

# LOS RIOS COMMUNITY COLLEGE DISTRICT'S STUDENT ACHIEVEMENT CHALLENGE: THE PREMISE AND THE PROMISE

## SUMMARY

Perhaps the most important challenge facing the California Community College system generally, and the Los Rios Community College District specifically, is that "most community college students never achieve a defined end goal. At last count, only 48 percent of students who entered a California Community College (CCC) left with a degree, certificate, or transferred *after six years*. Even this rate is overstated: CCC students earning less than 6 units or students who did not attempt a Math or English course within three years are not counted in this calculation."<sup>1</sup> Los Rios Community College District (LRCCD) overall, and its four separate campuses approximate the state's 48 percent average, with the following achievement rates through 2017-18, forming the premise for our report:

- Folsom Lake College - 50%
- Sacramento City College - 48%
- American River College - 42.5%
- Cosumnes River College - 41.5%

This student achievement situation is fully acknowledged within a number of state legislative acts commencing in 2012, along with a 2017 report prepared by a team of experts for the Foundation for California Community Colleges titled *Vision for Success* (VfS), which presents key reforms and strategic approaches to confront this problem. Additionally, the State Chancellor's Office has issued specific directives in accordance with applicable legislation and VfS to increase student achievement rates. LRCCD Board of Trustees, administrative staff, and campus faculty have embraced the need for these reforms and currently are undertaking or considering substantial modifications congruent with them to enhance student achievement rates. Among the most prominent changes occurring are adjustments to core English and Math instruction, and alterations to facilitate faster matriculation rates, by reducing the number of excess credits that slow timely completion of degree and transfer requirements through a program called Guided Pathways.

Because the implementation of these initiatives is incomplete, there are no findings pertaining to their effectiveness. Instead, findings and recommendations influencing the implementation process are offered to bolster the promise that awaits successful fulfillment of the five primary goals set forth in the VfS, relevant legislative acts, and State Chancellor directives.

## BACKGROUND

California is frequently regarded as a harbinger for our nation's public policy initiatives. With the advent of its *1960 Master Plan for Higher Education*, California's Community College system was given a pivotal role in providing accessibility and affordability for its residents to obtain higher education, and consequently, greater opportunity for economic advancement. California's

robust economy, presently the fifth largest in the entire world, reflects the value and significance of its educational master plan.

However, notable transformations have occurred within the economy and the labor market during the intervening years. To quote from California Community Colleges *Vision for Success*, "...Now, major worldwide forces like automation and globalism have permanently changed our economy and workforce, eliminating many unionized jobs that guaranteed middle-class wages but didn't require any college. Today's students face a very different job market compared to their counterparts in 1960. Now, more than ever, students need quality education to penetrate those sectors of the job market that offer secure employment and wages sufficient to support a family."<sup>2</sup>

Student achievement is not a new issue for LRCCD. In 2014, a *Sacramento Bee* article found that LRCCD students who entered in the 2007-08 academic year had completion rates between 43.1 percent and 51.6 percent among the four separate colleges through 2013-14, which was generally lower than the statewide average for community college districts.<sup>3</sup>

Troubled over community college student achievement levels, the state began enacting notable legislative acts to improve student achievement rates beginning in 2012 through the present:

- SB 1456 - Student Success Act of 2012 meant to improve educational advancement by enhancing student support services such as counseling, assessment and orientation.
- AB 19 - Replaced Board of Governors Fee Waiver Program. Labeled the California College Promise Grant, it provides tuition-free schooling for the first year of community college. Eligibility is limited to full-time first year students under a certain financial threshold. For example, an individual with a family of three earning \$30,240 or less can qualify for the grant.
- AB 705 - Requires Community College Districts to shift from using assessment tests to relying on high school performance data for placement in compulsory English and Math degree and transfer classes.
- AB 1805 - Student Equity and Achievement Program. As an adjunct to AB 705, this legislation requires Districts to provide easily understandable information regarding placement policies as well as student rights to be placed directly into transfer-level courses.
- AB 288 - Allows Districts to claim full-time equivalent students for funding purposes who are dual enrolled in both high school and community college, in order to expand student opportunities and facilitate seamless pathways between high school and college.
- AB 1809 - Changed the funding formula for Districts, whereby, by fiscal year 2020-21 instead of state funding provided entirely by the number of enrolled full-time equivalent students, (FTES), just 60 percent will be FTES based, with the balance of 40 percent tied to student equity and success measures.<sup>a</sup>

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<sup>a</sup> This funding formula was recently modified to a 10% performance base in its first phase.

