

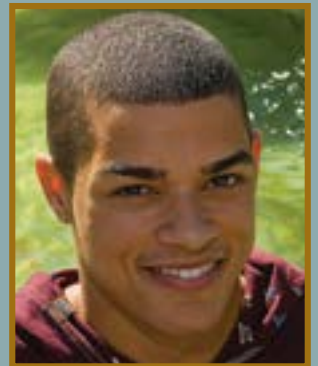
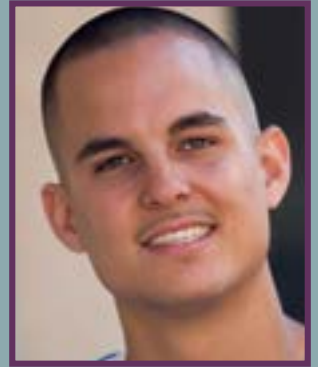


**Follow-Up Report to the  
Accrediting Commission for  
Community and Junior Colleges**

**October 15, 2013**

**DeAnza  College**

21250 Stevens Creek Blvd.  
Cupertino, CA 95014



**Foothill-De Anza Community College District Board of Trustees**

Betsy Bechtel, President

Bruce Swenson, Vice President

Joan Barram

Laura Casas

Pearl Cheng

Anita Adams, De Anza Student Trustee

Alex Baker, Foothill Student Trustee



**Follow-Up Report**

Submitted by:  
De Anza College  
21250 Stevens Creek Blvd.  
Cupertino, CA 95014

Submitted to:  
Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges  
Oct. 15, 2013

**Certification Page**

To:

Accrediting Commission for Community and Junior Colleges,  
Western Association of Schools and Colleges

From:

Brian Murphy, President  
De Anza College  
21250 Stevens Creek Blvd., Cupertino, CA 95014

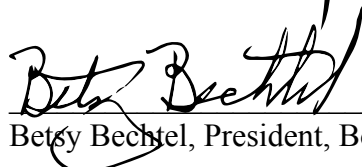
I certify that there was broad participation by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:



Brian Murphy, President De Anza College

Oct. 7, 2013



Betsy Bechtel, President, Board of Trustees

Oct. 7, 2013



Linda M. Thor, Chancellor, Foothill-De Anza Community College District

Oct. 7, 2013



Mallory Newell, Accreditation Liaison Officer

Oct. 7, 2013



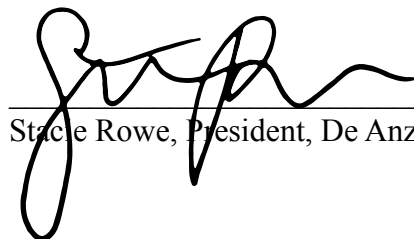
Mayra Cruz, President, Academic Senate

Oct. 7, 2013



Margaret Bdzil, President, Classified Senate

Oct. 7, 2013



Stacie Rowe, President, De Anza Associated Student Body

Oct. 7, 2013

## **Table of Contents**

Statement on Report Preparation .....	1
Six-Year Integrated Planning and Resource Allocation Cycle [Figure] .....	3
<u>Response to Commission Action Letter</u>	
Recommendation 1: Mission Statement .....	4



## Statement on Report Preparation

De Anza College submits this Follow-up Report, after board of trustees' approval Oct. 7, to the Commission to address the single remaining response to the three recommendations made in the 2011 Evaluation Report. Recommendations regarding Student Learning Outcomes and the college's evaluation of its planning cycle were satisfied as described in De Anza's 2012 Follow-Up Report.

As noted within this report, College Council—De Anza's collegewide shared governance committee—held its initial discussion of the Commission recommendation regarding the mission statement in February 2012, upon receipt of the Commission's letter reaffirming De Anza's accreditation. Also that month, in a preliminary effort to categorize the language that other colleges use to identify their intended populations, the College Research Office conducted and published an analysis of the mission statements of the 112 California Community Colleges. At that time, review of the mission statement had already been scheduled for academic year 2013-14, as established in the College Council-approved Six-Year Integrated Planning and Resource Allocation Cycle (figure on p. 3).

