Start Right Design Team Final Recommendations

Developed
Fall 2017 - Spring 2018

Submitted Friday April 13, 2018
to the
American River College
Student Success Council

Table of Contents

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.

<p style="text-align:center">******</p>

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.
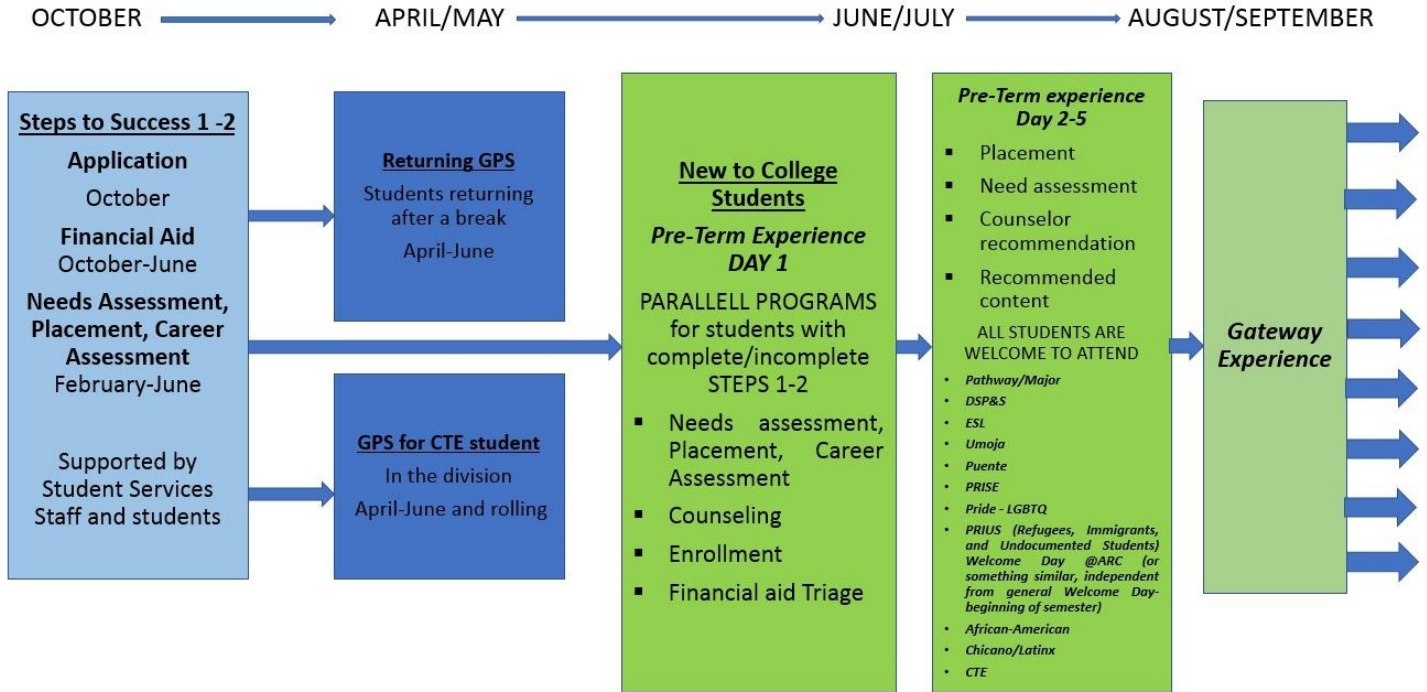
III.   Recommendations Related to Gateway Framework

A. <u>RECOMMENDATION: Adopt Gateways as an Organizing Framework for First Term Student Support Experiences (Fall 2019)</u>

