Approved MINUTES

Preliminaries

1. Call to order by President Gary Aguilar at 3:00 PM

Present were: Ellen Bowden, Katrina Worley, Laurinda Reynolds, John Bell, Shannon Pries, Gordon Roadcap, Erik Haarala, David Austin, Mark Rau, Jacqueline Diclementine, Leslie Reeves, Kate Williamson, Deborah Gale, Amy Gaudard, Andy Halseth, Matthew Register, Glenn Jaecks, Charles Thomsen, Jordan Meyer, Janay Lovering, Alisa Shubb, Gary Aguilar, Tressa Tabares

2. Approval of Agenda: Approved with deletion of item 10.

3. Approval of March 28th minutes: Minutes approved by consensus.

4. Introduction of Guests: Sarah Lehmann, Students Success Council Co-chair, Dan Crump, Senate Liaison, Pamela Bimbi, Distance Education Coordinator, Pam Chao

5. Public Comment Period (3 minutes per speaker): None.

6. President’s Report: None.

Decision (10 minutes maximum per item)

7. Draft Student Equity and Achievement (SEA) Plan (2nd Reading)

Faculty Feedback: There doesn’t seem to be any metric for what faculty are actually doing to achieve equity. Student Success Council Co-Chair responded that that metrics were given to the SCC by the State Chancellor, but that she will bring this feedback to the Council.

Approved: 17, Yes, 1, No

Senators are asked to send any additional feedback to the Senate leadership for the final reading at the Executive Leadership Team meeting on April 8th.
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8. Clarify Program Paths Team Draft Final Report (2nd Reading):
Approved: 18, Yes, 0, No

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<td>Janay Lovering, 67</td>
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</table>
9. Institutional Equity Plan Team Draft Final Report (1st Reading)--see attached

The team has been working on creating a 3-5 year plan to improve equity and access to faculty, staff, and students. There was no successful model for them to follow so they first had to create a guiding framework for the plan, which they began after conducting listening sessions.

They realize the need for accountability for the plan and feel that the work of equity should be housed in a Unit (with program review) or position (Dean or VP of Equity--part of the President's Executive Leadership team)

Senators should send their feedback to Pam or Gary. They will make final edits before the May 6th ELT meeting.

10. ARC Online 2.0 Team – Draft Distance Education Plan (1st Reading)
Since Senators last saw this plan, the team has
- Integrated faculty feedback
- Added an executive summary
- Provided more info on disproportionately impacted students and equity
- Added a glossary of acronyms

It has been approved by the Student Success Council, but there is still time for edits based on faculty feedback. Senators are encouraged to comment directly on the google doc.

11. Academic Senate Elections (1st Reading)

Nominations will be accepted up until the day of elections on April 25th.
Alisa Shubb is running for President
Janay Lovering is running for Vice-President
John Bell is running for Secretary

Discussion

12. Proposed Changes to Title V Distance Education Regulations

Recent proposed changes to Title V have included changes to Distance Education regulations. Most are word deletions and substitutions, but the Separate Course
Approval section (55206) now requires an addendum for how we will meet regular and effective contact and accessibility.

And the Faculty Selection and Workload section (55208) says that “(b) Instructors of distance education shall be prepared to teach in a specific distance education delivery method consistent with local district policies and negotiated agreements.” However, we do not have a local district policy.

13. ARC FastTrack Online Education Initiative (OEI) Rubric Academy - Local Peer Online Course Review

Current compensation models are being worked out by the Union and the district. Faculty at different colleges were being compensated differently, which is not okay with the Union.

The District is looking at managing the OEI Rubric Academy for all colleges in order to make 20% of our courses online by Fall of 2020 (and not duplicate efforts across the district). To facilitate this, they are looking to hire 3 coordinators from existing faculty, who will be reassigned for three years. Their positions would be backfilled, though the positions could be requested through the regular Senate process--basically the district would give that FTE back to the college.

These Online Course Designers would be district employees housed at individual colleges and would return to their areas after the three year time, though this work could be continued if the District can fund it.

14. Academic Senate for California Community Colleges (ASCCC) Resolutions for Consideration at Spring Plenary

Senators are asked to look over the proposed resolutions and send feedback to Vice-President Alisa Shubb.

Delegates will submit resolutions up until April 11th and will vote on April 13th.

Senators asked the leadership to look at Resolution 9.01 on Course Basic (CB) 21 Rubrics for Coding Course Outcomes and asked whether classes that meet CSU requirements but not IGETC requirements will be funded differently.
President Aguilar reported that the State Senate President feels that the relationship between the State Academic Senate and the Chancellor is improving. 11 areas are going well, and 5 still need improvement.

15. Items from College Areas for Academic Senate Consideration:

Senators would like to know who represents faculty in discussion of use of space on campus.

Meeting Adjourned: 4:50 PM

Notes submitted by Academic Senate Secretary Janay Lovering

**Upcoming Meetings and Events**

1. LRCCD Board of Trustees Meeting: Wednesday, April 10, 5:30 P.M., Board Room, District Office
2. Academic Senate for California Community College (ASCCC), Spring Plenary: Thursday, April 11 – Saturday, April 13, Millbrae
3. ARC Academic Senate Meeting: Thursday April 25, 3:00 P.M., ARC Student Center Board Room
4. District Academic Senate Meeting: Tuesday May 7, 3:00 P.M., District Office Main Conference Room
5. ARC Academic Senate Meeting: Thursday May 9, 3:00 P.M., ARC Student Center Board Room
1. In the chart below, enter the three-year goal for each metric based on data for the college’s overall student population and identify activities that support goal attainment.

<table>
<thead>
<tr>
<th>Metric</th>
<th>Current Baseline Data for Overall Student Population</th>
<th>Goal for Overall Student Population</th>
<th>Activities that support the goal</th>
</tr>
</thead>
</table>
| Access: Successful Enrollment in the Same Community College            | 33.4%                                               | 53.4%                              | Pathways outreach and support: To work with feeder high schools to assist students in enrollment at ARC, with targeted outreach to disproportionately impacted student populations  
Student Engagement Center: to support new student matriculation, from application to enrollment in first semester at ARC  
Achieve@ARC: New Student Experience onboarding support for entering students as they matriculate to ARC Connect Center: Support for new students, from application to enrollment, as they matriculate to the college |
| Retention: Fall to Spring at the Same College                          | 62.2%                                               | 82.2%                              | Back on Track – Probation Support  
WAC/RAD  
Tutoring Support  
New Faculty Academy |
| Transfer to a four-year institution (2016-17 baseline)                 | 2,111                                               | 4,677 (5.5 point increase)         | Expanded academic, personal and career counseling/advising for students  
Transfer Center support services: workshops, application assistance, university exploration, and transfer educational planning |
| Completion of both transfer level math and English within the District  | 4.9%                                                | 24.9%                              | EOPS Math Success Tutors  
Math Learning Center (Natomas)  
Student Success in Science and Engineering (STEM) Tutoring Support  
Writing Across the Curriculum (WAC) at Natomas Center  
WID and WAC at main campus |
2019-2022 Student Equity and Achievement Plan
(Template for Planning Purposes Only)

## Reading Across the Disciplines (Natomas Center)

- Earned credit certificate over 18 units, associate degree (Vision Goal Completion Definition)

<table>
<thead>
<tr>
<th>Metric</th>
<th>Current Baseline Data for Disproportionately Impacted Student Population</th>
<th>Goal for Disproportionately Impacted Student Population</th>
<th>Activities that support the goal</th>
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<td></td>
<td>2,352</td>
<td>4,750 (5.1 point increase)</td>
<td>- Expanded academic, personal and career counseling/advising and support for students Financial Aid</td>
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2. In the chart below, enter the three-year goal for each student equity population shown to be disproportionately impacted in each metric and identify activities that support goal attainment.

<table>
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<th>Current Baseline Data for Disproportionately Impacted Student Population</th>
<th>Goal for Disproportionately Impacted Student Population</th>
<th>Activities that support the goal</th>
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</table>
| Access: Successful Enrollment   | See data sheet below for breakout of DI student groups. Note that the given increase for each group will not only meet the goal for the overall student population as stated above, but will also | - Achieve@ARC: New Student Experience onboarding support for entering students as they matriculate to ARC, with specific supports and outreach targeted to ARC’s disproportionately impacted student populations  
  - Umoja-Sakhu  
  - Puente  
  - PRISE  
  - Foster Youth  
  Expanded academic, personal and career counseling/advising and support for students |
<table>
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<tr>
<th>Retention: Fall to Spring</th>
<th>Achieve@ARC: Targeted case management support and engagement throughout new students’ first year in college designed to increase student retention and success, with specific supports and outreach targeted to ARC’s disproportionately impacted student populations</th>
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<td>· A2MEND</td>
</tr>
<tr>
<td></td>
<td>· Black Men of Color Network</td>
</tr>
<tr>
<td></td>
<td>· STEM/MESA Center</td>
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<td>· Puente</td>
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<td>· Foster Youth</td>
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<td>Transfer to a four-year institution</td>
<td>· STEM/MESA Center</td>
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<td>Completion of transfer level math and English</td>
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<td></td>
<td>· Co-requisite Support</td>
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<td>· Equity Action Institute</td>
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<td>Earned credit certificate over 18 units, associate degree</td>
<td>· Expanded academic, personal and career counseling/advising and support for students</td>
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<td>· Financial Aid</td>
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## 2019-2022 Student Equity and Achievement Plan

(Template for Planning Purposes Only)

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3. Outline a process and schedule for evaluating the progress made toward meeting your student equity goals. (500 words max)

ARC’s Office of Institutional Research (OIR) will monitor and report on measurable goal outcomes annually and continuously evaluate programs supported by the College’s Student Equity Plan. These data will include the Student Success Metrics (Access, Retention, Transfer, Completion of Math/English, and Earned an award). The OIR will continue to provide ongoing evaluation of activities by collecting data (quantitative and qualitative), tracking implementation of activities, applying statistical procedures to analyze data, and disseminating research findings via presentations and reports to project managers and the campus community.

4. How will your college ensure coordination across student equity-related categorical programs or campus-based programs? (500 words max)

American River College places our commitment to social justice and equity at the center of our mission. The College has recently undergone a dramatic redesign with the ultimate goal of closing equity gaps and increasing student success. We are implementing Guided Pathways, we are scaling up a case management-based first-year experience program for all incoming students, and we have shifted to a project management-based governance structure that allows for rapid implementation of needed reforms. We have also launched multiple in-depth, equity-focused faculty training programs. In addition to these broad-scale reforms, ARC supports many equity-related programs and we use multiple methods for ensuring coordination amongst both our categorical and campus-based programs. We have also identified areas where we need to improve coordination.

The first coordination method we use is centralized supervision. Our equity-related categorical programs are nearly all supervised by the Dean of Student Services, and she is able to facilitate communication and reduce duplication of services by holding regular meetings with categorical program staff. Many of our campus-based programs roll up to our Dean of Equity Programs and Pathways, who is able to facilitate similar coordination for those programs.
2019-2022 Student Equity and Achievement Plan  
(Template for Planning Purposes Only)

Second, the supervising deans and program staff for equity-related programs strategically coordinate as needed. For example, the Dean of Equity Programs & Pathways and the Dean of Student Services regularly communicate and collaborate around equity-related programs. Also, the Dean of Equity Programs & Pathways, the Dean of Student Services, and the Dean of Counseling work with the instructional deans to coordinate our equity-focused learning communities such as the Puente Project.

A third coordination method we use is proximity. Our categorical program offices are nearly all located in our Welcome and Support Center, which also houses the Dean of Student Services; this proximity facilitates coordination. Similarly, the offices for many of our campus-based equity programs are located in our Student Center along with the office of the Dean of Equity Programs and Pathways.

We also know that there are ways we can improve coordination between our equity-related programs. It would be helpful to have an advisory council whose job it was to look across campus at all equity programs to make sure all our students are being served, provide opportunities for equity program leaders to meet regularly, and help the various programs collaborate strategically to maximize resources and serve students the best we can.

There is a particular need for additional coordination, cohesion, and increased resource parity between the equity programs that are more institutionalized and well-funded, such as our categorical or other grant-funded programs, and the campus-based equity programs that arose from grassroots efforts of committed faculty and staff, such as our Umoja-Sakhu learning community and our Native American Resource Center.

Every student is unique, so ARC’s goal is to offer layers of support based on student need. Ideally, we will coordinate our equity efforts so that we may filter students into the communities, affinity groups, and support programs that best support their needs and preferences. This way, we make sure the students get the support they need and we avoid duplicating services.
## ARC’s EQUITY RELATED PROGRAMS

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<th>Categorical Programs</th>
<th>Campus-Based Programs</th>
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<tr>
<td>EOPS</td>
<td>Umoja-Sakhu Learning Community: An Afro-centric learning and support community</td>
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<tr>
<td>CARE (serves single parents)</td>
<td></td>
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<tr>
<td>NEXT Up (serves foster youth)</td>
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<tr>
<td>DSPS</td>
<td>Puente Project: through a Latinx cultural lens and framework, supports educationally underrepresented students to achieve success</td>
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<tr>
<td>CalWorks</td>
<td>Native American Resource Center</td>
</tr>
<tr>
<td>Veterans Resource Center</td>
<td>P.R.I.S.E. Learning Community: Pacific Islander/Asian-American Resilience Integrity and Self-Determination through Education</td>
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<td>Financial Aid</td>
<td>API Student Connection: supports Asian Pacific Islander students</td>
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<td>TRIO</td>
<td>Beaver Food Pantry</td>
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<td>Journey</td>
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<td>UndocuScholar Resource Connection: Supports undocumented students</td>
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<tr>
<td>UNITE: ARC’s Community &amp; Diversity Center (Universal, eNgaging, Inclusive, Transformative Education): Provides programming around issues of equity and diversity</td>
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<tr>
<td>Level Up First-Year Success Program: First year student support program open to students who have been traditionally underserved in educational environments, such</td>
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### 2019-2022 Student Equity and Achievement Plan
(Template for Planning Purposes Only)

<table>
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<tbody>
<tr>
<td>as foster youth, Undocular Scholars, students of color, and LGBTQ+ students</td>
</tr>
<tr>
<td>Achieve@ARC: Case management-based first year experience support program for incoming recent high school graduates</td>
</tr>
<tr>
<td>Science Skills Center: provides supplemental academic support for students in science classes</td>
</tr>
<tr>
<td>Tutoring: provides supplemental academic support to all students</td>
</tr>
<tr>
<td>STEM/MESA Center: Provides support for students in STEM fields.</td>
</tr>
</tbody>
</table>

5. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how the Student Equity funding for 2015-16, 2016-17, and 2017-18 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official contact for further information. **The executive summary must be posted to the college website. Provide a link to your college’s executive summary below:**

**EXECUTIVE SUMMARY**

ARC is currently engaged in a college redesign effort to improve the student experience as well as outcomes for all students. As part of this effort, ARC recently adopted its new Strategic Plan and a redesign of its governance process. We joined Achieving the Dream to assist the college in its efforts to improve efficiency, assess its capacity, and integrate efforts to improve outcomes and equity. We also are part of the California Guided Pathways project, and this is assisting us in our efforts to implement Guided Pathways.
Foundational to this work was the ARC Student Equity Plan work group’s participation in two Center for Urban Education Student Equity Implementation Institutes (Feb 2015 and October 2015). This team examined ARC’s equity data which showed student populations that were disproportionately impacted, particularly African American, Hispanic, and American Indian/Alaska Native students. Also foundational was ARC’s decision in fall 2016 to become an Achieving the Dream (ATD) college. ATD assisted the college with improving student outcomes through a redesign of the college. ARC held 3 college wide summits in the 2016-17 academic year to discuss ways to improve the ARC student experience and to gather input for the college strategic plan. In these conversations, equity emerged as a major theme, as reflected in the college’s new strategic plan, adopted in spring 2017 (see below).
Strategic Plan
2017 - 2021

OUR VISION
Transform the future of all students and our community through inclusive, equitable education.

