

**Thursday, October 13, 2002 at 3 pm**  
**Academic Senate Meeting Notes**

**Preliminaries**

1. Call to Order: Called to order at 3:01 pm
2. Approval of the Agenda: Minutes Approved
3. Approval of the Minutes: Minutes Approved
4. Introduction of Guests: Sarah Lehmann, Librarian, Hannah Blodgett, Interim Dean of Student Services, Pamela Bimbi, Distance Education Coordinator Faculty Coordinator, Bill Simpson, Program Pathways
5. Public Comment Period:
  - Question asked about what will be the Spring Senate Meeting Format? Experience from Monday Open Forum hybrid meeting had its challenges. For example, some folks had a hard time hearing. There is still work to be done to optimize the experience. College should make hybrid options. Meetings on Zoom are most accessible.
6. President's Report:
  - Cancelling November 3rd meeting due to Fall Plenary.
  - Critical Hiring Requests: Critical hire requests are starting to come forward. Please work with your Dean and the VPI for help with the process. These are only for situations involving external licensing/accreditation requirements or risks of program discontinuance. Otherwise, we have no allocation for faculty hiring.
  - Program Review: Working with the Program Review team to realign our due dates and the review process. While this is resolved, the current Program Review cohort has been excused from Annual Unit Planning which overlapped with the Program Review timeline and workload.
  - The college's executive leadership team is embarking on an examination of the student petition process. If you have feedback on this please reach out to President Hoffpauir The groups is particularly looking at steps that seem unnecessary, overly complicated, and time-consuming.
  - New learning community coordinators - David Shrope-Austin will be assuming leadership of PRIDE and Caroline Prieto will be taking over leadership of PRISE.

**Consent Items:**

- None

**Decision Items:**

7. Adopt the finding that the state of emergency continues to directly impact the ability of members to safely meet in person. First adopted this finding at our Feb. 21, 2022 meeting upon the guidance of District General Counsel. If the vote supports the statement, we may continue to meet virtually and must reaffirm every 30-days. Since we last affirmed on August 25, we need to vote again. If the vote does not support the statement, we may finish the current meeting, but subsequent meetings need to be scheduled to follow all pre-pandemic

Brown Act requirements, including that we may move to in-person meetings. This was opened for discussion. There is concern that the removal of this provision will exclude individuals that do not feel safe. Currently, we cannot offer a true SynFlex model and there is interest. There has been a request for SynFlex abilities in the Student Center Board Room. Senators shared that the STEM Bldg was supposed to have SynFlex abilities but that is on hold because of District held up the order. However, not clear on what the hold is. The Board of Governors has agendaize vaccine requirements for their next meeting. The Governor has signed an update on Brown Act. Jake Knapp is reviewing. The SynFlex technology is not working as planned, but captioning is happening.

- There was a motion to vote, by Senator Araceli, motion was seconded by Senator Jordon Meyer. Vote: unanimous passed to adopt the finding that the state of emergency continues to directly impact the ability of members to safely meet in person.

8. Approval of Dual Enrollment Proposed Regulation Changes (1st Reading) -

- Shall the body approve of the proposed LRCCD Policy and Regulation changes for Special Admit Students and Dual Enrollment.
- A copy of current regulation for advanced Education and Dual Enrollment along with a draft of the proposed regulation changes have been provided (see attached). Slides provide a summary of proposed changes. The changes are compliance based, to increase access, success and equity.

## Reports

9. ARC's 90 Day Outreach Plan - (Interim Dean of Outreach, First Year Experience and Pathway Communities, Hannah Blodgett and Vice President of Student Services, Jeffrey Stephenson).

- In response to decline in enrollment, the campus did some research with The Gravenberg Group and drafted an action plan. Work on outreach retreat on Nov. 15th 8:30 - 3 pm. Interest in strengthening networks, looking at equity gaps, resources, best practices and looking for faculty to participate and for feedback. Statement from the History Department "The recent hiring of the Gravenberg consulting group to pilot an enrollment management and outreach model reflects a recent history to "outsource" decision-making priorities. The result of these initiatives is the writing of reports that justify the growth of administrative middle management positions and the centralizing of decision-making, which then drive initiatives that scale-up coordinator positions, centers, and layers of new bureaucracy, with top-down mandates for compliance, and even the loss of available classroom space. Virtually all of this plays out with little or no appreciable faculty decision-making involvement. Let's be clear, this is not a model of accountability, it is a corporate-inspired regulatory model of centralized power and decision-making." Senators expressed interest to make this effort more race conscious, which communities will be engaged, and how will the DI Reports be incorporated. Another Senator suggested include student voices, current students and students that have left. At what steps and where are we losing students? Three short-term but long outreach specialist (one time funds) to help engage surrounding community. It was suggested to measure culture of campus, public perception. This might impact students willingness to attend.

10. Open Educational Resources (OER) Update - (Sarah Lehmann)

- This work started in 2016 with Kate Williamson and Dan Crump. Lots of resources have been provided towards this efforts, through the use of HERF funds. These funds will run out SU'22. The State Chancellor launched a new program for Colleges ZTC

Program 1 and 2. The goal is to have Colleges to develop at least one ZTC program, which is the focus of Phase I. There are still many unanswered questions. Is there any data on OER & ZTC impact on enrollment? No data yet.

#### 11. Accreditation Update (Bill Simpson)

- Overall positive feel. Accreditation team really enjoyed food provided by Culinary. There was one accommodation - Student Design Panel and four recommendations. The team had a specific question "How the college ensures regular and substantive interaction (RSI) occurs in distance education courses" - this is related to feedback on student work.

#### 12. Council Updates

- a. Institutional Effectiveness Council (Janay Lovering) - none
- b. Operations Council (Araceli Badilla) - What is the status of the gender neutral bathrooms? Creating a taskforce. How is signage being addressed? Margaret Lednicki will be reaching out to Carina. There was a request to President Hoffpauir to investigate that is the interest, committee vs taskforce.
- c. Student Success Council (Veronica Lopez) - Updated on the UndocuWeek of Action 10/17-10/21. Discussion regarding Bucky the chatbox and potential improvements. Bias Reponse update. November 1st deadline to read and review, then turned over to committee to decide how to do this work. 90 Day Outreach presentation. There is interest to improve communication to students.

### **Discussion Items:**

#### 13. Support for LRCFT Negotiation of Online or other DE Modes of Instruction

- Senator requested that we discuss making a resolution to support changing Article 4 in our LRCFT 2021 - 2023 Contract for tenured faculty. Article 4: "4.4.3 Tenured faculty shall normally be limited to 0.6 FTE of online or other distance education modes of instruction in any semester. However, tenured faculty may be assigned to 0.8 FTE of online or other distance education modes of instruction by mutual agreement with the Area Dean due to program demands." Last meeting this group discussed urging LRCFT to negotiate the current limitation and allow our tenured faculty to have a 1.0 FTE of online or other distance education modes of instruction. Vivian Dillon and Jill Birchall expressed willingness to work on a draft resolution for us, but they need additional writing team members to move forward. A Google Doc has been started. Looking for additional interested faculty to participate. The resolution should be grounded in student success and make sure it is inclusive of all faculty ranks.

#### 14. Support for the Curriculum Committee -

- At previous meeting, heard concerns from Curriculum chair Roxanne Morgan. During discussion one possible suggestion was a statement of support for the Curriculum committee to bolster their ability to keep curriculum updated. President Hoffpauir shared a draft statement "The Curriculum Committee, under support of Academic Senate, has established a practice of requiring that all curriculum be updated every six years (or as per outside accreditation standards) in order for the course to continue to be scheduled. The ARC Academic Senate supports enforcement of this practice, including mandated removal of courses from the class schedule if, despite warning from the Curriculum Committee, curriculum is not updated within 1 year of becoming out of compliance." Looking for any input. Is there interest in seeing this come forward as either a consent or decision item.

#### 15. Report Back:

- District Strategic Plan - The BOT liked the Strategic Plan that never sunsets.
- Open Issues from any Previous Agenda Item - none mentioned at this time.

#### 16. Report Out:

- District Academic Senate & District Meetings
  - i. Board of Trustees Retreat
    - Vaccine mandate discussion and their was criticism for not having a booster requirement.
    - Math presentation - DAS President presentated on all the amazing work being done by math faculty. More reports to come.
    - Faculty hiring - discussion on hiring broken down by race/ethnicity
  - ii. DAS
    - Class Size proposed project team was approved
    - Asked to consider proposed DAS bylaws changes, clarifying who is a voting member and how quorum is established in regards to voting members. After discussion, it was moved to suspend the rules and move this to a second read, which then was approved.
    - Discussions on the proposed Non-Credit work group, which will likely be presented as a decision item at our next meeting.
    - Lengthy discussion of the discontinuance of Proctorio and its impacts. Documents regarding this issue, including notes from ARC's DETC committee member, Sharleen McCarroll have been shared.
- Other areas -
  - i. The ASCCC Area A meeting this Friday. Draft of resolutions that will be discussed has been shared in advance of the statewide Fall Plenary Session. Please take a look and let me know if you have feedback.
  - ii. Fall Plenary is scheduled for November 3-5 and is happening in a hybrid format with in-person and virtual attendance options. If interested in attending, reach out to Presdient Hoffpaur! Scholarships are available.

#### 17. Items from College Areas for Academic Senate Consideration

- None

#### **Upcoming meetings and Events:**

- District Academic Senate Meeting: Tuesday Oct 18th 3:00 PM
- ASCCC Area A Meeting: Friday, Oct 14th 10:00 AM
- ARC Academic Senate Meeting: Thursday Oct 27th 3:00 PM
- District Academic Senate Meeting: Tuesday Nov 1st 3:00 PM
- ~~ARC Academic Senate Meeting: Thursday Nov. 3 3:00 PM~~ **CANCELLED**
- ASCCC Statewide Plenary Session: Thursday Nov. 3 – Saturday Nov. 5 (Hybrid)

Meeting Adjourned at 5:16 pm

ARC Academic Senate Roster		Updated	2022-10-13			
Area	Senator	Adjunct/FT	Term End			Vote on Item #7
Behavioral & Social Sciences	Lauren Chavez	Adjunct	2024	Present		Yes
Behavioral & Social Sciences	Kristina Casper-Denman	Full-time	2023	Excused		
Behavioral & Social Sciences	Brian Rosario	Full-time	2024	Present		Yes
Behavioral & Social Sciences	Ricardo Caton	Full-time	2025	Present		Yes
Behavioral & Social Sciences	Robin Akawi	Alternate Full-Ti		Present		Yes
Behavioral & Social Sciences		Alternate Adjunct				
Business & Computer Sciences	Damon Antos	Full-time	2023	Present		Yes
Business & Computer Sciences	Tak Auyeung	Full-time	2025	Present		Yes
Business & Computer Sciences	Kahkashan Shaukat	Full-time	2024	Present		Yes
Business & Computer Sciences	Christian Speck	Adjunct	2023	Absent		
Business & Computer Sciences	Marc Condos	Alternate Full-Ti				
Business & Computer Sciences		Alternate Adjunct				
Counseling	Kim Queen	Full-time	2024	Present		
Counseling	Joyce Fernandez	Adjunct	2024	Present		Yes
Counseling	Reyna Moore	Full-time	2023	Present		
Counseling	Carmelita Palomares	Full-time	2025	Present		Yes
Counseling	Kim Herrell	Alternate Full-Ti				
Counseling		Alternate Adjunct				
English	Valerie Bronstein	Adjunct	2023	Present		Yes
English	Robyn Borcz	Full-time	2023	Present		Yes
English	Caroline Prieto	Full-time	2024	Present		Yes
English	Gina Barnard	Full-time	2025	Present		Yes
English	Melissa Diaz	Alternate Full-Ti				
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	Present		Yes
Fine & Applied Arts	<i>Unfilled</i>	Full-time	2022			
Fine & Applied Arts	Jodie Hooker	Alternate Full-Ti				
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		Yes
Health & Education	<i>Unfilled</i>	Adjunct	2022			
Health & Education		Alternate Adjunct				
Health & Education	John Coldiron	Alternate Full-Ti				

ARC Academic Senate Roster		Updated	2022-10-13			
Area	Senator	Adjunct/FT	Term End			Vote on Item #7
Humanities	Corinne Arrieta	Full-time	2025	Absent		
Humanities	Jill Birchall	Full-time	2024	Present		Yes
Humanities	Caterina Falli	Full-time	2023	Present		Yes
Humanities	Andrew Fix	Adjunct	2025	Absent		
Humanities	Erik Haarala	Alternate Full-Ti				
Humanities		Alternate Adjunct				
Kinesiology & Athletics	Kat Sullivan Torres	Full-time	2025	Present		Yes
Kinesiology & Athletics	Eric Black	Full-time	2024	Present		Yes
Kinesiology & Athletics	<i>Unfilled</i>	Full-time	2023			
Kinesiology & Athletics	<i>Unfilled</i>	Adjunct	2023			
Kinesiology & Athletics		Alternate Full-Ti				
Kinesiology & Athletics		Alternate Adjunct				
Library/Learning Resources/Instruction	David McCusker	Full-time	2024	Present		Yes
Library/Learning Resources/Instruction	Araceli Badilla	Full-time	2023	Present		Yes
Library/Learning Resources/Instruction	Marianne Harris	Alternate Full-Ti		Present		
Mathematics	Deborah Gale	Adjunct	2024	Present		Yes
Mathematics	Joe Caputo	Full-time	2023	Present		Yes
Mathematics	Adrienne Avila	Full-time	2024	Present		Yes
Mathematics	Sonya Reichel	Full-time	2025	Present		Yes
Mathematics	Lana Anishchenko	Alternate Full-Ti				
Mathematics		Alternate Adjunct				
Workforce/ Work Experience/Appre	Vivian Dillon	Full-time	2024	Excused		
Workforce/ Work Experience/Appre	Carlos Ponce	Adjunct	2024	Absent		
Workforce/ Work Experience/Appre	Jody Johnson	Adjunct	2023	Absent		
Workforce/ Work Experience/Appre	<i>Unfilled</i>	Adjunct	2022			
Workforce/ Work Experience/Appre	Lonetta Riley	Alternate Full-Ti				
Workforce/ Work Experience/Appre		Alternate Adjunct				
Science & Engineering	<i>Unfilled</i>	Adjunct	2024			
Science & Engineering	Glenn Jaecks	Full-time	2025	Present		Yes
Science & Engineering	Charles Thomsen	Full-time	2024	Present		Yes
Science & Engineering	Mike Holms	Full-time	2025	Present		Yes
Science & Engineering		Alternate Full-Ti				
Science & Engineering		Alternate Adjunct				
Student Support Services	Judith Valdez	Full-time	2024	Absent		
Student Support Services	<i>Unfilled</i>	Adjunct	2022			
Student Support Services	Arthur Jenkins	Alternate Full-Ti		Absent		

ARC Academic Senate Roster		Updated	2022-10-13			
Area	Senator	Adjunct/FT	Term End			Vote on Item #7
Student Support Services		Alternate Adjunct				
Technical Education	Chris Moore	Full-time	2024			
Technical Education	Mikhail Drobot	Adjunct	2023	Present		Yes
Technical Education	Jordan Meyer	Full-time	2023	Present		Yes
Technical Education	Craig Weckman	Full-time	2022			
Technical Education		Alternate Full-Time				
Technical Education		Alternate Adjunct				
Officers	Carina Hoffpaur		President	Present		
Officers	Brian Knirk		Vice President	Excused		
Officers	Veronica Lopez		Secretary	Present		Yes
Officers	Alisa Shubb		Past President	Present		Yes
Liaison	Janay Lovering		Program Review			
Liaison	Kate Williamson		Open Education			
Liaison	Beth Madigan		Classified Senate			
	Roxanne Morgan		Curriculum			
	Bill Simpson		Program Pathway			
<b>Total Senate Seats Available (without Officers)</b>			<b>52</b>			
<b>Unfilled Seats</b>			<b>8</b>			
<b>Total Filled Seats</b>			<b>44</b>			
<b>Quorum (25% of filled seats)</b>			<b>11</b>	(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.*

**10/13/22**

**3:00P.M.**

Meeting ID: 845 6120 0223, Password: 10plus1

**Zoom link:**

<https://lrcdd.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**

#### **Decision Items** (10 minutes maximum per item)

7. Adopt the finding that the state of emergency continues to directly impact the ability of members to safely meet in person
8. Dual Enrollment Proposed Regulation Changes (First Reading)

#### **Reports** (5-10 minutes per item)

9. ARC's 90-Day Outreach Plan (*Interim Dean of Outreach, First Year Experience and Pathway Communities, Hannah Blodgett and Vice President of Student Services, Jeffrey Stephenson*)
10. Open Educational Resources (OER) Update (*Sarah Lehmann*)
11. Accreditation Update (*Bill Simpson*)
12. 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)

13. Support for LRCFT Negotiation of Online or other DE Modes of Instruction
14. Support for the Curriculum Committee
15. Report Back (Feedback from College Areas)
  - a. District Strategic Plan
  - b. Open Issues from any Previous Agenda Item
16. Report Out (Information from District Meetings and Other Areas)
  - a. District Academic Senate and District Meetings
  - b. Other areas
17. Items from College Areas for Academic Senate Consideration

### **Upcoming Meetings:**

- [District Academic Senate Meeting: Tuesday Oct 18<sup>th</sup> 3:00 PM](#)
- [ASCCC Area A Meeting: Friday, Oct 14<sup>th</sup> 10:00 AM](#)
- [ARC Academic Senate Meeting: Thursday Oct 27<sup>th</sup> 3:00 PM](#)
- [District Academic Senate Meeting: Tuesday Nov 1<sup>st</sup> 3:00 PM](#)
- ~~ARC Academic Senate Meeting: Thursday Nov. 3 3:00 PM CANCELLED~~
- [ASCCC Statewide Plenary Session: Thursday Nov. 3 – Saturday Nov. 5 \(Hybrid\)](#)



## 1.0 Advanced Education Students

- 1.1 These Administrative Regulations shall apply to classes offered through one of the Los Rios Community College District Colleges, centers, offsite locations, or at a high school site.
- 1.2 Students over the age of sixteen (16) or who have completed tenth grade and fall into the categories identified in section 1.2.1 or 1.2.2 may be eligible for admission as Advanced Education students.
  - 1.2.1 The student is currently enrolled in a public or private K-12 school, including home school.
  - 1.2.2 The student is under the age of eighteen (18) and is not otherwise eligible for admission to a District/College under District Policy [P-2211](#). (Ed. Code, §§ 76000, 76001)
- 1.3 Advanced Education students shall not be enrolled in courses where their safety or the safety of others may be jeopardized.
- 1.4 College coursework may include material of an adult/mature level, irrespective of the age of the student. Faculty will not be expected to alter or adapt the approved course material for a younger audience.
- 1.5 All Advanced Education students should expect to speak for themselves and be responsible for their work and behavior, as is the case with all College students.
- 1.6 Advanced Education students may enroll in up to two (2) courses during a semester or summer session.
- 1.7 If the class is a physical education class, no more than ten percent (10%) of its enrollment may be comprised of Advanced Education students. Moreover, a community college district may not receive state apportionments for Advanced Education students enrolled in physical education courses in excess of five percent (5%) of the District's total reported full-time equivalent enrollment of Advanced Education students.

