



Rio Hondo College 2022

Accreditation Self Evaluation Survival Guide



March 2022



Mission • Vision • Values

Mission Statement

Río Hondo College is an educational and community partner committed to advancing social justice and equity as an anti-racist institution that collectively invests in all students' academic and career pathways that lead to attainment of degree, certificate, transfer, and lifelong-learning goals.

Vision Statement

Rio Hondo College aspires to be an evolving community-focused institution that embraces diversity, equity, and inclusion as a means to achieve personal, professional, and educational goals in a caring and rigorous environment.

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 (Board Approved 05/12/21):

1. Quality Teaching and Learning
2. Student Access and Success
3. Diversity, Equity, and Inclusion
4. Integrity and Fiscal Responsibility

President's Message



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 181-page **Self Evaluation Report** that the College submitted in December 2021, as part of the Accreditation self-evaluation process. Congratulations...we did it together!

We created this practical accreditation "Survival Guide" to prepare for the Accrediting Commission for Community and Junior Colleges' (ACCJC) site team visit on campus from **Monday, March 14 to Thursday, March 17.**

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 seven 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 and flexible as we welcome our visiting guests. When the visit is complete by March 17, we will be able to say: **We did it together** – for the good of our institution and students!

Teresa Dreyfuss
Superintendent/President

Accreditation Team Visit

DATES TO REMEMBER

Accreditation Team Visit

- **Monday, March 14 – Thursday, March 17, 2022**

Meet and Greet Accreditation Team – *All Staff Invited*

- **Monday, March 14, 9 - 10 a.m., Remote**

Open Forum #1 – *All Staff Invited*

- **Tuesday, March 15, 9 - 10 a.m., Remote**

Open Forum #2 – *All Staff Invited*

- **Tuesday, March 15, 5:30 - 6:30 p.m., Remote**

Exit Report – *All Staff Invited*

- **Thursday, March 17, 10:30 - 11:30 a.m., Remote**

Authorized release time provided to Classified staff with supervisor's approval.

Accreditation 2022

Visiting Evaluation Team Roster



Dr. Kevin Walthers | CHAIR

Superintendent/President Allan Hancock College



Ms. Carmen Camacho | ASSISTANT

Executive Assistant to the Superintendent/President and Board of Trustees Allan Hancock College



Ms. Rebecca Benas | English Instructor

Fresno City College

Rebecca Benas has been an English instructor at Fresno City College since 2009. She has taught online, hybrid, and face-to-face courses, as well as contextualized basic skills in healthcare and CTE programs. Ms. Benas also has much experience serving in areas including curriculum committee, Title 5, professional development, and AB705.



Mr. Christopher Cardona | ASL Professor

Palo Verde College

Christopher Cardona is a full-time professor of American Sign Language at Palo Verde College, where he serves on the Online Teaching Council. He is an adjunct instructor at Imperial Valley College, where he teaches ASL, English as a Second Language, and serves on the Student Equity and Achievement Think Tank. He holds a Master of Arts in Applied Linguistics from the University of Massachusetts and is currently a student in a doctoral program with a focus on English language learning.



Ms. Julie Cornett | Librarian/Department Chair

Cerro Coso Community College

Julie Cornett is a librarian at Cerro Coso Community College. She holds master's degrees in library and information science and education. Her current library duties include online instructional design, collection development, and oversight of library supports to the college's incarcerated students. Ms. Cornett has served on her college's curriculum committee for over a decade and co-chaired the Student Success and Support committee, participating in efforts to scale out Guided Pathways.



Mrs. Jennifer Fowler | Professor of Communication

College of Alameda

Jennifer Fowler has been a Communication professor at College of Alameda since 2007. She holds several leadership roles at College of Alameda including Department Chair, Distance Education Coordinator, Distance Education Committee Chair, and Academic Senate Vice President. Ms. Fowler also serves on the District Distance Education Committee and District Academic Senate. She holds two teaching certificates in online instruction and is the Peer Online Course Review (POCR) lead at College of Alameda.