Furthermore, AB 1809 necessitates that Districts adopt goals aligned with the VFS by January 1, 2019. In addition, the State funded projects created through the State Community Colleges Board of Governors:

- Guided Pathways - Statewide one-time funding of \$150 million to help Districts improve student outcomes by mapping academic programs, thereby assisting students choose, plan and complete their programs of study in a timely cost-effective manner. LRCCD is allocated \$6 million of the total for this endeavor.
- Online Education - Appropriates \$10 million statewide to ongoing subscription costs for all colleges to use the system's course management software.

The confluence of legislation, VFS, and directives from the State Chancellor's Office are intended to work in the following ways, based on a document prepared by the San Diego Community College District:

**Table 1  
How Everything is Anticipated to Work Together**

COMMON THEMES	CALIFORNIA PROMISE (AB19)	ASSESSMENT REFORM (AB705)	STUDENT EQUITY & ACHIEVEMENT REFORM (AB1805)	GUIDED PATHWAYS	STRONG WORKFORCE	NEW FUNDING FORMULA (AB 1809)
Increase Completion Degree & Certificate Attainment	✓	✓	✓	✓	✓	✓
Increase Transfer	✓	✓	✓	✓		✓
Close Equity Gaps	✓	✓	✓	✓		✓
Increase Completion of CTE courses					✓	✓
Increase Employment for CTE Students	✓			✓	✓	✓

Source: San Diego Community College District. Major Legislative Changes and State Initiatives 2018-19. Board Retreat November 1, 2018.

Note: Reducing Regional Achievement Gaps and the Baccalaureate Degree Pilot are excluded from this table.

**METHODOLOGY**

During the course of our investigation, the 2018-19 Sacramento Grand Jury conducted the following research and interviews to obtain the information presented in this report:

## Research

- Review of the website and information contained within for the Los Rios Community College District Office.
- Review of the websites and information contained within for the four college campuses, which comprise the Los Rios Community College District.
- Review of key state legislation and California Education Code sections pertaining to Community College student achievement and related matters.
- Review of news articles, publications, and internet sources regarding the issue of student achievement within California community colleges.
- Review of the website and information provided within the State Chancellor's website.
- Review of State Legislative Analyst Office reports regarding Community College funding and analysis.
- Review of recent Los Rios Community College District budget documents.

## Interviews

The Grand Jury interviewed administrative staff, faculty, and students from the jurisdictions listed below:

- Los Rios Community College District Office
- American River College
- Cosumnes River College
- Folsom Lake College
- Sacramento City College
- Los Rios Board of Trustees

## DISCUSSION

Under California Education Code Section 84750.4, the governing board of each community college district (there are 72 statewide including LRCCD) is obligated to adopt goals comparable with the systemwide goals identified in the *Vision for Success*, approved by the Board of Governors of the State of California in 2017. The Districts had until January 1, 2019 to meet this requirement. LRCCD met this mandate by adopting comparable Vfs goals prior to 2019.

The scope of our study centered around five goals set forth through legislative acts, the Vfs and directives issued through the State Chancellor's Office, and the steps LRCCD either is planning or commenced to achieve these aims. Because these actions are incomplete, there are no overall findings regarding their effectiveness in meeting the objectives delineated within legislation, the Vfs, or State Chancellor directives. Rather, findings and recommendations point to information obtained during our review that serve to advance student achievement rates within LRCCD.

### **Goal #1 - Increase the number of students earning credentials by at least 20%.**

Table 2 provides the benchmarks by which the LRCCD and its individual colleges will be measured.

**Table 2**  
**Total Number of Students who Received Awards: 2015-16, 2016-17, 2017-18 (Baseline Year) and 2021-22 Goal**

<b>JURISDICTION</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18 BASELINE YEAR</b>	<b>2021-22 20% GOAL</b>
Los Rios District	7,714	7,773	7,509	9,011
American River College	4,701	4,654	3,967 *	4,760
Cosumnes River College	737	830	1080	1296
Folsom Lake College	830	796	971	1,165
Sacramento City College	1,493	1,532	1,539	1,847

\* The decline in the number of students receiving awards at ARC in 2017-18 reflects a decrease in the number of local departmental certificates awarded.