## 2.0 Application and Admission

- 2.1 The Colleges shall use a common application form for Advanced Education students.
- 2.2 Advanced Education students must submit a College application the first semester, including summer session, and an Advanced Education Application. A supplemental enrollment information form and Advanced Education application must be submitted for each semester of enrollment while an Advanced Education student.
- 2.3 Advanced Education students shall provide the following information to the College counselor:

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- 2.3.1 A recommendation from the applicant's high school principal or duly authorized designee, including specific course numbers and any acceptable alternates;
  - 2.3.2 Permission from the applicant's parent or guardian;
  - 2.3.3 A statement as to why the applicant wishes to participate in the Advanced Education program;
  - 2.3.4 High school transcripts or, for students enrolled in schools where transcripts are not available, an official record of completed coursework and achievement levels;
  - 2.3.5 Appropriate District assessment results when applicable;
  - 2.3.6 Proof that the student will be either sixteen (16) years of age or have completed the sophomore year of high school by the first day of class; and
  - 2.3.7 If the student is attending a home school that is not affiliated with a public school district, a copy of the private school affidavit.
- 2.4 A College may admit an Advanced Education student enrolled in a public or private school, including home school, if:
- 2.4.1 The student has provided all required documentation;
  - 2.4.2 The student has been recommended by the student's high school principal or duly authorized designee; and
  - 2.4.3 The College counselor determines that the student would benefit from college-level work that would thereby be available.
- 2.5 A College may admit an Advanced Education student as a specially admitted full- or part-time student if:
- 2.5.1 The student is not enrolled in a public or private school, including home school;
  - 2.5.2 The student's parent or guardian submits a petition for early admission and provides documentation indicating that the student will benefit from advanced scholastic or vocational work;
  - 2.5.3 The College counselor determines that the student would benefit from college-level work that would thereby be available;
  - 2.5.4 The president or his/her designee authorizes the attendance.
- 2.6 Advanced Education students will be required to meet all course pre/co-requisites as a condition for enrollment into a course.

### 3.0 Eligibility

- 3.1 Advanced Education students shall not enroll in the following categories of courses:
  - 3.1.1 Basic skills courses (1-99);
  - 3.1.2 Courses requiring repetition due to unsatisfactory grades (D or F) received at the student's school;
  - 3.1.3 Courses offered by the student's school district during the same semester the student wishes to enroll in them as an Advanced Education student, with the following exceptions:
    - 3.1.3.1 Students who have satisfactorily completed a similar but less academically rigorous course in high school may enroll a more rigorous college course;
    - 3.1.3.2 Students who, by high school policy, are not permitted to enroll in additional courses at the high school, may enroll in a college course even though it may be offered at the high school concurrently;
    - 3.1.3.3 When the high school principal and/or superintendent requests a similar but more academically rigorous course be offered at the high school during a time when the high school campus is open to the public; or
    - 3.1.3.4 When the College determines a class is not reasonably available at another school within the student's school district.
- 3.2 Advanced Education students must demonstrate exemplary academic achievement, as evidenced by multiple measures including, but not limited to, grades in similar courses, GPA of 2.7, analysis of transcripts, assessment results, other student achievements, and/or letters of support from high school counselors and teachers, except when enrolling in the following courses or programs:
  - 3.2.1 College/High School Academies that exist in particular occupational majors, such as electronics and health care, for the purpose of strengthening occupational programs and improving the articulation of high school and college programs;
  - 3.2.2 Human career development courses (college success courses); or
  - 3.2.3 Special college-based programs targeted for at-risk junior high and high school students, such as AVID, PACE, Early Start Program, and courses designed as part of articulated programs.
- 3.3 In order to retain eligibility, an Advanced Education student must maintain a cumulative 2.0 GPA in college coursework.

- 3.4 On the first day of class, Advanced Education students must be at least sixteen (16) years old or have completed the sophomore year of high school.
- 3.5 The College may require Advanced Education students to take the college assessment test to ensure a prerequisite level and/or appropriate class placement.

#### 4.0 Exceptions to Eligibility Requirements

- 4.1 If a College counselor denies admission based upon the eligibility requirements described in Section 3.0, the student may appeal that decision to the College's Dean of Counseling. Approved Advanced Education Applications that are exceptions to eligibility requirements must be approved in writing by the College's Dean of Counseling. Supporting documentation for exceptions shall be attached to the Advanced Education Application.

#### 5.0 College Credit

- 5.1 Advanced Education students will receive college credit for course(s) successfully completed.
- 5.2 The grade earned for course(s) will be reflected on the student's permanent College transcript.

#### 6.0 Fees

- 6.1 Advanced Education students who are classified as California residents are exempt from the enrollment fee. (Ed. Code, § 76300)
- 6.2 Advanced Education students who have lived in the State of California for more than one (1) year immediately preceding the residence determination date are exempt from the enrollment fee, the Nonresident Tuition Fee, the Student Capital Outlay Fee, and International Student Application Fee. (Ed Code, § 76140, subd. (a)(4))
- 6.3 Advanced Education students who have attended elementary or secondary schools in the State of California for more than three (3) years preceding the residence determination date are exempt from the Nonresident Tuition Fee, the Student Capital Outlay Fee, and International Student Application Fee. (Ed Code, § 76140, subd. (a)(4))
- 6.4 Fees normally charged for all other nonresident and international students will be applied to courses taken by this population when enrolled as Advanced Education students.

#### 7.0 Appeal

- 7.1 A student may appeal action taken related to these Administrative Regulations.

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- 7.1.1 A written petition must be submitted to the College Vice President of Student Services.
  - 7.1.2 The petition will be reviewed by the Vice President and a response provided within seven (7) working days.
  - 7.1.3 The student may appeal the determination of the Vice President by submitting a written appeal to the College President within seven (7) days of the Vice President's decision.
  - 7.2 If the student is dissatisfied with the decision of the College President, the student may appeal that decision to the Los Rios Community College District Board of Trustees.

## 8.0 Documentation Standards

- 8.1 Records shall be retained in paper or electronic format for three (3) years from the last date of coursework. If the student does not complete coursework (does not enroll or drops the course), records shall be retained for three (3) years from application date.
- 8.2 Enrolled students
  - 8.2.1 College counseling offices shall retain forms used for Advanced Education students, including:
    - 8.2.1.1 Advanced Education Checklist
    - 8.2.1.2 Advanced Education Application
    - 8.2.1.3 High School transcript

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LRCCD

Adm. Regulation Adopted: 3/10/65  
Adm. Regulation Revised: 1/18/67; 1/17/68; 4/15/70; 8/19/70; 3/6/74; 11/19/80; 4/24/00;  
6/3/02; 11/3/03; 10/27/08; 2/9/15; 4/27/15; 7/8/15  
Adm. Regulation Reviewed: 7/8/15  
Board Policy: [P-2212](#)

## 1.0 Dual Enrollment

- 1.1 This Administrative Regulation shall apply to classes offered through one of the Los Rios Community College District Colleges, centers, off-site locations, or at a high school site.
- 1.2 Students who are at least fourteen (14) years of age and fall into the categories identified in section 1.2.1 or 1.2.2 may be eligible for admission as dual enrollment students.
  - 1.2.1 The student is currently enrolled in a public or private K-12 school.
  - 1.2.2 The student is under the age of eighteen (18) and is not otherwise eligible for admission to a District/College under District Policy [P-2211](#).
- 1.3 Dual enrollment students shall not be enrolled in courses where their safety or the safety of others may be jeopardized.
- 1.4 College coursework may include materials of an adult/mature level, irrespective of the age of the student. Faculty will not be expected to alter or adapt the approved course material for a younger audience.
- 1.5 All dual enrollment students should expect to speak for themselves and be responsible for their work and behavior, as is the case with all College students.
- 1.6 Dual enrollment students may enroll in up to three (3) courses during a semester or summer session.

## 2.0 Application and Admission

- 2.1 The Colleges shall use a common Dual Enrollment Approval Form.
- 2.2 Dual enrollment students must submit a College application the first semester, including summer session, and a Dual Enrollment Approval Form. A supplemental enrollment information form and Dual Enrollment Approval Form must be submitted for each semester of enrollment while a dual enrollment student.
- 2.3 Dual enrollment students shall provide the following information to the College:
  - 2.3.1 A recommendation from the applicant's high school principal or duly authorized designee, including specific course numbers and any acceptable alternates;
  - 2.3.2 Permission from the applicant's parent or guardian;
  - 2.3.3 Appropriate District assessment for students planning to enroll in English, Reading or Mathematics;

2.3.4 Proof that the student will be at least fourteen (14) years of age by the first day of class.

2.4 A College may admit a dual enrollment student enrolled in a public school if:

2.4.1 The student has provided all required documentation;

2.4.2 The student has been recommended by the student's high school principal or duly authorized designee.

### 3.0 Eligibility

3.1 Dual enrollment students must have a GPA of 2.0.

3.2 In order to retain eligibility, a dual enrollment student must maintain a cumulative 2.0 GPA in college coursework.

3.3 On the first day of class, dual enrollment students must be at least fourteen (14) years old.

### 4.0 College Credit

4.1 Dual enrollment students will receive college credit for course(s) successfully completed.

4.2 The grade earned for course(s) will be reflected on the student's permanent College transcript.

### 5.0 Fees

5.1 Dual enrollment students are exempt from the enrollment fee.

### 6.0 Appeal

6.1 A student may appeal action taken related to this Administrative Regulation.

6.1.1 A written petition must be submitted to the College Vice President of Student Services.

6.1.2 The petition will be reviewed by the Vice President and a response provided within seven (7) working days.

6.1.3 The student may appeal the determination of the Vice President by submitting a written appeal to the College President within seven (7) days of the Vice President's decision.

6.2 If the student is dissatisfied with the decision of the College President, the student may appeal that decision to the Los Rios Community College District Board of Trustees.

## 7.0 Documentation Standards

- 7.1 Records shall be retained in paper or electronic format for three (3) years from the last date of coursework. If the student does not complete coursework (does not enroll or drops the course), records shall be retained for three (3) years from application date.
- 7.2 Enrolled students
  - 7.2.1 The College shall retain forms used for dual enrollment students, including:
    - 7.2.2 Dual Enrollment Approval Form.

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LRCCD

Adm. Regulation Adopted: 12/12/16  
Adm. Regulation Revised:  
Adm. Regulation Reviewed:  
Board Policy: [P-2218](#)



## 1.0 Purpose

These regulations shall apply to the admission and enrollment of students who have applied to and have been recommended for admission to a community college pursuant to Education Code sections 48800, 48800.5, or 52620 inclusive of students attending high school, and students attending adult school, and other students whom Colleges in the Los Rios Community College District may admit as special part-time or special full-time students.

## 2.0 Definitions

- 2.1 The Los Rios Community College District recognizes the following as definitions within this regulation:
- 2.1.1 **Special Admit Student:** A special admit student is an admitted special part-time or special full-time student who is eligible to attend community college pursuant to Education Code section 48800, 48800.5, or 52620. (Education Code 76001(a))
  - 2.1.2 **Special Part-Time Student:** A special part time student is an admitted student who has been recommended for special-part time attendance under Education Code section 48800, 48800.5, or 52620. Special part-time students are limited to enrolling in a maximum of eleven (11) units in a term and may enroll in any course for which the student has met properly established enrollment limitations and requisites. Special Part-Time enrollment under a College and Career Access Pathway (CCAP) program up to fifteen (15) units, in four or fewer community college courses, in a term may be allowed providing the enrollment is required under the CCAP course agreement for which the student is participating.
  - 2.1.3 **Special Full-Time Student:** A special full-time student is an admitted student who has been recommended for special full-time attendance under Education Code section 48800.5. Special full-time students may enroll in any course for which the student has met properly established enrollment limitations and requisites and are exempted from mandatory secondary school attendance.
  - 2.1.4 **Dual Enrollment:** Dual enrollment refers to opportunities for high school or adult school students, or other eligible students, to enroll in community college courses as a special admit student and receive college credit via enrollment for which the student's high school or adult school may also award credit.
  - 2.1.5 **College and Career Access Pathways (CCAP) Dual Enrollment:** CCAP Dual Enrollment describes dual enrollment opportunities created by the passage of AB288 whereupon Community College Districts enter into partnerships with public school districts to offer dual credit opportunities that promote seamless pathways from high school to community college for career technical education or preparation for transfer, improving high

school graduation rates, or helping high school students achieve college and career readiness.

- 2.1.6 Non-CCAP Dual Enrollment: Non-CCAP Dual Enrollment refers to dual enrollment in courses not affiliated with a College and Career Access Pathways agreement; this may include Concurrent Enrollment, Middle College High School, Early College High School, and Adult Dual Enrollment programs.
- 2.1.7 Middle College High School: Middle College High School programs are secondary schools located on a college campus and offer programs designed to serve at-risk high school students who are performing below their academic potential. The goal of the middle college high school is to select at-risk high school students who are performing below their academic potential and place them in an alternative high school located on a community college campus in order to reduce the likelihood that they will drop out of school before graduation.
- 2.1.8 Early College High School: Early College High Schools are innovative partnerships between charter or non-charter public secondary schools and a local community college that allow students to earn a high school diploma and up to two years of college credit in four years or less. Early college high schools are small, autonomous schools that blend high school and college into a coherent educational program. Students begin taking college courses as soon as they demonstrate readiness and the college credit earned may be applied toward completing an associate degree, transfer to a four-year university, or obtaining a certificate of achievement.
- 2.1.9 Adult Dual Enrollment: Adult Dual Enrollment shall describe dual enrollment opportunities for special part-time adult students recommended for enrollment at the community college by an adult school pursuant to Education Code 52620. Students enrolled under these provisions are not eligible for CCAP Dual Enrollment.

### 3.0 Admission of Special Admit Students

This section shall provide administrative procedures for admitting special admit students as special part-time or special full-time students inclusive of all students intending to pursue CCAP and non-CCAP special admit enrollment opportunities offered within the District.

- 3.1 Admission of Special Part-Time Students Enrolled in High School or Adult School: to be considered for admission as a special part-time student, the student must meet the eligibility standards as established in Education Code Sections 48800, 48800.5, or 52620 and 76001 and provide the following to the College Admissions Office:

- 
- a. A completed District application for admission to the college for the first term in which enrollment will be requested; after a student is admitted, an application will only be required where a student has discontinued enrollment for one primary term, or upon termination of special admit status upon exiting high school or adult school.
    - i. Students continuing as special admit students must complete a supplemental enrollment application each term in which they plan to enroll.
  - b. A completed District Special Admit form shall be required for the first term in which enrollment will be requested; Summer District Special Admit form shall be required for high school students requesting Summer enrollment. Both forms will include:
    - i. Consent of the student's parent or legal guardian shall be required for students attending high school regardless of student age.
    - ii. A signed recommendation of the applicant's school principal or designee, or adult school administrator, at the school in which the student is enrolled.
      1. For high school students, this recommendation shall include certification that the high school has determined the student will benefit from college level instruction.
      2. In summer terms, the high school principal or designee shall certify the student has demonstrated adequate preparation for the topic to be studied and has exhausted attempts to enroll in equivalent coursework, as determined by the high school, at the student's high school.
      3. In summer terms, the high school principal or designee shall certify that no more than the equivalent of five percent (5%) of the student's previous grade level have been recommended for summer enrollment at the college.
    - iii. Documentation, which may include self-certification or certification by the recommending educational institution, the student will be at least fourteen (14) years of age or have started the ninth (9th) grade by the first day of instruction in the application term.

- iv. For students currently enrolled in a homeschool program unaffiliated with a public school district, a copy of the private school affidavit associated with the homeschool shall be required.

3.2 Admission of Special Full-Time Students Enrolled in Public Primary or Secondary School: to be considered for admittance as a special full-time student, the student must meet the eligibility standards as established in Education Code Section 48800.5.

- a. The parent or legal guardian must provide documentation they have successfully petitioned the governing board of the school district in which the student is enrolled to authorize the attendance of the student at a community college as a special full-time student on the grounds that the student would benefit from advanced scholastic or vocational work that would be available at the community college.
- b. A completed District application for admission to the college for the first term in which enrollment will be requested; after a student is admitted, an application will only be required where a student has discontinued enrollment for one primary term, or upon termination of special admit status upon exiting high school or adult school.
  - i. Students continuing as special admit students must complete a supplemental enrollment application each term in which they plan to enroll.
- c. A completed District Special Admit form shall be required for the first term in which enrollment will be requested. This form will include:
  - i. Consent of the student's parent or legal guardian shall be required for students attending high school regardless of student age.
  - ii. A signed recommendation of the applicant's school principal or designee.

3.3 Admission of Other Special Part-Time or Special Full-Time Students

Parents of prospective special admit students who are not eligible for admission under provisions 3.1 or 3.2, including students who are not enrolled in public or private schools, including homeschool, or students who will not be fourteen (14) or have entered the ninth (9th) grade by the first day of instruction in the application term, may alternatively petition the college for admission as special part-time or special full-time students by providing the following to the College Admissions Office:

- a. A written statement from the parent(s) or legal guardian(s) of the student explaining why the student is ineligible for admission under provisions 3.1 and 3.2, how the student has demonstrated readiness for college-level instruction, and shall clearly state whether special part-time or special full-time status is being requested.
- b. A completed District application for admission to the college for the first term in which enrollment will be requested; after a student is admitted, an application will only be required where a student has discontinued enrollment for one primary term, or upon termination of special admit status upon exiting high school or adult school.
  - i. Students continuing as special admit students must complete a supplemental enrollment application each term in which they plan to enroll.
- c. If the student is attending a public or private school, including homeschool, a completed District Special Admit form shall be required for the first term in which enrollment will be requested. This form will include:
  - i. Consent of the student's parent or legal guardian shall be required for students attending high school regardless of student age.
  - ii. A signed recommendation of the applicant's school principal or designee.
  - iii. For students currently enrolled in a homeschool program unaffiliated with a public school district, a copy of the private school affidavit associated with the homeschool shall be required.

