

CHANCELLOR'S CABINET MEETING

Agenda

Monday, May 10, 2021

3:00 p.m.

Zoom Video Conference

1. Call to Order	Brian King
2. Finalize Agenda & Minutes of Meetings* a. April 12, 2021 Minutes (with appendix) b. April 26, 2021 Minutes	Brian King
3. Proposed Amendments to Board Policy 7241, Graduation Requirements*	Jake Knapp
4. Proposed Process to Reaffirm the Strategic Plan*	Brian King
5. Debrief of May 6 Los Rios Summit for the Future	Brian King
6. Future Agenda Items and Meeting Schedule	Brian King
7. Adjournment	Brian King

**Attachment*

CHANCELLOR'S CABINET MEETING

Minutes

Monday, April 12, 2021

Zoom Video Conference

3:00 p.m.

1. CALL TO ORDER

Chancellor King called the Zoom Conference meeting to order at 3:00 p.m.

2. CELEBRATION OF ALLIED HEALTH TEAM WHO KEPT FIRST RESPONDER PROGRAMS MOVING FORWARD

Chancellor King and Deputy Chancellor Nye celebrated the Allied Health team who kept our First Responder programs moving forward on ground during the pandemic. Faculty and staff from the programs shared remarks about the experience and expressed appreciation for the support under the challenging circumstances.

3. FINALIZE AGENDA & MINUTES OF MEETINGS

The April 12, 2021 meeting agenda and minutes of the March 22, 2021 meeting were approved by consensus.

Chancellor King, Deputy Chancellor Nye, and Vice Chancellor Rodriguez provided updates on the detailed list of agenda items below and answered several questions, as well as heard concerns, from members of Cabinet.

4. REVIEW OF FINAL PLANS FOR FALL 2021

- a. Student Registration Goes Live April 19
- b. Opportunity for Additional Face-to-Face Activities and Services (including, but not limited to, affinity groups, clubs, libraries, computer labs)
- c. Options to expand On-Ground Instruction for Fall 2021

5. PREPARATION FOR A NEW NORMAL: SPRING 2022

6. REDUCING BARRIERS FOR OUR STUDENTS: CHANCELLOR'S CABINET AS ADVISORY COMMITTEE FOR CERTAIN DISTRICT-WIDE PROJECTS

- a. A Focus on Equity to Improve Financial Aid and Admissions and Records: Spring 2022 implementation
- b. Ongoing Review of Other Areas for Improvement to Reduce Barriers for Students, Faculty and Staff
 - i. Human Resources
 - ii. Outreach (nexus with Strategic Enrollment Management)
 - iii. Information Technology (essential to every aspect of college operations)
 - iv. Research (tremendous growth in demand for data and dashboards)

7. FUTURE AGENDA ITEMS AND MEETING SCHEDULE

The next meeting is scheduled for Monday, April 26, 2021.

8. ADJOURNMENT

Chancellor King adjourned the meeting at 4:50 p.m.

APPENDIX A: Statement from Sacramento City College Academic Senate President Lori Petite (Belinda Lum, Teresa Aldredge, Alisa Shubb, Ahmad Ameerzada and Jason Newman asked that their names be listed in support of the statement).

“The topic of district-wide centralization of services resulted in an extended discussion of approximately one hour on this agenda item alone. The discussion included numerous concerns raised from faculty (senate and union) and classified professionals over participatory governance and consultative processes on this issue, processes which are codified in Title 5, Board Policies and Regulations, and local college governance guiding documents. A recommendation was made that proposals for centralized services should be referred to the DESSC (R-3412), as a recommending body to the DAS and the Board, and whose primary charge focuses on equity, and “student support services and technologies designed to onboard students and move them through to completion”. Additionally, significant concerns were raised regarding potential negative impacts to our students from an equity perspective, the lack of evidence to support centralization decisions at this juncture, as well as concerns regarding the future of our colleges and District, threats to local college autonomy, and risks to local college accreditation.”

CHANCELLOR'S CABINET MEETING

Minutes

Monday, April 26, 2021

Zoom Video Conference

3:00 p.m.

1. CALL TO ORDER

Chancellor King called the Zoom Conference meeting to order at 3:00 p.m.