OUR MISSION
American River College places students first in providing an academically rich, inclusive environment that inspires critical thinking, learning and achievement, and responsible participation in the community. American River College, serving the greater Sacramento region, offers education and support for students to strengthen basic skills, earn associate degrees and certificates, transfer to other colleges and universities, and achieve career as well as other academic and personal goals.

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

OUR STRATEGIC GOALS

Students First
SG1
The College engages and connects students early and often to people, programs, and services as an integrated educational experience. By providing personalized, proactive support, the College fosters relationships that ensure all students, particularly the historically underserved and marginalized, persist, learn, and succeed.

Exemplary Teaching, Learning & Working Environment
SG3
The College ensures an equitable, safe, and inclusive teaching, learning, and working environment. Culturally relevant curriculum, innovative, high-quality instructional methods and technologies, exemplary academic and student support services, and comprehensive and integrated professional development create the best conditions for teaching and learning. The College promotes liberation and honors the dignity, humanity, and contributions of all members of our community.

Clear and Effective Paths
SG2
The College provides easily recognizable pathways to, through, and beyond ARC. Offering well defined and supported pathways provides a foundation for success as students enter the College, make timely progress toward achieving their informed educational goals, and seamlessly transfer to other colleges and universities or find employment in their chosen career.

Vibrancy and Resiliency
SG4
The College promotes a culture of innovation, entrepreneurship, sustainability, and transparent communication. Proactive, effective, and efficient operational systems and governance and data-informed approaches to planning, decision-making, and resource allocation provide a high level of service to our students, community, and to one another.
STUDENT EQUITY GOALS FOR REQUIRED GROUPS
For the overall student population, we have set our 2021-22 goals as follows: Access, Retention, and Completion each will increase by 20 percentage points; Transfer will increase by 5.5 percentage points and Award will increase by 5.1 percentage points, each of which reflects 10% of the overall student population. The newly adopted strategic plan includes an equity statement to provide an equity lens through which to view the strategic goals and to emphasize the college’s orientation toward reducing the achievement gap by 40% within 5 years and eliminating the achievement gap within 10 years, which is consistent with the Chancellor’s Office Vision for Success. For SEA the college has set its aspirational goals as follows: The goals for DI groups for Access, Retention, and Completion (Percentage Point Gap methodology) were set at an increase of 20 percentage points over the baseline success rate; Transfer and Award (Proportionality Index methodology) goals were set such that 10% of the population will be successful. For the first three, we increased the total group goal by 20 points and closed the equity gap by 40%. For the last two groups (Transfer and Award) we set a goal for each group to reach a success rate of 10% of their population by 2021-22. The college’s historical equity data shows that African American, Hispanic, and American Indian/Alaskan Native students are experiencing disproportionate impact in course completion, degree and certificate completion, and transfer. The State Chancellor’s Office current equity data shows that ARC students from almost all groups are experiencing disproportionate impact in at least one of the student success metrics, as illustrated in the chart below:
# 2019-2022 Student Equity and Achievement Plan

(Template for Planning Purposes Only)

<table>
<thead>
<tr>
<th>American Indian/Alaska Native</th>
<th>Female</th>
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<th>Y</th>
<th>Y</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
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<td>Y</td>
<td>Y</td>
</tr>
<tr>
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<td>Y</td>
<td>Y</td>
</tr>
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<td></td>
<td></td>
</tr>
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</tr>
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<td></td>
<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
</tr>
<tr>
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<td></td>
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</tr>
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<tr>
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<td></td>
<td></td>
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<td></td>
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<tr>
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<tr>
<td>Not Veteran</td>
<td>Male</td>
<td></td>
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</tr>
</tbody>
</table>

Data unavailable from CCCCO

Signifies groups that are disproportionately impacted according to CCCCO methodologies they applied to the State's Student Success Metrics (SSM).
ACTIVITIES TO ACHIEVE GOALS

Governance Redesign. In Fall of 2015, conversations began based on a growing concern that despite the resources devoted to governance in terms of time and commitment of participants, the current committee structure at ARC had become unwieldy, siloed and was appearing inadequate when it came to responding in a timely and transparent way to new initiatives. Then, in Fall 2016 a group of faculty, classified staff, management, and student representatives were appointed to a governance task force. This task force was charged with affirming those aspects of our institutional processes and governance structures that are working effectively while creating an efficient structure that allows the College to work smarter and adapt to a continually and rapidly changing environment and increase student success. The task force was also committed to building on the strong institutional history of trust based relationships to preserve and further enhance a "participatory leadership culture".

Through a college governance task force, the college examined its governance and decision making structure, including its committee structure and functions, planning, reporting and action/implementation alignment with a goal of maximizing institutional effectiveness. The task force produced a proposal for a redesigned governance structure, which was adopted in 2017. The transition to this new governance structure was completed by January 2018.

Project Teams. As part of the new ARC governance structure, there are three councils: Student Success, Institutional Effectiveness, and Operations. Project teams for each council are chartered and created annually to achieve targeted goals from the ARC strategic plan to improve student outcomes. During the 18-19 academic year, seven project teams engaged in redesigning the student experience to improve outcomes. The project teams were: Enterprise Level Scheduling Solution (ELSS) Implementation, Clarify Program Paths, Integrated Planning Improvement, Institutional Equity Plan, ARC Online 2.0 (Distance Education Plan), Facilities Master Plan, Wellness Center.
These project teams are aimed at improving ARC student success outcomes, including milestone achievement, first term course success rates, fall to spring persistence rates, reduction of unit accumulation, completion of degrees, certificates, and transfer, and closing equity gaps. ARC is actively engaged in redesigning the student experience, including the early “front door” experiences of our students, developing clear and supported pathways for them to achieve their educational and employment goals.

Guided Pathways. As part of the California Guided Pathways project, we are focused on creating clear pathways for students. In alignment with the California Guided Pathways project, our goal is to provide students with the following: 1) Programs that are fully mapped out and aligned; 2) Proactive academic and career advising; 3) Responsive student tracking systems; 4) Structured onboarding processes; 5) Instructional support and co-curricular activities; 6) Redesigned and integrated basic skills classes. Below are the ARC project teams and activities related to the implementation of Guided Pathways.

**Program Paths Student Success Project Team.** The ARC program paths student success project team is creating clear and coherent academic and career pathways within established areas of interest that serve as a supportive foundation for ACHIEVE (described below). The Clarify Program Paths team is responsible for creating and implementing areas of interest and establishing and implementing clear and coherent academic and career program paths in the form of program roadmaps. There are currently 93 programs with at least one approved roadmap, 16 more waiting for the team’s final approval, and another 55 in progress. The college is on track to attain our goal of mapping all of the top-10 and ADT programs by the end of the spring 2019.

**Achieve@ARC.** This program is designed to provide all new students with a comprehensive onboarding experience before starting college to help students “start right.” Through dedicated success teams, all Achieve@ARC students are provided with case management support and interventions, targeted, “just in time” communications, and student engagement activities throughout their first year. In summer of 2018, ARC identified 1,489 students for Achieve Success Team case management. In total, 683 students participated in a new 2-day Achieve@ARC onboarding experience (5 sessions held), which included campus tours, academic workshops, connecting with their Success Team, and activities to connect them with ARC. An
additional 806 students participated in the Achieve Canvas Site. A success case management model was used for Achieve@ARC students. Each success team (serving 500 students each) included 2 counselors, 1 Success Coach, and a Clerk. Achieve students included several disproportionately impacted populations (African American 6%; Pacific Islander 5%, Hispanic Latino 29%, Asian-American 6%, Multi-Race 7%, Filipino 5%, and White 33%).

**Basic Skills Educational Redesign.** As a result of AB705 legislation, both the Mathematics and English departments at American River College redesigned their basic skills curriculum. In Mathematics, prior to Fall 2019, developmental students would have taken one, two, possibly even three, developmental mathematics courses prior to reaching a college-level course. The amount of time students spent learning new mathematical content, practicing mathematics problems, and receiving support from faculty before Fall 2019 will be reduced from 5-10 units (270-540 student learning hours) of prerequisite content to 2 units (108 student learning hours) of corequisite support from Fall 2019 on. Additionally, the ARC English Writing and Reading Departments radically overhauled their basic skills curricula and significantly reduced the length of the course sequence which kept so many students from achieving their stated goals. The faculty also created courses that included targeted, just-in-time support for those students who needed it.

The English and Reading departments collaborated to restructure the sequence of classes so that all students were placed directly into transfer-level English. Students with a grade point average of 2.9 or above were placed directly into ENGWR 300 (college writing), and those with GPAs below 2.9 were placed into ENGWR 300 with 3 units of corequisite support. That support included a new 2-unit course attached to ENGWR 300 (ENGWR 94), and two half-unit courses from our Writing Across the Curriculum and Reading Across the Disciplines programs.

Specifically, the departments reduced a course sequence that potentially required students to pass five classes before entering ENGWR 300 to placing them directly into the two versions of ENGWR 300 mentioned above. Previously, many students were required to pass ENGRD 14, 15, and 116 before entering ENGWR 50 and then ENGWR 101, which led them to
ENGWR 300. Faculty are continuing to monitor student outcomes in the new sequence in order to gauge how we might best support students in this new environment.

Learning Communities and Student Support. Learning communities at ARC are another strategy aimed at supporting our disproportionately impacted populations.

**Umoja-Sakhu Learning Community.** Umoja-Sakhu is an Afro-centric learning and support community. The Umoja-Sakhu Learning Community (USLC) at ARC is specifically designed to increase the retention and success rate as well as the graduation and transfer rates of African ancestry students. With emphasis on topics relevant to the African American experience, the curriculum focuses on improving reading, writing, self-discipline and critical thinking skills. Program counselors also provide assistance with the personal issues that often hinder African American students in an educational setting. The Umoja-Sakhu motto is to be "intentional and deliberate" in providing students with a variety of tools and resources which help them in achieving their goals. Instructors, counselors and program staff also use community building strategies to enhance students' learning potential.

Another learning community is the **Puente Project.** The Puente Project's mission is to increase the number of educationally underrepresented students who enroll in four-year colleges and universities, earn degrees, and return to their communities as leaders and mentors to future generations. Puente combines culturally relevant accelerated instruction, intensive academic counseling, and mentoring by members of the community. Puente students (aka Puentistas) work closely with their counselor, English instructor, and mentor to prepare for transfer to four-year colleges and universities.

**Native American Resource Center.** The Native American Resource Center is an academic support program based on the Native American Principles of Balance. The program seeks to address the challenges inherent in "walking" in both the traditional tribal and western academic worlds. Four points of emphasis (inspiration, discipline, wisdom, and creation) include linked classes, classroom presence of elders/tribal leaders, and the integration of personal community study and social activities.

**ARC PRIDE Center.** PRIDE is committed to serve the diverse LGBTQIA+ community on campus. The Pride Center is also dedicated to emphasizing intersectional LGBTQIA+ identities, especially those who have been historically underrepresented
and disenfranchised. The Pride Center affirms the need for a space to share and disseminate information, challenge and dismantle negative stereotypes, and serves to facilitate dialogue about marginalized orientations, gender identities, and intersex people in a non-judgmental atmosphere. The center is committed to advocating for improvements in campus climate regarding trans and queer issues and student success. These goals will be accomplished through research, educational trainings, programs, and direct services to students.

**U.N.I.T.E. (Universal Engaging Inclusive Transformative Education).** U.N.I.T.E. creates collective spaces in which student, staff, faculty, and administrators share lived realities, stories, and histories as equity education for the campus community. Additionally, U.N.I.T.E. provides a welcoming and inclusive environment that engages in brave dialogue about diversity, social justice, and equity. We offer support, advocacy, and leadership opportunities for and about disproportionately impacted communities. All programs for U.N.I.T.E. focus on critical consciousness and analytical thought, social justice education within the community, student equity, seamless educational pathways, and cultural empowerment and enrichment for the ARC community. A major focus of U.N.I.T.E. is to promote a better understanding and awareness of the everyday student experience through collaborative partnerships across the campus community.

**Professional Development.** Professional development academies aimed at improving faculty knowledge about student equity and developing strategies to improve outcomes for disproportionately impacted student populations have been created and implemented.

**New Faculty Academy (NFA).** NFA is an inclusive first year experience that is required for all new faculty members. It introduces faculty to critical information, resources, and support for their teaching, professional development, campus service, research, outreach efforts and overall student success.

**ARC Equity Action Institute (EAI).** EAI is a two-semester cohort experience designed for full-time faculty members who want to improve disproportionately impacted student population success rates at American River College. In this institute faculty establish a foundation to understand equity and its intersections by focused development of individual equity, institutional equity, and educational equity. In collaboration with other faculty, faculty support each other as they engage in reading,
reflection, dialogue, group work, and other transformative processes that deepens practitioner development around our racial and other identities and expands our ability to use their teaching and learning tool kits to address the needs of our underserved students. They also grow the skills necessary to be Equity Coaches and provide resources to faculty members.

Diversity in the Classroom: A Reaching and Learning Institute. Diversity in the Classroom is a professional development series created to address the professional development needs of ARC and Los Rios Community College District faculty. Because the ARC commitment to social justice and equity is affirmed in the ARC mission and vision statement, this Institute offers an opportunity to deepen all faculty's understanding of social justice and equity in the classroom and in the workplace.

Measuring Effectiveness.

**STUDENT SUCCESS METRICS AT A GLANCE**

<table>
<thead>
<tr>
<th>Guided Pathways</th>
<th>Achieve@ARC</th>
<th>Basic Skills Redesign</th>
<th>Learning Communities</th>
<th>Faculty Professional Development</th>
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RESOURCES BUDGETED AND ASSESSMENT

Resources Budgeted.

### BUDGET AT A GLANCE

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<th>SSSP ALLOCATION</th>
<th>SEP ALLOCATION</th>
<th>SEA INTEGRATED (BSI/SSSP/SEP)</th>
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Assessment.

The integrated BSI, SSSP, and SEP allocations support our student success project teams, our redesign efforts, and our student success strategies and activities. The college is making significant progress toward achieving its student equity goals. A new strategic plan with a specific focus on equity was adopted and a new governance process was redesigned to implement our equity-focused strategic plan. The student success project teams are now established and a major redesign (in a scaleable model) of the student experience was delivered to the first cohort of 1489 students in fall 2018 in our Achieve@ARC program. In Fall 2019, this cohort number will increase to 2500 Achieve students, and in Fall 2020 all new incoming students will be Achieve students (cohort of 3500).

Additionally, 88 new full time faculty (4 cohorts) participated in the New Faculty Academy, 50 faculty (3 cohorts) participated in the Equity Action Institute, and 51 faculty (3 cohorts) participated in the Diversity in the Classroom: A Reaching and Learning Institute. We have a project team focused on equity and another on professional development. These teams will lay the foundation for us to have a coordinated professional development program for faculty, staff, and administrators and will help us meet our student equity goals. Additionally, a project team on disproportionately impacted student groups is being formed and will provide its recommendations for improving outcomes for our disproportionately impacted groups in spring 2020.

