

October 21, 2016

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# Standard III: Resources

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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).

## III.A Human Resources

*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?

III.A.1.Q2 How are faculty involved in the selection of new faculty?

III.A.1.Q3 How are positions advertised?

III.A.1.Q4 By what means does the institution verify the qualifications of applicants and newly hired personnel?

III.A.1.Q5 How does the college check the equivalency of degrees from non-U.S. institutions?

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?

III.A.1.Q7 What safeguards are in place to assure that hiring procedures are consistently applied?

III.A.1.Q8 Does the institution advertise specifically for personnel with expertise and experience in DE/CE?

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?

III.A.1.Q10 To what extent does the institution involve personnel with experience in DE/CE in the recruitment of new personnel?

### **Description**

De Anza College 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.

The campus, as guided by the District, develops its hiring criteria using AP 4130 District Hiring Procedures. As noted in AP 4130, the District is dedicated to finding “a qualified, diverse administration, faculty and staff dedicated to student success. The District is committed to an open and inclusive hiring process that supports the goals of diversity and equal opportunity providing equal consideration and opportunities for all qualified candidates. The goal of every hiring process is to select the qualified candidate who best meets the needs of our students.” (1) (III.A.Q.1)

Faculty are involved in the selection of new faculty through a collaborative search and selection committee process in accordance with AP 4130 District Hiring Procedures. Open faculty positions are determined in annual ranking and prioritization of new faculty positions by the Instructional Planning and Budget Team (IPBT). (2) After the positions have been determined, job descriptions are finalized and the positions advertised. Search committees normally include a majority of tenured faculty who are experts in either the discipline being recruited or a closely related discipline. The Selection Committees is enacted after the Search Committee determines its final candidates and is generally composed of the President, the appropriate Vice President, the Search Committee chair, the Equal Opportunity Representative from the Search committee and as many faculty from the Search Committee as possible but at least one faculty member from the Search Committee. (III.A.Q.2)

Positions advertised in accordance with AP 4130 District Hiring Procedures - Recruitment and Advertising. (1) 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.

As the college is committed to finding the best possible candidates as well as providing equal opportunity to the a diverse candidate pool, position announcements are mailed to colleges, universities and appropriate organizations related to the applicable discipline. In addition positions are advertised locally and in professional journals and related publications as recommended by the Search Committee, department faculty and the College President. In addition, 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.Q.3)

The campus verifies the qualifications of its applicants and newly hired personnel in accordance with AP 4130 District Hiring Procedures and BP4135 Faculty Hiring Qualifications (1) Minimum Qualifications include a diversity statement, educational requirements, minimum qualifications, and any legal qualifiers established by Human Resources to comply with applicable federal, state and district regulations. (III.A.Q.4)

The district Human Resources department checks the equivalency of degrees from non-U.S. institutions in accordance with AP 4130 District Hiring Procedures (1) and BP 4140 Equivalency (2). Educational requirements are 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 also be included, those these qualifications will be monitored by the Vice Chancellor of Human Resources and Equal Opportunity for adverse impact related to the needs of the position and district. (III.A.Q.5)

The College uses methods in accordance with AP 4130 District Hiring Procedures (1) and BP 4135 Faculty Hiring Qualifications (3) to ensure that the qualifications for each position are closely match specific programmatic needs. Minimum qualifications or the equivalents as established by the Statewide Academic Senate and adopted by the Board of Governors of the California Community Colleges, are used by the department and/or 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. After a rigorous interview process, comprehensive reference checks are conducted prior to the candidate being forwarded to the Selection Committee (III.A.Q.6)

The college adheres to AP 4130 District Hiring Procedures (1) to ensure that safeguards are in place to assure that hiring procedures are consistently applied. These safeguards include a defined search and selection committee process, use of an equal opportunity representative on each committee and clearly defined expectations and instructions for committee members. (III.A.Q.7)

The college specifically advertises for personnel with expertise and experience in Distance Education in accordance with AP 4130 District Hiring Procedures (1). The department and/or program in accordance with Education Code Section 87356 determine educational requirements. Additional desirable

qualifications that are job related and support the responsibilities of the position may also be included, those these qualifications will be monitored by the Vice Chancellor of Human Resources and Equal Opportunity for adverse impact related to the needs of the position and district. (III.A.Q.8) NEED INPUT FROM LORRIE RANCK

