

ARC Academic Senate

Approved Minutes: February 10, 2022

Preliminaries

1. Call to Order: Called to order at 3:01 pm
2. Approval of the Agenda: Agenda approved
3. Approval of the Minutes: Minutes approved
4. Introduction of Guests: Janay Lovering

5. Public Comment Period:
none

6. President's Report:
 - a. [1st Census-Spring22 Census Report-1.xlsx](#) (See supporting materials "Los Rios Community College District Daily Enrollment Report")
Total WSCH = ARC down 8.78% / Los Rios down 11.08%
 - b. Vaccination rates
 - i. Los Rios Students
 1. Reported as fully vaccinated = 31,057
 2. Not reported as vaccinated = 20,814
 - ii. <https://inside.arc.losrios.edu/collegewide/covid-19-updates/reopening-american-river-college-planning-for-a-safe-return-to-our-campuses>
 - c. [Faculty Position on Board of Governors](#): Applications due by June 30, 2022
 - d. [Program Placement Council \(PPC\) report.pdf](#) (See supporting materials "PPC info from Feb 1st PPC")

Consent Items

7. In person meeting presents imminent risks to the health/safety of Academic Senate attendees (authorization to meet remotely in accordance with Executive Order N-25-20, N-29-20, & N-33-20)
This item was not removed from consent by a member of the body and so was carried by consent of the body.

Decision

8. ARC Resolution on Equity in Curriculum (2nd Reading) (See supporting materials "[Resolution on Equity in Curriculum](#)")
A motion was made and carried to support the ARC Resolution on Equity in Curriculum.
Yes: 27; No: 1; Abstain: 1

9. ARC Resolution on Research Support for Program Review (2nd Reading) (See supporting materials "[Resolution on the Need for Institutional Support for Faculty Program Review](#)")
A motion was made and carried unanimously to support the ARC Resolution on Research Support for Program Review.

Reports

10. Accreditation Update—Frank Kobayashi

ARC submitted the ISER to ACCJC in December of 2021. The ACCJC accreditation team will be reviewing a random sampling of 5% of asynchronous online classes until February 22 to check for regular and substantive contact. More information can be found on [ARC's accreditation website](#). There will be an Accreditation Open Forum with the [ISER Review Team](#) on Thursday, 2/17 9:45-10:45 (link to join: lrcdd.zoom.us/j/99530313642). At the end of February, the ISER team will formulate core inquiries to focus on specific areas for ARC to address. In October, the visiting team will focus on core inquiries. The visiting team will be subject matter experts.

11. Math, AB705, and the CCCCCO memo:

In November of 2021, the CCCCCO (California Community Colleges Chancellor's Office) issued its own interpretation of AB705 in a memo requiring the colleges to report about efforts in offering pre-transfer-level courses or stop offering them entirely. The district has decided to stop offering pre-transfer-level math courses. The Math departments district-wide are developing a transfer-level course for science majors without math preparation (Math 333). Departments outside of Math should be aware that if you have any pre-transfer-level course in your program or prerequisite, we are not able to offer it as of Fall 2022.

12. Chairs & Coordinators Distribution Lists (Tressa Tabares)--an updated list is being created and plans are being made to keep it continuously updated.

13. Council Updates

- a. Institutional Effectiveness Council – (Janay Lovering)
- b. Operations Council – (Araceli Badilla)
- c. Student Success Council – (Carina Hoffpauir) (See supporting materials "[Student Success Council Report from 2/1/21](#)")

Heard an update on the OER program, the Bias Response Project Team (that the charter has been approved and people are being appointed), the student design team—if anyone has a project that would benefit from student feedback, there is a team ready to help! To request work from the Student Design Team, see the [ARC Student Design Team Request](#) website. The council received an update on the Home Base resource panel #2—the panel wants to know what are faculty goals & concerns for Home Bases? The report from Resource Panel #1 is in Modules for Dec 9 meeting. The report doesn't offer a vision, but rather looks at what occurred.

Discussion

14. Developing an Academic Senate Statement of Values

[From ARC Mission/Vision/Values](#)

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

"We value equity, inclusion, and open & respectful communication in this space."

[ASCCC Mission, Vision, Values](#)

This item will come back on the next agenda, after the body has had time to think about the topic.

15. Keeping track of Academic Senate Standing Committees' work:

The senate body felt that it might be good to have some structured communication. As a reminder, here are the standing committee of the Academic Senate:

- Curriculum (representatives are appointed by area, so it's helpful if senators can recommend appointees)
- Program Review
- SLO Assessment
- Program Paths
- Affordable Learning Materials
- Faculty Professional Development (representatives are appointed by area, so it's helpful if senators can recommend appointees)
- Professional Standards Type A/B Leaves (representatives are appointed by area, so it's helpful if senators can recommend appointees)

16. Review of District Ed Tech (DETC) & District Curriculum (DCCC) "Hyflex" Report

Read it and see if there are any areas we want to give feedback. There are many considerations and questions in the "report." The implication of the report is unclear—does this delay anything? Is there a date by which we need to give feedback?

17. Report Back: (5-10 minutes per item)

- a. Dual enrollment follow-up (See supporting materials "[Strategic Enrollment Management December 2021](#)" and "[Los Rios District Equity & Student Success Committee \(DESSC\) Charter Submission: Dual Enrollment Workgroup](#)")

There are ongoing questions from Counseling regarding dual enrollment and student readiness. What supports are in place to ensure that students who are being brought into the college at an early age are being successful? The District Equity and Student Success Committee is asking for a dual enrollment workgroup to consider these issues at a district level.

- b. Refining the First Day Memo
Are there things that would be helpful to include in or remove from the first day memo?
- c. Clarifying student expectations through use of schedule Notes
The council of chair and classified staff will be brought in on this project.

18. Report Out: (5-10 minutes per item)

- a. District Academic Senate
<https://employees.losrios.edu/our-organization/committees/district-academic-senate>
 - i. ARC is the next in rotation for DAS President, so Alisa Shubb will serve as the incoming DAS President—congratulations, Alisa!
 - ii. Faculty hiring manual revisions—these are in progress at the district level. Send suggestions to Alisa Shubb.
 - iii. At the 1/27 DETC meeting, John Aubert presented his idea about streamlining the permission number / adding process. The idea was received favorably and will be taken into consideration.
 - iv. Captioning Project

1. At the 2/8 DAPIC (District Accessibility Plan Implementation Committee) meeting, we were encouraged to remind faculty about the LRCCD captioning project. Los Rios's current contact is slated to expire at the end of this academic year. There are plans to extend the captioning project for one year, while pursuing options on institutionalizing the process long-term. In the meantime, we were asked to encourage faculty to submit videos for captioning before the contract runs out.
2. Information on Captioning Project
Los Rios currently has a team in place to assist with captioning your videos. No job is too large! If you're using videos in your classes, let the captioning team lend a hand.
It's easy to get started. Just fill out this [short online form](#) with some basic information, and someone from the captioning team will be in touch. You can ask questions on the form, or you can email questions to captioning@losrios.edu. You can also see answers to frequently asked questions on the [Caption Project FAQ page](#). The process works best if either A) the videos are hosted on YouTube (either a personal or publicly viewable account) or B) you have original copies of the video files stored on a personal drive. If neither of these are the case, the captioning team will work with you on a solution to fit your circumstances. Reach out, and they'll lend a hand.

b. Other areas

Mark Carnero has replaced Ricardo Caton on the district Ethnic Studies Council—congratulations to Mark, ARC's new Ethnic Studies professor.

19. Items from College Areas for Academic Senate Consideration

Workforce/ Work Experience/Apprenticeship/ SRPSTC (Sacramento Regional Public Safety Training Center) requested more information on how AB-89 regarding a Public Policing program will be handled in Los Rios.

Meeting adjourned 5:05 pm

Upcoming Meetings and Events

- District Academic Senate: Tuesday, Feb 15th, 3:00 PM Meeting ID TBD
- LRCCD Board of Trustees: Wednesday Feb 16th 5:30 P.M Board Room, District Office
- ARC Academic Senate: Thursday, Feb 24th, 3:00 PM Meeting ID: 986-5887-6175, Password 10plus1
- District Academic Senate: Tuesday, March 1st, 3:00 PM Meeting link: <https://lrccd.zoom.us/j/96845456244?pwd=U1p6Uzd2ZXVqb3ZlR1U5eGk4bmYrUT09>
Passcode: 738934
- ARC Academic Senate: Thursday, March 10th, 3:00 PM Meeting ID: 986-5887-6175, Password 10plus1



In accordance with California's Code of Regulation, Title 5

ARC's Academic Senate is the organization whose primary function, as the representative of the faculty, is to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters.

"Academic and professional matters" means the following policy development and implementation matters:

(1) curriculum, including establishing prerequisites and placing courses within disciplines;

(2) degree and certificate requirements;

(3) grading policies;

(4) educational program development;

(5) standards or policies regarding student preparation and success;

(6) district and college governance structures, as related to faculty roles;

(7) faculty roles and involvement in accreditation processes, including self-study and annual reports;

(8) policies for faculty professional development activities;

(9) processes for program review;

(10) processes for institutional planning and budget development; and

(11) other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

2/10/2022

3:00 P.M.

Meeting ID: 986-5887-6175, Password: 10plus1

Zoom link: <https://lrcdd.zoom.us/j/98658876175?pwd=VkZQQUdVS0g5Rkk5TnZUOG9naFBpUT09>

American River College Academic Senate Regular Meeting AGENDA

Preliminaries

1. Call to Order
2. Approval of the Agenda
3. Approval of the Minutes
4. Introduction of Guests
5. Public Comment Period (3 minutes per speaker)
6. President's Report

Consent Items

7. In person meeting presents imminent risks to the health/safety of Academic Senate attendees (authorization to meet remotely in accordance with Executive Order N-25-20, N-29-20, & N-33-20)

Decision (10 minutes maximum per item)

8. ARC Resolution on Equity in Curriculum (2nd Reading)
9. ARC Resolution on Research Support for Program Review (2nd Reading)

Reports (5-10 minutes per item)

10. Accreditation Update
11. Math, AB705, and the CCCCCO memo
12. Chairs & Coordinators Distribution Lists (*Tressa Tabares*)
13. Council Updates
 - a. Institutional Effectiveness Council – (*Janay Lovering*)
 - b. Operations Council – (*Araceli Badilla*)
 - c. Student Success Council – (*Carina Hoffpauir*)

Discussion (10-15 minutes per item)

14. Developing an Academic Senate Statement of Values
15. Keeping track of Academic Senate Standing Committees' work
16. Review of District Ed Tech (DETC) & District Curriculum (DCCC) "Hyflex" Report
17. Report Back: (5-10 minutes per item)
 - a. Dual enrollment follow-up
 - b. Refining the First Day Memo
 - c. Clarifying student expectations through use of schedule Notes
18. Report Out: (5-10 minutes per item)
 - a. District Academic Senate <https://employees.losrios.edu/our-organization/committees/district-academic-senate>
 - b. Other areas
19. Items from College Areas for Academic Senate Consideration

Upcoming Meetings:

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LOS RIOS COMMUNITY COLLEGE DISTRICT

DAILY ENROLLMENT REPORT

SPRING 2022 - First Census

Monday, January 31, 2022

Spring 2022

Spring 2021

First Census

First Census - Positive R2 FY21

	Spring 2022 - First Census			Spring 2021 - First Census			Percent Increase (Decrease)		
	Day	Eve	Total	Day	Eve	Total	Day	Eve	Total
AMERICAN RIVER COLLEGE									
Weekly Census	139,961	12,120	152,082	173,608	3,098	176,705	-19.38%	291.27%	-13.93%
Daily	22,533	967	23,500	22,073	372	22,445	2.09%	159.90%	4.70%
Apprenticeship	5,106		5,106	4,642		4,642	10.00%		10.00%
Estimated Positive	372	16	388	124	5	129	200.00%	200.00%	200.00%
Estimated Special Positive	28,947		28,947	26,315		26,315	10.00%		10.00%
Total WSCH	196,919	13,103	210,022	226,761	3,475	230,236	-13.16%	277.07%	-8.78%
Unduplicated Students	24,778	934	25,712	27,787	169	27,956	-10.83%	452.66%	-8.03%
COSUMNES RIVER COLLEGE									
Weekly Census	82,738	8,058	90,796	95,642	11,239	106,881	-13.49%	-28.30%	-15.05%
Daily	13,680	245	13,925	12,712		12,712	7.61%		9.54%
Estimated Positive	605	20	625	303	10	312	100.00%	100.00%	100.00%
Total WSCH	97,023	8,323	105,346	108,657	11,249	119,906	-10.71%	-26.01%	-12.14%
Unduplicated Students	11,730	451	12,181	13,455	597	14,052	-12.82%	-24.46%	-13.31%
FOLSOM LAKE COLLEGE									
Weekly Census	55,285	4,129	59,414	73,016	1,383	74,399	-24.28%	198.62%	-20.14%
Daily	7,790	104	7,894	5,188		5,188	50.17%		52.17%
Estimated Positive	905		905	82		82	999.00%		999.00%
Total WSCH	63,981	4,232	68,213	78,286	1,383	79,669	-18.27%	206.11%	-14.38%
Unduplicated Students	7,690	280	7,970	9,216	61	9,277	-16.56%	359.02%	-14.09%
SACRAMENTO CITY COLLEGE									
Weekly Census	111,011	5,571	116,582	130,337		130,337	-14.83%		-10.55%
Daily	27,617	1,063	28,680	35,126	280	35,406	-21.38%	280.09%	-19.00%
Estimated Positive	225	762	987	75	254	329	200.00%	200.00%	200.00%
Total WSCH	138,853	7,397	146,250	165,538	534	166,072	-16.12%	1285.42%	-11.94%
Unduplicated Students	16,219	455	16,674	18,409	12	18,421	-11.90%	3691.67%	-9.48%
DISTRICT TOTAL									
Weekly Census	388,996	29,878	418,874	472,603	15,719	488,322	-17.69%	90.07%	-14.22%
Daily	71,620	2,379	73,999	75,099	652	75,750	-4.63%	265.05%	-2.31%
Apprenticeship	5,106		5,106	4,642		4,642	10.00%		10.00%
Estimated Positive	31,053	798	31,851	26,899	269	27,168	15.44%	196.37%	17.24%
Total WSCH	496,775	33,055	529,830	579,242	16,640	595,882	-14.24%	98.65%	-11.08%
Unduplicated Students	60,417	2,120	62,537	68,867	839	69,706	-12.27%	152.68%	-10.28%

Headcount Notes:

ARC Unduplicated Student Headcount has been adjusted for both terms to reflect actual Spring 2021 SRPSTC headcount of 2,279 for Day and 0 for Evening.

ARC Unduplicated Student Headcount has been adjusted for both terms to reflect actual Spring 2021 Apprenticeship headcount of 2,803 for Day.

Spring 2021 Positive WSCH data is as of 2020-21 R2.

Start of 17.5 TLM 12/22/21.

ARC Apprenticeship WSCH for both terms is Final Spring 2021 reported.

Spring 2022 auto drop 1/5/22; Spring 2021 auto drop 1/11/21.

