

Thursday, September 8, 2002 at 3 pm
Academic Senate Meeting Notes

Preliminaries

1. Call to Order: Called to order at 3:00 pm
2. Approval of the Agenda: Agenda
3. Approval of the Minutes: Minutes
4. Introduction of Guests:
 - Pamela Bimbi, Distance Education Coordinator
 - Janay Lovering, English & Program Review Chair
 - Jennifer Laflam, Interim Dean of Institutional Effectiveness & Innovation
 - Ingrid Marr, Health & Education
 - Judy Mays, Counselor
5. Public Comment Period:
 - Distribution Service for students - What is the status of this for students? During the pandemic students had pick-up / drop off stations, but now this resources has gone away. Faculty from various disciplines would find it very helpful if the pickup / drop off station could be reinstated or an alternative solution for students to be able to pick up their course resources.
 - Food Service - What is the status of food service on campus? If classes are being held on ground, what food services are on campus for students? A suggestion, start a co-op for food, goods, and the food pantry. There is a BSS food pantry on campus, however, hard to keep it stocked because there are not many folks on campus.
 - Flex pay for adjunct faculty - There is interest in expanding Flex (paid) opportunities for adjunct faculty. Examples, include Yuba College does this. The opportunities for Adjuncts to participate in Flex events, equity PD are limited. Would like to see these opportunities expanded. President Hoffpauir suggested this might be an item for SUJIC.
 - Los Rios Police Department - Issues tickets to vehicles without parking permits. There was dismay that parking tickets (\$33 - 36) where being issued. This was found to be extreme unfriendly and wide spread notification was not happening.
6. President's Report:
 - Homebases reorganization of resources and personnel. The goal is for us to go "all-in" with full implementation.
 - Applications are being accepted for the PRISE and Pride coordinator positions (see supporting documents). Please consider applying!
 - There are still open seats on ARC and districtwide committees/councils. Please get in touch with Senate President Hoffpauir if you are interested in serving.
 - ARC is hosting the ASCCC Area A Executive Committee meeting next Thursday.
 - Los Rios is sending 30 administrators, faculty and staff to the All African Diaspora Educators Summit in Ghana September 15-26. Our team will be taking school supplies to donate. If you're interested in donating, please take your donation items to Student

Services Resource Center by Friday, September 9th. OR, you can send money and the team will shop for supplies on your behalf (Venmo: @Traci-Scott-32). If donating items, think "lightweight" supplies. Pens ▪ Pencils ▪ Rulers (plastic) ▪ Erasers ▪ Highlighters ▪ Post-it notes ▪ Small scissors ▪ 3x5 cards ▪ Markers ▪ Scotch-like tape ▪ Small staplers and staples ▪ Paperclips (of varying sizes). There was a question on who identified these items are needed. Providing context would be helpful to avoid feeding into deficit perspective.

Consent Items:

7. Adopt the finding that the state of emergency continues to directly impact the ability of members to safely meet in person. This item was not removed from consent by a member of the body, so it was carried by consent.

Decisions Items:

(none)

Reports:

8. Updates to the Program Review Process (Janay Lovering and Interim Dean of Planning, Research, and Technology, Jen Laflam) - This is a 7 year cycle of planning. An opportunity for Departments to reflect on their programs and set some goals. The process has been revised to be simpler, authentic, and easier. Janay, met with Jeff Sacha and the Senate Executive team to discuss what the Senate would like to see, what resources are needed, ongoing training plan and help with communication. The 2022-2023 Cohorts up for review include:
 - Anthropology, Business Technology, CalWORKS, Chemistry, Communications, Early Childhood Education, Economics, English, Healthcare Interpreting, Nursing, Nutrition and Foods, Political Science, Respiratory Care, Sociology
 - Postponed Program Reviews from the last two years include: Accounting, Business, Marketing, Management, Real Estate, Sacramento Regional Public Safety Training Center, Computer Information Science, and Commercial Music.
9. Student-Centered Schedule Language - Update on issue regarding on how to best communicate with students regarding class modality of class and expectations. Question offered to Senate: Suggestions on how you'd like to see modality communicated (and visually depicted) in the course schedule? How will we determine what language is necessary? What do we want to do? How do we move forward? Do we pilot?
 - a. Suggestions/ideas included adding an information box "pop-up" or link with mini explanation that explains modality before finishing adding course to cart; icons were suggested; Pop-up & icons may have accessibility issues. Concerns with anything that requires a click to view, seems less likely to be read. It was shared that any information currently in schedule notes should be included in discussion to ensure students understand what they are getting into and that they are agreeing to those parameters as they select classes. Another suggestion, to include language regarding time commitment language. A schedule planner that will populate their schedule. Adopt something visual that students can do a quick glance. There was a question about if

adding prerequisite information for students to view would be possible. Could the system potentially flag a class for a student that does not have evidence of meeting prerequisites?

- b. Senators did discuss the importance of getting student input and on any language. It might be challenging to provide suggestions on language without student input given they are the ones experiencing this situation. It was noted that students are not aware of “Sign-up for Classes” on the ARC Website. In addition, course with co-rec courses enrolling is confusing.
- c. DAS will be taking up this issue through DEITC Committee. District sets schedules, however DAS can advocate for clarity on the schedules for students. Core questions - How do we communicate in an effective way? Examples of current language (see supporting documents - Los Rios Student-Facing Schedule “Modes”).

10. Council Updates

- a. Institutional Effectiveness Council – (Janay Lovering) - no report
- b. Operations Council – (Araceli Badilla) - no report
- c. Student Success Council – (Veronica Lopez) - Council met on Tuesday, September 6th. Reviewed Charter. Discussed Enrollment is still down, but we have reached an uptick in traffic on campus. New UndocuScholar Specialist - Catherine Murillo. "The UndocuScholar Resource Connection empowers students, staff, faculty, and community members who are undocumented, of mixed-status families, or allies by supporting their academic, personal, and professional goals. The UndocuScholar Resource Connection is committed to providing individualized support and resources to help students achieve their academic pathway." Sharing the resource and ability to make appointments with Catherine. Access to legal services through a grant from Los Rios that is available for student, faculty, and staff. Student ID Help Form created and shared. A question if legal services are available to families? Answer: As of right now, only student, faculty, and staff - referral to Catherine. Pull data different executive topics suggested by the executive team. Executive summary to be rolled out each month. Enrollment data (see supporting documents). Most reports are static, manually developed - provided by Precision Campus. Access via Inside ARC, Employee Login Drop-down Menu, ARC Data on Demand. Updated the Council on ISER Core Inquiries. ELT will proofing the core inquiries and submit them to ACCAG. Current status is on pause until visiting team arrives Oct. 10, 11, and 12th. There will be an open forum available for all campus community can attend. Wednesday, 12th, 9am - closing forum and visiting team can share thoughts on ultimate recommendations.

Discussion:

11. Proctorio and Online Learning Assessment Concerns - How will the end of Proctorio impact your Area? What are the things that Proctorio can do that are needed in possible alternatives?
 - a. The District will end Proctorio Fall 2023. Senators are concerned that the District is making significant changes without stakeholder input. This impacts assessment, instructor workload to find alternatives, who is responsible for communicating with student regarding expectations of academic integrity?

- b. A Senator Shared that the Ed Tech Committee already looked into alternatives. Another senator suggested that ProctorU as an alternative. Proctorio is an imperfect tool. Concerns about violation of students privacy. It was suggested that in-person assessment is really the only effective way to curb cheating. Senators also brought up that we all want to be mindful of suspicion of guilt and creating a culture of suspicion. Shared article [Scientists Asked Students to Try to Fool Anti-Cheating Software. They Did.](#)

12. Academic & Professional Impacts Related to COVID Protocols - Are there comments, questions, reactions you'd like to share based on your first three weeks back in the classroom? Is anything missing from the FAQ?

- a. Provide flexibility for faculty and students. For example, if Faculty has COVID to be able to meet with students if student is ok with that. What is the protocol if there is a positive case in class? The individual should self-report, then contract tracer will contact faculty. Is it the Dean or Faculty responsibility to email the class? It was suggested to advocate for making this the responsibility of the Dean. Last Spring, it was the Dean's duty to contact trace and deal with no masking for students. There was a request for any data obtained by the district regarding infection rate on campus. The district does not have any data. Recent article shared [Study: In-class college COVID spread rare amid public health mandates.](#) There was a question on whether the District is considering taking away the vaccinate requirement. This is unknown and will be decided by the Board of Governors.

13. IDEAA-Centered Academic Senate work - As a college, what have we done to ACTUALIZE IDEAA? What CHALLENGES or concerns is our college still facing in implementing IDEAA? What can our senate do next to help our college MOVE TO ACTION for IDEAA?

- a. Conduct ourselves with authenticity. Acknowledge systems and does this align with actions. Holding College and DO accountable (follow-through). For example, when is the institution going to move on gender inclusive restroom? Where is the hold-up? There was a request to agendize an update on gender inclusive restroom. T

14. Report Back:

- a. Summer Board of Trustees Report Regarding AB 705 / 1705
- b. College Updates from President Dixon
- c. Open Issues from any Previous Agenda Item

15. Report Out:

- a. Chancellor's Cabinet - Strategic Enrollment Management and District Strategic Planning Process documents shared.
- b. District Academic Senate
<https://employees.losrios.edu/ourorganization/committees/district-academic-senate>. Meeting remote. Currently reviewing the Class Size Project Team Charter. There will be a deep look at DAS Bylaws, opportunities to look inward, at demographics and the division of labor by Faculty of color. Make it clear which PD is available to adjunct faculty. Concerns about District Leadership, please see SCC White Paper and

corresponding District's response. Follow-up question was to please provide input about what do we want to happen?

c. Other areas - SUJIC - Discussion on Mandatory Equity Training & Campus Safety.

16. Items from College Areas for Academic Senate Consideration - there was a request for any updates regarding faculty hiring. President Hoffpauir noted that by next week we would have an update.

Upcoming meetings and Events:

- LRCCD Board of Trustees Meeting: Wednesday Sept 14th 5:30 P.M. (LRCCD Board Room, 1919 Spanos Ct.)
- District Academic Senate Meeting: Tuesday Sept 20th, 3:00 P.M.
<https://lrccd.zoom.us/j/84695861936?pwd=alhnSjMwTTAyRndOL1J0aTZNNHNSdz09>
- ARC Academic Senate Meeting: Thursday Sept 22nd, 3:00 P.M.
<https://lrccd.zoom.us/j/84561200223?pwd=dWs5MEIvRzNhZkhpMnNmUjNBem9ldz09>

Meeting Adjourned at 5:07 pm

ARC Academic Senate Roster		Updated	#####			
Area	Senator	Adjunct/FT	Term			
Behavioral & Social Sciences	Lauren Chavez	Adjunct	2024	Present		
Behavioral & Social Sciences	Kristina Casper-Denm	Full-time	2023	Present		
Behavioral & Social Sciences	Brian Rosario	Full-time	2024	Present		
Behavioral & Social Sciences	Ricardo Caton	Full-time	2025	Present		
Behavioral & Social Sciences	Robin Akawi	Alternate Full-Time				
Behavioral & Social Sciences		Alternate Adjunct				
Business & Computer Sciences	Damon Antos	Full-time	2023	Present		
Business & Computer Sciences	Tak Auyeung	Full-time	2025	Present		
Business & Computer Sciences	Kahkashan Shaukat	Full-time	2024	Present		
Business & Computer Sciences	Christian Speck	Adjunct	2023	Present		
Business & Computer Sciences	Marc Condos	Alternate Full-Time				
Business & Computer Sciences		Alternate Adjunct				
Counseling	Kim Queen	Full-time	2024	Absent		
Counseling	Joyce Fernandez	Adjunct	2024	Present		
Counseling	Reyna Moore	Full-time	2023	Present		
Counseling	Carmelita Palomares	Full-time	2025	Present		
Counseling	Kim Herrell	Alternate Full-Time				
Counseling		Alternate Adjunct				
English	Valerie Bronstein	Adjunct	2023	Present		
English	Robyn Borcz	Full-time	2023	Present		
English	Caroline Prieto	Full-time	2024	Present		
English	Gina Barnard	Full-time	2025	Present		
English	Melissa Diaz	Alternate Full-Time				
English		Alternate Adjunct				
Fine & Applied Arts	<i>Unfilled</i>	Full-time	2023			
Fine & Applied Arts	Linda Gelfman	Full-time	2024	Absent		
Fine & Applied Arts	Diane Lui	Adjunct	2023	Absent		

Fine & Applied Arts	<i>Unfilled</i>	Full-time	2022			
Fine & Applied Arts	Jodie Hooker	Alternate Full-Time		Present		
Fine & Applied Arts		Alternate Adjunct				
Health & Education	Cheri Garner	Full-time	2023	Absent		
Health & Education		Full-time	2025			
Health & Education	Susan Chou	Full-time	2024	Present		
Health & Education	<i>Unfilled</i>	Adjunct	2022			
Health & Education		Alternate Adjunct				
Health & Education	John Coldiron	Alternate Full-Time				
Humanities	Corinne Arrieta	Full-time	2025	Absent		
Humanities	Jill Birchall	Full-time	2024	Present		
Humanities	Caterina Falli	Full-time	2023	Present		
Humanities	Andrew Fix	Adjunct	2025	Present		
Humanities	Erik Haarala	Alternate Full-Time				
Humanities		Alternate Adjunct				
Kinesiology & Athletics	Kat Sullivan Torres	Full-time	2025	Absent		
Kinesiology & Athletics	Eric Black	Full-time	2024	Absent		
Kinesiology & Athletics	<i>Unfilled</i>	Full-time	2023			
Kinesiology & Athletics	<i>Unfilled</i>	Adjunct	2023			
Kinesiology & Athletics		Alternate Full-Time				
Kinesiology & Athletics		Alternate Adjunct				
Library/Learning Resources/Inst	David McCusker	Full-time	2024	Present		
Library/Learning Resources/Inst	Araceli Badilla	Full-time	2023	Present		
Library/Learning Resources/Inst	Marianne Harris	Alternate Full-Time				
Mathematics	Deborah Gale	Adjunct	2024	Absent		
Mathematics	Joe Caputo	Full-time	2023	Present		
Mathematics	Adrienne Avila	Full-time	2024	Present		
Mathematics	Sonya Reichel	Full-time	2025	Present		

Mathematics	Lana Anishchenko	Alternate Full-Time			
Mathematics		Alternate Adjunct			
Workforce/ Work Experience/ Apprenticeship/ SRPSTC	Vivian Dillon	Full-time	2024	Present	
Workforce/ Work Experience/ Apprenticeship/ SRPSTC	Carlos Ponce	Adjunct	2024	Absent	
Workforce/ Work Experience/ Apprenticeship/ SRPSTC	Jody Johnson	Adjunct	2023	Absent	
Workforce/ Work Experience/ Apprenticeship/ SRPSTC	<i>Unfilled</i>	Adjunct	2022		
Workforce/ Work Experience/ Apprenticeship/ SRPSTC	Lonetta Riley	Alternate Full-Time			
Workforce/ Work Experience/ Apprenticeship/ SRPSTC		Alternate Adjunct			
Science & Engineering	<i>Unfilled</i>	Adjunct	2024		
Science & Engineering	Glenn Jaecks	Full-time	2025	Present	
Science & Engineering	Charles Thomsen	Full-time	2024	Present	
Science & Engineering	Mike Holms	Full-time	2025	Present	
Science & Engineering		Alternate Full-Time			
Science & Engineering		Alternate Adjunct			
Student Support Services	Judith Valdez	Full-time	2024	Present	
Student Support Services	<i>Unfilled</i>	Adjunct	2022		
Student Support Services	Arthur Jenkins	Alternate Full-Time			
Student Support Services		Alternate Adjunct			
Technical Education	Chris Moore	Full-time	2024	Present	
Technical Education	Mikhail Drobot	Adjunct	2023	Absent	
Technical Education	Jordan Meyer	Full-time	2023	Present	
Technical Education	Craig Weckman	Full-time	2022	Absent	
Technical Education		Alternate Full-Time			
Technical Education		Alternate Adjunct			
Officers	Carina Hoffpauir		President	Present	
Officers	Brian Knirk		Vice President	Present	
Officers	Veronica Lopez		Secretary	Present	
Officers	Alisa Shubb		Past President	Present	

Liaison	Janay Lovering		Program Revi	Present		
Liaison	Kate Williamson		Open Educational Resources Liaison			
Liaison	Beth Madigan		Classified Senate			
	Roxanne Morgan		Curriculum			
	Bill Simpson		Program Pathways			
Total Senate Seats Available (without Officers)			52			
Unfilled Seats			8			
Total Filled Seats			44			
Quorum (25% of filled seats)			11	(round 0.5 up)		
A = 2022		5				
B = 2023		17				
C = 2024		19				



AMERICAN RIVER COLLEGE

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 selfstudy 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.

9/8/22

3:00P.M.

Meeting ID: 845 6120 0223, Password: 10plus1

Zoom link:

<https://lrccd.zoom.us/j/84561200223?pwd=dWs5MEIvRzNhZkhpMnNmUjNBem9ldz09>

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. Adopt the finding that the state of emergency continues to directly impact the ability of members to safely meet in person.

Decision Items (10 minutes maximum per item)

(none)

Reports (5-10 minutes per item)

8. Updates to the Program Review Process (*Janay Lovering and Interim Dean of Planning, Research, and Technology, Jen Laflam*)
9. Student-Centered Schedule Language
10. Council Updates
 - a. Institutional Effectiveness Council – (*Janay Lovering*)
 - b. Operations Council – (*Araceli Badilla*)
 - c. Student Success Council – (*Veronica Lopez*)

Discussion (10-15 minutes per item)

11. Proctorio and Online Learning Assessment Concerns
12. Academic & Professional Impacts Related to COVID Protocols
13. IDEAA-Centered Academic Senate work
14. Report Back:
 - a. Summer Board of Trustees Report Regarding AB 705 / 1705
 - b. College Updates from President Dixon
 - c. Open Issues from any Previous Agenda Item
15. Report Out:
 - a. District Academic Senate
<https://employees.losrios.edu/ourorganization/committees/district-academic-senate>
 - b. Other areas
16. Items from College Areas for Academic Senate Consideration

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MEMORANDUM

Date: August 23, 2022

To: ARC Faculty

From:

Dr. Robert Snowden Associate Vice President Equity, Institutional Effectiveness & Innovation
Parrish Geary Dean of Student Engagement Completion

Subject: P.R.I.S.E. Coordinator Position

American River College has an AANAPISI grant that provides support services for our P.R.I.S.E. Program. Pacific Islander/Asian-American Resilience Integrity and Self-Determination through Education (P.R.I.S.E.) is a learning community that aims to assist Southeast-Asian Americans and Pacific Islanders students at American River College (ARC) in reaching their academic goals. Through this learning community model, P.R.I.S.E. aims to increase academic success, persistence, and retention rates of Asian Pacific Islanders students through developmental Math and English courses, student resources, focused one on one counseling, and student development activities.

The assignment for ARC is a .5 FTE coordinator working directly with P.R.I.S.E. students and will begin with the fall 2022 semester. This will be a two-year assignment.

The faculty member will be responsible for coordinating the P.R.I.S.E. learning community under the supervision of the area dean; planning the learning community courses with the appropriate deans; collecting data, researching, and designing program evaluation methods to document program outcomes; preparing report to the college, district, and responsible for the inputting of state reporting of data; monitor program delivery and budget expenditures; provide leadership to the P.R.I.S.E. program; planning and conducting in-service and training workshops for the college community regarding P.R.I.S.E.; develop and maintain close working relationships within the college, outreach centers, and community resource agencies; and perform other duties as assigned.

Two years of full-time work experience, internships or equivalent experience in a postsecondary educational setting developing and implementing academic and/or counseling services and activities to assist Asian and Southeast Asian Americans students who need academic assistance to persist, graduate and/or transfer are especially encouraged to apply.

To apply for this position, please submit a letter of interest to:

<https://forms.gle/b5GnAQuqE17Etscx5>

Application for Reassigned Time

Position Title: Pride Learning Community Coordinator

Length of Assignment: First position: FA22-SP23

Start Date: August 15, 2022

Reassigned Load: 0.5

Project Administrator: Dean of Student Engagement & Completion

General Description

The college is seeking a faculty member to establish and coordinate the first-ever Pride Learning Community at American River College during the 2022-2023 academic year. The goal is to connect students to the Learning Community and improve academic success, persistence, and retention of LGBTQIA+ students at American River College, paying particular attention to the most underserved segments of the community: students of color and transgender and gender-non-conforming students. The Learning Community does this through providing the following to students:

- LGBTQIA+ inclusive courses in English, Human/Career Development, and Social Justice Studies.
- LGBTQIA+ inclusive academic, career, and personal counseling.
- A community mentorship program.
- Educational and social events.
- Campus and community resources.
- Field trips to LGBTQIA+ inclusive colleges and universities.

Minimum Qualifications:

To apply for this position, applicants must currently work in the Los Rios Community College District. They must demonstrate a commitment to approaching this work with an intersectional analytical framework, one committed to centering the needs of the most underserved members of the LGBTQIA+ community, particularly students of color, transgender students, the disabled, low-income students, first-generation college students, and/or undocumented students. Applicants must have an equity-minded focus, responsiveness, and sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic and racial backgrounds of community college students, including those with physical or learning disabilities as it relates to differences in learning styles; and successfully foster and support an inclusive educational and employment environment. **(note: language taken from job posting for AANAPISI Grant Project Director).**

Desirable Qualifications:

Desirable qualifications include direct experience advocating for and serving LGBTQIA+ students in institutions of higher learning, some level of expertise in the LGBTQIA+ experience through personal experience, education and/or training, and experience with project and/or program management. Ideally, the Learning Community coordinator(s) would have experience working collegially on projects with multiple people, working through conflict and building consensus.

