

ARC Board Room, Student Center, April 26th, 2018
American River College Academic Senate Regular Meeting

Approved MINUTES

Preliminaries

1. Call to Order: 3:00

Present were: Julia Brynelson, Camille Leonhardt, Cindi Unmack, Katrina Worley, Laurinda Reynolds, Damon Antos, Rod Agbunag, Lynn Fowler, Manuel Ruedas, John Bell, Shannon Pries, Jodie Hooker, Mark Rau, Susannah Martin, Kat Sullivan-Torres, Dan Crump, Deborah Gale, Amy Gaudard, Matthew Register, Noah Decker, Janay Lovering, Alisa Shubb, Gary Aguilar

Excused: Nancy Silva

2. Approval of the Agenda: Approved by consensus with request for additional agenda item.

3. Approval of the April 5, 2018 Minutes: Approved by consensus.

4. Introduction of Guests

Meg Pollard, Accounting, Joan Kudin, Public Relations Technician, Community Relations, Joe Gilman, Curriculum Chair,

5. Public Comment Period (3 minutes per speaker): No public comment.

6. President's Report: All 4 Los Rios Colleges were accepted into the OEI Course Exchange.

Decision (10 minutes maximum per item)

7. Academic Senate Elections (2nd Reading)

The Senate President Gary Aguilar, Vice-President Alisa Shubb, and Secretary Janay Lovering were re-elected to their current positions by votes of acclamation.

8. Critical Hire Request: Accounting (1st Reading)

Accounting Professor Meg Pollard asked for a critical hire in Accounting (see attached request), explaining that the department has unexpectedly lost 2 full-time faculty and 4 adjunct faculty for the fall.

9. Critical Hire Request: An unnamed department will not be making a critical hire request at this time though it was on the agenda.

10. New Program Review (1st Reading) See attached.

Program Review Co-Chair Alisa Shubb pointed out some key points to Senators:

- Program Review will be integrated with Educational Master Planning to become Annual Unit Planning
- The role of the Program Review Committee will be expanded--see page 32 of the report.
- The Program Review Committee Report asserts the primacy of the Academic Senate

11. Authorization of the Academic Senate Executive Council to represent interests of the faculty during Summer 2018 (1st Reading).

Discussion

(10-15 minutes per item)

12. Employee Years of Service Awards

Public Relations Technician Joan Kudin asked for faculty input on Years of Service Awards, explaining that faculty have traditionally received small items chosen by someone in her position from an awards catalog, but that in more recent years her office has tried to give gift cards to faculty (which unfortunately are taxed as a cash gift).

Faculty suggested that unique college apparel (an embroidered sweatshirt for example) would make a good gift for the awardees though some liked the traditional gifts and others the idea of gift cards.

13. Curriculum Handbook Updates (see attached)

Curriculum Chair Joe Gilman listed the small changes which have been made to the Curriculum handbook over the last 2 years. Senators are asked to bring feedback on the handbook to the May 10th Senate meeting.

- Updated dates
- New appendix for PPC
- Small changes to the Distance Education Section
- A Program flowchart
- Typos and Style
- Cleanup of articulation section
- Small changes to Honors section

14. Report Back and Update:

a. Governance Structure - Processes for Initiating and Operating Project Teams

President Greene was receptive to the Senate's concerns about the process of creating Project Teams and how it fits into the new governance structure.

The point of the project team method is to have agile groups, give a variety of

opportunities for faculty to meet college service but also to make sure campus workgroups have clear goals and a standardized process for creation. See the attached flow-chart for the standardized process for initiating project teams.

The role of the Project Steward will be to do the managing work of a project team (not to provide expertise or lead the team though a project manager could be a team co-lead).

See the attached flowchart for the standardized process for initiating project teams. Senators suggested that “in-consultation with the Academic Senate” be added to the flowchart boxes where it is merely implied.

The new Governance Structure Website has been held up by the ARC website Redesign.

b. Proposed Project Teams for the 2018-19 Academic Year (see attached)

Ongoing

1. Clarify Program Paths
2. Enterprise Level Software Solution (Ad Astra)
3. Integrated Planning Improvement

Fall 2018

4. Institutional Equity Plan
5. ARC Online (Distance Education Plan)
6. Facilities Master Plan (District)
7. Wellness Center

Spring 2019

8. Sustainability Plan
9. Educational Master Plan
10. Strategic Enrollment Management Plan

Fall 2019

11. Institutional Professional Development Plan

Senators are asked to recommend colleagues for leadership or membership roles in upcoming project teams--general recommendations are appropriate. The Senate President would like to create a list of possible team members, particularly faculty who have not previously served on Senate or campus committees and teams.

15. Review of Student Success Council Teams Final Reports (Start Right, Integrated Planning and Support for Students (IPaSS), Clarify Paths) (See attached)

Senators reported that reviewing these documents was overwhelming and expressed concerns that there was still not enough transparency about what goes in in these team meetings. There was a request for an executive summary of such reports in the future.

16. Report Back: Academic Senate for California Community Colleges (ASCCC) Spring Plenary

All resolutions were approved. There was a general theme that there must be more collegial consultation with the ASCCC. The State Chancellor has only met with the ASCCC twice this academic year.

17. Lack of Collegial Consultation from the State Chancellor

Senators discussed the recent problem of lack of collegial consultation and possible responses to the problem including “no confidence” votes from our local or district senates and/or supporting a “no confidence” vote from the ASCCC.

17. Items from College Areas for Academic Senate Consideration

None.

Meeting Adjourned 5:30 PM

Upcoming Meetings and Events

1. District Academic Senate Meeting: Tuesday May 1, 3:00 P.M., District Office Main Conference Room
2. LRCCD Board of Trustees Meeting: Wednesday, May 9, 5:30 P.M. American River College
3. ARC Academic Senate Meeting: Thursday May 10, 3:00 P.M., ARC Student Center Board Room

American River College

Curriculum Handbook 2018-2019

A Manual for Developing Curriculum
and Participating in the Curriculum Process

ACKNOWLEDGEMENTS

This Curriculum Handbook was originally drafted and compiled by Phil Smith, ARC Curriculum Committee chair 2003-2006.

Subsequent additions, amendments and updates have been contributed by:

- Jan DeLapp, ARC Curriculum Committee chair: 2006-2008
- Adam Karp, ARC Curriculum Committee chair: 2008-2010
- Jeff Stephenson, ARC Curriculum Committee chair: 2010-2011
- Thuan Bui, ARC Curriculum Committee chair: 2011- 2013
- Bill Simpson, ARC Curriculum Committee chair: 2014-2016
- Joe Gilman, ARC Curriculum Committee chair: 2016-2018

Various other documents were also used in the development of this material, with special thanks to Cabrillo Community College.

American River College
Curriculum Handbook
2017 - 2018

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I. OVERVIEW OF CURRICULUM

Simply put, a college's *curriculum* is *what we teach*. In California community colleges, curriculum is legally defined as the set of course and program outlines approved by a mandated curriculum process. Outlines are descriptions, written for both internal and external audiences, of the degrees, certificates, and courses that we offer to our students. This handbook describes the process in which curriculum is developed and how curriculum proposals become legally approved.

II. IMPORTANCE OF COURSE OUTLINES AND PROGRAM OUTLINES

Please note the following:

- Faculty are both legally (by Title 5) and contractually (by LRCFT union contract) required to teach to the course outline of record.
- Four-year colleges and universities articulate courses with us based upon the official course outline of record.
- Accreditation standards require that we assess how well our students achieve the learning outcomes contained in the official outlines of record describing our courses, degrees and certificates.

III. STAGES IN THE CURRICULUM PROCESS

DRAFTING CURRICULUM A faculty member or department identifies a need or observes a problem with the department's existing curriculum. Typically, this need or problem is addressed by the addition, modification, or deletion of a course, degree, or certificate. This is the stage at which the developer can be creative, thinking of new ways to solve problems.

Although the developer will take the lead in drafting a proposal, it is important to remember that the developer is acting on behalf of the entire department. To avoid unnecessary work at a later date, curriculum developers should communicate early and frequently with the dean and the rest of the department, as well as faculty in related disciplines. Similarly, since the four Los Rios colleges employ a common numbering system, it is also recommended that department faculty at the other Los Rios colleges be made aware of the curriculum activity that is being proposed as soon as possible.

In the early stages of the drafting process, some developers may wish to work on their own and not receive feedback from others. They may want a chance to record, edit, and revise their thoughts without external criticism. For developers in this early stages it is recommended that they write and edit draft proposal documents using a word processor on their own computers. This allows them to work privately on curriculum proposals until they are ready for others to read and comment on them. When developers are satisfied, they transfer what they have written into a draft proposal in the Socrates curriculum management system.

Alternatively, some developers prefer to compose their draft curriculum proposals directly in Socrates, bypassing the early development stage described above. Please note that, since Socrates is web-based, creation of a draft proposal in Socrates is a public act, viewable by any Los Rios employee. It is, however, clearly marked as *Draft*, and most Socrates users understand that any proposal in *Draft* status is “under construction.”

The developer then completes the curriculum proposal outline in Socrates, making sure that the outline conforms to the *Curriculum by Example* style guidelines. Once the outline is complete, the developer launches the proposal for the entire department’s review.

To start a proposal:

SOCRATES > Curriculum Developer >
[Create New/Revise Existing/Delete Existing]

To launch a proposal to *Department Review* status:

SOCRATES > Curriculum Developer >
My [Course/Program] Proposals > [Course/ Program Identifier] >
Submission Options > Launch Proposal

To withdraw a proposal:

SOCRATES > Curriculum Developer >
My [Course/Program] Proposals > [Course/ Program Identifier] >
Submission Options > Withdraw Proposal

DEPARTMENT/DEAN REVIEW The developer creates a curriculum proposal on behalf of the entire department. At this stage, the department members and the dean have a chance to look at, comment on, and make editing suggestions to the course

or program outline (e.g., program feasibility, budget considerations, FTE availability, and attendance accounting).

The department chair receives both an email notification and a digital signature request when a proposal is launched and reaches *Department Review* status in Socrates. It is up to the department chair to determine how to conduct the department-wide discussion about the proposal. The proposed outline could be discussed at a department meeting, via email, or, in small departments, even hallway discussions. Based upon the dean's and the department's response, the developer may be asked to make changes to the proposal or even to withdraw it.

If the department decides to move forward with a proposal, the department chair records the department vote in Socrates and affixes a digital signature to the proposal, which automatically moves the proposal to *Tech Review* status in Socrates. Note that the curriculum process and Socrates require a positive department vote in order to advance. Proposals not approved by the department as a whole should be withdrawn by the developer. The dean then affixes a digital signature to the proposal, indicating that he/she had an opportunity to read the outline and comment on it.

To enter a department vote and affix a digital signature:

SOCRATES > Signature Request > List of Signature Requests >
[Course/Program] Proposals >
Department Chair or Designee Signature Requests >
[Specific Course/Program Proposal]

Unusual Vote: If an unusual vote is entered into Socrates, the Tech Review Committee and the full Curriculum Committee will ask the developer to explain it. If either committee decides that further department discussion is required, the developer will be asked to take the curriculum proposal back to the department for discussion but the proposal will be allowed to move forward in the curriculum approval process with the expectation that the discussion will occur. If, for any reason, a new vote needs to be entered, then the Curriculum Committee chair will get the vote directly from the department chair and enter it into the *Curriculum Chair Comments* section of the outline, along with an explanation. That way, the updated vote will become part of the official record.

The four Los Rios colleges participate in a common numbering system and have some shared courses. Department chairs also serve as discipline contacts for proposals from associated departments at other colleges. For example, the ARC Psychology department chair will receive digital signature requests for Psychology proposals originating at CRC, FLC, and SCC. Please note that, as discipline contact, department chairs may also receive digital signature requests from related departments. For example, the Art New Media chair receives signature requests about Graphic Communication (GCOM) proposals as well as Art New Media (ARTNM).

The purpose of signature requests in this context is to provide an opportunity for related departments at multiple colleges to acknowledge and comment on proposed curriculum activity at an individual college. The goal is to promote communication and coordination among the Los Rios colleges related to departmental curriculum.

To acknowledge/comment on a department proposal at another Los Rios college and affix a digital signature:

SOCRATES > Signature Request > List of Signature Requests >
[Course/Program] Proposals >
Discipline Contact Signature Requests >
[Specific Course/Program Proposal]

Some courses are shared by two or more colleges. For example, *ENGWR 300: College Composition* is offered by all four Los Rios colleges. If a developer at one college wishes to change the header information (title, units, hours, or course number) for a shared course, a collaboration request must be agreed upon by all of the colleges in the district that offer the course. The department chair at each college consults with the department faculty about whether to collaborate with the course revision. If the department does not agree to the change, the department chair declines the invitation to revise the header information of the shared course. If the department agrees to the change, the chair agrees to participate and assigns a particular faculty member to be responsible for the header revision proposal.

To agree/decline to collaborate on a shared course proposal at another LRCCD college and affix a digital signature:

SOCRATES > Signature Request > List of Collaboration Requests >
[Specific Shared Course Proposal]

TECH REVIEW/DE REVIEW Proposals officially enter the curriculum process when the department chair records the department vote and digitally signs the proposal, advancing the proposal to *Tech Review* status.

Developers are encouraged to submit proposals to the *Tech Review* stage only when they are complete. Each proposal receives a date stamp in Socrates, and proposals are generally scheduled for review on a first-come-first-served basis, according to the date they reach *Tech Review* status. However, proposals will not be scheduled for review by the Tech Review Committee if they are incomplete. In addition, if a department has course outlines that are overdue for review (*i.e.*, courses with a *last full review date* in Socrates that is greater than 8 years ago), the department must bring those courses through the curriculum process before any other of their curriculum will be scheduled for review by the Curriculum Committee.

Prior to review by the Tech Review Committee, any course outlines that have the distance education (DE) modality indicated are reviewed by the Distance Education Committee. The DE Committee makes separate recommendations regarding the DE content of the outline, which need to be addressed before the outline will be approved by the Curriculum Committee.

Also, prior to review by the Tech Review Committee, course outlines that have prerequisites are reviewed by the Curriculum Committee chair and the Prerequisite Committee to ensure that the prerequisites are appropriate and are properly justified in the course outlines. Courses having communication or computation prerequisites may need to go through a more rigorous content review process, which is described in the *Prerequisite Approval Handbook*.

During the Tech Review meeting, committee members recommend corrections and modifications to the course or program outline, based on criteria noted in this handbook. The committee may also ask for modifications to the outline to conform with Title 5 and LRCCD regulations and/or articulation requirements. Corrections could be to fix simple typos, to complete missing sections, or to correct misspellings and grammatical errors. The Curriculum Committee chair receives special training about Title 5 and LRCCD regulations and is responsible for ensuring that ARC curriculum meets required legal and policy mandates. Additionally, in areas of law and regulation, the Tech Review Committee defers to the judgment of

the Curriculum Committee chair. The college Articulation Officer receives special training in the articulation process and is responsible for maintaining articulation agreements between ARC and four-year institutions. In matters of articulation, the Tech Review Committee defers to the judgment of the Articulation Officer.

Once a proposal has gone through the Tech Review process, it is moved by the Curriculum Committee chair to *1st Reading* status in Socrates and is scheduled for 1st reading by the full Curriculum Committee.

1ST READING

Only proposals that the chair has moved to *1st Reading* status are considered by the full Curriculum Committee. (See “Curriculum Committee” in the section “Roles in the Curriculum Process” for an overview of the committee structure and responsibilities.) If only minor changes are requested by the committee, a *1st Reading* proposal is moved to *2nd Reading* status and then may be scheduled for the next full committee meeting (typically one week later). If so moved, the committee may elect to bypass a 2nd reading pending minor changes, in which case the chair works with the developer to ensure that the minor edits are completed. If significant edits and corrections are required by the committee, they may choose to keep a proposal at *1st Reading* status and review it again at 1st reading a few weeks later, after the changes have been made.

2ND READING

In general, the full committee reviews each curriculum proposal twice, once at 1st reading and again at 2nd reading. The idea is provide a period of time for additional reflection and discussion of the merits of a particular proposal. In general, the committee checks each 2nd reading proposal to see if the changes requested at 1st reading have been made. If so, the proposal is advanced to the next stage of the curriculum process. If not, the proposal is held at *2nd Reading* status until the corrections have been made. However, if so moved, the 2nd reading may be bypassed if the 1st reading is considered strong enough to entrust minor technical changes to the developer and the chair.

Dean's Signature: Socrates informs a dean that a curriculum proposal is moving through the curriculum process. The dean will have a reasonable time, usually designated as three weeks from the time that the proposal has moved to *1st Reading* status, to affix a digital signature to the proposal. The signature page also has a box that permits the dean to make comments on the

proposal. If the dean's signature is not affixed during this time period, the proposal will still move forward in the curriculum process. The Curriculum Committee chair can make a comment in the Curriculum Chair Comments section of the outline to record the reason for moving forward without the dean's signature.

CONSENT/FYI

Topics In (294/494) and *Experimental Offering* (299/499) courses receive less scrutiny from the full committee than other course proposals. These proposals go through the Tech Review process and then come to the full committee as *Consent/FYI* agenda items, rather than *1st Reading* items. With the committee's consent, these course proposals move straight to *Catalog* status in Socrates.

Other outlines may also progress directly from Tech Review (or from the chair with the permission of the Tech Review committee) to Consent/FYI if so moved that the edits of an existing outline are so minor as to in no way change any intent, purpose, or objective of the outline. Examples such as minor typographical errors, technical curricular errors caught at catalog, DCCC, or CCCCCO status, technical changes requested by the CCCCCO, or other minor changes deemed appropriate by the chair with appropriate committee approval.

DCCC

Because American River College participates with other Los Rios colleges in a common numbering system and curriculum developments at one college may impact another, *New to District* course proposals, *New to College* course proposals, and *Course Deletion* proposals are moved to District Curriculum Coordinating Committee (DCCC) status in Socrates upon approval by the ARC Curriculum Committee. Similarly, *New Program* (certificate and degree) proposals as well as *Program Deletion* proposals are also forwarded to the DCCC. The purpose of the DCCC is to address issues of coordination, not the quality of particular outlines. Upon consensus of the DCCC, the local Curriculum Committee chairs move proposals to the next status level. Typically, *New to College* course proposals are moved to *Catalog* status since the Board of Trustees has already approved this course for another LRCCD college. All others are moved to *Board* status.

BOARD OF TRUSTEES (BOARD) The Board of Trustees reserves the right to approve all *New to District* courses and programs and all course and program deletions.

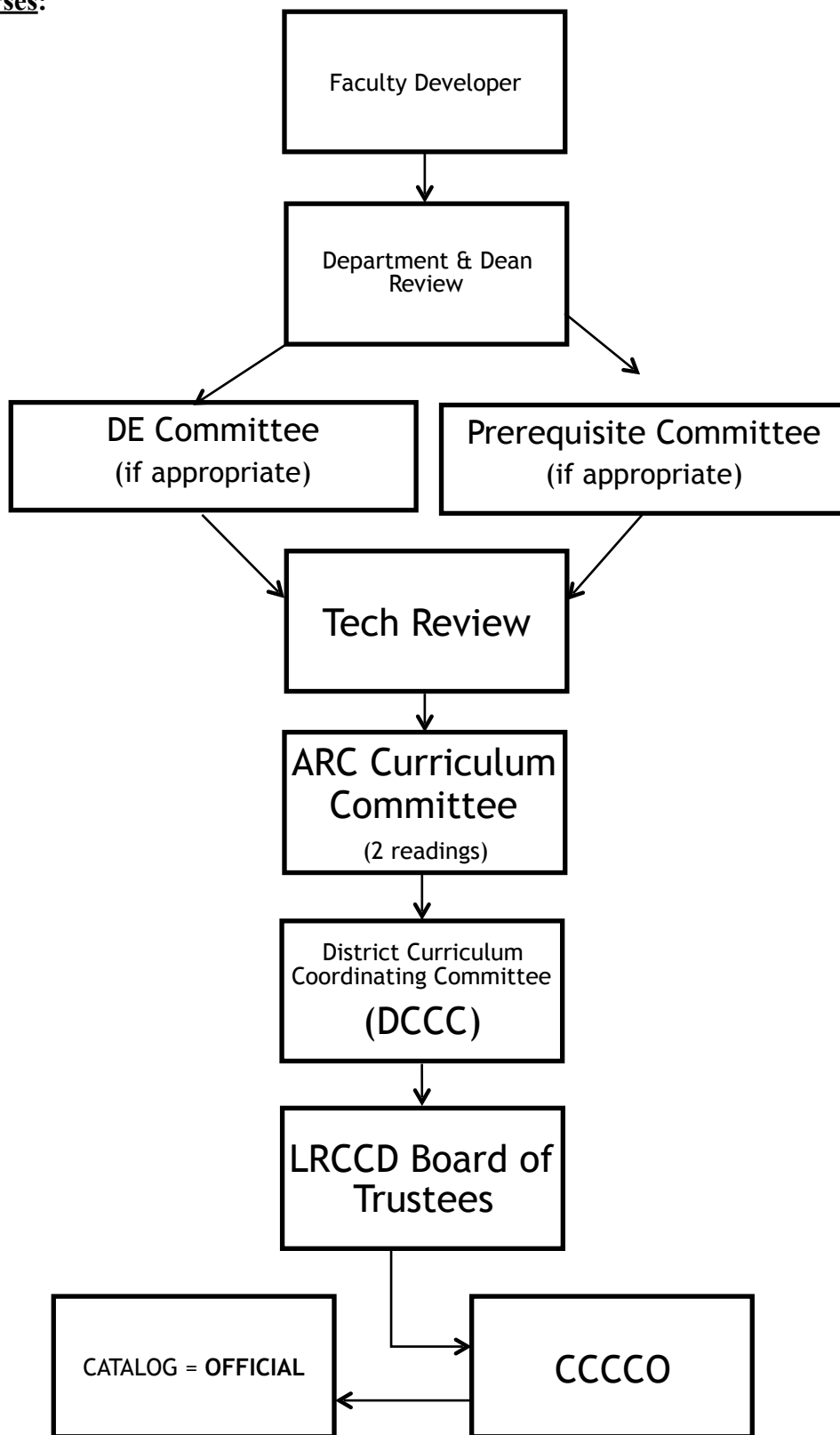
Proposals at *Board* status are voted upon by Los Rios Board of Trustees at their regular meetings.

CHANCELLOR’S OFFICE (CCCCO) The State Chancellor’s Office reserves the right to give final approval to all new certificates (18+ units) and all new degrees. New degrees and certificates stay at *CCCCO* status in Socrates until the Chancellor’s Office approves the program and provides ARC with a unique state identification code for the program. All Career Technical Education (CTE) certificates must be approved by the Chancellor’s Office. All new courses must also be approved by the State Chancellor’s Office after local board approval.

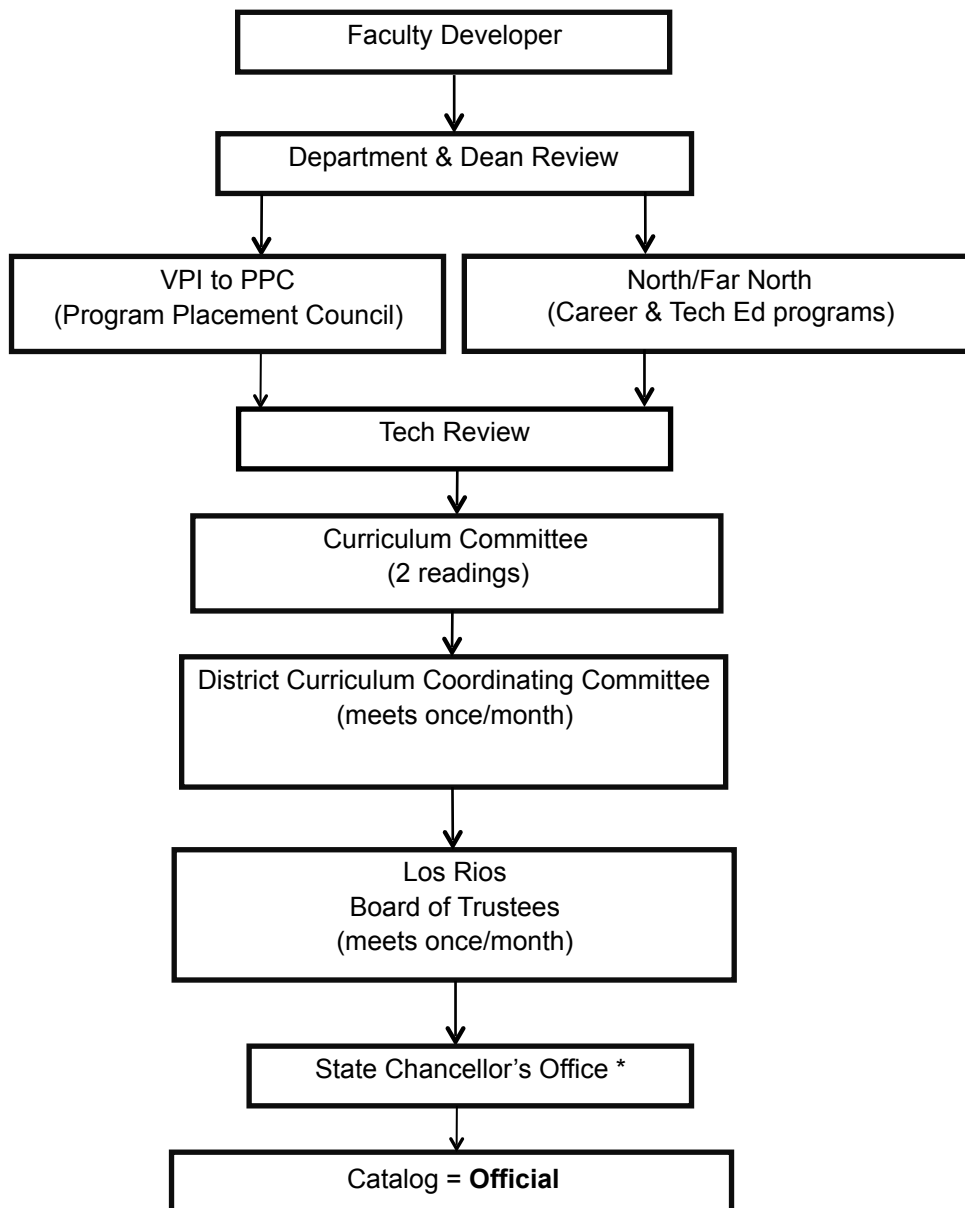
CATALOG When a course or program proposal has been approved by all the appropriate bodies, the Curriculum Committee chair moves the item to *Catalog* status in Socrates. At this point, the curriculum is official and the changes may be published in the print and web catalog and the web schedules.

ARCHIVE When a course or program has been deleted from ARC’s active curriculum inventory or when a course or program has been superseded by a more recent curriculum revision, an archived version of the previously official outline is made and given a status of *Archive* in Socrates. In general, archived versions are available through the *history* link in Socrates or by selecting the word *Course* or *Program* in Section 1 of the outline.

New Courses:



New Programs:



*Depending on the changes made, some revised programs may need approval from the Chancellor's office.

IV. COURSE PROPOSAL TYPES

There are five types of course proposals:

- ***New to District:*** A proposal to offer a course that has not been offered by any Los Rios college before.
- ***New to College:*** A proposal to add a course previously approved at another college to ARC's inventory of courses.
- ***Revision:*** A proposal to modify an existing course.
- ***Deletion:*** A proposal to delete a course from the college's inventory.
- ***Consent/FYI:*** A course proposal requiring minimal scrutiny by the Curriculum Committee. The two most common types of Consent/FYI proposals are *Topics In* (294/494) revision proposals and *Experimental Offering* (299/499) instance proposals.

Curriculum Stages for Course Proposals

The length of time it takes to shepherd a course proposal from initial idea to final outline (*Catalog* status) depends on how many stages it must pass through in the curriculum process. The table below lists the stages associated with each type of course proposal.

<i>COURSES</i>	Consent / FYI	Revision^(a) (c)	New to College	New to District^(b)	Deletion
Draft	X	X	X	X	X
Department / Dean Review	X	X	X	X	X
DE Committee Review (if DE modality indicated)	X	X	X	X	
Pre-requisite Committee (if it has communication/computation prerequisite)		X	X	X	
Tech Review	X	X	X	X	X
Consent/FYI	X				
1st Reading		X	X	X	X
2nd Reading		X	X	X	X
DCCC			X	X	X
Board of Trustees				X	X
CCCCO			X	X	X
Catalog	X	X	X	X	X

(a) Revision of a shared course involving a change to course header information (title, units, hours, or course number) requires an additional DCCC stage to ensure that all the affected colleges have made the same change. This process is called a collaboration request.

(b) Community Service offerings follow the same curriculum process as *New to District* courses.

(c) Certain changes to content (SAM code, TOP code, units) require CCCCCO re-approval.

V. PROGRAM PROPOSAL TYPES

There are three types of program proposals:

- ***New Program***: A proposal to create a new degree or certificate.
- ***Revision***: A proposal to modify an existing degree or certificate. Please note that substantive revisions to a program will require submission of paperwork to the State Chancellor’s Office.
- ***Deletion***: A proposal to discontinue offering a degree or certificate.

Curriculum Stages for Each Proposal Type

The length of time it takes to shepherd a program proposal from initial idea to final outline depends on how many stages it must pass through in the curriculum process. The table below lists the stages associated with each type of program proposal.

<i>PROGRAMS</i>	Revision (minor)	Revision (substantive)	Deletion	New Program
<i>PPC List</i>		X		X
<i>Draft</i>	X	X	X	X
<i>Department / Dean Review</i>	X	X	X	X
<i>North/Far North</i>		X		X
<i>Tech Review</i>	X	X	X	X
<i>1st Reading</i>	X	X	X	X
<i>2nd Reading</i>	X	X	X	X
<i>DCCC</i>		X	X	X
<i>Board of Trustees</i>			X	X
<i>CCCCO</i>		X ^(a)	X ^(a)	X ^(a)
<i>Catalog</i>	X	X	X	X

(a) Non-CCCCO-approved certificates are exempt.

STANDARD DESCRIPTION LANGUAGE FOR AA-T/AS-T DEGREES

The Associate in Arts or Associate in Science for Transfer (AA-T/AS-T) degrees are a collaboration between the California Community Colleges and the California State University systems to develop associate degrees that assist students to transfer to the California State University systems with priority for admission and a set number of units required for the students to receive Bachelor's degrees.

In the program description, the reasons for and benefits of getting this particular degree are stated. The following standard language regarding this particular type of degree must be included in the program's description.

AA-T:

The Associate in Arts in (discipline) for Transfer degree provides students with a major that fulfills the general requirements of the California State University for transfer. Students with this degree will receive priority admission with junior status to the California State University system. The Associate in Arts in (discipline) for Transfer (AA-T) degree may be obtained by the completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program outlined below (earning a C or better in these courses) and (b) either the Inter-segmental General Education Transfer Curriculum (IGETC) or the California State University General Education Breadth Requirements.

AS-T:

The Associate in Science in (discipline) for Transfer degree provides students with a major that fulfills the general requirements of the California State University for transfer. Students with this degree will receive priority admission with junior status to the California State University system. The Associate in Science in (discipline) for Transfer (AS-T) degree may be obtained by the completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program outlined below (earning a C or better in these courses) and (b) either the Inter-segmental General Education Transfer Curriculum (IGETC) or the California State University General Education Breadth Requirements.

Time Estimates for Each Stage of the Curriculum

Each curriculum proposal is unique. Various legal and procedural factors influence the amount of time that a proposal takes at each stage of the process. The table below provides estimated time ranges for the various curriculum stages.

Curriculum stage	Expect to spend
PPC	0-6 months to get PPC approval. Developers should inform their department chair and dean of their interest in developing a new program. The dean then requests that the Vice President of Instruction put the program on the PPC list for their consideration. (VPs meet up to four times a year.)
Draft	The amount of time spent prior to launch depends on the developer.
Department / Dean Review	0-1 month to get dean input and departmental approval on proposal and program sequencing. In small departments, approval may come very quickly. In others, it may be necessary to wait until the next department meeting (most departments meet monthly).
North / Far North	0-1 month. Proposals must be submitted 2 weeks prior to the next NFNRC meeting. The NFNRC meets monthly.
Tech Review Committee (DE / Prerequisite Committees)	<p>0-6 weeks to get placed on an upcoming Tech Review agenda. Course proposals are scheduled for Tech Review on a first-come-first-served basis as they reach <i>Tech Review</i> status in Socrates. In non-peak times, when the curriculum queue is short, course proposals are scheduled right away. When there are many proposals in the queue, course proposals may be scheduled for a Tech Review agenda up to 6 weeks out. Complete, carefully written proposals that adhere closely to the <i>Curriculum by Example Guidelines</i> will be scheduled before incomplete outlines that are higher in the queue.</p> <p>If a course proposal has the DE modality indicated, the DE Committee will review it in parallel with Tech Review.</p> <p>If a course has communication or computation prerequisites, it may have to be reviewed by the Prerequisite Committee. Timeline varies depending on factors such as whether research is required.</p>
Consent/FYI	1-2 weeks is typical.
1st Reading	2-3 weeks is typical. If the Curriculum Committee has questions or suggestions for the proposal, it may take longer to complete this stage.

2nd Reading	1 week is typical. Proposals may stay at this status longer, depending on completion of changes recommended by the committee.
DCCC	0-4 weeks. DCCC meets once month, near the end of the month.
Board of Trustees	2-3 weeks. The Board of Trustees meets two 2-3 weeks after DCCC meets.
CCCCO	<p>After approval by the LRCCD Board of Trustees, Instruction Office staff will upload curriculum to the CCC Curriculum Inventory for Chancellor's Office approval. The Instruction Office will then track curriculum and inform developers of changes required by the CCCCCO.</p> <p>Note: Prior to Tech Review, developers need to create draft versions of the required CCCCCO forms (New Credit Program Form CCC 501; Substantive Change Form CCC 510, or Non-Substantive Change Form CCC 511).</p>
Catalog	0 weeks. Catalog status is the last step in the curriculum process. The Curriculum Committee chair moves a proposal to official <i>Catalog</i> status once all of the previous stages have been completed. After the course/program has been added to the official inventory, it may be published in the catalog according to the time table (see the <i>Timetable</i> section of this handbook).

VI. ROLES IN THE CURRICULUM PROCESS

The curriculum process requires the teamwork and effort of many faculty members and administrators. What follows describes the individuals and committees involved, with an explanation of their duties and responsibilities.

Developer This individual is a faculty member who recognizes the need for curriculum change and would like to make that change a reality. The primary duties of the developer are to:

1. Consult with fellow department members at ARC, other faculty members, and the division dean while developing, revising, or deleting curriculum.
2. Coordinate with faculty in related departments at the other Los Rios colleges, as needed, while developing, revising, or deleting curriculum.
3. Consult with the Articulation Officer regarding transferability issues or with the department's external advisory group regarding occupational preparation issues.
4. Assemble and input into Socrates all relevant information to comprise a complete curriculum proposal.
5. Analyze the curriculum proposal for clarity and completeness.
6. Propose the curriculum change to the department by launching the proposal in Socrates and revise the proposal if necessary based on their feedback.
7. Attend the Tech Review meeting in which the specific proposal is discussed and, if necessary, revise the proposal according to the Tech Review Committee's suggestions.
8. Attend the Curriculum Committee meeting in which the proposal is considered at *1st Reading* to respond to any questions that may arise during discussion of the proposal and, if necessary, revise the proposal as directed by the Curriculum Committee.
9. Attend any subsequent Curriculum Committee meetings as directed. Typically, after 1st reading, the division's Curriculum Committee representative can represent the proposal on the developer's behalf.

Department Chair In the curriculum process, the primary duties of the department chair are to:

1. Consult with developers as they create, revise, or delete curriculum.
2. Evaluate the educational and administrative consequences and impact of curriculum proposals on the department.
3. Ensure that curriculum proposals reflect and are consistent with the planning and program review processes of the department.
4. Schedule curriculum proposals for departmental discussion and vote.

5. Record department votes and submit curriculum proposals to *Tech Review* status by digitally signing proposals in the Socrates system.
6. Serve as the department's discipline contact when proposals are submitted by faculty in related disciplines at the other Los Rios colleges.
7. Acknowledge curriculum proposals by faculty in related disciplines at other Los Rios colleges by commenting (optional) and digitally signing them in Socrates.

Division Dean In the curriculum process, the primary duties of the division dean are to:

1. Consult with faculty developers as they create, revise, or delete curriculum.
2. Evaluate the educational and administrative consequences and impact of curriculum proposals on the department.
3. Determine if a curriculum proposal is consistent with the academic plan of the division as well as the college.
4. Confer with the appropriate faculty or program heads about curriculum proposal implications.
5. Provide developers with feedback about the merits and feasibility of the curriculum proposal.
6. Consult with the Vice President of Instruction regarding curriculum proposals that have major programmatic implications or changes as well as proposals where potential conflict may arise.
7. Acknowledge curriculum proposals by commenting (optional) and digitally signing them in Socrates.

Curriculum Committee The Curriculum Committee is a committee of the Academic Senate. It reviews and makes recommendations on all proposals to add, delete, or revise courses and programs. The Curriculum Committee consists of 24 members.

Voting members (20) are distributed as follows*:

13 faculty, one each from the following divisions (including the vice-chair):

- Behavioral and Social Sciences
- Business and Computer Science
- Counseling
- English
- Fine and Applied Arts
- Health and Education
- Humanities

- Kinesiology/Athletics
- Learning Resources
- Mathematics
- Sacramento Regional Public Safety Training Center
- Science and Engineering
- Technical Education

1 Articulation Officer

1 Distance Education Coordinator

1 regularly-enrolled student

1 Vice-President of Instruction (or designee)

1 Associate Vice-President of Economic and Workforce Development

1 management representative from the Student Services division

1 management representative from an instructional division

** Each voting member of the committee may have a duly appointed alternate who fills in whenever the primary member is unable to attend.*

Non-voting members (4) include:

1 faculty chair, appointed by Academic Senate (may cast a tie-breaking vote)

1 past chair (must be a faculty member)

1 Associate Vice-President of Instruction

1 Curriculum Instructional Services Assistant

Note: All divisions should be represented at full Curriculum Committee meetings. However, 11 voting members constitutes a quorum for voting purposes.

The primary duties of the Curriculum Committee are to:

1. Review and recommend curriculum proposals concerning new course offerings, course revisions, and course deletions proposed by academic departments.
2. Approve and forward course proposals that meet college, district, and state goals and criteria.
3. Review and recommend curriculum proposals concerning new program offerings, program revisions, and program deletions proposed by academic departments.

4. Approve and forward program proposals that meet college, district, and state goals and criteria.
5. Facilitate communication concerning issues, programs, and opportunities relating to ARC's curriculum.
6. Review and approve courses to be included on ARC's General Education pattern.
7. Review and request that specific ARC courses be included on:
 - The CSU General Education Certification Pattern.
 - The Inter-segmental General Education Transfer Curriculum.
 - The list of UC transferable courses.
8. Review and monitor the development, implementation, and assessment of Title 5 and matriculation prerequisites and corequisites.
9. Review, approve, and forward Community Service proposals.
10. Develop curriculum processes that align the college with regional and national accrediting standards.

Division Curriculum Committee Representative The primary duties of division Curriculum Committee representatives are to:

1. Provide advice, consultation, and explanation about curriculum proposal procedures to developers in their respective division.
2. Act as liaisons for their divisions in matters concerning Curriculum Committee actions and procedures.
3. Represent the division at Curriculum Committee meetings.
4. Verify that curriculum proposals satisfy Curriculum Committee standards for format and supporting evidentiary documentation.
5. Represent developers' proposals at *2nd Reading*, or at other times when developers are not present.
6. Train successors for the position of division representative.

Curriculum Committee Chair The primary duties of the Curriculum Committee chair are to:

1. Preside over Curriculum Committee meetings.
2. Create, update, and distribute the curriculum calendar annually, in conjunction with the Instruction Office.
3. Promote awareness of the curriculum process to departments and faculty developers.
4. Plan Curriculum Committee agendas collaboratively with the Instruction Office.

5. Work with the Associate Vice President of Instruction and the Academic Senate to set curriculum procedures for the college, including catalog and schedule production.
6. Lead Tech Review meetings, including reviewing proposals and making suggestions to faculty developers, in conjunction with the Associate Vice President of Instruction.
7. Meet as needed with the Academic Senate and division deans to discuss curriculum procedures and issues.
8. Attend DCCC meetings as an ARC representative.
9. Present curriculum to the DCCC on behalf of ARC.
10. Research and help ARC remain current with Title 5, Chancellor's Office regulations, and accreditation guidelines related to the curriculum process.
11. Mentor the vice-chair in the operation of Socrates, including how to move proposals through the curriculum process, set agendas, assign TOP and SAM codes, and associate faculty discipline contacts (department chairs) with subject designators (course prefixes).
12. Work with departments to develop long-range curriculum development plans.
13. Work with individuals and departments to develop strong curriculum proposals.
14. Develop curriculum calendars and guidelines for the college.
15. Work with the committee to offer curriculum training opportunities and workshops for faculty developers.
16. Provide orientation activities for new Curriculum Committee members.
17. Communicate with ARC faculty about important deadlines.
18. Maintain and update the *Curriculum by Example* guide and *Curriculum Handbook*, with input and approval from the Curriculum Committee.
19. Write explanatory information about curriculum procedures for a variety of audiences.

Curriculum Committee Vice-Chair The primary duties of the Curriculum Committee vice-chair are:

1. Attend and participate in Tech Review meetings, including reviewing proposals and making suggestions to faculty developers.
2. Become familiar with the operation of Socrates, including how to move proposals through the curriculum process, set agendas, assign TOP and SAM codes, and associate faculty discipline contacts (department chairs) with subject designators (course prefixes).
3. Work with individuals and departments to develop strong curriculum proposals.

4. Work with the Curriculum Committee chair to become familiar with Title 5 regulations and local and state curriculum procedures.
5. Attend and participate in full committee meetings.
6. If the Curriculum Committee chair is unable to attend a particular meeting, the vice chair would step in to chair the meeting.
7. Attend and participate in DCCC meetings.

Associate Vice-President of Instruction The primary duties of the Associate Vice-President of Instruction are:

1. Preside over Curriculum Committee meetings if the chair and vice-chair are unavailable.
2. Assist with orientation of new committee members and on-going training of continuing members.
3. Participate in Tech Review meetings as needed.
4. Provide administrative and clerical support through the Instruction Office for the work of the Curriculum Committee including agendas, minutes, year-end reports, and publication of the curriculum handbook.
5. Maintain accurate historical files of committee actions and communications with external agencies.
6. Attend district and statewide curriculum workshops and conferences as needed.
7. Assure that Curriculum Committee functions and processes take place smoothly.
8. Assist with final reports to the college president.
9. Review catalog drafts for concurrence with approved changes.
10. Assure that catalog publication deadlines are met.
11. Consult regularly with the Curriculum Committee chair on issues involving the curriculum process, catalog production, and scheduling.
12. Promote awareness of the curriculum proposal process to managers and classified staff.
13. Create, update and distribute the curriculum calendar annually, in conjunction with the Curriculum Committee chair.

14. Work with the Curriculum Committee chair and the Academic Senate to set curriculum procedures for the college, including catalog and schedule production.
15. Attend DCCC meetings as the ARC management representative.
16. Research and help ARC remain current with Title 5, State Chancellor's Office regulations, and accreditation guidelines related to the curriculum process.
17. Work with division deans to develop long-range curriculum development plans.

Curriculum Instructional Services Assistant The primary duties of the Curriculum Instructional Services Assistant are to:

1. Schedule developers for upcoming Tech Review and full committee meetings.
2. Distribute course and program outlines to committee members.
3. Attend full committee meetings and take minutes.
4. Maintain the Academic Plan Table for program information in the LRCCD management information system.
5. Coordinate the production of the yearly print catalog and semester schedules.
6. Assist the AVPI and developers with the online submission process for programs to the Chancellor's Curriculum Inventory website.
7. Assist LRCCD IT personnel with MIS submission and process Crystal Edit Reports when necessary.
8. Upload new courses and course deletions to the Chancellor's Curriculum Inventory website.

Articulation Officer In the curriculum process, the primary duties of the Articulation Officer are to:

1. Initiate, develop, and revise transfer course agreements, General Education and breadth agreements, major and departmental preparation agreements, and course-by-course agreements with other institutions of learning.
2. Review all transfer and associate degree model programs to verify accuracy.
3. Serve as the primary conduit and point of contact whenever articulation issues arise.
4. Annually update California State University (CSU) general education (GE) certification pattern, the Inter-segmental General Education Transfer Curriculum (IGETC) certification pattern, and the ARC Graduation requirements.
5. Chair the ARC General Education Committee.
6. Analyze curriculum proposals for course transferability.
7. Review curriculum proposals for GE requests and assist originators with criteria and process for CSU General Education and IGETC requests.

8. Updates all General Education handouts and assure accuracy of information on transfer and GE status of courses in the college catalog and schedule of classes.
9. Submit courses for C-ID approval where appropriate. Track C-ID submission and C-ID approval dates. Resubmit courses for C-ID when prior approval expires. Inform faculty when course outlines are too old for C-ID submission or when their courses are denied and/or accepted for C-ID.
10. Update CSU Transfer, UC Transfer, ARC GE, ARC Competency, CSU GE, IGETC, and C-ID information in ARC course outlines on an ongoing basis.

General Education Committee The General Education (GE) Committee is a subcommittee of the Curriculum Committee and has responsibility for the following:

1. Review of courses with AA/AS GE requests
2. Determination of appropriate placement of those courses in the ARC Associate Degree General Education pattern
3. Reporting of recommendations to the Curriculum Committee

Membership of the GE Committee consists of:

- Articulation Officer (chairs the committee)
- Associate Vice President of Instruction (or designee)*
- One counselor*
- One faculty member (or designee)* from each of the following divisions:
 - Behavioral and Social Sciences
 - Business and Computer Science
 - Counseling
 - English
 - Fine and Applied Arts
 - Health and Education
 - Humanities
 - Kinesiology/Athletics
 - Learning Resources
 - Mathematics
 - Sacramento Regional Public Safety Training Center
 - Science and Engineering
 - Technical Education

- Student member of the Curriculum Committee

**Preferably a member of the Curriculum Committee. If not, then the person should have a working knowledge of curriculum.*

The GE Committee meets in the fall semester (and may meet in the spring semester if necessary), to review requests for inclusion in the ARC Associate Degree General Education pattern, including Ethnic/Multicultural Studies, but not competency requests.

The General Education Committee operates as follows:

1. Department chairs or course developers submit requests for courses to be included in one or more areas of the AA/AS GE pattern.
2. The GE Committee reviews course requests by comparison to relevant sections of Board Policy (P-7241) for the area(s) requested.
3. The GE Committee votes on each request and makes a recommendation to the Curriculum Committee regarding the AA/AS GE request(s) for each course reviewed. Quorum is considered to be eight members of the committee. A simple majority vote suffices.
4. Courses approved by the Curriculum Committee for inclusion in the ARC AA/AS GE pattern are added to the pattern, effective the catalog year following the approval.

Librarian In the curriculum process, the primary duties of the librarian are to:

1. Meet with developers to discuss the impact of curriculum proposals on library services.
2. Meet with developers to discuss acquisition of new library materials in support of a curriculum proposal.
3. Provide developers with feedback about the feasibility of a proposal as it relates to library services.
4. Communicate with the library department chair when a proposal is ready for a digital signature.

How to acquire librarian's digital signature on new courses/programs:

The library purchases materials in support of *existing* ARC courses and programs. When creating a course that is new to ARC, it is important for the faculty developer and librarian to communicate about how the new course might affect the library. Communication with the appropriate librarian also ensures that the library is prepared to meet the research needs of future students. This gives the developer the opportunity to suggest new materials, but also allows the librarian to gain an understanding of the research demands of the new course. With this understanding, the librarian is better prepared to develop a library collection relevant to the existing curriculum.

The name and contact information of the librarian who serves as the liaison to each department is posted at the ARC Library website under *Faculty Services*. The same librarian who buys library resources for your discipline or subject area is your liaison during the curriculum process.

To get the librarian to sign off on a new proposal, follow these steps:

1. When the proposal is launched, the signature request goes to the appropriate librarian and the library chair.
2. Find the name and contact information of your librarian.
3. Contact your librarian via email, phone, or in person to discuss the curriculum proposal. It is best to do this after the outline has been launched to Tech Review but before 1st Reading.
4. After you contact your librarian, he/she will instruct the library chair to sign off on your proposal.

Distance Education Committee The Distance Education (DE) Committee, which is a subcommittee of the Curriculum Committee, performs a separate review of all courses containing a distance education modality. The DE Committee provides assistance to course developers to ensure that any course outline of record with a distance education component shall allow for the course to be delivered through the distance education or in-person modalities seamlessly, employing the same academic standards and learning outcomes. “The same standards of course quality shall be applied to any portion of a [class] conducted through distance education as are applied to [in-person classes]” (Title 5 § 55202).

The DE Committee's responsibilities include researching and developing guidelines to assist course developers in ensuring that ARC offers high-quality DE courses, including:

1. Regular substantive and effective faculty-initiated contact with students
2. Alignment with Federal, State, and local policies, including ADA Compliance (42 U.S.C., § 12100 et seq) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C., § 794d)
3. Student success and retention

With respect to distance education, The ARC Academic Senate supports the continued use of the [OEI Course Design Rubric](#) for professional development and encourages its use by faculty in online course design.

VII. Timetable for Publishing New and Revised Courses and Programs

Publishable Courses

In order to be published in the course catalog or schedule of classes, a course proposal, whether a new course or a revision to an existing course, must complete the ARC and LRCCD curriculum process. This publishing policy applies to *all* course proposals including regular courses, *Topics In* (294/494) courses, and *Experimental Offering* (299/499) courses. Successful completion of the curriculum process is operationally defined as having reached *Catalog* status in Socrates.

Publishable Programs

In order to be published in the course catalog, a program proposal, whether a new program or a revision to an existing program, must complete the ARC and LRCCD curriculum process. In addition, if the program is new or substantive changes have been made to the program, it must be approved by the CCCCCO. A new program is not to be advertised (in print or verbally) until the CCCCCO has approved the program. This process may take several months to complete. Once a program has been approved by the CCCCCO, it will be moved to *Catalog* status in Socrates.

Timetable

Approved courses and programs are published in the catalog and courses are also published in the class schedule. The timetable below gives the dates by which the curriculum process must be completed in order to appear in one of those publications. These deadlines/timetable do not apply to AA/AS GE, CSU-GE, IGETC, C-ID, or UC transferability submissions/review deadlines/timetables. Please refer to Appendix I for information regarding articulation-related requirements.

2017-18 ACADEMIC YEAR	
To appear in the:	Proposal must have completed the entire curriculum process by:
2018 Fall Web Schedule	June 1, 2018
2019 Spring Web Schedule	December 1, 2018
2019-2020 Course Catalog*	December 31, 2018
2019 Summer Web Schedule	May 1, 2019
2018-19 ACADEMIC YEAR	
To appear in the:	Proposal must have completed the entire curriculum process by:
2019 Fall Web Schedule	June 1, 2019
2020 Spring Web Schedule	December 1, 2019
2020-2021 Course Catalog*	December 31, 2019
2020 Summer Web Schedule	May 1, 2020
2020 Fall Web Schedule	June 1, 2020

*Course and program revisions **must** be published in the catalog in order to be effective. Such revisions include:

- Revisions to a course include changes in title, units, prerequisites, corequisites, or major revision of the catalog description or topics.
- Revisions to a program include changing the focus of the program, deleting or adding required courses to the program, or modifying program-level outcomes.

VIII. CURRICULUM BY EXAMPLE STYLE GUIDE

ARC's inventory of courses and programs are stored in Socrates. The following style guide provides information for the various sections of the outlines in Socrates.

For Course Outlines:

COURSE TITLE Capitalize the first word of the title and all important words thereafter.

- *The Child, the Family and the Community*
- *Cultural Foods of the World*

Choose a title that describes the course content but is succinct.

- **Too verbose:** *Organizing the Environment for Teaching and Learning: Planning Activities, Routines, and the Physical Setting*

- **Too general:** *Disease*

Better: *Common Adult Diseases*

- **Unclear:** *Going International*

Better: *International Business Environment for Entrepreneurs*

Spell out abbreviations and symbols.

- *Polymerase Chain Reaction (PCR) Methods* **not** *PCR Methods*
- *Decision Making and Problem Solving* **not** *Decision Making & Problem Solving*
- *Leadership and Supervisory Skills* **not** *Leadership/Supervisory Skills*
- *Socialism versus Communism* **not** *Socialism vs. Communism*
- *Intermediate Keyboarding Skills* **not** *Keyboarding Skills: Intermediate*

Indicate sequence information using one of the following methods.

- Roman numerals after the title:

Calculus I

Calculus II

Calculus III

- Sequence words:

Beginning Keyboarding Skills

Intermediate Keyboarding Skills

Advanced Keyboarding Skills

Elementary Italian

Intermediate Italian

- The word *Part* followed by an Roman numeral:

Mathematics for DC Circuit Fundamentals, Part I

Mathematics for DC Circuits, Part II

CATALOG DESCRIPTION Assume that the reader is an intelligent student who is unfamiliar with your discipline or who has only a cursory knowledge of your discipline. Do not assume that the reader is familiar with the specialized vocabulary of your discipline.

- **Specialized abbreviations are hard to follow:** Training includes GMAW and FCAW on heavy plate.

Better, expanded abbreviations: Training includes Gas Metallic Arc Welding (GMAW) and Flux-Cored Arc Welding (FCAW) on heavy plate.

Focus on the content of the course, not the methods of instruction or evaluation.

- **The following sentence belongs in the *Evaluation Methods* section instead of *Catalog Description*:** A comprehensive simulation project will be completed as part of the course. The project will include one quarterly payroll reporting cycle.

Avoid the use of marketing language in the catalog description. Don't try to sell students on the idea or need for the course.

- **Marketing, sales pitch:** With the increased connectivity to the Internet and the wide availability of automated cracking tools, organizations can no longer simply rely on operating system security to protect their valuable corporate data.

Better: Beginning with the built-in security features of the operating system, a comprehensive set of strategies for securing corporate data is presented, including network firewalls, intrusion notification software, and effective security practices.

- **Marketing, sales pitch:** An exciting field trip into mountain lion country is required to allow students to identify lion sign and appreciate the natural habitat of this magnificent predator.

Better: A field trip to mountain lion country is required.

Use complete sentences.

- **Not a sentence:** Instruction in critical thinking, reading and writing.

Sentence: This course provides instruction in critical thinking, reading, and writing.

- **Not a sentence:** May be taken twice.

Sentence: This course may be taken twice.

- **Not a sentence:** Field trips required.

Sentence: Field trips may be required.

- **Not a sentence:** Not open to students who have completed MATH 320.

Sentence: This course is not open to students who have completed MATH 320.

- **Not a sentence:** Meets the CSU American Institutions Requirement.

Sentence: Successful completion of this course meets the CSU American Institutions Requirement.

- [Exception: Use the phrase *Pass/No Pass only*. It should not be written as a sentence.]

Use the present tense.

- **Future tense:** This course will cover sources and ways of raising capital for small businesses.

Present tense, better: This course covers sources and ways of raising capital for small businesses.

- **Future tense:** Emphasis will be placed on criminal justice terminology.

Present tense, better: Emphasis is placed on criminal justice terminology.

Present tense, alternative: Correct use of criminal justice terminology is emphasized.

- **Future tense:** Special attention will be given to managerial uses of cost accounting.

Present tense, better: Special attention is given to managerial uses of cost accounting.

- **Future tense:** The course will include a study of the various California and Federal laws pertaining to the computation of earnings and withholdings.
- **Present tense, better:** This course covers sources and ways of raising capital for small businesses.

Avoid repetitive phrasing.

- **Repetitive:** *This course* is an introduction to the basic concepts of lighting for stage, film, and television. *This course* covers the planning of lighting from the basics of electricity, equipment and control, to the design elements of color, space, scenery, and movement to produce a lighting design. *This course* is designed for Theatre Arts majors.