#### 3.4 Determination of Admission

- a. Education code sections 48800, 48800.5, and 52620 place the responsibility of determining a student's ability to benefit from college level instruction on the school designee or parent making the recommendation that the student attend community college as a special part-time or special full-time student.
- b. Admissions determinations will be based on demonstration the applicant meets the eligibility criteria established in these administrative regulations and applicable state regulations including education code sections 48800, 48800.5, 52620, 76001, and 76002.
- c. Students will be notified of an admissions determination in writing within seven (7) working days of submission of all application materials. In the event,

admission is denied, the student shall be notified of the reason for this determination and provided instruction on the appeal process.

### 3.5 Denial of Admission and Appeal

- a. A prospective special admit student may appeal the denial of admission to the College President or their designee.
  - i. The appeal will be reviewed by the College President or their designee and a response provided within seven (7) working days.
  - ii. The student may appeal the determination of the College President or their designee to the Los Rios Community College District Board of Trustees.
- b. If, after appealing to the Los Rios Community College District Board of Trustees, the prospective student is denied admission to the college, written findings and reasons for the denial will be recorded within 60 days. The written recommendation and denial shall be issued at the next regularly scheduled board meeting that falls at least 30 days after the request has been submitted.

## 4.0 Enrollment

Special admit students may enroll in any course for which the student has satisfied applicable properly established enrollment requisites and limitations and may enroll and receive notation in the same manner as regularly admitted students with the following limitations:

### 4.1 Special Admit Holds

- a. An enrollment hold will be placed upon special admit applicants at the time of application to prevent enrollment until an admission decision is reached. The enrollment hold will be removed upon a student's admission to the College based on a review of materials submitted with the District Special Admit form and/or petition by the parents of the student.
- b. Upon hold removal, admitted students may enroll in classes subject to their assigned enrollment appointment date using any means available to students within the District.

### 4.2 CCAP Limitations

- a. Enrollment in CCAP courses will be limited to special part-time students for whom the participating high school has indicated an intent to enroll. These enrollments may be entered by College personnel.

#### 4.3 Unit Limitations

- a. Special Part-Time students may enroll in no more than eleven (11) units in a term.
- b. Special Part-Time students enrolling in courses subject to a CCAP Course Agreement may enroll in up to fifteen (15) units, in a maximum of four classes, if required by the CCAP Course Agreement.
- c. Special Part-Time students participating in CCAP programs may enroll in non-CCAP courses, but may not enroll in more than eleven (11) units of combined CCAP and non-CCAP programming.
- d. Special Full-Time students share the maximum unit load of regularly admitted students as described in R-7211.

#### 4.4 Enrollment Requisites and Placement

- a. Special admit students must satisfy properly established enrollment requisites to enroll in courses in which the enrollment requisites apply.
- b. Special admit students may use any means available to regularly admitted students to satisfy enrollment requisites, including placement as prescribed by the college in which the student is seeking enrollment.
- c. Special admit students who are enrolled, or have recently been enrolled, in primary, secondary, or adult school may be asked to provide transcripts of prior coursework to support placement.

### 5.0 Student Records

- 5.1 The District shall record on the special admit student's college transcript the courses, grading notation, and units earned in which the student has enrolled and attended beyond the last date to drop without notation.
- 5.2 Board policy prohibits the release of student records without the written consent of the student regardless of student age.

### 6.0 Fees

- 6.1 Special Admit students will be assessed fees in accordance with existing policies and regulations.
- 6.2 CCAP participating special part-time students enrolling exclusively in courses subject to a CCAP agreement shall be exempt from the student representation fee.

- 6.3 CCAP participating special part-time students shall not be assessed instructional material fees, laboratory fees, universal transit pass fee, or any other fee prohibited by Education Code section 49011 when enrolling in courses subject to a CCAP agreement.

## 7.0 Documentation Standards

- 7.1 Records shall be retained in paper or electronic format for three (3) years from the last date of coursework. If the student does not complete coursework (does not enroll or drops the course), records shall be retained for three (3) years from application date.

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LRCCD

Adm. Regulation Adopted: 3/10/65  
Adm. Regulation Revised: 1/18/67; 1/17/68; 4/15/70; 8/19/70; 3/6/74; 11/19/80; 4/24/00;  
6/3/02; 11/3/03; 10/27/08; 2/9/15; 4/27/15; 7/8/15  
Adm. Regulation Reviewed: 7/8/15  
Board Policy: [P-2212](#)



# Los Rios CCD Proposed Dual Enrollment Regulatory Changes

*Increasing Access, Student Success and Equity*

*Presentation to LRCCD Academic Senate  
September 20, 2022*



**LOS RIOS**  
**COMMUNITY**  
COLLEGE DISTRICT



# Timeline of Stakeholder Engagement

## District Academic Senate

- Dual Enrollment Workgroup Charter: 2/1/22
- Faculty Leadership Dual Enrollment Dialogue: 2/25/22

## Advanced Education Workgroup

- Chartered: 9/30/20
- Recommendations: 12/13/21

## Legal Review with LRCCD Counsel

- Initiated following workgroup recommendations
- Began: February 2022

## Dual Enrollment Workgroup

Chartered: 2/7/22

Kick-Off: 3/15/22

Overview of Revisions: 7/11/22

Text of Revisions: 8/15/22

## Dual Enrollment Leads

Kick-Off: 4/28/22

Overview of Revisions: 6/22/22

Text of Revisions: 7/28/22

*Throughout Spring 2022, the **Career Ladders Project** has served as a resource to assist best practice development and has engaged workgroup and leadership teams on improving supports for dual enrollment students.*

# DESSC Dual Enrollment Workgroup

## Goals:

- Enhance the student experience
- Provide a consistent experience
- Increase access
- Support College-Going Culture
- Equitize our practice
- Increase enrollment Opportunities

## Outcomes:

- Recommendations on best practices for high quality dual enrollment programs in LRCCD.
- Recommendations on expansion of CCAP and non-CCAP offerings across the District

# Dual Enrollment Workgroup Membership

## Instructional Faculty

- Suha Al Juboori, FLC
- Tressa Tabares, ARC
- Michael Grofe, SCC
- Iris Dimond, CRC
- Tera Reynolds, ARC

## Counseling Faculty

- Matthew Wohl, CRC
- Leila Stone, SCC
- Inna Tikhonov, FLC

## Outreach

- Caitlyn Spencer, ARC
- Traci Scott, CRC

## A&R Supervisors

- Christine Wurzer, FLC
- Kim Goff, SCC

## Vice President of Student Services

- Kellie Butler, FLC

## Dean of A&R

- Joann Ramirez, CRC

## Dean (College Center, etc.)

- Brain Robinson, FLC

## College CCAP Dual Enrollment Leads

- Rosana Chavez-Hernandez, SCC
- Doug Herndon, ARC

## DO A&R Director

- Jason Ralphs, DO

## AVC Educational Services & Student Success

- Sonia Ortiz-Mercado, DO

## DO Dual Enrollment Director (1) (Non-voting)

- Sean O'Neil, DO

## Research (Non-Voting)

- Betty Glycer-Culver, DO

# Expanding Equitable Access

**Skyline** changed to one time application, and automatic principal recommendation – F'19 >10%, F'21 <20% (apx 78% students of color)

**Bakersfield** - made DuE the “default” at partner high schools w a guided pathways model - F'18 >15%, F'21 <25% (apx 84% students of color)

**Fresno City** - eliminated GPA requirement for CCAP students - F'19 >7%, F'21 <16% (apx 85% students of color)



# Outcomes for Students of Color



Historically underrepresented dual enrollment students outperform adult students  
Course completion

- Black DE students had 91% course success rate compared to a 52% rate of adult Black students at Bakersfield College
- Latinx DE students had a 92% course success rate compared to a 67% rate of adult Latinx students at Bakersfield College

Dual Enrollment and Guided Pathways Converge for Equity – CLP (2019)



LOS RIOS  
COMMUNITY  
COLLEGE DISTRICT

# LRCCD Equitable Access Data

Race/Ethnicity	Percentage of HS students in this CCD Region	Percentage of DuE students in this CCD	Equity Rating
Black	10.23%	6.6%	Low Representation
Latinx	29.94%	28.93%	High Representation
Native American	0.63%	0.24%	Low Representation



# Becoming More Equitable...

USC Center for Race and Equity (Bonds, 2022)



## FROM THIS

What can we do to make our pathways clearer and more accessible?

How can we improve our orientation programs?

How do we get students to re-enroll in the next term?

How do we assess student learning?

## TO THIS

Who, specifically, have we marginalized by creating a maze of program requirements? How do we counter the negative effects this has had on our students, their families, and their communities?

How do we communicate the value of our programs to the individuals, families, and communities we aim to serve? How do these programs advance racial, social, and economic justice?

What about our college's policies, practices, and cultures create barriers to student progression and completion? For whom?

How can we honor cultural wealth<sup>1</sup> to create opportunities for students to make meaning and demonstrate their learning?



# Fall 2021 Special Admit Success Rates

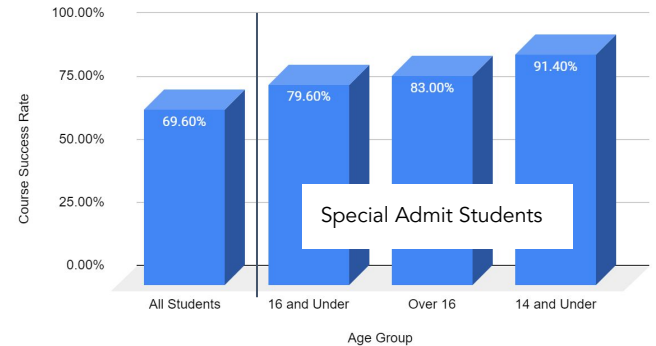
## Special Admit Enrollment and Outcomes: Fall 2021

Term	Age Group	Headcount	% Total SpecAdmit	Avg Units Attempted	Avg Units Completed	GPA	Course Success Rate
Fall 2021	16 and Under	1080	42.3	3.95	3.28	2.62	0.796
Fall 2021	Over 16	1475	57.7	4.42	3.76	2.93	0.830
Fall 2021	14 and Under	87	3.4	2.64	2.44	3.26	0.914
Fall 2021	all students	57976		8.14	5.90	2.90	69.6

14 and under students are also counted in the 16 and under group but wanted to show the number and outcomes for this student group

Source: LRCCD Research End of Semester Database  
Aug-22

Course Success Rate vs. Age Group



# New Regulations: Preview of Concepts

- The Approach: *Increasing Access to Dual Enrollment & Supporting Student Success & Equity*
- Title 5 & Ed Code Alignment & Compliance Changes
  - Application and student eligibility
  - Required enrollment updates
- Process improvements

# Compliance: Application and Eligibility

- Eliminate student-facing application barriers and align requirements with those authorized by Ed Code to determine eligibility for admission.
- Align the minimum age requirement for high school students to 14 for both CCAP and non-CCAP dual enrollment; both are special admit populations and Ed Code does not differentiate admission requirements.
- Discontinue high school transcripts as an admission requirement. Transcripts may be used for placement when required for enrollment.
- Establish application process to support Adult Dual Enrollment (non-CCAP)
- Establish clear admission criteria and application process for special full-time students
- Reduce requirement for Special Admit applications for admission to the student's initial term (CCAP)

# Compliance: Enrollment

- Students may enroll in any course for which they meet the enrollment requisites and limitations.
  - And, remove limitations on what courses special admit students may enroll in (e.g. basic skills) as state regulations do not permit this practice.
- Allow special part-time student enrollment in up to 11 units per primary term (or 15 if required as part of a CCAP agreement) and remove two course limitation.

# Overall Process Improvements

- Allow special admit students to complete the special admit application one time where possible to establish consistent onboarding processes between CCAP and non-CCAP pathways
  - Streamline admissions process for students and reduce staff workload
- Update dual enrollment language to conform to terminology in use throughout California and in state law
- Allow student self-registration in eServices for courses in which they meet prerequisites
- ~~• Provide priority registration to middle college high school and CCAP students (equivalent to continuing students)~~
- Allow high schools to provide rosters of students who will enroll in CCAP dual enrollment programs to facilitate enrollment by the colleges
- Establish online applications for dual enrollment

# Closing Comments/Next Steps

- *Next Steps in Regulatory Change Process*
- *Feedback on proposed regs welcomed*
  - [Sonia Ortiz-Mercado](#), AVC of Ed Services & Student Success
  - [Sean O'Neil](#), Director of Dual Enrollment
  - [Jason Ralphs](#), Director of Admissions & Records
- [Link to proposed regulations](#)
- *Current regs:*
  - [R-2212 Advanced Ed](#)
  - [R-2218 Dual Enrollment](#)





## American River College 90 Day - Student Outreach and Recruitment Objectives and Action Plan

### Student Access

#### Objectives

1. **Establish enrollment goals for Spring 2023 and Fall 2023.** Review college and district data to determine trends and targets of opportunities in American River College service area.

#### Action Plan

- Determine campus and center enrollment goals based on enrollment targets (headcount/FTE), district directives, campus capacity, and student need.
- Conduct stakeholder focus groups and environmental scan (market analysis) to identify opportunities for recruitment and enrollment.
- Identify and target students who applied but did not enroll for the past year and develop a marketing and recruitment campaign.
- Leverage feedback from students who did not complete enrollment process to modify/tailor recruitment plan
- Develop enrollment targets for specific market segments and dual enrollment prospects.

2. **Create a comprehensive communication plan throughout the student enrollment cycle for each market segment.** Incorporate into the recruitment plan effective conversion and yield strategies to maximize applications and, ultimately, enrollments.
  - Develop a communication strategy for each market segment throughout the student journey (prospects, inquiries, applicants, admitted, registered, and enrolled).
  - Create and/or leverage a Prospective Student Portal with live links to FAFSA/CADAA, Academic Programs, Campus Resources.
  - Create the collateral materials specific to market need/demand
  - Ensure all contacts get loaded into the College-wide recruitment database.
  - Develop and leverage social media campaigns
  - Train staff – scope and agenda to be determined.
  - Create a re-engagement communication plan for students who did not complete the enrollment process and never attended.
  - Create and roll out a re-engagement marketing plan for students who stopped attending. *Work with financial aid to determine “eligible” students and include financial aid plan for those who may be in default.*
  - Leverage Thriving Students and Alumni/ae Stories to Develop a “Picture Yourself Here/I Can Too” Campaign to capitalize on feeder school success stories.



**Institutional  
Effectiveness**

**Objective**

**3. Compile and maintain a comprehensive enrollment database and information management information system to support enrollment planning, decision making, and monitoring progress toward goals.**

**Action Plan**

- Develop a process to capture, track prospects, inquiries, applicants and enrolls to evaluate the effectiveness of each marketing, outreach and recruiting strategy.
  - Digital lead sheet that feeds into CRM/tracking system
  - Communication journey through the CRM that engages and re-engages student at each point of the enrollment continuum.
- Create a pro-active communication/contact system to respond to student inquiries within 24-hours (link existing Chatbot system)
- Develop data analytics team and process to ensure data integrity and to optimize planning and predictive modeling capabilities.
- Implement a live chat system through the main Welcome Center to provide real time responses to enrollment inquiries.
- Create an accompanying ticketing system that captures inquiries sent outside of business hours.

## Operational Efficiency

### Objectives

4. **Develop a structure and process to coordinate the colleges' overall marketing, outreach, and recruitment efforts**
  
5. **Update and revise policies to be more student centric.**
  
6. **Provide professional development and training**

### Action Plan

- **Direct the existing outreach collaboration team** to coordinate all outreach and recruitment efforts for the college and to implement the 90-day action plans described herein.
- Establish a **Data Integrity and Analytics** sub-committee to maintain and assure the accuracy and consistency of data.
- Establish a **Communication** sub-committee to draft communicate for each interval of the enrollment continuum. Committee should include FA, Admissions/Records, Academic, IT, and Student Life.
- Conduct interviews and focus groups with internal and external stakeholders to identify policies and procedures that inhibit enrollment.
- Crosswalk policies and procedures and document processes – written procedures.
- Determine which processes can be automated.
- Engage in a disciplined appraisal of roles, responsibilities related to the tasks to be accomplished.