Spring 2022 data as of Friday 2/4/22 and Spring 2021 data as of Friday 2/5/21

LOS RIOS COMMUNITY COLLEGE DISTRICT

DAILY ENROLLMENT REPORT

SPRING 2022 - First Census

Monday, January 31, 2022

Spring 2022

Spring 2021

First Census

First Census

	Spring 2022 - First Census		Spring 2020 - First Census		Percent Increase (Decrease)	
	WSCH	Sections	WSCH	Sections	WSCH	Sections
AMERICAN RIVER COLLEGE						
Weekly Census						
On-ground	24,423	436	524	163	4559.70%	167.48%
On-line & Hybrid	127,658	1,312	176,181	1,664	-27.54%	-21.15%
Daily						
On-ground	1,602	53	115	40	1292.91%	32.50%
On-line & Hybrid	21,897	619	22,330	674	-1.93%	-8.16%
COSUMNES RIVER COLLEGE						
Weekly Census						
On-ground	23,672	245	24	13	97633.20%	1784.62%
On-line & Hybrid	67,123	612	106,857	908	-37.18%	-32.60%
Daily						
On-ground	2,959	97	2,153	91	37.44%	6.59%
On-line & Hybrid	10,967	159	10,560	153	3.86%	3.92%
FOLSOM LAKE COLLEGE						
Weekly Census						
On-ground	16,889	200	109	48	15446.80%	316.67%
On-line & Hybrid	42,525	435	74,290	642	-42.76%	-32.24%
Daily						
On-ground	1,536	14				
On-line & Hybrid	6,358	108	5,188	112	22.55%	-3.57%
SACRAMENTO CITY COLLEGE						
Weekly Census						
On-ground	27,240	306	6,753	42	303.36%	628.57%
On-line & Hybrid	89,342	930	123,583	1,159	-27.71%	-19.76%
Daily						
On-ground	2,910	59	684	20	325.25%	195.00%
On-line & Hybrid	25,770	316	34,721	414	-25.78%	-23.67%
DISTRICT TOTAL						
Weekly Census						
On-ground	92,225	1,187	7,410	266	1144.55%	346.24%
On-line & Hybrid	326,649	3,289	480,912	4,373	-32.08%	-24.79%
Total Weekly Census	418,874	4,476	488,322	4,639	-14.22%	-3.51%
Daily						
On-ground	9,007	223	2,952	151	205.11%	47.68%
On-line & Hybrid	64,992	1,202	72,798	1,353	-10.72%	-11.16%
Total Daily	73,999	1,425	75,750	1,504	-2.31%	-5.25%

LOS RIOS COMMUNITY COLLEGE DISTRICT
ENROLLMENT REPORT - Main Campus and Centers
 SPRING 2022 - First Census
 January 31, 2022

Spring 2022

Spring 2021

First Census

First Census - Positive R2 FY21

	Spring 2022 - First Census			Spring 2021 - First Census			Percent Increase (Decrease)		
	Day	Eve	Total	Day	Eve	Total	Day	Eve	Total
AMERICAN RIVER COLLEGE									
Main Campus	156,842	11,628	168,470	184,933	3,475	188,408	-15.19%	234.62%	-10.58%
Unduplicated Students	19,193	639	19,832	21,922	169	22,091	-12.45%	278.11%	-10.23%
Natomas	11,628	1,475	13,103	13,206		13,206	-11.95%		-0.78%
Unduplicated Students	2,891	295	3,186	3,137		3,137	-7.84%		1.56%
SRPSTC & McClellan	28,449		28,449	28,622		28,622	-0.60%		-0.60%
Unduplicated Students	2,694		2,694	2,728		2,728	-1.25%		-1.25%
Total WSCH	196,919	13,103	210,022	226,761	3,475	230,236	-13.16%	277.07%	-8.78%
Total Unduplicated Students	24,778	934	25,712	27,787	169	27,956	-10.83%	452.66%	-8.03%
COSUMNES RIVER COLLEGE									
Main Campus	82,793	7,479	90,272	94,880	10,027	104,907	-12.74%	-25.41%	-13.95%
Unduplicated Students	10,825	397	11,222	12,684	538	13,222	-14.66%	-26.21%	-15.13%
Elk Grove	14,230	844	15,074	13,777	1,222	14,999	3.29%	-30.93%	0.50%
Unduplicated Students	905	54	959	771	59	830	17.38%	-8.47%	15.54%
Total WSCH	97,023	8,323	105,346	108,657	11,249	119,906	-10.71%	-26.01%	-12.14%
Total Unduplicated Students	11,730	451	12,181	13,455	597	14,052	-12.82%	-24.46%	-13.31%
FOLSOM LAKE COLLEGE									
Main Campus	41,359	3,019	44,378	50,423	769	51,192	-17.98%	292.83%	-13.31%
Unduplicated Students	4,172	184	4,356	5,222	36	5,258	-20.11%	411.11%	-17.15%
El Dorado Center	10,140	1,100	11,240	13,702	614	14,316	-26.00%	79.15%	-21.49%
Unduplicated Students	812	72	884	1,113	25	1,138	-27.04%	188.00%	-22.32%
Rancho Cordova	12,482	113	12,595	14,161		14,161	-11.86%		-11.06%
Unduplicated Students	2,706	24	2,730	2,881		2,881	-6.07%		-5.24%
Total WSCH	63,981	4,232	68,213	78,286	1,383	79,669	-18.27%	206.11%	-14.38%
Total Unduplicated Students	7,690	280	7,970	9,216	61	9,277	-16.56%	359.02%	-14.09%
SACRAMENTO CITY COLLEGE									
Main Campus	117,968	6,730	124,698	140,715	534	141,249	-16.17%	1160.49%	-11.72%
Unduplicated Students	11,666	343	12,009	13,037	12	13,049	-10.52%	2758.33%	-7.97%
Davis	10,465	350	10,815	13,357		13,357	-21.65%		-19.03%
Unduplicated Students	2,241	46	2,287	2,975		2,975	-24.67%		-23.13%
West Sacramento	10,420	317	10,737	11,466		11,466	-9.12%		-6.36%
Unduplicated Students	2,312	66	2,378	2,397		2,397	-3.55%		-0.79%
Total WSCH	138,853	7,397	146,250	165,538	534	166,072	-16.12%	1285.42%	-11.94%
Total Unduplicated Students	16,219	455	16,674	18,409	12	18,421	-11.90%	3691.67%	-9.48%
DISTRICT TOTAL									
Main Colleges	398,961	28,856	427,817	470,951	14,804	485,755	-15.29%	94.92%	-11.93%
Unduplicated Students	45,856	1,563	47,419	52,865	755	53,620	-13.26%	107.02%	-11.56%
Outreach Centers	97,814	4,199	102,013	108,291	1,836	110,127	-9.67%	128.70%	-7.37%
Unduplicated Students	14,561	557	15,118	16,002	84	16,086	-9.01%	563.10%	-6.02%
Total WSCH	496,775	33,055	529,830	579,242	16,640	595,882	-14.24%	98.65%	-11.08%
Total Unduplicated Students	60,417	2,120	62,537	68,867	839	69,706	-12.27%	152.68%	-10.28%

PPC info from Feb 1st PPC

Oliver, Julie <OliverJ@CRC.losrios.edu>

Tue 2/1/2022 3:21 PM

To: Crosier, Scott <CrosieS@crc.losrios.edu>; Mederos, Lisa-Marie <MederoL@crc.losrios.edu>; Beyrer, Gregory <BeyrerG@crc.losrios.edu>; Oliver, Julie <OliverJ@CRC.losrios.edu>; Newman, Jason <NewmanJ@CRC.losrios.edu>; Wada, Eric <Eric.Wada@flc.losrios.edu>; Cardwell, Paula <CardweP@flc.losrios.edu>; Danner, Lisa <dannerl@flc.losrios.edu>; Shubb, Alisa <ShubbA@arc.losrios.edu>; Hoffpauir, Carina <HoffpaC@arc.losrios.edu>; Tabares, Tressa <TabareT@arc.losrios.edu>; Gaudard, Amy <GaudarA@arc.losrios.edu>; Myers, Troy <MyersT@scc.losrios.edu>; Petite, Lori <PetiteL@scc.losrios.edu>; Guzman, Sandra <GuzmanS@scc.losrios.edu>; Trench, Jena <TrenchJ@crc.losrios.edu>; Anayah, Bernadette (Dr.) <AnayahB@flc.losrios.edu>; Dieli, Alice <DieliA@arc.losrios.edu>; Velasquez, Jacob <VelasqJ@crc.losrios.edu>; Beck, Danielle <BeckD@flc.losrios.edu>

1. First Reading Programs-will return to Mar PPC meeting

a. ARC

- i. Biomedical Equipment Technology (Degree)

b. CRC - None

a. FLC

- i. Human Services Paraprofessional (Certificate)

b. SCC

- i. Social Media Marketing (Certificate)
- ii. Applied Communication Skills (Certificate)
- iii. Professional and Workplace Communication (Certificate)
- iv. Real Estate Sales (Certificate)

2. Second Reading Programs-all approved

a. ARC

- i. Enterprise Mainframe System Administration
- ii. Enterprise Software Engineering and Development

a. CRC

- i. Supply Chain Solutions (Certificate)
- ii. Wildland Fire Technology (Certificate)
- iii. Tax Preparer (Certificate)

b. FLC - None

c. SCC

- i. Electro-Mechanical Technician (Degree and Certificate)

Julie A. Oliver

Professor, Biology Department

Los Rios Community College District Academic Senate President

Cosumnes River College

8401 Center Parkway

Sacramento, CA 95823-5799

Office SCI 220

phone 916-691-7581

email oliverj@crc.losrios.edu

 *Think, Act & Go GREEN - Please don't print this e-mail unless necessary.*

Resolution on Equity in Curriculum

Whereas, American River College is committed to equity and social justice through equity-minded education;¹

Whereas, equity, diversity, and inclusion are core values of American River College;²

Whereas, American River College's 2017-21 third Strategic Goal states the College will ensure "an equitable, safe, and inclusive teaching learning, and working environment" and acknowledges that "culturally relevant curriculum" is one critical element to "create the best conditions for teaching and learning.";³

Whereas, the American River College Institutional Equity Plan notes that "the curriculum is not inclusive enough of students from marginalized communities," and recommends that we "move toward establishing a requirement of the inclusion of contributions of minoritized communities living in the United States as a condition of the curriculum approval process";⁴

Whereas, the American River College African-American Disproportionate Impact Team's report notes that "white washed" curriculum sustains White supremacy and identifies culturally relevant curriculum as an important factor contributing to African-American student success;⁵

Whereas, the American River College Asian Pacific Islander Disproportionate Impact Team's report identifies culturally relevant curriculum as a "high-impact practice" and notes that, in general, API students at ARC do not see themselves reflected in the curriculum;⁶

Whereas, the American River College Latinx Disproportionate Impact Team's report notes that a lack of culturally relevant curriculum results in disproportionate impact and recommends that the college "require accurate culturally reflective and relevant curriculum";⁷

Whereas, the American River College LGBTQIA+ Disproportionate Impact Team's report notes that "Curriculum that is not inclusive of LGBTQIA+ voices, experiences, and issues, or that includes anti-LGBTQIA+ bias, sustains heteronormativity. LGBTQIA+ inclusive curriculum challenges heteronormativity" and contributes to student success;⁸

¹ [Commitment to Social Justice and Equity](#)

² [Our Values: Equity and Diversity](#)

³ [Strategic Goals 2017-21](#)

⁴ [Institutional Equity Plan](#)

⁵ [African-American DI Team Report](#)

⁶ [Asian Pacific Islander DI Team Report](#)

⁷ [Latinx DI Team Report](#)

⁸ [LGBTQIA+ DI Team Report](#)

Whereas, the American River College Native American Disproportionate Impact Team's report noted that the "invisibility" and "dehumanization of Native peoples," "colonial history as the norm," being surrounded by educators and students who have little or no "true knowledge of American Indian lived history and experience," and "not finding American Indian identity reflected in any part of the campus," are barriers and de-motivators for Native American students at ARC;⁹

Whereas, the statewide Academic Senate's Position Paper *Anti-Racism Education in California Community Colleges* recognizes the importance of curriculum for anti-racism, and recommends that local senates "Enact culturally responsive curricular redesign within disciplines, courses, and programs and with curriculum committees";¹⁰

Whereas, the California Community Colleges Chancellor's Office calls for faculty to "evaluate all courses for diversity of representation and culturally-relevant content";¹¹

Whereas, the course outline of record is "central to the curricular processes in the California community colleges" and "lays out the expected content and objectives for a course for use by any faculty member who teaches the course";¹²

Be it resolved that, the Academic Senate will ensure, through direction given to the Curriculum Committee, that equity, diversity, inclusion, cultural responsiveness, and anti-racism are appropriately reflected in the course outlines of record.

⁹ [Native American DI Team Report](#)

¹⁰ [Anti-Racism Education in California Community Colleges](#)

¹¹ [California Community Colleges Family Letter June 5, 2020](#)

¹² [The Course Outline of Record: A Curriculum Reference Guide Revisited](#)

Resolution on the Need for Institutional Support for Faculty Program Review

Whereas the Executive Leadership Team approved the Integrated Planning Guide, developed by the Integrated Planning Improvement Project Team, on March 4th, 2019, which states that “Planning at the unit level is another essential component of ARC’s integrated planning structure” and that “Units use a **data-informed approach** to regularly assess effectiveness, plan for the future, and request resources to carry out those plans.”

Whereas, the Inquiry Guides which were established within the Integrated Planning Guide to support use of a data-informed approach, recommend Program-level initiated research through a process by which “additional data can be requested through the ARC Research Office.” Such requests include:

- New data collection: submit a request for assistance with surveys, focus groups, or other collection methods
- Existing data: submit a request to pull existing data which is not available in standard reports (e.g., different time frame or more detailed data)
- Research support: submit a request for guidance or assistance with a specific line of inquiry

Whereas, the Inquiry Guide for Instructional Units states that “analysis of available data is the starting point for assessment of the planning unit’s effectiveness”, and suggest the following program-level data be considered:

- 5-Year Trends Report (provides a wide variety of program-level metrics including headcount/enrollment, demographics, success/retention, FTES, productivity)
- 5-Year Trends by Modality (same metrics, but segmented by Face-to-Face, Online, and Hybrid modalities)
- Course Offering History (provides offering history with cancellation rates and other relevant data)
- 3-Year Subject-Level Success Rates (headcount, course/section count, FTES, success, and withdrawal; overall rates and breakdown by modality)
- 3-Year Subject-Level Success Rates by Equity (headcount, success, withdrawal with breakdown by race/ethnicity, age, gender, and special populations; may include intersection of factors such as race/ethnicity and gender)
- 3-Year Course-Level Success Rates (similar to subject level above)
- 3-Year Course-Level Success Rates by Equity (similar to subject level above)

- Degree and Certificate Trends (trends by degree/certificate with award count and student count; may include equity breakdowns at either summary or specific award level depending on volume of awards)

Whereas, the Inquiry Guide for Student Service Units also states that “analysis of available data is the starting point for assessment of the planning unit’s effectiveness”, and suggest the following program-level data be considered:

- 5-Year Service Review Report - applies to any service that is not accessed by all students
 - 5-year trend of participants (headcount) in the specific service
 - Demographics of participants compared to the entire student population
 - Milestones of participants compared to the entire student population (e.g., 15 units, 30 units)
 - Persistence rates of students using this service vs. not using this service
 - Persistence rates of students using this service and at least one other service vs. this service alone vs. no services
 - Demographics of participants who did not persist compared to all participants
 - Rates of use of other services (% of participants who are using 1 other service, 2 other services, 3 other services, etc.)
 - Completion rates of participants compared to the entire student population or subpopulation
 - Service usage rates for those services that collect usage data (e.g., tutoring)
 - Phone activity reports (if data is available on call volume, length of calls, dropped calls, etc.)
 - Custom report designed for each service that includes metrics based on the specific function
- SSO Assessment Reports

Whereas, the Program Review process relies on the support of each unit’s QuEST (Quality Enhancement Support Teams), on which members of the ARC Research Department serve a critical role.

Whereas, the Program Review Committee is responsible for the establishment of the Program Review cycle, which regularly occurs with the assessment and analysis phase requiring research support taking place from October through November.

Resolved, that the ARC Academic Senate work with college administration to ensure sufficient allocation and/or development of cooperative, effective research support to faculty working on Program Review, and

Resolved, that this research support be provided within the timeframe designated by the Program Review Committee.

Student Success Council Report from 2/1/21

Updates and Brief Reports:

- **Ruby Dean Smith Memorial:** In honor of Ruby Dean-Smith's passing, the Student Success Council took a moment of silence for one of our own. A ceremony of remembrance for Ruby was held outside of Natomas Center with over 50 of family, friends and colleagues attending.
- **Incoming SCC co-chair:** Marianne Harris is our incoming Student Success Council co-chair.
- **Accreditation update:** Frank Kobayashi is now serving as Accreditation Liaison Officer during the accreditation process. The ISER Team has been formulated and a College "Open Forum" will take place on February 17th from 9:45 a.m. to 10:45 a.m. with the ISER Team. At the end of February, the ISER Team will present the College with Core Inquiries. The Focused Site Visit will take place the week of October 10th.
- **OER Award Program update:** Open Educational Resources (OER) has 8 department teams such as Sociology, Speech, English, Spanish, Chemistry and English As Second Language with reassign time for project leads. In addition, 35 individual faculty members are working on their own resources. There is a peer mentorship component, and the program is exploring the possibilities of a website repository and whether it would be possible to have an entire ZTC student course schedule.
- **Bias Response Project Team update:** Bias Response Project Team incorporated edits from Student Success Council, Executive Leadership Team (ELT) approved the Charter and now individual members will be appointed.