Better: This course introduces the basic concepts of lighting for stage, film, and television. Topics include the planning of lighting from the basics of electricity, equipment, and control, to the design elements of color, space, scenery, and movement to produce a lighting design. It is designed for Theatre Arts majors.

Spell out acronyms and abbreviations the first time they are used in the description.

- Topics include the WWW, email, chat, news groups, mailing lists, telnet, and FTP.

Better: Topics include the World Wide Web (WWW), email, chat, news groups, mailing lists, telnet, and File Transfer Protocol (FTP).

Avoid first or second person narrative styles. That is, don't write catalog descriptions as a joint activity between the professor and the student, or as a set of directions to students.

- **First person:** In this course, we will explore the foundations of geology. We will also study the prominent geologic features of California.
- **Second person:** In this course, you will explore the foundations of geology. You will also study the prominent geologic features of California.
- **Directed student activity:** In this course, students will explore the foundations of geology. Students will also study the prominent geologic features of California.

Better: Foundations of geology are explored in this course. Topics include the prominent geologic features of California.

In most cases, use the word *course* rather than *class* in catalog descriptions. The distinction is one of generality, where a *class* is specific instance of a *course*. For example, the Political Science department has one International Relations *course*, but it offers five *classes* a semester of the *course*. The catalog lists *course* descriptions, Socrates contains all *course* outlines, but students look on the web for a current list of *classes*.

- The *class* uses a hands-on problem solving approach that emphasizes Internet and other electronic sources.

Should be: This *course* uses a hands-on problem solving approach that emphasizes Internet and other electronic sources.

- This swimming *class* utilizes an “overload” workout approach for improving aerobic fitness through lap swimming.

Should be: This swimming *course* utilizes an “overload” workout approach for improving aerobic fitness through lap swimming.

- **However**, the following usage of *class* is correct: *Class* sessions consist of warm ups, center dances, and cultural vocabulary.

LEARNING OUTCOMES Learning outcomes complete the following prompt: *Upon completion of this course, the student will be able to...* Learning outcomes should be

measurable or demonstrable. The ARC Curriculum Committee and virtually every curriculum committee in the state, require Bloom's Taxonomy verbs to ensure that learning outcomes are both measurable and involve critical thinking. For transfer-level (numbered 300 - 499) courses, the majority of course objectives should begin with verbs from the Evaluation, Synthesis, and Analysis areas of the chart below:

BLOOM'S TAXONOMY VERBS (EXTENSION OF BLOOM ET AL., 1956)

Level	Verbs
<i>Evaluation</i>	appraise, approve, assess, choose, conclude, confirm, criticize, critique, deduce, diagnose, estimate, evaluate, judge, justify, measure, prioritize, prove, rank, rate, recommend, research, resolve, revise, score, support, validate
<i>Synthesis</i>	arrange, assemble, build, collect, combine, compile, compose, conceive, concoct, construct, contrive, create, design, devise, discover, draft, formulate, generalize, generate, hypothesize, incorporate, integrate, invent, make, manage, originate, organize, plan, predict, propose, produce, reorder, reorganize, set up, structure, synthesize, systematize
<i>Analysis</i>	analyze, audit, calculate, categorize, certify, classify, compare, contrast, correlate, debate, defend, detect, differentiate, discriminate, distinguish, examine, experiment, infer, inspect, inventory, investigate, question, reason, separate, solve, survey, test, uncover, verify
<i>Application</i>	adapt, apply, catalogue, chart, compute, consolidate, demonstrate, develop, dramatize, employ, exhibit, extend, extrapolate, illustrate, infer, interpolate, interpret, interview, manipulate, modify, operate, order, practice, prepare, produce, relate, schedule, show, simulate, sketch, submit, tabulate, transcribe, use, utilize, associate, clarify, convert, describe, diagram, draw, discuss, explain, express, identify, locate, outline, paraphrase, recognize, report, restate, review, specify, sort, summarize, tell, transfer, translate

Knowledge cite, define, enumerate, label, list, match, name, recall, record, recount, repeat, select, state, write

Use verbs (or equivalent synonyms) from Bloom's Taxonomy.

- **Not measurable or demonstrable:** *understand* the concept of "Netiquette" and communication in an online course

Better, measurable: *explain* the concept of "Netiquette" and communication in an online course

Better, gets at the higher-level critical thinking skill of analysis: *compare and contrast* communication methods and styles in online and face-to-face courses

- **Not measurable or demonstrable:** *appreciate* the intricacy and functional interrelationships which exist between the various body systems

Better, measurable: *summarize* the functional interrelationships which exist between the various body systems

Better, gets at the higher-level critical thinking skills of evaluation and synthesis: *predict* the impact that disease of one body system has on another interrelated body system.

- **Not clear what the student is being asked to do:** *master* the instructions for plant installation and care.

Better, using Bloom's Taxonomy verb: *demonstrate* plant installation and care techniques.

Be specific about what students should be able to do at the completion of the course.

- **Too general:** *demonstrate mastery of the skills studied*

Better, specific to a particular course: *compose and deliver* extemporaneous public presentations on socially significant and intellectually challenging topics

- **Too general:** *organize workflow*

Better, specific to a particular course: *organize dress-making into specific task and allot a sufficient amount of time to each task.*

Be concise.

- **Wordy, not measurable:** *become optimizers; profit-maximizers as an entrepreneur or utility-maximizers as consumers. This will involve formulating models with application to real-world situations.*

Better, concise: *simulate realistic profit-maximizing behaviors as an entrepreneur or utility-maximizing behaviors as a consumer*

Maintain a neutral viewpoint. Avoid the perception of political or ideological bias.

- **A particular world view:** show how economic entities, from an individual to the world markets, can be made better off through trade

Better, neutral viewpoint: *analyze the impact of trade on various economic entities, from individuals to world markets*

- **A particular world view:** *develop an awareness and appreciation for biodiversity and how resource decisions are made*

Better, neutral viewpoint: *evaluate the impact of human societies on biodiversity and ecosystem function*

COURSE TOPICS

This section lists the topics covered during the semester. A good practice is to have a topic block for each week of instruction (typically 3 hours per week in a 3-unit full-semester course). Please keep in mind that, although instructors do not need to follow the order of the topics, a majority (85-90%) of the content listed in the topics section must be covered in every section of the course. For flexibility, some topics may be listed as optional or different variations may be identified, but it must be clear what is optional and what is not.

In each topic block, describe the topics rather than simply provide a subject or title. For example, rather than listing “Shakespeare” as a topic by itself in a literature course, describe the specific aspects of Shakespeare that will be

covered. Or, if the topic is “Fractions” in a math course, describe what will be covered about fractions in this section (how to multiply fractions; finding the lowest common denominator, etc.)

In courses with both lecture and lab, the lecture and lab topics must appear on separate lines in the topics list. For example,

Lecture	Laboratory	Topic
3	0	File processing Sequential text file Binary sequential and random (direct) access files
0	3	Develop and implement a program that reads and processes a sequential text input file

- Lecture topics should be nouns (what topics are covered).
- Laboratory topics should start with an action verb (what activity is taking place during the lab).

INSTRUCTION METHODS This section describes the in-class learning activities that instructors use to help students accomplish the learning outcomes for the course. Although the set of instruction methods is representative, include enough description and detail that an outside reader would get a sense of the course’s level of rigor. If an activity occurs more than once in a course, use the plural form (e.g., "lectures" instead of "lecture" and "discussions" instead of "discussion"). If the course is to be taught using the distance education modality, be sure to include instruction methods and learning activities used to achieve the course’s student learning outcomes with that modality. The Distance Education Committee has guidelines to help with this. The DE Committee reviews this portion of the course outline and serves as a resource.

SHORT TITLE FOR TRANSCRIPTS If the course title is **30 characters** or fewer, keep the short title the same as the course title.

- *Large Format Photography* **stays** *Large Format Photography*
- *Social Problems* **stays** *Social Problems*

- *Constitutional Rights stays Constitutional Rights*

If the course title exceeds 30 characters, use industry- or discipline-specific abbreviations to derive a meaningful short title (30 characters or less) that contains as much of the original title as possible.

- *Computer-Aided Design and Drafting (CADD) Techniques becomes CADD Techniques*
- *Polymerase Chain Reaction (PCR) Methods becomes PCR Methods*

Drop unimportant words and punctuation.

- *The Child, the Family and the Community becomes Child Family & Community*

Save space by using common abbreviations such as *Intro* for *Introduction* or *Introductory*, *Adv* for *Advanced*, *7th* for *Seventh*, *US* for *United States*, *CA* for *California*, etc.

- *Introduction to Recreation and Leisure Services becomes Intro Rec & Leisure Services*
- *California Real Estate Principles becomes CA Real Estate Principles*

Shorten title words by truncating after major syllables (e.g., *Recreation* becomes *Rec*) or by removing vowels (e.g., *Relations* becomes *Rltns*).

- *Introduction to Psychology of Human Relations becomes Intro Psych of Human Rltns*

PURPOSE/NEED

The purpose/need statement is the permanent justification for the course. It explains why the course is a part of the college's curriculum and the function that it serves. This is also the appropriate location to document any repeatability justifications, as set out in Title 5. Here are some examples:

- This fitness course meets the needs of students who wish to start a group exercise program at a modified level. It focuses on improving flexibility through gentle range of motion exercises, increasing muscular strength through modified strength training, improving balance and coordination to help reduce the risk of falls, and increasing overall functional fitness.

- This course expands the department's offerings in world and popular music, which has shown to be of increasing interest during the past several years. It complements our current World Music appreciation courses and the World Music Ensemble. Specifically, this course helps students with some of the technical demands of playing World Music.
- This is one of the core courses in a multi-disciplinary Graphic Communication program, leading to a certificate in Web Design or Web/Graphics Production. Completion of one of these certificates prepares the student for entry-level employment in graphic and Web production.
- This course is important for professional practitioners who write software to manage large data sets. It also fulfills the CS2 transfer requirements in Computer Science.
- This course is the US Forest Service's second course in a series of two, which is required for new firefighter recruits. All new firefighters for the US Forest Service must take this course.

TYPICAL ASSIGNMENTS Title 5, section 55002, states that a course outline must specify types or provide examples of required reading and writing assignments and other outside-of-class assignments. So, the developer has the following two choices:

- Provide a list of the different types of out-of-class assignments that are typically used for the course.
- Provide two representative examples of student assignments that would be completed outside of the classroom.

In either case, there should be an emphasis on reading and writing assignments when appropriate, as well as a clear connection between the assignments and the course objectives. All transfer-level courses are required to have students demonstrate critical reasoning, either through essay writing or problem-solving exercises. Assignments that demonstrate this should be described here and in *Instruction Methods*. Writing assignments should include a length (*e.g.*, two paragraphs, 3000 words, or 3-5 pages).

If the second option is chosen, the homework examples should be formatted in the following way:

Example #1:

Detailed description of homework example #1.

Example #2:

Detailed description of homework example #2.

EVALUATION METHODS This section answers the question: upon what activities or products is a student's grade based? This section is representative of the assessment and evaluation activities that departmental faculty may use to assess the achievement of learning outcomes. Try to be inclusive of multiple pedagogies. Be descriptive. Are there evaluation methods that assess the course's learning outcomes? In terms of style, if an activity occurs more than once, use the plural form (i.e., "exams" instead of "exam").

- **Terse, not very descriptive:** *Portfolio, midterm, and final exam.*

Better; descriptive and inclusive of multiple evaluation styles: *Oral and written responses to numerous visual and technical problem-solving assignments; final portfolio of semester's drawing assignments; presentation of final portfolio; quizzes, midterm tests, and final exam.*

- **Not a product that can be evaluated:** *Gallery visit.*

Better: *Written report describing a gallery visit or field trip.*

- **Not a product that can be evaluated:** *Daily fitness activities.*

Better: *Activity logs and fitness progress charts.*

- **Not a product that can be evaluated:** *Internet research.*

Better: *Oral presentation of Internet research findings on a major current events topic.*

- **Too general:** *Creative projects*

Better: *Painting projects selected from self-portraiture, nature study, or classical works.*

Additional examples:

- Written museum and gallery reports; in-class essays during midterm and final exams; slide identification of works (who, what, when, when), term paper on artist/ art works/style of choice; class participation.
- Individual and group discussions (critiques) of student work, with emphasis on form and content, materials, techniques and composition. Approximately 10 finished plates are required. Completion of sketchbook of ink drawings and black-and-white sketches.

TEXTBOOKS

A representative list of textbooks gives discipline colleagues a sense of the content and level of difficulty of the course. In Socrates, the developer enters textbook identification information in clearly labeled fields such as *Title*, *Author*, *Publisher*, *{City (only if there is no ISBN)}*, *Edition*, *Year*, and *ISBN*. On course outlines, Socrates displays this information in a preformatted style that approximates the APA style.

Author: Invert authors' names with the last name listed first, followed by initial(s).

- **Last name only:** *Spetch*
Better: *Spetch, M. L.*
- **Last names only:** *Spetch and Wilkie*
Better: *Spetch, M. L., and Wilkie, D. M.*
- **Full Name; not inverted:** *Marvin Lee Spetch*
Better: *Spetch, M. L.*
- **Last names only, wrong separator:** *Horowitz/French/Wallis/Post*
Better: *Horowitz, M., French, K., Wallis, R. T., and Post, V.*

The Latin phrase *et al.* is sometimes used to shorten a long list of authors. For ease of identification, it is usually better to list all the authors. However, if *et al.* is used, please note that *et* is the Latin word for *and*, which needs no abbreviation, but *al.*, an abbreviation for *alia*, does need the period to indicate abbreviation.

- **Last names only/incorrectly spelled Latin phrase:** *Horowitz et. al.*

Better: *Horowitz, M., et al.*

Even Better: *Horowitz, M., French, K., Wallis, R. T., and Post, V.*

For edited books, write (*Ed.*) or (*Eds.*) after the last author's name.

- **One editor:** *Brooks, Z. (Ed.)*

Two editors: *Rogers, M., and Whitaker, L. (Eds.)*

Publisher: Enter the name of the company that published the book.

ISBN: Enter the 13-digit ISBN of the book, if it is available.

Location: City and State to be listed only when an ISBN is not available.

Give the city of publication. For U.S. publishers, give the city and state abbreviation (postal abbreviation); for publishers outside the U.S., give the city and country.

Well-known world cities such as New York, San Francisco, Paris, and London may be listed without state abbreviation or code.

- **Incorrect:** *Albany*

Correct, state no longer missing: *Albany, NY*

- **Incorrect:** *Albany, New York*

Correct, using two-letter postal abbreviation: *Albany, NY*

- **Incorrect:** *Evanston, Ill.*

Correct, using two-letter postal abbreviation: *Evanston, IL*

- **Incorrect:** *San Francisco, CA.*

Correct, major cities stand alone: *San Francisco*

Year field: Enter the four-digit year that the textbook was copyrighted or published. Only enter numbers for the year. Don't write Current or Present or Most Recent. Especially for transfer-level courses that articulate to four-year schools, choose the most recent textbook edition, not more than five years old, if available.

In each of the examples below, assume that the current year is 2015.

- **Year abbreviation:** '15

Better: 2015

- **Word instead of number:** *Current*

Better: 2015

- **Older textbook, 3rd edition:** 2004

Better, most current (7th) edition within the last five years: 2014

- **Older classic book, not updated since:** 2004

No change, it's a classic and there hasn't been any update: 2004

Locally developed materials: It is not unusual for departments or individual faculty to create instructional materials for a particular course. If the instructors make copies to hand out in class, the phrase *Instructor-provided materials* is sufficient:

- *Instructor-provided materials.*

ARTICULATION REQUESTS In this section, a developer may request to have the course transfer to UC CSU-GE, IGETC, C-ID, AA/AS GE, Ethnic/Multicultural Studies, and Competencies (Mathematics, English Composition, and Reading). Do not make articulation requests where articulation approval already exists.

Before selecting the appropriate request, the developer should contact the Articulation Officer at ARC for information about requirements and general timelines for review/approval. (For more detailed information on this process, refer to the *Articulation Officer* and *General Education Subcommittee* sections in this handbook, in the Section *Roles in the Curriculum Process*.)

FEASIBILITY

This section addresses the justification for creating a new course, including what resources may need to be acquired to offer the course. It only needs to be filled out for new courses. In this section, the developer indicates what

type of planning went into this course (e.g., Is it part of the department's Educational Master Plan, or did an Advisory Group recommend such a course?). Additionally, this section asks what impact (positive or negative) this new course will have at ARC and in the district. (e.g., Does this course compete with other courses on campus, or within the district? Does it provide new opportunities for students or for the community?) This section of the outline also asks for information about any future staffing, equipment, facility, and library/media materials needs for the course.

For Degrees and Certificate Outlines:

PROGRAM DESCRIPTION All degree and certificate outlines should contain a short factual description of the program, providing a brief overview of the degree or certificate.

In this section, try to describe the program in a few sentences. Assume that the reader is an intelligent student who is unfamiliar with your discipline or who has only a cursory knowledge of your discipline. Do not assume that the reader is familiar with the specialized vocabulary of your discipline. Here are a few strong examples of clear and concise program descriptions:

- **Carpenters Apprenticeship:** The apprenticeship in carpentry degree is a four-year construction trade program. Carpenters typically build commercial, light commercial, and residential structures from foundation to roof, including concrete and wooden foundations, framing, exterior finishes, flooring, roofing, doors, windows, and skylighting.
- **Science - General (A.S. Degree):** The general science degree provides a broad overview of the biological and physical sciences. The focus of the program is foundational science courses, including significant laboratory experiences, in preparation for further science study at a four-year college or university.
- **Microcomputer Applications (A.S. Degree):** This degree centers around the use of the microcomputer and current software to solve problems in the business environment. Course work includes microcomputer applications in accounting, database, desktop publishing, electronic spreadsheets, graphics, operating systems, telecommunications, word processing, and at least one programming language.

Focus on the content of the degree or certificate, not the methods of instruction or evaluation. However, if the purpose of the degree or certificate is some external certification or permit, that fact should be included in the program description.

- **Specific methods of instruction should not be included in the program description:** *AVOID SENTENCES LIKE:* The majority of courses are taught in seminar format.
- **Specific methods of evaluation should not be included in the program description:** *AVOID SENTENCES LIKE:* All courses in the certificate require either a final paper or final project.
- **HOWEVER, descriptions of licenses, certifications, and permits related to completion of the program are both useful and recommended:** *RECOMMEND SENTENCES LIKE:* The State of California may issue an Associate Teacher Permit to candidates who have completed this certificate plus appropriate, documented work experience.

RECOMMEND SENTENCES LIKE: The coursework includes all the objectives of the CompTIA A+ certification exam.

Avoid the use of marketing language in the program description. Don't try to sell students on the idea or need for the program. Career information should be included in the optional *Career Opportunities* section of the program outline not the *Description*.

- **Avoid marketing and sales pitches:** Real estate sales are red hot in California. Real estate brokers make thousands of dollars per sale. Cash in on this sizzling trend by enrolling in our real estate degree program.

Better: Real estate fundamentals in appraisal, finance, and business practices are covered, with an emphasis on developing effective sales and brokerage skills in a variety of market conditions.

- **Avoid marketing and sales pitches:** As part of the Art History degree experience, you will enjoy exciting field trips to galleries and museums.

Better: Field trips to galleries and museums, especially to those that showcase emerging local talent, are an integral part of the Art History degree.

Use complete sentences.

- **Not a sentence:** Fundamentals. Basic welds. Safety procedures.

Sentence: The fundamentals of basic welds are covered in the first year of the program, with a particular emphasis on personal and team safety procedures.

Use the present tense.

- **Future tense:** This program will cover sources and ways of raising capital for small businesses.

Present tense, better: This program covers sources and ways of raising capital for small businesses.

- **Future tense:** Emphasis will be placed on criminal justice terminology.
Present tense, better: Emphasis is placed on criminal justice terminology.

Present tense, alternative: Correct use of criminal justice terminology is emphasized.

- **Future tense:** Special attention will be given to managerial uses of cost accounting.

Present tense, better: Special attention is given to managerial uses of cost accounting.

- **Future tense:** The program will include a study of the various California and Federal laws pertaining to the computation of earnings and withholdings.

Present tense, better: This program covers the various California and Federal laws pertaining to the computation of earnings and withholdings.

Avoid repetitive phrasing.

- **Repetitive:** *This certificate* introduces the basic concepts of lighting for stage, film, and television. *This certificate* covers the planning of lighting from the basics of electricity, equipment and control, to the design elements of color, space, scenery and movement to produce a lighting design. *This certificate* is designed for Theatre Arts majors.

Better: This certificate introduces the basic concepts of lighting for stage, film, and television. Topics include the planning of lighting from the basics of electricity, equipment and control, to the design elements of color, space, scenery and movement to produce a lighting design.

Spell out acronyms and abbreviations the first time they are used in the description.

- Topics include the WWW, email, chat, news groups, mailing lists, telnet, and FTP.

Better: Topics include the World Wide Web (WWW), email, chat, news groups, mailing lists, telnet, and File Transfer Protocol (FTP).

Avoid first- or second-person narrative styles. That is, don't write program descriptions as a joint activity between the professor and the student, or as a set of directions to students.

- **First person:** In this certificate, we will explore the foundations of geology. We will also study the prominent geologic features of California.
- **Second person:** In this certificate, you will explore the foundations of geology. You will also study the prominent geologic features of California.
- **Directed student activity:** In this certificate, students will explore the foundations of geology. Students will also study the prominent geologic features of California.

Better: Foundations of geology are explored in this certificate, including the prominent geologic features of California.

LEARNING OUTCOMES Following accreditation standards, each degree or certificate must also have a set of measurable and observable student learning outcomes. Program learning outcomes for students are collectively decided upon by program faculty. Once program learning outcomes are approved, professors that teach in the program are responsible for helping students achieve them and for assessing how well students are accomplishing them.

Here are some guidelines for developing and writing program learning outcomes.

- There should be 5 to 7 learning outcomes for degrees and certificates 18 units and over. For low-unit certificates (< 18 units), 3 to 5 learning outcomes are sufficient.
- Each program learning outcome (where the word *program* is taken to mean degree or certificate) should be the completion of the following prompt:

At the completion of the program, the student will be able to:

- Each learning outcome should be measurable or observable. To accomplish this, start each learning outcome with a verb from the annotated list of Bloom's Taxonomy Verbs.
- The development of program learning outcomes is a collective responsibility of program faculty. Please make sure that all faculty who regular teach courses in the degree or certificate have an opportunity to contribute and review the program's learning outcomes.
- There should be a connection between course-level student learning outcomes and program-level learning outcomes. The accomplishment of student learning outcomes in required courses should completely support the accomplishment of the broader student learning outcomes for the degree or certificate. In other words, there should be a direct mapping of course-level learning outcomes to program-level learning outcomes.
- Each program must have a program SLO map, which must be updated whenever a program is revised. The Curriculum Committee chair should be notified when a program map is completed for a revised certificate or degree. Program maps are part of program reviews.

PROGRAM COURSE LIST The list of course requirements for a degree or certificate is the core of all programs. The following guidelines were developed for use in Socrates. If it is necessary to modify the course list, please keep these guidelines in mind.

Program Course List Style Guidelines

The purpose of these guidelines is to create a consistent presentation of course outlines that (i) help reduce visual "clutter," thereby making the requirements more easy to understand, and (ii) make it easier for readers to find specific courses. These are general rules of thumb that should be used in

the vast majority of cases. On rare occasions, following them may make the requirements more difficult to understand. In those cases, they should be ignored. The ultimate goal is clarity and simplicity both in content and visual presentation, not the slavish following of rules. This should be remembered both when creating requirements as well as presenting them.

1. Order courses alphabetically by subject designator (prefix), and numerically within a subject. This should be done with the main course list and with each restricted elective list (a list of courses that begins with *A minimum of x units from the following.*)
2. When creating an *or* or an *and* course entry, the course list should be in alphabetical order first, and then numerical (e.g., “BUS 110 *or* ECON 302 *or* PHIL 300”, or “CHEM 304 *and* CHEM 305”).
3. When creating a complex cluster (a course entry that connects at least three courses together with a combination of *and*’s and *or*’s), make the structure **as simple as possible** where the statement begins with the least number of brackets possible. You should keep the list as short as possible, preferably with no more than five courses. (Much more than that and it will be extremely difficult to understand.) Do not be concerned with the alphabetical order within the cluster when you are just adding the courses; simplicity of structure overrides all other considerations. Once the cluster is completed, use the first course listed in the cluster to alphabetically place the cluster in the course list.
4. When placing a complex cluster in the main course list, as opposed to a restricted electives list, the main connective should always be *or*, never an *and*. This is because in a main course list, there is an implicit *and* in front of every course entry. (In a restricted electives list, this is not so.)
5. If you attempt to create an *or* list or an *and* list, but one of the courses does not exist, leaving you with only one course, you should delete that course and re-enter it with the *Individual course(s)* entry selection.
6. When entering a variable-unit course where you want the student to have a minimum number of units that is greater than the minimum listed with the course, use a restricted elective to do so. If you want the student to have the minimum that is the course’s minimum, simply enter the course as is.
Note: You may restrict the minimum of a variable unit course to the minimum value (by making it a restricted elective) only if the course outline indicates that the course is taught with distinct, well-defined modules that correspond to the units earned.
7. When creating lists of restricted electives, place the lists at the bottom of the entire course list.
8. If there is more than one list of restricted electives, order the lists from the smallest list to the largest list, regardless of what course is the first

course in the lists. If you have more than one list of restricted electives with the same number of courses listed, then order them alphabetically according to the first course in each list.

9. If the list of restricted electives consists of a single general statement like “Any two CIS courses not used to fulfill other requirements of the program,” then it should be the last list even though there is only one entry. Such lists are frowned upon by the Curriculum Committee. It is better if you actually enter a specific set of courses that meet the requirement you have in mind.
10. If the program has pre-enrollment courses to a program (which is extremely rare and requires extra justification), these courses should be identified as such by a header title. The header is created in the *Suggested Sequence* section of the *Course List* tab. These courses should be listed prior to listing other required courses.
11. Header titles should be used to group courses only in unusual cases such as when the program has pre-enrollment courses, or the courses must be taken in a pre-scribed sequence.
12. To avoid having multiple footnotes repeating the same information about different courses, you may wish to ignore guidelines #1 or #2 above to list the courses together and use only one footnote to refer to all of them.

Examples:

A simple course list (very common):

Required Program		
MATH 400	Calculus I	5
MATH 401	Calculus II	5
MATH 402	Calculus III	5
PHYS 410	Mechanics of Solids and Fluids	5
PHYS 421	Electricity and Magnetism	4
PHYS 431	Heat, Waves, Light and Modern Physics	4
Total Units:		28

A course list with a set of restricted electives:

Required Program			
MGMT	300	Introduction to Leadership in Action	3
MGMT	304	Introduction to Management Functions (3)	3
MGMT	308	Personnel and Human Resources Management (3)	3
MGMT	360	Management Communication (3)	3
MGMT	362	Techniques of Management	3
MGMT	372	Human Relations and Organizational Behavior	3
<i>A minimum of 6 units from the following:</i>			6
BUS	340	Business Law (3)	
CISA	306	Intermediate Word Processing (2)	
CISA	308	Exploring Word Processing and Presentation Software (1)	
CISA	316	Intermediate Electronic Spreadsheets (2)	
CISA	318	Exploring Spreadsheet Software (1)	
CISA	340	Presentation Graphics (2)	
MGMT	142	Project Management Techniques and Software (3)	

A course list with headings, Booleans, footnotes, and a suggested sequence:

Required Program			
Prerequisites for Nursing:			
BIOL	430	Anatomy and Physiology	5 ⁴
BIOL	431	Anatomy and Physiology	5
BIOL	440	General Microbiology (4)	4 - 5
or BIOL	442	General Microbiology and Public Health (5)	
ENGWR	300	College Composition (3)	3
or ENGWR	480	Honors College Composition (3)	
NUTRI	300	Nutrition	3
PSYC	300	General Principles (3)	3
or PSYC	480	Honors General Principles (3)	
1st Semester:			
NURSE	400	Fundamentals of Medical-Surgical Nursing I	10.5
SPEECH	301	Public Speaking (3)	3 ⁵
or SPEECH	331	Group Discussion (3)	
2nd Semester:			
NURSE	410	Maternal/Child and Medical-Surgical Nursing II	10.5
ANTH	310	Cultural Anthropology (3)	3 ⁶
or ANTH	481	Honors Cultural Anthropology (3)	
or SOC	300	Introductory Sociology (3)	
or SOC	480	Introductory Sociology - Honors (3)	
3rd Semester:			
NURSE	420	Psychiatric and Medical-Surgical Nursing III	10.5
4th Semester:			
NURSE	430	Management of Multiple Patients and Medical - Surgical Nursing IV	10.5

APPENDIX A: LOS RIOS THEMATIC NUMBERING STYLE GUIDE

Colleges in Los Rios use a common numbering system for all courses. This style guide describes the necessary format for choosing an appropriate course identifier.

SOME BASIC TERMINOLOGY

Here are a few terms that will be useful for understanding the Los Rios Thematic Numbering System:

Catalog department. Courses at all Los Rios colleges are organized under major headings called "catalog departments." These are the major headings that are found in the college catalogs. A few examples include English, Mathematics, Chemistry, Legal Assisting, Art, and Psychology. Although there is some overlap, catalog departments are not equivalent to academic departments. Catalog departments are simply useful divisions that help students identify courses that they might be interested in. For example, Geography and Geology are separate catalog departments, but at some Los Rios colleges, the Geography and Geology faculty are in one academic department - Earth Science - with one department spokesperson.

Subject designator. Specializations within a catalog department are called subject designators. For example, the catalog department Mathematics contains two subject designators: Mathematics (MATH) and Statistics (STAT); the Music department has four subject designators: Music Fundamentals/History and Literature (MUFHL), Music Instrument/Voice Instruction (MUIVI), Music Performance (MUP), and Music Specializations (MUSM). In many cases, the catalog department will have only specialization: the Journalism department has Journalism (JOUR) as its sole subject designator.

Subject prefix. A subject prefix is simply an abbreviation for a subject designator. It must consist of six or fewer upper case characters. A space may be used, but no other punctuation or symbol may be used. For example, the subject designator History has prefix 'HIST'; Computer Information Science - Programming has prefix 'CISP.'

Course number. A course number is a number that follows the subject designator. For example, the '20' in MATH 20, the '103' in MATH 103, and the '420' in MATH 420 are examples of course numbers in the Mathematics subject designator.

Course identifier. A subject designator (or prefix) together with a course number produce a unique course identifier. For example, Psychology 300 (or PSYC 300) is the Los Rios course identifier for an introductory, transfer-level course in Psychology.

COURSE IDENTIFIER FORMAT

Every course offered by Los Rios colleges is assigned its own course identifier. Using the following guidelines, college and district curriculum committees, under the authority of the Academic Senates, are responsible for assigning appropriate course identifiers:

Subject Designator. Each Los Rios course must have a designator selected from the official list of subject designators and prefixes as entered in the Socrates Curriculum System. For example, Applied Psychological Principles is a course within the Psychology (PSYC) designator, and Powerplant Theory and Maintenance is a course within the Aeronautics (AERO) designator. In many cases, there will be only one choice of designator/prefix for a given course. When there is a choice, the new course should have the same designator/prefix as related courses already in the curriculum.

Course Numbers. To distinguish courses within each subject designator, a number from 1 to 499 is used. For instance, MATH 1, MATH 2, ..., MATH 499 are all valid subject identifiers within the Mathematics designator.

Number Ranges. The general type of course basic skills, college-level non-transfer, or transfer is determined by three course number ranges:

Range	Course Type	Example
1-99	Basic Skill and Developmental Courses	ENGL 21 (Spelling) MATH 34 (Prealgebra)
100-299	A.A./A.S. Degree Applicable, Workplace) Non-transfer Level Courses	ENGL142 (Writing in the MATH 130 (Intermediate Algebra)
300-499	Transfer-level Courses	ENGL 300 (College Composition) MATH 410 (Differential Equations)

These ranges are firm, and no exceptions are allowed. For example, if a non-transferable course becomes transferable, then it must be renumbered between 300 and 499.

THEMATIC BLOCKS

Within a given subject designator, numbers are organized in thematic blocks of 10. Each course is grouped with related courses in a particular thematic block. An example of a set of thematic blocks is given below for Anthropology.

Anthropology (ANTH)

Block	Description
300-309	Physical Anthropology
310-319	Cultural Anthropology
320-329	Specific Cultures
330-339	Archaeology
480-489	Honors
490-499	Reserved

Thematic blocks allow for structured growth. New courses proposed within Los Rios are assigned a number in an appropriate thematic block based upon course content. Additional thematic blocks can be added in growing departments.

NATURAL ORDER

To the greatest extent possible, a course's number should reflect its place in the curriculum sequence. More intensive or rigorous academic offerings should have higher course numbers than less intensive ones. Courses with prerequisites should have higher numbers than their prerequisites. For example, MATH 120 (Intermediate Algebra) is a prerequisite for Math 330 (Trigonometry); Math 370 (Pre-Calculus) is a prerequisite for Math 400 (Calculus). It is understood that this principle only makes sense in departments with a sequenced curriculum (e.g., MATH, PHYS, SPAN). In other departments, the number order only reflects grouping into thematic blocks and does not imply any message about intensity or rigor (e.g., ENGLT, DANCE, FITNS, TA).

HONORS THEMATIC BLOCK

In each subject designator, the 480-489 block of numbers is set aside for honors courses. For example, Philosophy has the following honors courses: PHIL 480 (Classical Philosophy - Honors), PHIL 481 (History of Modern Philosophy - Honors), PHIL 482 (Law, Justice, and Punishment - Honors). All honors courses should be numbered in the 480 block.

RESERVED THEMATIC BLOCKS

The 290 and 490 blocks are reserved in each subject designator for *Topics*, *Independent Study*, *Internship*, *Work Experience*, and *Experimental Offering* courses.

RESERVED COURSES

Number	Definition
294/494: Topics in Subject	A <i>Topics</i> course has a consistent pedagogy as described by a complete course outline of record—but with a focus area which changes from term to term. This course may be developed in cooperation with industry to meet specialized training needs. In general, the topics discussed in this course are not included in current curriculum offerings.
295/495: Independent Studies In Subject	An <i>Independent Studies</i> course involves an individual student or small group of students in study, research, or activities beyond the scope of regularly offered courses, pursuant to an agreement among the college, faculty member, and student(s).
297/497: Internship in Subject	An <i>Internship</i> course provides students with a supervised instructional experience in a field setting. Interns generally perform structured activities as a volunteer rather than in a paid position. The exact requirements for an <i>Internship</i> course are governed by California Title 5 regulations and LRCCD board policy.
198/298/498: Work Experience In Subject	A <i>Work Experience</i> course allows students to earn college credit by combining volunteer or paid work experience and classroom training. Using their jobs as learning situations, the students join with their employers and the college in establishing learning objectives to be accomplished during the semester. The exact requirements for a <i>Work Experience</i> course, including prerequisites and units-for-hours formulas, are governed by California Title 5 regulations and Los Rios board policy. *Note: The ARC Curriculum Committee voted in 2014 that <i>WEXP 198</i> is the <u>only</u> 198 course allowed in the catalog.

<p>299/499: Experimental Offering in Subject</p>	<p>An <i>Experimental Offering</i> is a course that is offered on a trial basis. In general, an experimental course is one for which full information on some approval criterion, such a feasibility or need, cannot be determined until the course is actually offered on a trial basis. An <i>Experimental Offering</i> should generally be submitted for approval a regular course, or discontinued, within one year.</p>
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If a department needs additional *Topics* courses beyond 294/494, the numbers 293/493, 292/492, 291/491 should be used in that order. For example, in English Literature (ENGLT), “Topics in English Literature” is ENGLT 494; but additional topics courses would be numbered like this: “Short Story Topics” would be ENGLT 493; and “Topics in the Novel” would be ENGLT 492.

The numbers 90, 290, and 490 may be used as placeholder numbers. Students enroll in these courses initially, but then are re-enrolled in a standard course based upon their progress. For example, MATH 290 is Individualized Mathematics. Students enroll in the 290 course initially, but, based upon their progress in an individualized format, they are given credit for MATH 30 Pre-algebra, MATH 100 Algebra, or MATH 120 Intermediate Algebra.

In departments with significant basic skills offerings, the 90-99 block may be reserved for self-study and tutoring courses.

MODULARIZED COMPONENTS OF AN EXISTING COURSE

Modularized components of an existing course are designated with the course number of the existing course followed by a decimal, then a number from 1-9. With this type of course, students receive credit for the existing course once they have completed each of its modular components. Each module is treated as a separate course. If the modules must be taken in order, then the decimal number should reflect that order. For example, the Psychology 360 (Psychology of Death and Dying, 3 units) is offered as a sequence of 6 modules: PSYC 360.1 (Introduction to Thanatology, 0.5 units), PSYC 360.2 (Fear of Death, 0.5 units), PSYC 360.3 (Dying as a Process, 0.5 units), PSYC 360.4 (Death and the Family, 0.5 units), PSYC 360.5 (Volitional Death, 0.5 units), PSYC 360.6 (Economics and Legalities of Death, 0.5 units). Successful completion of PSYC 360.1, 360.2, 360.3, 360.4, 360.5, 360.6 is the same as successfully completing PSYC 360, the 3-unit course.

The decimal convention for modularized courses may only be used when an existing course is modularized. This convention should be used only for modules, not as a method for distinguishing courses.

Course Letter Suffixes Not Used. Previous practice allowed letter suffixes to be appended to course numbers. This convention is not used under Thematic Numbering.

Sacramento Regional Public Safety Training Center Courses. Courses offered at the Public Safety Training Center are substantially different in scope and purpose than the basic skills, college-level non-transfer, and transfer courses offered by other Los Rios academic departments. To reflect their unique differences, courses from the PSTC are numbered from 1000 to 1999. Other than use of four-digit course numbers, PSTC courses are numbered similarly to other Los Rios courses. Thematic blocks are used to organize the courses, and prerequisite order is reflected in the sequence of course numbers.

Extension and Community Education Courses. Some Los Rios colleges offer non-credit, community education courses through their extension programs. Similar to the PSTC courses, extension courses differ significantly in scope and purpose from the courses offered by other Los Rios academic departments. For this reason, extension courses are numbered from 2000-2999. Other than use of four-digit course numbers, extension courses are numbered similarly to other Los Rios courses. Thematic blocks are used to organize extension courses, and prerequisite order is reflected in the sequence of course numbers.

LOS RIOS COORDINATION

Similar courses may be offered by more than one Los Rios college. The following guidelines describe how these courses are coordinated under thematic numbering:

Thematic Numbering of Related Courses. Related Los Rios courses, no matter at which college they are offered, are assigned to an appropriate thematic block. For example, MATH 330 (Trigonometry, 3 units, ARC) and MATH 335 (Trigonometry with College Algebra, 5 units, CRC, FLC, SCC) are both Trigonometry courses in the "330 thematic block". Differences in the courses reflect the adaptation of individual curricula to the needs of the local student population served by the college, and yet, the courses share a common core content and a common prerequisite (MATH 110 Geometry and Math 120 Intermediate Algebra). Under Thematic Numbering, "330 block" Trigonometry courses can easily be seen as comparable.

Rule of Five. A course is considered the same across Los Rios if it satisfies the following five criteria:

- same course number
- same course title
- same number of units
- same academic level (basic skills, college non-transfer, transfer)
- similar, but not necessarily identical, course descriptions and course content

In practice, the Rule of Five simply means that, if a course is offered by more than one college and has the same identifier, it is treated as the exact same course at each Los Rios college and is presented as

being the same course to our articulation partners at four-year institutions. Courses that differ on one of the criteria in the Rule of Five are required to have different course identifiers.

Here are some examples illustrating the Rule of Five:

Common Course Identifier. “College Composition” is a 3-unit, transfer course that is offered by all Los Rios colleges. With the exception of minor differences in course description and course outline, the content of the courses is essentially the same throughout Los Rios. College Composition satisfies the Rule of Five and uses the common course identifier ENGWR 300.

Change in Units at One College. To meet local needs, CRC would like to offer ENGWR 21 (Spelling) as a 3-unit class instead of as a 2-unit class as it is at ARC. Colleagues at ARC, FLC, and SCC concur that it makes sense for CRC to create 3-unit version of the ENGWR 21 course; however, the existing 2-unit ENGWR 21 continues to work fine for ARC. Under the Rule of Five, the course proposed by CRC is not the same as the ENGWR 21 course currently being offered by ARC because it doesn’t have the same number of units. Therefore, CRC will use a new course identifier in the same thematic block as the existing course, perhaps ENGWR 28.

Change in Title at One College. To create a new focus in its French language program, SCC wants to change the title of FREN 100 (Conversational French, Elementary) to Everyday French Language, Life, and Culture, Part 1. Colleagues at ARC, CRC, and FLC concur that it makes sense for SCC to create a version of the FREN 100 course with the new title; however, the existing title meets the needs of ARC, CRC, and FLC and they don't plan to change their course titles. Under the Rule of Five, SCC is proposing a new French course entitled Everyday French Language, Life, and Culture, Part 1. As a new course, it will be assigned a new course identifier in the same thematic block as the existing course, perhaps FREN 105.

Substantial Change to Catalog Description or Course Content at One College. In response to student needs, FLC would like to split the 5-unit Math 120 (Intermediate Algebra) into a two-semester sequence rather than the one-semester format offered at the other Los Rios colleges. Colleagues at ARC, CRC, and SCC agree that the two-semester format would work best at FLC, but they prefer their one-semester version. Under the Rule of Five, FLC is proposing two new courses with different identifiers (MATH 123, MATH 124), different titles (Intermediate Algebra, Part 1 and Intermediate Algebra, Part 2), and new units (3 units, 3 units, respectively).

APPENDIX B: PROGRAM FOCUS REVIEW

Purpose To critically review a program for possible discontinuance or to recommend changes needed to enhance its viability.

Note: This process only occurs when:

1. there is a lack of mutual agreement among all affected faculty of a program and the administration that the program should be discontinued, or
2. there will be significant adverse impacts on students if the program is discontinued.

Initiating Criteria One or more of the following:

- Declining Market/Industry Demand (local, regional, etc.)
- Advisory Committee Recommendation
- Lack of Availability of Resources
- Declining Enrollment/Productivity Trends
- Declining 4-year College/University Transfer Trends

Note: Trends must be at least 3 years

Process

1. Using at least one of the *Initiating Criteria* listed above, a request is made by the department spokesperson or dean to the Curriculum Committee (CC) to initiate a Program Focus Review.
2. The CC reviews the request, confirms the initiating criteria and, if in agreement, forms the Program Focus Review Committee (PFRC).
3. The PFRC conducts the review using the *Guidelines* listed below and recommends either
 - the program should be changed to enhance its viability, or
 - the program should be discontinued.
4. Prior to sending its recommendation to the CC, the PFRC notifies the program's department spokesperson and dean.
5. The PFRC then sends its recommendation to the CC.
6. The CC receives the PFRC recommendation and schedules a meeting with members of the program's department to discuss the PFRC recommendation. The CC then forms its own recommendation.

7. The CC chair takes the committee's recommendation to the Academic Senate, and the Vice President of Instruction takes the CC recommendation to the President's Executive Staff.
8. The recommendation is presented to the President at a joint meeting of the Academic Senate's Executive Officers and the President's Executive Staff.
9. The President makes decision.

Note: Any request for further information or clarification should be directed to the Curriculum Committee chair.

PRFC Composition The PRFC shall include five faculty members and two administrators, none of whom are directly involved with the program under review. The five faculty members will be appointed by the Academic Senate President, in consultation with the Curriculum Committee chair and members of the Curriculum Committee. The two administrators will be appointed by the Vice President of Instruction, in consultation with the program's division dean and the Associate Vice President of Instruction.

- If the program under review is vocational, then the five faculty must include three vocational faculty, one non-vocational faculty, and one counselor familiar with vocational programs, and the two administrators must include at least one who works with vocational programs.
- If the program under review is non-vocational, then the five faculty must include three non-vocational faculty, one vocational faculty, and one counselor familiar with non-vocational programs, and the two administrators must include at least one who works with non-vocational programs.

Guidelines

The PFRC must review and analyze each of the following:

- Market/Industry Demand (local, regional, etc.)
- Advisory Committee Recommendation
- Availability of Resources
- Enrollment/Productivity Trends
- 4-year College/University Trends
- Relationships to other Campus Programs
- Recent Curriculum Redesign/Changes

- Trends in Course Offering/Scheduling
- Trends in Diversity of Courses
- Most Recent Program Review Recommendations
- Contribution to College and Community

Note: It's the responsibility of the program's faculty (regular and adjunct) and the program's division dean to make the necessary information available to the PFRC.

Resources

- ASCCC Paper: "Program Discontinuance: A Faculty Perspective" (http://www.asccc.org/sites/default/files/publications/ProgDisc_0.pdf)
- ASCCC Paper: "Program Discontinuance: A Faculty Perspective Revisited" (http://asccc.org/sites/default/files/Program_Discontinuance_Fall2012_0.pdf)

APPENDIX C: CURRICULUM CONFLICT BETWEEN DEPARTMENTS – RESOLUTION PROCEDURES

- Degrees and certificates include courses from multiple subject areas. If one department changes a course (*e.g.*, increases the number of units), adding or removing a prerequisite/corequisite course from another department might have an impact on the enrollment or curriculum offerings of that department.
- In an emerging subject area, two or more department might have an interest in offering courses in the new subject.
- ***Departmental Dialogue Phase.*** Most curriculum conflicts are minor and can be resolved when both parties sit down to consider both sides of the issue. Prior to involvement by the Curriculum Committee, it is expected that at least one meeting involving the concerned faculty, the department chairs from both disciplines, and the two division deans will have taken place. The Curriculum Committee will look for evidence that there has been a fair and careful exploration of possible solutions and compromises related to the curriculum conflict.
- ***Initiation Phase.*** One or more departments request the involvement of the Curriculum Committee as a neutral third party in resolving curriculum conflict. Request should be submitted in writing by one or more department chairs. Evidence that a department-to-department meeting has taken place, including the date of the meeting, the list of the attendees, and minutes from the meeting, should be attached to the written request.
- ***Data Collection Phase.*** Curriculum Committee collects information about the area of conflict. Individual departments present documents and evidence from their respective point of views.
- ***Mediation and Arbitration Phase.*** Curriculum Committee sponsors a mediated session between departments in conflict, the goal of which is to identify a mutually satisfying resolution to the conflict. Specifically, the following courses of action will be explored as applicable:

Creating joint programs and cross-listing of courses is fully considered and explored by all sides.

If a course is to be deleted, alternative courses to replace it are discussed prior to the deletion. Alternatives could either be found or created so that a program is not left “in the cold.”

Look for evidence that the curriculum activity (addition or deletion) is a part of a larger planning process within the department.

If the conflict resolution process above fails to generate a compromise or satisfactory resolution, the Curriculum Committee as a whole takes on the role of arbiter and both parties must begin a process of arbitration. In this process, the Curriculum Committee—either through committee consensus, or,

if that is not possible, by committee vote—develops a recommendation resolving the conflict. If voting is necessary, the representatives from divisions with departments in conflict are recused. The Curriculum Committee chair only votes in case of a tie. If the Chair's home division is a party in the conflict, he or she will also be recused and the Associate Vice-President of Instruction will break the tie.

The recommendation about resolving the curriculum conflict is then forwarded to the Academic Senate for final decision. It can impact the degree or certificate from another department.

APPENDIX D: GUIDELINES FOR HONORS COURSES

These guidelines are to be used by faculty when preparing for Curriculum Committee review of Honors courses. Additional course specifics may be added as appropriate.

Prerequisites

Honors courses must meet the same general prerequisites as listed for the non-honors version of the course, and honors courses may require prerequisites that are higher than the non-honors version.

To be eligible for an honors course, a student must place into ENGWR 480. The justification statement for this prerequisite should read; “As a course in the Honors Program, enrollment is restricted to students who meet the Honors criteria.”

Catalog Description

Any of these may apply:

- A major distinction of the honors courses is that students are more responsible for the teaching and learning process. There is more emphasis on participatory classroom styles.
- The honors course typically changes the class format to facilitate more student control of the learning process (for example, independent study, or collaborative work).
- More sophisticated material (for example, a different reading list) is generally used in the honor course, and there is often more work than in non-honors courses.
- The honors course often requires independent research.
- Other catalog description information may be specified.
- The honors course will emphasize applications and interrelationships with less emphasis on basic rote skills.
- Students will conduct more sophisticated analysis: be able to recognize and evaluate options, make distinctions, recognize implications, extrapolate from prevailing data, make projections, and formulate proposals.
- Students will be able to move between the concrete and the abstract.
- Students will be able to focus ideas and express points succinctly.

- Other course objectives may be specified.

Methods of Instruction

- Sections of honors courses may be held in a seminar or studio environment where a variety of methods may be used, including team teaching.
- Instructors will provide opportunities for students to take responsibility for planning and executing learning activities.

Methods of Evaluation

Any of these may apply:

- Student self-evaluation or student/peer evaluation may be used.
- Collaborative projects may be evaluated.
- Essay exams rather than objective tests will be the norm.
- Other methods of evaluation may be specified.

APPENDIX E: GUIDELINES FOR LEARNING COMMUNITY COURSES

These guidelines are to be used by faculty when proposing to teach a learning community.

Learning communities involve a common group of students enrolled in a linked group of courses and a collaboration among faculty to achieve a stated purpose.

In general, students enrolled in a Learning Community have the opportunity for deeper understanding and integration of the material they are learning, as well as more opportunities for interactions with one another.

The following are specific goals for our Learning Communities:

- Intellectually challenge students to think beyond the boundaries of one course.
- Build a sense of community that contributes to students' connections to the campus.
- Contribute to the success of students enrolled in these courses.
- Increase interaction among faculty to stimulate innovation and professional development.

Learning Communities must meet the following criteria and will be subject to the approval process as stated below:

- At least one or more section(s) of each course must be offered in a non-linked format during the semester the courses are being linked.
- Courses may be linked within a specific discipline or between disciplines or areas, as seen appropriate by the various departments/areas.
- Curriculum for each of the linked courses will not be altered from the approved curriculum already in place for each of the courses.
- The faculty proposing the linked courses shall determine the stated purpose for the Learning Community and provide an umbrella title and description for the approach.
- Each faculty member will assign final grades for students for his or her course only.

Approval Process All proposed Learning Communities will go through a formal approval process. Usually this process begins one year prior to the linkage. This process begins with an application for linking course sections. Application Form A will seek the following information from faculty proposing a link for the first time:

- The semester(s) the link will occur;
- The courses to be linked and the proposed umbrella title for the Learning Community;
- The instructors who want to teach the linked sections;
- The department(s) involved in the link;
- A suggested learning community description for the schedule of classes;
- Signatures from the appropriate chair(s), dean(s), and AVP(s).

The Learning Community application forms are available in the Instruction Office. Faculty should obtain appropriate signatures and submit their completed application to the Instruction Office. Application Form B (a scheduling form) must be completed each semester once approval for the link has been obtained on Application Form A.

APPENDIX F: STEP-BY-STEP DIRECTIONS FOR CURRICULUM DEVELOPERS

1. Develop your draft course proposal in Socrates. When complete, launch the proposal. This sends the course outline to your department chair, who records the department vote and submits the course to *Tech Review* status in Socrates.
2. The Curriculum Committee, starting first with the Tech Review Committee, will consider your proposal in the order that it was submitted. Socrates automatically time stamps each proposal. To see your place in the queue, please visit:

SOCRATES > Curriculum Views > Reports > ARC Curriculum Snapshot > Active Proposals by Status.

3. The Curriculum Committee chair will build a Tech Review agenda. When it is time to discuss your outline, the chair will add your proposal to the agenda. Agendas may be viewed by visiting:

SOCRATES > Curriculum Views > Agendas.

4. The Instruction Office will print copies of your proposal and submit it to the Tech Review Committee members in advance of the Tech Review meeting.
5. Tech Review meetings take place on Thursdays, 1-4pm. **It is imperative that you, as the developer of the course proposal, attend the Tech Review meeting.** Failure to attend a Tech Review meeting can significantly delay the processing of your curriculum proposal. Please work with your dean and department chair to get a sub or to make some other arrangement so that you can attend. If it's an emergency and you cannot attend for some extraordinary reason, please send a faculty member who knows your proposal well.

The Instruction Office will email you with the location and a specific time to attend the Tech Review meeting. **Please bring a copy of your proposal to Tech Review in order to record any notes or editing suggestions from the Tech Review Committee.**

6. During Tech Review, you will typically receive suggestions for improving your course proposal. Follow the suggestions of the Tech Review members and edit your proposal in Socrates accordingly. At this meeting you will select a date for the first reading closest to the time that you can make these changes. The Curriculum Committee chair will move your course to *1st Reading* status in Socrates and add your proposal to the agenda of an upcoming full Curriculum Committee meeting. If the changes are not made in time, you must reschedule. If a proposal stays at *Tech Review* status for more than one calendar year due to a developer missing scheduled Tech Review meetings or without making the recommended changes, the proposal will be returned to *Draft* status.

7. Once the Curriculum Committee chair has moved your proposal to *1st Reading* in Socrates and added it to the Committee agenda, the Instruction Office will print copies of your proposal and distribute them to the Curriculum Committee a few days in advance of the full Committee meeting.
8. Full committee meetings take place on Wednesdays from 3-5pm. The Instruction Office will email or call you with the location and a specific time to attend the meeting between 3 and 5pm. **Again, it is imperative that you attend the full committee meeting when your course is being discussed at 1st Reading.** It is your proposal and the committee may have questions that only you, as the developer, can answer. The committee may have specific suggestions related to your proposal that would be hard to explain to another faculty member. If an emergency prevents you from attending, please ask a faculty member who is knowledgeable about your proposal to attend in your place.

Please bring a print copy of your proposal to the meeting so that you can record the Committee's comments and suggestions.

9. In most cases, the committee will make editing suggestions and ask the chair to move your proposal to *2nd Reading*. If the committee raises substantial content or legal issues that involve a rewrite or additional discussion and research, the committee may vote that your course proposal remain at *1st Reading* status and come back to the full committee for additional review. If a proposal stays at *1st Reading* status for more than one calendar year due to a developer missing scheduled Curriculum Committee meetings or without making the recommended changes, the proposal will be returned to *Draft* status.
10. Once your proposal has been moved to the *2nd Reading* stage in Socrates, the chair, with your agreement, will add you to an agenda of an upcoming full curriculum meeting. The changes that are suggested by the committee must be made by 5 PM, the day before that date in order for the division representative and the chair to verify. The 2nd reading of a course proposal usually goes quickly, provided the editing changes have been made. The committee may make minor suggestions, but typically the proposal is approved. If the 1st Reading corrections are not made, the committee may vote to keep the proposal at *2nd Reading* until they are completed. If a proposal stays at *2nd Reading* status for more than one calendar year due to a developer missing scheduled Curriculum Committee meetings or without making the recommended changes, the proposal will be returned to *Draft* status.
11. If you modify a course that affects a degree or certificate, you will need to collaborate with and seek input from department chairs and deans of those programs. You will also need to submit a program change. To begin this process, go to:

SOCRATES>Curriculum Developer>Begin a Curriculum Proposal

(Choose from Revise, Create, or Delete a Program)

Here, you will select whether you are changing, deleting, or adding a new program. Begin work on your program in a similar manner as a course outline.

Degree and certificate proposals are submitted through Socrates and are reviewed by the Curriculum Committee in the same way as courses. Please refer to the *Curriculum by Example* section of this handbook for specific information.

Course and program proposals are moved to *Tech Review* status once the department chair signs the outline. Once they are at that point, courses can be scheduled for Tech Review, but programs, the degree and/or certificate, must have a program SLO map before they can be scheduled for a Tech Review meeting. (See Section “Stages in the Curriculum Process.”)

