

Tuesday, March 3, 2020

3:00 pm – 5:00 pm

District Office

Main Conference Room

Agenda

Preliminaries

1. Call to Order
2. Welcome & Introduction of Guests
3. Approval of the Agenda
4. Approval of February 18, 2020 Minutes
5. Public Comment (3 minutes per person as time permits)

DAS President's Report

(10 minutes)

6. Review of meeting notes and weekly recaps, and answering of any clarification questions.

Decision Items

(15 minutes per item)

7. **DETC Statement of Support for the Implementation of Ally in Canvas [Second Reading]** *Recognition of the statement from District Ed Tech Committee (DETC) followed by discussion of implementation. (see supporting materials)*
8. **District Accessibility Implementation Committee [First Reading]** *Consider approval of proposed committee purpose, scope, and membership. (see supporting materials)*

Discussion Items

(15 minutes per item)

9. **District Matriculation & Student Success Committee (Tercho)** *Discussion of the new membership, charge, work groups, etc. of the proposed District Equity and Student Success Committee (DESS). (see supporting materials)*
10. **Incarcerated and Formerly Incarcerated Students** (Mari Peshon-DO, Kalinda Jones-FLC, Nicholas Miller-SCC, Georgine Hodgkinson-CRC) *Discussion of the work occurring in the district to support the success of prison education andre-entry services, and future program development and grant efforts. (see supporting materials)[TIME CERTAIN 4:00pm]*

Reports*(5 minutes per item)*

11. Meetings with Chancellor, Deputy Chancellor, etc.
12. College Academic Senate Presidents
13. District Curriculum Coordinating Committee (Pease)
14. District Matriculation & Student Success Committee (Tercho)
15. District Educational Technology Committee (Dieli)
16. Other meeting reports-AB705, Calendar, Hiring Manual, etc.
17. Academic Senate for California Community Colleges (Crump, Wada)
18. Los Rios College Federation of Teachers (Newman)

Future Events**Next DAS meeting –March 17th, Main Conference Room, District Office**

- LRCCD Board of Trustees Meeting, Wed March 11th, 5:30 CRC Winn 150
- [Academic Senate for California Community Colleges\(ASCCC\) Events](#)
- ASCCC Area A Fri March 27th Madera Community College
- ASCCC 2020 Spring Plenary, April 16 - 18, Oakland Marriott City Center

SUPPORTING MATERIALS:**Agenda Item #7****SECOND READING: Statement of Support for the Implementation of Ally in Canvas**

The Educational Technology Committee continues to discuss implementation plans for Ally. Ally is currently available for instructors an opt-in feature within Canvas. It provides an accessibility status of attached files as well as guidance for remediating accessibility issues. Ally does not *fix* issues. However, without any intervention on the part of faculty, Ally provides alternative formats of attached files for all users. Alternative formats include Tagged PDF, HTML file, ePub, Electronic Braille, and Audio (mp3). When integrated into Canvas, Ally immediately makes these alternate formats available for users to download. It is important to note that the degree of accessibility within the alternate formats is dependent upon the level of accessibility in the original document.

Therefore, the Educational Technology Committee supports enabling Ally across the board for all LRCCD Canvas courses, as a benefit to students, with the understanding that Ally information cannot be used to penalize instructors in any type of evaluation.

The Educational Technology Committee also recommends that, concurrent with enabling Ally, a communication be sent to instructors with links to resources explaining how to use Ally, what the student view of Ally looks like, and suggestions for explaining how students can take advantage of the alternate formats Ally provides.

Agenda Item #8

Proposed District Accessibility Plan Implementation Committee

BACKGROUND AND NEED (Why is the committee necessary?)

In March of 2019, the LRCCD Technology Accessibility Task Force released a series of recommendations guiding the colleges towards meeting the following standards and guidelines related to accessibility of Information and Communication Technology (ICT):

- Sections 504 and 508 of the Rehabilitation Act of 1973;
- Title II of the Americans with Disabilities Act;
- Accessibility standards described in the Web Content Accessibility Guidelines (WCAG), version 2.0, levels A and AA (or the most current approved version);
- Title 5 § for distance education courses offered by the colleges.

