Standard III: RESOURCES
The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.
Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

Query #	Sub-queries	Notes for Report	Evidence
III.A - HUMAN RESOURCES - The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.			
III.A.1 - The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.			
III.A.1 Q1	How does the institution develop hiring criteria?	The institution develops hiring criteria using AP 4130 District Hiring Procedures	http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2
III.A.1 Q2	How are faculty involved in the selection of new faculty?	Faculty involved in the selection of new faculty through a collaborative search committee process in accordance with AP 4130 District Hiring Procedures. Search Committees will normally include a majority of Foothill De Anza tenured faculty who are experts in the discipline or a related discipline. IPBT ranks and determines new faculty positions through an established process annually	http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2
III.A.1 Q3	How are positions advertised?	Positions advertised in accordance with AP 4130 District Hiring Procedures - Recruitment and Advertising Faculty positions are advertised for a minimum of eight weeks. In unusual or extenuating circumstances, the time frame may be reduced to not less than six weeks with the approval of the President and the Vice Chancellor of Human Resources and Equal Opportunity. Position announcements are mailed to colleges, universities and organizations committed to providing equal employment opportunities to a wide range of applicants. In addition positions are advertised locally and in professional journals and related publications, in *The Chronicle of Higher Education* and on the Internet as recommended by the Search Committee, department faculty and the College President.	http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2

Query #	Sub-queries	Notes for Report	Evidence
		Department/program faculty and administrators are expected to contact appropriate organizations to assist in identifying qualified candidates and to disseminate information regarding the position.	
III.A.1 Q4	By what means does the institution verify the qualifications of applicants and newly hired personnel?	The institution verify the qualifications of applicants and newly hired personnel in accordance with AP 4130 District Hiring Procedures and BP4135 Faculty Hiring Qualifications Minimum Qualifications: a. A statement in accordance with Education Code Section 87360 that requires that all applicants be sensitive to, understanding of and have respect for the diverse academic, socioeconomic, religious, cultural, disability, sexual orientation and ethnic backgrounds of community college students. Departments/programs are encouraged to require applicants to explain or submit written materials that provide evidence of such understanding and commitment to diversity; b. Educational requirements as determined by the department/program in accordance with Education Code Section 87356. Additional desirable qualifications that are job related and support the responsibilities of the position may be included. Such qualifications will be monitored by the Vice Chancellor of Human Resources and Equal Opportunity for adverse impact; c. Provision for presentation of qualifications that are equivalent to the minimum qualifications; d. Legal qualifiers, established by Human Resources to comply with federal, state, and District regulations.	http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2 BP4135 Faculty Hiring Qualifications http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U3M2B591B33#
III.A.1 Q5	How does the college check the equivalency of degrees from non-U.S. institutions?	The district Human Resources department checks the equivalency of degrees from non-U.S. institutions in accordance with AP 4130 District Hiring Procedures and BP 4140 Equivalency: Educational requirements as determined by the department/program in accordance with Education Code Section 87356. Additional desirable qualifications that are job related and support the	http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2 http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TUSRE70C4FB

