

The Center for Teaching & Learning (CTL) Year End Report 2024-2025

During the 2024-25 year the Center for Teaching & Learning at American River College focused on the Strategic Goals and Professional Development Competencies. CTL has been working toward a comprehensive, competency-based model.

The Center for Teaching & Learning

In the Fall of 2024, the CTL was a team of five, one CTL Resource Assistant, three faculty Liaisons, and one new Dean for the division of Institutional Effectiveness & Innovation. This included 3 Faculty Liaisons, each with 0.5 FTE Reassign Time. Two of the faculty had a STEM emphasis, and one had a Sociology background. The CTL Faculty Liaison terms ended in May of 2025 and the CTL had to rebuild the faculty team. During the Spring 2025 semester, the CTL was located in the Administrative Building with space for only the Resource Assistant and Dean.

Professional development during the Fall 2024 and Spring 2025 semesters at ARC centered on the overarching themes of educational minimalism, data literacy, digital accessibility, and the ethical integration of Artificial Intelligence. These activities were designed to align with the college's strategic goals of putting Students First and creating Exemplary Teaching, Learning, & Working Environments.

Fall 2024 Professional Development Overview

The Fall 2024 semester was anchored by a theme of "Educational Minimalism," encouraging faculty to "let go" of extraneous course components and focus on core values and student needs.

- **Equity and Inclusion:** Significant focus was placed on supporting marginalized student populations through initiatives like Undocu-Ally Training, the P.R.I.S.E. learning community for AANHPI students, and a four-part workshop series on the intersectional needs of LGBTQ+ students. Additionally, Communities of Practice were established for deeper engagement with racial consciousness and the relationship between "rigor and relationships".
- **Technology and AI Integration:** PD sessions explored the practical use of Generative AI in the classroom, including student-centric conversations and the AI Grand Challenge Grant partnership with Sacramento State. Technical training also included Honorlock for Canvas, video engagement tools like Camtasia and

Snagit, and a first-of-its-kind partnership with LinkedIn to bridge career equity gaps.

- Accessibility and Universal Design (UDL): Extensive training was offered on creating accessible Word documents and navigating the Pope Tech Accessibility Dashboard in Canvas. Workshops like the "Top 10 Practices of Universal Design" focused on creating barrier-free, student-centered learning environments.
- Institutional Planning: Support was provided for Annual Unit Planning (AUP) and Program Review, emphasizing the use of the "Data on Demand" system to evaluate disproportionate impact and set equity-centered objectives.

Spring 2025 Professional Development Overview

Based on planning documents, Spring 2025 PD continued these initiatives with a focus on specialized institutes and institutional transitions.

- ITC Academies and Institutes: The ITC scheduled several intensive academies for the Spring 2025 semester:
 - Online Teaching Institute (OTI): Focused on building exemplary online course design and engagement.
 - Accessible Course Creation Academy (ACCA): Provided training to make courses compliant with federal laws and culturally responsive.
 - Assessment for Online Teaching and Learning Institute (AOTLI): Explored the "assessment loop" as a tool for student learning.
 - Equity & Culturally Responsive Online Teaching Institute (ECROTI): Aimed at reducing the opportunity gap in online courses through equitable design.
- Ongoing Pilot Programs: The Embedded Tutoring Program at the Learning Resource Center continued its pilot throughout the 2024-25 academic year, providing faculty with strategies to collaborate effectively with tutors in their courses.
- Curriculum Transitions: Faculty engaged in preparation for major shifts in Fall 2025 registration, including the transition to Common Course Numbering (CCN), updated General Education patterns, and changes to Associate Transfer Degrees.

- **Accessibility Assessment:** A Spring 2025 Accessibility Needs Survey was conducted to identify faculty and staff requirements for creating accessible content, leading to new resource development. Additionally, the college approved participation in the Districtwide Accessibility Capability Maturity Model (ACMM) to proactively advance digital accessibility.

