I. Call to Order – Robert called the meeting to order at 2:40 pm. Robert introduced himself as the Academic Senate President and Co-Chair of PFC. VPAA Kenn Pierson remains out on medical leave.

II. Superintendent/President’s Report – The Superintendent/President was unable to attend today’s meeting but passed along a message thanking members of the PFC for the work that they will do this year.

III. Co-Chair’s Report - No report

IV. Introductions and Welcome – Robert reviewed the function of PFC. This committee operates by consensus and does not vote. PFC discusses items until the committee can agree. If there are any issues with an item where we do not reach consensus, then a minority report will be written and submitted to the Superintendent/President. Robert asked that members of PFC read through the 2015-2016 handbook that was provided today.

V. Acceptance of Minutes – May 19, 2015 – Consensus to accept the minutes as presented.

VI. New Business

- New PFC Manual Distributed to PFC Members
- PFC Membership/Meetings Dates
- Ground Rules for PFC
- Achieving Consensus
- Fall Emergency Drill – Jim Poper presented on the fall emergency drill. He has alternated between Wednesdays and Thursdays so as not to impact the same classes year after year. He does not want to interrupt mid-term exams either. Jim is proposing Wednesday, October 21, 2015 at 10:21 am. This date does not coincide with the California Shakeout. If we want to have local law enforcement observe the drill, we have to schedule our drill on a different date. Last year we received great feedback from local law enforcement that were on site to observe our practices. Consensus was to accept the proposed date of October 21, 2015 at 10:21 am.

Jim will schedule the evening drill during the spring 2016 semester. There will also be notifications for BEC and BEL training soon. Security staff will receive mass notification training as well.
VII. Unfinished Business - None

VIII. Committee Reports – Robert asked for chairs of all the committees that report to PFC to submit a current list of members to Reneé. If there are vacancies or missing members the co-chairs of PFC can assist in this process.

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<th>PFC Sub-Committees</th>
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IEC – Howard reported that IEC met today. There are so many things going on. Program Review is starting a 6 year cycle. We are starting the presentation and trainings next week. IRP will send out emails next week to notify the campus. We also need people to sign up for the program review days in November. We would certainly like folks from PFC at those meetings. Howard will send a sign-up sheet at the next PFC meeting. One of the new things that has been updated is the guidelines and how to handle program review for the programs that have not done as well as they could. Marie will take this to Senate with some recommendations hopefully sooner than later. Our hope is to implement these changes next year.

Adam asked if Howard is going to insert SLOs in the program review process. We rotate our SLO’s, will that be in the annual review. If not, will you be able to put that in there? Howard responded that this was the IEC’s first meeting and they did not discuss this item. IEC discussed changing some of the language on the IRP website for the Program Review section. The documents have been linked and you will be able to access the long term Program Review schedule as soon as it has been finalized.

Howard also reported that the IEC is working on Institutional Set Standards. Last semester we updated the ACCJC Institutional Set Standards. We will work on those that parallel the scorecard. We need to revise the goals and objectives. The Board reviewed the final version at the Study Session in the summer. We want to do a really good job in explaining how we conduct business at the college. We will bring those recommendations back to PFC. The IEC will also come up with a recommendation for new Planning Software should money become available.

Howard also reported that part of the Institutional Planning process is the new program level standards required by Department of Education and ACCJC. We were deficient and this is something that we need to complete as we are at the forefront of program standards. This will be an easy process for people as IRP will provide data and give the program level standards. You can see there is an aspirational floor. We have to ask ourselves are we falling below, are we doing well, and are we where we think we should be?

Robert reported that one thing that was discussed in Senate was the updating of the college Mission Statement in preparation for the four year degree.
Howard reported that the IEC is working on this and will be putting forth the recommendation soon to PFC. At that point it will move along the process.

**Staff Development** - Katie reported that the All Staff Retreat will be held on November 13, 2015, location to be determined. Katie is very aware that some staff prefer not to participate and it would be most helpful to have managers talk to each other so staff who want to participate have the opportunity to. This is most important with one person offices that we try to accommodate or rotate staff.

Howard reported that this date conflicts with Program Review meetings on November 13.

**SLOs** - Adam reported that in terms of SLOs he received emails that several colleges have been flagged for enhanced monitoring. Adam emailed President Dreyfuss and VPAA. A few hours later Adam found out that Rio Hondo is one of 15 colleges being monitored more closely. There is more work to be done here.

Robert asked if this action is going to impact the October Site Visit.

Howard reported that ACCJC is scrutinizing the annual reports and have put forward more monitoring. These should be in tandem rather than separate. There will definitely be more to come on this topic.

Kevin asked if there is a standing committee on Accreditation. He is not sure what the status is of the Accreditation Leadership Team (ALT).

Robert is not aware of the status and will report back.

Howard requested that the draft review of the Accreditation Follow Up Report be reviewed at the next PFC meeting.

**IX. Announcements**

**X. Public Comment**

Adjournment – Next meeting September 8, 2015, 2:30 – 4:00 p.m., Board Room
August 12, 2015

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

RE: 2015 Annual Report Responses  
Notice of Enhanced Monitoring and Possible Special Report

Dear President Dreyfuss:

Rio Hondo College is being given notice of enhanced monitoring and the possibility of a needed special report. We ask that you provide this letter to others on campus as appropriate and to the governing board.

