Members present: Frank Accardo, Lupe Alvarado, Robin Babou, Kevin Barman, Robert Bethel, Tammy Camacho, Angela Cheung, Fran Cummings, William Currington, Marie Eckstrom, Jupei Hsiao, Michael Koger, Katharine Lampert, Sheila Lynch, Marina Markossian, Angelica Martinez, Juana Mora, Farrah Nakatani, Katie O’Brien, Dorali Pichardo-Diaz, Matthew Pitassi, Elizabeth Ramirez, Rudy Rios, Matt Schleicher, Kevin Smith, Shelly Spencer, Razvan Stoian, Diana Valladares, Adam Wetsman; Members absent: Michelle Bean, Michael Dighera, Yunior Hernandez, Steve Johnson, George Kimber, Andrea Kirton, Todd Lim, Jeannie Liu, Carley Mitchell, Gerson Montiel, Tyler Okamoto, Angela Rhodes, Tracy Rickman, Matt Schleicher, Stephan Smith, JoAnn Springer, Irma Valdivia; Ad hoc members present: Dana Arazi; Guests: Alyson Cartagena

I. Call to Order – 1:06pm

II. Approval of Minutes: November 5, 2019 – approved with no revisions
    November 10, 2019 – approved with no revisions

III. Public Comment – none

IV. President’s Report

    A. Guided Pathways Scale of Adoption - Assessment has to be submitted to the
        Chancellor’s Office by March 1, 2020. Area 4B on the report (Ensuring that students are
        learning - instruction across programs (especially in program introductory courses)
        engages students in active and applied learning, encouraging them to think critically,
        solve meaningful problems, and work and communicate effectively with others) needs
        some examples. Examples can be division, or class level, and there is no limit to the
        number of examples listed. Please send any examples that you have to K. Smith, or Lydia
        Okelberry-Gonzalez, by late January, or early February. Document will come to Senate
        in February for approval.

    B. Weapons on Campus AP - A. Wetsman shared that there was a discussion in the Policy
        and Procedure Council (PPC) regarding under what circumstances the President of the
        College can grant someone to carry a weapon on campus. After extensive discussion in
        PPC, someone on the council questioned why this is being allowed at all and the
        suggestion was made that exemptions should not be made for anyone on campus,
        except for police academy and law enforcement coming onto campus. A concern was
        raised about the possibility of someone carrying a weapon illegally and not having a way
        to protect ourselves. After extensive discussion, faculty agreed that the
        President/Superintendent of the college should not have the authority to allow
        someone to carry a weapon on campus.
C. Special Board of Trustees Meeting is tonight to include presenting bond survey results. The vote must be 4/5 in order for the bond to get on the March 2020 ballot.

V. Vice Presidents’ Reports
   A. 1st Vice President – no report
   B. 2nd Vice President – reminder: pizza and burritos in upper quad for students this week.

VI. Unfinished Business - none

VII. New Business
   A. Faculty Hiring
      The College is understaffed by approximately 15 faculty. The current plan is that the top five positions ranked in last year’s planning process will be hired. The flux with the current hiring process has initiated a formal process document to be created. Senate Exec will take a look at the draft and will bring to Senate in February. At the last Senate meeting a senator recommended the possibility of slowing down hiring until there is an approved hiring process in place. After some discussions in Senate Exec, the decision was made not to recommend stopping the hiring process, but instead a motion to support getting a faculty hiring process in place in an efficient manner.

   Motion: In order to ensure diverse representation on hiring committees and equal opportunities for all candidates, and to bring consistency to all future hiring processes, the Academic Senate urges the District to develop clear, written processes for hiring in consultation with Academic Senate as expeditiously as possible.
      i. K. O’Brien moves to make the motion, 2nd by R. Bethel
      ii. Motion passes unanimously

   B. Outcomes Documents
      The Outcomes Committee shared two documents – the outcomes process and a recommendations document. A senator asked if the outcomes assessment has become part of faculty duties. It was clarified by A. Wetsman that the contract states that both part and full-time will enter data and assess outcomes once per year. There was a request for clarification as to whether faculty are now working on institutional level outcomes, as well. When course level information is entered, it should map to program and institutional level outcomes. It was clarified that institutional level outcomes are typically worked on by the Outcomes Committee, or by the Division. Outcomes work cannot be used for flex, as faculty are contractually obligated to work on outcomes. Attending a training session for outcomes does count as flex. Alyson reminded all that this will not change what has been done in the past, instead will clarify the process.

   Motion: To accept the document from the Outcomes Committee. Made by L. Alvarado, 2nd by K. Barman.
      i. Motion passes unanimously
VIII. Committee Reports

*Senate*

- Academic Rank – no report
- Curriculum – no report
- Guided Pathways Steering (GPS) – no report
- Instructional Technology (ITC) – no report
- Distance Education (DE) – no report
- Open Educational Resources (OER) – look for a workshop about equity-minded open educational resources and practices on flex day and workshops throughout the spring semester.
- Staff Development/Flex – looking for equity-based practices in the classroom proposals.
- Outcomes – training session today at 3pm and another one next week. Alyson will send another reminder email.

