

**Thursday, February 23, 2023, at 3 pm**  
**Academic Senate Meeting Notes**

**Preliminaries**

1. Call to Order: Called to order at 3:01 pm
2. Approval of the Agenda: Approved
3. Approval of the Minutes: Minutes from 1/26/2023
4. Introduction of Guests: David Austin, PRIDE Faculty Coordinator & Communication Faculty; Dean Parrish Geary, Dean Student Engagement & Completion; Oranit Limmaneeprasert, ESL and ARC LRCFT President; Ally Joye, ESL Faculty; Michelle Brock, Math Faculty; Megan Bevens, Counseling Faculty; Sara Smith, History; LaQuisha Beckum, Adjunct Psychology; Aaron Bradford, English Faculty;
5. Public Comment Period (3 min)
  - The ESL department wants to acknowledge Interim President Frank Kobayashi for his support on their new conditionally approved ESL assessment. ESL students are considered DI and the department is requesting support from the office of research.
  - A representative from Family Workplace Justice wanted to remind everyone regarding emails that have been shared, please consider signing the petition, a big push before the BOT meeting on March 8th.
  - Constituents are feeling alienated by the process by which the proposed restructuring is being communicated by Administration. It was suggested that the administration should take a systems approach. IGOR is an issue and doesn't really help.
  - As a result of AB 705, assessment centers are closed. There is no space to run assessments, and faculty are requesting the need to find a location to run assessments plus assessment instruments. The State Chancellor created unreasonable deadlines, thus there is a need for continued support for the application/plan for ESL writing assessment validation.
6. President's Report:
  - Dr. Sonya Christian was recently named the new California Community College Chancellor.
  - ARC's partnership with Rio Linda High School has been recognized as one of 9 high schools in CA designated as 2022–23 Exemplary Dual Enrollment Schools.
  - Following up regarding the email sent by Interim President Frank Kobayashi - Administration has decided to retain the current reporting and performance review structure for counselors in the HomeBases for the 2023-2024 academic year. Working to address concerns about counselor offices in the HomeBases and to develop an assessment plan for HomeBases that will inform future changes.
  - Brown Act Update - returning to in-person meetings since we are no longer permitted to conduct fully online Zoom meetings. Still exploring potential technology in the Student

Center Board Room that might permit limited forms of remote attendance in certain situations; however, the guidance we received from our District General Council will still require that we rebuild a robust on-ground presence in order to meet our new legal obligations. Recognizing that this may impact schedules and/or ability to attend, this is a request to begin planning now to ensure Areas still has AS representation.

- ARC IT has been asked to purchase an OWL for meetings. Still working on how to best utilize and operationalize this technology.
- Senator will need to provide notice if will be absent. Guest can use Zoom link for virtual participation.

**Consent Items:**

7. Adopt the finding that the state of emergency continues to directly impact the ability of members to safely meet in person - Approved by consent

**Discussion Items:** (10 minutes per item) - None

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

8. Upcoming Statewide Legislative Impacts Upon Curriculum (Megan Bevans, Articulation Officer)
  - a. AB 928 (Berman, 2021) calls for the implementation of a singular lower-division general education pathway (Cal-GETC) that meets transfer requirements for both the CSU and UC systems. The proposed framework holds the total number of course units to 34. The Intersegmental Committee of the Academic Senates (ICAS) shall establish the GE pathway by May 31, 2023, and will be implemented no later than the 25-26 academic year.
  - b. See slides for a list of potential impacts.
  - c. The committee will draft standards for each area of Cal-GETC for consideration by ICAS by May 31, 2023. Standards will be vetted by each segment, and final standards will be presented to ICAS by Fall 2023.
  - d. Questions regarding the 1) impact on students going over units, such as their financial aid, and 2) will these impact items listed in Socrates? Will this be a workload issue? Believe that changes should not be really affected students' financial aid; we have higher unit majors (for example, engineering) - will these be impacted? Changes shouldn't impact changes in GE.
  - e. What should Areas/Departments do to prepare? Megan has emailed Deans. Deans should be contacting Areas/departments impacted.
  - f. Megan is working to get as many courses to align to decrease impact and is open to visiting/meeting with Department to discuss courses. The current requirement still needs lifelong learning
9. Council Updates
  - a. Institutional Effectiveness Council (Janay Lovering) - No report.
  - b. Operations Council (Araceli Badilla) - No report

- c. Student Success Council (Veronica Lopez) - highlights regarding two topics 1) Executive Summaries and 2) Los Rios Foundation Scholarship policy.
1. Had a follow-up conversation regarding Executive Summary on Student Retention and the Math Department's response to the report. It was shared with the group that the Executive Summaries are meant to offer a 30k-foot view of the question asked; they're a starting point designed to spark discussion and further/refined exploration. There are concerns that "Overly simplistic conclusions can lead to policies/strategies that do more harm than good because they are not rooted in a more robust understanding of the issues involved." Suggestions included providing context and mentioning the questions, focus, and reasons behind the Executive Summary would be helpful for clarifying and understanding of data. Is it possible to provide the list of upcoming executive summaries so members could potentially frame questions around those areas of focus to be included? Members also interested in knowing: the context and theme driving queries, ARC's comparison to other comparable colleges.
  2. Students pursuing certificates are not eligible to apply for ARC Scholarships. It states "ARC students must be working on an AA or AS degree to be eligible for scholarships." Thus the concern is that this system is inherently excluding some students from funding opportunities to support their educational goals. Interest to understand the need for this requirement and how this requirement aligns with the campus's interest in helping students stay on a path and complete their certificate goals. A member did share that ARC awards more Certificates than AA or AS degrees. The SSC chairs are working to gather more information on this issue.

**Discussion:** (10-15 minutes per item)

10. AB 705/1705 Check-In: What Support Is Still Needed to Help English, ESL, and Math Reach Implementation Goals?

- Math - Challenges with AB705: waitlist for support classes. Currently, there is no waitlist for these classes. The department needs resources to create the program so students can be on the waitlist. There is also no way to determine what students are trying to select. Need tutoring support; students need to take a tutoring class and then we pay them minimum wage, we need to pay more to keep students. Re-assign time to adapt to all changes. Need time to think about all the changes. Connecting with a district-wide workgroup would be helpful.
- English AB 1705 Implementation - 1. Review the steps we're taking (primarily redesigning the co-requisite combo). 2. Review the current model (4 courses and 6 units) vs. the new one (2 courses and 5 units). 3 Describe the challenges English is facing:
  - Impact on WAC & RAD scale, enrollment & productivity
  - Reallocation of some WAC & RAD resources to the new embedded model
  - Tight timeline (effective F23)

**Resources needed:** Lowering class caps is a general principle to ensure individualized support to better ensure wrap-around support. b specific goal to align with other colleges.

**ESA's**

- to support the commitment of faculty and staff
- to create a common low cost/no cost class
- to create culturally relevant and responsive assignments and practices to share across the Combo

#### **District workgroup**

- Aligning prereqs for ENGWR 300 done unofficially via email
  - Incomplete buy-in
  - Ask to lower the cap for English 300. ARC's are the highest class caps compared to other colleges).
  - Make District workgroups official (this will provide legitimacy)
  - Would like to aim for more supportive vs prescriptive approach.
- a. **ESL** - was the last discipline to align with AB705 and this coincided with the pandemic. The district is putting its own interpretation of the policy. The department pushed back on a uniform model of what AB705 entails. The department is asking Senate for advocacy. The district knows that a one-size-fits-all model is not ideal for ESL populations. ESL populations are different at each campus.

#### 11. Academic Senate Rules of Order, "Consent," and Consensus Building -

- a. Brief background, items that appear on agendas are routine business and so do not need to be considered for a full discussion. These items are called consent agenda items and are packaged together for one vote by the assembly. More often than not, these items do not need to have additional actions taken, though, if one member of the group requests an item be pulled from the consent agenda, it is then placed on the regular agenda and treated as an agenda item with full discussion and motions made." (source Complete Guide to Robert's Rules of Order Made Easy: Everything You Need to Know Explained Simply).
- Examples: Approval of the minutes; Final approval of proposals or reports that the the board has been dealing with for some time and all members are familiar with the implications; Routine matters such as appointments to committees; Staff appointments requiring board confirmation; Reports provided for information only; Correspondence requiring no action.
  - Senator shared that consent means positive cooperation in the act or expression of intent to engage in the act pursuant to an exercise of free will. Lack of protest or resistance does not mean consent, nor does silence mean consent  
From Section 2.6.1 <https://losrios.edu/shared/doc/board/policies/P-2541.pdf>
  - How should we best indicate our "consent?" Should we call for opposition? Everyone plans to take action (emoji?)

#### 12. ChatGPT and Academic Integrity: Sharing Information and Strategies - Motion to table this discussion item; the motion was seconded. The discussion item was tabled.

#### 13. Report Back (Feedback from College Areas)

- a. HomeBases Implementation - The use of [Article 20](#) in the Faculty contract felt "icky." Senators voiced concern about the use of "it" within this document "determine its organization; direct the work of its employees..." Created the feeling of the institution and

employees are possessions.

- b. Equity Minded Professional Learning Rubric - No feedback
- c. Learning Community Priority Registration - Guest, Dean Parrish Geary, Dean Student Engagement & Completion.
  - o Priority Registration could increase assess for DI groups. Student parent legislation for priority registration is on the horizon. There was a suggestion to create a resolution to make the institution take action. This proposal may help with scheduling issues, and a subset of cohort programs, and may help with tracking data with State Chancellor. Tracking data can change, so students don't need to self-disclose (they would just identify as part of a learning community). This model of priority registration occurs at other schools, already.
- d. Open Issues from any Previous Agenda Item

14. Report Out (Information from District Meetings and Other Areas)

- a. District Academic Senate and District Meetings - Discussed DAS Attendance and the Brown Act. DAS recommendation to District Educational Technology Committee (DETC) on when to reset Proctorio (first reading). The program needs to be reinstalled. Some ' features have been disabled to be more equitable. College-level approaches to Equivalency to Minimum Qualifications, an alternative to a districtwide approach. College-level approaches to Equivalency to Minimum Qualifications. Alisa and Bill will Be providing an update on Los Rios Regulation R-3412 (Participatory Governance/ Academic Senate). Requested feedback from ASB regarding gLos Rios Policy P-2222 & Regulation R-2222 (Attendance). Feedback needed on operationalizing the Equity-minded Professional Learning (mandatory equity training).
- b. Other areas - None

15. Items from College Areas for Academic Senate Consideration - None

**Upcoming meetings and Events:**

- District Academic Senate: Tuesday, March 7th, 3:00 PM
- LRCCD Board of Trustees: Wednesday, March 8th 5:30 PM
- ARC Academic Senate: Thursday, March 9th 3:00 PM
- District Academic Senate: Tuesday, March 21st 3:00 PM
- ARC Academic Senate: Thursday, March 23rd 3:00 PM

Meeting Adjourned at 5:18 pm



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.*

**2/23/23**

**3:00P.M.**

Meeting ID: 845 6120 0223, Password: 10plus1

**Zoom link:**

<https://lrccd.zoom.us/j/85796237720?pwd=aWRUZCtmbkJNR0dmTWNrNTVzSktYQT09>

## **American River College Academic Senate Regular Meeting AGENDA**

### **Preliminaries**

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

### **Consent Items**

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

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

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

8. Upcoming Statewide Legislative Impacts Upon Curriculum (*Megan Bevans*)
9. 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)**

10. AB 705/1705 Check-In: What Support Is Still Needed to Help English, ESL, and Math Reach Implementation Goals?
11. Academic Senate Rules of Order, "Consent," and Consensus Building
12. ChatGPT and Academic Integrity: Sharing Information and Strategies
13. Report Back (Feedback from College Areas)
  - a. HomeBases Implementation
  - b. Equity-Minded Professional Learning Rubric
  - c. Learning Communities Priority Registration
  - d. Open Issues from any Previous Agenda Item
14. Report Out (Information from District Meetings and Other Areas)
  - a. District Academic Senate and District Meetings
  - b. Other areas
15. Items from College Areas for Academic Senate Consideration

#### **Upcoming Meetings:**

- District Academic Senate: Tuesday, March 7<sup>th</sup> 3:00 PM
- LRCCD Board of Trustees: Wednesday, March 8<sup>th</sup> 5:30 PM
- ARC Academic Senate: Thursday, March 9<sup>th</sup> 3:00 PM
- District Academic Senate: Tuesday, March 21<sup>st</sup> 3:00 PM
- ARC Academic Senate: Thursday, March 23<sup>rd</sup> 3:00 PM







**Provide an overview of your dual enrollment program, including the vision, structure, and student population strategically served by your program:**

Twin Rivers School Counseling Program's mission is to provide a structured program of services to all; to enable all to acquire self-knowledge, educational, and college and career competencies necessary to function and contribute to a changing society. One of the services we provide is the Dual Enrollment Program (DEP). In alignment with American River College (ARC), Rio Linda High School DEP's vision is to provide an equitable opportunity for all students to access and complete college courses that supplement their high school experiences and advance their postsecondary educational journey.

RLHS students can earn both high school and college credit through the DEP. To participate, students must have a minimum high school GPA of 2.0 and be in good academic standing. Students can then enroll in up to three asynchronous college-level courses per semester, facilitated during the high school day. Our students have the potential to graduate with up to 60 units of college completed, with the opportunity to earn a Social Science Associate's Degree.

The student population we serve is culturally diverse and overwhelmingly economically disadvantaged. In our dual enrollment program, 69 % of our students come from socioeconomically disadvantaged households, and English Language Learners 3%. We are actively developing collaborative partnerships with our English Language (EL) department to increase the number of EL students in the DEP.

See Dual Enrollment Data evidence.

**One characteristic of exemplary dual enrollment programs is a strong, collaborative relationship between the high school, the college, families, community members, and industry partners. Describe your partnership(s) and include two artifacts of evidence, such as shared resources, shared staffing, shared professional development, collaboration processes, Memorandum of Understanding, board policies, and/or commitment letters.**

Twin Rivers School District (TRUSD) established a partnership with ARC in 2015/16. Over the years, ARC and TRUSD have strengthened the partnership and expanded the program. We started with one Psychology and Sociology course at RLHS, and we now proudly offer over 24 different courses. This partnership includes ARC DE Directors, staff, faculty, success coaches, Twin Rivers College and Career Readiness Counseling Director, HS counselors, and a new College & Career Readiness Counselor. In collaboration with Rio Linda counselors, the ARC success coaches help students apply to the dual enrollment program, matriculate, and successfully enroll in their courses. Once students are enrolled, collaboration furthers with ARC professors and Rio Linda teachers and counselors as they monitor student progress and notify all parties if students need additional support. We engage in a monthly dual enrollment meeting that

includes all partners to ensure programmatic success. Moreover, we have an additional monthly dual enrollment counselor meeting with the ARC DE counselor and all HS counselors. Rio Linda's staff actively encourages our students to challenge themselves via dual enrollment and allows time dedicated to dual enrollment recruitment presentations.

The collaboration extends to support our graduating seniors. The DE ARC counselor works with ARC's *First Year Experience* to ensure our graduating seniors have a warm handoff as they enter their first year as full-time college students.

**Explain how your evidence demonstrates that your dual enrollment program mirrors the student population, how underserved populations are overrepresented, or how your program is making progress towards more equitable participation and outcomes:**

Rio Linda High School is located in Rio Linda, CA. Our population is ethnically diverse; in our district, there are 46 languages spoken. RLHS in partnership with families and the community, will provide relevant educational opportunities and maintain high academic expectations for diverse learners striving for equity in every aspect of the programs we provide our students. The dual enrollment program is one of many we provide to our students.

