)(1-3) require that the Chancellor of the California Community Colleges “consult with and seek feedback from the Chancellor of the California State University, the President of the University of California, and the President of the Association of Independent California Colleges and Universities,” who may “notify institutions with physical campuses in the service area of the community college district seeking the proposed baccalaureate degree”¹⁴⁰ and may submit written objections if proposed baccalaureate degrees are duplicative of existing baccalaureate degrees offered by the state universities, acknowledging the importance of locality in assessing need and potential for duplication;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office and system stakeholder groups to define duplication as it relates to California community college baccalaureate degree programs, with consideration to local unmet workforce needs, regional rather than statewide duplication, and potential impact on place-bound students; and

Resolved, That the Academic Senate for California Community Colleges work with leaders of the University of California Academic Senate and Academic Senate of the California State University through the Intersegmental Committee of Academic Senates (ICAS) to advocate for a definition of duplication that includes consideration for local unmet workforce needs, regional rather than statewide duplication, and potential impact on place-bound students while acknowledging the different roles and philosophical intentions of each system’s baccalaureate degrees, including in preparing students for careers, post-graduate education, and on-going research.

Contact: Cheryl Aschenbach, Executive Committee

M/S/U

¹³⁹ AB 927 (Medina, 2021): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB927.

¹⁴⁰ Education Code §78042 <https://codes.findlaw.com/ca/education-code/edc-sect-78042/>.

15.06 F22 Supporting Health Equity in the Implementation of AB 928 (Berman, 2021)¹⁴¹

Whereas, “[H]ealth disparities are preventable differences in the burden of disease, injury, violence, or opportunities to achieve optimal health that are experienced by socially disadvantaged populations” and result from multiple factors, including poverty, inadequate access to healthcare, individual and behavioral factors, and educational inequalities¹⁴² and “[h]ealth equity is achieved when every person has the opportunity to ‘attain his or her full health potential’ and no one is ‘disadvantaged from achieving this potential because of social position or other socially determined circumstances,’”¹⁴³;

Whereas, Lifelong Learning and Self-Development classes equip the student with skills for academic and career success and personal health and wellness, expose students to a wide variety of study and career pathways, and provide essential life-changing education on a variety of time-sensitive topics needed early on in college, including success strategies, human behavior, reproductive options, physical and mental health, critical thinking, stress management, information literacy, social relationships, avoiding addiction and drug and alcohol abuse, relationship to environment, self, and others involving sexuality, nutrition, and exercise, and requirements in this area motivate students to complete classes in these highly important topics, help to ensure growth in all learning domains, and contribute breadth to higher education in many essential topics which are not addressed in any other area of higher education requirements, and research demonstrates the broad benefits of physical activity on brain function, physical and mental health, and safe and effective participation in many physical activities, forms of exercise, and sport requires skill, knowledge, and appropriate instruction and supervision, and the benefits to many factors necessary to academic and career success including cognition, reduced anxiety, and depression, improved quality of life, and improved sleep outcomes¹⁴⁴;

¹⁴¹ AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928.

¹⁴² CDC- Adolescent and School Health-Health Disparities. (24 November 2020). <https://www.cdc.gov/healthyyouth/disparities/index.htm>.

¹⁴³ CDC- National Center for Chronic Disease Prevention and Health Promotion-Health Equity. (3 March 2022). <https://www.cdc.gov/chronicdisease/healthequity/index.htm>.

¹⁴⁴ Ehrman, J. K., Liguori, G., Magal, M., & Riebe, D. (2018). *ACSM guidelines for exercise testing and prescription (Tenth edition)*. pp. 6-21. Wolters Kluwer. https://www.acsm.org/docs/default-source/publications-files/acsm-guidelines-download-10th-edabf32a97415a400e9b3be594a6cd7fbf.pdf?sfvrsn=aaa6d2b2_0; *Physical Activity Guidelines for Americans, 2nd Edition*. (2019). https://health.gov/sites/default/files/2019-09/Physical_Activity_Guidelines_2nd_edition.pdf.

Whereas, Delaying access to Lifelong Learning and Self-Development (LLSD) education can have profoundly negative consequences on a student's life due to the topics covered, and California State University (CSU) and University of California (UC) institutions are less accessible due to entrance requirements¹⁴⁵ and less affordable than community colleges,¹⁴⁶ and CSUs and UCs (combined) serve fewer students than community colleges,¹⁴⁷ and many students and community members who would benefit from LLSD education at California community colleges (CCC) will never have the opportunity to attend a CSU or UC institution, and CCCs already have broad infrastructure, curriculum, faculty, and bond-funded facilities in place to widely deliver LLSD classes, and removing LLSD requirements and the opportunity for students to fulfill LLSD units at CCCs would reduce community college student educational access, impair equity, and be wasteful of public resources; and

Whereas, The California community colleges (CCC) have diverse student bodies, and, in both absolute and relative terms, when compared to California State University and University of California institutions, serve more individuals from racial, ethnic, and socio-economic groups that suffer disproportionately high levels of health disparities,¹⁴⁸ and serve more first generation college students,¹⁴⁹ removing the Lifelong Learning and Self-Development (LLSD) requirement and thereby reducing exposure and access to education in health, physical activity, and other LLSD classes at the CCCs would be immoral, unethical, and based on the populations served and the health disparities of many of those populations, and the factors contributing to health inequity including lack of access to education and removing this requirement and access would also constitute a form of structural and institutional racism¹⁵⁰;

¹⁴⁵ UC vs CSU minimum freshman admission requirements (2022 August).

<https://admission.universityofcalifornia.edu/counselors/files/documents/csu-uc-a-g-comparison-matrix.pdf>.

¹⁴⁶ Community College Fee Example: the fees for LAMC can be found here: <https://lamission.edu/Business-Office/Student-Fees.aspx>.

¹⁴⁷ Resources Pertaining to CSU, CCC, and UC Enrollment and Demographic Data: California Community College students' demographic data (2020-2021): <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>.

¹⁴⁸ Bahls, C. (2011 October 6). Health policy brief: Achieving equity in health. *Health Affairs*, 1-6. http://healthaffairs.org/healthpolicybriefs/brief_pdfs/healthpolicybrief_53.pdf.

¹⁴⁹ Resources Pertaining to CSU, CCC, and UC Enrollment and Demographic Data: California Community College students' demographic data (most recent data is from 2020-2021): <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>.

¹⁵⁰ Gee, G.C., Ford, C.L. (2011 April). Structural racism and health inequities: Old issues, new directions. *De Bois Review*. pp. 115-132. <https://pubmed.ncbi.nlm.nih.gov/25632292/>; CSU data center website with enrollment dashboard demographics: <https://www.calstate.edu/data-center/institutional-research-analyses/Pages/enrollment.aspx>; UC disaggregated data: <https://www.universityofcalifornia.edu/about-us/information-center/disaggregated-data>; Resources pertaining to entrance requirements and cost to attend: Admission requirements for CA Community Colleges: <https://home.cccapply.org/en/colleges/requirements>; Community College Fee Example: the fees for LAMC can be found here: <https://lamission.edu/Business-Office/Student-Fees.aspx>.

Resolved, That the Academic Senate for California Community Colleges recognize Lifelong Learning and Self-Development as a vital component of early college education to support student success and health equity and recommend that it should be broadly accessible at all California community colleges to support health equity and educational equity for students, communities, and society.

Contact: Tracy Harkins, Los Angeles Mission College

M/S/C

15.07.01 F22 Withdraw 15.07 Retain Lifelong Learning and Self-Development as a CSU Lower Division Graduation Requirement

Motion To Withdraw Resolution 15.07

Contact: Damien Jordan, Golden West College

M/S/C

17.0 Local Senates

17.01 F22 Establishing an Equitable Placement and Student Success Liaison

Whereas, After the passage of AB 705 (Irwin, 2017),¹⁵¹ the November 2020 California Community Colleges Chancellor's Office "Validation of Practices Memo"¹⁵² 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;

Whereas, AB 1705 (Irwin, 2022)¹⁵³ 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"¹⁵⁴;

¹⁵¹ AB 705 (Irwin, 2017): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB705.

¹⁵² 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 <https://static1.squarespace.com/static/5a565796692ebefb3ec5526e/t/5fc58b022dd96f5918ab5cbd/1606781700931/ess-20-300-009-ab-705-validation-of-practices-a11y.pdf>.

¹⁵³ AB 1705 (Irwin, 2022): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705.

¹⁵⁴ *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/>.

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 English¹⁵⁵; 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 (ASCCC) urge local academic senates to establish an Equitable Placement and Student Success Liaison position to facilitate communication between and among the ASCCC, local academic senates, and faculty;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to identify one or more faculty members supporting students in placement into mathematics, English as a Second Language/English for Speakers of Other Languages, 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, §53200.¹⁵⁶

Contact: Davena Burns, San Bernardino Valley College, Relations with Local Senates Committee
M/S/C

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;

¹⁵⁵ 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>.

¹⁵⁶ California Code of Regulations, title 5, §53200 refers to academic and professional matters commonly known as the 10+1.

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 §78052¹⁵⁷ 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 §78052¹⁵⁸; and

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

M/S/C

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)¹⁵⁹ 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

¹⁵⁷ California Education Code §78052:

https://leginfo.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=78052.

¹⁵⁸ California Education Code §78052:

https://leginfo.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=78052.

¹⁵⁹ Resolution F18 17.02 Establish Local Open Educational Resources Liaisons:

<https://asccc.org/resolutions/establish-local-open-educational-resources-liaisons>.

reported when a local advocate has dedicated time to support OER adoption (Resolution S19 13.02)¹⁶⁰;

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 09.09¹⁶¹ 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),¹⁶² positioning the ASCCC OER Initiative and local OER Liaisons to advocate for OER to be the focus when implementing the Zero Textbook Cost Program;

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 Educational 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

¹⁶⁰ Resolution S19 13.02 Support for Faculty Open Educational Resources Coordinators:

<https://asccc.org/resolutions/support-faculty-open-educational-resources-coordinators-0>.

¹⁶¹ Resolution S16 09.09 Z-Degrees and Faculty Primacy: <https://asccc.org/resolutions/z-degrees-and-faculty-primacy>.

¹⁶² Resolution F21 03.05 Zero Means Zero Textbook Cost: <https://asccc.org/resolutions/zero-means-zero-textbook-cost>.

M/S/C

17.04 F22 Advancing Equal Employment Opportunity Policies and Practices within Hiring Committees

Whereas, Funds have been allocated from the California Community Colleges Chancellor's Office to California community colleges for Equal Employment Opportunity implementation;

Whereas, California community colleges need to move beyond performative statements and awareness to operational processes for hiring faculty to increase the diversity of candidates applying and being interviewed for full-time faculty positions;

Whereas, Respective college districts have established processes and procedures for addressing diversity throughout all steps and levels of the hiring process, including such matters as screening committee compositions, the steps for job announcements, and interview processes, among others; and

Whereas, College administrators can demonstrate strong support for the Equal Employment Opportunity process to mitigate racelighting¹⁶³ and racial microaggressions in hiring committees;

Resolved, That the Academic Senate for California Community Colleges provide resources for local academic senates to ensure that their respective districts demonstrate that they have operationalized board policies and resolutions that evidence a commitment to creating hiring processes and procedures that will diversify faculty membership;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to ensure that their campus' hiring committees contain diverse membership to provide a variety of perspectives in selecting candidates, as per California Code of Regulations, title 5, §53024¹⁶⁴;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their college administrators and human resources to implement accountability measures for failure to comply with the Equal Employment Opportunity policy and procedures for dealing with biased behavior on hiring committees; and

Resolved, That the Academic Senate for California Community Colleges develop resources such as a toolkit or position paper in order to support the efforts of local academic senates to implement up-to-date and well-publicized codes of conduct to prevent failed hiring searches.

Contact: Sharon Sampson, Grossmont College

¹⁶³ Wood, J. Luke and Harris, F. (2021). Racelighting in the Normal Realities of Black, Indigenous, and People of Color. *Community College Equity Assessment Lab*. <http://bmmcoalition.com/wp-content/uploads/2021/03/Racelighting-BRIEF-2021-3.pdf>.

¹⁶⁴ California Code of Regulations, title 5, §53024: <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-4-employees/subchapter-1-equal-employment-opportunity-programs/article-2-other-specific-responsibilities-of-community-college-districts/section-53024-screening-and-selection-procedures>.

ACCLAMATION

17.05 F22 Adopt Student Senate for California Community Colleges Low-Cost Recommendation

Whereas, Resolution 03.04 F21, “Develop Statewide Recommendation for Definition of Low-Cost Course Materials” tasked the Academic Senate for California Community Colleges to work with the Student Senate for California Community Colleges and the California Community Colleges Chancellor’s Office to identify a recommended definition of low-cost to be considered for adoption throughout the California Community College system; and

Whereas, The Student Senate for California Community Colleges Board of Directors has recommended \$30 as the definition for “low-cost”;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to adopt \$30 or less as their locally established cost threshold that must not be exceeded for a course to be considered low-cost for designating and reporting purposes.

Contact: Michelle Pilati, Rio Hondo College

M/S/C

REFERRED RESOLUTIONS

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 Martin, San Diego Miramar College, Area D

M/S/R: Referred to the Executive Committee to research feasibility and report back information by 2023 Spring Plenary Session.

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

M/S/R: Referred to the Executive Committee to research constitutional changes that would be needed and report back information by 2023 Spring Plenary Session.

01.05.01 F22 Amend 01.05 Recognition of Caucus Appointed Delegates

Amend the first Resolved:

Resolved, That the Academic Senate for California Community Colleges (ASCCC) work with the ASCCC caucuses to amend its ASCCC’s bylaws to allow for ASCCC caucuses to appoint a delegate with the full voting privileges defined by ASCCC Bylaws Article 1, Section 1.E¹⁶⁵ at the fall and spring plenary sessions in time for caucus delegate voting at the 2023 fall plenary session with voting at all fall and spring plenary sessions going forward; and

Strike the second Resolved:

~~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

¹⁶⁵ ASCCC Bylaws can be found at <https://asccc.org/about/bylaws>.

M/S/R: Referred to the Executive Committee to research constitutional changes that would be needed and report back information by 2023 Spring Plenary Session.

FAILED RESOLUTIONS

07.14.01 F22 Amend 07.14 Reaffirming the Mission and Vision of the California Community Colleges

Strike the second Resolved:

~~Resolved, That the Academic Senate for the California Community Colleges work with the California Community Colleges Chancellor's Office and California Community Colleges Board of Governors to ensure the progress on the proposed CalGETC preserves the California Community College's mission to provide access to students, particularly as it relates to Lifelong Learning and Self-Development and Language Other Than English; and~~

Contact: Soni Verma, Sierra College

M/S/F

07.15 F22 Minimum General Education Unit Requirement for High-Unit Majors

Whereas, The current proposal to revise the associate degree general education pattern to align with the proposed lower division general education pathway would increase the minimum unit requirement to complete general education from 18 units to 21 units, which could have unintended and burdensome consequences for students completing what are commonly termed "high-unit majors"; and

Whereas, The allowance of flexibility in meeting the general education unit requirements for the associate degree for students in "high-unit majors" (many of whom are in Career and Technical Education programs that are not transfer programs) and guidance on what constitutes a high-unit major are important for meeting the needs of all students seeking to earn an associate degree;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and system partners to ensure that any revisions to the associate degree general education pattern allow students in "high-unit majors" the continued opportunity to complete the general education requirement in 18 units, rather than 21 units, inclusive of the current requirement to complete a transfer-level ethnic studies course of at least 3 units; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and system partners to provide guidance on what attributes identify majors as "high-unit majors" in order to allow local academic senates and governing boards to determine what associate degrees may be completed with 18 units of general education, and provide that guidance to all stakeholders by fall 2023.

Contact: John Freitas, Los Angeles Community College District

M/S/F

09.01.02 F22 Amend 09.01 Removing Barriers to the Adoption of Open Educational Resources

Add a Resolved:

Resolved, That the Academic Senate for California Community Colleges support expanding date of publication requirements to include relevant dates other than publication or copyright date, including statements of “Content reviewed and approved date” when no date of publication is available as part of all curriculum and articulation processes when OER are specified; and

Contact: Jeramy Wallace, College of San Mateo

M/S/F

15.01.01 F22 Amend 15.01 Endorsing the Proposed Singular Lower Division General Education Pathway: CalGETC

Amend the Resolved:

Resolved, That the Academic Senate for California Community Colleges endorse the proposed California General Education Transfer Curriculum (CalGETC)¹⁶⁶ ~~and urge that if~~ 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: Damien Jordan, Golden West College

M/S/F

15.07 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)¹⁶⁷ established the Associate Degree for Transfer (ADT) and requirements for colleges to adopt ADTs for every local associate degree which matched ADT majors;

¹⁶⁶ 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>.

¹⁶⁷ 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.

Whereas, The policies, procedures, and guidelines governing the identification and creation of new Transfer Model Curricula (TMC),¹⁶⁸ including discipline selection, and on which the Associate Degrees for Transfer are based, are established and implemented by the Intersegmental Curriculum Workgroup (ICW)¹⁶⁹ and only allow ICW to initiate TMC development through Faculty Discipline Review Groups (FDRGs)¹⁷⁰ established and overseen by 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 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

M/S/F

WITHDRAWN RESOLUTION

15.08 F22 Retain Lifelong Learning and Self-Development as a CSU Lower Division Graduation Requirement

Whereas, AB 928 (Berman, 2021) 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”¹⁷¹ by May 31, 2023;

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) that meets the requirements of AB 928;

¹⁶⁸ 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.

¹⁶⁹ All ICW policies are available at <https://www.c-id.net/page/1>.

¹⁷⁰ 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.

¹⁷¹ AB 928 (Berman, 2022): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB928.

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”¹⁷² 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;

Resolved, That the Academic Senate for California Community Colleges endorse the proposed California General Education Transfer Curriculum (CalGETC) if the California State University (CSU) maintains the “Lifelong Learning and Self-Development” area to serve as a CSU lower division graduation requirement.

Contact: Damien Jordan, Golden West College

¹⁷² AB 928 (Berman, 2022): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB928.

DELEGATES

110 voting delegates at 2022 Fall Plenary as listed below:

COLLEGE	FIRST NAME	LAST NAME
Alameda, College of	Jeffrey	Sanceri
Antelope Valley College	Van	Rider
American River College	Carina	Hoffpauir
Bakersfield College	Lisa	Harding
Barstow College	Rodolfo	Duque Jr
Berkeley City College	Gabriel	Martinez
Cabrillo College	Anna	Zagorska
Calbright College	Michael	Stewart
Canada College	David	Eck
Canyons, College of	David	Andrus
Cerro Coso College	Yvonne	Mills
Chaffey College	Nicole	DeRose
Citrus College	Michelle	Plug
Clovis College	Teresa	Mendes
College of Marin	Maria	Coulson
Columbia College	Lahna	VonEpps
Compton College	Sean	Moore
Contra Costa CCD	Lisa	Smiley-Ratchford
Contra Costa College	Gabriela	Segade
Copper Mountain College	Victoria	Velasquez

Cosumnes River College	Scott	Crosier
Crafton Hills College	Brandi	Bailes
Cuesta College	Wesley	Sims
Cuyamaca College	Manuel	Mancillas-Gomez
Cypress College	Damon	de la Cruz
De Anza College	Cheryl Jaeger	Balm
Desert, College of	Kim	Dozier
Diablo Valley College	John	Freytag
East Los Angeles College	Jeffrey	Hernandez
El Camino College	Darcie	McClelland
Evergreen Valley College	Garry	Johnson
Foothill DeAnza CCD	Erik	Woodbury
Fresno City College	Michael	Takeda
Gavilan College	Cherise	Mantia
Glendale College	Roger	Dickes
Golden West College	Damien	Jordan
Grossmont College	Sharon	Sampson
Hartnell College	Jason	Hough
Imperial Valley College	Ric	Epps
Laney College	Nathan	Failing
Las Positas College	Craig	Kutil
Lassen College	Adam	Runyan

Los Angeles City College	Mickey	Hong
Los Angeles Mission College	Carole	Akl
Los Angeles Pierce College	Barbara	Anderson
Los Angeles Southwest College	Naja	El-Khoury
Los Angeles Trade Tech College	Marvin	Da Costa
Los Angeles Valley College	Edgar	Perez
Los Medanos College	Mark	Lewis
Madera College	Lynette	Cortes Howden
Mendocino College	Nicholas	Petti
Merced College	Patrick	Mitchell
Merritt College	Monica	Ambalal
MiraCosta College	Leila	Safaralian
Mission College	Aram	Shepherd
Modesto Junior College	Aishah	Saleh
Monterey Peninsula College	Frank	Rivera
Moorpark College	Ruth	Bennington
Moreno Valley College	Felipe	Galicia
Mt. San Jacinto College	Nicholis	Zappia
Napa Valley College	Eileen	Tejada
Norco College	Kimberly	Bell
Ohlone College	Susan	Myers
Oxnard College	Elissa	Caruth

Palomar College	Wendy	Nelson
Peralta CCD	Donald	Saotome Moore
Porterville College	Robert	Simpkins
Rancho Santiago CCD	Mike	Taylor
Reedley College	Andrew	Strankman
Rio Hondo College	Farrah	Nakatani
Saddleback College	Heidi	Ochoa
San Bernardino Valley College	Davena	Burns-Peter
San Diego City College	Maria-Jose	Zeledon-Perez
San Diego Mesa College	John	Crocitti
San Diego Miramar College	Pablo	Martin
San Joaquin Delta College	Becky	Plaza
San Jose City College	Judith	Bell
San Jose-Evergreen CCD	Phuong (Emily)	Banh
Santa Barbara City College	Melanie	Eckford-Prosson
Santa Monica College	Jamar	London
Santa Rosa Junior College	Nancy	Persons
Santiago Canyon College	Craig	Rutan
Sequoias, College of the	Ramyar Alavi	Moghaddam
Sierra College	Soni	Verma
Siskiyou, College of the	Andrea	Craddock

Skyline College	Cassidy	Ryan-White
Solano College	Joshua	Scott
Southwestern College	Caree	Lesh
Taft College	Sharyn	Eveland
Victor Valley College	Lynne	Glickstein
West Hills Coalinga	Matt	Magnusun
West Hills College - Lemoore	Jacqui	Shehorn
West Los Angeles College	Patricia	Zuk
West Valley College	Gretchen	Ehlers
Woodland College	Matt	Clark
Yuba College	Meridith	Selden

EXECUTIVE MEMBER	FIRST NAME	LAST NAME
President	Virginia "Ginni"	May
Vice President	Cheryl	Aschenbach
Treasurer	Michelle	Bean
Secretary	LaTonya	Parker
Area A	Stephanie	Curry
Area B	Karen	Chow
Area C	Erik	Reese
Area D	Manuel	Velez
North Rep	Christopher	Howerton
North Rep	Eric	Kirk
South Rep	Amber	Gillis
South Rep	Robert L.	Stewart Jr.
At Large Rep	Juan	Arzola
At Large Rep	Carrie	Roberson

Important Note: At our 11/17 meeting, the Academic Senate declined to move forward with voting on this resolution. While its future is undetermined, you are still welcome to comment and make suggestions. It is possible that with significant revisions, it could come back as a decision item at a future meeting. However, in the meantime, it has been tabled.

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 environment¹.
2. Whereas, students indicated in the American River College Modality Survey – Spring 2022² 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 2022³ 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 independence⁴.
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

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, CCCCCO](#)

⁵ [Student Senate for California Community Colleges 2020 Resolutions Packet](#)

⁶ [On-Ground vs Online Course Success Rates at ARC \(SP21-SP22\)](#)

on waitlists while many in-person classes are below capacity⁷⁸. We also recognize that disproportionately impacted students may not be best served in online modalities, and we affirm the importance of having a range of modalities available to support the success of all students. The option to teach online should not imply that all courses should be offered online.

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 options⁹:~~ Whereas students who have decided that distance education best suits their needs should have that decision honored. Faculty are committed to answer the calls by our students for online classes, programs and services conducted with a commitment to best practices. We also encourage continued leveraging of online course design resources such as the ARC Online Teaching Institute, Foundations of Canvas Course Design training, and the FastTrack OEI Rubric Academy, along with professional development focused on closing DI gaps in online courses.
7. Whereas, it should be noted that an online work assignment for faculty still involves being an engaged and contributing member of the college community. Full-time faculty working online are still expected to participate in college service and fulfill all professional obligations to the institution.

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.

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"](#)



ARC Strategic Planning Metrics Report: 2017 to 2022

This report provides a summary of findings for ARC's Strategic Planning Metrics¹. Metrics and metric goals were established for ARC Strategic Goals #1 (Students First) and #2 (Clear & Effective Paths). [Metric technical definitions can be found here.](#)

Executive Summary

- American River College failed to achieve most of the 20 metric goals aligned with its 2017-2022 Strategic Plan. Moreover, amidst the backdrop of the COVID-19 pandemic, over half of the metrics fell below their 2017 starting or baseline pre-pandemic values. In total, only 3 of 20 metric goals (15%) were achieved: 1 of 8 for *Students First*, (*Transfer-Level English and Math completion in 1 Year*), and 2 of 12 for *Clear and Effective Paths*, (*Average Units at Degree & Exiting Career Education Students Employed*).
- Similarly, ARC failed to achieve the additional goal of reducing equity gaps by 40% for students from ARC's historically disproportionately impacted populations for most of the applicable metrics. In total, only 5 of 24 applicable equity-gap reduction metric goals (21%) were achieved: 1 of 10 (10%) for African American students [*Median Years to a Certificate (4 years to 3.5 years)*], 1 of 10 (10%) for Latinx students [*Transfer-Level English and Math in 1 Year (5.5% to 11.4%)*], and 3 of 4 (75%) for Native American students [*Success Rate (2nd term) (62.9% to 75.9%)*, *Median Years to Certificate (4.63 years to 3.75 years)* and *Median Years to Degree (4.75 years to 3.75 years)*].
- On a positive note, comparing outcomes in 2017-2018 vs 2021-2022, students from each of ARC's historically disproportionately impacted populations showed improvements on a greater number of metrics than was observed for all students (*on average*). Specifically, all students (*on average*) showed improvement on only 8 of 20 metrics (40% or less than half). By contrast, African American students showed improvement on 8 of 15 applicable metrics (53%), Latinx students showed improvement on 10 of 20 applicable metrics (50%), and Native American students showed improvement on all 6 of 6 applicable metrics (100%). (*Applicable metrics are those where the count of students per year per group was equal or greater than 10.*) In sum, although ARC did not achieve the goal we had set for reducing equity gaps, the College showed some areas of improvement in serving students from ARC's historically disproportionately impacted populations. These improvements warrant further exploration.
- Notable areas for concern included the sharp declines observed for *Success Rate in the 1st term* (decreased by almost 10 percentage points), *Retention to the 2nd term* (decreased by 11 percentage points), and *Total Certificates awarded* (decreased by 41%). As additional context, metrics that are based on counts rather than rates (such as *Total Certificates Awarded*), are likely to face continued downward pressure as the college continues to experience enrollment declines. During the 5-year term of ARC's strategic plan, overall ARC enrollment (*excluding Public Safety and Apprenticeship*) declined from 139,891 in 2017-2018 to 114,260 in 2021-2022, an 18% decline. Similarly, overall ARC enrollment (*including Public Safety and Apprenticeship*) declined from 171,329 in 2017-2018 to 132,158 in 2021-2022, a 23% decline.

¹ A metric is merely a standard for measuring or evaluating something. Examples include those aimed at quantifying an organization's student performance, its diversity, or disproportionate impact [Click here to read more about metrics.](#)

Background

The 20 metrics² described in this report were designed to assess the extent to which ARC’s 2017-2022 strategic planning and institutional redesign efforts have benefited students and improved student achievement outcomes, both overall, and specifically for students from ARC’s historically disproportionately impacted populations ([a broad summary of the college’s efforts to improve student achievement and equity outcomes can be found here](#)).

Most of these metrics (16 of 20) are *cohort-based* and reflect either the number or percent of students in a *new, 1st time to college Fall cohort* that achieve a given milestone (e.g., are retained until the next semester or year, earn 30+ units, earn a degree, etc.) by a specified period (e.g., in their 1st term, 1st year, in 3 years, etc.)³. The exception to these cohort-based metrics are the *volume-based* metrics that count annual totals: total counts of certificates awarded, total counts of degrees awarded, total counts of ADT degrees awarded, and transfers to CSU each year⁴.

Most metric goals were set to improve outcomes by 5 percentage points (1 percentage point improvement per year over the 5-year term of the strategic plan). For some metric goals, the desired outcome was a decrease over the 5-year term (e.g., decrease the median years to an award, or decrease average units at degree to 79 units). The goals for total counts of certificates or degrees awarded (20% increase), or transfers to CSU each year (35% increase) were set to align with the California Community Colleges Chancellor’s Office [Vision for Success](#) Goals.

In addition, 14 metric goals were adjusted for ARC’s historically disproportionately impacted populations (African American, Latinx, and Native American students) with the goal of achieving the overall metric goal *and* an additional goal of reducing equity gaps by 40% using the 2017 year as a baseline (another *Vision for Success* Goal)⁵.

Importantly, these metric baselines and goals were established in 2017, prior to the onset of the COVID-19 pandemic. As such, the pandemic and its effects on ARC should be taken into consideration when interpreting student outcomes.

Summary

For ARC Strategic Goal: *Students First*, only 1 of 8 metric goals (13%) was achieved. For ARC Strategic Goal: *Clear and Effective Paths*, only 2 of 12 metric goals (17%) were achieved. Combined, only 3 of 20 metric goals (15%) were achieved.

	ARC Strategic Goal	
	Students First	Clear & Effective Paths
Overall Metric Goals Achieved?	1 of 8 Metric Goals Achieved 13%	2 of 12 Metric Goals Achieved 17%

² Excludes metrics that are no longer applicable (e.g., progression along a basic skills course sequence) or were not fully developed (survey metrics for Strategic Goal 3 (Exemplary Teaching, Learning, & Working Environment) and 4 (Vibrancy & Resiliency). Going forward, an ESL specific basic skills progression sequence (such as the [Skills Gain Rate](#) provided by the CCCCO’s Student Success Dashboard) may be warranted (replacing a previous metric that combined ESL, English, and Math basic skills progression).

³ The *exiting career education students employed* metric is cohort-based but based on program completers and skills-building students (coded by the CCCCO’s Journey Type as “Short-Term Career Students”), rather than new 1st time to college students.

⁴ Volume-base metrics have the benefit of being easy to understand and communicate. However, they have the disadvantage of not taking account changes in cohort size (e.g., ignores changes in annual enrollments that could be affecting these outcomes).

⁵ Exceptions include metrics where equity-gaps could not easily be computed or determined (e.g., all *volume-based* metrics), where data for each ethnicity was not available, or where all groups were set to achieve the same goal (e.g., 79 total units at degree).

For ARC’s historically disproportionately impacted populations, the goal of reducing equity gaps by 40% was achieved for the *Students First* metrics for 0 of 6 metric goals for African American students (0%), 1 of 6 metric goals for Latinx students (17%) and 1 of 2 metric goals for Native American students (50%), and for the *Clear and Effective Paths* metrics for 1 of 4 metric goals for African American students (25%), 0 of 4 metric goals for Latinx students (0%), and 2 of 2 metric goals for Native American students (100%). Overall, aggregating across ARC Strategic Goals, the goal of reducing equity gaps by 40% was achieved for 1 of 10 metric goals for African American students (10%), 1 of 10 metric goals for Latinx students (10%), and 3 of 4 metric goals for Native American students (75%)⁶. Combined, the goal of reducing equity gaps by 40% for ARC’s disproportionately impacted populations was achieved for 5 of 24 applicable metric goals, or 21%.

Metric Equity Gap Closed by 40%? (Vision for Success Goal)	ARC Strategic Goal	
	Students First	Clear & Effective Paths
	African American Students: 0 of 6*	African American Students: 1 of 4*
	0%*	25%*
Latinx Students: 1 of 6**	Latinx Students: 0 of 4**	
17%**	0%**	
Native American Students: 1 of 2***	Native American Students: 2 of 2***	
50%***	100%***	

*Only includes metrics where average N ≥ 10 per year

**Only includes metrics where equity gap existed in 2017

***Only includes metrics where average N ≥ 10 per year and where equity gap existed in 2017

Outcomes by Metric

Overall, aggregating over both ARC Strategic Goals 1 and 2, only 3 of 20 metric goals (15%) were achieved (*Transfer-Level English and Math completion in 1 Year, Average Units at Degree and Exiting Career Education Students Employed*).

By contrast, 17 of 20 metric goals (85%) were not achieved. Moreover, 11 of 20 metrics (55%, or just over half) fell below their 2017 pre-COVID-19 pandemic baseline values (see table below).

ARC STRATEGIC GOAL	METRICS	METRIC GOALS	METRIC RESULTS	METRIC GOALS ACHIEVED?
Students First	Success Rate (1st term)	Increase by 5 Percentage Points	Decreased by 9.7 Percentage Points	No, Below Baseline
	Success Rate (2nd term)	Increase by 5 Percentage Points	Decreased by 1.6 Percentage Points	No, Below Baseline
	Retention (to 2nd term, F-to-S)	Increase by 5 Percentage Points	Decreased by 11 Percentage Points	No, Below Baseline
	Retention (to 3rd term, F-to-F)	Increase by 5 Percentage Points	Decreased by 5 Percentage Points	No, Below Baseline
	15+ Units Earned (in 1st term)	Increase by 5 Percentage Points	Decreased by .7 Percentage Points	No, Below Baseline
	30+ Units Earned (by end of 2nd term)	Increase by 5 Percentage Points	Decreased by .3 Percentage Points	No, Below Baseline
	60+ Units Earned (by end of 2nd year)	Increase by 5 Percentage Points	Decreased by .1 Percentage Points	No, Below Baseline
	Transfer English & Math (in 1 yr)	Increase by 5 Percentage Points	Increased by 7 Percentage Points	Yes, Goal Achieved!

⁶ Only includes metrics where average N ≥ 10 per year and/or where equity gap existed in 2017.

Clear & Effective Paths	Certificate Rate (in 3 yrs)	Increase by 5 Percentage Points	Decreased by 1 Percentage Point	No, Below Baseline
	Total Certificates**	Increase by 20%	Decreased by 41%	No, Below Baseline
	Median Years to Certificate	Decrease by 20%	No Change	No Change
	Degree Rate (in 3 yrs)	Increase by 5 Percentage Points	Increased by 2 Percentage Points	No, But Progress Made
	Total Degrees**	Increase by 20%	Decreased by 1.8%	No, Below Baseline
	Total ADT Degrees**	Increase by 20%	Increased by 17.7%	No, But Progress Made
	Avg Units at Degree	Decrease to Avg 79 units	Decreased to Avg 78.4 units	Yes, Goal Achieved!
	Median Years to Degree	Decrease by 20%	Decreased by 2%	No, But Progress Made
	Transfer Ready Rate (in 3 yrs)	Increase by 5 Percentage Points	Increased by .5 Percentage Points	No, But Progress Made
	Transfer Rate (in 4 yrs)	Increase by 5 Percentage Points	Decreased by .1 Percentage Points	No, Below Baseline
	Total Transfers to CSU**	Increase by 35%	Increased by 1.7%	No, But Progress Made
	Exiting CE Students Employed***	Increase by 5 Percentage Points	Increased by 7.6 Percentage Points	Yes, Goal Achieved!

**Non-cohort based metric. Counts activity for entire year.

***Up to 2020-2021 Only, Source: CCCC Career Technical Education Employment Outcomes Survey (CTEOS)

In addition to the metric goals that were achieved, notable progress was observed for Degree Rate (increased by 2 percentage points) and Total Associate Degrees for Transfer (increased by 17.7%).

By contrast, sharp declines were observed for Success Rate in the 1st term (decreased by almost 10 percentage points), Retention to the 2nd term (decreased by 11 percentage points), and Total Certificates awarded (deceased by 41%). As additional context, metrics that are based on counts rather than rates (such as Total Certificates Awarded), are likely to face continued downward pressure as the college continues to experience enrollment declines. During the 5-year term of ARC's strategic plan, overall ARC enrollment (*excluding Public Safety and Apprenticeship*) declined from 139,891 in 2017-2018 to 114,260 in 2021-2022, an 18% decline. Similarly, overall ARC enrollment (*including Public Safety and Apprenticeship*) declined from 171,329 in 2017-2018 to 132,158 in 2021-2022, a 23% decline.

Equity Metrics (Metrics that included an additional goal of reducing 2017 equity gaps by 40%)

14 metrics also included an additional equity goal to close 2017 equity gaps by 40% for students from ARC's historically disproportionately impacted (DI) populations. At least one of these additional equity goals was achieved for each of ARC's historically disproportionately impacted populations.

For ARC's African American students, the 40% equity goal was achieved for *Median Years to a Certificate (4 years to 3.5 years)*. For ARC's Latinx students, the 40% equity goal was achieved for *Transfer-Level English and Math in 1 Year (5.5% to 11.4%)*. For ARC's Native American students, the 40% equity goals were achieved for the *Success Rate (2nd term) (62.9% to 75.9%)*, *Median Years to Certificate (4.63 years to 3.75 years)* and *Median Years to Degree (4.75 years to 3.75 years)* metrics (see table below).

Meet Metric Goal + Close Equity Gap by 40%?

ARC STRATEGIC GOAL	METRICS	AFRICAN AMERICAN	LATINX	NATIVE AMERICAN	ALL STUDENTS
Students First	Success Rate (1st term)	No (49.2% to 42%)	No (64.6% to 55.9%)	No (45.9% to 57.1%)	(69.1% to 59.4%)
	Success Rate (2nd term)	No (57.2% to 49.4%)	No (65.4% to 63.9%)	Yes (62.9% to 75.9%)	(71.1% to 69.5%)
	Retention (to 2nd term, F-to-S)	No (61.5% to 55.6%)	n/a - No Gap	n/a - n's < 10	(73.2% to 62.2%)
	Retention (to 3rd term, F-to-F)	No (42.2% to 41.1%)	n/a - No Gap	n/a - n's < 10	(54.7% to 49.7%)
	15+ Units Earned (in 1st term)	No (4% to 5.2%)	No (8.8% to 7.6%)	n/a - n's < 10	(9.5% to 8.8%)

	30+ Units Earned (by end of 2nd term)	n/a - n's < 10	No (4.4% to 3.7%)	n/a - n's < 10	(5.3% to 5%)
	60+ Units Earned (by end of 2nd year)	n/a - n's < 10	No (2% to 1.8%)	n/a - n's < 10	(3.5% to 3.4%)
	Transfer English & Math (in 1 yr)	No (2.8% to 4.8%)	Yes (5.5% to 11.4%)	n/a - n's < 10	(5.9% to 12.9%)
Clear & Effective Paths	Certificate Rate (in 3 yrs)	n/a - n's < 10	No (4.9% to 6.4%)	n/a - n's < 10	(6.6% to 5.6%)
	Median Years to Certificate	Yes (4 yrs to 3.5 yrs)	n/a - No Gap	Yes (4.6 yrs to 3.8 yrs)	(3.8 yrs to 3.8 yrs)
	Degree Rate (in 3 yrs)	No (2.6% to 5.4%)	No (4.1% to 7.6%)	n/a - No Gap	(5.6% to 7.6%)
	Median Years to Degree	No (4.8 yrs to 4.5 yrs)	n/a - No Gap	Yes (4.8 yrs to 3.8 yrs)	(4 yrs to 3.9 yrs)
	Transfer Ready Rate (in 3 yrs)	n/a - n's < 10	No (5.6% to 6.6%)	n/a - No Gap	(7.6% to 8.1%)
	Transfer Rate (in 4 yrs)	No (8.4% to 14.8%)	No (16.6% to 14.8%)	n/a - n's < 10	(19.4% to 19.3%)

Note: For some metrics/groups, gaps did not exist in 2017 and/or data reflected avg. counts < 10, which can lead to large year-to-year variations.

Additional Analyses for ARC's Historically Disproportionately Impacted populations

A separate way of assessing how ARC's strategic plan has benefited ARC's historically disproportionately impacted populations is simply to compare the metric outcomes in 2017-2018 versus 2021-2022, for each of ARC's DI populations, regardless of whether the equity gaps had met the 40% equity-gap reduction goal. Simply put, was there improvement or progress on a given metric from 2017 to 2022 for each of ARC's historically disproportionately impacted populations? This perspective includes the advantage of being able to include the volume-based and non-adjusted metrics in the comparison.

As context, comparing outcomes in 2017-2018 versus 2021-2022, *all students showed improvement on 8 of 20 (or 40% of) metrics.*

African American Students

Comparing outcomes in 2017-2018 versus 2021-2022, **African American students showed improvement on 8 of 15 (or 53%, or just over half of) metrics** where data were available (where $N \geq 10$ per year):

- 15+ units earned in the 1st term (4% to 5.2%)
- Transfer English and Math in 1 year (2.8% to 4.8%)
- Median years to Certificate (4 years to 3.5 years)
- Degree Rate (2.6% to 5.4%)
- Average units at Degree (85.6 units to 70.9 units)
- Median years to Degree (4.8 years to 4.5 years)
- Transfer Rate in 4 years (8.4% to 14.8%)
- Total Transfers to CSU (56 to 64, a 14.3% increase)

Latinx Students

Comparing outcomes in 2017-2018 versus 2021-2022, **Latinx students showed improvement on 10 of 20 (or 50%, or half of) metrics:**

- Transfer English and Math in 1 year (5.5% to 11.4%)
- Certificate Rate in 3 years (4.9% to 6.4%)
- Median years to Certificate (3.8 years to 3.6 years)
- Degree Rate (4.1% to 7.6%)
- Total Degrees (559 to 603, an 8% increase)
- Total ATD Degrees (166 to 218, a 31% increase)
- Average units at Degree (79.9 units to 75.5 units)
- Median years to Degree (3.9 years to 3.5 years)
- Transfer Ready Rate in 3 years (5.6% to 6.6%)
- Total Transfers to CSU (186 to 216, a 16.1% increase)

Native American Students

Comparing outcomes in 2017-2018 versus 2021-2022, **Native American students showed improvement on all 6 of 6 (or 100% of) metrics** where data were available (*where N ≥ 10 per year*):

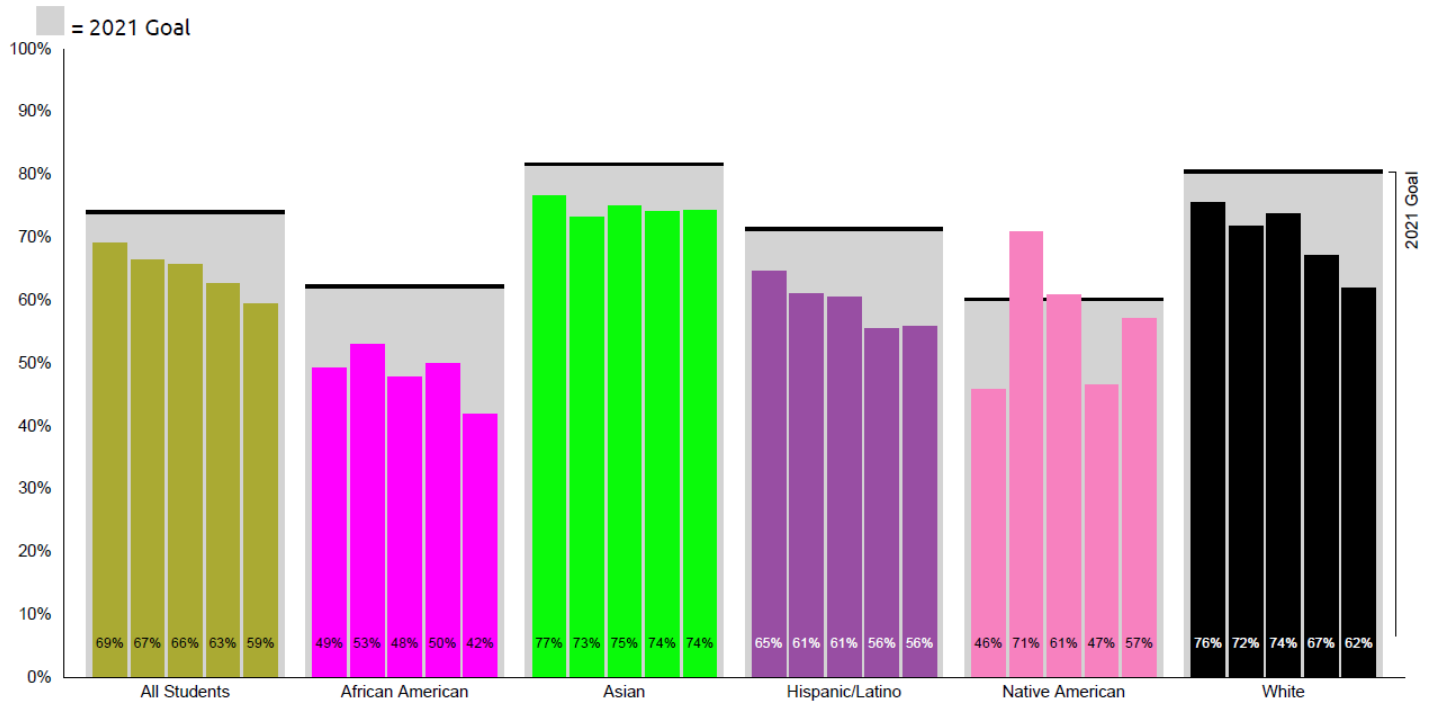
- Success Rate in the 1st term (45.9% to 57.1%)
- Success Rate in the 2nd term (62.9% to 75.9%)
- Median years to Certificate (4.6 years to 3.8 years)
- Total Degrees (13 to 26, a 100% increase)
- Average units at Degree (90.4 units to 79.7 units)
- Median years to Degree (4.8 years to 3.8 years)

In sum, although ARC did not achieve the goal we had set for reducing equity gaps, the College showed some areas of improvement in serving students from ARC's historically disproportionately impacted populations. These improvements warrant further exploration.

The following pages provide additional details about each of the 20 metrics described in this report.

Success Rate in the 1st Term:

Success Rate (1st term)



Progress from Fall 2017 through Fall 2021

The success rate in the 1st term for new, 1st time to college ARC students fell from 69.1% in 2017 to 59.4% in 2021, a 9.7 percentage point decline⁷.

The success rates in the 1st term for new, 1st time to college African American and Latinx ARC students also fell, but by smaller margins (African American: 49.2% to 42%, a 7.2 percentage point decline, Latinx: 64.6% to 55.9%, an 8.7 percentage point decline).

