



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

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

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

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

(2) degree and certificate requirements;

(3) grading policies;

(4) educational program development;

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

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

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

(8) policies for faculty professional development activities;

(9) processes for program review;

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

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

09/10/20

3:00 P.M.

<https://cccconfer.zoom.us/j/96212849461>

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

Decision (10 minutes maximum per item)

7. Strategic Enrollment Management (SEM) Plan(2nd Reading) – *Kale Braden*

Reports (5-10 minutes per item)

8. Student Success Council – *Carina Hoffpauir*
9. Accreditation – *Bill Simpson*
10. Council of Coordinators & Chairs – *Tressa Tabares*

Discussion (10-15 minutes per item)

11. Exploring the role of Academic Senate in shifting institutional culture from "right to fail" to "student success" (see Townhall video supporting materials)
12. What Educational Practitioners Can Do to Support Black and African American Students in their Success (see supporting document)
13. Ways faculty can introduce students to HomeBases
14. Progress on Impact of class size on instructor ability to engage as equitable practitioners resolution
15. Report Back: Feedback on Digitally Enhanced Instruction concept
16. Report Out: District Academic Senate
 - a. Review of Call to Action (see supporting document)
 - b. Request for LRCFT to negotiate changes to performance review
 - c. LRCCD Director for Prison & Re-entry Education seeking ARC faculty to align with counterparts at other colleges.

17. Items from College Areas for Academic Senate Consideration

Upcoming Meetings and Events

1. LRCCD Board of Trustees Meeting: Wednesday Sept 9th 5:30 P.M.
2. District Academic Senate Meeting: Tuesday Sept 15st, 3:00 P.M
Meeting ID 943-1304-6533
3. ARC Academic Senate Meeting: Thursday Sept 24th , 3:00 P.M.,
Meeting ID 962-1284-9461
4. District Academic Senate Meeting: Tuesday Oct 6th , 3:00 P.M Meeting
ID 943-1304-6533
5. ARC Academic Senate Meeting: Thursday Oct 8th , 3:00 P.M., Meeting
ID 962-1284-9461

ARC Academic Senate

Approved Minutes: Sept 10, 2020

Preliminaries

1. Call to Order: Called to order at 3:03pm
2. Approval of the Agenda: Agenda Approved
3. Approval of the Minutes: Minutes Approved as Amended
4. Introduction of Guests: Adrienne Avila, Kale Braden, Martee Squire, LaQuisha Beckum, Tony Giusti, Bill Simpson, Christopher Meadows
5. Public Comment Period:
 - English would like the Flexible Design Cohort to present their work at a meeting of the Academic Senate.
 - Regarding the feedback heard about the emotion involved during convocation: Emotionless conveyal of information is a white construct. Additionally, though emotions like contentment, satisfaction, apathy, and ambivalence are indeed emotions, they are often not recognized like those of sadness or anger.
 - Behavioral and Social Sciences would like to know if it would be possible to have staff serve as club advisors (not exclusively faculty).
6. President's Report:
 - a. Starfish: Faculty are not required to use Starfish. Faculty who wish to complete progress reports for their students should [click on the link](#) in the email that went out today and complete the form.
 - b. Spring 2021: The schedule for Spring 2021 tentatively looks like Fall 2020. ARC's Curriculum Committee and the Los Rios District Curriculum Coordinating Committee are working together to get emergency Distance Education language added to curriculum across the district, since the state's blanket DE statement expires at the end of Fall 2020.
 - c. Bookstore: Interim Vice President of Administrative Services Vang is working with the bookstore based on faculty feedback, especially regarding student experiences.
 - d. Student Success Data: Soon faculty will be able to access disaggregated success data for their students through the Integrated Planning Portal.
 - e. New Disproportionately Impacted Project Teams: Faculty have been appointed to the LGBTQ+ and Asian-Pacific Islander (name not final) project teams.
 - f. Board of Trustees: The Board of Trustees were excited about the recommendations in the Disproportionately Impacted Project Team reports. The Board of Trustees also heard a presentation from Dr. Hotep and Dr. Olivo (Los Rios Critical Friends). One trustee brought up Career and Technical Education programs that lead to low-paying jobs and expressed interest in the district reviewing the programs for additions and deletions.

Consent Items

Decision

7. Strategic Enrollment Management Plan (SEM)--Kale Braden

See Supporting Materials

A goal of the SEM is that decision-making data be made available to all interested parties for more transparent decision making.

A motion was made, seconded, and passed to approve the Strategic Enrollment Management Plan with the request that it be reviewed annually to incorporate lessons learned over each cycle.

Reports

8. Student Success Council--Carina Hoffpauir

See Supporting Materials

9. Accreditation--Bill Simpson

ARC's accreditation team is gathering evidence for accreditation in a shared Google Doc. The report is much shorter than last time, as the ACCJC (Accrediting Commission for Community and Junior Colleges) has changed the accreditation process.

10. Council of Coordinators & Chairs--Tressa Tabares

There was a joint meeting of department chairs and instructional deans on 9/3.

- It was appreciated by chairs and there was a productive sharing of information and concerns around the topics of
 - FTE (Full-Time Equivalent) cuts and enrollment for Fall 2020
 - Continuing online instruction into Spring 2021 and the proposed blanket DE (Distance Education) addendum to COR (Course Outlines of Record) to allow scheduling of classes not otherwise approved for DE
 - Spring 2021 schedule - timelines, guidance to clarify options for asynchronous or synchronous and what that means is required or allowed, and the way in which students see, experience, and understand the published schedule
 - Lack of access to faculty offices on campus; lack of any plan or criteria to "reopen" campus facilities on phased in, pilot basis
 - Bookstore transition issues
- There is interest in holding more regular joint meetings - perhaps at the beginning and at one other time each semester

Discussion

11. Exploring the role of Academic Senate in shifting institutional culture from "right to fail" to "student success" or "completion agenda" era (see [Townhall video](#) in Supporting Materials)

Is there work the body can do or guidance the body can give regarding attendance/participation policies, late work policies, or the incorporation of ideas from DI project teams (such as the "what African American students need to succeed")? Perhaps the senate body could call for revision to LRCCD policy & regs such as the

attendance policy (P-2222) or provide resources to use for curriculum/SLOs revisions or recommend or provide specific professional development topics/activities.

Some areas that senators think could help shift our institutional culture include the following: classroom policies (late work, attendance, participation, etc), smaller class sizes, instructor-student relationships, financial barriers to students staying enrolled (for example being dropped for non-payment when financial aid is coming), mid-semester grades, and practices for assigning instructors to classes.

12. What Educational Practitioners Can Do to Support Black and African American Students in their Success

See Supporting Materials

Several senators will read and discuss some of the recommended readings in the supporting document and then give the senate some highlights about how what they learn applies to their roles as senators.

13. Ways faculty can introduce students to HomeBases

See Supporting Materials

President Shubb will find a link to information about HomeBases so faculty can find how to get to HomeBases and how to direct a student to the appropriate HomeBase.

14. Progress on a resolution for the impact of class size on instructor ability to engage as equitable practitioners

President Shubb will open a Google Doc to start a draft resolution addressing class size. Ricardo Caton and Tressa Tabares have agreed to be involved in the resolution-writing process. Input is needed for the “whereas” pieces (basic facts and reasons for the resolution).

15. Report Back: Feedback on Digitally Enhanced Instruction concept

See supporting materials

No feedback was shared

16. Report Out: District Academic Senate

a. Review of Call to Action (see supporting document)

b. Request for LRCFT to negotiate changes to performance review

c. LRCCD Director for Prison & Re-entry Education is seeking ARC faculty to align with counterparts at other colleges--contact President Alisa Shubb if interested

17. Items from College Areas for Academic Senate Consideration

Canvas issues were mentioned, including the following:

- Alt text on images doesn't seem to “stick” when an image is placed into an assignment
- There is no option to include gender pronouns in the signature line of the Canvas Inbox

There will be a Discussion Board on the Academic Senate Canvas site to collect faculty input on suggestions for improvements to Canvas.

Meeting adjourned 5:13pm

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| ARC Academic Senate Attendance | | 2020-09-10 | | | |
|--------------------------------|---------------------------|--------------------|----------|---------|----------------------|
| Area | Senator | Adjunct/FT | Term End | | Vote on item 7 (SEM) |
| Behavioral & Social Scier | Ellen Bowden | Adjunct | 2021 | Present | yes |
| Behavioral & Social Scier | Kristina Casper-Denman | Full-time | 2023 | Absent | |
| Behavioral & Social Scier | <i>Unfilled</i> | Full-time | 2023 | | |
| Behavioral & Social Scier | Ricardo Caton | Full-time | 2022 | Present | yes |
| Behavioral & Social Scier | Laurinda Reynolds | Alternate Full-Tin | | Present | yes |
| Behavioral & Social Scier | N/A | Alternate Adjunc | | | |
| | | | | | |
| Business & Computer Sc | <i>Unfilled</i> | Full-time | 2021 | | |
| Business & Computer Sc | Damon Antos | Full-time | 2022 | Present | yes |
| Business & Computer Sc | Kahkashan Shaukat | Full-time | 2021 | Present | yes |
| Business & Computer Sc | Sylnovie Merchant | Adjunct | 2022 | Absent | |
| Business & Computer Sc | Marc Condos | Alternate Full-Tin | | | |
| Business & Computer Sc | N/A | Alternate Adjunc | | | |
| | | | | | |
| Counseling | Jessica Nelson | Full-time | 2022 | Present | yes |
| Counseling | Jennie Econome | Adjunct | 2021 | Absent | |
| Counseling | Reyna Moore | Full-time | 2023 | Absent | |
| Counseling | Carmelita Palomares | Full-time | 2022 | Present | yes |
| Counseling | Kim Herrell | Alternate Full-Tin | | | |
| Counseling | <i>Unfilled</i> | Alternate Adjunc | | | |
| | | | | | |
| English | <i>Unfilled</i> | Adjunct | 2023 | | |
| English | <i>Unfilled</i> | Full-time | 2023 | | |
| English | Shannon Pries | Full-time | 2021 | Absent | |
| English | Carina Hoffpauir | Full-time | 2022 | Present | yes |
| English | Robyn Borcz | Alternate Full-Tin | | Present | yes |
| English | Catalina Carapia-Aguillor | Alternate Adjunc | | Present | yes |
| | | | | | |
| Fine & Applied Arts | Brian Knirk | Full-time | 2023 | Present | yes |
| Fine & Applied Arts | Jodie Hooker | Full-time | 2021 | Present | yes |
| Fine & Applied Arts | Diane Lui | Adjunct | 2023 | Absent | |
| Fine & Applied Arts | Craig Martinez | Full-time | 2022 | Absent | |
| Fine & Applied Arts | Linda Gelfman | Alternate Full-Tin | | | |
| Fine & Applied Arts | N/A | Alternate Adjunc | | | |
| | | | | | |
| Health & Education | Julie Blaney | Full-time | 2020 | | |

| ARC Academic Senate Attendance | | 2020-09-10 | | | |
|--------------------------------|------------------|---------------------|----------|---------|----------------------|
| Area | Senator | Adjunct/FT | Term End | | Vote on item 7 (SEM) |
| Health & Education | John Coldiron | Full-time | 2022 | Absent | |
| Health & Education | Diana Johnston | Full-time | 2021 | Absent | |
| Health & Education | <i>Unfilled</i> | Adjunct | 2022 | | |
| Health & Education | N/A | Alternate Adjunct | | | |
| Health & Education | N/A | Alternate Full-Time | | | |
| Humanities | Corinne Arrieta | Full-time | 2023 | Absent | |
| Humanities | David Austin | Full-time | 2021 | Present | yes |
| Humanities | Caterina Falli | Full-time | 2023 | Present | yes |
| Humanities | Kim Walters | Adjunct | 2022 | Present | yes |
| Humanities | Erik Haarala | Alternate Full-Time | | | |
| Humanities | N/A | Alternate Adjunct | | | |
| Kinesiology & Athletics | Gerry Haflich | Full-time | 2022 | Absent | |
| Kinesiology & Athletics | <i>Unfilled</i> | Full-time | 2022 | | |
| Kinesiology & Athletics | <i>Unfilled</i> | Full-time | 2021 | | |
| Kinesiology & Athletics | <i>Unfilled</i> | Adjunct | 2023 | | |
| Kinesiology & Athletics | N/A | Alternate Full-Time | | | |
| Kinesiology & Athletics | N/A | Alternate Adjunct | | | |
| Library/Learning Resources | Leslie Reeves | Full-time | 2021 | Present | yes |
| Library/Learning Resources | Araceli Badilla | Full-time | 2023 | Present | yes |
| Library/Learning Resources | David McCusker | Alternate Full-Time | | Present | |
| Mathematics | Deborah Gale | Adjunct | 2021 | Present | yes |
| Mathematics | Joe Caputo | Full-time | 2023 | Present | yes |
| Mathematics | Andy Halseth | Full-time | 2021 | Excused | |
| Mathematics | Matthew Register | Full-time | 2022 | Present | yes |
| Mathematics | Lana Anishchenko | Alternate Full-Time | | Present | yes |
| Mathematics | N/A | Alternate Adjunct | | | |
| Sacramento Regional Public | Lonetta Riley | Full-time | 2021 | Absent | |
| Sacramento Regional Public | <i>Unfilled</i> | Adjunct | 2022 | | |
| Sacramento Regional Public | Charissa Gorre | Alternate Full-Time | | | |
| Sacramento Regional Public | N/A | Alternate Adjunct | | | |

| ARC Academic Senate Attendance | | 2020-09-10 | | | |
|--|------------------|--------------------|--------------------------|---------|----------------------|
| Area | Senator | Adjunct/FT | Term End | | Vote on item 7 (SEM) |
| Science & Engineering | <i>Unfilled</i> | Adjunct | 2021 | | |
| Science & Engineering | Glenn Jaecks | Full-time | 2022 | Present | yes |
| Science & Engineering | Charles Thomsen | Full-time | 2021 | Present | yes |
| Science & Engineering | Marcella Woolsey | Full-time | 2020 | | |
| Science & Engineering | N/A | Alternate Full-Tin | | | |
| Science & Engineering | N/A | Alternate Adjunc | | | |
| | | | | | |
| Student Support Service | Judith Valdez | Full-time | 2021 | Absent | |
| Student Support Service | Michelle Kientz | Adjunct | 2020 | | |
| Student Support Service | Arthur Jenkins | Alternate Full-Tin | | | |
| Student Support Service | N/A | Alternate Adjunc | | | |
| | | | | | |
| Technical Education | Frank Beaushaw | Full-time | 2021 | Absent | |
| Technical Education | Patrick Boling | Adjunct | 2020 | | |
| Technical Education | Jordan Meyer | Full-time | 2023 | Present | yes |
| Technical Education | Craig Weckman | Full-time | 2022 | Absent | |
| Technical Education | N/A | Alternate Full-Tin | | | |
| Technical Education | N/A | Alternate Adjunc | | | |
| | | | | | |
| Officers | Alisa Shubb | | President | Present | |
| Officers | Janay Lovering | | Vice President | Present | yes |
| Officers | Amy Gaudard | | Secretary | Present | yes |
| Officers | Tressa Tabares | | Past President | Present | yes |
| Liaison | Dan Crump | | ASCC Liaison | | |
| Liaison | Kate Williamson | | Open Education | | |
| | | | | | |
| Total Senate Seats Available (without Officers) | | | 50 | | |
| Unfilled Seats | | | 10 | | |
| Total Filled Seats | | | 40 | | |
| Quorum (25% of filled seats) | | | 10 (round 0.5 up) | | |
| Guests--Please print your name for the minutes | | | | | |
| Adrienne Avila | | | | | |
| Kale Braden | | | | | |

| ARC Academic Senate Attendance | | 2020-09-10 | | | |
|--------------------------------|---------------------|------------|----------|--|----------------------|
| Area | Senator | Adjunct/FT | Term End | | Vote on item 7 (SEM) |
| | Martee Squire | | | | |
| | LaQuisha Beckum | | | | |
| | Tony Giusti | | | | |
| | Christopher Meadows | | | | |



DATE: September 8, 2020

TO: Instructional Deans

FROM: Frank Kobayashi, Interim Vice President of Instruction

SUBJECT: Spring 2021 Scheduling Guidance

Both the Summer 2020 class schedule and Fall 2020 class schedule were based on unique allowances through the California Community College Chancellor's Office. Summer 2020 classes and Fall 2020 classes were scheduled utilizing the Emergency Distance Education (DE) Addendum. The Emergency DE Addendum allowed the College to schedule and offer classes previously not approved for Distance Education through the Course Outline of Record (COR) online.

The California Community College Chancellor's Office has not extended the Emergency DE Addendum into Spring 2021. As a result, all online courses offered in Spring 2021 will require a local solution. The approach under consideration by LRCCD is a vetted statement affixed to the COR to indicate DE approval.

Both our local Curriculum Committee and the District Curriculum Committee have been engaged in discussions regarding this as a collective path forward. During our local Curriculum Committee's August 26th Meeting, the Committee was supportive of language to be added to all COR's stipulating that they could be scheduled and taught online "During a college / facility emergency closure." The District Curriculum Committee continued this discussion during its August 28th meeting. The next District Curriculum Committee will take place on September 25th, 2020. This body will in turn submit its recommended language to DAS for its review and feedback.

The practical reality is that currently, only 40% of our typical course offerings are approved for Distance Education through the Course Outline of Record (COR). In addition, while the Office of Instruction had postponed the timelines for the Spring 2021 Class Schedule development process, hard deadlines to input the schedule into PeopleSoft are rapidly approaching.

The Office of Instruction will be releasing 2nd Round Planning Sheets to Divisions on September 8, 2020. Completed 2nd Round Planning Sheets with Scheduling Notes will need to be submitted by September 21, 2020.



As Chancellor King indicated in his July 15th email to the Los Rios Community College District community, *“With public health conditions changing rapidly, it is too early to say for sure what the status of the Spring semester will be. However, based on what we know now and the lack of a concrete timetable for the widespread availability of a vaccine, it is reasonable to begin planning for the likelihood that the Spring semester will be fully online with limited exceptions like the Fall semester.”*

While a decision on the status of Spring 2021 is forthcoming from the District, our Scheduling for Spring 2021 will need to proceed with the same parameters that were set forth for Fall 2020. These parameters include:

- A “mostly online schedule” except for impossible to convert classes that were approved for face to face instruction during Fall 2020.
- Courses which cannot be converted to online should not be staffed with adjunct faculty.
- Courses will default to asynchronous unless a faculty member opts-in to having a course scheduled as synchronous online.
- Courses without DE approval should be scheduled online until further notice.

In the event District Curriculum Committee reaches an alternate decision, the Spring 2021 schedule will be adjusted accordingly.

cc: Alisa Shubb, Academic Senate President
Valerie Rose, Chair, Curriculum Committee

ARC Academic Senate President's report to the LRCCD Board of Trustees: 9/9/20

ARC Convocation centered around the faculty-led disproportionately impacted populations project team reports whose key recommendations include: 1) identifying a dedicated space with support staff for Black and African American students to build community, access resources, affirm identity and cultivate connections, to students, faculty and staff, 2) Embracing Diversity and Intersectionality keeping in mind the different challenges Latinx students can face which include family language barriers, undocumented status, and multiple commitments outside of school, and 3) Shifting to a sovereignty frame when addressing American Indian education while pivoting away from the consideration of American Indians as part of a racial frame.

Complete list of recommendations available in the full reports

HIGHLIGHT OF RECOMMENDATIONS - African American Project Team

- Identify/hire/train/ a dedicated Outreach Specialist(s) to collaborate with others to provide information on career options, and college programs to prospective high school seniors and their families.
- Identify/hire/train/ a dedicated Financial Aid Specialist(s) to provide financial aid information/literacy workshops to prospective high school seniors, their families, as well as, continuing college students.
- Create a Black Faculty and Staff Advisory Board which provides advisement on issues regarding Black and African American student success and student needs.
- Identify a dedicated space with support staff for Black and African American students to build community, access resources, affirm identity and cultivate connections, to students, faculty and staff.
- Create Integrated Success Teams that include instructional faculty, counseling faculty, Student Personnel Assistants, a Librarian, peer mentors, peer tutors, Financial Aid Specialist, Workforce Development /Internship staff, to provide case management support to students.
- Dedicate funds, administered by an advisory board, to supply to students for textbooks, college resources and other essential needs.
- Collaborate with Workforce Development and Internship Programs to identify funding sources, provide stipends for internships and employment opportunities.
- Identify/hire/train Instructional Assistants, Student Personnel Assistants, student assistants, peer mentors, tutors and technology assistants embed them in classes and offer follow-up assistance to students.
- Invest in teacher training programs like those offered by the Association of College and University Educators (ACUE) and the Center for Organizational Responsibility and Advancement (CORA) to encourage, support and assist faculty in learning effective teaching strategies.