*Planning and Fiscal Council*

- Institutional Effectiveness (IEC) – no report.
- Program Review – no report.
- Safety – no report.
- Policy and Procedure Council (PPC) – no report.

*Other*

- Basic Skills – no report
- Bookstore/Copy Room – no report
- Enterprise Systems Advisory – no report
- Online Education Initiative (OEI) – no report
- Student Equity – no report
- Student Success and Support Program (SSSP) – no report
- ASCCC Open Educational Resources Initiative (OERI) – There will be targeted reminders to different disciplines about the opportunity to become a reviewer. Many projects will be due in a week or so and need to be reviewed by discipline experts.

IX. Announcements

A. R. Rios shared that the calendar committee was tasked with finding out if faculty would entertain the idea of substantially changing the 2021 – 2022 calendar. A survey was sent out by Marie Eckstrom and the results show that the majority voted not to change the calendar. Moving the commencement ceremony results were 2 to 1 to move commencement to Friday.

X. Adjournment – 1:39pm
Addendum A: Course Level Outcomes Process

Course-Level Outcomes Process

Enter & Map Outcomes

Create and map course outcomes in Taskstream.

Collect Data

Collect data for each course taught during an academic year, or as offered.

Enter Measure & Findings

Enter Measure and Findings, and analysis (Summary of Findings) into Taskstream once each academic year.

Dialogue & Plan

Faculty dialogue on Summary of Findings, and determine plan to improve learning outcomes.

Take Action

Based on dialogue and plan, take action to improve learning outcomes within the course.

Establish Course Outcomes

Continue data collection cycle, unless curriculum revision required (every 5 years or as needed).

Curriculum Revision

No Curriculum Revision

When curriculum is developed or revised, course outcomes should be created or edited.

Draft Updated 7/19/19
Presented to Outcomes Committee 2/19/19
Updated by JRP 7/22/19
Addendum B: Standards of Assessment Practice for Instructional Programs - Recommendations

Rio Hondo College
Standards of Assessment Practice for Instructional Programs

In an effort to clarify processes for outcomes assessment, the following standards of assessment practice have been created by the College.

Assessment of instruction at Rio Hondo College meets each of the following criteria:

1.) Three to six course-level outcomes, also known as student learning outcomes (SLOs), are identified for each course, where:
   a. SLOs are listed in all course syllabi.
   b. SLOs are posted in Taskstream.
   c. SLOs are mapped in Taskstream to program level outcomes (PLOs).
   d. SLOs are mapped in Taskstream to institutional outcomes (ILOs).

2.) At least three program level outcomes for each program are established, where:
   a. PLOs are current and accessible in the College catalog.
   b. PLOs are current and accessible to the public through the College’s website via the catalog and the outcomes PLO web page.
   c. PLOs are current and accessible to faculty via Canvas in the Faculty Resource Center.
   d. PLOs are posted in Task Stream.
   e. Course-level outcomes are mapped PLOs are in Task Stream.

3.) Outcomes are measured by use of direct assessment methods.
   a. It is strongly recommended that SLO assessment methods are uniform for different sections of the same course.
   b. Assessment of SLOs is rotated within a six-year timeline so that all outcomes for a given course will be assessed at least once within a six-year time period and all course outcomes for courses within a discipline will be assessed within the same six-year time period.

All course outcomes must be assessed within a the six-year cycle irrespective of the term in which they are offered.

4.) A regular, explicitly stated course assessment timeline for all outcomes is submitted during program planning within Taskstream.
   a. SLOs are analyzed annually as a component of annual program planning.
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i. SLOs are revised on a five-year cycle which coincides with the five-year cycle for course revisions within curriculum.

b. A complete course-level assessment process includes:
   1.) Collecting course-level data* in accordance with the outcomes rotation timeline and entering Measures and Findings into TaskStream.
   2.) At least once annually and in accordance with the outcomes rotation timeline, analyzing course-level data, reflecting on measures and findings, and recording dialogue and discussion on the [NAME OF FORM].
   3.) At least once annually, reporting results in the annual program plan via TaskStream.

c. PLOs are assessed every year and addressed in annual program planning in TaskStream.
   i. PLOs are revised on a six-year cycle which coincides with the six-year cycle for Program Reviews.

The four criteria stated above represent a threshold for assessment practice for instruction. They enable the institution to describe the achievement of a common core of learning to external stakeholders. The College invites and encourages faculty to engage in outcomes assessment practices that go beyond this threshold.

Cycle of Assessment and Course Outcome Revision

Outcomes are regularly assessed using a cycle of assessment that is connected to the course revision schedule and the program review schedule. This schedule specifies that all programs (PLOs) are reviewed once every six years and in the case of CTE programs every two years. And SLOs are reviewed every five years.

The overall achievement of course and program level student learning outcomes should be evaluated holistically, using longitudinal data when possible, at least once within a six-year cycle. For example, during the program review process, programs and disciplines should discuss the degree to which all course and program outcomes were achieved rather than specific outcomes for a particular course, unless a pattern of improvement or success for a course or set of courses emerges that is relevant to a discussion of program quality.

