



## **Academic Senate 2019-20**

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### **Minutes**

*February 4, 2020*

*Location: Board Room*

*1:00 PM*

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

**I. Call to Order – 1:03pm**

**II. Approval of Minutes:** December 3, 2019 – approved with no revisions.

**III. Public Comment – none**

**IV. Guest: Arely Castañeda, Veterans Center**

- A.** The mission of the Veteran's Center is to facilitate the transition to civilian life for all veteran students and their eligible family members, including access and utilization of benefits available to service members. The Veteran's Center ensures that students are in compliance with the VA in order to access their educational benefits, which can be up to 3K per month. The Center is a "One-Stop-Shop" with staff that includes a counselor/coordinator, a senior financial aid advisor who serves as a VA liaison and peer to peer student assistants. Some of the benefits of the Veteran's Center:
- Priority Registration
  - Computer Lab
  - Supplies – including snacks, scantrons, use of scientific calculators
  - VA Benefits Days on-site
  - Monthly Psychological Services group
- B.** A challenge that veterans face includes transitioning to college. The process of attending college and receiving benefits is lengthy and can take up to 10 weeks. The VA does not pay until 30 days after the first day of school, so veteran students do not receive their benefits until well after the first day of school. Many veterans also deal with PTSD and homelessness.
- C.** Lack of awareness of available resources is also a major challenge, as many veterans are not familiar with many of the services offered to them. The Center prioritizes to ensure that veterans are aware of what benefits they are eligible for to ease their transition.



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- D. Faculty are highly encouraged to contact the Veteran's Center if they have a veteran in their class who may be struggling in the course. A Senator asked if there is a way to identify a veteran in their class. At this point there is not a mechanism in place that identifies veterans on a roster, but Arely will look into the possibility of identifying a veteran on a roster.

### **V. President's Report**

- A. Census Update – Division Senator Elections – according to Senate By-Laws, the census is completed the first two weeks of the spring semester. Any division that has major changes should have received an email from K. Smith. Senators should be elected by the end of February so that Senators can run for officer positions in March when elections are held. New Senators can run for an Officer position.
- B. Hiring/Staffing
  - i. In November, PFC was told that we did not meet our Faculty Obligation Number (FON) last year. We were approximately eight faculty short and as a result, the district had to pay just under \$500,000 in fines to the state. In an effort to not allow this to happen once again, the district has prioritized hiring faculty.
  - ii. In looking at the process to hire new faculty, the district looked at the 2018-2019 planning process and there were five positions ranked in that process – all five positions were flown, including Engineering, Alternative Fuels and Physics. Because five faculty positions are not enough to fulfill the required number of faculty, the District, in consultation with Senate Exec agreed to fast track the faculty staffing committee. The Staffing Committee met twice in January and prioritized nearly 30 positions that were requested. The list, according to the process, would have gone to PFC to be reviewed and then to the President as a recommendation. K. Smith was informed that the list would not go to PFC because there was an urgency to advertise the positions at a job fair scheduled before the first PFC meeting for the Spring semester.
  - iii. VP Ramirez attended an Exec Meeting to discuss the change in process and if anything could be done to keep the process in place. The agreement was that the positions would be advertised at the job fair and would come back to the first PFC meeting in the spring for input. If changes were to be made, then positions could be pulled. The district flew the top 12 positions making it very likely that not all these positions would be filled. It has been expressed by Senate Exec that we should not be advertising positions to then pull them later.
  - iv. In January, K. Smith was informed that the district wants to remove supplemental questions from the application. The rationale given to Senate Exec for removing the supplemental questions is that most of the information asked in the supplemental portion of the application could be answered in a cover letter and/or application.
  - v. A few actions taken by K. Smith as a result of the decision to remove the supplemental portion of the application:
    - 1. Engaged in ongoing meetings with administration to discuss
    - 2. Sent emails to every department that has posted a position in the last two weeks to update them on the situation and answer any questions.
    - 3. Added the item to the PFC agenda next week.