### Next Steps: Planning Assumptions

1. Review draft and prioritize objectives and action plans
2. Determine roll-out strategies – campus announcement, stakeholder engagement, and timelines
3. Coordinate strategies with district personnel-marketing, data analytics/enrollment targets and IT support
4. Meet with high school counselors and College Dual Enrollment Team to craft dual enrollment strategies
5. Ensure alignment with college and district's outreach plan
6. Implementation – assign tasks, responsibilities, timelines and KPIs
7. Monitor the process, make mid-course adjustments if necessary.
8. Report progress and measure results



California Community Colleges

# Zero Textbook Cost Program: Phase 1 and 2 Grants

Erin Larson, Specialist

Equitable Student Learning, Experience & Impact Office

Educational Services & Support Division

August 30, 2022

Context

ZTC Program Requirements

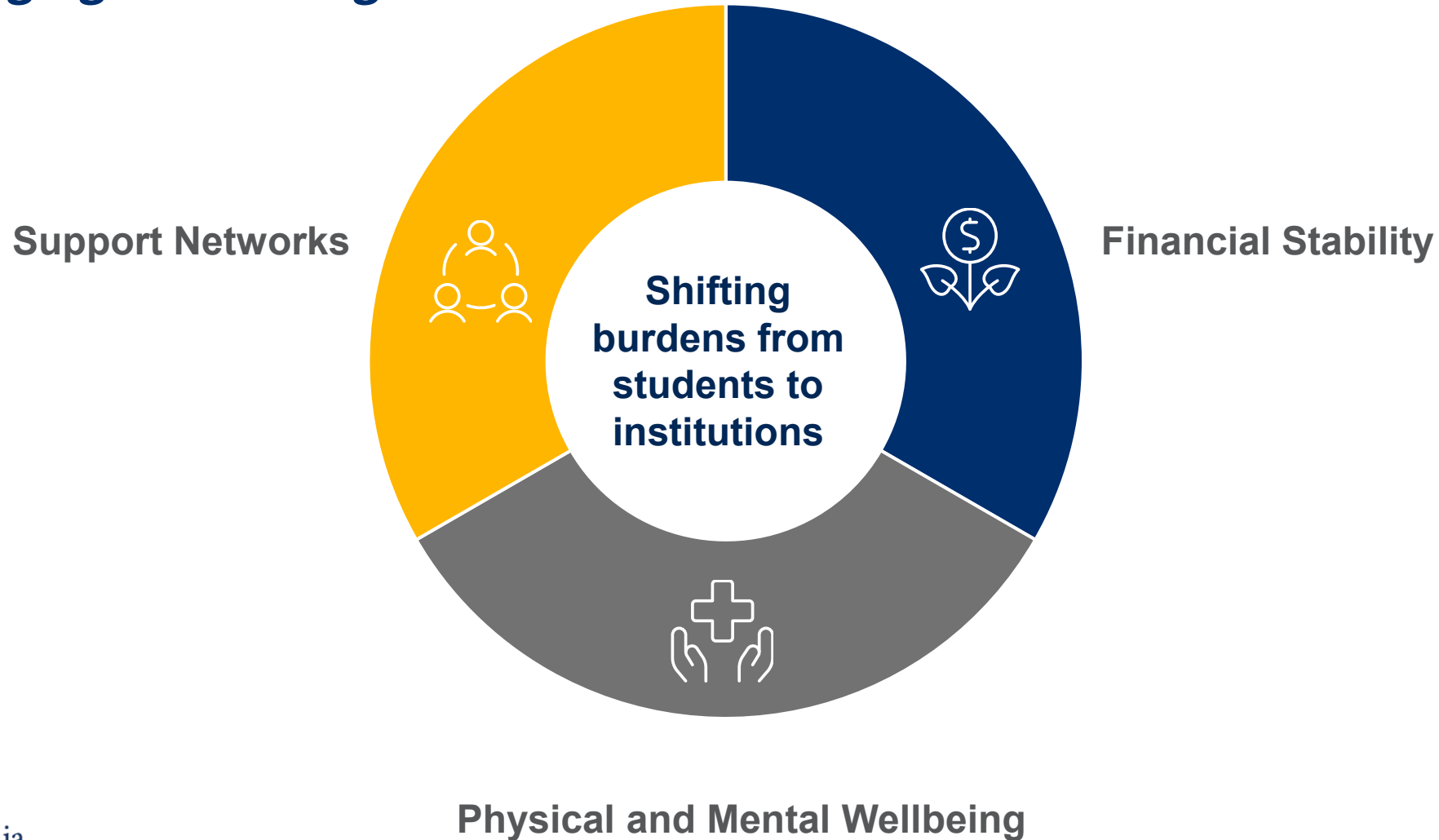
Phase 1 Grants

Phase 2 Grants Overview

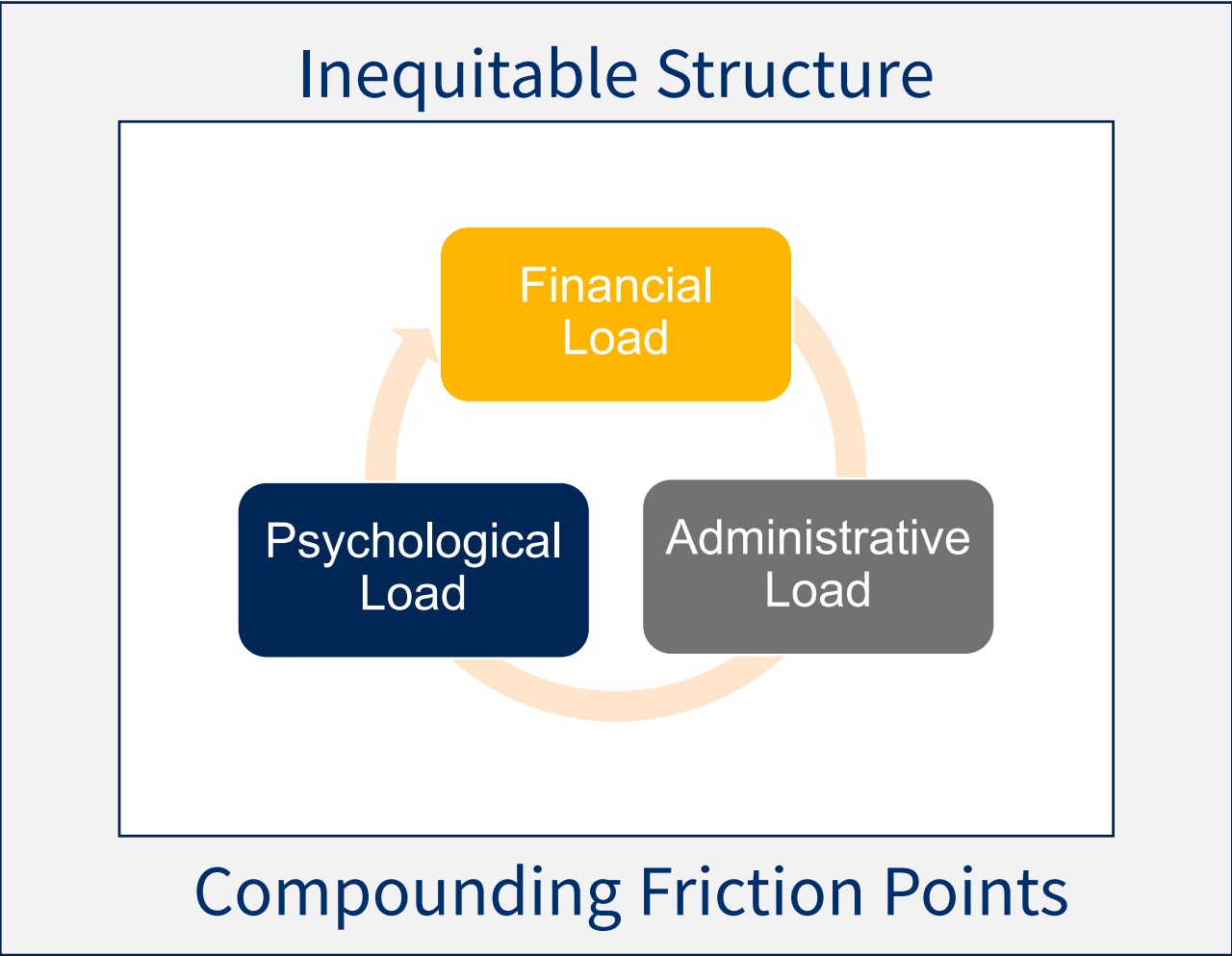


# Student-Centered Support Ecosystem

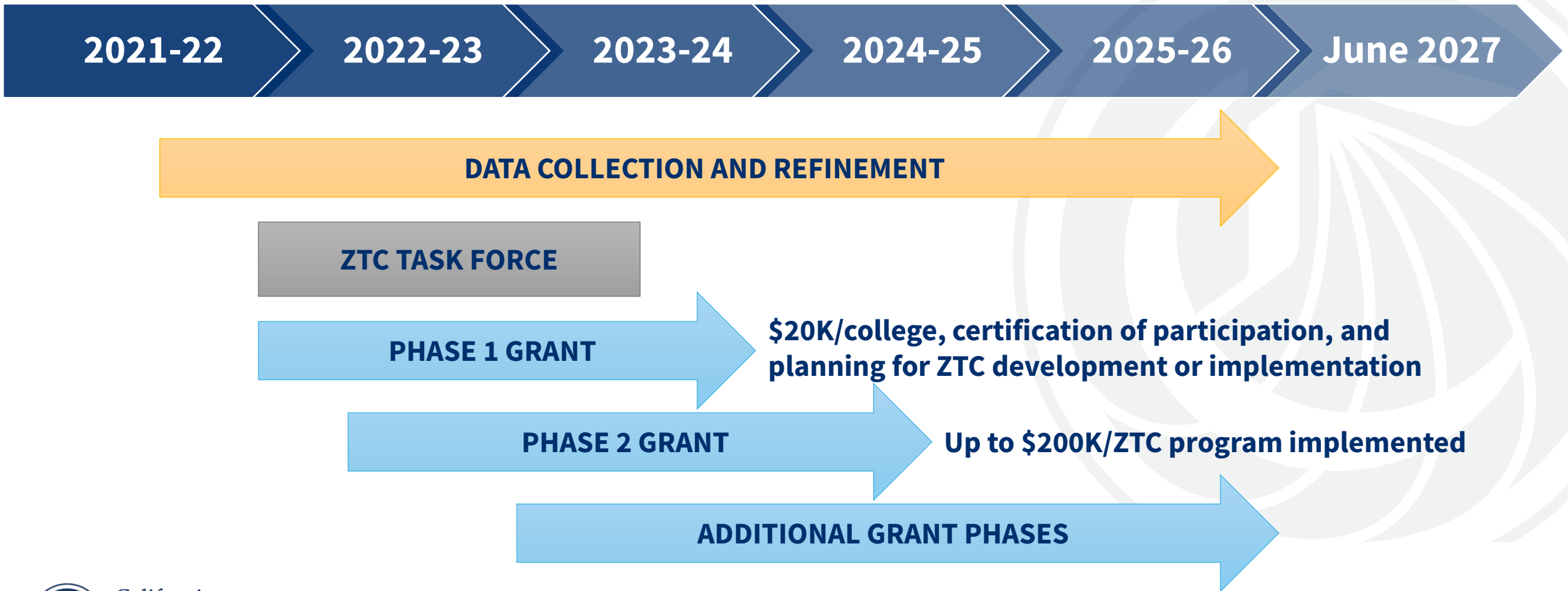
## Changing the Paradigm



# Accessing Required Instructional Materials



# ZTC Program Overall Timeline



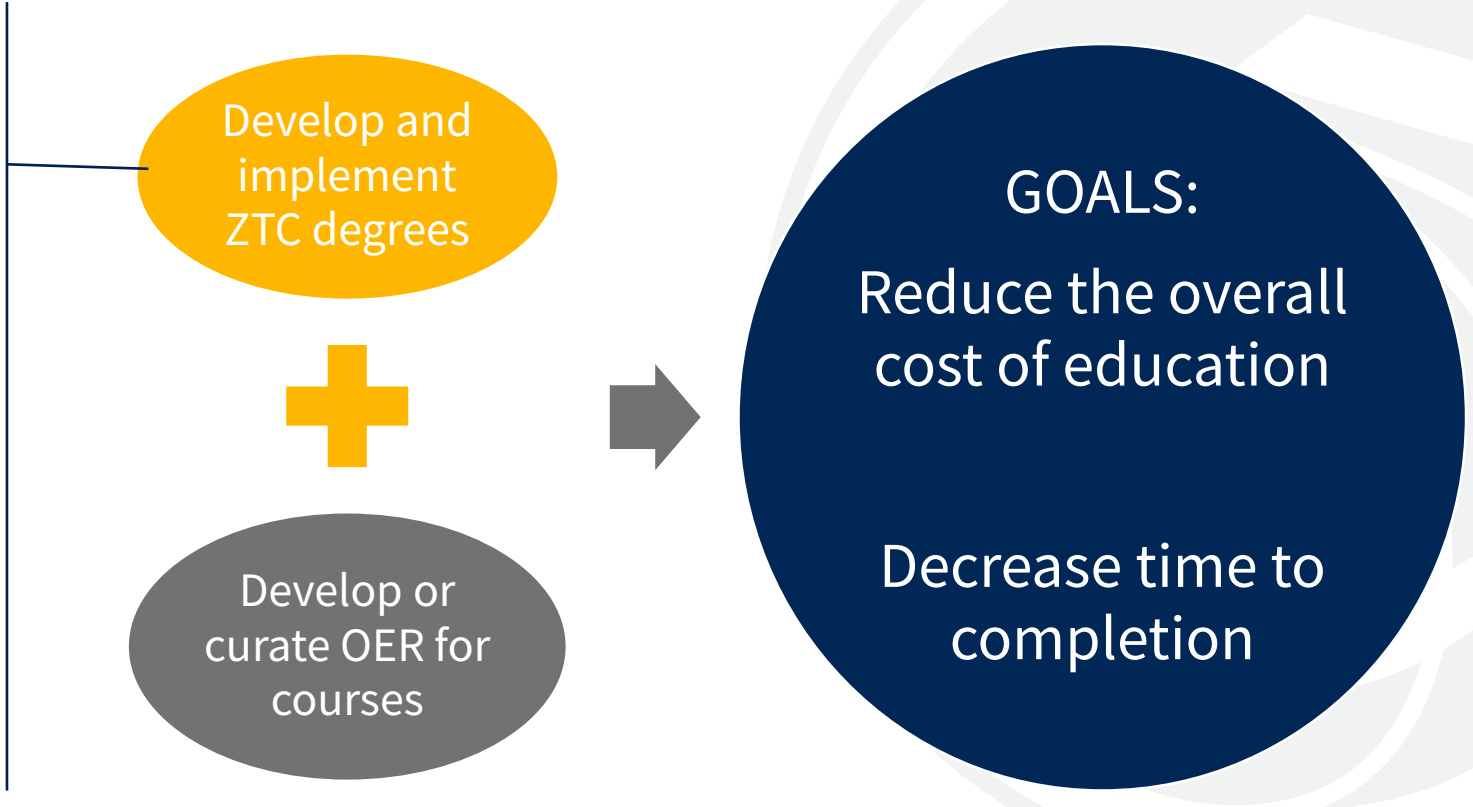


1.  
ZTC Program  
Requirements



# Authority: ZTC Ed Code 78050-78052

- “ZTC Degrees”
- Associate degrees or certificates
  - Courses that eliminate textbook costs
  - Use alternative instructional methodologies, including open educational resources (OER)
  - MAY include a low-cost degree option if a no-cost equivalent is not available or cannot be developed



# Definition of OER (EDC 78052(b)(4))

*"Open educational resources" means high-quality teaching, learning, and research resources that reside in the public domain or have been released pursuant to an intellectual property license that permits their free use and repurposing by others, and may include other resources that are legally available and free of cost to students. Open educational resources include, but are not limited to, full courses, course materials, modules, textbooks, faculty-created content, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge*

# ZTC Grant Implementation Requirements (12)

“...a community college district shall comply with all of the following:”

1. Develop and implement one or more ZTC program pathways:
  - a. An existing AA/AS or Certificate
  - b. A new AA/AS or Certificate of the following:
    - i. High value in regional market,
    - ii. Meets an emerging regional business industry need
    - iii. Has high textbook costs
2. Prioritize implementation of existing ADT and existing OER before creating new content
3. Consider sustainability after grant funds are exhausted, including how content is updated and presented

# ZTC Grant Implementation Requirements (12)

“...a community college district shall comply with all of the following:”

4. Ensure compliance with ADA and the federal Copyright Act of 1976
5. Develop minimum of ONE degree [or certificate]
6. Other community college districts can use or adapt degree and post to the CA Digital Open Source Library (Section 66408). Testing materials are protected.
7. Ensure faculty have flexibility to customize within program parameters

# ZTC Grant Implementation Requirements (12)

“...a community college district shall comply with all of the following:”

8. Ensure the degree is identified in college catalogs and class schedules
9. Report to the Chancellor’s Office all data, planning, progress and outcomes
10. Consult with the local academic senate
11. Use a multimember team approach to development (faculty, administrators, content-focused staff – librarians, instructional designers, technology experts, and interested CSU/UC campuses)
12. Implement within 3 years or sooner

# Reporting Requirements

## Legislative

**Number of degrees** developed and implemented within each district, disaggregated by college

**Number of open educational resources** developed and curated within each district, disaggregated by college

**Estimated annual savings to students**

**Number of students** who completed a zero textbook cost degree program

**Number of students** who accessed open educational resources

**Recommendations** to increase, expand, or improve the offering of degrees and the use of open educational resources.

## Program

*...any planning, progress, outcome information associated with the grant*

*...any additional information that the Chancellor determines necessary*

EDC 78052(d)(9)

# Chancellor's Office Requirements

***Ensure no duplication in development or implementation of degrees for a subject matter***

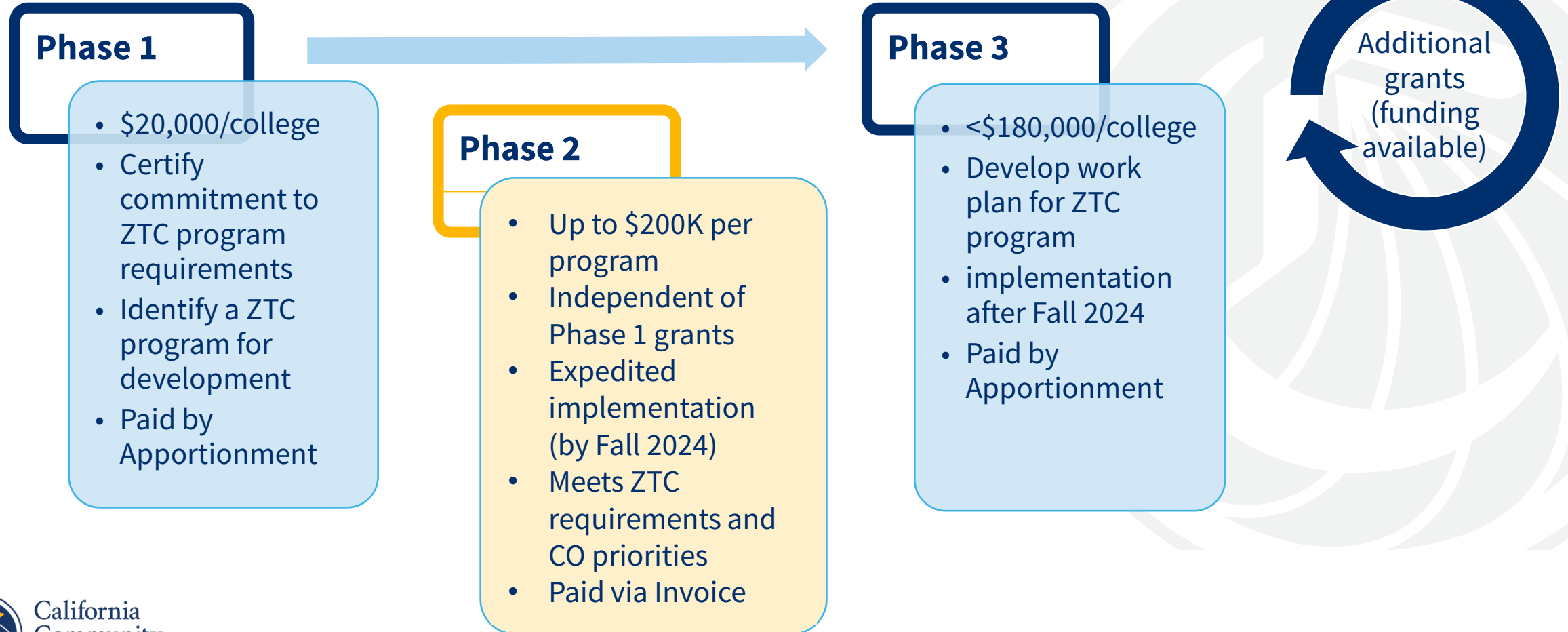
Institutions must:

- Avoid duplication of effort
- Find existing ZTC programs:
  - Link to ASCCC program dev
  - [Link to ZTC report](#)
- Coordinate with other colleges proposing the same ZTC program. (Institutions will have to explain how their program is different from an existing)

***Ensure the greatest number of degrees for the benefit of the greatest number of students***

- Every college has the opportunity to develop at least one ZTC program with Phase 1 grants.
- Phase 2 grants focus on expediting ready to implement ZTC programs
- Institutions will be asked to indicate how many students will complete the ZTC degree or certificate program. Examples:
  - Annual award data for converting an existing degree program to ZTC
  - Programs in demand at your institution
  - New programs have labor market indicators

# ZTC Program Grant Phases







2

# Phase 1 Grants

# Phase 1 Details

**Every college will have the opportunity to develop a ZTC program for their students.**

\$20,000 to 115 colleges

- With a potential augmentation of up to \$180,000 in Phase 3

Purpose: Plan for the development and implementation of a ZTC degree or certificate program

Action required: Certify assurances in Nova

Payment: Through Apportionment

# About the Funds

## Apportionment

- Sent through to the district
- Allocations are noted in the [2022-23 Compendium of Allocation Resources](#)
- No invoices necessary

## Allowable Uses

- Professional development
- Technical assistance for development
- Other activities that enable the development and implementation of a ZTC Program
  - For example: Self-assessment, technology support, collaboration, research, etc.
- Must be in line with your local hiring and procurement policies and practices.
- Must consider sustainability of ZTC efforts

# Phase 1 Grant Outcomes

By June 30, 2023, colleges will...

