Los Rios Community College District
District Academic Senate
2017-2018

DAS President…Gary Aguilar
ARC President…Alisha Shubb
CRC President…Greg Beyrer
FLC President…Paula Haug
SCC President…Gayle Pitman

District Office
Main Conference Room
Tuesday, May 7, 2019
3:00 pm – 5:00 pm

Approved Minutes

Gary Aguilar	ARC	District Academic Senate President	X
Dan Crump	ARC	District Academic Senate Secretary	X
Alisa Shubb	ARC	Academic Senate President	X
Janay Lovering	ARC	Academic Senate Vice President	X
Amy Gaudard	ARC	Academic Senate Secretary	Excused
	ARC	Academic Senate Past President	
Greg Beyrer	CRC	Academic Senate President	X
Scott Crosier	CRC	Academic Senate Vice President	X
Teresa Aldredge	CRC	Academic Senate Secretary	X
Julie Oliver	CRC	Academic Senate Past-President	X
Paula Haug	FLC	Academic Senate President	X
Eric Wada	FLC	Academic Senate Vice President	
Francis Fletcher	FLC	Academic Senate Secretary	X
Carlos Lopez	FLC	Academic Senate Past President	Excused
Gayle Pitman	SCC	Academic Senate President	X
Lori Petite	SCC	Academic Senate Vice President	
Sandra Guzman	SCC	Academic Senate Secretary	
Troy Myers	SCC	Academic Senate Past President	X
Dyan Pease	SCC	District Curriculum Coordinating Committee (DCCC)	X
Alice Dieli	ARC	District Educational Technology Committee (DETC)	X

Angelena Lambert	SCC	District Matriculation & Student Services Committee (DM&SSC)	
Robert Perrone		Los Rios Colleges Federation of Teachers (LRCFT)	
Guests:			
Brian King	DO	Chancellor	X
Tamara Armstrong	DO	Vice Chancellor	X

Preliminaries

1. Call to Order---3:00pm
2. Introduction of Guests
3. Approval of the Agenda---approved by consensus.
4. Approval of Minutes (September 17, 2019)---will be approved at next meeting.
5. Public Comment (3 minutes per person as time permits)---none.

Information Items

6. Report Out: College Bookstore Request For Proposals (RFP) Meeting
Dan Crump will share information regarding the process the District will be using to create an RFP for bookstore services.

- Competitive bid process (RFP---request for proposal) for management of the College Stores in the Los Rios CCD
- Including five faculty, one DAS appointee and one from each college.
- Goals, including
  - Improved affordability for students
  - Improved course materials adoption process
  - Efficient financial aid integration

- Major dates
  - September 25---initial meeting
  - Getting further input from faculty (in addition to input from focus groups last year)
  - November 11---issue RFP
  - December 16---proposals due
  - Early January---review proposals
  - Early February---vendor presentations*

  * Also, separate breakout evaluation/demo of the textbook adoption tools from the major vendors, with an additional 3 or 4 faculty from each college that have an interest in textbook adoption.

7. Report Out: District Textbook Affordability
Dan Crump will share information regarding the most recent District Textbook Affordability meeting

- Chaired by Tammy Montgomery and Dan Crump
- Helped locate data points that Chancellor King used at Convocation----note that this figure is really without concerted efforts at most of the colleges. Think what we can do with the college committees/task forces that are being formed!
- Tie-in with District online education efforts (LROEC)---positions/coordinators for 1) accessibility, 2) Creative Commons, and 3) Copyright Clearance Center permissions.
- Update on UCD/LibreText grant
- SkillsCommons---federal, good source, especially for job and soft skills. Managed by CSU and we are arranging a presentation by Gerry Hanley, academic technology services, for the CSUs.
- ZTC designation----need for consistent definition, concerns about searchability in the schedule of classes (number of clicks)
- Definition of "low cost" for course textbooks and materials. Will be making a recommendation to constituency groups---administration, academic senates, classified senates, student associations---on figure of $40 to designate low-cost materials. Hope to have in effect for inclusion in the Spring schedule of classes.

Decision Items

Discussion Items

8. Report Back: ENGWR 300 Student Success Rates Based on Placement and High School Grade Point Average (GPA)

Discussion and College Senates' feedback on success rate data and District request made to the AB 705 Implementation Support and Coordination Team to have all colleges use 2.6 HS GPA for placement into ENGWR without a corequisite for Fall 2020.

