MINUTES
April 19, 2016
Board Room
1:00 p.m.

Present: Lupe Alvarado, Robin Babou, Ryan Bronkar, Michelle Bean, Robert Bethel, Fran Cummings, Marie Eckstrom, Cameron English, Juan Fernandez, Raquel Flores-Olson, John Frala, Theresa Freije, Sergio Guzman, Kathleen Hannah, Yuniol Hernandez, Mike Javanmard, Sheila Lynch, Jim Matthis, Greg Miller, Juana Mora, Steve Moshier, Katie O’Brien, Tyler Okamoto, Aimee Ortiz, Kathy Pudelko, Rudy Rios, Mary Rivera, Kevin Smith, Shelly Spencer, Adam Wetsman, Jon Whitford, Colin Young, Mariano Zaro
Guest: Belen Torres-Gil

I. Call to Order: 1:04 p.m.

II. Approval of Minutes: April 5, 2016 minutes approved by consensus as submitted.

II. President’s Report
A. Multiple Measures—Chancellor’s Office has published data about Multiple Measures as a result of the Common Assessment Initiative findings; data proves that high school GPA is a higher indicator of success in English, math, Reading than placement tests.
B. ASRHC—Associated Students of Rio Hondo College—Academic Senate 2nd Vice President met with ASRHC and received a request regarding open education resources.
C. SEMP—Strategic Enrollment Management Plan is the new name of the work started by the CBT consultant group.
D. Planning Retreat—Last Friday, the participants at the retreat reviewed the SEMP and created steps to address the recommendations and goals.
E. Prop 30—A set of petitions circulated to include revised Prop 30 on the November ballot.

IV. Unfinished Business
A. AP 4050 Articulation
   1. Motion: To accept AP 4050 as submitted.
      2. Adam Wetsman motioned; Mike Javanmard seconded; motion approved unanimously.
B. AP 4025 Philosophy and Criteria for Associates Degree
   1. Motion: To accept AP 4025 as submitted.
      2. Mike Javanmard motioned; Fran Cummings seconded; motion approved unanimously.

V. New Business
A. Executive Motion: Full-Time Non-Tenure Track
   Whereas faculty who are employed in a full-time non-tenure-track capacity are less secure in their positions, and
   Whereas, full-time non-tenure-track faculty tend to have less of a long-term commitment to the College (District), and
   Whereas, full-time non-tenure-track positions potentially attract a lower number of fewer applicants, and
Whereas, these employees tend to stay with the College for shorter periods of time compared to full-time tenure-track faculty and that incurs expenses involved in hiring and training replacements, and
Whereas, such employee turnover incurs disturbances in the delivery of services to students, and
Whereas, such positions may adversely affect the District in times of workforce reductions, therefore
Be it resolved that the Academic Senate recommends and urges the District not to participate in the practice of hiring full-time non-tenure-track faculty and to make every effort to carefully, methodically, and purposefully plan for future hires.
1. **Motion**: To accept the Full-Time Non-Tenure Faculty Executive Motion as revised.
2. Lupe Alvarado motioned; Yunior Hernandez seconded; motion passed unanimously.

### Executive Motion: Multiple Measures

Whereas there is ample data to support the value of using multiple measures to assess incoming students into core course work (Math and English), and
Whereas, the Chancellor’s Office has recommended that such measures be adopted, and
Whereas, both Academic Affairs and Student Services have proposed such measures, therefore
Be it resolved that the Academic Senate supports such efforts and urges the District to implement a pilot program utilizing multiple measures and to gather data to inform future decisions concerning full implementation of multiple measures.
1. **Motion**: To approve the Multiple Measures Executive Motion as submitted.
2. Motion approved unanimously.

### Administrative Procedures

1. **AP 4021 Program Discontinuance**
   a. **Motion**: To approve AP 4021 as submitted.
   b. Adam Wetsman motioned; Kevin Smith seconded; Mike Javanmard opposed; motion passed.

2. **AP 4235 Alternative Credit**
   a. **Motion**: To table AP 4235 review till a later date.
   b. Sheila Lynch motioned; Kevin Smith seconded; motion passed unanimously.

3. **AP 4240 Academic Renewal**
   a. **Motion**: To accept AP 4240 as submitted.
   b. Adam Wetsman motioned; Lupe Alvarado seconded; Mike Javanmard opposed; Shelley Spencer abstained; motion passed.