Query #	Sub-queries	Notes for Report	Evidence
		responsibilities of the position may be included. Such qualifications will be monitored by the Vice Chancellor of Human Resources and Equal Opportunity for adverse impact	
III.A.1 Q6	What methods does the institution use to assure that qualifications for each position are closely matched to specific programmatic needs? What analyses and discussions have led the institution to agree on those needs?	The College uses methods in accordance with AP 4130 District Hiring Procedures and BP4135 Faculty Hiring Qualifications to assure that qualifications for each position are closely matched to specific programmatic needs: Minimum qualifications or the equivalent as established by the Statewide Academic Senate and adopted by the Board of Governors of the California Community Colleges which are used by department/program faculty to establish the minimum qualifications for each faculty position. The position announcement may also include preferred qualifications that reflect education, experience, and expertise that would enhance an applicant's ability to meet the unique requirements and responsibilities of the position and the needs of a diverse student population.	http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2 BP4135 Faculty Hiring Qualifications http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U3M2B591B33#
III.A.1 Q7	What safeguards are in place to assure that hiring procedures are consistently applied?	The colleges adheres to AP 4130 District Hiring Procedures to assure that safeguards are in place to assure that hiring procedures are consistently applied	http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2
III.A.1 Q8	Does the institution advertise specifically for personnel with expertise and experience in DE/CE?	Yes, the college does advertise specifically for personnel with expertise and experience in DE/CE in accordance with AP 4130 District Hiring Procedures: Educational requirements as determined by the department/program in accordance with Education Code Section 87356. Additional desirable qualifications that are job related and support the responsibilities of the position may be included. Such qualifications will be monitored by the Vice Chancellor of Human Resources and Equal Opportunity for adverse impact	http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2
III.A.1 Q9	How does the college decide whether an applicant is well qualified in the field of DE/CE? Has the institution formulated specific selection criteria?	The college decides whether an applicant is well qualified in the field of DE/CE by following the AP 4130 District Hiring Procedures (Position Announcement). The college has formulated specific selection criteria as per AP 4130 District Hiring Procedures: The position announcement may also include preferred qualifications that reflect education, experience, and expertise that would enhance an applicant's ability to meet the unique requirements and responsibilities of the position and the needs of a diverse student population.	http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2

Query #	Sub-queries	Notes for Report	Evidence
III.A.1 Q10	To what extent does the institution involve personnel with experience in DE/CE in the recruitment of new personnel?	DE/CE personnel are involved in the selection of new personnel through a collaborative search committee process in accordance with AP 4130 District Hiring Procedures: Search Committees will normally include a majority of Foothill-De Anza tenured faculty who are experts in the discipline or a related discipline.	http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2
III.A.2 - Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)			
III.A.2 Q1	How does the college know that the faculty selected for hire have adequate and appropriate knowledge of their subject matter?	The college knows that the faculty selected for hire have adequate and appropriate knowledge of their subject matter by following the District Hiring Procedures in AP 4130 - The position announcement may also include preferred qualifications that reflect education, experience, and expertise that would enhance an applicant's ability to meet the unique requirements and responsibilities of the position and the needs of a diverse student population	http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2
III.A.2 Q2	By what methods does the college define and evaluate effective teaching in its hiring processes? How is that effectiveness judged?	As per AP 4130 District Hiring Procedures, the college uses demonstrations, interview questions, tests and checks references to determine a candidate's effectiveness. The candidate is evaluated on the subject matter, demonstration of teaching, counseling, or librarianship skills. Demonstrations should reflect the candidate's ability to meet the needs of the position. The search committee evaluates the effectiveness of each candidate	http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2
III.A.2 Q3	How does the college identify faculty expertise in DE/CE instruction?	The college identifies faculty expertise in DE/CE instruction in accordance with AP 4130 District Hiring Procedures – The position announcement is developed through a collaborative process involving the department/program faculty. Develop job related interview questions designed to distinguish candidates who will best meet the needs of the department. Determine the subject matter and format (DE/CE) of the demonstration of teaching.	http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2
III.A.2 Q4	What analyses and discussions have led the institution to determine the qualifications of faculty and staff involved in offering DE/CE?	The college uses a collaborative search committee process to analyze, discuss and determine the qualifications of faculty and staff involved in offering DE/CE. The position announcement is developed through this process involving the department/program faculty. Develop job related interview questions designed to distinguish candidates who will best meet the needs of the department.	http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2

