

Thursday, March 23, 2023 at 3 pm
Academic Senate Meeting Notes

Preliminaries

1. Call to Order: Called to order at 3:01 pm
2. Approval of the Agenda: Approved
3. Approval of the Minutes: For March 9, 2023 Meeting
4. Introduction of Guests: Sandra Guzman, SCC Academic Senate President; Lori Petite SCC Past Academic Senate President, Jamey Nye, Deputy Chancellor; Mario Rodriguez, Exec Vice Chancellor of Finance and Administration; Laurinda Reynolds, Gerontology Faculty; Chris Padget, History Faculty; Eric Wada, FLC Academic Senate President; David Austin, Speech Faculty; Debra Crumpton, SCC Business Faculty, Jason Newman, LRCFT President; Susan Andre, Counseling Faculty; Kay Lo, Counseling Faculty; Kate Jaques, Associate Vice President, Instruction; Doug Herndon, Dean of English; LaQuisha Beckum, Psychology Faculty; Tiffany Mpagazi, Dual Enrollment Director; Lydia Delgado, Counseling Faculty; Devoun Stewart, Natomas Education Center Dean; Tatyana Yatsenko, Counseling Faculty;
 - a.
5. Public Comment Period (3 min) - none
 - i.
6. President's Report:
 - ARC Awarded HSI Grant
 - CTL looking for two PD trainers STEM-focused. please apply
 - Ken Diet Award Committee is looking for 2 volunteers. If interested please contact by next Friday
 - Time for Book Adoptions! Please submit your adoptions via the Follett Discover link in Canvas by April, April 15th, 2023. Student benefit from this information.
 - ASCCC meeting Friday, Resolution packet posted on Canvas for review.
 - If there are any suggestions, insight please reach out to your Senate Team

Consent Items:

7. Approval of remote meeting attendees - list below
 - a. Adrienne Avila (Non-Emergency), Badea-Mic, Mihaela (Non-Emergency), Gina Barnard (Emergency), Valerie Bronstein (Non-Emergency), Vivian Dillon (Non-Emergency), Reyna Moore (Non-Emergency), Kahkashan Shaukat (Non-Emergency), Charles Thomsen (Non-Emergency)

Discussion Items: (10 minutes per item) -

8. Resolution on District Leadership Concerns (2nd Reading) -
 - Opened discussions to get feedback, answer questions, questions on how consultations take place, suggestions on how to improve consultations.
 - Desire for clarifications is LRCCD leadership or the District of concern. Interest in

identifying issues at District level, what are the main concerns.

- A vote today mean, results will be sent to Board of Trustees. Resolution will be included in ARC's report to the Board of Trustees and to District Academic Senate. The next BOT is April 12th and reported back to ARC Senate on April 13th.
- A member voiced support for the resolution and asserted Faculty Senate has a long history of struggle to have faculty voice at the center.
- Question regarding the potential impact on the Presidential search, would this interfere with the process? Currently unknown. Question about if there have been any exit interviews with past campus Presidents. There are no formal exit conversations with past campus Presidents. ARC is a large campus. Average length for Presidents is 5 years, but really this has been 3 years. Concern that past Presidents might not be very candid.
- There was a motion to vote (Senator), the motion was seconded (Senator) -
 - Vote - Yes, 30; No, 0; Abstain, 0. Resolution passes.

9. Recommendation on Priority Registration Status for Learning Community Students (2nd Reading) -

- Opened for discussion and questions. What is the displacement of students, for every one to every 900 Counselors, greater Counselor access to serve Learning Communities. How many students in Learning Communities. Learning Communities have been decimated by the pandemic and we need to grow the programs.
- Current legislation will allow student parents to get priority 0. There was a question if it was possible to get data on the number of students at each priority.
- Concern if we do this, everyone will have priority and on one has priority. However, it was shared that we are a long way from a zero-sum game and we need to support DI students.
- Question about mechanisms to determine how this change is achieving what was intended for? Are there any unintended consequences?
- Students in Learning Community will get able to get the schedule they want.
- There was a motion to vote (Senator), the motion was seconded (Senator) -
 - Vote - Yes, 30; No, 0; Abstain, 0. Resolution passes.

10. Recommendation to DETC on When to Reset Proctorio (1st Reading)

- Recommendation is mute because District Academic Senate voted on Tuesday (3/21/23) to push-out the re-activation of Proctorio to minimize disruption to students and faculty.

Reports: (5 - 10 minutes per item)

11. ARC Dual Enrollment Update (Kate Jaques and Tiffany Mpagazi) -

- Provided an overview of program structure, current partners and list of courses offered. Courses offered, have a suggested grade level for different courses.
- Students can be 14 years old or in 9th grade, can enroll in up to 11 units districtwide per semester. Coming F23/S24 students will be allowed to self-register to register fully

online. The goal is to simplify form and establish a unified online form for all dual enrollment students. Summer enrollment is a separate form.

- The current process is as follows: STEP 1: Success Coach sends weekly progress report checks. STEP 2: Success Coach or DuE Counselor schedules a meeting with High School support staff to discuss student academic standing. STEP 3: Success Coach and HS Facilitator map out the next step for students based on where they stand in course. If student can't recover, they go to step 4. If they can recover, encourage tutoring services or additional support that the high school can provide. STEP 4: Exit strategy. Notify counselors of essential deadlines to include official cut-off dates for withdrawal with or without notation. Students can petition for a grade change.
- High School teachers do not teach the courses, they are called facilitators.
- Course interest by faculty or by interest of High School. Partners are asking for in-person classes in the High Schools.
- How much of the college experience are students getting, cost of books is an issue, and concerns about taking away academic freedom. Faculty can select any book they want. If more than one section of the same course is offered, they try to bring faculty together to see if they could collaborate on textbook.
- Students are cohorted. Classes selected with partners (filling the A-G requirement).
- 1800 enrollments (duplicated), unduplicated >1500 exceeding the 900 to 1 ratio for students to counselor ratio

12. ARC Strategic Planning Update - (BJ Snowden and Jen Laflam) -

- Goals were re-affirmed and held community forms. DO set metric goals, college defined its metric goals. Ten-year goal to closing equity gap. Eliminating equity gaps for Black males, clear and effective paths. For Goal 3, developing meaningful metrics to measure. For example, students affected by AB705.
- Metrics are driven by Student Success Funding Formula (SSFF)
- Make part-time students more visible in this plan, disaggregate data by DI group, enrollment by racial group, basically who are our part-time students by DI group (not included in Chancellor's plan). Working students may explain low numbers.
- Goal 7% over 7 years, progress will be reported out, communication will be more robust, clear communication, and build on what the campus is already doing.
- The goal is to be clearer on the process and on where we plan to go. IEC will be part of that process.
- If faculty have questions or suggestions please reach out to BJ and/or Jen.

13. ARC All-Gender Restroom Information - (David Austin)

- Map provided showing all restrooms on campus and their location. Creating a list of all gender bathrooms.
- There are difficulties in retrofitting existing restrooms because of requirements, which include single stall, urinal, and estimates can be costly, California has rules and the plumbers have rules.

- Request for some help on where to have all-gender bathrooms on campus, please contact David Austin

14. Council Updates

- a. Institutional Effectiveness Council (Janay Lovering) - posted on Canvas under "Supporting Materials."
- b. Operations Council (Araceli Badilla) - no report
- c. Student Success Council (Veronica Lopez) - posted on Canvas under "Supporting Materials."

Discussion: (10-15 minutes per item)

15. Supporting ARC Counselor Need in HomeBases -

- Desire to formally document requests in our meeting minutes and requests in Discussions with the President's Exec Team plus ASCCC Standards of Practice for Counselors providing specific guidance on baseline expectations for Counseling practice (posted on Canvas under "Supporting Materials"). Page 16 outlines physical space.
- Counselor needs are based on what students need. A Counselor's office is their classroom, similar to instructional faculty. Resources are based State-wide; office should be ADA compliant, designed for students, identity affirming and need support staff, build a sense of community, an area that helps to foster trust and safety. Must be private due to the nature of personal information that might be shared.
- Concerns over entering spaces where instructional space was taken-away, this situation not ideal. One office space shared by 2-3 counselors.
- It was mentioned that some of the areas might not be so inviting to our students of Color. For example, the new STEM building is named after white women, you see pictures of white donors.
- Concern over undeclared students. HomeBases might be a good idea, but need to see data if HomeBases are working.
- Concern over Dean showing favoritism toward one department vs a new department Deans might be understaffed, will they provide CE programs with support, redistribution of FTE
- There will be a formal process for the department to work out logistics with Pathways Committee. What is going well, what is not going well.

16. Report Back (Feedback from College Areas)

- a. Open Issues from any Previous Agenda Item - none

17. Report Out (Information from District Meetings and Other Areas)

- a. District Academic Senate and District Meetings - lots of regulation and policy changes coming down the pipeline. Attendance policy and regulation P-2222 and R-2222 are not a Statewide policy. Everyone can determine their own. For smaller departments

changes may have bigger impacts. Discussion on creating a position statement on online proctoring. First-level Faculty Hiring will take place on Zoom and question around whether the FON is the best indicator of faculty hiring.

b. Other areas - None

18. Items from College Areas for Academic Senate Consideration - none

Upcoming meetings and Events:

- ASCCC Area A Meeting: Friday, 3/24 10:00 AM
- District Academic Senate: Tuesday, 4/4 3:00 PM (ARC Administration Building Conference Room)
- LRCCD Board of Trustees: Wednesday, 4/12 5:30 PM (DO Board Room)
- ARC Academic Senate: Thursday, 4/13 3:00 PM (ARC Student Center Boardroom)
- ASCCC Spring Plenary Session: Wednesday, 4/19 to Saturday, 4/22

