

DeAnza College



Accreditation 2011 Reference Guide

Evaluation Team Visit
Monday, October 24 - Thursday, October 27, 2011



DeAnza College

Mission

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 to 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

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Simply the Best

Accreditation 2011 Reference Guide

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*Excerpted from the De Anza College Institutional Self-Study in Support of Reaffirmation of Accreditation

**Excerpted from the Educational Master Plan Update Spring 2011 and the De Anza College Institutional Self-Study in Support of Reaffirmation of Accreditation

September 23, 2011
College Opening Day

Dear Colleagues,

Thank you to everyone who participated in preparing for the upcoming reaffirmation of De Anza's accreditation. This work has been under way since 2007 (see page 22 of this guide for the timeline) and has been accomplished through dedicated work by numerous faculty, staff and administrators.


When the Accrediting Commission for Community and Junior Colleges reaffirmed De Anza's accreditation in 2006, several recommendations were made to the college, all of which have been addressed. The Academic Senate, SLO coordinators and other faculty members took leadership on the recommendation to engage in a broad-based dialogue leading to a process for assessing SLOs. The accomplishments collegewide are outstanding and ongoing. SLOs have been written for virtually every course, and Program Level Outcomes (PLOs) are published in the new catalog. Student Learning Outcomes Assessment Cycles (SLOACs) are in progress.

All Student Services areas have also identified learning outcomes, and assessment cycles (SSLOACs) are under way for each. Administrative Unit Outcomes Assessment Cycles (AUOACs) are on track as well. Outcomes have been incorporated into Program Review and are part of integrated planning and budgeting. See page 15 for a reminder of our updated planning process, approved by College Council and excerpted from the spring 2011 Educational Master Plan Update. My deepest thanks to all of you, in all areas of the college, for your work on learning outcomes and for your commitment to continuous improvement of student learning.

Work on the college's Self-Study Report began in January 2010 with the formation of teams to collaborate on its development and writing. Once again, there was extensive involvement across campus, and much hard work. Thank you to all Standards team members, the Accreditation Steering Committee, and those who produced the final report. The list of participants begins on page 18. Self-Study material is excerpted throughout this document.

The Evaluation Team visit is Monday, Oct. 24 through Thursday, Oct. 27. On page 5 are some ways we can all prepare for and participate in the visit. We are eager to welcome our visitors to campus, and we should be prepared for their interest in our college and their questions. Thank you, once again, for your many contributions to the work. In the end it is our students who benefit from the reaffirmation of the accreditation of the college they choose to attend.

Sincerely,



Brian Murphy

Accreditation Facts

WHO accredits De Anza?

De Anza College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC), an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education.

WHAT is accreditation?

Accreditation is a voluntary system of self-regulation developed to evaluate overall educational quality and institutional effectiveness.

WHEN is accreditation?

Comprehensive evaluations for reaffirmation of accreditation occur every six years. De Anza's evaluation visit is scheduled for Monday, Oct. 24 to Thursday, Oct. 27, 2011.

WHERE does accreditation occur?

ACCJC evaluation teams review a college's Self-Study Report and then conduct a site visit to the campus. Team members also visit district offices and educational centers if applicable.

WHY is accreditation important?

Accreditation is critical in order to provide assurance of educational quality to students, transfer institutions, employers and the general public and to promote continuous quality improvement.

HOW does accreditation work?

A college, with broad participation, undertakes a thorough self-evaluation of the institution using ACCJC Standards (see page 6) and compiles a Self-Study Report, complete with extensive data and evidence. The college is then evaluated by ACCJC, which determines the action it will take.