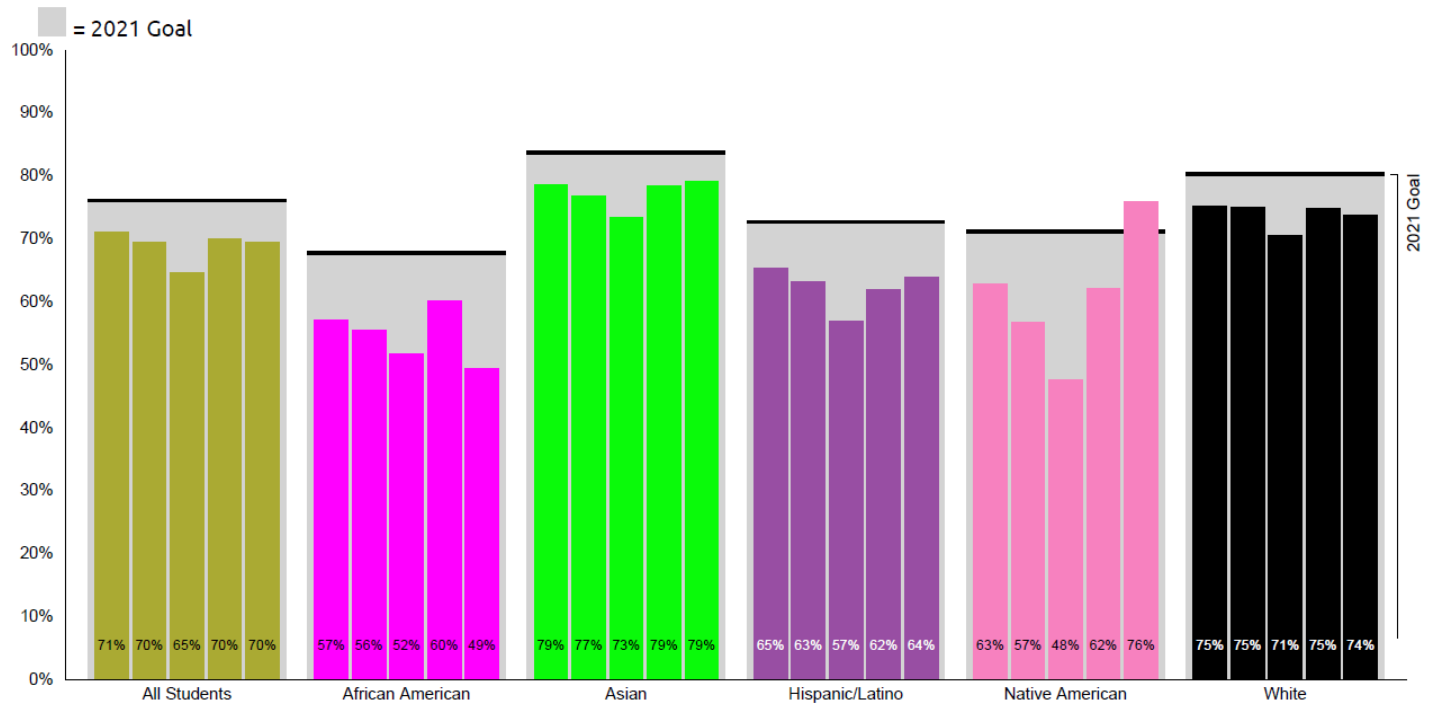
By contrast, the success rate in the 1st term for new, 1st time to college Native American ARC students improved from 45.9% to 57.1%, a 11.2 percentage point increase (and exceeded the 2021 equity-gap goal in 2018 and 2019).

Overall, equity gaps declined slightly for new, 1st time to college African American and Latinx students, but this was due to a larger relative decline for all new, 1st time to college students. By contrast, the equity gap decline observed for new, 1st time to college Native American students was driven by improvement in their success rates.

⁷ This metric reflects the course success rate of each fall's new, 1st time to college students at the end of their first fall semester. Course Success Rate is defined as the number of A, B, C, Cr, and P grades expressed as a percentage of all grade notations.

Success Rate in the 2nd Term:

Success Rate (2nd term)



Progress from Fall 2017 through Fall 2021

The success rate in the 2nd term for new, 1st time to college ARC students fell from 71.1% in 2017-2018 to 69.5% in 2021-2022, a 1.6 percentage point decline⁸.

The success rates in the 2nd term for new, 1st time to college African American ARC students fell by a larger amount, from 57.2% to 49.4%, a 7.8 percentage point decline.

The success rates in the 2nd term for new, 1st time to college Latinx ARC students fell by a similar amount to students overall, from 65.4% to 63.9%, a 1.5 percentage point decline.

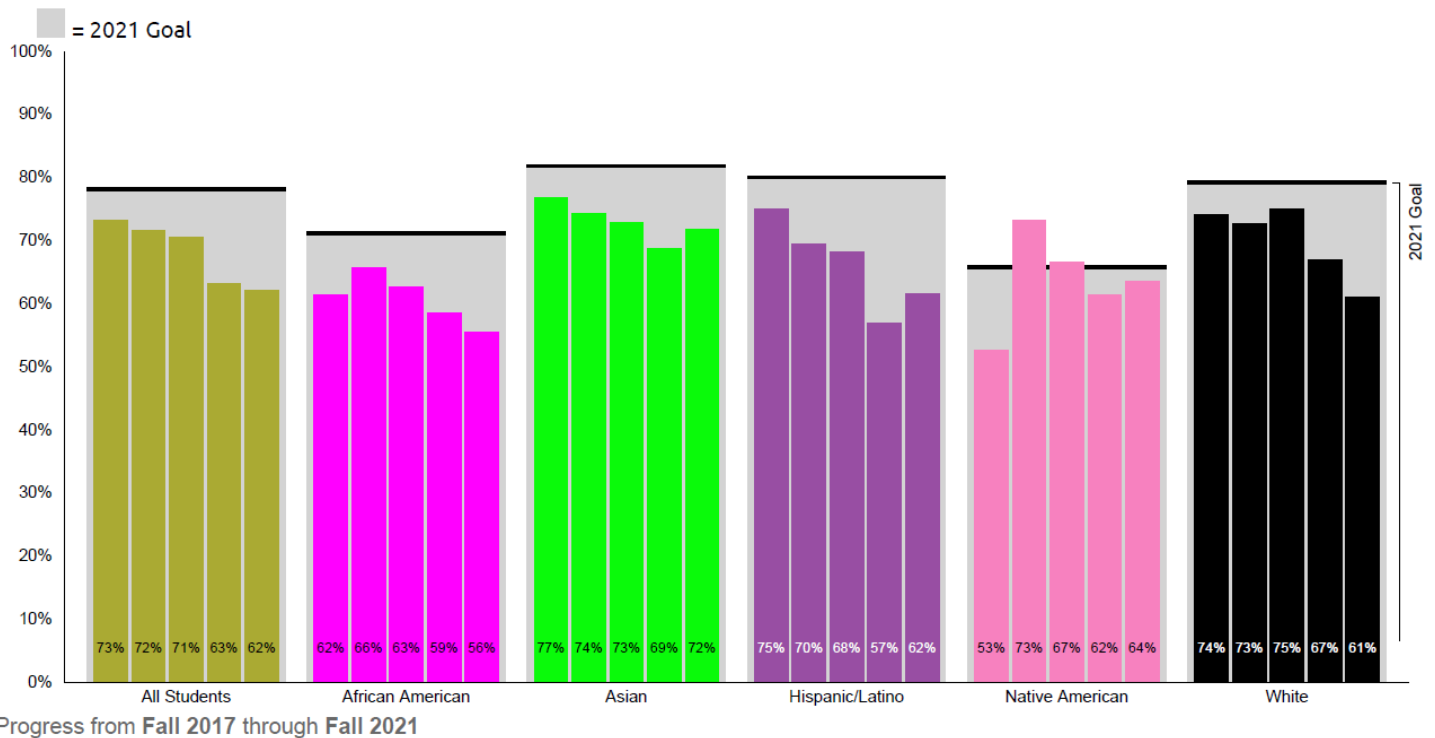
By contrast, the success rate in the 2nd term for new, 1st time to college Native American ARC students improved from 62.9% to 75.9%, a 13 percentage point increase (and exceeded the 2021 equity-gap goal).

Overall, equity gaps increased for new, 1st time to college African American students, remained relatively consistent for new, 1st time to college Latinx students, and were eliminated for new, 1st time to college Native American students.

⁸ This metric reflects the course success rate of each fall's new, 1st time to college students at the end of their second semester (spring). Course Success Rate is defined as the number of A, B, C, Cr, and P grades expressed as a percentage of all grade notations.

Retention (to 2nd Term, Fall to Spring):

Retention (to 2nd term, F-to-S)



The retention rate (to 2nd term, Fall to Spring) for new, 1st time to college ARC students fell from 73.2% in 2017-2018 to 62.2% in 2021-2022, a 11 percentage point decline⁹.

The retention rate (to 2nd term, Fall to Spring) for new, 1st time to college African American ARC students fell by a smaller amount, from 61.5% to 55.6%, a 5.9 percentage point decline.

The retention rate (to 2nd term, Fall to Spring) for new, 1st time to college Latinx ARC students fell by a larger amount compared to students overall, from 75% to 61.6%, a 13.4 percentage point decline.

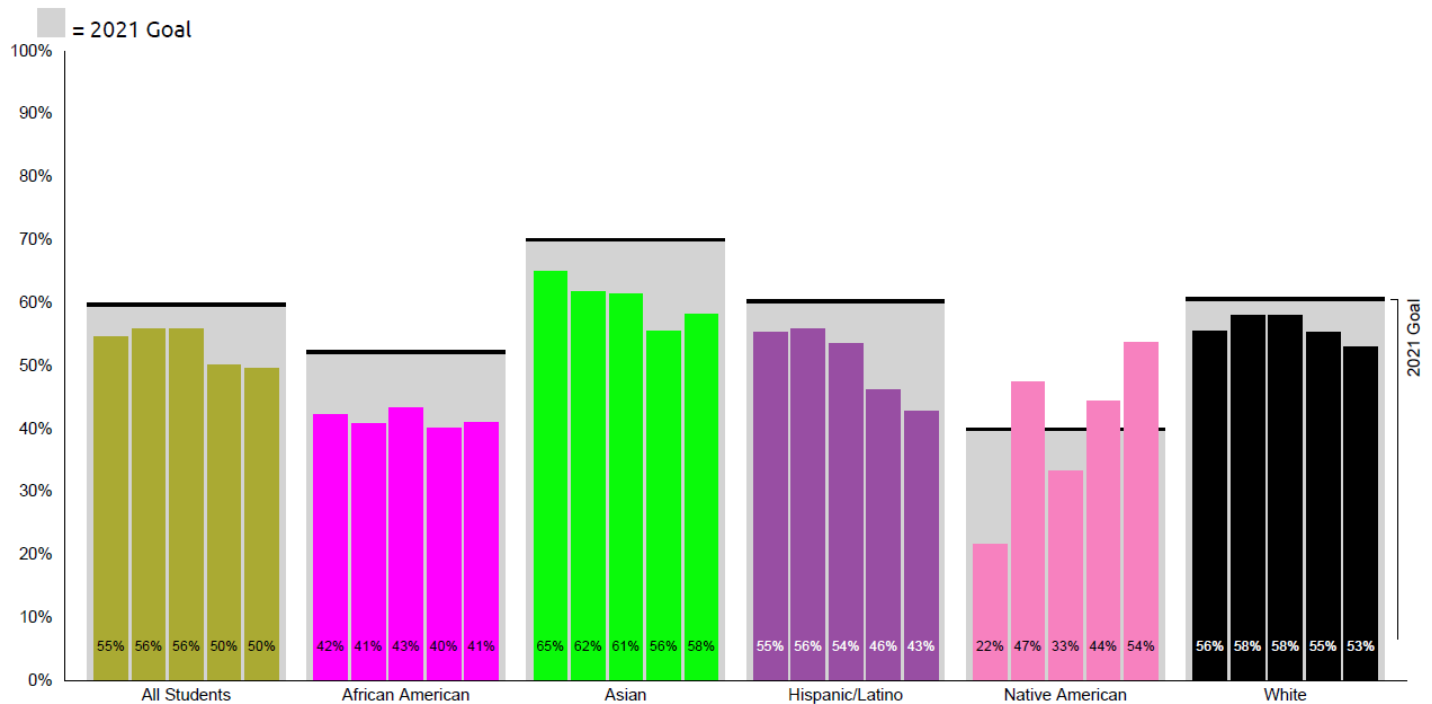
By contrast, The retention rate (to 2nd term, Fall to Spring) for new, 1st time to college Native American ARC students improved from 52.6% to 63.6%, a 11 percentage point increase (and exceeded the 2021 equity-gap goal in 2018 and 2019). (Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).

Overall, equity gaps decreased for new, 1st time to college African American students. An equity gap did not exist for new, 1st time to college Latinx students in 2017. In 2021, their rates were similar to the overall average, differing by less than 1%.

⁹ Retention to 2nd term (F-to-S Retention) is defined as the percentage of new, 1st time students that complete any class with any grade notation in an initial fall semester that return the following spring semester and complete any class with any grade notation.

Retention (to 3rd Term, Fall to Fall):

Retention (to 3rd term, F-to-F)



Progress from Fall 2017 through Fall 2021

The retention rate (to 3rd term, Fall to Fall) for new, 1st time to college ARC students fell from 54.7% in 2017-2018 to 49.7% in 2021-2022, a 5 percentage point decline¹⁰.

The retention rate (to 3rd term, Fall to Fall) for new, 1st time to college African American ARC students fell by a smaller amount, from 42.2% to 41.1%, a 1.1 percentage point decline.

The retention rate (to 3rd term, Fall to Fall) for new, 1st time to college Latinx ARC students fell by a larger amount compared to students overall, from 55.3% to 42.8%, a 12.5 percentage point decline.

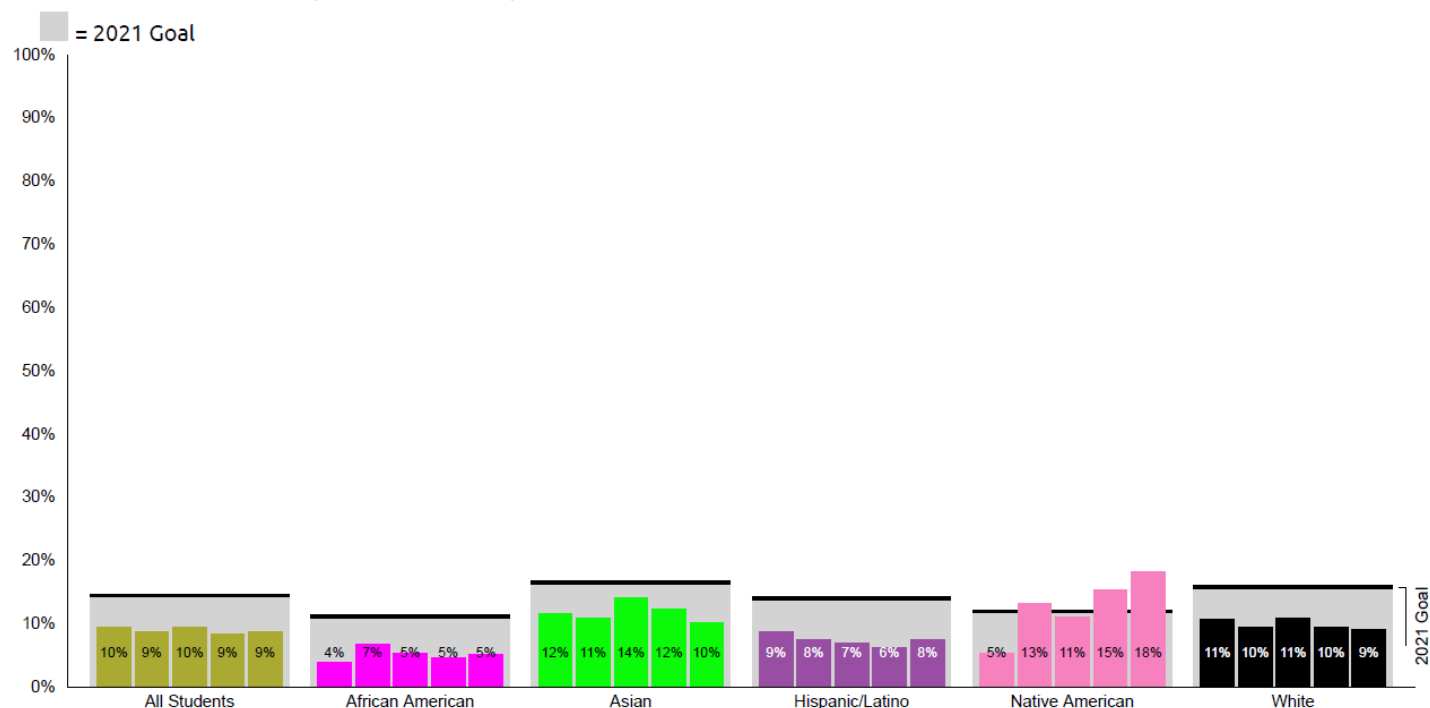
By contrast, the retention rate (to 3rd term, Fall to Fall) for new, 1st time to college Native American ARC students improved from 21.7% to 53.8%, a 32.1 percentage point increase (and exceeded the 2021 equity-gap goal in 2018, 2020, and 2021). (Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).

Overall, equity gaps decreased for new, 1st time to college African American students. An equity gap did not exist for new, 1st time to college Latinx students in 2017. However, by 2021, their rates were 6.9 percentage points below the overall average.

¹⁰ Retention to 3rd term (F-to-F Retention) is defined as the percentage of new, 1st time students that complete any class with any grade notation in an initial fall semester that return the following fall semester and complete any class with any grade notation.

15+ Units Earned (in 1st Term):

15+ Units Earned (in 1st term)



Progress from Fall 2017 through Fall 2021

The percentage of 15+ units earned in the 1st term by new, 1st time to college ARC students fell from 9.5% in 2017-2018 to 8.8% in 2021-2022, a .7 percentage point decline¹¹.

The percentage of 15+ units earned in the 1st term by new, 1st time to college African American ARC students increased, from 4% to 5.2%, a 1.2 percentage point increase.

The percentage of 15+ units earned in the 1st term by new, 1st time to college Latinx ARC students fell by a larger amount compared to students overall, from 8.8% to 7.6%, a 1.2 percentage point decline.

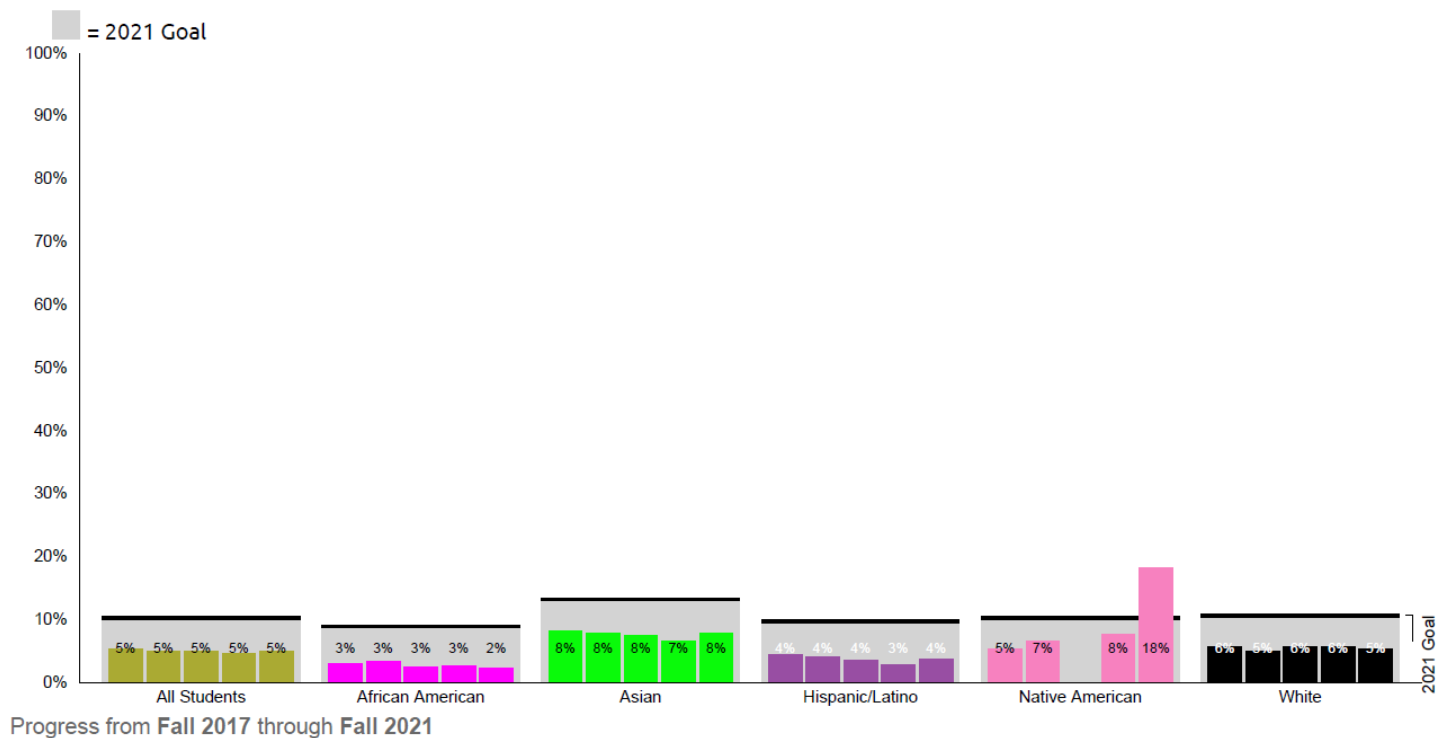
By contrast, the percentage of 15+ units earned in the 1st term by new, 1st time to college Native American ARC students improved from 5.3% to 18.2%, a 12.9 percentage point increase (and exceeded the 2021 equity-gap goal in 2018, 2020, and 2021). *(Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).*

Overall, equity gaps decreased for new, 1st time to college African American students. The equity gap for new, 1st time to college Latinx students increased slightly from .7% to 1.2% (compared to all students).

¹¹ This metric shows the percentage of each fall's new, 1st time to college students that earned (A, B, C, Cr, P, or D grade) a minimum of 15 units during their first (fall) semester.

30+ Units Earned (by end of 2nd Term):

30+ Units Earned (by end of 2nd term)



The percentage of 30+ units earned by the end of 2nd term by new, 1st time to college ARC students fell from 5.3% in 2017-2018 to 5% in 2021-2022, a .3 percentage point decline¹².

The percentage of 30+ units earned by the end of 2nd term by new, 1st time to college African American ARC students fell from 3.1% to 2.4%, a .7 percentage point decline. *(Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).*

Similarly, the percentage of 30+ units earned by the end of 2nd term by new, 1st time to college Latinx ARC students fell from 4.4% to 3.7%, a .7 percentage point decline.

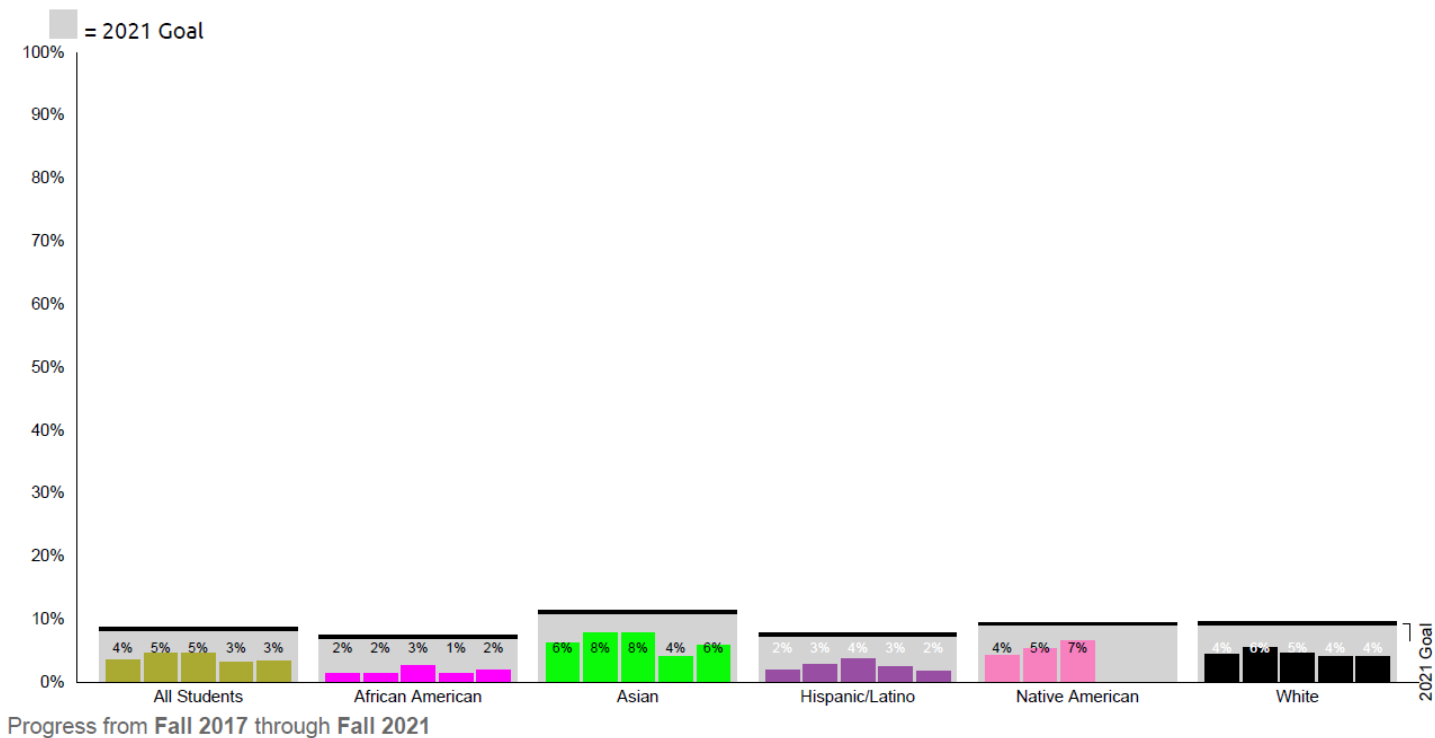
By contrast, the percentage of 30+ units earned by the end of 2nd term by new, 1st time to college Native American ARC students improved from 5.3% to 18.2%, a 12.9 percentage point increase (and exceeded the 2021 equity-gap goal in 2021). *(Note: the average n's for this group was less than 10 per year, results should be interpreted with caution—these are likely the same exact students who comprised the 15+ units earned in 1st term metric).*

Overall, equity gaps increased slightly for new, 1st time to college Latinx students.

¹² This metric shows the percentage of each fall's new, 1st time to college students that earned (A, B, C, Cr, P, or D grade) a minimum of 30 units during their first academic year.

60+ Units Earned (by end of 2nd Year):

60+ Units Earned (by end of 2nd year)



The percentage of 60+ units earned by the end of 2nd year by new, 1st time to college ARC students fell slightly from 3.5% in 2017-2018 to 3.4% in 2021-2022, a .1 percentage point decline¹³.

The percentage of 60+ units earned by the end of 2nd year by new, 1st time to college African American ARC students increased slightly from 1.5% to 1.9%, a .4 percentage point increase. *(Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).*

The percentage of 60+ units earned by the end of 2nd year by new, 1st time to college Latinx ARC students fell slightly from 2% to 1.8%, a .2 percentage point decline.

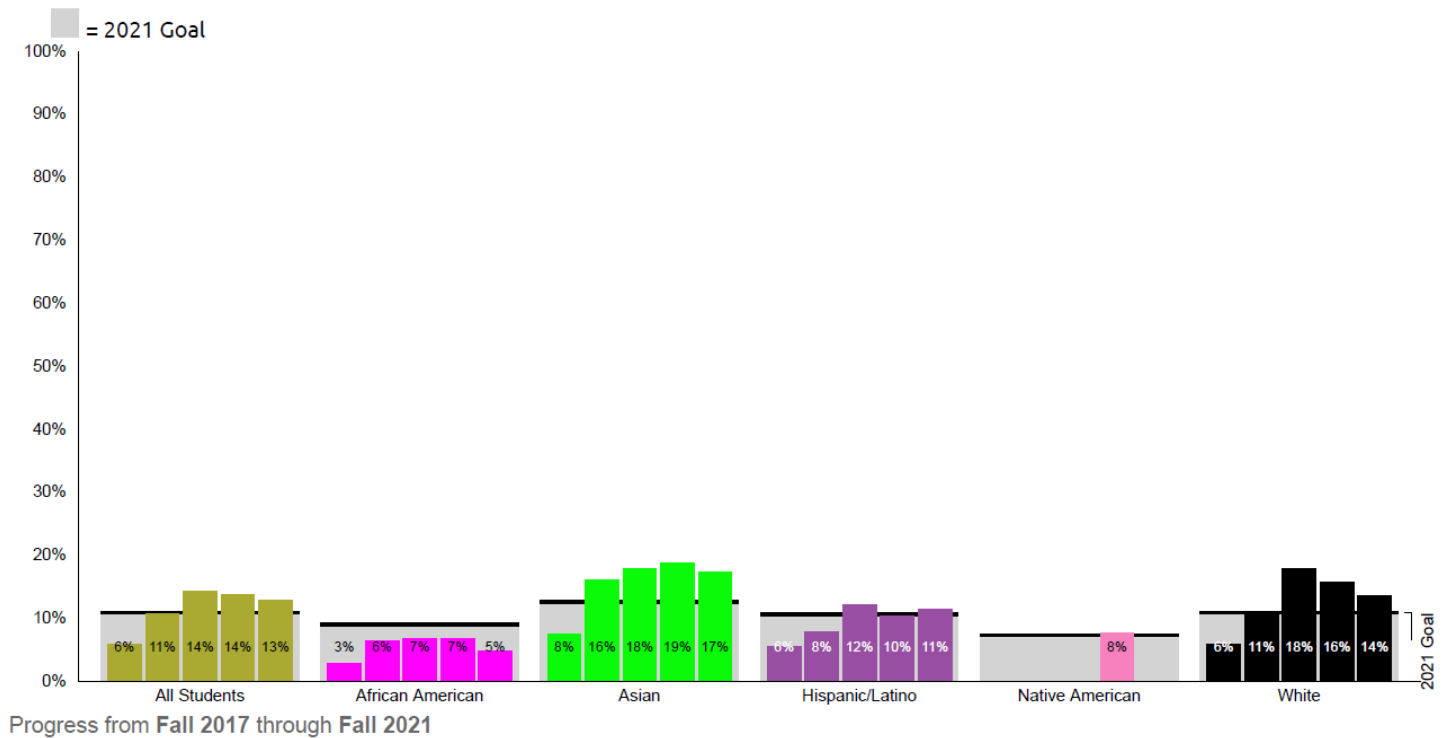
The percentage of 60+ units earned by the end of 2nd year by new, 1st time to college Native American ARC students fell from 4.3% to 0%, a 4.3 percentage point decline (Note: This reflects a change from 1 student to 0 students) *(Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).*

Overall, equity gaps increased slightly for new, 1st time to college Latinx students.

¹³ This metric shows the percentage of each fall's new, 1st time to college students that earned (A, B, C, Cr, P, or D grade) a minimum of 60 units in two years.

Transfer-Level English and Math (in 1 Year):

Transfer English & Math (in 1 yr)



The percentage of Transfer-Level English and Math completed in 1 year by new, 1st time to college ARC students increased from 5.9% in 2017-2018 to 12.9% in 2021-2022, a 7 percentage point increase (and exceeded the 5 percentage point metric improvement goal in 2019-2020, 2020-2021, and 2021-2022)¹⁴.

The percentage of Transfer-Level English and Math completed in 1 year by new, 1st time to college African American ARC students also increased, but by a smaller amount from 2.8% to 4.8%, a 2 percentage point increase.

The percentage of Transfer-Level English and Math completed in 1 year by new, 1st time to college Latinx ARC students also increased from 5.5% to 11.4%, a 5.9 percentage point increase (and exceeded the 2021 equity-gap goal in 2019 and 2021).

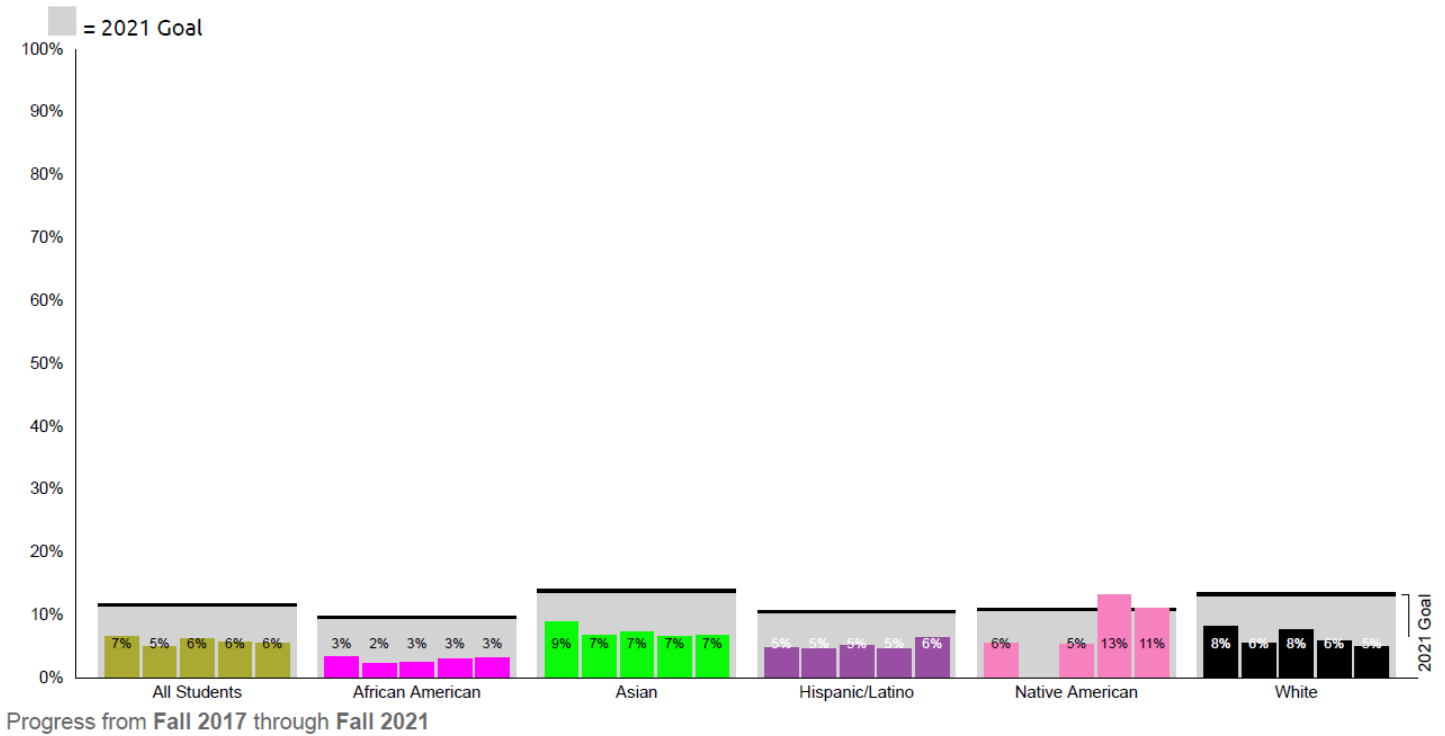
The percentage of Transfer-Level English and Math completed in 1 year by new, 1st time to college Native American ARC students did not change from 0% to 0%, although in 2020, the equity gap goal was achieved (Note: This reflects a change from 0 students to 1 student) (Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).

Overall, although the percentages of Transfer-Level English and Math completed in 1 year increased for both new, 1st time to college African American and Latinx students, the equity gaps actually increased due to a larger percentage point increase for all new, 1st time to college students.

¹⁴ This metric reflects the percentage of each fall's new, 1st time to college students that successfully complete (A, B, C, Cr, P grade) at least one transfer level English and at least one transfer Math course by the end of their first academic year at ARC.

Certificate Rate (in 3 Years):

Certificate Rate (in 3 yrs)



The certificate rate (in 3 years) by new, 1st time to college ARC students fell from 6.6% in 2017-2018 to 5.6% in 2021-2022, a 1 percentage point decline¹⁵.

The certificate rate (in 3 years) by new, 1st time to college African American ARC students also fell, but by a smaller amount from 3.4% to 3.2%, a .2 percentage point decline. *(Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).*

By contrast, the certificate rate (in 3 years) by new, 1st time to college Latinx ARC students increased from 4.9% to 6.4%, a 1.5 percentage point increase.

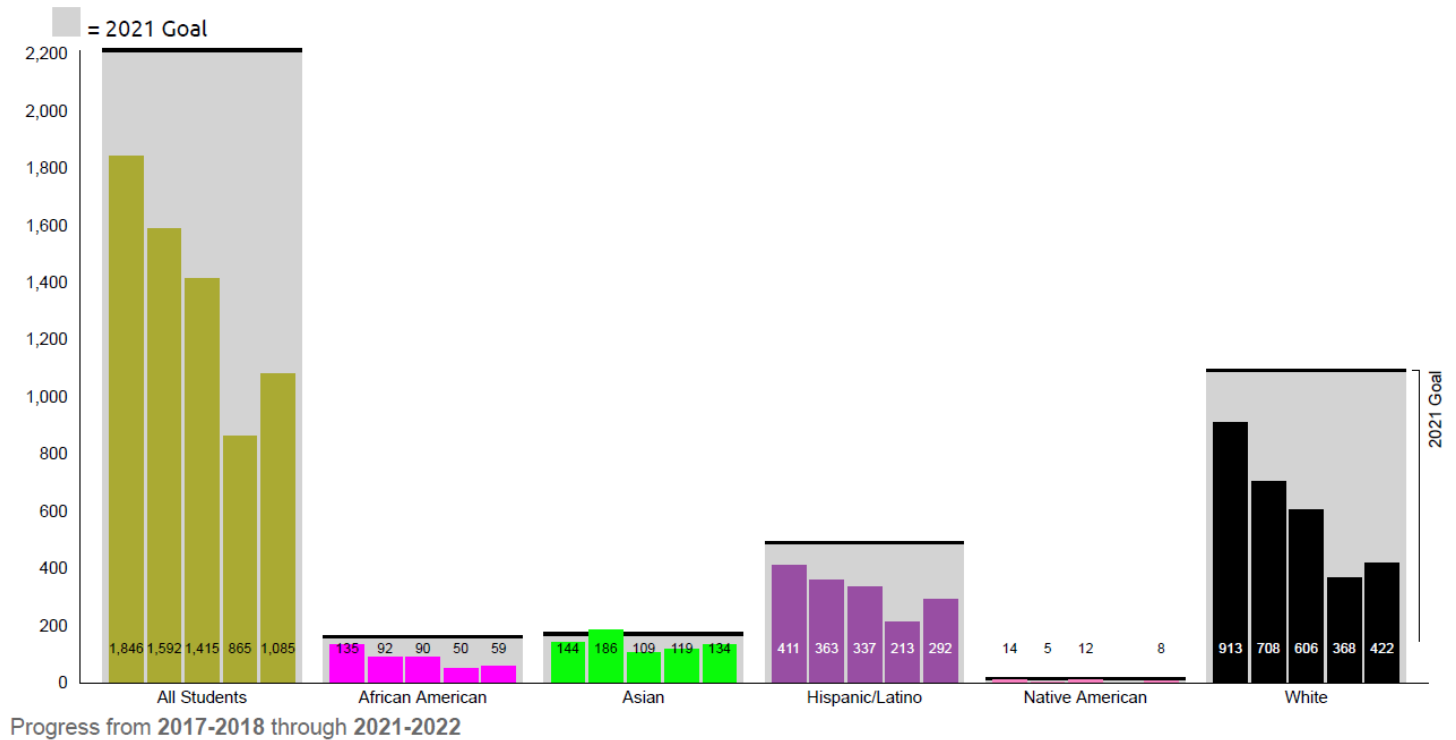
The certificate rate (in 3 years) by new, 1st time to college Native American ARC students also increased from 5.6% to 11.1%, (and exceed the equity-gap goal in 2020 and 2021) (Note: This reflects a change from 1 student to 2 students) *(Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).*

Overall, although the certificate rate (in 3 years) fell overall, the certificate rate increased slightly for new, 1st time to college Latinx students.

¹⁵ This metric is defined as the percentage of each fall's new, 1st time to college students that complete a Chancellor's Office Approved Certificate in 3 years (IPEDS 150% time frame).

Total Certificates:

Total Certificates**



The total number of California Community College Chancellor’s Office (CCCCO) Approved certificates awarded to ARC students fell drastically from 1846 in 2017-2018 to 1085 in 2021-2022, a 41% decline¹⁶.

The total number of CCCC Approved certificates awarded to African American ARC students also fell drastically, from 135 to 59, a 56% decline.

The total number of CCCC Approved certificates awarded to Latinx ARC students also fell, but by a slightly smaller amount, from 411 to 292, a 29% decline.

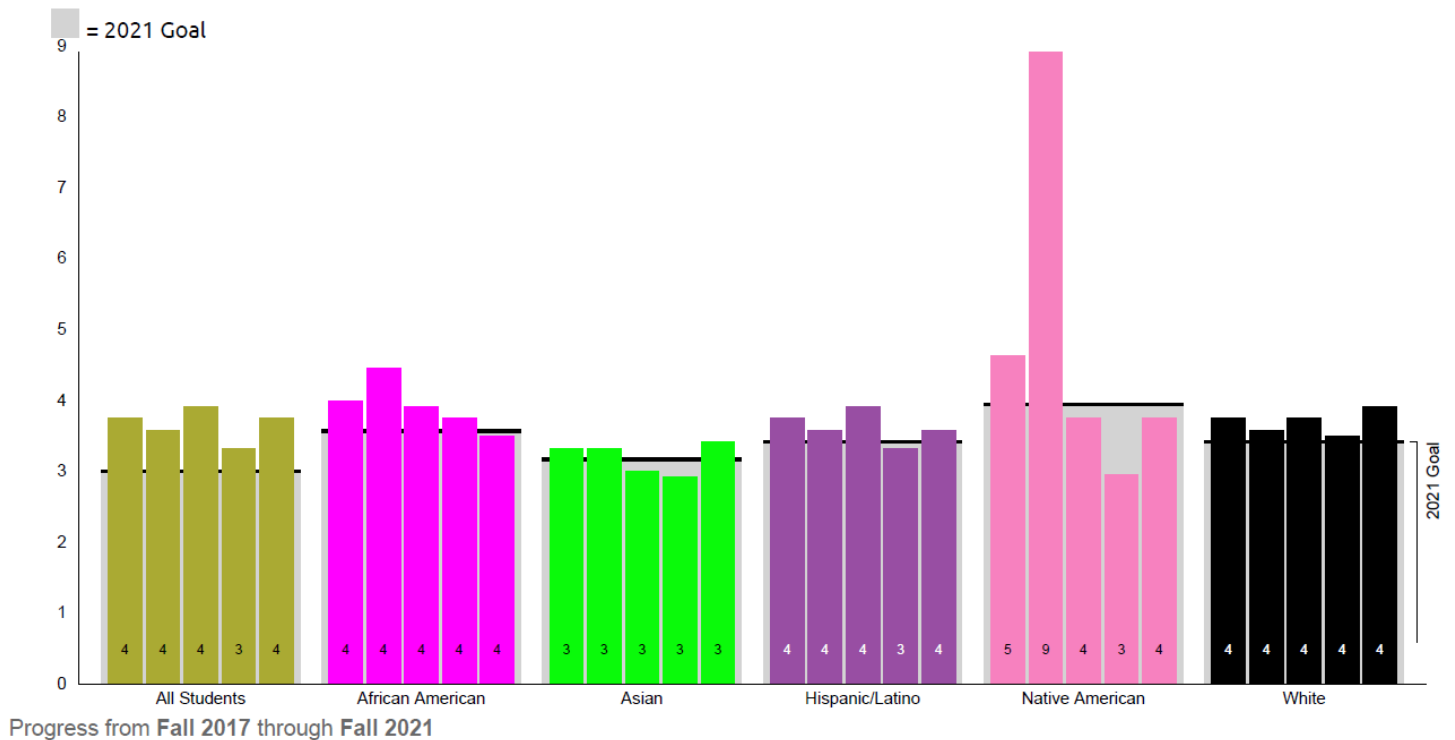
The total number of CCCC Approved certificates awarded to Native American ARC students also fell drastically, from 14 to 8, a 43% decline (Note: the average n’s for this group was less than 10 per year, results should be interpreted with caution).

Overall, the total number of CCCC Approved certificates awarded to students fell drastically and universally, especially, during the last 2 years (after the onset of the COVID-19 pandemic).

¹⁶ This metric shows the total of all CCCC-approved Certificates awarded in a given academic year [State Chancellor’s Office Vision for Success goal].

Median Years to Certificate:

Median Years to Certificate



The median years to certificate for new, 1st time to college ARC students remained unchanged at 3.8 years between 2017-2018 and 2021-2022¹⁷.

The median years to certificate for new, 1st time to college African American ARC students fell from 4 years to 3.5 years, a half year improvement.

The median years to certificate for new, 1st time to college Latinx ARC students also fell, but by a slightly smaller amount, from 3.8 years to 3.6 years.

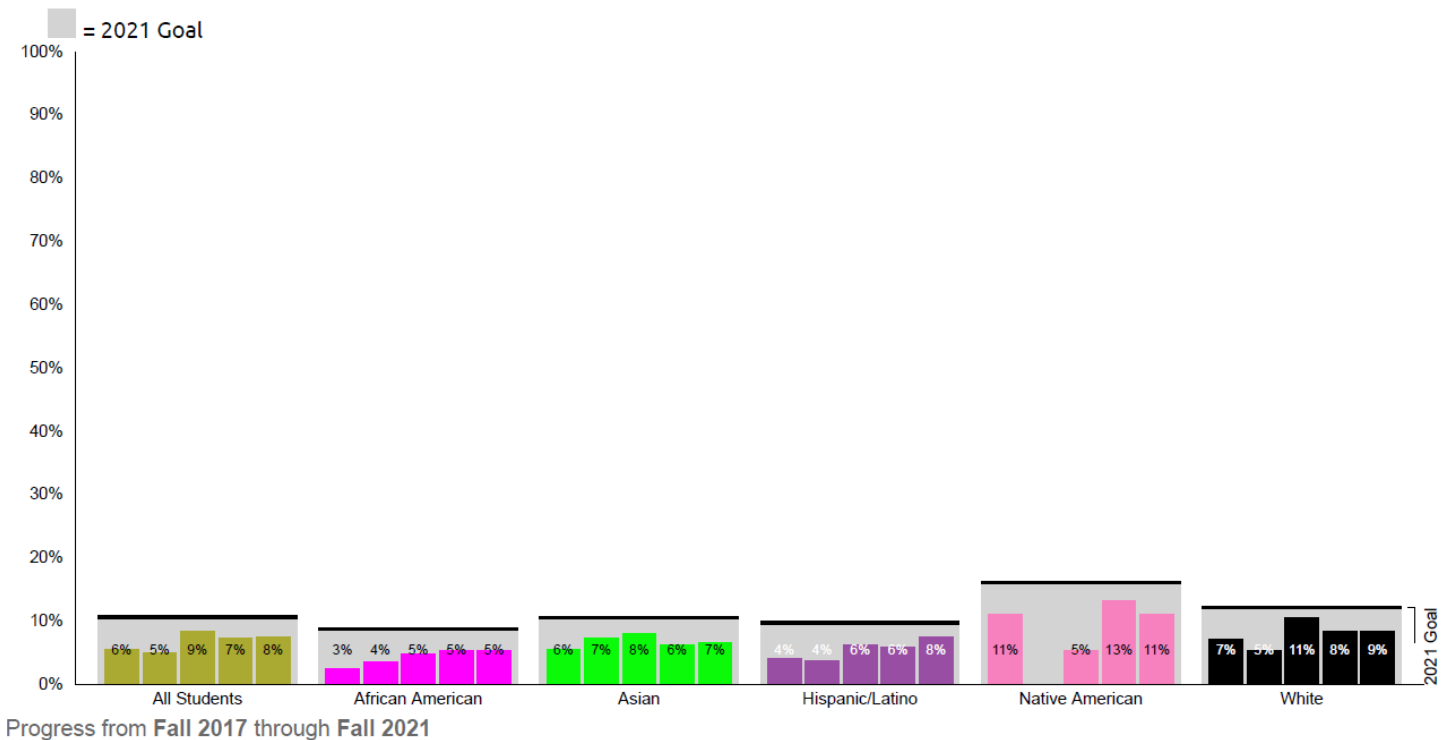
The median years to certificate for new, 1st time to college Native American ARC students also fell from 4.6 years to 3.8 years.

