



Accreditation Steering Committee Notes for the Meeting of Dec. 3, 2010

12:30-2 p.m.

Marisa Spatafore (chair), Invited: Gregory Anderson, Nancy Cole, Stacey Cook, ~~Christina Espinosa-Pieb~~, Jim Haynes, Letha Jeanpierre, Lois Jenkins, ~~Donna Jones-Dulin, Anu Khanna~~, Alex Kramer, ~~Andrew LaManque~~, Cynthia Lee-Klawender, Coleen Lee-Wheat, Ze-Kun Li, ~~Virginia Marquez~~, Kevin Metcalf, ~~Dan Mitchell, Brian Murphy~~, Mallory Newell, Mary Pape, ~~Toño Ramirez, Jackie Reza~~, Rowena Tomaneng

College Mission Statement:

De Anza College provides an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities; to realize their goals; and be socially responsible leaders in their communities, the nation and the world.

De Anza College fulfills its mission by engaging students in creative work that demonstrates the knowledge, skills and attitudes contained within the college's Institutional Core Competencies:

- *Communication and expression*
- *Information literacy*
- *Physical/mental wellness and personal responsibility*
- *Global, cultural, social and environmental awareness*
- *Critical thinking*

TOPIC	DISCUSSION LEADER(S)	OUTCOME/NOTES
Notes from previous meeting <u>E-mailed/Distributed:</u> Draft Nov. 19 notes	Spatafore	Accepted; two minor edits
Analysis of faculty / staff and student accreditation surveys	Newell	Newell presented the results and analysis of the surveys, soon to be posted on the Research website and linked to from the Accreditation page. Regarding "Resources," Metcalf wondered if perhaps college employees were unsure where to find planning and budgeting information. Anderson commented on the very positive responses to questions about leadership and governance, particularly as pertains to the board of trustees. The group agreed that Foothill-De Anza is fortunate to have a good board. That 45% of student respondents avowed knowledge of institutional core competencies was remarked. Spatafore and others commented on the overall highly positive findings of both surveys.
Resolution of query to ACCJC regarding new Distance Learning manual; question regarding presidential authority; district mapping	Spatafore et al.	Spatafore expanded on the response from ACCJC, e-mailed earlier, regarding the incorporation of new Distance Learning Manual questions in the Self-Study. Anderson (for Standard II) and Metcalf (for Standard III) stated their beliefs that the topic is adequately covered in their sections. Jenkins and Spatafore will ensure incorporation of the distance learning concerns throughout the

		<p>document during the editing process. It was briefly noted that board policy on presidential authority is contained in BPs 2212 and 2213. The current understanding is that the district mapping document, required by Standards III and IV, will be available in early January.</p>
<p>Updates and Discussion: Standards I, II, III, IV; SLOACs/SSLOACs/AUOACs</p>	<p>Team leaders; SLO leaders</p>	<p>Standard I (Kramer):</p> <ul style="list-style-type: none"> • On track; working to meet Jan. 3 deadline • Developing clear planning agenda items (There is general understanding and agreement in the committee that these should be few, thoughtful and achievable) • Looking for a reference; assistance to be provided <p>Standard II, Anderson:</p> <ul style="list-style-type: none"> • Proceeding well; subsections, overview coming along <p>Standard III, Jeanpierre and Metcalf:</p> <ul style="list-style-type: none"> • Complete first draft anticipated before holiday break • Furniture, Fixtures & Equipment (FF&E) plan not online; to be found through Donna Jones-Dulin, Associate VP of Finance and Educational Resources (Question regarding responsibility for planning agendas; established that teams should propose, shared governance groups will review as part of overall comprehensive process) <p>Standard IV (Cook and Lee-Klawender)</p> <ul style="list-style-type: none"> • Collected all subsection drafts • Tri-chairs will review over holidays, making sure all questions are answered (Noted that declaration of each standard being met belongs in the evaluation sections) <p>Outcomes Updates Pape</p> <ul style="list-style-type: none"> • In January, departments will get PLO (program learning outcomes) drafts back that they wrote on Opening Day, with ideas on refining them for the next catalog • Plans in place to update website, begin newsletter <p>Haynes</p> <ul style="list-style-type: none"> • Website update ready in January or February • Workshop Jan. 28 for Student Services and Central Services areas will include refresher on assessments and program level work on mapping to ICCs • Critical to get database to store all the data being collected; now very hard to keep track of all information coming in; difficult to get reporting; ECMS was not designed for this • "GOAC" was suggested for Governance Outcomes Assessment Process

<p>First meeting of working group on governance processes, communication, oversight and evaluation</p>	<p>Working group members</p>	<p>Cook</p> <ul style="list-style-type: none"> • Group had first meeting today • Developed purpose and goals • Will develop an outline for what to include in governance handbook by end of winter quarter • Will have draft document ready by end of spring quarter • Governance handbook will be a living, dynamic document • Membership was discussed <p>Kramer noted that the handbook needs to advance general awareness of governance across campus. Haynes stated that there is a lot of experience within the group and it will, in addition, be conducting a lot of research</p> <p>Spatafore inquired whether there were any preference for “task force” or “working group.” General consensus was in support of “task force.”</p>
<p>Quick items</p>	<p>All</p>	<p>Spatafore noted that, thanks to José Menendez, the mission statement will be included in the annual calendar produced by Print Services.</p>
<p>Next meetings: Jan. 14, Feb. 11</p>		