

CHANCELLOR'S CABINET MEETING

Agenda

Monday, September 22, 2025

3:00 – 4:00pm

Board Room

1. Call to Order	Jamey Nye
2. Finalize Agenda & Minutes of Meetings* a. April 28, 2025	Jamey Nye
3. Chancellor's Cabinet Purpose and Areas of Responsibility	Jamey Nye
4. Proposed Board Policy and Administrative Regulation Revisions* <ul style="list-style-type: none">• Regulation 3412• Regulation 7241	Peter Khang
5. Los Rios Strategic Planning Update*	Jamey Nye
6. Adjournment	Jamey Nye

**Attachment*

CHANCELLOR'S CABINET MEETING

Minutes

Monday, April 28, 2025

Board Room

3:00pm

CALL TO ORDER

Chancellor King called the meeting to order at 3:00pm.

FINALIZE AGENDA & MINUTES OF MEETING

The agenda for March 28, 2025, and the minutes of the previous meeting were reviewed and approved.

PROPOSED BOARD POLICY AND ADMINISTRATIVE REGULATION REVISIONS

Interim Chief Counsel Peter Khang presented an overview of proposed revisions to the following:

- R-7151 International Education (Study Abroad)
- R-7421 Work Experience
- P-9135 Temporary Assignment
- R-9211 Salary Schedule Development

EXECUTIVE ORDER ON ACCREDITATION

Chancellor King provided an update on the Executive Order regarding accreditation. A letter from the Accrediting Commission for Community and Junior Colleges (ACCJC) was distributed to Cabinet via email. Deputy Chancellor Nye noted that the next accreditation visit is scheduled for 2029.

WOODLAND LEGISLATION (SB 226) UPDATE

Mario Rodriguez provided an update on SB 226. Talking points were distributed with the agenda for Cabinet members to share with their constituencies as appropriate.

- Brian Knirk proposed edits to the talking points, including revisions to the title.
- Jason Newman reported that the California Federation of Teachers (CFT) is opposed to the bill.
- The Community College League of California (CCLC) is also opposed.

ADDITIONAL ANNOUNCEMENTS

Paula Allison announced details for the upcoming Big Day of Giving, also included in the employee newsletters.

ADJOURNMENT

Chancellor King adjourned the meeting at 3:28 pm.

1.0 Chancellor's Cabinet

- 1.1 Purpose: Pursuant to provisions in the collective bargaining agreement with LRCFT, the Chancellor's Cabinet will function as the Los Rios Community College District participatory governance group and may take up issues of District-level significance which are not reserved by law, contract or agreement for negotiation, or which may be the responsibility of other groups. The composition of the Chancellor's Cabinet is defined in the collective bargaining agreement and consists of faculty, classified staff, students, and administrators, including the Chancellor.
- 1.2 In order to facilitate discussions, the Chancellor's Cabinet shall operate to assure that all affected and appropriate constituencies have input and involvement in the resolution of these issues.
 - 1.2.1 All members of the Chancellor's Cabinet shall represent the interests of their constituencies. These interests could be those of either the constituency or the particular College. Members will assume the responsibility for considering the District-wide and College-specific implications of issues.
 - 1.2.2 The Chancellor's Cabinet may form task groups. Such task groups shall report to the Chancellor's Cabinet.
- 1.3 Areas of responsibility:
 - 1.3.1 Review and provide recommendations to the Chancellor on proposed changes to District Policies and Administrative Regulations.
 - 1.3.2 Serve as the steering committee for District strategic planning processes.
 - 1.3.3 Review and provide recommendations to the Chancellor on District-related accreditation processes and documents.
 - 1.3.4 Discuss issues of District-level significance and interest to members.
- 1.4 Chancellor's Cabinet composition: The Chancellor's Cabinet consist of the following:
 - 1.4.1 Chair: District Chancellor.
 - 1.4.2 Faculty: Ten (10) faculty members consisting of the District Academic Senate President, one (1) Academic Senate President from each College, the LRCFT union President, and one (1) LRCFT College President from each College.
 - 1.4.3 Administration: Five (5) administrative representatives consisting of the College Presidents and one (1) at-large administrator selected by LRMA.
 - 1.4.4 Classified: Seven (7) classified staff representatives consisting of the respective presidents of Los Rios Classified Employees Association (LRCEA), the Los Rios Supervisors Association (LRSA), and the Los

Rios Chapter of the Service Employees International Union (SEIU), the Classified Senates for each College.