HIGHLIGHT OF RECOMMENDATIONS – Latinx Project Team

- Place Students First: Remember that our students are complex individuals who want to learn and get (better) jobs; they are not customers; see them as the persons they are.
- Embrace Diversity and Intersectionality: Understand and keep in mind the different challenges Latinx students can face. These include family language barriers, undocumented status, and multiple commitments outside of school.
- The Campus Community Must Serve our Students: The campus needs to extend advising, counseling, and tutoring hours (and pay employees accordingly); alternate advising and tutoring locations, and add more virtual options for students to connect with student support staff; faculty should offer more online office hours (and be paid accordingly); food services on campus must also serve and reflect our student populations and the times they are on campus, including evening courses.
- Welcome our Students and their Families: The campus must strive to communicate with students and their families in their language; this will clearly demonstrate that ARC is a welcoming place.
- Change the Status quo: Change the system to fit the student instead of trying to change the student to fit the system.

HIGHLIGHT OF RECOMMENDATIONS – Native American Project Team

- The college must acknowledge its historical relationship to the land that it occupies.
- The college should form executive-level MOU's with local tribes to establish reciprocal relationships and unique services for citizens of those nations.
- The college should create the administrative capacity to establish and maintain relationships with the tribes represented by its American Indian students.
- 4) The college should build-out support systems for citizens of tribal nations that take into account Federal and State Indian law; historic discrimination against citizens of tribal nations based on tribal status; K-12 Indian Education, Tribal TANF, Native American Health Centers, the Indian Child Welfare Act, the Native American Graves Protection and Repatriation Act, and the Native American Religious Freedom Act.
- The college should systematically and in broad strokes employ a sovereignty frame, and that this may inform and enrich instruction, operations, construction, planning, and hiring.
- The college should Establish an Office of Tribal Relations to create, maintain, and support the above so as to create an environment where American Indian students can thrive.



Schedule Development Guidelines

Project Final Report

DRAFT 1.0

Project Name: Strategic Enrollment Management

Description: The Strategic Enrollment Management team is responsible for developing a plan to assess existing enrollment management practices and is intended to cultivate optimum enrollment levels in alignment with the college's mission and strategic plan. The planning process should utilize strategic enrollment management methodology to align holistically efforts across all stages of the student life cycle to simultaneously foster student success.

Project Sponsor: Student Success Council

Team Leads: Dyne Eifertsen, Instructional Faculty, Music [Co-Lead]
Kale Braden, AVP Instruction (Learning Resources) [Co-Lead]

Team Members: Kevyn Montano Classified, Lead ISA
Kirsten Corbin Dean, Business and Computer Science
Marsha Reske Dean, Distance Education and VEC
Kathryn Sorensen Dean, Student Services, Counseling & Transfer Services
Jason Ralphs Supervisor, Enrollment Services
Roger Davidson Dean, Natomas Education Center
Douglas Herndon Dean, English Department
Tyler Rollins Classified, Research
Jessica Nelson Counseling Faculty
Michelle Brock Instructional Faculty, Mathematics
Dianne Meador Instructional Faculty, Chemistry
Kevin Porter Classified, Note Taker

Date: February 2020

Students are the reason we are here, and their education is our primary responsibility.

DRAFT 1.0 PROPOSAL



Schedule Development Guidelines

Table of Contents

Executive Summary: Strategic Enrollment Management Report..... 1

 Assessing Metrics for Scheduling vision..... 1

American River College’s Scheduling Vision:..... 4

 ARC’s schedule development process requires:..... 4

 Guiding principle for scheduling:..... 4

 Guiding principle for scheduling courses:..... 4

 Courses should be prioritized and scheduled based on the following considerations:..... 4

 Other Considerations affecting how to prioritize sections to schedule: 5

Assessment of Current State..... 6

 A few observations about the allocations coming from district: 6

 Applying Metrics to ARC’s Scheduling Vision 7

 Schedule to allow student to navigate program pathways efficiently based on data..... 7

 Schedule sections into blocks of time that allow for efficient use of classrooms. 8

 Scheduling Vision that Still Need Metrics Developed or Identified: 8

Schedule Development 9

 Rolling over the Schedule..... 9

 The Core Schedule..... 10

 The Planning Calendar 11

 Phased in approach to modifying roll-over procedures 12

 Spring 2020..... 12

 Fall 2020 12

 Spring 2021..... 12

Full Time Equivalent Faculty (FTEF) Allocation: 13

 Interests for the semester FTEF allocations: 13

 District Allocation: 13

 ARC Allocation Process:..... 14

 The Fall FTEF Allocation:..... 15

 Identifying FTEF scheduled in the Previous Like-Fall Term..... 15

 The Division Baseline FTEF 17

 Baseline FTEF Delta..... 17

 Legislative, Policy, or other mandated changes requiring FTEF Allocation adjustment 18

 Opt-Out Schedules requiring FTEF Allocation adjustment 18

Students are the reason we are here, and their education is our primary responsibility.



Schedule Development Guidelines

| | |
|--|----|
| Analytics requiring FTEF Allocation adjustment..... | 18 |
| Pathways requiring FTEF Allocation adjustment..... | 18 |
| SEM and the FTEF Allocation | 18 |
| The Spring FTEF Allocation | 19 |
| The Summer FTEF Allocation | 19 |
| Student Contact Hours Goals..... | 20 |
| What are Student Contact Hours and why do they matter?..... | 20 |
| Challenges of Measuring/Predicting WSCH | 20 |
| District WSCH Goals | 21 |
| Division/Department Level WSCH Goals..... | 22 |
| Phased in approach to WSCH goals | 22 |
| Fall 2020 | 22 |
| Spring 2021..... | 23 |
| Block Scheduling..... | 24 |
| Guiding Principals | 24 |
| Block Scheduling/Uniform Meeting Patterns..... | 24 |
| Overarching Guidelines | 24 |
| Proposed Start Times (by class units and days per week): | 25 |
| Phased in Approach to Block Scheduling | 26 |
| Fall 2020: | 26 |
| Spring 2021:..... | 27 |
| SEM Recommendations | 28 |
| SEM Next Steps/Aspirational Goals | 28 |
| Glossary:..... | 30 |
| Appendix 1: Scheduling Timeline..... | 36 |
| Appendix 2: Fall 2019 Summary FTE & WSCH by Location..... | 38 |
| Appendix 3: FTEF Worksheet..... | 39 |

Students are the reason we are here, and their education is our primary responsibility.

DRAFT 1.0 PROPOSAL



Schedule Development Guidelines

Executive Summary: Strategic Enrollment Management Report

Parts of This Document



American River College’s Scheduling Vision

This section is designed to explicitly connect scheduling back to American River College’s Mission, Vision, and Values. Scheduling for student success means creating paths to transfer or employment while maintaining maximum effectiveness and efficiency in the use of faculty, finances, and facilities. A program map or a pathway is a promise that we are making to students that they will be able to complete a program in a set amount of time. American River

College’s goal is to provide a schedule that allows students to meet successfully their educational goals.

Assessment of Current State

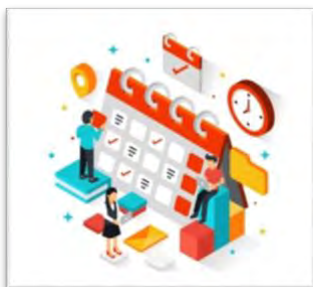
This section provides a brief overview and assessment of the FTEF ARC has received from district and the WSCH which has been generated. Over the past five years American River College and the Los Rios Community College district has experienced softening enrollment, productivity, and WSCH generation. Since the 2014-2015 term, American River College has experienced repeated term-over-term reductions in WSCH generation (down 12.54% over the past five years) and productivity (down 9.31% over the past five years) with a slight uptick in the 2018-2019 term. At the same time, ARC’s FTEF allocation from the district has been reduced by 3.28% over the past five years and the actual amount of FTEF scheduled by ARC has been reduced by 3.49%. District will continue to transfer FTEF between campuses that show more ability to schedule classes that generate WSCH productively. Between the ’14-’15 and ’19-’20 terms, the FTEF allocation from district to ARC was reduced from 1,086 FTEF to 1052 FTEF (down by 34 FTEF, a 3% reduction) while CRC’s allocation increased from 504 FTEF in ’14-’15 to 538 FTEF in ’19-’20 (a 34 FTEF increase, or a 6% increase for CRC). If ARC does not stabilize their schedule and find a way to increase WSCH generation, other schools in the district will continue to receive the FTEF that ARC cannot effectively schedule.



Assessing Metrics for Scheduling vision.

This section provides specific data points and metrics that may be used to measure how successful ARC has been in meeting the goals set forth in the ARC Scheduling vision.

Schedule Development



This section evaluates the current process by which schedules are “rolled-over” from one term to the next. This section makes a recommendation to evaluate what the “core” schedule (i.e. those sections that are unchanged time and day pattern), better planning for sections that rotate (i.e. offered every other term, every odd term, et cetera.), and to create six developmental schedules in PeopleSoft: Fall-odd, Fall-even, Spring-odd, Spring-even, Summer-odd, and Summer-even. The goal of these recommendations are to provide more capacity for planning and to provide a two-year planning cycle that works within the district’s current

technological infrastructure.

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Schedule Development Guidelines

Full Time Equivalent Faculty (FTEF) Allocation

This section is an appraisal and discussion of how FTEF is allocated by the state to the district, from the district to the college, from the college to divisions, and then from divisions to the departments. The intention of this section is to both “peel back the curtain” as well as to define out specific processes and procedures to adjust FTEF allocations taking into account many different factors including, legislative changes, opt-out scheduling, pathway scheduling, and staffing changes.

Student Contact Hours Goals



Fundamental to understanding Student Contact Hours is an understanding of how California Community Colleges are funded. The State provides most of the funding for California Community Colleges based on the number of students attending the college. The number of students attending a college are packaged up into the Full Time Enrollment Student (FTES). FTES represents neither student headcount nor student enrollment, but it is a conceptual measure of student enrollment. One Full-time Equivalent Student (FTES) is equal to one student enrolled in 15 semester hours for 2 semesters. One FTES is equal to 525 contact hours. This “conceptual” measurement is the basis

of how California Community Colleges receive 60% of their funding from the state.

Block Scheduling

Classroom spaces are a limited resource and it is the role of the administration and department faculty to ensure that they are scheduled efficiently to promote student success and the mission of the college. Classrooms are owned by the college and ultimately by the citizens of the State of California and not by any department or individual. While classrooms may typically be scheduled by individual departments, the assignments are not considered permanent. Classroom scheduling is a dynamic process requiring reevaluation of class size, equipment specifications, and pedagogical changes each semester. The assignment of a specific room at a specific time in a given semester will not automatically guarantee a continuing assignment of that space, even if the room was used efficiently. Faculty members should not expect to use the same space on a continuing basis. To carry out the mission of American River College, the classroom facilities are primarily for use by students, faculty and staff for activities and programs that are directly related to supporting students in strengthening basic skills, earning associate degrees and certificates, transferring to other colleges and universities, and achieving career as well as other academic and personal goals. Every effort is made to ensure that classrooms are assigned fairly, used appropriately, and accommodate the College’s academic and instructional needs.



SEM Recommendations, Next Steps, and Aspirational Goals

Recommendations:

1. Develop standing Strategic Enrollment Management team to monitor enrollment data, rubrics, and procedures.
2. Hire support staff to facilitate maintenance of Ad Astra Platinum system, interface between data on demand system (research office), and coordination with other technical solutions (Highpoint, Starfish, et cetera.)



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Schedule Development Guidelines

3. Work with District IT to build out six development schedules in PeopleSoft. These six development schedules would then be evaluated using Ad Astra and other data to create the stock offerings that will be used to rollover into the development terms for the appropriate upcoming semester.
4. American River College needs a centralized system to track external FTEF (grants) that fund sections, instructional FTEF used to support coordinators and other work of the college, and other programs that are scheduling sections in addition to division offices (e.g. the Advanced Education program).

SEM Next Steps/Aspirational Goals

1. Fall 2021: SEM will develop and submit to Student Success Council a Refined Block Scheduling proposal that will include exemptions, thresholds, goals, and other specific procedures.
2. Fall 2021: SEM will investigate using the Ad Astra Optimizer and build priority lists of when sections should be scheduled in classrooms.
3. Develop metrics and analytics to support measuring and planning for expanded use of short-term sections.
4. Develop metrics and analytics to measure demand for different instructional modalities (fully online, partially online, face-to-face, et cetera.).
5. Refine predictive modeling for capstone classes to help identify ideal rotational patterns for traditionally low-enrolled sections.
6. Refine rubrics for different types of sections to identify when sections need to be cancelled and when additional sections may need to be added into the schedule.
7. Work towards building a schedule that we can consider a promise to American River College's students and faculty where we do not cut sections right before the start of the semester.
8. Work with ARC research and District Fiscal to build reports and tools to better predict and monitor the FTES and WSCH production of sections from the planning stage, through registration, and to the various census dates for different Attendance types.
9. Refine techniques of creating realistic and data based WSCH goals to assist in meeting the division/college level WSCH goals.
10. Tools to provide "sandboxes" in schedule development to help predict how changes to a draft schedule may affect a department or division hitting their WSCH goals.
11. Tools to measure WSCH (and project trends) during enrollment.
12. Procedures for post-mortem evaluation of how divisions and departments did in meeting WSCH targets.



Schedule Development Guidelines

American River College's Scheduling Vision:

Students are the reason we are here, and their education is our primary responsibility. The primary purpose driving the development of American River College's Academic Schedule is to provide students access and opportunities to:

- develop their abilities;
- engage in critical and creative thinking;
- succeed in a competitive global work environment;
- exhibit responsible citizenship benefit society as well as themselves;
- participate in lifelong learning;

ARC's schedule development process requires:

- fiscally sound, efficient, transparent, and accountable practices;
- effective communication within the college and with the communities served by the college;
- civil and honest communication that promote mutual respect and trust;

Guiding principle for scheduling:

Scheduling for student success means creating paths to transfer or employment while maintaining maximum effectiveness and efficiency in the use of faculty, finances, and facilities. A program map or a pathway is a *promise* that we are making to students that they will be able to complete a program in a set amount of time. American River College's goal is to provide a schedule that allows students to meet successfully their educational goals.



Aspirational Goal 1

American River College has an interest to move towards a model where divisions build term schedules that are as closely aligned as possible with student needs. The ultimate goal is to create a process that emphasizes schedule integrity and where divisions rarely need to cut sections at the beginning of the semester, rather divisions are *adding* in additional sections throughout registration to relieve [bottlenecks](#).

Guiding principle for scheduling courses:

Courses should be selected to maximize the potential for student success. Courses scheduled should lead to the following:

- College readiness;
- Two-year transfer preparation;
- Associate degrees, particularly TMCs;
- Degrees and certificates that prepare students for professional licensure and certification;
- Certificates that have a demonstrated record of employment;
- Addressing equity gaps in retention, persistence, and completion;
- Support for visual and performing arts, cultural awareness, wellness, and intercollegiate sports;

Courses should be prioritized and scheduled based on the following considerations:

1. Schedule course sections to meet demand/required number of sections in order for students to navigate efficiently [program pathways](#) based on data.
2. Schedule course sections to meet student demand for [opt-out-schedules](#) based on data.
3. Schedule course sections to meet the target [WSCH/Productivity](#) that has been determined for each program or discipline. [FTEF](#) will be apportioned based on historical data and student needs.
4. Schedule sections into blocks of time that allow for efficient use of classrooms. Students should be allowed at least ten minutes to get from one class to another. They should not be precluded from taking a class because it overlaps the timeframe of another.

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Schedule Development Guidelines

5. Schedule sequential courses that lead to college readiness, degrees, certificates, or licensure such that students will make successful progress from one course to another. Strategies include offering sections at a time that has proven successful and offering enough sections to accommodate the numbers of students completing the prerequisite course or move to college level writing and math skills.
6. Schedule courses that are designed or proven to help close equity gaps.
7. Offer low-enrollment sections needed for transfer, certification, or licensure at adequate intervals to allow students to move ahead with their goals.
 - a. Fill-rate alone should not be used as the basis for offering a course. While fill-rate is important for determining if there are enough or too many seats available for students, a low fill-rate in a capstone course would not necessarily necessitate that section being removed from the schedule. American River College students' ability to move toward transfer and employment must be actively ensured. In addition, low class size may be mandated by external regulations, program accreditation standards, or facility/safety issues.
8. Balance choices of times, locations, and delivery methods based on data. Online and partially online courses offer students important options. Offer sufficient sections to meet student demand in all modalities.
9. Other factors being equal, course sections with evidence of higher success rates and lower withdrawal rates are preferable. Departments need to address reasons for lower success and higher withdrawal rates paying particular attention to disproportionately impacted students.
10. Consider courses that provide student support and pathways to success, including learning communities, and supplemental instruction.

Other Considerations affecting how to prioritize sections to schedule:

1. Sections should be prioritized when added into the schedule
 - a. Priority should be given to courses that are a *required* part of degrees and certificates.
 - b. Courses that assist students to meet their math and English requirements.
 - c. Courses that are a part of a narrow and restricted list of electives within a degree or certificate should be scheduled based upon historical and predictive data that provides evidence of demand for these sections.
 - d. Scheduling decisions regarding courses that meet GE or program electives that are specifically delineated in program pathways or maps should be scheduled based upon historical and predictive data demonstrating demand for these sections.
 - e. All efforts should be made to schedule courses where departments have identified a rotation of the offerings (every fall term, every other spring term, et cetera.)
 - f. Courses that are required to support publications, performances, athletics, and equity and inclusion college efforts should be supported in the schedule. There should be a recursive conversation regarding enrollment and these programs.
 - g. Courses that have a demonstrated demand—in spite of a lack of predictive demand
 - h. Sections that promote lifelong learning, that are not part of restrictive course requirements for degrees or certificates, are parts of long lists of unrestricted electives or General Education options, or do not meet any specific requirements are still valuable parts of a comprehensive community college schedule, however they should be added last into the schedule.
2. Courses intended to be scheduled into non-specialty classrooms that are scheduled within the Block Schedule Guidelines should be scheduled into rooms before courses that are scheduled “off-block.”

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Schedule Development Guidelines

Assessment of Current State

Over the past five years American River College and the Los Rios Community College district has experienced softening enrollment, productivity, and WSCH generation. Since the 2014-2015 term, American River College has experienced repeated term-over-term reductions in WSCH generation (down 12.54% over the past five years) and productivity (down 9.31% over the past five years) with a slight uptick in the 2018-2019 term. At the same time, ARC's FTEF allocation from the district has been reduced by 3.28% over the past five years and the actual amount of FTEF scheduled by ARC has been reduced by 3.49%.