LRCCD offers almost 10,000 course sections containing over 760,000 ICT content items, the majority of which require remediation in order to be compliant with Section 508 of the Rehabilitation Act of 1973. Remediating existing course materials has been documented to be extremely time-intensive and presents faculty workload issues not addressed in the LRCFT contract. Remediating existing course materials to ensure accessibility also requires expertise in fields such as Assistive Technology, Information Technology, and Instructional Design.

PURPOSE AND SCOPE (What is the project expected to encompass? What are the boundaries?)

This committee will work to better understand the scope of the work required to create and remediate ICT, with a specific focus on instruction materials. The committee will also identify the types of resources needed.

The committee will:

- Inventory the scope of work required to meet accessibility standards and guidelines.
- Identify areas that faculty should be responsible to meet accessibility standards.
- Identify needed training resources for faculty to meet accessibility standards and guidelines.
- Identify areas of higher-level ICT accessibility issues that should not be completed by faculty.
- Identify the workload impacts required to meet accessibility standards and guidelines.

PROPOSED MEMBERSHIP

Faculty (13)

Faculty Co-Chair (DAS Member)

DE Coordinator, OCDC, Universal Design Coordinator, or faculty with experience in online course development and/or course accessibility (two faculty from each college)

DSPS Faculty (two representatives)

LRCFT Faculty (two representatives)

College Classified (4)

College Administration (4)

District (4-5, including co-chair)

Total 25-26

Agenda Item #9

Draft – Proposed Changes to the Name, Charge, and Membership of DMSSC

Academic Senate R-3412

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 affecting District-wide issues of equity in our educational system, including initiatives 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 initiatives 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 initiatives and legislation, and those of support services and technologies related to onboarding students 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 move toward consensus;

1.3.2.3 Convene and adopt existing workgroups which pertain to issues of equity in our educational system, including initiatives 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; and

1.3.2.4 Develop recommendations related to issues of equity in our educational system, including initiatives 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 a 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 per college and (1) classified member per 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) **Associate Vice Chancellor of Educational Services, or designee, who serves as the Administrative Liaison Officer.**
- e) **Two (2) to three (3) student representatives from each College, appointed by the Associated Student Government.**

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.

District Equity and Student Success Committee (Formerly Matric) REDESIGN VISUAL

District Equity & Student Success Committee

WORKGROUPS

CHARGE

The charge is policy related to issues of equity in our educational system, including initiatives 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.

Academic and Professional Matters

Committee will review the activity of workgroups to identify any academic and professional (10+1) matter that should be moved through our formal governance process and provide formal recommendations to the District Academic Senate (DAS) for review and potential recommendation to the Board of Trustees.

Non-Academic and Professional Matters

For all non-academic and professional matters, the workgroup designee would be required to share updates with District Academic Senate to maintain transparent communication regarding Equity and Student Success matters.

MEMBERSHIP

All appointments would be a two year commitment and appointed by Academic or Classified Senates.

- ✓ Faculty Chair (1)
- ✓ Associate Vice Chancellor of Educational Services (1)
- ✓ Counseling Faculty (1 per college)
- ✓ Equity / Matriculation Faculty (1 per college) and Classified Professional (1 per college)
- ✓ Two (2) Vice-Presidents of Student Services (or designees) to serve on a 2-year rotational basis by college (1 per college)
- ✓ Students (2-3 per college)

Workgroup Membership

Academic Senate Presidents and College Administration (VPSS/VPI/VPA) will work in collaboration to make appropriate faculty appointments to chartered workgroups.

Front Door Redesign

Online Orientation

Advanced Education

Dual Enrollment

Probation/Dismissal

Add'l Workgroups as Needed

Agenda Item #10

Incarcerated and Formerly Incarcerated Students

Informative Slide Show

<https://docs.google.com/presentation/d/1xRwd5HXUDqAk3ltG0vEoHT7zaw8r7FuKhEl5MhTKXrg/edit?usp=sharing>



SACRAMENTO CITY COLLEGE
EST. 1916

RE-EMERGING SCHOLARS
SACRAMENTO CITY COLLEGE

FOR MORE INFORMATION:
www.scc.losrios.edu/reemergingscholars
916-558-2234

LOS RIOS
DISTRICT
COLLEGE
UNIVERSITY

Re-Emerging Scholars
TAKE STEPS TOWARD A NEW PATH



The Re-Emerging Scholars Program provides meaningful intervention for formerly incarcerated students through educational attainment, pro-social peer networking, direct services, mentoring, and personal, professional, and emotional development.