The college has been flagged for enhanced monitoring on the basis of its responses in the March 2015 Annual Report concerning student learning outcomes practice. The college may be required to submit a special report providing additional information to the Commission following a review of the March 2016 Annual Report.

Ongoing Course and Program Assessment at Rio Hondo College  
In its 2015 Annual Report, Rio Hondo College reported ongoing assessment in only 50% of its courses, and 62% of its programs. As part of the ACCJC monitoring process and to assist the college as it determines strategies for enhancing its student learning outcomes practice, we recommend the college undertake an examination of its student learning outcomes practices in light of the Commission’s standards.

Recommended Evaluation Related to SLO Assessment  
As to the courses and programs reported in the 2015 Annual Report without ongoing assessment, we recommend you consider and evaluate:

- The list of the programs without ongoing assessment.
  - 2013-2014 student enrollments in each program.
  - For each program, identify whether 40% or more of courses in the program are without ongoing assessment.

- The list of the courses without ongoing assessment, sorted by discipline or program.
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- Identify whether the courses are prerequisite courses, program entry courses, end-of-program courses, and/or general education courses, as appropriate.

- Information about whether the disciplines or programs without ongoing assessment participate in program review, how the college evaluated the discipline’s/program’s participation in ongoing assessment, and what impact the level of ongoing assessment had on resource allocation.

- Any other information the institution has found pertinent concerning its own evaluation of the courses and programs for which there is no ongoing assessment of student learning outcomes.

**Ongoing Assessment of SLOs**

In accordance with the Accreditation Standards, member institutions are expected to have ongoing assessment of student learning outcomes in all of their courses and programs. When institutions have low levels of ongoing assessment in courses and programs, including the general education program, institutional compliance with standards is called into question. If an institution’s courses and programs are not being assessed on an ongoing basis, then institutions may not be able to demonstrate that, across the institution:

- Student learning results are used to determine how well the college is meeting its mission;
- Data and analysis of student learning outcomes assessment are discussed and used in evaluation, planning, and decision-making;
- Instructional programs are being improved with the use of student learning outcomes assessment results;
- Student support and library and learning support programs demonstrate support of student learning;
- Institutional resources are sufficient, are distributed, and are used to enhance student learning;
- Resource allocation decisions and planned improvements are based upon the analysis of student learning results; and
- The governance bodies, CEO, and board of trustees are focused on student learning at the institution, and are taking policy and leadership steps to improve student learning.

Low levels of participation in the ongoing assessment of student learning outcomes also raise questions whether:

- Course outlines of record are current, and whether they include student learning outcomes;
- Course syllabi contain SLOs consistent with those in the course outlines of record;
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- Course sequencing and scheduling decisions are made to enhance student learning;
- College catalogs and information posted on the college website provide accurate information about programs;
- Students and prospective students have appropriate information about courses and programs of study at the college;
- Student learning assessment and improvement activities are used effectively in the evaluations of those responsible for student learning;
- Resource allocations are primarily “roll-over” activities and may not result in the reallocation of ongoing funds to improve student learning results; and
- Representations by the institution about academic quality are supported by data from every program at the college.

Since 2014, institutions have been expected to demonstrate they meet the Accreditation Standards pertaining to student learning outcomes (SLOs), in the same manner as with other areas of institutional practice. Moreover, the ACCJC recently announced changes to institutional midterm reports prepared under the Accreditation Standards adopted in 2014. Midterm reports will have two areas of focus, both related to enhancement of student learning and student achievement. These include:

- An update on the quality improvement projects identified by colleges in their comprehensive self evaluation Quality Focus Essays, including results from those projects; and
- A multi-year analysis of the kinds of data reported to ACCJC in the annual reports, including student learning outcomes data.

Institutional data and its analysis for use at all levels of the institution, in planning, resource allocation and quality improvement, are increasingly important aspects of demonstrating that colleges meet the standards.

Ongoing Assessment Across the Region
According to the 2015 Annual Report data, nearly 87% of the 104,990 courses offered across the region have ongoing assessment of student learning outcomes. Approximately 2/3 of member institutions report ongoing assessment in greater than 90% of classes (most are at the 100% level). Approximately 15 institutions have ongoing assessment in less than 67% of courses.

Of the 12,854 programs offered by member institutions, 91% have ongoing assessment of student learning outcomes. More than 70% of member institutions report ongoing assessment in

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1 The period for developing institutional practice across the region using sample behaviors compiled in the Rubric for Institutional Effectiveness ended with the College Status Report on Student Learning Outcomes Implementation submitted in 2012-2013.
Ms. Teresa Dreyfuss  
Rio Hondo College  
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greater than 90% of programs (with more than half of member institutions at the 100% level). Approximately 15 institutions have ongoing program assessment at a rate of 67% or below.

Please refer to the College’s 2015 Annual Report for additional detail concerning the College submission. The report form instructions can be found at www.accjc.org/annualreport/index.php by clicking on Getting Started Instructions in the dialog box. No log-in or password is required for the instructions. We also recommend that you review the Eligibility Requirements and Accreditation Standards adopted in 2014. These can be found at: http://www.accjc.org/eligibility-requirements-standards.

If you have any questions concerning this request for additional information, do not hesitate to contact me.

Sincerely,

Krista R. Johns  
Vice President for Policy and Research

KRJ/mg

cc: Mr. Howard Kummerman, Accreditation Liaison Officer