Accreditation 2022

Visiting Evaluation Team Roster



Dr. Jeffrey Lamb | Vice President of Academic Affairs
Santa Ana College

Dr. Jeffrey Lamb is the Vice President of Academic Affairs at Santa Ana College and prior to that was Vice President of Instruction at Merritt College and the Dean of the School of English and Foreign Languages at City College of San Francisco. He has a strong background in outcomes assessment, integrated planning, accreditation, enrollment management, and curriculum.



Dr. Tina Recalde | Dean, Health Sciences & Public Service
San Diego Mesa College

Tina Recalde currently serves as the Dean for the School of Health Sciences and Public Service at San Diego Mesa College. Prior to becoming dean, Tina was an Associate Faculty member and Program Director for the Physical Therapist Assistant Program for 5 years. She is a graduate of the Doctor of Physical Therapy program at USC and has completed a postdoctoral fellowship in Education Leadership, CCCAOE Leadership Academy Levels 1 and 2, and the ACCCA Mentor program.



Dr. Molly Senecal | Dean of Student Success, Title IX Officer
Folsom Lake College

Dr. Molly Senecal has over 20 years of experience in various positions in education, mental health, and community advocacy, including over a decade of administration experience in the community college setting. Currently Dr. Senecal works at Folsom Lake College as the Dean of Student Success, and oversees counseling, categorical programs, health & wellness, first year experience, and cohort management programs. Additionally, she serves as the college's Title IX Coordinator.



Mr. Daniel Troy | Assistant Superintendent/Vice President, Administrative Services | Cuesta College

Dan Troy has over 20 years of experience in public higher education finance and administration. In his current position as the Assistant Superintendent/Vice President of Administrative Services at the San Luis Obispo County Community College District, he oversees the district's finances, facilities, information technology, public safety and other operational services. Mr. Troy earned a Bachelor's Degree in English from Dickinson College and a Master's Degree in Public Policy from Georgetown University.



Mr. Terrence Willett | Dean, Research, Planning, and Institutional Effectiveness | Cabrillo College

Terrence Willett has over 20 year experience in education and is currently Dean of Research, Planning, and Institutional Effectiveness and Acting Director of Information Technology at Cabrillo College. He is also a Consulting Senior Researcher with the Research and Planning Group for California Community Colleges (RP Group) and the founding member of the award winning Multiple Measures Assessment Project (MMAP) that develops predictive models for student placement.



Dr. Kevin Bontenbal | Vice President ACCJC



Accreditation 101

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 fourth year of the seven-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.

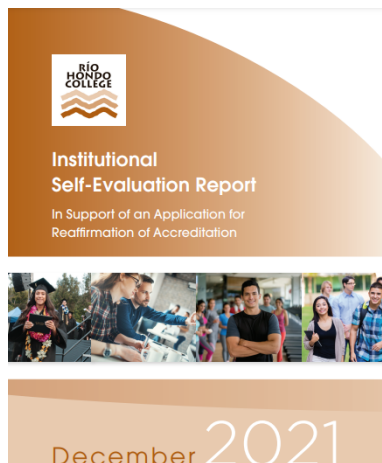


Possible Outcomes From The Site Visit (cont.)

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/>



ACCJC Standards Abridged

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

I.A. Mission

The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.

I.B. Academic Quality

The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

I.C. Institutional Integrity

The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.



**Standard I:
Mission, Academic Quality
and Institutional
Effectiveness, and Integrity**



Standard II: Student Learning Programs and Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry.

II.A. Instructional Programs

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.

II.B. Library and Learning Support Services

The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.

II.C. Student Support Services

The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.



Standard II: Student Learning Programs and Support Services



Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.

Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

III.A. Human Resources

The College assures the integrity and quality of its programs and services by employing administrators, faculty, and staff who are qualified by appropriate education, training, and experience to provide for and support its programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the College in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

III.B. Physical Resources

The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

III.C. Technology Resources

Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

III.D. Financial Resources - Planning

Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.



Standard III: Resources



Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and 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 executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution.

IV.A. Decision-Making Roles and Processes

Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

IV.B. Chief Executive Officer

The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

IV.C. Governing Board

The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.