RLHS strives to make our dual enrollment program accessible to all. The opportunity is presented to all students every year during their course selection presentations. Moreover, students expressing interest can request to meet with the College & Career Readiness Counselor (CCRC) that oversees the program. But we do not stop there; we try to ensure the success of our students by providing them with support and academic intervention. The CCRC also invites students based on teacher and staff recommendations. RLHS has a variety of partners whose main priority is to encourage students to pursue higher education and ways to position themselves to access higher education. Some of those programs are UC Davis Talent Search, UCAN, and IYT. These programs are specifically tailored to support socioeconomically disadvantaged and first-generation college students. We are actively continuing to build relationships with these programs to ensure all students are equitably represented in our program.

**Explain how your evidence demonstrates that your dual enrollment program is integrated with college and district plans and/or framework and how your program is part of a strategic, systemic approach to increasing college-going and completion:**

The TRUSD Local Control Accountability Plan (LCAP), includes a goal to ensure all students graduate college and career ready. A variety of district supports are needed to guide student success. Our graduation rate has continued to grow, and this goal aligns with maintaining that growth. Access to Career Technical Education programs and additional opportunities for learning and mentoring will support college and career success.

One metric to measure success in this goal is the number of students dually enrolled in high school and college courses. After year one, Rio Linda surpassed the enrollment goal of 200. We hope to continue to increase enrollment. Our most recent action steps have been the implementation of our college and career readiness counselor, whose role is to advance the dual enrollment program at our school site, in addition to supporting the college entrance requirement, A-G, rates at RLHS.

Our course sequence has been created to give students a holistic series of courses that will provide them with a well-rounded educational experience at the community college level. In addition, this pathway will also prepare students for the rigors of college-level courses. At Rio Linda, we have created over six sections in the master schedule for our dual enrollment program, allowing up to 345 classroom enrollment with a 90% pass rate in the 2021/2022 school year.

**Explain how your evidence demonstrates the policy or procedure your school utilizes to convert college credits to high school credits**

The TRUSD Course Catalog states, “ American River College (ARC) distance learning concurrent enrollment classes are semester-long courses, and students will receive 10 high school credits and 3 college credits for each course”. All ARC courses have course codes in our database with ten credits assigned. These courses must be passed with a C or better to receive college credit. These college credits are transferable to the University of California (UC), California State University (CSU), and Community Colleges. Students' transcripts show the ten high school credits they receive per class. Additionally, the ARC college courses give students an extra GPA point on their high school transcript indicated with a “+”. The student transcript will demonstrate how the ARC Courses are integrated into the student's school day.

**Explain how your evidence demonstrates that the high school and college utilize shared student data to review and improve dual enrollment:**

To ensure student success RLHS and ARC continually collaborate and share student data. Our initial sharing data is a protected shared spreadsheet where high school counselors can input student information for the community college partners to access. Their spreadsheet includes student data, high school counselor data, classroom data, ARC professor data, and enrollment status data. This sheet lets all stakeholders have up-to-date information on each student's enrollment status. Moreover, the college and career readiness counselor and ARC success coaches constantly communicate and collaborate to support students. The success coaches send the HS counselor and high school teacher facilitators weekly grade checks. This allows the counselor and high school teacher to check in with students who may need additional support. The ARC success coaches additionally provide the same students with ARC resources. Collaboratively, we can provide students with holistic support. The meeting minutes reflect the

discussions brought together by all parties involved, including additional districts in our area that are running their dual enrollment programs; it's a time for sharing best practices.

**Explain how your evidence demonstrates a structured, well-sequenced series of courses leading to certificates, degrees, and/or transfer in a pathway or pathways**

Our pathway clearly states the courses students should take to progress through the pathway. For students not interested in completing a full Associate of Arts degree, our pathway provides a sequence of courses that would best align with students' high school course plans. Students can enroll in our dual enrollment program starting the second semester of their Freshman year. Students can enroll in up to three courses per semester. Our goal is to have our students enter their college program with college credits and the confidence they can succeed in college-level courses. Students meet with their high school counselor as well as the college and career readiness counselor to map out their ARC courses during our four-year plan meetings. The students also meet with their ARC college counselor in the college success course to map out a two-year post-secondary plan.

The pathway that our dual enrollment program focuses on is a general education pathway with an emphasis on the social sciences. Students can take courses that fulfill general education requirements for an associate's Degree, such as English, Math, History, Speech, and Social Science Electives.

**Describe how student supports are embedded in your dual enrollment program. Promising practice shows that student support is embedded in the dual enrollment classes and not an extra. Describe how student supports are embedded in your dual enrollment program. In your narrative, include job descriptions for dual enrollment support positions, processes for academic intervention when needed, embedded schedule of support, and/or survey results or testimonials. Student support is not limited to the high school level; examples of student support at the college level are acceptable evidence.**

Students are enrolled in college-level courses taught by a college professor via an online format and are supervised and supported by one of three RLHS teachers. American River College (ARC) also provides a success coach who offers additional support. The coaches empower students and assist students with developing habits embodying a growth mindset, and collaborate with other dual enrollment personnel and campus offices to assist with coordinating supports offered to struggling students. TRUSD provides all materials at no cost to students to ensure equitable success in the course. Moreover, we provide 24/7 online academic support via *Paper* which connects students with a live qualified tutor. The course syllabus is a comprehensive resource that includes various ARC academic and mental health supports. The

College and Career Readiness Counselor (CCRC) provides support and guidance throughout the dual enrollment process. The CCRC receives bi-weekly grade checks from the ARC success coach to allow check-ins with the student, provide feedback, and generate a support plan. That plan is then communicated to the student success coach and ARC professor. The Director of College and Career Readiness oversees the entire process and serves as the district coordinator to ensure all sites are given equitable opportunities and access to courses offered through ARC. All of these supports have led to a 90% pass rate in the 2021/2022 school year.

# Two Options for Meeting “Teleconferencing”

Option A: Original Brown Act Teleconferencing (§54953b)	Option B: New Teleconferencing Provisions (AB2449 Rubio)
<ul style="list-style-type: none"> <li>● Agendas posted at all teleconference locations</li> <li>● Each teleconference location is identified in the agenda and notice of meeting</li> <li>● Each teleconference location is accessible to the public               <ul style="list-style-type: none"> <li>○ Members of public may address the legislative body at each teleconference location</li> </ul> </li> </ul>	<p>If quorum of members at same location in person:</p> <ul style="list-style-type: none"> <li>● Then <i>some</i> may participate via teleconference. This falls into two groups:               <ul style="list-style-type: none"> <li>○ Non-emergency: just cause and provides notice (examples: childcare, family caregiving, illness, physical or medical disability, or travel)</li> <li>○ Emergency: physical or family emergency</li> </ul> </li> <li>● Teleconferencing is limited to 3 months or 20% of regular meetings</li> </ul>

**TO:** Members of District Brown Act Bodies  
Academic Senates  
Student Senates  
College Administrators  
Executive Staff Members

**FROM:** Jacob Knapp

**DATE:** February 15, 2023

**RE:** Brown Act Changes and Remote Meeting Requirements

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The Brown Act requirements for remote meetings are changing due to new laws that took effect on January 1, 2023 and the Governor’s announcement that the COVID-19 State of Emergency will end on February 28, 2023. The purpose of this memo is to provide a summary of the legal requirements applicable to remote District Brown Act body meetings once the Governor’s declared State of Emergency expires. As you will see from the discussion below, the practical impact of recent legal changes is that most Los Rios Brown Act meetings will be held on ground and in person. Virtual meetings held entirely via Zoom, as we have conducted public meetings throughout the pandemic, will no longer be authorized under the law.

I appreciate the opportunities I’ve been given recently to meet with several of our District senates, committees, and commissions to discuss these legal changes. My office will be providing additional Brown Act training sessions over the next several weeks for interested students, faculty, and staff.

### **AB 361 Virtual Meeting Authority Ends on March 1, 2023**

Throughout the pandemic, many of our Brown Act boards, commissions, and committees (including the Los Rios Board of Trustees and our academic and student senates) held meetings virtually under the authority granted by AB 361. AB 361 authorized local legislative bodies to hold virtual meetings under certain circumstances, including when “state or local officials have imposed or recommended measures to promote social distancing,” or when a determination was made “that meeting in person would present imminent risks to the health or safety of attendees as a result of the state of emergency.” AB 361, by its own terms, remains in effect “during a state of emergency proclaimed by the Governor.”

Many District boards, commissions, and committees subject to the Brown Act made the required findings at the beginning of each meeting related to public health and safety that allowed for virtual meetings. The findings were often made as the first agenda item at each meeting, and the

meetings were then held entirely via zoom, with all participants and members of the public participating from remote locations.

With the Governor's Emergency Order set to end on February 28, 2023, local public agency boards, commissions, and committees (including all District Brown Act bodies) will no longer have the legal authority to hold meetings virtually under AB 361.

### **Brown Act "Classic" Teleconference Rules Are Still Available**

Even before the pandemic, the Brown Act allowed members of local legislative bodies to participate remotely in public meetings consistent with its (arguably onerous and outdated) teleconference requirements. Government Code section 54953 authorizes members to participate at remote locations during teleconferenced meetings so long as the legislative body: (1) posts meeting agendas at all teleconference locations; (2) identifies all teleconference locations in the notice and agenda; and (3) makes each teleconference location accessible to the public.

From a practical perspective, these requirements are not user-friendly. While a member is allowed to participate in a meeting remotely under the "classic" teleconference rules, the remote location must be publicized on the agenda and the remote location must be available and accessible to the public during the meeting itself. In other words, if a member wanted to participate remotely in a meeting from home, the member's home address would have to be publically noticed and the member's home would need to be open to the public on the day of the meeting for public participation from that remote location. My office regularly advises members participating from a remote location to use a location other than a personal residence (like an office or conference room at a campus), as we want to avoid the publication of home addresses and an invitation to the public at large to participate in a meeting from a personal residence.

It's important to note that the "classic" teleconference rules do not authorize the type of virtual meeting via zoom we grew accustomed to during the pandemic, unless the physical location of each remotely participating member is posted on the agenda and the public is able to participate in the meeting from each identified remote location.

### **AB 2449 – New Limited Remote Participation Exception For Individual Members**

AB 2449 allows an individual board member, under specific limited circumstances, to participate in a Brown Act meeting remotely without identifying their remote teleconference location and without making their remote teleconference location accessible to the public. Importantly, **AB 2449 does not allow for fully virtual meetings of Brown Act bodies**. In order for an *individual member* to utilize the AB 2449 exception for remote participation at a specific meeting, at least a quorum of the Brown Act body must be participating from a singular physical location that is clearly identified on the agenda and open to the public. In other words, AB 2449 still requires Brown Act bodies to meet in person under the ordinary Brown Act rules – it just allows for the remote participation of one or more members, under certain circumstances.



Brown Act bodies may not utilize the AB 2449 exception for the virtual participation of members unless the meetings of that body are accessible to the public in a similar manner. The remotely participating member must utilize a two-way audiovisual platform (e.g. Zoom or Microsoft Teams), and the public must be provided with either a similar two-way audiovisual platform, or a phone-in option coupled with a live webcasting of the meeting.

An individual board member may not participate in meetings remotely under AB 2449 for more than three consecutive months or 20% of the Brown Act body's regular meetings within a calendar year. If the Brown Act body regularly meets fewer than 10 times a year, an individual board member may not participate remotely using the AB 2449 exception for more than two meetings. This means that Brown Act bodies that avail themselves of the AB 2449 process will need to keep track of each member's remote participation and ensure that they remain within the statutory limitations.

In order to use the AB 2449 remote participation exemption, an individual member of a Brown Act body must notify the full membership of the body that either "just cause" or "emergency circumstances" exist for their remote participation.

#### Just Cause

"Just cause" is defined as any one of the following:

- Child care or caregiving of a child, parent, grandparent, grandchild, sibling, spouse, or domestic partner that requires a member to participate remotely.
- A contagious illness that prevents a member from attending in person.
- A need related to a physical or mental disability.
- Travel while on business of the legislative body or another state or local agency.

In order to participate remotely for "just cause", an individual member must notify the Brown Act body at the earliest possible opportunity — including at the start of a meeting — of their need to participate remotely and provide a general description of the circumstances related to one of the four items above. A member may only use the "just cause" provision up to two meetings per calendar year.

#### Emergency Circumstance

An "emergency circumstance" is defined as a physical or family medical emergency that prevents a member of a Brown Act body from attending in person.

In order to participate remotely under "emergency circumstances," the individual board member must request that the full Brown Act body allow them to participate in the meeting remotely because of emergency circumstances, and the Brown Act body must take action to approve the request at the public meeting. An individual board member making a request to participate remotely due to "emergency circumstances" must provide a general description of the circumstances giving rise to the need to appear remotely. This description does not have to be more than 20 words and should not include any personal medical information. The Brown Act body would then vote, as the first order of business at the relevant meeting, to approve (or deny) the member's request to participate remotely due to "emergency circumstances."

## Additional Requirements

The following general requirements apply when meeting under the AB 2449 just cause or emergency circumstances provisions:

- Members participating remotely must do so through audio and visual technology.
- The legislative body must provide a way for the public to remotely hear, visually observe, and remotely address the Brown Act body throughout the meeting in question.
- The agenda must identify and include an opportunity for the public to attend and directly address the Brown Act body both remotely and in person at the meeting.
- If there is a disruption to the meeting broadcast or in the ability to take call-in or internet-based public comment, no further action can be taken on agenda items until the issue is resolved.
- The Brown Act body must implement a procedure for receiving and resolving requests for reasonable accommodations for individuals with disabilities and must give notice of these procedures.
- Members participating remotely must publicly disclose at the meeting whether any other individuals 18 years of age or older are present in the room of the member's remote location and state the general relationship between the individual and the member.

## Conclusion

Local public agencies across the state grew accustomed to meeting virtually via Zoom during the pandemic, and the legislature provided statutory authority for public meetings to be conducted virtually by Zoom during the declared state of emergency. Los Rios is no exception. Our Brown Act bodies, including the Board of Trustees, our academic senates, student senates, and various committees and commissions demonstrated that we were able to hold our public meetings virtually throughout the pandemic. With the Governor's Emergency Order set to end on February 28, 2023, we no longer have the legal authority to hold meetings virtually in the same manner we utilized throughout the pandemic.

Unfortunately, when it comes to the remote participation of members of Brown Act bodies, we are left with two choices: (1) either utilize the "classic" Brown Act teleconference rules; or (2) utilize the complicated and limited AB 2449 remote participation provisions.

For many of our Brown Act bodies (including the Los Rios Board of Trustees), the practical effect of these legal changes is that our meetings are once again held in person. From a practical perspective, AB 2449 is limited in utility, limited in scope, and a far cry from a truly virtual meeting.

My office will continue to monitor the various bills that may provide greater flexibility for virtual meetings in the future, and will notify you if and when we have new relaxed standards for Brown Act meetings.

Thanks for all you do, and please do reach out if you have any questions about Brown Act compliance. We hope to see you at a Brown Act training soon.

