

GAVILAN COLLEGE



Accreditation 2013

Team Visit
March 4 - 7, 2013

Accreditation Self Study Team Visit

Accreditation is the process for evaluating and assuring the quality of education used by the American higher education community. It is a uniquely American quality assurance process through which institutions collectively set standards for good practice, conduct peer-based evaluations of institutions on a regular basis, confer accredited status on institutions, and make the results of accreditation review of institutions known to the public. Through accreditation, the higher education community shoulders the responsibility for monitoring the quality of the programs and services of member institutions.

(from the website of the Western Association of Schools and Colleges.)

You can expect team members to:

- Visit lecture and lab rooms to observe classes in session and attend any regularly scheduled institutional meetings;
- Walk around the campus to evaluate facilities and speak informally with members of the college community;
- Request meetings with particular units or individuals to gather additional data and clarify findings.

Accreditation Standards

Standard I	Institutional Mission and Effectiveness
Standard II	Student Learning Programs and Services
Standard III	Resources
Standard IV	Leadership and Governance

Access the self-study and updates on the team schedule at www.gavilan.edu/accreditation.

A team, carefully selected from other community colleges, is coming to evaluate us !

What MUST it do?

- Reach a decision as to how well, overall, our college is doing what colleges like us are generally expected to do
- Make a judgment as to how well, overall, our college is doing what it claims to do
- Point out to us, and the Accrediting Commission for Community and Junior Colleges, any notable strengths and weaknesses that could or do significantly affect the education of our students
- Recommend steps we might take to strengthen ourselves
- Evaluate the progress we have made in carrying out the recommendations of previous visiting committees
- Communicate its findings, judgments, and recommendations to the Accrediting Commission, which makes the actual decision on accreditation

What Will it TRY to do?

- Become as intimately acquainted with us as circumstances will permit
- Listen to any member of our college community (students or staff) who wishes to be heard; we must take the initiative
- Answer any questions we have about accreditation
- Be helpful rather than punitive
- Assure itself that there has been widespread participation in our self-study
- Encourage sound innovation
- Distinguish between limited and individual problems, which must be resolved in other ways, and general problems, which could or do significantly affect the teaching and learning that goes on here

What will it NOT TRY to do?

- Visit every class or confer with each staff member, because time does not permit
- Resolve all our problems; it can't

What will it TRY NOT to do?

- Let the biases of individual team members affect its evaluation of us or lead to witch hunting
- Be picayune or become embroiled in intramural conflicts
- Usurp or interfere with the normal functions of the faculty senate, professional organizations, the administration, or the governing board

--Adapted from the "Porterfield Statement" prepared by John H. Porterfield, Retired member of the teaching faculty, Diablo Valley College and former member of the Accrediting Commission for Community and Junior Colleges.

Accreditation Team Members



Dr. Francisco Rodriguez (Chair)
Superintendent/President
Mira Costa College

Dr. Rodriguez has spent twenty-eight (28) years serving California public higher education in service management, instruction, and student success. His accreditation experience includes serving as the Monterey Peninsula College, team chair; and participating on teams visiting Skyline College; Cosumnes River College; and Yuba College.



Dr. Richard Robertson (Assistant)
VP of Student Services
Mira Costa College

Dr. Robertson's experience includes:

- Graduate Resident Advisor – Michigan State University
- Director of Student Activities – Butler County Community College (PA)
- Dean of Students - Butler County Community College
- Acting Dean of Instruction – Butler County Community College
- Vice President of Student Services – MiraCosta College
- Interim Vice President of Instruction – MiraCosta College
- Acting President – MiraCosta College
- National Council on Student Development, Board of Directors 1999-2004, 2011-2013.
- President, California Community College Chief Student Services Administrators Association 2004-2005

His accreditation team/self study experience includes:

Gavilan College – 1989; Cosumnes River College – 1990; Shasta College – 1993; El Camino College – 1995; Napa College – 1997; Mt. San Jacinto College – 1999; Los Angeles City College - 2003; Riverside City College- 2007; Monterey Peninsula College – 2010



Mr. Michael Carley
Director, Institutional Research
Porterville College

Michael Carley has an MA in Sociology from Stanford, and a certificate in program evaluation. He has nearly 13 years experience in institutional research and planning, all at Porterville College. He served on two comprehensive evaluation teams, and served as the lead writer for Standard I. He has also served on four follow-up teams, chairing one of them.



