



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.

10/22/20

3:00 P.M.

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

Password = 10+1

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)

Reports (5-10 minutes per item)

7. CTL – Professional Development for Faculty Leaders – *Pam Chao & Jen LaFlam*
8. SLO Assessment Committee – *Corinne Arrieta*
9. Institutional Effectiveness Council – *Janay Lovering*
10. Student Success Council – *Carina Hoffpauir*
11. Undocumented Student Weeks of Action – *Veronica Lopez*

Discussion (10-15 minutes per item)

12. Credit for Prior Learning - review of draft LRCCD Policy & Regs.
13. Next steps towards promoting transformative & equitizing syllabi.
14. Structuring a work group to provide recommendations for decreasing time faculty spend on tasks unrelated to discipline area.
15. Disaggregated course data – what learning needs to take place in order to make use of this data?
16. Report Back: (5-10 minutes per item)
 - a. Progress on impact of class size on instructor ability to engage as equitable practitioners
 - b. Community Principles for Academic Senate task group
 - c. Reviewing LRCCD Policy & Regulations with an equity perspective
 - d. ARC President Impressions
17. Report Out: District Academic Senate <https://employees.losrios.edu/our-organization/committees/district-academic-senate>
18. Items from College Areas for Academic Senate Consideration

Upcoming Meetings and Events

1. District Academic Senate Meeting: Tuesday Nov 3rd, 3:00pm
Meeting ID 943-1304-6533
2. ASCCC Fall Plenary: Thursday Nov 5th – Saturday Nov 7th- virtual event
3. ARC Academic Senate Meeting: Thursday Nov 12th, 3:00pm, Meeting ID 962-1284-9461 password 10+1
4. LRCCD Board of Trustees Meeting: Wednesday Nov 18th 5:30pm
<https://cccconfer.zoom.us/j/91513113440#success>
5. District Academic Senate Meeting: Tuesday Nov. 17th, 3:00pm Meeting
6. ARC Academic Senate Meeting: Thursday Nov 19th, 3:00pm

ARC Academic Senate

Approved Minutes: October 22, 2020

Preliminaries

1. Call to Order: Called to order at 3:02pm
2. Approval of the Agenda: Agenda Approved
3. Approval of the Minutes: Minutes Approved
4. Introduction of Guests: LaQuisha Beckum, Pam Chao, Jennifer LaFlam, Rajinder Lal, Veronica Lopez
5. Public Comment Period:
none
6. President's Report:
 - a. ARC Equitable Decision-Making Tool
See supporting materials "ARC Equitable Decision Making Tool"
Deans are being trained in using this tool. The Academic Senate could receive similar training, should we choose to adopt this tool or a similar tool.
 - b. Redesign of the college--Implementation Summary
See supporting supporting materials "Redesign Implementation Summary"
 - c. Preferred email for Los Rios Students
See supporting materials "Preferred Email for Los Rios Students Memo"
Coming soon (November), students will have the ability to choose and use their preferred email address for school communications. All students will still automatically receive a Los Rios Gmail account.
 - d. Decisions on real-time captioning and cameras-on requirement
See supporting materials "Legal Opinion 2020-11: Live Synchronous Online Classes and Real-time Captioning" and "Legal Opinion 2020-12: Online Class Cameras-On Requirements"
The state chancellor's office general counsel released the final opinion on real-time captioning: students need to be provided with the kind of captioning that works for them. Additionally, instructors should not require students to have their cameras on in synchronous classes. These will be topics of discussion at the upcoming District Educational Technology meeting and faculty will have time to hear about these conversations before any decisions are reached.
 - e. District academic calendar proposed for 2022-2023 school year
The district calendar committee met. The committee had not seen our questions before that meeting (Why do we even have spring break? What will be done to mitigate potential negative impacts from moving break?). A survey will be sent to faculty to get input on the proposed calendar. The district calendar committee will vote in two weeks.
 - f. ARC President Impressions:
These will be held Friday, 10/30, time TBA.

Consent Items

none

Decision

none

Reports

5-10 minutes per item

7. Center for Teaching and Learning--Professional Development for Faculty Leaders--*Pam Chao & Jen LaFlam*
See supporting materials "Actionable Equity for Faculty Leaders"
Learning outcomes include explaining disproportionate impact in context, making data-informed decisions, etc. See the supporting materials for more details.

8. Student Learning Outcome Assessment Committee--*Corinne Arrieta*
See supporting materials "SLOAC Updates"
SLO and SSO (Student Services Outcome) Assessment were adjusted due to the transition to remote operations during Spring 2020. SSOAR was conducted in Fall 2019 and will be conducted again Fall 2020. A new Program SLO Linguistic Analysis Tool will be piloted with departments in cohorts 1 and 2 of program review--other departments are welcome to join the pilot if interested.

9. Institutional Effectiveness Council--*Janay Lovering*
2019-2020 Cohort Program Review Presentations will be held: October 28 1-3:30pm. Everyone is invited to watch--it will help departments get a better understanding for what program review is all about. Come for any part of the time designated.
Implications of shifting program review to fall instead of spring include possibly making it easier to collect data and make plans for professional development. There may also be implications for accreditation, but this is unavoidable due to the pandemic. Perhaps incorporating personal reflection on individual class data into the planning process can help the college support faculty work with understanding and making meaning out of institutional equity data and also with developing equitable practionionership for employees of the college. The question was raised: how can the College support the work of inclusion regarding religion/world view?

10. Student Success Council--*Carina Hoffpauir*
See supporting materials "Student Success Council Report 10/20/20"
The SSC approved the creation of a Resource Panel focused on retention for employees of color. The Math Department visited the SSC to discuss concerns about academic dishonesty. See supporting materials for more details.

11. Undocumented Student Weeks of Action--*Veronica Lopez*
See [Undocument Student Weeks of Action website](#) (printed to pdf in supporting materials)
Faculty-led events have been hosted this week with high turnouts. LosRios campuses have been collaborating to make sure students have maximum access to resources and

information. There will be an Election Day Hangout on November 3 and an Election Results Hangout on November 5.

Discussion

10-15 minutes per item

12. Credit for Prior Learning--review of draft LRCCD Policy & Regs

See supporting materials "Draft Credit for Prior Learning Board Regulation," "Draft Credit for Prior Learning LRCCD Board Policy," "[Policy and Regulation Vetting Process](#)" [website](#) (printed to pdf in supporting materials)

Please read through these drafts. Bring back concerns to President Shubb, who will bring concerns to the District Academic Senate. The regulation will need to be revised and ready for approval by the end of the semester.

There was discussion about how portfolios can be authenticated/validated as being the student's original work.

13. Next steps towards promoting transformative & equitizing syllabi

Varying examination policies and late work policies were discussed. The question was posed, "What support would instructors need to have a policy other than 'late work is not accepted' included in the syllabus?"

Ideas regarding late work included: the student can choose which week's work to submit late; deduct points for lateness; request that students contact the instructor before the assignment is late; allow late work without the "penalty" of grade reduction. A suggestion was made to make a syllabus less transactional. A link to a Politico article was shared "[How to fix education's racial inequities, one tweak at a time.](#)"

14. Structuring a work group to provide recommendations for decreasing time faculty spend on tasks unrelated to their discipline area

Please describe ideas on the appropriate discussion board in Canvas.

15. Disaggregated course data--what learning needs to take place in order to make use of this data?

See supporting materials "ARC Institutional Data Use Statement" and "Data Inquiry" memo

The suggestion was made that the data should be part of the faculty performance review process (as per J. Luke Wood in [Advancing Black Male Student Success From Preschool Through Ph.D.](#)). Concern was expressed that manipulation of data by lowering standards might increase due to an effort to perform well through the peer review process.

16. Report back: (5-10 minutes per item)

a. Progress on impact of class size on instructor ability to engage as equitable practitioners

A resolution to form a group to make recommendations is in progress.

b. Community Principles for Academic Senate task group

A group will be formed to develop community principles.

c. Reviewing LRCCD Policy & Regulations with an equity perspective

Policy 2222 (Attendance), Regulation 2222 (Attendance/Absence), Policy 7252 (Final Exams), Regulation 2312 (Clubs and Organizations), Regulation 7134 (Textbook Selection Procedure), and Regulation 7211 (Academic Load)
The District Academic Senate is looking into reviewing these policies and regulations.

- d. ARC President Impressions
Faculty can meet finalists on Friday, 10/30.

17. Report Out: [District Academic Senate](#)

18. Items from College Areas for Academic Senate Consideration

- The email distribution list in some areas is not maintained.
- The faculty who are currently working on campus request that the grounds be maintained for safety and that they and their students have access to bathrooms.
- What about students who do not have access to productive work spaces? If someone comes up with a great idea for providing study space for students, these ideas will be brought to the Vice Presidents of the colleges for discussion at the district level. However, the idea must work for all campuses, not just a single campus.

Meeting adjourned 4:58pm

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ARC Academic Senate Roster		Updated	2020-11-10	
Area	Senator	Adjunct/FT	Term End	
Behavioral & Social Scier	Ellen Bowden	Adjunct	2021	Present
Behavioral & Social Scier	Kristina Casper-Denman	Full-time	2023	
Behavioral & Social Scier	<i>Unfilled</i>	Full-time	2023	
Behavioral & Social Scier	Ricardo Caton	Full-time	2022	Present
Behavioral & Social Scier	Laurinda Reynolds	Alternate Full-Tin		Present
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
Business & Computer Sc	Kahkashan Shaukat	Full-time	2021	
Business & Computer Sc	Sylnovie Merchant	Adjunct	2022	
Business & Computer Sc	Marc Condos	Alternate Full-Tin		
Business & Computer Sc	N/A	Alternate Adjunc		
Counseling	Jessica Nelson	Full-time	2022	Present
Counseling	Jennie Econome	Adjunct	2021	
Counseling	Reyna Moore	Full-time	2023	Present
Counseling	Carmelita Palomares	Full-time	2022	Present
Counseling	Kim Herrell	Alternate Full-Tin		
Counseling	<i>Unfilled</i>	Alternate Adjunc		
English	Catalina Carapia-Aguillor	Adjunct	2023	Present
English	Robyn Borcz	Full-time	2023	Present
English	Shannon Pries	Full-time	2021	Present
English	Carina Hoffpauir	Full-time	2022	Present
English	N/A	Alternate Full-Tin		
English	Anthony Robinson	Alternate Adjunc		
Fine & Applied Arts	Brian Knirk	Full-time	2023	Present
Fine & Applied Arts	Jodie Hooker	Full-time	2021	Present
Fine & Applied Arts	Diane Lui	Adjunct	2023	Present
Fine & Applied Arts	Craig Martinez	Full-time	2022	
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 Roster		Updated	2020-11-10	
Area	Senator	Adjunct/FT	Term End	
Health & Education	John Coldiron	Full-time	2022	
Health & Education	Diana Johnston	Full-time	2021	
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	Present
Humanities	David Austin	Full-time	2021	Excused
Humanities	Caterina Falli	Full-time	2023	Present
Humanities	Kim Walters	Adjunct	2022	
Humanities	Erik Haarala	Alternate Full-Time		
Humanities	N/A	Alternate Adjunct		
Kinesiology & Athletics	Gerry Haflich	Full-time	2022	
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	Excused
Library/Learning Resources	Araceli Badilla	Full-time	2023	Present
Library/Learning Resources	David McCusker	Alternate Full-Time		Present
Mathematics	Deborah Gale	Adjunct	2021	Present
Mathematics	Joe Caputo	Full-time	2023	Present
Mathematics	Andy Halseth	Full-time	2021	Present
Mathematics	Matthew Register	Full-time	2022	Present
Mathematics	Lana Anishchenko	Alternate Full-Time		Present
Mathematics	N/A	Alternate Adjunct		
Sacramento Regional Public	Lonetta Riley	Full-time	2021	
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 Roster		Updated	2020-11-10	
Area	Senator	Adjunct/FT	Term End	
Science & Engineering	<i>Unfilled</i>	Adjunct	2021	
Science & Engineering	Glenn Jaecks	Full-time	2022	Present
Science & Engineering	Charles Thomsen	Full-time	2021	Present
Science & Engineering	Marcella Woolsey	Full-time	2020	
Science & Engineering	N/A	Alternate Full-Tim		
Science & Engineering	N/A	Alternate Adjunc		
Student Support Service:	Judith Valdez	Full-time	2021	Present
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	
Technical Education	Patrick Boling	Adjunct	2020	
Technical Education	Jordan Meyer	Full-time	2023	Present
Technical Education	Craig Weckman	Full-time	2022	
Technical Education	N/A	Alternate Full-Tin		
Technical Education	N/A	Alternate Adjunc		
Officers	Alisa Shubb		President	Present
Officers	Janay Lovering		Vice President	Present
Officers	Amy Gaudard		Secretary	Present
Officers	Tressa Tabares		Past President	Present
Liaison	Dan Crump		ASCCC Liaison	
Liaison	Kate Williamson		Open Education	
Total Senate Seats Available (without Officers)			50	
Unfilled Seats			8	
Total Filled Seats			42	
Quorum (25% of filled seats)			11 (round 0.5 up)	
Guests--Please print your name for the minutes				
Jennifer LaFlam				
Pam Chao				

ARC Academic Senate Roster		Updated	2020-11-10	
Area	Senator	Adjunct/FT	Term End	
	Veronica Lopez			
	LaQuisha Beckum			
	Rajinder Lal			

ARC Equitable Decision Making Tool¹

American River College is committed to equity and social justice as outlined in our Mission and Vision. Thus, when making decisions that have impacts for our campus community, equity and social justice must be taken into consideration to prevent or reduce disproportionate impact for those communities made vulnerable by systems of inequity.

PURPOSE²:

Using our ARC Institutional Equity Plan and other foundational documents as support, the purpose of this document is to assist departments and individuals in:

- Assessing the equity impacts of major decisions for potential burdens or benefits for marginalized, underrepresented, and/or disproportionately impacted populations.
- Ensuring that decisions are made to help eliminate and/or mitigate disparities.

EQUITY DEFINED³:

Providing educational opportunities and support that meet the needs of the community, especially those who are historically underserved, marginalized, or disproportionately impacted.

ABBREVIATED ASSESSMENT

If an individual, department, or division is unable to explore all questions in the Full Assessment below, consider the following Abbreviated Assessment:

DO THESE DECISIONS ADVANCE EQUITABLE OUTCOMES FOR IMPACTED COMMUNITIES?

- What is being done to ensure that all students (or employee groups); particularly students (or employees) of color and other marginalized groups, have equitable opportunities and access to resources (e.g. curriculum, instructional practices, services, academic supports, processes, policies) that are designed to enable their success? If nothing, what **will** be done?

WHAT ARE THE (DISPROPORTIONATE) BURDENS AND/OR BENEFITS TO IMPACTED COMMUNITIES?

- If disproportionate outcomes are identified, what will be done to eliminate and/or mitigate the disproportionate impact?
- When will the decision be reassessed to further reduce or eliminate disproportionate impact?
- What will be done to repair the harm (i.e. restore trust) experienced by those most impacted by the decision?⁴

HOW WILL WE ENSURE COMMUNICATION IS CONSTANT, CLEAR, AND CONCISE?

- What is the communication plan for this decision, and how will it convey the equity considerations and planned restorative measures?

WHO DO WE NEED TO INCLUDE?

- Do I/we need to reach out to our Vice-President, the Office of Equity & Inclusion or an appropriate designee to discuss our considerations and identify gaps?

¹ This document is considered a living document. All input and feedback is welcome. Contact Nick Daily, dailyn@arc.losrios.edu

² This document is adapted from the ARC Institutional Equity Plan, Seattle Race and Social Justice Initiative Racial Equity Toolkit, and The City of San Antonio Budget Equity Tool.

³ For additional definitions, see ARC Definitions below.

⁴ Consider repairing trust for those who leave as a result of the decision(s) made, those who remain, as well as those who we seek to recruit.

FULL ASSESSMENT

PERSONAL CONSIDERATIONS: Before considering the practice, or methodology, ask yourself:

- What is driving this decision? Is it a decision based on scarcity (actual or imagined), a sense of urgency (actual or imagined) or fear? Or is it a decision rooted in opportunity, creativity, and transformation?⁵ If fear, scarcity, or urgency *is* the driving factor in this decision, how can I take a moment to invite creativity, opportunity, and transformation?
- How/Does race and power impact these decisions broadly?
- Where are the gaps in my awareness of: self-knowledge (knowing one’s self); empathy; race and racism; and structural inequities and power?

ARC EQUITY LENS: Thinking about a specific process, practice, or teaching methodology (pedagogy/andragogy);

How does this item:

- utilize data available on disproportionately impacted populations at ARC?
- identify racial/ethnic, disproportionately impacted, and marginalized groups who are affected?
- identify racial/ethnic, disproportionately impacted, and marginalized groups and how they are affected?
- address eliminating the opportunity gap and serving disproportionately impacted and marginalized populations?
- reflect the equity framework or include key individuals who are part of the process who understand, have been trained in, and practice the equity framework?

How have you evaluated it for:

- explicit racial consciousness from an equity perspective?
- explanations or rationales from a deficit frame in order to eliminate and shift that deficit model to an equity frame?
- content that addresses and is sourced from disproportionately impacted and marginalized communities?

How have stakeholders who are also members of the communities affected been intentionally involved?

What are the support systems for advancing equitable outcomes?

What are the barriers to advancing equitable outcomes?

Who is accountable for the outcomes?

What is the communication plan for the outcomes?

Which strategic goal or goals will it advance?

Do I/we need to reach out to our Vice-President, the Office of Equity & Inclusion or an appropriate designee to discuss our considerations and identify gaps?

<u>Pros</u> Arguments supporting the decision in light of equity impact	<u>Cons</u> Arguments against the decision in light of equity impact

⁵ Decisions based on scarcity, urgency, and fear can lead to sacrificing values related to equity and justice including, power sharing; open communication; and inviting creative thinking about complex issues (Okun, 2007).

FAQS:

- **How do I make equitable decisions while navigating collective bargaining units?**
 - Bring them to the table! As stated above, if there are key stakeholders needed to be at the decision-making table, bring them in early, and make the case for equity.
- **How does equitable decision-making with budgets differ based on funding streams (e.g. categorical funds vs operational funds)?**
 - The short answer is: it doesn't. Even when looking at various budget streams, there are questions of equity that can be applied. *Does the decision affect employees in disproportionately impacted communities more? Does the decision exacerbate already present divisions of labor? Are there ways that we can mitigate or eliminate those effects and impacts?*
- **I don't have the time to do this, what's the answer? What do I need to do?**
 - This question is an understandable one, particularly during times of high stress and instability. Unfortunately, equitable processes and practices take time and attention in order to manifest. We must be diligent about equity which means we have to be willing to do the work to put it into practice every day.
- **If you really valued equity, why did you make a decision that has these inequitable outcomes?**
 - It is important to remember and understand that inequities exist beyond the scope of what ARC controls. This means that some decisions, some budget realities, some contract decisions *will have* disproportionate impacts *even as* we take action to eliminate or mitigate those outcomes.
- **This document is going to be weaponized to argue against any decision that has disproportionate impacts. How do we avoid that?**
 - It should be said first that language and rhetoric is frequently used to argue for decisions that increase inequities for centuries (e.g. Race was "weaponized" to provide education to some and prevent others from accessing it). The idea that encouraging reflection (and action) about disproportionate impacts is "weaponizing" equity should be reframed to reflect this reality. We should approach decision-making and the following responses through the lens of "Critique with Care and Critique is Care". Those who offer critiques should do so in a way that is acknowledging of the difficult decision making processes that occurred and, those who are receiving the feedback should take that as a form of community care and ensuring we are meeting our stated mission, vision, and values. We must contend with the question(s) raised by those who don't care for the decisions. We must ensure that we have used the above tool to consider the benefits and burdens *before* the decision is made and we must identify a plan for when these decisions will be revisited to address the burdens *after* the decision is made. Addressing these two portions in the communication of the decision can increase trust, build/sustain relationships, and show that the decision makers are aware of the impacts and interested in eliminating or mitigating them as soon as possible.

RESOURCES

ARC Definitions:

Social Justice is both a process and a goal. Social justice is a way of seeing and acting aimed at resisting unfairness and inequity while enhancing freedom and possibility for all. It focuses on how people, policies, practices, curricula, and institutions may be used to liberate rather than oppress others, particularly disproportionately impacted persons.

Disproportionate Impact (DI) occurs when an inequitable practice, policy, or approach limits access to key resources or otherwise hampers the academic success of a particular group when compared to all students [*Title 5, §55502*].

Equity is focused on providing educational opportunities and support that meet the needs of the community, especially those who are historically underserved, marginalized, and/or disproportionately impacted. These communities include:

- People of color including Black and African American, Asian and Asian American, Pacific Islander American, Latinx, Native American, multiracial, and other people disadvantaged due to racial and ethnic identity
- Lesbian, gay, bisexual, transgender, queer and others (LGBTQ+)
- Women-identified and females
- Undocumented, DACA, AB540, and mixed-status families
- Low-income and first-generation
- Current and former foster youth
- People with disabilities
- Non-majority religious and spiritual groups
- Refugees and persons holding Special Immigrant Visas (SIV)
- International students
- People with limited use of the English language

Community Engagement

ARC is committed to engaging our community in efforts to eliminate inequities and to promote positive social change.

Transformative Leadership

ARC commits time and resources to supporting the development of courageous leadership. This includes the development of skills that address individual and systematic oppression.