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) (1). 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. (III.A.Q.9) NEED INPUT FROM LORRIE RANCK

Distance Education personnel are involved in the selection of new personnel through a collaborative search committee process in accordance with AP 4130 District Hiring Procedures (1). Search Committees will normally include a majority of Foothill De Anza tenured faculty who are experts in the discipline or a related discipline. (III.A.Q.10) NEED INPUT FROM LORRIE RANCK

### **Evaluation**

[THIS SECTION STATES THE COLLEGE'S STATUS WITH REGARD TO THE STANDARD. TYPICALLY THE SECTION SHOULD BEGIN "THE COLLEGE MEETS THIS STANDARD." RESTATE THE STANDARD QUESTION AND THEN VERY BRIEFLY SUMMARIZE THE DESCRIPTION.]

### **Action Plan**

[ONLY COMPLETE THIS SECTION IF YOUR GROUP BELIEVES THERE IS A GROSS DEFICIENCY TO BE ADDRESSED. BROAD COLLEGEWIDE PLANS FOR IMPROVEMENT WILL BE INCLUDED IN THE QUALITY FOCUS ESSAY, A NEW COMPONENT OF THE SELF STUDY.]

### **Evidence for Standard III.A.1**

AP 4130 District Hiring Procedures:

<http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2>

IPBT Faculty Hiring: <http://www.deanza.edu/gov/IPBT/facultyhiring.html>

BP4135 Faculty Hiring Qualifications:

<http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U3M2B591B33#>

BP 4140 Equivalency: <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?

III.A.2.Q2 By what methods does the college define and evaluate effective teaching in its hiring processes? How is that effectiveness judged?

III.A.2.Q3 How does the college identify faculty expertise in DE/CE instruction?

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?

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?

### **Description**

The college knows that faculty selected for hiring has adequate and appropriate knowledge of their subject matter by following the District Hiring Procedures in AP 4130 (1). In addition to the standard hiring requirements, 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 (III.A.2.Q.1)

Per AP 4130 (1) District Hiring Procedures, in addition to the interview process the college utilizes demonstrations, interview questions, tests and reference checks 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 before recommending candidates to the Selection Committee (III.A.2.Q.2)

The college identifies faculty expertise in Distance Education instruction in accordance with AP 4130 District Hiring Procedures (1). The position announcement is developed through a collaborative process involving the department and/or program faculty. Job related interview questions are designed to distinguish candidates who will best meet the needs of the department as well as the student population. Subject matter and distance education instructional formats are included in the demonstration of teaching. (III.A.2.Q.3)

The college uses a collaborative search committee process to analyze, discuss and determine the qualifications of faculty and staff involved in Distance Education instruction. The position announcement is developed through this process involving the department and/or program faculty. Job related interview questions are designed to distinguish candidates who will best meet the needs of the department and students. Subject matter and distance education instructional formats are included in the demonstration of teaching. (III.A.2.Q.4)

Per AP 4130 District Hiring Procedures (1), 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 Distance Education position. The search committee evaluates the effectiveness of each candidate based on the Distance Education job description and the candidate's ability to meet the needs of the Distance Education instructional needs. (III.A.2.Q.5)

## **Evaluation**

### **Evidence for Standard III.A.2**

1. AP 4130 District Hiring Procedures:  
<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.*

## **Description**

Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain educational effectiveness and academic quality. The hiring guidelines as described in AP4130 District Hiring Procedures (1) ensure that new employees meet the standards of the campus both in technical as well as institutional goals.

## **Evaluation**

### **Evidence for Standard III.A.3**

AP 4130 District Hiring Procedures:  
<http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2>

*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?

III.A.4.Q2 How does the college check the equivalency of degrees from non-U.S. institutions?

III.A.4.Q3 What evidence is there that hiring processes yield highly qualified employees?

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?