Source: *Vision for Success*: 2022 goals. California Community Colleges Chancellor's Office.

*VisionforSuccess\_18FNL.docx*: September 2018. LRCCD Office of Institutional Research pp3-5.

Note – individual college numbers did not equal full District totals.

LRCCD is moving forward on two major programs to reach its goal of at least a 20 percent increase in the number of students earning credentials, which are defined as achievement of a Certification in Technical Education (CTE), an Associate Degree, or an Associate Degree for Transfer (ADT) to a four-year institution.

The first construct is a program called Guided Pathways. Among the key elements of this proposal as described in the California Community Colleges 2017 State of the System Report are as follows: "...redesigning and integrating basic skills/development education, proactive academic and career advising, responsive student tracking systems, structured onboarding process, programs that are fully mapped out and instructional and co-curricular activities."<sup>4</sup> Essentially, this program is anticipated to present a coherent sequence of courses within broad areas, called 'meta majors' leading to an Associate's Degree and a streamlined approach for ADT students to transfer from California Community Colleges to California State University or University of California campuses.

When fully implemented this program is intended to address several of the five overall goals. With respect to boosting the percentage of students earning credentials, Guided Pathways is intended to accomplish the following objectives:

- Reduce the number of units students take in order to obtain a degree. LRCCD reports that the average number of units accumulated by students who earn an Associate Degree is 87, while most Associate Degrees require just 60 units. Guided Pathways addresses this issue by mapping out the specific courses needed to complete the degree requirements or to transfer to a state university. Moreover, it will allow students real-time accessibility through an online portal to view and select courses compatible with their degree or transfer requirements. Therefore, students are less likely to take extraneous classes, and consequently, complete their degree curriculum sooner, saving both time and money. The added time and costs for unnecessary courses are considered significant barriers for students attempting to complete their academic goals.

- The confusion that students frequently experienced regarding which courses were eligible for transfer to the California State University system is rectified by detecting suitable courses within the online portal. As a result, unneeded classes can be decreased.

As with any major reform, Guided Pathways raises potential questions that the Grand Jury brings to the attention of LRCCD Board of Trustees, administrators, faculty, students and the general public.

- Will Guided Pathways have a limiting effect on the choices a student has when embarking on a college career, making the college experience less exploratory and more restrictive? Additionally, will it force students to make early decisions regarding a major field of study, while making switching majors more difficult?
- Will Guided Pathways result in students taking more specialized classes, thereby discouraging a broader scope of education and knowledge?

Regarding CTE, Guided Pathways currently appears to have no component for students to switch from an academic to a CTE curriculum, or vice versa. Furthermore, there is no established priority to support students to move seamlessly between an academic degree and CTE certification curriculum, which might require more direct counseling services to augment the Guided Pathways module.

LRCCD, in accordance with AB 705 and AB 1805, is presently revamping its core English and Math curriculums. This overhaul is intended to alleviate the difficulty students have in passing these compulsory subjects. A significant barrier to student achievement, based on historical data, is that a majority of students taking remedial English and Math classes never passed a college credit course leading to an Associate Degree or transfer to a four-year university. Therefore, key revisions are in progress focusing on the following items:

- Utilizing High School Grade Point Averages (GPA) in related subjects, rather than assessment tests, to place more students directly into a college credit English and Math courses. Students who otherwise could have been placed in a remedial class are provided supplemental assistance through a co-requisite class taken simultaneously with the credit class, enabling the students to receive the benefit of tutoring and more intensive instruction.
- In conjunction with the aforementioned state legislation, students many years removed from high school, suggesting their GPA might not be applicable, are typically allowed to self-place into whatever level they request.
- A specific change is occurring for Math. Previously, all college students needed to achieve a passing grade in a college level Algebra course to receive an AA/AS or ADT. However, high failure rates precluded many students from completing this prerequisite. Now, students seeking a liberal arts degree or other majors besides science, technology, engineering or mathematics (STEM) can meet their Math obligation by passing a Statistics course, which substitutes for the Algebra requirement.

