

## **RIO HONDO COMMUNITY COLLEGE DISTRICT PLANNING FISCAL COUNCIL MINUTES Tuesday, September 13, 2016, 2:30 p.m., Board Room**

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**Members Present:** Dr. Joanna Schilling (Interim VPAA & Co Chair), Robert Bethel (Co-Chair and President, AS), Sheila Lynch (2<sup>nd</sup> VP, AS), Michelle Bean (Secretary, AS), Katie O'Brien (Parliamentarian), Mike Dighera (ASCCC Rep.), Dr. Adam Wetsman (Past President, AS), Dr. Sergio Guzman (President, RHCFA), Jeannie Liu (Faculty), Mark Littrell ( Faculty), Robin Babou (Faculty), Sandra Rivera (CSEA), Dr. Jim Sass (CSEA), Virginia Gummig (ASRHC), Robert Ruiz (ASRHC), Linda Parra (ASRHC), Dr. Vann Priest (Mgmt. AA)

**Members Absent:** Henry Gee (VPSS), Myeshia Armstrong (VPFB), Doralí Pichardo-Díaz (1<sup>st</sup> VP, AS), Suzanne Frederickson (CSEA), Dr. Jennifer Fernandez (Mgmt. SS)

**Staff Members:** Howard Kummerman (Dean, IRP), René Gallegos (Recorder), Dr. Mike Muñoz, (Dean, Counseling & Student Success)

- I. **Call to Order** – Robert called the meeting to order at 2:36 p.m.
- II. **Acceptance of Minutes** – May 10, 2016 - [consensus reached to accept the Minutes of May 10, 2016 as presented.](#)
- III. **Welcome to New Members** – JoAnna and Robert welcomed new members to PFC. Members went around the table and introduced themselves.
- IV. **Superintendent's Report** – JoAnna announced that President Dreyfuss is unable to attend today. We will place this items on the agenda for September 27<sup>th</sup>.
- V. **Co-Chair's Report**

**Protocol & Review of PFC Guidebook** – JoAnna gave an overview of the PFC Guidebook which lists the roster, meeting dates and important Board Policies and Administrative Procedures. The ritual at the first meeting is to go over pages five and six that explain in detail the charge of PFC. Robert read the PFC Purpose Statement. This is the most important recommending body on campus as part of the shared governance process. This body makes recommendations to the Superintendent/President. This committee also represents one of the few places that is a nexus for the college that includes all constituent groups. We share information and reach some sense of cohesiveness with the understanding of how the institution works. This is an important reason why we are all here. We do things differently than other committees. We reach decisions by consensus. Robert went on to read the Decision Making Method for PFC and reminded all PFC members should voice their concerns our meetings. Even though you think a view is not shared it is important to voice opinions. At PFC, we view each other as equals and value input. If we do not reach consensus, a written report will be generated.

### VI. **New Business**

- **Schedule Planner Demo/Update** – Dr. Muñoz presented a demonstration of the new Student Schedule Planner Software. This software came to our attention via Mary Becerril who was at a conference this spring. It is a more efficient and effective way for students to build a meaningful schedule. It is student driven where time is blocked out if there is work,
-

or travel time. The software works around the parameters to meet their needs. 3SP funding was used to purchase the software. Employees can access the software through the college portal however, employees are not yet able to send classes to the “shopping cart” at this time.

There are issues with classes with instructor permissions, cohort groups, etc. These anomalies will be pulled out in the future. This is very powerful when the schedule contracts because the possibilities can be different. As classes fill they are removed automatically. It helps our students meet their goals by maximizing options and students won't leave units on the table because they are seeing all their options first hand.

Dr. Muñoz fielded the following questions:

- 1.) When does the time run out for the student when building his/her schedule?

Dr. Muñoz responded that time is indefinite. It is contingent on the registration cycle. As soon as the schedule rolls, the schedule is available to students.

- 2.) How does the software handle conflicts if one seat is open if, for example, two students are vying for the remaining seat?

Dr. Muñoz responded that the student who pushes the button on the shopping cart first will get the seat. Students can register for a class that is close to filling and then go back and build the rest of their schedule.

- 3.) Does the student have to pay at the point of placing items in the shopping cart?

A student sends classes to the shopping cart and there is an additional button to register. The CRNs prepopulate in Banner making less room for error. The process for fee payment falls under the Drop for Non-payment guidelines. Students can make changes to their schedule. It is only previous debt that modifications were made.

- 4.) In what order does the software bring up schedules 1, 2, 3, 4, etc.

Dr. Muñoz demonstrated the shuffle button that changes the order of potential schedules. The analytical data is available. The new Scheduling Analyst can flag low enrolled sections and manipulate it in the schedule. We can flag low enrolled sections and alert Counselors who can steer students into these sections.

All of the break times that students enter can be handed over to the Deans. This information will help Deans be more strategic in class offerings and start times. This is added value for all involved. This software was the brainchild of a Cal State Chico student who thought there had to be a better way to create a student schedule. He wrote the code and sold it. The Cal State system adopted this software as well.

- 5.) Is there anything we can do about add codes in terms of using cell phones to send text notifications?

Dr. Muñoz is using the pre-registration survey to get permission to contact students via cell phone. As of now, a recorded message is sent directly to students. Students seem to be more responsive to an actual voice mail message instead of email or texts. Mail Chimp was being used but the data showed low percentage rates. Mike wants to copy this format for wait list notifications as well.

Dr. Muñoz also shared the Student Success Workshop schedules for the Fall semester. These posters have been plastered throughout the campus. The online version is interactive and can be accessed at [www.riohondo.edu/ssworkshops](http://www.riohondo.edu/ssworkshops)

The workshops are averaging roughly 20 students where in the past only two or three students showed up. The draw could be that we are supplying a snack perhaps addressing the idea that Dr. Smith brought forward regarding food insecurity. Food is purchased using 3SP funds to incentivize students to attend workshops. AVANCÉ students are required to attend a minimum number of workshops as part of their cohort requirements. An end of the semester catered lunch will be provided for students who complete five workshops. Student activity is tracked through SARS software.

Dr. Spieler sponsored a boot camp before the semester started where 200+ students showed up. Mike and Lydia Gonzalez conducted additional boot camps and 80 students showed up. All of the things we are doing will help to change the culture. It helps students acclimate to the campus, has a personal touch and is welcoming. We continue to build on this effort.

The last item that Dr. Muñoz shared was the Student Success videos. The college will be doing an extension with the vendor to create an additional set of videos for the ADTs. We are looking for faculty in the discipline and a student who majored in the discipline. The link is provided below:

<http://www.riohondo.edu/counseling-center/videos/>

Michelle reported that testimonials are really nice. She watched the video for the Transfer Center. Do you have one for the Writer's Resource Center?

Dr. Muñoz responded that when people hear the words "Student Success" they have to be linked to 3SP. Perhaps Student Equity or BSI funds could be used for the WRC, LAC and MSC.

Michelle also reported that as a parent of a first year student the phone calls really work. Her son received a phone call from Dr. Mike and it got her son's attention.

Mike reported that this method was used for the Stats Psych class. Students who were waitlisted were cross referenced to another class and it literally filled because of the push notification.