2. FINALIZE AGENDA & MINUTES OF MEETINGS

The April 26, 2021 meeting agenda was approved. A proposed appendix to the April 12, 2021 Minutes was submitted by Sacramento City College Academic Senate President Lori Petite. The statement was emailed to Chancellor's Cabinet, and members who support the addition should email Jennifer Delucchi to have their name included on the list.

3. FOCUS ON CREATING SPACE FOR ADDITIONAL VOICES TO BE HEARD IN CABINET

Chancellor King opened the conversation by noting that a lot of the topics that have been discussed recently, such as potential changes to Financial Aid and Admissions & Records, have a direct impact on classified professionals. He offered an opportunity for those leaders to speak up and share feedback from their constituents. Each of the Classified Senate Presidents reported that they are in the process of gathering feedback and will share that information with Chancellor's Cabinet when it's available. The four College Presidents also shared their plans for the various forum opportunities for classified staff at each of the colleges.

4. DISCUSSION OF PROPOSED ON-GROUND STUDENT SERVICES FOR FALL 2021

Deputy Chancellor Nye outlined the high-level draft proposed list of student services to be on-ground. The list includes admissions & records, affinity groups, computer labs, counseling, financial aid, food pantries, library, rise and junior rise, student athletics, as well as some categorical programs. The current list went through the Vice Presidents of Student Services prior to being presented to Chancellor's Cabinet. Deputy Chancellor Nye answered questions and received feedback to clarify some of the caveats before it is shared more broadly, since the list identifies the areas that are permissible, but that doesn't mean they have been confirmed as being on-ground. The details will be negotiated as appropriate as the planning is finalized.

5. CONTINUED SAFETY PLANNING AND KEY ISSUES TO ADDRESS FOR FALL 2021

a. Vaccinations (UC and CSU poised to require with some caveats)

Chancellor King led a discussion about the recent announcement from UC and CSU that they will require vaccines of all students, faculty and staff returning to campus this Fall if there is an FDA-approved vaccine. Members of Cabinet shared their viewpoints on this matter as it relates to community colleges, noting the various nuances and complexities, and agreed this should be a District-level decision.

b. Mask Mandates and Enforcement

Chancellor King and Vice Chancellor Rodriguez confirmed that we will not be utilizing our LRPD Officers to enforce a mask policy on our campus and facilities. We have plenty of PPE available

for any classes that are on-ground, so we can make masks available to students who may forget them. A communication campaign is in the process of being developed to help create the culture of mask-wearing and other safety measures and protocols.

6. UPDATE ON EARLIEST STAGES OF PLANNING TO REIMAGINE FA AND A&R

- a. DAS request to the Chancellor that all conversation and activity involving FA and A&R cease until September (with a response requested by Wednesday, April 28)**

Chancellor King shared that the Districtwide Academic Senate submitted a written request to have all conversations and activity involving Financial Aid and Admissions & Records cease until September with a response requested by Wednesday, April 28. A response is forthcoming as requested. While the last meeting of the Academic Senate for the Spring semester is May 4, work will continue with Classified Staff through the summer. It was reiterated that planning has not begun yet, and this group and other affected groups will be kept updated on any progress. There are no plans to implement any changes before Spring of 2022. The decision to align our structure has been made, but the planning of *how* we do that will be an ongoing, collaborative process with the shared goal of improving the quality of work life and services to our students.

- b. Districtwide *Los Rios Summit for the Future* on Thursday, May 6 at 3:00 p.m.**
 - i. Urgency of our Equity Work after a year that included the murder of George Floyd and a pandemic**
 - ii. Recognition that the World of Work will be different after the pandemic**
 - iii. Overview of planning for the Fall 2021 semester and ongoing planning for Spring 2022**
 - iv. Need for Strategic Enrollment Management: Access for Students of Color**
 - v. Update on Planning to Reimagine FA and A&R**
 - vi. Other topics?**

Part of the goal of the May 6 Summit will be to acknowledge that there is still a lot we don't know, but our HR team is committed finding the right solutions for our employees in the new world of work post-pandemic.