The practice of moving away from assessment tests and relying instead upon High School GPA has gained recognition in other states, resulting in more community college students successfully fulfilling their English requirement for an Associate Degree. Early data from LRCCD, although incomplete, also suggests promising results. Information on Math outcomes is less informed, because the shifts in curriculum are still being developed.

While still incorporating co-requisite classes for college level Algebra, LRCCD is mainly expecting to increase its pass-rate for the Math requirement by allowing a Statistics course to substitute for Algebra for Liberal Arts or other non-STEM majors. The notion for this exchange stems from the assertion that Statistics is a more useful subject for non-STEM majors than Algebra.

Our review of these modifications for class placement and swapping Statistics for Algebra among non-STEM majors is generally positive, based on information from other states, along with initial data from early adopters within California community colleges. Both efforts seem reasonable approaches to improving student achievement rates. However, these approaches do raise some questions:

- If one were to create a college degree curriculum based on the future utilization of a particular subject matter, how would that fit with the concept of providing a broad-based education?
- If difficulty in demonstrating proficiency in a particular subject requires curriculum changes, would this result in other subject substitutions or modifications for similar reasons?

**Goal #2 - Increase the number of students who transfer annually by 35 percent.**

Tables 3 and 4 present LRCCD data pertaining to the number of its students transferring annually to a University of California or California State University campus, including projected goals. Gradual improvement occurred between 2015-16 and 2016-17 District-wide and for each of the campuses.

**Table 3  
LRCCD Student Transfers to University of California: 2014-15,  
2015-16, 2016-17 Baseline Year, and 2021-22 Goal**

<b>Jurisdiction</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17 Baseline Year</b>	<b>2021-22</b>
Los Rios District	680	640	756	1021
American River College	244	251	272	367
Cosumnes River College	103	94	136	184
Folsom Lake College	96	74	107	144
Sacramento City College	237	221	241	325

Source: *Vision for Success*: 2022 goals. California Community Colleges Chancellor's Office. *VisionforSuccess\_18FNL.docx*: September 2018. LRCCD Office of Institutional Research p.1.

**Table 4**  
**LRCCD Student Transfers to California State University: 2014-15, 2015-16, 2016-17**  
**Baseline Year, and 2021-22 Goal**

<b>Jurisdiction</b>	<b>2014-2015</b>	<b>2015-16</b>	<b>2016-17 Baseline Year</b>	<b>2021-22 Goal</b>
Los Rios District	2452	2512	2728	3,683
American River College	929	936	987	1,332
Cosumnes River College	503	569	583	787
Folsom Lake College	322	297	380	513
Sacramento City College	698	710	778	1050

Source: Vision for Success: 2022 goals. California Community Colleges Chancellor's Office. *Vision for Success\_18FNL.docx*: September 2018. LRCCD Office of Institutional Research p1.

Beginning in 2012, an agreement between the California State University System (CSU) and the California Community College (CCC) system guarantees admission to a CSU campus for Associate Degree for Transfer (ADT) students. The University of California system offers a roadmap for these ADT students to popular majors, although there is no guarantee of admission.<sup>5</sup>

Guided Pathways is the primary vehicle for ensuring that LRCCD ADT students will be able to navigate the oftentimes confusing and changing requirements necessary to transfer to a CSU or UC campus. While the coordination between CSU and CCC is sound concerning transfer requirements, the same cannot be said of that between CCC and UC. Based on information received during interviews, it appears that LRCCD and the other community colleges are waiting for the UC system to develop more specific criteria for ADT students. Lack of a comprehensive agreement between UC and CCC could hinder LRCCD's ability to reach its ADT goal for UC admissions.

**Goal #3 - Reduce average units accumulated by students who complete their degrees from approximately 87 units to 79.**

The purpose of this goal is to reduce time and costs students spend obtaining their degrees. While an associate degree typically requires 60 units for completion, students who finished their degrees within LRCCD took on average 87 units.

The chief component being employed to realize this improvement is Guided Pathways. This program consists of four major elements identified in *the California Community College 2017 State of the System Report*:

- Clarifying the path by creating clear curricular pathways to employment and further education.
- Helping students choose and enter the path.
- Helping students stay on the path.
- Ensuring that learning is happening with intentional outcomes.



