



## **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**

October 15, 2015



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### ***RIO HONDO COLLEGE MISSION STATEMENT***

*Rio Hondo College is committed to the success of its diverse students and communities by providing dynamic educational opportunities and resources that lead to associate degrees, certificates, transfer, career and technical pathways, basic skills proficiency, and lifelong learning*



Certification of Institutional *Follow-up Report*

Rio Hondo College

October 15, 2015

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 6, 2015 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

Madeline Shapiro, President, Board of Trustees, Rio Hondo Community College District

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

Dr. Kenn Pierson, Vice President of Academic Affairs, Rio Hondo Community College District

Robert Bethel, President, Academic Senate

Sandra Rivera, President, California School Employees Association

William Ashby, President, Associated Student Body



## Statement on Report Preparation

On November 14, 2014, Rio Hondo College (RHC) received a draft report from the peer-review team representing the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC), that had visited Rio Hondo College from September 29 to October 2, 2014 ([0.01 – Team Visit Evaluation Report 2014](#)). Upon receipt of this draft, the College was provided the opportunity to respond.

The draft report detailed the team’s visit and indicated recommendations for improvement that would be forwarded to ACCJC for review. In response, this *Accreditation Follow-up Report* was prepared by a task force at Rio Hondo College whose members followed the College’s review and approval process.

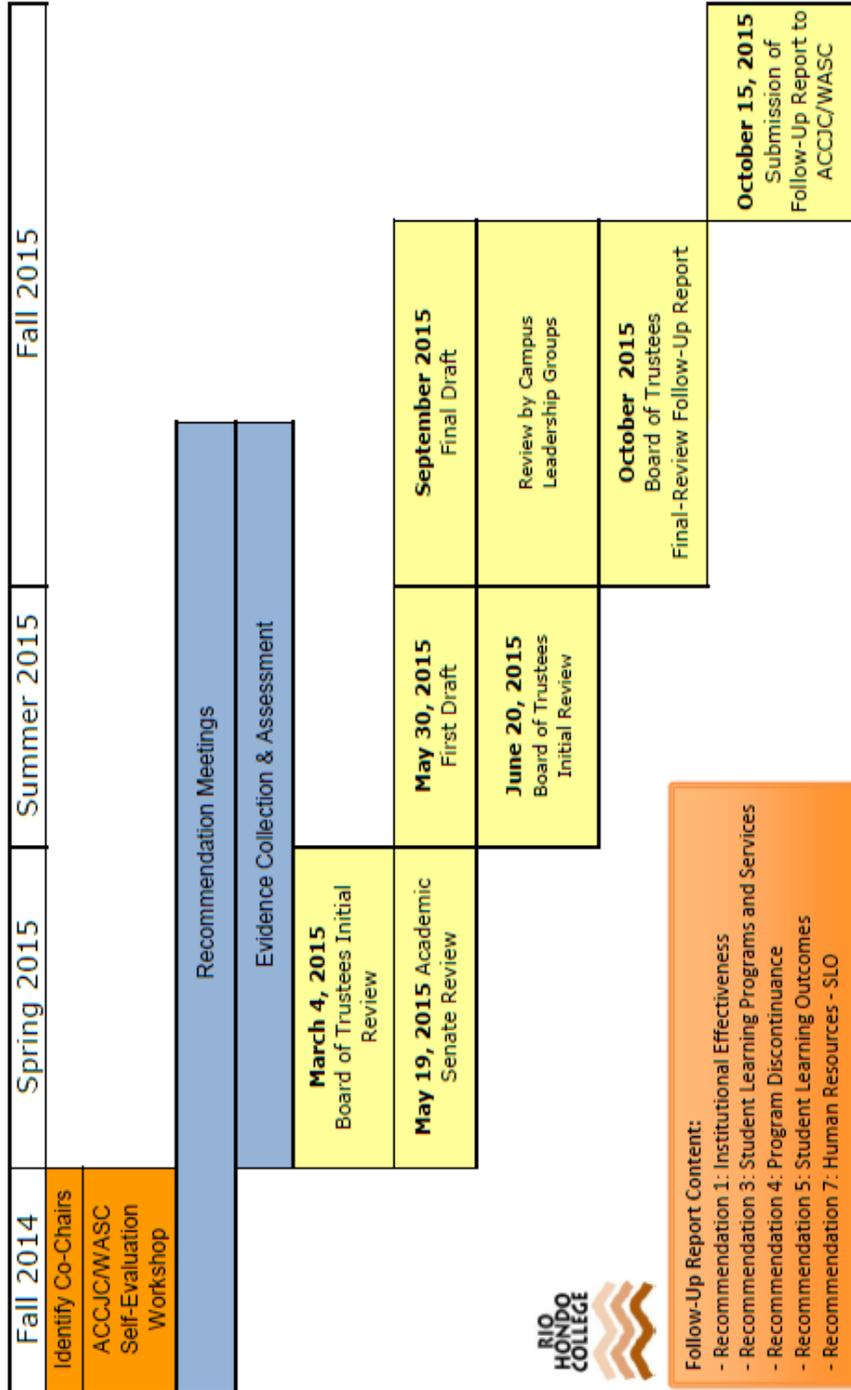
## Response to February 6, 2015 Notification from ACCJC

On February 6, 2015, 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, 2015, which would be followed by a visit from Commission representatives. President Dreyfuss immediately addressed the campus community in an All-Staff e-mail ([0.02 - All Staff Email Dated February 6, 2015](#)).