- Provide a final report of expenditures to the Chancellor's Office.
- Identify the program (and courses, if known) that will become a ZTC degree or certificate
- Identify challenges/barriers to implementation
- Identify technical assistance needs

# How to Participate

1. Review the [2022-23 Compendium of Allocation Resources](#)
  - Includes the ESS guidance memo about the ZTC program
2. Certify Participation in Nova by November 1, 2022
  - New to Nova?
    - For a new login and access to NOVA, please visit <https://nova.cccco.edu/request-access>.
    - [NOVA video tutorials are available online](#).
  - Find “ZTC Phase 1”

# In Nova: Certifying Participation

## Details

- Plan title is auto populated
- Plan description enter: TBD

No plan is needed at this point.

The screenshot shows the 'ZTC Phase 1 Grants' section for 'Cerritos College - ZTC Phase 1 Grants Plan (2022-23)'. The status is 'Draft'. A navigation menu on the left includes 'Workflow', 'Details Incomplete', 'Contacts Incomplete', and 'Preview & Submit'. The 'Guidance' section explains that Phase 1 provides \$20,000 for planning and preparation, with a deadline of June 30, 2023. The 'Details' section shows the 'Plan Title' field populated with 'Cerritos College - ZTC Phase 1 Grants Plan (2022-23)'. The 'Plan Description' field is empty. A 'Next' button and a '4 errors' notification are visible in the top right.

# In Nova: Assurances

- Agree to the Assurances:
  - Has read and is familiar with the ZTC Program statutory requirements
  - Has confirmed participation with the Chief Instructional Officer/Vice President of Instruction
  - Will provide a final report of expenditures
  - Will report on the college's goals for implementing a ZTC program.

ZTC Phase 1 Grants  
Bakersfield College - ZTC Phase 1 Grants Plan (2022-23)

Status: Draft

Next

Workflow

- Details  
Incomplete
- Contacts  
Incomplete
- Preview & Submit

4 errors Show

### Assurances

Please attest to the following assurances.

#### Statutory Requirements

I have read and am familiar with the ZTC Program requirements listed in Education Code Sections 78050 through 78052 and agree to all the program requirements stipulated. \*

#### Instructional Office Approval

I have obtained approval from the Chief Instructional Officer/Vice President of Instruction to participate in the ZTC Program. \*

#### Expenditure Reporting

By June 30, 2023, I will complete the budget expenditure report in Nova. \*

#### Program Reporting

By June 30, 2023, I will report in Nova on the college's proposed ZTC program(s) for development and implementation, project challenges and barriers, and technical assistance needs. \*

Next

# In Nova: Final Reporting

- Fiscal Reporting for ZTC Phase 1 - Expenditures
- 3-Question Survey
  - Name of the ZTC program to be developed (“None” if not developing)
  - Challenges/barriers to implementation
  - What technical assistance is needed. (check all that apply)

Reporting Year: 2022-23  
Reporting Period: 2022-23 Quarter 4

Antelope Valley College  
2022-23

Q4  
Incomplete

Object Code	Project to Date (PTD) Expenditure
1000 - Instructional Salaries	\$0
2000 - Non-Instructional Salaries	\$0
3000 - Employee Benefits	\$0
4000 - Supplies and Materials	\$0
5000 - Other Operating Expenses and Services	\$0
6000 - Capital Outlay	\$0
7000 - Other Outgo	\$0
Indirect Costs	\$0
Totals	\$0
Allocation Total	\$20,000
Total Remaining	\$20,000



## Phase 1 Grant Timeline

Aug 22

- Funds announced in Compendium of Allocations

Aug 30

- ZTC Program available to certify in Nova

Nov 1

- Colleges must certify participation in Nova

June 30, 2023

- Final Reports due in Nova



3.

## Phase 2 Grants

# Phase 2 Overview

- Up to \$200,000/program
- Request for applications to implement a ZTC program
- Open to districts and/or colleges
- Multiple applications are allowed
  - Duplications without justification will not be evaluated.
- Performance period ends June 30, 2024. (No extensions)
- Courses in the program must be available to students by Fall 2024.

# Phase 2 Grant Goals

- Meet the statutory priorities of the ZTC program:
  - Develop or implement an existing ADT
  - Prioritize existing OER
  - For new programs – high value in regional market, meets an emerging business industry need, or has high textbook costs
- More competitive applications will be:
  - Mostly complete (already have courses that are ZTC)
  - Part of a general education, CSU GE, or IGETC transfer pathway
  - Online and offered in the CVC Exchange
    - Consideration for Home and Teaching College status
  - Target the greatest number of students
  - Less than \$100,000

## Phase 2 Grant Timeline

Fall 2022

- Release application

Fall 2022

- Informational webinar

Fall 2022

- Weekly Office hours for questions

Fall 2022

- Applications due

Spring 2023

- Board of Governors

Spring 2023

- Performance period begins

Jun 30, 2024

- Performance period ends, all deliverables submitted



# California Community Colleges

Thank you!

[elarson@cccco.edu](mailto:elarson@cccco.edu)

[ztc@cccco.edu](mailto:ztc@cccco.edu)

[www.cccco.edu](http://www.cccco.edu)

# Accreditation Exit Report Summary

## Overall Comments:

- The food provided by our Culinary Arts program was excellent and much appreciated.
- They loved the campus tour and how welcome we made them feel.

## Possible Commendation:

- Student Design Panel – how we include student voices in college decision making.

## Areas Where We Could Strengthen Our Processes:

- The actions for improvement the college takes when we fail to meet one of our Institution-Set Standards.
- How the college ensures regular and substantive interaction (RSI) occurs in distance education courses.
- The process by which the Board regularly reviews and updates its policies.
- How the district delineates college and district roles and responsibilities, and the interface between college-level and district-level governance.

# Operations Council

## Meeting Notes

<b>NAME OF COUNCIL/TEAM:</b> Operations Council		
<b>OBJECTIVE OF MEETING:</b> Review Updates for Safety, Operations/Facilities, IT, and Budgets		
<b>DATE:</b> 09/27/2022 <b>TIME:</b> 1:30pm	<b>LOCATION/ROOM #:</b> <a href="https://us02web.zoom.us/j/84357166300?pwd=anBEa2tXK2hRYWdQSDQ4Y3JJaDJTUT09">https://us02web.zoom.us/j/84357166300?</a> pwd=anBEa2tXK2hRYWdQSDQ4Y3JJaDJTUT09 <b>CALL-IN NUMBER:</b> Meeting ID: 843 5716 6300 <b>CALL-IN CODE:</b> Passcode: 010473	
<b>FACILITATOR(S):</b> Matthew Blevis		
<b>TIMEKEEPER:</b>		
<b>ASSISTANT:</b> Beth Madigan		
<b>MEMBERS PRESENT:</b>		
<b>SUPPORTING RESOURCES (ITEMS READ IN PREPARATION FOR AND/OR BROUGHT TO MEETING):</b>		
<b>UPDATES AND BRIEF REPORTS:</b>		
Topic	Person(s) Responsible	Notes
What are the current safety concerns and plans?	Chris Day	<ul style="list-style-type: none"> <li>• College has been quiet, busy, minor issues, two bikes stolen</li> <li>• Staff parking permits are available at the College Police Department. Employees can email or contact CP to make appointment to pick up parking permits outside of CP office Hours.</li> <li>• Scott Crow will be sending out email for fire drills. ARC main campus has over 28 buildings that will split over two semesters for fire drills. ARC is scheduled for 10/13/22 for 14 buildings. No date has been identified for Public Safety Center. Natomas will be scheduled in spring.</li> <li>• College Police is providing active shooter presentation for meetings. The next presentation will be for the UNITE center.</li> <li>• Staffing still a challenge:               <ul style="list-style-type: none"> <li>o Need to hire additional clerk for front counter</li> <li>o Two new officers hired</li> <li>o Still working with w/DO to negotiate retirement</li> </ul> </li> </ul>
What is the status of the IT projects?	Jeff Bucher	<ul style="list-style-type: none"> <li>• Mobile workforce - replacing desktops with laptops               <ul style="list-style-type: none"> <li>o Done Admin Building, Student Services building, counseling, Library, All Division Offices, the Home Bases</li> <li>o We are working on Instruction Areas now in Davies Hall and then in Howard Hall</li> </ul> </li> <li>• Service now system started - it does work. There have been 1,219 tickets for ARC since implementation on August 8th</li> <li>• Emergency Response Notification Icon (ERNI) button, district-wide supported emergency reporting tool. Our new Mobile workforce has broken the tool. The button is tied to the computer. The message it sends to the police assumes you are in the classroom or at your desk. Now that we are mobile it is less functional. We have started conversations with Campus Police and DOIT about a replacement... possibly Rave Guardian or another emergency reporting tool. This would be a district-wide tool the costs initially come from the DO but further licensing would probably be proportionate by campus.</li> <li>• Athletic fiber projects - Project to connect both Baseball and softball areas to the network infrastructure of the college. Eventually, we will hook up with the Well to create a network ring around the college.</li> <li>• Many Conference rooms have been converted into zoom rooms. IT will send out instructions to the Deans, and add a webpage letting people know the technology exists.               <ul style="list-style-type: none"> <li>o Complete: Admin, IT, BCS (STEM) and FAA Conference rooms are complete</li> <li>o To Do: President office, workforce, MESA (STEM), Board Room, and Admin II</li> <li>o AV upgrade for all four Community Rooms planned for Summer.</li> </ul> </li> </ul>
What is the status of the facilities projects?	Margaret Lednický	<ul style="list-style-type: none"> <li>• Drought tolerant landscape- on the way, ongoing, ETC 3/2023</li> <li>• Property on Myrtle to be cleared out 12/2022</li> <li>• Tech Ed - started II phase. Construction fences are up. Complicated project with a lot of utilities. ETC 11/2024</li> <li>• Natomas Phase II &amp; III - going into bidding process. ETC 8/2024</li> <li>• Sand volleyball just starting - ETC 4/2025</li> <li>• Boiler replacement</li> <li>• Offsite parking - Natomas</li> <li>• Veterans - ETC 7/2024</li> <li>• Project Request form now available online</li> </ul>
		<ul style="list-style-type: none"> <li>• SEAP, Lottery, SIEF, Guided Pathways TBA. Will share when budget has been determine for the year.</li> <li>• No New HEERF Allocation. \$2,207,982 carryover: VPA \$699,743, VPI \$1,365,210, VPS \$143,029</li> <li>• 2022-23 CDF, PDF &amp; Bookstore schedule presented</li> </ul>



• COV-19 Recovery Block Grant

What is the update on the college budget?

Koue Vang

Los Rios was allocated \$28.1 million of the \$650 million in one-time funding to establish the California Community College COVID-19 Recovery Block Grant. The funds are intended to be used on activities that directly support community college students and mitigate learning losses related to the impacts of the COVID-19 pandemic. Community college districts should prioritize the use of these one-time funds for purposes, including, but not limited to, professional development, technology infrastructure, developing open education resources and zero-textbook cost degrees, and supporting the mental health and wellness needs of students and staff.

\$28,107,978 has been allocated based on Fall 2021 headcount data as follows:

- ARC \$10,449,537
- CRC \$5,888,080
- FLC \$3,737,853
- SCC \$8,032,508

Total of 13 Student Support Specialist positions. The Student Support Specialist (limited term) positions are part of a grant received to building enrollment and retention at American River College over the next five years. The positions will be focused in the following areas:

- Outreach (3 positions) - provide services to high schools, other educational institutions, as well as services to individuals and community organizations.
- Community Outreach (1 position) - provide services to community-based organizations and will spend time in the community with organizations such as Highlands and with Project Rebound.
- Dual Enrollment (2 position) - provide services to pre-college students and programs.
- Probation (1 position) - provides services to students who are academically at risk.
- HomeBases (5 positions) - provides services in the HomeBases (guided pathways) Pathway Communities.
- Natomas Center (1 position) - provide services at the Natomas Center which includes being on and off site in the community.

**ACTION ITEMS:**

Question	Person(s) Responsible	Notes and Decision(s)	Next Steps
What is the recommendation on the Broken Women statues?	Koue Vang	<ul style="list-style-type: none"> <li>• This is a follow up from the Operations Council Meeting 4/26/22. The council recommended this item to go through PET to decide on the what action to take.</li> <li>• PET determined statues should remain where they are but for Operations to work with the Arts department to come up with better signage and plaques to inform people of what the statues represent.</li> </ul>	Operations and Arts department will work on the recommendation and circle back with update to the Operations Council
What is the status of trees on campus?	Margaret Lednicky	Operations have a list of trees that need to be replaced ASAP and is seeking for approval. Operations have not been successful in contacting or identifying members in the Tree Committee. Operations Council is not opposed to moving forward with list if the Tree Committee cannot be identified.	Operations will make final attempt to contact Tree Committee before moving forward with approving list of trees to be replaced.
What is the status on the Gender Neutral Restrooms focus group?	Margaret Lednicky	The Gender Neutral Restrooms focus group was not formed in spring due to the time constraint with the semester ending. Members were not identified yet.	The individuals below will follow up with each group to identify members: <ul style="list-style-type: none"> <li>• Faculty -Margaret</li> <li>• Classified - Koue</li> <li>• Student -Koue</li> <li>• DI- BJ</li> <li>• DSPS- Koue</li> </ul>
What is the proposed ITC Name Change?	BJ Snowden	<ul style="list-style-type: none"> <li>• Current Building Name: Instructional Technology Center</li> <li>• Recommended New Building Name: Center for Institutional Equity &amp; Innovation (CIEI)</li> </ul> Operations Council approved for item to move to ELT	Item to move to ELT

**DISCUSSION ITEMS:**

Question	Person(s) Responsible	Notes and Next Steps
What is the status on the ISER Core Inquiry Response?	Koue Vang	The Final ISER Core Inquiry Response was shared. The visiting team will be on campus 10/10/22 - 10/12/22. The Operations Council is scheduled to participate in for the Core Inquiry #2: Facilities Master Plan and Capitol Plan on 10/10/22, 1pm - 2pm in the Community Room (Room Number TBA)
What is the status of food services?	Koue Vang	The Brailsford & Dunlavey (B&D) Proposal was shared. B& D will be partnering with LRCCD to define and articulate the strategic value of its campus dining programs and develop a Dining Plan for each of its four (4) campuses to align with the District's goals while responding to the uniqueness of each individual campus population.

		The Operations Council will participate in a two hour Institutional Framework and Strategic Asset Value session on October 25th, 1:30 pm - 3:30 pm.
What is the proposed ITC Name Change?	BJ Snowden	
<b>ITEMS FOR FUTURE CONSIDERATION:</b>		
<b>Topic</b>	<b>Contact Person</b>	

# Student Success Council Report for Academic Senate

Meeting held Tuesday, October 4, 2022

- Undocu week of action 10/17 - 10/21. Dreamer Liaison, Catherine, preparing to have a soft opening of the Undocu resource connection - 10/20. 10am - 11:30 am.
  - Request to look at the Charter as defined as Work Group to provide clarity.
  - Request for BJ, Jen, and Veronica to set-up a meeting to discuss further.
- Website data - Bucky the chatbot would misdirect students or not be relevant.
  - Can we add a mini survey "was this helpful"? Product team is working on.
  - Is there a review processes? That is something that is being looked at as well.
  - Suggestions for improvements.  
<https://docs.google.com/document/d/1y9AffBhFvX0yalljEdfxPCu3eQpQ95tMqKmlfO57Rwk/edit?usp=sharing>
  - Original questions for Scott from Marianne:  
<https://docs.google.com/document/d/1k5ljeWcrRVUY98fduztidZF1ndcGaiydvcbdmE70Bw/edit#heading=h.dty3lhpb75h8>
  - Response types generally given: Knowledge base, suggestion, or search.
  - Look at the "I don't know answers" to see trends or questions that are not covered to create a custom question.
  - We see all of the questions, but most focus is on IDK questions.
  - Website search box doesn't work very well. Is there an opportunity for a group to regular seeing what students are asking? Website team is looking to upgrade search.
  - Request for top 10 results and results for questions from last month.
- Bias Response Team check in/status update
  - Establish/addressed the 8 points required of the charter to complete.
  - Reviewing 7 of 8. Established their goals, differences between discipline officers, as well as title IX.
  - November 1st deadline to read and review. Then turned over to the committee to decide how to do this work.
  - Team comprised of? Diversity equity officer, affinity groups (nursing, counseling, instruction, student services), police officer. Break down in report of various recommendations (best fits based on research).
- 90 Day Outreach – update
  - State funding/one-time funds to increase enrollment numbers and retention.
  - Consulting group - Gravenburg group worked with the colleges to create the 90-day Outreach Plan.
  - 90-day Outreach Forum was held on 9/20 to provide input from college campus.
  - Upcoming planning retreats with invitations to college community to engage with that.

- Any themes? A lot of suggestions on marketing and branding ourselves/making ourselves known/what programs we offer.
- Funnel issues from application to first day of class: Investment in retention and support widening that funnel.
- So many components in FA and how it affects student's retention. Need of materials in various languages for the students we serve especially for critical documents.
- Engaging with a language interpreting service. Currently piloting to assess cost and usage.
- Tracking enrollment of what students prefer from virtual vs in person? It is being tracked by the instructional deans every day.
- Does district send an acceptance letter to students when they apply? Can we send a tangible letter? We need to get back to those fundamental needs.
- District wide Customer Relations Management work group to work on centralizing our communications and tracking that information. To capture student data and information so we can follow up. To track a lot of data, district-wide. Outlining the goals and what we want that tool to completely do.
- Community partners from one of these transportation organizations to weigh in on this 90 day outreach plan? Good idea!
- DEI reports been used to tap into these 90-day plan? Given those reports to the consulting group to integrate those ideas into the plan.
- Revisions and suggestions are welcome!
- Student Communications and the SSC
  - Presentation provided.
  - Communication not great to students. Too generic, no personal touch. How can we engage with students?