APPENDIX G: DIFFERENCES BETWEEN TOPICS IN AND EXPERIMENTAL OFFERING COURSES

	<i>Topics In Courses</i>	<i>Experimental Offering Courses</i>
Course Numbers	294: college-level, non-transfer; or 494: transfer level	299: college-level, non-transfer, or 499: transfer level
Purpose	To present topics of current or limited interest that lie outside the department's regular curriculum. Typically, the particular set of topics in the course will be presented only one time, for a short duration, or very infrequently.	To experiment with a new course and to try out new curriculum ideas during a short test period. It is an opportunity to refine the course description, learning outcomes, and course topics before seeking a regular number in the course catalog.
Basic Structure	One overall course but with multiple topic groups. Note that the 294 or 494 number represents a single course with a common title. Topic group names are used to distinguish versions of the common course.	Multiple courses, each with its own set of learning outcomes and course topics. Note that the 299 and 499 numbers represent a group of course instances. The instance titles distinguish the 299s and 499s from one another and are likely the names of the eventual regular course that may be proposed after the trial period.
Catalog	The umbrella <i>Topics In</i> courses (294 and 494) are regular courses and are listed in the print and web catalogs. The catalog description is general, not specific to one topic group.	<i>Experimental Offering</i> courses (299s and 499s) are not regular courses and are not listed in the print catalog.
Schedule	These are listed in the print and web schedules. The topic group name and the topic group description are given in the class schedules.	These are listed in the print and web schedules. The instance title and the instance course description are given in the class schedules.
Course Outline	One course outline in Socrates. The Course Topics section of the outline will have multiple topic groups, each with its own title and description.	Multiple course outlines in Socrates. There will be one for each instance of the 299 or 499 Experimental Offering that has been created.

	<i>Topics In Courses</i>	<i>Experimental Offering Courses</i>
Curriculum Action in Socrates	Revise an existing <i>Topics In</i> course to add a new set of topics. New topic group is added to 294 or 494 course outline, perhaps with additional textbook titles. Course proceeds through the curriculum process.	Create a new <i>Experimental Offering</i> course instance. A completed course outline is produced with all the fields entered. Course proceeds through the curriculum process.
Developer	Only one faculty developer can revise a <i>Topics In</i> Course at any one time.	There can be several instances of an <i>Experimental Offering</i> course being developed simultaneously by different faculty developers. Only one developer per instance however.
Learning Outcomes	One set of student learning outcomes for all possible sets of course topics.	Each instance may have its own set of student learning outcomes.
Prerequisites Corequisites Advisories Enrollment Limitations	A <i>Topics In</i> course is a single course, and, thus, can have only one set of prerequisites (corequisites, advisories, enrollment limitations). It is not possible to have different requisites for different topic groups.	Each instance of an <i>Experimental Offering</i> course may have its own set of prerequisites (corequisites, advisories, enrollment limitations).
Due Dates	In order to appear in the appropriate schedule, the 294 or 494 course must be at Catalog status by: Nov. 15: Spring Web Schedule April 15: Summer/Fall Web Schedules	In order to appear in the appropriate schedule, the 299 or 499 course must be at Catalog status by: Nov. 15: Spring Web Schedule April 15: Summer/Fall Web Schedules

	<i>Topics In Courses</i>	<i>Experimental Offering Courses</i>
Curriculum Review	<p>Approval to schedule a <i>Topics In</i> course is not automatic. All courses, including <i>Topics In Courses</i>, must be approved by the Curriculum Committee. Because of their unique status, the ARC Curriculum Committee has developed an abbreviated process in which 294 and 494 pass through the curriculum process as Consent/FYI items, and then on to <i>Catalog</i> status. The curriculum stages for <i>Topics In</i> course revisions are as follows:</p> <ul style="list-style-type: none"> • Draft • Department/Dean Review • Technical Review • Consent/FYI • Catalog <p>No <i>Topics In</i> course (294 and 494) can be listed in either the print or web schedules until the revision with the new topic group has been moved to <i>Catalog</i> status in Socrates.</p>	<p>Approval to schedule an <i>Experimental Offering</i> course is not automatic. All courses, including <i>Experimental Offering</i> courses, must be approved by the Curriculum Committee. Because of their unique status, the ARC Curriculum Committee has developed an abbreviated process in which 299s and 499s pass through the curriculum process as Consent/FYI items, and then on to <i>Catalog</i> status. The curriculum stages for <i>Experimental Offering</i> courses are as follows:</p> <ul style="list-style-type: none"> • Draft • Department/Dean Review • Technical Review • Consent/FYI • Catalog <p>No <i>Experimental Offering</i> course (299 and 499) can be listed in either the print or web schedules until the revision with the new topic group has been moved to <i>Catalog</i> status in Socrates.</p>
Number of Times Course Can Be Offered	<p>The question here is really: how many times can a particular topic group of a 294 or 494 be offered? The general answer is just one time. The purpose of the <i>Topics In</i> course is to provide students with an opportunity to study a unique, timely set of topics (a “topic group”) that is not part of the department’s regular curriculum. In some cases, it may make sense to offer the same topic group for two or three semesters, but in all cases, a particular topic group should only be offered to students for a short, fixed period of time.</p> <p>If the department wants to offer the same set of topics on a regular basis, then the course should be assigned its own number and go through the regular curriculum process.</p>	<p>Once approved, a particular instance of an <i>Experimental Offering</i> can be scheduled for two semesters. After that time period, the course is either no longer offered or it is brought forward through the curriculum process as a regular course with a regular number.</p>

APPENDIX H: HYPHEN USAGE

In general, the Curriculum Committee recommends the use of APA format. With regard to the use of hyphens, the following principles should assist the curriculum developer.

- ▶ Do not use a hyphen unless it serves a purpose. If a compound adjective cannot be misread or, as with many psychological terms, its meaning is established, a hyphen is not necessary.

For Example:

Covert learning techniques
Health care reform
Day treatment program
Sex role differences
Grade point average

- ▶ In a temporary compound that is used as an adjective before a noun, use a hyphen if the term can be misread or if the term expresses a single thought (*i.e.*, all words together modify the noun).

For example:

“the adolescents resided in two parent homes” means that two homes served as residences, whereas if the adolescents resided in “two-parent homes,” they each would live in a household headed by two parents.

- ▶ A properly placed hyphen helps the reader understand the intended meaning.
- ▶ Also use hyphens for:

Compounds in which the base word is

- Capitalized (pro-Freudian)
- A number (post-1970)
- An abbreviation (pre-UCS trial)
- More than one word (non-achievement-oriented students)

All “self-“ compounds whether they are adjectives or nouns (self-report, self-esteem, self-paced)

Words that could be misunderstood

Re-pair (pair again)
Re-form (form again)
Un-ionized (not ionized)

Words in which the prefix ends and the base word begins with the same vowel

Meta-analysis
Anti-intellectual
Co-occur

If a compound is not found in the dictionary (Webster’s Collegiate), then use the following rules:

Do hyphenate:

1. A compound with a participle when it precedes the term it modifies.
Role-playing technique
Anxiety-arousing condition
Water-deprived animals

2. A phrase used as an adjective when it precedes the term it modifies.
 - Trial-by-trial analysis
 - To-be-recalled items
 - All-or-none questionnaire
3. An adjective-and-noun compound when it precedes the term it modifies.
 - High-anxiety group
 - Middle-class families
 - Low-frequency words
4. A compound with a number as the first element when the compound precedes the term it modifies.
 - Two-way analysis of variance
 - Six-trial problem
 - 12th-grade students
 - 16-s interval

Do not hyphenate:

1. A compound including an adverb ending in -ly.
 - Widely used text, relatively homogeneous sample, randomly assigned participants
2. A compound including a comparative or superlative adjective.
 - Better written paper, less informed interviewers, higher scoring students
3. Chemical terms
 - Sodium chloride solution, amino acid compound
4. Foreign phrases used as adjectives or adverbs
 - A posteriori test, post hoc comparisons, fed ad lib [but hyphenate the adjectival form: ad-lib feeding; see Webster's Collegiate]
5. A modifier including a letter or numeral as the second element
 - Group B participants, Type II error, Trial 1 performance
5. Common fractions used as nouns
 - One third of the participants

APPENDIX I: ARTICULATION - TIMELINES PROCESSES FOR SUBMISSION OF COURSES FOR CSU AND/OR UC TRANSFERABILITY, AA/AS GE AND ETHNIC/MULTICULTURAL STUDIES, GRADUATION COMPETENCIES, C-ID, CSU-GE, AND IGETC

Articulation is a process whereby universities formally agree to accept community college credit for: 1) elective credit, 2) in lieu of coursework offered by the college/university (course-to-course credit), and 3) to meet major and/or graduation requirements (including campus-specific general education. Articulation agreements ensure that a transferring student will be granted credit for community college work and be able to progress efficiently toward earning a baccalaureate degree. Sound articulation practices are the foundation of a successful transfer program.

The ARC articulation officer is responsible for overseeing and coordinating the articulation process. The timelines which guide the articulation officer are as follows:

CSU transferability

Course information (additions, major revisions, and deletions) is submitted to ASSIST and becomes effective for Summer - June 1; Fall - August 1; Spring - January 1. (Note that major revisions and deletions are only submitted with a Summer effective term - the start of ARC's academic year).

UC Transferability

Courses are submitted during the summer, usually in August. The UC communicate decisions regarding transferability in the fall semester after submission. The effective term for approved courses is the fall semester (August 1) of the subsequent year. For a course to be considered for UC transferability, a comparable lower-division course must be offered by a UC campus. The articulation officer can assist in locating/identifying comparable courses. Courses must be at Catalog status be submitted.

AA/AS GE and Ethnic/Multicultural Studies

The ARC GE committee meets in the Fall semester (and in early spring, as necessary). It reviews all courses and makes recommendations regarding approval/non-approval to the Curriculum Committee. Courses approved will normally be effective in the Summer (June 1) after approval. The course outlines must be at least at 2nd reading status to be reviewed.

CSU-GE

The articulation officer's deadline to submit courses for CSU GE for review is early December (normally the first week). Courses must be at Catalog status to be submitted. Courses approved for

CSU-GE will normally be effective in the fall semester (August 1) of the subsequent year.

Intersegmental General Education Transfer Curriculum (IGETC)

To be considered for IGETC a course must first be UC transferable. The deadline for submission is the same as for CSU-GE.

C-ID

Courses are submitted to C-ID when there is a finalized C-ID descriptor similar to the course being submitted. There are no deadlines for submission, but the course must first be entered into ASSIST by the articulation officer. Please contact the articulation officer for more specific information regarding C-ID.

Graduation Competencies

Courses to be considered for English writing, reading, and/or mathematics graduation competencies are submitted to the respective District competency committees by the articulation officer and the Curriculum Committee chair.

APPENDIX J: RELATIONSHIP BETWEEN HOURS AND UNITS FOR A COURSE

The State Chancellor's Office requires that all approved courses follow the Carnegie unit formula relating units to hours of class time. Inherent in the Carnegie formula is the assumption that every hour of lecture requires an additional 2 hours of out-of-class work by students (homework, reading, etc.), whereas lab hours do not require any out-of-class work by students.

The general rules used to calculate the appropriate units for a course are:

- 1 unit = 18 lecture hours per semester
- 1 unit = 54 lab hours per semester
- Fractional units are rounded down, usually to the nearest unit or, in some cases, half-unit.

Common Situations:

- A standard 3-unit lecture course would have 54 hours of lecture
- A standard 4-unit lecture/lab course would have 54 hours of lecture and 54 hours of lab

The *Program and Course Approval Handbook* 6th ed. states the following, starting on p. 44:

D. Standards for Credit Hour Calculations

Credit hour calculations are governed by the standards in title 5, sections 55002(a)(2)(B), 55002(b)(2)(B) and 55002.5, which collectively provide the definitions and parameters for credit hour calculations for most courses. Title 5, sections 55002(a)(2)(B)-(b)(2)(B) grant local governing boards the authority to specify the relationship between units of credit and hours of classroom instruction, state the minimum weekly hours for one unit of credit, and provide for prorating hours of in-class to outside-of-class work appropriate to term length and instructional format. The calculation of units of credit for cooperative work experience programs is established in title 5, section 55256.5.

1. Standard Formula

The standard formula for credit hour calculations applies to the majority of courses and course types and is derived from title 5, section 55002.5. Colleges are required to define one unit of credit as a minimum of 48 total hours of student work, inclusive of all contact hours plus outside-of-class, or homework, hours pursuant to title 5, section 55002.5(a). This is based on the assumption of 3 hours of student work per week over a 16-week term, for 1 unit of credit. The Chancellor's Office recommends the use of 54

total hours of student work (18 weeks x 3 hours) for this calculation, rather than the minimum 48. In practice, local districts may use a number or a range between 48 and 54, depending on local practices, but must apply this number consistently in credit hour calculations. This number is referred to as the “hours-per-unit divisor.” The total of all contact hours and outside-of-class hours is referred to as “total student learning hours” and is the dividend in the credit calculation formula.

Courses not classified as cooperative work experience, clock hour, or open entry/open exit use the following method for calculating units of credit:

Divide total student learning hours by the hours-per-unit divisor, round down to the nearest increment of credit awarded by the college. Expressed as an equation:

[Total Contact Hours + Outside-of-class Hours]

$$\frac{\text{[Total Contact Hours + Outside-of-class Hours]}}{\text{Hours-per-unit Divisor}} = \text{Units of Credit}$$

The result of this calculation is then rounded down to the nearest .5 increment or to the nearest fractional unit award used by the district, if smaller than .5. This formula applies to both semester and quarter credit calculations. While this formula can yield a value below the lowest increment of credit awarded by the college, zero-unit courses are not permissible.

Appendix K; The PPC Process

The Los Rios Program Placement Council (PPC) process ensures that proposed new degree or certificate programs in the district are vetted thoroughly by vice presidents of instruction, faculty at the department level and faculty represented by the District Academic Senate and District Curriculum Coordinating Committee, and by deans and other administrators. The goal is for transparency of interests—both in identifying potential new programs as they appear on the PPC List and in offering opportunities for feedback about items on the list—before a decision is made by the PPC identifying which college(s) will move forward to develop the programs.

The complete DCCC approved operating guidelines for the PPC Process, and the PPC List Developer Survey may be located on the [Curriculum Committee website](#).



Project Final Report

Project Name	Clarify Program Paths
Description	The Clarify Program Paths team is responsible for creating and recommending areas of interest and establishing and recommending clear and coherent academic and career program paths consistent with the ARC Strategic Plan. The model should be scalable, address disproportionate impact, and make efficient use of college resources.
Project Sponsor	Student Success Council
Team Leads	Bill Simpson, Coordinator/Instructional Faculty, Physics [Chair] Tony Giusti, Coordinator/Instructional Faculty, Nutrition [Co-Chair] Kate Jaques, AVP Instruction (Curriculum) [Co-Chair]
Team Members	Lynn Fowler, Articulation Officer Lisa Hayden, Student Services, Financial Aid Judy Mays, Counselor Chris Olson, Researcher Marsha Reske, Dean, Distance Education and VEC Rebeca Rico, Student Ted Ridgway, Basic Skills Faculty, Mathematics Lisa Roberts-Law, Counselor Kathy Rodgers, Instructional Faculty, English
Date	April 13, 2018

Project Design Recommendations

Below are the Clarify Program Paths project team's recommendations. Since the Clarify Program Paths charge and objectives are part of the broader Redesign project, many of the team's recommendations hinge on decisions and actions that are not yet certain. That uncertainty required the team to make assumptions in order to complete the design for the project. If those assumptions are incorrect then some programs will need to be re-mapped, which will lengthen the timeline of the project.

Recommendation #1: Create Areas of Interest

The team recommends that the college creates nine areas of interest to assist students in exploring potential majors. (See "Definitions of Areas of Interest" and "Programs in Each Area of Interest" for details.) The team also recommends that the college website be configured to organize program information according to those areas of interest, including program-specific pages within each area that identify potential transfer and/or career options and provide roadmaps that show students how to complete programs in a timely manner.

Assumption: The new website can accommodate what we propose and will be ready by Fall 2018 for implementation of the new areas of interest.

Recommendation #2: Create Program Roadmaps

The team recommends that the college creates roadmaps for every degree and certificate that is career or transfer oriented, has a clear path to completion, and contains at least three courses. (See "Creating Clear and Coherent Program Paths" for details on the contents of the roadmaps and the process used to create them.)

Assumption: ENGWR 300 will be the primary way that students meet the writing competency requirement.

Recommendation #3: Create a Program Paths Committee

The team recommends that the college forms a new Program Paths Committee to maintain and assess the effectiveness of the areas of interest and program roadmaps created by the Clarify Program Paths project team. (See "Clarify Program Paths Proposal for Year 2" for details.)

Assumption: Implementation of AB 705 will increase significantly the number of students meeting reading competency without taking a credit-bearing course.

Assumption: College-level math and English do not have to both be completed in the first semester.

Assumption: Start Right will include a 3-unit GE first-term-experience course.

Recommendation #4: Reexamine General Education

The team recommends that the college reexamines its approach to general education, especially how the benefit/value of a liberal arts education is viewed and conveyed to students by the college. (See “Reexamining General Education” for more details.) The team also recommends that there be a search tool on the college website that allows students to select appropriate GE courses using themes and other criteria. (See “Searching for GE Courses” for details.)

Assumption: Through Start Right and IPaSS, students will be shown how to use areas of interest and program roadmaps, and students will be highly encouraged to see a counselor to create an educational plan.

Recommendation #5: Monitor Key Indicators for Disproportionate Impact

The team recommends that the college monitors key student success indicators, disaggregating the data to determine whether creating areas of interest and program roadmaps has helped close gaps in student success rates. (See “Addressing Equity Issues” for a statement on how clarifying the path through college is expected to address disproportionate impact. See “Evaluating the Effectiveness of Clarify Program Paths” for a suggested list of indicators and other useful data.)

Assumption: Faculty will support the creation of roadmaps for their programs and maintain those roadmaps over time as curriculum and scheduling changes occur.

Timeline for Implementation of Areas of Interest and Program Roadmaps

Areas of Interest

Fall 2017

- design areas of interest and how they will be implemented
- sort programs of study into groups and define commonalities
- identify programs for each area

Spring 2018

- survey students to identify potential names for each area
- survey students for words associated with each area, for search engine optimization
- survey departments to confirm placement of programs in each area
- finalize names for each area and programs within each area

Fall 2018

- implement areas of interest on the college website
- begin filling in content for programs in each area

Spring 2019

- continue filling in content for programs in each area
- hand off areas of interest to Program Paths Committee

Program Roadmaps

Fall 2017

- design roadmaps and the process for creating them

Spring 2018

- get college input on roadmaps and the mapping process
- identify “top 5” programs in each area of study
- begin mapping “top 5” programs
- begin designing printable roadmaps

Fall 2018

- identify “top 10” programs in each area of study
- continue creating roadmaps, prioritizing “top 10” programs
- publish approved roadmaps

Spring 2019

- finish mapping “top 10” programs
- finish mapping ADTs
- publish newly approved roadmaps
- hand off program roadmaps to Program Paths Committee

Lessons Learned

Description	Recommendation
<p>We are creating tools for students, but had limited student input into the design of the tools. Student surveys take a long time to complete and the project had to keep moving forward, so many decisions were made based on the team's perceptions of students.</p>	<p>We recommend that the college finds ways to increase student involvement in projects from the very beginning, including having students on the teams and making it easier and quicker to survey students.</p>
<p>There was not a clearly established mechanism for effective and efficient communication of project information within the college. The most effective means of communication turned out to be one-on-one or small-group discussions, which are not efficient given the size of the college. The most efficient means of communication is email and posting information on the college website, but those are not effective because a large percentage of employees at the college do not pay attention to them. Mechanisms, like all-college summits, were attempted but were frequently changed to serve other purposes like case-making and district-wide meetings. The lack of clear communication led to misunderstandings and a perception we were not conducting our work in plain sight of the college.</p>	<p>We recommend that the college creates a communications team to support project teams in communicating with the college community more effectively and efficiently. Plans for clear communication should be in place prior to a team beginning its work.</p>
<p>Working on a project during the transition to the new governance structure made the work <u>much</u> harder. We were "building the plane while flying it," which is not a good way to successfully complete projects. There was also no training for team members or leaders regarding their roles, and there was little clarity regarding how and when to include collegial consultation for participatory governance.</p>	<p>We recommend the college creates one or more documents that clarify the process for consulting with constituent groups as part of forming and making design recommendations. We further recommend that project teams be created <u>after</u> their charters are approved, and that they are given clear guidance regarding the roles of the team members and leaders.</p>
<p>We were asked to use an "equity lens" but received no training nor were we given any guiding documents regarding equity. We were also asked to address disproportionate impact but were provided no guidance on what that really means or how to do it effectively.</p>	<p>We recommend that the college train members of project teams on best practices for incorporating equity in the designs of projects using an outside entity familiar with such trainings, like CUE. We further recommend that the college create guiding documents on equity and disproportionate impact to inform all of the redesign work being done at the college.</p>

Description	Recommendation
<p>The team's goal was to make data-informed decisions, so we made multiple requests to the Research Office for data. While most of the requests were responded to in a timely manner, we did not receive all of the data we asked for so some of our decisions were based primarily on the team's perceptions.</p>	<p>In order to provide data in time for it to be useful to project teams, we recommend that the college invest in additional resources (software/personnel) for the Research Office to reduce the back-log of requests.</p>

Definitions for Areas of Interest

1. **Applied Technology and Digital Arts:** career and technical programs that provide students with opportunities to apply their skills and knowledge to real-world situations (through work experience, field experience, and hands-on projects) using electronics, computers, and other modern technologies.
2. **Arts:** programs that provide opportunities for students to develop their skills and talents in the visual and performing arts (music, dance, theatre, drawing, painting, ceramics, sculpture), as well as the applied arts (design, fashion, culinary arts).
3. **Business, Hospitality and Recreation:** programs that prepare students to work in government, corporate, or small-business environments, in fields such as accounting, management, marketing, sales, customer service, or (non-IT) support roles. Also, programs that contribute to the local economy through hospitality management and recreational opportunities.
4. **Science, Technology, Engineering and Mathematics (STEM):** science, technology, engineering and math programs designed for students planning to transfer to a four-year college or university and pursue a bachelor's degree (or higher) in a STEM field.
5. **Health, Human Services and Well Being:** programs that focus on the health of the mind and body.
6. **People, Culture and Society:** programs that study human beings and their interactions, as well as the human condition.
7. **Language and Communication:** programs focusing on language acquisition, textual analysis and interpretation, and the use of language to communicate ideas clearly.
8. **Public Service and Education:** programs that prepare students to work in jobs serving the public, such as education, police, fire, public health, and sign language interpreting.
9. **Manufacturing, Construction and Transportation:** programs that prepare students to work in the manufacturing, construction, and transportation sectors. This may include design, engineering, construction, manufacturing, and repair.

Programs in Each Area of Interest

Applied Technology and Digital Arts:

- Art New Media
 - Art New Media (AA)
 - Art New Media: Foundation (certificate)
 - Art New Media: Graphic Design (certificate)
 - Art New Media: Illustration (certificate)
 - ARTNM: 3D Animation (certificate)
 - ARTNM: 3D Modeling and Texturing (certificate)
 - ARTNM: 3D Rigging Technical Director (certificate)
 - ARTNM: 3D Technical Director (certificate)
 - ARTNM: Web Design (certificate)
- Biotechnology
 - Biotechnology (AS)
 - Biotechnology (certificate)
- Business
 - Computer Applications for Small Business (certificate)
- Business Technology
 - Office Technology (certificate)
 - Virtual Administrative Professional (AA)
 - Virtual Office Professional (certificate)
- Computer Information Science
 - CIS: Computer Networking Management (AS)
 - CIS: Computer Networking Management (certificate)
 - CIS: Computer Programming (AS)
 - CIS: Computer Programming (certificate)
 - CIS: Database Management (AS)
 - CIS: Database Management (certificate)
 - CIS: Microcomputer Applications (AA)
 - CIS: Microcomputer Applications (certificate)
 - CIS: Mobile Programming (certificate)
 - CIS: PC Support (certificate)
 - CIS: PC Support Management (AS)
 - Computer Information Security Essentials (certificate)
 - Computer Science (AS)
 - Information Systems Security (AS)
 - Information Systems Security (certificate)
 - Internet Marketing (certificate)
 - Network Administration Essentials - Windows (certificate)
 - Web Developer (certificate)

- Web Publishing (certificate)
- Design & Engineering Technology
 - Design Technology (AA)
 - Design Technology (certificate)
 - Engineering Technology (AS)
 - Engineering Technology (certificate)
- Electronics Technology
 - Advanced Electronics and Telecommunications (certificate)
 - Basic Electronics and Telecommunications (certificate)
 - Basic Mechatronics (certificate)
 - Biomedical Equipment Technology (certificate)
 - Digital Home Technology Integration (certificate)
 - Digital Repair and Upgrade Technician (certificate)
 - Electronic Systems Technology (AS)
 - Electronic Systems Technology (certificate)
 - Fiber Optics (certificate)
 - Mechatronics (AS)
 - Mechatronics (certificate)
 - Robotics (certificate)
 - Telecommunication Specialist (certificate)
- Energy
 - Solar Energy Systems Design, Estimation, and Sales (certificate)
 - Solar Energy Technology (certificate)
- Fashion
 - Apparel Construction (certificate)
 - Patternmaking and Draping (certificate)
- Geographical Information Systems
 - Geographic Information Systems (GIS) (AS)
 - Geographic Information Systems (GIS) (certificate)
- Horticulture
 - Floristry (certificate)
 - Horticulture (AS)
 - Horticulture (certificate)
 - Horticulture Skills (certificate)
 - Landscape Design (certificate)
 - Landscape Design Technology (AS)
 - Landscape Design Technology (certificate)
 - Plant Production (certificate)
 - Sustainable Landscape (certificate)
- Interior Design
 - Designed 4 Life (certificate)

- Green Building and Sustainable Design for Interiors (certificate)
- Interior Planning and Design (AA)
- Interior Retail Merchandising (certificate)
- Para Professional Interior Planning and Design (certificate)
- Universal Design (certificate)
- Digital Music
 - Digital Audio Production (certificate)
- Natural Resources
 - Environmental Conservation (certificate)
 - Environmental Conservation Technician (Conservation/Restoration) (certificate)
 - Environmental Conservation Technician (Fisheries) (certificate)
 - Environmental Conservation Technician (Forest/Rangeland) (certificate)
 - Environmental Conservation Technician (Sustainability) (certificate)
 - Environmental Conservation Technician (Vegetation) (certificate)
 - Environmental Conservation Technician (Water Resources) (certificate)
 - Environmental Conservation Technician (Wildlife) (certificate)
- Theatre Arts
 - Theatre Arts: Technical Production (AA)
- Welding
 - Gas Metal Arc and Flux Core Arc Welding Plate (252 hours) (certificate)
 - Gas Tungsten Arc Plate and Pipe Welding (180 hours) (certificate)
 - Pipe Welding (certificate)
 - Shielded Metal Arc Plate and Pipe (270 hours) (certificate)
 - Welding Equipment Maintenance and Blueprint Interpretation (234 hours) (certificate)
 - Welding Metallurgy and Inspection (270 hours) (certificate)
 - Welding Technology (AS)
 - Welding Technology (certificate)
- Work Experience

Arts:

- Art
 - Art (AA)
 - Art History (AAT)
 - Freelance Photography (certificate)
 - Sculpture (certificate)
 - Studio Art (AAT)
- Art New Media
 - Art New Media (AA)
 - Art New Media: Foundation (certificate)
 - Art New Media: Graphic Design (certificate)
 - Art New Media: Illustration (certificate)

- ARTNM: 3D Animation (certificate)
- ARTNM: 3D Modeling and Texturing (certificate)
- ARTNM: 3D Rigging Technical Director (certificate)
- ARTNM: 3D Technical Director (certificate)
- ARTNM: Web Design (certificate)
- Fashion
 - Apparel Construction (certificate)
 - Fashion Design (AA)
 - Fashion Design (certificate)
 - Fashion Entrepreneur (certificate)
 - Fashion Illustration (certificate)
 - Fashion Merchandising (AA)
 - Fashion Merchandising (certificate)
 - Fashion Retailing Certificate (certificate)
 - Patternmaking and Draping (certificate)
 - Runway Design (certificate)
- Gerontology
 - Gerontology: Environmental Design (AA)
 - Gerontology: Environmental Design (certificate)
- Horticulture
 - Floristry (certificate)
- Hospitality Management
 - Culinary Arts/ Restaurant Management (certificate)
 - Hospitality Management: Culinary Arts/Restaurant Management (AA)
 - Introductory Baking (certificate)
- Interdisciplinary Studies
 - History of the Creative Arts (AA)
- Interior Design
 - Designed 4 Life (certificate)
 - Green Building and Sustainable Design for Interiors (certificate)
 - Interior Planning and Design (AA)
 - Interior Retail Merchandising (certificate)
 - Para Professional Interior Planning and Design (certificate)
 - Universal Design (certificate)
- Kinesiology and Athletics
 - Dance (AA)
- Music
 - Commercial Music: Business (AA)
 - Commercial Music: Business (certificate)
 - Commercial Music: Recording (AA)
 - Commercial Music: Recording (certificate)

- Digital Audio Production (certificate)
- Jazz Studies (AA)
- Music (AA)
- Music (AAT)
- Music Management and Promotion (certificate)
- Studio Jazz/Pop Voice Instructor (certificate)
- Studio Voice Instructor (certificate)
- Theatre Arts
 - Acting (certificate)
 - Children's Theatre (certificate)
 - Costuming (certificate)
 - Musical Theatre (certificate)
 - Theatre Arts (AAT)
 - Theatre Arts: Acting (AA)
 - Theatre Arts: Technical Production (AA)
 - Theatre Production (certificate)
- Theatre Arts: Film
 - Film (certificate)

Business, Hospitality and Recreation:

- Accounting
 - Accounting (AA)
 - Accounting (certificate)
 - Accounting Clerk (certificate)
 - Taxation (certificate)
- Business
 - Business Administration (AST)
 - Computer Applications for Small Business (certificate)
 - Cross-Cultural Conflict Resolution (certificate)
 - Entrepreneurship (certificate)
 - General Business - Introduction (certificate)
 - General Business (AA)
 - General Business (certificate)
 - Small Business Management (AA)
 - Small Business Management (certificate)
- Business Technology
 - Administrative Professional (AA)
 - Business Information Worker (certificate)
 - Office Assistant (certificate)
 - Office Technology (certificate)
 - Virtual Administrative Professional (AA)

- Virtual Office Professional (certificate)
- Economics
 - Economics (AAT)
- Fashion
 - Fashion Entrepreneur (certificate)
 - Fashion Merchandising (AA)
 - Fashion Merchandising (certificate)
 - Fashion Retailing Certificate (certificate)
- Gerontology
 - Activity Leader Certificate (certificate)
 - Gerontology: Business (AA)
 - Gerontology: Business (certificate)
 - Gerontology: Recreation (AA)
 - Gerontology: Recreation (certificate)
- Hospitality Management
 - Culinary Arts/ Restaurant Management (certificate)
 - Hospitality Management: Culinary Arts/Restaurant Management (AA)
 - Hospitality Management: Restaurant Management (certificate)
 - Introductory Baking (certificate)
- Legal Assisting
 - Law Office Clerical Assistant (certificate)
 - Legal Assisting (AA)
 - Legal Assisting (certificate)
- Management
 - Conflict Management (certificate)
 - Introduction to Leadership in Action (certificate)
 - Leadership (AA)
 - Leadership (certificate)
 - Leadership in Action: Organizational Learning (certificate)
 - Leadership in Action: Organizational Systems (certificate)
 - Leadership in Action: Organizational Teams (certificate)
 - Leadership in Action: Organizational Variation (certificate)
 - Management (AA)
 - Management (certificate)
 - Project Management (certificate)
- Marketing
 - Advertising and Sales Promotion (AA)
 - Marketing - Introduction (certificate)
 - Marketing (AA)
 - Retail Management (AA)
 - Retail Management (WAFC) (certificate)

- Music
 - Commercial Music: Business (AA)
 - Commercial Music: Business (certificate)
 - Music Management and Promotion (certificate)
- Real Estate
 - Real Estate (AA)
 - Real Estate (certificate)
 - Real Estate Sales (certificate)
- Recreation
 - Recreation (AA)
- Technical Communication
 - Technical Communications (AA)
 - Technical Communications (certificate)

Science, Technology, Engineering and Mathematics (STEM):

- Astronomy
- Biology
 - Biology (AST)
 - Biotechnology (AS)
 - Biotechnology (certificate)
- Chemistry
- Computer Information Science
 - Computer Science (AS)
- Engineering
 - Civil Engineering (AS)
 - Electrical Engineering (AS)
 - Mechanical Engineering (AS)
- Geography
 - Geography (AAT)
 - Geography (AS)
- Geology
 - Geology (AST)
- Mathematics
 - Mathematics (AS)
 - Mathematics (AST)
- Natural Resources
 - Environmental Conservation (AS)
 - Environmental Conservation (certificate)
 - Environmental Conservation Technician (Conservation/Restoration) (certificate)
 - Environmental Conservation Technician (Fisheries) (certificate)
 - Environmental Conservation Technician (Forest/Rangeland) (certificate)

- Environmental Conservation Technician (Sustainability) (certificate)
- Environmental Conservation Technician (Vegetation) (certificate)
- Environmental Conservation Technician (Water Resources) (certificate)
- Environmental Conservation Technician (Wildlife) (certificate)
- Physical Science & Physics
 - Physical Science/Mathematics (AS)
 - Physics (AST)
- General Science
 - General Science (AS)

Health, Human Services and Well Being:

- Funeral Service Education
 - Funeral Service Education (AS)
- Gerontology
 - Activity Leader Certificate (certificate)
 - Dementia Care (certificate)
 - Elder Care Certificate (certificate)
 - Ethnicity and Aging Certificate (certificate)
 - Gerontology: Business (AA)
 - Gerontology: Business (certificate)
 - Gerontology: Case Management/Social Services (AA)
 - Gerontology: Case Management/Social Services (certificate)
 - Gerontology: Environmental Design (AA)
 - Gerontology: Environmental Design (certificate)
 - Gerontology: Health Care (AA)
 - Gerontology: Health Care (certificate)
 - Gerontology: Recreation (AA)
 - Gerontology: Recreation (certificate)
 - Gerontology: Social Policy/Advocacy (AA)
 - Gerontology: Social Policy/Advocacy (certificate)
 - Leadership in Assisted Living Communities (certificate)
 - Social Service Designee (certificate)
- Health Education
- Healthcare Interpreting
 - Healthcare Interpreting (certificate)
- Human Lactation
 - Baby Friendly Hospital Staff (certificate)
 - Lactation Consultant Assistant (certificate)
 - Lactation Educator/Counselor (certificate)
- Human Services

- Chemical Dependency Studies (AA)
- Chemical Dependency Studies (certificate)
- Human Services (AA)
- Human Services (certificate)
- Kinesiology and Athletics
 - Fitness Specialist (certificate)
 - Kinesiology (AAT)
 - Physical Education (AS)
 - Senior Fitness (certificate)
 - Sports Medicine (AS)
- Nursing and Allied Health
 - Certified Nurse Assistant (certificate)
 - Home Health Aide (certificate)
 - Licensed Vocational Nurse (LVN) 30-unit option (certificate)
 - LVN to RN Career Mobility (AS)
 - Registered Nursing (AS)
- Nutrition
 - Dietary Manager/Dietary Service Supervisor (certificate)
 - Nutrition and Dietetics (AST)
- Paramedic and EMT
 - Emergency Medical Technician (EMT) (certificate)
 - Paramedic (AS)
 - Paramedic (certificate)
- Recreation
 - Recreation (AA)
- Respiratory Care
 - Respiratory Care (AS)
- Speech-Language Pathology
 - Speech-Language Pathology Assistant Program (AS)

People, Culture and Society:

- Anthropology
 - Anthropology (AAT)
 - Anthropology (AS)
- Art History
 - Art History (AAT)
- Deaf Culture & ASL
 - Deaf Culture and American Sign Language Studies (AA)
 - Deaf Culture and American Sign Language Studies (certificate)
- Early Childhood Education
 - Assistant Teacher (certificate)

- Associate Teacher (certificate)
- Curriculum Specialist (certificate)
- Early Childhood Education (AA)
- Early Childhood Education for Transfer (AST)
- Early Childhood Education Management Specialist (certificate)
- ECE: Culture and Diversity Specialist (certificate)
- Family Child Care (certificate)
- Infant Specialist (certificate)
- Master Teacher (certificate)
- School Age (certificate)
- Site Supervisor (certificate)
- Special Needs Specialist (certificate)
- Teacher (certificate)
- Economics
 - Economics (AAT)
- Honors
 - Honors Transfer (certificate)
- Geography
 - Geography (AAT)
 - Geography (AS)
- History
 - History (AAT)
- Human Career Development
- Humanities
- Interdisciplinary Studies
 - CSU General Education Certificate of Achievement (certificate)
 - History of the Creative Arts (AA)
 - Intersegmental General Education Transfer (IGETC) Certificate of Achievement (certificate)
 - The Individual and Society (AA)
- International Studies
 - International Studies (AA)
- Philosophy
 - Philosophy (AAT)
- Political Science
 - Political Science (AA)
 - Political Science (AAT)
- Psychology
 - Psychology (AA)
 - Psychology (AAT)
- Social Science

- Social Science (AA)
- Sociology
 - Sociology (AAT)
- Student Government

Language and Communication:

- Deaf Culture & ASL
 - Deaf Culture and American Sign Language Studies (AA)
 - Deaf Culture and American Sign Language Studies (certificate)
- English
 - English (AAT)
 - Literary Publishing (certificate)
- English as a Second Language
 - Advanced Proficiency Certificate in English as a Second Language (certificate)
 - Advanced-High Proficiency Certificate in English as a Second Language (certificate)
 - Intermediate-High Proficiency in English as a Second Language (certificate)
 - Intermediate-Low Proficiency in English as a Second Language (certificate)
 - Intermediate-Mid Proficiency in English as a Second Language (certificate)
- Foreign Languages
 - Spanish (AAT)
- Healthcare Interpreting
 - Healthcare Interpreting (certificate)
- Interdisciplinary Studies
 - English Communication and Literature (AA)
 - Language Studies (AA)
- Journalism
 - Journalism and Mass Communication (AA)
 - Journalism and Mass Communications (AAT)
- Library
- Sign Language Studies
 - ASL-English Interpreter Preparation Program (AA)
 - ASL-English Interpreter Preparation Program (certificate)
- Speech
 - Communication Studies (AAT)
- Speech-Language Pathology
 - Speech-Language Pathology Assistant Program (AS)
- Technical Communications
 - Technical Communications (AA)
 - Technical Communications (certificate)

Manufacturing, Construction and Transportation:

- Apprenticeship
 - Carpenter Apprenticeship (certificate)
 - Carpenter Apprenticeship (AA)
 - Drywall/Lathing Apprenticeship (certificate)
 - Drywall/Lathing Apprenticeship (AA)
 - Electrical Apprenticeship (certificate)
 - Electrical Apprenticeship (AA)
 - Electrical Residential Apprenticeship (certificate)
 - Green Technology Pre-Apprenticeship (certificate)
 - Infrastructure Pre-Apprenticeship (certificate)
 - Ironworkers Apprenticeship (certificate)
 - Ironworkers Apprenticeship (AA)
 - Mill and Cabinet Maker Apprenticeship (certificate)
 - Pre-Apprenticeship (certificate)
 - Residential/Commercial Electrician Trainee (certificate)
 - Sheet Metal Apprenticeship (certificate)
 - Sheet Metal Apprenticeship (AA)
 - Sheet Metal Residential Apprenticeship (certificate)
 - Sheet Metal Service Technician Apprenticeship (certificate)
 - Sheet Metal Service Technician Apprenticeship (AA)
 - Utilities Worker Pre-Apprenticeship (certificate)
- Automotive Collision Technology
 - Automotive Claims Estimator (certificate)
 - Automotive Collision Technology. (AS)
 - Automotive Collision Technology. (certificate)
 - Automotive Collision Technology-Non-Structural (certificate)
 - Automotive Collision Technology-Refinish (certificate)
 - Automotive Collision Technology-Structural (certificate)
- Automotive Technology
 - Air Conditioning Service (certificate)
 - Alternative Fuels and Green Vehicle Technology (certificate)
 - Automotive Analysis (AS)
 - Automotive Analysis (certificate)
 - Automotive Component Service Technician (AS)
 - Automotive Component Service Technician (certificate)
 - Automotive Emissions Inspection and Repair Technician (certificate)
 - Automotive Service Technician (certificate)
 - Automotive Technology (AS)
 - Automotive Technology (certificate)
 - Extreme Tuner Certificate (certificate)

- Parts and Service (certificate)
- Transmission Service (certificate)
- Undercar Service (certificate)
- Design & Engineering Technology
 - Design Technology (AA)
 - Design Technology (certificate)
 - Engineering Technology (AS)
 - Engineering Technology (certificate)
- Diesel/Clean Diesel Technology
 - Clean Diesel Hybrid Technology (certificate)
 - Clean Diesel Management Systems (certificate)
 - Clean Diesel Technology (certificate)
 - Diesel Technology (AS)
 - Diesel Technology (certificate)
 - Preventive Maintenance (certificate)
- Energy
 - Solar Energy Systems Design, Estimation, and Sales (certificate)
 - Solar Energy Technology (certificate)
- Engineering
 - Civil Engineering (AS)
 - Electrical Engineering (AS)
 - Mechanical Engineering (AS)
- Welding
 - Gas Metal Arc and Flux Core Arc Welding Plate (252 hours) (certificate)
 - Gas Tungsten Arc Plate and Pipe Welding (180 hours) (certificate)
 - Pipe Welding (certificate)
 - Shielded Metal Arc Plate and Pipe (270 hours) (certificate)
 - Welding Equipment Maintenance and Blueprint Interpretation (234 hours) (certificate)
 - Welding Metallurgy and Inspection (270 hours) (certificate)
 - Welding Technology (AS)
 - Welding Technology (certificate)

Public Service and Education:

- Administration of Justice
 - Administration of Justice (AS)
 - Administration of Justice (AST)
- Early Childhood Education
 - Assistant Teacher (certificate)
 - Associate Teacher (certificate)
 - Curriculum Specialist (certificate)
 - Early Childhood Education (AA)

- Early Childhood Education for Transfer (AST)
- Early Childhood Education Management Specialist (certificate)
- ECE: Culture and Diversity Specialist (certificate)
- Family Child Care (certificate)
- Infant Specialist (certificate)
- Master Teacher (certificate)
- School Age (certificate)
- Site Supervisor (certificate)
- Special Needs Specialist (certificate)
- Teacher (certificate)
- Education/Teaching
 - Elementary Teacher Education (AAT)
- Fire Technology
 - Fire Investigation 1A (certificate)
 - Fire Investigation 1B (certificate)
 - Fire Investigation 2A (certificate)
 - Fire Investigation 2B (certificate)
 - Fire Management 1 (certificate)
 - Fire Technology (certificate)
 - Fire Technology (AA)
 - Firefighter Recruit Academy (certificate)
 - Training Instructor 1A (certificate)
 - Training Instructor 1B (certificate)
 - Training Instructor 1C (certificate)
 - USDA Advanced Academy (certificate)
 - USDA Basic Academy (certificate)
- Gerontology
 - Gerontology: Case Management/Social Services (AA)
 - Gerontology: Case Management/Social Services (certificate)
 - Gerontology: Social Policy/Advocacy (AA)
 - Gerontology: Social Policy/Advocacy (certificate)
 - Social Service Designee (certificate)
- Healthcare Interpreting
 - Healthcare Interpreting (certificate)
- Homeland Security
 - Homeland Security (certificate)
- Human Lactation
 - Baby Friendly Hospital Staff (certificate)
 - Lactation Consultant Assistant (certificate)
 - Lactation Educator/Counselor (certificate)
- Nursing and Allied Health

- Certified Nurse Assistant (certificate)
 - Licensed Vocational Nurse (LVN) 30-unit option (certificate)
 - LVN to RN Career Mobility (AS)
 - Registered Nursing (AS)
- Paramedic & EMT
 - Emergency Medical Technician (EMT) (certificate)
 - Paramedic (AS)
 - Paramedic (certificate)
- Public Safety
 - 80 public safety certificates
- Respiratory Care
 - Respiratory Care (AS)
- Sign Language Studies
 - ASL-English Interpreter Preparation Program (AA)
 - ASL-English Interpreter Preparation Program (certificate)

Creating Clear and Coherent Program Paths

Clear and coherent program paths will be provided to students in the form of roadmaps for each CTE and transfer degree and certificate program at ARC that has a clear path to completion and at least 3 courses in it. Program roadmaps are suggested sequences of courses that show students how programs can be completed in a timely manner; they are not educational plans. Students will meet with counselors to create individualized educational plans, using the roadmaps as a starting point.

Each degree will have two roadmaps, one for full-time students (averaging 15 units per semester) and one for half-time students (averaging 7.5 units per semester). Certificates will have at least one roadmap, and the number of units per semester will be based on the rate at which students typically complete the program. Roadmaps will be designed for students who are college-ready (no need for remediation) and major-ready (able to start the first courses in the sequence of required courses). The roadmaps will specify elective and general education courses, which will be determined through faculty collaboration and dialogue. Roadmaps will also contain scheduling notes, indications of honors and distance education courses, progress milestones and gatekeeper courses, and instructions to see a counselor as well as check on financial aid eligibility. CTE program roadmaps will also identify potential job titles and employers. Transfer program roadmaps will identify target majors at nearby universities and potential careers upon completion of a four-year degree.

The Clarify Program Paths team will provide mapping templates, instructions, and examples to faculty to assist them in creating roadmaps. The team will also provide workshops and one-on-one meetings to assist faculty in the mapping process. Mapping will begin in spring 2018. Approximately 300 programs will be mapped. Based on the number of roadmaps being created, the process will likely take at least three semesters to complete, and the process may take longer for departments that decide to revise curriculum as a result of the mapping process.

Roadmap Contents:

Program roadmaps will contain the following information.

- the name of the program
- the catalog year the roadmap is for
- the publication date of the roadmap
- a label identifying it as a full-time or part-time roadmap
- the GE pattern used (for degrees)
- a semester-by-semester listing of courses
- semester-by-semester unit totals and the total units for the degree/certificate
- potential transfer majors and the type of employment options that they may lead to (for transfer degrees)
- potential employment opportunities (for CTE programs)
- competency markers, showing the semester by which students are recommended to be at college level in math and English

- special notes (optional), which could include scheduling limitations, additional recommended coursework, milestones and gatekeeper courses

Roadmap Presentation Notes:

The roadmaps must make the following things very clear.

- which courses can/cannot be changed (required vs. elective courses)
- which courses meet GE requirements (for degrees)
- students should see a counselor to create an individualized educational plan
- students on financial aid should check on eligibility
- the roadmap is not a guarantee of course availability
- which courses are honors courses
- which courses are regularly scheduled in the evening or online
- note regarding foreign language requirements for UC transfer (for degrees)
- note regarding the availability of some courses over the summer

Mapping Process:

- contact department chair, sending a mapping packet that includes:
 - course list from catalog
 - ASSIST articulation information (for transfer degrees)
 - list of GE approvals, prerequisites, corequisites, and advisories for each course
 - copy of the appropriate GE pattern from the catalog
 - GE checklist
 - link to GE course website and an explanation of GE themes
 - ISLO checklist
 - definitions of milestones and gatekeeper courses
 - pre-mapping template
- offer to meet with department prior to mapping, to explain the process and answer questions
- department deliberates and completes as much of the roadmap as possible
- meet with department to complete the roadmap
- have the Clarify Program Paths team review and approve the roadmap
- at the end of the semester, balance GE courses used in the roadmaps created that semester
- publish the roadmaps on the college website

Clarify Program Paths Proposal for Year 2

Background:

The Clarify Program Paths project team is responsible for creating areas of interest at the college and designing a framework for mapping the college's programs of study. Since there is no existing entity at the college to maintain the new areas of interest and program roadmaps, it is necessary to create one. Also, since the project team will have completed the majority of the design work in year 1 of the project, it will focus in year 2 on implementation of the designs, creating program roadmaps and fleshing out the information provided on the college website for each of the areas of interest.

Proposal:

1. Create a Program Paths Committee to maintain the areas of interest and program roadmaps created by the Clarify Program Paths team. (See below for a description of the committee's duties.)
2. Modify the charter of the Clarify Program Paths team to focus on implementation of the design.

Program Paths Committee:

The proposed committee would have the following duties:

- Maintain program roadmaps over time.
 - Update roadmaps annually to reflect changes to curriculum.
 - Update roadmaps annually to reflect changes to course scheduling (primarily the semesters that certain courses are available).
 - Annually review and publish roadmaps to the ARC website, on the same schedule as the catalog.
 - Rotate default GE courses in degree roadmaps on a regular (3-year) basis.
- Regularly assess whether students, faculty, and staff are using program roadmaps as intended, and make changes to improve the effectiveness of the roadmaps.
 - Are the roadmaps helping counselors and students create educational plans?
 - What is working/not working? What can be improved?
 - Are students using the roadmaps as default educational plans, without modifying them? Or, are they modifying them to meet their individual needs?
 - How are students who place below college level in reading, writing, or math perceiving the roadmaps?
 - Is there a change in demand for certain GE courses because of the roadmaps?
- Regularly assess the areas of interest to make sure they are working as intended, and update them over time.
 - How often do students use the areas of interest section of the college website to identify potential programs of study?
 - Is the information in that section of the website accurate, up-to-date, and useful to students?
 - Are there new programs that need to be added to the areas of interest, or existing programs whose placement needs to be reconsidered?

Resource Request:

The Clarify Program Path team requests that the college creates or purchases software to facilitate program roadmap creation, maintenance and publication, similar to what Socrates does for curriculum.

Reexamining General Education

During college-wide discussions about program maps, people expressed concerns about how general education (GE) courses would be selected for each degree map. It became clear from those discussions that not everyone at the college agrees on the purpose and value of general education; indeed some of us have diametrically opposed views on GE. Typical statements include:

- *Students should take GE courses to explore their options before picking a major.*
- *Students should not use GE courses to explore their options because career and personal exploration are not a part of the curriculum for most GE courses.*
- *The GE courses students take should be connected to each other and follow a theme.*
- *The GE courses students take should not be related to each other in any way. A random set of GE courses is best.*
- *Students should take GE courses that are similar to those in their major.*
- *Students should take GE courses to broaden their knowledge, so they should not be related to the courses in their major in any way.*
- *I don't want to tell students what to take. Students should choose their own GE courses.*
- *Students don't know how to put together a cohesive set of GE courses. They just take whatever they can fit into their busy schedules. We need to show them how to do it better.*

Unfortunately, students, instructional and counseling faculty, staff, administrators, and even community members have expressed the sentiment that GE requirements are a hoop to jump through, and that students just need to get GE “out of the way.” Yet, since we know that the average person will change careers 5-7 times during his/her working life, we can argue that the competencies college students develop in their general education coursework (i.e., critical thinking, oral/written communication, cultural/social understanding, scientific/quantitative reasoning, and personal development) are more transferable between careers, and thus more valuable, than those acquired in major-specific courses. Rather than thinking of GE as a barrier to a degree completion, we should articulate an understanding of GE as an essential foundation for higher education.

The devaluing of general education, along with the disagreement regarding its purpose, is disheartening and concerning. It will be challenging for the college to create successful program paths with high-value GE courses in them if we cannot agree on the purpose or significance of general education. The Clarify Program Paths project team therefore recommends to the Student Success Council to have the college reexamine its approach to general education, especially how the benefit of a liberal arts education is conveyed to students and to the public.

Searching for GE Courses

In meetings with faculty to develop maps for degrees, one suggestion consistently comes up. “Wouldn’t it be great if there were a tool on our website that let students search for good GE courses? There are a lot of great GE courses offered at the college, but many students are unaware they exist.”

Faculty have suggested that courses should be searchable by GE pattern and areas within the pattern, scheduling (online, evening, spring/fall), CSU/UC transferability, and whether they meet GE/graduation requirements at transfer institutions. Other proposed search criteria include GE themes, “I enjoy ...” prompts, and life/career competencies (listed below).

Although this is not specifically in the scope of the Clarify Program Paths project, as outlined in the charter, the team feels it is important to pass on this recurring request to the Student Success Council.

Examples of GE themes:

- diversity and multicultural issues
- gender and sexuality
- global studies – people and cultures outside of the U.S.
- race and ethnicity
- the environment and sustainability
- honors

Examples of “I enjoy...” prompts (*from CPP.edu*)

- Baking
- Being a role model for younger people
- Being part of a strong learning community
- Building models
- Building or assembling products
- Collecting and identifying rocks, shells, flowers or other things found in nature
- Coming to the aid of people who are in trouble
- Creating new recipes
- Decorating
- Designing and building machines
- Doing experiments to see how things work
- Doing research projects for school
- Driving or repairing cars and trucks
- Enforcing rules and laws
- Filmmaking or video editing
- Finding out about new processes or technologies
- Gathering facts about an incident
- Hands-on projects
- Helping guests or out-of-town visitors
- Helping people who have disabilities to learn new skills
- Helping people who have medical problems
- Learning about different world cultures
- Learning about energy efficiency
- Learning about laws and the legal system
- Learning about nutrition and health
- Learning about social issues
- Learning about the human body and how it works
- Learning from your experiences
- Learning to use new computer software
- Listening to people to see what they need
- Maintaining a healthy smile
- Making people feel comfortable
- Managing financial information
- Managing the details for a special event
- Media buying and planning

- Organizing information
- Playing or listening to music
- Preparing meals for family and friends
- Reading about technical developments
- Reading
- Repairing things when they are not working
- Resolving problems and disputes
- Setting up a computer or network
- Sketching out design ideas
- Solving puzzles
- Studying a scientific topic like biology, physics or chemistry
- Taking care of children
- Taking things apart to see how they work
- Talking to people about their health problems
- Talking with people about their family or personal problems
- Teaching, tutoring, or advising others
- Teaching others about safety
- Troubleshooting computer hardware problems
- Using a computer for 3-D design
- Using a computer for drawing and designing
- Using maps
- Using math to solve real-world problems
- Woodworking and carpentry
- Working outdoors
- Working pleasantly with all kinds of people
- Working with children
- Working with computers
- Working with numbers
- Working with others to assemble a product
- Working with the public
- Working with your hands, tools and other equipment
- Writing articles, advertisements or reports
- Writing blogs, stories or poetry

Examples of Life/Career Competencies (from wikijob.co.uk)

I. People Management

1. Training and Development

- Pro-actively identifying training opportunities
- Developing your employees' skills through relevant assignments

2. Managing Performance

- Setting clear, measurable performance goals
- Finding solutions to problems that may impact your performance

3. Coaching and Mentoring

- Sharing your expertise with others
- Listening and responding to questions effectively

4. Team Building

- Responding constructively to others' ideas and suggestions
- Encouraging active participation and cooperation within the team

II. Personal Development

5. Commitment to Excellence

- Fact-checking your work

- Actively seeking new ways of working to improve productivity

6. Mind Mapping and Structured Thinking

- Using mind maps to display complex information
- Communicating specialist technical information clearly and concisely

7. Career Progression

- Working to develop existing competencies to a higher level
- Actively seeking training opportunities that facilitate progression

III. Leadership

8. Strategic Management

- Evaluating data to gain business insight
- Analyzing multiple processes and systems simultaneously

9. Future Planning

- Identifying industry trends and developments in advance of planning
- Anticipating stumbling blocks and developing contingency plans

10. Persuading and Influencing Staff

- Using audience-specific language and examples to best illustrate your point
- Presenting multiple arguments in support of your position

11. Change Management

- Helping others to manage the emotional impact of change
- Embracing change and proposing more effective ways of working

IV. Communication

12. Commitment to Customer Excellence

- Speedy and effective resolution of customer issues and complaints
- Adopting processes to track customer satisfaction

13. Collaborative Working

- Expressing an interest in others' experiences and ideas
- Working to build strong channels of communication with outside agencies/departments that may later be of assistance

14. Customer Relationship Management

- Communicating with customers to deliver a better service
- Ensuring interactions with customers are always polite and positive

15. Social and Emotional Learning

- The ability to recognize and regulate your emotions and behaviors in the workplace
- The ability to recognize others' emotions and perspectives and take them into account

16. Persuasive Techniques

- Successfully addressing key concerns and presenting mutually beneficial solutions
- Building successful relationships to ensure support during negotiations

17. Writing Skills

- Using concise, clear, appropriate language
- Structuring ideas clearly

18. Speaking and Listening Skills

- Speaking clearly and at a measured pace
- Maintaining eye contact to hold listeners' attention

V. Logical Reasoning

19. Making Decisions

- Analyzing data and information to make considered decisions
- Prioritizing different business needs

20. Methodical Approach

- Breaking complex tasks into manageable segments
- Identifying possible problems or stumbling blocks

21. Identifying Patterns or Connections

- Understanding the impact of specific data patterns and trends on the business
- Identifying inconsistencies in data and information

22. Research

- Identifying relevant sources of information
- Effectively using data and research to reach informed, effective decisions

23. Problem Solving

- Identifying the cause and effects of problems in the workplace
- Analyzing existing information to come up with appropriate solutions

VI. Transferable Competencies

24. Resourcefulness

- Using existing information to devise new ways of working
- Tackling unforeseen challenges using existing resources

25. Trustworthiness

- Communicating openly and honestly with colleagues and customers
- Taking personal responsibility for the quality and content of your work

26. Stress Reduction

- Responding calmly to criticism
- Proactively managing feelings or symptoms of stress

27. Moral Principles and Ethical Standards

- Taking responsibility for mistakes and errors in your work
- Respecting confidentiality agreements

28. Planning and Organization

- Using resources effectively to achieve objectives

- Prioritizing your workload to ensure deadlines are met

29. Business Acumen

- Analyzing competitors' products and services to better understand your business position
- Understanding how industry trends impact on the business

VII. Technical Competencies

30. Creative thinking

- Using existing knowledge to develop original ways of working
- Working with others to brainstorm original, mutually beneficial solutions

31. Technical Capabilities

- Developing new solutions with existing technology
- Acting as a technical expert in a specific area/program

32. Computer Literacy

- Learning new systems quickly
- Experience of using a variety of relevant software packages

33. Data Management

- Checking all available data to get a more complete picture
- Using the data to propose effective solutions and identify potential risks

34. Equipment and Program Knowledge

- Understanding how specific equipment and programs can benefit the business and its customers
- Using existing knowledge to diagnose technical issues

35. Policies and Planning

- Knowing how and why policy is important
- Effectively communicating business values and culture

Addressing Equity Issues and Disproportionate Impact

Equity and Social Justice in Degree Roadmaps

The college's strategic plan has an explicit commitment to social justice and equity. Therefore, the team is asking faculty to include at least one GE course addressing those issues in every degree roadmap. To help faculty identify appropriate courses, the team created a set of GE themes, including "Diversity and Multicultural Issues," "Gender and Sexuality," "Global Studies -- People and Cultures Outside the U.S.," and "Race and Ethnicity." Each of them identifies courses that address some aspect of the theme, and all of the themes are posted on the GE course website.