De Anza College's 2012 Follow-Up Report, which indicated all of the above, was presented to College Council at the first meeting of the fall quarter and the academic year. There was on that day collective agreement by College Council, as recorded, to continue the planning process as that committee had previously approved, and to review the mission statement in 2013-14.

In accordance with that shared governance decision and with the planning cycle, mission statement review has now begun. The College Planning Committee has met, less than two weeks into the fall quarter and the academic year, to discuss the convening of a task force to review the mission statement, and the topic of mission statement review has been placed on the agenda for the first College Council meeting of the year. We look forward to the mission review process and to the ultimate results.

At the same time, I wish to underscore, as indicated in the report, that we believe De Anza College's current mission statement meets the substantive criteria of Standard I. The mission statement declares that the college serves "students of every background," language adopted through our shared governance and planning process in order to identify the student body that we aim to serve.

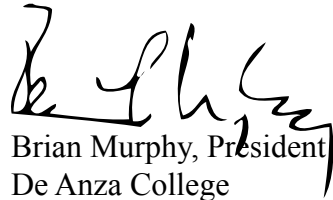
This intention was manifest very early in the college's history, when a concern for equity and social justice took root during the college's formative years, influenced by the sweeping social and political changes of the 1960s and 1970s. Over the years, the commitment deepened, and our multiple communities became ever more aware of De Anza's focus on diversity.

Diversity is at the heart of what De Anza College is and does, with the college now having evolved to a focus on equity—not as providing each student with the same support, but rather connecting with students, in their unique range of circumstances, and supporting them in their individual journeys to academic success. Our recently revamped Office of Equity, Social Justice and Multicultural Education partners with college leadership, faculty, classified professionals and the Equity Action Council to work to achieve this goal.

De Anza's longstanding, unwavering commitment to diverse students has resulted in the college in fact serving our intended populations: local, regional, international, and diverse in all characteristics: students of every background.

Our research into alternative mission statement language—conducted in good faith and with a genuine wish to understand what the Commission might regard as more specific—did not reveal a pattern of usage in the mission statements of other accredited colleges. Rather, as our analysis shows, the language of our statement is consistent with the language used by most accredited colleges: words like “students” (without qualifiers), or “all students,” or “our community.” While a small subset of colleges identify a regional community by name, the vast majority of California’s accredited colleges do not. Neither would De Anza College wish to do so, as we actively aim not only to serve diverse students locally and regionally, but also an international population and any student wishing to benefit from our online courses.

