Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity
The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission
[Note: Suggested Length for Standard I.A is 6 pages.]

1. The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard
De Anza’s mission statement is prominently displayed on its website (https://www.deanza.edu/about-us/mission-and-values.html), within its catalog and within key planning documents. The mission statement is:

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 nation and the world. The college engages students 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

As stated in its mission, the College serves students of every background as an open-access community college. Core to its mission is a commitment to student success with equity at the core. The mission outlines the outcomes students should attain upon completion of their educational career including communication and expression, information literacy, Physical/mental wellness and personal responsibility, civic capacity for global, social and environmental justice and critical thinking.

Analysis and Evaluation
The college mission statement describes the student population it serves (students of every background), the ability to attain their educational goals (to realize their educational goals) be it career advancement, lifelong learning, certificate, degree or transfer, and outlines its commitment to student learning and achievement through its core focus on providing an
academically rich, multicultural learning environment.

2. **The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.**

**Evidence of Meeting the Standard**
De Anza collects and makes publicly available data on students' outcomes as reflected in its Educational Master Plan (EMP) ([https://www.deanza.edu/emp/index.html](https://www.deanza.edu/emp/index.html)). A presentation is made annually to the College Planning Committee about key outcomes including successful enrollment, course success, program awards, workforce outcomes, and transfer ([CPC Meeting Notes](https://www.deanza.edu/gov/planning/meetings/2022-04-28.html); [CPC Meeting Notes](https://www.deanza.edu/gov/planning/meetings/2021-05-06.html)). Outcome measures related to the mission and Educational Master Plan are also widely available to the public and college through multiple data dashboards and data reports. For example, a publicly available dashboard displays course success rates for the whole college by section and allows for disaggregation by ethnicity ([Student Success Dashboards](https://www.deanza.edu/ir/Dashboards.html)) while all program review data which includes enrollment, course success and awards are publicly available online ([Program Review Data Sheets](https://www.deanza.edu/ir/program_review.21-22/index.html)). Internal data reports include faculty-level data on course success by a wide variety of student characteristics. Outcomes data that is relevant to the mission of the College directs institutional priorities as outlined in the 2021-2027 Educational Master Plan and corresponding goals and metrics ([EMP Metrics](https://www.deanza.edu/emp/strategic/initiatives.html)) and the College’s Student Equity Plan, which looks at disproportionate impacts across a variety of outcome measures, including successful enrollment, retention, completion of transfer-level English and math, and transfer ([SEP](https://include latest link)). The Student Equity Plan identifies specific activities intended to narrow equity gaps.

**Analysis and Evaluation**
The College uses data to determine how effectively it is accomplishing its mission and where institutional priorities should be directed to ensure student needs are being met. The availability of data internally and externally as well as regular reporting of the data to the college community through presentations, reports and the program review process ensures outcomes are widely shared and discussed. Outcomes are also incorporated into major planning documents including the Educational Master Plan, 2022-2027 and the Student Equity Plan to help monitor institutional progress towards narrowing equity gaps and prioritize areas of student need.

3. **The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.**

**Evidence of Meeting the Standard**
De Anza engages in an annual program review process which is used for evaluating program outcomes, ongoing planning and resource allocation. Programs are required to align their
program mission to that of the College and align resource requests to the College mission. Departments are also required to report on the Student Learning Outcomes cycle within their program review to monitor continuous improvement around student learning and achievement (IPBT: https://www.deanza.edu/gov/ipbt/program_review_files.html). Student support services as well as administrative services engage in similar program review processes which align to the College’s mission (SSPBT: https://www.deanza.edu/gov/sspbt/ProgramReview.html; APBT: https://www.deanza.edu/gov/apbt/ProgReviews.html).

Key planning documents also integrate institutional priorities aligned with the College mission. Those include the Technology Plan which specifically aligns to student equity (Technology plan: https://www.deanza.edu/gov/techcommittee/documents/DAC-Technology-Plan_2021-2024_Final-Draft-to-College-Council.pdf), the Facilities Master Plan, which also aligns to student equity (Facilities Master Plan: https://www.deanza.edu/gov/campus_facilities/documents/FHDA_FMP_Final_2021_2026.pdf), and the College’s Guided Pathways work (Guided Pathways: https://www.deanza.edu/guided-pathways/mission-values.html).

Analysis and Evaluation
The College’s programs, student support services and administrative services are aligned to the College mission as reflected and documented in the program reviews across departments, services and units as well as individual area’s mission statements. The mission is also woven through key planning documents that comprise the wider institutional planning process and within the Educational Master Plan, 2022-2027 which is the main planning document for the college and was built upon an equity framework that drives all areas of the college.

4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard
The mission statement is published widely. The mission statement is included in the catalog (Catalog: https://www.deanza.edu/catalog/), the college website (Website: https://www.deanza.edu/about-us/mission-and-values.html), and posters displayed in classrooms and meeting rooms across campus. The mission statement is reviewed and revised as part of the six-year integrated planning and resource allocation process (Quilt: https://www.deanza.edu/gov/planning/documents/Quilt_Chart_2022-27.pdf), led by the College Planning Committee (CPC), and takes place in year one of the cycle. The review process includes extensive dialogue and discussion, data and analysis, and opportunities for review by shared governance groups. The review of the mission and values last took place in 2018 with the process culminating with the approval by the College Council (College Council: https://www.deanza.edu/gov/college_council/meetings/2018-06-21.html), and the Foothill-De Anza Community College District board of trustees (BOT: would have to be after June 31, 2018).

Analysis and Evaluation
The College’s mission statement is widely published on the College’s website, in the college
catalog, and in prominent locations on campus. The mission statement is regularly evaluated and reviewed as part of the seven-year institutional planning process. Between September 2017 and June 2018, this review process began with a feedback process within each shared governance group followed by discussions within the CPC which synthesized feedback and sought approval by the College Council. The newly adopted mission has been integrated into all De Anza publications.

Conclusions on Standard I.A: Mission
The College’s mission statement is at the heart of all institutional planning and guides the college in all its endeavors. The mission statement defines the College’s purpose, guides its planning and resource allocation processes as accomplished through program review, is widely published, and is reviewed as part of the seven-year planning cycle to ensure its relevance. The statement clearly describes the student population it serves, the intended educational goals for students to achieve in the process of attaining a degree, credential, job training or other educational outcome, and includes a commitment to student learning and achievement through its core focus on student success within an academically rich, multicultural learning environment

Improvement Plan(s)
[Insert response if applicable.]

Evidence List
[Provide list of all evidence cited within Standard I.A.]

B. Assuring Academic Quality and Institutional Effectiveness
[Note: Suggested Length for Standard I.B is 17 pages.]

Academic Quality
1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard
De Anza College demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning through a shared governance model and in individual departments and service areas. The institution broadly uses both quantitative and qualitative data to inform ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify the effectiveness of student learning and achievement.

This ongoing dialogue takes place within the College’s committee structure as outlined within the Governance Handbook as depicted in the Institutional Effectiveness Process (pg. 9. https://www.deanza.edu/gov/documents/DAC-Governance-Handbook-2022-1024.pdf). As a result, committee members represent a constituency group in an attempt to include all members
of the College community in dialogue within governance meetings and at various department, division and area meetings. This dialogue informs all Collegewide planning and decision-making.

The committees that facilitate the dialogue include:

College Planning Committee
As one of the College’s central planning committees, the College Planning Committee (CPC) is charged with continuous evaluation and improvement of the College’s integrated planning processes, evaluating attainment of student learning outcomes to institutional goals and metrics and increasing collegewide understanding and dialogue around the attainment of our goals on an annual basis. The committee is comprised of members from all constituency groups including the faculty union. The 19 members are comprised of faculty, classified staff, administrators and a student. The CPC makes recommendations to College Council on student performance and outcomes that need additional attention. The CPC recently developed new metrics to assess how well the College is meeting its newly developed Educational Master Plan, 2022-2027. Beginning in January 2023 the CPC will become the Institutional Effectiveness Committee (IEC) with a similar charge and membership as the CPC.

Planning and Budget Teams
Students, faculty, classified professionals and affinity groups are represented by their respective members on one of the College’s planning and budget teams – Instruction (IPBT), Student Services (SSPBT) or Administrative Services (APBT). The planning and budget teams are informed by the College’s guiding documents and the seven-year integrated planning and resource allocation cycle. The PBTS give recommendations to the College Council who then send recommendations and advice to the president through College Council. This process was in place until January 2023 when it was replaced by the Program Allocation Committee (PAC). The PAC will engage with divisions who have prioritized their division wide funding and full-time faculty position prioritization requests as submitted through the program review process. The PAC will formulate sub committees to review each division’s programs/areas or departments program review or CAS standards. The PAC then generates a structured report of the collected ranked prioritization list to College Council.

The PBTs and PAC fulfill their planning responsibilities by engaging in dialogue with academic departments, administrative units and student service areas in order to discuss program review findings. Program review is an essential part of the College’s planning process and is used to refine planning and improve student learning using an annual program review template for academic areas (https://www.deanza.edu/gov/ipbt/program_review_files.html) and the CAS standards (Council for the Advancement of Assessment in Higher Education) for student service areas (https://www.deanza.edu/gov/sspbt/ProgramReview.html), and a regular assessment of non-academic areas on a five-year cycle (https://www.deanza.edu/gov/apbt/ProgReviews.html). The PBTS and PAC review and provide feedback to the areas on the program review as part of the review process. The Annual
Program Review Template for instructional programs includes an analysis of student achievement data, a discussion of course and program student learning outcomes assessment data, and a discussion of narrowing equity gaps.

The Academic Senate
Comprised of 41 faculty senators (https://www.deanza.edu/gov/academicsenate/excom_roster.html), De Anza’s Academic Senate receives reports and recommendations from each of its subcommittees and appoints faculty representatives to all shared governance committees, from which it also receives regular reports. The Academic Senate discusses all recommendations regarding student learning and institutional processes to determine their potential impact on the quality of education or services provided. Through its voting process, the Academic Senate affirms or declines its support for recommendations following informed discussion and input from the faculty body. The Academic Senate also serves as one of the main avenues of information to communicate new federal, state, or local directives and recommendations to faculty members, both in Academic Senate meetings and through regular gatherings with all Department Chairs, disseminating information about educational and equity-focused initiatives while also helping to develop frameworks to assist in implementing these ideas. Academic Senate Officers regularly consult with representatives from the Administration, Classified Senate, and Student Government in order to evaluate for and support equitable outcomes across the institution.