AB 928



# AB 928-Singular Lower Division GE Pattern (Cal-GETC)

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- AB 928 (Berman, 2021) calls for the implementation of a singular lower division general education pathway (Cal-GETC) that meets transfer requirements for both the CSU and UC systems
- The proposed framework holds the total number of course units to 34 as required by the law
- The Intersegmental Committee of the Academic Senates (ICAS) shall establish the GE pathway by May 31, 2023 and will be implemented no later than the 25-26 academic year
- The pathway shall be the only lower division general education pathway to determine eligibility and sufficient academic preparation for transfer into both the CSU and UC
  - Although Cal-GETC will be the only general education pathway for the associate degree for transfer, the California State University has no plans to discontinue the CSU GE Breadth

# We're Going From This

## CSU General Education/Breadth Requirements

Area	Subject	Courses (minimum 3 semester/4 quarter units)
1	<b>English Communication</b> Oral Communication Written Communication Critical Thinking	1 course 1 course 1 course
2	<b>Mathematical/Quantitative Reasoning</b>	1 course
3	<b>Arts and Humanities</b> Arts Humanities	1 course 1 course +1 course from either area
4	<b>Social and Behavioral Sciences</b>	2 courses
5	<b>Physical and Biological Sciences</b> Physical Science Biological Science Laboratory (for physical or biological science course)	1 course 1 course (1 unit)
6	<b>Lifelong Learning &amp; Self-Development</b>	1 course
7	<b>Ethnic Studies</b>	1 course
<b>Total Courses (units)</b>		<b>13 courses (40 semester units)</b>

## Intersegmental General Education Transfer Curriculum

Area	Subject	Courses (minimum 3 semester/4 quarter units)
1	<b>English Communication</b> Written Communication Critical Thinking and Composition Oral Communication (CSU requirement only-required for all ADTs)	1 course 1 course 1 course
2	<b>Mathematical Concepts and Quantitative Reasoning</b>	1 course
3	<b>Arts and Humanities</b> Arts Humanities	1 course 1 course +1 course from either area
4	<b>Social and Behavioral Sciences</b>	3 courses from 2 disciplines
5	<b>Physical and Biological Sciences</b> Physical Science Biological Science Laboratory (for physical or biological science course)	1 course 1 course (1 unit)
6	<b>Language Other Than English</b> (maybe met through HS credit)	1 course
<b>Total Courses (units)</b>		<b>11 courses (34 semester units)</b>

# To This

## California General Education Transfer Curriculum (Cal-GETC)

Area	Subject	Courses (minimum 3 semester/4 quarter units)
1	<b>English Communication</b> English Composition Critical Thinking and Composition Oral Communication	1 course 1 course 1 course
2	<b>Mathematical Concepts and Quantitative Reasoning</b>	1 course
3	<b>Arts and Humanities</b> Arts Humanities	1 course 1 course
4	<b>Social and Behavioral Sciences</b> Two disciplines	2 courses
5	<b>Physical and Biological Sciences</b> Physical Science Biological Science Laboratory (for physical or biological science course)	1 course 1 course (1 unit)
6	<b>Ethnic Studies</b>	1 course
<b>Total Courses (units)</b>		<b>11 courses (34 semester units)</b>

# Potential Impacts

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- Changes to Communication courses focus and philosophy
  - While oral communication is designed to enhance students' competencies in different rhetorical contexts, it does so by exploring the linguistic, psychological, and cultural bases of communication, the social and political significance of communication, and how communication operates within and across a wide range of social contexts. In instances where CCC courses do not currently reflect this pedagogical rigor, the courses will be bolstered accordingly.
- Consequences of reduction in units from the CSU GE Pattern
  - 1 less course in Arts and Humanities
    - Potentially more competition between courses/departments
  - 1 less course in Social and Behavioral Sciences
    - Potentially more competition between courses/departments
- Lifelong Learning Requirement
  - No longer a lower division transfer GE requirement
  - Impact on Counseling, Gerontology, Health Education, Nutrition, and other departments & Veterans
- Language Other Than English
  - No longer a GE requirement
- UC accepts fewer courses for GE than the CSU
  - We may be minimizing the options for students (ex: Critical Thinking and Composition, Math, and Arts areas)

# Moving Forward

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- The committee will draft standards for each area of Cal-GETC for consideration by ICAS by May 31, 2023
- The standards will be vetted by each segment, and final standards will be presented to ICAS by fall 2023
- ICAS will hold a special meeting for community college instructors in the Lifelong Learning & Self-Development (LLSD) fields in order to:
  - share with ICAS courses that may be impacted
  - provide recommendations to ICAS for Cal-GETC areas in which LLSD courses might articulate
  - discuss future work with the Intersegmental Curriculum Workgroup on how ADTs could be modified to include LLSD courses



# Student Success Council Report for Academic Senate

Tuesday, February 21, 2023

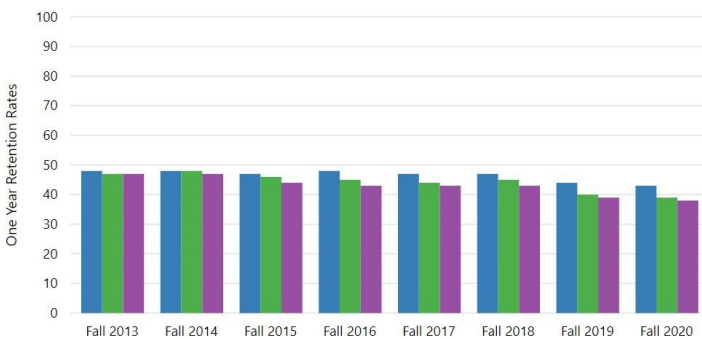
- Monthly Research Executive Summary - follow up on "Student Retention" - Chris Olson
  - Math Department shared their thoughts on the Executive Summary Report with additional questions (See attached file).
  - Executive Summaries are meant to offer a 30k foot view of the question asked; they're a starting point designed to spark discussion and further/refined exploration.
  - However, concern was noted because on the 2/13 Beaver Bites included a Presidents Update that referenced student retention and it made it appear as though policy decisions are being made on data that "should be a starting point" for discussion.
  - Members suggested adding context and mentioning the questions, focus, and reasons behind the Executive Summary would be helpful for clarifying and understanding of data.
  - Is it possible to provide the list of upcoming executive summaries so members could potentially frame questions around those areas of focus to be included? This might help bring it from a 30k foot view to something more accessible.
  - Members also interested in knowing: the context and theme driving queries, ARC's comparison to other comparable colleges.
  - Similar to the summary provided by the Math Department, members also mentioned the need to contact students directly and find out from them why they aren't returning; what factors are contributing to them not returning that the college can address, and which are beyond our control?
  
- Los Rios Foundation Scholarships - Academic Senate
  - Students pursuing certificates are not eligible to apply for ARC Scholarships.
  - A Faculty member shared a concern regarding ARC Scholarship opportunities.
  - The Los Rios Colleges Foundation web page under "Can I apply for a scholarship if I am working toward a certificate and not a degree." It states "ARC students must be working on an AA or AS degree to be eligible for scholarships."
  - However, this requirement of working toward an AA or AS degree is not the case for CRC, FLC, or SCC. So obtaining funding is different for our students.
  - Thus the concern is that this system is inherently excluding some students from funding opportunities to support their educational goals.
  - There is interest to understand the need for this requirement and how this requirement aligns with the campus's interest in helping students stay on a path and complete their certificate goals.
  - A member did share that ARC awards more Certificates than AA or AS degrees.
  - The SCC Chairs are working to gather more information from the LRCCD Scholarship team.

## Math Department thoughts on the Executive Summary - February 21, 2023

1) We need to be careful how we interpret things like data-on-demand. For example, here's data-on-demand that seems to indicate the one-year retention rates for those below poverty consistently are higher than one-year retention rates for those at or above middle class. It makes one wonder sometimes if there's more to the story than some of the data suggests. Overly simplistic conclusions can lead to policies/strategies that do more harm than good because they are not rooted in a more robust understanding of the issues involved.

### One Year Retention Rates (F-to-F or S-to-S)

Limits: Poverty Level, Below Poverty Level, Low but Above Poverty Lvl, Middle & Above, Pub. Safety or Appren.



Poverty Level

Below Poverty Level, Low but Above Poverty Lvl, Middle & Above

When we look at the data presented in the Performance Metric Executive Summary, it focuses on ethnicity, which can provide valuable information, but not in isolation from other significant factors. We need to also consider underlying identifiers; from a MESA perspective, financial aid eligibility and first-generation status were primary identifiers used to measure financial and educational disadvantages, but they weren't the only identifiers.

A quote from a math colleague: "The snapshots are not really showing how inequitable our department or college is as much as it's showing how inequitable the world is." Well, perhaps it's showing both. We as a department and college are a microcosm of the larger systemic inequities.

2) In the first tables (F-to-S and F-to-F Retention):

- a. Do these numbers include Advanced Ed and other students with non-degree-oriented enrollment? In years past, those numbers might have been insignificant, but my understanding is that we've increased those significantly in the last couple of years.

- b. Does goal completion (certificate, degree, transfer, etc.) count towards lack of retention? **Response from a member of the Student Success Council:** “Yes, the lack of overall retention includes those who left successfully. So, it is known that point needs to be considered as future research is conducted.”
- c. There seems to be a significant gap between first time students and all students for both tables in all years, with retention of first-time students being higher; this means that the “all students” actually overrepresents (likely inadvertently) the fact that non-first-time students have an even lower retention rate when broken out from “all.” It would be interesting to see if there was a consistent trend (e.g. the longer a student has been enrolled, the less likely they are to be retained).

3) Regarding racial disaggregation:

- a. Retention rates for black students are consistently lower than that of white and Asian students. We could hypothesize about why, but... This is one of my primary gripes with our “data-driven decision-making” around here. We don’t ever get data from the students who aren’t here anymore. We never know why they stopped coming. Per the on-demand data we know that retention of low-income students is consistently higher than those of middle- and upper-income class students, so there must be more at play than just income as a lurking variable.
- b. Retention rate decreases for black students were significantly lower than those of white students; no doubt this will be celebrated as a shrinking of an equity gap, but one group seeing slightly less negative results doesn’t exactly inspire elation in me. In general, it seems that the lower the base retention rates were, the lower the decrease was (even when adjusted as percentage of the base)

4) Covid was such a unique situation. It’s unclear how much insight we can gain on what happened from 2020-2022. Data gathered in Fall 2022 is likely to be the best place to start assessing our current situation.

## HomeBase Resource Panel Report

### Background:

American River College formed an implementation team at the beginning of 2020 to guide development of HomeBase pathway communities. In March, Los Rios facilities were closed and ARC transitioned to remote operations due to the COVID-19 pandemic. The team recommended placing physical HomeBases temporarily on hold so that focused attention could be given to the creation of a virtual HomeBase presence. Virtual HomeBases were implemented during the Fall 2020 semester, and have continued to grow.

### Project Purpose & Scope:

The purpose of this project is to provide an assessment of the implementation of Virtual HomeBases and recommendations for moving forward.

Implementation Review shall be held to the following boundaries:

- The review shall focus on the questions posed through the Project Objectives.

### Project Objectives:

Successful completion of this project is intended to answer the following questions:

Assessment of HomeBase Questions:

1. What is the current structure and staffing for HomeBase?
2. What activities occurred in the HomeBases since August 2020?
3. What was the level of student engagement in the HomeBase?
4. What was the level of faculty engagement in the HomeBase?
5. What student services were provided to students through HomeBase?
6. What instructional services were provided to students through HomeBase?
7. What is the alignment between Area Offices, Area Deans, and HomeBases?
8. What are the intended short- and long-term outcomes of HomeBases?
9. What are the unintended short- and long-term impacts of HomeBases?
10. To what extent are the program's activities leading to the intended outcomes?
11. How are HomeBase activities intentionally designed to reduce or eliminate DI in each area of service?

Recommendations for HomeBase Questions:

1. What is the recommended structure and staffing for HomeBase?
2. What are recommended yearlong activities for HomeBase?
3. What is the recommended level of student engagement in the HomeBase?
4. What is the recommended level of faculty engagement in the HomeBase?
5. What is the recommended level of student services through HomeBase?
6. What is the recommended level of instructional services through HomeBase?

What is the recommended alignment between Area Offices, Area Deans, and HomeBases?

Project Membership:

	<b>Name of Participant</b>	<b>Role at the College</b>
Project Co-Lead	Frank Kobayashi	Vice President of Instruction (Initial Implementation Team Member)
Project Co-Lead	Jeff Stephenson	Vice President of Student Services (Initial Implementation Team Member)
Members	Alisa Shubb	Academic Senate President (Initial Implementation Team Member)
	Kristin Farlow	Classified Senate President
	Student	Associated Students
	Reyna Moore	Counselor (Initial Implementation Team Member)
	Kim Queen	Counselor (Health Homebase Counselor)

	Kathy Sorensen	Instructional Dean - HomeBase Tri Chair
	Adam Windham	Instructional Dean
	Nisha Beckhorn	Student Services Dean - HomeBase Tri Chair
	Jazzie Muganzo-Murphy	Student Services Dean - HomeBase Tri Chair
	Jana Gonsalves	Faculty Liaison
	Teresa Urkofsky	Faculty Liaison
	Kristin Farlow	HomeBase Staff
	Tim Reilly	HomeBase Staff
	Terrell Grant	HomeBase Staff

Timeline:

The Resource Panel met on the following dates during the Fall 2021 semester:

- Wednesday, September 15, 2:00PM to 3:30PM
- Wednesday, October 6, 2:00PM to 3:30PM
- Wednesday, October 20, 2:00PM to 3:30PM
- Wednesday, November 3, 2:00PM to 3:30PM
- Wednesday, November 17, 2:00PM to 3:30PM

Learnings and Findings:

*Structure:*

The current structure of HomeBases involves a Tri Chair model, who meet bi-weekly with the VPSS and VPI. The Tri Chair, Instruction (Kathy Sorensen) oversees six Faculty Liaisons, one for each HomeBase. The Tri Chair, Counseling (Nisha Beckhorn) oversees all aspects of counseling within the HomeBases

including assignments. The Lead Tri Chair (Jazzie Muganzo Murphy) oversees overall structure of HomeBases and staff and peer mentors within each of the six HomeBases - current staff includes: Coach, temp Clerk, Peer Mentors, Counselors, Faculty Liaisons.

HomeBase teams meet weekly for one hour; departments invited in to share program/structure updates, address Counselor questions, and highlight innovations within their program to be shared with students. Coaches oversee daily activities of HomeBase.