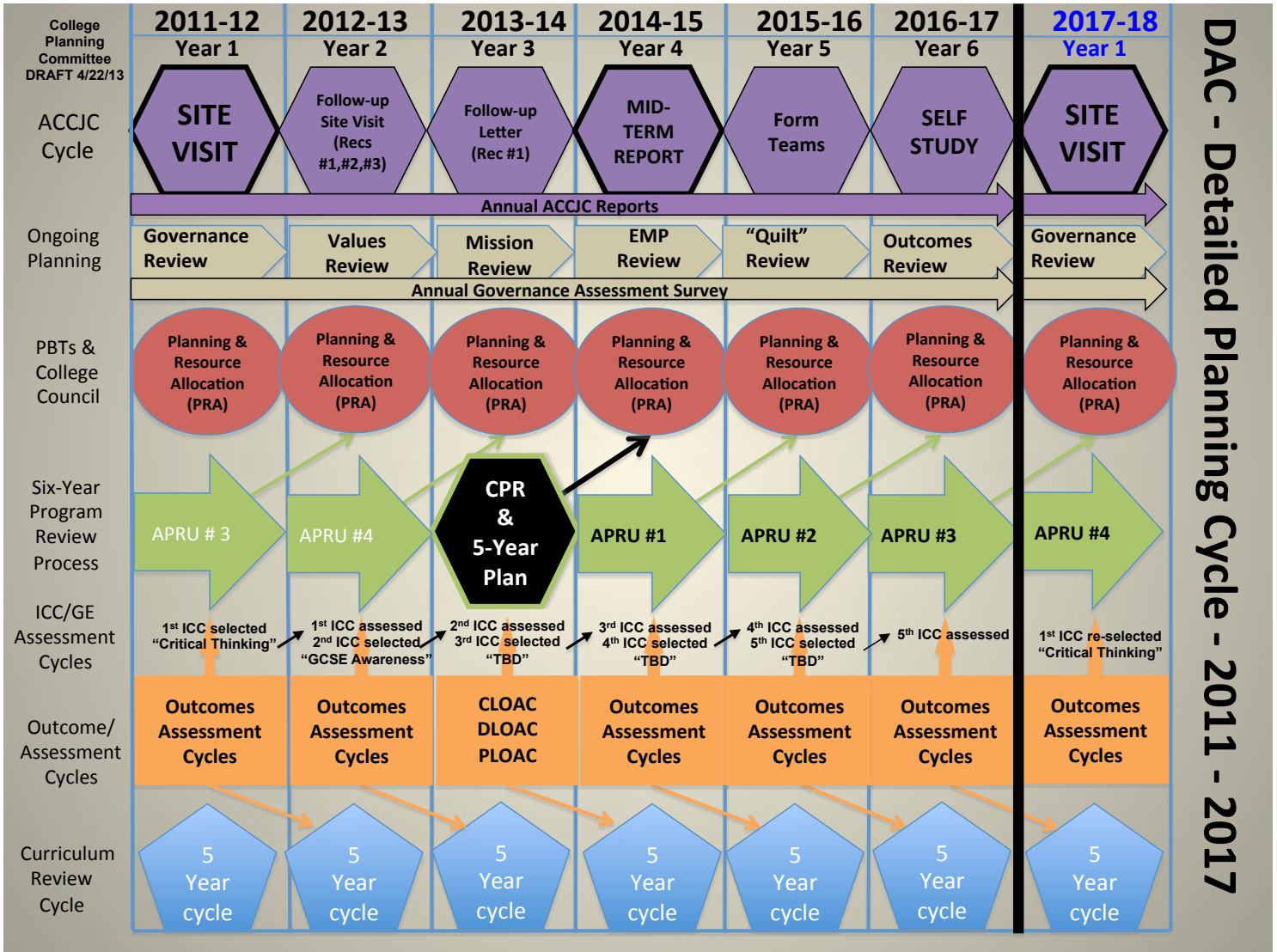
This report submitted to the Commission thus demonstrates three points: 1) the college’s review of its mission statement in adherence with our approved planning process; 2) the similarity of De Anza’s mission statement to those of many California Community Colleges, all by definition open-admission institutions; and 3) the belief that the statement approved by the college in 2010 does indeed describe our intended student population. That we do in fact serve extraordinarily diverse students of all backgrounds speaks to the college’s consistent, deep commitment to diversity. At De Anza, our stated intent to serve students of every background is not merely symbolic. It is the very core of the college.



Brian Murphy, President  
De Anza College



## Six-Year Integrated Planning and Resource Allocation Cycle



## Response to Commission Action Letter Recommendation 1: Mission Statement

### **Recommendation 1**

To meet the Standard, the team recommends that the college mission statement clearly identify the intended student population for whom the college will provide programs and services (Standards I.A, I.A.1).

### **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.**

#### *De Anza 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 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*

Even a casual reading of the De Anza College mission statement indicates a college committed to diversity. Knowledge of the well-documented history of the college sets the stage. Familiarity with the current culture of De Anza, its recruitment efforts both broad and targeted, and the Values Statements approved in June 2013 cements this understanding. ([www.deanza.edu/gov/college\\_council/notes/CCMins06\\_27\\_13.html](http://www.deanza.edu/gov/college_council/notes/CCMins06_27_13.html))

“We welcome students of all ages and backgrounds and connect with them, in their range of unique circumstances, to help them fulfill their dreams,” reads the “Equity” section of the Values Statements. We strive to design classes and services to the needs of those we serve. We value and embrace the intellectual contributions of a diverse spectrum of people and cultures.” ([www.deanza.edu/ir](http://www.deanza.edu/ir))

That the college actively recruits students through a strategic plan to target the region’s historically underrepresented, typically lower-income students further demonstrates the college’s commitment not only to diversity but also to equity. While these targeted groups

feature in the college's strategic plan (with results lauded in the Evaluation Report), they are at the same time not the sum total of the college's intended population. Staff in De Anza's Office of Outreach and Relations with Schools actively recruit students from the local feeder high schools, whom the college very much wishes to serve and who provide much-valued ethnic and socioeconomic diversity.