Figure 1: Five-Year Term-over-Term Assessment of Enrollment Trends

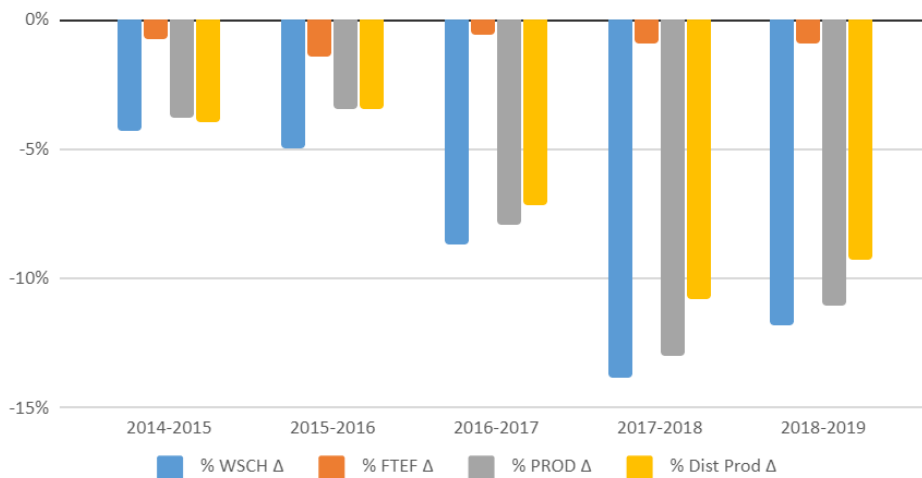
| Year | Actual | | | | Goal | | | | % Δ between Goal and Actual | | | |
|-----------|---------|------|------|---------------|---------|-----------------|------|---------------|-----------------------------|----------|----------|---------------|
| | WSCH | FTEF | Prod | District Prod | WSCH | FTEF Allocation | Prod | District Prod | % WSCH Δ | % FTEF Δ | % PROD Δ | % Dist Prod Δ |
| 2014-2015 | 275,554 | 545 | 505 | 507 | 288,005 | 549 | 525 | 528 | -4% | -1% | -4% | -4% |
| 2015-2016 | 269,400 | 541 | 498 | 500 | 283,432 | 549 | 516 | 518 | -5% | -1% | -3% | -3% |
| 2016-2017 | 254,250 | 536 | 475 | 481 | 278,356 | 539 | 516 | 518 | -9% | -1% | -8% | -7% |
| 2017-2018 | 237,660 | 531 | 448 | 462 | 275,834 | 536 | 515 | 518 | -14% | -1% | -13% | -11% |
| 2018-2019 | 241,000 | 526 | 458 | 470 | 273,311 | 531 | 515 | 518 | -12% | -1% | -11% | -9% |

Source: LRCCD Approved Budgets 2013-2014 through 2019-20

A few observations about the allocations coming from district:

- Schedule preparation for a fall term begins in October prior to the term, is finalized in March, and enrollment begins in April. The FTEF allocations and WSCH/Productivity goals are first released to the college as a part of the tentative budget presented to the board in June, a month and a half after students have begun enrolling in the term. The allocation is not *finalized* until almost a month into the fall semester when the final budget is presented.
- ARC begins the fall scheduling process by setting a tentative allocation based upon the prior-year allocation and then adjusting the schedule as the tentative budget is released in June.
- Los Rios has maintained a consistent productivity goal of 518 since 2015-2016, however the district and colleges have moved further and further from this goal:

Figure 2: Percentage of Delta between District Goal and Actual



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Schedule Development Guidelines

- In '19-'20 ARC received a total allocation of 522.900 annual FTEF (1045.800 FTEF actual which represents a 1% reduction in FTEF). At the same time
- Los Rios projected an increase of 12% in WSCH and instructional productivity.

With a goal of increasing productivity year-over-year by 12%, the Los Rios District continues to project an incredibly aggressive growth agenda for ARC.

District will continue to transfer FTEF between campuses that show more ability to schedule classes that generate WSCH productively. Between the '14-'15 and '19-'20 terms, the FTEF allocation from district to ARC was reduced from 1,086 FTEF to 1052 FTEF (down by 34 FTEF, a 3% reduction) while CRC's allocation increased from 504 FTEF in '14-'15 to 538 FTEF in '19-'20 (a 34 FTEF increase, or a 6% increase for CRC). If ARC does not stabilize their schedule and find a way to increase WSCH generation, other schools in the district will continue to receive the FTEF that ARC cannot effectively schedule.

Applying Metrics to ARC's Scheduling Vision

Schedule to allow student to navigate program pathways efficiently based on data.

Ad Astra Platinum Analytics provides insight into this goal by providing a *Key Velocity Metric (2-year)* dashboard that provides the following metrics:

- **Degree velocity:** The average 'productive' hours completed by the goals annually. Measured as a percentage. Example: Student completes 24 units in the year, with 21 of those units applying to the program pathway. If the goal is for students to be full-time (with 30 units completed in a year) the degree velocity would be 21/30 or 70%
- **Time to Degree (Years):** For active students, this is the estimated time to completion of the degree based on remaining hours and assuming the student(s) stay on the same pace and in the same pathway.
- **Total Velocity:** This is the hours completed divided by the goal annually and measured as a percentage. From the example above, the Total Velocity would be 24/31 or 80%.
- **Credits per year:** the average number of credits students have taken per year.
- **Productive Credits per year.**
- **Productive Ratio:** This is the productive hours divided by the overall hours completed. From the example above, the productive ratio would be 21/24 or 87.5%.
- **Credits to complete:** This is the average total completed credits per student for their degree program.

| ARC Key Velocity Metrics, 2/21/2020 | | |
|-------------------------------------|------------------------|-----------------------------|
| Degree Velocity | Time to Degree (Years) | |
| 28.5% | 7.02 | |
| Total Velocity | Credits Per Year | Productive Credits per year |
| 53.96% | 16.9 | 8.55 |
| Productive Ratio | Credits to Complete | |
| 52.81% | 113.61 | |

Figure 3: Key Velocity Metrics from Ad Astra Platinum Analytics Dynamic Visualizations



SEM to set goals (by college and programs) to:

- Increase degree velocity
- Reduce time to degree
- Increase Productive Ratio
- Increase both Credits per year and productive credits per year.

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Schedule Development Guidelines

Schedule sections into blocks of time that allow for efficient use of classrooms.

The following SQL query:

```
SELECT DISTINCT LR_MSF.Start_Time1, LR_MSF.End_Time1, LR_MSF.MTG_Pat1,
Count(LR_MSF.CLASS_KEY) AS CountOfCLASS
FROM LROC.LR_MSF
WHERE ((STRM_DESCR = "Spring 2020") AND (SESSION_CD="FT") AND
(START_TIME1!= ""))
GROUP BY Start_Time1, End_Time1, MTG_Pat1;
```

When this SQL code is run against the Research database PeopleSoft data mirror it provides a list of all time blocks that courses have been scheduled into for a term and the number of sections for which they were scheduled. For example, in the spring 2020 semester for full term sections, there were 1201 distinct [time blocks](#) scheduled for 5503 full-term sections.

Scheduling Vision that Still Need Metrics Developed or Identified:

- Schedule to promote college readiness, degrees, certificates, or licensure allowing students to successfully progress from one course to another.
- Schedule courses that are designed or proven to help close equity gaps.
- Offer low-enrollment sections needed for transfer, certification, or licensure at adequate intervals to allow students to move ahead with their goals.
- Build a schedule that we can consider a promise to American River College's students and faculty where we do not cut sections right before the start of the semester. Potentially: Could use "Sections Cancelled During Registration" (in Platinum Visualizations") as a metric
- Balance schedule for section times, locations, and delivery methods based on data
- Schedule course sections with evidence of higher success rates and lower withdrawal rates.
- Consider courses that provide student support and pathways to success, including learning communities, and supplemental instruction.
- Prioritize courses that are a *required* part of degrees and certificates.
- Prioritize courses that assist students to meet their math and English requirements.
- Historical and predictive data should be used to inform the priority of scheduling courses that are a part of a narrow and restricted list of electives within a degree or certificate.
- Scheduling decisions regarding courses that meet GE or program electives that are specifically delineated in program pathways or maps should be scheduled based upon historical and predictive data demonstrating demand for these sections.
- All efforts should be made to schedule courses where departments have identified a rotation of the offerings (every fall term, every other spring term, et cetera.)
- Courses that are required to support publications, performances, athletics, and equity and inclusion college efforts should be supported in the schedule. There should be a recursive conversation regarding enrollment and these programs.
- Courses that have a demonstrated demand—in spite of a lack of predictive demand
- Sections that promote lifelong learning, that are not part of restrictive course requirements for degrees or certificates, are parts of long lists of unrestricted electives or General Education options, or do not meet any specific requirements are still valuable parts of a comprehensive community college schedule, however they should be added last into the schedule.

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Schedule Development Guidelines

Schedule Development

Rolling over the Schedule

Currently, after the census date (third week of a full-term semester) the scheduled is “rolled over” into a development schedule where the rooms, buildings, and instructors are stripped out. This schedule becomes the “Round One” draft that is distributed to divisions to be used for schedule development on the next like term.



Aspirational Goal 3

Working with District IT, ARC hopes to create six developmental schedules in addition to the production development schedules that become the term schedules we now have:

- Fall (odd year) & Fall (even year)
- Spring (odd year) & Spring (even year)
- Summer (odd year) & Summer (even year)

These development schedules would then have development sandboxes in Ad Astra Platinum Analytics where divisions and departments will refine the schedules that would be rolled over into the draft schedules for departments and divisions to work on.



Ad Astra is currently developing a new infrastructure for schedule development. These web-based modules, *Align* and *Schedule*, will be configured to allow for sandboxing and development with these development schedules. Rather than rolling over the prior term, ARC will rollover the appropriate development schedule. It would look something like:

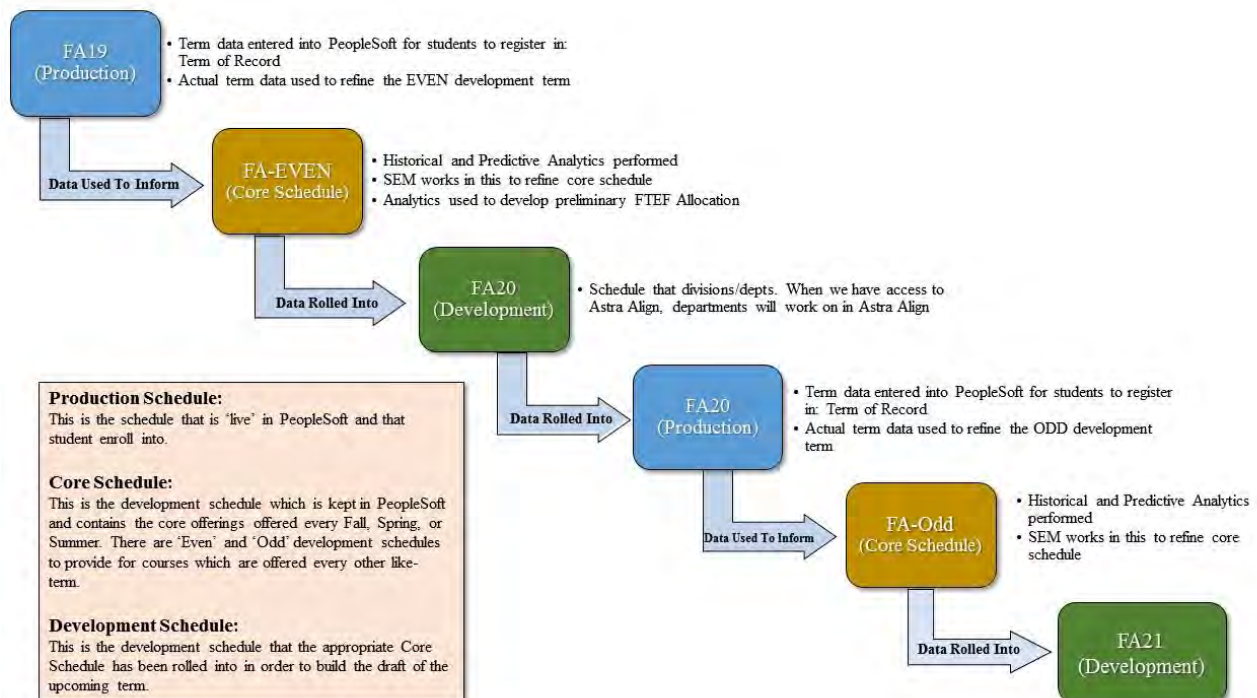


Figure 4: Interaction of ‘Development’ schedules, ‘Core’ schedules, and ‘Production’ schedules.

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Schedule Development Guidelines

This process will allow ARC to:

- Develop a two-year pattern of course offerings representing both student needs and minimum scheduling levels to assure that we are meeting full-time contractual obligations
- Provide capacity and space for vetting schedules *before* they are rolled over and presented to department for review/scheduling work.
- Provide the capacity to hold post-mortem scheduling meetings in the summer to review what worked or did not work with the previous terms and any changes that should be applied to the core schedules.
- Capture course rotations beyond the whole-terms recorded by PeopleSoft: PeopleSoft only tracks course rotation for whole terms: every fall, every spring, et cetera. We have many courses which may need to be on an every-other fall, every-other spring, et cetera. type of rotation.
- Moving towards a model where departments and divisions have time to discuss the core schedules and then departments *propose* additions to that schedule based upon data or programmatic changes.
- Develop schedules in a two-year rotation of sections where individual term schedules becomes more refined as the college gets closer to registration and the core schedule is continually being refined with multiple points of data.

The Core Schedule

Within our current process of rolling prior term schedules into development schedules, there are often only incremental changes made to the schedules. The table below shows the percentage of courses which have been scheduled over the past four, three, and two like terms where the course, beginning time, ending time, and day pattern remained the same. (Note this is a comparison of *Crystal Class Size No Grouping by LOC (RCINS0019)* reports for sections that had FTEF attached and were scheduled for a unit value. This methodology eliminated cross-listed sections and the lab portions of Lecture/Lab courses that would have skewed the number of sections).

Main Campus, Fall Term

| | Past 4 Terms | | Past 3 Terms | | Past 2 Terms | | Total Sections 2019 |
|---------|--------------|-------|--------------|-------|--------------|-------|---------------------|
| | Count | % | Count | % | Count | % | Count |
| Fall | 807 | 36.3% | 1114 | 50.1% | 1471 | 66.2% | 2223 |
| Spring | 786 | 35.9% | 1094 | 49.9% | 1454 | 66.4% | 2191 |
| Summer* | - | - | 241 | 36.0% | 293 | 43.8% | 669 |

*Data missing for Summer 2016 comparison

Natomas

| | Past 4 Terms | | Past 3 Terms | | Past 2 Terms | | Total Sections 2019 |
|---------|--------------|-------|--------------|-------|--------------|-------|---------------------|
| | Count | % | Count | % | Count | % | Count |
| Fall | 58 | 30.5% | 90 | 47.4% | 131 | 68.9% | 190 |
| Spring | 37 | 19.4% | 73 | 38.2% | 103 | 53.9% | 191 |
| Summer* | - | - | 17 | 45.9% | 20 | 54.1% | 37 |

*Data missing for Summer 2016 comparison

Figure 5: Percentage of course that were scheduled with the same time and day pattern term-over-term.

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Schedule Development Guidelines

Moving forward, allocations will begin with the approximately 66% of sections which are core to the schedule (i.e. they do not typically change like term to like term). This “core schedule” will provide the foundation for division allocations. Added to this will be the FTEF that has been identified by departments as being necessary for the rotational offerings, those courses that may be offered every other term or on some other pattern to allow for students to complete pathways, degrees, and or certificates. Additional FTEF will be allocated to divisions (beyond the amount needed to support core and rotational offerings). See ARC Allocation Process:, page 14 of this document) for information on FTEF allocation.

The Planning Calendar

Planning for the academic calendar is a continual process of resource allocation, data analysis, scheduling drafts, schedule publishing, student enrollment, and enrollment monitoring. Unfortunately, many of the important dates within the scheduling timeline fall right in the middle of other busy times throughout the semester. This draft attempts to lay out a continual, two-year cycle of schedule monitoring, adjustment, planning, and implementation that spreads the analytic load into less busy times and will (hopefully)

Two-Year Scheduling Rotation

provide a more logical structure of “Just-in-time” data to inform schedule decisions.

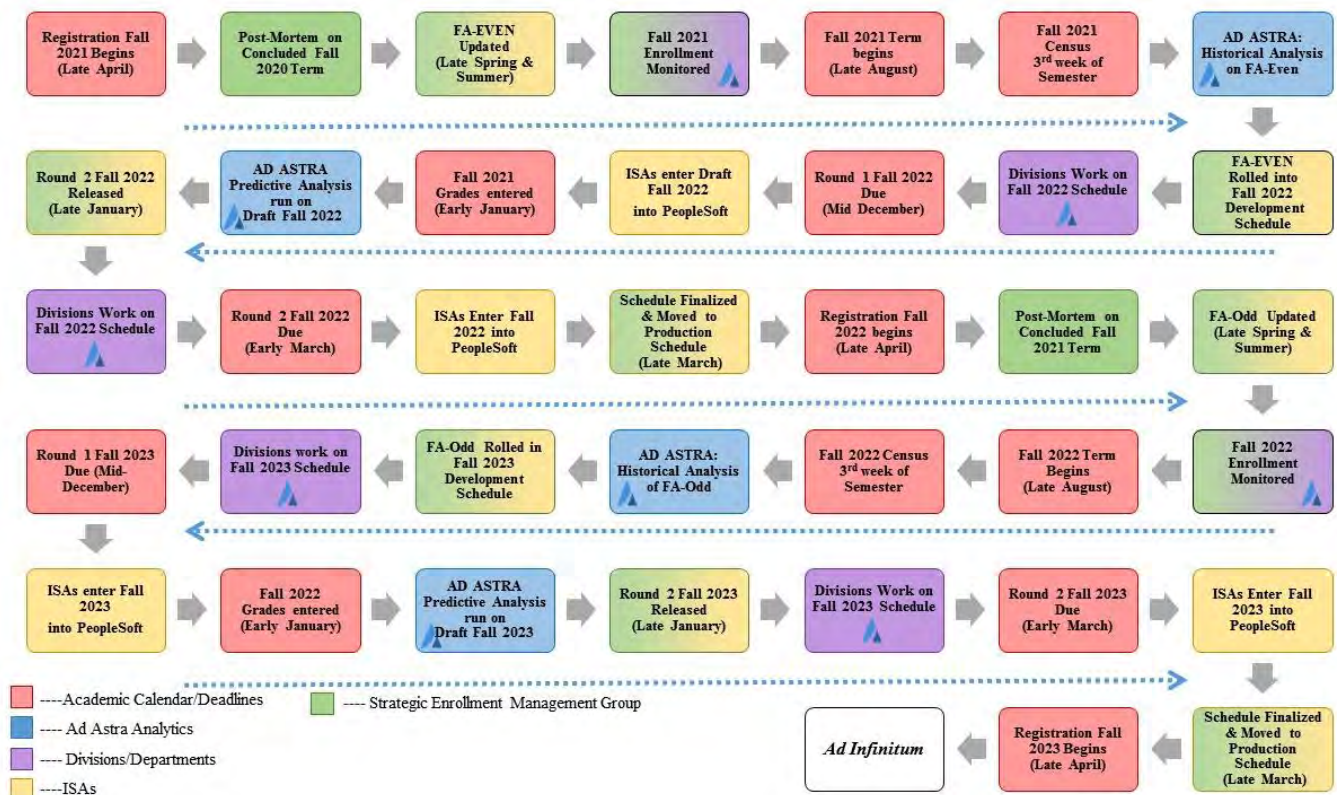


Figure 6: The graphic above represents the two-year cycle of scheduling and how the Core Schedules are informed with analytics, rolled into draft schedules, and moved into being a production schedule for student registration.

See Appendix 1: Scheduling Timeline (page 36) for a draft of the scheduling activities broken out over a two-year cycle.

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Schedule Development Guidelines

Phased in approach to modifying roll-over procedures

Spring 2020

1. Work with district office to investigate feasibility of multi-development schedules to live in PeopleSoft.
2. Identify ‘core’ sections offered in fall, spring, and summer terms. Engage in discussions with divisions and departments to investigate what these core schedules should be to support pathways, degree/certificate completion, and student success and retention.

Fall 2020

1. Continue working with District and Ad Astra to implement Ad Astra Align and Schedule. These two products are designed to manage schedule development workflow and allow users to build term schedules within Ad Astra.
2. Train faculty, staff, and administrators to use Align and Schedule.

Spring 2021

1. Begin using Ad Astra Align and Schedule to build spring 2022 schedule, based upon the Even-Spring roll-over development schedule.



Schedule Development Guidelines

Full Time Equivalent Faculty (FTEF) Allocation:

The Los Rios District is annually approved to offer a set amount of FTEF by the State Chancellor's Office. This district allocation is tied to the State Budget process. In turn, the district allocates an approved amount of FTEF to each campus in the district. The ARC Instruction Office (through the Strategic Enrollment Management team) then allocates FTEF to college divisions and centers. ARC Division deans then allocated FTEF to individual departments.

Interests for the semester FTEF allocations:

Schedules for each semester shall be planned to accommodate the needs of students, to ensure the quality of education, and to utilize facilities efficiently. The Strategic Enrollment Management Team will utilize the following criteria to determine FTEF allocations for divisions.

