



Achieving the Dream™

2016 ATD COHORT ACTION PLAN

Your Three-Year ATD Student Success Plan

Deadline: May 12, 2017

INSTRUCTIONS

At the end of the discovery and planning period, all 2016 Achieving the Dream institutions are expected to complete and submit an Action Plan. This provides an opportunity to translate the discovery and learning over the last year or more into an overarching student success vision and strategy for the institution. Within the Action Plan, institutions articulate their student success priorities and identify efforts that will help them achieve these priorities. The plan should show how the institution will seek to improve systems, not simply initiate projects, along with thoughtful resource allocation to support such improvements.

Please note: While your Action Plan is a valuable resource for Achieving the Dream and your coaches, its primary purpose is to guide your team as you move forward with this work. Thus, it is important to ensure it is written in a way that will help existing and new team members understand your institution's student success vision, as well as the plan for and understand their role in achieving it. You should also treat this plan as a living document that can flex and change as your institutional need and reality change.

Institution Name: American River College

CONTRIBUTORS TO THE ACTION PLAN

Please list the name and titles of the Action Plan authors and indicate who has primary responsibility for monitoring execution progress?

Name	Title	Responsible for Monitoring Progress?
------	-------	--------------------------------------



Achieving the Dream™

Lisa Lawrenson	Vice President of Instruction	Yes
Tressa Tabares	Professor of Political Science/ATD Co-Chair	Yes
Adam Karp	Dean of Planning, Research, Technology	Yes
Yuj Shimizu	Professor of Psychology/Faculty Researcher	Yes

STUDENT SUCCESS VISION

a) Briefly outline your overarching student success vision.

Note: A student success vision describes how your ideal for how students experience your institution. A strong vision can be identified as a clear, specific, and inspiring understanding of what the institution aspires to become or achieve and can be used by all stakeholders to set priorities and guide actions. The vision is a concise and forward-looking statement that engages and motivates the college community to action and clearly articulates the benefits for student success.

[Recommend 50 words or less.]

ARC Student Success Vision

ARC students will

- be welcomed and encouraged to feel included, respected, supported, and engaged with the college community.
- be seen as individuals and feel that the college .



Achieving the Dream™

- experience equity-minded education that makes their life histories and experiences central to the teaching and learning process.
- receive support to start right, experience integrated academic and student support services, and be provided with clear pathways to achieve their informed educational and personal goals.

b) Briefly describe your systemic change priorities that will help your institution achieve its student success vision and the two or three major goal(s) attached to each priority. We recommend you identify two or three priorities. Each priority will likely be comprised of multiple student success efforts that work together to achieve systemic change. Please identify these specific efforts that impact each priority and note whether they are new or existing.

Note: A student success effort is defined as a policy, practice, or procedure designed to promote student success or reduce/eliminate barriers to students' progress and ultimate success in education and the labor market.

Priority #1 Name	Help Students Start Right
Major Goals	Increase student retention/persistence, particularly historically underserved/disproportionately impacted populations. Increase numbers of students with clearly defined educational goals.
Composite Student Success Efforts (note whether existing or new)	Provide a structured experience for newly entering students to connect with the college. Guide students to identify informed academic and personal goals and get them on a program pathway and connected to academic and student support services.
ATD Capacities Related to Priority	Engagement and Communication Policies and Practices Equity



Achieving the Dream™

Priority #2 Name	Integrate Planning and Support for Students (IPaSS)
Major Goals	Increase numbers of students (especially disproportionately impacted students) who persist and successfully complete milestones (15, 30, 45, 60 units) and who successfully complete course sequences. Improve average time to completion.
Composite Student Success Efforts (note whether existing or new)	Create success teams for students that include counselors and faculty members. Provide an individual communication and engagement platform for students that will give them tools to monitor their individual educational goal progress and connect them to academic and student support services.
ATD Capacities Related to Priority	Policies and Practices Engagement and Communication Data and Technology Equity
Priority #3 Name <i>(optional)</i>	Clarify Program Paths
Major Goals	Increase student completion (especially disproportionately impacted students) of degrees, certificates, and transfers. Increase numbers of student who find employment in their chosen career.
Composite Student Success Efforts (note whether existing or new)	Join and participate in the California Guided Pathways Project to establish clear, educationally coherent program maps for students. Establish a collection of academic programs that have common or related content (meta-majors).



