De Anza College

COLLEGE COUNCIL MEETING
Thursday, May 13, 2004
Don Bautista Room
3:00 – 5:00 p.m.
DRAFT

Present: N. Canter, C. Pereida (for C. Dowling), C. Espinosa-Pieb, R. Griffin, J. Hawk, S. Heffner (for R. Hansen), B. Illowsky, K. Kyne, A. LaManque, J. Miner, D. Mitchell, J. Newburg, D. Shannakian, M. Winters, S. Zariv

Absent: R. Covington, L. Hearn, R. Khalid,

I.   Burning Issues

No burning issues were identified.

II. Approval of Minutes for April 22, 2004

The minutes of April 22, 2004 were approved by consensus.

III. Administrative Organization Changes

J. Miner distributed a handout outlining the current organization for '02-03 and proposed changes for '04-'05. The proposal included the distribution of responsibilities formerly under the VP, Workforce & Economic Development. Changes included R. Griffin's responsibility for the accreditation self-study next year, the transfer of technology to J. Hawk, and Academic Services' responsibility for scheduling and curriculum. Two areas under discussion include the Child Development Center and Distance Learning. Community Ed/Older Adult Studies will now report to the dean, reporting to the VP, Instruction, while the reporting structure for OTI is permanent. J. Hawk will also assume responsibility for Professional Workforce Development.

D. Mitchell raised discussion regarding technology and distance learning. Perhaps the two areas need a different reporting relationship as distance learning involves pedagogy. Teaching and learning with technology does not necessarily equal distance learning. The need to explore opportunities was raised with an agreement to review again in June.

J. Miner welcomed comments and questions before these changes go into effect 7/1/04.

IV. Policy regarding banners

D. Jones-Dulin distributed a revised policy regarding external facing banners incorporating changes and suggestions by the College Council. Discussion followed with an agreement to add senior staff as an authorization level for questionable or inappropriate language. The policy was approved with a revision to include a constitutional rights section.

V. Budget Update, Facilities Master Plan Update

J. Hawk distributed a budget handout outlining the budget shortfall for '04-'05 and reduction goals. A long discussion on this item ensued. The facilities master plan item was postponed for discussion at the next meeting.

VI. Accreditation Survey
A.LaManque distributed a sample Student Accreditation Survey for the College Council to provide comments and suggestions.

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Section 1: Tell us about yourself
A long discussion ensued regarding the purpose of including demographic information in the survey. Is demographic information useful a self-study accreditation? Does the data provide a profile of respondents? Discussion followed regarding the survey administration and the goal of collecting valid anonymous data from a random population. Finally, collecting data during registration was discussed at length.

Section 2: Tell us about your learning experiences
Two suggestions were made: to include a question regarding creative expression (art, music, aesthetics, wellness) and a question as it relates to mission, goals and competencies.

Section 3: Tell us about these other experiences
Several De Anza resources were discussed including the student center facilities, places to study, child care, bookstore, and clean campus. Regarding #22 a suggestion was made to combine educational and career planning.

A. LaManque agreed to rework the survey with input from Foothill and bring to a future College Council meeting.

Bob Barr joined the meeting to share his experiences from being on an accreditation team working under the new standards. Bob shared what readers and visitation team members will be looking for in terms of the self-study and visit.

Evidence is critical for claims made with respect to the standards; many claims are made in self-studies but very often there is little evidence cited to support those claims.

The main types of evidence are:
- Results of surveys
- Analysis of data
- Interviews with students, faculty, and staff
- Examination of documents including mission statements, ed master plans, technology plans, policy documents and meeting minutes.

Focus on student learning outcomes and improving them
- Evidence of dialogue about learning outcomes and improving.

- Movement toward identifying outcomes at course, program and institutional levels
- Use of objective evidence and data to identify issues and possible solutions and to measure change
- Movement toward assessing learning in a way that makes measuring change or improvement possible.
- The bar will not be high relative to ultimate expectations of the standards; estimates are 10-12 years before colleges in general reach that level.

More of a focus on outcomes of all types that are indirectly related to student learning and success.