- **Accreditation Report**

[http://www.riohondo.edu/accreditation/wp-content/uploads/sites/28/2016/08/Follow-Up\\_Follow-up\\_Report\\_Draft\\_10\\_14\\_16.pdf](http://www.riohondo.edu/accreditation/wp-content/uploads/sites/28/2016/08/Follow-Up_Follow-up_Report_Draft_10_14_16.pdf)

JoAnna asked PFC how we should go about reviewing this report? The responses to the recommendations were handled by Howard Kummerman, Dr. Adam Wetsman, Dr. Vann Priest and JoAnna. The report will be going to the Board at the October 12<sup>th</sup> meeting. The report coming to PFC today is part of the review process. It already went to Academic Senate, the ASRHC reviewed yesterday and it is on the agenda for CSEA on September 29<sup>th</sup>.

Howard reported that the site visit will be November 7-10<sup>th</sup>. The team will include one to two people from the original team.

Sandra requested that PFC hold off on consensus until CSEA has had an opportunity to review the Accreditation Report.

JoAnna noted that we can roll it over to the next PFC meeting on September 27<sup>th</sup> at least to allow CSEA Exec time for input and to make the deadline for the Board agenda.

Adam asked if Howard has any idea about what the team will be looking for?

Howard reported that the team will do the same thing they did during the last visit. They will go over the information in the report, request documentation, conduct interviews with staff if needed and depart.

JoAnna reported that the Bachelor's degree program is also going through the Accreditation process. That report is due on October 3<sup>rd</sup>.

- **Institutional Goals & Objectives** - Howard reported that the Institutional Goals and Objectives came from the Institutional Planning Retreat held last April. The G & O's need to move forward to the Board for approval and so they can support them. The Institutional Effectiveness Committee has looked at these extensively. What we are asking PFC today is for consensus so they can be recommended to the Superintendent/President. No changes have been made to the G & O's since the retreat.

[Consensus reached on Institutional Goals & Objectives as submitted.](#)

- **Plan Builder Update** - Howard reported that we were going to implement TK20, however, some components of the software were not conducive to the planning software. The vendor is working with us and will come out with a new strategic model that we can customize to meet our needs. To date, planning is going very well. We just finished orientations. Twenty-two programs are going through program review. The deadline is October 22, 2016. This will be the second year that we implement the program level standards. We will continue with SLOutions for another year as well. Eventually, we would like to have SLOs in the TK20 software. Adam is working on this with the SLO committee. Adam added that hopefully they will have Matt Koutroulis make some changes to SLOutions.

Howard reminded the group that it is almost time to start working on the mid-term report which will be due in one year.

Robert asked what the status of the Accreditation Leadership Team (ALT) is? Where have those discussions gone?

Howard suggested talking to President Dreyfuss is the best place to start. All items in the follow up report will have to be updated for the mid-term report. We will have to address any deficiencies and include them along with actions plans from the self-evaluation. October 2017 the mid-term report is due.

Fortunately, we got the master plans on one, three and five-year cycles. The Educational, Technology and Facilities Master Plans went through a major overhaul and will need updating before the mid-term report in 2017 and the self-evaluation report in 2020. The idea being that these are living documents that are updated frequently.

- **BP/AP Revision Process** - JoAnna wanted to get feedback on the BP/AP review process. Robert and JoAnna worked over the summer looking at old College Procedures (CPs), Board Policies (BPs) missing Administrative Procedures (APs) and looked at the entire process. One of the things that we don't have as part of Accreditation is the annual review of policies and procedures. We are trying to move away from BPs and APs being the

primary focus of our work here in PFC. The other thing that we need is engagement in the process so that is why we are proposing this two-page document.

If CCLC sends out a legal update or a constituent request for a review of a BP/AP, then that will come forward. Service Animals is a good example. JoAnna reviewed the flow chart (page 1) and the six-year review cycle (page 2). Every six years we can say we are touching these. PFC will review in the spring and any updates will occur in the fall. Any spring updates will be handled in the summer. We are trying to tighten the process so there is a flow. This ensures that anything that Senate looks at is addressed in a timely manner. Even if we don't change anything in a BP or AP, the review date will be updated. People will get used to looking at these at a certain time of the year and also meet Accreditation requirements.

Katie asked how do we know there has been a change in terms of the college catalog, A & R, Financial Aid., etc.? Some things that we thought should be updated are not.

Howard reported that an email notification is sent out by the President's Office to Administrative Council once BPs are adopted and APs have been reviewed. It is the manager's responsibility to carry down that information to their respective committees.

Katie responded there is still a gap. It's like the student getting lost in the shuffle. Perhaps we can add a step seven - dissemination process? Somebody has to look at this and it must go the catalog committee, student requirements go to Student Services, etc.

JoAnna reported that summer may be a good opportunity to complete a summary

Adam agreed and had additional comments. While he thinks this is a great idea because it is more systematic, someone has got to crush out the CPs so they are dead. CPs get pulled out by Administration when in fact these procedures are more than 20 years old and have never been updated. Adam reference page 17 & 18 of the PFC Guidebook showing the current process. The template works in most instances, however, is there an emergency process/disclaimer in the event we have a legally required item or emergency situation?

JoAnna responded that for some of the BP/APs the process has been drawn out. This is one of the issues we are having. We were trying to address the CPs which are housed in a blue binder. There are some missing APs that are old CPs within that binder.

Vann asked if we know how many CPs are in that binder?

Sandra asked if this process allow for constituent groups to bring items forward? She thought it was solely driven by the updates from CCLC?

JoAnna explained that the current process allows for constituent groups to bring items forward. Does this body feel comfortable with minor reference changes, not content changes being presented as information items?

Adam requested that any changes to BPs/APs come forward for consensus not information. We can summarize items similar how the consent agenda is handled.

- **BP/AP Review** – JoAnna reported that this item will be moved to September 27<sup>th</sup> due to lack of time.

The following APs have been revised (6 Items)

- BP 6400 Financial Audits
- BP 7110 Delegation of Authority, Human Resources
- BP 7130 Compensation
- BP 7160 Professional Development
- BP 7330 Communicable Disease
- BP 7340 Leaves

The following APs have been revised (2 Items)

- AP 3440 Service Animals
- AP 5015 Residence Determination

VII. **Unfinished Business**

- No Items

VIII. **Committee Reports** – No reports.

PFC Sub-Committees

- Safety
- Staffing
- IEC
- Program Review
- Facilities
- Equipment & Technology

Other Committees

- Staff Development
- Basic Skills
- SLO
- Online Education (DEC)

IX. **Announcements**

Adam reported that he wanted to ensure students are aware of Propositions 51 and 55 that affect community college funding. Students may contact Robert Bethel if you need any information.

Virginia asked if there are any informational pamphlets available that students can share at Constitution Day. It was suggested that students contact Russell Castañeda-Calleros, Director of Government and Community Relations.

X. **Public Comment** – None.

XI. **Adjournment** – The meeting adjourned at 4:07 p.m. The next PFC meeting is scheduled for September 27, 2016, 2:30 – 4:00 p.m., Board Room.