Achieving the Dream™

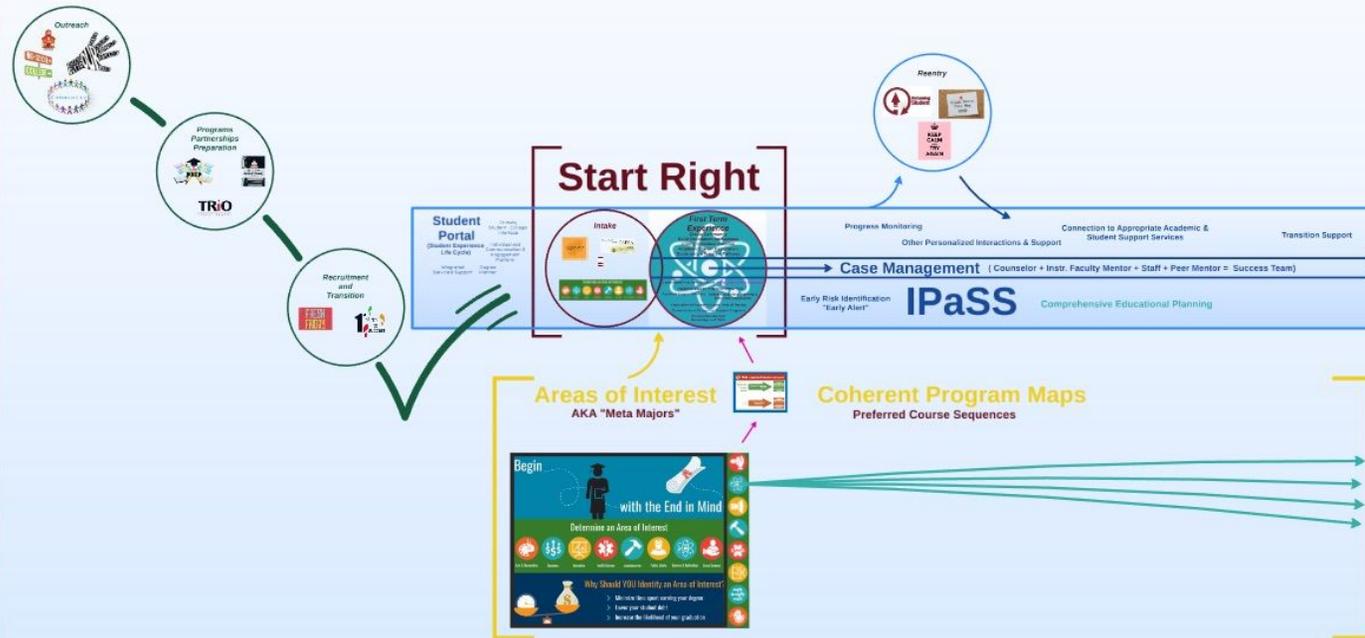
ATD Capacities Related
to Priority

Teaching and Learning
Equity
Policies and Practices

c) Provide a visual representation of how your priorities and related interventions work together to achieve your student success goals and vision (see separate document for examples of other colleges' visuals). Please submit this visual together with your completed Action Plan.



Pathways To → Through → and Beyond ARC





Achieving the Dream™

INSTITUTIONAL CAPACITY ASSESSMENT RESULTS

Reflecting on your experience and results from taking the Institutional Capacity Assessment Tool (ICAT) and the capacities you identified as necessary to achieve your student success priorities, please respond to the following questions.

- What do your ICAT results indicate about your strength in the capacities you identified as essential to achieving your student success priorities?
- How will you take advantage of the capacities in which your institution is strong?
- How will you address capacities that need building?

[Recommend 200 – 400 words.]

Greatest areas of need is Data & Technology and Policies & Practices.