The Classified Senate
Classified Senate is one of the main stakeholders with full participation in the governance process (Classified Senate website: https://www.deanza.edu/gov/classifiedsenate/) and is comprised of elected officers and representatives from classified professional staff. The senate reorganized its structure in 2020 to better serve the college (Announcement of new structure: https://foothilldeanza.sharepoint.com/sites/ClassifiedSenate2021-20222/SitePages/Welcome-2021-2022-Classified-Senate!.aspx). Previously, each senator represented a physical campus area, but now represent areas of interest including planning and budget, equity, operational and facilities, student services and technology with two senators representing each interest area and guiding dialogue and continuous improvement around student outcomes within each interest area (Membership: https://www.deanza.edu/gov/classifiedsenate/execcomm/index.html).

This structure better utilizes a particular senator’s job specialization and allows senators to grow in leadership and also to better support the shared governance committees to which they are appointed. The classified senate also actively supports students through advocacy and donations, for example, drafting resolutions in support of DACA, foster youth, minority and marginalized students. A voluntary payroll deduction to which both classified staff and faculty contribute funds a student support budget, which provides technology such as iPads to students with the greatest need. In the past, the student support fund also paid for cafeteria vouchers for students with food insecurity. Allocation of this fund which as of this writing is currently approximately $12,000 is reconsidered and voted on by senators each year, to insure a variety of student needs are met (Payroll deduction:
Classified senate holds a yearly day long professional development retreat intended to further grow membership plus educate staff about new policies, new software and ways to enhance communication with and services for students. Inaugurated in 2020, classified senate now maintains a SharePoint site to facilitate communication and awareness. In choosing Microsoft’s cloud-based SharePoint, the senate met its goal to ensure that senators could update files easily regardless of whether they were working remotely, in a lab with shared computers or at their own office desks.

Because staff often refer students to other campus areas, affinity groups, tutorial and psychological services, classified senate holds social events to insure staff are kept aware of the variety of opportunities and services the college offers to insure student success. It has often been noted that those new to the college experience are often intimidated by “professors” and express their concerns instead to a member of classified staff who they might find more approachable. Therefore, it is a major imperative of classified senate to insure that staff is able to assist a new student to navigate the complexities of college and obtain the assistance they require.

College Council
College Council serves as an advisory group to the College president, and is comprised as a representative group with 24 members from the governance committees, affinity groups and student leadership (https://www.deanza.edu/gov/college_council/members.html). College Council reviews recommendations from the Planning and Budget teams and makes recommendations to the College president. The Council also regularly reviews recommendations from the CPC including updates to the mission, vision and values, educational master plan, and an annual review and update of the college's institutional metrics. The Council’s discussions and recommendations further demonstrate the College’s concerted effort to support student learning.

Department and Service Areas
In addition to shared governance bodies, dialogue about student outcomes, student equity, academic quality, and continuous improvement of student learning and achievement occurs at department meetings and within service area meetings as well as part of the program review process. Each department establishes its own timeline for assessing its course and program student learning outcomes within the five-year cycle. Each department engages in ongoing discussions of student learning as part of flex days and at regular department meetings.

Equity Action Council
The Equity Action Council (EAC) has a directed focus on student equity, equitable outcomes and processes. The EAC helps develop, champion and monitor progress on the Colleges Student Equity Plan and newly created Equity Plan Reimagined (https://www.deanza.edu/gov/planning/sea/documents/Equity-Plan-Re-Imagined-2022-2027.pdf). The EAC is charged with ensuring the implementation and evaluation of the Equity
Plan Reimagined which is integrated into the EMP, 2022-2027. EAC works with departments, programs and units on campus to facilitate activities focused on narrowing equity gaps in all student outcomes. Meetings include regular assessment of student equity data and substantial cross-constituent dialogue about progress and plans to meet equity goals (EAC notes on Equity Plan Reimagined: https://www.deanza.edu/gov/eac/meetings/2022-05-25.html).

Curriculum Committee
The twenty-six members of the Curriculum Committee represent the academic divisions, deans, the Faculty Association, the articulation office, and the curriculum office (Curriculum Committee: http://dilbert.fhda.edu/curriculum/). The Curriculum Committee is faculty-led and reviews existing Course Outlines of Record (COR) on a five-year basis and approves any new curriculum. In collaboration with the Associate Vice President of Instruction and guidance from the Online Education Office, it also approves all curriculum to be offered in an online format through an additional review process. As part of the curriculum approval process, the Curriculum Committee requires course student learning outcomes on all CORs, and provides specific feedback to faculty initiators as part of the process of review. Core to the review process is feedback and collegial dialogue on course student learning outcomes and all areas of the COR—the course description, course objectives, assignments, methods of evaluation, required student material, and suggested texts—in order to ensure effective student learning and achievement.

Guided Pathways Core Team
The Guided Pathways core team focuses on identifying institutional barriers and strategies for improving student experiences and outcomes (Guided Pathways: https://www.deanza.edu/guided-pathways/). The Guided Pathways core team consists of a mixture of approximately 25 administrators, faculty, classified staff, and students representing many areas on campus. By bringing together diverse voices from these areas, the core team is able to more thoroughly integrate Instruction and Student Services with the goal of providing more proactive services to students. De Anza has focused on the four pillars of Guided Pathways as defined by the State: Clarify the path, Get on the Path, Stay on the Path, and Ensure Learning.

Student Learning Outcomes (SLO) Committee
The Student Learning Outcomes (SLO) committee of the Academic Senate focuses on continuous improvement through the SLO cycle. Assessment, planning, and improvement of course level student learning outcomes is required of every course on a five-year cycle. The committee focuses on providing training and professional development on the importance of learning outcomes and their relation to improvements in teaching and learning and how to use data to inform the process (SLO Committee: https://www.deanza.edu/slo/). This data informs Program Review. Program Review then drives allocation of resources including faculty hires, staff hires, supplies, and facilities (https://www.deanza.edu/gov/IPBT/program_review_files.html).

Office of Research and Planning
The Research Office assesses and communicates the results of institutional student learning and outcomes through a variety of self-service data tools, reports and surveys (https://www.deanza.edu/ir/research/) including annual data on student learning to inform the program review process (https://www.deanza.edu/ir/program_review.21-22/index.html). The Research Office annually distributes a survey of student outcomes as they align to the College’s institutional goals and corresponding metrics to determine the rate at which each metric is achieved annually. The Belonging, Civic Capacity, Basic Needs and Mental Health survey (https://www.deanza.edu/ir/research/surveys/BelongingCivicCapacityBasicNeedsMentalHealth_Spring2022.pdf) was administered in spring 2022, to set the baseline for the newly developed institutional metrics incorporated into the EMP, 2022-2027. The results are posted publicly and shared with the CPC and College Council.

Analysis and Evaluation
The College engages in a sustained, substantive and collegiate dialog about student outcomes, student equity, academic quality, institutional effectiveness and continuous improvement of student learning and achievement through a variety of committees specifically tasked with addressing this topic. Representing the whole college, the College Council and College Planning Committee directly address these topics and provide a venue for discussion and collaboration, while specialized committees focus on specific areas such as equity, curriculum, teaching and learning and student needs throughout their educational journey. Within individual divisions, departments and programs, the program review process encourages collegial dialogue to address these issues and integrates each of the topic areas into the annual program review process.

2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard
De Anza College defines and assesses student learning outcomes (SLOs) for all instructional programs and student and learning support services as evidenced by the work of the Student Learning Outcomes Committee and Core Team (https://www.deanza.edu/slo/#CurrentCSLOs). The Core Team provides professional development, office hours, workshops and training on direct assessment of student learning outcomes at the course level (SLOs). Direct assessment of learning is typically embedded in course activities and assignments. Faculty work collaboratively within their departments to develop assessments and evaluation criteria for assessment and reflect on the assessment outcomes to ensure continuous improvement in teaching and learning. Assessments of courses specifically identify the type of assessment and the evaluation criteria that will be used to ensure the outcome is achieved. These assessments of record, cycles of assessment, and reports of assessment results for all programs are compiled by the SLO Core Team which serves as the central repository for such information and makes reports available to the campus and community on their website (https://www.deanza.edu/slo/#CurrentCSLOs). New assessments will be housed within the College’s new assessment management system, eLumen (eLumen link: ) and extractions of these assessments will continue to be posted on the SLO website.

Continuous assessment of student learning outcomes, with the primary purpose of improving
teaching and learning, is part of the College’s integrated planning cycle and the program review and curriculum review processes. Each instructional and student services area must undergo a full cycle of assessment once every five years and report progress on the cycle and any changes or improvements as a result of the assessment process annually withing their program review. Each instructional area must provide a reflection on their assessment cycle as part of the resource allocation as a result of program review (Program review form: ).

- Describe an accomplishment or enhancement that resulted from your AUO/SLO assessment.
- List the names of the courses in your department that are planned to be assessed by the conclusion of the academic year.
- Over the past year, what assessments were implemented to evaluate the impact of resources allocations received by your department?
- What were the results?
- How does your department plan to assess outcomes on an ongoing basis?

Departmental and unit assessment of SLOs/SSLOs/AUOs is a part of the annual program review process and is formally reviewed by the Student Learning Outcomes committee as well as the respective Instructional, Student Services, and Administrative Services Planning and Budget teams. Similar to academic programs, student service areas undergo a review of their SSLOs on a regular basis and incorporate the assessment into their program review documents. The process for reporting SSLOs in program review is embedded in the comprehensive student services program review process utilizing the Counsel for the Advancement of Standards (CAS) assessment criteria.

**Analysis and Evaluation**

The College defines and assesses student learning outcomes for all instructional programs and student learning support services, and these SLOs/SSLOs are posted on the public website. SLO/SSLO assessment is required as part of the integrated planning cycle and is incorporated into the program review process on an annual basis.

The College has recently migrated all curriculum and outcomes assessments into eLumen to capture assessments and report on progress throughout the integrated planning cycle. The main reason for transitioning from legacy systems to eLumen was for the ability to integrate curriculum, outcomes assessment, program review and the catalog. Unfortunately, the implementation of eLumen for all of these purposes has been challenging and delayed the implementation of SLOs as we moved away from Tracdat. The SLO Core Team established a process during the limbo period to collect SLO data using Microsoft forms, which has proven to be an effective stop gap. The College will be transitioning over to eLumen in spring 2023 and the SLO Core Team will hold professional development events to ensure the college is aware of the change and trained on the new tool. Even with the changes, the College has been able to maintain its strong assessment culture without losing momentum.