Guided Pathways is being augmented by college counselors. Counselors within LRCCD are staffed at a ratio of 900:1, although this only includes general purpose funds. When all sources of funds are considered, the actual ratio is around 600:1.<sup>6</sup>

Several interviewees commented on the need for more counseling services through case managers/student advisors. However, budget constraints limit the LRCCD's ability to add more counseling or other non-faculty services that might address this issue. Specifically, the Fifty-Percent Law contained in the Education Code requires that 50 percent of current expenses come from classroom instructional salaries and benefits. Districts that fail to meet this mandate face financial penalties.<sup>7</sup> The 2018-19 Budget notes that LRCCD narrowly meets this obligation at 52.4 percent. Counseling services are excluded as classroom related expenses under the Fifty-Percent Law.

Moreover, LRCCD's collective bargaining agreements obligate the District to use 80 percent of new revenues to fund "...compensation and other improvements. These agreements drive a large portion of the budget development in terms of directing where new funds will be committed."<sup>8</sup> Consequently, between the collective bargaining agreements and the Educational Code funding requirement, the LRCCD Board of Trustees has little latitude to make any significant budgetary changes outside the scope of these arrangements. Although amendments to the Education Code are obviously beyond the ability of LRCCD to achieve independently, the same cannot be said about modifying the collective bargaining agreements that would provide more flexibility in allocating resources towards the attainment of student achievement goals. However, District administrative staff remarked that this arrangement with the bargaining units has been instrumental in precluding work stoppages and other labor strife.

**Goal #4 - Increase the number of students who get jobs in their field of study to 69 percent.**

The most recent statewide average is 60 percent, for the number of students who obtain employment in their field of study. The goal is to increase this percentage to 69 percent. LRCCD did not produce data on this goal during our investigation.

**Goal #5 - Reduce student achievement equity gaps among underrepresented students by 40 percent over 5 years and fully eliminate those gaps within 10 years.**

Statewide data reveal that California community college students of different ethnic groups have dissimilar student achievement rates. Most prominently, Asian and non-Hispanic White students have higher completion rates compared with African-American and Hispanic students. LRCCD demographic student achievement data also show disparities amongst these groups. However, in delving through the statistics presented by the four campuses' 2018 Student Success Scorecards, the issue appears to be less related to ethnic categories and more correlated to college preparedness, as determined by assessment testing, that's displayed in the following table:

**Table 5**  
**Completion Percentage Rates - Cohort Tracked from 2011-12 through 2016-17**

<b>College/Demographic</b>	<b>College Prepared</b>	<b>Unprepared</b>	<b>Overall</b>
<b>American River</b>	64.0	36.6	42.5
Asian	76.4	52.5	58.0
White	65.6	39.7	45.7
African-American	56.5	23.0	26.0
Hispanic	52.4	34.1	37.8
<b>Cosumnes River</b>	62.4	34.7	41.5
Asian	65.8	44.4	48.9
White	66.4	34.1	45.5
African-American	70.6	25.2	29.8
Hispanic	58.2	29.9	35.7
<b>Folsom Lake</b>	72.7	42.5	50.0
Asian	78.6	50.0	57.1
White	69.6	42.6	49.9
African-American	100.0	33.3	42.9
Hispanic	82.9	39.1	48.0
<b>Sacramento City</b>	69.6	42.2	48.8
Asian	79.8	58.2	63.0
White	77.0	43.3	55.9
African-American	58.3	26.8	29.6
Hispanic	60.4	41.2	44.6

LRCCD’s effort to close the completion rate gaps for traditionally underserved groups rely heavily on reducing the number of these (unprepared) students in remedial education classes for English and Math. As previously stated, High School GPAs will become the primary placement tool, replacing assessment tests for these subjects. Furthermore, students who are placed in college credit English and Math courses, who otherwise might have been assigned to remedial classes, will be required to take a co-requisite class to aid them in successfully passing these compulsory classes. LRCCD will also eliminate college level algebra as a requirement for graduation or transfer to a CSU, substituting statistics for Liberal Arts and other non-STEM majors, because Algebra has been an impediment to completion of degree requirements for many of their students. The Grand Jury noticed a potential issue LRCCD faculty and staff should be mindful of as this change occurs.