Duties and Responsibilities:

% of Time	Frequency	Responsibilities
25%	Daily	<p>Program Development and Management</p> <ul style="list-style-type: none"> • Develop and oversee the application process, manage enrollment in the Learning Community. • Schedule learning community courses through consultation with deans and department chairs. • Build list of LGBTQIA+ inclusive classes to recommend re: classroom practices and curricular inclusion. • Coordinate recruitment of and communication with counseling faculty dedicated to serving LGBTQIA+ students on campus. • Work closely with program faculty to identify and assist LGBTQIA+ students on academic as well as personal issues. • Develop and coordinate community mentorship programs, including recruitment and training of mentors. • Coordinate field trips to LGBTQIA+ inclusive colleges and universities. • Plan and coordinate tutoring.
20%	Weekly or Biweekly	<p>Recruitment and Marketing</p> <ul style="list-style-type: none"> • Develop and execute a recruitment and marketing plan to build involvement in and knowledge of the learning community. • Devise plan and execute targeted outreach to high schools. • Communicate via email to Pride listservs, faculty, student clubs, and the entire campus for the purposes of recruitment. • Create graphics, videos, and literature to assist in recruitment. • Conduct outreach to community groups serving the LGBTQIA+ community
15%	Biweekly	<p>Professional Development</p> <ul style="list-style-type: none"> • Develop and conduct professional development workshops for faculty and staff to make courses and the

		<p>campus environment more inclusive and response to the needs of LGBTQIA+ students, always doing so through an intersectional lens and in a manner attentive to the needs of LGBTQIA+ students of color and transgender students in general.</p>
5%	Semesterly	<p>Program Review</p> <ul style="list-style-type: none"> • Collect and utilize data to improve the outcomes of students in the Learning Community. • Complete program review and program updates.
10%	Weekly	<p>Research, Education and Resources Creation</p> <ul style="list-style-type: none"> • Collect and distribute LGBTQIA+ resources of particular urgency to students (e.g. housing, mental health counseling, food pantries, employment resources, scholarships, etc.) • Develop and provide resources to students about LGBTQIA+ inclusive colleges and universities. • Conduct research and attend conferences to learn to better support LGBTQIA+ students, with an emphasis on supporting the most underserved segments of the community.
15%	Daily	<p>Administration and Communication</p> <ul style="list-style-type: none"> • Oversee the Pride website to ensure the content is updated and current. • Respond to student inquiries and petitions. • Manage contact lists to facilitate targeted outreach to faculty, staff, and students about programming, courses and resources relevant to the Learning Community. • Regularly communicate with Learning Community students about upcoming deadlines, resources, events, and field trips. • Oversee and do advocacy around the Pride Learning Community's budget.

		<ul style="list-style-type: none"> • Apply for grant money to improve services to LGBTQIA+ students on campus and in the district. • Meet with, manage, and coordinate student staff. • Meet with and coordinate alongside Pride Center permanent staff member(s) at ARC. • Meet with supervisors and administrators. • Set up and oversee Pride LC Canvas page
<p>10%</p>	<p>Biweekly</p>	<p>Event Planning and Student Life</p> <ul style="list-style-type: none"> • Organize educational, creative and social events for the Learning Community as well as the broader campus community in collaboration with Pride Center staff. • Work alongside staff at other Los Rios colleges focused on serving LGBTQIA+ students on developing resources and planning events. • Coordinate and plan a district-wide Welcome Event every Fall as well as a districtwide Lavender Graduation each Spring. • As needed, coordinate the work of student clubs serving LGBTQIA+ students, including filling out paperwork, recruitment of new students, helping with room reservations and conducting targeted outreach. • Run virtual as well as in-person events relevant for the LGBTQIA+ community. • Develop thematic event programming on a semesterly basis. • Invite speakers from the community and other educational institutions to campus. • Help to organize conferences and community events serving the broader LGBTQIA+ community.

Deliverables:

Task	Deadline/Timeframe
Coordinate LGBTQIA+/Queer Welcome Event with support from student staff and staff members at ARC and other Los Rios colleges.	Early Fall 2022
Develop recruitment and marketing plan for LC for Spring 2023	Early Fall 2022
Recruit first cohort of students to LC for Spring 2023	Mid-Fall 2022
Schedule Learning Community courses for Spring 2023	Mid-Fall 2022
Establish academic counseling for LC for Spring 2023	Mid-Fall 2022
Develop and distribute list(s) of campus and community resources relevant to LGBTQIA+ community.	Fall 2022-Spring 2023
Oversee first cohort of Pride Learning Community.	Spring 2023
Develop professional development workshop, literature, and resource list to train faculty to make their classes LGBTQIA+-inclusive	Early Spring 2023
Recruit and enlarge cohorts from 1 to 2 in time for fall 2023	Mid-Spring 2023
Develop plan for field trips to LGBTQIA-inclusive colleges and universities for Fall 2023 (pick colleges, communicate with college staff, secure funding).	Spring 2023
Run professional development workshops multiple times to develop LGBTQIA-inclusive course list to distribute to students in the Learning Community as well as the student body more broadly.	Spring 2023
Coordinate district-wide Lavender Graduation for Spring 2023 alongside Pride Center staff, student staff, and staff at other Los Rios colleges	Spring 2023
Develop Mentorship Program to be established in Fall 2023	Spring 2023
Develop plan for field trips to LGBTQIA-inclusive colleges and universities (pick colleges, communicate with college staff, secure funding).	Ongoing
Collect data and complete program review.	Ongoing
Assist in developing, planning, and running educational and social events for the Learning Community, LGBTQIA+ student body more broadly, and the campus community.	Ongoing

Method of Evaluation (please include how often evaluation will occur):

The Pride Learning Community will undergo program review annually in the Spring semester.

Selection Process:

To apply, submit a letter of application and current CV/ Resume using this link:

https://docs.google.com/forms/d/e/1FAIpQLSd_YPlixCT_LYDSeUj pzLbHNBOqGIUIUmh5qdEe5LSTHBzEWA/viewform

The letter of application should not exceed 2 pages. The letter should cite specific examples from background and experience to demonstrate knowledge and expertise in issues related to the needs of LGBTQIA+ students.

Los Rios Student-Facing Schedule “Modes”

Los Rios Mode:	Los Rios Day/Time	Los Rios Building	Orange Coast College	
Fully Online -	Asynchronous – No scheduled meeting times	None listed	Fully Online (asynchronous)	
Fully Online	Multiple Meetings (hyperlink)	None listed		
Fully Online Synchronous	Meeting times listed	No room listed	Live Online	
Partially Online	Meeting time listed	Campus room listed	Hybrid Online	
Fully Online Partially Synchronous	Meeting time listed	No building listed	Hybrid On Campus	
In Person	Meeting time listed	Campus room listed	Fully On Campus	

DETC Summary - Summer 2022

Proctoring Legal Decision

An [August 22, 2022 Federal legal decision](#) indicates that Room Scanning, a feature that requires students to use their webcam to display the entire room, during a proctored quiz violates students' right to privacy. A [Chancellor's Office Legal Opinion \(2020\)](#) is the most recent guidance that recommends minimally invasive proctoring tools that limit camera use. EdTech has this item at the top of the agenda for the Sep 22, 2022 meeting. Current discussions are around sunseting Proctorio (Los Rios' online proctoring tool) in June, 2023 unless required for program accreditation. Discussion of how to best transition away from the tool is ongoing.

Accessibility & Video Captions

The [Los Rios Captioning project](#) has assisted over 225 courses in getting ADA 508 compliant captions for their videos. Funding for the project is secured through April, 2023.

Future Discussion Items for 22/23 AY

Intersection of district-wide equity work and distance education, refreshing/reviewing distance education planning documents, and using data to inform future planning for distance education.

Diversity, Equity, and Inclusion Glossary of Terms

The purpose of the Diversity, Equity and Inclusion (DEI) Glossary of Terms is to serve as a reference guide of DEI terms that are critical to our shared understanding for the need to advance efforts to address systemic racism in our system. While the list of terms is not exhaustive, the glossary identifies key terms informed by the DEI Workgroup to help individuals engage in meaningful conversations on equity. This glossary is a living document and will be updated on an annual basis to reflect the evolution of our understanding of diversity, equity and inclusion.

DEI TERMS

Ally: Person in a dominant position of power actively working in solidarity with individuals that do not hold that same power or they do not share a social identity with to end oppressive systems and practices. In the context of racial justice, allyship often refers to White people working to end the systemic oppression of people of color.¹

Anti-Racist: Person who actively opposes racism and the unfair treatment of people who belong to other races. They recognize that all racial groups are equal (i.e. nothing inherently superior or inferior about specific racial groups) and that racist policies have caused racial inequities. They also understand that racism is pervasive and has been embedded into all societal structures. An anti-racist challenges the values, structures, policies, and behaviors that perpetuate systemic racism, and they are also willing to admit the times in which they have been racist. Persons are either anti-racist or racist. Persons that say they are ‘not a racist’ are in denial of the inequities and racial problems that exist.²

Anti-Racism: A powerful collection of antiracist policies that lead to racial equity and are substantiated by antiracist ideas. Practicing antiracism requires constantly identifying, challenging, and upending existing racist policies to replace them with antiracist policies that foster equity between racial groups.³

Bias: Is an inclination, feeling, or opinion, especially one that is preconceived or unreasoned. Biases are unreasonably negative feelings, preferences, or opinions about a social group. It is grounded in stereotypes and prejudices.⁴

¹ Patel, V.S. (2011). Moving toward an inclusive model of allyship for racial justice. *The Vermont Connection* 32, 78-88.; Reason, R., Millar, E.A., & Scales, T.C. (2005). Toward a model of racial justice ally development. *Journal of College Student Development*, 46(5), 530-546.

² Kendi, I.X. (2019). *How to be an antiracist*. One World.

³ Kendi, I.X. (2019). *How to be an antiracist*. One World.

⁴ Bias. (n.d.). American Psychological Association Dictionary. Retrieved September 3, 2020, from <https://dictionary.apa.org/bias>.; Friarman, S.E. (2016). Unconscious bias: when good intentions aren't enough. *Educational Leadership*, 74(3), 10-15.; Moule, J. (2009). Understanding unconscious bias and unintentional racism. *Phi Delta Kappan* (January), 320-326.

Co-conspirators: Are people who are willing to put something on the line to use their privilege to disband systems of oppression. In contrast to allyship, co-conspirators do not just educate themselves about systemic injustice and racism, but like modern-day activists, they take personal risks to pursue meaningful action.⁵

Color Blindness: Is a racial ideology that assumes the best way to end prejudice and discrimination is by treating individuals as equally as possible, without regard to race, culture, or ethnicity. This ideology is grounded in the belief that race-based differences do not matter and should not be considered for decisions, impressions, and behaviors. **However, the term “colorblind” de-emphasizes, or ignores, race and ethnicity, a large part of one’s identity and lived experience. In doing so, it perpetuates existing racial inequities and denies systematic racism.**⁶

Color-Evasiveness: Is a racial ideology that describes the same concept as color-blindness where individuals reject or minimize the significance of race. Color-evasiveness, however, avoids describing people with disabilities as problematic or deficient by using blindness as a metaphor for ignorance.⁷

Covert Racism: A form of racial discrimination that is disguised and indirect, rather than public or obvious. Covert racism discriminates against individuals through often evasive or seemingly passive methods. Since racism is viewed as socially unacceptable by mainstream society, people engage in covert racism in subtle ways, and therefore it may go unchallenged or unrecognized.⁸

Culture: Is the values, beliefs, traditions, behavioral norms, linguistic expression, knowledge, memories, and collective identities that are shared by a group of people and give meaning to their social environments. Culture is learned and inherited behavior that distinguishes members of one group from another group. Culture is not static and can change over time.⁹

Cultural Change: Refers to the stages of development or new patterns of culture that occur as a response to changing societal conditions. Within an organization, cultural

⁵ *Ally vs. co-conspirator: What it means to be an abolitionist teacher* [Video]. (2020). C-SPAN. <https://www.c-span.org/video/?c4844082/user-clip-ally-vs-conspirator-means-abolitionist-teacher>.; Stoltzfus, K. (2019). Abolitionist teaching in action: Q & a with Bettina L. Love. *ASCD Education Update*, 61(12).

⁶ Apfelbaum, E.P., Norton, M. I., & Sommers, S.R. (2012). Racial color blindness: Emergence, practice, and implications. *Psychological Science*, 21(3), 205-209.; Plaut, V.C., Thomas, K.M., & Goren, M.J. (2009). Is multiculturalism or color blindness better for minorities? *Psychological Science*, 20(4), 444-446.

⁷ Annamma, S.A., Jackson, D.D., & Morrison, D. (2017). Conceptualizing color-evasiveness: Using dis/ability critical race theory to expand a color-blind racial ideology in education and society. *Race Ethnicity and Education*, 20(2), 147-162.

⁸ Bonilla-Silva, E. (1997). Rethinking racism: Toward a structural interpretation. *American Sociological Association*, 62(3), 465-480.; Sniderman, P.M., Piazza, T., Tetlock P.E., & Kendrick, A. (1991). The new racism. *American Journal of Political Science*, 35(2), 423-447.

⁹ Abu-Lughod, L. (1991). Writing against culture. In R. G. Fox (Ed.), *Recapturing Anthropology: Working in the Present* (pp. 137–162). Santa Fe: School of American Research Press.; Culture. (n.d.) American Sociological Association. Retrieved September 3, 2020, from <https://www.asanet.org/topics/culture>.

change is a new method of operating and a reorientation of one's role and responsibilities in the organization. Effective cultural change in an organization involves moving the organization toward a new vision or desired state. This change is influenced by many factors including effective leadership in all aspects of the change process, intentional alignment of structures, systems and policies with the new culture, ensuring staff and stakeholder participation, clear and frequent communication regarding the cultural change, obtaining feedback and evaluating progress, and managing any emotional response to the change.¹⁰

Cultural Competence: Is the ability to honor and respect the beliefs, language, interpersonal styles and behaviors of those receiving and providing services. Individuals practicing cultural competency have knowledge of the intersectionality of social identities and the multiple axes of oppression that people from different racial, ethnic, and other minoritized groups face. Individuals striving to develop cultural competence recognize that it is a dynamic, on-going process that requires a long-term commitment to learning. In the context of education, cultural competence refers to the ability to successfully teach students who come from cultures **other than one's own. It entails developing personal and interpersonal awareness and sensitivities, learning specific bodies of cultural knowledge, and mastering a set of skills for effective cross-cultural teaching.**¹¹

Cultural Fluency: Is the ability to effectively interact with people from different cultures, racial, and ethnic groups. It includes an awareness of how to properly respond to differences in communication and conflict as well as the appropriate application of respect, empathy, flexibility, patience, interests, curiosity, openness, the willingness to suspend judgement, tolerance for ambiguity, and sense of humor.¹²

Deficit-Minded Language: Is language that blames students for their inequitable outcomes instead of examining the systemic factors that contribute to their challenges. It labels students as inadequate by focusing on qualities or knowledge they lack, such as the cognitive abilities and motivation needed to succeed in college, or shortcomings socially linked to the student, such as cultural deprivation, inadequate socialization, or family **deficits or dysfunctions. This language emphasizes "fixing" these problems and inadequacies in students.** Examples of this type of language include at-risk or high-need,

¹⁰ Gibson, D.E. & Barsade, S.G. (2003). Managing organizational culture change: The case of long-term care. *Journal of Social Work in Long-Term Care*, 2(1/2), 11-34.; Kanter, R.M., Stein, B.A., & Jick, T.D. (1992). *The challenge of organizational change*. The Free Press.; Wuthnow, R. (1992). Cultural change and sociological theory. In Haferkamp, H. & Smelser, N.J. (Eds.), *Social change and modernity* (pp. 256-277). University of California Press.

¹¹ Denboba, D. (1993). *MCHB/DSCSHCN Guidance for Competitive Applications, Maternal and Child Health Improvement Projects for Children with Special Health Care Needs*. U.S. Department of Health and Human Services, Health Services and Resources Administration.; Moule, J. (2012) *Cultural competence: A primer for educators*. Wadsworth Cengage Learning.; Rothman, J.C. (2008). *Cultural competence in process and practice: Building bridges*. Pearson.

¹² Inoue, Y. (2007). Cultural fluency as a guide to effective intercultural communication: The case of Japan and the U.S. *Journal of Intercultural Communication*, (15).

underprepared or disadvantaged, non-traditional or untraditional, underprivileged, learning styles, and achievement gap.¹³

Discrimination: The unequal treatment of members of various groups based on race, ethnicity, gender, social class, sexual orientation, physical ability, religion, national origin, age, physical/mental abilities and other categories that may result in disadvantages and differences in provision of goods, services or opportunities.¹⁴

Diversity: The myriad of ways in which people differ, including the psychological, physical, cognitive, and social differences that occur among all individuals, such as race, ethnicity, nationality, socioeconomic status, religion, economic class, education, age, gender, sexual orientation, marital status, mental and physical ability, and learning styles. Diversity is all inclusive and supportive of the proposition that everyone and every group should be valued. It is about understanding these differences and moving beyond simple tolerance to embracing and celebrating the rich dimensions of our differences.¹⁵

Equality: The condition under which every individual is treated in the same way, and is granted the same access, rights, and responsibilities, regardless of their individual differences. People who support equality believe that different circumstances and identities should not prescribe social disadvantage; therefore, equality is the elimination of this disadvantage.¹⁶

Equity: The condition under which individuals are provided the resources they need to have access to the same opportunities, as the general population. Equity accounts for systematic inequalities, meaning the distribution of resources provides more for those who need it most. Conversely equality indicates uniformity where everything is evenly distributed among people.¹⁷

¹³ Center for Urban Education. (2017). Equity in hiring: Job announcements. University of Southern California Rossier School of Education.; Smit, R. (2012). Toward a clearer understanding of student disadvantage in higher education: Problematising deficit thinking. *Higher Education Research and Development*, 31(2), 369-380.; Valencia, R.R.(Ed.). (1997). *The evolution of deficit thinking: Educational thought and practice*. RoutledgeFalmer

¹⁴ Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from <https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf>.

¹⁵ Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from <https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf>.

¹⁶ Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from <https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf>.; Mann, B. (2014). Equity and equality are not equal. The Education Trust. Retrieved September 3, 2020, from <https://edtrust.org/the-equity-line/equity-and-equality-are-not-equal/>.; Spicker, P. (2006). *Liberty, equality, fraternity*. Bristol University Press & Policy Press

¹⁷ Equity. (n.d.). *National Association of College and Employers*. Retrieved August 10, 2020, from <https://www.nacweb.org/about-us/equity-definition/>.; Mann, B. (2014). Equity and equality are not equal. The Education Trust. Retrieved September 3, 2020, from <https://edtrust.org/the-equity-line/equity-and-equality-are-not-equal/>.

Educational Equity Gap: The condition where there is a significant and persistent disparity in educational attainment between different groups of students.¹⁸

Equity-Minded: Is a schema that provides an alternative framework for understanding the causes of equity gaps in outcomes and the action needed to close them. Rather than attribute inequities in outcomes to student deficits, being equity-minded involves interpreting inequitable outcomes as a signal that practices are not working as intended. Inequities are eliminated through changes in institutional practices, policies, culture, and routines. Equity-mindedness encompasses being (1) race conscious, (2) institutionally focused, (3) evidence based, (4) systemically aware, and (5) action oriented.¹⁹

Ethnicity: Is a category of people who identify as a social group on the basis of a shared culture, origins, social background, and traditions that are distinctive, maintained between generations, and lead to a sense of identity, common language or religious traditions.²⁰

Gender: Is separate from ‘sex’, which is the biological classification of male or female based on physiological and biological features. Gender is socially constructed roles, behavior, activities, and attributes that society considers “appropriate” for men and women. A person’s gender may not necessarily correspond to their birth assigned sex or be limited to the gender binary (woman/man).²¹

Gender Identity: One’s internal sense of being a man, woman, both, in between, or outside of the gender binary which may or may not correspond with sex assigned at birth. Gender identity is internal and personally defined, it is not visible to others, which differentiates it from gender expression (i.e., how people display their gender to the world around them).²²

Implicit Bias: Bias that results from the tendency to process information based on unconscious associations and feelings, even when these are contrary to one’s conscious or declared beliefs.²³

¹⁸ 101: Equity gaps in higher education. (2019). Higher Learning Advocates. Retrieved August 14, 2020, from <https://higherlearningadvocates.org/resource/higher-ed-101/101-equity-gaps-in-higher-education/>.

¹⁹ Malcolm-Piqueux, L. (2017). Taking equity-minded action to close equity gaps. *Association of American Colleges & Universities*.; Malcom-Piqueux, L., & Bensimon, E. M. (2017). Taking equity-minded action to close equity gaps. *Peer Review*, 19(2), 5–8.

²⁰ Dein, S. (2006). Race, culture and ethnicity in minority research: A critical discussion. *Journal of Cultural Diversity*, 13(2), 68–67.; Senior, P., & Bohpal, R. (1994). Ethnicity as a variable in epidemiological research. *British Medical Journal*, 309, 327–328.