B. <u>RECOMMENDATION: Vest Responsibility with the Student Success Council to Review and Approve New Gateways (Fall 2019)</u>
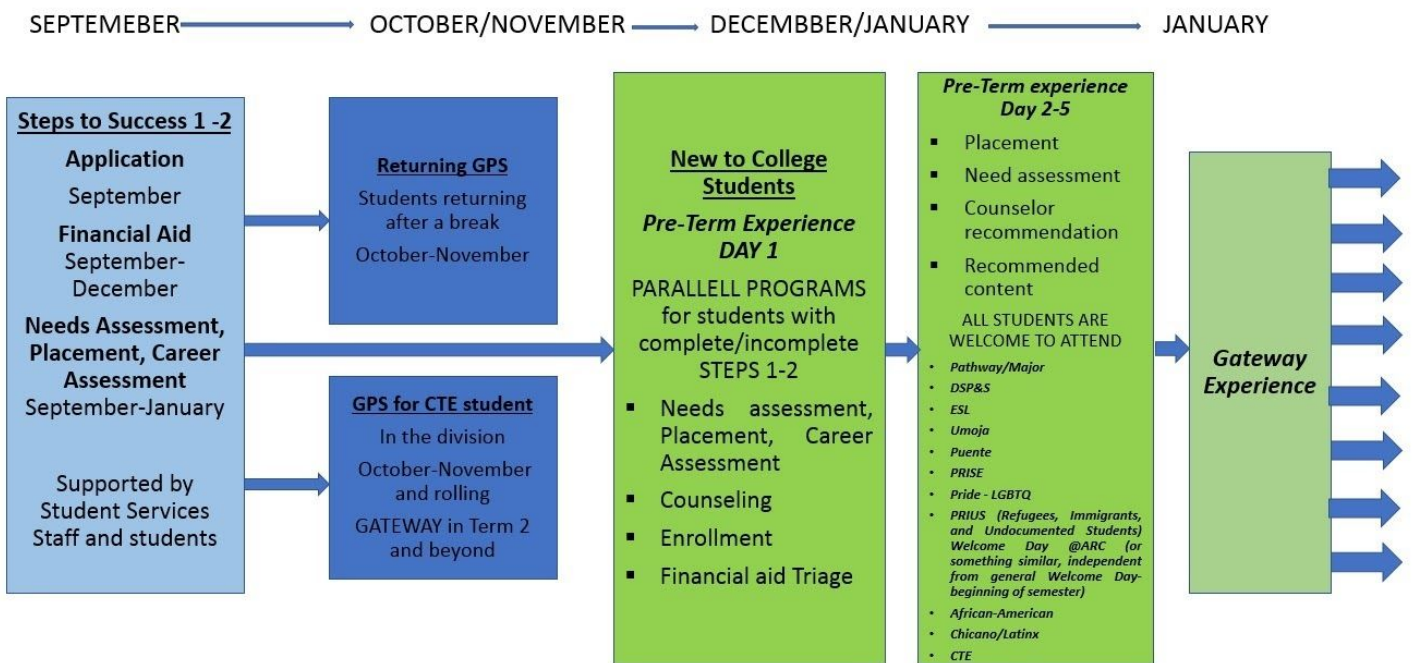
IV.   Graphic Summary of Onboarding Recommendations

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

OCTOBER ⟶ APRIL/MAY ⟶ JUNE/JULY ⟶ AUGUST/SEPTEMBER

Steps to Success 1 -2

Application
October

Financial Aid
October-June

Needs Assessment, Placement, Career Assessment
February-June

Supported by Student Services Staff and students

Returning GPS
Students returning after a break
April-June

GPS for CTE student
In the division
April-June and rolling

New to College Students
Pre-Term Experience DAY 1
PARALLELL PROGRAMS for students with complete/incomplete STEPS 1-2
- Needs assessment, Placement, Career Assessment
- Counseling
- Enrollment
- Financial aid Triage

Pre-Term experience Day 2-5
- Placement
- Need assessment
- Counselor recommendation
- Recommended content
  ALL STUDENTS ARE WELCOME TO ATTEND
- *Pathway/Major*
- *DSP&S*
- *ESL*
- *Umoja*
- *Puente*
- *PRISE*
- *Pride - LGBTQ*
- *PRIUS (Refugees, Immigrants, and Undocumented Students) Welcome Day @ARC (or something similar, independent from general Welcome Day- beginning of semester)*
- *African-American*
- *Chicano/Latinx*
- *CTE*