INSTITUTIONAL RESEARCH AND PLANNING  
2015-2016 PLANNING PROCESS



INSTITUTIONAL GOALS & OBJECTIVES

2016-2017  
Institutional Goals & Objectives DRAFT

Goals – what we will achieve to accomplish our mission.  
Objectives – measurable steps to reach our goals.  
Action Plans – detailed work assigned to individuals that they will complete to achieve our objectives.  
Indicators – measures that we evaluate to know if we have achieved our objectives.

**Goal 1: Rio Hondo will continuously improve its effectiveness as an institution.**

#	Objective	Indicator
1	RHC will evaluate the status of accreditation standards on an annual basis.	Accreditation Standard Evaluation
2	RHC will institutionalize an evaluation process of governance, campus initiatives, and campus processes to ensure continual improvement.	Three categories for evaluation: committees and councils (participatory governance), campus-wide initiatives (or changes in the ways that services are offered), and campus processes (e.g., resource allocation, budgeting, awarding staff development funds). The evaluation process will include document review, self-evaluation, and discussion/review of the results. Each of the identified entities for evaluation will rotate on a 6-year cycle. A year-end institutional effectiveness report will be prepared with evaluation results for the campus.
3	Increase staff development opportunities and participation rates for classified employees.	Participation numbers and post-training evaluations. Enhance the ability of at least 75% classified employees to effectively serve the institution and its students by June 2019. Aim for a minimum of 85% of responding participants to indicate an enhanced ability to effectively serve the campus and/or students.
4	The College will increase external visibility, outreach, and community engagement.	Community Perceptions Survey, increase in high school enrollment, Community Focus Groups.

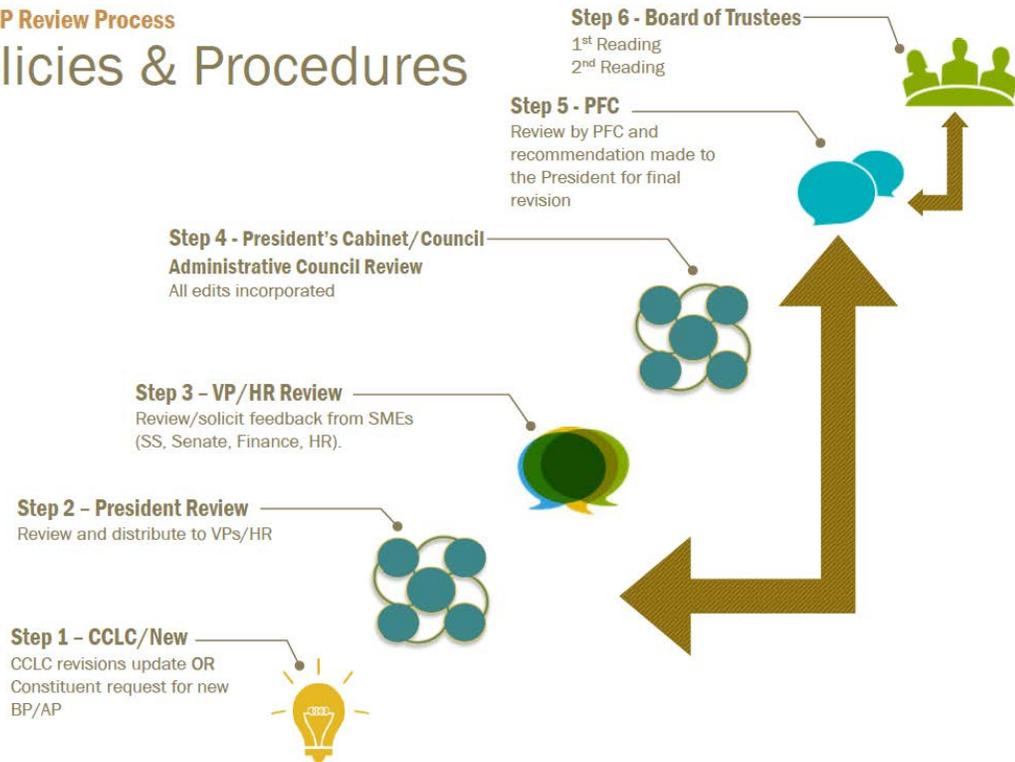
**Goal 2: Rio Hondo college will optimize its resources to achieve fiscal responsibility.**

#	Objective	Indicator
1	Devote resources to improve physical plant, technology, equipment, and water infrastructure that will serve the district needs.	Spending increase for physical plant, technology, equipment, and water infrastructure. Survey campus to gauge improvement.
2	Maximize specific state funding to enhance sustainability efforts by working with local utility companies, vendors and staff to achieve greater efficiencies through utility incentives and cost savings measures.	Reduction in utility bills including gas, electricity, and water.
3	The college will pursue external resources and support opportunities that align with institutional priorities that impact student success, completion, and/or transfer.	Number of funding requests. Number of Awards received. Evaluation to determine if the funding received make an impact as stated.
4	Increase FTES and enrollment by 2% by June 30, 2017.	Efficient Scheduling Increased Enrollment FTES Credit and non-credit (2%)

**Goal 3: Rio Hondo students will achieve their educational goals.**

#	Objective	Indicator															
1	The college will increase successful course completion by 0.5%, three semester persistence by 1% and 30-unit completion by 1% for students annually until 2020.	Scorecard Institution Set Standards <i>NOTE: Course completion rates are based on approximately 120,000 students, 0.5%=600 students. Persistence rates are based on cohorts of approximately 1000 students, 1%=10 students. 30 Unit completion rates are based on cohorts of approximately 1000 students, 1%=10 students</i> <i>NOTE: Because the CCCC has access to data for all community colleges, their Persistence and 30 Units rates tend to run higher than our internal ones.</i>															
2	The college will increase the annual transfer rate by 1% by 2018-2019 and by 1.5% by the 2019-2020 academic year. These annual transfer rates will be the proportion of students who transferred out from the previous year's fall enrollment.	CSU, UC, ISP, OOS transfer data <i>NOTE: A 1% increase would mean transferring out 950 students (a 151 student increase from last year), if our Fall enrollment stays consistent. A 1.5% increase would mean transferring out about 1000 students each year (a 200 student increase from previous years).</i>															
3	The college will increase the rate of students completing basic skills course sequences by 1% annually through 2019.	English, ENLA, Reading and Mathematics completion rates.															
4	The college will increase the number of degrees and Chancellor's Office approved certificates awarded.	<table border="1"> <thead> <tr> <th>Award/Year</th> <th>2016-15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>Degrees</td> <td>1,180</td> <td>1,372</td> <td>1,610</td> <td>1,860</td> </tr> <tr> <td>CO-Approved Certificates</td> <td>225</td> <td>225</td> <td>225</td> <td>236</td> </tr> </tbody> </table>	Award/Year	2016-15	2015-16	2016-17	2017-18	Degrees	1,180	1,372	1,610	1,860	CO-Approved Certificates	225	225	225	236
Award/Year	2016-15	2015-16	2016-17	2017-18													
Degrees	1,180	1,372	1,610	1,860													
CO-Approved Certificates	225	225	225	236													
5	The college will increase assessment, orientation, education plans to first-time in college students and at risk/follow up services to probation students, basic skills students, and students with undecided majors.	Participation numbers for Academic/Progress Probation Services, Counseling/Advisement Services, Education Plan Services, Initial Assessment Services Placement, Initial Orientation Services, and Other Services															
6	Increase equitable results for disproportionately impacted student groups: Latinos, males, veterans, foster youth, DSPS. (See Student Equity Goals for specific objectives for each group)	Access, Course Completion, ENLA and Basic Skills Completion, Degree and Certificate completion, Transfer															