- Provide enough FTEF to meet the contractual obligation to provide load for all full-time faculty.
- Afford the Natomas center the ability to enroll at least 1,000 FTES and maintain its Center Status per title 5, § 58771(i) (5).¹
- Take into account legislative, regulation, or other policy changes that may require resources to be adjusted.
- Be based upon data that indicates a historical five-year, like term-over-term student demand for courses. (*Note that the historical demand must be tempered with an analysis of the status of a program. For example, in 2019 a 5-year like term analysis of English and Math department enrollments would not provide much insight due to the changes wrought by AB 705.*)
- Be based on predictive data² that provides an analysis of what students will need to take in order to complete work on degrees, certificates, and college pathways. In particular, FTEF Allocation should be based upon meeting the following institutional interests:
 - College readiness;
 - Two-year transfer preparation;
 - Associate degrees, particularly TMCs;
 - Degrees and certificates that prepare students for professional licensure and certification;
 - Certificates which have a demonstrated record of employment;
 - Support for visual and performing arts, cultural awareness, wellness, and intercollegiate sports.

District Allocation:

The Los Rios District produces a draft budget each year. The budget is crafted after the California Governor submits their "May Budget Revise" to the legislature. This draft is generally presented to the Board of Trustees at their June board meeting. After the State Budget is finalized, the final budget is brought to the board for approval (generally in the September Board meeting). Within the tentative and

¹ (5) Educational centers: \$1,000,000 for each center described in subdivision (b)(1) of section 55180 and reporting 1,000 or more FTES. A district is not eligible for the basic allocation revenue provided by this subdivision associated with an educational center that is approved by the Board of Governors on or after May 1, 2008, unless and until the Chancellor determines that the center reported at least 1,000 FTES on the district's most recent final attendance report.

² No predictive model is always accurate. Deference should be paid to the on-the-ground experience of discipline faculty serving their program's students. However, if a decision is made to ignore predictive data the allocated FTEF should be monitored and evaluated. If the predictive data was correct about demand, it should be followed moving forward. If the intuition of discipline faculty/deans are correct about demand this should be brought to the SEM for an evaluation of the predictive model that was used.

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Schedule Development Guidelines

approved budgets, the District Office provides both the FTEF allocations for the year as well as the projected WSCH goals and Productivity goals for the district:

| College | Instructional Staffing - Fall/Spring Terms | | | | | |
|---------------|--|--------------|------------|---------------------|--------------|------------|
| | 2018-19 Actual as of P2 | | | 2019-20 Projections | | |
| | WSCH | FTEF | Prod. | WSCH | FTEF | Prod. |
| ARC | 241,000 | 526 | 458 | 268,800 | 523 | 514 |
| CRC | 135,000 | 269 | 502 | 142,700 | 272 | 525 |
| FLC | 83,000 | 172 | 484 | 92,200 | 176 | 525 |
| SCC | 200,000 | 437 | 458 | 222,300 | 432 | 514 |
| Total* | 659,000 | 1,403 | 470 | 726,000 | 1,403 | 518 |

* Does not include WSCH generated through instructional service agreements

Figure 7: From 2019-20 Adopted Budget presented to the Board of Trustees September 11, 2019, Pg. 124

The Instructional Staffing charts in the Adopted Budget documents provides the FTEF allocated by the district (annualized: multiply by 2 for the total authorized amount for fall and spring) and the District’s projected WSCH and productivity goals.

A few observations about the allocations coming from district:

- Schedule preparation for a fall term begins in October prior to the term, is finalized in March, and enrollment begins in April. The FTEF allocations and WSCH/Productivity goals are first released to the college as a part of the tentative budget presented to the board in June, a month and a half after students have begun enrolling in the term. The allocation is not *finalized* until almost a month into the fall semester when the final budget is presented.
- ARC begins the fall scheduling process by basing it upon the prior-year allocation and then adjusting the schedule as the tentative budget is released in June.

Tentative allocations are prepared at the campus level based upon the prior year’s allocation as the process for creating the fall schedule begins in October, seven to nine months before the district provides the actual allocation. The offset nature of our planning calendar with the allocation calendar can lead to volatile swings in FTEF.

ARC Allocation Process:

FTEF is allocated from the Office of Instruction at the division level and the Area Deans then allocate FTEF down to the department level. The allocation process starts with an evaluation of what was scheduled in the prior Fall Term. Historically this began with a “Roll-over” of the previous production term into a development term for departments to adjust the schedule. Historically, the Instruction Office has worked with the District Office create a copy of the previous like term’s schedule with the room assignments and staffing removed. This copy would become the development schedule for the new term. For example, the development schedule for fall 2020 is a copy of the fall 2019 schedule taken on or around the census date and stripped of instructor names and the rooms that classes had been scheduled into. The development schedule was then distributed to divisions as the first round of schedule development.

A few observations regarding the “Roll-Over” process of schedule development:

- Basing the development schedule for the next term off of the schedule which was in place at census the previous like term does capture what was scheduled, but is not nuanced enough of a process to account for:
 - Last minute sections that were added into the schedule to accommodate FTEF added just before the semester.

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Schedule Development Guidelines

- Under-enrolled sections that were for various reasons not cut from the schedule, but are now rolled forward.
- Accounting for course rotations for electives, capstones, or options within programs that call for courses to be rotated every other term.
- The timing of the rollover and the release of the first round to divisions to work on the next term’s schedule does not leave a lot of time for analysis of student needs or FTEF allocations.

The Fall FTEF Allocation:

The state and district provide annual FTEF allocations to cover the fall and spring Terms, with summer being “rolled over” with a less formal allocation process from district. The ARC allocation process of providing FTEF to divisions to build their schedule begins in the fall schedule. The Tentative Allocation that is provided to allow divisions to work on the first round of an upcoming schedule is provided well before the state or district has provided an official allocation for American River College:

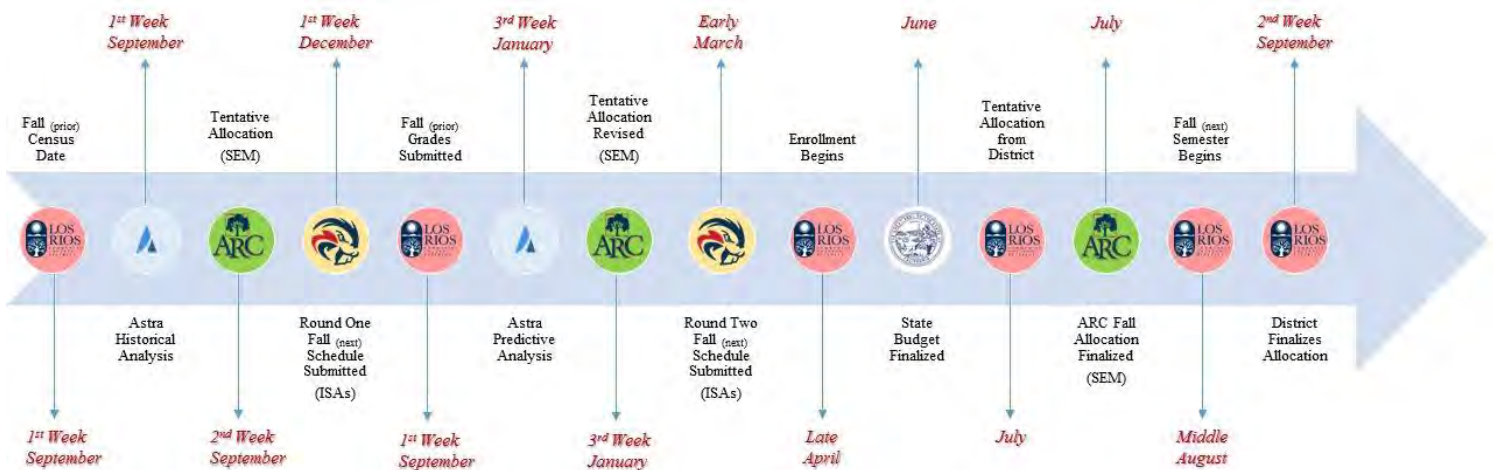


Figure 8: Diagram of FTEF Allocation process

The Allocation is refined as additional information comes in from the state and district. Ultimately, when the final allocation is approved by the state in September, the Spring Allocation will often bear the burden of having to be adjusted to compensate for any over or under scheduling in the fall semester. This timeline has led to radical scheduling swings in Late August and mid-January as the college and divisions attempted to adjust to FTEF swings coming in from the district. A primary interest in moving towards a more Strategic Enrollment Management process will be to mitigate and minimize these schedule swings. This will be accomplished by:

- Focusing upon the core schedule and identifying where there may be [bottlenecks](#) preventing students from moving efficiently through programs.
- Identifying opportunities to pre-schedule potential sections and hold them as inactive until bottlenecks and additional resources may be identified.

Identifying FTEF scheduled in the Previous Like-Fall Term

FTEF totals for Los Rios academic schedules are dynamically calculated³ by district in order to populate the quarterly CCFS-320 reports to the California Community College Chancellor’s Office (CCCCO) and Crystal reports. The CCFS-320 reports are what the CCCCCO uses to determine the enrollment funding for

³ “Dynamically calculated” refers to the fact that FTEF is not stored in PeopleSoft as a set value, rather is calculated from a variety of values store in PeopleSoft when queried.

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Schedule Development Guidelines

the district. The baseline report used to begin the allocation process is the District Crystal report *Summary FTE & WSCH by Location* (RCSM 0294). When run after census, this report provides an accounting of the baseline of what was scheduled in each division (See Appendix 2: *Fall 2019 Summary FTE & WSCH by Location*, page 38).

This report provides the total numbers of sections and FTEF scheduled by location. At ARC, division allocations are all of the sections which are taught on (or in the case of online sections: scheduled through) the Main campus. The exception to this are the TVC sections taught at Mather that are a part of TVC's Main Campus allocation. The allocations for McClellan and Natomas are based upon the total amounts of FTEF to be scheduled at the center and are not split up into division allocations (the center deans allocate to the different departments/divisions within the center's offerings).

From the totals of FTEF scheduled provided by the *Summary FTE & WSCH by Location* report, the following types of FTEF needs to be removed from the totals in order to get an accurate accounting of what was scheduled by divisions with their prior allocations:

- **Any grant funded FTEF** (sections that are paid for through external funding sources). Grant funded FTEF is scheduled on top of the FTEF allocation provided by district. District tracks grant funded sections through how they are tagged in PeopleSoft. The sections (and FTEF) charged to grants can be found in the *Grant Funded Classes* (RC SCH 0358) Crystal report.⁴ For the FA19, the following grant funded FTEF was scheduled:

| Div | FTEF | Div | FTEF |
|-----|------|------|-------|
| BSS | .200 | HEDU | .400 |
| ENG | .267 | TVC | 1.374 |

The grant amounts should be removed from the division totals provided by the *FTE & WSCH by Location* (RCSM 0294) report.

- **Apprenticeship, public safety, and other categorically funded FTEF** that is scheduled as [Positive Attendance](#) uses a different method to calculate their allocation (based on actual use and WSCH generation from the prior like term). For the sake of calculating allocations for the upcoming semester, work with DO for the amounts that they will be projecting for the upcoming term.
- **Dual Enrollment FTEF** used to schedule online courses taught for local high School Students. This FTEF comes out of ARC's District FTEF allocation, but is not a part of the division's allocation (rather the Advanced Ed program receives its own allocation).⁵ The list of these sections is maintained by the Associate Vice President of Instruction's office.

For the FA19, the following Advance Education funded FTEF was scheduled:

| Div | # of Sections | FTEF |
|-----|---------------|-------|
| ART | 1 | 0.200 |
| BSS | 5 | 1.000 |
| ENG | 6 | 1.200 |

Note that this FTEF is removed from the totals of the divisions (i.e. not counted as a part of the division's allocation), but is still a part of the overall FTEF charged to the college. This total

⁴ If sections are not designated in PeopleSoft as being grant funded, even if they are later charged against a budget, they will be seen as not being grant funded by DO and therefore will not be subtracted from allocation calculations. It is therefore very important that these sections be indicated in PeopleSoft correctly.

⁵ The difficulty of pulling out this FTEF is one of the reasons that ARC is advocating for a new location code to be created within PeopleSoft to allow for a cleaner scheduling of these types of courses.

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Schedule Development Guidelines

becomes the baseline for the Advanced Education allocation. While the FTEF is removed from the allocation, the WSCH generated is still counted towards division and department goals.

- **The Study Abroad FTEF** (this refers to the semester long, district program that is currently housed at American River College) needs to be removed from the semester’s schedule as the 0.800 FTEF is provided as a separate allocation from district. This allocation is maintained by the Study Abroad director’s office.

For the FA19 schedule being used as an example for this document, the BSS division scheduled an additional 0.800 FTEF to support the Study Abroad program.

Note that the FTEF for the study abroad sections are removed from the totals of the division (i.e. not counted as a part of the division’s allocation). At this point, the Study Abroad FTEF is still a part of the overall FTEF charged to the college, though it is a district program. While the FTEF is removed from the allocation, the WSCH generated is still counted towards division and department goals.

- **The Honors sections FTEF** potentially would need to be removed from division totals, if the Honors program was moved to a model of receiving an allocation for offerings, rather than Honors courses being offered through division decisions. Honors sections are designated by numbers between 480 and 489 and the FTEF for these courses should be removed for each division this can be calculated from the *Class Size No Grouping by Loc* (RC IN S0019) Crystal report.



For the FA19, the following Honors funded FTEF was scheduled:

| Div | # of Sections | FTEF |
|------|---------------|-------|
| BSS | 3 | 0.600 |
| ENG | 5 | 1.000 |
| HEDU | 1 | 0.200 |
| SCI | 1 | 0.350 |

Note that this FTEF is removed from the totals of the divisions (i.e. not counted as a part of the division’s allocation), but is still a part of the overall FTEF charged to the college. This total becomes the baseline for the Honors program allocation. While the FTEF is removed from the allocation, the WSCH generated is still counted towards division and department goals.

The Division Baseline FTEF

The baseline FTEF is the minimum amount of FTEF a division needs to meet the obligation to schedule to meet the full-time faculty obligation. The amount is exclusive of any reassigned time or coordinator time assigned to fulltime faculty (this means that it may not be a 1:1 relationship between the number of fulltime faculty and the amount of FTEF needed to meet scheduling obligations). This number is provided by the Instruction office and is generated through the Regular Position Control FTE requests sent out to divisions.

Baseline FTEF Delta

Fall marks the beginning of the hiring process for American River College. As a part of this process, divisions must identify how resignations, retirements, or potential new hires may affect the FTEF needs in the following fall schedule. For example, a division may be intending to hire a new faculty and convert currently taught courses (taught by adjuncts or a retiring/resigning faculty member) into the load of the new faculty member, this would represent a 0.000 change in the allocation need. Alternately, a division may be adding in a growth position to expand offerings within a program that would represent a need for additional FTEF to be added into the division FTEF Allocation.

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Schedule Development Guidelines

Legislative, Policy, or other mandated changes requiring FTEF Allocation adjustment

- What is ARC’s process to evaluate potential FTEF shifts caused by external factors? How do we plan for how these external factors will result in FTEF being shifted within the college or the district?⁶

Opt-Out Schedules requiring FTEF Allocation adjustment

- How do we ensure that the sections promised in the opt-out scheduling process (which will begin months after the schedule is initially discussed) are available for students?

Analytics requiring FTEF Allocation adjustment

- What are the criteria by which allocations should be adjusted due to analytics?
- What do those analytics need to evaluate?
- What is the human factor in the analytics that provides context?



Aspirational Goal 5

Pathways requiring FTEF Allocation adjustment

- How do we ensure that the sections promised in American River College’s pathways are available for students?
- How do we balance the developed pathways with the number of students in a pathway (i.e. how do we account for pathways where there are very low number of students identified as being in the pathway?)



Ad Astra Config 2

SEM and the FTEF Allocation

The Strategic Enrollment Management will use the prior term data along with the following points to develop ARC’s divisions and centers’ Tentative FTEF Allocation and WSCH goal for the upcoming term:

- Did the division meet their [WSCH goal](#) for the previous term?
- Did the division over-schedule, under-schedule, or match their FTEF allocation for the previous term?
- What significant programmatic changes have occurred in the division between the upcoming semester and the previous term? For example:
 - Curriculum changes
 - Associate Degrees for Transfer or other Articulation changes
 - Proposed staffing changes (faculty hires, resignations, or retirements)
 - Legislative changes requiring FTEF adjustment
 - Identified bottlenecks that prevent students from getting the classes that they need to be successful.

The Fall FTEF Allocation process begins with the FTEF scheduled at census for the prior like-fall-term’s allocation. The overall allocation must be built off an assumption that the allocation will remain relatively consistent term to term. The information from the criteria and data points listed above are entered into the *Fall FTEF Allocation Worksheet* (see Appendix 3: FTEF Worksheet, page 39) and the committee works to adjust allocations as necessary. The preliminary allocations are distributed with the first round of the fall schedule, in September. These allocations need to be updated or adjusted at a series of points throughout the semester:

⁶ The recent implementation of AB705 is a very good example of this. The changes to English, Math, and ESL course patterns caused both the shifting of FTEF to accommodate the changes and vastly disrupted our ability to rely upon historical data to predict how students would navigate through these requirements.

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Schedule Development Guidelines

- **First Revision:** Before the second planning round for fall is distributed at census for the spring term directly before the fall term. This allows adjustment to account for changes in the prior-Fall term since census, enrollment trends, and to account for potential spring changes.).
- **Second Revision:** Mid-summer as the actual FTEF allocation is provided by the district.
- **Third Revision:** Three weeks out from the semester starting to account for enrollment trends.

If the fall schedule is over-scheduled, (i.e. more FTEF is scheduled than allocated) the overage will be taken from the Spring FTEF allocation. The District Office manually produces an *Instructional FTE Report* on the full term Census date (3rd week of the semester). The report is produced in November (the FA19 report was produced on 11/19/20 and was distributed to the VPIs at their meeting on 11/26/19). The numbers provided by this report offer District Office's official accounting of the FTEF scheduled by the college in the fall and therefore must be used to verify the allocations for the upcoming spring semester.

The Spring FTEF Allocation

The total allocation of FTEF available to be scheduled for the spring semester is the estimated Annual FTEF allocation from the LRCFT Annual Budget *minus* what was allocated in the fall semester. In the case of the fall 2020 worksheet, the annual allocation for FA19 was 522.90; therefore, ARC had a total of 1045.800 FTEF for the year. FA20 total allocation is 525.211 that leaves 520.589 for the amount that can be scheduled for spring 2021. Enrollment is generally larger in fall semesters and therefore FTEF is weighted to provide more sections in the fall than in the summer.

The Summer FTEF Allocation

The summer allocation process is not clearly defined at district. ARC will need to work with DO to fully define how this allocation is set and how the WSCH and FTES generated from the Summer term is accounted for (i.e. the mechanisms by which it may be rolled forward into the next fiscal year and when we roll it back into the current fiscal year).



Aspirational Goal 6

The SEM will continue to work with available Crystal reports and datasets to align our decision making with the data that District is using to make decisions. Ultimately, ARC's homegrown numbers must be reconciled with the official enrollment, WSCH, and FTEF values that District is using. District's numbers trumps local numbers.



Schedule Development Guidelines

Student Contact Hours Goals

What are Student Contact Hours and why do they matter?

Fundamental to understanding Student Contact Hours is an understanding of how California Community Colleges are funded. The State provides most of the funding for California Community Colleges based on the number of students attending the college. The number of students attending a college are packaged up into the Full Time Enrollment Student (FTES). FTES represents neither student headcount nor student enrollment, but it is a conceptual measure of student enrollment. One Full-time Equivalent Student (FTES) is equal to one student enrolled in 15 semester hours for 2 semesters. One FTES is equal to 525 contact hours. This “conceptual” measurement is the basis of how California Community Colleges receive 60% of their funding from the state. FTES is calculated differently depending upon the designation of the section’s [Attendance Type](#).

| TERM | Attendance Type | | | |
|---------------------|-----------------|-----|-----|----|
| | W | D | P | O |
| OT | 0 | 358 | 297 | 8 |
| FT | 2061 | 11 | 61 | 2 |
| 8W1 | 0 | 104 | 5 | 0 |
| 8W2 | 1 | 147 | 0 | 1 |
| 8WB | 0 | 5 | 1 | 0 |
| 5W1 | 0 | 15 | 0 | 0 |
| 5W2 | 0 | 18 | 0 | 0 |
| 5W3 | 0 | 20 | 0 | 0 |
| Total # of sections | 2062 | 678 | 364 | 11 |
| % of Schedule | 66% | 22% | 12% | 0% |

Figure 9: Count of sections by Attendance Type and Term for sections scheduled with FTEF in SP20. From Crystal Report Class Size No Grouping by Loc (RC IN S0019) generated 2/13/2020.

