



In accordance with California's Code of Regulation, Title 5

ARC's Academic Senate is the organization whose primary function, as the representative of the faculty, is to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters.

"Academic and professional matters" means the following policy development and implementation matters:

(1) curriculum, including establishing prerequisites and placing courses within disciplines;

(2) degree and certificate requirements;

(3) grading policies;

(4) educational program development;

(5) standards or policies regarding student preparation and success;

(6) district and college governance structures, as related to faculty roles;

(7) faculty roles and involvement in accreditation processes, including self-study and annual reports;

(8) policies for faculty professional development activities;

(9) processes for program review;

(10) processes for institutional planning and budget development; and

(11) other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

2/25/2021

3:00 P.M.

<https://cccconfer.zoom.us/j/96212849461>

Password = 10+1

American River College Academic Senate Regular Meeting AGENDA

Preliminaries

1. Call to Order
2. Approval of the Agenda
3. Approval of the Minutes
4. Introduction of Guests
5. Public Comment Period (3 minutes per speaker)
6. President's Report

Consent Items

7. Affirm District Curriculum Coordinating Committee recommendations to:
 - a. eliminate credit by exam eligibility criteria
 - b. revise P-7241 to allow C- grades from other institutions to meet Los Rios major requirements

Decision (10 minutes maximum per item)

None

Reports (5-10 minutes per item)

8. Councils
 - a. Student Success – *Carina Hoffpauir*
 - b. Institutional Effectiveness – *Janay Lovering*
 - c. Operations – *Araceli Badilla*

Discussion (10-15 minutes per item)

9. Reviewing the Faculty Hiring Prioritization process through an Equity Lens
10. Inclusive practices for Academic Senate & increasing participation in Senator elections
11. What does a Faculty Handbook look like in 2021+?
12. Report Back: (5-10 minutes per item)
 - a. Opt Out Student Schedules
 - b. Planning Fall 2021
13. Report Out: District Academic Senate <https://employees.losrios.edu/our-organization/committees/district-academic-senate>
 - a. Los Rios Colleges Online
 - b. Chancellor's Cabinet as Re-opening Steering Group
 - c. Faculty Ethnic Studies Council
14. Items from College Areas for Academic Senate Consideration

Upcoming Meetings and Events

1. District Academic Senate Meeting: Tuesday March 2nd, 3:00pm
Meeting ID 943-1304-6533
2. LRCCD Board of Trustees Meeting: Wednesday March 10th 5:30pm
<https://cccconfer.zoom.us/j/91513113440#success>
3. ARC Academic Senate Meeting: Thursday March 11th 3:00pm, Meeting ID 962-1284-9461 password 10+1
4. District Academic Senate Meeting: Tuesday March 16th, 3:00pm
Meeting ID 943-1304-6533
5. ARC Academic Senate Meeting: Thursday March 25th, 3:00pm, Meeting ID 962-1284-9461 password 10+1
6. ASCCC Area A: Friday March 26th, 9:00am – 2:00pm, virtual

ARC Academic Senate

Approved Minutes: February 25, 2021

Preliminaries

1. Call to Order: Called to order at 3:00pm
2. Approval of the Agenda: Agenda Approved
3. Approval of the Minutes: Minutes Approved
4. Introduction of Guests:
Melanie Dixon, Bill Simpson
5. Public Comment Period:
ARC President Melanie Dixon plans to have a State of the College conversation for insight into things happening with college (for a student audience on 3/18; for faculty and staff on 3/26).
6. President's Report:
 - Student design team: as Melanie Dixon has transitioned into the role of ARC President, she has heard about a desire to have student voices heard. The college is in the process of developing a team of students (paid positions) to do planning around policies, practices, and programming to leverage the student voice for future direction. The team will work to identify college-level needs. Although the team will start out of the ARC President's Office, it might eventually be housed elsewhere. Positions will be publicly posted. Students will be selected to represent a variety of programs, paths, and identities.
 - Increasing Senate Engagement: On March 18 from 3-5pm, we will offer a professional development activity with panel discussion involving senate leaders and senators to help broaden interest for senate participation. Senators are encouraged to reach out to their colleagues individually to invite them to participate.

Consent Items

7. Affirm District Curriculum Coordinating Committee recommendations to:
 - a. Eliminate credit by exam eligibility criteria
 - b. Revise P-7241 to allow C- grades from other institutions to meet Los Rios major requirements

Neither item was pulled from consent and so both items were approved by consent.

Decision

None

Reports

8. Councils
 - a. Student Success -- Carina Hoffpauir

(See supporting materials [“Student Success Council Report 2/16/21”](#))

- i. Retaining Employees of Color Resource Panel: The panel condensed the report, reprioritized recommendations, and took the report to the President’s Executive Staff Meeting, who will look at it again. The report will be triangulated with Disproportionately-Impacted Project Team reports.
 - ii. Forms and Procedures: There will be a workgroup formed to look at forms and procedures. Koue Vang will form a group to help streamline. Please contact Carina Hoffpauir (hoffpac@arc.losrios.edu) if you’re interested in working on streamlining forms and procedures.
 - iii. Issues with student communication: There is no one official channel--Los Rios email, Canvas Inbox, Starfish, etc. It may be time to update information in the IPaSS report (Integrated Planning and Support for Students).
- b. Institutional Effectiveness -- Janay Lovering
- See supporting materials [“IEC Report for 2-22-2021 Meeting,”](#) [“Spring 2020 Student Experience Survey for ARC’s African American, Latinx, and Native American Disproportionately Impacted \(DI\) Project Teams: Exploratory Analyses Part 2 Brief Report: On the Relationship between Challenges to Completion and Student Achievement Outcomes,”](#) and [“Summary of \(1\) Data Issues, ARC Strategic Goals and Objectives Addressed by Actions, and \(2\) Associated Resource Requests in 2019-2020 Annual Unit Plans.”](#)*
- i. Annual unit planning summary data report: There is no new annual unit plan due this year--the next new plans will start in Fall 2021. About half of the plans are tied to resource requests.
 - ii. Student Experience Survey for DI Project Teams (see supporting materials above).
 - iii. The council saw a draft of ISER (Institutional Self-Evaluation Report) for Standard 1 (for accreditation).
- c. Operations -- Araceli Badilla
- i. Budget: Although the district is hiring for managerial positions, it is currently holding off on classified positions and no faculty positions were advertised.
 - ii. Express drive-through covid testing is in the planning stages.
 - iii. The new funding formula was discussed: base + supplemental + student success.
 - iv. Pass-time between classes: In order to bring more classes back to on-ground, pass-time between classes might change.
 - v. The council reviewed procedures to visit campus.
 - vi. The Natomas building is in the final phase.

Discussion

9. Reviewing the Faculty Hiring Prioritization Process Through an Equity Lens
 - a. The district has let the senates know that they should plan to go through the normal prioritization process for “some hires.” What can we do with our part of the process that will help our faculty make good cases for their requests? What criteria should we be looking at and focusing on? Who can help us revamp? Senators discussed ideas, including: more transparency in the presidential

override, design a rubric, rank more like our actual hiring committees (would recommend, maybe recommend, would not recommend), revisit the importance of the impassioned argument vs what information the senate requests, think about how the position contributes to ongoing campus equity efforts, consider where the bottlenecks are in student paths, consider submitting retirement application as a position to be filled (not wait until position is vacated), forward rankings as blocks/tiers instead of as a numbered list. Senators are interested in what other (outside of LRCCD) places are doing for this ranking process.

10. Inclusive practices for Academic Senate & increasing participation in Senator elections
 - a. See Google doc ([linked here](#)) & make suggestions there (can also be accessed in the Academic Senate Canvas site > Module 11 > M11 Supporting Materials).
 - b. Start the election process in September for seats opening the following June.
 - c. March 18 panel 3-5pm--how do I get elected? Increasing Engagement in Academic Senate professional development activity.

11. What does a Faculty Handbook look like in 2021+?

Should it be a searchable document that can be updated? What help do we need to do this? Please contribute to the discussion board "[Reforming the Faculty Handbook](#)" in Canvas. (A link to the 2015 handbook is included in the discussion prompt.)

