# CHANCELLOR'S CABINET MEETING

## *Agenda*

Monday, September 26, 2022

3:00 p.m.

Zoom: https://lrccd.zoom.us/j/83082798872

Meeting ID: 830 8279 8872

(646) 931-3860

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| 1. Call to Order | Jamey Nye |
| 2. Finalize Agenda & Minutes of Meetings*<br>   a. August 29, 2022 | Jamey Nye |
| 3. LRCCD Strategic Plan<br>   a. Indicators of Achievement* | Jamey Nye |
| 4. Adjournment | Jamey Nye |

*Attachment*

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**CHANCELLOR'S CABINET MEETING**
**Minutes**
**Monday, August 29, 2022**
**3:00pm**

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1. **CALL TO ORDER**
Chancellor King called the meeting to order in the District Office Board Room at 3:00pm. Members new to Chancellor's Cabinet this semester introduced themselves, and everyone shared a recent act of kindness they recently experienced.

2. **FINALIZE AGENDA & MINUTES OF MEETINGS**
The August 29, 2022 meeting agenda and the April 25, 2022 minutes were approved.

3. **CHANCELLOR'S CABINET OVERVIEW/ORIENTATION**
Chancellor King provided a brief orientation of the purpose of Cabinet, which is to function as the district's participatory governance group and make recommendations to the Chancellor, and ultimately the Board. The Participatory Governance policy and regulation (P/R-3411) were included in the agenda materials and provide a more detailed overview of the areas of responsibility.

4. **REAFFIRMATION PROCESS FOR LRCCD STRATEGIC PLAN**
Deputy Chancellor Nye, President Bush and District Academic Senate President Alisa Shubb provided context for the strategic planning process and how it evolved to the current approach of reaffirming the plan annually. A Strategic Planning timeline and process document is being drafted and will be shared with Cabinet by the end of the week along with the draft indicators of achievement. These documents will be discussed that the September 26 Cabinet meeting after feedback is received.

5. **ENROLLMENT MANAGEMENT**
Chancellor King addressed the district's priority to restore enrollment while recognizing there is no easy fix. Not all four of the colleges have a document that summarizes their strategic enrollment plans (SCC does), but there was discussion of a possible half-day retreat for stakeholders to collaborate on strategies and can be combined into one districtwide document (in alignment with the district's goals). This would be separate from the strategic plan.

6. **ADJOURNMENT**
Deputy Chancellor Nye adjourned the meeting at 4:23pm.

# REAFFIRMATION OF THE LOS RIOS COMMUNITY COLLEGE DISTRICT STRATEGIC PLAN

American River College, Cosumnes River College, Folsom Lake College, Sacramento City College
Fall 2022

**DRC Strategic Plan Work Group**:
Betty Glyer-Culver: LRCCD Director of Institutional Research
Jennifer Laflam: ARC Interim Dean of Institutional Effectiveness & Innovation
Monica Pactol: FLC Vice President of Instruction
Gayle Pitman: SCC Dean, Planning, Research, and Institutional Effectiveness
Sabrina Sencil: CRC Dean, Institutional Effectiveness

**Objective**: The District Research Council (DRC) has been asked to review and make recommendations for aligned Indicators of Achievement that reflect the Strategic Plan goals of the Los Rios Community College District and the Los Rios Colleges.

**Research Focus and Scope:**
- **Strategic Goals**: will reflect the goals of the district and colleges. These will be developed collaboratively by all of the colleges and the district.
- **Indicators of Achievement**: establish targets that measure the success in meeting the strategic goals of the district and colleges. These will be developed with the support of the District Research Council Strategic Planning Workgroup.
- **Strategies**: specific actions designed to help each college and the district meet their targets and achieve their goals. These will be developed locally, and may reflect unique approaches at each college.

**Suggested Approach**:
The DRC work group suggests a refreshed approach to the development of the Indicators of Achievement with a focus on **early momentum metrics as the priority indicators**, which will have positive impact on longer term outcomes. In addition to early momentum metrics that have been recommended as the Strategic Plan Priority Indicators, the DRC Strategic Plan Workgroup has identified a series of Supporting Indicators that align with AAJC, Vision for Success and Roadmap Momentum Metrics, Student Center Funding Formula (SCFF), and CTE reporting metrics.

A **leading indicator** is a short-term measure (such as retention and success) that helps gauge how the institution is progressing towards its goals. Leading indicators act as predictors for **longer term outcomes**, which reflect long-term outcomes (such as degree and certificate completion, transfer, median wage gains or job placement).

The DRC Strategic Planning Workgroup recommends reporting on early momentum metrics annually, and longer-term outcomes after a five-year period.

