Minutes
May 7, 2019
Location: SS305
1:00 p.m.


I. Call to Order: 1:02 p.m.

II. Approval of Minutes: minutes from the April 16, 2019 meeting were approved with minor revisions

III. Public Comment – No public comment

IV. Guest: Sheila Xiao—Roadrunner Connect Update
   A. Roadrunner Connect is a digital platform for instructors to communicate student performance to both students and counselors; not all alerts are concerns (students can be flagged for positive performance); Fall 2017 pilot of approximately 200 subsections; Spring 2018 full implementation; all full term sections receive a progress survey at week 5; progress surveys include low scores, attendance concerns, missing work, and other common concerns; addressed by counselors and student success coaches with an attempted contact within 7 days; alerts are generally cleared within 2-3 attempts
   B. Implementation: email templates have been developed to address alerts in a uniform manner
   C. Clearing alerts: in Spring 2018, 99.17% of alerts were cleared; in Fall 2018: 96.56% of alerts were cleared; the average number of days until alerts were cleared has decreased from 11 to 7
   D. Instructor participation and course coverage: instructor participation remains relatively low; early alert participation rates in critical courses (including transfer level English and math) remains low
   E. Take-aways and next steps: participation must increase in order to properly evaluate the effectiveness of the Roadrunner Connect program; next steps: stabilize implementation process, encourage participation campus-wide, and embed in Success Teams

V. Guest: Cecilia Rocha and Dr. Juana Mora—Equity Report
A. The Student Equity Plan is currently in its 4th version; most disproportionately impacted groups are males (Latino males specifically); future planning requires targeted interventions/activities for specific disproportionately impacted student populations; RHC Student Equity Plan will focus on men of color

B. Data for the Student Equity Plan comes from the Chancellor’s Office; June 30th is the deadline for submission to the CCCCO; Student Equity Plan has been based on committee work and feedback; next steps will include how to implement some of the suggested activities

C. Adam Wetsman inquired about how we will be able to assess what is most effective given limited resources. Dr. Mora provided the example that funding can be provided for gateway tutors to work specifically with disproportionately impacted groups; Chancellor’s Office requirement to evaluate effectiveness is fairly new, so Student Equity will begin to create practices for reporting; funding is integrated in Student Equity and Achievement (SEA), but the Student Equity plan itself isn’t going to be an integrated plan; the intention of Student Equity is to better support disproportionately impacted student populations

VI. President’s Report

A. Senator Homework Reminder: All current senators should study the new AP 7211 document and gather feedback from their respective divisions, bringing back any recommendations to Senate by the May 14th meeting—see Bean’s email dated April 10

B. Assigning Courses to Disciplines—due end of spring 2019

C. Minimum Qualification/Equivalencies List Update – Michelle Pilati reported that if division equivalencies are problematic then they should be reviewed and submitted to either Michelle Bean or Michelle Pilati; Robert Bethel asked when the Senate will submit the equivalencies list to the Board because of accreditation/ACCJC requirements; Michelle Bean responded that the current list has been approved by the Board and that Senate is authorized to make revisions to the list (as part of our 10+1 purview) but doesn’t have to report to the board regarding this topic on an annual basis

D. Local Vision Goals—no suggestions or feedback was received by Michelle Bean

E. Suicide Hotline Green Magnet Cards in Faculty Boxes – Michelle Bean confirmed with faculty that these have been placed in faculty mailboxes; she has encouraged the Dean of Student Affairs to communicate with faculty and provide resources regarding finals and mental health

F. Guided Pathways Liaison Memo—free faculty-to-faculty resources are available through ASCCC and CCCCO; Katie O’Brien shared that the Guided Pathways Steering Committee has been polled and decided to bring back Melinda Karp in a consulting role in order to provide further guidance; August 12, 2019 is the date for Ms. Karp’s upcoming visit

G. RHC Guided Pathways Scale of Adoption Assessment Submission – was submitted to the Chancellor’s Office on April 30th, 2019

H. Career Technical Education STRONG Grant Proposal—see Appendix A; Michelle Bean shared that she signed the form

I. Presidential Search Forum—was held on May 6 from 1:00—5:45 p.m. in the Campus Inn and was well-attended
J. Bylaws/Constitution Taskforce Update – Alex Dejean reported that the taskforce is looking to re-vamp the bylaws and constitution; they are hoping to better educate faculty about their roles and participation in Senate; the taskforce plans to share an initial findings report with senators via email by the end of the Spring 2019 semester.