12. Report back

- a. Opt-Out Student Schedules
 - i. Concerns were expressed about the number of units as some students are not able to carry a 15-unit load.
 - ii. Students will not be forced to enroll in 15 units. They will choose if this is something they would like to consider taking. Students are not guaranteed that the classes will be available during registration. Will they get priority registration?
 - iii. There are concerns regarding motivation--to increase FTES over consideration over individual student needs.
 - iv. There are concerns about a misunderstanding about a causal relationship between units and success (the reality might be that students who do better with 15 units do so because of their life situation, not because of the 15-unit load)
 - v. Priority registration date: what is the promise if they can't get into classes?
 - vi. How this could impact enrollment patterns?
 - vii. If a student is not able to take 15 units, they might not know which courses should take priority. Could there be an alternative schedule with 6-8 units? Or list courses in order of importance?
- b. Planning Fall 2021--an official announcement is expected March 1.

13. Report Out: District Academic Senate

<https://employees.losrios.edu/our-organization/committees/district-academic-senate>

- a. Los Rios Colleges Online
 - i. The district is working on populating a program design group for fully online students (not COVID-online students).
- b. Chancellor's Cabinet as Reopening Steering Group

(See supporting materials "[Chancellor's Cabinet Meeting Agenda: Monday, February 16, 2021](#)" and "[Chancellor's Cabinet Meeting Agenda: Monday, February 22, 2021](#)")

Impossible to convert courses will likely be on ground for Fall 2021. Difficult to convert courses may have some on-ground classes for Fall 2021. Courses and programs that are not the above categories don't need a plan to go on-ground for Fall 2021. Agendas are posted in Canvas. At the end of each agenda are minutes that may be informative. Announcement 3/1 that we will hear about fall 2021.

- c. Faculty Ethnic Studies Council
 - i. Trying to get ETHNS 300 at all Los Rios Campuses. ARC is behind on curriculum. The soonest we can teach ETHNS 300 at ARC is 2023. Before we can get a department, where can the course be housed?

14. Items from College Areas for Academic Senate Consideration

Meeting adjourned 4:45pm

Upcoming Meetings and Events

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4. District Academic Senate Meeting: Tuesday, March 16, 3:00pm, Meeting ID 943-1304-6533
5. ARC Academic Senate Meeting: Thursday, March 25, 3:00pm, Meeting ID 962-1284-9461, password 10+1
6. ASCCC Area A: Friday, March 26, 9:00-2:00pm, virtual meeting

ARC Academic Senate Roster		Attendance 2021-02-25		
Area	Senator	Adjunct/FT	Term End	
Behavioral & Social Scier	Ellen Bowden	Adjunct	2021	Present
Behavioral & Social Scier	Kristina Casper-Denman	Full-time	2023	Excused
Behavioral & Social Scier	<i>Unfilled</i>	Full-time	2021	
Behavioral & Social Scier	Ricardo Caton	Full-time	2022	Present
Behavioral & Social Scier	Laurinda Reynolds	Alternate Full-Tin		Present
Behavioral & Social Scier	N/A	Alternate Adjunc		
Business & Computer Sc	<i>Unfilled</i>	Full-time	2023	
Business & Computer Sc	Damon Antos	Full-time	2022	Present
Business & Computer Sc	Kahkashan Shaukat	Full-time	2021	Present
Business & Computer Sc	Sylnovie Merchant	Adjunct	2022	
Business & Computer Sc	Marc Condos	Alternate Full-Tin		
Business & Computer Sc	N/A	Alternate Adjunc		
Counseling	Jessica Nelson	Full-time	2022	Present
Counseling	Jennie Econome	Adjunct	2021	
Counseling	Reyna Moore	Full-time	2023	
Counseling	Carmelita Palomares	Full-time	2022	Present
Counseling	Kim Herrell	Alternate Full-Tin		
Counseling	<i>Unfilled</i>	Alternate Adjunc		
English	Catalina Carapia-Aguillor	Adjunct	2023	
English	Robyn Borcz	Full-time	2023	Present
English	Shannon Pries	Full-time	2021	Present
English	Carina Hoffpauir	Full-time	2022	Present
English	N/A	Alternate Full-Tin		
English	Anthony Robinson	Alternate Adjunc		
Fine & Applied Arts	Brian Knirk	Full-time	2023	
Fine & Applied Arts	Jodie Hooker	Full-time	2021	
Fine & Applied Arts	Diane Lui	Adjunct	2023	Present
Fine & Applied Arts	Craig Martinez	Full-time	2022	
Fine & Applied Arts	Linda Gelfman	Alternate Full-Tin		
Fine & Applied Arts	N/A	Alternate Adjunc		
Health & Education	Cheri Garner	Full-time	2023	Present

ARC Academic Senate Roster		Attendance 2021-02-25		
Area	Senator	Adjunct/FT	Term End	
Health & Education	John Coldiron	Full-time	2022	Present
Health & Education	Diana Johnston	Full-time	2021	
Health & Education	Jen Kirkman	Adjunct	2022	
Health & Education	N/A	Alternate Adjunct		
Health & Education	N/A	Alternate Full-Time		
Humanities	Corinne Arrieta	Full-time	2022	
Humanities	David Austin	Full-time	2021	Present
Humanities	Caterina Falli	Full-time	2023	Present
Humanities	Kim Walters	Adjunct	2022	
Humanities	Erik Haarala	Alternate Full-Time		
Humanities	N/A	Alternate Adjunct		
Kinesiology & Athletics	Gerry Haflich	Full-time	2022	
Kinesiology & Athletics	<i>Unfilled</i>	Full-time	2023	
Kinesiology & Athletics	<i>Unfilled</i>	Full-time	2021	
Kinesiology & Athletics	<i>Unfilled</i>	Adjunct	2023	
Kinesiology & Athletics	N/A	Alternate Full-Time		
Kinesiology & Athletics	N/A	Alternate Adjunct		
Library/Learning Resources	Leslie Reeves	Full-time	2021	Present
Library/Learning Resources	Araceli Badilla	Full-time	2023	Present
Library/Learning Resources	David McCusker	Alternate Full-Time		
Mathematics	Deborah Gale	Adjunct	2021	Present
Mathematics	Joe Caputo	Full-time	2023	Present
Mathematics	Andy Halseth	Full-time	2021	Present
Mathematics	Matthew Register	Full-time	2022	Present
Mathematics	Lana Anishchenko	Alternate Full-Time		
Mathematics	N/A	Alternate Adjunct		
Sacramento Regional Public	Lonetta Riley	Full-time	2021	
Sacramento Regional Public	<i>Unfilled</i>	Adjunct	2022	
Sacramento Regional Public	Charissa Gorre	Alternate Full-Time		
Sacramento Regional Public	N/A	Alternate Adjunct		

ARC Academic Senate Roster		Attendance 2021-02-25		
Area	Senator	Adjunct/FT	Term End	
Science & Engineering	<i>Unfilled</i>	Adjunct	2021	
Science & Engineering	Glenn Jaecks	Full-time	2022	Present
Science & Engineering	Charles Thomsen	Full-time	2021	Present
Science & Engineering	<i>Unfilled</i>	Full-time	2023	
Science & Engineering	N/A	Alternate Full-Tim		
Science & Engineering	N/A	Alternate Adjunc		
Student Support Service:	Judith Valdez	Full-time	2021	Present
Student Support Service:	<i>Unfilled</i>	Adjunct	2023	
Student Support Service:	Arthur Jenkins	Alternate Full-Tim		
Student Support Service:	N/A	Alternate Adjunc		
Technical Education	Frank Beaushaw	Full-time	2021	
Technical Education	<i>Unfilled</i>	Adjunct	2023	
Technical Education	Jordan Meyer	Full-time	2023	Present
Technical Education	Craig Weckman	Full-time	2022	
Technical Education	N/A	Alternate Full-Tim		
Technical Education	N/A	Alternate Adjunc		
Officers	Alisa Shubb		President	Present
Officers	Janay Lovering		Vice President	Present
Officers	Amy Gaudard		Secretary	Present
Officers	Tressa Tabares		Past President	Present
Liaison	Dan Crump		ASCCC Liaison	
Liaison	Kate Williamson		Open Education	
Total Senate Seats Available (without Officers)			50	
Unfilled Seats			10	
Total Filled Seats			40	
Quorum (25% of filled seats)			10 (round 0.5 up)	

Student Success Council Report 2/16/21

Updates and Brief Reports:

- **Retaining Employees of Color Resource Panel:** The Retaining Employees of Color Resource Panel revised their Report to condense the content, include an Executive Summary, and expand and prioritize recommendations adding accountability and responsibilities. This revised Report went to the President's Executive Staff (PES) and during the upcoming PES Retreat the timelines and funding of these recommendations will be discussed.
- **Accreditation:** The accreditation process is proceeding as planned and the timeline is on track. A draft of Chapter I is due for review by the Institutional Effectiveness Council (IEC) with Chapter II due to IEC next month. Los Rios's four colleges are the first to go through ACCJC's new accreditation process.