²¹ Torgrimson, B. N., & Minson, C. T. (2005). Sex and gender: What is the difference? *Journal of Applied Physiology*, 99(3), 785–787. <https://doi.org/10.1152/jappphysiol.00376.2005>

²² Baum, J. & Westheimer, K. Sex? Sexual orientation? Gender identity? Gender expression? (2015). *Teaching Tolerance*. Retrieved August 14, 2020, from <https://www.tolerance.org/magazine/summer-2015/sex-sexual-orientation-gender-identity-gender-expression>.

²³ Harrison-Bernard, L. M., Augustus-Wallace, A. C., Souza-Smith, F. M., Tsien, F., Casey, G. P., & Gualdo, T. P. (2020). Knowledge gains in a professional development workshop on diversity, equity, inclusion, and implicit bias in academia. *Advances in Physiology Education*, 44(3), 286–294. <https://doi.org/10.1152/advan.00164.2019>.

Inclusion: Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.²⁴

Intersectionality: The acknowledgement that within groups of people with a common identity, whether it be gender, sexuality, religion, race, or one of the many other defining aspects of identity, there exist intragroup differences. In other words, each individual experience social structure slightly differently because the intersection of their identities reflects an intersection of overlapping oppressions. Therefore, sweeping generalizations about the struggle or power of a particular social group fail to recognize that individuals in the group also belong to other social groups and may experience other forms of marginalization. Unfortunately, institutions and social movements based on a commonly shared identity tend to disregard the presence of other marginalized identities within the group.²⁵

Institutional Racism: Particular and general instances of racial discrimination, inequality, exploitation, and domination in organizational or institutional contexts. While institutional racism can be overt (e.g., a firm with a formal policy of excluding applicants of a particular race), it is more often used to explain cases of disparate impact, where organizations or societies distribute more resources to one group than another without overtly racist intent (e.g., a firm with an informal policy of excluding applicants from a low income, minority neighborhood due to its reputation for gangs). The rules, processes, and opportunity structures that enable such disparate impacts are what constitute institutional racism (and variants such as ‘structural racism’, ‘systemic racism’, etc.).²⁶

Low Income: Is defined per federal guidelines as household incomes that are or below **100% of their poverty threshold. These households are considered “in poverty.”** Household incomes that are below 50% of their poverty threshold are considered **“severe” or “deep poverty.”** Low income persons have less disposable income than others and may sometimes struggle to cover their basic needs. In addition, low income persons also face housing, food, transportation, and health disparities.²⁷

Marginalized/Marginalization: The process by which minority groups/cultures are excluded, ignored, or relegated to the outer edge of a group/society/community. A tactic used to devalue those that vary from the norm of the mainstream, sometimes to the point

²⁴ Gilson, C. B., Gushanas, C. M., Li, Y., & Foster, K. (2020). Defining inclusion: Faculty and student attitudes regarding postsecondary education for students with intellectual and developmental disabilities. *Intellectual & Developmental Disabilities, 58*(1), 65–81. <https://doi-org.ezproxy.losrios.edu/10.1352/1934-9556-58.1.65>

²⁵ Subcultures and sociology intersectionality. (n.d.). *Grinnell College*. Retrieved August 14, 2020, from <https://haenfler.sites.grinnell.edu/subcultural-theory-and-theorists/intersectionality/>.

²⁶ Clair, M., & Denis, J.S. (2015). Sociology of racism. *The International Encyclopedia of the Social and Behavioral Sciences, 19*, 857-863.

²⁷ Center for Poverty Research. (2017). How is poverty measured in the United States? *The University of California at Davis, CA*. Retrieved August 7, 2020, from <https://poverty.ucdavis.edu/faq/how-poverty-measured-united-states>.

of denigrating them as deviant and regressive. Marginalized (groups) have restricted access to resources like education and healthcare for achieving their aims.²⁸

Merit: A concept that at face value appears to be a neutral measure of academic achievement and qualifications; however, merit is embedded in the ideology of Whiteness and upholds race-based structural inequality. Merit protects White privilege under the guise of standards (i.e., the use of standardized tests that are biased against racial minorities) and as highlighted by anti-affirmative action forces. Merit implies that White people are deemed better qualified and more worthy but are denied opportunities due to race-conscious policies. However, this understanding of merit and worthiness fails to recognize systemic oppression, racism, and generational privilege afforded to Whites.²⁹

Microaggressions: Are brief and commonplace daily verbal, behavioral and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory or negative racial slights and insults that potentially have harmful or unpleasant psychological impact on the target person or group.³⁰

Minoritized: Describes the process of “minoritization” whereby individuals are afforded less power and representation based on their social identities. These social identities, such as race and ethnicity, are socially constructed concepts that are created and accepted by society. They are used to minoritize individuals in specific environments and institutions that sustain an overrepresentation of Whiteness and subordinate other groups.³¹

Obligation Gap: Is the call for civic consciousness and acts of genuine care with the intention of catalyzing change toward becoming a more equity-centered college through epistemological disruption and the reconstruction of educational structures and policies that negatively impact poor and ethno-racially minoritized students. It places the onus of change on the higher education institution rather than the student.³²

²⁸ Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from <https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf>.; Lassiter, C., Norasakkunkit, V., Shuman, B., & Toivonen, T. (2018). Diversity and resistance to change: Macro conditions for marginalization in post-industrial societies. *Frontiers in Psychology, 9*, 812.

²⁹ Chang, R.S. (1999). *Disoriented: Asian Americans, law, and the nation-state*. NYU Press.; Feagin, J.R., & Porter, A. (1995). Affirmative action and African Americans: Rhetoric and practice. *Humboldt Journal of Social Relations, 21*(2), 81-103.; Harris, C.I. (1993). Whiteness as property. *Harvard Law Review, 106*(8), 1707-1791.; Jackson, R.L., & McDonald, A. (2019). The violence of white entitlement and the hypocrisy of earned merit. *Departures in Critical Qualitative Research, 8*(4), 64-68.

³⁰ Solorzano, D., Ceja, M., & Yosso, T. (2000). Critical race theory, racial microaggressions, and campus racial climate: The experiences of African American college students. *The Journal of Negro Education, 69*, 60-73.

³¹ Benitez, M., Jr. (2010). Resituating culture centers within a social justice framework: Is there room for examining Whiteness? In L.D. Patton (Ed.), *Culture centers in higher education: Perspectives on identity, theory, and practice* (pp. 119-134). Stylus.; Harper, S. (2012). Race without racism: How higher education researchers minimize racist institutional norms. *The Review of Higher Education, 36*(1), 9-29.

³² Sims, J.J., Taylor-Mendoza, J., Hotep, L.O., Wallace, J., & Conaway, T. (2020). *Minding the obligation gap in community colleges and beyond: Theory and practice in achieving educational equity*. Peter Lang Publishing.

Oppression: The systemic and pervasive nature of social inequality woven throughout social institutions as well as embedded within individual consciousness. Oppression fuses institutional and systemic discrimination, personal bias, bigotry and social prejudice in a complex web of relationships and structures that saturate most aspects of life in our society. Oppression also signifies a hierarchical relationship in which dominant or privileged groups benefit, often in unconscious ways, from the disempowerment of subordinated or targeted groups.³³

Overt Racism: Is an unconcealed, unapologetic form of ethnocentrism and racial discrimination that is observable. Historically, overt racism is a creation and product of white supremacy. Characterized by blatant use of negative and/or intentionally harmful attitudes, ideas, or symbols and actions directed at a specific racial group or groups deemed nonwhite or colored, overt racism persists in many forms throughout contemporary society. Overt racism occurs in individual and group interactions, institutions, nations, and international relations, spanning micro- and macro-level social realities.³⁴

Power: Is the ability to exercise one's will over others. Power occurs when some individuals or groups wield a greater advantage over others, thereby allowing them greater access to and control over resources. There are six bases of power: reward power (i.e., the ability to mediate rewards), coercive power (i.e., the ability to mediate punishments), legitimate power (i.e., based on the perception that the person or group in power has the right to make demands and expects others to comply), referent power (i.e., the perceived attractiveness and worthiness of the individual or group in power), expert power (i.e., the level of skill and knowledge held by the person or group in power) and informational power (i.e., the ability to control information). Wealth, Whiteness, citizenship, patriarchy, heterosexism, and education are a few key social mechanisms through which power operates.³⁵

Prejudice: A hostile attitude or feeling toward a person solely because he or she belongs to a group to which one has assigned objectionable qualities. Prejudice refers to a preconceived judgment, opinion or attitude directed toward certain people based on their membership in a particular group. It is a set of attitudes, which supports, causes, or justifies discrimination. Prejudice is a tendency to over categorize.³⁶

³³ Definitions of oppression, dehumanization and exploitation. (n.d.). Retrieved August 14, 2020, from <http://www-personal.umich.edu/~mdover/website/Oppression%20Compendium%20and%20Materials/Definitions%20of%20Oppression.pdf>.

³⁴ Elias, S. (2015). Racism, overt. In Smith, A.D., Hou, X., Stone, J., Dennis, R., & Rizova, P. (Eds.), *The Wiley Encyclopedia of race, ethnicity, and nationalism*. <https://doi.org/10.1002/9781118663202.wberen398>.

³⁵ Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from <https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf>.; Raven, B.H. (2008). The bases of power and the power/interaction model of interpersonal influence. *Analyses of Social Issues and Public Policy*, 8(1), 1-22. doi: 10.1111/j.1530-2415.2008.00159.x.; Weber, M. (1947). *The theory of social and economic organization*. Translated by A. M. Henderson and T. Parsons. New York: Oxford University Press.

³⁶ Allport, G. W., Clark, K., & Pettigrew, T. (1954). *The nature of prejudice*. Addison-Wesley.

Privilege: Is unearned social power (set of advantages, entitlements, and benefits) accorded by the formal and informal institutions of society to the members of a dominant group (e.g., White/Caucasian people with respect to people of color, men with respect to women, heterosexuals with respect to homosexuals, adults with respect to children, and rich people with respect to poor people). Privilege tends to be invisible to those who possess it, because its absence (lack of privilege) is what calls attention to it.³⁷

Race: A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly skin color), cultural affiliation, cultural history, ethnic classification, and the social, economic and political needs of a society at a given period of time. There are no distinctive genetic characteristics that truly distinguish between groups of people. Race presumes human worth and social status for the purpose of establishing and maintaining privilege and power. Race is independent of ethnicity.³⁸

Racial Justice: The systematic fair treatment of people of all races, resulting in equitable opportunities and outcomes for all. Racial justice —or racial equity — goes beyond “anti-racism.” It is not just the absence of discrimination and inequities, but also the presence of deliberate systems and supports to achieve and sustain racial equity through proactive and preventative measures.³⁹

Racism: Is the intentional or unintentional use of power to isolate, separate and exploit others on the basis of race. Racism refers to a variety of practices, beliefs, social relations, and phenomena that work to reproduce a racial hierarchy and social structure that yield superiority, power, and privilege for some, and discrimination and oppression for others. It can take several forms, including representational, ideological, discursive, interactional, institutional, structural, and systemic. Racism exists when ideas and assumptions about racial categories are used to justify and reproduce a racial hierarchy and racially structured society that unjustly limits access to resources, rights, and privileges on the basis of race.⁴⁰

Reverse Racism: A term created and used by White people to erroneously describe the discrimination they experience when racial minorities allegedly receive preferential treatment. Propagated by segregationist and those against affirmative action, reverse

³⁷ Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from <https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf>.

³⁸ Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from <https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf>.

³⁹ National Education Association. (2017). Racial Justice in Education. Retrieved August 05, 2020, from <https://neaedjustice.org/wp-content/uploads/2018/11/Racial-Justice-in-Education.pdf>.

⁴⁰ Cole, N.L. (2019). *Defining racism beyond its dictionary meaning*. ThoughtCo. Retrieved August 05, 2020, from <https://www.thoughtco.com/racism-definition-3026511>.; Pacific University Oregon. (2019). Equity, Diversity & Inclusion Glossary of Terms. Retrieved August 06, 2020, from <https://www.pacificu.edu/life-pacific/support-safety/office-equity-diversity-inclusion/glossary-terms>.

racism is a form of racism that denies the existence of White privilege and assumes that White people have a superior claim to the opportunities that racial minorities earn. This term is also generally used to describe hostile behavior or prejudice directed at White people.⁴¹

Sex: Is the biological classification of male or female based on physiological and biological features. A person's sex may differ from their gender identity.⁴²

Structural Racism: Is the normalization and legitimization of an array of dynamics – historical, cultural, institutional and interpersonal – that routinely advantage Whites while producing cumulative and chronic adverse outcomes for people of color. Structural racism encompasses the entire system of White domination, diffused and infused in all aspects of society including its history, culture, politics, economics and entire social fabric. Structural racism is more difficult to locate in a particular institution because it involves the reinforcing effects of multiple institutions and cultural norms, past and present, continually reproducing old and producing new forms of racism. Structural racism is the most profound and pervasive form of racism – all other forms of racism emerge from structural racism.⁴³

Transgender: Is an umbrella term for people whose gender identity and/or gender expression differs from their assigned sex at birth (i.e. the sex listed on their birth certificates). Transgender people may or may not choose to alter their bodies through the use of hormones and/or gender affirmation surgery. Transgender people may identify with any sexual orientation, and their sexual orientation may or may not change before, during, or after transition. Use "transgender," not "transgendered."⁴⁴

Underserved Students: Are students who have not been afforded the same educational opportunities and equitable resources as some of their peers or as other students in the academic pipeline. This group of students includes low-income, minoritized, disabled, and first-generation students.⁴⁵

⁴¹ Chang, R.S. (1999) *Disoriented. Asian Americans, law, and the nation-state*. NYU Press.; Lawrence, K., & Keleher, T. (2004). *Structural racism* [Conference session]. Race and Public Policy Conference. <https://www.racialequitytools.org/resourcefiles/Definitions-of%20Racism.pdf>.

⁴² Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from <https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf>.

⁴³ Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from <https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf>.

⁴⁴ Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from <https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf>.

⁴⁵ Bragg, D.D., Kim, E., Rubin, M.B. (2005). Academic pathways to college: Policies and practices of the fifty states to reach underserved students [Paper presentation]. Association for the Study of Higher Education Annual Meeting, Philadelphia, PA, United States.; Green, D. (2006). Historically underserved students: What we know, what we still need to know. *New Directions for Community Colleges, 2006(135)*, 21-28. doi.org/10.1002/cc.244; Rendon, L.I. (2006). Reconceptualizing success for underserved students in higher education. National Postsecondary Education

White Immunity: Is a product of the historical development and contemporary manifestation of systematic racism and White supremacy. White immunity describes how White people are immune from disparate racial treatment and their privileges are elevated, while people of color are marginalized and denied their rights, justice, and equitable social treatment due to systematic racism. White immunity is used to more accurately engage and describe White privilege.⁴⁶

White Privilege: Refers to the unquestioned and unearned set of advantages, entitlements, benefits and choices bestowed on people solely because they are White. Generally White people who experience such privilege do so without being conscious of it.⁴⁷

White Supremacy: Is a historically based, institutionally perpetuated system of exploitation and oppression of continents, nations and peoples of color by White peoples and nations of the European continent; for the purpose of maintaining and defending a system of wealth, power and privilege.⁴⁸

Cooperative. Retrieved August 31, 2020, from <https://vtechworks.lib.vt.edu/bitstream/handle/10919/89206/UndeservedStudentsHEduc.pdf?sequence=1>.

⁴⁶ Cabrera, N.L. (2017). White immunity: Working through some of the pedagogical pitfalls of “privilege.” *The Journal of the National Conference on Race and Ethnicity in American Higher Education*, 3(1), 78-90.

⁴⁷ Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from <https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf>.

⁴⁸ Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from <https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf>.

LOS RIOS

COMMUNITY
COLLEGE
DISTRICT

STRATEGIC PLAN

2016–2021

Approved by the
Los Rios Board of Trustees

MAY 11, 2016

MISSION STATEMENT

The Los Rios Colleges provide a vibrant learning environment that empowers all students to achieve their educational and career goals.

VISION STATEMENT

To transform the lives of students and enhance the vitality of our region.

VALUES

Our Values guide and inspire how we manage the Los Rios District, interact with our students, colleagues and community, and establish programs that promote student success.

Students Are Our Highest Priority

Student Access: We are committed to providing educational opportunities that serve the needs of the greater Sacramento region's diverse population.

Student Success: We support our students' efforts to achieve success in their educational and career goals and as contributing members of society.

Lifelong Learning: We encourage a limitless spirit of openness and intellectual curiosity as enduring pursuits.

Student Support and Services: We promote a safe and supportive environment that serves the individual learning needs of all students.

Employees

Safe and Secure Work Environment: We embrace an accepting, inclusive and nurturing work environment that is free of threats and intimidation.

Professionalism: We encourage, promote and support the continuous professional development of all employees, acknowledging their unique contributions to creating a collegial workplace that is diverse in composition and thought.

Well-Being: We believe in a work-life balance and support the physical, mental and emotional well-being of our staff and faculty.

Community

Serving the Community: We address the cultural, economic and social needs of the region by building meaningful connections between our colleges and their communities.

Academic Excellence

Quality: We strive to deliver the highest quality programs, services and activities.

Academic Rigor: Los Rios' educational standards emphasize critical thinking and writing, analysis and excellence in educational experiences, stimulating faculty members to challenge themselves and their students in an atmosphere that inspires thoughtful teaching and learning.

Academic Integrity and Freedom: Los Rios is committed to academic integrity and embracing forthright, honest and ethical behavior.

Equity

Social Justice: We acknowledge and embrace our responsibility to empower underrepresented segments of our community and to ensure that all populations have the access, support and opportunities to succeed.

Diversity

Building Community: We recognize that diverse backgrounds and perspectives contribute to the Los Rios District's strength as a dynamic, inclusive educational community.

Relationships

Mutual Respect and Consideration: We believe effective working relationships are central to achieving our Mission and employ an interest-based approach to solving problems through collaboration, empathy, mutual respect and integrity.

Participatory Governance

Encouraging the Contributions of All Our Members: All members of the Los Rios community have the ability to contribute to our organizational success and are encouraged to do so.

Informed, Collaborative and Integrated Decision-Making: We value informed decisions made by people with diverse perspectives who are close to the issues.

Sustainability

Building a Culture of Sustainability: The Los Rios community is a wise steward for all its resources, protecting, preserving and nurturing its people, its environment, its property, its capital and its educational programs.

Innovation

Fostering Innovation and Responsible Risk-Taking: Los Rios supports and invests in change that increases the effectiveness of our programs, the productivity of our work and the successful outcomes of our students.

Integrity

The Highest Ethical Standards: Los Rios values integrity, transparency, accountability, honesty and professionalism, both in the workplace and the classroom.

GOALS

1. Establish effective pathways that optimize student access and success.
2. Ensure equitable academic achievement across all racial, ethnic, socioeconomic and gender groups.
3. Provide exemplary teaching and learning opportunities.
4. Lead the region in workforce development.
5. Foster an outstanding working and learning environment.

Goal 1: Establish effective pathways that optimize student access and success.

Indicators of Achievement:

1. Increase the student degree and certificate completion rate from 12% to 17% by 2021.
2. Increase the number of students who are transfer-ready by 5% by 2021.
3. Define and increase the number of clearly identified pathways by 25% by 2021.
4. Increase the percentage of full-time students from 30% to 35% by 2021.
5. Provide maximum access to enrollment based on annual state funding (TBD annually).

Strategies:

1. Inventory and evaluate existing pathways and identify opportunities for improvement, expansion and increased promotion to students.
2. Implement improved class scheduling system to better meet student needs.
3. Promote communication channels that increase awareness of course offerings, deadlines, services, programs, resources and events.
4. Monitor student progress and proactively engage with at-risk students prior to key milestones (first semester, 30 units, 70 units, etc.).
5. Develop a comprehensive recruitment and persistence plan to achieve enrollment goals.

Goal 2: Ensure equitable academic achievement across all racial, ethnic, socioeconomic and gender groups.

Indicators of Achievement:

1. Achieve 71% course success rate for each student group by 2021.
2. Achieve a 17% degree and certificate completion rate for each student group by 2021.
3. Achieve proportionality in transfer-ready preparation rates for each student group by 2021.
4. Recruit faculty, staff and administrators to reflect the demographics of the District's service area.
5. Increase enrollment rates among groups who are traditionally underrepresented in higher education within the District's service area.

Strategies:

1. Develop and use culturally relevant curriculum and instruction.
2. Address the disproportionate impact of assessment, placement and prerequisites.
3. Promote courageous conversations that address institutional barriers and systems of oppression.
4. Institute professional development programs that teach effective strategies for promoting inclusivity and social justice as well as mitigating bias inside and outside the classroom.
5. Increase recruitment outreach to diversify applicant pools.

Goal 3: Provide exemplary teaching and learning opportunities.

Indicators of Achievement:

1. Provide districtwide resources to ensure all new faculty have the opportunity to participate in a faculty academy at all four colleges by fall 2018.
2. Increase student course success from 68% to 71% by 2021.
3. Increase the number of students who say they feel “engagement with their learning experience” by 5% by 2021, as measured by the Community College Survey of Student Engagement.