The college recommends a standard calendar for course level outcomes assessment. This calendar specifies the assessment schedule as follows:

- course outcomes associated with courses offered in both fall and spring terms are assessed in either the fall or the spring with results reported in Task Stream during the spring term.
and course outcomes associated with courses offered once or less than once annually should be assessed and reported during the term in which they are offered with results reported in the subsequent term.

Revision
SLOs are revised on a five-year cycle which coincides with the six-year cycle in curriculum.

<table>
<thead>
<tr>
<th>Outcome Area</th>
<th>Data Collection Cycle</th>
<th>Assessment Cycle</th>
<th>Revision Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO</td>
<td>Annually</td>
<td>Annually</td>
<td>5 years</td>
</tr>
<tr>
<td>PLO</td>
<td>Annually</td>
<td>Every six years</td>
<td>6 years</td>
</tr>
</tbody>
</table>
Addendum C: Guided Pathways - Scale of Adoption

GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT
CALIFORNIA COMMUNITY COLLEGES’ ASSESSMENT OF PROGRESS IN THE IMPLEMENTING OF GUIDED PATHWAYS
Revised February 2019

Institution Name: [Rio Hondo] Date: [November 22, 2019]

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale. The first part of the Scale of Adoption Assessment (SOAA) includes essential practices examined in CCRC’s book, Redesigning America’s Community Colleges: A Clearer Path to Student Success by Thomas Bailey, Shanna Smith Jaggers, and Davis Jenkins (Harvard University Press, 2015). We suggest that you convene faculty, staff, and administrators from across areas of your college to discuss the extent to which each essential practice listed in the first column is currently implemented at your college as of spring 2019. In column two, indicate the extent to which the practices have been adopted at your college until now.

<table>
<thead>
<tr>
<th>Scale of Adoption</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not occurring</td>
<td>College is currently not following, or planning to follow, this practice</td>
</tr>
<tr>
<td>Not systematic</td>
<td>Practice is incomplete, inconsistent, informal, and/or O national</td>
</tr>
<tr>
<td>Planning to scale</td>
<td>College has made plans to implement the practice at scale and has started to put these plans into place</td>
</tr>
<tr>
<td>Scaling in progress</td>
<td>Implementation of the practice is in progress for all students</td>
</tr>
<tr>
<td>At scale</td>
<td>Practice is implemented at scale—that is, for all students in all programs of study</td>
</tr>
</tbody>
</table>

In column three, describe the progress your college has made toward implementing each practice at scale. For practices that are scaling or at scale, note that we are also asking you to indicate which semester a practice first reached this point. Finally, in column four, indicate the next steps your college plans to take toward implementing the given practice at scale and the college’s timeline for implementing these steps. Don’t be concerned if your college has made minimal progress implementing any given practice. This assessment will help your college develop and refine a plan for implementing guided pathways at scale at your college. Project partners and the Chancellor’s Office will also use this information to follow the system’s progress in implementing guided pathways over time.
A new addition to the SOAA in fall 2018: Equity Considerations

A fundamental goal of guided pathways is to increase the rate at which underrepresented students earn college credentials, particularly degrees and credentials in fields of high economic value, while also closing gaps for low-income students, students of color, returning adults, students with disabilities, and other groups with inequitable outcomes. As colleges seek to strengthen supports for all students to explore options for careers and college and choose and complete a program of study suited to their interests and aspirations, we encourage colleges to critically examine each practice to think about how the college is serving students who have been historically underrepresented and/or underserved in higher education. The SOAA was recently updated to include “Equity Considerations” in each practice area so that your pathways team can discuss and articulate connections between the college’s pathways reforms and equity goals. Your team does not need to answer all of these questions as part of the SOAA process and they are not intended to be used as “assessments.” Also, don’t be concerned if your college has had minimal discussion and/or efforts related to any given question. We hope the questions help initiate or advance conversations about whether and how institutional practices are having differential impact on historically underserved groups and how your college can leverage your pathways work to close equity gaps by identifying and addressing causes of inequity, removing systemic barriers, and focusing design decisions and resource allocation in ways that more effectively address needs of underserved groups. In doing so, you may want to include details about how the college is addressing these concerns in the “progress to date” and/or “next steps/timeline” column.

As your team completes the SOAA, please refer to the equity consideration questions to facilitate conversations about connections between the college’s pathways and equity efforts. Please submit the initial SOAA via email to the Chancellor’s Office by March 1, 2020. A certified version within the NOVA system should be submitted by March 1, 2020. For the initial submission or more information about the SOAA, please email guidedpathwayinfo@cccco.edu.

NOTE: For those 20 colleges who participate in the California Guided Pathways Demonstration Project, this SOAA has been updated (a few additions and changes in order) since the version you completed in September. So please use this current version for submission.
**Academic Senate 2019-20**

| Guided Pathways Essential Practices | Scale of Adoption at Our College | Progress to Date Implementing Practice  
(If Scaling in Progress or At Scale, please indicate which term (e.g., Fall 2015) the college first reached this point) | Next Steps Toward Implementing Practice at Scale & Timeline |
|-------------------------------------|----------------------------------|------------------------------------------------|--------------------------------------------------|

We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in “Progress to Date” and “Next Steps”.