1.4.5 Student: Four (4) student representatives consisting of one (1) selected by each College's student body association.

1.5 The appropriate appointer shall determine the length of term of his/her appointees. All appointments for the succeeding year shall be identified no later than June 30.

2.0 Meetings

2.1 During the regular academic year, meetings shall be scheduled monthly on the fourth Monday of the month. Alternate and/or additional meetings will be held the second Monday of the month, if necessary.

2.2 In the event that the Chancellor is unable to attend, the Chancellor may designate a representative and a substitute Chair.

2.3 A quorum shall be defined as: members in attendance.

2.4 Chancellor's Cabinet meetings shall be informal, and recommendations shall be reached by consensus. If consensus cannot be reached, no recommendation shall be forwarded.

2.5 Any member of the Chancellor's Cabinet may propose agenda items. These items shall be presented to the Chair who will determine whether the item is within the stated purpose of the Chancellor's Cabinet. The Chancellor's Cabinet shall be informed of all proposed agenda items and their subsequent disposition by the Chancellor. Items not included on the agenda can be raised as information items during the meeting.

2.6 The Chancellor's Cabinet may act on any agenda item. Such actions include recommending approval or disapproval, referring the item to a task force for further study, or deferring discussion of the item.

3.0 Communication

3.1 The Chancellor's Cabinet operates on a representative basis. Therefore, Chancellor's Cabinet members are responsible for communicating with their constituencies.

3.2 Agendas and Minutes

3.2.1 The Chancellor's Cabinet members shall receive all agendas and supporting documents in the week prior to a scheduled meeting.

3.2.2 The Chancellor's Cabinet members shall receive draft minutes of previous meetings in the week prior to the next scheduled meeting.

4.0 Chancellor's Cabinet Committees

4.1 The District Accreditation Coordinating Committee (DACC) shall coordinate District-level accreditation activities including maintaining a District Function Map, facilitating collection of District-level evidence for College Self-Evaluation and other required accreditation processes, and coordinating presentations to the Los Rios Community College District Board of Trustees to request Board approval for submission of required accreditation documents to the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges.

4.1.1 DACC membership shall be appointed by the appropriate District and College constituency groups and will comprise the following:

4.1.1.1 The Vice Chancellor of Education and Technology serves as committee co-chair;

4.1.1.2 One (1) District Academic Senate representative appointed by the District Academic Senate President and serves as committee co-chair;

4.1.1.3 The College Accreditation Liaison Officers;

4.1.1.4 The College Accreditation Chairs.

4.1.2 Communication: DACC operates on a representative basis and the representatives are responsible for reporting to their constituencies. The Vice Chancellor of Education and Technology shall provide regular DACC updates to the Chancellor's Cabinet.

LRCCD

Adm. Regulation Adopted: 8/1/90
Adm. Regulation Revised: 5/10/04; 4/28/14; 7/8/15
Adm. Regulation Reviewed: 7/8/15
Board Policy: [P-3411](#)

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 Deputy Chancellor or designee, 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 in the spring semester 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 posted to the District Academic Senate webpage.

~~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 District Academic Senate shall keep the official record of each of the faculty chairs. The composition of each of the committees is the following:~~

~~1.2.8.2.1 One (1) dean or an appropriate administrator from each College (subject area);~~

~~1.2.8.2.2 One (1) subject matter faculty member from each College, selected by the Academic Senate President;~~

~~1.2.8.2.3 One (1) related subject matter faculty member from each College, selected by the Academic Senate President;~~

~~1.2.8.2.4 One (1) counselor from the College of the chair, selected by the College Academic Senate President;~~

~~1.2.8.2.5 The faculty chair shall be appointed by the District Academic Senate President to preside over the committee; and~~

~~1.2.8.2.6 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 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.~~

1.2.91.2.8 Subcommittees: The committee shall form the appropriate subcommittees 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.

2.1.3.1 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.