Will students who could have successfully completed Algebra and higher-level Math be steered away from STEM majors because they're provided a less rigorous option?

This issue is relevant because proponents of the *Vision for Success* emphasize the need to graduate more students from college to enable California to successfully compete in the global market. Yet, a shortage of STEM majors is frequently mentioned as a concern toward global competitiveness.

During the course of the investigation, a number of implementation issues arose, which could bear on the successful achievement of the goals identified and are as follows:

- While there is broad agreement among administrative and faculty staff regarding the goals, concerns were raised over the time and resources available to implement various components within the stated deadlines. This matter particularly affects the two campuses that were not part of the pilot program, and therefore, are behind the two leading campuses in completing the implementation process. As a result, problems could be created for the estimated 10 percent to 14 percent of students taking classes at multiple campuses within LRCCD.
- While LRCCD is monitoring its student achievement rates, it lacks a formal system to determine the reasons why students are dropping out before completing their studies. Without any real-time data to understand why students are dropping out, important insights may be missed as to ways student achievement rates can be improved.
- With the exception of one campus, Career Technical Education (CTE) courses are fairly limited. In part, this reflects the higher costs associated with many CTE programs. In addition, it is unclear whether counselors encourage students to consider CTE programs, even if those students are struggling with college level academic coursework.
- CTE programs also take a fairly long time to develop. Testimonial comments maintained that it takes up to six years to develop a new CTE program and produce new graduates. The last new CTE module was for solar construction that occurred seven years ago. As a result, CTE instruction may be unable to keep up with the demands of a rapidly changing labor market.
- During our investigation, we were made aware of issues pertaining to AB 1725, which stipulates that faculty play a major role in formulating curriculum. A mediation process occurred to ensure that issues would not arise that would hamper the implementation process for the VfS goals. Subsequently, information received stated that these issues were being addressed.
- Online education provides just 10 percent of overall class offerings, although testimonial information obtained suggested this percentage could be increased to 20 percent by 2020. Nonetheless, while approximately 70 percent of the students attending LRCCD are part-time, often due to work or other responsibilities, online learning is underutilized as a viable option for many courses. In essence, the onus is primarily on students to attend courses when faculty present them, regardless of the convenience to students. This situation possibly exacerbates timely completion. Instead, the State of California is funding an online community college curriculum statewide for certificate programs, scheduled to start in fall of 2019. This program is intended to reach the 25-35 year-old cohort, who lack a college degree, in order to fuel the economy's need for skilled labor. The results of this program may provide the impetus for greater expansion of existing academic courses provided online by LRCCD.
- Part-time students makeup approximately 70 percent of LRCCD students. A concerted effort is being made to facilitate the movement of these students to full-time. The basis for this change is that full-time students are more likely to attain their academic goals and do so in a more timely fashion. It needs to be noted that nearly 40 percent of LRCCD students are 25 or older, and therefore, likely have to work and perhaps also have family

support responsibilities. Also, in conjunction with the comments concerning online education, there has been limited regard to class schedules that meet student time frames. For example, evening and weekend classes are particularly limited. Meanwhile, state programs such as the College Promise Grants (AB 19) only go to full-time students. To see why this approach can be problematic for a student living independently, consider the following information provided by Sacramento City College:

**Table 6**  
**2018-19 Estimated Cost of Attendance**

Category	With Parents	Without Parents
<b>Tuition/Fees</b>	1,242	1,242
<b>Books/Supplies</b>	1,918	1,918
<b>Room/Board</b>	5,418	13,778
<b>Misc./Personal</b>	3,258	2,996
<b>Transportation</b>	1,250	1,250
<b>Total</b>	13,086	21,184

Source: <https://www.scc.losrios.edu/financialaid/pay-for-college/college-costs/>

For a full-time student carrying 15 units each semester, the College Promise Grant (AB 19) provides \$1,380 annually. This would leave a student living with a parent approximately an \$11,706 shortfall, and for those living independently, \$19,804 below what is estimated to attend full-time. Ultimately, a student would likely have to go into significant debt in order to attend an LRCCD campus full-time without any outside income or additional grant funding.