6. Identify one individual to serve as the point of contact for your college (with an alternate) for the Equity Plan and provide the following information for that person:

   Point of Contact:
   Name  Dr. Lisa Aguilera Lawrenson
   Title  Vice President of Instruction
   Email Address Lawrenl@arc.losrios.edu
   Phone 916-484-8412
Alternate Point of Contact:
Name  Dr. Adam Karp
Title  Dean Planning, Research, and Technology
Email Address Karpa@arc.losrios.edu
Phone 916-484-8307

Approval and Signature Page
College: __________________________  District: ________________

Board of Trustees Approval Date: __________________________

We certify the review and approval of the 2019-22 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies, and activities represented in this plan meet the legislative and regulatory intent of the Student Equity and Achievement program and that funds allocated will be spent according to law, regulation, and expenditure guidelines published by the California Community Colleges Chancellor’s Office.

________________________________________  Date  Email Address
2019-2022 Student Equity and Achievement Plan
(Template for Planning Purposes Only)

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<td>Chief Student Services Officer</td>
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<td>President, Academic Senate</td>
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2019-2022 Student Equity and Achievement Plan

(Template for Planning Purposes Only)
Clarify Program Paths (2018-19)

[Status Report]

By the end of the spring 2019 semester, the team will have met all of its deliverables. The team also has several recommendations to continue the work beyond the timespan of the project.

Deliverables

1) An updated list of areas of interest (names, definitions, included programs) for the 2018-19 academic year submitted to the Student Success Council.
   - The list was submitted to the council on Sep. 14, 2018.
2) An updated list of the top 10 programs in each area of interest submitted to the Student Success Council.
   - The list was submitted to the council on Sep. 14, 2018.
3) A work plan and timeline for the project submitted to the Student Success Council.
   - A work plan/timeline for the project was submitted to the council on Sep. 28, 2018.
4) Roadmaps for the top 10 programs submitted to the Student Success Council.
   - Current status (as of 3/15/2019):

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Maps Complete</th>
<th>Maps In Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 10 Programs</td>
<td>73</td>
<td>51</td>
<td>22</td>
</tr>
<tr>
<td>Remaining ADTs</td>
<td>10</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

- For the programs whose maps are still in progress, draft versions of maps are in the being finalized and will be completed by the end of the semester.
- There are currently 166 completed program roadmaps. A list of approved roadmaps for each program, with links to the maps, can be found on the [CPP website](http://cppwebsite).
- All approved roadmaps will be available on the new college website once it goes live.
5) A proposal to create a new Academic Senate committee submitted to the Academic Senate.
   - The Academic Senate reviewed a proposal to create a Program Paths Committee on Oct. 25. The proposal had its first reading on Nov. 8 and its second reading Dec. 13. It was approved by the Senate and is being implemented this semester with assistance from the Clarify Program Paths project team.
6) A proposal to create or purchase software for maintaining program roadmaps submitted to the Student Success Council.
   - The team recommends using Atlas to create and maintain program roadmaps. See the recommendations section below for more details.
Recommendations

1) The team recommends that the college adopts Atlas as its program roadmap maintenance and publishing tool. The team also recommends the college adopts Atlas for publishing roadmaps, both in printable form and on the ARC website.

2) The team recommends that the college incorporates program roadmaps into the HighPoint Degree Planner software being implemented by the district, assuming that the software can be adapted to work with roadmaps. Ideally, program roadmaps would be the starting point for creating individualized educational plans.

3) The team recommends that the college provides professional development for faculty and staff to show them how to use areas of interest and program roadmaps as part of their jobs.

4) The team recommends that the college integrates program roadmaps and areas of interest into the other Guided Pathways redesign work being done at the college. This could include using program roadmaps during initial counseling sessions with new students and organizing orientation sessions based on students’ initially expressed area of interest. It could also include outreach to feeder high schools to get students exploring career and major options prior to entering college.

5) There is building momentum for district-wide collaboration on Guided Pathways implementation, to create a consistent student experience across the district. The team recommends that the college use its recent experience implementing Guided Pathways to help the district create meaningful and useful design principles that would work for all four colleges.

6) There are a number of ongoing, program-paths-related duties that need to be assigned to someone at the college. The team recommends that the college consider creating a Guided Pathways Coordinator position, whose duties would include:
   - chairing the Program Paths Committee
   - acting as the college-level administrator of Atlas
   - assisting in the coordination of Guided Pathways efforts within the college, including making sure the college website adheres to Guided Pathways design principles
   - acting as the college’s liaison for districtwide Guided Pathways implementation and coordination
   - maintaining up-to-date Career Coach and CCCApply connections to our areas of interest and program roadmaps
   - working with the Virtual Education Center to create and maintaining program roadmaps for fully online programs
Executive summary

The Institutional Equity Plan Project Team invested the last eight months deeply examining the ARC community’s environment, assets, and needs in order to create a three to five year plan with the goals in improving equity, access, and success at ARC. The Project Team consulted with hundreds of students, faculty, staff, and administrators to create this plan. The plan is rooted in principles and values of equity, social justice, inclusion, and liberation. This plan is not a prescriptive list of actions to produce specific results, but rather a guiding framework to transform the institution and those who work and exist within it.

This Plan will not eliminate racism, sexism, transphobia, Islamophobia or any other systemic injustice; however, it will acknowledge those systems and norms in the organizational context, challenge the historical and societal forces, and seek to create methods to actively push against injustices. The Project Team is aware of many positive equity focused efforts currently in action; however, the goal is continuous growth and improvement of outcomes and experiences for those who are disproportionately impacted and marginalized in society and on campus. The goal of the Plan is to improve the climate, so the ARC community is in a better place in five years. The Plan should be a living document that is regularly visited, evaluated, and adapted.

The following Plan will provide opportunities and recommendations focused on eight broad categories; 1). Setting an equity framework and lens; 2). Understanding and improving campus climate; 3). Creating an organizational structure focused on equity; 4). Developing human resources; 5). Creating an equity communication plan; 6). Enhancing instruction and curriculum; 7). Enhancing the physical spaces; 8). Enhancing student support services.

About ARC

American River College Indigenous Land Statement

We acknowledge the land which we occupy today as the traditional home of the Maidu and Miwok tribal nations. These sovereign people have been the caretakers of this land since time immemorial. Despite centuries of genocide and occupation, the Maidu and Miwok continue as vibrant and resilient federally recognized tribes and bands. We take this opportunity to acknowledge the generations that have gone before as well as the present-day Maidu and Miwok people.
Our Vision
Transform the future of all students and our community through inclusive, equitable education.

Our Mission
American River College places students first in providing an academically rich, inclusive environment that inspires critical thinking, learning and achievement, and responsible participation in the community.
American River College, serving the greater Sacramento region, offers education and support for students to strengthen basic skills, earn associate degrees and certificates, transfer to other colleges and universities, and achieve career as well as other academic and personal goals.

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

Strategic Plan and Governance

Governance at ARC involves how policies, practices or procedures are established to guide the operation of the college. Participatory governance is a collaborative goal-setting and problem-solving process built on trust and communication that involves representatives from appropriate constituent groups who engage in open discussion and timely decision-making.

The purpose of governance is to achieve valued outputs which are strategies, solutions, and/or recommendations that advance ARC in the direction of maximizing institutional effectiveness. Valued outputs are achieved through participation and dialogue.

Strategic Goals

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

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

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

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

**ARC Governance**
ARC Governance Stream begins with the President’s Executive Staff and the Executive Leadership. Those groups have three councils; Student Success Council, Operations Council, and the Institutional Effectiveness Council. Project Teams report to each council. The Equity Plan Project Team reports to the Institutional Effectiveness Council.

![Diagram showing the planning cycle with Evaluation, Planning, Implementation, and Resource Allocation]

(Institutional Planning & Research)

![Diagram showing the Institutional Equity Plan]

(Office of the President)
Goals of the Equity Plan
The plan will lay the foundation of a comprehensive Institutional Equity Plan for the college. The project will identify short-term and long-term goals, strategies, priorities, and resources needed to achieve the equity plan. The project will also identify expected outcomes on how to measure success of the plan. The Equity Plan created will influence and guide the other project teams' plans by providing a framework for equity and inclusion at ARC.

Equity References & Definitions

Social Justice
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.

Equity
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
  - 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
- Undocumented, DACA, AB540, and mixed-status families
- Low-income and first-generation
- Former foster youth
- People with disabilities
- Non-majority religious and spiritual groups
- Refugee and Special Immigrant Visas (SIV)
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, 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.

Current ARC equity focused programs:
- Equity Action Institute
- Native American Resource Center
- Umoja Sakhu Learning Community
- PRISE (API) Learning Community
- Puente Learning Community
- API Student Connection
- Unite: Community Diversity Center (focused on students of color)
- Pride LGBTQ+ Center
- UndocuScholar Resource Center
- Beaver Food Pantry
- Disability Support Programs for Students
- EOP&S
- CalWorks
- Next Up (former foster youth)
- Veterans Resource Center
- TRIO SSS: Journey, STEM, and Veterans
- For additional equity focused efforts see the ARC Student Equity and Achievement plan
## Membership of the team

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joshua Moon Johnson</td>
<td>Dean, Student Services, Equity Programs &amp; Pathways (Project Lead)</td>
</tr>
<tr>
<td>Pam Chao</td>
<td>Faculty/instruction (Project Co-lead)</td>
</tr>
<tr>
<td>Tanya Anderson</td>
<td>Director, TRiO SSS</td>
</tr>
<tr>
<td>Chris Olson</td>
<td>Research Analyst</td>
</tr>
<tr>
<td>Faryal Said</td>
<td>SPA, EOPS</td>
</tr>
<tr>
<td>Jessica Pressley</td>
<td>SPA, EOPS/Former Foster Youth (Next Up)</td>
</tr>
<tr>
<td>Kelvin Burt</td>
<td>Student</td>
</tr>
<tr>
<td>Thubten Dronme Davis</td>
<td>Student</td>
</tr>
<tr>
<td>Judy Mays</td>
<td>Faculty/counselor</td>
</tr>
<tr>
<td>Sara Smith</td>
<td>Faculty/instruction</td>
</tr>
<tr>
<td>William Zangeneh-Lester</td>
<td>Faculty/instruction</td>
</tr>
<tr>
<td>Marianne Harris</td>
<td>Faculty/library</td>
</tr>
<tr>
<td>Angela Milano</td>
<td>Dean of Applied and Fine Arts</td>
</tr>
<tr>
<td>Cesar Reyes</td>
<td>AA, note taker (ex-officio)</td>
</tr>
</tbody>
</table>
Process of and Methods
Beginning in the August 2018, the chairs (Moon Johnson and Chao) pulled together a team of students, faculty, staff, and administrators; created the project charter; collected articles on higher education equity and social justice and samples of equity reports; and conducted a full day retreat to create team expectations, communication tools, and a common foundation. The team created a timeline and actions steps for the process. The team hired a nationally known social justice facilitator, Gabriel Javier, to create a foundation on equity, social justice, and dialogue techniques. Gabriel Javier hosted a half day training for the Project Team. Meetings occurred three to four times per month in the fall semester.

Information and Data Collection
The team began its information gathering and sharing by hosting a campus-wide Equity Town Hall; the team introduced the institutional plan project and gathered feedback. The town hall had nearly 100 participants, and participants shared experiences, needs, and ideas for the Equity Plan (facilitation documents can be seen in the appendix). The team identified over 20 stakeholders and continued with information collection by holding nearly 20 Listening Sessions (informal focus groups) with college stakeholder groups, with a focus on but not limited to marginalized communities (see list of stakeholders and questions used in appendix). The team also created abbreviated literature reviews on national research on topics important to an institutional understanding of equity; see list in the appendix.

Information and Document Analysis
The project team created a sub-group of the team to review and analyze all documents. The sub-team was trained on basics of qualitative research by Tyler Rollins (Research) and co-chair Pam Chao and Joshua Moon Johnson created a list of themes, issues, and needs for ARC.

Themes and Opportunities for Growth
After months of information gathering, listening sessions, and analyzing national research, a sub-team of the Equity Plan team summarized the information gathered during Fall 2018 into seven categories. These categories are considered opportunities for growth for ARC. These seven themes include:

- Campus Climate Opportunities
- Campus Organizational Structure Opportunities
- Human Resource Opportunities
- Communication Opportunities
- Instructional Opportunities
- Physical Spaces Opportunities
- Student Support Opportunities

The opportunities encompass broad campus-wide issues tied to systemic inequities present within society and within educational systems. Moreover, the issues also include unique ways in which these social inequities show up at ARC. The following paragraphs provide more details
concerning the challenges and opportunities. For more details on the issues and opportunities visit the ARC IGOR web page for full details on listening sessions and opportunities documents.

**Recommendations and Actions**
The Project Team created seven sub-teams that each focused on one of the opportunities. The sub-teams created recommendations based off examining campus-wide growth opportunities, examining research on effective practices, and benchmarking effective models at other institutions. The sub-teams brought recommendations to the larger team to gain feedback and to synthesize the recommendations into broader campus themes. The recommendations are categorized into three phases. The phases should not be viewed as linear; however, before moving into specific actions in Phase II, specific parts of Phase I should be in process. For example, the Equity Framework should be established before moving to creating specific initiatives focused on student support.

**Phase 1: Setting the Foundation**

**Equity Framework and Lens**

In order to create an equity framework and an equity lens to apply to our work and our institution, we need to be clear that we are operationalizing values and ideals, which require a developmental process. At the same time we are engaging in the demands of the day-to-day activity of an educational institution, which requires direct and immediate response.

A frame/framework becomes the schema used to understand equity and to apply an institution’s equity lens. According to Curtis Linton, the equity framework includes necessary beliefs, expectations and foundations educators need to guarantee that students succeed, rather than simply hoping that the students will conform to the teaching habits. The Center for Urban Education (CUE) at the University of Southern California expands upon this to outline a Cognitive Frame as an interpretive framework through which individuals make sense of phenomena, and determines what questions may be asked, what information is collected, how problems are defined, and what action should be taken. (Bensimon p.101)

Defining equity is critical to any frame or framework. To American River College, equity is defined as providing educational opportunities and support that meet the needs of the community, especially those who are historically underserved, marginalized, or disproportionately impacted. Our equity statement affirms that we are committed to equity and social justice through equity-minded education, transformative leadership, and community engagement. Equity and equitable education assumes rigor and equitable outcomes for all groups. Curtis Linton, in *The Equity Framework*, states that the characteristics of equity *that are critical for student success include expectations for high achievement, rigor to provide the skills and learning that students need to achieve, relevancy to connect the learner with the instruction and the curriculum, and relationships for the student to believe, engage, and respond* (54).

Equity is complex and experienced or demonstrated simultaneously on multiple levels: Personally, Interpersonally, Organizationally or Institutionally, and Systemically. Because of
that, we organize our framework into three main areas of understanding: Personal Equity, Educational/Professional Equity, and Institutional Equity. We utilize these three areas to gain the personal and informational knowledge necessary to expand our equity awareness and create our equity frame. We expect that professional development is provided to answer these questions and apply the lens.

1. Personal Equity: (Who am I?)
According to Curtis Linton, the author of The Equity Framework, personal equity is defined as centering yourself in equity. That centering includes claiming responsibility as an educator in a “journey to racial literacy.” (Linton p. 70) Racial literacy is explained as the ability to talk with people in order to understand and address racially loaded controversies. (Bolgatz, J p 1). Racial literacy is grounded in the idea that we must be able to be fluent about issues of race and understand the power and impact it has upon us and our students in our institution. (p 2)

At American River College, we have been exposed to the idea of personal equity and racial literacy through the concepts of racial and equity consciousness (The Center for Urban Education (CUE) at the University of Southern California (USC)). Racial and equity consciousness challenges us to become best practitioners through developing our ability to see racial inequities and their structural roots. (Bensimon, 2006. & CUE) We come to this skill set through developmental processes that include subjective and objective elements (i.e. self-knowledge, empathy, a racial knowledge base, an awareness of structural inequities and power, and practice.) (Chao’s Venn Diagram?)