2.1.3.2 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:

- 2.1.4.1 The Deputy Chancellor or designee is appointed by the Chancellor and serves as committee co-chair;
- 2.1.4.2 One (1) District Academic Senate representative appointed by the District Academic Senate President and serves as committee co-chair;
- 2.1.4.3 Twelve (12) at-large faculty members, three (3) from each College, appointed by the District Academic Senate President;
- 2.1.4.4 Four (4) instructional development/distance education coordinators, one (1) from each College appointed by the District Academic Senate President;
- 2.1.4.5 Four (4) College administrators, one (1) from each College, appointed by the College President;
- 2.1.4.6 One (1) Librarian, appointed by the Colleges in two-year rotation cycle (ARC, CRC, FLC, SCC); and
- 2.1.4.7 Two (2) District IT representatives, appointed by the Deputy Chancellor.
- 2.1.4.8 One (1) representative appointed by the Los Rios College Federation of Teachers.

2.1.5 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.

2.1.6 International Education Committee

2.1.6.1 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.

2.1.6.2 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.

2.1.6.3 Committee Composition:

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

2.1.6.4 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.

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; 2/26/24

Adm. Regulation Reviewed: 4/29/13; 2/24/20; 2/26/24

Board Policy: [P-3412](#)

1.0 General Education Requirements:

1.1 Number of Units

1.1.1 When evaluating courses completed outside of the district the course must be 3 semester/4 quarter units for sections 2.3.3.1 (a), 2.3.3.1(b), 2.3.3.2, 2.3.3.3, 2.3.3.4, 2.3.3.5, 2.3.3.6, and 2.3.3.7 in P-7241.

1.2 General Education Requirements

1.2.1 Mathematical Concepts and Quantitative Reasoning

1.2.1.1 Programming languages referred to in Policy 7241, section 2.3.3.2 are inclusive of, but not limited to C/C++, Java, Data Science, and SQL.

1.3 Ethnic Studies

1.3.1 For courses to meet the Ethnic Studies general education requirement in Policy 7241, section 2.3.3.6, they must include a minimum of three of the five core competencies:

1.3.1.1 Critically examine and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno- centrism, eurocentrism, white supremacy, anti-blackness, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, exploitation colonialism, xenophobia, intersectionality, and anti-racism as studied in any one or more of the core four disciplines (Native American Studies, African American Studies, Asian American Studies, and Chicana/o/x/é or Latina/o/x/é Studies).

1.3.1.2 Apply theory and knowledge produced by the one or more of the core four disciplines (i.e., Native American Studies, Chicana/o/x/é or Latina/o/x/é Studies, African American Studies, Asian American Studies) that describes an understanding of epistemologies, critical events, histories, cultures, cultural identity, cultural philosophies, intellectual traditions, contributions, lived-experiences, generational trauma, and social struggles of those groups with a particular emphasis on systemic oppression, identity formation, agency and group-affirmation.

1.3.1.3 Critically analyze the intersection of race, racism, and white supremacy as they relate to class, gender, sexuality, sexual orientation, social status, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty,

language, and/or age, in Native American, African American, Asian American, Chicana/o/x/é or Latina/o/x/é Studies communities in the United States.

1.3.1.4 Critically examine, in historical and intersectional context, how struggle, resistance, and the quest for justice (racial, social, educational, political, economic, etc.), solidarity, and liberation, as experienced and enacted by Native American Studies, Chicana/o/x/é or Latina/o/x/é Studies, African American Studies, Asian American Studies as people of color in the United States, are relevant to current and structural issues. Such issues may be communal, national, international, and transnational politics for example, in immigration, reparations, settler colonialism, multiculturalism, language policies.

1.3.1.5 Describe and actively engage with anti-racist, abolitionist, anti-colonial, and anti-imperial thought, issues, practices, and movements in Native American Studies, Chicana/o/x/é or Latina/o/x/é Studies, African American Studies, Asian American Studies as people of color in the United States seeking to build a just and equitable society

2.0 General Education in Place of Local General Education Pattern

2.1 Students with catalog rights prior to 2025-2026 who have completed the requirements for any of the following lower-division general education patterns will have satisfied the general education requirements for the Associates in Arts or the Associates in Science degree, regardless of catalog rights: California General Education Transfer Curriculum (Cal-GETC), Intersegmental General Education Transfer Curriculum (IGETC), California State University General Education Breadth (CSU GE Breadth).

3.0 Courses Taken Outside of the District

1.1.13.1 Courses being applied to the California General Education Transfer Curriculum (Cal-GETC) pattern require the course be taken at an institution that has received accreditation from the Intersegmental Committee of Academic Senates (ICAS) approved accreditors (i.e. formerly regionally accredited institutions).

