



Academic Senate 2020-21

Agenda

October 20, 2020

Location: Zoom

1:00 PM

- I. Call to Order**
- II. Approval of Minutes:** October 6, 2020
- III. Public Comment** – *Persons wishing to address the Academic Senate on any item on the agenda or comment on any other matter are allowed three minutes per topic. Pursuant to the Brown Act, the Academic Senate cannot discuss or take action on items not listed on the agenda. Matters brought before the Academic Senate that are not on the agenda may, at the Senate’s discretion, be referred to the Senate Executive Council or placed on the next agenda.*
- IV. Presentation:** Jill Pfeiffer and Grant Linsell, DE Committee Co-Chairs
- V. New Business**
 - A.** Distance Education Recommendation (Attachment A)
- VI. President’s Report**
 - A.** Credit for Prior Learning Update
 - B.** PFC Update
 - C.** Discussion on Administrative Reclassifications
 - D.** AP 3900, Free Speech Area
 - E.** Spring Schedule of Classes: Synchronous vs. Asynchronous Distinction
- VII. Vice Presidents’ Reports**
 - A.** 1st Vice President
 - B.** 2nd Vice President
- VIII. Unfinished Business** – none



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IX. Committee Reports

<u>Senate</u>	<u>Planning and Fiscal Council</u>	<u>Other</u>
<ul style="list-style-type: none">• Academic Rank• Curriculum• Guided Pathways Steering (GPS)• Instructional Technology Practices (ITP)• Distance Education (DE)• Open Educational Resources (OER)• Staff Development/Flex• Outcomes	<ul style="list-style-type: none">• Institutional Effectiveness (IEC)• Program Review• Safety• Policy and Procedure Council (PPC)	<ul style="list-style-type: none">• Basic Skills• Bookstore• Enterprise Systems Advisory• Online Education Initiative (OEI)• Student Equity• Student Success and Support Program (SSSP)• ASCCC Open Educational Resources Initiative (OERI)

X. Announcements

XI. Adjournment



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Attachment A: Statement in Support of Increased Funding for Distance Education

Statement in Support of Increased Funding for Distance Education
Distance Education Committee – 10/12/2020

Access to distance-education courses is an equity issue. Students with caretaking responsibilities, work requirements, disabilities, or other myriad issues require the flexibility that these asynchronous online courses can provide. Since 2017, Fall-Semester Distance Education enrollment has grown from 6,501 students (in 223 sections) to 8,491 students (in 292 sections). Even as the College's enrollment has been flat, Distance Education course enrollment has increased by nearly 2,000 students. In spite of this 30% enrollment growth, the Office of Distance Education's budget has been stagnant for almost a decade. Recently the office has been better able to support our growth due to the increased funding from the CVC-OEI Improving Online CTE Pathways (IOP) Grant. This funding ends in December. The Distance Education Committee requests that District institutionalizes some of the short-term changes this funding has allowed including: continuing 100% total reassign time for faculty Distance Education Coordinators¹, creating an accessibility specialist position², increasing classified staff to 2.5 FTE, including instructional design duties in the current Distance Education Staff's job descriptions.

¹ 100% release time – Split between our faculty Distance Education Coordinator (60%) and our Peer Online Course Reviewer (POCR) club leader (40%). POCR is part of the CVC-OEI consortium and is a required part of the process of designating our courses as "Quality Assured" in the state-wide course exchange.

² Accessibility – to move courses through our curriculum process, they need to receive an accessibility evaluation. This duty is not represented in any job description on campus. When the IOP grant ends, the funding for the consultant who has done this work ends as well. After December, no courses can move through the Curriculum Committee with a Distance Education Addendum.

From the Peralta Equity Rubric, E2: Student Resources and Support

"... online course enrollment grows dramatically at most colleges, there has not been an equivalent growth in services, resources, and support that students can access at a distance. Outline student support & well-being services in several areas, such as a) general student assistance, b) online academic supports, c) technology assistance, d) health and well-being resources, e) resources for students with disabilities. Provide pathways for students to access this support from a distance."



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Committee Reports:

Guided Pathways Update

Senate

10/13/2020

Guided Pathways Steering Committee

A big push in Guided Pathways and our Leading from the Middle project is the student experience and collecting student voice. We are determining how to collect student voice and feedback on the Pathways website, Career Coach and Student Success Teams. We do have student participation at the committee level, but would like feedback from a bigger cross section of students.

Student Success Teams

Student Success Team Counseling Leads began their work the week of October 5. For the month of October, leads will focus on getting training on the Student Success Data Dashboard and will also begin to work on their canvas shells. The discipline faculty role is set to join Student Success Teams in late Spring 2021. Discussions of the discipline faculty role have begun and will continue when the Student Success Team Workgroup meets later this month. Dashboard Training- For lead counselors, area counselors and deans is scheduled for this Friday, October 16th.

Website Workgroup

Will meet on the 3rd Monday of each month at 11am. Email Lydia Gonzalez if you would like to participate.

CAGP 2.0: CALIFORNIA GUIDED PATHWAYS PHASE TWO

Rio Hondo College is part of Phase 2 of CAGP. The big picture is that Rio Hondo College commits to significant institution-wide change involving guided pathways at scale for all credit students. Pathways design and implementation will involve curriculum and program mapping, aligned both to university transfer programs and to the labor market; reconfiguration of basic skills education as an accelerated and contextualized onramp to programs of study; ongoing advising and monitoring of student progress; integrated academic support and student services; holistic supports for students including student financial stability and non-cognitive services; integrated approaches to active/experiential learning in every program of study; and, alignment of co-curricular learning in each meta-major and program of study.