Overall, all of ARC's historically disproportionately impacted new, 1st time to college student populations experienced improvements in median years needed to earn a certificate.

¹⁷ This metric provides a sense for how many years are required, on average (median), for new, first time to college students to earn a CCCCO-approved Certificate at ARC.

Degree Rate (in 3 years):

Degree Rate (in 3 yrs)



The degree rate for new, 1st time to college ARC students increased from 5.6% in 2017-2018 to 7.6% in 2021-2022, a 2 percentage point increase¹⁸.

The degree rate for new, 1st time to college African American ARC students also increased from 2.6% to 5.4%, a 2.8 percentage point increase.

The degree rate for new, 1st time to college Latinx ARC students also increased, but by a slightly larger amount, from 4.1% to 7.6%, a 3.5 percentage point increase.

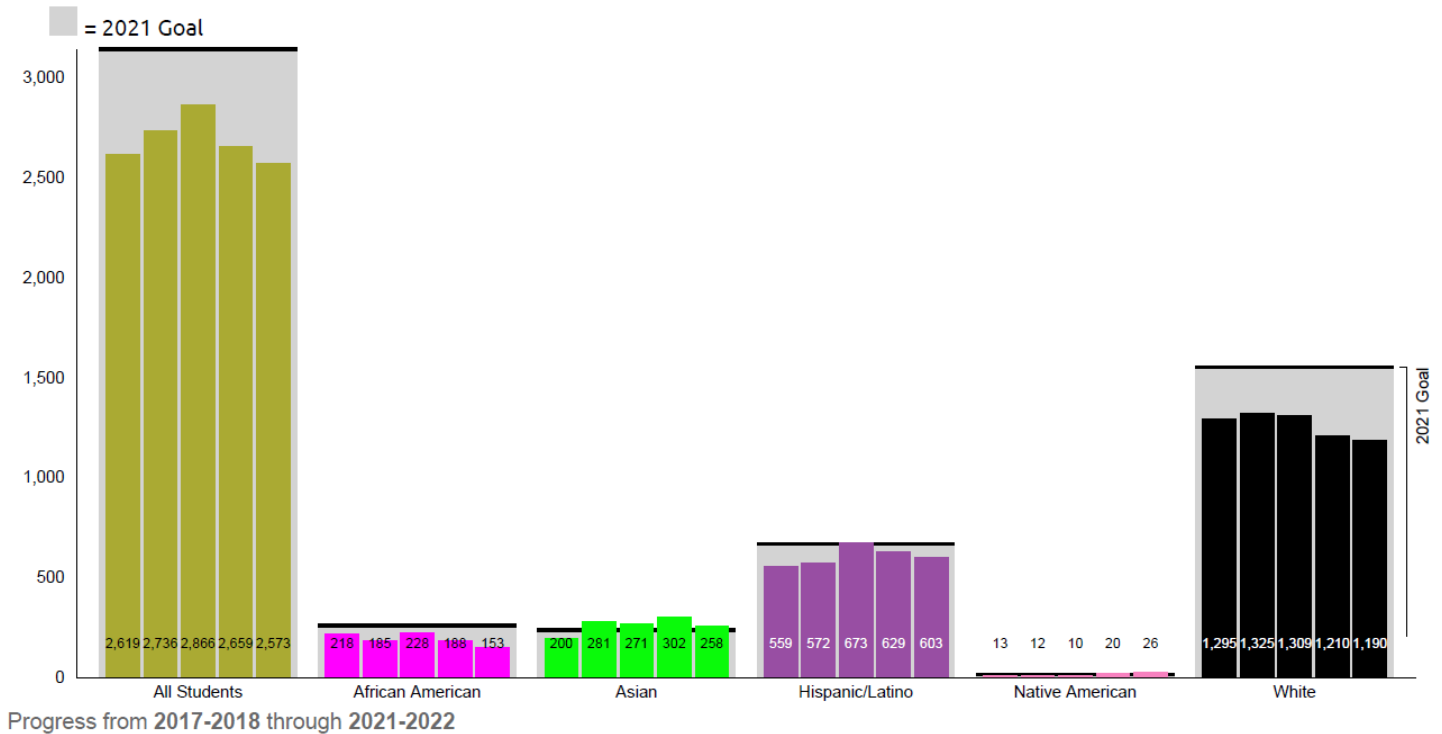
The degree rate for new, 1st time to college Native American ARC students remained unchanged at 11% (Note: this reflects 2 students in each year). (Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).

Overall, the degree rate improved for new, 1st time to college African American and Latinx students.

¹⁸ This metric is defined as the percentage of each fall's new, 1st time to college students that complete an Associate's Degree in 3 years (IPEDS 150% timeframe).

Total Degrees:

Total Degrees**



The total number of degrees awarded to ARC students fell slightly from 2619 in 2017-2018 to 2573 in 2021-2022, a 1.8% decline¹⁹.

The total number of degrees awarded to African American ARC students also fell, but by a substantially larger amount, from 218 to 153, a 29.8% decline.

By contrast, the total number of degrees awarded to Latinx ARC students increased from 559 to 603, a 7.9% improvement (and exceeded the 20% metric improvement goal in 2019-2020).

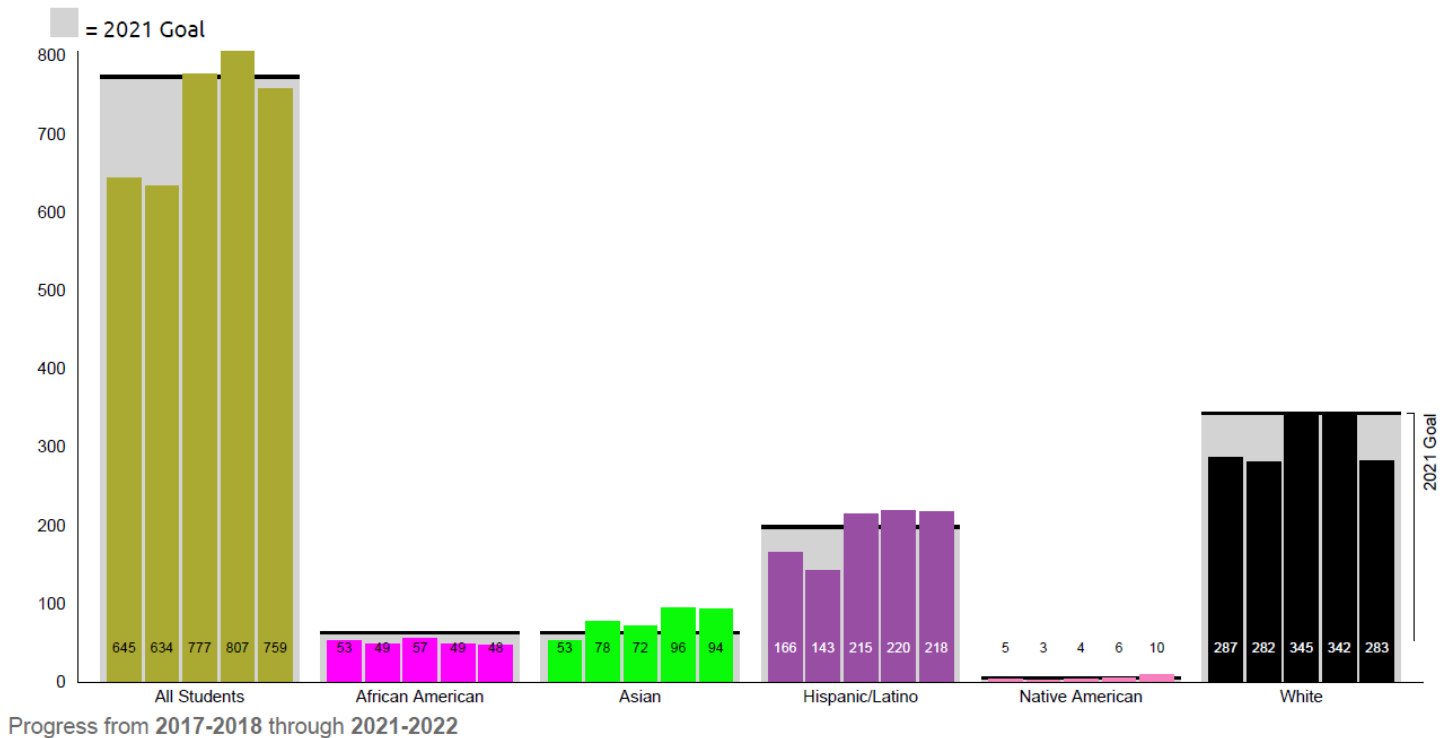
The total number of degrees awarded to Native American ARC students also increased sharply, from 13 to 26, a 100% improvement (and exceeded the 20% metric improvement goal in 2020-2021 and 2021-2022)!

Overall, the total number of degrees awarded fell drastically for African American students, but increased for Latinx and Native American students, even exceeding the 20% metric improvement goal at least once for each group.

¹⁹ This metric shows the total of all Associate's Degrees awarded in a given academic year [State Chancellor's Office Vision for Success goal].

Total Associate Degrees for Transfer (ADT Degrees):

Total Associate Degree Transfer (AD-T)



The total number of ADT degrees awarded to ARC students increased substantially from 645 in 2017-2018 to 759 in 2021-2021, a 17.7% improvement (and exceeded the 20% metric improvement goal in 2019-2020 and 2020-2021)²⁰.

By contrast, the total number of ADT degrees awarded to African American ARC students fell from 53 to 48, a 9.4% decline.

The total number of ADT degrees awarded to Latinx ARC students increased substantially from 166 to 218, a 31.3% improvement (and exceeded the 20% improvement metric goal in 2019-2020, 2020-201, and 2021-2022).

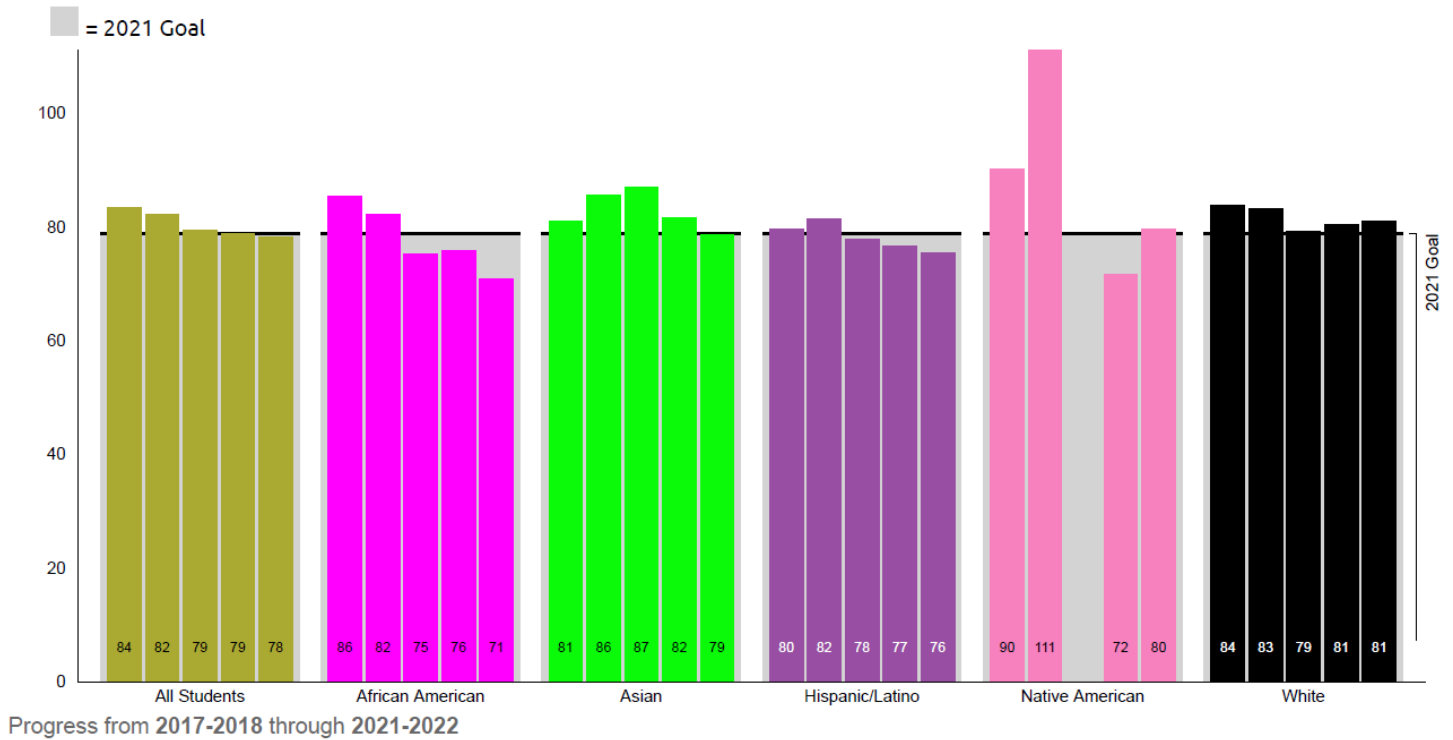
The total number of ADT degrees awarded to Native American ARC students also increased sharply, from 5 to 10, a 100% improvement (and exceeded the 20% improvement metric goal in 2020-2021 and 2021-2022) (Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).

Overall, the total number of ADT degrees awarded fell for African American students, but increased substantially for Latinx students, even exceeding the 20% improvement metric goal for three consecutive years.

²⁰ This transfer oriented metric reflects the total of all Associate Degree for Transfer (ADT) Degrees awarded in a given academic year at ARC.

Average Units at Degree:

Avg Units at Degree



The average units at degree for new, 1st time to college ARC students fell from 83.6 units in 2017-2018 to 78.4 units in 2021-2022, a 6.3% improvement (and met or exceeded the average units at degree metric improvement goal of 79 units in 2020-2021 and 2021-2022)²¹.

The average units at degree for new, 1st time to college African American ARC students also fell, but by a substantially larger amount, from 85.6 units to 70.9 units, a 17.1% improvement (and exceeded the average units at degree metric improvement goal of 79 units in 2019-2020, 2020-2021, and 2021-2022).

The average units at degree for new, 1st time to college Latinx ARC students also fell, from 79.9 units to 75.5 units, a 5.4% improvement (and exceeded the average units at degree metric improvement goal of 79 units in 2019-2020, 2020-2021, and 2021-2022).

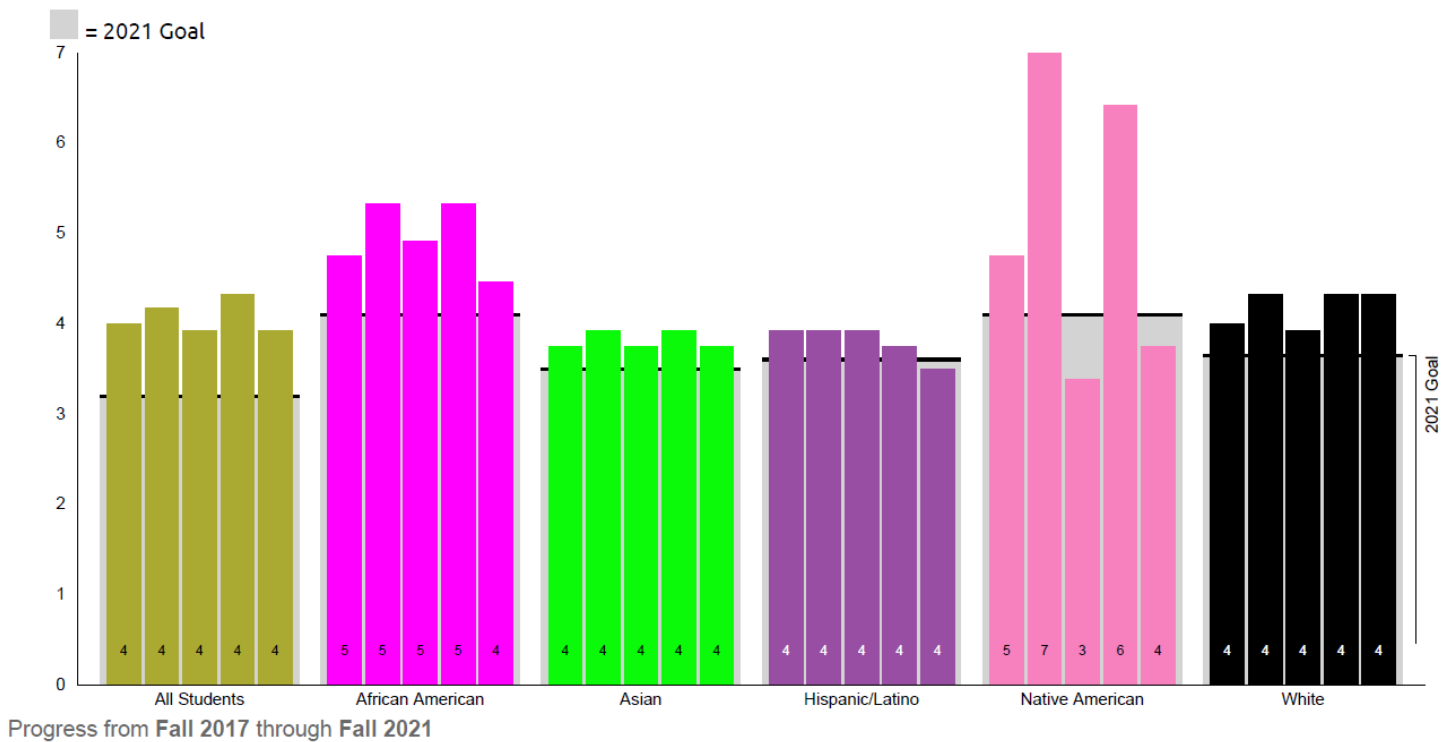
The average units at degree for new, 1st time to college Native American ARC students also fell, from 90.4 units to 79.7 units, a 11.9% improvement (and exceeded the average units at degree metric improvement goal of 79 units in 2020-2021).

Overall, the average units at degree for new, 1st time to college students fell for all groups, representing an improvement in reducing excess units at degree for ARC's historically disproportionately impacted students.

²¹ This metric shows the average number of degree and non-degree-applicable units that new, first time to college students have accumulated at the time they earn an Associate's Degree [State Chancellor's Office Vision for Success goal].

Median Years to Degree:

Median Years to Degree



The median years to degree for new, 1st time to college ARC students fell from 4 years in 2017-2018 to 3.9 years in 2021-2022, a slight 2% improvement on average²².

The median years to degree for new, 1st time to college African American ARC students fell from 4.8 years to 4.5 years.

The median years to degree for new, 1st time to college Latinx ARC students also fell from 3.9 years to 3.5 years.

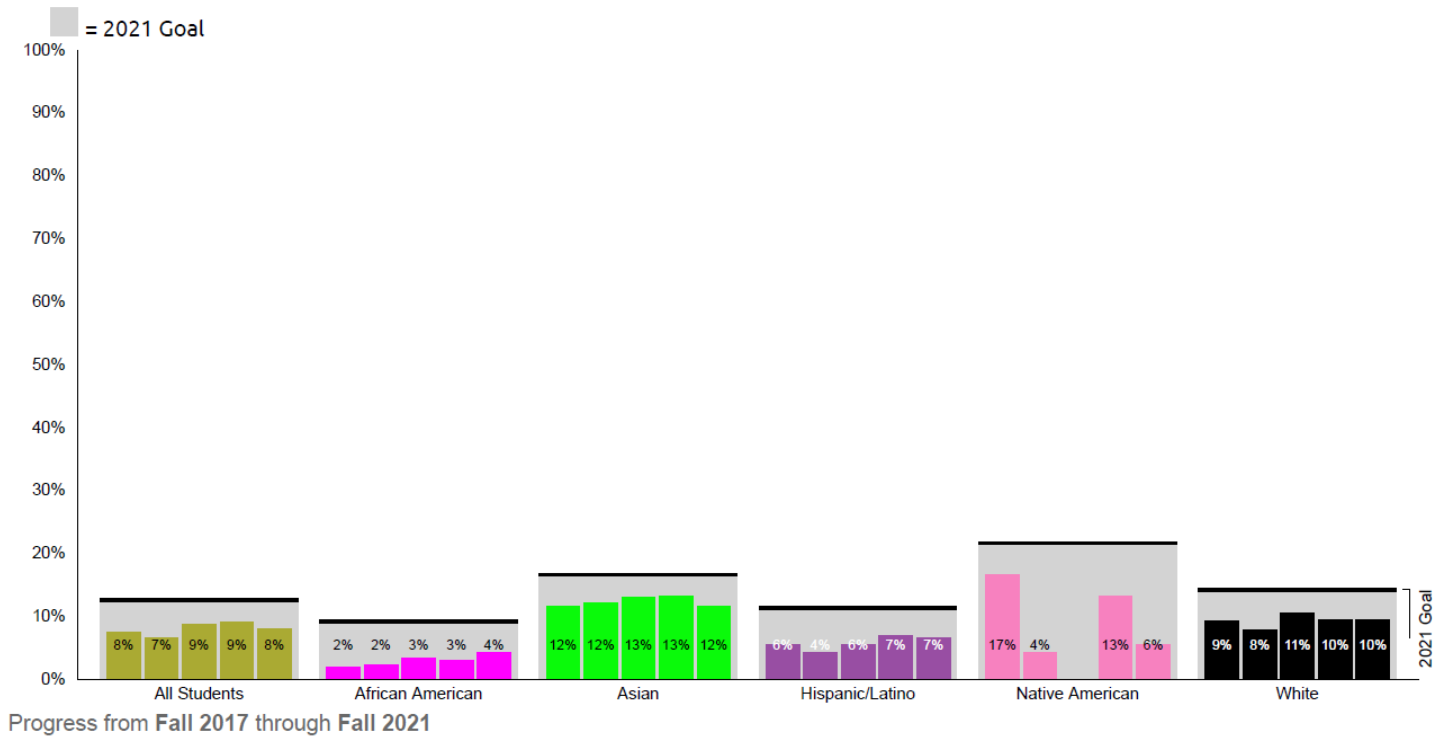
The median years to degree for new, 1st time to college Native American ARC students also fell from 4.8 years to 3.8 years.

Overall, all of ARC's historically disproportionately impacted new, 1st time to college student populations experienced improvements in median years needed to earn a degree.

²² This metric provides a sense for how many years are required, on average (median), for new, first time to college students to earn an Associate's Degree at ARC.

Transfer Ready Rate (in 3 years):

Transfer Ready (in 3 yrs)



The transfer ready rate for new, 1st time to college ARC students increased slightly from 7.6% in 2017-2018 to 8.1% in 2021-2022, a .5 percentage point increase²³.

The transfer ready rate for new, 1st time to college African American ARC students also increased from 2% to 4.3%, a 2.3 percentage point increase. *(Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).*

The transfer ready rate for new, 1st time to college Latinx ARC students also increased from 5.6% to 6.6%, a 1 percentage point increase.

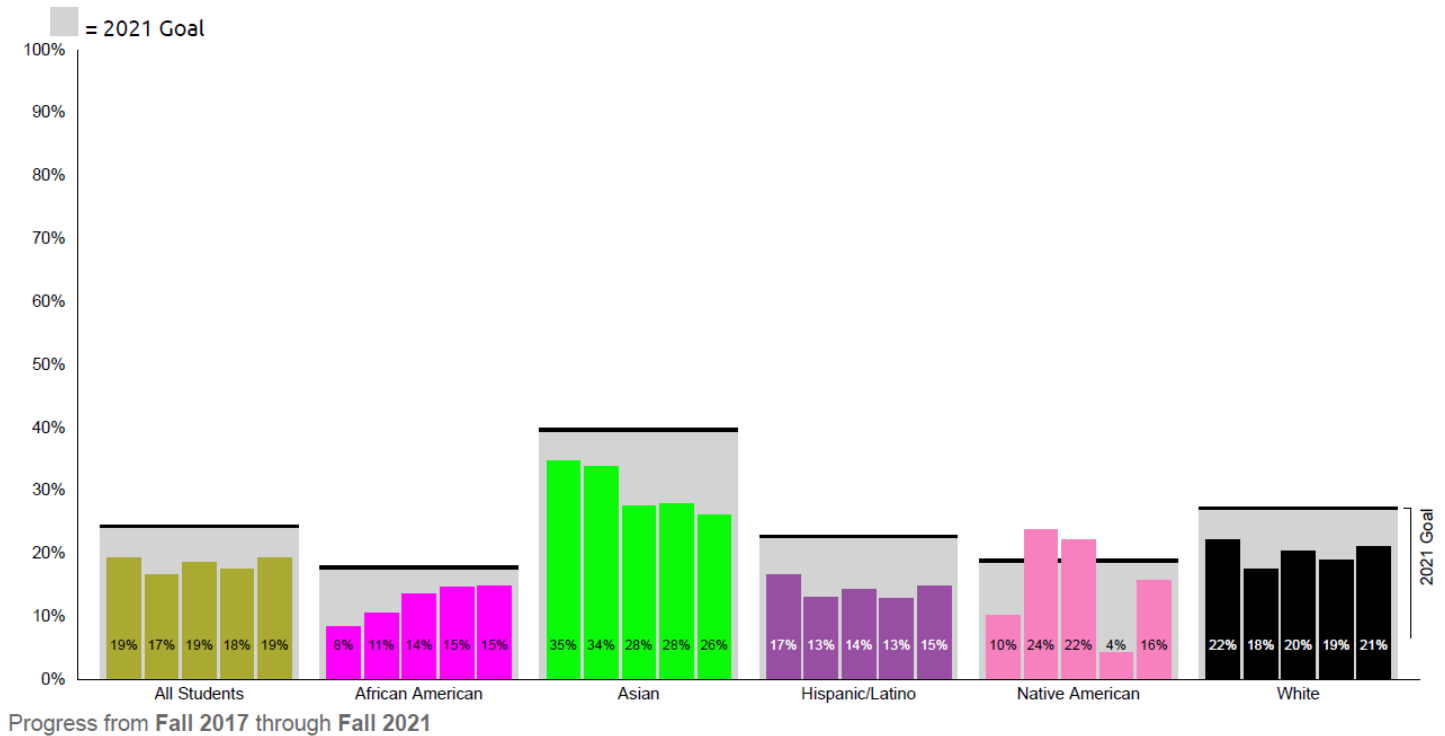
The transfer ready rate for new, 1st time to college Native American ARC students decreased from 16.7% to 5.6% at 11 percentage point decline (Note: this reflects a change from 3 students to 1 student). *(Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).*

Overall, the transfer ready rate improved slightly for new, 1st time to college Latinx students.

²³ Transfer Ready is defined as the percentage of new, first time to college students that within three years accumulate at least 60 transferrable units, have at least a 2.00 GPA, and have passed both a transfer level English and Math course, irrespective of whether they ever transfer to a four year university.

Transfer Rate (in 4 years):

Transfer Rate (in 4 yrs)



The transfer rate for new, 1st time to college ARC students remained relatively unchanged from 19.4% in 2017-2018 to 19.3% in 2021-2022, a .1 percentage point decline²⁴.

By contrast, the transfer rate for new, 1st time to college African American ARC students increased from 8.4% to 14.8%, a 6.4 percentage point increase.

The transfer rate for new, 1st time to college Latinx ARC students fell slightly from 16.6% to 14.8%, a 1.8 percentage point decline.

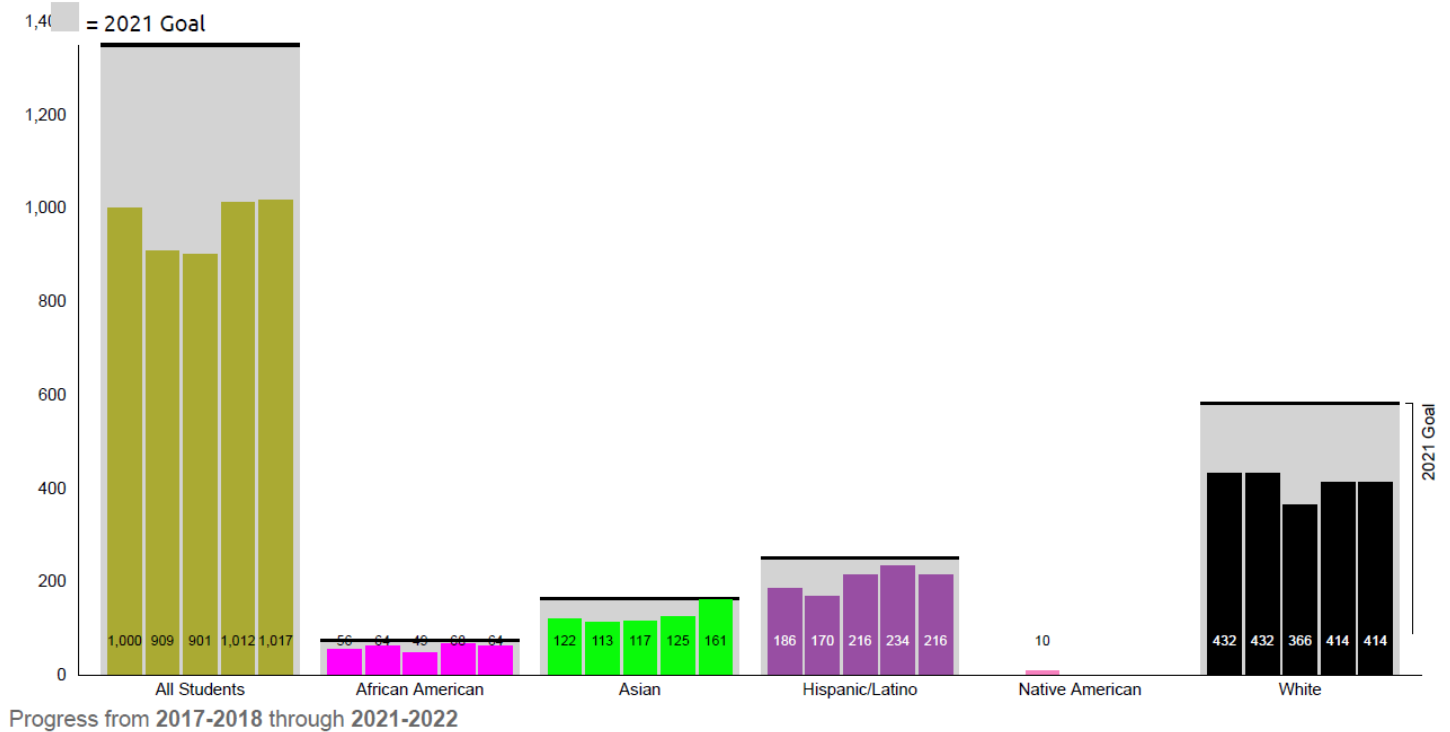
The transfer rate for new, 1st time to college Native American ARC students increased from 10.3% to 15.8% at 5.5 percentage point increase (Note: this reflects 1 to 5 students achieving this milestone in each cohort). *(Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).*

Overall, the transfer rate (in 4 years) improved for new, 1st time to college African American students, and represented the largest improvement for any group.

²⁴ Transfer Rate is defined as the percentage of new, first time to college students in an initial fall semester that within four years are reported by the National Student Clearinghouse (NSC) database as having transferred from ARC to a four year university.

Total Transfers to CSU:

Total Transfers to CSU**



The total number of transfers to CSU for ARC students increased slightly from 1000 in 2017-2018 to 1017 in 2021-2022, a 1.7% increase, well short of the 35% metric improvement goal²⁵.

The total number of transfers to CSU for African American ARC students also increased, but by a substantially larger percentage, from 56 to 64, a 14.3% increase.

Similarly, the total number of transfers to CSU for Latinx ARC students also increased substantially from 186 to 216, a 16.9% increase.

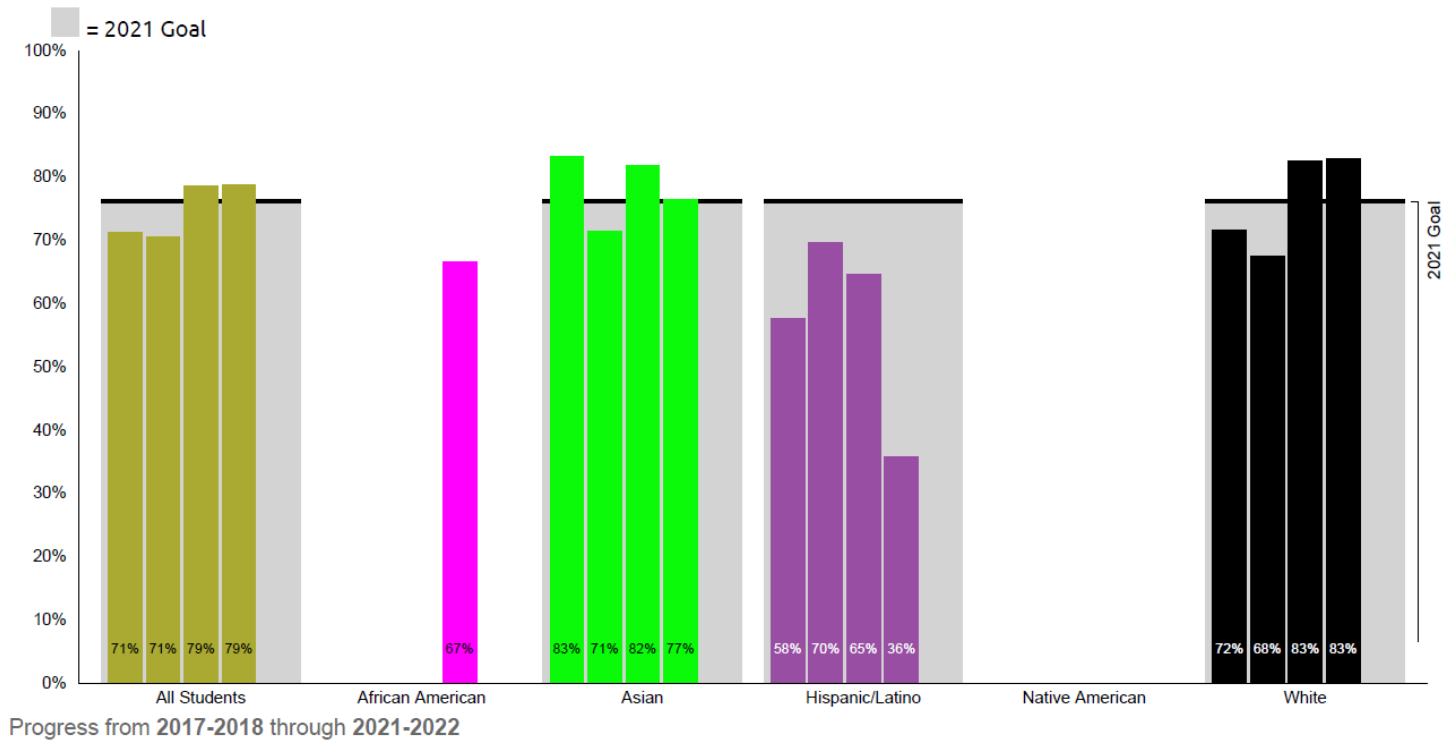
The total number of transfers to CSU for Native American ARC students was listed as 0, unchanged from 2017-2018 to 2021-2022, although in 2018-2019, this number jumped to 10. (Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).

Overall, the total number of transfers to CSU increased substantially for African American and Latinx students, and at a much higher rate than for all ARC students.

²⁵ This metric shows the total number of transfers that the CSU System credits to ARC for a given academic year, as reported by the CSU System Office [State Chancellor's Office Vision for Success goal].

Exiting Career Education Students Employed:

Exiting CE Students Employed



This metric relies on the CTEOS Survey conducted by the CCCCO. Data is currently only available through 2020-2021²⁶.

The rate of exiting CE students employed for ARC CE students increased from 71.2% in 2017-2018 to 78.8% in 2021-2022, a 7.6 percentage point increase, and exceeded the 5 percentage point metric improvement goal.

By contrast, the rate of exiting CE students employed for Latinx CE ARC students fell substantially from 57.7% to 35.9%, a 21.8 percentage point decline.

Unfortunately, data are unavailable for African American or Native American CE students.

Overall, although the rate of exiting CE students employed for ARC CE students increased for students overall, the opposite was true for Latinx CE ARC students.

²⁶ This metric reflects the percent of ARC's completer and skills-building students (CCCCO's Journey Type = 'Short-Term Career Students') that secured a job that is closely related to their program of study [State Chancellor's Office Vision for Success goal]. The statistics shown here were drawn from the State's CTEOS (survey) results and made available to individual colleges via the CCCCO's Student Success Metrics portal (note that racial groups of less than ten students have been masked in this ARC report). Students were surveyed if they met one of the following criteria in an initial year and did not enroll (or were minimally enrolled) in the subsequent year: earned a certificate of 6 or more units, earned a vocational degree, or earned 9+ CTE units. More info at <https://cteos.santarosa.edu/cteos-survey-home>.

Areas of Interest and HomeBases

Where We Are and How We Got Here

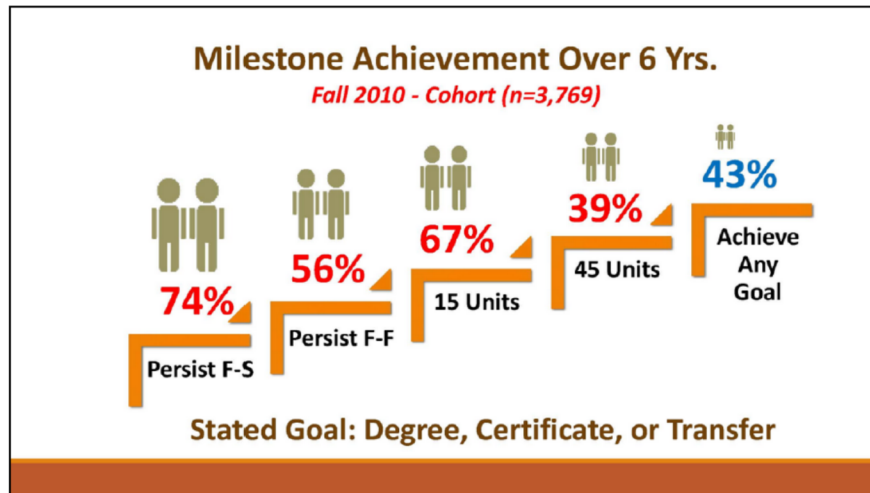
Introduction

ARC decided to become a Guided Pathways college in the spring of 2017. The college created three project teams to make recommendations regarding what needed to be done to achieve that goal. Some of those recommendations led to the creation of Areas of Interest to help students explore potential majors, and to HomeBase pathway communities to support students throughout their academic careers. This report provides a brief history of the events that led to their creation and also describes their evolution over time (summarized in Appendix A). This report is intended to support the college as it completes the final stages of implementing HomeBase pathway communities and integrating them into the college’s culture and administrative structure.

College Redesign

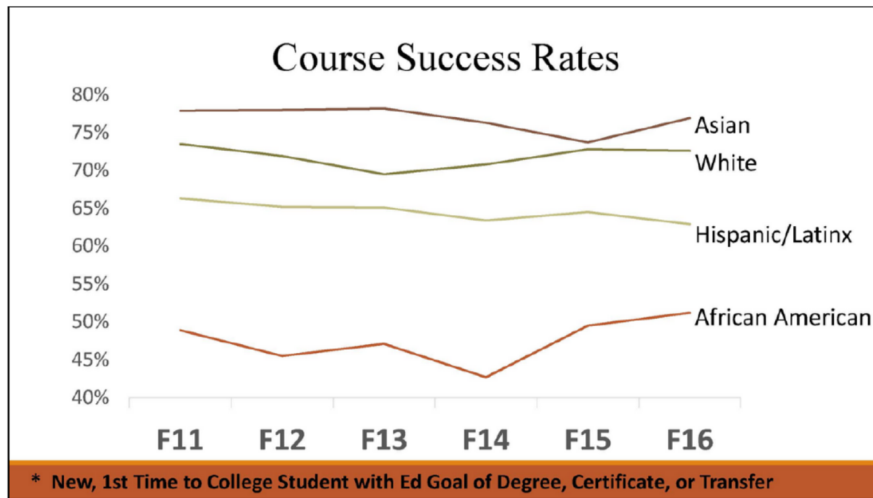
Areas of Interest and HomeBases were created in the context of a larger college redesign effort that began several years ago. In 2015, President Greene announced that ARC needed to update its strategic plan, and in the process make changes to the college to address trends in student success data. Up to that time, the college had invested in a number of programs designed to improve overall student success rates, as well as success rates for specific groups of students. While those programs did increase the success rates for a small percentage of students, data showed that the majority of ARC’s students were not achieving their educational goals.

Figure 1: Milestone Achievement Over 6 Years



As is shown in figure 1, fall-to-spring and fall-to-fall retention of students was not great, with only 74% of students starting in fall 2010 coming back in the spring and only 56% of those students returning the following fall. In addition, only 67% of students starting in fall 2010 completed 15 units over the next 6 years, and only 39% completed at least 45 units in 6 years. These metrics show that a majority of the students who start at ARC do not stick around to complete a degree or certificate. In fact, only 43% of the students starting in fall 2010 achieved any of their educational goals.

Figure 2: Course Success Rates



Another metric the college looked at was course success rates from year to year, disaggregated by race and ethnicity (figure 2). There are two important trends in the data. First, each graph is pretty flat, meaning there was no real improvement from year to year. Second, there is a notable difference between the success rates for African American and Hispanic/Latinx students compared to White and Asian students, and that did not change over time either.

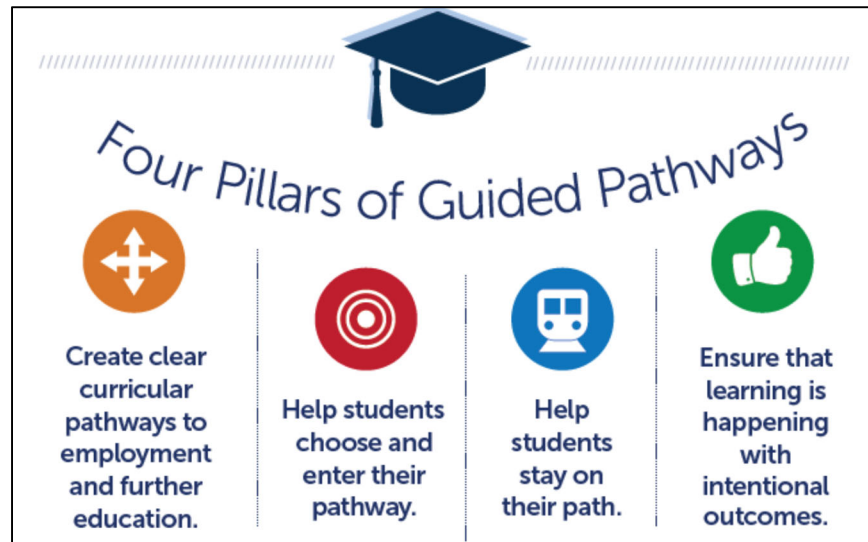
President Greene concluded that making incremental changes to the existing college structure did not result in significant improvements in student success or equity, so the college needed to make more drastic changes. The college needed to be redesigned, and that had to start with a new strategic plan. So, instead of making minor tweaks to the existing strategic plan, the college decided to throw it out and start from scratch.

During the 2016-17 academic year, ARC held a number of college-wide events to identify what needed to be changed. The President's Executive Staff took that input and created a strategic plan that is very different from past plans (see Appendix B). In particular, the new plan focuses on equity, puts students first, and is aligned with the principles of Guided Pathways, which is a nationwide movement to redesign colleges to improve student success and equity.

Becoming a Guided Pathways College

At that time, a Guided Pathways pilot project was starting up in California and ARC decided to join it, to become a Guided Pathways college. This would be a major part of redesigning the college to improve student success and equity. Guided Pathways has four pillars, which the college would need to be structured around as part of its redesign (see figure 3). The fourth pillar is already in place at ARC. The college has a robust student learning outcome assessment process. But, the college needed to work on the other three pillars.

Figure 3: Four Pillars of Guided Pathways



In the fall of 2017, ARC redesigned its governance structure, adopting a model with an Executive Leadership Team, governance councils, and project teams ([link to ARC governance website](#)). Using that new governance structure, the Student Success Council chartered three project teams – one for each of the three pillars the college needed to work on.

- The *Clarify Program Paths* team was responsible for the first pillar – creating clear paths.
- The *Start Right* team was responsible for the second pillar – helping students find a path.
- And, the *IPaSS* (Integrated Planning and Support for Students) team was responsible for the third pillar – helping students stay on their path.

Each of the teams created a final report, which can be found in IGOR ([link to IGOR](#)).

The *Start Right* team recommended that the college create a number of first-term “gateways” to orient students to college. They also recommended implementing career-exploration and needs assessment tools, simplifying campus navigation by relocating services to be near each other, and investing in communication and outreach tools.

The *IPaSS* team recommended a case management model similar to what is used for EOP&S and DSPS, where a team of clerks, counselors, coaches, peer mentors, and others work together to support a group of students. They recommended assigning students to their case management teams based on their Area of Interest. They also recommended using an early alert system to respond to students when they need additional support, creating physical locations where students could drop in for help, and implementing new technologies that would support student success. Examples of those new technologies include Student Experience Lifecycle (SEL) software, a degree planning tool, and a predictive analytics tool.

The *Clarify Program Paths* team recommended creating meta-majors at the college, which would be called Areas of Interest, to organize program information on the college website to make it easier for students to explore potential majors. They also recommended creating program maps for all of the mappable programs at the college, and investing in software to manage all of those maps. Finally, they

recommended creating a Program Paths Committee to maintain and update the Areas of Interest and program maps over time.

The intent of the Areas of Interest was to make it easier for students to sift through the 300+ degrees and certificates offered by the college, to decide what they would like to major in. At that time, it was challenging for students to explore potential majors because the college website presented all of its programs in a long alphabetical list. Areas of Interest would group similar programs together based on a common theme, to provide more structured exploration for students on the website. Areas of Interest were supposed to be a finder's guide and, because some programs at the college could belong to more than one Area of Interest, the boundaries were intentionally fuzzy, allowing programs to be in more than one Area to make it easy for students to find them. The original nine Areas of Interest recommended by the *Clarify Program Paths* team are listed at the top of Appendix C.