Comprehensive Evaluation Visit Team Roster

Dr. Raúl Rodríguez

Team chair

Chancellor, Rancho Santiago
Community College District
Santa Ana, CA

Dr. Loretta Adrian

President, Coastline
Community College
Coast Community College District
Fountain Valley, CA

Ms. Judith Ashton

Emeritus Professor and
Department Chair, English
San Bernardino Valley College
San Bernadino Community
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Dr. Tania Beliz

Professor of Biology
College of San Mateo
San Mateo Community
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College District
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Los Angeles Community
College District
Sylmar, CA

Ms. Linda Melendez

Team assistant

Assistant to the Vice Chancellor,
Rancho Santiago Community
College District
Santa Ana, CA

Mr. Adam O'Connor

Interim Assistant Vice Chancellor,
Fiscal Services
Rancho Santiago Community
College District
Santa Ana, CA

Mr. Frank Pinkerton

Dean PE/Athletics
Chaffey Community College
Chaffey Community College District
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Los Medanos College
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Mr. Daniel Sanidad

Educational Dean, Instruction and
Student Support Services
Mission College
West Valley-Mission Community
College District
Santa Clara CA

Tips for the Evaluation Team Visit

Monday, Oct. 24-Thursday, Oct. 27, 2011

- Review this guide and the Self-Study, available on the Accreditation website (www.deanza.edu/accreditation).
- Check the Accreditation website for updates. Biographies and photos of Evaluation Team members will be posted soon, along with schedule information.
- See also the website of the Accrediting Commission for Community and Junior Colleges (www.accjc.org).
- Assist in logistics and preparations for the Evaluation Team visit as requested.
- Be prepared to provide any information about your area if needed by members of the Evaluation Team, and attend any specific meetings with the team if asked to do so.
- Participate in one of the collegewide Open Forums with the team. Dates will be announced soon and posted on the Accreditation website.
- Hear the team's exit report, scheduled for 1:30 p.m. on Thursday, Oct. 27, in Conference Rooms A&B. Confirm the time and location on the Accreditation website.
- The Self-Study Report includes hundreds of sources: links to information on the college website that are being used by members of the Evaluation Team. If you're responsible for the maintenance of a college webpage, DO NOT change or move links that may have been used for documentation. If you're not sure about whether a link is used as a source, contact document editors Marisa Spatafore (spataforemarisa@deanza.edu, x8672) or Lois Jenkins (jenkinslois@deanza.edu, x8948).
- If you have questions, contact accreditation liaison officer Marisa Spatafore.



Scan here using your smartphone and QR code reader app
to view the Accreditation website.

ACCJC Accreditation Standards

Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analysis of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

Standard I.A: Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

Standard I.B: Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic and personal development for all of its students.

Standard II.A: Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching

and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

Standard II.B: Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Standard II.C: Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input and other appropriate measures in order to improve the effectiveness of the services.

Standard III: Resources

The institution effectively uses its human, physical, technology and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

Standard III.A: Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

Standard III.B: Physical Resources

Physical resources, which include facilities, equipment, land and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

Standard III.C: Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

Standard III.D: Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

Standard IV. Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

Standard IV.A: Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

Standard IV.B: Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

Abstract of the Report*

De Anza College serves 24,000 students from across the entire Silicon Valley region. Students come from diverse ethnic, religious, language and socioeconomic backgrounds. Many have been underprepared by their previous educational experiences. Most students cite obtaining a degree or certificate and/or transferring to a four-year college or university as their goal.

De Anza is committed to reaching out to historically underserved students and to ensuring their success. The college does so by providing excellent programs and services and assessing and improving them on an ongoing basis.

Standard I: Institutional Mission and Effectiveness

Mission

De Anza College's mission is rooted in its historical commitment to quality academic programs in an inclusive environment. The college fulfills its mission through a range of degree, certificate and basic skills offerings. Programs are regularly reviewed through a rigorous, data-driven Program Review process integrated into college planning and resource allocation.

Discussion about the mission was key to the Strategic Planning process begun in 2005 following an assessment of regional demographic, economic and labor market trends. After extensive dialogue and involvement across the college, four Strategic Initiatives emerged: Outreach, Student Retention and Success, Cultural Competence and Community Collaborations, which have become integral to the college. The college was simultaneously developing the framework for Student Learning Outcomes and the Institutional Core Competencies (ICCs) underlying the development of those outcomes. College planning thus reflected the integration of two frameworks: one defining institutional commitment to outreach to and success of students, and the substantive learning outcomes for students once they arrived.