7. FUTURE AGENDA ITEMS AND MEETING SCHEDULE

The next meeting is scheduled for Monday, May 10, 2021. This will be the last meeting of the Spring semester.

8. ADJOURNMENT

Chancellor King adjourned the meeting at 4:52 p.m.

ASSOCIATE DEGREE REQUIREMENTS

1.0 Degree Earned

- 1.1 The degree of Associate in Arts, Associate in Arts for Transfer, Associate in Science, or Associate in Science for Transfer can be earned through any College in the Los Rios Community College District.
- 1.2 The Associate in Arts degree and the Associate in Science degree may be conferred upon students qualified to transfer to a four-year college or university as well as upon those completing their formal education in a two-year vocational program as outlined in the catalog of any of the Colleges of the District. The Associate in Arts for Transfer degree and the Associate in Science for Transfer degree were created by SB 1440 (2010) to allow students to transfer to the California State University with junior status upon the completion of prescribed requirements.
- 1.3 In accordance with law and with the rules and regulations of the California Community College Board of Governors and the Los Rios Community College District Board of Trustees, the requirements for the degree Associate in Arts, Associate in Arts for Transfer, Associate in Science, or Associate in Science for Transfer are defined below.

2.0 Associate in Arts or the Associate in Science Graduation Requirements

- 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.
 - 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 for any course in a major field of study, and a minimum cumulative grade point

average (GPA) of at least 2.0. 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.

2.3 General Education Requirements

2.3.1 Each College of the District will publish in its catalog a specific philosophy of general education. The following will serve as a pattern for the Colleges in the development of their individual philosophy statements.

2.3.1.1 The primary function of education is to transmit from each generation to the next the knowledge and skills requisite to enlarge the comprehension of our place in the universe. Los Rios Colleges are committed to the principle of providing general education which includes: Natural Science, Social and Behavioral Science, Humanities and the Arts, Language and Critical Thinking, and other courses that provide for life-long learning and understanding, and that explore the significance of work, production, consumption and leisure in the lives of individuals. All of these are basic and necessary to participate in and contribute to a balanced life in a democratic society that is diverse in its social, cultural, and educational backgrounds.

2.3.1.2 A comprehensive education serves to develop the creativity, critical thinking, ethical behavior, and self-understanding which are essential to the attainment of personal goals and to participate in a society characterized by increasing global interdependence and by rapid and significant change.

2.3.1.3 Therefore, the purpose of general education is to give breadth to the college experience, enhance the ability to learn, and insure an appropriate level of competency. The general education program thus provides coherence to undergraduate education and affords students the opportunity to develop an integrated overview of the diverse fields of human knowledge.

2.3.2 The courses allowed by the Colleges of the District for the fulfillment of the general education requirements shall be introductory in nature and usually without course prerequisites. The content of the courses should encompass broad fields of knowledge, covering major principles and their applications to a wide field or fields. The intent should be to provide the students with an understanding and appreciation of a significant body of knowledge and give to the students a basis for evaluating the physical environment, the culture, and the society in which they live.

- 2.3.3 Students receiving an Associate degree must satisfactorily complete twenty-one (21) units in general education selected from the following areas as indicated:

2.3.3.1 Natural Sciences (three [3] units minimum)

Courses in the natural sciences are those which examine the physical universe, its life forms and its natural phenomena. To satisfy the general education requirement in natural sciences, a course should help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category includes introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, physical geography, physical anthropology, physics and other scientific disciplines.

2.3.3.2 Social and Behavioral Sciences (three [3] units minimum)

Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course should help the student develop an awareness of the method of inquiry used by the social and behavioral sciences. It should stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category includes introductory or integrative survey courses in anthropology, economics, history, political science, psychology, sociology and related disciplines, exclusive of those which fulfill the American Institutions requirement.

2.3.3.3 American Institutions Requirement (three [3] units minimum)

Courses in American Institutions are those which focus on the historical development of American institutions and ideals, the operation of representative democratic government under the Constitution of the United States, and the principles of state and local government established under the Constitution of this State. To satisfy the general education requirement in American Institutions, a course should help the student develop an appreciation and understanding of the basic institutions, ideals, knowledge, and skills necessary for intelligent and loyal citizenship. It should stimulate critical thinking, problem solving, and literacy skills in regard to American historical, political, governmental, economic, social, and intellectual issues as they relate to both domestic and foreign affairs. This category includes introductory or integrative survey courses in history and political

science which qualify under the guidelines of either “a” or “b” below.