Meeting Adjourned at 5:35 pm

		Updated	2023-03-23					
Area	Senator	Adjunct/FT	Term End			Item 8: Resolution District Leadership	Item 9: Recommendation on Priority Registration Status for Learning Communities	Item 10
Behavioral & Social Sciences	Lauren Chavez	Adjunct	2024	Present		Yes	Yes	
Behavioral & Social Sciences	Kristina Casper-Denman	Full-time	2023	Present		Yes	Yes	
Behavioral & Social Sciences	Brian Rosario	Full-time	2024	Present		Yes	Yes	
Behavioral & Social Sciences	Ricardo Caton	Full-time	2025	Present		Yes	Yes	
Behavioral & Social Sciences	Robin Akawi	Alternate Full-Tim		Present				
Behavioral & Social Sciences	Ellen Bowden	Alternate Adjunct		Present				
Business & Computer Sciences	Damon Antos	Full-time	2023	Present		Yes	Yes	
Business & Computer Sciences	Tak Auyeung	Full-time	2025	Present		Yes	Yes	
Business & Computer Sciences	Kahkashan Shaukat	Full-time	2024	Approv Remote		Yes	Yes	
Business & Computer Sciences	Christian Speck	Adjunct	2023	Present		Yes	Yes	
Business & Computer Sciences	Marc Condos	Alternate Full-Tim						
Business & Computer Sciences		Alternate Adjunct						
Counseling	Kim Queen	Full-time	2024	Absent				
Counseling	Joyce Fernandez	Adjunct	2024	Absent				
Counseling	Reyna Moore	Full-time	2023	Approv Remote		Yes	Yes	
Counseling	Carmelita Palomares	Full-time	2025	Present		Yes	Yes	
Counseling	Kim Herrell	Alternate Full-Tim		Present		Yes	Yes	
Counseling		Alternate Adjunct						
English	Valerie Bronstein	Adjunct	2023	Absent				
English	Robyn Borcz	Full-time	2023	Present		Yes	Yes	
English	Caroline Prieto	Full-time	2024	Absent		Yes	Yes	
English	Gina Barnard	Full-time	2025	Approv Remote		Yes	Yes	
English	Melissa Diaz	Alternate Full-Tim						
English		Alternate Adjunct						
Fine & Applied Arts	<i>Unfilled</i>	Full-time						
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						
Fine & Applied Arts	Jodie Hooker	Alternate Full-Tim						
Fine & Applied Arts		Alternate Adjunct						
Health & Education	Cheri Garner	Full-time	2023	Absent				
Health & Education	<i>Unfilled</i>	Full-time						
Health & Education	Susan Chou	Full-time	2024	Present		Yes	Yes	
Health & Education	<i>Unfilled</i>	Adjunct						
Health & Education		Alternate Adjunct						
Health & Education	John Coldiron	Alternate Full-Tim						
Humanities	Corinne Arrieta	Full-time	2025	Present		Yes	Yes	
Humanities	Jill Birchall	Full-time	2024	Absent				
Humanities	Caterina Falli	Full-time	2023	Present		Yes	Yes	
Humanities	Andrew Fix	Adjunct	2025	Absent				
Humanities	Erik Haarala	Alternate Full-Tim						
Humanities		Alternate Adjunct						
Kinesiology & Athletics	Kat Sulivan Torres	Full-time	2025	Absent				
Kinesiology & Athletics	Eric Black	Full-time	2024	Absent				
Kinesiology & Athletics	<i>Unfilled</i>	Full-time						
Kinesiology & Athletics	<i>Unfilled</i>	Adjunct						

		Updated	2023-04-02					
Area	Senator	Adjunct/FT	Term End			Item 8: Resolution District Leadership	Item 9: Recommendation on Priority Registration Status for Learning Communities	Item 10
Kinesiology & Athletics		Alternate Full-Ti						
Kinesiology & Athletics		Alternate Adjunct						
Library/Learning Resources/Instructi	David McCusker	Full-time	2024	Present		Yes	Yes	
Library/Learning Resources/Instructi	Araceli Badilla	Full-time	2023	Present		Yes	Yes	
Library/Learning Resources/Instructi	Marianne Harris	Alternate Full-Ti						
Mathematics	Deborah Gale	Adjunct	2024	Absent				
Mathematics	Joe Caputo	Full-time	2023	Present		Yes	Yes	
Mathematics	Adrienne Avila	Full-time	2024	Approv Remote		Yes	Yes	
Mathematics	Sonya Reichel	Full-time	2025	Present		Yes	Yes	
Mathematics	Lana Anishchenko	Alternate Full-Ti						
Mathematics		Alternate Adjunct						
Workforce/ Work Experience/Appre	Vivian Dillon	Full-time	2024	Approv Remote		Yes	Yes	
Workforce/ Work Experience/Appre	Carlos Ponce	Adjunct	2024	Absent				
Workforce/ Work Experience/Appre	Jody Johnson	Adjunct	2023	Absent				
Workforce/ Work Experience/Appre	<i>Unfilled</i>	Adjunct						
Workforce/ Work Experience/Appre	Lonetta Riley	Alternate Full-Ti						
Workforce/ Work Experience/Appre		Alternate Adjunct						
Science & Engineering	Mihaela Badea-Mic	Adjunct	2025	Approv Remote		Yes	Yes	
Science & Engineering	Glenn Jaecks	Full-time	2025	Present		Yes	Yes	
Science & Engineering	Charles Thomsen	Full-time	2024	Approv Remote		Yes	Yes	
Science & Engineering	Mike Holms	Full-time	2025	Absent				
Science & Engineering		Alternate Full-Ti						
Science & Engineering		Alternate Adjunct						
Student Support Services	Judith Valdez	Full-time	2024	Absent				
Student Support Services	<i>Unfilled</i>	Adjunct						
Student Support Services	Arthur Jenkins	Alternate Full-Ti						
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		Yes	Yes	
Technical Education	<i>Unfilled</i>	Full-time						
Technical Education		Alternate Full-Ti						
Technical Education		Alternate Adjunct						
Officers	Carina Hoffpaur		President	Present				
Officers	Brian Knirk		Vice President	Present		Yes	Yes	
Officers	Veronica Lopez		Secretary	Present		Yes	Yes	
Officers	Alisa Shubb		Past President	Present		Yes	Yes	
Liaison	Janay Lovering		Program Review					
Liaison	Kate Williamson		Open Education					
Liaison	Beth Madigan		Classified Sena					
	Roxanne Morgan		Curriculum					
	Bill Simpson		Program Pathw					
					Yes Votes	30	30	
					No Votes	0	0	
					Abstain Votes	0	0	
Total Senate Seats Available (without Officers)			52					

		Updated	2023-04-02					
Area	Senator	Adjunct/FT	Term End			Item 8: Resolution District Leadership	Item 9: Recommendation on Priority Registration Status for Learning Communities	Item 10
Unfilled Seats		9			Total Votes	30	30	
Total Filled Seats		43						
Quorum (25% of filled seats)		11 (round 0.5 up)						
A = 2023		14						
B = 2024		18						
C = 2025		11						



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.*

3/23/23

3:00P.M.

ARC Student Center Boardroom

Zoom Meeting ID: 821 7122 5518, Password: 10plus1

<https://lrccd.zoom.us/j/82171225518?pwd=YXVrYTRXTlh5VkFuOVh6NUluZWoxUT09>

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. Approval of Remote Attendees

Decision Items (10 minutes maximum per item)

8. [Resolution on District Leadership Concerns](#) (Second Reading)
9. [Recommendation on Priority Registration Status for Learning Community Students](#) (Second Reading)
10. [Recommendation to DETC on When to Reset Proctorio](#) (Second Reading)

Reports (5-10 minutes per item)

11. ARC Dual Enrollment Update (*Kate Jaques and Tiffany Mpagazi*)
12. ARC Strategic Planning Update (*BJ Snowden and Jen Laflam*)
13. All-Gender Restroom Information Group Update (*David Austin*)
14. 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)

15. Supporting ARC Counselor Needs in HomeBases
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:

- [ASCCC Area A Meeting](#): Friday, 3/24 10:00 AM
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Resolution on District Leadership Concerns

Whereas, the Academic Senate of American River College affirms that our Sacramento City College colleagues are not alone in their concerns about LRCCD Leadership expressed in their [Spring 2022 White Paper](#);

Whereas, ARC faculty wish to express our own consternation about LRCCD's poor collegial consultation on matters within Academic Senate purview granted by Title 5, a lack of transparency in district decision-making, and a push toward centralization that supersedes the institutional planning efforts of each local college;

Whereas, there has been a documented pattern of these behaviors resulting in previous districtwide intervention efforts such as an ASCCC Collegiality in Action visit, an IBA mediation process, and a Los Rios District Academic Senate resolution committing to a regular formal report on collegial consultation;

Whereas, our current ARC Academic Senate leadership team has observed a number of troubling incidents this academic year. Here are some noteworthy situations in which poor collegial consultation occurred:

- The formulation and development of district initiatives within Academic Senate purview such as Strategic Enrollment Management, Dual Enrollment, and AB 705/1705 implementation
- Faculty hiring allocations and the decision to pause the Faculty Diversity Internship Program
- Manager and classified hiring in roles connected to academic and professional matters within Academic Senate purview (e.g. the Dean of Student Wellness and Support Services).
- Ineffective use of and frequent cancellation of Chancellor's Cabinet meetings.

These recent problems suggest continued dysfunction in the LRCCD organization and our shared governance process.

Resolved, the American River College Academic Senate respectfully urges the Board of Trustees to give its full attention to these concerns, and we urge the Board to investigate the leadership deficiencies that have been identified to ensure the health of our organization and our commitment to shared governance.

Recommendation on Priority Registration for Learning Community Students

ARC's Academic Senate affirms the importance of supporting the success of our Learning Community students, who experience unique course scheduling needs in cohorted programs. To address these scheduling impacts, we recommend that our college administration grant suggested .75 priority registration status to Learning Community students.



SSC & AS PRESENTATION



CCAP DUAL ENROLLMENT STRUCTURE

1. Establish Partnership

1. MOU and Course agreement created

2. They then select from a menu of ARC's online, asynchronous General Education transfer courses that also meet one or more of their high school's A-G graduation requirements and are enrolled as part of a cohort. (Social Science Pathway created by our college DuE counselor)

2. High School Orientation

1. Cover student expectations, program eligibility, requirements and resources.

2. High school 9th -12th graders take an HCD course

3. They also “attend” an open lab period on their high school campus where they can complete their ARC coursework with K-12 instructional support as well as embedded ARC success coaches available to assist them.

3. Textbooks, and materials are offered to students completely free of charge.

PARTNERS

- **DISTRICTS:**

- San Juan
- Twin Rivers
- Natomas

- **CHARTERS:**

- Westlake
- NP3
- Natomas/VLA
- Aspire
- College and Career Academy

- **LOS RIOS DISTRICT (MOU)**

- SCOE
- Visions in Education

COURSES OFFERED

9th Grade

HCD 310

10th Grade

SPAN 401

DEAF 310

HIST 307

HIST 308

ASTR 300

ANTH 300

HCD 310

ETHNS 300

11th Grade

PSYC 300

HIST 310

HIST 311

MUFHL 308

TAFILM 307

HEED 300

NUTRI 300

SOC 300

SJS 300

12th Grade

ENGWR 300

ENGWR 302

POLS 301

HCD 310

PSYC 330

STAT 300

SPAN 402

COMM 362

DISTRICT REG CHANGES- UPDATES

- Using the term “Dual Enrollment” and phasing out the term “Advanced Education” to better align with statewide definitions beginning in Summer 2023.
- Updating age and grade level requirements for admission to 14 years or having started 9th grade.
- Allowing dual enrollment students to enroll in up to 11 units districtwide per semester
- Allowing student self-registration so students can register for classes completely online (available Fall 23/ Spring 24)
- Simplifying forms with the goal of establishing a unified online form for all dual enrollment

STUDENT SUPPORTS AND INTERVENTIONS: PROCESS OUTLINED

- **Step 1.** The Success Coach sends weekly progress report checks.
- **Step 2.** The success coach or DuE counselor schedules a meeting with the high school support staff to discuss the student's academic standing (reasons include not logging in for several days, not turning in assignments, completing tests or quizzes, or cheating/plagiarism).
- **Step 3.** The Success Coach and HS Facilitator map out the next steps for students based on where they stand in the course. If the student cannot recover, they proceed to step 4. If they can recover, we encourage tutoring services or additional support that the high school can provide.
- **Step 4.** Exit strategy: Notify counselors of essential deadlines to include official cut-off dates for withdrawal with or without notation. Students are allowed to petition for a grade change.