~~1.0 Mathematics Competency (Cal. Code Regs., Title 5, § 55063)~~

~~1.2 — Students may fulfill the Los Rios Community College District's mathematics competency graduation requirement for the Associate Degree by any one of the following:~~

~~1.2.1 — Successful completion of a normed and standardized mathematics test used District-wide for graduation competency.~~

~~1.2.1.1 The mathematics test selected in consultation with the mathematics faculty, and uniform within the District, will be the only test used. Competency test scores from outside the District will not be accepted.~~

~~1.2.1.2 The test can be taken no more than four times in any two year period and no more than twice in a semester or once during the summer session. Forms are alternated for those who fail.~~

~~1.2.1.3 The test will be based on topics from Intermediate Algebra.~~

~~1.2.2 — Completion of Intermediate Algebra, or another mathematics course at the same level, with the same rigor and with Elementary Algebra as a prerequisite (approved locally), or a course in mathematics taught in or on behalf of other departments and which requires entrance skills at a level equivalent to those necessary for Intermediate Algebra (as approved by the Los Rios Community College District Board of Trustees), with a grade of "C" or better. An official list of the courses satisfying this requirement shall be kept up to date by the Mathematics Competency Committee and the District Curriculum Coordinating Committee and maintained in the District's curriculum management system.~~

~~1.2.3 — Completion of an equivalent college math course taken at a regionally accredited college in the United States with a grade of "C" or better. Any course whose acceptability is in question shall be reviewed by the College mathematics department based on the competency standards set forth above in section 1.1.2.~~

~~1.2.4 — Proof of completion of a math course with grade "C" or better that meets math competency at any California community college.~~

~~1.2.5 — Completion of an appropriate substitute course.~~

~~1.2.5.1 A request for a course substitution will be initiated by a written request by the student to the Disabled Students Programs and Services (DSP&S) Coordinator/Counselor. The request shall include:~~

- ~~1. The outline of the course requested to serve as a valid substitute;~~
- ~~2. Documentation by a DSP&S Coordinator/Counselor that the disability affects the student's ability to process math;~~
- ~~3. Documentation that the required math course is peripheral to the student's course of study (if the student changes his/her major, any course substitution previously granted will be reevaluated); and~~
- ~~4. Documentation demonstrating the number of times the student has made earnest attempts to complete the required Los Rios mathematics course, using all recommended resources and appropriate accommodations.~~

~~1.2.5.2 A Course Substitutions Committee will meet up to three times each semester as needed, to review and act on requests. The Committee will be composed of:~~

- ~~1. Appropriate DSP&S Coordinator/Counselor (Committee Chair)~~
- ~~2. Appropriate Learning Disabilities Coordinator/Counselor~~
- ~~3. Math Department Dean~~
- ~~4. Department Spokesperson~~
- ~~5. Two additional math faculty~~
- ~~6. One additional faculty from the student's major~~

~~1.2.5.3 A course substitution shall not be granted unless the review demonstrates that:~~

- ~~1. A learning disability, documented by a DSP&S Coordinator/Counselor, affects the student's ability to process math; and~~
- ~~2. The required math course is peripheral to the student's course of study; and~~
- ~~3. The student has made an earnest attempt to complete the math course, using all recommended resources and appropriate accommodations.~~

~~1.2.5.4 The Committee Chair shall provide to the student a written summary of the review within five working days of the review.~~

~~1.2.5.5 A student may appeal denial of a course substitution by submitting a written request which includes new documentation or information, to the Section 504/ADA Compliance Officer no later than seven instructional days after issuance of the Committee's decision pursuant to the process outlined in Regulation R-2731, Section 2.4. The decision of the Compliance Officer shall be final.~~

~~2.0 Writing Competency (Cal. Code Regs., Title 5, § 55063)~~

~~2.1 Students may fulfill the District's writing competency requirement for the Associate Degree by either of the following:~~

~~2.1.1 Completion of an English class that transfers to a four-year college as Freshman Composition, or another English course at the same level and same rigor (approved locally), or a course in English taught in or on behalf of other departments and which requires entrance skills at a level equivalent to those necessary for Freshman Composition (as approved by the Board of Trustees), with a grade of "C" or better. An official list of the courses satisfying this requirement shall be kept up to date by the Writing Competency Committee and the District Curriculum Coordinating Committee and maintained in the District's curriculum management system.~~

~~2.1.2 Completion of an equivalent college writing course taken at a regionally accredited college in the United States with a grade of "C" or better. If the counselor is unable to make a determination, the College English department shall review the course based on the competency standard set forth above in section 2.1.1.~~

