**District Academic Senate (DAS) Meeting Minutes**

**Tuesday, Sept 5th , 2023 - 3:00 -5:00 pm**

Teleconference locations:

**Los Rios District Office Main Conference Room**

**ARC: ARC Administration Building Conference Room**

**CRC: College Center 250 Conference Room #2**

**FLC: FL2-145**

**SCC: Student Center 105**

<https://lrccd.zoom.us/j/85212623490?pwd=Sk5WSDhxaExXanRuWC83RjVWUGJ1dz09>

Meeting ID: 852 1262 3490

Passcode: losrios

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Campus | Role | Present |
| Alisa Shubb | ARC | District Academic Senate President | x |
| David McCusker | ARC | District Academic Senate Secretary | x |
| Brian Knirk | ARC | Academic Senate President (acting) | x |
|  | ARC | Academic Senate Vice President | x |
| Veronica Lopez | ARC | Academic Senate Secretary | x |
| Alisa Shubb | ARC | Academic Senate Past President | x |
| Jacob Velasquez | CRC | Academic Senate President | x |
| Lisa-Marie Mederos | CRC | Academic Senate Vice President |  |
| Eric Anderson | CRC | Academic Senate Secretary | x |
| Scott Crosier | CRC | Academic Senate Past-President | x |
| Eric Wada | FLC | Academic Senate President | x |
| Wayne Jensen | FLC | Academic Senate Vice President | x |
| Lisa Danner | FLC | Academic Senate Secretary | x |
| Paula Cardwell | FLC | Academic Senate Past President | x |
| Sandra Guzman | SCC | Academic Senate President | x |
| Dawna DeMartini | SCC | Academic Senate Vice President | x |
| Amy Strimling | SCC | Academic Senate Secretary | x |
| Lori Petite | SCC | Academic Senate Past President | x |
| Bill Simpson | ARC | District Curriculum Coordinating Committee (DCCC) | x |
| Morgan Murphy | FLC | District Educational Technology Committee (DETC) | x |
| Ea Edwards | CRC | District Equity & Student Services Committee (DESSC) |  |
| Jason Newman | CRC | Los Rios Colleges Federation of Teachers (LRCFT) | x |
| Kandace Knudson | SCC | Instructional Accessibility Committee | x |
| Georgine Hodgkinson  Kalinda Jones | CRC  FLC | Prison Reentry Education Program Committee (PREPC) | x |
| Tamara Cheshire  Keith Heningburg | FLC  SCC | Ethnic Studies Faculty Council | x  x |

## Preliminaries

1. Welcome / Call to order

2. [Land Acknowledgement](#_Land_Acknowledgements): Los Rios Land Acknowledgment read

3. Approval of Agenda: Approved by consent

4. Approval of Minutes: Approved by consent

5. Introduction of Guests

Pamela Posz, Teresa Aldredge, Amy Gaudard, Pamela Bimbi, Craig Davis, Phil Smith, Craig Davis

6. **Public Comment Period** (up to 3 minutes per speaker)

Interest expressed in faculty being notified when a student adds their class after the first day of class, especially when they add without using a permission number, to allow the instructor to contact new students, provide guidance, and possibly adjust due dates. Currently no way to tell who these students would be by looking at the roster.

Customer Relations Management software was on the board agenda for August. Concerned that this topic has not come to DAS for collegial consultation. Suggested that money spent on this software (approx. $3 million) would be better spent on counselors.

Noted that there is a federal law that requires that each educational institution that receives Federal funds for a fiscal year shall hold an educational program on the United States Constitution on September 17 of such year for the students served by the educational institution. 118 Stat. 2809, 3344-45 (Section 111)(2)(b). Concern expressed that collegial consultation does not appear to have taken place around the planning of an educational program.

7. DAS President’s Report

* District Customer Relations Management (CRM) Salesforce contract - Despite never having been presented at DAS, Chancellor’s Cabinet, or District Ed Tech, this was presented at BOT and trustees voted to support it at the August meeting. Admin will share information with DAS at the next meeting.
* Summer Hiring
  + AVC HR - did not move forward with hiring committee - Carrie Bray continuing to serve in this position
  + Project Attain Executive Director (hired Melanie Dixon) - Los Rios is the holder of the grant and the grant funds the position.
* Upcoming Hiring committees
  + District Director, Human Resources Diversity, Compliance, Title IX  - Senate appointment needed ([see draft timeline](#recruitment_timeline))
  + LRCCD Police Chief (Sandra Guzman appointed to serve)
  + [PREP Counselor](#Prep_position) (categorically funded) - [faculty appointments requested](#request).
  + College nurse to serve FLC
* Next iteration of Textbook Affordability Task Force (currently, there are ZTC projects going on at all four colleges which are funded by the CCCCO. A coordinating body at the District might be useful for conversations on ZTC and/or other forms of OER)
* DO-IT [Idea Process](#idea_process) Faculty request for notification whenever a student adds (without permission number) after first day of class
  + [Idea submitted](#idea_submitted) - new student [notifications](https://lrccd.instructure.com/courses/176134/files/52410571?wrap=1)
  + [Request was submitted](#idea_submitted), IT instituting new process for evaluating ideas and prioritizing them. Idea submitted again through the new process - currently there is no simple way to enable notifications.

## Consent Items (Any member of the DAS may request an item be removed for further discussion and separate action.) - None at this time

## Decisions (10-15 minutes per item)

8. Revisions to [P-2211](https://docs.google.com/document/d/1iUgcCiyApzNnDOkzWc2a3Q7DhCiQFnvhd_Ym0QkiOsY/edit#bookmark=id.p76hco4eu7), [R-2211](https://docs.google.com/document/d/1iUgcCiyApzNnDOkzWc2a3Q7DhCiQFnvhd_Ym0QkiOsY/edit#bookmark=id.12uctyaoguq2), [P-2242](https://docs.google.com/document/d/1iUgcCiyApzNnDOkzWc2a3Q7DhCiQFnvhd_Ym0QkiOsY/edit#bookmark=id.dnd6gz735sv2), [P-2523](https://docs.google.com/document/d/1iUgcCiyApzNnDOkzWc2a3Q7DhCiQFnvhd_Ym0QkiOsY/edit#bookmark=id.clqc693y4dt9), [P-2254](https://docs.google.com/document/d/1iUgcCiyApzNnDOkzWc2a3Q7DhCiQFnvhd_Ym0QkiOsY/edit#bookmark=id.x95k03d9nwyn), [R-2821](https://docs.google.com/document/d/1iUgcCiyApzNnDOkzWc2a3Q7DhCiQFnvhd_Ym0QkiOsY/edit#bookmark=id.x8lhp0r2gt5r) *(2nd Reading) -* If we support these changes, that support will be brought to Chancellor’s Cabinet.