### **Description**

The college verifies the qualifications of applicants and newly hired personnel in accordance with AP 4130 District Hiring Procedures (1). Minimum qualifications include a diversity statement, educational requirements, minimum qualifications and any federal, state or district legal requirements. (III.A.4.Q.1)

The district Human Resources department checks the equivalency of degrees from non-U.S. institutions in accordance with AP 4130 District Hiring Procedures (1) and BP 4140 Equivalency (2). Educational requirements are 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 also be included, those these qualifications will be monitored by the Vice Chancellor of Human Resources and Equal Opportunity for adverse impact related to the needs of the position and district. (III.A.4.Q.2)

The college verifies that the hiring processes yield highly qualified employees in accordance with AP 4130 District Hiring Procedures (1). 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.

The department and/or program in accordance with Education Code Section 87356 determine educational requirements. Additional desirable qualifications that are job related and support the responsibilities of the position may also be included; the Vice Chancellor of Human Resources and Equal Opportunity monitor such qualifications. (III.A.4.Q.3)

The college uses a collaborative search committee process to analyze, discuss and determine the qualifications of faculty and staff involved in Distance Education instruction. The position announcement is developed through a collaborative process involving the department and/or program faculty. Job related interview questions are designed to distinguish candidates who will best meet the needs of the department and students (1). (III.A.4.Q.4)

### **Evaluation**

#### **Evidence for Standard III.A.4**

1. AP 4130 District Hiring Procedures:  
<http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2>

*III.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?

III.A.5.Q2 What is the connection between personnel evaluations and institutional effectiveness and improvement?

III.A.5.Q3 Do evaluation criteria measure the effectiveness of personnel in performing their duties?

III.A.5.Q4 Do evaluation criteria specifically measure the effectiveness of personnel in performing their duties related to DE/CE activities?

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?

### **Description**

Board Policy 4145 authorizes Administration to complete evaluations and notify those being evaluated of what the recommendation to the Board will be. (1) The Board recognizes that a highly successful college must have staff members who not only are competent in all areas, but also have connection and dedication to 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: administrators, faculty, classified staff) (2, 3, 4, 5). (III.A.4.Q1)

Board Policy 4145 authorizes the administration to complete 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 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 (III.A.4.Q2)



## Evaluation

### Evidence for Standard III.A.5

1. Board Policy 4145:  
<http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U3M2B591B33#>
2. Administrative Performance Appraisal (Evaluation) Form:  
[http://hr.fhda.edu/\\_downloads/AdminEval06.pdf](http://hr.fhda.edu/_downloads/AdminEval06.pdf)
3. Faculty Tenure Review Handbook:  
[http://hr.fhda.edu/\\_downloads/TenureReviewHandbook1316.pdf](http://hr.fhda.edu/_downloads/TenureReviewHandbook1316.pdf)
4. Classified Performance Evaluation Instructions:  
[http://hr.fhda.edu/\\_downloads/ClassifiedPerformanceEvaluat.pdf](http://hr.fhda.edu/_downloads/ClassifiedPerformanceEvaluat.pdf)
5. Classified Performance Evaluation Form:  
[http://hr.fhda.edu/\\_downloads/ClassifiedPerformanceEvalula.pdf](http://hr.fhda.edu/_downloads/ClassifiedPerformanceEvalula.pdf)
6. BP3225 - Institutional Effectiveness:  
<http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U3M2B591B33#>
7. De Anza College Missions and Values:  
<http://www.deanza.edu/about/missionandvalues.html>
- 8.

*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?

## Description

### Evaluation

### Evidence for Standard III.A.6

*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. (ER 14)*

III.A.7.Q1 By what means does the institution determine appropriate staffing levels for each program and service?

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?

III.A.7.Q3 How does the institution decide on the organization of administrative and support staffing for DE/CE mode?

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?

### **Description**

### **Evaluation**

### **Evidence for Standard III.A.7**

*III.A.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?

### **Description**

### **Evaluation**

### **Evidence for Standard III.A.8**

*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)*

III.A.9.Q1 How does the institution determine the appropriate number and qualifications for support personnel?

**Description**

**Evaluation**

**Evidence for Standard III.A.9**

*III.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?

**Description**

**Evaluation**

**Evidence for Standard III.A.10**

*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?

