

MASTER MATRIX FOR ACCREDITATION REPORT

Standard IV: LEADERSHIP AND GOVERNANCE

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

Query #	Sub-queries	Notes for Report	Evidence
IV.A.1 - Decision-Making Roles and Processes - Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.			
IV.A.1 Q1	What do the statements about institutional mission and goals reveal about the institution's commitment to student success and educational excellence?	<p>Opening days activities and workshops- link Mission and goals statements</p> <p>The college provides numerous workshops and conferences for administrators, faculty staff and students,</p> <p>Workshops offered: Career services , SLO/PLO convocations, SLOs/PLOS and assessment for departments and programs, ESL, cultural heritage, DARE, strengthening student success conference, professional development, online tutoring, Writing and Reading center offerings</p> <p>Student Success Center</p> <p>Outcomes are mapped to institutional goals. De Anza classrooms have posters with the mission and values statement.</p> <p>Each convocation is focused on exploring in detail and assessing one of the Institutional outcomes (ILO)</p> <p>SLOAC award is given (recognition)</p> <p>Engaging students with positive communication skills.</p> <p>Course syllabus</p> <p>Staff development focuses on how to carryout</p>	<p>Mission statement</p> <p>Student Success & Equity Plan plans</p> <p>Educational Master Plan</p> <p>Mission/core values/competencies website</p> <p>SLOAC</p> <p>Program review (Institutional Office)</p> <p>Professional development programming on student success</p> <p>Institutional Effectiveness indicators report</p> <p>http://www.deanza.edu/ir/planning/</p> <p>Pilots?</p> <p>SLO/PLO Convocations</p> <p>www.deanza.edu/slo/convocation</p> <p>Partners in Learning http://www.deanza.edu/academic-services/pil/</p> <p>http://www.deanza.edu/accreditation/2017/pdf/Accreditation_Presentation_and_Planning.pdf</p>

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		<p>mission and goals.</p> <p>The 2016 Accreditation Survey results reveal that 56% of students have increased their ability in creative expression, 72% in interpreting ideas or issues thoughtfully and logically, 58% understand the significance of both environmental sustainability and social justice, 72% write clearly and effectively, and 66% solve numerical problems.</p>	
IV.A.1 Q2	Are the institution's goals and values clearly articulated and understood by all? Can college staff list what those goals and values are?	The institutions goals and values are clearly articulated on the college website. College staff are asked review and become familiar with the goals and values. The values and goals were vetted through shared governance groups.	http://www.deanza.edu/about/missionandvalues.html Strategic initiatives and institutional investments http://www.deanza.edu/ir/state-of-the-college-related-information/pdf/EMP2015-2020_3-11-16.pdf
IV.A.1 Q3	What information about institutional performance is available to staff and students? How is the information kept current? Is it easily accessed, is it understandable? Is it regularly used in institutional dialog and decision-making sessions?	<p>Program review updated every year except the year of reflection.</p> <p>Presentation to academic senate, scorecard, multiple measures, educational master plan including institutional metrics</p> <p>The results of the Accreditation survey are a tool for discussing and provide a snapshot of our performance. Overall student satisfaction is measured. According the most recent Accreditation Survey, over 80% of students are satisfied with the interaction with faculty, with support services and with other students.</p>	Student Success Scorecard Institutional research Program Review data sheets updated annually Governance groups roles Accreditation surveys
IV.A.1 Q4	Do the institution's processes for institutional evaluation and review, and planning for improvements, provide venues where the evaluations of the institution's performance are made available to all staff?	<p>SLO/PLO Assessment in TrackDat provide room for reflection and enhancement plans. These are included in the program review document. Future funding from IPBT is dependent on program review</p> <p>Institutional metrics</p> <p>Presentation to academic senate, scorecard, multiple measures, educational master plan including institutional metrics</p> <p>Academic senate has a permanent position on College Planning Committee and on the accreditation committee</p>	SLO/PLO Assessment in Track-Dat http://www.deanza.edu/slo/tracdat.html Assessment of Institutional Metrics http://www.deanza.edu/ir/planning/