Also looking at the success rates for a two-semester pathway.

Aguilar requested disaggregated data from Nye and Glyer-Culver. They are working to make sure that data is correct and align and available in a presentable form.

SCC---English faculty on AB 705 wanted to discuss with full English faculty before they talked to Senate. Big concern---who gets to make the decision? They feel that it is sort of a fait accompli. They did have a conversation with the research analyst and used data that came directly from the District. From what Pitman was shown, it looked quite different from the district data presented.

Hoping for room to innovate. AB 705 allows a good deal of flexibility---more than what is coming from the Chancellor's Office. We are still open access and there are still students that need more developmental support.

FLC---English has proposed an ENGWR 110 courses---not being placed into it, but, rather, being self-placed. Shared AB 705 data from last DAS meeting, several former researchers on senate were dubious of the data. Would like to see faculty researchers on the data presentation teams.

CRC---not much comment at this time as they are the college that is using the 2.6 GPA.

Role of faculty---this is a 10+1

9. Report Back: Technology Accessibility Task Force Recommendation: Information and Communication Technology (ICT) Accessibility Statement

Discussion and College Senates' feedback on how best to satisfy the LRCCD Technology Accessibility Task Force recommendation that an ICT Accessibility Statement be created and strongly encouraged that it be included in course syllabi.

What is the best way to communicate this need to the students?

ARC---tied in with our general conversation about syllabi. Felt it was geared to online students---mediated experiences. What is the intent of this recommendation from the task force? Is it for legal purposes? Or to inform students? Or both?

SCC---doesn't read in a way that is student-friendly to read. Want some flexibility in how to share---e.g. syllabus, Canvas---also want more information on need.

CRC---1) appreciation for sample language, assert that what goes into syllabus is the individual faculty's right. 2) Will this statement be physically present in classrooms? 3) Looking at ways to link at district accessibility page in Canvas. 4) What is the best way for students to get the information (not just accessibility) of what they need? This is an opportunity to come up with ways that students can get the information, making it part of the onboarding process?

FLC---student comment at senate meeting that faculty are notorious for referring to resources that the students don't have enough knowledge/background about. Concern that statement made it sound overarching on what the faculty can offer---more overpromising. 2) How about legalese being put in the catalog?

Aguilar---DAS can encourage local senates to work on this---offering talking points, ability for flexibility of informing. He will get clarification on what is actually needed. Is there a legal requirement? He will work with senate presidents. What is the intent---what do we want students to know?

Action:
Aguilar to get clarification from General Counsel J P Sherry on statement---legal requirement or information?

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10. Online Degrees at Los Rios

Discussion on the District interest to create pathways for fully online degrees and plans to pilot a fully online degree for one of the District's top Associates for Transfer Degree (ADT) that may also include a fully online "2+2" link with Arizona State University (ASU Online).

- Looking at cohort model---possibly up to 80 students
- Top five---communication, administration of justice, psychology, (might include business administration).
- When the first 2+2 degree comes out, hope that courses could come from all four colleges.
- CSU and UC do not have the opportunity (at this time) to offer online degree.
- Concern that faculty might be pressured to offer online sections in which they don't want to offer online sections. Will we be requiring faculty to offer online sections? Would there be training? Would there be reassigned time for such training? Example of lab courses. There is not an interest on part of the district to force a faculty member to teach in a certain modality.
- Comment from Chancellor King---Faculty are involved in the courses for the degrees we are looking at. Equity bonus (cost difference between Los Rios and ASU Online) for students to take lower-division courses through Los Rios. He can't imagine a situation that he would make a statement that someone needs to teach in a certain modality.

- Armstrong--we are not designing these degrees specifically for ASU Online, but rather, to be for other online partners that we might have in the future (e.g. CSU or UC).
- SCC---support is mixed. Some concerns about DI impact on online courses. Specific to ASU---concern about the way they treat undocumented students. DACA students in Arizona are not eligible for in-state tuition. Also concern that there is a cost difference for ASU Online between AZ residents and non-residents.
- ARC---why would a student not start at ASU Online? Cost? ADTs call for some courses that might be lower division here, but upper division at ASU.
- Need for resources to offer online sections.