Motion to adopt these changes. Seconded.

Adopted by unanimous roll call vote.

Yes: Brian Knirk, Veronica Lopez, Jacob Velasquez, Eric Anderson. Scott Crosier, Eric Wada, Wayne Jensen, Lisa Danner, Paula Cardwell, Sandra Guzman., Dawna DeMartini, Amy Strimling, Lori Petite, Alisa Shubb.

9. Adoption of DAS Non-credit Exploration Task Force Report & Recommendations *(2nd Reading)*

[Non-credit Exploration Task Force Report](#noncredit)

Desire expressed to see list of sources (including individuals and organizations consulted) in the document. Suggested that this would make the document stronger.

Need for urgency moving forward expressed. Noted that we’re the only district that doesn’t offer noncredit.

Suggested that we need to dive into the challenges. Suggested that highlighting that we’re the only district that doesn’t offer noncredit, doesn’t move us closer to being ready to offer noncredit.

Recommendation is for a phased approach beginning with examining feasibility.

Suggested that we need to test feasibility before implementation.

Suggested that next step has to include a much wider audience than just faculty.

Suggested that we adopt the report and have DAS identify the composition and charge of the feasibility team.

Task force members indicated that they would provide sources.

Motion to accept the report and for DAS to construct the feasibility team made and seconded.

Adopted by unanimous roll call vote.

Yes: Brian Knirk, Veronica Lopez, Jacob Velasquez, Eric Anderson. Scott Crosier, Eric Wada, Wayne Jensen, Lisa Danner, Paula Cardwell, Sandra Guzman., Dawna DeMartini, Amy Strimling, Lori Petite, Alisa Shubb.

10. Military Credit draft regulation *(1st Reading – Sonia Ortiz-Mercado)*

*Joint Services Transcript Credit for Military and Veterans SB 1071*

District’s PPT Presentation (please download the Word document in order to view the PPT)



Proposed regulation is strictly compliance.

11. Academic Renewal draft regulation *(1st Reading – Sonia Ortiz-Mercado)*

*Proposed revisions to R-7252*

This item is also covered in the PPT presentation under item 10.

Inquiry as to whether or not there is data about how many students impacted by changes to AB 705. Admin will work with research to see what data can be identified.

Concern expressed that there may be a large number of students who are unaware that this process is an option for them. Intentional in-reach to those students would be helpful.

Legal Compliance: Excused Withdrawal and Withdrawal

Support expressed for this change. Noted that having to prove a traumatic experience can be re-traumatizing.

Propose Best Practice: Three Year Limitation

Data on number of students impacted is not available.

Sonia Ortiz-Mercado and Jason Ralphs expressed willingness to visit local senates to further discuss these topics if that would be helpful.

## Reports (5 minutes per report + 5 minutes for questions)

12. College Nurses hiring and reporting structure *(Sonia Ortiz-Mercado)*

Nurse Clinicians report to Dean of Wellness, Victoria Flores, a district-level dean.

Recruiting nurses has been very challenging as our salaries are not competitive. There have been 13 failed recruitments at SCC.

Suggested that FLC Academic Senate President should be appointing faculty to the committee hiring a nurse to serve at FLC.

## Discussions (10-15 minutes per item)

13.Pathway U

[Pathway U Explanation](#pathway_u) from District

Pathway U is a career exploration application available in the online hub. Pathway U was adopted without consultation.

Suggested that DAS needs to respond.

Suggested that students need access to career counselors, not an application.

Noted that this did not come to FLC’s senate and no FLC senate were involved.

Noted that with Pathway U and CRM, there is no information about how the efficacy of these programs will be evaluated.

Noted that faculty in the explanation are described as career counselors, but that is not an actual position.

Noted that academic programs being linked to careers was an automated process.

14. District Convocation

Ethnic Studies Council had received a grant to develop programs to share info on Ethnic Studies. At this point it appears that District has appropriated the funds for Convocation. Ethnic Studies Council had hoped to hold a panel, but District’s desire for contributions from the Ethnic Studies Council has been limited to asking for suggestions for keynote speakers.

This will be a focus of the next meeting with the Chancellor.

1. Collegial Consultation

Concern expressed about how we establish min quals for teaching noncredit courses and how curriculum is determined.

DAS president presented to the BOT on collegial consultation. [Presentation](#presentation)

DAS President and Mario keeping a document tracking items that should be subject to collegial consultation. Please share items that you identify.

Suggested that it would be appropriate for District to inform us of how what faculty allocations will look like.

Alerted that all CA community colleges are receiving approximately $48,000 to support Ethnic Studies. Ethnic Studies faculty should be involved in determining how that money should be spent.

## Items from Colleges for District Academic Senate Consideration

## Committee Reports (as time permits, written reports will be posted to Canvas supporting material section and included in subsequent meeting minutes)

* District Curriculum Coordinating Committee (DCCC) – *Bill Simpson* [Report](#dccc)
* Ethnic Studies Council – *Tami Cheshire, Keith Heningburg*

*Noted that 65 of 71 courses across the district are full with waitlists. Adjunct faculty in this area are very scarce. FT hires in this area very much needed.*

**Future & Returning Items:**

* Statement of Support for Learning Communities *(Second Reading)*
* Student-facing information on Academic Conduct across Colleges & AI Task Force
* Open Education Resources presentation to Board of Trustees
* LRCCD Policy & Regulation 2222 (attendance)
* Strategic enrollment management plan
* Faculty hiring manual review
* Class/course size task force report
* District contract with and use of Salesforce Customer Relations Management (CRM)

## Upcoming Meetings / Events

* [LRCCD Board of Trustees](https://losrios.edu/about-los-rios/board-of-trustees) Meeting: Wednesday, Sept 13th 5:30pm (DO Board Room)
* District Academic Senate Meeting: Tuesday, Sept 19th 3-5pm DO Main Conference Room

## Land Acknowledgements

[Los Rios Community College District Indigenous Land Acknowledgment Statement](https://losrios.edu/about-los-rios/our-values/indigenous-land-acknowledgment)  
“In the spirit of community and social justice, we acknowledge the land on which our four colleges reside as the traditional homelands of the Nisenan, Maidu, and Miwok tribal nations. These sovereign people have been the caretakers of the health of the rivers, the wildlife, the plant life, and the overall eco-social balance in the greater Sacramento region since time immemorial.  
Despite centuries of genocide and occupation, the Nisenan, Maidu, and Miwok continue as vibrant and resilient tribes and bands, both Federally recognized and unrecognized. Tribal citizens of these nations continue to be an active and important part of our Los Rios college community. We take this opportunity to acknowledge the land and our responsibility to the original peoples, the present-day Nisenan, Maidu, and Miwok tribal nations.”