Impact of Clarify Program Paths on First-Generation College Students

Areas of interest and program roadmaps are tools that help all students succeed. They are not specifically designed to focus on disproportionately impacted groups, but some indirect effects for those groups are expected. In particular, the team recognizes the benefit of providing clear paths to first-generation college students, who are at a disadvantage because they have to navigate the complex college environment without the benefit of a family member who has already successfully completed college.

According to one NCES report,¹ first-generation students are less likely to be white, non-Hispanic, than non-first-generation students and they also tend to come more often from low-income households. Another NCES report² provides the percentages of undergraduate college students whose parents had a high school diploma or less for the 2011-12 school year, showing that students of color tend to come, more often, from households with parents who have not completed college.

Percentage of households in which the parents had a high school diploma or less (2011-12)²:

- 47.8% of Hispanic students
- 42.0% of Black African-American students
- 39.6% of American Indian students
- 32.9% of Asian students
- 27.9% of White students
- 24.6% of Pacific Islander students
- 23.9% of students of two or more races

By providing guided exploration of major and career options through the areas of interest, and examples of how to complete programs in a timely manner with program roadmaps, we intend to give first-generation students information they need to navigate college successfully. Since first-generation college students also tend to be students of color, we expect this effort will increase success rates for disproportionately impacted groups more than for other groups.

¹U.S. Department of Education. (1998). National Center for Education Statistics. First-generation students: Undergraduates whose parents never enrolled in post-secondary education.

<http://nces.ed.gov/pubs98/98082.pdf>

²National Center for Education Statistics [NCES]. Web table: Profile of Undergraduate Students 2011-2012.

<https://nces.ed.gov/pubs2015/2015167.pdf>

Evaluating the Effectiveness of the Clarify Program Paths Project

Primary indicators to monitor:

- Average number of units completed per semester.
- Average number of units completed per year.
- Course sequence progression persistence.
- Milestone completion rate (degree, certificate, transfer).
- Employment data for CTE programs - CTE job placement rates (Launchboard).
- Excess units earned by graduation.
- Percentage of students who are truly “on plan.” (This is aspirational.)

Other indicators to monitor:

- Unit milestones (15+, 30+, 45+, 60+).
- Fall-fall and fall-spring persistence.
- Percentage of students with completed educational plans.
- College-level math and English writing completed in first year (one or both).
- Percentage of students who are full-time.
- Percentage of students who attempt/complete 15 units per term.
- Percentage of students who attempt/complete 30 units per year.
- Percentage of students who pass at least 9 units of coursework in the same field of study (like accounting) in the first year.
- Percentage of students who pass at least 9 units of coursework in the same area of interest (like STEM) in the first year.

Survey/focus group/interview data:

- How do students perceive program roadmaps?
- How useful do students find the roadmaps?
- What information is useful and what is confusing in the roadmaps?
- How useful are areas of interest for exploring majors/careers?
- How do roadmaps change student-counselor and student-faculty interactions?
- Are students modifying roadmaps to create personalized educational plans?
- How are basic skills students perceiving/using roadmaps?
- Is the demand for GE courses changing because of roadmaps?

Climate surveys (need a baseline prior to implementing redesign):

- Ask students how easy/challenging it is to navigate through college.
- Ask students if they feel welcome and included, that they belong and can find others (students, staff) like them at ARC.

Top 10 Programs in Each Area of Interest:

Science, Technology, Engineering and Mathematics

1. Mathematics (AST)
2. Computer Science (AS)
3. Mathematics (AS)
4. Biotechnology (AS)
5. Physics (AST)
6. Environmental Conservation (AS)
7. Biotechnology (certificate)
8. Environmental Conservation (certificate)
9. Environmental Conservation Technician (7 certificates)

Arts

1. Introductory Baking (certificate)
2. Hospitality Management: Culinary Arts/Restaurant Management (AA)
3. Art New Media (AA)
4. Art (AA)
5. Culinary Arts/ Restaurant Management (certificate)
6. Studio Art (AAT)
7. Floristry (certificate)
8. Commercial Music: Recording (AA)
9. Fashion Design (AA)
10. Art History (AAT)

Public Service and Education

1. Registered Nursing (AS)
2. Associate Teacher (certificate)
3. Administration of Justice (AS)
4. Emergency Medical Technician (EMT) (certificate)
5. Administration of Justice (AST)
6. Early Childhood Education for Transfer (AST)
7. ASL-English Interpreter Preparation Program (AA)
8. Early Childhood Education (AA)
9. Teacher (certificate)
10. Respiratory Care (AS)

Business, Hospitality and Recreation

1. Business Administration (AST)
2. Accounting (AA)
3. Introductory Baking (certificate)
4. Legal Assisting (AA)
5. Hospitality Management: Culinary Arts/Restaurant Management (AA)
6. General Business (AA)
7. Legal Assisting (certificate)
8. Culinary Arts/ Restaurant Management (certificate)
9. Hospitality Management: Restaurant Management (certificate)
10. Small Business Management (AA)

Health, Human Services and Well Being

1. Registered Nursing (AS)
2. Funeral Service Education (AS)
3. Emergency Medical Technician (EMT) (certificate)
4. Kinesiology (AAT)
5. Speech-Language Pathology Assistant Program (AS)
6. Human Services (AA)
7. Chemical Dependency Studies (AA)
8. Respiratory Care (AS)
9. Healthcare Interpreting (certificate)
10. Human Services (certificate)

Language and Communication

1. Communication Studies (AAT)
2. Speech-Language Pathology Assistant Program (AS)
3. ASL-English Interpreter Preparation Program (AA)
4. English (AAT)
5. Journalism and Mass Communications (AAT)
6. Healthcare Interpreting (certificate)
7. ASL-English Interpreter Preparation Program (certificate)
8. Deaf Culture and American Sign Language Studies (AA)
9. Spanish (AAT)
10. Deaf Culture and American Sign Language Studies (certificate)

People, Culture and Society

1. Psychology (AAT)
2. Associate Teacher (certificate)
3. Psychology (AA)
4. Sociology (AAT)
5. History (AAT)
6. Anthropology (AAT)
7. Early Childhood Education (AA)
8. Anthropology (AS)
9. Teacher (certificate)
10. Political Science (AAT)

Manufacturing, Construction and Automotive Technology

1. Diesel Technology (certificate)
2. Gas Tungsten Arc Plate and Pipe Welding (180 hours) (certificate)
3. Shielded Metal Arc Plate and Pipe (270 hours) (certificate)
4. Air Conditioning Service (certificate)
5. Gas Metal Arc and Flux Core Arc Welding Plate (252 hours) (certificate)
6. Automotive Technology (AS)
7. Welding Technology (AS)
8. Automotive Component Service Technician (AS)
9. Preventive Maintenance (certificate)
10. Automotive Component Service Technician (certificate)

Applied Technology and Digital Art

1. Advanced Electronics and Telecommunications (certificate)
2. Fiber Optics (certificate)
3. CIS: Computer Programming (AS)
4. Gas Tungsten Arc Plate and Pipe Welding (180 hours) (certificate)
5. Electronic Systems Technology (AS)
6. Gas Tungsten Arc Plate and Pipe Welding (180 hours) (certificate)
7. Shielded Metal Arc Plate and Pipe (270 hours) (certificate)
8. Computer Science (AS)
9. Basic Electronics and Telecommunications (certificate)
10. Art New Media (AA)

ARC IPaSS Final Report

Spring 2018

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[Appendix](#)

IPaSS Charter

“The IPaSS team is responsible for designing and recommending a case-management team model for students that includes counseling and instructional faculty and classified staff and will provide all students with personal, individualized and integrated guidance and support and an individual communication and engagement platform to monitor their individual educational goal progress and connect them to academic and student support services consistent with the ARC Strategic Plan. The model should be scalable, address disproportionate impact, and make efficient use of college resources.”

IPaSS and the ARC Strategic Plan

The work of IPaSS has been informed by and supports [ARC's Strategic Plan](#). In our discussions and recommendations, we have strived to put students first and to design systems and processes that will guide students on their pathway through ARC. We affirm the College's Commitment to Social Justice and Equity and agree that “this commitment is essential to achieving our mission and enhancing our community.”

I. Preface

The recommendations in this document are ambitious. Although they use college resources efficiently, they also represent a significant institutional investment. The IPaSS team was charged with developing a realistic and scalable model. The team reviewed ARC's retention and success data and developed recommendations that are proportionate to challenges we face as an institution. The following data offer some insight into the scope of our task:¹

- 23% of ARC students seeking a degree, certificate, or transfer left the college before earning 15 units
- 44% of African American ARC students seeking a degree, certificate or transfer left the college before earning 15 units
- Course success rates for first-time college students are as follows:
 - 45-50% African American students
 - 60-65% Latinx students
 - 70-75% White students
- Only 43% of ARC students seeking a degree, certificate or transfer achieve any goal within six years
- Only 20% of African American ARC students seeking a degree, certificate or transfer achieve any goal within six years

¹ This data comes from a Fall 2010 cohort of 3,768 students tracked over 6 years.

The IPaSS team asserts that the recommendations outlined in this report are reasonable and sound investments in transforming the student experience and are commensurate with the challenge we face as community. The team also shares the belief that ARC needs to radically shift resources to create a student-centered climate. ARC must ask itself: “what practices and services can we let go of or streamline? How can we find the resources to implement the high-impact practices that the administrators, faculty, and staff of the IPaSS team have identified?”

II. Executive Summary

The IPaSS team has designed a holistic student support model that is centered around case management, made possible by technology, and sustained through ongoing collaboration and professional development. Our model is based on “SSIPP” principles, which call for student support to be Sustained, Strategic, Integrated, Proactive, and Personalized.² It is also informed by the Community College Research Center’s concept of “Technology-Mediated Advising.”³ In our model, strategic use of technology facilitates integrated support and makes college processes easier for students and staff to navigate, which paves the way for a case management model that provides personalized, proactive support to the students who need it most.

The Student Experience

After enrolling in the college and receiving a comprehensive orientation, students who are not otherwise supported by a categorical program such as EOPS or an affinity group such as Punte will be assigned to a dedicated counselor and what we’re calling an “Achieve Team.” Each student will be expected to meet with their Achieve Team counselor at least once a semester individually or in group. Students will also connect with their Achieve Teams throughout the academic year to check in, follow up on “early alerts” that the student may be struggling, offer encouragement, and remind them of important deadlines like registration and financial aid.

Additionally, all students will part of a “Pathway Community” that connects them to their academic and career interest areas. Pathway Communities will have an online presence through social media, and they’ll provide a place where students with shared academic interests can connect with each other and learn about events, activities, and other opportunities related to the majors in their pathway. We envision that each pathway community will be stewarded by a faculty member and a peer.

Our model calls for intensive case management during students’ first 24 units.⁴ After achieving this milestone, students who are making successful academic progress will transition into a less intensive support structure provided by their Pathway Community, while those who need more services will receive support through an academic probation process.

²See the following papers from the Community College Research Center:

<https://ccrc.tc.columbia.edu/publications/redesigning-advising-student-support-tools-practitioners.html>

and

<http://ccrc.tc.columbia.edu/media/k2/attachments/what-we-know-about-nonacademic-student-supports.pdf>

³ See

<https://ccrc.tc.columbia.edu/media/k2/attachments/what-we-know-technology-mediated-advising-reform.pdf>

⁴ Clarification: this applies to new-to-college students who are seeking a degree, transfer, or certificate. The 24 unit milestone is a tentative suggestion and may need to be modified.

Behind-the-Scenes

Behind the scenes, this holistic support model is made possible by significantly restructuring the counseling and other student services departments, developing targeted professional development opportunities, acquiring several key pieces of technology, and creating new structures for collaboration between instructional and student services faculty and staff.

1. First, in order to make a holistic model work, a significant shift in business practices and resources must take place. Counselors need to be freed up to do the work that they are uniquely qualified to do: creating interpersonal relationships, establishing trust and respect, and creating safe spaces for students to be themselves, to be validated, to heal, and to begin to realize their potential.
2. Second, this model depends upon the right technologies being in place. Primarily, this means a robust “Student Experience Lifecycle” (SEL) tool that facilitates Early Alert, degree planning, referrals, and sharing of case notes.
3. Third, it is critical that instructional faculty & staff are active participants in the case management process. We recommend the creation of a “First Year Instruction and Support Community of Practice” to facilitate professional development and dialogue between the case management teams and the instructors & IAs who teach first-year students.
4. Finally, a commitment to continual assessment and improvement coupled with ongoing professional development must form the basis of this re-design.

Goals and Outcomes

We expect that as a result of implementing IPaSS’s recommendations, and in conjunction with the work of Start Right and Clarify Program Paths, students will:

- find and commit to an academic pathway early in their college career, and understand how that pathway connects to their career and life goals;
- build community with each other;
- make connections with College staff;
- know who to ask for help and feel comfortable seeking help;
- receive personalized help based on their individual needs, from individuals who know them well and who have been trained in techniques such as trauma-informed care
- view help-seeking behavior as the norm; and
- be empowered, through user-centered website design, a robust repository of FAQs, and a thoughtful communication strategy, to navigate college processes and find information on their own.

Disproportionate Impact

The IPaSS team has developed evidence-based recommendations that we expect will address disproportionate impact at ARC. The team has been thoughtful in pursuing this goal. Many team

discussions have centered on ideas like the anti-deficit model, “normalizing” help-seeking behavior, and the fact that students of color often face obstacles such as stereotype threat which may discourage them from seeking needed services. We have discussed the need for campus-wide equity training.

In *Supporting Men of Color in the Community College: A Guidebook*, Wood and Harris identify several strategies that have been shown to be particularly effective in boosting success rates for men of color, such as employing “early warning” and “early alert” systems, making successful interventions mandatory, promoting and supporting student help-seeking behavior, and providing ongoing professional development for faculty and staff.⁵ Further, they note that “the practices that work in supporting men of color work for students of all racial/ethnic and gender backgrounds.”⁶ Our recommendations include all of the above strategies.

Additionally, we have adopted high-impact practices from Achieving the Dream schools that have made progress in closing the equity gap. One college that closed their gap entirely, Georgia State, offered insight in a 2017 report.⁷ Several of their strategies are reflected in our recommendations:

- Making relevant information easy to access any time and providing clear and personalized messages to students in effective formats
- Connecting major and career to college from the beginning and ensuring students are exposed to the range of options in their area of interest

IPaSS also considered ARC programs that are successful in improving outcomes for disproportionately-impacted students. EOPS still has an equity gap but African American and Latinx students enrolled in EOPS have significantly higher persistence rates than non-EOPS students:

EOPS	Overall	AfrAmr	Asn	Hsp/Lat	Wht
Participated	89%	81%	94%	86%	91%
Not Participated	65%	60%	64%	65%	66%

EOPS data informed the following IPaSS recommendations:

- Deploying resources so that teams can offer intensive support similar to EOPS to students who need it such as required counseling appointments and regular personal communication.

⁵ Wood, J. Luke and Frank Harris III, Ed.D. *Supporting Men of Color in the Community College: A Guidebook*. Montezuma Publishing, 2017. See especially pages 50-51, 56, 58-59, 63-83, 93-94.

⁶ Wood and Harris, page 9

⁷ 2017 Report: Georgia State University: <https://success.gsu.edu/download/2017-status-report-georgia-state-university-complete-college-georgia/?wpdmdl=6471592&refresh=5acf9e24a86a71523555876>

- Proactively reaching out to students who show signs they may be struggling, such as lack of attendance, poor grades, or missed appointments.
- Removing barriers to support services by normalizing their use, making “warm referrals”⁸ and building in structural connections between instructional support programs and Student Services programs.
- Conducting grade checks and other real-time monitoring efforts.

The IPaSS Team’s professional development recommendations for all Achieve and Pathway Community members include Equity and/or Trauma-Informed Approach⁹ training. The Trauma-Informed Approach is a way to support the whole student and results in more equitable interactions with students. It does not replace the need for equity training. The team recognizes that institutional cultural bias and a lack of equity inside and outside of the classroom has created the equity gap and that ARC needs ongoing professional development to successfully identify the bias and counteract it.

⁸ A “warm referral” is one in which you take time to intentionally connect the student to someone who can help them at the referred service location, such as by calling a colleague to confirm the student can receive the expected service and let them know the student is coming, advising the student to ask for a specific individual (and then letting the individual know to watch out for the student), walking the student over to the referred service location, and/or writing detailed case notes about the student’s situation so that the referred service will be well-informed and the student will not need to repeat their story. This practice supports Wood and Harris’s recommendation to “[connect] students to people and not services” (Wood and Harris page 77) and Achieving the Dream’s goal that students should only have to tell their story once (Integrated Student Support Redesign Toolkit page 8).

<http://achievingthedream.org/resource/17257/integrated-student-support-redesign-toolkit>

⁹ CCC Trauma Informed Care Fact Sheet:

<http://www.cccstudentmentalhealth.org/docs/TIC-Fact-Sheet.pdf>

III. SSIPP


Our model is based on the “SSIPP” principles from Achieving the Dream and the Community College Research Center. SSIPP stands for Sustained, Strategic, Integrated, Proactive, and Personalized. Evidence from colleges across the nation shows that this model is effective in “moving the needle” on student success.^{10 11}

Below are two graphics from Achieving the Dream that help explain the SSIPP strategy:

**The Strategy:
SSIPP**

- Sustained**
Ongoing support rather than an “inoculation” approach.
- Strategic**
Differentiated services to maximize capacity.
- Integrated**
Services are an integral part of all students’ experiences, and are not viewed as stand-alone interventions.
- Proactive**
Services and information are provided to students before they’re requested.
- Personalized**
Students receive the support they need when they need it, from an individual who knows them well.

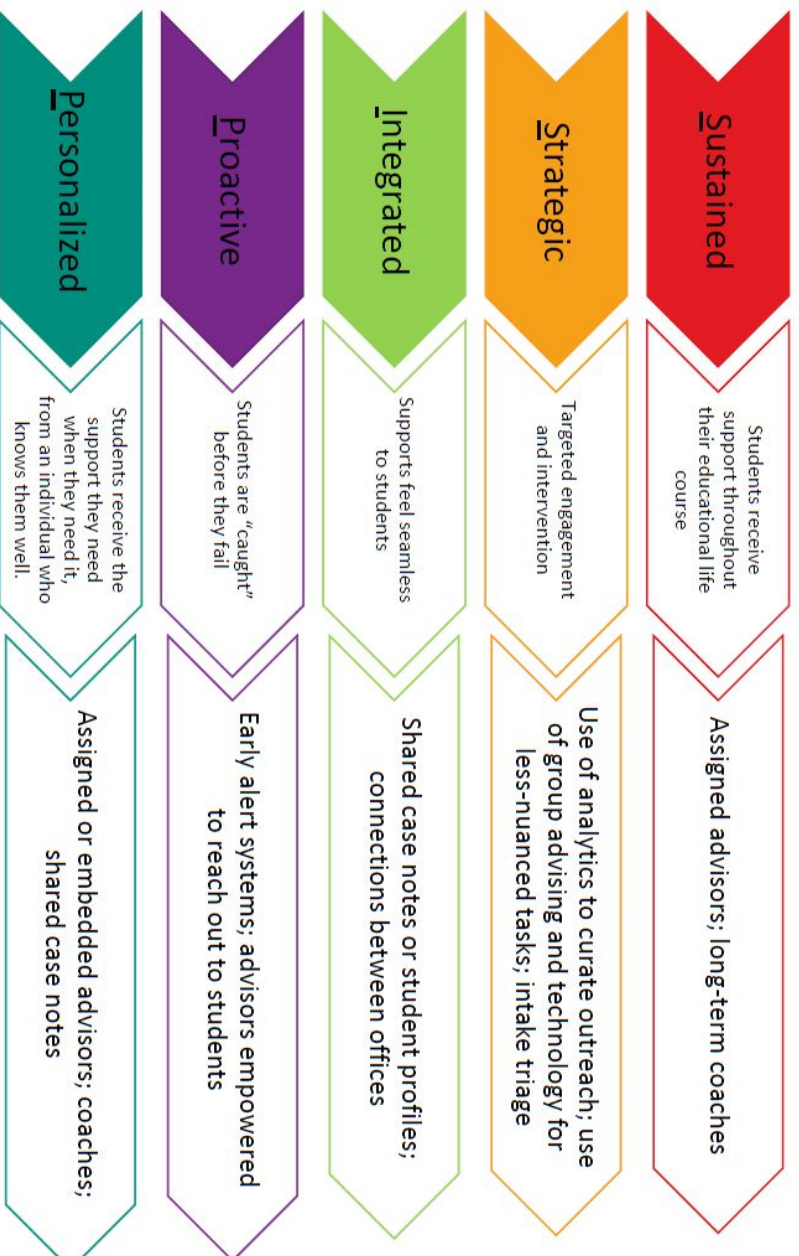
Source: <http://ccrc.tc.columbia.edu/media/k2/attachments/what-we-know-about-nonacademic-student-supports.pdf>



¹⁰ See page 8 and 9 of Achieving the Dream’s “Integrated Student Support Redesign: A Toolkit for Redesigning Advising and Student Services to Effectively Support Every Student” for more information about SSIPP. <http://achievingthedream.org/resource/17257/integrated-student-support-redesign-toolkit>

¹¹ See also <http://ccrc.tc.columbia.edu/media/k2/attachments/what-we-know-about-nonacademic-student-supports.pdf>

What does SSIPP look like, really?



IV. Case Management: “Achieve Teams”

IPaSS recommends a case management model in which every new-to-college student who is pursuing a degree, certificate, or transfer will be assigned to a primary counselor and what we’re tentatively calling an “Achieve Team.” Each Achieve Team will comprise:

- 2-3 counselors,¹²
- a classified coach,¹³
- several peer mentors,
- a clerk who supports the team, and
- resource team members¹⁴, such as:
 - IAs from the academic support programs
 - Community and Diversity program leads
 - Coordinators from English, Math, and LRC
 - Librarians
 - Financial Aid staff

At full scale, we recommend that each Achieve Team service a caseload of 500-750 students, which means 250 students per counselor.¹⁵ We also recommend that the ratio of student to faculty and staff start smaller and be scaled up gradually, especially until we implement needed technologies. As with all recommendations, the IPaSS team strongly encourages evaluation of case loads after each year to determine if initial predictions of sustainable ratios are accurate.

The IPaSS team recommends that students be assigned to Achieve Teams by Pathway. When possible all students in an area of interest should work with the same team. If an area is too large, it can be shared by two Achieve Teams. Smaller areas of interest may share one Achieve Team. This allows for deeper connections between the Achieve Teams and the Pathway Communities¹⁶ and for the coach and the peers to develop familiarity with their students’ faculty, majors, and careers.

¹² Each student will be assigned a primary counselor, but having 2-3 counselors on each team allows for backup coverage and flexibility for students if their first assigned counselor isn’t the right fit.

¹³ We envision that this role would be filled by someone in a Specialist or SPA position; the folks in this role could have either an instructional or student services background. See page 13 for more details.

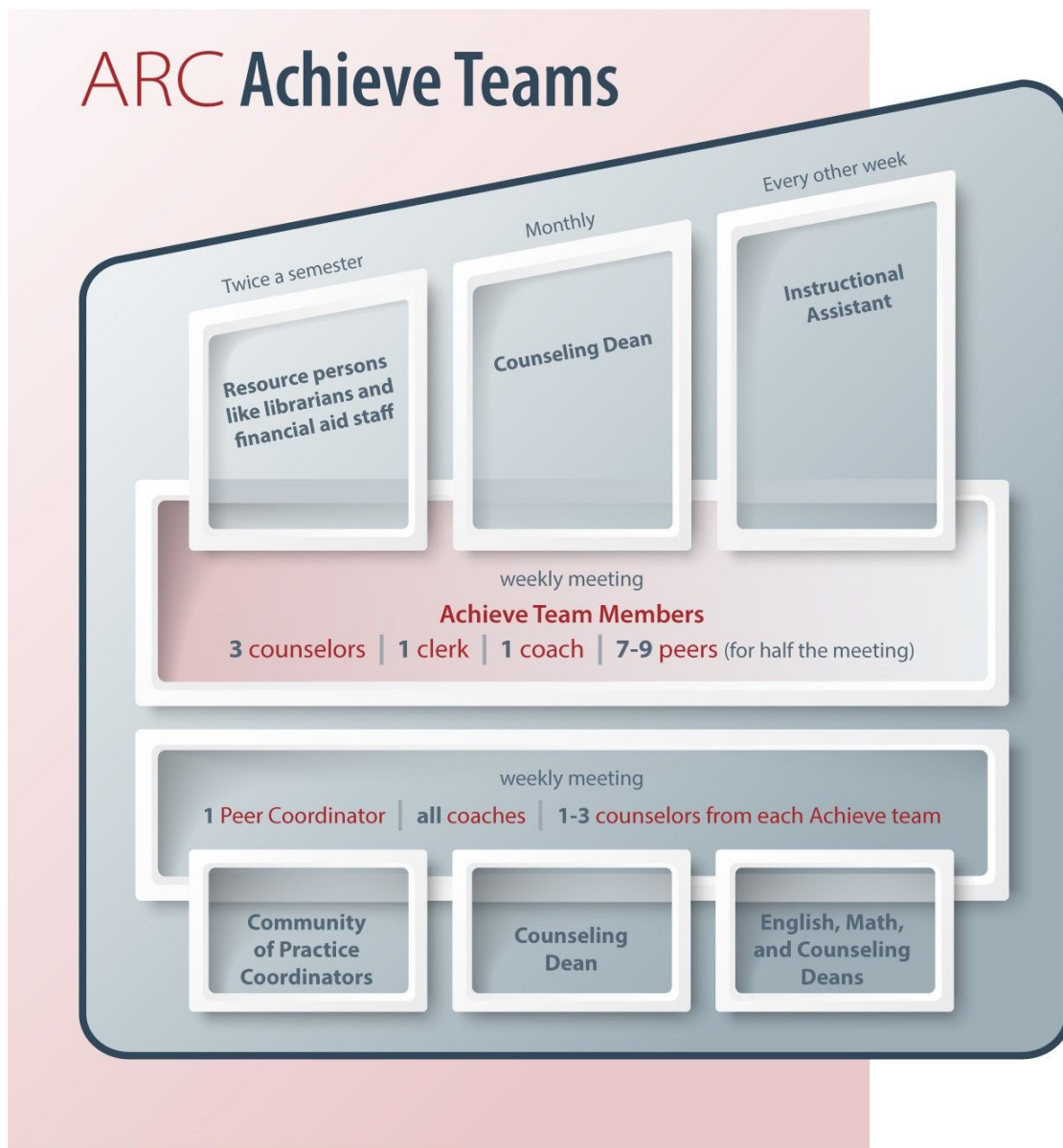
¹⁴ These members may or may not be “assigned” to a specific Achieve Team, but in any case they would not attend every meeting. Instead, they would meet periodically with the teams and be available for referrals as needed. They serve as auxiliary resource and support team members who have established relationships with our Achieve Team members. This allows team members to refer students to colleagues in way that feels integrated, friendly, and supportive.

¹⁵ ARC will learn more about appropriate case loads for different populations as the Achieve Teams become established. For instance, CTE are structured programs that offer many of the benefits of a cohort. Perhaps Achieve Teams serving CTE students could handle larger caseloads.

¹⁶ See page 26 for more details about Pathway Communities.

We recommend that each Achieve Team meet regularly with instructional assistants from academic support programs and with Community of Practice Faculty Coordinators from English, Math, and the LRC. We also recommend that the teams meet periodically with other campus resource persons such as financial aid representatives, Community and Diversity program leads, and librarians. These regular meetings will help facilitate dialogue, collaboration, and greater integration of campus support services so that students can receive “warm referrals.” This supports the SSIPP principle of integrated service.

Here is a visual aid showing the types of collaborations we envision the Achieve Teams will have with other folks across campus:



Achieve Teams will support each student through their first 24 units by:

- working with the student to develop an individualized success plan that will take the form of an “activity passport,”
- proactively contacting the student to schedule appointments,
- checking in with the student to offer encouragement and reminders,
- proactively intervening if the student shows signs of struggling,
- referring students to support services as needed, and
- serving as an easy-to-contact resource if the student has questions.

Achieve Teams will strategically use technology to:

- Help students plan out and visualize their degree and certificate paths
- Use an Early Alert system to act quickly when students appear to need more support
- Facilitate “warm referrals” bolstered by shared case notes
- Communicate effectively with students
- Use predictive analytics to identify aspects of the onboarding, communication, and student support processes that may need to be adjusted in order to more effectively serve students.¹⁷

After a student earns 24 units, he or she will still be able to meet with and contact their assigned counselor, but will no longer be actively case-managed by an Achieve Team. After this 24 unit milestone, we envision that each student’s Pathway Community will continue to provide critical information, campus connections, and interest-specific support through graduation, transfer, or certificate completion.

Achieve Team Member Roles

Clerks

Clerks will conduct the day-to-day business of the Achieve Team, freeing the coach and counselors’ time to engage with students directly. The clerk tracks contact and communication data for the team, and executes most of the proactive, just-in-time contacts on behalf of the counselors and coach. The clerk offers affective support and timely and effective communication to students whenever they call or stop by. Other duties could include:

- Scheduling appointments, confirming appointments, managing cancellations
- Scheduling team meetings and booking rooms for meetings and workshops
- Sending pre-written texts and emails to students on behalf of the coach and counselor
- Sending pre-prepared emails as outlined in communication plan
- Enter data used to track contacts, communication and for assessment

¹⁷ See page 38 for our recommendation to form a “data inquiry group.” Ideally, Achieve Teams will work with the data inquiry group to identify areas for improvement and discuss possible interventions.

Coaches¹⁸

The IPaSS team recommends that the coach serve as the face of the Achieve Team for students. He or she will check in with students in various modalities and will oversee student support plans based on real-time data provided by the SEL and the other team members. We envision that other duties would include:

- Coordinating the team's efforts
- Connecting with instructional faculty about students through Early Alert and other methods
- Providing informational and skill-based support to students individually and in groups
- Overseeing the communication plan
- Conducting individual coaching and check-in sessions with students
- Creating connections and rapport with students
- Connecting with instructional faculty and IAs to gather insight and feedback on how students are doing

Peers¹⁹

Peers will offer practical support to first year students with a level of credibility that staff and faculty cannot match. The IPaSS team recommends training a team of peers who can work with students on basic cultural adjustment, navigation challenges, and student "know how." Each peer would be assigned 70-100 students -- ideally students who are taking many of the same classes. The peer will get to know those syllabi and stay in touch with those professors. Other Peer duties could include:

- Attending portions of students' first year academic success class, if such a class is adopted.
- Meeting one-on-one with students to demonstrate skills such as how to use the Canvas dropbox or how to find a 2-hour Reserve textbook in the library.
- Meeting with students to review syllabi and build a study schedule
- Texting or emailing students who missed class and ask if everything is ok

¹⁸ The IPaSS team discussed whether the classified Coach should be a Specialist or Student Personnel Assistant. Ultimately, we decided not to make a recommendation, but instead to capture the main points from our discussion. They are as follows: currently, the role IPaSS envisions for the Coach seems to fit with the SPA classification. There are already many SPAs working on campus who may be able to transition into the Achieve Team Coach role, whereas we employ very few Specialists. However, it is difficult to predict what the coach position will entail in 3-5 years as it will likely evolve. Many team members wonder if Specialist classification will offer more flexibility and the ability for the Coach to take on broader advising duties. IPaSS recommends that the Coach classification ultimately be determined by the counseling faculty and the Dean of Counseling and Transfer Services. For additional information, please see pages 8-9 the Academic Senate for California Community Colleges document, "The Role of Counseling," which offers guidelines for paraprofessionals and counselors working together. <https://www.asccc.org/papers/role-counseling-faculty-and-delivery-counseling-services-california-community-colleges>

¹⁹ The Peer Mentor Program is described in more detail starting on page 18.

- Meeting for coffee to check in and chat with a student who got a early alert message
- Reviewing and understand the class assignments his/her students are taking and send relevant messages of support
- Planning a trip with students to meet a librarian regarding an upcoming assignment

Counselors

Counselors will be assigned a caseload of 250 students with whom they will work individually and in groups. If a student would like to switch to a different counselor or if their assigned counselor is unavailable for an urgent need, the student may see another counselor in the Achieve Team. Other counselor duties include:

- Conducting individual and group counseling/course planning sessions
- Working with students referred from coach or instructional faculty
- Work with probation students and students referred from Early Alert
- Develop student support plans - to be implemented by the full team
- Work with students on career or transfer plans
- Facilitate self-awareness and belonging in students
- Working with instructional faculty to assist students in distress or who are struggling academically

Achieve Team Support Through a Semester

The work of Start Right and IPaSS start to overlap when students meet their Achieve Team. Here's what we envision the first semester of support would look like for Achieve Team students.

Following Registration

- Once students are in their Pathway and have selected their courses, they will hear from their Achieve Team via email. They will be welcomed to the College and the Pathway, and they will be introduced to their counselor and the members of their Achieve Team
- Students will receive informational follow-up communications

Start Right Pre-Term Event

At Start-Right's "pre-term event" students will get a chance to meet their Achieve Team in person. Team members will:

- create community and connection
- introduce incentives and schedule initial appointments with students

During the Semester

After the semester begins, communication and contacts will vary in intensity based on student's individual needs. These could include:

- Check-in emails and texts to see how a student is doing or offer encouragement

- Early alert contacts with students who are missing assignments, missing classes, or doing poorly in class
- Workshops on academic success and career topics
- Check-in appointments with the coach to troubleshoot or make referrals
- Counseling, coaching and peer mentoring sessions
 - These could take place in academic areas when possible
- Counseling appointments to address self-management challenges, personal growth concerns, or crises.

Achieve Drop-in Center

A physical location with a friendly and supportive team is key to the success of ARC’s existing case management-based programs such as EOPS. IPaSS recommends that we duplicate this physical presence for Achieve@ARC by integrating a center into the longer term plan for our new to college students. Onboarding will have a one-stop-shop in the Connect Center (or Welcome Center) and Achieve students will have the Achieve Center for ongoing support. This is a critical element in developing community for Achieve students and providing holistic support.

IPaSS recommends that The Achieve Center be located centrally where Achieve@ARC students can visit for quick questions, referrals and support. The center will offer on-the-spot support from classified staff and student help. It will provide some counseling coverage and, depending on the suitability of the space, could be used for workshops, information sessions, and informal student meetings.²⁰

Requirements

For this case management model to be successful, the College will need to:

1. Implement technology to streamline degree planning, facilitate Early Alert, facilitate referrals and shared case notes, and track student interactions and interventions. Our model requires the following technologies²¹:
 - A well-functioning Early Alert system
 - Our current SARS Early Alert tool is not effective
 - A student-friendly interface for enrolling in classes and visualizing course planning
 - A platform for recording and sharing case notes
 - A tool to facilitate referrals between campus services

²⁰ Wood and Harris note that “there is a need for services to be physically easy to access. For instance, many colleges have one-stop shops and academic learning centers where students can go to receive a combination of services in one place” (page 88).

²¹ The Los Rios district has coined the term “Student Experience Lifecycle” (SEL) to describe the suite of technologies upon which our model is based. See page 29 for a more in-depth recommendation regarding SEL technology.

- A “predictive analytics” tool²²
2. Allocate space thoughtfully. IPaSS recommends that Achieve team members be located near each other and that they be accessible to students. It is critical that students be able to walk up to the coach and peer without going through a front desk.²³
 3. Restructure student services business practices. Implement technology solutions where possible to free classified staff to either work directly with students who need assistance or work on tasks that cannot be automated. This is critical because:
 - a. Existing classified staff will be required to fill the various positions the IPaSS team has identified.
 - b. Counselors cannot take on the deeper work outlined in these recommendations without a reduction in transactional duties most of which can be performed without the student present.
 - c. It is unwise to build new student-centered processes on top of existing processes without determining if they are effective, equitable, and an efficient use of funds

²² The district has a predictive analytics tool, Civitas. ARC team members need to learn to use it in equitable and effective ways to target student support.

²³ Wood and Harris pages 88-90.

V. Peer Mentor Program

The IPaSS team recommends that a peer mentors be integrated into the Achieve Teams for several reasons:

- This is a great developmental opportunity for students. Second year Achieve@ARC students will be able to offer the insight and skills they have gained at ARC. It deepens the connections our students have to our college and it serves as a motivation to first year students who would like to be in a service or leadership role.
- It is a cost effective way to offer high-touch support to students who are successfully navigating their first year and a way to augment support for students who are benefitting from faculty and staff interventions.
- Peers can more believably deliver messages that faculty and staff in many cases.
- Our social media/web based community building efforts may greatly benefit from a peer-instructional faculty partnership model.

Training

The IPaSS recommends that students go through a selection process each spring and take HCD 364 for 1-2 units in early in the summer so that they are ready to work with the incoming students later in the summer.

Staffing

This program will require a full-time SPA and a .3 counselor.

The SPA will:

- organize the screening, and selection process for 50+ peers each spring
- Produce all communications and publications for the Peer Mentor Program
- Participate in weekly peer training meetings throughout the academic year
- Schedule weekly meetings for the counselor with each case management team's seven peers), one representative counselor from the case management team, and the Peer Counselor Coordinator.
- Design a month-long training event for 50+ peers each summer in collaboration with Peer Counselor

Counselor will:

- Teach HCD 364 once per year in summer (1-2 units) covering subjects such as:
 - FERPA
 - Academic Success Strategies
 - Mentoring Techniques
 - Personal Development Theory
 - Equity or Informed Trauma Approaches
- Serve as peers' supervisor for student interactions and mentoring
- Meet weekly with Achieve Team coaches and counselors during the fall and spring

- Oversee peer group activities during pre-term events
- Conduct weekly 90 minute training/supervision sessions with all peers throughout the academic year with the participation of the Achieve Team Coach.

The following graphic illustrates how the various aspects of our plan work together to support the SSIPP model. Note: an updated graphic is coming on Tuesday 4/17.



VI. Interventions & Support

The IPaSS team is focused on improving student outcomes especially for our disproportionately impacted students. Providing intensive support while making the best use of existing resources requires targeted intervention. This strategic and personalized model is in alignment with SSIPP principles and with Wood and Harris’s recommendation to employ an “early warning system.”

We recommend that ARC reorganize support program outreach and delivery models to proactively serve our most needy rather than to passively serve the students who have the resources and “know how” to navigate our processes and come to us for service. Our recommended model consists of three evidence-based practices:

- Assessment and Personalization: “Activity Passports”
- Real-Time Monitoring
- Targeted Interventions
 - Early Alert
 - Probation

Assessment and Personalization: “Activity Passports”

Data supports the SSIPP principle of personalization. Individualized interventions and communications effectively retain students. The IPaSS team recommends that each first year student receive an individualized “Passport” with a standard number of items to complete in the first year. For example five items in the first semester and five items in the second semester. Initial recommendations for the five first semester passport items will be made based on three factors:

- Student behavior during onboarding- how responsive and timely was the student in the onboarding process? How early did he or she apply? How many reminders were required to complete the onboarding steps?
- Placement in Math and English
- Student responses on a needs assessment or intake tool

The IPaSS team recommends that ARC develop a computerized self assessment that students take before their initial counseling appointment. This assessment tool will use student responses, onboarding data, and English and Math assessments to produce an initial five item passport. The student and the counselor will work together to finalize the passport and any incentives for completing the passport in their session. This serves as a roadmap in the initial counseling appointment to discuss student strengths, possible challenges, and available support.

The IPaSS Team recommends the passport model as a way to address the individual needs of each new-to-college student. Although all students will have the same number of required or

recommended activities, students whose English or math placement or needs assessments indicate greater risk will have “high touch” interventions recommended such as individual coaching or several counseling sessions. Students who are likely to be at lower risk will have “lower touch” passport activities such as workshops or several peers sessions with one counseling session. Wood and Harris describe this triage model as an “early warning system,” in which “students are identified as needing additional support services during the enrollment process and who are then recommended to key support areas...to ensure they have the resources they need to be successful.”²⁴ Incentives for completing passport activities can be personalized based on self reported needs as well. Gas cards, book store vouchers, and other financial support can be offered as rewards to students in need while all students can be placed in a drawing for an iPad.

Real-Time Monitoring

Monitoring student engagement and academic performance throughout the semester is a high-impact practice identified by Achieving the Dream. An SEL can facilitate Early Alert and give Achieve Community Teams a “dashboard” to monitor students in their caseload and quickly identify students who are not turning in assignments, who are absent, or who are earning poor grades.

The IPaSS team recommends that The Faculty Senate and administration work together to determine the levels and methods of monitoring that are appropriate for ARC. Concerns to be addressed include:

- Mid semester grades - this high impact practice has yielded promising results at other ATD schools. Can we find a way to gather mid-semester grades for students in their first year of college? For some courses? In canvas? PeopleSoft?
- Attendance - monitoring attendance is another effective strategy used to identify students who need support or assistance. Is there a way to have some courses attendance information available to Achieve Teams

Targeted Interventions

Early Alert

Early Alert programs are a key component in any holistic support model because they make it possible to intervene with a at the first sign of trouble. Early Alert is also an effective practice for addressing disproportionate impact. Wood and Harris note that “an early alert system is one of the most recurrent recommendations for practice in the scholarly literature on men of color. It is often recommended, as it addresses barriers that occur at the intersection of academic

²⁴ Wood and Harris page 65.

performance and environmental pressures (e.g. changes at work, stressful life events).²⁵ The Achieve teams will use early alert to connect with instructors about students, connect students to support services, email and text students messages of concern and support, and meet with them to work through any challenges they are facing.

An SEL product adopted by the district will almost certainly contain an early alert function. Until the College adopts an SEL, the IPaSS team recommends that we develop an early alert function in Canvas as a temporary solution. A second option is to use the SARS Anywhere early alert function (available Summer 2018). This option is only viable if SARS Anywhere Early Alert is a vast improvement over the current SARS program.

Probation

At this time, ARC does not provide any support or intervention for students on academic probation. Students receive an email indicating they are on probation and suggesting they meet with a counselor. The IPaSS team recommends that probation interventions be introduced as soon as possible. Students with fewer than 24 units can provided probation interventions by their Achieve Teams, students with 25 units or more will receive probation interventions from a team in General Counseling. The team recommends these service be developed as soon as possible.

First Year Experience Class

The IPaSS team asserts that a First Year Experience course facilitates many of the key components of retention. These include community building, exposure to academic success strategies, and the explorations of attitudes and behaviors that can lead to successful outcomes academically and personally.

The team recognizes that initially, a class may not be possible for all first year students. However, we assert that it is critical to offer a First Year Experience course to our students who, through our “early warning system” described in “Assessment and Personalization” above, we recognize may need additional support. As Wood and Harris note, “when something is critical to success, it should be mandatory.”²⁶ Initially, the IPaSS team recommends that as much as a third of ARC’s new to college students take a First Year Experience course. The course will make it possible for students to:

- Experience a sense of belonging as part of a true cohort
- Have the Passport activities reviewed and reinforced as part of the curriculum
- Benefit from the support of a peer mentor who attends the course and holds support sessions before and/or after the course
- Connect with their Achieve Team members, who can make short appearances in class to maintain the connections they developed in the summer experience

²⁵ Wood and Harris page 71.

²⁶ Wood and Harris page 64.

VII. Instructional and Student Services Collaboration

According to Wood and Harris, “connecting students to people and not services is one of the most critical practices that staff and faculty can employ to support student success for men of color.”²⁷ We can all do a better job of connecting students with the folks who can help them if we start breaking down the “silos”²⁸ that often separate us. Furthermore, case management will be most effective with active participation and support from instructional faculty and staff.

Therefore, IPaSS strongly recommends that ARC create structures and systems that facilitate teamwork and regular communication between all the faculty and staff that directly work with new-to-college students. This regular collaboration in service of the whole student will remove previously existing barriers between student services and instructional faculty and staff and create ongoing connection points between these two groups.

Specifically, we recommend creating a “community of practice” among the faculty and staff who teach and support first-year that supports collaboration and provides opportunities for ongoing professional development.

First Year Instruction and Support Community of Practice

Recent legislative changes mean that, starting Fall 2018, most new-to-college students will be placed into entry-level English, math, or both in their first semester. This means many first-year students will be concentrated into the same classes. Our idea is to take advantage of this concentration of first-year students and create a structure that:

1. facilitates dialogue, collaboration, professional development, and support for the instructors teaching accelerated classes for new-to-college students, and
2. provides an opportunity for instructors, counselors, academic support staff, and Achieve Teams to exchange ideas and provide feedback to each other. We envision that this group would become a “community of practice” centered on teaching & supporting first-year students.

We recommend forming a core leadership team made up of coordinators (with re-assigned time) from math, English, counseling, academic support services like Beacon, tutoring, WAC, or RAD, and several IAs²⁹ from those programs. This team would meet regularly to discuss student support, facilitate referrals, and coordinate professional development for the rest of the faculty and staff who work with first-year students. They may also periodically meet with the counseling,

²⁷ Wood and Harris, page 75.

²⁸ Or, if you prefer, “Cylinders of Excellence.”

²⁹ Additional IA hours (for backfill in academic support areas) may be required to facilitate IAs’ participation.

math, and English deans. We recommend the Community of Practice leadership team be structured as follows:

Community of Practice Leadership Team

Instructional Assistants

- Seven to nine IAs from various academic support programs.
 - One IA would be assigned to each Achieve Team, and would meet with the team regularly.

Three .25 Faculty Coordinators

- Math
- English
- LRC (a representative from WAC, RAD, LRC, or Beacon)

These three coordinators would meet with Achieve Team leads regularly, and would be responsible for professional development, student support, facilitating referrals, and case management integration for their respective areas.

One .5 First Year Coordinator from Counseling

This coordinator would facilitate the work of the Achieve Teams, ensuring technology and other resources are in place to intervene with students in need. Develop training, facilitate the Community of Practice Core Team meetings, work with the counseling dean to coordinate efforts with other campus areas such as the Connect Center, Enrollment Services, and the range of academic support programs on campus.

Community of Practice Members

We envision that the Community of Practice would comprise:

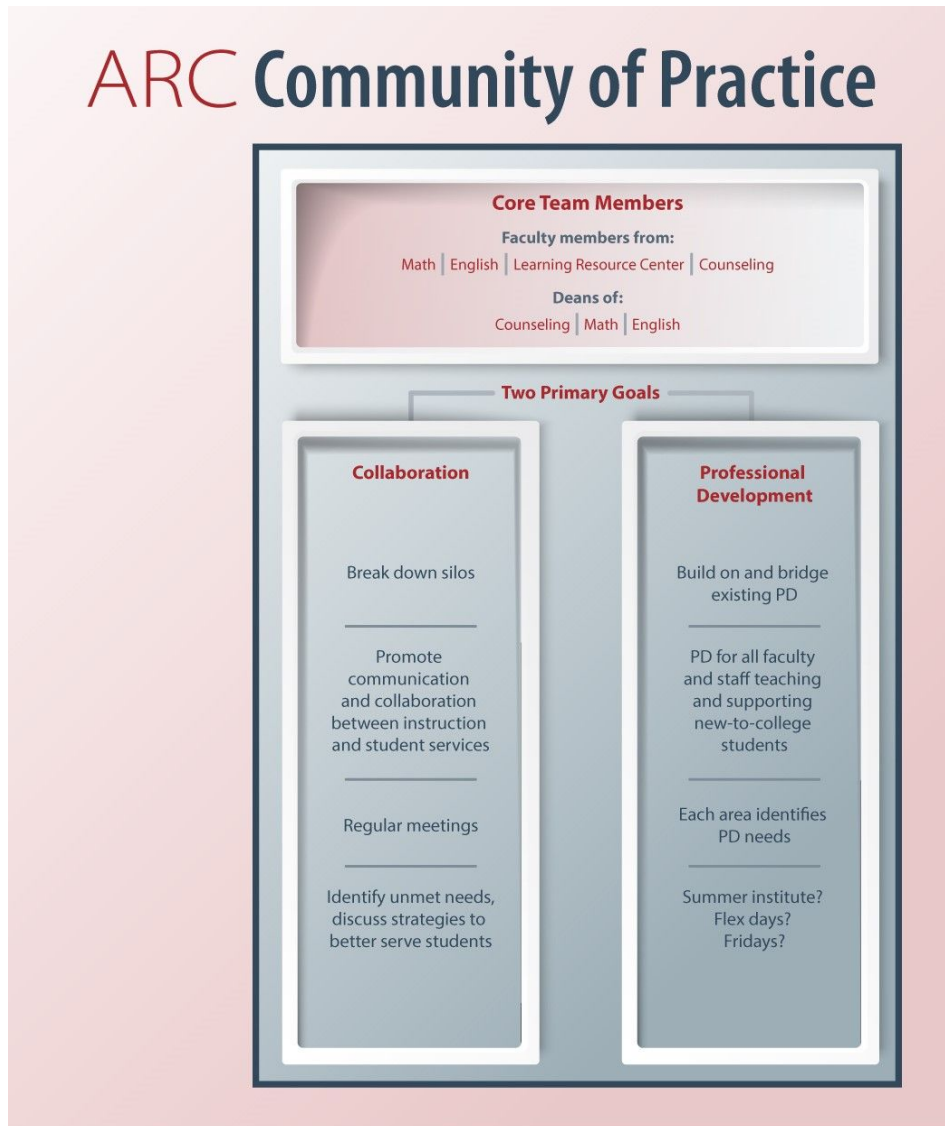
- All instructors of entry-level math and English 300 and 300+ courses
- Instructional Assistants and other academic support staff
- Achieve Team members

Community of Practice Professional Development

We hope that this community of practice will build on and bridge existing professional development to ensure that instructional faculty, counseling faculty, and support staff can work together toward our shared goal of student success. We envision that all faculty and staff who instruct or support first-year students would have the opportunity to participate in professional

development events such as trainings, speakers, workshops, and maybe even a summer institute.³⁰

We recognize that faculty and staff in their respective areas are in the best position to determine what kind of professional development is most needed and when it should be held. No matter when or how it occurs, we would hope that that the ongoing training will enhance the affective support students receive in the classroom and create a more equitable environment.

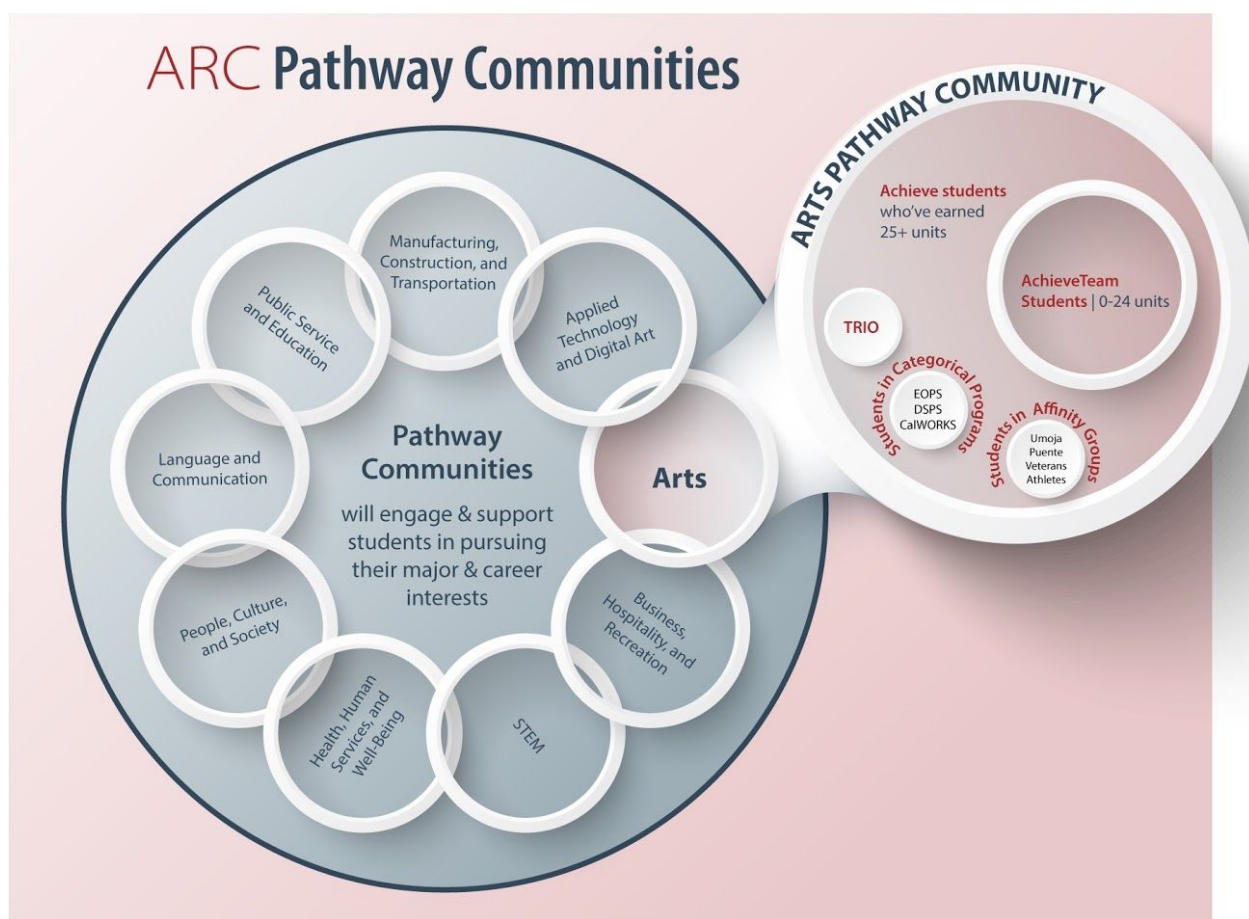


³⁰ It would be up to faculty and staff to determine what sorts of events or trainings would be most helpful to them. If professional development events were held outside the contract days (such as during summer), we envision that participating faculty would be paid through ESAs.