With the implementation of the College’s EMP, 2022-2027 and the focus on the RP Group’s Student Success factors and a focus on belonging, basic needs and mental health, the SLO Core
Team has focused its professional development on meaningful assessments (https://foothilldeanza-my.sharepoint.com/:p:g/personal/20033656_fhda_edu/EXLbZW8aoT5Ljm6Ijnv2PIBNEsvcRy8yB1B556z_KJfzw?e=euRjEi), which include not only the skills and knowledge a student gains from a course but also their sense of belonging, connection and engagement with the course materials, instructor and other students. Examples of meaningful assessments and applicable assessment tools are shared through workshops and training events. The movement has been well received and helps the college move towards a more holistic approach of assessing student learning and achievement, one in which the students unique background, culture, identity, needs as well as skills and abilities, are appreciated and acknowledged. This adaptation of student learning outcomes assessment demonstrates the College’s commitment to defining and assessing student learning outcomes for all instructional programs and learning support services.

3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard
The College establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. The Foothill-De Anza Community College District has implemented a procedure related to institutional effectiveness that requires the college to develop, adopt and publicly post goals for student performance and outcomes (I.B.3-1 Administrative Procedure 3225: http://link.deanza.edu/IIB3-1). In 2021-22 the college developed ten institutional goals with corresponding metrics in the areas of outreach to historically underrepresented populations, achieving success factors, course success, English and Math completion, transfer, degree attainment, certificate attainment, workforce training, civic capacity for community and social change, and meeting basic needs. Each of the ten goals are incorporated into the Educational Master Plan 2022-2027 (EMP) (EMP: https://www.deanza.edu/emp/index.html) with each goal containing a corresponding metric that focuses on narrowing long-standing equity gaps and the intent to narrow such gaps to no more than five-percentage points between groups by 2027 (https://www.deanza.edu/emp/strategic/initiatives.html#goals).

The College Planning Committee conducts an annual review of the institutional goals and reports progress on those goals to College Council on an annual basis and posts the updates on the college website (https://www.deanza.edu/emp/historic/index.html). The College also maintains separate Accreditation Metrics with stretch goals (aspirational goals) associated with each metric including successful course completion, certificates awarded, degrees awarded, transfers, licensure exam pass rates, and job placement for career technical education programs. These ACCJC metrics are which are available to the public and updated annually as part of the ACCJC Annual Report (https://www.deanza.edu/accreditation/related-documents.html). Further, job placement rates and licensure passage rates (https://www.deanza.edu/emp/historic/index.html) with corresponding metrics are reviewed and updated annually in collaboration with the CTE Committee (CTE Committee notes:
Analysis and Evaluation
As part of the College’s integrated planning cycle the Educational Master Plan and corresponding institutional goals and metrics are reviewed through a strategic planning process and result in an updated EMP with a progress review taking place annually. The college is dedicated to narrowing long standing equity gaps and in an effort to narrow such gaps, each of the ten goals were set to reduce gaps between identified student groups and all other student groups by no more than five percentage points (https://www.deanza.edu/emp/strategic/initiatives.html#goals).

The Office of Research and Planning makes student outcomes data widely accessible to the College and public through self-service tools and public dashboards. Departments are able to obtain and analyze data for program review while faculty are able to obtain individual-level data disaggregated by student characteristics to evaluate student learning outcomes and identify their individual disproportionate impact areas for improvement to collectively work towards narrowing the College’s equity gaps. Departments are required to reflect on their equity gaps, develop a plan, and reflect on their prior years' work to narrow equity gaps within their annual program review.

4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard
De Anza College uses assessment data and organizes its institutional processes to support student learning and student achievement. Departmental and unit assessment of SLOs/SSLOs/AUOs is a part of the annual program review process. The program review process is formally reviewed and updated annually by the planning and budget teams of Instructional, Student Services, and Administrative Services areas respectively under the guidance of Student learning Outcome Committee.

Data-informed decision-making for Instruction begins with the program review process where academic departments are required to document how they assess course student learning outcomes and identify how results from these assessments drive the department’s resource requests including full-time faculty hires. Departments are asked to identify percentage point gaps in successful course completion across six racial/ethnic groups and reflect on teaching and learning strategies that can be used to narrow equity gaps. Academic programs are further asked to provide specific examples of an assessment that was implemented, the results and a plan to assess outcomes on an ongoing basis.

Additionally, student service areas present SSLO assessment data and a description of their data results as part of the Student Services Program Review process. The report includes information about the currently active SSLOs, and the methods used to assess student development and mastery of Institutional Core Competencies (ICC). Programs and departments also indicate how the information is used for program planning, development, and improvement (https://www.deanza.edu/gov/sspbt/ProgramReview.html).
The College organizes its institutional processes to support student learning and achievement with the Planning and Budget teams, and now the PAC, allocating available funding to ranked requests from each of the PBTs. The ranking or resource requests and allocation of funding is part of a detailed process in each PBT to determine the priorities for each area. The process begins with departments submitting their resource requests through their annual program review. All requests are divided into instructional equipment and materials, faculty requests, and staff requests. Requests are compiled into one spreadsheet with any facilities requests sent to the Office of the Vice President of Administrative Services.

In the former shared governance structure, the Vice President of Instruction, Vice President of Student Services, and Vice President of Administrative Services would gather the information on funds available including the number of positions and present it to their respective planning and budget teams. Under the new governance structure this information is presented to the Budget Committee and the Budget Committee votes to approve the funding which then goes to the PAC for approval. The integration of outcomes assessment, annual planning, and program review into the ranking process ensures student learning and achievement are integrated into a formalized resource allocation process.

**Analysis and Evaluation**
De Anza College requires programs and departments to incorporate relevant outcomes assessment data as part of their rational for resource requests and part of their annual planning and reflection. The ranking of faculty requests are based on these rationales including alignment to the college's goals and metrics with a focus on narrowing equity gaps.

**Institutional Effectiveness**
5. **The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.**

**Evidence of Meeting the Standard**
De Anza College assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery. These accomplishments are evidenced by the program review process, curriculum review process and the SLO process. Program evaluation including the review of disaggregated data, program type and mode of delivery is an essential part of the College’s data-informed decision-making culture.

During the program review process, each academic department or area is provided with a comprehensive data report that includes five years of data at the program level on enrollment trends, demographic distributions, overall course success rates and success rates by ethnicity and gender (https://www.deanza.edu/ir/program-review.20-21/). Faculty, staff and administrators are able to analyze multiple additional student and course characteristics, including mode of delivery through the Program Review Data Tool.
as well as section level data for individual instructors using the Inquiry Tool. Further in-depth disaggregation is also available at the instructor, department, and division level that displays disproportionately impacted (DI) student groups and the number of successful completions needed to close equity gaps. The DI tool allows for disaggregation by ethnicity, gender, foster youth, veteran, low-income, first-generation college student, CalWORKS, EOPS and DSPS as part of the standard report, however, additional filters are available to explore DI by mode of delivery.

Further, the College began in winter 2023 to automate a process in which faculty receive a report in their inbox of their course success rates by ethnicity, gender and other student program enrollment statuses and displays the percentage point gap between all students in the course and each student group, as well as a comparison between the section outcomes compared to the course and the college in the same term. These data reports are intended for faculty to explore and reflect on their own equity gaps in an effort to collectively address and narrow college-wide equity gaps.

Analysis and Evaluation
De Anza College regularly evaluates the accomplishment of its mission through the evaluation of goals and objectives as embedded within program review and incorporated into other College planning processes, such as professional development, department and division meetings, curriculum review and SLO assessment. Data analysis is integrated into program review and is an essential part of the data informed culture of the college, where data is widely accessible and widely shared as well as encouraged to explore through dedicated time through flex day events, professional development events, and department and division meetings. De Anza continues to make data easily accessible, easily interpretable and create space and time to discuss outcomes to evaluate its goals and objectives.

6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard
The College disaggregates and analyzes learning outcomes and achievement for subpopulations of students as evidenced by the wide range of reporting tools, reports and dashboards made available by the Office of Institutional Research and Planning.

De Anza College’s EMP, 2022-2027 was built on an assessment of internal and external scans which led the college to identify disproportionately impacted student groups which are referred to as student population areas of
focus with the intent to narrow gaps in outcomes between the student groups who identify as Black, Latinx, Filipinx, Pacific Islander, Foster Youth, Native American or LGBTQ+ and all other student groups. The Colleges ten institutional goals and corresponding metrics align with narrowing these gaps to no more than 5 percentage points by 2027. The College Planning Committee (CPC) monitors progress on attaining these goals annually and reports outcomes to College Council who then determine a plan to mitigate disproportionate outcomes.

The Student Equity and Achievement (SEA) Plan demonstrates how the College has identified performance gaps for students who are disproportionately impacted and strategies to narrow disproportionate outcomes. The SEA plan includes metrics in five areas required by the state Chancellor’s Office include: successful enrollment, term to term retention, completion of transfer level math and English, attainment of the Vision goal completion and transfer to a four-year institution. The College annually reviews progress on the SEA plan metrics (https://www.deanza.edu/gov/planning/sea/) and reports the findings to the Equity Action Council (https://www.deanza.edu/gov/eac/). The College recently created a streamlined internal equity plan, the Equity Plan ReImagined which includes seven key areas of focus with a commitment to racial equity (https://www.deanza.edu/gov/planning/sea/documents/Equity-Plan-Re-Imagined-2022-2027.pdf).