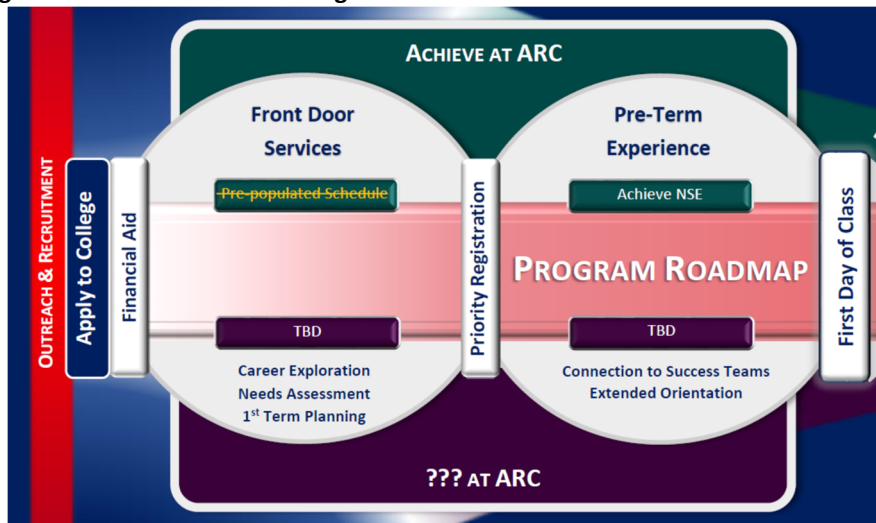
Turning Recommendations Into a Plan

In the 2017-2018 academic year, the three project teams did their work and submitted their recommendations to the college. In the fall of 2018, college administrators sorted through those recommendations and began to implement them, renewing the charter for the *Clarify Program Paths* team so it could continue its work creating program maps and incorporating a number of the *Start Right* and *IPaSS* recommendations into the Achieve@ARC program.

With the help of a consultant, college administrators put together an integrated redesign plan that incorporated the recommendations of the project teams. Drafts of that plan were discussed at Executive Leadership team meetings. One version of the redesign plan is in Appendix D. It flows from left to right, with the red bar on the left representing potential students interested in applying to ARC, and the green bar on the right representing students who have successfully completed college.

The left-hand side, shown in figure 4, represents outreach and onboarding. For recent high school graduates, onboarding would be facilitated by Achieve@ARC. Returning and non-traditional students would be handled by another, similar program. In either case, students would use Areas of Interest and program maps to explore their options and pick a major so the college could help them create an initial educational plan.

Figure 4: Outreach & Onboarding



The upper-right part of the graphic (figure 5) depicts the support students would get once they have started college, using a success team model.

Figure 5: Student Support Success Teams



Below that, in the graphic, are pathway communities that offer career and program-oriented activities like field trips and guest speakers (figure 6). Those communities would foster a sense of belonging, and would be based on the Areas of Interest.

Figure 6: Pathways Communities

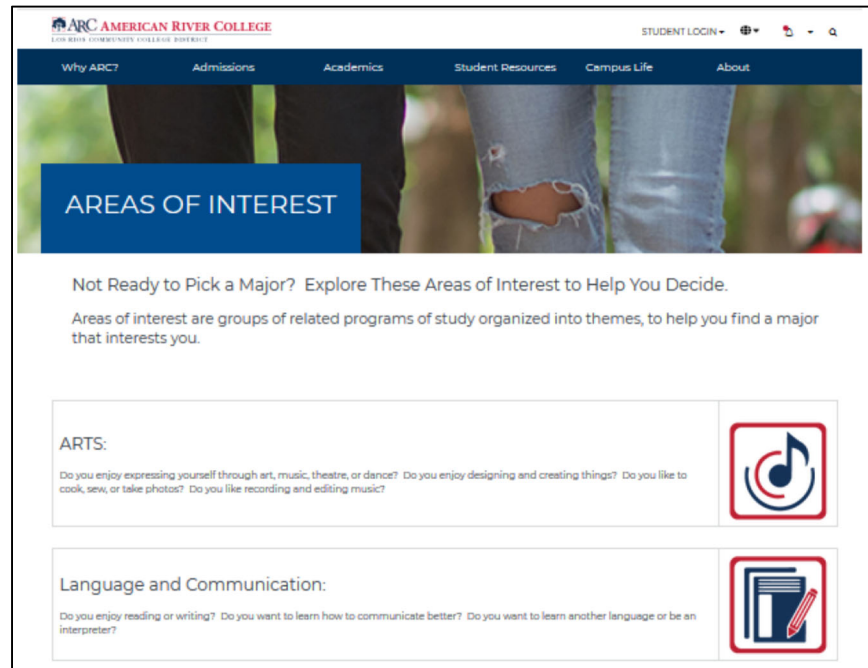


This design incorporates most of the recommendations made by the three project teams: providing an onboarding experience, student success teams, and a sense of community based on a student's Area of Interest.

Areas of Interest and HomeBases

In the spring of 2019, Areas of Interest were incorporated into the college's website (figure 7). The following fall, the Program Paths Committee took over for the Clarify Program Paths team and continued creating program maps. At that time, the college also decided to revisit the Areas of Interest.

Figure 7: Areas of Interest on ARC's Website



Changes needed to be made to the Areas of Interest to integrate them with other aspects of the college redesign. For example, Areas of Interest were going to be used in the onboarding process to cohort students with similar interests, and they were going to be the basis for the pathway communities. So, the college needed to be able to identify a single Area of Interest for each student based on their program of study, which meant that the fuzzy boundaries used for the original Areas had to be replaced with firmer boundaries where each program belongs to just one Area of Interest.

The college administrators working on this at the time recommended the eight Areas listed in the middle of Appendix C. Using that model, each program belonged in a single Area and, in most cases, all of the programs offered by a particular division of the college also fit into a single Area.

In that same semester, the Student Success Council discussed how to implement pathway communities. They decided to roll the Achieve program, the first-year experience, and the pathway communities together into HomeBases.

In the spring of 2020, after much discussion, the college settled on having six HomeBases for the eight Areas of Interest (see the bottom of Appendix C).

- The Arts, Business, STEM, and Manufacturing, Construction & Transportation areas would each have their own HomeBase.
- The People, Culture & Society and Language & Communication areas would share the Language & People Homebase.
- The Health, Human Services & Well Being and Public Service areas would share the Health & Service HomeBase.

HomeBases then replaced Areas of Interest on the college website. Today, students are encouraged to explore a HomeBase in a similar manner to how they were encouraged to explore an Area of Interest in the past.

Figure 8: HomeBases on ARC's Website



Due to the pandemic, work on Areas of Interest and HomeBases slowed considerably, and the overall design was not changed. ARC currently has six HomeBases that are aligned with its eight Areas of Interest. HomeBases are now used as a finder's guide to organize programs on the college website, replacing the Areas of Interest. Homebases have both a virtual and physical presence, and the Achieve program has been incorporated into the HomeBases.

The college is now trying to integrate HomeBases and Areas of Interest into its administrative structure. Appendix E contains a chart showing the current alignment between HomeBases, Areas of Interest, programs of study, and divisions. It shows that the programs within some divisions fit entirely within a single Area of Interest or HomeBase. However, that is not the case for all programs so some realignment will be needed.

Submitted to the ARC Academic Senate on Oct. 27, 2022 by Bill Simpson, Program Paths Committee chair.

Appendix A: Brief Timeline

2015

- Decided to update ARC's strategic plan, focusing on student success data.

2016-17

- Held college-wide events. Identified what needed to change. Created new strategic plan.

Spring 2017

- Decided to become a Guided Pathways college.

Fall 2017

- Redesigned ARC's governance structure.
- Created three project teams, to work through the 2017-18 academic year.
 - Clarify Program Paths – create clear paths for students
 - Start Right – get students onto a path
 - IPaSS (Integrated Planning and Support for Students) – help students stay on their paths

Spring 2018

- Final reports with lots of recommendations, including:
 - Create nine Areas of Interest, used to organize programs on the ARC website.
 - Create an FYE experience for new students.
 - Create pathways communities for existing students.
 - Create a case management model for supporting students and assign students to their support team based on their Area of Interest.

Fall 2018

- Clarify Program Paths charter renewed.
- Many Start Right and IPaSS recommendations incorporated into Achieve@ARC.
- Redesign plan formulated and discussed at ELT.

Spring 2019

- Areas of Interest implemented on the ARC website.

Fall 2019

- Program Paths Committee took over for Clarify Program Paths team.
- College decided to revisit Areas of Interest, with firmer boundaries and only eight areas.
- Student Success Council discussed how to implement pathway communities.
 - Pull together Achieve, FYE, and pathway communities. Call them HomeBases.

Spring 2020

- Decided on six HomeBases for the eight Areas of Interest.

Fall 2020

- HomeBases replaced Areas of Interest on ARC website.

Spring 2021 – present

- Virtual and physical HomeBases created and staffed.

Appendix B: ARC Strategic Plan 2017-2021

Our Commitment to Social Justice and Equity

American River College strives to uphold the dignity and humanity of every student and employee. We are committed to social justice and equity through equity-minded education, transformative leadership, and community engagement. We believe this commitment is essential to achieving our mission and enhancing our community.

STRATEGIC GOALS

- SG 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.
- SG 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 toward achieving their informed educational goals, and seamlessly transfer to other colleges and universities or find employment in their chosen career.
- SG 3** **Exemplary Teaching, Learning & 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.
- SG 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.

Appendix C: Evolution of Areas of Interest & HomeBases

Original nine (9) Areas of Interest, recommended in spring 2018:

- People, Culture & Society
- Language & Communication
- Arts
- Applied Technology & Digital Arts
- Business, Hospitality & Recreation
- Manufacturing, Construction & Transportation
- Science, Technology, Engineering & Math (STEM)
- Health, Human Services & Well Being
- Public Service & Education

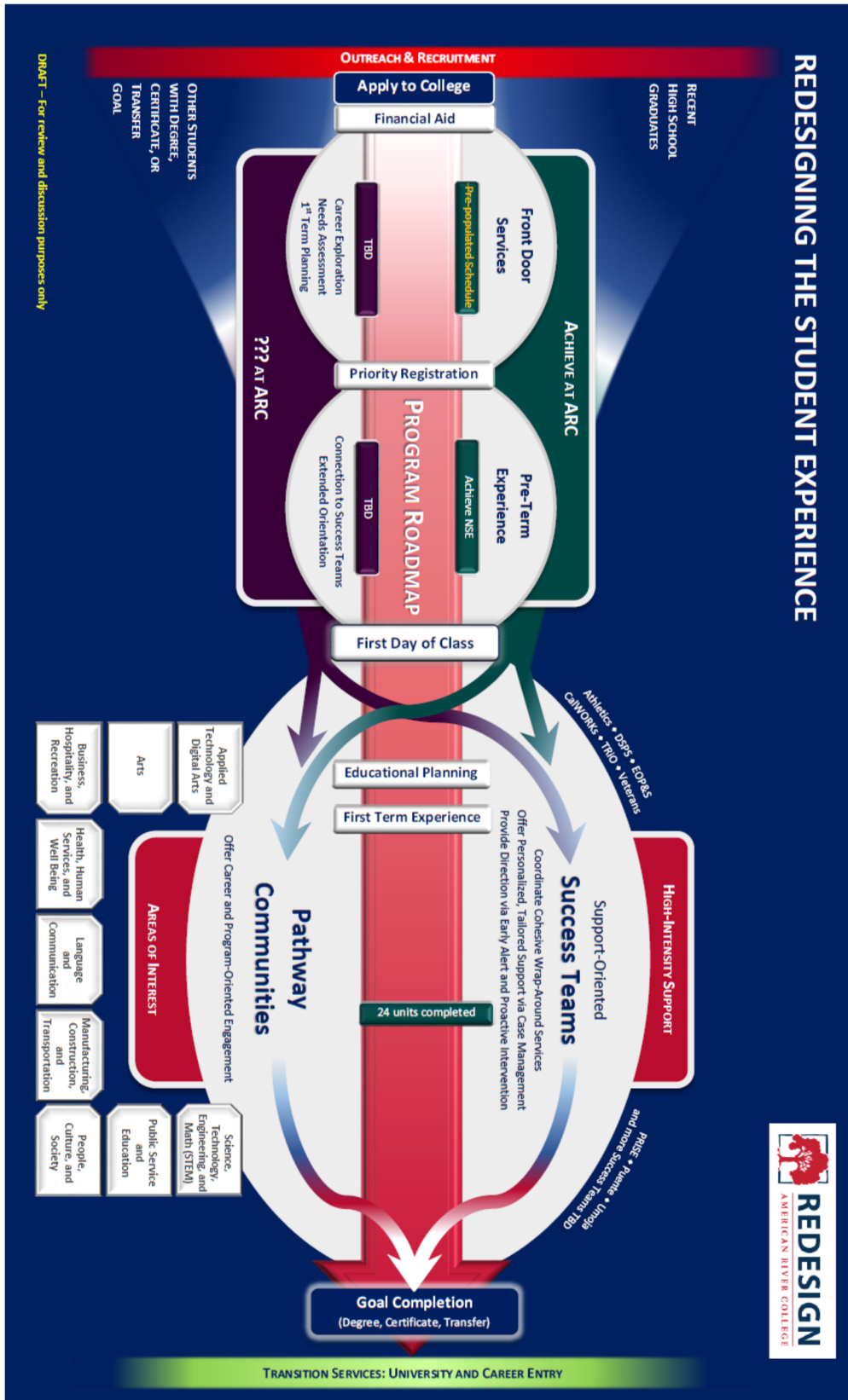
Current eight (8) Areas of Interest, recommended in fall 2019:

- People, Culture & Society
- Language & Communication
- Arts
- Business
- Manufacturing, Construction & Transportation
- Science, Technology, Engineering & Math (STEM)
- Health, Human Services & Well Being
- Public Service

Current six (6) HomeBases:

- Language & People
- Arts
- Business
- Manufacturing, Construction & Transportation
- Science, Technology, Engineering & Math (STEM)
- Health & Service

Appendix D: Draft Design Incorporating Project Team Recommendations



Appendix E: Current Alignment of HomeBases with Areas of Interest, Programs, and Divisions

HomeBase	Area of Interest	Program	Division
Arts	Arts	Art	Fine & Applied Arts
		Art New Media	Fine & Applied Arts
		Fashion	Fine & Applied Arts
		Hospitality Management	Fine & Applied Arts
		Interior Design	Fine & Applied Arts
		Music	Fine & Applied Arts
		Commercial Music	Fine & Applied Arts
		Theatre Arts	Fine & Applied Arts
		Theatre Arts: Film	Fine & Applied Arts
Business	Business	Accounting	Business & Computer Science
		Business	Business & Computer Science
		Business Technology	Business & Computer Science
		Economics	Behavioral & Social Sciences
		Legal Studies	Behavioral & Social Sciences
		Management	Business & Computer Science
		Marketing	Business & Computer Science
		Real Estate	Business & Computer Science
		Technical Communication	Business & Computer Science
Manufacturing, Construction & Transportation	Manufacturing, Construction & Transportation	Apprenticeship	Workforce Development
		Automotive Collision Technology	Technical Education
		Automotive Technology	Technical Education
		Design & Engineering Technology	Technical Education
		Diesel/Clean Diesel Technology	Technical Education
		Electronics Technology	Technical Education
		Energy	Technical Education
		Horticulture	Technical Education
		Welding Technology	Technical Education
Science, Technology, Engineering & Mathematics	Science, Technology, Engineering & Mathematics	Astronomy	Science & Engineering
		Biology & Biotechnology	Science & Engineering
		Chemistry	Science & Engineering
		Computer Information Science	Business & Computer Science
		Engineering	Science & Engineering
		Geography	Science & Engineering
		Geographic Information Systems	Science & Engineering
		Geology	Science & Engineering
		Mathematics & Statistics	Mathematics
		Natural Resources	Science & Engineering
		Physics	Science & Engineering
Health & Service	Health, Human Services & Well Being	Dance	Kinesiology & Athletics
		Gerontology	Behavioral & Social Sciences
		Human Services	Behavioral & Social Sciences
		Kinesiology & Athletics	Kinesiology & Athletics
		Nursing & Allied Health	Health & Education
		Nutrition & Foods	Health & Education
		Paramedic & EMT	Health & Education
		Recreation	Kinesiology & Athletics
		Respiratory Care	Health & Education
		Speech-Language Pathology	Health & Education
	Public Service	Administration of Justice	SRPSTC
		Fire Technology	SRPSTC
		Funeral Service Education	Health & Education
		Healthcare Interpreting	Health & Education
		Homeland Security	SRPSTC
		Public Safety	SRPSTC
Language & People	People, Culture & Society	Anthropology	Behavioral & Social Sciences
		Art History	Fine & Applied Arts
		Early Childhood Education	Humanities
		Education/Teaching	English
		Ethnic Studies	Behavioral & Social Sciences
		History	Behavioral & Social Sciences
		Humanities	Humanities
		International Studies	Behavioral & Social Sciences
		Philosophy	Humanities
		Political Science	Behavioral & Social Sciences
		Psychology	Behavioral & Social Sciences
		Social Justice Studies	Behavioral & Social Sciences
		Social Science	Behavioral & Social Sciences
		Sociology	Behavioral & Social Sciences
	Language & Communication	ASL-English Interpreter Preparation	Humanities
		Communication	Humanities
		Deaf Culture & ASL	Humanities
		English	English
		English as a Second Language	Humanities
		Journalism	English
World Languages	Humanities		

Student Success Council Report for Academic Senate

Meeting held Tuesday, November 11, 2022

- HomeBase Resource Panel Report (1st reading)
 - Discussion on DI populations and reaching out to the different cultural centers.
 - Report doesn't center practitioner. Recommendations include developing practitioner centered PD in HomeBases.
 - What will staff be doing to increase their equity practices within HB? Design assessment to determine how well HomeBases is closing the equity gaps (what does basic use look like?).
 - Students can belong to more than one HomeBase
 - Students can be welcomed to any HomeBase, this will just be a manual process
- American River College Bias Response Team Report Fall 2022
 - Team has been meeting since April 2022. Timeline for implementation is Fall 2023. However, resources are needed to support this work.
 - Presenters focused on two main objectives, 6 - 8.
 - Objective 6 - Consider training and development needed for employees who participate as members of a bias response team to understand their role, as well as for members of the broader college community.
 - Suggestion provided - opportunities for healing for trainers, students and community members impacted.
 - Objective 7 - Identify clear priorities for bias response at ARC. Team noted the importance of considering the length of appointments.
 - Objective 8: Develop recommendations that are actionable.
- SEAP Plan was presented -
 - Observation - Although there is a clear declaration of being race conscious at the beginning, it is not included in further sections but seems race neutral. As well, what supports are needed for the team in order to have support?
 - Section 5.3 and Section 4.2: emailing and calling students for campaigns. How effective are those? Reaching out to students in the ways where they will be engaged.

Student Success Council Report for Academic Senate

Meeting held Tuesday, November 15, 2022

- ARC Strategic Planning Metrics Report (see attachment)
 - ARC did not meet all of its metric goals for 2017-2022.
 - ARC reaffirms its goals for the next 5 years (2027)

- Look at local interest and align with Districts strategic goals
- ARC will have opportunities to review what work works, maybe example definition of “success” and flush out the metrics for Spring 2023
- Will be using a new baseline starting with 2020-2021
- HomeBase Resource Panel Report (2nd reading)
 - Affirmed by Council
- Bias Response Team Report (2nd reading)
 - Incorporated changes from the different groups
 - Also incorporating where this work fits into the Institutional Equity Plan
 - Affirmed by Council
- Petitions Update - Jason Ralphs
 - The district is also interested improving petition process. For example, align processing workflows, timelines, and forms on student petitions districtwide (provide a consistent student experience) and have proposed a metrics framework to assess processing times and outcomes district wide. Establish a petition approver's manual. Also considering recommending changing local regulations to allow reciprocity in circumstances like exceed unit petitions that involve enrollments across the district.
 - Discussion on this topic will continue
- Dual Enrollement - provided an overview of program. Will return to discuss data on success and completion rates disaggregated by race/ethnicity and by school and by district and provide an update about how they support students who are struggling.
- Communication Resource Panel
 - In the information gather stages
- New question/topic for discussion - insufficient student study space
 - Is this an issue?
 - Discussion to continue



ARC Strategic Planning Metrics Report: 2017 to 2022

This report provides a summary of findings for ARC's Strategic Planning Metrics¹. Metrics and metric goals were established for ARC Strategic Goals #1 (Students First) and #2 (Clear & Effective Paths). [Metric technical definitions can be found here.](#)

Executive Summary

- American River College failed to achieve most of the 20 metric goals aligned with its 2017-2022 Strategic Plan. Moreover, amidst the backdrop of the COVID-19 pandemic, over half of the metrics fell below their 2017 starting or baseline pre-pandemic values. In total, only 3 of 20 metric goals (15%) were achieved: 1 of 8 for *Students First*, (*Transfer-Level English and Math completion in 1 Year*), and 2 of 12 for *Clear and Effective Paths*, (*Average Units at Degree & Exiting Career Education Students Employed*).
- Similarly, ARC failed to achieve the additional goal of reducing equity gaps by 40% for students from ARC's historically disproportionately impacted populations for most of the applicable metrics. In total, only 5 of 24 applicable equity-gap reduction metric goals (21%) were achieved: 1 of 10 (10%) for African American students [*Median Years to a Certificate (4 years to 3.5 years)*], 1 of 10 (10%) for Latinx students [*Transfer-Level English and Math in 1 Year (5.5% to 11.4%)*], and 3 of 4 (75%) for Native American students [*Success Rate (2nd term) (62.9% to 75.9%)*, *Median Years to Certificate (4.63 years to 3.75 years)* and *Median Years to Degree (4.75 years to 3.75 years)*].
- On a positive note, comparing outcomes in 2017-2018 vs 2021-2022, students from each of ARC's historically disproportionately impacted populations showed improvements on a greater number of metrics than was observed for all students (*on average*). Specifically, all students (*on average*) showed improvement on only 8 of 20 metrics (40% or less than half). By contrast, African American students showed improvement on 8 of 15 applicable metrics (53%), Latinx students showed improvement on 10 of 20 applicable metrics (50%), and Native American students showed improvement on all 6 of 6 applicable metrics (100%). (*Applicable metrics are those where the count of students per year per group was equal or greater than 10.*) In sum, although ARC did not achieve the goal we had set for reducing equity gaps, the College showed some areas of improvement in serving students from ARC's historically disproportionately impacted populations. These improvements warrant further exploration.
- Notable areas for concern included the sharp declines observed for *Success Rate in the 1st term* (decreased by almost 10 percentage points), *Retention to the 2nd term* (decreased by 11 percentage points), and *Total Certificates awarded* (decreased by 41%). As additional context, metrics that are based on counts rather than rates (such as *Total Certificates Awarded*), are likely to face continued downward pressure as the college continues to experience enrollment declines. During the 5-year term of ARC's strategic plan, overall ARC enrollment (*excluding Public Safety and Apprenticeship*) declined from 139,891 in 2017-2018 to 114,260 in 2021-2022, an 18% decline. Similarly, overall ARC enrollment (*including Public Safety and Apprenticeship*) declined from 171,329 in 2017-2018 to 132,158 in 2021-2022, a 23% decline.

¹ A metric is merely a standard for measuring or evaluating something. Examples include those aimed at quantifying an organization's student performance, its diversity, or disproportionate impact [Click here to read more about metrics.](#)

Background

The 20 metrics² described in this report were designed to assess the extent to which ARC’s 2017-2022 strategic planning and institutional redesign efforts have benefited students and improved student achievement outcomes, both overall, and specifically for students from ARC’s historically disproportionately impacted populations ([a broad summary of the college’s efforts to improve student achievement and equity outcomes can be found here](#)).

Most of these metrics (16 of 20) are *cohort-based* and reflect either the number or percent of students in a *new, 1st time to college Fall cohort* that achieve a given milestone (e.g., are retained until the next semester or year, earn 30+ units, earn a degree, etc.) by a specified period (e.g., in their 1st term, 1st year, in 3 years, etc.)³. The exception to these cohort-based metrics are the *volume-based* metrics that count annual totals: total counts of certificates awarded, total counts of degrees awarded, total counts of ADT degrees awarded, and transfers to CSU each year⁴.

Most metric goals were set to improve outcomes by 5 percentage points (1 percentage point improvement per year over the 5-year term of the strategic plan). For some metric goals, the desired outcome was a decrease over the 5-year term (e.g., decrease the median years to an award, or decrease average units at degree to 79 units). The goals for total counts of certificates or degrees awarded (20% increase), or transfers to CSU each year (35% increase) were set to align with the California Community Colleges Chancellor’s Office [Vision for Success](#) Goals.

In addition, 14 metric goals were adjusted for ARC’s historically disproportionately impacted populations (African American, Latinx, and Native American students) with the goal of achieving the overall metric goal *and* an additional goal of reducing equity gaps by 40% using the 2017 year as a baseline (another *Vision for Success* Goal)⁵.

Importantly, these metric baselines and goals were established in 2017, prior to the onset of the COVID-19 pandemic. As such, the pandemic and its effects on ARC should be taken into consideration when interpreting student outcomes.

Summary

For ARC Strategic Goal: *Students First*, only 1 of 8 metric goals (13%) was achieved. For ARC Strategic Goal: *Clear and Effective Paths*, only 2 of 12 metric goals (17%) were achieved. Combined, only 3 of 20 metric goals (15%) were achieved.

	ARC Strategic Goal	
	Students First	Clear & Effective Paths
Overall Metric Goals Achieved?	1 of 8 Metric Goals Achieved 13%	2 of 12 Metric Goals Achieved 17%

² Excludes metrics that are no longer applicable (e.g., progression along a basic skills course sequence) or were not fully developed (survey metrics for Strategic Goal 3 (Exemplary Teaching, Learning, & Working Environment) and 4 (Vibrancy & Resiliency). Going forward, an ESL specific basic skills progression sequence (such as the [Skills Gain Rate](#) provided by the CCCCO’s Student Success Dashboard) may be warranted (replacing a previous metric that combined ESL, English, and Math basic skills progression).

³ The *exiting career education students employed* metric is cohort-based but based on program completers and skills-building students (coded by the CCCCO’s Journey Type as “Short-Term Career Students”), rather than new 1st time to college students.

⁴ Volume-base metrics have the benefit of being easy to understand and communicate. However, they have the disadvantage of not taking account changes in cohort size (e.g., ignores changes in annual enrollments that could be affecting these outcomes).

⁵ Exceptions include metrics where equity-gaps could not easily be computed or determined (e.g., all *volume-based* metrics), where data for each ethnicity was not available, or where all groups were set to achieve the same goal (e.g., 79 total units at degree).

For ARC’s historically disproportionately impacted populations, the goal of reducing equity gaps by 40% was achieved for the *Students First* metrics for 0 of 6 metric goals for African American students (0%), 1 of 6 metric goals for Latinx students (17%) and 1 of 2 metric goals for Native American students (50%), and for the *Clear and Effective Paths* metrics for 1 of 4 metric goals for African American students (25%), 0 of 4 metric goals for Latinx students (0%), and 2 of 2 metric goals for Native American students (100%). Overall, aggregating across ARC Strategic Goals, the goal of reducing equity gaps by 40% was achieved for 1 of 10 metric goals for African American students (10%), 1 of 10 metric goals for Latinx students (10%), and 3 of 4 metric goals for Native American students (75%)⁶. Combined, the goal of reducing equity gaps by 40% for ARC’s disproportionately impacted populations was achieved for 5 of 24 applicable metric goals, or 21%.

Metric Equity Gap Closed by 40%? (Vision for Success Goal)	ARC Strategic Goal	
	Students First	Clear & Effective Paths
	African American Students: 0 of 6*	African American Students: 1 of 4*
	0%*	25%*
Latinx Students: 1 of 6**	Latinx Students: 0 of 4**	
17%**	0%**	
Native American Students: 1 of 2***	Native American Students: 2 of 2***	
50%***	100%***	

*Only includes metrics where average N ≥ 10 per year

**Only includes metrics where equity gap existed in 2017

***Only includes metrics where average N ≥ 10 per year and where equity gap existed in 2017

Outcomes by Metric

Overall, aggregating over both ARC Strategic Goals 1 and 2, only 3 of 20 metric goals (15%) were achieved (*Transfer-Level English and Math completion in 1 Year, Average Units at Degree and Exiting Career Education Students Employed*).

By contrast, 17 of 20 metric goals (85%) were not achieved. Moreover, 11 of 20 metrics (55%, or just over half) fell below their 2017 pre-COVID-19 pandemic baseline values (see table below).

ARC STRATEGIC GOAL	METRICS	METRIC GOALS	METRIC RESULTS	METRIC GOALS ACHIEVED?
Students First	Success Rate (1st term)	Increase by 5 Percentage Points	Decreased by 9.7 Percentage Points	No, Below Baseline
	Success Rate (2nd term)	Increase by 5 Percentage Points	Decreased by 1.6 Percentage Points	No, Below Baseline
	Retention (to 2nd term, F-to-S)	Increase by 5 Percentage Points	Decreased by 11 Percentage Points	No, Below Baseline
	Retention (to 3rd term, F-to-F)	Increase by 5 Percentage Points	Decreased by 5 Percentage Points	No, Below Baseline
	15+ Units Earned (in 1st term)	Increase by 5 Percentage Points	Decreased by .7 Percentage Points	No, Below Baseline
	30+ Units Earned (by end of 2nd term)	Increase by 5 Percentage Points	Decreased by .3 Percentage Points	No, Below Baseline
	60+ Units Earned (by end of 2nd year)	Increase by 5 Percentage Points	Decreased by .1 Percentage Points	No, Below Baseline
	Transfer English & Math (in 1 yr)	Increase by 5 Percentage Points	Increased by 7 Percentage Points	Yes, Goal Achieved!

⁶ Only includes metrics where average N ≥ 10 per year and/or where equity gap existed in 2017.

Clear & Effective Paths	Certificate Rate (in 3 yrs)	Increase by 5 Percentage Points	Decreased by 1 Percentage Point	No, Below Baseline
	Total Certificates**	Increase by 20%	Decreased by 41%	No, Below Baseline
	Median Years to Certificate	Decrease by 20%	No Change	No Change
	Degree Rate (in 3 yrs)	Increase by 5 Percentage Points	Increased by 2 Percentage Points	No, But Progress Made
	Total Degrees**	Increase by 20%	Decreased by 1.8%	No, Below Baseline
	Total ADT Degrees**	Increase by 20%	Increased by 17.7%	No, But Progress Made
	Avg Units at Degree	Decrease to Avg 79 units	Decreased to Avg 78.4 units	Yes, Goal Achieved!
	Median Years to Degree	Decrease by 20%	Decreased by 2%	No, But Progress Made
	Transfer Ready Rate (in 3 yrs)	Increase by 5 Percentage Points	Increased by .5 Percentage Points	No, But Progress Made
	Transfer Rate (in 4 yrs)	Increase by 5 Percentage Points	Decreased by .1 Percentage Points	No, Below Baseline
	Total Transfers to CSU**	Increase by 35%	Increased by 1.7%	No, But Progress Made
	Exiting CE Students Employed***	Increase by 5 Percentage Points	Increased by 7.6 Percentage Points	Yes, Goal Achieved!

**Non-cohort based metric. Counts activity for entire year.

***Up to 2020-2021 Only, Source: CCCC Career Technical Education Employment Outcomes Survey (CTEOS)

In addition to the metric goals that were achieved, notable progress was observed for Degree Rate (increased by 2 percentage points) and Total Associate Degrees for Transfer (increased by 17.7%).

By contrast, sharp declines were observed for Success Rate in the 1st term (decreased by almost 10 percentage points), Retention to the 2nd term (decreased by 11 percentage points), and Total Certificates awarded (deceased by 41%). As additional context, metrics that are based on counts rather than rates (such as Total Certificates Awarded), are likely to face continued downward pressure as the college continues to experience enrollment declines. During the 5-year term of ARC's strategic plan, overall ARC enrollment (*excluding Public Safety and Apprenticeship*) declined from 139,891 in 2017-2018 to 114,260 in 2021-2022, an 18% decline. Similarly, overall ARC enrollment (*including Public Safety and Apprenticeship*) declined from 171,329 in 2017-2018 to 132,158 in 2021-2022, a 23% decline.

Equity Metrics (Metrics that included an additional goal of reducing 2017 equity gaps by 40%)

14 metrics also included an additional equity goal to close 2017 equity gaps by 40% for students from ARC's historically disproportionately impacted (DI) populations. At least one of these additional equity goals was achieved for each of ARC's historically disproportionately impacted populations.

For ARC's African American students, the 40% equity goal was achieved for *Median Years to a Certificate (4 years to 3.5 years)*. For ARC's Latinx students, the 40% equity goal was achieved for *Transfer-Level English and Math in 1 Year (5.5% to 11.4%)*. For ARC's Native American students, the 40% equity goals were achieved for the *Success Rate (2nd term) (62.9% to 75.9%)*, *Median Years to Certificate (4.63 years to 3.75 years)* and *Median Years to Degree (4.75 years to 3.75 years)* metrics (see table below).

Meet Metric Goal + Close Equity Gap by 40%?

ARC STRATEGIC GOAL	METRICS	AFRICAN AMERICAN	LATINX	NATIVE AMERICAN	ALL STUDENTS
Students First	Success Rate (1st term)	No (49.2% to 42%)	No (64.6% to 55.9%)	No (45.9% to 57.1%)	(69.1% to 59.4%)
	Success Rate (2nd term)	No (57.2% to 49.4%)	No (65.4% to 63.9%)	Yes (62.9% to 75.9%)	(71.1% to 69.5%)
	Retention (to 2nd term, F-to-S)	No (61.5% to 55.6%)	n/a - No Gap	n/a - n's < 10	(73.2% to 62.2%)
	Retention (to 3rd term, F-to-F)	No (42.2% to 41.1%)	n/a - No Gap	n/a - n's < 10	(54.7% to 49.7%)
	15+ Units Earned (in 1st term)	No (4% to 5.2%)	No (8.8% to 7.6%)	n/a - n's < 10	(9.5% to 8.8%)

	30+ Units Earned (by end of 2nd term)	n/a - n's < 10	No (4.4% to 3.7%)	n/a - n's < 10	(5.3% to 5%)
	60+ Units Earned (by end of 2nd year)	n/a - n's < 10	No (2% to 1.8%)	n/a - n's < 10	(3.5% to 3.4%)
	Transfer English & Math (in 1 yr)	No (2.8% to 4.8%)	Yes (5.5% to 11.4%)	n/a - n's < 10	(5.9% to 12.9%)
Clear & Effective Paths	Certificate Rate (in 3 yrs)	n/a - n's < 10	No (4.9% to 6.4%)	n/a - n's < 10	(6.6% to 5.6%)
	Median Years to Certificate	Yes (4 yrs to 3.5 yrs)	n/a - No Gap	Yes (4.6 yrs to 3.8 yrs)	(3.8 yrs to 3.8 yrs)
	Degree Rate (in 3 yrs)	No (2.6% to 5.4%)	No (4.1% to 7.6%)	n/a - No Gap	(5.6% to 7.6%)
	Median Years to Degree	No (4.8 yrs to 4.5 yrs)	n/a - No Gap	Yes (4.8 yrs to 3.8 yrs)	(4 yrs to 3.9 yrs)
	Transfer Ready Rate (in 3 yrs)	n/a - n's < 10	No (5.6% to 6.6%)	n/a - No Gap	(7.6% to 8.1%)
	Transfer Rate (in 4 yrs)	No (8.4% to 14.8%)	No (16.6% to 14.8%)	n/a - n's < 10	(19.4% to 19.3%)

Note: For some metrics/groups, gaps did not exist in 2017 and/or data reflected avg. counts < 10, which can lead to large year-to-year variations.

Additional Analyses for ARC's Historically Disproportionately Impacted populations

A separate way of assessing how ARC's strategic plan has benefited ARC's historically disproportionately impacted populations is simply to compare the metric outcomes in 2017-2018 versus 2021-2022, for each of ARC's DI populations, regardless of whether the equity gaps had met the 40% equity-gap reduction goal. Simply put, was there improvement or progress on a given metric from 2017 to 2022 for each of ARC's historically disproportionately impacted populations? This perspective includes the advantage of being able to include the volume-based and non-adjusted metrics in the comparison.

As context, comparing outcomes in 2017-2018 versus 2021-2022, *all students showed improvement on 8 of 20 (or 40% of) metrics.*

African American Students

Comparing outcomes in 2017-2018 versus 2021-2022, **African American students showed improvement on 8 of 15 (or 53%, or just over half of) metrics** where data were available (where $N \geq 10$ per year):

- 15+ units earned in the 1st term (4% to 5.2%)
- Transfer English and Math in 1 year (2.8% to 4.8%)
- Median years to Certificate (4 years to 3.5 years)
- Degree Rate (2.6% to 5.4%)
- Average units at Degree (85.6 units to 70.9 units)
- Median years to Degree (4.8 years to 4.5 years)
- Transfer Rate in 4 years (8.4% to 14.8%)
- Total Transfers to CSU (56 to 64, a 14.3% increase)

Latinx Students

Comparing outcomes in 2017-2018 versus 2021-2022, **Latinx students showed improvement on 10 of 20 (or 50%, or half of) metrics:**

- Transfer English and Math in 1 year (5.5% to 11.4%)
- Certificate Rate in 3 years (4.9% to 6.4%)
- Median years to Certificate (3.8 years to 3.6 years)
- Degree Rate (4.1% to 7.6%)
- Total Degrees (559 to 603, an 8% increase)
- Total ATD Degrees (166 to 218, a 31% increase)
- Average units at Degree (79.9 units to 75.5 units)
- Median years to Degree (3.9 years to 3.5 years)
- Transfer Ready Rate in 3 years (5.6% to 6.6%)
- Total Transfers to CSU (186 to 216, a 16.1% increase)

Native American Students

Comparing outcomes in 2017-2018 versus 2021-2022, **Native American students showed improvement on all 6 of 6 (or 100% of) metrics** where data were available (*where N ≥ 10 per year*):

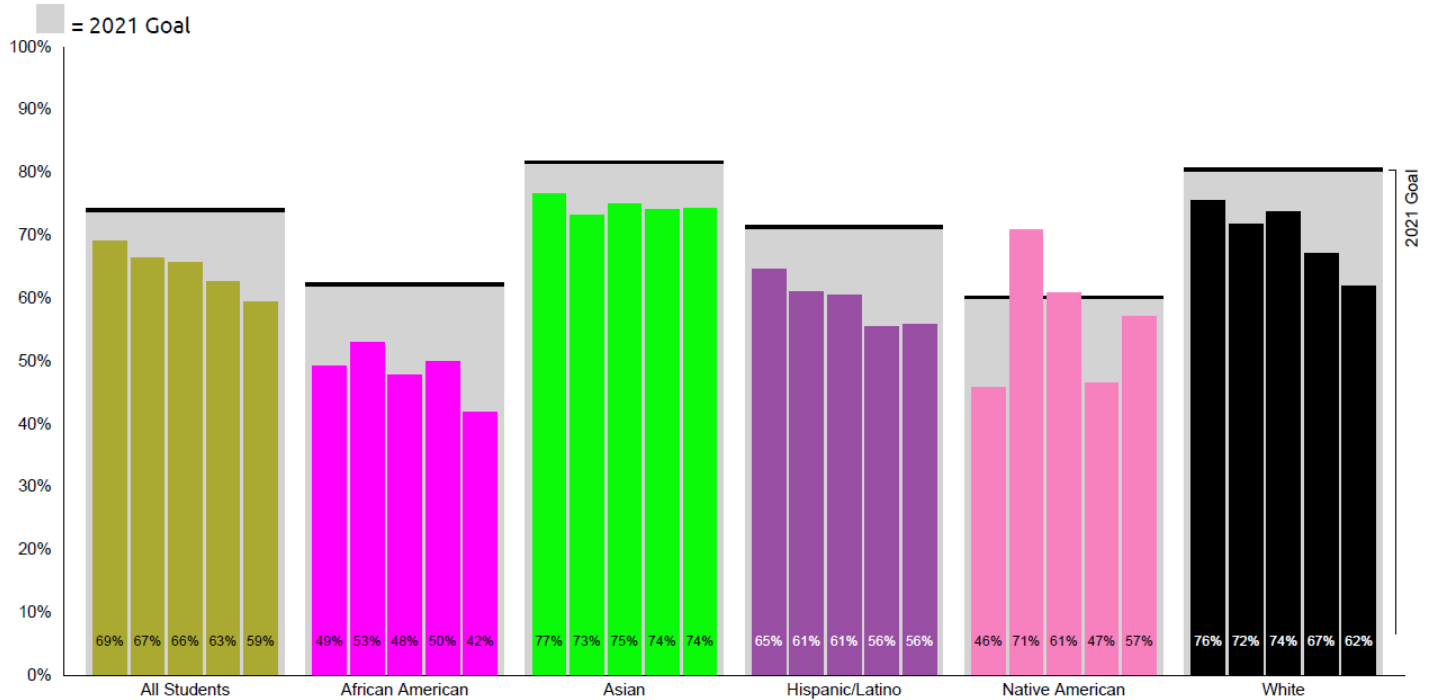
- Success Rate in the 1st term (45.9% to 57.1%)
- Success Rate in the 2nd term (62.9% to 75.9%)
- Median years to Certificate (4.6 years to 3.8 years)
- Total Degrees (13 to 26, a 100% increase)
- Average units at Degree (90.4 units to 79.7 units)
- Median years to Degree (4.8 years to 3.8 years)

In sum, although ARC did not achieve the goal we had set for reducing equity gaps, the College showed some areas of improvement in serving students from ARC's historically disproportionately impacted populations. These improvements warrant further exploration.

The following pages provide additional details about each of the 20 metrics described in this report.

Success Rate in the 1st Term:

Success Rate (1st term)



Progress from Fall 2017 through Fall 2021

The success rate in the 1st term for new, 1st time to college ARC students fell from 69.1% in 2017 to 59.4% in 2021, a 9.7 percentage point decline⁷.

The success rates in the 1st term for new, 1st time to college African American and Latinx ARC students also fell, but by smaller margins (African American: 49.2% to 42%, a 7.2 percentage point decline, Latinx: 64.6% to 55.9%, an 8.7 percentage point decline).

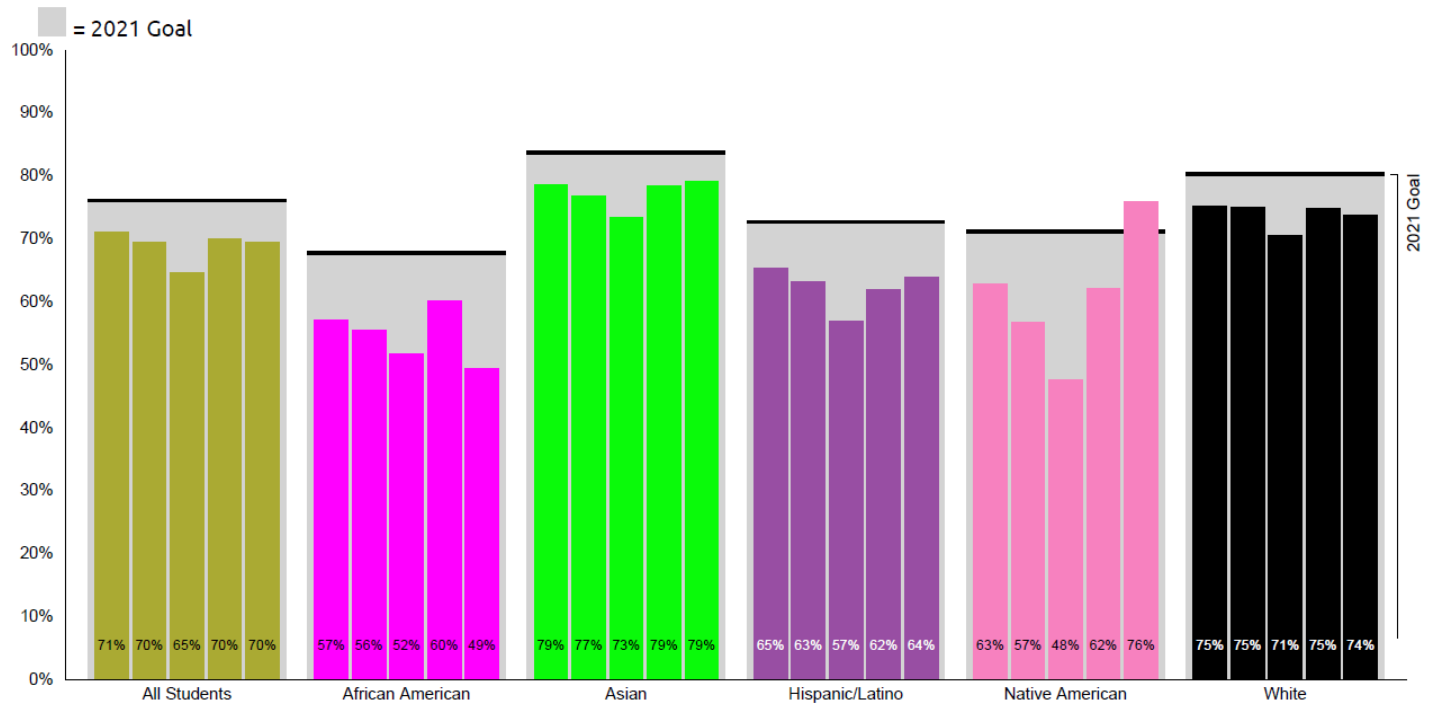
By contrast, the success rate in the 1st term for new, 1st time to college Native American ARC students improved from 45.9% to 57.1%, a 11.2 percentage point increase (and exceeded the 2021 equity-gap goal in 2018 and 2019).

Overall, equity gaps declined slightly for new, 1st time to college African American and Latinx students, but this was due to a larger relative decline for all new, 1st time to college students. By contrast, the equity gap decline observed for new, 1st time to college Native American students was driven by improvement in their success rates.

⁷ This metric reflects the course success rate of each fall's new, 1st time to college students at the end of their first fall semester. Course Success Rate is defined as the number of A, B, C, Cr, and P grades expressed as a percentage of all grade notations.

Success Rate in the 2nd Term:

Success Rate (2nd term)



Progress from Fall 2017 through Fall 2021

The success rate in the 2nd term for new, 1st time to college ARC students fell from 71.1% in 2017-2018 to 69.5% in 2021-2022, a 1.6 percentage point decline⁸.

The success rates in the 2nd term for new, 1st time to college African American ARC students fell by a larger amount, from 57.2% to 49.4%, a 7.8 percentage point decline.

The success rates in the 2nd term for new, 1st time to college Latinx ARC students fell by a similar amount to students overall, from 65.4% to 63.9%, a 1.5 percentage point decline.