~~3.0 Reading Competency (Cal. Code Regs., Title 5 § 55063)~~

~~3.1 Students may fulfill the District's reading competency requirement for the Associate Degree by any one of the following:~~

~~3.1.1 Satisfactory completion of one of the following General Education Patterns:~~

~~3.1.1.1 The Intersegmental General Education Transfer Curriculum (IGETC); or~~

~~3.1.1.2 The California State University General Education Breadth Requirements; or~~

~~3.1.1.3 Any local general education pattern offered in the District.~~

~~3.1.2 Showing proof of an Associate Degree or higher completed at a regionally
accredited college accredited in the United States.~~

~~3.1.3 Showing proof that reading competency has been met at any California
community college.~~

~~4.0 Ethnic/Multicultural Studies (Cal. Code Reg., Title 5, § 55063)~~

~~4.1 Students may fulfill the District's Ethnic/Multicultural Studies course requirement
through completion of one 3-unit course. Significant and substantial elements of
the course must examine multicultural matters as specified by the criteria below.~~

~~4.1.1 The course examines significant aspects of culture, contributions, and
social experiences of under-represented ethnic/racial minority groups in
the United States such as: African American, Asian American, Chicano,
Latino, Hispanic American, and Native American; Non-western, Non-
Eurocentric cultures.~~

~~4.1.2 The course examines multiple groups, one of which may include European
Americans and is comparative in nature.~~

~~4.1.3 The course should include analysis of ethnicity, ethnocentrism, and/or
racism, and how they shape and explain ethnic experience.~~

LRCCD

Adm. Regulation Adopted: 6/30/83

Adm. Regulation Revised: 5/8/88; 2/18/92; 4/19/95; 2/22/99; 1/24/00; 12/11/00; 9/22/03;
11/17/08; 4/26/10; 2/24/14; 4/22/19

Adm. Regulation Reviewed: 2/24/14; 4/22/19

Board Policy: [P-7241](#)

Strategic Plan Overview

The 2016-2021 Strategic Plan was originally approved by the Los Rios Board of Trustees on May 11, 2016.

Los Rios updated its strategic planning process in 2021-2022 to include an annual reaffirmation of the vision, mission, and goals, as well as an annual reassessment of strategies to achieve stated goals and indicators of achievement. In the spring of 2022, the Chancellor's Cabinet reaffirmed the vision, mission, and goals outlined below. The Board of Trustees annually reviews progress towards indicators of achievement.

Vision Statement

Our vision is to transform the lives of students and enhance the vitality of our region.

Mission Statement

Our mission is to provide a vibrant learning environment that empowers all students to achieve their educational and career goals.

Our Values

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

Students Are Our Highest Priority

- **Student Access:** We are committed to providing educational opportunities that serve the needs of the greater Sacramento region's diverse population.
- **Student Success:** We support our students' efforts to achieve success in their educational and career goals and as contributing members of society.
- **Lifelong Learning:** We encourage a limitless spirit of openness and intellectual curiosity as enduring pursuits.
- **Student Support and Services:** We promote a safe and supportive environment that serves the individual learning needs of all students.

Employees

- **Safe and Secure Work Environment:** We embrace an accepting, inclusive and nurturing work environment that is free of threats and intimidation.
- **Professionalism:** We encourage, promote and support the continuous professional development of all employees, acknowledging their unique contributions to creating a collegial workplace that is diverse in composition and thought.
- **Well-Being:** We believe in a work-life balance and support the physical, mental and emotional well-being of our staff and faculty.

Community

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

Academic Excellence

- **Quality:** We strive to deliver the highest quality programs, services and activities.
- **Academic Rigor:** Los Rios' educational standards emphasize critical thinking and writing, analysis and excellence in educational experiences, stimulating faculty members to challenge themselves and their students in an atmosphere that inspires thoughtful teaching and learning.
- **Academic Integrity and Freedom:** Los Rios is committed to academic integrity and embracing forthright, honest and ethical behavior.

Equity

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

Diversity

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

Relationships

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

Participatory Governance

- **Encouraging the Contributions of All Our Members:** All members of the Los Rios community have the ability to contribute to our organizational success and are encouraged to do so.
- **Informed, Collaborative and Integrated Decision-Making:** We value informed decisions made by people with diverse perspectives who are close to the issues.