(a) Any course which addresses the historical development of American Institutions and ideals, inclusive of the following:

1. Significant events occurring in the entire area now included in the United States of America, including the relationships of regions within that area and with external regions and powers as appropriate to the understanding of those events within the United States during the period under study.
2. The role of major ethnic and social groups in such events and the contexts in which the events have occurred.
3. The events presented within a framework which illustrates the continuity of the American experience and its derivation from other cultures including consideration of three or more of the following: politics, economics, social movements, and geography.

(b) Any course which addresses the U.S. Constitution, representative democratic government operation, and the process of California State and local government, inclusive of the following:

1. The political philosophies of the framers of the Constitution and the nature and operation of United States political institutions and processes under that Constitution as amended and interpreted.
2. The rights and obligations of citizens in the political system established under the Constitution.
3. The Constitution of the State of California within the framework of evolution of Federal-State relations and the nature and processes of State and local government under that Constitution.
4. Contemporary relationships of State and local government with the Federal government, the resolution of conflicts and the establishment of cooperative processes under the constitutions of both the State and nation, and the political processes involved.

2.3.3.4 Humanities (three [3] units minimum)

Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course should help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop an aesthetic understanding and an ability to make value judgments. This category includes introductory or integrative courses in the arts, foreign languages, literature, philosophy, religion, and related disciplines.

2.3.3.5 Languages and Rationality (six [6] units: three [3] units each from (a) and (b))

Courses in language and rationality are those which use and examine principles and guidelines of clear and logical thinking and communication. Courses in this category should build upon rather than remediate verbal and quantitative skills.

- (a) English Composition. Courses fulfilling the written composition requirement should include both expository and argumentative writing.
- (b) Communication and Analytical Thinking. Courses fulfilling the communication and analytical thinking requirement include oral and written communication, mathematics, logic, statistics, computer language and programming, and related disciplines.

2.3.3.6 Living Skills (three [3] units minimum)

One physical education activity course (with ADAPT, DANCE, FITNS, PACT, SPORT, or TMACT designators) must be taken in this area and a minimum of two (2) units from the other courses included in this category. Adapted physical education courses are available for students with documented physical disabilities. These Adapted courses will fulfill the graduation requirement.

Courses in this area may be selected from a number of different disciplines that help students to acquire skills and knowledge to understand themselves as whole persons (integral to their environment). This category includes the study of courses that develop and maintain personal, social, physical and emotional well-being. It is the intent that this area include such courses as health education, human sexuality, marriage and family, nutrition, and personal adjustment.

- 2.3.3.6.1 Students with medical excuses may petition to be exempted from the physical activity course requirement when appropriate adapted physical education classes are not offered at the location where the student takes the majority of their course work.

Students not completing a physical activity course on the basis of this exemption shall be required to complete a minimum of three (3) units in other courses in the Living Skills area.

- 2.3.4 While a course might satisfy more than one (1) general education requirement, it may not be counted more than once for these purposes. Courses which are a part of the major requirement and meet the intent of these general education guidelines may be used to satisfy both requirements.
- 2.3.5 Ethnic studies will be offered in at least one (1) of the required general education areas (2.3.3.1-2.3.3.5).
- 2.3.6 Each College shall set up a process that will involve the review of courses submitted to meet the objectives and criteria of general education.
- 2.3.7 Students who show proof of a baccalaureate or higher degree completed at a college or university accredited through a CHEA (Council for Higher Education Accreditation) recognized Regional Accrediting Agency will have satisfied general education, Ethnic/Multicultural studies, and competency requirements for the Associate in Arts or the Associate in Science degree. Degrees from accredited institutions outside of the United States will be evaluated on a case-by-case basis. All Associate degrees from institutions accredited from CHEA Regional Accrediting Agencies will be evaluated on a case-by-case basis. Degrees or courses from non-accredited institutions will not be considered.