Dr. Kerry Compton
Vice President of Student Services RET
College of Alameda

Dr. Compton is currently on acting assignment as Vice-President, Instruction, Berkeley City College. Her experience is in the discipline of counseling/ DSPS. She served on the counseling faculty at Merritt College, DSPS from 1985-1992, and was the coordinator of DSPS at the College of Alameda from 1992-1996, she then served as the Assistant Dean of Students and EOPS Director, 1996-2000; and Vice-President of Student Services, 2000-2012. She was Academic Senate President and District Academic Senate President, 1993-1996. Dr. Compton supervised development of technology in Student Services, including support of distance education. She contributed to four self-evaluations; and has participated on three prior accreditation teams.



Ms. Ramona Kincaid
Director, University Center & Academic Support
Kauai Community College

Ramona Kincaid is the Director of the University Center and Academic Support at Kaua'i Community College. She received an AB in Geography from the University of Missouri-Columbia, spent a few years as a draftsman, and then acquired an MLIS from the University of Hawai'i at Mānoa. She became the reference librarian at Kaua'i Community College in 1993 and received a Certificate in Telecommunications and Information Resource Management via distance learning in 1999. In her current position she oversees Academic Support units such as the Library, Media Services, Tutoring Center, Instructional Technology, College Success Center, Computer Services, as well as various special projects. As the University Center Director, Ramona ensures access and support for distance learning programs at the baccalaureate and graduate level for the residents of the Island of Kaua'i.



Ms. Barbara Perez
Vice President, Compton Educational Center
El Camino College

Barbara Perez is vice president, El Camino College Compton Center. In this position, she serves as the chief academic and student services officer for the center, leading the planning, development, and implementation of the overall instructional program, student services program and support services. Perez has worked at El Camino College since 1983, most recently serving as vice president, human resources. She first joined the college faculty as a chemistry professor and faculty coordinator for the Division of Mathematics and Physical Sciences. She was also a faculty coordinator for the Human Resources Department and Academic Affairs Division. Perez was named dean of the college's Division of Natural Sciences in 2002, and then appointed to the position of interim associate vice president of human resources in 2006, followed by VP, Human Resources. At El Camino College, Perez was co-chair of the 2002 Accreditation Steering Committee. She continues to work on the El Camino College Staff and Student Diversity Advisory, Calendar and the College Technology committees. Perez has bachelor's and master's degrees in chemistry, both from California State University, San Diego. She has also completed graduate coursework from the Community College Studies Ed.D. Program at UCLA. Her professional affiliations include memberships with the American Chemical Society, the Faculty Association of California Community Colleges, and the American Association of University Women.



Dr. Linda Rose
Vice President of Academic Affairs
Santa Ana College

Linda Rose, Ed.D., serves as vice president of Academic Affairs at Santa Ana College, in the Rancho Santiago Community College District. In this influential role, Dr. Rose serves as the college's Chief Instructional Officer. Her overall responsibilities include all aspects of academic programs and instructional support services, professional development, class scheduling, instructional budgets, resource allocation, and library services. With 18 years of experience in higher education, Dr. Rose offers a wealth of experience as a faculty member and as an administrator. Dr. Rose has served on five external evaluation teams and she has served as the administrative co-chair and Standard team member for institutional self-evaluations at her campus. Dr. Rose earned an Associate degree in Liberal Arts at West Los Angeles Community College; a B.A. in Interdisciplinary Studies through the PACE Program at California State University, Dominguez Hills (CSUDH); a Certificate of Completion in Rhetoric and Composition at CSUDH; an M.A. in English literature at CSUDH; and an Ed.D., at the University of California, Los Angeles (UCLA). As a leader in her profession, Dr. Rose is a regular presenter at conferences, including the School-to-Career Academy, the American Association of Women in Community Colleges, the National Council on Workforce Education, and others. She was recognized in Who's Who Among America's Teachers, fifth edition.