**Equity Considerations in Area 1:**

- Are the college’s website and program pages easy to navigate and understand for students and families without prior experience with higher education?
  - The college website needs updating for access and content.
- How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)? The college website may be translated to other languages.
  - We ensure that all video is closed caption and contact information to college personnel is readily available.
- How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment?
  - The website offers earning potential and employment demand information for some programs, but not across all degrees and certificates.

### 1. MAPPING PATHWAYS TO STUDENT END GOALS

#### a. Programs are organized and marketed in broad career-focused academic and communities or “meta-majors”. (Note: This practice was added to the SQA in February 2019)

<table>
<thead>
<tr>
<th>Not occurring</th>
<th>Not systematic</th>
<th>Planning to scale</th>
<th>Scaling in progress</th>
</tr>
</thead>
</table>

Progress to date:  
- Areas of interest (Meta majors) have been identified. Programs within each areas of interest are identified.  

Term, if at scale or scaling:

Next steps:  
- Website development and dissemination of marketing materials.  
- College application to include choice of Area of Interest  

Timeline for implementing next steps:  
- Spring 2020.

#### b. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college’s service area.

<table>
<thead>
<tr>
<th>Not occurring</th>
<th>Not systematic</th>
<th>Planning to scale</th>
<th>Scaling in progress</th>
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</table>

Progress to date:  
- ETE areas such as Nursing, Business, and Auto provide clear program guides.  
- Initiated development of success team model at the Student Success Team  

Next steps:  
- Implement phase 1 of student success team.  
- Identify completion team strategy.  
- Finalize area of interest information to
**Academic Senate 2019-20**

<table>
<thead>
<tr>
<th>Guided Pathways Essential Practices</th>
<th>Scale of Adoption at Our College</th>
<th>Progress to Date Implementing Practice</th>
<th>Next Steps Toward Implementing Practice at Scale &amp; Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ At scale</td>
<td>summit on 10/24/19.</td>
<td>Include employment opportunities, job outlook, salary.</td>
<td><strong>Timeline for implementing next steps:</strong></td>
</tr>
<tr>
<td></td>
<td>Term, if at scale or scaling:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program. | ☐ Not occurring  ☑ Not systematic ☑ Planning to scale  ☑ Scaling in progress  | Progress to date:  
  - Detailed information is available on the website for CTE programs using LMI and ONET.  
  - Drafts of program maps are ready for website upload (12/9/19)  
  - The website update began with the CTE Divisions during the summer 2019. Information includes local 4-year institutions that have programs in specific majors and provide links to CSUs and UCs on division pages.  
  Term, if at scale or scaling:    | Next steps:  
  - Use the template from CTE for all programs on the website.  
  - Evaluate Mypath data and consideration of other platforms.  
  **Timeline for implementing next steps:**  
  - Winter/Spring 2020 |
| d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website. | ☑ Not occurring  ☑ Not systematic  ☑ Planning to scale  ☑ Scaling in progress  | Progress to date:  
  - Mapping of core courses and GE placeholders/options for degrees DRAFTS complete as of 12/9/2019.  
  - CTE webpage templates in initial stages.  
  Term, if at scale or scaling:    | Next steps:  
  - Initial structures for Areas of Interest via the website to build off CTE templates.  
  - Ed Plan work group via the Counseling Division establishing student service milestones to flag in ed plans.  
  - Development of institutional and program milestones.  
  - Website update for Areas of Interest with sample ed plans.  |
## Academic Senate 2019-20

<table>
<thead>
<tr>
<th>Guided Pathways Essential Practices</th>
<th>Scale of Adoption at Our College</th>
<th>Progress to Date Implementing Practice</th>
<th>Next Steps Toward Implementing Practice at Scale &amp; Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required math courses are appropriately aligned with the student’s field of study (Note: This essential practice was moved from Area 2)</td>
<td>Not occurring</td>
<td>Not occurring</td>
<td>Not occurring</td>
</tr>
<tr>
<td></td>
<td>Not systematic</td>
<td>Not systematic</td>
<td>Not systematic</td>
</tr>
<tr>
<td></td>
<td>Planning to scale</td>
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<td>Planning to scale</td>
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<tr>
<td></td>
<td>At scale</td>
<td>At scale</td>
<td>At scale</td>
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</tbody>
</table>

Progress to date:
- AB705 has been fully implemented and aligned with Areas of Interest

Term, if at scale or scaling: Fall 2019

Next steps:
- Evaluation and improvement plan for AB705 implementation

Timeline for implementing next steps:
- Spring/Summer 2020
### Guided Pathways Essential Practices

| Progress to Date Implementing Practice (if Scaling in Progress or at Scale, please indicate which term e.g., Fall 2023 the college first reached this point) |
|---|---|---|
| Next Steps Toward Implementing Practice at Scale & Timeline |