TWO SEMESTER COHORT PATH

SEMESTER 1:
SOC 300: Introduction to Sociology
HCD 310: College Success
ENGWR 108/300: Accelerated College Writing
BUS 320: Personal Finance

SEMESTER 2:
SOC 310: Marriage and Family
SOC 385: Internship in Community Studies
NUTRI 300: Introduction to Nutrition
STAT 110/300: Introduction to Probability and Statistics

**Some courses may vary*

YEAR ONE GOALS

- Complete the first year of general education requirements toward a degree, transfer or career certificate.
- Establish clear academic and career goals.
- Connect with employers and community members for internship opportunities.
- Cultivate important personal and professional skills such as:
 - Managing your money
 - Nutrition
 - Writing
 - Networking for job opportunities
- You will receive check-ins from faculty, staff, and peer mentors to ensure you have the resources and services to reach your goals.

"Not only have I been given the opportunity to redefine myself as a person, but also the chance to redirect my path of life. Re-Emerging Scholars is more than just an inside support group of like minded individuals, it's a family guiding each other toward life goal achievements and future success."
- Brandon-Dale Fellows



Re-Emerging Scholars provides meaningful intervention in the lives of the formerly incarcerated through educational attainment, pro-social peer networking, direct services, mentoring, as well as personal, professional, and emotional development.

Our program supports students looking to take steps toward a new path. Once enrolled in the college, students will receive a needs assessment and be supported toward their academic goals. Students will be directed toward classes to support personal, educational, and professional development.

WHAT IS RE-EMERGING SCHOLARS?

- **Campus Resource Center:** We provide programming and a safe space for formerly incarcerated and system-impacted students. Including: awareness/outreach, referral processing and management, enrollment workshops, counseling, financial aid assistance, connections to campus resources/programs (e.g. EOPS, RISE, DSPS, HSI/SAGE, Puente, Umoja, CalWorks, etc.), weekly check-ins, grade checks, emergency funding, study skills support, school supplies, case management, community resource referrals, a peer-to-peer mentoring program, campus tours, connections to CSUS, UCD, and UCB formerly incarcerated programs, expungement clinics, awareness events, snacks, t-shirts, scholarships, and a sense of community and a place to be.
- **Learning Community:** A learning community for formerly incarcerated students to complete personal, professional, and educational development courses with supportive faculty, staffing, and counseling toward transfer and career. Students are enrolled in coordinated transfer-level College Success, Accelerated English Writing, Personal Finance, Sociology (with re-entry lens), Accelerated Math, Marriage and Family, Internship, Nutrition and Public Speaking courses with an additional group study course.
- **Club:** A campus club for all formerly incarcerated and system-impacted students to engage with Re-Emerging Scholars, find community and fellowship, continue to build a pro-social network, and attend campus and community events.

OUR PROCESS:



CONNECT WITH US:

- Program Coordinators: Shane Logan (logans@scc.losrios.edu) and Nicholas Miller (millern@scc.losrios.edu)
- Program Clerk: Julianne Correa (correa@scc.losrios.edu)
- Program Office: Rodda South 163 on SCC campus (916) 558-2234



College While Incarcerated: Understanding Higher Education in Prisons/Jails Through an In-person Training

February 7 or April 17, 2020
10 am - 2 pm (8am - 4 pm with travel time)
Mule Creek State Prison

A professional development workshop created in collaboration with FLC's professional development committee, LRCFT, LRCCD's PREP, & MCSP



SEATS ARE LIMITED!