Action Items: (none)

Discussion Items:

- **HomeBases Resource Panel II:** The HomeBases Resource Panel II is a continuation of work from last semester. A rough draft of a Charter was reviewed and feedback given about project scope and purpose, organizational structure, additional options, Program Review, need for qualitative data, focus groups, and partnerships. **The chair encouraged all feedback to be recorded on the document as edits, and for all Council members to gather feedback from their areas on what their questions, concerns, goals, and hopes for HomeBases are. We will discuss this again at our next meeting.**
- **Student Design Team:** Valerie Adger gave an overview of the Student Design Team and the work they've done so far. When departments or individuals need to hear from our students, the Student Design Team is called to action. Any group can make a project-based request by completing a request form.

Report submitted by Carina Hoffpauir, Student Success Council Academic Senate representative.

HyFlex Report

DETC-DCCC Joint Workgroup

Dec 7, 2021

The Los Rios district's response to the recent pandemic has opened new doors in the delivery of educational opportunities to students. The following report is the result of a desire to meet students' needs for flexibility in scheduling, provide quality learning modalities, balance faculty workloads, and secure equity across our student population.

Additional "flex" modalities present an option to provide equitable access to courses, including learning opportunities, class materials, resources, and other success measures for students. Because the instructor and student are separated by distance and/or time, these "flex" modalities are classified as Distance Education (DE). Refer to the Appendix for a comparison chart.

Los Rios' primary transfer institution, CSU Sacramento, has outlined available [instructional modalities](#) on their website. We have attempted to align our definitions of HyFlex and SyncFlex with those of CSUS to minimize confusion for students enrolling at both institutions simultaneously.

HyFlex

Modalities: In-person, Synchronous online, Asynchronous online

Definition: Students choose between three options of how, when, and where they attend class. Students can decide which option to select week-by-week throughout the semester.

- Option 1: Meet at the scheduled class time in person in an on-campus classroom.
- Option 2: Meet at the scheduled class time through a remote connection.
- Option 3: Attend asynchronously completing class sessions using online materials.

Example: Class meets MWF 9:00-9:50 AM. in MND 1003 *and* via a live Zoom connection *and* available asynchronously via Canvas.

SyncFlex

Modalities: In-person and Synchronous Online

Notes: This modality differs from HyFlex in that there is *no asynchronous online option*. CSUS calls this "HerkyFlex" to fit within their mascot branding.

Definition: Students choose between two options of how, when, and where they attend class. Students will make their selection about which option they will take upon enrolling in the class:

- Option 1: Meet at scheduled class times, in-person, on campus.
- Option 2: Meet at predetermined scheduled class times online through a remote connection.

Example: Class meets MWF 9:00-9:50 M. in MND 1003 *and* via a live Zoom connection.

HyFlex and SyncFlex Considerations:

Teaching the same group of students simultaneously using multiple modalities offers unique challenges. Faculty, students, and support staff should consult the following before opting-in to a HyFlex or SyncFlex course.

Operational

- How will these modalities be coded? Fully online, partially online, or other form of DE?
- How will attendance be measured for students selecting the asynchronous option?
- How will attendance be measured if a student switches between modalities?
- How will retention be tracked for HyFlex and/or SyncFlex courses? How will your department know which of the three modalities had the poorest retention?
- How will vaccine mandates affect enrollment in HyFlex or SyncFlex courses?

Instructors

- **Instructor Attendance:** on-campus presence at all scheduled meeting times is expected
- **Workload:** if you're not already comfortable teaching synchronous and/or asynchronous online modalities, this is a heavy lift.
- **Technology:** how will instructors receive training for using the equipment?
- **Classroom Management:** how will the instructor engage all synchronous students, both on-campus and via live remote connection.
 - During class, how does the instructor make eye contact with all students if the camera is in one location and the Zoom screen is in another location, and neither within the same field of view as the in-person students?
- **Regular and Effective Contact:** how will the instructor ensure regular and substantive interaction with students selecting the synchronous and/or asynchronous options?
 - It's tough for remote students to know who is speaking in the physical classroom because there is not a highlighted box around the speaker like there is for remote attendees.
- **Course Design:** how will the instructor ensure that each modality provides students opportunities to develop skills necessary to achieve course outcomes?
- **Equitable Learning Opportunities:** how will the instructor ensure that students will experience equitable learning opportunities regardless of the modality they select?
- **Preparing Students:** how will students know what is expected of them?
- **Student expectations of privacy:** will the camera in the room show what's on the devices being used by in-person students?
- **Performance release:** If a session is recorded and put online, any students whose faces can be seen will need to sign a performance release.

Students

- **Understanding Modalities:** how will the District ensure students understand these new modalities, and how they affect their course selection?

- **Access to Technology:** do students know the technology requirements for the course, and if so, do they have access to the required technology?
- **Comfort with Technology:** are students comfortable using webconferencing software, an online learning management system, and other technology tools to access course materials and interact with their peers and their instructor?
- **Student Engagement:** are students prepared to engage in course activities, even when accessing the course remotely or asynchronously?
- **Recordings:** are students comfortable with being recorded if they plan to attend the course synchronously or on-campus?

Room Setup and Support

- Does the room have a **microphone** so that remote students can hear in-person students clearly no matter where they are sitting in the room?
- Does the room have a microphone capable of **distinguishing the current speaker from the ambient noises** in the room, including side conversations among in-person students?
- Will there be a **screen at the back of the room** so the instructor can have the in-person students and remote students in their field of view? If so, will it be big enough so that the instructor can see remote attendees and whatever instructional material is being used?
- What kind of support will be available **in the classroom**? Will it be comparable to the support offered for ITV courses in the past?
 - ITV had at least two support people for each and every class
 - “With proper support staff in the room each time”
- What kind of support will be available to students who **access live sessions remotely** ?
- How do we properly and appropriately **edit and archive recordings**?
 - Who will ensure recordings protect student’s right to privacy?
 - Who will archive?
 - Who will edit the videos (ex: length, removing down-time, etc.)
 - Who will caption the videos?

Final Thoughts

If Los Rios adopts this new model in an attempt to be more nimble in support of our students, its success will depend on continuous assessment and a willingness to be nimble in how “flex” our instructional modalities will be. This includes effective professional development for instructional faculty and the classified professionals that will likely be needed to support this mode. The most important consideration of supporting “flex” instructional modalities will of course be student enrollment, engagement, and success.

Appendix: A Comparison of Instructional Modalities

Modality	Classification DE or Not DE	DE Curriculum Approval Requirement	Notes
On-ground & In-person	Fully on-ground instruction Not DE	None	All instruction is on-ground, in person. Content may be posted in the Learning Management System (LMS).
Asynchronous Fully Online	100% Online DE	Yes, unless in an emergency	All instruction is asynchronous using the LMS but office hours are likely synchronous.
Partially Online	Less than 100% Online DE	Yes, unless in an emergency	Course has in-person requirements, as approved through curriculum. Online instruction may be synchronous or asynchronous. Regular meeting times are listed in class schedule.
Synchronous Fully Online	100% Online DE	Yes, unless in an emergency	All instruction is synchronous online. Regular meeting times are listed in the class schedule.
Partially Synchronous, Fully Online	100% Online DE	Yes, unless in an emergency	Some portion of instruction is synchronous online. Regular meeting times are listed in the class schedule. Remaining instruction is asynchronous.
SyncFlex	Synchronous Online and/or On-ground DE optional	Yes, unless in an emergency	Students choose whether to attend synchronous online class sessions or on-ground live class sessions. No asynchronous component.
HyFlex	Synchronous or Asynchronous Online and/or On-ground DE optional	Yes, unless in an emergency	Stacking 3 modalities: Students choose whether to attend synchronous online class session or on-ground live class sessions or to complete work asynchronously in the LMS.



LOS RIOS
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Strategic Enrollment Management