Query #	Sub-queries	Notes for Report	Evidence
		Determine the subject matter and format (DE/CE) of the demonstration of teaching.	
III.A.2 Q5	By what methods does the college define and evaluate "effective teaching" in its hiring processes for faculty to be involved in DE/CE? How is that effectiveness judged?	As per AP 4130 District Hiring Procedures, the college uses demonstrations, interview questions, tests and checks references to determine a candidate's effectiveness. The candidate is evaluated on the subject matter, demonstration of teaching skills, and experience. Teaching demonstrations should reflect the candidate's ability to meet the needs of the DE/CE position. The search committee evaluates the effectiveness of each candidate based on the DE/CE job description and the candidate's ability to meet the needs of the DE/CE department	http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2
III.A.3 - Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.			
III.A.4 - Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non U.S. institutions are recognized only if equivalence has been established.			
III.A.4 Q1	By what means does the institution verify the qualifications of applicants and newly hired personnel?	The institution verify the qualifications of applicants and newly hired personnel in accordance with AP 4130 District Hiring Procedures: Minimum Qualifications: a. A statement in accordance with Education Code Section 87360 that requires that all applicants be sensitive to, understanding of and have respect for the diverse academic, socioeconomic, religious, cultural, disability, sexual orientation and ethnic backgrounds of community college students. Departments/programs are encouraged to require applicants to explain or submit written materials that provide evidence of such understanding and commitment to diversity; b. Educational requirements as determined by the department/program in accordance with Education Code Section 87356. Additional desirable qualifications that are job related and support the responsibilities of the position may be included. Such qualifications will be monitored by the Vice Chancellor of Human Resources and Equal Opportunity for adverse impact;	http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2

Query #	Sub-queries	Notes for Report	Evidence
		c. Provision for presentation of qualifications that are equivalent to the minimum qualifications; d. Legal qualifiers, established by Human Resources to comply with federal, state, and District regulations.	
III.A.4 Q2	How does the college check the equivalency of degrees from non-U.S. institutions?	The district Human Resources department checks the equivalency of degrees from non-U.S. institutions in accordance with AP 4130 District Hiring Procedures and BP 4140 Equivalency: Educational requirements as determined by the department/program in accordance with Education Code Section 87356. Additional desirable qualifications that are job related and support the responsibilities of the position may be included. Such qualifications will be monitored by the Vice Chancellor of Human Resources and Equal Opportunity for adverse impact	http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2 http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U3M2B591B33#
III.A.4 Q3	What evidence is there that hiring processes yield highly qualified employees?	The college verifies that the hiring processes yield highly qualified employees in accordance with AP 4130 District Hiring Procedures: Specifically the college uses demonstrations, interview questions, tests and checks references to determine a candidate's qualifications. The candidate is evaluated on the subject matter, demonstration of teaching skills, and experience. Teaching demonstrations should reflect the candidate's ability to meet the needs of the position. The search committee evaluates the effectiveness of each candidate based on the job description and the candidate's ability to meet the needs of the department. Educational requirements as determined by the department/program in accordance with Education Code Section 87356. Additional desirable qualifications that are job related and support the responsibilities of the position may be included. Such qualifications will be monitored by the Vice Chancellor of Human Resources and Equal Opportunity Legal qualifiers, established by Human Resources to comply with federal, state, and District regulations.	http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2