## *Follow-up Report Timeline*

A timeline for completing this *Follow-up Report* was established ([0.03 – 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 2015



Revised: 09/09/15



# ACCREDITATION FOLLOW-UP REPORT 2015



## 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, I.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;

### 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.



# **ACCREDITATION FOLLOW-UP REPORT 2015**



## **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.

## 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, page 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 (RHCF) 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.”



# ACCREDITATION FOLLOW-UP REPORT 2015



**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.

### 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.

### Evidence

Administrative Procedure 4021, “Program Discontinuance”

- [4.01 - AP 4021 Program Discontinuance](#)

Senate Agenda and Minutes

- [4.02 - Academic Senate Agenda 03.17.15](#)
- [4.03 - Academic Senate Minutes 03.17.15](#)

Academic Deans Council

- [4.04 – Academic Deans Council Agendas](#)

Planning and Fiscal Council Agenda and Minutes

- [4.05 - PFC Agenda 04.14.15](#)
- [4.06 - PFC Draft Minutes 04.14.15 Accepted 04.28.15](#)

Board of Trustees Agenda and Minutes

- [4.07 - Board of Trustees Agenda for May 13, 2015](#)
- [4.08 - Board of Trustees Minutes of May 13, 2015](#)



# ACCREDITATION FOLLOW-UP REPORT 2015



## RECOMMENDATION 5 STUDENT LEARNING OUTCOMES

Standard II.A.1.a, II.A.1.c, II.A.2.a, II.A.2.e; II.A.3.a; II.A.6

## **Recommendation 5 - Student Learning Outcomes**

### **ACCJC Standards II.A.1.a**

The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

### **ACCJC Standards II.A.1.c**

The institution identifies student learning outcomes for courses programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

### **ACCJC Standard II.A.2.a**

The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

### **ACCJC Standard II.A.2.e**

The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

### **ACCJC Standard II.A.3.a**

An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

### **ACCJC Standard II.A.6**

The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline.

### **ACCJC Recommendation 5.a**

*"[C]ontinue its work to fully connect program SLOs to the courses where SLOs are achieved, including for General Education. This should be made fully transparent in SLOlutions or future software to manage College SLOs."*

## Response to the Recommendation

All courses for which SLOs are achieved have undergone increased scrutiny to determine whether they have program or general education SLOs associated with them ([5.a.01 – SLO Website](#)). The goal is to ensure that all courses have SLOs related to the specific course, as well as one or more SLOs related to a program or general education.

In order to accomplish this goal, several steps have been and will continue to be taken. First, the SLO Committee played an instrumental role in ensuring that program SLOs are connected to courses in which they are achieved. At the March 2015 SLO Committee meeting, members strategized how to disseminate this information in their division meetings to faculty ([5.a.02 SLO Committee Minutes-March 2015](#)). For example, the Division of Behavioral and Social Sciences designated time during its March meeting to remind faculty what was needed in order to complete all work relating to SLOs. Committee members also reviewed courses in their divisions in order to ensure that the connections were made ([5.a.03 BSS Division Agenda-March 2015](#)).

The SLO Coordinator periodically sends email messages to faculty to remind them that all courses should have program and/or general education SLOs associated with them ([5.a.04 Sample emails](#)). In addition, the SLO Coordinator makes announcements in Academic Senate meetings, reminding senators to disseminate this information to faculty in their divisions. Since about twenty percent of all full-time faculty are members of the Academic Senate, this information has been circulated widely across the College.

In order to make the connections between course-level and program-level SLOs, the SLO Coordinator has specifically designated all program-level and general education SLOs within *SLOlutions* so that all members of the Rio Hondo College community know which SLOs are designated for courses, and which ones for programs. This will improve the ability for faculty to know which SLOs are active for programs, helping them to collect data, write assessment reports, and dialogue with others in their areas ([5.a.05 Screenshot of SLOlutions showing link between Course-Level and Program-Level SLOs](#)). In addition, during fall 2015, the SLO Coordinator is working closely with designated support staff to examine every course to determine whether there is an associated program-level SLO. If any course does not have an associated program-level SLO, the SLO Coordinator—in conjunction with the division dean/faculty SLO Committee representative pair—will work with division faculty members to put one in place. After this step has been completed, Rio Hondo College is committed to having faculty analyze data related to program-level SLOs and writing assessment reports for all of them during early spring 2016.

