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STANDARD TEMPLATE
STANDARD IV.A.1 Narrative Example
(For 10/17/ 16 meeting)

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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.

IV.A Decision-Making Roles and Processes

IV.A.1 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?

IV.A.1.Q2 Are the institution's goals and values clearly articulated and understood by all? Can college staff list what those gals and values are?

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?

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?

IV.A.1.Q5 Do institutional planning efforts provide opportunity for appropriate staff participation?

IV.A.1.Q6 How do individuals bring forward ideas for institutional improvement?

Description

<mark>[THIS SECTION SHOULD BE A RESPONSE TO EACH OF THE MATRIX QUESTIONS. PLEASE RESTATE THE MATRIX QUESTION IN YOUR RESPONSE AND NOTE THE NUMBER IN PARENTHESES, SEE EXAMPLES BELOW. INCLUDE YOUR EVIDENCE IN THE TEXT IN PARENTHESES. SEE EXAMPLE BELOW.</mark>

De Anza College leaders have statements about institutional mission and goals which reveal the institution's commitment to student success and educational excellence. Classrooms and areas of service have posters displaying the mission statement. The College begins each academic year with Opening Days activities centered on the college's mission, institutional core competencies, student success, and equity. De Anza has made a commitment and carries out the values of integrity, innovation, equity, developing human capacity, and civic and social justice. Our values are intertwined with the institutional core competencies to reach for each student who achieves a certificate, degree or transfers (Communication and Expression, Information Literacy, Physical/Mental Wellness and Personal Responsibility, Civic Capacity for Global, Cultural, Social and Environmental Justice, Critical Thinking).
http://www.deanza.edu/about/missionandvalues.html

        The college has established its footprint through the 2015-2020 Education Master Plan. http://www.deanza.edu/emp/   De Anza's Office of Professional Development provides a program of workshops and conferences for administrators, faculty staff and students centered on the college's mission, institutional goals and outcomes.   http://www.deanza.edu/academic-services/pil/ http://www.deanza.edu/professionaldev/ **(IV.A.1.Q1)**

College services are directly linked with the goals and outcomes to achieve. At the College, outcomes are mapped to institutional goals. http://www.deanza.edu/slo/tracdat.html Faculty, staff, administrators, and students are an integral part of the Student and Program Learning Outcomes (SLO/PLO) body of work and activities including assessment. Annually, the college holds a SLO/PLO convocation organized to assess institutional outcomes.
www.deanza.edu/slo/convocation

The institutions goals and values are clearly articulated on the college website, in classroom, building and main service areas. College staff is asked to review and integrate the college goals and values curriculum, programs and services. The values and goals are vetted through shared governance groups. http://www.deanza.edu/about/missionandvalues.html http://www.deanza.edu/ir/state-of-the-college-related-information/pdf/EMP2015-2020_3-11-16.pdf **(IV.A.1.Q2)**

Information about institutional performance is available to staff and students.   The information is kept current by our campus researcher and our Marketing and Communication Office. The information is easily accessed and understood. http://deanza.edu/ir/deanza-research-projects/index.html   Institutional performance is regularly a part of institutional dialog and decision-making sessions in shared governance committees, and in divisions and departments. http://deanza.edu/ir/deanza-research-projects/index.html Program reviews and data are updated every year as are the tools for establishing priorities. http://deanza.edu/ir/program-review.14-15.html http://www.deanza.edu/slo/tracdat.html   Ongoing presentations are provided to the shared governance groups. The results of the Accreditation surveys are tools for discussing the college's performance. http://www.deanza.edu/ir/deanza-research-projects/2016-17/Student%20Accreditation%20Report%202016.pdf **(IV.A.1.Q3)**

The institution's processes for institutional evaluation and review and planning for improvements are made available to all staff through the college's shared governance groups.   The college has two pathways for making decision: organizational and governance. The College Planning Committee (a committee of College Council) provides and posts ongoing reports. http://deanza.edu/ir/planning/ Each shared governance group is represented in the College Planning Committee. Through De Anza Governance, all groups have gained an understanding of the institutional processes. http://deanza.edu/gov/   In addition, SLO/PLO Assessment in TracDat provide room for reflection and enhancement plans. http://www.deanza.edu/slo/tracdat.html http://www.deanza.edu/ir/planning/ A program allocation of resources is dependent upon the Program Review. http://deanza.edu/gov/IPBT/ **(IV.A.1.Q4)**

The institutional planning efforts provide opportunity for appropriate staff participation through shared governance and college committees. Committees are often organized with a co-chair or tri-chair model ensuring representation from key stakeholders (Faculty/Classified Professional/Administrators/Students). The Governance pathways allow for recommendations to be presented by various staff. http://deanza.edu/gov/ The Annual Program Review process provides ample opportunities for faculty, classified professionals and students to have a voice and to offer strategies for improvements. **(IV.A.1.Q5)**

Individuals bring forward ideas for institutional improvement through the planning processes and the cycle of continuous improvement. http://deanza.edu/ir/planning/planning_files/Planning_QuiltWDetails.pdf The Program Review process allows departments to share ideas/needs with the planning and budget teams. The SLO Committee offers the space and activities to bring forward ideas for institutional improvement. http://www.deanza.edu/slo/ **(IV.A.1.Q6)**