Draft Resolution in support of LRCFT negotiating....

Whereas, student enrollment and engagement with online instruction and instructional support programs is rapidly evolving in all its forms, sparking the need to continue to evolve and meet student needs in an online environment.

Whereas, students indicated in the American River College Modality Survey – Spring 2022 a strong desire for online classes and services over on-ground classes and services.

Whereas, students indicated in the American River College Modality Survey – Spring 2022 a variety of variables that factor into their preference for fully online modalities such as: lack of reliable or affordable transportation, course schedules that conflict with work and/or family obligations, childcare, general costs, fears of contracting COVID, campus safety concerns, vaccine requirements, disability, distracting or anxiety-inducing classroom environments as challenges to their learning.

Whereas some classes have been developed that are better and more effectively taught in an online modality.

Whereas the District and State Chancellor's Office have stated a desire to offer fully online degrees and certificates for students.

Whereas certain programs serve students from a broad geographic base for whom travel to and from campus and for whom care-taking needs create substantial obstacles to success.

Whereas a national survey conducted in 2022 has shown that the number of high school juniors and seniors planning to attend fully online colleges has more than doubled since before the pandemic and dual enrollment is the largest and fastest growing option for high school students taking online postsecondary courses at ARC.

Whereas demand for virtual options consistently outpace availability during registration, students who wanted to take online or hybrid courses are put on waitlists while many in-person classes are below capacity.

Whereas students who have decided that distance education best suits their needs should be served by faculty trained in best practices and trained as best practitioners.

Whereas neurodivergent students often opt for online learning spaces, those students should be served by faculty best trained to meet their needs.

Whereas the Student Senate for California Community Colleges passed a resolution urging colleges to create pathways to earn degrees online because “traditional class formats and schedules within normal business hours are burdensome” and an educational barrier and advocates for each general education requirement or degree requirement to have at least one class from that pool be offered in an online or distance format.

Whereas surveys conducted with community college districts and prospective students suggest that the demand for online and hybrid courses is increasing, with students citing the benefits of increased flexibility, convenience and independence (CCCCO 2022).

One possible starting point for resolution language:

*Resolved, we urge the Los Rios Colleges Federation of Teachers (LRCFT) to negotiate the current contractual limitation on online or other distance education modes of instruction and instructional support programs to allow our tenured faculty to have a 1.0 FTE of online or other distance education modes of instruction and instructional support programs with mutual agreement of the dean.*

DRAFT: The Curriculum Committee, under support of Academic Senate, has established a practice of requiring that all curriculum be updated every six years (or as per outside accreditation standards) in order for the course to continue to be scheduled. The ARC Academic Senate supports enforcement of this practice, including mandated removal of courses from the class schedule if, despite warning from the Curriculum Committee, curriculum is not updated within 1 year of becoming out of compliance.

## 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 and LRCFT Presidents, College Vice Presidents of Instruction, and LRCCD Deputy Chancellor met to discuss steps towards meeting the first resolve. The LRCCD administration did not accept the DAS's recommendation that a standing governance body be convened to develop processes and practices to establish and regularly evaluate criteria for setting and reviewing class sizes. However, the College Vice Presidents of Instruction and LRCCD Deputy Chancellor did agree with the Academic Senate and LRCFT Presidents that a task force be formed to recommend processes and best practices to establish and regularly evaluate criteria for setting and reviewing class sizes with a foundation in equity-based decision making (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-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 the authority granted 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.

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

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

- an understanding of current processes/practices for determining class sizes at the 4 colleges
- a set of criteria to inform discussions on class size
- a set of recommendations on determining optimum class size
- a set of recommendations on temporary class size adjustments
- recommendation for regular evaluation and revision of criteria and class size recommendations
- findings that will be shared with the LRCCD Academic Senate and LRCFT Presidents, Vice Presidents of Instruction, Associate Vice Chancellor of Instruction, and Deputy Chancellor

## PROJECT CHARTER

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. Equity-based decision making with an emphasis on faculty expertise in implementing best practices to achieve an equitable, effective educational environment will serve as the basis for this project. 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.

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### 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 a process for regular review of the guidelines/recommendations](#) resulting in appropriate modifications
- 4) Recommendations regarding the establishment of appropriate roles with the colleges/district for addressing the recommendations delivered in this report

---

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

The project will be considered successful when:

- 1) criteria have been established
- 2) recommendations have been developed
- 3) process for review has been developed
- 4) report to appropriate constituents has been submitted

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

## PROJECT CHARTER

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### 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, and Deputy Chancellor for consideration and potential adoption.
- Interest in looking holistically at what should be considered when setting/adjusting class size with a focus on equity rather than creating rules/guidelines for specific courses or disciplines..
- Interest in guidelines/recommendations addressing a transparent process for making temporary class size adjustments.
- Interest in creating a process for a regular review of the guidelines/recommendations and making modifications if warranted.
- Interest in collecting data on success and retention as related to class size.
- There exists a lack of shared understanding around current processes for setting class sizes.

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### 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:

- Recognize shared interest in balancing effectiveness of instruction and efficiency of operation
- Class sizes are also workload issues that are negotiated between LRCFT & LRCCD.

## PROJECT CHARTER

- 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.
- While interest exists in class cap alignment across colleges for the same courses, some faculty have expressed apprehension about this idea. The LRCFT and LRCCD, however, have 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?)

- Implications of AB705 / 1705 on class size
- Disaggregated student success research data needed based on class size and completion
- Potential for space/facilities challenges
- Parameters that exist because of District policy

## 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 <sup>st</sup> Reading <input type="checkbox"/> 2 <sup>nd</sup> Reading – Recommendation to _____
		<input type="checkbox"/> 1 <sup>st</sup> Reading <input type="checkbox"/> 2 <sup>nd</sup> Reading - Recommendation to _____
		<input type="checkbox"/> 1 <sup>st</sup> Reading <input type="checkbox"/> 2 <sup>nd</sup> Reading – Recommendation to _____
		<input type="checkbox"/> 1 <sup>st</sup> Reading <input type="checkbox"/> 2 <sup>nd</sup> 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
<b>Project Leads</b>	<ul style="list-style-type: none"> <li>▪ Prepares, leads, and follows up on meetings</li> <li>▪ Communicates the project to various stakeholders, and when appropriate, solicits feedback on draft deliverables through informal review processes</li> <li>▪ Submits the final deliverables to the sponsoring group for approval</li> </ul>
<b>Project Steward</b>  <i>(may be one of the leads or a separate individual)</i>	<ul style="list-style-type: none"> <li>▪ Manages the project on behalf of the sponsoring group</li> <li>▪ Drafts the charter in consultation with the sponsoring group</li> <li>▪ Conducts preliminary research to gather information on promising practices, product options, or other relevant materials to inform the project</li> <li>▪ Develops a work plan based on the charter to organize, sequence, and schedule the work of the project team within the available time frame</li> <li>▪ Reports progress to the sponsoring council</li> <li>▪ Maintains and archives project documentation at the conclusion of the project</li> <li>▪ Assists the project leads as needed</li> </ul>
<b>Team Members</b>	<ul style="list-style-type: none"> <li>▪ Participates in all project meetings and activities</li> <li>▪ Supplies valuable knowledge and perspective (often based on the individual’s responsibilities or role)</li> <li>▪ May be assigned specific project tasks to complete outside of project meetings</li> <li>▪ Assists with the “heavy lifting” that is required to accomplish the project deliverables</li> </ul>
<b>External Consultant</b> <i>(optional)</i>	<ul style="list-style-type: none"> <li>▪ Provides expertise and assistance from an external (non-Los Rios) perspective</li> </ul>
<b>Executive Sponsor</b> <i>(optional)</i>	<p>Large, high-impact projects only:</p> <ul style="list-style-type: none"> <li>▪ Champions the project from the executive level to secure buy-in and ensure viability</li> <li>▪ Communicates project purpose and vision</li> <li>▪ Allocates appropriate resources to support effective development, execution, and institutionalization</li> <li>▪ Maintains awareness of project status and helps mitigate risk</li> <li>▪ Mediates conflicts and facilitates dialogue to resolve project issues</li> <li>▪ Assumes other responsibilities as appropriate based on the project scope</li> </ul>

***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
<b>Project Lead</b>	Alisa Shubb	ARC	DAS President
<b>Project Co-Lead</b>	Tammy Montgomery	DO	Interim Associate Vice Chancellor of Instruction
<b>Members</b>			
		ARC	2 Faculty
		CRC	2 Faculty
		FLC	2 Faculty
		SCC	2 Faculty
		LRCFT	1-2 Faculty
		ARC	1 AVP/Dean
		CRC	1 AVP/Dean
		FLC	1 AVP/Dean
		SCC	1 AVP/Dean
		ASB	1 Student
		ASB	1 Student
		ASB	1 Student
		ASB	1 Student
<b>Assistant</b>			

### OTHER ROLES

<b>Project Steward*</b>	Alisa Shubb
<b>External Consultant(s)</b>	
<b>Executive Sponsor</b> <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"/>	<b>ASB Appointment</b>	Associated Student Body (ASB) appoints two students to serve on the project team and attend all meetings. <b>This option is considered the standard method of representation.</b>	Yes
<input type="checkbox"/>	<b>Student Resource Panel</b>	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"/>	<b>ASB Direct Involvement</b>	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"/>	<b>Student Survey or Focus Group</b>	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"/>	<b>Student Forum or Gallery Walk</b>	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	No

## PROJECT CHARTER

		in publicizing the date/time of the event to the student constituency.	
<input type="checkbox"/>	<b>Other</b> (please specify intended methods)		

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

## DAS Constitution & By-Laws: Proposed Changes

Two documents, the Constitution and the By-Laws, govern the proceedings of the DAS. To perform their functions, it is best that they clearly convey their intent. For this reason, in an effort to resolve an unclarity related to quorum and the difference between voting and non-voting members of the DAS, a request to propose changes was made. Below, two changes are proposed. Neither is substantive, and neither modifies the current intent of the documents. Rather, the proposed changes are simply to resolve the unclarity mentioned.

### Proposal 1: Article 3 of the DAS Constitution

In its current form, Article 3 of [the Constitution](#) specifies the DAS membership. Its intent is to establish and delineate membership in terms of voting and advisory roles. But it fails to sufficiently characterize those roles, and thus fails to clearly convey its intent. The proposed change is simply to add a section (Section 4) to make clearer the intent mentioned, as follows:

#### Article 3: Membership

Section 1. The officers of the DAS consist of the DAS President and DAS Secretary.

Section 2. The voting membership of the DAS shall consist of the local Academic Senate Officers, not to exceed four people from each college.

Section 3. Non-voting ex-officio members of the DAS serve as important liaisons between the DAS and the committees they chair. Their presence is valuable to DAS function and therefore when ex-officio members are not able to attend, a designee from their committee shall be appointed.

[Section 4. Every DAS member shall have the right to participate as an advisor to facilitate the taking of representative action. Such participation includes, but is not limited to, making recommendations, sharing expertise, and performing tasks that serve to ensure that well-informed action can be taken. A subset of DAS members, i.e., the voting members, shall have the right to participate as voters \(when present at DAS meetings\). Such participation includes, but is not limited to, making motions, abstaining from voting, and being counted in counting a quorum.](#)

## Proposal 2: Article 10 of the DAS Bylaws

In its current form, Article 10 of [the By-Laws](#) defines the notion of quorum. Its intent is to make quorum a protection against the taking of unrepresentative action by a small number of voting members. But it fails to specify that voting members alone are to be counted in counting a quorum, and so fails to clearly convey its intent. The proposed change is simply to add ‘voting’ in two places to make clearer the intent mentioned, as follows:

### Article 10: Quorum

Section 1: A quorum shall be defined as nine (9) [voting](#) members of the DAS with at least one (1) [voting](#) 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.

## **Noncredit Workgroup**

A 1 year, faculty-led workgroup tasked with exploration, documentation of findings, and reporting back to the District Academic Senate.

### **Background:**

In Spring 2022, Pamela Posz presented a slideshow about the multiple potential benefits of noncredit to the SCC Academic Senate and District Academic Senate:

<https://docs.google.com/presentation/d/1wnm22bUouxgnRdeO3Uo8FGI8K5g6l5v1/edit?usp=sharing&oid=101272156719341769295&rtpof=true&sd=true>

Based on an interest in exploring the potential benefits and drawbacks of offering noncredit courses and/or programs in Los Rios, the District Academic Senate agrees to form the following task group.

### **Charge**

The Noncredit Workgroup will explore potential benefits, drawbacks, and barriers to creating and offering noncredit courses and programs in Los Rios using a student-centered, equity minded framework.

### **Workgroup Tasks**

In order to complete its charge, the workgroup will engage in the following tasks:

- Engage with research on the current uses of noncredit within the California Community College system. Research will include (but is not limited to):
  - [Noncredit Instruction: Opportunity & Challenge, ASCCC](#)
  - [Community College Review 2020](#)
  - [Noncredit Primer V1 \(ARC\)](#)
- Communicate - through writing, virtual meetings, or in-person - with other community college districts who have implemented noncredit courses and programs.
- Explore potential opportunities for students to successfully complete their program of study and/or fulfill their educational goals that could be gained by implementing noncredit course/program options.
- Explore potential obstacles or barriers to student success and completion of educational goals that could be created by implementing noncredit options.
- Explore obstacles and barriers that would need to be mitigated or overcome in order to implement student-centered noncredit courses and/or programs that lead to successful completion of program of student and/or educational goals.
- Examine any legal, technological, or other unforeseen issues that would need to be addressed in order to effectively implement noncredit courses and/or programs in Los Rios.

**Deliverable**

The workgroup will present a report outlining a set of recommendations for the conditions under which developing and offering noncredit courses and/or programs would be a good option for Los Rios, and what would be necessary for successful implementation of such a plan.

**Workgroup membership**

Faculty representing a variety of different departments and areas will be appointed from each of the 4 Los Rios colleges. Effort will be taken to balance the membership between each of the 4 colleges. Workgroup membership will intentionally include departments where enrollment has been impacted by repeatability and changes in law created by recent legislative initiatives such as AB 705, or to increase access to higher education for any historically underrepresented groups such as our immigrant community. Representation from LRCFT will be included. Faculty appointments to this workgroup will be made through recommendations by their College Academic Senate Presidents for appointment by the DAS President.

**(Draft) Workgroup roster:**

Pamela Posz (SCC Librarian and Makerspace Coordinator) will serve as lead on this project.

Name	Role	Department	#	College
Pamela Posz	Committee Lead	Librarian LIBT (CE) Program Coordinator Makerspace	1	SCC
	Appointed by Jason	LRCFT	1	
		ESL	1-2	
		CTE Faculty	1-2	
		English	1-2	
		Math	1-2	
		Faculty (no specification)	1-2	
		DCCC member	1	
		Administrator	1	DO?
		Counseling Faculty	2	

			<b>11 - 16</b> <b>total</b>	
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## **DETC Committee Notes - 9/22/22 (from ARC Committee Member, Sharleen McCarroll)**

### **Legality of Remote Proctoring Services**

The committee was provided the following legal updates on remote proctoring services as part of the supporting material:

- [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.

Jamey Nye provided an update from LRCCD legal counsel that indicated that using remote services to proctor exams is within the legal purview. He is checking with legal counsel to determine if the use of the room scan feature from Proctorio needs to be turned off.

### **Recommendation to Discontinue Using Remote Proctoring Services**

The district wide LMS coordinators group recommended to the DETC to discontinue the use of remote proctoring services in favor of authentic assessment. The LMS coordinators group indicated that there are equity concerns with Proctorio and authentic assessment is a better option for students.

Based upon the LMS coordinator's recommendation to discontinue the use of remote proctoring services, the DETC is likely to recommend discontinuing the use of remote proctoring services.

### **Including the Academic Senate in the Decision-Making Process**

A few members of the DETC present at yesterday's meeting indicated that the decision to discontinue (or continue) offering remote proctoring services should include input



from the Academic Senate. Morgan Murphy, current co-chair of DETC, indicated that he will reach out to DAS for an upcoming DAS discussion.

### **Decision-Making Process on Software to be Available District Wide**

It is not clear as to “who” will make the final decision regarding remote proctoring systems.

- Several members of the committee indicated that DETC can decide which programs are available throughout the district without input from the Academic Senate. Members cited the decision to change from D2L to Canvas as evidence.
- Other members shared that DETC can make a recommendation as to the future use of remote proctoring services, but the DETC is not a decision-making committee.
- A few members indicated that the Academic Senate should be included in the conversation regardless of who makes the final decision.

### **Additional Considerations Shared by Members of DETC**

- Workload considerations
  - If remote proctoring services are discontinued, how will faculty’s workload be impacted by having to re-write assessments? Will LRCCD aid faculty who need to recreate assessments?
  - Does LRCFT need to be included in this conversation.
- Data Need
  - How many faculty/students use remote proctoring services during the semester?
- Are there different ways to address the concerns of remote proctoring?
- Are there unintended consequences of discontinuing the use of remote proctoring services?
  - For example, without the use of remote proctoring services, will faculty require students to come to campus to take exams? Does this create barriers for students with transportation issues or childcare concerns?

### **Academic Integrity**

Yesterday's conversation to discontinue offering remote proctoring services did not include a discussion about academic integrity.

### **Historical Notes**

- In January 2021, the DETC requested input from the DAS regarding requirements to help inform DO-IT's purchase or renewal of test proctoring software. (See attached).
- Between Feb-March 2021, representatives from the four colleges and the district reviewed several different proctoring services. Ultimately, the group recommended to continue with the services offered by Proctorio.