In order to ascertain your place in Personal Equity, it is helpful to ask yourself the following questions:
• What is your level of commitment to equitable education? Are you interested or committed? To you, what is the difference between interested and committed?
• Do you know why equitable education matters to you?
• Do you actively work to learn about your own biases?
• Do you question yourself about your own identities, including your racial identity, and how your identities impact your work?
• Do you actively work to develop your equity consciousness (CUE) by exploring, understanding, and working with different forms of racism and isms, bias, power and positionality, oppression, and internalized oppression?
• Do you know your triggers and how to stay present when you are triggered?
• Do you engage in healing work so you can stay engaged in social justice and equity work? (Curtis Linton, USC Center for Urban Education, Veronica Neal, DeAnza College, California Community Colleges Chancellor’s Office, Chao)

2. Educational/Professional Equity: (What do we do?)
Educational and professional equity is rooted in ensuring that our professional actions are equitable and that we create equitable environments in which to create equitable outcomes. It is helpful to ask ourselves the following questions about Educational/Professional Equity.
Do you provide all students with the individual support they need to reach and exceed a common standard or expectation? (Linton, p 87)
Do you engage as an equitable “best practitioner”?
Do we design our personal and institutional support systems and our professional environment to help actualize success for all students?

3. Institutional Equity: (Who are we?)
Institutional equity is about designing the educational policies, processes, and practices of an institution to guarantee educators provide all students with the individual support they need to reach and exceed a common standard or expectation (Linton, p 87, 111). Institutional equity is framed by questions developed from CUE’s five principles of Equity by Design.

- Is there clarity in language, goals, and measures for all equitable practices?
- Is “equity-mindedness” the guiding paradigm for language and action? (Appendix)
- Are practices and policies designed to accommodate differences in the contexts of students’ learning rather than to treat all students the same?
- Is your institution enacting equity through a continual process of learning, disaggregating data, and questioning assumptions about relevance and effectiveness?
- Is equity enacted as a pervasive institution- and system-wide principle?

Reference: [http://cue.usc.edu/equity-by-design-five-principles/](http://cue.usc.edu/equity-by-design-five-principles/)

- Is there visible leadership and accountability for equity?
- Is there accessible professional development in place to develop your equity frame and support your equity learning and equity success?

Once we set the frame or framework to move us towards a systematic evaluation of our equity readiness and equity consciousness, we are ready to apply an equity lens. The equity lens gauges whether practices within an institution are designed to be equitable by providing educational opportunities and support that meet the needs of the community, especially those who are historically underserved, marginalized, or disproportionately impacted. The equity lens applies the following questions to all practices and products of an institution.

**Equity Lens for ARC**
1. Does this policy, practice, or pedagogy/andragogy:
   - 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?

2. How have you evaluated your policy, practice, or pedagogy/andragogy 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?

3. How have stakeholders who are also members of the communities affected been intentionally involved in this policy, practice, or andragogy?
4. What are the support systems for equitable outcomes for this policy, practice, or pedagogy/andragogy?
5. What are the barriers to equitable outcomes for this policy, practice, or pedagogy/andragogy?
6. Who is accountable for the outcomes of this policy, practice, or pedagogy/andragogy?
7. What strategic goal/s do/es this policy, practice, or pedagogy/andragogy advance?

**CAMPUS CLIMATE**

**Campus Climate Opportunities from Community Input**

Campus climate opportunities include cultural contexts, subtle and overt messaging, and sometimes intangibles that all affect the overall feel and inclusion of people coming from marginalized and disadvantaged backgrounds. Marginalized populations often do not feel included or a part of the ARC community, and state they have limited or no physical symbols of belonging and inclusion that intentionally represent marginalized groups. These campus climate challenges showed up in the form of:

- Microaggressions and bias towards racial group members and members of other marginalized communities
- Christian centric practices and policies (food, holidays, and decor)
- Lack of knowledge and support for diverse religious identities and other marginalized communities
- Lack of diverse and equity-minded employees, resulting in limited mentor and role model opportunities
- Fear and concerns for safety (emotional and physical)
- Marginalized populations seen as problematic when they raise equity issues
- Lack of information on campus climate that is intentionally focused on marginalized groups and their experiences that include faculty, staff, and student voices of those groups
- Lack of inclusion of many groups whose outcomes we are interested in improving in previous campus climate data
- Lack of tools for understanding campus climate and assessing progress

**Campus Climate Recommendations**

Strategic Goal 1 - Students First
Strategic Goal 2 - Clear and Effective Paths
Strategic Goal 3 - Exemplary Teaching, Learning, & Working Environment
Strategic Goal 4 - Vibrancy & Resiliency

Campus climate speaks directly to the college culture. How do we create a cultural shift such that the college is defined by student success and equitable practice? This is a long-term commitment to change our individual perspectives and practices as well our institutional beliefs, values, processes, and practices. Campus climate also speaks directly to how we conduct the day-to-day practices of meeting students’ immediate needs and our approaches to meeting our Strategic Goals.
Culture shift will require that we support everyone who works at ARC with the tools to understand and implement equitable practices. Leaders must visibly model equitable behavior in their decisions, statements, and interactions. We must be clear in communicating what equitable practices look like when implemented and what the consequences are for not being deliberately equitable in our actions. Change creates discomfort and different strategies will need to be employed whether that discomfort is caused by personal belief systems, a need for information, or how the institution communicates expectations and accountability. (Merton, 1948; Wood, 2017).

Even though there are varied approaches towards cultural and institutional change, it is our hope that the equity frame and lens we present in the plan will be a useful tool for both. Our campus climate shift will be a slower movement and it will include implementing equitable teaching and learning. Our direct student support activities include working with students as holistic beings with personal, emotional, and academic concerns that will require guidance and support. It includes developing a sense of belonging through community, and connections to a campus entity through connections to a staff, faculty, and peer mentor.

There is overlap between Campus Climate Recommendations, Campus Organizational Structure Recommendations, and Human Resources/Professional Development Recommendations all overlap in many areas. Many of our Campus Climate recommendations appear under those categories.

**Building Community—creating safe spaces and community through interaction**

To start, we must focus on making disproportionately impacted communities welcome at ARC. There is a difference between welcoming marginalized communities to make college space more equitable and the practice of making “everyone” feel comfortable by maintaining the status quo so mainstream groups feel comfortable and remain unchallenged. The latter continues to marginalize and oppress underserved populations.

We recommend conducting a Climate Study and a corresponding Climate Audit that utilizes an equity lens. This could be part of the responsibilities of the suggested chief equity officer under Campus Organizational Structure. This Climate Study and corresponding Climate Audit would be a regular practice that includes all employees and all students and is planned every 3-5 years. This Climate Study would:

- Apply the equity frame and equity lens to assess all areas of American River College
- Include marginalized/disproportionately impacted populations at the center of the study design, implementation, and assessment
- Define and explore safety from marginalized populations’ perspectives
- Define inclusion from marginalized populations’ perspectives
- Be explicit in the Climate Audit about the implicit and explicit practices that are gatekeeping components of our Institutional Culture

We recommend building institutional capacity in cultural awareness and equity consciousness through

- Prioritizing Training and Professional Development (See Human Resources Recommendations)
- Applying an equity lens to all event planning and activities; some specific actions could include:
Do communities see themselves reflected in the social events on campus?
Consider individual events (speaker identities) and patterns of events as well as speakers’ content, perspectives, reference points, and inclusive language.

Police officers in community with disproportionately impacted populations—out of uniform and without guns; based on consent upon the community.

- Creating visibility for marginalized groups
  - Are there spaces to support marginalized groups? (See Student Support, Physical Spaces, and Instruction Recommendations)
  - Are the fliers/murals/spaces on campus composed of representative images?
  - Can students and faculty see themselves anywhere on campus?
  - Do marginalized community members see themselves represented in leadership positions, as full-time faculty members (teaching in all time slots) members, and as staff members.
  - Are there visible events that include Music/Art/Food created by and reflective of our ARC population?
    - Opportunities to have specific cultural foods utilizing businesses/organization that are owned and operated by those in the specific community
    - More community and family inclusive events

Creating and implementing inclusive policies for and professional development on religious practices and Holidays—(e.g. Prayers and Classrooms, Holidays and Christmas)

Developing personal leave (including students) for cultural and religious reasons (union?)

Creating a “Knowledge Base”—Do we have accessible literature in the library and available on campus for any students or faculty who need information about social justice issues? Can we have an active library of such materials both physically and online? Can we promote access to these materials as an institution?

Creating a Learning Center for Equity—Is there a collaborative teaching and learning workspace focused on faculty and staff they can utilize to create and collaborate or to discuss issues at any given time?

We recommend more community spaces and student spaces, including spaces focused on marginalized student populations, be available in accessible places on campus including
- Family Spaces at ARC/Child Friendly Spaces
- Student Support Recommendations
- See Physical Spaces Recommendations
- See Human Resources/Professional Development

We recommend more collaborative events scheduled for admin, staff, faculty, and students with visible attendance from administrators (e.g. training, educational forums, recreational space, social interaction)

We recommend operating under a Cultural Engaging Campus Model (Museus, 2012, pp. 210-214):
- Campus climate should continue to shift to include specific factors examining campus climate from a student perspective. See Culturally Engaging Campus Environments
Campus Organizational Structure
Organizational Structure Opportunities from Community Input

ARC has the opportunity to establish systems that prioritize equity and commit to inclusive strategic efforts. When gathering community input, many of the suggestions focused on campus leadership and accountability for equity, transparent college processes, and ways departments and divisions collaborate on equity efforts across the college. Campus Organizational Structure challenges showed in the following forms:

- A need for a campus leader/body and campus center/office to hold employees and processes accountable to equity
- A need for sufficient resources in place to support a campus equity leader and center/office
- A need for campus direction on focusing equity priorities within and between instruction, administration, and student services
- A need for structured ways to imbed equity into governance processes, committees, project teams, and other decision-making bodies
- Lack of collaborative efforts between campus divisions

Many issues discussed in this section were shared under Campus Climate Opportunities, Human Resources Opportunities, and Communication Opportunities and remain in those sections.

Organizational Structure Recommendations
Strategic Goal 4-Vibrancy & Resiliency
American River College began our equity planning in 2016 with the ARC Redesign and the acknowledgement that “every system is exquisitely designed to produce the result it gets.” The importance of equity by design is not lost upon our college. These recommendations regarding organizational structure provide opportunity to create systems that prioritize and institutionalize equity and inclusion and to create accountability within these systems.

Accountability and Imbedding Equity:

- To create a clear sense of accountability for making Institutional Equity a priority, we recommend creating a Chief Equity Officer on a Vice-President level. This Chief Equity Officer or VP of Equity reports to the president.
  - Creating this position would also include sufficient resources so a staff can be put in place with the knowledge and awareness to respond to equity issues, cultural sensitivity questions, inclusion practices, and discrimination concerns.
  - The VP of Equity would oversee, among other activities
    - A) Creating and implementing equity Climate Studies and Equity Audits (See Climate Opportunities) (See below—Transparent Processes)
    - B) Creating a Equity Reporting Process for anyone with equity concerns. This reporting focus would not be punitive but would focus on addressing the situational needs. (Informed by campus climate polls?)
      - Transparent complaint process—Ombudsperson for discussion
      - Closure to student and employee complaint processes
    - C) Maintaining an Equity Response or Consultation Team—see below
D) Investigating accountability through job descriptions and performance evaluations so that employees expand their understanding and application of equity and social justice. (Union issue?)
E) Ensuring consistent messaging for moving to a culture of empowerment and inclusion
  • F) Facilitation of the proficient use of an equity frame and lens for the College. (Also see Campus Climate and Human Resources)

- To ensure an equity perspective imbedded in the structure of our institution, we recommend that an Equity Caucus be created in committees and work groups - (also possibly in governing body/senates if they are willing and interested), with a minimum of three members. The Equity Caucus actively focuses on and moves forward equity issues.

Collaboration
- We recommend that an Equity Response Team/Equity Consultation Team/Presidential Equity Advisory Committee be created and given sufficient resources to address equity concerns that arise in our College
  - Available to PES/ELT/SLT for consultation – Monthly consultation meeting
  - Administrators, faculty, classified, and students
  - Professional Development Facilitation Team (see Human Resources) can be a resource for this response/consultation/advisory team

- We recommend that more students are included in all levels of decision making.
  o Prioritize inclusion of students on all committees and increase the stipend amount and incentives (e.g. child care, books, food, priority registration, etc.)
  o Create a strong student to administration connection through inclusion.
- We recommend that populations affected (as well as data from focus groups and national research) are included in the process of making decisions and designing initiatives.

See Instructional Opportunities

Equitable and Transparent Processes
To improve transparency at ARC, we recommend the new VP of Equity conduct equity audits for all college policies and practices, including:
- Regulations
- Decision Making and Reporting
- Accountability
- Resource allocation
  o Because there is inconsistency from year to year in funding and support for many equity related projects, and valuable time and momentum are lost while sourcing that funding and support, it is recommended that there be consistent and transparent resourcing for equity projects, programs, Centers, disproportionately impacted Learning Communities etc.
- Basic administrative processes –
  o We also recommend that there be simplified processes that are clearly communicated so all employees can easily learn processes and help guide students
Current institutional projects should also be examined from an equity lens. Some of those projects include:
  o Clear student pathways: Pathways in progress.
  o Clear student process: Achieve in progress
  o Informed scheduling and efficient process: Ad Astra in progress

See Communication Opportunities

Human Resource Opportunities from Community Input

Human Resource Opportunities include hiring processes, employee retention, employee onboarding, and training and professional development. It shares concerns with Campus Climate Opportunities, Campus Organizational Structure Opportunities, and Communication Opportunities. Human Resource Challenges showed in some of the following forms:
  ● A need for universal and coordinated professional development for employees, especially on equity and social justice issues and practices
    o Classified staff, including operations staff and temporary classified, student staff, and adjunct faculty are often left out of trainings that do exist
  ● A need for universal onboarding of employees (e.g. full time faculty, adjunct faculty, classified, managers, student staff)
  ● Extremely limited mechanisms in place to hold employees accountable to understanding equity and addressing inequities
  ● Equity in hiring practices; there is a continued need to diversify pools, and improve current trainings to ensure that equitable screening criteria is actually utilized in the hiring process.
  ● Challenges with retaining people from marginalized populations
    o Marginalized employees are often tasked with a burden of leading diversity projects, mentoring students, and/or being the spokesperson; this results in burn-out, poor evaluations, inequitable duties
    o Lack of processes in place for bias incidents and current discrimination processes are not well-communicated
    o Need for training on how to support People of Color and other marginalized identities in order to mediate issues that involve identity and power in equitable ways

Human Resources and Professional Development Recommendations

Strategic Goal 1- Students First
Strategic Goal 2- Clear and Effective Paths
Strategic Goal 3- Exemplary Teaching, Learning, & Working Environment
Strategic Goal 4- Vibrancy & Resiliency

Current human resource policies and practices should be improved to be more supportive of marginalized groups and equity focused. As the face and the heart of American River College, our employees are our most valuable resources. Employees need to reflect our student population and be culturally competent and responsive to support students’ cultural identities.

Ongoing professional development is necessary for our institution’s shift to an equity based, student first institution. We must provide the training employees require to understand, to develop, to practice, and to be equitable practitioners. We also have to provide the time and
space for our employees to be trained and engage in professional development as part of their daily work. We must provide the tools for the institution’s cultural shift.