December 2021

Enrollment Trends of the Past 10 Years



LOS RIOS
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Data By College



LOS RIOS
COMMUNITY
COLLEGE DISTRICT

Folsom Lake College

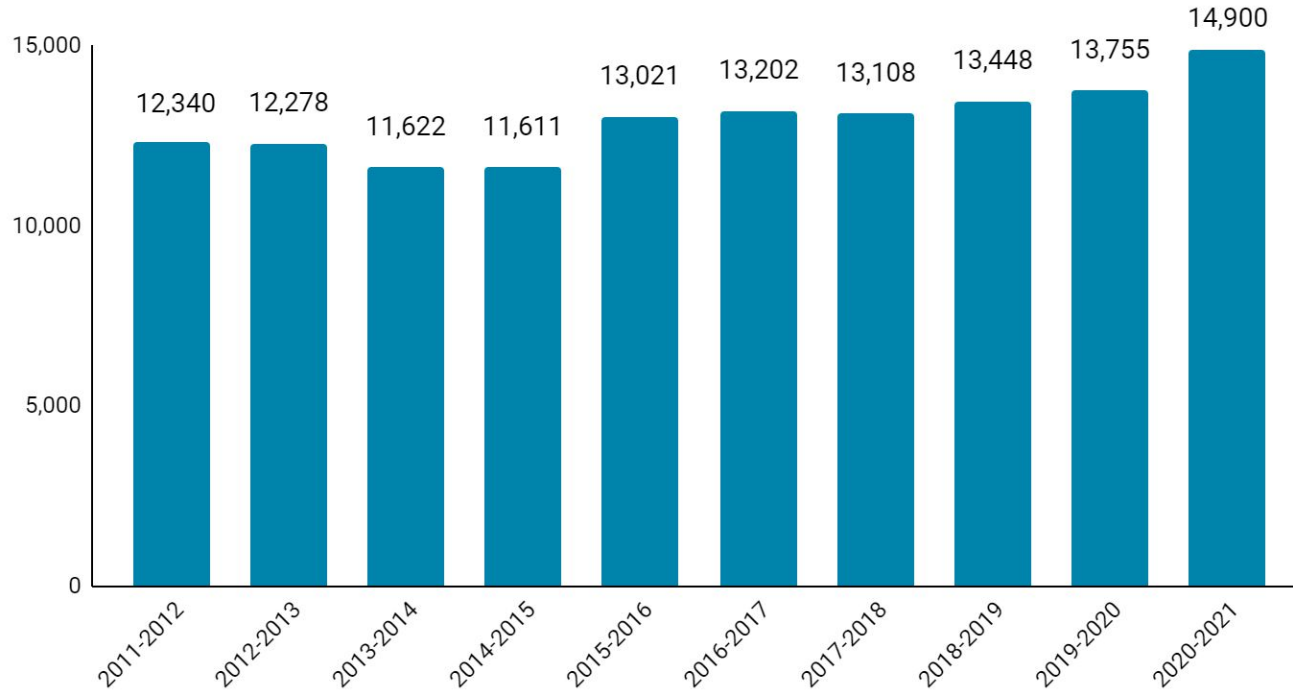
Student Enrollment

2011-2012 through 2020-2021

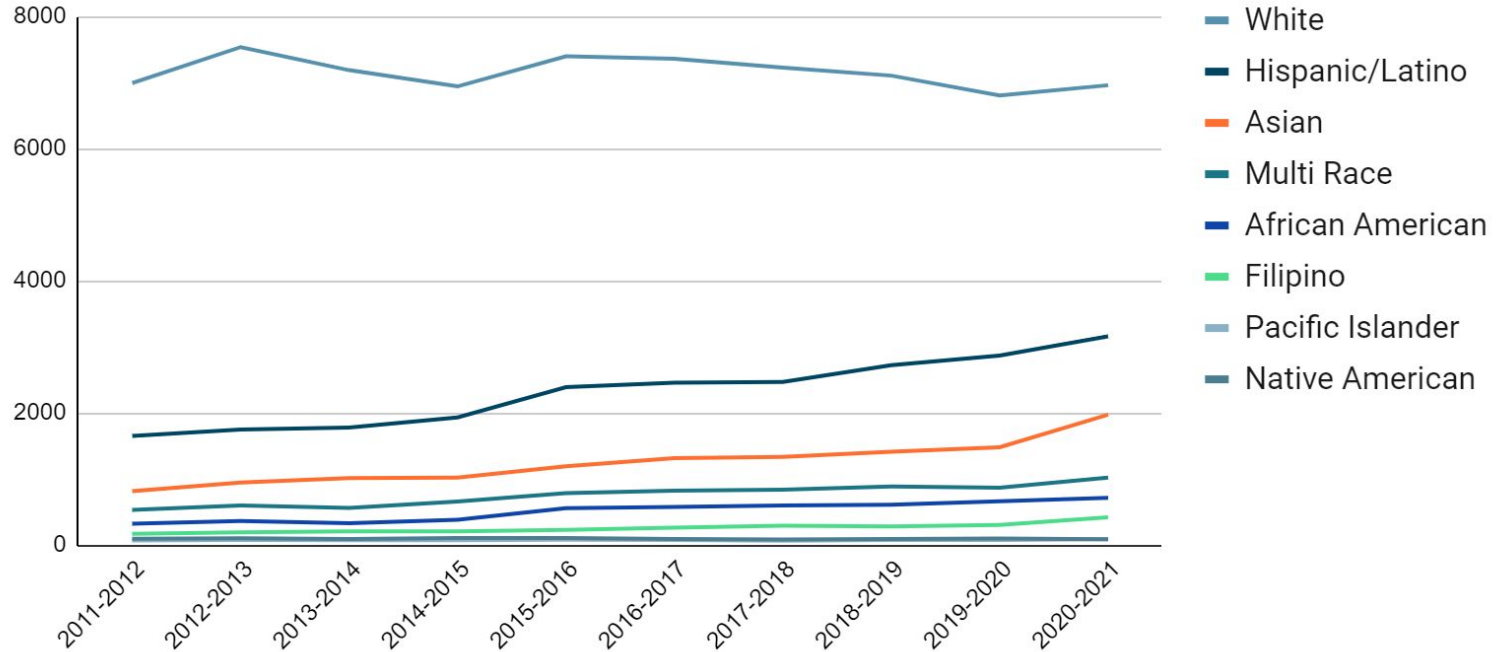


FOLSOM LAKE COLLEGE
EL DORADO CENTER | RANCHO CORDOVA CENTER

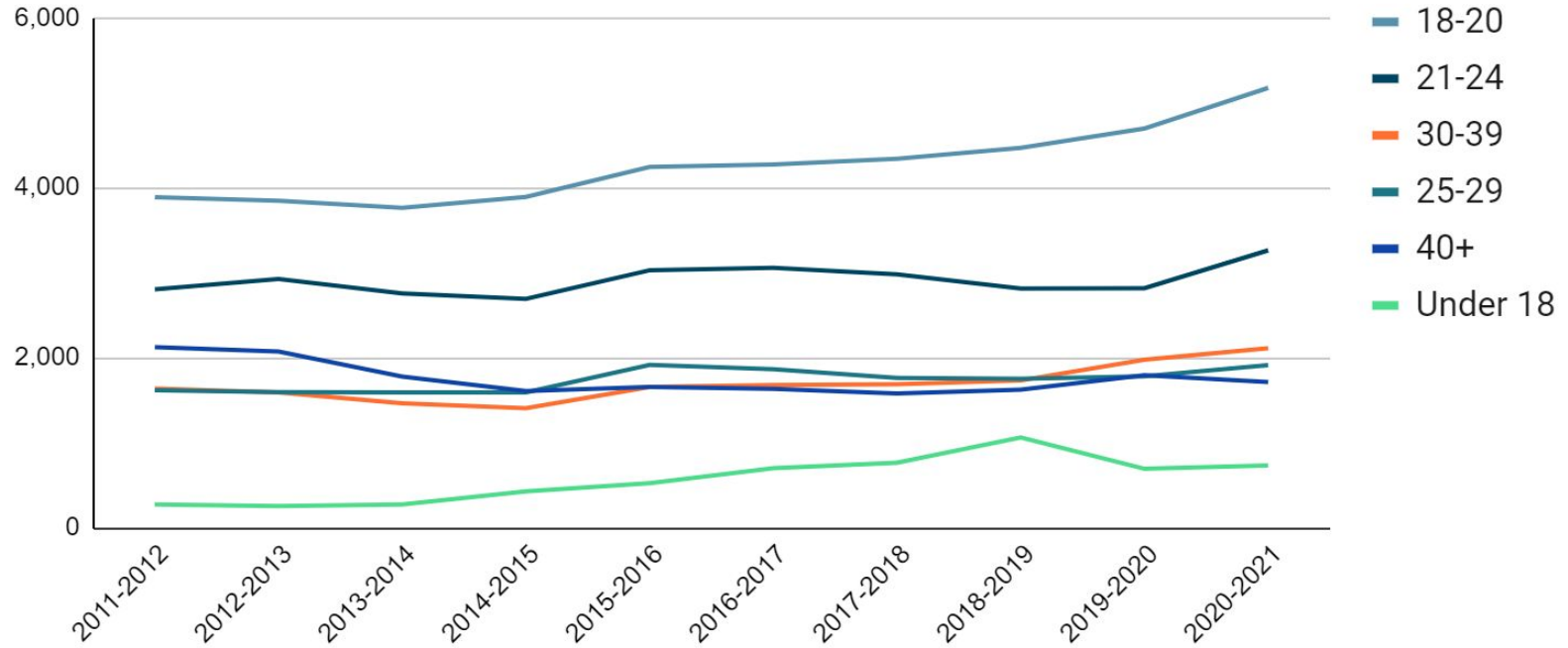
FLC Total Student Enrollment



FLC Enrollment By Race/Ethnicity



FLC Enrollment By Age

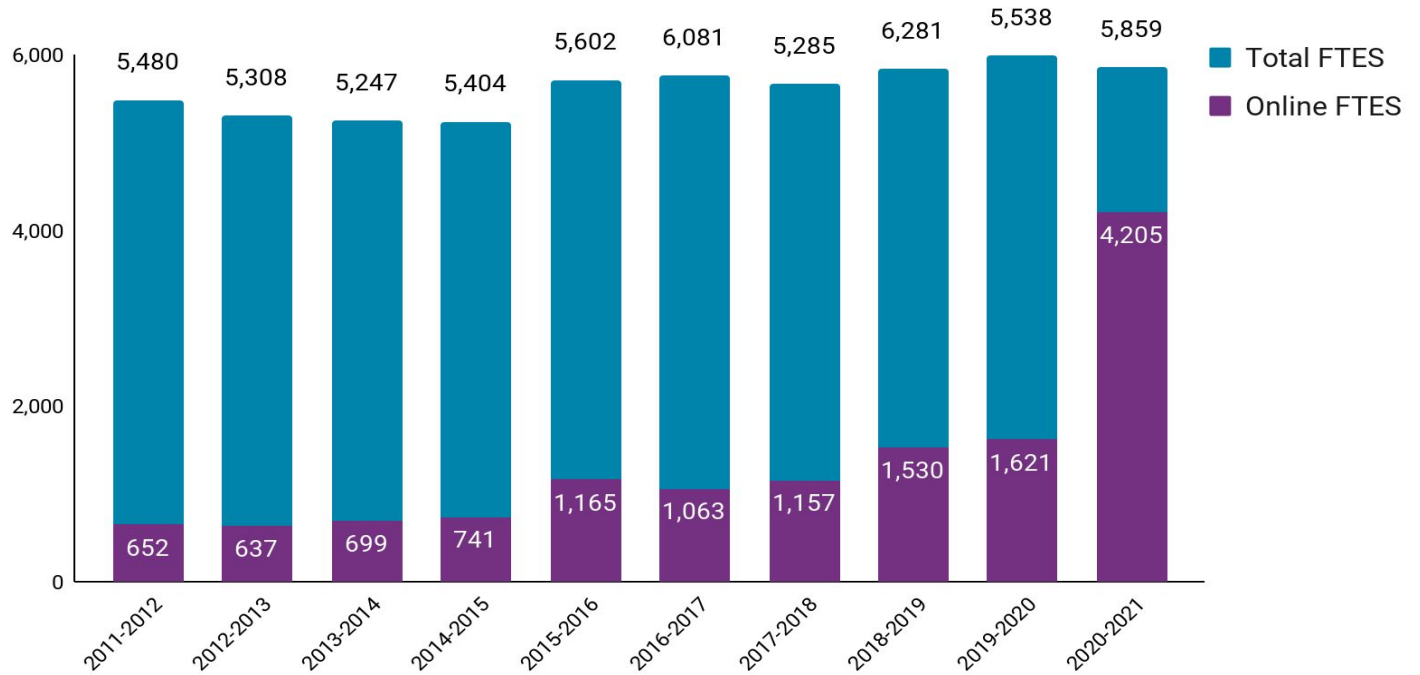


Folsom Lake College

Total and Online FTES
2011-2012 through 2020-2021



FLC Total & Online FTES

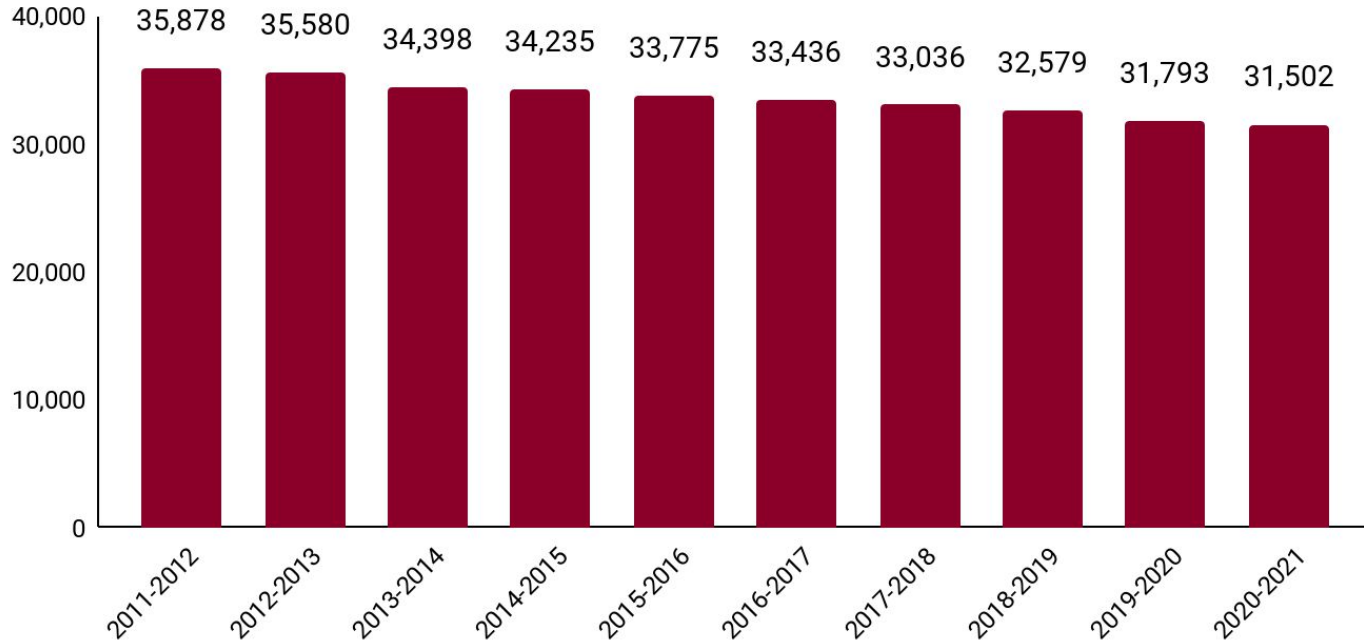


Sacramento City College

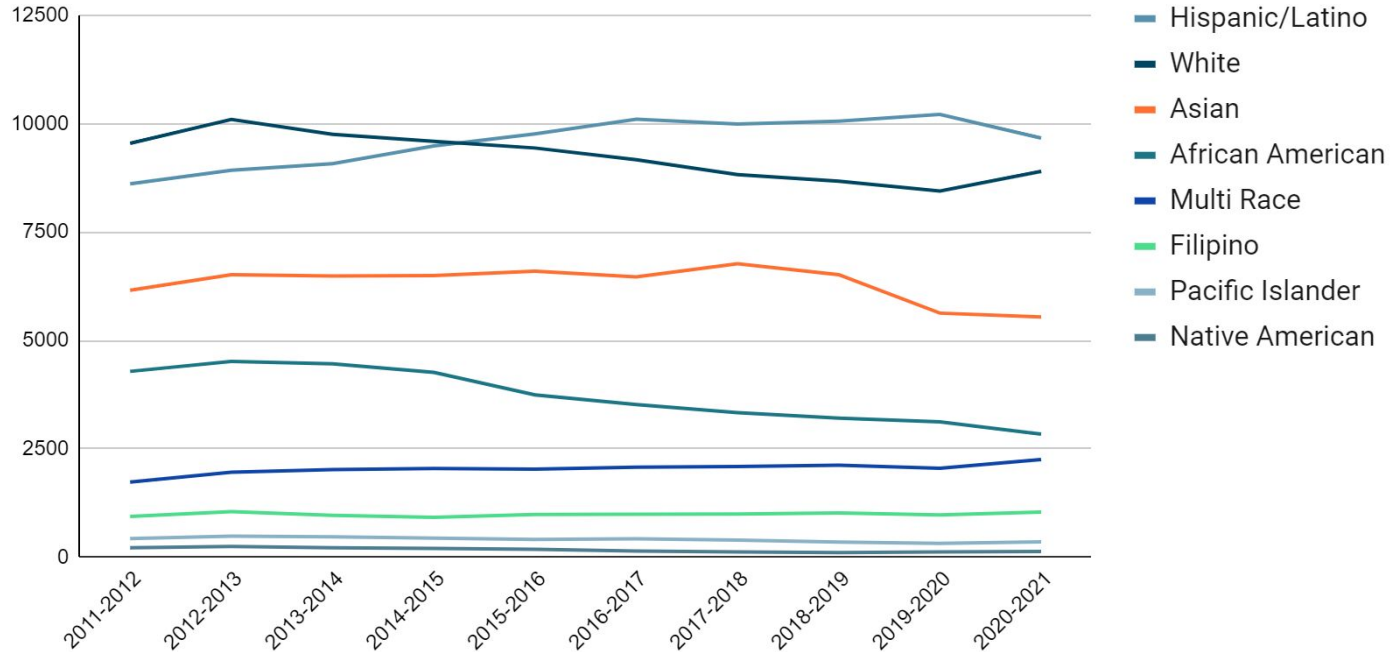
Student Enrollment

2011-2012 through 2020-2021

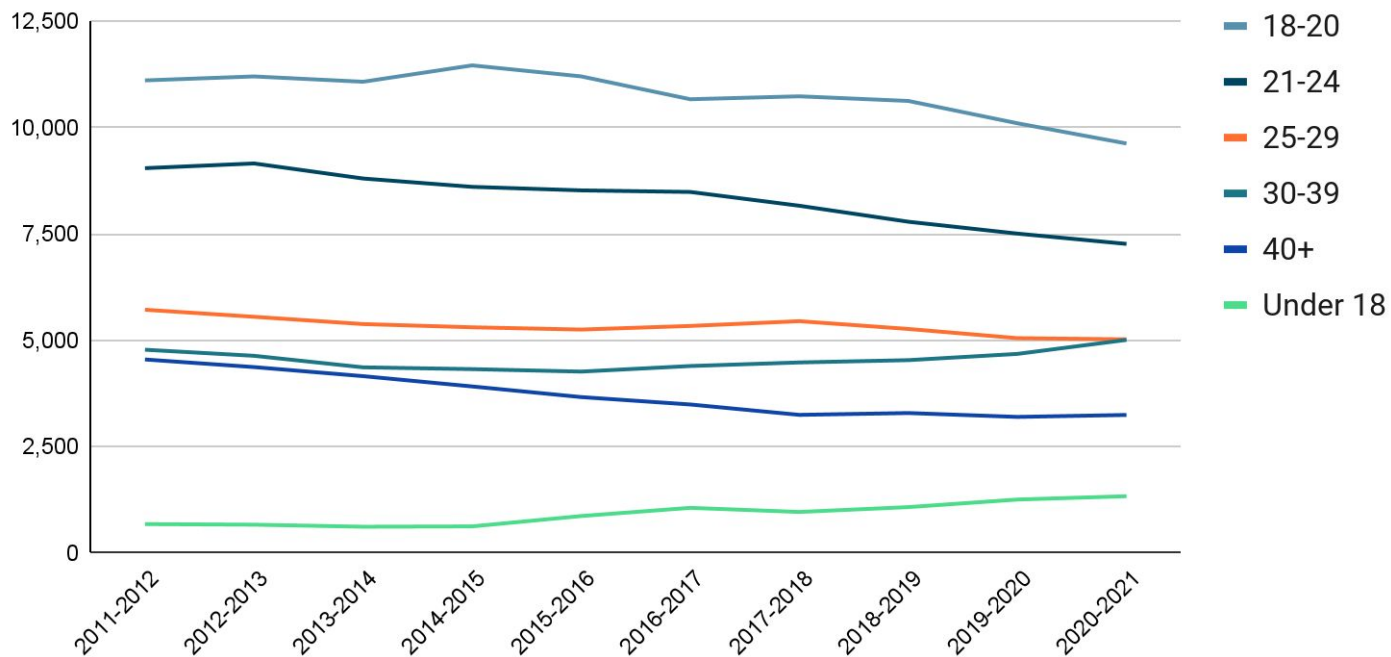
SCC Total Student Enrollment



SCC Enrollment By Race/Ethnicity



SCC Enrollment By Age

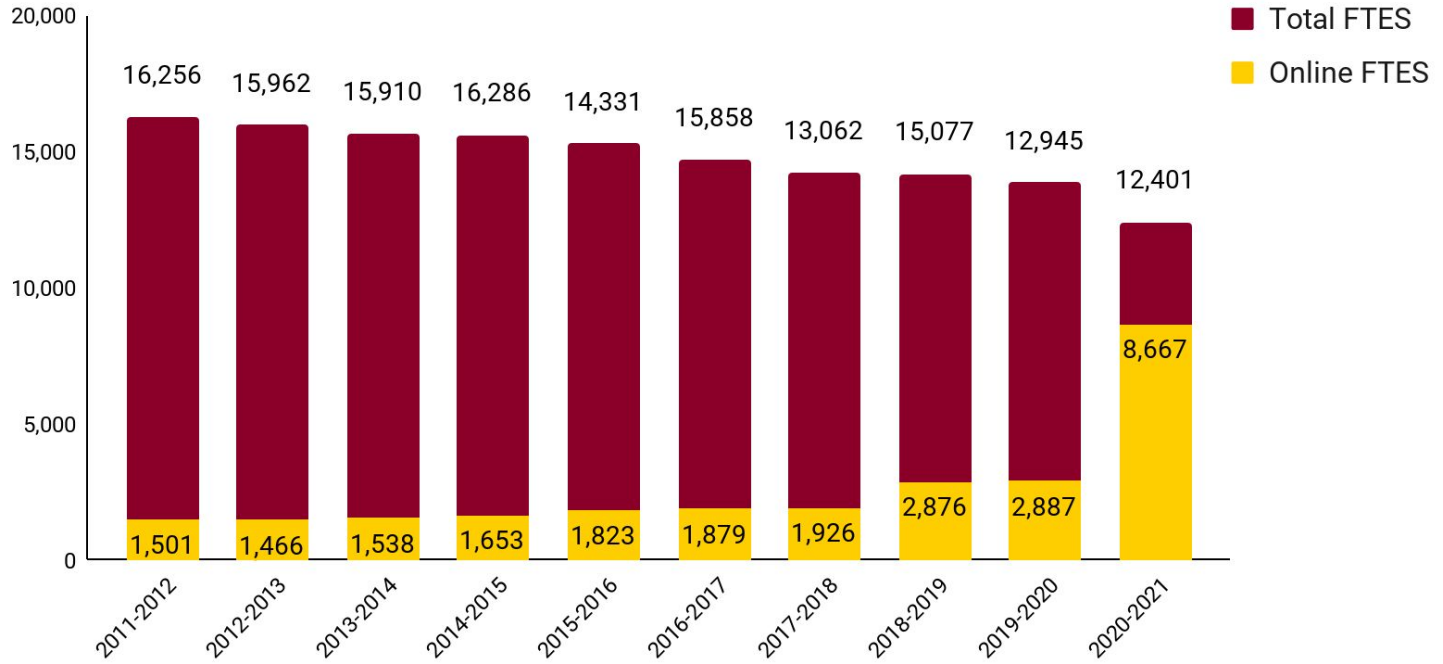


Sacramento City College

Total and Online FTES

2011-2012 through 2020-2021

SCC Total & Online FTES

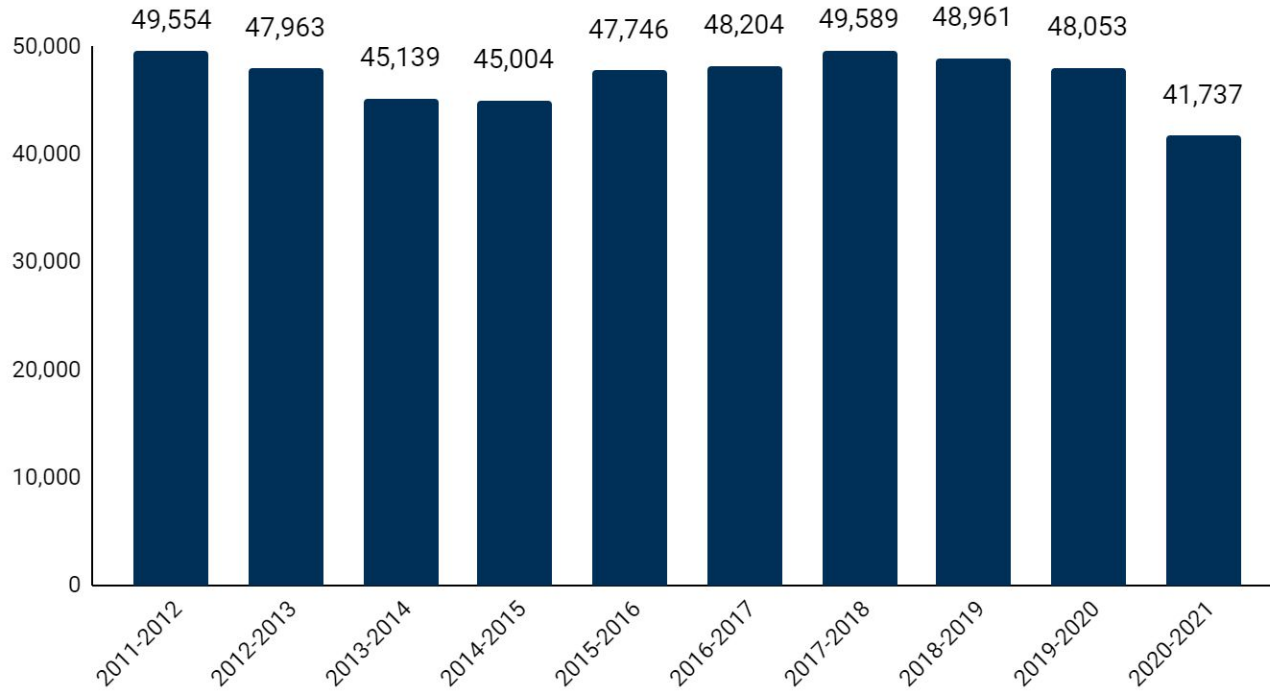


American River College

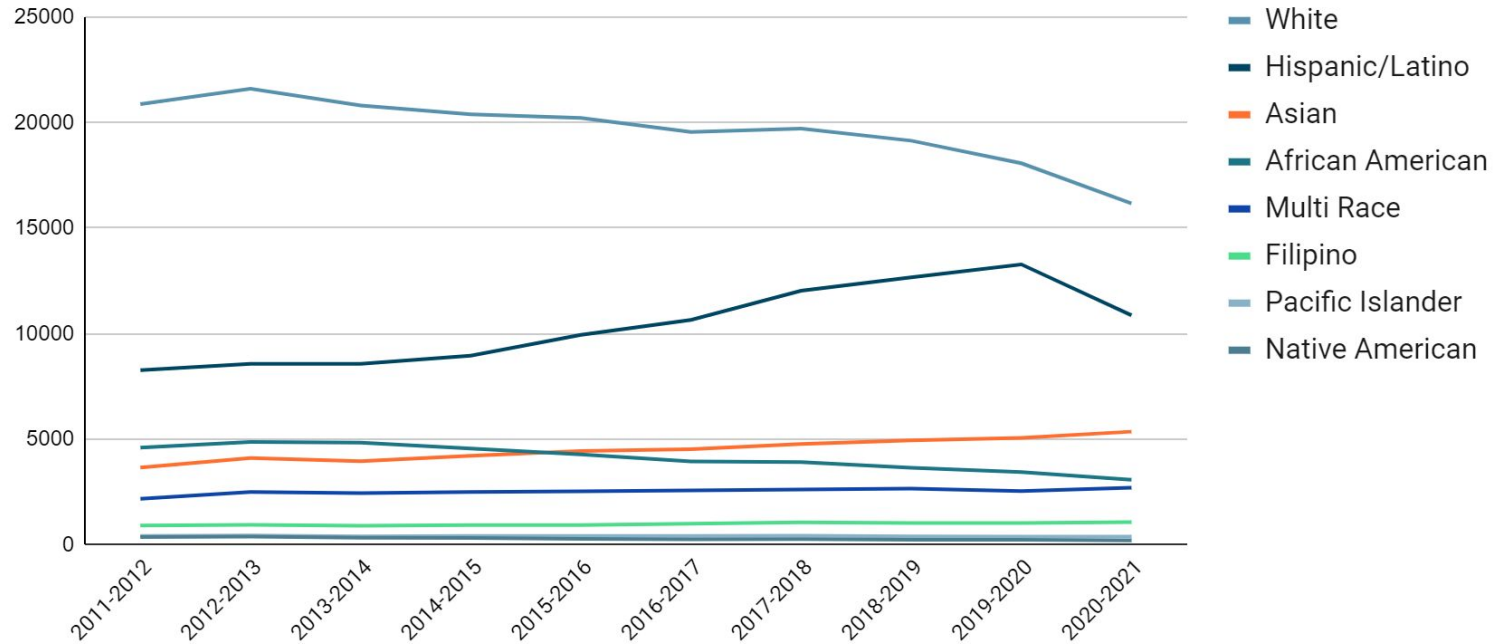
Student Enrollment

2011-2012 through 2020-2021

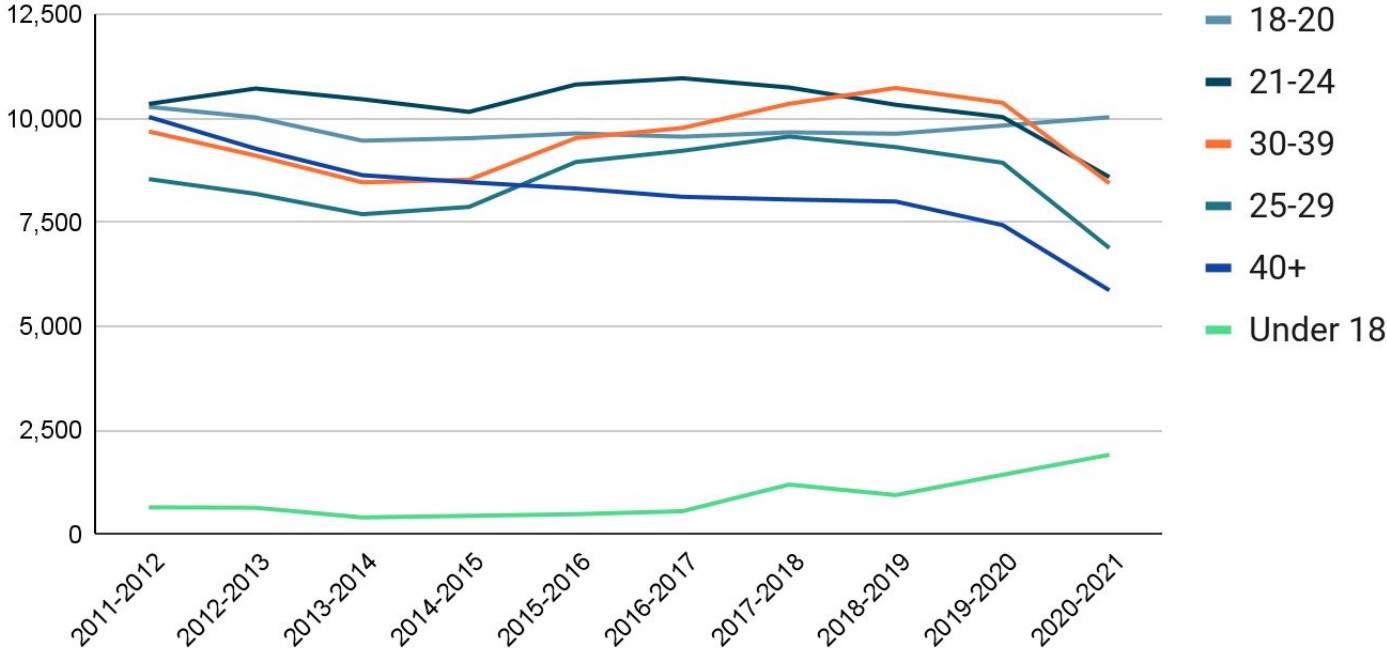
ARC Total Student Enrollment



ARC Enrollment By Race/Ethnicity



