



STUDENT LEARNING OUTCOMES PROCESS RECORD OF INSTITUTIONAL CORE COMPETENCIES DISCUSSION

The Institutional Core Competencies (ICCs) Form:

The attached form is to record all discussions surrounding our institutional core competencies in an effort to ensure faculty and staff involvement and to record for accreditation purposes discussions about our core competencies.

The Institutional Core Competencies:

The institutional core competencies are a list of essential characteristics that we feel students should possess by the time they transfer, graduate or complete certificate programs. These competencies are to be realized in both the instructional and service areas of our institution, and they should be aligned with our Mission Statement.

The Process of Documentation:

Review:

Divisions, departments, service areas and their deans should review the core competencies and evaluating the competencies for quality and character.

Revision:

1. Faculty and staff are encouraged to suggest changes or additions as they see fit, *though the form will be from the department or division collectively*. This means dialogue should be a fundamental process throughout the institution.
2. On the form there is an area that requests the name of the core competency being changed, a description of the addition or change, and a rationale for the change. (The rationale is an *absentia* defense for your change in the event it is challenged at another time; providing this information will allow for great advocacy.)
3. Department chairs, service directors or managers or Division Deans will submit the form **electronically only**.
4. The proposed changes will be compiled into a matrix for each of the competencies.
5. The G.E. Committee will review the changes and their rationales to make changes to the institutional core competencies.
6. A final version will be submitted to Academic Senate for final ratification of De Anza's Institutional Core Competencies.

Questions:

If you have any questions about this process, do not hesitate to contact the SLOA Coordinator, Maryalice Bonilla, at x8883 or bonillamaryalice@fhda.edu.



STUDENT LEARNING OUTCOMES PROCESS
Step One: INSTITUTIONAL CORE COMPETENCIES DISCUSSION

Division:	Date:
Department:	
Members present if by committee:	
Final Draft Date/Dept-Div Adoption:	
Core Competency:	
Addition or change desired:	Rationale:
Core Competency:	
Addition or change desired:	Rationale:

Core Competency:	
Addition or change desired:	Rationale:
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Addition or change desired:	Rationale:
Dept.	Div.
Date:	

Core Competency:	
Addition or change desired:	Rationale:
Core Competency:	
Addition or change desired:	Rationale:
Core Competency:	
Addition or change desired:	Rationale:
Dept.	Div.
Date:	



Institutional Core Competencies

1). COMMUNICATION AND EXPRESSION

Students will present oral and written communication in a competent, effective, and ethical manner and engage in imaginative, creative, and symbolic expression.

Communication and Expression is characterized by the ability to:

Read and Write

- Comprehend and interpret various types of written information.
- Communicate ideas/information, values, and thoughts in writing.

Listen and Speak/Converse

- Receive, attend to, interpret, and respond appropriately to verbal and/or nonverbal messages.
- Organize ideas and communicate verbal or non-verbal messages appropriate to the audience and the situation.
- Participate in conversations, discussions, and group activities.
- Speak clearly and ask questions.

Creatively Express

- Develop skills, techniques, and competencies in a given expressive form.
- Demonstrate an understanding of the diverse cultural contexts through which and from which works of creative expression are produced
- Demonstrate creativity through performance, an exhibition, or distribution of the creative work they produce

2). INFORMATION LITERACY

Students will recognize when information is needed, and locate, evaluate, synthesize, use, and communicate information in various formats.

Informational Literacy is characterized by the ability to:

- Recognize when information is necessary
- Develop effective research strategies
- Locate, retrieve and use information in a variety of formats
- Critically evaluate and synthesize information
- Determine and use the appropriate resources to produce the desired results
- Use current technology to acquire, organize, analyze, and communicate information
- Understand the social, legal, and ethical issues relating to information and its use.

3). CRITICAL THINKING

Students will analyze, synthesize and evaluate a diversity of ideas represented in theories, images, and concepts.

Thinking critically is characterized by the ability to:

Analyze – including:

- Applying rules and principles to new situations and use them in a problem solving process
- Differentiating between facts, assumptions, influences, and conclusions
- drawing conclusions from information given
- Translating the verbal/written concepts into symbolic form and vice versa.
- Engaging in reasonable, reflective thinking with healthy skepticism.

Solve Problems – including:

- Recognizing whether a problem exists
- Identifying components of the problem or issue
- Creating a plan of action to resolve the issue
- Monitoring, evaluating, and revising when necessary

Compute – including:

- Applying basic numerical concepts, such as: whole numbers, percentages, and estimates
- Interpreting/Developing tables, graphs, charts, and diagrams to explain concepts or ideas
- Applying appropriate principles and formulas

Research – including:

- Identifying the need for data
- Collecting Information and obtaining data from various sources
- Organizing, processing, and maintaining records of the information collected
- Analyzing the information for relevance, credibility and accuracy
- Synthesizing, evaluate and communicate the results
- Determining which technology resources will produce the desired results

4). PERSONAL AND PROFESSIONAL RESPONSIBILITY:

Students will have the ability to make choices that promote and integrate social, environmental, physical, spiritual, emotional, intellectual wellness.

Personal and Professional Responsibility is characterized by the ability to:
Assess, Analyze and Develop

- Lifestyle choices
- Life goals
- Career choices
- Strategies to attain life goals
- Ethical principles and act accordingly.
- Self worth
- Social awareness
- Civic knowledge and engagement
- Effective individual and collaborative work habits

5). PHYSICAL & MENTAL WELL-BEING

Students will be able to demonstrate an understanding of lifelong wellness through physical fitness, personal development, and lifelong learning.

Physical and Mental Well-Being is characterized by the ability to Assess, Analyze and Develop

- Physically and mentally fit lifestyle patterns
- Stress management techniques
- Healthy and balanced nutritional habits
- Interests, hobbies, pursuits that promote mental and physical health and growth.

6). GLOBAL, CULTURAL & SOCIAL AWARENESS

Students will articulate or demonstrate the ability to be a fully engaged, ethically responsible, culturally proficient, and informed civic, national, and global citizen.

Global, Cultural & Social Awareness is characterized by the ability to

- Define and shape the democratic process and actively participate.
- Value and respect the rights and complexity of diverse peoples, cultures, and perspectives.
- Demonstrate or articulate empathetic understanding of diverse social, political, and global human conditions.
- Recognize important economic and political issues and values in one's community, state, country and the world.
- Analyze the importance of the natural environment to human well-being and the impact of human activity on the sustainability of local, national, global environmental systems.
- Assess and analyze the integration of social, political, economic and ecological systems and activities.