Discussion Items:

- **Forms and Procedures Work Group:** In previous Council meetings we have discussed the fact that cumbersome forms and procedures can create barriers for students. Koue Vang (Interim Vice President of Administration) agreed to head up a team to address Business Services forms and processes using equity as a foundation for revisions. Volunteers from the Student Success Council joined the review team and deans will be identified to participate. (Note for Academic Senate: If you're interested in being part of this, let me know!)
- **Student Communication:** With remote learning, students rely heavily on digital communications and the College website to get the information they need. A previous IPASS Committee published an IPASS Report that identified recommendations for ways to improve overall student communication. The Council discussed a plan for reviewing the IPASS Report recommendations by updating, prioritizing, and actionalizing them.

IEC Report for 2-22-2021 Meeting:

Important information for Academic Senate

Faculty Researcher Yuj Shimizu shared the findings of the Annual Unit Planning Summary Data report for 2019-2020 Annual Unit Plans

Spring 2020 Student Experience Survey for ARC's African American, Latinx, and Native American Disproportionately Impacted (DI) Project Teams: Exploratory Analyses Part 2
Brief Report: On the Relationship between Challenges to Completion and Student Achievement Outcomes

Adam Kark and Bill Simpson shared a draft of the Institutional Self Evaluation Report draft of Standard I

Submitted by Janay Lovering, IEC liaison and Academic Senate Vice-President



Spring 2020 Student Experience Survey for ARC's African American, Latinx, and Native American Disproportionately Impacted (DI) Project Teams: [Exploratory Analyses Part 2 Brief Report: On the Relationship between Challenges to Completion and Student Achievement Outcomes](#)

Background

During the Spring 2020 semester, ARC's African American, Latinx, and Native American students were surveyed about their experiences and perceptions at ARC. This survey (*The Student Experience Survey*, $n=885$) was developed and administered by ARC's African American, Latinx, and Native American Disproportionate Impact Project Teams.

The preliminary results revealed that most of ARC's African American, Latinx, and Native American students had positive student experiences at ARC, including feeling a sense of community, feeling socially accepted, and being academically supported. However, the results also identified areas for improvement, such as cultural, racial, or ethnic discrimination and tension, and financial uncertainty. These results were presented at [ARC's Fall 2020 convocation](#).

A subsequent analysis [on the relationship between student experiences and student achievement outcomes](#), revealed that ARC's African American, Latinx, and Native American students' experiences and perceptions (as measured on the survey) were significantly associated and predictive of their actual student achievement outcomes, including their course success rates, course drop rates, and persistence rates (continued enrollment from Spring to Fall). For example, students who agreed that "I see myself as a part of the college community" had a higher average success rate (A, B, C, Credit, Pass) in their classes than students who did not agree (81% vs 70%) and were more likely to persist to the Fall 2020 semester (72% vs 60%). Students who agreed that "I have at least one professor who cares about my academic success at ARC", had a higher average success rate (81% vs 73%), a lower average drop (withdrawal) rate (10% vs 17%), and were more likely to persist to the Fall 2020 semester (71% vs 48%) than students who did not agree.

Scope

The current analyses focused on whether there was a relationship between ARC's African American, Latinx, and Native American students' reported challenges to completing their certificate, degree, or transferring to a university (as measured by the Student Experience Survey) and their actual student achievement outcomes.

Key Finding

ARC's African American, Latinx, and Native American students' reported challenges to completing their certificate, degree, or transferring to a university were significantly associated with lower student success (success rates in courses) and higher student drops (withdrawal rates from courses)¹.

¹ Note: The student achievement metrics reported here should not be directly compared to metrics typically reported on the ARC website or on college, district, or state data dashboards as these metrics differ in important ways. Specifically, these "individualized" student achievement metrics reported here represent student achievement at the student level, rather than at a course or section level. In addition, these metrics were unweighted and could reflect performance over a varying number of terms. (e.g., Student X's success rate could have been computed based on 1 semester and 12 total units, while Student Y's success rate could have been computed based on 4 semesters and 60 total units. Both students were given equal weight in the analyses in this report to reflect each student's "career" success and drop rate at ARC.

As shown in Figure 1 below, a number of challenges to completion were significantly associated with lower course success rates (all p 's < .05). For example, 251 students indicated "Not enough money to cover general living costs" as a challenge to completion (far left column). Those African American, Latinx, and Native American students had a 7% lower course success rate as compared to African American, Latinx, and Native American students who did not indicate that as a challenge (75% vs. 82%). The challenges to completion associated with lower course success rates included lack of financial resources, housing and food insecurity, concerns regarding academic preparedness, motivation, and self-confidence about academic performance, and lack of academic and social support, and mental health support services.

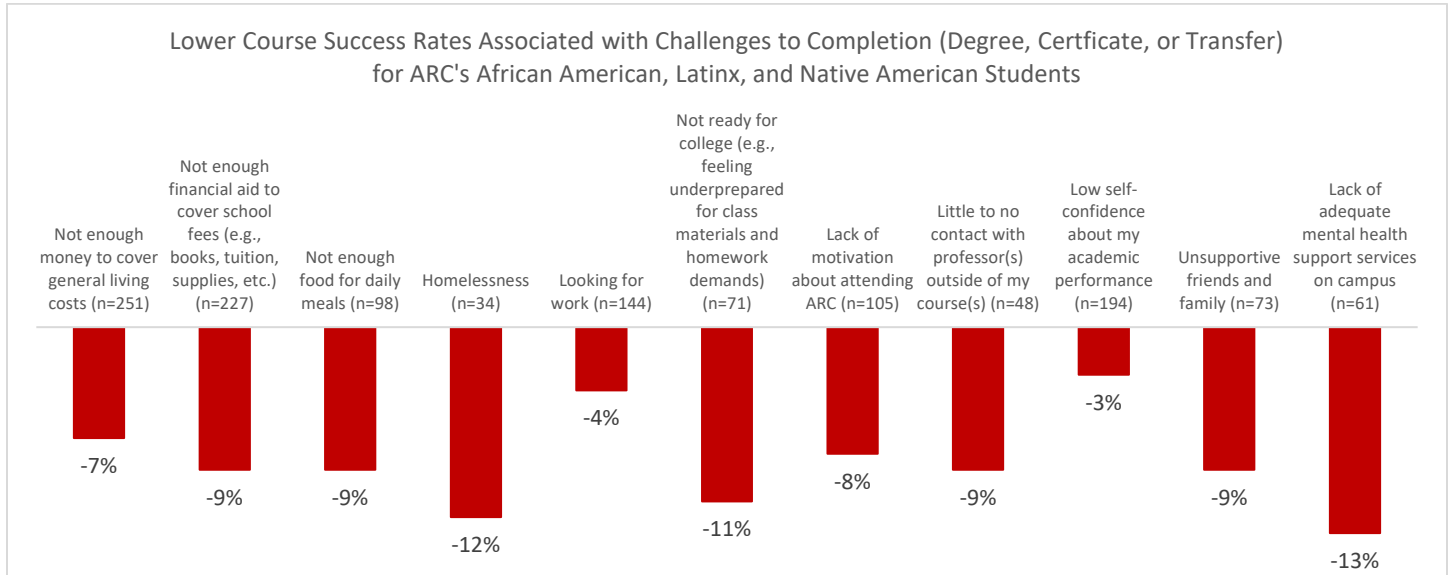


Figure 1. Course success rate differences associated with challenges to completion.

As shown in Figure 2 below, many of the same challenges were significantly associated with higher course drop rates (withdrawals). For example, 61 students indicated "Lack of adequate mental health support services on campus" as a challenge to completion (far right column). Those African American, Latinx, and Native American students had a 10% higher overall course drop rate as compared to African American, Latinx, and Native American students who did not indicate that as a challenge (20% vs. 10%). The challenges to completion associated with higher course drop rates included lack of financial resources, housing and food insecurity, concerns regarding academic preparedness and motivation, and a lack of social support, and mental health support services.