The most common Attendance type in the American River College schedule is full-term, weekly attendance (W) sections. Sections scheduled in for the full term with an attendance type of ‘W’ are also the easiest types of sections to [calculate](#) Student Contact Hours for and are reported as Weekly Student Contact hours (WSCH). These courses have their WSCH set at census (the Monday of the third week of the semester).

The next most common type of sections scheduled are sections scheduled with daily attendance (D). These are most often sections scheduled outside of the full-term. Sections scheduled with daily attendance have a slightly more complicated [calculation](#) for their Student contact hours that are reported as Daily Student Contact Hours. These courses have their DSCH set at the census date for the term that they are scheduled in, which is at the 20% mark of the term.

Positive Attendance courses WSCH is calculated at the end of the semester and is based on the actual number of hours spent in instruction by each student enrolled in a section. This makes Positive Attendance courses extremely difficult to predict or monitor through the semester (attendance reports are not tabulated until the end of the semester not on an ongoing basis throughout the semester).

Challenges of Measuring/Predicting WSCH

There are some challenges to contemporaneously predicting and measuring WSCH when planning a term or monitoring enrollments:

- 1) WSCH is calculated differently for different types of attendance types. While Weekly attendance is easy to calculate, Daily Attendance is more complicated, and Positive Attendance is impossible to calculate until the end of the term.

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Schedule Development Guidelines

- 2) WSCH and DSCH are used to calculate FTES and becomes the basis of 60% of the funding that Los Rios receives from the state. The LRCCD fiscal office is *very* concerned about making sure these numbers are accurately reported to the state each quarter on the *CCCCO 320 Apportionment* report. The calculations for these reports are very complex and the expectation from the state is that the district will continue to submit revisions to the FTES values through the reports that are submitted after the close of a term. The Los Rios District’s models are built for accurate *reporting* of FTES (with room for revisions) not accurate *predicting* or *monitoring* of FTES or WSCH.
- 3) It is unclear how WSCH is calculated/tabulated in district crystal reports. For example, in the *Class Size No Grouping by Loc (RC IN S0019)* report, which is recommended by this report to be used for monitoring FTEF scheduled and enrollment, not all of the courses have WSCH calculated:

| ATT_TP | Count of sections | WSCH Reported | % Reported | No WSCH Reported | % not Reported |
|--------|-------------------|---------------|------------|------------------|----------------|
| D | 678 | 663 | 98% | 15 | 2% |
| P | 364 | 173 | 48% | 191 | 52% |
| W | 2062 | 2055 | 100% | 7 | 0% |
| O | 11 | 6 | 55% | 5 | 45% |
| Total | 3115 | 2897 | 93% | 218 | 7% |

Figure 10: Count of sections with WSCH calculated by Attendance Type and Term for sections scheduled with FTEF in SP20. From Crystal Report *Class Size No Grouping by Loc (RC IN S0019)* generated 2/13/2020.

Care will need to be taken in working with departments/divisions who have multiple positive attendance sections or daily attendance to build predictive models to assist in monitoring and planning for WSCH generation. In addition, the totals of WSCH reported on this report are tentative and likely to be recalculated as additional attendance information is provided.

District WSCH Goals

The District Office produces an annual budget that includes the FTEF allocation for the college as well as Weekly Student Contact Hours (WSCH) goals and [productivity](#) goals. The district provides annualized FTEF, WSCH, and productivity goals, meaning that the totals below represent one-half of the total allocation and WSCH production for the year (i.e. the total FTEF allocated for fall and Spring in 2018-19 was 1,052 FTEF and the college generated 482,000 WSCH).

| College | Instructional Staffing - Fall/Spring Terms | | | | | |
|---------|--|-------|-------|---------------------|-------|-------|
| | 2018-19 Actual as of P2 | | | 2019-20 Projections | | |
| | WSCH | FTEF | Prod. | WSCH | FTEF | Prod. |
| ARC | 241,000 | 526 | 458 | 268,800 | 523 | 514 |
| CRC | 135,000 | 269 | 502 | 142,700 | 272 | 525 |
| FLC | 83,000 | 172 | 484 | 92,200 | 176 | 525 |
| SCC | 200,000 | 437 | 458 | 222,300 | 432 | 514 |
| Total* | 659,000 | 1,403 | 470 | 726,000 | 1,403 | 518 |

* Does not include WSCH generated through instructional service agreements

Figure 11: From 2019-20 Adopted Budget presented to the Board of Trustees September 11, 2019, Pg. 124

For example, in the above figure, District is projecting an 11.54% increase of WSCH generation year over year (with a 6.000 reduction of FTEF). Historically, WSCH goals have been communicated as a general growth target (for example, with the above allocation we might say, “ARC needs to grow by 11%”).

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Schedule Development Guidelines

There are structural issues with approaching WSCH goals as a singular growth number for the whole college. In particular, there are programs that are impacted by space concerns, limited lab slots, accreditation limitations, et cetera. that simply cannot meet an 11% growth target. While there may be other programs that can absorb that much (and more) growth. Without carefully considering where it is appropriate to direct growth efforts, we may anticipate growth from areas that are too constrained to grow, miss opportunities for appropriate growth, or promote short-term growth that may hurt long-term growth (e.g. adding in additional sections in the fall that decimates enrollment in the spring). Applying a universal growth target is a non-strategic approach to directing resources towards meeting college growth goals.

Division/Department Level WSCH Goals

Similar to the process described to identifying FTEF scheduled in the previous like term (page 15), the process of identifying the WSCH generated begins with the *Summary FTE & WSCH by Location (RCSM 0294)* Crystal report as a part of the FTEF allocation process. See Appendix 3: FTEF Worksheet, page 39 for the current version of the FTEF allocation worksheet that also contains WSCH goals. At this stage in WSCH monitoring and goal setting, ARC is not setting specific goals for divisions, rather it is responding to the overall percentage which district is projecting out for the college.

The LRCFT contract, §4.5.3.1 and §4.5.3.2 establish potential structures for both College and Division Workload Committees to “...determine the WSCH goals for each of the major subject areas and the workload goals for other service areas in order for the college to obtain the overall assigned workload goals.” The college will need to work to formulate advisory, analytic, and monitoring structures to promote a more robust engagement with individual divisions being responsible for hitting WSCH goals. In particular, the college will need to work on:

- 1) Metrics, tools, and procedures for setting reasonable WSCH targets for departments and divisions.
- 2) Tools to provide “sandboxes” in schedule development to help predict how changes to a draft schedule may affect a department or division hitting their WSCH goals.
- 3) Tools to measure WSCH (and project trends) during enrollment.
- 4) Procedures for post-mortem evaluation of how divisions and departments did in meeting WSCH targets.

Phased in approach to WSCH goals

Fall 2020



Aspirational Goal 7

An analysis of the past five Fall schedules (2014-2019) will be run to identify trends in FTEF and WSCH generation at the department and division levels. This trend data will be compared with the pathway and program predictive data from Ad Astra’s Platinum Analytics to evaluate opportunities for increasing WSCH. In addition working with department chairs and division deans, the SEM will identify:

1. Programs and pathways which may be limited in their ability to increase WSCH generation due to accreditation, physical space, staffing, or other structural limitations of the programs and pathways.
2. Opportunities where ameliorating [bottlenecks](#) in the schedule may provide opportunities for student persistence, increased enrollments (and WSCH generation), and degree and certificate completions.
3. Evaluation and identification of [capstone courses](#) and developing appropriate rotational offerings. Collaborating with Ad Astra, the SEM will be working to develop a methodology to measure the [Pathway Critical Mass](#) of program that assesses the number of students who have identified that *Students are the reason we are here, and their education is our primary responsibility.*



Schedule Development Guidelines

they are in a program or pathway and then helps to predict the number of students available each term to take capstone courses.

4. Developing more nuanced rubrics to assess the need to cancel or add in sections. ARC has traditionally relied on a blanket “if a course is enrolled with under 22 students or under 80% of the course cap it should be cancelled,” the reality is often much more nuanced and variable. The SEM will work with departments and divisions to develop specific rubrics and criteria for different types of courses which take into account student completion and persistence, WSCH generation, faculty loads, and assessment tools to predict sections which may be challenged during enrollment so that decisions can be made earlier in the scheduling process.

The work that the SEM does regarding WSCH and the Fall 2020 schedule will provide recommendation late in the schedule building process, so it is more likely that the recommendations, rubrics, and techniques developed while assessing Fall 2020 will be of value as a development phase for building the toolkits. At a minimum, fall 2020 will have flat percentage recommendations for increased WSCH applied to divisions’ term-over-term WSCH generation (see Appendix 3: FTEF Worksheet, page 39 of this document). The SEM will work to provide data and reports to assist departments and chairs monitor WSCH generation throughout enrollment.

Before FTEF allocations and WSCH goals are sent out for fall 2021, there should be a full analysis of WSCH potential *before* the schedule drafts are sent out to departments.

Spring 2021

By spring 2021, the SEM should have the rubrics for adding in sections/cancelling sections defined for use by divisions. More specific and tactical WSCH goals (taking into account opportunities for growth and programs that have affected enrollments and cannot increase WSCH) should be in place. Round two of the fall 2021 and spring 2022 schedules should be informed by the WSCH goals, tools, and analytics.



Schedule Development Guidelines

Block Scheduling

Guiding Principals

Classroom spaces are a limited resource and it is the role of the administration and department faculty to ensure that they are scheduled efficiently to promote student success and the mission of the college.

Classrooms are owned by the college and ultimately by the citizens of the State of California and not by any department or individual. While classrooms may typically be scheduled by individual departments, the assignments are not considered permanent.

Classroom scheduling is a dynamic process requiring reevaluation of class size, equipment specifications, and pedagogical changes each semester. The assignment of a specific room at a specific time in a given semester will not automatically guarantee a continuing assignment of that space, even if the room was used efficiently. Faculty members should not expect to use the same space on a continuing basis.

To carry out the mission of American River College, the classroom facilities are primarily for use by students, faculty and staff for activities and programs that are directly related to supporting students in strengthening basic skills, earning associate degrees and certificates, transferring to other colleges and universities, and achieving career as well as other academic and personal goals. Every effort is made to ensure that classrooms are assigned fairly, used appropriately, and accommodate the College's academic and instructional needs.

All departments are strongly encouraged to plan and distribute classes across all the days of the week (Mon – Fri) and all hours of the day as much as possible to maximize use of campus classrooms and minimize class conflicts for students. These protocols are designed to ensure that semester course offerings are scheduled in a manner that permits access to available offerings by the greatest number of students and that allows the best match between the specific instructional needs of the faculty and courses being offered and the existing facilities.

Teaching facilities are a finite resource, and the goal of these policies is to maximize room and seat utilization as well as apply scheduling policies in a consistent and equitable manner. These objectives and classroom utilization expectations apply to all academic departments and classroom space.

Block Scheduling/Uniform Meeting Patterns

In the fall of 2016, Dean Roger Davidson produced a draft of a Block Scheduling procedure for ARC. This portion of the paper will utilize that proposal as a basis with commentary injected with suggestions from the other Policy papers.

Overarching Guidelines

- There are more 3-unit lecture classes at ARC than any other format, and since these courses fit contiguously with a 10-minute passing time every 90 minutes, these “blocks” starting at 7:30AM form the basis for scheduling other class formats.
- Try to keep other class formats from crossing more than two “blocks” in general, and try to avoid more than one crossing during peak hours (assumed 9AM-1PM).
- Start evening classes at 6PM (no earlier than 5:30PM) to allow working students to travel from work to campus for class.

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Schedule Development Guidelines

Proposed Start Times (by class units and days per week):

3-unit classes

- Meeting twice per week (MW or TR) – 80 minutes per day
 - 7:30AM, 9AM, 10:30AM, Noon, 1:30PM, 3PM, 4:30PM, 6PM, 7:30PM
 - These are the basic “blocks” of the block schedule.

Meeting once per week – 185 minutes per day

- Noon, 6PM

3-Unit Lecture/Lab sections need to start at a block time or end before a block time (schedule to minimize crossing blocks).

4-unit classes

- Meeting four times per week (MTWR) – 50 minutes per day
 - 8AM, 9AM, 11AM, Noon, 2PM, 3PM, 5PM, 6PM

Meeting thrice per week (MWF {or TRSa?}) – 70 or 75 minutes per day

- 7:30AM, 9AM, 10:30AM, Noon, 1:30PM, 3PM, 4:30PM, 6PM, 7:30PM
- Same as the 3-unit, 2-day blocks

Meeting twice per week (MW or TR) – 125 minutes per day

- 8AM, 10:30AM, 12:45PM, 3PM, 6PM

Meeting once per week (F, Sa or Su) – 245 minutes per day

- 8AM, 1PM

5-unit classes

- Meeting four times per week (MTWR) – 65 minutes per day
 - 7:45AM, 9AM, 10:45AM, Noon, 1:45PM, 3PM, 4:30PM, 6PM, 7:30PM

Meeting thrice per week (MWF {or TRSa?}) – 90 minutes per day

- 7:20AM, 9:15AM, 11AM, 12:45PM, 2:25PM, 6PM
- Same as the 3-unit, 2-day blocks

Meeting twice per week (MW or TR) – 140 minutes per day

- 8AM, 10:30AM, 1:30PM, 6PM



Schedule Development Guidelines



Aspirational Goal 8

An analysis of the Fall 2020 schedule will be run to identify sections that have been scheduled off-block. Department Chairs and Deans will be asked to discuss their reasoning for why sections were scheduled off block. Through this analysis and discussion with divisions/departments, the Strategic Enrollment Management team will identify:

1. Any rooms that are only used by particular programs and therefore sections scheduled off-block will not affect the room use efficiency (e.g. welding labs, science labs, or other specialty facilities). Research will then be performed to see if the scheduling of these sections off block produce programmatic bottlenecks for students to take additional courses in a semester.
2. Potential efficiencies where inefficient off-block sections could be paired with another like section to increase efficiency (e.g. a partially online section which meets only on Tuesdays from 10:00-11:50 might be paired with a Thursday partially online section which also meets 10:00-11:50).
3. Goals and thresholds for department/divisions to meet in scheduling on block. For example, several higher education scheduling procedures throughout the country include a requirement that departments maintain a minimum number of sections scheduled on block.
4. Sections or programs that may need an exemption from block scheduling (and potential ramification for students if a program is scheduling off block.)
5. Experimental use of the Ad Astra Room optimizer to build out procedures to maximize room efficiency.
6. Refined Block Scheduling proposal to be run through Student Success Council, Fall 2020

Spring 2021:



Aspirational Goal 9

An Off-Block Room report will be run prior to the schedule going live for students to see. Deans and departments will be asked to justify schedules that are off-block.



Ad Astra Config 3

Through Fall 2020 and Spring 2021, the SEM will also engage in conversations to develop room use priorities and procedures/criteria where we may use the Ad Astra Room optimizer to help with assigning sections to rooms.

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DRAFT PROPOSAL



Schedule Development Guidelines

SEM Recommendations

RECOMMENDATION 1:

Develop standing Strategic Enrollment Management team to monitor enrollment data, rubrics, and procedures. This team will provide recommendations on:

- FTEF allocations to divisions
- Recommendations on enrollment policies and criteria (for example developing the criteria by which sections may be scheduled outside of the block scheduling blocks).
- Curate enrollment reports and host scheduling post-mortems to discuss trends in enrollment.
- Discuss and develop WSCH goals for divisions.

RECOMMENDATION 2:

Hire support staff to facilitate maintenance of Ad Astra Platinum system, interface between data on demand system (research office), and coordination with other technical solutions (Highpoint, Starfish, et cetera.)

RECOMMENDATION 3:

Work with District IT to build out six development schedules in PeopleSoft:

- Fall Odd-Years
- Fall Even-Years
- Spring Odd-Years
- Spring Even-Years
- Summer Odd-Years
- Summer Even-Years

These six development schedules would then be evaluated using Ad Astra and other data to create the stock offerings that will be used to rollover into the development terms for the appropriate upcoming semester. For example, the Fall Even-Year Development Term would be rolled over into the fall 2022 developmental schedule. See [Rollover schedules](#) in this document for more information.

RECOMMENDATION 4:

American River College needs a centralized system to track external FTEF (grants) that fund sections, instructional FTEF used to support coordinators and other work of the college, and other programs that are scheduling sections in addition to division offices (e.g. the Advanced Education program).

SEM Next Steps/Aspirational Goals

13. Fall 2021: SEM will develop and submit to Student Success Council a Refined Block Scheduling proposal that will include exemptions, thresholds, goals, and other specific procedures.
14. Fall 2021: SEM will investigate using the Ad Astra Optimizer and build priority lists of when sections should be scheduled in classrooms.
15. Develop metrics and analytics to support measuring and planning for expanded use of short-term sections.
16. Develop metrics and analytics to measure demand for different instructional modalities (fully online, partially online, face-to-face, et cetera.).
17. Refine predictive modeling for capstone classes to help identify ideal rotational patterns for traditionally low-enrolled sections.
18. Refine rubrics for different types of sections to identify when sections need to be cancelled and when additional sections may need to be added into the schedule.

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Schedule Development Guidelines

19. Work towards building a schedule that we can consider a promise to American River College's students and faculty where we do not cut sections right before the start of the semester.
20. Work with ARC research and District Fiscal to build reports and tools to better predict and monitor the FTES and WSCH production of sections from the planning stage, through registration, and to the various census dates for different Attendance types.
21. Refine techniques of creating realistic and data based WSCH goals to assist in meeting the division/college level WSCH goals.
22. Tools to provide "sandboxes" in schedule development to help predict how changes to a draft schedule may affect a department or division hitting their WSCH goals.
23. Tools to measure WSCH (and project trends) during enrollment.
24. Procedures for post-mortem evaluation of how divisions and departments did in meeting WSCH targets.



