

DE ANZA COLLEGE
INTRODUCTION TO INSTITUTIONAL CORE COMPETENCIES
2/19/09

What ICCs are:

As part of the institution's larger efforts in addressing student learning outcomes, since Spring Quarter 2008, our colleagues at De Anza College have been developing Institutional Core Competencies (ICCs). These competencies should reflect what you, the faculty and staff, believe a student will be able to do after completion of courses, programs, activities, and/or processes at De Anza College. Students *not* enrolled in a degree, certificate, or transfer pattern *may not be required* to demonstrate all of the Institutional Core Competencies.

After soliciting and receiving college-wide feedback, attached is the latest draft of De Anza College's Institutional Core Competencies (ICCs). Please review the ICCs, considering the following directives.

Reviewing the ICCs:

ACCJC has set forth standards for how institutions should address student learning outcomes. We must be able to demonstrate and document that De Anza College is an institution that makes "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."

Just as our colleagues in other accredited institutions of higher education, we, the faculty and staff of De Anza College, must work together to define and develop the "overarching skills, tools, or ways of thinking or working" that students should develop as a result of participating in the courses, programs, activities, and/or processes of De Anza College.

What ICCs will be used for:

The Institutional Core Competencies will also serve as the foundation for the development of an updated De Anza College mission statement. These two documents will serve as guides for assessment processes for all programs and groups that contribute to student learning. Faculty will use the Institutional Core Competencies as an initial foundation when reviewing the General Education requirements. It is expected that the Institutional Core Competencies will certainly shape the General Education requirements but not necessarily become those requirements.

After reviewing feedback and making any needed revisions, the Academic Senate will vote to approve the ICCs in March 2009.

Save the Date:

There will be a **Town Hall meeting on Thursday, Feb 24 from 12:30pm to 1:30pm in Conference Room B (in the Campus Center)**, if you would like to share your ideas. You are also encouraged to contact your division's Academic Senators by e-mail or phone.

DRAFT

DE ANZA COLLEGE INSTITUTIONAL CORE COMPETENCIES

Core competencies describe what knowledge, skills and/or attitudes students should be able to demonstrate upon successful completion of an organized program of study at De Anza College.

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 and artistic 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.

Revised 2-19-09 Academic Senate