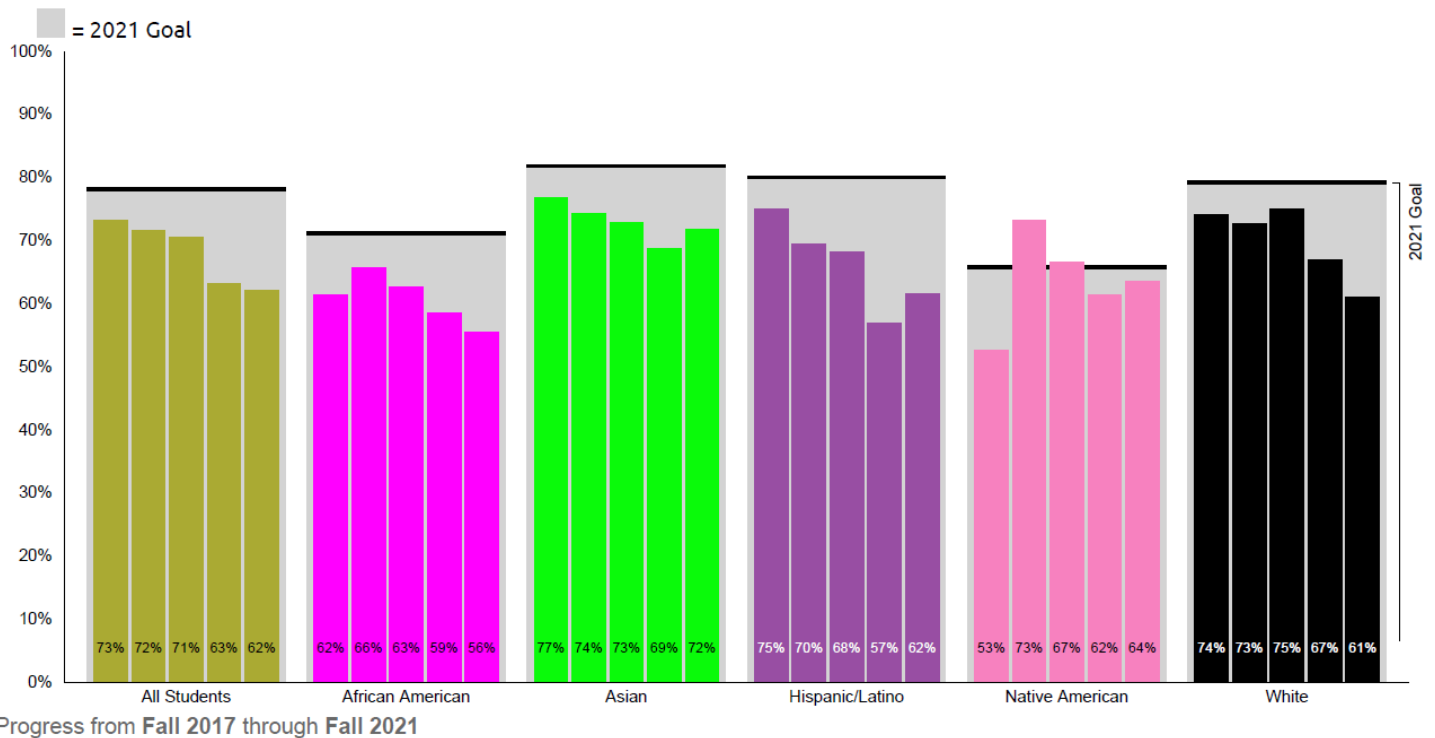
By contrast, the success rate in the 2nd term for new, 1st time to college Native American ARC students improved from 62.9% to 75.9%, a 13 percentage point increase (and exceeded the 2021 equity-gap goal).

Overall, equity gaps increased for new, 1st time to college African American students, remained relatively consistent for new, 1st time to college Latinx students, and were eliminated for new, 1st time to college Native American students.

⁸ This metric reflects the course success rate of each fall's new, 1st time to college students at the end of their second semester (spring). Course Success Rate is defined as the number of A, B, C, Cr, and P grades expressed as a percentage of all grade notations.

Retention (to 2nd Term, Fall to Spring):

Retention (to 2nd term, F-to-S)



The retention rate (to 2nd term, Fall to Spring) for new, 1st time to college ARC students fell from 73.2% in 2017-2018 to 62.2% in 2021-2022, a 11 percentage point decline⁹.

The retention rate (to 2nd term, Fall to Spring) for new, 1st time to college African American ARC students fell by a smaller amount, from 61.5% to 55.6%, a 5.9 percentage point decline.

The retention rate (to 2nd term, Fall to Spring) for new, 1st time to college Latinx ARC students fell by a larger amount compared to students overall, from 75% to 61.6%, a 13.4 percentage point decline.

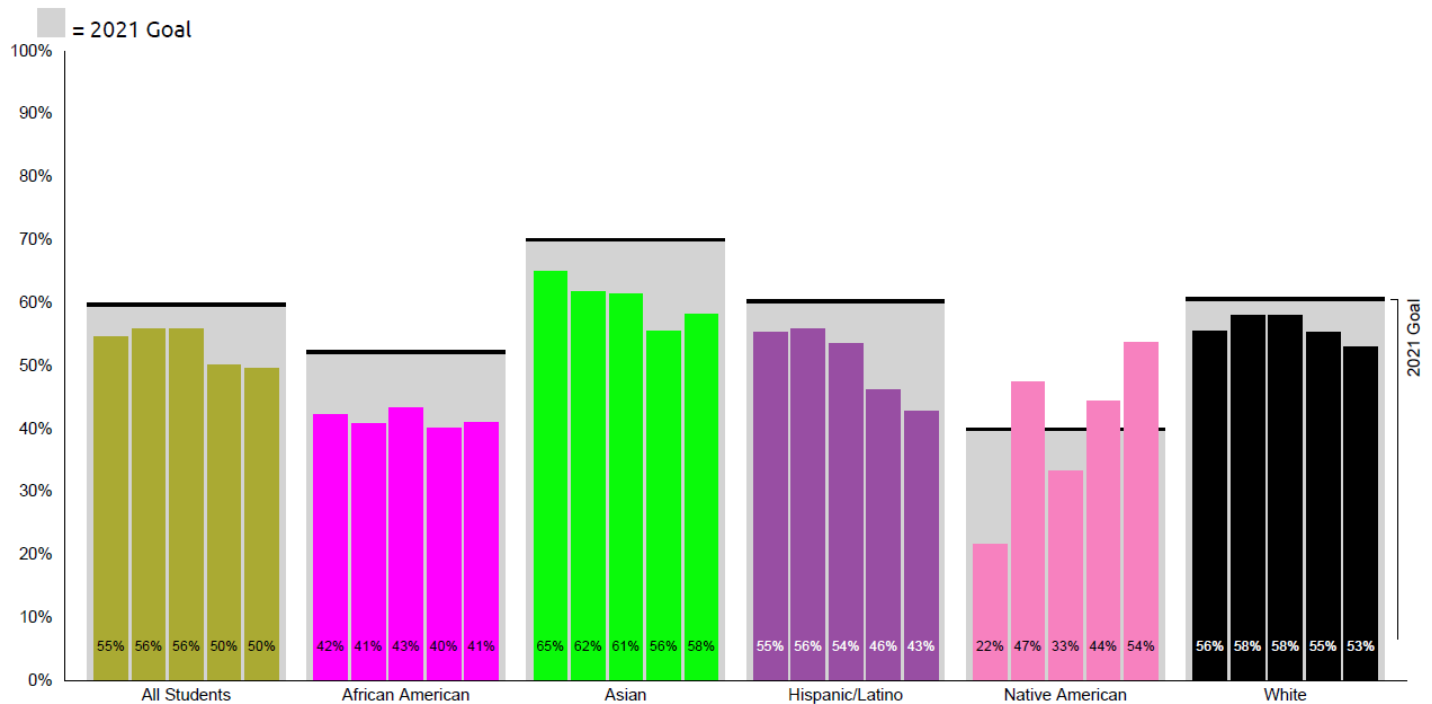
By contrast, The retention rate (to 2nd term, Fall to Spring) for new, 1st time to college Native American ARC students improved from 52.6% to 63.6%, a 11 percentage point increase (and exceeded the 2021 equity-gap goal in 2018 and 2019). (Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).

Overall, equity gaps decreased for new, 1st time to college African American students. An equity gap did not exist for new, 1st time to college Latinx students in 2017. In 2021, their rates were similar to the overall average, differing by less than 1%.

⁹ Retention to 2nd term (F-to-S Retention) is defined as the percentage of new, 1st time students that complete any class with any grade notation in an initial fall semester that return the following spring semester and complete any class with any grade notation.

Retention (to 3rd Term, Fall to Fall):

Retention (to 3rd term, F-to-F)



Progress from Fall 2017 through Fall 2021

The retention rate (to 3rd term, Fall to Fall) for new, 1st time to college ARC students fell from 54.7% in 2017-2018 to 49.7% in 2021-2022, a 5 percentage point decline¹⁰.

The retention rate (to 3rd term, Fall to Fall) for new, 1st time to college African American ARC students fell by a smaller amount, from 42.2% to 41.1%, a 1.1 percentage point decline.

The retention rate (to 3rd term, Fall to Fall) for new, 1st time to college Latinx ARC students fell by a larger amount compared to students overall, from 55.3% to 42.8%, a 12.5 percentage point decline.

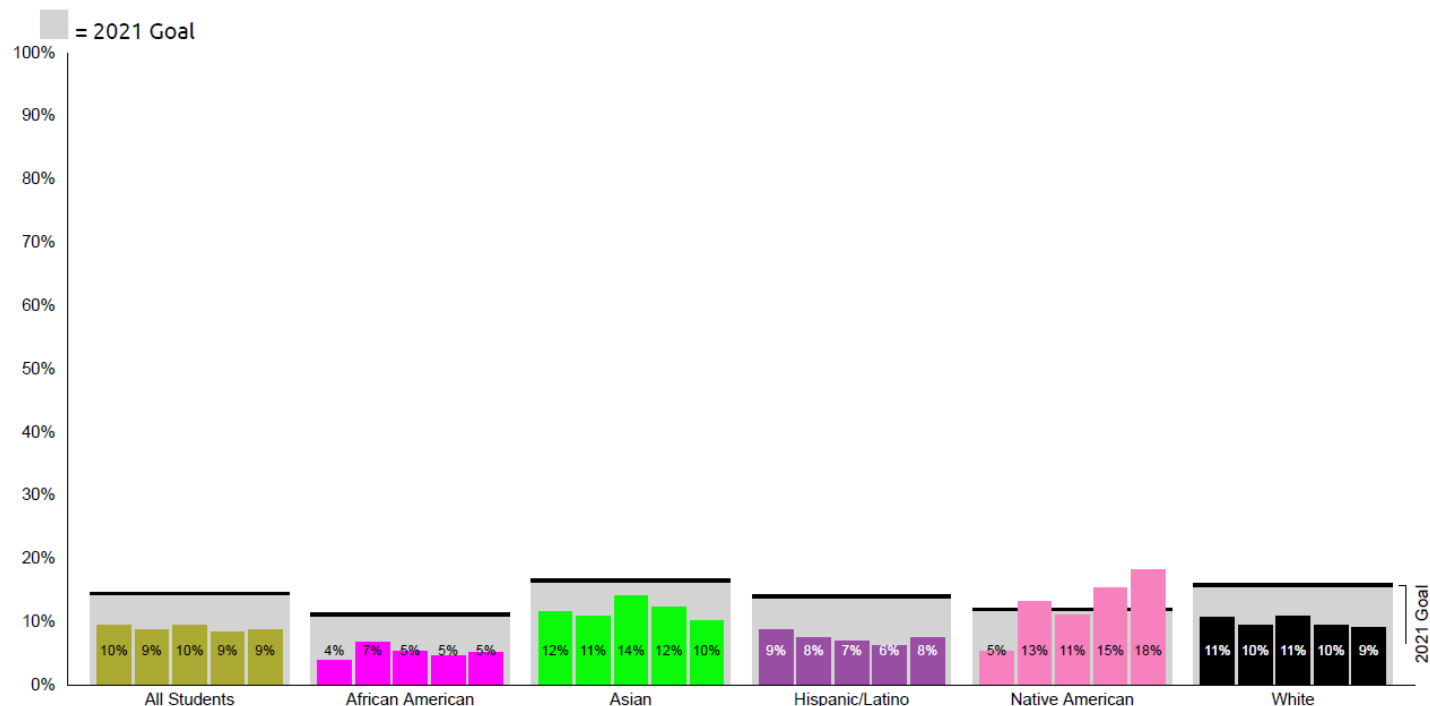
By contrast, the retention rate (to 3rd term, Fall to Fall) for new, 1st time to college Native American ARC students improved from 21.7% to 53.8%, a 32.1 percentage point increase (and exceeded the 2021 equity-gap goal in 2018, 2020, and 2021). (Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).

Overall, equity gaps decreased for new, 1st time to college African American students. An equity gap did not exist for new, 1st time to college Latinx students in 2017. However, by 2021, their rates were 6.9 percentage points below the overall average.

¹⁰ Retention to 3rd term (F-to-F Retention) is defined as the percentage of new, 1st time students that complete any class with any grade notation in an initial fall semester that return the following fall semester and complete any class with any grade notation.

15+ Units Earned (in 1st Term):

15+ Units Earned (in 1st term)



Progress from Fall 2017 through Fall 2021

The percentage of 15+ units earned in the 1st term by new, 1st time to college ARC students fell from 9.5% in 2017-2018 to 8.8% in 2021-2022, a .7 percentage point decline¹¹.

The percentage of 15+ units earned in the 1st term by new, 1st time to college African American ARC students increased, from 4% to 5.2%, a 1.2 percentage point increase.

The percentage of 15+ units earned in the 1st term by new, 1st time to college Latinx ARC students fell by a larger amount compared to students overall, from 8.8% to 7.6%, a 1.2 percentage point decline.

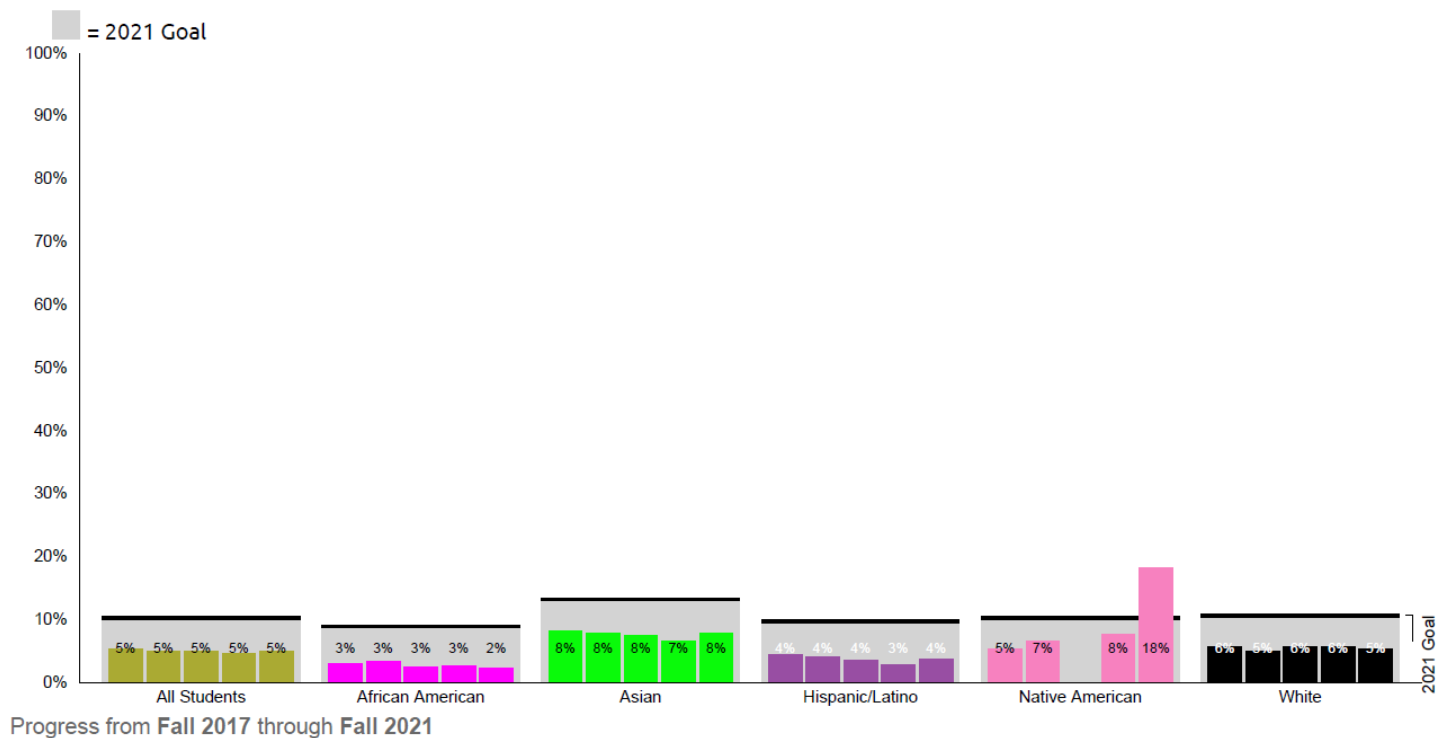
By contrast, the percentage of 15+ units earned in the 1st term by new, 1st time to college Native American ARC students improved from 5.3% to 18.2%, a 12.9 percentage point increase (and exceeded the 2021 equity-gap goal in 2018, 2020, and 2021). *(Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).*

Overall, equity gaps decreased for new, 1st time to college African American students. The equity gap for new, 1st time to college Latinx students increased slightly from .7% to 1.2% (compared to all students).

¹¹ This metric shows the percentage of each fall's new, 1st time to college students that earned (A, B, C, Cr, P, or D grade) a minimum of 15 units during their first (fall) semester.

30+ Units Earned (by end of 2nd Term):

30+ Units Earned (by end of 2nd term)



The percentage of 30+ units earned by the end of 2nd term by new, 1st time to college ARC students fell from 5.3% in 2017-2018 to 5% in 2021-2022, a .3 percentage point decline¹².

The percentage of 30+ units earned by the end of 2nd term by new, 1st time to college African American ARC students fell from 3.1% to 2.4%, a .7 percentage point decline. *(Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).*

Similarly, the percentage of 30+ units earned by the end of 2nd term by new, 1st time to college Latinx ARC students fell from 4.4% to 3.7%, a .7 percentage point decline.

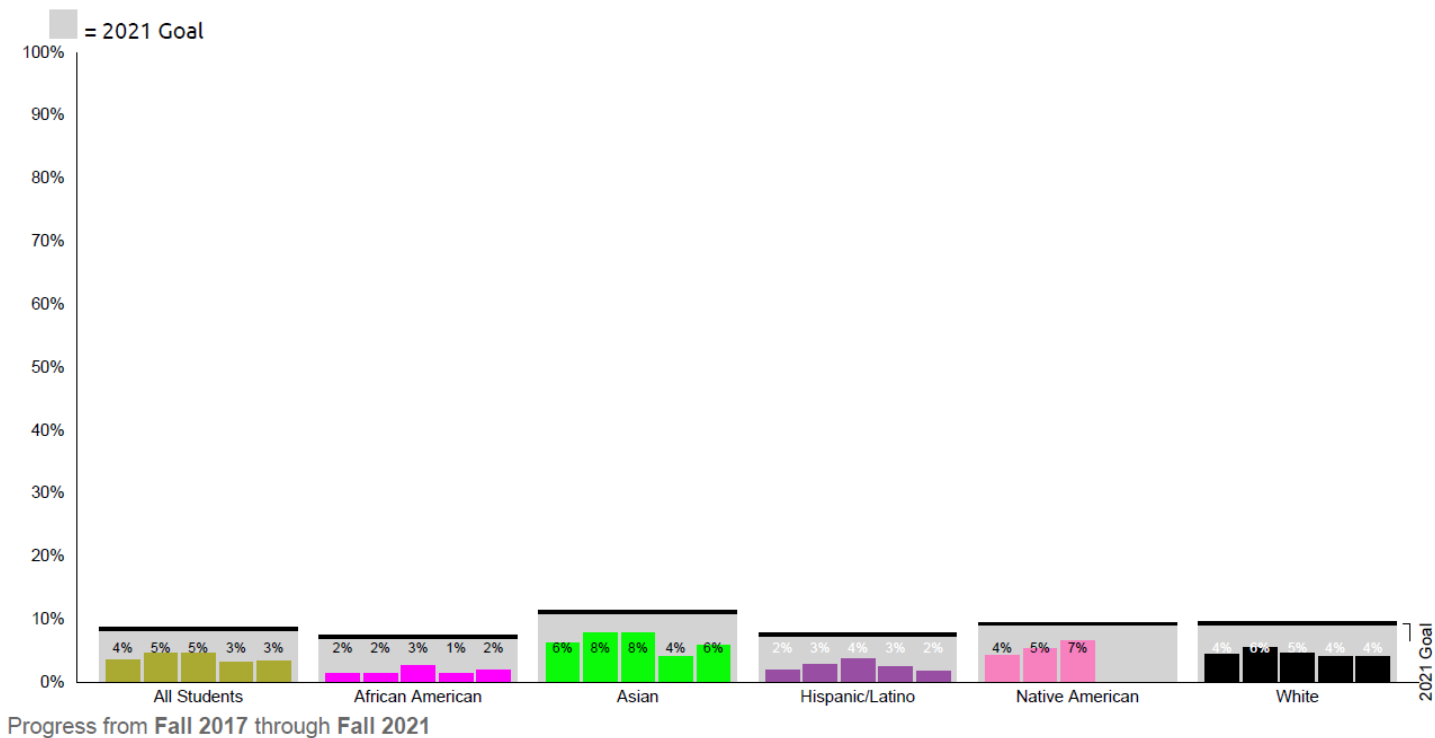
By contrast, the percentage of 30+ units earned by the end of 2nd term by new, 1st time to college Native American ARC students improved from 5.3% to 18.2%, a 12.9 percentage point increase (and exceeded the 2021 equity-gap goal in 2021). *(Note: the average n's for this group was less than 10 per year, results should be interpreted with caution—these are likely the same exact students who comprised the 15+ units earned in 1st term metric).*

Overall, equity gaps increased slightly for new, 1st time to college Latinx students.

¹² This metric shows the percentage of each fall's new, 1st time to college students that earned (A, B, C, Cr, P, or D grade) a minimum of 30 units during their first academic year.

60+ Units Earned (by end of 2nd Year):

60+ Units Earned (by end of 2nd year)



The percentage of 60+ units earned by the end of 2nd year by new, 1st time to college ARC students fell slightly from 3.5% in 2017-2018 to 3.4% in 2021-2022, a .1 percentage point decline¹³.

The percentage of 60+ units earned by the end of 2nd year by new, 1st time to college African American ARC students increased slightly from 1.5% to 1.9%, a .4 percentage point increase. *(Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).*

The percentage of 60+ units earned by the end of 2nd year by new, 1st time to college Latinx ARC students fell slightly from 2% to 1.8%, a .2 percentage point decline.

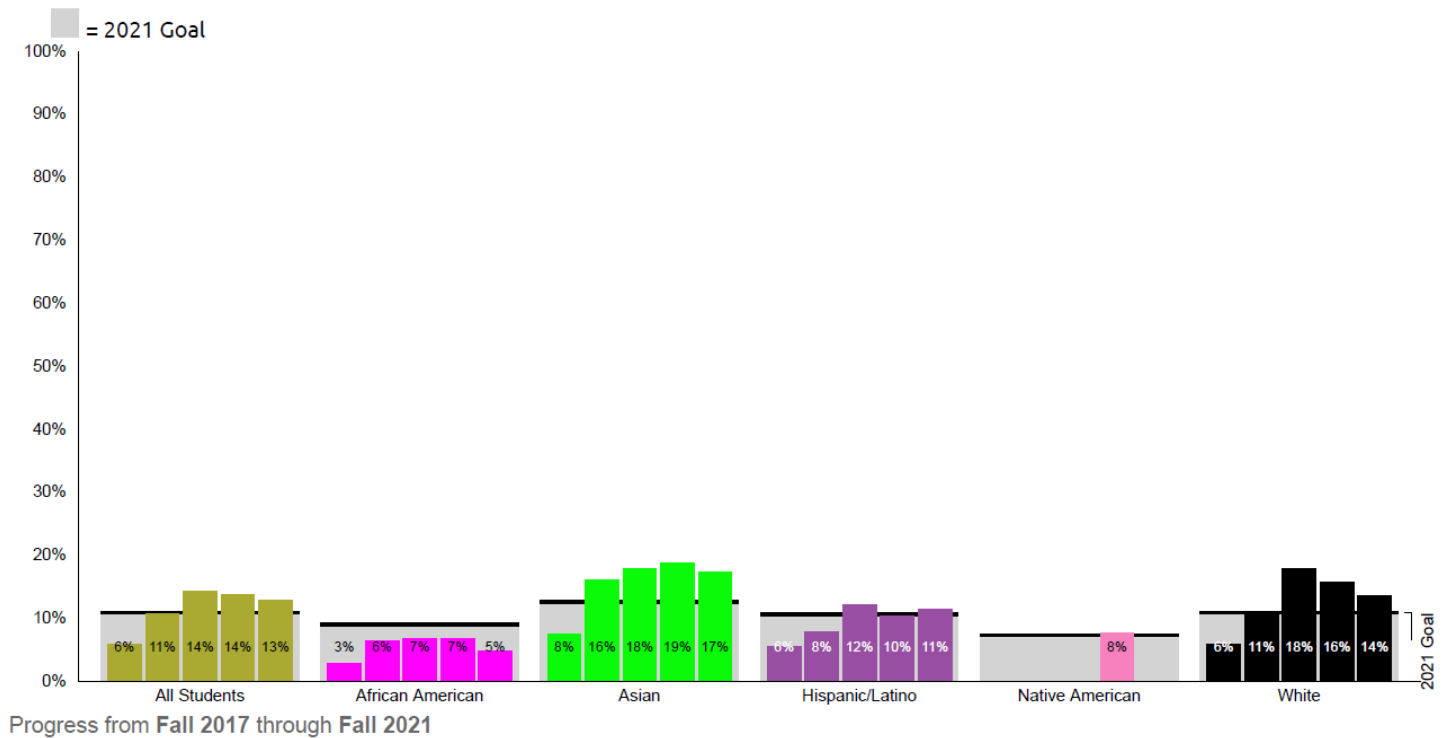
The percentage of 60+ units earned by the end of 2nd year by new, 1st time to college Native American ARC students fell from 4.3% to 0%, a 4.3 percentage point decline (Note: This reflects a change from 1 student to 0 students) *(Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).*

Overall, equity gaps increased slightly for new, 1st time to college Latinx students.

¹³ This metric shows the percentage of each fall's new, 1st time to college students that earned (A, B, C, Cr, P, or D grade) a minimum of 60 units in two years.

Transfer-Level English and Math (in 1 Year):

Transfer English & Math (in 1 yr)



The percentage of Transfer-Level English and Math completed in 1 year by new, 1st time to college ARC students increased from 5.9% in 2017-2018 to 12.9% in 2021-2022, a 7 percentage point increase (and exceeded the 5 percentage point metric improvement goal in 2019-2020, 2020-2021, and 2021-2022)¹⁴.

The percentage of Transfer-Level English and Math completed in 1 year by new, 1st time to college African American ARC students also increased, but by a smaller amount from 2.8% to 4.8%, a 2 percentage point increase.

The percentage of Transfer-Level English and Math completed in 1 year by new, 1st time to college Latinx ARC students also increased from 5.5% to 11.4%, a 5.9 percentage point increase (and exceeded the 2021 equity-gap goal in 2019 and 2021).

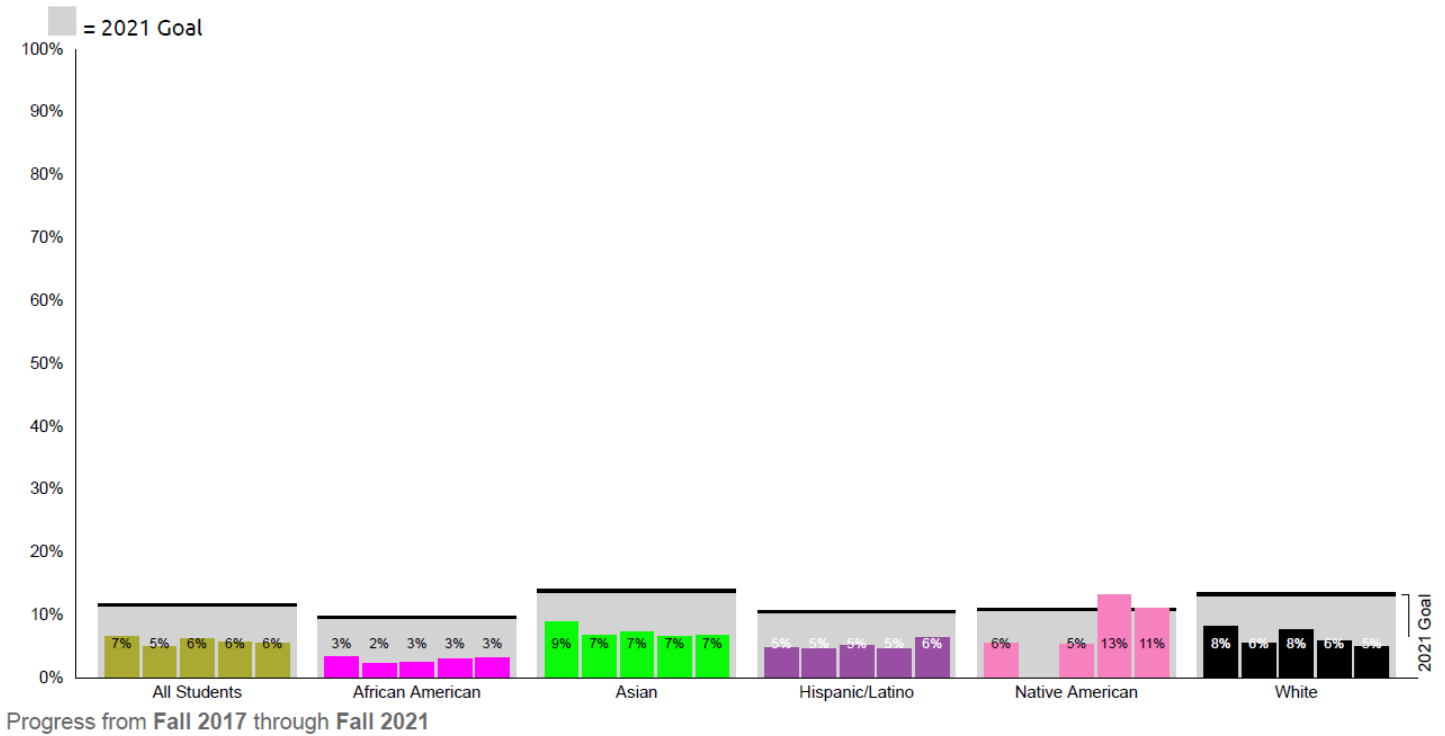
The percentage of Transfer-Level English and Math completed in 1 year by new, 1st time to college Native American ARC students did not change from 0% to 0%, although in 2020, the equity gap goal was achieved (Note: This reflects a change from 0 students to 1 student) (Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).

Overall, although the percentages of Transfer-Level English and Math completed in 1 year increased for both new, 1st time to college African American and Latinx students, the equity gaps actually increased due to a larger percentage point increase for all new, 1st time to college students.

¹⁴ This metric reflects the percentage of each fall's new, 1st time to college students that successfully complete (A, B, C, Cr, P grade) at least one transfer level English and at least one transfer Math course by the end of their first academic year at ARC.

Certificate Rate (in 3 Years):

Certificate Rate (in 3 yrs)



The certificate rate (in 3 years) by new, 1st time to college ARC students fell from 6.6% in 2017-2018 to 5.6% in 2021-2022, a 1 percentage point decline¹⁵.

The certificate rate (in 3 years) by new, 1st time to college African American ARC students also fell, but by a smaller amount from 3.4% to 3.2%, a .2 percentage point decline. *(Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).*

By contrast, the certificate rate (in 3 years) by new, 1st time to college Latinx ARC students increased from 4.9% to 6.4%, a 1.5 percentage point increase.

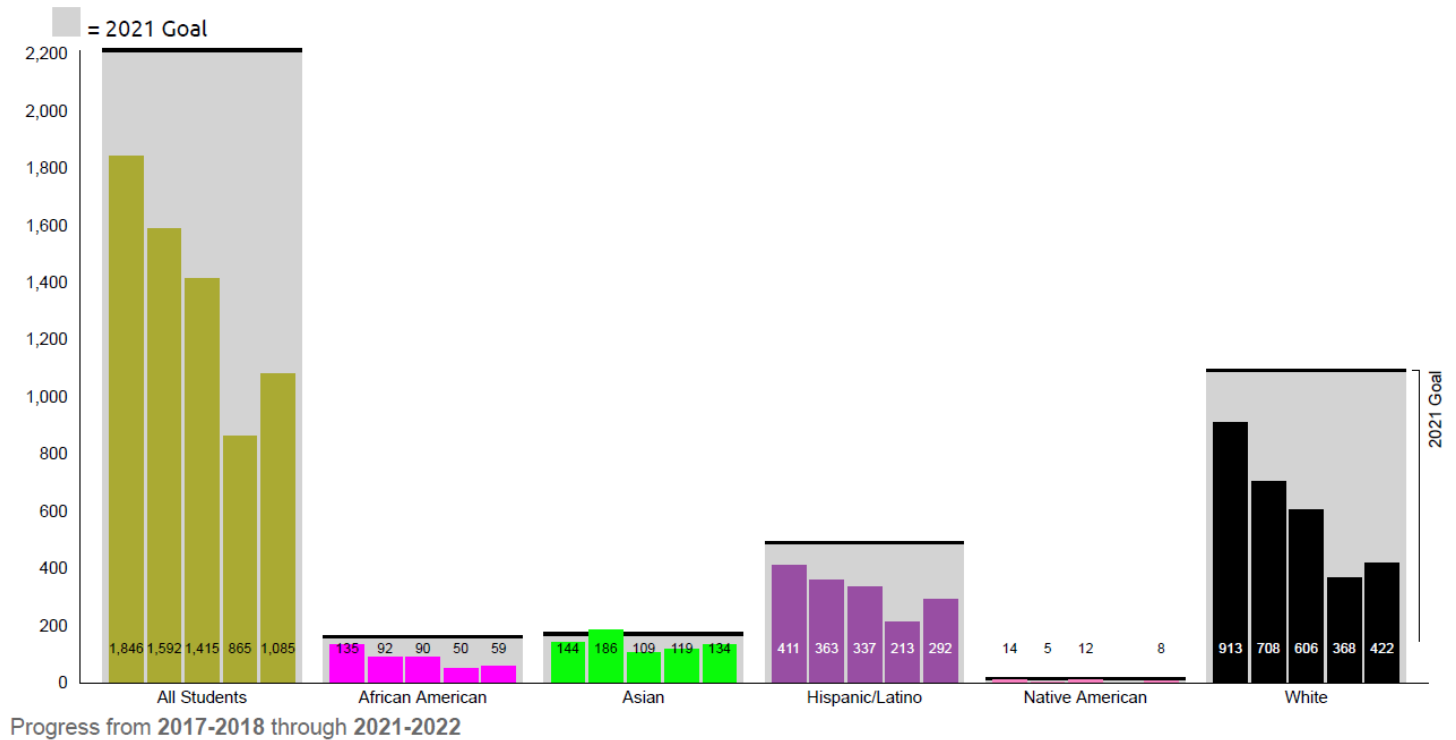
The certificate rate (in 3 years) by new, 1st time to college Native American ARC students also increased from 5.6% to 11.1%, (and exceed the equity-gap goal in 2020 and 2021) (Note: This reflects a change from 1 student to 2 students) *(Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).*

Overall, although the certificate rate (in 3 years) fell overall, the certificate rate increased slightly for new, 1st time to college Latinx students.

¹⁵ This metric is defined as the percentage of each fall's new, 1st time to college students that complete a Chancellor's Office Approved Certificate in 3 years (IPEDS 150% time frame).

Total Certificates:

Total Certificates**



The total number of California Community College Chancellor’s Office (CCCCO) Approved certificates awarded to ARC students fell drastically from 1846 in 2017-2018 to 1085 in 2021-2022, a 41% decline¹⁶.

The total number of CCCC Approved certificates awarded to African American ARC students also fell drastically, from 135 to 59, a 56% decline.

The total number of CCCC Approved certificates awarded to Latinx ARC students also fell, but by a slightly smaller amount, from 411 to 292, a 29% decline.

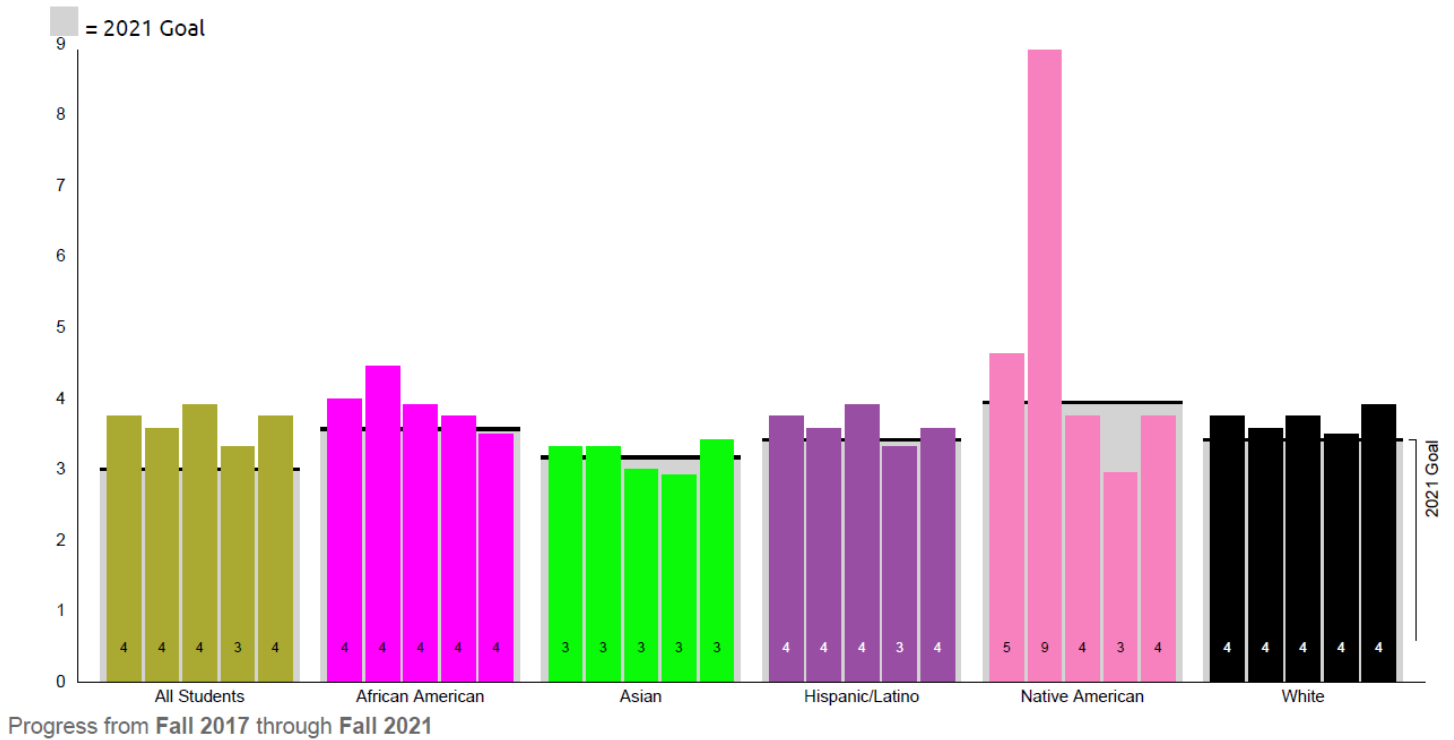
The total number of CCCC Approved certificates awarded to Native American ARC students also fell drastically, from 14 to 8, a 43% decline (Note: the average n’s for this group was less than 10 per year, results should be interpreted with caution).

Overall, the total number of CCCC Approved certificates awarded to students fell drastically and universally, especially, during the last 2 years (after the onset of the COVID-19 pandemic).

¹⁶ This metric shows the total of all CCCC-approved Certificates awarded in a given academic year [State Chancellor’s Office Vision for Success goal].

Median Years to Certificate:

Median Years to Certificate



The median years to certificate for new, 1st time to college ARC students remained unchanged at 3.8 years between 2017-2018 and 2021-2022¹⁷.

The median years to certificate for new, 1st time to college African American ARC students fell from 4 years to 3.5 years, a half year improvement.

The median years to certificate for new, 1st time to college Latinx ARC students also fell, but by a slightly smaller amount, from 3.8 years to 3.6 years.

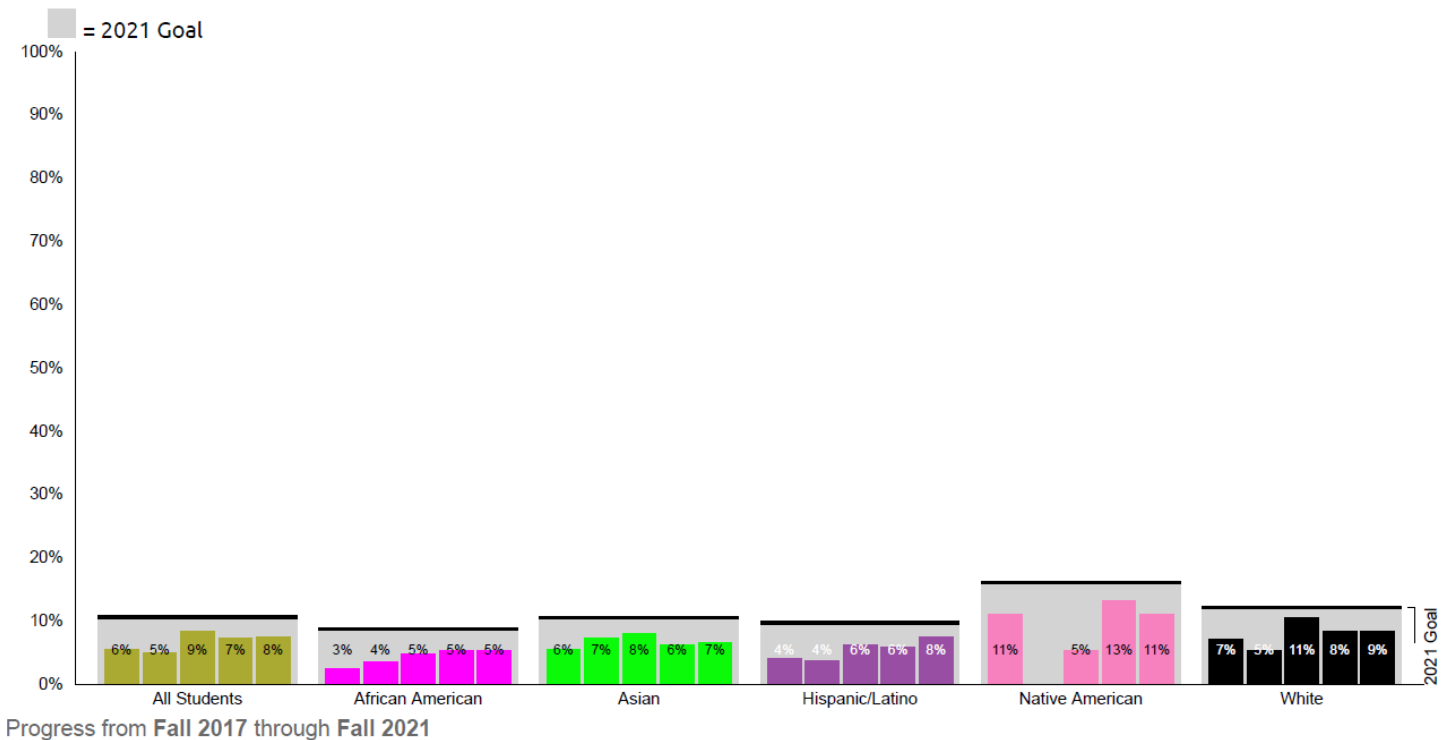
The median years to certificate for new, 1st time to college Native American ARC students also fell from 4.6 years to 3.8 years.

Overall, all of ARC’s historically disproportionately impacted new, 1st time to college student populations experienced improvements in median years needed to earn a certificate.

¹⁷ This metric provides a sense for how many years are required, on average (median), for new, first time to college students to earn a CCCCO-approved Certificate at ARC.

Degree Rate (in 3 years):

Degree Rate (in 3 yrs)



The degree rate for new, 1st time to college ARC students increased from 5.6% in 2017-2018 to 7.6% in 2021-2022, a 2 percentage point increase¹⁸.

The degree rate for new, 1st time to college African American ARC students also increased from 2.6% to 5.4%, a 2.8 percentage point increase.

The degree rate for new, 1st time to college Latinx ARC students also increased, but by a slightly larger amount, from 4.1% to 7.6%, a 3.5 percentage point increase.

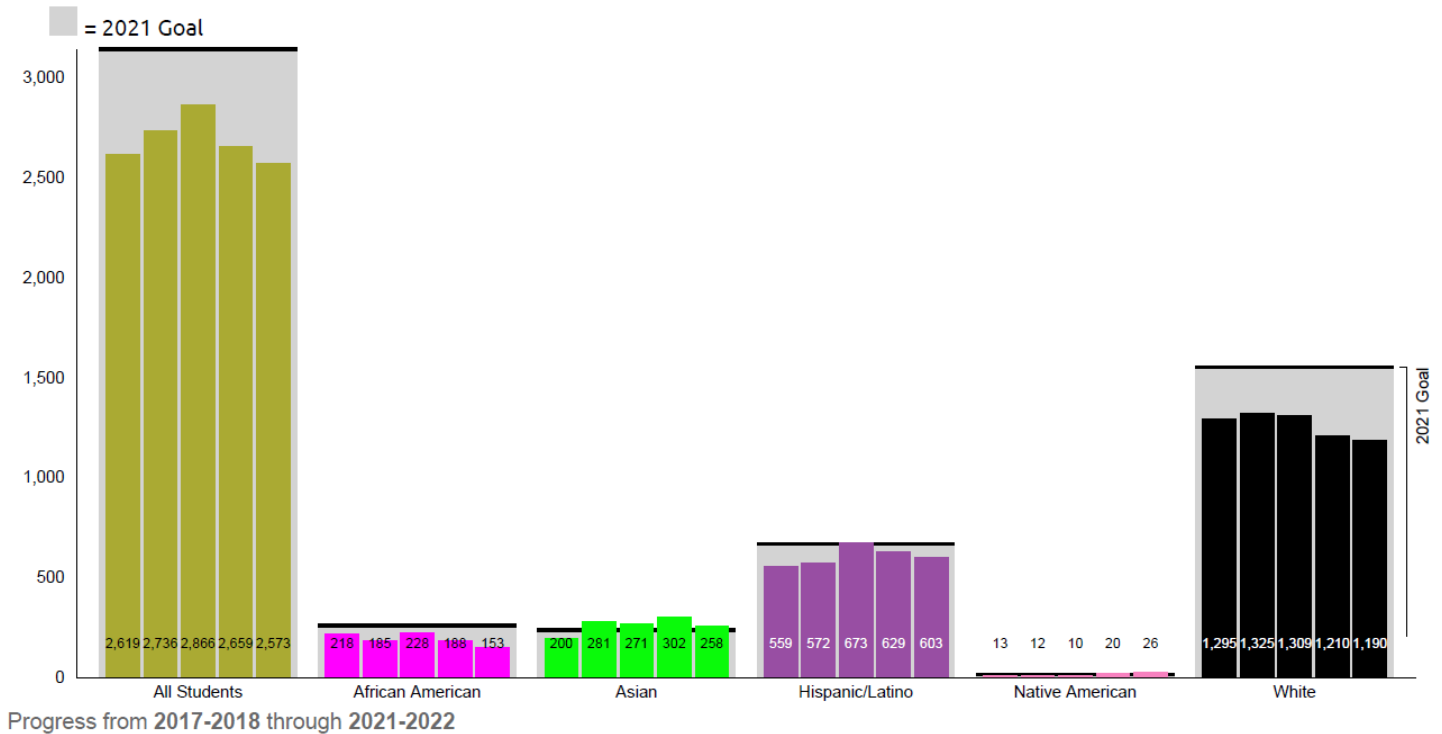
The degree rate for new, 1st time to college Native American ARC students remained unchanged at 11% (Note: this reflects 2 students in each year). (Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).

