# Comprehensive Self Study for Accreditation Timeline

**2-2-10**

Beyond mere compliance.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>November 6, 2009</td>
<td>At West's annual college retreat, 103 participants reviewed the college mission statement and identified the 3 essential words in it and submitted 3 words that do not appear but would be important to include</td>
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<td>November 17, 2009</td>
<td>First Seaside Coordination meeting at West LA College</td>
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<td>December 14, 2009</td>
<td>Launch West's Comprehensive Self Study efforts at the Joint Admin/Divisional Council mtg. Ask all to submit names of those to participate in the self study and the standards they are interested in.</td>
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<td>January 2010</td>
<td>Develop and submit accreditation self study budget</td>
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<td>January 2010 (2 Mondays each month @ 9 am)</td>
<td>Working Group for Alignment: Planning, Review, and Accreditation Made up of the Dean of Research and Planning, Chair of the College Council, the three Vice Presidents, and others to be determined, the group monitors and assists the progress in the college's agreed upon strategic planning, review, and accreditation activities. Purpose: to ensure the implementation, timeliness, and the fulfillment of the agreed upon charges, shared governance agreements, and assigned roles and responsibilities of recognized entities—Senate, unions, and committees.</td>
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<td>January 14 &amp; 21, 2010</td>
<td>Full-day retreats for administrators on the 14th and the Joint Administrative/Divisional Council groups on the 21st reviewed the work of the college retreat of Nov. 6th and, in groups, developed a vision and mission statement to go to the Accreditation Steering Committee</td>
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<td>January 27, 2010</td>
<td>Present Org Plans and Timelines to Board</td>
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<td>January 28, 2010</td>
<td>Accreditation Steering Committee meets. Mtgs. set for the 4th Thursday of each month at 2:30 p.m. Work with ASO to encourage student participation. Review of Mission Statement proceeds.</td>
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<td>February, 2010</td>
<td>With Senate's help, announce the WASC Leadership Academy to faculty in order to recruit applicants, mentor and prepare future accreditation leaders.</td>
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<td>February-March, 2010</td>
<td>Organize full Accreditation Team, including standards' co-chairs and committee members: Committees meet initially to learn about the purposes and requirements of the accreditation self study process, review timelines, assign work and schedule future meetings, including Town Hall meetings for the college community</td>
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<td>April-May, 2010</td>
<td>College Accreditation Teams meet to interpret/analyze the “Standards,” review past recommendations, examine sample self study reports, and</td>
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<td>May 2010</td>
<td>Updates of college's Educational Master Plan, including Student Services</td>
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<td>Plan, Technology Plan completed. Goal: alignment and synthesis</td>
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<td>Summer 2010</td>
<td>College researcher prepares data and begins to collect evidence</td>
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<td>August 2010</td>
<td>FLEX Day “Self Study Kick Off” Event – planned with Academic Senate</td>
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<td>Fall ‘10-</td>
<td>Monthly Standard Team &amp; Steering Committee meetings – write draft</td>
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<td>Spring ‘11</td>
<td>report, collect and organize evidence</td>
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<td>October 2010</td>
<td>Appoint Self Study Report Editor &amp; Production Team and conduct training</td>
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<td>for committee chairs on report format and style</td>
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<td>Nov. 2010</td>
<td>At annual college retreat – focus on Self Study Report.</td>
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<td>Spring 2011</td>
<td>Compile preliminary draft of Self Study Report</td>
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<td>May-June 2011</td>
<td>Draft Report presented to Board with draft planning agendas</td>
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<td>Summer 2011</td>
<td>Edit draft of Self Study Report and prepare graphics</td>
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<td>September 2011</td>
<td>Circulate edited draft of Self Study Report to standard committees for final comment, review and revision &amp; begin site visit prep</td>
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| October 2011| Circulate final Self Study Report to all college constituencies for discussion and approval, hold forums & complete graphic layout.
| November 15, 2011| Sign off by college constituencies, including all full-time faculty.      |
| December 7, 2011| Deliver final Self Study Report to District Office for Board review     |
| January 2012| Present Self Study Report to the Board’s Committee on Planning and Student Success. Obtain signatures. |
| March 2012 | Mail Self Study Report to ACCJC after final BOT approval and continue preparations for site visit |

**CHALLENGES to ADDRESS**

- Resources required to conduct and complete self study (time, personnel, expertise)
- Transition to new leadership; attract and involve new hires into the accreditation process
- Implement the documents repository for collection and organizing evidence

**Accreditation Steering Committee**

*Members*

- Mark W. Rocha, Ph.D.
- Allan Hansen, Facilities Director
- Joann Haywood, AFT Staff Guild
- Fran Leonard, Faculty Chair, Accreditation
- John Oester, VP, Administrative Services
- Rod Patterson, President, Academic Senate

- Abel Rodriguez, SEIU 721 Steward
- Betsy Regalado, VP, Student Services
- Olga Shewfelt, President, AFT Faculty Guild
- Bob Sprague, VP, Academic Affairs, ALO
- Rebecca Tillberg, Dean, Research and Planning