Equity-Minded Education

Equity-minded education values students and their life histories and experiences, making them central to the teaching and learning process. The histories, cultures, and contributions of diverse groups are included in the student experience.

Learning environments and curricula directly address racism, sexism, classism, linguicism, ableism, ageism, heterosexism, religious intolerance, audism, xenophobia, and intersectionality.

Liberation

Liberation is the act of dismantling systems of oppression and disrupting systems of power and privilege. This process includes the voices of those who have been excluded or marginalized. Liberation strives beyond equity through social justice to pursue true freedom.

Additional Resources:

- [ARC Institutional Equity Plan \(example Equity Lens application on p. 11\)](#)
- [San Antonio Budget Equity Tool](#)
- [Seattle Race and Social Justice Initiative - Racial Equity Tool](#)

IMPLEMENTATION SUMMARY

#	Project	Summary	Status as of Fall 2020
1	Areas of Interest	Implemented in 2018-19 and published on web site: https://arc.losrios.edu/academics/areas-of-interest	At Scale
2	Program Roadmaps	“Top 10” completed in 2018-19; Remainder posted in 2020: https://arc.losrios.edu/academics/arc-program-road-maps	At Scale
3	Program Paths Management	Committee created in 2018-2019; Program map management tool determined in 2019-20 and implementation is in progress	Scaling in Progress
4	Pathways to ARC <i>(focused outreach/recruitment)</i>	To be implemented in Fall 2021	Planning to Scale
5	Simplify the Front Door <i>(prospective student experience)</i>	Scaling in progress as of Spring 2020	Scaling in Progress
6	Achieve at ARC Scaling <i>(new student onboarding)</i>	Planning to Scale: Spring 2020 through Fall 2022	Planning to Scale
7	First Term Schedule Options <i>(initial courses for the path)</i>	Phase I developed and planning to implement for Fall 2021; Phase II to be implemented for Fall 2023	Planning to Scale
8	Pathway Communities <i>(connection to area of interest)</i>	Virtual HomeBase Pathway Communities implemented in Fall 2020; Physical and virtual implementation in Fall 2021 in ideal conditions https://inside.arc.losrios.edu/inside-arc-news/homebase-pathway-communities	Planning to Scale
9	Peer Mentoring	Scheduled implementation in Spring 2021	Planning to Scale
10	Physical Access and Navigation <i>(Wayfinding)</i>	Implemented in 2019 https://wayfind.arc.losrios.edu/	Scaling in Progress
11	Physical Access and Navigation <i>(One-Stop Welcome Center)</i>	Implemented in Fall 2019	At Scale
12	First Term Experience <i>(FYE Course)</i>	Planned implementation in Fall 2022	Planning to Scale
13	Alternate Experience(s) for the “Not New” Student	Planning to implement Fall 2021-Spring 2022	Not Occurring
14	Transition Services <i>(Career and Transfer)</i>	Implementation planned Fall 2021	Not Systematic

IMPLEMENTATION SUMMARY

15	Evaluation Plan	Implementation planned Spring 2021-Spring 2022	Not Occurring
16	Intersection with Districtwide Processes <i>(Hobsons, etc.)</i>	TBD Districtwide implementation	Not Occurring
17	Supporting Technologies <i>(G.E. Search Tool)</i>	Planned for Fall 2019-Spring 2020	Not Occurring
18	Supporting Technologies <i>(Student Communications Platform)</i>	Starfish implemented in Fall 2020	Planning to Scale
19	Supporting Technologies <i>(Alert and Progress Reporting)</i>	Starfish implemented in Fall 2020	Planning to Scale
20	Pre-Implementation Work	Business process analysis conducted Fall 2018; implementation in progress	Planning to Scale
21	Governance Redesign	Implemented at scale in 2019 https://inside.arc.losrios.edu/governance	At Scale
22	Recommendations: ARC Online 2.0	Implementation to begin Spring 2021	Planning to Scale
23	Recommendations: ELSS <i>(Ad Astra)</i>	No formal recommendations. Determined in Spring 2019 to be referred to Districtwide process for implementation	Not Occurring
24	Recommendations: Facilities Master Plan	Timeline for implementation of major facilities projects TBD	Planning to Scale
25	Recommendations: Institutional Equity Plan	Office of Equity and Inclusion and Interim Dean of Equity and Inclusion were created and funded in Fall 2019 as a result of this plan. Additional implementation planned through 2020-21	Planning to Scale
26	Recommendations: Integrated Planning Improvement	Integrated Planning Guide, Portal, and new planning process implemented in 2018-2019	At Scale
27	Recommendations: Wellness Center	Wellness Center facility implemented in Fall 2019. Additional programming and services implemented in Spring 2020	Planning to Scale
28	Recommendations: Clarify Program Paths (2018-19)	This project was re-chartered for a second year (2018-2019). Implementation of recommendations from this report TBD per collaboration with Districtwide processes	Scaling in Progress
29	Recommendations: Disproportionate Impact (African American, Latinx, Native American)	Implementation of DI recommendations planned for Fall 2020-Fall 2021	Planning to Scale
30	Recommendations: Education Master Plan	Implementation of guiding imperatives planned through Fall 2031	Planning to Scale

IMPLEMENTATION SUMMARY

31	Recommendations: Professional Development and Training	Fall 2020 implementation: CTL has been moved under Office of Equity and Inclusion with a specific focus on Equity-minded professional development for all development opportunities. Further PD implementation planned for Spring-Fall 2021	Planning to Scale
32	Recommendations: Strategic Enrollment Management	Strategic Enrollment Management team recommendations implemented Fall 2020. Additional recommendations planned for Spring 2021 implementation	Planning to Scale
33	Recommendations: Sustainability Improvement	Implementation began in Summer 2020 with renaming of Campus Operations to include Sustainability. Further implementation ongoing through Fall 2020 and to be continued through Spring 2021	Scaling in Progress
34	Accreditation Self-Evaluation	Project team chartered by Executive Leadership Team began work in Fall 2020	TBD
35	Disproportionate Impact: Asian-Pacific Islander, LGBTQI+	Project team chartered by Student Success Council began work in Fall 2020	TBD
36	Disproportionate Impact: LGBTQI+	Project team chartered by Student Success Council began work in Fall 2020	TBD
37	Technology Master Plan	TBD	TBD

Status Key

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

IMPLEMENTATION SUMMARY

1. AREAS OF INTEREST

Areas of interest are designed to assist students in exploring potential majors and career options. They also serve as an organizing framework for program roadmaps and pathway communities.

Existing Areas of Interest

#	Key Activity	Timeline	Title or Role	Council	Status	Notes/References
1.1	Submit web site content for areas of interest	End of Spring 2019	Clarify Program Paths project leads	n/a	At scale	[Clarify Program Paths Rec. #1]
1.2	Post areas of interest and related content on the new college web site with appropriate organization for easy navigation	Summer 2019	Public Information Officer or designee	n/a	At Scale	[Clarify Program Paths Rec. #1]
1.3	Publicize areas of interest to employees to inform of availability, train on intended use, and next steps	Fall 2019	Public Information Officer	n/a	Scaling in progress	Timing impacted by changes to areas
1.4	Develop any new marketing/outreach materials that are needed to highlight areas of interest (needed before February 2019 for outreach purposes)	Fall 2019	Public Information Officer	n/a	Scaling in progress	Timing impacted by changes to areas
1.5	Update existing publications, forms, and materials such as the college catalog	On regular cycle	Public Information Officer (or person responsible for specific publication/form)	n/a	Scaling in progress	Timing impacted by changes to areas

Cross-References: [#6 – Achieve at ARC Scaling](#); [#8 - Pathway Communities](#)

IMPLEMENTATION SUMMARY

2. PROGRAM ROADMAPS

Program roadmaps are a suggested sequence of courses that would permit students to progress through a program in a timely manner. They are not intended to be an individual student's educational plan, but rather a general navigational tool for anyone considering the program. Two roadmaps will be created per program (full-time and part-time version).

Existing Program Roadmaps

#	Key Activity	Timeline	Title or Role	Council	Status	Notes/References
2.1	Confirm top 10 programs in each area of interest	Early Fall 2018	Clarify Program Paths project leads	n/a	At Scale	[Clarify Program Paths Rec. #2]
2.2	Develop initial program roadmaps for the top 10 programs in each area of interest (90 programs total; two versions per program – FT/PT)	By April 2019	Clarify Program Paths project leads	n/a	At Scale	[Clarify Program Paths (2018-19) Appendix B]
2.3	Submit web site content for top 10 program roadmaps in each area of interest	Upon adoption (est. May 2019)	Clarify Program Paths project leads	n/a	At Scale	[Clarify Program Paths Rec. #2]
2.4	Post roadmaps on the new college web site with appropriate organization for easy navigation	Summer 2019	Public Information Officer or designee	n/a	At scale	[Clarify Program Paths Rec. #2]
2.5	Publicize initial program roadmaps to employees to inform of availability, intended use, and next steps	Early Fall 2019	Clarify Program Paths project leads	n/a	At scale	Additional publicity will take place when move away from PDF maps occurs
2.6	Continue building out initial program roadmaps for the remaining programs (approx. 210 programs; two versions per program – FT/PT)	By Spring 2020	Clarify Program Paths project leads	n/a	Planning to Scale	[Clarify Program Paths Rec. #2]
2.7	Submit web site content for remaining program roadmaps in each area of interest	Upon adoption	Clarify Program Paths project leads	n/a	Planning to Scale	[Clarify Program Paths Rec. #2]
2.8	Post remaining roadmaps on the new college web site with appropriate organization for easy navigation	By Summer 2020	Public Information Officer or designee	n/a	Planning to Scale	[Clarify Program Paths Rec. #2]

Cross-References: [#1 - Areas of Interest](#)

IMPLEMENTATION SUMMARY

3. PROGRAM PATHS MANAGEMENT

An entity needs to be designated to assume responsibility for ongoing maintenance and assessment of areas of interest and program roadmaps. This responsibility would include updating roadmaps to reflect changes in curriculum and scheduling, managing planned rotation of default general education courses, and other related tasks.

#	Key Activity	Timeline	Title or Role	Council	Status	Notes/References
3.1	Propose committee to maintain areas of interest and program roadmaps	Mid-Fall 2018	Clarify Program Paths project leads	n/a	At Scale	[Clarify Program Paths Rec. #3]
3.2	Develop requirements for technology to support ongoing maintenance of roadmaps	Mid-Fall 2018	Clarify Program Paths project leads; Dean, Planning, Research and Technology	n/a	Scaling in Progress	[Clarify Program Paths Rec. #3]
3.3	Propose technology to support program roadmap creation, publication, and management	Mid-Fall 2018	Clarify Program Paths project leads; Dean, Planning, Research and Technology	n/a	At Scale	[Clarify Program Paths Rec. #3]
3.4	Establish committee (pending approval of proposal)	Late Fall 2018	Academic Senate	n/a	At Scale	[Clarify Program Paths Rec. #3]
3.5	Establish committee practices and structures	Spring 2019	Program Pathways Committee	n/a	At Scale	[Clarify Program Paths Rec. #3]
3.6	Acquire/develop and implement technology to support program roadmap creation, publication, and management	Spring and Summer 2019*	Program Pathways Committee with IT/programming support	n/a	Scaling in Progress	*Tentative timeline as software specifications are unknown
3.7	Develop process for incorporating new programs	Spring 2019	Program Pathways Committee	n/a	Scaling in Progress	
3.8	Develop cycle and process for modifying areas of interest and program roadmaps	Spring 2019	Program Pathways Committee	n/a	Scaling in Progress	
3.9	Document all of the related systems, publications, and other areas that must be updated after each modification	Spring 2019	Program Pathways Committee	n/a	Scaling in Progress	Consider public-facing content (e.g., web site), student-facing systems, employee-facing systems, and various publications
3.10	Communicate processes to the campus	Early Fall 2019	Program Pathways Committee	n/a	Scaling in Progress	

Cross-References: [#2 – Program Roadmaps](#)

IMPLEMENTATION SUMMARY

4. PATHWAYS TO ARC (Outreach & Recruitment)

The Educational Pathways Action Plan was previously developed to focus outreach and recruitment efforts around ARC's four feeder high schools along with key community outreach strategies. The plan aligns with the direction of the ARC Redesign, but has not yet been implemented. One particular goal of this component is to engage 6-12th grade students in clear, well-coordinated pathways leading from secondary education to the front door of American River College.

#	Key Activity	Timeline	Title or Role	Council	Status	Notes/References
4.1	Review, and update if appropriate, the previously developed Educational Pathways Action Plan; sunset the plan	Fall 2021	Interim Dean, Outreach, FYE, and Pathway Communities	n/a	Not Systematic	Educational Pathways Action Plan created by the Pathways Task Force in early 2015
4.2	Identify any resource needs that are essential to successful implementation of the plan which includes opt out scheduling for full-time, first-time recent high school graduates	Spring 2021	AVP, Student Services, VPI, VPSS	n/a	Not Systematic	See Section on First Term Schedule Options
4.3	Implement the planned migration from the existing outreach/recruitment practices to the new Pathways to ARC model	Beginning Spring 2021 for Fall 2021 cohort	Interim Dean, Outreach, FYE, and Pathway Communities	n/a	Not Systematic	
4.4	Assess effectiveness of the pathways and related outreach/recruitment strategies	Fall 2021	Interim Dean, Outreach, FYE, and Pathway Communities; Institutional Research Office	n/a	Not Occurring	

Cross-References: [Referred to Other Processes](#)

IMPLEMENTATION SUMMARY

5. SIMPLIFY THE FRONT DOOR (Prospective Student Experience)

The front door of ARC must provide an inviting, easy-to-access entry point for prospective students that streamlines and cohesively connects communication and activities from the first point of contact to the new student's engagement with a pre-designed onboarding process such as Achieve at ARC.

#	Key Activity	Timeline	Title or Role	Council	Status	Notes/References
5.1	Assess the employee experience using existing business processes to serve and interact with prospective students	Spring 2019/Fall 2019/Spring 2020	PES; VPSS Office, District Front Door Design Team	n/a	Not Systematic	
5.2	Conduct one or more focus groups with Achieve at ARC participants or other recent applicants to glean further insight into the front door experience	Spring 2019	Dean, Admissions and Transition Services; Institutional Research Office	n/a	Scaling in Progress	Ongoing
5.3	Assess the prospective student experience from at least three viewpoints: <ul style="list-style-type: none"> • Inquiries – prospect initiates contact with college • Outreach – college initiates contact with prospect • Stealth applicants – no contact with college prior to application 	Fall 2019/Spring 2020	Dean, Admissions and Transition Services; Dean, Equity Programs and Pathways	n/a	Not Occurring	Districtwide process
5.4	Explore technologies and integration of technology to support student communication at the front door.	TBD – see note	VPSS Office; Communications, District Front Door Design Team	n/a	Not Systematic	Involves multiple groups including IEPI/PRT process; Technology workgroup; districtwide Simplify the Front Door group; Hobsons and HighPoint implementation teams
5.5	Rename/brand Steps to Success for ARC model	Fall 2019/Spring 2020	VPSS Office, District Front Door Design Team	n/a	Scaling in Progress	Districtwide process.
5.6	Identify and prioritize desired changes based on assessment and focus group input	Spring 2020	PES; VPSS Office	n/a	Not Systematic	Districtwide process
5.7	Plan and implement the desired changes	Fall 2020	VPSS Office	n/a	Not Systematic	Districtwide process

Cross-References: [#6 – Achieve at ARC Scaling](#); [#16 – Intersection with Districtwide Processes](#); [#18 – Student Communication Platform](#); see also outreach-related and communication-related items under [Referred to Other Processes](#)

IMPLEMENTATION SUMMARY

6. ACHIEVE AT ARC SCALING

Achieve at ARC was launched in early Spring 2018 to provide a more cohesive onboarding experience to incoming students. During summer 2018, it is expected to serve approximately 1000 students. Scaling would enable the full new student population (approximately 3500 new students each fall plus additional students for other terms) to be served.

#	Key Activity	Timeline	Title or Role	Council	Status	Notes/References
6.1	Develop full plan for scaling Achieve at ARC including connections to success teams, areas of interest, and other recommended features of the new student experience	By Spring 2019	Dean, Student Services -Counseling, and Transfer Services	n/a	At Scale	
6.2	Develop needs assessment tool and processes	By Fall 2021	Interim Dean, Outreach, FYE, and Pathway Communities	n/a	Planning to Scale	
6.3	Identify scalable career assessment and exploration tools and processes to support student early selection of programs of study	Fall 2022	Interim Dean, Outreach, FYE, and Pathway Communities; Dean, Student Services -Counseling and Transfer Services; Dean, Student Services - Student Support Services;	n/a	Planning to Scale	[Start Right, V.B] ARC has subscribed to Focus2Career assessment to help achieve this goal.
6.4	Ensure financial aid assistance and financial literacy is incorporated in scaled model	Spring 2021	AVP, Student Services; Dean, Student Services – Counseling and Transfer Services; Interim Dean, Outreach, FYE, and Pathway Communities; Dean of Student Support Services	n/a	Planning to Scale	[Start Right, V.F]
6.5	Develop process for student to explore, select, and change programs of study, and use data to inform pathway communication and activities for students	By Spring 2020	Dean, Admissions and Transition Services; Dean, Student Services -Counseling, and Transfer Services; Interim Dean, Outreach, FYE, and Pathway Communities	n/a	Not Systematic	[Start Right, XIII.B]
6.6	Work with success teams, once established, to ensure case management function is seamless from onboarding through the first term and beyond	By Spring 2022	Dean, Student Services -Counseling, and Transfer Services; Interim Dean, Outreach, FYE, and Pathway	n/a	Scaling in Progress	

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			Communities; Dean of Student Support Services			
6.7	Achieve@ARC case management implemented at full scale for all new students.	Spring 2020 (for Fall 2020 students)	Dean, Student Services -Counseling, and Transfer Services; Interim Dean, Outreach, FYE, and Pathway Communities	n/a	At Scale	
6.8	Leverage functionality of Hobsons/HighPoint once available	TBD – Districtwide	VPSS Office	n/a	Not Occurring (Spring 2020)	

Cross-References: [Intersection with Districtwide Processes](#)

7. FIRST TERM SCHEDULE OPTIONS

Schedule options would allow new students to enroll in a packaged first term schedule (either full-time or part-time version) prior to full educational planning. The student could modify course choices as desired. Opportunities would need to be provided for the student to receive guidance if the packaged schedule does not meet individual student needs.

Phase I (before roadmaps): Basic schedule with math, English, and introductory general education course(s)

#	Key Activity	Timeline	Title or Role	Council	Status	Notes/References
7.1	Define parameters for creating first term schedule options <ul style="list-style-type: none"> - student population which would be offered packaged schedules (e.g., new students with no prior units who are seeking a degree or transfer) - excluded program maps for alignment purposes (e.g., certificate programs) - full-time/part-time unit range - desired number of packaged schedules (e.g., one FT/PT per area of interest + undecided option) 	Fall 2020	Dean, Student Services - Counseling, and Transfer Services; VPI Office; Interim Dean, Outreach, FYE, and Pathway Communities; AVPs of Instruction	n/a	Planning to Scale	[Start Right V.A]
7.2	Develop enrollment forecasting model for packaged courses (and ideally sections) that considers historical trends, enrollment patterns, likely variations due to adoption of areas of interest/program roadmaps, multiple points of entry during the term, guaranteed courses, which students will use packaged schedules, etc.	By Spring 2021	VPI, AVPs, all deans, VPSS	n/a	Planning to Scale	While the ELSS is a possibility, it may not be able to handle this type of projection due to lack of data about certain criteria and assumptions unique to the redesign

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7.3	Work with Outreach and Achieve at ARC to plan/map delivery method(s), timing, and technology to provide students with the first term schedule options	By Spring 2021	Deans of Student Services, VPSS, Outreach, and Achieve Center	n/a	Planning to Scale	
7.4	Develop <u>Phase I</u> packaged first term schedules based on previously defined parameters	By Summer 2021	VPI, VPSS, AVPs, Deans	n/a	Planning to Scale	Include math, English, and general education course(s)
7.5	Run enrollment demand projections for packaged courses that consider both historical trends, likely variations due to adoption of areas of interest/program roadmaps, and multiple points of entry during the term	Late Summer/Early Fall 2021	VPSS, VPI, Research, Dean of Admissions, AVPs	n/a	Planning to Scale	
7.6	Commit to scheduling practices with sufficient FTE to guarantee available sections to meet projected demand of students using Phase I packaged schedules	Fall 2021	VPI, AVPs, Deans of Instruction	n/a	Planning to Scale	[Start Right V.A.1.d]
7.7	Launch to incoming students via Achieve at ARC	Spring 2021 (for Fall 2021)	VPSS, Deans of Student Services, Outreach	n/a	Planning to Scale	
7.8	Capture feedback to assess unanticipated barriers and/or need for refinement <ul style="list-style-type: none"> - <i>Feedback from students during pre-term experience</i> - <i>Feedback from counselors/enrollment services</i> - <i>Feedback from schedulers/instructional administrators/instructional faculty</i> 	Spring 2022	Research	n/a	Not Occurring	

Phase II (after roadmaps): Determine packaged courses based on the full set of program roadmaps

#	Key Activity	Timeline	Title or Role	Council	Status	Notes/References
7.9	Consider feedback from Phase I and determine any desired modifications	Spring 2022	VPI, VPSS, AVPs, Deans	n/a	Not Occurring	
7.10	Refine the enrollment projection model to incorporate any relevant modifications	By Spring 2023	VPI, VPSS, AVPs	n/a	Not Occurring	
7.11	Develop <u>Phase II</u> packaged first term schedules based on previously defined parameters and aligned with program roadmaps as appropriate	By Spring 2023	VPI, AVPs, VPSS, Deans, Clarify Program Paths	n/a	Not Occurring	[Start Right, V.A] The full set of roadmaps are expected by Spring 2020.