Professional Development:
We believe the starting place is for the College to take responsibility to offer and provide resources for ongoing equity and social justice training and professional development to all employees. This should include universal foundational and scaffolded offerings. We recommend:

- The Center for Teaching & Learning (CTL) and all other professional development focused units coordinate in order to infuse equity and social justice options into professional development, specifically at places where all employees are gathered and/or required.
- The CTL and other professional development units align with the Institutional Equity Plan and that the CTL and all other groups and committees collaborate to facilitate all the necessary training and development for ARC employees to proficiently use of an equity frame and lens for College policies, practices, pedagogies and events.
- A visible, accessible, user-friendly, and centralized place for equity-based professional development and employee collaboration be created.
- The creation of an in-house Professional Development Facilitation Team with expertise in equity and social justice. There should be consistent funding for this PD facilitation team so that their knowledge base and ability to step in for each other can be developed and strengthened.
- Because so many faculty have not received training on teaching methods that would promote equity, the college should create teaching academies for adjuncts and full-time faculty that address methods that have proven effective for community colleges (e.g. student-centered learning, the equity mindset). Widespread participation in the teaching academies by adjuncts and full-time faculty will only be possible once the academies are fully funded (e.g. faculty course relief and pay). See Professional Development Appendix.
- Increased efforts to include and encourage part-time faculty participation in professional development opportunities.
- That we guarantee all classified groups are offered similar levels of training, including operational staff.
- Mandatory ongoing training with leadership groups, classified senate, academic senate, and managers.
- That managers should recommend targeted professional development to staff as well as faculty and provide adequate financial support.
- Adjunct faculty and temporary staff should be included in helping determine the resources and support they need to help promote equity at the college. That resources available for professional development should be posted in an accessible location and the application process should be simple and supported.

See Campus Climate, including
- Create a culture of PD with each employee having support for personal pd plans
- Equity Teams for support
- Equity Facilitation Teams
- See Campus Climate--Knowledge Base --Learning Center for Equity
- See Campus Climate--Place to collaborate

Hiring and Retaining People of Color:
Hiring and retaining People of Color is reflective of the policies and processes of an institution, as well as its cultural climate. This category is closely tied to Campus Climate and to
Organizational Structure. It is important to be mindful that diversity in representation does not indicate how the People of Color experience the campus or whether they remain. Equitable policies and procedures focus on the hiring, inclusion, retention, and success of our employees. To that end, we recommend:

- That understanding equity and being culturally competent be added to all job descriptions.
- Sufficient training at all levels so people who work here understand equity and are culturally competent (See Professional Development)
- Creating collective identity-based mentoring, with a team of Mentors and a team of Mentees for community building.
- That we hire more equity focused employees (all levels) who are people of color and/or from marginalized communities
  - Hire more culturally competent faculty, part-time and full-time (also for primetime slots), from marginalized communities.
  - Enhance Equity Representative and Hiring the Best training at ARC that is focused on the ARC Equity Framework and Lens.
    - All hiring committees need to have a discussion regarding equity and social justice before beginning the hiring process
    - Provide each interview committee with an overview of what equity means and what it means to be equity minded in the hiring process so that everyone on the committee is hearing the information together.
    - Move towards a requirement of all hiring committee members going through a more extensive equity training
- We recommend that all employees receive orientation which must include foundational equity and social justice training to be followed by an equity and professional development plan that is more specific for their job functions.
- We recommend onboarding for all employees with a focus on equity
- We recommend that anyone who supervises has training on cultural competence/equity and how to supervise people from marginalized communities
- We recommend enhanced institutional support for employees’ identity groups. This could be college service or flex supported.

See Campus Organizational Structures
Campus Climate

Communication Opportunities from Community Input
Clear and consistent communication is critical for equity to be successful at our institution, both on an interpersonal and an institutional level. Some of the challenges in implementing equitable policies and practices at ARC exist due to unstructured communications mechanisms. ARC can improve communication methods, tools, and structures to ensure the campus community has a better understanding of basic principles and activities around equity. Some of the communication opportunities showed in the following forms:

- Unclear vision, philosophy, framework and practice of what equity means at ARC
  - Many employees struggle to define equity and social justice and are unaware of what equity and social justice looks like in practice
- Equity efforts, resources, and events are not broadly and effectively communicated across campus to students, faculty, staff, and administrators
- A lack of ability to access information on finding specific needs and solutions for marginalized student populations.
Many employees have limited knowledge on resources, policies, and/or support services for marginalized students.

Limited intentional sharing of business processes or other procedures and informal withholding of information heavily impacts people who are “outsiders,” marginalized employees and students, or are new. Many people are then uncertain or unable to specify why they are feeling welcome and are not successful in completing tasks.

**Communications Opportunities Recommendations**

**Strategic Goal 1 - Students First**

**Strategic Goal 2 - Clear and Effective Paths**

**Strategic Goal 3 - Exemplary Teaching, Learning, & Working Environment**

**Strategic Goal 4 - Vibrancy & Resiliency**

Clear communications at all levels of the institution and consistent messaging from the leadership about equity is requirement for a successful institutional cultural shift that is equitable, inclusive, and credible. There is often a disconnect between what is written as official college policy and the intended and unintended messages that members of the college community receive. Transparent communication about college operations is also an important part of an equitable culture. Though we would like to assume that information is accessible to everyone in an institution, allowing access or withholding information are ways that people are included or pushed out of institutions. For our disproportionately impacted communities, information, lack of information, and misinformation has historically been used as a tool to oppress. It is important that as an institution, gatekeeping is eliminated and information is clear and accessible for trust and community to develop at ARC.

We recommend:

- Creating and publishing an equity statement.
- Creating and publicizing operational definitions for equity, social justice, and populations identified as disproportionately impacted.
- Creating an equity framework and an equity lens that the college will use to ensure equity is part of everyone’s policies, practices, and pedagogy. We also recommend that ongoing training be offered to the entire campus on how to develop the equity framework and how to apply the equity lens.
- Creating a communication plan around equity (web site, newsletter, social media, regular talking points, regular town halls, intranet of resources, resources for employee on-boarding, etc.) in collaboration with the College Information Officer, Instruction, Student Services, and Administration. Staff and students from disproportionately impacted and marginalized communities should be included in creating the plan.
- Collaboratively re-writing all college policies and procedures into easily understandable formats and creating an overall communication plan for these college policies and procedures (onboarding, registration, financial aid, applying for student jobs, business services, human resources etc.). Sharing this information will enhance everyone’s effectiveness—particularly students and employees from marginalized communities. These documents and communication plans should be transparent and readily accessible.
- There should be more communication from college, division, department, and unit leaders in support of equity through daily operations and sharing of information.

See **Campus Climate**
Campus Organizational Structure

Phase 2: Moving into Action

Instructional Opportunities and Recommendations

Strategic Goal 1 - Students First
Strategic Goal 3 - Exemplary Teaching, Learning, & Working Environment

Instructional opportunities focused on challenges occurring within classrooms, and those challenges create significant impact on marginalized students. The instructional opportunities can show up in the following forms:

- The curriculum is not inclusive enough of students from marginalized communities and there are minimal efforts to infuse equity into curriculum.
- Lack of support for instructors to increase their ability to teach marginalized populations, promote teaching methods that promote equity, and develop an equity-minded lens.
- Limited offerings of equity-focused courses (e.g. ethnic studies and gender studies), and those that do exist aren’t promoted adequately.
- Some instructors have limited awareness of the performance of various racial groups in their classrooms.
- Course time and availability limit some students’ ability to take classes that they need or prefer. This can result in marginalized students taking classes they are less likely to succeed in because they aren’t their preferred classes.
- Due to large class sizes and large class loads it is difficult for instructors to take the time necessary to adequately support students from marginalized communities.

One of the first areas to move into action and practice is housed within classrooms, since that is where students spend the majority of their time. The project team has categorized these recommendations as Instructional Opportunities and include the following subcategories: Inclusive Curriculum, Data, and Instructional Learning Communities.

The foundation of all instructional opportunities is based on ongoing equity focused professional development for faculty. This topic was further discussed in the Human Resources Opportunities section, and includes specific development for adjunct and tenure-track faculty as well as resources to support ongoing development. Additionally, there is an overlap with Instructional Opportunities and Human Resources Opportunities as it relates to increasing faculty diversity.

Inclusive Curriculum: Because an inclusive curriculum is essential for promoting student success, the college should provide resources for faculty, both adjunct and full-time, to help them prioritize curriculum that is inclusive of students from marginalized communities (e.g. ongoing and graduated trainings, course relief, conferences, pedagogy groups, etc.).

- Instructors of all disciplines should provide content from various sources; include content and contributions to the field from minoritized communities.
● It is recommended that the college move toward establishing a requirement of the inclusion of contributions of minoritized communities living in the United States as a condition of the curriculum approval process

● Increase the number of courses available that focus on marginalized communities in the curriculum/catalog. This will lead to increased understanding about issues faced by marginalized groups including race, racism, ethnicity, culture, ability, and gender and gender identity. Courses should also be offered at times that are widely available to students from marginalized communities

● Create opportunities for students to voice their preferences for specific classes, class times, and class content

_Data:_ Many faculty may be unaware of the performance of students by racial/ethnic groups and other identities in their courses. It is recommended that the college provide faculty with information necessary for promoting the success of students from marginalized communities. The college should make data widely available and easily accessible regarding student performance by demographic groups by division, department, and by individual course for instructors.

_Learning Communities:_ The Learning Communities (Umoja Sakhu, Puente, and PRISE) provide a unique and collaborative approach to supporting Black and African American, Latinx, and Asian American and Pacific Islander American students. It is recommended to sustain and support those courses aligned with the Learning Communities and the memo of understandings from statewide organizations. The Learning Communities provide positive cultural identity and they are important in fostering student success, creating a greater sense of belonging and promoting student engagement. ARC’s Learning Communities are essential to providing a community and “cultural space” in the classroom through their culturally relevant courses, program activities and counseling support. Learning Communities should be staffed and resourced to effectively serve the students involved with the programs. There are numerous other recommendations related to the populations Learning Communities serve that overlap with the Student Support Services Opportunities and the Physical Space Opportunities.

**Physical Space Opportunities and Recommendations**

_Strategic Goal 1- Students First_

_Strategic Goal 2- Clear and Effective Paths_

_Strategic Goal 3- Exemplary Teaching, Learning, & Working Environment_

_Strategic Goal 4- Institutional Effectiveness_

The physical facilities of the campus has an impact on creating equity for marginalized populations. ARC has opportunities to improve the physical spaces that create barriers to success and inclusion. The barriers can show up in the following ways:

● Some facilities could be improved to better meet the needs of students with disabilities
Buildings, pathways, signs, and infrastructure do not always support people with disabilities

- Spaces around campus can be unwelcoming and safe for transgender and non-binary people
- Limited amount of space dedicated to supporting marginalized students (academic support, community space, group meeting space)
- Classrooms often do not support changing seating configurations and non-lecture teaching styles, which impacts students with disabilities and non-traditional learners
- Limited child-friendly spaces (Library, LRC, Study Spaces, classrooms, etc.)

The physical space at ARC’s campus has a direct impact on students’ ability to succeed both in and outside of the classroom. The Physical Space Opportunities focus on assessment and improvements for people with disabilities, ongoing development of facilities for transgender and non-binary people, and evaluation and enhancing spaces for marginalized student communities.

Opportunities to improve success for people with disabilities:

Improving buildings, pathways, signs, and infrastructure so they fully support people with disabilities. It is recommended to create a policy that mandates a campus-wide audit on accessibility and universal design.

- ARC needs to have an ADA evaluation every three-five years. Facilities, the ADA officer, and DSPS should all be involved. This audit policy and procedure should be housed in a specific person’s and/or office’s responsibility. It should be scheduled and funds should be made available to make recommendations.
- Improvements could be: more benches around campus for people to rest; more shelters; covered waiting area is being created for para-transit; study abroad programs accessible to students with disabilities; and improved assistive technology throughout the campus (e.g. voice recognition software, eye-tracking software for computers, library databases, etc.)

It is recommended that classrooms support changing seating configurations and non-lecture teaching styles to improve experiences for students with disabilities and non-traditional learners.

When enrolling courses, consider the numbers and impact on students using wheelchairs. Some classes need fewer students. Classroom furniture should allow for moving chairs into different layouts to address different lecture and learning styles.

Spaces around campus need to be improved to be more welcoming and safe for transgender and non-binary people. Recommendations include:

- Supporting Pride Center in assessing buildings across campus.
- Appointing administrator to be responsible for managing a building to work with facilities and the Pride Center to assess their spaces. Each building should have a point person who is monitoring the climate of the building.
- A policy needs to be in place to ensure there are adequate gender-neutral bathrooms, locker rooms, and any gendered spaces are provided.
LGBTQ inclusive and affirming signage needs to be evaluated and put in place.

More space needs to be dedicated to supporting marginalized students, which includes academic support, community space, and group meeting space. The current space is limited and cannot fully support the needs of all populations. A facilities evaluation needs to occur with the Hub, Equity Programs, Learning Communities, and the Native American Resource Center. Student-involved focus groups/data collection needs to occur to understand holistic student needs. Needs should include academic, personal, and community building needs. Spaces should be provided with adequate staffing to create and maintain a support and foster holistic development.

Additionally, we recommend each student space (LRC, Library, Kinesiology, Dining, Student Center, ITC, STEM building, Classroom buildings/spaces, etc.) needs to do an audit of spaces focused on inclusion. Plans need to be created to ensure that all spaces continue to focus on inclusion.

ARC needs to improve the physical environment to better support student parents. A task force/working group needs to be assembled to address needs of student parents. Look into more resources for childcare. Audit campus spaces on child friendliness, with a specific focus on academic study areas that are child-friendly. This group should create tips, actions, and recommendations on making offices more child-friendly.

Student Support Services Opportunities and Recommendations

**Strategic Goal 1 - Students First**

**Student Support Opportunities**

Overall students coming from marginalized backgrounds face additional challenges both inside and outside of the classroom; moreover, ARC has limited or non-existent resources to support these students, which impacts well-being, sense of belonging, and eventually a lack of academic success and retention. The student support opportunities showed up in some of the following forms:

- Students feeling unsafe, especially during the night (e.g. women, undocumented, LGBTQ+, People of Color, Muslim women, religiously minoritized identities, etc.)
  - Marginalized communities feeling targeted and/or discriminated against
- Limited mental health services, specifically those catering to marginalized students
  - Concerns that upcoming mental health services will be inclusive of marginalized groups
  - No comprehensive resource guide to mental health services
- Limited focus on financial issues and basic needs such as housing and food insecurity; little support for unemployed/underemployed
- Challenges with students affording textbooks
- Minimal formal on-boarding for marginalized students
- Academic support services can sometimes be unwelcoming and not inclusive for marginalized groups (e.g. Black students, Native American students, etc. not feeling supported)
- Lack of identified support systems for specific students (e.g. refugee students, limited-speaking English students, religious minorities, homeless, UndocuScholar, etc.)
- Not enough designated support staff that are consistent throughout the student's academic career.

As marginalized students face obstacles related to institutional and societal injustices and inequities, intentional student support services need to be provided. Cultural and systemic barriers affect success, persistence, and retention. The current level of support needs to be increased at ARC. When planning methods to support marginalized students, the following standards should be used as a model;

CAS Standards & Guidelines on Supporting Students in Multicultural Programs
- Assess the needs of students set priorities among those needs, and respond to the extent that the number of students, facilities, and resources permit.
- Orient marginalized students to the college.
- Assist marginalized students to determine and assess their educational goals and academic skills.
- Provide support services to help marginalized students to achieve educational goals and attain or refine academic skills necessary to perform adequately in the classroom.
- Promote the intellectual, career, social, and moral development of the students.
- Promote and deepen each marginalized students' understanding of their own culture, identity, and heritage.
- Provide training in leadership skills for marginalized students and those seeking to assist them.
- Offer or identify appropriate mentors and role models.