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- vi. D. Pichardo Diaz added that there was a possible compromise discussed, which would include instructions that applicants would include in their cover letter very specific answers to questions that would somewhat mirror supplemental questions. These instructions were not included in the positions advertised at the job fair. It was shared by a Senator that other colleges have moved in this direction and have been successful in their hiring. Another Senator shared that the rationale shared by administration did not reference other campus' practices as a reason for the change.
- C. Hiring AP – Senate taskforce that is working on the faculty hiring AP has met three times but has halted the work because there is an EEO/equity group that is working on a draft, as well. The idea is that the two groups need to come together to discuss the AP and come to an agreement. It is K. Smith's understanding based on a meeting earlier in the day, and communication from the Director of HR, that the EEO/equity work is almost done finalizing a draft. However, a faculty member of the group does not feel that the work is done. M. Bean added that the EEO/equity met 3 times in the fall and had some robust discussions. A draft was given to the group when they returned from break and it is her understanding that the group is not done, but she cannot speak for the Director of Human Resources.
- D. Sabbaticals – RHCFA President R. Rios shared that the past process for Sabbaticals has always been that five are chosen and five are forwarded to the Board of Trustees. The process is currently being questioned by administration. However, the only area that can restrict the number of sabbaticals is the sabbatical committee, which selects the sabbaticals. There is language in the faculty contract which states that based on the recommendation of the committee, the President takes this to the Board of Trustees, but it has not been done this way in the past. The process has always been the five that are submitted are approved. After some discussions with Dr. Reyes and sharing past practices from the last three to four presidents of accepting the top five sabbaticals, the sabbatical recommendations were ranked and the top five will go through.
  - i. A newly added step was added to the process – “clarification”. Clarification is a meeting in which the faculty member is asked questions about their sabbatical request. The reason that was given for this newly added step is if the board has questions regarding the sabbatical, administration can answer the Board of Trustees' questions.
  - ii. S. Lynch shared that never have sabbatical approvals gone beyond this date. It is important that faculty know whether or not their sabbaticals are approved for the purpose of planning. R. Rios did share this with Academic Affairs Vice President Ramirez and she let him know she acknowledged it and said she would try to move forward as quickly as possible.
  - iii. It was shared by a Senator that approximately ten years ago a former President of the college decided that despite many years of past practices that faculty would not be able to work overload. Faculty tried to work it out and administration would not budge, so faculty filed a PERB case and won. Another Senator asked that it be clarified that a criterion cannot be whether a sabbatical is one semester or two semesters because this would be basing approval on financials.



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### **E. Guided Pathways**

- i. A. Martinez shared that the Guided Pathways Steering Committee was broken up into three workgroups – Website, Student Success Teams and Data & Infrastructure. The Student Success Team Workgroup has drawn up a draft of the possible composition of the Student Success Team to include a dean, discipline faculty member, a counselor, a success coach, a data coach, a financial aid expert and a success coach/student services assistant. The Committee will review the draft on Friday and further revise. Once the GPSC flushes out the roles, the draft will come to Senate for approval.
- ii. K. Smith shared the draft website that the Website workgroup is developing. The website can be accessed at: <http://pathways.riohondo.edu/>. Please let K. Smith know if there is any website feedback.
- iii. The Data & Infrastructure group had their first meeting on Friday. The purpose of that group is to figure out how a success team is able to track student progress via a dashboard. The goal is for the Success team to identify various indicators such as completion of transfer level English and Math, 30-unit completion, whether or not the student is on probation, etc. and at any given time be able to filter students based on set parameters and provide intentional outreach.
- iv. Major Declaration Day is on March 3<sup>rd</sup>. Faculty will be hearing from deans asking if they would like to sign up to table for an hour time slot between 9am-2pm to engage with students. If there are any interactive things you can bring to the event and share with students, please consider signing up. Flex credit will be available for all that participate.

