

# CHANCELLOR'S CABINET MEETING

## *Agenda*

Monday, October 24, 2022

3:00pm

**In-person: District Office Board Room**

1919 Spanos Court, Sacramento

1. Call to Order	Jamey Nye
2. Finalize Agenda & Minutes of Meetings* a. September 26, 2022	Jamey Nye
3. LRCCD Strategic Plan a. Indicators of Achievement*	Jamey Nye
4. Draft Academic Calendars – 2023-24 and 2024-25*	Jamey Nye
5. Removal of Vaccine Mandate	Jamey Nye
6. Adjournment	Jamey Nye

*\*Attachment*

**CHANCELLOR'S CABINET MEETING**  
**Minutes**  
**Monday, September 26, 2022**  
**3:00pm**

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**1. CALL TO ORDER**

Deputy Chancellor Nye chaired the meeting in Chancellor King's absence and called the Zoom meeting to order at 3:00pm.

**2. FINALIZE AGENDA & MINUTES OF MEETINGS**

The September 26, 2022 meeting agenda and the August 29, 2022 minutes were approved.

**3. LRCCD STRATEGIC PLAN/INDICATORS OF ACHIEVEMENT**

Deputy Chancellor Nye noted that the goal of this meeting was to review the Strategic Plan Indicators of Achievement and gather input from Cabinet. He shared the feedback and edits that have been provided so far from constituent leaders, then District and College Research Representatives Betty Glycer-Culver (DO), Jennifer Laflam (ARC), Sabrina Sencil (CRC), Tiffanie Ho (SCC), and Monica Pactol (FLC) provided a detailed overview of the Indicators of Achievement and answered questions from members of Cabinet. This will be presented for finalization at the October meeting, so any feedback should be shared with the District/College Researchers, Deputy Chancellor Nye, or Academic Senate President Alisa Shubb by then.

**4. ADJOURNMENT**

Deputy Chancellor Nye adjourned the meeting at 3:37pm.

# **LOS RIOS COMMUNITY COLLEGE DISTRICT STRATEGIC PLAN**

American River College, Cosumnes River College, Folsom Lake College, Sacramento  
City College  
Fall 2022

## **DRC Strategic Plan Work Group:**

Betty Glycer-Culver: LRCCD Director of Institutional Research  
Jennifer Laflam: ARC Interim Dean of Institutional Effectiveness & Innovation  
Monica Pactol: FLC Vice President of Instruction  
Gayle Pitman: SCC Dean, Planning, Research, and Institutional Effectiveness  
Sabrina Sencil: CRC Dean, Institutional Effectiveness

**Objective:** The District Research Council (DRC) has been asked to review and make recommendations for aligned Indicators of Achievement that reflect the Strategic Plan goals of the Los Rios Community College District and the Los Rios Colleges.

## **Research Focus and Scope:**

- **Strategic Goals:** will reflect the goals of the district and colleges. These will be developed collaboratively by all of the colleges and the district.
- **Indicators of Achievement:** establish targets that measure the success in meeting the strategic goals of the district and colleges. These will be developed with the support of the District Research Council Strategic Planning Workgroup.
- **Strategies:** specific actions designed to help each college and the district meet their targets and achieve their goals. These will be developed locally, and may reflect unique approaches at each college.

## **Suggested Approach:**

The DRC work group suggests a refreshed approach to the development of the Indicators of Achievement with a focus on **early momentum metrics as the priority indicators**, which will have positive impact on longer term outcomes. In addition to early momentum metrics that have been recommended as the Strategic Plan Priority Indicators, the DRC Strategic Plan Workgroup has identified a series of Supporting Indicators that align with AAJC, Vision for Success and Roadmap Momentum Metrics, Student Center Funding Formula (SCFF), and CTE reporting metrics.

A **leading indicator** is a short-term measure (such as retention and success) that helps gauge how the institution is progressing towards its goals. Leading indicators act as predictors for **longer term outcomes**, which reflect long-term outcomes (such as degree and certificate completion, transfer, median wage gains or job placement).

The DRC Strategic Planning Workgroup recommends reporting on early momentum metrics annually, and longer-term outcomes after a five-year period.

## **Priority Indicators of Achievement:**

## Recommendations from the District Research Council Strategic Planning Workgroup

**Goal 1. Optimize student access, progress, momentum, and success as part of the guided pathways framework.**

**Previous language:**

**Goal 1. Establish effective pathways that optimize student access and success.**

**Goal 1 Indicators of Achievement Recommendations:**

**Access:**

- Early Momentum Metric (Priority Indicator):
  - Restore and grow enrollment for student populations that are most disproportionately impacted
- Longer Term Outcome:
  - Ensure that by 2027, the district's student population mirrors the demographics of our service area (representational equity goal).