*Activities:*

A broad range of activities and programming have been scheduled and taken place in HomeBase since August 2020. A sampling of activities include the following:

- Arts - Fall Mixer (WOW); Poet Laureate - collaboration with LP HB; Sound Industry Expert; Networking Workshop w/ SCC Librarian/LinkedIn; Word Soup/College Hour; Cisco Vasquez-licensing/copyright workshop in music; CalWORKS collab w/ SCC and ARC (nutritional edu program)-40 student cohort for CalWORKS on how to use benefits, etc. - video series using demo kitchen, workshops, etc.; Culinary Wkshp; Librarian collaboration on library services around th arts; "Art Breaks" series - provide inspiration and innovation for the field;
- STEM - Sp '21 Mixer (WOW); How to use Handshake; Work Exp & internships; MESA application; Game Night (community building)
- Heath/PS - Fall20 and Sp21 Mixer (WOW); nursing application workshop (Sp 21 again F'21)- collab w/FYE; F'20 Prep Medico - UC Davis & Kaiser connections - pre-med summer program - again in F'21.; Nutrition & Food Prep/nutrition - w/finances (prizes are meal prep containers)...pop up events on IG for PS: movie night, game night, cooking (community building); 20K Step Challenge (Spring Recess Event), "Get out and Active Weekends - What did you do?" (hiking, kayaking, skating, walking, etc) - A Health and Well Being HB community building campaign via Instagram.
- Language/People - F20 and Sp21 Mixers (WOW); Collaboration w/Arts - hosted Poet Laureate; Sp21- HB Chat with a Counselor (3x/week);
- Language - F20 - "Explore a Career in Public Relations" w/Scott Crow; Sp21 "What Can I do with my Communications Degree?" - career and edu driven (speakers: Jazzie, Liz Coleman, David Austin-Shrope); Sp21 - "How to use Handshake" collaboration with CAPSS; Friday eServices Assistance (weekly Peer Mentor zoom coverage); F21 - Major series workshops - "What Doors Can my Degree Open?" (English & Journalism, Communications/Speech); English Courses for Degrees - Majors/Professor Panel Discussion.
- People - Sp21: Black History Museum; Speed Friending; the BondFire (community building); F21 - Major series workshops - "What Doors Can My Degree Open?" (ECE/Teacher Ed, History/Art History, Social Science and Sociology, Anthropology, Political Science & International Studies, Philosophy, Psychology); Hispanic Heritage Month Museum; engagement via IG account (going live)
- Business - F20 and Sp21 Mixers (WOW); Career & Pathways Collaboration Resume workshop. Los Rios Colleges online Collabo Virtual Transfer event, College to Career Small Business Administration events: "Resources to Start or Grow a Business," "Customer Development."

“Success Starts Here” “How to Pivot Your Business”, Internship workshops with different employers.

- MCT - F20 and Spring 21 Mixers (WOW);
- All - promotion and participation in FYE workshops (transfer, time management, eServices, Nursing Applications);

#### *Faculty Engagement:*

Faculty Liaisons started with one Faculty Liaison in Fall 2020 in the ARTS, then three Faculty Liaisons in Spring 21 (ARTS, CMT and HEALTH AND SERVICE). Fall 2021 saw all six HB with liaisons. There are meetings with the Faculty Liaisons throughout the semester to connect and see how the different HBs are serving students. The Liaisons meet with the HB coaches and counselors regularly, and they work to connect the faculty in their HB with the activities of that HB. Counseling Faculty meet with students in the HomeBases.

#### *Findings:*

The faculty, staff, and administrators who were charged with implementing the HomeBase Pathway Communities beginning in Fall 2020 effectively and resourcefully stood up Virtual HomeBases despite unfavorable pandemic conditions. HomeBase Pathway Communities put words into action by operationalizing many of the key initiatives identified by the College through the [Start Right Project Team Report](#), [IPaSS Project Team Report](#), [Clarify Program Paths Team Report](#), and Disproportionate Impact Team Reports ([African American Project Team Report](#), [API Project Team Report](#), [LatinX Project Team Report](#), [LGBTQIA+ Project Team Report](#), [Native American Project Team Report](#)).

Two key themes that emerged from the Resource Panel’s work were “HomeBase as a way of thinking,” and “we are on the same team.” These two themes were prevalent throughout our discussions, signifying the unification between Instruction and Student Services facilitated through the HomeBases.

#### *Moving Forward:*

The Spring 2022 semester will signify the 4th semester since the implementation of HomeBase Pathway Communities. In addition to maintaining a virtual presence, the Spring 2022 semester will see the implementation of the physical HomeBase locations. The Spring 2022 semester will be the first semester that each HomeBase will have permanent classified staffing.

#### Recommendations:

One of the realizations of the Resource Panel at the midpoint of our work was the need to provide the College community with a greater understanding of HomeBases, the work being done, and the future of HomeBases. A second realization was HomeBases in their current form are a “bolt on” to our current organizational structure.



The Resource Panel recommends a more concerted effort to inform the College community about what the HomeBase Pathway Community is.

The Resource Panel recommends revisiting the [original success team models](#) as a lens to fully staff and support work in HomeBases.

The Resource Panel recommends investigation into how the HomeBase Pathway Community model can be integrated into the existing organizational structure, or how the existing organizational structure can be changed to incorporate the Homebase Pathway Communities.

Appendix:

1. [HomeBase Resource Panel Working Document](#)
2. [HomeBase Data](#)

# Draft

## Los Rios Equity-Minded Professional Learning Guide

Based on the work of the 2021 faculty-led [Equity Training Workgroup](#)

### Definition of Equity Minded Professional Learning:

Equity-Minded Professional Learning is professional learning designed to recognize and manage biases, assumptions, and policies that negatively impact motivations, opportunities, or accomplishments of historically marginalized groups and individuals.

### Requirements for Equity-minded Professional Learning:

As per LRCFT negotiation, faculty are required to spend (fill in) hours of College Service on Equity-Minded Professional Learning. This learning can take place through professional development activities conducted at or through any of the Los Rios colleges, activities offered outside of Los Rios, as well as activities. Examples of activities include:

- participating in a class, workshop, seminar, panel discussion
- attending a lecture, play, event
- watching a video, TED talk, movie,
- listening to a podcast
- reading book, article
- implementing change in practice (for example teaching methodology),
- evaluation of data, practices

### Purpose of the Professional Learning Activity Rubric:

The Professional Learning Activity rubric is designed as a guide to assist you in determining how an activity meets the criteria for Equity-minded Professional Learning. Through self-assessment, using the rubric shown on the next page, you may explore how the learning activity met your Equity-Minded Professional Learning (as defined above) objectives.

## How to Use the Rubrics: Professional Development Committees

### Form A:

Apply this rubric to determine whether a professional development activity (workshop, etc) offered at or through your College meets the criteria for Equity-minded Professional Learning. Learning activities that have been assessed by the committee as “agree” or “strongly agree” on one or more topics qualify as meeting the criteria of an Equity-Minded Faculty Learning activity. Each activities that is approved as Equity-Minded Professional Learning shall be designed as “EMPL pre approved”.

## How to Use the Rubrics: Individua Faculty

### Form A:

Applying this rubric is designed to assist you in determining whether the activity meets the criteria for Equity-minded Professional Learning. Learning activities that you assess as “agree” or “strongly agree” on one or more topics qualify as meeting the criteria of an Equity-Minded Professional Learning activity. If you are participating in a Los Rios College sponsored Professional Development activity designated as “EMPL” this step has already been completed for you.

### Form B

You may use this form as a way of reflecting on and recording your responses to each professional learning activity that meets the criteria of equity you participate in. Referring to the Likert scale shown in the Los Rios Professional Learning Sample Reflection Form, you can indicate your assessment of the professional learning activity. You may also respond to the three critical reflection questions at the end of the checklist.

## Next steps

- You may wish to keep your responses for your records.
- You may be encouraged to share (anonymously or otherwise) your responses with your college’s professional development office/committee(s)/team to inform understanding of faculty E-M Learning?
- You may use your responses on your Equity Reflection
- *How might part-time faculty use these forms to seek compensation for this work??*



# Form A

## Los Rios Equity-Minded Professional Learning Rubric

Brief description of activity:

<b>The professional learning activity:</b>	<b>Strongly disagree (1)</b>	<b>Disagree (2)</b>	<b>Agree (3)</b>	<b>Strongly agree (4)</b>
Addressed racial equity equal access to opportunity as it relates to racial membership				
Addressed intersectional equity equitable access to opportunities as it relates to membership in two or more identities (e.g., ability, gender identity, language, religion, sexual orientation)				
Demonstrated awareness of underrepresentation, or of differential experiences of particular groups related to equitable access to opportunity				

Addressed beliefs, values and/or attitudes related to equity equitable access to opportunity				
Recognized and analyzed power structures, privilege, bias, prejudice, and/or discrimination				
Challenged the status quo (de-centered whiteness)				
Identified conclusions with supporting data and information*				
Suggested applications of concepts related to relevant theories and data*				
Provided time for collaborative learning*				
Provided equity strategies for enhancing equitable access to opportunity that can be implement in or outside of classroom				

## Form B

# Los Rios Equity-Minded Professional Learning Sample Reflection Form

	<b>Strongly disagree (1)</b>	<b>Disagree (2)</b>	<b>Agree (3)</b>	<b>Strongly agree (4)</b>
I can remember or understand the content				
I can apply the content to my work				
I can use the content to evaluate my practice				
I can implement the content by creating changes to my practice				
I can assess changes I make to my practice				
I can engage in ongoing critical reflection				

**Sample Critical Reflection Questions**

- 1. How did you respond to the training/content?
- 2. What new, if any, awareness did it create or stimulate?
- 3. How were you inspired to make changes to your practice or work norms?

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## HomeBase Resource Panel 2.0 Report

### Background:

American River College formed an implementation team at the beginning of 2020 to guide development of HomeBase pathway communities. In March, Los Rios facilities were closed and ARC transitioned to remote operations due to the COVID-19 pandemic. The team recommended placing physical HomeBases temporarily on hold so that focused attention could be given to the creation of a virtual HomeBase presence. Virtual HomeBases were implemented during the Fall 2020 semester, and have continued to evolve.

### Project Purpose & Scope:

The purpose of this project is to further the work of the first HomeBase Resource Panel by investigating the following questions:

1. Should the HomeBase Pathway Community model align more closely with the College's existing organizational structure (in other words, the way our areas and departments are organized)? If so, how should this alignment be achieved?
2. What goals and outcomes are we trying to achieve with HomeBases?
  - a. What kinds of cultural shifts and institutional support will be needed to achieve these goals?
3. How will HomeBases be intentionally designed to serve our disproportionately impacted students and reduce equity gaps?
4. What should the role of instructional faculty be in HomeBases? How do we get faculty more involved?
5. How do students find out about HomeBases? How do we ensure all students are placed into a HomeBase?
6. What has been the student experience with HomeBase so far? How do we get more student input?
7. What larger structural changes are needed in counseling and student services in order for HomeBases to work as intended?
  - a. For example, how can we ensure we are directing our limited human resources towards serving our students who need the most help navigating College processes?
8. What changes to our communication practices are needed to make sure key information is reaching students?
9. How will HomeBases be evaluated?

10. Review the recommendations made in the Start Right Project Team Report, IPaSS Project Team Report, Clarify Program Paths Team Report, Institutional Equity Plan, and Disproportionate Impact Team Reports (African American Project Team Report, API Project Team Report, LatinX Project Team Report, LGBTQIA+ Project Team Report, Native American Project Team Report). Are there recommendations from these reports that could be incorporated into the HomeBases?

### Project Objectives:

Successful completion of this project will involve:

1. Using a race-conscious approach to make recommendations for how HomeBases should be intentionally designed to serve our disproportionately impacted students and reduce equity gaps.
2. Clarifying the intended goals and outcomes for the HomeBases Pathway Communities that will lead to equitable outcomes for students.
3. Determining whether the HomeBase Pathway Community model should align more closely with the College's existing organizational structure and if so, how to achieve this alignment.
4. Determining what larger structural changes are needed in counseling and student services in order for HomeBases to achieve its goals and intended outcomes.

### Project Deliverables:

Deliverables to be completed and/or submitted for approval:

A report that includes:

- A clear, race-conscious statement of the goals and intended outcomes for HomeBases.
- A discussion of how HomeBases should be intentionally designed to serve our disproportionately impacted students and reduce equity gaps.
- An analysis of the ways the HomeBase Pathway Community model can be integrated into the existing organizational structure, or how the existing organizational structure can be changed to incorporate the Homebase Pathway Communities, and address disproportionate impact.
- An analysis of larger structural changes are needed in counseling and student services in order for HomeBases to achieve its goals and intended outcomes. This analysis should include feedback from counseling and student services faculty & staff.

- Recommendations for marketing & outreach to inform instructional faculty about HomeBases and encourage more faculty involvement.
- Recommendations for how HomeBase Pathway Communities can further put words into action by operationalizing many of the key initiatives identified by the College through the Start Right Project Team Report, IPaSS Project Team Report, Clarify Program Paths Team Report, Institutional Equity Plan, and Disproportionate Impact Team Reports (African American Project Team Report, API Project Team Report, LatinX Project Team Report, LGBTQIA+ Project Team Report, Native American Project Team Report).

Project Membership:

PROJECT TEAM		
	Name of Participant	Role at the College
Project Co-Lead	Frank Kobayashi	Vice President of Instruction (Initial Implementation Team Member)
Project Co-Lead	Jeff Stephenson	Vice President of Student Services (Initial Implementation Team Member)
Members	Alisa Shubb	District Academic Senate President (Initial Implementation Team Member)
	Carina Hoffpauir	Academic Senate President
		Classified Senate President and HomeBase Staff
	Molly Nealon	Associated Students
	Lydia Delgado	Counselor
	Jessica Nelson	Counselor
	Kathy Sorensen	Instructional Dean – HomeBase Tri Chair
	Adam Windham	Instructional Dean
	Hannah Blodgett	Student Services Dean – HomeBase Tri Chair
	Nisha Beckhorn	Student Services Dean – HomeBase Tri Chair
	David McCusker	Faculty or classified staff member with expertise serving Black/African American students Faculty or classified staff with expertise mitigating the barriers PWIs can create for Black/African American students
	Carmelita Palomares	Faculty or classified staff member with expertise serving Latinx/e students Faculty or classified staff with

		expertise mitigating the barriers PWIs can create for Latinx/e American students
		Faculty or classified staff member with expertise serving Native American students Faculty or classified staff with expertise mitigating the barriers PWIs can create for Native American students
		Faculty or classified staff member with expertise serving Asian American, Asian Pacific Islander students Faculty or classified staff with expertise mitigating the barriers PWIs can create for Asian American, Asian Pacific Islander students
		Faculty or classified staff member with expertise serving LGBTQIA+ students Faculty or classified staff with expertise mitigating the barriers PWIs can create for LGBTQIA+ students
	Jana Gonsalves	Faculty Liaison
	Teresa Urkofsky	Faculty Liaison
	Tim Reilly	HomeBase Staff
	Bill Simpson	Faculty Lead Clarify Program Paths
	Lisa Roberts-Law	Faculty Clarify Program Paths

Meetings:

- Wednesday, March 16, 2:00PM to 3:30PM
- Wednesday, April 6, 2:00PM to 3:30PM
- Wednesday, April 20, 2:00PM to 3:30PM
- Wednesday, May 4, 2:00PM to 3:30PM
- Wednesday, May 18, 2:00PM to 3:30PM
- Wednesday, September 7, 2:00PM to 3:30PM
- Wednesday, September 21, 2:00PM to 3:30PM
- Wednesday, October 5, 2022, 2:00PM to 3:30PM
- Wednesday, October 19, 2022, 2:00PM to 3:30PM

Discussion:

At the recommendation of the Student Success Council, the Resource Panel watched and discussed the following three webinars:

- Part 1 - Decentering Whiteness in Pathways  
<https://app.box.com/s/9ngs2tz6w30uieugw225b52lu8x2fbyu>
- Part 2 - Decentering Whiteness in Pathways: Reckoning with the Realities of Race  
<https://app.box.com/s/3uilterd48vy1k8ytdb1opplmsyp5g7v>
- Part 3 - Ensuring Racially Minoritized Students Benefit From Guided Pathways  
<https://app.box.com/s/g5ecmyyppm5m0a0mq63n8oz9kotp5fmum>

The webinars and discussions helped center the Resource Panel with an equity lens. Through discussion and dialogue, the Resource Panel grappled with how the HomeBases could do more for those who have the greatest needs. During the Spring 2022 and Fall 2022 semesters, the Resource Panel engaged in discussions with campus leaders who were instrumental in the following Project Teams:

- [Clarify Program Paths](#) (pg. 2-3)
- [Disproportionate Impact: Asian Pacific Islander Project Team Report](#) (pg. 45-46, #2 and #4)
- [Disproportionate Impact: African American Project Team Report](#) (pg. 39-40, #1, #2, and #3)
- [Disproportionate Impact: LatinX Project Team Report](#) (pg. 41-45, #3 and #4)
- [Disproportionate Impact: LGBTQIA+ Project Team Report](#) (pg. 49-51, #3 and #4)
- [Disproportionate Impact: Native American Project Team Report](#) (pg. 33-34)
- [Institutional Equity Plan](#)
- [IPass Project Team Report](#) (pg. 39-42)
- [Start Right Report](#) (pg. 8-20)

A review of the [history of the College's Guided Pathways](#) illuminated the significant time and effort the College has invested into Guided Pathways, as well as the current misalignment between the College's [Areas of Interest](#) and HomeBases.