The College also evaluates performance gaps as part of the program review process where departments are asked to identify gaps and develop a departmental plan that identifies teaching and learning strategies that may be helpful in closing any gaps in successful course completion. The Program Review Data Tool can be used to disaggregate the data by special populations – such as veterans, foster youth or students participating in CalWORKS, Disability Support Programs and Services (DSPS) and Extended Opportunities Programs and Services (EOPS) - in addition to course-level attributes such as online, hybrid, and face to face. Comparisons can be made at the course level over the past four years. The Course Success with Equity Gaps page within the tool allows users to see the difference in success rates of particular groups, disaggregated by ethnicity, compared to the average success rate. The prompts for Section III of the program review form asks departments to identify gaps between ethnic groups and reflect on differences as well as develop teaching and learning strategies to close gaps in successful course completion. To close the loop on the resource allocation process, the departments are asked to report on their plan to reassess the outcome of receiving each of the additional resources requested. (APRU form)

Based on analysis of data provided by the Office of Institutional Research and Planning, which identified disproportionate outcomes for students who identify as foster youth (https://www.deanza.edu/ir/deanza-research-projects/specialprograms/FosterYouthFocus.pdf), and who are primarily Black and Latinx, through multiple presentations of the data to Academic Senate (https://www.deanza.edu/gov/academicsenate/meetings/2021-01-11.html) De Anza College, through the faculty prioritization process within SSPBT (https://www.deanza.edu/gov/sspb/documents/2021-22/SSPBT_Position%20RankingSheets_All.pdf) voted to approve the higher of a full-time foster youth counselor (https://www.deanza.edu/gov/sspb/meetings/2022-02-03.html) to build
the Guardian Scholars program (https://www.deanza.edu/eops/guardian-scholars/). As the counselor was hired in fall 2022, it is too early to evaluate the efficacy of the resource, but it will be included as part of the program review for the Guardian Scholars program.

A further example that has been evaluated is the additional resources allocated to Extended Opportunities Programs and Services (EOPS) students through foundation funds. A donor was interested in funding a program for students with the greatest need and through the Office of Research and Planning, EOPS students were identified as students who face a high rate of challenges along their path to their educational goal, are highly diverse and from low-income backgrounds. Additional aid and support are for the entire academic year and includes grants for course book purchases, supplemental counseling and access to emergency funds and food assistance. The program began in 2017 and has been evaluated annually. The latest evaluation showed that EOPS Scholar students had higher course success rates, higher term-to-term persistence and higher cumulative GPAs than other EOPS students not part of the Scholars program (https://www.deanza.edu/ir/deanza-research-projects/special-program/The s/EOPS_Scholars_Report_AY21.pdf).

Analysis and Evaluation
De Anza disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies. Disaggregated data is readily available in many formats from the Office of Research and Planning and is incorporated into the program review and student learning outcomes processes. It is also an essential part of institutional planning and drives the college's mission and Educational Master Plan. When performance gaps are identified, the College works towards implementing strategies to narrow equity gaps, and evaluate those efforts on an ongoing cycle.

7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard
De Anza regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes, to assure their effectiveness in supporting academic quality and accomplishment of mission. Through its program review process across all areas of the institution including academic, student service and administrative areas. Within the program review template, College areas are required to respond to the following prompts: 1. How does your program mission statement relate to the mission of De Anza College and our Institutional Core Competencies? This question is intentionally included to ensure each area uses the program review process to reflect on their own area mission and the achievement of their mission as it is aligned to the College mission. 2. What is your department’s plan to work towards narrowing equity gaps over the next year? (i.e., elaborate on enhanced support systems that will be available to students, increased opportunities for departmental collaborations,
and/or types of faculty professional development to take place within the academic year, etc.).

2. Also state any additional resources needed to implement the plan. Note that program review next year will request that you reflect back on the status of your plan and how well it is working and if additional resource requests have led to improvements. This second prompt is intentionally included to encourage areas to evaluate their policies and practices specific to their unit at it pertains to the college’s goal of improving outcomes for disproportionately impacted student groups in an effort of continuous improvement and attainment of the College mission. The Student Services program review uses the Council for Advancement of Standards (CAS) where Part 4.3: Assessment, Plan and Process requires areas to develop a plan for data use and continuous improvement and reassessment (SSPBT CAS Form: https://www.deanza.edu/gov/sspbt/ProgramReview.html).

While the administrative services program review prompt also encourages administrative areas to intentionally reflect on and evaluate their processes in an effort to achieve their area mission and the mission of the college: “Covid-19 has reinforced the department’s ongoing commitment to intentionally reflect on and evaluate their processes in an effort to achieve their area mission and the mission of the college. The pandemic offered a unique opportunity to review the processes and collaborate with the college and district to offer more efficient services by utilizing technology tools. The department will continue to reflect on the services provided with the continued goal of evaluating what is working well and building on those processes and addressing areas that have room for improvement. [APBT Link]

Each year, the College Planning Committee (CPC) requests shared governance groups to reflect upon and answer three targeted questions:

1. Reflecting on the work of your governance group over the past year, how did this work help fulfill our mission, Institutional Core Competencies and commitment to equity?
2. Reflecting on your governance group’s processes and practices over the past year, please identify what has been working and what changes you plan to implement over the next academic year to ensure continuous improvement.
3. Reflecting on your group’s ability to disseminate information to its stakeholders, what are some strengths and weaknesses in regard to ensuring that all stakeholders are informed of the committee’s activities, processes, policies and decisions? How can you improve your process for information dissemination next year?

The results of the reflection questions are posted on the College Planning Committee page (https://www.deanza.edu/gov/planning/) and included in the Educational Master Plan annual update document (https://www.deanza.edu/emp/historic/index.html) which is shared with the College Planning Committee annually.

De Anza’s Guided Pathways Steering Committee identified areas in which the college could improve processes and as a result developed the following working groups: Villages work Team, Student Focus Group Team, Student Ready Rapid Response Team, and Intersegmental Team. Over the process of a year, the working groups identified various areas for improvement, one being the development of the Rising Scholars program (for formerly
incarcerated students and their affected families). Further, the Villages Work Team continues to organize the college around a village model including program maps, recruitment days, and integrated wrap-around services.

As part of the College’s Integrated Planning and Resource Allocation Model (https://www.deanza.edu/gov/planning/documents/Quilt_Chart_2022-27.pdf) the College engaged in a review of its governance processes in 2020-21. The resulting review and governance survey (https://www.deanza.edu/gov/review/) resulted in three areas to address through a new shared governance structure: 1. Siloed decision making, 2. Lack of trust, 3. Parity in representation. In spring 2021 the president convened a Shared Governance Taskforce, a 13-member group or faculty, staff, students and administrators tasked with evaluating the current structure and developing a proposal for a new governance model. The proposal was shared widely with campus shared governance groups in 2021-22 and presented a new model to College Council in spring 2022. The President then requested more time to review the proposals and convened an all-day retreat with College Council in fall 2022 where it was decided that the new model would be implemented in winter 2023 (https://www.deanza.edu/gov/review/documents/SGTF-Proposal-%20Process-2.0.3-2021-0128.pdf). Through this collaborative process, the College is implementing a new governance structure with the Planning and Resource Committee (PAC) will replace College Council and the Planning and Budget teams.

Analysis and Evaluation
De Anza College regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes, to assure their effectiveness in supporting academic quality and accomplishment of mission. Through regular evaluation of College programs and units within program review, collegewide discussion of improvements through Guided Pathways, the regular evaluation of shared governance and decision-making processes, De Anza demonstrates that evaluation of policies and practices to ensure effectiveness in meeting its mission is woven through its decision-making processes.

8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard
De Anza College broadly communicates the results of all its assessment and evaluation activities so that the institution understands its strengths and weaknesses and sets appropriate priorities. The College meets this standard through its structured planning processes around an assessment and evaluation culture that uses data to inform decisions, and fosters collaboration around planning and evaluation, and shared decision-making. The program review process, student learning outcomes assessment, department equity plans, institutional metric assessment, and resource allocation processes are completed through a shared process. At the program level, the department chair and faculty members are responsible for collaboration on program review, assessment of learning outcomes and the development of equity plans. Data is disaggregated by various measures to help identify opportunities for improvement and to learn
from promising practices.

In establishing and assessing institutional metrics, the college takes a collaborative approach. The College Planning Committee, a shared governance group reporting to College Council (PAC starting January 2023), was tasked with establishing the metrics as part of the strategic planning process 2021-22 which culminated in the creation of the Educational Master Plan, 2022-2027, which was approved by College Council (https://www.deanza.edu/gov/college_council/meetings/2022-06-09SP.html). To assess the metrics, the CPC reviews the metrics annually and publishes the review in the Educational Master Plan update (https://www.deanza.edu/emp/historic/index.html). In their roles as collegewide representatives, CPC members are expected to report results to their respective groups. The results are also delivered to College Council and posted on the Institutional Research website (IR website: https://www.deanza.edu/emp/historic/index.html). The results of previous years are actively considered in each annual establishing of college metrics.

The governance webpage, governance webpages and governance handbook explain how the shared governance process works on campus through both narrative and graphic. They also explain the mechanisms for participating and communicating about planning and evaluation (https://www.deanza.edu/gov/). An annual summary and review of the planning, evaluation and resource allocation processes is included in the Educational Master Plan Update (https://www.deanza.edu/emp/historic/index.html). Each shared governance group is asked to reflect upon their processes each year, with three targeted questions relating to continuous improvement and attainment of the College mission and goals. These results are included in the EMP Update and posted on the planning page: https://www.deanza.edu/gov/planning/documents/AnnualGovernanceReflectionsSurvey_2022.pdf

Analysis and Evaluation
De Anza College broadly communicates the results of all its assessment and evaluation activities so that the institution understands its strengths and weaknesses and sets appropriate priorities. Annual review and evaluation of data occurs at the department and program level, and at the institutional level through the program review, departmental equity plans and institutional metric review process. Student achievement data, learning outcomes and institutional metric data are used to identify areas for improvement and highlight promising practices.

9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard
De Anza College engages in continuous, broad based, systematic evaluation and planning as
evidenced through its integrated planning and resource allocation seven-year cyclic model (https://www.deanza.edu/gov/planning/documents/Quilt_Chart_2022-27.pdf) which outlines where and when the institutional process takes place (https://www.deanza.edu/ir/planning/planning_files/InstitutionalEffectiveness_2018.pdf). Within this cycle the College Planning Committee (CPC) monitors, reviews, and updates the ongoing planning including the mission, vision, values, governance assessment and Educational Master Plan. This work is then used to inform the annual ACCJC reporting process. The planning and budget teams engage the Campus in completing the annual Program Review using a template based upon goals from the Equity Plan and needs arising from Student Learning Outcome assessment data (CSLOs, SSLOs, AUOs).

The instructional Student Learning Outcomes assessment process maps course level student learning outcomes (CSLOs) to both the program learning outcomes (PLOs) and to institutional learning outcomes (ISLOs) (https://www.deanza.edu/slo/icc_assessment/critical_thinking_assessment/Summary%20of%20Mapping%20to%20Critical%20Thinking%20ICC.pdf). Therefore, as course level outcomes are assessed directly program level outcomes and institutional core competencies are assessed indirectly. Departments are encouraged to directly assess program level outcomes. The ICCs have been assessed in multiple ways in addition to this indirect method of mapping (https://www.deanza.edu/slo/icc_assessment/index.html).