Query #	Sub-queries	Notes for Report	Evidence
III.A.4 Q4	What analyses and discussions have led the institution to determine the qualifications of faculty and staff involved in offering DE/CE?	The college uses a collaborative search committee process to analyze, discuss and determine the qualifications of faculty and staff involved in offering DE/CE. The position announcement is developed through a collaborative process involving the department/program faculty. Develop job related interview questions designed to distinguish candidates who will best meet the needs of the department. Determine the subject matter and format (DE/CE) of the demonstration of teaching.	http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2
II.A.5 - The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.			
III.A.5 Q1	What process is in place to assure that evaluations lead to improvement of job performance?	Board Policy 4145 authorizes the administration to proceed with evaluations and to notify those being evaluated of what the recommendation to the Board will be. The Board recognizes that a highly successful college must have staff members who not only are competent in all areas, but also have empathy with the philosophy, objectives, and total program of the college, and the Equal Opportunity and Diversity Program of the District. The possession of these qualities cannot be determined by objective or tangible data or evidence, but the Board wishes to have them included with other criteria when making evaluative recommendations. The district has specialized evaluation processed for each group on campus (i.e. administrators, faculty, classified staff)	http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U3M2B591B33# Administrative Performance Appraisal (Evaluation) Form http://hr.fhda.edu/_downloads/AdminEval06.pdf Faculty Tenure Review Handbook http://hr.fhda.edu/_downloads/TenureReviewHandbook1316.pdf Classified Performance Evaluation Instructions http://hr.fhda.edu/_downloads/ClassifiedPerformanceEvaluat.pdf Classified Performance Evaluation Form http://hr.fhda.edu/_downloads/ClassifiedPerformanceEvalula.pdf
III.A.5 Q2	What is the connection between personnel evaluations and institutional effectiveness and improvement?	Board Policy 4145 authorizes the administration to proceed with evaluations and Board Policy 3225 articulates the Board's commitment to institutional effectiveness. The Personnel evaluations are one of the tools the college uses to assess the quality of the services provided to the students. Evaluations document the strengths and weaknesses of personnel. This information assists the college in identifying areas of improvement in accordance	BP4145 Board Advised of Evaluations http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TUSS270E0A4 BP3225 - Institutional Effectiveness http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U3M2B591B33#

Query #	Sub-queries	Notes for Report	Evidence
		with the college's mission statement, values and effectiveness. De Anza values and is committed to integrity, Innovation, Equity, Developing Human Capacity, Institutional Core Competencies and Civic Engagement for Social Justice	http://www.deanza.edu/about/missionandvalues.html
III.A.5 Q3	Do evaluation criteria measure the effectiveness of personnel in performing their duties?	Yes the evaluation criteria measure the effectiveness of personnel in performing their duties. Evaluations include performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluations are one of the tools the college uses to assess the quality of the services provided to the students. Evaluations document the strengths and weaknesses of personnel. This information assists the college in identifying areas of improvement in accordance with the college's mission statement, values and effectiveness	Administrative Performance Appraisal (Evaluation) Form http://hr.fhda.edu/_downloads/AdminEval06.pdf Faculty Tenure Review Handbook http://hr.fhda.edu/_downloads/TenureReviewHandbook1316.pdf Classified Performance Evaluation Instructions http://hr.fhda.edu/_downloads/ClassifiedPerformanceEvaluat.pdf Classified Performance Evaluation Form http://hr.fhda.edu/_downloads/ClassifiedPerformanceEvalula.pdf
III.A.5 Q4	Do evaluation criteria specifically measure the effectiveness of personnel in performing their duties related to DE/CE activities?	Yes. Personnel performing DE/CE activities are evaluated using the district comprehensive evaluation process in accordance with Board Policy 4145 – evaluations. The evaluation criteria measure the effectiveness of personnel in performing their duties. Evaluations include performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluations are one of the tools the college uses to assess the quality of the services provided to the students. Evaluations document the strengths and weaknesses of personnel. This information assists the college in identifying areas of improvement in accordance with the college's mission statement, values and effectiveness.	BP4135 Faculty Hiring Qualifications http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U3M2B591B33# Administrative Performance Appraisal (Evaluation) Form http://hr.fhda.edu/_downloads/AdminEval06.pdf Faculty Tenure Review Handbook http://hr.fhda.edu/_downloads/TenureReviewHandbook1316.pdf Classified Performance Evaluation Instructions http://hr.fhda.edu/_downloads/ClassifiedPerformanceEvaluat.pdf Classified Performance Evaluation Form