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7.12	Run enrollment demand projections for expected courses that consider both historical trends, likely variations due to adoption of areas of interest/program roadmaps, and multiple points of entry during the term	Late Summer/Early Fall 2022	Research	n/a	Not Occurring	
7.13	Commit to scheduling practices with sufficient FTE to guarantee available sections to meet projected demand of students using Phase II packaged first term schedules	Fall 2022	VPI, AVPs, Deans of Instruction	n/a	Not Occurring	[Start Right V.A.1.d)
7.14	Launch to incoming students via Achieve at ARC	Spring 2023 (for Fall 2023)	VPSS, Deans of Student Services, Outreach	n/a	Not Occurring	
7.15	Capture feedback to assess unanticipated barriers and/or need for refinement	Summer 2023	Research	n/a	Not Occurring	
7.16	Refine packaged schedules as needed based on feedback	Fall 2023	VPS, VPSS, AVPs, Deans, Research	n/a	Not Occurring	

Cross-References: [#2 – Program Roadmaps](#); [#6 – Achieve at ARC Scaling](#); [#23 – ELSS](#); [Related Project Work](#)

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8. PATHWAY COMMUNITIES (Ongoing Connection)

Pathway communities would be structured around areas of interest and provide an ongoing connection from first term throughout the student's program. They focus on academic, program- and career-specific information as well as events and communications relevant to all students in the area of interest. Within Pathway Communities, Success Teams would provide initial and ongoing support including case management and wrap-around services. Success teams would be the vehicle for the case management function as students transition from Achieve at ARC to aligned Pathway Communities. The pre-term experience is an extended orientation that would take place over multiple days. It is likely to involve areas of interest, opportunity to modify packaged courses in first term schedule options, success teams, and pathway communities. The existing GPS structure needs to be assessed for potential restructuring or consolidation with the scaled Achieve at ARC and pre-term experience to avoid unnecessary duplication.

#	Key Activity	Timeline	Title or Role	Council	Status	Notes/References
8.1	Develop the use of pathway communities as the primary vehicle for providing academic, program- and career-specific information to current students	Fall 2019	VPI Office; VPSS; Interim Dean, Outreach, FYE, and Pathway Communities	n/a	At Scale	[IPaSS VIII]
8.2	Develop and adopt the standard practices for activities and/or outcomes required of all pathway communities	Fall 2019	PES	n/a	At Scale	These are the minimum thresholds expected of any pathway community
8.3	Revisit areas of interest from an operational perspective to determine whether adjustments or consolidation are needed for better facilitation of the student experience	Fall 2020	PES	n/a	Scaling in Progress	
8.4	Determine the mechanism for attaching a student to a pathway community once an area of interest is declared	By Fall 2020	VPI Office; Interim Dean, Outreach, FYE, and Pathway Communities, VPSS, PES	n/a	At Scale	Data may come from the process for selecting an area of interest contained in the Achieve at ARC scaling timeline
Success Teams (1st Term & Ongoing Support)						
8.5	Clarify roles of the primary administrator and Student Success Council related to success teams	Fall 2019	President's Executive Staff, SSC Chairs	n/a	Scaling in Progress	[Start Right III.B] – referred to as gateways]
8.6	Develop and adopt criteria that defines the attributes required of all success teams	Fall 2018	Interim Dean, Outreach, FYE, and Pathway Communities, VPSS	n/a	At Scale	[Start Right III.A] ; these are “must have” components to be considered a success team
8.7	Implement tools needed to assign students to success teams and to monitor services provided.	Fall 2020	Interim Dean, Outreach, FYE, and Pathway Communities, AVP, VPSS, AVPI	n/a	Planning to Scale	Starfish was implemented in Fall 2020

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8.8	Develop and implement a case management model and identify appropriate staffing.	Fall 2018	Dean, Student Services -Counseling, and Transfer Services	n/a	At Scale	
8.9	Provide continued training to success team members to support student success outcomes	Fall 2018 and ongoing	President's Executive Staff or designee	n/a	Scaling in Progress	
8.10	Develop and implement standard practices for activities and/or objectives required of all success teams	By Spring 2021	Interim Dean, Outreach, FYE, and Pathway Communities, PES	n/a	Planning to Scale	These are minimum thresholds expected of any success team
8.11	Establish the process for creating new success teams with an intentional focus (e.g., mandated groups)	By Fall 2021	Interim Dean, Outreach, FYE, and Pathway Communities, VPSS	n/a	Planning to Scale	[Start Right XII.C-XII.N]
8.12	Evaluate existing entities and determine the needed resources to bring student success teams to scale	Summer 2021	VPSS Office	n/a	Scaling in Progress	
8.1	Determine how existing learning communities could be incorporated into the framework of a success team as a complementary support	By Summer 2021	VPSS, VPI	n/a	Planning to Scale	
8.14	Determine process by which students connect to a success team and who may be served by another program to streamline services and support.	By Fall 2021	Interim Dean, Outreach, FYE, and Pathway Communities; Dean, Student Services, Counseling, and Transfer Services, VPSS	n/a	Planning to Scale	
8.15	Allocate resources to allow setup and launch of any new success teams before summer 2020	By Spring 2021	President's Executive Staff of designee, VPSS Office	n/a	Scaling in Progress	
8.16	Fully scaled success team model becomes operational in conjunction with the pre-term experience	Summer 2021	Interim Dean, Outreach, FYE, and Pathway Communities; Dean, Student Services - Counseling, and Transfer Services; Dean, Student Services – Student Support Services, VPSS	n/a	Planning to Scale	
8.17	Pre-Term Experience (Extended Orientation)					
8.18	Assess and utilize what was learned from the Summer 2018 extended orientation to fully design a pre-term experience and potentially an alternative experience for late-start students	Fall 2018	Dean, Equity Programs and Pathways, VPSS	n/a	Scaling in Progress	[Start Right XI]

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8.19	Coordinate with Achieve at ARC, Success Teams, Pathway Communities, Financial Aid, CDC, and others as needed to refine the design	Early Spring 2021	Interim Dean, Outreach, FYE, and Pathway Communities, VPSS	n/a	Planning to Scale	
8.20	Determine a process for students to identify their programs of study and first semester course options.	Spring 2021 for Fall 2021	Interim Dean, Outreach, FYE, and Pathway Communities, VPSS; VPI	n/a	Not Systematic	
8.21	Schedule experiences for the Fall 2020 semester (pre-term events beginning in summer)	Fall 2019	Interim Dean, Outreach, FYE, and Pathway Communities, VPSS	n/a	Planning to Scale	
8.22	Advertise pre-term experience opportunities to students	Spring 2021	Interim Dean, Outreach, FYE, and Pathway Communities, VPSS	n/a	Planning to Scale	
8.23	Conduct first set of experiences and collect feedback from those involved	Summer 2021	Interim Dean, Outreach, FYE, and Pathway Communities, Research	n/a	Planning to Scale	
8.24	Refine experience as needed	Fall 2021	Interim Dean, Outreach, FYE, and Pathway Communities, VPSS	n/a	Planning to Scale	
Get Connected (formerly GPS)						
8.25	Assess the existing GPS structure considering the plan for the overall redesigned experience (Note: GPS sessions concluded in July and in August 2018. Get Connected sessions were first offered in August and will begin in November/December for students who start ARC in Spring 2019.)	Fall 2018	Interim Dean, Outreach, FYE, and Pathway Communities, VPSS	n/a	Scaling in Progress	[Start Right, V.E]
8.26	Continue to explore the best way to connect with students to provide them with an overview of ARC resources and support and to offer students direction when it comes to course planning.	By Fall 2019	Interim Dean, Outreach, FYE, and Pathway Communities, VPSS	n/a	Scaling in Progress	
8.27	Consider, refine, and adopt a proposed approach	Fall 2019	Interim Dean, Outreach, FYE, and Pathway Communities; Dean, Student Services – Counseling and Transfer Services; Dean, Student Services – Student Support Services, VPSS	n/a	Scaling in Progress	
Pathway Community Launch						

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8.29	Establish standard process across all pathway communities for moving students based on changes in area of interest	By Spring 2020	PES	n/a	Planning to Scale	
8.30	Allocate resources to allow setup and launch of pathway communities by Summer 2020	By Spring 2020	President's Executive Staff or designee	n/a	Scaling in Progress	
8.31	Train employees who will serve a role in facilitating pathway communities	By Spring 2020	VPSS, VPI, Deans of Student Services	n/a	Planning to Scale	
8.32	Plan and implement pathway presence (e.g., social media presence)	By Summer 2020	PIO	n/a	Scaling in progress	
8.33	Launch pathway communities to students	Summer 2020	PES, Outreach, Deans of Student Services	n/a	At Scale	Likely to be introduced at the pre-term experience

Cross-References: [#1 - Areas of Interest](#); [#6 – Achieve at ARC Scaling](#);

9. PEER MENTORING

There is an interest in developing a peer mentoring program utilizing students who have previously participated in the Achieve at ARC experience.

#	Key Activity	Timeline	Title or Role	Council	Status	Notes/References
9.1	Fully develop a plan for the peer mentoring program and how it integrates with other redesign components	By Spring 2021	Interim Dean, Outreach, FYE, and Pathway Communities, VPSS	n/a	Not Systematic	[IPaSS V]
9.2	Request program budget	Spring 2021	VP, Student Services; Interim Dean, Outreach, FYE, and Pathway Communities	n/a	Not Systematic	
9.3	Develop a peer mentor training program	Spring 2021	Interim Dean, Outreach, FYE, and Pathway Communities, VPSS	n/a	Not Systematic	
9.4	Recruit, select, and train initial group of mentors	Spring 2021	Interim Dean, Outreach, FYE, and Pathway Communities	n/a	Not Systematic	
9.5	Allocate resources to allow setup and launch of the peer mentor program by Summer 2019	Summer 2021	Interim Dean, Outreach, FYE, and Pathway Communities	n/a	Not Systematic	
9.6	Launch peer mentoring	Summer 2021	Interim Dean, Outreach, FYE, and Pathway Communities	n/a	Not Systematic	

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Cross-References:

IMPLEMENTATION SUMMARY

10. PHYSICAL ACCESS AND NAVIGATION: WAYFINDING

An effort is currently underway to improve campus navigation through the use of zones, signage, and other strategies.

#	Key Activity	Timeline	Title or Role	Council	Status	Notes/References
10.1	Clarify the organizational format (see question below) and make adjustments to the conceptual design if needed	Fall 2018	Director, Administrative Services	Operations Council	Scaling in progress	
10.2	Vet the conceptual design through constituency groups	Fall 2018	Director, Administrative Services	Operations Council	Scaling in progress	
10.3	Make adjustments as needed and finalize conceptual design	Fall 2018	Director, Administrative Services	Operations Council	Scaling in progress	[Start Right, V.G]
10.4	Consider, recommend, and adopt conceptual design	Fall 2018	Director, Administrative Services	Operations Council	Scaling in progress	
10.5	Publicize the plan to the campus in preparation for major changes	Spring 2019	Director, Administrative Services	Operations Council	Scaling in progress	
10.6	Contract with vendors as needed to create signage, banners, and other materials	Spring 2019	Director, Administrative Services	Operations Council	Scaling in progress	
10.7	Develop any technology-mediated components (QR codes, etc.)	Spring 2019	Director, Administrative Services	Operations Council	Scaling in progress	
10.8	Create new campus maps for use on the web site and in publications	Spring 2019	Director, Administrative Services	Operations Council	Scaling in progress	
10.9	Install new signage, banners, and other materials; make other changes as planned	Summer 2019/Fall 2019	Director, Administrative Services	Operations Council	Scaling in progress	
10.10	Acquire new photos of the campus	Fall 2019	Director, Administrative Services	Operations Council	Scaling in progress	
10.11	Update the web site and other publications with new images, maps, and descriptions	Fall 2019	Director, Administrative Services	Operations Council	Scaling in progress	
10.12	Evaluate effectiveness of wayfinding improvements and refine as needed	By end of Fall 2019	Director, Administrative Services	Operations Council	Scaling in progress	

Cross-References: [#24 - Facilities Master Plan](#)

IMPLEMENTATION SUMMARY

11. PHYSICAL ACCESS AND NAVIGATION: WELCOME & SUPPORT CENTER

Most onboarding services are being moved to a centralized location to create a welcome center for new students.

#	Key Activity	Timeline	Title or Role	Council	Status	Notes/References
11.1	Consolidate most student services in a centralized location for onboarding	Summer 2019	VPSS, Deans of Student Services	n/a	Scaling in Progress	[Start Right, V.G]
11.2	Consider renaming or rebranding areas within the centralized location	Spring/Fall 2019	VPSS, Dean of Admissions, Dean of Student Support Services, BSO, VPA	n/a	At Scale	[Start Right, V.G]
11.3	Make adjustments as needed to business processes and staffing in order to facilitate a one-stop model	TBD	VPSS, Deans of Student Services	n/a	Scaling in Progress	
11.4	Update website, publications, and other materials to reference the Welcome Center and any renamed areas	Spring/Fall 2019/Ongoing	VPSS, Dean of Student Services	n/a	At Scale	
11.5	Communicate the changes to employees with clear directions on how to guide new students	Summer/Fall 2019/Ongoing	VPSS, PIO	n/a	At Scale	

Cross-References: [#24 – Facilities Master Plan](#); [#20 - Pre-Implementation Work](#); [#10 - Physical Access and Navigation \(Wayfinding\)](#)

IMPLEMENTATION SUMMARY

12. FIRST TERM EXPERIENCE (FYE COURSE)

A first term seminar course has been proposed to facilitate retention through community building, academic success strategies, personal development, and other methods. The course could also provide a way to reinforce connections to case management teams (Success Teams) and related supports.

#	Key Activity	Timeline	Title or Role	Council	Status	Notes/References
12.1	Further explore alternate models offered at other colleges, including those outside of California, to better understand options. In reviewing models, two questions to explore are: <ul style="list-style-type: none"> - <i>How is the course or non-course experience designed?</i> - <i>What is the intended purpose of the course or non-course experience?</i> 	Spring 2021	Resource Panel via the Student Success Council	SSC	Planning to Scale	[Start Right XII.A; IPaSS VI]
12.2	Based on exploration, submit a proposal to the Student Success Council that briefly summarizes the models reviewed; recommends an existing or modified model; and indicates next steps necessary for implementation including an estimated timeline.	By Fall 2022	Resource Panel via the Student Success Council	SSC	Planning to Scale	
12.3	Implement the model (steps TBD)	TBD pending proposal		n/a	[select status]	

Cross-References: #8 - Pathways Communities

IMPLEMENTATION SUMMARY

13. ALTERNATE EXPERIENCE(S) – “NOT NEW” STUDENT

Students who are not considered new to college (such as transfer, re-entry/returning, former advanced education, and others) and need alternate experiences if they are not expected to be directed to and/or served by Achieve at ARC.

#	Key Activity	Timeline	Title or Role	Council	Status	Notes/References
13.1	Identify groups of incoming students who would not be served by Achieve at ARC or other new student structures	Fall 2021	Interim Dean, Outreach, FYE, and Pathway Communities, VPSS	n/a	Not Systematic	
13.2	Identify any existing services or onboarding methods used by these students that will be eliminated as a result of the redesign	Fall 2021	Interim Dean, Outreach, FYE, and Pathway Communities, VPSS	n/a	Not Systematic	
13.3	Design one or more alternate experiences tailored to these student groups. Where possible, integrate with other redesign components such as pathway communities	Spring 2022	Interim Dean, Outreach, FYE, and Pathway Communities; Dean, Student Services -Counseling, and Transfer Services; Dean, Student Services – Student Support Services, VPSS	n/a	Not Occurring	
13.4	Determine the method to identify these students and invite them into the appropriate experience	Spring 2022	Interim Dean, Outreach, FYE, and Pathway Communities; Dean, Student Services -Counseling, and Transfer Services; Dean, Student Services – Student Support Services, VPSS	n/a	Not Occurring	
13.5	Implement structure necessary to run the proposed experience	Late Spring 2022	Interim Dean, Outreach, FYE, and Pathway Communities; Dean, Student Services -Counseling, and Transfer Services; Dean, Student Services – Student Support Services, VPSS	n/a	Not Occurring	
13.6	Train those involved in conducting the experience	Early Summer 2022	Interim Dean, Outreach, FYE, and Pathway Communities; Dean, Student Services -Counseling, and Transfer Services; Dean, Student	n/a	Not Occurring	

IMPLEMENTATION SUMMARY

			Services – Student Support Services			
13.7	Launch alternate experience for students	Summer 2022	Interim Dean, Outreach, FYE, and Pathway Communities, VPSS	n/a	Not Occurring	

Cross-References: [#6 – Achieve at ARC Scaling](#); #8 - Pathways Communities

14. TRANSITION SERVICES (Transfer and Career)

As students near completion of their chosen pathway, it is necessary to close the gap between ARC and the next stage of their journey. Transition services serve as the bridge to ensure ARC students successfully connect with an employer or continue their education at a university.

#	Key Activity	Timeline	Title or Role	Council	Status	Notes/References
14.1	Assess existing transfer and career services in light of the Redesign and determine opportunities to better serve students as they move beyond ARC	Fall 2020	Dean, Student Services -Counseling, and Transfer Services; Dean, Student Services – Student Support Services, VPSS	n/a	Not Systematic	
14.2	Consider how to expand services based on the role of the newly hired job placement coordinator	Fall 2019	?????	n/a	Not Systematic	
14.3	Consider potential ways to leverage Pathway Communities for early and continued connection to career possibilities	Fall 2020	Dean, Student Services -Counseling, and Transfer Services	n/a	Planning to Scale	
14.4	Determine desired strategies for improvement and prioritize into a tentative timeline	Spring 2021	VP, Student Services	n/a	Not Systematic	
14.5	Identify any resource needs that are essential to successful implementation of the planned strategies	Spring 2021	VP, Student Services	n/a	Not Systematic	
14.6	Implement the desired changes	Fall 2021	VP, Student Services	n/a	Not Occurring	
14.7	Evaluate effectiveness of the strategies and refine as needed	Fall 2022	VP, Student Services	n/a	Not Occuring	

Cross-References: #8 - Pathways Communities

IMPLEMENTATION SUMMARY

15. EVALUATION PLAN: EFFICACY OF REDESIGN IMPLEMENTATION

All three reports expressed an interest in assessing components of the redesign implementation. As students will experience the fully redesigned model, the evaluation plan could be designed to assess the effectiveness of the overall implementation.

#	Key Activity	Timeline	Title or Role	Council	Status	Notes/References
15.1	Identify questions that need to be answered through the assessment process (desired areas of assessment)	Spring 2021	Institutional Research Office	n/a	Not occurring	
15.2	Draft an assessment plan which addresses the intent of the Student Success Council	Fall 2021	Institutional Research Office	n/a	Not occurring	See Clarify Program Paths , Start Right , and IPASS reports for considerations
15.3	Consider, refine, and adopt the assessment plan	Fall 2021	Institutional Research Office	n/a	Not occurring	
15.4	Conduct assessment based on the plan, analyze data, and compile the results	TBD based on plan	Institutional Research Office	n/a	Not occurring	
15.5	Consider results and recommendations for improvement	By Spring 2022	Institutional Research Office	n/a	Not occurring	

Cross-References:

IMPLEMENTATION SUMMARY

16. INTERSECTION WITH DISTRICTWIDE PROCESSES

The following items were recommended but are dependent on the timing and outcome of districtwide processes and/or include an intersection of district and college processes.

#	Key Activity	Timeline	Title or Role	Council	Status	Notes/References
16.1	Explore splitting summer/fall enrollment periods	Spring 2020	VPI/VPSS	n/a	At Scale	[Start Right, X.A] This happened in April-June 2020 because of the Covid pandemic and its impacts
16.2	Acquire and implement a student experience lifecycle solution – Hobsons/HighPoint	TBD – Districtwide		n/a	[select status]	[IPaSS IV, VI, IX; Start Right VI.B]
16.3	Explore adding transaction confirmations to college systems (e.g., registration confirmation)	TBD – Districtwide		n/a	[select status]	[IPaSS IX, p. 33]
16.4	Explore assigning students an email address based on their name rather than student ID	TBD – Districtwide		n/a	[select status]	[IPaSS IX, p. 33]
16.5	Explore development of a student portal	TBD – Districtwide		n/a	[select status]	[Start Right p. 12, IPaSS p. 29-31]
16.6	Automate <u>student-facing</u> business processes	TBD		n/a	[select status]	Timeline contingent upon identification of business processes and assessment

Cross-References: TBD - implications are likely to exist across most other areas due to the breadth of intersections

IMPLEMENTATION SUMMARY

17. SUPPORTING TECHNOLOGIES: GENERAL EDUCATION SEARCH TOOL

There is an interest in adding a general education course search tool to the college web site to allow students to search for courses by criteria such as general education pattern, CSU/UC transferability, requirements at transfer institutions, themes, interests, and life/career competencies.