#### Recommendations:

***A clear, race-conscious statement of the goals and intended outcomes for HomeBases.***

At the heart of American River College are relationships. HomeBase create the space to develop and strengthen these relationships within our campus community. By design, these pathway

communities are intended to actualize ARC's commitment to equity and social justice through equity-minded education. While each HomeBase is expected to have a unique personality tailored to its area(s) of interest, the common goals embraced by all HomeBase personnel are:

- \*engage and connect students to people, programs, services, and resources that enable pathway completion

- \*foster relationships and a sense of community to ensure that all students equitably persist, learn, and succeed; in particular, marginalized and underserved students

- \*facilitate and encourage each student's progress along recognizable pathways through and beyond ARC

The three goals above are adapted from ARC's Strategic Goal 1 (Students First) and Strategic Goal 2 (Clear and Effective Paths).

*(HomeBase Brief - May 2020)*

The Resource Panel recommends centering equity in the HomeBases by using the College's Equity Plan, African American, API, Latin X, LGBTQIA+, Native American DI Project Team Reports, and USC's Decentering Whiteness in Pathways Webinars as guides to HomeBase development.

We recommend the HomeBases be intentionally designed to be inclusive and improve outcomes for our African American, Black, LatinX, Native American, API, and LGBTQIA+ students, following recommendations of the DI project team reports and subsequent input..

***A discussion of how HomeBases should be intentionally designed to serve our disproportionately impacted students and reduce equity gaps.***

The Resource Panel recommends that a primary focus of the HomeBases should be improving outcomes for African American, Black, LatinX, Native American, API, and LGBTQIA+ students.

The Resource Panel recommends that HomeBases develop a partnership with the Cultural Centers (AAPI, African American, LatinX, Native, and Pride) and Learning Communities (API, Native, Puente, and UMOJA/SAKHU) to inform design.

The Resource Panel recommends an audit of existing HomeBase spaces to ensure that they each have appropriate furnishings and decor to provide a welcoming, inclusive, and student-friendly environment. This environment should also include appropriate spaces for career, personal, crisis, and academic counseling.

***An analysis of the ways the HomeBase Pathway Community model can be integrated into the existing organizational structure, or how the existing organizational structure can be changed to incorporate the Homebase Pathway Communities, and address disproportionate impact.***

The Resource Panel recommends aligning HomeBases with the eight Areas of Interest as originally recommended by Clarify Program Paths.

The Resource Panel recommends aligning the College’s organizational structure with the Areas of Interest.

<b>ARC's current alignment of HomeBases, Areas of Interest, Programs, and Divisions</b>			
<b>HomeBase</b>	<b>Area of Interest (Aoi)</b>	<b>Program</b>	<b>Division</b>
Arts	Arts	Art	Fine & Applied Arts
		Art New Media	Fine & Applied Arts
		Fashion	Fine & Applied Arts
		Hospitality Management	Fine & Applied Arts
		Interior Design	Fine & Applied Arts
		Music	Fine & Applied Arts
		Commercial Music	Fine & Applied Arts
		Theater Arts	Fine & Applied Arts
		Theater Arts: Film	Fine & Applied Arts
Business	Business	Accounting	Business & Computer Science
		Business	Business & Computer Science
		Business Technology	Business & Computer Science
		Economics	Behavioral & Social Sciences
		Legal Studies	Behavioral & Social Sciences
		Management	Business & Computer Science

		Marketing	Business & Computer Science
		Real Estate	Business & Computer Science
		Technical Communication	Business & Computer Science
Manufacturing, Construction & Transportation	Manufacturing, Construction & Transportation	Apprenticeship	Workforce Development
		Automotive Collision Technology	Technical Education
		Automotive Technology	Technical Education
		Design & Engineering Technology	Technical Education
		Diesel/Clean Diesel Technology	Technical Education
		Electronics Technology	Technical Education
		Energy	Technical Education
		Horticulture	Technical Education
		Welding Technology	Technical Education
Science, Technology, Engineering & Mathematics	Science, Technology, Engineering & Mathematics	Astronomy	Science & Engineering
		Biology & Biotechnology	Science & Engineering
		Chemistry	Science & Engineering
		Computer Information Science	Business & Computer Science
		Engineering	Science & Engineering
		Geography	Science & Engineering
		Geographic Information Systems	Science & Engineering
		Geology	Science & Engineering
		Mathematics & Statistics	Mathematics
		Natural Resources	Science & Engineering
		Physics	Science & Engineering
Health & Service	Health, Human Services & Well Being	Dance	Kinesiology & Athletics
		Gerontology	Behavioral & Social Sciences



		Human Services	Behavioral & Social Sciences
		Kinesiology & Athletics	Kinesiology & Athletics
		Nursing & Allied Health	Health & Education
		Nutrition & Foods	Health & Education
		Paramedic & EMT	Health & Education
		Recreation	Kinesiology & Athletics
		Respiratory Care	Health & Education
		Speech-Language Pathology	Health & Education
	Public Service	Administration of Justice	SRPSTC
		Fire Technology	SRPSTC
		Funeral Service Education	Health & Education
		Healthcare Interpreting	Health & Education
		Homeland Security	SRPSTC
		Public Safety	SRPSTC
Language & People	People, Culture & Society	Anthropology	Behavioral & Social Sciences
		Art History	Fine & Applied Arts
		Early Childhood Education	Humanities
		Education/Teaching	English
		Ethnic Studies	Behavioral & Social Sciences
		History	Behavioral & Social Sciences
		Humanities	Humanities
		International Studies	Behavioral & Social Sciences
		Philosophy	Humanities
		Political Science	Behavioral & Social Sciences
		Psychology	Behavioral & Social Sciences
		Social Justice Studies	Behavioral & Social

			Sciences
		Social Science	Behavioral & Social Sciences
		Sociology	Behavioral & Social Sciences
	Language & Communication	ASL-English Interpreter Preparation	Humanities
		Communication	Humanities
		Deaf Culture & ASL	Humanities
		English	English
		English as a Second Language	Humanities
		Journalism	English
		World Languages	Humanities

<https://docs.google.com/spreadsheets/d/12ZGN3Ep66ax1tBrCI9SPIgRVOAe7la3VrmLmUUJMxUc/edit#gid=0>

<b>Example of how a few changes can more closely align divisions with HomeBases</b>			
Note: this is just an <u>example</u> , not a recommendation for actual changes.			
Note: this example puts all of the programs for each division into a single HomeBase, but not a single Area of Interest			
<b>HomeBase</b>	<b>Area of Interest (Aoi)</b>	<b>Program</b>	<b>Division</b>
Arts	Arts	Art	Fine & Applied Arts
		Art New Media	Fine & Applied Arts
		Fashion	Fine & Applied Arts
		Hospitality Management	Fine & Applied Arts
		Interior Design	Fine & Applied Arts
		Music	Fine & Applied Arts
		Commercial Music	Fine & Applied Arts

		Theater Arts	Fine & Applied Arts
		Theater Arts: Film	Fine & Applied Arts
Business & Computer Science	Business & Computer Science	Accounting	Business & Computer Science
		Business	Business & Computer Science
		Business Technology	Business & Computer Science
		Computer Information Science	Business & Computer Science
		Legal Studies	Business & Computer Science
		Management	Business & Computer Science
		Marketing	Business & Computer Science
		Real Estate	Business & Computer Science
		Technical Communication	Business & Computer Science
Manufacturing, Construction & Transportation	Manufacturing, Construction & Transportation	Apprenticeship	Workforce Development
		Automotive Collision Technology	Technical Education
		Automotive Technology	Technical Education
		Design & Engineering Technology	Technical Education
		Diesel/Clean Diesel Technology	Technical Education
		Electronics Technology	Technical Education
		Energy	Technical Education
		Horticulture	Technical Education
		Welding Technology	Technical Education
Science, Engineering & Mathematics	Science, Engineering & Mathematics	Astronomy	Science & Engineering
		Biology & Biotechnology	Science & Engineering
		Chemistry	Science & Engineering

		Engineering	Science & Engineering
		Geography	Science & Engineering
		Geographic Information Systems	Science & Engineering
		Geology	Science & Engineering
		Mathematics & Statistics	Mathematics
		Natural Resources	Science & Engineering
		Physics	Science & Engineering
Health & Service	Health, Human Services & Well Being	Dance	Kinesiology & Athletics
		Gerontology	Health & Education
		Human Services	Health & Education
		Kinesiology & Athletics	Kinesiology & Athletics
		Nursing & Allied Health	Health & Education
		Nutrition & Foods	Health & Education
		Paramedic & EMT	Health & Education
		Recreation	Kinesiology & Athletics
		Respiratory Care	Health & Education
	Speech-Language Pathology	Health & Education	
	Public Service	Administration of Justice	SRPSTC
		Fire Technology	SRPSTC
		Funeral Service Education	Health & Education
Healthcare Interpreting		Health & Education	
Homeland Security		SRPSTC	
Public Safety		SRPSTC	
Language & People	People, Culture & Society	Anthropology	Behavioral & Social Sciences
		Art History	Humanities
		Early Childhood Education	Humanities
		Economics	Behavioral & Social Sciences
		Education/Teaching	English
		Ethnic Studies	Behavioral & Social

			Sciences
		History	Behavioral & Social Sciences
		Humanities	Humanities
		International Studies	Behavioral & Social Sciences
		Philosophy	Humanities
		Political Science	Behavioral & Social Sciences
		Psychology	Behavioral & Social Sciences
		Social Justice Studies	Behavioral & Social Sciences
		Social Science	Behavioral & Social Sciences
		Sociology	Behavioral & Social Sciences
	Language & Communication	ASL-English Interpreter Preparation	Humanities
		Communication	Humanities
		Deaf Culture & ASL	Humanities
		English	English
		English as a Second Language	Humanities
		Journalism	English
		World Languages	Humanities

<https://docs.google.com/spreadsheets/d/1cFNdveohsK1vl7IXV3Ig1jPQ9cJGwXE1WIrZ3R2YqG0/edit#gid=1874905641>

Recognizing that the 8 areas were created under a different paradigm, the specific areas will continue to be examined for feasibility.

As the new structure is implemented, the resource panel recommends that the operational realities, staffing, training, and retention of staff will be evaluated as this realignment occurs.

The Resource Panel recommends strengthening mechanisms to allow students to transition to another HomeBase. What mechanisms are in place to allow/support a student's transition to another HomeBase, if they don't feel their originally assigned HomeBase aligns with their long term goals? Examples:

- "Transfer-to-a-4-year" student, who identifies with one of the HomeBases based on long term ed./career goals
- General science major who is assigned to H&S HomeBase, but wants to switch to STEM
- For students with an Undecided Major, how to support or assign students to a HomeBase with a warm handoff?

The Resource Panel recommends alignment and strengthening the relationship between First Year Experience and HomeBase.

***An analysis of larger structural changes are needed in counseling and student services in order for HomeBases to achieve its goals and intended outcomes. This analysis should include feedback from counseling and student services faculty & staff.***

The Resource Panel recommends a further exploration by Student Service leadership to better align Counseling and Student Services with the HomeBase model.

***Recommendations for marketing & outreach to inform instructional faculty about HomeBases and encourage more faculty involvement.***

The Resource Panel recommends that the tri-chairs work with the Public Information Office and faculty liaisons to create marketing and outreach for faculty to increase knowledge and utilization of HomeBases by faculty.

The Resource Panel recommends implementing prior recommendations from faculty liaisons' to encourage more faculty involvement:

- Continue to improve communication with the programs, students and faculty in the Homebases. Canvas sites are one method, but there need to be multiple opportunities for students and faculty to find the Homebase information.
- The Liaisons and coaches should continue the work directly with Department Chairs and Program Coordinators. Liaisons currently talk with faculty via Division meetings, Division

Chair meetings and individual contacts (e.g. visiting classrooms, meeting one on one with faculty).

- Stabilize the personnel in the coach positions. This is important for the continuity of communication with the faculty liaisons as well.
- Better signage for the HomeBases is necessary.
- Expanded hours are necessary now that more classes are back on campus.
- The Homebase spaces need to be more inviting for students and faculty. Each space needs to represent the programs and students in that area more fully.

### ***Feedback Loop***

The Resource Panel recommends the re-formation of a HomeBase Advisory Board to ensure that these recommendations are implemented. The Board will also provide on-going input in other areas related to the HomeBases, including, but not limited to, communication and research about the student experience in the HomeBase.

### ***Areas of further exploration.....***

The Resource Panel recommends that the tri-chairs continue to explore the following:

- How to provide easy options for students to switch Homebases (example, General Science is currently automatically assigned to Health, what if they want STEM)
- How we are going to place every student into a homebase, including undeclared students.
- Revisit the names for HomeBases because they have moved beyond being pathway communities. (“student support hubs”, “student success centers”, “schools”...)

How can we better serve our undeclared students through HomeBase?