Query #	Sub-queries	Notes for Report	Evidence
			http://hr.fhda.edu/_downloads/ClassifiedPerformanceEvalula.pdf
III.A.5 Q5	To what extent do the evaluation processes identify areas for improvement of duties related to DE/CE activities, including faculty's interest in future involvement in this field or need for development?		
III.A.6 - The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.			
III.A.6 Q1	What in-depth thinking have faculty, as individuals and collectively, engaged in about how well students are learning in their courses and programs? What measures have they, as individuals and collectively, created or selected to measure that learning? Are these measures different for DE/CE students?		
III.A.6 Q2	What discussions have faculty had about how to improve learning? What plans have been made?		
III.A.6 Q3	What changes have faculty made in teaching methodologies to improve learning?		
III.A.6 Q4	After analyzing appropriate data, what discussions have faculty had about the need to, and how to improve learning outcomes in DE/CE? What plans have been made?		
III.A.6 Q5	What changes have faculty made in teaching methodologies to improve learning in DE/CE mode after evaluation and analysis of evidence of effectiveness?		
III.A.7 - The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.			
III.A.7 Q1	By what means does the institution determine appropriate staffing levels for each program and service?	Program Review	

Query #	Sub-queries	Notes for Report	Evidence
III.A.7 Q2	By what means does the institution determine appropriate staffing levels for each program and service involved in the offering of programs and courses in DE/CE mode?	Program Review	
III.A.7 Q3	How does the institution decide on the organization of administrative and support staffing for DE/CE mode?	Program Review	
III.A.7 Q4	How effectively does the number and organization of the institution's personnel work to support its DE/CE programs and services? How does the institution evaluate this effectiveness?		
III.Q.8 - An institution with part time and adjunct faculty has employment policies and practices, which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.			
III.A.8 Q1	What policies and practices demonstrate that part-time and adjunct faculty meet the criteria of this Standard?	The college has a Staff and Organizational Development department to provide appropriate opportunities for meaningful personal and professional development, the Staff Development Office supervises the processes for allocating staff development resources and coordinates a comprehensive program of individual and institutional professional growth, with responsibility for planning, promotion, dissemination of information, and program evaluation. • New Employee Orientation & Support • Faculty and Staff First Year Experience • Instructional Skills Workshops • Peer Evaluation Training • Professional Conference and Travel Funds • Technology Training • Teaching & Learning Seminars • Health, Wellness and Safety • Service Excellence • Partners in Learning Conference	http://www.deanza.edu/staffdev/
III.A.9 - The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)			

Query #	Sub-queries	Notes for Report	Evidence
III.A.9 Q1	How does the institution determine the appropriate number and qualifications for support personnel?	Program Reviews and job descriptions	
II.A.10 - The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)			
III.A.10 Q1	How does the institution determine the appropriate number, qualifications, and organization of administrators?		
III.A.11 - The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.			
III.A.11 Q1	What processes does the institution use to develop and publicize its personnel policies?	The district provides equal opportunity in education and employment. To meet this commitment, the District maintains and supports an environment in which all employees and students can work and learn free from intimidation, harassment and discrimination. The District has adopted specific policies on sexual harassment and discrimination. Each year, new employees are required to attend a workshop on sexual harassment that current employees are also encouraged to attend. The Board approved policies are posted on the public web site.	HR Policies and Procedures http://hr.fhda.edu/policies-procedures/
III.A.11 Q2	How does the institution ensure that it administers its personnel policies and procedures consistently and equitably? Do these policies and processes result in fair treatment of personnel?	The district ensures that it administers its personnel policies and procedures consistently and equitably by adhering to the Board policies and procedures. Yes, these policies and processes result in fair treatment of personnel. Negotiated contracts are in place for all groups of staff (i.e. faculty, administrators, classified) with handbooks posted on the public web site for review. Included in these contractual handbooks are grievance procedures identifying options for personnel who may feel that's/he did not receive fair treatment.	HR Policies and Procedures http://hr.fhda.edu/policies-procedures/ Administrates Handbook http://hr.fhda.edu/_downloads/AdministratorsHandbook2011.pdf Classified Agreement http://hr.fhda.edu/_downloads/ACE%20Agreement%202014-2017_FINAL.pdf Faculty Association 2013 - 2016 Agreement http://hr.fhda.edu/_downloads/FAAgreement20132016.pdf
III.A.11 Q3	What processes does the institution use to develop and publicize its personnel policies?	The district provides equal opportunity in education and employment. To meet this commitment, the District maintains and supports an environment in which all	HR Policies and Procedures http://hr.fhda.edu/policies-procedures/