Overall, the degree rate improved for new, 1st time to college African American and Latinx students.

¹⁸ This metric is defined as the percentage of each fall's new, 1st time to college students that complete an Associate's Degree in 3 years (IPEDS 150% timeframe).

Total Degrees:

Total Degrees**



The total number of degrees awarded to ARC students fell slightly from 2619 in 2017-2018 to 2573 in 2021-2022, a 1.8% decline¹⁹.

The total number of degrees awarded to African American ARC students also fell, but by a substantially larger amount, from 218 to 153, a 29.8% decline.

By contrast, the total number of degrees awarded to Latinx ARC students increased from 559 to 603, a 7.9% improvement (and exceeded the 20% metric improvement goal in 2019-2020).

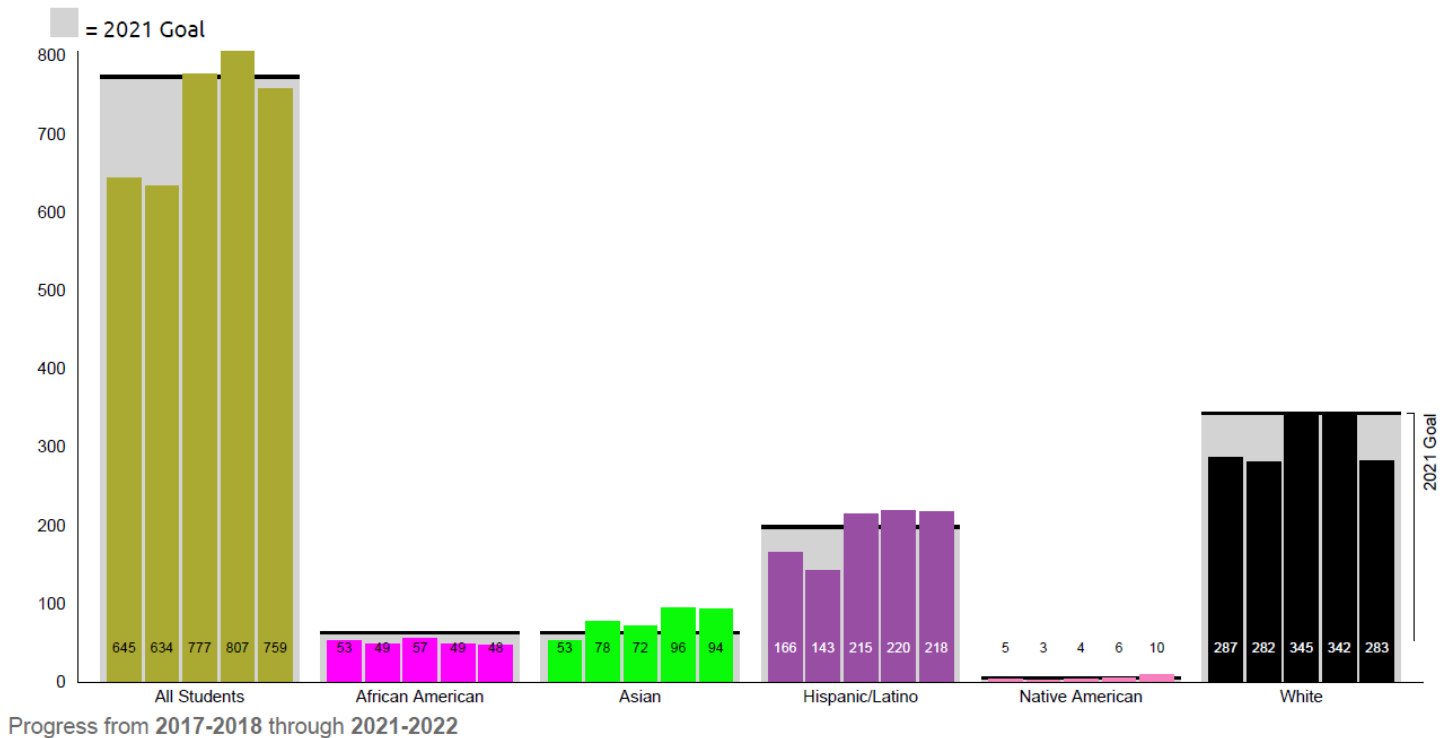
The total number of degrees awarded to Native American ARC students also increased sharply, from 13 to 26, a 100% improvement (and exceeded the 20% metric improvement goal in 2020-2021 and 2021-2022)!

Overall, the total number of degrees awarded fell drastically for African American students, but increased for Latinx and Native American students, even exceeding the 20% metric improvement goal at least once for each group.

¹⁹ This metric shows the total of all Associate's Degrees awarded in a given academic year [State Chancellor's Office Vision for Success goal].

Total Associate Degrees for Transfer (ADT Degrees):

Total Associate Degree Transfer (AD-T)



The total number of ADT degrees awarded to ARC students increased substantially from 645 in 2017-2018 to 759 in 2021-2021, a 17.7% improvement (and exceeded the 20% metric improvement goal in 2019-2020 and 2020-2021)²⁰.

By contrast, the total number of ADT degrees awarded to African American ARC students fell from 53 to 48, a 9.4% decline.

The total number of ADT degrees awarded to Latinx ARC students increased substantially from 166 to 218, a 31.3% improvement (and exceeded the 20% improvement metric goal in 2019-2020, 2020-201, and 2021-2022).

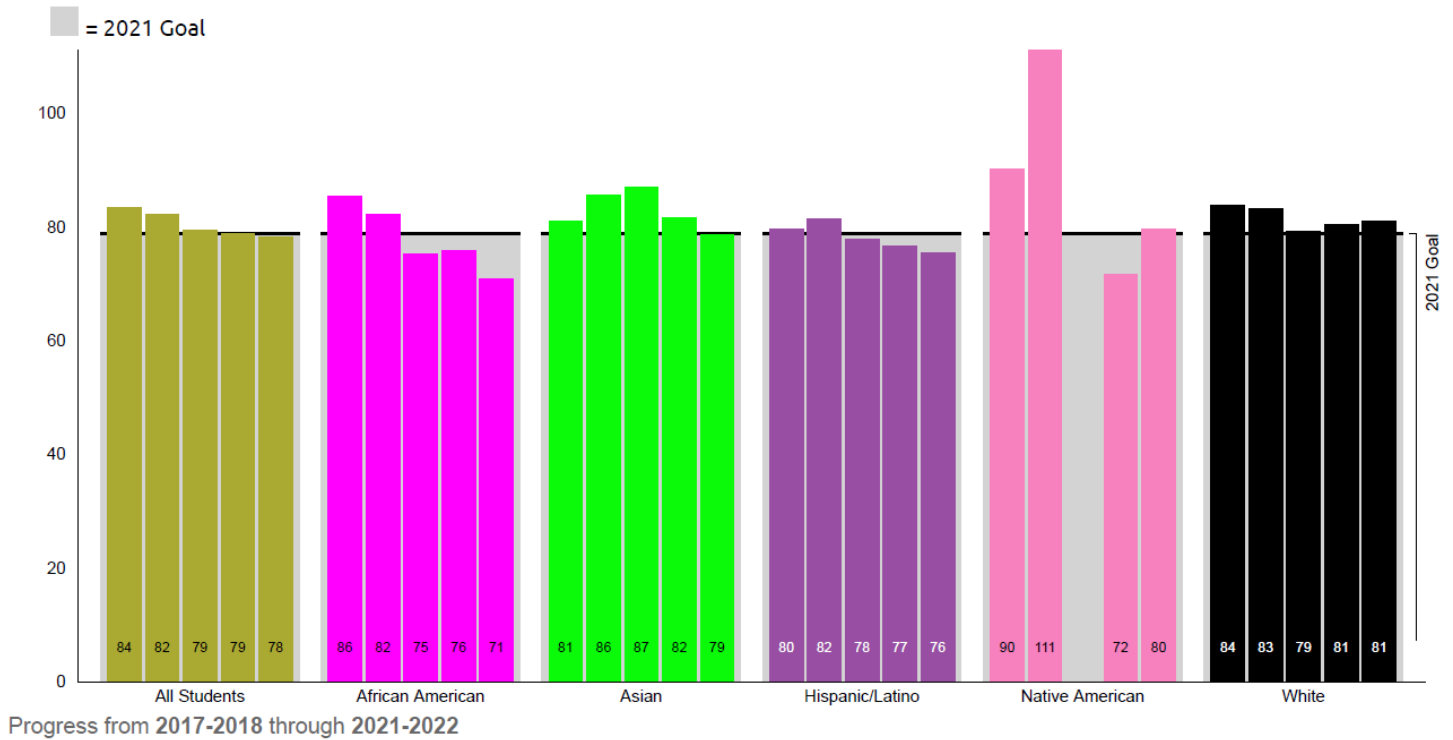
The total number of ADT degrees awarded to Native American ARC students also increased sharply, from 5 to 10, a 100% improvement (and exceeded the 20% improvement metric goal in 2020-2021 and 2021-2022) (Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).

Overall, the total number of ADT degrees awarded fell for African American students, but increased substantially for Latinx students, even exceeding the 20% improvement metric goal for three consecutive years.

²⁰ This transfer oriented metric reflects the total of all Associate Degree for Transfer (ADT) Degrees awarded in a given academic year at ARC.

Average Units at Degree:

Avg Units at Degree



The average units at degree for new, 1st time to college ARC students fell from 83.6 units in 2017-2018 to 78.4 units in 2021-2022, a 6.3% improvement (and met or exceeded the average units at degree metric improvement goal of 79 units in 2020-2021 and 2021-2022)²¹.

The average units at degree for new, 1st time to college African American ARC students also fell, but by a substantially larger amount, from 85.6 units to 70.9 units, a 17.1% improvement (and exceeded the average units at degree metric improvement goal of 79 units in 2019-2020, 2020-2021, and 2021-2022).

The average units at degree for new, 1st time to college Latinx ARC students also fell, from 79.9 units to 75.5 units, a 5.4% improvement (and exceeded the average units at degree metric improvement goal of 79 units in 2019-2020, 2020-2021, and 2021-2022).

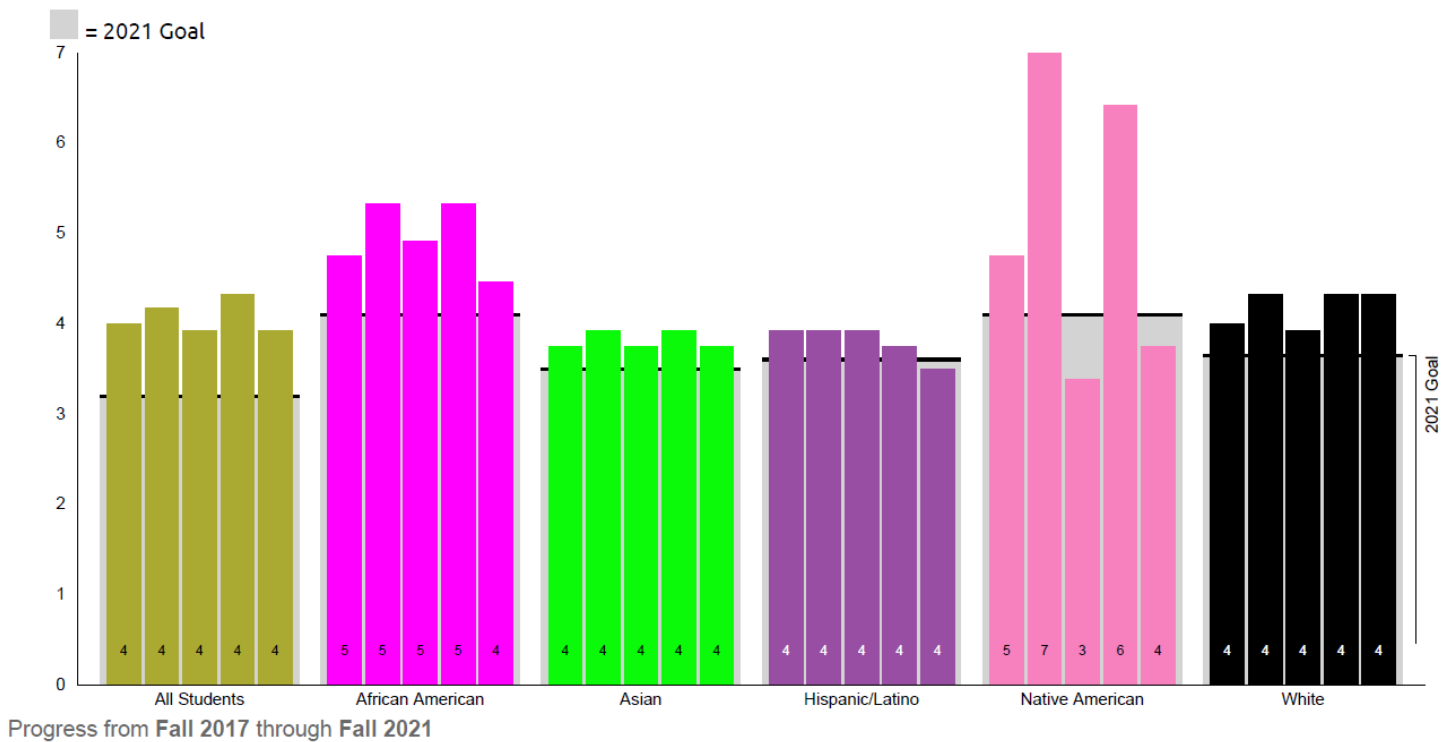
The average units at degree for new, 1st time to college Native American ARC students also fell, from 90.4 units to 79.7 units, a 11.9% improvement (and exceeded the average units at degree metric improvement goal of 79 units in 2020-2021).

Overall, the average units at degree for new, 1st time to college students fell for all groups, representing an improvement in reducing excess units at degree for ARC’s historically disproportionately impacted students.

²¹ This metric shows the average number of degree and non-degree-applicable units that new, first time to college students have accumulated at the time they earn an Associate's Degree [State Chancellor's Office Vision for Success goal].

Median Years to Degree:

Median Years to Degree



The median years to degree for new, 1st time to college ARC students fell from 4 years in 2017-2018 to 3.9 years in 2021-2022, a slight 2% improvement on average²².

The median years to degree for new, 1st time to college African American ARC students fell from 4.8 years to 4.5 years.

The median years to degree for new, 1st time to college Latinx ARC students also fell from 3.9 years to 3.5 years.

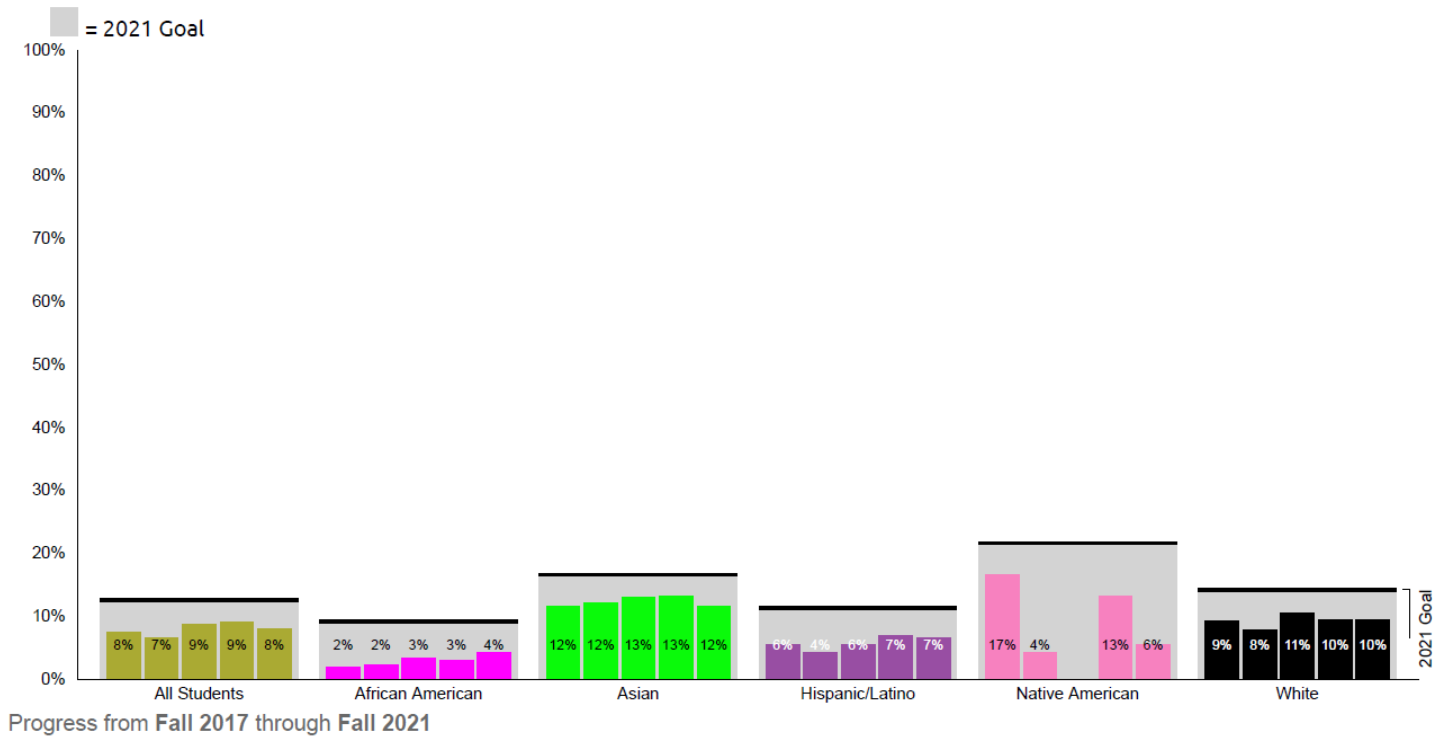
The median years to degree for new, 1st time to college Native American ARC students also fell from 4.8 years to 3.8 years.

Overall, all of ARC's historically disproportionately impacted new, 1st time to college student populations experienced improvements in median years needed to earn a degree.

²² This metric provides a sense for how many years are required, on average (median), for new, first time to college students to earn an Associate's Degree at ARC.

Transfer Ready Rate (in 3 years):

Transfer Ready (in 3 yrs)



The transfer ready rate for new, 1st time to college ARC students increased slightly from 7.6% in 2017-2018 to 8.1% in 2021-2022, a .5 percentage point increase²³.

The transfer ready rate for new, 1st time to college African American ARC students also increased from 2% to 4.3%, a 2.3 percentage point increase. *(Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).*

The transfer ready rate for new, 1st time to college Latinx ARC students also increased from 5.6% to 6.6%, a 1 percentage point increase.

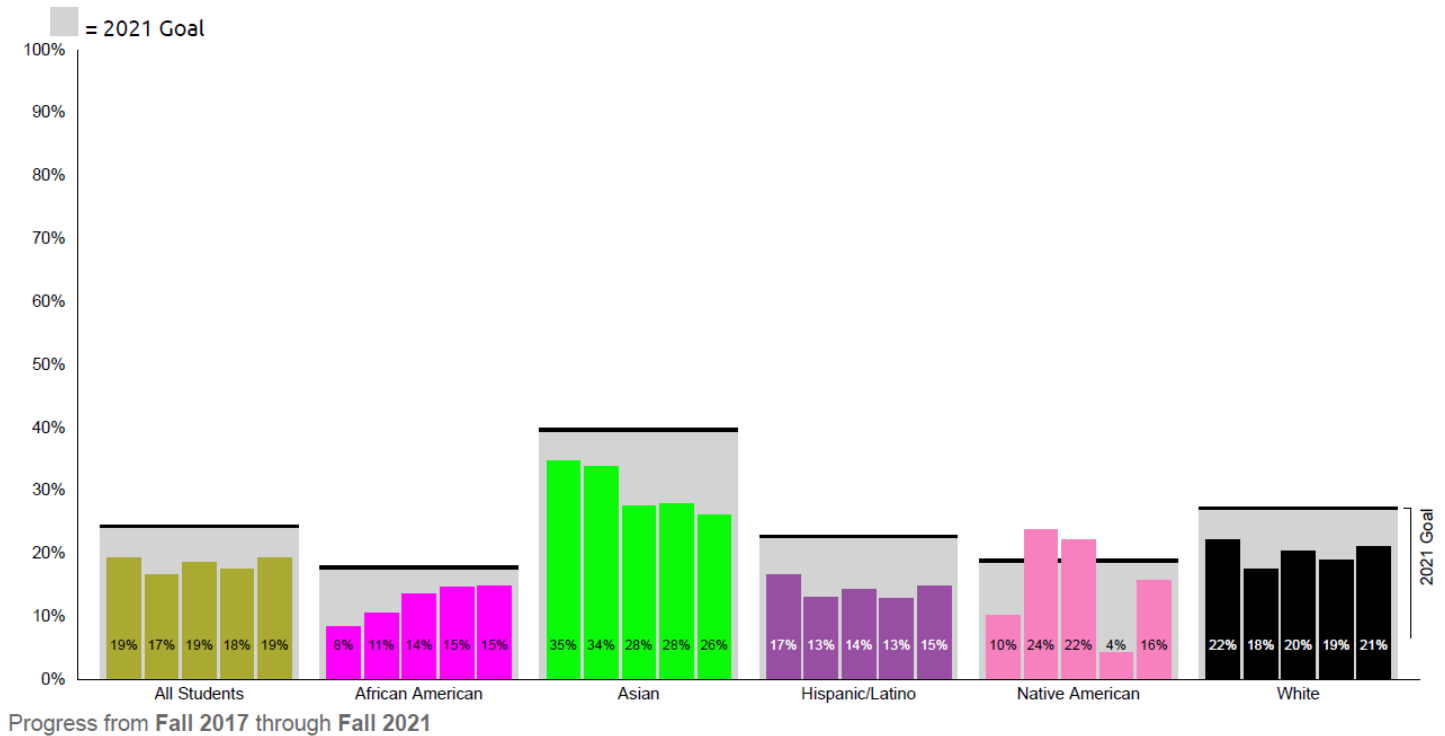
The transfer ready rate for new, 1st time to college Native American ARC students decreased from 16.7% to 5.6% at 11 percentage point decline (Note: this reflects a change from 3 students to 1 student). *(Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).*

Overall, the transfer ready rate improved slightly for new, 1st time to college Latinx students.

²³ Transfer Ready is defined as the percentage of new, first time to college students that within three years accumulate at least 60 transferrable units, have at least a 2.00 GPA, and have passed both a transfer level English and Math course, irrespective of whether they ever transfer to a four year university.

Transfer Rate (in 4 years):

Transfer Rate (in 4 yrs)



The transfer rate for new, 1st time to college ARC students remained relatively unchanged from 19.4% in 2017-2018 to 19.3% in 2021-2022, a .1 percentage point decline²⁴.

By contrast, the transfer rate for new, 1st time to college African American ARC students increased from 8.4% to 14.8%, a 6.4 percentage point increase.

The transfer rate for new, 1st time to college Latinx ARC students fell slightly from 16.6% to 14.8%, a 1.8 percentage point decline.

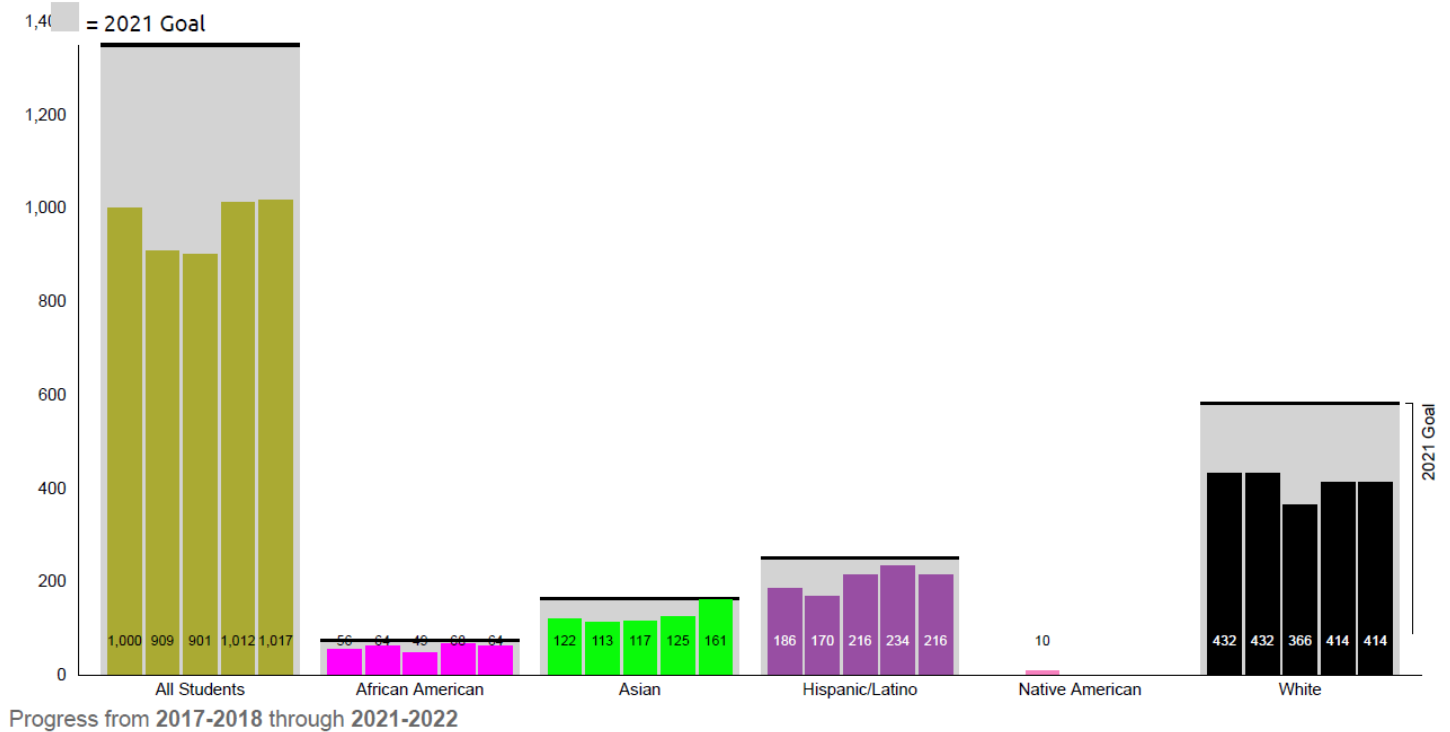
The transfer rate for new, 1st time to college Native American ARC students increased from 10.3% to 15.8% at 5.5 percentage point increase (Note: this reflects 1 to 5 students achieving this milestone in each cohort). *(Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).*

Overall, the transfer rate (in 4 years) improved for new, 1st time to college African American students, and represented the largest improvement for any group.

²⁴ Transfer Rate is defined as the percentage of new, first time to college students in an initial fall semester that within four years are reported by the National Student Clearinghouse (NSC) database as having transferred from ARC to a four year university.

Total Transfers to CSU:

Total Transfers to CSU**



The total number of transfers to CSU for ARC students increased slightly from 1000 in 2017-2018 to 1017 in 2021-2022, a 1.7% increase, well short of the 35% metric improvement goal²⁵.

The total number of transfers to CSU for African American ARC students also increased, but by a substantially larger percentage, from 56 to 64, a 14.3% increase.

Similarly, the total number of transfers to CSU for Latinx ARC students also increased substantially from 186 to 216, a 16.9% increase.

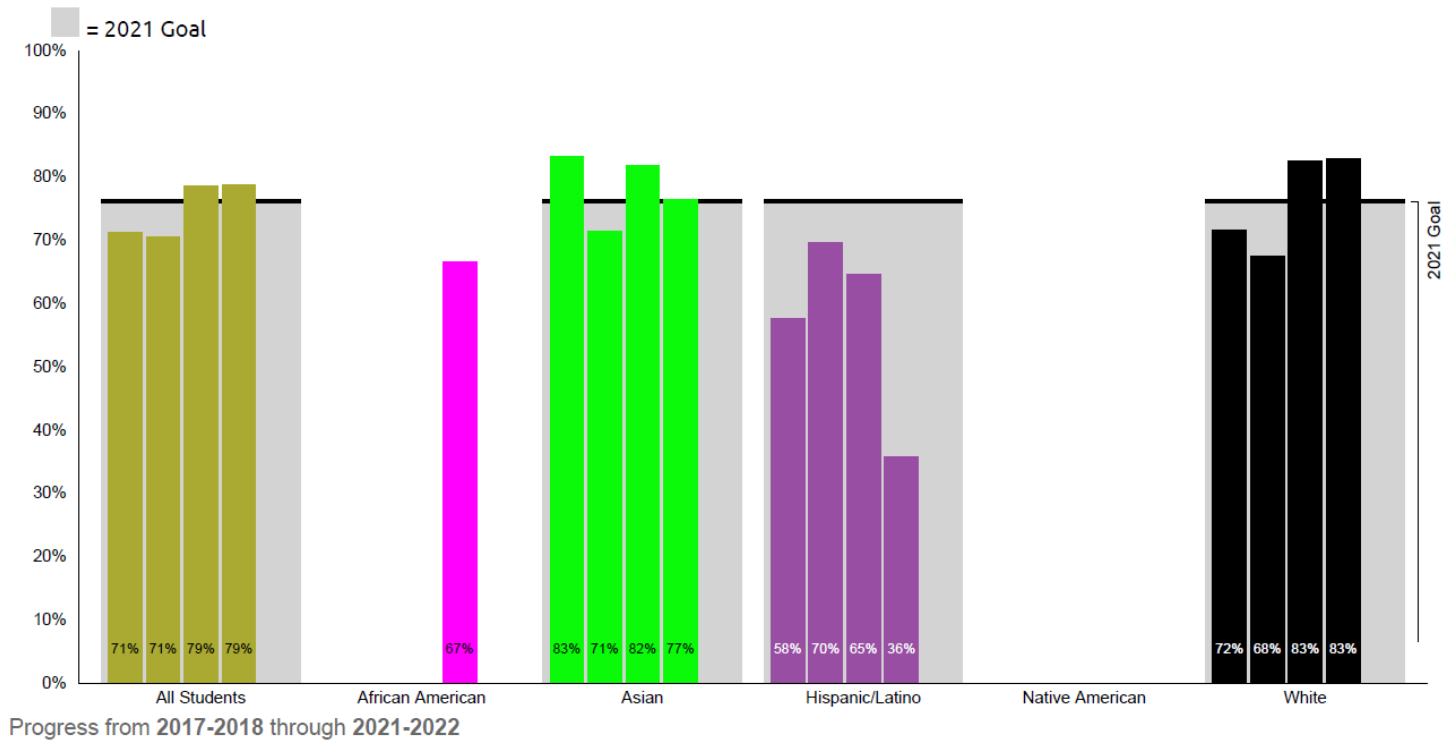
The total number of transfers to CSU for Native American ARC students was listed as 0, unchanged from 2017-2018 to 2021-2022, although in 2018-2019, this number jumped to 10. (Note: the average n's for this group was less than 10 per year, results should be interpreted with caution).

Overall, the total number of transfers to CSU increased substantially for African American and Latinx students, and at a much higher rate than for all ARC students.

²⁵ This metric shows the total number of transfers that the CSU System credits to ARC for a given academic year, as reported by the CSU System Office [State Chancellor's Office Vision for Success goal].

Exiting Career Education Students Employed:

Exiting CE Students Employed



This metric relies on the CTEOS Survey conducted by the CCCCO. Data is currently only available through 2020-2021²⁶.

The rate of exiting CE students employed for ARC CE students increased from 71.2% in 2017-2018 to 78.8% in 2021-2022, a 7.6 percentage point increase, and exceeded the 5 percentage point metric improvement goal.

By contrast, the rate of exiting CE students employed for Latinx CE ARC students fell substantially from 57.7% to 35.9%, a 21.8 percentage point decline.

Unfortunately, data are unavailable for African American or Native American CE students.

Overall, although the rate of exiting CE students employed for ARC CE students increased for students overall, the opposite was true for Latinx CE ARC students.

²⁶ This metric reflects the percent of ARC's completer and skills-building students (CCCCO's Journey Type = 'Short-Term Career Students') that secured a job that is closely related to their program of study [State Chancellor's Office Vision for Success goal]. The statistics shown here were drawn from the State's CTEOS (survey) results and made available to individual colleges via the CCCCO's Student Success Metrics portal (note that racial groups of less than ten students have been masked in this ARC report). Students were surveyed if they met one of the following criteria in an initial year and did not enroll (or were minimally enrolled) in the subsequent year: earned a certificate of 6 or more units, earned a vocational degree, or earned 9+ CTE units. More info at <https://cteos.santarosa.edu/cteos-survey-home>.

American River College Bias Response Team Report Fall 2022



Background

Convened in spring 2022, the Bias Response Charter and work completed by the team are intended to provide a recommended model for responding to acts of bias against members of the ARC community. This work reflects ARC's commitment to inclusion in an environment that promotes liberation and honors the dignity, humanity, and contributions of all members of our community.

Specifically, this team has been tasked with providing a recommended model for responding to acts of bias against members of the ARC community. The model reflects that at ARC inclusion and the relationships between individuals are valuable and important. This model is also intended to foster an environment that further promotes employee development and retention in support of the college mission. The model also intends to be responsive to all forms of bias, with a particular focus on Disproportionately Impacted populations at ARC* including, but not limited to:

- People of color including Black and African American, Asian and Asian American, Pacific Islander American, Latinx, Native American, multiracial, and other people disadvantaged due to racial and ethnic identity
- Lesbian, gay, bisexual, transgender, queer, and others (LGBTQ+)
- Women-identified and females
- Undocumented, DACA, AB540, and mixed-status families
- Low-income and first-generation
- Current and former foster youth
- People with disabilities
- Non-majority religious and spiritual groups
- Refugees and persons holding Special Immigrant Visas (SIV)
- International students
- People with limited use of the English language
- Additional communities not listed above that may be impacted by bias.

*NOTE: This list is derived from ARC's Institutional Equity Plan.

Bias Response Project Team Members

Project Leads:

Parrish Geary, Dean of Student Engagement and Completion
Kolleen Ostgaard, Dean of Student Services, Support Programs

Members:

Jill Birchall, Deaf Culture & ASL Studies, Professor/Dept. Chair
Barry Frazier, Student Representative
Doug Herndon, Dean of English/Journalism/Dual Enrollment
Rajinder Lal, Professor, Mathematics and Statistics
Fleurdeliza (Liza) Lipscomb, Administrative Assistant to the Dean of Student Services
Steve Roberson, Dean of Kinesiology and Athletics
Caitlyn Spencer, Interim Outreach Specialist, Dual Enrollment
Corey D. Winfield, UNITE Center Clerk
Bill Zangeneh-Lester, Professor and Chair, Department of Humanities and Religious Studies

Project Purpose and Scope

This project considered bias response as a strategic mechanism to enable the college to achieve its strategic goals, identified in ARC's Strategic Goals 2017-2021. The project team also considered how the college might best create a comprehensive, integrated, and intentionally sequenced bias response model in support of the following goals:

- Strategic Goal 1: Students First
- Strategic Goal 3: Exemplary Working and Learning Environment

- Strategic Goal 4: Vibrancy and Resiliency

Underlying all of these goals is the institutional imperative: a commitment to social justice and equity that strives to uphold the dignity and humanity of every student and employee.

As such, the project took into consideration questions such as:

- How can a bias response model be structured to foster ARC's commitment to inclusion, social justice, and equity?
- How can recommendations of the Institutional Equity Plan related to bias response be integrated?

Project Objectives

Objective 1: Gather resources to inform the planning process such as initial insights from the institutional equity planning process, promising practices from other institutions, and other relevant research.

Based on our team's research, below are key elements that helped to create a successful model for bias reporting and response at the following nine colleges that the team examined.

Summary of Common Elements of Bias Response Teams Across Eight Colleges

[Napa Valley College](#)

[Maryland University](#)

[Portland State University](#)

[University of Wisconsin-Madison](#)

[Western Washington University](#)

[Iona University](#)

[Smith College](#)

[Princeton University](#)

Role of BRT:

- The primary role of the team is to assess reported instances of bias in the campus community and to facilitate a college response based on the details of the incident, and to educate the campus community about bias and bias reporting protocols.
- The team would not exist to supplant current protocols that exist to resolve other reports of issues around discrimination, sexual misconduct or harassment, student conduct violations or violations of criminal law. Instead, the team would serve the community by ensuring an effective and efficient response to complaints of bias.

Process:

Through a form available on the Bias Response website, the team makes an initial assessment of the report, and determines the appropriate route for resolution. It may be routed to a more appropriate entity or compliance office, such as the Student Conduct Office, Campus Police, HR or other compliance officer or it may reside with the team for resolution.

Typical Team Members:

Team structure vary, but these elements were consistent among the colleges we considered:

- The BRT is housed in the the Office of Equity and Inclusion and includes representatives from
- Campus police
- Student conduct
- Student Life
- Counseling
- Office of Equity and Inclusion

Websites:

The most robust of the websites we consulted included:

- Goals of the team
- Definition of bias and hate-related incidents
- Explanation of how the reporting process works
- Annual reports which included annual statistics
- A “Bias Dashboard” (only accessible to campus employees)
- Team members and contact information

Models for consideration:

[University of Wisconsin-Madison](#)

Bias Response Advisory Board Purpose:

Is to advise the process of responding to incidents of bias or hate and also support the Bias Response and Advocacy Coordinator in their role as a student advocate.

UW-Madison Bias Advisory Board 2021-2022 Members

- Vice Provost for Faculty and Staff Affairs, Provost Office
- Associated Students of Madison
- Director Office of Inclusion Education
- Assistant Director of Residence Life and Inclusion, University Housing

- Director of Maintenance, Facilities, Planning & Management
- Dean of Students, Student Affairs
- Asst. Vice Provost for Student Diversity and Scholarship Programs, DDEEA
- Director of Clery Compliance, UW Police Department
- Associate Vice Chancellor for Student Affairs/Identity and Inclusion, Student Affairs Heather Shimon, Science & Engineering Librarian, Libraries
- Assistant Director, Dean of Students Office/Bias Response
- Vice Provost for Teaching and Learning, Provost Office
- Assistant Dean of Students, Dean of Students Office
- Director of Academic Services, Graduate School
- Senior Special Assistant -Workforce Equity, Diversity Education, & Outreach, DDEEA
- Special projects coordinator for student affairs, Student Affairs
- Student Life Coordinator, Diversity and Inclusion, Wisconsin School of Business
- Student Conduct Coordinator, Office of Conduct and Community Standards
- EDI Director of Teaching and Learning Innovation, UW School of Education
- Director of Mental Health Services, University Health Services

UW-Madison Reporting Process

The following processes are taken directly from UW-Madison's [Dean of Students Office Student Affairs](#) webpage.

1. Bias or hate incident reported through the official [reporting form](#).
2. Staff member from the Dean of Students Office acknowledges receipt of the report. Offer to meet with the reporter to discuss next steps and connect them to resources. Reporting form can also be submitted anonymously.
3. Responses to incidents of bias or hate will vary depending on the severity of the event and can range from referrals to appropriate offices on campus to restorative conversations between the targeted individual and the respondent.
4. If the person reporting the incident requests follow-up, the Bias Response and Advocacy Coordinator will contact them to provide support and resources.
5. When the student code of conduct is violated, the Office of Conduct and Community Standards begins their own investigation and will determine possible sanctions. When criminal activity occurs, UWPD or Madison Police Department are notified and pursue their own investigation and respond accordingly. When cases involve faculty or staff as respondents, Human Resources and the Office of Compliance work on addressing the incident or concern.
6. An official log of the incident is made and published.

[Portland State University](#)

Bias Review Team Goals

- Enhance communication to promote awareness of bias and the BRT reporting processes
- Develop educational and outreach programs based on data collected from bias reports
- Improve the campus climate by identifying trends and confronting bias incidents

BRT Stakeholders

- Chair: Associate Vice President, Global Diversity & Inclusion
- BRT Coordinator: Equity and Compliance Consultant, Global Diversity & Inclusion
- Chief of Police
- Campus Safety - Clery Officer
- Vice Provost, Student Affairs
- Dean of Student Life
- Director of Employee and Labor Relations, Human Resources
- Director of University Housing and Residence Life
- Athletics Director
- Director of Counseling
- Director of the Queer Resource Center
- Associate Director, International Student Life, International Affairs
- Coordinator, Illuminate (Relationship & Sexual Violence Prevention)
- Director, Teaching, Learning and Assessment, Office of Academic Innovation
- Cultural Resource Center Representative, Global Diversity and Inclusion
- University Communications representative
- Faculty member representative
- Student representative

Reporting Bias

- Reporting is through their [Bias Incident Report Form](#). With a note stating that this form “does not initiate an employee and harassment or student conduct investigation.”
- The Office of Equity & Compliance will work with whomever filed a [complaint of discrimination](#) against a PSU student, staff, or faculty member. Forms: [Student Conduct Complaint Form](#) & [Employee Complaint Report Form](#).
- Those who report an incident will...
 - Increase PSU’s ability to identify individual and systemic bias incidents, and
 - Receive resources and support (if desired)

Objective 2: Assess the current state of ARC practices related to bias response, such as the Crisis Assessment Support Team (CAST).

ARC does not currently have a formalized process/structure in place for the campus community to report bias concerns. Offices and Officers to whom bias *may* be reported include:

- [Student Grievance Officer](#)
- [Title IX Officer](#)
- [Title V Officer](#)
- [ADA Office](#)
- [Crisis Assessment and Support Team \(CAST\)](#)
- [Office of Equity and Inclusion | American River College](#)
- LRCCD's local policies and regulations:
- [Los Rios District Regulations - 2000 Student Series](#)
 - Student Rights and Responsibilities ([LRCCD Regulation 2411](#))
 - Student Grievance Procedures ([LRCCD Regulation 2412](#))
 - Discrimination and Harassment Complaint Procedures ([LRCCD Regulation 2423](#))
 - Standards of Conduct ([LRCCD Regulation 2441](#))
 - Due Process ([LRCCD Regulation 2442](#))

There does not appear to be any formalized process specific to bias reporting. The above-mentioned may address bias concerns, but that is not their specific mandate. A reporting/investigation process geared towards incidents of bias would be helpful to the campus community.

The closest process we have to bias reporting is through the Office of Equity and Inclusion via the Title V compliance officer/discrimination reporting (see link above).

Objective 3: Assess practices and efforts at the College that pose barriers to an effective bias response model.

Possible barriers include, but are not limited to:

- [ARC's Student Standards of Conduct Guide](#)
 - Would benefit from a close reading through a bias lens to avoid a process that is based more on equality than equity.
- [Los Rios Policies and Regulations](#)
 - [Los Rios District Regulations - 2000 Student Series](#)
- District administrative (instructional) policies and culture that focus on equality over equity.
 - Example: Deans are trained that in order to avoid the appearance of bias, any special arrangements offered to one student must be offered to all students. This

policy does not allow instructional faculty to address issues of equity within the classroom setting.

- Lack of structured, thorough training for those in charge of grievance procedures
- Fragmented structures for various reporting/compliance processes:
 - Example: Title V, Title IX, and ADA compliance officers are housed in different areas of the college, and are typically people with demanding jobs outside of their compliance responsibilities.
 - These officers change regularly
- Possible barriers to students with language deprivation using English - the information could be inaccessible to students if it is provided solely in English.

Objective 4: Consider the composition/membership of a bias response team that would be most effective.

The Bias Response Team is the college's first response to addressing reported bias incidents in which an equity approach is necessary. The Bias Response Team will meet, as needed, in response to receiving a bias incident report referral. The Bias Response Team shall consider and undertake the appropriate measures to address the incident. Such measures, depending on the nature and severity of the incident, may need other campus resources to assist the affected person(s).

We recommend the following individuals to serve on the college's Bias Response Team:

CORE TEAM:

- Associate Vice President of Equity, Institutional Effectiveness, and Innovation (Designee)
- Title IX Officer
- Discipline Officer
- Instructional Dean or other representative
- Instructional and counseling faculty representative
- Campus Police
- Student Services Dean or other representative

Core team members should meet, as needed, to review complaints, to participate in regular training, to help develop college-wide training opportunities and to assist with the college response to local/national/worldwide events that may trigger bias incidents and/or create the need to support impacted college community members.

As someone appointed to serve on the Bias Response Team, individual team members agree to participate regularly in meetings, training and other Bias Response Team-sponsored events/training.

Each member of the core team should be trained to be part of the college response when incidents of bias are reported. It will be the team's responsibility to review such reports, determine course of action and potentially be part of any action taken to support the individual (s) impacted by the report.

OTHER AREAS/DEPARTMENTS TO POTENTIALLY INCLUDE ON A CASE-BY-CASE BASIS SUCH AS:

- UNITE Center representative
- Associated Student Government representative
- Athletics representative
- DSPS representative
- Human Resources representative

Objective 5: Project the future needs of a bias response model considering the ARC Redesign the rapidly changing environment, and ARC student population, including disproportionately impacted groups.

The Bias Response Team's future needs should reflect ARC's diverse campus. It also needs to be accessible to everyone and not have too many reporting steps. It is important to have the team meet regularly to review the cases, attend training to develop their skills in the area of bias and bias response, and provide appropriate training to the campus community in conjunction with ARC's Professional Development and Training Plan.

Entities at ARC that address concerns that may be related to bias need to have clearly identified and outlined roles so that the campus community can easily connect to the appropriate reporting structure. This team recommends the development of one website where each of these structures/processes are clearly explained (e.g., Bias Response Team, CAST, Student Conduct, compliance processes, etc.).

Objective 6: Consider training and development needed for employees who participate as members of a bias response team, as well as for members of the broader college community.

It is recommended that the Bias Response Team is provided with regular access to training to understand their roles, support their ongoing work, and to stay up-to-date on national trends/training opportunities related to effectively addressing bias response.

Once team members are appointed, consider a Bias Response Team retreat where members will get to know one another, discuss training needs, start the process of developing a reporting and intake process and consider the timeline for report responses. These are all important

considerations to take into account in the development of a Bias Response Team to help ensure that:

- The process is readily available to all members of the community;
- The process is developed and tested prior to its rollout;
- The process is timely to ensure that concerns are being addressed within a specific timeframe;
- The process includes not only the appropriate response to acts of bias, but also appropriate referrals for support be made to help ensure the victim (s) well-being (e.g., CAST referral, Los Rios mental health support, etc).
- A process is developed when a college response is needed to local/national/worldwide events that may trigger bias incidents and/or create the need to support impacted college community members.