Campus-wide resources have also been made available to the Rio Hondo College community to assist in the effort to link program SLOs and course SLOs. Instructional videos describing how to complete various aspects of the SLO process are available for faculty members on the College website ([5.a.06 http://www.riohondo.edu/slo/slo-docs/](#)). In addition, the April 2015 SLO Committee meeting was devoted to holding an SLO workshop in order to directly address any

questions faculty members had about what was needed to complete SLO work ([5.a.07 SLO Committee Minutes-April 2015](#)).

Deans also play a new, vital role in ensuring that program SLOs are connected to courses. The SLO Coordinator attended the Academic Deans Council on March 26, 2015, in order to provide training so that faculty know how to ensure that all requirements relating to SLOs are met ([5.a.08 – Academic Deans Council Agenda, March 25, 2015](#)). The Vice President of Academic Affairs has shown SLO training videos at subsequent deans’ meetings to prepare deans for their increased role in monitoring successful completion of program-level SLOs, along with general SLO work within divisions ([5.a.09 Academic Deans Council Agenda Sept. 9, 2015](#)). This is an ongoing process uniting deans, faculty, and the SLO Committee in an effort to monitor all courses each semester to ensure connection between program and general education SLOs.

### **ACCJC Recommendation 5.b**

*“[C]ontinue to track and monitor the assessment of course SLOs to ensure that a course SLO is assessed one semester each academic year (per the College’s own plans and recently negotiated Collective Bargaining Agreement) and that all SLOs are assessed with a six-year program review cycle.”*

### **Response to the Recommendation**

The Collective Bargaining Agreement (CBA) between the Rio Hondo College Faculty Association and District was agreed upon in May 2014, specifying that faculty must assess course SLOs every year ([5.b.01 RHC Collective Bargaining Agreement, Page 16, item 5.3.8](#)). In order to ensure this is happening, Rio Hondo has developed a process that includes regular emails to faculty about this requirement ([5.a.04 Sample emails](#)), as well as presentations by members of the SLO Committee at division meetings ([5.b.02 Division Meeting Agenda](#)).

Academic deans have strategized with the SLO Committee to track and monitor the assessment of course SLOs. Deans inform faculty about course SLO requirements at regular division meetings, aided by members of the SLO Committee and the SLO Coordinator (as needed). In addition, beginning fall 2015, each dean has paired up with a faculty member from their division who serves as division representative to the campus SLO Committee. Together, the pair closely monitors course SLOs and SLO assessment reports compiled within their division and entered into *SLOlutions* ([5.b.03 SLO Challenge 2015 Directive](#)). For courses with no assessment reports for the 2014-15 academic year, deans have inserted template language into *SLOlutions*, and full-time course faculty have been advised to customize the template language by a set deadline to complete the assessment reports for that academic year. Faculty members are expected to reflect on SLO assessment data from the courses and to propose changes in course delivery, resource requests, or other necessary course adjustments. Completion of assessment reports is undertaken by full-time faculty members, per the CBA. When completed, the Office of Academic Affairs will collect assessment report data submitted from each division. In this manner, the campus is taking immediate steps to increase the percentage of SLO assessment reports for all courses offered during the 2014-15 academic year. The process will be used in future semesters to attain even higher percentages. As with the effort to connect

program and course SLOs, the effort to track and monitor course SLO assessment reports involves both deans and faculty members.

Finally, faculty members are also regularly notified that all SLOs for a course must be assessed at least once during every six-year program review cycle. In order to track this, the timing of SLO assessments is being incorporated into program review documents, a change from the past. This will be implemented starting with the 2015-2016 program review cycle ([5.b.04 Evidence of Program Review Documents](#)). In addition, Rio Hondo’s yearly program planning cycle will include information about the need to assess all SLOs during the six-year program review cycle.

### **ACCJC Recommendation 5.c**

*“[D]evelop a process for ensuring that course SLOs are included in the syllabi provided to students for every class section offered.”*

### **Response to the Recommendation**

Commencing in spring 2015, academic division deans began requesting syllabi from all faculty for all sections of courses offered each semester. The deans check submitted syllabi to ensure that they accurately list all course SLOs, not just SLOs currently being assessed that semester. All division deans are required to track the number of syllabi on which course SLOs are “completely and accurately listed” and to report this data to the Office of Academic Affairs. For the spring 2015 term, the percentage of compliant syllabi among academic divisions ranged from 50 to 100 percent, reflecting a cross-division weighted average of 84.3% ([5.c.01 Spring 2015 Syllabi/SLO Collection Worksheet](#)). For summer 2015 (whose course offerings represented one-third the number of sections offered during spring 2015), the cross-division weighted average remained relatively constant at 79.1% ([5.c.02 Summer 2015 Syllabi/SLO Collection Worksheet](#)). However, Fall 2015 results show a cross-division weighted average of 86.8% ([5.c.03 Fall 2015 Syllabi/SLO Collection Worksheet](#)). Progress is clearly being made with this new process to ensure that course SLOs are completely and accurately reflected on course syllabi. In addition, submitted syllabi from all divisions are gathered electronically by the deans and transferred for electronic storage to the Office of Academic Affairs. This will be an ongoing process, and Rio Hondo is committed to the goal of reaching 100 percent compliance by the spring 2016 term.