[ARC Indigenous Land Statement](https://arc.losrios.edu/student-resources/native-american-resource-center#:~:text=We%2520acknowledge%2520the%2520land%2520which,Maidu%252C%2520and%2520Miwok%2520tribal%2520nations.&text=Despite%2520centuries%2520of%2520genocide%2520and,both%2520Federally%2520recognized%2520and%2520unrecognized.)

“We acknowledge the land which we occupy today as the traditional home of the Maidu and Miwok tribal nations. These sovereign people have been the caretakers of this land since time immemorial. Despite centuries of genocide and occupation, the Maidu and Miwok continue as vibrant and resilient Federally recognized tribes and bands. We take this opportunity to acknowledge the generations that have gone before as well as the present-day Maidu and Miwok people.”

[CRC Land Acknowledgement](https://crc.losrios.edu/about-us/our-values/equity-and-diversity/land-acknowledgment)

“We pause to acknowledge that Cosumnes River College sits on the land of Miwok and Nisenan people. We remember their continued connection to this region and give thanks to them. We offer our respect to their Elders and to all Miwok and Nisenan people of the past and present.”

[FLC Land Acknowledgement](https://flc.losrios.edu/about-us/our-values)

“We respectfully acknowledge the land currently occupied by Folsom Lake College as the traditional home of the sovereign Nisenan, Maidu and Miwok peoples who have a unique and enduring relationship stewarding this land since time immemorial. Despite colonization, occupation and genocide, the Nisenan, Maidu and Miwok people continue and thrive in their resilience and self-determination. We celebrate and recognize our Nisenan, Maidu and Miwok tribal neighbors and honor their sustained existence.”

[SCC Land Acknowledgement](https://scc.losrios.edu/student-resources/native-american-student-success/land-acknowledgement)

“We acknowledge the land currently occupied by Sacramento City College as the traditional home of the Maidu, Miwok and Nisenan people. These sovereign people have been caretakers of the area since time immemorial. Despite centuries of genocide and occupation, the Maidu, Miwok and Nisenan people continue as vibrant and resilient federally recognized and unrecognized tribes, bands, and rancherias. Today, we honor and recognize our Maidu, Miwok and Nisenan tribal neighbors for their contributions as the caretakers of the Sacramento Valley and honor their sustained existence. It is with their blessing and continued guidance that Sacramento City College seeks to provide an accessible, equitable, and supportive institution of learning and experience.”

**Supplemental Materials**

Recruitment Timeline

**Director, Human Resources Diversity, Compliance, Title IX**

District Office

Job Posting# AE00880P

**Date Position Opens** Tuesday, September 5, 2023??

**Interview Committee Meeting** xxday, September x, 2023

(review process, develop screening criteria and interview questions) ***In person or zoom*** x:00-x:00

**Position Closes** Friday, October 6, 2023??

**Minimum Qualifications Review by HR** Mon, October 9 to Fri, October 13, 2023

**Application Screening** Mon, October 16, 2023 to Wednesday, October 25, 2023

**Interview Committee Meeting - Candidate Selection** Thursday, October 26, 2023

***In Person (or zoom)*** x:00-x:30

**Applicant Interviews**  Monday, November 6

***Zoom Interviews***

***Debrief with Mario via Zoom***

**Second Interview or Impressions November 17, 2023?**

**Tentative Board Approval** Wednesday, December 13, 2023

**Tentative Start Date**  Thursday, December 14, 2023

Dates to avoid for meetings/interviews:

October 16-27

Counselor (Prison and Reentry Education Program (PREP))

**Posting Details**

Position Information

**Job Posting Title** Counselor (Prison and Reentry Education Program (PREP))

**Location** Los Rios Community College District (District Office)

**Department Location** Student Services

**Posting Number** F01338P

**Position Type**

**Temporary Position Category** N/A

**The Institution**

**About**

The Los Rios Community College District is the second-largest, two-year public college district in California, serving approximately 75,000 students in the greater Sacramento region. The District’s 2,400 square mile service area includes Sacramento and El Dorado counties and parts of Yolo, Placer, and Solano counties and is comprised of four uniquely diverse colleges –American River, Cosumnes River, Folsom Lake, and Sacramento City colleges. In addition to each college’s main campus, the District offers educational centers in Placerville, Davis, West Sacramento, Elk Grove, Natomas, and Rancho Cordova.

The Los Rios District Office is centrally located in the heart of the Sacramento valley. The growing Capital Region has strong communities and emergent arts and dining scenes, and is nearby some of the most celebrated tourist destinations in the country – Lake Tahoe, Napa Valley, and San Francisco. The Sacramento area is a great place to live and work.

**Our Strengths**

The District has approximately 6,000 employees throughout our four colleges and District Office complex. The District Office is centrally located between all four colleges and provides welcoming, inclusive, and equitable environments for Los Rios students, employees, and our community partners. Our departments strive for the highest quality in all programs, services, and activities, and are focused on advancing the learning of our diverse student population through improved academic and social outcomes.

**Our Vision**

Our Colleges offer equity-minded, academically rigorous, student success centered education. Our objective is to help our students successfully achieve their academic goals, whether they want to transfer to a four-year college or university, earn an associate degree, or obtain one of more than 100 certificates in high demand career fields.

**Position Summary**

Under the direction of the area dean or their designee, the faculty member will participate in the development and implementation of student services/programs, which support and enhance the educational experience for students, particularly for those that are currently and formerly incarcerated.

**This position will report to duty at Folsom Lake College.**

The faculty member shall be responsible for the following: counseling services and/or teaching assigned classes under the supervision of the area dean; helping students fulfill their maximum potential in mastering course content; assessing student learning outcomes; maintaining a thorough and up-to-date knowledge in his/her regular teaching field; continuing professional development; utilizing current technology in the performance of job duties; maintaining standards of professional conduct and ethics appropriate to the professional position; assisting with articulation and curriculum development and review; serving on college committees and participating in faculty governance including accreditation and student co-curricular activities; assuming other responsibilities as assigned by the area dean; fulfilling other duties and responsibilities of a full-time faculty member as outlined in the college faculty handbook.

