

Excerpts from RHC Accreditation Survey (October 2013)

Animation faculty member

Based on the SLO data my assignments have shortened and the lectures (which are video based) emphasize work flows and procedures.

Speech faculty member

We made teaching nonverbal delivery skills a priority when many students were not meeting the benchmark in this area. In speech 100 we have taught students to be more aware of their skills in conflict management in order to meet that benchmark.

Forensics is one. Just recently we have seen fewer forensics student receiving unsatisfactory marks in SLO assessment after we talked as a department about making the guidelines clear and requiring students to be accountable for attending labs.

Math faculty member

In the Calculus Program, we have noted from SLO data that students tend to be able to set up problems, but then make computational errors that lead to an incorrect answer. Krysia Mayer and I discussed this in length and communicated our needs to the MESA Academic Workshop facilitators so that they could incorporate more computational practice into the AEWs. We also communicate common errors for them to address.

Nursing faculty member

ADN 155 improves each year through the review of SLOs and SWOT presentation to faculty

English faculty member

We are now using Accuplacer as a form of English Placement testing and finding that students are more equipped for the composition level they place into than with the former assessment testing.

Arts administrator

Photography/Digital Photography -- analysis of the data indicated that access to equipment was an impediment to student success. It led to the creation of a camera lending library (operated via the Rio Hondo library) which has increased both retention and success rates.

Visual Arts faculty member

After attending a conference and talking with others in my field, I have come home to share with my fellow instructors ideas for teaching and improving student learning. Data review and discussion has never really been relevant. Instead we encourage the sharing of student work in display cases and use the annual student exhibition as opportunities for instructors to share and discuss the student success and our teaching methods. The only data we found of interest is the ratio of full-time faculty to part-time faculty in the area, this seems to be related to poorer outcomes. over 50% of our instruction is with adjuncts. The ability to oversee, evaluate and manage the quality of instruction in those classes is more difficult if not impossible. The structured meetings are not helpful in addressing the lack of contact with these faculty members.

Reading faculty member

I believe the structure and the teaching objectives of the Reading 22 and 23 courses have been improved as we have worked to more clearly define our SLOs and the lab procedures for Reading 22. Making the lab a corequisite for the Reading 22 course directly impacted the instructor's involvement in the lab, enhancing their utilization of lab materials and programs and more closely tying the lab assignments to the coursework.