MISSION • VISION • VALUES

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.

Vision Statement
Rio Hondo College strives to be an exemplary California community college, meeting the learning needs of its changing and growing population and developing a state-of-the-art campus to serve future generations.

Values Statement
As a teaching/learning community, we come together and strive to meet the needs, aspirations, and goals of our changing student population and communities. Since what we value forms the core of who and what we are, the College community—trustees, faculty and staff—recognizes the importance of openly and candidly expressing the College’s values.

Rio Hondo College values the following:
1. Quality Teaching and Learning
2. Student Access and Success
3. Diversity and Equity
4. Fiscal Responsibility
5. Integrity and Civility
Gearing Up for the Accreditation Visit
More than 100 Rio Hondo College faculty, classified staff, administrators and students were deeply involved in the development of the 348-page *Self Evaluation Report* that the College submitted in July 2014, as part of the Accreditation self-evaluation process. Congratulations…we did it together!

We created this fun and practical accreditation “Survival Guide” to prepare for the Accrediting Commission for Community and Junior Colleges’ (ACCJC) site team visit on campus from **Monday, Sept. 29 to Thursday, Oct. 2**. We hope this guide will help you to become familiar with the visiting team members, and re-familiarize you with important facts and processes related to accreditation.

The six year accreditation process is designed to provide an opportunity for the College to reflect on its mission, accomplishments and planning process. Through this accreditation process, Rio Hondo has conducted a thorough evaluation of its educational quality and institutional effectiveness. In the spirit of accreditation, the College has truly reached its goal of “continuous improvement.”

I am committed to a successful accreditation visit and ask that everyone be prepared, honest, friendly, and flexible as we welcome our visiting guests. When the visit is complete by Oct. 2 we will be able to say: *We did it together* – for the good of our institution and students!

**Teresa Dreyfuss**  
*Superintendent/President*

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**ACCREDIATION TEAM VISIT**

**DATES TO REMEMBER**

**Accreditation Team Visit**  
- Monday, September 29 – Thursday, October 2, 2014

**Meet and Greet Accreditation Team – All Staff Invited**  
- Tuesday, September 30, 8:30-9:00 a.m., LR128

**Open Forum – All Staff Invited**  
- Tuesday, September 30, 5:00-6:00 p.m., Board Room

**Open Forum – All Staff Invited**  
- Wednesday, October 1, 11:00 a.m. -12 p.m., LR128

**Exit Report – All Staff Invited**  
- Thursday, October 2, 11:00 a.m. -12 p.m., Wray Theater

*Authorized release time provided to Classified staff with supervisor’s approval.*
ACCREDITATION 2014
VISITING EVALUATION TEAM ROSTER

CHAIR
Dr. Willard Lewallen
Superintendent/President
Hartnell College

ASSISTANT
Dr. Lori Kildal
Vice President of Academic Affairs
Hartnell College

Mr. Oleg Bespalov
Dean of Institutional Effectiveness
Los Angeles Pierce College

Dr. J. Laurel Jones
Superintendent/President
Cabrillo College

Ms. Sylvia Dorsey-Robinson
Vice President of Student Services
West Hills College Lemoore

Mr. Richard LeGarra
Associate Professor/Dept Chair Administration of Justice
Mt. San Jacinto College

Dr. David El Fattal
Vice President of Business Services/Assistant Superintendent
Cerritos College

Ms. Ahn Fielding
Director of Human Resources
College of the Redwoods

Mr. Mark Wade Lieu
Dean, Language and Communication
Ohlone College

Dr. Lauren Halsted Burroughs
Assistant Professor of English
Cuyamaca College

Dr. Margarita Pillado
Associate Professor of Spanish Faculty Accreditation Coordinator
Los Angeles Pierce College

Mr. Whitney Yamamura
Vice President, Instruction and Student Learning
Cosumnes River College

ASSISTANT
Dr. Lori Kildal
Vice President of Academic Affairs
Hartnell College
What is Accreditation?
Accreditation is a system of self regulation developed by higher education institutions to evaluate overall institutional quality and encourage continual improvement. Colleges and universities form membership associations to set up an accrediting agency and work with that agency to establish the quality standards used to rigorously evaluate the institutions. Accreditation standards represent the best practices in higher education and set a high expectation for quality. The accrediting commissions with responsibility for accreditation in various regions are legally recognized by the federal government. In achieving and maintaining its accreditation a higher education institution assures the public that the institution meets standards of quality, that the education earned there is of value to the student who earned it, and that employers, trade or profession-related licensing agencies and other colleges and universities can accept a student’s credential as legitimate.