### **VI. Vice Presidents' Reports**

- A. 1<sup>st</sup> Vice President – no report
- B. 2<sup>nd</sup> Vice President – Senate Exec had the idea to build on flex day and give some practical ideas to implement in the classroom. The focus of this installment is how to connect with our students. The “Equity Matters” series began this week and there will be an email with a different focus going out to all faculty every two weeks

### **VII. Unfinished Business - none**

### **VIII. New Business**

#### **A. Awards: Call for Nominations**

- i. Looking for nominations for Fellow of the College and Distinguished Faculty Award. Fellow of the College is usually given to a faculty member who has retired. Traditionally, Senate has looked at the nominations and endorsed one. If there are any other nominations, please send to K. Smith. Currently, there is one nomination for Fellow of the College – Lynette Nyahhah. Distinguished Service Award has traditionally been reserved for a community member and what their role has been on this campus. There is a nomination for former



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board member Madeline Shapiro. The deadline to submit nominations is end of day, February 12<sup>th</sup>.

- ii. Distinguished Faculty Award applications are available online and D. Pichardo will send the link. Deadline to submit is Friday, February 21<sup>st</sup> at noon. A sign-up sheet will also go around to sign up to be on the sub-committee. Award given during the first senate meeting in May.
- iii. Stanback-Stroud Diversity Award – ASCCC award - has no nominations.

**B. Guided Pathways Scale of Adoption (addendum A)** – document that lists where guided pathways practices are at scale will be submitted to the State on March 1, 2020. Needs Senate approval.

- i. Motion by A. Wetsman to approve, 2<sup>nd</sup> by S. Spencer
- ii. **Motion passes unanimously.**

### **IX. Committee Reports**

#### Senate

- Academic Rank – 30 applicants for Academic Rank were sent to Human Resources for review. Committee will review and bring back to Senate for approval and notify applicants. Part-time applicants submitted are very grateful to be included.
- Curriculum – no report.
- Guided Pathways Steering (GPS) – no report.
- Instructional Technology (ITC) – name change in process.
- Distance Education (DE) – no report.
- Open Educational Resources (OER)
  - RHC's OER team which includes, Young Lee (Chair of RHC OEE Committee), Sheila Lynch (RHC Liaison to ASCCC OER Initiative ) and Tyler Okamoto RHC Equity Champion to CCC Chancellor's Office) held an OER breakout on FLEX Day: "TEXTBOOKS EVERY STUDENT CAN ACCESS AND AFFORD: Providing Students with Open Educational Resources Is an Equity and Social Justice Issue." The session was well-attended, with most participants expressing interest in future OER workshops on our campus.
  - The OER team is currently working on plans to hold at least one hands-on workshop later this semester to give participants guidance while they search for OER in their discipline.
  - The OER committee's first meeting of the semester will be held later this month.
  - Look out for emails regarding webinars being offered
- Staff Development/Flex
  - Success Seminars were held in January and have four more sessions to go. Faculty may be asked by either K. O'Brien or A. Wetsman to present and/or be observed. It may be either student service or classroom observations.
  - An email went out regarding staff level grants – which typically are awarded over three funding periods. There weren't many applications for these grants submitted this year. Because of this, there is more money in the grants budget than there normally would be at this time of year. After some discussion it was decided that the committee would ask for professional development project ideas related



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specifically to promoting student equity and/or advancing one of the pillars of guided pathways. The grant is \$1,000 for individuals, \$500 for adjunct and \$2,000 for a group project. There will be one final funding round for the general grants as well. The grant money must be clearly for professional development and cannot be used for equipment. The use of grant money must take place between the first week of March – June 30<sup>th</sup>.

- Title 5 grant is sunsetting and there is funding that will be put toward professional development. One workshop that will be offered is by Dr. Miguel Powers from CSUF who does work on growth mindset. Additionally, on May 27<sup>th</sup> and 28<sup>th</sup>, there will be a 2-day institute on neuroscience and learner effectiveness. Stipends may be available and flex credit is available for both professional development opportunities.
- Reflection and Renewal Retreat in on April 3<sup>rd</sup>.
- Outcomes – Program level outcomes will be included on the new Guided Pathways website. An extensive guide for outcomes is in the works. Faculty are encouraged to try to log in to Task Stream now, rather than later.

### ***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) – look out for emails regarding webinars being offered.

## **X. Announcements**

- A. Art opening tonight.