# BP/AP Review Process Policies & Procedures



## Board Policies & Administrative Procedures Review Timeline Review Cycle – Annual and Comprehensive Chapter Reviews

Goal 1: Six Year Review Cycle of all policies and procedures - aligned with accreditation visits

Goal 2: Annual Review of policies and procedures incorporating biannual legal updates issued by CCLC

Six Year Review Cycle			
	Summer Term	Fall Term	Spring Term
2016-17 Chap 1, 2			
2017-18 Chap 3			
2018-19 Chap 4	Steps 2, 3 Presidential/VP/HR Review	Step 4 President's Cabinet Council Administrative Council Review	Steps 5,6 PFC and Board Review
2019-20 Chap 5			
2020-21 Chap 6			
2021-22 Chap 7			
<b>Annual Review Cycle</b>	* If needed for catalog updates, all reviews occur in fall semester		
	Summer Term	Fall Term	Spring Term
CCLC Fall Legal Updates*	Step 6 Board Review of updates, as needed	Steps 2,3,4, President/VP/President's Cabinet/ Admin Council Review	Steps 5, 6 PFC and Board Review
	Summer Term	Fall Term	Spring Term
CCLC Spring Legal Updates	Steps 2, 3 Presidential/VP/HR Review of spring updates	Step 4 President's Cabinet/ Admin Council Review	Steps 5,6 PFC and Board Review



## **Follow-up Report**

Submitted by:

**Rio Hondo College  
3600 Workman Mill Road  
Whittier, CA 90601**

Submitted to:

**Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges**

Draft - October 15, 2016



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Certification of Institutional *Follow-up Report*  
Rio Hondo College  
October 15, 2016

To: Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges

From: Rio Hondo College  
3600 Workman Mill Road  
Whittier, CA 90601

This *Accreditation Follow-up Report* is submitted to fulfill the requirements from the February 5, 2016 letter to the Superintendent/President of Rio Hondo College, Teresa Dreyfuss.

We certify that opportunities for broad participation by the campus community were provided, and we believe that the *Follow-up Report* accurately reflects the nature and substance of the actions Rio Hondo College has taken in response to the request by ACCJC.

Signed

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Mary Ann Pacheco, President, Board of Trustees, Rio Hondo Community College District

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Teresa Dreyfuss, Superintendent/President, Rio Hondo Community College District

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Dr. JoAnna Schilling, Interim Vice President of Academic Affairs, Rio Hondo Community College District

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Robert Bethel, President, Academic Senate

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Sandra Rivera, President, California School Employees Association

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Virginia Gummig, President, Associated Student Body

## Statement on Report Preparation

On February 5, 2016, Rio Hondo College (RHC) received a response from the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC), based on its review of the Follow-Up Report the college submitted in October 2015 and the subsequent evaluation team report on November 4-5, 2015. The Follow Up Report addressed five recommendations for improvement made by the peer review team that had visited Rio Hondo College on October 16, 2014 ([0.01 – Team Visit Evaluation Report 2014](#)).

The Commission found that the college had fully addressed one recommendation (Recommendations 5), partially addressed 3 recommendations (Recommendations 1,3, and 7), and had not addressed one recommendation (Recommendation 4). To address these deficiencies, the College was asked to submit another Follow-up Report by October 15, 2016. This *Accreditation Follow-up Report* was prepared by a task force at Rio Hondo College whose members followed the College’s regular review and approval process.

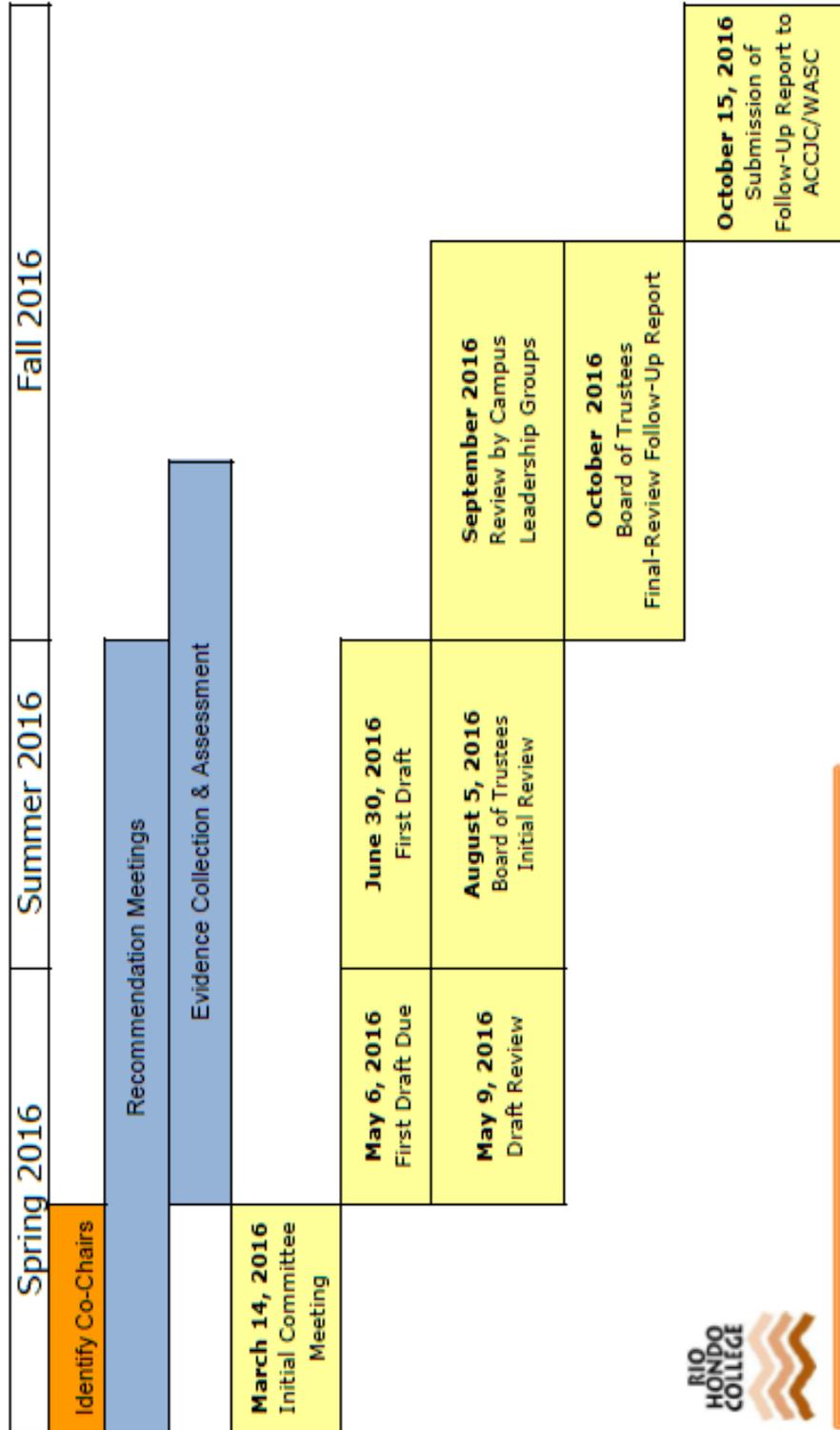
## Response to February 5, 2016 Notification from ACCJC

On February 5, 2016, Superintendent/President Teresa Dreyfuss received official notification from ACCJC, informing her that the College had been reaffirmed and that a Follow-up Report must be submitted by October 15, 2016, which would be followed by a visit from Commission representatives. President Dreyfuss immediately notified the Board of Trustees and campus community of ACCJC’s review and formed a task force to address the remaining deficiencies. This task force met regularly throughout the spring semester to develop an action plan, finalize processes to meet the standards, and complete this Follow Up Report.