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?

III.A.11.Q3 What processes does the institution use to develop and publicize its personnel policies?

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?

**Description**

**Evaluation**

**Evidence for Standard III.A.11**

*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?

III.A.12.Q2 How does the institution determine what kinds of support its personnel need?

III.A.12.Q3 What programs and services does the institution have to support its personnel? How effective are these programs?

III.A.12.Q4 Are the programs, practices, and services evaluated on a regular basis?

III.A.12.Q5 How does the institution track and analyze its employment equity record? How does it use this information?

III.A.12.Q6 How does the institution ensure that its personnel and students are treated fairly?

### **Description**

### **Evaluation**

### **Evidence for Standard III.A.12**

*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?

### **Description**

### **Evaluation**

### **Evidence for Standard III.A.13**

*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?

III.A.14.Q7 How does the institution determine the professional development needs of its personnel involved in DE/CE?

### **Description**

### **Evaluation**

### **Evidence for Standard III.A.14**

*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?

### **Description**

### **Evaluation**

### **Evidence for Standard III.A.15**

## **III. B Physical Resources**

*III.B.1 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?

III.B.1.Q2 How does the institution ensure it maintains sufficient control over off-site facilities to ensure their quality?

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?

### **Description**

### **Evaluation**

### **Evidence for Standard III.B.1**

*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?

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?

### **Description**

### **Evaluation**

## **Evidence for Standard III.B.2**

*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?

## **Description**

## **Evaluation**

## **Evidence for Standard III.B.3**

*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?

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?

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?

III.B.4.Q4 How do long range capital plans support improvement goals and reflect projections related to equipment needed for DE/CE?

## **Description**

## **Evaluation**

## **Evidence for Standard III.B.4**

## **III. D Liabilities**

*III.D.11 The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.*

III.D.11.Q1 What evidence of long-term fiscal planning and priorities exists?

III.D.11.Q2 Does the institution have plans for payments of long-term liabilities and obligations, including debt, health benefits, insurance costs, building maintenance costs, etc.? Is this information used in short-term or annual budget and other fiscal planning?

III.D.11.Q3 Does the Institution allocate resources to the payment of its liabilities and funds/reserves to address long-term obligations? Are resources directed to actuarially developed plans for Other Post-Employment Benefit (OPEB) obligations?

### **Description**

### **Evaluation**

### **Evidence for Standard III.D.11**

*III.D.12 The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.*

III.D.12.Q1 Is the institution fully funding its annual OPEB obligation (Annual required contribution [ARC])? At what level is the contribution being funded?

### **Description**

### **Evaluation**

### **Evidence for Standard III.D.12**

*III.D.13 On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.*

III.D.13.Q1 What is the level of locally incurred debt?

III.D.13.Q2 What percentage of the budget is used to repay this debt?



III.D.13.Q2 Does the locally incurred debt repayment schedule have an adverse impact on meeting all current fiscal obligations?

**Description**

**Evaluation**

**Evidence for Standard III.D.13**

*III.D.14 All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.*

III.D.14.Q1 Is there an annual assessment of debt repayment obligations, and are resources allocated in a manner that ensures stable finances?

**Description**

**Evaluation**

**Evidence for Standard III.D.14**

*III.D.15 - The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.*

III.D.15.Q1 What is the default rate for the past three years?

III.D.15.Q2 Is the default rate within federal guidelines?

III.D.15.Q3 Does the institution have a plan to reduce the default rate if it exceeds federal guidelines

III.D.15.Q4 Are student loan default rates, revenues, and related matters monitored and assessed to ensure compliance with Federal Regulation?

**Description**

**Evaluation**

**Evidence for Standard III.D.14**

*III.D. 16 Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and*

*contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.*

III.D.16.Q1 What contractual agreements exist, and are they consistent with institutional mission and goals?

III.D.16.Q2 Does the institution have appropriate control over these contracts? Can it change or terminate contracts that don't meet its required standards of quality?

III.D.16.Q3 Are funds allocated, as shown in the budget, in a manner that will realistically achieve the institution's stated goals for student learning?

**Description**

**Evaluation**

**Evidence for Standard III.D.16**