Additionally, this team should support crucial training to advocate for the prevention of bias incidents and hate by providing workshops, training, seminars, continuing education, or retreats for staff, students, and faculty.

Consider identifying a budget for this group so that they have the resources necessary for training.

NOTE: CAST has a good process in place for responding to referrals. This group may be a good resource and the BRT develops its own response process. See CAST Flow Chart in appendix.

Objective 7: Identify clear priorities for bias response at ARC.

The following is a suggested prioritization of action items necessary to implement a bias response reporting process and team at ARC.

PRIORITY ONE:

- Connect bias work to ARC's Institutional Equity Plan.
- Determine where the Bias Response Team is housed at ARC.
- Determine membership of team Bias Response Team that reflects ARC's diverse campus community.
- Consider the length of Bias Response Team appointments (Consider a 6-semester appointment at least initially so that team members can have time to develop their processes and develop as a team; after that possibly 4 semesters. Also keep in mind that referrals may potentially be submitted during summer months and at least a few team members need to be available outside of traditional fall/spring semesters to respond).
- Identify and recruit members.
- Train team for its work in supporting bias reporting.

- Establish boundaries for various reporting processes at the college to avoid confusion and/or duplication of efforts.
- Identify opportunities to incorporate campus climate research associated with the Bias Response Team.

PRIORITY TWO:

- Bias Response Team works to create a website and reporting mechanism.
 - Including an option to file a report anonymously.
 - Establish protocols after an incident report is submitted (workflow).
 - Establish reporting protocols for students and community members for whom English is not their first language including American Sign Language.
 - Establish engagement protocols with campus leadership after an incident is addressed.
 - Create a communication plan to ensure most impacted communities are aware of the Bias Response Team and reporting process.
- Offer broader bias training for the campus community (consider videos and other means to provide ongoing training as opposed to just occasional training opportunities).
- Provide combined training for all compliance officers, CAST and Bias Response Team to help ensure that roles are understood and for ease of making referrals, as needed, to other reporting processes.
- Provide training to counselors and other key campus personnel so that they can refer students appropriately based on the nature of their concern.
- Create a process for the Bias Response Team to respond to acts of hate on campus (eg., racist graffiti).
- Provide clear and consistent communication with the campus community on the status of bias reporting.
- Establish timelines for regular communication on bias incidents and production of an annual report.

PRIORITY THREE:

- Work to bring more cohesive community structure to all campus entities that engage with and work to resolve issues of grievances, discrimination, inequity and bias.
 - Example: The leads of these teams and college compliance officers meet monthly or each semester to address holes in these processes.
- Consider having BRT, or other assigned groups, go through ARC discipline and grievance policies with the goal of removing implicit and explicit bias in those processes. For example:
 - Student Conduct Guide
 - Grievance policies protocols
 - Discipline policies

- Provide prevention training during flex opportunities.
- Provide an avenue for ongoing training for Associated Student Government, other student groups and college councils.

Objective 8: Develop recommendations that are actionable.

The following is a suggested prioritization of action items:

PRIORITY ONE:

- Identify and appoint a Bias Response Team including the team lead.
- Identify location of the Bias Response Team within ARC structure (possibly Office of Equity and Inclusion).
- Develop online reporting process and structure.
- Develop training for Bias Response Team members.
- Provide training to the campus community in consultation with the Center for Teaching and Learning.
- Research methods of capturing and reporting data (moved from Priority 2 as requested by SCC).
- Create a bias response website and reporting structure.
 - Define or share examples of bias incidents on website and in training materials.

PRIORITY TWO:

- Add bias response to Institutional Equity Plan and other campus resource materials.
- Establish a message that can be shared with the campus community each semester.
- Provide training resources the campus can utilize to address bias incidents.
- Establish campus and community contacts to assist with bias trainings.
 - Establish “Key Collaborators” Council. These entities are not officially part of the BRT, but work as active engaged resources in working through bias complaints.
Examples:
 - UNITE Center representative
 - Associated Student Government representative
 - Athletics representative
 - DSPS representative
 - Human Resources representative

PRIORITY THREE:

- Establish a broad communication plan.
 - Establish regular campus messaging and timeline for annual report.
 - Identify communities most impacted by bias for targeted training on bias reporting.
 - Consider including bias reporting process during student orientation and/or other outreach opportunities to help ensure that students are aware of this resource.

Appendix

ARC's Institutional Equity Plan

<https://arc.losrios.edu/arc/main/doc/ARC06-About%20Us/ARC-Our-Values/ARC-Equity-and-Diversity/ARC-Institutional-Equity-Plan.pdf>

ARC's Strategic Goals

<https://inside.arc.losrios.edu/pd-guidelines-goals-and-competencies/pd-guidelines-goals-and-competencies/pd-guidelines-goals-and-competencies>

Recommend this document be reviewed to help train the BRT.

Every Student Belongs

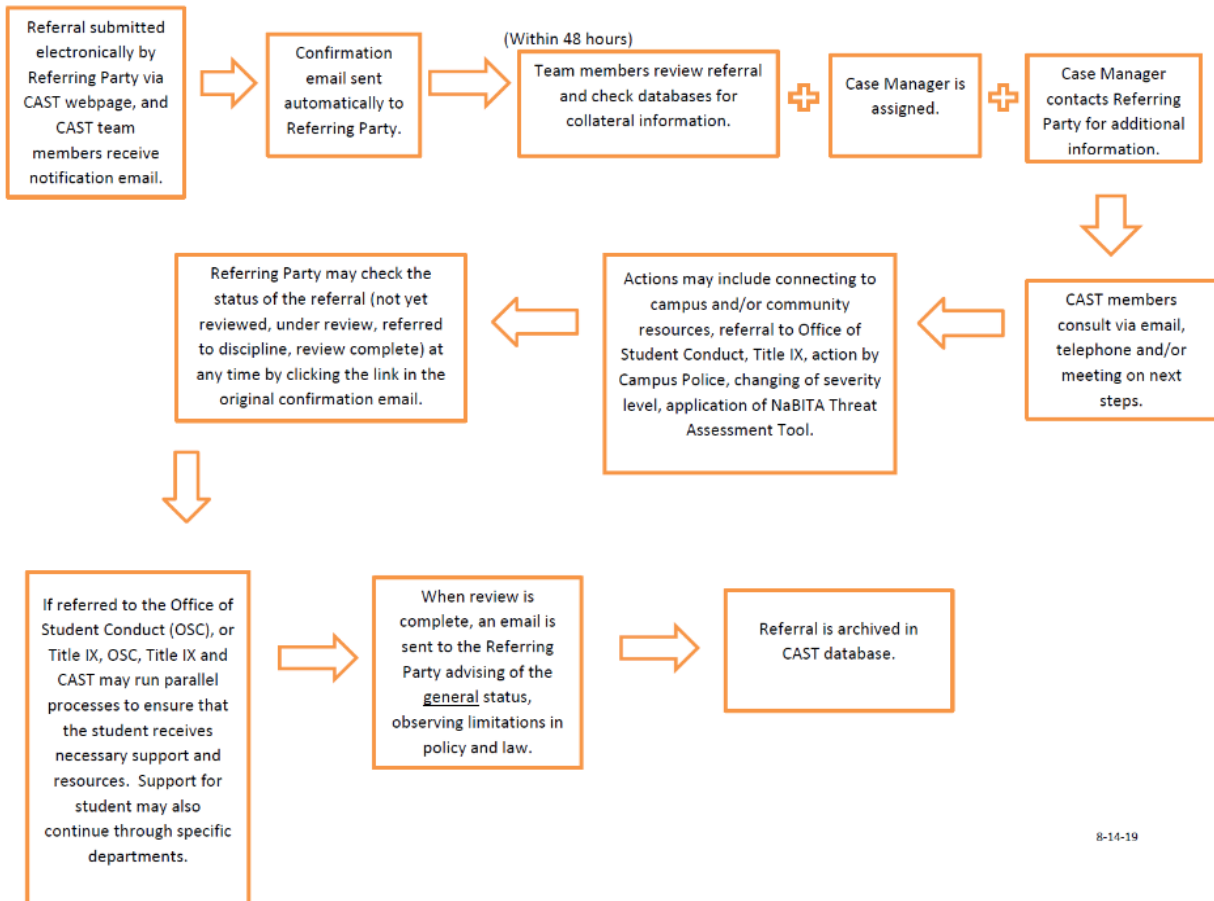
Bias Incident Response Guide

Oregon Department of Education

October 2020

https://drive.google.com/drive/folders/1ge9r6Zk_zbXP5J4FsFNzWhHIFKxGfU

CAST Procedures Flow Chart



8-14-19

CAST Procedures Flow Chart

CAST Case Manager Process*

1. When assigned to be a CM, go into CAST database, assign yourself as CM and include date/time information.
2. CM to contact RP for additional information/support/resources and/or to notify RP that you are reaching out to POC.
3. Update notes following conversation with RP.
4. Review case notes for additional information on POC.
5. Reach out to POC to provide support/resources.
6. Update notes following communication/action with POC.
7. Follow up with POC, RP and/or CAST as needed and continue to update notes.
8. Notify RP once CM is ready to archive to ask if anything else is needed to support POC.
9. CM to make recommendation to close/archive referral when appropriate.
10. CM notifies RP once referral is archived.

*Goal is to respond to each referral ASAP – 24 hours at most. If a CM is unable to respond to referral within 24 hour window please request that another member is asked to serve as CM.

BRT: Best Practices of Other Colleges

Napa Valley College

- The purpose of the NVC Bias Incident Response Team is to support and assist with a campus response to a bias incident or hate crime and to support the college's commitment to provide a "hate free zone." It acts to prevent bias incidents and hate crimes by constantly assessing the climate of the campus community and by recommending educational programs that create awareness and that combat intolerance.
- Developing and recommending response protocols for bias incidents and hate crimes that occur on campus.
- Identifying and recommending partnerships with campus and regional community individuals, groups, and organizations involved in supporting victims and in preventing bias incidents and hate crimes.
- Independent group of campus community members who have received specialized training in the prevention of and response to bias incidents and hate crimes. This team is accountable to the college president and campus police chief.
- Although it's most helpful to know who is making the report, you can remain anonymous. The report you make below will go directly to the Bias Incident Response Team and Campus Police for follow-up. If you prefer to make a report in person, you can go directly to Campus Police (707-256-7777) or you can [contact a member of the Bias Incident Response Team](#).
- What is a hate crime? A "hate crime" is any violation of criminal law motivated by the victim's actual or perceived race, ethnicity, nationality, gender, religion, sexual orientation, or disability.
- What is a bias incident? An act that is not a violation of criminal law, but that is motivated by bigotry or hate based on the victim's actual or perceived race, ethnicity, nationality, gender, religion, sexual orientation, or disability. Bias incidents could include violations of College Policy or Codes of Student Conduct. Use of racial slurs or name calling are examples of a bias incident.
- Online form (similar to CAST) for reporting incidents.
- Other content on site:
 - FAQ
 - Available training presentations
 - Team Members
 - Faculty Member, 256-7503
 - ADMJ Coordinator, 256-7710
 - Director CJTC, 256-7705
 - Faculty member, 256-7654
 - Chief of Police, 256-7777
- A lot of info related to Safe Space programs
- A lot of info for LGBTQ community

[Portland State University](#)

The Bias Review Team (BRT), which includes key campus-wide stakeholders, communicates and meets regularly to respond to reported bias incidents, and to assure students, employees, and community members who experience or witness an act of bias receive support and access to resources. The BRT collaboratively works to address bias incidents that affect Portland State University (PSU) students, faculty, staff, and community members.

The goals of the BRT are:

- Enhance communication to promote awareness of bias and the BRT reporting processes
- Develop educational and outreach programs based on data collected from bias reports
- Improve the campus climate by identifying trends and confronting bias incidents
- Any person who has experienced, witnessed, or heard of a bias incident is encouraged to complete the form. Please note that completing this form does NOT initiate an employee discrimination and harassment or a student conduct investigation.
- You may file a [complaint of discrimination](#) against a PSU student, staff, or faculty member who you believe is engaging in discriminatory conduct against you or others. The Office of Equity & Compliance will work with you to determine if an investigation is appropriate.
- If you have a concern relating to a student in crisis, you may also file a [CARE Team Report](#).

BRT composition:

- Chair: Associate Vice President, Global Diversity & Inclusion
 - BRT Coordinator: Equity and Compliance Consultant, Global Diversity & Inclusion
 - Chief of Police
 - Campus Safety - Clery Officer
 - Vice Provost, Student Affairs
 - Dean of Student Life
 - Director of Employee and Labor Relations, Human Resources
 - Director of University Housing and Residence Life
 - Athletics Director
 - Director of Counseling
 - Director of the Queer Resource Center
 - Associate Director, International Student Life, International Affairs
 - Coordinator, [Illuminate](#) (Relationship & Sexual Violence Prevention)
 - Director, Teaching, Learning and Assessment, Office of Academic Innovation
 - Cultural Resource Center Representative, Global Diversity and Inclusion
 - University Communications representative
 - Faculty member representative
 - Student representative
- What Happens After A Person Reports A Bias Incident? When an individual completes a BRT incident report, the person has the option of identifying themselves and asking to

be contacted. The BRT report goes to the [Office of Equity and Compliance \(OEC\)](#) and the OEC team will first determine if the person impacted by the bias should be referred to the [CARE Team](#) or any other campus partner for support and safety planning. Additionally, the OEC team may reach out to the person to obtain additional information to evaluate appropriate follow-up.

- Additionally, the OEC staff evaluates the matter to determine what appropriate actions should occur. The following are examples of immediate responses:
 - If the matter may be a hate crime, it may be referred to the Campus Public Safety Office (CPSO). CPSO can also evaluate whether a person who is not a student or employee should be excluded from PSU's campus.
 - If the reported bias involves a student's conduct, the matter is referred to the Dean of Student Life (DOSL) office, [Student Conduct and Community Standards](#), to determine if there is a violation of the [Student Code of Conduct](#). DOSL may open an investigation into the matter or may meet with the student to provide coaching to stop the conduct. Sanctions cannot be put into place against a student without an investigation and hearing. However, DOSL can put No Contact Orders in place between students without any investigation.
 - If the reported bias involves an employee's conduct, the OEC team will first determine if the matter should be handled as a [discrimination complaint](#). If so, an intake for a discrimination complaint will occur and a determination of whether to conduct a formal investigation is made based on PSU's Prohibited Discrimination and Harassment Policy. Corrective action can only take place if there is a formal investigation. However, if a discrimination complaint will not be investigated, the OEC team will contact the supervisor of the reported employee or the Chair and/or Associate Dean of Academic departments and ask for them to provide coaching to stop the reported conduct.
 - If the reported bias involves a non-PSU student or employee, the OEC team will determine if there is an external entity that can be contacted to address the bias incident. This could include a business on or around PSU's campus, TriMet/Metro, or the City of Portland.
 - University Communications and Global Diversity and Inclusion will continue to provide communications to the campus when bias incidents impact our university. In 2020, the BRT provided a memorandum to PSU's Executive Council and University Communications to request that the BRT is consulted on communications and response when there will be communication or action resulting from a bias incident.
- Students and Staff were, respectively, the largest groups of those who reported bias incidents
- It is worth noting that Other/Unknown (n = 54) includes people not affiliated with PSU, or that there was not enough information provided to accurately identify who the offending party was. Of the accused parties, Faculty (n = 21) was cited the most often followed by Staff (n = 17) and Students (n = 16).
- Most accusations were against those in "other" category.
- They include definitions, which also state how bias is expressed.

University of Maryland

- The primary role of the Hate-Bias Response Team is to review hate-bias incidents, to provide appropriate responses based on the nature of the incident and to work collaboratively to provide educational outreach to the campus.
- The team does not replace any of the current procedures and protocols in place to resolve alleged violations of policies regarding student conduct, discrimination, sexual misconduct, or violations of criminal law. Rather, the team seeks to ensure that there is a more streamlined and effective process for handling hate-bias incidents, including providing support to impacted parties.
- The team does not seek to limit academic freedom, but rather, to foster a campus community where students, faculty and staff of all identities feel welcomed and supported.

The Hate-Bias Response Team is made up of members from the following campus units:

- The Counseling Center
- The Office of Civil Rights and Sexual Misconduct
- The Office of Diversity and Inclusion
- The Office of Resident Life
- The Office of Student Conduct
- The University of Maryland Police Department
- The University Health Center

Key Collaborators (these are not members of the team)

The Hate-Bias Response Team also works closely with various divisions across campus who can provide expertise. These include:

- The Graduate Student Government
- The LGBTQ+ Equity Center
- The Nyumburu Cultural Center
- The Office of Multicultural Involvement & Community Advocacy [MICA]
- The Office of Strategic Communications
- The Student Government Association
- The University Chaplains
- The University of Maryland Department of Fraternity and Sorority Life

This webpage also includes a complaint form regarding accommodations issues.

<https://diversity.umd.edu/uploads/files/BISS-by-the-numbers-2022.pdf>

Princeton University (sample bias reporting website)

<https://inclusive.princeton.edu/addressing-concerns/bias-discrimination-harassment>

Bias, Discrimination, Harassment

[Electronic and Online
Attacks and
Harassment](#)

[Online Harassment
Resources](#)

[Sexual Misconduct](#)

[Disability &
Accessibility](#)

[Freedom of Expression](#)

[Equal Opportunity](#)

[Step by Step Process](#)

[Policies](#)

[FAQs](#)

[Free Expression and
Inclusivity](#)

[Retaliation](#)

Bias, Discrimination, and/or Harassment

Princeton University is committed to creating and maintaining an educational, working, and living environment that is free from discrimination and harassment and allows every member to thrive.

Princeton's [Policy on Discrimination and/or Harassment](#) is guided by federal and state law and protects members of the University community from discrimination and harassment on the basis of protected characteristics including those covered by Title VI and Title VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and the New Jersey Law Against Discrimination. All members of the University are encouraged to report all acts of bias, discrimination and harassment so that the University can take appropriate action to help improve the campus climate. To learn more about reporting bias, discrimination and harassment generally, visit our [FAQs on Discrimination and/or Harassment](#).

Bias is a broad category of behaviors including discrimination, harassment, and other actions which demean or intimidate individuals or groups because of personal characteristics or beliefs or their expression. Some forms of bias, including discrimination and harassment, including harassment by electronic means, are prohibited under law and/or University policy.

- If you are the target of online or electronic harassment, follow the guidance on [Electronic and Online Attacks and Harassment](#).
- Bias-related incidents involving offensive speech or expression are challenging because the University maintains a [Statement on Freedom of Expression](#). You can learn more about the [intersections of free expression and inclusivity](#) by reviewing our frequently asked questions.

Step by step process on how to get help

Step 1: Who do you talk to?

When you feel that you have been subjected to bias, discrimination and/or harassment or have observed such behavior directed at others, you have many options, including consulting with a Confidential Resource or a non-confidential resource, or formally reporting what happened.

Step 2: What options do you have?

There are several options to submit a report or complaint of bias, discrimination and/or harassment to the University.

Step 3: What to expect next

Knowing what happens after filing a report or complaint of bias, discrimination and/or harassment can help inform your decision-making in terms of whether to respond to what happened informally on your own or to make a formal complaint to the University.

Contact



Cheri Burgess

Director for Institutional Equity and Equal Employment Opportunity

📞 609-258-8504

✉️ clawson@princeton.edu

📍 Office of the Provost, 204B Nassau Hall

Resources

[Policy on Discrimination and/or Harassment](#)

[Confidential Resources](#)

[File a Report](#)

Related Information

[Annual Bias Report](#)

[FAQs](#)

[Definitions](#)

[Electronic and Online Harassment](#)

[Policies](#)

[Rights, Rules, Responsibilities](#)

Napa Valley College (sample bias reporting webpage)

<https://www.napavalley.edu/President/BIRT/Pages/birtincidentform.aspx>

WebAdvisor | Class Schedule | College Catalog | Library | Calendars | Campus Maps | A-Z

NAPA VALLEY COLLEGE SEARCH...

ABOUT NVC | REGISTRATION | ACADEMICS | COLLEGE GOVERNANCE | STUDENTS | COMMUNITY | FACULTY & STAFF

Bias Incident Response Team

B.I.R.T. Home

About Hate Crimes

Frequently Asked Questions

Available Training Presentations

B.I.R.T. Contact Information

Report a Bias Incident or Hate Crime

Safe Space Program

SAFE SPACE Program

Safe Space Program FAQs

Safe Space Locations

Information For LGBT Students And Staff

Hate Crime

Report a Bias Incident or Hate Crime

Napa Valley College is committed to providing a safe place for students and staff to work and learn. In order to fulfill this commitment, Campus Police and the College Administration need to know when a bias incident or hate crime occurs. You can report a bias incident or hate crime as a witness or a victim.

Although it's most helpful to know who is making the report, you can remain anonymous. The report you make below will go directly to the Bias Incident Response Team and Campus Police for follow-up. If you prefer to make a report in person, you can go directly to Campus Police (707-256-7777) or you can [contact a member of the Bias Incident Response Team](#).

What is a hate crime? A "hate crime" is any violation of criminal law motivated by the victim's actual or perceived race, ethnicity, nationality, gender, religion, sexual orientation, or disability.

What is a bias incident? A act that is not a violation of criminal law, but that is motivated by bigotry or hate based on the victim's actual or perceived race, ethnicity, nationality, gender, religion, sexual orientation, or disability. Bias incidents could include violations of College Policy or Codes of Student Conduct. Use of racial slurs or name calling are examples of a bias incident.

To make a report, please provide the following information:

Report Form

What is your name (Optional):

What is your phone number? (Optional):

What is your email address? (Optional):

What is your relationship with our campus?:

What is the Date and Time the Incident Occurred?:

Describe the Location of the Incident:

Describe what Happened:

HomeBase Resource Panel 2.0 Report

Background:

American River College formed an implementation team at the beginning of 2020 to guide development of HomeBase pathway communities. In March, Los Rios facilities were closed and ARC transitioned to remote operations due to the COVID-19 pandemic. The team recommended placing physical HomeBases temporarily on hold so that focused attention could be given to the creation of a virtual HomeBase presence. Virtual HomeBases were implemented during the Fall 2020 semester, and have continued to evolve.

Project Purpose & Scope:

The purpose of this project is to further the work of the first HomeBase Resource Panel by investigating the following questions:

1. Should the HomeBase Pathway Community model align more closely with the College's existing organizational structure (in other words, the way our areas and departments are organized)? If so, how should this alignment be achieved?
2. What goals and outcomes are we trying to achieve with HomeBases?
 - a. What kinds of cultural shifts and institutional support will be needed to achieve these goals?
3. How will HomeBases be intentionally designed to serve our disproportionately impacted students and reduce equity gaps?
4. What should the role of instructional faculty be in HomeBases? How do we get faculty more involved?
5. How do students find out about HomeBases? How do we ensure all students are placed into a HomeBase?
6. What has been the student experience with HomeBase so far? How do we get more student input?
7. What larger structural changes are needed in counseling and student services in order for HomeBases to work as intended?
 - a. For example, how can we ensure we are directing our limited human resources towards serving our students who need the most help navigating College processes?
8. What changes to our communication practices are needed to make sure key information is reaching students?
9. How will HomeBases be evaluated?

10. Review the recommendations made in the Start Right Project Team Report, IPaSS Project Team Report, Clarify Program Paths Team Report, Institutional Equity Plan, and Disproportionate Impact Team Reports (African American Project Team Report, API Project Team Report, LatinX Project Team Report, LGBTQIA+ Project Team Report, Native American Project Team Report). Are there recommendations from these reports that could be incorporated into the HomeBases?

Project Objectives:

Successful completion of this project will involve:

1. Using a race-conscious approach to make recommendations for how HomeBases should be intentionally designed to serve our disproportionately impacted students and reduce equity gaps.
2. Clarifying the intended goals and outcomes for the HomeBases Pathway Communities that will lead to equitable outcomes for students.
3. Determining whether the HomeBase Pathway Community model should align more closely with the College's existing organizational structure and if so, how to achieve this alignment.
4. Determining what larger structural changes are needed in counseling and student services in order for HomeBases to achieve its goals and intended outcomes.

Project Deliverables:

Deliverables to be completed and/or submitted for approval:

A report that includes:

- A clear, race-conscious statement of the goals and intended outcomes for HomeBases.
- A discussion of how HomeBases should be intentionally designed to serve our disproportionately impacted students and reduce equity gaps.
- An analysis of the ways the HomeBase Pathway Community model can be integrated into the existing organizational structure, or how the existing organizational structure can be changed to incorporate the Homebase Pathway Communities, and address disproportionate impact.
- An analysis of larger structural changes are needed in counseling and student services in order for HomeBases to achieve its goals and intended outcomes. This analysis should include feedback from counseling and student services faculty & staff.

- Recommendations for marketing & outreach to inform instructional faculty about HomeBases and encourage more faculty involvement.
- Recommendations for how HomeBase Pathway Communities can further put words into action by operationalizing many of the key initiatives identified by the College through the Start Right Project Team Report, IPaSS Project Team Report, Clarify Program Paths Team Report, Institutional Equity Plan, and Disproportionate Impact Team Reports (African American Project Team Report, API Project Team Report, LatinX Project Team Report, LGBTQIA+ Project Team Report, Native American Project Team Report).

Project Membership:

PROJECT TEAM		
	Name of Participant	Role at the College
Project Co-Lead	Frank Kobayashi	Vice President of Instruction (Initial Implementation Team Member)
Project Co-Lead	Jeff Stephenson	Vice President of Student Services (Initial Implementation Team Member)
Members	Alisa Shubb	District Academic Senate President (Initial Implementation Team Member)
	Carina Hoffpauir	Academic Senate President
		Classified Senate President and HomeBase Staff
	Molly Nealon	Associated Students
	Lydia Delgado	Counselor
	Jessica Nelson	Counselor
	Kathy Sorensen	Instructional Dean – HomeBase Tri Chair
	Adam Windham	Instructional Dean
	Hannah Blodgett	Student Services Dean – HomeBase Tri Chair
	Nisha Beckhorn	Student Services Dean – HomeBase Tri Chair
	David McCusker	Faculty or classified staff member with expertise serving Black/African American students Faculty or classified staff with expertise mitigating the barriers PWIs can create for Black/African American students
	Carmelita Palomares	Faculty or classified staff member with expertise serving Latinx/e students Faculty or classified staff with

		expertise mitigating the barriers PWIs can create for Latinx/e American students
		Faculty or classified staff member with expertise serving Native American students Faculty or classified staff with expertise mitigating the barriers PWIs can create for Native American students
		Faculty or classified staff member with expertise serving Asian American, Asian Pacific Islander students Faculty or classified staff with expertise mitigating the barriers PWIs can create for Asian American, Asian Pacific Islander students
		Faculty or classified staff member with expertise serving LGBTQIA+ students Faculty or classified staff with expertise mitigating the barriers PWIs can create for LGBTQIA+ students
	Jana Gonsalves	Faculty Liaison
	Teresa Urkofsky	Faculty Liaison
	Tim Reilly	HomeBase Staff
	Bill Simpson	Faculty Lead Clarify Program Paths
	Lisa Roberts-Law	Faculty Clarify Program Paths

Meetings:

- Wednesday, March 16, 2:00PM to 3:30PM
- Wednesday, April 6, 2:00PM to 3:30PM
- Wednesday, April 20, 2:00PM to 3:30PM
- Wednesday, May 4, 2:00PM to 3:30PM
- Wednesday, May 18, 2:00PM to 3:30PM
- Wednesday, September 7, 2:00PM to 3:30PM
- Wednesday, September 21, 2:00PM to 3:30PM
- Wednesday, October 5, 2022, 2:00PM to 3:30PM
- Wednesday, October 19, 2022, 2:00PM to 3:30PM

Discussion:

At the recommendation of the Student Success Council, the Resource Panel watched and discussed the following three webinars:

- Part 1 - Decentering Whiteness in Pathways
<https://app.box.com/s/9ngs2tz6w30uieugw225b52lu8x2fbyu>
- Part 2 - Decentering Whiteness in Pathways: Reckoning with the Realities of Race
<https://app.box.com/s/3uilterd48vy1k8ytdb1opplmsyp5g7v>
- Part 3 - Ensuring Racially Minoritized Students Benefit From Guided Pathways
<https://app.box.com/s/g5ecmyyppm5m0a0mq63n8oz9kotp5fmum>

The webinars and discussions helped center the Resource Panel with an equity lens. Through discussion and dialogue, the Resource Panel grappled with how the HomeBases could do more for those who have the greatest needs. During the Spring 2022 and Fall 2022 semesters, the Resource Panel engaged in discussions with campus leaders who were instrumental in the following Project Teams:

- [Clarify Program Paths](#) (pg. 2-3)
- [Disproportionate Impact: Asian Pacific Islander Project Team Report](#) (pg. 45-46, #2 and #4)
- [Disproportionate Impact: African American Project Team Report](#) (pg. 39-40, #1, #2, and #3)
- [Disproportionate Impact: LatinX Project Team Report](#) (pg. 41-45, #3 and #4)
- [Disproportionate Impact: LGBTQIA+ Project Team Report](#) (pg. 49-51, #3 and #4)
- [Disproportionate Impact: Native American Project Team Report](#) (pg. 33-34)
- [Institutional Equity Plan](#)
- [IPass Project Team Report](#) (pg. 39-42)
- [Start Right Report](#) (pg. 8-20)

A review of the [history of the College's Guided Pathways](#) illuminated the significant time and effort the College has invested into Guided Pathways, as well as the current misalignment between the College's [Areas of Interest](#) and HomeBases.

Recommendations:

A clear, race-conscious statement of the goals and intended outcomes for HomeBases.

At the heart of American River College are relationships. HomeBase create the space to develop and strengthen these relationships within our campus community. By design, these pathway

communities are intended to actualize ARC's commitment to equity and social justice through equity-minded education. While each HomeBase is expected to have a unique personality tailored to its area(s) of interest, the common goals embraced by all HomeBase personnel are:

- *engage and connect students to people, programs, services, and resources that enable pathway completion

- *foster relationships and a sense of community to ensure that all students equitably persist, learn, and succeed; in particular, marginalized and underserved students

- *facilitate and encourage each student's progress along recognizable pathways through and beyond ARC

The three goals above are adapted from ARC's Strategic Goal 1 (Students First) and Strategic Goal 2 (Clear and Effective Paths).

(HomeBase Brief - May 2020)

The Resource Panel recommends centering equity in the HomeBases by using the College's Equity Plan, African American, API, Latin X, LGBTQIA+, Native American DI Project Team Reports, and USC's Decentering Whiteness in Pathways Webinars as guides to HomeBase development.

We recommend the HomeBases be intentionally designed to be inclusive and improve outcomes for our African American, Black, LatinX, Native American, API, and LGBTQIA+ students, following recommendations of the DI project team reports and subsequent input..

A discussion of how HomeBases should be intentionally designed to serve our disproportionately impacted students and reduce equity gaps.

The Resource Panel recommends that a primary focus of the HomeBases should be improving outcomes for African American, Black, LatinX, Native American, API, and LGBTQIA+ students.

The Resource Panel recommends that HomeBases develop a partnership with the Cultural Centers (AAPI, African American, LatinX, Native, and Pride) and Learning Communities (API, Native, Puente, and UMOJA/SAKHU) to inform design.

The Resource Panel recommends an audit of existing HomeBase spaces to ensure that they each have appropriate furnishings and decor to provide a welcoming, inclusive, and student-friendly environment. This environment should also include appropriate spaces for career, personal, crisis, and academic counseling.

An analysis of the ways the HomeBase Pathway Community model can be integrated into the existing organizational structure, or how the existing organizational structure can be changed to incorporate the Homebase Pathway Communities, and address disproportionate impact.

The Resource Panel recommends aligning HomeBases with the eight Areas of Interest as originally recommended by Clarify Program Paths.

The Resource Panel recommends aligning the College’s organizational structure with the Areas of Interest.

ARC's current alignment of HomeBases, Areas of Interest, Programs, and Divisions			
HomeBase	Area of Interest (Aoi)	Program	Division
Arts	Arts	Art	Fine & Applied Arts
		Art New Media	Fine & Applied Arts
		Fashion	Fine & Applied Arts
		Hospitality Management	Fine & Applied Arts
		Interior Design	Fine & Applied Arts
		Music	Fine & Applied Arts
		Commercial Music	Fine & Applied Arts
		Theater Arts	Fine & Applied Arts
		Theater Arts: Film	Fine & Applied Arts
Business	Business	Accounting	Business & Computer Science
		Business	Business & Computer Science
		Business Technology	Business & Computer Science
		Economics	Behavioral & Social Sciences
		Legal Studies	Behavioral & Social Sciences
		Management	Business & Computer Science

		Marketing	Business & Computer Science
		Real Estate	Business & Computer Science
		Technical Communication	Business & Computer Science
Manufacturing, Construction & Transportation	Manufacturing, Construction & Transportation	Apprenticeship	Workforce Development
		Automotive Collision Technology	Technical Education
		Automotive Technology	Technical Education
		Design & Engineering Technology	Technical Education
		Diesel/Clean Diesel Technology	Technical Education
		Electronics Technology	Technical Education
		Energy	Technical Education
		Horticulture	Technical Education
		Welding Technology	Technical Education
Science, Technology, Engineering & Mathematics	Science, Technology, Engineering & Mathematics	Astronomy	Science & Engineering
		Biology & Biotechnology	Science & Engineering
		Chemistry	Science & Engineering
		Computer Information Science	Business & Computer Science
		Engineering	Science & Engineering
		Geography	Science & Engineering
		Geographic Information Systems	Science & Engineering
		Geology	Science & Engineering
		Mathematics & Statistics	Mathematics
		Natural Resources	Science & Engineering
		Physics	Science & Engineering
Health & Service	Health, Human Services & Well Being	Dance	Kinesiology & Athletics
		Gerontology	Behavioral & Social Sciences

		Human Services	Behavioral & Social Sciences
		Kinesiology & Athletics	Kinesiology & Athletics
		Nursing & Allied Health	Health & Education
		Nutrition & Foods	Health & Education
		Paramedic & EMT	Health & Education
		Recreation	Kinesiology & Athletics
		Respiratory Care	Health & Education
		Speech-Language Pathology	Health & Education
	Public Service	Administration of Justice	SRPSTC
		Fire Technology	SRPSTC
		Funeral Service Education	Health & Education
		Healthcare Interpreting	Health & Education
		Homeland Security	SRPSTC
		Public Safety	SRPSTC
Language & People	People, Culture & Society	Anthropology	Behavioral & Social Sciences
		Art History	Fine & Applied Arts
		Early Childhood Education	Humanities
		Education/Teaching	English
		Ethnic Studies	Behavioral & Social Sciences
		History	Behavioral & Social Sciences
		Humanities	Humanities
		International Studies	Behavioral & Social Sciences
		Philosophy	Humanities
		Political Science	Behavioral & Social Sciences
		Psychology	Behavioral & Social Sciences
		Social Justice Studies	Behavioral & Social

			Sciences
		Social Science	Behavioral & Social Sciences
		Sociology	Behavioral & Social Sciences
	Language & Communication	ASL-English Interpreter Preparation	Humanities
		Communication	Humanities
		Deaf Culture & ASL	Humanities
		English	English
		English as a Second Language	Humanities
		Journalism	English
		World Languages	Humanities

<https://docs.google.com/spreadsheets/d/12ZGN3Ep66ax1tBrCI9SPIgRVOAe7la3VrmLmUJMXUc/edit#gid=0>

Example of how a few changes can more closely align divisions with HomeBases			
Note: this is just an <u>example</u> , not a recommendation for actual changes.			
Note: this example puts all of the programs for each division into a single HomeBase, but not a single Area of Interest			
HomeBase	Area of Interest (Aoi)	Program	Division
Arts	Arts	Art	Fine & Applied Arts
		Art New Media	Fine & Applied Arts
		Fashion	Fine & Applied Arts
		Hospitality Management	Fine & Applied Arts
		Interior Design	Fine & Applied Arts
		Music	Fine & Applied Arts
		Commercial Music	Fine & Applied Arts

		Theater Arts	Fine & Applied Arts
		Theater Arts: Film	Fine & Applied Arts
Business & Computer Science	Business & Computer Science	Accounting	Business & Computer Science
		Business	Business & Computer Science
		Business Technology	Business & Computer Science
		Computer Information Science	Business & Computer Science
		Legal Studies	Business & Computer Science
		Management	Business & Computer Science
		Marketing	Business & Computer Science
		Real Estate	Business & Computer Science
		Technical Communication	Business & Computer Science
Manufacturing, Construction & Transportation	Manufacturing, Construction & Transportation	Apprenticeship	Workforce Development
		Automotive Collision Technology	Technical Education
		Automotive Technology	Technical Education
		Design & Engineering Technology	Technical Education
		Diesel/Clean Diesel Technology	Technical Education
		Electronics Technology	Technical Education
		Energy	Technical Education
		Horticulture	Technical Education
		Welding Technology	Technical Education
Science, Engineering & Mathematics	Science, Engineering & Mathematics	Astronomy	Science & Engineering
		Biology & Biotechnology	Science & Engineering
		Chemistry	Science & Engineering

		Engineering	Science & Engineering
		Geography	Science & Engineering
		Geographic Information Systems	Science & Engineering
		Geology	Science & Engineering
		Mathematics & Statistics	Mathematics
		Natural Resources	Science & Engineering
		Physics	Science & Engineering
Health & Service	Health, Human Services & Well Being	Dance	Kinesiology & Athletics
		Gerontology	Health & Education
		Human Services	Health & Education
		Kinesiology & Athletics	Kinesiology & Athletics
		Nursing & Allied Health	Health & Education
		Nutrition & Foods	Health & Education
		Paramedic & EMT	Health & Education
		Recreation	Kinesiology & Athletics
		Respiratory Care	Health & Education
	Speech-Language Pathology	Health & Education	
	Public Service	Administration of Justice	SRPSTC
		Fire Technology	SRPSTC
		Funeral Service Education	Health & Education
Healthcare Interpreting		Health & Education	
Homeland Security		SRPSTC	
Public Safety		SRPSTC	
Language & People	People, Culture & Society	Anthropology	Behavioral & Social Sciences
		Art History	Humanities
		Early Childhood Education	Humanities
		Economics	Behavioral & Social Sciences
		Education/Teaching	English
		Ethnic Studies	Behavioral & Social

			Sciences
		History	Behavioral & Social Sciences
		Humanities	Humanities
		International Studies	Behavioral & Social Sciences
		Philosophy	Humanities
		Political Science	Behavioral & Social Sciences
		Psychology	Behavioral & Social Sciences
		Social Justice Studies	Behavioral & Social Sciences
		Social Science	Behavioral & Social Sciences
		Sociology	Behavioral & Social Sciences
	Language & Communication	ASL-English Interpreter Preparation	Humanities
		Communication	Humanities
		Deaf Culture & ASL	Humanities
		English	English
		English as a Second Language	Humanities
		Journalism	English
		World Languages	Humanities

<https://docs.google.com/spreadsheets/d/1cFNdveohsK1vl7IXV3Ig1jPQ9cJGwXE1WIrZ3R2YqG0/edit#gid=1874905641>

Recognizing that the 8 areas were created under a different paradigm, the specific areas will continue to be examined for feasibility.

As the new structure is implemented, the resource panel recommends that the operational realities, staffing, training, and retention of staff will be evaluated as this realignment occurs.

The Resource Panel recommends strengthening mechanisms to allow students to transition to another HomeBase. What mechanisms are in place to allow/support a student's transition to another HomeBase, if they don't feel their originally assigned HomeBase aligns with their long term goals? Examples:

- "Transfer-to-a-4-year" student, who identifies with one of the HomeBases based on long term ed./career goals
- General science major who is assigned to H&S HomeBase, but wants to switch to STEM
- For students with an Undecided Major, how to support or assign students to a HomeBase with a warm handoff?

The Resource Panel recommends alignment and strengthening the relationship between First Year Experience and HomeBase.

An analysis of larger structural changes are needed in counseling and student services in order for HomeBases to achieve its goals and intended outcomes. This analysis should include feedback from counseling and student services faculty & staff.

The Resource Panel recommends a further exploration by Student Service leadership to better align Counseling and Student Services with the HomeBase model.

Recommendations for marketing & outreach to inform instructional faculty about HomeBases and encourage more faculty involvement.

The Resource Panel recommends that the tri-chairs work with the Public Information Office and faculty liaisons to create marketing and outreach for faculty to increase knowledge and utilization of HomeBases by faculty.

The Resource Panel recommends implementing prior recommendations from faculty liaisons' to encourage more faculty involvement:

- Continue to improve communication with the programs, students and faculty in the Homebases. Canvas sites are one method, but there need to be multiple opportunities for students and faculty to find the Homebase information.
- The Liaisons and coaches should continue the work directly with Department Chairs and Program Coordinators. Liaisons currently talk with faculty via Division meetings, Division

Chair meetings and individual contacts (e.g. visiting classrooms, meeting one on one with faculty).

- Stabilize the personnel in the coach positions. This is important for the continuity of communication with the faculty liaisons as well.
- Better signage for the HomeBases is necessary.
- Expanded hours are necessary now that more classes are back on campus.
- The Homebase spaces need to be more inviting for students and faculty. Each space needs to represent the programs and students in that area more fully.

Feedback Loop

The Resource Panel recommends the re-formation of a HomeBase Advisory Board to ensure that these recommendations are implemented. The Board will also provide on-going input in other areas related to the HomeBases, including, but not limited to, communication and research about the student experience in the HomeBase.

Areas of further exploration.....

The Resource Panel recommends that the tri-chairs continue to explore the following:

- How to provide easy options for students to switch Homebases (example, General Science is currently automatically assigned to Health, what if they want STEM)
- How we are going to place every student into a homebase, including undeclared students.
- Revisit the names for HomeBases because they have moved beyond being pathway communities. (“student support hubs”, “student success centers”, “schools”...)

How can we better serve our undeclared students through HomeBase?

Appendix:

1. Notes from first 3 meetings:

1. <https://docs.google.com/document/d/1sehsqWrlb0PnFf-tB6xWPCWe9obRhKw31SQraMkZMvw/edit>
2. https://docs.google.com/document/d/1vR5sw4w-3juT1oV-IXivTvR5_zBgRqmXx_e5rkFa7MA/edit
3. <https://docs.google.com/document/d/1wqtuagV671TYSUjEStr9I94hGLZ4MTWaGLZO2pLa4II/edit>

2. Planning document:

https://docs.google.com/document/d/1m25k_8oSU4VqDd3AifOtWH2BbAQVr85Q7hBVqsMywOg/edit

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 narrowed
- 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 one

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 programming, 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 meant 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? *

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

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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

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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/No credit 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 have 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 student's 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 FAFSA) 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

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 Certificate
 - Reach out to departments to share the opportunity to receive grant money if they want to become ZTC
- Share our plans with Academic Senate, Student Senate, Classified Senate, Student Services, and instructional staff
- Work with our counselors and program pathways staff to develop a plan for identifying and marketing ZTC courses
- Discuss the topics of ongoing coordination in our campus textbook affordability committee: how will we coordinate with other departments?
- Continue to make progress in streamlining and improving our process for identifying ZTC courses and degree/certificate pathways

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 Childhood Education

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 conscio usness 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



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Pilot Professional Learning Rubric

TITLE: Los Rios Academic Senate Faculty Professional Development: Equity-Minded Faculty Learning

Los Rios definition of : Recognize and manage biases and assumptions that negatively impact motivations, opportunities, or accomplishments of historically marginalized groups and individuals.

Purpose: Through self-assessment, using the checklist shown on the next page, assess how well the learning activity (e.g., video, book, workshop, TED talk, movie, article, change in teaching practice, evaluation of teaching practice, etc.) met the definition of equity as stated above.

Instructions: Reflect on each professional learning activity This form needs to be completed for each professional learning activity that meets the criteria of equity. Referring to the Likert scale shown in the chart below, indicate your assessment of the professional learning activity. Then, respond to the three critical reflection questions at the end of the checklist.

Professional learning activity (Title, presenter/author): _____

Length of time (length of time for the professional learning (PL) activity): _____

The professional learning activity,				
Topics	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)

Addressed racial equity				
Addressed intersectional equity (e.g., ability, gender identity, language, religion, sexual orientation)				
Demonstrated awareness of underrepresentation, or of differential experiences of particular groups				
Addressed beliefs, values and/or attitudes related to equity				
Recognized and analyzed power structures, privilege, bias, prejudice, and/or discrimination				
Challenged the status quo (de-centered whiteness)				
Identified conclusions with supporting data and information				
Suggested applications of concepts related to relevant theories and data				
Provided time for collaborative learning				
Provided equity strategies that can be implemented in or outside of classroom				

As the learner,				
	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
I can remember or understand the content				
I can apply the content to my work				
I can use the content to evaluate my practice				
I can implement the content by creating changes to my practice				
I can assess changes I make to my practice				
I can engage in ongoing critical reflection				

Critical Reflection Questions

1. How did the training/content make you feel?
2. What new, if any, awareness did it create or stimulate?
3. How were you inspired to make changes to your practice or work norms?

Equity Training Workgroup

This document provides SUJIC with the information given to and created by the Equity Training Workgroup, which began on January 29, 2021. We hope that the work of this workgroup will be affirmed, so that a pilot of the created rubric can begin in January 2022.

Workgroup Membership

- Academic Senate Representatives: Lesley Gale (CRC), David Lacey (FLC), Veronica Lopez (ARC), & Debra Crumpton (Co-Chair, SCC)
- LRCFT Representatives: Karla Rojas (SCC) & Kalinda Jones (Co-Chair, FLC)
- Management Representatives: Tadael Emiru (CRC) & Deborah Saks (SCC)

Documents Included

- Provided to the Workgroup: Equity Training Work Group (12/18/20) SUJIC General Background Information (p. 2 -3)
- Created by the Workgroup: Recommendation for Number of Hours (p. 4 -7)
- Created by the Workgroup: Professional Learning Rubric (p. 6 - 10)
- Provided to the Workgroup: Memorandum Of Understanding: Equity Workgroup November 6, 2020 (p. 11)

EQUITY TRAINING WORK GROUP (12/18/20)
SUJIC General Background Information

Background

During negotiations for the 2020-2023 LRCFT Collective Bargaining Agreement, the LRCFT and the District signed an MOU to explore the possibility of mandatory equity training for all faculty. The Equity Training Work Group will be charged with examining logistics, applicability across the district, creating a mechanism for identifying trainings that fulfill requirements, and number of hours that would be either carved out of college service or compensated.

During negotiations, the union held to two major principles with regards to Professional Development. These principles will remain unchanged as part of this work group.

1. Professional Development is purview of the Academic Senate
2. Administration cannot direct faculty service or in this case what trainings an individual participates in.

