

De Anza College Educational Master Planning Committee Minutes  
Wednesday, January 27, 2010

Attending: Kramer, LaManque, Lee, Murphy, Spatafore, Stockwell

1. Review Minutes from the last meeting

The minutes of the January 13, 2010 meeting were approved.

2. Report from subcommittee mtg. on January 22 (Alex, Andrew, Bob, Mae)

Discussion centered around the various aspects of planning at De Anza and the fact that the Master Plan will cover several phases of planning, including the master plan update, strategic planning, ICC development, SLO and Assessment development, mission statement revision, the new planning / decision-making model, which are all included in the new master plan with a text that covers the context in which we have and still do work.

3. Review proposed Table of Contents and draft sections completed (see below)

It was suggested that the introduction include a history of the planning framework (as outlined above). It should also mention that the current Educational Master Planning committee is a group representing all constituencies of the college who have worked to revise the 2005 master plan update and the 2006 strategic plan in a new 2010 Educational Master Plan (all agreed that the terms strategic plan and educational master plan were synonymous). The plan now includes SLOs, Core Competencies, etc. and a process for regular updates for these plans. The intro should point out that we are constantly planning. Over the last several months we have reviewed and revised the mission and reaffirmed the strategic initiatives.

It was discussed and agreed that the 2010 Master plan did NOT need to outline the instructional program mix, beyond what was outlined in the ICC's.

*Murphy* cited information from the AACU's report "The Quality Imperative" which speaks to the economic value of a Liberal Education. The report is based on a survey of employers about what they want and what they expect from colleges and universities. The results suggest that what employers want are individuals with deep content knowledge as well as the ability to communicate and get along with diverse teams. The list of Essential Learning Outcomes is similar to our ICCs – Knowledge of Human Cultures and the Physical and Natural World, Intellectual and Practical Skills, Personal and Social Responsibility, and Integrative and Applied Learning. It was suggested that some reference to this imperative be mentioned in the intro or context statement to help frame how De Anza College views its role in the Silicon Valley.

*Murphy* suggested that the Context heading be changed to include "From Context to Commitment" to reflect the various subheadings included in the draft outline.

Lee distributed a draft of the mission statement section which outlined the history, process, and rationale for the new mission statement.

Action: For the meeting in two weeks each subgroup member will draft a section for review.

*Murphy* agreed to work on information for the Introduction.

Spatafore emphasized the importance of including information about the new decision-making / resource allocation model and detail on each year of a six year accreditation cycle, including the annual budget cycle.

Stockwell suggested that we include a brief summary of each of the related plans. All agreed that the summaries should include a short history of each of the planning processes. It was also mentioned that the Civic Engagement Plan should be included.

#### 4. Review Timeline

The goal was to bring a draft of the Master Plan to the Shared governance groups by the middle of February with final approvals completed by the end of winter quarter.

##### Proposed Table of Contents

1. Intro - Who we are
2. Context (Brian's write-up, needs references to data, some new summaries) (*Alex*)
  - a. funding
  - b. economy
  - c. enrollment
  - d. competition
  - e. sustainability
  - f. social place
  - g. multicultural ethic
  - h. commitment to learning
3. Mission (latest version, needs context, roughly 1 page) (*Mae*)
4. Strategic Planning
  - a. Institutional Initiatives (state of college) (*Alex*)
    1. goals
    2. metrics
  - b. Institutional Planning Process Synchronization (*Andrew*)
    1. Components
      - a. GE/ICC (documents? Curriculum website? Needs summary)
      - b. SLO/SAO (website, needs summary)
      - c. Accreditation (needs summary)
    2. The model (powerpoint)
  - c. Other Planning (documents? Summary?) (*Bob*)
    1. facilities
    2. sustainability
    3. technology
    4. equity/DARE/basic skills
5. Data (appendix)

## **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 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, and critical thinking.

In 2009, De Anza College began revision of its educational master plan, which included review of its mission statement while taking into account several pieces of the planning cycle such as the strategic planning process and student learning outcome activities. **[Andrew, you can better contextualize the timing of when the mission statement was reviewed in relation to prior and concurrent planning activities.]**

A series of conversations about revising the mission statement led the college to revisit a number of considerations. These included determinations about the appropriate rhetorical form and functional purpose of the statement, as well as questions about the degree of its uniqueness vis a vis that of neighboring colleges and universities.

The new mission statement emphasizes student success for every student in the multiple areas of intellectual development and competence; achievement of personal goals; and social engagement with communities and the world. In more concrete terms, student success is also tied explicitly in the new mission statement to the college's Institutional Core Competencies. This linkage reflects the college's effort to devise mechanisms of self-assessment regarding the mission statement and its translation through curriculum, courses, and student outcomes.

More broadly, De Anza believes that such student success is best facilitated by a "learning environment" that is "academically rich" and "multicultural." Rigorous and imaginative learning that takes place in settings in which students are able to develop affinities with people who are like and unlike themselves reflects De Anza's commitment to cultivate students who have the ability and sensibility to be socially responsible members of communities of which they are a part.