#### Equity Considerations in Area 2:
- Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Although RHC Equity-funded programs, measure the success and needs of disproportionately impacted students in programs across campus, we do not directly attribute or associate programs to careers with the exception of some CTE programs and the Early College Academy. Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs? The college has implemented a first and second year Promise Grant to support full-time student enrollment. Discussions have begun with the GP Implementation Team.
- For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? No, program-level "gateway" courses have not yet been identified although some programs have been able to include such data in the Program Plan and Review processes as they discuss Tableau reports highlighting course data. What strategies has the college used to improve overall student success in these courses? No strategies have been formally discussed, but a few programs have identified the need to scale up Gateway Tutoring. In addition, the college has implemented a Writing Resource Center and a Statistics tutoring lab based on the need to support students in these two areas.
- Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? RHC partners to provide Counseling 105 courses and workshops at the local high schools, but intentional career exploration plans are not formally developed. Are dual enrollment opportunities made available to high school students who are deemed “not yet college ready”? No, although concurrent enrollment is available at over 10 local high schools focusing on career pipeline and path alignment with some of the following programs: Child Development, Automotive, Engineering, Hospitality, Kinesiology, Psychology, Administrative of Justice, Graphic Design, Business, Art, Music, American Sign Language, and Spanish. It is not a targeted strategy for basic-skills students, other than optional Summer Bridge or Spring Board that occurs after high school graduation. Is the college building bridges to high-opportunity college programs for students in adult basic skills programs? No discussions have begun yet on how to link basic skills to other college programs, but the College has engaged with local high schools and held a K-to-CE Basic Skills Summit in 2019.

#### 2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY

- Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.

<table>
<thead>
<tr>
<th>Progress to date:</th>
<th>Next steps:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey of areas of interest in Avisance program with First Year Seminar courses</td>
<td>The college will identify and implement one software for creating and tracking student ed plans.</td>
</tr>
<tr>
<td>All RHC students must develop an abbreviated educational plan upon enrollment, which includes selecting a major/program of study.</td>
<td>Establish Milestones/Career Exploration workgroup to finalize selection of career exploration tools.</td>
</tr>
<tr>
<td>Many first-time students complete comprehensive educational plans in Counseling 101, 105, 151, Puente, or are in EOPS, CARE, MESA, Pathway to Law, Guardian Scholars, or Honors.</td>
<td></td>
</tr>
<tr>
<td>Student ed plans include their math</td>
<td></td>
</tr>
</tbody>
</table>

### Notes:
- Begin discussions by Spring 2023.
<table>
<thead>
<tr>
<th>Guided Pathways Essential Practices</th>
<th>Scale of Adoption at Our College</th>
<th>Progress to Date Implementing Practice</th>
<th>Next Steps Toward Implementing Practice at Scale &amp; Timeline</th>
</tr>
</thead>
</table>
| b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s major program areas. | ❏ Not occurring X Not systematic ☐ Planning to scale ☑ Scaling in progress ☐ At scale | Progress to date:  
- Only a few RHC programs, such as MESA and Nursing, identify gateway courses.  
- Term, if at scale or scaling: [Fall 2019] | Next steps:  
- SP Steering Committee to be charged with identifying gateway courses for the major  
- Spring 2020 will offer additional supplemental instruction opportunities.  
- Evaluation and improvement plan for AB705 implementation  
Timeline for implementing next steps:  
Fall 2019-Spring/Summer 2020 |
| c. Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” math courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019) | ❏ Not occurring X Not systematic ☐ Planning to scale ☑ Scaling in progress ☐ At scale | Progress to date:  
- All entry level transfer math classes have corequisite sections for the lowest GPA band. Math is a gateway course for successful completion of most programs.  
- Corequisite math courses are being implemented along with a small supplemental instruction pilot for courses with no corequisite.  
- The corequisite math curriculum includes study skills, error analysis, reading strategies and affective domain readings and discussions.  
- Comprehensive tutoring available: 1 on 1 in the LAC, roaming tutors in the MSC, Statistics Tutoring | Next steps:  
- Evaluation and improvement plan for AB705 implementation via ongoing Professional Learning Communities  
- Tutoring and Faculty Office tours for math students to help students access resources and meet tutors and instructional aids.  
- Sections with co-requisites will go to the MSC as a class to participate in a study skills workshop the first week  
- The MSC staff will also visit off-sites to inform students of MSC services  
Timeline for implementing next steps:  
Fall 2019-Spring/Summer 2020 |
<table>
<thead>
<tr>
<th>Guided Pathways Essential Practices</th>
<th>Scale of Adoption at Our College</th>
<th>Progress to Date Implementing Practice (if scaling in Progress or At Scale, please indicate which term (e.g., Fall 2022))</th>
<th>Next Steps Toward Implementing Practice at Scale &amp; Timeline</th>
</tr>
</thead>
</table>
| d. Special supports are provided to help academically underprepared students to succeed in the “gateway” English courses by the end of their first year. *(Note: This practice was added to the SOAA in February 2019)* | □ Not occurring □ Not systematic □ Planning to scale □ Scaling in progress □ At scale | Progress to date:  
- Corequisite English courses are being implemented along with a small supplemental instruction pilot for courses with no corequisites.  
- English 101 classes with co-requisites use Gateway (embedded) tutors to support instruction in and out of the classroom.  
- Comprehensive tutoring available: 1 on 1 in the WRC, roaming tutors in the WRC.  
- 10 sections of transfer level math and English have supplemental instruction.  
- The Library offers information literacy instruction, workshops, and one-on-one consultations to promote critical thinking and research skills, while providing students with essential academic resources. | Next steps:  
- Evaluation and improvement plan for AB705 implementation  
- Monthly strategy and reflection Professional Learning Community meetings for English faculty  
- Sections with co-requisites will go to the WRC (Writers Resource Center) as a class to participate in a study skills workshop the first week.  
Timeline for implementing next steps:  
- Fall 2019-Spring/Summer 2020 |
| e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible. | □ Not occurring □ Not systematic □ Planning to scale □ Scaling in progress □ At scale | Progress to date:  
- Corequisite math and English courses are being implemented along with a small supplemental instruction pilot for courses with no corequisites.  
- Students have access to drop-in tutoring and specialized instructional support workshops in the Writers’ | Next steps:  
- Evaluation and improvement plan for AB705 implementation  
- Arrange for student testimonials about the benefits of tutoring services and how it works while demystifying the service. Posting testimonials on website and social media. |
### Academic Senate 2019-20