Data & Technology: Data on Demand / application development, Research Agenda, Qualitative assessment capacity, Data portals / Dashboards, Redesigned research office role, training.

Policies & Practices: Effectively engage internal and external stakeholders; Evaluate the effectiveness of policies and practices and revise as appropriate.

Greatest strengths are in Leadership & Vision, Teaching & Learning, Equity, and Engagement & Communication.



Achieving the Dream™

EVIDENCE SUPPORTING THESE PRIORITIES

Provide an overview summary of the major findings from the analysis of quantitative and qualitative student outcome data that informed the selection of your student success priorities and efforts. Also, include any evaluation/assessment data conducted on existing student success efforts related to these priorities.

[Recommend 400 – 600 words.]

NOTE: YUJ, Chris and ADAM—to draft this portion with student equity, SSSP and other applicable data..

While quantitative research is performed regularly at the college, relatively little qualitative work has been implemented, to date. A second Research Analyst is being hired with the primary charge of performing qualitative research as it relates to SSSP and Student Equity. Examples of the analyses that were used to inform the selection of the college's student success priorities and efforts include the extent to which students graduated with excess units, the percent of new first time to college students with goals (degree, cert, transfer) that completed the initial three onboarding steps (orientation, assessment, ed-plan) during their first year, the success rate as well as fall-to-spring persistence rates of new first time students with goals, and the course sequence progression rates of these students during their first year. All of the above stated analyses were disaggregated by demographic groups specifically to assess for disproportionate impacts.



Achieving the Dream™

PRIORITY WORK PLANS

In this section, we ask for more detail on each student success priority you have set. You should have 2-3 priorities. We also ask you to complete a work plan for each priority. The work plans should incorporate all student success efforts, including institutional policy and procedure changes planned for each priority area. Indicate the year each step will be completed. Designate a staff member who is responsible for ensuring completion.

Priority 1

Priority 1 Work Plan

Help Students Start Right - A structured early experience for newly entering students that builds a strong foundation for success and guides students onto an informed program path.

Measurable indicators by year, term, or month:

- Onboard success (SSSP data)
- Number of students with comprehensive education plan (from x to y by when)
- Persistence (with disproportionate impact data) - fall to spring

Major Action Steps	Y 1	Y 2	Y 3	Y 4	Lead Staff Member(s)	Resources Required
Create an experience for all first time students that includes assessment, student success course; remediation in English and Math (primary)	X				AVPSS, Faculty Co-Lead of implementation work group (TBD)	
Implement student success teams – case management model involving instructional and student support faculty and staff to help guide students to	X				AVPI, Faculty Co-Lead of	



Achieving the Dream™

identify a goal and select a program pathway (primary)					implementation group (TBD)	
Implement Common Assessment Initiative (CAI)	X	X			Tony Giusti/Robin Neal	

Anticipated Implementation Challenges

Describe any concerns that need to be resolved before implementation and how you will resolve them. This may include a description of necessary policy changes and how they will be pursued.

[Limit to 400 words.]

Implementation is at a very early phase. A work group needs to be established to examine existing policies, practices, and procedures related to a first year experience program, case management model for student success, and CAI. This work group would also identify changes that need to be made to policies, practices, and procedures and resources that will be needed.

Maintaining clear communication and coordination among constituency groups and with the Los Rios Community College District Office will be necessary.



Achieving the Dream™

Scaling

If you are **not** implementing these strategies at scale, briefly describe how you will scale these efforts over the next 1-3 years to achieve your student success vision. In your response, please consider staffing and other necessary resources. Estimate the number of students enrolled or otherwise benefiting in Years 1-4. Estimate proportion of target population served according to the “some” (less than 25%), “more” (between 25 and 60%), and “most” (more than 60%) designations.

[Limit to 400 words.]

By Fall 2018 all first-time new to college students with a declared educational goal of degree, certificate, transfer-ready, or transfer (approximately 3,000 students) will benefit from this strategy.

Priority 2

Priority 2 Work Plan

Integrate Planning & Support for Students (IPaSS) - Personal, individual and integrated guidance and support that monitors student progress and proactively intervenes to ensure students’ timely progress towards goal achievement along their chosen pathway.

