

## District Academic Senate (DAS) Meeting

**Tuesday, March 16, 2021**

3:00 pm – 5:00 pm

ConferZoom

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/96845456244?pwd=Y2dtYVRDZEplWGsrcHNhL3hHVGVdUzZ09>

Password: 220304

Or iPhone one-tap (US Toll): +16699006833,96845456244# or +12532158782,96845456244#

Or Telephone:

Dial:

+1 669 900 6833 (US Toll)

Meeting ID: 968 4545 6244

International numbers available: <https://cccconfer.zoom.us/j/96845456244>

Or Skype for Business (Lync):

SIP:96845456244.220304@lync.zoom.us

## Agenda

### Preliminaries

- Call to order
- Welcome and Introduction of Guests
- Approval of the Agenda
- Approval of March 2, 2021 Minutes
- Public Comment (3 minutes per person as time permits)

### DAS President's Report (10 minutes)

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

### Decision Items (15 minutes per item)

1. District Curriculum Coordinating Committee (DCCC)-Second Reading
  - **Proposal to modify P-7214.** The proposal from DCCC is to amend P-7214 to allow C- grades from other institutions to count for local degrees only if the C- grade was degree-applicable at the institution from which the C- grade was earned. [see supporting materials]
2. District Curriculum Coordinating Committee (DCCC)-Second Reading
  - **Proposal to remove college Credit by Exam unit/residency requirement.** The DCCC recommends the removal of any unit or residency requirement found in college catalogs or other college documents as there is no such requirements in LRCCD Policy and Regulations.
3. Impact of Class Size-First Reading
  - Formally request action on the resolved statements found in the ARC resolution "Impact of Class Size on Instructor Ability to Engage as Equitable Practitioners". [see supporting materials]

*California Title 5 §53200 "10+1" 1. Curriculum, including establishing prerequisites 2. Degree and certificate requirements 3. Grading policies 4. Educational program development 5. Standards or policies regarding student preparation and success 6. College governance structures, as related to faculty roles 7. Faculty roles and involvement in the accreditation process 8. Policies for faculty professional development activities 9. Processes for program review 10. Processes for institutional planning and budget development 11. Other academic and professional matters as mutually agreed upon.*

## Discussion Items (15 minutes per item)

4. Antiracism and Equity
  - Time for reflection on how to infuse antiracism work into everything associated with academic and professional matters.
5. [Reopening Planning](#)
  - Share any concerns or input regarding the Los Rios CCD reopening planning.
6. Program Placement Council (PPC)
  - Review of edits made to PPC operating guidelines. [see supporting materials]
7. [Los Rios Colleges Online](#)
  - Discussion of the development of the four fully online programs.
    - Business Administration AS-T at American River College
    - Health Information Technology AS at Cosumnes River College
    - Communication Studies AA-T at Folsom Lake College
    - Administration of Justice AS-T at Sacramento City College
8. Comprehensive Student Survey [TIME CERTAIN: 4:30pm]
  - Betty Glycer-Culver, Director of Institutional Research, will be joining us to talk about the development and implementation of a student survey.

## Reports (5 minutes per item, as time permits)

- Meetings with Chancellor, Deputy Chancellor, etc.
- College Academic Senate Presidents
- District Curriculum Coordinating Committee (DCCC) (Wada)
- District Equity & Student Success Committee (DESSC) (Anayah)
- District Educational Technology Committee (DETC) (Trench)
- Other meeting reports
  - AB705 (Oliver)
  - Accreditation (Oliver)
  - Adjunct Hiring Manual (Crosier)
  - Accessibility (DAPIC)(Knudson)
  - Budget (Myers)
  - Calendar (Oliver)
  - College Bookstores (Crump)
  - Equivalency Task Group (Oliver)
  - Ethnic Studies Council (Cheshire/Heningburg)
  - Prison & Reentry Program (Crosier)
  - Other...
- Academic Senate for California Community Colleges (ASCCC)
- Los Rios College Federation of Teachers (LRCFT) (Newman)