Action:

Future agenda item---general issue of accessibility.

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11. College Futures Foundation Grant
Discussion on a resource request to support guided pathways implementation by reimagining academic counseling and financial aid advising.
Also see Attachment D.

CRC---is on agenda for this upcoming Friday meeting. Aldredge noted that she has raised it with the union to have it on their radar. We have been doing the work and we can hire some people to do things.
SCC---concern about outside person/entity. Counseling faculty would like to maintain local control.
What are some examples of "technology tool exploration" as noted in the grant request?

Reports

12. Meeting with Deputy Chancellor
Talked about data and AB 705.

13. College Academic Senate Presidents
ARC---updating faculty handbook and providing general syllabus advice; revisiting 2010 resolution about transit; finals week schedule
CRC---beginning conversation on what we can do to align Title 5 requirements on training before teaching online sections; want to continue meetings of the district academic calendar committee.
FLC---emerging issue is use of MOUs and locating them for future reference---need for repository; charges affecting departments without their knowledge; special assignments criteria.
SCC---revising faculty handbook; construction and remodeling projects---need for faculty input.

14. District Curriculum Coordinating Committee---see Attachment A. Also requesting student representatives from ARC, CRC, and SCC.

15. District Matriculation & Student Success Committee---see Attachment B.

Action:

Aguilar to check on inclusion of "counselors or representatives" (in place of current "counselors") in the proposed revision of the Advanced Education regulations.

16. District Educational Technology Committee---see Attachment C.

17. Academic Senate for California Community Colleges---kudos to SCC faculty member Ginni May (ASCCC Treasurer) on the fantastic work she is doing at the state level. She was chair of the ASCCC Curriculum Committee last year the chair of the Guided Pathways Task Force this year---a wonderful resource for us to use.

18. Los Rios College Federation of Teachers---no report.

Adjourned at 5:03pm

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ATTACHMENT A:

DCCC Report to the District Academic Senate, October 1, 2019

1. Curriculum: All courses and programs on the September 27, 2019 DCCC agenda were approved. New courses and programs and deletions will appear on the October Board of Trustees agenda.
2. Competency Committees: The DCCC request for more documentation on the denial of POLS 382 (CRC) for Math Competency is still on the table. Renee Medina (SCC curriculum chair and SCC MATH faculty) and Lynn Fowler (ARC AO) are exploring the current practices of the Math Competency Committee and make recommendations in the fall. (This is an ongoing task)
The DCCC is waiting for information from the DAS about who the Writing Competency Chair is. One was never appointed last year.
3. New Designators/Thematic Blocks/Families: SCC was approved for a new thematic block for DDSN for Multimedia courses. SCC was also approved for a new designator (IMMT) for Industrial Maintenance Mechanic Technician and associated thematic blocks.
4. Collaboration Requests: Open collaboration requests in the District were discussed. Progress is monitored by the Curriculum Chairs at each college.
5. GE Alignment Project: Nothing new to report.
6. SOCRATES Advisory Group (SAG): SAG has created its priority list for the year.
7. District Report: The DCCC has approved new language clarifying certificate of achievement requirements for the DAS to approve before it is forwarded to legal and then the Board of Trustees. (see attachment)
Respectfully Submitted,
Dyan Pease
DCCC Chair

Attachment noted in Item 7 in the DCCC report.

[The Certificate of Achievement Requirements would follow R-7241 and P-7241, the requirements for the AA/AS degree for graduation, in district regulations and policies.]
CERTIFICATE OF ACHIEVEMENT REQUIREMENTS
1.0 Certificate of Achievement Earned

1.1 The Certificate of Achievement as defined in Title 5, section 55070, is a credit certificate of sixteen (16) or more semester units which has the required approval of the State Chancellor's Office. Colleges may also award the Certificate of Achievement for programs of eight (8) to sixteen (16) semester units, but only when the program has been submitted and approved by the State Chancellor's Office. The Certificate of Achievement appears by name on a student transcript or diploma.

1.2 The Certificate of Achievement can be earned through any College in the Los Rios Community College District that has been approved to offer it.

1.3 Any College in the Los Rios Community College District can develop and propose a Certificate of Achievement. It may include coursework taken to satisfy transfer patterns established by the UC, CSU, or accredited postsecondary institutions in adjacent states.