Strategies:

1. Collaborate with faculty to develop a new faculty academy at each of the colleges.
2. Increase professional development opportunities related to teaching methods, equity, instructional technology, discipline-specific knowledge and student services.
3. Explore the personnel review and evaluation process to improve the effectiveness of mentoring, peer input and student evaluations.
4. Ensure that all classroom personnel, with a focus on new and adjunct faculty, have the necessary resources to engage in improvement of curriculum, teaching and learning.
5. Ensure each college has regular opportunities outside of FLEX to support the scholarship of teaching and learning.
6. Provide resources to enhance student learning outcomes, development and assessment.
7. Improve the assessment-for-placement process through diagnostic assessment, multiple measures and increased preparation prior to assessment.
8. Offer academic events, internships and other opportunities for teaching and learning outside the classroom.

Goal 4: Lead the region in workforce development.

Indicators of Achievement:

1. Increase the number of students who participate in work-based learning experiences in their areas of study by 15% by 2021.
2. Complete an enhanced industry alignment review of all CTE programs by 2021 to ensure the District is addressing regional workforce needs.
3. Increase the number of completers and skills builders who secure employment at a living wage by 10% by 2021.
4. Increase external funding by 50% by 2021 to support workforce and economic development.

Strategies:

1. Develop regional advisory committees by industry sector to inform the program development process.
2. Assess current CTE program offerings and align them with emerging and current regional industry needs.
3. Increase dual enrollment for CTE programs.
4. Expand work-based internships and learning opportunities by integrating these activities into CTE courses and programs.
5. Increase marketing of CTE programs to students, employers and community partners.
6. Increase support for CTE job placement services.

Goal 5: Foster an outstanding working and learning environment.

Indicators of Achievement:

1. Increase employee satisfaction by 5% as measured by the biennial District Employee Satisfaction Survey to be conducted in spring 2017, 2019 and 2021.
2. Increase the number of employees who participate in safety training programs by 25% by 2018.
3. Complete the implementation of the District's 2016 Five-Year Technology Plan by 2021.
4. Expand and enhance a comprehensive wellness program by 2018.
5. Produce an Annual Sustainability Report that highlights District efforts and results beginning in 2017.

Strategies:

1. Increase staff and manager participation in professional development activities.
2. Encourage broader participation in safety, health and wellness programs and explore developing employee incentives for engaging in health and wellness programs.
3. Support leadership and career pathways for interested employees by utilizing professional development inventories and assessment tools and identifying cross-training and mentorship opportunities.
4. Coordinate and communicate college sustainability efforts to further implement best practices across the District.
5. Complete and implement a District Technology Plan.
6. Streamline business processes, including appropriate use of technology to improve workforce efficiency and better serve students.
7. Foster positive and respectful relationships across all constituencies.
8. Maintain competitive salary and benefits packages for the District workforce.

Los Rios Strategic Planning

Draft Process

Process overview discussed at Chancellor's Cabinet: August 29th, 2022

Draft document discussion at Chancellor's Cabinet: (Scheduled) September 26th, 2022



Complete by		Strategic Planning 2022-23
<input type="checkbox"/>	May 10 th , 2022	<p>*Strategic Plan Goals Reaffirmed</p> <p>Interests discussed for updated strategic planning process include:</p> <ul style="list-style-type: none"> • Moving to a more agile strategic planning process responsive to change • Spending more time and energy on the work and less on the process • Creating a process where the strategic plan never sunsets • Reviewing indicators of achievement data annually • Reviewing and updating college and district strategies annually
<input type="checkbox"/>	August 2022	<ul style="list-style-type: none"> • Review framework presented in May 2022 • Discuss draft strategic planning process with timelines • Share 2021-22 indicators of achievement data • Share draft strategic planning process document
<input type="checkbox"/>	September 2022	<ul style="list-style-type: none"> • Review District Research Council "Proposed Indicators of Achievement" • Discuss and get feedback on draft strategic planning process document • Finalize indicators of achievement
<input type="checkbox"/>	October 2022	<ul style="list-style-type: none"> • Colleges set local targets for indicators of achievement • Colleges review and update strategies for achieving progress on indicators of achievement • District staff review and update districtwide support/strategies for achieving progress on indicators of achievement
<input type="checkbox"/>	November 2022	<ul style="list-style-type: none"> • Update district and college 2022-23 strategic plans
<input type="checkbox"/>	Ongoing	<ul style="list-style-type: none"> • Collect and review indicators of achievement data
Annual Strategic Planning 2023-24		
<input type="checkbox"/>	September 2023	<ul style="list-style-type: none"> • Review indicators of achievement data • Review and update college and district strategies
<input type="checkbox"/>	October 2023	<ul style="list-style-type: none"> • Update district and college strategic plans
<input type="checkbox"/>	Ongoing	<ul style="list-style-type: none"> • Collect and review data on indicators of achievement
Annual Strategic Planning 2024-25		

September 2024	<ul style="list-style-type: none"> Review indicators of achievement data Review and update college and district strategies
October 2024	<ul style="list-style-type: none"> Update district and college strategic plans
Ongoing	<ul style="list-style-type: none"> Collect and review indicators of achievement data
Annual Strategic Planning 2025-26	
September 2025	<ul style="list-style-type: none"> Review indicators of achievement data Review and update college and district strategies Reaffirm or modify indicators of achievement metrics (3 year review)
October 2025	<ul style="list-style-type: none"> Update district and college strategic plans
Ongoing	<ul style="list-style-type: none"> Collect and review indicators of achievement data

Ongoing Annual Strategic Planning

Goals	Indicators of Achievement	College and District Strategies
6 Year Review	3 Year Review	Annual Review

Goals 2022-2027

1. Establish effective pathways that optimize student access and success.
2. Ensure equitable academic achievement across all racial, ethnic, socioeconomic, and gender groups.
3. Provide exemplary teaching and learning opportunities.
4. Lead the region in workforce development.
5. Foster an outstanding working and learning environment.

LRCCD STRATEGIC PLAN INDICATORS OF ACHIEVEMENT: 2016-2021

Goal 1: Establish effective pathways that optimize student access and success.

Indicator 1. Increase the student degree and certificate completion rate from 12% to 17% by 2021.

Goal by 2021	Baseline (2014-15)	Year 1 (2015-16)	Year 2 (2016-17)	Year 3 (2017-18)	Year 4 (2018-19)	Year 5 (2019-20)	2020-21
17%	12.1%	13.0%	13.7%	14.8%	16.2%	17.1%	14.4%

Indicator 2. Increase the number of students who are transfer-ready by 5% by 2021

Goal by 2021	Baseline (Fall 2015)	Year 1 (Fall 2016)	Year 2 (Fall 2017)	Year 3 (Fall 2018)	Year 4 (Fall 2019)	Year 5 (Fall 2020)	Fall 2021
6,052	5,764	5,877	5,839	5,609	5,715	5,985	5,799

Indicator 4a. Increase the percentage of full-time students from 30% to 35% by 2021

Goal by 2021	Baseline (Fall 2015)	Year 1 (Fall 2016)	Year 2 (Fall 2017)	Year 3 (Fall 2018)	Year 4 (Fall 2019)	Year 5 (Fall 2020)	Fall 2021
35%	30.3%	28.8%	27.8%	28.9%	29.6%	31.8%	30.3%

Indicator 4b. Increase the percentage of full-time students from 30% to 35% by 2021

Goal by 2021	Baseline (Fall 2015)	Year 1 (Fall 2016)	Year 2 (Fall 2017)	Year 3 (Fall 2018)	Year 4 (Fall 2019)	Year 5 (Fall 2020)	Fall 2021
35%	32.5%	32.3%	31.6%	32.7%	33.5%	33.0%	29.9%*

Does not include Apprenticeship, Public Safety Center or UC Davis students who tend to take part-time unit loads.

*Fall 2021 data continues to reflect the impact of remote operations in response to COVID19.

Apprenticeship, PSTC or UC Davis impact on FT% is not as great s in previous terms..

We are seeing the beginning of enrollment recovery in Apprenticeship especially in Spring 2022 which will have a greater impact on the calculation of the percentage of FT students.

LRCCD STRATEGIC PLAN INDICATORS OF ACHIEVEMENT: 2016-2021

Goal 2: Ensure equitable academic achievement across all racial, ethnic, socioeconomic and gender groups.

Indicator 1. Achieve 71% course success rate for each student group by 2021.

All Los Rios students district wide

Goal by 2021	Baseline (Fall 2015)	Year 1 (Fall 2016)	Year 2 (Fall 2017)	Year 3 (Fall 2018)	Year 4 (Fall 2019)	Year 5 (Fall 2020)	Fall 2021
71.0%	68.6%	70.6%	71.7%	72.4%	72.4%	70.0%	69.6%

By Gender

Female

Goal by 2021	Baseline (Fall 2015)	Year 1 (Fall 2016)	Year 2 (Fall 2017)	Year 3 (Fall 2018)	Year 4 (Fall 2019)	Year 5 (Fall 2020)	Fall 2021
71.0%	69.2%	70.3%	71.1%	71.8%	71.9%	70.4%	68.9%

Male

Goal by 2021	Baseline (Fall 2015)	Year 1 (Fall 2016)	Year 2 (Fall 2017)	Year 3 (Fall 2018)	Year 4 (Fall 2019)	Year 5 (Fall 2020)	Fall 2021
71.0%	68.0%	70.8%	72.5%	73.0%	72.9%	69.3%	70.5%

By Race and Ethnicity

by African American

Goal by 2021	Baseline (Fall 2015)	Year 1 (Fall 2016)	Year 2 (Fall 2017)	Year 3 (Fall 2018)	Year 4 (Fall 2019)	Year 5 (Fall 2020)	Fall 2021
71.0%	53.6%	55.3%	56.0%	57.9%	59.2%	56.0%	55.5%

by Asian

Goal by 2021	Baseline (Fall 2015)	Year 1 (Fall 2016)	Year 2 (Fall 2017)	Year 3 (Fall 2018)	Year 4 (Fall 2019)	Year 5 (Fall 2020)	Fall 2021
71.0%	74.1%	74.3%	76.1%	77.3%	77.1%	77.8%	76.6%

by Filipino

Goal by 2021	Baseline (Fall 2015)	Year 1 (Fall 2016)	Year 2 (Fall 2017)	Year 3 (Fall 2018)	Year 4 (Fall 2019)	Year 5 (Fall 2020)	Fall 2021
71.0%	71.2%	74.9%	74.2%	74.2%	73.3%	73.4%	74.0%

by Hispanic/Latino

Goal by 2021	Baseline (Fall 2015)	Year 1 (Fall 2016)	Year 2 (Fall 2017)	Year 3 (Fall 2018)	Year 4 (Fall 2019)	Year 5 (Fall 2020)	Fall 2021
71.0%	65.0%	66.2%	68.0%	69.1%	69.2%	64.8%	65.3%

by Native American

Goal by 2021	Baseline (Fall 2015)	Year 1 (Fall 2016)	Year 2 (Fall 2017)	Year 3 (Fall 2018)	Year 4 (Fall 2019)	Year 5 (Fall 2020)	Fall 2021
71.0%	62.1%	62.4%	64.6%	62.1%	66.4%	66.9%	63.7%

by Pacific Islander

Goal by 2021	Baseline (Fall 2015)	Year 1 (Fall 2016)	Year 2 (Fall 2017)	Year 3 (Fall 2018)	Year 4 (Fall 2019)	Year 5 (Fall 2020)	Fall 2021
71.0%	61.9%	65.1%	63.5%	67.4%	70.4%	65.4%	60.8%

by White

Goal by 2021	Baseline (Fall 2015)	Year 1 (Fall 2016)	Year 2 (Fall 2017)	Year 3 (Fall 2018)	Year 4 (Fall 2019)	Year 5 (Fall 2020)	Fall 2021
71.0%	73.5%	74.8%	75.8%	76.4%	76.7%	74.2%	73.8%

by Multi Race

Goal by 2021	Baseline (Fall 2015)	Year 1 (Fall 2016)	Year 2 (Fall 2017)	Year 3 (Fall 2018)	Year 4 (Fall 2019)	Year 5 (Fall 2020)	Fall 2021
71.0%	64.3%	66.1%	67.0%	67.7%	67.6%	67.1%	66.6%

By First Generation

Goal by 2021	Baseline (Fall 2015)	Year 1 (Fall 2016)	Year 2 (Fall 2017)	Year 3 (Fall 2018)	Year 4 (Fall 2019)	Year 5 (Fall 2020)	Fall 2021
71.0%	66.9%	68.1%	68.2%	69.0%	69.9%	67.8%	66.1%

By Income Level

by Below Poverty

Goal by 2021	Baseline (Fall 2015)	Year 1 (Fall 2016)	Year 2 (Fall 2017)	Year 3 (Fall 2018)	Year 4 (Fall 2019)	Year 5 (Fall 2020)	Fall 2021
71.0%	63.7%	65.8%	67.6%	68.2%	67.5%	66.2%	63.6%

by Low Income

Goal by 2021	Baseline (Fall 2015)	Year 1 (Fall 2016)	Year 2 (Fall 2017)	Year 3 (Fall 2018)	Year 4 (Fall 2019)	Year 5 (Fall 2020)	Fall 2021
71.0%	67.6%	68.4%	68.8%	69.8%	70.3%	67.9%	67.6%

by Middle and Above Income

Goal by 2021	Baseline (Fall 2015)	Year 1 (Fall 2016)	Year 2 (Fall 2017)	Year 3 (Fall 2018)	Year 4 (Fall 2019)	Year 5 (Fall 2020)	Fall 2021
71.0%	74.1%	74.6%	74.7%	75.3%	75.8%	73.1%	73.0%

LRCCD STRATEGIC PLAN INDICATORS OF ACHIEVEMENT: 2016-2021

Goal 2: Ensure equitable academic achievement across all racial, ethnic, socioeconomic and gender groups.

Indicator 2. Achieve a 17% degree and certificate completion rate for each student group by 2021

All Los Rios students district wide

Goal by 2021	Baseline (2014-15)	Year 1 (2015-16)	Year 2 (2016-17)	Year 3 (2017-18)	Year 4 (2018-19)	Year 5 (2019-20)	2020-21
17.0%	12.1%	13.0%	13.7%	14.8%	16.2%	17.1%	14.4%

By Gender

Female

Goal by 2021	Baseline (2014-15)	Year 1 (2015-16)	Year 2 (2016-17)	Year 3 (2017-18)	Year 4 (2018-19)	Year 5 (2019-20)	2020-21
17.0%	14.1%	14.7%	15.5%	17.3%	18.4%	19.7%	19.1%

Male

Goal by 2021	Baseline (2014-15)	Year 1 (2015-16)	Year 2 (2016-17)	Year 3 (2017-18)	Year 4 (2018-19)	Year 5 (2019-20)	2020-21
17.0%	10.1%	11.3%	11.9%	12.4%	14.1%	14.4%	10.6%

By Race and Ethnicity

by African American

Goal by 2021	Baseline (2014-15)	Year 1 (2015-16)	Year 2 (2016-17)	Year 3 (2017-18)	Year 4 (2018-19)	Year 5 (2019-20)	2020-21
17.0%	5.7%	6.8%	5.3%	6.1%	8.1%	7.8%	8.4%

by Asian

Goal by 2021	Baseline (2014-15)	Year 1 (2015-16)	Year 2 (2016-17)	Year 3 (2017-18)	Year 4 (2018-19)	Year 5 (2019-20)	2020-21
17.0%	14.7%	15.6%	18.4%	19.3%	20.1%	20.9%	21.2%

by Filipino

Goal by 2021	Baseline (2014-15)	Year 1 (2015-16)	Year 2 (2016-17)	Year 3 (2017-18)	Year 4 (2018-19)	Year 5 (2019-20)	2020-21
17.0%	18.6%	15.5%	17.6%	19.6%	19.4%	27.0%	21.2%

Note small N's.

-Hispanic/Latino

Goal by 2021	Baseline (2014-15)	Year 1 (2015-16)	Year 2 (2016-17)	Year 3 (2017-18)	Year 4 (2018-19)	Year 5 (2019-20)	2020-21
17.0%	11.3%	12.2%	13.3%	13.4%	15.9%	15.8%	12.9%

Native American

Goal by 2021	Baseline (2014-15)	Year 1 (2015-16)	Year 2 (2016-17)	Year 3 (2017-18)	Year 4 (2018-19)	Year 5 (2019-20)	2020-21
17.0%	7.9%	6.7%	12.2%	6.3%	12.7%	12.9%	3.0%

Change from year to year which has greater impact on rates

Pacific Islander

Goal by 2021	Baseline (2014-15)	Year 1 (2015-16)	Year 2 (2016-17)	Year 3 (2017-18)	Year 4 (2018-19)	Year 5 (2019-20)	2020-21
17.0%	9.5%	14.9%	13.9%	10.2%	13.8%	16.7%	13.6%

Note small N's.

by White

Goal by 2021	Baseline (2014-15)	Year 1 (2015-16)	Year 2 (2016-17)	Year 3 (2017-18)	Year 4 (2018-19)	Year 5 (2019-20)	2020-21
17.0%	14.8%	15.9%	16.9%	18.8%	19.3%	20.1%	18.1%

by Multi Race

Goal by 2021	Baseline (2014-15)	Year 1 (2015-16)	Year 2 (2016-17)	Year 3 (2017-18)	Year 4 (2018-19)	Year 5 (2019-20)	2020-21
17.0%	11.2%	13.6%	12.4%	13.1%	11.7%	15.8%	13.9%

by First Generation

Goal by 2021	Baseline (2014-15)	Year 1 (2015-16)	Year 2 (2016-17)	Year 3 (2017-18)	Year 4 (2018-19)	Year 5 (2019-20)	2020-21
17.0%	11.7%	11.7%	12.2%	13.5%	14.3%	15.0%	15.0%

By Income Level

by Below Poverty

Goal by 2021	Baseline (2014-15)	Year 1 (2015-16)	Year 2 (2016-17)	Year 3 (2017-18)	Year 4 (2018-19)	Year 5 (2019-20)	2020-21
17.0%	9.5%	9.0%	10.2%	10.3%	11.9%	12.9%	10.0%

by Low Income

Goal by 2021	Baseline (2014-15)	Year 1 (2015-16)	Year 2 (2016-17)	Year 3 (2017-18)	Year 4 (2018-19)	Year 5 (2019-20)	2020-21
17.0%	13.9%	14.7%	15.0%	17.5%	16.5%	18.1%	17.9%

by Middle and Above Income

Goal by 2021	Baseline (2014-15)	Year 1 (2015-16)	Year 2 (2016-17)	Year 3 (2017-18)	Year 4 (2018-19)	Year 5 (2019-20)	2020-21
17.0%	17.8%	19.2%	19.9%	22.1%	23.0%	23.6%	21.7%

LRCCD STRATEGIC PLAN INDICATORS OF ACHIEVEMENT: 2016-2021

Goal 2: Ensure equitable academic achievement across all racial, ethnic, socioeconomic and gender groups

Indicator 3. Achieve proportionality in transfer-ready preparation rates for each student group by 2021.