The college mission statement was reviewed in 2009 as part of developing the Educational Master Plan 2010-2015, and amplified with fundamental Student Learning Outcomes in the form of the ICCs. The updated mission statement reflects the college's view that students must develop the knowledge and skills to become aware, engaged members of the local and global community.

*Excerpted from the De Anza College Institutional Self-Study in Support of Reaffirmation of Accreditation

Institutional Effectiveness

Every college program conducts regular program assessments with the support of the Office of Institutional Research. Every Program Review is then itself assessed through the college's Instructional, Student Services, and Finance and Educational Resources Planning and Budget Teams (PBTs). PBT co-chairs, together with representatives from all constituency groups, comprise College Council, the shared governance body advisory to the president.

Outcomes-based Program Review is key to the college's integrated planning and resource allocation process established in the Educational Master Plan 2010-2015 and twice since reviewed, discussed and updated by College Council. The Six-Year Planning and Assessment Cycle includes learning outcomes assessment at the course, program and institutional levels, Program Review and resultant budget development, together with mission review and educational master planning. The college has committed itself to systematic evaluation and improvement of its programs, services and operations.

Standard II: Student Learning Programs and Services

Instructional Programs

De Anza College offers academic and career technical programs of uncompromising quality. Courses are reviewed through the Curriculum Committee to ensure that they meet all state mandates and college standards, include Student Learning Outcomes and link to Program-Level Outcomes. De Anza Student Learning Outcomes Assessment Cycles (SLOACs) are under way and are incorporated into the Program Review process.

De Anza's offerings include innovative programs in basic skills for the majority of students who arrive without college-level mathematics and English skills; they also include the rigorous transfer-level courses and exacting career programs in which these students will later enroll, joining other students who entered ready for college. Both instructional and student support programs serve the least prepared, the moderately well prepared and the best prepared; disabled students and those with other special needs; and international students. The college has leveraged federal grant funds to develop the college's innovative approaches to math and English developmental education, including the use of dedicated tutorial and counseling assets, a reorganized Student Success program and enhanced learning community approaches.

De Anza's commitment to its Community Collaborations Strategic Initiative resulted in the creation in 2006 of the Institute for Community and Civic Engagement (ICCE), which works with faculty to develop service learning curricula and with students to create and implement projects, identifies student community internships and placements, and provides linkages to other colleges and universities across the nation involved in civic engagement.

At the heart of the college's instructional programs are talented faculty and staff, chosen for their commitments and professional capacities. Dialogue on student learning is a highlight of the college's annual Partners in Learning conference featuring new program designs, classroom techniques and student-led projects.

Student Support Services

The institutional commitment to Outreach is manifest in the work of the Office of Outreach and Relations with Schools, whose staff reach out to students at local high schools and in the community and who bring thousands of new students and their parents to the annual on-campus New Student and Parent Open House. The college's commitment to Student Retention and Success is a theme in Student Services through the college's various entry points and matriculation pathways.

The Office of College Life works with 60 student clubs and the De Anza Associated Student Body (DASB) on its various initiatives, including statewide mobilizations advocating for public higher education. DASB supports a variety of critical student services through its democratic and detailed budget allocation process.

Library and Learning Support Services

De Anza offers extensive Library resources both on campus and online. Internet Library resources are critical to serving the college's Distance Learning students. Online and hybrid course offerings provide flexible learning options for students and are rigorously reviewed and assessed to ensure quality identical to that of face-to-face courses.

Other learning support services include the reorganized Student Success Center. The college has leveraged federal grant funds to develop innovative approaches to math and English developmental education, including the use of dedicated tutorial and counseling assets and enhanced learning community approaches.

Standard III: Resources

Human Resources

De Anza College hires faculty, staff and administrators rich in talent and skills and committed to student equity and success. Equal employment opportunity is ensured and all employees are treated with integrity as established in district policy, collective bargaining agreements and campus culture. Successful applicants have demonstrated cultural competence in working with a diverse student body. The college is committed to ongoing professional development for its employees.