Standard IV: Leadership and Governance





Accreditation Self Evaluation 2022

Rio Hondo College Team

ACCREDITATION LEADERSHIP TEAM

Teresa Dreyfuss – Superintendent/President
Don Miller – Vice President, Academic Affairs
Eric Dixon-Peters – Vice President, Student Services
Caroline Durdella – Dean, Institutional Research and Planning
Sandra Rivera – CSEA President
Kevin Smith/Dorali Pichardo-Diaz – President, Academic Senate
Marie Eckstrom – Accreditation Writer/Editor

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Marie Eckstrom, Caroline Durdella, Sandra Rivera

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WRITER / EDITOR

Marie Eckstrom – Faculty, English/Reading

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Isai Orozco (C)
Sarah Cote (C)
James Sass (C)
Connie Tan (C)
Vivian Miu (C)

Standard I: Institutional Effectiveness

ORGANIZERS

Alice Mecom – Dean, Communications and Languages
Rodolfo Rios – Faculty, Computer Information Tech/Information Systems
Ruben Agus – Classified, GAD/GIS Specialist

MEMBERS

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Markelle Stansell (M/C)
Emily De Luna (S)



Standard II: Student Learning Programs and Services

ORGANIZERS

Vann Priest – Dean, Mathematics, Sciences & Engineering
Brian Brutlag – Faculty, Sociology
Kathy Burdett – Classified, Articulation Specialist
Mike Garabedian – Dean, Library
Francisco Suarez – Assistant Dean, Adult Education
Claudia Rivas – Faculty, Librarian
Kathy Gomez – Classified, Senior Instructional Assistant
Loy Nashua – Dean, Student Affairs & Student Financial Services
Julio Flores – Faculty, Counseling
Deborah Lopez – Classified, FKCE/ YESS Program Specialist

MEMBERS

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Kevin Smith (F)	Joyce Hsiao (C)
Dawne Cisneros (S)	Diego R. Silva (F)
Cecilia Rocha (M/C)	Eric Hart (S)
Regina Mendoza (M/C)	

Standard III: Resources

ORGANIZERS

Mark Yokoyama – Dean, Public Safety
Janet J. Cha – Faculty, Accounting
Jeannie Liu – Faculty, Accounting
John Salgado – Classified, Research Data Technician

MEMBERS

Teresa Dreyfuss (S/P)	Cynthia Nuñez (M/C)
Gary Van Voorhis (M/C)	Lizette Perez (M/C)
Yolanda Emerson (M/C)	Angel Obregon (M/C)
Stephen Kibui (M/C)	Mario Gaspar (M/C)
Mohamed Rassmy (C)	Alonda Luna (S)
Felix G. Sarao (M/C)	



Standard IV: Leadership and Governance

ORGANIZERS

Mike Slavich – Dean, Career & Technical Education
Adam Wetsman – Dean, Behavioral & Social Sciences
Rebecca Green – Faculty, Sociology
Laura Verdugo – Classified, CARE Specialist

MEMBERS

Teresa Dreyfuss (S/P)
Vicky Santana (T)
Rosaelva Lomeli (T)
Reneé Gallegos (M/C)
Angie Tomasich (M/C)
Jason Reyes (S)