1.4 Certificates of Achievement that consist solely of basic skills and/or ESL courses are not permitted.

1.5 The Colleges may also award certificates for fewer than sixteen (16) semester units without the State Chancellor's Office approval but must call such certificates something other than "Certificate of Achievement."

1.6 In accordance with law and with the rules and regulations of the California Community College Board of Governors and the Los Rios Community College District Board of Trustees, the requirements for the Certificate of Achievement are defined below.

2.0 Certificate of Achievement Requirements

2.1 Number of Units

2.1.1 Colleges must submit programs of sixteen (16) or more semester units of degree-applicable coursework for every Certificate of Achievement to the State Chancellor's Office for approval.

2.1.1.1 All reference to "units" in this policy is to "semester units."

2.1.2 Units of credit are assigned to courses based on the "Carnegie unit," which assigns one unit of credit for three (3) hours of work by the student per week. Usually this means one (1) hour of lecture or discussion led by the instructor and two (2) hours of outside preparation by the student. In laboratory courses, three (3) hours of work in the laboratory are normally assigned one (1) unit of credit which may include some additional preparation outside of class time.

2.2 Sequence of Courses

2.2.1 According to title 5, section 55070, the award of a Certificate of Achievement should represent more than an accumulation of units. It should represent the successful completion of patterns of learning experiences designed to develop particular capabilities that may be oriented to career or GE.

2.3 Successful Completion

2.3.1 Successful completion of a Certificate of Achievement shall be defined as completion of courses with grades of at least "C" or "P" in every course, except as described in 2.3.2.

2.3.2 Successful completion of the General Education Certificate of Achievement shall be defined as the completion of the General Education pattern with a grade point average of "C" (2.0) or better for the collection of courses required. Courses with the grade of "F" shall not count towards the General Education Certificate of Achievement.

2.3.2.1 CSU-GE Certificate: Grades of "D" are acceptable, except in GE area A1, A2, A3, and B4, where the grade must be at least a "C" or "P" or "CR", and the overall GPA for the Certificate must be at least 2.0.

2.3.2.2 IGETC Certificate: All courses must be completed with grades of "C" or better ("P" or "CR" is acceptable).

3.0 Publication of Certificate of Achievement Philosophy and Requirements

3.1 Each College of the District will publish in its catalog a specific philosophy of the Certificate of Achievement as the successful completion of carefully constructed patterns of learning approved by the State Chancellor's Office that are designed to develop capabilities that may be oriented to career or GE.

3.2 Each College of the District will publish the number of units and sequence of courses required to complete the Certificate of Achievement.

3.3 Each College of the District will publish the definition of successful completion of the Certificate of Achievement as defined in 2.3.1 of this regulation.
[Approved by DCCC on 9/27/19]

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ATTACHMENT B:

District Matriculation and Success Committee Update – October 1, 2019
1. The Committee met on September 16th and the plan to gather information as to how each campus is handling their corresponding committees and where the work traditionally associated with matriculation is being handled was approved.
2. Collection of information has begun.
a. Once the information has been received, plans can be formulated for the committee to consider in Spring regarding changes to how the committee functions.
3. The Advanced Education Workgroup of the committee has concluded its work in making proposed updates to the Advanced Education Application. The Draft proposal is attached, and we would like for the DAS to review and approve the updates.
a. The form has been looked over by General Counsel and approval has been given from that perspective. The form will be taken by Melanie Dixon to the Executive level for review.
b. With approval here and from Executive, a request will be made to have this added to the November Board agenda.
c. Most changes were just re-ordering information and taking out of pieces that were duplicated on the original form. The biggest changes were to the bottom of the first page, where we re-designed the area to make the form easier to process on our side.
d. At this point, no changes are being suggested that require a change in District regulations.
e. The District has created a separate body to look into the handling of the many Middle and Early College High School Programs (Dual Enrollment) that are now in existence.
     i. On this form a box to indicate "Special Program" was added for our internal processing of those programs.
f. Many schools would like to begin using the form for Spring 20 processing (pending board approval in November if all goes well and the changes are moved forward).