Appendix:

1. Notes from first 3 meetings:

1. <https://docs.google.com/document/d/1sehsqWrlb0PnFf-tB6xWPCWe9obRhKw31SQraMkZMvw/edit>
2. [https://docs.google.com/document/d/1vR5sw4w-3juT1oV-IXivTvR5\\_zBgRqmXx\\_e5rkFa7MA/edit](https://docs.google.com/document/d/1vR5sw4w-3juT1oV-IXivTvR5_zBgRqmXx_e5rkFa7MA/edit)
3. <https://docs.google.com/document/d/1wqtuagV671TYSUjEStr9I94hGLZ4MTWaGLZO2pLa4II/edit>

2. Planning document:

[https://docs.google.com/document/d/1m25k\\_8oSU4VqDd3AifOtWH2BbAQVr85Q7hBVqsMywOg/edit](https://docs.google.com/document/d/1m25k_8oSU4VqDd3AifOtWH2BbAQVr85Q7hBVqsMywOg/edit)



# Areas of Interest and HomeBases

Where We Are and How We Got Here

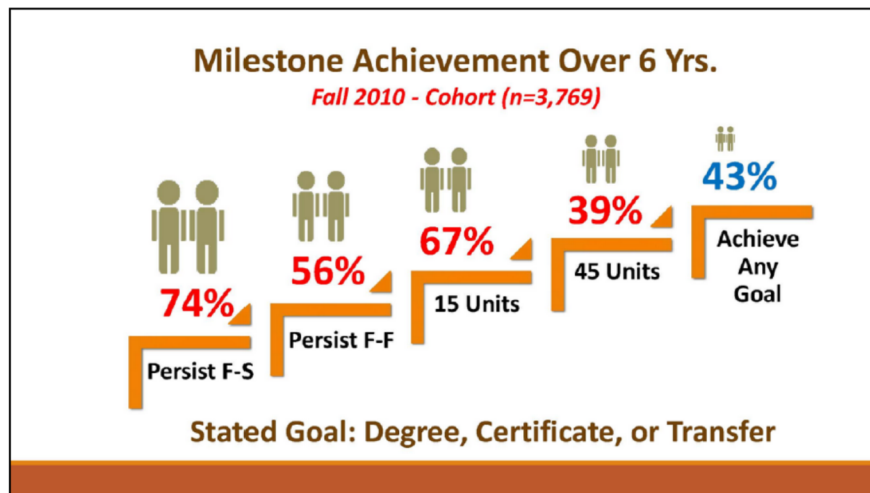
## Introduction

ARC decided to become a Guided Pathways college in the spring of 2017. The college created three project teams to make recommendations regarding what needed to be done to achieve that goal. Some of those recommendations led to the creation of Areas of Interest to help students explore potential majors, and to HomeBase pathway communities to support students throughout their academic careers. This report provides a brief history of the events that led to their creation and also describes their evolution over time (summarized in Appendix A). This report is intended to support the college as it completes the final stages of implementing HomeBase pathway communities and integrating them into the college’s culture and administrative structure.

## College Redesign

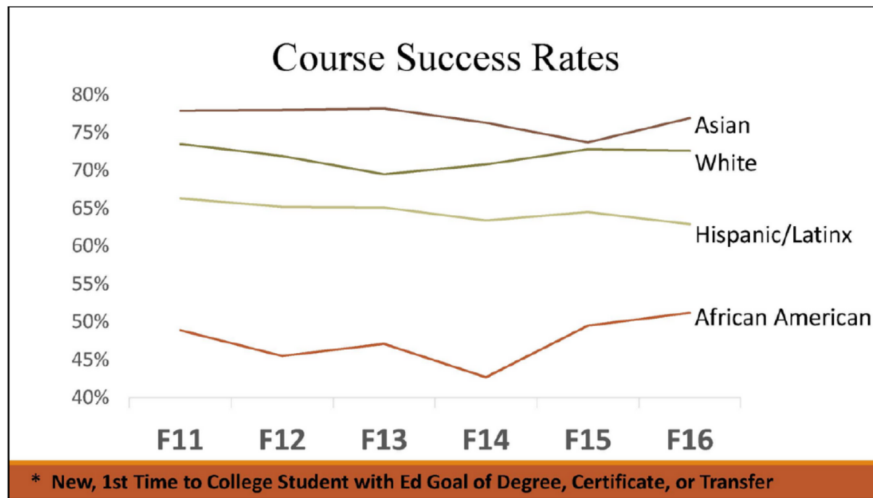
Areas of Interest and HomeBases were created in the context of a larger college redesign effort that began several years ago. In 2015, President Greene announced that ARC needed to update its strategic plan, and in the process make changes to the college to address trends in student success data. Up to that time, the college had invested in a number of programs designed to improve overall student success rates, as well as success rates for specific groups of students. While those programs did increase the success rates for a small percentage of students, data showed that the majority of ARC’s students were not achieving their educational goals.

Figure 1: Milestone Achievement Over 6 Years



As is shown in figure 1, fall-to-spring and fall-to-fall retention of students was not great, with only 74% of students starting in fall 2010 coming back in the spring and only 56% of those students returning the following fall. In addition, only 67% of students starting in fall 2010 completed 15 units over the next 6 years, and only 39% completed at least 45 units in 6 years. These metrics show that a majority of the students who start at ARC do not stick around to complete a degree or certificate. In fact, only 43% of the students starting in fall 2010 achieved any of their educational goals.

**Figure 2: Course Success Rates**



Another metric the college looked at was course success rates from year to year, disaggregated by race and ethnicity (figure 2). There are two important trends in the data. First, each graph is pretty flat, meaning there was no real improvement from year to year. Second, there is a notable difference between the success rates for African American and Hispanic/Latinx students compared to White and Asian students, and that did not change over time either.

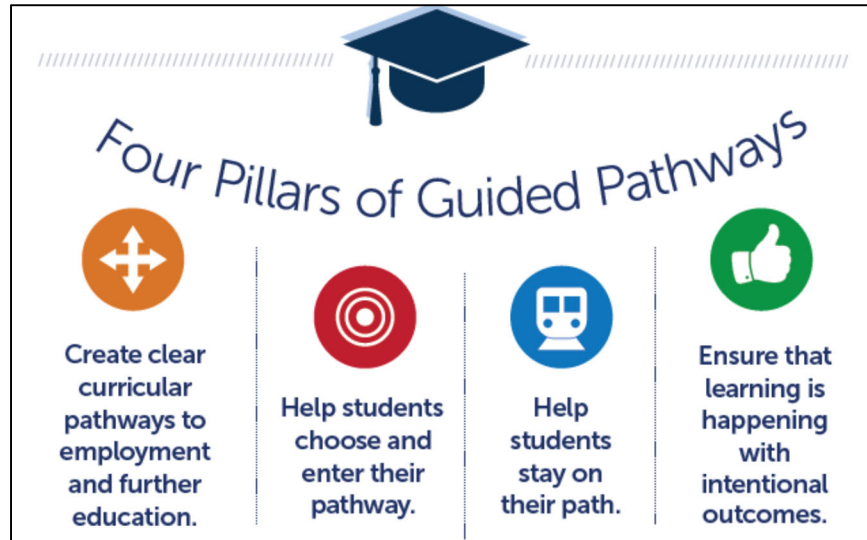
President Greene concluded that making incremental changes to the existing college structure did not result in significant improvements in student success or equity, so the college needed to make more drastic changes. The college needed to be redesigned, and that had to start with a new strategic plan. So, instead of making minor tweaks to the existing strategic plan, the college decided to throw it out and start from scratch.

During the 2016-17 academic year, ARC held a number of college-wide events to identify what needed to be changed. The President's Executive Staff took that input and created a strategic plan that is very different from past plans (see Appendix B). In particular, the new plan focuses on equity, puts students first, and is aligned with the principles of Guided Pathways, which is a nationwide movement to redesign colleges to improve student success and equity.

### Becoming a Guided Pathways College

At that time, a Guided Pathways pilot project was starting up in California and ARC decided to join it, to become a Guided Pathways college. This would be a major part of redesigning the college to improve student success and equity. Guided Pathways has four pillars, which the college would need to be structured around as part of its redesign (see figure 3). The fourth pillar is already in place at ARC. The college has a robust student learning outcome assessment process. But, the college needed to work on the other three pillars.

Figure 3: Four Pillars of Guided Pathways



In the fall of 2017, ARC redesigned its governance structure, adopting a model with an Executive Leadership Team, governance councils, and project teams ([link to ARC governance website](#)). Using that new governance structure, the Student Success Council chartered three project teams – one for each of the three pillars the college needed to work on.

- The *Clarify Program Paths* team was responsible for the first pillar – creating clear paths.
- The *Start Right* team was responsible for the second pillar – helping students find a path.
- And, the *IPaSS* (Integrated Planning and Support for Students) team was responsible for the third pillar – helping students stay on their path.

Each of the teams created a final report, which can be found in IGOR ([link to IGOR](#)).

The *Start Right* team recommended that the college create a number of first-term “gateways” to orient students to college. They also recommended implementing career-exploration and needs assessment tools, simplifying campus navigation by relocating services to be near each other, and investing in communication and outreach tools.

The *IPaSS* team recommended a case management model similar to what is used for EOP&S and DSPS, where a team of clerks, counselors, coaches, peer mentors, and others work together to support a group of students. They recommended assigning students to their case management teams based on their Area of Interest. They also recommended using an early alert system to respond to students when they need additional support, creating physical locations where students could drop in for help, and implementing new technologies that would support student success. Examples of those new technologies include Student Experience Lifecycle (SEL) software, a degree planning tool, and a predictive analytics tool.

The *Clarify Program Paths* team recommended creating meta-majors at the college, which would be called Areas of Interest, to organize program information on the college website to make it easier for students to explore potential majors. They also recommended creating program maps for all of the mappable programs at the college, and investing in software to manage all of those maps. Finally, they

recommended creating a Program Paths Committee to maintain and update the Areas of Interest and program maps over time.

The intent of the Areas of Interest was to make it easier for students to sift through the 300+ degrees and certificates offered by the college, to decide what they would like to major in. At that time, it was challenging for students to explore potential majors because the college website presented all of its programs in a long alphabetical list. Areas of Interest would group similar programs together based on a common theme, to provide more structured exploration for students on the website. Areas of Interest were supposed to be a finder's guide and, because some programs at the college could belong to more than one Area of Interest, the boundaries were intentionally fuzzy, allowing programs to be in more than one Area to make it easy for students to find them. The original nine Areas of Interest recommended by the *Clarify Program Paths* team are listed at the top of Appendix C.

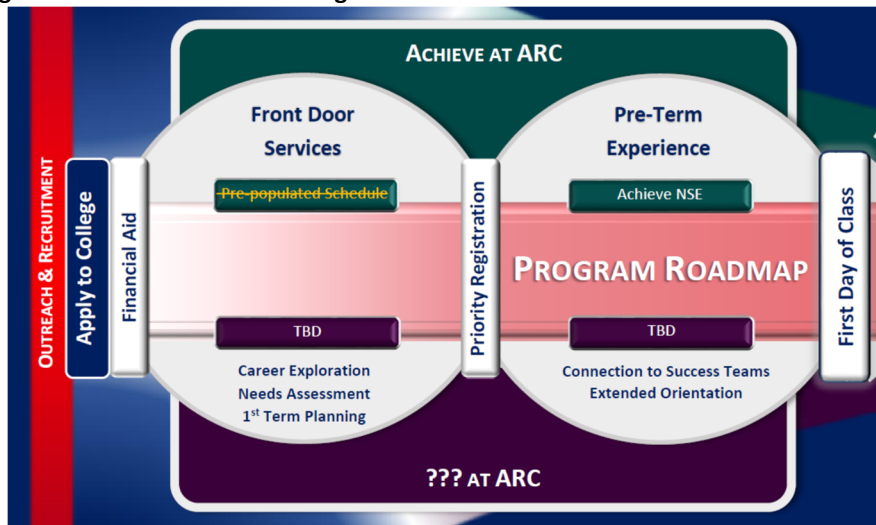
### Turning Recommendations Into a Plan

In the 2017-2018 academic year, the three project teams did their work and submitted their recommendations to the college. In the fall of 2018, college administrators sorted through those recommendations and began to implement them, renewing the charter for the *Clarify Program Paths* team so it could continue its work creating program maps and incorporating a number of the *Start Right* and *IPaSS* recommendations into the Achieve@ARC program.

With the help of a consultant, college administrators put together an integrated redesign plan that incorporated the recommendations of the project teams. Drafts of that plan were discussed at Executive Leadership team meetings. One version of the redesign plan is in Appendix D. It flows from left to right, with the red bar on the left representing potential students interested in applying to ARC, and the green bar on the right representing students who have successfully completed college.

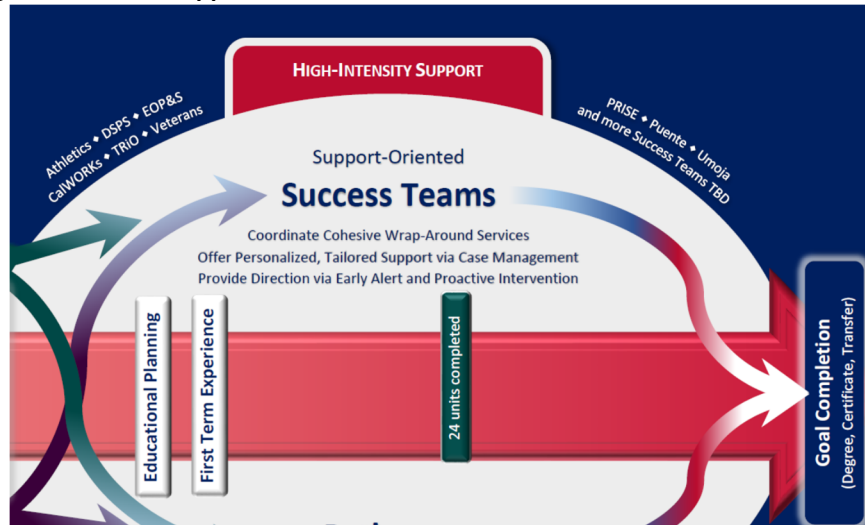
The left-hand side, shown in figure 4, represents outreach and onboarding. For recent high school graduates, onboarding would be facilitated by Achieve@ARC. Returning and non-traditional students would be handled by another, similar program. In either case, students would use Areas of Interest and program maps to explore their options and pick a major so the college could help them create an initial educational plan.

Figure 4: Outreach & Onboarding



The upper-right part of the graphic (figure 5) depicts the support students would get once they have started college, using a success team model.

**Figure 5: Student Support Success Teams**



Below that, in the graphic, are pathway communities that offer career and program-oriented activities like field trips and guest speakers (figure 6). Those communities would foster a sense of belonging, and would be based on the Areas of Interest.

**Figure 6: Pathways Communities**

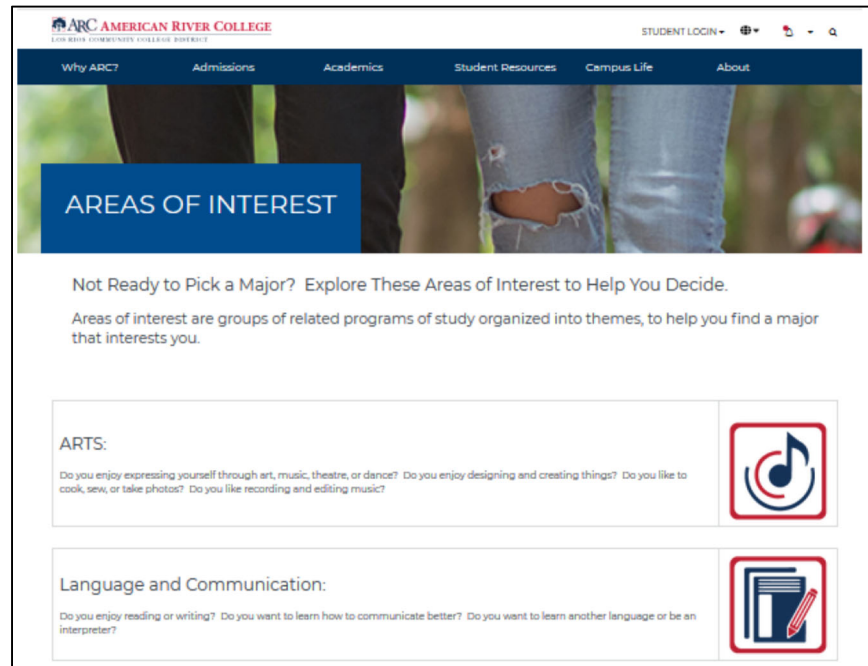


This design incorporates most of the recommendations made by the three project teams: providing an onboarding experience, student success teams, and a sense of community based on a student's Area of Interest.