Measurable indicators by year, term, or month:

- Milestone completion (from x to y by when)
- Average time to completion (from x to y by when)

Will also check what ATD is using for its IPASS



Achieving the Dream™

Major Action Steps	Y 1	Y 2	Y 3	Y 4	Lead Staff Member(s)	Resources Required
Select and implement Student Experience Lifecycle (SEL) system or series of integrated systems that would provide high quality student support in a mobile friendly environment and allow the colleges to track and monitor a student's journey through potential candidate, pre-application, pre-enrollment, enrollment, completion and alumnus status. The SEL system would address three major student lifecycle phases 1. Pre-Application, 2. Application and 3. Follow-up (Primary)	x				AVPSS; Dean of Enrollment; Faculty Counselor; Instructional Faculty (TBD)	Title III and ANNAPISI grants; IEPI PRT funding; SARS reallocation; GENFD
Train student success teams – case management model involving instructional and student support faculty and staff (integrated with Priority #1: Start Right)		x			AVPSS; Counseling Faculty (TBD) – co-leads	
Proactive support for students using case management model: Coordinate intervention involving paraprofessionals, tutors, peer mentors, faculty, counselors, RAD/WAC; DSPS		x	x		AVPSS; Counseling Faculty (TBD) Manager for Priority #3; Faculty for Priority #3	

Anticipated Implementation Challenges

Describe any concerns that need to be resolved before implementation and how you will resolve them. This may include a description of necessary



Achieving the Dream™

policy changes and how they will be pursued.
[Limit to 400 words.]

Among the anticipated challenges are:

- Selection of software is District wide decision and cost
- Job descriptions needed for leads
- Professional development and training
- Shifting of FTE to other disciplines
- Faculty hiring implications
- Create student success curriculum (Faculty FSA).
- Consider co-requisite (supplemental instruction) model
- Priority registration policy change
- Integration with Priority #1 and #3
- Grant funding is seed money to get started. How will this work be sustained
- Program discontinuance
- Communication plan dependent
- Facilities/space utilization



Achieving the Dream™

Scaling

If you are **not** implementing these strategies at scale, briefly describe how you will scale these efforts over the next 1-3 years to achieve your student success vision. In your response, please consider staffing and other necessary resources. Estimate the number of students enrolled or otherwise benefiting in Years 1-4. Estimate proportion of target population served according to the “some” (less than 25%), “more” (between 25 and 60%), and “most” (more than 60%) designations.

[Limit to 400 words.]

- Enroll 1,200 students by Fall 2018 using IPaSS student success model
- Enroll 2,000 students by Fall 2019 using IPaSS student success model
- Enroll 3,000 students by Fall 2020 using IPaSS student success model
- Enroll 4,000 students by Fall 2021 using IPaSS student success model
- Enroll 5,000 students by Fall 2022 using IPaSS student success model (to scale for all new, incoming students)

Priority 3 (Optional)

Priority 3 Work Plan

Clarify Program Paths - Clear and coherent academic and career pathways within established areas of interest that serve as a supportive foundation for Start Right IPaSS.

Measurable indicators by year, term, or month:

- (At least one program path established by fall 2018) → remove this?
- Number of units completed per semester (unit progression) by full-time/part-time
- Milestone completion (degree, certificate, transfer) with disproportionate impact data
- Course sequence progression persistence
- Employment data-CTE job placement rates -- CTE Launchboard
- Excess units earned by graduation



Achieving the Dream™

Will also Check what metrics AACC is using for Guided Pathways

Major Action Steps	Y 1	Y 2	Y 3	Y 4	Lead Staff Member(s)	Resources Required
Join and participate in the California Guided Pathways Project to establish clear, educationally coherent program maps for students.	X				AVPSS (Jeff Stephenson), Faculty Co-Lead of California Guided Pathways Team	
Establish a collection of academic programs that have common or related content (meta-majors).	X				AVPI Curriculum, Faculty Co-Lead of implementation group	



Anticipated Implementation Challenges

Describe any concerns that need to be resolved before implementation and how you will resolve them. This may include a description of necessary policy changes and how they will be pursued.