Schedule Development Guidelines








Glossary:

| | | |
|--|---|--|
| 1st Round Planning |  | The first opportunity to review data and indicate desired changes for the upcoming term(s). Changes are entered into PeopleSoft by an ISA prior to 2nd Round Planning. |
| 2nd Round Planning |  | The last opportunity to review data and indicate desired changes for the upcoming term(s). The 2nd Round uses a snapshot of the rolled data after all 1st round changes have been applied. The data should be checked for accuracy and any additional changes should be indicated. After 2nd Round Planning, an ISA will enter the revisions in PeopleSoft prior to the district-wide deadline for schedule changes. Once the deadline passes, sections can no longer be deleted. |
| Apportionment: State to District |  | The state of California provides apportionment funding to colleges that is primarily based on FTES. In general, ARC receives more funding if it generates more resident FTES. Credit classes are funded at a higher rate than non-credit classes. |
| Allocation, FTEF from District to College |  | The amount of FTEF available to a college, division, or department to schedule its course offerings. The district provides an allocation to the college as a part of the Los Rios Budget process (generally goes to the Board for a final approval around September). The College allocates FTEF to divisions as a part of the schedule planning process (October for the following Fall and Summer terms and March for the following Spring Term). Note that the FTEF allocation from district is finalized eleven months after the allocation is provided for planning. |
| Allocation, FTEF to Divisions |  | Divisions receive a FTEF allocation from the Instruction Office to assist in planning upcoming terms. The first allocation is provided with the release of the 1 st round planning schedule draft. This allocation may be revised by the Instruction Office with the release of the 2 nd Round scheduling draft and may be further adjusted through the enrollment period to reflect demand and enrollment trends. |
| Allocation, FTEF to Departments |  | Division deans allocate FTEF to the departments within the division and may shift FTEF between departments to match enrollment trends. |
| Areas of Interest |  | ARC has defined eight broad areas of interest that students can explore before deciding on a specific program. Each area is a group of related programs organized by theme. Once a student selects an area of interest, the related pathway community provides further connection to career- and program-oriented information and services. The pathway communities are: |

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Schedule Development Guidelines

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|---|--|---|
| | | <ul style="list-style-type: none"> • Arts • Business • Health, Human Services & Well Being • Language and Communication • Manufacturing, Construction & Transportation • People, Culture & Society • Public Service • STEM |
| Attendance Type |  CCCCO Definition | <p>The state reimburses ARC using different calculations depending on the Attendance Type that a section is designated.</p> <p>The common attendance types are (See FTES for specifics on how these types impact calculations for reimbursement):</p> <ul style="list-style-type: none"> • Weekly attendance (most common) • Daily • Positive Attendance <p>For specifics see the CCCCCO Student Attendance Accounting Manual.</p> |
| Block Scheduling |  ARC Campus Definition | <p>At ARC, block scheduling refers to the use of standardized time blocks to create a schedule with fewer conflicts for students and more efficient room utilization.</p> |
| Bottleneck Course |  Ad Astra Ad Astra Definition | <p>A scheduling deficit where students are unable to proceed through a degree pattern or pathway due to there being an insufficient number of seats scheduled in a term.</p> |
| Capstone Course (WORKING DEFINITION) |  ARC Campus Definition | <p>A <i>Capstone Course</i> is a course that is a required part of a program (degree or certificate). These sections are often low-enrolled, single sections on a schedule and may be identified as “Elimination” Candidates” by Ad Astra.</p> |
| Daily Contact Hours |  CCCCO Definition | <p>In the California Community colleges, an hour is 50 minutes, there are required breaks, and byzantine rules to calculate out how to calculate the number of hours of contact based upon the number of minutes of instruction. For more specifics, see the CCCCCO Student Attendance Accounting Manual.</p> |
| Fill-Rate (Fill Ratio) |  ARC Campus Definition | <p>The ratio that a particular section has filled. This is measured by:</p> $\frac{\text{Enrollment}}{\text{Max Class Size}}$ |
| FTEF |  CCCCO Definition | <p>This stands for <i>Full Time Equivalent Faculty</i>. In a FTEF, a faculty member’s actual workload is standardized against the teaching load. Thus, FTEF does not represent an actual number of faculty members; it is a conceptual measure workload at an academic department, or an</p> |

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Schedule Development Guidelines

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| | | <p>institution. In Los Rios FTEF is calculated slightly differently between lecture and lab instruction modes:</p> <ul style="list-style-type: none"> Lecture sections: one unit of lecture is equal to 18 hours of instruction and represents .066FTEF. Thus, a three-unit lecture course is equal to 54 hours of instruction and represents .200 FTEF. Lab Sections: one unit of lab is equal to 54 hours of instruction and represents .150 FTEF. <p>One of the most common types of lecture/lab sections in ARC's schedule is 36 hours of lecture (2 units of lecture and .133 FTEF) and 54 hours of lab (1 unit of lab and .150 FTEF) for a total of 3 units and .283 FTEF.</p> |
| <p>FTES</p> |  <p>CCCCO Definition</p> | <p>This stands for <i>Full Time Equivalent Students</i> FTES is a standard statewide measure of student enrollment at an academic department, or an institution. FTES is a key performance indicator, productivity measure, and funding rate. FTES represents neither student headcount nor student enrollment, but it is a conceptual measure of student enrollment. One Full-time Equivalent Student (FTES) is equal to one student enrolled in 15 semester hours for 2 semesters. One FTES is equal to 525 contact hours.</p> <p>FTES is calculated differently depending upon the <i>Attendance Type</i> of the section.</p> |
| <p>FTES (Weekly)</p> |  <p>CCCCO Definition</p> | <p>Weekly Census Procedure</p> <ul style="list-style-type: none"> Offered for Credit and in primary terms only Course is coterminous with the primary term Meets the same number of days and hours each week of primary term, including TBA hours Synchronous Instruction occurs each scheduled class meeting and students and instructor are able to interact during the class session via some sort of communication technology Clears the rolls of inactive enrollment as of census date WSCH is from regularly scheduled contact hours <p>FTES for Weekly Census courses is calculated as:</p> $\frac{\text{WSCH} \times \text{TLM}}{525}$ <p>For specific information, see the CCCCCO Student Attendance Accounting Manual.</p> |
| <p>FTES (Daily)</p> |  <p>CCCCO Definition</p> | <p>Daily Census Procedure</p> <ul style="list-style-type: none"> Offered for Credit and meets five or more days Meets the same number of hours on each scheduled day, including TBA hours Not coterminous with the primary term Synchronous Instruction occurs each scheduled class meeting and students and instructor are able to interact during the class session via some sort of communication technology. |

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Schedule Development Guidelines

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| | | <ul style="list-style-type: none"> • Clears the rolls of inactive enrollment as of census day • Daily Student Contact (DSCH) is generated from regularly scheduled contact hours • Daily Attendance includes classes that meet on a regular basis for at least 5 days, but do not meet the full semester. • Enrollment is counted on each course’s individual census day (20% of course). Summer, short-term courses, and Intersession are generally coded as Daily Contact. <p>FTES for Daily Census courses is calculated as:</p> $\frac{(\text{DSCH} \times \text{Enrolled}) \times \text{Total days met}}{525}$ <p>For specific information, see the CCCCCO Student Attendance Accounting Manual.</p> |
| <p>FTES (Positive Attendance)</p> |  <p>CCCCCO Definition</p> | <p>Positive Attendance Procedure</p> <ul style="list-style-type: none"> • Synchronous Instruction occurs each scheduled class meeting and students and instructor are able to interact during the class session via some sort of communication technology. • Instructor must keep accurate records of every hour each student attends • Contact hours based upon the count of students present at each course meeting. No census date. • Positive attendance cannot be accurately calculated until the end of the semester and attendance records are submitted. • Actual hours of attendance are counted. If a student attends, they count. If not, they do not. Every 525 hours counts as one FTES. • Positive Attendance is calculated using the Weekly Contact Hours (WCH), which is the number of hours met each day multiplied by the number of days met each week. • Positive Attendance courses generally are: <ul style="list-style-type: none"> ○ Irregularly scheduled credit courses ○ Open entry/open exit ○ Non-credit classes ○ Apprenticeship classes ○ Tutoring courses <p>For specific information, see the CCCCCO Student Attendance Accounting Manual.</p> <p>FTES for Positive Attendance courses is calculated as:</p> $\left(\frac{(\text{Enrolled} \times \text{WCH}) \times \text{TLM}}{525} \right) \times \% \text{ of attendance}$ |
| <p>FTES (Alternative Attendance)</p> |  <p>CCCCCO Definition</p> | <p>Alternative Attendance Accounting Procedure</p> <ul style="list-style-type: none"> • Most DE courses do not have the attributes necessary to apply one of the basic attendance accounting procedures: • Weekly Census, Daily Census, and Positive attendance |

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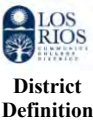
Schedule Development Guidelines

| | | |
|--------------------------------------|---|--|
| | | <ul style="list-style-type: none"> • For these courses, the only option left is the Alternative Attendance Accounting Procedure • Unless eligible for an exception provided by Title 5 §58009, this procedure uses the number of units of credit as the basis for determining the number of student contact hours for the course • Attributes of a Distance Education Credit Course on Alternative Attendance Accounting Procedure • The Title 5 §58009 exception applies only to Independent Study LABORATORY courses and DE LABORATORY courses that consist partly or exclusively of laboratory work <p>For specific information, see the CCCC Student Attendance Accounting Manual.</p> |
| <p>Pathways</p> |  | <p>A program map or a pathway is a <i>promise</i> that we are making to students that they will be able to complete a program in a set amount of time. The pathway is developed by departments to lay out how courses will be offered to allow students to plan how they will take courses and complete the pathway.</p> |
| <p>Pathway Critical Mass</p> |  | <p>The Pathway Critical Mass (PCM) is a measurement of the expected number of students within a pathway who will enroll in capstone courses. For example if you have a pathway with 120 declared majors, an expectation of completion in four semesters, and a class that is offered every semester, the expectation would be that there would be 30 students potentially available to enroll in a capstone course each term.</p> $\frac{\text{Majors}}{\# \text{ Terms offered}} = \text{Program Critical Mass}$ <p>The PCM value will be used to evaluate capstone course offering patterns (if offering a class every term produces a low PCM, it may be suggested to change the frequency that a course is scheduled).</p> |
| <p>Productivity WSCH/FTEF</p> |  | <p>Measure of instructional resource efficiency. Productivity is calculated by dividing Weekly Student Contact Hours (WSCH) by total instructional full-time equivalent faculty (instructional FTEF). For specific information, see the CCCC Student Attendance Accounting Manual.</p> |
| <p>Opt-Out Scheduling</p> |  | <p>A technique where incoming students are provided with a draft schedule for their first term that they will be attending American River College. In order to change the schedule they would have to “opt-out” and change it themselves. The precise mechanism of how ARC will do this is still in development (SP20).</p> |

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Schedule Development Guidelines

| | Definition | |
|---|---|--|
| Rolled Schedule |  | A copy of the schedule from the last similar term (e.g., current fall schedule is rolled for the upcoming fall). Section information including days, times, meeting patterns, and schedule notes are rolled. Instructors and rooms are not copied. |
| Term Length Multiplier |  | The standard California Community Term length is 17.5 weeks. Colleges may choose (with Chancellor’s office approval) to compress their calendar, teaching more hours per week in fewer weeks. To account for this in calculating FTES, the State Chancellor’s office assign Term Length Multipliers (TLM) to standardize FTES calculations across all 114 on-ground California Community colleges. The TLM are available on the State Chancellor’s website . American River College’s TLM is 17.0. |
| Time Block |  | This represents a meeting pattern of the start time and end time for a course along with the day pattern. |
| WSCH |  | Weekly Student Contact Hours. Measure of instructional contact. Generally calculated as number of hours of contact per week multiplied by the number of students enrolled. For specific information, see the CCCCCO Student Attendance Accounting Manual . |
| WSCH & Productivity Goal: District |  | As a part of the Los Rios budgeting process, the district provides the campus with both an allocation of FTEF along with a goal for WSCH that the college will generate and the desired productivity for the college. Productivity is calculated as WSCH/FTEF. |

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Schedule Development Guidelines

Appendix 1: Scheduling Timeline

| SU _{odd} | FA _{odd} | SP _{even} | SU _{even} | FA _{even} | SP _{odd} | Event | Date | Responsible |
|-------------------|-------------------|--------------------|--------------------|--------------------|-------------------|--|------------------|-------------|
| | Registration | | | | | Development Schedules Post mortems | Mid-Summer | SEM |
| | | | | | | FTEF Allocations Adjusted upcoming Fall/Spring/Summer | Mid-Summer | SEM |
| | | | | | | Summer _{odd} Semester ends | Early Aug. | District |
| | | | | | | Summer _{odd} Grades due | Mid-Aug. | District |
| | | | | | | Fall _{odd} Semester Begins | 3rd week of Aug. | District |
| | | | | | | Fall_{odd} Census | 1st Week Sept. | DO |
| | | | | | | FA-Even dev scheduled rolled into Fall _{even} draft Schedule | 2nd Week Sept. | ISAs/DO |
| | | | | | | SU-Even dev schedule rolled into Summer _{even} draft schedule | 2nd Week Sept. | ISAs/DO |
| | | | | | | Fall Historical Analysis run on Fall _{even} draft Schedule | 2nd Week Sept. | Ad Astra |
| | | | | | | Summer Historical Analysis run on Summer _{even} draft Schedule | 2nd Week Sept. | Ad Astra |
| | | | | | | Predictive analysis Run on draft Spring _{even} Schedule | 2nd Week Sept. | Ad Astra |
| | | | | | | Tentative FTEF Allocation set for Fall _{even} and Summer _{even} | 2nd Week Sept. | SEM |
| | | | | | | FTEF Allocation finalized for Spring _{even} draft schedule | 2nd Week Sept. | SEM |
| | | | | | | First round of Fall _{even} and Summer even Draft Schedule released | 2nd Week Sept. | ISAs/SEM |
| | | | | | | Second round of Spring _{even} draft schedule released | 2nd Week Sept. | ISAs/SEM |
| | | | | | | Divisions work on Schedules | | |
| | | | | | | Second Round Spring _{even} Draft due to ISAs | Last week Oct. | Divisions |
| | | | | | | Spring Semester _{even} Published | Early Nov. | ISAs |
| | | | | | | Enrollment begins for Spring _{even} Semester | 3rd week of Nov. | District |
| | | | | | | First round of Fall _{even} and Summer _{even} Due | Early Dec. | ISAs |
| | | | | | | End of Fall _{odd} Semester | Middle of Dec. | District |
| | | | | | | Fall _{odd} Semester Grades Due | Early Jan. | District |
| | | | | | | Spring_{even} Semester Begins | 3rd week of Jan. | District |
| | | | | | | Spring_{even} Census | 1st week of Feb. | District |
| | | | | | | SP _{odd} dev schedule rolled into Spring _{odd} draft schedule | 1st week Feb. | ISAs |
| | | | | | | Spring historical run on Spring _{odd} draft schedule | 1st week of Feb. | Ad Astra |
| | | | | | | Predictive analysis run on draft Fall _{even} Schedule | 1st week of Feb. | Ad Astra |
| | | | | | | Predictive analysis run on draft Summer _{even} Schedule | 1st week of Feb. | Ad Astra |
| | | | | | | Tentative FTEF allocation Fall _{even} and Summer _{even} adjusted | 1st week of Feb. | SEM |
| | | | | | | 1st Round of Spring _{odd} draft released | 2nd week Feb. | ISAs/SEM |
| | | | | | | 2nd round of Fall _{even} and Summer even drafts released | 2nd week Feb. | ISAs/SEM |
| | | | | | | Divisions work on Schedules | | |
| | | | | | | 2nd Round Fall _{even} and Summer _{even} drafts due | Early March | ISAs |
| | | | | | | Fall _{even} and Summer _{even} enrollment begins | Late April | District |
| | | | | | | 1st round of Spring _{odd} due | Early May | ISAs |
| | | | | | | End of Spring _{even} Semester | Mid-May | District |
| | | | | | | Spring _{even} grades due | End of May | District |
| | | | | | | Summer _{even} Semester begins | Mid-June | District |
| | | | | | | State finalizes upcoming budget | End of June | State |

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Schedule Development Guidelines

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|---|---|-------------------|------------------------------------|---|------------------|----------|
| 1st Round Development | 1st Round Development | In Session | Development Schedules Post mortems | Mid-Summer | SEM | |
| | | | | FTEF Allocations Adjusted upcoming Fall/Spring/Summer | Mid-Summer | SEM |
| | | | | Summer _{even} Semester ends | Mid-Aug. | District |
| | | | | Summer _{even} Grades due | Mid-Aug. | District |
| | | | | Fall _{even} Semester Begins | 3rd week of Aug. | District |
| | | | | Fall _{even} Census | 1st Week Sept. | DO |
| | | | | FA-Odd dev scheduled rolled into Fall _{odd} draft Schedule | 2nd Week Sept. | ISAs/DO |
| | | | | SU-Odd dev schedule rolled into Summer _{odd} draft schedule | 2nd Week Sept. | ISAs/DO |
| | | | | Fall Historical Analysis run on Fall _{odd} draft Schedule | 1st Week Sept. | Ad Astra |
| | | | | Summer Historical Analysis run on Summer _{odd} draft Schedule | 1st Week Sept. | Ad Astra |
| | | | | Predictive analysis Run on draft Spring _{odd} Schedule | 1st Week Sept. | Ad Astra |
| | | | | Tentative FTEF Allocation set for Fall _{odd} and Summer _{odd} | 2nd Week Sept. | SEM |
| | | | | FTEF Allocation finalized for Spring _{odd} draft schedule | 2nd Week Sept. | SEM |
| | | | | First round of Fall _{odd} and Summer _{odd} Draft Schedule | 2nd Week Sept. | ISAs/SEM |
| Second round of Spring _{odd} draft schedule released | 2nd Week Sept. | ISAs/SEM | | | | |
| 2nd Round | Divisions work on Schedules | | | | | |
| | Second Round Spring _{odd} Draft due to ISAs | Last week Oct. | Divisions | | | |
| Registration | Spring Semester _{odd} Published | Early Nov. | ISAs | | | |
| | Enrollment begins for Spring _{odd} Semester | 3rd week of Nov. | District | | | |
| In Session | First round of Fall _{odd} and Summer _{odd} Due | Beginning of Dec. | ISAs | | | |
| | End of Fall _{even} Semester | Middle of Dec. | District | | | |
| | Fall _{even} Semester Grades Due | Early Jan. | District | | | |
| | Spring _{odd} Semester Begins | 3rd week of Jan. | District | | | |
| | Spring _{odd} Census | 1st week of Feb. | District | | | |
| | SP _{even} dev schedule rolled into Spring _{even} draft schedule | 1st week Feb. | ISAs/DO | | | |
| | Spring historical run on Spring _{even} draft schedule | 1st week of Feb. | Ad Astra | | | |
| | Predictive analysis run on draft Fall _{odd} Schedule | 1st week of Feb. | Ad Astra | | | |
| | Predictive analysis run on draft Summer _{odd} Schedule | 1st week of Feb. | Ad Astra | | | |
| | Tentative FTEF allocation Fall _{odd} and Summer _{odd} adjusted | 1st week of Feb. | SEM | | | |
| 2nd Round | 1st Round of Spring _{even} Draft released | 2nd week Feb. | ISAs/SEM | | | |
| | 2nd round of Fall _{odd} and Summer _{odd} drafts released | 2nd week Feb. | ISAs/SEM | | | |
| Registration | Divisions work on Schedules | | | | | |
| | Fall _{even} and Summer _{even} drafts due | Early March | ISAs | | | |
| | Fall _{even} and Summer _{even} enrollment begins | Late April | District | | | |
| | 1st round of Spring _{even} due | Early May | ISAs | | | |
| | End of Spring _{odd} Semester | Mid-May | District | | | |
| | Spring _{even} grades due | End of May | District | | | |
| Analysis | Summer _{even} Semester begins | Mid-June | District | | | |

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Schedule Development Guidelines