## Areas of Interest and HomeBases

In the spring of 2019, Areas of Interest were incorporated into the college's website (figure 7). The following fall, the Program Paths Committee took over for the Clarify Program Paths team and continued creating program maps. At that time, the college also decided to revisit the Areas of Interest.

**Figure 7: Areas of Interest on ARC's Website**



Changes needed to be made to the Areas of Interest to integrate them with other aspects of the college redesign. For example, Areas of Interest were going to be used in the onboarding process to cohort students with similar interests, and they were going to be the basis for the pathway communities. So, the college needed to be able to identify a single Area of Interest for each student based on their program of study, which meant that the fuzzy boundaries used for the original Areas had to be replaced with firmer boundaries where each program belongs to just one Area of Interest.

The college administrators working on this at the time recommended the eight Areas listed in the middle of Appendix C. Using that model, each program belonged in a single Area and, in most cases, all of the programs offered by a particular division of the college also fit into a single Area.

In that same semester, the Student Success Council discussed how to implement pathway communities. They decided to roll the Achieve program, the first-year experience, and the pathway communities together into HomeBases.

In the spring of 2020, after much discussion, the college settled on having six HomeBases for the eight Areas of Interest (see the bottom of Appendix C).

- The Arts, Business, STEM, and Manufacturing, Construction & Transportation areas would each have their own HomeBase.
- The People, Culture & Society and Language & Communication areas would share the Language & People Homebase.
- The Health, Human Services & Well Being and Public Service areas would share the Health & Service HomeBase.

HomeBases then replaced Areas of Interest on the college website. Today, students are encouraged to explore a HomeBase in a similar manner to how they were encouraged to explore an Area of Interest in the past.

**Figure 8: HomeBases on ARC's Website**



Due to the pandemic, work on Areas of Interest and HomeBases slowed considerably, and the overall design was not changed. ARC currently has six HomeBases that are aligned with its eight Areas of Interest. HomeBases are now used as a finder's guide to organize programs on the college website, replacing the Areas of Interest. Homebases have both a virtual and physical presence, and the Achieve program has been incorporated into the HomeBases.

The college is now trying to integrate HomeBases and Areas of Interest into its administrative structure. Appendix E contains a chart showing the current alignment between HomeBases, Areas of Interest, programs of study, and divisions. It shows that the programs within some divisions fit entirely within a single Area of Interest or HomeBase. However, that is not the case for all programs so some realignment will be needed.

*Submitted to the ARC Academic Senate on Oct. 27, 2022 by Bill Simpson, Program Paths Committee chair.*



## Appendix A: Brief Timeline

2015

- Decided to update ARC's strategic plan, focusing on student success data.

2016-17

- Held college-wide events. Identified what needed to change. Created new strategic plan.

Spring 2017

- Decided to become a Guided Pathways college.

Fall 2017

- Redesigned ARC's governance structure.
- Created three project teams, to work through the 2017-18 academic year.
  - Clarify Program Paths – create clear paths for students
  - Start Right – get students onto a path
  - IPaSS (Integrated Planning and Support for Students) – help students stay on their paths

Spring 2018

- Final reports with lots of recommendations, including:
  - Create nine Areas of Interest, used to organize programs on the ARC website.
  - Create an FYE experience for new students.
  - Create pathways communities for existing students.
  - Create a case management model for supporting students and assign students to their support team based on their Area of Interest.

Fall 2018

- Clarify Program Paths charter renewed.
- Many Start Right and IPaSS recommendations incorporated into Achieve@ARC.
- Redesign plan formulated and discussed at ELT.

Spring 2019

- Areas of Interest implemented on the ARC website.

Fall 2019

- Program Paths Committee took over for Clarify Program Paths team.
- College decided to revisit Areas of Interest, with firmer boundaries and only eight areas.
- Student Success Council discussed how to implement pathway communities.
  - Pull together Achieve, FYE, and pathway communities. Call them HomeBases.

Spring 2020

- Decided on six HomeBases for the eight Areas of Interest.

Fall 2020

- HomeBases replaced Areas of Interest on ARC website.

Spring 2021 – present

- Virtual and physical HomeBases created and staffed.



## Appendix B: ARC Strategic Plan 2017-2021

### Our Commitment to Social Justice and Equity

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

### STRATEGIC GOALS

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

## **Appendix C: Evolution of Areas of Interest & HomeBases**

Original nine (9) Areas of Interest, recommended in spring 2018:

- People, Culture & Society
- Language & Communication
- Arts
- Applied Technology & Digital Arts
- Business, Hospitality & Recreation
- Manufacturing, Construction & Transportation
- Science, Technology, Engineering & Math (STEM)
- Health, Human Services & Well Being
- Public Service & Education

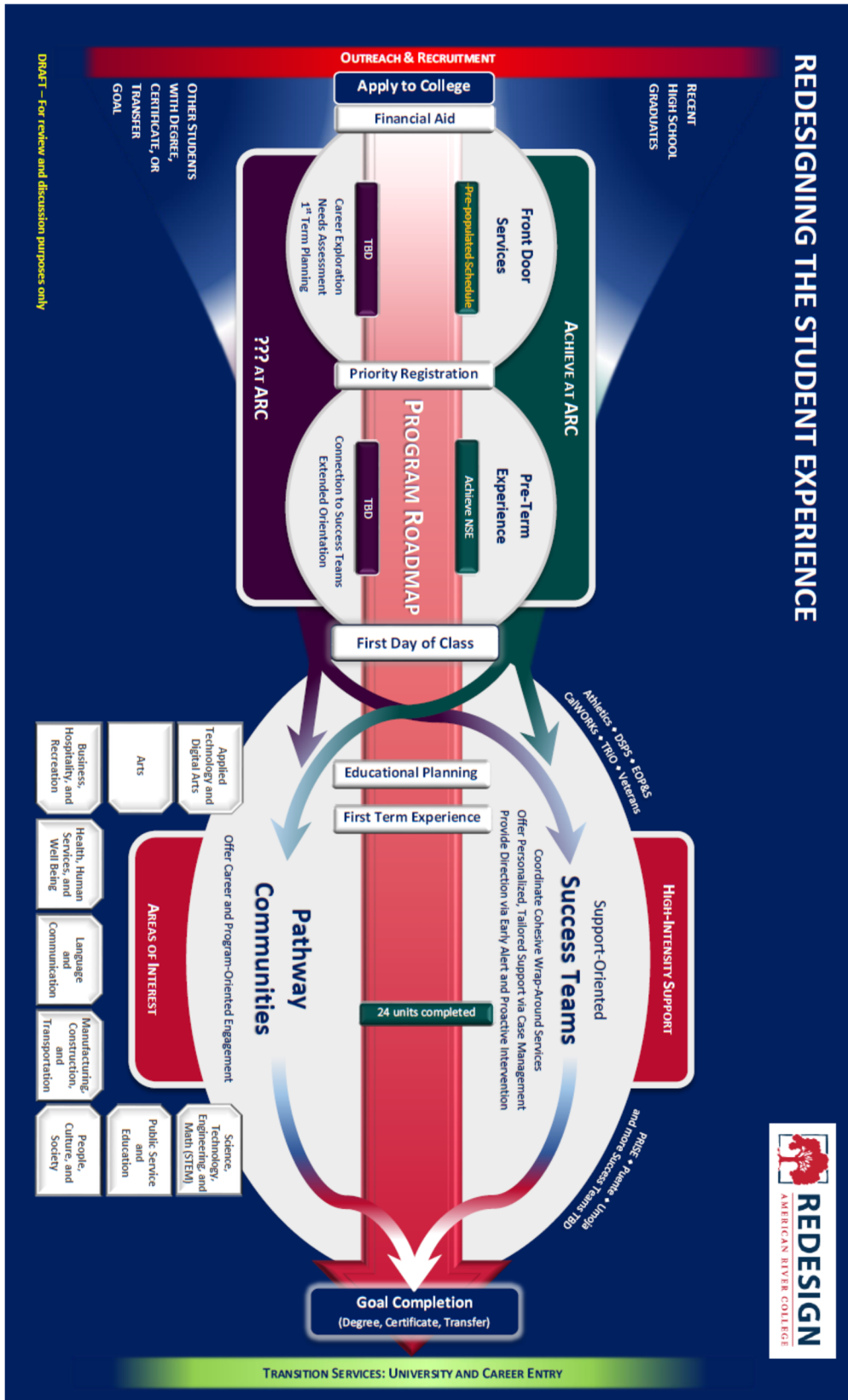
Current eight (8) Areas of Interest, recommended in fall 2019:

- People, Culture & Society
- Language & Communication
- Arts
- Business
- Manufacturing, Construction & Transportation
- Science, Technology, Engineering & Math (STEM)
- Health, Human Services & Well Being
- Public Service

Current six (6) HomeBases:

- Language & People
- Arts
- Business
- Manufacturing, Construction & Transportation
- Science, Technology, Engineering & Math (STEM)
- Health & Service

Appendix D: Draft Design Incorporating Project Team Recommendations



## Appendix E: Current Alignment of HomeBases with Areas of Interest, Programs, and Divisions

HomeBase	Area of Interest	Program	Division
Arts	Arts	Art	Fine & Applied Arts
		Art New Media	Fine & Applied Arts
		Fashion	Fine & Applied Arts
		Hospitality Management	Fine & Applied Arts
		Interior Design	Fine & Applied Arts
		Music	Fine & Applied Arts
		Commercial Music	Fine & Applied Arts
		Theatre Arts	Fine & Applied Arts
		Theatre Arts: Film	Fine & Applied Arts
Business	Business	Accounting	Business & Computer Science
		Business	Business & Computer Science
		Business Technology	Business & Computer Science
		Economics	Behavioral & Social Sciences
		Legal Studies	Behavioral & Social Sciences
		Management	Business & Computer Science
		Marketing	Business & Computer Science
		Real Estate	Business & Computer Science
		Technical Communication	Business & Computer Science
Manufacturing, Construction & Transportation	Manufacturing, Construction & Transportation	Apprenticeship	Workforce Development
		Automotive Collision Technology	Technical Education
		Automotive Technology	Technical Education
		Design & Engineering Technology	Technical Education
		Diesel/Clean Diesel Technology	Technical Education
		Electronics Technology	Technical Education
		Energy	Technical Education
		Horticulture	Technical Education
		Welding Technology	Technical Education
Science, Technology, Engineering & Mathematics	Science, Technology, Engineering & Mathematics	Astronomy	Science & Engineering
		Biology & Biotechnology	Science & Engineering
		Chemistry	Science & Engineering
		Computer Information Science	Business & Computer Science
		Engineering	Science & Engineering
		Geography	Science & Engineering
		Geographic Information Systems	Science & Engineering
		Geology	Science & Engineering
		Mathematics & Statistics	Mathematics
		Natural Resources	Science & Engineering
		Physics	Science & Engineering
Health & Service	Health, Human Services & Well Being	Dance	Kinesiology & Athletics
		Gerontology	Behavioral & Social Sciences
		Human Services	Behavioral & Social Sciences
		Kinesiology & Athletics	Kinesiology & Athletics
		Nursing & Allied Health	Health & Education
		Nutrition & Foods	Health & Education
		Paramedic & EMT	Health & Education
		Recreation	Kinesiology & Athletics
		Respiratory Care	Health & Education
	Speech-Language Pathology	Health & Education	
	Public Service	Administration of Justice	SRPSTC
		Fire Technology	SRPSTC
		Funeral Service Education	Health & Education
		Healthcare Interpreting	Health & Education
		Homeland Security	SRPSTC
Public Safety		SRPSTC	
Language & People	People, Culture & Society	Anthropology	Behavioral & Social Sciences
		Art History	Fine & Applied Arts
		Early Childhood Education	Humanities
		Education/Teaching	English
		Ethnic Studies	Behavioral & Social Sciences
		History	Behavioral & Social Sciences
		Humanities	Humanities
		International Studies	Behavioral & Social Sciences
		Philosophy	Humanities
		Political Science	Behavioral & Social Sciences
		Psychology	Behavioral & Social Sciences
		Social Justice Studies	Behavioral & Social Sciences
		Social Science	Behavioral & Social Sciences
		Sociology	Behavioral & Social Sciences
	Language & Communication	ASL-English Interpreter Preparation	Humanities
		Communication	Humanities
		Deaf Culture & ASL	Humanities
		English	English
		English as a Second Language	Humanities
		Journalism	English
World Languages	Humanities		

# DETC - 02/21/23

## Proctorio

- The Proctorio tool needs to be re-installed to provide the same privileges to all faculty
  - Faculty that were previously using the tool with the recently disabled features can, in some scenarios, maintain the use of the features that increase inequities for some students.
  - This means that there is not equitable access to the tool among faculty across the district and students may have differing experiences depending on their instructor
  - The solution is to re-install the Proctorio tool with our current limited feature set. This will require faculty to re-select the Proctorio options for their quizzes.
  - EdTech is seeking a recommendation from the Academic Senate on when to perform this re-installation

## Highlights of ASCCC Equivalence to the Minimum Qualifications Paper adopted 2016: [https://asccc.org/sites/default/files/equivalency\\_paper.pdf](https://asccc.org/sites/default/files/equivalency_paper.pdf)

The goal of any equivalency policy should be to ensure the transparent and fair determination of equivalency for applicants that possess qualifications at least equal to the minimum qualifications. The process should be documented and justifiable so that a determination of equivalency is understandable, clear, and supported upon review.

Determination of equivalency is a faculty responsibility through the academic senate.

Many local academic senates use an equivalency committee to ensure that the equivalency process is consistently and fairly applied for all requests for review from all disciplines. Effective practice includes making the equivalency committee a standing or sub-committees of the academic senate. Equivalency committees typically consist of three to five members, each member selected for a term of at least one year, with faculty members appointed by the academic senate. Often, as the committee meets to evaluate each request for equivalency from across the disciplines, a representative from the discipline in question is invited to participate. This ensures at least one discipline expert for each consideration of the committee.

The benefits to having a breadth of discipline representatives on the equivalency committee include the following:

- The breadth or general education requirements equivalent to an earned degree may be more readily addressed when faculty from other disciplines are involved.
- Committee decisions are more easily communicated because the logic and credibility of a specific decision is more easily understood by any external agency or future senate leader when more faculty voices are involved.
- • Decision-making is more consistent when committee representatives are constant rather than dependent on the discipline, and their decisions are made without bias.

### Recommendations

1. Equivalency determinations should be made by an equivalency committee that is a subcommittee or standing committee of the academic senate.
2. The equivalency committee should include representatives appointed by the academic senate to ensure that the process is consistent and fair.
3. Equivalency should be determined with input from discipline faculty.
4. Equivalency processes for part-time faculty and “emergency hires” should be no different from equivalency for full-time faculty.
5. Local senates must ensure that their district and college policies and processes do not allow for single-course equivalencies.
6. Academic senates should assure consistency of the equivalency process.