## Future Events

- Future DAS meetings-Apr 6<sup>th</sup>, Apr 20<sup>th</sup>, May 4<sup>th</sup>
- [LRCCD Board of Trustees](#) Meeting, Wednesday, March 17, 2021 5:30pm
- [ASCCC Area A](#) (virtual) Fri March 26
- [ASCCC Spring 2021 Plenary](#) (virtual) April 15-17
- [ASCCC events](#)-many other events and institutes are listed on the website

# Supplemental Materials

## Decision Item #1

### 2.1 Number of Units

2.1.1 Satisfactory completion of a minimum of sixty (60) units of collegiate work with a “C” (2.0) grade point average in a curriculum which the District accepts toward the degree, provided that twelve (12) units must be earned in residence at the College recommending the degree.

(FOWLER: the above refers to the combination of coursework in the major, GE, and electives as necessary, to total 60 semester units. 2.0 GPA allows for “D” grades”)

1.3.1.1 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 Major Field of Study

2.2.1 Satisfactory completion of a minimum of eighteen (18) units in a major field of study or an area of emphasis from those specified in the catalog of each College with a minimum grade of “C” or the equivalent (FOWLER: “or the equivalent” means “P” as defined in Los Rios – i.e. at least a “C”) for any class (change to course) in a major field of study ADD:”, and a minimum cumulative grade point average (GPA) of at least 2.0.”

ADD: "For courses completed at colleges or universities outside of the District, a grade of "C-" is acceptable if the "C-" grade was used to fulfill a requirement in the major field of study at the college or university at which the course was completed."

[FOWLER: 2.2.1 references only courses in the major field of study or area of emphasis. C or equivalent or C-minimum Excludes a “D” grade from coursework used in the major field of study.]

## Decision Item #3

### Impact of Class Size on Instructor Ability to Engage as Equitable Practitioners

Whereas, American River College (ARC) is committed to becoming a more equitable institution, and equitable education requires building relationships with students and providing individualized learning experiences to meet diverse needs; and

Whereas, quality learning experiences and effective teaching strategies in online and face-to-face classes require active and interactive learning opportunities and multiple, diverse measures for assessing student learning; and

Whereas, there is a relationship between class size and/or instructor:student ratio and instructor ability to implement these best practices in equitable, effective and quality education; and

Whereas, despite Los Rios Community College District (LRCCD) Regulation 7131, 2.1 stating “Each College of the Los Rios Community College District shall determine the optimum class size for each course or subject area based on effectiveness of instruction and efficiency of operation”, class size appears to be determined in an arbitrary, inconsistent, non-transparent manner, resulting in inequitable and inconsistent educational experiences for students across different Los Rios Community College District (LRCCD) institutions and classes;

Resolved, that the American River College Academic Senate requests, pursuant to Los Rios Community College District Policy 7131 authorizing the Chancellor or designee “to develop Administrative Regulations for setting class size guidelines for all area classes within a division”, that a task force be convened to develop recommendations for establishing a standing governance body whose purpose shall be to set guidelines for determining optimum class sizes on a course level basis.

Resolved, that the resulting governance body includes representatives from the Academic Senates, Los Rios College Federation of Teachers (LRCFT), and administration from all four Los Rios colleges as well as appropriate district administrative leadership.

Resolved, that the resulting governance body develops processes and practices to establish and regularly evaluate criteria for setting and reviewing class sizes on a foundation of equity based decision making, with an emphasis on faculty ability to implement best practices in equitable, effective education.

#### References

ARC [Mission, Commitment to Social Justice](#) and [Strategic Goals](#)

[ARC Institutional Equity Plan](#)

ARC Disproportionate Impact (DI): African American, LatinX, Native American Project Team [Executive Summary](#)

Linton, C. (2011). *Equity 101: The Equity Framework*. Thousand Oaks, CA: Corwin Press. Association of College and University Educators (ACUE) [Effective Practice Framework](#) The American Council on Education Course in Effective Teaching Practices California Community Colleges Online Education Initiative, [Course Design Rubric](#), April 2020.