Appendix 2: Fall 2019 Summary FTE & WSCH by Location

Report ID:
RC SM 0294 V8

Los Rios Community College District SUMMARY FTE & WSCH BY LOCATION

| | # of Sections | FTE | Sem. WSCH | Productivity | Census Enrollment | Avg. Class Size, Census | Current Enrollments | Avg. Class Size, Current | Wait List Counts | Avg. Wait List Size |
|---|---------------|----------------|-------------------|-----------------|-------------------|-------------------------|---------------------|--------------------------|------------------|---------------------|
| ARC MAIN | | | | | | | | | | |
| APPR Total | 328 | 82.797 | 22,855.94 | 276.05 | 8,485 | 19.89 | 8483 | 19.88 | 0 | 0.00 |
| ART Total | 313 | 48.562 | 22,060.86 | 454.28 | 5,646 | 16.85 | 4986 | 14.78 | 208 | 0.66 |
| BSS Total | 312 | 56.427 | 32,211.31 | 570.85 | 10,350 | 33.17 | 8741 | 28.02 | 293 | 0.94 |
| COU Total | 19 | 2.934 | 1,642.23 | 559.82 | 648 | 34.11 | 583 | 30.68 | 39 | 2.05 |
| ENG Total | 601 | 52.661 | 17,859.41 | 339.14 | 8,040 | 13.32 | 6777 | 11.24 | 123 | 0.20 |
| HEDU Total | 107 | 38.614 | 13,665.34 | 353.90 | 2,587 | 20.55 | 2224 | 17.71 | 110 | 1.03 |
| HUM Total | 319 | 61.049 | 29,440.85 | 482.25 | 7,535 | 22.13 | 6632 | 19.48 | 320 | 1.00 |
| LRC Total | 8 | 0.667 | 288.24 | 432.20 | 158 | 16.20 | 135 | 13.80 | 0 | 0.00 |
| MATH Total | 399 | 48.267 | 24,767.29 | 513.13 | 6,122 | 15.34 | 4671 | 11.71 | 62 | 0.16 |
| PE Total | 150 | 21.523 | 11,040.60 | 512.96 | 2,673 | 17.80 | 2325 | 15.51 | 33 | 0.22 |
| SCI Total | 228 | 69.499 | 36,579.24 | 526.33 | 6,225 | 26.72 | 5095 | 21.71 | 341 | 1.50 |
| TECH Total | 258 | 40.794 | 20,042.10 | 491.30 | 6,366 | 24.07 | 5250 | 19.82 | 265 | 1.03 |
| TVC Total | 107 | 27.737 | 10,999.28 | 396.56 | 2,097 | 20.04 | 1889 | 18.10 | 60 | 0.56 |
| WEXP Total | 12 | 0.400 | 52.00 | 130.00 | 31 | 2.58 | 21 | 1.75 | 0 | 0.00 |
| ARC MAIN Total | 3,161 | 551.929 | 243,504.69 | 441.19 | 66,963 | 20.25 | 57,812 | 20.34 | 1,854 | 0.59 |
| Mather (TVC Totals Added into Main Campus TVC) | | | | | | | | | | |
| APPR Total | 3 | 0.925 | 390.02 | 421.69 | 74 | 24.67 | 60 | 20.00 | 6 | 2.00 |
| TVC Total | 18 | 5.333 | 1,578.97 | 296.10 | 265 | 15.09 | 253 | 14.39 | 0 | 0.00 |
| Mather Total | 21 | 6.258 | 1968.99 | 314.66 | 339 | 16.5641 | 313 | 16.564 | 6 | 0.285714 |
| McClellan (Allocation based upon Total offered at McClellan, not set by divisions) | | | | | | | | | | |
| BSS Total | 1 | 0.200 | 101.91 | 509.56 | 33 | 33.00 | 30 | 30.00 | 4 | 4.00 |
| CJ Total | 20 | 4.000 | 2,099.40 | 524.85 | 663 | 33.15 | 569 | 28.45 | 32 | 1.60 |
| ENG Total | 1 | 0.200 | 69.00 | 345.00 | 23 | 23.00 | 14 | 14.00 | 0 | 0.00 |
| HUM Total | 1 | 0.200 | 129.00 | 645.00 | 43 | 43.00 | 34 | 34.00 | 1 | 1.00 |
| MATH Total | 1 | 0.333 | 187.20 | 561.66 | 36 | 36.00 | 31 | 31.00 | 0 | 0.00 |
| SCI Total | 1 | 0.200 | 96.00 | 480.00 | 32 | 32.00 | 24 | 24.00 | 2 | 2.00 |
| McClellan Total | 25 | 5.133 | 2682.51 | 522.57 | 830 | 33.2 | 702 | 33.4 | 39 | 1.56 |
| Natomas (Allocation based upon Total offered at Natomas, not set by divisions) | | | | | | | | | | |
| ART Total | 10 | 2.192 | 1,052.04 | 480.03 | 293 | 28.00 | 263 | 25.21 | 5 | 0.50 |
| BSS Total | 32 | 5.800 | 3,414.76 | 588.75 | 1,075 | 33.59 | 926 | 28.94 | 33 | 1.03 |
| COU Total | 2 | 0.400 | 226.33 | 565.82 | 74 | 37.00 | 60 | 30.00 | 0 | 0.00 |
| ENG Total | 79 | 6.199 | 2,111.62 | 340.67 | 1,054 | 13.34 | 916 | 11.59 | 28 | 0.35 |
| HEDU Total | 3 | 0.600 | 310.10 | 516.83 | 96 | 32.00 | 89 | 29.67 | 4 | 1.33 |
| HUM Total | 36 | 8.534 | 3,330.55 | 390.28 | 918 | 22.43 | 798 | 19.50 | 26 | 0.72 |
| MATH Total | 82 | 6.600 | 2,850.93 | 431.96 | 699 | 8.52 | 501 | 6.11 | 6 | 0.07 |
| PE Total | 4 | 0.600 | 319.34 | 532.23 | 100 | 25.00 | 80 | 20.00 | 1 | 0.25 |
| SCI Total | 7 | 2.100 | 1,172.80 | 558.48 | 204 | 28.80 | 171 | 23.80 | 8 | 1.14 |
| TECH Total | 12 | 2.634 | 1,039.79 | 394.83 | 293 | 23.00 | 249 | 19.50 | 9 | 0.75 |
| Natomas Total | 267 | 35.657 | 15828.26 | 443.90 | 4806 | 17.92 | 4053 | 17.93 | 120 | 0.45 |
| Modesto APPR | 1 | 0.834 | 63.00 | 75.58 | 21 | 21.00 | 21 | 21.00 | 0 | 0.00 |
| PST Center Total | 54 | 11.478 | 5,212.06 | 454.11 | 1,156 | 21.56 | 1,158 | 21.70 | 0 | 0.00 |
| SCSD Total | 1 | 2.839 | 3,036.71 | 1,069.71 | 62 | 62.00 | 50 | 54.00 | 0 | 0.00 |
| SFD Total | 1 | 1.683 | 854.94 | 508.08 | 26 | 26.00 | 26 | 26.00 | 0 | 0.00 |
| SPD Total | 33 | 2.014 | 4,115.82 | 2,043.91 | 194 | 6.55 | 191 | 6.43 | 0 | 0.00 |
| UCD - Fire Total | 2 | 0.450 | 562.24 | 1,249.41 | 87 | 44.00 | 86 | 44.00 | 0 | 0.00 |
| ARC Total | 3566 | 618.274 | 277829.22 | 449.36 | 74484 | 20.89 | 64412 | 18.06 | 2019 | 0.57 |

Figure 12: Exported and reformatted Summary FTE & WSCH by Location (RCSM 0294) Crystal report.

Students are the reason we are here, and their education is our primary responsibility.



Schedule Development Guidelines

Appendix 3: FTEF Worksheet

APPENDIX 3: FTEF Allocation Worksheet
Fall '20 FTEF

| id | Grant Funded FTEF | Decl. Enroll. FTEF | Study Abroad FTEF | FA19 Actual | FA19 Allocation | FTEF Δ | BASE FTEF ¹ | Projected Base Change ² | Leg. & Reg. Adjust. ³ | Opt. Out ⁴ | Pathways ⁵ | Analytics Adjust ⁶ | FA19 Total | FA20 Total |
|-------|-------------------|--------------------|-------------------|-------------|-----------------|--------|------------------------|------------------------------------|----------------------------------|-----------------------|-----------------------|-------------------------------|------------|------------|
| 6086 | | -0.200 | | 48,362 | 47,500 | 0.862 | 31,000 | | | | | | 46,550 | 46,781 |
| 2131 | -0.200 | -1.000 | -0.800 | 54,427 | 50,000 | 4,427 | 35,200 | | | | | | 49,000 | 49,250 |
| 4223 | | | | 2,934 | 2,730 | 0.204 | N/A | | | | | | 2,675 | 2,681 |
| 85841 | -0.267 | -1.200 | | 51,461 | 52,000 | -0.539 | 29,400 | | | | | | 50,470 | 50,721 |
| 8534 | -0.400 | | | 38,214 | 34,800 | 3,414 | 27,100 | | | | | | 34,104 | 34,271 |
| 4085 | | | | 61,049 | 59,400 | 1,649 | 28,399 | | | | | | 58,212 | 58,501 |
| 8824 | | | | 0,667 | 0,600 | 0,067 | N/A | | | | | | 0,588 | 0,591 |
| 6729 | | | | 48,267 | 46,060 | 2,207 | 33,800 | | | | | | 46,060 | 46,291 |
| 4080 | | | | 21,523 | 23,500 | -1,977 | 17,030 | | | | | | 21,070 | 21,171 |
| 7824 | | | | 69,499 | 69,300 | 0,199 | 46,177 | | | | | | 67,620 | 67,961 |
| 4210 | | | | 40,794 | 41,130 | -0,336 | 23,200 | | | | | | 40,866 | 41,071 |
| 7825 | -1.374 | | | 31,696 | 34,500 | -2,804 | 12,150 | | | | | | 31,066 | 31,221 |
| 5200 | | | | 0,400 | 0,670 | -0,270 | N/A | | | | | | 0,400 | 0,400 |
| 1,66 | -2,241 | -2,400 | -0,800 | 469,29 | 462,2 | 7,466 | ### | | | | | | 448,681 | 450,961 |
| 2,51 | | | | 5,133 | 7,2 | -2,067 | N/A | | | | | | 5,880 | 5,911 |
| 8,26 | | | | 35,657 | 36,8 | -1,143 | N/A | | | | | | 35,500 | 35,500 |
| | | | | 19,296 | 19,296 | | N/A | | | | | | 19,296 | 19,296 |
| | | | | | | | N/A | | | | | | 0,800 | 0,800 |
| | | | | | | | N/A | | | | | | 5,000 | 5,000 |
| 1,00 | -2,241 | 2,400 | 0,800 | 532,579 | ### | 11,359 | 283,5 | | | | | | 515,157 | 517,471 |

located from the LRCCD Budget each year. This represents one-half of the total allocation available, located separately.

each year to maintain \$1.5 million from State chancellors. This means a minimum of 16,000 WSCH each semester.

amount using complicated math, alchemy, and we can only assume, an abacus manufactured from unicorn horn and sprinkled with fairy dust.

unit of FTEF that has to be scheduled to maintain full-time faculty as reported on Position Control Reports.

jected changes in FTEF due to resignations, retirements, or new hires. Identified as a part of the new faculty request process.

ith regulatory or legislative changes (FA20 includes Lab changes to certain disciplines, paid by LRCCF)

ufficient sections in Opt Out Scheduling.

th estimated enrollments in pathways.

to be used for FA20 not confirmed by DO yet.

ional 10% or more increase of WSCH generation year over year for ARC--it is unclear what mathematical framework this projection is based upon. ARC.



Schedule Development Guidelines

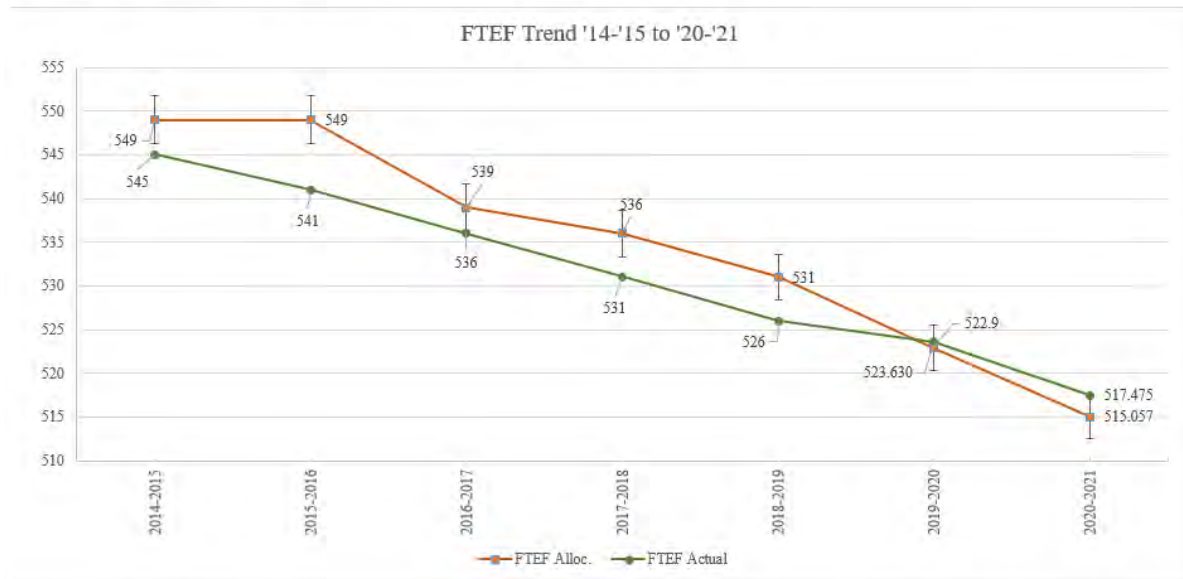


APPENDIX 3: FTEF Allocation Worksheet

| Year | Actual | | | | Goal | | | | % Δ between Goal and Actual | | | |
|-----------|---------|---------|------|---------------|---------|-------------|------|---------------|-----------------------------|----------|----------|---------------|
| | WSCH | FTEF | Prod | District Prod | WSCH | FTEF Alloc. | Prod | District Prod | % WSCH Δ | % FTEF Δ | % PROD Δ | % Dist Prod Δ |
| 2014-2015 | 275,554 | 545 | 505 | 507 | 288,005 | 549 | 525 | 528 | -4% | -1% | -4% | -4% |
| 2015-2016 | 269,400 | 541 | 498 | 500 | 283,432 | 549 | 516 | 518 | -5% | -1% | -3% | -3% |
| 2016-2017 | 254,250 | 536 | 475 | 481 | 278,356 | 539 | 516 | 518 | -9% | -1% | -8% | -7% |
| 2017-2018 | 237,660 | 531 | 448 | 462 | 275,834 | 536 | 515 | 518 | -14% | -1% | -13% | -11% |
| 2018-2019 | 241,000 | 526 | 458 | 470 | 273,311 | 531 | 515 | 518 | -12% | -1% | -11% | -9% |
| 2019-2020 | | 523.630 | | | 268,800 | 522.9 | 514 | 518 | | | | |
| 2020-2021 | | 517.475 | | | | 515.057 | | | | | | |

Allocation Projected as "Y" case, Actual from worksheet

Source: LRCCD Approved Budgets 2013-2014 through 2019-20



Students are the reason we are here, and their education is our primary responsibility.

DRAFT PROPOSAL

Student Success Council Notes 9/1/20

Chair Updates:

- **Enrollment:** Enrollment is “soft” this year (we are down about 10% at ARC compared to the previous fall). This aligns with data from across the state.
- **Impossible to Convert Classes:** Several programs currently have in-person meetings for “impossible to convert” courses (Nursing, CNA, Funeral Services, EMT Paramedics, Respiratory Care and critical Public Safety). There have been some instances of paused instruction due to COVID-19 exposure.
- **HomeBases:** HomeBases have launched, and SPAs were hired over the summer to serve as Coaches. They have already begun working with students, and they are creating Canvas shells for each HomeBase.
- **Starfish:** Starfish is now available and leads are working to provide training.
- **Professional Development:** The Center for Teaching and Learning is now under the Office of Equity & Inclusion, and professional development plans are now aligned with our institutional equity statement and goals. The final cohort of the Equity Action Institute is finishing this semester, and the Diversity and Equity in the Classroom: A Reaching & Learning Institute is beginning soon.

Discussion Items:

- **Council Calendar:** We were presented a draft of potential meeting topics for the academic year. This included issues like accreditation, professional development, Math & English DI updates, workforce development, and AB 705 Updates.
- **New Project Teams:** Two new DI project teams have been chartered for the LGBTQIA+ and API communities.
- **Remote Support** (what kinds of remote support do students, staff, and faculty need to be more effective?): The council discussed support needs including improving textbook access and bookstore functionality, connecting students with basic needs resources through Canvas, surveying students, and overcoming remote “operational challenges” (for example, communicating with Financial Aid, processing petitions through Admissions & Records, etc.).

What Educational Practitioners Can Do to Support Black and African American Students in their Success

Relationship Building

- Share your story
- Show genuine care and concern for Black and African American students
- Be intrusive, don't be afraid to reach out; talk to students about what they need to be successful
- Normalize help seeking behavior
- Learn their names and how to enunciate it

Affirming and Validating

- Let them know that they belong in the class and in the educational environment
- Let them know they are smart and that they can succeed in your class
- Have high expectations
- Connect course content to student experiences and do not dismiss their lived experience
- Find ways to bring in the voices and experiences of all students
- Praise publicly, give critical feedback privately

It Takes a Village

- Know when and to whom you can refer students to
- Use a trauma informed approach – consider that traumatic events in the past or present are causing certain behaviors

Touching the Sakhu (a Kiswahili term meaning to illuminate the soul or spirit)

- Look for unique gifts, talents and abilities and acknowledge them
- Invite them back if they go missing; express how their absence deprives the class of their brilliance
- Cite works by Black scholars/authors in your lectures or conversations with students

List of Recommended Readings

Stamped from the Beginning: The Definitive History of Racist Ideas in America by Ibram X. Kendi

How to be an Antiracist by Ibram X. Kendi

The New Jim Crow: Mass Incarceration in the Age of Colorblindness by Michelle Alexander

Just Mercy by Bryan Stevenson

Why Are All the Black Kids Sitting Together in the Cafeteria?: And Other Conversations About Race by Beverly Daniel Tatum

Post Traumatic Slave Syndrome: America's Legacy of Enduring Injury and Healing by Dr. Joy DeGruy

White Fragility: Why It's so Hard for White People to Talk About Racism by Robin DiAngelo

White Rage: The Unspoken Truth of Our Racial Divide by Carol Anderson

Caste: The Origins of Our Discontents by Isabel Wilkerson

5 THINGS YOU CAN DO TO IMPROVE YOUR EQUITY PRACTICE TODAY!



On June 3rd, 2020, State Chancellor Eloy Oakley Ortiz issued a Call to Action to all California Community Colleges employees, challenging us to answer the question: What are we going to do to honor George Floyd, (Ahmaud Arbery, Breonna Taylor, and Tony McDade's) Lives Today? The Office of Equity and Inclusion, in collaboration with colleagues compiled the following recommendations for employees interested in improving their equity practice* today!

Prior to considering the suggestions, all employees should read the [Executive Summary](#) and individual Disproportionate Impact Project Team Recommendations (*Click links below*)

Learn about the experiences and histories of students from disproportionately impacted groups from the perspectives of these communities. Start by reading the Disproportionate Impact Project Team reports centering [Black](#), [Latinx](#) and [Native American](#) students. Next year, the Asian American Pacific Islander DI Project Team will write its report. Visit the website of [Asian Pacific Americans in Higher Education](#) for resources now.

5 THINGS ALL EMPLOYEE EDUCATORS CAN DO TO IMPROVE THEIR EQUITY PRACTICE NOW!

1. **Create connections with students.** Create inclusive and engaging online learning and support communities. Do so authentically by reflecting on your expectations and biases.
2. **Learn how to be** what Zaretta Hammond calls a “[warm demander](#)”. Incorporate warm-demanding and self-reflection into your practice.
3. **Have hard conversations**, show the courage to speak truth, giving space for real dialogue, once a collective history, context and knowledge is reached, seek tangible solutions.
4. **Critically examine your classroom and office culture, policies, and procedures** for bias toward marginalized communities: Black, Indigenous, People of Color, LGBTQIA+, People with Disabilities, and others.
5. **Provide leadership**, employment, mentoring, and mentorship **opportunities** for Black, Indigenous, and People of Color.

Always be mindful that we strive to be **best practitioners over best practices.*

Adapted from the work of Nick Daily, Veronica Lopez, Bee Curiel, Jen Laflam, Alej Garcia Fernandez, Gina Barnard & Cathy Arellano

A FEW MORE THINGS CLASSIFIED PROFESSIONALS CAN DO TO IMPROVE THEIR EQUITY

1. **Offer input to the Center for Teaching and Learning (CTL) as training for Classified Professionals is created and implemented.** When possible, attend social justice & equity programs and training offered by the Office of Equity and Inclusion, CTL, Pride Center, UndocuScholar Resource Connection, UNITE, etc.
2. Use **de-escalation and conflict resolution** skills to support frustrated students and colleagues before resorting to calling peers with shared identities or campus police (e.g. calling a Black peer to support a frustrated Black student).

A FEW MORE THINGS FACULTY CAN DO TO IMPROVE THEIR EQUITY PRACTICE NOW!

1. **Provide clear explanations on what is required to be successful on assignments and/or exams.** This is the top factor likely to contribute to the success in future classes for Black, Latinx, and Native American students.
2. **Give regular feedback about students' academic performance,** identified as a top factor likely to contribute to the success for Black/African American, Latinx, and Native American students. Hammond discusses feedback in [Culturally Responsive Teaching and the Brain](#).

A FEW MORE THINGS MANAGERS CAN DO TO IMPROVE THEIR EQUITY PRACTICE NOW!

1. Ensure **Equity and Inclusion initiatives remain a priority,** even amid COVID-19 and Budget Reductions.
2. **Carve out time for all members** of your unit to attend **PD and training.**
3. **Review your job description** and retool it to **prioritize equity.** Find the places where you have power to shift curriculum, office dynamics, “how we always do things”, campus culture, and make it a part of your job to fix it!
4. **Listen to your colleagues** most impacted by systems of oppression, but do not rely exclusively on them for your continued education and improvement.
5. Reflect on the leadership in your division, department, the college, and the district and **identify who is not at the table.** Ask why and ask often.