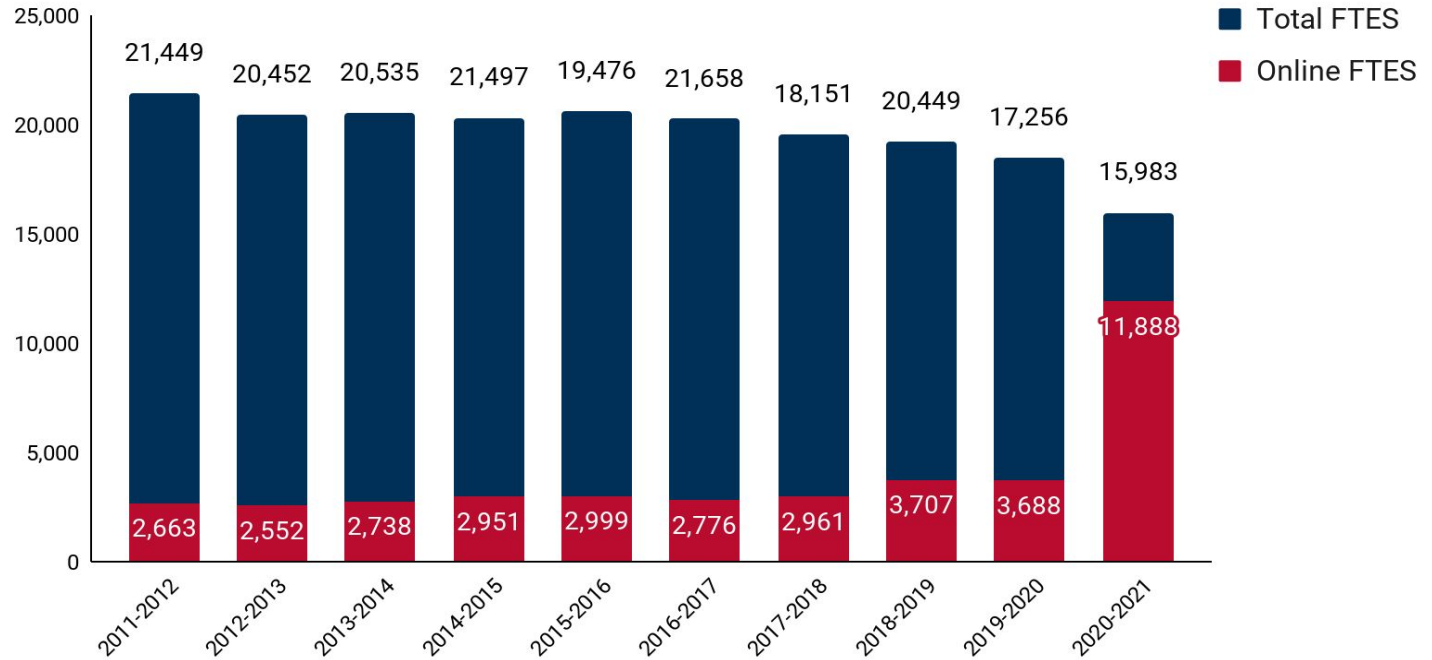
ARC Enrollment By Age



American River College

Total and Online FTES
2011-2012 through 2020-2021

ARC Total & Online FTES



Cosumnes River College

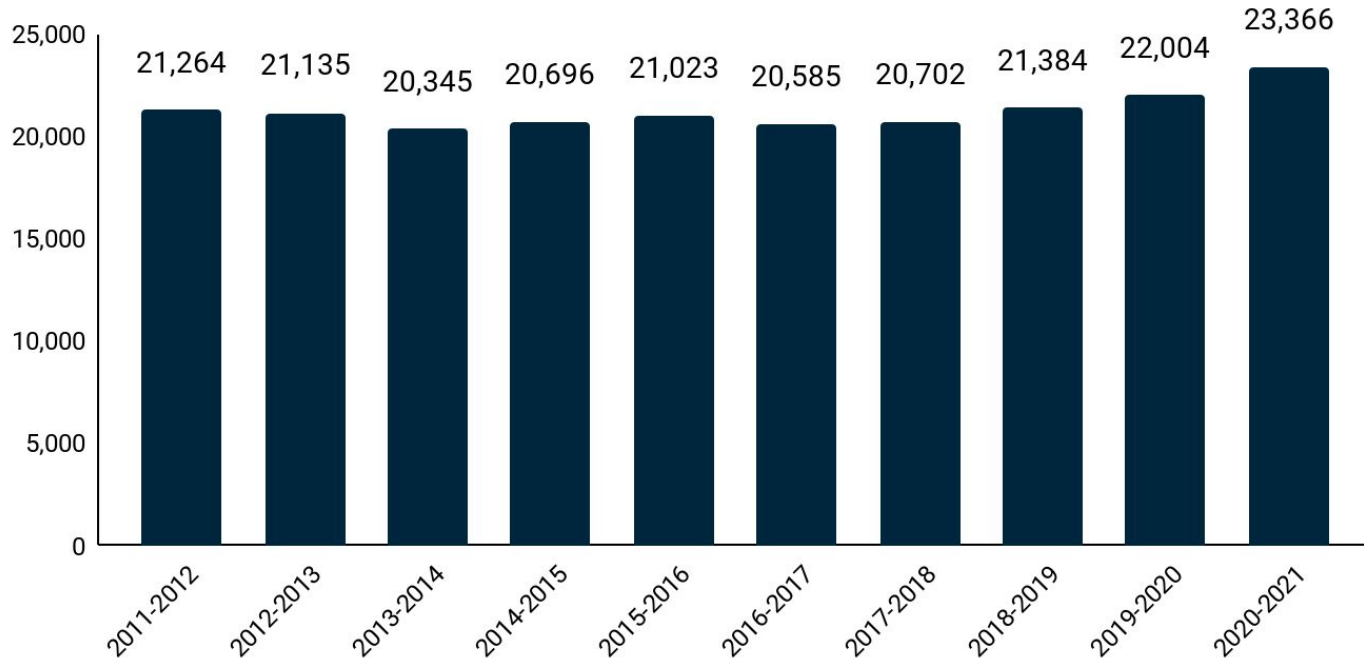
Student Enrollment

2011-2012 through 2020-2021



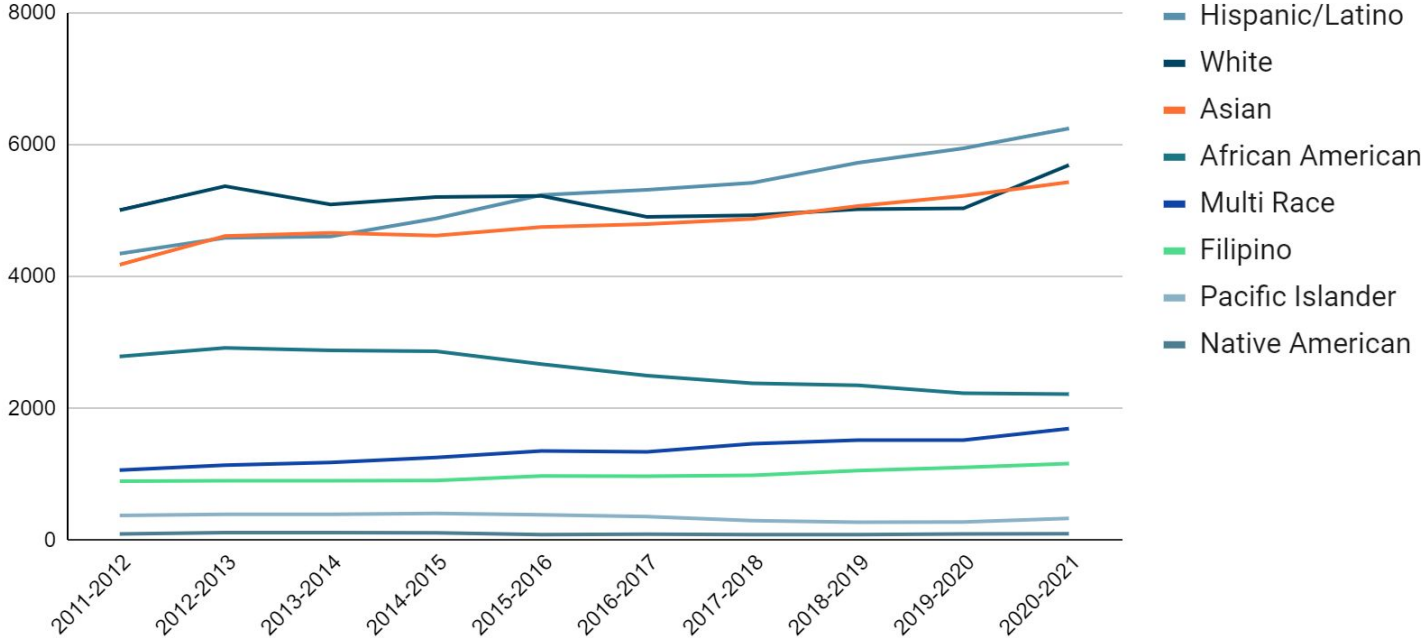
COSUMNES
RIVER COLLEGE

CRC Total Student Enrollment

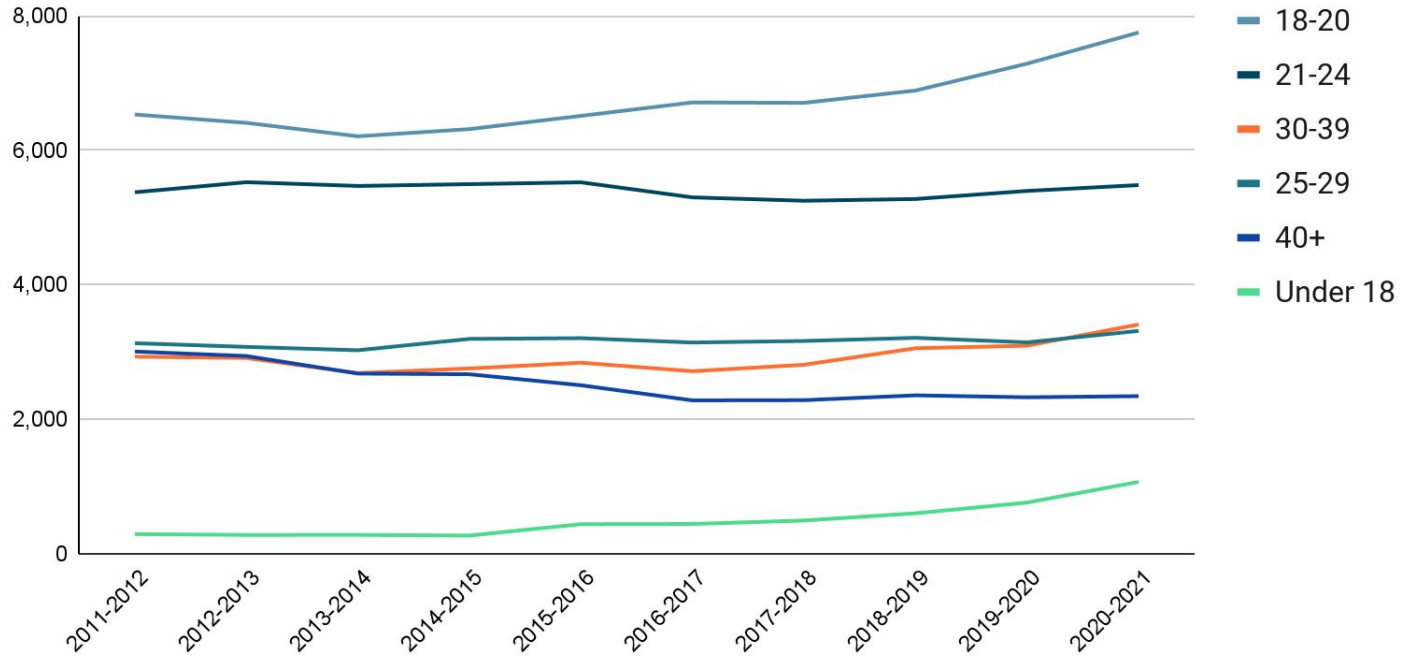


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RIVER COLLEGE

CRC Enrollment By Race/Ethnicity



CRC Enrollment By Age



Cosumnes River College

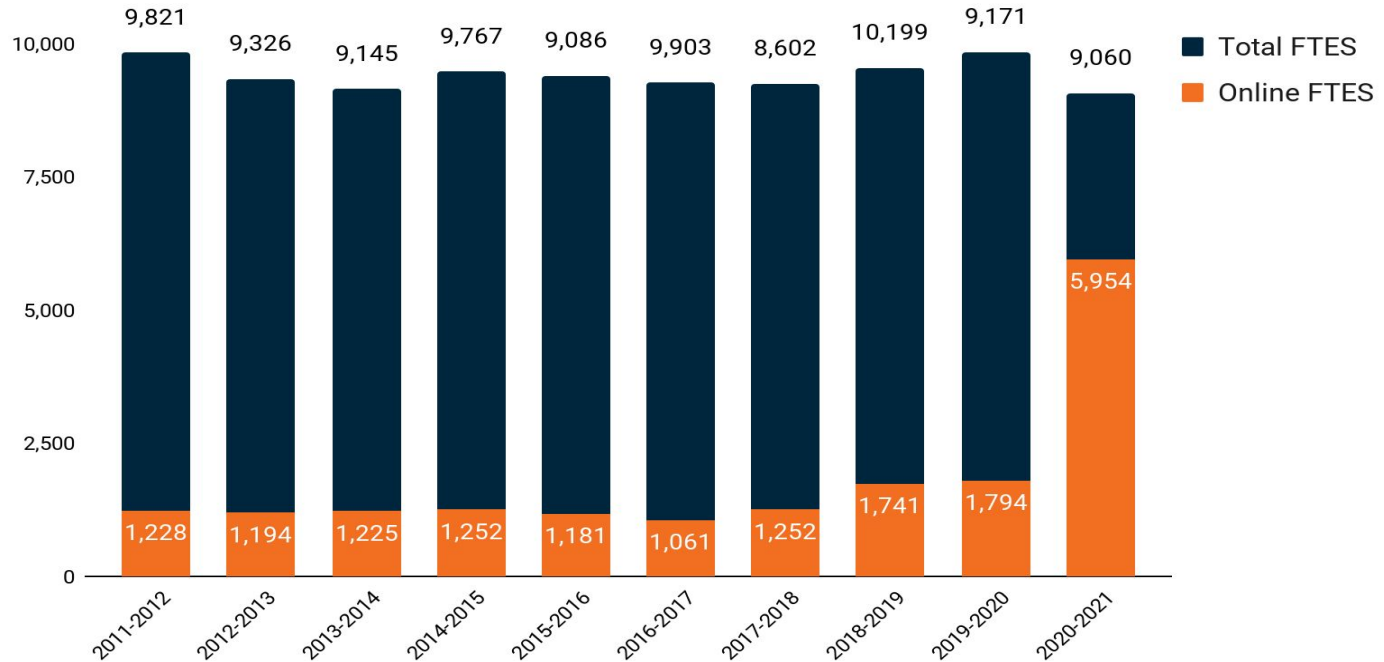
Total and Online FTES

2011-2012 through 2020-2021



COSUMNES
RIVER COLLEGE

CRC Total & Online FTES



Districtwide Data

Los Rios Community College District

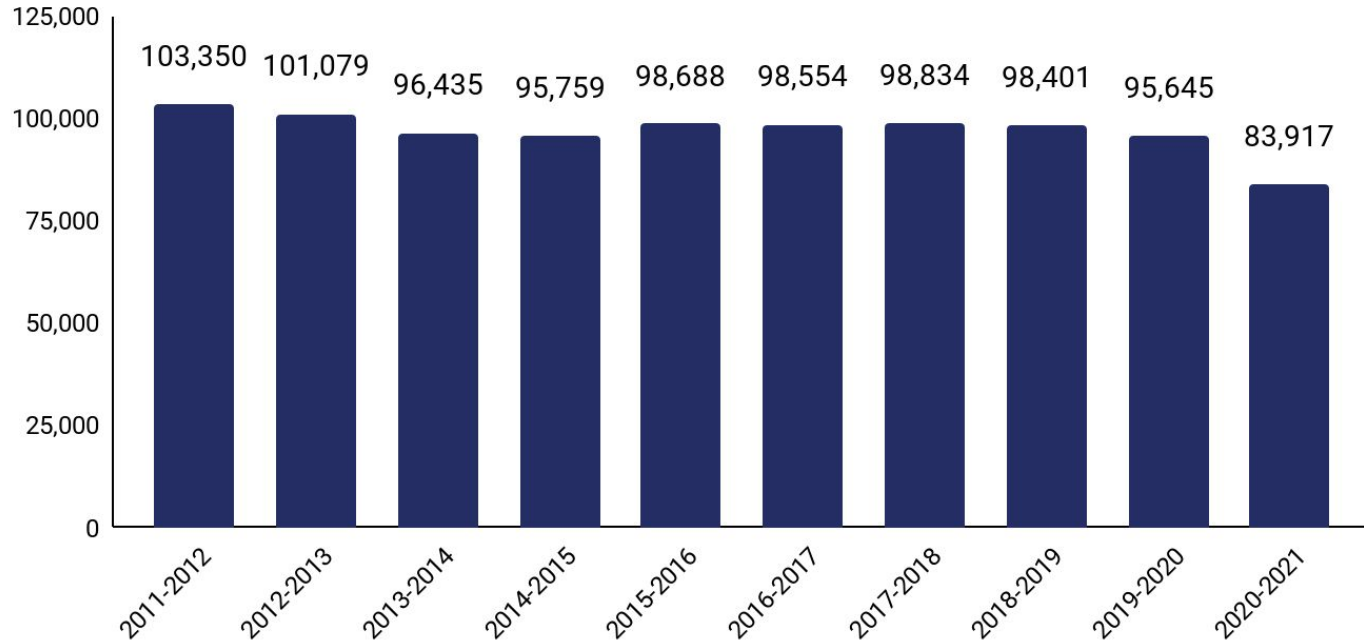
Student Enrollment

2011-2012 through 2020-2021

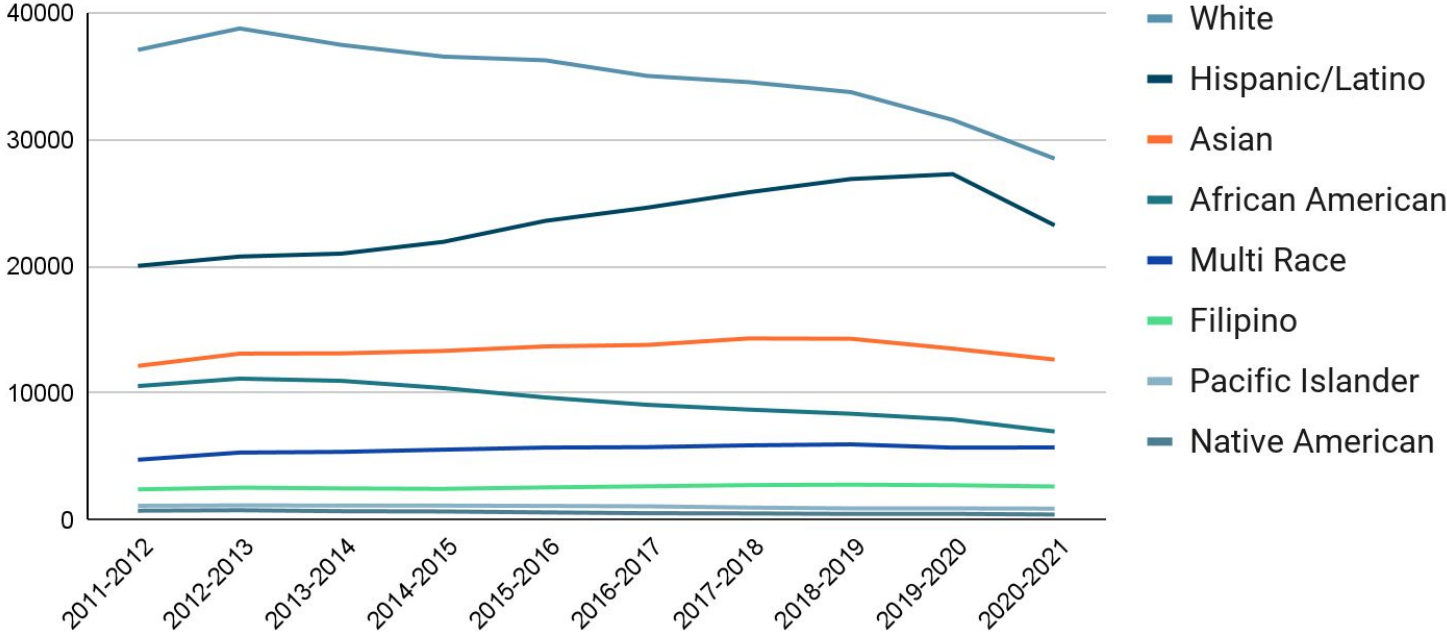


LOS RIOS
COMMUNITY
COLLEGE DISTRICT

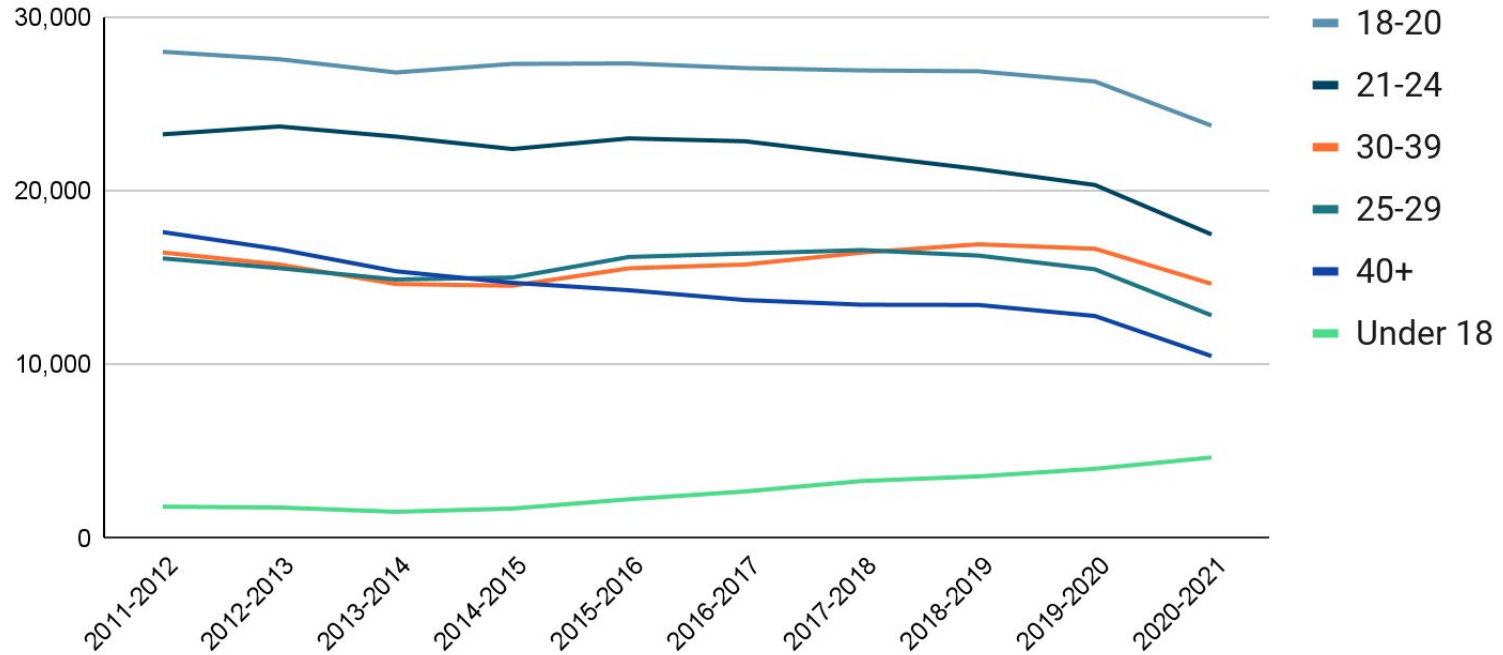
Districtwide Total Student Enrollment



Districtwide Enrollment By Race/Ethnicity



Districtwide Enrollment By Age



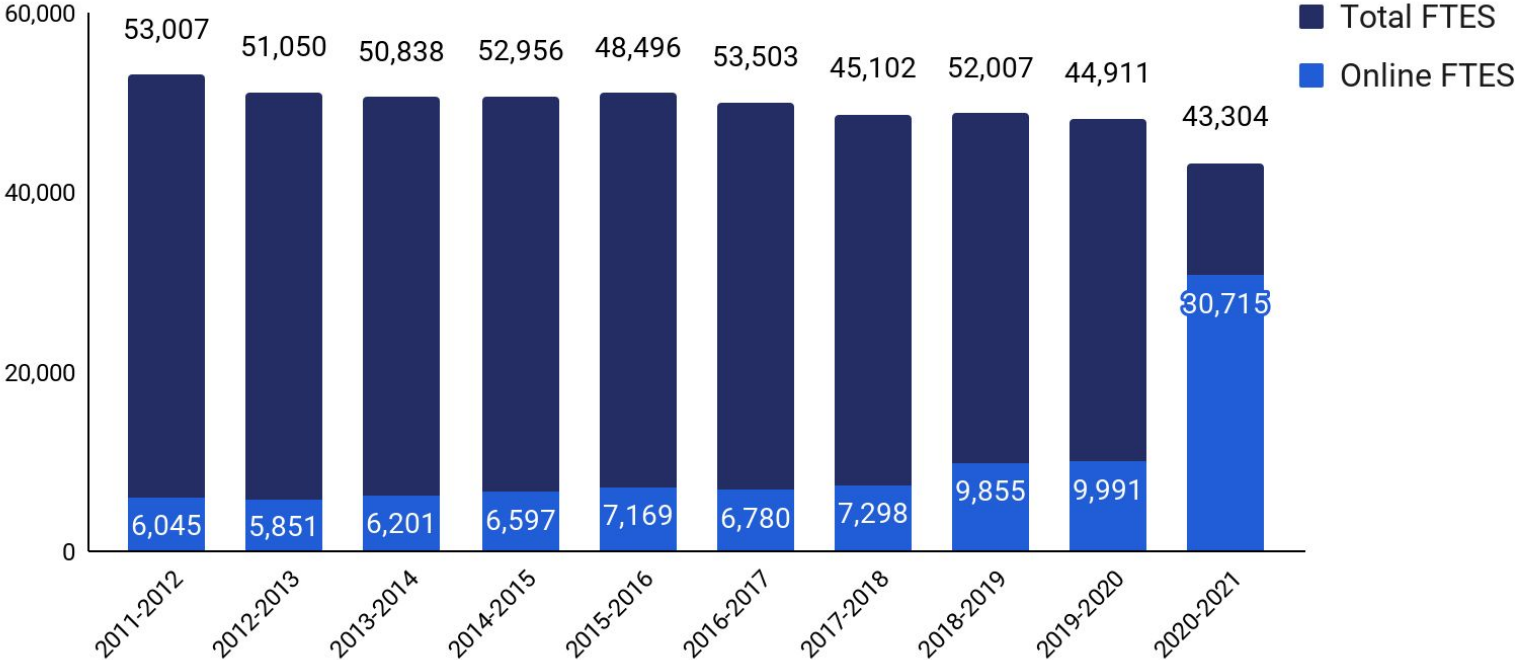
Los Rios Community College District

Total and Online FTES
2011-2012 through 2020-2021



LOS RIOS
COMMUNITY
COLLEGE DISTRICT

Districtwide Total & Online FTES



Dual Enrollment

Definitions