Physical Resources

The De Anza College campus is modern and comprehensive, due in large part to voter approval of two major bond initiatives in 1999 and 2006. The newest campus buildings include the Student and Community Services Building and the Visual and Performing Arts Center, with renovations occurring campuswide. The new Mediated Learning Center will open in fall 2012. All new construction is built with a view to environmental sustainability, including LEED certification. The College Environmental Advisory Group (CEAG) spearheaded the development of the De Anza Sustainability Management Plan (SMP). Facilities planning emanates from the Educational Master Plan.

Technology Resources

De Anza's Information Technology Strategic Plan is integrated with district and college planning and resource allocation. Training is provided, including on the Catalyst course management system for Distance Learning courses, but training needs remain. The new Banner Educational Information System has been successfully implemented to provide better service and further enhance integrity in financial reporting.

Financial Resources

The district has a long history of prudent financial management. The college has allocated its reduced state revenues through wide-ranging college dialogue and planning. Budget processes are transparent and broadly publicized.

Standard IV: Leadership and Governance

Decision-making Roles and Processes

De Anza College has a long tradition of effective shared governance and works to engage the college's constituencies in decision-making. This occurs through both institutional practice – committee structures, timelines, sequences of analysis and review, constituent representation, shared leadership of all committees and processes – and institutional culture.

Decisions are transparent, information is broadly shared and readily available to all, and leadership in all groups is supported and encouraged. More broadly, the college's leadership seeks broad understanding of college issues, including the budget, and uses multiple methods of dialogue and engaging with the college. These include town halls, regular public meetings of all committees and online communication.

The integrity of shared governance at De Anza is such that there is not a sense of governance as an abstraction but a daily reality. The Governance Task Force, established by College Council, is documenting shared governance processes and structures to enhance the understanding of the college community.

Board and Administrative Organization

The Foothill De Anza Community College District Board of Trustees works cohesively to ensure the financial and institutional integrity of the district. The board has established comprehensive policies regarding all aspects of district operations, and has appropriately delegated authority to the district chancellor, and through her to the college presidents, for the operation of the two colleges. The board approves the policies and administrative practices by which the colleges are governed, and reviews and approves the district budget. The chancellor works through board policy to ensure both fiscal and programmatic integrity, and district staff provide critical leadership and efficiency in the areas of human resources, finance, facilities and operations, and technology. The college president is responsible for the operational work of the college and its institutional effectiveness. He delegates appropriate authority to his administrative team, who lead their respective administrative areas yet work across formal lines delineating college programs to facilitate effective collaboration in operations and shared governance.

De Anza College and Foothill College are two distinct colleges in a unified district. Both policy and administrative practices ensure that the colleges work collaboratively, yet maintain their unique cultures and distinctive student learning offerings.

De Anza College Governance

Governance Teams

- Campus Budget
- Campus Facilities
- College Council
- Diversity Advisory Council
- Finance & Educational Resources PBT
- Instructional PBT
- Student Services PBT

Stakeholders

- Academic Senate
- Classified Senate
- Student Senate

Advisory Groups

- Campus Center Advisory Board
- CEAG
- DARE Task Force
- Governance Task Force
- Technology Task Force

Bargaining Units

- ACE
- AMA
- CSEA
- Faculty Association
- Teamsters

– www.deanza.edu/gov

The Governance Task Force of College Council is in the process of reviewing shared governance processes at De Anza. See the draft governance handbook at www.deanza.edu/gov/govworkinggroup/index.html.

Program Review, Integrated College Planning and Resource Allocation**

By continuously assessing the college through its Institutional Metrics, De Anza evaluates its effectiveness in meeting student needs as established in the strategic initiatives and specified in the Educational Master Plan 2010-2015.