The PREP counselor has specific responsibilities related to the correctional setting that include:

* Providing one-on-one and group counseling services in correctional facilities to students who are incarcerated, as well as system-impacted and/or reentry students.
* Conducting regular communication with incarcerated students via
* USPS
* email and email correspondence with correctional partners.
* Developing individual and group counseling scalable processes for in-facility counseling.
* Providing leadership on all four campuses on establishing counseling delivery models for students who are incarcerated and for reentry students.
* Utilizing current technology in the performance of job duties and accommodations for students in correctional facilities without internet access.
* Providing referrals for students to other services and agencies.
* Participating in PREP student-focused activities in-facility and on-campus such as:
  + New student workshops,
  + Classroom presentations,
  + Outreach activities, and
  + Evening assignments

**Position Salary Information:**

Initial maximum salary placement is based on academic degree,upper/graduate level units earned, and/or related professional occupational experience per the [**Los Rios College Federation of Teachers Contract**](https://employees.losrios.edu/shared/doc/hr/cba/lrcft2020-2023.pdf) (the initial maximum placement is Class V, Step 8). For more information on the step placement process, please [**click here**](https://lrccd.zoom.us/rec/play/KL79vHlx5AB8i7hnmI4i2YNDEZ993C7Kh1AA5SFr8CnJ8ZRq8vA2wqiDLXzLRTiIDzdoUxK6I2DPv2j8.NL9UVlpXzEovOlFR?startTime=1638227857000&_x_zm_rtaid=2ip1yMcJTAuoroMrrMVCCg.1638395236859.d094816ca56ed4ebbe975330b935ec9f&_x_zm_rhtaid=184)**.**

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**Salary**

$53,855 to $101,638 per year. Additional earnings may be available for summer, overload, and stipends.

[LRCCD Salary Schedules](http://www.losrios.edu/hr/sal_schd.htm)

**Additional Salary Information**

Initial annual salary within a given range varies, depending upon units/degrees completed at accredited institutions and experience. Candidates not holding the minimum degree requirement may start at a salary lower than posted above.

**Benefits**

**Assignment Responsibilities**

The assignment may include, but is not limited to:

* Developing comprehensive education plans for each PREP student to assist in clarifying and establishing appropriate educational and vocational goals.
* In collaboration with the PREP team, building in-facility degree plans and facility schedules.
* Assisting students and potential students in clarifying or establishing appropriate educational and vocational goals.
* Participating in the planning and implementation of the counseling and advising program as directed.
* Completing and submitting course waivers to academic departments as determined by transcript evaluation.
* Completing and submitting degree and certificate petitions.
* Preparing and facilitating academic planning workshops for students in facilities via remote formats and/or in person.
* Working closely with PREP administrators to schedule in-person one-on-one counseling and group services to students in facilities.
* Communicating with correctional partners regarding student academic progress, education plans, transcripts, and academic programs and services.
* Working in conjunction with campus counselors to prepare and maintain a cumulative counseling record for each student. Analyzing periodically the achievement records of students; discussing with them their academic progress in terms of both short- and long-range educational and vocational goals.
* Developing and maintaining close working relationships with our in-facility educational partners; designated counseling faculty at all Los Rios colleges, other colleges serving our PREP students, community resources and agencies; on campus with instructional areas, special programs, and administration regarding student success, retention and recruitment.
* Teaching assigned classes in the *Human Career Development* area when appropriate.
* Maintaining current knowledge of counseling practices, methods, and techniques.
* Monitoring and counseling students regarding academic progress and probation status.
* Preparing and maintaining a cumulative counseling record for each counselee. Analyzing periodically the achievement records of counselees; discussing with them their academic progress in terms of both short- and long-range educational and vocational goals.
* Studying the needs, interests, abilities, achievements, and aptitudes of students; making recommendations to assist the college in fulfilling its obligation to students.
* Relaying pertinent information to college personnel as needed and respecting the confidentiality of such records as required by law.
* Developing and maintaining close working relationships off campus, with outreach centers, high schools, neighboring colleges and universities, and community resource agencies, and on campus, with instructional areas, special programs, and administration regarding student success, retention, and recruitment.
* Maintaining an understanding of diverse and multicultural backgrounds and the appropriateness of counseling approaches.
* Performing other duties as assigned.

**Additional Information**

**Work Year**

174 days

**Work Schedule**

To be determined.

*The assignment may include day, evening, online, hybrid, weekend, and/or off-campus classes/hours.*

**Total Hrs per Week/Day**

7.5 hours per day

**Special Requirements**

* Must be able to obtain contractor level clearance to California Department of Corrections and Rehabilitation facilities, county jails, and juvenile detention facilities.
* Must be able to travel to correctional facilities throughout the Sacramento region.

**Minimum Qualifications**

1. Have a Master’s degree in Counseling, Rehabilitation Counseling, Clinical Psychology, Counseling Psychology, Guidance Counseling, Educational Counseling, Social Work, Career Development, Marriage and Family Therapy, or Marriage, Family, and Child Counseling; **OR** hold a bachelor’s degree in in one of the listed degrees and a license as a Marriage and Family Therapist (MFT) **OR** the equivalent. \* All degrees must be from an accredited institution, completed by

**November 1, 2023.**

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2. Have an equity-minded focus, responsiveness, and sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, including those with physical or learning disabilities as it relates to differences in learning styles; and successfully foster and support an inclusive educational and employment environment.

**\*NOTES:**

* If your degree title differs from the minimum qualifications listed above, you are requested to apply under the “equivalent” provision.
* Applicants applying under the “equivalent” provision must attach details and explain howtheir academic preparation and/or professional experience is the equivalent of the degrees/minimum qualifications listed above. Please visit our website for a sample letter and information on the [**equivalency determination process**](https://losrios.edu/community/jobs-at-los-rios/prospective-faculty-resources/equivalency-determination-process)**.**

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**Application Instructions**

**Applicants applying to this position are REQUIRED to complete and submit:**

1.A Los Rios Community College District Application

2.Resume or Curriculum Vitae

3.Letter of Interest

4.Unofficial Transcripts of College/University Work

**NOTES:**

* Applications submitted without all required documents, listed above, will be disqualified.
* Applicants indicating “see resume” on the application will not have that referenced experience considered for minimum qualifications, which may lead to the application being disqualified.
* Only information (education, experience, etc.) listed on the application will be considered for minimum qualifications.
* Applicants, including current Los Rios Community College District employees, are required to provide official transcripts, if required to meet the minimum qualifications for the position.
* Applicants are required to submit official transcripts within 60 days of the time of hire.
* Graduate advising documents and grade reports will not be accepted as official transcripts.
* Individuals who have completed college or university course work at an institution in a country other than the United States must obtain a complete evaluation of foreign transcripts, degrees, and other relevant documents.
* A foreign transcript evaluation is required any time foreign course work is used to meetminimum qualifications and/or salary placement even if the foreign transcript has been accepted by a college or university in the United States.
* Foreign transcript evaluations are **ONLY** accepted from AICE (Association of International Credential Evaluations, Inc.) or
* NACES (The National Association of Credential Evaluation Services) agencies or evaluators. For additional information on foreign transcript evaluations [**click here**](https://www.losrios.edu/hr/downloads/ForeignTranscriptEvaluationInformation.pdf)**.**

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Do not submit additional materials that are not requested.