Always be mindful that we strive to be **best practitioners over best practices.*

Adapted from the work of Nick Daily, Veronica Lopez, Bee Curiel, Jen Laflam, Alej Garcia Fernandez, Gina Barnard & Cathy Arellano

STUDENT GUIDE TO HOMEBASES

At the heart of American River College are relationships. Homebases are spaces, which live virtually in Canvas, where you can develop and strengthen relationships within the entire campus community. Homebases bring ARC's commitment to equity and social justice through equity-minded education to life. These welcoming spaces are *for you and about you*.

HOMEBASES SUCCESS TEAMS (COUNSELORS, COACHES, FACULTY LIAISONS, AND PEER MENTORS) STRIVE TO:

Engage and connect you to like-minded people, programs, services, and resources that will help you complete your chosen pathway.

Build relationships and a sense of community to ensure that all students equitably persist, learn, and succeed; in particular, marginalized and undeserved students.

Support and encourage your academic progress along your pathway through and beyond ARC.



askHB@arc.losrios.edu



STAFF GUIDE TO HOMEBASES

At the heart of American River College are relationships. Homebases, which live virtually in Canvas, create the space to develop and strengthen the relationships within our campus community. Homebases actualize ARC's commitment to equity and social justice through equity-minded education.

HOMEBASES SUCCESS TEAMS (COUNSELORS, COACHES, FACULTY LIAISONS, AND PEER MENTORS) STRIVE TO:

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 undeserved students.

Facilitate and encourage each student's progress along the their pathway through and beyond ARC



askHB@arc.losrios.edu



HomeBase Faculty to Student Announcement Suggestions

Have you visited the (XX) Homebase?

Your Homebase is a personalized one-stop support hub where you'll find your *assigned* Homebase Coach (staff), Counselors, and Peer Mentors who will help you **choose your classes, do well in your classes, and meet other students just like you**. Get help with your burning questions and eliminate your stress - log into Canvas, check your Los Rios Gmail, and discover your Homebase community!

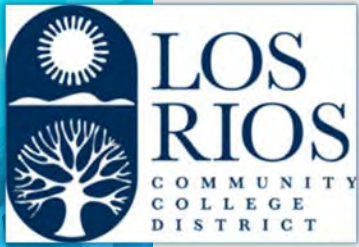
Here's some additional language faculty can use when referring students to the HomeBase:

"The HomeBase is a space just for you. The staff there can answer your questions, help you meet with a counselor and connect you to other students! It's a safe space and a community space just for students. Our HomeBase Coach (staff) is your first point of contact. Here is their contact information/I'll send them an email and include you so you can chat with them directly."

At the heart of American River College are relationships. HomeBase creates 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). Additionally, the goals align to Guided Pathways Pillar 3 (Stay on the Path) and Pillar 4 (Ensure Learning).



TECHNOLOGY ENHANCED INSTRUCTION:

Enabling Faculty to Leverage
Digital Media



Current Reality

While the recent pandemic has been incredibly disruptive, it has also illuminated existing gaps within Los Rios that if addressed could dramatically increase efficiency and improve student learning. One of these opportunities is to develop a more comprehensive approach to enabling the curation and use of digital media for instructional purposes.

Across the district, individual faculty are striving to create engaging learning experiences by incorporating video and other digital media. They are frequently hampered in their efforts because they do not have access to certain technologies and assistance that leading universities and multi-college districts have intentionally cultivated. Many faculty have expressed frustration because they lack the technological tools or technical skill set to efficiently develop, caption, store, catalog, edit, and manage digital media. Additionally, there is no common platform to share media assets among colleagues which results in repeated efforts to develop similar content. While some faculty have found inventive ways to navigate these issues independently, there is no readily available solution for all Los Rios instructors.

One option that might be suggested is to leverage the high-quality instructional content that exists among external sources (i.e., commercial or open educational resources). However, sifting through the sheer volume of available material is a daunting task for individual faculty because it is time consuming to locate and evaluate instructional media for content and quality. Moreover, the absence of a districtwide clearinghouse results in inefficient, duplicative efforts as faculty seek materials in isolation that may be relevant to multiple instructors, courses, or colleges.

While instructors continue to explore innovative methods to increase engagement and reduce textbook costs, many crave reliable assistance with navigating the myriad of details involved in intertwining Los Rios content with external resources such as obtaining necessary licenses to use copyrighted materials. When questions arise while uploading or downloading creative content, there is no quick way for instructors to get help from digital media experts which can result in unexpected delays during teaching preparation. Without specialized support, instructors spend valuable time researching digital media techniques, addressing interoperability issues, and converting video to compatible formats. Further, faculty are often left to the limitations of their own skill sets in testing and enhancing media as they attempt to optimize it to perform seamlessly for all students across all devices. The outcome of these fractured methods is an inconsistent and unpredictable instructional media experience for learners.

Hidden Risks

The gap highlighted above poses a significant risk to Los Rios that should not be ignored. When faculty must find their own answer for storing digital media, the options are often less secure and appropriate than what Los Rios could provide through an enterprise solution. While platforms such as YouTube are widely available, they can distract students from the learning process by exposing them to advertisements and alternate videos. They also lack sufficient privacy controls and have minimal protections for intellectual property. The use of various platforms without contractual arrangements offers Los Rios no safeguards regarding performance, security, or compatibility with adopted systems such as Canvas.

Inadequate support resources for faculty undermine the viability of locating and vetting digital content efficiently. Likewise, lack of media expertise can inhibit instructional quality which consequently impacts learning and accessibility. In the highly competitive virtual environment, Los Rios must consider how mediocre digital media might influence its future growth and reputation as a premier online education provider. It is glaringly apparent to modern students when digital media lacks quality or appears amateur, so enrollments could suffer if faculty have insufficient technical assistance to locate and utilize digital media effectively. Finally, there is an inherent labor cost to the faculty time involved which could be better spent working with students instead of scouting the expanse of external content or cobbling together their own digital media systems.

Facilitating Excellence

The future of Los Rios may not be entirely online, but it is unlikely to return to the traditional model of textbooks, paper, and pencil. Engagement of a generation of students that are immersed in technology suggests that technology-enhanced courses will continue long after this pandemic subsides. Students who pursue education at a Los Rios college expect digital media of similar professional quality to what they experience elsewhere.

Pursuing excellence in the classroom, whether virtual or on-ground, should not require individual faculty to struggle through the quicksand of external content providers, technology options, production techniques, legalities, and usability concerns in order to provide students with engaging digital resources. Instead, Los Rios can cultivate the environment for instructional excellence by providing both the **technology** and **supportive expertise** to facilitate these tasks and promote collaborative, efficient sharing of high-quality digital resources.

Proposed Concept

Our proposed concept is to build capacity for technology-enhanced instruction through the development of a Los Rios digital media infrastructure that will combine a multi-functional, cloud-based video platform solution with an internal professional support team. Specific features that this concept seeks to provide are:

- Flexible design with options and services that faculty can choose to suit their needs
- Technology component: video platform solution
 - o Cloud-based video hosting, streaming, and management
 - o Individual faculty accounts to upload, download, and manage their videos or other digital media
 - o Fully automated (machine generated) captioning paired with the ability for human editing
 - o Capacity for automated lecture capture that stores to faculty accounts
 - o Integration with Canvas as well as compatibility with on-ground classroom use of digital media
 - o Private space for faculty to store materials for instructional use that are not intended for public sharing
 - o Shared space to serve as a repository of learning modules so that faculty can build from the work of their peers
 - o Search engine to allow discovery of curated content and shared digital media
 - o Built for interoperability (works on any device) and accessibility (universal design)
 - o High-level of confidence in reliability (e.g., uptime and redundancy) to ensure media is available 24-7
 - o Security features including single sign-on (SSO) to limit access
 - o Honors intellectual property relationships (i.e., no transfer of ownership based on technology hosting)
- Personnel component: professional support team
 - o Local professional and technical expertise that can be accessed by individual faculty or small groups
 - o Coordination of digital media to eliminate duplicate effort (e.g., 12 instructors across the district searching the internet for a high-quality video on the same topic)
 - o Variety of assistance that enables exemplary instruction through services such as:
 - Curation and help with locating high-quality media for classroom use from the public domain (e.g., commercial and open educational resources)
 - Consultations on video design, scripting, quality, and other aspects
 - Conversion of existing media to different formats (e.g., Canvas supported video formats)
 - Testing and validation of interoperability and accessibility of digital media
 - Development of quick tutorials and other self-service resources to help faculty become best practitioners
 - Assistance with obtaining copyright licenses
 - Primary technical support for the video platform and liaison with the vendor
 - o Charged with enhancing and extending the reach of digital media through innovative uses (e.g., digital storytelling and interactive video for game-based learning)

Benefits to Students

By implementing this concept, students will benefit on multiple levels. Seamless access to engaging video and other media enhances the learning experience for students and supports achievement of learning outcomes. Their learning environment will no longer be compromised by distracting advertisements and suggested videos that frequently appear alongside publicly-hosted video (e.g., YouTube). When instructors collaboratively share videos across related courses, students gain understanding as concepts are reinforced through consistent language and presentation. Student costs will be reduced as high-quality media replaces some or all of the content of traditional textbooks. Students also benefit when the amount of time and effort that instructors spend on tasks associated with video is minimized because it frees up instructor time to focus on meaningful interactions with students.

Benefits to Faculty

By introducing a district-supported video management platform, Los Rios will eliminate the need for faculty to find a free or paid location to store video and audio for instructional use. Faculty will also be better able to secure intellectual property from the misuse and infringement that can easily occur on public sites. Automated captioning will reduce the time and effort necessary to ensure accessibility of video content. Once a districtwide repository is available for shared learning modules, faculty will be able to collaborate more easily and build upon the work of their colleagues regardless of campus or location. Beyond technology, faculty will have quick access from a cadre of digital media experts who can provide curation, best practices, innovative ideas, technical support, and other types of assistance. By leveraging external content and sharing local materials that have already been developed, faculty will have more time available to spend on other aspects of their role such as working with students and building community. Most importantly, this model will support faculty at all skill levels because internal experts can tailor services to varying needs rather than relying solely on an off-the-shelf product.

Benefits to Los Rios

By investing in this concept, Los Rios will benefit from enhancing the quality of digital media throughout its learning experiences as well as increasing efficiency in how digital media is managed across the district. It will gain a more secure and robust platform that will become a powerful districtwide resource. Through the technical support team, it will streamline the process of locating ideal external content for instructional use and build greater capacity for innovative application of digital media. By providing effective tools and services for faculty, it will encourage collaboration and foster an environment for exemplary teaching.

When students have access to high-quality media in their courses and faculty have more time to spend with them, students will be better able to remain engaged, learn, and complete their studies which has a direct impact on the level of funding the district receives. Similarly, high-quality media subtly reinforces the Los Rios reputation as a respected learning institution.

While this concept is focused on instructional use, the technology platform could also be extended for use in student services, professional development, districtwide seminars, and other areas.

Models at Other Institutions

While the specific concept described is unique to Los Rios, many institutions enable their faculty with video platform solutions and supportive expertise. The following pages showcase some of the existing models.

[Samuel Merritt University - Media Library](#)

The SMU media library is embedded as a folder within Canvas allowing easy access to video and audio recordings. Students view videos without unnecessary distractions in a mode that focuses on instructional content. For more information, see the [Media Library Overview](#) or [Player Features for Students](#).

Neuroanatomy Review Video-3

Neuroanatomy_Review_V2

Superior and Left lateral view of the cerebrum

Play video in the Panopto Player browser window (more features)

Captions

Speed

Full Screen

[UC Davis – Aggie Video Services](#)

Aggie Video provides faculty and staff with unlimited storage in a cloud-based video management system that includes the Aggie Video portal along with functionality for recording, storing, and captioning digital media. For more information, [watch the video](#).

The screenshot shows the Aggie Video portal home page. At the top left is the logo "AGGIE VIDEO UC DAVIS • IET - ACADEMIC TECHNOLOGY SERVICES". To the right are search and user options: "Q SEARCH + ADD NEW GUEST". Below the logo is a navigation menu with "Home", "Getting Started", "AggieChannels", "Admin", "Colleges", "Schools", and "Subjects". The main content area features a video player with the title "What is AggieVideo?" and a duration of "02:00". Below the player are icons for likes and views. A "LATEST VIDEOS" section follows, displaying two video thumbnails. The first is titled "Careers in Pathology: Summer Series" and features "Sandy" Alexander Borowsky, MD, with a date of "2020.08.05". The second is titled "UC Davis Viticulture and Enology Virtually On the..." with a duration of "02:21:01".

The screenshot shows the "Channels" page in the Aggie Video portal. The header is identical to the home page. Below the navigation menu is the "Channels" section, which includes a search bar labeled "Search For Channels" and a "Sort By: Media Count" dropdown menu. Two channel cards are displayed. The first card is for "MUSIC 107B 'WORKING WITH SOUND IN MAX'" and shows "51 Media" and "152 Members". The second card is for "BIT001Y: INTRODUCTION TO BIOTECHNOLOGY TUTORIALS" and shows "45 Media" and "3 Members".

Houston Community College – EduTube

HCC has extended their video management system into a branded video portal. According to their website, “EduTube is HCC’s own version of YouTube. It provides a facility for uploading a variety of media formats quickly and easily ... In addition, it offers private space for faculty to store media not for public consumption in order to link it from their Eagle Online courses or Learning Web page.”

The screenshot shows the HCC EduTube website interface. At the top left is the HCC EduTube logo. To the right of the logo are navigation links: SEARCH, ADD NEW, FACULTY LOGIN, and a flag icon. Below the logo is a horizontal menu with items: Featured, Open Edu. Resources, Events, Creative Showcase, Ethnic Studies, Training, Support, and My Media. The main content area features a large video player with a thumbnail of a river. The video title is "New on Edutube: Video & 3D Objects" and the duration is 02:20. Below the title is a description: "Demo video for showcasing the walkthrough of the SUEZ Water Purification Plant combining media objects and video. Faculty interested contact the Edutube." A yellow "Watch Video" button is located below the description. Below the video player is a "RECENT" section with three video thumbnails. The first thumbnail is titled "Chapter 15 The Edwardian Period and World War I 1900 - 1920" with a duration of 01:03:23 and the code "FHOL S20 - CH15". The second thumbnail is titled "Faculty Video Lounge Tour" with a duration of 17:37 and the code "Social & Behavioral Sciences". The third thumbnail is titled "Chapter 14 The Bustle Period and the Nineties 1870-1900" with a duration of 01:01:29 and the code "FHOL S20 - CH14". Below the recent videos is an "ART GALLERIES & EXHIBITIONS" section with three video thumbnails showing a person playing a piano, a person in a video call, and a person in a video call.

The media options showcased below offer a good example of how services and technologies can be packaged to meet the varying needs of faculty. Rather than just offering training on a district-sponsored platform, the PCC technology offers support across a variety of methods.

Instructional Support



We work with faculty and departments on a variety of instructional projects. Our goal is to eliminate any barrier that technology may present, so that students can have the best learning experience possible. Whether teaching in the classroom, fully online, or a hybrid course that combines both modalities, we can assist with the planning, development, and implementation of your instructional goals.

Media Options

[Instructional Technology Specialists](#) (ITS) are here to help you decide which process is best for you and your instructional media needs. Check out this page for [other media support needs](#), such as audio visual support or video production support.



Use Existing Media

Pick media from existing collections, like Khan Academy & Ted Talks.



Do It Yourself (DIY)

Create your own videos using your computer or mobile device.



Get help from a Pro

The Video Production Team can help you create a professional video.



Converting Media

I have media, but it's not in the right format for use in my course.



The University of Wisconsin equips faculty through a team of internal consultants that support instructional use of digital media. These consultants are drawn from UW academic employees who have expertise in media, including video and audio production, graphic/web design, scientific communication, and other related topics. They provide individual appointments, custom workshops, referrals to other campus partners, and a variety of self-service resources.

DesignLab is a digital media design consulting service for students and instructors at UW-Madison. Through one-on-one and small group consultations, we are helping the UW-Madison campus work more effectively in digital media.

DesignLab has a two-part mission that includes services for both UW-Madison students and instructors. First, DesignLab seeks to expand expertise in digital media design on the UW-Madison campus by providing high-quality tutoring for all undergraduate and graduate students as well as digital design consulting for researchers in all fields. Second, DesignLab seeks to improve instruction at UW-Madison by offering curricular services and support to instructors using digital media assignments in their courses. Through these combined goals, DesignLab is contributing to the UW-Madison's central mission to provide a learning environment in which faculty, staff, and students can discover, examine critically, preserve, and transmit the knowledge, wisdom, and values that will improve the quality of life for all.



DesignLab

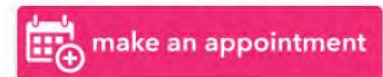
RESOURCES

Use this page to learn more about the various digital media projects that DesignLab supports. Click below to get overviews, examples, links to software support, and more.

WHAT ARE YOU WORKING ON?

| | | |
|---|---|--|
|  Presentations & Posters |  Infographics & Data Viz |  Imagery & Text |
|  Audio |  Video |  Web |

LOOKING FOR MORE HELP?



DESIGN TOOLS & FREE RESOURCES

[Expand all](#) | [Collapse all](#)

| |
|--------------------------|
| + Design Principles |
| + Copyright / Citations |
| + Colors |
| + Fonts / Typography |
| + Images |
| + Video |
| + Audio |
| + Equipment for Checkout |

Example Vendors

Two of the many vendors offering video platform solutions that are tailored for a higher education audience are:

| Vendor | Product(s) | Higher Education Clients |
|---------|--|---|
| Kaltura | Kaltura Video Platform (Website) Kaltura Mediaspace Video Portal (Website) Reach Captioning and Enrichment (Website) LMS Video Plugins (Website) Video Cloud for Education (Website) | UC Davis North Essex Community College Houston Community College and many others – see website |
| Panopto | Panopto for Education (Website) Panopto for Education (PDF Brochure) | UCLA Northwestern University And many others – see website Developed at Carnegie Mellon University |

The examples above are provided to clarify the type of technology platform that is being discussed in this document. The list is not intended to be comprehensive of all potential vendors or to indicate a vendor preference.

Anticipated Costs

This concept will require both one-time and ongoing costs in the areas of personnel and technology. While the actual cost are highly variable based on vendor choice and product, the expected categories are described below.

| Category/Item | Estimated Cost |
|--|----------------|
| Personnel (salary and benefits) | \$TBD |
| Faculty mentor with expertise in digital media creation, captioning, or other relevant topics | |
| Technical support staff with expertise in system administration, video editing, and other related topics | |
| Technology/Contracted Services | \$TBD |
| Software as a Service (SaaS) – Licensing of a cloud-hosted video platform solution (ongoing) | |
| Implementation Costs (one-time) | |
| TOTAL | |

Contact

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Call to Action 2020-2021

The four Los Rios Colleges and the District Academic Senate submit a joint report in support of a call to action from the Academic Senate of California Community Colleges. Specifically, we resolve to:

- *denounce racism for its negative psychological, social, educational, and economic effects on human development throughout the lifespan;*
- *take steps to not only strive for a greater knowledge about and the celebration of diversity but also to support deeper training that reveals the inherent racism embedded in societal institutions in the United States, including the educational system, and asks individuals to examine their personal role in the support of racist structures and the commitment to work to dismantle structural racism; and*
- *infuse Anti- Racism/No Hate Education in all its activities and professional development opportunities to the degree that doing so is feasible.*

To achieve this, all of our Senates are committed to:

1. Make a tentative agenda now that includes a discussion of anti-racism/no-hate education. Remembering that we do not have to have an answer to start a conversation.
2. Prioritize culturally responsive curricular redesign with our curriculum committees.
3. Acknowledge, without assigning blame, that the structure of our colleges house the biases and prejudices of their founding times. Those biases have privileged some and disadvantaged others, particularly African-American and LatinX communities.
4. Prioritize the evaluation of hiring and evaluation processes.
5. Request services from the ASCCC about any of these topics if needed.
6. Evaluate our academic senates and find the voices among our faculties missing in governance. Find ways to empower those voices.
7. Work with our administrations, classified professional colleagues, and students to find constructive ways students can express themselves about these deaths and the structural and historical biases that exist.

California Title 5 §53200 "10+1" 1. Curriculum, including establishing prerequisites 2. Degree and certificate requirements 3. Grading policies 4. Educational program development 5. Standards or policies regarding student preparation and success 6. College governance structures, as related to faculty roles 7. Faculty roles and involvement in the accreditation process 8. Policies for faculty professional development activities 9. Processes for program review 10. Processes for institutional planning and budget development 11. Other academic and professional matters as mutually agreed upon.