All Los Rios students district wide:

Goal by 2021	Baseline (Fall 2015)	Year 1 (Fall 2016)	Year 2 (Fall 2017)	Year 3 (Fall 2018)	Year 4 (Fall 2019)	Year 5 (Fall 2020)	Fall 2021
6,052	5,764	5,877	5,839	5,609	5,715	5,985	5,799

By Gender

Female

Goal by 2021	Baseline (Fall 2015)	Baseline (Fall 2015) % Transfer	Baseline (Fall 2015) % All	Year 1 (Fall 2016)	Year 1 (Fall 2016) % Transfer	Year 1 (Fall 2016) % All	Year 2 (Fall 2017)	Year 2 (Fall 2017) % Transfer	Year 2 (Fall 2017) % All	Year 3 (Fall 2018)	Year 3 (Fall 2018) % Transfer	Year 3 (Fall 2018) % All	Year 4 (Fall 2019)	Year 4 (Fall 2019) % Transfer	Year 4 (Fall 2019) % All	Year 5 (Fall 2020)	Year 5 (Fall 2020) % Transfer	Year 5 (Fall 2020) % All	Year 6 (Fall 2021)	Year 6 (Fall 2021) % Transfer	Year 6 (Fall 2021) % All
	3,144	54.5%	53.7%	3,242	55.2%	51.0%	3,177	54.4%	50.4%	3,015	53.8%	50.9%	3,035	53.1%	50.7%	3,359	56.2%	56.9%	3,240	55.9%	54.5%

Male

Goal by 2021	Baseline (Fall 2015)	Baseline (Fall 2015) % Transfer	Baseline (Fall 2015) % All	Year 1 (Fall 2016)	Year 1 (Fall 2016) % Transfer	Year 1 (Fall 2016) % All	Year 2 (Fall 2017)	Year 2 (Fall 2017) % Transfer	Year 2 (Fall 2017) % All	Year 3 (Fall 2018)	Year 3 (Fall 2018) % Transfer	Year 3 (Fall 2018) % All	Year 4 (Fall 2019)	Year 4 (Fall 2019) % Transfer	Year 4 (Fall 2019) % All	Year 5 (Fall 2020)	Year 5 (Fall 2020) % Transfer	Year 5 (Fall 2020) % All	Year 6 (Fall 2021)	Year 6 (Fall 2021) % Transfer	Year 6 (Fall 2021) % All
	2,531	43.9%	44.3%	2,534	43.1%	46.9%	2,545	43.6%	47.6%	2,472	44.1%	47.1%	2,551	44.6%	47.4%	2,481	41.5%	41.2%	2,383	41.1%	43.2%

By Race and Ethnicity

by Multi Race

Goal by 2021	Baseline (Fall 2015)	Baseline (Fall 2015) % Transfer	Baseline (Fall 2015) % All	Year 1 (Fall 2016)	Year 1 (Fall 2016) % Transfer	Year 1 (Fall 2016) % All	Year 2 (Fall 2017)	Year 2 (Fall 2017) % Transfer	Year 2 (Fall 2017) % All	Year 3 (Fall 2018)	Year 3 (Fall 2018) % Transfer	Year 3 (Fall 2018) % All	Year 4 (Fall 2019)	Year 4 (Fall 2019) % Transfer	Year 4 (Fall 2019) % All	Year 5 (Fall 2020)	Year 5 (Fall 2020) % Transfer	Year 5 (Fall 2020) % All	Year 6 (Fall 2021)	Year 6 (Fall 2021) % Transfer	Year 6 (Fall 2021) % All
	312	5.4%	6.1%	301	5.1%	6.0%	341	5.8%	6.1%	366	6.5%	6.3%	368	6.4%	6.0%	375	6.3%	6.9%	401	6.9%	6.9%

by African American

Goal by 2021	Baseline (Fall 2015)	Baseline (Fall 2015) % Transfer	Baseline (Fall 2015) % All	Year 1 (Fall 2016)	Year 1 (Fall 2016) % Transfer	Year 1 (Fall 2016) % All	Year 2 (Fall 2017)	Year 2 (Fall 2017) % Transfer	Year 2 (Fall 2017) % All	Year 3 (Fall 2018)	Year 3 (Fall 2018) % Transfer	Year 3 (Fall 2018) % All	Year 4 (Fall 2019)	Year 4 (Fall 2019) % Transfer	Year 4 (Fall 2019) % All	Year 5 (Fall 2020)	Year 5 (Fall 2020) % Transfer	Year 5 (Fall 2020) % All	Year 6 (Fall 2021)	Year 6 (Fall 2021) % Transfer	Year 6 (Fall 2021) % All
	315	5.5%	10.0%	319	5.4%	9.1%	312	5.3%	8.8%	289	5.2%	8.5%	324	5.7%	8.1%	344	5.7%	8.1%	319	5.5%	8.1%

by Asian

Goal by 2021	Baseline (Fall 2015)	Baseline (Fall 2015) % Transfer	Baseline (Fall 2015) % All	Year 1 (Fall 2016)	Year 1 (Fall 2016) % Transfer	Year 1 (Fall 2016) % All	Year 2 (Fall 2017)	Year 2 (Fall 2017) % Transfer	Year 2 (Fall 2017) % All	Year 3 (Fall 2018)	Year 3 (Fall 2018) % Transfer	Year 3 (Fall 2018) % All	Year 4 (Fall 2019)	Year 4 (Fall 2019) % Transfer	Year 4 (Fall 2019) % All	Year 5 (Fall 2020)	Year 5 (Fall 2020) % Transfer	Year 5 (Fall 2020) % All	Year 6 (Fall 2021)	Year 6 (Fall 2021) % Transfer	Year 6 (Fall 2021) % All
	1,262	21.9%	14.1%	1,256	21.4%	13.6%	1,225	21.0%	13.8%	1,149	20.5%	14.2%	1,198	21.0%	14.0%	1,269	21.2%	15.3%	1,189	20.5%	14.6%

by Filipino

Goal by 2021	Baseline (Fall 2015)	Baseline (Fall 2015) % Transfer	Baseline (Fall 2015) % All	Year 1 (Fall 2016)	Year 1 (Fall 2016) % Transfer	Year 1 (Fall 2016) % All	Year 2 (Fall 2017)	Year 2 (Fall 2017) % Transfer	Year 2 (Fall 2017) % All	Year 3 (Fall 2018)	Year 3 (Fall 2018) % Transfer	Year 3 (Fall 2018) % All	Year 4 (Fall 2019)	Year 4 (Fall 2019) % Transfer	Year 4 (Fall 2019) % All	Year 5 (Fall 2020)	Year 5 (Fall 2020) % Transfer	Year 5 (Fall 2020) % All	Year 6 (Fall 2021)	Year 6 (Fall 2021) % Transfer	Year 6 (Fall 2021) % All
	214	3.7%	2.7%	207	3.5%	2.7%	211	3.6%	2.8%	213	3.8%	2.9%	239	4.2%	3.0%	244	4.1%	3.2%	226	3.9%	3.1%

by Hispanic/Latino

Goal by 2021	Baseline (Fall 2015)	Baseline (Fall 2015) % Transfer	Baseline (Fall 2015) % All	Year 1 (Fall 2016)	Year 1 (Fall 2016) % Transfer	Year 1 (Fall 2016) % All	Year 2 (Fall 2017)	Year 2 (Fall 2017) % Transfer	Year 2 (Fall 2017) % All	Year 3 (Fall 2018)	Year 3 (Fall 2018) % Transfer	Year 3 (Fall 2018) % All	Year 4 (Fall 2019)	Year 4 (Fall 2019) % Transfer	Year 4 (Fall 2019) % All	Year 5 (Fall 2020)	Year 5 (Fall 2020) % Transfer	Year 5 (Fall 2020) % All	Year 6 (Fall 2021)	Year 6 (Fall 2021) % Transfer	Year 6 (Fall 2021) % All
	1,131	19.6%	24.8%	1,254	21.3%	25.7%	1,268	21.7%	26.9%	1,225	21.8%	28.4%	1,243	21.7%	29.5%	1,400	23.4%	28.2%	1,393	24.0%	28.8%

by Native American

Goal by 2021	Baseline (Fall 2015)	Baseline (Fall 2015) % Transfer	Baseline (Fall 2015) % All	Year 1 (Fall 2016)	Year 1 (Fall 2016) % Transfer	Year 1 (Fall 2016) % All	Year 2 (Fall 2017)	Year 2 (Fall 2017) % Transfer	Year 2 (Fall 2017) % All	Year 3 (Fall 2018)	Year 3 (Fall 2018) % Transfer	Year 3 (Fall 2018) % All	Year 4 (Fall 2019)	Year 4 (Fall 2019) % Transfer	Year 4 (Fall 2019) % All	Year 5 (Fall 2020)	Year 5 (Fall 2020) % Transfer	Year 5 (Fall 2020) % All	Year 6 (Fall 2021)	Year 6 (Fall 2021) % Transfer	Year 6 (Fall 2021) % All
	27	0.5%	0.6%	31	0.5%	0.5%	26	0.4%	0.5%	19	0.3%	0.5%	22	0.4%	0.5%	30	0.5%	0.5%	28	0.5%	0.5%

by Pacific Islander

Goal by 2021	Baseline (Fall 2015)	Baseline (Fall 2015) % Transfer	Baseline (Fall 2015) % All	Year 1 (Fall 2016)	Year 1 (Fall 2016) % Transfer	Year 1 (Fall 2016) % All	Year 2 (Fall 2017)	Year 2 (Fall 2017) % Transfer	Year 2 (Fall 2017) % All	Year 3 (Fall 2018)	Year 3 (Fall 2018) % Transfer	Year 3 (Fall 2018) % All	Year 4 (Fall 2019)	Year 4 (Fall 2019) % Transfer	Year 4 (Fall 2019) % All	Year 5 (Fall 2020)	Year 5 (Fall 2020) % Transfer	Year 5 (Fall 2020) % All	Year 6 (Fall 2021)	Year 6 (Fall 2021) % Transfer	Year 6 (Fall 2021) % All
	60	1.0%	1.1%	70	1.2%	1.1%	63	1.1%	1.0%	44	0.8%	1.0%	66	1.2%	0.9%	70	1.2%	1.1%	54	0.9%	0.2%

by White

Goal by 2021	Baseline (Fall 2015)	Baseline (Fall 2015) % Transfer	Baseline (Fall 2015) % All	Year 1 (Fall 2016)	Year 1 (Fall 2016) % Transfer	Year 1 (Fall 2016) % All	Year 2 (Fall 2017)	Year 2 (Fall 2017) % Transfer	Year 2 (Fall 2017) % All	Year 3 (Fall 2018)	Year 3 (Fall 2018) % Transfer	Year 3 (Fall 2018) % All	Year 4 (Fall 2019)	Year 4 (Fall 2019) % Transfer	Year 4 (Fall 2019) % All	Year 5 (Fall 2020)	Year 5 (Fall 2020) % Transfer	Year 5 (Fall 2020) % All	Year 6 (Fall 2021)	Year 6 (Fall 2021) % Transfer	Year 6 (Fall 2021) % All
	2,268	39.3%	37.7%	2,275	38.7%	35.8%	2,254	38.6%	34.9%	2,190	39.0%	34.3%	2,146	37.6%	32.9%	2,147	35.9%	33.9%	2,048	35.3%	33.1%

st Generation

Goal by 2021	Baseline (Fall 2015)	Baseline (Fall 2015) % Transfer	Baseline (Fall 2015) % All	Year 1 (Fall 2016)	Year 1 (Fall 2016) % Transfer	Year 1 (Fall 2016) % All	Year 2 (Fall 2017)	Year 2 (Fall 2017) % Transfer	Year 2 (Fall 2017) % All	Year 3 (Fall 2018)	Year 3 (Fall 2018) % Transfer	Year 3 (Fall 2018) % All	Year 4 (Fall 2019)	Year 4 (Fall 2019) % Transfer	Year 4 (Fall 2019) % All	Year 5 (Fall 2020)	Year 5 (Fall 2020) % Transfer	Year 5 (Fall 2020) % All	Year 6 (Fall 2021)	Year 6 (Fall 2021) % Transfer	Year 6 (Fall 2021) % All
	2,076	36.0%	32.0%	1,976	33.6%	28.3%	1,811	31.0%	26.8%	1,612	28.7%	26.5%	1,481	25.9%	26.8%	1,543	25.8%	27.1%	1,525	26.3%	27.5%

By Income Level

by Below Poverty

Goal by 2021	Baseline (Fall 2015)	Baseline (Fall 2015) % Transfer	Baseline (Fall 2015) % All	Year 1 (Fall 2016)	Year 1 (Fall 2016) % Transfer	Year 1 (Fall 2016) % All	Year 2 (Fall 2017)	Year 2 (Fall 2017) % Transfer	Year 2 (Fall 2017) % All	Year 3 (Fall 2018)	Year 3 (Fall 2018) % Transfer	Year 3 (Fall 2018) % All	Year 4 (Fall 2019)	Year 4 (Fall 2019) % Transfer	Year 4 (Fall 2019) % All	Year 5 (Fall 2020)	Year 5 (Fall 2020) % Transfer	Year 5 (Fall 2020) % All	Year 6 (Fall 2021)	Year 5 (Fall 2021) % Transfer	Year 5 (Fall 2021) % All
	1,901	33.0%	34.6%	1,885	32.1%	32.5%	1,689	28.9%	30.7%	1,520	27.1%	29.5%	1,423	24.9%	27.0%	1,594	26.6%	26.6%	1,429	24.6%	24.7%

by Low Income

Goal by 2021	Baseline (Fall 2015)	Baseline (Fall 2015) % Transfer	Baseline (Fall 2015) % All	Year 1 (Fall 2016)	Year 1 (Fall 2016) % Transfer	Year 1 (Fall 2016) % All	Year 2 (Fall 2017)	Year 2 (Fall 2017) % Transfer	Year 2 (Fall 2017) % All	Year 3 (Fall 2018)	Year 3 (Fall 2018) % Transfer	Year 3 (Fall 2018) % All	Year 4 (Fall 2019)	Year 4 (Fall 2019) % Transfer	Year 4 (Fall 2019) % All	Year 5 (Fall 2020)	Year 5 (Fall 2020) % Transfer	Year 5 (Fall 2020) % All	Year 6 (Fall 2021)	Year 5 (Fall 2021) % Transfer	Year 5 (Fall 2021) % All
	1,544	26.8%	23.3%	1,504	25.6%	22.7%	1,606	27.5%	22.8%	1,560	27.8%	23.6%	1,655	29.0%	24.3%	1,459	24.4%	22.1%	1,468	25.3%	22.2%

by Middle and Above Income

Goal by 2021	Baseline (Fall 2015)	Baseline (Fall 2015) % Transfer	Baseline (Fall 2015) % All	Year 1 (Fall 2016)	Year 1 (Fall 2016) % Transfer	Year 1 (Fall 2016) % All	Year 2 (Fall 2017)	Year 2 (Fall 2017) % Transfer	Year 2 (Fall 2017) % All	Year 3 (Fall 2018)	Year 3 (Fall 2018) % Transfer	Year 3 (Fall 2018) % All	Year 4 (Fall 2019)	Year 4 (Fall 2019) % Transfer	Year 4 (Fall 2019) % All	Year 5 (Fall 2020)	Year 5 (Fall 2020) % Transfer	Year 5 (Fall 2020) % All	Year 6 (Fall 2021)	Year 5 (Fall 2021) % Transfer	Year 5 (Fall 2021) % All
	1,662	28.8%	27.5%	1,818	30.9%	28.8%	1,941	33.2%	30.0%	1,973	35.2%	31.4%	2,049	35.9%	33.0%	2,308	38.6%	37.5%	2,277	39.3%	38.0%

Technical Notes:

Data do not include unknown and other categories.

Please note small N's for some categories.

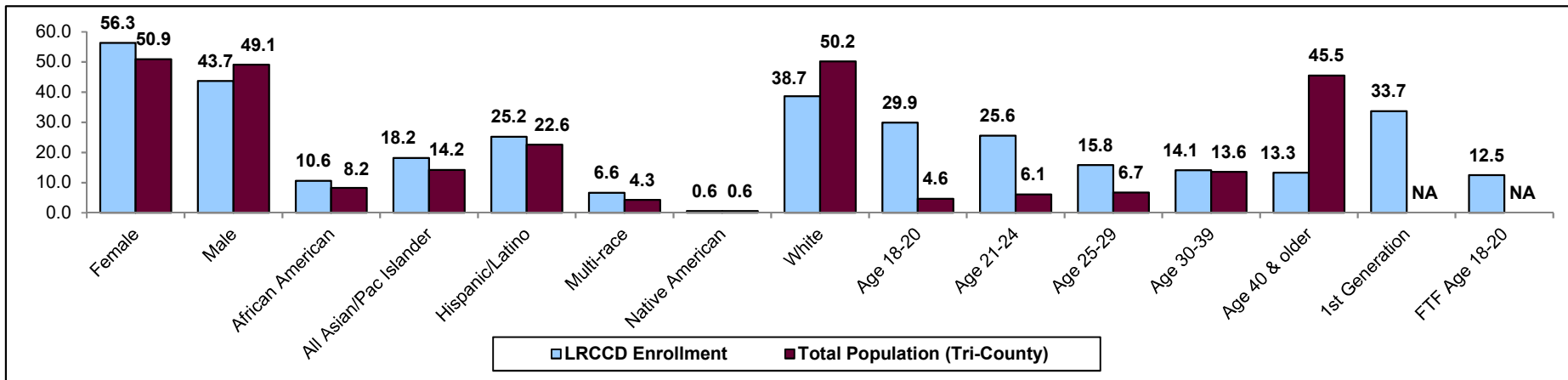
LRCCD STRATEGIC PLAN INDICATORS OF ACHIEVEMENT: 2016-2021

Goal 2: Ensure equitable academic achievement across all racial, ethnic, socioeconomic and gender groups.

Indicator 5. Increase enrollment rates among groups who are traditionally underrepresented in higher education
within the District's service area.

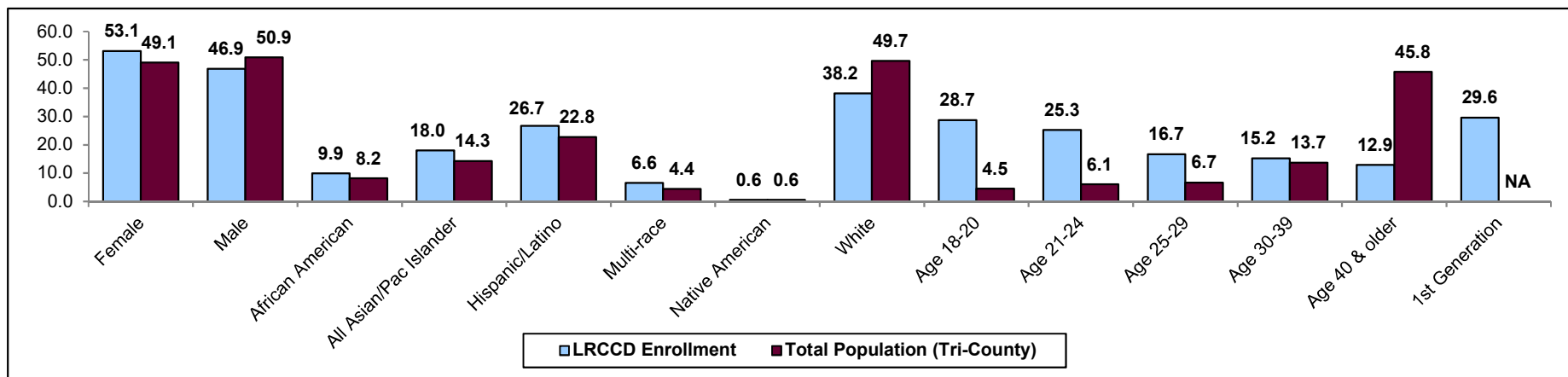
Trendlines 2015

Total 2014 Population Projections (Tri-County) and Fall 2015 LRCCD First Census Enrollment by Demography (in %)



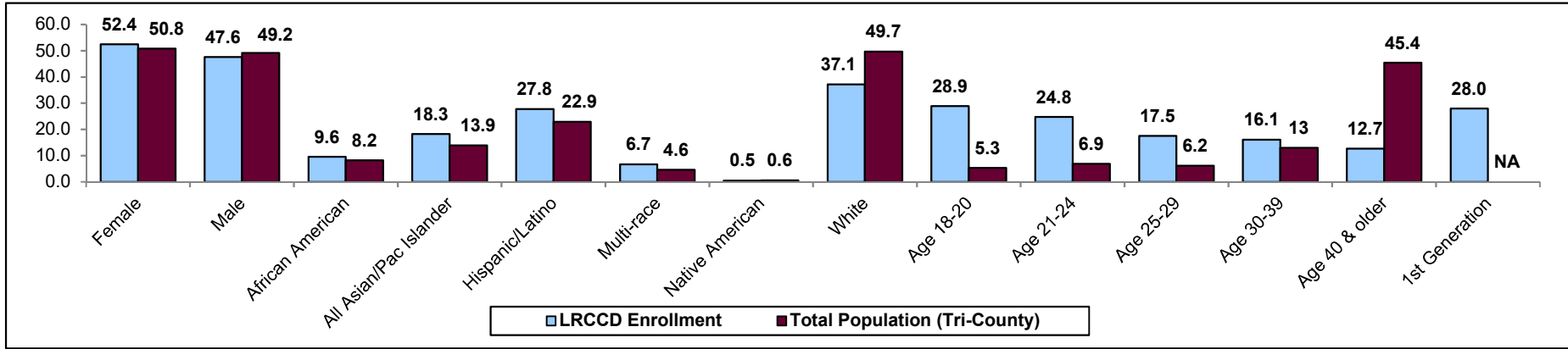
Trendlines 2016

Total 2015 Population Projections (Tri-County) and Fall 2016 LRCCD First Census Enrollment by Demography (in %)



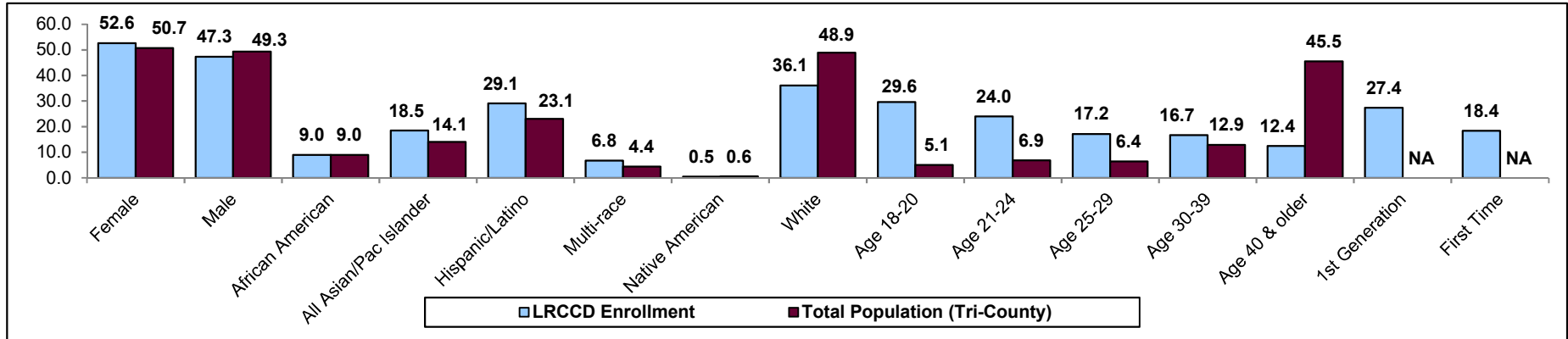
Trendline 2017

Total 2016 Population Projections (Tri-County) and Fall 2017 LRCCD First Census Enrollment by Demography (in %)