## **XI. Adjournment – 2:16pm**



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### Addendum A: Guided Pathways - Scale of Adoption



California Community Colleges



#### 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 Jaggars, 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 using the

<input type="checkbox"/>	Scale of Adoption	Definition
<input type="checkbox"/>	<i>Not occurring</i>	College is currently not following, or planning to follow, this practice
<input type="checkbox"/>	<i>Not systematic</i>	Practice is incomplete, inconsistent, informal, and/or optional
<input type="checkbox"/>	<i>Planning to scale</i>	College has made plans to implement the practice at scale and has started to put these plans into place
<input type="checkbox"/>	<i>Scaling in progress</i>	Implementation of the practice is in progress for all students
<input type="checkbox"/>	<i>At scale</i>	Practice is implemented at scale—that is, for all students in all programs of study

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.



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### 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 [guidedpathwaysinfo@cccoco.edu](mailto:guidedpathwaysinfo@cccoco.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.



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<p><i>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".</i></p> <p><b>Equity Considerations in Area 1:</b></p> <ul style="list-style-type: none"> <li>Are the college's website and program pages easy to navigate and understand for students and families without prior experience with higher education? <b>The college website needs updating for access and content.</b></li> <li>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.)? <b>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.</b></li> <li>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? <b>The website offers earning potential and employment demand information for some programs, but not across all degrees and certificates.</b></li> </ul>			
<p><b>1. MAPPING PATHWAYS TO STUDENT END GOALS</b></p> <p>a. Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>Areas of Interest (Meta majors) have been identified. Programs within each areas of interest are identified.</li> <li>Marketing Plan in development Spring 2020 ]</li> </ul> <p>Term, if at scale or scaling: [ ]</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Website development and dissemination of marketing materials ]</li> <li>College application to include choice of Area of Interest</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Spring 2020 ]</li> </ul>
<p>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.</p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>CTE areas such as Nursing, Business, and Auto provide clear program guides.</li> <li>Initiated development of success team model at the Student Success Team</li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Implement phase 1 of student success team.</li> <li>Identify completion team strategy. ]</li> <li>Finalize area of Interest information to</li> </ul>



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	<input checked="" type="checkbox"/> At scale	<p>summit on 10/24/19. ]</p> <p>Term, if at scale or scaling: <input type="checkbox"/></p>	<p>include employment opportunities, job outlook, salary.</p> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• [Spring/Fall 2020 ]</li> </ul>
<p>c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.</p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>• [Detailed information is available on the website for CTE programs using LMI and ONET.</li> <li>• Drafts of program maps are ready for website upload (12/9/19)</li> <li>• 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.</li> </ul> <p>Term, if at scale or scaling: <input type="checkbox"/></p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>• [Use the template from CTE for all programs on the website.</li> <li>• Evaluate MyPath data and consideration of other platforms.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• [Winter/Spring 2020 ]</li> </ul>
<p>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.</p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>• [Mapping of core courses and GE placeholders/options for degrees DRAFTS complete as of 12/9/2019 ]</li> <li>• CTE webpage templates in initial stages.</li> </ul> <p>Term, if at scale or scaling: <input type="checkbox"/></p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>• Initial structures for Areas of Interest via the website to build off CTE templates</li> <li>• Ed Plan work group via the Counseling Division establishing student services milestones to flag in ed plans.</li> <li>• Development of institutional and program milestones.</li> <li>• Website update for Areas of Interest with sample ed plans ]</li> </ul>



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			<ul style="list-style-type: none"> <li>Decide whether to use local or transfer requirements for maps</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>[Spring/Fall 2020. ]</li> </ul>
e. Required math courses are appropriately aligned with the student's field of study <i>(Note: This essential practice was moved from Area 2)</i>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> AB705 has been fully implemented and aligned with Areas of Interest</li> </ul> <p>Term, if at scale or scaling: [Fall 2019]</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li><i>Evaluation and improvement plan for AB705 implementation</i></li> </ul> <p><i>Timeline for implementing next steps:</i> [Spring/Summer 2020]</p>



