

GAVILAN COLLEGE



Accreditation 2007

Team Visit
March 6 - 8, 2007

Accreditation Self Study Team Visit

Preliminary Schedule

Monday, March 5

- 12:30p.m. Team lunch off campus
- 1:30 p.m. Team orientation meeting off campus
- 3:30 p.m. Informal meeting with Accreditation Steering Committee and Campus Leadership; APE 120 & 121

Tuesday, March 6

- 1 p.m. Open Forum; North and South Lounges
- 2:30 p.m. Academic Senate Meeting; Mayock House

Wednesday, March 7

- 8:00 a.m. Meeting with Board of Trustees; North Lounge
- 9:00 a.m. Hollister and Morgan Hill Site Visits
- 3:00 p.m. Curriculum Committee; SS 206
- 4:00 p.m. President's Council; Mayock House
- 6:00 p.m. Open Forum; SS 210

Thursday, March 8

- 2:00 p.m. Exit Report; North and South Lounges

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 Themes

- *Institutional Commitment*
- *Evaluation, Planning, and Improvement*
- *Student Learning Outcomes*
- *Organization*
- *Dialog*
- *Institutional Integrity*

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.)

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



Susan Carleo, Ph.D.
Senior Associate Vice Chancellor for Human Resources
Los Angeles Community College District.

Dr. Carleo serves as the district's chief human resource officer and lead negotiator for its collective bargaining agreements. She is also actively engaged in managing change in human resources resulting from the district's transition to its new enterprise system. Before moving to the district office, Dr. Carleo served as the Vice President of Academic Affairs at Los Angeles Valley College. From 1993 to 1996 she worked as the Chief Instructional Officer at Schenectady County Community College, in the State University of New York system. Before going to New York, Sue worked at Los Angeles Harbor College, first as vocational education dean and then acting Vice President of Academic Affairs. Dr. Carleo's arrival at Harbor College was preceded by 13 years as a faculty member at Los Angeles Valley College, first as lead instructor for the fashion and interior design programs, then as department chair and vice chair, curriculum committee chair, academic senate member and faculty president. Dr. Carleo holds B.A. and M.S. degrees from San Diego State University, and a Ph.D. from UCLA. She describes herself as an educator who believes that community colleges are essential to the success of our community---“ we help individuals improve the quality of their lives and they in turn, do the same for all of us.”



Darla M. Cooper, Ed.D.
Senior Director of Institutional Advancement, Research and Planning
Santa Barbara City College

Dr. Cooper has served on the Board of the Research and Planning Group for the California Community Colleges since 2001 currently as an at-large member, and as Vice President in 2002-2003. Dr. Cooper has also been a consultant with the Center for Student Success since 2000. Previously, Dr. Cooper was the Director of Institutional Research at Oxnard College, Director of Research and Planning at Ohlone College in Fremont, California, and the Director of Student Research and Information for the Student Affairs Division at the University of Southern California. Prior to working in research, Dr. Cooper was a student services counselor and ombudsperson, assisting college students in a variety of ways to achieve their educational goals. Dr. Cooper earned her B.A. in Psychology from the University of California, San Diego, M.S.Ed. in College Student Personnel Services, and her Ed.D. in Higher Education from the University of Southern California.



Rodney Frese, Ph.D.
Vice President, Administrative Services
College of the Sequoias

Dr. Frese earned his B.B.A. and M.S.E. degrees from the University of Wisconsin at Whitewater, an M.B.A. from the University of Oregon, and a doctorate in Community College Leadership from the University of Texas at Austin. He has been in his current position since 2003. Previously, he served as CFO for the Kings Canyon Unified School District, State Commissioner for the Uniform Cost Construction Commission, Director of Financial Systems and Budgeting for CSU Fresno, Director of Information Systems for Clovis Unified School District, Director of Financial IT Systems for the Monterey County Office of Education, Acting Dean of Business Services for Hartnell Community College, Director of Admission & Information Systems and Manager of Systems Development for the University of Wisconsin at Whitewater, and Computer Technician in the U.S. Marine Corp.



Pamela Hawkins
Faculty, Business Administration
Diablo Valley College

“I have been employed at Diablo Valley College for 16 years. For 14 years I worked in an administrative capacity in workforce development. In July 2004, I was given the wonderful opportunity to retreat to a faculty position. Since my faculty service area is business, I was assigned to the Business Division as a tenure-track professor. I have just completed my first two years of teaching full-time and I could not be happier among the ranks of faculty. Most of my experience as a college administrator was spent as an ‘intrapreneur’ where I sought and secured external funding that met special needs of students. Most of the educational projects I administered were from the inception of the program’s concept to the final reports at the program’s closeout. While I enjoyed this type of work, I was separated from working directly with students and I missed the energy that students bring into the college environment. This is my first accreditation review and I am looking forward to the experience.”



Robert Hughlett, Ed.D.
Trustee
Cerritos College

Prior to becoming a trustee, Dr. Hughlett was the Director of Disabled Students Services, responsible for the management of four on-campus and one off-campus program for approximately 1,000 students with disabilities. He served as Faculty Advisor to the student organization “Disabled Students of Cerritos College” and was recognized by Associated Students of Cerritos College as Club Advisor of the Year six times. He has been the Regional Facilitator representing programs for the disabled at 13 local community colleges for the California Community Colleges Chancellor’s Office in Sacramento; from 1984-87 and 1992-1995. He has made nine presentations at annual meetings of California Post Secondary Educators of the Disabled and annual Chancellor’s Office conference. Dr. Hughlett received his B.A. from Saint Mary’s College, Moraga, California, an M.A. (Education, minor in Special Education) from California State University, Los Angeles, and an Ed.D. (Post Secondary Administration) from Nova University.