**Focused needs of ARC marginalized students:**
- Developing community, sense of belonging, and connections to a campus entity
- Connection to a staff, faculty, and peer mentors
- Academic guidance
- Academic support
- Personal and emotional support

ARC has the opportunity to enhance support programs in the following ways:

*Increase financial and human resources* to programs supporting marginalized student.

*Safety:* Comprehensive process, response plan, and communication plan need to be created to address hate and bias incidents and crimes. Comprehensive training should occur with
LRCCPD to ensure they have an understanding of marginalized communities needs and experiences.

**Collaborations intentionally focused on meeting needs of marginalized populations:** Departments/units (LRC, Library, LRCCPD, Health and Wellness, etc.) need to have specific plans of action on meeting disproportionately impacted student needs. They should be regular, collaborative, and well-communicated. All employees should have regular training on equity and working with marginalized students.

*Increase mental health services* and there should be an intentional focus on more vulnerable populations (Students of Color, LGBTQ+, UndocuScholars, etc.). Thorough training should occur for providers and intentional collaborations should be created.

An entity (person, office, committee) needs to be charged with guiding, educating, and leading efforts to address basic needs (food, housing, healthcare, unemployment, childcare). This team needs to create collaborations across campus and the community, and the information needs to be well-communicated across campus. Sustained hunger resources should be explored and institutionalized. Consider a caseworker model to refer students to campus and community resources. Financial literacy courses need to be taught to incoming students to understand how to manage financial insecurity and manage financial resources. The entity focused on basic needs should consider Amarillo College as an example of success, which includes food insecurity, housing insecurity and unemployment. Students need intentional and coordinated education on managing finances, accessing community, state, and campus financial resources.

**Ensure new student programs (Get Connected) are focused on marginalized populations;** It is recommended that ARC create a bridge program intentionally focused on disproportionately impacted groups. The program should focus on academic goals, career exploration, and holistic student support. Onboarding processes should ensure marginalized students are connected to a community (student success team or home-bases). There should be an intentional connections to:
- Learning communities
- Student success teams
- Categorical programs
- TRIO programs
- Student clubs
- Equity focused programs
- Counseling and instructional faculty, peer mentors, and administrators

More dedicated and named physical space is needed for marginalized communities: The space should come with staffing. The staffing should not be temporary in order to build trust, relationships, knowledge and skills, and consistency. Specific groups (refugee, religious minorities/interfaith, English Language Learners; specific racial and ethnic groups) need identified contacts (people, committees, office, etc.) and that should be communicated effectively beginning in the outreach phase. This space should include tutoring and writing
support (drop-in basis as well) and longer hours during final exams. This space and staff should meet the holistic (academic, psycho-social, emotional, financial, spiritual, physical, mental) needs of students.

Phase 3: Institutionalization of equity plan

As the Equity Plan moves into implementation over the next few years, the project team recommends planning and action to institutionalize the plan. Once adopted by governance groups the plan should be housed in a specific unit or position. The party housing the plan should ensure it is being implemented. The managing party should be sure institutionalizing includes:

- **Accountability**: Responsible units should be held accountable for implementation and progress.
- **Systems for measuring outcomes**: The initiatives and efforts should be evaluated and outcomes should be measured to ensure progress is being made. Adjustments should be made regularly to continuously improve. The Equity Plan is a dynamic and living document, and groups implementing it should be involved in adjustments and evolution.
- **Transparency and communication**: Regular communication should occur to the campus community about progress of the Equity Plan. This should come in the form of annual reports and annual or semi-annual town halls.

The Equity Plan created in 2018-2019 aimed at creating recommendations for a three to five year period. Equity Planning is not a one-time initiative. By year three of this plan, campus leadership should evaluate the need for convening a group to evaluate the current plan and either update or created a new plan.

Conclusion

Appendix

Professional development topics
Definitions

Summary of Recommendations

1. Setting a Foundation
   a. Create and adopt an Equity Framework and Equity Lens
2. Addressing campus climate
   a. Conduct a campus climate study
   b. Create a knowledge base- learning center for equity
3. Developing Organizational Structure
a. Create a cabinet level equity position to ensure institutional accountability and focus
b. Create an equity response team and Presidential equity advisory committee
c. Create equity caucus on committees

4. Enhancing Communication on Equity
   a. Create an equity statement and share operating definitions
   b. Create a communication plan for sharing equity focused resources, tools, events, and news
   c. Editing and revising policies and procedures through an equity lens

5. Developing Human Resources
   a. Professional development strategy focused on equity
   b. Strategies for hiring and retaining people of color and other marginalized identities

6. Instructional Recommendations
   a. Ensure curriculum is inclusive and offer more ethnic, gender, and similar courses
   b. Sharing and coaching around student data and success by demographics
   c. Support and sustain Learning Communities

7. Enhancing Physical Spaces
   a. Ensuring spaces are audited and enhanced for people with disabilities and transgender and non-binary people
   b. Increase spaces for marginalized students to include academic and community spaces
   c. Each campus building and office should create plans equity plans to improve inclusion for marginalized people and student parents

8. Enhancing student support services
   a. Create plans to strategically and comprehensively meet basic needs for students; including financial literacy education plans
   b. Create a comprehensive plan to address hate and bias incidents
   c. Increase mental health services specifically focused on marginalized students
   d. Improved and increased on-boarding efforts for marginalized students
Gary,

Here is a link to the Draft ARC Distance Education Plan 2019-2025 v3. The team integrated feedback from the Academic Senate's previous reading and the Student Success Council's first reading into this version. The senators can make comments directly on this as it is in Google Docs.

We look forward to your comments!

All the best,
Marsha

**************************
Marsha Reske
Dean of Distance Education, Virtual Education Center
Pronouns: She/Her/Hers | Hear my name
ARC ONLINE
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High risk data including social security numbers are not sent by this office unless encrypted. Agencies corresponding with this office should encrypt all high risk data before transmitting to this office.
For Spring 2019 we have redesigned the OEI Rubric Academy to become the FastTrack. Our first Rubric Academy was offered in Spring 2017. Now it is fully online. You start when you want and you work at your own pace.

**FastTrack details:**

- Choose a completed online course to remediate which you have taught, fully online and in Canvas, at least once within LRCCD.
- Be enrolled in a new Canvas course shell created for course remediation work with Blackboard Ally added and with selected course loaded; Ally is a tool to help ensure accessibility of the course.
- Be enrolled in the ARC FastTrack OEI Rubric Academy Canvas course for resources and class discussions.
- Complete a self-assessment of your course by reviewing the academy videos and examples.
- Submit your course for a local peer review
- Work collaboratively with the ITC where you will be provided with instructional design and accessible content support as you align your course with the OEI Course Design Rubric.
- Make any changes needed, and then we will forward your course for final review by a Lead Reviewer from the OEI.

A new Canvas course shell will be made where you will work on your course just for the purpose of the Academy; you will not be making changes in a live class. Additionally, you will be enrolled in the SP19 ARC FastTrack OEI Rubric Academy Canvas course where you will have access to additional resources and class discussions.

**Requirements**

Make sure the course you choose to align is part of an ADT (Associates Degree for Transfer), General Education Transfer Pattern (CSU or IGETC), or CTE (Career Technical Education) program.

You should confirm with your dean that your course will be offered online, at American River College, within the next two semesters. The FastTrack Academy is currently only available to American River College faculty.
For more information on what the Academy entails, you can review a detailed step-by-step overview of the process from start to finish.

At the end of the local process, we will send your course forward to the OEI for a Lead Review. Once your course has been approved by them you will be granted the Quality Reviewed status by the OEI.

Registration

After reviewing the detailed FastTrack overview, complete the registration form and you will hear back from us within 48 hours!

Still have questions about the Academy?

Contact Leslie Reeves reevesl@arc.losrios.edu (916) 484-8892

Alice Dieli dielia@arc.losrios.edu (916) 484-8996

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Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field, and to be debated and voted on by academic senate delegates at the Plenary Session on April 13, 2019.

Resolutions Committee 2018-19
Geoffrey Dyer, ASCCC Area A Representative (Chair)
Rebecca Eikey, ASCCC Area C Representative
Sam Foster, ASCCC Area D Representative
Darcie McClelland, El Camino College, Area C
Eric Narveson, Evergreen Valley College, Area B
RESOLUTIONS PROCESS

In order to ensure that deliberations are organized, effective, and meaningful, the Academic Senate uses the following resolution procedure:

- Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the pre-session Area Meetings for review.
- Amendments and new pre-session resolutions are generated in the Area Meetings.
- The Resolutions Committee meets to review all pre-session resolutions and combine, re-word, append, or render moot these resolutions as necessary.
- Members of the Senate meet during the session in topic breakouts and give thoughtful consideration to the need for new resolutions and/or amendments.
- After all Session presentations are finished each day, members meet during the resolutions breakouts to discuss the need for new resolutions and/or amendments. Each resolution or amendment must be submitted to the Resolutions Chair before the posted deadlines each day. There are also Area meetings at the Session for discussing, writing, or amending resolutions.
- New resolutions submitted on the second day of session are held to the next session unless the resolution is declared urgent by the Executive Committee.
- The Resolutions Committee meets again to review all resolutions and amendments and to combine, re-word, append, or render moot the resolutions as necessary.
- The resolutions are debated and voted upon in the general sessions on the last day of the Plenary Session by the delegates.
- All appendices are available on the ASCCC website.

Prior to plenary session, it is each attendee’s responsibility to read the following documents:

- Senate Delegate Roles and Responsibilities (link in Local Senates Handbook or click here)
- Resolution Procedures (Part II in Resolutions Handbook)
- Resolution Writing and General Advice (Part III in Resolutions Handbook)

New delegates are strongly encouraged to attend the New Delegate Orientation on Thursday morning prior to the first breakout session.
CONSENT CALENDAR

The resolutions that have been placed on the Consent Calendar 1) were believed to be noncontroversial, 2) do not potentially reverse a previous position, and 3) do not compete with another proposed resolution. Resolutions that meet these criteria and any subsequent clarifying amendments have been included on the Consent Calendar. To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the Resolutions Procedures for the Plenary Session.

Consent Calendar resolutions and amendments are marked with an *.
Resolutions and amendments submitted on Thursday are marked with a +.
Resolutions and amendments submitted on Friday are marked with a #.

*3.01   S19 Address Privacy and Rights Violation Caused by Education Code §87408 (2011)
*7.01   S19 Improve Quality and Integrity of California Community Colleges System Data
*7.02   S19 Support for Student Parents’ Success through Campus Early Learning/Child Development Lab Schools
*9.02   S19 Adopt the Paper *Noncredit Instruction: Opportunity and Challenge*
*9.03   S19 Documenting Open Educational Resources Options in Course Outline of Record
*11.01  S19 CCCApply Technical Limitations
*11.02  S19 Ensure Appropriate Processes for System Technology Procurement
*13.01  S19 Develop Recommendations for the Implementation of a No-Cost Designation in Course Schedules
*13.02  S19 Support for Faculty Open Educational Resources Coordinators
*16.01  S19 Adopt the Paper *The Role of the Library Faculty in the California Community College*
*16.02  S19 Adopt the Paper *Effective Practices for Online Tutoring*
*21.01  S19 Adopt the Paper *Work-Based Learning in California Community Colleges*
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1.0 ACADEMIC SENATE

1.01 S19 Senator Emeritus Status for Marie Boyd

Whereas, The bylaws of the Academic Senate for California Community Colleges include procedures and criteria for conferring the status of Senator Emeritus for the purpose of recognizing the meritorious service of a faculty member upon or after retirement, and Marie Boyd has satisfied those requirements as a faculty member of the California Community College system who has completed the required five years of significant service to the Academic Senate;

Whereas, Marie Boyd has been a dedicated and distinguished member of the Chaffey College faculty for twenty years, exemplifying the highest professional standards as a professor and as a colleague, during which time she has faithfully and effectively served Chaffey College as a reference librarian, faculty senator, SLO outcomes and assessment co-coordinator, and curriculum chair, providing a level of integrity, institutional memory, perspective, and continuity of service that has been an invaluable asset to the college;

Whereas, Marie Boyd has served the Academic Senate for California Community Colleges on the System Advisory Committee on Curriculum (SACC), the Curriculum Committee, the CTE Leadership Committee, and the Small or Rural College Caucus, as a noncredit and CTE liaison, and as a presenter and facilitator at ASCCC Fall and Spring Plenary Sessions and Curriculum Institutes; and

Whereas, Marie Boyd’s passion for the California Community Colleges and her extensive work related to student learning outcomes, institutional core competencies, and full integration of SLOs into program review propelled Chaffey College into proficiency and resulted in Chaffey College becoming a model at numerous conferences statewide;

Resolved, That the Academic Senate for California Community Colleges recognize Marie Boyd’s extraordinary and distinguished service by awarding her the status of Senator Emeritus with all rights and privileges thereof; and

Resolved, That the Academic Senate for California Community Colleges convey to Marie Boyd its heartfelt congratulations on her retirement and wish her every happiness and many joyous years of life after curriculum with her family in the years to come.

Contact: Area D

3.0 DIVERSITY AND EQUITY
*3.01 S19 Address Privacy and Rights Violation Caused by Education Code §87408 (2011)

Whereas, Hiring procedures for new faculty is an academic and professional matter (Education Code §87360[b]), and the Americans with Disabilities Act of 1990 (ADA)\(^1\) prohibits employment discrimination on the basis of disability, and the U.S. Equal Employment Opportunity Commission (EEOC) has determined that individuals with HIV/AIDS meet the definition of people with disabilities\(^2\);

Whereas, Revisions to Education Code §87408 (2011) had the effect of broadening the scope of the law from control of the communicable disease tuberculosis to reflect the following:

(a) When a community college district wishes to employ a person in an academic position and that person has not previously been employed in an academic position in this state, the district shall require a medical certificate showing that the applicant is free from any communicable disease, including, but not limited to, active tuberculosis, unfitness the applicant to instruct or associate with students. The medical certificate shall be submitted directly to the governing board by a physician and surgeon licensed under the Business and Professions Code, a physician assistant practicing in compliance with Chapter 7.7 (commencing with Section 3500) of Division 2 of the Business and Professions Code, or a commissioned medical officer exempted from licensure. The medical examination shall have been conducted not more than six months before the submission of the certificate and shall be at the expense of the applicant. A governing board may offer a contract of employment to an applicant subject to the submission of the required medical certificate. Notwithstanding Section 87031, the medical certificate shall become a part of the personnel record of the employee and shall be open to the employee or his or her designee.

(b) The governing board of a community college district may require academic employees to undergo a periodic medical examination by a physician and surgeon licensed under the Business and Professions Code, a physician assistant practicing in compliance with Chapter 7.7 (commencing with Section 3500) of Division 2 of the Business and Professions Code, or a commissioned medical officer exempted from licensure, to determine that the employee is free from any communicable disease, including, but not limited to, active tuberculosis, unfitness the applicant to instruct or associate with students. The periodic medical examination shall be at the expense of the district. The medical certificate shall become a part of the personnel record of the employee and shall be open to the employee or his or her designee.