Query #	Sub-queries	Notes for Report	Evidence
		employees and students can work and learn free from intimidation, harassment and discrimination. The District has adopted specific policies on sexual harassment and discrimination. Each year, new employees are required to attend a workshop on sexual harassment that current employees are also encouraged to attend. The Board approved policies are posted on the public web site.	
III.A.11 Q4	How does the institution ensure that it administers its personnel policies and procedures consistently and equitably? Do these policies and processes result in fair treatment of personnel?	The district ensures that it administers its personnel policies and procedures consistently and equitably by adhering to the Board policies and procedures. Yes, these policies and processes result in fair treatment of personnel. Negotiated contracts are in place for all groups of staff (i.e. faculty, administrators, classified) with handbooks posted on the public web site for review. Included in these contractual handbooks are grievance procedures identifying options for personnel who may feel that's/he did not receive fair treatment.	HR Policies and Procedures http://hr.fhda.edu/policies-procedures/ Administrates Handbook http://hr.fhda.edu/_downloads/AdministratorsHandbook2011.pdf Classified Agreement http://hr.fhda.edu/_downloads/ACE%20Agreement%202014-2017_FINAL.pdf Faculty Association 2013 - 2016 Agreement http://hr.fhda.edu/_downloads/FAAgreement20132016.pdf
III.A.12 - Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.			
III.A.12 Q1	How effective are the institution's policies and practices in promoting understanding of equity and diversity issues? How does the institution know these policies and practices are effective?	The district policies and practices are very effective in promoting understanding of equity and diversity issues. The institution knows these policies and practices are effective by the demographics of the faculty, staff & students. The Mission Statement and values of the college are heavily focused on the promotion of equity and diversity: 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	http://www.deanza.edu/about/missionandvalues.html BP 4130 Employment http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U3M2B591B33# BP 4100 Cultural Diversity/Equal Opportunity Policy http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U3M2B591B33# BP4105 Anti-Discrimination Policy http://www.boarddocs.com/ca/fhda/Board.nsf/got

Query #	Sub-queries	Notes for Report	Evidence
		nation and the world. The college engages students http://www.deanza.edu/about/missionandvalues.html in creative 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 • Civic capacity for global, cultural, social and environmental justice • Critical thinking De Anza values and is committed to integrity, Innovation, Equity, Developing Human Capacity, Institutional Core Competencies and Civic Engagement for Social Justice	o?open&id=9U3M2B591B33#
III.A.12 Q2	How does the institution determine what kinds of support its personnel need?	Program Reviews	
III.A.12 Q3	What programs and services does the institution have to support its personnel? How effective are these programs?	The college has a very effective Staff and Organizational Development department to provide appropriate opportunities for meaningful personal and professional development, the Staff Development Office supervises the processes for allocating staff development resources and coordinates a comprehensive program of individual and institutional professional growth, with responsibility for planning, promotion, dissemination of information, and program evaluation. • New Employee Orientation & Support • Faculty and Staff First Year Experience • Instructional Skills Workshops • Peer Evaluation Training • Professional Conference and Travel Funds • Technology Training • Teaching & Learning Seminars • Health, Wellness and Safety • Service Excellence • Partners in Learning Conference	http://www.deanza.edu/staffdev/