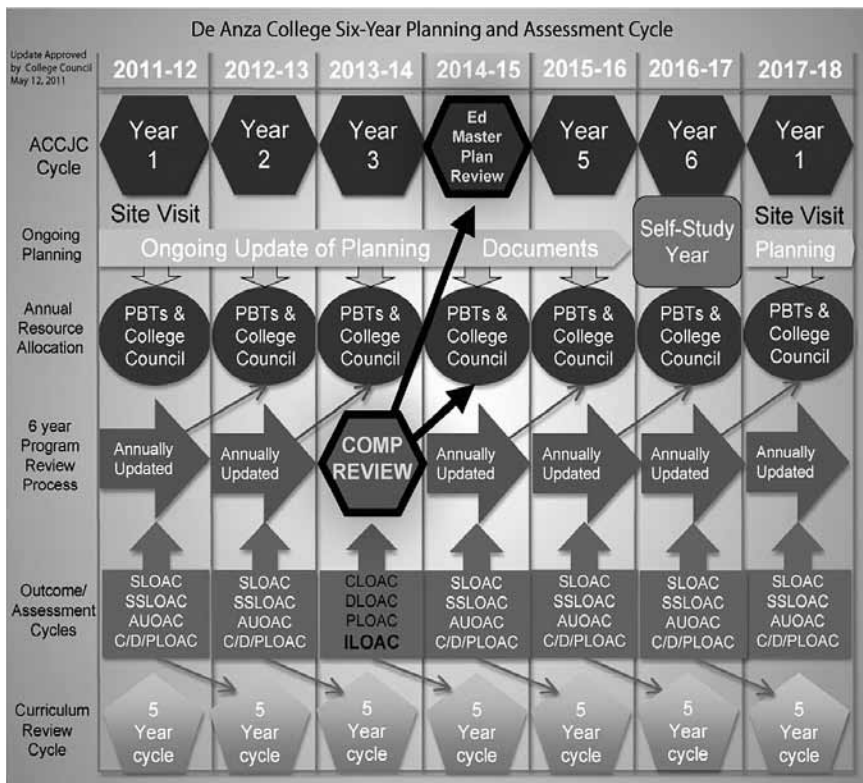
Similarly, De Anza reviews and improves its own planning processes, in 2010 and 2011 updating the Six-Year Planning Cycle and in 2011 approving a College Planning Committee (CPC) to coordinate planning efforts with the oversight of College Council.

Updating the Six-Year Planning and Assessment Cycle

The Educational Master Plan 2010-2015 outlined the Key Components of the Planning Model, which includes Outcomes-Based Program Review, Program Level Assessment, Assessment Cycles – Course, Student Services, and Finance and Educational Resources, and the Planning and Budget Team (PBT) process.

The integration of the college's planning and budgeting process was published in chart format in the Educational Master Plan. An updated version of the Six-Year Planning Cycle was approved by College Council in December 2010. The update reflected the alignment of Student Learning Outcomes Cycle (SLOAC) and Program Learning Outcomes Assessment Cycle (PLOAC) results and the Comprehensive Program Review (CPR) with the review of the college's guiding documents: the mission statement embodying the Institutional Core Competencies (ICCs), Strategic Initiatives, and Educational Master Plan. A further refinement that included Learning Outcomes Assessment Cycles for Certificates, Degrees, and the Institution (CDLOAC, DLOAC, ILOAC) was adopted as part of the update to the chart in May 2011. The name of the process was also appended to underscore the assessment aspect. The updated Six-Year Planning and Assessment Cycle follows.

**Excerpted from the Educational Master Plan Update Spring 2011 and the De Anza College Institutional Self-Study in Support of Reaffirmation of Accreditation



Comprehensive and Annual Program Reviews

As part of the review of institutional planning, the Instructional Planning and Budget Team (IPBT) reexamined the 2008 Comprehensive Program Review (CPR) and Annual Program Review Update (APRU) documents. A draft of the 2013-14 CPR was developed in anticipation of incorporating PLOAC data. The APRU process was also revised a second time to capture annual assessment data, identify any significant changes to program viability or vitality, and establish a formal process for requesting resources – additional faculty, staff, materials, bond or grant money, facility refurbishment or technology-related items – that a division’s allocated budget could not support.