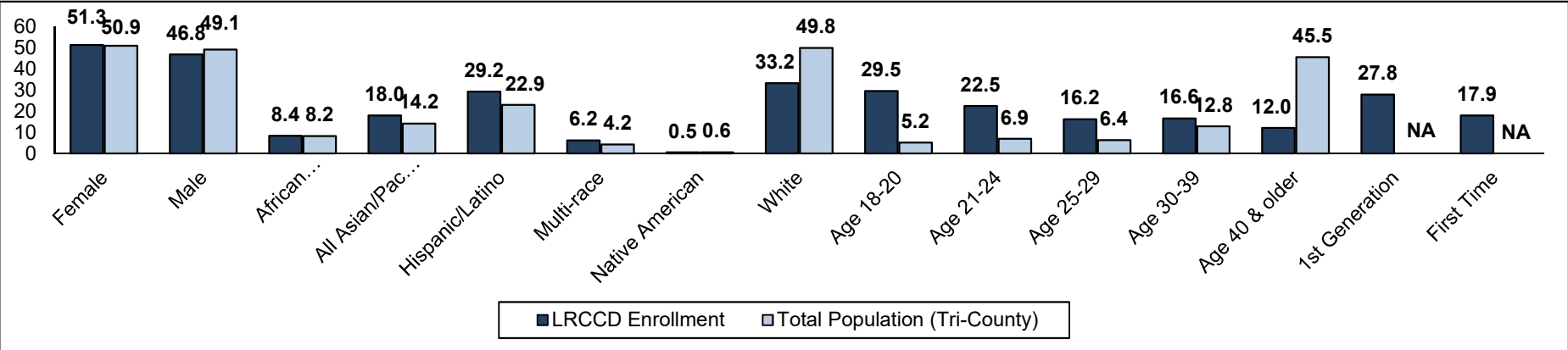
Trendline 2018

Total 2017 Population Projections (Tri-County) and Fall 2018 LRCCD First Census Enrollment by Demography (in %)



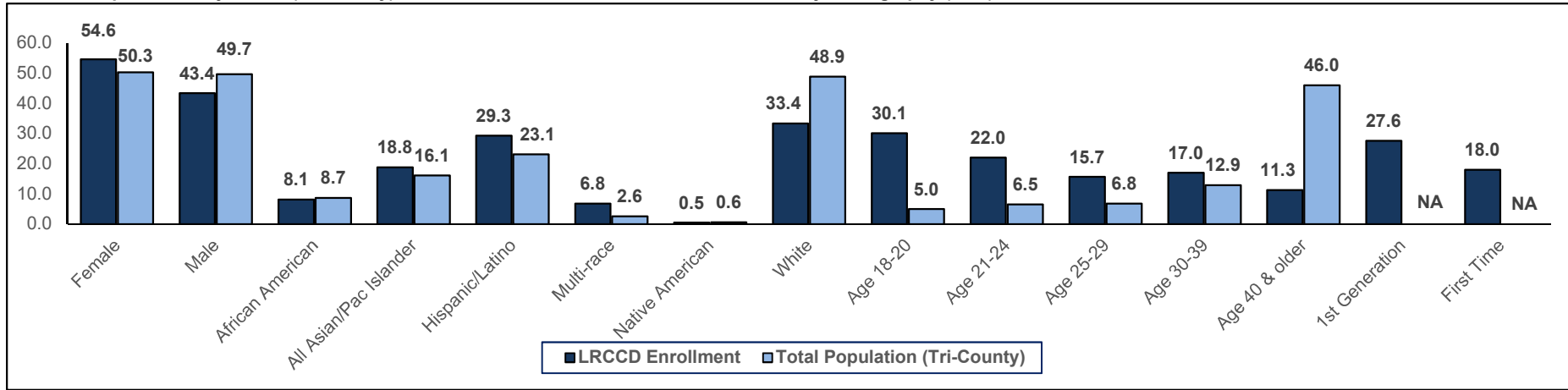
Fall 2019 Trendlines

Total 2018 Population Projections (Tri-County) and Fall 2019 LRCCD First Census Enrollment by Demography (in %)



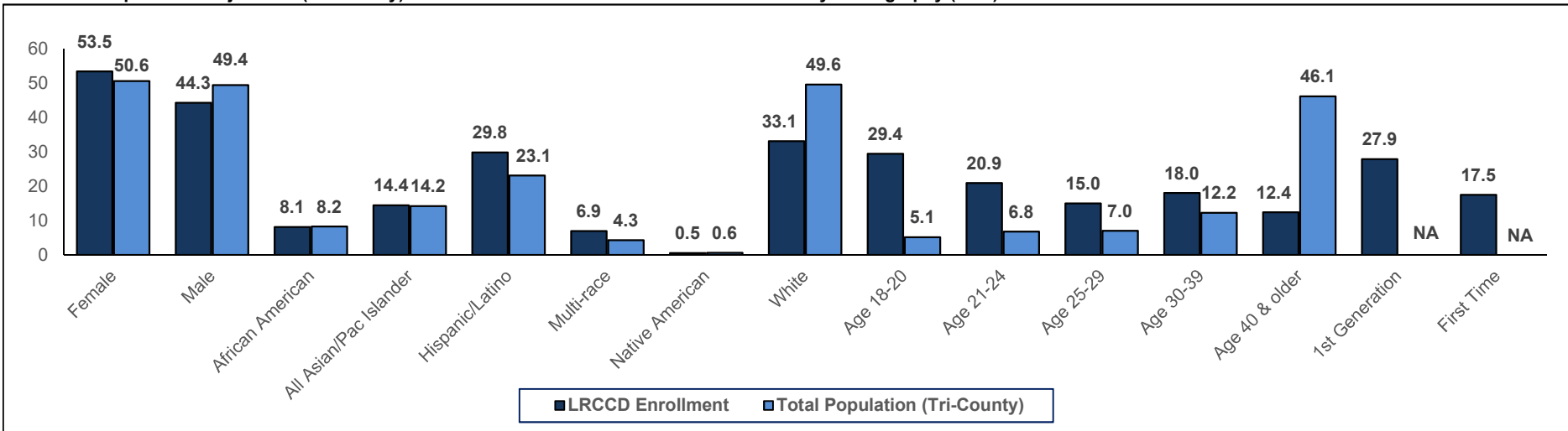
Fall 2020 Trendlines

Total 2019 Population Projections (Tri-County) and Fall 2020 LRCCD First Census Enrollment by Demography (in %)



Fall 2021 Trendlines

Total 2020 Population Projections (Tri-County) and Fall 2021 LRCCD First Census Enrollment by Demography (in %)



LRCCD STRATEGIC PLAN INDICATORS OF ACHIEVEMENT: 2016-2021

Goal 3: Provide exemplary teaching and learning opportunities.

Indicator 2. Increase student course success from 68% to 71% by 2021.

Goal by 2021	Baseline (Fall 2015)	Year 1 (Fall 2016)	Year 2 (Fall 2017)	Year 3 (Fall 2018)	Year 4 (Fall 2019)	Year 5 (Fall 2020)	Fall 2021
71%	68.6%	70.6%	71.7%	72.4%	72.4%	70.0%	69.6%

Indicator 3. Increase the number of students who say they feel "engagement with their learning experience by 5% by 2021, as measured by the Community College Survey of Student Engagement.

Goal by 2021	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5

Not all colleges conducted the CCSSE survey and those that have in the past have not continued the survey administration.

Individual colleges will have data that addresses this Indicator at a local college level, going forward, the Los Rios colleges will conduct an aligned Campus Climate survey for students, faculty and staff. The student Campus Climate Survey was administered in Spring 2022 with a focus on equity which will provide of "engagement with student learning experience".

The Employee survey will be developed in Fall 2022 with an administration date in Spring 2023

There is a District Research Council workgroup comprised of college and district researchers working on the survey development.

August 2022 update: The Campus Climate Survey results are still under analysis by district and college research offices

The DRC Campus Climate DRC Workgroup will provide an update to district and college leadership in Fall 2022.

LRCCD STRATEGIC PLAN INDICATORS OF ACHIEVEMENT: 2016-2021

Goal 4: Lead the region in workforce development

No LRCCD OIR measurements; indicators of achievement will be provided by Workforce and Economic Development

LRCCD STRATEGIC PLAN INDICATORS OF ACHIEVEMENT: 2016-2021

Goal 5: Foster an outstanding working and learning environment.

Indicator 1. Increase employment satisfaction as measured by the biennial District Employee Satisfaction Survey
Employee Satisfaction Survey to be conducted in Spring 2017, 2019, and 2021.

Goal by 2021	Baseline	Year 1 (2017)	Year 2	Year 3 (2019)	Year 4	Year 5 (2021)
4.03	3.84	3.78	NA	3.65	NA	**

Not all colleges conducted the CCSSE survey and those that have in the past have not continued the survey administration. Individual colleges will have data that addresses this Indicator at a local college level, going forward, the Los Rios colleges will conduct an aligned Campus Climate survey for students, faculty and staff. The student Campus Climate Survey was administered in Spring 2022 with a focus on equity which will provide of "engagement with student learning experience". The Employee survey will be developed in Fall 2022 with an administration date in Spring 2023. There is a District Research Council workgroup comprised of college and district researchers working on the survey development.
August 2022 update: The Campus Climate Survey results are still under analysis by district and college research offices
The DRC Campus Climate DRC Workgroup will provide an update to district and college leadership in Fall 2022.

PROJECT CHARTER

Project Team: Class Size Recommendations

Project Type: Task Group

Project Duration: 2022-23

PROJECT BACKGROUND AND NEED (Why is the project necessary?)

California Education Code § 70902 (B) (7) grants to academic senates the “primary responsibility for making recommendations in the area of curriculum and academic standards.” Because class size can clearly impact instruction, and appropriate course enrollment maximums are an essential aspect of guaranteeing the quality of instructional programs, class sizes are a curricular and academic matter and thus fall under the purview of the academic senate. (“Setting Course Enrollment Maximums: Process, Roles, and Principles.” ASCCC)

In 2020, the Los Rios District Academic Senate passed the following resolution:

Whereas, the District Academic Senate (DAS) is committed to all the colleges becoming more equitable institutions, and equitable education requires building relationships with students and providing individualized learning experiences to meet diverse needs; and

Whereas, quality learning experiences and effective teaching strategies in online and face-to-face classes require active and interactive learning opportunities and multiple, diverse measures for assessing student learning; and

Whereas, there is a relationship between class size and/or instructor: student ratio and instructor ability to implement these best practices in equitable, effective and quality education; and

Whereas, despite Los Rios Community College District (LRCCD) Regulation 7131, 2.1 stating “Each College of the Los Rios Community College District shall determine the optimum class size for each course or subject area based on effectiveness of instruction and efficiency of operation”, class size appears to be determined in an arbitrary, inconsistent, nontransparent manner, resulting in inequitable and inconsistent educational experiences for students across different Los Rios Community College District (LRCCD) colleges and classes;

Resolved, that the District Academic Senate requests, pursuant to Los Rios Community College District Policy 7131 authorizing the Chancellor or designee “to develop Administrative Regulations for setting class size guidelines for all area classes within a division”, that a task force be convened to develop recommendations for establishing a standing governance body whose purpose shall be to set guidelines for determining optimum class sizes on a course level basis course-by-course, discipline-by-discipline, and college-by-college basis.

Resolved, that the resulting governance body includes representatives from the Academic Senates, Los Rios College Federation of Teachers (LRCFT), and administration from all four Los Rios colleges as well as appropriate district administrative leadership.

Resolved, that the resulting governance body develops processes and practices to establish and regularly evaluate criteria for setting and reviewing class sizes on a foundation of equity-based decision making, with an emphasis on faculty ability to implement best practices in equitable, effective education.

PROJECT CHARTER

In 2021, the DAS & LRCFT Presidents, College Vice Presidents of Instruction, and LRCCD Deputy Chancellor met to discuss steps towards meeting the first resolve. The LRCCD administration that denied the resolution's request to form a standing governance body that develops processes and practices to establish and regularly evaluate criteria for setting and reviewing class sizes on a foundation of equity-based decision making. The Academic Senate & LRCFT Presidents, College Vice Presidents of Instruction, and LRCCD Deputy Chancellor agreed that a task force could be established to develop processes and practices to establish and regularly evaluate criteria for setting and reviewing class sizes (as per the resolution).

PROJECT PURPOSE AND SCOPE (What is the project expected to encompass? What are the boundaries?)

The project scope will be limited to developing criteria and setting guidelines for determining optimum class sizes on a course level basis course-by-course, discipline-by-discipline, and college-by-college basis. The scope of the work will be focused on effectiveness of instruction while taking into consideration efficiency of operation.

Guidelines produced by this project will take the form of recommendations not to usurp that authority granted in to the Colleges as per R-7131 2.0 Optimum Class Size 2.1 which states "Each College of the Los Rios Community College District shall determine the optimum class size for each course or subject area based on effectiveness of instruction and efficiency of operation".

Work of this group will not usurp the Chancellor or designee's authority to develop Administrative Regulations for setting class size guidelines for all area classes within a division as per P-7131.

Work of this group will focus on optimum class size and will not attempt to set class caps.

PROJECT OBJECTIVES (What is the project expected to achieve?)

Successful completion of this project is intended to achieve the following objectives:

Using a foundation of equity-based decision making with an emphasis on faculty ability to implement best practices in equitable, effective education: criteria, processes, and practices will be identified to establish and regularly evaluate criteria for setting and reviewing class sizes in Los Rios on a course-by-course, discipline-by-discipline, college-by-college basis.

PROJECT CHARTER

These criteria, processes, and proposed practices will be documented in a report submitted to the LRCCD Academic Senate & LRCFT Presidents, College Vice Presidents of Instruction, and Deputy Chancellor for consideration and recommendation to the Chancellor.

PROJECT DELIVERABLES (What items will be produced during the project?)

Deliverables to be completed and/or submitted for approval:

- 1) Criteria for setting class sizes on a course-by-course, discipline-by-discipline, and college-by-college basis
- 2) Recommendations for processes and practices to regularly evaluate criteria for setting class sizes
- 3) Recommendations for process and practices to regularly evaluate criteria for reviewing class sizes
- 4) Recommendations for a process for a regular review of the guidelines/recommendations in case they need to be modified.
- 5)

SUCCESS INDICATORS (How will success be measured or determined?)

The project will be considered successful when:

- 1)
- 2)
- 3)
- 4)

All of these indicators can be thoroughly accomplished through completion of the stated project objectives.

PROJECT CHARTER

PROJECT ASSUMPTIONS (What conditions are believed to exist?)

The project team was authorized based on the following assumptions:

- The task force/project team is charged with drafting guidelines/recommendations for the VPIs, Senate Presidents, LRCFT Presidents, AVC of Instruction, Deputy Chancellor for consideration and potential adoption.
- Interest in not creating rules/guidelines for specific courses or disciplines but rather looking holistically at what should be considered when setting/adjusting class caps with a focus on equity.
- Interest in guidelines/recommendations addressing a transparent process for temporary class size adjustments.
- Interest to create a process for a regular review of the guidelines/recommendations in case they need to be modified.
- Interest to collect data on success and retention as related to class size.

PROJECT RISKS, CONSTRAINTS, OR DEPENDENCIES (What factors might impact the project? How might the project intersect with the internal or external environment including other projects?)

The project team should be aware of the following known risks, constraints, and/or dependencies:

- Recognized share interest to balance effectiveness of instruction and efficiency of operation
- Class sizes are also workload issues that are negotiated between LRCFT & LRCCD
- Class size and class caps are two different concepts. Care must be taken not to conflate the scope of this project beyond class size into class caps as class caps are not within the scope of this project.

PROJECT CHARTER

- Interest exists in class cap alignment across colleges for the same courses. Some faculty expressed apprehension about this idea. LRCFT and LRCCD, however, have already agreed to address differences in caps for the same course across colleges.

OTHER CONSIDERATIONS (What are the anticipated implications related to equity and inclusion; research and data; district policies and regulations; district and/or college-wide practices; cross-functional relationships; and resource needs such as staffing, workload, technology, and space/facilities?)

- AB705 / 1705
- Disaggregated student success research data needed
-
-
-

PROJECT CHARTER

PROJECT TIMELINE/KEY MILESTONES

Month(s)	PROJECT PHASE	FOCUS/MAJOR TASKS
	Initiation	Project initiation and charter development
	Preparation	Project planning; team scheduling; initial research and discovery; preparation for kickoff
	Team-Based Work	[will vary by project; should identify any key milestones]
	Formal Review	Review and adoption of deliverables through governance processes
	Closure	Celebrate the project team's work and archive artifacts of the project

Planned Governance Flow of Deliverables

Meeting Date	Governance Group	Desired Outcome
		<input type="checkbox"/> 1 st Reading <input type="checkbox"/> 2 nd Reading – Recommendation to _____
		<input type="checkbox"/> 1 st Reading <input type="checkbox"/> 2 nd Reading - Recommendation to _____
		<input type="checkbox"/> 1 st Reading <input type="checkbox"/> 2 nd Reading – Recommendation to _____
		<input type="checkbox"/> 1 st Reading <input type="checkbox"/> 2 nd Reading – Recommendation to _____

Standard Description of Project Stages

Project Stages	Description
Initiation	Activities leading to the authorization and chartering of a project team
Preparation	Activities which occur once a team is authorized and can be conducted independently to plan, schedule, and setup the project (project management steps)
Team-Based Work	Activities which occur in a collaborative environment in which the project team works based on the scope of the charter
Formal Review	Activities by which deliverables are submitted to the sponsoring council for formal approval; may involve a sequence of governance review including ELT and/or other entities; formal review may result in acceptance of the deliverables; request for the project team to revisit the design/refinement stages; or abandonment of the project
Closure	Activities to celebrate the success of the project and archive the artifacts of the work completed

PROJECT CHARTER

PROJECT ORGANIZATION, ROLES, AND RESPONSIBILITIES

Role	Responsibilities
Project Leads	<ul style="list-style-type: none"> ▪ Prepares, leads, and follows up on meetings ▪ Communicates the project to various stakeholders, and when appropriate, solicits feedback on draft deliverables through informal review processes ▪ Submits the final deliverables to the sponsoring group for approval
Project Steward <i>(may be one of the leads or a separate individual)</i>	<ul style="list-style-type: none"> ▪ Manages the project on behalf of the sponsoring group ▪ Drafts the charter in consultation with the sponsoring group ▪ Conducts preliminary research to gather information on promising practices, product options, or other relevant materials to inform the project ▪ Develops a work plan based on the charter to organize, sequence, and schedule the work of the project team within the available time frame ▪ Reports progress to the sponsoring council ▪ Maintains and archives project documentation at the conclusion of the project ▪ Assists the project leads as needed
Team Members	<ul style="list-style-type: none"> ▪ Participates in all project meetings and activities ▪ Supplies valuable knowledge and perspective (often based on the individual’s responsibilities or role) ▪ May be assigned specific project tasks to complete outside of project meetings ▪ Assists with the “heavy lifting” that is required to accomplish the project deliverables
External Consultant <i>(optional)</i>	<ul style="list-style-type: none"> ▪ Provides expertise and assistance from an external (non-Los Rios) perspective
Executive Sponsor <i>(optional)</i>	<p>Large, high-impact projects only:</p> <ul style="list-style-type: none"> ▪ Champions the project from the executive level to secure buy-in and ensure viability ▪ Communicates project purpose and vision ▪ Allocates appropriate resources to support effective development, execution, and institutionalization ▪ Maintains awareness of project status and helps mitigate risk ▪ Mediates conflicts and facilitates dialogue to resolve project issues ▪ Assumes other responsibilities as appropriate based on the project scope

Please see Appendix A for a complete roster of the membership for each specified role.

PROJECT CHARTER

COMMUNICATION PLAN (How will information be shared with the stakeholders?)

Based on the previously stated stakeholder list, the general plan for sharing project information is as follows:

Communicated By	Audience	Frequency	Purpose

Conflict Resolution

Any matter of significance which cannot be resolved by the project leads may be referred to the appropriate administrator (typically the chair of the sponsoring council) or to the President’s Executive Staff (PES). Any significant change in charter scope will require approval of a revised charter by the Executive Leadership Team (ELT).

PROJECT CHARTER

APPENDIX A: PROJECT MEMBERSHIP - Proposed

PROJECT TEAM			
	Name of Participant	College	Role
Project Lead	Alisa Shubb	ARC	DAS President
Project Co-Lead	Tammy Montgomery	DO	Interim Associate Vice Chancellor of Instruction
Members			
		ARC	Faculty
		CRC	Faculty
		FLC	Faculty
		SCC	Faculty
		ARC	AVP/Dean
		CRC	AVP/Dean
		FLC	AVP/Dean
		SCC	AVP/Dean
Assistant			

OTHER ROLES	
Project Steward*	Alisa Shubb
External Consultant(s)	
Executive Sponsor <i>(high-impact projects only)</i>	Jamey Nye

*May be one of the project leads or a separate individual

PROJECT CHARTER

APPENDIX B: STUDENT PARTICIPATION

The student voice contributes a diverse perspective to project teams and is highly valued. As project teams have widely varied meeting schedules which can require a substantial time commitment, a flexible set of options have been defined to ensure that project dialogue and deliverables are influenced by the student perspective.

Please check one or more boxes below that indicate the methods the project lead/co-lead intend to use to facilitate student participation during this project.