Sustainability

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

Innovation

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

Integrity

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

Our Goals

To fulfill our mission and uphold our values, we will:

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

Indicators of Achievement

Access:

- Early Momentum Metric:
 - Restore and increase enrollment for all student populations.
- Longer Term Outcome:
 - Ensure that by 2027, the district's student population mirrors the demographics of our service area.
- Supporting Indicators:
 - Increase enrollment overall and for first time students, full-time students, dual enrollment students, and adult learner (25+) students.

Progress, Momentum, and Success:

- Early Momentum Metric (Priority Indicator):
 - Reduce equity gaps in persistence.
- Longer Term Outcome:
 - Attain the Vision 2030/Roadmap Goal for Completion (Degrees and Certificates).
- Supporting Indicators:
 - Increase overall course success, completion of math and English in the 1st year, the percent of students who successfully complete at least 15 units in their first academic year, the percent of K-12 students who complete 12 or more community college units, course retention and persistence.

Strategies

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

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

Indicators of Achievement

- Early Momentum Metric:
 - Reduce equity gaps in course success.
- Longer Term Outcome:
 - Reduce equity gaps in degree and certificate completion.
- Supporting Indicators:
 - Increase the percentage of students who complete the FAFSA/CADAA application (as well as other financial aid award program eligibility).

- Reduce equity gaps in course retention.
- Reduce equity gaps in term-to-term persistence.
- Decrease unit accumulation.
- Reduce equity gaps in CSU and UC transfers.
- Reduce equity gaps in degree and certificate completion.
- Ensure that the district's student population mirrors the demographics of our service area.

Strategies

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

Goal 3: Provide exemplary teaching and learning opportunities.

Indicators of Achievement

- Early Momentum Metric:
 - Increase overall course success.
- Longer Term Outcome:
 - Reduce unit accumulation.

Strategies

1. Collaborate with faculty to develop a new faculty academy at each of the colleges.
2. Increase professional development opportunities related to teaching methods, equity, instructional technology, discipline-specific knowledge and student services.
3. Explore the personnel review and evaluation process to improve the effectiveness of mentoring, peer input and student evaluations.

4. Ensure that all classroom personnel, with a focus on new and adjunct faculty, have the necessary resources to engage in improvement of curriculum, teaching and learning.
5. Ensure each college has regular opportunities outside of FLEX to support the scholarship of teaching and learning.
6. Provide resources to enhance student learning outcomes, development and assessment.
7. Improve the assessment-for-placement process through diagnostic assessment, multiple measures and increased preparation prior to assessment.
8. Offer academic events, internships and other opportunities for teaching and learning outside the classroom.

Goal 4: Lead the region in workforce development.

Indicators of Achievement

- Early Momentum Metric:
 - 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.
- Supporting Indicators:
 - Increase the number of certificate completions in CTE programs.
 - Focus on establishing or expanding programs that address workforce needs in healthcare, climate action, education, and early education.
 - Increase the percentage of CTE graduates earning median wages in their field.
 - 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.

Strategies

1. Develop regional advisory committees by industry sector to inform the program development process.

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

Goal 5: Foster an outstanding working and learning environment.

Indicators of Achievement

- Early Momentum Metric:
 - Ensure that the demographics of all employee groups (administration, faculty, and classified professionals) reflect the demographics of the students served by our district.
- Longer Term Outcome:
 - Increase participation in equity minded and culturally responsive professional development and affinity group opportunities for employees, focused on race, gender, LGBTQ+ status, disability, and other historically marginalized identities.

Strategies

1. Increase staff and manager participation in professional development activities.
2. Encourage broader participation in safety, health and wellness programs and explore developing employee incentives for engaging in health and wellness programs.
3. Support leadership and career pathways for interested employees by utilizing professional development inventories and assessment tools and identifying cross-training and mentorship opportunities.
4. Coordinate and communicate college sustainability efforts to further implement best practices across the District.
5. Complete and implement a District Technology Plan.

6. Streamline business processes, including appropriate use of technology to improve workforce efficiency and better serve students.
7. Foster positive and respectful relationships across all constituencies.
8. Maintain competitive salary and benefits packages for the District workforce.