K. ACCJC New Review Process—see Appendix B; accreditation will be happening in Spring 2022; ACCJC is piloting a new process that will include a formative assessment 6 months prior to site visit; Michelle Bean has requested that administration begin to consider committee work in service of the upcoming accreditation process; Michelle Bean requested that every senator review the accreditation homepage on the Rio Hondo College website along with ACCJC accreditation standards site (at accjc.org).

VII. Vice Presidents’ Reports
A. 1st Vice President – Adam Wetsman reported that the May revise (to be released later this week) will define the Student-Centered Funding Formula and Cost of Living Adjustment.
B. 2nd Vice President – no report.

VIII. Unfinished Business: None

IX. New Business
A. Bachelor’s Degree Credit by Exam—see Appendix C
   A. Steve Tomory shared that it is common for students in the Bachelor’s Degree Automotive Technology Program to have industry experience and be interested in advancing in the workplace (which requires a bachelor’s degree); some of these students are master technicians who don’t necessarily have coursework completed but have mastered the skills and acquired the knowledge that would be taught in the lower and upper division level courses in the Bachelor’s Degree Program.
   B. MOTION: To modify Rio Hondo College’s current Credit by Exam procedure for students accepted into the Bachelor’s Degree Program to increase the maximum number of lower division units to 16 and to establish a maximum of 12 upper division units to be applied toward major requirements;
      a) 1st by Katie O’Brien, seconded by Alex Dejean
      b) Motion passes unanimously
   C. Discussion: Mike Dighera inquired how this would impact students who have completed credit by exam at other institutions; Michelle Pilati clarified that the purpose of credit by exam is to allow students to demonstrate that they have gained mastery in a certain area regardless of where or how they gained this mastery; Steve Tomory shared that this would also allow RHC to award credit if a student were to have taken a course at a non-regionally accredited whose units we wouldn’t be accept but has mastered the content of a course that we offer.

X. Committee Reports
   Senate Committees:

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• Academic Rank: Angela Rhodes reported that the committee met for the first time and is investigating the academic rank process for part-time faculty
• Curriculum: Michelle Pilati reported that deadlines (such as for catalog) will be made more clear next year; it is encouraged to launch items in a timely manner
• Guided Pathways Steering (GPS): no report
• Instructional Technology (ITC): no report
• Distance Education (DEC): no report
• Open Educational Resources (OER): Sheila Lynch reported that the ASCCC OER initiative has created a discipline-specific survey that will be due May 31, 2019; the survey will be made available via listserv distribution; there may be some funding available for small grant monies for faculty interested in developing OER materials; Tyler Okamoto shared that he plans to offer a break-out session during the next FLEX day on the topic
• Staff Development/FLEX: Katie O’Brien shared that the deadline for FLEX reporting has passed; on May 9, 2019 3-7 p.m. a celebration will be held for new faculty and newly-tenured faculty (all are invited); August 13 and 14, 2019 OnCourse training will be held on adapting active-learning strategies across the disciplines
• Outcomes: Adam Wetsman reported that faculty have been emailed to review their outcomes for catalog revisions; Michelle Pilati shared that, in the future, outcomes for curriculum will need to be in place in order for a course to be offered

