Minutes
November 3, 2020
Location: Zoom
1:00 PM

Members present: Frank Accardo, Dana Arazi, Robert Bethel, Tammy Camacho, Melissa Chandra, Angela Cheung, Fran Cummings, William Currington, Marie Ekstrom, Rebecca Green, Margaret Griffith, Yunior Hernandez, Jupei Hsiao, Jorge Huinquez, Erin Irwin, Shirley Isaac, Steve Johnson, Andrea Kirton, Michael Koger, Jeannie Liu, Sheila Lynch, Marina Markossian, Angelica Martinez, Carly Mitchell, Farrah Nakatani, Katie O’Brien, Tyler Okamoto, Dorali Pichardo-Diaz, Matt Pitassi, Angela Rhodes, Rudy Rios, Matt Schleicher, Diego Silva, Kevin Smith, Stephen Smith, Razvan Stoian, Steve Tomory, Irma Valdiva, Diana Valladares, Adam Wetsman; Members absent: Robin Babou, Michelle Bean, George Kimber, Matt Koutroulis, Gerson Montiel, Juana Mora; Ad hoc members present: Elizabeth Ramirez; Guests: Alyson Cartagena, Melissa Rifino-Juarez, Jason Reyes

I. Call to Order – 1:01pm

II. Approval of Minutes: October 20, 2020 – approved.

III. Public Comment – K. O’ Brien thanked all who worked on ensuring that the spring class schedule has the correct class format designation.

IV. Guests
   A. Jason Reyes, ASRHC President – ASRHC has been allocated CARES funds and one of the primary goals of ASRHC is to allocate money to students struggling to pay for specialized technology and programs required for specific academic programs. One of the struggles faced by students is the lack of technology that they would normally access on campus before COVID-19. Some of the disciplines impacted are Engineering, Business, Accounting, and Graphic Design. Jason asked that Senators let him know if they have students facing the same issue within their respective discipline. Some areas have been providing supplies, but other areas have not been able to do so. This effort is meant to help fill the gap for all students that need specific technology to be successful in the class. Please contact Jason if there are programs that can utilize support from this effort. Another portion of the ASRHC Cares budget has been allocated towards SmartRoom upgrades. The goal is to create a few designated classrooms with upgraded technology, as well as audio-visual tech support. Jason asked that faulty let him know if they would find the SmartRoom idea helpful since the SmartRoom would give faculty the option to record instructional videos on campus. K. Smith will email all senators with Jason’s contact information.

   B. Melissa Rifino-Juarez, Honors Coordinator – Asked Senators to support a change to the Honors Program. Historically, the Honors Program has not offered online or distance education courses. Previously, some transfer partners did not accept online honors courses, so it became a best practice to not offer these courses online. However, this past policy from our 4-year partners has changed and online honor’s courses are now accepted.
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M. Rifino-Juarez shared that faculty has approached her to ask if the Honors Program would consider changing this past practice of not allowing online honors courses. The matter was brought to the Honors Program’s Advisory Committee last month. The recommendation from the committee was that outside of COVID remote learning, the Honors Program could introduce a hybrid model for these courses, analyze the outcomes and then possibly convert to fully online courses. The Advisory Committee recognizes that there is a need for flexibility and equity mindedness in their scheduling, but there is also a need in the program to create a cohort model. Some of this balance is demonstrated in the class size for these courses.

i. S. Lynch shared that currently honors classes are set to 25 students and wants to make sure that class size will remain the same. M. Rifino-Juarez cannot guarantee that the class size will remain at 25, as several honors courses are “blended” due to the difficulty to fill an honors-only course. The goal is to have fewer blended honors courses. S. Lynch requested that once the honors courses are fully online, that they not be blended and be kept to 25 students since the classes will not be restricted by time or space. Keeping a class size to 25 students allows the class to function as a seminar class. D. Arazi addressed the class cap issue. The course student cap number should not change, whether it is an online, or standard offering.

ii. R. Bethel asked about the impetus to do this and if it has anything to do with the current remote learning and the improved ability to offer online classes. M. Rifino-Juarez said this is a strategy to be more flexible with the Honors Program’s schedule. Many honors students are not able to take an honors class due to the overlap with other classes. The goal is to be able to reach more students.

iii. A. Rhodes asked about the hesitation to offer fully online classes to students given that we are looking to offer more access to students? M. Rifino Juarez stated that one challenge is the ability to create a community in a DE format. The program is marketed as extracurricular and embedded into the program with the opportunity to make connections with their classmates and the faculty. DE does not require a synchronous component, which can make the ability to connect challenging. A large part of this decision came from the students themselves. When students on the committee were asked, students preferred to have a face-to-face, synchronous component. Further discussion ensued challenging the assumption that a community could not be achieved in an online format. A question was also raised regarding the voice of the student and the need to ask those who both are currently involved, as well as interested in the program.

iv. M. Rifino-Juarez clarified that these views she shared are representative of the joint body from the advisory committee and students.

v. A. Wetsman supports an iterative step-by-step approach and not going fully online.

Motion to move the Executive Motion to earlier in the agenda made by D. Arazi and 2nd by S. Johnson
31 yea and 0 nay – motion passes

Executive Motion: The Academic Senate recommends that our Honors program begin to offer courses in a hybrid format and analyze the student success data to determine whether to offer any fully online offerings.
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**Discussion:** S. Lynch stated that the motion needs to include whether or not the Honors courses will be blended because this will impact the data. A senator asked what the timeline will be to analyze this data. M. Rifino-Juarez indicated that it will depend on how many classes are offered in the hybrid model and that the hope is this analysis will be included in next year’s program plan. She also suggested that at a future date, Senate reinforce the position that Honors courses, as much as possible, should not be offered in a blended model. S. Lynch asked for clarity on the motion – is this motion going to specify whether the classes will be purely Honors classes or blended? The concern is that once we decide to go online, that we can maintain a 25-student cap.

**Call to question** by A. Wetsman and 2nd by D. Arazi

31 yea, 0 nay – call to question passes

**Vote on Executive Motion**

31 yea, 0 nay - motion passes

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**V. President’s Report**

**A. Upcoming Forums**

i. Mission, Vision and Values - IEC and IRP are holding forums on the Mission, Vision and Values Statement this week. There will be a survey asking for thoughts on the various statements, which will come to Senate at a later date.

ii. Budget – the budget forum has been postponed to 11/18

**B. HR Civil Unrest Email** – the email regarding working from home due to the possibility of civil unrest is messaged as a recommendation, not a mandate.

**C. Equity Rubric from Peralta College** – the DE Committee and Equity Committee are discussing having a workgroup for 11/20 at 1pm. These groups can discuss the equity rubric and how we can make it specific to RHC. DE and Equity are looking for input of how to make this rubric tailored to RHC.

**D. Quality Focus Essay Proposals** – ASSJC requires two proposals (projects). The projects are short term (3-5 years). The proposals that came from accreditation leadership are:

i. Building capacity on campus to upscale projects like RTLI and Staff Development, DE, Equity. We must figure out how to integrate these projects. For example, we have a New Faculty Success Workshop – does Equity have a role in this? The idea is that we broadly institutionalize these to a larger scale approach that integrates and coordinates everything we already do.

ii. Studying effectiveness of OER. The idea is to study success data and retention by possibly surveying faculty to ask if they feel that students were more involved earlier in the semester based on the need to buy the book. This survey would compare a group matched as similarly as possible with a class that did not use OER. This data could be a step towards institutionalizing structural support for OER.

1. S. Lynch shared that OER supports this study.

**E. Still need program review volunteers** – please reply to email that Kevin will send out if you are interested.
VI. Vice Presidents’ Reports
   A. 1st Vice President – reminder about the email sent out by Dr. Denna Sanchez regarding the post-election debrief and sharing circle. It is important that we share this information with students and teach them how to positively process their post-election feelings.
   B. 2nd Vice President – the Special Grab-and-Go has been postponed until 11/11.

VII. Unfinished Business: none

VIII. New Business
   A. Credit for Prior Learning – AP 4235 (Attachment A) – Chancellor’s Office provided recommendations and has given until December to implement. E. Ramirez shared that there are some changes that have been made to the Title 5 section that used to be Credit by Exam and is now a larger umbrella category called, Credit for Prior Learning. This section included Credit by Exam, but it also covers external exams like AP, IB, CLEP. It’s also more inclusive by incorporating industry certifications and military training. Due to these changes, the AP had to be updated. Some of the major changes include extra language for military service, how we grant credit for industry credentials, portfolio, etc.
   Motion to approve AP D. Arazzi and 2nd by R. Rios
   Discussion: A. Rhodes asked regarding Section VIII - Student Created Portfolio Assessment. The AP states that we should have an assessment rubric. Does the department have to create this rubric? It is up to the discipline faculty to create this. The purpose of the rubric is to ensure the student is being evaluated consistently. S. Tomory shared that he created rubrics for his department. S. Tomory asked if he can share what he has created with other faculty so that they can use it as a start. S. Lynch asked for clarification of who would create the assessment and whether there is one rubric for the course, as opposed to one rubric for every class. E. Ramirez shared that whomever is familiar with the course content can create the evaluation rubric and there is one rubric for the course, not each class.
   34 yea, 0 nay – motion passes

IX. Committee Reports
   Senate
   • Academic Rank – applications for academic rank are due 11/27 at 6pm. Please encourage faculty to apply. Please contact A. Rhodes with any questions.
   • Curriculum – emergency DE forms had to be added for spring. Please look out for an email from D. Arazi.
   • Guided Pathways Steering (GPS) – no report
   • Instructional Technology Practices (ITP) – no report
   • Distance Education (DE) – looking for temporary CARES funding as a stop gap. Committee has not met and will meet this Monday.
   • Open Educational Resources (OER) – forming division faculty OER Leads. Still looking for responses from some divisions. The Leads task is not to create OER - they can create OER as a separate function. Their role as Lead is to discuss OER and recruit faculty in their division to create OER. The stipend for this role is $1000 and you will work through June. Open to full-time and part-time faculty.
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- Staff Development/Flex – most activities have been credited to Flex Reporter. Please check your report and if you see activities missing, please input again and Teresa Martinez will review it. First round of staff development grants closed last Friday. Workshop in Dec or January – Engaging Learners Through Zoom.

- Outcomes
  o As a reminder, additional training sessions have been offered to support part-time and new faculty. This includes the “New to Rio, New to Outcomes” session most recently held last Wednesday. This week’s training is on Friday Nov. 6th at 10:00am and focuses on “Reporting Data in Taskstream” and “Improving the Narrative in the Summary of Findings”. All training sessions are recorded and the links available in the FRC.
  o Progress continues with the inventory list of CTLs from Fall 2019, as well as the COATS. In the process of creating some general outcomes and a COAT for 290 and 299 courses. As those type of directed studies are not frequently offered, having a template should be helpful.
  o Catalogue: We need to ensure that all the PLOs for degrees and certificate are in the catalog. If you identify any missing, please send those to me before Thanksgiving break so I can get them into the catalog addendum.
  o Template: This semester the committee began supporting faculty who are creating or revising outcomes. This support came out of the need due to spelling errors, grammatical errors, punctuation errors in outcomes, hodgepodge of formatting, and the importance of having a revision cycle in place (which Senate voted on last year). We have done this through the use of a Template (available in the FRC) and began with PLOs for Programs undergoing Program Review this fall. The Outcomes Committee have also supported faculty who are creating or revising outcomes. Additionally, if a need arises where a course or program outcome needs revision outside of the revision processes, the committee has been available to assist those faculty.
  o The Outcomes Committee created some options for one or two person departments. They will vote at the next meeting and then bring forward to Senate.

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 – reconvening committee – stay tuned.
- Bookstore – please get book adoptions to the bookstore. A request was made by S. Lynch to ask the bookstore review ZTC notation on the schedule.
- 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) – email sent out regarding three Friday webinars that will be offered by ASCCC OERI. The webinars are usually recorded. ASCCC OERI is looking for
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faculty in the following disciplines: Communication Studies, Nursing, English as a Second Language and Psychology.

X. Announcements - none

XI. Adjournment - 2:26pm
I. Introduction

A. The Board of Trustees of Rio Hondo College authorizes the College to grant appropriate semester unit credit to any student who is currently enrolled and successfully passes an assessment—through any of the approved alternative methods for awarding credit listed below:

• Achievement of a satisfactory score on an Advanced Placement (AP) examination
• Achievement of a satisfactory score on a high level International Baccalaureate (IB) examination
• Achievement of a satisfactory score on the College Level Examination Program (CLEP)
• Evaluation of military service/training
• Achievement of an examination administered by other agencies approved by the District
• Evaluation of industry recognized credential documentation
• Evaluation of student-created portfolios
• Satisfactory completion of an institutional examination, known as Credit by Examination, administered by the college in lieu of completion of an active course listed in the current college catalog.

B. Individual departments and/or specialty areas may elect to grant course credit to enable students who can demonstrate proficiency in bodies of subject matter, to plan a relevant educational program that will exclude courses in which essential levels of mastery of subject matter material in accordance with policies and procedures approved by the curriculum committee have been previously attained. (Moved from IIA)

II. Requirements: Eligibility for Credit for Prior Learning

A. Individual departments and/or specialty areas may elect to grant course credit to enable students who can demonstrate proficiency in bodies of subject matter, to plan a relevant educational program that will exclude courses in which essential levels of mastery of subject matter material in accordance with policies and procedures approved by the curriculum committee have been previously attained. (Moved to IB)
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**B. To challenge a course and receive credit for prior learning:**

- The student must be registered in the College and be in good standing.
- The course(s) must be listed in the College catalog.
  - The student must have an education plan on file.
  - The student must have previously earned credit or noncredit from the District College or be currently enrolled in a class at the District College.

**C. Students may be exempt from this if they are requesting to challenge and receive credit by assessment for a high school / Regional Occupational Program (ROP) and Career Technical Education (CTE) articulated pathway.**

**C. (NEED TO RENUMBER- CAN’T GET IT TO WORK)** Students may not be enrolled in the course for which they may want to challenge and receive credit for prior learning; students may receive credit by completing courses in high school ROP, CTE, and articulated programs.

**E. For Credit by Examination, the student cannot be currently enrolled in nor received credit for a more advanced course in the same subject (may be waived by department).**

**F. Credits acquired using the methods in IB are not applicable to meeting of such unit load requirements as Selective Service deferment, Veterans, or Social Security benefits.**

**G. Credits acquired using the methods in IB shall not be counted in determining the 12 semester hours of credit in residence required for a degree.**

**III. Credit for Prior Learning Grading Policy**

**A. Grading shall be according to the regular grading system in accordance with Administrative Procedure 4230: Grading and Academic Record Symbols**

**B. Students shall be offered a “Pass/No Pass” grading option, if that option is ordinarily available for the course**

**C. Students shall be given the opportunity to accept, decline, or appeal the grade assigned by the faculty, except in cases of Credit by Examination, pursuant to AP 4230: Grading and Academic Record Symbols and AP 4231: Grade Changes.**

**III. Limits on credit by assessment-examination**

**A. Students shall be given course credit to a limit of twelve Rio Hondo College units upon the successful completion of assessment(s), which may be applied to an Associate degree.**
Once the student has completed an upper division course at Rio Hondo College, the student is eligible for an additional four units of course credit through credit by assessment. These courses shall not count as units in residence.

B. Upon completion of six upper division units at Rio Hondo College, students shall be given course credit to a limit of twelve upper division Rio Hondo College units upon the successful completion of assessment(s), which may be applied to a Bachelor’s degree. These courses shall not count as units in residence.

C. Credits acquired by assessment are not applicable to meeting of such unit load requirements as Selective Service deferment, Veteran’s or Social Security benefits. (Included in II F)

IV. Credit by external assessment

A. After completing twelve units in residence, a student will be awarded credit by external assessment with passing scores from the College Level Examination Program (CLEP), International Baccalaureate (IB), and Advanced Placement (AP) assessments. Specific course credit and/or general education credit will be granted toward the Associate degree and/or transfer. Details on scores and how credit is applied can be found in the Rio Hondo College catalog.

B. Official transcripts score reports from AP, IB, and CLEP must be on file with Admissions and Records.

V. Academic records

A. The student’s academic record must clearly indicate that the credit(s) have been earned by assessment of prior learning.

VI. Credit for Military Service/Training

A. Students interested in Credit for Prior Learning using Joint Service Transcripts shall receive credit as recommended by the American Council on Education (ACE) Directory and approved by the appropriate discipline faculty of the college under the following circumstances:

- The student shall complete the Credit for Prior Learning petition
- Official transcripts must be on file with Admissions and Records. These may include Joint Services Transcript (JST), DANTES/USAFI, Defense Language Institute Foreign Language Transcripts (DLIFLC), Defense Manpower Data Center (DMDC), DLPT Examinee Results, DA Form 330 Language Proficiency Questionnaire, or verified copies of DD214 or DD295 military records.
- Credit course equivalency shall be determined by the faculty of the appropriate discipline.

VII. Industry Recognized Credentials
A. Students interested in Credit for Prior Learning using industry recognized credential(s) shall receive credit as recommended by the appropriate discipline faculty of the college under the following circumstances:

- The student shall complete the Credit for Prior Learning petition
- Admissions and Records shall grant credit for industry recognized credential(s) that have already been evaluated and approved by the appropriate discipline faculty
- If an industry recognized credential(s) has not yet been evaluated and approved by the appropriate discipline faculty:
  - The student meets with the discipline faculty member to receive further instructions for how the industry recognized credential(s) will be assessed
  - The student submits all industry recognized credential documents to the discipline faculty member for assessment of prior learning
  - If the discipline faculty member determines that the industry certification adequately measures mastery of the course content as set forth in the Course Outline of Record, the discipline faculty shall sign the petition with the recorded grade, attach the industry recognized credential(s), and forward the completed petition and supporting documents to Admissions and Records to be kept on file and recorded on the student transcript.

VIII. Student-Created Portfolio Assessment

A. Students interested in Credit for Prior Learning using a student-created portfolio shall receive credit as recommended by the discipline faculty under the following circumstances:

- A department-approved portfolio assessment rubric for the course is on file
- The student shall complete the Credit for Prior Learning assessment petition
- The student meets with the discipline faculty member to receive further instructions for student-created portfolio assessment
- The student submits all portfolio documents to the discipline faculty member for assessment of prior learning
- If the discipline faculty member determines that the student-created portfolio adequately measures mastery of the course content as set forth in the Course Outline of Record, the appropriate faculty shall sign the petition with the appropriate grade and forward it to Admissions and Records to be kept on file and recorded on the student transcript.

VI. Sources/references

A. Education Code Section 79500

B. Title 5 Sections 55050 and 55052