## *Follow-up Report Timeline*

A timeline for completing this *Follow-up Report* was established ([0.1 – Accreditation Follow-up Report Timeline](#)). The timeline was shared with, and reviewed by, RHC administrators, Academic Senate, California School Employees Association (CSEA), Planning and Fiscal Council (PFC), and the Board of Trustees.

## Accreditation / Follow-Up Report 2016



**Follow-Up Report Content:**

- Recommendation 1: Institutional Effectiveness
- Recommendation 3: Distance Education
- Recommendation 4: Program Discontinuance
- Recommendation 7: Human Resources - SLO



Revised: 07/29/16



# ACCREDITATION FOLLOW-UP REPORT 2016



## RECOMMENDATION 1 INSTITUTIONAL EFFECTIVENESS Standard I.B and USDE Regulation 602.17 (f)

## Recommendation 1 - Institutional Effectiveness

### ACCJC Recommendation 1

*“In order to meet standards, and to meet USDE regulations, the team recommends that the College set standards of satisfactory performance for student achievement, and evaluate itself against those standards, at the programmatic level (not just at the institutional level). (I.B, I.B.3, USDE Regulation 602.17 (f))”*

### ACCJC Standards I.B, I.B.3

#### Eligibility Requirement 11 - Student Learning and Student Achievement

The institution defines standards for student achievement and assesses its performance against those standards. The institution publishes each program's expected student learning and any program-specific achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes and that the standards for student achievement are met (Standard I.B.2, 1.B.3, and II.A.1).

**Standard I.B.3.** The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information (Eligibility Requirement 11).

### USDE Regulation 602.17(f)

§602.17 Application of standards in reaching an accrediting decision. The agency must have effective mechanisms for evaluating an institution's or program's compliance with the agency's standards before reaching a decision to accredit or preaccredit the institution or program. The agency meets this requirement if the agency demonstrates that it—

- (f) Provides the institution or program with a detailed written report that assesses—
  - (1) The institution's or program's compliance with the agency's standards, including areas needing improvement; and
  - (2) The institution's or program's performance with respect to student achievement;

### 2015 Response to the Recommendation

Recommendation 1 directs the College to “set standards of satisfactory performance for student achievement, and evaluate itself against those standards, at the programmatic level (not just at the institutional level).” As indicated in ACCJC documentation, program-level standards for student achievement are used “to evaluate how well the institution fulfills its mission . . . and to make improvements.”

Rio Hondo has implemented this recommendation through refinement of its annual program planning process. The addition of program-level standards was promoted during Rio Hondo's FLEX day on August 21, 2015 as the College kicked-off the annual planning



process ([1.01 RHC FLEX Day 8-21-15-Evidence](#)), ([1.02 Flex Day Workshops – Program Level Standards](#)), ([1.03 Program-Level Standards\(F15 FLEX\)](#)), ([1.04 Website Planning post-Program Level Standards](#)).

Faculty members of each academic program are now setting standards for their program. The number of standards per program depends on the program type. All programs set and monitor program-level standards for *successful course completion*. Degree-granting programs not identified as “Career-Technical Education” also set and monitor standards for *degree completion*. In addition to successful course completion and degree completion, Career-Technical Education programs set and monitor standards for *certificate completion* (Chancellor’s Officer approved certificates), *job placement rates*, and *licensure examination passage rates* (if applicable) ([1.05 RHC Annual Planning – How to Create Program-Level Standards](#)), ([1.06 Planning Software Template - Program Level Standards](#)), ([1.07 Program-Level Standards Designations](#)).

Beginning fall 2015, as part of the College’s annual planning process, the Office of Institutional Research & Planning (IRP) now provides each academic program with five years’ data on successful course completion rates, certificates awarded, and degrees awarded. Each fall, IRP extracts these data from the College’s Banner student information system and places tables into each program’s plan in *PlanBuilder*, or a successor software (soon to be selected). Program faculty members access job placement rates on the Perkins CTE Core Indicator Reports page of the Chancellor’s Office website. The few programs with available licensure examination passage rates access relevant data on their respective licensing agency’s websites (e.g., National Council of State Boards of Nursing, National Registry of Emergency Medical Technicians). Faculty members also have the option of consulting external data sources (e.g., nearby community colleges, professional organizations in their field) when setting their program-level standards. With procedural consultation from the College’s Institutional Effectiveness Committee (IEC) and IRP staff, faculty members can now review historical data and set standards specific to their programs. Upon determining appropriate standards, faculty members document these standards in the Goals & Objectives field of their program plans. Throughout the annual planning process, faculty review their program’s performance in light of these standards and, when indicated, create plans for improvement. These plans for improving performance lead to specific resource allocation requests. Academic deans provide guidance to faculty, reviewing program standards and ultimately approving standards in their division unit plans. Faculty members have the option of adjusting standards in order to reflect empirical patterns in achievement data. Especially during the early years of implementing program-level standards, program faculty will be likely to adjust standards either upwards or downwards.

Program-level standards are also integrated into the program planning process in a way that informs the College’s institution-set standards. Program standards for job placement and examination passage have become the related institutional standards. In months to come, IRP staff will further aggregate program standards for course completion, certificates awarded, and degrees awarded in order to determine institutional standards for these achievement measures.

## ACCJC Response

*In order to meet standards, and to meet USDE regulations, the team recommends that the College set standards of satisfactory performance for student achievement, and evaluate itself against those standards, at the programmatic level (not just at the institutional level). (I.B, USDE Regulation 602.17 (f))*

## Additional Response to the Recommendation

In addition to the comprehensive discussion of data that formerly took place during the creation of program plans and program review plans, the 2016-2017 institutional planning process also included an updated way to review data disaggregated at the program level. All academic programs reviewed data as described above to create a new program-level standard. While developing that program-level standard, plan team members compared data for five years against that data at the program level. The program plan teams discussed student progress in each of the indicators and determined if the program was improving.

All programs discuss and interact with Program-level standards each year. Programs that conduct the comprehensive Program Review for the planning year also have the benefit of peer discussion in the program review meetings. The group discusses the program-level standards along with all data and information about the program.