Moreover, the college values its International Student Program, supports ISP's recruitment efforts in various locales and welcomes students from 104 countries—students whose presence enhances the cosmopolitan nature of the campus and is beneficial to our regional students. In addition, the college's online learning program continues to grow.

The ultimate result is that De Anza College serves 20,000 full-time equivalent students (FTES) annually. Of those students, 82% reside in areas outside of the designated service area, and 77% identify with an ethnicity other than white. Thirty-six percent of De Anza students identify as Asian; 23% Latina/o; 21% White; 6% Filipino; 4% African American; 1% Pacific Islander and 1% Native American. (Seven percent do not report their ethnicity.) De Anza serves 1,800 international students each year and has an annual enrollment of 18,000 in online courses.

The faculty and staff of De Anza College pursue and embrace this diversity as integral to the college's very identity, and reified this in the mission statement as the college's intent to serve students "of every background."

College Council held its initial discussion of the Commission recommendation in February 2012 upon receipt of the Commission's letter reaffirming De Anza's accreditation ([www.deanza.edu/gov/college\\_council/notes/CCMins02\\_09\\_12.html](http://www.deanza.edu/gov/college_council/notes/CCMins02_09_12.html)). Also that month, in a preliminary effort to identify the language that other colleges use to specify the intended population they serve, the College Research Office conducted an analysis of the mission statements of the 112 California Community Colleges ([www.deanza.edu/ir/deanza-research-projects/Mission%20Statements\\_112%20Colleges.pdf](http://www.deanza.edu/ir/deanza-research-projects/Mission%20Statements_112%20Colleges.pdf)).

In September 2013, the Research Office conducted a more comprehensive analysis in order to categorize the mission statements of colleges that used some level of detail in identifying the population they served. Results indicated that 83% of colleges use broadly inclusive mission statement language similar to De Anza's stated intent to serve students of every background. Terms included "students" (with no qualifiers); "diverse students"; "a diverse community of learners"; and "world's diverse communities."

The Research Office also separately reviewed the mission statements of those colleges whose accreditation status was reaffirmed by the Commission in 2013. This analysis showed that 64% of these colleges also use broadly inclusive language to define the student population they serve, with terms such as "students" (with no qualifiers); "the community" (with no qualifiers); "students from diverse backgrounds"; and "socially and ethnically diverse students." ([www.deanza.edu/ir/deanza-research-projects/2013-14/Missions.pdf](http://www.deanza.edu/ir/deanza-research-projects/2013-14/Missions.pdf); tables on the following page)

**Table 1.**  
**Mission Statements of California Community Colleges**

<b>Identify with some level of specificity the student population served</b>	<b>Total</b>	<b>Percent</b>
A specific region, service area or district (e.g. East San Diego)	13	12%
A comprehensive list including: students of all interests, backgrounds, ages, goals, abilities, ethnicities and learning styles	6	5%
<b>Subtotal</b>	<b>19</b>	<b>17%</b>
<b>Do not use some level of specificity to identify the student population served</b>		
Students (with no qualifiers)	28	25%
A diverse community (with no qualifiers)	19	17%
The community (with no qualifiers)	16	14%
Socially and ethnically diverse students	1	1%
Diverse students	4	4%
Students from diverse backgrounds	2	2%
A diverse community of learners/students	7	6%
The world's diverse communities	1	1%
Students of every background	1	1%
Students and our community	7	6%
Local and global populations	4	4%
No student population described	3	3%
<b>Subtotal</b>	<b>93</b>	<b>83%</b>
<b>Total</b>	<b>112</b>	<b>100%</b>