#	Key Activity	Timeline	Title or Role	Council	Status	Notes/References
17.1	Define requirements and desired features	Fall 2018	New committee TBD	n/a	[select status]	[Clarify Program Paths, Rec. #4]
17.2	Conduct technical assessment	Early Spring 2019	Information Technology	n/a	Not occurring	
17.3	Design, develop, and test new search tool	By Fall 2019*	Information Technology	n/a	Not occurring	*tentative timeline pending technical assessment
17.4	Incorporate into college web site	September 2019	Information Technology, Public Information Officer	n/a	Not occurring	
17.5	Launch search tool to students and communicate availability to employees	October 2019	Information Technology, Public Information Officer	n/a	Not occurring	
17.6	Assess and refine tool based on user feedback	Spring 2020	Information Technology, Public Information Officer	n/a	Not occurring	

Cross-References:

IMPLEMENTATION SUMMARY

18. SUPPORTING TECHNOLOGIES: STUDENT COMMUNICATIONS PLATFORM

There were multiple recommendations related to communications which are likely to require short-term and long-term approaches beyond implementation of Hobsons/HighPoint.

#	Key Activity	Timeline	Title or Role	Council	Status	Notes/References
18.1	Define short-term requirements and desired features that are immediately needed to supplement Canvas prior to scaling of Achieve at ARC, success teams, and pathway communities	Fall 2018		n/a	[select status]	Districtwide Process for all of these activities. Refer to Starfish Connect efforts
18.2	Identify short-term solutions that can be quickly implemented with minimal commitment to address defined needs	Spring 2019		n/a	[select status]	
18.3	Implement short-term solutions phased to be available as needed by various components	Summer and Fall 2019		n/a	[select status]	
18.4	Assess long-term communications technology needs in light of available information on anticipated Hobsons/HighPoint functionality	TBD		n/a	[select status]	[Start Right VI.B, VI.C, XIII.F]
18.5	Recommend a technology master plan that identifies all technologies needed to create a well-integrated communications platform	TBD		n/a	[select status]	
18.6	Based on the draft plan, recommend a structure for developing and managing student communications incorporating all available technologies	TBD		n/a	[select status]	[IPaSS IX, p. 32-33 and 42]
18.7	Consider, refine, and adopt the technology master plan	TBD		n/a	[select status]	
18.8	Consider, refine, and allocate resources to the communication structure recommended by the Student Success Council	TBD	President's Executive Staff or designee	n/a	[select status]	

Cross-References: [#6 – Achieve at ARC Scaling](#); [#8 - Pathways Communities](#); [#26 – Integrated Planning Improvement](#); possibly others TBD

IMPLEMENTATION SUMMARY

19. SUPPORTING TECHNOLOGIES: ALERT AND PROGRESS REPORTING

An effective, technology-enabled early alert and progress reporting system is needed to enable proactive and/or responsive intervention based on analytics, employee observation, and/or student self-reporting.

#	Key Activity	Timeline	Title or Role	Council	Status	Notes/References
19.1	Identify and/or refine desired functionality and features for early alert, progress reporting, and related coaching/nudges based on predictive analytics or rule-based triggers	Fall 2018		n/a	[select status]	[IPaSS, p. 16, et al.] Refer to District wide process for Starfish early alert.
19.2	Assess and determine which desirable features and functionality will potentially be met by Hobsons Early Alert; identify any gaps	Spring 2019		n/a	[select status]	
19.3	Identify options for meeting gaps (e.g., commercially-available products or estimate of work involved with in-house development)	Summer 2019		n/a	[select status]	
19.4	Consider options and recommend solution to supplement or be used in lieu of Hobsons (if needed)	Fall 2019		n/a	[select status]	
19.5	Acquire and/or develop the identified solution(s)	Spring 2019		n/a	[select status]	
19.6	Implement and train employees on the new solution(s)	Fall 2020/Spring 2021	AVPSS	n/a	[select status]	
19.7	Launch the new solution(s)	Fall 2020	AVPSS; District	n/a	[select status]	

Cross-References: [#6 – Achieve at ARC Scaling](#); [#8 - Pathway Communities](#)

IMPLEMENTATION SUMMARY

20. PRE-IMPLEMENTATION WORK

The following items are necessary steps to facilitate and/or connect the previous components.

#	Key Activity	Timeline	Title or Role	Council	Status	Notes/References
20.1	Map and/or diagram how the various components connect together into a holistic student experience	Early Fall 2018		n/a	Planning to Scale	May need separate maps for new students and other student types
20.2	Establish methods for monitoring and coordination of the various inter-related components of the plan	Early Fall 2018		n/a	Planning to Scale	
20.3	Identify leads for each component of the implementation that is not assigned to an existing project team or other entity	Early Fall 2018		n/a	Planning to Scale	
20.4	Assess and allocate staffing, facilities, and/or other resources needed to accomplish the implementation plan	Ongoing		n/a	Planning to Scale	Clarify Program Paths , IPaSS , and Start Right reports reference resource needs
20.5	Assign responsibility for holistically assessing the changes needed to employee roles, job functions, and job descriptions across the redesigned student services model	Fall 2018		n/a	Planning to Scale	[IPaSS , p. 17, et al.]
20.6	Communicate the “big picture” plan to the campus	Fall 2018		n/a	Planning to Scale	
20.7	Develop a comprehensive training plan that encompasses all aspects of the redesign and allows training to be staged with the launch cycle	Fall 2018		n/a	Planning to Scale	
20.8	Assign responsibility to someone to provide regular campus updates on redesign implementation	Fall 2018		n/a	Planning to Scale	[IPaSS XII]
20.9	Document the case management model including its purpose, structure, features, and intended benefits	Fall 2018 (first draft)		n/a	Planning to Scale	
20.10	Conduct business process analysis across student services to assess potential to automate manual tasks	Fall 2018 and ongoing		n/a	Planning to Scale	[IPaSS IV , p.17]
20.11	Determine potential viability of structures such as a first-year instruction and support community of practice based on expected staffing structure and other available interaction mechanisms	By Fall 2019		n/a	Planning to Scale	[IPaSS VII , p. 23-25; IPaSS XII , p. 39]

IMPLEMENTATION SUMMARY

Cross-References: Prerequisite to all previous sections (1-22)

21. GOVERNANCE REDESIGN

Governance Framework

#	Key Activity	Timeline	Title or Role	Council	Status	Notes/References
21.1	Convene Task Force	2016-17	College President; Dean, Planning, Research, and Technology	n/a	At scale	
21.2	Develop and adopt Framework	October 2017	Task Force	n/a	At scale	
21.3	Develop operational procedures and systems	Spring 2018	Dean, Planning, Research, and Technology; designated faculty member	n/a	At scale	
21.4	Adopt facilitative leadership and project management techniques	Spring 2018	Executive Leadership Team	ELT	At scale	
21.5	Operationalize framework through training, communication, and other tactics	2018-19	Dean, Planning, Research, and Technology; designated faculty member	IEC	At scale	
21.6	Institutionalize governance structure with staffing allocation and process refinement	2019-20	Dean, Planning, Research, and Technology	IEC	At scale	

Cross-References:

IMPLEMENTATION SUMMARY

22. PROJECT RECOMMENDATIONS (2018-19): ARC ONLINE 2.0

ARC Distance Education Plan (2019-2025)

#	Recommendation	Timeline	Title or Role	Council	Status	Notes/References
Online Course Scheduling						
22.1a	Utilize the top five online program pathways for year one as identified by Team 2 to develop the foundation for the initial online offerings of the Virtual Education Center	Begin Spring 2021	VPI and AVP's	SSC	Scaling in Progress	
22.1b	Provide an initial assignment of FTE specifically to the Virtual Education Center for the purposes of developing and offering the courses for the top five programs	Begin Summer 2021	VPI and AVP's	SSC	Scaling in Progress	
22.1c	Use data (e.g., Ad Astra and education plans) to determine if additional FTE allocation should be considered	Begin Summer 2021	VPI and AVP's	SSC	Not Occuring	Dependent on data availability
22.1d	Create a three-year project timeline for Virtual Education Center programs to include both existing programs and those to be developed	Begin Fall 2021	VPI and AVP's	SSC	Scaling in Progress	
22.1e	Investigate and integrate accelerated learning options to provide timely completion	Begin Fall 2021	VPI and AVP's	SSC	Scaling in Progress	
Online Pathways – Existing Programs						
22.2a	Identify programs by percentage of core courses offered online to establish a threshold percentage for fully online offering potential	Begin Spring 2021	VPI and AVP's	SSC	Scaling in Progress	
22.2b	Identify online GE courses	Begin Spring 2021	VPI and AVP's	SSC	Scaling in Progress	
22.2c	Utilize existing department-approved modality-neutral program maps, identify courses offered online and those which are not currently being offered online—including GE	Begin Fall 2021	VPI and AVP's	SSC	Scaling in Progress	
22.2d	Create fully online program maps which are approved, shared, and advertised	Begin Fall 2021	VPI and AVP's	SSC	Scaling in Progress	
22.2e	Create an ongoing process to regularly develop and review online program pathways	Begin Fall 2021	VPI and AVP's	SSC	Scaling in Progress	

IMPLEMENTATION SUMMARY

22.2f	Recommend that the Program Pathways Committee includes American River College online faculty members	Fall 2020	VPI	SSC	Not Occuring	
New Program Development						
22.3a	Develop a DE focused cyclical mechanism for addressing course and program planning to include improvement, modification, elimination, and additions that align with student and market demand	Begin Spring 2021	VPI and AVP's	SSC	Not Occuring	
22.3b	Develop and offer blueprint templates to aid in the creation of "plug and go" course offerings to encourage rapid development	Begin Spring 2021	VPI and AVP's	SSC	Scaling in Progress	
22.3c	Investigate and apply Online Competency-Based Education (CBE)	Begin Fall 2021	VPI and AVP's	SSC	Not Occuring	
22.3d	Identify and secure FTE for new course offerings	Begin Fall 2021	VPI and AVP's	SSC	Scaling in Progress	
22.3e	Monitor and analyze the user experience to inform program improvement	Begin Fall 2021	VPI and AVP's	SSC	Not systematic	
Online Services						
22.4a	Redesign paper-based processes to be inclusive of electronic processes	Begin Spring 2021	Interim Dean, Outreach, FYE, and Pathway CommunitiesDean, Student Services – Counseling and Transfer Services; Dean, Student Services –Student Support Services, VPSS	SSC	Scaling in Progress	
22.4b	Improve online communication and access to timely information <ul style="list-style-type: none"> ● College website ● Success Team (case management) ● Text messaging ● Online chat ● CCCApply data 	Begin Spring 2021; timeline varies by item	Interim Dean, Outreach, FYE, and Pathway CommunitiesDean, Student Services – Counseling and Transfer Services; Dean, Student Services –Student Support Services, VPSS	SSC	Scaling in Progress	
22.4c	Address technological limitations that inhibit student support	Establish standard and determine needs in 2020-21;	Interim Dean, Outreach, FYE, and Pathway CommunitiesDean, Student Services – Counseling and Transfer Services; Dean,	SSC	Not systematic	

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		allocate resources and implement in 2021-22	Student Services –Student Support Services, VPSS			
22.4d	Bring initial online counseling efforts to scale & across all student services	Establish standard and determine needs in 2020-21; allocate resources and implement in 2020-21	Dean, Student Services – Counseling and Transfer Services; Dean, Student Services –Student Support Services, VPSS	SSC	Not occurring	
22.4e	Offer an alternative virtual option in any American River College business practice that currently requires the student to attend an in-person meeting	Establish standard and determine needs in 2020-21; allocate resources and implement in 2021-22	Interim Dean, Outreach, FYE, and Pathway Communities; Dean, Student Services – Counseling and Transfer Services; Dean, Student Services –Student Support Services, VPSS	SSC	Not systematic	
22.4f	Explore how Los Rios/American River College might extend more support to online students outside of normal business hours	Fall 2020and ongoing	Interim Dean, Outreach, FYE, and Pathway Communities; Dean, Student Services – Counseling and Transfer Services; Dean, Student Services –Student Support Services, VPSS	SSC	Not systematic	
22.4g	Explore how technology might be utilized to create connection and engage online students outside the classroom	Summer 2021and ongoing	Interim Dean, Outreach, FYE, and Pathway Communities; Dean, Student Services – Counseling and Transfer Services; Dean, Student Services –Student Support Services, VPSS; VPI, AVPs	SSC	Not systematic	
22.4h	Develop a student support team model for exclusively online students	Fall 2021and ongoing	Interim Dean, Outreach, FYE, and Pathway CommunitiesDean, Student	SSC	Scaling in Progress	

IMPLEMENTATION SUMMARY

			Services – Counseling and Transfer Services; Dean, Student Services –Student Support Services, VPSS			
22.4i	Explore how programs which support disproportionately impacted students can effectively engage online students	Fall 2021and ongoing	Interim Dean, Outreach, FYE, and Pathway Communities; Dean, Student Services – Counseling and Transfer Services; Dean, Student Services –Student Support Services, VPSS	SSC	Not occurring	

Cross-References: [#18 – Student Communications Platform](#); [#8 - Pathway Communities](#); [#2 – Program Roadmaps](#); [#3 – Program Paths Mgmt.](#); [Related Project Work](#)

IMPLEMENTATION SUMMARY

23. PROJECT RECOMMENDATIONS (2018-19): ENTERPRISE-LEVEL SCHEDULING SOLUTION

March 2019 Project Update

#	Recommendation	Timeline	Title or Role	Council	Status	Notes/References
23.1	TBD – no formal recommendations; see March 2019 project update for current status.		Project team leads	SSC		Districtwide Process for Implementation

Cross-References: [Related Project Work](#)

24. PROJECT RECOMMENDATIONS (2018-19): FACILITIES MASTER PLAN

Final Plan

#	Recommendation	Timeline	Title or Role	Council	Status	Notes/References
24.1	Establish and operationalize the campus zone system	TBD	Vice President of Administrative Services	OC	At Scale	#13 Physical Access and Navigation (Wayfinding)
	Major Facility Projects					
24.2a	Technical Education Modernization		Vice President of Administrative Services	OC	At Scale	
24.2b	Corporation Yard Modernization	TBD	Vice President of Administrative Services	OC	At Scale	
24.2c	Stadium Modernization	TBD	Vice President of Administrative Services	OC	At Scale	
24.2e	Davies Hall Modernization	TBD	Vice President of Administrative Services	OC	At Scale	
24.2f	Science Modernization	TBD	Vice President of Administrative Services	OC	At Scale	
24.2g	Welcome & Support Center Modernization/Expansion	TBD	Vice President of Administrative Services	OC	At Scale	
24.2h	New Administration Building	TBD	Vice President of Administrative Services	OC	At Scale	
24.2i	Raef Hall/Future Instructional Space	TBD	Vice President of Administrative Services	OC	At Scale	

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24.2j	Fine Arts Building Modernization	TBD	Vice President of Administrative Services	OC	At Scale	
24.2k	Environmental Resources Modernization	TBD	Vice President of Administrative Services	OC	At Scale	
24.2l	North Parking	TBD	Vice President of Administrative Services	OC	At Scale	
24.2m	Transit Center & West Parking	TBD	Vice President of Administrative Services	OC	At Scale	
24.2n	Physical Education Modernization	TBD	Vice President of Administrative Services	OC	At Scale	
24.2o	Campus Promenade	TBD	Vice President of Administrative Services	OC	At Scale	
24.2p	Student Quad	TBD	Vice President of Administrative Services	OC	At Scale	
24.2q	PE Plaza	TBD	Vice President of Administrative Services	OC	At Scale	
24.2r	Campus Police Building	TBD	Vice President of Administrative Services	OC	At Scale	
24.2s	Paramedics	TBD	Vice President of Administrative Services	OC	At Scale	
24.2t	Welcome Loop	TBD	Vice President of Administrative Services	OC	At Scale	

Cross-References: [#10 – Physical Access and Navigation \(Wayfinding\)](#); [#11 – Physical Access and Navigation \(One Stop Welcome Center\)](#)

IMPLEMENTATION SUMMARY

25. PROJECT RECOMMENDATIONS (2018-19): INSTITUTIONAL EQUITY PLAN

Final Plan

#	Recommendation	Timeline	Title or Role	Council	Status	Notes/References
Setting the Foundation for Equity						
25.1a	Affirm the proposed definitions of equity-related terminology	Summer 2019	Governance	Approved	Summer 2019	
25.1b	Adopt the proposed equity framework and lens	Summer 2019	Governance	Approved	Summer 2019	
Campus Climate						
25.2a	Focus on welcoming disproportionately impacted communities at ARC	FA 2019 – FA 2020	Achieve, HomeBases, Learning Communities	HomeBase Implementation Team	FA 2019 – FA 2020	
25.2b	Conduct a climate study and a corresponding climate audit that utilizes an equity lens	2019-2020	Institutional Research & Disproportionate Impact PT	Preliminary Report(s)	2019-2020	
25.2c	Build institutional capacity in cultural awareness and equity consciousness	2020-2021	Office of Equity & Inclusion, CTL, PRIDE Center, UndocuScholar RC	UndocuAlly/Educator Trainings, Safe Space Trainings, Trans Inclusion Trainings, FLEX (Faculty), Common Read	2020-2021	

IMPLEMENTATION SUMMARY

Organizational Structure						
25.3a	Cultivate a clear sense of accountability for making institutional equity a priority	2020-2021	Office of Equity & Inclusion, Professional Development Project Team, Disproportionate Impact Project Team, Public Information Office, Institutional Effectiveness Council, Operations Council	Equity Framework, Website, PD Project Team recommendations	2020-2021	
25.3b	Foster greater collaboration related to equity issues and interests	2020-2021	Led by Office of Equity & Inclusion, CTL & Institutional Effectiveness Council	Annual Unit/Program Planning	2020-2021	
25.3c	Extend transparency	2020-2021	President’s Executive Staff and Administrative Leadership Council	Budget Equity Tool	2020-2021	
Human Resources						
25.4a	Offer training and development to all employees specific to equity and social justice	2020-2021	Led by Office of Equity & Inclusion and CTL	FLEX, Convocation, Common Read, Talk It Through Thursdays, Exploring Equity	2020-2021	
25.4b	Nurture the essential conditions to hire and retain people of color	Summer 2020	Office of Equity & Inclusion, CTL & DO HR	Not systematic	Summer 2020	

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Communication						
25.5a	Operationalize the shared definitions, framework, and lens	Fall 2020	Office of Equity and Inclusion	Added to HTB & ER training, Website, Info sessions	Fall 2020	
25.5b	Develop and execute a communication plan focused on equity	2020-2021	Office of Equity and Inclusion; PIO; PES	Spirituality Series	2020-2021	
25.5c	Assess and collaboratively revise college guidelines and procedures	Spring 2021	Office of Equity & Inclusion, Achieve, IEC, Institutional Research		Spring 2021	
25.5d	Infuse equity communication by leaders throughout the organization	2020-2021	PES, ELT, & ALC		2020-2021	
Instruction and Curriculum						
25.6a	Provide faculty with resources to help prioritize curriculum that is inclusive of students from marginalized communities	Ongoing	EAI, EPDP, ITC, & CTL	FLEX;	Ongoing	
25.6b	Ensure faculty have access to information (data) necessary for promoting the success of students from marginalized communities	SP 2020	Data On-Demand System, CTL/Institutional Research	Annual Unit Planning/Program Review; EAI Packet, Data on-Demand info sessions;	SP 2020	

IMPLEMENTATION SUMMARY

				Integrated Planning Portal		
25.6c	Sustain and support instructional approaches for supporting students of color	SP 2021	Office of Equity & Inclusion, CTL, EAI, and EPDP	FLEX, DI Project Teams	SP 2021	
	Physical Spaces					
25.7a	Improve physical space to promote success for people with disabilities	Ongoing	Operations & ADA/504 Coordinator	STEM Building	Ongoing	
25.7b	Equip classrooms with flexible seating configurations	TBD	Operations	[select status]	TBD	
25.7c	Foster a more welcoming and safe physical environment for transgender and non-binary people	FA 2020	PRIDE Center & Office of Equity & Inclusion	[select status]	FA 2020	
25.7d	Dedicate more space to supporting marginalized students	SP 2021	Operations Council	[select status]	SP 2021	
25.7e	Adapt the physical environment to better support student parents	FA 2021	CDC?	[select status]	FA 2021	
	Student Support					
25.8a	Increase planning and training related to hate and bias incidents	Fall 2020	The Hub, Equity Advisory Council	Not occurring	Fall 2020	
25.8b	Promote collaborative planning at the department/unit-level	TBD	ALC, Institutional Research, PIO	Scaling in progress	TBD	

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25.8c	Expand mental health services focused on marginalized students	SP 2020	Health & Wellness (DO)	Planning to scale	SP 2020	
25.8d	Plan to strategically and comprehensively meet basic needs for students	AY 2020	CL&D & Student Services, Health & Wellness	Scaling in progress	AY 2020	
25.8e	Enhance and increase onboarding efforts for marginalized students	Fall 2019 – Fall 2020	Achieve & HomeBases (Virtual & Physical)	Not systematic	Fall 2019 – Fall 2020	
25.8f	Allocate regular staffing in physical spaces designed for marginalized communities	IN Progress	PES & VPA	Initiated	Fall 2020	Virtual Black Cultural Center

Cross-References: [Related Project Work](#); #8 - Pathway Communities; [#18 – Student Communications Platform](#); [#24 – Facilities Master Plan](#); [#27 – Wellness Center](#)