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<p><b>Equity Considerations in Area 2:</b></p> <ul style="list-style-type: none"> <li>Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? <i>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.</i> 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? <b>The college has implemented a first and second year Promise Grant to support full time student enrollment.</b> Discussions have begun with the GP Implementation Team.</li> <li>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.</li> <li>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 alignments 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-skill 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-16 Basic Skills Summit in 2017.</li> </ul>			
<p><b>2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY</b></p> <p>a. 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.</p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>Survey of areas of interest in Avance program with First Year Seminar courses</li> <li>All RHC students must develop an abbreviated educational plan upon enrollment, which includes selecting a major/program of study.</li> <li>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.]</li> <li>Student ed plans include their math</li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>The college will identify and implement one software for creating and tracking student ed plans.</li> <li>Establish Milestones/Career Exploration workgroup to finalize selection of career exploration tool. ]</li> </ul> <p><i>Timeline for implementing next steps:</i>            [Begin discussions by Spring 2020]</p>



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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		and English courses in the first year  Term, if at scale or scaling: [Fall 2019]	
b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s <b>major program areas</b> .	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> <li>Only a few RHC programs, such as MESA and Nursing, identify gateway courses. ]</li> </ul> Term, if at scale or scaling: []	<i>Next steps:</i> <ul style="list-style-type: none"> <li>GP Steering Committee to be charged with identifying gateway courses for the major]</li> <li>Spring 2020 will offer additional supplemental instruction opportunities.</li> <li>Evaluation and improvement plan for AB705 implementation</li> </ul> <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> <li>[Fall 2019-Spring/Summer 2020]</li> </ul>
c. Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” <b>math</b> courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> <li>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.</li> <li>Corequisite math courses are being implemented along with a small supplemental instruction pilot for courses with no corequisite. ]</li> <li>The corequisite math curriculum includes study skills, error analysis, reading strategies and affective domain readings and discussions.</li> <li>Comprehensive tutoring available: 1 on 1 in the LAC, roaming tutors in the MSC, Statistics Tutoring</li> </ul>	<i>Next steps:</i> <ul style="list-style-type: none"> <li>Evaluation and improvement plan for AB705 implementation via ongoing Professional Learning Communities</li> <li>Tutoring and Faculty Office tours for math students to help students access resources and meet tutors and instructional aids.</li> <li>Sections with co-requisites will go to the MSC as a class to participate in a <u>study skills</u> workshop the first week</li> <li>The MSC staff will also visit off-sites to inform students of MSC services</li> </ul> <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> <li>[Fall 2019-Spring/Summer 2020]</li> </ul>



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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		Term, if <i>at scale</i> or <i>scaling</i> : <input type="text"/>	
d. Special supports are provided to help academically underprepared students to succeed in the “gateway” <b>English</b> courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> <li>Corequisite English courses are being implemented along with a small supplemental instruction pilot for courses with no corequisite.</li> <li>English 101 classes with co-requisites use Gateway (embedded) tutors to support instruction in and out of the classroom</li> <li>Comprehensive tutoring available: 1 on 1 in the WRC, roaming tutors in the WRC.</li> <li>10 sections of transfer level math and English have supplemental instruction.</li> <li>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.</li> </ul> Term, if <i>at scale</i> or <i>scaling</i> : <input type="text"/>	<i>Next steps:</i> <ul style="list-style-type: none"> <li>Evaluation and improvement plan for AB705 implementation</li> <li>Monthly strategy and reflection Professional Learning Community meetings for English faculty</li> <li>Sections with co-requisites will go to the WRC (Writers Resource Center) as a class to participate in a <a href="#">study skills</a> workshop the first week</li> </ul> <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> <li>Fall 2019-Spring/Summer 2020</li> </ul>
e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> <li>Corequisite math and English courses are being implemented along with a small supplemental instruction pilot for courses with no corequisite.</li> <li>Students have access to drop-in tutoring and specialized instructional support workshops in the Writers'</li> </ul>	<i>Next steps:</i> <ul style="list-style-type: none"> <li>Evaluation and improvement plan for AB705 implementation</li> <li>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.</li> </ul>