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<td></td>
<td>Resource Center, Math and Science Center, Library and the LAC, although not systematic.</td>
<td>• Our Early Alert System allows faculty to identify students who need intervention and additional referrals. Term: If at scale or scaling.</td>
<td>• Use student ambassadors to introduce tutoring services alongside the faculty. Timeline for implementing next steps: [2019-2020]</td>
</tr>
<tr>
<td>f. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.</td>
<td><img src="image1" alt="Not occurring" /> <img src="image2" alt="Not systematic" /> <img src="image3" alt="Planning to scale" /> <img src="image4" alt="Scaling in progress" /> <img src="image5" alt="At scale" /></td>
<td><img src="image6" alt="Summer Bridge provides about 400 entering first-time student with preparation for college-level course work in math and English." /> <img src="image7" alt="BHC Outreach Office and First Year Success Center staff and counselors work diligently with high schools/feeders to motivate and educate students on all programs in a systematic way through Counseling 105 courses, Fast Pass program, A-Test, and Student Success Workshops." /> <img src="image8" alt="Dual enrollment offered on high school campuses resulted in DE numbers doubling in last year." /> <img src="image9" alt="Annual counselor breakfast for surrounding high school counselors to provide updates on academic programs and matriculation procedures." /> <img src="image10" alt="K16 faculty inquiry groups in Math" /></td>
<td><img src="image11" alt="Increase adult ed community partnerships and create stackable noncredit certificates that prepare and lead students to credit courses." /> Timeline for implementing next steps: Fall &amp; Spring 2020. Timeline for implementing next steps: ![image12]</td>
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<td>and English have been established to improve instructional alignment between K-12 and CCA and CSU</td>
<td></td>
<td>(If scaling in Progress or at Scale, please indicate which term (e.g., Fall 2022) the college first reached this point)</td>
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- Entrepreneur Camp Rio (high school) and Camp Rio (middle schools) occur to message our programs for potential students
- Articulation of high school courses as pathways to CTE
- The RISE program supports formerly incarcerated students in transitioning to Rio Hondo
- Rio Hondo College Adult Education Block Grant supports students who transition from adult education programs to credit programs
- RHC Continuing and Contract Education Department has worked diligently with elementary and middle school districts to create partnerships and establish noncredit courses to motivate and educate adults on all college programs. Counseling orientations and follow-up services have been vital in informing adult students of the educational opportunities available to them.

Term, if at scale or scaling: Fall 2011
### Academic Senate 2019-20

**GUIDED PATHWAYS ESSENTIAL PRACTICES**

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**Equity Considerations in Area 3:**
- How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students’ success in their programs? *Both counseling and instructional faculty have opportunities to engage in professional development linked to these areas.*
- How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? *Support programs such as MESA, Puente, CalWorks... have strong recruitment and retention efforts. Instructional programs have limited capacity to engage in these activities.*
- How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized? *This is not a scaled activity, however, some faculty have required participation in instructional support services as part of their course work.*
- How does the college ensure that low-income students’ financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion? *The college has developed comprehensive services to support students with financial needs such as permanent food pantry, CARE, CalWorks, Guardians Scholars, and Go Rio. In addition, the college provides access to CalFresh and Guadalupe, Inc. (a transitional foster care provider) on campus.*

3. **KEEPING STUDENTS ON PATH**

   **a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.**

   ![Not occurring](image1) **Not occurring**
   ![Not systematic](image2) **Not systematic**
   ![Planning to scale](image3) **Planning to scale**
   ![Scaling in progress](image4) **Scaling in progress**
   ![At scale](image5) **At scale**