## **FINDINGS**

- F1. LRCCD administration and faculty are committed to improving student achievement rates and related goals encompassed within State Legislation, California's Community College *Vision for Success*, and State Chancellor's directives.
- F2. LRCCD's Guided Pathways module does not by itself allow for students to seamlessly transfer between Academic and CTE programs.
- F3. The success of Guided Pathways is dependent upon adequate counseling services and perhaps a change in the counseling model.
- F4. LRCCD lacks a formal survey process for students at entrance and exit in order to better understand student achievement issues.
- F5. LRCCD's financial flexibility to adjust existing or new programs and services to meet student achievement goals is constrained by the fiscal requirements between the Fifty Percent Law and the collective bargaining agreements.

- F6. The quantity of scope of Online classes are insufficient to meet the work/life issues of two large cohorts of LRCCD's students; those 25 or older, which comprise nearly 40 percent of students overall, and part-time students that represent approximately 70 percent of students.
- F7. CTE Programs take an estimated six years to develop and produce the first graduates. This is too long to react to fast-changing demands in the labor market.

## **RECOMMENDATIONS**

- R1. The LRCCD Administration and Faculty should be commended this year by the Board of Trustees for their commitment to improving student achievement rates.
- R2. The LRCCD Chancellor should ensure, as part of its implementation, that Guided Pathways includes a seamless administrative system for students to switch between Academic and CTE programs.
- R3. The LRCCD Board of Trustees should budget sufficient resources for case management/student advisor services to augment existing counseling services as needed to ensure the success of Guided Pathways.
- R4. The LRCCD Chancellor should ensure within the next 12 months that a survey process that includes entrance and exit interviews is developed to ascertain whether further actions are needed to address student achievement issues.
- R5. The LRCCD Board of Trustees should reconsider its 80 percent funding agreement as part of its collective bargaining negotiation with the goal of providing more financial flexibility to meet current and future student achievement rate challenges.
- R6. The LRCCD Board of Trustees and Chancellor should work with the academic senate and faculty to enhance the number and scope of online classes offered.
- R7. The LRCCD Chancellor should streamline the process for establishing CTE programs to reduce the number of years it takes to develop these types of programs over the next 12 months.

## **REQUIRED RESPONSES**

Pursuant to Penal Code sections 933 and 933.05 the grand jury requests responses as follows:

Responses from the following elected officials within 60 days:

- John Knight, Los Rios Board of Trustees President  
1919 Spanos Court  
Sacramento, California 95825

From the following governing bodies within 90 days:

- Brian King, Los Rios Board of Trustees Chancellor  
1919 Spanos Court  
Sacramento, California 95825

Mail or hand-deliver a hard copy response to:

David De Alba, Presiding Judge Sacramento County Superior Court  
720 9<sup>th</sup> Street, Dept. 47  
Sacramento, CA 95814

In addition, please email response to:

Becky Castaneda, Grand Jury Coordinator at [castanb@saccourt.com](mailto:castanb@saccourt.com)

## Endnotes:

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<sup>1</sup> Foundation for California Community Colleges. *Vision for Success: Strengthening the California Community Colleges to Meet California's Needs*. 2017. p. 10.

<sup>2</sup> Ibid, p. 5.

<sup>3</sup> Koseff, Alexei. "California Public Colleges Collaborate on Fix to Broken Transfer Process." *Sacramento Bee*, April 15, 2014.

<sup>4</sup> California Community Colleges. *2017 State of the System Report*, p. 6.

[http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/2017\\_SOSReport\\_ADA-web.pdf](http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/2017_SOSReport_ADA-web.pdf).

<sup>5</sup> Ibid, p. 1.

<sup>6</sup> Los Rios Community College District. *2018-19 Tentative Budget Presented to the Board of Trustees June 13 2018*. p. 21. <http://www.losrios.edu/board-of-trustees/media/others/2018/6.D%20Enclosure%20-%202018-19%20Tentative%20Budget.pdf>.

<sup>7</sup> Ibid. p. 20. (See also CAL. EDU CODE § 84362 & 5 CCR §§ 51025, 53311.).

<sup>8</sup> Ibid, p. 21.