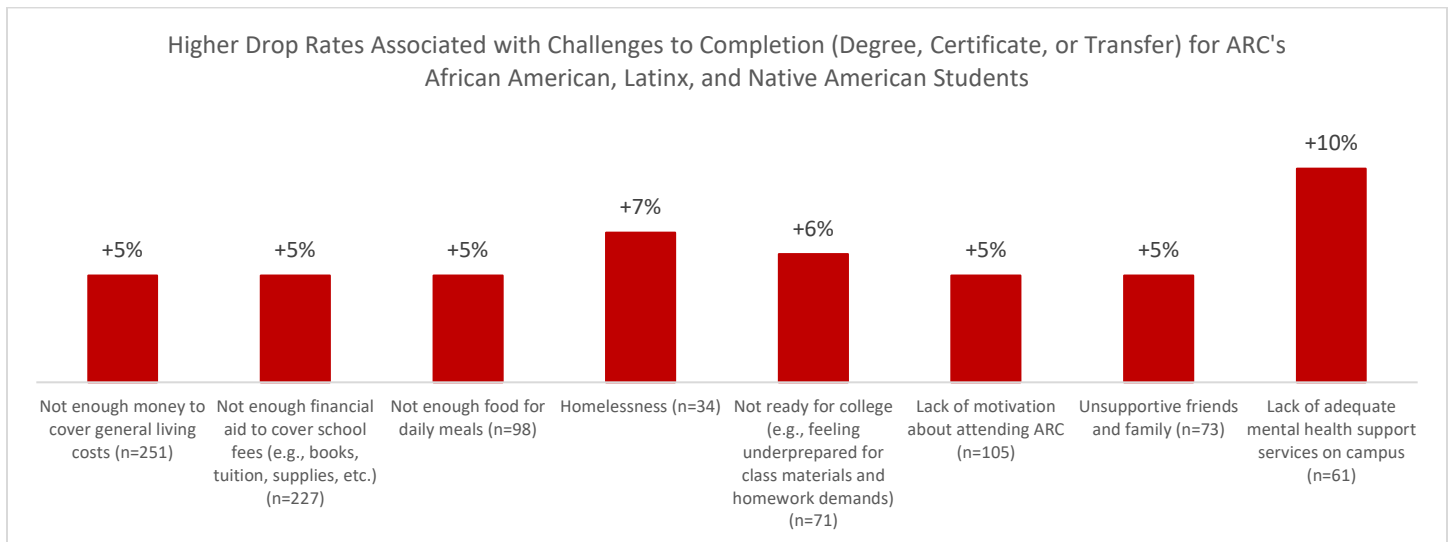


Figure 2. Course drop rate differences associated with challenges to completion.

Details regarding the challenges to completion that were significantly associated with student success and/or student drops are below:

Not enough money to cover general living costs

29% of ARC's African American, Latinx, and Native American students (n = 251) indicated "Not enough money to cover general living costs" as a challenge to completion. These students had significantly lower course success rates (75% vs 82%) and higher drop rates (14% vs. 9%) than students who did not indicate this as a challenge to completion (n = 617)².

Not enough financial aid to cover school fees (e.g., books, tuition, supplies, etc.)

26% of ARC's African American, Latinx, and Native American students (n = 227) indicated "Not enough financial aid to cover school fees (e.g., books, tuition, supplies, etc.)" as a challenge to completion. These students had significantly lower course success rates (74% vs 83%) and higher drop rates (14% vs. 9%) than students who did not indicate this as a challenge to completion (n = 641).

Not enough food for daily meals

11% of ARC's African American, Latinx, and Native American students (n = 98) indicated "Not enough food for daily meals" as a challenge to completion. These students had significantly lower course success rates (72% vs 81%) and higher drop rates (15% vs. 10%) than students who did not indicate this as a challenge to completion (n = 770).

Homelessness

4% of ARC's African American, Latinx, and Native American students (n = 34) indicated "Homelessness" as a challenge to completion. These students had significantly lower course success rates (69% vs 81%) and higher drop rates (17% vs. 10%) than students who did not indicate this as a challenge to completion (n = 834).

Looking for work

17% of ARC's African American, Latinx, and Native American students (n = 144) indicated "Looking for work" as a challenge to completion. These students had significantly lower course success rates (77% vs 81%) than students who did not indicate this as a challenge to completion (n = 724). Significant differences did not emerge for drop rates.

Not ready for college (e.g., feeling underprepared for class materials and homework demands)

8% of ARC's African American, Latinx, and Native American students (n = 71) indicated "Not ready for college (e.g., feeling underprepared for class materials and homework demands)" as a challenge to completion. These students had significantly lower course success rates (70% vs 81%) and higher drop rates (16% vs. 10%) than students who did not indicate this as a challenge to completion (n = 797).

Lack of motivation about attending ARC

12% of ARC's African American, Latinx, and Native American students (n = 105) indicated "Lack of motivation about attending ARC" as a challenge to completion. These students had significantly lower course success rates (73% vs 81%) and higher drop rates (15% vs. 10%) than students who did not indicate this as a challenge to completion (n = 763).

Little to no contact with professor(s) outside of my course(s)

5% of ARC's African American, Latinx, and Native American students (n = 48) indicated "Little to no contact with professor(s) outside of my course(s)" as a challenge to completion. These students had significantly lower course success rates (72% vs 81%) than students who did not indicate this as a challenge to completion (n = 820). Significant differences did not emerge for drop rates.

² Sample size differences between the total survey sample (n = 885) and the sample sizes represented in the analyses in this report are due to missing values for some students for individual student success rates and student withdrawal rates (e.g., for a student who received an EW and for whom no other grade records exist at ARC).

Low self-confidence about my academic performance

22% of ARC's African American, Latinx, and Native American students (n = 194) indicated "Low self-confidence about my academic performance" as a challenge to completion. These students had significantly lower course success rates (78% vs 81%) than students who did not indicate this as a challenge to completion (n = 674). Significant differences did not emerge for drop rates.

Unsupportive friends and family

8% of ARC's African American, Latinx, and Native American students (n = 73) indicated "Unsupportive friends and family" as a challenge to completion. These students had significantly lower course success rates (72% vs 81%) and higher drop rates (15% vs. 10%) than students who did not indicate this as a challenge to completion (n = 795).

Lack of adequate mental health support services on campus

7% of ARC's African American, Latinx, and Native American students (n = 61) indicated "Lack of adequate mental health support services on campus" as a challenge to completion. These students had significantly lower course success rates (68% vs 81%) and higher drop rates (20% vs. 10%) than students who did not indicate this as a challenge to completion (n = 807).

Note: Although not significantly associated with student success or student drops in the current analyses, "Difficulty balancing work and family demands (28%)" and "Taking care of family members (e.g. children, elders, parents, etc.) (20%)" were also among the top 5 challenges to completion.

Limitations and Implications:

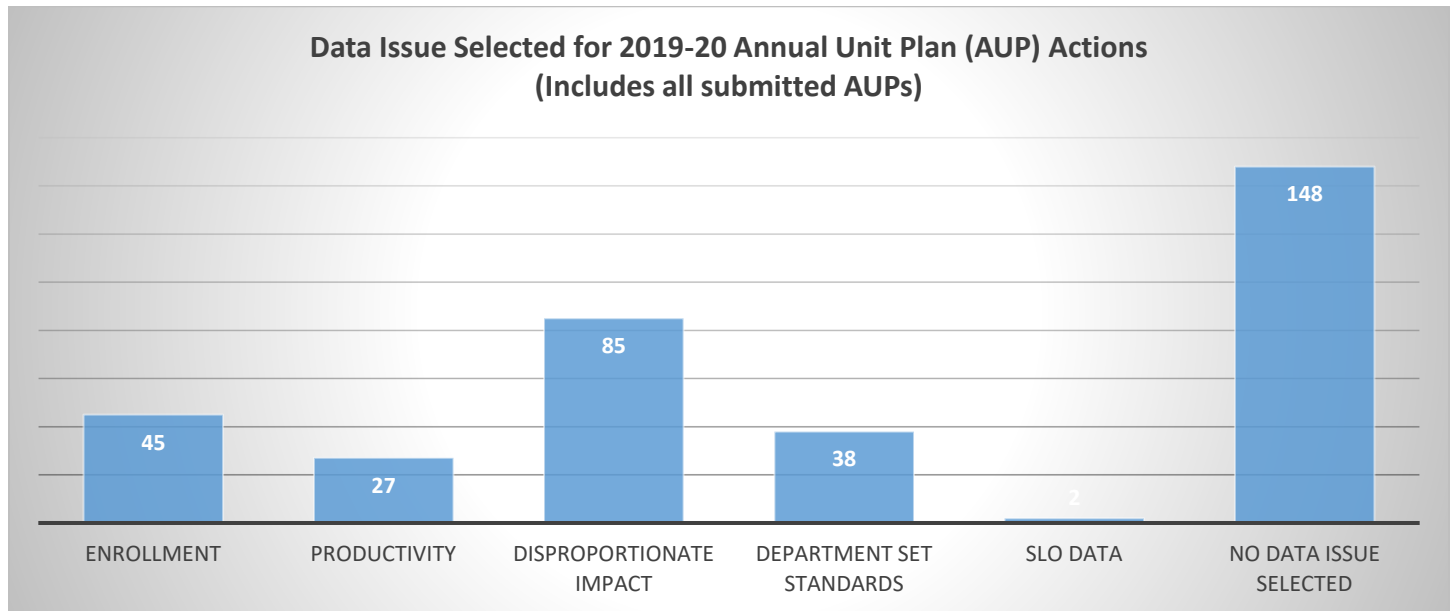
Importantly, these analyses are correlational—they do not prove cause and effect between challenges to completion and student achievement. Another caveat is that the African American, Latinx, and Native American survey respondents included a higher proportion of successful students compared to the African American, Latinx, and Native American students in the Spring 2020 cohort, suggesting an oversampling of higher achievers. Lastly, as noted previously, the success and drop metrics were computed per individual over their career at ARC, rather than per course or section within a term, so they differ from those typically reported as college statistics and are not directly comparable.

However, even with these caveats, these results suggest that student reported challenges to completion may play a role in student achievement outcomes. These challenges to completion included a lack of financial resources, housing and food insecurity, concerns regarding academic preparedness, lack of motivation, and low self-confidence about academic performance, and lack of academic and social support, and mental health support services.

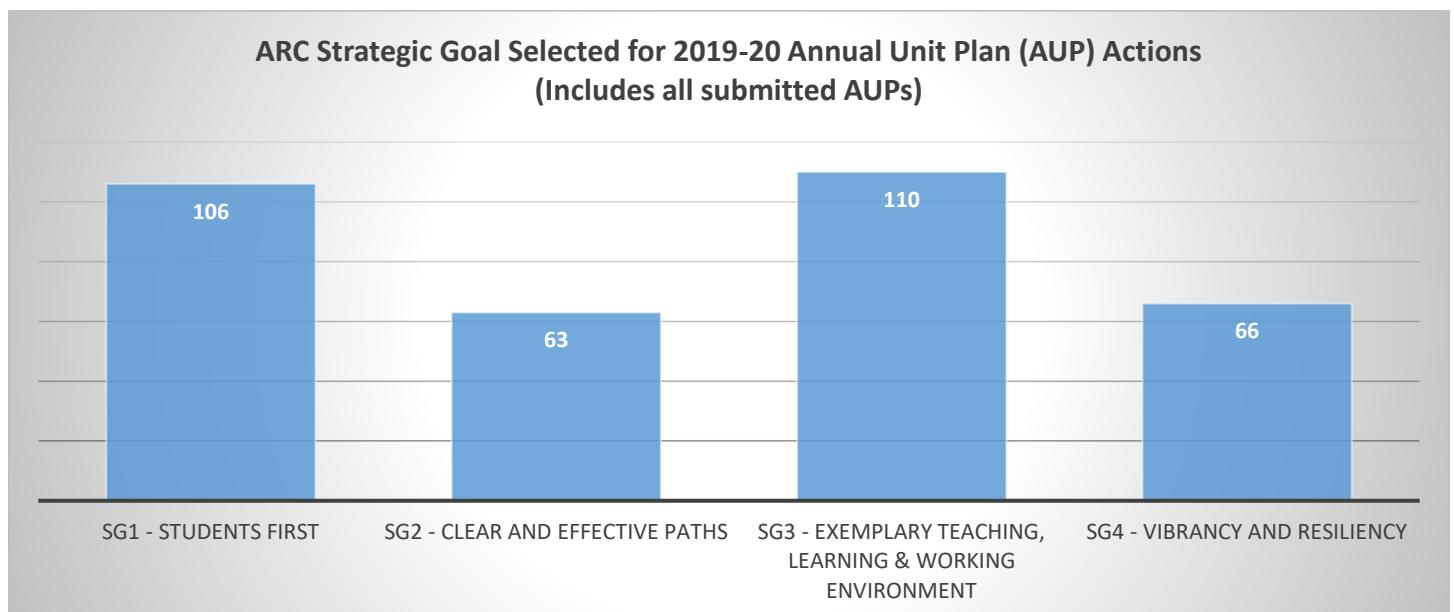
Summary of (1) Data Issues, ARC Strategic Goals and Objectives Addressed by Actions, and (2) Associated Resource Requests in 2019-2020 Annual Unit Plans

2019-2020 Annual Unit Plans included 345 separate actions across 71 units. These actions addressed a variety of data issues (including disproportionate impact), supported ARC's strategic goals, and incorporated various resource requests.

Data Issues: When a data issue was being addressed by an action, **disproportionate impact was the most frequently selected data issue** (85), followed by enrollment (45), department set standards (38), and productivity (27). This pattern replicated the results from the 2018-2019 Annual Unit Plans. [Note: SLO data was added for the 2019-2020 cycle]

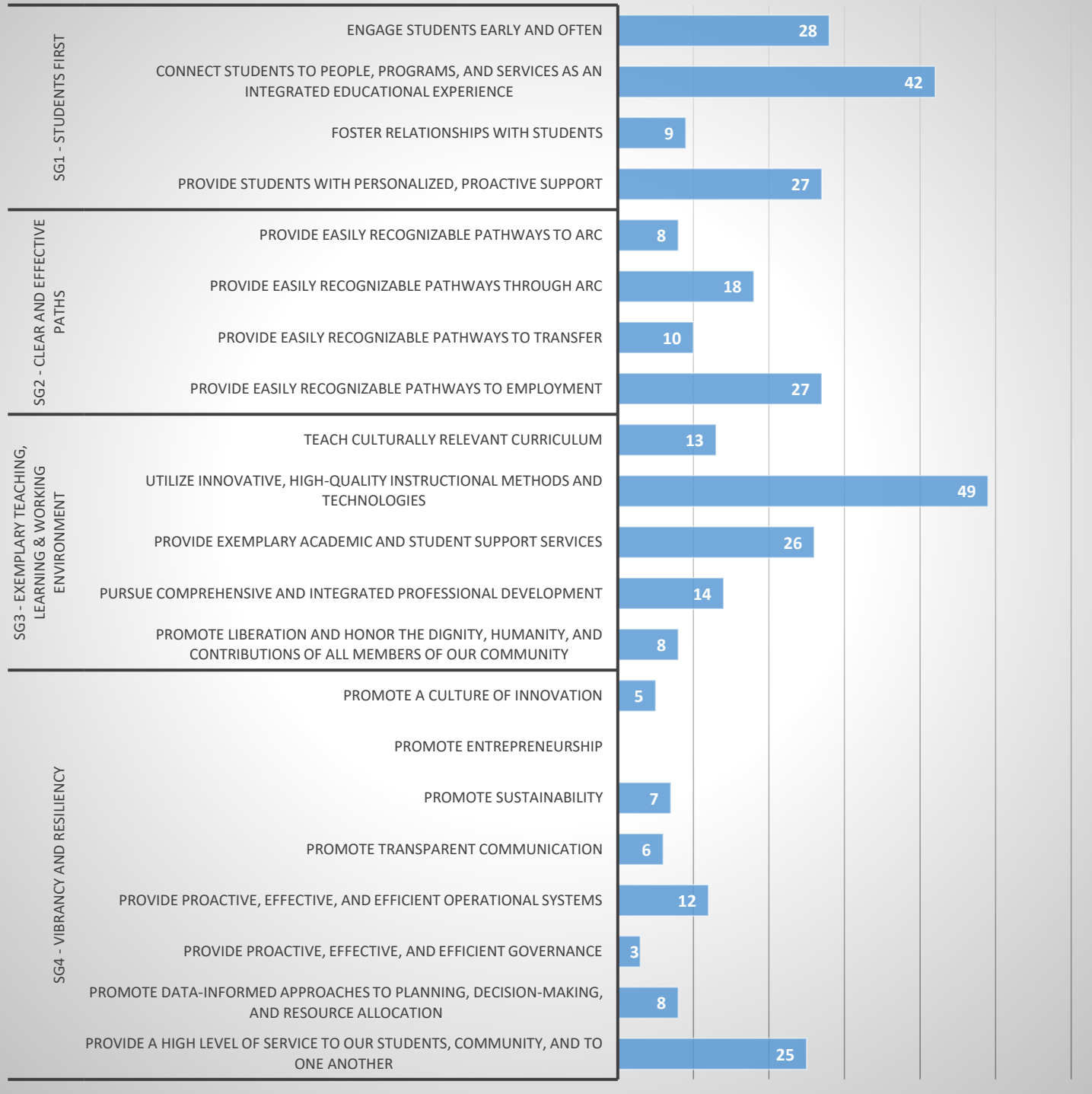


ARC strategic Goals: **SG3 - Exemplary teaching, learning, and working environment (110)** was the most frequently selected strategic goal being addressed by an action, followed by SG1 - students first (106). This pattern replicated the results from the 2018-2019 Annual Unit Plans.