### Online Education Committee

1. **Motion**: In order to meet the requirements of ACCJC regarding regular and effective faculty initiated contact in online classes, the Online Education Committee recommends that faculty teaching online utilize the embedded Canvas e-mail system rather than their Rio Hondo e-mail to communicate with students.
2. Colin Young motioned; Mike Javanmard seconded; motion passed unanimously.
VI. Committee Reports
   A. Academic Rank—at the last Board meeting, Academic Rank faculty were announced.
   B. Basic Skills—no report.
   C. Bookstore—question on why we have to give measurements every year.
   D. Curriculum—local degree and military service members: need a future discussion on waiving or adding units to veterans for P.E. credit.
   E. FLEX/Staff Development—deadline for Flex hours approaching; you may start logging for next year starting in July 1; New Faculty workshops in the works; some funding for activities of $200 or less—submit to Katie.
   F. ITC—meeting today.
   G. SLOs—no report.
   H. Student Equity—list of qualified programs on website; May 12—Effects of Micro-aggressions Seminar
   I. OEC—sent an email with deadlines for online teaching.
   J. IEC—no report.
   K. Program Review—will be reporting to PFC; will come to Senate soon.
   L. Safety—no report.
   M. MIS/Enterprise—meeting tomorrow.

VII. Announcements
   A. Kathy Pudelko received the WHO Award at the Spring CCA Awards.
   B. RHC won for signing up the most part-time members at the CCA Spring Conference.
   C. Writes of Spring is this week in the Wray Theatre.
   D. Earth Day tomorrow; ASRHC will present the Hydration Station.
   E. Internship Day tomorrow.

VIII. Public Comment—none.

IX. Adjournment: 2:15 p.m.
I. Articulation is the responsibility of the Rio Hondo College District Articulation Officer.

II. Articulation requests may come from faculty of the District at the college or from four-year institutions. All course outlines must be current (revised within the last five years) before an articulation request can be made. Baccalaureate institutions reserve the right to approve or deny any articulation request. The following processes shall ensure equitable and correct articulation agreements.

A. CSU transferability shall be determined locally through the proceedings of the District’s Curriculum Committee. UC transferability shall be determined by a yearly UC Transfer Course Agreement (UC TCA) process. Faculty must submit a request in writing to the Articulation Officer for it to be submitted during the annual process.

B. The requests for CSU GE and/or UC IGETC articulation must be submitted by faculty using the “Request for GE Submission” form (found on the Curriculum Committee website). The form shall be reviewed by the Articulation Officer and vetted through the curriculum Committee. IGETC requests for major preparation courses may be submitted to the Articulation Officer in an on-going basis.

III. Articulation information is shall be disseminated to faculty, and deans and counselors when established and on an on-going basis.

IV. All articulation agreements for four-year public institutions in California can be found on ASSIST. Courses submitted for UC approval as transferable to all UC’s (UC TCA), Intersegmental General Education Courses (IGETC), and CSU General Education breadth courses are submitted through OSCAR to UC or CSU.

A. All articulation agreements, requests and MOUs from regionally accredited private, or out-of-state institutions shall be reviewed by the Articulation Officer.

V. Emphasis on establishing articulation is with proximate baccalaureate institutions.

VI. The Tech Prep Coordinator is responsible for articulation with local high schools.

VII. Sources/References:

Title 5, Section 51022(b)
ACCJC Accreditation Standard II.A.10 (formerly II.A.6.a.)

(revisions made by Academic Senate 4/___/2016)
PHILOSOPHY AND CRITERIA FOR ASSOCIATE DEGREE AND GENERAL EDUCATION

Board Reviewed: 8/15/07

Note: This procedure is legally required. Local practices may be inserted here.

I. The philosophy and criteria for the associate degree and general education at Rio Hondo College District shall address the following considerations contained in the references listed below. These include, but are not limited to:

The philosophy and criteria for the associate degree and general education in the Rio Hondo College District addresses the following considerations. These include but are not limited to the following:

A. The programs of the Rio Hondo College District are consistent with the institutional mission, purposes, demographics and economics of its community.

B. The philosophy and criteria shaping the associate degrees of the Rio Hondo College District shall include learning experiences that lead to the specific capabilities and insights. Regarding the associate degree shall reference the policy of the Board of Governors that the associate degree symbolizes a successful attempt to lead students through patterns of learning experiences designed to develop certain capabilities and insights, including the following:

1. The ability to To think and communicate clearly and effectively both orally and in writing;
2. To use mathematics;
3. To understand the modes of inquiry of the major disciplines;
4. To be aware of other cultures and human areas;
5. To achieve insights gained through experience in thinking about regarding ethical problems; and
6. To develop the capacity for self-understanding.

II. The philosophy and criteria regarding general education references the policy of the Board of Governors that general education should lead to better self-understanding, including the following:

A. General Education is designed to introduce students to the variety of means through which people comprehend the modern world.