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ATTACHMENT C:

Educational Technology Committee Report to the District Academic Senate Oct 1, 2019
The following items were discussed during the District Educational Technology Committee meeting on September 26, 2019:
• Revisions to Ed Tech Committee Membership: Revision that includes positions for at least 16 faculty members was approved by the committee last year. The process to update the regulation is procedural and does not need to be approved by the board. The revisions result in an increase in the number of faculty positions to at least 16 including the role-related position for DE coordinator or Instructional Development Coordinator, as well as three at-large faculty from each college. (see attached)
• New Library Service Platform: Librarians Amy Brinkley and Emily Bond provided an update on our colleges' migration to a new Library Service Platform, Ex Libris, which will align us with 110 other CCCs as well as UC Davis and the CSU system. Process has started on the backend with an anticipated go-live date in January. The Ed Tech committee informed the librarians that in the revised membership there is a

place for one Librarian on a rotating basis for a two-year term and we look forward to that position being filled.

• District Technology Accessibility Task Force: Recommendations were presented to Board of Trustees. This committee encourages the implementation of Ally into the Canvas LMS at the earliest opportunity along with requisite support for faculty efforts to bring instructional material into compliance with appropriate federal, state, and local regulations.

• Title 5 changes for LRCCD: The DE addendum to the course outline of record and the faculty preparation (training) for teaching online are two major components of the changes. It was noted that DCCC is discussing the DE addendum issues and the question of faculty preparation is a topic for LRCFT-District discussion. Ed Tech discussed the different types of professional development, local and remote, that are now available.

• Los Rios FastTrack OEI Rubric Academy: FastTrack is up and running. The new Online Course Design Coordinators are in place at SCC, FLC, and CRC, and the duties at ARC are being shared among three current coordinators. There are 61 active faculty members and 21 in the exploratory phase of the process.

Respectfully submitted,
Alice L. Dieli
ARC Faculty Instructional Development Coordinator
DETC Co-chair

Attachment 2 to Educational Technology Committee Report to District Academic Senate 5-7-19
Proposed Revisions to Educational Technology Committee Membership - 4-25-19/ updated (abbreviated version)
A 2.1.3.3.1 The Vice Chancellor of Education and Technology is appointed by the Chancellor and serves as committee co-chair;
B 2.1.3.3.2 One (1) District Academic Senate representative appointed by the District Academic Senate President and serves as committee co-chair;
C 2.1.3.3.3 Four (4) College technology committee chairs or their designees, (could be administrator, classified professional, or faculty), one (1) from each College;
D 2.1.3.3.4 12 (12) at-large faculty members, three (3) from each College, appointed by the District Academic Senate President;
E 2.1.3.3.5 Four (4) instructional development/distance education coordinators, one (1) from each College appointed by the District Academic Senate President;
F 2.1.3.3.6 Four (4) College administrators, one (1) from each College, appointed by the College President;
G 2.1.3.3.7 One (1) College IT representative, (usually a supervisor), appointed by the Colleges in a two-year rotation cycle (ARC, CRC, FLC, SCC); CHANGE to One (1) Librarian, also on a two-year rotation cycle.
H 2.1.3.3.8 Two (2) District IT representatives, appointed by the Vice Chancellor of Education and Technology.
I 2.1.3.3.9 One (1) representative appointed by LRCFT

A, B Co-chairs – no change
C Technology Committee chairs - no longer represented on this committee. Some colleges are no longer structured with a Technology Committee. Additionally, technology information is shared among colleges through other groups including ISO, DOIT regular supervisory emails
D At-large faculty members, 2 per college – no change/updated to add one more from each college for a total of 12
E Instructional Development/Distance Education Coordinators, 1 per college – no change

F College administrators, 1 per college – no change but added emphasis on representation from Student Services, DSPS, Instruction, DE
G College IT rep - no longer represented on this committee. Information Technology updates are shared among colleges through other groups including ISO, DOIT regular supervisory emails. Propose adding a Librarian to the committee on a similar rotating schedule. This reflects renewed emphasis on Instructional technology.
H District IT representatives, 2 – no change
I LRCFT representative, 1 – no change

Meeting Times:
Thursdays 3-5 PM
Fall 2019: Sep. 26, Oct. 24, Dec. 12 (moved for Thanksgiving)
Spring 2020: Jan. 30, Feb. 27, Mar. 26, Apr. 23