Planning & Fiscal Council Committees:
• Institutional Effectiveness (IEC) – no report
• Program Review – no report
• Safety - Brian Brutlag reported that on October 17, 2019, an emergency preparedness drill will be held; a shelter-in-place drill will be held the week of September 23, 2019 (specific date to be confirmed at a later time)

Other Committees:
• Basic Skills – Tyler Okamoto reported that a workshop is being planned for August for both tutors and faculty involved in gateway tutoring
• Bookstore – no report
• Enterprise Systems Advisory – no report
• Online Education Initiative (OEI) – Michelle Pilati reported that a listing of all programs that can be completed completely online will be posted which will hopefully bring more online students to Rio Hondo
• Student Equity – Dr. Frank Harris will be on campus June 13th and 14th doing a presentation and offering workshops on culturally-relevant pedagogy in the classroom
• Student Success and Support Program (SSSP) – no report (last meeting was cancelled)

XI. Announcements
A. Student Aaron Augustine recently won the 1-meter diving California state championship

XII. Adjournment: 2:24 p.m.
Appendix A: CTE STRONG Grant Proposal

**Project Title:** Career Technical Education Support for Teaching Robust Online New programs for Gainful employment (CTE STRONG)

**Proposed project summary:** The purpose of CTE STRONG is to create new online certificates and programs that lead to obtaining advanced education and credentials for greater career and social mobility. CTE STRONG advocates for increasing access and equity to education and training, while understanding the unique needs of CTE and community college students, helping to better serve them with fully online programs, especially to improve retention and completion rates.

For RHC’s service area accessibility is key. Economic factors along with low family education levels and the greater Los Angeles area’s poorly connected public transportation system often limit the ability of minority and low-income families to go beyond the boundaries of their neighborhood to attend classes. Working adults can typically attend college only part time. Many are bread-winners juggling the demands of work, childcare, and household, with limited time to get to school, attend class, and study at home—much less see a counselor or find a tutor. In FY 17-18, Thirty-nine percent of RHC’s online students were between the ages of 20 to 24 while 37.3% were 25 to 50. The addition of these new online programs is an opportunity to make accessible industry-valued degrees and certificates to more students and adult learners.

The overarching goals of the project are to both increase accessibility and create visibility of RHC’s online certificate programs that lead to entry-level job opportunities or opportunities for career advancement within a selected field.

As part of our accessibility analysis, we looked at strategies to expand our reach by targeting new student populations that would best benefit from online certificate programs. Researchers at the Brookings Institute looked at the number of people employed by traditional payroll jobs and those working independently (gig economy). They found that the Los Angeles metropolitan area had one of the biggest jumps in independent employment in the country – 136 percent. Nationally, independent employment rose by 48 percent. Current certificate programs such as ASL, WildLand Fire, and Graphic Design feed into existing degree programs, strengthening these pathways to completion. Important to our strategy are the private industry partnerships providing employers an avenue to educate their existing workforce in a cost effective and efficient manner.

Having RHC industry partners who support these online programs allows us to put forth our proposals to create robust online programs and certificates. With more educated, skilled, and trained students, a more competent employee is available to match employers’ needs and further augment a strong workforce. Having online course offerings increases the opportunities and equity for students, particularly for impacted populations (fully employed, single parents, transportation-challenged) to provide the education needed for potential employment opportunities in numerous fields.

To support the project in moving forward and being successful, recommendations include providing faculty with access to instructional designers, curriculum experts,
video creation software, an online faculty resource center (FRC), and weekly support workshops. In addition, a timeline of goals will be created with monthly meetings to review milestones, collaborate, and continue strategies to meet completion goals and provide outreach to our community and students, which will be foundational to our success.