(Amended by Stats. 2010, Ch. 512, Sec. 9. (SB 1069) Effective January 1, 2011.);\(^3\)

\(^1\) ADA.gov United States Department of Justice, Civil Rights Division [https://www.ada.gov/2010_regs.htm](https://www.ada.gov/2010_regs.htm)


\(^3\) [http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=87408](http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=87408).
Whereas, The list of communicable diseases provided by the California Department of Public Health (CDPH) is quite extensive and includes diseases that are not at risk of transmission in the teaching and learning environment, including HIV/AIDS, sexually transmitted diseases (STDs), and others; and

Whereas, The act of requiring a medical certificate showing that the applicant is free from any communicable disease such as HIV/AIDS constitutes a violation of workplace rights and civil rights under the Americans with Disabilities Act, and requiring the same for STDs constitutes a grave violation of privacy, and such violations expose districts to litigation;

Resolved, That the Academic Senate for California Community Colleges work with system stakeholders to remove all language from Education Code §87408 that is discriminatory towards individuals who may be afflicted with communicable diseases that are not at risk of transmission in the teaching and learning environment, including HIV/AIDS, sexually transmitted diseases, and others.

Contact: Leigh Anne Shaw, Skyline College, Equity and Diversity Action Committee

5.0 BUDGET AND FINANCE

5.01 S19 Funding for Guided Pathways Transformation

Whereas, The California Community Colleges Chancellor’s Office (CCCCO) released the Vision for Success in 2017 with aspirational goals for system-wide improvement in key metrics, such as increasing by at least 20% the number of California Community Colleges students annually who complete, increasing by 35% the number of students who transfer annually to a California State University/University of California over the next five years, and closing all equity gaps within ten years;

Whereas, The Vision for Success states, “the Chancellor’s Office plans to use the Guided Pathways initiative as an organizing framework to align and guide all initiatives aimed at improving student success” and student equity, and all 114 community colleges are currently participating in the California Guided Pathways Award Program and receiving a portion of the $150 million dollars in funding allocated for 2017-2022;

Whereas, The allocation formula and implementation timeline for the California Guided Pathways Award Program place the majority of the funding in the first three years, and the resource allocation for each college drops significantly in the fourth and fifth years, meaning colleges will see resources fade rapidly in the years when the most productive and sustainable design and innovation work will happen; and

4 California Department of Public Health. Communicative Disease Control. https://www.cdph.ca.gov/Programs/PSB/Pages/CommunicableDiseaseControl.aspx
Whereas, The process of designing and implementing a guided pathways framework at a college is a vast and comprehensive undertaking, and the CCCCO has indicated in the “California Community Colleges Guided Pathways (CCC GP) Action Plan, Implementation Timeline, and Allocation Summary” that “full scale adoption is not expected for every college on every element within the five-year time frame”5;

Resolved, That the Academic Senate for California Community Colleges engage with stakeholders and the California Community Colleges Chancellor’s Office in a dialogue regarding sustainable funding to support inquiry, design, and implementation of guided pathways frameworks across California’s community colleges to ensure colleges make progress toward achieving the goals of the Vision for Success.

Contact: Gretchen Ehlers, West Valley College, Guided Pathways Task Force

5.02 S19 Guided Pathways Budget Development
Whereas, In recognizing that academic senates and faculty leadership and involvement are critical if any guided pathways effort is to succeed, California Education Code §88922 requires that colleges participating in the California Community College Guided Pathways Award Program submit “a letter to the chancellor’s office signed by, and expressing the commitment of, the president of the governing board of the community college district, the chief executive officer of the college, and the president of the college’s academic senate to adopt a guided pathways model”;

Whereas, California Education Code §88922 necessarily ensures support for faculty in implementing the Community College Guided Pathways Grant Program by delineating how funds for the program should be spent:

(g) Participating community colleges may use grant funds to implement guided pathways programs for various limited-term purposes, including, but not necessarily limited to, any, or any combination, including all, of the following: (1) Faculty and staff release time to review and redesign guided pathways programs, instruction, and support services[,] (2) Professional development in areas related to guided pathways[,] (3) Administrative time to coordinate, communicate, and engage college stakeholders in the process of developing and implementing guided pathways programs[,] (4) Upgrades to computer and student information systems to improve tracking of student progress and feedback to students;

Whereas, Title 5 §53200, which delineates academic senates’ responsibilities in academic and professional matters, includes “(10) processes for institutional planning and budget development,” which would encompass any efforts to develop budget processes for local implementation of a guided pathways framework; and

Whereas, The California Community Colleges Chancellor’s Office will distribute Guided Pathways Grant Program funds for year two, yet data are limited regarding how the funds

5 https://cccgp.cccco.edu/Portals/0/GPWorkPlanInstructions.pdf
for year one were spent, whether or not the funds were sufficient to support local design and implementation, and whether collegial consultation with academic senates was used in developing local guided pathways budget processes;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to ensure proper collegial consultation and transparency in developing guided pathways budget processes, including supporting comparability between colleges in multi-college districts; and

Resolved, That the Academic Senate for California Community Colleges work with system partners to ensure collegial consultation and transparency in local guided pathways budget development processes.

Contact: Jeffrey Hernandez, East Los Angeles College, Guided Pathways Task Force

5.02.01 S19 Amend Resolution 5.02

Add new third Resolved:

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office and system partners to make available information regarding how statewide resources have been invested in the design and implementation of guided pathways.

Contact: Jeffrey Hernandez, East Los Angeles College, Area C

6.0 STATE AND LEGISLATIVE ISSUES

6.01 S19 Provisionally Support AB 130 (Low, as of 25 February 2019)

Whereas, California law established the California Postsecondary Education Commission (CPEC) as the coordinating and planning agency for statewide postsecondary education, and CPEC performed a variety of useful functions for California Higher Education, including data collection for all public segments and advising the governor regarding budgetary priorities to preserve access for students, prior to being defunded by the governor and ceasing operations in 2011;

Whereas, AB 130 (Low, as of 25 February 2019) would create the Office of Higher Education Performance and Accountability, which would, among other functions, “review and make recommendations, as necessary, regarding cross-segmental and interagency initiatives and programs in areas that may include, but are not necessarily limited to, efficiencies in instructional delivery, financial aid, transfer, and workforce coordination” and “act as a clearinghouse for postsecondary education information and as a primary source of information for the Legislature, the Governor, and other agencies,” thus potentially providing support for California Higher Education that has been needed since the defunding of CPEC;
Whereas, The Office of Higher Education Performance and Accountability created by AB 130 (Low, as of 25 February 2019) would be overseen by an executive director and would include an advisory board consisting of “the Chairperson of the Senate Committee on Education and the Chairperson of the Assembly Committee on Higher Education, who serve as ex officio members, and six public members with experience in postsecondary education”; and

Whereas, While the Office of Higher Education Performance and Accountability would be required by law to “consult with the higher education segments and stakeholders, as appropriate, in the conduct of its duties and responsibilities” and the members of the advisory board would be required to have experience with higher education, the functionality and benefits of the office would be greatly enhanced if the advisory board were to include direct representation from the segments of public higher education;

Resolved, That the Academic Senate for California Community Colleges support AB 130 (Low, as of 25 February 2019) to create the Office of Higher Education Performance and Accountability only in the event that the legislation is amended to include faculty representatives appointed by their respective Academic Senates from each of the segments of public higher education in California among the members of the advisory board for the office.

Contact: Executive Committee

6.02 S19 Provisionally Support SB 3 (Allen, as of 28 February 2019)
Whereas, California law established the California Postsecondary Education Commission (CPEC) as the coordinating and planning agency for statewide postsecondary education, and CPEC performed a variety of useful functions for California higher education, including data collection for all public segments and advising the governor regarding budgetary priorities to preserve access for students, prior to being defunded by the governor and ceasing operations in 2011;

Whereas, SB 3 (Allen, as of 25 February 2019) would create the Office of Higher Education Performance and Accountability, which would, among other functions, “periodically provide independent oversight on the public postsecondary segments’ and individual campus-based programs and initiatives and cross-segmental and interagency programs and initiatives in areas that include, but are not necessarily limited to, graduation rates, affordability, transfer, financial aid, assessment and placement, remediation, degree and certificate completion, adult education, workforce coordination, student transition into the workforce, effectiveness, and alignment with state goals and performance measures in higher education,” thus potentially providing support for California Higher Education that has been needed since the defunding of CPEC; and

Whereas, The Office of Higher Education Performance and Accountability would be required by law to, “In consultation with the public postsecondary segments, set performance targets for enrollment and degree and certificate completion statewide and
by region” and “In consultation with the public postsecondary segments and workforce and development agencies, including, but not limited to, the Labor and Workforce Development Agency, periodically measure the supply and demand of jobs in fields of study statewide and by region,” and therefore the functionality and benefits of the office would be greatly enhanced if the advisory board were to include direct representation from the segments of public higher education;

Resolved, That the Academic Senate for California Community Colleges support SB 3 (Allen, as of 25 February 2019) to create the Office of Higher Education Performance and Accountability only in the event that the legislation is amended to include faculty representatives appointed by their respective Academic Senates from each of the segments of public higher education in California among the members of the advisory board.

Contact: Executive Committee

6.03 S19 Support SB 291 (Leyva, as of 1 March 2019)
Whereas, As of 2017, approximately 46 percent of California Community College students receive need-based financial aid, compared to about two-thirds of resident undergraduate students enrolled in the University of California and the California State University systems);

Whereas, Many state and federal student aid programs are structured to help full-time students and therefore do not benefit community college students who attend college part time;

Whereas, Research conducted by the Institute for College Access and Success (TICAS) has determined that, after factoring in financial aid, the net cost of college is actually more expensive for California Community Colleges students than for their counterparts at the University of California or California State University in seven of the nine regions studied and that in none of the nine regions was the community college found to be the least expensive option; and

Whereas, Senate Bill 291 (Leyva, as of 1 March 2019), “would establish the California Community College Student Financial Aid Program, to provide need-based grant awards to eligible community college students who attend an eligible California community college, as specified. Subject to an appropriation by the Legislature, the bill specifies that the program shall be administered by the Board of Governors of the California Community Colleges and implemented by the eligible California community colleges”;

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Resolved, That the Academic Senate for California Community Colleges support SB 291 (Leyva, as of 1 March 2019) and communicate that support to the legislature and other constituents as appropriate.

Contact: Executive Committee

6.03.01 S19 Amend Resolution 6.03
Add Provisionally to title.

Amend the 2nd Whereas:

Whereas, Many state and federal student aid programs are structured to help full-time students and therefore not benefit community college students who attend college part time, and student aid in the California Community Colleges is conventionally overseen by the Student Aid Commission;

Amend the Existing Resolved:

Resolved, That the Academic Senate for California Community Colleges support SB 291 (Leyva, as of 1 March 2019) if the bill is amended so that financial oversight of the new financial aid in the bill is overseen by the Student Aid Commission and communicate that support to the legislature and other constituents as appropriate.

Contact: Stephanie Curry, Reedley College, Area A

6.04 S19 Support AB 302 (Berman, as of 25 March 2019) and Identify Housing Assistance Representatives

Whereas, A recent study\(^8\) showed that California community college students are increasingly housing insecure, with 1 in 5 students, or roughly 400,000 students in the system, currently being homeless, and that 60 percent of community college students in California have experienced recent housing insecurity and 50 percent have struggled with food insecurity in the last year;

Whereas, The Academic Senate for California Community Colleges’ mission and values are firmly grounded in equity and reflect support for all students in reaching their goals, regardless of their backgrounds, and housing and food insecurity negatively impact the mental and physical health and wellbeing of community college students, especially for “…some vulnerable or disadvantaged groups. Thirty-one percent of black students reported being without permanent shelter, while 34% of transgender students and 27% of

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gay and lesbian students lacked stable homes”9 thereby reducing their opportunities for success;

Whereas, Research of all 114 California community colleges’ websites found that 23 colleges allow overnight parking for at least some permitted situations; and

Whereas, AB 302 (Berman, as of 25 March 2019) “would require a community college campus that has parking facilities on campus to grant overnight access to those facilities, on or before July 1, 2020, to any homeless student who is enrolled in coursework, has paid any enrollment fees that have not been waived, and is in good standing with the community college, for the purpose of sleeping in the student’s vehicle overnight,” and “would require the governing board of the community college district to determine a plan of action to implement this requirement, as specified”10;

Resolved, That the Academic Senate for California Community Colleges support AB 302 (Berman, as of 25 March 2019) and communicate that support to the legislature and other constituents as appropriate; and

Resolved, That the Academic Senate for California Community Colleges recommend that local senates work with their colleges and districts to identify a housing assistance representative as part of student support programs and services, whose focus would be to help students locate emergency shelter and affordable student housing.

Contact: Karen Chow, De Anza College, Area B

7.0 CONSULTATION WITH THE CHANCELLOR’S OFFICE

*7.01 S19 Improve Quality and Integrity of California Community Colleges System Data
Whereas, The California Community Colleges Chancellor’s Office (CCCCO) has historically provided a system-wide, collegially developed center for data collection and analysis, DataMart, which has been identified nationwide as one of the richest and largest higher education databases;

Whereas, Legislation such as AB 705 (Irwin, 2017), AB 1805 (Irwin, 2018), and the Student Centered Funding Formula increases the need to have accurate and meaningful data, such as time to completion, student data shared among multiple California community colleges, and connection to private and out-of-state transfer data, driving reliance on system-wide data and complex data analyses;

Whereas, The CCCCO Management Information System (MIS) and research areas are currently understaffed, forcing reliance upon external consultants who are unfamiliar with data context, implications, curriculum, and unintended consequences that affect the allocation of funds and the data-image of the community college system; and

Whereas, Correcting MIS data elements through collaboration among system partners and expanding the CCCCO data submission and retrieval of information on nationwide transfer through the existing Clearinghouse subscription would provide more accurate and currently missing information regarding the completion data on the students in the California Community Colleges System;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office (CCCCO) to evaluate needs and encourage the CCCCO to fund and staff adequate system-wide research within the Digital Innovations and Infrastructures (DII) Division; and

Resolved, That the Academic Senate for California Community Colleges (ASCCC) urge the California Community Colleges Chancellor’s Office to correct Management Information System (MIS) data elements based upon the work of the ASCCC and RP Group and include nationwide transfer data by updating the Clearinghouse subscription to provide individual colleges with nationwide transfer data.

Contact: Kathleen Bruce, San Joaquin Delta College, Area A

*7.02 S19 Support for Student Parents’ Success through Campus Early Learning/Child Development Lab Schools
Whereas, Governor Gavin Newsom has proposed investment in early learning and in early childhood education programs in the 2019-20 budget by adopting a framework that

\textit{promotes a healthy start in three ways: (1) early access for children to educational and healthcare services, including services for those with adverse childhood experiences, (2) a two-generation approach that invests in parents so they can invest more in their children, and (3) easing financial pressures on parents so they can escape the cycle of poverty and focus on healthy development of their kids in those critical first five years of a child's life\textsuperscript{11}},

and the 2019-2020 California budget proposes a Cal Grant Access Award for student parents;

Whereas, Many college students utilizing services are students who are immigrants, single parents, and returning parents and are disproportionately affected by the lack of critical services such as quality and affordable early care and education while working on achieving their educational goals and creating paths out of poverty;

Whereas, Access to affordable and high-quality child care services for community college students with children is critical to student success and completion and serves as a resource of student equity that can improve overall academic outcomes, retention, and completion rates; and

Whereas, The Student Senate for California Community Colleges (SSCCC) adopted a resolution in Spring of 2017 calling for the establishment of on-campus childcare centers that are accessible and affordable to low income students who are parents;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to advocate for prioritizing the reinstitution and expansion of ongoing support for campus early childhood education and care lab schools to support a greater number of student parents and provide academic preparation for teachers and related child development professions; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to include in the state’s 2019-20 budget proposal funding to support the availability of equitable high-quality early childhood services for student parents.