Program Level Outcomes

In September 2010, all Instructional programs wrote PLO statements, which were then reviewed by the Curriculum Committee and returned with suggestions for further revision. All Student Services programs also wrote PLO statements. In November 2010, the SLO team presented a series of workshops focused on PLO assessment and its relationship to the college’s Six-Year Planning and Assessment Cycle.

In January 2011, the SLO coordinators initiated a process to assist all Instructional departments in finalizing their program certificates and degree outcome statements for second and final submission to the Curriculum Committee and inclusion in the 2011-2012 college catalog. Assessment plans have also been incorporated into the 2011 APRU.

More than 150 faculty members participated in the collegewide convocation in April to identify the connections between PLOs and the Institutional Core Competencies (ICCs) used to assess student learning at the institutional level. Assessments specific to each PLO statement were also planned at the convocation.

College Planning Committee

College Council in May 2011 approved the creation of a College Planning Committee (CPC), which, under College Council's direction, will provide leadership in the ongoing review of all aspects of De Anza's planning processes.

The CPC is charged with

- Publishing the annual planning calendar through coordination with the Planning and Budget Teams (PBTs)
- Assessing institutional goals and outcomes through an annual report
- Reviewing and proposing revisions to the mission statement and Educational Master Plan
- Evaluating the Six-Year Planning and Assessment Cycle
- Evaluating governance and decision-making structures and processes

The College Planning Committee will deliver an annual update to College Council as part of systematic evaluation and improvement of institutional planning.

Organization of the Self-Study*

Accreditation Steering Committee Charge and Membership

Charge: To communicate ACCJC information to standards teams; share information across teams, including research needs and the location of evidence; and ensure progress toward deadlines.

Membership: Accreditation Liaison Officer; other Senior Staff members; ALO assistant and Self-Study editor; team tri-chairs; SLO coordinators; college researcher; DASB president or designee; others to be added if appropriate. Meetings open to all.

–Approved by College Council, May 27, 2010

Accreditation Steering Committee

Marisa Spatafore, chair and Accreditation Liaison Officer

Gregory Anderson, faculty tri-chair, Standard II

Nancy Cole, staff tri-chair, Standard I

Stacey Cook, administrator tri-chair, Standard IV

Christina Espinosa-Pieb, administrator tri-chair, Standard II

Jim Haynes, member, SLO Steering Committee

Letha Jeanpierre, administrator tri-chair, Standard III

Lois Jenkins, co-editor, Self-Study

Donna Jones-Dulin, associate vice president, Finance and Educational Resources

Anu Khanna, member, SLO Steering Committee

Alex Kramer, faculty tri-chair, Standard I

Andrew LaManque, administrator tri-chair, Standard I

Cynthia Lee-Klawender, faculty tri-chair, Standard IV

Coleen Lee-Wheat, member, SLO Steering Committee

Ze-Kun Li, president, De Anza Associated Student Body (DASB)

Virginia Marquez, staff tri-chair, Standard IV

Kevin Metcalf, staff tri-chair, Standard III

Dan Mitchell, faculty tri-chair, Standard III

Brian Murphy, president, De Anza College

Mallory Newell, college researcher

Mary Pape, coordinator, Student Learning Outcomes

Toño Ramirez, coordinator, Student Learning Outcomes Coordinator

Jacquelyn Reza, director, Staff and Organizational Development

Rowena Tomaneng, associate vice president, Instruction

*Excerpted from the De Anza College Institutional Self-Study in Support of Reaffirmation of Accreditation