Throughout the grant timeline, data for courses, programs and online alignment will be tracked monthly. Tracking best practices and areas for improvement will be noted, as well as building new online certificates, credentials or programs (Track 2)

What are the areas of emphasis for the project proposed in this application? We have selected three key area of emphasis for our CTE STRONG Online ED development. These are:

- to improve quality of existing online certificates, credentials or programs
- to fill gaps in existing on-ground certificates, credentials or programs
- to build an online certificate, credential or program that addresses regional workforce needs.
Appendix B: Accreditation Information

RHC Accreditation Website: https://www.riohondo.edu/accreditation/


ACCJC Midterm Report Letter to RHC:

January 26, 2018

Ms. Teresa Dreyfuss, Superintendent/President
Rio Hondo College
3600 Workman Mill Road
Whittier, CA 90601

Dear Superintendent/President Dreyfuss:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting January 10-12, 2018, reviewed the Midterm Report and related evidentiary materials submitted by Rio Hondo College. The purpose of the review was to determine the degree to which the institution has made progress in implementing its plans and improving outcomes related to student achievement. After consideration of the Report, the Commission has determined that the institution’s progress is appropriate and has accepted the report.

On behalf of the Commission, I wish to commend the evident achievements of the College as it continues its efforts in the best interests of its students. Please note that the institution’s next comprehensive review will occur in the spring term of 2022.

Sincerely,

Richard Winn, Ed. D.
President

cc: Dr. Howard Kummeman, Accreditation Liaison Officer
Appendix C: Credit by Exam

Career Technical Education Division
Bachelor of Science in Automotive Technology

Request to review credit by internal exam for students admitted to the upper division portion of the bachelor’s degree.

Proposed motion language: Motion to modify Rio Hondo College’s current Credit by Exam procedure for students accepted into the Bachelor’s Degree Program to increase the maximum number of lower division units to 16 and to establish a maximum of 12 upper division units to be applied toward major requirements.

Bachelor Degree Program (BDP):

Lower Division Course Work:
- A minimum of 32 units of transportation-related courses
- Completion of general education pattern: CSU GE/IGETC (39+)
- Electives if necessary

Completion of the upper-division course work: 40 units
- 12 units of upper division general education
- 28 units of upper division BDP automotive courses

Total Degree Requirement: 120 units

Rationale:
- Increase the number of students meeting the lower division major requirements for the upper division portion of the BDP program. The BDP program is a highly technical degree that requires a minimum of 32 units of transportation-related courses from an approved associate degree per California Community College Chancellor’s Office Taxonomy of Programs (TOP) codes 0948.00. Each course must be completed with a C or higher.
- We want to offer the opportunity to industry professionals with years of work experience in the transportation industry and/or with industry certifications to use credit by internal examination to test out of 16 units of lower division automotive courses. This will allow them to work towards completing the remaining 16 lower division automotive courses and the required lower division general education courses (CSU GE/IGETC).
• The majority of our students are first-generation college students who currently work in some capacity in the transportation industry. For some, this degree will allow them to move into higher paying positions.

• Modifications for CBE will only be for those students who have been admitted to the BDP program.

• We seek to modify only the unit limitation in Administrative Procedure 4235: V., *Students shall be given course credit to a limit of twelve (12) Rio Hondo College units upon the successful completion of examinations (s), which may be applied to an Associate degree. These courses should not count as 12 units in residence.* Residency requirement will remain the same as stated in RHC AP No. 4235.

• Credit by Exam for upper division major coursework. We would like to have the option available for students who have work experience from an automotive corporation/manufacturer in a managerial position. A maximum of 12 units for upper division major course work, students will still be required to meet the other requirements of AP 4235.

Courses approved for CBE in Automotive Technology:
• All lower division automotive technology courses (11 courses)
• It is up the faculty member from each area to approve the courses for CBE.