	Method	Description	Compensated?
<input type="checkbox"/>	ASB Appointment	Associated Student Body (ASB) appoints two students to serve on the project team and attend all meetings. This option is considered the standard method of representation.	Yes
<input type="checkbox"/>	Student Resource Panel	In consultation with ASB, create a student resource panel that is called upon by the project lead/co-lead to provide student input at key points during the project. The resource panel may be an existing group of students (e.g., Sages) or a temporarily formed group assigned to the project.	Yes
<input type="checkbox"/>	ASB Direct Involvement	Lead/co-leads work directly with ASB to be placed on an ASB agenda, present the project concept, and solicit input from students during a regularly scheduled ASB meeting.	No
<input type="checkbox"/>	Student Survey or Focus Group	Project conducts a student survey or focus group through the Institutional Research Office and uses the results to inform the work of the project team.	No, but incentives may be provided on a case-by-case basis.
<input type="checkbox"/>	Student Forum or Gallery Walk	Project holds a student forum or gallery walk during which large groups of students can provide input in response to narrative or visual prompts. ASB would be asked to assist in publicizing the date/time of the event to the student constituency.	No
<input type="checkbox"/>	Other (please specify intended methods)		

PROJECT CHARTER

Please see the “Governance: Student Compensation” document for further details on the compensation structure.

Los Rios Community College District Academic Senate (DAS) By-Laws

Article 1: Organization of DAS Leadership

Article 2: Selection of DAS President

Article 3: Officer Terms

Article 4: Officer Removal

Article 5: DAS Member Replacement

Article 6: Duties of Officers

Article 7: Committees

Article 8: Powers and Responsibilities

Article 9: Operational Procedures

Article 10: Quorum

Article 11: Brown Act-Open Meeting Provisions

Article 12: Parliamentary Authority

Article 13: Amending and Adopting the By-Laws

Article 14: Ratification

Article 1: Organization of DAS Leadership

Section 1: The officers of the DAS shall include, but not be restricted to, a President and Secretary. The DAS [President and Secretary](#) ~~is-a~~ [are](#) non-voting members of the body. The officers of the DAS and college Academic Senate Presidents are 'on duty' for the full year, including during the summer and other times outside the regular academic calendar.

Article 2: Selection of DAS President

Section 1: The DAS President shall be selected by the officers of the local Academic Senate from the college whose turn it is to appoint the DAS President. The DAS President shall be a previous local Academic Senate President and shall continue to be involved with the DAS enough to understand the current issues of DAS. If the college Academic Senate whose turn it is in the rotation does not designate the appointment by April 1, then the position will rotate to the next college Academic Senate according to section 2.

Section 2: The Office of the DAS President shall rotate from college to college, starting with the least recent college to have completed a rotation. If a college cannot appoint an eligible candidate to serve as DAS President, the next eligible college will appoint the DAS President. If a sitting DAS President vacates the position during the first year, the Academic Senate of the same college shall appoint another DAS President. If that same college cannot offer a replacement, the next college in the rotation shall appoint a DAS President to serve the remainder of that year and then be eligible for its full two-year term. Under extreme or unforeseen circumstances, the DAS has the authority to determine which college is next in the rotation. [The determination shall be made by a majority vote of the voting members of the DAS present.](#)

Section 3: The DAS President cannot serve as a member of the executive board of the district bargaining unit while serving as DAS President.

[Section 4: The DAS President shall not be a voting member of the DAS. In the event of a tie vote among the voting members of the DAS present, the motion fails.](#)

[Section 4: The DAS President shall not vote unless all of the following obtain:](#)

- [a. the President is among the voting membership of DAS specified in Article 3, Section 2 of the DAS Constitution \(i.e., one of the local academic senate officers\);](#)
- [b. the President has no direct pecuniary interest in the question at issue;](#)
- [c. either voting is by ballot, or the President's vote would cause the motion to carry or fail.](#)

The DAS President's vote would cause a motion to fail in accord with the final condition (c) if either of the following obtains:

- a. in a non-ballot vote that requires a majority vote to carry, before the President has cast a vote, all other voting members present have either cast their votes or abstained, there is one more vote in the affirmative than in the negative, and the President's vote would be in the negative.
- b. in a non-ballot vote that requires a two-thirds vote to carry, before the President has cast a vote, all other voting members present have either cast their votes or abstained, an additional vote in the negative would cause the two-thirds threshold not to be met, and the President's vote would be in the negative.

The DAS President's vote would cause a motion to carry in accord with the final condition (c) if either of the following obtains:

- a. in a non-ballot vote that requires a majority vote to carry, before the President has cast a vote, all other voting members present have either cast their votes or abstained, the number of votes in the affirmative is equal to the number of those in the negative, and the President's vote would be in the affirmative.
- b. in a non-ballot vote that requires a two-thirds vote to carry, before the President has cast a vote, all other voting members present have either cast their votes or abstained, an additional vote in the affirmative would cause the two-thirds threshold to be met, and the President's vote would be in the affirmative.

Section 4 5: The incoming DAS President shall appoint the Secretary with approval from the DAS: obtained by a majority vote of the voting members of the DAS present.

Article 3: Officer Terms

Section 1: The DAS President shall serve a two-year term, beginning after the last regularly scheduled DAS meeting in the spring. The second year of the President's term is subject to confirmation by the majority vote of the voting members of the DAS present. The confirmation vote will occur in April of the first year of a President's term. If the President is not confirmed, the officers of the college Academic Senate in the current rotation will select a replacement. If the college is not able to appoint another DAS President, the next college in the rotation according to ~~Article V, Section 3~~ Article 2, Section 2 shall appoint a DAS President. A college's term in the rotation is considered complete when its appointed DAS President serves a minimum of one year.

Section 2: If the sitting President is not confirmed to serve a second year as outlined in Article 3, Section 1, the Secretary and any other ex-officio members of the DAS will continue to serve until the next regular change of officers.

Article 4. Officer Removal

Section 1: A sitting DAS President may be removed from office by formal resolution approved by two thirds of the [voting members of DAS present](#). Should the position be vacated by this method, a currently seated past president or president will become acting DAS President for up to thirty calendar days. The college which provided the removed DAS President will appoint a permanent replacement within thirty days. The new DAS President will serve the remainder of the college's existing two-year term. If the college is not able to appoint a different DAS President, the next college in the rotation shall appoint someone to serve the remainder of that year and then be eligible for its full two-year term. Under extreme or unforeseen circumstances, the DAS has the authority to determine which college is next in the rotation. [The determination shall be made by a majority vote of the voting members of the DAS present.](#)

Article 5. DAS Member Replacement

Section 1: In the event that a college DAS representative resigns or is unable to attend meetings regularly, the Academic Senate President from the affected college may name a designee to serve from the college. [In the event that a DAS representative assumes the role of DAS President midway through an academic year due to DAS President removal per Article 4, Section 1 or resignation, the Academic Senate President from the affected college may name a designee to serve as a voting member from the college.](#)

Article 6: Duties of Officers

Section 1: DAS President shall:

- be responsible for all the DAS meeting arrangements
- chair all DAS meetings
- lead the formation of the DAS's agenda and distribute the agenda to all members and interested parties at least 72 hours in advance of the meeting
- attend all LRCCD Board of Trustee meetings and any other meetings at the direction of the DAS
- report the DAS resolutions to the LRCCD Board of Trustees and the LRCCD Chancellor
- chair the District Budget Committee or appoint a designee
- make appointments to all district committees, work groups, task forces, etc.
- serve as official contact and voting delegate to the Academic Senate for California Community Colleges (ASCCC)
- perform any and all reasonable duties as directed by ~~consensus of~~ the DAS
- in consultation with the college academic senate presidents, be responsible for all communication and other duties that are the responsibility of the DAS in

periods of time when the faculty, as a whole, and the Academic Senates of each college are not normally in session

The DAS President may appoint a designee from the DAS to temporarily perform DAS President duties such as preside over a DAS meeting.

Section 2: The DAS Secretary shall:

- keep the minutes of DAS meetings and manages website updates
- perform other duties as assigned

Article 7: Committees

Section 1: The DAS may establish committees and may define and limit the powers and duties of these committees. The District Curriculum Coordinating Committee (DCCC) and the District Equity and Student [Services Success](#) Committee (DESSC) are two committees that have been designated by the Board of Trustees to be Senate-led committees. The Chairperson for each of these committees will be a faculty member appointed by the DAS from the faculty serving on the committee and will serve as a non-voting, ex-officio member of the DAS. Similarly, the faculty co-chair of the District Educational Technology Committee ([DETC](#)), appointed by the DAS, shall serve as a non-voting, ex-officio member of DAS.

Section 2: DAS may also appoint short term groups-subcommittees, work groups, ad hoc groups, task groups, etc. The scope and timeframe of these groups will be limited and defined upon creation.

Section 3: In consultation with the college Academic Senate Presidents, the DAS President makes all DAS appointments to LRCCD committees, subcommittees, work groups, ad hoc groups, task groups, etc. Wherever possible, the DAS President will balance college Academic Senate representation on district committees or task forces.

Article 8: Powers and Responsibilities

Section 1: The DAS is recognized by the Board of Trustees as the body with which it will consult collegially when adopting policies and procedures on academic and professional matters. (California Education Code [70902](#); [California Government Code](#) 3540; Title 5, section 53200 of the California Code of Regulations)

Section 2: The DAS may accept any powers and responsibilities delegated to it by law and by the Board of Trustees. Further, the DAS is recognized as a partner in developing the policies and regulations of participatory governance for the District.

Section 3: The DAS may accept any powers and responsibilities delegated to it by resolution from one college and supported by at least one other of the college Academic Senates.

Section 4: The DAS President and each college Academic Senate President shall have a recognized chair at all scheduled agenda meetings of the LRCCD Board of Trustees and shall be empowered to speak to the items under consideration.

Section 5: The Academic Senate of a college within the LRCCD may present views and recommendations to the Chancellor for inclusion in the Board of Trustees agenda as information items. The Board of Trustees shall consider and respond to such views and recommendations. (Title 5, section 53200 of the California Code of Regulations)

Section 6: Upon request of the DAS, and subject to the limitations of the "Brown Act," the board shall meet and confer with representatives of the DAS either as: (1) a full Board of Trustees; or (2) through designated Board of Trustees members; or (3) through designated administrative officers.

Section 7: Responding to Section 53200 of Title 5 of the California Code of Regulations, the DAS herein affirms its intent to exercise a full partnership role in the participatory governance of the Los Rios Community College District. Therefore, the chair of the LRCCD Senate-led committees are ex-officio members of the DAS as designated in Article ~~7~~, section ~~40~~ 1.

Article 9: Operational Procedures

Section 1: The DAS consists of representatives from the Academic Senates of the colleges, and must provide a forum for the expression of concerns from these separate entities. Constituent Academic Senates should expect equality in the deliberative process, and through the DAS be heard as one voice.

Section 2: The DAS may also speak by written resolution. Draft resolutions must be listed on the agenda in order to be discussed. A First Reading is required for discussion and editing purposes, but no vote shall be taken. Action on the resolution may take place at a Second Reading, which may come no sooner than the next regular meeting of the DAS. Action may include Acceptance, Rejection or Revision of the resolution. Revision during a Second Reading shall not force a delay of a vote for acceptance or rejection to a later date unless the revision substantially changes the content and intent of the resolution.

Section 3: The DAS will take up an academic and professional matter as an issue affecting all colleges and faculty, any issue that affects two or more of the colleges.

College Academic Senate Presidents may request inclusion of an item on the DAS agenda by forwarding the issue to the DAS President in advance of a meeting, but within a timeframe to comply with the timely and orderly publication of the agenda per Brown Act.

Section 4: No person should be interpreted as speaking for the DAS unless so designated by the DAS.

Section 5: When a motion requires a majority vote, the motion shall fail (i.e., not be adopted) unless, when the outcome is announced, more than half of the votes cast by voting members present are in the affirmative. When a motion requires a two-thirds vote, the motion shall fail unless, when the outcome is announced, at least two thirds of the votes cast by voting members present are in the affirmative. A tie vote occurs only if, when the outcome is announced, the number of votes cast in the negative by voting members present is equal to the number of those cast in the affirmative. The DAS President may cast a vote in accord with Section 4 of Article 2 to force or block a tie vote. A motion shall fail in the event of a tie vote. No voting member shall cast more than one vote on any given motion.

Section 5: For some DAS actions, the DAS Bylaws or Constitution specifies that a majority vote or a two-thirds vote is required. For all other actions, DAS shall use consensus decision-making, a decision-making process in which "general agreement" is sought by actively soliciting and incorporating the input of voting members in order to address and eliminate dissent. "General agreement" is defined as unanimity minus a number of allowed dissenters (e.g., zero, one, two, or whatever). For DAS, the number of allowed dissenters is four. If general agreement (i.e., unanimity minus four dissenters, the agreement of at least 12 of the 16 local Academic Senate Officers) in support of a proposal is achieved, the proposal is accepted; if it cannot be achieved, the proposal is rejected.

Article 10: Quorum

Section 1: A quorum shall be defined as nine (9) members of the DAS with at least one (1) member participating from each constituent college Academic Senate. The requirement for each college Academic Senate to be represented can be waived if the DAS President is notified by a member of an Academic Senate's executive team of non-participation in advance of the meeting; however, a minimum of three Academic Senates is always required.

Article 11: Brown Act-Open Meeting Provisions

Section 1: The agendas for all DAS meetings must be publicly posted at least 72 hours before a regular meeting. The agenda must contain a brief general description of each item of business to be transacted or discussed at the meeting.

Section 2: No action shall be taken on any item not appearing on the posted agenda. No action shall be taken on any item upon a first reading.

Section 3: Meetings of the DAS are to be open to the public.

Section 4: The DAS shall regularly meet on the first and third Tuesdays of each month in the academic calendar year, but not required to meet in June, July or August.

Section 5: The DAS President may call special meetings, with the ~~consensus of the agreement of at least three of the~~ four college Academic Senate Presidents, or by a majority of the voting members of the DAS present at a regular meeting. Any special meeting is subject to the provisions of Section 1-4 of this Article.

Section 6: The DAS meetings may be canceled under special circumstances. Cancellations must be made public 48 hours before the scheduled meeting time.

Article 12: Parliamentary Authority

Section 1: The current edition of Robert's Rules of Order, Newly Revised, shall govern the DAS in all cases to which they are applicable and in which they are not inconsistent with these by-laws, the constitution, and any special rules of order the DAS may adopt.

Article 13: Amending and Adopting the By-laws

Section 1: These articles may be amended by introduction of a formal motion followed by a subsequent two-thirds vote of the voting members of the DAS present. The formal motion for change and the final vote shall not take place at the same DAS meeting.

Section 2: Changes to the DAS By-laws shall become effective when approved by a two-thirds vote of the voting members of the DAS present. Approved changes shall routinely be reported to the constituent college Academic Senates.

Article 14: Ratification

This document was first approved by the DAS on November 16, 2021.

SCC Academic Senate White Paper
District Leadership Review & Recommendations to the Board of Trustees
SCC AS Approved 05.03.2022

This document has been compiled for our Board's attention to highlight the concerns faculty have regarding our district's leadership, planning, and decision-making. We believe that collegial consultation and effective participation, as codified in California Education Code, Title 5, and our own Board Policies and Regulations, have been the subject of persistent failures over the last several years. We urge the Board's attention to these matters as we believe they represent serious organizational concerns.

1. Collegial Consultation and Participatory Governance

District has failed to engage in meaningful collegial consultation on academic and professional matters with the Academic Senate, resulting in a previous a [white paper](#) from the SCC Academic Senate (October 16, 2018); a [resolution from the District Academic Senate](#) (April 2, 2019); a follow-up [resolution from Sacramento City College](#) (May 4, 2021); an IBA session with the Chancellor, the Deputy Chancellor, and the Academic Senate presidents (January 14, 2019); a Collegiality in Action session facilitated by ASCCC and CCLC (January 2021); and a District Core Inquiry from the ACCJC review team in 2022 regarding governance and decision-making ([SCC & District Core Inquiries](#)).

LRCCD Board Administrative Regulation [R-3411](#) states that “the Chancellor’s Cabinet will function as the Los Rios Community College District participatory governance group and may take up issues of District-level significance which are not reserved by law, contract or agreement for negotiation, or which may be the responsibility of other groups” However, Chancellor’s Cabinet meetings fail to meet basic standards consistent with effective participatory governance groups. Agendas frequently lack relevant data, staff reports, or other information vital to making informed recommendations to the Chancellor, meeting schedules do not facilitate the timely exchange of information and feedback to and from local constituent groups; and meeting minutes consistently lack sufficient detail to reflect the complex and nuanced feedback offered by members. As a result, Chancellor’s Cabinet does not support effective participation. Additionally, District Core Inquiries received from the ACCJC review team ([SCC & District Core Inquiries](#)) identify Chancellor’s Cabinet as a specific area for further review, citing agendas, minutes, governance, and structure among other elements for exploration.

District failed to consult effectively with the SCC Academic Senate, our Curriculum committee, and affected department faculty over AB 705 implementation for Math and English. In 2020, District failed to honor the processes of the AB 705 Implementation work group, and instead issued a decision related to English writing placement which directly impacted the faculty and students of SCC. In 2021-2022, District has failed to consult effectively on recent implementation requirements for Math and again issued a directive to our Math departments impacting curriculum, and student preparation and success. Other college districts are using the next year to support Math faculty in professional development, providing time and resources for the creation of new curriculum, and offering the opportunity for both faculty and students to prepare for the coming changes; however, our District accelerated the most recent guidelines around implementation, mandating implementation this year. Math faculty have expressed similar frustrations with District over recent negotiations on class caps. SCC ESL faculty note that since 2019, District has similarly abandoned consultative roles with ESL departments who worked in good faith to create effective AB 705 processes. As our faculty attempt to comply with the rapidly changing environment, it is imperative they have the support and flexibility needed to succeed.

Additionally, where decisions are not clearly 10+1 areas, they are still frequently issues of shared governance, per our [SCC Governance Guide](#) or in coordination with district-wide committees, and require effective participation or consultation with these affected groups.

Recommendation: We respectfully urge the Board to review these documents; conduct interviews with constituent groups directly to clarify the concerns highlighted; and develop a meaningful plan of action for organizational change within our district that honors our local college governance processes and Academic Senate consultative processes.

2. Centralization without Consultation

As referenced in SCC Academic Senate Resolution 2021-02 ([SCC AS Agenda 05/04/21](#)), District has undermined the autonomy of the college presidents by centralizing key areas that previously reported directly to them including the Public Information Offices (PIO) and Philanthropy Offices. It appears these decisions were made by early 2020; however, public announcement was not made until the [October 10, 2020 Board Retreat](#), and only as a direct response to a question posed by one of the trustees. A college PIO provides critical support to a college president, serving as their spokesperson, speech writer, and media specialist. As this position now reports to District, the loss of this role at the college level is significant. Further, the SCC Philanthropy Office and personnel have also been centralized, now report to District, and the SCC office is closed. A college Philanthropy Office and personnel have the ability to cultivate relationships with community donors and meet the needs of our students and college directly. These relationships are more than symbolic in their connection with our local community and the goodwill they generate.

As “processes for institutional planning” are a 10+1 issue ([P-3412](#)), we maintain District had a duty to consult with us on these proposals, but failed to do so. Numerous services across our colleges have been centralized or proposed for centralization including: PIO offices, Philanthropy/Foundation offices, A&R, FA, Research, Outreach, Information Technology (IT), College Websites and Webmasters, College Nurses, Call Centers, Online Catalog, Degree Planner, Los Rios Colleges Online, Online Course Development Coordinators (OCDCs), and Tutoring Services. Many of these areas touch purview for the Academic Senate, the District Equity and Student Success Committee (DESSC), ([P-3412](#), [R-3412](#)) [local governance committees](#), and/or [Chancellor’s Cabinet](#). While there may be organizational efficiencies or other benefits to be gained with specific efforts, District has failed to ensure that transparent, meaningful consultation has taken place in advance and has failed to provide robust data to support proposed organizational changes. Our faculty emphasize the importance of having local offices, local connections, and local staff at our college to serve our students effectively. For example, our ESL faculty note that in the case of ESL student questions about enrollment and financial aid, local staff who are able to provide information and facilitate processes are essential, not a telephone chain to an unknown DO employee. Local staff, who can ensure our students receive immediate help pertinent to our college, is essential.

Financial Aid, Admissions & Records, and Outreach are all core matriculation areas and fall under the purview of the [District Equity and Student Success Committee](#) (DESSC; formerly District Matriculation), which serves as a recommending body to both District Academic Senate and the Board of Trustees. While DESSC has recently been engaged by District over the planned centralization of Admissions & Records and Financial Aid, this communication has only taken place *after* SCC’s Resolution against Centralization without Consultation (2021-02) and *after* vigorous attempts by our faculty and senate representatives in meetings with the Chancellor, Chancellor’s Cabinet, via Board reports, and other communication over a period of time. We further note that many of the efforts toward centralization

have accelerated over the course of the pandemic, made easier by the lack of day-to-day interactions and accountability these interactions promote.

Per Board regulations, Chancellor’s Cabinet is identified as “the steering committee for District strategic planning processes” ([R-3411](#)) and “recommendations shall be reached by consensus.” However, on issues of centralization—which constitute district strategic planning—no consensus has been achieved. Instead, District has continued its efforts toward centralizing services across the colleges, without effectively engaging Chancellor’s Cabinet as a governance group in these decisions.