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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		Resource Center, Math and Science Center, Library and the LAC, although not systematic. ] <ul style="list-style-type: none"> <li>• Our Early Alert System allows faculty to identify students who need intervention and additional referrals</li> </ul> Term, if at scale or scaling: <input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Use student ambassadors to introduce tutoring services alongside the faculty</li> </ul> <i>Timeline for implementing next steps:</i> <input type="checkbox"/> 2019-2020 <input type="checkbox"/>
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.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> <li>• Summer Bridge provides about 400 entering first time student with preparation for college-level course work in math and English.</li> <li>• [RHC 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, <i>Avance</i>, and Student Success Workshops]</li> <li>• Dual enrollment offered on high school campuses resulted in DE numbers doubling in last year</li> <li>• Annual counselor breakfast for surrounding high school counselors to provide updates on academic programs and matriculation procedures</li> <li>• K16 faculty inquiry groups in Math</li> </ul>	<i>[Next steps: ]</i> Increase adult ed community partnerships and create stackable noncredit certificates that prepare and lead students to credit courses  <i>Timeline for implementing next steps:</i> Fall & Spring 2020.  <i>Timeline for implementing next steps:</i> <input type="checkbox"/>



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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<p>and English have been established to improve instructional alignment between K12 and CCs and CSU</p> <ul style="list-style-type: none"> <li>• Entrepreneur Camp Rio (high school) and Camp Rio (middle schools) occur to message our programs for potential students</li> <li>• Articulation of high school courses as pathways to CTE</li> <li>• The RISE program supports formerly incarcerated students in transitioning to Rio Hondo</li> <li>• Rio Hondo College Adult Education Block Grant supports students who transition from adult education programs to credit programs</li> <li>• 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.</li> </ul> <p>Term, if at scale or scaling: <u>Fall 2019</u></p>	



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GUIDED PATHWAYS ESSENTIAL PRACTICES	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p><b>Equity Considerations in Area 3:</b></p> <ul style="list-style-type: none"> <li>How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs? <b>Both counseling and instructional faculty have opportunities to engage in professional development linked to these areas.</b></li> <li>How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? <b>Support programs such as MESA, Puente, CalWorks, etc. have strong recruitment and retention efforts. Instructional programs have limited capacity to engage in these activities.</b></li> <li>How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized? <b>This is not a scaled activity, however, some faculty have required participation in instructional support services as part of their coursework.</b></li> <li>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? <b>The college has developed comprehensive services to support students with financial needs such as permanent food pantry, CARE, CalWorks, Guardian Scholars, and Go Rio. In addition, the college provides access to CalFresh and Jovenes Inc. (a transitional foster care provider) on campus.</b></li> </ul>			
<p><b>3. KEEPING STUDENTS ON PATH</b></p> <p>a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.</p>	<p> <input type="checkbox"/> Not occurring  <input type="checkbox"/> Not systematic  <input checked="" type="checkbox"/> Planning to scale  <input type="checkbox"/> Scaling in progress  <input type="checkbox"/> At scale         </p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>A Student Success Team workgroup under the GP Steering Committee has been established.</li> <li>Advisors within EOP&amp;S, CALWORKS, TRIO, and MESA regularly monitor student progress.</li> <li>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.</li> <li>In some academic programs, nursing, police academy and fire academy student progress is closely monitored by respective faculty.</li> <li>Tableau dashboard has been developed and is being refined by IRP to identify students who are near completion.</li> <li>Student ed plans include their math and</li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>SST Phase One Implementation scheduled for Fall 2020</li> <li>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.</li> <li>The Guided Pathways Steering Committee will develop program and institutional milestones which may be used by advisors to monitor student progress.</li> <li>Develop the infrastructure to produce automated student progress reports.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Spring 2020</li> </ul>