Additionally, at the Institutional Planning Retreat on April 15, 2016, participants reviewed and discussed the Program-Level standards created in the program plans and program review plans to the Institution-set standards and scorecard data of the same indicators.

## Evidence

- [New 1.1 - Program Plan Template section with Program-Level Standards – standards and discussion](#)
- [New 1.2 - Program Review Rubric](#)
- [New 1.3 - Program Review Template](#)
- [New 1.4 - Institutional Planning Retreat PowerPoint](#)
- [New 1.5 - Institutional Planning Retreat participant packet](#)
- [New 1.6 – Institution-Set Standard Activity – Retreat 2016](#)



# ACCREDITATION FOLLOW-UP REPORT 2016



## RECOMMENDATION 3

### STUDENT LEARNING PROGRAMS AND SERVICES

Standard II.A.1; II.A.2; USDE Regulation 602.17(g)

## Recommendation 3 - Student Learning Programs and Services

### ACCJC Recommendation 3

*“In order to meet standards and comply with USDE regulations, the team recommends that the College develop a process to ensure faculty initiate regular and substantive interaction with students in Distance Education courses. (Standards II.A.1; II.A.2; USDE Regulation 602.17(g))”*

### ACCJC Standard II.A.1

All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs (Eligibility Requirements 9 and 11).

### ACCJC Standard II.A.2

Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

### USDE Regulation 602.17(g)

§602.17 Application of standards in reaching an accrediting decision. The agency must have effective mechanisms for evaluating an institution's or program's compliance with the agency's standards before reaching a decision to accredit or preaccredit the institution or program. The agency meets this requirement if the agency demonstrates that it—

(g) Requires institutions that offer distance education or correspondence education to have processes in place through which the institution establishes that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the course or program and receives the academic credit. The agency meets this requirement if it—

(1) Requires institutions to verify the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as—

- (i) A secure login and pass code;
- (ii) Proctored examinations; and
- (iii) New or other technologies and practices that are effective in verifying student identity; and

(2) Makes clear in writing that institutions must use processes that protect student privacy and notify students of any projected additional student charges associated with the verification of student identity at the time of registration or enrollment.

## 2015 Response to the Recommendation:

In spring 2013, a campus Distance Education Committee (DEC) was formed to address pedagogical topics and concerns related to distance education, including “regular and substantive interaction” between online faculty and students. DEC membership consists of faculty, administrators, and classified staff ([3.01 2015 GOVERNANCE MANUAL, p. 20](#)).

The DEC has worked to formalize efforts at Rio Hondo College to develop and ensure high quality faculty/student interaction in distance education classes. Since 2007, faculty members have been generally guided by Administrative Procedure (AP) 4105, “Distance Education,” which outlines “regular and effective student contact by faculty and other best pedagogical online practices” ([3.02 AP 4105, “Distance Education”](#)).

In fall 2014, the DEC devised and recommended a new means of ensuring high quality faculty/student interaction in the form of a “Course Expectations Letter,” required for every section of every course offered each semester via distance education at the College. These letters enable registered students in online courses to become familiar with expectations of each online instructor—such as textbook information, media requirements, and course SLOs—as well as methods by which the instructor plans to achieve “regular instructor-student contact.” Methods of contact identified by instructors range from emails, announcements, and discussion boards to more elaborate means of engaging with students. For example, a Financial Accounting instructor during summer 2015 posted weekly announcements via Blackboard and email, scheduled online meetings with students via CCC Confer and Skype, and called students throughout the semester to address their progress, participation, and performance ([3.03 Course Expectation Letter for Jeannie Liu, Summer 2015](#)).

More significantly, the DEC has developed a three-part series of training modules for faculty members who wish to teach online at Rio Hondo College, the second of which includes specific training on regular and effective contact with students. The DEC was tasked with designing the curriculum for each of the three training modules:

- How to Use the Learning Management System (Blackboard)
- Best Practices for Online Teaching: Rio Hondo College Distance Education Best Practices
- DSPS Training Course

Completion of all three modules is now required for instructors to obtain certification to teach within the Distance Education program at Rio Hondo College. The mandatory certification process was recently negotiated as part of the Collective Bargaining Agreement (CBA) between the Rio Hondo College Faculty Association (RHCFA) and the District ([3.04 CBA Language Re: Certification](#)). Current online faculty at Rio Hondo must complete their online certification training by September 30, 2015 in order to be assigned an online class for the following semester ([3.05 Online Teaching Certification List](#)).

In spring 2015, the DEC also developed a required form for all online instructors to sign in order to indicate their awareness of best practices in achieving regular and substantive

contact with their students ([3.06 DEC Best Practices Form Final Draft](#)). Beginning spring 2016, faculty members will sign the forms to acknowledge their pedagogical responsibility to promote regular and substantive interaction. The document will remind online instructors their syllabi must describe how regular and substantive interaction between students and instructors will be achieved in their online courses. Forms will be collected by the faculty Distance Education Coordinator, who serves as chair of the DEC.

Through these new and continuing efforts at Rio Hondo College—which demonstrate a longstanding commitment to improving the learning experience of online students—the College is working to address the ACCJC recommendation to “develop a process to ensure faculty initiate regular and substantive interaction with students in Distance Education courses.”

### **ACCJC Response**

*In order to meet Standards and comply with USDE regulations, the team recommends that the College develop a process to ensure faculty initiate regular and substantive interaction with students in Distance Education courses. (Standards II.A.1; II.A.2; USDE Regulation 602.17(g)) It should be noted that the deficiencies related to USDE Regulations (602.17(f) in Recommendation 1 and 602.17(g) in Recommendation 3 have been resolved.*

### **Additional Response to the Recommendation**

In spring 2016, renewed discussions were conducted regarding how to ensure faculty were sufficiently trained on what constituted regular and effective contact in distance education courses, and that the college could verify that faculty implemented this practice when teaching their courses. Through the collective bargaining process and development of a new peer review and training process, the College has put in place processes to ensure faculty meet their obligation for regular and effective contact in the following ways:

1. Developed a comprehensive Regular and Effective Contact Form which will be submitted by online faculty once per year prior to teaching an online class. ([New 3.1 - Regular and Effective Contact Form](#)).
2. Committed to training faculty in each division to effectively evaluate online education courses, including regular and effective contact. These trained faculty will serve as peer reviewers for faculty who teach online.
3. Developed a comprehensive Peer Review Results Form ([New 3.2 - Peer Review Results Form](#)) detailing the criteria for faculty teaching online, and the results of that online teaching evaluation during the peer review process.

The Online Education Committee (OEC) will develop and implement the training program during the Fall 2016 term for all peer reviewers.

The Regular and Effective Contact Form ([New 3.1 - Regular and Effective Contact Form](#)) will be added as an appendix in the Collective Bargaining Agreement (CBA) to ensure faculty teaching online courses complete and are aware of all requirements of regular and effective contact in their online courses.