- **Dual Enrollment:** Students take college level courses that count for both high school and college credit.
- **Concurrent Enrollment:** Students take college courses while also enrolled in high school but don't necessarily receive dual credit.
- **Advanced Education:** Program providing high-achieving high school students the opportunity to apply to a Los Rios college and enroll in college-based courses.

Definitions (continued)

- **College and Career Pathways (CCAP) Partnerships:** Authorized as part of AB 288, CCAPs allow CC districts and high schools to enter a joint partnership and offer dual enrollment courses that count for both a high school diploma and an Associate of Arts degree.
- **Middle College High Schools:** Located on college campuses that allow students to take college courses concurrently with high school courses.

Definitions (continued)

- **Special Admit:** Umbrella term for any K-12 student enrolled in a California Community College (CCC) course. This includes advanced Education, Dual Enrollment, and Middle College students.

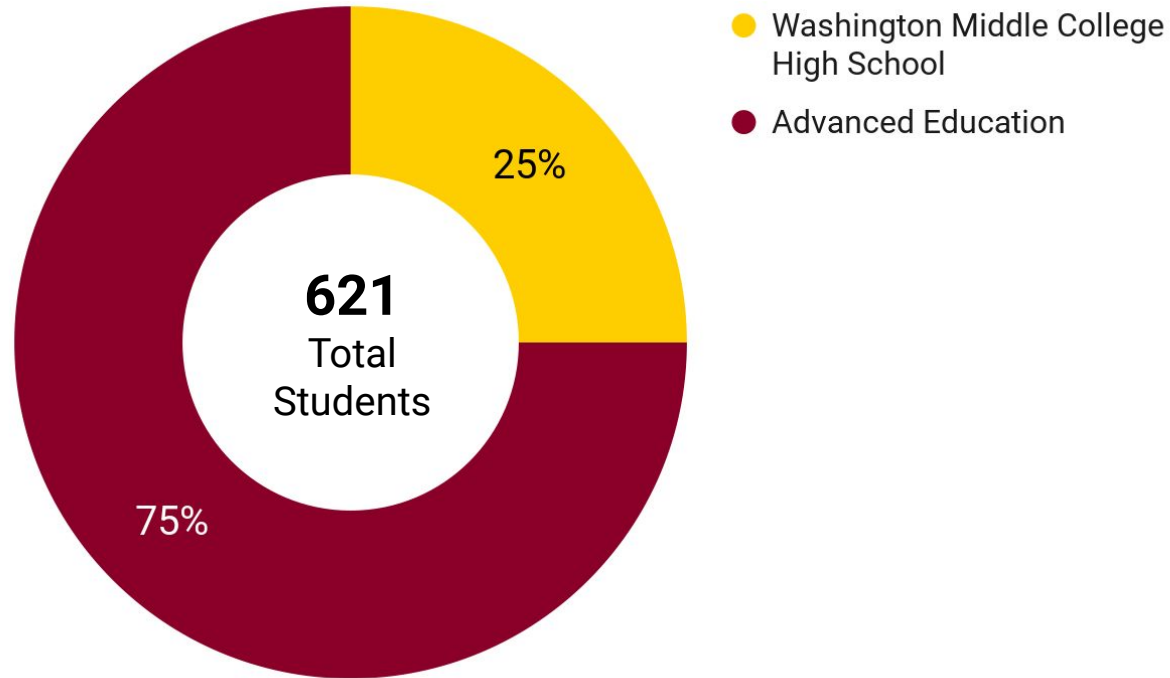
Sacramento City College

Dual Enrollment

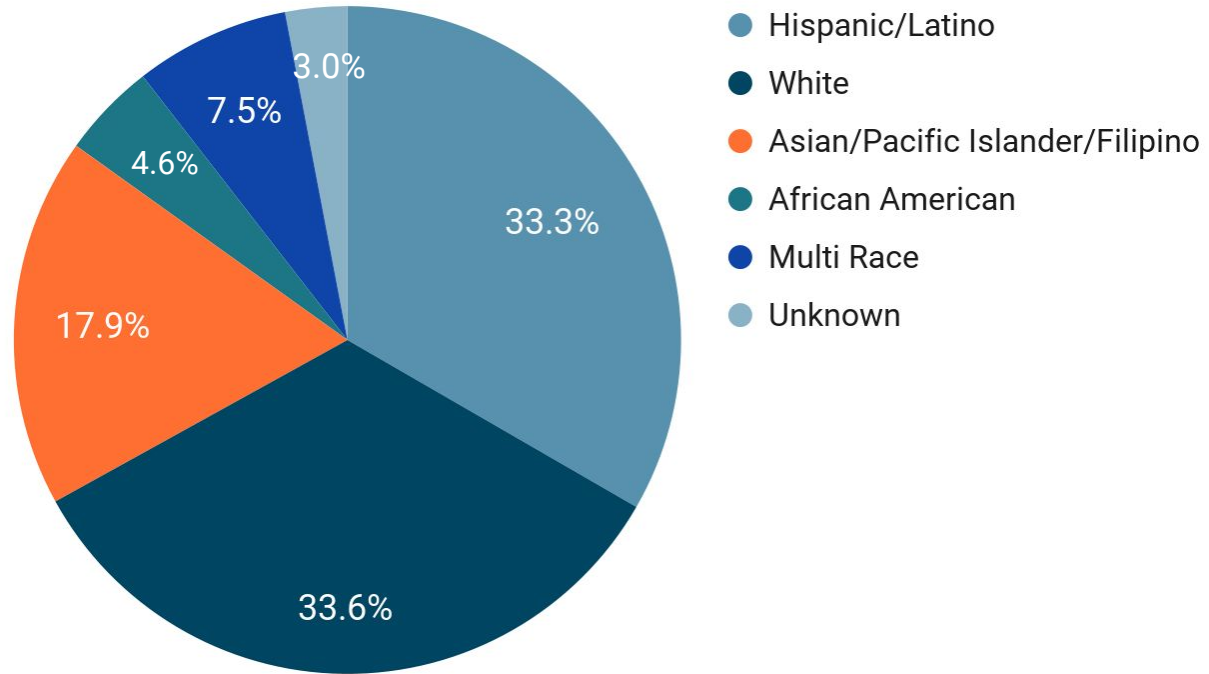
High School Partners

- **Districts:** Davis Joint Unified School District and Washington Unified School District
- **Charters:** MET Charter High School