Student services learning outcomes are assessed as the CAS Standard-based program reviews are written. Using CAS Standards as basis for Student Services program review was begun in 2020-21 (https://www.deanza.edu/gov/sspbt/ProgramReview.html). Student Services areas were using an adaptation of the instructional Program Review document for program review of each area and were using an adaptation of the instructional assessment form for summarizing, reflecting upon, and improvement after conducting assessment of Student Services Learning outcomes (https://www.deanza.edu/slo/ssloinfo.html). The consensus was that mutating Student Services work to fit into instructional program review document did not generate meaningful dialog and best practices. Outcomes assessments from Administrative Units areas used TracDat as depository of Administrative Unit Outcome assessments and now use a Microsoft form to collect such data (https://www.deanza.edu/slo/auoinfo.html). Administrative units continue to use an adaptation of the instructional program review template as their program review template.

From these processes ideas for revising existing curriculum and programs and for developing new curriculum and programs are presented to the Curriculum Committee. Barring the unavoidable, all course curriculum is reviewed on a five-year cycle. There was a postponement of some revisions during the transition from the home-grown ECMS system for capturing and holding curriculum to eLumen. The Curriculum Committee oversees the approval of new courses and the five-year review of existing courses (http://dilbert.fhda.edu/curriculum).

The College planning processes integrate the evaluation of learning outcomes assessment data, student achievement data contained within each unit’s program review which are used to inform recourse allocation requests. The resource request and faculty hiring prioritization
process for instructional and student service require areas to report on how the resource request will support the College’s mission and goal of narrowing long-standing equity gaps (IPBT: https://www.deanza.edu/gov/ipbt/resource_allocation_2021_2022.html; SSPBT: https://www.deanza.edu/gov/sspbt/priorities.html) and all resource requests must be planned for within the annual program review and substantiated by student learning outcomes data (SLO: https://www.deanza.edu/slo/index.html) and student achievement data (https://www.deanza.edu/ir/program_review.21-22/index.html). It is through these processes that the College ensures academic quality and short and long-term needs for human, physical, technology, and financial resources.

Analysis and Evaluation
De Anza College engages in continuous, broad based, systematic evaluation and planning as evidenced through its integrated planning and resource allocation model. The College is driven by its Educational Master Plan which includes the College vision, mission, values and institutional core competencies. Other supporting documents, including the Technology Plan, Facilities Master Plan, and Equity Plan Reimagined, are reviewed, monitored and evaluated in order to accomplish the College mission and improve institutional effectiveness and academic quality. Program review, curriculum review, and student learning outcomes assessment are critical elements of the integrated planning and resource allocation model. The planning model itself is reviewed as part of the cycle to ensure continuous, broad-based systematic evaluation and planning.

Conclusions on Standard I.B: Academic Quality and Institutional Effectiveness
The College meets all areas as outlined in Standard I.B which starts with its mission and drives all other planning processes. The College follows a seven-year integrated planning and resource allocation model which includes detailed processes for program review and resource allocation, curriculum review, student learning outcomes assessment, equity planning, and mission, vision and values review. Within the cycle the College reviews, revises and updates its Educational Master Plan which serves as the north star for all other planning documents and efforts. Within the EMP, the College has committed to ten institutional goals and corresponding metrics which are assessed annually and discussed collaboratively. The shared governance process is essential in ensuring collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement and achievement as each governance group serve as content experts within their jurisdiction and each use data, both qualitative and quantitative, to inform processes, practices and decisions in an effort to accomplish its mission, ensure academic quality and broadly communicate the results of these assessments to develop a shared understanding of its strengths and weaknesses and to set priorities for ongoing improvement.

Improvement Plan(s)
[Insert response if applicable.]

Evidence List
[Provide list of all evidence cited within Standard I.B.]
C. Institutional Integrity

[Note: Suggested Length for Standard I.C is 10 pages.]

1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

The College uses several channels of communication to assure the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. These channels include the college catalog, website, schedule of classes and course syllabi. Additional channels include messages and videos posted on social media, weekly email newsletters sent to all students and employees, other emails sent routinely for specific purposes, text messages and various printed materials.

The college catalog is produced annually by the Office of Communications, which works with Academic Services staff to produce updated listings of all courses, certificates and degrees, and with the Articulation and Transfer Services office to provide current information about transfer and General Education requirements. The College works to make the catalog as accurate as possible at the time of publication. Each year, the Office of Communications sends all relevant catalog sections to the offices that are responsible for specific programs and services, to review for accuracy and ensure that current information is provided.

The catalog is published online as a dedicated website, and is also available in a downloadable PDF format (https://www.deanza.edu/catalog). It contains all current approved programs, degrees and certificates, transfer requirements and approved student learning outcomes. If specific updates are needed after publication, these can be made on the online catalog and annotated to indicate that a change has been made. The catalog also includes a note advising all readers to consult the main college website for the most current information on programs and services (https://deanza.elumenapp.com/catalog/2022-2023/catalog-information#mainContent).

The College also publicly publishes a schedule of classes four times a year: summer, fall, winter and spring (Schedule: https://www.deanza.edu/schedule/). Division deans, department chairs, faculty, schedulers and classified staff involved in the schedule development review a draft of each schedule and make changes as necessary. The online schedule reflects any scheduling modifications in staffing, room assignments or newly added, opened or cancelled sections, textbook requirements, modality, learning community sections, and other course information.

The College website provides accurate information to students and the public about the college, including the mission, student learning outcomes, educational programs, student support services and information for current and prospective students (Mission: https://www.deanza.edu/about-us/mission-and-values.html; Student Learning Outcomes:
Class syllabi provide another example of the way the College provides accurate information to students, and minimally contain information specific to the course including the instructor contact information, student learning outcomes, and the grading policy for the course. By the start of each quarter, faculty must submit their syllabi to the division dean so that students can easily refer to the course requirements and assignments. The syllabi are cataloged in a searchable, online repository that is linked from each division homepage (Syllabus repository: https://www.deanza.edu/syl/).

Analysis and Evaluation
De Anza College assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations relates to its mission statement, learning outcomes, educational programs, and student support services through regular review and updating of the catalog, publication of class schedule, website, and course syllabi. The College also ensures accuracy in information to students and the public about its accreditation status with all its accreditors.

2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements.” (ER 20)

Evidence of Meeting the Standard
De Anza College publishes an official annual catalog, reviewed and updated annually, in an online version (Catalog: https://www.deanza.edu/catalog). Knowledgeable personnel review the entire catalog prior to publication each year during the summer recess.

Additional important information is also included in the catalog. This includes:

General Information:
- College name, address, telephone numbers and website address, page (https://deanza.elumenapp.com/catalog/2022-2023/catalog-information#mainContent)
- Mission (https://deanza.elumenapp.com/catalog/2022-2023/vision-mission-values#mainContent)
- Representation of accredited status with the ACCJC and programmatic accreditation (https://deanza.elumenapp.com/catalog/2022-2023/accreditation#mainContent)
- Course, program and degree offerings (https://deanza.elumenapp.com/catalog/2022-
Analysis and Evaluation
De Anza College provides an online version of its catalog for current and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements.”
3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard
De Anza College uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public on the College’s website. The College makes publicly available course-level assessment results, student service area and administrative area assessments on the Student Learning Outcomes webpage (SLO: https://www.deanza.edu/slo/). Student learning outcomes assessments are a part of a more robust collection of data reports designed to support College planning efforts as part of the program review process, these publicly available reports are posted on the Office of Institutional Research and Planning (IRP) website (Program review Reports: https://www.deanza.edu/ir/program_review.21-22/index.html) and within the College portal users are able to interact with a program review dashboard to disaggregate course, department, program and division outcomes by a wide variety of variables (Program Review Tool: https://www.deanza.edu/ir/documents/HowtoAccessYourProgramReviewData.pdf). The IRP website also includes student achievement data on transfer (transfer halfway down page under Transfer accordion: https://www.deanza.edu/ir/research/index.html) and degrees and certificates (degrees and certificates: awarded. A publicly available dashboard is available that displays course success rates at the section level (anonymized) and disaggregated by ethnicity (Student Success Dashboards: The College also posts job placement rates for career technical education programs (CTE Job Placement Rates: (top of page: https://www.deanza.edu/emp/historic/index.html ) and licensure exam pass rates (licensure exam pass rates: top of page: https://www.deanza.edu/emp/historic/index.html) to communicate matters of academic quality.

Overarching student achievement rates are embedded in the College’s Educational Master Plan in ten areas ranging from successful enrollment to transfer (EMP metrics: https://www.deanza.edu/emp/strategic/initiatives.html#goals) The EMP is the foundational document for the College’s planning efforts and is referenced in all other key planning documents (Key planning documents: https://www.deanza.edu/emp/major-documents.html).

Finally, the College makes available the annual report and annual fiscal report to ACCJC (Annual Reports: https://www.deanza.edu/accreditation/related-documents.html) on the College’s accreditation web page.

Analysis and Evaluation
De Anza College uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public through a variety of reports, dashboards, and publications as described above. All the items mentioned above are made available on the College’s website for planning purposes and to communicate to the public and community metrics used to evaluate student learning and achievement.
4. **The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.**

**Evidence of Meeting the Standard**

De Anza College describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes primarily through its Catalog which provides detailed descriptions of each of the College’s degree and certificate programs (Link to Catalog where programs are listed). Listings include a purpose, the program level student learning outcomes and course requirements. The College also prominently lists all degrees and certificates on its webpage (degrees and certificates: https://www.deanza.edu/academics/degrees-and-certificates.html). Additionally, all course outlines of record are regularly reviewed and updated on the curriculum website (link to new eLumen site for course outlines of record) and within the catalog (Catalog, link to page with course outlines).

The SLO Committee collects data on a representative number of sections to verify that they adhere to course learning outcomes. SLO assessment data is stored and available to the public on the SLO website (SLO website: https://www.deanza.edu/slo/). All syllabi are required to comply with the course outline of record, and all course outlines feature SLOs prominently (Course Outlines of Record: http://ecms.deanza.edu/deptoutlinespublic.html).

**Analysis and Evaluation**

De Anza College describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes in its catalog, on its website, within the course outlines of record which are updated regularly, and within each course syllabi.