Appointees:

- Each college's Academic Senate has 1 appointee, with one appointee acting as co-chair
- LRCFT has 2 appointees total
 - 1 of our appointees will co-chair
 - LRCFT intends to appoint 1 individual from CRC or FLC and 1 individual from ARC or SCC.
- LRCCD has 2 appointees total

Group Tasks:

- Identify the number of hours to dedicate per semester, academic year, or fiscal year for mandatory equity training.
 - Consideration 1: We may want to use 'fiscal year' so that it aligns with how college service is done.
 - Consideration 2: Hours will most likely be carved out of service. The number of hours should take into account the ability of each college to fulfill shared governance and other Academic Senate work.
- Creation of rubric(s) for evaluating if a training will count towards meeting the mandatory equity training obligation.
 - Consideration 1: Trainings may be internal or external to LRCCD. Types of trainings may vary based on discipline or area.
 - Consideration 2: Do trainings need to be pre-approved?
- Logistics
 - Who/what group on each campus will evaluate the trainings for inclusion?
 - Is there a maximum number of hours a person can claim for a training?
 - What 'proof' will be required?

Timeline

- Group will begin work by the first week of February 2021. Per the MOU, the work will be adopted and negotiated by the end of the Fall 2021 semester.
- The mandatory training must first be vetted through the Academic Senate processes.
- Once approved by Senate, the LRCFT and LRCCD will negotiate an MOU.

- o This will include carve out, compensation, and any implications towards performance review

Proposed Time (The Committee has discretion and can alter this to meet their needs)

Spring 2021

- Meet twice a month from February through May. Each meeting will be 2 hours. (16 meeting hours)
- Allocate another 10-16 hours during this time period for “homework”
 - o Homework might include: research, writing drafts, faculty engagement

Fall 2021

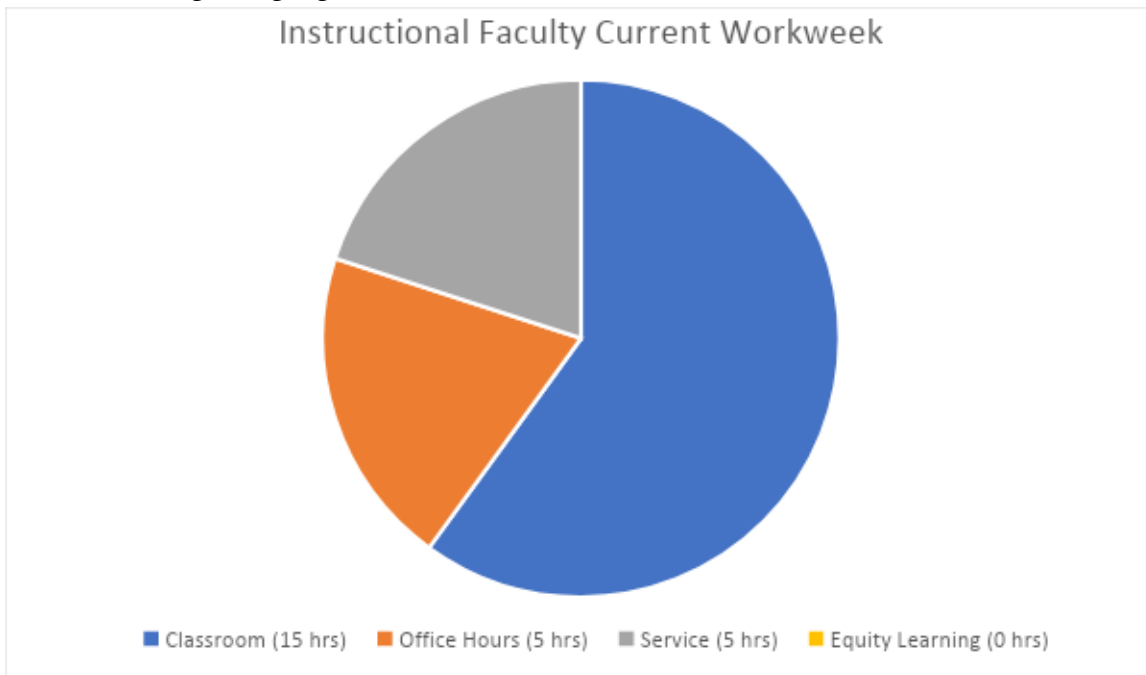
- Finalize proposal in early September, if it has not already been completed (5 hours)
- Run through the Academic Senate process – may require presentations from members of the committee (5 hours)
- Revisions to proposal (5 hours)
- Gain Senate approval by Thanksgiving
- Union and LRCCD will negotiate an MOU by end of the semester

Recommendation for Number of Hours

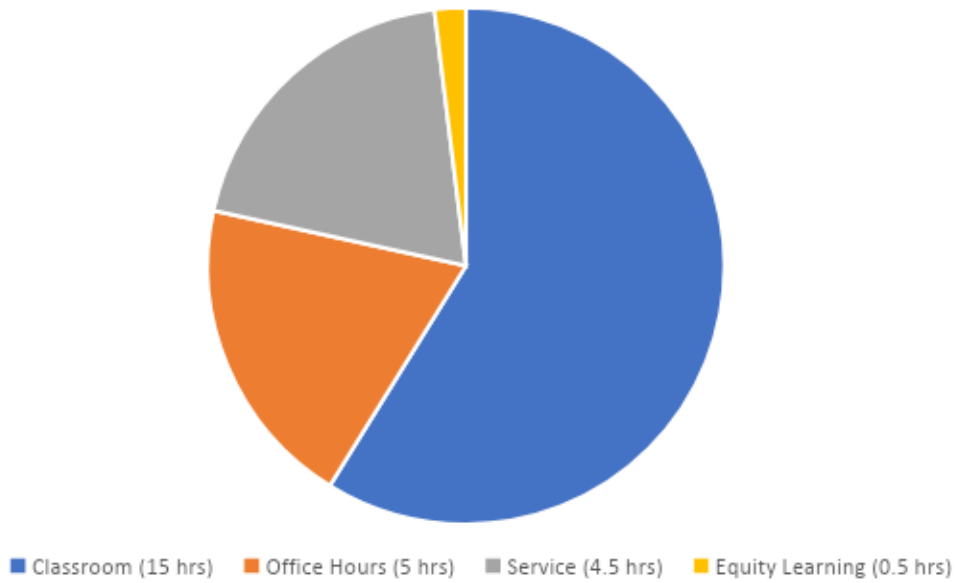
This Equity Training Workgroup recommends that 10% of faculty college service be focused on equity-minded anti-racism learning. This recommendation hinges on defining professional learning broadly, as described in the following California Academic Senate-approved paper: *Faculty Professional Learning—An Academic Senate Obligation to Promote Equity-Minded Practices that Improve Instruction and Student Success*
<https://drive.google.com/file/d/1m2rKseUazTtx4sRn9QGzSyvtO4X5O9NG/view>

Breakdown of hours

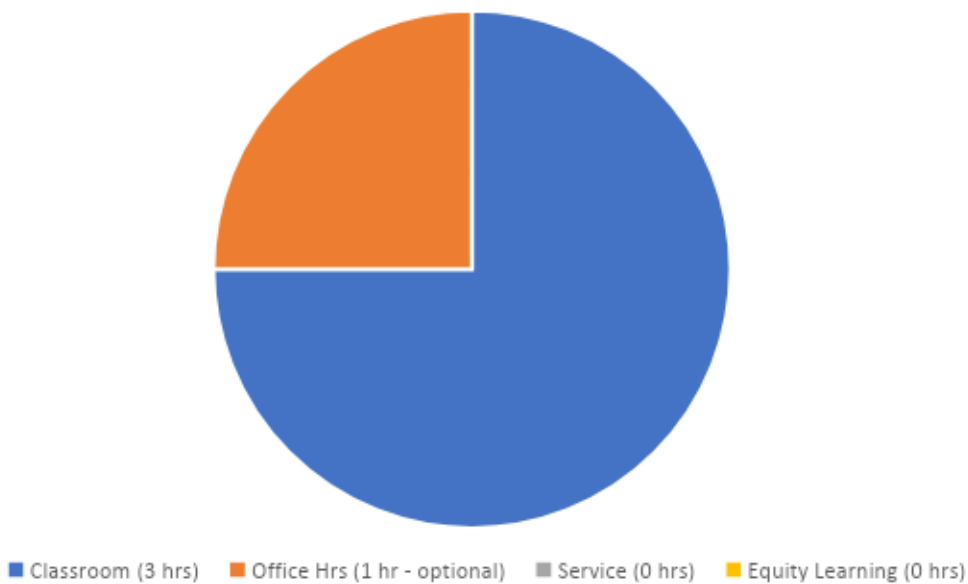
- 10% of college service = an average of 30 minutes a week (averaged over the work year)
- The graphs below represent the way that this proposal will impact the overall professional responsibilities of faculty. The pie graphs are based on 4.6 – 4.8 of the 2021-2023 Collective Bargaining Agreement between LRCCD and LRCFT.



Instructional Faculty Workweek with Equity Learning

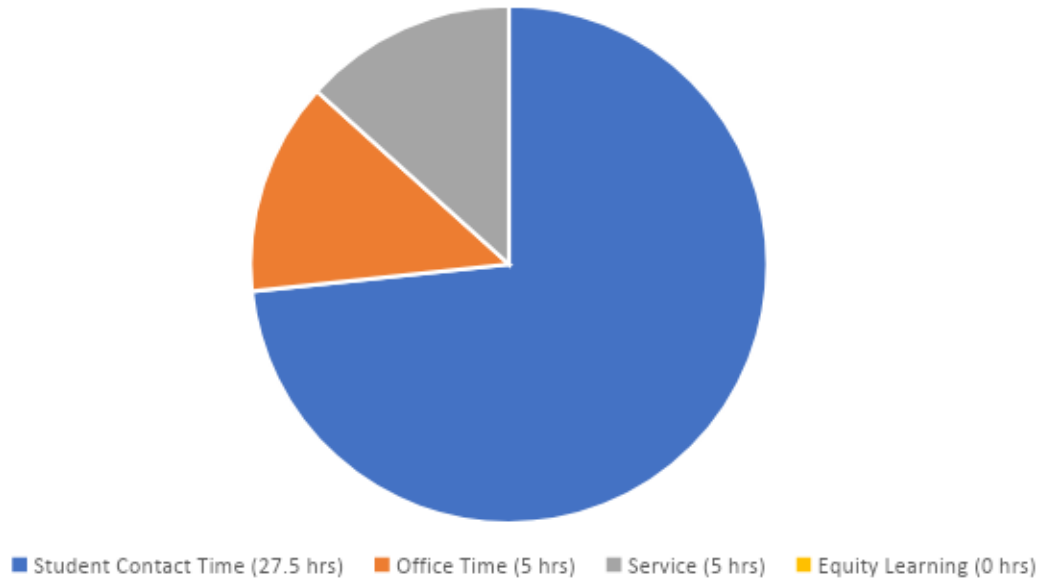


Adjunct Faculty Current Workweek (.2 load)

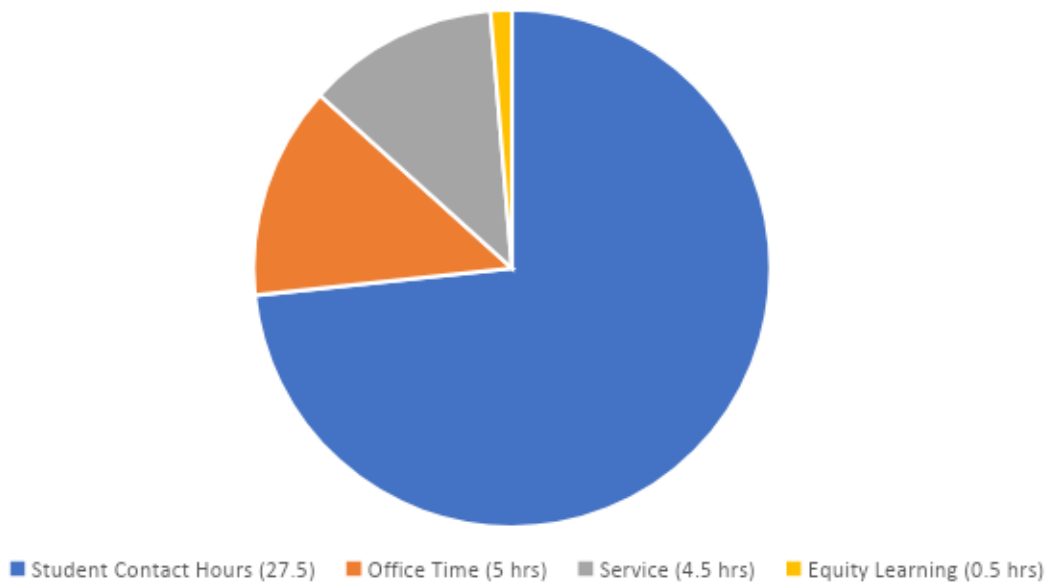


NOTE- This Equity Training Workgroup acknowledges that without additional compensation, part-time faculty will not be provided with time, space, and compensation to invest their labor in equity-minded anti-racism learning work. We also acknowledge that many part-time faculty actively engage in equity-minded anti-racism learning work without compensation.

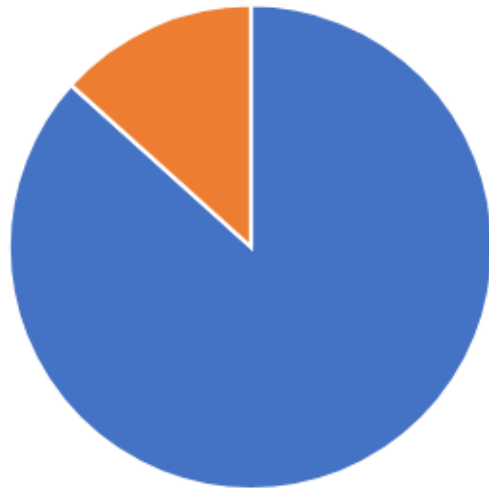
Counseling Faculty Current Workweek



Counseling Faculty Workweek with Equity Learning



Coordinator, Nurse, & Librarian* Faculty Current Workweek
(*164 service days)



■ Scheduled Hours Per Week (32.5 hrs) ■ Service (5 hrs) ■ Office Time (0 hrs) ■ Equity Learning

Coordinator, Nurse, & Librarian* Faculty with Equity Learning Workweek (*164 service days)



■ Scheduled Hours Per Week (32.5 hrs) ■ Service (5 hrs) ■ Office Time (0 hrs) ■ Equity Learning

Pilot Professional Learning Rubric

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Critical Reflection Questions

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2. What new, if any, awareness did it create or stimulate?
3. How were you inspired to make changes to your practice or work norms?

**Memorandum of Understanding
Equity Workgroup
November 6, 2020**

Background

In response to growing faculty interest in improving their understanding of equity and LRCFT and LRCCD's shared interest in promoting that work, the groups will explore the creation of a required equity training program which could be included in section 4.1.4 of the collective bargaining agreement. While the parties did not reach agreement during negotiations, both sides remain committed to exploring the option in partnership with the Academic Senate.

Intent

The LRCFT and LRCCD, in partnership with Academic Senate, will convene a workgroup charged with developing a program for mandatory equity-related professional development. The group will develop a structure for this program, including establishing the required number of equity training hours per year, a system for identifying eligible internal and external anti-racism/equity-related trainings, workshops, and/or conferences for all faculty disciplines, and other logistical and budgetary considerations. The parties intend to integrate the mandatory equity training into a future MOU and collective bargaining agreement if the program is feasible. Any hours related to the required anti-racism/equity trainings will be carved out of College Service hours.

Agreement

The LRCFT and LRCCD, in partnership with the Academic Senate, will convene a workgroup tasked with exploring the creation of a mandatory anti-racism/equity-related professional development program. This committee will convene in February 2021 and be charged with developing recommendations by the end of the Fall 2021 semester that will be vetted through Academic Senate processes and forwarded to the Union and District to negotiate possible inclusion in an MOU and the 2023-2026 collective bargaining agreement. If the committee successfully develops the mandatory equity-related professional development program before the 2023-2026 negotiation cycle, the parties agree to use best efforts to try to incorporate the anti-racism/equity training pilot program into the collective bargaining agreement by an MOU no later than the end of Fall 2021. The committee will be composed of a faculty member appointed by each campus's Senate, two union appointees, and two LRCCD appointees.

For the LRCFT

For the District



Aligning Strategic Enrollment Management Planning with District Strategic Plan

November 9, 2022

Developing the Strategic Plan

- Reaffirmation of District-wide Goals in May
- Focus on nimble and iterative process to refine strategies and metrics, reflective of the rapid pace of change
- Robust college engagement and discussions with Chancellor's Cabinet

Strategic Plan Goals



Optimize student access, progress, momentum, and success as part of the guided pathways framework.



Ensure equitable academic achievement across all racial, ethnic, socioeconomic, and gender groups.



Provide exemplary teaching and learning opportunities.



Provide exemplary workforce and career technical education programs that reflect the needs of the region we serve.



Foster an outstanding working and learning environment.

Strategic Plan Goals





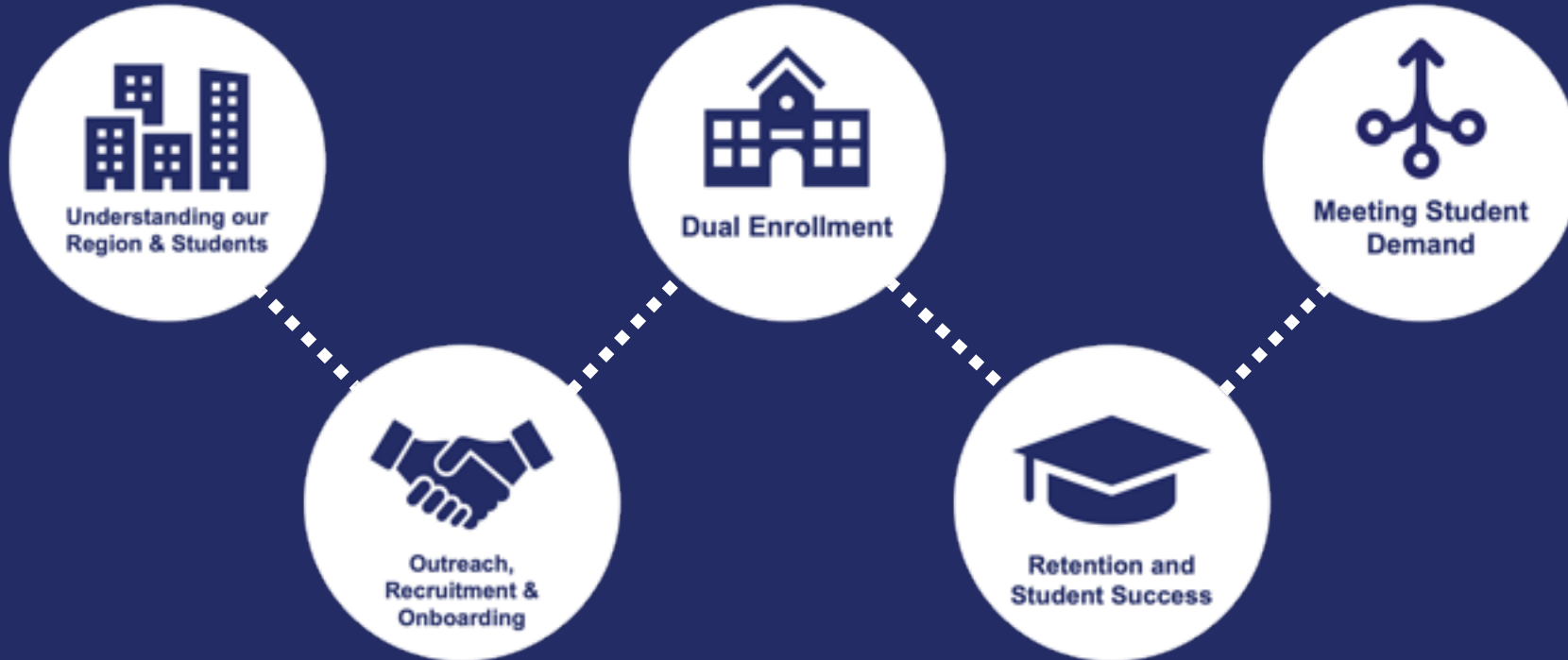
Goal 1



Goal 1

Strategic Enrollment Management Plan

Optimize student access, progress, momentum, and success as part of the guided pathways framework.





Goal 1 Strategic Enrollment Management Plan

Optimize student access, progress, momentum, and success as part of the guided pathways framework.

Early Momentum Metric (Priority Indicator):

- Restore and increase enrollment for all student populations

Longer Term Outcome

- Ensure that by 2027, the district's student population mirrors the demographics of our service area (representational equity goal)



Goal 1 Strategic Enrollment Management Plan

Optimize student access, progress, momentum, and success as part of the guided pathways framework.

Supporting Indicators:

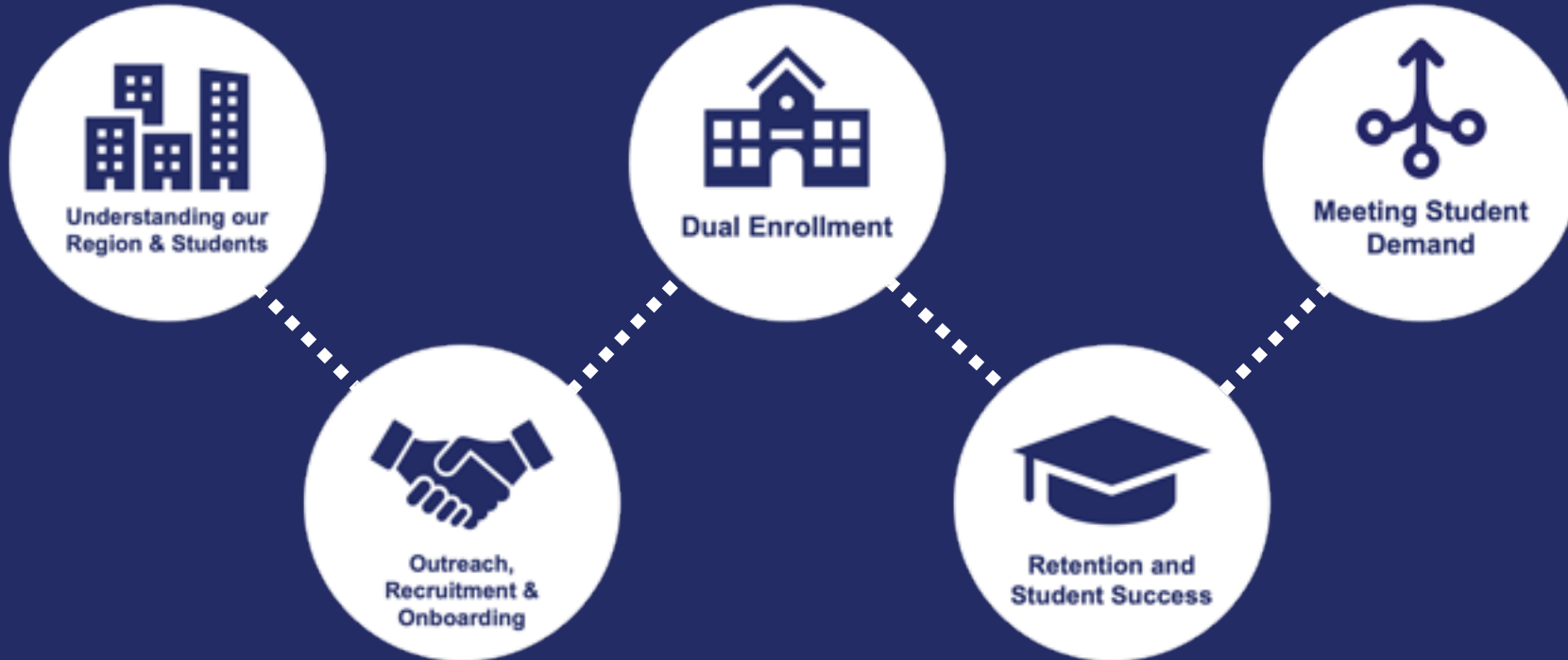
- Increase Fall 2023 enrollment levels
- Increase first time student enrollment (annual and 5-year targets)
- Increase full-time student enrollment (annual and 5-year targets)
- Increase dual enrollment students
- Increase adult learner (25+) student enrollment (annual and 5-year targets)
- Increase course retention (aligned with Vision for Success/Roadmap)
- Increase persistence (aligned with Vision for Success/Roadmap)



Goal 1

Strategic Enrollment Management Plan

Optimize student access, progress, momentum, and success as part of the guided pathways framework.





**Understanding our
Region & Students**



Understanding our Region & Students

Factors Contributing to Regional, Statewide, and National Community College Enrollment declines

- Macro Economic Conditions/Rising Wages for Young Adults
- Online colleges and universities (Arizona State, WGU, SNHU, others)
- New paths for learning (YouTube, alternate certification, Coursera)
- Proprietary colleges and universities
- Health and Safety factors relating to COVID-19 pandemic
- Adoption rate of remote service technologies



Understanding our Region & Students

RP Group Research Project

- Mapping Los Rios data and related resources for districtwide Strategic Enrollment Management planning
- Student enrollment flow analysis
- Student Focus Groups

Expected completion: December, 2022



**Outreach,
Recruitment &
Onboarding**



Outreach, Recruitment & Onboarding

Outreach Redesign Project

- College-level outreach Action Plans in development
- Plans are focused on:
 1. Measurable enrollment goals
 2. Communication plans by student population
 3. Comprehensive enrollment and prospect database
 4. Processes to better coordinate and align Outreach efforts
- ~50 new limited-term Outreach and “In-reach” specialists being hired utilizing statewide COVID-Relief fund



Outreach, Recruitment & Onboarding

Financial Aid and Admissions & Records Redesign Update

- New model will align and streamline services for students, both online and on-campus
- Finalizing metrics for success in following categories:
 1. Operational Efficiency and Workload
 2. Student Satisfaction
 3. Employee Satisfaction and Organizational Climate
 4. Communication Responsiveness



Dual Enrollment



Dual Enrollment

- Goal of having MOUs in place with every large district in our region
- MOUs alone do not lead to scalability
- Scale best practices while creating a menu of options for K-12 partners, students, and parents
- Successfully won statewide K-16 Collaborative Grant award, bringing resources to support Dual Enrollment work

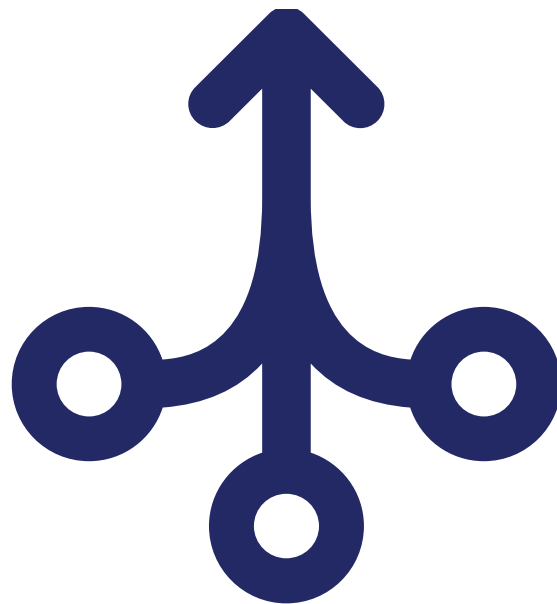


**Retention and
Student Success**

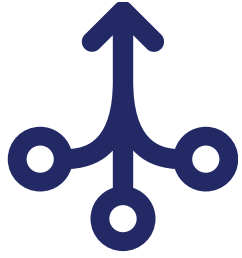


Retention and Student Success

- Guiding principle: Student success goals and focus on access are NOT mutually exclusive
- Enrollment impacted by new student recruitment, student retention efforts, as well as student unit load
- Student Retention Dashboard



**Meeting Student
Demand**



Meeting Student Demand

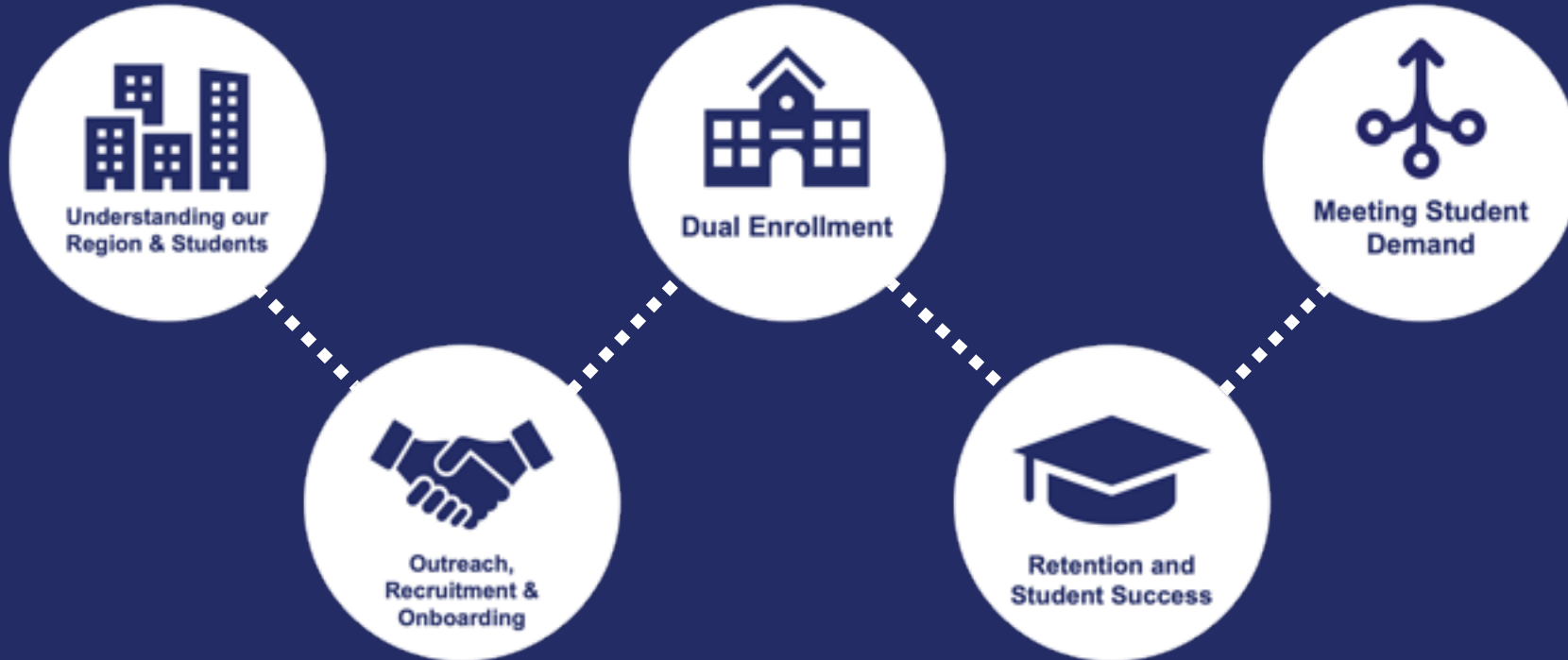
- Instructional inventory: Finding the right balance of online and on-ground offerings
- Improving the quality of online education and services
- Must be nimble and flexible to meet student needs
- Focus on textbook affordability (ZTC classes, OER)



Goal 1

Strategic Enrollment Management Plan

Optimize student access, progress, momentum, and success as part of the guided pathways framework.





Next Steps

- Colleges are formulating their college-specific strategies in each of these areas (deadline of March 1)
- **While plan is being developed, new strategies are being implemented in real-time**
- Finalized comprehensive Strategic Enrollment Management plan metrics and strategies to present in Spring semester



LOS RIOS
COMMUNITY
COLLEGE DISTRICT



Questions?

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/1wnm22bUouxgnRdeO3Uo8FGl8K5g6l5v1/edit?usp=sharing&oid=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.
- Identify the types of courses that are eligible for “enhanced funding.”

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 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	
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1.0 Purpose

1.1 ~~1.1~~ 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.

1.1.1 Special Admit students shall not be enrolled in courses where their safety or the safety of others may be jeopardized. Los Rios may set course-level enrollment limitations based on student age, grade level completed, or other factors as permitted by education code and title 5 to ensure student safety.

1.1.2 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.

1.1.3 All college students, including Special Admit students, shall be informed of their student rights and responsibilities and are expected to advocate for themselves and be responsible for their work and behavior.

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 prerequisites 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. (Ed. Code, § 11302).
- 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 during the assigned priority window for Special Admit as described in R-2211-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.

LRCCD

Adm. Regulation Adopted: 3/10/65

Adm. Regulation Revised: 1/18/67; 1/17/68; 4/15/70; 8/19/70; 3/6/74; 11/19/80; 4/24/00;
6/3/02; 11/3/03; 10/27/08; 2/9/15; 4/27/15; 7/8/15

Adm. Regulation Reviewed: 7/8/15

Board Policy: [P-2212](#)

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1.0 Minimum Qualifications for Faculty Hire

1.1 The statewide minimum qualifications for hire are those included in the list of disciplines most recently adopted by the ~~Los Rios Community College District Board of Trustees~~Board of Governors of the California Community Colleges.

2.0 Criteria for Equivalencies

2.1 Equivalency criteria are common across the Los Rios Community College District according to the framework of minimum qualifications criteria. (See 3.0 below)

2.2 For disciplines requiring a master's degree, the applicant must possess at least a bachelor's degree with either graduate course work or verifiable experience depending upon the discipline being considered. For disciplines requiring a bachelor's or associate degree in a specific area, the applicant must also possess an identified amount of professional experience directly related to the faculty member's teaching assignment.

For disciplines ~~which do not require a master's in~~ which a master's degree is not generally expected or available, the applicant must possess ~~at least a bachelor's or an associate degree to demonstrate the breadth required of a college instructor, plus an identified amount of professional~~ experience directly related to the faculty member's teaching assignment.

2.3 These criteria, together with records of past equivalency decisions in the discipline, will be made available as needed to the ~~screening committees~~District wide Equivalency Committee to aid in their deliberations.

3.0 Framework for Minimum Qualifications Equivalency Criteria

3.1 Because the State has established ~~two (2)~~three (3) sets of disciplines, one using the master's degree for subject areas where a master's degree is generally available, one using bachelor's or associate degree in a specific area, and one not using the master's degree for disciplines where proficiency is frequently gained outside a degree track, the District framework for minimum qualifications' equivalency contains ~~two~~three sets of criteria. All degrees and course work must be from colleges/universities accredited by an accreditation agency recognized by either the U.S. Department of Education or the Council on Postsecondary Accreditation. An accredited institution is not an institution "approved" by the California Department of Education or by the California Council for Private Postsecondary and Vocational Education.

3.1.1 For Disciplines Requiring the Master's Degree

3.1.1.1 Master's degree in any discipline, plus course work equivalent to a graduate major in the discipline of the assignment. (30 semester units of graduate and upper division units, of which at least 15 units must be graduate.)

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3.1.1.2 Bachelor's degree in the discipline of the assignment, plus additional post baccalaureate course work equivalent to a graduate major in the discipline of the assignment. (30 units of upper division and graduate units, of which at least 15 units must be graduate.)

3.1.1.3 For the Performing Arts: A bachelor's degree in the discipline plus advanced degree from an institution specific to that art, or four (4) years of professional experience in the discipline.

3.1.1.4 A bachelor's degree in the discipline, plus licensure by an appropriate state agency, plus at least two (2) years of professional experience unless specifically precluded by the adopted list of disciplines.

3.1.1.5 Recognized accomplishments which demonstrate expertise and skill in the field of study beyond that normally achieved through formal education (equivalent to the eminence credential).

3.1.2 For Disciplines Requiring a Bachelor's or Associate Degree in a Specific Area

3.1.2.1 Bachelor's degree(s) in the specifically identified area, plus at least two years of professional experience directly related to the faculty member's teaching assignment.

3.1.2.2 Associate degree(s) in the specifically identified area, plus at least six years of professional experience directly related to the faculty member's teaching assignment.

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Recognized accomplishments which demonstrate expertise and skill in the field of study beyond that normally achieved through formal education (equivalent to the eminence credential).

3.1.2.3.1.3 For Disciplines Not Requiring the Master's Degree

3.1.2.3.1.3.1 Bachelor's degree in a discipline reasonably related to the discipline of the assignment, plus two (2) years of full-time teaching experience in the discipline of the assignment at an
EMPLOYMENT PROCEDURES Equivalency to Minimum Qualifications

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accredited institution, plus appropriate certification to practice or licensure, if available.

3.1.2.3.1.3.2 Bachelor's degree in any discipline, plus course work equivalent to a major in the discipline of the assignment, plus two (2) years of occupational experience related to the discipline of the assignment or two (2) years of teaching experience in the

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discipline of the assignment, plus appropriate certification to practice or licensure, if available.¹

~~3.1.2.33~~.1.3.3 Associate degree containing at least 60 units in any discipline, plus graduation from an institution specific to that field, plus two (2) years of professional experience in the discipline, plus appropriate certification to practice or licensure, if available.¹

~~3.1.2.43~~.1.3.4 A completed Associate degree containing at least 60 units in any discipline, plus course work equivalent to a major in the discipline of the assignment, plus six (6) years of occupational experience related to the discipline of the assignment or six (6) years of full-time teaching experience in the discipline of the assignment, plus appropriate certification to practice or licensure or its equivalent, if available.¹

~~3.1.2.53~~.1.3.5 Recognized accomplishments which demonstrate expertise and skill in the field of study beyond that normally achieved through formal education (equivalent to the eminence credential).

4.0 The Job Description/Announcement

4.1 The established minimum qualifications for the position will be listed in the job description/announcement. The District criteria for equivalency will be available at the Human Resources Department. A statement will be included [in the job description/announcement](#) requiring all candidates who do not possess the Los Rios minimum qualifications to indicate in the application material how they meet the equivalent qualifications for the position and to provide supporting documentation.

5.0 Human Resources—Prescreening

5.1 Any applicant who fails to provide evidence to support his/her claim of a credential, or of minimum qualifications, or of equivalency may be eliminated from the applicant pool.

5.2 District Human Resource staff will verify that applicants claiming an appropriate credential do in fact have the appropriate credential, or that applicants claiming the required minimum qualifications show the appropriate degrees on their transcript. If there is an experience requirement, District Human Resource staff will verify that the applicant has the required number years of experience, but will make no attempt to judge if the experience is appropriate.

5.2.1 If the applicant claims to possess the minimum qualifications, but the degrees are not exactly those listed in the [District statewide](#) minimum

¹ Teaching and occupational experience may be combined to total the required number of years; all experience must have taken place within the ten (10) years preceding the date of application with at least one (1) year of qualified experience occurring within the three (3) years immediately preceding the date of application.

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qualifications [for faculty in California Community Colleges](#), that application shall be considered under the equivalency process even though the applicant did not claim equivalency.

5.2.2 All applications which satisfy the credentials requirement or the [District statewide](#) minimum qualifications [for faculty in the California Community Colleges](#) requirement will be forwarded to the college screening committee.

5.3 District Human Resources staff will ~~screen forward~~ the remaining [equivalency](#) applications to [the District-wide Equivalency Committee for a determine determination as to](#) whether or not the applicants meet the equivalency criteria contained in 3.0. Applications that meet these criteria will be forwarded to the college screening committee.

6.0 [District-wide Equivalency Committees-Process](#)

[6.1 The District-wide Equivalency Committee is charged with determining equivalency for faculty hires. The Committee shall consist of the District Academic Senate President, one faculty member from each college recommended by the college Academic Senate President from each college, or their designee, and administrative support as determined by the Associate Vice Chancellor of Human Resources.](#)

[6.2 District-wide Equivalency Committee members from each college shall serve staggered two academic-year terms as follows: American River College and Cosumnes River College member terms begin in the Fall of even-numbered years; Sacramento City College and Folsom Lake College member terms begin in the Fall of odd-numbered years. In the event a Committee member from a college vacates or resigns their position, the relevant college Academic Senate President may, subject to confirmation, appointment by the District Academic Senate President, appoint a recommended individual to fill the remainder of the term.](#)

[6.3 The District-wide Equivalency Committee shall obtain discipline-specific input and written recommendations from relevant department chairs or designated discipline experts at each college related to individual equivalency applications. The Committee shall review the discipline-specific input and recommendations received prior to the approval or denial of any individual equivalency application.](#)

[6.4 The District-wide Equivalency Committee shall meet at least once each month when an equivalency application is pending, and more frequently as needed during](#)

higher-volume faculty recruitment periods. The District Academic Senate President, in coordination with the Associate Vice Chancellor of Human Resources, will determine the schedule for District-wide Equivalency Committee meetings.

6.4.6.5 In making equivalency decisions, the ~~committees~~District-wide Equivalency Committee will rely primarily on the advice of the expert faculty from the discipline or closely related disciplines. Final equivalency determinations shall be made by the District-wide Equivalency Committee, exercising its independent judgment.

7.0 Faculty—Initial Hiring

~~7.1 The screening committee for each vacancy is charged with determining equivalency. The committee may decide to have a subset of the committee perform this function, but such a subcommittee must consist of at least three faculty members and the Area Dean from the discipline.~~

~~7.2 In cases where there are fewer than three members from the discipline on the screening committee, the screening/equivalency committee shall be augmented by faculty from the discipline where available, faculty from closely related disciplines, or faculty in the discipline from another college. If there are fewer than three members of the discipline at the college willing to serve on the screening committee, the Academic Senate President shall consult with the Department Chair or designee, if one is available, to determine who will augment the screening committee.~~

8.0 Equivalency Decisions for current District Employees

~~8.1 The Director of Human Resources will request the formation of a district equivalency committee when a current District employee applicant does not possess the District's minimum qualifications and is requesting an equivalency. Applicants must meet at least one of the criteria of paragraph 3.0 to be considered.~~

~~8.2 The District Academic Senate President, in consultation with the appropriate Area Deans from each college and the college academic senate presidents, will form a committee consisting of one faculty member from the discipline from each college and the Area Deans from each college.~~

~~8.3 In cases where a college does not have a faculty in the discipline, the equivalency committee shall be augmented by faculty from the discipline where available, faculty from closely related disciplines, or faculty in the discipline from another college. The District Academic Senate President shall consult with the college academic senate presidents and the Area Deans to determine who will serve on the screening committee.~~

9.0 Other Equivalency Decisions (Administrators' assignment to

Faculty, FSA's for Los Rios Employees, etc.)

~~9.1 The Director of Human Resources will request the formation of an equivalency committee when the need arises outside the regular hiring process. Applicants must meet at least one of the criteria of paragraph 3.0 to be considered.~~

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~~9.2 The Academic Senate President and the Area Dean will form a committee consisting of at least three faculty members from the discipline and the Area Dean.~~

~~9.3 In cases where there are fewer than three members from the discipline on the screening committee, the equivalency committee shall be augmented by faculty from the discipline where available, faculty from closely related disciplines, or faculty in the discipline from another college. The Academic Senate President shall consult with the Area Dean to determine who will serve on the screening committee.~~

10-07.0 District-wide Equivalency Committee

Responsibilities

~~7.1 The District-wide Equivalency Committee is responsible for the consistent and equitable administration of equivalency determinations, with the goal of ensuring candidates meet minimum qualifications while broadening applicant pools and eliminating barriers to employment at the District.~~

~~10-17.2 The District-wide Equivalency Committee is responsible for evaluating all faculty equivalency applications, including initial faculty hires, existing District employee applications, and other situations outside of the regular hiring process as requested by the Associate Vice Chancellor of Human Resources. The District-wide Equivalency Committee will determine those applicants who meet the equivalency based on criteria established in 3.0. The District-wide Equivalency Committee is responsible for evaluating all faculty equivalency applications, including initial faculty hires, existing District employee applications, and other situations outside of the regular hiring process as requested by the Associate Vice Chancellor of Human Resources. An~~

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applicant receiving a positive equivalency ruling from the District-wide Equivalency Committee at one college is then considered qualified in that discipline on a District-wide basis, subject to verification by the Human Resources Department that the recency provision of 3.0 has been satisfied.

~~10-27.3~~ The District-wide Equivalency Committee will keep records of decisions and the justification for each decision. Copies of these records will be sent to the Human Resources Department for future reference. Applications for which the District-wide Equivalency Committee finds the qualifications to be non equivalent will also be returned to District Human Resources staff with the reasons for rejecting the equivalency.

~~10.3~~ Equivalency committees must take caution to assure that consistency is applied to all decisions regarding equivalency.

~~10-47.4~~ The Area Dean Human Resources Department will maintain records of past equivalency decisions of the equivalency committees and provide copies of those records to college representatives, administrators, and new committees the District-wide Equivalency Committee as needed.

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~~10-57.5~~ All deliberations of the equivalency committees District-wide Equivalency Committee and all records involved in the proceedings shall

be confidential.

11-08.0 Evidence of Equivalency

8.1 Conclusive evidence of equivalency shall include:

~~11-18.1.1~~ A transcript showing that appropriate courses were successfully completed at an accredited college or appropriate foreign institution.

~~11-28.1.2~~ Publications that show a command of the major in question.

~~11-38.1.3~~ Other work products that show a command of the major or occupation in question.

~~11-48.1.4~~ For fields where practical experience can be considered the equivalent to an advanced degree (i.e., the performing arts), evidence of appropriate experience.

(Although the forms of evidence named above are desirable, other evidence may be considered.)

~~11-28.2~~ For the candidate selected to be invited for interview, the District minimum qualification equivalency form (P-38) must be completed and signed by the District Academic Senate President or designee and the District Human Resources Department representative ~~Area Dean or management designee and the Department Chair or designee or a faculty member chosen by the faculty on the committee.~~

~~11-2-18.2.1~~ No candidate for a full-time position shall be recommended as a finalist to the President without meeting the minimum qualifications or having been verified as meeting the equivalency by submission of form P-38 with appropriate ~~faculty and management~~ District-wide Equivalency Committee signatures.

~~11-2-28.2.2~~ No candidate for part-time employment shall be hired without either meeting the minimum qualifications or having been verified as meeting the equivalency by submission of form P-38 with appropriate ~~faculty and management~~ District-wide Equivalency Committee signatures.

12-09.0 Application

~~12-19.1~~ This procedure applies to the hiring of all faculty, including both part-time, ~~and~~ full-time, long-term temporary, and faculty hired under the "emergency hire" process described in R-5122. In emergency hire situations, the District-Wide Equivalency Committee may be required to EMPLOYMENT PROCEDURES Equivalency R-5123 to Minimum Qualifications

Recruitment and Appointment 1 of 7

convene promptly to ensure the applicant receives an equivalency determination as quickly as possible.

~~Exceptions occur when last-minute hiring decisions about part-time faculty must~~

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~~be made when few full-time faculty are available (emergency hire).~~

~~However, when the emergency hire provision is invoked, the candidate must be selected through the appropriate interview process before he/she is hired for a subsequent academic term. The Academic Senate President shall be informed in writing by the college instruction office within ten days of the appointment of each person hired under this emergency provision.~~

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~~13-10.0~~ 10.0 Review

~~13-10.1~~ This procedure will be reviewed every three years. If any problem arises, the Chancellor or any ~~AcademicFaculty~~ Senate may request a review at any time. The District ~~AcademicFaculty~~ Senate acting jointly with the Chancellor shall be responsible for forming the review committee.

~~(Formerly R-5121)~~

LRCCD

Adm. Regulation Adopted: 7/18/90

Adm. Regulation Revised: 9/26/16; 3/27/17; 3/25/19

Adm. Regulation Reviewed: 3/27/17; 3/25/19

Board Policy: [P-5123](#)