### **ACCJC Recommendation 5.d**

*“[I]mplement SLOs for non-credit and community education courses.”*

### **Response to the Recommendation**

Student learning outcomes have been created or are in the process of being created for all non-credit and continuing education courses taught at Rio Hondo College, and entered into *SLOlutions*. About 75 non-credit and continuing education courses are currently listed in the



*College Catalog*, but 18 are in the process of being removed from the Rio Hondo curriculum. About half of these non-credit courses are offered on an “on-demand” basis through the Office of Continuing Education and half scheduled by academic divisions. The first priority has been to develop SLOs for the 22 noncredit courses (of both types) offered during summer and fall 2015 terms ([5.d.01 SLO Status of Noncredit Courses](#)). The remaining courses will have SLOs developed during spring 2016.

Also, when new non-credit and continuing education courses are developed, SLOs will be developed prior to the new classes being offered. All instructors teaching these classes will be given information about how to collect SLO data and engage in assessment. Finally, the Office of Continuing Education will ensure that SLOs are made available to all students taking non-credit and continuing education courses.



# ACCREDITATION FOLLOW-UP REPORT 2015



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

## Recommendation 7 - Human Resources – SLO

### 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.

### 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 submit 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.

## Evidence

### Statement on Report Preparation

- [0.01 – Team Visit Evaluation Report 2014](#)
- [0.02 - All Staff Email Dated February 6, 2015](#)
- [0.03 – Accreditation Follow-up Report Timeline](#)

### Recommendation 1: Institutional Mission and Effectiveness

- [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](#)
- [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](#)

### Recommendation 3: Student Learning Programs and Services

- [3.01 2015 Governance Manual, page 20](#)
- [3.02 AP 4105, “Distance Education](#)
- [3.03 Course Expectation Letter for Jeannie Liu, Summer 2015](#)
- [3.04 CBA Language Re: Certification](#)
- [3.05 Online Teaching Certification List](#)
- [3.06 DEC Best Practices Form Final Draft](#)

### Recommendation 4: Program Discontinuance

- [4.01 - AP 4021 Program Discontinuance](#)
- [4.02 - Academic Senate Agenda 03.17.15](#)
- [4.03 - Academic Senate Minutes 03.17.15](#)
- [4.04 – Academic Deans Council Agendas](#)
- [4.05 - PFC Agenda 04.14.15](#)
- [4.06 - PFC Draft Minutes 04.14.15 Accepted 04.28.15](#)
- [4.07 - Board of Trustees Agenda for May 13, 2015](#)
- [4.08 - Board of Trustees Minutes of May 13, 2015](#)

### Recommendation 5: Student Learning Outcomes

- [5.a.01 – SLO Website](#)
- [5.a.02 SLO Committee Minutes-March 2015](#)
- [5.a.03 BSS Division Agenda-March 2015](#)
- [5.a.04 Sample emails](#)



- [5.a.05 Screenshot of SLOlutions showing link between Course-Level and Program-Level SLOs](#)
- [5.a.06 http://www.riohondo.edu/slo/slo-docs/](http://www.riohondo.edu/slo/slo-docs/)
- [5.a.07 SLO Committee Minutes-April 2015](#)
- [5.a.08 – Academic Deans Council Agenda, March 25, 2015](#)
- [5.a.09 Academic Deans Council Agenda Sept. 9, 2015](#)
- [5.b.01 RHC Collective Bargaining Agreement, Page 16, item 5.3.8](#)
- [5.b.02 Division Meeting Agenda](#)
- [5.b.03 SLO Challenge 2015 Directive](#)
- [5.b.04 Evidence of Program Review Documents](#)
- [5.c.01 Spring 2015 Syllabi/SLO Collection Worksheet](#)
- [5.c.02 Summer 2015 Syllabi/SLO Collection Worksheet](#)
- [5.c.03 Fall 2015 Syllabi/SLO Collection Worksheet](#)
- [5.d.01 SLO Status of Noncredit Courses](#)

### **Recommendation 7: Human Resources – SLO**

- [7.01 Letter to Rio Hondo College CCD re ACCJC Rio Hondo Faculty Association, April 6, 2015](#)



## **Rio Hondo Community College District**

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