[Limit to 400 words.]

We may need to collect job employment data outside of CTE areas. Additionally, we are determining through our work with the California Guided Pathways Project and our ARC Pathways work group whether or not we can implement at scale.

Scaling

If you are *not* implementing these strategies at scale, briefly describe how you will scale these efforts over the next 1-3 years to achieve your student success vision. In your response, please consider staffing and other necessary resources. **Estimate the number of students enrolled or otherwise benefiting in Years 1-4.** Estimate proportion of target population served according to the “some” (less than 25%), “more” (between 25 and 60%), and “most” (more than 60%) designations.

[Limit to 400 words.]

See above.



Achieving the Dream™

COMMUNICATING FOR ENGAGEMENT IN YOUR VISION

How will you communicate your plans and progress to relevant stakeholders? Please consider how you will communicate with all your key stakeholder groups, including your board of trustees, faculty, staff, students, and local community.

Note: You may wish to review Achieving the Dream's Communications Plan guidelines and template for additional guidance. This can be found in the 2016 First Year Experience learning community on ATD Connect at connect.achievingthedream.org.

[Recommend 300 – 500 words.]

The college has developed a communication plan with the following goals:

- Ensure that ARC employees have accurate, up-to-date information regarding the college's strategic planning process
- Deliver consistent and timely messages in a variety of ways that respect different communications preferences
- Engage staff in the process, especially by communicating opportunities for involvement and input in key decision points as they occur
- Help the organization manage the challenges that naturally come with change
- Increase the percentage of employees who understand how their role relates to the strategic plan and how the redesign will change the work they do
- Be inclusive of all stakeholders; at the same target relevant messages for specific groups
- Help support a communication infrastructure for the college community as a whole

The communication plan includes the following strategies:

- Messages from President (email, video, online, etc.)
- Website updates several times per semester
- Social media as appropriate
- AtD team provide regular updates
- Employees provide feedback through comments or questions
- Regular mentions in the weekly Notes newsletter
- Add important dates to college calendar
- Print materials as appropriate
- Develop and sustain communication discipline and structures to enhance information flow



Achieving the Dream™

- Face-to-face communications (college-wide forums, updates at shared governance and division/area meetings, focus groups, etc.)
- Surveys – conduct pre-assessment to determine baseline regarding employees' understanding of the strategic plan; conduct post-assessment to determine if employees' understanding of the strategic plan has improved
 - Survey would ask employees to rate on scale of 1-5 (1 = don't understand well, 5 = understand very well)
 - How would you rate your understanding of what the College's Strategic Plan is?
 - How would you rate your understanding of how the work you do relates to the Strategic Plan?

Please respond to the following questions regarding your **past and future efforts** to engage faculty, staff, administrators, students, and external partners in this work.

- a) Describe your efforts to increase the breadth and depth of engagement with college stakeholders over your institution's discovery and planning period.
- b) How effective were these activities in engaging new stakeholders or deepening engagement?
- c) What strategies do you plan to adopt to broaden and deepen engagement over the coming year to build upon your successes?

[Recommend 300 – 500 words.]

The college integrated its strategic planning process with its first year as an AtD college and employed a new process led by the AtD Core Team whose members include students, staff, faculty and administrators from across the college including student services, counseling, instruction and outreach centers.

We have

- held three collegewide summits throughout the year that were attended by members of all stakeholder groups that provided input and feedback as we developed our college vision, mission and commitment to social justice and equity statement and identified the three change priorities.
- held student focus groups lead by students



Achieving the Dream™

- administered the ICAT online, inviting all stakeholders to participate.
- provided regular updates about the work of the team and opportunities for engagement by stakeholders
 - in the college's newsletter sent by email to all staff, faculty, and administrators.
 - in the college president's monthly messages and updates shared by email and posted on the college website included updates
- developed a website to both share information and provide an opportunity for comments and feedback at various stages of the planning process.
- presented at regularly scheduled meetings of staff, faculty, and administrator groups.

These efforts resulted in high levels of participation by representatives from all stakeholder groups.