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		<p>English courses in the first year</p> <p>Term, if at scale or scaling: <input type="checkbox"/></p>	
<p>b. Students can easily see how far they have come and what they need to do to complete their program.</p>	<p><input type="checkbox"/> Not occurring</p> <p><input checked="" type="checkbox"/> Not systematic</p> <p><input type="checkbox"/> Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>• Currently, with Degreeworks, students can look at a what-if scenario</li> <li>• Admissions and Records has implemented a front-end transcript evaluation policy.</li> <li>• Students in certain specialized programs, such as Nursing, MESA, Public Safety, Veterans, CalWORKS, TRIO, and EOP&amp;S, have a clear picture of their progress due to cohorting or intrusive counseling.]</li> </ul> <p>Term, if at scale or scaling: <input type="checkbox"/></p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• Spring/Fall 2020.]</li> </ul>
<p>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.</p>	<p><input type="checkbox"/> Not occurring</p> <p><input checked="" type="checkbox"/> Not systematic</p> <p><input type="checkbox"/> Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>• This occurs in specialized programs (ie those listed above), but is being planned for all student groups via our Student Success Team efforts</li> <li>• Students only receive end of semester probation alerts. Students that fall under the 2.0 mark are put on Probation.</li> <li>• Support programs like EOP&amp;S, CalWorks, and MESA monitor students and provide supports for student success.]</li> </ul> <p>Term, if at scale or scaling: <input type="checkbox"/></p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>• Develop the infrastructure to produce automated student progress reports.</li> <li>• Student Success Team Phase I implementation</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <p>Spring/Fall 2020</p>



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<p>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</p>	<p><input type="checkbox"/> Not occurring  <input checked="" type="checkbox"/> Not systematic  <input type="checkbox"/> Planning to scale  <input type="checkbox"/> Scaling in progress  <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>Our limited-access programs have been identified as Nursing, Automotive, Fire, and Police.</li> <li>Alternate programs have been and are being designed so that more related options are available within the same AOl's ]</li> </ul> <p>Term, if at scale or scaling: [ ]</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Marketing alternate options within the Areas of Interest so that students are aware</li> <li>Student Success Team Phase I implementation</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Spring/Fall 2020</li> </ul>
<p>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.</p>	<p><input type="checkbox"/> Not occurring  <input checked="" type="checkbox"/> Not systematic  <input type="checkbox"/> Planning to scale  <input type="checkbox"/> Scaling in progress  <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>We have initiated changes to the scheduling process in efforts to streamline and evaluate course offerings to meet student needs.</li> <li>We have moved up registration dates to allow students to register before leaving for summer or winter break.</li> <li>College is evaluating the need for additional courses offered online and at the college off-site centers.]</li> <li>An Enrollment Management cross-functional subgroup has been established and an EM plan is being vetted</li> <li>A new section in our catalog lists a set of courses and when they are offered within the academic year</li> </ul> <p>Term, if at scale or scaling: [ ]</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>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</li> <li>The college is developing a 2-year schedule production/plan.</li> <li>Evaluation of scheduling patterns for capstone courses.]</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Winter/Spring 2020 ]</li> </ul>



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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p><b>Equity Considerations in Area 4:</b></p> <ul style="list-style-type: none"> <li>How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities? <b><i>This is a program and/or faculty specific activity and not scaled throughout all programs and services.</i></b></li> <li>As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)? <b><i>The college has offered professional development activities via the college Equity efforts to support pedagogical changes and increased student success.</i></b></li> <li>What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)? <b><i>The college has offered professional development via Equity efforts such as guest speakers and annual Equity Summit.</i></b></li> <li>Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community? <b><i>Learning Outcome data is evaluated by faculty during the college program review process.</i></b></li> </ul>			
<p><b>4. ENSURING THAT STUDENTS ARE LEARNING</b></p> <p>a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.</p>	<p> <input type="checkbox"/> Not occurring  <input type="checkbox"/> Not systematic  <input checked="" type="checkbox"/> Planning to scale  <input type="checkbox"/> Scaling in progress  <input type="checkbox"/> At scale         </p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>Program learning outcomes for CTE programs (e.g., nursing, Automotive (B.A. degree), police academy, and fire academy) are directly linked to further education and employment. In these programs, outcomes are set by accrediting agencies and/or advisory boards.</li> <li>All academic programs with transfer degrees are aligned with the requirements for successful transfer.</li> <li>Our course level outcomes are linked to program and institutional level outcomes.</li> <li>Course level outcomes 6-year assessment cycle timelines are included in program plans Fall 2019.</li> </ul> <p>Term, if at scale or scaling: ]</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Mapping program level outcomes to institutional outcomes. ]</li> <li>Integrate the learning outcome cycle to the curriculum cycle.</li> <li>Improve course and program level dialogue among program faculty</li> <li>Reflect and review action steps from dialogue to improve student learning and achievement at the course and program level</li> <li>Ensure that action steps to improve student learning and achievement are linked to program plans and reviews.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Fall 2020. ]</li> </ul>