7. Equivalency decisions should be based on direct evidence of claims (e.g., transcripts, publications, and work products).
8. The determination of equivalency should be documented and justifiable to an external review.
9. Claims of equivalence must include how both general education, specialization and experience are met.
10. Human resources offices should not screen for equivalency but should maintain records of the outcomes and documentation of equivalency requests.
11. Local senates must never allow equivalency to be delegated to administration or classified staff or to allow determinations to degenerate into becoming a gathering of signatures without discussion.
12. Equivalency policies should be reviewed regularly.
13. Criteria for the acceptance of eminence as a means to establish equivalency must be clearly defined in hiring policy.
14. Once the local equivalency process has reached a recommendation regarding an individual applicant, Education Code §87359(a) requires that the governing board take action on the equivalency before hiring occurs

## 1.0 Senate-Led District Committees

### 1.1 Senate-led Los Rios Community College District Committees

1.1.1 Senate-led Los Rios Community College District Committees (i.e., the District Curriculum Coordinating Committee and District Equity and Student Success Committee) are under the direction of the District Academic Senate and report back to the District Academic Senate on a regular basis. Proposals on regulations, policies and procedures from the following committees will come first to the District Academic Senate for review. The District Academic Senate will send its recommendations to the Los Rios Community College District Board of Trustees and/or its representative and all other recommendations to the Chancellor or designee.

### 1.2 District Curriculum Coordinating Committee (DCCC)

1.2.1 Purpose: To provide recommendations to the Board of Trustees and/or its representative on District-wide curriculum matters.

#### 1.2.2 Areas of Responsibility:

1.2.2.1 Review College proposals for new and deleted courses/programs prior to their recommendation to the Board of Trustees or its representatives;

1.2.2.2 Coordinate the review of District-wide graduation competencies prior to making recommendations to the Board of Trustees and its representative;

1.2.2.3 Review District-wide general education requirements for associate and associate for transfer degrees;

1.2.2.4 Work toward consensus on those curriculum issues having implications for two (2) or more Colleges;

1.2.2.5 Develop and review District grading procedures;

1.2.2.6 Place courses into disciplines; and

1.2.2.7 Perform other duties related to curriculum.

1.2.3 Committee Composition: The District Curriculum Coordinating Committee will consist of the following:

1.2.3.1 Three (3) faculty members from each College recommended for appointment by the College Academic Senate President and appointed by the District Academic Senate President;



- 1.2.3.2 One (1) District Academic Senate representative appointed by the District Academic Senate President;
  - 1.2.3.3 The Vice President of Instruction or designee from each College;
  - 1.2.3.4 The Vice Chancellor of Education and Technology, who serves as Administrative Liaison Officer;
  - 1.2.3.5 One (1) student representative from each College, nominated by the Student Advisory Committee;
  - 1.2.3.6 One (1) Articulation Officer appointed by the District Academic Senate President; and
  - 1.2.3.7 The Chair, a non-voting faculty member determined by the rotation noted in 1.2.4.
- 1.2.4 The Chair shall serve for two academic years from June 1 through May 31 by College on a rotating basis in alphabetic order based on the College name.
- 1.2.4.1 When the Chair is selected from the existing membership of the DCCC, that position will be backfilled by appointment of a new member by the College Academic Senate President.
  - 1.2.4.2 The Chair will serve as an ex officio member of the District Academic Senate.
- 1.2.5 The Chair-Elect of the Committee will be a faculty member recommended by the Curriculum Committee and the local Academic Senate President of the College next in line to chair the DCCC, and appointed by the District Academic Senate President.
- 1.2.5.1 The Chair-elect will be appointed by September of the second year of the Chair's term.
  - 1.2.5.2 The Chair-elect shall be trained by the Chair during the second year of the Chair's term.
- 1.2.6 All members of the Committee are voting members except the Chair and the Chair-elect, unless the Chair-elect is a current voting member.
- 1.2.7 DCCC agendas and minutes shall be routinely forwarded to the District Academic Senate President.
- 1.2.8 Competency Committees:

1.2.8.1 The District Curriculum Coordinating Committee shall call for a review of Reading, Writing and Mathematics competencies once per semester or on an interim basis as needed.

1.2.8.2 The DCCC shall designate a faculty chair to preside over a committee for each area of Mathematics, Writing and Reading competency. The initial selection of the chair shall be by random selection and shall rotate every two years to the next College in alphabetical order. The DCCC shall keep the official record of each of the faculty chairs. The composition of each of the committees is the following:

1.1.8.2.1 One (1) dean or an appropriate administrator from each College (subject area);

1.1.8.2.2 One (1) subject matter faculty member from each College, selected by the Academic Senate President;

1.1.8.2.3 One (1) related subject matter faculty member from each College, selected by the Academic Senate President;

1.1.8.2.4 One (1) counselor from the College of the chair, selected by the College Academic Senate President;

1.1.8.2.5 One (1) faculty member from each College representing assessment interests; these members are non-voting;

1.1.8.2.6 The faculty chair shall be appointed by the District Academic Senate President to preside over the committee; and

1.1.8.2.7 The competency standards are set forth in Administrative Regulation (R-7241).

1.2.8.3 Reports from the Competency Committees will be made at the District Curriculum Coordinating Committee. The DCCC will rely primarily upon those recommendations. The DCCC will make a recommendation to the Board of Trustees and/or its representative. The course outline of record will contain the new competency designation and shall be forwarded to the Board of Trustees for approval. In lieu of submitting the course outline of record, the DCCC chair may make a separate report of all competency changes and submit that to the Board of Trustees for approval.

1.2.9 Subcommittees: The committee shall form the appropriate sub-committees necessary to carry out the tasks associated with its responsibilities.

### 1.3 District Equity and Student Success Committee (DESSC)

- 1.3.1 Purpose: To provide recommendations to the District Academic Senate and advise the Board of Trustees or its representatives on matters related to District-wide issues of equity in our education system, including initiative and legislation, and those of student support services and technologies designed to onboard students and move them through to completion.
- 1.3.2 Areas of Responsibility:
- 1.3.2.1 Recommend policy related to issues of equity in our educational system, including initiative and legislation, and to student support services and technologies related to onboarding students to a college and moving them through the college to successful goal completion as defined in Title 5 regulations;
- 1.3.2.2 Examine those areas relating to issues of equity in our educational system, including initiative and legislation, and those of support services and technologies related to onboarding student to a college and moving them through the college to successful goal completion which impact two (2) or more Colleges and support the effort to work toward consensus;
- 1.3.2.3 Convene and adopt existing workgroups which pertain to issues of equity in our educational system, including initiative and legislation and to student support services and technologies related to onboarding student to a college and moving them through the college to successful goal completion; and
- 1.3.2.4 Develop recommendations related to issues of equity in our educational system, including initiative and legislation, and to student support services and technologies related to onboarding students to a college and moving them through the college to successful goal completion that are assigned to the committee by the District Academic Senate or by the Board of Trustees or its representatives.
- 1.3.3 Committee Composition:
- 1.3.3.1 All appointments are for two-year terms; all members are voting members, except the Chair who will vote only in the event of a tie.
- 1.3.3.2 Membership
- a) The DESSC chair is a faculty member appointed by the District Academic Senate President to serve a two-year term following the academic calendar. The DESSC Chair must have served as al College Committee Chair. The Chair shall serve

for two academic years from June 1 through May 31 in a rotating basis by College as follows: SCC, FLC, CRC, and ARC. The faculty chair is the representative of the District Academic Senate.

- b) One (1) faculty member from each college and (1) classified member from each college who are involved in equity efforts (examples: equity coordinator disproportionate impact workgroup, student equity committee chair), and/or core matriculation services, and/or serving on a workgroup designed to facilitate academic goal completion, appointed by the appropriate district governance group's president.
  - c) One (1) counseling faculty member from each College Appointed by the District Academic Senate President.
  - d) The Associate Vice Chancellor of Education Services, or designee, who serves as the Administrative Liaison Officer.
  - e) One (1) student representative from each College, appointed by the Associated Student Government. Up to two (2) additional students from each College to serve as designees of the appointed student representative.
  - f) Two (2) Vice Presidents of Student Services, or designees, to serve on a two-year term on a rotational basis: as follows: CRC & ARC; SCC & FLC.
- 1.3.4 Subcommittees: The DESSC shall form the appropriate subcommittees it deems necessary to carry out the tasks associated with its responsibilities included in 1.3.2.
- 1.3.5 Through its representatives on these committees, the District Academic Senate may request assistance from the committee in carrying out the District Academic Senate's task of making broad policy recommendations on academic and professional matters, as outlined in Title 5, Section 53200 (c) (1)-(11).
- 1.3.6 Meetings: The committee shall meet at least once per month during the fall and spring semesters and may call additional meetings as necessary.
- 1.3.7 Voting: Members of the DESSC shall act as representatives of their local College areas or divisions. Members shall share vital information with all affected parties in a timely way pursuant to Board Policy 3412, Section 5.0. Feedback may be gathered electronically in order to expedite the process. Members shall vote based upon their College areas' interests. Abstentions must be formally stated. Lack of response shall not be considered an abstention. The majority of yes or no votes shall constitute a decision.

## 2.0 Non-Senate Led District Committees

2.1 Non-Senate Los Rios Community College District Committees are under the direction of the Chancellor.

2.1.1 Academic Calendar Committee (See R-7123).

2.1.2 District Budget Committee (See R-8122).

2.1.3 Educational Technology Committee.

2.1.1.1 Purpose: To discuss and make recommendations on District-wide issues and initiatives related to educational technology, broadly defined as classroom, laboratory or faculty computing; classroom multi-media, and distance education.

2.1.1.2 Areas of Responsibility: To explore and provide input to the appropriate District committees and constituent leaders on the following subjects:

- a) Classroom/lab and distance education software, equipment, and infrastructure planning, selection, and implementation;
- b) Accreditation distance education policy implementation requirements;
- c) Student support for using educational technology;
- d) Educational technology tools and strategies;
- e) Non-classroom faculty technology tools (e.g. online grading);
- f) Classroom and student related data security, FERPA compliance;
- g) Institutional research regarding educational technology;
- h) Faculty training related to areas of responsibility for this committee;
- i) Input to District IT's Technology Plan; and
- j) Input to District Board Policies and Regulations which address educational technology issues.

2.1.4 Committee Composition:

- 2.1.1.2.1 The Vice Chancellor of Education and Technology is appointed by the Chancellor and serves as committee co-chair;

- 2.1.1.2.2 One (1) District Academic Senate representative appointed by the District Academic Senate President and serves as committee co-chair;
  - 2.1.1.2.3 Twelve (12) at-large faculty members, three (3) from each College, appointed by the District Academic Senate President;
  - 2.1.1.2.4 Four (4) instructional development/distance education coordinators, one (1) from each College appointed by the District Academic Senate President;
  - 2.1.1.2.5 Four (4) College administrators, one (1) from each College, appointed by the College President;
  - 2.1.1.2.6 One (1) Librarian, appointed by the Colleges in two-year rotation cycle (ARC, CRC, FLC, SCC); and
  - 2.1.1.2.7 Two (2) District IT representatives, appointed by the Vice Chancellor of Education and Technology.
  - 2.1.1.2.8 One (1) representative appointed by the Los Rios College Federation of Teachers.
- 2.1.1.3 Procedures for Reporting to the Representative Constituency Groups: Committee members are responsible for providing regular committee updates to their constituency groups and to soliciting input for use by the Educational Technology Committee as requested by the committee co-chairs. The co-chairs will post electronic committee notes or minutes on a regular basis.
- 2.1.5 International Education Committee
- 2.1.1.4 Purpose: To discuss and make recommendation on District-wide issues and initiatives related to international education, broadly defined as international students attending Los Rios Colleges, student Study Abroad programs, faculty study abroad and exchange opportunities, and strategies to enhance global studies programs and activities.
  - 2.1.1.5 Areas of Responsibility: To explore, discuss best practices, and provide input to the appropriate District Committees and constituent leaders on the following subjects:
    - a) Best practices on developing programs and services for international students enrolled in Los Rios Colleges, including how to better integrate them into the Colleges;
    - b) Input to Los Rios student Study Abroad programs;

- c) Input to faculty study abroad and exchange opportunities;
- d) Best practices to integrate global awareness throughout the curriculum and in College activities;
- e) Best practices to enhance student internships with local companies and agencies working with international partners or projects;
- f) Faculty and staff training related to the areas of responsibility for this committee; and
- g) Input to District Board Policies and Regulations which address international education issues.

#### 2.1.1.6 Committee Composition:

- 2.1.1.6.1 The Vice Chancellor of Education and Technology is appointed by the Chancellor and serves as committee co-chair;
- 2.1.1.6.2 One (1) District Academic Senate representative appointed by the District Academic Senate President to serve as committee co-chair;
- 2.1.1.6.3 Eight (8) faculty members, two (2) from each College recommended by the College Academic Senate President for appointment by the District Academic Senate President;
- 2.1.1.6.4 Two (2) classified staff members recommended for appointment by his or her College's Classified Senate President;
- 2.1.1.6.5 Four (4) College administrators, one (1) from each College, appointed by the College President; and
- 2.1.1.6.6 One (1) College administrator, who serves as the District-wide Study Abroad Coordinator.

#### 2.1.1.7 Procedures for Reporting to the Representative Constituency

Groups: Committee members are responsible for providing regular committee updates to their constituency groups and soliciting input for use by the International Educational Committee as requested by the committee co-chairs. The co-chairs will post electronic committee notes or minutes on a regular basis.

- 2.2 All non-senate led District-wide committees are advisory to the Chancellor and will not address matters within the scope of collective bargaining unless otherwise agreed to under the collective bargaining contract.
- 2.2.1 Each District-wide committee will be periodically reviewed by the Chancellor's Cabinet. The Cabinet may make recommendations to the Chancellor concerning composition, continuance and charge of the committee. If the recommendation of the Chancellor's Cabinet is not accepted by the Chancellor then the Chancellor will forward a written reply which states the reasons for not accepting the committee's recommendation.
- 2.2.2 Proposals to establish new, District-wide committees will be developed by the constituencies of the Chancellor's Cabinet. These proposals will include but not be limited to the following elements:
- a) Purpose;
  - b) Area(s) of responsibility;
  - c) Committee membership;
  - d) Appointment process for members; and
  - e) Procedures for reporting to the representative constituency groups.
- 2.2.2.1 The Chancellor's Cabinet will review each proposal and make a recommendation to the Chancellor.
- 2.2.2.2 The Chancellor will decide whether to authorize and implement the recommendation of the Cabinet.
- 2.2.2.3 If the recommendation of the Cabinet is not accepted by the Chancellor, then the Chancellor will forward a written reply which states the reasons for not accepting the committee's recommendation.
- 2.2.3 Each District-wide committee will have an administrator co-chair appointed by the Chancellor and faculty co-chair appointed by the District Academic Senate President unless otherwise specified.
- 2.2.4 District Committees may establish subcommittees and/or task forces within their charge. The Chancellor's Cabinet must be informed of the development of any subcommittees and/or task forces. Any proposed change of committee charge or a substantive alteration must be approved by the Chancellor's Cabinet.



- 2.2.5 The Chancellor's Cabinet may form temporary task forces or subcommittees to address educational issues that are not otherwise addressed by existing District Committees.
- 2.3 The appointment of faculty members to serve on District committees, task forces, or other groups shall be made by the College or District Academic Senates or, when appropriate, by the collective bargaining representative.
- 2.4 A District list describing the District Committees and their subcommittees and/or task forces will be updated and published annually by the Chancellor or designee.
- 2.4.1 The list will be widely distributed and all members of the Chancellor's Cabinet will receive copies.

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LRCCD

Adm. Regulation Adopted: 5/6/92  
Adm. Regulation Revised: 4/28/97, 6/16/98; 11/6/00; 5/10/04; 11/17/08; 4/29/13; 2/24/20  
Adm. Regulation Reviewed: 4/29/13; 2/24/20  
Board Policy: [P-3412](#)