VIII. Pathway Communities

The IPaSS team recommends creating “Pathway Communities” for each of the nine pathways or “areas of interest” proposed by Clarify Program Paths. Pathway Communities will encompass all students who have chosen a program of study within that Pathway.³¹ We envision that these communities will offer students discipline and career-specific engagement opportunities.

Pathway Communities will exist online through Facebook or other platforms and in-person through social events, workshops, field trips, student clubs, and other community-building activities. These communities align with the SSIPP principles of sustained and personalized services for students. This graphic shows how all students will fit into Pathway Communities:



³¹ Some students will be undecided, and IPaSS has not devised a plan for where these students would land. Options might include creating a Pathway Community for undecided students and/or strongly encouraging students to choose a pathway but not a major upon enrolling.

After Achieve Team students earn 24 units, the Pathway Community will provide ongoing support and engagement as the students work toward their goals. For all other students,³² the Pathway Communities will provide an additional layer of engagement and support. Therefore, these communities are a cost-effective way to offer pathway-specific connections to students whether they are case managed by Achieve Teams, categorical programs, or other campus entities. The Pathway Communities also offer a way to provide sustained support to students once they have completed 24 units and are no longer case managed by Achieve Teams.

Pathway Community Stewards

We recommend that each Pathway Community be stewarded by a faculty member with .25 reassigned time along with a peer mentor working approximately 20 hours a week.³³ Here are the roles we envision for the faculty and peer stewards:

Faculty Role

- Create and maintain a robust online community for students and faculty in the pathway in collaboration with the Pathway Community Peer
- Work with faculty in pathway disciplines to develop events, activities and resources for students
- Work with the peer, pathway related clubs, and academic departments to implement workshops, field trips, campus activities, and social events for pathway students
- Augment and/or modify standard student services communication plan for students in a specific pathway to ensure it is relevant.

Peer Role

- Maintain an online community answering questions, updating posts, calendars, linking to relevant events and articles
- Plan events
- Collaborate with students and faculty in the pathway on community-building efforts.

³² Such as student who receive counseling and case management through a categorical program like TRIO or EOPS, or students who are members of an affinity group such as athletes or Puente students.

³³ This recommendation aligns with Start Right's recommendation that each Pathway have an assigned .25 coordinator.

IX. Communication

Communication has been a major focus for the IPaSS team. It doesn't matter how well-crafted or targeted a message is if it never reaches the student. If our students aren't hearing or seeing our words of encouragement and support, are we really even offering them? Good communication is foundational, and it touches all aspects of College business practices. Our communication-related recommendations are as follows:

Commit to User-Centered and Accessible Web Design

Our current website is, to put it bluntly, a barrier to student success. Many areas are difficult to navigate, overly wordy, and unintuitive. An [onboarding report](#) conducted by ARC's consultant, Cheri Jones, points out several ways in which our website uses inconsistent, institutional-focused language and is difficult to navigate.³⁴

Many different folks with varying levels of usability training currently update the website, and webpage editors are given little guidance. In the past, many web editors have only received basic training on how to use the Content Management System (Ingeniux). This is not enough. Designing *and maintaining* a usable, accessible, mobile-friendly website requires a coordinated effort, a specialized skill set, and a sustained commitment to iterative design informed by continual user testing and user feedback. Our students rely on our website for information and to navigate college processes and **we must do better**. We know that the College is currently in the process of a major website overhaul, which is great. However, a redesign is not a guarantee of ongoing usability.

Therefore, we recommend the College take steps to ensure that our new website is and remains:

- designed according to usability and accessibility principles,
- designed in response to continual user testing and user feedback,
- easy to navigate, and
- mobile-friendly.

We think some options for how to achieve these objectives could include:

- Hiring a full-time web design and usability specialist
- Creating a standing web usability team that is guided by shared principles, conducts regular user testing, and incorporates user feedback into future designs

³⁴ See, for example, pages 7-11, which describe how the online orientation information on the ARC website directs students to two parallel paths with different numbers of steps, uses unfamiliar terms like "unified password" which may create barriers especially for English language learners and students with low computer literacy skills, and uses terms such as "registration" and "enrollment" interchangeably, which may create confusion.

- Offering robust usability training and a suite of suggested resources to all web editors³⁵
- Adopting, creating, and disseminating a brief guide to ARC web standards including topics such as:
 - Ensuring web pages are accessible
 - Writing effectively for the web³⁶
 - Designing effective web forms
- Regularly reviewing College web pages to ensure they comply with adopted usability guidelines and accessibility requirements.

Acquire a “Student Experience Lifecycle” Tool³⁷

The District has coined the term “Student Experience Lifecycle” tool to describe the suite of technologies upon which our model (SSIPP-informed, technology-mediated advising) is based. These technologies that underpin the IPaSS model include:

- Early Alert
- A system to facilitate and track referrals
- Shared case notes
- Degree planning
- Predictive analytics

The IPaSS recommendations rely on these technologies to streamline communication, facilitate Early Alert, enable referrals and shared case notes, and make degree planning easier to visualize for students. Case management cannot function long term, at scale without these technologies. ***We cannot emphasize this strongly enough. We must have an SEL in place in order to scale our recommendations.*** We understand that the District is working to select and purchase an SEL for Los Rios. IPaSS recommends that ARC decide on a timeline after which, if the District has not chosen and implemented SEL software, we will seek out and purchase these technologies on our own so that we can implement case management at scale. We also recommend that ARC convey to the District the level of urgency with which we need these technologies in place.³⁸

Implement a Campus-Wide Website Portal

By “portal” we mean a central sign-in, often located in the top right corner of a website, that brings users to a page containing placards or links for key services such as College email, registration, degree planning, financial aid messages, etc. Website portals are the norm at high

³⁵ Resources could include, for example, [Steve Krug’s excellent book, *Don’t Make Me Think, Revisited: A Common-Sense Approach to Web Usability*](#).

³⁶ See, for example, [Letting Go of the Words by Janice Reddish](#).

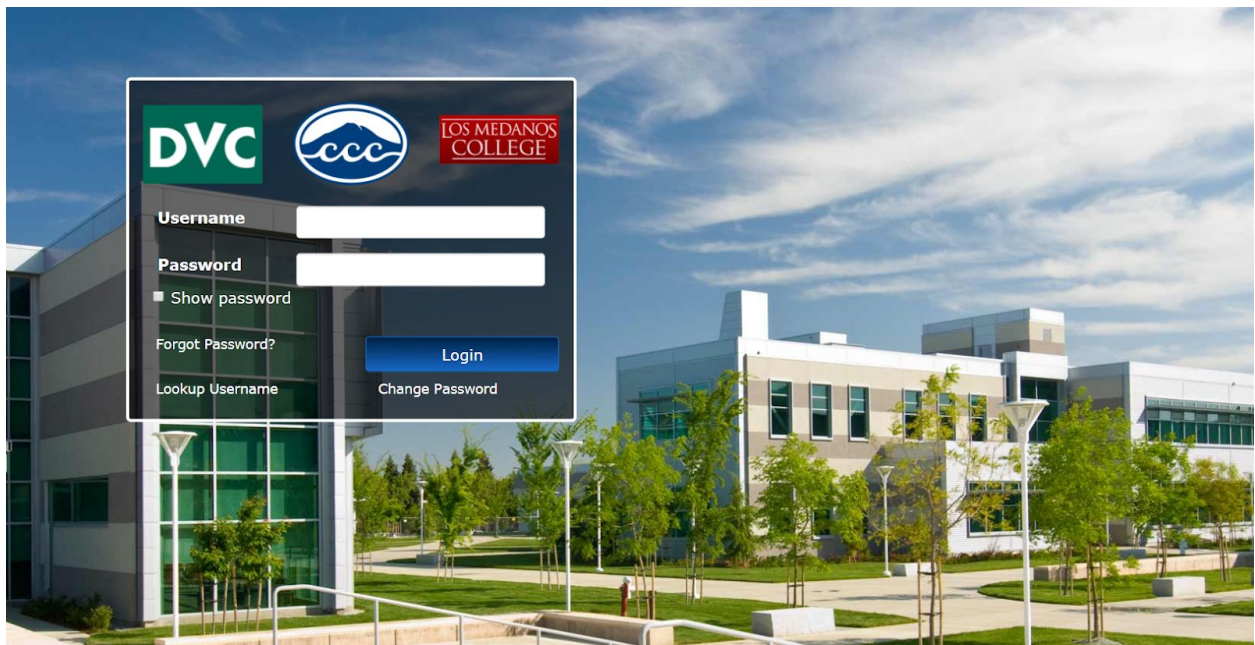
³⁷ Starfish and EAB are two well-known vendors in this industry, and packages of various modules can be put together to provide the above-listed functionalities.

³⁸ IPaSS’s understanding is that Melanie Dixon, Associate Vice Chancellor of Educational Services and Student Success, has been charged with stewarding the SEL selection process for the District.

schools and colleges across the nation, and can be used for students as well as staff. Currently, ARC students must remember how to navigate to many different areas on our website in order to access their school email, financial aid documents, class schedule, and other needed services. Many students do not know how to set up or access their Los Rios Gmail; a portal would help make College communications “inescapable” by providing an easy, “all in one” place for students to access their most-needed information.

We understand that there may be technology-related barriers to adopting a portal, but we ***strongly recommend*** taking whatever steps are needed to overcome them. Many other colleges have overcome these barriers; we owe it to our students to do it too. A “Student Experience Lifecycle” product does not replace the need for a portal; these two tools can and should integrate and exist simultaneously.

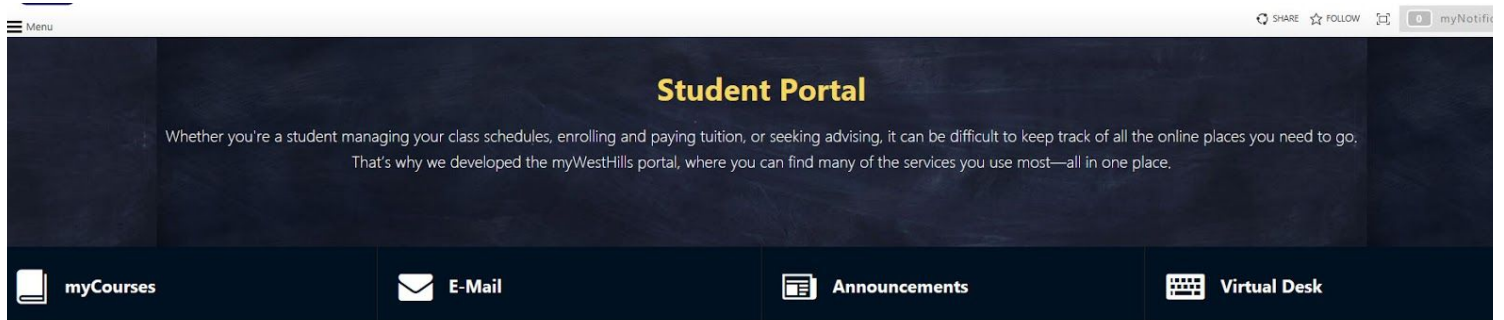
Our campus computers could be set up so that logging into any machine on campus takes students directly to their portal page. Here is an example of a campus computer portal login page from the Contra Costa Community College District:



Here is an example of a portal sign-in and landing page from West Hills College (myWestHills):



Here is what the Student Portal landing page looks like at West Hills College.³⁹



Service Desk

Find all the help you need to succeed by taking advantage of our self service tools and resources below.

Counseling & Advising	▼
Financial Aid	▼
Financial Information	▼
Registration	▼
West Hills Profile	▼

Search & Register for Courses

- Find Classes You Need**
Search and add classes to your preferred list by term, subject, date, time, and location
- Register for Classes**
View your preferred list and register for classes

³⁹ West Hills College uses Microsoft Sharepoint to power their portal. Their heading states: “Whether you’re a student managing your class schedules, enrolling and paying tuition, or seeking advising, it can be difficult to keep track of all the online places you need to go. That’s why we developed the myWestHills portal, where you can find many of the services you use most -- all in one place.”

Additional Communication Recommendations

- Form a standing communication team to oversee student communication. (This would not need to be a large team). We hope this group would seek out and use social science research, collect data on ARC student communication preferences, and use the district's predictive analytics tool (Civitas) to create a thoughtful, streamlined, strategic communication plan for students.
- Whenever possible, communications should be sent by someone the student knows and who can respond to their questions. Student should know how to initiate contact with that person via all communication platforms and in person. This is in accordance with the SSIPP principle of personalized support.
- Develop robust FAQs. In their 2017 report, Georgia State University identified that launching a new student portal with an embedded FAQ chatbot was one of the high-impact practices that helped significantly lower their rates of "summer melt."⁴⁰ We recommend that ARC consider implementing a similar chat-bot,⁴¹ or at the very least, develop a robust set of FAQs that answer students' commonly asked questions. This will make it easier for students to navigate college processes and find information on their own.
- Consider sending personalized acceptance letters to students to make them feel engaged and included in the College.
- Develop communication best practices to guide College personnel in writing effective communications to students. Create and disseminate a brief guide to these standards with simple reminders such as:
 - Communications should be brief, readable, and friendly
 - Avoid using jargon, acronyms, or institutional language that a new student may not know
 - Target the communication modality to the messages
 - Example: send text message for reminders of upcoming deadlines

⁴⁰ "Summer melt" refers to the phenomenon of students registering for classes in the Spring but failing to show up in the Fall. See page 10 of Georgia State University's 2017 Report. They estimate that this intervention lowered their rates of summer melt by 22% in one year, noting "*this translates into 324 more students, mostly low-income and first-generation, enrolling for freshman fall who, one year earlier, were sitting out the college experience.*"

<https://success.gsu.edu/download/2017-status-report-georgia-state-university-complete-college-georgia/?wpdmdl=6471592&refresh=5acf9e24a86a71523555876>

⁴¹ Georgia State uses AdmitHub to power their chatbot. A product called Libraryh3lp could potentially be a low-cost alternative; it costs approximately \$500/year for unlimited use. The ARC Library already subscribes to this service and it can be used to build a searchable knowledge base.

- Develop a timeline and a calendar for disseminating critical reminders about issues such as drop deadlines and financial aid deadlines to all students.
 - Evidence suggests that financial aid reminders may increase persistence.⁴²
- Consider giving students email addresses with their names, not W#####
 - Giving students personalized email addresses may encourage them to use those addresses outside of the college, making it more likely that they'll check their College email account more often.
- Format college systems to send transaction confirmations.
 - For example, when students register for classes, it would be nice if they got an email confirmation summarizing what classes they registered for. Data from a small-scale student communications survey conducted by the IPaSS Communication sub-Team indicated that students highly value these communications. More research is needed to validate this finding and to learn more about student communication preferences in general.
- Assess communication efforts on a regular basis
 - Seek student feedback on college communications via a yearly survey and/or focus groups
 - Based on student feedback, deploy communications in accordance with student preferences
- Keep the [staff and faculty directory](#) up-to-date. Currently, many College personnel, especially adjunct instructors, are not listed in this directory. This creates a barrier to students being able to contact their instructors.

⁴² Castleman, Benjamin L. and Lindsay C. Page. "Freshman Year Financial Aid Nudges: An Experiment to Increase FAFSA Renewal and College Persistence." *EdPolicyWorks*, 2014. http://curry.virginia.edu/uploads/resourceLibrary/29_Freshman_Year_Financial_Aid_Nudges.pdf. Excerpt from the abstract: "In this paper we investigate, through a randomized controlled trial design, the impact of a low-touch intervention in which we sent college freshman a series of personalized text message reminders related to FAFSA re-filing. The messages (1) provided information about where to obtain help with financial aid; (2) reminded students about important aid-related deadlines and requirements; and (3) offered assistance on financial-aid related processes. The intervention cost approximately \$5 per student served. The intervention produced large and positive effects among freshmen at community colleges. Specifically, text recipients at community colleges were nearly 12 percentage points more likely to persist into the fall of their sophomore year of college compared to community college freshmen who did not receive this outreach, and were almost 14 percentage points more likely to remain continuously enrolled through the spring of sophomore year."

X. Professional Development

The IPaSS team acknowledges that professional development for faculty and staff is required to achieve an equitable and student-centered culture. We also recognize that ARC's professional development needs to start shifting *now* to support the kind of changes we want to see in 3-5 years. We want to provide excellent support for our students, but we can't forget that faculty and staff will need support too. This redesign is a huge shift and we are asking for very intensive support for students. We need to care for ourselves and each other as well as for our students. A big part of this care can be professional development and structured opportunities to "debrief" the work that we're doing.

The Proposed 2018-19 Professional Development Team

We therefore offer the following recommendations to the Professional Development team proposed for 2018-2019. As the group develops "an institution-wide professional development program" as stated in the Project Initiation Request, consider the following:

- Establish a "culture of excellence." We hope to develop a campus culture in which each community member feels responsible for the student experience generally and for the individual student with whom they interact personally.
- Invest college funds allocated for training in equity training and trauma-informed care for all campus community members
- Collaborate with the Professional Development decision-making bodies who allocate dedicated professional development funding to create common objectives with an emphasis on equity, student experience, and a culture of excellence.

For Achieve Teams

The IPaSS Implementation Work Group recognizes the pivotal role of the classified staff in the case management model and recommends an intensive training program for these hires in June 2018 and ongoing training sessions throughout the first year. This initial prototype team of case management classified staff will be the foundation of our new holistic student support model and the main face of our interventions. We recommend that this team receive:

- technology training
- FERPA training
- trauma-informed approach or equity training
- content training from experts in:
 - academic support programs on campus
 - student services areas
 - pathways associated with their cohorts
- coaching and consultation training
- introductions to pathway faculty

For Counselors

The Achieve@ARC cohort are the first students to be served in a reimagined counseling format. The IPaSS team recommends that we provide professional development in order for counselors to make the most of the shift from technical problem solving to deeper connections with students. Counselors are best equipped to select the appropriate professional development options. Ideas might include Equity training from Achieving the Dream or the Center for Urban Education, the Trauma Informed Approach, updated Suicide Prevention training, and GRIT/Mindset training.

XI. Program Evaluation

The IPaSS team recommends that a comprehensive evaluation plan be developed for the ARC Redesign. This process will integrate the benchmarks established by the AANAPISI, California Guided Pathways, and Title III grants the college has received. The team recommends the plan include a climate survey focusing on equity concerns and barriers to services and success. It would also be wise to include some measure specific to the Student Success Initiatives.

IPaSS data must be analyzed by the whole cohort and disaggregated to look at demographic trends. IPaSS recommends that data collection and analysis be robust enough to be able to connect communication type and frequency, services use, outcomes and demographic information meaningfully. Multiple measures (including the use of surveys, focus groups and interviews, and queried data) will give us the best picture of our initial prototype.

As part of a prototyping process, we will be able to refine and improve our efforts only if we gather the required information. It is especially important to capture data from surveys, focus groups/interviews, and queries because we have a short time frame to measure the effects of our interventions and make adjustments. The more robust the analysis the more sound our quick decision making can be. This includes remaining cognizant of the potential selection bias that may be present in at least the initial Achieve cohort.

Once we analyze our 2018-2019 data, we may have additional questions about the relative efficacy of certain interventions. It may be wise to implement a control group and two treatment groups in Fall 2019 to establish whether increased retention and success can be attributed to Intervention A, Intervention B, or to both, the control group would consist of students not in the Achieve program. One treatment group would receive intervention A and the other group would receive intervention B. The resulting information could help us to focus our resources more wisely as we scale up.

Recommended Data Collection

Survey/Focus Group Data

Climate Survey

The IPaSS team recommends that a climate survey focusing on equity with some questions about barriers be conducted as soon as possible in order to establish a baseline.

Non-Achieve@ARC first year students can provide baseline data because they will not be receiving most of the services recommended by IPaSS.

New Student Survey Following First Semester

Sample questions may include:

- Did you find an academic pathway that fits your interests and goals this semester
- Do you feel connected to the students on your courses?

- Did you make connections with College staff?
- Do you know who to ask for help?
- Do you feel comfortable asking?
- Do you feel you received the services or assistance you needed this term?
- Did you find it easy to get the information you needed on the ARC website?
- Do you feel that you received the information you needed via email, phone calls and texts?
- What element of case management has been most useful?
- What element of case management has been least useful?
- What services have you used on campus?
- How did you find that service/ who referred you?

Intervention Focus Group/Interviews Following First Semester

Sample questions may include:

- What do you know now that would have been helpful when you first started at ARC?
- What has been most frustrating about your first semester at ARC ?
- What was most helpful/supportive about your first semester at ARC?
- How has your Achieve Team helped you?
- What can the peer mentor do to be most useful to you? The coach? Counselor?
- Do you feel your time at ARC has been successful? Why or why not?

Query-Based Data

- **Contacts**
Tracking the contacts each student receives will be critical as ARC works to refine services for students. Achieve Teams, Student Services areas and Academic Support programs will need to track contacts in a universal contact log. SARS or a separate tool can be used to track texts, emails, and calls to students.
 - Types
 - Frequency
 - Source
- **Service Use**
Recording each student's pattern of service use is critical as we review our interventions and services. Each academic and student support program will need to track student participation. The IPaSS team suggest that we expand the use of SARS until an SEL is available.
- **Success and Persistence Measures⁴³**
 - Average number of units completed per semester
 - Average number of units completed per year
 - Unit milestones (15+, 30+, 45+, 60+)
 - Fall-fall and fall-spring persistence

⁴³ Success and Persistence Measures are taken from the California Guided Pathways Initiative

- Percentage of students with completed educational plans
- College-level math and English writing completed in first year (one or both)
- Percentage of students who attempt/complete 12 units per term
- Percentage of students who attempt/complete 15 units per term
- Percentage of students who attempt/complete 30 units per year

Data Inquiry Group

The IPaSS team recommends that the College create a group empowered to use predictive analytics to answer timely and pressing questions. Team members could include administrators, a researcher, instructional faculty, and Achieve team members. This team can identify possible trends, questions, and intervention ideas that can be further explored with Civitas. Work could result in:

- More specific and focused communication with students
- Identifying smaller groups of students who are at risk or likely to be at risk
- Yielding the most useful and actionable information possible from the real time student engagement data Achieve Teams collect
- Quickly shifting resources to address emerging challenges during prototyping

XII. Next Steps

Ongoing Concerns and Challenges

The IPaSS Team has several questions about the redesign process moving forward. Its members have invested considerable effort into developing the strategies outlined in this report. Questions regarding next steps include:

- What is the process now that the report is submitted to the Student Success Council?
- How do we assure that the three-five year plan we have submitted will be fully considered for implementation when many the processes in place for Fall 2018 do not align? Many of the Fall 2018 decisions were made to meet deadlines and may not be a good fit based on the research and consideration the IPaSS team conducted.
- Many of the recommendations in this report are ready to go to administrators and be implemented. However, some elements still require tough decisions before they can be implemented. Is it possible to get assurance that Academic and Classified Senates will be included in these elements of implementation? Some examples are:
 - Monitoring and grade checks for first year students
 - Program evaluation and iterative change
 - Creating a First Year Community of Practice
 - The respective roles of counselors and coaches on the Achieve Teams

A note to the Student Success Council Members:

The IPaSS team hopes that you will give this report a thorough reading and have a vigorous discussion despite the short timeline you have been given. The co-leads will attend a Student Success Council Meeting to review it with you but do not hesitate to contact any team member with questions about the recommendations.

Summary of Recommendations

Staffing Recommendations

Item:	Achieve Team
Positions needed:	7-9 clerks 7-9 coaches (SPA or Specialists)
Recommended Timeline:	
Who should implement:	Student Services Admin in consultation with Counseling Faculty

Item: Pathway Communities
Positions needed: 9 faculty coordinators at .25
9 student workers or temp clerks (who are ARC students) at 20/wk
Recommended Timeline: Fall 2019
Who should implement: Instruction Admin in consultation with the Academic Senate

Item: Pathway Community of Practice
Positions needed: .25 Re-assigned time for faculty in

- English
- Math
- LRC

.50 reassigned time for a counseling Achieve Team Coordinator
Possibly ESAs for Summer institute for faculty working with new to college students
Recommended Timeline: Summer 2019
Who should implement: Faculty from English, Math, Counseling and area deans

Item: Peer Mentor Program
Positions needed: .30 re-assigned time for counselor coordinator
1 SPA
30-50 peers 20 hours/wk
Recommended Timeline: Spring 2019
Who should implement: Counseling, Student Services Deans and faculty

Item: User-Centered Web Design
Positions needed: Web design and usability specialist
Recommended Timeline: Spring 2019

Space Recommendations

Item: Achieve Center
Resources needed: Space, Technology
Recommended Timeline: As soon as possible

Course Recommendations

Program: Peer Mentor Program
Course needed: HCD 364 - Introduction to Peer Mentoring 1 unit/year

Recommended Timeline: Summer 2018

Program: Start Right
Resources needed: First Year Experience Course
Recommended Timeline: Fall 2019

Technology Recommendations

Item: Tech Solutions Required Because We don't have an SEL
Resources needed: Notes System
Interdepartmental Referral System
System for tracking service use campus-wide
Early Alert System

Recommended Timeline: ASAP
Who should implement: IT, Deans, VPSS in consultation with faculty and staff

Item: SEL
Resources needed: Student Experience Lifecycle Software
Recommended Timeline: ASAP, IPaSS recommendations can't be fully implemented without it.
Who should implement: DO, President Green, IT, Deans

Item: Achieve Team Technology
Resources needed: communications tools
scheduling tools
data tracking tools
Recommended Timeline: ASAP
Who should implement: Counseling Dean, Achieve team members

Item: Portal
Resources needed: A landing page for students containing all ARC information in an accessible and prioritized format with one sign on
Recommended Timeline: ASAP
Who should implement: President, DO IT, ARC IT

Research Recommendations

Item:	Passport Needs Assessment
Resources needed:	Needs assessment with multiple measures from English and math placement and onboarding information
Recommended Timeline:	Fall 2019
Who should implement:	Research, Achieve Team Members, Assessment

Team Recommendations

Team:	Holistic Support Evaluation Team
Charge:	Review data and make recommendations to Pathway Communities, Achieve Teams, and the Community of Practice Coordinators
Recommended Timeline:	January 2019
Members:	Research, members of each Holistic Support program, Students, administrators

Team:	Web Usability Team
Charge:	conducts website testing and offers feedback for future design
Recommended Timeline:	Fall 2018
Members:	PIO, Students, Classified Staff, Instructional and Student Services faculty

Team:	Student Communication Planning Team
Charge:	Create a communication plan using social research, ARC student preferences, and Civitas
Recommended Timeline:	ASAP no later than Summer 2018
Members:	Research, Achieve team members, Deans of Counseling, Enrollment Services, and Student Services

Team:	Data Inquiry Team
Charge:	identify possible trends, questions, and intervention ideas that can be further explored with Civitas
Recommended Timeline:	Summer 2018
Members:	Research, Achieve team members, instructional faculty

Start Right Design Team Final Recommendations



**Developed
Fall 2017 - Spring 2018**

**Submitted Friday April 13, 2018
to the
American River College
Student Success Council**

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I. Introduction

“No problem can be solved from the same level of consciousness that created it.”

Albert Einstein

“The funds of knowledge that lead practitioners to expect self-directed students, and to label those who fall short of the idea at-risk, reinforce a logic of student success that is detrimental to an equity change agenda.”

Estela Mara Bensimon in *Confronting Equity Issues on Campus: Implementing the Equity Scorecard in Theory and Practice*

In August 2017 the Start Right Design Team (Appendix A) was chartered (Appendix B) to develop recommendations for the comprehensive redesign of the student experience from application through completion of the first term. Since its inception the Start Right team has endeavored to examine ARC’s current internal practices, gather feedback from members throughout the ARC community, and research best practices and promising new ideas from California and across the country. Throughout this work we have tried to focus and refocus on a set of core operating principles, listed here:

- Address disproportionate impact (in charter)
- Design for scalability and sustainability (in charter)
- Make efficient use of college resources (in charter)
- Close the achievement gap by providing educational resources to each student based on their needs so that each student achieve the same outcome
- Strive to be student ready, rather than thinking students need to be college ready
- Embed key academic and support services - make them unavoidable
- Guide students toward majors and careers
- Help students build relationships and connect with the college
- Institutionalize a role for instructional faculty

We have based our recommendations primarily on ARC consultant Cheri Jones’ analysis (Jones, 2017) of the ARC student onboarding experience completed in Fall of 2017 and also on Joe Cuseo’s research (2015) on first term student support courses. Many of the recommendations are already being implemented through the Achieve@ARC program implementation. One concern, though, that we have continually returned to throughout our work is equity.

As Curtis Linton defines in “The Equity Framework,” we must challenge ourselves to look closer at equity from three perspectives - culture (ourselves), practice (departments and classrooms) and leadership (Linton, 2011, pg. 57). Our current system, as Thomas Greene has said many times, “is perfectly designed for the current outcomes.” The model that we are presenting utilizes processes, interventions and procedures that meet the needs of our diverse populations and utilize the equity lens. Equity manifests in a process of improvement and interactive change. Training and ongoing reflection and assessment of ourselves and our effectiveness will be imperative. Additionally, structured, organized and continued collaboration with instructional faculty, student services faculty, staff and students will be integral to the successful implementation of these recommendations.

In order to focus and refocus our efforts to weave equity into the very fabric of our design, we have endeavored to let the following “Five Principles of Equity by Design” (from the Center for Urban Education) guide our thinking and serve as a yardstick against which to measure our efforts:

- Principle 1: Clarity in language, goals, and measures is vital to effective equitable practices.
- Principle 2: “Equity-mindedness” should be the guiding paradigm for language and action.
- Principle 3: Equitable practice and policies are designed to accommodate differences in the contexts of students’ learning—not to treat all students the same.
- Principle 4: Enacting equity requires a continual process of learning, disaggregating data, and questioning assumptions about relevance and effectiveness.
- Principle 5: Equity must be enacted as a pervasive institution- and system-wide principle.

Reference: <http://cue.usc.edu/equity-by-design-five-principles/>

Since its inception the Start Right Design Team has held weekly meetings, met in pairs and smaller groups, and exchanged hundreds of emails and phone conversations in pursuit of its mission. The team has worked diligently to craft a set of detailed recommendations to improve our students’ experience and to greatly increase their chances for success. In doing so we have sought to balance pragmatic and logistical concerns with the idealism that brought many of us to work in community colleges in the first place. The team has also experienced a number of challenges and learned some valuable lessons (detailed toward the conclusion of this report). Though the team leads and team members take ultimate responsibility for the recommendations detailed in the following pages, we hope that any reader who may feel that our efforts have fallen short will also consider the challenges we have encountered.

It is our hope that many of our recommendations can be implemented and that remaining recommendations can serve as an informed foundation for this important and challenging continued work. Though in the moment we may feel frustration, we need to continually remind ourselves that deep and systemic change grounded in equity work and self-reflection will not come through checking boxes, but rather through a sustained collaboration and discussion which leverages our collective strengths in service of creating an equitable playing field for all students at ARC.

II. First-Term Gateways - A Proposed Organizing Framework

As our team has examined, discussed, and debated first term experiences and how one could be implemented at ARC, we have concluded that not only will one size *not* fit all students, but that we also have an obligation to incorporate existing first term support programs into our framework in a way that is logical and sensible. Additionally, we feel that approaching our task in this manner can provide variety for our students and flexibility for our institution moving forward.

In order to do this we have created a unifying framework for existing and proposed programs that relies on a concept that we are terming “gateway” or “first term gateway.” Essentially, we define an “ARC Gateway” as any substantive and intentional first term experience which meets or exceeds the following minimum standards:

1. Genuinely validates new students and welcomes them into the American River College community.
2. Is strongly committed to equity through staff training, self-evaluation, and continuous program improvement.
3. Supports new students both academically and personally.
4. Helps support and guide new students toward choosing majors and careers.
5. Helps connect new students to resources.
6. Lasts at least through the first full semester.
7. Is permanently supported through the regular assignment of paid personnel (i.e. is not designed to permanently rely on faculty overload pay and/or short-term grant funding).

As a unifying concept this would allow ARC to leverage its current strengths while simultaneously building the capacity to eventually serve all new students at scale. In practice the idea would be to identify existing gateways at ARC (see Appendix C, Existing Gateways), create one or more new gateways, and encourage existing programs and/or courses to consider modifications that would qualify them as gateways (see Appendix D, Possible Content and Structure of a Gateway GE Course.) Once at scale all new-to-college students entering ARC would be strongly encouraged to participate in at least one gateway in their first semester. With total new student enrollment at about 3500 for Fall and 1700 for Spring, Start Right estimates that existing gateway capacity only serves approximately 30% of new student enrollment (1070 Fall and 530 Spring). To support all new students capacity is needed for an additional 3600 students per year (2400 Fall and 1200 Spring). All values are approximate.

Students’ selection of appropriate gateways would be done during onboarding using the results of students’ needs assessments and in consultation with a counselor or appropriately trained classified staff member. Assignments would also be subject to individual program capacity. *During implementation of the process to connect students with a gateway, great care would need to be taken NOT to make it appear that students are being segregated or separated. Instead, students should be presented with a breadth of options and allowed to choose one that fits their needs and interests (again, subject to program capacity).*

In addition to matching a student with a first term support system, the added benefit of the system described above is that it will create a purposeful and intentional process whereby students would be exposed to a variety of support opportunities that they might not otherwise learn about.

Again, as proposed, the ultimate list of ARC gateways would likely include programs that are quite different on their face. Where some might last multiple semesters, others might only last the first semester. Similarly, where some might have dedicated counselors embedded by design (e.g. EOP&S), others might rely on ARC’s newly designed Student Success Teams (i.e. case management). To ensure a baseline of quality and consistency, Start Right envisions that some form of oversight body — ideally an existing one — would be responsible for approving the initial list of gateways and for reviewing and approving any future proposed gateways. At this time, the most logical candidate to perform such oversight would be the new Student Success Council.

Most, though not all, of the existing and proposed gateways will likely be centered around a credit bearing class, presenting an excellent opportunity to attach services. In other words, where appropriate and needed, these courses could serve as an excellent “point of administrative connection” with the aforementioned new Student Success Teams being developed by IPASS. The class roster (or rosters) could serve as the basis for creating caseloads, with the instructor of record automatically serving as one of the members of the team.

On this last point it is extremely important to note that integrating a scaled and fully functioning case management system into the gateway framework will not be possible until the college or district adopts an SEL (Student Experience Lifecycle) software package. Without such a product in place it would not be possible to track students and manage information at scale.

Over time, the work of our group has somewhat naturally divided into three distinct areas: onboarding, pre-term, and first-term. While distinct chronologically, the processes, activities, and student experience during these three phases are still distinctly interrelated. In the recommendations listed below we will attempt to provide specificity, context, and a recommended timeline. Where providing lengthy detail is necessary, we will instead refer to appendices.

III. Recommendations Related to Gateway Framework

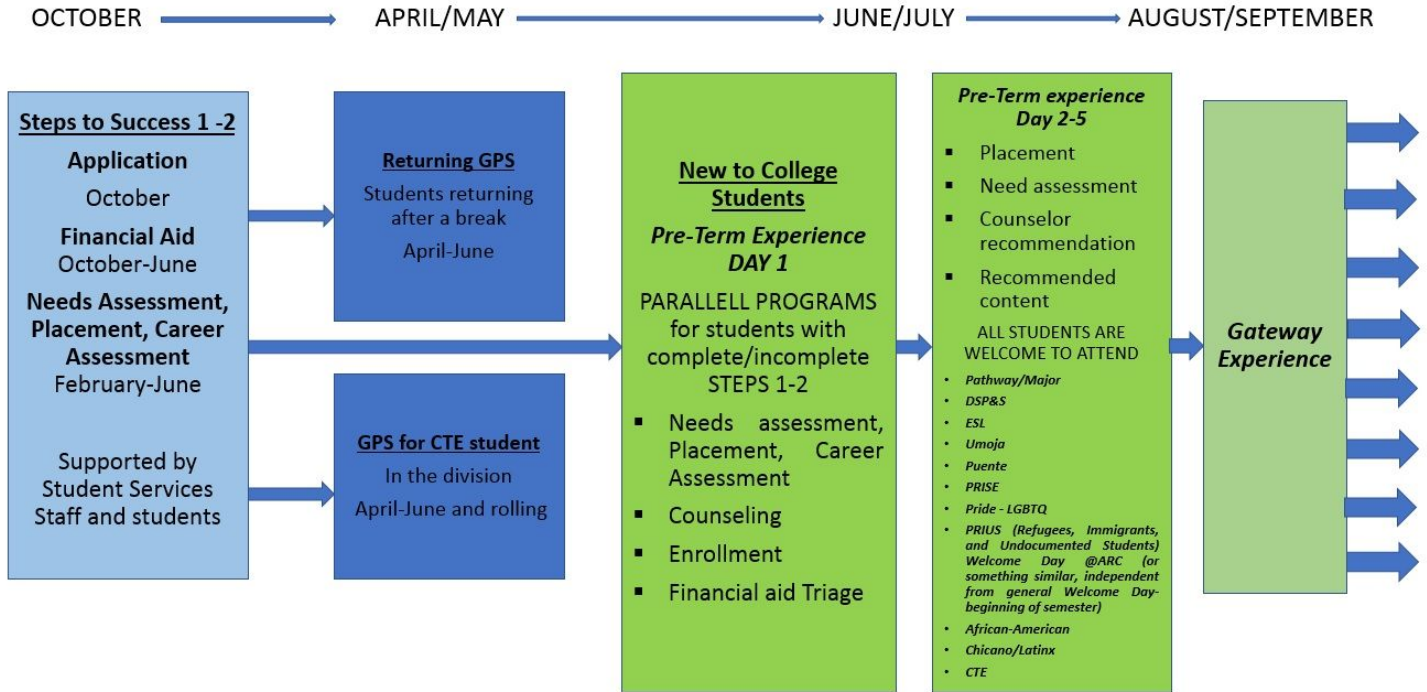
- A. RECOMMENDATION: Adopt Gateways as an Organizing Framework for First Term Student Support Experiences (Fall 2019)**

- B. RECOMMENDATION: Vest Responsibility with the Student Success Council to Review and Approve New Gateways (Fall 2019)**

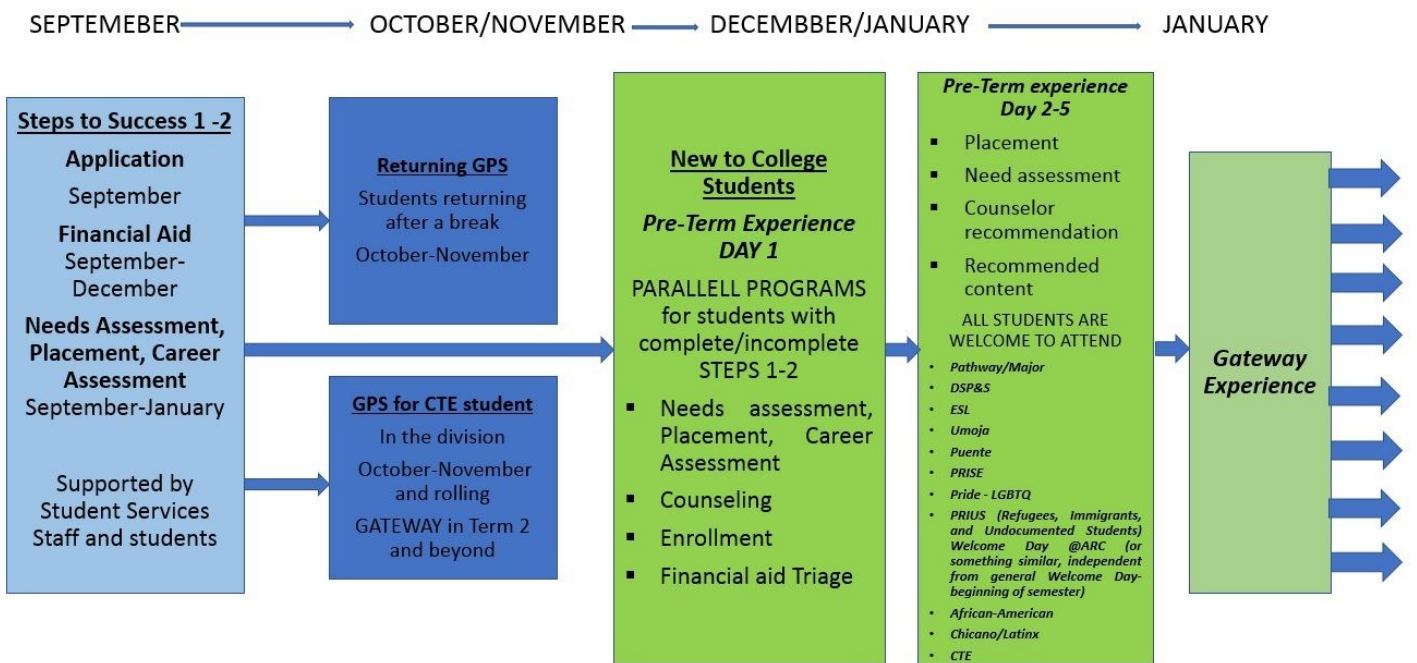
IV. Graphic Summary of Onboarding Recommendations

The figures below are intended as a graphic summary and timeline for the redesign of ARC's onboarding process. See the recommendations that follow for context, and refer back as necessary.

Start Right Onboarding Recommendation - FALL



Start Right Onboarding Recommendation - SPRING



V. Recommendations Related to Onboarding - Student Experience Process/Interventions

A. **RECOMMENDATION: Create pre-populated educational plans with a prescribed 1st/2nd term options for new to college students (Fall 2019)**

1. **Supporting Recommendation:** In collaboration with the Counseling Department, Student Services staff, and students, develop a tool (pre-populated educational plan or template) to support students in creating a 1st year educational plan or choosing course work for the first year, based on needs assessment information, placement, and a consultation with Counseling faculty.
 - a) This tool should offer direction yet be flexible enough to meet the needs of various student populations.
 - b) It should be a guide much like program maps to support students in making successful choices for their first year.
 - c) It should at it's foundation include recommendations for ENGWR, MATH, a "Gateway" course, and potentially a Pathway (i.e. area of interest) course if space allows.
 - d) The courses on this educational plan should be "guaranteed" to be available to the student at time of enrollment.
2. **Supporting Recommendation:** Development and implementation of the pre-populated educational plan and delivery process will be dependent on the following variables:
 - a) Student and Counseling Faculty input
 - b) Use of predictive analytics to ensure course availability
 - c) AB 705 and the final recommendations and implementations of the required changes
 - d) The development of a new area E course
 - e) Implementation of the "Gateway" concept
 - f) If ENGWR and/or MATH are required for the 1st term or year
 - g) Future legislation similar to AB19 with requirements for students

B. **RECOMMENDATION: Implement an online/in-person career exploration tool and workshops before first term (Fall 2019)**

1. **Supporting Recommendation:** Recommend collaboration with the counseling department, the career center, and students (peer-mentors) to select a tool that would expose students to career options, work with mapped areas of interest, and support continued exploration beyond the initial tool.
2. **Supporting Recommendation:** Consider equity in language, materials, operating hours, and space. It is imperative that this be done in collaboration with students, faculty, and staff from all student populations, especially those underrepresented.
3. **Supporting Recommendation:** Consider differences in needs for CTE versus traditional, transfer, or associate degree students. Consider the individual student and their needs.
4. **Supporting Recommendation:** Focus on career exploration and connection to campus and the community.
5. **Supporting Recommendation:** Focus on informing of and exposing students to length of educations, requirements, and earning potential.

C. RECOMMENDATION: Implement a Needs Assessment (Fall 2019)

1. **Supporting Recommendation:** Consider equity in the choice, structure, length, format, medium, and language. It is imperative that this be done in collaboration with students, faculty, and staff from all student populations, especially those underrepresented.
2. **Supporting Recommendation:** Focus on housing, food, responsibilities, culture, interests, engagement, and non academic issues that may prevent a student from completing their goals
3. **Supporting Recommendations:** Selection of this tool should be done in collaboration with students, faculty, and staff from the from across campus, but specifically Counseling.

D. RECOMMENDATION: Reduce steps to success/enrollment (Rename) - (Fall 2019)

1. **RECOMMENDED STEP 1 - Application:** No change recommended

2. **RECOMMENDED STEP 2 - Financial aid, needs assessment, career tool, and Orientation (district online):**
 - Staff (faculty, staff and peers) in Student Services to support students through this step.
 - Online support and interactions
 - On-campus workshops and lab-time
 - Intrusive/hands-on approach
 - Telephone calls, text, and drop-in options
 - Consider equity in language, materials, operating hours, and space
 - This should be done in consultation with students, faculty, and staff from the most underrepresented populations
 - Financial aid needs to follow-up to get students to complete all the pieces of FAFSA and Dream Act
 - Consider equity in language, materials, operating hours, and space
 - This should be done in consultation with students, faculty, and staff from the most underrepresented populations
 - We recommend a full-time SPA for Financial Aid and the one-stop area.
 - We recommend hiring peer mentors to serve as mentors to new students, as well as student ambassadors for outreach, with specific attention to underserved communities
 - Financial Aid should consider a student completion coach to help students triage and navigate the financial aid process.

3. **RECOMMENDED STEP 3 - Move enrollment to the Preterm Student Experience. ARC data indicates that the majority of new to college students' complete steps and enroll during the months of June/July:**
 - See Preterm recommendations, below
 - Include placement, educational planning, career exploration, needs assessment, campus resources, study skills, financial aid triage, and course choice
 - End with a tour about campus resources, a resource fair or a living tour (one designed for the individual student as identified by the needs assessment)

- Also include these tours during new semester kick-off
- Referral to appropriate “Gateway” based on needs assessment, counseling and student direct feedback
- Consider equity in language, materials, operating hours, and space
 - This should be done in consultation with students, faculty, and staff from the most underrepresented and marginalized populations

E. RECOMMENDATION: Institute new “GPS” timeline by persona – in an attempt to avoid the “one-size” fits all approach we recommend offering flexibility for different student populations- Fall 2019:

The goal of this recommendation is to meet students where they are at. In the implementation and day to day operation ARC staff will know there are different entry points for students, but the student experience should be as seamless as possible. Hence communication amongst stakeholders is imperative, and consistent and equitable messaging to students is a key component. In the implementation of a new “GPS” timeline, consider scalability, equity, media (videos, texts, and web applications) as well as social media as a communication platform and collaboration with Clarified Program Pathways. We also recommend considering pre-populated educational plans or templates based on pathway and “gateway.” Content to consider for communication with students: Major and GE requirements, Financial aid, Career Explorations, Gateways, and Campus/community resources. This recommendation should be a collaborative effort with all stakeholders involved (Counseling, Student Center Staff, students, Communication Team, Clarified Program Paths, etc)

- **New students** - Summer at preterm experience (May-September)
 - Some new students arrive in late August and we recommend a late start option for these students that includes a pre-term experience in late August and classes beginning in mid-September
 - Utilize batch enrollment and a predetermined list of courses (gateway/pathway) for the first term
 - We are aware scheduling is a concern and we recommend utilizing a predictive analytic system to support enrollment as trends are likely to change, semester to semester
- **Re-Entry** - Primarily in spring, but rolling including late start (two-eight weeks into the semester)
- **CTE** - Summer/term in the department
 - Dependent on goal
- **ESL** – Recommend further research on this population (student surveys, focus groups, etc.)
 - Translate documents, videos, and messaging into the five primary languages at ARC
 - Russian, Ukrainian, Arabic, Farsi, and Spanish
- **DSP&S** - Recommend further research on this population (student surveys, focus groups, etc.).

- Consider communicating with students early on to collect documentation for program, tours, and services.
- Develop a crisis intervention model specifically for DSP&S students
- In all cases referral to appropriate “Gateway” based on needs assessment, counseling and student direct feedback.
- Consider equity in language, materials, operating hours, and space.
 - This should be done in consultation with students, faculty, and staff from the most underrepresented populations.

F. RECOMMENDATION: Offer weekly Financial aid (FAFSA) workshops by someone not employed within Financial aid (a coach) due to Financial Aid regulations and restrictions - Fall 2018

- This will allow the person to assist with the FAFSA.
- Financial Aid should consider a student completion coach to help students triage navigate.
- Something like a cash for college workshop, but several times a week and year-round.
- Consider adding a budgeting and financial planning component.
- Consider equity in language, materials, operating hours, and space.
 - This should be done in consultation with students, faculty, and staff from the most underrepresented populations.
- Enrollment to College and Financial Aid Application Workshops (Oct-March)
- Achieve Events / FA Computer Lab –Helps with FA application and status review process
- Cash for College Events / FA Computer Lab –Helps with FA application and status review process.
- High School events.
- Financial Aid Update (April-June) - Spring 2019
 - Access to Financial Aid (e-services) Tutorial / Email Possibility to add text messaging connecting to Message Center
 - Reminder to submit documents listed in the TO DO List Events / Possibility to add text messaging connecting to Message Center

G. RECOMMENDATION: Clarify and simplify physical access and navigation on campus - Fall 2018 Details presented in bulleted format below.

- Create a one-stop location on campus where students do all pieces of on-boarding.
 - Create signage and paths to easily find it on campus
- Rename Assessment Center.
- Rename Student Services.
- Rename DSP&S
- Improve campus navigation for students.
 - Make directories/directional prompts accessible for all students.
 - Consider: color, banners, microphones stations, strips on ground, etc.

- Install more sliding doors in student areas, especially the Student Center and LRC.
- Consult with DSP&S regarding needs and ADA compliance.

VI. Recommendations Related to Onboarding - Communication/Technology

A. RECOMMENDATION: Create website for outreach focused information - Fall 2019

- Include resources for high school counselors
- Fast facts on why ARC
 - Transfer rates
 - Financial aid

B. RECOMMENDATION: Invest in a communications platform, SEL, or CRM, such as Hobson, to manage communication, emails, phone calls and text messaging throughout the on-boarding process.

C. RECOMMENDATION: Create a student portal that is mobile friendly to connect all online communication

D. RECOMMENDATION: Implement a career assessment tool on the website and in the “assessment” or career center

E. RECOMMENDATION: Create a Consistent Messaging framework and team to support is maintaining communication with students campuswide

1. In collaboration with Scott Crow and his team.
2. This team should create online training for staff that will be offered monthly (online).

F. RECOMMENDATION: Push regular communication to students highlighting benefits of ARC - Fall 2019

- Marketing Gateway options
- Calls from specialty programs and resources
- Career exploration videos
- Student life programs
- Video messages from deans and student leaders
- Tips for finishing strong in high school
- Making summer plans
- Forms and Processes, include “How to videos,” in Canvas friendly format
 - Student Services forms and processes
 - (e.g. petitions, major changes, goal changes, etc.)
 - Instructional form and processes related to onboarding
 - (e.g. prerequisite challenge process)

G. RECOMMENDATION: Combine communication methods - Fall 2019

- Canvas, e-services, and other pieces should be streamlined and directed
- Avoid creating multiple places where students need to go to for information
- Consider a portal

H. RECOMMENDATION: Enhance Pre-On-Boarding Communications - Fall 2019

- Put more focus on getting students interested in applying to ARC.
- Have outreach team do general info sessions.
- Send welcome letter and email – acceptance letter.
- Financial Aid Outreach (Starts August-October / Ongoing throughout the rest of the academic year)

VII. Recommendations Related to Onboarding - Staffing

A. RECOMMENDATION: Invest in a marketing budget to get prospective students interested in learning more and applying

B. RECOMMENDATION: Create a communications team to support Scott Crow

C. RECOMMENDATION: Hire SPA for Admissions and Financial Aid - to assist students from application to pre-term experience with nudges via email, phone, and text messaging:

1. Supporting students in learning the processes, the environment, and language used at ARC related to enrollment

D. RECOMMENDATION: Hire “FYE” faculty member (.30 FTE x 2) - One Instruction and One student services each:

1. Work collaboratively with and support coordination of Summer component along with an Classified Staff or Administrator from Student Services
2. Coordinate and maintain communication with teams during the first-term

VIII. Recommendations Related to Onboarding - Professional Development and Training

A. RECOMMENDATION: Conduct Equity Training (twice per year)

1. Consult with EAI leadership and Equity Plan team for recommendations and direction

B. RECOMMENDATION: Conduct Trauma Stewardship Training (annually)

1. Goal:

- a) Raising awareness of the cumulative toll on individuals, organizations, the institution, communities, and society as a whole as a result of being exposed to suffering, hardship, crisis or trauma.
- b) Facilitating conversations on systematic oppression and liberation theory.
- c) Support in responding to acute trauma, whether individual or collective.
- d) More info available at:

<http://traumastewardship.com/the-trauma-stewardship-institute/>

C. RECOMMENDATION: Conduct Trauma Informed Care Training (annually)

1. Principles:

- a) A trauma-informed approach reflects adherence to six key principles rather than a prescribed set of practices or procedures. These principles may be generalizable across multiple types of settings, although terminology and application may be setting- or sector-specific:
 - 1) Safety
 - 2) Trustworthiness and Transparency
 - 3) Peer support
 - 4) Collaboration and mutuality
 - 5) Empowerment, voice and choice
 - 6) Cultural, Historical, and Gender Issues
 - 7) More info available at: <https://www.samhsa.gov/nctic/trauma-interventions>

2. Goal:

- a) Deeper awareness of the types of trauma/suffering and its triggers.
- b) A greater understanding of trauma's effects on behavior.
- c) Tips for preventing retraumatization.
- d) Strategies to prevent secondary trauma.

D. RECOMMENDATION: Conduct Consistent messaging Training (monthly - online or in-person)

a) Considerations:

- (1) The audience
- (2) Limiting the types of information and integrating
- (3) Using a consistent voice
- (4) Using repetition
- (5) Offering Feedback - internally and externally

E. RECOMMENDATION: Conduct "FYE" area Meetings (quarterly)

IX. Recommendations Related to Onboarding - Assessment and Reflection

A. RECOMMENDATION: Conduct regular student surveys (also echoed in General Recommendations)

B. RECOMMENDATION: Conduct regular focus groups (also echoed in General Recommendations)

C. RECOMMENDATION: Conduct regular workplace observations and solicit feedback

X. Recommendations Related to Onboarding - District Processes

A. RECOMMENDATION: Separate Summer and Fall enrollment periods - Fall 2020

XI. Recommendations Related to Preterm Experience

A. RECOMMENDATION: We recommend an extended orientation format as tool to connect students to campus, the community, to assist them beginning to explore their pathway, and to support them in selecting their “Gateway” - Fall 2019

The goal of this recommendation is to meet students where they are at when they arrive at ARC and to offer a validating/safe space for students to explore components of their individual identity. When synthesized with the IPASS recommendations for case-management, students will have a safe and equitable environment to explore their career and life path. This recommendation is in alignment with ARC Strategic Goal 1,2, and 3 and the Start Right Charter.

In the implementation and day to day operation ARC staff will know the there are different preterm experiences for students, but the student experience should be seamless. Hence communication amongst stakeholders is imperative, and consistent and equitable messaging to students is key.