   **Progress to date:**
   - A Student Success Team workgroup under the GP Steering Committee has been established.
   - Advisors within EOPRS, CALWORKs, TRIO, and MESA regularly monitor student progress.
   - Advisors identify students once they have earned a certain number of units (typically 45 or more) and contact them to let them know they are close to completion.
   - In some academic programs, nursing, police academy, and fire academy student progress is closely monitored by respective faculty.
   - Tableau dashboard has been developed and is being refined by IRP to identify students who are near completion.
   - Student ed plans include their math and

   **Next steps:**
   - SST Phase One Implementation scheduled for Fall 2020
   - Roadrunner Connect (Early Alert System) will help once we have our degree planner fully implemented. It will allow for reports to be run on a continuous basis to analyze our students’ progress.
   - The Guided Pathways Steering Committee will develop program and institutional milestones which may be used by advisors to monitor student progress.
   - Develop the infrastructure to produce automated student progress reports.

   **Timeline for implementing next steps:**
   - Spring 2020
<table>
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<tr>
<th></th>
<th>English courses in the first year</th>
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<td>Term, if at scale or scaling:</td>
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<tr>
<th>b. Students can easily see how far they have come and what they need to do to complete their program.</th>
</tr>
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| □ Not occurring  
| X Not systematic  
| □ Planning to scale  
| □ Scaling in progress  
| □ At scale  |
| Progress to date: |
| • Currently, with DegreeWorks, students can look at a what-if scenario.  
| • Admissions and Records has implemented a front-end transcript evaluation policy.  
| • Students in certain specialized programs, such as Nursing, MESA, Public Safety, Veterans, CalWORKS, TRIO, and EOP & S, have a clear picture of their progress due to cohorting or intrusive counseling.  |
| Term, if at scale or scaling: |
| Next steps: |
| • Since our current planning tools are limited, the College is compiling a list of needs for evaluators and counselors and students related to degree audit and educational planning; an exploration of new software is underway to address these needs |
| Timeline for Implementing next steps: |
| • Spring/Fall 2020 |

<table>
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<tr>
<th>c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.</th>
</tr>
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</table>
| □ Not occurring  
| X Not systematic  
| □ Planning to scale  
| □ Scaling in progress  
| □ At scale  |
| Progress to date: |
| • This occurs in specialized programs (i.e. those listed above), but is being planned for all student groups via our Student Success Team efforts.  
| • Students only receive end of semester probation alerts. Students that fall under the 2.0 mark are put on Probation.  
| • Support programs like EOP & S, CalWORKS, and MESA monitor students and provide supports for student success.  |
| Term, if at scale or scaling: |
| Next steps: |
| • Develop the infrastructure to produce automated student progress reports.  
| • Student Success Team Phase I implementation  
| Timeline for Implementing next steps: |
| • Spring/Fall 2020 |
### Academic Senate 2019-20

| d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career. | Progress to date:  
- Our limited-access programs have been identified as Nursing, Automotive, Fire, and Police.  
- Alternate programs have been and are being designed so that more related options are available within the same AOIs.  
Term, if at scale or scaling: [ ] | Next steps:  
- Marketing alternate options within the Areas of Interest so that students are aware  
- Student Success Team Phase I Implementation  
Timeline for implementing next steps:  
- Spring/Fall 2020 |
|---|---|---|
| e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible. | Progress to date:  
- We have initiated changes to the scheduling process in efforts to streamline and evaluate course offerings to meet student needs.  
- We have moved up registration dates to allow students to register before leaving for summer or winter break.  
- College is evaluating the need for additional courses offered online and at the college off-site centers.  
- An Enrollment Management cross-functional subgroup has been established and an EM plan is being vetted  
- A new section in our catalog lists a set of courses and when they are offered within the academic year  
Term, if at scale or scaling: [ ] | Next steps:  
- [The deans will review scheduling to ensure that courses are offered during various times of the day and week and online, both on campus and at the educational centers.](#)  
- The college is developing a 2-year schedule production plan.  
- Evaluation of scheduling patterns for capstone courses.  
Timeline for implementing next steps:  
- Winter/Spring 2020 |
### 4. ENSURING THAT STUDENTS ARE LEARNING

a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.