CCAP DATA AS OF SP23

- Longitudinal trend of CCAP enrollments, disaggregated by CCAP course-type (e.g. CE, CECA, GE).
- F22 headcount by CCAP course-type, disaggregated by race (also includes college overall for context)
- F22 headcount by CCAP course-type, disaggregated by gender (also includes college overall for context)
- F22 headcount by CCAP course-type, disaggregated by students' high school of last attendance
- F22 headcount by CCAP course-type of students that participated during F22 in CalWORKS, DSP&S, EOP&S, and Umoja
- F22 headcount by CCAP course-type of students representing special populations (Foster Youth, Homeless).
- F22 course enrollment and success rates by CCAP course-type, disaggregated by race (also includes college overall for context)
- F22 course enrollment and success rates by CCAP course-type, disaggregated by gender (also includes college overall for context)

DATA SUMMARY REPORT

CCAP Crs Type	Enrollments							% Chg.
	F19	S20	F20	S21	F21	S22	F22	F19-F22
CE	103	117	64	93	76	122	122	18%
CECA						366	299	
GE	379	282	733	585	876	802	1470	288%

F22 Headcount & Percent of Total

Race	CE		CECA		GE		TOTAL CCAP		OVERALL ARC*	
	#	%	#	%	#	%	#	%	#	%
African American	2	2%	20	11%	61	5%	83	6%	1788	8%
Asian	6	5%	36	20%	208	18%	250	17%	3126	14%
Filipino			11	6%	42	4%	53	4%	575	3%
Hispanic/Latino	49	40%	68	38%	404	35%	521	35%	5890	27%
Multi-Racial	8	7%	22	12%	100	9%	130	9%	1569	7%
Native American	2	2%			5	0%	7	0%	104	0%
Oth Non-Wht									38	0%
Pacific Islander	2	2%	3	2%	11	1%	16	1%	187	1%
Unknown	2	2%			5	0%	7	0%	366	2%
White	51	42%	21	12%	333	28%	405	28%	8304	38%
Total	122	100%	181	100%	1169	100%	1472	100%	21947	100%

Gender	CE		CECA		GE		TOTAL CCAP		OVERALL ARC*	
	#	%	#	%	#	%	#	%	#	%
Female	23	19%	103	57%	704	60%	830	56%	12608	57%
Male	95	78%	75	41%	425	36%	595	40%	8725	40%
Non-Binary	2	2%	2	1%	23	2%	27	2%	214	1%
Unknown	2	2%	1	1%	17	1%	20	1%	400	2%
Total	122	100%	181	100%	1169	100%	1472	100%	21947	100%

F22 ENROLLMENT & COURSE SUCCESS RATES

F22 Enrollments & Course Success Rates

	CE		CECA		GE		TOTAL CCAP		OVERALL ARC*		
	Enrld	Success%	Enrld	Success%	Enrld	Rate	Enrld	Success%	Enrld	Success%	
Overall	122	88%	299	93%	1470	86%	1891	88%	51326	70%	
Race											
African American	2	---	35	94%	74	72%	111	79%	4279	56%	
Asian	6	---	63	97%	272	91%	341	92%	6632	77%	
Filipino			18	94%	50	82%	68	85%	1235	72%	
Hispanic/Latino	49	92%	112	91%	524	85%	685	86%	13820	67%	
Multi-Racial	8	---	36	92%	118	89%	162	88%	3882	68%	
Native American	2	---			5	---	7	86%	245	68%	
Oth Non-Wht									72	68%	
Pacific Islander	2	---	3	---	14	79%	19	79%	413	61%	
Unknown	2	---			7	---	9	89%	769	72%	
White	51	84%	32	94%	406	88%	489	88%	19980	74%	
Gender											
Female	23	91%	170	93%	900	87%	1093	88%	28848	71%	
Male	95	86%	125	93%	527	86%	747	87%	21080	69%	
Non-Binary	2	---	3	---	24	89%	29	91%	552	64%	
Unknown	2	---	1	---	19	79%	22	83%	846	70%	

"---" mask is used for cell sizes < 10 due to low statistical reliability.

* Excludes Public Safety & Apprenticeship

AREAS FOR OPPORTUNITY

- Faculty meet and greets
 - Participation in on-campus student events
 - Introduce Faculty to their students and facilitators (HS teachers)
- Dual Enrollment Campus Workshops
 - Why Dual Enrollment?
 - Faculty course of interest and pathway development workshops
 - “How to” on course selection
 - OER and Dual Enrollment
- Faculty and Facilitator team building retreats
 - Expectations
 - HS in-person class offering “To-Do” Info sessions
- Advisory Committee
 - The makeup of the committee TBA

QUESTIONS



American River College
Dual Enrollment Summary Report

The following reflects CCAP enrollments, demographics, course success rates, and services used

Enrollments								% Chg.
CCAP Crs Type	F19	S20	F20	S21	F21	S22	F22	F19-F22
CE	103	117	64	93	76	122	122	18%
CECA						366	299	
GE	379	282	733	585	876	802	1470	288%

Race	F22 Headcount & Percent of Total								OVERALL ARC*	
	CE		CECA		GE		TOTAL CCAP		#	%
	#	%	#	%	#	%	#	%		
African American	2	2%	20	11%	61	5%	83	6%	1788	8%
Asian	6	5%	36	20%	208	18%	250	17%	3126	14%
Filipino			11	6%	42	4%	53	4%	575	3%
Hispanic/Latino	49	40%	68	38%	404	35%	521	35%	5890	27%
Multi-Racial	8	7%	22	12%	100	9%	130	9%	1569	7%
Native American	2	2%			5	0%	7	0%	104	0%
Oth Non-Wht									38	0%
Pacific Islander	2	2%	3	2%	11	1%	16	1%	187	1%
Unknown	2	2%			5	0%	7	0%	366	2%
White	51	42%	21	12%	333	28%	405	28%	8304	38%
Total	122	100%	181	100%	1169	100%	1472	100%	21947	100%

Gender	F22 Headcount & Percent of Total								OVERALL ARC*	
	#	%	#	%	#	%	#	%	#	%
Female	23	19%	103	57%	704	60%	830	56%	12608	57%
Male	95	78%	75	41%	425	36%	595	40%	8725	40%
Non-Binary	2	2%	2	1%	23	2%	27	2%	214	1%
Unknown	2	2%	1	1%	17	1%	20	1%	400	2%
Total	122	100%	181	100%	1169	100%	1472	100%	21947	100%

High School Last Attended	F22 Headcount % Percent of Total							
	CE		CECA		GE		TOTAL CCAP	
	#	%	#	%	#	%	#	%
Antelope High	1	1%					1	0%
Bella Vista High	10	8%			118	10%	128	9%
Casa Roble High	22	18%			12	1%	34	2%
Comm Colab Charter					12	1%	12	1%
Del Campo High	18	15%			108	9%	126	9%
El Camino High					25	2%	25	2%
El Sereno Alt					3	0%	3	0%
Encina High					18	2%	18	1%
Foothill High					22	2%	22	1%
Foreign High Schl	1	1%			6	1%	7	0%
Futures High					23	2%	23	2%
Grant Union High					67	6%	67	5%
Highlands High	25	20%			51	4%	76	5%
HomeSchl (CCCApply)					4	0%	4	0%
Inderkum High			172	95%			172	12%
Mesa Verde High	10	8%			24	2%	34	2%
Mira Loma High	2	2%			30	3%	32	2%
Natomas Charter					43	4%	43	3%
Natomas High	14	11%			34	3%	48	3%
Natomas PacPathw					120	10%	120	8%
Other CA HS	7	6%	6	3%	305	26%	316	21%
Out of State HS	1	1%	3	2%	5	0%	9	1%
Rio Americano High	4	3%			22	2%	26	2%
Rio Linda High					108	9%	108	7%
Sacramento High					2	0%	2	0%
San Juan Choices Ctr					2	0%	2	0%
San Juan High	7	6%					7	0%
SAVA: Sac Acad					5	0%	5	0%
Total	122	100%	181	100%	1169	100%	1470	100%

F22 Dual Enrolled Students Receiving Services in F22 & In Representing Special Populations

CCAP Crs Type	Headcount	CalWORKS	DSP&S	EOP&S	Umoja	FosYouth	Homeless
		#	#	#	#	#	#
CE	122		1				1
CECA	181		2				
GE	1169		1				5

continued

F22 Enrollments & Course Success Rates

	CE		CECA		GE		TOTAL CCAP		OVERALL ARC*	
	Enrld	Success%	Enrld	Success%	Enrld	Rate	Enrld	Success%	Enrld	Success%
Overall	122	88%	299	93%	1470	86%	1891	88%	51326	70%
Race										
African American	2	---	35	94%	74	72%	111	79%	4279	56%
Asian	6	---	63	97%	272	91%	341	92%	6632	77%
Filipino			18	94%	50	82%	68	85%	1235	72%
Hispanic/Latino	49	92%	112	91%	524	85%	685	86%	13820	67%
Multi-Racial	8	---	36	92%	118	89%	162	88%	3882	68%
Native American	2	---			5	---	7	86%	245	68%
Oth Non-Wht									72	68%
Pacific Islander	2	---	3	---	14	79%	19	79%	413	61%
Unknown	2	---			7	---	9	89%	769	72%
White	51	84%	32	94%	406	88%	489	88%	19980	74%
Gender										
Female	23	91%	170	93%	900	87%	1093	88%	28848	71%
Male	95	86%	125	93%	527	86%	747	87%	21080	69%
Non-Binary	2	---	3	---	24	89%	29	91%	552	64%
Unknown	2	---	1	---	19	79%	22	83%	846	70%

"---" mask is used for cell sizes < 10 due to low statistical reliability.

* Excludes Public Safety & Apprenticeship



ARC Strategic Plan Metrics 23-30

Strategic Goal #1: Students First

- **Increase overall achievement by 7 percentage points (1 point/year) from 2023 to 2030 for the following metrics¹:**
 - Increase Success Rate (1st Term) from 59.4% to 66.4%
 - Increase Success Rate (2nd Term) from 69.5% to 76.5%
 - Increase Retention (to 2nd Term, Fall to Spring) from 62.2% to 69.2%
 - Increase Retention (to 3rd Term, Fall to Fall) from 49.7% to 56.7%
 - Increase 12+ Units Earned (1st Term) from 23.9% to 30.9%
 - Increase 24+ Units Earned (by 2nd Term) from 16.6% to 23.6%
 - Increase Transfer-Level Math & English (in 1 Year) from 12.9% to 19.9%
- **Eliminate existing equity gaps for African American, Latinx, and Native American Students for all Goal #1 metrics**
 - African American Students
 - Increase Success Rate (1st Term) from 42.0% to 66.4%
 - Increase Success Rate (2nd Term) from 49.4% to 76.5%
 - Increase Retention (to 2nd Term, Fall to Spring) from 55.6% to 69.2%
 - Increase Retention (to 3rd Term, Fall to Fall) from 41.1% to 56.7%
 - Increase 12+ Units Earned (1st Term) from 14.4% to 30.9%
 - Increase 24+ Units Earned (by 2nd Term) from 9.2% to 23.6%
 - Increase Transfer-Level Math & English (in 1 Year) from 4.8% to 19.9%
 - Latinx Students
 - Increase Success Rate (1st Term) from 55.9% to 66.4%
 - Increase Success Rate (2nd Term) from 63.9% to 76.5%
 - Increase Retention (to 2nd Term, Fall to Spring) from 61.6% to 69.2%
 - Increase Retention (to 3rd Term, Fall to Fall) from 42.8% to 56.7%
 - Increase 12+ Units Earned (1st Term) from 21.1% to 30.9%
 - Increase 24+ Units Earned (by 2nd Term) from 13.7% to 23.6%
 - Increase Transfer-Level Math & English (in 1 Year) from 11.4% to 19.9%
 - Native American Students
 - Increase Success Rate (1st Term) from 57.1% to 66.4%
 - Increase Success Rate (2nd Term) from 75.9% to 76.5%
 - Increase Retention (to 2nd Term, Fall to Spring) from 63.6% to 69.2%
 - Increase Retention (to 3rd Term, Fall to Fall) from 53.8% to 56.7%
 - Increase 12+ Units Earned (1st Term) from 18.2% to 30.9%
 - Increase 24+ Units Earned (by 2nd Term) from 18.2% to 23.6%
 - Increase Transfer-Level Math & English (in 1 Year) from 0% to 19.9%
- **Eliminate existing equity gaps for African American *Male* students²**
 - Increase Success Rate (1st Term) from 40.5% to 66.4%
 - Increase Retention (to 2nd Term, Fall to Spring) from 48.7% to 69.2%

¹ All metrics aligned with Strategic Goal #1: Students First apply *only to New, 1st Time to College students*. Fall 2021 served as the baseline term. Excludes Public Safety and Apprenticeship. Source: *ARC Data on Demand – Strategic Plan Metrics*.