Horning, Alice. “The Definitive Article on Class Size.” WPA. *Writing Program Administration*, vol. 31, no. 1-2, Council of Writing Program Administrators, 2007, p. 11–.

J J Arias & Douglas M. Walker, 2004. "Additional Evidence on the Relationship between Class Size and Student Performance," *The Journal of Economic Education*, Taylor & Francis Journals, vol. 35(4), pages 311-329, October.

LRCCD [Policy 7131](#) and [Regulation 7131](#): Class Size

[LRCCD Collective Bargaining Agreement with LRCFT \(“Contract”\) Article 4.5.1](#) Strategic Enrollment Management Project Team. [Schedule Development Guidelines](#). February 2020

Academic Senate for California Community Colleges (ASCCC). [Setting Course Enrollment Maximums: Process, Roles, and Principles](#). Spring 2012.

## Discussion Item #6

### Operating Guidelines for the LRCCD Program Placement Council (PPC) Process

Updated on [insert new date]

#### Overview:

*The Los Rios Program Placement Council (PPC) process ensures that proposed new degree or certificate programs in the district are vetted thoroughly by vice presidents of instruction, faculty at the department level, faculty represented by the District Academic Senate (DAS) and District Curriculum Coordinating Committee (DCCC), and by deans and other administrators. The goal is for transparency of interests—both in identifying potential new programs as they appear on the PPC List and in offering opportunities for feedback about items on the list—before a decision is made by the PPC identifying which college(s) will move forward to develop the programs.*

#### Principles:

1. We affirm a commitment to making sure that our programs are healthy and have the best chances of success.
2. We will make PPC decisions based on how our programs serve the needs of our students and the community.

#### Considerations Used When Assessing Program Proposals:

- Unnecessary duplication of a program within the district
- Employment demand
- Likelihood of the program to succeed/achieve sustainability
- Likelihood of the program to have enough completers to meet federal focus on completion and sustain approval for federal financial aid (e.g. Gainful Employment requirements)
- Existence of a complementary suite of programs at the proposed college site
- Promotion of comprehensive program offerings at all colleges by ensuring the District's smaller colleges (FLC and CRC) can grow to better serve their communities
- Likelihood of the development of a comprehensive educational program
- Cost of the program to implement and maintain
- Regional need as evidenced in comments by bodies like the North Far North Regional Consortium (NFNRC) and/or local needs as evidenced by advisory committees or other similar local information-gathering processes related to program development
- Availability of appropriate resources that have been approved or planned for as evidenced in a five-year plan or similar planning document: facilities, equipment, FTE, grant funding, etc.

#### Membership:

- Associate Vice Chancellor of Instruction
- College VPIs
- District Academic Senate (DAS) President
- District Curriculum Coordinating Committee (DCCC) Chair
- College Curriculum Chairs

#### Operational Rules:

#### Timing, Frequency, and Documentation:

1. The following steps will ensure participation and feedback from all interested parties:

- a. The PPC will meet once a month (Sept-Dec and Feb-May). At each meeting (1) First Review: new program ideas will be discussed by the PPC, and (2) Second Review: previously proposed programs will return for approval or referral for an informational meeting.
    - i. Minutes are taken at every PPC meeting and after approval are posted to the PPC website.
  - b. The Associate Vice Chancellor of Instruction will update the PPC list with new submissions to the PPC in advance of each meeting. Members of the PPC will share with their constituents as appropriate at their colleges and bring feedback to the PPC meeting.
  - c. The AVCI will take the PPC lists to the Career Education Council (CEC) to capture feedback from its members who are regularly involved in planning for district CTE programs.
  - d. If there are no concerns expressed with the proposal at the second review, the program is approved by consensus. If there is a need for further dialog, the interested parties will hold inter-college dialog to attempt to resolve, and report back at a subsequent PPC meeting.
    - i. Inter-college dialog is a resolution process that occurs directly between the colleges and will include faculty and administrator representatives from both the proposing college and the questioning college(s).
  - e. If the inter-college dialog does not end in agreement, the proposed program will move to the Convergence process (discussed below) which will allow further discussion and, if necessary, voting by both administrators and faculty representatives.
2. Under some circumstances, the PPC will consider program placement requests that fall outside the regularly scheduled PPC process.
  3. The following programs are approved automatically:
    - a. Associate Degrees for Transfer
    - b. Apprenticeship Programs
    - c. Stackable certificates that are entirely composed of existing courses listed in a larger unit certificate in the same department.
    - d. Accompanying degrees or certificates that are duplicates of existing programs (i.e. carbon copy certificates that accompany a degree, or vice versa).