# Priority Indicators of Achievement:
## Recommendations from the District Research Council Strategic Planning Workgroup

**Goal 1. Establish effective pathways that optimize student access and success.**
**Suggest wording change:**
**Goal 1. Optimize student access, progress, momentum, and success.**

**Goal 1 Indicators of Achievement Recommendations:**
**Access**:
- Early Momentum Metric (Priority Indicator):
  - Restore and grow enrollment for student populations that are most disproportionately impacted
- Longer Term Outcome:
  - Ensure that by 2027, the district's student population mirrors the demographics of our service area (representational equity goal).

**Supporting Indicators:**
  - Increase first time student enrollment from x to y (include annual as well as 5-year target) (SEM)
  - Increase full-time student enrollment from x to y (include annual as well as 5-year target) (SEM)
  - Increase dual enrollment students from x to y (SEM, Roadmap)
  - Increase adult learner (25+) student enrollment from x to y (include annual as well as 5-year target) (SEM)

**Progress, Momentum, and Success:**
- Early Momentum Metric (Priority Indicator):
  - Reduce equity gaps in persistence by x% annually, and by y% by 2027
- Longer Term Outcome:
  - Attain the Vision for Success/Roadmap Goal for Completion (Degrees and Certificates)

**Supporting Indicators:**
  - Increase overall course success by x% (to be calculated based on equity gap reduction) (Vision for Success/Roadmap)
  - Increase completion of math and English in the 1$^{st}$ year from x% to y%. (Vision for Success/Roadmap, SCFF)
  - Increase % of students who successfully complete at least 15 units in their first academic year from x% to y%. (Vision for Success/Roadmap)
  - Increase the percent of K-12 students who complete 12 or more community college units (Roadmap)
  - Increase course retention by X% (Vision for Success/Roadmap)
  - Increase persistence by x% (Vision for Success/Roadmap)

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

**Goal 2 Indicators of Achievement Recommendations:**
- Early Momentum Metric (Priority Indicator):
  - Reduce equity gaps in course success by x% annually, and by y% by 2027
- Longer Term Outcome:
  - Reduce equity gaps in degree and certificate completion by x% annually, and by y% by 2027

**Supporting Indicators:**
  - Increase the percentage of students who complete the FAFSA which determines Pell eligibility by x annually (Vision for Success/Roadmap, SCFF)
  - Reduce equity gaps in course retention by x% annually, and by y% by 2027 (Vision for Success/Roadmap, SEA)
  - Reduce equity gaps in term-to-term persistence by x% annually, and by y% by 2027 (Vision for Success/Roadmap, SEA)
  - Decrease unit accumulation by x% by 2027 for degree completers (Vision for Success/Roadmap)
  - Reduce equity gaps in CSU and UC transfers by x% by 2027 (Vision for Success/Roadmap, SEA)
  - Reduce equity gaps in degree and certificate completion by x% by 2027 (Vision for Success/Roadmap, SEA)
  - Ensure that the district's student population mirrors the demographics of our service area (Vision for Success/Roadmap)

**Goal 3: Provide exemplary teaching and learning opportunities.**

**Goal 3 Indicators of Achievement Recommendations:**
- Early Momentum Metric (Priority Indicator):
  - Increase overall course success by x% (to be calculated based on equity gap reduction)
- Longer Term Outcome:
  - Decrease unit accumulation by x% by 2027 for degree and certificate

**Goal 4: Lead the region in workforce development.**

**Suggest wording change:**
**Goal 4: Provide exemplary workforce and career technical education programs that reflect the needs of the region we serve.**

**Goal 4 Indicators of Achievement Recommendations:**
- Early Momentum Metric (Priority Indicator):
    - Restore and grow enrollment for student populations in career technical education programs that are aligned with the employment needs of our region.
- Longer Term Outcome:
    - Increase the number of Career Education graduates who are gainfully employed by X%

**Supporting Indicators:**
    - Increase the number of certificate completions in CTE programs by x% (Vision for Success/Roadmap)
    - Focus on establishing or expanding programs that address workforce needs in healthcare, climate action, education, and early education (Roadmap)
    - Increase the percentage of CE graduates earning median wages in their field by 15% (Vision for Success/Roadmap, SCFF)
    - Establish a baseline for credit for prior learning (CPL) offerings and increase these offerings annually. Increase systemwide access and enrollment into direct-assessment competency based education (CBE) programs by 15 percent. (Roadmap)

**Goal 5: Foster an outstanding working and learning environment.**

**Goal 5 Indicators of Achievement Recommendations:**
- Early Momentum Metric (Priority Indicator):
    - Ensure that the demographics of all employee groups (administration, faculty, and classified professionals) reflect the demographics of the students served by our district. (District EEO Plan)
- Longer Term Outcome:
    - Increase participation in equity minded and culturally responsive PD and affinity group opportunities for employees, focused on race, gender, LGBTQ+ status, disability, and other historically marginalized identities.

**Supporting Indicators:**
    - High level of Student Satisfaction in response to the Campus Climate Survey
    - Establish baseline data on employee retention.