



Follow-Up Report

in Support of an Application for Initial Accreditation

Submitted by

Reedley College
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to

Accrediting Commission for Community and Junior Colleges

October, 2026

Certification

To: Accrediting Commission for Community and Junior Colleges

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This Follow-Up Report is submitted to ACCJC in support of an Application for Initial Accreditation, and demonstrates how the institution has aligned with the requirements cited by the Commission in the action letter dated June 27, 2025. The Follow-Up Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies, and was developed with appropriate participation and review by the campus community.

Signatures:

<u>[Chief Executive Officer of Multi-College District, if applicable]</u>	<u>[Date]</u>
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<u>[Chief Executive Officer]</u>	<u>[Date]</u>
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<u>[Chairperson, Governing Board]</u>	<u>[Date]</u>
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<u>[Name, Title, Representing]</u>	<u>[Date]</u>
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Response to Compliance Requirements to Achieve Initial Accreditation

Compliance Requirement 1

Standard 2.1, 2.6, and Commission Policy on Distance Education and Correspondence Education (Requirement 1): In order to meet the Standards, the Institution ensures that regular and substantive interaction takes place in distance education courses.

In accordance with federal regulations and the Policy on Commission Actions on Institutions, compliance requirements must be addressed and the institution must demonstrate that it aligns with Standards within three years, June 2028. If the institution cannot document that it has come into compliance within the designated period, the Commission will take adverse action.

Summary

To ensure regular and substantive interaction (RSI) takes place, Reedley College has improved planning, required training, and revised assessment processes. Revised plans include the RSI Compliance Initiative, improved emphasis on RSI compliance in instructional evaluation forms, and an updated Addendum to the Distance Education Plan. Training efforts centered around online teaching certification but also included a variety of RSI and evaluator training sessions. Self-assessment included college wide surveys and reviews as well as individual self-assessment and updated evaluation rubrics.

Planning

RSI Compliance Initiative

To address the need to improve regular and substantive interaction at Reedley College, the Distance Education (DE) Coordinator and Instructional Designer drafted Reedley College's [RSI Compliance Initiative](#). This initiative was submitted to the Vice President of Instruction. It outlines Reedley College's efforts to become fully RSI compliant. It offers details and insights into a variety of RSI related activities such as training, resource development, and compliance/awareness outreach.

Distance Education Addendum

At Reedley College, the Technology for Student Success and Achievement (TeSSA) committee crafts and updates the Distance Education Plan. Since the last accreditation visit, they developed a [DE Plan Addendum](#). This addendum helps clarify institutional policies regarding active engagement and communication in online class environments. The updated [Distance Education Plan Final with Addendum 23-27](#) also includes a faculty online observation form for evaluation purposes. At the [April 22, 2025, RC Academic Senate meeting](#), the faculty leadership body approved the DE Addendum.

Training

The training portion of Reedley College's push towards compliance includes several distinct elements. First, the college continued to require faculty to renew their online teaching certification within the regular required cycle for renewals of these baseline training requirements based on guidelines established by the Academic Senate (documented in the [Distance Education Plan Final with Addendum 23-27](#)). The college also created and implemented required organized RSI training for full-time and part-time faculty teaching online courses, which has a 3-year renewal requirement. There was a separate set of training sessions for department chairs and evaluators to ensure their understanding of the college's RSI policy requirements and assessment methods. Formal and informal training environments were provided to allow a wide array of options to keep faculty informed.

Online Teaching Certification

As part of the Reedley College Compliance Initiative, the campus has renewed efforts to make sure faculty members are completing their online teaching certification. The Online Teaching Certificate (OTC) is required for all faculty teaching 100% online courses. Hybrid sections are not subject to OTC requirements, which keeps the certification scope tightly aligned with the courses where RSI compliance is most consequential. In 2025, 137 Reedley College faculty members had online certification that was set to expire based on the renewal timeline noted above. The DE Coordinator orchestrated different options for faculty to be certified or re-certified: faculty could complete a course locally, through one of our sister colleges, or through an associated university (Fresno Pacific University). Alternatively, faculty with prior online instructional experience can also request a direct review of an extant 100% online course section by the DE Coordinator. According to the current [List of Certified Faculty](#), 367 out of 417 Reedley College faculty members have updated online teaching certification.

RSI Training

In addition to the online teaching certification, Reedley College also initiated a series of training sessions centered around regular and substantive interaction. Across the 2025-26 academic year, the DE Coordinator delivered 52 RSI training sessions in total, including specialized sessions tailored for department chairs, deans, and a dedicated Flex Day session for the broader faculty. The DE Coordinator organized a variety of [RSI training dates](#) to ensure that all staff would have access to the information. The [RSI Faculty Training](#) helps faculty implement RSI compliant personal strategies in their individual courses. The [List of Faculty RSI Trained](#) shows the number of faculty that have completed RSI training in the last couple years. Additionally, faculty members used the [RSI Individual Booking Page](#) to set up dates for individual training if needed. On the intranet, the [RSI Evidence FAQ](#) page helps answer general questions for faculty around RSI.