#### Convergence Process:

1. In attempting to achieve resolution of possible conflicts, the PPC may agree to use a Convergence Process, wherein the PPC, CEC, and faculty meet to attempt to resolve the conflicts.
2. The PPC, CEC, and faculty from the affected college departments will be invited to attend the Convergence meeting and to provide information that they can present to clarify or support their position on the proposed program.
3. After the Convergence meeting, there will be a week turn around for PPC members to vote. The vote is sent to VCI for final decision, and the vote is recorded in the minutes.

#### Recording of PPC Results:

At any step along the way, positive results of the PPC process will be recorded on the Recommended to Proceed List, the most recent version of which will be distributed to the DCCC, CEC, Executive Staff and other groups having interest in the curriculum/ program development process.

Approved CTE programs will proceed to the North/Far North Regional Consortium for review and endorsement.

In its work reviewing new-to-college courses and programs, the DCCC will be vigilant that the results of the PPC process are reflected in the proposals that are recommended to the Board of Trustees for approval.

It will be the responsibility of the Vice Chancellor of Education and Technology, working with the Chair of DCCC, to assure that the current PPC Recommended to Proceed List and PPC procedures documents are available to the DCCC and the District Community.

Following the “Recommended to Proceed” Listing:

If a program is approved for further development by the PPC by a particular college but is not developed or does not show signs of being developed within two years following placement on the Recommended to Proceed List, the program topic will be open to other colleges for consideration.

In March the PPC will conduct an annual update and review of programs that have been approved in order to assess the status of approved programs.

If a program has been on the list for over a year and a half with no indication the college has begun any planning for starting the program, the college’s VPI will consult with the appropriate dean and faculty from the college to remind them of the program’s inclusion on the list and to inquire as to their plans.

## Los Rios CCD Academic Senate Call to Action

Approved Tuesday November 17, 2020

The four Los Rios Colleges and the District Academic Senate support the Academic Senate of California Community Colleges (ASCCC) Fall 2019 Plenary Resolution “[Support Infusing Anti-Racism/No Hate Education in Community Colleges](#)”. Specifically, to the following Resolved statements from that resolution:

- *denounce racism for its negative psychological, social, educational, and economic effects on human development throughout the lifespan;*
- *take steps to not only strive for a greater knowledge about and the celebration of diversity but also to support deeper training that reveals the inherent racism embedded in societal institutions in the United States, including the educational system, and asks individuals to examine their personal role in the support of racist structures and the commitment to work to dismantle structural racism; and*
- *infuse Anti- Racism/No Hate Education in all its activities and professional development opportunities to the degree that doing so is feasible.*

To achieve this, our Academic Senates are committed to:

1. Include a discussion of anti-racism/no-hate education on agendas. Remembering that we do not have to have an answer to start a conversation.
2. Prioritize culturally responsive curricular redesign with our curriculum committees.
3. Acknowledge, without assigning blame, that the structure of our colleges houses the biases and prejudices of their founding times. Those biases have privileged some and disadvantaged others, particularly African American and LatinX communities.
4. Prioritize the evaluation of hiring and evaluation processes with an equity lens.
5. Request services from the ASCCC about any of these topics if needed.
6. Evaluate our academic senates and find the voices among our faculties missing in governance. Find ways to empower those voices.
7. Work with our administrations, classified professional colleagues, and students to find constructive ways students can express themselves about structural and historical biases that exist.