# ACADEMIC SENATE for California Community Colleges

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## ASCCC AREA A MEETING

October 14, 2022

10am-3pm

### AGENDA

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- I. Call to Order, Adoption of the Agenda
- II. Welcome! & Attendance  
<https://padlet.com/stephaniecurry/taj3olth0lam1h0y>
- III. Reports
  - i. ASCCC Presidents Report – ASCCC President
  - ii. ASCCC Foundation Report- ASCCC Foundation
  - iii. Plenary Technology Update
- IV. Resolutions
  - i. Review of Resolutions Process
  - ii. Review of Packet
  - iii. Additional Resolutions from the Area
- V. Disciplines List
  - i. Timelines
  - ii. Proposals
  - iii. Hearings
- VI. Reports and Updates from Local Colleges  
<https://padlet.com/stephaniecurry/9m4165dfb550wzx3>
- VII. Announcements/Events
  - 2022 Executive Committee Meeting (November 2, 2022)
  - 2022 ASCCC Plenary (November 3-5, 2022)
  - 2023 Spring Plenary (April 20-22, 2022)
  - 2023 Faculty Leadership Institute (June 15-17, 2023)
  - 2023 Curriculum Institute, Riverside (July 12-15, 2022)
- VIII. Adjournment





**ACADEMIC SENATE**  
**for California Community Colleges**  
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## 2022 Fall Plenary Session Resolutions

### For Discussion at AREA MEETINGS October 14/15, 2022

#### Resolutions Committee

Michelle Velasquez Bean, ASCCC Resolutions Chair  
Juan Arzola, ASCCC Resolutions Second Chair  
Kim Dozier, College of the Desert, Area D  
Peter Fulks, Cerro Coso College, Area A  
Mark Edward Osea, Mendocino College, Area B  
Michael Stewart, Calbright College, Area A

Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field and are to be debated and voted on by academic senate delegates at the Academic Senate Spring Plenary Session held on November 5, 2022, in Sacramento, CA.

## PLENARY RESOLUTIONS PROCESS

In order to ensure that deliberations are organized, effective, and meaningful, the Academic Senate for California Community Colleges uses the following resolution procedure:

- Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the pre-session Area meetings for review.
- Amendments and new pre-session resolutions are generated in the Area meetings.
- The Resolutions Committee meets to review all pre-session resolutions and combine, reword, append, or render moot these resolutions as necessary.
- Resolutions and amendments must be submitted to the Resolutions Committee using the online form before the posted deadlines each day.
- New resolutions submitted on the second day of the plenary session are held to the next session unless the resolution is declared urgent by the Executive Committee.
- The resolutions are debated and voted upon in the general sessions on the last day of the plenary session by the delegates.
- All resources and appendices are available on the [ASCCC website](#).

Prior to plenary session, it is each attendee's responsibility to read the following documents:

- Senate Delegate Roles and Responsibilities (found in [Local Senates Handbook](#))
- Resolution Procedures (Part II in [Resolutions Handbook](#))
- Resolution Writing and General Advice (Part III in [Resolutions Handbook](#))

## CONSENT CALENDAR

Resolutions may be placed on the Consent Calendar by the Resolutions Committee for any of the following criteria: 1) believed noncontroversial, 2) do not potentially reverse a previous position of the Academic Senate, 3) do not compete with another proposed plenary session resolution. Resolutions and any subsequent clarifying amendments that meet these criteria have been included on the Consent Calendar. If an amendment is submitted that proposes to substantially change a resolution on the Consent Calendar, that resolution will be removed from the Consent Calendar.

To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the Resolutions Procedures for the plenary session. Reasons for removing a resolution from the Consent Calendar may include moving of a substantial amendment, a desire to debate the resolution, a desire to divide the motion, a desire to vote against the resolution, or even a desire to move for the adoption by the body by acclamation.

The following legend has been used to identify consent calendar items, new resolutions, and new amendments:

- Consent Calendar resolutions and amendments are marked with \*
- Resolutions and amendments submitted at Area Meetings are marked with +
- Resolutions and amendments submitted during the plenary session are marked with #

\*01.01 F22 Adopt The Academic Senate for California Community Colleges Mission, Vision, and Values Statements that Include Anti-Racism

\*01.02 F22 Development of Noncredit Resources and Inclusion into ASCCC Strategic Planning

\*02.01 F22 Advocating for the Retention of a Library and Learning Resources and Support Services Substandard to the Accrediting Commission for Community and Junior Colleges 2024 Revised Accreditation Standards

\*04.01 F22 General Education in the California Community College System Paper

\*07.01 F22 Comprehensive Title 5 Revision to Align Associate Degree General Education with the AB 928-required General Education Pathway

\*07.02 F22 Support Revisions to Lower Division General Education Requirements for California Community College Baccalaureate Degrees

\*07.03 F22 Model the Common Course Numbering System and Processes after C-ID

\*07.04 F22 Establishing an Effective and Sustainable Zero Textbook Cost Program

\*09.01 F22 Removing Barriers to the Adoption of Open Educational Resources

\*15.01 F22 Endorsing the Proposed Singular Lower Division General Education Pathway: CalGETC

\*17.01 F22 Establishing an Equitable Placement and Student Success Liaison

\*17.02 F22 Textbook Automatic Billing Concerns

## Table of Contents

<b>PLENARY RESOLUTIONS PROCESS</b> .....	<b>2</b>
<b>CONSENT CALENDAR</b> .....	<b>3</b>
<b>1.0 Academic Senate</b> .....	<b>5</b>
*01.01 <b>F22 Adopt The Academic Senate for California Community Colleges Mission, Vision, and Values Statements that Include Anti-Racism</b> .....	<b>5</b>
*01.02 <b>F22 Development of Noncredit Resources and Inclusion into ASCCC Strategic Planning</b> 5	
<b>2.0 Accreditation</b> .....	<b>6</b>
*02.01 <b>F22 Advocating for the Retention of a Library and Learning Resources and Support Services Substandard to the Accrediting Commission for Community and Junior Colleges 2024 Revised Accreditation Standards</b> .....	<b>6</b>
<b>4.0 Articulation and Transfer</b> .....	<b>7</b>
*04.01 <b>F22 General Education in the California Community College System Paper</b> .....	<b>7</b>
<b>7.0 Consultation with the Chancellor’s Office</b> .....	<b>8</b>
*07.01 <b>F22 Comprehensive Title 5 Revision to Align Associate Degree General Education with the AB 928-required General Education Pathway</b> .....	<b>8</b>
*07.02 <b>F22 Support Revisions to Lower Division General Education Requirements for California Community College Baccalaureate Degrees</b> .....	<b>9</b>
*07.03 <b>F22 Model the Common Course Numbering System and Processes after C-ID</b> .....	<b>11</b>
*07.04 <b>F22 Establishing an Effective and Sustainable Zero Textbook Cost Program</b> .....	<b>11</b>
<b>9.0 Curriculum</b> .....	<b>12</b>
*09.01 <b>F22 Removing Barriers to the Adoption of Open Educational Resources</b> .....	<b>12</b>
<b>15.0 Intersegmental Issues</b> .....	<b>13</b>
*15.01 <b>F22 Endorsing the Proposed Singular Lower Division General Education Pathway: CalGETC</b> 13	
<b>17.0 Local Senates</b> .....	<b>14</b>
*17.01 <b>F22 Establishing an Equitable Placement and Student Success Liaison</b> .....	<b>14</b>
*17.02 <b>F22 Textbook Automatic Billing Concerns</b> .....	<b>16</b>

## 1.0 Academic Senate

### **\*01.01 F22 Adopt The Academic Senate for California Community Colleges Mission, Vision, and Values Statements that Include Anti-Racism<sup>1</sup>**

Whereas, The Academic Senate for California Community Colleges (ASCCC) delegates passed Resolution S22 01.02<sup>2</sup> adding Anti-Racism to the Academic Senate for California Community Colleges' Vision Statement, which directed the ASCCC to "update its vision, mission, and values statements to include anti-racism for consideration by the delegates at the Fall 2022 Plenary session"; and

Whereas, The Academic Senate for California Community Colleges Executive Committee grounds its work in the tenets and principles of inclusion, diversity, equity, anti-racism, and accessibility (IDEAA);

Resolved, That the Academic Senate for California Community Colleges (ASCCC) adopt the ASCCC mission, vision, and values statements that include anti-racism.<sup>3</sup>

Contact: Virginia "Ginni" May, Executive Committee

### **\*01.02 F22 Development of Noncredit Resources and Inclusion into ASCCC Strategic Planning**

Whereas, Noncredit instruction serves as an integral part of current and future student success for the 114,000+ noncredit students in the California Community Colleges<sup>4</sup> and is a foundation to current inclusion, diversity, equity, antiracism, and accessibility efforts;

Whereas, Resolution S18 7.03<sup>5</sup> asked for noncredit education to be included in statewide initiatives and all local planning and Resolution F20 13.02<sup>6</sup> called for equitable noncredit distance education attendance procedures; and

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<sup>1</sup> Proposed mission, vision, and values statements can be found on the ACCC webpage at <https://asccc.org/sites/default/files/2022-10/ASCCC%20Values%20Statement%20Draft.pdf>.

<sup>2</sup> Resolution S22 01.02 Adding Anti-Racism to the Academic Senate for California Community Colleges' Vision Statement: <https://www.asccc.org/resolutions/adding-anti-racism-academic-senate-california-community-colleges-vision-statement>.

<sup>3</sup> Proposed mission, vision, and values statements can be found on the ASCCC webpage at <https://asccc.org/sites/default/files/2022-10/ASCCC%20Values%20Statement%20Draft.pdf>.

<sup>4</sup> California Community Colleges Chancellor's Office. *Management Information Systems Datamart*. Education Status Summary Report Spring 2022 Noncredit Student Count. Retrieved September 6, 2022, from [https://datamart.cccco.edu/Students/Education\\_Status\\_Summary.aspx](https://datamart.cccco.edu/Students/Education_Status_Summary.aspx).

<sup>5</sup> Resolution S18 7.03 Including Noncredit in All Student Success Statewide Initiatives: <https://asccc.org/resolutions/including-noncredit-all-student-success-statewide-initiatives>.

<sup>6</sup> Resolution F20 13.02 Noncredit Distance Education Attendance Collection Procedures for Open-Entry/Exit Courses: <https://asccc.org/resolutions/noncredit-distance-education-attendance-collection-procedures-open-entryexit-courses>.



Whereas, The Academic Senate for California Community Colleges has supported nine recommendations to the Board of Governors and six recommendations to local academic senates in the paper “Noncredit Instruction: Opportunity and Challenge”<sup>7</sup> updated in 2019, as a call to ensure equitable funding, services, and programming for noncredit student populations;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) support the future of noncredit education through advocacy by including clear strategic outcomes and measurable goals into the ASCCC’s strategic plan; and

Resolved, That the Academic Senate for California Community Colleges develop a toolkit or resources to educate and encourage local academic senates to incorporate noncredit education as a component of college program offerings and student support services.

Contact: Leticia Barajas, East Los Angeles College, Noncredit, Pre-transfer, and Continuing Education Committee

## **2.0 Accreditation**

### **\*02.01 F22 Advocating for the Retention of a Library and Learning Resources and Support Services Substandard to the Accrediting Commission for Community and Junior Colleges 2024 Revised Accreditation Standards**

Whereas, The Accrediting Commission for Community and Junior College’s (ACCJC) Accreditation Standards are meant to guide institutions in the process of continual assessment and improvement of all programs and services;

Whereas, In the 2024 Draft Accreditation Standards (as of August 30, 2022),<sup>8</sup> a specific substandard relating to Library and Learning Support Services has not been included;

Whereas, The Academic Senate for California Community Colleges passed Resolution F13 02.05<sup>9</sup> in support of retaining the “Library and Learning Support Services” substandard in the Accrediting Commission for Community and Junior Colleges 2014 Accreditation Standards; and

Whereas, Minimum standards for support of library resources and services are critical to meeting student learning needs and an integral part of a high-quality education;

Resolved, That the Academic Senate for California Community Colleges advocate for the inclusion of a substandard on “Library and Learning Support Services” in the Accrediting Commission for Community and Junior Colleges’ 2024 Accreditation Standards (as of August 30, 2022).

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<sup>7</sup> Noncredit Instruction: Opportunity and Challenge (2019):  
[https://www.asccc.org/sites/default/files/Noncredit\\_Instruction.pdf](https://www.asccc.org/sites/default/files/Noncredit_Instruction.pdf).

<sup>8</sup> ACCJC 2024 Draft Accreditation Standards located at <https://accjc.org/wp-content/uploads/Draft-Standards-Fall2022.pdf>.

<sup>9</sup> Resolution F13 02.05 Responding to Draft ACCJC Accreditation Standards as They Relate to Libraries and Learning Support Services: <https://www.asccc.org/resolutions/responding-draft-accjc-accreditation-standards-they-relate-libraries-and-learning>.

Contact: Nghiem Thai, Merritt College, Accreditation Committee

#### 4.0 Articulation and Transfer

##### **\*04.01 F22 General Education in the California Community College System Paper**

Whereas, There are multiple general education patterns established to meet requirements for California community colleges students who are seeking to earn an associate degree, baccalaureate degree, or transfer eligibility;

Whereas, Policies and practices regarding general education align directly with the 10+1<sup>10</sup> areas of the Academic Senate for California Community Colleges, including curriculum, degree and certificate requirements, standards or policies regarding student preparation and success, and require collegial consultation with local academic senates;

Whereas, Legislation, including AB 1460 (Weber, 2020)<sup>11</sup> and AB 928 (Berman, 2021),<sup>12</sup> the expansion of the California community college baccalaureate programs AB 927 (Medina, 2021),<sup>13</sup> the new proposed California Intersegmental General Education Transfer Curriculum (CalGETC),<sup>14</sup> and the new California community colleges ethnic studies graduation requirement<sup>15</sup> will require colleges to re-examine local general education policies and practices; and

Whereas, Local academic senate leaders and other practitioners look to Academic Senate for California Community Colleges publications to support local decisions and discussions on academic and professional matters, resources need to be up to date to reflect the current status of general education;

Resolved, That the Academic Senate for California Community Colleges develop resources such as a paper or guidebook on General Education in the California Community College System by the 2024 Spring Plenary Session.

Contact: Ty Simpson, San Bernardino Valley College, Transfer, Articulation, and Student Services Committee

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<sup>10</sup> 10+1 list and title 5 reference can be found on the ASCCC website at [https://www.asccc.org/10\\_1](https://www.asccc.org/10_1).

<sup>11</sup> AB 1460 (Weber, 2020): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201920200AB1460](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB1460).

<sup>12</sup> AB 928 (Berman, 2021): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB928](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928).

<sup>13</sup> AB 927 (Medina, 2021): [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB927](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB927).

<sup>14</sup> Proposed CalGETC Pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png>.

<sup>15</sup> Proposed Revisions to Title 5, Section 55063. Minimum Requirements for the Associate Degree (Ethnic Studies Requirement) can be found on the California Community Colleges Chancellor's Office website on the Board of Governors Meeting Schedule, Minutes and Agendas page under the July 12-13, 2021 tab, agenda item 4.3 attachment located at [https://go.boarddocs.com/ca/ccchan/Board.nsf/files/C44RX3700FBB/\\$file/revisions-to-title-5-55063-a11y.pdf](https://go.boarddocs.com/ca/ccchan/Board.nsf/files/C44RX3700FBB/$file/revisions-to-title-5-55063-a11y.pdf).

## 7.0 Consultation with the Chancellor’s Office

### **\*07.01 F22 Comprehensive Title 5 Revision to Align Associate Degree General Education with the AB 928-required General Education Pathway**

Whereas, The Intersegmental Committee of Academic Senates created and recommended the proposed California General Education Transfer Curriculum (CalGETC)<sup>16</sup> that meets the requirements of AB 928 (Berman, 2021)<sup>17</sup> for a “singular lower division general education pathway that meets the academic requirements necessary for transfer admission to both the California State University and University of California”;

Whereas, The California Community Colleges Curriculum Committee drafted revisions<sup>18</sup> to the language of the California Code of Regulations, title 5, §§ 55060--55064 for the associate degree during the 2021--2022 academic year, yet the specific minimum requirements for general education within an associate degree have not undergone a thorough nor holistic review and update in over 20 years;

Whereas, Recent legislation such as AB 705 (Irwin, 2017),<sup>19</sup> AB 927 (Medina, 2021),<sup>20</sup> AB 928 (Berman, 2021),<sup>21</sup> and AB 1705 (Irwin, 2022),<sup>22</sup> and feedback during the 2022 Academic Senate for California Community Colleges Curriculum Institute make it clear that it is time for a comprehensive review and update of the California community college general education requirements in California Code of Regulations, title 5, §55063, and that alignment with the AB 928 (Berman, 2021) requirement of a “singular lower division general education pathway” will streamline and clarify general education pathways to be more easily understood by students, college staff, and the community; and

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<sup>16</sup> Proposed CalGETC Pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png>.

<sup>17</sup> AB 928 (Berman, 2021): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB928](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928).

<sup>18</sup> Proposed revisions to California Code of Regulations, title 5, §§55060-55064 may be found on the *California Community Colleges Associate Degree title 5 Comments* survey page in the “Introduction and Contact Page” at <https://survey.alchemer.com/s3/6812374/Associate-Degree-title-5-Comments>.

<sup>19</sup> AB 705 (Irwin, 2017): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201720180AB705](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB705).

<sup>20</sup> AB 927 (Medina, 2021): [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB927](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB927).

<sup>21</sup> AB 928 (Berman, 2021): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB928](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928).

<sup>22</sup> AB 1705 (Irwin, 2022): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB1705](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705).

Whereas, The Academic Senate for California Community Colleges (ASCCC) drafted a general education pathway<sup>23</sup> for the associate degree in alignment with the proposed California General Education Transfer Curriculum (CalGETC)<sup>24</sup> consistent with the current general education requirements and additional requirements as stated in California Code of Regulations, title 5, §55063, and collected feedback August through September of 2022 via a survey on “Proposing a GE Pattern” that was disseminated broadly through the ASCCC listservs and posted on the ASCCC website home page;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to amend California Code of Regulations, title 5, §55063(c) and §55063(d) with the Proposed General Education Pathway for the Associate Degree<sup>25</sup> so that the requirements align with the “singular lower division general education pathway” resulting from AB 928 (Berman, 2021)<sup>26</sup>; and

Resolved, That the Academic Senate for California Community Colleges (ASCCC) work with the California Community Colleges Chancellor’s Office to include any new amendments of California Code of Regulations (CCR), title 5, §§ 55063 along with the proposed amendments to CCR, title 5, §§ 55060--55064 by the California Community Colleges Curriculum Committee<sup>27</sup> and bring to the ASCCC 2023 Spring Plenary Session for consideration by the ASCCC delegates.

Contact: LaTonya Parker, Executive Committee

#### **\*07.02 F22 Support Revisions to Lower Division General Education Requirements for California Community College Baccalaureate Degrees**

Whereas, Resolution S22 9.03<sup>28</sup> called for the Academic Senate for California Community Colleges to work with the California Community Colleges Chancellor’s Office to develop a lower division general education pathway specific to California community college baccalaureate degree programs;

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<sup>23</sup> Proposed pathways for CalGETC, associate degree general education pathway, and lower division baccalaureate degree general education pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-10/General%20Education%20Pathways%20final.pdf>.