1. Three to five days
 - a. Offer an all in-person and Hybrid for the three and five day options
 - b. Students will select the options that works best for them in consultation with a counselor and review of the student’s needs assessment on day one. All students will be invited and encouraged to complete the three day options. Five-day format with more in-depth content and support services for students with retention and persistence challenges, based on ARC data.
 - c. Recommend Preterm Experience by cohort:
 - i. Pathway/Major
 - ii. DSP&S
 - iii. ESL
 - iv. Umoja
 - v. Puente
 - vi. PRISE
 - vii. Pride - LGBTQ
 - viii. PRIUS (Refugees, Immigrants, and Undocumented Students)
African-American
 - ix. Chicano/Latinx
 - x. CTE
2. Make initial connection with their IPASS case-management team
3. We also recommend considering pre-populated educational plans or templates based on pathway (area of interest) and “gateway.” This recommendation should be a collaborative effort with all stakeholders involved (Counseling, Student Center Staff, students, Communication Team, Clarified Program Paths, etc)
4. Advising, career, needs assessment (if not complete), placement, move enrollment for new students to the Pre-Term Student Experience
5. Structured referral process to first-term experience – include all gateway options or area of interested communities/cohorts (see Section IV, Graphic Summary of Onboarding Recommendations)
6. Introduction to support teams
7. Financial Aid Literacy Workshop

8. Hands on Financial Aid Workshop
9. Take-in of documents -Financial Aid Computer Lab
10. Offer childcare - CDC
11. Parent Sessions for first generation student families
12. Offer information on Title IX
13. Include faculty designed and lead instructional component focused on student driven/culturally relevant and responsive basic skills and career exploration/presentations
14. Include counselor designed and lead component focused on student driven/responsive career exploration/psychosocial activities/presentations
15. End with a tour about campus resources
 - a. Also include these tours during new semester kick-off
 - b. Resource Fair - "Speed dating" by cohort (Gateway or Area of Interest)

XII. Recommendations - First Term Experience/Gateways

A. RECOMMENDATION: Develop and Offer New CSU GE Area E First Term Seminar

Grounded in Equitable Instructional Practices: This class has been debated and discussed extensively in our group, with consensus reached on numerous aspects of its design and structure - in particular that it be grounded in equitable instructional practices (see Appendix E). That said, key issues still need to be decided before moving forward. See Appendix F for a review of our discussions to date, including a comprehensive list of benefits and challenges identified by Start Right for the different options we have discussed.

1. **SUPPORTING RECOMMENDATION (Fall 2018): Formulate a Faculty Team to Resolve Differences and Write and Submit Curriculum:** Continuing with Start Right's efforts to date, the Academic Senate, in consultation with the President and the President's Executive Staff, should form a faculty team to resolve differences regarding who will teach and/or team teach the course and to write and submit the curriculum. The team should be comprised of representatives from Counseling, Reading, and the Academic Senate. *Further, it is critical that the Associated Student Body be formally consulted. The course design, including SLOs and course content, must include robust input from a broad and representative selection of ARC students to ensure its design is equitable and meets their needs.*
2. **SUPPORTING RECOMMENDATION (Fall 2018): Request a New Subject Designator:** In order to stress the fundamentally interdisciplinary nature of this new course concept, Start Right recommends that a new subject designator be chosen for the new course (or courses) to be offered. Though INDIS is traditionally intended for this purpose, it does not provide any indication of the theme or content of this specific course. Start Right has used the working designator CPATH (College and Career Pathways) in some preliminary reports, though this is not being submitted as a formal recommendation. Other ideas include First Term Seminar (FTS), College (COLL), and College Success (COLS).
3. **SUPPORTING RECOMMENDATION (Spring 2019): Submit the Course for Approval to both the ARC and CSU GE Patterns:** To ensure maximum transferability, degree applicability, and financial aid approval, the course not only must meet students' needs

but also make sense to students on a practical level.

4. **SUPPORTING RECOMMENDATION (Spring 2019): Recruit Instructors for New Course:** Dependent on the specific structure of the new course, instructors will need to be recruited so that they can plan for training and for an eventual teaching assignment.
 5. **SUPPORTING RECOMMENDATION (Spring 2019): Create an Instructor Training Program Focused on Equitable Instructional Practices:** The Academic Senate, in consultation with the President and the President's Executive Staff, should form a collaborative faculty team to create an instructor training program (fully face to face or possibly hybrid) specific to the course as designed and fundamentally focused on promoting equitable instructional practices and honoring individual students' identities. Additionally, the curriculum for this training should be submitted to the District Office for salary schedule advancement approval. As an alternative paid training should be explored for faculty not needing or wanting salary schedule advancement.
 6. **SUPPORTING RECOMMENDATION (Summer 2019): Host an Instructor Training Program Focused on Equitable Instructional Practices:** In order to avoid conflicts with regular teaching loads, the training should be scheduled for immediately after the Spring 2019 term, immediately before Fall 2019, or during a period in between.
 7. **SUPPORTING RECOMMENDATION (Fall 2019 / Spring 2020): Offer First Sections of New Course:** Dependent on the timeliness of the GE approval process, several sections of the new course should be offered by Fall 2019 or Spring 2020. In the initial phase it would be appropriate to staff any counselors assigned through overload, though as the course becomes embedded as a key gateway opportunity for new students ARC should evaluate whether this is sustainable (see below). FTE for reading and other instructional faculty should be assigned through their regular load or overload. Care should be taken to assess all aspects of this new course, including student success, student experience, faculty experience, and administrative experience. Based on this information improvements and adjustments should be made.
 8. **SUPPORTING RECOMMENDATION (Spring 2020): Hire at Least Two Dedicated Human Career Development Instructors:** It is the opinion of our team that systemic, sustainable, and long-term change will not be accomplished if this course continues to rely on staffing of counselors through overload assignments. As career development is a specific area of faculty expertise, it is critical that any efforts to realign our institutional focus toward career pathways for *all* students be supported through the hiring of dedicated, specifically trained faculty.
 9. **SUPPORTING RECOMMENDATION (Fall 2020 and beyond): Scale Offerings as Needed and as Resources Allow:** As the college's first term gateway framework matures, the level of need for this particular course will become clearer.
- B. **RECOMMENDATION (Spring 2019): Offer 10+ HCD 310 Sections Paired w/ RAD in Support of First Term Gateways:** As the lengthy process to create and offer a new first term seminar runs its course, the college can immediately build its first term gateway capacity by offering multiple sections of HCD 310 with intentional reading support provided through RAD.

For greatest impact on student success and in keeping with the gateway concept, these sections would have to be set aside for new-to-college students. Additionally, all assigned instructors would be strongly encouraged to participate in equity training and to adopt policies and practices that are particularly well-suited to fostering equity and to closing the achievement gap in college classrooms. See Appendix E for additional details.

- C. **RECOMMENDATION (Fall 2018 and beyond): Explore the Creation of General Gateways in Broadly Transferable GE Courses with High Enrollments and High Concentrations of First Time Students:** It has been suggested that certain GE courses (or dedicated sections of GE courses) might present a unique opportunity to connect with and support first time students using the proposed gateway model. It is critical to clarify that this potentially promising idea was only recently raised as a possibility and has not yet been adequately discussed. See Appendix D for and Appendix E for additional details.
- D. **RECOMMENDATION (Fall 2018): Explore the Creation of a DSPS Gateway:** Approach DSPS to determine and confirm interest in creating a first term gateway and to identify the necessary steps to get approved. Specifically, a DSPS gateway could be created centered on HCD 382 (Specific Learning Strategies) or other appropriate course.
- E. **RECOMMENDATION (Fall 2018): Explore the Creation of an Honors Gateway:** Approach the ARC Honors Program to determine and confirm interest in creating a first term gateway and to identify the necessary steps to get approved. Specifically, an Honors gateway could be created centered on appropriate GE coursework common to all Honors students.
- F. **RECOMMENDATION (Fall 2018): Explore the Creation of a Pride Gateway:** Approach the ARC Pride Program to determine and confirm interest in creating a first term gateway and to identify the necessary steps to get approved. Specifically, a Pride gateway could be created centered on GE coursework of interest to ARC's LBGTQ community.
- G. **RECOMMENDATION (Fall 2018): Explore the Creation of a Native American Gateway:** Approach the ARC Native American Resource Center to determine and confirm interest in creating a first term gateway and to identify the necessary steps to get approved.
- H. **RECOMMENDATION (Fall 2018): Explore the Creation of a Chicanx/Latinx Gateway:** Chicanx/Latinx students are disproportionately impacted and would benefit from an affinity pathway to include linked GE coursework with degree completion and/or transfer readiness at its goal. This would be developed in consultation with PUENTE as an option for students who cannot participate in PUENTE.
- I. **RECOMMENDATION (Fall 2018): Explore the Creation of an African American Gateway:** African American students are disproportionately impacted and would benefit from an affinity pathway to include linked GE coursework with degree completion and/or transfer readiness as its goal. This would be developed in consultation with Umola-Sakhu as an option for students who cannot participate in Umoja-Sakhu and/or who might not be interested in an Afrocentric approach.
- J. **RECOMMENDATION (Fall 2018): Explore the Creation of a Social Justice Gateway:** For students deeply interested in issues of social justice who may not see a gateway offered with

which they feel aligned and comfortable, this would represent a welcoming and supportive option. Specifically, a Social Justice gateway could be created centered on a GE course or courses within the new Social Justice Studies Program currently being created at ARC.

- K. **RECOMMENDATION (Fall 2018): Create a Gateway for ESL Students:** Per discussions with the ESL Department leadership, there is interest among faculty to explore using their 20 and 30 level courses as possible gateways. These courses generally have high concentrations of new-to-college students, and the department feels strongly that these students would greatly benefit from being part of a case management structure.

- L. **RECOMMENDATION (Fall 2018): Create a Gateway for Certificate-Only Students:** This issue has been discussed and examined since the formation of Start Right with little progress. While career technical education students pursuing an Associates degree might be able to take a GE gateway course (per our current recommendations), there are no obvious courses for certificate only students and little desire to create new courses which would add to unit requirements. This issue deserves further examination.

- M. **RECOMMENDATION (Fall 2018): Create a Gateway for Re-Entry Students:** Re-entry students are defined here as new-to-college students who are entering college a decade or more after completing high school. The Start Right team recognizes that this is a unique population of students deserving of a unique and supportive first-term experience. One possible option would be to offer one or more sections of HCD 310 specifically themed to address the needs of re-entry students.

- N. **RECOMMENDATION (Fall 2018): Create a Gateway for Returning Students:** Returning students are defined here as students who have previously completed one or more semesters and are returning after an extended break. Because these students have such varied levels of unit attainment, we have found it extremely difficult to identify any specific solutions for a first-term gateway. Where a student has not already completed any of the courses or GE requirements identified as possible gateways above, it might be appropriate to encourage their participation in such. Alternately, if these students can be effectively supported through a case management model (i.e. the proposed IPASS student success team model), then they might not need a structured first term experience.

For a summary of all ***existing*** and ***proposed*** gateways, see Appendix G. With total new student enrollment at about 3500 for Fall and 1700 for Spring, Start Right estimates that existing gateway capacity only serves approximately 30% of new student enrollment (1070 Fall and 530 Spring). To support ***all*** new students capacity is needed for an additional 3600 students per year (2400 Fall and 1200 Spring). All values are approximate.

XIII. Recommendations - General

- A. **RECOMMENDATION: Establish Faculty Coordinator for Each of ARC's New Areas of Interest at 0.25 FTE Each (Fall 2019 or earlier):** Though support for our students' exploration of majors and careers (and ARC's new areas of interest) is referenced throughout this document, we have not yet proposed a *concerted, uniform* plan to guide students through such exploration as part of their first term experience. By design, the gateway model (if adopted) would mean that students receive different levels of support dependent on their first-term gateway. As such, in order for our institution to support a *focused completion driven agenda*, we recommend the establishment of nine permanent area of interest coordinators with at least 0.25 FTE release time each (referred to as "Pathway Achieve Community faculty coordinators" in the IPaSS recommendations). In collaboration with their area colleagues, we propose that their tasks would include, but not be limited to, the following:
- Development and coordination of events, speakers, and activities related to their area of interest.
 - Development and coordination of messaging to students about events, speakers, and activities related to their area of interest.
 - Development of informational materials promoting their respective areas (e.g. website content, videos, flyers, etc).
 - Presentation of guest lectures (in gateway classes and elsewhere) about majors and careers related to their area of interest.
- Note:** This approach is similar successful efforts at Saint Petersburg College in Florida and at Los Angeles Trade and Technical College.
- B. **RECOMMENDATION: Create a Mechanism for Students to Formally Register Their Area of Interest, Including Messaging Capabilities:** For the previous recommendation to be fully implemented, students need to be grouped in a way that allows for direct communication. Per our onboarding and pre-term experience recommendations, students should have enough information and support to make this declaration by the end of their pre-term experience, allowing for direct communication to begin by their first term. Additionally, there would need to be a mechanism for students to change their area of interest.
- C. **RECOMMENDATION: Strongly Support Low-Cost / No-Cost Textbook Options:** The cost of education is a nearly universal concern for our students. Though challenging for many reasons, one area of cost-reduction which is showing great promise is in the area of textbooks and related materials. Faculty should continue to be strongly supported and encouraged through incentives and professional development to adopt open source and other low cost options for their students in compliance with AB 798 (the College Textbook Affordability Act of 2015).
- D. **RECOMMENDATION: Provide Faculty Easy Access to Current Majors' Contact Information:** Currently, it takes two separate approvals and several weeks for a department chair or designee to acquire contact information for the majors (declared degrees and certificates) in their area. As we seek to build a system which proactively supports students with relevant resources and information, it will be vital to create processes which allow for easy, timely, and targeted contact. This will be especially critical as our first-term/first-year support

systems mature and we begin to encourage faculty to take greater responsibility for building relationships with their majors and nudging them toward completion.

- E. **RECOMMENDATION: Simplify, Standardize, and Enhance Student Messaging Capability:** Currently, the preferred point of contact for the vast majority of our students is via text message. Unfortunately, though, there is no simple, standardized way for ARC employees to contact students via text (or whatever their preferred mode of contact is). Though Canvas *does* allow for students to choose a preferred contact, not all faculty know this and not all ARC personnel who need to contact students are Canvas users. Those who are aware of Canvas must first instruct students how to set this preference and then track whether students follow through. In short, Canvas is a very poor solution to a very important problem.
- F. **RECOMMENDATION: Develop a Student Engagement App for Phones and Desktops:** It is nearly universally accepted that there is great benefit to students when they engage with people, programs, services, and extra-curricular activities beyond the traditional confines of their college classrooms. The challenge, though, is a) reaching and motivating students, b) getting them to understand the benefits, and c) finally getting them to engage in the opportunities. Many colleges use a passport system where students get tasks checked off and eventually earn prizes (e.g. a thumb drive) or other incentives. Anecdotal evidence from many students at ARC, including student members of our redesign teams, indicate that such engagement programs are effective and beneficial if they are explained, incentivized, and made entertaining and social. To this end we recommend that ARC contract with an app developer to collaborate with a team from ARC to create an app that would allow students to submit evidence of engagement (e.g. a selfie from an event, photo of handouts from an event, a location tag from visiting a service, etc). The app could be themed and possibly include other game-based design elements that would make it memorable, fun, and novel. Once developed, it could be deployed through ARC's gateway experiences.

XIV. Challenges and Lessons Learned

As stated previously, though the team leads and team members take ultimate responsibility for the content of this report, we hope that it will be viewed in the context of the challenges we have encountered. We also hope that we can constructively convey the lessons we have learned in a way that will result in positive changes moving forward.

Though not intentional, it has been extremely challenging that our redesign efforts have been concurrent with several other significant and extensive changes to important college processes. First, we began our work on the Start Right project at a time when ARC was implementing a completely new governance and decision-making structure. This implementation was not fully formed when we started our work and unintentionally added a significant degree of complication to our collective efforts.

Second, recently enacted legislation ([AB 705](#)) has caused significant upheaval and has necessitated sudden and rapid changes to the college's assessment and placement processes for English, Reading, Math, and ESL. In turn, this has led to great uncertainty as to how our redesign can effectively respond to and incorporate these changes. Additionally, any initial adjustments are highly likely to be followed

by a cascade of subsequent curriculum and procedural adjustments over time as the college settles into a drastically new reality.

Lastly, simultaneous to our mission of developing recommendations to be scaled up and rolled out over 3-5 years, the college is launching [Achieve@ARC](#). This exciting endeavor will serve approximately 1000 new first-time-to-college students directly entering ARC from high school in Fall 2018 and will function as a sort of prototype for our longer-term redesign efforts. Though Start Right and IPASS are now serving in advisory roles to Achieve@ARC in order to ensure a degree of long term consistency, it has taken time and has been somewhat of a challenge for all involved to determine this division of responsibility.

In addition to the above mentioned challenges, we had also hoped to be able to use much more detailed information about ARC students' personal concerns related to equity and campus climate while crafting our recommendations. Unfortunately, the Research Office has been so deeply impacted with other research requests that it was not been able to process and deliver ours until very late in the process. This data will, of course, be quite useful moving ahead, but our recommendations should be viewed with this understanding.

In reflecting on lessons learned it is now clear to us that the team - especially the team leads - would have greatly benefited from formal, structured, mission-relevant training. While many involved in Start Right have previously demonstrated success in creating programs and leading projects, none of us have redesigned the very policies and procedures that are foundational to the day to day function of an entire college. Additionally, though one of our core charges has been to put forth recommendations which will close ARC's achievement gap, we see in hindsight that we did not necessarily have the level of experience and training necessary to undertake such a daunting task. This concern is further exacerbated by the fact that, though there is a sincere commitment to institutional equity at ARC, we have not yet engaged in deep, meaningful, and self-reflective equity work at the institutional level.

Despite these challenges and lessons learned, we remain optimistic about our work. In the recommendations which follow, we have tried to put forth constructive solutions which will not only benefit our current efforts, but which will also bolster the efforts of future project teams chartered by the Student Success Council.

XV. Recommendations Related to Challenges and Lessons Learned

- A. **RECOMMENDATION: Provide Governance and Project Management Training for All Team Leads:** Though all leads assigned to the various redesign teams are capable and experienced, none had previously led or co-led a project to completely reshape core student services and instructional processes at an institution the size of American River College. To that end, there should be substantive training provided in post-secondary educational project management - for both leads and team members - specifically as it relates to ARC's new governance and decision making structure.

- B. **RECOMMENDATION: Provide Mission-Relevant Equity Training and Support for All Team Leads and Team Members:** Though all team leads and team members are deeply committed to creating an equitable playing field and to closing ARC's achievement gap, we undertook this project without mission-relevant equity training and without the benefit of an

institution-wide equity audit which might have provided us with a clearer indication of where to focus our efforts. To that end, ARC should engage with its resident equity experts and with outside professionals around issues of institutional equity and equity training.

- C. **RECOMMENDATION: Design and Implement a Clear and Robust College-wide Engagement Strategy for All Future Projects:** All of us involved in the redesign have found it 1) challenging to engage our colleagues in the work because many were virtually unaware of what we are doing and why and 2) worrisome that many of our colleagues may be caught off guard at the magnitude of change ahead in the near future. Though several useful informational sessions were arranged by Student Success Council Faculty Co-Chair Tressa Tabares, attendance varied and was comprised mostly of individuals who are already engaged and supportive of our redesign efforts. Any future communication plan needs to more clearly delineate responsibilities for planning and promotion of outreach events and to take advantage of convocation and division meetings (both unfortunately cancelled in lieu of the January 2018 District-wide Convocation).
- D. **RECOMMENDATION: Immediately Develop an Evaluation Framework - Including Specific Instruments - to Assess Redesign Efficacy (Summer 2018):** Though the college is certainly tracking student success data in general, there does not appear to be a plan in place to assess the efficacy of specific elements of the long term, iterative redesign implementation. Such a plan should include baseline and ongoing data collection related to the three teams' general goals and specific recommendations. We strongly recommend a model for evaluation that employs "Double-Loop" learning related to all recommendations and changes made to all aspects of the student experience. Reflection and focus will be key to institutional, individual, and overall cultural change grounded in equity. See Appendix H for definition of Double Loop Learning.
- E. **RECOMMENDATION: Develop a Clear, Transparent, and Collaborative Protocol for Implementation of All Recommendations (Summer 2018):** With ARC's new governance structure still in its infancy, there is confusion about how implementation will take place. To ensure robust engagement among all stakeholders it will be critical to develop a clear, transparent, and collaborative process that brings individuals from different constituencies together in service of substantive and sustainable change grounded in an equity framework.

XVI. Conclusion

Historically, post-secondary education in the United States has been designed and implemented with the foundational assumption that it is the sole responsibility of all preceding educational institutions to ensure that students are prepared both academically and socially for college. Indeed, in practice this responsibility is placed squarely on the students themselves, generally accompanied by a series of labels and inclusion into courses and programs which clearly imply - often implicitly indicate - that the student is deficient. Such an approach is the very embodiment of a deficit mindset which, though often unintentional, shapes how we do business in a way that harms students.

In contrast, our overarching goal with Start Right has been to question this very assumption and ultimately reject it in favor of new assumptions. Our strongly held view is that it is the fundamental

responsibility of the *institution* to be ready for students, rather than viewing them through a deficit lens and labeling and treating them accordingly. Through our recommendations we are proposing that the entire institution view students as whole from the moment they arrive and offer them an educational experience that supports and acknowledges their unique identity.

We are excited about moving forward and understand that we have a great deal of work to do. While we know that the work ahead will at times be challenging, we firmly envision an institution and its employees who are universally committed to the idea that all students can and will find success at American River College.

The Start Right faculty co-leads, John Aubert and Chanin Hardwick, would like to extend our deepest gratitude to the faculty co-leads of IPASS (Jessica Nelsen, Kim Herrell, and Sarah Lehman) and of Clarified Program Paths (Bill Simpson and Tony Giusti) for their encouragement, camaraderie, and collaborative spirit. You have all been wonderful!

We also wish to thank Lisa Lawrenson and Tressa Tabares, the administrative and faculty co-leads (respectively) of the Student Success Council for their diligent assistance and encouragement during the last academic year. Thanks also to the members of the Council who have provided feedback and asked insightful questions about our work.

Additionally, we wish to acknowledge and thank Jeffrey Stephenson for his administrative support and guidance throughout this process. We also wish to thank Israeline Grayson, Kristin Farlow, and Yelena Siniyaya for their logistical support with note taking, scheduling, room reservations, and other important tasks.

Finally, we wish to thank our team members who have spent many hours in meetings and side discussions helping shape our thinking and helping guide us toward these final recommendations. We are truly grateful to have been given an opportunity to help reshape the future for our college and for our students.

Appendix A: Start Right Team Roster

Start Right Project Team

Roster of Members
Academic Year 2017-2018

Member	Perspective/Expertise	Role	Constituency
Jeff Stephenson	Associate Vice President of Student Services	Chair	Management
John Aubert	Start Right Coordinator	Co-Chair	Faculty
Chanin Hardwick	Start Right Coordinator	Co-Chair	Faculty
Martin Gomez	Counseling Faculty Representative – Categorical	Member	Faculty
Rick Ramirez	Counseling Faculty Representative – General	Member	Faculty
Doug Herndon	Instructional Dean Representative	Member	Management
Frank Kobayashi	Associate Vice President, Workforce Development	Member	Management
Joshua Johnson	Student Services Dean – Equity Programs and Pathways	Member	Management
Parrish Geary	Student Services Dean – Admission and Transfer Services	Member	Management
Tera Diggs-Reynolds	Student Success Support Program Coordinator	Member	Faculty
Rocio Owens	Basic Skills Faculty Representative – Summer Bridge	Member	Faculty
Leah Arambel	Basic Skills Faculty Representative – Statway/WAC/RAD	Member	Faculty
Michelle Brock	Basic Skills Faculty Representative – Statway/WAC/RAD	Member	Faculty
Dennis Lee	Instructional Support Faculty Representative	Member	Faculty
Tanya Anderson	Student Support Programs Representative – Categorical	Member	Classified
Clint Allison	Classified Representative – Assessment	Member	Classified
Patricia Jimenez de Valdez	Classified Representative – Financial Aid	Member	Classified
Tyler Rollins	Classified Representative - Researcher	Member	Classified
Shatoyia Anderson	Associated Student Body Representative	Member	Student
Forrest Abbott	Associated Student Body Representative	Member	Student
Yelena Siniyaya	Note Taker	Staff Support	

Appendix B: Start Right Charter

Start Right Project Team

Adopted 12/2/2017

Action Charter

This Charter is established between the Student Success Council (the Sponsor) and the Start Right Team to structure the process and planned outcomes for the Start Right Team during the one year period 2017-2018.

Purpose: The Start Right team is responsible for recommending to and accepting direction from the Student Success Council in a coordinated effort to achieve the strategic goals of the college.

Strategic Charge: The Start Right team is responsible for designing and recommending a model of a structured, first term experience for large numbers of newly entering students consistent with the ARC Strategic Plan. The model should be scalable, address disproportionate impact, and make efficient use of college resources.

Scope/Deliverables:

- Design an experience for newly entering students with a goal of earning a certificate, degree, or transfer that meets the following requirements:
 - Builds a strong foundation for the academic success of newly entering students by assisting them in (1) clarifying their educational purpose; (2) establishing a sense of connection and belonging; (3) acquiring key skills and attributes of a successful student (3) exploring and clarifying career interests (4) establishing an educational plan and guiding the onto a program pathway.
 - Aligns and integrates the efforts of other teams in areas such as case management, assessment/placement, fall term course schedule development, and educational planning, etc.
 - Utilizes areas of interest (aka Meta-majors) and existing support programs (Athletics, SSS-Journey, and other Categorical Support Programs) as organizing principles.
 - Provides financial and other incentivizes to increase program participation and effective student behaviors (AB19-Ca Promise Program, book vouchers, etc.)
 - Flexibility in Delivery: Can be facilitated at various times (pre-term, early-term, etc.) in various lengths of time throughout the academic year.
 - Organized and facilitated by IPaSS case managed teams
 - Identify elements of the Start Right experience to be incorporated into the expansion of the Fresh Friday's Program that will be implemented for the Fall 2018 term.
 - Establish a work plan for the team to design a model to recommend to the Student Success Council.
 - Recommend an implementation timeline, which may be in phases over 3-5 years.
 - Submit recommendations to Student Success Council in Spring 2018 for implementation beginning in Fall 2018.
-

Membership:

The Start Right Team is comprised of 20 members (as specified by the ELT) inclusive of representatives of all four primary ARC constituency groups and assigned or appointed by their respective representative bodies (Management Council, Academic Senate, Classified Senate, and Associated Student Body):

- Associate Vice-President of Student Services [Chair] Management
- Start Right Coordinator [Co-Chair] Faculty
- Start Right Coordinator [Co-Chair] Faculty
- Counseling Faculty – Categorical Faculty
- Counseling Faculty - General Faculty
- Instructional Dean Management
- AVPI, Workforce and Economic Development Management
- Student Services Dean – Equity Programs and Pathways Management
- Student Services Dean – Admission and Transitions Services Management
- Student Support Programs – Categorical Management
- SSSP Coordinator Faculty
- Basic Skills Faculty (Summer Bridge) Faculty
- Basic Skills Faculty (Statway/WAC/RAD) Faculty
- Basic Skills Faculty (Statway/WAC/RAD) Faculty
- Instructional Support Faculty Faculty
- Assessment Classified
- Financial Aid Classified
- Researcher Classified
- Counseling/Student Support Staff Management
- ASB Representative Student

Appendix C: Existing Gateways

<p>NOTE: Start Right is not suggesting changes to these programs, but rather presenting them as existing examples of programs which are already set up to effectively support students in their first semester and beyond.</p> <p>NOTE: With total new student enrollment at about 3500 for Fall and 1700 for Spring, Start Right estimates that existing gateway capacity only serves approximately 30% of new student enrollment (1070 Fall and 530 Spring). To support all new students capacity is needed for an additional 3600 students per year (2400 Fall and 1200 Spring). All values are approximate.</p> <p>Descriptions below taken from ARC website</p>	<p>Approximate current capacity/yr (# of new students, Fall+Spr. Based on estimates from program coordinators.)</p>
<p>EOP&S: EOP&S (Extended Opportunity Programs and Services) is a student support program that assists students who are economically and educationally disadvantaged. EOP&S offers services such as educational planning, counseling, priority registration, tutoring, and limited textbook assistance to help students realize success in their educational goals. EOP&S participation is limited to California residents who are eligible to receive BOG Fee Waiver "A" or "B" additional eligibility requirements are based on academic assessment and unit completion.</p>	<p>500 - Fall 200 - Spring</p>
<p>TRIO: The TRIO program works with first generation, low-income and/or disabled students by providing them with academic advisement, financial aid information, transfer information, tutoring, cultural and educational field trips in preparation for successful graduation and/or transfer to a four-year college or university. There are 3 TRIO programs: TRIO SSS STEM for students interested in pursuing a career in the Science, Technology, Engineering or Math fields; TRIO SSS Veterans for Veterans; and TRIO SSS Journey.</p>	<p>75 (25 each)</p>
<p>Puente: The Puente Community College Program seeks to increase the number of underrepresented students who transfer to four-year colleges and universities, earn degrees, and return to the community as leaders and mentors. Puente students meet regularly with a Puente counselor, enroll in linked classes featuring Mexican American/Latino literature, are matched with a professionally and academically successful mentor from the community, and attend special cultural events and excursions. All students are welcome to apply.</p>	<p>70</p>
<p>Umoja-Sakhu: The Umoja-Sakhu Learning Community (USLC) at American River College is open to all students and 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.</p>	<p>40</p>
<p>Athletics: The ARC Student Athlete Academic Support Program supports student athletes not only by offering a team-building experience, but also through providing dedicated counselors and classified staff, dedicated study and meeting space, and general support for the attainment of all athletes' academic, athletic and personal goals.</p>	<p>300</p>
<p>MESA: MESA (Math, Engineering, and Science Achievement) students are those identify themselves as wanting to pursue a career in mathematics, engineering or science, who plan on transferring to a four-year institution, who are eligible for financial aid or a fee waiver, and who are among the first generation of their family to earn a four-year college degree. The MESA program provides tutoring, study group, academic advising, internship and job information.</p>	<p>150+currently (up to 300+)</p>
<p>Veterans: The American River College Veterans Resource Center (VRC) is dedicated to assisting Veteran students and their families with their ARC educational and VA related needs. Certifying Officials act as the link between students and the Department of Veterans Affairs. The transition from military to college life can be difficult and ARC is committed to providing the best possible care in appreciation for your sacrifice and service.</p>	<p>80</p>
<p>PRISE: The PRISE (Pacific Islander/Asian American Resilience Integrity and Self-Determination through Education) Program provides support to students through success coaching and proactive referrals to beneficial resources available on campus. Additionally, the program supports faculty professional development in culturally appropriate pedagogy. It is currently funded through an AANAPISI (Asian American Native American Pacific Islander - Serving Institutions) grant.</p>	<p>75 (up to 225 by 20/21 academic year)</p>

Appendix D: Possible Content and Structure of a Gateway GE Course

The information presented here is intended to serve as a thought-starter for how broadly transferable GE courses (or individual sections courses) with high enrollments and high concentrations of new students might be slightly modified to help provide a first term gateway experience for new students enrolling at ARC as their primary college. In contrast with some of our gateway course proposals which are primarily intended to support new students (e.g. CSU Area E courses such as HCD 310 and the yet to be created First Term Seminar), other GE courses proposed as gateways would still primarily be dedicated to promoting SLO attainment per the course outline of record.

In order to present a more specific and tangible picture of how a GE course might also serve as a first term gateway experience, we provide the following list of possibilities. In doing so, we want to be clear that the Start Right team and the college as a whole acknowledge the academic freedom that faculty have to present their subject matter. However, an equitable framework must continue to be emphasized and promoted in all disciplines. These possibilities would still need to be discussed with a wider audience and would ultimately be adopted at the discretion of each faculty member.

Possibilities include:

- Frame introductions, first day, first week, etc as a welcome to ARC (i.e. instructors make it clear to students that they know this is their first time in college, acknowledge nervousness or other feelings of distress, provide a welcoming environment, cheerlead a bit, applaud their choice to seek higher education, emphasize the importance of seeking academic resources and visiting counselors, emphasize that ARC wants them to succeed with their educational goals, whether it be a degree, certificate, transfer, gainful employment, etc) - ANY COMBINATION OF THE ABOVE!
- Expand their syllabus review to introduce the very concept of the syllabus in college (i.e. what is it and why is it important for ALL your classes).
- Examine/adjust syllabus to reflect equity mindedness (see Center for Urban Education, 2016).
- Engage in some form of early alert system as part of a Student Success Team.
- Review and discuss pertinent information to students such as registration dates and ideal times to meet with counselors.
- Allow one or two brief in-class presentations (e.g. a counselor, IA, trained peer) highlighting services and opportunities.
- Assist with the dissemination of other important first-term info (face to face and/or electronically).
- Incorporate course content (assignments, readings, discussions, and/or activities) highlighting equity, diversity, triumph over adversity, major/career paths, etc.
- Incorporate an assignment built around what it means to be successful in college.
- Incorporate an assignment an assignment exploring majors, careers, and the college's areas of interest.

Again, these are intended as thought-starter ideas to generate discussion rather than as a strict template. The ultimate goal is to recognize the unique position that new students are in and to make every attempt to meet them where they are at rather than expecting them to know intuitively how to navigate the complex world of post-secondary education. Because this model is not as fully formed as we would like, we are not recommending a specific faculty training format or model at this time. It will, though, be absolutely necessary to support all instructors who take on the responsibility of helping to welcome students into the ARC community in

the ways outlined above. (Note: The IPASS team *will* be putting forth more specific recommendations regarding extensive faculty training as it relates to their case management recommendations. If our first-term gateway framework is adopted, this will be an excellent opportunity to weave in appropriate training.)

*FOOTNOTE: The English, Math, and Speech Communication Departments have been identified as offering courses which generally fit the parameters described above (i.e. broadly transferable GE courses with high enrollments and high concentrations of new students). To date, there has been only limited discussion of this idea with individual faculty members from these departments and little to no discussion at the department level. While it is clear that many faculty share the values behind the goals of the gateway model, it is also clear that departments greatly value their academic freedom. Successful implementation - if considered - would require that the idea have time to incubate and be subsequently discussed and developed within departments by faculty. Additionally, the drastic and far reaching changes mandated by AB 705 make it unreasonable to expect the English and Math Departments to devote time to consideration of this new idea until other more pressing issues are reasonably resolved.

Appendix E: Exploring Ways to Seek Classroom Equity

There is a growing body of research that has identified classroom policies and practices that are particularly well-suited to fostering equity and to closing the achievement gap in college classrooms (Bensimon, 2012; CUE, 2016; Linton, 2011; Wood et. al., 2015). As with previous ideas regarding classroom content and practices presented here, this information is intended to spark discussion and self-reflection about ways to best serve our students. Once again, the Start Right team and the college as a whole acknowledge the academic freedom that all faculty have to present their subject matter and to manage their classrooms.

The ensuing list is not meant to be exhaustive nor prescriptive, and it is also absolutely not meant as an alternative to engaging in classroom equity training. For some, the ideas may represent a lowering of standards. In contrast, those who have been actively researching and exploring ways to bring equity to the classroom would gently counter that many of these approaches are intended to constructively help students learn how to meet standards commonly expected in college classrooms. Regardless of your prior professional opinions on the matter, we would ask that any faculty member assigned to teach a gateway course section be open to exploring policies and practices such as these (presented in no particular order):

- Encourage community and foster an atmosphere of mutual assistance in your classroom.
- Develop assignments that are engaging, interactive, and collaborative.
- Offer fewer smaller assessments as opposed to a grading structure where most of the class rests on the grades for one or two large exams or assignments. This will allow for students to practice and demonstrate resilience.
- Assess students using a portfolio approach that allows for continual revision and improvement.
- Emphasize skills and learning outcomes rather than punishment and consequences.
- Build “structured flexibility” and “teachable moments” into attendance and tardy policies, due dates, and other traditionally strict course requirements.
- Make all course materials available 24/7 via Canvas (or the current learning management system).
- Encourage students to explore culture and identity through their coursework.
- Embed examples of people and cultures broadly representative of the students in your classroom through readings, assignments, imagery, and discussions.
- Demonstrate a willingness to engage with students and understand their experiences not only in the classroom, but also in office hours, monthly brown bag lunches, and/or other unique experiences.
- Experiment with a more student-centered course design that allows for student participation in shaping the course norms, values, and structure.
- Utilize multiple modes of student contact where available and appropriate (e.g. email, text, FB Messenger, Zoom, Google hangouts, FB video, etc.)
- Personally reach out to students who miss class, arrive chronically late, fall asleep, and/or who may seem disconnected with support, referrals and gentle advice (as opposed to confronting and correcting these issues in front of their peers).
- Complete the Kognito training offered through the ARC Nurses office. It is designed to help non-professionals identify students who may have drug, mental health, and/or other related concerns and learn how to appropriately refer them for help.
- Assume that your students are rich in knowledge, experiences, values, and abilities; commit to exploring and leveraging their strengths.

- Identify and mitigate the occurrence and impact of microaggressions and other subtle forms of racism that might occur in your classroom.
- Utilize the anonymous polling feature available in Canvas to gauge student sentiment.
- Create opportunities for students to engage with other students around shared experiences.

Again, this is not an exhaustive nor prescriptive list. It does, though, represent a philosophical approach to pedagogy consistent with one of Start Right's core operating principles: Meet students where they are at; seek to be student ready rather than expecting all of our new students to be fully college ready.

Appendix F: Summary of Start Right First-Term Seminar Proposals

In the Fall of 2017 a subgroup of the Start Right redesign team formed with the express purpose of trying to design a First Term Seminar course (also commonly referred to as a First Year Seminar, Freshman Seminar or a College Success course). The proposed goals of the course included:

- Build community and relationships among students and staff expressly for the purpose of creating an equitable and supportive environment
- Develop students' sense of belonging, self-awareness, and purpose
- Create an "anchor" experience around which to build case management, embed services, and promote critical face-to-face engagement
- Promote students' high-impact learning skills and behaviors (e.g. critical thinking/reading, study skills, information literacy, time management, etc)
- Prepare and support students for the academic rigor of college
- Prepare and support students in narrowing their major and career choices, both at an into level and at more advanced levels
- Promote the purposeful, early attainment of transferable, GE-applicable units.

(NOTE: ARC Area IIIb and CSU Area E approval would ensure maximum **degree applicability** and **financial aid eligibility**. Such a course might not, though, be appropriate for students seeking CTE certificates or transfer to a UC or private school.)

Per our charter and consistent with promising, research-supported practices in higher education (Cornell and Mosley, 2006; Cuseo, 2015; Karp and Bork, 2012; Karp et. al., 2012; Padgett et. al., 2012), the group ultimately developed two possible proposals (narrowed from three) for the design and structure of such a course. One proposal focused on training faculty from a wide variety of backgrounds to serve as the sole instructor for the course, while the other sought to leverage the specific training and skills of faculty through a team taught approach. The third proposal was to design a modular course (i.e. two courses) that stretched over two semesters to decrease the first term unit load for students. Per communications with the CSU system office, it was determined that this third proposal would not be eligible for CSU GE Area E approval, and would thus not be broadly degree applicable and might not be financial aid eligible.

During discussions in the subgroup and with the full team, **we achieved general consensus regarding several aspects of the course.** **First**, all agreed that designing a course to meet CSU GE Area E held great promise for students and would allow for maximum transferability. **Second**, there was general agreement that a new course designator should be created to stress the unique, interdisciplinary nature of the course. Ideas proposed include College and Career Pathways (CPATH), First Term Seminar (FTS), College (COLL), and College Success (COLS). **Third**, there was general agreement that the course or courses could be designed in such a way as to support both ARC affinity groups (e.g. Puente, Umoja, Athletics, etc) and ARC's new areas of interests. A sample, draft mockup of how this multi-course approach might be structured is as follows:

CPATH 300 College and Career Pathways: General (for undecided and/or themed for Umoja, Puente, Athletes, etc)
CPATH 301 College and Career Pathways in Applied Art and Technology
CPATH 302 College and Career Pathways in the Arts
CPATH 303 College and Career Pathways in Business, Hospitality, and Recreation
CPATH 304 College and Career Pathways in STEM
CPATH 305 College and Career Pathways in Health, Human Services, and Well Being
CPATH 306 College and Career Pathways in Humanities and Social Sciences
CPATH 307 College and Career Pathways in Language and Communication
CPATH 308 College and Career Pathways in Public Service and Education
CPATH 309 College and Career Pathways in Manufacturing, Construction, and Transportation

NOTE: CPATH is used here as an example and does not represent the opinion of the group. Other ideas include First Term Seminar (FTS), College (COLL), and College Success (COLS).

NOTE: A very similar suite of 3 unit Area E courses is currently offered at CSU, Sacramento using the single instructor model described below.

Lastly, there was general agreement surrounding proposed course content. The subgroup working on course design developed the following list of desired topics, which should in no way be taken as a final decision but rather could be used as a point of departure when drafting the actual curriculum in SOCRATES.

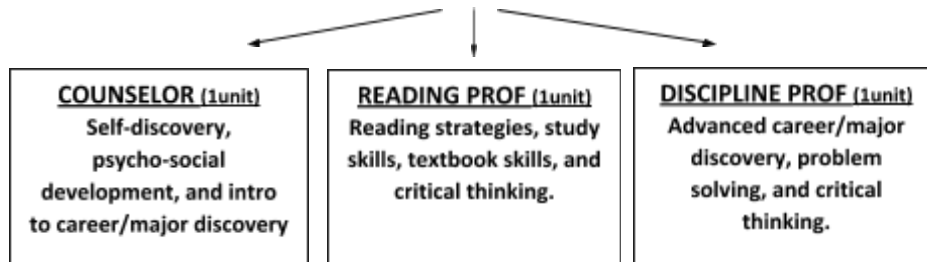
- Student identity development; students' self-identity as it relates to higher education participation (racial/cultural identity development)
- Power and privilege; students recognize conditions, structures and identities of self and peers and its relationship to higher education access and equity
- Exploration of academic/vocational programs and degree paths in higher ed
- History of and foundational research/theory within chosen area of interest
- Exploration of the breadth of disciplines within chosen area of interest
- Reading processes (pre reading, reading, and post reading techniques) for the pathway
- Reading to inform demonstration of knowledge--test taking techniques, test types
- Health and wellness; stress reduction; nutrition; sleep as related to time management

We were not, though, able to achieve consensus regarding aspects of course design related to the assignment of instructors. The two proposals - each summarized in the pages that follow - document the primary benefits and challenges identified during deliberations of both the subgroup and of the entire team. Additionally, as the Start Right team began to conclude its deliberations and move toward final recommendations during Spring 2018, a third proposal began to materialize and was received favorably. It is the recommendation of the team, as documented in our first term experience recommendations, that a workgroup be formed to discuss these issues and that a final decision be made to move forward with a course design that is beneficial to students and is fundamentally grounded in equity.

See the following pages for a summary of each of the three proposals in question.

- Team Taught - 3 Instructors
- Team Taught - 2 of 3 Instructors
- Single Instructor

**Summary of
Team Taught First Term Seminar Option - 3 Instructors
3-Unit, CSU Area E**



Would be taken in the student's first semester as a single 3-unit class with three different instructors, each teaching one third of the curriculum. Discipline experts would be assigned based on ARC Area of Interest (meta-major). The goal would be to assess and place students into one of the academic pathway courses, but depending on specific students' needs and/or desires students could choose to take the general course which would be staffed to support undecided students, Umoja, Puente, athletes or other affinity groups.

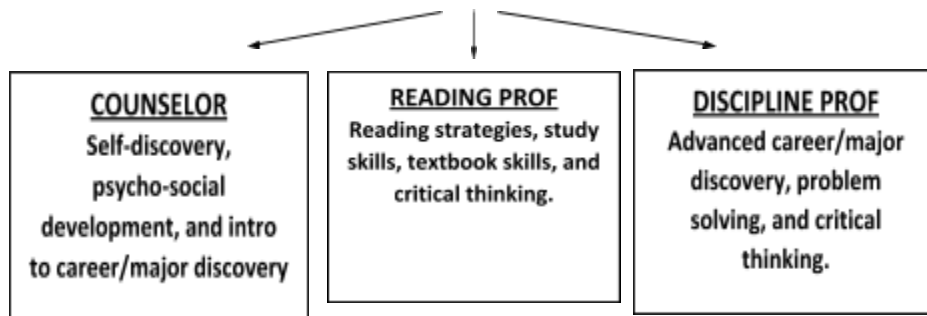
Benefits of Team Taught (3 instructors)

- Discipline-specific expertise highly leveraged and utilized in support of student success.
- **All** sections would provide students with the embedded support of a faculty counselor.
- **All** sections would provide students with the embedded support of a reading specialist.
- Students make connections with multiple supportive faculty.
- Significantly less faculty training necessary compared to the fully interdisciplinary option.
- Promotes collaboration between and among faculty who might not otherwise connect.

Challenges of Team Taught (3 instructors)

- Scheduling extremely complex and possibly prohibitive at full scale.
- Coordination between faculty potentially challenging (esp. assignment of grades, division of time, etc)
- 1 lecture unit (0.67FTE) potentially an awkward assignment for discipline faculty.
- Unclear whether curriculum policies/procedures could accommodate such a team taught course.
- FTE shifts potentially more impactful, especially as related to reading and counseling.
- To date, no comparable course has been identified to serve as proof of concept.

**Summary of
Team Taught First Term Seminar Option - 2 of 3 Instructors
3-Unit, CSU Area E**



Would be taken in the student's first semester as a single 3-unit class with two of three instructors listed above each sharing half the teaching load. Expertise of the third instructor would be provided external to the course of record. These details have NOT been worked out, nor was there consensus on which two of the three instructors the course would be designed for. The goal would be to assess and place students into one of the academic pathway courses, but depending on specific students' needs and/or desires students could choose to take the general course which would be staffed to support undecided students, Umoja, Puente, athletes or other affinity groups.

Benefits of Team Taught (2 instructors + appended support)

- Discipline-specific expertise highly leveraged and utilized in support of student success.
- **All** sections would provide students with the support of a faculty counselor.
- **All** sections would provide students with the support of a reading specialist.
- Students make connections with multiple supportive faculty.
- Significantly less faculty training necessary compared to the fully interdisciplinary option.
- Promotes collaboration between and among faculty who might not otherwise connect.

Challenges of Team Taught (2 instructors + appended support)

- Scheduling less complex than 3 instructor option.
- Coordination between faculty less challenging than 3 instructor option.
- FTE shifts less challenging than 3 instructor option.
- To date, no comparable course has been identified to serve as proof of concept.

Summary of Single Instructor First Term Seminar Option 3-Unit, CSU Area E

TAUGHT BY ANY APPROPRIATELY TRAINED FACULTY W/ MASTERS (min)

Community building, teamwork/collaboration, meta-major themed career/major discovery, reading strategies, textbook skills, study skills, time management, problem solving, critical thinking, and meta-major themed content.

Taken in the student's first semester as a traditional 3-unit class with one instructor for the entire time. The goal would be to assess and place students into one of the academic pathway courses, but depending on specific students' needs and/or desires students could choose to take the general course which would be staffed to support undecided students, Umoja, Puente, athletes or other affinity groups. In this case faculty counselors would be assigned rather than discipline experts.

NOTE: The success of this approach requires the collaborative development and deployment of a rigorous and comprehensive faculty training program (36-40 hours minimum with regular mandatory refreshers) that would ensure all faculty were appropriately trained. In addition to training in support of the new curriculum, it would be critical for all instructors to participate in in-depth training in support of student equity.

Benefits of Single Instructor

- Promotes and encourages a shared responsibility for student success among faculty across disciplines
- Greater consistency for students regarding policies, expectations, etc.
- Students and faculty have time to make deeper connections.
- Training would promote significant student-centric professional growth across entire institution.
- Logistics of scheduling significantly easier and more flexible than team taught options.
- Comparable themed Area E courses offered at CSU Sacramento (70+ sections/yr), demonstrating feasibility.

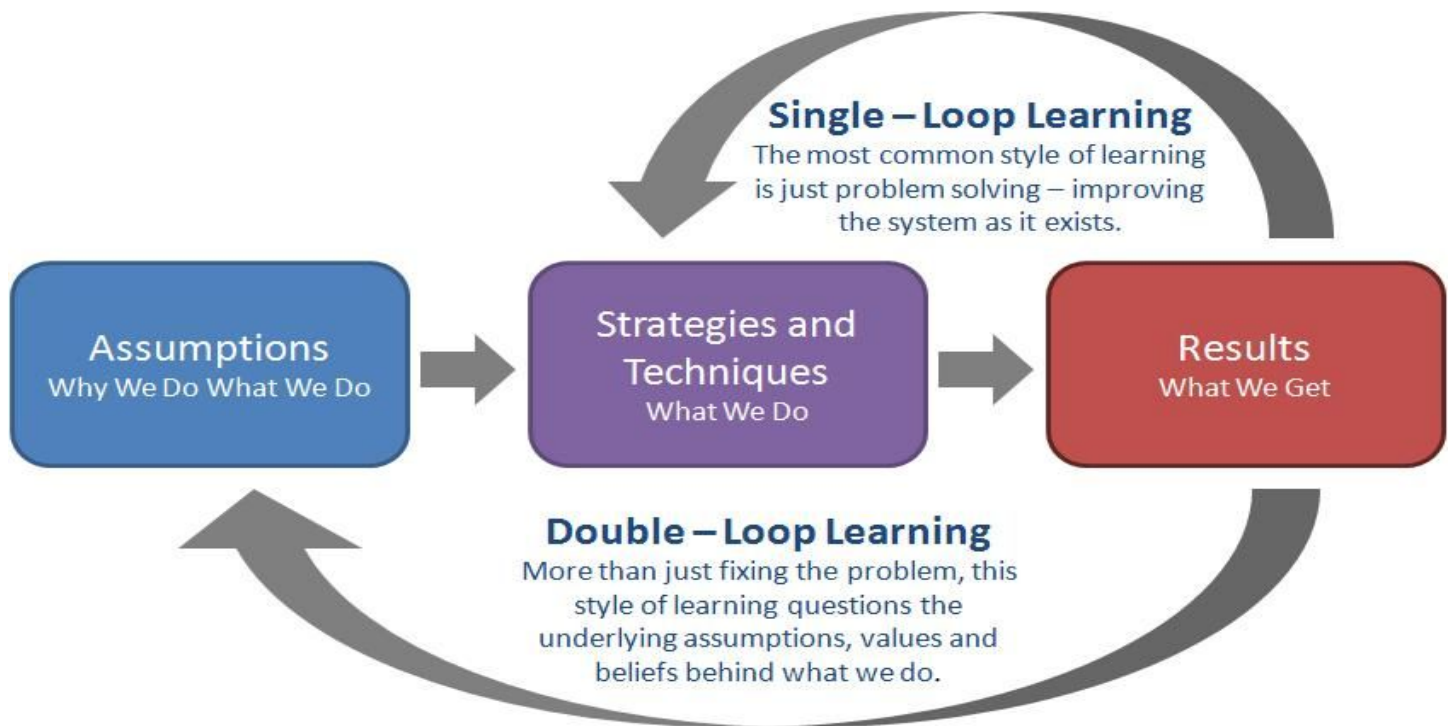
Challenges of Single Instructor

- Significant concern raised for faculty teaching outside of their area of academic training
- Potentially supplants a long established practice of a similar course being taught by counselors (HCD).
- Breadth of curriculum may be a challenge for some faculty
- Many sections would be without the embedded support of a counselor.
- Many sections would be without the embedded support of a reading specialist.
- Requires a resource-intensive, comprehensive faculty training and refresher program

Appendix G: Summary of All Gateways (Existing and Proposed)

Brief Description of Program (from ARC website)	Approx capacity/yr (# new students; Fall+Spr)	Student Support Program (responsible dept or program)	Status
EOP&S	500	In house	Existing
TRIO	75	In house	Existing
Puente	70	In house	Existing
Umoja-Sakhu	40	In house	Existing
Athletics	300	In house (Dusty Baker Center)	Existing
MESA	150+ (up to 300+)	In house	Existing
Veterans	80	In house	Existing
PRISE	75 (up to 225 by 20/21)	In house	Existing
First Term Seminar (proposed CSU GE Area E Course)	Dependent on FTE allotted	Student Success Team (per IPASS proposal)	Proposed
HCD 310 (w/ RAD)	700	IPASS case management team	Proposed
High Enrollment GE Courses	Dependent on # of participating sections	IPASS case management team	Proposed
DSP&S	70 (based on one section offered per sem)	In house	Proposed
Honors	100	In house (assuming appropriate resources provided)	Proposed
Pride	Dependent on course(s) attached and FTE allotted	In house (assuming appropriate resources provided)	Proposed
Native American Resource Center	30 (estimate per Jesus Valle)	In house (assuming appropriate resources provided)	Proposed
Chicanx/Latinx	Dependent on course(s) attached and FTE allotted	IPASS case management team	Proposed
African American	Dependent on course(s) attached and FTE allotted	IPASS case management team	Proposed
Social Justice	Dependent on course(s) attached and FTE allotted	IPASS case management team	Proposed
ESL	Dependent on # of participating sections	IPASS case management team	Proposed
Certificate Only Students	No estimate available	IPASS case management team	Proposed
Re-entry	No estimate available	IPASS case management team	Proposed
Returning	No estimate available	IPASS case management team	Proposed

Appendix H: Definition of Double Loop Learning



Source: <https://www.selfleadership.com/wp-content/uploads/2009/12/AL-2.jpg>

The following passage, excerpted from an article posted at <http://instructionaldesign.org/theories/double-loop/>, explains double loop learning:

“Double-loop learning is an educational concept and process that involves teaching people to think more deeply about their own assumptions and beliefs.

Argyris (1976) proposes double loop learning theory which pertains to learning to change underlying values and assumptions. The focus of the theory is on solving problems that are complex and ill-structured and which change as problem-solving advances.

Double loop theory is based upon a “theory of action” perspective outlined by Argyris & Schon (1974). This perspective examines reality from the point of view of human beings as actors. Changes in values, behavior, leadership, and helping others, are all part of, and informed by, the actors’ theory of action. An important aspect of the theory is the distinction between an individual’s espoused theory and their “theory-in-use” (what they actually do); bringing these two into congruence is a primary concern of double loop learning. Typically, interaction with others is necessary to identify the conflict.

There are four basic steps in the action theory learning process: (1) discovery of espoused and theory-in-use, (2) invention of new meanings, (3) production of new actions, and (4) generalization of results. Double loop learning involves applying each of these steps to itself. In double loop learning, assumptions underlying current views are questioned and hypotheses about behavior tested publically. The end result of double loop learning should be increased effectiveness in decision-making and better acceptance of failures and mistakes.”