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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>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. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>• [CTE programs in the area of health sciences, technology, CIT, and business engage students in active learning and applied learning.]</li> <li>• On Course professional development in Project Based Learning for faculty offered on ongoing basis</li> <li>• Pre-Statistics, transfer-level math with corequisite and Math for Elementary teachers incorporate group work, class activities and discussions.]</li> <li>• The English Division has purchased and is using interactive furniture to facilitate collaborative and active learning</li> <li>• The Library hosts interactive activities, such as digital scavenger hunts and Zine-making, that encourage active learning and cultivate critical thinking skills.</li> </ul> <p>Term, if at scale or scaling: <input type="checkbox"/></p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>• [Professional development across all programs]</li> <li>• AB 705 implementation evaluation</li> <li>• Equity theme for professional development and Spring FLEX 2020</li> <li>• Conduct a campus inventory to identify faculty and programs which employ these strategies</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• [Spring 2020 – Spring 2021]</li> </ul>
<p>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.</p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>• Annual study abroad opportunities.</li> <li>• 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.</li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>• Professional development plan to include more service learning and experiential learning opportunities.</li> <li>• Reach out to faculty for a more comprehensive list of what is</li> </ul>



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		<ul style="list-style-type: none"> <li>In some cases individual faculty have implemented these types of opportunities for students within their area of expertise. For example, Physics professor, Chris Vaca, 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</li> <li>Project based learning PD from last summer, broad participation</li> </ul> Term, if at scale or scaling: <input type="checkbox"/>	currently offered.  <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> <li>Spring 2020 – Spring 2021 ]</li> </ul>
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.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> <li>All programs have learning outcomes in TaskStream and an assessment cycle.</li> <li>Course level outcomes are required on all course syllabi</li> <li>Full and part-time faculty are contractually obligated to assess learning outcomes</li> </ul> Term, if at scale or scaling: <input type="checkbox"/>	<i>Next steps:</i> <ul style="list-style-type: none"> <li>Making course level outcomes and assessment protocols easily accessible for new and ongoing faculty.</li> <li>Continual improvement of outcomes assessment.</li> <li>Faculty training on use of Canvas tools, including the mastery gradebook, to assess learning outcomes.</li> </ul> <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> <li>Spring/Fall 2020 ]</li> </ul>
e. Results of learning outcomes assessments are used to improve teaching and learning through program	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic	<i>Progress to date:</i> <ul style="list-style-type: none"> <li>New "Closing the Loop" activity for each course assessed the learning</li> </ul>	<i>Next steps:</i> <ul style="list-style-type: none"> <li>Faculty training on use of Canvas tools, including the mastery</li> </ul>



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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
review, professional development, and other intentional campus efforts.	<input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p>outcomes as part of our annual program plan/review process. First iteration occurred at Fall Flex Day 2019.</p> <ul style="list-style-type: none"> <li>• Outcome data analysis and efforts towards improvement aligned with the college planning process.</li> <li>• 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. ]</li> </ul> <p>Term, if at scale or scaling: [ ]</p>	<p>gradebook, to assess learning outcomes.</p> <ul style="list-style-type: none"> <li>• Outcomes guide for new faculty, introduction to outcomes process and requirements</li> <li>• Improve course and program level data analysis and dialogue among program faculty</li> <li>• Reflect and review action steps from dialogue to improve student learning and achievement at the course and program level</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• [Spring/Fall 2020 ]</li> </ul>
f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>• [Faculty work with students on a case by case basis. ]</li> </ul> <p>Term, if at scale or scaling: [ ]</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>• [Not planned at this time. ]</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• [ ]</li> </ul>
g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>• [The college participated in the SENSE survey for the first time during the Fall 2018 term. ]</li> </ul> <p>Term, if at scale or scaling: [ ]</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>• [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. ]</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <p>[ ]</p>