Who Accredits Rio Hondo College?
The Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC) accredits community colleges and other associate degree granting institutions in the Western region of the U.S. The ACCJC is one of seven regional accrediting commissions. The ACCJC is authorized to operate by the U.S. Department of Education through the Higher Education Opportunity Act of 2008.

What is the Process of Accreditation?
Evaluation teams are comprised of eight to 14 volunteer education professionals from member institutions who are trained by the Commission staff to employ the ACCJC Accreditation Standards in evaluating institutional practices. They are administrators, faculty, and other experts, sometimes including trustees of two-year colleges. They have experience in educational governance and administration, instruction, student services, research, facilities, learning resources, fiscal management, human resources, and technology resources.
POSSIBLE OUTCOMES FROM THE SITE VISIT

Reaffirm Accreditation
The institution substantially meets or exceeds the Eligibility Requirements, Accreditation Standards and Commission policies. Recommendations are directed toward strengthening the institution, not correcting situations where the institution fails to meet the Eligibility Requirements, Accreditation Standards and Commission policies. The institution is required to submit a Midterm Report in the third year of the six-year accreditation cycle.

Issue Warning
When the Commission finds that an institution has pursued a course deviating from the Commission’s Eligibility Requirements, Accreditation Standards, or Commission policies to an extent that gives concern to the Commission, it may issue a warning to the institution to correct its deficiencies, refrain from certain activities, or initiate certain activities. During the warning period, the institution will be subject to reports and visits at a frequency to be determined by the Commission. If warning is issued as a result of the institution’s educational quality and institutional effectiveness review, reaffirmation is delayed during the period of warning. The accredited status of the institution continues during the warning period.

Impose Probation
When an institution deviates significantly from the Commission’s Eligibility Requirements, Accreditation Standards, or Commission policies, but not to such an extent as to warrant a Show Cause order or the termination of accreditation, or fails to respond to conditions imposed upon it by the Commission, including a warning, the institution may be placed on probation. During the probation period, the institution will be subject to reports and visits at a frequency to be determined by the Commission. If probation is imposed as a result of the institution’s educational quality and institutional effectiveness review, reaffirmation is delayed during the period of probation. The accredited status of the institution continues during the probation period.

Order Show Cause
When the Commission finds an institution to be in substantial non-compliance with its Eligibility Requirements, Accreditation Standards, and Policy on Commission Actions on Institutions Commission policies, or when the institution has not responded to the conditions imposed by the Commission, the Commission will require the institution to Show Cause why its accreditation should not be withdrawn at the end of a stated period by demonstrating that it has corrected the deficiencies noted by the Commission and is in compliance with the Eligibility Requirements, Accreditation Standards or Commission policies. In such cases, the burden of proof will rest on the institution to demonstrate why its accreditation should be continued. If the loss of accreditation will likely cause an institution to close, then during the Show Cause period, the institution must make preparations for closure according to the Commission’s “Policy on Closing an Institution.” While under a Show Cause order, the institution will be subject to reports and visits at a frequency to be determined by the Commission. If Show Cause is ordered as a result of the institution’s educational quality and institutional effectiveness review, reaffirmation is delayed during the Show Cause order. The accredited status of the institution continues during the period of the Show Cause order.

Source: Accreditation Reference Handbook – June 2013
http://www.riohondo.edu/accreditation/accjc-manuals/
Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

I.A. Mission
The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.

I.B. Improving Institutional Effectiveness
The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.
Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

II.A. Instructional Programs
The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this Standard are broadly applicable to all instructional activities offered in the name of the institution.