Posting Detail Information

**Posting Date**

08/28/2023

**Closing Date**

09/26/2023

**Open Continuously**

No

**Beginning On (or About)**

Full-time, Categorically Funded\*, Faculty Position

Beginning on (or about) November 01, 2023, through June 30, 2024

**\*Categorically Funded Position:**

This position is contingent on continued funding and satisfactory work performance; may be extended, on an annual basis, to future fiscal years.

**Ending Date, if LTT**

**How and where to apply**

Please visit our [**Frequently Asked Questions**](https://losrios.edu/community/jobs-at-los-rios/job-application-resources/job-application-faq) for complete information on how to apply online with our District. If you need assistance with any phase of the application process, please call (916) 568-3112 during regular business hours 8:00 a.m. – 5:00 p.m. PST, Monday through Friday.

After hour inquiries should be emailed to HR@losrios.edu. Submission of applications are by11:59 p.m., of the posting closing date.

**Conditions**

Offers of employment are contingent upon the successful clearance from a criminal background check and proof of identity and eligibility to work in the United States prior to the first day of work. Tuberculosis (TB) risk assessment and Certificate of Completion must be obtained within15 days from the start of employment. The District may select additional qualified candidates should unexpected vacancies or needs occur. When education is a requirement for the position, official academic transcripts from the accredited institution must be submitted within 60 days of hire.

For the latest information on Los Rios Community College’s COVID-19 protocol, please visit [**COVID-19 Updates**](https://losrios.edu/campus-life/covid-19-updates)**.**

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Contingent on funding and eligibility, successful candidates selected for a face-to-face interviewmay be eligible to apply for partial reimbursement of travel expenses. For candidate travel reimbursement information, [**click here**](https://pa-hrsuite-production.s3.amazonaws.com/2949/docs/267512.pdf)**.**

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**Quicklink**

<https://jobs.losrios.edu/postings/22892>

**Fte Detail**

**Supplemental Questions**

Required fields are indicated with an asterisk (\*).

1. \* Can you perform the essential functions of the position you are applying to with or without reasonable accommodations?

Yes

No

2.\* If hired, can you provide proof that you are eligible to work in the United State?

Yes

No

3.\*I acknowledge and agree that I certify that the information provided by me is true, correct and complete to the best of my knowledge and belief. I authorize investigation of all statements contained herein, and on the P-881 (if applicable and submitted), and I release from liability all persons and organizations furnishing such information. I understand that any misstatements, omissions or misrepresentation of facts on this form, my application, and, if applicable, the P-881 or attachment(s) may be cause for disqualification or dismissal. If you have ever been convicted of an offense other than a minor traffic violation you are required to complete the form "Arrests Which Led to Convictions for Crime", P-881 (you must disclose convictions that have been dismissed pursuant to Penal Code Section 1203.4; Ed. Code 87008). If needed copy and paste the link and download the form https://losrios.edu/lrccd/shared/doc/hr/forms/p-881.pdf and attach the completed form to your application.

Yes, I acknowledge and agree

No, I do not acknowledge or agree

4.\* Please indicate how you meet the educational minimum qualifications for this Faculty position. Select the appropriate answer.

I possess the minimum qualifications for the discipline as listed on the job posting. (Upload all appropriate unofficial transcripts from an accredited college/university.)

My degree title does not match the titles listed in the Minimum Qualifications section of the job posting, but I possess an equivalent degree and requestng an equivalency review. (Upload your equivalency statement and unofficial transcripts.)

I have previously been granted equivalency to teach this discipline by the Los Rios Community College District. (Upload the Equivalency Determination Form P-38 or Equivalency Determination Letter and transcripts.)

5.\* Considering this specific position that you are applying to – where/how did you learn about this position?

* College Department
* CareerBuilder
* Chronicle of Higher Ed
* Community College Registry Online Job Board
* Community Outreach (ex. Festivals, etc.)
* communitycollegejobs.com
* LRCCD Resource Group - Comunidad
* Craigslist
* diversityjobs.com
* D'Primeramano Magazine
* EdJoin
* Facebook (Los Rios Page)
* Glassdoor
* Greater Sacramento Urban League
* Handshake
* HigheredJobs
* Indeed
* Latina Leadership Network of the California Community Colleges
* LinkedIn
* Los Rios Community College District Employee
* Los Rios Community College District Human Resources Email
* Los Rios Community College District Website
* LRCCD Resource Group - Asian Pacific Islander Legacy (API)
* LRCCD Resource Group - Black Faculty & Staff Association (BFSA)
* LRCCD Resource Group - Native American Collaborative (NAC)
* LRCCD Resource Group - Spectrum (LGBTQIA+)
* Sacramento Black Chamber of Commerce
* Sacramento Asian Chamber of Commerce
* Sacramento Builders Exchange
* Sacramento Hispanic Chamber of Commerce
* Sacramento Rainbow Chamber of Commerce
* Sacramento Works
* The HUB
* ZipRecruiter
* Other

**Applicant Documents**

**Required Documents**

1.

Resume/Curriculum Vitae

2.

Letter of Interest

3.

Unofficial Transcript 1

8/30/23, 4:37 PM LRCCD Job Site | Counselor (Prison and Reentry Education Program (PREP)) | Print Preview

https://jobs.losrios.edu/postings/23257/print\_preview 6/6

**Optional Documents**

1.

Unofficial Transcript 2

2.

Unofficial Transcript 3

3.

Unofficial Transcript 4

4.

Unofficial Transcript 5

5.

Certifications/Licenses

6.

Certifications/Licenses 2

7.

P-881 Report of Arrests Which Led To Convictions For Crime Document

8.

Equivalency Determination Letter

**Request for PREP Counselor Committee Faculty Appointments**

Peshon, Mariko <PeshonM@flc.losrios.edu>

Wed 8/30/2023 4:28 PM

To:

Shubb, Alisa <ShubbA@losrios.edu>

Cc:

Ortiz-Mercado, Sonia <Ortiz-S@losrios.edu>;

Nye, Jamey <NyeJ@losrios.edu>

Hi Alisa,

I hope you are having a smooth start to the semester!

The PREP counseling position has been posted. As such, I would like to request 3-4 faculty be appointedto the hiring committee. It would be wonderful if faculty represented in-facility experience with PREP,each of the four colleges, and gender and racial diversity.

