



**FOLLOW UP REPORT  
OCTOBER 2016**





## **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, 2016



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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 degrees, certificates, transfer, career and technical pathways, basic skills proficiency, and lifelong learning.*



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

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

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

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

Robert Bethel, President, Academic Senate

Sandra Rivera, President, California School Employees Association

Andrew Gonzalez, President, Associated Students of Rio Hondo College

## Statement on Report Preparation

On February 5, 2016, Rio Hondo College (RHC) received official notification from the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC) that the college’s accreditation had been reaffirmed. Based on ACCJC’s review of the Follow-Up Report submitted in October 2015, and the subsequent evaluation team report on November 4-5, 2015, however, the commission also requested an additional Follow-Up Report be submitted.

The initial 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 (Recommendation 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, followed by a visit from Commission representatives.

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.

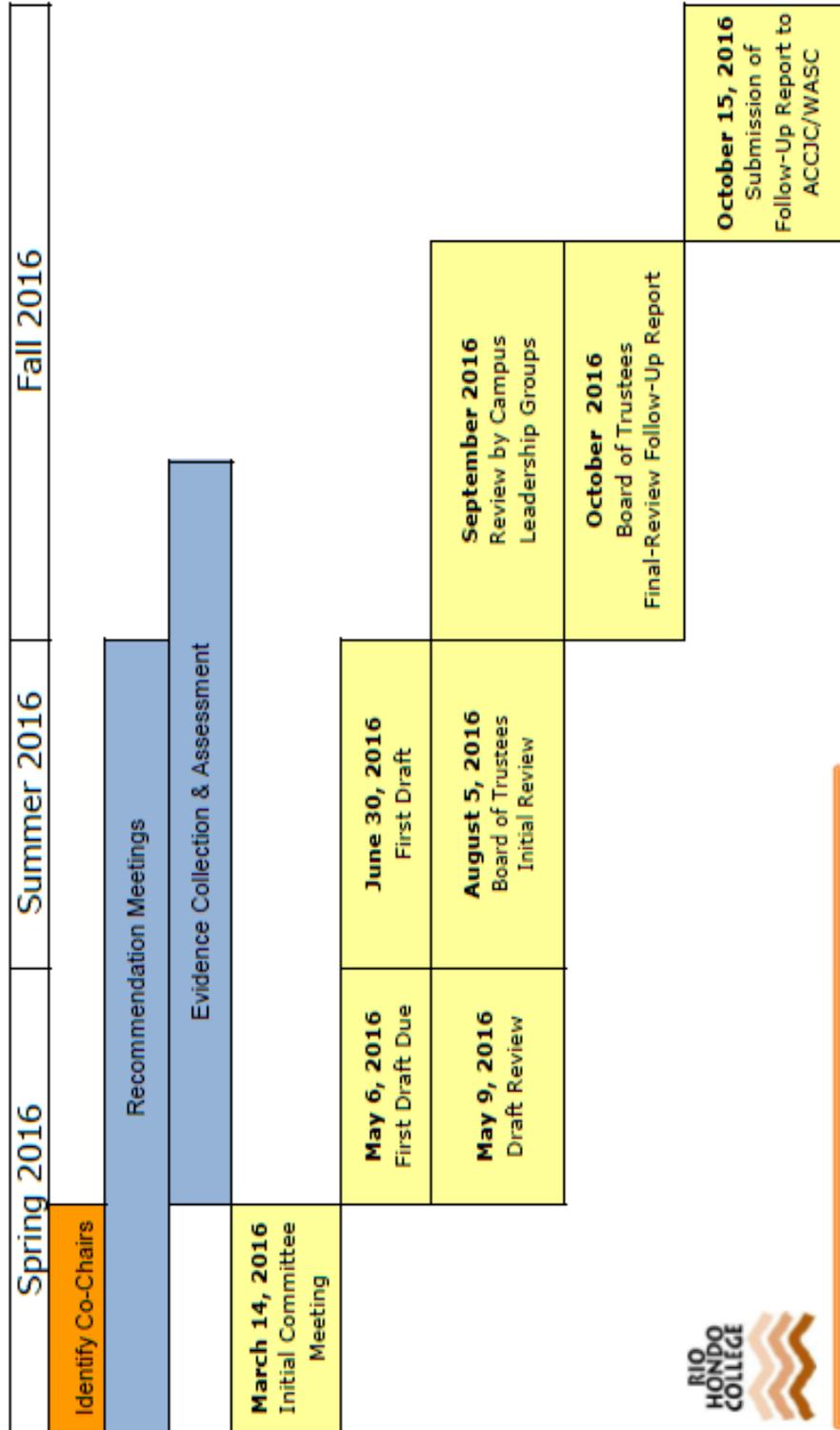
## Response to February 5, 2016 Notification from ACCJC

Upon receipt of the February 5, 2016 letter from ACCJC, Superintendent/President Teresa 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 and summer semesters to develop an action plan, finalize processes to meet the standards, and complete this new Follow Up Report. The campus community was involved in the development of the report and the board was updated on progress throughout the preparation of this report. The final report was shared widely across the campus, at a special board study session, and at key shared governance committee meetings.

## *Follow-up Report Timeline*

A timeline for completing this *Follow-up Report* was established ([0.02 – 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.

The College believes that it fully satisfies the recommendation and the College is now fully compliant in Recommendation 1.

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