Query #	Sub-queries	Notes for Report	Evidence
III.A.12 Q4	Are the programs, practices, and services evaluated on a regular basis?	Yes, the programs, practices, and services evaluated on a regular basis.	MaryKay's surveys?
III.A.12 Q5	How does the institution track and analyze its employment equity record? How does it use this information?	IR published breakdowns of employees by demographics: http://research.fhda.edu/factbook/employee-data/employee-demographic-trends.html And also compares faculty and students by ethnicity: http://deanza.edu/ir/deanza-research-projects/2015-16/Faculty%20to%20Student%20Ethnicity.pdf - which was part of an opening day presentation: http://deanza.edu/ir/deanza-research-projects/2012_13/Student--Support%20Redefined.pdf	
III.A.12 Q6	How does the institution ensure that its personnel and students are treated fairly?	The district ensures that it administers its personnel policies and procedures consistently and equitably by adhering to the Board policies and procedures. Yes, these policies and processes result in fair treatment of personnel. Negotiated contracts are in place for all groups of staff (i.e. faculty, administrators, classified) with handbooks posted on the public web site for review. Included in these contractual handbooks are grievance procedures identifying options for personnel who may feel that's/he did not receive fair treatment. Students are guided by the Student Handbook and Student Rights & Responsibilities policy AP 5500. The goal is to empower students with knowledge regarding their rights as students and the due process system that has been established for which students could take advantage. This online student handbook also gives students valuable information regarding programs and services available at De Anza College. Campus climate survey: Employees: http://deanza.edu/ir/deanza-research-projects/DA_EMPLOYEE_EQUITY_2014.pdf Students: http://deanza.edu/ir/deanza-research-projects/2014-15/DA_STUDENT_EQUITY_2014St.pdf	HR Policies and Procedures http://hr.fhda.edu/policies-procedures/ AP4640 Procedures to Resolve Complaints Regarding Harassment and Discrimination http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U3M2B591B33# Administrates Handbook http://hr.fhda.edu/_downloads/AdministratorsHandbook2011.pdf Classified Agreement http://hr.fhda.edu/_downloads/ACE%20Agreement%202014-2017_FINAL.pdf Faculty Association 2013 - 2016 Agreement http://hr.fhda.edu/_downloads/FAAgreement20132016.pdf Student Handbook http://www.deanza.edu/studenthandbook/ AP 5500 Student Rights and Responsibilities http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U3M2B591B33#

Query #	Sub-queries	Notes for Report	Evidence
		Last five questions of the student accreditation survey asks about students being treated fairly: http://deanza.edu/ir/deanza-research-projects/2016-17/Student%20Accreditation%20Report%202016.pdf	
III.A.13 - The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.			
III.A.13 Q1	How does the institution foster ethical behavior in its employees?		
III.A.13 Q2	Does the institution have a written code of professional ethics for all its personnel?	Yes the college has a written code of professional ethics for all its personnel and for the students.	AP4640 Procedures to Resolve Complaints Regarding Harassment and Discrimination http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U3M2B591B33# AP 5510 Student Code of Conduct http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U3M2B591B33#
III.A.14 - The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.			
III.A.14 Q1	What professional development programs does the institution offer and/or support?		
III.A.14 Q2	How does the institution identify professional development needs of its faculty and other personnel?		
III.A.14 Q3	What processes ensure that professional development opportunities address those needs?		
III.A.14 Q4	How does the college ensure meaningful evaluation of professional development activities?		
III.A.14 Q5	What impact do professional development activities have on the improvement of teaching and learning? How does the institution evaluate that improvement?		
III.A.14 Q6	What professional development programs relevant for DE/CE personnel does the institution support and/or provide?		