The College has also added language in the CBA to ensure online courses are evaluated during the regular evaluation process by trained peer reviewers as part of ongoing efforts to support faculty in complying with distance education requirements. The following is language that will appear in the 2016-18 Collective Bargaining Agreement between the Rio Hondo Faculty Association and the Rio Hondo Community College District ([3.3 – RHCFA Collective Bargaining Agreement Article 24.8](#)):

*24.8 Regular and Effective Contact*

*24.8.1 Faculty teaching online will submit the Regular and Effective Contact Form once per year per class prior to teaching an online class.*

*24.8.2 Each division will designate faculty trained in reviewing online courses for the purpose of peer review. Such training will be done by the Online Education Committee.*

The College believes that by developing and implementing these processes, it fully satisfies the recommendation and the College is now fully compliant in Recommendation 3.

**Evidence**

- [New 3.1 - Regular and Effective Contact Form](#)
- [New 3.2 - Peer Review Results Form](#)
- [New 3.3 – RHCFA Collective Bargaining Agreement Article 24.8](#)



# ACCREDITATION FOLLOW-UP REPORT 2016



## RECOMMENDATION 4 PROGRAM DISCONTINUANCE

Standard II.A.6.b

## Recommendation 4 - Program Discontinuance

### ACCJC Recommendation 4

*“In order to meet Standards, the team recommends that the College develop procedures that outline how students will complete a program of study (other than CTE) when the program is discontinued. (II.A.6.b)”*

### ACCJC Standard II.A.6.b

When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

### 2015 Response to the Recommendation

Administrative Procedure (AP) 4021, “Program Discontinuance,” contains provisions to ensure that the needs of students in any discontinued program are addressed. In fall 2013, review of this existing procedure was begun to expand its scope to encompass both vocational and academic programs. Throughout the next several months, faculty members of Academic Senate and deans from Academic Affairs collaborated to revise the procedure. On March 17, 2015, Academic Senate accepted the agreed-upon revisions, and the Planning and Fiscal Council reached consensus on April 14, 2015. The revised procedure was presented to the Superintendent/President, and then to the Board of Trustees as an information item at its May 13, 2015 regular meeting.

To ensure that affected students can complete their program of study, a Program Discontinuance Task Force will create a timeline that must include procedures to allow those students to complete. The responsibility to devise the plan for students rests with the Vice President of Academic Affairs and the dean of the impacted division. The plans may include selection of alternative courses at Rio Rondo College or at other community colleges.

### ACCJC Response

*In order to meet Standards, the team recommends that the College develop procedures that outline how students will complete a program of study (other than CTE) when the program is discontinued. (II.A.6.b)*

### Additional Response to the Recommendation

The Academic Senate and deans from Academic Affairs collaborated once again to revise the AP. The Academic Senate on April 19, 2016 approved the agreed upon revision, and the Planning and Fiscal Council reached consensus on May 10, 2016. The procedure was presented to the Board of Trustees as an information item at its June 8, 2016 regular meeting.

Now included in the procedure is a detailed outline of measures to be undertaken by the college. The plan will include the following actions:

1. Identify and contact students in the affected major, degree, and or certificate program.



2. Award degrees and certificates to students who have already completed but not petitioned.
3. Identify courses at the college and at area colleges that each student must complete.
4. Confirm which faculty teach the college's courses identified in 3.
5. Appoint a faculty member as program coordinator during the discontinuance process.
6. Confirm sufficient counseling support exists for each student.
7. Develop Admissions and Records procedures to ensure students enroll in the college's courses identified in 3.
8. Identify similar programs at area colleges.
9. Determine if completed courses will transfer so that a student may complete the program, degree, and/or certificate at the area college.
10. Establish the length of time needed for each student to complete.
11. Develop a schedule for each student so that he/she is ensured of timely completion.
12. Create a program-wide timeline for final discontinuance of the affected program.
13. Communicate the action plan to affected students as well as program faculty.
14. Communicate the action plan to the community and external agencies and licensing groups where appropriate.

The college now has an administrative procedure for program discontinuance that clearly delineates how students in an affected program would complete their program of study.

### Evidence

- [New 4.1 - AP 4021 Program Discontinuance](#)
- [New 4.2 – Academic Senate Agenda April 19, 2016](#)
- [New 4.3 – Academic Senate Minutes April 19, 2016](#)
- [New 4.4 – Planning and Fiscal Council Agenda May 10, 2016](#)
- [New 4.5 – Planning and Fiscal Council Minutes May 10, 2016 \(Minutes to be approved on Sept. 13, 2016\)](#)
- [New 4.6 – Board of Trustees Agenda June 8, 2016](#)
- [New 4.7 – Board of Trustees Minutes June 8, 2016](#)



# ACCREDITATION FOLLOW-UP REPORT 2016



## RECOMMENDATION 7 HUMAN RESOURCES - SLO Standard III.A.1.C

## Recommendation 7 – Faculty Evaluations on SLO Work

### ACCJC Recommendation 7

*“In order to meet standards, the team recommends all evaluations for faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes. (III.A.1.c)”*

### ACCJC Standard III.A.1.c

The College faculty and the SLO Committee are active in production and assessment of Student Learning Outcomes (SLO) data. The College faculty is committed to ensuring the students are learning and assessing this data from developed SLOs that have been infused into the courses.

### 2015 Response to the Recommendation

Rio Hondo College is committed to meeting all accreditation standards and addressing all recommendations from the Commission in a timely and responsible manner. Recommendation 7 from the Commission’s February 6, 2015 action letter noted that the College must take additional actions relating to student learning outcomes.

The District is governed, in part, by the Educational Employment Relations Act, which specifies the actions institutions can take with respect to the relationship between a college and the representative agent for the faculty union, in this case the Rio Hondo College Faculty Association (RHCFA) and the California Teachers Association (CTA). The current Collective Bargaining Agreement (CBA) was settled in May 2014 and subsequently ratified by both the RHCFA membership and the Rio Hondo College Board of Trustees. This agreement, which runs from July 1, 2013 through June 30, 2016, does not allow for reopeners unless the parties mutually agree.

In March 2015, the District requested that the Rio Hondo College Faculty Association (RHCFA) reopen the bargaining process relating to SLOs. Subsequent communication between the District and CTA indicated that the RHCFA was not willing to bargain SLOs at that time. Therefore, Rio Hondo College cannot legally take corrective action relating to SLOs prior to submitting the *Follow-up Report* by October 15, 2015 ([7.01 Letter to Rio Hondo College CCD re ACCJC Rio Hondo Faculty Association, April 6, 2015](#)).

However, the contract negotiations process is set to begin in November 2015. The current CBA allows for the RHCFA to sunshine a proposal for the 2016-2019 CBA in November 2015. The District may respond within two months. The teams can then begin the bargaining process in early 2016. While negotiations are a dynamic process, indications are favorable that an agreement will be reached on this matter. Both the District and the RHCFA have indicated a willingness to fulfill all requirements for accreditation.