26. PROJECT RECOMMENDATIONS: INTEGRATED PLANNING IMPROVEMENT

[Integrated Planning Guide \(2018-19\)](#)

#	Recommendation	Timeline	Title or Role	Council	Status	Notes/References
	Program Review and Unit Planning					
26.1a	Adopt and implement the new program review and unit planning model	Spring 2018	Executive Leadership Team	IEC	At scale	
26.1b	Build a new integrated planning system to facilitate the work	By Fall 2018	Dean, Planning, Research, and Technology or designee	IEC	At scale	
26.1c	Improve access to data to inform program review	By Fall 2018	Dean, Planning, Research, and Technology or Designee	IEC	At scale	
26.1d	Provide training to end users and QuEST	Fall 2018	Program Review Committee	IEC	At scale	
	Integrated Planning					
26.2a	Adopt the Integrated Planning Guide	2019	Executive Leadership Team	IEC	At scale	
26.2b	Follow the Multi-Year Planning Calendar to ensure scheduled planning processes are completed	Ongoing	Dean, Planning, Research, and Technology	IEC	Scaling in progress	Appendix A

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Cross-References:

IMPLEMENTATION SUMMARY

27. PROJECT RECOMMENDATIONS (2018-19): WELLNESS CENTER

[Project Report](#)

#	Recommendation	Timeline	Title or Role	Council	Status	Notes/References
Wellness Center Space						
27.1a	E-Services lab to vacate current location	Spring 2019	VPSS, AVPSS, Dean of Admissions	OC	At scale	
27.1b	Repurpose lab for Wellness Center	Spring 2019	VPSS, AVPSS, Dean of Admissions	OC	At scale	
27.1c	Move Health Center to new location	Late Fall 2019/Early Spring 2020	VPSS, AVPSS, Dean of Admissions, Facilities	OC	At scale	
27.1d	Open new space to campus	Fall 2019	VPSS, AVPSS, Dean of Admissions, Director of Student Health and Wellness	OC	At scale	
Wellness Staff						
27.2a	Job Description of Wellness Center Coordinator	Spring 2019	VPSS, AVPSS, Dean of Admissions, Nurses, Consultant	OC	At Scale	
27.2b	Adjunct Nurse	Fall 2019	AVPSS, Dean of Admissions	OC	Planning to Scale	
27.2c	Clerk II (as need upon expansion)	Spring 2019	AVPSS, Dean of Admissions, Director of Student Health and Wellness	OC	Not Systematic	
27.2d	Exploration of onboarding partnerships	Spring 2020	VPSS, Director of Student Health and Wellness	OC	Planning to Scale	
27.2e	Health Educators	Spring 2020	VPSS, Director of Student Health and Wellness	OC	Not Systematic	
Recommendations Listed Under Lessons Learned						
27.3a	Establish a baseline funding amount to be awarded per academic year	Spring 2020	VPSS, Dean of Admissions, Fiscal	OC	Planning to Scale	
27.3b	Utilize the recommended advisory committee and assign members that mirror our campus community	Spring 2020	VPSS, AVPSS, Dean of Admissions, Director of Student Health and Wellness	OC	Not Occurring	
27.3c	Provide training to ensure equity is incorporated in the medical services model.	Fall 2019/Spring 2020	VPSS, Director of Student Health and Wellness, AVPSS, Dean of Admissions	OC	Not Systematic	

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27.3d	Arrange for the team to regularly meet with the assigned district contact employee to participate in contract procedures	Fall 2019/Spring 2020	VPSS, Director of Student Health and Wellness, AVPSS, Dean of Admissions	OC	Not Systematic	
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Cross-References:

28. PROJECT RECOMMENDATIONS (2018-19): CLARIFY PROGRAM PATHS

Note: This project team was operational for two years. The recommendations below are from the 2019 report. Previous recommendations from the original 2018 report are embedded throughout this document.

Project Report

#	Recommendation	Timeline	Title or Role	Council	Status	Notes/References
28.1	Adopt Atlas for managing and publishing program roadmaps	TBD		SSC	At Scale	
28.2	Review and update program roadmaps annually	Ongoing		SSC	Scaling in Progress	
28.3	Incorporate program roadmaps in HighPoint Degree Planner	TBD – Districtwide		SSC	Scaling in Progress	
28.4	Provide professional development	TBD		SSC	Not Occuring	
28.5	Integrate program roadmaps and areas of interest into other college Guided Pathways redesign work	TBD		SSC	Scaling in Progress	
28.6	Collaborate districtwide on Guided Pathways design principles	TBD – Districtwide		SSC	Scaling in Progress	
28.7	Create a Guided Pathways coordinator position	TBD		SSC	Not Occuring	

Cross-References: [#2 – Program Roadmaps](#); [#3 – Program Pathways Mgmt.](#)

IMPLEMENTATION SUMMARY

29. PROJECT RECOMMENDATIONS: DISPROPORTIONATE IMPACT

AFRICAN AMERICAN, LATINX, NATIVE AMERICAN

Note: This project team focused on three populations: African American (A), Latinx (L), and Native American (N). The recommendations below are compiled from each of the three reports.

[DI Project Team Report](#)

#	Recommendation	Timeline	Title or Role	Council	Status	Notes/References
African American						
	Clarify the Path: <i>Provide early outreach and financial aid information to prospective and continuing students (A)</i>					
29.1a	Identify/hire/train dedicated Outreach Specialists to collaborate with college and high school staff to provide information on career options, and college programs to prospective high school seniors and their families.	Spring 2021	Interim Dean, Outreach, FYE, and Pathway Communities, VPSS	SSC	Scaling in progress	
29.1b	Identify/hire/train dedicated Financial Aid Specialists to provide financial aid information/literacy workshops and financial aid application assistance to prospective high school seniors, their families, as well as, continuing college students.	Spring 2021	Interim Dean, Outreach, FYE, and Pathway Communities, VPSS	SSC	Scaling in progress	

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29.1c	Identify/hire/train students to assist in outreach to high schools	Spring 2021	Interim Dean, Outreach, FYE, and Pathway Communities, VPSS	SSC	Scaling in progress	
29.1d	Administer needs assessment to prospective students to determine their financial needs (e.g., financial aid, textbooks, college supplies, necessity to work).	Fall 2021	Interim Dean, Outreach, FYE, and Pathway Communities, VPSS	SSC	Scaling in progress	
29.1e	Collaborate with Career and Pathways Center or Homebases and faculty to administer career assessments, provide labor information and provide career exploration information.	Fall 2021	Interim Dean, Outreach, FYE, and Pathway Communities, VPSS	SSC	Scaling in progress	
29.1f	Deploy financial aid specialist(s) and provide intrusive follow up to African American students three weeks prior to the start of the semester and three weeks after the semester has begun.	Spring 2021	AVPSS, Supervisor of FA, VPSS	SSC	Scaling in progress	
29.1g	Include financial aid information in ARC literature and view books targeted to prospective Black and African American students.	Spring 2021	Interim Dean, Outreach, FYE, and Pathway Communities, AVPSS, VPSS	SSC	Scaling in progress	
29.1h	Partner with community-based organizations to provide resources and support (e.g. housing assistance and other essential needs)	Fall 2021	Interim Dean, Outreach, FYE, and Pathway Communities, VPSS	SSC	Scaling in progress	

Enter the Path:
Provide intrusive, systemic support; create opportunities to increase connections

IMPLEMENTATION SUMMARY

<i>between faculty, staff and students in and out of the classroom (A)</i>						
29.2a	Utilize integrated Student Success Teams – team members should include: counseling faculty, instructional faculty, peer mentors, tutors, librarians, Student Personnel Specialists, technology specialist, Workforce Development/Internship staff, and a Financial Aid/literacy specialist to provide case management support to students.	Fall 2021	Interim Dean, Outreach, FYE, and Pathway Communities, VPSS	SSC	Planning to scale	
29.2b	Create Black Faculty and Staff Advisory Council to provide advisement on issues regarding Black and African American student success and student needs.	Spring 2021	Dean of Equity and Inclusion	SSC	Planning to scale	
29.2c	Identify a dedicated space with budget and staffing for Black and African American students to build community, access resources, affirm identity and cultivate connections between students, staff and faculty.	Spring 2021	Dean of Equity and Inclusion	SSC	Planning to scale	
29.2d	Utilize Starfish or other comparable technology, to create warm hand-offs, positive reinforcement, referrals to people via technology.	Fall 2021	Interim Dean, Outreach, FYE, and Pathway Communities; Dean, Student Services – Counseling and Transfer Services; Dean, Student Services –Student Support Services, AVPSS, VPSS	SSC	Planning to scale	
29.2e	Expand course offerings of GE courses with an African American emphasis taught by equity minded, culturally responsive faculty	Fall 2021	VPI, ,AVP's, Deans	SSC	Not systematic	

IMPLEMENTATION SUMMARY

29.2f	Publish annually in print or electronically a directory of ARC Black and African American faculty and staff members and disseminate to new students.	Fall 2021	PIO	SSC	Planning to scale	
29.2g	Increase the capacity of Umoja Sakhu and/or other programs and services which focus on positive racial identity development through curriculum as well as programming and services.	Fall 2021	Interim Dean, Outreach, FYE, and Pathway Communities, VPSS	SSC	Not systematic	
29.2h	Expand course offerings with an African/African American emphasis, taught by equity minded faculty who utilize culturally responsive teaching practices.	Fall 2021	VPI, ,AVP's, Deans	SSC	Not systematic	
29.2i	Disseminate Welcome Letter with links to resources, services, programs, BFS Directory, to all new students who identify as Black or African American	Fall 2021	PIO	SSC	Planning to scale	

<p>Stay on the Path: <i>Provide funding resources, leadership and employment opportunities for students to alleviate their financial burden (A)</i></p>						
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29.3a	Identify/hire/train Instructional Assistants, Student Personnel Assistants, student assistants, peer mentors, tutors and technology aids; embed them in classes and offer follow-up academic assistance to students.	Fall 2021	Interim Dean, Outreach, FYE, and Pathway Communities, VPSS	SSC	Planning to scale	
29.3b	Collaborate with Workforce Development and Internship Program to identify funding sources,	Fall 2021	AVP Workforce	SSC	Not systematic	

IMPLEMENTATION SUMMARY

	provide stipends for internships and employment opportunities.					
29.3c	Dedicate funds, administered by an advisory board, to supply students with funding for textbooks, college resources and other essential needs.	Fall 2021	Interim Dean, Outreach, FYE, and Pathway Communities; Dean, Student Services – Counseling and Transfer Services; Dean, Student Services – Student Support Services, VPSS	SSC	Planning to scale	
29.3d	Create technology loan programs.	Fall 2021	Dean of Library and Learning Resources,, VPSS	SSC	Planning to scale	

<p>Ensure Learning: <i>Enhance classroom learning environments and invest in instructor/educator training resources that promote collectivism, culturally responsive teaching practices and other equity approaches that help students learn.</i></p>						
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29.4a	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.	Fall 2021	Dean of Equity and Inclusion	SSC	Planning to scale	
29.4b	Initiate cross-talk opportunities for students, staff and faculty to connect	Fall 2021	Dean of Equity and Inclusion		Planning to scale	
29.4c	Embed staff such as Instructional Assistants, Student Personnel Assistants, tutors, and student technology assistants in classes.	Fall 2021	VPI, AVP's		Planning to scale	

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Latinx						
29.5	Finalize the analysis of the DI survey	Fall 2020	Dean of Research & Planning	IEC	Planning to scale	
29.6	Treat this project as iterative			SSC	Planning to scale	
	Students first: Consider students first AND remember our interaction is because they have come to be students, but that's not all who they are: they are people who want to learn and get (better) jobs; they are not customers; teach students to be students if they need that help; see more of the person who students are					
29.7a	Communicate support			SSC	Planning to scale	
29.7b	Involve Parents/Families			SSC	Planning to scale	
29.7c	Allocate dedicated space for Latinx students to study, get counseling and personal/career advice, do extracurricular activities, receive tutoring, relax, be affirmed, inspired, and decrease isolation			SSC	Planning to scale	
29.7d	Provide confidential space for students who are undocumented/have mixed status family members and LGBTQ students to discuss personal, legal matters			SSC	Planning to scale	
29.7e	Install gender neutral bathrooms in each building			OC		
29.7f	Improve financial resources, such as emergency funds, for undocumented, mixed status, Latinx students			SSC	Planning to scale	
29.7g	Provide earlier outreach, orientation for Latinx students including collaboration with high school partners. Suggested strategies include hiring bilingual English/Spanish staff for this work			SSC	Planning to scale	
29.7h	Clarify the Pathways			SSC	Planning to scale	

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29.7i	Provide specialized tutoring for Latinx students such as hiring former PUENTE students			SSC	Planning to scale	
29.7j	Expand legal services to undocumented students and students from mixed status families as well as LGBTQ Latinx students			SSC	Planning to scale	
29.7k	Institute Latinx welcome activities each semester with a focus on academics.			SSC	Planning to scale	
29.7l	Support student-led research (Community Action Research or Community Participatory Research)			SSC	Planning to scale	
29.7m	Provide student-led research presentation opportunities			SSC	Planning to scale	
29.7n	Expand summer course offerings, (ex. PUENTE-affiliated courses)			SSC	Planning to scale	
29.7o	Institute PUENTE or HSI-related Summer Bridge			SSC	Planning to scale	
29.7p	Fund more work study positions for Latinx students			SSC	Planning to scale	
29.7q	Launch programs for neglected groups, including formerly incarcerated students			SSC	Planning to scale	
	Systems second: Change the system to fit the student instead of trying to change the student to fit the system					
29.8a	Continue to build “culture of equity” within professional development that includes examining inequities within participants’ departments			SSC	Planning to scale	
29.8b	Institute faculty inquiry groups—whose members engage in examining inequities in their departments					
29.8c	Involve national experts on race in higher education in the training of faculty					
	Mentor and train faculty to teach better					
29.9a	Implement recommendations from Professional Development and Training Plan Project Team			SSC	Planning to scale	
29.9b	Work with Center for Teaching and Learning to reimagine and implement more culturally relevant and trauma-informed pedagogical approaches. Refer to the team report for suggested strategies.					
	Increase Support Latinx Employees:					

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	Prioritize recruiting, hiring, and retaining bicultural, bilingual Spanish-speaking Latinx and equity-minded staff, faculty, and administrators to attain parity with the Latinx student body, starting with Latinx Outreach Officer					
29.10a	Support the recruitment, hiring, and mentoring of Latinx employees.			SSC	Planning to scale	
29.10b	Retain Latinx staff, faculty, and administrators					
29.10c	Incentivize mentoring/training for all new adjunct and tenure track faculty					
29.10d	Incentivize mentoring/training for tenured faculty					
29.10e	Revise evaluations of faculty so they are focused on faculty's teaching not students' performance					
29.10f	Require accurate culturally reflective and relevant curriculum					
29.10g	Provide students the opportunity to submit anonymous evaluations of faculty and staff in writing and online					
29.10h	Provide students the opportunity to submit anonymous evaluations of administration in writing and online.					
29.10i	Clarify rewards for positive evaluations and consequences for negative evaluations for administration, faculty, and staff					
29.10j	Publicize process for students to report complaints against administration, faculty, and staff					
29.10k	Ensure that students are not retaliated against for complaints against administration, faculty, and staff					
29.10l	Create ombuds resource to advocate for students or assist students when they advocate for themselves					
29.10m	Recognize all employees are educators					
29.10n	Recognize that students may confide in non-faculty, non-counselors, non-program specialists, etc. (ex. facilities staff)					

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29.10o	Provide process for non-faculty, non-counselors, non-program specialists, etc. (ex. facilities staff) to communicate concerns shared by students to appropriate college personnel					
29.10p	Offer free citizenship classes to all Latinx workers and families					
29.10q	Offer free classes to classified part-time Latinx workers and families					
29.10r	Do anonymous exit interviews and use the results for actions such as to prevent more loss of employees and to change practices as needed to retain employees					
29.11	Enhance communication between <i>La comunidad de ARC</i> and Executive Leadership Team		President	ELT	Planning to scale	
29.12	Increase <i>La comunidad de ARC</i> collegewide representation in governance groups		President	ELT	Planning to scale	
29.13	Achieve Hispanic Serving Institution (HSI) status and write a grant with regular input and feedback from a grant implementation team including representation from Latinx employees	Fall 2020	Dean of Research & Planning	SSC	Planning to scale	
<h2>Native American</h2>						
	Begin the shift to a Sovereignty Frame by recognizing the implications	Spring 2021	President	SSC	Planning to scale	
29.14a	ARC must acknowledge its historical relationship to the land that it occupies.					
29.14a	ARC should form executive-level MOU's with local tribes to establish reciprocal relationships and unique services for citizens of those nations.					
29.14a	ARC should create the administrative capacity to establish and maintain relationships with the tribes represented by its American Indian students.					
29.14a	ARC should build out support systems for citizens of tribal nations that take into					

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	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.					
29.14a	ARC should systematically and in broad strokes employ a sovereignty frame that may inform and enrich instruction, operations, construction, planning, and hiring.					
29.15	Establish an Office of Tribal Relations	Spring 2021	President	SSC	Planning to scale	
	Continue and expand direct American Indian and Native American student support					
29.16a	The Campus (refer to team report for suggested strategies)			SSC	Planning to scale	
29.16b	The Classroom (refer to team report for suggested strategies)			SSC	Planning to scale	
29.16c	The Self (refer to team report for suggested strategies)			SSC	Planning to scale	
29.16d	The Community (refer to team report for suggested strategies)			SSC	Planning to scale	

Cross-References:

IMPLEMENTATION SUMMARY

30. EDUCATION MASTER PLAN: GUIDING IMPERATIVES

Note:

[Project Report](#)

#	Imperative	Timeline	Title or Role	Council	Status	Notes/References
30.1	Close the opportunity gap: ARC Response Summary: Holistically, ARC will close the opportunity gap across all stages of the student lifecycle by 2031. The college will continue its existing redesign efforts and demonstrate measurable improvement in outcomes for historically underserved students. It also should work towards actualizing the recommendations of the Institutional Equity Plan and strengthening relationships with communities of color in order to create a more equitable, collaborative, and inclusive institution. ARC may seek growth by expanding access and broadening its reach to areas and populations that have not been fully served in the past. It should respond to the unique role of the community college by ensuring that students have access not only to education, but to the basic life necessities that are a prerequisite to participation.	Fall 2031	VPI, AVP's, Deans	SSC	Planning to scale	
30.2	Prepare students for an ever-changing landscape of work: ARC Response Summary: Across its programs, the college will offer a wide range of opportunities for rapid reskilling and skill advancement to support individuals as they navigate career transitions, self-employment, and an increasingly technology-enabled workplace. ARC will promote basic technology competency among all students, as well as offering technical training in emerging technologies. Emphasis should be given to mitigating inequities in worker displacement by providing a path	Fall 2031	VPI, AVP's, Deans	SSC	Planning to scale	

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	to re-employment in fields with a median living wage and secure job outlook.					
30.3	<p>Integrate essential skills: ARC Response Summary: The college will empower future students, as well as employees, and enrich its community by developing well-rounded and increasingly resilient individuals who possess a practical blend of technical and essential skills that can be applied throughout life. Creative methods should be utilized to expose students, irrespective of program length, to educational experiences that develop essential skills. ARC should intentionally bond disciplines identified as transfer-oriented and workforce preparation through curricular integration and faculty interaction. It should also ensure that all students, regardless of socio-economic background, are encouraged to grow and expand their capacity to contend with ambiguity, complexity, diversity, and change.</p>	Fall 2031	VPI, AVP's, Deans	SSC	Planning to scale	
30.4	<p>Tailor experiences to the individual: ARC Response Summary: The college experience will be tailored to fit the student, rather than expecting the student to fit into a standardized college model. ARC can expand access to education by increasing flexibility and reducing institutional constraints. It will disrupt the academic calendar and eliminate barriers to enrollment by providing a viable option that is attractive and accessible to a variety of students. Through a blend of human interaction and technological tools, ARC will extend a level of personalization that recognizes students as individuals and inspires them towards goal completion.</p>	Fall 2031	VPI, AVP's, Deans	SSC	Planning to scale	
30.5	<p>Strengthen connections with employers: ARC Response Summary: The college will strengthen connections to employers and create a pipeline of skilled employees that are prepared based on current industry specifications. ARC will strive to minimize institutional barriers and become the preferred training partner of employers in the region. It will</p>	Fall 2031	VPI, AVP's, Deans	SSC	Planning to scale	

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	facilitate frequent interaction between employees, industry professionals, business associations, and non-profit organizations to ensure that ARC programs are in sync with employer needs. It should also work with its employer partners to minimize barriers in the workplace that may inhibit the future employment and success of marginalized populations.					
30.6	Stimulate exemplary teaching and learning: ARC Response Summary: Faculty will be encouraged and supported to stay at the forefront of their craft through exploration of learning science, emerging technologies, and other frontiers that have the potential to progressively develop instructional excellence. ARC should stimulate exemplary teaching and learning by embracing a forward-thinking approach to how it delivers education and providing resources that enable the use of equitable methods. It will strive for excellence by pushing boundaries to foster engaging and equitable education. The physical and virtual classrooms should be reimagined to ensure they are ideally suited to changing andragogy.	Fall 2031	VPI, AVP's, Deans	SSC	Planning to scale	
30.7	Adapt the physical campuses: ARC Response Summary: The institution will evolve its physical campuses based on future needs, rather than current realities. ARC will strive to make its facilities more inclusive and accessible. It will be aspirational as it plans for changes in how the campus will be used by students as well as the increasing technology and energy demands. It should gravitate towards greater flexibility in space design and heightened environmental stewardship.	Fall 2031	VPI, AVP's, Deans	SSC	Planning to scale	
30.8	Achieve operational effectiveness: ARC Response Summary: The college will achieve operational effectiveness by aggressively seeking to modernize its own practices and stripping away clunky methods that inhibit employees from doing their best work. In alignment with its existing strategic goals, it will actively pursue "proactive, effective, and efficient operational systems." ARC will provide leadership in	Fall 2031	VPI, AVP's, Deans	SSC	Planning to scale	