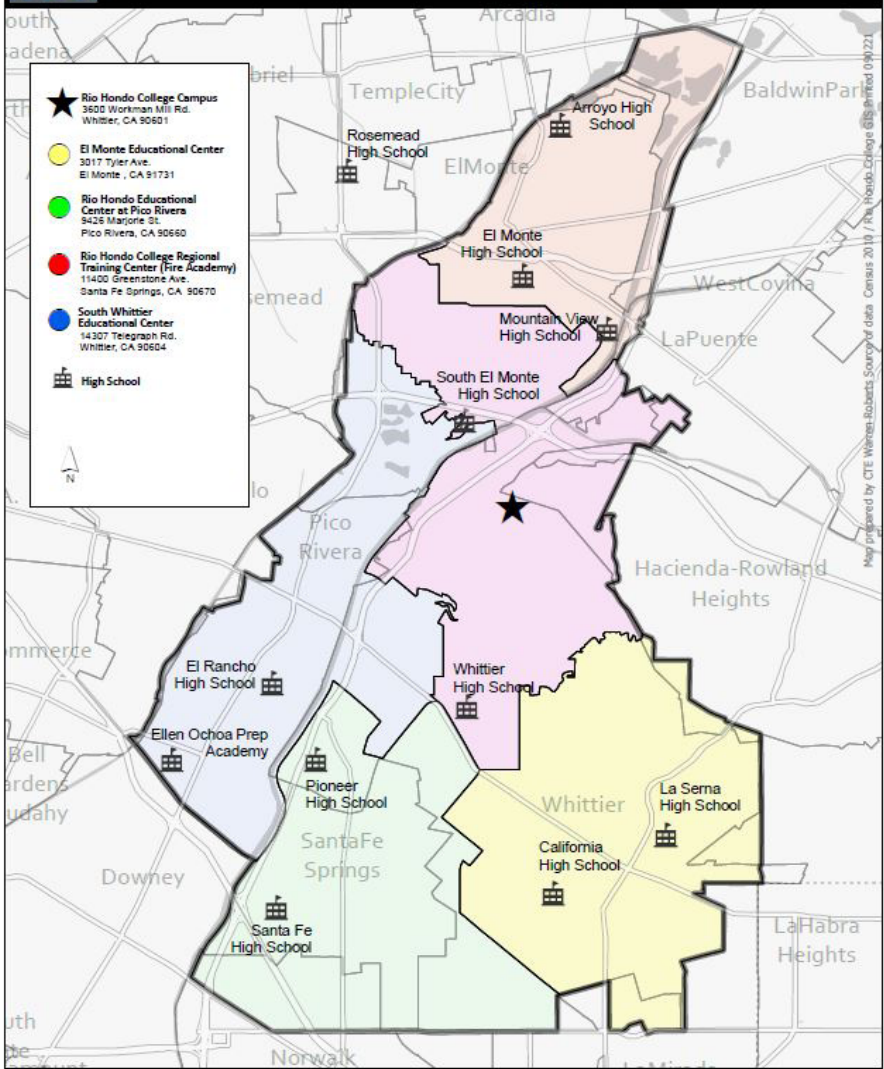
S/P = Superintendent/President
F = Faculty

C = Classified Staff
M/C = Management/Confidential

T = Trustee
S = Student



Rio Hondo Community College District





Accreditation Homepage

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 fall 2021, 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 spring 2022 to complete the process of this year's accreditation review.

The following information can be found on the Rio Hondo College Accreditation Homepage:

<http://www.riohondo.edu/accreditation/>

- [The complete and submitted Self Evaluation 2021 Report](#)
- [Accreditation/Self Evaluation Timeline](#)

Self Evaluation 2021 Rio Hondo College Report:

- [Self Evaluation 2021 Report](#)
- [Introduction to the Self Evaluation 2021 Report](#)
- [Timeline](#)
- [Standard I – Mission, Academic Quality and Institutional Effectiveness](#)
- [Standard II – Student Learning Programs and Support Services](#)
- [Standard III – Resources](#)
- [Standard IV – Leadership and Governance](#)
- [Quality Focus Essay](#)
- [Evidence](#)



Accreditation Homepage (Cont.)

Committees:

- Accreditation Leadership Team (ALT)
- Accreditation Steering Committee (ASC)

ACCJC Manuals can be found at:

<http://www.riohondo.edu/accreditation/accjc-manuals/>

- Guide to Institutional Self Evaluation January 2022
- Guide to Accreditation for Governing Boards September 2020
- Accreditation Standards 2014
- Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies
- Guide to Evaluating & Improving Institutions January 2022
- Guide to Evaluation Distance Education and Correspondence Education
- Substantive Change Manual January 2022
- Guide for Conducting Virtual Visits November 2021



Notes

2022 SURVIVAL GUIDE

WWW.RIOHONDO.EDU/ACCREDITATION



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 Nietos* • East Whittier*

South Whittier* • West Whittier* • Avocado Heights*

*Unincorporated communities within our District



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Vicky Santana, Area 2

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Kristal Orozco, Area 4

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Superintendent/President

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