Resources

- [Strategic Plan 2016-2021](#)
- [Strategic Plan 2011](#)
- [Strategic Plan 2006](#)
- [Strategic Plan 2006 Report Card](#)
- [Strategic Plan 2002 Report Card](#)

Los Rios Strategic Planning Update

September 2025



LOS RIOS
COMMUNITY
COLLEGE DISTRICT

Strategic Planning Overview

Where
We've Been

Where We
Are

Where
We're Going



LOS RIOS
COMMUNITY
COLLEGE DISTRICT

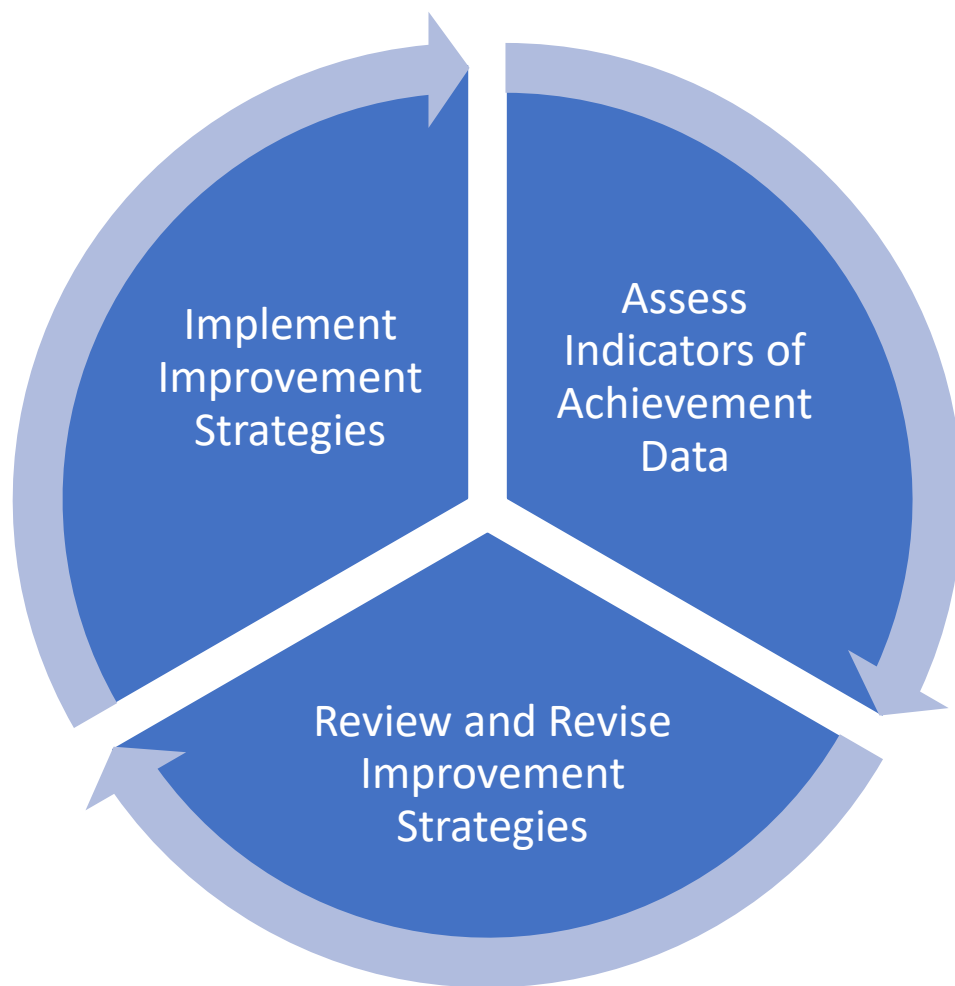
Strategic Planning Timeline

- 2016-2021 Strategic Plan
- May 2022 Strategic Plan goals reaffirmed
- 2022-23:
 - Indicators of Achievement finalized
 - Colleges reviewed and updated strategies
 - Colleges and district built infrastructure to track progress

