Writing the Report – Help and Tips
Don't worry! You won't have to write it all by yourself.

Throughout the self-evaluation process, each team will be responding to every point in your standard. The purpose is to come to a consensus so that your team can submit a section of the report that reflects what the team has agreed upon. The section will be written, edited, rewritten – and everyone's input will be needed to make sure the final product is accurate and says what the team intended. A template and guiding questions from the ACCJC are available as resources. This will also include the four following tasks:

1. DIALOGUE: We will get together over the next semester to discuss these standards. The accrediting commission believes that "ongoing, self-reflective dialogue" is the key to "promoting quality and improvement." In order for these discussions to be successful, we need to:
     o   Listen carefully and understand our colleagues' viewpoints
     o   Come up with constructive ideas for change and improvement
     o   Write our conclusions into the narrative of the self-evaluation report

2. DESCRIPTION: For each section of the standard, we will be asked to describe what we're doing at LAVC – an objective, honest snapshot.

For example (College X): The college has 30 computer labs equipped with computers for student use. Some are for drop-in use by all students, and some are dedicated to specific departments (Evidence here). In total, 900 computers are available for student use. The college has a basic telecommunication infrastructure in place for campus distribution of data. Campus-wide networking facilitates access to library and instructional resources and the internet from all student computers.

3. EVALUATION: This is a judgment about how we are performing, ranging from perfect to adequate to terrible - or somewhere in between. It expresses an opinion about the standard.

For example (College X): Thanks to bond funding, the college was able to construct and equip a spacious new tutoring lab in the library building. However, as a result of recent budget cuts, the college does not have sufficient staffing to open the lab.

If we discover a gap or issue that we need to correct, this is the time to do it! If minutes aren't posted, this is the time to do it! If we discover a major problem that will take time to fix, suggest an actionable improvement plan to resolve it.

For example (College X): Create a plan to staff the new tutoring lab (e.g., through grant funding, reassignment of tutors from other labs, or volunteers). [Responsible party: Associate Dean of Academic Affairs]

4. GATHERING EVIDENCE: This is the most important task. We have to collect proof to back up all our statements. Think of the self-evaluation as a research project that requires documentation (see the handout on "Good Evidence").