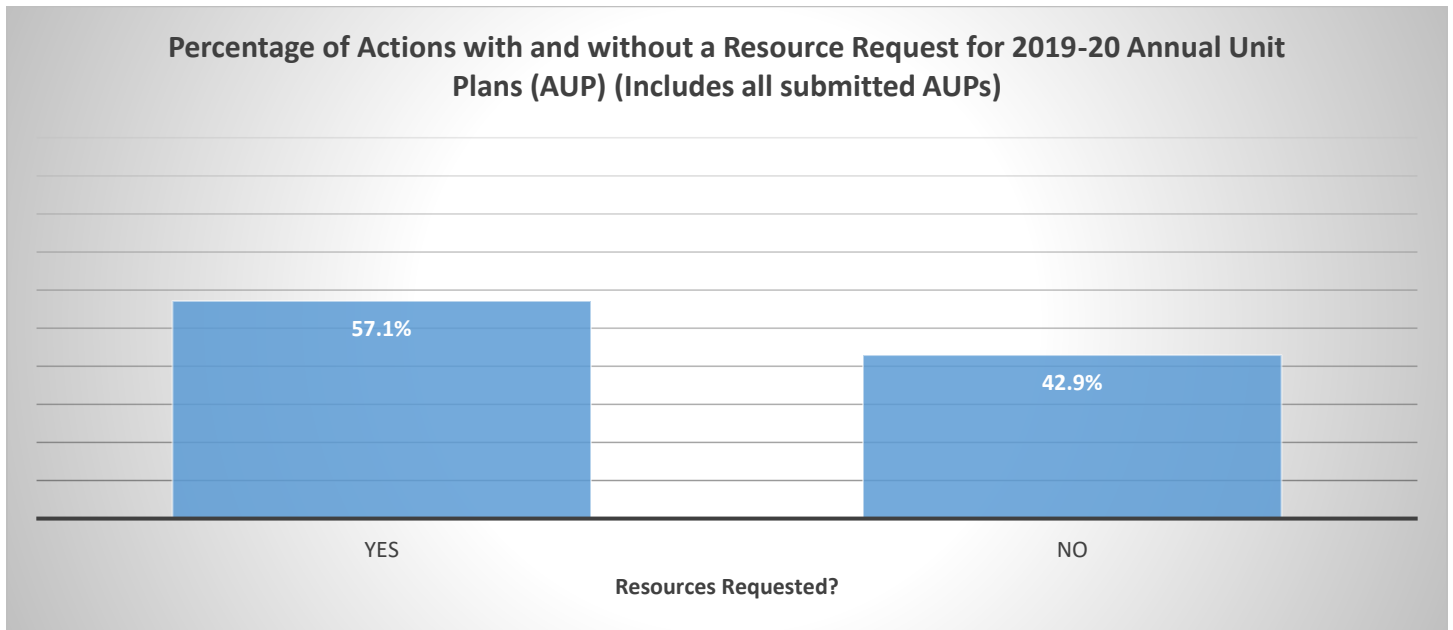


Objectives: “Utilizing innovative, high-quality instructional methods and technologies (49)” was the most frequently selected main objective. Other frequently selected objectives included “connecting students to people, programs, and services as an integrated educational experience (42)”, “engaging students early and often (28)”, “providing students with personalized, proactive support (27)”, “providing easily recognizable pathways to employment (27)”, “providing exemplary academic and student support services (26)”, and “providing a high level of service to our students, community, and to one another (25)”. These results largely replicated the results from the 2018-2019 Annual Unit Plans.

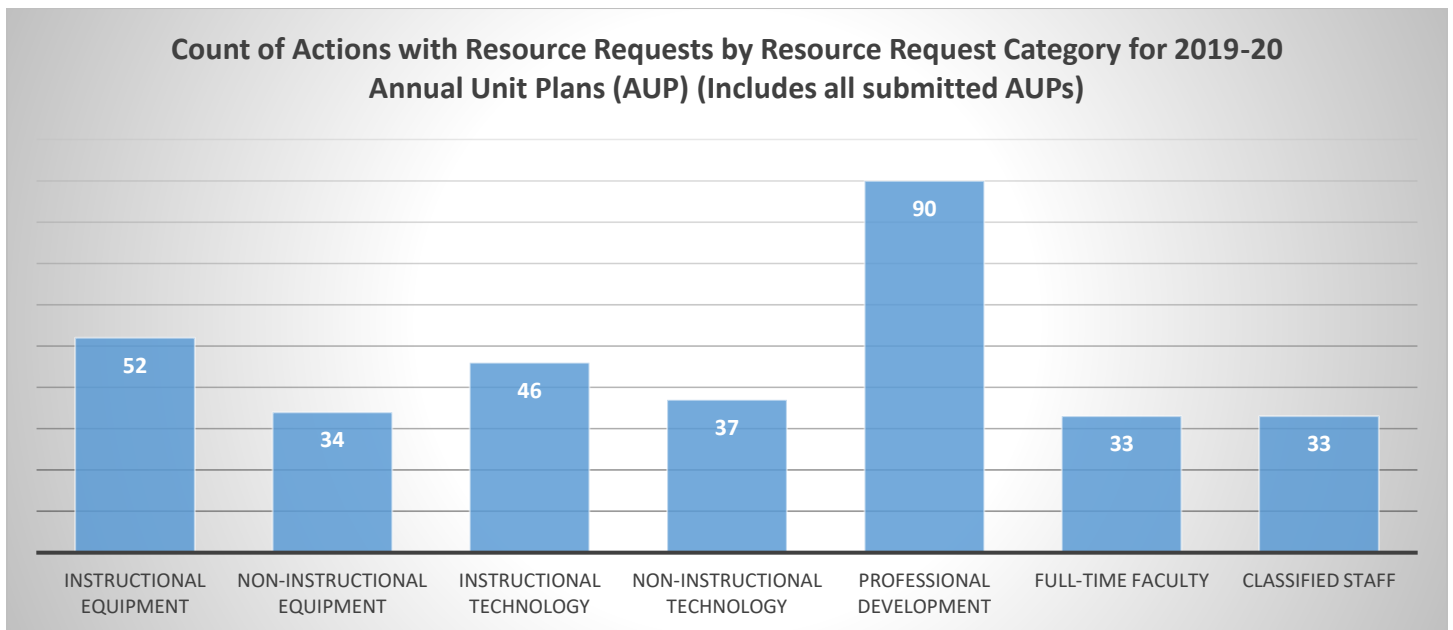
Main Objective Selected for 2019-20 Annual Unit Plans (AUP) Actions (Includes all submitted AUPs)



Resource Requests: Although most actions were submitted with a resource request (57.1%), a significant number of actions were submitted without a resource request (42.9%). In 2018-2019, nearly an equal number of actions were submitted with and without a resource request (50.4% with vs. 49.6% without a resource request.)