Because of FLC’s longstanding history of support for PREP, their Counseling Department has requestedthat Juan Flores and Kou Yang be considered to serve on the committee. Both Juan and Kou haveprovided counseling support to the Program over the last five years.

The position will close on September 26th. Currently, the timeline for committee meetings begins onSeptember 19th. I have included the tentative timeline below. The position posting can be found here.

Please let me know if there are any questions!

Thank you,

Mari

Interview Committee Meeting........................................................................... Sept 19

(Review process, create screening criteria and questions)

Position Closes .............................................................................................. Sept 26

Committee Screening............................................................................... October 3-10

Interview Committee Meeting – Candidate Selections........................................ October 10

Applicant Interviews............................................................................ Oct 23, 24 or 26

Project Request (Idea) Process

The District Office Information Technology (DOIT) department provides several  
technology services leveraged by all Los Rios colleges. The needs of users across the  
district are diverse and DOIT continues to work to provide offerings that are value-driven  
and effective. As the environment continues to grow and evolve, DOIT strives to provide  
innovative solutions and improve our service offerings. To help achieve this goal, DOIT  
launched the Project Request Process (also referred to as the Idea Process) to serve as  
a standardized and structured channel for stakeholders to submit suggestions for new  
features and functionality. The purpose of this process is to facilitate the collection,  
evaluation, and collaboration of technology related ideas and improve prioritization,  
transparency, and communications across the district.

**What is an Idea?**  
The Idea Process is a channel for users to submit Ideas and make suggestions or  
request improvements to products, services, or processes. Ideas can be technology-  
related business needs or opportunities such as new features for an application,  
process improvements, or innovative solutions to address specific challenges. Ideas  
should be feasible, positively impactful, and support the mission and goals of the district  
and its colleges.

**Who can submit an Idea?**  
To promote equity and allow all stakeholder voices to be heard, Ideas can be submitted  
for consideration by any Los Rios employee, including faculty, staff, and participatory  
governance members. Depending on the overall scope of an Idea, early collaboration  
with impacted stakeholders is highly encouraged to obtain buy-in prior to submission.

**How do I submit an Idea?**  
Users can submit their ideas through a user-friendly interface in Service Central. Start  
by visiting the Service Central homepage, then navigate to the search bar and type in  
“Create an Idea” to locate the form. When completing the form, be sure to provide  
detailed information regarding the business problem/opportunity, objectives/goals,  
dependencies, and clearly state the impacts of not moving an Idea forward.

**What is the difference between an Idea and other tickets submitted in Service  
Central?**  
Ideas are different from other Service Central tickets such as “Requests” and  
“Incidents”. Users should submit an incident for an unplanned disruption or issue  
affecting IT services (e.g. broken device, problems with software you already have, or  
losing access to an application). Users should submit a request when asking for specific  
predefined menu items offered by IT (e.g., new equipment, new software, or access to a  
system). Ideas are treated differently because they often become projects which will  
generally require a large investment of time/resources and will require collaboration with  
impacted stakeholders. Categorizing Ideas separately from other Service Central tickets  
will allow DOIT to appropriately consider and prioritize cross-functional user needs.

**What happens after I submit an Idea?**  
Once an Idea is submitted, it will go through a structured review and prioritization  
process that will consider factors such as feasibility, potential benefits, cost (dollars and  
effort), urgency, and alignment with organizational goals. Depending on its scope,  
various stakeholder groups such as Instruction, Student Services, Administration, and  
the Academic Senate may be involved in evaluating the Idea and provide comments  
and feedback. An Idea goes through the following after submission:

1. Initial Review of Idea: Ideas will first be reviewed by local college leadership to  
ensure the submission is complete and aligns with the respective college’s  
organizational goals. That is, the Vice President (VP) of Instruction will review  
instruction related Ideas, the VP of Student Services will review student services  
related Ideas, and the VP of Administration will review administration related Ideas  
that originate from faculty or staff from their respective college.

2. Determination if Detailed Analysis Should be Conducted: If approved by local  
college leadership, a district-level leadership team will review the Idea and  
determine if the Idea should be promoted to a Demand. When an Idea becomes a  
Demand, a detailed analysis is conducted to determine the full scope, cost, and  
estimated timeline for implementation. The district-level leadership team will be  
comprised of the VPs from each college and the Associate Vice Chancellor (AVC)  
for a particular functional area (e.g., instruction-related Ideas will be reviewed at the  
regularly scheduled meeting of VPs of Instruction from each college and the AVC for  
Instruction). Ideas that impact 10+1 faculty responsibilities will be reviewed in  
collaboration with the Academic Senate.

3. Determination if Demand Should be Approved: Once the detailed analysis is  
complete as part of the Demand phase, the information gathered as part of the  
analysis (e.g., scope, cost, and estimated timeline for implementation) will be  
brought back to the respective district-level leadership team for consideration. The  
district-level leadership team will determine if the Demand should be promoted to a  
Project and prioritize it amongst all other Projects. The Project will then be added to  
the project portfolio and resources will be allocated based on the approved timeline.  
Any changes to project scope, cost, or schedule will be reported back to  
stakeholders, as appropriate.

The Project Request Process (or Idea Process) promotes transparency by keeping  
users up-to-date on the status of their submission as it moves through the process,  
helping everyone involved understand its progress and disposition. The submitter will be  
notified if the Idea has been accepted and if not, the reason behind the decision. If an  
Idea is accepted, DOIT will work with the requestor to go over next steps.

An Idea IDEA0001016 has been submitted by you  
Service Central <servicecentral@losrios.edu>  
Mon 9/4/2023 1:20 PM  
To:Shubb, Alisa <ShubbA@losrios.edu>  
Hello,  
You are being notified that a new Idea has been submitted by you with the following information.  
Additional Information  
Title = Class enrollment notifications after first day  
Location = ARC  
Category = Information Technology  
Description =  
This Idea is being submitted by the District Academic Senate.  
IT project idea: Faculty are requesting some type of push notification whenever a new student enrolls (without a permission number) after the first day of class. This notification could take the form of an email or an alert on Canvas.  
Objective: Increase student success and retention rates by swiftly onboarding new students who enroll in their classes after the first class session. Instructors need to be able to identify these students in order to effectively engage them in the course and facilitate any work that needs to be made up.  
Business problem: Currently, the only way for instructors to identify students who have added without a permission number after the first day of class is to download or print daily versions of the class roster and compare the new version each day to the previous day. New students may add any class that was not full on the first day of instruction throughout the entire first week of instruction. The roster-comparison method is laborious and prone to oversight. Without faculty being able to correctly identify students who add during the first week, students may 1) miss out on class orientation, 2) be unaware of work or assignments due, 3) be dropped for lack of participation/attendance.  
Scope: This affects every student who adds a class without a permission number during the first 10 days of instruction in any class. Impacts of not moving forward are to effectively ignore students who add classes after the first day of instruction (as is allowed and even encouraged by district IT practices) or place an impossible burden on faculty who want to make sure every student has a strong start in class.