MASTER MATRIX FOR ACCREDITATION REPORT

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IV.A.1 Q5	Do institutional planning efforts provide opportunity for appropriate staff participation?	What is considered appropriate participation? Staff disadvantage in leadership roles; top-down approach Governance pathway- PBTs, senior staff decision making process, Tech Committee has a tri-chair- staff, faculty & administrator; faculty and administrator participation in governance committees Classified senate has a permanent position on College Planning Committee and on the accreditation committee	Annual Program reviews Committee reports Accreditation meeting notes Decision-making flow chart Governance committees' notes Accreditation self-study Classified Senate Division staff meetings
IV.A.1 Q6	How do individuals bring forward ideas for institutional improvement?	DARE mini-grants – money for innovative ideas – Academic Senate spotlight at almost all meetings to share best practices – program review process allows departments to share ideas/needs with the PBTs – Partners in learning conference opportunity to share ideas to improve student learning, as well as the Convocation	Academic senate public comments meeting section has been added
IV.A.2 - The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.			
IV.A.2 Q1	What do institutional policies and procedures describe as the roles for each group in governance, including planning and budget development?	Roles and responsibilities in governance handbook <ul style="list-style-type: none"> ● Roles for governance groups. ● Board Policy: 2222, 2223, 2224. ● Centralized means of communication 	www.deanza.edu.gov governance teams Board Policy 2224 link
IV.A.2 Q2	What evidence demonstrates that these policies and procedures are functioning effectively?	All governance bodies include a membership composed of faculty, staff, administrators and students Students are one of the stakeholders	Board policy www.deanza.edu/ir/planning/ Annual Governance Assessment survey Campus budget Governance website DASB website

MASTER MATRIX FOR ACCREDITATION REPORT

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IV.A.2 Q3	What documents describe the official responsibilities and authority of the faculty and of academic administrators in curricular and other educational matters?	<p>De Anza uses the following documents to describe responsibilities and authority of the faculty and academic administrators in curricula and other educational matters (refer to evidence list)</p> <p>Clearly defined Curriculum and program review process.</p> <p>Program review process is faculty driven. The purpose is to improve on student success using the assessment of student learning outcomes.</p> <p>The Curriculum Committee meets every week. Curriculum committee composition, agendas, and notes are posted on the website.</p> <p>TrackDat is the program review system to assess SLOs and PLOs and to complete the annual department review</p> <p>Student evaluations are available for all courses (see faculty agreement)</p> <p>Faculty agreement</p> <p>IPBT, Senate reps</p>	<p>Title 5 Section 53200 Academic Senate By-laws, 10+1 Faculty Association agreement ED Code 70902 (b)(7) requirements Academic Senate by-laws descriptions District board policy and administrative procedures All governance groups websites to include list of advisory committees and taskforces) College planning Curriculum Committee agenda and minutes</p>
IV.A.2 Q4	What provisions are made for student involvement in the decision-making processes?	<p>DASB Active involvement in governance groups Student representatives in all governance committees Active recruitment of students through College Life Advising role of the student trustee</p>	<p>DASB http://www.deanza.edu/dasb/ College Programs and services VIDA http://www.deanza.edu/vida/</p>
<p>IV.A.3 - Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.</p>			
IV.A.3 Q1	What do institutional policies and procedures describe as the roles for each group in governance, including planning and budget development?	<p>Governance website IPBT, Academic Senate, Classified Senate, FERPBT Flow chart on governance page</p>	<p>Governance website and handbook http://www.deanza.edu/gov/ Academic Senate by-laws</p>