- **Under Development:** Sacramento City Unified School District and Sacramento County Office of Education

Special Admit Student Profile



SCC Dual Enrollment By Race/Ethnicity



Dual Enrollment Findings

- The number of high school students enrolling in classes at SCC has been increasing steadily over the last 5 years.
- Success rates among Special Admit/Advanced Education students, on average, are about 15% higher than success rates in the general student population.
- Drop rates among Special Admit/Advanced Education students are, on the average, about 10% points lower than those of the general student population.

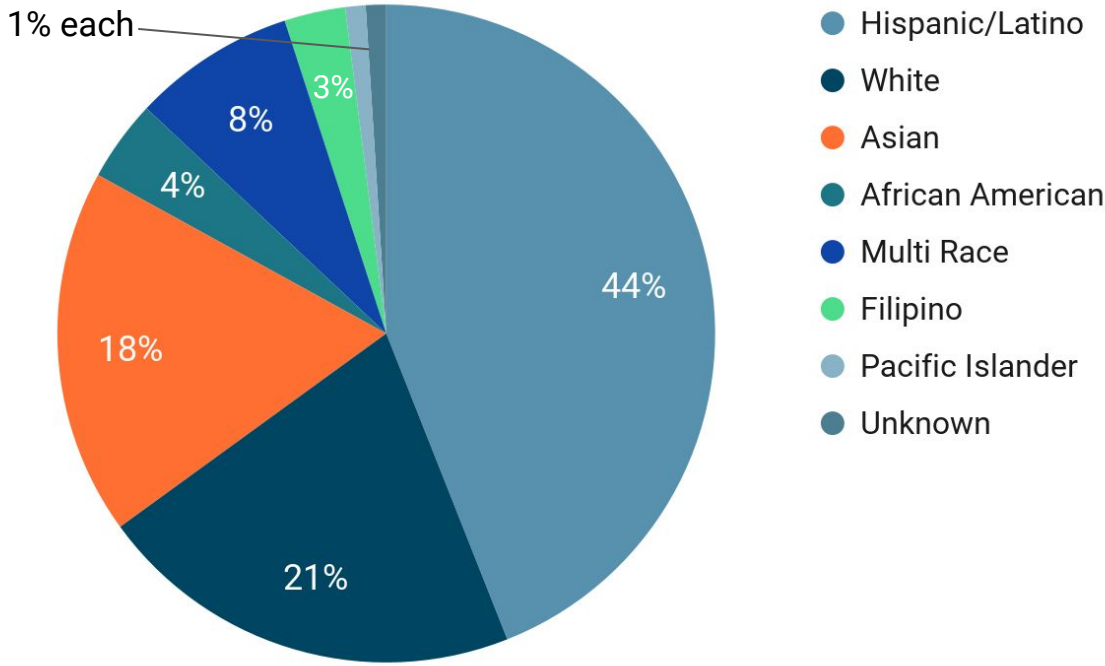
American River College

Dual Enrollment

High School Partners

- **Districts:** San Juan Unified School District, Twin Rivers Unified School District, Center Unified School District, and Natomas Unified School District
- **Charters:** Westlake, Natomas Pacific Pathways Prep, Aspire, Natomas, and Marconi Learning Academy

ARC Dual Enrollment By Race/Ethnicity



CCAP Model

- Partners select desired courses from a menu of fully asynchronous online courses.
- Courses are taught by ARC faculty and facilitated during high school lab hours by partner personnel with support embedded into Canvas shell as a TA from ARC side.
- Additional wraparound supports provided by ARC including counselor, outreach specialist, and student personnel assistant.