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	identifying and renovating antiquated or ineffective practices that are a barrier to the success of marginalized populations. It will further develop its organizational agility by fostering an entrepreneurial culture and community service orientation that consistently innovates as well as enabling effectiveness through professional growth of its employees.					
30.9	Cultivate financial sustainability: ARC Response Summary: ARC will continuously develop and maintain financial sustainability to enable achievement of its mission and strategic goals. While retaining its core focus that places students first, the college will strategically leverage the incentives of performance-based funding to capture resources with which it can cover the ongoing cost of education. ARC should also diversify revenue streams and augment its funding sources in order to maintain an exemplary learning environment that engages students and provides employees with the best tools available. Through its efforts to streamline organizational practices, the college will endeavor to reduce costs and deploy its resources wisely	Fall 2031	VPI, AVP's, Deans	SSC	Planning to scale	
30.10	Bolster advocacy, collaboration, and coordination: ARC Response Summary: The college will remain keenly aware of the higher education landscape in which it exists and use its influence to promote equity-minded education. It will position itself to take advantage of, rather than be subject to, the shifts within the California Community Colleges system and the regulatory structure under which it operates. ARC will further develop its capacity to advocate and coordinate effectively in order to accomplish its mission. It will seek new ways of collaborating across the district in order to become a more nimble organization and develop a unified voice with which to promote shared interests. Recognizing the evolving nature of its environment, ARC should develop its ongoing relationships with external	Fall 2031	VPI, AVP's, Deans	SSC	Planning to scale	

IMPLEMENTATION SUMMARY

	<p>stakeholders to understand the changes that are most likely to occur in the region and how ARC needs to adapt. It will amplify its existing partnerships with K-12 districts, universities, and other stakeholders.</p>					
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Cross-References:

31. PROJECT RECOMMENDATIONS: PROFESSIONAL DEVELOPMENT AND TRAINING

Note:

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Project Report

#	Recommendation	Timeline	Title or Role	Council	Status	Notes/References
31.1	Consider the resources that may be needed for implementation as part of the budgeting process for 2020-21	Fall 2020	Dean of Equity and Inclusion	IEC	Planning to scale	
31.2	Allocate personnel for the 2020-2021 academic year [see <i>Essential Conditions for Professional Growth</i>]	Fall 2020	Dean of Equity and Inclusion	IEC	Planning to scale	
31.3	Have a dialogue in Administrative Leadership Council (ALC) about how the management team can foster an affirmative management culture that better enables and encourages employees to participate in professional development as part of their expected job duties [see <i>Essential Conditions for Professional Growth</i>]	Fall 2020	President's Executive Staff	IEC	Planning to scale	
31.4	Ask PES to consider how to address the essential condition of Ample Time for the 2020-2021 academic year [see <i>Essential Conditions for Professional Growth</i>]	Fall 2020	Dean of Equity and Inclusion	IEC	Planning to scale	
31.5	Share the general vision for professional development and orient college employees to the new competency-based model	Spring 2021	Dean of Equity and Inclusion	IEC	Planning to scale	
31.6	Ensure professional development can be flexibly delivered to accommodate employees in campus and remote environments	Spring 2021	Dean of Equity and Inclusion	IEC	Planning to scale	
31.7	Redesign and furnish the ITC as an accessible, innovative, well-known space for informal gathering, formal learning, just-in-time learning, large group learning, small group learning, and one-on-one learning [see <i>Essential Conditions for Professional Growth</i>]	Spring 2021	Dean of Equity and Inclusion and Vice President of Administrative Services	IEC	Planning to scale	

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31.8	Move the Center for Teaching and Learning (CTL) to the ITC	Spring 2021	Dean of Equity and Inclusion and Vice President of Administrative Services	IEC	Planning to scale	
31.9	Host a naming contest to rebrand the CTL and ITC into a new professional development entity that reflects the future vision	Spring 2021	Dean of Equity and Inclusion	IEC	Planning to scale	
31.10	Form an advisory committee for Professional Development to provide input and guidance [see <i>Essential Conditions for Professional Growth</i>]	Spring 2021	Dean of Equity and Inclusion	IEC	Planning to scale	
31.11	Continue the listening sessions begun in Spring 2020 to further inform the advisory committee	Spring 2021	Dean of Equity and Inclusion	IEC	Planning to scale	
31.12	Create and hire the permanent CTL Co-Director positions [see <i>Essential Conditions for Professional Growth</i>]	Spring 2021	Dean of Equity and Inclusion	IEC	Planning to scale	
31.13	Over a two-year period, implement the first phase of professional development focused on the competencies of Equity-Minded Service, Effective Communication, and Organizational Adeptness. Three components are proposed to address foundational knowledge, practical knowledge, and inquiry levels	Spring 2021	Dean of Equity and Inclusion	IEC	Planning to scale	
31.14	Modify the flex reporting system to incorporate the new competency-based model	Fall 2021	Dean of Equity and Inclusion	IEC	Planning to scale	
31.15	Work with the existing professional development committees to incorporate the competencies into their processes (e.g., consideration of requests for funding)	Fall 2021	Dean of Equity and Inclusion	IEC	Planning to scale	
31.16	Develop a standardized employee onboarding curriculum that would be relevant and immediately beneficial to all new employees regardless of role	Fall 2021	Dean of Equity and Inclusion	IEC	Planning to scale	
31.17	Develop portfolio of regularly scheduled Level I trainings including online, self-paced modules	Fall 2021	Dean of Equity and Inclusion	IEC	Planning to scale	

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31.18	Prompt further dialogue once the full analysis of the Institutional Campus Climate Survey is complete; in particular, consider the disaggregated results of the questions in the professional development section of the employee survey	Fall 2021	Dean of Equity and Inclusion	IEC	Planning to scale	
31.19	Budget \$26,000 annually for professional development of the Co-directors, Faculty Coordinators, and Staff Liaison. It is critical that the facilitator expertise and skills be supported and maintained. Facilitators should have the capacity to approach all professional development through an equity lens and through the principles outlined in ARC's Commitment to Social Justice and Equity; Institutional Equity Plan; and the Educational Master Plan.	Fall 2020	Dean of Equity and Inclusion	IEC	Planning to scale	
31.20	Create a system to ensure stakeholders provide regular input and feedback because it is critical that those who are served by professional development have a voice in its development and delivery.	Fall 2021	Dean of Equity and Inclusion	IEC	Planning to scale	
31.21	Incorporate foundation-level training into department and committee work	Fall 2021	Dean of Equity and Inclusion	IEC	Planning to scale	
31.22	Grant access to connect professional development personnel to Annual Unit Plan reporting of professional development requests	Fall 2021	Dean of Equity and Inclusion	IEC	Planning to scale	
31.23	Assess the college's professional development needs through existing structures like Annual Unit Plans and connect departments' needs to the competencies.	Fall 2021	Dean of Equity and Inclusion	IEC	Planning to scale	

IMPLEMENTATION SUMMARY

31.24	Implement individual professional growth plans supported by technology that fosters use (e.g., badging or gamification)	Fall 2021	Dean of Equity and Inclusion	IEC	Planning to scale	
31.25	Reassess the competencies and update if needed during the next scheduled planning cycle identified in the ARC Integrated Planning Guide (currently scheduled for 2027)	Fall 2021	Dean of Equity and Inclusion	IEC	Planning to scale	

32. PROJECT RECOMMENDATIONS: STRATEGIC ENROLLMENT MANAGEMENT

Note: Finalized in Fall 2020

IMPLEMENTATION SUMMARY

Project Report

#	Recommendation	Timeline	Title or Role	Council	Status	Notes/References
32.1	Develop standing Strategic Enrollment Management team to monitor enrollment data, rubrics, and procedures.	Fall 2020	VPI, AVP's	SSC	Planning to scale	
32.2	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.)	Spring 2021	VPI, AVP's	SSC	Planning to scale	
32.3	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	Spring 2021	VPI, AVP's	SSC	Planning to scale	
32.4	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).	Spring 2021	VPI, AVP's	SSC	Planning to scale	

33. PROJECT RECOMMENDATIONS: SUSTAINABILITY IMPROVEMENT

IMPLEMENTATION SUMMARY

Note:

[Project Report](#)

#	Recommendation	Timeline	Title or Role	Council	Status	Notes/References
33.1	Institutionalize a sustainability program, establish an Office of Sustainability, and increase funding for sustainability	Summer 2020	Director Ops/Sustainability-Designee	Operations Council	Completed	Campus Operations has changed its name to Campus Operations and Sustainability
33.2	Develop a communication plan for public relations and events and outreach around sustainability	Fall 2020	Director Ops/Sustainability/PIO	Operations Council	on going	ARC does not have an official social media presence or channel to interface with the public or the ARC community on sustainability. To improve visibility and education around climate change and sustainable practices, ARC needs to engage the public via media outlets, social media, public outreach, and events.
33.3	Evaluate and enhance sustainable practices in current and future built environment, design new buildings to meet GSA and LEED sustainable design criteria, advocate for sustainable policies and practices, and operational and maintenance practices of existing and future environments	Summer 2020	Facilities Management	District Office/FM	on going	New buildings, such as the Diane J. Bryant STEM Innovation Center, are designed to be more sustainable than baseline requirements. ARC has invested in upgrading the hydronic lines to be more efficient in delivering cooling and heating to current and new buildings. The project will reduce

IMPLEMENTATION SUMMARY

						energy consumption and improve heating efficiency while reducing environmental impact. ARC does not have direct control over these practices, however ARC will continue to advocate with the district.
33.4	Transition to environmentally friendly foodservice products and materials, influence our community and foodservice vendors, increase composting, and advocate for sustainable policies.	Fall 2020	Director Ops/Sustainability/Vendors	Director Ops/Sustainability/Vendors	on going	ARC provides food services via contracted vendors and via The Oak Cafe. Biodegradable straws are used in The Oak Cafe Bakery and dining room. The Oak Café is a culinary program offered by Fine and Applied Arts, which focuses on student training in the food industry. Contracted vendors via the student center, bookstore, and other vending sources located around the campus provide food services to the general campus.
33.5	Organizational/leadership/faculty training, curriculum, making connections, in (and beyond!) the classroom, and hiring practices.	Fall 2020	Vice President of Instruction/Ops	Operations Council	on going	Although there are some programs and courses that explicitly focus on sustainability, climate change, and environmental

IMPLEMENTATION SUMMARY

						<p>conservation, ARC does not emphasize these themes throughout its academic programs. Faculty typically have the closest connection to our students, and so have the opportunity and obligation to be leaders and communicators and to form an important bridge between our students and other faculty, campus staff, and administration.</p>
33.6	<p>Assess and enhance climate control practices, support ARC community and the student population, electrify campus fleet, public transportation infrastructure, and improve campus infrastructure to meet current and future demands</p>	Spring 2021	Director Ops/Ops Supervisor	Operations Council	ongoing	<p>To address the effects of climate change and be a proactive citizen of Earth, ARC is doing its part in reducing its reliance on fossil fuels and embracing sustainable technologies. Many areas on campus still rely on fossil fuels and there are gaps in our understanding of building energy utilization. However, ARC has invested in many technologies to reduce energy consumption such as motion-activated lighting in buildings and occupancy thermostats that control the demand</p>

IMPLEMENTATION SUMMARY

						<p>for air conditioning and heat. All of the energy used by ARC comes from renewable sources reducing the demand for fossil fuels. The most effective way to reduce environmental impact and reduce greenhouse emissions generated via commuting is to adopt public transportation. Public transportation enables disproportionately impacted communities to access resources, reduce traffic congestion on highways and streets, preserve open spaces, and enable our communities to be mobile and healthy. ARC's Oak Café promotes environmental stewardship by purchasing produce from local farms thereby reducing emission generated by long-distance transportation of produce</p>
33.7	Increase the use of native plants, effective landscape management, and collaboration and restoration of native areas project.	Fall 2020	Director Ops/Sustainability-Designee	Operations Council	in process	<p>Within the Facilities Master Plan, ARC has developed design guidelines for incorporating and</p>

IMPLEMENTATION SUMMARY

						<p>increasing the use of native plants, effective landscape management as well as creating and maintaining green spaces on Campus. American River College has received the designation of Tree Campus USA. This reflects ARCs dedication to creating and maintaining green spaces that provide many health and wellness benefits to the ARC community. To continue ARCs Tree Campus USA designation, the ARC community must work to embrace green solutions, use native species throughout its landscapes, and seek to enhance native habitats in its periphery.</p>
33.8	Continue current efforts to recycle, reduce, and reuse, continue building on our commitment, and create policies and collaborate with California Community Colleges.	Summer 2020	Director Ops/Sustainability-Designee	Operations Council	on going	<p>We have increased efforts to divert waste from the landfill and created a waste reduction advisory committee district-wide (R-8371). This effort includes recycling, reduction and reuse of materials that continues today. The Oak Café uses a tiered waste system.</p>

IMPLEMENTATION SUMMARY

						<p>This includes recycling and food waste. The use of these is reviewed in culinary and work experience courses. ARC waste streams are segregated based on their site of generation, such as Green Waste, Wood Waste, Recycled Waste, Food Waste, Metal Bin, Universal Waste, Landfill Waste, Hazardous Waste, Construction Waste, Surplus</p>
33.9	<p>Reduce potable water consumption, modification of delivery systems, and increase access to clean water.</p>	Fall 2019	<p>Director Ops/Sustainability-Designee</p>	<p>Operations Council</p>	<p>on going</p>	<p>To alleviate the demand on potable water, ARC installed water stations throughout the campus. These stations have already saved countless plastic bottles. However, the campus is unable to accurately track how the stations are being used with exception to the smart fill station, which tracks water usage. The Oak cafe has filtration systems for the water served in the café reducing the need to buy bottled water. ARC has also invested in efficient flush toilets and</p>

IMPLEMENTATION SUMMARY

						under-sink water heaters that deliver instantly hot water reducing water waste.
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IMPLEMENTATION SUMMARY

RELATED PROJECT WORK (2019-20)

The following work has already been authorized, assigned to a project team, and is being carried out under the specifications of an adopted project charter. Additional recommendations may emerge from these Please visit [IGOR](#) or the [ARC Website](#) for the charters of current teams.

Project	Timeline	Title or Role	Council	Status	Notes/References
Educational Master Plan	2019-20	Project leads	SSC	Scaling in Progress	
Strategic Enrollment Management Plan	2019-20	Project leads	SSC	Scaling in Progress	
Professional Development and Training (as part of an Employee Development and Retention Plan)	2019-20	Project leads	IEC	At scale	
Sustainability Improvement	2019-20	Project leads	OC	[select status]	
DI Populations	2019-20	Project leads	SSC	Scaling in Progress	

REFERRED TO OTHER PROCESSES

Component	Refer Recommendation To	Rationale
Outreach-focused information web site [Start Right VI.A]	Strategic Enrollment Management (SEM) Plan project team	Consider within the context of a broader strategy for enrollment management efforts to create a cohesive approach
Outreach communications highlighting benefits of ARC [Start Right VI.F]	Strategic Enrollment Management (SEM) Plan project team	Consider within the context of a broader strategy for enrollment management efforts to create a cohesive approach
Enhance pre-onboarding communications [Start Right VI.H]	Strategic Enrollment Management (SEM) Plan project team	Consider within the context of a broader strategy for enrollment management efforts to create a cohesive approach
User-centered and accessible web design [IPaSS IX, p. 28]	Operations Council; Student Success Council	Consider from both the technical and student success perspectives to consider IPaSS concerns and develop full recommendation for changes in practice
Equity training [Start Right VIII.A]	Institutional Equity Plan project team; Professional Development and Training project team	The institutional equity plan is expected to establish the framework for equity training which can then be addressed in an institutional professional development plan.
Other training [Start Right VI.E, VIII.B, VIII.C, VIII.D, IPaSS X, p.17,34-35]	Professional Development and Training project team	Consider within the context of all professional development to create a cohesive set of offerings
Low-cost/no-cost textbooks [Start Right XIII.C]	Faculty/Academic Senate	Adoption of specific textbooks for each course is determined by the faculty
Reexamine general education [Clarify Program Paths, Rec. #4]	Educational Master Plan project team (future)	See “Reexamining General Education” in the Clarify Program Paths report for rationale. Consider within the broader context of the future direction of the college.

Preferred Email for Los Rios Students Memo

From: Ross, Gabe <RossG@losrios.edu>

Sent: Monday, October 19, 2020 12:55 PM

To: Oliver, Julie <OliverJ@CRC.losrios.edu>

Cc: Armstrong, Tamara <ArmstrT@losrios.edu>; Nye, Jamey <NyeJ@losrios.edu>

Subject: Shift to "Preferred" Student Emails

Hi Julie,

I wanted to follow up on a conversation we had several weeks ago about our transition to letting students select a "preferred email" for use with all college and district information. As you know, historically we have required students to use Los Rios Gmail for all official college and district communications. While many students chose to forward that account to a personal email account, we know that many students do not regularly engage with that email account.

For the past year or so, DOIT has been working incredibly hard on a solution to this (as you know, the discussion first came from our former Front Door Redesign group and was shared broadly with tremendous support). When the whole world turned upside down this Spring, we temporarily paused the implementation so as to avoid adding one more change for students in a time of significant chaos. However, as we now rely on email communication more than ever before, DOIT has resumed the work and is nearing completion of the project.

I am thrilled to share that, **beginning on Monday, November 2, 2020, all of our students will be able to select a "preferred email" to receive all official college and district communications.** Some additional key points for you and your colleagues to be aware of:

- **Every new student will still automatically receive a Los Rios Gmail account upon completing and submitting their application.**
- Once they have completed and submitted their application, **the default "preferred email" account for *NEW* students will be the one they used to submit their application via CCC Apply.** They will be able to change that at any time to either their new Los Rios Gmail account or any other email address they choose.
- **We will leave Los Rios Gmail as the default "preferred account" for all *CURRENT* students,** but will be communicating with them about their ability to make this change at any time.
- A student who wishes to change their "preferred email" can do so at any time via Canvas (for preferred email within Canvas only) and eServices (for preferred email for all other Los Rios systems). NOTE: Because Canvas relies on Los Rios Gmail for the Google Apps integration to work properly, they will have to make the change in both eServices and Canvas for now, a point which we will clearly communicate to students.
- For faculty, **OGS rosters will now indicate which email a student prefers** so that faculty always have the most current correct information available when

Preferred Email for Los Rios Students Memo

attempting to contact a student. Below you will find some OGS screenshots for your reference.

We expect to share news of this transition with all faculty, staff and administrators once it is live on Monday, November 2. Communications to current and new students will begin shortly thereafter.

I am really excited to share this with you as I know we all share concerns about our ability to effectively communicate with students in this new environment. Email is not, and will never be, the only communication tool at our disposal. It is, however, a critical piece of our communications strategy and we all want to make it as effective as possible.

Please feel free to reach out if you have any questions.

Gabe Ross

Associate Vice Chancellor
STRATEGY AND COMMUNICATIONS
he/him/his

P. (916) 568-3056
1919 Spanos Ct, Sacramento, CA 95825
LOSRIOS.EDU

Legend:

- (Personal Email) – Using their own personal email
- No entry – Using Los Rios Gmail and has accessed it at least once.
- (Email Not Accessed) – Neither using a personal email, and has NOT accessed their Los Rios Gmail



October 19, 2020

Legal Opinion 2020-11: Live Synchronous Online Classes and Real-time Captioning

The California Association for Postsecondary Education and Disability has asked the following question:

Is real-time captioning required in live synchronous online classes offered in California community colleges?

Answer:

An auxiliary aid or service is required if the class includes deaf or hearing impaired students. Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and relevant provisions of state law, require auxiliary aids or services to be provided to deaf and hearing impaired students to ensure they are able to participate in their educational program. In most cases, this requirement will be satisfied by the provision of real-time captioning in live, synchronous online classes. However, community colleges also must give “primary consideration” to the choice of aid or service requested by deaf or hearing impaired students, and weight such requests against the burdens they would impose upon the college program.

A. BACKGROUND

The COVID-19 Pandemic has caused California community colleges to move courses into an online format that often includes live, synchronous instruction. The California Association for Postsecondary Education and Disability (CAPEd) asks whether real-time captioning is required by law to ensure deaf or hard of

hearing students have an equal opportunity to participate in live synchronous classes.

There are a number of different technologies available to make audio accessible to deaf and hard of hearing students. The National Deaf Center on Post-Secondary Outcomes describes them as follows:

- “Offline captioning” refers to captions that are added in the postproduction process. Offline captioning allows for the most accurate captioning possible.
- “Real-time captioning” refers to captions that are created in real-time while an event is taking place. Due to the nature of some events . . . some captions must be produced live. This type of captioning has a higher rate of errors and should be used only when offline captioning is not possible.
- “Speech-to-text” is an umbrella term used to describe an accommodation in which spoken communication and other auditory information are translated into text in real-time. A service provider types what is heard and the text appears on a screen for the consumer to read.
- “Open captions” refers to captions that are part of the video image. They are always present and cannot be turned off.
- “Closed captions” refers to captions that are encoded in the video signal. They can be turned on or off.