MASTER MATRIX FOR ACCREDITATION REPORT

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IV.A.4 - Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.			
IV.A.4 Q1	What institutional policies and procedures describe as the official responsibilities and authority of the faculty and of academic administrators in curricular and other educational matters?	Hiring committees Tenure procedures Course syllabus Class evaluations Peer reviews	Administrative handbook FA contract Employee resource guide College catalog Board policy
IV.A.4 Q1	What evidence demonstrates that these policies and procedures are functioning effectively?	Hiring committees Tenure procedures Course syllabus Class evaluations Peer reviews	Administrative handbook FA contract Employee resource guide College catalog Board policy
IV.A.4 Q1	Have programs, degrees, and certificates available 50% or more via DE/CE been reviewed through the ACCJC Substantive Change process?	Yes, as of spring 2016	ACCJC substantive change proposal http://www.deanza.edu/accreditation/Substantive_Change_Proposal_to_Board.pdf DE/Online Education website http://www.deanza.edu/online-ed/index.html
IV.A.5 - Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.			
IV.A.5 Q1	Do the written policies on governance procedures specify appropriate roles for all staff and students? Do these policies specify the academic roles of faculty in areas of student educational programs and services planning?	Board policy 4190 has detailed and specific directions regarding faculty role in instruction and pedagogy	Board policy 4190 (page 18, paragraph 2 defines faculty role)
IV.A.5 Q2	Are staff and students well informed of their respective roles? Do staff participate as encouraged by these policies? Do the various groups work in collaborative effort on behalf of institutional improvements? Is the result of this effort actual institutional improvement?	Committees are composed of faculty, staff and students to ensure each voice is heard and specific concerns are addressed. The Campus research supplies data (on students and trends)to ensure student preparation and success is supported and appropriate for our populations. Shown success by their continued progress Demonstrate actual improvements by college's reputation and large % of transfer rates	Agendas and minutes of district and academic senates and committees Implementation of policies and procedures DMG in draft? See BP 1140?

MASTER MATRIX FOR ACCREDITATION REPORT

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IV.A.5 Q3	Is there effective communication at the college - clear, understood, widely available, current?	Lack of training for issues outside the classroom- program review, budget Communications from the Office of Communications, De Anza News SLO/PLO Committee communications and training Yearly goals are communicated at the beginning of each academic year	Emails, flyers La Voz Academic Senate Newsletters President's letters (once per quarter) Faculty Association reports/newsletters Office of Communications news http://www.deanza.edu/news/ Program review SLO/PLOs newsletters District/DA opening days College Planning day Quarterly division updates Weekly Academic Senate report, LO convocation De Anza website: mission, shared governance, budget information, administrative support, statewide measures
IV.A.5 Q4	Do staff at the college know essential information about institutional efforts to achieve goals and improve learning?	Information is readily available Updated SLO/PLO Institutional core competencies measures Institutional metrics	SLO/PLO Review outcomes Institutional research reports (institutional effectiveness) Institutional metrics IPBT, SSPBT, Academic & Classified Senates Education Master Plan
IV.A.6 - The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.			
IV.A.6 Q1	What process does the institution use to document and communicate these decisions?	Institutional resources- Marissa's report, President's report IPBT review Equity	Agendas from Governance meetings Program Review
IV.A.7 - Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.			
IV.A.7 Q1	What process does the institution use to evaluate its governance and decision-making structures? Are the results communicated within the campus community?	Survey conducted annually; results shared with shared governance groups Governance assessment survey results posted on College Planning website Initiative put forward through academic equity plan	Planning Quilt and governance survey results http://www.deanza.edu/ir/planning/ Program Reviews (IPBT website) SLO Evaluation Institutional Effectiveness report

MASTER MATRIX FOR ACCREDITATION REPORT

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		Forums and town halls Evaluations are collected for managers but results are not shared IPBT Board report Institutional research	
IV.A.7 Q1	How does the institution use identified weaknesses to make needed improvements?	IPBT tells us what we need to improve Curriculum committee reviews its processes annually Accreditation reports Deans Annual Program Review summary (improvements needed)	Scorecard to address class offerings Assessment and Placement data Joint governance meetings