As noted above, the college communication plan outlines goals and strategies for both broadening and deepening the sharing of information and engagement throughout the college community..

EQUITY-MINDED DESIGN

Review ATD's [Equity Statement](#) and respond to the following questions.

- How does your institution define equity?
- What role does your campus community believe it plays in ensuring equity?

[Recommend 200 - 300 words.]



Achieving the Dream™

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

The concept of equity, or meeting individuals where they are, is not confined to working with students, but with the entire college community. The college upholds that equity is openness to people as they are, and to the realities and circumstances they bring to a situation, and taking their needs seriously. ARC is committed to equity guiding principles, which include: fair treatment; safety and inclusion; access to information and resources; and student success and a “students first” orientation.

Based on your institutional reflections and analysis of data over the past year, please respond to the following questions.

- What discussions have taken place about how institutional policies, practices, and culture impacts different student groups?
- In which areas did you discover that students experience the biggest disparity in service and/or outcomes?
- How do your student success priorities and component efforts address these disparities?

[Recommend 200 – 300 words.]

The college Student Equity Plan work group participated in two Center for Urban Education Student Equity Implementation Institutes (Feb 2015 and October 2015) and the College held 3 college side summits in the 2016-17 academic year to discuss ways to improve the ARC student experience and to gather input for the college strategic plan. In these conversations, equity emerged as a major theme, as reflected in the college’s new strategic plan. The strategic plan includes an equity statement to provide an equity lens through which to view the strategic goals and to emphasize the college’s orientation toward reducing the achievement gap.

The college’s data shows that African American, Hispanic, and American Indian/Alaskan Native students are experiencing disproportionate impact in course completion, degree and certificate completion, and transfer. ARC’s student success efforts are specifically aimed at closing these gaps by creating a first year experience,

ADDITIONAL RESOURCES/SUPPORT FROM ACHIEVING THE DREAM



Achieving the Dream™

What professional development/resources from Achieving the Dream, Inc. and/or your coaching team would be most helpful to your college as you begin implementing your work?

We will need assistance with the following areas:

- Establishing a research agenda for ARC
- Engaging faculty in pathways and using data

ADDITIONAL INFORMATION

Is there additional information you would like Achieving the Dream to know as we consider this Implementation Plan? What else should the reviewers of your Implementation Plan know about your efforts over the planning period? Is there any relevant contextual information regarding your institution or your state that will help the reviewers understand your Implementation Plan?

The college has also been examining its governance and decision making structure, including its committee structure and functions, planning, reporting and action/implementation alignment with a goal of maximizing institutional effectiveness. The result of the work of a task group is a proposal to adopt a redesigned governance structure, which will include specific implementation work groups focused on each of the three change priorities identified in this plan with coordination of that work by a Student Success Council that will also function as the colleges ATD Core Team. We anticipate this transition will occurring throughout the next academic year.

SUBMITTING YOUR ACTION PLAN

Congratulations on completing your ATD Action Plan! Here are the next steps:

- Submit your completed Action Plan and student success vision visual **through your ATD Connect account** by the **deadline on May 12, 2017**. You can access ATD Connect at connect.achievingthedream.org.
 - Once you have entered the 2016 First Year Experience course, use the menu on the left-hand side of the screen to navigate to the



Achieving the Dream™

Submissions/Reporting tab.

- The top item is an assignment titled *Submit Your ATD Action Plan Here*.
 - Click on the assignment and use the *Browse* button to find and attach your completed Action Plan and student success visual.
 - Use the space provided to share any important information about your Action Plan.
 - If you wish, you can save your submission as a draft to enable your team to make edits up until the deadline.
 - Click *Submit* to submit your Action Plan to Achieving the Dream.
- Upon receipt of your completed Action Plan, Achieving the Dream will share it with your coaching team.
 - Achieving the Dream will work with your coaching team to provide feedback on your Action Plan. Colleges can expect to receive this feedback in summer 2017.

If you have any questions about completing or submitting your Action Plan, please contact Ashley McDonald at amcdonald@achievingthedream.org or on (240) 450-3849.