(“*Why Captions Provide Equal Access: Tip Sheet*,” University of Texas, Nat’l Deaf Center on Post-Secondary Outcomes.)¹

The question presented by CAPED focusses on live synchronous online classes. For purposes of this opinion, we assume that if these classes are being recorded, they are not being posted online and available to the general public, but the recordings are retained only for use by students enrolled in the class.²

¹ Available at <https://www.nationaldeafcenter.org/resource/why-captionsprovide-equal-access>, last visited Oct. 18, 2020.

B. ANALYSIS

The resolution of this question requires consideration of related provisions of federal and state law. Two federal laws are most relevant: Section 504 of the Rehabilitation Act of 1973 prohibits discrimination based on disability in any program or activity operated by recipients of federal funds (29 U.S.C. § 794.); and Title II of the Americans with Disabilities Act of 1990 (ADA) prohibits discrimination based on disability by public entities, regardless of whether they receive federal financial assistance (42 U.S.C. § 12131). The regulations implementing Section 504 and Title II are enforced by the United States Department of Education, Office of Civil Rights. In addition, state laws also impose obligations created by the Rehabilitation Act and the ADA upon state and local governmental entities. (Cal. Code Regs., tit. 5, § 55200.)³ These laws are described below.

1. The Rehabilitation Act, Section 504.

Section 504 of the Rehabilitation Act prohibits discrimination on the basis of disability in programs or activities that receive federal financial assistance from the U.S. Department of Education, including colleges, universities, and postsecondary vocational education and adult education programs. (29 U.S.C. § 794d; see also Cal. Code Regs., tit. 5, § 55200 [acknowledging that the ADA applies to distance education within the California Community Colleges].) To be protected under Section 504, a student must: (1) have a physical or mental impairment that substantially limits one or more major life activities; or (2) have a record of such an impairment; or (3) be regarded as having such an impairment.

³ Public posting of class recordings would raise additional issues under the Family Educational Rights and Privacy Act, California's student records privacy law (Ed. Code, §§ 76200 et seq.), and Section 508 of the Rehabilitation Act of 1973, which governs the electronic accessibility of publically-posted materials. These laws are not directly applicable to the issues addressed in this opinion.

Higher educational institutions must provide disabled students who qualify for Rehabilitation Act protection with necessary and appropriate academic adjustments and auxiliary aids and services to provide “an equal opportunity to participate in a school's program.” California community colleges therefore must provide their deaf and hearing impaired students with auxiliary aids or services to ensure they are not denied “the benefits of [or] excluded from participation in” an educational program. (29 Code Fed. Regs. § 104.44(d)(1).)

Relevant here, an auxiliary aid includes an “effective method[] of making orally delivered materials available to students with hearing impairments.”⁴ (29 Code Fed. Regs. § 104.44(d)(2).) Real-time captioning, as defined by the National Deaf Center on Post-Secondary Outcomes, will often be an appropriate auxiliary aid to ensure access to an educational program for a deaf or hearing impaired student.

2. The American with Disabilities Act, Title II.

The Americans with Disabilities Act of 1990 (ADA), imposes upon public entities, including state and local entities, similar obligations as Section 504 of the Rehabilitation Act, but does so without regard to the receipt of federal funds. (42 U.S.C. § 12100 et seq.) It also requires public entities to give “primary consideration” to the requests of individuals with disabilities to determine an appropriate accommodation to their circumstances. (28 Code Fed. Regs. § 35.160(a); see also Cal. Code Regs., tit. 5, § 55200 [acknowledging that the ADA applies to distance education within the California Community Colleges].)

Accordingly, the ADA also requires community colleges to provide appropriate auxiliary aids or services to deaf and hearing impaired students in live

⁴ Colleges are not required by the Rehabilitation Act “to provide [students] attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature” as an auxiliary aid. (29 Code Fed. Regs. § 104.44(d)(2).) Nor are colleges required to make adjustments or provide aids or services that would result in a fundamental alteration of the program, or impose an undue burden on the college.

synchronous online classes to ensure they have “an equal opportunity to participate” in classes. (28 Code Fed. Regs. § 35.160(a)(1).)

Under the ADA, the type of auxiliary aid or service that will be necessary to ensure effective communication of class content in real time may vary according to the method of communication used by the individual student, and according to the nature, length, complexity and context of the communication involved. To determine the appropriate auxiliary aid or service, the college must “give primary consideration” to requests of individual students with disabilities, and they must be provided in accessible formats, and in a way that is timely and protects student privacy and independence. (28 Code Fed. Regs. § 35.160(a)(2).)

It would appear that real-time captioning would in most cases constitute a timely and appropriate auxiliary aid or service to ensure participation by deaf and hearing impaired students in live online synchronous classes. Even so, colleges must also give “primary consideration” to a student request for an alternative auxiliary aid or service that could be provided without undue burden to the college or a fundamental alteration to the course. Accordingly, there may be situations where real-time captioning would not be appropriate to the circumstances of an individual student, but another aid or service would be preferable.

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October 19, 2020

Legal Opinion 2020-12: Online Class Cameras-On Requirements

Multiple Community College stakeholders have asked the following question.

Whether it is it permissible for California community college faculty to require students to keep their cameras on during live synchronous online instruction?

Answer:

While there is no express prohibition against faculty requiring students to attend live online synchronous classes with their cameras on, an indiscriminate cameras-on requirement risks violation of student privacy rights under the California Constitution, and potentially implicates other federal and state privacy and civil rights laws. However, if there are circumstances where full audio and visual student participation is essential to instruction, a carefully tailored cameras-on requirement might be appropriate. Community college districts should adopt policies to address these issues to ensure faculty and students are fully informed and that it respects concerns related to personal educational privacy, access, and equity.

A. Background

The COVID-19 pandemic, and the social and physical distancing it has required, has caused a large-scale transformation from in-person to live synchronous online instruction at all California community college campuses through at least the fall 2020 semester. With this change in the delivery of instruction, some faculty have instituted a practice of requiring students to keep their cameras on during such classes. As we understand it, the purpose of the

cameras-on requirement is to enhance the interactive nature of an online class, provide the faculty member with visual feedback during instruction, and facilitate the taking of attendance.

Many students object to this practice as an unacceptable intrusion into their living circumstances, which not only burdens their personal privacy but highlights existing equity gaps between students. Moreover, not all students have the technological resources to reliably maintain a video presence during their classes.

The College of the Canyons has adopted a policy statement that strongly disfavors a cameras-on requirement. (See Guidance for Synchronized Classes at College of the Canyons (Guidance), Aug. 18, 2020.)¹ The Guidance also illustrates the many reasons students oppose keeping their cameras on: they lack cameras, have limited Internet connectivity, have minor children with their own privacy concerns, are homeless,² and lack a private place to attend class. (Guidance, third unnumbered page.) The Chancellor’s Office has also been informed that cameras-on requirements may trigger anxiety in students.

B. Analysis

The practice of requiring cameras to be on during live synchronous online instruction creates a potential conflict between the academic freedom of faculty to design and teach a course of study on the one hand, and on the other

¹ The Guidance is available at <https://onlinenetworkofeducators.org/wp-content/uploads/2020/08/Guidance-for-Synchronous-Classes-at-College-of-the-Canyons-8-18-20.pdf>, last visited Oct. 18, 2020.)

² It is notable that the California Legislature recognized this year that homelessness presents a particular barrier to academic success and amended various sections of the Education Code to add homelessness as an “extenuating circumstance” for students who receive financial aid but have failed to maintain “satisfactory academic progress.” (Asm. Bill 2416 (2019-2020 Reg. Sess.), §§ 1-7.) Faculty and community college districts should bear this in mind while considering the burdens a cameras-on requirement would place upon students.

hand student privacy rights and concerns related to the other barriers identified in the College of the Canyons' Guidance. The laws that inform how to weigh these competing and important public policy considerations are discussed below.

1. Academic freedom is an important foundation of higher education but is not absolute, and may be limited by community college districts to advance other competing policy interests

Faculty³ academic freedom to determine the mode of instruction is a bedrock principle, rooted in the First Amendment. The United States Supreme Court has recognized that to maintain an “atmosphere which is most conducive to speculation, experiment and creation,” a university must be able to determine “who may teach, what may be taught, [and] how it shall be taught.” (*Regents of University of California v. Bakke* (1978) 438 U.S. 265, 312.) But academic freedom is not without boundaries, and may need to bend to administrative demands: “Academic freedom thrives not only on the independent and uninhibited exchange of ideas among teachers and students, but also, on autonomous decision-making by the college.” (*Regents of Univ. of Mich. v. Ewing* (1985) 474 U.S. 214, 226 n. 12, *underscoring added.*) Accordingly, the Board of Governors has authorized community college districts to regulate academic freedom through “a policy statement on academic freedom” and “procedures . . . regarding the role of academic senates and faculty councils.” (Cal. Code Regs., tit. 5, § 51023.) Thus, community college faculty members’ rights to academic freedom are not absolute, and do not exist in a vacuum.

The regulation of academic freedom has already occurred in the distance learning context, where title 5 and local policies are both implicated. For example, faculty must be “prepared to teach in a distance education delivery method consistent with local district policies and negotiated agreements.” (Cal. Code Regs., tit. 5, § 55208(b).) In addition, “distance education includes regular effective contact between instructor and students, and among

³ “Faculty’ means those employees of a community college district who are employed in positions that are not designated as supervisory or management . . . , and for which minimum qualifications for hire are specified by the Board of Governors.” (Cal. Code Regs., tit. 5, § 53200.)

students, either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities.” (§ 55204(a).)

Here, the decision to engage in distance education in the first instance, and the method of delivery, is a local decision based on specific circumstances, whether it takes place during or after the COVID-19 pandemic. Similarly, academic freedom must be weighed against a college’s right to establish policies that support and aid their students educationally, mentally, emotionally, and physically.

2. The Right to Privacy under the California Constitution

The California Constitution specifically provides for a right of privacy this is implicated by the cameras-on requirement.⁴ (Cal. Const., art. I, § 1.) A party asserting an unlawful invasion of privacy must establish that there is (1) a legally protected privacy interest, (2) a reasonable expectation of privacy under the circumstances, and (3) a serious invasion of the privacy interest. (*Hill v. National Collegiate Athletic Assn.* (1994) 7 Cal.4th 1, 39–40.) The California Supreme Court has explained the application of this balancing text. When an intrusion into privacy is limited, and confidential information is shielded from disclosure beyond those who have a legitimate need to know, privacy concerns will be lessened. However, if sensitive information is not safeguarded, or if the competing objectives can be accomplished by alternative means with less impact on privacy interests, the protection of the right to privacy is heightened. (*Hill*, 7 Cal.4th at pp. 37–38.)

Applying these principles to live synchronous online classes, it should first be noted that students have a strong, constitutionally-protected interest in pursuing their educational goals. (Cal. Const., art. IX, § 1.) This interest applies

⁴ We have only addressed the state constitution because its right of privacy is broader and more protective of privacy than the federal constitutional right of privacy as interpreted by the federal courts. (*American Academy of Pediatrics v. Lungren* (1997) 16 Cal.4th 307, 326.)

to online education, whether during a pandemic or not. If a student is participating in a live synchronous online class from where the student lives, the student's legally-protected privacy interest will be high. The home is traditionally protected most strongly by the constitutional right of privacy. (*Tom v. City and County of San Francisco* (2004) 120 Cal.App.4th 674, 685.) And in the context of a full class of students, at issue is the sum of all attending students' privacy interests, not merely the interest of a single student. Balanced against the students' privacy interests in their living circumstances is the faculty member's academic freedom to determine the mode of instruction.

A requirement that cameras remain on will likely enhance the interactive nature of an online class, provide the faculty member with valuable visual feedback during the course of instruction, and facilitate the taking of attendance. However, it would appear to be the rare situation where the faculty interest would outweigh students' collective interests in pursuing an education, and their privacy interests in their living circumstances. While perhaps not ideal, the faculty members' interests in interaction, feedback, and attendance can all be accomplished by alternative means. Students who voluntarily participate with their cameras on will in most cases provide meaningful visual feedback. In addition, audio participation and the chat feature available in synchronous online platforms will allow interaction and attendance taking, while maintaining student privacy interests.

There may be circumstances when full audio-visual student participation is essential to instruction. In such instances, the balance of interests may be different than is described in the paragraphs above. And the use of virtual backgrounds, if available, could further diminish student privacy concerns. These situations will need to be evaluated on a case-by-case basis, bearing in mind the principles described above, and carefully tailoring how best to protect student privacy interests.

3. Family Educational Rights and Privacy Act (FERPA)

FERPA protects the privacy of student education records, and may be implicated by recordings of online classes that contain student information. (20 U.S.C., § 1232g; 35 C.F.R. Part 99; see also Ed. Code, §§ 76200 et seq.) An

education record includes records, files, and documents that “(i) contain information directly related to a student; and (ii) are maintained by an educational agency or institution or by a person acting for such agency or institution.” (§ 1232g(a)(4)(A).) Under the United States Supreme Court’s interpretation of FERPA, a video record of a live synchronous online class retained in a database would constitute a student record if the recording includes the student’s image or an audio recording that could be associated with the student. (See *Owasso Independent School Dist. No. I-011 v. Falvo* (2002) 534 U.S. 426.)

Accordingly, the recording of live synchronous online classes will be more likely to implicate FERPA if faculty are also requiring students to keep their cameras-on.⁵

4. The American with Disabilities Act (ADA) and the Rehabilitation Act of 1973

The ADA and the Rehabilitation Act protect the rights of disabled students, and may influence whether faculty may require cameras to be kept on during live synchronous online classes. (42 U.S.C. § 12131; 29 U.S.C. § 794.) Districts must ensure that disabled students are not denied “the benefits of [or] excluded from participation in” an educational program. (29 Code Fed. Regs. § 104.44(d)(1).) In the event that cameras-on requirements impact students with anxiety, or other mental disorders, community colleges will be required to accommodate the disability to ensure they are not discriminating against students based upon a disability. (28 C.F.R. § 35.130(b)(7); 34 C.F.R. § 104.44(a).)

Colleges are not required by the ADA to make adjustments that would result in a “fundamental alteration of the program,” or impose an “undue burden” on the college. However, allowing students to determine for themselves whether

⁵ Information about photos, video, and audio recording under FERPA can be found on the U.S. Department of Education web page: [FAQs on Photos and Videos Under FERPA](#). See also the Department of Education's guidance on [FERPA and Virtual Learning During COVID-19.pdf](#).

to use their cameras will not usually cause a fundamental alteration in the program, or cause an undue burden. The establishment of college policies will help ensure disabled students are not excluded from participation by the imposition of a cameras-on practice.

C. Recommendations

Districts should adopt policies strictly limiting or prohibiting faculty from instituting cameras-on requirements in order to protect against violations of student privacy, balance academic freedom, and ensure compliance with FERPA, California's student privacy law, and federal disability laws and their state analogs.

Colleges should adopt a cameras-optional approach that respects student concerns regarding privacy, access, and equity. Such a policy should address or include:

- Cameras should be presumptively optional for live synchronous online classes.
- If audio and visual student participation is essential:
 - Allow faculty to require cameras to be on, but only to the extent necessary, and with adequate notice to students;
 - Clearly identify the essential nature of video for instruction and consider a student's privacy or technical objections and create a confidential "opt-out" mechanism that allows a student to decline video participation;
 - Encourage faculty to consider an alternative to video participation such as audio participation;
 - Encourage the use of electronic video backgrounds; and
 - Allow students flexibility to turn off their cameras or mute audio unless needed.
- Encourage the use of the chat feature for attendance and discussion.

###

Actionable Equity for Faculty Leaders

Practical knowledge to apply equity framework and lens to leadership work

Action/Skill Development Level

ARC PD Competencies: Equity-minded Service and Data Literacy

Four two-hour sessions

Tentative dates Fridays Jan. 29, Feb. 5, 19, 26 9:00-11:00 A.M.

Learning Outcome Highlights

- Explain disproportionate impact context, findings, and recommendations for ARC's disproportionately impacted populations, particularly for Black/African American, Native American, and Latinx students using our DI Team Reports
- Explain racial and other group disparities without deficiency model thinking
- Consider how to use power appropriately to advocate for and support equity
- Use data effectively to tell a compelling, equitable, and more accurate story
- Make data-informed decisions and adjustments as equitable leaders and practitioners
- Focus on culturally responsive and learner-centered andragogy/pedagogy/heutagogy
- Actively participate in program review and other ARC-sponsored methods using an equity lens
- Understand why anti-racism and sovereignty are connected to our equity consciousness



SLOAC Updates

- SLO and SSO Assessment were both adjusted because of the move to remote operations
 - SLO assessment through the AARR will resume in spring 2020
 - Addition of a question regarding remote operations:
 - How has the move to remote learning affected your assessment outcomes?
 - SSO assessment was postponed
 - SSOAR completed fall 2019
 - SSOAR data analysis moved from spring 2020 to fall 2020
 - Actions identified will be incorporated into the AUP as the AARR data is incorporated
- Program SLO Linguistic Analysis Tool
 - Easier process for completing Departmental Course to Program SLO Maps instead of manually updating them.
 - Pilot with departments in cohorts 1 and 2 of program review
 - Would love to have other departments join the pilot if interested
 - Next steps: adjust according to feedback and bring to Academic Senate for review and feedback

Student Success Council Report 10/20/20

Updates and Brief Reports:

- None

Action Items:

- **BIPOC Employee Retention Issues:** The Council approved the creation of a Resource Panel focused on retention for employees of color. This group will gather research, such as reviewing the literature and seeking models from other colleges. Ultimately ARC will work with HR to develop an employee retention strategy. Sarah Lehmann and Carina Hoffpauir will lead this Resource Panel with support from Parrish Geary and other representative members to be determined.

Discussion Items:

- **Academic Dishonesty and Math:** Michelle Brock and Phil Smith visited the Council to discuss concerns about academic dishonesty and math testing in the remote environment. The Council was asked to consider what resources from the college could be helpful. After discussion, Frank Kobayashi posed three potential areas for future action: 1) Establish greater clarification on the institutional consequences for academic dishonesty; 2) Convene a representative body from different departments/areas that share this concern; 3) Additionally, take this issue to Academic Senate for further discussion (possible agenda item for a future meeting?).

News



Undocumented Student Weeks of Action

October 8, 2020

Serving the largest number of undocumented students in the state, California Community Colleges are committed to serving **all** students, regardless of immigration status.

Undocumented Student Weeks of Action, starting Monday, October 19, is a system-wide campaign to advocate and provide support resources for our undocumented student population. The Los Rios Colleges will host a series of events open to undocumented students, students of mixed status, and allies.

Events for the Los Rios Community

Register now for a variety of activities planned into November, including:

- [Transfer to the UC for Undocumented Students](https://cccconfer.zoom.us/meeting/register/tJkOCvrTgsGtIcdBIRtc6Vlhp-44CDJhy6) (https://cccconfer.zoom.us/meeting/register/tJkOCvrTgsGtIcdBIRtc6Vlhp-44CDJhy6) – Tuesday, October 20, 11:30 am to 1:00 pm, Zoom
- [Financial Aid and Scholarships for Undocumented Students](https://cccconfer.zoom.us/meeting/register/tJYud-Gtqz0pG937VbR-aefkgGOn4UlqT094) (https://cccconfer.zoom.us/meeting/register/tJYud-Gtqz0pG937VbR-aefkgGOn4UlqT094) – Tuesday, October 20, 3:00 to 4:00 pm, Zoom
- [Transfer to the CSU for Undocumented Students](https://cccconfer.zoom.us/meeting/register/tJwoc-6upzMvHNeDwvS5J2oQpp37H39X896N) (https://cccconfer.zoom.us/meeting/register/tJwoc-6upzMvHNeDwvS5J2oQpp37H39X896N) – Tuesday, October 27, 11:30 am to 1:00 pm, Zoom
- [Election Day Hang Out: Know Your Rights & Wellness Strategies](https://cccconfer.zoom.us/meeting/register/tJUufuyogzItG9YnicowrrGM0yiGdixtFYQ1) (https://cccconfer.zoom.us/meeting/register/tJUufuyogzItG9YnicowrrGM0yiGdixtFYQ1) – Tuesday, November 3, 5:00 to 6:00 pm, Zoom
- [Election Day Results: A Chat with an Immigration Attorney](https://cccconfer.zoom.us/meeting/register/tJcvc-6oqDliHNzmaWChHfctJpP031reDtqU) (https://cccconfer.zoom.us/meeting/register/tJcvc-6oqDliHNzmaWChHfctJpP031reDtqU) – Thursday, November 5, 5:00 to 6:30 pm, Zoom
- [Assisting Undocumented Students with Writing a Personal Statement](https://cccconfer.zoom.us/meeting/register/tJ0sc-iscjooEt0SftU2uCDMmc1240aQm0kFw) (https://cccconfer.zoom.us/meeting/register/tJ0sc-iscjooEt0SftU2uCDMmc1240aQm0kFw) – Tuesday, November 10, 3:00 to 4:00 pm, Zoom

For more information about these events, contact Angelica Garcia-Galvan at: garciaa4@scc.losrios.edu (mailto:garciaa4@scc.losrios.edu).