District has cited *equity* as the rationale during meetings and college [coffee chats](#) for centralizing of additional functions and services, including Admissions & Records, Financial Aid, Outreach, Call Centers, and Information Technology, while failing to provide evidence-based rationale for how centralization of these functions would close equity gaps and promote anti-racism. Instead, District has moved forward with decisions and retention of consultants. Centralization of services has been the predetermined outcome without data to support change and without constituent group consensus.

Further, between 2013 and 2021, administrative positions at the District Office have increased by 71%, while increasing by 30% at ARC, 22% at FLC, and 5% at SCC, and decreasing by 15% at CRC, suggesting an increasingly heavier concentration of administrative power at the District level while faculty and local college hires have noticeably declined. <https://datamart.cccco.edu/datamart.aspx>

Centralization efforts have recently gained the attention of the ACCJC’s District Peer Review Team. The [District Core Inquiries](#) indicate, among others, *governance*, *reorganization* plans, and the *autonomy* of the four colleges in the district as areas to explore further.

Recommendation: We urge the Board to review and evaluate the evidence—or lack of—for all areas that have been centralized or proposed for centralization, and to consult collegially with the Academic Senate on processes for institutional planning as well as through our local college governance structures. We urge the Board to restore autonomy to our local colleges and to our college presidents in accordance with our Board Policies and Regulations.

3. Lack of Transparency with the Board and Others

Instead of the previously broad-based, collaborative, and robust district strategic planning process, District opted for a process involving just two individuals from a single college. This left college senates to provide feedback to the existing goals, without meaningful information, including data, reports, legislation, and state chancellor objectives that may inform recommendations. Meaningful engagement with constituent groups has been largely absent.

<https://employees.losrios.edu/lrccd/employee/doc/committee/das/2021/20211005-2021-2022-strategic-plan-reaffirmation-process.pdf>

District failed to provide appropriate information to Chancellor’s Cabinet including the [District Core Inquiries](#), received from the ACCJC. Chancellor’s Cabinet met on March 28th, 2022 and April 25th, 2022, and while the core inquiries from ACCJC had been received previously, they were not agendaized for discussion on either day ([Cabinet Agenda 03/28/22](#), [Cabinet Agenda 04/25/22](#)). As a participatory governance group, Chancellor’s Cabinet is responsible for “Reviewing and providing recommendations to the Chancellor on district-related accreditation processes and documents”; however, timely information about our colleges’ and district’s accreditation findings has not been shared with this governance group ([Chancellor's Cabinet Responsibilities](#)).

District has retained numerous consultants to provide services for the centralization of various areas without following procedures outlined in LRCCD Administrative Regulation [R-8335](#) and codified in California Public Contract Code [§20651](#) requiring public disclosure of bidding and contract awards. These actions result in a lack of transparency regarding the need for such services and how much money the District is paying these consultants. We have concerns regarding consultants being retained to enact District objectives instead of providing relevant data and information to constituent groups for review and recommendation.

Recommendation: Our senate respectfully recommends that the Board review its policies and regulations pertinent to Chancellor's Cabinet to address the issues cited above. Further, we urge the Board to conduct an audit on the consultants who have been hired by our district in recent years, including: the services provided; amounts committed; the funding streams associated with these expenditures; the return on investment to our colleges; and the transparency in sharing reports and data with the Board and constituent groups in a timely manner.

4. Equity and Anti-Racism

District has failed to operationalize in a meaningful and tangible way the commitments made by the LRCCD Board of Trustees in their [Resolution dated July 14, 2020](#). Further, while making a formal and public commitment to equity and anti-racism in the wake of George Floyd's murder, and after hiring two consultants, Lasana Hotep and Dr. Cynthia Olivo, to assist with this work, District failed to provide the LRCCD Board of Trustees or faculty with meaningful updates on the progress of this work or a final Board-approved report documenting the consultants' findings and recommendations.

Despite the fact that the Los Rios Community College District's Black/African American student enrollment dropped by 25% since Fall 2017 (compared to an 11% decline across all demographic groups), the District has not identified Black/African American student enrollment and retention as a district-wide strategic priority (source: CCCC Data Mart and <https://losrios.edu/about-los-rios/our-values/strategic-plan>).

The recent racist threats directed at ARC's College President and, by extension, to our students of color have prompted concerns over District's failure to share information broadly and promptly with our college community, jeopardizing the safety of SCC faculty, staff, and students, particularly those of color. This person, who posed an imminent safety threat, was able to enter the SCC campus and buildings while classes were in session, classes that included black faculty and black students who had not been informed of the danger and could have reported her presence earlier.

This incident has further highlighted concerns previously expressed by our Black Faculty and Staff Association (BFSA) colleagues about safety, transparency, and leadership as reflected in both the 2020 and 2022 list of demands.

Recommendation: We respectfully urge the Board to review its stated commitments and the concerns of the BFSA, black student enrollment, anti-racism, and safety to develop a prioritized plan of action to address these issues.

5. Wasted Taxpayer Dollars

On March 3, 2020, the District was unsuccessful in persuading voters to approve [Measure E](#), a \$650 million bond measure that would have been used to upgrade facilities throughout the District, despite a [record voter turnout](#), despite the fact that voters had previously approved [Measure A in 2002 and Measure M in 2008](#), and despite the fact that on March 3, 2020, voters approved [Measure H](#), a bond measure benefitting the Sacramento City Unified School District.

The District has purchased software packages and technology solutions, frequently without consultation with users, and many of these software solutions, such as Ad Astra, Degree Planner, and Starfish, have either been only partially implemented, abandoned, or have failed to adequately serve their intended purposes. Additionally, the sheer number of consultants retained by the District in recent years and the associated tax-payer dollars committed to them, with undetermined outcomes, warrants further attention.

Recommendation: In addition to conducting an audit on consultant contracts and expenditures, we urge the Board to perform an audit on the software packages, programs, and technology solutions and services that have been purchased in the last nine years to assess the state of implementation, utility, costs, and return on investment to our colleges.

6. Safety

The lack of protection for our college campus during the COVID-19 pandemic has allowed unlawful entry, residence, and vandalism on college property and has been accompanied by security threats to our faculty, staff, and students. Our college campuses have remained available to the general public--but essentially closed to our students, staff, and faculty--during the pandemic without adequate physical and District law enforcement protection. Presently, our SCC police captain is having to perform duties for two colleges, we are losing personnel, and our college police departments are critically understaffed making it challenging to keep up with every day duties and respond effectively to hotlines established to help staff and faculty. Our operations personnel have also been negatively impacted by the extra-normal duties of cleaning up trash, needles, and human excrement on our college campus throughout the pandemic. Recent complaints from our West Sacramento Center also underscore a lack of responsiveness from our district in addressing safety concerns as reported by our personnel.

Recommendation: We respectfully urge the Board to review recruitment and retention practices for the LRCCD Police Department, implement temporary remediation measures, and to explore additional safety systems.

7. Organizational Culture

Districtwide employee satisfaction surveys from [2019](#) and [2017](#) indicate that since 2014, employees increasingly feel as if the district is not headed in the right direction, the quality of education the students are receiving is declining, and that the district is becoming less well-regarded in the community. <https://employees.losrios.edu/our-organization/institutional-research/reports/employee-survey-reports>

On May 12, 2021, statements were made during the public comment portion of the Board of Trustees meeting describing a culture of intimidation within the district, and the fear of retaliation when employees voice opinions. These comments included both SCC faculty and anonymous comments from managers in our district. Manager comments highlighted concerns regarding organizational decision-

making, centralization, and a culture of intimidation that restricts their ability to express diverse viewpoints. <https://losrios.edu/lrccd/main/doc/board/2021/20210512-bot-minutes.pdf>

Since 2013, six highly qualified presidents have left or are leaving. Of those resignations, three included relative lateral moves and three resigned before reaching full retirement age. No conclusion is drawn from this data alone; however our senate believes this situation warrants further analysis to assess variables related to retention of our college presidents. The recent announcement of SCC's college president's resignation has increased faculty complaints about our district leadership, decision-making, and the inability of the college presidents to function as CEO's of the colleges "without interference" as per Board Policy P-4111. <https://losrios.edu/shared/doc/board/policies/P-4111.pdf>

Recommendation: Our senate recommends that a district-wide survey be conducted to provide employees the opportunity to elaborate on responses and provide greater contextual information to help inform organizational change. We also respectfully recommend that our Board conduct exit and post-exit interviews with all college presidents and high-level administrators who have left District employment in the last several years, or whose resignations have been announced, to gather and assess factors that might reduce turnover and promote stable, high quality leadership.

Conclusion and Recommendation

Given the many concerns highlighted above, the persistence of behaviors over an extended period of time without substantive change, and despite numerous appeals to our district leadership, we believe that significant and immediate inquiries are warranted at the highest levels of our organization. We urge the Board to consider and respond to the totality of persistent concerns that have been identified. We respectfully urge the Board to give its full attention to these concerns and to act in an expedient manner.

District Responses to SCC Academic Senate Recommendations

May 31, 2022

In a document provided to the Los Rios Community College District administrative leadership and Board of Trustees by the Sacramento City College Academic Senate on May 2, 2022, the Senate identified areas of concern and opportunity for the coming year. The members of the Chancellor's Executive Staff (CES)¹ have worked collaboratively to develop responses to the recommendations from the SCC Academic Senate. We welcome the opportunity to meet in person during the Fall Semester after faculty return from the summer break to explore how the Chancellor's Executive Staff (including the President of Sacramento City College) can work together with the SCC Academic Senate in the interest of our students, faculty and staff. The focus of this document is addressing broad, important themes included in the SCC Academic Senate document. (An appendix is also included providing factual corrections to a few items in the document approved by the SCC Senate.)

1. Collegial Consultation and Participatory Governance

a. Chancellor's Cabinet ([R-3411](#))

Each of the four Los Rios colleges has broad representation on the Chancellor's Cabinet including ten members of the faculty, the largest single group represented on Cabinet. The membership of Cabinet also includes five administrative leaders and seven classified leaders, for a total of twenty-two members. The purpose of the Cabinet is to *"function as the Los Rios Community College District participatory governance group and may take up issues of District-level significance which are not reserved by law, contract or agreement for negotiation, or which may be the responsibility of other groups."*

Since our colleges converted to remote services and instruction on March 13, 2020, the Chancellor has scheduled Cabinet meetings more regularly than required by policy to provide important opportunities for the broad, diverse membership to share input and recommendations about a staggering array of challenging issues. Many of these issues, such as the Board's decision to implement a vaccine mandate, had very short timelines for implementation. As noted in policy, *"Chancellor's Cabinet meetings shall be informal, and recommendations shall be reached by consensus. If consensus cannot be reached, no recommendation shall be forwarded."* Given the complicated, contentious nature of many issues that have arisen during the pandemic (and the reality that important issues subject to negotiation are not discussed or resolved in Cabinet meetings), it is completely understandable that some members of Cabinet may have suggestions for improved communication and decision-making based on the experiences of the crucible of the last two and a half to three years.

¹ The membership of the CES includes Presidents Bush, Dixon, Gutierrez, Yamamura, Deputy Chancellor Nye, Vice Chancellor Rodriguez, and Associate Vice Chancellors Allison, Armstrong, ~~and~~ and Ross.

With that context in mind, the first meeting of the Chancellor’s Cabinet this Fall will be an extended retreat. Each year, several new members join the Cabinet who may not be familiar with R-3411 or the recommending role of the Chancellor’s Cabinet. The SCC Academic Senate will have a new representative to Cabinet, as will other colleges as is the case each year. We welcome specific suggestions from the SCC Senate, faculty union, and other stakeholders about issues—particularly during the pandemic—where representatives of the SCC to the Chancellor’s Cabinet believe they were not allowed sufficient opportunities to share their inputs and insights or participate adequately in the development of recommendations based on consensus.

b. Changes to Developmental Education Including AB 705 Requirements

The state of California and the California Community College Chancellor’s Office have required massive changes to developmental education in recent years. AB 705, approved by the legislature and signed into law by the Governor, included mandates and timelines that were opposed by a broad array of stakeholders during the legislative process. The legislative mandate put college administrators in a difficult position at times as administrative leaders had a legal requirement—and in the case of Los Rios, a mandate supported by the elected Board of Trustees—that many faculty opposed.

The primary focus of faculty and staff in implementing AB 705 has been on doing what is best for students. With the possibility of additional legislation being passed this term that would provide additional requirements for colleges, it is very important that we continue to work together in as collaborative a way as possible. The District Academic Senate has and will play an important role in implementing legal requirements like AB 705. We look forward to opportunities to engage faculty at SCC and at all four colleges as the difficult process of implementing legislative mandates continues.

2. Administrative Organizational Changes and the Role of College Academic Senates

The purpose of [The Admissions and Records and Financial Aid Redesign Project](#) is to improve these important services for our students. Though almost all of the employees directly involved in the project are classified staff, we appreciate the interest and engagement of faculty in this important process. The two final reports from our outside consultants present options that could include organizational changes, but no decisions have yet been made with respect to any administrative reorganizations. The project teams have hosted numerous meetings where everyone at our colleges, including faculty, were invited to participate. The response from many attendees to these planning meetings has been overwhelmingly positive. All involved understand that the next phase—implementation of selected recommendations—will require continued input, feedback, and collaboration.

Though no changes in organizational structure have taken place in Admissions & Records or Financial Aid, we respectfully disagree that administrative reorganizations—particularly those almost exclusively involving non-faculty employees—are included in the “10 + 1” purview of a college or district academic senate. However, we continue to value the input and expertise of

faculty members in improving services to our students. We welcome suggestions or insights from the SCC Academic Senate about how to improve services to our students, including feedback to the final reports from our consultants involving Financial Aid or Admissions and Records.

3. Update to District Strategic Plan

The Chancellor's Cabinet discussed and accepted a new process to update the [Los Rios Strategic Plan](#) during the extraordinary circumstances of the pandemic. The District Academic Senate also discussed and approved the new approach. To the extent that representatives of the SCC Academic Senate or the full SCC Senate opposed the updated process or how the decision was reached, the other three colleges did not express similar concerns at Cabinet meetings or elsewhere. Though it is preferable to have unanimous support from all four colleges, at times one of our four colleges may oppose a direction or a decision supported by a majority of our colleges. In discussions on this topic, we made it clear that individual colleges may expand upon the engagement processes laid out by the Cabinet if they find it valuable and so choose. We welcome additional information from the SCC Senate about concerns that the renewal of the District Strategic Plan may negatively impact students or employees at SCC, and have shared that we will review the renewed Plan in a regular annual cadence.

4. Shared Commitment to Improving Access and Outcomes for Students of Color

At SCC and across the Los Rios colleges, a precipitous decline in enrollment is a major concern for Los Rios, SCC, and for our region. We are hopeful that the SCC Academic Senate will take an active role in developing the SCC Strategic Enrollment Plan to ensure that faculty contribute to and support local initiatives to address the loss of students, particularly students of color. As is the case with many important issues, the District will support and collaborate with our colleges to do everything we can together to restore access for our students and to improve outcomes for our students of color.

5. Fiscal Responsibility

Los Rios is respected across the state for our fiscal responsibility and stability. We look forward to discussing specific concerns the SCC Academic Senate may have about the 2020 Bond Issue (addressed in the appendix) or other major district-wide issues or decisions. We agree that adoption of some software has been slower than we had hoped, and welcome insights into challenges and opportunities at SCC in making the best use of new software tools.

6. Focus on Public Safety

The safety of our students and staff is paramount. Los Rios is directly impacted by the staffing challenges facing police forces and public safety operations across Sacramento, California, and the United States. We are in the process of developing a comprehensive Safety Plan to be prepared for the return of thousands of students and employees to our facilities across the region this Fall with the understanding hiring qualified, trained staff in the traditional model of providing

public safety is incredibly difficult for virtually every organization across the state and nation. We also recognize that the tragic proliferation of unhoused individuals throughout the Sacramento region is having an impact on our colleges as well. This is a regional, state and national challenge from which we are not immune. There are no easy solutions to the shortage of traditional police officers in the workforce or the rapid growth of the unhoused population in the region. At each of our colleges, college leadership will work directly with faculty, students, and staff to identify issues of specific concern to respond appropriately and promptly. The CES and the Los Rios Board of Trustees are committed to the development of a Public Safety Plan for the Fall of 2022 that recognizes the difficulty of hiring traditional public safety employees and that also embraces innovative, collaborative solutions to keeping our students and employees safe.

7. Stress, Trauma and the Pandemic: Impact on Culture and Relationships

By almost any measure, the last two and a half years have been among the toughest years any of us have faced in our lifetime. We have all endured a variety of traumas, both physical and emotional. As we begin the Fall Semester and work our way together towards a new normal, grace and compassion are more important than ever. We look forward to working with the SCC Academic Senate and all of the important stakeholder groups at SCC in the coming weeks, months and years.

Appendix Addressing SCC Senate Factual Statements

Between 2013 and 2021, administrative positions at the District Office have increased by 71%, while increasing by 30% at ARC, 22% at FLC, and 5% at SCC, and decreasing by 15% at CRC, suggesting an increasingly heavier concentration of administrative power at the District level while faculty and local college hires have noticeably declined.

The CCCCCO recently stopped publishing the staffing metrics cited in the SCC Academic Senate document due to concerns about reliability of the data. This is why the staffing link included in the SCC White Paper concerning management staffing is no longer active. Several repurposed or new management positions at Los Rios since 2013 include categorical and other positions such as:

- *Emerging areas such as our director of sustainability in facilities management or our directors of compliance (Equity, Title IX, and ADA) in human resources*
- *Director of Refugee Career Pathways (grant funded)*
- *Degree Planner Director (interim/one-time funding through June 2023)*
- *Director of Dual Enrollment (new Permanent Position, 90% categorically funded Strong Workforce Program)*
- *Health Services Director (interim for 2022-23 but colleges will likely want to make this permanent after this year—funded by health services fee)*
- *Director of A&R (interim position that will become a permanent position)*

- *Director of Financial Aid (interim position that will become permanent replacing a current district position)*
- *PREP (Prison Re-Entry Program Director—Director has many FLC responsibilities and also coordinates PREP; the reporting is primarily at FLC and the colleges have asked for this coordination for the benefit of our students in scaling the PREP program)*
- *Another change came in 2017 when we moved our existing three police captains to managers.*
- *In addition, another change came when the three directors of philanthropy began to report directly to the Associate Vice Chancellor of Philanthropy (the positions were not new, but the reporting structure changed)*

We would be happy to discuss any and all of these changes in greater detail to provide context and background. Every decision was made with a focus on improving services and outcomes for our students. We also continually evaluate the efficacy of new programs and initiatives, and welcome the insights and feedback of all stakeholder groups—including, but not limited to the SCC Academic Senate—as we work to make good decisions that keep our students first.

District has retained numerous consultants to provide services for the centralization of various areas without following procedures outlined in LRCCD Administrative Regulation [R-8335](#) and codified in California Public Contract Code [§20651](#) requiring public disclosure of bidding and contract awards.

Los Rios General Counsel Jacob Knapp has confirmed that professional services contracts do not require a public bidding process, and that all legal and policy procedures have been followed in securing outside consultants. In addition, approved contracts are generally available to the public in the interest of transparency.

On March 3, 2020, the District was unsuccessful in persuading voters to approve [Measure E](#), a \$650 million bond measure that would have been used to upgrade facilities throughout the District, despite a [record voter turnout](#), despite the fact that voters had previously approved [Measure A in 2002 and Measure M in 2008](#), and despite the fact that on March 3, 2020, voters approved [Measure H](#), a bond measure benefitting the Sacramento City Unified School District.

In the voter area served by Sacramento City Unified School District, the Los Rios Bond Issue also received a passing vote (see county election information [here](#)). The Los Rios District includes areas with voters who are often less supportive of tax increases, including El Dorado County which voted against the measure by a significant margin. The 2020 election took place on a day when the stock market had crashed (see chart below), and a global pandemic had begun. Though we always strive to learn from outcomes that are not what we had hoped for, Los Rios still received over 50% of the districtwide vote in support in spite of a confluence of historic events that doomed many such elections at districts across the state in March of 2020.



Since 2013, six highly qualified presidents have left or are leaving. Of those resignations, three included relative lateral moves and three resigned before reaching full retirement age.

Los Rios has recruited and retained a diverse group of talented presidents since 2013. Three of our four current presidents have served for more than five years, and our newest president followed a president who also served for more than six years. It is accurate that six Los Rios presidents have departed or are leaving since 2013: SCC President Kathryn Jefferey, ARC President David Viar, CRC President Debbie Travis, FLC President Rachel Rosenthal, and ARC President Thomas Greene have left, and SCC President Michael Gutierrez will leave for a promotional opportunity June 30, 2022. However, it is inaccurate that any of Los Rios’ departing presidents left for lateral positions. All three who left for other districts were promotional opportunities from the role of president in a multi-college district to the role of president/superintendent in a single-college district (Santa Monica CCD for Dr. Jefferey, Glendale CCD for David Viar, and Hartnell CCD for President Gutierrez). Each of the departing presidents received substantial salary increases for the promotion. Presidents Travis and Rosenthal retired, and departed on good terms and are enjoying retired life. President Greene resigned to have the opportunity to travel extensively with his wife, a travel author. It should be noted that high turnover among college presidents based on the stresses of that difficult job is a point of concern throughout California and the nation. The average California Community College CEO’s tenure is just 5.1 years (according to a 2020 study by the Community College League of California).