B. General education introduces the content and methodology of the major areas of knowledge and provides an opportunity for students to develop intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity.

III. The procedures should also include the process used to determine which courses implement the District’s philosophy on the associate degree and general education.
III. The District ensures that its philosophy on associate degrees and general education is maintained through the processes and procedures of the Curriculum committee, articulation agreements, and through the reaffirmation of local, regional and national accreditation. (Academic Senate 4/1/2016)

IV. Sources/References:

Title 5 Section 55061
ACJC Accreditation Standard II.A (formerly II.A.3)
I. Initiation of Program Discontinuance

Program discontinuance is an academic and professional matter. Considerations that are integral to this procedure include its effects on students, curriculum, budget and planning, and regional labor needs in the case of career and technical disciplines.

The procedure for program discontinuance should have no adverse effect on current students, involve the creation of a timeline for review and recommendations for improvement and action, and ensure the responsibility for program discontinuance is the shared function of faculty and administration.

The Program Review Committee, the administration, or the faculty, in consultation with the Vice President of Academic Affairs and the Academic Senate, can request an analysis for the discontinuance of a program. This does not need to occur within the planning or program review period, which shall be every two years for vocational programs and every six years for academic programs.

II. Initial Analysis

Elements in the program discontinuance analysis may include, but are not limited to:

**Qualitative data**
1. Effects on students
2. Balance in the college curriculum
3. Education and budget planning
4. Issues of regional coordination for occupational programs
5. Quality of regional coordination for the curriculum
6. The teaching and learning process
7. Student satisfaction
8. Perception of the program at articulating universities, local businesses and/or industry, and the community
9. Factors of employment in business and industry
10. Goals and objectives in the Educational Master Plan

**Quantitative Data**
1. Enrollment trends (e.g., lack of demand) over a sustained period of time
2. Frequency of course section offerings to assure reasonable availability for students
3. Retention rates
4. Success rates
5. Term-to-term persistence for those in courses in the major
6. Student completion rates
7. Demand in the local and regional workforce
8. Availability of transfer major (CCLC)
9. Cost to develop and maintain program.

III. Program Discontinuance Task Force
The Vice-President of Academic Affairs, in consultation with the Academic Senate, will form the Program Discontinuance Task Force. The task force will be co-chaired by the Vice President and the Academic Senate President or their designees. Members shall include a faculty member in the division containing the program, the dean of the affected division, one other dean, and one faculty member who is not in the affected division. Faculty are appointed by the Academic Senate. Where appropriate, program support staff, student services personnel, and the community may be invited to participate. Meetings of the task force shall be public.

The charge to the Program Discontinuance Task Force is:

1. Gather and evaluate all qualitative and quantitative evidence
2. Recommend to the Superintendent/President, the Academic Senate and the Planning Fiscal Council that a program should
   a. Continue
   b. Continue with Qualifications
   c. Discontinue

The task force will review the materials related to the program analysis, as well as data supporting the following criteria:

**Vocational Programs**
- Declining market/industry demand
- Advisory Committee recommendation
- Decreasing numbers of students enrolled
- Low or decreasing WSCH/FTEF
- Poor rate for student achievement of program goals (e.g. completion rate, numbers of degrees and certificates, job placement)
- Decline in importance of service to related disciplines (applies only when discipline does not offer degree or certificate)

**Academic Programs**
- Declining university transfer trends
- Insufficient frequency of course offerings to assure reasonable opportunity for completion of the program
- Lack of available resources
- Poor retention within courses
- Poor rate for student achievement of program goals (e.g. completion rate, numbers of degrees and certificates)
- Unavailability of the transfer major
- Poor term-to-term persistence for students in the major
Within 90 days of being convened, the task force will determine which recommendation shall be forwarded to the Superintendent/President, the Academic Senate, and the Planning and Fiscal Council.

A. Recommendation to Continue – A recommendation for a program to continue must contain a documented argument based on the qualitative and quantitative data.

B. Recommendation to Continue With Qualifications – A recommendation for a program to continue with qualifications must contain a documented argument based on the qualitative and quantitative data. Qualifications may consist of requirements of an external regulatory, governing, or licensing body to which the program is subject.

The task force will create a timeline not longer than 18 months that incorporates actions to be undertaken by the program faculty and division dean and the expected outcomes. The Vice President of Academic Affairs will monitor the program’s progress. At the end of the specified time, the task force will reevaluate the program.