SLO Steering Committee

Jim Haynes, coordinator, Student Services Learning Outcomes and Administrative Unit Outcomes
Mary Pape, coordinator, Student Learning Outcomes
Toño Ramirez, coordinator, Student Learning Outcomes
Anu Khanna, chair, Curriculum Committee
Jacquelyn Reza, director, Staff and Organizational Development
Gregory Anderson, president, Academic Senate **Coleen Lee-Wheat**, vice president, Academic Senate
Christina Espinosa-Pieb, vice president, Instruction
Rowena Tomaneng, associate vice president, Instruction
Stacey Cook, vice president, Student Services
Letha Jeanpierre, vice president, Finance and Educational Resources
Donna Jones-Dulin, associate vice president, Finance and Educational Resources
Lois Jenkins, president, Classified Senate
Marisa Spatafore, Accreditation Liaison Officer
Mallory Newell, college researcher
Anne Argyriou, Academic Senate representative
Cynthia Lee-Klawender, Academic Senate representative
Andrew LaManque, executive director, Foothill-De Anza Institutional Research

Standards Teams

Standard I: Institutional Mission and Effectiveness

Alex Kramer, faculty, Speech (tri-chair)
Nancy Cole, executive assistant, Student Services (tri-chair)
Andrew LaManque, executive director, Foothill-De Anza Institutional Research (tri-chair)
Kevin Glapion, faculty (counselor), Disability Support Services
Anita Muthyala-Kandula, faculty, Biology
Michele LeBleu-Burns, dean, Student Development and EOPS
Coleen Lee-Wheat, faculty, Physical Education
Mary Pape, faculty, Computer Information Systems
Sylvia Rueda, secretary, EOPS

Standard II: Student Learning Programs and Services

Gregory Anderson, faculty, ESL, Academic Senate President (tri-chair)
Mary Kay Englen, program coordinator, Office of Staff and Organizational Development (tri-chair)
Christina Espinosa-Pieb, vice president, Instruction (tri-chair)
Diana Alves de Lima, faculty, Student Success Center

Anne Argyriou, faculty, Reading
Margaret Bdzil, program coordinator, Workforce Education
Sandy Cardoza, technician, Library
Lena Chang, faculty (librarian), Library
Judith Clavijo, faculty, Nursing
Stacey Cook, vice president, Student Services
Barbara Dahlke, faculty (counselor), Counseling and Matriculation
Manny Da Silva, manager, Custodial Operations
Maria Delas, faculty (counselor), Disability Support Services
Esther Halwani, faculty (counselor), Disability Support Services
Anu Khanna, faculty, Intercultural/International Studies
Ann Leever, instructional associate, Distance Learning
Ron McFarland, dean, Business/Computer Systems
Rob Mieso, director, Outreach and Relations with Schools
Mary Pape, faculty, Computer Information Systems
Shari Pasquali, assistant, Admissions and Records
April Qian, supervisor, Distance Learning
Stephanie Sherman, dean, Biological, Health and Environmental Sciences
and Workforce Education
Ram Subramaniam, faculty, Chemistry
Mary Sullivan, coordinator, Health Services
Rowena Tomaneng, associate vice president, Instruction
Pat Weinberg, specialist, Assessment

Standard III: Resources

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Kevin Metcalf, systems administrator, Technology Resources Group (tri-chair)
Letha Jeanpierre, vice president, Finance and Educational Resources (tri-chair)
Lydia Botsford, faculty, Accounting
Julie Ceballos, web content developer, Technology Resources Group
Joe Cooke, supervisor, Grounds
Jeff Dickard, degree audit specialist, Admissions and Records
Margaret Hanzimanolis, part-time faculty, English
Donna Jones-Dulin, associate vice president, Finance and Educational
Resources
Marty Kahn, supervisor, Technology Resources Group
Keri Kirkpatrick, technician, Library
Clara Lam, faculty, ESL
Margaret Michaelis, director, Budget and Personnel
Cinzia Muzzi, faculty, Chemistry
Adrienne Pierre, faculty (counselor), Counseling and Matriculation
Rich Schroeder, dean, Physical Education
Melissa Sheldon, administrative assistant, Adapted Physical Education
Carolyn Wilkins-Greene, dean, Social Sciences and Humanities