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<tr>
<td>X Planning to scale</td>
<td>☑ Not occurring</td>
<td>☑ Not occurring</td>
<td>☑ Not occurring</td>
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<tr>
<td>☑ Scaling in progress</td>
<td>☑ At scale</td>
<td>☑ All academic programs with transfer degrees are aligned with the requirements for successful transfer</td>
<td>☑ All academic programs with transfer degrees are aligned with the requirements for successful transfer</td>
</tr>
<tr>
<td>☑ At scale</td>
<td>☑ Planning to scale</td>
<td>☑ Our course level outcomes are linked to program and institutional level outcomes.</td>
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</tr>
<tr>
<td>☑ At scale</td>
<td>☑ Planning to scale</td>
<td>☑ Course level outcomes 6-year assessment cycle timelines are included in program plans Fall 2019.</td>
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**Timeline for implementing next steps:**
- Fall 2020.
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| b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. (Note: This practice was added to the SOM in February 2019) | ☒ Not occurring ☐ Not systematic ☑ Planning to scale ☒ Scaling in progress ☑ At scale | Progress to date:  
- CTE programs in the area of health sciences, technology, CIT, and business engage students in active learning and applied learning.  
- On Course professional development in Project Based Learning for faculty offered on ongoing basis  
- Pre-Statistics, transfer-level math with corequisite and Math for Elementary teachers incorporate group work, class activities and discussions.  
- The English Division has purchased and is using interactive furniture to facilitate collaborative and active learning  
- The Library hosts interactive activities, such as digital scavenger hunts and Zine-making, that encourage active learning and cultivate critical thinking skills.  
Term, if at scale or scaling: | Next steps:  
- Professional development across all programs  
- AB 705 implementation evaluation  
- Equity theme for professional development and Spring FLEX 2020  
- Conduct a campus inventory to identify faculty and programs which employ these strategies  
Timeline for implementing next steps:  
- Spring 2020 – Spring 2021 |
| c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework. | ☒ Not occurring ☐ Not systematic ☑ Planning to scale ☒ Scaling in progress ☑ At scale | Progress to date:  
- Annual study abroad opportunities.  
- Internships, clinical placements, service learning etc. primarily occur based on individual program needs/mandates i.e. nursing, child development, yoga, fitness, dance and coaching certificates, and apprenticeship programs. | Next steps:  
- Professional development plan to include more service learning and experiential learning opportunities.  
- Reach out to faculty for a more comprehensive list of what is
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| d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs. | ☑ Not occurring                  | • In some cases individual faculty have implemented these types of opportunities for students within their area of expertise. For example, Physics professor, Chris Yac, has launched the UCLA Rio Hondo College Scientific Exchange Program which selects 6 students each year to conduct novel research in biophysics and chemistry with UCLA faculty. • Project based learning PD from last summer, broad participation. Term, if at scale or scaling: | currently offered.  
Timeline for implementing next steps:  
• Spring 2020 – Spring 2021. |
|                                                                                                  | ☐ Not systematic                  |                                                                                                                               |                                                             |
|                                                                                                  | ☑ Planning to scale               |                                                                                                                               |                                                             |
|                                                                                                  | ☑ Scaling in progress             |                                                                                                                               |                                                             |
|                                                                                                  | ☑ At scale                         |                                                                                                                               |                                                             |
| o. Results of learning outcomes assessments are used to improve teaching and learning through program. | ☑ Not occurring                   | Progress to date:  
• All programs have learning outcomes in TaskStream and an assessment cycle.  
• Course level outcomes are required on all course syllabi  
• Full and part-time faculty are contractually obligated to assess learning outcomes  
Term, if at scale or scaling: | Next steps:  
• Making course level outcomes and assessment protocols easily accessible for new and ongoing faculty.  
• Continual improvement of outcomes assessment.  
• Faculty training on use of Canvas tools, including the mastery gradebook, to assess learning outcomes.  
Timeline for implementing next steps:  
• Spring/Fall 2020. |
|                                                                                                  | ☐ Not systematic                   |                                                                                                                               |                                                             |
## Guided Pathways Essential Practices

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| review, professional development, and other intentional campus efforts. | ✖ Planning to scale  
☐ Scaling in progress  
☐ At scale | outcomes as part of our annual program plan/review process. First iteration occurred at Fall Flex Day 2019.  
- Outcome data analysis and efforts towards improvement aligned with the college planning process.  
- Ongoing face-to-face outcomes training, resources available on the Faculty Resource Center on Canvas, and updated Information on the Outcomes page on the college website.  
Term, if at scale or scaling: | gradebook, to assess learning outcomes.  
- Outcomes guide for new faculty, introduction to outcomes process and requirements  
- Improve course and program level data analysis and dialogue among program faculty  
- Reflect and review action steps from dialogue to improve student learning and achievement at the course and program level  
Timeline for implementing next steps:  
- Spring/Fall 2020 |
| f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts. | ☐ Not occurring  
☐ Not systematic  
☒ Planning to scale  
☐ Scaling in progress  
☐ At scale | Progress to date:  
- Faculty work with students on a case by case basis.  
Term, if at scale or scaling: | Next steps:  
- Not planned at this time.  
Timeline for implementing next steps:  
- |
| g. The college assesses effectiveness of educational practice (e.g., using CCSSE or SENSE, etc.) and uses the results to create targeted professional development. | ☒ Not occurring  
☐ Not systematic  
☐ Planning to scale  
☐ Scaling in progress  
☐ At scale | Progress to date:  
- The college participated in the SENSE survey for the first time during the Fall 2018 term.  
Term, if at scale or scaling: | Next steps:  
- The results of the survey will be shared with the campus and used to develop recommendations for improving the student experience and next steps in the Guided Pathways effort.  
Timeline for implementing next steps: |