ARC Strategic Goals 2023-2030

1. **Students First** - The College engages and connects students early and often to people, programs, and services as an integrated educational experience. By providing personalized, proactive support, the College fosters relationships that ensure all students, particularly the historically underserved and marginalized, persist, learn, and succeed.
2. **Clear and Effective Paths** - The College provides easily recognizable pathways to, through, and beyond ARC. Offering well defined and supported pathways provides a foundation for success as students enter the College, make timely progress toward achieving their informed educational goals, and seamlessly transfer to other colleges and universities or find employment in their chosen career.
3. **Exemplary Teaching, Learning & Working Environment** - The College ensures an equitable, safe, and inclusive teaching, learning, and working environment. Culturally relevant curriculum, innovative, high- quality instructional methods and technologies, exemplary academic and student support services, and comprehensive and integrated professional development create the best conditions for teaching and learning. The College promotes liberation and honors the dignity, humanity, and contributions of all members of our community.
4. **Vibrancy and Resiliency** - The College promotes a culture of innovation, entrepreneurship, sustainability, and transparent communication. Proactive, effective, and efficient operational systems and governance and data informed approaches to planning, decision-making, and resource allocation provide a high level of service to our students, community, and to one another.

ARC's Strategic Goals Met:

Goals	PD Sessions	Takeaways
Students First	7	Moderate emphasis

Clear & Effective Paths	1	Minimal emphasis
Exemplary Teaching, Learning & Working Environment	10	Most emphasized I
Vibrancy and Resiliency	4	Moderate emphasis

Programming heavily prioritizes access and exemplary teaching, learning & working environment and underrepresents vibrancy and resiliency.

ARC Institution Student Learning Outcomes

Competency	Description
Equity-minded Service	Authentic connection with a diverse community; human-centered and responsive to individual needs.
Effective Communication	Cultivating communication skills with an understanding of cultural and contextual influences.
Technology Proficiency	Acquiring proficiency with modern digital tools and emerging technologies used by students.
Organizational Adeptness	Navigating structures, improving processes, and interpreting policies through an equity lens.
Leadership Development	Building capacity to serve in current positions and preparing for future social justice leadership.
Collaborative Innovation	Co-creating solutions, taking strategic risks, and challenging assumptions.
Data Literacy	Using data and analytics responsibly to understand student experiences and improve outcomes.
Specialized Expertise	Building depth in specific disciplines, functions, or service areas.

Institution Student Learning Outcomes Met:

Competency	PD Sessions	Takeaways
Equity-Minded Service	8	Most emphasized
Effective Communication	9	Most emphasized

Technology Proficiency	3	Minimal emphasis
Organizational Adeptness	2	Minimal emphasis
Leadership Development	0	Not represented
Collaborative Innovation	4	Moderate emphasis
Data Literacy	0	Not represented
Specialized Expertise	13	Most emphasized

There is a strong focus on emphasizing specialized expertise, areas of effective communication, and equity. There is an underrepresentation of ISLOs including leadership development and data literacy.

State PD Guidelines:

- **Guideline A:** Course instruction and evaluation.
- **Guideline B:** Staff development, in-service training, and instructional improvement.
- **Guideline C:** Program and course curriculum or learning resource development and evaluation.
- **Guideline D:** Student personnel services.
- **Guideline E:** Learning resource services.
- **Guideline F:** Related activities, such as student advising, guidance, orientation, matriculation services, and student, faculty, and staff diversity.
- **Guideline G:** Departmental or division meetings (during Flex Days only), conferences, and workshops, and institutional research.
- **Guideline H:** Other duties as assigned by the district.

Guidelines Met:

State Guideline	PD Sessions	Takeaways
A	6	Moderately represented
B	14	Most emphasized
C	3	Minimal emphasis
D	0	Not represented
E	0	Not represented
F	7	Moderately represented
G	1	Minimal emphasis

H	2	Minimal emphasis
---	---	------------------

There is a strong concentration on guideline B, Staff development, in-service training, and instructional improvement, with some support in A, course instruction and evaluation and F, student advising, guidance, orientation, matriculation services, and student, faculty, and staff diversity. D, student services, and E, learning resources, guidelines are underrepresented.

Key Insights

Professional development has been centering equity and access in important ways, however, there is room to balance the needs to focus on leadership development, student services, and learning resources in future years of pd.