

Overview

De Anza College initiated its Strategic Planning process with two critical claims: first, that we faced an ongoing enrollment problem, exactly at a time when there was deepening need for college success among historically marginalized communities; and second, that if we could prompt the engagement of the broadest range of faculty, staff and administrators, our commitment to the success of all students could be manifest in new and imaginative ways. The result has been a process of broad and uncommon participation, resulting in literally hundreds of proposals and commitments to action by virtually every department and program on campus.

It has also been a complicated project, replete with overlapping proposals and multiple suggestions with which to address four common themes:

1. Increased participation of historically underrepresented students
2. Increased and personalized attention to the needs of each student
3. Enhanced cultural competence and capacity among all of us to meet the needs of an ever more diverse student body
4. Expanded engagement with our surrounding communities

Thus, our Institutional Initiatives became “Outreach,” “Individualized Attention to Student Retention and Success,” “Cultural Competence” and “Community Collaborations,” with four planning teams marshaling the commitments to action made by virtually every department, division and program collegewide. The result of their work is a formal proposal for four Institutional Initiatives memorialized in Part II of this document. Taken together, they represent the framework for an initial three-year commitment of resources and programming with a view toward long-term change.

The college’s core planning goals are increased enrollment, aimed at annual 2% increases over a decade, and retention. These goals are accomplished through two initiatives: a dramatic increase in Outreach activities, and increased attention to Retention.

Annual Outreach planning will establish a significant increase in De Anza’s depth and frequency of engagement with local school districts and local communities. The establishment of an Office of Outreach and Relations with Schools, staffing and budget requests, and the engagement of broad numbers of faculty and students in these outreach programs all aim at one goal: sustained involvement with schools and communities, in which De Anza acts as a full partner in the success of potential students.

With regard to Retention, the core proposal is the deeper involvement of faculty and staff in meeting the individualized needs of students. Virtually every proposal aims at increasing the speed with which we identify student needs, the competency with which we respond, the adequacy of support services, and greater seamlessness between instruction and support.

With enrollment and retention as our core goals, the initiatives in Cultural Competence

INSTITUTIONAL CORE COMPETENCIES DE ANZA COLLEGE

The Institutional Core Competency statements are a promise to the communities that support De Anza College that students graduating with an A.A. or A.S. degree, or who will transfer to a four-year college or university, will be able to demonstrate the knowledge, skills, and attitudes contained within all of the five competency areas, based on general education and discipline-specific courses at the lower division level. Students who earn a certificate, or have taken courses for personal educational development, will be expected to demonstrate the knowledge, skills, and attitudes specified within one (or more) of the five competency areas.

COMMUNICATION AND EXPRESSION

Students will communicate clearly, express themselves creatively, interpret thoughtfully and logically, and engage actively in dialogue and discussion, while paying attention to audience, situation, and (inter) cultural context. Communication and expression may be written or oral, verbal or nonverbal, informational or artistic.

INFORMATION LITERACY

Students will recognize when information is needed and locate, critically evaluate, synthesize, and communicate information in various formats. They will use appropriate resources and technologies while understanding the social, legal, and ethical issues for information and its use.

PHYSICAL/MENTAL WELLNESS AND PERSONAL RESPONSIBILITY

Students will recognize lifestyles that promote physical and mental well-being, engage in self-reflection and ethical decision-making, explore career choices and life goals, practice effective individual and collaborative work habits, and demonstrate a commitment to ongoing learning.

GLOBAL, CULTURAL, SOCIAL & ENVIRONMENTAL AWARENESS

Students will recognize their role as local, national, and global citizens. They will participate in a democratic process, respect social and cultural diversity, appreciate the complexity of the physical world, and understand the significance of both environmental sustainability and social justice.

CRITICAL THINKING

Students will analyze arguments, create and test models, solve problems, evaluate ideas, estimate and predict outcomes based on underlying principles relative to a particular discipline, interpret literary, artistic, and scientific works, utilize symbols and symbolic systems, apply qualitative and quantitative analysis, verify the reasonableness of conclusions, explore alternatives, empathize with differing perspectives, and adapt ideas and methods to new situations.