## ACCJC Response

*In order to meet standards, the team recommends all evaluations for faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes. (III.A.1.c)*

## Additional Response to the Recommendation

Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes. The Rio Hondo College Faculty Association and the Rio Hondo Community College District signed a tentative agreement on April 29, 2016. The agreement was subsequently ratified by both parties and took effect on July 1, 2016. A few provisions relating to student learning outcomes were modified by the agreement ([New 7.1 - RHCFA Collective Bargaining Agreement Article 5.3.8](#)) that now reads as follows:

*5.3.8 Faculty shall be responsible for listing Student Learning Outcomes (SLOs) in their syllabi, for entering SLO assessment data in the appropriate software package, and for engaging in dialogue and writing assessment reports with other faculty for one semester each academic year. SLO data must be entered every year by June 30. Faculty evaluations shall be based, in part, on whether a unit member provides SLO data and engages in the SLO process. However, the result of the assessment (i.e., whether high or low levels are achieved) shall not be used as a basis for evaluation.*

The previous collective bargaining agreement did not require part-time faculty to participate in the SLO process, but this has been changed, meaning that all faculty will be required to engage in SLO work. The previous agreement also did not require tenured faculty to be reviewed on participation in the SLO process. This has also been changed so that their participation in the SLO process is part of the peer review evaluation process.

All faculty are now required to participate in the SLO process and all faculty are now evaluated based upon that participation. Tenured faculty undergo periodic peer evaluation. In addition to other components of this evaluation, they are specifically evaluated based upon their participation in the SLO process ([New 3.2 – Peer Review Results Form](#)). Other faculty (part-time, tenure-track, and non-tenure-track) also engage in peer review. In addition, these other faculty undergo administrative evaluation. SLO work is a component of this second form of evaluation ([New 7.2 – RHCFA Unit Member Evaluation Form](#)).

In addition, all classified employees agree to provide and assist with appropriate services and/or activities that support student learning. This has been included in the Classified Performance Review Form ([New 7.3 – CSEA Classified Performance Review Form](#))

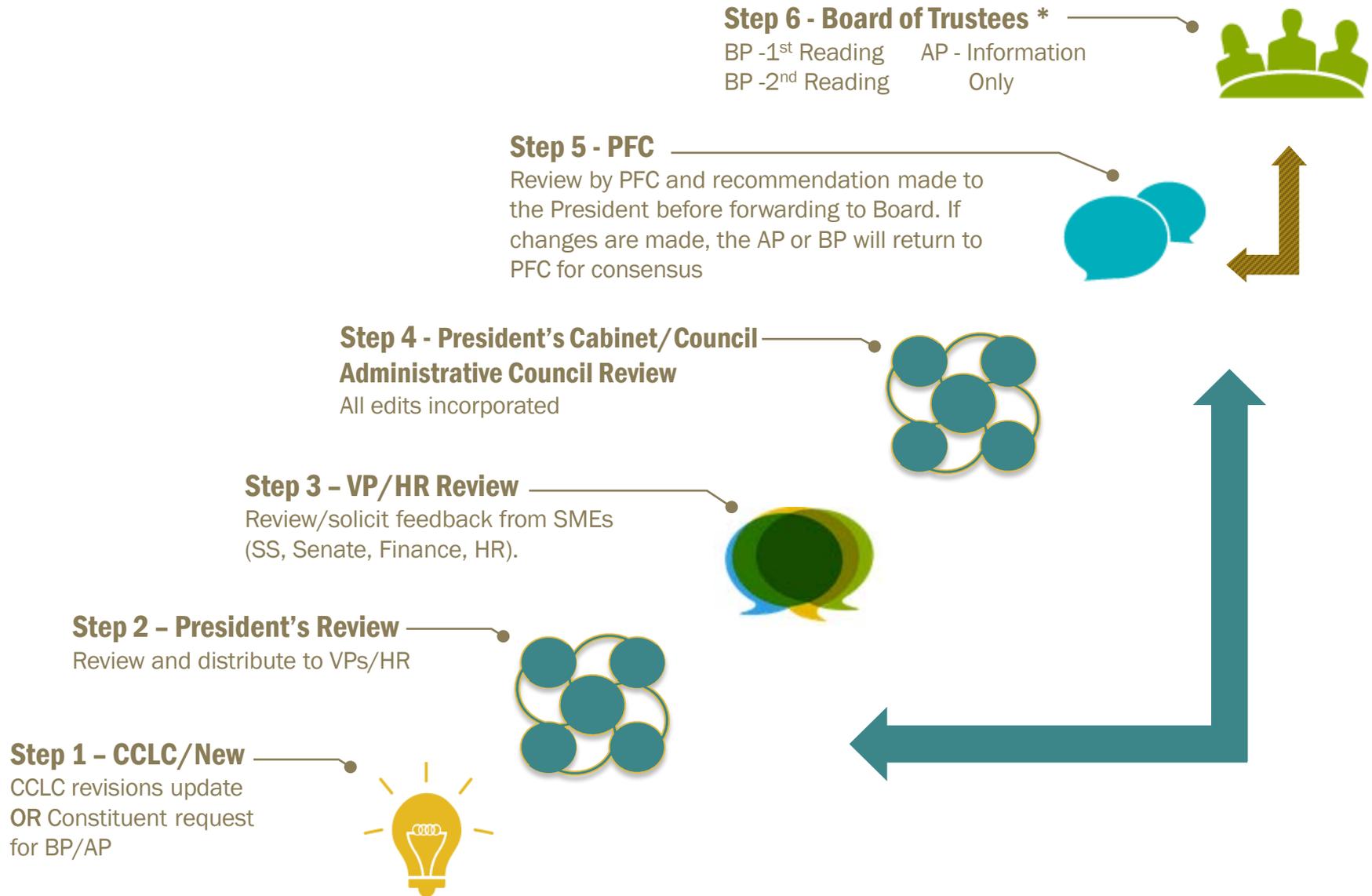
Rio Hondo College has now completely met the standard set forth in Recommendation 7.



## Evidence

- [New 7.1 - RHCFA Collective Bargaining Agreement Article 5.3.8](#)
- [New 3.2 – Peer Review Results Form](#)
- [New 7.2 – RHCFA Unit Member Evaluation Form](#)
- [New 7.3 – CSEA Classified Performance Review Form](#)

# Board Policies (BP) & Administrative Procedures (AP) Review Process



## Board Policies & Administrative Procedures Review Timeline

### Review Cycle – Annual and Comprehensive Chapter Reviews

Goal 1: Six Year Review Cycle of all policies and procedures - aligned with accreditation visits

Goal 2: Annual Review of policies and procedures incorporating biannual legal updates issued by CCLC

<b>Six Year Review Cycle</b>			
	<b>Summer Term</b>	<b>Fall Term</b>	<b>Spring Term</b>
2016-17 Chap 1,	Steps 2, 3 Presidential/VP/HR Review	Step 4 President's Cabinet President's Council Administrative Council Review	Steps 5,6 PFC and Board Review
2017-18 Chap 3			
2018-19 Chap 4			
2019-20 Chap 5			
2020-21 Chap 6			
2021-22 Chap 7			
<b>Annual Review Cycle - * If needed for catalog or compliance updates, all reviews occur in fall semester</b>			
	<b>Summer Term</b>	<b>Fall Term</b>	<b>Spring Term</b>
Fall Legal Updates	Step 6 Board Review of updates, as needed	Steps 2,3,4, President/VP/President's	Steps 5, 6 PFC and Board Review
	<b>Summer Term</b>	<b>Fall Term</b>	<b>Spring Term</b>
CCLC Spring Legal Updates	Steps 2, 3 Presidential/VP/HR Review of spring updates	Step 4 President's Cabinet/ Admin Council Review	Steps 5,6 PFC and Board Review