Gateway Experience

Start Right Onboarding Recommendation - SPRING

SEPTEMEBER ⟶ OCTOBER/NOVEMBER ⟶ DECEMBBER/JANUARY ⟶ JANUARY

Steps to Success 1 -2

Application
September

Financial Aid
September-December

Needs Assessment, Placement, Career Assessment
September-January

Supported by Student Services Staff and students

Returning GPS
Students returning after a break
October-November

GPS for CTE student
In the division
October-November and rolling
GATEWAY in Term 2 and beyond

New to College Students
Pre-Term Experience DAY 1
PARALLELL PROGRAMS for students with complete/incomplete STEPS 1-2
- Needs assessment, Placement, Career Assessment
- Counseling
- Enrollment
- Financial aid Triage

Pre-Term experience Day 2-5
- Placement
- Need assessment
- Counselor recommendation
- Recommended content
  ALL STUDENTS ARE WELCOME TO ATTEND
- *Pathway/Major*
- *DSP&S*
- *ESL*
- *Umoja*
- *Puente*
- *PRISE*
- *Pride - LGBTQ*
- *PRIUS (Refugees, Immigrants, and Undocumented Students) Welcome Day @ARC (or something similar, independent from general Welcome Day- beginning of semester)*
- *African-American*
- *Chicano/Latinx*
- *CTE*

Gateway Experience

Chanin Hardwick, 2018

V. Recommendations Related to Onboarding - Student Experience Process/Interventions

    A. <u>**RECOMMENDATION: Create pre-populated educational plans with a prescribed 1st/2nd term options for new to college students (Fall 2019)**</u>

        1. <u>**Supporting Recommendation:**</u> 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. <u>**Supporting Recommendation:**</u> 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. <u>**RECOMMENDATION: Implement an online/in-person career exploration tool and workshops before first term (Fall 2019)**</u>

        1. <u>**Supporting Recommendation:**</u> 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. <u>**Supporting Recommendation:**</u> 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. <u>**Supporting Recommendation:**</u> Consider differences in needs for CTE versus traditional, transfer, or associate degree students. Consider the individual student and their needs.

        4. <u>**Supporting Recommendation:**</u> Focus on career exploration and connection to campus and the community.

        5. <u>**Supporting Recommendation:**</u> 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. <u>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</u>

○ 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. <u>RECOMMENDATION: Clarify and simplify physical access and navigation on campus - Fall 2018</u> 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 availble at: http://traumastewardship.com/the-trauma-stewardship-institute/

C. <u>RECOMMENDATION: Conduct Trauma Informed Care Training (annually)</u>
  1. <u>Principles:</u>
      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. <u>Goal:</u>
      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. <u>RECOMMENDATION: Conduct Consistent messaging Training (monthly - online or in-person)</u>
      a) <u>Considerations:</u>
          (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. <u>RECOMMENDATION: Conduct "FYE" area Meetings (quarterly)</u>

IX.   Recommendations Related to Onboarding - Assessment and Reflection

A. <u>RECOMMENDATION: Conduct regular student surveys (also echoed in General Recommendations)</u>

B. <u>RECOMMENDATION: Conduct regular focus groups (also echoed in General Recommendations)</u>

C. <u>RECOMMENDATION: Conduct regular workplace observations and solicit feedback</u>

X.   Recommendations Related to Onboarding - District Processes
A. <u>RECOMMENDATION: Separate Summer and Fall enrollment periods - Fall 2020</u>

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.

<p align="center">******</p>

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.

<center>******</center>

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

	Approximate current capacity/yr (# of new students, Fall+Spr. Based on estimates from program coordinators.)
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. **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.** Descriptions below taken from ARC website	
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.	500 - Fall 200 - Spring
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.	75 (25 each)
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.	70
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.	40
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.	300
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.	150+currently (up to 300+)
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.	80
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.	75 (up to 225 by 20/21 academic year)