**The Noncredit Task Group’s Recommendation to the Los Rios District Academic Senate**

At our final meeting, the Noncredit Task Group discussed four possible options for Los Rios with

respect to noncredit instruction:

• **Option 1: Do not implement noncredit instruction within Los Rios.**

• **Option 2: Implement noncredit instruction along with credit instruction immediately**

**at all campuses.**

• **Option 3: Start noncredit instruction within Los Rios via a phased approach.**

• **Option 4: Los Rios should support the continuance of the District faculty noncredit workgroup**

**in order to make a fully informed recommendation on noncredit.**

Task group members voted on the options and the majority (8 out of 13 — 61.5%) prefer

Option 3, that Los Rios start noncredit instruction with a phased approach. The remainder of

the group (5 out of 13 — 38.5%) preferred Option 4, that the District faculty noncredit

workgroup continue its work in order to make a fully informed recommendation on noncredit.

No members of the group voted in favor of Option 1 or 2.

Here is the complete description of the recommended option from the Noncredit Task Group:

**Start noncredit instruction within Los Rios via a phased approach.**

*It is the recommendation of our committee that Los Rios begin offering noncredit instruction in*

*a considered, phased approach.*

• **Feasibility phase:**

*In the feasibility phase, a small team of Los Rios faculty and administrators will begin a*

*top-to-bottom analysis of the logistics for implementing noncredit instruction in Los Rios.*

*Small, targeted pilot projects in noncredit may be part of the feasibility phase. If it is*

*learned during the feasibility phase that it does not make curricular or financial sense for*

*Los Rios to offer noncredit instruction, work on noncredit will stop and Los Rios will*

*continue with the status quo.*

• **Implementation phase:**

*If the feasibility phase is successful, Los Rios would begin the implementation phase of*

*noncredit instruction. In this phase, Los Rios will begin advertising and offering its*

*noncredit courses and programs. Ideally, the roll-out of noncredit instruction will be*

*according to a strategic plan identifying subject areas that make the most sense for our*

*region.*

• **Evaluation phase:**

*Lastly, there would be an evaluation phase to understand what is working and not*

*working in noncredit instruction within Los Rios and there would be discussions about*

*the appropriate amount of noncredit that Los Rios should be offering.*

***Reasons and Considerations:***

• The State offers apportionment for noncredit instruction. Los Rios is losing money that

they could be earning by not offering any noncredit instruction. Furthermore, some

types of noncredit instruction receive apportionment at the same rate as credit

instruction. During the feasibility and implementation phases, it may make sense to

identify the types of noncredit instructional opportunities with the highest

apportionment rates and target those areas for the first noncredit offerings.

• The noncredit offerings of our K-12 partners appear to be somewhat focused on basic

skill acquisition. Therefore, it may make sense that we concentrate our initial roll-out

efforts in noncredit with Career and Technical Education (CTE) offerings.

• Noncredit instruction has some unique reporting requirements to the state Chancellor’s

Office (CCCCO). Rather than task individual administrators or department with figuring

these reporting requirements and regulations out on their own, it may make sense to

have a central office to coordinate all of a college’s noncredit offerings across all

departments prior to rollout.

• Noncredit instruction is most likely to be successful with faculty who are comfortable

with noncredit and excited about using it in their discipline to achieve certain

educational goals. For this reason, we recommend that any feasibility pilot or

implementation of noncredit instruction seek out faculty volunteers rather than attempt

whole sale conversion of departments from credit to noncredit.

• Faculty should have the academic freedom to make the decision as a department to

whether or not to implement noncredit based upon the needs of the students and the

program.

• Noncredit is constructed differently from the formula hours of credit instruction. For

example, courses are typically open-entry and open-exit, and, while students receive

assessments about their learning/performance from professors, they do not receive

grades. For noncredit implementation, these differences between credit and noncredit

would lead to different working conditions for faculty which will need to be carefully

explored, discussed, and negotiated by Los Rios management and LRCFT (faculty union).

• There is a significant institutional learning curve if Los Rios were to implement noncredit

instruction. Those responsible for curriculum and MIS reporting related to noncredit will

need additional information and perhaps training in how to process noncredit.

• Student support services are critical to equitable student success and should be involved

from the start to create a good foundation for students. Successful noncredit

programming on a wider scale will require investment in and building an infrastructure

so that students receive adequate information, counseling and support for success and

to ensure equity.

• Members of the current faculty noncredit task group have developed expertise in

certain areas or aspects of noncredit. It may make sense to appoint members of the

current faculty task group to any subsequent, multiple-constituency,

feasibility/implementation planning committee for noncredit.

• Prior to implementation of noncredit in a particular department, consider data and

community need as much as possible and available. There may be gaps in the data and

faculty may need to be creative in selecting data sources and analyzing trends. Ask

districts with noncredit if they have a template or resources (factors to consider) that

faculty can use when deciding about noncredit.

**Additional Background Information Requested After DAS First Reading**

Following the first reading of its May 2023 recommendation, the Noncredit Task Group co-chairs were

asked to comment on the following items:

1. evidence that a student-centered, equity minded framework was utilized in the formation of

recommendations.

2. exploration of potential obstacles or barriers to student success and completion of educational

goals that could be created by implementing noncredit options.

3. exploration of obstacles and barriers that would need to be mitigated or overcome in order to

implement student-centered noncredit courses and/or programs that lead to successful

completion of program of student and/or educational goals.

Pam and I are happy to provide additional background for item #1 (“evidence that a student-centered,

equity minded framework was utilized in the formation of recommendations”) to support DAS’s second

reading of the Noncredit Task Group’s recommendation.

It is our opinion that the primary and driving motivation for considering and implementing noncredit in

Los Rios should be to address the unmet educational needs of community members. Currently, Los Rios

can only serve students that come to our colleges with a “credit” approach. We believe that this

approach serves some groups of students in our community; however, it also ignores the educational

needs of students who might benefit from a “noncredit” instructional approach. By only offering one

instructional approach in Los Rios, we essentially privilege the educational goals of one type of

community member, even though almost all California community colleges deploy a mixture of credit

and noncredit instruction to serve their entire student population.

Specifically, with credit instruction, students pay fees to attend classes, receive grades for their course

work, and have statutory limits on retaking courses. Because students receive grades on their

permanent college transcript for every class taken, credit instruction represents the highest of stakes for

students. Poor performance or a failed class appears on a student’s transcript for life.