REGISTER EARLY

<https://tinyurl.com/t9r3pz7>

For more
information contact
Kalinda Jones
(jonesk@flc.losrio.edu)
or
Mari Peshon
(peshonm@flc.losrios.edu)



WORKSHOP DESCRIPTION:

By participating in this in-prison professional development workshop, you will gain an understanding of college courses taught in prisons and jails. You will leave the training with a better understanding of 1) the context of college courses in prisons or jails; 2) the experiences of students who pursue a college education while incarcerated; 3) the past experiences of formerly incarcerated students on campus; and 4) the characteristics of professors who are effective in teaching incarcerated students.

RE-EMERGING SCHOLARS

COSUMNES RIVER COLLEGE



SUCCEED TOGETHER.

Program Description

The Re-Emerging Scholars program is committed to supporting formerly incarcerated students reach their academic goals and make successful transitions back into their communities. We utilize tutorial, counseling and other support services to ensure that students in our program thrive.

The benefits of the Re-Emerging Scholars program include:

- Enrollment support
- Academic advising
- Employment, internship, and mentoring opportunities
- College transfer connections
- Peer networking
- A strong community

Admission Strategies

1. Fill out the Re-Emerging Scholars questionnaire online OR return a printed version to Georgine Hodgkinson's mailbox, Social & Behavioral Sciences Division, SOC Building.
2. Review application steps and enroll by visiting "[Admissions](#)" on the CRC website.
3. To apply for financial help, submit the Free [Application for Federal Student Aid \(FAFSA\)](#). If you are not a US citizen, permanent resident, or eligible non-citizen, you will need to fill out the [California Dream Act](#) Application instead of the FAFSA.
4. For in-person help with enrollment, visit the CRC Student Access Center, Library Building, L-125.

Tell us about yourself at crc.losrios.edu/Re-Emerging-Scholars

If you have questions regarding the Cosumnes River College Re-Emerging Scholars program, contact Georgine Hodgkinson, Formerly Incarcerated Student (FIS) Program Coordinator at hodgig@crc.losrios.edu or 916-691-7172 or crc.losrios.edu/re-emerging-scholars.

Cosumnes River College | 8401 Center Parkway, Sacramento, CA 95823

RE-EMERGING SCHOLARS CLASS: SIGN-UP TODAY!

Classes start March 17, 2020

Taking a 1 unit course comes with a free Universal Transit Pass or UTP

HCD 112 College Survival

(for Re-Emerging Scholars Program Participants)

1 unit | Course Number: 22235

Tuesdays 1:00-2:50pm

Instructor: Chris Torres

The purpose of this course is to help the entry-level college student develop the confidence, knowledge, and skills necessary to become successful in college. Topics covered in College Survival include campus resources, academic planning, self-esteem and motivation, assertiveness and interpersonal relationships, as well as the principles of time and stress management. **This course is designed for students in the Re-Emerging Scholars Program which includes formerly incarcerated students and justice-impacted people.**

Other Recommended Second Eight Week Courses

CISC 302 Computer Familiarization

2 units | Course Number: 14491

T/Th 10:30am-12:35pm

Instructor: Marjorie Duffy

This is an introductory course to provide general knowledge on how computers work, computer terminology and the impact of computers on society and the work environment.

Beginning level hands-on instruction using an operating system, word processing software, spreadsheet software, database software, email and the Internet will be emphasized. Students will be reading and interpreting written and oral instructions of a technical nature.

ENGWR 55 Fluency & Style in English Writing

1.5 units | Course Number: 15529

Tuesdays 10:30am-11:50am

Instructor: Sarah Hancock

This course offers further training in grammar, sentence building, correct usage, and punctuation. Students focus on developing fluency and style through sentence combining.

Recommended for students who wish to continue to develop their understanding of standard English as preparation or reinforcement for ENGWR 101 or ENGWR 300. This course is graded on a credit/no credit basis.

ENGWR 300 College Composition

3 units | Course Number: 15757

T/Th 3:00-5:50pm

Instructor: Frank Graham

Prerequisite: ENGWR 101 or equivalent skills demonstrated through the assessment process. Grade of "C" or better required to meet prerequisite.

This course offers instruction in critical thinking, reading and writing, and is designed to help the student demonstrate, in both argumentative and expository prose, sound logic and/or argumentation, clear organization, precise diction, and appropriate style. Throughout the course, fluency and correctness are emphasized.