² A review of baseline data disaggregated by both race/ethnicity and gender revealed that African American Male students were the *single most disproportionately impacted population at ARC* for these two metrics: Success Rate 1st Term and Retention (to 2nd Term).

Strategic Goal #2: Clear & Effective Paths

- **Restore and increase enrollment³**
 - Increase enrollment for all students by 7% from 57,332 enrollments to 61,345 enrollments
 - Increase enrollment for all New, 1st Time to College students by 7% from 10,325 enrollments to 11,048 enrollments
- **Meet the *Vision for Success Goals (Increase awards by 20%, transfers by 35%, and reduce units at degree by 15%)***
 - Increase Total Certificates by 20% from 1,085 to 1,302
 - Increase Total Degrees by 20% from 2,573 to 3,088
 - Increase Total ADT Degrees by 20% from 759 to 911
 - Increase Total Transfers to CSU and UC by 35% from 1,118 to 1,509
 - Decrease the average units at degree by 15% from 78.4 units to 66.6 units
- **Increase certificate, degree, and transfer-ready rates by 7 percentage points**
 - Increase Certificate Rate (in 3 years) by 7 percentage points from 5.6% to 12.6%
 - Increase Degree Rate (in 3 years) by 7 percentage points from 7.6% to 14.6%
 - Increase Transfer-Ready Rate (in 3 years) by 7 percentage points from 8.1% to 15.1%
- **Eliminate equity-gaps in certificate, degree, and transfer-ready rates for African American, Latinx, and Native American Students⁴**
 - African American Students
 - Increase Certificate Rate (in 3 years) from 3.2% to 12.6%
 - Increase Degree Rate (in 3 years) from 5.4% to 14.6%
 - Increase Transfer-Ready Rate (in 3 years) from 4.3% to 15.1%
 - Latinx Students
 - Increase Certificate Rate (in 3 years) from 6.4% to 12.6%
 - Increase Degree Rate (in 3 years) from 7.6% to 14.6%
 - Increase Transfer-Ready Rate (in 3 years) from 6.6% to 15.1%
 - Native American Students
 - Increase Certificate Rate (in 3 years) from 11.1% to 12.6%
 - Increase Degree Rate (in 3 years) from 11.1% to 14.6%
 - Increase Transfer-Ready Rate (in 3 years) from 5.6% to 15.1%
- **Improve Career Education outcomes⁵**
 - Increase Career Education Graduates Employed Rate by 7 percentage points from 78.8% to 85.8%
 - Eliminate Equity-Gaps in Career Education Graduates Employed Rate for African American, Latinx, and Native American Students
 - Increase African American Career Education Students Employed rate from 66.7% to 85.8%
 - Increase Latinx Career Education Students Employed rate from 35.9% to 85.8%
 - Increase Native American Career Education Students Employed rate from n/a to 85.8%⁶

³ Enrollment metrics include Public Safety and Apprenticeship.

⁴ Where applicable—in some cases, equity-gaps did not exist for a particular group on a particular metric.

⁵ Data Source: *CTE Outcomes Survey*. Due to variability in survey response rates, large variations from year-to-year may occur.

⁶ No data for Native American students was available from the CTE Outcomes Survey in 2020-2021.

Strategic Goal #3: Exemplary Teaching & Learning Environment

- **Improve overall achievement by 7 percentage points (1 point/year) from 2023 to 2030 for the following metrics⁷:**
 - Increase Course Success Rate from 69.6% to 76.6%
 - Increase A-B Rate from 56.2% to 63.2%
 - Decrease Drop Rate from 17.0% to 10.0%
- **Eliminate existing equity gaps for African American, Latinx, and Native American Students for all Goal #3 metrics**
 - African American Students
 - Increase Course Success Rate from 55.5% to 76.6%
 - Increase A-B Rate from 41.1% to 63.2%
 - Decrease Drop Rate from 23.5% to 10.0%
 - Latinx Students
 - Increase Course Success Rate from 64.9% to 76.6%
 - Increase A-B Rate from 50.6% to 63.2%
 - Decrease Drop Rate from 19.0% to 10.0%
 - Native American Students
 - Increase Course Success Rate from 63.4% to 76.6%
 - Increase A-B Rate from 51.2% to 63.2%
 - Decrease Drop Rate from 18.9% to 10.0%

Strategic Goal #4: Vibrancy & Resiliency

- **May include one or more of the following metrics (TBD):**
 - Improve ratings on Employee Satisfaction/Campus Climate Surveys
 - Improve ratings on Governance and Project Team Evaluation Surveys
 - Improve ratings on Professional Development Evaluation Surveys
 - Increase the number of faculty, classified staff, and administrators who have received professional development in all 8 professional development competencies
 - Increase the number of faculty, classified staff, and administrators who have increased their level of competency from Level 1 Introductory (Awareness) to Level 2 or Higher (Action/Skill Development and/or Inquiry, Outcome, and Assessment) for 1 or more professional development competencies

⁷ Excludes Public Safety and Apprenticeship.

ARC 2023-2030 Strategic Plan Strategic Goals and Strategies

ARC Strategic Goal #1 Students First:

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

Strategies to Achieve the Goal:

1. Follow the HomeBase Resource Panel recommendations and fully build out, design, and measure HomeBases for equitable outcomes in access, retention, and success.
2. Continue to build and support a quality, equity-driven dual enrollment program in partnership with K-12 school districts in our service area.
3. Thirteen newly hired Outreach Specialists will help meet the Outreach Plan objectives, including a comprehensive communication plan; a structure and a process for marketing, outreach, and recruitment efforts that are culturally responsive; and policies that are more student centered.
4. Develop course schedules that reduce obstacles to completion by aligning course offerings with Program Roadmaps, and by coordinating schedules across instructional areas to reduce conflicts and overlaps.
5. Continue to strategically and equitably expand Open Education Resources.
6. Assess the impacts of AB705 and AB1705 and ensure students are supported for equitable completion of transfer-level Math and English.

ARC Strategic Goal #2 Clear and Effective Paths:

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

Strategies to Achieve the Goal:

1. Follow the HomeBase Resource Panel recommendations and fully build out, design, and measure HomeBases for equitable outcomes in access, retention, and success.
2. Continue to build and support a quality, equity-driven dual enrollment program in partnership with K-12 school districts in our service area.

DRAFT

3. Meet the Outreach Plan objectives, including a comprehensive communication plan; a structure and a process for marketing, outreach, and recruitment efforts that are culturally responsive; policies that are more student centered; and inreach efforts focused on student retention and goal completion.
4. Develop course schedules that reduce obstacles to completion by aligning course offerings with Program Roadmaps, and by coordinating schedules across instructional areas to reduce conflicts and overlaps.
5. Continue to strategically and equitably expand Open Education Resources.
6. Assess the impacts of AB705 and AB1705 and ensure students are supported for equitable completion of transfer-level Math and English.

ARC Strategic Goal #3 Exemplary Teaching, Learning, and Working Environment:

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

Strategies to Achieve the Goal:

1. Continue to implement the recommendations of the African American, Latinx, Native American, Asian Pacific Islander, and LGBTQIA+ Disproportionate Impact Project Teams.
2. Continue to implement the Professional Development & Training Plan to provide a comprehensive and cohesive program of professional development using a variety of delivery methods and modalities to increase access and engagement and provide relevant opportunities for employees at varying stages of growth.
3. Build and implement a Bias Response Team as recommended in the Bias Response Project Team Report.
4. Identify clear priorities for employee onboarding designed to close equity gaps; develop a common set of information, skills and knowledge expected of new employees in each constituent group; and implement onboarding for each constituent group in accordance with the Employee Onboarding Project Team Report recommendations.

ARC Strategic Goal #4 Vibrancy and Resiliency:

DRAFT

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.

Strategies to Achieve the Goal:

1. Expand and deepen partnerships with industry, federal, and state partners to continue to offer, grow, and enroll students in Apprenticeship programs that reflect the employment needs of the region.
2. Continue to provide high quality training and educational programs for public safety personnel through the Regional Public Safety Training Center to positively affect regional employment eligibility in county and city law enforcement agencies specializing in police, corrections and/or probation.
3. Foster a more welcoming, inclusive, and safe physical and online environment as recommended in the Institutional Equity Plan.
4. Identify clear priorities for employee onboarding designed to close equity gaps; develop a common set of information, skills and knowledge expected of new employees in each constituent group; and implement onboarding for each constituent group in accordance with the Employee Onboarding Project Team Report recommendations.
5. Evaluate and enhance sustainability practices in buildings and the environment as outlined in the Sustainability Plan.

DRAFT

1. Strategic Goal Update–

- Shared a draft and discussed it–goals and strategies. Will put it together as the Strategic Plan after it is viewed by all of the constituency groups. The strategies are broad so specific feedback is welcome and will be used by the college over the next seven years (and more strategies will be added).
 - College goals are more tailored to what ARC sees as important.
 - Draft of College Strategies–showed district to help meet goals
 - Metrics will be updated on the Data-on-Demand system
 - DI group metrics will be more central in the reporting (as opposed to all students).
 - We have added an enrollment goal/metric. This was not an issue previously.
 - Are going to give more energy to Strategic Goals #3 and #4. More difficult to measure and work on.

Feedback: Would be good to be able to filter out the Natomas (and other) Centers

2. IGOR Update coming. Approving agendas before they are published.

New process for adding agenda items and adding to notes/minutes so that items can be agendized after the agenda has been published and n

This will also make it easier for ELT to get Forward Motion notes quickly.