CCAP Model (continued)

- Each dual enrollment student is provided with an Ed Plan in preparation for transfer into LRCCD upon graduation from high school.
- For more information, go to <https://arc.losrios.edu/admissions/dual-enrollment>

Cosumnes River College

Dual Enrollment



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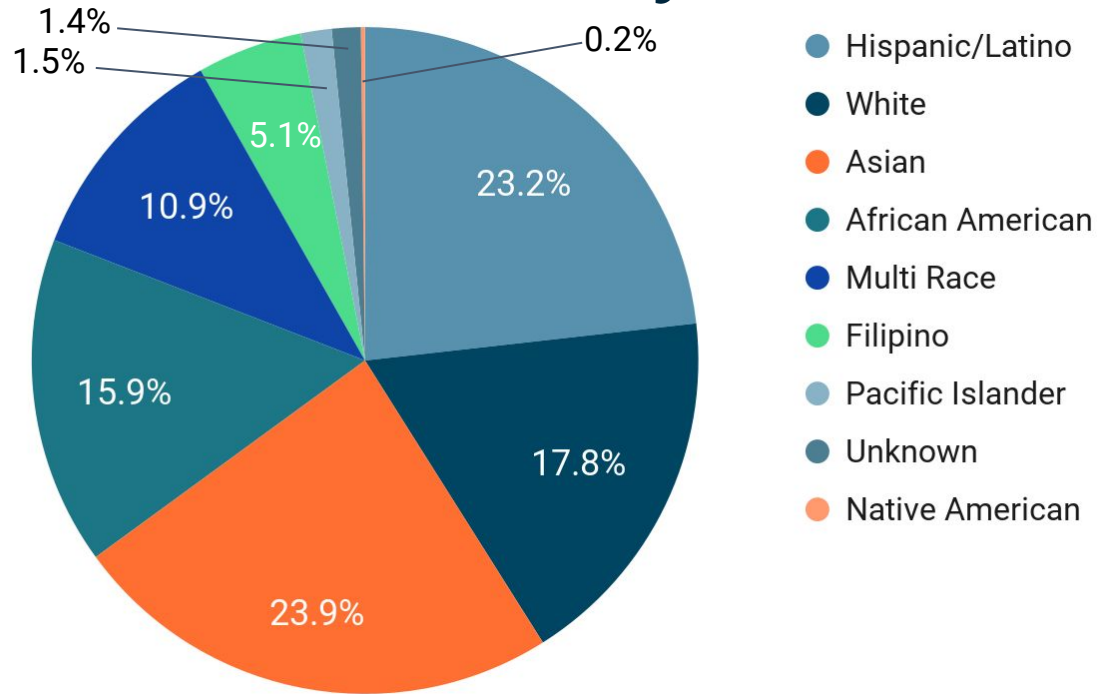
High School Partners

- **Schools/Districts:** Valley High School in Elk Grove Unified School District
- **Charters:** Rex and Margaret Fortune Early College High School
- **Under Development:** Additional Elk Grove Unified schools



COSUMNES
RIVER COLLEGE

CRC Dual Enrollment By Race/Ethnicity



Current Pathways

- Fire Technology A.S., Fire Prevention A.S., Fire Suppression Specialist Certificate
- Construction A.S., Construction Pre-apprenticeship Certificate, Construction Certificate, Solar Installer Certificate
- Mechanized Agriculture Technician Certificate
- Generalized Science A.S.



Dual Enrollment Findings

- Course enrollments increased from 483 in 2010-2011 to 1525 in 2020-2021; increase of 215.7%
- Average units attempted slightly increased from 4.3 units in 2010-2011 to 4.7 units in 2020-2021.
- Dual enrollment course success rates are consistently higher than the overall college success rates; in 2020-2021, dual enrollment course success rate is 84.1% compared to college overall success rate of 70%



Folsom Lake College

Dual Enrollment



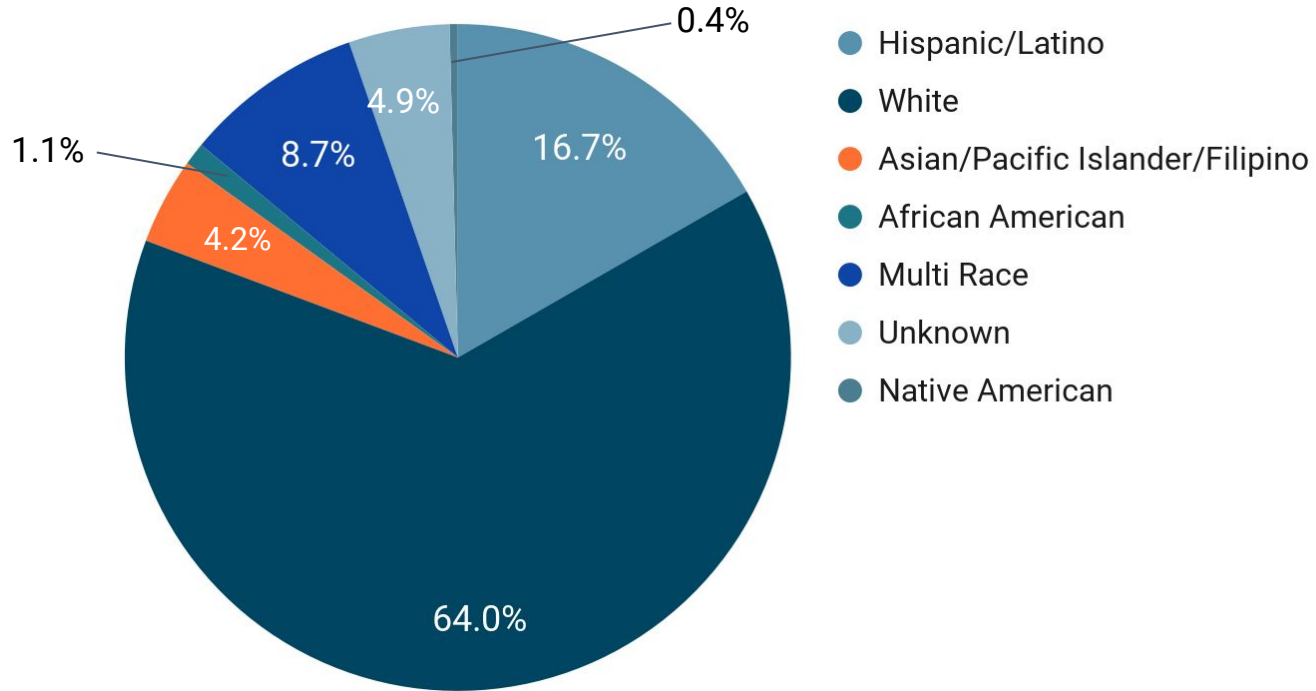
FOLSOM LAKE COLLEGE
EL DORADO CENTER | RANCHO CORDOVA CENTER

High School Partners

- **Districts:** El Dorado Union High School District
- **Charters:** Pacific Crest Academy and Visions in Education
- **Under Development:** Folsom Cordova Unified School District



FLC Dual Enrollment By Race/Ethnicity



“Promise Pathways”

- Offer a selection of General Education courses designed to prepare Cordova High Students for college and connect their students to the Soar to Success FYE cohort management wraparound support services.
- Support from a FLC counselor, success coach, and peer mentors.



Questions?



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Thank you!

Los Rios District Equity & Student Success Committee (DESSC)

Charter Submission: Dual Enrollment Workgroup

The colleges within the Los Rios Community College District have provided many dual enrollment opportunities for special admit students (typically high school students) for many years. These dual enrollment programs include both College and Career Access Pathway (AB 288, CCAP) and non-CCAP (SB 338) programs, including Middle College High School, Early College High School (Ed. Code 11300), and Adult Dual Enrollment (SB 554) programs. In Los Rios CCD, non-CCAP programs have been historically referred to as “Advanced Education,” although that is a term that is not currently in state law. The goal of this workgroup is to support dual enrollment programs and offerings currently identified in state law, including programs that may be developed within the district in the future. This Dual Enrollment workgroup would address issues related to both CCAP and non-CCAP programs and offerings.

In Spring 2021, the DESSC approved [a workgroup charters for an Advanced Education workgroup and a Dual Enrollment Workgroup](#). ~~This group met~~ The Advanced Education Workgroup met informally in 2020 and formally as a DESSC workgroup throughout 2021. ~~The workgroup recommended an expanded membership and scope to include CCAP programs under a broader umbrella of “dual enrollment.”~~ [This revised charter combines both workgroups under a single charter based on the recommendation of the Advanced Education Workgroup to expand membership and scope to include CCAP programs under a broader umbrella of “dual enrollment.”](#) This change helps to leverage the staff, faculty, and administrators who are discipline and process experts who would be involved on both issues, with the goal of reducing duplication and maximizing efficiency.

This workgroup is intended to bring together dual enrollment process and program experts to help provide input and support college interest in expanding dual enrollment efforts across the district with greater consistency and to ensure program quality.

EVIDENCE OF PROBLEM: *What evidence do we have that a problem exists? What evidence can we gather of practical fixes or enhancements?*

Dual Enrollment programs are a critical component of our equity efforts in creating access to college for disproportionately impacted populations, promoting a college-going culture, and preparing students for the transition to college. These programs have been primarily managed at the individual college level with the core requirements binding the program across the district. In an examination of our practices that impact access, persistence and completion, we discovered potential barriers to access and success in addition to practices that do not align with current state law.

Several of these items have been discussed by the Advanced Education Workgroup and recommendations to address these issues were shared with DESSC including a legal review of the applicable regulations by district counsel, expansion of the scope and membership of the workgroup to be representative of all dual enrollment programs to facilitate a thorough review and meaningful feedback on draft regulations and student-centered business practices.

URGENCY/PRIORITY: *Is the change necessary to avoid harms currently occurring? Does it help achieve goals we are already working towards?*

Bringing our Dual Enrollment Programs into compliance is critical from a liability/risk management perspective. Denying access to eligible students undermines our strategic goals and commitment related to equity. Aligning our process with regulation and law as well as policies, practices and forms across the district will remove access barriers for all students, but in particular our disproportionately impacted students. Additionally, time is a critical component; the sooner the workgroup can take an informed holistic approach to its work on dual enrollment programs, the sooner the workgroup can share through recommendations with DESSC on these issues that ultimately have a significant impact on students and shape the way many in our community first see and experience our colleges.

BENEFIT FOR STUDENTS ACROSS DISTRICT: *How will this change affect/benefit students at all four colleges? An issue that affects two or more colleges can be considered a district-wide issue.*

Continuing to examine the CCAP and non-CCAP dual enrollment programs through an equity lens will benefit all pre-college students meeting requirements outlined by the State. DI populations will receive a greater benefit as the workgroup focuses on identifying and eliminating access barriers many special admit students have experienced in the past when engaging in LRCCD dual enrollment programs.

The Dual Enrollment Workgroup supports all students within Los Rios both directly and indirectly and will:

- **Enhance student experience** by minimizing existing procedural barriers a student and their family must overcome to participate (i.e. drop off forms, face to face meeting)
- **Provide Consistent Experience** Forms and information will be uniform across the district, so no matter where a high school student chooses to attend within Los Rios, the process will be the same.
- **Increase Access** by removing barriers that do not align with regulation/law
- **Support College-Going Culture** Great access that is inclusive of all students will increase diverse pipeline into LRCCD colleges

- **Equitize Our Practice** We will be aligning what we espouse as our belief/value system with our practice
- **Increase Enrollment Opportunities** Equitizing our dual enrollment programs creates an enrollment opportunity for LRCCD colleges by building a sustainable pipeline and feeding former dual enrollment participants into our first year programs

DESIRED OUTCOME/S:

- ~~1. Ensure compliance with state law and regulations through Legal Counsel review of existing LRCCD regulations and provide input on any regulatory changes needed.~~
2. Provide input on the expansion of CCAP and non-CCAP programming and offerings across the district.
3. Sharing and discussing college equity-minded dual enrollment models, practices, and processes to make recommendations on best practices for the delivery of high quality dual enrollment programs in Los Rios CCD. This workgroup may also consider dual enrollment models, practices and processes at other community colleges in California and the nation.

DATA/SUCCESS CRITERIA

- ~~● Legal review of current Los Rios CCD regulations completed.~~
- ~~● LRCCD regulations updated as needed.~~
- Report completed of recommendations to DESSC.

REQUESTOR: Sonia Ortiz-Mercado, Interim Associate Vice Chancellor of Educational Services

TIMELINE: May 2023 *(DESSC will revisit need for workgroup to continue beyond this point)*

MEETING FREQUENCY: Monthly (or more as needed)

WORKGROUP MEMBERSHIP: ~~See existing membership below.~~

Recommendation: College representation from each of the following groups: [\(To be finalized by DAS President and DESSC Co-Chairs\)](#)

- Instructional Faculty (4)
- Counseling Faculty (4)
- Outreach ~~(4)~~(2)
- A&R Supervisors (2)
- Dean of A&R ~~(2)~~(1)
- Dean (College Center, etc.) (1)
- VPSS (1)
- College CCAP Dual Enrollment Leads ~~(4)~~(2)
- DO A&R Director (1)

- DO AVC Educational Services & Student Success (1)
- DO Dual Enrollment Director (1) (Non-voting)
- ~~Student (2) [Current or Past Dual Enrollment]*~~
- Research [Resource] (Non-Voting)

*Student feedback will be obtained through surveys and focus groups.

ARC Academic Senate Attendance 2022-02-10				8: Do you support / 9: Do you support ARC Resolution on Research Support for Program Review (2nd Reading)?		
Area	Senator	Adjunct/FT	Term End			
Behavioral & Social Sci	Lauren Chavez	Adjunct	2024	Present	Yes	Yes
Behavioral & Social Sci	Kristina Casper-Denman	Full-time	2023	Present	Yes	Yes
Behavioral & Social Sci	Brian Rosario	Full-time	2024	Present	Yes	Yes
Behavioral & Social Sci	Ricardo Caton	Full-time	2022	Present	Yes	Yes
Behavioral & Social Sci	N/A	Alternate Full-Tim				
Behavioral & Social Sci	Robin Akawi	Alternate Adjunct				
Business & Computer Sci	<i>Unfilled</i>	Full-time	2023			
Business & Computer Sci	Damon Antos	Full-time	2022	Present	Yes	Yes
Business & Computer Sci	Kahkashan Shaukat	Full-time	2024	Present	Yes	Yes
Business & Computer Sci	Christian Speck	Adjunct	2022	Present	Yes	Yes
Business & Computer Sci	Marc Condos	Alternate Full-Tim				
Business & Computer Sci	N/A	Alternate Adjunct				
Counseling	Jessica Nelson	Full-time	2022	Present	Yes	Yes
Counseling	Joyce Fernandez	Adjunct	2024	Present	Yes	
Counseling	Reyna Moore	Full-time	2023	Present	Yes	Yes
Counseling	Carmelita Palomares	Full-time	2022	Present	Yes	Yes
Counseling	Kim Herrell	Alternate Full-Tim				
Counseling	N/A	Alternate Adjunct				
English	Valerie Bronstein	Adjunct	2023	Excused		
English	Robyn Borcz	Full-time	2023	Present	Yes	Yes
English	Caroline Prieto	Full-time	2024	Present	Yes	Yes
English	Gina Barnard	Full-time	2022	Present	Yes	Yes
English	Melissa Diaz	Alternate Full-Tim				
English	Paul Knox	Alternate Adjunct				
Fine & Applied Arts	Brian Knirk	Full-time	2023	Excused		
Fine & Applied Arts	Linda Gelfman	Full-time	2024			
Fine & Applied Arts	Diane Lui	Adjunct	2023	Present	Yes	Yes
Fine & Applied Arts	Craig Martinez	Full-time	2022			
Fine & Applied Arts	Jodie Hooker	Alternate Full-Tim				
Fine & Applied Arts	N/A	Alternate Adjunct				
Health & Education	Cheri Garner	Full-time	2023			
Health & Education	Jen Kirkman	Full-time	2022	Present	Yes	
Health & Education	Veronica Lopez	Full-time	2024	Present	Yes	Yes
Health & Education	<i>Unfilled</i>	Adjunct	2022			
Health & Education	N/A	Alternate Adjunct				
Health & Education	John Coldiron	Alternate Full-Tim				
Humanities	Corinne Arrieta	Full-time	2022	Present	Yes	Yes
Humanities	Jill Birchall	Full-time	2024	Present	Yes	Yes
Humanities	Caterina Falli	Full-time	2023	Present	Yes	Yes
Humanities	Andrew Fix	Adjunct	2022			
Humanities	Erik Haarala	Alternate Full-Tim				
Humanities	N/A	Alternate Adjunct				
Kinesiology & Athletics	Gerry Haflich	Full-time	2022			
Kinesiology & Athletics	Eric Black	Full-time	2024	Present	Abstain	Yes
Kinesiology & Athletics	<i>Unfilled</i>	Full-time	2023			
Kinesiology & Athletics	<i>Unfilled</i>	Adjunct	2023			
Kinesiology & Athletics	N/A	Alternate Full-Tim				
Kinesiology & Athletics	N/A	Alternate Adjunct				
Library/Learning Resource	David McCusker	Full-time	2024	Present	Yes	Yes
Library/Learning Resource	Araceli Badilla	Full-time	2023	Present	Yes	Yes
Library/Learning Resource	Marianne Harris	Alternate Full-Tim		Present		
Mathematics	Deborah Gale	Adjunct	2024	Present	No	Yes
Mathematics	Joe Caputo	Full-time	2023	Present	Yes	Yes
Mathematics	Adrienne Avila	Full-time	2024	Present	Yes	Yes
Mathematics	Rocio Owens	Full-time	2022	Present	Yes	Yes
Mathematics	Lana Anishchenko	Alternate Full-Tim		Present		
Mathematics	N/A	Alternate Adjunct				