**Table 2.**  
**Mission Statements of Colleges Reaffirmed by ACCJC in 2013**

<b>Identify with some level of specificity the student population they serve</b>	<b>Total</b>	<b>Percent</b>
A specific region, service area or district (e.g. O'ahu's Ko'olau region, diverse desert communities, local and diverse communities)	5	36%
<b>Subtotal</b>	<b>5</b>	<b>36%</b>
<b>Do not specify the student population they serve</b>		
Students (with no qualifiers)	3	21%
Vocational students (e.g. healthcare professionals)	2	14%
The community (with no qualifiers)	1	7%
Socially and ethnically diverse students	1	7%
A diverse student population	1	7%
Life-long learners	1	7%
<b>Subtotal</b>	<b>9</b>	<b>64%</b>
<b>Total</b>	<b>14</b>	<b>100%</b>

None of the three analyses found a standard language or pattern used by colleges to “clearly identify” the student population they serve. There is therefore little direction as to what the Commission would regard as sufficient specificity to address the recommendation. More critically, it appears that the language currently employed in the college’s mission statement does, in fact, meet the Standard to which the recommendation refers, and provides the guidance ordinarily found in a mission statement.

While seeking to better understand what animated the Commission’s recommendation, the college notes that the Evaluation Report applauds that the college “ensures equitable access to all students.”

In its strategic planning initiatives on outreach and student retention, De Anza ensures equitable access to all students. The Office of Outreach and Relations with Schools actively works to attract a diverse student population to De Anza College through collaborative working relationship with high schools, school districts, and communities throughout Santa Clara County. The goal of outreach is to promote college access and success for all students, with emphasis on undeserved and underrepresented students. (p. 29)

More critically, the college believes the De Anza mission statement serves the ends to which the Standard is committed. The college’s mission statement has multiple purposes: it establishes an identity, it provides guidance for future planning and it serves as public advertisement. The college uses the phrase “students of every background” to specifically invite students of multiple backgrounds to attend, to avoid a narrowly geographic focus, and to indicate service to a broadly complex student body with multiple needs. For these reasons, we believe the current language meets the Standard.

The college has embarked upon review of its mission statement in accordance with the 2013-14 timeline established in the College Council-approved Six-Year Integrated Planning and Resource Allocation Model. The conducting of the mission statement review this year, in the sequence approved as an element of the planning model, was discussed and approved by College Council on Oct. 11, 2012 ([www.deanza.edu/gov/college\\_council/notes/CCMins10\\_11\\_12.html](http://www.deanza.edu/gov/college_council/notes/CCMins10_11_12.html)).

The review of the mission statement was discussed on Oct. 3, 2013, at the first meeting of the academic year for the College Planning Committee (CPC), during which the committee discussed the convening of a taskforce to review the mission statement. ([www.deanza.edu/ir/planning/index.html](http://www.deanza.edu/ir/planning/index.html)) The topic is also on the agenda of the first College Council meeting for the academic year, to be held on Oct. 10 ([www.deanza.edu/gov/college\\_council/agenda/CCAgenda\\_10\\_10\\_13.html](http://www.deanza.edu/gov/college_council/agenda/CCAgenda_10_10_13.html)). At the meeting, College Council will be presented with a review of the student population served by De Anza College; hear a report from CPC on its discussion the previous week regarding the establishing of a taskforce; discuss the current mission statement; and outline next steps in the mission statement review.

The recently approved Values Statements and the reviewed/revised mission statement will be used to inform the development of the Educational Master Plan in 2014-15. The Educational Master Plan will then be the core document for the college in drafting the 2016 Self-Study report. As the Evaluation Report states, “It makes sense for the college to review the mission statement as the starting point for the EMP. By conducting a mission statement review in that manner, the full range of issues included in an EMP are all considered from the starting point of the mission statement.”

De Anza College is moving forward with the review of its mission statement in 2013-14, as prescribed by the Six-Year Integrated Planning and Resource Allocation Cycle and recommended in the Evaluation Report. The college believes this is the appropriate point in the cycle to assess and evaluate the mission statement, which will occur on a regular review cycle in Year Three. The college further believes that a collegewide review of the mission statement, within the timeframe of the planning cycle, will provide the time and space for broad-based dialogue with the ultimate goal of improving student learning.