With credit instruction, most courses can only be taken one time. The number of courses that can be

repeated for credit is limited by legislation. Furthermore, when a student is unsuccessful in a credit

course, the state discourages districts from allowing that student to repeat it by denying apportionment

to districts after a certain number of retries.

The inability of lifelong learners to repeat credit courses has unintended consequences especially in Los

Rios since we currently rely exclusively on credit instruction. Specifically, there’s research demonstrating

that one of the best ways to move up the socioeconomic ladder is to connect with people at higher

levels of that ladder. These opportunities to commingle have been reduced or been eliminated on the

credit instruction side due to recent statewide legislative initiatives that push transfer and

degree/certificate completion. Whereas before, Los Rios was able to use credit instruction in creative

ways to serve all students in the community, those approaches are no longer allowed (e.g., AB 705; AB

1705), preventing us from serving some categories of students as we did previously within the credit

model.

In general, credit instruction is well-suited to and benefits the population of students in our service

community who have a clear sense of their college goals and understand the stakes involved. Perhaps

they have family members or friends who have navigated the college system before them and who are

able to share their experiences going to college. Credit instruction is also well-suited for students with

the economic means to pay fees or with the know-how to seek out and apply for financial aid. Credit

instruction works best for students who are primed for success in college and understand the stakes

involved with taking classes for credit.

In contrast, with noncredit instruction, students pay no fees for classes, do not receive grades for course

work, and are able retake useful classes multiple times at no cost.

With noncredit instruction, students may retake courses as many times as they need at no cost to them,

offering a unique, low-anxiety, college instructional experience. Retakes can be for greater

understanding (immigrants who are new language learners, survival and retraining classes for students

with certain disabilities, and retraining into a different profession) or can be used to recertify. Many

professions require that members get updated training on a periodic basis. For example, California

requires that certain auto technicians get recertified in the techniques and policies of California SMOG

testing every few years. If this class is offered under noncredit, a working SMOG technician would be

able to enroll in the SMOG recertification class at no cost to them. Furthermore, they would be allowed

to repeat the SMOG recertification training class as many times as required by state guidelines. Students

enrolled in the recertification class need the information contained in the class, not a letter grade from

the college. The state has its own recertification test that they require. Offering this class under credit

instruction would require that students pay a fee for the class, students could only take it one time for

credit, and students would get a grade on their transcripts for a class that is not meaningfully connected

to existing automotive certificates and degree programs. This group as well as other professionals in our

community appear to be underserved due to our lack of noncredit offerings.

As for items #2 (exploration of potential obstacles or barriers to student success and completion of

educational goals that could be created by implementing noncredit options) and #3 (exploration of

obstacles and barriers that would need to be mitigated or overcome in order to implement studentcentered

noncredit courses and/or programs that lead to successful completion of program of student

and/or educational goals), our faculty-only task group met last year and decided that these types of

issues are best addressed by a larger feasibility group that includes managers, faculty (including union

representation), and students. There are substantial legal, financial, and policy issues related to credit

and noncredit instruction, perhaps best explored by a feasibility group with the necessary decisionmakers.

To aid any such feasibility group, our task group identified a number of considerations for a

future feasibility committee to ponder related to items #2 and #3.

Sincerely,

Pam Posz and Phil Smith

Noncredit Task Group Co-chairs

**Pathway U Explanation** – from Kevin Wong (DO)

* **Who was involved in the decision to adopt PathwayU?** – A team of subject matter experts from each college (including faculty, classified, and administrative representatives) conducted an analysis and evaluation of products available on the market to identify a solution for a districtwide career exploration tool. This resulted in the selection of [PathwayU](http://www.pathwayu.com) as the product that would provide the best student experience and meet the functional needs of faculty and staff. The individuals that participated are:

|  |  |  |
| --- | --- | --- |
| **Name** | **College** | **Role** |
| Amy Avalos (Faculty) | CRC | Career Counselor |
| Vonnie Bielefield | FLC | Student Support Specialist |
| Tracey Hodge (Faculty) | SCC | Career Counselor |
| Breanne Holland | ARC | Student Support Supervisor |
| Heather Hughes (Faculty) | ARC | Career Counselor |
| Miguel Molina | SCC | Dean of Special Projects and FYE |
| Kolleen Ostgaard | ARC | Dean of Student Services |
| Molly Senecal | FLC | Dean of Student Success |

* **What is its intended purpose and uses at Los Rios?** – Los Rios established a goal to create a student experience in career exploration that is intuitive and informative, allowing students to select a career and program of study that is aligned with their interests. Students would have access to information to understand the impacts of their choices as it relates to the availability of high-quality, high-paying jobs based on regional employer and industry needs. PathwayU would be available to both current and prospective students to encourage the selection of an appropriate program of study at one of the Los Rios colleges to achieve their career goal.

At the time the tool was being implemented, Los Rios had more than 11 tools across the colleges to assist students in exploring careers, each with varying degrees of utilization and cost. PathwayU was to standardize and simplify the student experience by identifying a single tool that can be leveraged across the district and develop standard processes that lead students to making informed choices. Though suggested, no college was asked to discontinue use of any career exploration tool that they had existing.

* **How were the academic programs selected to connect with the various career options?** – An existing data set was leveraged to connect the academic programs to the career options. Within Socrates, each program is already associated with what is called a Classification of Instructional Programs (CIP) code. The CIP codes are then mapped to Standard Occupational Classifications (SOC) within PathwayU using data from the Bureau of Labor Statistics and the National Center for Education Statistics ([more information here](https://nces.ed.gov/ipeds/cipcode/post3.aspx?y=56)).

**Presentation to BOT on Collegial Consultation**

(Please download the Word document in order to view the presentation.)



**District Curriculum Coordinating Committee Report**

The committee met on August 25, 2023.

* All of the curriculum proposals were approved. But, one approved item (ARC’s deletion of the Elementary Education AA-T) was pulled from the Board agenda by the AVCI.
* A new TELA designator was approved for SCC.
* Socrates now has a public-facing website for articulation officers to use to share course outlines with our transfer partners: <https://cor.losrios.edu/> This will ease the articulation officers’ workload considerably.
* A new workgroup was put together to develop a proposal for updates to the district’s AA/AS General Education pattern, based on Title 5 revisions being discussed by the Board of Governors. Once completed, the proposal will be forwarded to DAS for districtwide discussion.
* A new workgroup was put together to resolve inconsistencies across the district in the acceptance of AP, IB, CLEP and credit by exam.

The next DCCC meeting will be held September 22, 2023.

Respectfully submitted by Bill Simpson, DCCC Chair.