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.
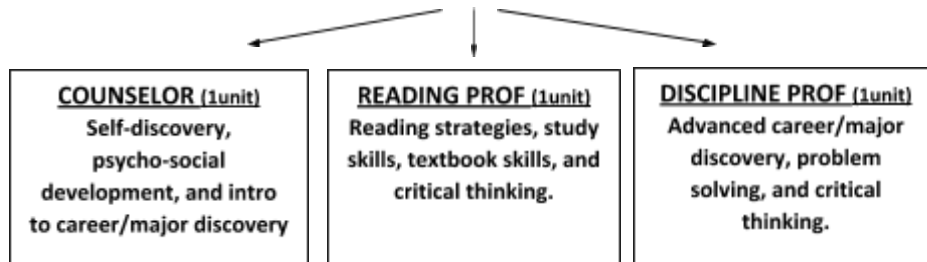
- Student identity development; students' self-identity as it relates to higher education participation (racial/cultural identity development)
- Power and privilege; students recognize conditions, structures and identities of self and peers and its relationship to higher education access and equity
- 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

COUNSELOR (1unit)
Self-discovery, psycho-social development, and intro to career/major discovery

READING PROF (1unit)
Reading strategies, study skills, textbook skills, and critical thinking.

DISCIPLINE PROF (1unit)
Advanced career/major discovery, problem solving, and critical thinking.

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.
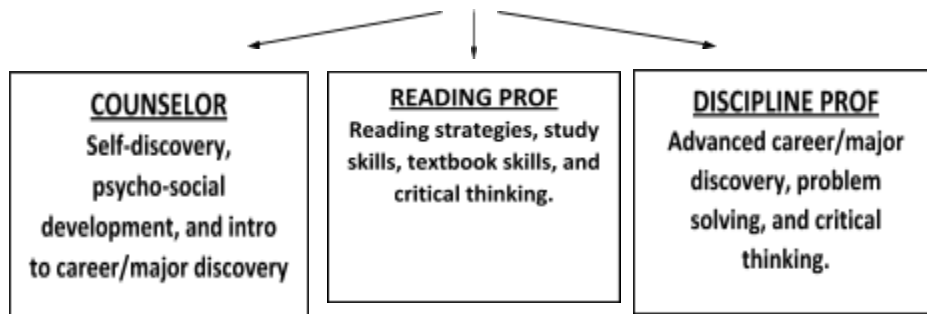
Benefits of Team Taught (3 instructors)

- 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

COUNSELOR	READING PROF	DISCIPLINE PROF
Self-discovery, psycho-social development, and intro to career/major discovery	Reading strategies, study skills, textbook skills, and critical thinking.	Advanced career/major discovery, problem solving, and critical thinking.

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
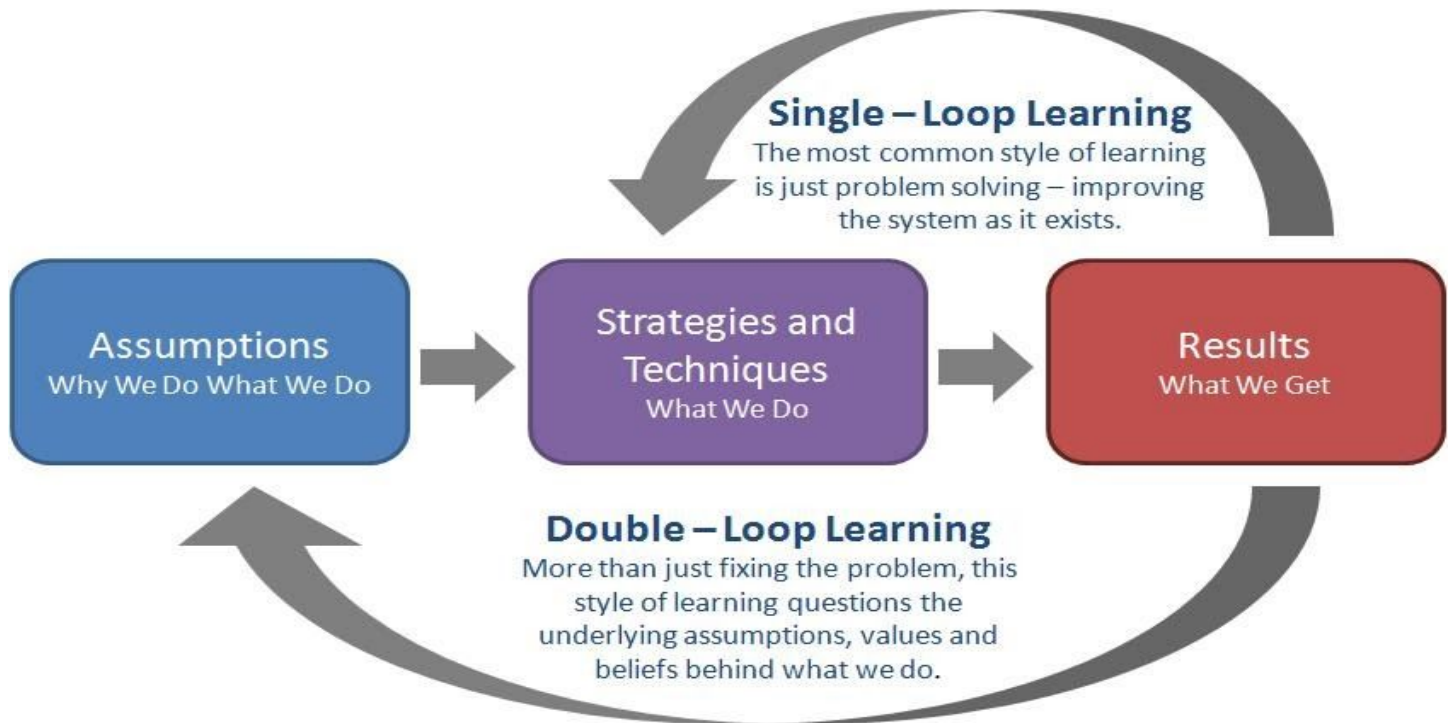
The following passage, excerpted from an article posted at http://instructionaldesign.org/theories/double-loop/, explains double loop learning:

> "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."

References

Bensimon, Estela M. "The Equity Scorecard." In *Confronting Equity Issues on Campus: Implementing the Equity Scorecard in Theory and Practice.* Ed. Estela M. Bensimon and Lindsey Malcom. Sterling, VA. Stylus Publishing, pg17-44. 2012.

Center for Urban Education. *Protocol: Syllabus Review for Equity-Minded and Culturally Inclusive Practices*, University of Southern California, Rossier School of Education, 2016.

Cornell, R. and Mosley, M. "Intertwining College with Real Life: The Community College First-Year Experience." *peerReview: Emerging trends and key debates in undergraduate education* Vol 8, No 3, p 23-25, Summer 2006.

Cuseo, Joe. *Effective Teaching Strategies for the First-Year Seminar & First-Year Course.* AVID for Higher Education, 2015.
https://www.researchgate.net/publication/284533058_Effective_Teaching_Strategies_for_the_First-Year_Seminar_First-Year_Courses

Jones, Cheri , "Onboarding Discovery: Deconstructing Processes to Inform the American River College Redesign." Contracted Report from Cheri Jones Consulting. Sacramento, CA. October 2017.

Linton, Curtis. *The Equity Framework.* Thousand Oaks, CA. Corwin Publishing, 2011.

Karp, M. M., Bickerstaff, S., Rucks-Ahidiana, Z., Bork, R.H., Barragan, M., and Edgecombe, N.; *College 101 Courses for Applied Learning and Student Success.* CCRC Working Paper No. 49, Community College Research Center, Teachers College, Columbia University, October 2012.

Karp, M. M., and Bork, R.H. *"They Never Told Me What to Expect, so I Didn't Know What to Do": Defining and Clarifying the Role of a Community College Student.* CCRC Working Paper No. 47, Community College Research Center, Teachers College, Columbia University, July 2012.

Padgett, R. D., Keup, J. R., and Pascarella, E. T. "The Impact of First-Year Seminars on College Students' Life-Long Learning Orientations." *Journal of Student Affairs Research and Practice*, v50 n2 p133-151, May 2013.

UCLA Social Research Methodology Evaluation Group, *PCC Pathways Student Success Study*. UCLA Graduate School of Education & Information Studies, October 2015.

Wood, J. Luke; Harris, Frank III; and White, Khalid. *Teaching Men of Color in the Community College: A Guidebook.* San Diego, CA. Montezuma Publishing, 2015.