**Supporting Indicators:**

- Increase first time student enrollment from x to y (include annual as well as 5-year target) (SEM)
- Increase full-time student enrollment from x to y (include annual as well as 5-year target) (SEM)
- Increase dual enrollment students from x to y (SEM, Roadmap)
- Increase adult learner (25+) student enrollment from x to y (include annual as well as 5-year target) (SEM)

**Progress, Momentum, and Success:**

- Early Momentum Metric (Priority Indicator):
  - Reduce equity gaps in persistence by x% annually, and by y% by 2027
- Longer Term Outcome:
  - Attain the Vision for Success/Roadmap Goal for Completion (Degrees and Certificates)

**Supporting Indicators:**

- Increase overall course success by x% (to be calculated based on equity gap reduction) (Vision for Success/Roadmap)
- Increase completion of math and English in the 1<sup>st</sup> year from x% to y%. (Vision for Success/Roadmap, SCFF)
- Increase % of students who successfully complete at least 15 units in their first academic year from x% to y%. (Vision for Success/Roadmap)
- Increase the percent of K-12 students who complete 12 or more community college units (Roadmap)
- Increase course retention by X% (Vision for Success/Roadmap)
- Increase persistence by x% (Vision for Success/Roadmap)

**Goal 2: Ensure equitable academic achievement across all racial, ethnic, socioeconomic, and gender groups.**

**Goal 2 Indicators of Achievement Recommendations:**

- Early Momentum Metric (Priority Indicator):
  - Reduce equity gaps in course success by x% annually, and by y% by 2027
- Longer Term Outcome:
  - Reduce equity gaps in degree and certificate completion by x% annually, and by y% by 2027

**Supporting Indicators:**

- Increase the percentage of students who complete the FAFSA/CADAA application which determines Pell eligibility (as well as other financial aid award program eligibility) by x annually (Vision for Success/Roadmap, SCFF)
- Reduce equity gaps in course retention by x% annually, and by y% by 2027 (Vision for Success/Roadmap, SEA)
- Reduce equity gaps in term-to-term persistence by x% annually, and by y% by 2027 (Vision for Success/Roadmap, SEA)
- Decrease unit accumulation by x% by 2027 for degree completers (Vision for Success/Roadmap)
- Reduce equity gaps in CSU and UC transfers by x% by 2027 (Vision for Success/Roadmap, SEA)
- Reduce equity gaps in degree and certificate completion by x% by 2027 (Vision for Success/Roadmap, SEA)
- Ensure that the district's student population mirrors the demographics of our service area (Vision for Success/Roadmap)

**Goal 3: Provide exemplary teaching and learning opportunities.**

**Goal 3 Indicators of Achievement Recommendations:**

- Early Momentum Metric (Priority Indicator):
  - Increase overall course success by x% (to be calculated based on equity gap reduction)
- Longer Term Outcome:
  - Decrease unit accumulation by x% by 2027 for degree and certificate

**Goal 4: Provide exemplary workforce and career technical education programs that reflect the needs of the region we serve.**

**Previous language:**

**Goal 4: Lead the region in workforce development.**

**Goal 4 Indicators of Achievement Recommendations:**

- Early Momentum Metric (Priority Indicator):
  - Restore and grow enrollment for student populations in career technical education programs that are aligned with the employment needs of our region.
- Longer Term Outcome:
  - Increase the number of Career Education graduates who are gainfully employed by X%

**Supporting Indicators:**

- Increase the number of certificate completions in CTE programs by x% (Vision for Success/Roadmap)
- Focus on establishing or expanding programs that address workforce needs in healthcare, climate action, education, and early education (Roadmap)
- Increase the percentage of CE graduates earning median wages in their field by 15% (Vision for Success/Roadmap, SCFF)
- Establish a baseline for credit for prior learning (CPL) offerings and increase these offerings annually. Increase systemwide access and enrollment into direct-assessment competency based education (CBE) programs by 15 percent. (Roadmap)

**Goal 5: Foster an outstanding working and learning environment.**

**Goal 5 Indicators of Achievement Recommendations:**

- Early Momentum Metric (Priority Indicator):
  - Ensure that the demographics of all employee groups (administration, faculty, and classified professionals) reflect the demographics of the students served by our district. (District EEO Plan)
- Longer Term Outcome:
  - Increase participation in equity minded and culturally responsive PD and affinity group opportunities for employees, focused on race, gender, LGBTQ+ status, disability, and other historically marginalized identities.

**Supporting Indicators:**

- High level of Student Satisfaction in response to the Campus Climate Survey
- Establish baseline data on employee retention.