Strategic Planning Timeline

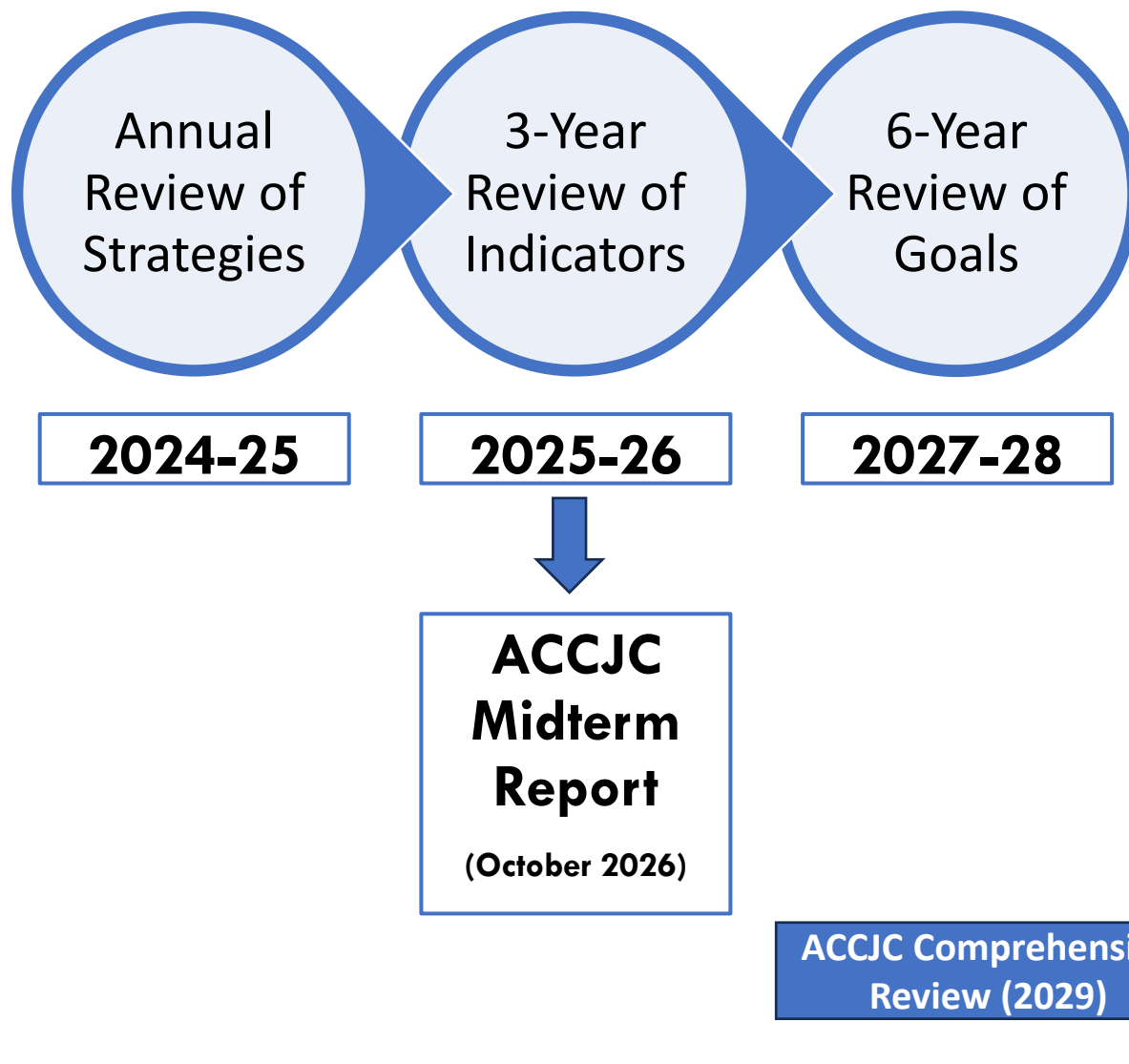
- 2023-24:
 - Colleges updated college strategic plans
 - Colleges and district collected and reviewed data
 - Colleges and district reviewed and updated strategies
- 2024-25
 - Colleges completed annual review of strategies
 - Colleges and district produced six (6) reports to the Board
 - District published eight (8) public dashboards

Annual Cycle of Inquiry and Improvement



Where We
Are

Strategic Plan Cycles of Review



2025-2026 Cycle of Review

Where
We're
Going

Review Indicators of Achievement

- Leads: District Research Council (college research teams)
 - College leads will engage local review processes
- Review current data and targets
- Align with ACCJC metrics
- Reaffirm or revise, as appropriate
- Proposed revisions will come back to this body

Fall 2025

- Review indicators data
- Consider & test revisions to any indicators

Spring 2026

- Review & receive feedback on any proposed revisions
- Revise & re-test accordingly, as needed
- Finalize revised indicators (or reaffirm current indicators)



LOS RIOS
COMMUNITY
COLLEGE DISTRICT

Discussion

- Questions and feedback on the timeline or process?