Contact: Mayra Cruz, De Anza College, Area B

7.03 S19 Request the Board of Governors Undergo Collegiality in Action Training

Whereas, The Academic Senate for California Community Colleges (ASCCC) passed Resolution 07.03 F18 “Improving Participatory Governance with the Chancellor of the California Community Colleges” during the ASCCC 2018 Fall Plenary Session, which directed action to improve collegial consultation;


Whereas, The Chancellor’s Office has taken concrete steps to improve its relations with ASCCC in several areas, including scheduling a Collegiality in Action training for the Chancellor’s Office staff during summer 2019;

Whereas, The Board of Governors (BOG) plays a crucial role in the development of policy and is a consultation partner with both the California Community Colleges Chancellor’s Office and ASCCC; and

Whereas, Numerous members of the BOG are new to their positions, may have limited experience in the California Community College System, and could benefit from ongoing professional development regarding collegial consultation as appropriate to their roles, including Collegiality in Action training;

Resolved, That the Academic Senate for California Community Colleges strongly encourage that members of the Board of Governors engage in regular professional development such as Collegiality in Action training to ensure effective collegial consultation.

Contact, Peggy Campo, Norco College, Area D

9.0 CURRICULUM

9.01 S19 Course Basic (CB) 21 Rubrics for Coding Course Outcomes
Whereas, Faculty statewide from English, mathematics, and related disciplines in credit, noncredit, and adult education vetted the Course Basic (CB) 21 rubrics during the five March 2019 AB 705 Data Revision Project Recoding Regional Meetings;

Whereas, Faculty discipline groups drafted the CB21 rubrics using the federal educational functioning levels (EFLs) currently used by noncredit and adult education practitioners for data reporting purposes for funding and student educational level gains, including the Comprehensive Adult Student Assessment Systems (CASAS);

Whereas, The Academic Senate for California Community Colleges, the California Community Colleges Chancellor’s Office, West Ed, and the RP Group worked on the AB 705 Data Revision Project to create Management Information System (MIS) data elements to more accurately code transfer-level English, mathematics, and quantitative reasoning courses as well as pre-transfer credit and noncredit courses; and

Whereas, Funding and accountability efforts such as the Student Centered Funding Formula (SCFF), AB 705 (Irwin, 2017), AB 1805 (Irwin, 2018), and others rely on drawing information about students and colleges from coded elements that were not constructed to accurately calculate and align with these current, high-stakes roles;

Resolved, That the Academic Senate for California Community Colleges approve the CB21 rubrics and endorse their use for coding course outcomes for local college credit

13English: https://asccc.org/sites/default/files/CB%2021%20Rubric%20EnglishReading%203-21-2019_0.docx
and noncredit courses in English, mathematics, and other related or appropriate disciplines.

Contact: Ginni May, Executive Committee

*9.02 S19 Adopt the Paper *Noncredit Instruction: Opportunity and Challenge*

Whereas, Resolution 13.02 F15 directed the Academic Senate for California Community Colleges to “update its paper *Noncredit Instruction: Opportunity and Challenge*, adopted by the body in Spring 2009, no later than Spring 2017 to include recent developments affecting noncredit, including using noncredit to improve equity and close the achievement gap, leveraging Career Development/College Preparation equalization funding, and addressing an increased emphasis on adult basic skills and workforce education”;

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Noncredit Instruction: Opportunity and Challenge* and disseminate the paper to local senates and curriculum committees upon its adoption.

Contact: Craig Rutan, Noncredit Committee

*9.03 S19 Documenting Open Educational Resources Options in Course Outline of Record*

Whereas, In the California Community Colleges, the course outline of record is the official document that establishes, among other things, the content, objectives, and instructional materials for a given course and is the basis for articulation;

Whereas, Both the California State University Chancellor’s Office and University of California Office of the President are on record establishing that the use of open educational resources (OER) that are comparable to commercial texts with respect to currency and stability does not jeopardize articulation; and

Whereas, Faculty who wish to use OER may be hesitant to do so if such options are not explicitly indicated on the course outline of record, and faculty who wish to specify OER on course outlines of record may be unclear as to how to do so;

Resolved, That the Academic Senate for California Community Colleges develop guidelines for how to indicate the option of using open educational resources (OER) on course outlines of record; and

Quantitative Reasoning:
https://asccc.org/sites/default/files/CB%20Rubric%20MathQuantitative%20Reasoning%2021-2019.docx

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to develop mechanisms to encourage faculty to consider open educational resources (OER) when developing or revising courses and to document the use of OER on the course outline of record.

Contact: Michelle Pilati, OER Initiative

9.04 S19 Accessible Publisher Generated Educational Materials
Whereas, All California Community Colleges are mandated to adhere to the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973 sections 504 and 508, which require all educational printed and digital materials to be accessible;

Whereas, Resolution 09.10 F15\textsuperscript{15} directed the Academic Senate for California Community Colleges (ASCCC) to provided professional guidelines for using publisher generated material yet never explicitly stated that all educational materials should be accessible in adherence with the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973;

Whereas, The 2018 ASCCC paper *Ensuring An Effective Online Program: A Faculty Perspective*\textsuperscript{16} recommends the following:

> Colleges should have a distance or online education committee under the purview of the local academic senate to deal with academic and professional matters related to courses taught online. Responsibilities of this committee would include the development of recommendations and securing approval from appropriate faculty groups regarding instructional design standards for online courses and participation in the development of recommendations on policies regarding the distance education program, including policies for the ongoing professional development of distance education instructors, policies regarding training in the use of the course management system, and policies for ensuring that all courses and materials are accessible to all people with disabilities; and

Whereas, The World Wide Web Consortium (W3C) has adopted guidelines to make content on the internet accessible to all users;

Resolved, That the Academic Senate for California Community Colleges recommend that local senates work within existing committee structures and procedures to ensure dedication of resources supporting appropriate training and technical support to guarantee accessibility of course materials;

Resolved, That the Academic Senate for California Community Colleges urge local senates to develop local policies to adopt only course materials, including supplemental or optional materials, that are accessible for all California community college students in

\textsuperscript{15} https://asccc.org/resolutions/professional-guidelines-and-effective-practices-using-publisher-generated-course

\textsuperscript{16} https://www.asccc.org/papers/ensuring-effective-online-program-faculty-perspective
alignment with the World Wide Web Consortium’s (W3C) Web Content Accessibility Guidelines (WCAG); and

Resolved, That the Academic Senate for California Community Colleges prepare and bring to the body for consideration a paper on accessible course materials that addresses best practices for faculty in selecting and using accessible, publisher generated educational content by spring 2021.

Contact: Amar Abbott, Taft College, Area A

10.0 DISCIPLINES LIST

10.01 S19 Disciplines List – Homeland Security
Whereas, Oral and written testimony given through the consultation process used for the review of Minimum Qualifications for Faculty and Administrators in California Community Colleges, also known as the Disciplines List, supported the following addition of the Homeland Security discipline:

Master’s degree in Homeland Security, Emergency Management, Emergency Preparedness, Crisis Management, Disaster Management, or Cybersecurity; and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the Disciplines List Revision Handbook was followed;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for Homeland Security.

Contact: Rebecca Eikey, Standards & Practices Committee

11.0 TECHNOLOGY

*11.01 S19 CCCApply Technical Limitations
Whereas, The use of CCCApply for all students to enter the California Community Colleges System is required as part of the implementation of the Student Success and Support Program;

Whereas, CCCApply is often the first opportunity in the enrollment and onboarding process for students to make choices about their academic careers, which will have a

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significant impact on their time to degree and dictate their course-taking behavior once enrolled;

Whereas, A major component of many colleges’ design and implementation of their guided pathways frameworks is the creation of collections of academic majors with related coursework to support a career area or transfer goal, referred to often as meta-majors, intended to help students choose academic majors that best fit their interests and abilities; and

Whereas, CCCApply’s technical limitations severely limit the flexibility colleges have to design meta-majors in ways that are easily communicated to students through CCCApply as well as to implement other student onboarding innovations;

Resolved, That the Academic Senate for California Community Colleges engage the California Community Colleges Chancellor’s Office in a dialogue regarding modification of the CCCApply application in ways that reduce technical limitations in order to allow colleges more flexibility to support students and guided pathways innovations.

Contact: Randy Beach, Southwestern College, Guided Pathways Task Force

*11.02 S19 Ensure Appropriate Processes for System Technology Procurement*

Whereas, Technology procurement at both the state and local level should be a transparent and inclusive process that involves all impacted constituencies and factors in both the direct and indirect costs associated with the adoption of new technologies;

Whereas, System-level purchases can be both economically and functionally advantageous;

Whereas, The process employed by the Online Education Initiative (now the California Virtual Campus – Online Education Initiative) to identify a course management system and the subsequent adoption of that system by all 114 colleges serves as a model for how a system-level technology selection process should be conducted, demonstrates how an effective process can facilitate local decision-making, and illustrates that the provision of a technology at no cost to the colleges does not bypass local decision-making processes or ensure immediate adoption; and

Whereas, System-level technology selections have impacted and may impact in the future local technology decisions but do not presume that a system-level decision will determine local choices;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to ensure that any procurement of technology that colleges would be required to access is selected via a process that is transparent, inclusive, and respectful of existing local monetary and human investments; and
Resolved, That the Academic Senate for California Community Colleges support the use of competitive processes for the awarding of grants and the procurement of resources as required in the Standing Orders of the Board of Governors.\textsuperscript{18}

Contact: Executive Committee

\textbf{13.0 GENERAL CONCERNS}

\textit{*13.01 S19 Develop Recommendations for the Implementation of a No-Cost Designation in Course Schedules}

Whereas, SB 1359 (Block, 2016) requires all segments of public higher education in California to “Clearly highlight, by means that may include a symbol or logo in a conspicuous place on the online campus course schedule, the courses that exclusively use digital course materials that are free of charge to students and may have a low-cost option for print versions” (California Education Code §66406.9) as of January, 2018;

Whereas, Determinations of what course sections qualify for a no-cost identifier as required by SB 1359 (Block, 2016) are subject to interpretation, with some colleges opting to interpret the legislation very strictly and others opting to highlight all courses with no associated costs (i.e., including those courses that have never required a text); and

Whereas, Developing guidance and suggested practices for local senates to consider for the implementation of SB 1359 (Block, 2016) may result in appropriate consistencies across the colleges;

Resolved, That the Academic Senate for California Community Colleges investigate the approaches used to implement SB 1359 (Block, 2016) across all segments of higher education in California and similar efforts in other states; and

Resolved, That the Academic Senate for California Community Colleges develop suggested guidelines, policies, and practices for implementation of SB 1359 (Block, 2016) no later than Spring of 2020.

Contact: Michelle Pilati, OER Initiative

\textit{*13.02 S19 Support for Faculty Open Educational Resources Coordinators}

Whereas, The Academic Senate for California Community Colleges (ASCCC) has urged local academic senates to identify a local open educational resources (OER) point-person to act as a liaison to facilitate OER-related communication between the college and the ASCCC (Resolution 17.02 F18);

\textsuperscript{18} Procedures and Standing Orders of the Board of Governors, November 2108: 
Whereas, The Academic Senate for California Community Colleges’ Open Educational Resources (OER) Initiative is supporting the growth of OER use across the colleges by developing resources and supporting local OER liaisons who may or may not receive support from their colleges;

Whereas, Various opportunities for obtaining funding for local OER efforts, including grants made available by the California Open Educational Resources Council, have required that a coordinator be identified to oversee the work; and

Whereas, Significant increases in OER usage have been reported when a local advocate has dedicated time to support OER adoption;

Resolved, That the Academic Senate for California Community Colleges develop a collection of resources documenting the value of supporting local faculty open educational resources coordinators and associated resources (e.g., job descriptions, roles, and responsibilities); and

Resolved, That the Academic Senate for California Community Colleges encourage local colleges to identify and support a faculty open educational resources coordinator.

Contact: Michelle Pilati, OER Initiative

15.0 INTERSEGMENTAL ISSUES

15.01 S19 Response to California State University Admission Restrictions Due to Impaction
Whereas, Student demand has outpaced resources in the California State University (CSU) system such that six CSU campuses and 46 out of 47 programs on one or more CSU campuses have been declared impacted, resulting in limits on admissions, including transfer admissions19;

Whereas, Limits on California State University transfer admissions run counter to the intention of the California Community Colleges Board of Governors’ intent that community colleges undergo institutional changes to achieve a 35% increase in system-wide transfers to CSU and the University of California by 2022 and counter to the rationale for this goal, based on the need to increase the achievement of disproportionately impacted students;20 and

19 CSU: The California State University. Impacted Undergraduate Majors and Campuses, 2019-20
https://www2.calstate.edu/attend/degrees-certificates-credentials/Pages/impacted-degrees.aspx
20 Vision for Success: Strengthening The California Community Colleges to Meet California’s Needs
http://californiacommunitycolleges.cccco.edu/portals/0/reports/vision-for-success.pdf
Whereas, Limits on California State University transfer admissions run counter to the expectations of the Student Centered Funding Formula, whereby part of a community college’s funding is based on completions, including associate degrees for transfer;\textsuperscript{21}

Resolved, That the Academic Senate for California Community Colleges, working with system partners, encourage the California State University (CSU) to adopt additional options, such as a CSU transfer admission guarantee, similar to the UC transfer admission guarantee, for eligible applicants not admitted due to changed admission criteria instituted in response to impaction.

Contact: Jeffrey Hernandez, East Los Angeles College, Area C

16.0 LIBRARY AND LEARNING RESOURCES

*16.01 S19 Adopt the Paper *The Role of the Library Faculty in the California Community College*

Whereas, Resolution 16.01 F17 directed the Academic Senate for California Community Colleges to “explore methods to update and expand the content of the papers *Library Faculty in California Community College Libraries: Qualifications, Roles, and Responsibilities* and *Standards of Practice for California Community College Library Faculty and Programs* to illustrate the vital and important role that libraries and librarians can, and do, play in contributing to the success of our students”;

Resolved, That the Academic Senate for California Community Colleges adopt the paper *The Role of the Library Faculty in the California Community College*\textsuperscript{22} and disseminate the paper to local senates and curriculum committees upon its adoption.

Contact: Michelle Velasquez Bean, Transfer, Articulation, and Student Services Committee

*16.02 S19 Adopt the Paper *Effective Practices for Online Tutoring*

Whereas, Resolution 13.04 S08 directed the Academic Senate for California Community Colleges to “research and prepare a paper that addresses effective and non-effective practices for establishing online tutoring programs”;
Resolved, That the Academic Senate for California Community Colleges adopt the paper *Effective Practices for Online Tutoring*\(^ {23}\) and disseminate the paper to local senates and curriculum committees upon its adoption.

Contact: Michelle Velasquez Bean, Transfer, Articulation, and Student Services Committee

### 21.0 CAREER TECHNICAL EDUCATION

*21.01 S19 Adopt the Paper Work-Based Learning in California Community Colleges*

Whereas, Resolution 13.05 S18 directed the Academic Senate for California Community Colleges to “develop a paper that clearly explains and differentiates Career and Technical Education, Cooperative Work Experience, internship, and apprenticeship programs, including their regulations, funding models, and overall guiding principles, and bring the paper to the Spring 2019 Plenary Session for approval”;

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Work-Based Learning in California Community Colleges*\(^ {24}\) and upon its adoption disseminate it to local senates and curriculum committees.

Contact: Cheryl Aschenbach, CTE Leadership Committee

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\(^{23}\) [https://asccc.org/sites/default/files/Effective%20Practices%20for%20Online%20Tutoring_for%20Area%20Meetings.pdf](https://asccc.org/sites/default/files/Effective%20Practices%20for%20Online%20Tutoring_for%20Area%20Meetings.pdf)

\(^{24}\) [https://asccc.org/sites/default/files/Work%20Based%20Learning%20-%20Area%20Meetings.pdf](https://asccc.org/sites/default/files/Work%20Based%20Learning%20-%20Area%20Meetings.pdf)