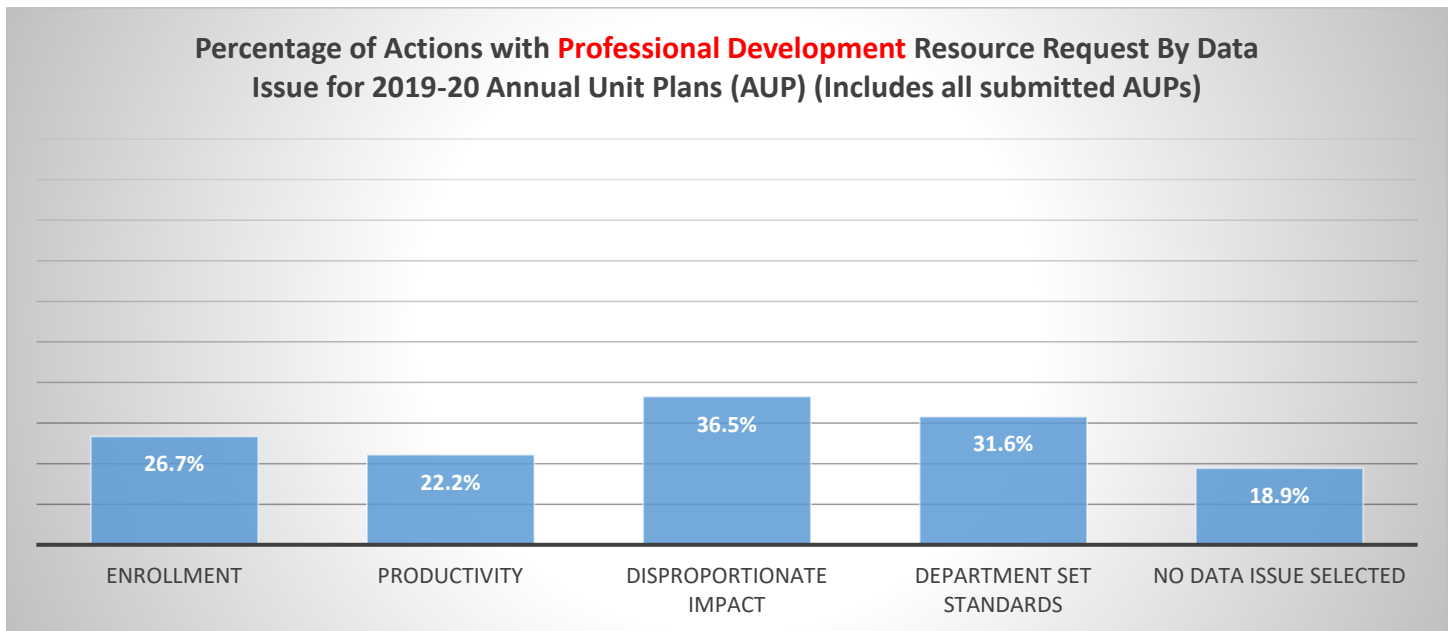


Resource Request Type: Professional Development was the most frequently requested resource (90), followed by equipment, technology, staff, and faculty. This pattern replicated the results from the 2018-2019 Annual Unit Plans.

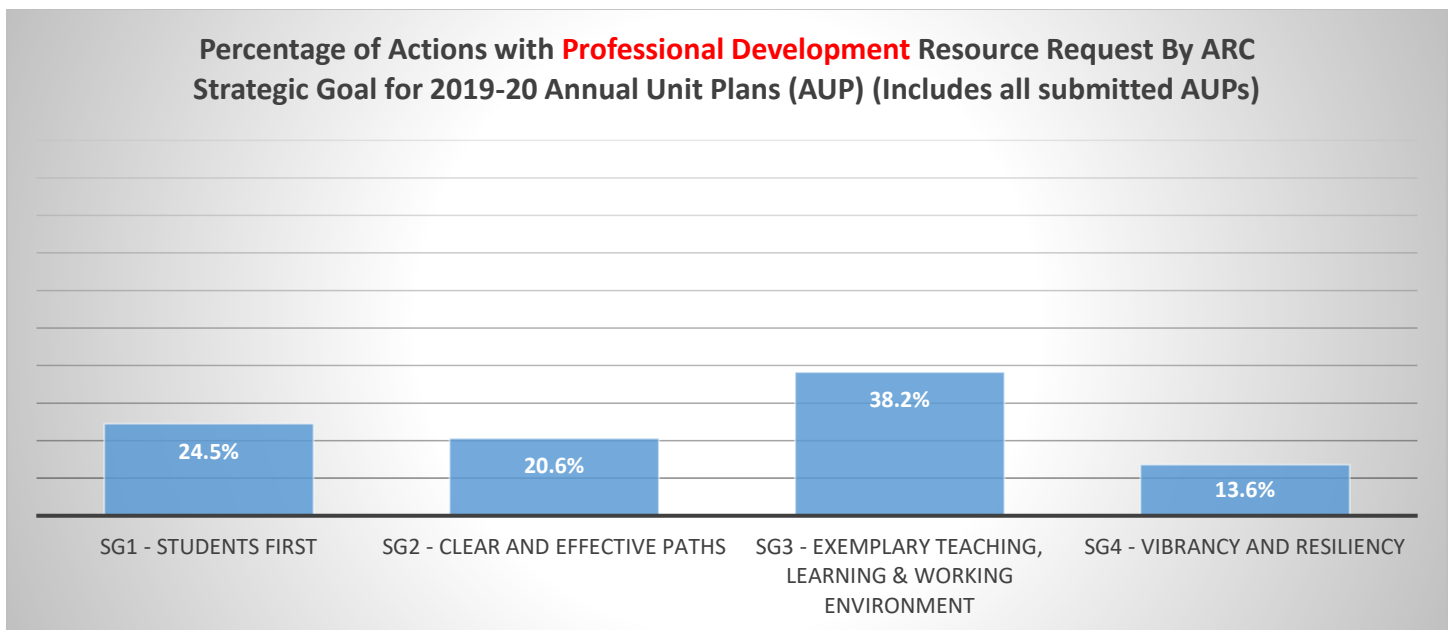


As professional development was the most frequently requested resource, the following analyses were conducted to understand the relationship between professional development resource requests and the type of data issues and ARC strategic goals being addressed.

Professional Development Requests By Data Issue: Professional development requests were most highly associated with disproportionate impact. Specifically, of the 85 actions addressing disproportionate impact, 31 of these actions included a professional development request, producing a 36.5% professional development request rate (31/85). This finding replicated the results from the 2018-2019 Annual Unit Plans. The professional development request rate was 31.6% for department set standards (12/38), 26.7% for enrollment (12/45), and 22.2% for productivity (6/27).¹