C. Recommendation to Discontinue - A recommendation for a program to be discontinued must contain a documented argument based on the qualitative and quantitative data. Should an external regulatory, governing, or licensing body order the discontinuance, the recommendation shall be considered mandated.

In the event of a recommendation to discontinue, the task force will create a timeline for phasing out the program. The plan must include procedures to allow currently enrolled students to complete their plans of study as outlined below.

IV. Completion of Plans of Study

In the event a program is discontinued, the Vice President of Academic Affairs and the dean of the affected program will devise a plan that allows currently enrolled students in the program to complete their plan of study in accordance with the College Catalog.

These plans may include selection of alternative courses at Rio Hondo College or allowing students to complete their education at another community college. The plan will include the following actions:

1. Identify and contact students in the affected major, degree, and/or certificate program.
2. Award degrees and certificates to students who have already completed but not petitioned.
3. Identify courses that each student must complete.
4. Confirm which faculty teach the courses identified in 3.
5. Appoint a faculty member as program coordinator during the discontinuance process.
6. Confirm sufficient counseling support exists for each student.
7. Develop Admissions and Records procedures to ensure students enroll in courses identified in 3.
8. Identify similar programs at area colleges.
9. Determine if completed courses will transfer so that a student may complete the program, degree, and/or certificate at the area college.
10. Establish the length of time needed for each student to complete.
11. Develop a schedule for each student so that he/she is ensured of timely completion.
12. Create a program-wide timeline for final discontinuance of the affected program.
13. Communicate the action plan to affected students as well as program faculty.
14. Communicate the action plan to the community and external agencies and licensing groups where appropriate.

V. Conclusion of the Process

The Program Discontinuance Task Force will forward its recommendation to the Superintendent/President, the Academic Senate, and the Planning and Fiscal Council. As program discontinuance is an academic and professional matter, mutual agreement is required.

Upon mutual agreement after receiving the recommendation, the Superintendent/President will forward the recommendation to the Board of Trustees. Any program that receives a recommendation to discontinue can be terminated by the Board within a year.

VI. Collective Bargaining

As this procedure impacts employment, it is a matter of collective bargaining in all cases. The Rio Hondo College Faculty Association and the California School Employees Association will be notified and given the necessary time to resolve the issues of collective bargaining.

VII. Source/Reference:

Education Code 78016; Title 5, 51022, 55130
Education Code Section 78016;
Title 5 Sections 51022 and 55130;
ACCJC Accreditation Standard II.A.15
ACADEMIC RENEWAL

I. Students may petition only once to have their academic record reviewed. Students must have achieved a grade point average of 2.0 in 30 units and at least two years must have elapsed from the time the course work to be removed was completed.

II. Up to 30 units of course work may be eliminated from consideration in the cumulative grade point average. Students may apply for academic renewal multiple times. Up to 30 units of course work, in total, may be eliminated from consideration in the cumulative grade point average.

III. Specific courses and/or categories of courses that are exempt from academic renewal must be described. Academic renewal actions are irreversible. When academic renewal procedures permit previously recorded substandard coursework to be disregarded in the computation of a student's grade point average, the student's permanent academic record should contain an accurate record of all coursework to ensure a complete academic history.

IV. Academic renewal procedures may not conflict with the District's obligation to retain and destroy records or with the instructor's ability to determine a student's final grade.

V. Academic Renewal Guidelines (RHC Catalog)

The academic renewal procedure permits the alleviation of a student's previously recorded substandard academic performance that is not reflective of a student's present demonstrated ability and level of performance. Academic renewal may gain for students the benefits of their current level of ability and performance and not permanently penalize them for poor performance in the past.

Therefore, within the regulations listed, Rio Hondo College may disregard particular, previously recorded substandard work from a student's cumulative grade-point average.

1. Students may petition to have their academic record reviewed for academic renewal through the Admissions and Records Office to remove previous substandard work (any course in which a grade below 2.00 has been recorded) taken at Rio Hondo College. The District
Superintendent/President, or designee, may grant permission.
2. Up to 30 units may be alleviated.
3. A student’s current demonstrated ability may be the basis for alleviating previous substandard work.
4. From the last substandard work to be alleviated, the following 30 consecutive units from any accredited college or university must average at least a 2.00 GPA in order to qualify.
5. Two years must have elapsed since the most recent work to be alleviated.
6. The student’s academic record will be appropriately marked indicating those courses that have been alleviated.

VI. When academic work is alleviated, grades are not removed; they are noted and subtracted from the grade point average. All entries remain legible so that a true and complete record is maintained. There is no assurance that alleviated courses will be treated similarly by other educational institutions outside the District.

VII. Source / Reference:
Title 5, Section 55044 and 55046.