The Office of Instruction coordinated between the instructional division deans and the DE Coordinator to ensure that faculty with online assignments had completed or were in the process of completing both above trainings and/or renewals. This review of certifications is an ongoing process by instructional deans in concert with the DE Coordinator, as online instructional assignments are made.

Evaluator Training

With the updated observation and evaluation procedures that include a specific focus on evidence of RSI in online classrooms, the DE Coordinator understood the need to educate leadership on how to implement these procedures. At the [December 2, 2025, Department Chairs meeting](#), Department Chairs received [training](#) on how to use the new online teaching evaluation which was adopted by RCAS as documented in the [9.9.2025 Academic Senate minutes](#) and [9.23.2025 Academic Senate minutes](#). This faculty-peer training included an overview of the updated expectations as well as hands-on practice using the new observation forms to ensure effective utilization of this professional development tool as part of ongoing evaluation processes.

RAFTS

At Reedley College, RAFTS (Reaching and Advancing part-time Faculty Through Support) helps our part-time faculty get up to speed with any new campus initiatives. This all-day training conference has been held at the campus, with participation from part time faculty throughout our district, since May 2023. For the SP25 session, the DE Coordinator and Instructional Designer designed a series of workshops to help part-time faculty understand and prepare for RSI expectations. To spread awareness, the Faculty Lead for Excellence in Teaching and Student Support sent RAFTS communications to faculty

via intranet postings ([Part 1](#), [Part 2](#), [Part 3](#)) and emails. The [RAFT Flier](#) lists activities that participants cover, including regular and substantive interaction and Canvas navigation.

Cup of Compliance

Cup of Compliance was an informal meeting to help faculty members self-assess and adjust their practices. The Cup of Compliance [Email Invite](#) gives a brief overview of what was covered. Attendees left with a completed self-assessment and personalized action plan of course remediation options.

Self-Assessment

RSI Utilization Survey

To help evaluate Reedley College's overall campus RSI habits, the distance education team developed an RSI Utilization Survey. Vice President Diaz [emailed invitations](#) for all staff to participate in the RSI Survey. The [RSI Utilization Survey](#) served as a self-check to help staff recognize where they were utilizing clear and effective RSI options.

Three-Point RSI Review Plan

The [Three-Point RSI Review Plan](#) was another way for Reedley College to assess its commitment to regular and substantive interaction, structured around the ACCJC Quality Continuum Rubric. The Distance Education Coordinator and Instructional Designer first conducted a Fall 2025 round of voluntary reviews, in which faculty self-nominated their online courses for RSI feedback. In Spring 2026, the team conducted a second round using random sampling, reviewing 75 online courses to provide a school-wide picture independent of self-selection. Across both rounds, the team applied a [consistent set of checkpoints](#) aligned with the ACCJC rubric to determine whether each course adhered to RSI principles. Assessed faculty were contacted by the team and offered one-on-one remediation sessions for any concerns identified. The cumulative results of this process allowed the team and the Office of Instruction to focus ongoing professional development in alignment with evidence from the review.

Syllabus Support

Since a sound syllabus is essential to regular and substantive interaction, the Reedley College vice president of instruction and DE Coordinator developed a toolkit to help faculty self-assess their syllabi. The [Syllabus Outline](#) is a simple form for faculty to fill in. Faculty could then use the updated [Syllabus Checklist](#) to self-assess their work. Furthermore, the DE Coordinator developed an AI bot (available on the RC intranet, [Sylvie the RSI & Syllabus Helper](#)) that would perform an automatic review and provide feedback to support remediation. At the beginning of the SP26 semester, the Office of Instruction performed a review of all online syllabi to ensure compliance with current syllabus standards. Information was provided as feedback to faculty members if there were areas for improvement identified. Updated syllabi with corrections were then completed, confirmed, and implemented in courses.

Teaching Evaluation Rubric

The Technology for Student Success and Achievement (TeSSA) committee makes school wide recommendations on all technology related needs. To help assure RSI compliance, TeSSA developed a [Revised Online Teaching Evaluation Rubric](#). The rubric was approved at the [8.20.25](#) and [9.3.25](#) TeSSA committee meetings. The rubric helps staff to assess whether we are following best practices for online education. The rubric was then approved for school use at the [9.9.2025 Academic Senate minutes](#) and [9.23.2025 Academic Senate minutes](#).