Ms. Toni Sommer
Vice President Administrative Services
Cuesta College

Assistant Superintendent/Vice President Administrative Services (Fiscal Services, Computer Services, Bookstore, General Services, Public Safety, Human Resources, and Facilities).

Assistant Superintendent / Vice President Administrative Services,
Dean of Workforce Development,
Director, Small Business Development Center,
Tenured Faculty-Business



Ms. Margaret Tillery
Learning Disability Specialist
Allan Hancock College

Academic Discipline: Master's Degree in Learning Disabilities
Currently Chair of Academic Senate Committee on Faculty Hiring, member of Basic Skills Task Force, Co-Chair of CEO Search Committee, Diversity Trainer for HR department. Formerly: Co-Coordinator of Hancock's SLO Task Force and Coordinator of SLO's for Student Services, Member of ACCJC Substantive Change Committee (which involved a heavy emphasis on quality of distance learning), participant in CTEA grant development and faculty consultant for DL

accessibility, college ALO, Member of Hancock Accreditation Self-Study Committee from 1991 to 2010. Academic Senate Vice President, Associate Editor of literary journal focused on disabilities, Board Member: Santa Barbara Foundation, Executive Assistant to Interim President. I have participated in eight External Evaluation Teams, served as Hancock's ALO in the early 90's and been a member of every Hancock self-study steering committee since 1991. I also served as an ACCJC commissioner for six years and as a member of the Commission's Substantive Change Committee for seven years and Evaluation and Planning Committee for six years.



Dr. Gary Williams
Professor / Instructional Assessment Specialist
Crafton Hills College

Dr. Gary J. Williams is an Associate Professor/Instructional Assessment Specialist at Crafton Hills College in Yucaipa, California. He has 25 years of experience in higher education at a variety of institutions, large and small, public and private. He has served on the Accreditation and Student Learning Outcomes Committee for the Academic Senate of the California Community Colleges (ASCCC), as a Program Coordinator for the Basic Skills Initiative for the California Community Colleges, and a Mentor for the WASC Student Learning Level I & Level II Retreats. He has consulted at numerous institutions across the country in the development and implementation of assessment practices. In these capacities, he has helped institutions develop faculty capacity for assessment, foster dialog among campus stakeholders, establish student services and co-curricular assessment practices, and implement data management systems for organizing, reporting, storing and archiving assessment data. Dr. Williams earned his Doctorate in Education (Ed.D.) from UCLA with a focus on assessment, organizational change, and organizational culture.

Gavilan College Mission

Gavilan College cultivates learning and personal growth in students of all backgrounds and abilities through innovative practices in both traditional and emerging learning environments; transfer pathways, career and technical education, developmental education, and support services prepare students for success in a dynamic and multicultural world.

Visionary Educational Goals (from the Educational Master Plan)

- To be known for educational excellence,
To increase accessibility,
- To lead in the application of appropriate educational technology,
- To demonstrate involved and responsive community leadership,
- To encourage innovative instruction,
- To promote a harmonious learning and working environment

2012-2017 Strategic Plan Strategies

- Optimize enrollment, course offerings, and services to reflect community needs and growth.
- Improve student services and enhance curriculum and programs in order to help students meet their educational, career, and personal goals
- Improve and expand existing facilities to enhance the learning environment
- Recruit and develop staff to foster success for our diverse students in their attainment of educational goals.
- Update the Educational Master Plan to include development of multi-college expansion by coordinating all instructional programs, student and administrative support services, organizational structure and staff, and site development through linkage with Strategy 3.
- Develop a rolling five-year fiscal stability plan.
- Improve communication, coordination, collaboration, and participation to foster a campus culture of engagement and excellence.