Events for High School Seniors

In addition to the events above, there is a series of events specifically for high school seniors:

- [The Community College Option for Undocumented Students](https://cccconfer.zoom.us/meeting/register/tJ0od-msrjpsHtdL3gxvZd7Vlq2pB6bThuiZ) (https://cccconfer.zoom.us/meeting/register/tJ0od-msrjpsHtdL3gxvZd7Vlq2pB6bThuiZ) – Monday, October 19, 1:00 to 2:00 pm, Zoom
- [Financial Aid and Scholarships for Undocumented Students](https://cccconfer.zoom.us/meeting/register/tJYud-Gtqz0pG937VbR-aefkgGOn4UlqT094) (https://cccconfer.zoom.us/meeting/register/tJYud-Gtqz0pG937VbR-aefkgGOn4UlqT094) – Tuesday, October 20, 3:00 to 4:00 pm, Zoom
- [The Undocu-Scholar College Experience: Student Panel](https://cccconfer.zoom.us/meeting/register/tJlvc-Cqqz8vE9QjWNX38216m4Q0ANAKCEZc) (https://cccconfer.zoom.us/meeting/register/tJlvc-Cqqz8vE9QjWNX38216m4Q0ANAKCEZc) – Thursday, October 22, 3:00 to 4:00 pm, Zoom
- [Guía al Colegio Comunitario](https://cccconfer.zoom.us/meeting/register/tJcqufuhqzstE9R9Tk-KSjPlxmYxJzQcQvQ) (https://cccconfer.zoom.us/meeting/register/tJcqufuhqzstE9R9Tk-KSjPlxmYxJzQcQvQ) – Friday, October 23, 5:30 to 6:30 pm, Zoom

For more information about the high school focused events, contact the CRC Dream Center at: CRC-DreamCenter@crc.losrios.edu (mailto:CRC-DreamCenter@crc.losrios.edu).

Sponsors

Los Rios Undocumented Student Weeks of Action are sponsored by: ARC Undocuscholar Resource Connection, CRC Dream Center, Folsom Lake College, and SCC Undocu-Resource Program.

For more information on statewide webinars, activities, and resources, visit the [Community College League's Supporting Undocumented Student webpage \(https://www.ccleague.org/advocacy/federal-advocacy/supporting-undocumented-students\)](https://www.ccleague.org/advocacy/federal-advocacy/supporting-undocumented-students).

Zoom Background

Show your support during Undocumented Student Weeks of Action – download and use our custom Zoom background image.

DOWNLOAD ZOOM IMAGE (/SHARED/IMG/ZOOM/UNDOC-STUDENT-WEEK-OF-ACTION-ZOOM.JPG)



Related Links

[Undocumented Students \(/admissions/get-started-and-apply/admissions-and-records/undocumented-students\)](#)

At American River College we define undocumented to include all immigrants who reside in the US without legal status. Learn about resources for undocumented students often referred to as Dreamers.

Draft Credit for Prior Learning Board Regulation

REGULATION

Instructional ProgramCredit for Prior Learning R-7137

Instructional Arrangements

1.0 Credit for Prior Learning

- 1.1 Credit for prior learning is credit awarded for validated college-level skills and knowledge gained outside of a college classroom.
- 1.2 Students may receive college credit for prior learning through the approved alternative methods listed below:
 - 1.2.1 Achievement of a satisfactory score on the College Board Advanced Placement (AP) examination.
 - 1.2.2 Achievement of a satisfactory score on a high-level International Baccalaureate (IB) examination.
 - 1.2.3 Achievement of a satisfactory score on the College Level Examination Program (CLEP).
 - 1.2.4 Evaluation of Joint Services Transcripts (JST).
 - 1.2.5 Achievement of an examination administered by other agencies approved by the District (CCR, Title 5, §55050(c)).
 - 1.2.6 Evaluation of industry-recognized credentials.
 - 1.2.7 Evaluation of student-created portfolios.
 - 1.2.8 Satisfactory completion of an institutional examination administered by the college in lieu of completion of an active course listed in the current college catalog through a process called, “challenging a course through credit by exam.”
- 1.3 Credit for prior learning does not include knowledge and skills already assessed and awarded credit through formal education at regionally accredited in-state and out-of-state institutions.

2.0 Determination of Eligibility for Credit for Prior Learning

- 2.1 The student must be in good standing in the District.
- 2.2 The student must have previously earned credit from the District or be currently registered as a student.
- 2.3 Current students must have an education plan on file.
- 2.4 The course must be listed in the current college catalog.
- 2.5 The student is not currently enrolled in the course to be challenged.
- 2.6 If challenging a course through credit by exam, the student must be registered with the District and not currently enrolled in or received credit for a more advanced course in the same subject.

3.0 Prior Learning Assessment Grading Policy

- 3.1 Grading shall be according to the procedures outline in LRCCD P & R 7252

except that that students shall be offered a “pass-no pass” option if that option is ordinarily available for the course (CCR, Title 5, §55050(g)).

- 3.2 Students shall have an opportunity to accept, decline or appeal decisions related to the award of credit once per assessment requested and in cases of credit by exam, pursuant to Title 5, §55021 and §55025 (CCR, Title 5, §55050(k)).

4.0 Transcription of Credit for Prior Learning

- 4.1 The student’s academic record shall be clearly annotated to reflect that credit was earned by assessment of prior learning (CCR, Title 5, §55050 (f)).

5.0 Applicability of Credit

- 5.1 Units for which credit is given pursuant to the provisions of this section shall not be counted in determining the 12 semester hours of credit in residence required for an associate degree (CCR, Title 5, §55050 (h)).
- 5.2 Students should be advised that some 4-year colleges and universities do not accept credit granted for prior learning.

6.0 Automatic Referral for Credit for Prior Learning Assessment

- 6.1 Upon completion of a student’s educational plan pursuant to CEC §78212, a student shall be referred to the college’s appropriate authority for assessment of prior learning, if the student is a veteran or an active-duty member of the armed forces, holds industry-recognized credentials, or requests credit for a course based on their prior learning.

7.0 Advanced Placement (AP) Examination (CCR, Title 5 §55050(m))

- 7.1 A student requesting credit for prior learning through a College Board (AP) Examination must meet the general eligibility criteria in section 2.0 and the following.
- 7.1.1 Official copies of the AP test scores are on file with the Admissions and Records Office.
- 7.1.2 The student achieved a passing score on the college’s AP Credit Chart.

8.0 High Level International Baccalaureate (IB) Examination

- 8.1 A student requesting credit for prior learning through a High-level IB Examination must meet the general eligibility criteria in section 2.0 and the following.
- 8.1.1 Official copies of the IB test scores are on file with the Admissions and Records Office.
- 8.1.2 The student achieved a passing score on the college’s IB Credit Chart.

9.0 College Level Examination Program (CLEP)

- 9.1 A student requesting credit for prior learning through CLEP must meet the general eligibility criteria in section 2.0 and the following.

- 9.1.1 Official copies of the CLEP test scores must be on file with the Admissions and Records Office.
- 9.1.2 The student achieved a passing score on the college's CLEP Credit Chart.

10.0 Credit for Military Service

- 10.1 A veteran student requesting credit for prior learning through evaluation of the Joint Services Transcript must meet the general eligibility criteria in section 2.0 and the following.
 - 10.1.1 Honorable discharge from one or more years of active duty in the US armed forces.
 - 10.1.2 Completion of one semester at the college.
 - 10.1.3 A copy of the DD-214 (member copy 4) must be on file with the Admission and Records Office.
 - 10.1.4 A completed petition for credit is on file.
- 10.2 A veteran student meeting the criteria in 10.1 may receive:
 - 10.2.1 3 units of living skills credit toward graduation requirements.
 - 10.2.2 1 unit of elective credit.

11.0 Industry Recognized Credentials

- 11.1 A student requesting credit for prior learning through evaluation of industry recognized credentials shall adhere to the following procedures and meet the general eligibility criteria in section 2.0 and the following.
 - 11.1.1 The student must submit a petition for evaluation of industry-recognized credentials to the discipline department chair or faculty designee.
 - 11.1.2 The student must provide the discipline department chair or faculty designee copies or documentation of the industry-recognized credentials that support the petition.
 - 11.1.3 The discipline faculty member shall evaluate the credentials against course content and student learning outcomes of current courses in the college catalog.
 - 11.1.4 If the discipline faculty member determines the industry-recognized credentials adequately measure mastery of the course content as set forth in the official course outline of record, the faculty member shall sign the petition and forward it and the backup documentation to the Admission and Records Office for transcription of credit.

12.0 Assessment of Student-Created Portfolio

- 12.1 A student requesting credit for prior learning through assessment of a student-created portfolio shall adhere to the following procedures and meet the general eligibility criteria in section 2.0 and the following.
 - 12.1.1 The student must submit a petition for evaluation of the student portfolio to the discipline department chair or faculty designee.
 - 12.1.2 The student must provide the discipline department chair or faculty designee with the student-created portfolio that supports the petition.

- 12.1.3 The discipline faculty member shall evaluate the portfolio against course content and student learning outcomes of current courses in the college catalog.
- 12.1.4 If the discipline faculty member determines the portfolio contents adequately measure mastery of the course content as set forth in the official course outline of record, the faculty member shall sign the petition and forward it and the backup documentation to the Admission and Records Office for transcription of credit.

13.0 Challenging a Course through Credit by Exam (CCR, Title 5 §55050 (e))

- 13.1 A student requesting credit for prior learning via challenging a course through credit by exam shall adhere to the following procedures and meet the general eligibility criteria in section 2.0.
 - 13.1.1 The determination to offer credit by examination rests solely on the discretion of the discipline faculty.
 - 13.1.2 A separate examination shall be conducted for each course for which credit is to be granted.
 - 13.1.3 A student must submit a petition to the discipline department chair or faculty designee for each course to be challenged.
 - 13.1.4 The examining faculty member shall determine the nature and content of the exam. (CCR, Title 5 §55050(c)).
 - 13.1.5 If the student completes the examination with a passing grade as determined by the examining faculty member, the examining faculty member shall sign the petition, indicating the grade for the course successfully challenged and forward it and the backup documentation to the Admission and Records Office for transcription of credit.
 - 13.1.6 A student may be charged a fee for challenging a course through credit by exam which shall not exceed the enrollment fee associated with the enrollment in the course for which the student seeks credit by examination. (CCR, Title 5, §55050 (i)).

14.0 Credit by Exam for High School Articulated Courses

Procedures for granting credit by exam through high school articulated courses shall be in accordance with LRCCD R-7135.

Draft Credit for Prior Learning LRCCD Board Policy

POLICY

Instructional Program

Credit for Prior Learning P-7137

Instructional Arrangements

1.0 Credit for Prior Learning

- 1.1 Credit for prior learning is credit awarded for validated college-level skills and knowledge gained outside of a college classroom including, but not limited to, military training, industry training, state/federal government training, apprenticeships, internships, work-based learning or other industry-based experiential learning, validated volunteer and civic activities (ESS 20-300-001).

2.0 Procedures

- 2.1 Procedures for students to attain credit for prior learning shall include, but not be limited to, evaluation of student-created portfolios, evaluation of industry-recognized credential documentation and standardized exams, credit by examination, college level examination program (CLEP), college board advanced placement exam, evaluation of Joint Services Transcripts, (CCR, Title 5, §55050(a)).

3.0 Policy Review and Reporting

- 3.1 This policy shall be reviewed every three years by the LRCCD board of trustees (CCR, Title 5, §55050(I)).
- 3.2 The LRCCD Board of Trustees shall report disaggregated data by gender and race/ethnicity, the number of students who received credit for prior learning, the number of credits awarded per student, retention and persistence rates of students earning credit for prior learning, completion data (for certificate, degree and transfer) for students earning credit for prior learning, and qualitative assessments by students of the policies and procedures (CCR, Title 5, §55050(I)).

LOS RIOS COMMUNITY COLLEGE DISTRICT

Policy and Regulation Vetting Process

Policies and regulations are regularly reviewed and updated to stay in compliance with state and federal law. Any district constituent can propose changes to policies and regulations.

Quarterly, the General Counsel notifies the Board of Trustees and other constituents of any policies and regulations that are being reviewed or revised.

The Vetting Process

Proposed changes to policies and regulations are vetted through the participatory governance process. Typically, revisions are generated or reviewed by the General Counsel and then vetted in the following order:

1. Vice Presidents of Administration (who generally meet once per month); Vice Presidents of Instruction and Vice Presidents of Student Services (who generally meet every two weeks)
2. Academic Senate (for academic and professional matters) and/or the Student Advisory Council (for matters within the scope of student governance)
3. Chancellor's executive staff (who meet weekly)
4. Chancellor's Cabinet ¹ (who meet monthly)
5. Board of Trustees ² (who meet monthly)

¹ Regulations become effective once they are presented to Chancellor's Cabinet. They do not go to the Board of Trustees.

² Policies are always vetted through the Board of Trustees. Typically, the Board reviews revisions to a policy during a first reading, then approves the policy at the next meeting.

Exceptions

Policies and regulations on issues that are reserved by law, collective bargaining, or agreement for negotiation – or that are the responsibility of other groups – are not vetted through this process.

Where immediate changes to a policy or regulation are required, interim guidelines may be issued.

Resources

- [Policy and Regulation Review Process Chart \(PDF\)](https://lrcdcd/shared/doc/legal/policyreg-reviewchart.pdf). ([/lrcdcd/shared/doc/legal/policyreg-reviewchart.pdf](https://lrcdcd/shared/doc/legal/policyreg-reviewchart.pdf))

ARC Institutional Data Use Statement

Using data to better understand the students at American River College paves the way to developing new, innovative approaches for better outcomes, greater institutional efficiency, and much more. Data are an institutional strategic asset and should be used as such. This institutional data use statement describes the primary functions of the office of institutional research at ARC and how the college can make use of data for decision support.

A renewed commitment to the use of data provides opportunities to help the college advance its strategic planning goals, improve quality and efficiency, strengthen student outcomes, and enhance teaching, learning, and advising. The self-reflective process associated with examining disaggregated institutional data at the department and course level supports the development of best practitioners.

Thoughtful application of the following principles creates the conditions for leveraging the meaningful use of data to make decisions and take action:

- There is a commitment to social justice and equity and a focus on the strategic priorities of the institution.
- There is a team-based approach with an unrelenting expectation for collaboration across departments, divisions, and the college.
- Fundamentally data must be recognized as an institutional strategic asset, not the property of individuals or individual offices.
- The responsible use of data is a non-negotiable priority. Attention to the protection of sensitive data is imperative.
- Avoiding the intentional or unintentional misuse of data requires an investment in institution-wide development of awareness, transparency, and training. Additionally, it is important to clarify expectations for data use and protection and for data privacy.
- The college supports the following [aspirational practice for institutional research](#)
 - A wide variety of employees across the institution are actively involved in turning data into decision-support information
 - Office of institutional research works in conjunction with other departments and units to produce an organization-wide institutional research function
 - There is a broad view of decision makers, meaning that while senior leadership continues to be a priority consumer of data and information provided by institutional research, other decision makers include students shaping their own experiences, faculty shaping their teaching and interactions with students, and staff shaping program designs and direct interactions with students.
 - The institution is committed to a student-focused paradigm for decision support in which data and analytics are transparent and are intentionally focused on improving the student experience.
 - The role of institutional research encompasses coaching a wide array of data consumers, managing institution-wide data and analytical requirements, and balancing information supply and demand.

- The function of institutional research connotes the institution-wide use of data and analytics, not just the products of an office of institutional research. Building out this function requires coaching and professional development of employees across the institution in a purposeful and intentional process that increases capacity for data-informed decisions to permeate the institution. Developing data-informed strategy includes professional judgment, innovation, experience, theory, and wisdom in decision-making. The goal is for data literacy to be as ubiquitous as expectations for writing, speaking, and computer skills.

How does the office of institutional research support practitioners regarding the use of data?

1. Data on Demand Factbook -- <https://arc.precisioncampus.com/#!/login>
 - Self-service, customized data reports (e.g. enrollment activity, course success, retention, degrees and certificates awarded)
 - Accessible by all faculty, staff, and administrators
 - Filters for disaggregating data (e.g. age, gender, race)
 - Data reported to the course level of detail
2. Equity Reports
 - Developed for faculty in support of the Equity Action Institute
 - Equity data reports include (as of 2019)
 - Instructor Grade Metrics Comparison
 - Grade Distribution, by Race/Ethnicity
 - Grading Variability
 - Disproportionate Impact
3. Individual data requests
 - Individuals may submit a research request
 - The timing of response from the research team is contingent upon workload and the prioritization of existing projects
4. Individual meetings
 - Members of the research team meet with individuals to clarify research requests and interpret results
5. Support for institutional planning processes
 - Standard data sets provided for annual unit planning and program review
6. Facilitated workshops
 - Support for accessing and interpreting data (e.g. data on demand, equity reports)
 - Mechanisms to protect against the misuse of data
 - Encourage faculty dialogue and support for annual unit planning and program review
7. Self-paced tutorials (forthcoming)

What additional functions does OIR serve?

8. Administering surveys -- [ARC guidelines for the creation and administration of surveys](#)
9. Data for faculty position requests

10. Qualitative research (e.g. focus groups)
11. Accreditation reporting
12. Compliance reporting
13. Grant evaluation
14. Maintaining existing and developing new reporting capabilities for ARC's Integrated Planning Portal
15. Experimenting with reporting options for possible inclusion on ARC's Data on Demand site
16. Provide evaluation support for ARC's processes, governance structures, and programs
17. Other reporting



DATE: October 15, 2020
TO: American River College Faculty
FROM: Frank Kobayashi, Interim Vice President of Instruction
SUBJECT: Data Inquiry

Dear Faculty,

I wanted to begin by expressing my deep appreciation for the work that you do each day. Your work is important, meaningful, and changes the life trajectories of our students. I know that the challenges to teaching and learning have only magnified during remote operations, and I appreciate everything you have done to meet these challenges.

I would like to share information and context regarding Faculty Equity Reports and Department/Course Disproportionate Impact Reports. These reports are now available through the College's Integrated Planning Portal. I have also attached to this email the College's Institutional Data Use Statement, which provides a framework for our use of data.

To begin this dialogue, I propose building a baseline foundation of knowledge about both Faculty Equity Reports and Department/Course Disproportionate Impact Reports. This semester, the Office of Institutional Research in partnership with the Office of Equity and Inclusion will be hosting information sessions to provide an introduction into the data. This semester we will focus on learning how to read the data. Dates for Information Sessions will be forthcoming.

The development of these Reports has not occurred in a vacuum, and instead are part of an arc of knowledge development at the College. The institution built a foundation for equity through the Institutional Equity Plan. This work was furthered through the African American Disproportional Impact Report, the LatinX Disproportional Impact Report, and the Native American Disproportional Impact Report.

Over the past three years, the College has invested significant resources into Professional Development specific to equity. One example is the Equity Action Institute (EAI), a two-semester Faculty cohort experience focused on Building Equitable Practices for Faculty. Another example is the Equitable Practitioner Development Program (EPDP), a one-semester Inquiry-level practitioner development program for those who have completed Equity Action Institute or other equity-based program. A final example is the New Faculty Academy, a two

semester cohort experience with equity, social justice, and teaching excellence as central to faculty development at ARC. In total, over 125 faculty have participated in these programs Faculty Equity Reports originated from the Equity Action Institute, as the basis of faculty colleagues using an equity lens as a process of inquiry.

Finally, through Program Review and Annual Unit Planning, Disproportionate Impact Reports have been integrated into our Integrated Planning process.

Faculty Equity Reports and Department/Course Disproportionate Impact Reports enable us to take the next step in our knowledge development together. There are many factors which may be driving disproportionate impact on our students, and we as a college community all have work to do. I realize there are many concerns that are inherent with the data. The intent of the data is not to be punitive but instead the basis of knowledge development and inquiry. I also want to be clear that this data will not be part of our Peer Review Process.

While the data will tell part of the story, there is much more to the story that the data cannot tell. For example, what are the institutional structures that faculty have no control over? What are the histories and narratives of the Disproportionately Impacted groups named? Whose voices have created the narratives? Data is a tool, but not the answer.

Our path forward as an institution will be guided by each member of our community of teachers and learners building awareness, knowledge, and skills to use an equity lens. As I reflect on the work ahead of us, I am struck by my own individual need to broaden my lens as an equity practitioner. How do my own biases impact my decision making? What is my comfort level talking about race and racial terms? How can I bring equity discussions to the campus level? I personally know I have a lot to learn and much more room to grow.

I hope that you join me in continuing to build our awareness, knowledge, and skills together.

I wanted to conclude by sharing how grateful I am to each of you. For the past seven months, our world has been turned upside down. Each of you has your own lived reality about sheltering in place, worrying about loved ones, navigating fear, and being surrounded by death. To live has not been easy. Despite our situation, you have chosen to give of yourself. You decided to teach remotely, to redefine your craft to be able to meet the educational needs of our students at a distance. But there is more. There is the lived reality of our students. Our students have been sheltering in place, worrying about loved ones, navigating fear, and being surrounded by death. Each of you has not only carried the burden of your own lived reality, but the lived reality of your students. I don't know how to put into words how grateful I am to each of you. You may not hear it every day, but please let me express to you that the hours you have put in, the care you have expressed, and the heart you have put into teaching is incredibly valued. Thank you for what you do. Thank you for who you are.

cc: Alisa Shubb, Academic Senate President