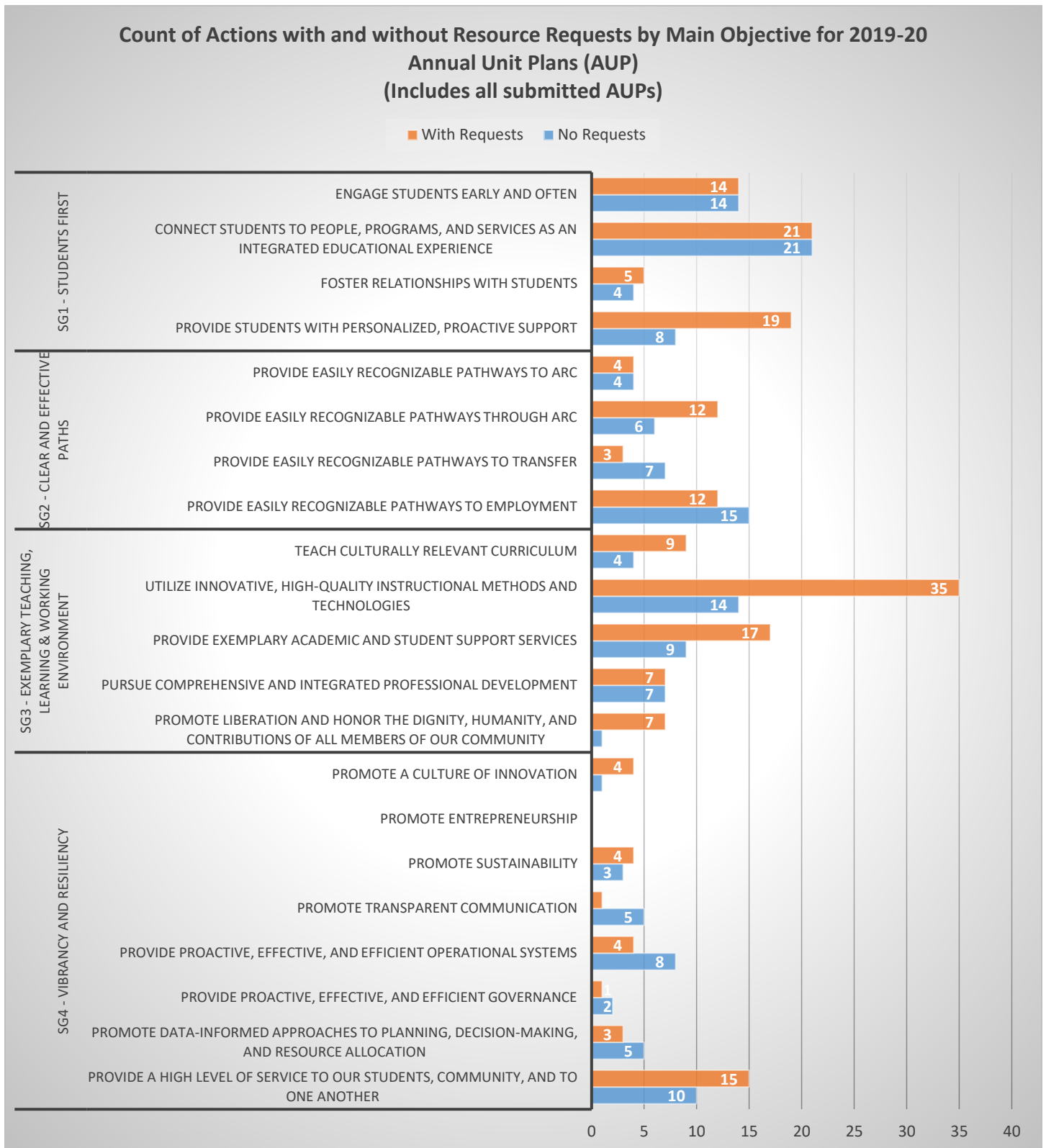


Professional Development Requests By ARC Strategic Goal: Professional development requests were most highly associated with SG3 - Exemplary teaching, learning, and working environment. Specifically, of the 110 actions addressing SG3, 42 of these actions included a professional development request, producing a 38.2% professional development request rate (42/110). This finding replicated the results from the 2018-2019 Annual Unit Plans. The professional development request rate was 24.5% for SG1 - students first (26/106), 20.6% for SG2 - clear and effective paths (13/63), and 13.6% for SG4 - vibrancy and resiliency (9/66).



¹ Excluding SLOs, which had the highest PD request rate at 50%, but based on only 2 actions (1 out of 2 = 50%).

Resource Requests by Objectives: Resource requests were most frequently associated with the “Utilizing innovative, high-quality instructional methods and technologies” objective (35 resource requests). This finding replicated the results from the 2018-2019 Annual Unit Plans. Every objective which included at least 1 action was associated with at least one resource request.



CHANCELLOR'S CABINET MEETING

Agenda

Monday, February 16, 2021

2:00 p.m.

Zoom Video Conference

1. Call to Order	Brian King
2. Finalize Agenda & Minutes of Meetings* a) February 8, 2021 Minutes	Brian King
3. Priority Registration Dates for Fall 2021	Jamey Nye
4. Future Agenda Items and Meeting Schedule	Brian King
5. Adjournment	Brian King

CHANCELLOR'S CABINET MEETING

Minutes

Monday, February 8, 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. and reminded everyone that Chancellor's Cabinet is serving as the steering committee for reopening, so all representatives here have a seat at the table.

2. FINALIZE AGENDA & MINUTES OF MEETINGS

The February 8, 2021 meeting agenda and minutes of the February 1, 2021 meeting were approved by consensus.

3. REOPENING PLANNING

Chancellor King reaffirmed the Decision made at last week's meeting to primarily focus on resuming the list impossible-to-convert courses in the Fall of 2021.

a) Distance Education Planning for Fall 2021

Deputy Chancellor Nye and Districtwide Academic Senate President Julie Oliver recapped the Distance Education (DE) Emergency Addendum, which covered online instruction through the entire calendar year of 2020. Los Rios is currently operating under its own local emergency DE language that covers us through the Summer semester; however, the status of Fall needs to be determined. Members of Chancellor's Cabinet confirmed that there is not an expectation of being fully 100% open for face-to-face instruction by Fall 2021, therefore the DE MOU will be extended. This decision should give clarity for faculty planning for the Fall semester.

There was discussion about the differences in higher education versus K12, and we will remain in close contact with our local UC and CSU partners to be consistent in planning. As of right now, a large number of courses are expected to remain online. We expect that as more and more organizations are providing face-to-face instruction, there will be more external pressure to reopen.

There was also discussion about continuing our efforts to improve the quality of our online instruction and give faculty the training and tools they need to provide the best level of instruction in a remote environment.

b) Vaccination Education Opportunities

Chancellor King led a conversation about the importance of members of Chancellor's Cabinet serving as leaders to help inform their peers and colleagues of the importance of vaccinating so we can return to normal as soon as possible. Vice Chancellor Rodriguez shared that the District is working to partner with Sacramento County to get our employees on the lists for the education tier. We're also working with Kaiser and Dignity to provide our campus facilities as vaccination sites. This does not give our employees priority, but the hope is that when our employees come up on the tier list, these partnerships will be beneficial. We are being as generous as we can to serve the community.

c) Planning for Athletic Conditioning and Potential Competition

Deputy Chancellor Nye provided an overview of the current status of athletics and the possibility of expanding conditioning and competition for some outdoor sports with COVID testing and safety protocols in place. There are some details to work out, and there will be limitations (such as travel), but we want to support our student athletes and have the budgetary resources to do so. The athletic deans, trainers, coordinators, and field & facilities staff have had the plans ready for quite a while. The decision of whether or not to opt-in to the Big 8 Conference for competition needs to be finalized by February 26.

It was agreed that the list of safety protocols will be posted on the reopening website, so we'll have a repository to refer to as other programs prepare for face-to-face operations. Deputy Chancellor Nye clarified that the detailed safety plans are not guidelines or suggestions, they are required expectations for the safety and health of our students and employees.

4. FUTURE AGENDA ITEMS AND MEETING SCHEDULE

The next meeting is scheduled for Tuesday, February 16, 2021 at 2pm since Monday is a holiday.

5. ADJOURNMENT

Chancellor King adjourned the meeting at 4:12 p.m.

CHANCELLOR'S CABINET MEETING

Agenda

Monday, February 22, 2021

3:00 p.m.

Zoom Video Conference

1. Call to Order	Brian King
2. Finalize Agenda & Minutes of Meetings* a) February 16, 2021 Minutes	Brian King
3. Reopening Planning	Brian King
4. Future Agenda Items and Meeting Schedule	Brian King
5. Adjournment	Brian King

CHANCELLOR'S CABINET MEETING

Minutes

Tuesday, February 16, 2021

Zoom Video Conference

2:00 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 February 16, 2021 meeting agenda and minutes of the February 8, 2021 meeting were approved by consensus.

Vice Chancellor Rodriguez provided an update on vaccinations, sharing the most recent news that higher education will be included with K12 educators in the Phase 1B tier. A districtwide communication will be sent out to employees with information from Sacramento County when the details are confirmed. As of right now getting on a priority list does not mean there are vaccines available. The appointment system for Phase 1B is not yet live, but all of our employees will be in the Sacramento County tier when the vaccines are available.

3. PRIORITY REGISTRATION DATES FOR FALL 2021

Deputy Chancellor Nye led a discussion about the Fall 2021 priority registration dates, which will not change substantially from the typical timeline. The schedule will go live on April 5, which makes the deadline to confirm the schedule March 1, and the priority registration window will be April 19 through May 14. How much we'll be able to do on ground will be decided over the next couple weeks, but it will likely be a hybrid combination of limited face-to-face instruction and services, with predominately remote operations continuing due to the impact of social distancing expected to be required in the fall. It was noted that every impossible-to-convert course should be scheduled on ground in the Summer and Fall. Chancellor's Cabinet agreed with the proposed priority registration dates by consensus.

There was discussion about balancing the interest in getting a decision out to faculty as soon as possible, and the value of including stakeholder feedback in the process, which takes time. The next version of the reopening plan is scheduled to be released at the end of this month.

4. FUTURE AGENDA ITEMS AND MEETING SCHEDULE

The next meeting is scheduled for Monday, February 22, 2021.

5. ADJOURNMENT

Chancellor King adjourned the meeting at 2:58 p.m.