Query #	Sub-queries	Notes for Report	Evidence
III.A.14 Q7	How does the institution determine the professional development needs of its personnel involved in DE/CE?		
III.A.15 - The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.			
III.A.15 Q1	What are the institution's provisions for keeping personnel records secure and confidential?		
III.A.15 Q2	How does the institution provide employees access to their records?		
III.B.1 – Physical Resources - The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.			
III.B.1 Q1	How does the institution ensure it maintains sufficient control over off-site facilities to ensure their quality?	N/A	
III.B.1 Q2	How does the institution ensure it maintains sufficient control over off-site facilities to ensure their quality?	N/A	
III.B.1 Q3	What research and analysis process does the institution use to identify the need for equipment and other facilities to support and assure the integrity and quality of its programs and services provided in DE/CE mode?		
III.B.1 Q4	What mechanisms does the college employ to evaluate how effectively equipment and facilities meet the needs of programs and services in DE/CE mode?		
III.B.2 - The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.			
III.B.2 Q1	How does the institution consider the needs of programs and services when planning its buildings?		
III.B.2 Q2	What processes ensure that program and service needs determine equipment replacement and maintenance?		
III.B.2 Q3	How does the institution evaluate effectiveness of facilities and equipment in meeting the needs of programs and services?		

Query #	Sub-queries	Notes for Report	Evidence
III.B.2 Q4	What processes are used to ensure that program and service needs determine equipment replacement and maintenance for DE/CE?		
III.B.2 Q5	How well does the institution meet its equipment needs for distance education? Are the equipment needs included in the facilities evaluations that the institution conducts?		
III.B.3 - To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.			
III.B.3 Q1	What process does the institution use to assess the use of its facilities? How often does the evaluation occur?		
III.B.3 Q2	How does the college use the results of the evaluation to improve facilities or equipment?		
III.B.3 Q3	What evaluation process does the institution use to assess the use of its facilities? Does the process also include the needs for equipment used for course offerings in DE mode? How often does the evaluation occur?		
III.B.4 - Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.			
III.B.4 Q1	What process does the institution follow to develop capital plans? How are long-range capital projects linked to institutional planning?	District Facility Master Plan (linked to college master plans) De Anza Facility Master Plan (document informed to EMP) Facility Planning Committee oversight	Facility Planning Website FMP EMP
III.B.4 Q2	What elements comprise the definition of "total cost of ownership" that the institution uses when making decisions about facilities and equipment?	TCO – ETAC, GO Bond Executive Bond Committee, To do – On PBT's, Facility Committee, College Council, Campus Budget TCO – financial forecast to estimate cost and maintenance over life of equipment and/or facility. Analyzed on annual basis. Annual maintenance costs over life. Analysis of lower cost options. Total Cost of Ownership (TCO) is basically a financial projection to help identify direct and indirect costs of a	

Query #	Sub-queries	Notes for Report	Evidence
		facility and equipment over the life of equipment or facility. TCO applies a systematic approach to balancing maintenance costs, operating costs and replacement/refurbishment costs over the life of the asset. It combines cost information with real-time experience and provides a data foundation for taking a closer look at some cost, provides a foundation for considering cost reductions and overall gives practical financial information to support data-driven decision-making.	
III.B.4 Q3	How do planning processes ensure that capital projects support college goals? How effective is long-range capital planning in advancing the college improvement goals?	FMP tied to EMP: informed by goals in EMP. Reference minutes showing that Facility Committee reviewed the EMP.	
III.B.4 Q4	How do long-range capital plans support improvement goals and reflect projections related to equipment needed for DE/CE?	1-how support improvement goals –FMP tied to EMP and supports goals of DE (site examples) 2-Reflect projections – tied back to EMP (site examples) Growing population of online learning – effort to provide same services Reorg of TRG? Consolidation of support services to more central location- more efficient for onsite and distance education – develop technology to serve distance Ed students with same services as traditional on campus students. OEI initiative – get verbiage from Joe on DE Changes that Lorrie has made They want to ensure that DE has the same resources Tied back to Ed master plan. Consolidating SS more central campus area for both on campus and develop technology to serve distance Ed students with the same/identical services. Utilize OEI technology—ask Joe and Judy for verbiage.	