5. **The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.**

**Evidence of Meeting the Standard**

De Anza College regularly reviews its institutional policies, procedures and publications to assure integrity in all representations of its mission, programs, and services – both in print and online. Knowledgeable personnel annually review institutional policies and procedures before publication of the college catalog, which is updated in its entirety and published annually during the summer recess. The online, searchable version of the catalog is available for viewing, downloading and printing (Catalog: https://www.deanza.edu/catalog).

**Analysis and Evaluation**

De Anza College regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services through a regular and documented basis.

6. **The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.**
Evidence of Meeting the Standard
De Anza College accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials by publishing annual cost of attendance breakdowns on its financial aid website (cost of attendance: https://www.deanza.edu/financialaid/apply/cost.html) and in the catalog (Catalog, page: https://deanza.elumenapp.com/catalog/2022-2023/fees-and-expenses#mainContent). A net price calculator is also available on the financial aid webpage (net price calculator: https://misweb.cccc.edu/npc/421/npcalc.htm). All student fees, including tuition for California residents and nonresidents, as well as health, bus pass, and student representation fees are posted online at the Cashier’s Office webpage (link: https://www.deanza.edu/cashier/fees.html). The refund policy is also posted online at the Cashier’s Office webpage (Refund policy: https://www.deanza.edu/cashier/refunds.html). The college does not charge materials fees for any course. Further, the schedule of classes includes an indication if the course textbook is low cost ($L) or free ($0) (schedule of classes: https://www.deanza.edu/schedule/).

Analysis and Evaluation
De Anza College accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials on the financial aid webpage, the Cashier’s webpage, in the catalog and in the schedule of classes. The College also has a clear and posted policy on refund of student charges.

7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard
Governing board policies and administrative procedures regarding academic freedom and responsibility are developed with the participation of the Academic Senate and other shared governance groups. Board policies and related administrative procedures are published on the Foothill-De Anza Community College District website. These policies clearly show the college’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies. Examples include:

- Board Policy 4190, Academic Freedom
- Board Policy 5500, Student Rights and Responsibilities
- Board Policy 6000, Philosophy of Education
- Board Policy 4230, Grading
- Administrative Procedure 5052, Academic Standards
- Administrative Procedure 5500, Student Rights and Responsibilities
- Administrative Procedure 5510, Student Code of Conduct
- Administrative Procedure 5520, Student Due Process and Discipline
• Administrative Procedure 5530, Student Grievances

(Board Policy 4190:
https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TUU2X765834; Board Policy 5500:
Board Policy 4230:
https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U3MSG5CA0C3#; Administrative Procedure 5052: https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U3MSG5CA0C3;
Administrative Procedure 5500:
https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U3MSG5CA0C3#; Administrative Procedure 5510:
https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U2UC77B2DA5; Administrative Procedure 5520:
https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U2UGB7BD19B; Administrative Procedure 5530:
https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U2UGB7BD19B#)

Analysis and Evaluation
De Anza College meets this standard, Eligibility Requirement 13 and the Policy on Institutional Integrity and Ethics. The College promotes institutional and academic integrity for faculty, students and all employees. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major as judged by discipline experts. The College upholds a professional and collegial atmosphere that promotes honesty and independence for faculty and students.

8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard
De Anza College establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity for all constituency groups as clearly posted on the College’s “college policies” website which includes policies specific to student behavior and academic honesty, (College Policies: https://www.deanza.edu/policies/academic_integrity.html). The consequences for dishonesty and clearly outlined on the Office of Student Development webpage (Office of Student Development: https://www.deanza.edu/student-complaints/rights-responsibilities.html).

Governing board policies and administrative procedures regarding honesty, responsibility and academic integrity are developed with the participation of the Academic Senate and other shared governance groups. Board policies and related administrative procedures are published on the Foothill-De Anza Community College District website Board Docs:
These policies apply to all constituencies and include specifics relative to each:

Student examples include:

- Board Policy 5500, Student Rights and Responsibilities
- Board Policy 4640, Anti-discrimination
- Board Policy 3217, Smoke-Free Campus
- Administrative Procedure 5500, Student Rights and Responsibilities
- Administrative Procedure 5510, Student Code of Conduct
- Administrative Procedure 5520, Student Due Process and Discipline
- Administrative Procedure 5530, Student Grievances

Faculty examples include:

- Board Policy 4190, Academic Freedom
- Board Policy 6000, Philosophy of Education
- Board Policy 4230, Grading
- Administrative Procedure 5052, Academic Standards

Policies are provided to students in the catalog, under the student rights and responsibilities page of the website and on the polices webpage (Catalog: https://deanza.elumenapp.com/catalog/2022-2023/general-policies#mainContent; Student Rights and Responsibilities: https://www.deanza.edu/student-complaints/rights-responsibilities.html; College Policies: https://www.deanza.edu/policies/) Policies are provided to employees on the policies page.

**Analysis and Evaluation**

De Anza College has established and published clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty, and the consequences for dishonesty.

9. **Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.**

**Evidence of Meeting the Standard**

The Academic Senate ascribes to the ethical position defined by the American Association of University Professors on Professional Ethics (slightly modified). This statement on professional ethics was adopted by the Senate in 1991 and is available on the Academic Senate website (Professional Ethics: https://www.deanza.edu/gov/academicsenate/prof_ethics.html). Further, the Curriculum Committee verifies that course outlines represent officially accepted views while respecting faculty rights to express diverse viewpoints. The faculty peer evaluation process is a means to determine that faculty are meeting this expectation.
Analysis and Evaluation
De Anza College ensures that faculty distinguish between personal conviction and professionally accepted views in a discipline and that they present data and information fairly and objectively through a shared commitment to professional ethics which is upheld through the curriculum review process and the faculty peer evaluation process.

10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard
Students are expected to comply with the student code of conduct that is included in the administrative procedures adopted by the Foothill-De Anza Community College District (Administrative Procedure 5510: https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U2UC77B2DA5). These are also posted on the Academic Integrity webpage of College Policies (Academic Integrity: https://www.deanza.edu/policies/academic_integrity.html).

All employees are expected to adhere to a practice of mutual respect for each other and for district policies (Board Policy 4110: https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TUSGH6FBCAB). As a public college, De Anza does not have policies that seek to instill specific beliefs or worldviews.

Analysis and Evaluation
De Anza College gives prior notice of policies pertaining to academic integrity and mutual respect. As a public institution, it does not seek to instill specific beliefs or worldviews.

11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard
De Anza College does not offer international programs and, as such, does not have authorization from the Commission to operate in a foreign location.

12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard
De Anza College complies with eligibility requirements, accreditation standards and Commission policies, guidelines and requirements for public disclosure, institutional reporting, team visits and prior approval of substantive changes. The college exhibits honesty and integrity in its relationship with the Accrediting Commission, responding to Commission directives or requirements in a timely fashion. In addition, De Anza accurately communicates matters of educational quality and institutional effectiveness to the public.

The college posts all previous Self-Study, Mid-Term and Follow-Up reports, along with Commission letters to the college, the 2016 Substantive Change Proposal regarding online programs and other relevant documents on the accreditation section of the De Anza website (Accreditation: https://www.deanza.edu/accreditation/).

Further, the college maintains a robust and user-friendly website, with direct home page links allowing one-click access to the accreditation website (De Anza Home Page: https://www.deanza.edu/).

**Analysis and Evaluation**

De Anza College meets this standard, Eligibility Requirement 21 and the Policy on Rights and Responsibilities of the Commission and Member Institutions. The college ensures a collegial relationship with the Commission as evidenced by clear and timely communication. The college complies with all Commission policies, eligibility requirements, standards, guidelines and requirements for public disclosure. De Anza College communicates its accreditation status to the public via the catalog and accreditation websites. The college also submits annual and mid-term reports in a timely manner.

13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

**Evidence of Meeting the Standard**

De Anza demonstrates honesty and integrity in the relationships with the state, federal and industry accreditation agencies. This reflects De Anza’s values. The college strives to comply with all regulations and statutes from the various agencies. This is documented by the college website, which informs students and the general public about the progress of college accreditation and the accreditation status of the programs listed below (Accreditation: https://www.deanza.edu/accreditation/).

De Anza is associated with the following industry accreditation agencies:
- National Accrediting Agency for Clinical Sciences (NAACLS)
- National Association for the Education of Young Children (NAEYC)
- National Automotive Technicians Education Foundation (NATEF)
- National Institute for Metalworking Skills (NIMS)

De Anza has relationships with the U.S. Department of Education and the California Student Aid Commission. The college makes every effort to achieve the highest level of compliance
with state and federal regulations. De Anza responds to audits by these agencies in a timely and effective manner, and acts swiftly to respond to any findings.

**Analysis and Evaluation**

De Anza College meets this standard and Eligibility Requirement 21. The college uses the website to describe itself to external agencies. The college communicates its compliance with regulations to these agencies regularly.

**14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.**

**Evidence of Meeting the Standard**

De Anza College ensures that it is committed to high quality education, student achievement and student learning which are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests by adhering to BP 3121 – Standards of Ethical Conduct which applies to all employees of the Foothill-De Anza District (BP 3121: http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TTNBH5EFD0)

Additionally, Foothill-De Anza Board of Trustees abide by policy 3000 which outlines a commitment to strong fiscal management (BP 3000: https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U5PUR6583E5#) as well as administrative policy 3130 which outlines allowable investments and restrictions with district funding (AP 3130: https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U5PUR6583E5#).

**Analysis and Evaluation**

De Anza College is committed to high quality education, student achievement and student learning as an independently accredited institution. This commitment is paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

**Conclusions on Standard I.C: Institutional Integrity**

[Insert response.]

**Improvement Plan(s)**

None.

**Evidence List**

[Provide list of all evidence cited within Standard I.C.]
Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

[Note: Suggested Length for Standard II.A is 17 pages.]

1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

All instructional programs at De Anza College, regardless of location or means of delivery, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in the achievement of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs through its course offerings in both credit and noncredit programming in a wide variety of interdisciplinary fields. Program information is made publicly available through the college website, Catalog, course schedule (website: https://www.deanza.edu/academics/degrees-and-certificates.html; Catalog: https://deanza.elumenapp.com/catalog/2022-2023/degree-and-certificate-listings#mainContent; Schedule: https://www.deanza.edu/schedule/).

De Anza College offers courses in multiple modalities including face-to-face, online and hybrid. All instructional programs are aligned with the College mission through program mapping to one or more of the Institutional Core Competencies that are listed in the mission statement:

- Communication and expression
- Information literacy
- Physical/mental wellness and personal responsibility
- Civic capacity for global, cultural, social and environmental justice
• Critical thinking

Students who complete programs at De Anza College can attain a certificate or degree (Certificates and Degrees: https://www.deanza.edu/ir/research/index.html) and transfer to other higher education institutions (Transfers: https://www.deanza.edu/ir/deanza-research-projects/degrees/2020-21_Transfers_to_Four-Year_Institution.pdf) and attain employment (Job Placement Rates: https://www.deanza.edu/emp/historic/documents/Passage%20Rates_2.16.16.pdf).

While De Anza chooses programs and fields of study that align with its mission, new courses and programs are initiated by faculty based on economic and labor market reports, institutional research (EMP, page 9: https://www.deanza.edu/emp/documents/Educational-Master-Plan-2022-2027-FINAL.pdf) and curricula needed for transfer to four-year institutions. Any new curriculum or programs must be approved by the Curriculum Committee which has established processes to ensure that course outlines are rigorous, practical and follow established pedagogy (Policies and Guides - Other Guides - Certificates/Degrees dilbert.fhda.edu/curriculum).

Every course has established course-level Student Learning Outcomes (SLOs). Every program leading to one or more certificates or degrees has Program Level Outcomes (PLOs). Course level outcomes are mapped to each degree and each certificate (SLO Website https://www.deanza.edu/slo/). SLOs are part of the curriculum review process and are reviewed every five years. Student Learning Outcome assessment work is embedded into the annual program review process (APRU form: https://www.deanza.edu/gov/ipbt/program_review_files.html). Faculty and staff engage in ongoing review of student learning outcomes to ensure all programs align with the College mission and institutional learning outcomes.

Analysis and Evaluation

De Anza College ensures that all programs are offered in fields of study aligned with its mission and lead to student attainment of learning outcomes, degrees, certificates, transfer or employment through a process of program review, SLO assessment, and curriculum review.

2. Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Evidence of Meeting the Standard

De Anza's full-time and part-time faculty regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations where faculty create, review, and improve courses and programs as part of the five-year curriculum review cycle. Up to twice a year during the fall and occasional spring flex days, departments meet to discuss instructional programs with their faculty (Opening Day Agenda: ). The Academic Senate convenes department chairs' meetings 1-2 times per quarter to discuss
instructional programs from a collegewide perspective and discuss any changes to the curriculum or student learning outcomes process. For Career Technical Education (CTE) programs, each department has a technical advisory committee that meets annually with business and industry professionals to provide input on curriculum content, program offerings, internships and employment opportunities (Example of a CTE Advisory Committee Meeting: https://www.deanza.edu/career-training/meetings/).

The Curriculum Committee exercises collective ownership over the design and improvement of instructional courses and programs. The Curriculum Committee is comprised of representatives from each instructional division as well as curriculum specialists and shared governance representatives. (Curriculum Committee Membership: http://dilbert.fhda.edu/curriculum/). The Curriculum Committee fulfills the state-mandated role of certifying all credit and noncredit classes and programs' academic integrity.

The Instructional Planning and Budget Team (IPBT), a shared governance group with members representing constituency groups for faculty, classified staff, administrators, and students, developed and is continuously improving a program review process that is mandatory for all instructional programs at De Anza including deans' summary reports (Annual Program Reviews: https://www.deanza.edu/gov/ipbt/program_review_files.html). This review process incorporates Student Learning Outcomes, equity assessment, Institutional Metrics, and enrollment assessment as criteria for resource allocation. The results of program review are used in institutional planning to inform resource allocations including faculty hiring (Faculty Prioritization: https://www.deanza.edu/gov/ipbt/facultyhiring.html; Resource Allocation: https://www.deanza.edu/gov/ipbt/resource_allocation_2021_2022.html). In fall 2022 the College replaced the planning and budget teams, including IPBT, with the Resource Allocation Program Planning (RAPP) committee which combined the three planning and budget teams into one, overarching body with diverse membership (RAPP membership: https://www.deanza.edu/gov/rapp/membership.html). The charge of the committee is to make recommendations concerning programs and resource allocation, including planning and evaluation processes, in relation to the College’s mission, equity plan, and institutional core competencies (RAPP charge: https://www.deanza.edu/gov/rapp/charge.html). While the committee is developing the process for program review, it has already begun to review and allocate resources based on the program reviews submitted to IPBT in 2021-22 (RAPP resource allocations: https://www.deanza.edu/gov/rapp/resource_allocation.html).

The College Planning Committee (CPC) exercises collective ownership over the student achievement data to promote student success through systematic and inclusive program review. The CPC provides leadership for the seven-year institutional effectiveness and resource allocation process which includes a review and update of the Educational Master Plan (EMP) every five years. The EMP is informed by program review, internal and external data, student learning and achievement data from all areas of the College including instruction, student services and administrative services. The CPC leads the development of institutional goals and metrics and the review and dialogue around continuous improvement in meeting the goals on an annual basis. (Educational Master Plan: https://www.deanza.edu/gov/eac/meetings/s22_Strategic_Plan_DAC_EMP_2023_2027_Draft_May_9_2022%20at%20May%202025%202022%20eac.pdf).

Analysis and Evaluation
Curriculum review is a faculty-led process that serves to ensure course content and methods of instruction meet generally accepted academic and professional standards and expectations. The program review process and SLO assessment is part of the College's continuous improvement processes which are regularly discussed at department meetings, department chair meetings, and CTE advisory board meetings, as well as within the CPC. De Anza College, primarily its faculty, ensures program currency, implements improvements in teaching and learning, and promotes student success as outlined in its seven-year institutional effectiveness and resource allocation model.

3. **The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.**

**Evidence of Meeting the Standard**

De Anza faculty members have identified observable outcomes that demonstrate evidence of learning for each course, program, certificate and degree. The College has developed cyclical processes to regularly assess those outcomes. All courses and programs have outcome statements, which are included on all course outlines approved by the Curriculum Committee. Course outlines are posted on the college website. SLO process and guidelines are also published (Student Learning Outcomes: https://www.deanza.edu/slo/; Assessment Cycle: https://www.deanza.edu/slo/assessment.html; https://www.deanza.edu/slo/guides/sloguide/SLO_Process_Guide_9-14-11.pdf).

Assessment results for Student Learning Outcomes are used as the basis for making changes in the curriculum. This process is the same for face-to-face instruction, fully online, and hybrid courses. The faculty drives the Student Learning Outcome process. Faculty members meet in their respective departments to evaluate and update outcome statements. The method for conducting assessments can be chosen by individual faculty or by a department as a whole. After data is collected, it is summarized, analyzed, and used as the basis for reflection. This process is used to develop plans for enhancing the student's experience, along with statements of needed resources (IPBT Program Review: https://www.deanza.edu/gov/ipbt/program_review_files.html; IPBT Resource Allocations: https://www.deanza.edu/gov/ipbt/resource_allocation_2021_2022.html).

Divisions offices each have established processes to collect and make available course syllabi for each course, every quarter. For example, the Computer Information Systems (CIS) department post all course syllabi on the college-sponsored website, CircleRam, which is a database where students and the public can access current and historical course syllabi, each containing the student learning outcomes for the course (CircleRAM: https://circleram.com/deanza/cis/syllabus)

**Analysis and Evaluation**

All courses, programs, degrees, and certificates have identified student learning outcomes (SLO) that have been approved through the curriculum approval process. SLOs are required to be part of each course outline when it is submitted to the Curriculum Committee for its five-year review. All faculty are required to include SLO statements on their syllabus or course management class site.
SLO assessment is a required component of program review and resource allocation requests.

4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

De Anza distinguishes the pre-collegiate curriculum from college-level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college-level curriculum in the area of English as a Second Language (ESL). De Anza also offers both credit pre-collegiate coursework and noncredit pre-collegiate coursework in ESL.

The College has removed all pre-collegiate offerings in English and math in response to California Assembly Bill (AB) 705. To meet the requirements of the law, the English and math departments developed corequisite models for students with the lowest or middle high school preparation, or for any student seeking additional support. These models have been paired with professional development to improve class climate, teaching and learning and engagement. As a result of these changes, the completion rates in English and math have significantly improved for all student groups, including those with the lowest high school preparation (AB 705 Results: https://www.deanza.edu/ir/research/assessment/EWRT_MATH_AB705_Progress_2022_FINAL.pdf).

Faculty members in the English as a Second Language (ESL) program, in response to AB 705 have significantly altered the way in which ESL instruction is offered. The department now offers two transfer-level, English equivalent ESL courses that meet students both UC and CSU transfer requirement for English Composition. Separate ESL reading and writing courses were combined into one course, rather than two separate courses at each level (ESL Sequence: https://www.deanza.edu/assessment/documents/ESL-Sequence-Chart-2022-1003.pdf). Further, the department is now offering noncredit ESL courses for students with a variety of English acquisition levels (ESL Noncredit: https://www.deanza.edu/esl/noncredit#Courses).

All courses and programs, credit, noncredit, college-level and pre-college-level, are evaluated through the program review process. The results were reviewed by the IPBT (Annual Program Review: https://www.deanza.edu/gov/ipbt/program_review_files.html) and are now reviewed by RAPP. The alignment of pre-collegiate courses with college-level curricula is ensured through the program review process.

Analysis and Evaluation

De Anza College clearly distinguishes all pre-collegiate courses from the college-level curriculum within the ESL department. As part of its pre-collegiate curriculum, the College offers multiple paths from pre-collegiate to collegiate-level coursework through both credit support courses and noncredit coursework. Students choose the level of support that meets their needs while receiving the appropriate level of instruction.

5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree
requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

Degree and certificate programs at De Anza conform to California Education Code requirements and support the mission of the College while following common practices of higher education to ensure that minimum degree requirements are 90 quarter credits or equivalent at the associate level, and 180 quarter credits or equivalent at the baccalaureate level. The College has extensive articulation agreements, including majors and lower division courses, general education patterns and course-to-course agreements, with California State Universities (CSU), University of California (UC), and multiple private or out-of-state four-year institutions (Articulation and Transfer Services: https://www.deanza.edu/articulation/).