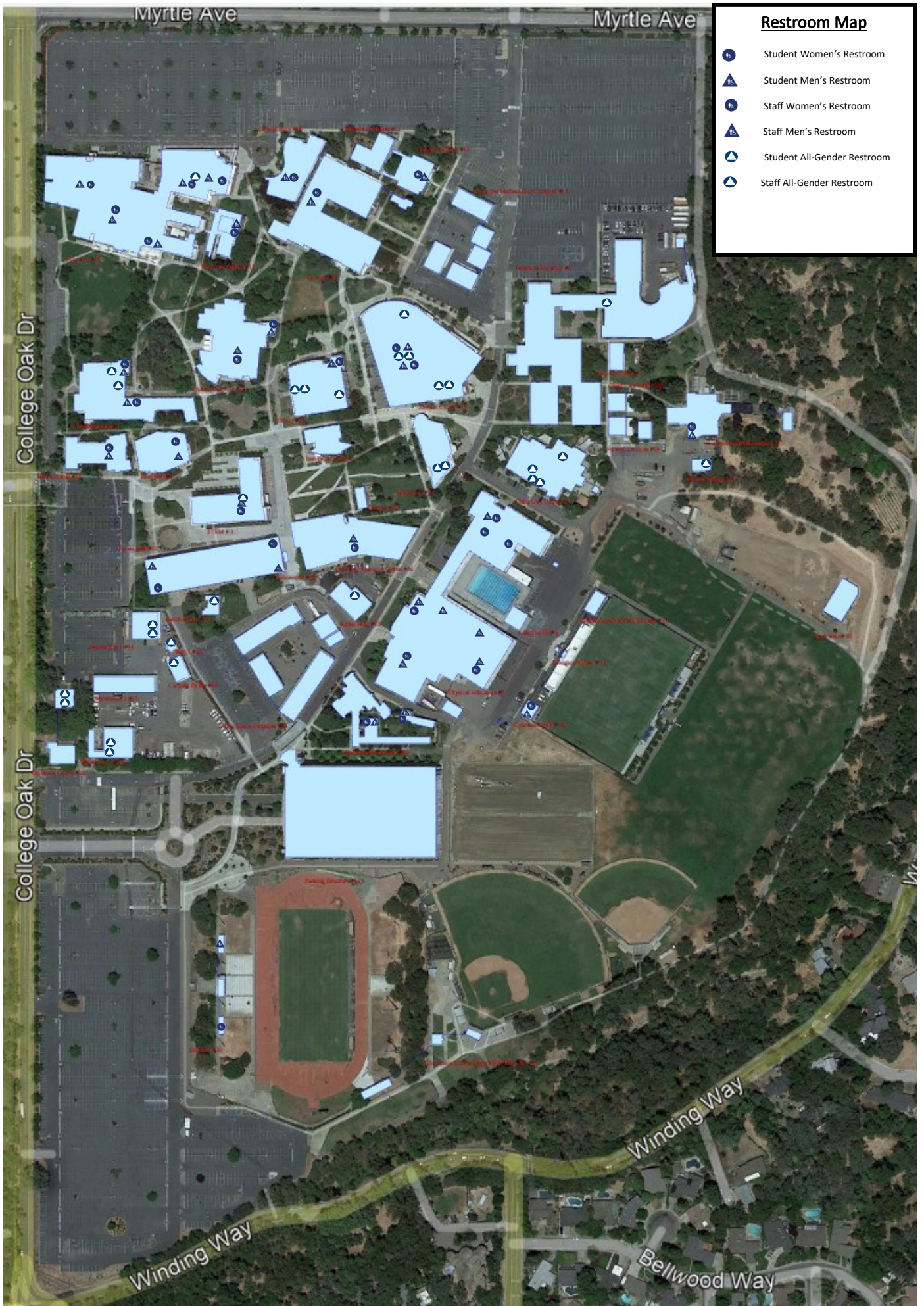
3. How can we measure the Institutional Effectiveness of Homebases? We need a plan to measure the effectiveness

- How are students getting referred to services when referred from Starfish?
- Categorical students v. Homebase support–how are students affected
- We wouldn't compare Homebases too each other
- Difficult to tell how Homebases affect student success
- Homebase representatives need to be a part of this conversation
- We need a Homebase evaluation plan

Keep a lookout for information on Program Review Presentations in Beaver Bites

Restroom Map

- Student Women's Restroom
- Student Men's Restroom
- Staff Women's Restroom
- Staff Men's Restroom
- Student All-Gender Restroom
- Staff All-Gender Restroom



Student Success Council Report for Academic Senate Meeting 3/21/2023

Topics discussed include:

- **Executive Summaries** - Purpose of this data is to describe degree-awarding patterns at the College. This may be useful for HomeBase staff to understand how students may be affected by these patterns. This is descriptive data that is not tied to evaluation or resource allocation.
 - Degree Programs with Fewest Awards Conferred (see attached document)
 - Certificate Programs with Fewest Awards Conferred (see attached document)
 - Interest to look at the campus as a whole, who are we as a campus, where do we want to be, etc.
 - Meant to expand our data literacy. Invite more folks to engage more with the Office of Research.
 - Interest to discuss and understand the Student Centered Funding Formula (SCFF) in future meetings
- **Institution-set Standards Reporting Summary and Institutional Implications** -
 - This year, College implemented process for departments to document actions that the college (or department) has or will be taking to improve achievement outcomes that fell below the institution (or department) set standard.
 - Gathered information to ensure compliance but to support the work departments are doing to improve achievement outcomes.
 - Summary of Responses from ARC's Institution-Set Standards Reporting Form (Fall 2022 Implementation) – See attached document
 - Institutional Implications of Institution-Set Standards Review for American River College (2023) - See attached document
- **Strategic Plan** - College reaffirmed Strategic Goals and held community forums to gather input about strategies to meet our goals. The next steps in planning process is to share broad strategies. The strategies are based on College initiatives and community input to help us achieve our goals. Office of Research will be sharing performance metrics that will be used to measure achievement toward the goals.
 - Strategic Plan – Goals document shared (see attachment)
 - Strategies Strategic Plan – Metrics document shared (see attachment)
 - Discussion around strategic goals don't focus on part-time students. Part-time students are invisible in the plan when more than 50% of our student are part-time. How can we include them in this plan?
- **Refund Policy Update** – looking to move refund date. Discussion will also happen at District Academic Senate
- **Scholarships Update** – The requirements are donor driven. Foundation will be going back to talk to donors to see if they are willing to change requirement by next fall.

- Interest to make it easier for students to apply for scholarships for example, no letter of rec requirement, click options etc.
- Concerns that students are applying to scholarships they are not eligible for.
- Bigger issue/concern – don't have enough students applying. Looking for suggestions on how to get more students to apply.
 - Suggestions included bringing back individuals to help do workshops, identify scholarship barriers that keep students from applying,
- **Dual Enrollment Presentation** - Tiffany Mpagazi and Doug Herndon
 - Highschool student have an opportunity to take college courses, specialize those students from historically underserved populations within the surrounding area.
 - Numerous districts involved, listed of course offered, there have been some District regulation changes/updates.
 - Provided an outline process for what students go through.
 - Shared data on enrollment and course success rates
 - Program enrollment has been increasing
 - Course success rates high



American River College

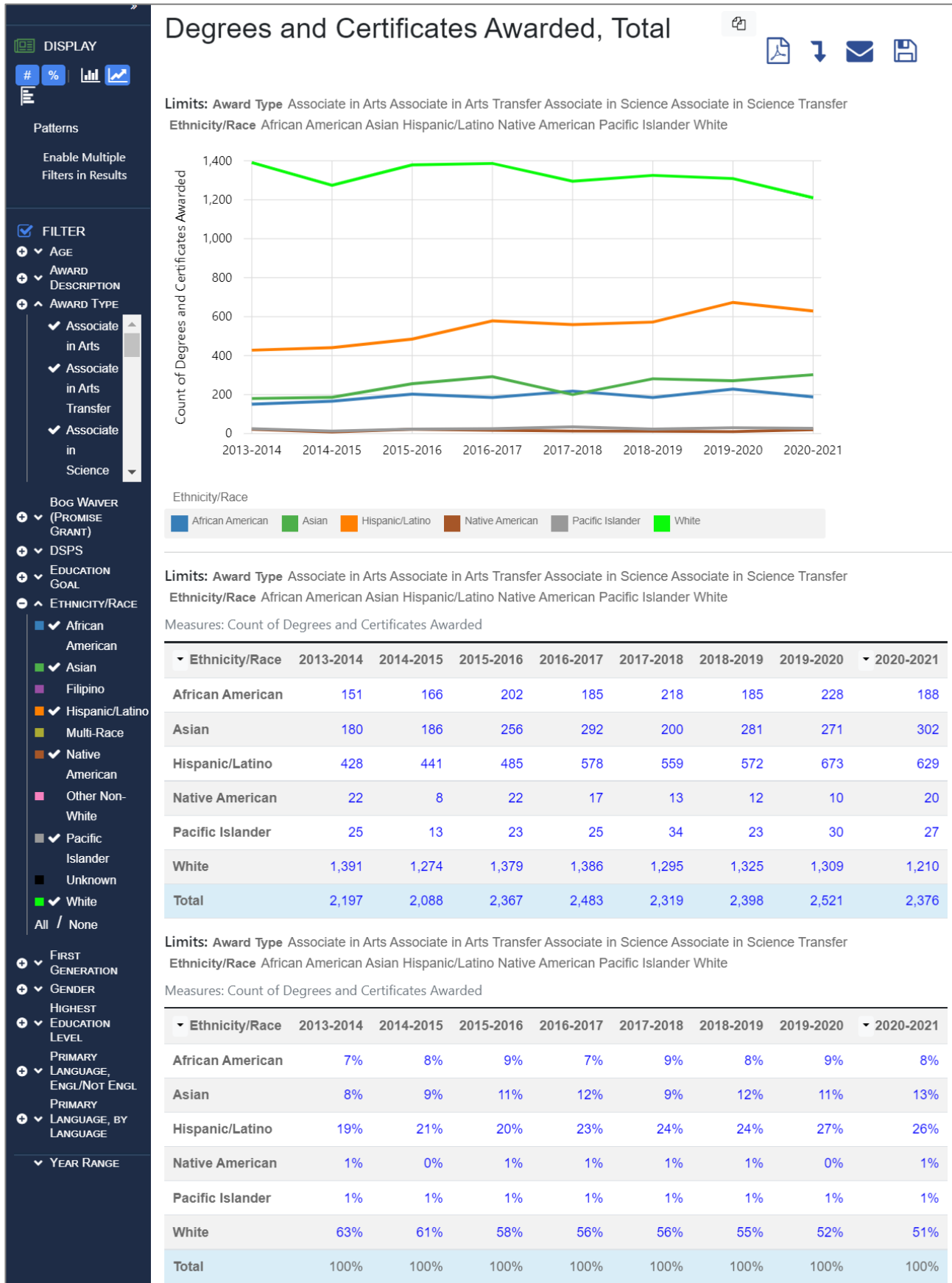
Performance Metrics Executive Summaries
Degree Programs with Fewest Awards Conferred

ARC conferred 2,573 Associate’s Degrees in 2021-22, down 10% from the six-year high of 2,866 in 2019-20. Of the 171 ARC degree programs that conferred at least one degree since 2015-16, the 94 (55%) shown below conferred 5 or fewer degrees in 2021-22. These 94 programs conferred just 56 degrees in 2021-22, or 2.2% of the total number of degrees conferred at ARC in 2021-22. (Note that some of the programs listed below may no longer be active.)