II.B. Student Support Services
The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systemically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

II.C. Library and Learning Support Services
Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systemically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.
Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

III.A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

III.C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency.
Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

IV.A. Decision-Making Roles and Processes
The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IV.B. Board and Administrative Organization
In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution.
Standard I: Institutional Mission and Effectiveness

CO-CHAIR
Lydia Gonzalez – Faculty, Math
Howard Kummerman – Dean, Institutional Research and Planning

MEMBERS*
Robert Bethel (F)  Matt Koutroulis (F)
Gene Blackmun (F)  Kenn Pierson (VP)
Marie Eckstrom (F)  Lisa Sandoval (C)
Rebecca Green (M/C)  Jim Sass (C)
Steve Koelle (F)  Sally Willsey (C)

*I Institutional Effectiveness Committee (IEC)
**Standard II: Student Learning Programs and Services**

**CO-CHAIRS**

Kevin Smith – Faculty, Psychology  
Karen Koos – Dean, Math and Sciences  
Henry Gee – Vice President, Student Services

**MEMBERS**

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<tr>
<th>Arnold Adauto (F)</th>
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<td>Steven Johnson (F)</td>
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**Standard III: Resources**

**CO-CHAIRS**

John Frala – Faculty, Automotive Technology  
Teresa Dreyfuss – Superintendent/President

**MEMBERS**

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<th>Ruben Agus (F)</th>
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<td>Gina Bove (F)</td>
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<td>Shari Magnus (M/C)</td>
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**Standard IV: Leadership and Governance**

**CO-CHAIRS**
- Vann Priest – *Faculty, Physics*
- Russell Castañeda-Calleros – *Director, Government and Community Relations*

**MEMBERS**

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<td>Michelle Barkley</td>
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<td>Taylor Herron</td>
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<td>Belen Torres-Gil</td>
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<td>Colin Young</td>
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*S/P = Superintendent/President  VP = Vice President  M/C = Management/Confidential  
F = Faculty  C = Classified Staff  S = Student*
Rio Hondo College is fully accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). In summer 2014, Rio Hondo College submitted a Self Evaluation Report as part of an application for reaffirmation of accreditation (available online). Our campus looks forward to an external evaluation team visit in fall 2014 to complete the process of this year’s accreditation review.

The following information can be found on the Rio Hondo College website using this link http://www.riohondo.edu/accreditation/

• Accreditation 101 Brochure
• Self Evaluation 2014 Report
• ACCJC Accreditation Basics Course
• January 2013 Update
• ACCJC Latest Newsletter
• Accreditation/Self Evaluation Timeline

The complete report submitted can be found at:
http://www.riohondo.edu/accreditation/self-evaluation-2014/

Self Evaluation 2014 Rio Hondo College Report:
• Self Evaluation 2014 Report
• Introduction to the Self Evaluation 2014 Report
• Standard I – Institutional Mission and Effectiveness
• Standard II – Student Learning Programs and Services
• Standard III – Resources
• Standard IV – Leadership and Governance
• Glossary of Acronyms
• Evidence

Committees:
• Accreditation Leadership Team (ALT)
• Accreditation Standards Committees
• Timeline

ACCJC Manuals can be found at:
http://www.riohondo.edu/accreditation/accjc-manuals/

• Accreditation Reference Handbook 2013
• Guide to Evaluating Distance Education and Correspondence Education
• Guide to Evaluating Institutions 2013
• Manual for Institutional Self Evaluation 2013
• Substantive Change Manual 2013
Serving the communities of
El Monte • South El Monte • Pico Rivera
Santa Fe Springs • Whittier

and portions of:
Norwalk • Downey • La Mirada
City of Industry • Los Nielos* • East Whittier*
South Whittier* • West Whittier* • Avocado Heights*

*Unincorporated communities within our District

BOARD OF TRUSTEES
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Vicky Santana, Area 2
Mary Ann Pacheco, Area 3
Gary Mendez, Area 4
Madeline Shapiro, Area 5

Jaime “JJ” Magallón
Student Member

Teresa Dreyfuss
Superintendent/President

2014 SURVIVAL GUIDE
WWW.RIOHONDO.EDU/ACCREDITATION