2-2-10
Standards Committee Co-Chairs

**Standard I: Institutional Mission and Effectiveness**
Fran Leonard, Rebecca Tillberg

**Standard II: Student Learning Programs and Services**
Bob Sprague, Linda Clowers, Betsy Regalado, Yvonne Simone

**Standard III: Resources**
John Oester, MD Haque, Meric Keskinel

**Standard IV: Leadership and Governance**
Olga Shewfelt, Rod Patterson, Mark W. Rocha, Ph.D.
What works:

- Taking the Commission’s recommendations seriously; understanding what is needed/required beyond mere compliance
- Focusing on and noting ACTIONS that show progress (and documenting those actions); a culture that is outcomes-based.
- Appointing key co-chairs for recommendations’ committees who also take primary responsibility for meetings, goals and outcomes
- Consistency - making sure that what is said in one standard is consistent across the report
- Using language consistent with the language of the standards
- Collecting evidence/documentation in an organized, timely way
- Building on a base of participation that is broad, deep and well-informed
- Communicating regularly on the progress of the report with the college community through these means: a frequent agenda item on key committees (College Council, Academic Senate, AFT Faculty Guild, AFT Staff Guild, Joint Administrative/Divisional Council meetings, ASO, Town Hall meetings, the college webpage, etc.). Have standards co-chairs report on progress/developments as these meetings.
- SLO assessment that is part of program review and the improvements in programs that result from that assessment

For the comprehensive self study, what West needs to do (in addition to continuing and improving upon proven practices):

- Encourage, identify, invite and mentor newly hired staff, faculty and administrators to participate, not only on college and self study committees, but also on the Commission’s visiting teams
- Identify, obtain and install software to encourage steady collection of documentation and identify which standards the documentation supports
- Maintain a central office to house documents and related materials
- Provide support for editing and proofing (including fact-checking and consistency across standards) and production
- ALIGN plans, goals and outcomes, including the Educational Master Plan, the Technology Master Plan, the Student Services Strategic Plan, the Facilities Plan and the District’s Strategic Plan, program review, SLOs, staffing, enrollment management, grant management, etc. with the college mission and vision
- In yet another era of “doing less with more,” avoiding the “We don’t have any resources” excuse and instead, showing how we problem-solve realistically, given the climate we are in.
Step 3 - “General Prep Program - The Eights” (.5 semesters)

Develop an eight-week English/Math refresher “bootcamp;” design program for study and library skills; incorporate counseling and orientation.

For consideration: “bootcamp” as new LRNSKL course; development of a competency-based, self-paced CAI program designed in such a way that completion of program represents mastery of entrance skills for college level coursework; counseling/orientation and study skills via PD 40; library skills via new or existing LIB SCI course; “The Eights” as summer bridge so that students who assess at college level will not have to delay the start of their degree/certificate pathway until Spring; develop theme-based freshman seminar, or is it enough to have the PD, LRNSKL, and LIB SCI courses?

Proposed invitees:
Bruce Anders
Judy Chow
Ken Lee
Ken Lin
Alma Narez Acosta
Judith Ann Friedman
Curt Riesberg
Tim Russell
Jawell Samilton
Glenn Schenck
Student representative
Steps 4 & 5 - “Assessment and Student Educational Plan” and “English/Math Course Placement”

Review current assessment instrument; review current assessment and placement practices (e.g., benchmarks for placement, advising and placement regarding ESL, how many times and within what time frame a student can re-take assessment exam); develop system which facilitates student progress from completing the assessment process to mapping a student educational plan; develop system of referral for students who place below English 21 and/or Math 112 (as proposed in model)

For consideration: What benchmarks for continuing on to basic skills sequence or degree/certificate programs; review the National Career Readiness Program (www.act.org/certificate/index.html) and other programs as potential referrals for sharpening skills in mathematics, reading, and writing; explore study skills assessment tools to facilitate proactive referral to study skills workshops and/or courses (perhaps recommend development of focused workshops/courses); consider alternate ways to demonstrate mastery of entry-level skills for college-level English and Math (e.g., completion of credible competency-based CAI programs developed in consultation with English and Math faculty)

Proposed invitees:
Ara Aguiar
Celena Alcala
Patty Banday
Betty Jacobs
Mary Jane McMaster
Mark Pracher
Curt Riesberg
Nancy Sander
Rebecca Tillberg
Kathy Walton
Step 6 - “Complete Reinvented Basic Skills Sequence” (proposed - 1.5 semesters)

Reinvent the basic skills sequence such that students may complete focused study in Math and English and demonstrate competence to enter college level in 1.5 - 2 semesters; propose innovative and pedagogically sound modes of delivery and methods of assessment for instruction in basic skills coursework; identify specific objectives and strategies for new coursework for the basic skills sequence; propose topics for faculty development workshops and training to support instruction within the new sequence.

For consideration: class size issues; integration of tutoring and self-paced CAI to supplement in-class instruction; workshop format v. traditional lecture; professional development for faculty

Proposed invitees:
Judy Chow
Adrienne Foster
Andrea Frederich
Thomas Harjuno
[Math faculty #2]
Clare Norris
[English faculty #2]
Curt Riesberg
Tim Russel
Student representative
Mark Pracher