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ATTACHMENT D:

Proposal Overview for California Futures Foundation
About Los Rios. Los Rios is a four-college community college district serving the capitol region of Sacramento. With a college credit enrollment of more than 70,000 students each semester, the students attending the Los Rios colleges reflect the rich diversity of the region and the state. As a district, we encourage and support collaboration between our colleges as they work together to innovate, implement and scale approaches and tools to ensure all students succeed. The four Los Rios colleges—American River College, Cosumnes River College, Folsom Lake College, and Sacramento City College—are working together to redesign the student experience at our colleges. The umbrella framework for reimagining how we serve our students is Guided Pathways.
Overview. As the four Los Rios colleges continue implementation of the Guided Pathways framework, a major opportunity has emerged to develop and refine a student-centered case management approach to student counseling and advisement. The traditional model of a student meeting with a faculty counselor for a thirty-minute appointment still has great value, but the Los Rios colleges recognize the need to explore evolving models to serve the needs of students consistent with Guided Pathways. In addition, the development of Guided Pathways has highlighted the importance of making students aware of specific opportunities for financial aid as soon as possible. Academic Counseling and Financial Aid advising at times take place in separate silos within the colleges. Providing better coordination between Academic Counseling and Financial Aid will be a great benefit to our students.
The Opportunity. The Los Rios Colleges are at a point in the implementation of Guided Pathways where expert facilitation and support in exploring ways to reimagine Academic Counseling and Financial Aid advising will be catalytic to our efforts to ensure student success. Each of our colleges is developing innovative approaches to the opportunities to explore the case management approach to Academic Counseling and Financial Aid advising. Frequently, the colleges in a multi-college district function independently in developing approaches to change. Since a significant percentage of students attend two or more Los Rios colleges, students will benefit from a holistic, collaborative approach across our four colleges. Our goal would be to identify and integrate the most effective aspects of each approach into a model that we can take to scale across the entire district. In addition to examining efforts underway at the four Los Rios colleges, we may also benefit from consideration of best practice models at sister colleges in California and around the United States. Recently, the Los Rios colleges have worked more closely and collaboratively in response to important issues like using high school academic achievement for placement for first-time students instead of placement tests. We want to leverage the shared interest in and commitment of our faculty counselors, support staff and administrators to partner to meet the needs of our

students. It is essential to involve our front-line counseling faculty, classified staff and classroom faculty in the process of co-creating approaches that may be significantly different from the way we have served students for many decades. With a need to expand services to students, the reality is that resources are already strained to breaking point. We simply will not have the resources to expand the existing model of services in response to compelling student needs for the foreseeable future if ever.

The Need. We respectfully request a one-year grant in the amount of $395,000. This investment by the College Futures Foundation will provide important resources to bring together key stakeholders and develop a new model of Academic Counseling and Financial Aid advising that can be scaled across the Los Rios colleges and ultimately across the state of California. It will support the following activities:

• Consultant Expertise: $200,000. The consultant expense would be divided into two projects, one involving Academic Counseling and one involving Financial Aid advising. For each project, we would engage a firm to facilitate stakeholder meetings, develop a shared model to implement across Los Rios, and prepare a timeline for implementation.

• Faculty Release Time/Stipends/Backfill: $75,000. A budget for release time, stipends and backfill would ensure student needs are met when key faculty and staff are participating in design meetings and conversation.

• Travel/Meeting Costs: $85,000. A budget for travel costs and meeting expenses would provide resources to hold meetings off campus when necessary and to visit best practice models elsewhere in California and the US.

• Technology Tool Exploration: $35,000. A budget to assess and evaluate specific technology tools would allow the colleges to explore options to supplement technology tools already in use or in the process of implementation. It is our intention to begin consultant selection in the fourth quarter of 2019 and begin the work in early 2020.

Summary. Los Rios is very appreciative of the opportunity to prepare a grant application to the College Futures Foundation. The conversations that have already taken place between Los Rios and the Foundation have been of great value, and we look forward to the opportunity to partner in a very direct way on vital issues impacting the students of the Los Rios colleges as well as community college students across California. With our significant geographic reach and emphasis on equity, Los Rios has the potential to serve as a pioneer for establishing seamless pathways to success for all students.