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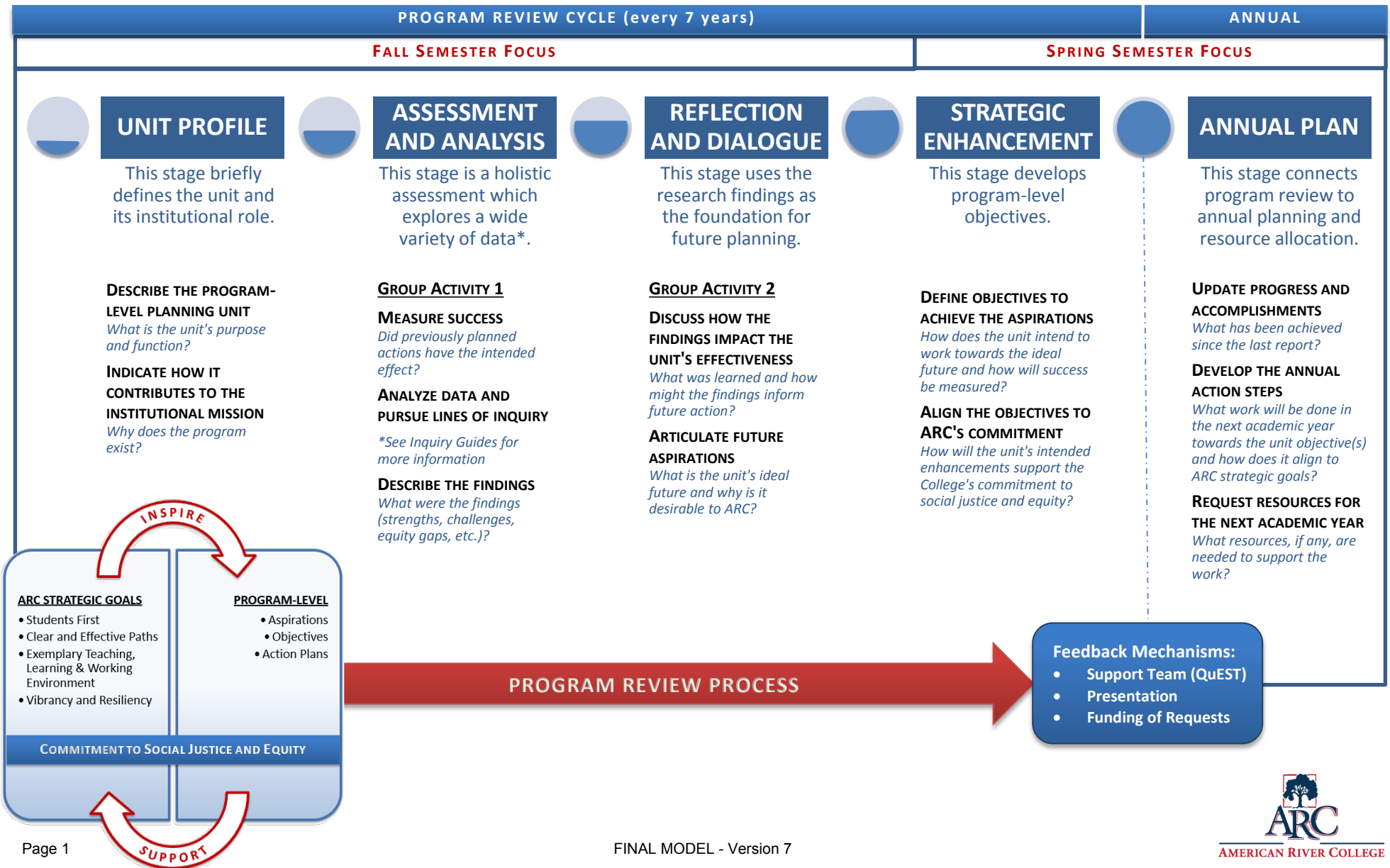
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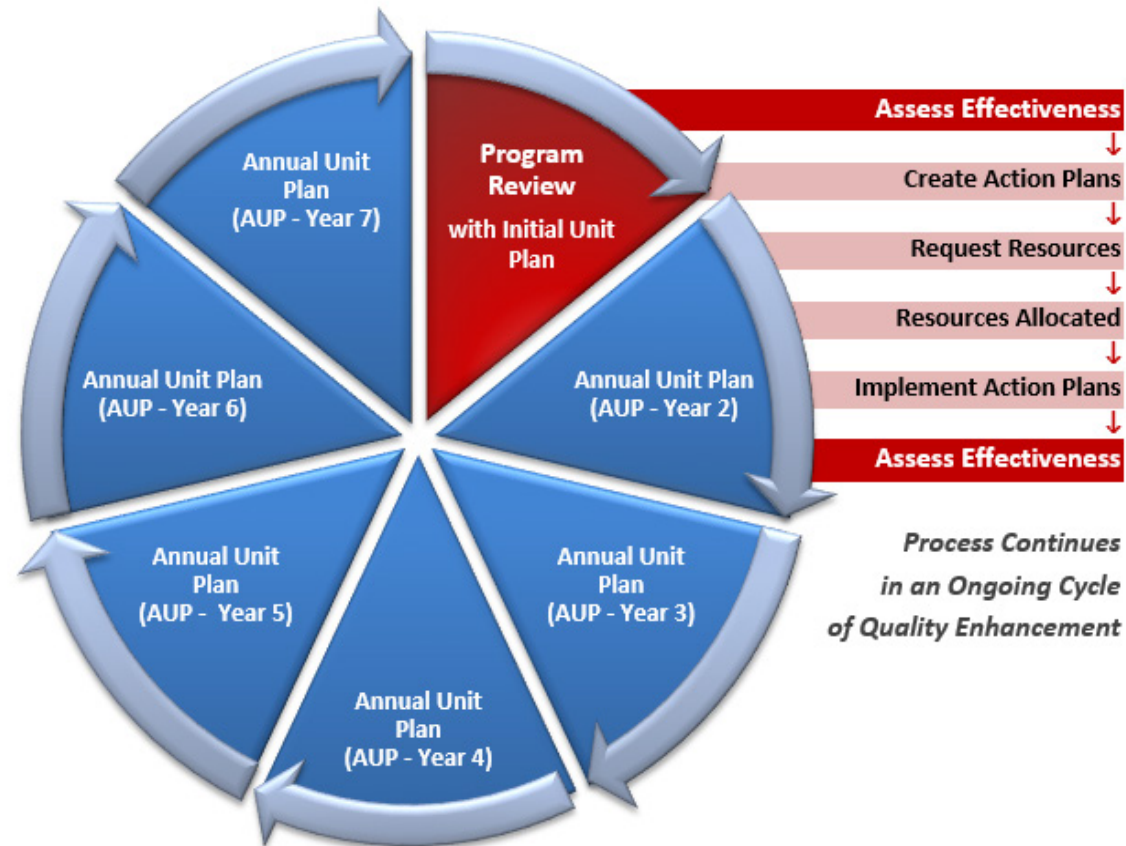
Concept Diagram

The new model is intended to create a highly streamlined, but meaningful experience for participants. It is structured to support self-assessment and ongoing improvement of program-level planning units. The model aligns unit planning and resource allocation to the institution's strategic plan. The process stages are depicted below including a brief version of each prompt. Program-level planning units participating in program review would complete the entire process in a single year. Other planning units would only complete the last stage (annual plan).



Integrated Model: Program Review and Annual Unit Planning

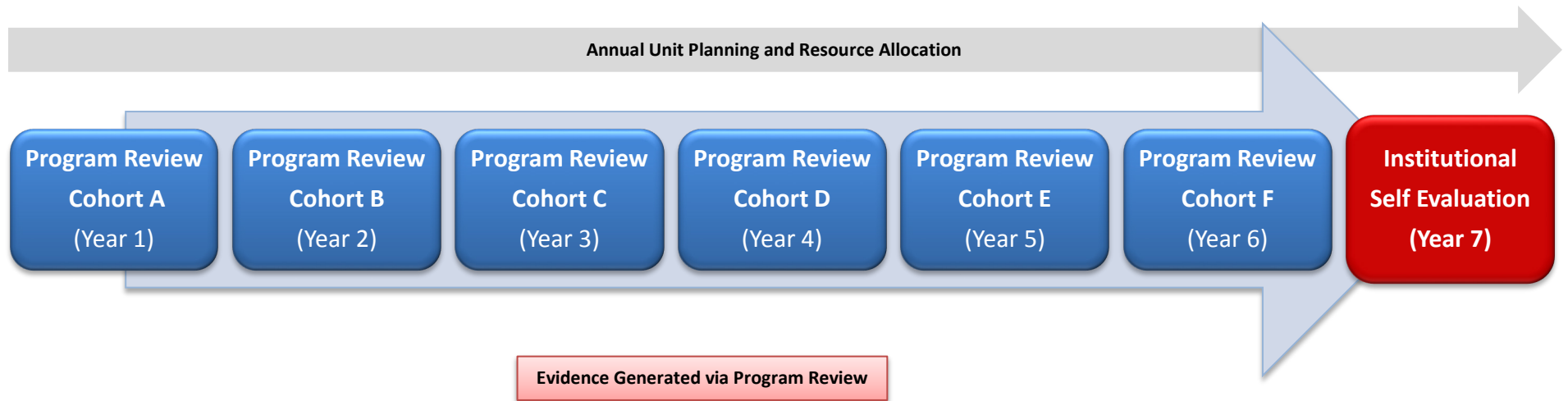
From the perspective of a single program-level planning unit, the combined model plays out over a multi-year cycle of planning, action, and evaluation of progress. Program review sets the objectives which drive the activities or action steps to which resources are allocated on an annual basis. Updates on progress towards the objectives are collected each year to identify any needed adjustments (course corrections) and the aggregated progress reports serve as the starting point for evaluation at beginning of the next program review cycle. The image below depicts how the process would flow over a seven-year cycle.



It should be noted that unit planning, which takes place annually, is not restricted to the program-level units which participate in program review. Units at all other levels of the institution may also participate in annual unit planning to specify planned activities and request resources for the upcoming year.

Adjustment of Program Review Cycle and Cohorts

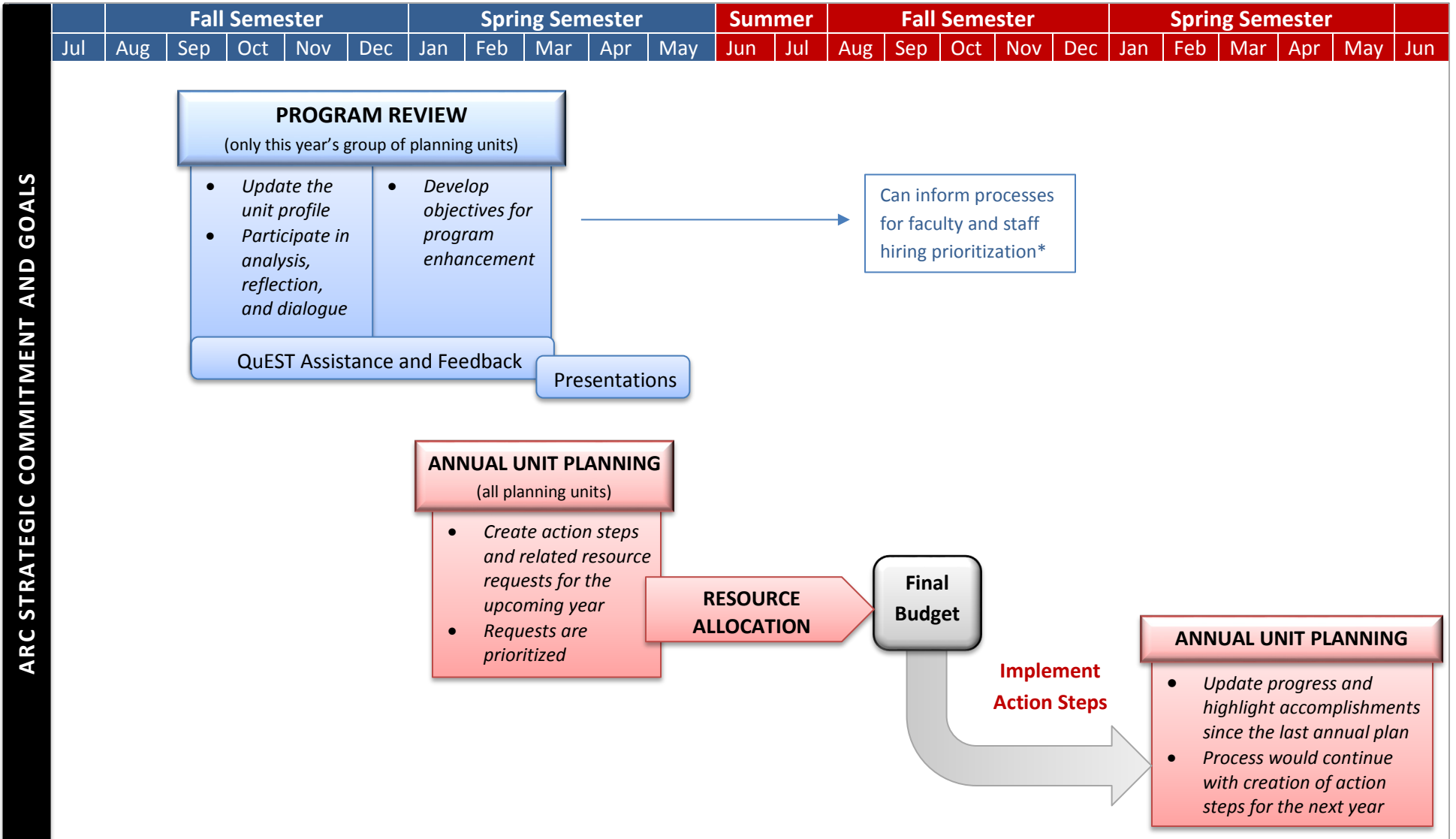
As a result of ACCJC's recent change to 7-year reaffirmation periods, there is an opportunity to adjust the program review cycle from six years to seven years in a manner which also better distributes workload. In the new seven-year cycle, there would be a hiatus year scheduled during the institutional self-evaluation. This will allow the College to entirely shift focus from program evaluation to institutional evaluation and eliminate the possibility that any individual would have the burden of participating in both processes in the same year.



With this adjustment to the schedule, there is also a one-time opportunity to adjust the program review cohorts so that each cohort is similar in size based on the number of planning units participating in a particular year. If desired, individual planning units could also be consolidated or restructured to more closely align with the program review planning unit definition.

Two-Year Overview of the Model

The overview below depicts how the program review and annual unit planning process in Year 1 results in resource allocation, action, and progress updates in Year 2.



*Because annual unit planning in Year 1 informs resource allocation in Year 2, it would not provide an effective method to inform a Year 2 process that results in a hire for Year 3. However, the long-range planning unit objectives could inform hiring prioritization processes.

ANNUAL TIMELINE

The timeline below provides the key activities and deadlines associated with the program review, annual unit planning, and resource allocation process. The timeline extends through the beginning of the subsequent academic year because the final budget is adopted each September.

DATE	ACTIVITY OR DEADLINE	RESPONSIBLE
By September 15	Web-based system is set up for the next planning year	PRT
By October 1	Data and/or reports to inform the program review process are available	PRT
By October 1	Appointments are made to the Program Review Committee appointments to identify members that are not ex-officio.	Academic Senate
By October 15	Timelines for program review and annual unit planning are publicized. System is updated with training materials or other information if needed.	Program Review Committee/PRT
By October 15	Presentation dates/rooms are scheduled in consultation with the councils (special council session). Save the Date invitations are sent. - Invitees: Planning units (cohort), all administrators, all council members, and Program Review Committee members	Program Review Committee
By October 15	QuEST groups are coordinated. Supervising administrators and Program Review Committee members are assigned to teams. (See QuEST guides for details.)	Program Review Committee
By October 20	Training opportunity is conducted to provide context, expectations, walk-through of the system, and introduction to each planning unit's QuEST group. - Invitees: Planning units participating in program review, supervising administrators of the planning units, Program Review Committee	Program Review Committee
October 20	Program Review and Annual Unit Planning Cycle Begins - Fall: focus on analysis and reflection (program review units only) - Spring: focus on planning o Program enhancement objectives (program review units only) o Strategies and resource requests (all units)	
Continuous	Collaborative interaction and support between QuEST and the planning units	QuEST
By December 1	Requests for data/research support should be submitted for priority status. Items involving student surveys or focus groups should be submitted as early as possible.	Planning units in review cycle
By February 1	Reminder sent regarding annual unit planning and upcoming deadlines; planning units are reminded to check-in with their QuEST group before the deadline	Program Review Committee
By March 15	Program review reports and/or annual unit plans with any related resource requests are submitted	All planning units
By March 25	Dean-level prioritization of resource requests	Deans
By April 5	AVP-level prioritization of resource requests	AVPs
By April 15	VP/President-level prioritization of resource requests	VPs/President
April 15-early May	Initial review of resource requests by President's Executive Staff (PES); allocations made for tentative budget if funding source is already identified	PES
By mid-May	Institutional Effectiveness Council accepts program review reports	IEC
By end of semester	Program review presentations are conducted in a special session of all councils; broad invitation to the campus with expectation that deans, council members, and other interested parties would attend	Planning units in review cycle; all councils
Late May (approx.)	Tentative budget information provided to District as requested	Admin. Services
June	Tentative budget adopted by Board of Trustees	District Office
June-August	Continued review and allocation of resources by PES as funding becomes available from various sources	PES
Late-August (approx.)	Final budget information provided to District as requested	Admin. Services
By September 10	Final budget adopted by Board of Trustees	District Office
By October	Report of funded requests provided to Operations Council for Review	Admin. Services

Bold = external constraint that is not controlled by ARC

ARC PROGRAM REVIEW AND ANNUAL UNIT PLANNING PROMPTS

PROGRAM REVIEW QUESTIONS

The following standard prompts would be used for all units participating in program review. Inquiry guides would differentiate the process for instructional, student service, and institutional/administrative support units.

- **UNIT PROFILE:**
 - Briefly describe the program-level planning unit. What is the unit's purpose and function?
 - How does the unit contribute to achievement of the mission of American River College? (*The current mission statement should be displayed with this prompt.*)

- **ASSESSMENT AND ANALYSIS (GROUP ACTIVITY 1):**
 - Consider the progress that has been made towards the unit's objectives over the last five years. Based on how the unit intended to measure success, did the unit's prior planned action steps result in the intended effect?
 - Analyze program-level data to assess the effectiveness of the program over the last five years. Compare program-level data to college-wide metrics, related program-level planning units, or other sources. Investigate influencing factors from the external and institutional environments. Pursue other lines of inquiry appropriate to the planning unit type (instructional, student support, institutional support). Use the Program Review Inquiry Guide for your planning unit type to guide the evaluation.

What were the findings? Please identify program strengths, opportunities, challenges, equity gaps, influencing factors (e.g., program environment), data limitations, areas for further research, and/or other items of interest.

- **REFLECTION AND DIALOGUE (GROUP ACTIVITY 2):**
 - Discuss how the findings relate to the unit's effectiveness. What did your unit learn from the analysis and how might the relevant findings inform future action?
 - What is the unit's ideal future and why is it desirable to ARC? How will the unit's aspirations support accomplishment of the mission, improve institutional effectiveness, and/or increase academic quality?

- **STRATEGIC ENHANCEMENT:**
 - Define one or more program-level objectives which enhance the unit's effectiveness. What does your unit intend to do to work towards the ideal future? How will success be measured?
 - How will the unit's intended enhancements support the College's commitment to social justice and equity?

ANNUAL QUESTIONS

The following prompts would be used annually to plan activities and request resources for the upcoming academic year. Units at all levels of the organization would participate in annual unit planning.

- Update your unit's progress and highlight accomplishments. What has been achieved since the last report?
- Program-level units: Review the unit's annual metrics (standard data). Are any changes necessary to program-level objectives? [*The unit's current objectives should be displayed with this prompt.*]
- Program-level units: [Placeholder for additional SLO assessment question.]
- Develop one or more action steps.
 - What work will be done in the next academic year towards program enhancement?
 - Short title for each plan
 - Brief description of planned activities including who will be involved
 - Align to one or more of the ARC strategic goals
 - What financial resources, if any, are needed to support the plan?
 - Amount including itemized cost and/or justification
 - Resource category (*e.g., personnel, instructional equipment*)
 - What other types of support, if any, are needed?
 - Description
 - Support category (*e.g., professional development, research*)

ARC INQUIRY GUIDE: INSTRUCTIONAL PLANNING UNITS

This guide is provided as a resource for the Assessment and Analysis component of program review, but is not meant to be prescriptive. Planning units are welcome to tailor the topics, data sources, lines of inquiry, and program-initiated research based on the unique role of the planning unit.

SUGGESTED TOPICS

Instructional planning units typically would consider the topics below in their assessment of effectiveness.

- Role in mission achievement including commitment to social justice and equity
- Curriculum offerings
- Programs of study (degrees/certificates)
- Instructional methods
- Student success and achievement
- Equitable access
- Enrollment/FTES/productivity
- Retention and persistence
- Staffing levels and structure
- Partnerships and synergies
- Safety/mandated training
- Transfer/employment outcomes
- Professional development

SUGGESTED DATA

Analysis of available data is the starting point for assessment of the planning unit's effectiveness. Suggested data sources are included below.

- **Program-Level Data**
 - Summary Progress Report (consolidation of responses from previous annual unit planning)
 - 5-Year Trends Report (provides a wide variety of program-level metrics including headcount/enrollment, demographics, success/retention, FTES, productivity)
 - 5-Year Trends by Modality (same metrics, but segmented by Face-to-Face, Online, and Hybrid modalities)
 - Course Offering History (provides offering history with cancellation rates and other relevant data)
 - 3-Year Subject-Level Success Rates (headcount, course/section count, FTES, success, and withdrawal; overall rates and breakdown by modality)
 - 3-Year Subject-Level Success Rates by Equity (headcount, success, withdrawal with breakdown by race/ethnicity, age, gender, and special populations; may include intersection of factors such as race/ethnicity and gender)
 - 3-Year Course-Level Success Rates (similar to subject level above)
 - 3-Year Course-Level Success Rates by Equity (similar to subject level above)
 - Degree and Certificate Trends (trends by degree/certificate with award count and student count; may include equity breakdowns at either summary or specific award level depending on volume of awards)
 - SLO Assessment Reports
 - Data relating to Department Set Standards
- **ARC (Institutional)** – similar to reports above but providing college-wide data for comparison purposes
 - 5-Year Trends Report (provides a wide variety of college-wide metrics including headcount/enrollment, demographics, success/retention, FTES, productivity)
 - 5-Year Trends by Modality (same metrics, but segmented by Face-to-Face, Online, and Hybrid modalities)
 - 3-Year Institutional Course Success Rates (overall rates and breakdown by modality and other criteria)
 - 3-Year Success Rates by Equity (headcount, success, withdrawal with breakdown by race/ethnicity, age, gender, and special populations; may include intersection of factors such as race/ethnicity and gender)
 - Degree and Certificate Trends (trends by degree/certificate type with award count and student count; may include equity breakdowns at either summary or specific award level depending on volume of awards)
 - Institution-Set Standards (base/stretch goal)
- **Pathway Data** (*to be added once pathways are finalized*)
 - Area of Interest Funnel Report (show trends in admission, enrollment, and retention to end of first term)
 - Pathway Progression Report (indicates progression of cohorts with filters for FT/PT status, subpopulations, etc.)
- **Regional and Other Data**
 - CTE Launchboard (<https://www.calpassplus.org/LaunchBoard/Home.aspx>)
 - EDD Labor Market Info such as [http://www.labormarketinfo.edd.ca.gov/file/indproj/sacr\\$_highlights.pdf](http://www.labormarketinfo.edd.ca.gov/file/indproj/sacr$_highlights.pdf)

Note: Suggested data above may require report development and/or further discussion. Alternate data could be substituted based on available sources. The inquiry sheet can be adjusted as needed.

ARC INQUIRY GUIDE: INSTRUCTIONAL PLANNING UNITS (continued)

SUGGESTED AREAS OF INQUIRY

Some questions that planning units may want to consider include:

Priority Areas

- How well does the existing curriculum support the unit's purpose and function?
- Is there equitable and sufficient access to instruction (course offerings, scheduling patterns, locations, modalities)?
- Are the degrees and/or certificates listed in the catalog still relevant?
 - Consider whether the degrees/certificates are still offered, whether students regularly declare these programs of study, whether students are successfully completing, and whether the employment outlook suggests jobs will be available regionally for students in the related fields.
 - Are courses scheduled in a manner that allows students to complete their goals in a timely manner?
 - If there are significant concerns related to viability, please refer to the "Program Focus Review" in the Curriculum Committee Handbook for further information.
- Does the data indicate learning gaps that need to be addressed?
- What are the unit's greatest strengths? How can those strengths be further leveraged to promote effectiveness?

Additional Areas to Explore

- How do program-level metrics compare to similar programs and/or the college as a whole? (*Metrics are measurements in relationship to a baseline or goal.*)
- How are college metrics, program-level metrics, and student demographics changing over time? What do these changes indicate for the program?
- How well does the existing staffing structure/organization support the unit's purpose and function?
- Is it likely that there are groups that are not reflected in the data because of suspected access barriers or other issues?
- How does the unit support the institution's commitment to social justice and equity?
- How do program-level equity metrics compare to college metrics? Do the metrics vary by course, modality, or other factors?
- Have structural barriers for students been unintentionally created?
- Is information for students available, clear, and consistent?
- How does the unit contribute to student achievement of Student Learning Outcomes?
- What are the emerging opportunities or risks resulting from the unit's environment (external influences)?
- In which areas could effectiveness be enhanced by additional professional development?
- Are there promising practices or innovative methods that could be adopted to improve effectiveness?
- Are there partnerships or synergies which could be pursued to improve effectiveness?
- Does the data point to areas in which further dialogue (including courageous conversation) needs to occur?

PROGRAM-LEVEL INITIATED RESEARCH

Additional data can be requested through the ARC Research Office.

- **New data collection:** submit a request for assistance with surveys, focus groups, or other collection methods
- **Existing data:** submit a request to pull existing data which is not available in standard reports (e.g., different time frame or more detailed data)
- **Research support:** submit a request for guidance or assistance with a specific line of inquiry

Requests can be submitted at <https://researchrq.arc.losrios.edu/>

ARC INQUIRY GUIDE: **STUDENT SUPPORT PLANNING UNITS**

This guide is provided as a resource for the Assessment and Analysis component of program review, but is not meant to be prescriptive. Planning units are welcome to tailor the topics, data sources, lines of inquiry, and program-initiated research based on the unique role of the planning unit.

SUGGESTED TOPICS

Student support planning units typically would consider the topics below in their assessment of effectiveness.

- Role in mission achievement including commitment to social justice and equity
- Service offerings, usage, design, and information
- Student success related to service participation (outcomes)
- Student engagement
- Equitable access
- Service persistence (continued use of the service)
- Staffing levels and structure
- Work environment/culture/tools
- Partnerships and synergies
- Safety/mandated training
- Service outcomes which are specific to the unit (e.g., admission yield)
- Professional development

SUGGESTED DATA

Analysis of available data is the starting point for assessment of the planning unit's effectiveness. Suggested data sources are included below.

- **Student Support Planning Units**
 - Summary Progress Report (consolidation of responses from previous annual unit planning)
 - Various college-wide reports – **please see Sample Report Specifications at the end of this packet for details**
 - 5-Year Front Door Trends (metrics related to the potential students to be served based on applicants)
 - 5-Year Enrolled Student Trends (metrics on actual student population)
 - 5-Year Trends in Financial Aid
 - 3-Year Service Access Rates by Equity (metrics on equity related to service usage)
 - Funnel Report for Prior Year (metrics on progression of applicants/enrolled students)
 - New Student Loss Report by Term (metrics on loss factors for applicants and first-year students)
 - Service Concentration and Consistency by Term (distribution patterns and service persistence)
 - Institutional Barriers by Term (explores the effect of institutional barriers on persistence and success)
 - Institution-Set Standards (base/stretch goal)
 - Service-specific reports
 - 5-Year Service Review Report - applies to any service that is not accessed by all students
 - 5-year trend of participants (headcount) in the specific service
 - Demographics of participants compared to the entire student population
 - Milestones of participants compared to the entire student population (e.g., 15 units, 30 units)
 - Persistence rates of students using this service vs. not using this service
 - Persistence rates of students using this service and at least one other service vs. this service alone vs. no services
 - Demographics of participants who did not persist compared to all participants
 - Rates of use of other services (% of participants who are using 1 other service, 2 other services, 3 other services, etc.)
 - Completion rates of participants compared to the entire student population or subpopulation
 - Service usage rates for those services that collect usage data (e.g., tutoring)
 - Phone activity reports (if data is available on call volume, length of calls, dropped calls, etc.)
 - Custom report designed for each service that includes metrics based on the specific function
 - SSO Assessment Reports
 - Data related to SLO Support – specific to Library and Learning Resources (Standard II.B.3.)
 - Data from mandated reports (including MIS/SSSP)
 - Satisfaction surveys and focus group data

Note: Suggested data above may require report development and/or further discussion. Alternate data could be substituted based on available sources. The inquiry sheet can be adjusted as needed.

ARC INQUIRY GUIDE: STUDENT SUPPORT PLANNING UNITS (continued)

SUGGESTED AREAS OF INQUIRY

Some questions that planning units may want to consider include:

Priority Areas

- How do program-level metrics demonstrate equitable outcomes compared to similar programs or the college as a whole? (*Metrics are measurements in relationship to a baseline or goal.*)
- How does the existing staffing structure/organization support the unit's purpose and function?
- Is there equitable and sufficient access to services (service hours, locations, modalities)?
- How does the unit support the institution's commitment to social justice?
- How does the unit contribute to achievement of Student Service Outcomes (SSO) and/or Institutional Student Learning Outcomes (ISLO)?
- What are the emerging opportunities or risks resulting from the unit's environment (internal and external influences)?
- What are the unit's greatest strengths in terms of services, practices, expertise, or other characteristics? How can those strengths be further leveraged to promote effectiveness?
- In which areas could effectiveness be enhanced by additional professional development related to practice, policy, procedure, or leadership?

Additional Areas to Explore

- How are college metrics, program-level metrics, and student demographics changing over time? What do these changes indicate for the unit?
- How does the existing range of services effectively support the unit's purpose and function?
- Does the data indicate service gaps that need to be addressed?
- Is it likely that there are groups that are not reflected in the data because of suspected access barriers or other issues?
- Have structural barriers for students been unintentionally created (e.g., procedural hurdles)?
- Is information for students available, clear, and consistent?
- How could practices be changed to better meet the needs of all students?
- Which promising practices or innovative methods could be adopted to improve effectiveness?
- Which partnerships or synergies which could be pursued to improve effectiveness?
- Does the data point to areas in which further dialogue (including courageous conversation) needs to occur?

PROGRAM-LEVEL INITIATED RESEARCH

Additional data can be requested through the ARC Research Office.

- **New data collection:** submit a request for assistance with surveys, focus groups, or other collection methods
- **Existing data:** submit a request to pull existing data which is not available in standard reports (e.g., different time frame or more detailed data)
- **Research support:** submit a request for guidance or assistance with a specific line of inquiry

Requests can be submitted at <https://researchrq.arc.losrios.edu/>

ARC INQUIRY GUIDE: INSTITUTIONAL/ADMINISTRATIVE SUPPORT PLANNING UNITS

This guide is provided as a resource for the Assessment and Analysis component of program review, but is not meant to be prescriptive. Planning units are welcome to tailor the topics, data sources, lines of inquiry, and program-initiated research based on the unique role of the planning unit.

SUGGESTED TOPICS

Institutional/administrative support planning units typically would consider the topics below in their assessment of effectiveness.

- | | |
|---|---|
| <ul style="list-style-type: none">- Role in mission achievement including commitment to social justice and equity- Support offerings and usage- Equitable access- Staffing levels and structure- Resource development and management (physical, financial, information, and technology resources) | <ul style="list-style-type: none">- Partnerships and synergies- Safety/mandated training- Sustainability- Student support (e.g., equipment, facilities, printing)- Support outcomes which are specific to the unit (e.g., help desk response time)- Professional development |
|---|---|

SUGGESTED DATA

Analysis of available data is the starting point for assessment of the planning unit's effectiveness. Suggested data sources are included below.

- **Program-specific Information**
 - Summary Progress Report (consolidation of responses from previous annual unit planning)
 - Service usage data (e.g., help desk tickets or printing requests)
 - Service provision data (e.g., office hours, response time, ratio of staff to service users, etc.)
 - Transaction processing volume data (e.g., in-person payments vs. web-based payments)
 - Infrastructure and technology data (e.g., average age of instructional computers)
 - Operational reports on equipment, service outages, and other related items
 - Comparison of industry standards to existing reality
 - Audit reports and budget reports
 - Data from institutional plans such as technology and facility plans
 - Vendor-based recommended practices and information
 - Topic-focused environmental scans and needs assessment
 - Administrative Unit Outcome assessment reports (if used)
 - Custom report designed for each service that includes metrics based on the specific function
 - Data from mandated reports
 - Inspection reports and proof of correction
 - Training participation data
 - Satisfaction surveys and focus group data (e.g., gauge student perceptions of cleanliness of facilities, safety, etc.)
- **ARC (Institutional)** – college-wide data for an understanding of the population served and how it is changing
 - 5-Year Student Trends Report (provides a wide variety of college-wide metrics including headcount/enrollment, demographics, success/retention, FTES, productivity)
 - 5-Year Student Headcount/Enrollment Trends by Location/Modality Report (provides data related to student traffic/use of facilities)
 - Employee Trend Data (college-wide data on staffing levels, demographics, employee retention, etc.)
 - Institution-Set Standards (base/stretch goal)
 - Other relevant reports
- **Districtwide** (if data is available)
 - Facilities Comparison (e.g., square footage by entity/department compared to other campuses)
 - Staffing Level Comparison (e.g., staff compared to service volume or size of facility)

Note: Suggested data above may require report development and/or further discussion. Alternate data could be substituted based on available sources. Any planning unit which provides substantial services to students could also consider the suggested data listed for Student Support Planning Units. The inquiry sheet can be adjusted as needed.

ARC INQUIRY GUIDE: INSTITUTIONAL/ADMINISTRATIVE SUPPORT PLANNING UNITS (continued)

SUGGESTED AREAS OF INQUIRY

Some questions that planning units may want to consider include:

- How are college metrics, program-level metrics, and student/employee demographics changing over time? What do these changes indicate for the unit? (*Metrics are measurements in relationship to a baseline or goal.*)
- How well does the existing staffing structure/organization support the unit's purpose and function?
- How well does the existing range of services support the unit's purpose and function?
- Is there equitable and sufficient access to services and information (service hours, sources, locations, offerings)?
- Can services and information be easily accessed by individuals who are not located at the main campus?
- Is information provided to users through web sites and other sources clear and consistent?
- Does the data indicate service gaps that need to be addressed?
- Is it likely that there are groups that are not reflected in the data because of suspected access barriers or other issues?
- How could the unit provide more effective tools or training related to its function?
- How could resources within the control of the unit be managed more effectively?
- How could practices be changed to better meet the needs of employees and others who interact with the unit?
- How could practices be changed to better support the institution's sustainability goals?
- How does the unit support the institution's commitment to social justice and equity?
- Have structural barriers for students been unintentionally created (e.g., procedural hurdles)?
- How does the unit contribute to achievement of Administrative Unit Outcomes (AUO), if established, and/or Institutional Student Learning Outcomes (ISLO)?
- What are the emerging opportunities or risks resulting from the unit's environment (external influences)?
- Has the planning unit been drastically impacted by the expansion/reduction of other programs on campus? If so, what are the implications?
- What are the unit's greatest strengths? How can those strengths be further leveraged to promote effectiveness?
- In which areas could effectiveness be enhanced by additional professional development?
- Are there promising practices or innovative methods that could be adopted to improve effectiveness?
- Are there partnerships or synergies which could be pursued to improve effectiveness?
- Does the data point to areas in which further dialogue (including courageous conversation) needs to occur?

PROGRAM-LEVEL INITIATED RESEARCH

Additional data can be requested through the ARC Research Office.

- **New data collection:** submit a request for assistance with surveys, focus groups, or other collection methods
- **Existing data:** submit a request to pull existing data which is not available in standard reports (e.g., different time frame or more detailed data)
- **Research support:** submit a request for guidance or assistance with a specific line of inquiry

Requests can be submitted at <https://researchrq.arc.losrios.edu/>

QuEST GUIDE

What is QuEST?

Throughout the program review process, planning units receive valuable training, feedback, and assistance from a Quality Enhancement Support Team (QuEST). This interaction is designed to provide the program-level planning unit with institutional collaboration that can enable its efforts to improve effectiveness. Once assigned, the planning unit can call upon the QuEST resource to answer technical questions or provide process guidance at any time. The planning unit is strongly encouraged to participate in sponsored training in the fall and schedule a two-hour meeting in the spring at which the QuEST group can offer feedback and additional support to the planning unit. This meeting also serves as a mechanism by which the Program Review Committee can solicit regular feedback about the program review process.

Who serves as a member of a Quality Enhancement Support Team?

Teams are structured to include a variety of individuals who can provide relevant feedback and assistance. Typical composition of the team is:

- Supervising administrator of the unit participating in program review
- Program Review Committee representatives which are likely to include:
 - Representative from the Research Office
 - Representative from Information Technology
 - Representative who can assist with appropriate application of the equity lens
 - One or more individuals from the same type of unit (instructional, student support, or institutional/administrative support)

When does QuEST happen?

Sept/Early October	Program Review Committee	<p>Preparation:</p> <ul style="list-style-type: none"> ▪ Prepares for the upcoming program review cycle and training ▪ Assigns QuEST teams ▪ Schedules 1 or 2 kickoff/training sessions in October and invites participants including supervising administrator
Mid-October	Participants in program review QuEST members (including supervising administrators)	<p>Program Review Kickoff/Training (1 meeting):</p> <ul style="list-style-type: none"> ▪ Overview of program review and QuEST ▪ Deadlines and expectations ▪ Technical training
October 20-March 15	Program review participants QuEST members (as needed)	Participants conduct program review and call upon QuEST members (including the supervising administrator) on an as needed basis
Late Feb-Early March	Program review participants QuEST members (including supervising administrators)	<p>Program Review Check-In (1 meeting):</p> <p>A meeting is scheduled to provide feedback and suggestions for the draft program review. This is also an opportunity to help the participants prepare for the upcoming presentation and for the participants to give feedback on the process.</p>
April	Program review participants QuEST members (including supervising administrators) Invitees from the entire college	<p>Program Review Presentation</p> <ul style="list-style-type: none"> ▪ held as a special session of the governance councils; deans are also expected to attend ▪ entire college is welcome; during fall, “save the date” invitations are sent to program review participants, all administrators/supervisors, council members, and members of the Program Review Committee
May	Program Review Committee	Assessment: Committee discusses QuEST feedback and adjusts the process for the upcoming year if needed

What types of feedback and support should the QuEST members provide?

The interaction should be tailored to the planning unit and remain focused on helping the program improve effectiveness. Some potential areas to assistance include:

- Technical assistance with technology, data analysis, and other components of the program review process
- Questions which can help clarify and refine the proposed program-level objectives
- Feedback on alignment to the institutional commitment to social justice and equity
- Ideas for addressing identified challenges
- Ideas for leveraging strengths or taking advantage of opportunities
- Suggestions for future collaboration or consolidation of related efforts across different planning units
- Suggestions for future professional development
- Recommendations for data collection and future research
- Support preparation of the unit's presentation to the campus
- Solicit input from the planning unit on the effectiveness of the program review process and suggestions for how it could be improved in the future (e.g., data that would have been useful)

In addition to the items listed above, planning units can expect their supervising administrator to engage in regular dialogue with them throughout the collaborative process.

How is the process coordinated?

The Program Review Committee provides coordination for program review including the QuEST process. Committee members populate the teams and are supplemented by supervising administrators. In general, each team is designed to include functional representation that mirrors the program types (instructional, student support and institutional/administrative support) as well as technical resources commonly utilized by all participants in program review.

Why was QuEST implemented?

During the 2017-18 academic year, a project team was charged with developing a consolidated program review and annual unit planning process that was highly effective and efficient. In keeping with the ARC Redesign, the team determined that the process should be more interactive, meaningful, data-informed, and supportive of the participants. The QuEST method was introduced to pro-actively create the conditions which can best enable assessment and strategic enhancement of ARC's programs.

QuEST Guide for Supervising Administrators

What is QuEST?

Throughout the program review process, planning units receive valuable training, feedback, and assistance from a Quality Enhancement Support Team (QuEST). This interaction is designed to provide the program-level planning unit with institutional collaboration that can enable its efforts to improve effectiveness. Once assigned, the planning unit can call upon the QuEST resource to answer technical questions or provide process guidance at any time. The planning unit is strongly encouraged to participate in sponsored training in the fall and schedule a two-hour meeting in the spring at which the QuEST group can offer feedback and additional support to the planning unit. This meeting also serves as a mechanism by which the Program Review Committee can solicit regular feedback about the program review process.

Who serves as a member of a Quality Enhancement Support Team?

Teams are structured to include a variety of individuals who can provide relevant feedback and assistance. Typical composition of the team is:

- **Supervising administrator of the unit participating in program review**
- Program Review Committee representatives which are likely to include:
 - Representative from the Research Office
 - Representative from Information Technology
 - Representative who can assist with appropriate application of the equity lens
 - One or more individuals from the same type of unit (instructional, student support, or institutional/administrative support)

When does QuEST happen?

When	Who is Involved	Event (What Happens)
Sept/Early October	Program Review Committee	<u>Preparation:</u> <ul style="list-style-type: none"> ▪ Prepares for the upcoming program review cycle and training ▪ Assigns QuEST teams ▪ Schedules 1 or 2 kickoff/training sessions in October and invites participants including supervising administrators
Mid-October	Participants in program review QuEST members (including supervising administrators)	<u>Program Review Kickoff/Training (1 meeting):</u> <ul style="list-style-type: none"> ▪ Overview of program review and QuEST ▪ Deadlines and expectations ▪ Technical training
October 20-March 15	Program review participants QuEST members (as needed)	Participants conduct program review and call upon QuEST members (including the supervising administrator) on an as needed basis
Late Feb-Early March	Program review participants QuEST members (including supervising administrators)	<u>Program Review Check-In (1 meeting):</u> A meeting is scheduled to provide feedback and suggestions for the draft program review. This is also an opportunity to help the participants prepare for the upcoming presentation and for the participants to give feedback on the process.
April	Program review participants QuEST members (including supervising administrators) Invitees from the entire college	Program Review Presentation <ul style="list-style-type: none"> ▪ held as a special session of the governance councils; deans are also expected to attend ▪ entire college is welcome; during fall, “save the date” invitations are sent to program review participants, all administrators/supervisors, council members, and members of the Program Review Committee
May	Program Review Committee	Assessment: Committee discusses QuEST feedback and adjusts the process for the upcoming year if needed

What types of feedback and support should the QuEST members provide?

The interaction should be tailored to the planning unit and remain focused on helping the program improve effectiveness. Some potential areas to assistance include:

- Technical assistance with technology, data analysis, and other components of the program review process
- Questions which can help clarify and refine the proposed program-level objectives
- Feedback on alignment to the institutional commitment to social justice and equity
- Ideas for addressing identified challenges
- Ideas for leveraging strengths or taking advantage of opportunities
- Suggestions for future collaboration or consolidation of related efforts across different planning units
- Suggestions for future professional development
- Recommendations for data collection and future research
- Support preparation of the unit's presentation to the campus
- Solicit input from the planning unit on the effectiveness of the program review process and suggestions for how it could be improved in the future (e.g., useful data)

How does the role of the supervising administrator differ from other QuEST members?

Unlike other QuEST members, the **supervising administrator** has direct responsibility for the planning unit and its resources. In addition to the types of feedback and support listed above, the **supervising administrator** is expected to:

- Proactively engage in dialogue with the planning unit throughout the process
- Provide support as needed to enable the timely completion of program review and annual unit planning
- Understand the aspirations, objectives, and progress of each unit in the administrator's area as described in the program review report (responses to prompts)
- Be prepared to prioritize resource requests and/or make budget recommendations during annual unit planning based on this knowledge
- Be prepared to represent the content of program review reports in conversations with PES, governance councils, or other interested parties
- Assist the planning unit to adjust or adapt if conditions change significantly between program review cycles

When is the supervising administrator expected to represent the content of program review reports?

The planning units are responsible for the formal presentation of program review each spring. For other venues, the **supervising administrator** needs to be familiar with the program review reports and understand planned objectives sufficiently so that the administrator can provide information and respond to questions. The administrator should feel comfortable with the content (no lack of clarity or unresolved concerns) and be able to represent the planning unit's intent without contradicting the program review. The administrator also will be involved in prioritizing and recommending resource requests annually. During that process, the administrator may be asked for additional information that would be contained within the program review report. For example, the unit's aspirations and objectives may not be entirely clear in the briefly stated action step/resource request. The administrator should be able to explain the big picture of what the unit is trying to do over multiple years.

What types of conditions might require a change of plan?

Planning units may wish to deviate from their plan because of a compelling reason such as a significant change that is outside their control or an opportunity that emerges unexpectedly. The **supervising administrator** is expected to assist the unit adjust or adapt their plan so they can remain nimble in support of ARC goals. Potential reasons include:

- Legislative mandates: Program reviews written prior to mandates (e.g., SSSP or AB 705) may contain objectives that are no longer appropriate in the new environment.
- Unexpected grant awards: Large grants can open up possibilities or come with requirements that were unknown at the time of program review. This may necessitate adjustment at the program level (e.g., NSF grants that are specific to a particular program).
- Position vacancies/hiring freezes: Planned objectives may be dependent on having a certain level of staffing available to do the work.
- College-wide change of mission/direction: Program activities support the mission and ARC strategic plan. A major change could cause a planning unit to rethink its aspirations and objectives.

How is the process coordinated?

The Program Review Committee provides coordination for program review including the QuEST process. Committee members populate the teams and are supplemented by supervising administrators. In general, each team is designed to include functional representation that mirrors the program types (instructional, student support and institutional/administrative support) as well as technical resources commonly utilized by all participants in program review.

Why was QuEST implemented?

During the 2017-18 academic year, a project team was charged with developing a consolidated program review and annual unit planning process that was highly effective and efficient. In keeping with the ARC Redesign, the team determined that the process should be more interactive, meaningful, data-informed, and supportive of the participants. The QuEST method was introduced to pro-actively create the conditions which can best enable assessment and strategic enhancement of ARC's programs.

Technology – System Design Characteristics

Desirable Characteristics	Notes
<p>Single System that Consolidates Related Processes and Information</p> <ul style="list-style-type: none"> - Program review (cyclical) - Annual unit planning and resource allocation - Student learning outcome assessment - Department-set standards - Institutional and program-level data access - Reporting interface 	<p>The implementation team indicated a desire to integrate/interface with related systems</p> <ul style="list-style-type: none"> - SLO data - Department Set Standards - Standard metrics (Data on Demand) - Research data request methods
<p>User-Friendly Interface/Ease of Use</p> <ul style="list-style-type: none"> - Single sign-on authentication method - Data-based permissions to facilitate broader department level participation - Tailored views and/or prompts based on program or program type (e.g., student services) - Pre-populated data elements (when appropriate) - Clear indication of status (items that need to be completed) - Provide an easy method to contact the Program Review Committee, I.T., and/or others for training assistance - Provide an easy method to request additional data and/or research support 	<p>View access supports cross-departmental collaboration and transparency</p>
<p>Transparency</p> <ul style="list-style-type: none"> - Allow all employees to have view access to the system <ul style="list-style-type: none"> o Ability to view prompts and training materials at any time o Ability to view program-level data for the planning unit o Ability to view comparison data from the institution as a whole as well as other similar planning units - Ability for any user to run reports based on system data (e.g., resource requests for a specific year) - Allow all employees to view a published version of previously completed program reviews 	
<p>Integrated Planning</p> <ul style="list-style-type: none"> - Aligns program-level objectives to institutional commitment (i.e., social justice and equity) - Aligns annual action steps and resource requests to institutional strategic goals - Allows planned program-level objectives to be viewed from the planning unit or planning year perspective - Allows action steps and resource requests to be viewed from the planning year or associated institutional goal perspective - Provides a repository of evidence for accreditation self-evaluation which clearly shows the connection between planning, resource allocation, action, and continuous improvement - Shows connections between institutional goals, planned activities, and allocated resources - Closes the loop (planned activities → resource requests → resource allocation → implementation → results) 	<p>When creating program-level action steps, users should be able to select institutional goals from a list which includes a brief description and full text of each goal. Based on this linkage, anyone should be able to view all the activities and allocated resources by year that are associated to a particular ARC strategic goal.</p>
<p>Scalable Over Time</p> <ul style="list-style-type: none"> - Can support multiple strategic plans with institutional goals tied to different years - Can support multiple versions of program review prompts (questions) tied to different years - Includes methods to activate/inactivate/change user permissions and the planning units to which they are associated - Includes methods to activate/inactivate/change planning units - Can incorporate additional components not yet identified in the Single System list above 	

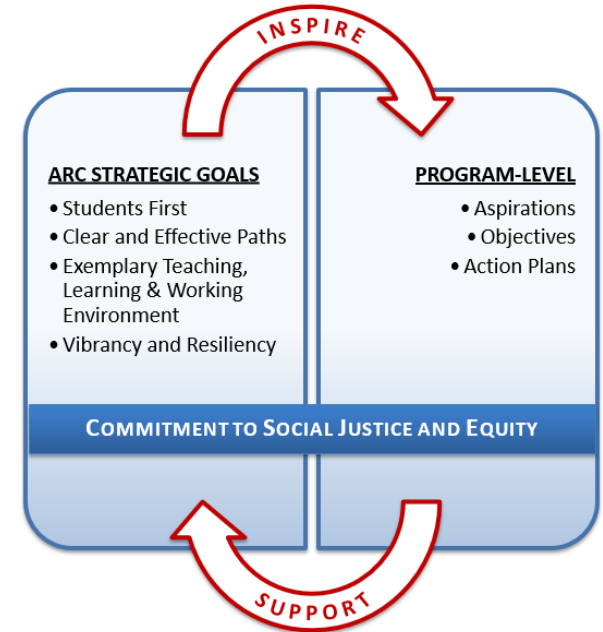
Desirable Characteristics	Notes
<p>Data-Informed</p> <ul style="list-style-type: none"> - Easy access to relevant institutional data for the program-level planning unit as well as comparison data (e.g., college-wide, comparable programs) - Includes summary and disaggregated data in standard reports or interactive interface; in particular consider: <ul style="list-style-type: none"> - disaggregation by program type and mode of delivery (Standard I.B.5.) - disaggregation of student learning outcomes and achievement for subpopulations of students (Standard I.B.6.) - Includes a method to request additional data - Annual metrics for program-level planning units 	<p>Please see inquiry guides and sample report specifications for suggested data to incorporate within the system</p> <p>Appropriate annual metrics need to be determined</p>
<p>Solid Reporting Interface</p> <ul style="list-style-type: none"> - Reports can be printed, exported to PDF, or viewed on screen - Multiple levels of reporting with filters or selection prompts (see annual unit planning definitions for details) <ul style="list-style-type: none"> o Program level detail and summary o Division/area level detail and summary o Executive level detail and summary o Institutional detail and summary - Ability to report on single or multiple years - Ability to export data for external use - Ability to report resource requests filtered by either resource category or support category (see prompts) 	<p>List of desired reports needs to be determined</p>
<p>Data Integrity Safeguards</p> <ul style="list-style-type: none"> - Ensure that responses are not overwritten if multiple people within the planning unit access the system at the same time - Ability to lock editing access at the end of a planning year; allow resource requests to be prioritized and marked as funded after the end of the planning year - Possibly record change history by operator 	
<p>Planning Units</p> <ul style="list-style-type: none"> - Allows multiple levels of planning units (executive-level, division/area-level, and program-level) that can be assigned different types of planning (i.e., program review vs. annual unit plans) - Allows a single user to be attached to multiple planning units when appropriate - Allow each planning unit to be mapped to one or more departments/subjects to allow alignment with SLO assessment, department-set standards, data access by course designator, etc. 	<p>The use of planning units, program review cohorts, and planning years would provide a structure for multiple functions of the system. Some potential uses are:</p> <ul style="list-style-type: none"> - Tracking which programs are due for program review (group assigned to planning year) - Tracking resource requests by either year or unit - Controlling which strategic plan is available for use in a particular year for assignment of institutional goals
<p>Planning Years</p> <ul style="list-style-type: none"> - Structured to tie together components based on planning/budget years - Institutional goals derive from a single strategic plan, but can be associated with multiple planning years - Users can easily select one or more applicable institutional goals for each action step created in a specific planning year (e.g., check the goals that apply) - Reporting could demonstrate linkage of institutional and program-level planning by either planning year or by ARC goal 	
<p>Program Review Cohorts</p> <ul style="list-style-type: none"> - Ability to assign program-level planning units to a program review cohort (i.e., a group that participates in a particular program review year) - Ability to assign each program review cohort to the planning years (or a planning year cycle) in which the cohort would participate 	<ul style="list-style-type: none"> - Reporting by planning year, planning unit, or program review cohort - Ability to view/report on annual plan status for a particular year (which units have or have not completed)

Desirable Characteristics	Notes
<p>Annual Unit Plan Functionality</p> <ul style="list-style-type: none"> - Ability to have multiple action steps per unit per year <ul style="list-style-type: none"> o Short title for reporting purposes o Brief description of planned activities o Requested resources <ul style="list-style-type: none"> ▪ Amount ▪ Itemized cost/justification ▪ Category such as personnel, technology, instructional equipment, etc. - Ability to copy an action step from one planning year to the next so that work can continue if necessary - Allow multiple resource requests to be attached to a single action step so that different categories can be identified (e.g., separate requests for personnel and technology) 	
<p>Resource Allocation Prioritization and Tracking</p> <ul style="list-style-type: none"> - Facilitates prioritization <ul style="list-style-type: none"> o Provides a mechanism for supervising administrators to prioritize resource requests efficiently o Has a comprehensive view of all action steps and related resource requests for the administrator’s units o Ability to apply a priority level of urgent, time-sensitive, high, medium, low, or on hold from the initiator level with the ability for administrators to reprioritize requests in their areas o Possibly add an option to identify a potential funding source - Ability to easily mark funded items <ul style="list-style-type: none"> o Allows reporting of items that remain unfunded for review as additional funding becomes available within the year o Would permit reporting of the funded items by strategic goal 	
<p>Landing Page</p> <ul style="list-style-type: none"> - Provides quick navigation to the major system components such as program review, annual planning, reporting interface, etc. department-set standards, SLO assessment, etc. - Designed to accommodate future development phases; program review and annual unit planning could be set up first with additional areas such as SLO assessment incorporated in a later phase - Includes an area where deadlines and other updates can be posted 	<p>Landing page can serve as the “Getting Started” point for users.</p>
<p>Administration Console</p> <ul style="list-style-type: none"> - Provides an interface for management of user permissions - Provides an interface for system data used across all modules such as the institutional hierarchy - Provides an interface for expert users to control module-specific configuration of annual settings, planning years, strategic plan goals, etc. rather than relying solely on I.T. 	<p>If a decentralized approach is desired, the administration console could be designed to include separate administration rights for different areas such as Program Review and SLO Assessment.</p>
<p>Resources</p> <ul style="list-style-type: none"> - Includes an area with links to external resources such as labor market data, Launchboard, etc. - Allow training materials to be stored within the system for easy access - May want to include a document repository with the ability for users to upload historical program review reports and other materials for future use. 	
<p>Additional items as necessary for integration of SLOs, department-set standards, etc.</p>	

How to Approach Program Review

Program review is a self-assessment and planning process. It is intended to be beneficial to both your program-level planning unit and the college. It should result in vibrant, effective programs which are working synergistically to achieve the institution’s mission and strategic goals.

- Spend at least 50% of your time on analysis, reflection, and dialogue. Much of the value of program review depends on exploring relevant data, understanding the implications, and discussing what the future should hold.
- Responses to the prompts should be concise. The purpose is to record your intended plans and to accurately convey your program-level information to the rest of the college.
- Your unit will develop one or more measurable objectives to work on during the next program review cycle.
- Keep in mind that your annual action steps and resource requests will be aligned directly to the ARC strategic goals.



Attributes of Meaningful Program Review and Annual Unit Planning

One common thought that often surfaces among those who are new to program review is whether a sample of an exemplary program review report can be provided. While a sample could highlight the “nuts and bolts” of program review, it wouldn’t depict the most essential components which lie in the reflection and dialogue which is unique to each program. There are many ways to create a meaningful experience that provides value to both the program and the college as a whole. To discern whether the process is headed in the right direction, it may help to ponder these questions:

Program Review

- Was there sufficient assessment and analysis to form relevant, data-informed conclusions?
- Was there an opportunity for the planning unit to discuss and reflect on what was learned?
- Were enough people involved to allow exploration of multiple perspectives?
- When appropriate, did the planning unit ask courageous questions and dig beyond surface issues?
- Have one or more objectives been developed which have the potential to result in improved program effectiveness, student learning, and/or achievement?
- Will you be able to measure the outcome of each objective in the future?
- Do the responses recorded for each prompt provide enough detail that the reader can reasonably understand the current state of the program, aspirations, and objectives?

Annual Unit Planning

- Have one or more action steps been created for the upcoming year which provide a clear roadmap of the activities the planning unit needs to complete?
- Does the planning unit have sufficient resources to achieve the objectives? If not, were resource requests included in the system?

What is the difference between a planning unit’s aspirations, objectives, and action steps?