Standard IV: Leadership and Governance

Cynthia Lee-Klawender, faculty, Computer Information Systems (tri-chair)
Virginia Marquez, EOPS Specialist (tri-chair)
Stacey Cook, vice president, Student Services (tri-chair)
Joan Barram, trustee, Foothill-De Anza Community College District
Marilyn Booye, program coordinator, Disability Support Programs and Services
Wayne Chenoweth, faculty, Special Education
Lena Ghamrawi, student
Michael Gough, faculty, Business
Jim Haynes, faculty, Adapted Physical Education
Olivia Patlan, administrative assistant, Counseling
Carmen Pereira, program coordinator, Occupational Training Institute
Jacquelyn Reza, faculty, Staff and Organizational Development
Thomasina Russaw, student trustee, Foothill-De Anza Community College District
Kulwant Singh, director, Athletics
Bob Stockwell, faculty, Political Science
Luiz Vasquez, student

Report Preparation

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Timeline*

2007

- Student Learning Outcomes coordinator appointed; timelines developed

2008

- 2008 Intensive work begun on SLOs
- 2008 Focused Mid-term Report submitted

2009

Yearlong

- Steady progress on SLOs; new coordinators named; work begins on Student Services Learning Outcomes (then referred to as Service Area Outcomes, or SAOs) and Administrative Unit Outcomes (AUOs)

Spring

- Institutional Core Competencies (ICCs) approved

Fall

- Draft Six-Year Planning Cycle developed
- Accreditation website updated
- Educational Master Plan Committee formed; review of mission statement begun
- 2009 Follow-Up Report submitted
- Initial Accreditation Steering Committee emerges organically from the SLO Steering Committee
- ALO attends training at California Community College League (CCLC) conference, San Francisco
- Accreditation website developed
- Planning occurs for invitation to college community to participate in Self-Study

2010

Yearlong

- Continuing progress on SLOs, SSLOs, AUOs and assessment cycles
- Ongoing Accreditation Steering Committee meetings
- Regular accreditation updates provided to college community through College Council, other governance groups

*Excerpted from the De Anza College Institutional Self-Study in Support of Reaffirmation of Accreditation

January

- ALO attends ACCJC public meeting, San Francisco
- College community invited to information session on Accreditation Self-Study; Overview and Orientation meeting held

January/February

- Self-Study teams established/convened; early work begins
- Educational Master Plan drafted, distributed

March

- Self-Study chairs training, ACCJC, Foothill College
- Faculty chairs training, Academic Senate Accreditation Institute, Newport Beach

April

- Formal accreditation update to board of trustees

May

- College Council approval of updated mission statement, Educational Master Plan
- College Council formal approval of Accreditation Steering Committee charge

July

- Discussion begins on Accreditation surveys to students, faculty and staff

November

- Accreditation surveys administered
- ALO attends ACCJC workshop, Pasadena

2011**Winter/Spring**

- Regular accreditation updates continue to be provided to college community through College Council, other governance groups

January

- ALO attends ACCJC public meeting, San Francisco

January-May

- Submissions/revisions/editing of Self-Study drafts

March

- ALO, faculty training, Academic Senate Accreditation Institute, Napa

April

- Collegewide convocation held on SLO work
- ALO attends ACCJC workshop, San Francisco
- Faculty, administrator representatives attend ACCJC workshop on institutional planning, West Valley College

June

- Entire campus community notified of draft Self-Study available for review; feedback requested
- Formal presentations and requests for feedback to College Council, Academic Senate, campus community through a Town Hall meeting, board of trustees, DASB
- Discussions and requests for feedback in Classified Senate, Instructional PBT, Student Services PBT, Finance and Educational Resources PBT
- Feedback on Self-Study text and Planning Agendas collected from governance groups and campus community
- Incorporation of numerous recommendations, suggestions and improvements to Self-Study Report
- Second review and approval by Academic Senate
- Approval by College Council

July

- Final draft posted online
- Board of trustees reviews, certifies De Anza College Institutional Self-Study Report in Support of Reaffirmation of Accreditation

August

- Printed and electronic copies of Self-Study submitted to the Commission and Evaluation Team, together with catalog and class listings

June-October

- Planning for Evaluation Team visit

September

- Opening Day Activities: Accreditation

October

- Evaluation Team Visit



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