**LOS RIOS COMMUNITY COLLEGE DISTRICT**  
**2023-2024 ACADEMIC CALENDAR – DRAFT 6/15/22**

*American River College - Cosumnes River College - Folsom Lake College - Sacramento City College*

**SUMMER SESSION 2023\***

Instruction Begins	June 5	Monday
Juneteenth – add minutes versus days where needed	June 19	Monday
Independence Day	July 4	Tuesday
Instruction Ends	August 3	Thursday
Grades Due	August 8	Tuesday
	<b>34Days</b>	

**FALL SEMESTER 2023\***

Instructional Improvement Days	August 17-18	Thursday, Friday
Instruction Begins	August 19	Saturday
Labor Day Holiday	September 4	Monday
Census Date for Fall Semester Classes	September 5	Tuesday
Veterans Day (observed)	November 10	Friday
Last Day to Withdraw from Full Semester Classes	November 14	Tuesday
Thanksgiving Recess	Nov. 23-Nov.26	Thursday-Sunday
Finals	December 8 - 14	Friday - Thursday
End of Semester	December 14	Thursday
Grades Due (1 <sup>st</sup> day campus is open in Jan)	January 2, 2024	Tuesday
	<b>82 Days</b>	

**SPRING SEMESTER 2024\***

Instructional Improvement Days	January 11-12	Thursday, Friday
Instruction Begins	January 13	Saturday
Dr. Martin Luther King, Jr. Day	January 15	Monday
Census Date for Spring Semester Classes	January 29	Monday
Lincoln Day	February 16	Friday
Washington Day	February 19	Monday
1 <sup>st</sup> 8 weeks ends	March 8	Friday
Mid Semester Spring Recess	March 11-17	Monday - Sunday
2 <sup>nd</sup> 8 weeks Begins	March 18	Monday
Cesar Chavez Day 3/31 (Sun) rolled forward to Mon	April 1	Monday
Last Day to Withdraw from Full Semester Classes	April 14	Sunday
Finals	May 10-16	Friday-Thursday
End of Semester	May 16	Thursday
Grades Due (7 days after end of semester)	May 23	Thursday
	<b>82 Days</b>	

\*During all terms, classes are offered in additional formats to enhance student opportunity: 1<sup>st</sup> and 2<sup>nd</sup> eight week sessions; 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> five week sessions; as well as weekend only classes. Examples might include four, five, six and eight week sessions and weekend courses, as well as other session lengths.

*NOTE: Classes may be scheduled on all days during the Summer term including Friday through Sunday; the count of days, though, is Monday-Thursday only as those are the primary days when instruction is offered. Both the Fall and Spring terms have scheduled instructional days, such as Saturdays, that are not included in the number of days shown above. Those additional days ensure the district is in compliance with the requirements of Title 5 of the California Code of Regulations, sections 58120 and 58142.*

**LOS RIOS COMMUNITY COLLEGE DISTRICT  
2024-2025 ACADEMIC CALENDAR - **DRAFT****

*American River College - Cosumnes River College - Folsom Lake College - Sacramento City College*

**SUMMER SESSION 2024\***

Instruction Begins	June 10	Monday
Juneteenth – increase minutes versus days	June 19	Wednesday
Independence Day	July 4	Thursday
Instruction Ends	August 8	Thursday
Grades Due	August 13	Tuesday
	<b>34 Days</b>	

**FALL SEMESTER 2024\***

Instructional Improvement Days	August 22-23	Thursday, Friday
Instruction Begins	August 24	Saturday
Labor Day Holiday	September 2	Monday
Census Date for Fall Semester Classes	September 9	Monday
Veterans Day	November 11	Monday
Last Day to Withdraw from Full Semester Classes	November 19	Tuesday
Thanksgiving Recess	Nov. 28-Dec 1	Thursday-Sunday
Finals	December 13-19	Friday - Thursday
End of Semester	December 19	Thursday
Grades Due (1 <sup>st</sup> day campus is open in Jan)	January 2, 2025	Thursday
	<b>82 Days</b>	

**SPRING SEMESTER 2025\***

Instructional Improvement Days	January 16-17	Thursday, Friday
Instruction Begins	January 18	Saturday
Dr. Martin Luther King, Jr. Day	January 20	Monday
Census Date for Spring Semester Classes	February 3	Monday
Lincoln Day	February 14	Friday
Washington Day	February 17	Monday
1 <sup>st</sup> 8 weeks ends	March 14	Friday
Mid Semester Spring Recess	March 17-23	Monday - Sunday
2 <sup>nd</sup> 8 weeks Begins	March 24	Sunday
Cesar Chavez Day	March 31	Monday
Last Day to Withdraw from Full Semester Classes	April 20	Sunday
Finals	May 16-22	Friday-Thursday
End of Semester	May 22	Thursday
Grades Due (7 days after end of semester)	May 29	Thursday
	<b>82 Days</b>	

\*During all terms, classes are offered in additional formats to enhance student opportunity: 1<sup>st</sup> and 2<sup>nd</sup> eight week sessions; 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> five week sessions; as well as weekend only classes. Examples might include four, five, six and eight week sessions and weekend courses, as well as other session lengths.

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