- **Aspiration is a desired future state of the planning unit (aka program vision)**
 - Qualitative description of the ideal future
 - Not constrained by the time frame of the program review cycle or the program’s current resources
- **Objectives are specific, measurable results you want to achieve that will help the planning unit reach the desired future state**
 - Can generally be framed by the intro of “we intend to...”
 - Can be assessed at the end of the program review cycle to determine if the goal was achieved (measurable)
 - Assuming that resources are allocated, it should be possible to complete the goal before the next program review cycle
- **Action steps are the individual activities (actions) and anticipated resources involved in accomplishing the objective**
 - Acts as a roadmap which outlines each step of the plan and the timeline for implementation
 - May indicate who is responsible for carrying out each step

EXAMPLE

Aspiration	Underwater Basket-Weaving is a thriving program with healthy enrollments and strong course completion rates.	
Objective 1	Increase enrollments by 15% in five years	Annual plan
Action Steps	1. Support recruitment of prospective students to the area of interest through faculty participation in the meta major open house event.	2017-18
	2. Map planned program offerings over the next five years during the fall department meetings. Determine potential changes needed to support a 15% enrollment increase.	
	3. Develop one new course which focuses on the cultural components of underwater basket-weaving and recruit adjunct faculty to teach the new course. Resource request: Instructional supplies and materials (\$1500) - 4 instructor resource guides, samples of culture-specific baskets, samples of weaving materials, and other supplies	2018-19
	4. Begin offering short community education workshops to attract new students to the program. Resource request: \$500 - workshops will be self-supporting but resources are needed to cover startup costs (20 single-sided dry erase learning boards, 4 packages of dry erase markers, basic weaving materials, printing cost for marketing materials)	2019-20
	5. Partner with local businesses and galleries to showcase student work.	
Objective 2	Increase the program’s overall course completion rate from 67% to 75% in five years	Annual Plan
Action Steps	1. Pilot offering virtual office hours to assist students who have scheduling constraints.	2018-19
	2. Participate in ARC professional development series focused on best practices for improving completion rates.	2019-20

What do the priority levels for resource requests indicate?

During annual unit planning, planning units create action steps and may request resources. Requests which have a budget impact should be assigned a priority level by the initiator. The priority level may be adjusted by subsequent reviewers as conditions change or new information becomes available.

To create consistent use of the priority levels, the following intended uses have been established:

Priority Level	Intended Use
Urgent	Critical need which is necessary to address legal, safety, or other major concerns as soon as possible
Time-Sensitive	Time-sensitive need for activities to be completed in summer or early fall; funding must occur by the tentative budget to be useful; if funding is not available by June, the resource request item should be placed on hold
High	High priority due to a compelling reason other than being time-sensitive; requestor should indicate the reason
Medium	Necessary to complete activities stated in annual unit plan; consider for funding in tentative or final budget
Low	Beneficial, but not absolutely necessary to complete activities stated in annual unit plan; consider after other requests
On Hold	On hold for the remainder of the funding cycle for various reasons such as timing issues, legal constraints, new information, already funded through another program's budget, etc.

How do program review, planning, and resource allocation processes relate?

During the 2017-18 academic year, ARC’s processes for program review, annual planning, and resource requests were intentionally restructured using a streamlined and highly integrated design. The new structure is closely connected to institutional planning and mechanisms for resource allocation. It also closes the loop from planned activities → resource requests → resource allocation → implementation → results which can then inform future planning. The diagram below depicts how the integration unfolds over two program review cycles.



The long-range themes or priorities identified in each ARC Educational Master Plan also provide guiding direction for planning at the institutional and program levels.

ACCJC Standard I.B.9.: “The institution engages in **continuous, broad based, systematic evaluation and planning**. The institution integrates **program review, planning, and resource allocation into a comprehensive process** that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)”

Model Mapped to ACCJC Standards

The related standards identified in this table are those considered most closely connected to the component based on the design of the program review and annual unit planning model.

Component	Prompts	Related Standards
<p>Entire process</p>	<p>n/a</p>	<p>I.B.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.</p> <p>I.B.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.</p> <p>I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)</p> <p>II.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.</p> <p>II.B.3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.</p> <p>II.C.1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)</p>
<p>Unit Profile stage</p>	<ul style="list-style-type: none"> ▪ Briefly describe the program-level planning unit. What is the unit's purpose and function? ▪ How does the unit contribute to achievement of the mission of American River College? 	<p>I.A.3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.</p>

Component	Prompts	Related Standards
Assessment and Analysis stage	<ul style="list-style-type: none"> ▪ Consider the progress that has been made towards the unit’s objectives over the last five years. Based on how the unit intended to measure success, did the unit’s prior action steps result in the intended effect? ▪ Analyze program-level data to assess the effectiveness of the program over the last five years. Compare program-level data to college-wide metrics, related program-level planning units, or other sources. Investigate influencing factors from the external and institutional environments. Pursue other lines of inquiry appropriate to the planning unit type (instructional, student support, institutional support). <u>Use the Program Review Inquiry Guide for your planning unit type to guide the evaluation.</u> ▪ What were the findings? Please identify program strengths, opportunities, challenges, equity gaps, influencing factors (e.g., program environment), data limitations, areas for further research, and/or other items of interest. 	<p>I.B.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.</p> <p>I.B.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.</p> <p>I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.</p> <p>III.C. 2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.</p> <p>IV.B.3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:</p> <ul style="list-style-type: none"> • establishing a collegial process that sets values, goals, and priorities; • ensuring the college sets institutional performance standards for student achievement; • ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; • ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning; • ensuring that the allocation of resources supports and improves learning and achievement; and • establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.
Reflection and Dialogue stage	<ul style="list-style-type: none"> ▪ Discuss how the findings relate to the unit's effectiveness. What did your unit learn from the analysis and how might the relevant findings inform future action? ▪ What is the unit's ideal future and why is it desirable to ARC? How will the unit’s aspirations support accomplishment of the mission, improve institutional effectiveness, and/or increase academic quality? 	<p>I.B.1 The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.</p> <p>I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)</p>

Component	Prompts	Related Standards
Strategic Enhancement stage	<ul style="list-style-type: none"> ▪ Define one or more program-level objectives which enhance the unit’s effectiveness. What does your unit intend to do to work towards the ideal future? How will success be measured? ▪ How will the unit’s intended enhancements support the College’s commitment to social justice and equity? 	<p>I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)</p> <p>IV.A.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.</p>
Annual Plan stage	<ul style="list-style-type: none"> ▪ Update your unit’s progress and highlight accomplishments. What has been achieved since the last report? ▪ Review the unit’s annual metrics (standard data). Are any changes necessary to program-level objectives? ▪ Develop one or more action steps. <ul style="list-style-type: none"> ○ What work will be done in the next academic year towards program enhancement? (Align to one or more of the ARC strategic goals.) ○ What financial resources, if any, are needed to support the plan? ○ What other types of support, if any, are needed? 	<p>I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)</p>
Feedback Mechanisms	<ul style="list-style-type: none"> ▪ Quality Enhancement Support Teams (QuEST) ▪ Presentations ▪ Resource Allocation 	<p>I.B.1 The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.</p> <p>IV.A.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.</p> <p>I.B.8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.</p> <p>III.D.1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)</p>

The full text of the ACCJC Standards is available at <https://accjc.org/wp-content/uploads/Accreditation-Standards-Adopted-June-2014.pdf>

Sample Report Specifications for Student Support Planning Units

It is sometimes difficult for institutions to design standardized program review reports for student support planning units because the units have greater variability than instructional planning units. These sample specifications are provided as a possible starting point for developing relevant metrics to inform the program review process.

5-Year Front Door Trends – Report describing potential students to be served

- Applicants by term (e.g., comparison of five fall terms) based on CCCApply applications
- Admit status by term – comparison of transfer, returning, first-time freshman, concurrent enrollment
- Demographic trends by year (applicants by median age, applicants by gender, applicants by ethnicity) based on CCCApply applications
- Goal category by term – shows trends across grouped goals (e.g., all degree goals, all certificate goals, transfer without degree, all career skills/licensure goals, current 4-year student, other)
- Financial aid applicant trends by term (% of admission applicants with ISIR on file, % applied for BOG)
- Special population trends by term – veterans, foster youth, and first generation
- Needs and Interests trends by term – % of applicants indicating interest in financial aid, athletics, online classes, DSPS, etc.
- Top 20 high schools for recent grads in most recent year – count and % of applicant pool
- Graphs of most recent year for primary language, residency status, and AB 540 eligible vs. AB 540 actual
- Ability to filter by program participants (e.g., applicants who subsequently participated in a service such as CalWORKs)

5-Year Enrolled Student Trends - Report describing the actual student population to be served

- Unduplicated headcount by term (e.g., comparison of five fall terms)
- Admit status by term for enrolled students – comparison of continuing, returning, transfer, first-time freshman, concurrent enrollment
- Demographic trends by year (students by median age, students by gender, students by ethnicity, and intersection of gender/ethnicity)
- Financial aid awards by year - % of enrolled students with financial aid awards (unduplicated) and breakdowns by award type (duplicated)
- Special population trends by term – enrolled veterans, foster youth, first generation, AB 540
- Service usage by term (trends of students receiving services from CalWORKs, EOPS, DSPS, and other programs)
- Modality trends from the student perspective – students enrolled 100% online, 100% on campus (possibly broken down by location), and blended enrollment
- Trends in withdrawal, retention, and success rates by ethnicity

5-Year Trends in Financial Aid

- College-wide trends for financial aid application volume, number of awards by type, % of students awarded with demographic breakdowns
- College-wide trend for financial aid applications that did not result in an award (e.g., ISER with no award)
- Same metrics as above, but filtered based on participation in services
- Same metrics as above, but filtered for one or more special populations (e.g., foster youth)

3-Year Service Access Rates by Equity – Indicator of equity disparities in access/usage of services

- Unduplicated headcount across all services – totals by year with breakdowns or filters by race/ethnicity, age, gender, and special populations
- Unduplicated headcount by specific service - totals by year with breakdowns or filters by race/ethnicity, age, gender, and special populations
- Intersection of race/ethnicity and gender across all services – unduplicated headcount by service and % of the group (i.e., % of African-American males who accessed any service)
- Intersection of race/ethnicity and gender by specific service – unduplicated headcount by service and % of the group (i.e., % of African-American males who accessed the specific service)

Funnel Report for Prior Year – Indicator of effectiveness of conversion and retention efforts

- First Term Funnel - Starting with applicants for the prior fall term, graph the % which enroll, remain enrolled past the drop with no record date, complete the first term (any grade), complete successfully (passing grades in all courses)
- First Year Funnel - Starting with applicants for the prior fall term, graph the % which enroll, remain enrolled past the drop with no record date, complete the first term (any grade), enroll in the spring semester, remain enrolled past the drop date, complete the second term (any grade), and re-enroll in the next fall.

New Student Loss Report for Any Term – Indicator of areas which may need greater attention due to high loss

- Applicant Loss Rate – Enrollment in First Term
 - Total applicants for the term and number who did not enroll
 - Percentage enrolled/not enrolled displayed in a pie chart or other visual representation
 - Educational goals (ranked high to low) for those who did enroll vs. did not enroll
 - Ethnicity/Age/Gender comparison for those who did enroll vs. did not enroll
 - Percentage of non-enrolled applicants who attended another college/university and top 10 college/universities attended instead of ARC (if NSC Student Tracker data is available; if not, this item could look solely at Los Rios data to identify transition to other Los Rios colleges)
 - Top 10 feeder high schools of applicants who did not enroll
 - Expressed CCCApply Needs and Interests that are the greatest indicator of potential loss (ranking based on the % of those who indicated the need/interest who did not enroll)
 - Comparison of application timing for those who did/did not enroll (i.e., show whether loss was greater among early applicants vs. late applicants)
 - Financial aid award rate (any type of aid) comparing those who did/did not enroll
- Incoming Student Loss Rate – Persistence to Second Term
 - Of the students who did enroll in the first term, number and percentage who enrolled/did not enroll in the second term displayed in a pie chart or other visual representation
 - Educational goals (ranked high to low) for those who did enroll vs. did not enroll in the second term
 - Ethnicity/age/gender comparison for those who did enroll vs. did not enroll in the second term
 - Between those who did enroll vs. did not enroll in a second term, compare the percentage who:
 - remained enrolled to the end of the first term (completed at least one course with a grade – exclude nonevaluative symbols such as W, I, RD, etc.)
 - successfully completed the first term (completed all courses with passing grades – exclude any courses which were dropped with no record)
 - received any type of financial aid in the first term
 - participated in any type of support service in the first term
 - Percentage of non-enrolled students who attended another college/university in the second term and top 10 college/universities attended (if NSC Student Tracker data is available; if not, this item could look solely at Los Rios data to identify transition to other Los Rios colleges)
 - Using the first term, comparison of registration timing for those who did/did not enroll in the second term (i.e., show whether loss was greater among early registrants vs. late registrants); if there were multiple registration activity points, use the earliest registration for comparison

Service Concentration and Consistency by Term Report – Indicator of service overlaps and service loss rates

- Concentration of participation of services - Looking solely at the group of students who have accessed at least one service, display the following:
 - Distribution of number of services accessed per student
 - Distribution broken down by FT vs. PT status
 - Distribution broken down by student modality (100% online, 100% on campus, blended enrollment)
 - For each service, the average number of other services its participants access
- Consistency of participation of services – display a table of services with the following information based on the input term:
 - Count of total participants
 - Count of new participants
 - % of total participants active in prior primary term, prior two primary terms, prior three primary terms

Institutional Barriers by Term Report – report indicating effect of institutional barriers on persistence and success; can be used to determine where additional efforts may be most beneficial

- All Students – include filters for foster youth, veterans, first generation
 - Applied, but did not receive financial aid (compare persistence and success to total population)
 - Enrolled, but class cancelled (compare persistence and success to total population)
 - Enrolled, but dropped for nonpayment (compare persistence and success to total population)
- New Students – include filters for foster youth, veterans, first generation
 - Applied, but did not receive financial aid (compare persistence and success to total population)
 - Enrolled, but class cancelled (compare persistence and success to total population)
 - Enrolled, but dropped for nonpayment (compare persistence and success to total population)

PROGRAM REVIEW

What is program review?

Comprehensive program review occurs on a cyclical basis and is designed to foster a collaborative process of analysis, dialogue, and reflection which results in actionable goals for program enhancement. Program-level objectives are inspired by the institution’s strategic goals which also encompass its overarching commitment to social justice and equity.

Who participates?

Program-level planning units participate in the program review process. A program-level planning unit has a distinct purpose that contributes to achievement of the college mission and shares the characteristics below.

	Instructional Planning Units	Student Support Planning Units	Institutional/Administrative Support Planning Units
Typical Organization	Instruction	Student Services	President’s Office Administrative Services
Typical Review Aspects	Effectiveness in terms of: <ul style="list-style-type: none"> - Curriculum offerings - Programs of study (degrees/certificates) - Instructional methods - Student success and achievement - Equity and access - Enrollment/FTES/productivity - Retention and persistence - Staffing levels and structure - Partnerships and synergies - Transfer/employment outcomes - Professional development 	Effectiveness in terms of: <ul style="list-style-type: none"> - Service offerings - Service usage, design, and information - Student success related to service participation - Student engagement - Equity and access - Service persistence - Staffing levels and structure - Partnerships and synergies - Service outcomes specific to unit (e.g., admission yield) - Professional development 	Effectiveness in terms of: <ul style="list-style-type: none"> - Role in mission achievement - Support offerings and usage - Access and equity - Staffing levels and structure - Resource development and management (physical, financial, information, and technology resources) - Safety and sustainability - Partnerships and synergies - Support outcomes specific to unit (e.g., response time) - Student support (e.g., printing) - Professional development
Examples	Foreign Languages Automotive Technology	Financial Aid DSPS & LD	Maintenance Business Office

CHARACTERISTICS SHARED BY ALL PROGRAM-LEVEL PLANNING UNITS

Size (Level)	Larger than a committee, but smaller than a division; often comprised of a department or group of related departments
Personnel	Has one or more employees assigned to it as their primary role at the college <i>(new/emerging planning units which have not yet been staffed are the exception; should be staffed by first review cycle)</i>
Duration	Has an ongoing presence without a defined end date
Local Role	Exists as a local college entity, not just the implementation of a state initiative
Autonomy	Is a discrete unit for planning purposes which does not exist within or overlap with another <u>program-level</u> planning unit; may exist within a division or other grouping
Resources	May request resources through the annual unit planning process
Accreditation	Functions under the purview of the college for accreditation purposes

A single planning unit may combine instructional and student support components. Inclusion or exclusion from program review processes can be determined based on the characteristics above. Having the naming convention of “program” such as Dual Enrollment Program or a program listed in Socrates does not automatically indicate an entity that should separately participate in program review. Multiple degrees/certificates may be represented by the same program-level planning unit.

A program-level planning unit is never:

- A time-limited initiative such as a short-term project funded through a Title III grant
- A district-level entity that is not under the college purview
- A governance group such as Academic Senate
- A student-run entity such as a student newspaper (although it may be included under an instructional or student support unit)
- A separate corporate entity, public agency, or 501(c)(3) organization that has a presence on campus
- A shared initiative to which multiple programs contribute

For the purpose of program review, what constitutes a program is defined locally. For more information, please see pages 12-16 of the Academic Senate of California Community College’s 2009 publication entitled “[Program Review: Setting a Standard](#)”.

ANNUAL UNIT PLANNING

What is annual unit planning?

Annual unit planning occurs each spring to develop action steps and allocate resources for the upcoming academic year. Action steps are linked to goals from the institution's strategic plan. This linkage provides a clear connection between institutional planning, unit planning, and resource allocation.

Who participates?

Planning units at all levels of the institution participate in the annual unit planning process. A planning unit is an entity that typically exists in the organizational structure and can be allocated resources. Planning unit levels and roles are defined below.

	Role in Annual Unit Planning	Typical Leads	Example
Executive-Level Unit	Identifies action steps and related resource needs to implement strategies or objectives that cross multiple divisions or areas; may include requests for cross-functional initiatives that involve multiple areas	President Vice President Associate Vice President	Instruction
Division/Area-Level Unit	Identifies action steps and related resource needs to implement objectives that cross multiple program-level planning units, but do not extend beyond the division or area	Dean Director	Humanities
Program-Level Unit	Identifies action steps and related resource needs to implement objectives for a program-level planning unit	Department Chair Director Manager Supervisor or designated lead	Foreign Languages

How does it relate to program review?

For program-level planning units, annual unit planning advances the program's objectives into action. One outcome of program review is creating an aspirational vision for the planning unit and one or more objectives which work towards achieving the vision. Annual unit planning identifies the specific steps the planning unit intends to take during the upcoming year and any resources needed for implementation so that institutional resources can be effectively allocated to planned activities.

Program Review Committee (PRC)

A committee of the Academic Senate charged with guiding and monitoring the processes of program review.

Function/Responsibilities:

- Assists with defining programs and authorizes changes to the names/categorization of programs
- Facilitates placement of programs into cohort groups and monitors the completion of reviews within a seven year cycle including:
 - identifying and connecting individual users to the system
 - communicating deadlines
 - moving completed program reviews to Institutional Effectiveness Council
- Provides and coordinates training for programs undergoing Program Review
- Ensures Academic Senate primacy on Instructional Program Review by overseeing and approving the format of program review documents including:
 - questions/prompts
 - inquiry guides
 - alignment of Annual Unit Planning prompts with Program Review
 - alignment of prompts with other planning/evaluation processes (eg SLO) as necessary
- Provides ongoing evaluation of the Program Review Process to the Academic Senate and Institutional Effectiveness Council

Leadership:

Academic Senate Faculty Chair (Vice President)
Institutional Effectiveness Council Co-chair

Each committee chair is responsible for:

- *reporting out work of the Program Review Committee to their respective constituencies*
- *serving as primary liaison to program leads*

Committee leadership works together to:

- *identify, contact, and connect program leads to the Program Review interface*
- *communicate with program leads regarding deadlines for Annual Unit Plans and Program Review*
- *coordinate training for Program Review Committee members*
- *recommend committee members to appropriate QuEST and communicate with cohort supervisors about their role on QuEST*
- *facilitate meetings of the PRC*

Membership:

Member responsibilities:

- Attend training provided by PRC leads in preparation of becoming members of QuEST
- Participate as team members on 1-3 QuEST* chosen collaboratively in conjunction with committee leads (*members whose work assignments are research or are appointed to serve in an Equity capacity may be required to serve on more QuEST)
- Attend PRC meetings

Faculty

Faculty appointment to the PRC should optimally represent a diversity of experience and expertise on Equity, CTE, Lab, Transfer, & Counseling. A minimum of at least one faculty from Counseling will be appointed. Faculty Researcher is an ex officio position.

When appointing faculty to the PRC, the Academic Senate President will take recommendations for the *composition* of committee members based on the composition of programs in the incoming cohort.

Classified

Classified appointment to the PRC will include at least one member from student services, one from IT, and two from research.

Administration

Administrative appointment to the PRC will reflect an Equity lens.

Sample PRC membership composition

Faculty (9)	Classified (4)	Administration (2)
Faculty Senate (chair)		Admin (chair)
Faculty Researcher (F, I) <i>ex officio</i>	Student Services (C)	Admin (A)
Equity Instruction (F, I)	Research Office (C, AP)	
CTE Faculty (F, I)	Research Office (C, AP)	
Transfer Faculty (F, I)	IT (C, AP)	
General Faculty (F,I)		
Lab Faculty (F, I)		
Counseling Faculty (F, S)		
SS Equity (F, S)		

Sample QuEST configuration (A):

Committee Membership (17 including chairs)

Faculty (8)	Classified (5)	Administration (1)
Equity Instruction (F, I)	Student Services (C)	Equity (A, ?)
CTE Faculty (F, I)	Research Office (C, AP)	
Transfer Faculty (F, I)	Research Office (C, AP)	
General Faculty (F,I)	IT (C, AP)	
Lab Faculty (F, I)	General Classified	
Counseling Faculty (F, S)		
SS Equity (F, S)		
Faculty Researcher (F, I)		

(Cohort: 2018-2019)

Program	Members from same type of unit	Research Office	IT	Supervisor (not member of PRC)
Legal Assisting I	Equity Instruction (F, I)	Faculty Researcher (F, I)	IT (C, AP)	Area Dean
Paramedic I	CTE Faculty (F, I)	Faculty Researcher (F, I)	IT (C, AP)	Area Dean
Administration of Justice I	Equity Instruction (F, I)	Faculty Researcher (F, I)	IT (C, AP)	Area Dean
Fire Technology I	CTE Faculty (F, I)	Faculty Researcher (F, I)	IT (C, AP)	Area Dean
Gerontology I	Transfer Faculty (F, I)	Faculty Researcher (F, I)	IT (C, AP)	Area Dean
History I	Transfer Faculty (F, I)	Faculty Researcher (F, I)	IT (C, AP)	Area Dean
Natural Resources I	General Faculty (F,I)	Faculty Researcher (F, I)	IT (C, AP)	Area Dean
Speech Language Pathology I	CTE Faculty (F, I)	Faculty Researcher (F, I)	IT (C, AP)	Area Dean
Astronomy, Physics, Physical Science I	General Faculty (F, I)	Faculty Researcher (F, I)	IT (C, AP)	Area Dean
Biology I	Lab Faculty (F, I)	Faculty Researcher (F, I)	IT (C, AP)	Area Dean
Biotechnology I	Lab Faculty (F, I)	Faculty Researcher (F, I)	IT (C, AP)	Area Dean
Admissions (fka as Enrollment Services) SS	Student Services Classified (C)	Research Office (C, AP)	IT (C, AP)	Student Services Dean
International Students Program SS	Counseling Faculty (F, S)	Research Office (C, AP)	IT (C, AP)	Student Services Dean
Information Services SS	SS Equity (F, S)	Research Office (C, AP)	IT (C, AP)	Student Services Dean
Financial Aid SS	SS Equity (F, S)	Research Office (C, AP)	IT (C, AP)	Student Services Dean
Operations/Maintenance/Custodial AP	Equity (A, ?)	Research Office (C, AP)	IT (C, AP)	Supervisor
Information Technology(IT) AP	Equity (A, ?)	Research Office (C, AP)	IT (C, AP)	Supervisor

Sample QuEST configuration (B):

Committee Membership (19 including chairs)

Faculty (9)	Classified (5)	Administration (2)
Equity Instruction (F, I)	Student Services (C)	Equity (A, X)
Equity Instruction (F, I)	Research Office (C, AP)	General Admin (A) PD?
CTE Faculty (F, I)	Research Office (C, AP)	
Transfer Faculty (F, I)	IT (C, AP)	
General Faculty (F,I)	General Classified	
Lab Faculty (F, I)		
Counseling Faculty (F, S)		
SS Equity (F, S)		
Faculty Researcher (F, I)		

(Cohort: 2018-2019)

Program	Members from same type of unit	Equity lens	Research Office	IT	Supervisor (not member of PRC)
Legal Assisting I	General Faculty (F,I)	Equity Instruction (F, I)	Research Office	IT	Area Dean
Paramedic I	CTE Faculty (F, I)	Equity 2 (F,I)	Research Office	IT	Area Dean
Administration of Justice I	General Faculty (F, I)	Faculty Researcher (F, I)	Research Office	IT	Area Dean
Fire Technology I	CTE Faculty (F, I)	Equity Instruction (F, I)	Research Office	IT	Area Dean
Gerontology I	Transfer Faculty (F, I)	Equity 2 (F,I)	Research Office	IT	Area Dean
History I	Transfer Faculty (F, I)	Faculty Researcher (F, I)	Research Office	IT	Area Dean
Natural Resources I	Transfer Faculty (F,I)	Equity Instruction (F, I)	Research Office	IT	Area Dean
Speech Language Pathology I	CTE Faculty (F, I)	Equity 2 (F,I)	Research Office	IT	Area Dean
Astronomy, Physics, Physical Science	General Faculty (F, I)	Faculty Researcher (F, I)	Research Office	IT	Area Dean
Biology I	Lab Faculty (F, I)	Equity Instruction (F, I)	Research Office	IT	Area Dean
Biotechnology I	Lab Faculty (F, I)	Equity 2 (F,I)	Research Office	IT	Area Dean
Admissions (fka Enrollment Services) SS	Student Services Classified (C)	SS Equity (F, S)	Research Office	IT	Student Services Dean
International Students Program SS	Counseling Faculty (F, S)	SS Equity (F, S)	Research Office	IT	Student Services Dean
Information Services SS	Student Services Classified (C)	SS Equity (F, S)	Research Office	IT	Student Services Dean
Financial Aid SS	Counseling Faculty (F, S)	Equity (A)	Research Office	IT	Student Services Dean
Operations/Maintenance/Custodial AP	General Admin (A)	Equity (A)	Research Office	IT	Supervisor
Information Technology(IT) AP	General Admin (A)	Equity (A)	Research Office	IT)	Supervisor

Program Review Committee & QuEST Detailed Process Timeline (DRAFT)

Timeline	Program Review Committee	Program Review Cohort
September	<ul style="list-style-type: none"> Orientation to Program Review Committee and training for QuEST membership Match PRC members to QuEST team assignments Schedule 1 or 2 kickoff/training sessions in October and invite participants including supervising administrator 	<ul style="list-style-type: none"> Leads identified to PRC by department/unit Notified of kickoff/training sessions
October	<ul style="list-style-type: none"> Establish deadlines for submitting Annual Unit Plan and Program Review 	
Mid-October (outside of regular meeting time)	<p>(Chairs conduct) Program Review Kickoff/Training (1 meeting):</p> <ul style="list-style-type: none"> Overview of program review and QuEST Deadlines and expectations Technical training <ul style="list-style-type: none"> QuEST members prepare to contact their respective cohort leads to provide Assistance as Needed 	<ul style="list-style-type: none"> Attend kickoff/training meeting Meet QuEST members Work with supervising administrators to schedule a QuEST check-in meeting during the spring semester; this meeting should be scheduled in February or early March so that the planning unit has an opportunity for feedback before the mid-March program review deadline
November	<ul style="list-style-type: none"> Review kickoff/training session, record recommendations Address improvements and additional communications required to keep the cohort on track Secure presentation dates /creation of PD event Review presentation template Report back from QuEST members 	<p>Assessment & Analysis (group activity #1) Participants conduct program review and call upon QuEST members (including the supervising administrator) on an as needed basis</p>
December	<ul style="list-style-type: none"> Report back from QuEST members Check in on deadlines, reminders, & QuEST meetings Additional troubleshooting as necessary 	<p>Reflection & Dialogue (group activity #2) Participants conduct program review and call upon QuEST members (including the supervising administrator) on an as needed basis</p>
February*	<ul style="list-style-type: none"> Review schedule of QuEST meetings, reach out to cohort leads as needed Report back from QuEST members Prepare presentation schedule/invite college to attend <p>*PRC members attend QuEST meetings outside of regular meeting time</p>	<p>Program Review Check-In (1 meeting): A meeting is scheduled to provide feedback and suggestions for the draft program review. This is also an opportunity to help the participants prepare for the upcoming presentation and for the participants to give feedback on the process.</p>
March 15 (approx.)	<p>Program Review and Annual Unit Planning Deadline</p>	Submit work
April	<p>Special Session of Governance Councils Program Review Presentations</p> <p>Program Reviews submitted to IEC</p>	<p>Program Review Presentations: 5-10 minute presentations using powerpoint template approved by PRC.</p>
May	<ul style="list-style-type: none"> Discusses QuEST and presentation feedback and adjust process for upcoming year as needed Send out notifications to next year's cohort Forward recommendations to Senates for next year's appointments to PRC based on composition of the incoming cohort Year end report to Academic Senate and IEC 	Celebrate completion !

Proposed Project Teams

2018-2019

Ongoing

1. Clarify Program Paths
2. Enterprise Level Software Solution (Ad Astra)
3. Integrated Planning Improvement

Fall 2018

4. Institutional Equity Plan
5. ARC Online (Distance Education Plan)
6. Facilities Master Plan (District)
7. Wellness Center

Spring 2019

8. Sustainability Plan
9. Educational Master Plan
10. Strategic Enrollment Management Plan

Fall 2019

11. Institutional Professional Development Plan

Proposed Project Teams

2018-2019

Ongoing

1. Clarify Program Paths
2. Enterprise Level Software Solution (Ad Astra)
3. Integrated Planning Improvement

PROJECT INITIATION REQUEST

TOPIC: Clarify Program Paths

Project teams may be used when a work group is needed to develop plans, design conceptual models, or execute previously developed items. Prior to requesting a new team, the council should consider whether the potential project has all of the following characteristics:

- Is strategic in nature and falls within the purview of the sponsoring entity
- Has broad implications for the college and needs to be considered from multiple perspectives
- Is not easily contained within the responsibilities of a single department or job function
- Requires significant effort that is expected to extend a minimum of one semester
- Results in one or more specific, tangible deliverables
- Has potential to solve an existing problem, enhance the student experience, or improve institutional effectiveness

SPONSORED BY: Student Success Council

TYPE OF TEAM REQUESTED:

- DESIGN TEAM** - Used to develop plans and/or concepts to be implemented; usually a one-year charter
- IMPLEMENTATION TEAM** - Used to execute previously developed plans and/or concepts; charter may be one year or based on the range of time specified for a particular plan
- COMBINED TEAM** – Used when the same group is responsible for design and implementation

PROPOSED DURATION:

- NEW - NEXT ACADEMIC YEAR ONLY** (one-year charter)
- RENEWAL** – Extend existing project team for another academic year
- EXPEDITED/OTHER** – Please specify the intended length of time:

RATIONALE (BUSINESS CASE):

1. Why is a project team needed?

Briefly describe the intended goals, opportunities, potential benefits, or expected deliverables that could be accomplished through the work of a project team. Make the case for why time and effort (institutional resources) should be committed to this project.

The Clarify Program Paths team is responsible for creating and recommending areas of interest and establishing and recommending clear and coherent academic and career program paths consistent with the ARC Strategic Plan. The model should be scalable, address disproportionate impact, and make efficient use of college resources.

Supports ARC Goal #2 (Clear and Effective Paths).

2. Why is this the right time?

Briefly describe the conditions which prompted this request and any associated mandates (legal requirements), deadlines, or timing considerations. If this work is a prerequisite for other work, please note what items are dependent upon finishing this project.

The Clarify Program Paths project team was initially chartered for the 2017-18 academic year. The work needs to continue during the 2018-19 year.

3. Are there any specific concerns?

If the project is intended to solve a problem, briefly describe any concerns, risks, or challenges not already described above.

PROJECT INITIATION REQUEST

TOPIC: **ELSS (Scheduling)**

Project teams may be used when a work group is needed to develop plans, design conceptual models, or execute previously developed items. Prior to requesting a new team, the council should consider whether the potential project has all of the following characteristics:

- Is strategic in nature and falls within the purview of the sponsoring entity
- Has broad implications for the college and needs to be considered from multiple perspectives
- Is not easily contained within the responsibilities of a single department or job function
- Requires significant effort that is expected to extend a minimum of one semester
- Results in one or more specific, tangible deliverables
- Has potential to solve an existing problem, enhance the student experience, or improve institutional effectiveness

SPONSORED BY: Student Success Council

TYPE OF TEAM REQUESTED:

- DESIGN TEAM** - Used to develop plans and/or concepts to be implemented; usually a one-year charter
- IMPLEMENTATION TEAM** - Used to execute previously developed plans and/or concepts; charter may be one year or based on the range of time specified for a particular plan
- COMBINED TEAM** – Used when the same group is responsible for design and implementation

PROPOSED DURATION:

- NEW - NEXT ACADEMIC YEAR ONLY** (one-year charter)
- RENEWAL** – Extend existing project team for another academic year
- EXPEDITED/OTHER** – Please specify the intended length of time: Spring 2018 and continuing through the next academic year

RATIONALE (BUSINESS CASE):

1. Why is a project team needed?

Briefly describe the intended goals, opportunities, potential benefits, or expected deliverables that could be accomplished through the work of a project team. Make the case for why time and effort (institutional resources) should be committed to this project.

This project is necessary to participate in the district-wide implementation of an Enterprise-Level Scheduling Solution (ELSS). Each college has been asked to supply a team comprised of two subgroups. One group will be focused on Astra Schedule which includes facility scheduling for events, meetings, and classes. The second group will be focused on Platinum Analytics which involves academic schedule analysis and precision scheduling. Individuals involved will have an ongoing role in training others on use and functionality of Astra Schedule and Platinum Analytics. Supports ARC Goal 2 (Clear and Effective Paths) and Goal 3 (Exemplary Teaching, Learning, and Working Environment).

2. Why is this the right time?

Briefly describe the conditions which prompted this request and any associated mandates (legal requirements), deadlines, or timing considerations. If this work is a prerequisite for other work, please note what items are dependent upon finishing this project.

Ad Astra Information Systems was selected as the ELSS vendor in December and the purchase was authorized by the Board of Trustees in February. Kickoff of the implementation is expected to begin within the next month. ARC needs to prepare for implementation (e.g., complete its facility inventory) and be ready to work with the vendor as soon as implementation begins.

3. Are there any specific concerns?

If the project is intended to solve a problem, briefly describe any concerns, risks, or challenges not already described above.

There needs to be close coordination between the Guided Pathways effort and the implementation of the ELSS to best support a significant change in how ARC schedules classes. The ELSS may also require substantial procedural changes involving those individuals who maintain the operational processes for academic and room scheduling (e.g., Instructional Services Assistant).

Proposed Project Teams

2018-2019

Fall 2018

4. Institutional Equity Plan
5. ARC Online (Distance Education Plan)
6. Facilities Master Plan (District)
7. Wellness Center

PROJECT INITIATION REQUEST

TOPIC: Institutional Equity Plan

Project teams may be used when a work group is needed to develop plans, design conceptual models, or execute previously developed items. Prior to requesting a new team, the council should consider whether the potential project has all of the following characteristics:

- Is strategic in nature and falls within the purview of the sponsoring entity
- Has broad implications for the college and needs to be considered from multiple perspectives
- Is not easily contained within the responsibilities of a single department or job function
- Requires significant effort that is expected to extend a minimum of one semester
- Results in one or more specific, tangible deliverables
- Has potential to solve an existing problem, enhance the student experience, or improve institutional effectiveness

SPONSORED BY: Institutional Effectiveness Council

TYPE OF TEAM REQUESTED:

- DESIGN TEAM** - Used to develop plans and/or concepts to be implemented; usually a one-year charter
- IMPLEMENTATION TEAM** - Used to execute previously developed plans and/or concepts; charter may be one year or based on the range of time specified for a particular plan
- COMBINED TEAM** – Used when the same group is responsible for design and implementation

PROPOSED DURATION:

- NEW - NEXT ACADEMIC YEAR ONLY** (one-year charter)
- RENEWAL** – Extend existing project team for another academic year
- EXPEDITED/OTHER** – Please specify the intended length of time:

RATIONALE (BUSINESS CASE):

1. Why is a project team needed?

Briefly describe the intended goals, opportunities, potential benefits, or expected deliverables that could be accomplished through the work of a project team. Make the case for why time and effort (institutional resources) should be committed to this project.

As the first of a series of planning processes, an institutional equity plan is needed to provide a framework through which ARC's commitment to social justice and equity can be considered and addressed across all plans. The framework will further define and articulate an expanded view of the stated commitment that the College has made to its students and employees. The Institutional Equity Plan recognizes that the deep work involved in realizing the commitment to social justice and equity requires more than a prescriptive approach or self-directed methods. It strives to develop a shared vision and guiding direction for actualizing the commitment across the institution.

2. Why is this the right time?

Briefly describe the conditions which prompted this request and any associated mandates (legal requirements), deadlines, or timing considerations. If this work is a prerequisite for other work, please note what items are dependent upon finishing this project.

The commitment to social justice and equity was adopted in May 2017. Establishing the framework is a prerequisite to all other planning processes including those which need to occur in the 2018-19 academic year.

3. Are there any specific concerns?

If the project is intended to solve a problem, briefly describe any concerns, risks, or challenges not already described above.

PROJECT INITIATION REQUEST

TOPIC: **Virtual Education Center 2.0**

Project teams may be used when a work group is needed to develop plans, design conceptual models, or execute previously developed items. Prior to requesting a new team, the council should consider whether the potential project has all of the following characteristics:

- Is strategic in nature and falls within the purview of the sponsoring entity
- Has broad implications for the college and needs to be considered from multiple perspectives
- Is not easily contained within the responsibilities of a single department or job function
- Requires significant effort that is expected to extend a minimum of one semester
- Results in one or more specific, tangible deliverables
- Has potential to solve an existing problem, enhance the student experience, or improve institutional effectiveness

SPONSORED BY: Student Success Council

TYPE OF TEAM REQUESTED:

- DESIGN TEAM** - Used to develop plans and/or concepts to be implemented; usually a one-year charter
- IMPLEMENTATION TEAM** - Used to execute previously developed plans and/or concepts; charter may be one year or based on the range of time specified for a particular plan
- COMBINED TEAM** – Used when the same group is responsible for design and implementation

PROPOSED DURATION:

- NEW - NEXT ACADEMIC YEAR ONLY** (one-year charter)
- RENEWAL** – Extend existing project team for another academic year
- EXPEDITED/OTHER** – Please specify the intended length of time:

RATIONALE (BUSINESS CASE):

1. Why is a project team needed?

Briefly describe the intended goals, opportunities, potential benefits, or expected deliverables that could be accomplished through the work of a project team. Make the case for why time and effort (institutional resources) should be committed to this project.

The college's existing Distance Education Plan led to the establishment of the college's virtual education center (VEC) and its student-facing equivalent, ARC Online. An updated plan, focused on expanding the vision of the VEC is needed to support ARC's new strategic goals as well as its commitment to social justice and equity. For example, the VEC needs to establish and offer complete online program pathways; deliver these programs using innovative design elements such as the use of non-traditional academic calendars, competency-based learning, etc., and integrate current and future online student and academic supports with existing face-to-face services.

2. Why is this the right time?

Briefly describe the conditions which prompted this request and any associated mandates (legal requirements), deadlines, or timing considerations. If this work is a prerequisite for other work, please note what items are dependent upon finishing this project.

An updated Distance Education plan is needed as soon as possible to align distance education efforts with ARC Redesign expectations and the rapidly evolving landscape of online education. The existing plan was developed by a workgroup that convened in Fall 2014 which occurred within the last accreditation cycle. The new plan will serve as analysis and evidence that can be used during development of the next Institutional Self-Evaluation Report. Information from the distance education plan could also be used to inform a strategic enrollment management plan and technology plan which may be developed in 2018-19 and 2019-20, respectively.

3. Are there any specific concerns?

If the project is intended to solve a problem, briefly describe any concerns, risks, or challenges not already described above.

The rapid pace of change in technology, student expectations, industry requirements, and the context of distance education will necessitate highly innovative and forward-thinking solutions. These types of solutions inherently involve a certain amount of calculated risk in order to maximize benefit for students. The online student experience needs to be developed not merely as an adaptation of "brick and mortar", but rather as a completely seamless virtual campus tailored to the interests, constraints, and goals of those who opt for a non-traditional learning environment.

PROJECT INITIATION REQUEST

TOPIC: **Facilities Master Plan**

Project teams may be used when a work group is needed to develop plans, design conceptual models, or execute previously developed items. Prior to requesting a new team, the council should consider whether the potential project has all of the following characteristics:

- Is strategic in nature and falls within the purview of the sponsoring entity
- Has broad implications for the college and needs to be considered from multiple perspectives
- Is not easily contained within the responsibilities of a single department or job function
- Requires significant effort that is expected to extend a minimum of one semester
- Results in one or more specific, tangible deliverables
- Has potential to solve an existing problem, enhance the student experience, or improve institutional effectiveness

SPONSORED BY: Operations Council

TYPE OF TEAM REQUESTED:

- DESIGN TEAM** - Used to develop plans and/or concepts to be implemented; usually a one-year charter
- IMPLEMENTATION TEAM** - Used to execute previously developed plans and/or concepts; charter may be one year or based on the range of time specified for a particular plan
- COMBINED TEAM** – Used when the same group is responsible for design and implementation

PROPOSED DURATION:

- NEW - NEXT ACADEMIC YEAR ONLY** (one-year charter)
- RENEWAL** – Extend existing project team for another academic year
- EXPEDITED/OTHER** – Please specify the intended length of time:

RATIONALE (BUSINESS CASE):

1. Why is a project team needed?

Briefly describe the intended goals, opportunities, potential benefits, or expected deliverables that could be accomplished through the work of a project team. Make the case for why time and effort (institutional resources) should be committed to this project.

A district-wide facilities planning process will occur in 2018-19 and ARC has been asked to supply a campus steering committee (aka project team) which would contribute by discussing potential instructional programming to fit into cap/load projections; discussing site locations; reviewing potential modernizations; generating a draft update; reviewing feedback; and finalizing the plan.

2. Why is this the right time?

Briefly describe the conditions which prompted this request and any associated mandates (legal requirements), deadlines, or timing considerations. If this work is a prerequisite for other work, please note what items are dependent upon finishing this project.

It would be advisable for ARC to participate in the process. The district-wide timeline has already been established and distributed to all four colleges. An initial start up meeting with key individuals from each campus is scheduled for July and the campus steering committee is expected to begin meeting in Fall 2018.

3. Are there any specific concerns?

If the project is intended to solve a problem, briefly describe any concerns, risks, or challenges not already described above.

ARC does not currently have an educational master plan which would normally contain analysis and identify priorities to inform facility planning.

PROJECT INITIATION REQUEST

TOPIC: **Wellness Center**

Project teams may be used when a work group is needed to develop plans, design conceptual models, or execute previously developed items. Prior to requesting a new team, the council should consider whether the potential project has all of the following characteristics:

- Is strategic in nature and falls within the purview of the sponsoring entity
- Has broad implications for the college and needs to be considered from multiple perspectives
- Is not easily contained within the responsibilities of a single department or job function
- Requires significant effort that is expected to extend a minimum of one semester
- Results in one or more specific, tangible deliverables
- Has potential to solve an existing problem, enhance the student experience, or improve institutional effectiveness

SPONSORED BY: Student Success Council

TYPE OF TEAM REQUESTED:

- DESIGN TEAM** - Used to develop plans and/or concepts to be implemented; usually a one-year charter
- IMPLEMENTATION TEAM** - Used to execute previously developed plans and/or concepts; charter may be one year or based on the range of time specified for a particular plan
- COMBINED TEAM** – Used when the same group is responsible for design and implementation

PROPOSED DURATION:

- NEW - NEXT ACADEMIC YEAR ONLY** (one-year charter)
- RENEWAL** – Extend existing project team for another academic year
- EXPEDITED/OTHER** – Please specify the intended length of time:

RATIONALE (BUSINESS CASE):

1. Why is a project team needed?

Briefly describe the intended goals, opportunities, potential benefits, or expected deliverables that could be accomplished through the work of a project team. Make the case for why time and effort (institutional resources) should be committed to this project.

There is an interest in creating a comprehensive wellness center which incorporates existing health services, external partners, and new college resources in a single location that offers on-site and referral support including mental health services. Various wellness center models exist and work is needed to determine how this center should be designed to best serve ARC students. Implementation is expected to begin as soon as a proposed model is authorized. Supports ARC Goal 1 (Students First) and Goal 3 (Exemplary Teaching, Learning, and Working Environment).

2. Why is this the right time?

Briefly describe the conditions which prompted this request and any associated mandates (legal requirements), deadlines, or timing considerations. If this work is a prerequisite for other work, please note what items are dependent upon finishing this project.

The existing services are limited in scope and insufficient to pro-actively manage the variety, complexity, and volume of needs that would be better addressed through a more comprehensive, cohesive approach. A potential funding stream for this project has already been identified.

3. Are there any specific concerns?

If the project is intended to solve a problem, briefly describe any concerns, risks, or challenges not already described above.

Some components of this project may fall under the purview of Operations Council because of the concept of co-locating services. Coordination and/or support may be needed.

Proposed Project Teams
2018-2019

Spring 2019

8. Sustainability Plan

9. Educational Master Plan

10. Strategic Enrollment Management Plan

DRAFT

PROJECT INITIATION REQUEST

TOPIC: **Sustainability**

Project teams may be used when a work group is needed to develop plans, design conceptual models, or execute previously developed items. Prior to requesting a new team, the council should consider whether the potential project has all of the following characteristics:

- Is strategic in nature and falls within the purview of the sponsoring entity
- Has broad implications for the college and needs to be considered from multiple perspectives
- Is not easily contained within the responsibilities of a single department or job function
- Requires significant effort that is expected to extend a minimum of one semester
- Results in one or more specific, tangible deliverables
- Has potential to solve an existing problem, enhance the student experience, or improve institutional effectiveness

SPONSORED BY: Operations Council

TYPE OF TEAM REQUESTED:

- DESIGN TEAM** - Used to develop plans and/or concepts to be implemented; usually a one-year charter
- IMPLEMENTATION TEAM** - Used to execute previously developed plans and/or concepts; charter may be one year or based on the range of time specified for a particular plan
- COMBINED TEAM** – Used when the same group is responsible for design and implementation

PROPOSED DURATION:

- NEW - NEXT ACADEMIC YEAR ONLY** (one-year charter)
- RENEWAL** – Extend existing project team for another academic year
- EXPEDITED/OTHER** – Please specify the intended length of time:

RATIONALE (BUSINESS CASE):

1. Why is a project team needed?

Briefly describe the intended goals, opportunities, potential benefits, or expected deliverables that could be accomplished through the work of a project team. Make the case for why time and effort (institutional resources) should be committed to this project.

There is an interest in coordinating sustainability efforts through the development and execution of a sustainability plan. ARC does not currently have a plan of this type. ARC articulates its value of sustainability as "recognizing its leadership role in the stewardship of natural resources. ARC is committed to reducing its negative impact on the environment." The project team would assess the current state of ARC sustainability efforts and recommend an actionable plan for promoting responsible sustainability practices. Supports ARC Goal #4 (Vibrancy and Resiliency).

2. Why is this the right time?

Briefly describe the conditions which prompted this request and any associated mandates (legal requirements), deadlines, or timing considerations. If this work is a prerequisite for other work, please note what items are dependent upon finishing this project.

The only identified sequencing consideration for this plan is that it should build on an equity framework which is expected to be available in Fall 2018. Individuals have expressed interest in participating in the upcoming year.

3. Are there any specific concerns?

If the project is intended to solve a problem, briefly describe any concerns, risks, or challenges not already described above.

PROJECT INITIATION REQUEST

TOPIC: Educational Master Plan

Project teams may be used when a work group is needed to develop plans, design conceptual models, or execute previously developed items. Prior to requesting a new team, the council should consider whether the potential project has all of the following characteristics:

- Is strategic in nature and falls within the purview of the sponsoring entity
- Has broad implications for the college and needs to be considered from multiple perspectives
- Is not easily contained within the responsibilities of a single department or job function
- Requires significant effort that is expected to extend a minimum of one semester
- Results in one or more specific, tangible deliverables
- Has potential to solve an existing problem, enhance the student experience, or improve institutional effectiveness

SPONSORED BY: Institutional Effectiveness Council

TYPE OF TEAM REQUESTED:

- DESIGN TEAM** - Used to develop plans and/or concepts to be implemented; usually a one-year charter
- IMPLEMENTATION TEAM** - Used to execute previously developed plans and/or concepts; charter may be one year or based on the range of time specified for a particular plan
- COMBINED TEAM** – Used when the same group is responsible for design and implementation

PROPOSED DURATION:

- NEW - NEXT ACADEMIC YEAR ONLY** (one-year charter)
- RENEWAL** – Extend existing project team for another academic year
- EXPEDITED/OTHER** – Please specify the intended length of time:

RATIONALE (BUSINESS CASE):

1. Why is a project team needed?

Briefly describe the intended goals, opportunities, potential benefits, or expected deliverables that could be accomplished through the work of a project team. Make the case for why time and effort (institutional resources) should be committed to this project.

ARC does not currently have an educational master plan. Using a long-range perspective, this type of plan assesses the current state of the institution, projects its likely future, and proposes how it should develop to serve its mission effectively. It would serve as a reference for all of the more focused planning processes (e.g., distance education plan) and would identify the major priorities that need to be addressed.

2. Why is this the right time?

Briefly describe the conditions which prompted this request and any associated mandates (legal requirements), deadlines, or timing considerations. If this work is a prerequisite for other work, please note what items are dependent upon finishing this project.

Due to the timing of the district-wide facilities master planning process, certain analysis required for an educational master plan will need to be completed in summer/early fall 2018. The equity framework is also expected to be available sometime during fall 2018. Information from the educational master plan will inform various focused plans that need to be created in the near future. The combination of these factors suggests that the planning process should be scheduled in the 2018-19 academic year.

3. Are there any specific concerns?

If the project is intended to solve a problem, briefly describe any concerns, risks, or challenges not already described above.

PROJECT INITIATION REQUEST

TOPIC: **Strategic Enrollment Mgmt.**

Project teams may be used when a work group is needed to develop plans, design conceptual models, or execute previously developed items. Prior to requesting a new team, the council should consider whether the potential project has all of the following characteristics:

- Is strategic in nature and falls within the purview of the sponsoring entity
- Has broad implications for the college and needs to be considered from multiple perspectives
- Is not easily contained within the responsibilities of a single department or job function
- Requires significant effort that is expected to extend a minimum of one semester
- Results in one or more specific, tangible deliverables
- Has potential to solve an existing problem, enhance the student experience, or improve institutional effectiveness

SPONSORED BY: Student Success Council

TYPE OF TEAM REQUESTED:

- DESIGN TEAM** - Used to develop plans and/or concepts to be implemented; usually a one-year charter
- IMPLEMENTATION TEAM** - Used to execute previously developed plans and/or concepts; charter may be one year or based on the range of time specified for a particular plan
- COMBINED TEAM** – Used when the same group is responsible for design and implementation

PROPOSED DURATION:

- NEW - NEXT ACADEMIC YEAR ONLY** (one-year charter)
- RENEWAL** – Extend existing project team for another academic year
- EXPEDITED/OTHER** – Please specify the intended length of time: begin Spring 2019; likely to extend to Fall 2019 to finalize plan

RATIONALE (BUSINESS CASE):

1. Why is a project team needed?

Briefly describe the intended goals, opportunities, potential benefits, or expected deliverables that could be accomplished through the work of a project team. Make the case for why time and effort (institutional resources) should be committed to this project.

ARC does not currently have a strategic enrollment management (SEM) plan. This type of focused institutional plan uses strategic enrollment management principles to holistically align efforts across all stages of the student life cycle to foster student success in a manner that simultaneously works towards optimal enrollment levels. It typically includes target headcount/FTES levels which are achieved through objectives related to recruitment, admission/financial aid, enrollment, retention, and completion. The effort involved in this plan would further the work of the ARC Redesign and provide the campus with clarity regarding enrollment targets. Potentially incorporates and supports all four ARC strategic goals.

2. Why is this the right time?

Briefly describe the conditions which prompted this request and any associated mandates (legal requirements), deadlines, or timing considerations. If this work is a prerequisite for other work, please note what items are dependent upon finishing this project.

The SEM plan should build on the framework of an institutional equity plan and requires information that is typically contained within an educational master plan. It should be scheduled as soon as solid drafts of those planning documents become available. The SEM plan serves as a vehicle by which the long-range guiding direction of an educational master plan can be brought to life related to enrollment planning, so delaying the planning process would create a lag between the educational master plan and its eventual implementation. Please also see concerns below related to sequencing/timing of plans.

3. Are there any specific concerns?

If the project is intended to solve a problem, briefly describe any concerns, risks, or challenges not already described above.

The SEM planning process needs to be well coordinated with other projects. It should incorporate the outcome of the work done by the Clarify Program Paths team because implementing pathways will influence enrollment. SEM planning and ARC Online (distance education planning) should be coordinated so that content aligns. The SEM plan also would ideally inform the ELSS implementation project so that any necessary adjustments can be made to support objectives that will appear in the final SEM plan.

Proposed Project Teams
2018-2019

Fall 2019

11. Institutional Professional Development Plan

DRAFT

PROJECT INITIATION REQUEST

TOPIC: Professional Development

Project teams may be used when a work group is needed to develop plans, design conceptual models, or execute previously developed items. Prior to requesting a new team, the council should consider whether the potential project has all of the following characteristics:

- Is strategic in nature and falls within the purview of the sponsoring entity
- Has broad implications for the college and needs to be considered from multiple perspectives
- Is not easily contained within the responsibilities of a single department or job function
- Requires significant effort that is expected to extend a minimum of one semester
- Results in one or more specific, tangible deliverables
- Has potential to solve an existing problem, enhance the student experience, or improve institutional effectiveness

SPONSORED BY: Operations Council

TYPE OF TEAM REQUESTED:

- DESIGN TEAM** - Used to develop plans and/or concepts to be implemented; usually a one-year charter
- IMPLEMENTATION TEAM** - Used to execute previously developed plans and/or concepts; charter may be one year or based on the range of time specified for a particular plan
- COMBINED TEAM** – Used when the same group is responsible for design and implementation

PROPOSED DURATION:

- NEW - NEXT ACADEMIC YEAR ONLY** (one-year charter)
- RENEWAL** – Extend existing project team for another academic year
- EXPEDITED/OTHER** – Please specify the intended length of time:

RATIONALE (BUSINESS CASE):

1. Why is a project team needed?

Briefly describe the intended goals, opportunities, potential benefits, or expected deliverables that could be accomplished through the work of a project team. Make the case for why time and effort (institutional resources) should be committed to this project.

ARC does not currently have a plan that addresses employee onboarding, development, and retention/succession. There is a strong interest in working on the professional development section of this plan in the upcoming year in order to create an institution-wide professional development program (all employees) while also giving attention to the unique needs of classified, faculty, and management roles.

2. Why is this the right time?

Briefly describe the conditions which prompted this request and any associated mandates (legal requirements), deadlines, or timing considerations. If this work is a prerequisite for other work, please note what items are dependent upon finishing this project.

Professional development planning should build on an equity framework that is expected to be available soon. It is necessary to explore this topic to address Strategic Goal #3 (Exemplary Teaching, Learning & Working Environment).

Note: A full employee development and retention plan could be phased over three years. Phase I would explore professional development, phase II would explore employee onboarding, and phase III would incorporate employee retention/succession into the final version of the plan.

3. Are there any specific concerns?

If the project is intended to solve a problem, briefly describe any concerns, risks, or challenges not already described above.