I. Call to Order

II. Approval of Minutes: November 7, 2017

II. Public Comment – Persons wishing to address the Academic Senate on any item on the agenda or comment on any other matter are allowed three minutes per topic. Pursuant to the Brown Act, the Academic Senate cannot discuss or take action on items not listed on the agenda. Matters brought before the Academic Senate that are not on the agenda may, at the Senate’s discretion, be referred to the Senate Executive Council or placed on the next agenda.

III. Committee Reports

Senate Committees:
- Academic Rank
- Curriculum
- Instructional Technology (ITC)
- Online Education (OEC)
- Open Educational Resources (OER)
- Staff Development/Flex

Committees & Planning & Fiscal Council:
- Outcomes
- Institutional Effectiveness (IEC)
- Program Review
- Safety

Outcomes

IV. President’s Report

A. Roadrunner Connect Update
1. 78% clearance of flags on non-cohort/general students as of November 7
2. Team attending Starfish User Conference in San Bernardino December 11 and 12

B. Guided Pathways Update
1. December 12 RHC Pathways Summit now full
2. Chancellor’s Office (CCCCO) Guided Pathways Self-Assessment being completed by various RHC committees—due December 23; the Multi-Year Plan due in March 2018
3. California Guided Pathways Project Institute 2—Implementation Team attending November 30-December 2

C. Call for Proposals: ASCCC invites faculty members to submit workshop/presentation proposals for the 11th Annual African American Male Summit to be held March 1-2, 2018 at the Westin LAX in Los Angeles, CA

D. FLOW Project (fully online college) Comments Due November 22
1. Summit comments to the official project email address: CAworkgroup@nchems.org
   or http://doingwhatmatters.cccco.edu/ForCollegeLeadership/FlexLearningOptionsforWorkers.aspx


F. December 5 Senate Meeting Cancelled

V. Vice Presidents’ Reports
   A. 1st Vice President
   B. 2nd Vice President

VI. Unfinished Business:
   A. Outcomes Process and ILOs (see Addendum A)
      Executive Motion: To support the Outcomes Committee in their efforts to develop the final Institutional Learning Outcomes and present them before Senate as an informational item in the spring, in addition to supporting the immediate implementation of the new Outcomes Process recommended by the Committee.

   B. ASCCC Plenary Report II—Shelly, Juana, Mike

VII. New Business:
   A. Graduation Ceremony Resolution (see Addendum B)
      Executive Motion: To support the Graduation Ceremony Resolution calling for a change of the Rio Hondo College graduation ceremony date.

   B. Assessment Resolution (see Addendum C)
      Executive Motion: To support the recommendation detailed in the Assessment Resolution for immediate implementation.

VIII. Announcements

IX. Adjournment
Addendum A

Proposed Outcomes Processes
Recommendations from the Outcomes Committee
October 2017

Goals
- Reduces confusion for faculty
- Reduces faculty workload
- Integrates program and institutional outcomes
- Incorporates outcomes for non-classroom programs
- Eases ACCJC reporting struggles

Initial Establishment of Links to Program and Institutional Outcomes
- Work could begin at Spring Flex Day and be completed in Spring 2018
- Faculty migrate outcomes from SOLutions to TaskStream
- Course outcomes would be linked to program and institutional outcomes
- Non-classroom programs would establish links to institutional outcomes

All Programs
- Data entry every term (or in accordance with collective bargaining agreement)
- Rotation of outcomes done informally by faculty
- Assessment reports for program-level outcomes done every three years

Classroom Programs
- Assessment reports for course-level outcomes done every three years

Institutional Outcomes
- Assessment reports written by Outcomes Committee every three years

Describe the method you used to collect your data including the criteria you used to determine proficiency. [For example: I used a short-answer homework question. Students who scored 7 or higher were considered proficient.]

Enter your proficiency rates as percentages. If you only relied on qualitative data, then enter that in the box.

Proficient [ ] Not Proficient [ ]

Briefly describe any inferences you can draw from your results, including any action plans you have for improving teaching or learning.

Identify any resources you need in order to maintain or improve proficiency rates.
Addendum B

Graduation Ceremony Resolution

Whereas, Rio Hondo College is committed to students completing their courses and subsequent degree completion without having to choose between commencement and completion of final examinations;

Whereas, Students and faculty completing or administering final examinations are competing with excess noise and distractions from the commencement ceremony and preceding events, resulting in greater barriers for student success;

Whereas, During commencement, a high volume of traffic and visitors unnecessarily disrupts parking access for faculty and students;

Whereas, Faculty attendance at the commencement ceremony is limited when final examinations are scheduled and assigned at the same time as commencement;

Resolved, That the Rio Hondo College Academic Senate recommends the commencement ceremony occur after the completion of final examinations and supports the efforts of the RCHFA and the District to work together to determine a new commencement ceremony date.

Composed by Dylan Logas, Katie O’Brien, and Michelle Bean
Addendum C

Assessment Resolution

Whereas, Section 78213 of the Education Code was amended to state that a California community college district “use, in the placement of students into English and mathematics courses . . . one or more of following measures: high school coursework, high school grades, high school grade point average”;

Whereas, Assembly Bill 705 “provides that the purpose of the act is to increase California community college student access and success by providing effective core matriculation services of orientation, assessment and placement, counseling, and other education planning services, and academic interventions”;

Whereas, Assembly Bill 705 indicates “the choice of assessment instruments and placement policies have serious implications for equity, since students of color are more likely to be placed into remedial courses”;

Whereas, Research referenced in Assembly Bill 705 shows “when used as the primary criterion for placement, [assessment] tests tend to under place students—leading colleges to assign students to remedial courses when . . . a student’s high school performance is a much stronger predictor of success in transfer-level courses than standardized placement tests”;

Whereas, In order to influence positive marketing of the College in staying competitive with assessment procedures and matriculation processes of neighboring colleges;

Whereas, The RHC Math and Counseling Departments have voted in favor of eliminating barriers to successful matriculation and course placement;

Resolved, That the Rio Hondo College Academic Senate recommend the College’s methods for course placement be the use of multiple measures, implementing the review of high school grade point average and transcripts as a first-placement measure, with the option of taking a basic skills assessment to improve course placement if the student is placed below college-level English, Reading, or math.

Source: California Legislative Information, AB-705 Seymour-Campbell Student Success Act of 2012, Published: 10/13/2017 9:00 p.m. Accessed: https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB705