

---

# Organization of the Self Evaluation Process

---



*Las Positas College has developed into a fully accredited institution. In 1988, the College was designated by the Board of Governors to be an independent college. LPC received full accreditation on January 7, 1991 from the Accrediting Commission for Community and Junior Colleges.*

The process for writing the self-study report was designed to be comprehensive, efficient, and collaborative. Efforts were made to require college wide participation that was meaningful. One way the College accomplished this was to organize the writing process with a focus on expertise.

In fall of 2013, the Las Positas College's Vice President of Academic Services, the Accreditation Liaison Officer (ALO), spoke at College Day to give an overview of the accreditation timeline and explain the importance of college wide involvement in responding to the ACCJC standards. Individual standards were assigned to each shared-governance committee and many departments on campus to address in a Pre-Accreditation Assessment Report. The assignments were made based on each committee or area's expertise in relation to the standards. The Pre-Accreditation Assessment Report asked the writers to provide the following: a descriptive summary of activities completed since the last accreditation site visit, a self-evaluation, an improvement plan if needed, and evidence. Through the process of completing the Pre-Accreditation Assessment Report, staff, faculty, administrators, and students across the campus serving on these committees and in these areas engaged in the type of reflection and evaluation that was crucial to the accuracy and depth sought in self-study report, and their work on the Pre-Accreditation Reports served as the basis for the first draft of the self-study.

In addition to engaging campus constituencies in the work of evaluating the College's progress toward meeting the standards, the ALO assembled an accreditation team to coordinate the College's efforts. Through the Academic Senate and the Office of Academic Services, an accreditation faculty lead and editor were identified based on past experience with accreditation processes. Standard teams were also established, each comprised of an administrator, faculty and/or classified, and student representatives. The administrators, faculty and classified team members were recruited based on their expertise, and the students were also assigned by the Associated Students of Las Positas College based on interest and expertise.

### Accreditation Team for Self Evaluation Report 2015

Accreditation Liaison Officer: Elena Cole

Faculty Lead: Justin Garoupa (Fall 2014)

Editor: Michael Sato

Technical Support: Jeff Sperry

Administrative Support: Donna Alaoen

#### **Vice Presidents:**

Renee Kilmer (October - December 2014)

Jim Wright (March - May 2015)

Roanna Bennie (May 2015 - Current)

### **External Consultant:**

Marie Smith (February - April 2015)

### **Standard I Institutional Mission & Effectiveness**

#### **a. Institutional Mission**

#### **b. Improving Institutional Effectiveness**

Frances DeNisco (Classified)

Melissa Korber (Faculty)

Rajinder Samra (Institutional Researcher)

Alexander Ivanov (Student Representative)

## Standard II Student Learning & Program Services

- a. **Instructional Programs**
  - Michelle Gonzales (Faculty)
  - Lisa Everett (Dean, Academic Services)
  - Martin Nash (Faculty)
  - Ciera Soliz (Student Representative)
- b. **Student Support Services**
  - Angella Ven John (Faculty)
  - Joel Gagnon (Faculty)
  - Diana Rodriguez (Vice President, Student Services)
  - Eric Bolin (Student Representative)
- c. **Library Learning Support Services**
  - Don Miller (Dean, Academic Services)
  - Frances Hui (Faculty)
  - Rafi Ansari (Student Representative)

## Standard III Resources

- a. **Human Resources**
  - Jane McCoy (Faculty)
  - Jeff Sperry (Classified)
  - Barbara Morrissey (Dean, Student Services)
- b. **Physical Resources**
  - Catherine Eagan (Faculty)
  - Ted Kaye (Foundation)
  - Ashley Landicho (Student Representative)
- c. **Technology Resources**
  - Heidi Ulrech (Classified)
  - Scott Vigallon (Classified)
  - Dyan Miller (Dean, Academic Services)
  - Jonathan Dimercurio (Student Representative)
- d. **Financial Resources**
  - Jeff Kingston (Vice President, Administrative Services)
  - Natasha Lang (Classified)

## Standard IV Leadership and Governance

- a. **Decision-Making Roles and Processes**
- b. **Board & Administrative Organization**
  - Sarah Thompson (Faculty)
  - Barry Russell (President)
  - Olga Salgado (Student Representative)

Team training, as well as initial research and writing of the self-study, were the main foci through spring 2014. In fall 2013, administrators and faculty leaders attended a workshop led by ACCJC/WASC. The Vice President of Academic Services and the faculty lead also attended a workshop on accreditation best practices led by the California State Academic Senate in early spring 2014. Based on what they had learned in their training, the College's accreditation leadership offered two training sessions on campus for accreditation team members, one two-hour meeting on January 31 to discuss organizing the writing effort, and one full-day meeting on April 25, after the Pre-Accreditation Assessment Reports were submitted.<sup>1,2</sup> The goals of the April 25 meeting were to discuss format and style guidelines and provide the teams with support as they began working with the Pre-Accreditation Assessment Reports. Also during this training, each accreditation team member was provided with a flash drive containing the following:

1. Guide To Evaluating Institutions
2. LPC Self Study Report – 2009
3. LPC Midterm Report – 2012
4. Orange Coast College Self Evaluation – 2012 (as a sample self-evaluation)
5. Individualized Accreditation Pre-Assessment Documents for Standard Teams
6. Individualized Mapped Recommendations from Midterm Report 2012 to Standard Teams
7. Self-Study Template – 2015
8. Timeline for Self-Study Draft Completion

<sup>1</sup> [January 31, 2014 meeting notes](#)

<sup>2</sup> [Pre-Accreditation report](#)

Having a format similar to that of the Pre-Accreditation Assessment Report, the Self-Study Template was to be used by team members to write their sections of the self-study report.<sup>3</sup>

The first draft of the self-study report was written over the summer and through the fall of 2014, due to the accreditation team leadership November 4, 2014. Monthly accreditation team meetings were held in the fall to discuss progress, address obstacles, and respond to questions.<sup>4</sup> An informational Board presentation as well as subsequent meetings with the District and accreditation leadership from Chabot College, also took place in fall 2014. At the District, the meetings focused on the functional map and other issues which involve all three entities.

During this time, there was also a change in the accreditation leadership when, in September 2014, the Vice President of Academic Services retired. The faculty lead subsequently became the interim Accreditation Liaison Officer/faculty lead, and a second accreditation faculty lead position was created. The second faculty lead position was assumed by a faculty member who had been active in the Academic Senate and had served in the position of interim dean during the previous academic year. Although past accreditation efforts had always involved faculty and classified staff members working with administrators and students, never at LPC had faculty taken such a central role in producing a self-study report.

To provide the standard teams with additional guidance, the new accreditation leadership formed a steering committee which met twice a month. The committee was comprised of the accreditation faculty leads, the Director of Institutional Research and Planning, the accreditation report editor, the College President, the Vice President of Business Services, and the previous Academic Senate President. Also, from fall 2014 into spring 2015, two interim vice presidents with experience in accreditation joined the steering committee, bolstering its expertise. In addition, an external consultant was contracted to help with the final review of the self-study report. And finally, a new Vice President of Academic Services joined the administrative team in late May 2015 and provided feedback to the final draft of the self-study report.

The first review of the draft self-study report by the steering committee occurred from November 2014 – January 2015. When the steering committee had questions about the draft, meetings were arranged with the draft authors. Revisions were made collaboratively and transparently, often with the presence of both the accreditation leadership and the draft authors.

The accreditation report editor began work on the self-study report in January 2015, and a draft was posted on the College's accreditation wiki, easily accessed through the College website, for review on March 3, 2015. The accreditation leadership presented a process for reviewing the document at a college wide Town Hall Meeting on March 4, 2015. The presentation emphasized the importance of college wide participation in reviewing the self-study report with the goal of ensuring that the report was accurately and fully representing the work of the College.<sup>5</sup>

---

<sup>3</sup> [Team template](#)

<sup>4</sup> [Monthly team meetings](#)

<sup>5</sup> [Town Meeting accreditation update](#)

## Organization of the Self Evaluation Process

While describing the importance of reading the whole report, the accreditation leadership also distributed a document, “2015 Self-Study Report Feedback: Suggested Focus According to Committee / Task Force / Expertise,” which was based on the assignments made for the Pre-Accreditation Assessment Reports. This handout was designed to encourage campus-community members to engage their own areas of expertise as they reviewed the self-study draft. The handout included questions to consider as reviewers read the report and gave instructions so that reviewers could post their feedback on the accreditation wiki. Finally, at the end of this Town Hall Meeting, accreditation leadership offered support in reserved computer rooms for people could begin their review. The intent of all these efforts was to create a high level of participation in the review.<sup>6</sup>

Two meetings of all accreditation team members were held in March 2015 to disseminate additional feedback on the draft and collaboratively consider feedback from the campus community. The report editor and accreditation leadership worked with accreditation teams and members of the campus community to ensure that the self-study report addressed questions and concerns posted on the accreditation wiki. The campus community could submit comments to the accreditation wiki through the month of March, 2015.

During the month of April, the editor and the accreditation leadership continued to work with feedback posted on the accreditation wiki. Also, on April 21, 2015, the ALO gave a presentation to the CLPCCD Board of Trustees, providing an update on the College’s progress.<sup>7</sup> Through April and May, LPC, the District, and Chabot College shared resources and provided frequent updates on accreditation efforts.

Upon completing a revision of the self-study report, the College posted the next draft on the wiki from May 13 – May 28, asking the College community to review the document with a focus on matters of factual accuracy.<sup>8</sup> In addition, the College also posted the self-study report on the College’s website and provided the broader community with the opportunity to give feedback, requesting this feedback in the College’s regular community newsletter.<sup>9</sup>

Responding to feedback from the community, additional revisions were made to the self-study report, due to the CLPCCD Board June 10, 2015, for a first reading June 16, 2015, and a second reading July 21, 2015. Working with feedback from the Board, the ALO, the College President, and the Vice President of Academic Services made final revisions to the self-study report for submission to the Accrediting Commission for Community and Junior Colleges on July 31, 2015.

---

<sup>6</sup> [03-04-15 Town Meeting agenda](#)

<sup>7</sup> [Accreditation update, 04-21-15](#)

<sup>8</sup> [Email to the campus community about the latest draft](#)

<sup>9</sup> [LPC Connection, May 2015](#)