Supporting Documentation: (see pdf in email from senate secretary)
ADDENDUM D:

Academic Senate MAY 7, 2019

- Approval of Minutes: April 16, 2019
- Public Comment

Guest: Sheila Xiao

RIO HONDO COLLEGE EARLY ALERT SYSTEM
ROAD RUNNER CONNECT

OVERVIEW
- Implementation
- Clearing Alerts
- Instructor participation and course coverage

IMPLEMENTATION
Academic Senate 2018/19

**PROGRAM OVERVIEW**

What is Early Alert and how does Road Runner connect work?
- Track progress of students digitally
- Communicate progress directly to students and counselors
- Counselors or Success Coach will intervene for each progress alert

**PROGRAM OVERVIEW**

- Pilot Term of Road Runner Connect took place Fall 2017
  - A small subset of courses from major core disciplines (i.e., basic skills: Reading, English, Math) were selected to participate in the pilot term of Fall 2017
  - Full implementation began Spring of 2018
- We have implemented Road Runner Connect for two full terms: Spring 2018 and Fall 2018

**PROGRAM OVERVIEW**

Who gets the progress surveys?
- All sections that are full term receive a progress survey at week 3
- Excludes some sections that only have 8 weeks
- Any term with full courses

What does the progress survey entail?
- For each section, the instructor will be sent a survey with a list of students who are falling behind
- Low status means the Road Work, Success Tuition, Meet with your Counselor, Attendance Concern

**PROGRAM OVERVIEW**

How are the alerts being addressed?
- Alerts are addressed by both Counselor and Student Success Coaches
- Student Coaches and unclassified students
- 1st attempt to address alert within 7 days
- 2-3 attempts to contact students about their alerts
- Unsuccessful attempts followed up with email

**PROGRAM IMPROVEMENT**

Changes in implementation
- Attempts to clear alerts dropped from 3 attempts to 2 attempts
- Developed email templates and resources to address alerts in uniform manner
- Refining procedures in both general counseling and special programs

**ALERTS**
EARLY ALERT PARTICIPATION RATES IN CRITICAL COURSES REMAIN LOW

<table>
<thead>
<tr>
<th>Spring 2018</th>
<th>Fall 2018</th>
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<tbody>
<tr>
<td>Course</td>
<td>Enrollment</td>
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<td>Course</td>
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TAKEAWAYS
- Upwards of 90% of flags get cleared, and time needed to address flags has improved.
- Implementation of Roadrunner connect – working towards stabilizing implementation and processes for clearing alerts.
- Participation must increase in order to properly evaluate the effectiveness of the Road Runner Connect program.

NEXT STEPS
- Stabilize implementation process.
- Encourage participation campus wide.
- Embed into Success Teams.

ANY QUESTIONS!
Please email me at sxiao@richondo.edu

President’s Report
- Senate Resolution: In the back!
- Senator Homework Reminder: All current senators should study the new AP7211 document and gather feedback from their respective divisions and bring back any recommendations to Senator by the May 14th meeting.
- Assigning Courses to Disciplines—due end of spring.
- Equivalency List Update—due to Pilots' request.
- Local Vision Goals—no feedback received.
- Green Suicide Hotline cards—still waiting for detailed email.

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President’s Report

F. Guided Pathways Liaison memo—free resources from ASCCC and CCACC
G. Guided Pathways Schedule of Adoption Assessment—submitted April 30
H. CTE STRONG Grant Proposal—DEC approved, Senate President signed May 1 (Appendix A)
I. Presidential search forum—campus 11 on May 6 @ 1 - 2:45 p.m.
J. Bylaws/Constitution Taskforce Update

President’s Report: Appendix B

- HCEA Standard 1: Vision: Academic Quality and Institutional Effectiveness
- HCEA Standard 2: Student Learning Programs and Services
- HCEA Standard 3: Resources
- HCEA Standard 4: Leadership and Governance

1st VP Report

2nd VP Report

Unfinished Business: None

New Business

Credit by Exam—Bachelor’s Program

See Appendix C

Proposed motion language:

To modify Rio Hondo College’s current Credit by Exam procedure for students accepted into the Bachelor’s Degree Program to increase the maximum number of lower division units to 60 and to establish a maximum of 12 upper division units to be applied toward major requirements.
Committee Reports

Announcements

Adjournment

As we do right, right will follow!