	Associate Degree Programs with 5 or fewer 2021-2022 Awards Conferred								Associate Degree Programs with 5 or fewer 2021-2022 Awards Conferred						
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022		<i>continued</i>	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Accounting - Financial			1	2				Gerontology: Advocacy&Social							2
Accounting Paraprofessional			1					Gerontology: Social Policy	1				1	1	2
Advertising/Sales Promotion	2			1				Global Studies-Transfer IGETC						1	2
Art History - Transfer(CSU GE)		6	6		7	3	5	History - Transfer IGETC CSU	4	4	4	2	6	1	2
Art History-Transfer IGETC CSU		1	1	1	1	3		History of the Creative Arts	7	3	3	2	3	2	4
ASL-English Interpreter Prep	17	16	15	10	12	10	3	Horticulture	9	4	10	12	5	8	1
Auto Component Service Tech	5	11	4	5	2	2		International Studies	1	4	3		2	2	3
Automotive Analysis	5	5	2		1		1	Jazz Studies	1	2			2	2	4
Automotive Collision Tech	1	3	1		2		1	Journalism/Mass Communication				1			
Automotive Technology	8	13	7	9	10	5	4	Journalism-Transfer IGETC/CSU		1	2		1		1
Bus Admin-Transfer (Online)								Kinesiology-Transfer IGETC CSU		1	3	3	6	5	4
Business - Transfer	10	2						Landscape Design Technology		1	2	2	2	4	4
Carpenter Apprenticeship				1			2	Legal Assisting	36	31	22	37		1	
CIS - Computer Network Mgmt	1							Liberal Arts	38	22	9	6	1	1	1
CIS - Computer Programming				1				Management - Leadership			3	1	1	2	1
CIS - Microcomputer Apps	1	3	3	1	1	4		Marketing	6	9	2	3	6	3	3
CIS-Comp Network Mgt: Cisco	9	4	2	6	4	5	5	Music	2	4	4	3	3	1	3
CIS-Comp Network Mgt: Linux					1			Music, Commercial - Business	10	3	7	7	3	6	4
CIS-Comp Program: Visual Basic	2	4	1	6	1	1	1	Nursery Industry	1						
CommStudies-Transfer IGETC/CSU	3	4	5	6	5	5	4	Nutrition Diet Transfer-CSU GE						10	3
Dance			1	1	2	6		Nutrition/Diet Transfer-CSU GE				1	1	4	
Design Technology	4	4	2	11	5	8	4	Nutrition/Diet Transfer-IGETC				1	1	1	2
Diesel Technology	5	6	7	5	10	5	1	Office Administration		2					
Drywall/Lathing Apprenticeship		1						PE Sports Medicine	9	7	3	9	7	2	
ECE - Transfer IGETC CSU	1		2	1			1	Philosophy - Transfer (CSU GE)				5	5		1
Electrical Apprenticeship	1		1	4	1	1	1	Philosophy - Transfer IGETC CS				1	1	1	2
Electronics: Mechatronics			3	1	6	5	2	Physical Education	5	7	5	10	8	6	3
ElemTeacherEd-Transf IGETC-CSU		1						Political Science	9	3	6	5	7		5
ElemTeacherEd-Transfer-CSU GE					1			Race/Ethncty-Transfer IGETC-CS					1		
Engineering Technology	2	2	2	3	2			Race/Ethnicity-Transfer CSU GE					1		5
Engineering, Civil				2	3	3	4	Recreation				1	3	3	1
English	2	2						Retail Management	5	1		1			
English - Transfer IGETC CSU	1	3	4	6	3	8	5	Sheet Metal Apprenticeship							1
English Communication/Literatu	16	11	11	16	11	11	2	Sheet Metal Service Tech							1
Engr Tech - Electrical Engr				1				Sign Language - Business							1
Fashion Merchandising	8	2	2	3	1	2	4	Spanish - Transfer IGETC CSU				1		1	3
General Education - Transfer	7	1						Speech/Language Pathology	18						
Geography	2	2			1			Studio Art-Transfer IGETC CSU	1	3	2		2	1	1
Geography - Transfer (CSU GE)	2	1		3	5	2	2	Technical Communications	1			1		1	
Geography-Transfer IGETC CSU						1	1	Theatre Arts - Acting	5	6	5	4	4	4	1
Geology - Transfer IGETC CSU	1	1		1		3	1	Theatre Arts - Tech Production		6	4	3	4	1	4
Gerontology							1	Theatre Arts - Technical	3						
Gerontology - Business	2			1	1	2		Theatre Arts-Transfer CSU GE	2	2	3	4	2	4	3
Gerontology - Envirn Design		1						TheatreArts Transfer IGETC CSU			2		4	2	3
Gerontology - Health Care	3		1		1		2	Virtual Admin Professional				1			1
Gerontology - Recreation	2				2			Women/Gndr/LGBTQ-Transfr CSUGE					1		1
Gerontology: Advocacy	1				1			Women/Gndr/LGBTQ-Transfr IGETC					1		1

ARC Office of Institutional Research – 6/22/2022 (Exec Summary 3 – Degree Programs with Fewest Awards.docx)
Source: Sql query of LRCCD’s LR_Degree table. Updatable in October, once awards have been verified and archived.
Note that the Academic-Plan-Descriptions shown above reflect how each degree program is coded in PeopleSoft.

The following is a screen shot from ARC's Precision Campus Degrees & Certificates Awarded, Total report with Award Type filter set for all Associate Degrees and Ethnicity/Race filter set for *selected* races only. (See at <https://arc.precisioncampus.com/>.)



ARC Office of Institutional Research – 6/22/2022 (Exec Summary 3 – Degree Programs with Fewest Awards.docx)
 Source: Sql query of LRCCD's LR_Degree table. Updatable in October, once awards have been verified and archived.
 Note that the Academic-Plan-Descriptions shown above reflect how each degree program is coded in PeopleSoft.



American River College

Performance Metrics Executive Summaries
 CCCCCO-Approved Certificate Programs with Fewest Awards Conferred

ARC conferred 1,372 Chancellor’s Office Approved Certificates in 2021-22, up 16% from the 1182 conferred in 2020-21, but down 26% from the six-year high of 1,846 in 2017-18. Of the 167 CCCCCO-approved certificate programs at ARC that conferred at least one certificate since 2015-16, the 69 (40%) shown below conferred 5 or fewer certificates in 2021-22. These 69 programs conferred 166 certificates in 2021-22, or 12.1% of the total number of CCCCCO-approved certificates conferred at ARC in 2021-22. (Note that some of the programs listed below may no longer be active.)

CCCCCO-Approved Certificates Conferred

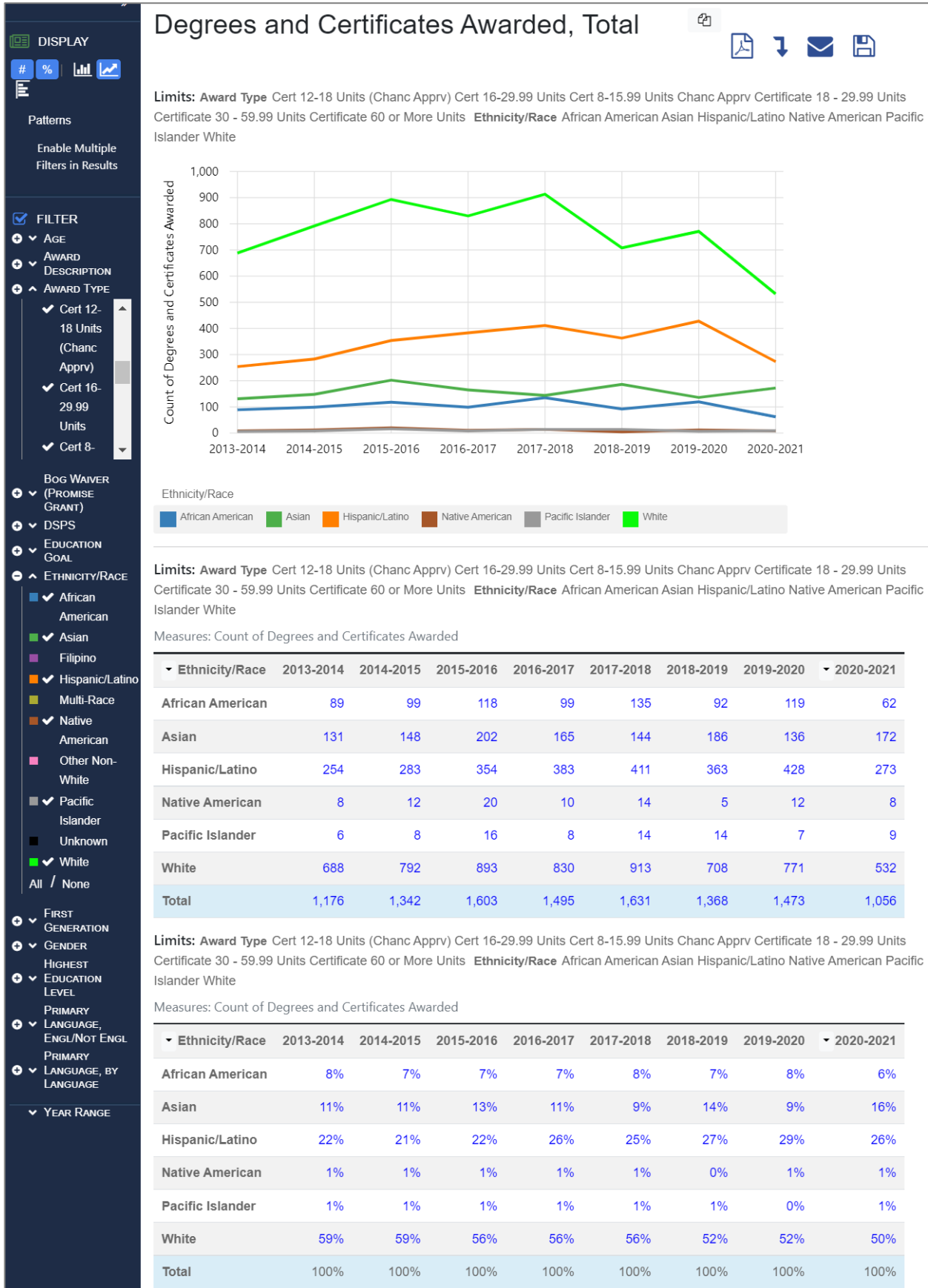
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Art New Media - Illustration	2	1		2	3	2	3
ARTNM: 3D Animation	3	6	5	3	8	4	1
ARTNM: 3D Modeling & Texturing	1	6	3	1	3		3
ARTNM: Character Design					1	2	2
ARTNM: Commercial Illustration						1	2
Auto Air Conditioning Service	17	18	32	14	11	1	2
Auto Component Service Tech	10	9	6	12	6		3
Automotive Technology	15	7	15	12	6	2	1
Baking and Pastry					4		3
Biotechnology	3	6	2	7	2		1
Business Information Worker					1	2	2
Business, Small - Management	1	5	4		5	2	2
CIS - Database Management	3	2	2	2	2	2	2
CIS - Inform Systems Security	4	4	4	3		1	5
CIS - Microcomputer Apps	4	2	2	4	2	3	1
CIS - PC Support	3	1	3		2	1	2
CIS - Web Developer	3	2	3	3	3		1
CIS - Web Publishing	8	5	2	2	3		3
CIS: Network Admin Essentials	7	4	7	8	4	5	2
CIS-Comp Network Mgt: Cisco	3	1	3	1	2		1
CIS-Comp Program: C++	3	3	2	5	2	1	4
CIS-Comp Program: Java	2	4	2	6	4	3	1
Conflict Management				1	1	1	2
Cybersecurity/Info Assurance							1
Design Technology	8	2	8	14	6	5	3
Diesel Technology	20	33	27	25	26	8	3
Drywall/Lathing Level III							1
ECE - Culture & Diversity Spec	11	2		1	1	3	2
ECE - Special Needs Specialist			5	3	7	5	4
Electronics: Fiber Optics	20	28	20	2	9	1	2
Electronics: Mechatronics		1	1		3	6	4
Entrepreneurship			5	4	6	5	4
Environmental Conservation	6	5	3	5	1	4	4
ESL - Adv High Proficiency			2				1
ESL - Adv Proficiency							2

CCCCCO-Approved Certificates Conferred

<i>continued</i>	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Fashion Design	1	7	1	1	2	2	1
General Business - Introduction			3	5	9	5	5
Gerontology - Business				1			1
Gerontology - Case Mgmt/SocSci	1	1	1	1			2
Gerontology - Health Care							1
Gerontology: Social Policy							1
Graphic Design: Production Art							2
Horticulture		1	3	2	4	3	1
Hospitality: Restaurant Mgmt	6	13	13	5	4	3	5
Internet Marketing			3	8	3	5	4
Introductory Baking	31	35	27	23	8	3	4
Landscape Design Technology		1					2
Law Office Clerical Assistant	1	1			2		4
Management	3	4	7	5	3	6	3
Marketing - Retail Mgmt (WAFD)		4	2	1		1	2
Marketing Essentials							1
Mill/Cab Maker Apprenticeship					5		3
Millwright Apprenticeship							2
Music Management & Promotion			9	3	1	1	4
Music, Commercial - Business	4	2	2	2	3	1	3
Office Mod Systems Apprenticeship							3
Office Technology		1	2	3	2	3	1
Para-Prof Interior Plan/Design	4	2	3	3	3		1
Photography-Freelance	4	7	7	5	3		1
Pile Driver Apprenticeship							3
Project Management			9	6	5	4	3
Real Estate	6	3	4	2	3	6	4
Robotics	1	3	5	4	4	1	2
Solar Energy Sys Dsgn,Est,Sale	1	1	2	2	7	2	2
Solar Energy Technology	5	1	9	3	14	3	1
Telecommunication Specialist	17	15	18	3	7	3	2
Theatre Arts - Film	3	6	6		4	2	4
Welding Shielded Metal Arc	14	25	12	1	6	1	4
Welding Technology			12	6	4	1	1

ARC Office of Institutional Research – 6/27/2022 (Exec Summary 4 – Certificates Conferred.docx)
 Source: Sql query of LRCCD’s LR_Degree table. Updatable in October, once awards have been verified and archived.
 Note that the Academic-Plan-Descriptions shown above reflect how each certificate program is coded in PeopleSoft.

The following is a screen shot from ARC's Precision Campus Degrees & Certificates Awarded, Total report with Award Type filter set for all CCCCO-approved certificates and Ethnicity/Race filter set for selected races only. (See at [https://arc.precisioncampus.com/.](https://arc.precisioncampus.com/))



ARC Office of Institutional Research – 6/27/2022 (Exec Summary 4 – Certificates Conferred.docx)
 Source: Sql query of LRCCD's LR_Degree table. Updatable in October, once awards have been verified and archived.
 Note that the Academic-Plan-Descriptions shown above reflect how each certificate program is coded in PeopleSoft.



Summary of Responses from ARC's Institution-Set Standards Reporting Form (Fall 2022 Implementation)

Summary of Actions taken to address Department Set Standards: Course Success Rates (20-21 rates, 21-22 AUP Cycle)¹

Departments that fell below their department-set standards for course success rates for 2020-2021 indicated a robust list of actions for improvement, including offering more in-person instruction and support, removing financial barriers to student success, revising curriculum to better align with program-level outcomes and to better integrate support, and revising practices and policies to promote more equitable outcomes. Actions included the following:

- Offering more on-ground/in-person classes
- Purchasing equipment that can be loaned out to students, cutting their costs
- Providing more instructional assistant support in the classroom and continuing to provide online support
- Providing in-person office hours
- Supporting tutoring services at LRC, HomeBase, and MESA center to help students outside the classroom
- Engaging in analysis of on-ground and online education
- Revising Curriculum, including revising textbooks, course topics, SLOs, sample assignments and course deletion and course creation to better align with program-level competencies and program-level accreditation
- Engaging in student engagement and outreach, early and often, targeting both withdrawal and course failure rates, via email, phone, or in-person conversations
- Providing referrals to tutoring or other college assistance as necessary
- Testing a new corequisite model which will more seamlessly integrate the support necessary for success in the main target course
- Developing student-friendly syllabi and policies that include contract grading
- Developing OER course materials

External factors beyond the college's or department's control that may have contributed to the outcome (Course Success Rates) falling below the institution (or department) set standard. (Optional)

Departments that fell below their department-set standards for course success rates for 2020-2021 also indicated the external factors beyond their control that may have contributed to these outcomes, most notably, the COVID-19 pandemic. Factors included the following:

- The COVID-19 pandemic, including adjusting to teaching online, online teaching and unusual student absences due to the pandemic
- COVID and the administration's policies impacting student enrollment and success
- Narrowing of pathways has limited what students can enroll in
- A sister college has drawn students away with more advanced lab technology
- Loss of a long-time instructor meant that a core course was not offered
- State legislation

¹ All summaries are representative lists and may not necessarily be exhaustive of all actions.

Summary of Actions taken to address Department Set Standards: Job Placement Rates (20-21 Results, Reported in 2022 ACCJC Annual Report)

Departments that fell below their department-set standards for job placement rates for 2020-2021 indicated several actions for improvement with a clear emphasis on engaging with industry partners to promote connections between employers and students, and creating additional opportunities for those interactions to occur, through career fairs, networking events, and internships. Actions also focused on increasing collaboration with partners on campus, such as with HomeBases, Workforce Development, Work Experience, and other support services and increasing efforts to promote more equitable outcomes. Actions included the following:

- Collaborating with the Health and Safety HomeBase and Work Experience to connect students to industry recruitment efforts, career fairs, networking events, and internship opportunities
- Actively engaging industry partners/Advisory Committee to connect students with employers, promote hiring out of the program, and promote transfer to the CSU
- Encouraging faculty professional development in diversity, equity, and inclusion
- Encouraging faculty referrals to Starfish and other resources to support student success
- Encouraging faculty to complete the Canvas Creations course to facilitate online instruction of program courses that regulatory agencies will certify
- Engaging in analysis of on-ground and online education
- Offering on-ground hands-on classes again (after the pandemic)
- Engaging in outreach efforts such as participating in job fairs and meeting with high school counselors regarding on-campus career days
- Working with Workforce Development and Work Experience to develop a system using Handshake to make connections between students and industry partners.

External factors beyond the college's or department's control that may have contributed to the outcome (Job Placement Rates) falling below the institution (or department) set standard. (Optional)

Departments that fell below their department-set standards for job placement rates for 2020-2021 also indicated the external factors beyond their control that may have contributed to these outcomes, most notably, the COVID-19 pandemic, including its effects not only on the program or college, but on the larger community and economy, including caregivers and employers. Factors included the following:

- The COVID-19 Pandemic and the unprecedented shutdown of the economy
- COVID and the administration's mitigation policies impacting student enrollment and success
- Cancellation of classes due to loss of qualified faculty
- Cancellation of classes due to "impossible to convert" nature of classes or not approved or certified by the regulatory agencies for online instruction
- Loss of staff (full-time internship/job developer position)
- Loss of full-time faculty
- With extended and enhanced unemployment benefits and all remote learning many people made the decision to opt out of the workforce for that period of time
- For those who were planning to transfer to a University, many decided to wait if it was going to be all remote
- Single parents had the added and stressful responsibility of having their children stay home and attend school remotely, leaving them with no child care to seek internship or employment. Many agencies were not accepting interns or hiring due to shutdowns

Summary of Actions taken to address Department Set Standards: Course Success Rates (21-22 rates, 22-23 AUP Cycle)

Departments that fell below their department-set standards for course success rates for 2021-2022 indicated a robust list of actions for improvement, including offering more in-person instruction and support, removing financial barriers to student success, implementing equity-minded curriculum, connecting students with student support services and resources, and revising practices and policies to promote more equitable outcomes. Actions included the following:

- Offering more on-ground/in-person classes
- Providing additional support for adjunct faculty
- Examining possible curriculum changes for courses that did not meet the standards
- Developing OER materials and supporting resources for core program courses
- Updating lab content and providing more options for students to complete the required practice hours, including partially remotely or asynchronously
- Implementing curriculum that was just revised as part of an in-depth equity review
- Reviewing policies in syllabi through an equity lens
- Engaging in a deeper dive into ARC Data on Demand for each course
- Engaging in more proactive outreach to students who have stopped submitting assignments
- Revising course offerings and course scheduling
- Reducing barriers that are most commonly cited as reasons students do not register for the program's courses
- Building stronger connections and ensuring first week contacts with students
- Re-opening of on-campus lab to allow students to receive in-person support, to use college-provided technology resources for their coursework, and to engage in peer-to-peer practice of their skills
- Hiring of mentors to provide additional support
- Sharing of student support services, early and often, such as the food pantry, available chromebooks, etc.
- Encouraging faculty to use Starfish Connect to update students on their progress and to make student referrals

External factors beyond the college's or department's control that may have contributed to the outcome (Course Success Rates) falling below the institution (or department) set standard. (Optional)

Departments that fell below their department-set standards for course success rates for 2021-2022 also indicated the external factors beyond their control that may have contributed to these outcomes, most notably, the COVID-19 pandemic. Factors included the following:

- The COVID-19 pandemic and the administration's mitigation policies (most significantly, the vaccine mandate)
- Because of distancing requirements and other safety protocols set in place by our partners during the pandemic, the opportunities to complete required practice hours were limited or in some cases suspended. The decrease in opportunities resulted in less flexibility in the times and days available to students to complete hours
- Building closure due to the pandemic and the resulting loss of in-person faculty and staff support for students
- Loss of full-time faculty, lack of necessary staffing
- The Chancellor's office awarded 3 million dollars to build a competing program in our immediate area that continues to pull from the exact same local population, and no one in a regional leadership role pushed back about this competing investment which may destroy our programs on campus
- An increase in medical and mental health crises among students and their family members, lack of technology/internet access when coursework was remote, and familial obligations
- A lower number of students are entering the program because fewer students are enrolled in and completing their pre-requisite coursework - a requirement for program entry

Institutional Implications of Institution-Set Standards Review for American River College (2023)

Collectively, responses from the Institution-Set Standards reporting form (spanning the period from 2020 to 2022) suggest the following priority areas for American River College to support its programs to meet their Department-Set Standards:

- Reducing costs for students
 - OER options
 - Equipment loans
- Funding and adequately resourcing support services
 - instructional assistants
 - internship/job developer positions
 - staff, on-ground and online support
 - mentors
- Funding and adequately resourcing instruction
 - Filling full time faculty positions that remain vacant
 - Investing in instructional technology (e.g., lab technology and equipment) to stay competitive in the region
 - Continued Professional Development for promoting equitable outcomes
- Supporting career education faculty to build stronger connections with industry partners
- Meeting the increased demand for research at the college and program-level
 - Monitoring enrollment trends (e.g., by modality)
 - Monitoring student achievement outcome trends (success rates, AB rates, drop rates)
 - Monitoring how narrowing pathways and legislation might impact enrollment and success

ARC 2023-2030 Strategic Plan Strategic Goals and Strategies

ARC Strategic Goal #1 Students First:

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

Strategies to Achieve the Goal:

1. Follow the HomeBase Resource Panel recommendations and fully build out, design, and measure HomeBases for equitable outcomes in access, retention, and success.
2. Continue to build and support a quality, equity-driven dual enrollment program in partnership with K-12 school districts in our service area.
3. Thirteen newly hired Outreach Specialists will help meet the Outreach Plan objectives, including a comprehensive communication plan; a structure and a process for marketing, outreach, and recruitment efforts that are culturally responsive; and policies that are more student centered.
4. Develop course schedules that reduce obstacles to completion by aligning course offerings with Program Roadmaps, and by coordinating schedules across instructional areas to reduce conflicts and overlaps.
5. Continue to strategically and equitably expand Open Education Resources.
6. Assess the impacts of AB705 and AB1705 and ensure students are supported for equitable completion of transfer-level Math and English.