2.4 Basic Skills Competencies

- 2.4.1 All students granted an Associate in Arts or Associate in Science degree shall have demonstrated college-level competence in reading, written expression, and mathematics.
- 2.4.1.1 Examinations used to assess competency in any one of these areas will be uniform throughout the District and will be recommended by committees composed of members as provided in District Regulation ([R-3412](#)).
- 2.4.1.2 The Chancellor shall adopt Administrative Regulations establishing specific competency standards.

2.5 Ethnic/Multicultural Studies

2.5.1 One (1) three (3) unit Ethnic/Multicultural studies course must be completed within the sixty (60) unit graduation requirement. The course may be completed as part of the twenty-one (21) unit general education pattern, as a course required by the major, or an elective course.

2.5.1.1 Courses in Ethnic/Multicultural studies examine significant aspects of the culture, contributions and social experiences of underrepresented ethnic/racial groups in the U.S., or the history and cultural traditions of non-western societies. Non-western courses should focus on non-Eurocentric cultures.

2.5.1.2 All courses should be comparative among multiple social groups and should include analysis of concepts of ethnicity, ethnocentrism and racism, and how they shape and explain ethnic experience.

3.0 Credit by Examination

3.1 Any specific course requirement may be satisfied by the procedures established for credit by examination.

4.0 Transfer Graduation Requirements (SB 1440):

4.1 For curricula approved pursuant to SB 1440 (2010) by the Board of Trustees (approved curriculum), the graduation requirements for the Associate in Arts for Transfer and Associate in Science for Transfer degrees shall consist entirely of the following requirements which also satisfy all basic skills competency requirements:

4.1.1 Successful completion of sixty (60) semester units eligible for transfer to the California State University, which shall include satisfaction of the following two (2) requirements:

4.1.1.1 Completion of one (1) or the following General Education Patterns:

4.1.1.1.1 The Intersegmental General Education Transfer Curriculum (IGETC): or

4.1.1.1.2 The California State University General Education-Breadth Requirements.

4.1.1.2 Completion of at least eighteen (18) semester units in a major or area of emphasis identified in the approved curriculum

4.1.2 A minimum grade point average of 2.0.

5.0 Courses Specified

5.1 Each College within the District shall specify in its College catalog the courses that may be taken by a student in each of the required areas listed above. Requirements satisfied at one College will be accepted by any other College within the District.

LRCCD

Policy Adopted: 3/10/65

Policy Revised: 12/6/72; 4/17/74; 1/28/81; 4/21/82; 1/19/83; 2/1/84; 7/27/88; 3/18/92;
3/1/00; 11/5/03; 6/18/08; 3/14/12; 9/9/15; 5/10/17

Policy Reviewed: 5/10/17

Adm. Regulation: [R-7241](#)[Draft 3/18/2021](#)

DRAFT-Reaffirmation Process for LRCCD Strategic Plan

Chancellor's Cabinet May 10th

Since the Chancellor's Cabinet is by [LRCCD Regulation 3411](#) Section 1.3.2 the steering committee for District strategic planning processes, it will be necessary for the Chancellor's Cabinet to agree on a reaffirmation process of the current [LRCCD Strategic Plan](#).

- Goals are still relevant to the work and direction the LRCCD is moving, need to think about indicators and strategies with minimum, if any, adjustments only to the current goals.
- Need to spend time and energy on the work not on the process
- Set up a process where the strategic plan never sunsets, rather assess every year to adjust indicators and strategies; create a yearly evaluation of strategic plan, yearly weigh in so there is constant input, data reporting, reflection, and adjustment
- Want to move to a more agile strategic plan process to be more responsive to internal or external changes
- Need to take into account the need for a remote process this fall

LRCCD Institutional Research Summer 2021

Ask District Institutional Research to create over the summer a report of progress on indicators of achievement and strategies to share with Chancellor's Cabinet early in August

Fall 2021 Process

Recommended process for Chancellor's Cabinet and colleges to weigh in on the reaffirmation the strategic plan

- Survey for entire district to solicit feedback on the strategic plan and the research report
- Send data districtwide so each college may collect feedback, perhaps by having listening tours or other collegewide events