Jannett Jackson, Ph.D.
Vice President of Instruction
College of Alameda

Dr. Jackson is responsible for the library, instructional computing, media services and all instructional programs. She is also responsible for developing campus technology standards and chairs the Learning Resources Advisory Committee and campus Technology Committee. Jannett received her undergraduate degrees from California State University, Fresno. Her Bachelor's degree is in Liberal Studies, and her Master's is in Education, Curriculum and Instruction. Her doctorate is from The University of Texas at Austin, Community College Leadership Program/Educational Administration, emphasis in informational technology.



Kathie Lee Lewis
Information Competency Librarian
College of the Sequoias

"I received my B.A. in Elementary Education from Arizona State University and my Masters in Library Science from Brigham Young University in 1981. I have worked at the College of the Sequoias for the past twenty years. The last seven of those years has been in a full-time position as Information Competency Librarian. In that position my main duties have included: developing and teaching 1 unit Research classes, instruction for discipline specific classes, selection of materials, working at the reference desk, and participating on campus committees. I'm currently serving on: the Faculty Enrichment Committee (as co-chair), Program Review Steering Committee, College Council, Distant Education Committee, and Academic Senate."



Bill Scroggins, Ph.D.
Superintendent/President
College of the Sequoias

Dr. Scroggins has 37 years experience in higher education. Most recently, he has spent five years at Modesto Junior College, first as Vice President for Instruction and then for two years as Interim President. Previously, he was Dean of Science & Math at San Bernardino Valley College following a 26-year career as a chemistry professor, serving both El Camino College and then Chabot College. Dr. Scroggins earned his B.S. at U.C.L.A. and his Ph.D. at U.C. Riverside. Dr. Scroggins is an accomplished author, having written three books in his field of chemistry and penned innumerable articles and papers. He is in demand as a speaker, having spoken widely on a range of topics including curriculum, technology, shared governance, planning, articulation and transfer, and most recently assessment and student learning outcomes. Dr. Scroggins became well known in California for his work with the State Academic Senate, serving as President from 1997 to 1999. In that role he was known as an effective leader and spokesperson for faculty and a key figure in the implementation of many initiatives ranging from the California Virtual University to IMPAC (Intersegmental Major Preparation Articulated Curriculum). He is an active member of several boards: the RP Group, the California Assessment Initiative, and the Community College Leadership Development Initiative (CCLDI). Dr. Scroggins lives in Visalia with his wife Lina and daughter Ellie and enjoys traveling, films, and home improvement projects.



Arvid Spor
Dean of Enrollment Services; 2008 Accreditation self-study Co-chair
El Camino College

Mr. Spor has also been the Special Assistant to the Vice President of Student Services for Planning, Acting Dean of Community Advancement, and Director of Workforce Education at El Camino College. He has experience in Planning, Enrollment Management, Financial Aid, First Year Experience, Student Development, Outreach and School Relations, Assessment and Testing, Admissions and Records, economic development, CalWORKs, Counseling, and categorical grants. He has an Ed.D from the University of Southern California, an M.S. in Counseling from California State University, Long Beach, and two B.S. degrees (Business Administration and Psychology) from Oregon State University.



Mark Snowwhite
Faculty member
Crafton Hills College

“Born and raised in Baltimore, I came to California many years ago to attend the University of California, Riverside, where I received my master’s in English and began my teaching career. I have been a faculty member at Crafton Hills College since 1980 and before that at San Bernardino Valley College. My experience with accreditation includes serving as editor of my college’s last three accreditation self studies. I have also served on eleven accreditation visits to other colleges and on advisory groups to draft policies and the most recent standards for the Accrediting Commission for Junior and Community Colleges. From 1997 until 2005, I was a member of the statewide Academic Senate’s executive board and served as secretary of that organization for the last four years of that term.



David Viar
President
American River College

Mr. Viar served as the Chief Executive Officer for the Community College League of California from 1990 to 2005. He was the Executive Director of the National Association of Community College Trustees from 1988 to 1990 and the Executive Director, California Community College Trustees Association from 1982 to 1988. He also served as Executive Director, Illinois Community College Trustees Association from 1977 to 1982. He earned his J.D. from Drake University School of Law and his B.A. in Economics from Western Illinois University. He is currently serving on the Campaign for College Opportunity Board and the Community College Leadership Development Foundation Board.

Gavilan College Mission

In an environment that nurtures creativity and intellectual curiosity, Gavilan College serves the community by providing a high quality learning experience and preparing students for higher education, technical and public service careers, lifelong learning, and participation in a diverse global society.

Goals

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

Values

- An imaginative and nurturing community of learners, fostered through rigorous scholarship, creativity, and personal and professional development
- A college environment and social climate characterized by inclusiveness and mutual respect for all of our students, staff, and community
- Excellence in and promotion of comprehensive programs, services, and activities
- Partnerships that support the educational, economic and social development of the college and the communities we serve

2006-2011 Strategic Plan Strategies

- Optimize enrollment to reflect community needs and growth
- Highlight student performance as a result of Gavilan College education
- Improve and expand existing facilities to enhance the learning environment
- Provide appropriate technology for delivery of instruction, student support services and management of college operations
- Recruit and develop staff to attract and retain an optimal student population
- Expand Gavilan's educational role by becoming a vital force in the development of the community