ARC Strategic Goal #2 Clear and Effective Paths:

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

Strategies to Achieve the Goal:

1. Follow the HomeBase Resource Panel recommendations and fully build out, design, and measure HomeBases for equitable outcomes in access, retention, and success.
2. Continue to build and support a quality, equity-driven dual enrollment program in partnership with K-12 school districts in our service area.

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3. Meet the Outreach Plan objectives, including a comprehensive communication plan; a structure and a process for marketing, outreach, and recruitment efforts that are culturally responsive; policies that are more student centered; and inreach efforts focused on student retention and goal completion.
4. Develop course schedules that reduce obstacles to completion by aligning course offerings with Program Roadmaps, and by coordinating schedules across instructional areas to reduce conflicts and overlaps.
5. Continue to strategically and equitably expand Open Education Resources.
6. Assess the impacts of AB705 and AB1705 and ensure students are supported for equitable completion of transfer-level Math and English.

ARC Strategic Goal #3 Exemplary Teaching, Learning, and Working Environment:

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

Strategies to Achieve the Goal:

1. Continue to implement the recommendations of the African American, Latinx, Native American, Asian Pacific Islander, and LGBTQIA+ Disproportionate Impact Project Teams.
2. Continue to implement the Professional Development & Training Plan to provide a comprehensive and cohesive program of professional development using a variety of delivery methods and modalities to increase access and engagement and provide relevant opportunities for employees at varying stages of growth.
3. Build and implement a Bias Response Team as recommended in the Bias Response Project Team Report.
4. Identify clear priorities for employee onboarding designed to close equity gaps; develop a common set of information, skills and knowledge expected of new employees in each constituent group; and implement onboarding for each constituent group in accordance with the Employee Onboarding Project Team Report recommendations.

ARC Strategic Goal #4 Vibrancy and Resiliency:

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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.

Strategies to Achieve the Goal:

1. Expand and deepen partnerships with industry, federal, and state partners to continue to offer, grow, and enroll students in Apprenticeship programs that reflect the employment needs of the region.
2. Continue to provide high quality training and educational programs for public safety personnel through the Regional Public Safety Training Center to positively affect regional employment eligibility in county and city law enforcement agencies specializing in police, corrections and/or probation.
3. Foster a more welcoming, inclusive, and safe physical and online environment as recommended in the Institutional Equity Plan.
4. Identify clear priorities for employee onboarding designed to close equity gaps; develop a common set of information, skills and knowledge expected of new employees in each constituent group; and implement onboarding for each constituent group in accordance with the Employee Onboarding Project Team Report recommendations.
5. Evaluate and enhance sustainability practices in buildings and the environment as outlined in the Sustainability Plan.

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ARC Strategic Plan Metrics 23-30

Strategic Goal #1: Students First

- **Increase overall achievement by 7 percentage points (1 point/year) from 2023 to 2030 for the following metrics¹:**
 - Increase Success Rate (1st Term) from 59.4% to 66.4%
 - Increase Success Rate (2nd Term) from 69.5% to 76.5%
 - Increase Retention (to 2nd Term, Fall to Spring) from 62.2% to 69.2%
 - Increase Retention (to 3rd Term, Fall to Fall) from 49.7% to 56.7%
 - Increase 12+ Units Earned (1st Term) from 23.9% to 30.9%
 - Increase 24+ Units Earned (by 2nd Term) from 16.6% to 23.6%
 - Increase Transfer-Level Math & English (in 1 Year) from 12.9% to 19.9%
- **Eliminate existing equity gaps for African American, Latinx, and Native American Students for all Goal #1 metrics**
 - African American Students
 - Increase Success Rate (1st Term) from 42.0% to 66.4%
 - Increase Success Rate (2nd Term) from 49.4% to 76.5%
 - Increase Retention (to 2nd Term, Fall to Spring) from 55.6% to 69.2%
 - Increase Retention (to 3rd Term, Fall to Fall) from 41.1% to 56.7%
 - Increase 12+ Units Earned (1st Term) from 14.4% to 30.9%
 - Increase 24+ Units Earned (by 2nd Term) from 9.2% to 23.6%
 - Increase Transfer-Level Math & English (in 1 Year) from 4.8% to 19.9%
 - Latinx Students
 - Increase Success Rate (1st Term) from 55.9% to 66.4%
 - Increase Success Rate (2nd Term) from 63.9% to 76.5%
 - Increase Retention (to 2nd Term, Fall to Spring) from 61.6% to 69.2%
 - Increase Retention (to 3rd Term, Fall to Fall) from 42.8% to 56.7%
 - Increase 12+ Units Earned (1st Term) from 21.1% to 30.9%
 - Increase 24+ Units Earned (by 2nd Term) from 13.7% to 23.6%
 - Increase Transfer-Level Math & English (in 1 Year) from 11.4% to 19.9%
 - Native American Students
 - Increase Success Rate (1st Term) from 57.1% to 66.4%
 - Increase Success Rate (2nd Term) from 75.9% to 76.5%
 - Increase Retention (to 2nd Term, Fall to Spring) from 63.6% to 69.2%
 - Increase Retention (to 3rd Term, Fall to Fall) from 53.8% to 56.7%
 - Increase 12+ Units Earned (1st Term) from 18.2% to 30.9%
 - Increase 24+ Units Earned (by 2nd Term) from 18.2% to 23.6%
 - Increase Transfer-Level Math & English (in 1 Year) from 0% to 19.9%
- **Eliminate existing equity gaps for African American *Male* students²**
 - Increase Success Rate (1st Term) from 40.5% to 66.4%
 - Increase Retention (to 2nd Term, Fall to Spring) from 48.7% to 69.2%

¹ All metrics aligned with Strategic Goal #1: Students First apply *only to New, 1st Time to College students*. Fall 2021 served as the baseline term. Excludes Public Safety and Apprenticeship. Source: *ARC Data on Demand – Strategic Plan Metrics*.

² A review of baseline data disaggregated by both race/ethnicity and gender revealed that African American Male students were the *single most disproportionately impacted population at ARC* for these two metrics: Success Rate 1st Term and Retention (to 2nd Term).

Strategic Goal #2: Clear & Effective Paths

- **Restore and increase enrollment³**
 - Increase enrollment for all students by 7% from 57,332 enrollments to 61,345 enrollments
 - Increase enrollment for all New, 1st Time to College students by 7% from 10,325 enrollments to 11,048 enrollments
- **Meet the *Vision for Success Goals (Increase awards by 20%, transfers by 35%, and reduce units at degree by 15%)***
 - Increase Total Certificates by 20% from 1,085 to 1,302
 - Increase Total Degrees by 20% from 2,573 to 3,088
 - Increase Total ADT Degrees by 20% from 759 to 911
 - Increase Total Transfers to CSU and UC by 35% from 1,118 to 1,509
 - Decrease the average units at degree by 15% from 78.4 units to 66.6 units
- **Increase certificate, degree, and transfer-ready rates by 7 percentage points**
 - Increase Certificate Rate (in 3 years) by 7 percentage points from 5.6% to 12.6%
 - Increase Degree Rate (in 3 years) by 7 percentage points from 7.6% to 14.6%
 - Increase Transfer-Ready Rate (in 3 years) by 7 percentage points from 8.1% to 15.1%
- **Eliminate equity-gaps in certificate, degree, and transfer-ready rates for African American, Latinx, and Native American Students⁴**
 - African American Students
 - Increase Certificate Rate (in 3 years) from 3.2% to 12.6%
 - Increase Degree Rate (in 3 years) from 5.4% to 14.6%
 - Increase Transfer-Ready Rate (in 3 years) from 4.3% to 15.1%
 - Latinx Students
 - Increase Certificate Rate (in 3 years) from 6.4% to 12.6%
 - Increase Degree Rate (in 3 years) from 7.6% to 14.6%
 - Increase Transfer-Ready Rate (in 3 years) from 6.6% to 15.1%
 - Native American Students
 - Increase Certificate Rate (in 3 years) from 11.1% to 12.6%
 - Increase Degree Rate (in 3 years) from 11.1% to 14.6%
 - Increase Transfer-Ready Rate (in 3 years) from 5.6% to 15.1%
- **Improve Career Education outcomes⁵**
 - Increase Career Education Graduates Employed Rate by 7 percentage points from 78.8% to 85.8%
 - Eliminate Equity-Gaps in Career Education Graduates Employed Rate for African American, Latinx, and Native American Students
 - Increase African American Career Education Students Employed rate from 66.7% to 85.8%
 - Increase Latinx Career Education Students Employed rate from 35.9% to 85.8%
 - Increase Native American Career Education Students Employed rate from n/a to 85.8%⁶

³ Enrollment metrics include Public Safety and Apprenticeship.

⁴ Where applicable—in some cases, equity-gaps did not exist for a particular group on a particular metric.

⁵ Data Source: *CTE Outcomes Survey*. Due to variability in survey response rates, large variations from year-to-year may occur.

⁶ No data for Native American students was available from the CTE Outcomes Survey in 2020-2021.

Strategic Goal #3: Exemplary Teaching & Learning Environment

- **Improve overall achievement by 7 percentage points (1 point/year) from 2023 to 2030 for the following metrics⁷:**
 - Increase Course Success Rate from 69.6% to 76.6%
 - Increase A-B Rate from 56.2% to 63.2%
 - Decrease Drop Rate from 17.0% to 10.0%
- **Eliminate existing equity gaps for African American, Latinx, and Native American Students for all Goal #3 metrics**
 - African American Students
 - Increase Course Success Rate from 55.5% to 76.6%
 - Increase A-B Rate from 41.1% to 63.2%
 - Decrease Drop Rate from 23.5% to 10.0%
 - Latinx Students
 - Increase Course Success Rate from 64.9% to 76.6%
 - Increase A-B Rate from 50.6% to 63.2%
 - Decrease Drop Rate from 19.0% to 10.0%
 - Native American Students
 - Increase Course Success Rate from 63.4% to 76.6%
 - Increase A-B Rate from 51.2% to 63.2%
 - Decrease Drop Rate from 18.9% to 10.0%

Strategic Goal #4: Vibrancy & Resiliency

- **May include one or more of the following metrics (TBD):**
 - Improve ratings on Employee Satisfaction/Campus Climate Surveys
 - Improve ratings on Governance and Project Team Evaluation Surveys
 - Improve ratings on Professional Development Evaluation Surveys
 - Increase the number of faculty, classified staff, and administrators who have received professional development in all 8 professional development competencies
 - Increase the number of faculty, classified staff, and administrators who have increased their level of competency from Level 1 Introductory (Awareness) to Level 2 or Higher (Action/Skill Development and/or Inquiry, Outcome, and Assessment) for 1 or more professional development competencies

⁷ Excludes Public Safety and Apprenticeship.