<sup>24</sup> Proposed CalGETC Pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png>.

<sup>25</sup> Proposed pathways for CalGETC, associate degree general education pathway, and lower division baccalaureate degree general education pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-10/General%20Education%20Pathways%20final.pdf>.

<sup>26</sup> AB 928 (Berman, 2021): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB928](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928).

<sup>27</sup> Proposed revisions to California Code of Regulations, title 5, §§55060-55064 may be found on the *California Community Colleges Associate Degree title 5 Comments* survey page in the “Introduction and Contact Page” at <https://survey.alchemer.com/s3/6812374/Associate-Degree-title-5-Comments>.

<sup>28</sup> Resolution S22 9.03 Develop Lower Division GE Pathway for CCC Baccalaureate Degree Programs: <https://asccc.org/resolutions/develop-lower-division-ge-pathway-ccc-baccalaureate-degree-programs>.

Whereas, Current California community college baccalaureate degree students are required to complete either the Intersegmental General Education Transfer Curriculum (IGETC) (34 units) or CSU General Education Breadth (CSU GE Breadth) (39 units) lower division general education patterns as determined locally,<sup>29</sup> which are both in excess of the 27 lower division (36 total general education units less 9 upper division general education units) general education units required for accreditation by the Accrediting Commission for Community and Junior Colleges<sup>30</sup>;

Whereas, The baccalaureate degree lower division general education pattern being proposed<sup>31</sup> was vetted in its first form, which was consistent with current associate degree requirements in California Code of Regulations, title 5, §55063(c)(d), plus the additional units required for the lower division general education of baccalaureate degrees, by baccalaureate degree programs (BDP), BDP articulation officers, and attendees at the baccalaureate degree breakout session at the 2022 Curriculum Institute, and then adjusted for alignment with the proposed singular lower division general education pathway required by AB 928 (Berman, 2021)<sup>32</sup> and proposed associate degree revisions; and

Whereas, Delegates are being asked to support a holistic realignment and revision of the general education required by California Code of Regulations, title 5, §55063 to align it with the proposed California General Education Transfer Curriculum (CalGETC) pattern required by AB 928 (Berman, 2021),<sup>33</sup> and students would benefit from alignment of all three lower division general education patterns;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to incorporate the proposed lower division general education pattern for California community college baccalaureate degrees<sup>34</sup> into the Baccalaureate Degree Handbook and, as appropriate, into California Code of Regulations, title 5.

Contact: Cheryl Aschenbach, Executive Committee

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<sup>29</sup> *California Community Colleges Baccalaureate Degree Pilot Program Handbook* (2016) found at [https://www.cccco.edu/-/media/CCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Curriculum/Baccalaureate-Degree-Pilot-Program/Files/CCC16\\_BA-Degree-Pilot-Program\\_Final\\_HiRez.pdf?la=en&hash=AE1555C1CFC4D74370C37EAF77F5C3329A6B12A4](https://www.cccco.edu/-/media/CCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Curriculum/Baccalaureate-Degree-Pilot-Program/Files/CCC16_BA-Degree-Pilot-Program_Final_HiRez.pdf?la=en&hash=AE1555C1CFC4D74370C37EAF77F5C3329A6B12A4).

<sup>30</sup> Accrediting Commission of Community and Junior Colleges. *Informational Webinar: Baccalaureate*. 27 April 2016. page 10. Accessed 30 Sep 2022 at [https://asccc.org/sites/default/files/2022-09/ACCJC\\_Webinar\\_Baccalaureate\\_04\\_27\\_2016%20%281%29.pdf](https://asccc.org/sites/default/files/2022-09/ACCJC_Webinar_Baccalaureate_04_27_2016%20%281%29.pdf); *ACCJC Guide to Institutional Self-Evaluation, Improvement, and Peer Review* (August 2022) found at <https://accjc.org/wp-content/uploads/Guide-to-Institutional-Self-Evaluation-Improvement-and-Peer-Review.pdf>.

<sup>31</sup> Proposed pathways for CalGETC, associate degree general education pathway, and lower division baccalaureate degree general education pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-10/General%20Education%20Pathways%20final.pdf>.

<sup>32</sup> AB 928 (Berman, 2021): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB928](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928).

<sup>33</sup> Ibid.

<sup>34</sup> Proposed pathways for CalGETC, associate degree general education pathway, and lower division baccalaureate degree general education pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-10/General%20Education%20Pathways%20final.pdf>.

### **\*07.03 F22 Model the Common Course Numbering System and Processes after C-ID**

Whereas, The governor of California approved AB 1111 (Berman, 2021)<sup>35</sup> Common Course Numbering on October 6, 2021, requiring the California Community College system to “adopt a common course numbering system for all general education requirement courses and transfer pathway courses”;

Whereas, The legislature declared in AB 1111 (Berman, 2021)<sup>36</sup> that “C-ID provides a mechanism to identify comparable courses and is a critical step to developing a student-facing common course numbering system”;

Whereas, The Academic Senate for California Community Colleges (ASCCC) collected feedback from faculty statewide via a survey on the ASCCC website homepage<sup>37</sup> as requested during the ASCCC 2022 Curriculum Institute ranging from support to concern about the details; and

Whereas, Previous iterations of common course numbering in California have demonstrated that faculty participation and support are integral to the success and implementation of a common course numbering system as demonstrated by the Academic Senate for California Community Colleges’ established and functioning C-ID Course Identification Numbering System<sup>38</sup> that primarily leverages faculty to drive curricular changes;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chief Instructional Officers and the California Community Colleges Chancellor’s Office to establish a common course numbering system as required by AB 1111 (Berman, 2021)<sup>39</sup> and to establish processes that are modeled after the established and functioning C-ID Course Identification Numbering System.<sup>40</sup>

Contact: Eric Wada, Executive Committee

### **\*07.04 F22 Establishing an Effective and Sustainable Zero Textbook Cost Program**

Whereas, California Education Code §78052<sup>41</sup> states that community colleges must “[d]evelop degrees with consideration for sustainability after grant funding is exhausted, including how content is updated and presented,” suggesting that the California Community Colleges Chancellor’s Office should discourage colleges from employing unsustainable mechanisms to establish degrees such as buying textbooks for students or implementing automatic billing or inclusive access that may cause financial and psychological trauma to students;

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<sup>35</sup> AB 1111 (Berman, 2021): [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB1111](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1111).

<sup>36</sup> Ibid.

<sup>37</sup> “Submit Input on Common Course Numbering Implementation” form located at <https://asccc.org/content/submit-input-common-course-numbering-implementation>.

<sup>38</sup> *C-ID/TMC/AD-T Handbook* located on the ASCCC website at <https://asccc.org/sites/default/files/2022-10/C-ID%20TMC%20ADT%20Handbook%20F2022%20%281%29.pdf>.

<sup>39</sup> AB 1111 (Berman, 2021): [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB1111](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1111).

<sup>40</sup> *C-ID/TMC/AD-T Handbook* located on the ASCCC website at <https://asccc.org/sites/default/files/2022-10/C-ID%20TMC%20ADT%20Handbook%20F2022%20%281%29.pdf>.

<sup>41</sup> California Education Code §78052: [https://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&sectionNum=78052](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=78052).

Whereas, The Academic Senate for California Community Colleges recognizes that open educational resources (OER) are “the preferred and most sustainable mechanism for eliminating course costs”<sup>42</sup> and that it should “work with the California Community Colleges Chancellor’s Office, as part of the Zero-Textbook-Cost Degree Program, to establish the funding and process necessary to ensure that Zero Textbook Cost (ZTC) resources will remain current and relevant beyond the 2027-reporting deadline established in California Education Code §78052,”<sup>43</sup> thereby showing the faculty commitment to ZTC and OER sustainability; and

Whereas, The California Community Colleges Chancellor’s Office must follow California Education Code §78052 in implementing the Zero Textbook Cost Program, but the law does not prohibit or discourage consultation or partnership with the Academic Senate for California Community Colleges in designing and implementing the program;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) urge the California Community Colleges Chancellor’s Office to consult and partner with ASCCC in designing and implementing California Education Code §78052<sup>44</sup> to ensure the practicality, feasibility, and viability of the Zero Textbook Cost Program.

Contact: Julie Bruno, Open Educational Resources Initiative

## 9.0 Curriculum

### **\*09.01 F22 Removing Barriers to the Adoption of Open Educational Resources**

Whereas, The Academic Senate for California Community Colleges encourages local academic senates to establish mechanisms to encourage faculty to consider open educational resources (OER) when developing or revising courses and to document the use of OER on the course outline of record (Resolution S19 09.05<sup>45</sup>);

Whereas, The Academic Senate for California Community Colleges encourages local academic senates to collaborate with other constituencies to integrate open educational resources into their colleges’ guiding resources, including institutional goals, educational master plans, equity plans, accreditation institutional self-evaluation reports, board policies, and administrative procedures or regulations (Resolution S21 13.01<sup>46</sup>);

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<sup>42</sup> Resolution F21 03.05 Zero Means Zero Textbook Cost: <https://www.asccc.org/resolutions/zero-means-zero-textbook-cost>.

<sup>43</sup> Resolution S22 07.02 Ensure the Sustainability of the Zero-Textbook-Cost Degree Program: <https://www.asccc.org/resolutions/ensure-sustainability-zero-textbook-cost-degree-program>.

<sup>44</sup> California Education Code §78052: [https://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&sectionNum=78052](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=78052).

<sup>45</sup> Resolution S19 09.05 Support the Development of Open Educational Resources (OER): <https://asccc.org/resolutions/support-development-open-educational-resources-oer>.

<sup>46</sup> Resolution S21 13.01 Institutionalizing Open Educational Resources: <https://www.asccc.org/resolutions/institutionalizing-open-educational-resources>.

Whereas, The technologies employed to manage curriculum and specify course resources may discourage or prevent specification of an open educational resource on the course outline of record or complicate resource identification by requiring the provision of an international standard book number (ISBN) or a copyright date; and

Whereas, The 2022 Standards, Policies and Procedures for Intersegmental General Education Curriculum Version 2.3<sup>47</sup> states that textbooks “must be identified in the Course Outline of Record (COR) and published within seven years of the course submission date or clearly identified as a classic in the COR,” a requirement that is also found in the Course Identification Numbering System (Submitting Course Outlines for C-ID Designation A Guide for Articulation Officers <sup>48</sup>);

Resolved, That the Academic Senate for California Community Colleges support removing the requirement of an international standard book number (ISBN) and a copyright date from all curriculum and articulation processes when open educational resources are specified; and

Resolved, That the Academic Senate for California Community Colleges request that the Intersegmental Committee of Academic Senates review and revise as necessary the "IGETC Standards, Policies and Procedures" to remove any requirements that act as barriers to the use of open educational resources.

Contact: Michelle Pilati, Open Educational Resources Initiative

## 15.0 Intersegmental Issues

### **\*15.01 F22 Endorsing the Proposed Singular Lower Division General Education Pathway: CalGETC<sup>49</sup>**

Whereas, AB 928 (Berman, 2021)<sup>50</sup> requires the Intersegmental Committee of Academic Senates establish a “singular lower division general education pathway that meets the academic requirements necessary for transfer admission to both the California State University and University of California” by May 31, 2023;

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<sup>47</sup> Standards, Policies and Procedures for Intersegmental General Education Transfer Curriculum Version 2.3 is located on the Intersegmental Committee of Academic Senates website found at [https://icas-ca.org/wp-content/uploads/2022/06/IGETC\\_STANDARDS-2.3\\_02June2022-Final.pdf](https://icas-ca.org/wp-content/uploads/2022/06/IGETC_STANDARDS-2.3_02June2022-Final.pdf).

<sup>48</sup> Submitting Course Outlines for C-ID Designation A Guide for Articulation Officers is located on the C-ID website on the Articulations Officers tab under the section titled Submitting Course Outlines for C-ID Designation found at [https://c-id.net/articulation-officers#courseoutlines\\_CID](https://c-id.net/articulation-officers#courseoutlines_CID).

<sup>49</sup> Proposed CalGETC Pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png>.

<sup>50</sup> AB 928 (Berman, 2021): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB928](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928).



Whereas, The Intersegmental Committee of Academic Senates (ICAS) formed a special committee on AB 928 (Berman, 2021) consisting of representatives from ICAS, system administrators, articulation officers, and students that created and recommended the California General Education Transfer Curriculum (CalGETC)<sup>51</sup> that meets the requirements of AB 928;

Whereas, The Academic Senate for California Community Colleges, the Academic Senate of the California State University, and the Academic Senate of the University of California are vetting the proposed CalGETC among faculty within each system during fall 2022 to gather intersegmental support for and to inform the final determination of the “singular lower division general education pathway” required of the Intersegmental Committee of Academic Senates; and

Whereas, The Academic Senate for California Community Colleges (ASCCC) collected feedback May through September of 2022 on the proposed California General Education Transfer Curriculum (CalGETC) via a survey that was disseminated broadly through the ASCCC listservs and posted on the ASCCC website home page;

Resolved, That the Academic Senate for California Community Colleges endorse the proposed California General Education Transfer Curriculum (CalGETC)<sup>52</sup> and urge that the California State University (CSU) change the “Lifelong Learning and Self-Development” area to serve as a CSU graduation requirement instead of restricting it to a CSU upper division general education requirement.

Contact: Virginia "Ginni" May, Executive Committee

## **17.0 Local Senates**

### **\*17.01 F22 Establishing an Equitable Placement and Student Success Liaison**

Whereas, After the passage of AB 705 (Irwin, 2017),<sup>53</sup> the November 2020 California Community Colleges Chancellor’s Office “Validation of Practices Memo”<sup>54</sup> clarified specific guidance on how community colleges are to place students in English and mathematics, directing them in most cases to place students directly into transfer level English and mathematics;

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<sup>51</sup> Proposed CalGETC Pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png>.

<sup>52</sup> Proposed CalGETC Pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png>.

<sup>53</sup> AB 705 (Irwin, 2017): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201720180AB705](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB705).

<sup>54</sup> California Community Colleges Chancellor’s Office Memorandum (November 13, 2020). ESS 20-300-009. Equitable Placement (AB 705) Validation of Practices Data Reporting located at <https://static1.squarespace.com/static/5a565796692ebefb3ec5526e/t/5fc58b022dd96f5918ab5cbd/1606781700931/ess-20-300-009-ab-705-validation-of-practices-a11y.pdf>.

Whereas, AB 1705 (Irwin, 2022)<sup>55</sup> may result in additional California Community Colleges Chancellor’s Office guidance on “limit[ing] the use of multiple measures and the enrollment into noncredit coursework by colleges in the placement and enrollment of students . . . [and] establish[ing] those placement regulations to achieve the placement goal . . . and prohibit[ing] a community college district or community college from recommending or requiring students to enroll in pretransfer level English or mathematics coursework, except under specified circumstances”<sup>56</sup>;

Whereas, Disruptions to learning during the pandemic have resulted in significant declines in California K-12 student performance in English and mathematics in 2021, where “about half of all California students tested did not meet state standards in English language arts and about two-thirds did not meet standards in math. The scores of Black, Latino and economically disadvantaged students were significantly lower, with more than 60% not meeting English standards and about 80% not meeting math standards” and “about 40% of 11th graders” in California not meeting grade standards in English<sup>57</sup>; and

Whereas, California community college faculty would benefit from sharing of ideas and strategies on how to ensure that all students, especially from communities identified as experiencing equity success gaps, succeed in not only passing transfer level English and mathematics after direct placement into those courses, but also would ensure successful attainment of student educational goals;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to identify one or more teaching and/or counseling faculty members supporting students in placement into mathematics and English courses to act as Equitable Placement and Student Success Liaison(s); and

Resolved, That the Academic Senate for California Community Colleges support communication with the California Community Colleges Chancellor’s Office and the California Community Colleges Curriculum Committee for input by the Equitable Placement and Student Success Liaisons on academic and professional matters focused on equitable placement practices and student support strategies per California Code of Regulations, title 5 § 53200.<sup>58</sup>

Contact: Howard Eskew, San Diego Mesa College, Relations with Local Senates Committee

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<sup>55</sup> AB 1705 (Irwin, 2022): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB1705](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705).

<sup>56</sup> *TrackBill*. California AB1705. Retrieved 19 Sept. 2022 from <https://trackbill.com/bill/california-assembly-bill-1705-seymour-campbell-student-success-act-of-2012-matriculation-assessment/2209058/>.

<sup>57</sup> Esquivel, P. (7 Jan. 2022) First comprehensive data in two years show big academic setbacks for California students. *Los Angeles Times*. Retrieved from <https://www.latimes.com/california/story/2022-01-07/california-students-suffered-major-academic-setbacks-last-year-data-shows>.

<sup>58</sup> California Code of Regulations, title 5 § 53200 refers to academic and professional matters commonly known as the 10+1.

## **\*17.02 F22 Textbook Automatic Billing Concerns**

Whereas, Automatic billing or inclusive access strategies have been introduced by publishers and bookstore vendors as a mechanism to grant students access to course resources by billing them for those resources at the time of registration and requiring that a student opt out of the program for all courses if the student determines the program is not beneficial;

Whereas, Inclusive access strategies may be cost-effective in educational settings where students are primarily full-time and efforts to contain textbook costs have been without impact, but such an approach to establishing a zero textbook cost pathway would be inherently unsustainable and inconsistent with the California Education Code §78052<sup>59</sup> funding the Zero-Textbook-Cost Degree Grant Program;

Whereas, When the implementation of inclusive access requires students to pay a per unit fee for their resources, these costs may exceed the actual costs of the required resources, misleading students to believe they are saving money or putting the burden on the students to opt out if the arrangement is not financially beneficial; and

Whereas, Inclusive access has come under scrutiny for the challenges it creates for students, such as opt out mechanisms that are unclear or have unrealistic deadlines, implementations where access is temporary, and affordability for some students, as well as approaches that limit faculty academic freedom to choose the best resources for their students;

Resolved, That the Academic Senate for California Community Colleges oppose the use of inclusive access strategies and other approaches that maintain reliance upon commercial publishers, as such mechanisms are not consistent with the intent and requirements of the Zero-Textbook-Cost Degree Grant Program of California Education Code §78052<sup>60</sup>; and

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to critically evaluate proposals to employ inclusive access as a means to decrease student costs, with an emphasis on ensuring that savings are being realized and that options for opting out are clear and explicit.

Contact: Michelle Pilati, Open Educational Resources Initiative

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<sup>59</sup> California Education Code §78052:

[https://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&sectionNum=78052](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=78052).

<sup>60</sup> California Education Code §78052:

[https://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&sectionNum=78052](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=78052).