The breadth and depth of college programs are demonstrated by the fact that De Anza offers 77 associate degrees, 103 certificates, and 1,800 courses (Catalog: https://www.deanza.edu/catalog/flipbook/2021-2022/; Degrees and Certificates: https://www.deanza.edu/academics/degrees-and-certificates.html). De Anza was named a "Champion of Higher Education" by the Campaign for College Opportunity (Campaign for College Opportunity: https://collegecampaign.org/) in 2022 for its success in expanding transfer opportunities for a growing number of students earning associate degrees for transfer (ADTs), which guarantee admission to the California State University system (Transfer degrees: https://www.deanza.edu/news/2022/transfer-degrees.html). All degrees and programs are reviewed by the Curriculum Committee to ensure they meet local and transfer institution requirements and have an appropriate number of units for their level.

The College's Guided Pathways program provides clear pathways and integrated support – both academic and nonacademic – to guide students through a seemingly vast array of programs, majors and other options. Guided Pathways provide the students with clear course-taking patterns to start on track and finish on time (Guided Pathways: https://www.deanza.edu/guided-pathways/index.html).

Analysis and Evaluation

De Anza has established standards for all proposed programs, including both face-to-face and online instruction, which ensure their alignment with the college mission. It has processes in place to ensure appropriate rigor, breadth, depth, sequence of courses, units allocated, frequency of course offerings and stated learning outcomes for both career technical education and transfer programs. The College have procedures and policies in effect to continually confirm that the institution's degrees and programs follow practices common to American higher education.

6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

De Anza College schedules courses so that students can complete certificate and degree
programs within a period consistent with established higher education expectations.

Analysis and Evaluation

Within the academic calendar creative ideas are implemented to develop a schedule that is reflective of student needs centered on both academic goals and personal obligations.

The College offers 12-week sessions in the fall, winter, and spring quarters. Late-start courses are offered for selected courses that run for 6 weeks in each of the primary terms based on student demand. During the summer, sessions run for six or eight weeks depending on the course. The college provides students with varying instructional modalities that best fit their schedule and learning needs which include face-to-face, online (synchronous and asynchronous), and hybrid modalities. The College schedule of classes provides students with information on the course modality, day of the week, time of day, cost of the textbook, and if it is a late start course (Schedule of classes: https://www.deanza.edu/schedule/listings.html?dept=BUS&t=S2023).

Course scheduling is a collegial effort starting with dialog among faculty in departments and followed by decisions made by the Dean in consultation with department chairs. Data provided by the Institutional Research Office is analyzed by division deans, in collaboration with department chairs or department schedulers, to assist in the offerings for future quarters (Enrollment Management Report: ). During registration periods, waitlists are analyzed to facilitate adding extra sections. All waitlists are capped at X capacity so students are not stuck on a waitlist with little chance of enrolling in the course.

The Learning in Communities (LinC) program offers students the opportunity to enroll in multiple classes linked together through a common theme with content and materials aligned to the theme. The teachers are taught in tandem by two faculty members from different disciplines. In many linked courses, students have the support of a tutor, mentor or counselor assigned to the class (LinC: https://www.deanza.edu/learning-communities/). The Honors program offers students’ ability to follow a slightly more challenging course of study through enrollment in specific course sections designated for Honors students. Honors sections require additional assignments for students to complete. Student transcripts reflect that the course was completed as an Honors section (Honors Program: https://www.deanza.edu/honors/). The college offers many other learning community opportunities targeted to students’ specific needs with the intent of helping students stay on their path.

Through the efforts of Guided Pathways implementation, each program mapped their program pathways which include recommended courses to be taken in alignment with the timeframe of their educational goal (Program maps: https://www.deanza.edu/academics/degrees-and-certificates.html). Guided Pathways has created a block schedule to facilitate students planning an on-campus schedule that minimizes their number of trips to campus and minimizes long breaks between classes (See Block schedule from Lydia) As part of Guided Pathways program students are assigned to a Village based on academic interests. These Villages offer events including opportunities to meet online and in person to discuss pathways to transfer and earn degrees and certificate awards (Villages: https://www.deanza.edu/villages/index.html).

Course offerings are regularly reviewed by the department scheduler or department chair. Courses that have not been consistently offered, that are required for a program of study, are
brought to the attention of faculty and administration. Courses that are offered once or twice a year usually follow a consistent pattern in that they are always offered in the spring quarter. Courses and programs that cannot be offered regularly are suspended and removed from the catalog or deleted. Every effort is made to ensure that students can complete their desired course of study in a reasonable time frame.

7. **The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.**

**Evidence of Meeting the Standard**

De Anza College effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

**Analysis and Evaluation**

De Anza College has a robust online education offering to help students meet their educational goals which reflect the diverse and changing needs of its students and in support of equity in success for all students. Prior to the pandemic, the College was scheduling 25% of total enrollment in the online modality. In spring 2020, the college rapidly moved all classes online. To support this shift, the college moved back the start of the spring quarter by one week to provide training to faculty on online teaching strategies and on the course Management system, Canvas. The College now enrolls 67% of students in an online modality as of spring 2023. Prior to spring 2020, the College transitioned to offering both online and face to face student services in all areas, these services were enhanced during the pandemic and have remained enhanced to continue to serve students in both modalities, online and face to face.

The Online Education office assesses data relevant to students' success and equity as part of its program review process. The College also regularly monitors enrollments and success rates in online courses through its online dashboard, Precision Campus. The College has been working towards narrowing success rate gaps between online and face to face modalities prior to the pandemic and was able to narrow the gap to five percentage points. Coming out of the pandemic we see that gap has narrowed to only one percentage point, with far more students enrolled in online sections. These gaps have been narrowed through concerted efforts by the Office of Online Education as well as the Office of Professional Development through training, workshops and an increase in the size of the Office of Online Education to assist faculty with instructional design and teaching and learning practices in an online environment.

The Guided Pathways team surveyed students to gain a better understanding of their needs as the College transitioned out of the online pandemic, one insight was that students who were taking a mix of online and face to face courses needed a quiet place on campus to log in to an online course. The College responded with ‘Zoom Spaces’ for students to have a space to Zoom (Zoom Rooms: [https://www.deanza.edu/students/zoom-spaces.html](https://www.deanza.edu/students/zoom-spaces.html)). Guided Pathways also implemented the concept of Villages where each Village is based on student’s meta majors and
student receive targeted contacts from a particular counselor, financial aid expert, and tutoring opportunities as well as workshops on college and life skills (https://www.deanza.edu/villages/physical-sciences-technology.html).

The College also has many programs in place to support students of differing needs. For example, the Math Performance Success (MPS) program aims to help all underrepresented students meet their goals by improving student success in math through innovative and collaborative approaches including extended lecture time, in-class tutoring, and embedded counseling services. The LinC program links together multiple subjects and establishes a community for students to learn better. The International Students Program (ISP) supports students whether their need is an academic counselor or immigration adviser. Guardian Scholars supports students currently or formerly in Foster Youth. Rising Scholars is the was created in 2021-22 to support students who were previously incarcerated or had other experiences with the criminal justice system, or who have been affected by a family member's incarceration.

Lastly, noncredit courses have been developed in automotive technology, real estate and ESL to allow students the opportunity to explore careers and learn new skills without the cost of tuition.

8. **The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.**

**Evidence of Meeting the Standard**

De Anza College validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

**Analysis and Evaluation**

The College follows the overarching Foothill-De Anza Community College District Administrative policies to award credit for prior learning (BOT AP 4235 https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=AT7Q2G62053F#) with further clarification of Advanced Placement Credit outlined in Administrative Procedure 4236.

The College Catalog clearly describes the College’s credit by examination procedure (Catalog: https://deanza.elumenapp.com/catalog/2022-2023/home), as well as on the College’s website (Website: https://www.deanza.edu/policies/credit_by_exam.html). Credit is awarded for AP scores as determined by faculty in their specific departments (AP Credit: https://www.deanza.edu/admissions/evaluations/ap.html). Students with International Baccalaureate (IB) and the College Level Examination Program (CLEP) examination scores may petition for course or general education credit.

Standardized exams developed at the state or national level help assess student learning. One example is the Registered Nursing program. Students in this program attempt the NCLEX licensure state standardized exam [I could find no mention of the NCLEX on the Nursing website]. The large sample size analyzed during development and revision for these state and
national exams are validated and attempt to decrease test bias.

Some career and technical education programs use data gathered from standardized state or industry exam/licensure as an assessment of their program. The Automotive Technologies Apprenticeship Program prepares students to take the Automotive Service Excellence exam. The Medical Laboratory Technology program requires students to take the state phlebotomy examination.

In summary, College programs and departments have clear structures to determine prerequisite criteria and to ensure they are applied consistently. For example, Administrative Policy 4235 Advanced Placement Credit outlines that the College will award credit in a general education area with a subject similar to that of the AP exam with a minimum score of three (AP 4235 – Credit for AP Exam: https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=AT7Q2G62053F#). Further, Credit outlined in Administrative Procedure 4235 Credit for Prior Learning outlines was in which students may be awarded credit for prior learning including AP exam, College Level Examination Program, department exam, exam administered by other agencies and approved by discipline faculty, and assessment approved or conducted by the discipline faculty at the college (AP 4235: https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U3REV6D29F5). Further, Administrative Policy 6060 Prerequisites/Corequisites (AP 6060: https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U3REV6D29F5#) indicates that all prerequisites, corequisites, and advisories are meet the requirements of Title 5 standards to enhance the reliability of established prerequisites.

9. **The institution awards course credit, degrees and certificates based on student attainment of learning outcomes.** Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

**Evidence of Meeting the Standard**

The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. The College offers a very limited number of courses, in the apprenticeship program, based on clock hours. De Anza follows federal standards for clock-to-credit hour conversions.

**Analysis and Evaluation**

The College has policies and procedures in place to define its credit hour policy as outlined in AP 4020 Program and Curriculum Development (AP 4020: https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U3REV6D29F5#), section 7, defines the College’s credit hour policy, which ensures consistency across the College and follows the Federal standards for clock-to-credit-hour conversions.

De Anza College awards course credits, degrees and certificates based on student attainment of learning outcomes, as measured by Student Learning Outcomes (SLOs) at the course and program level. The college develops course outcomes through an analysis of course objectives and related degree and certificate learning outcomes. The course level outcomes are mapped to
the certificate and degree program level outcomes. Through the Curriculum and SLO Committees, learning outcomes are the basis for awarding degrees and certificates by requiring every course to have SLOs, which are directly correlated to program learning outcomes. Program learning outcomes are published in the course catalog under degree and certificate listings (Art History Example: https://deanza.elumenapp.com/catalog/2022-2023/program,art-history-fall-2022#mainContent).

10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard


The College makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Students may transfer credits from another accredited institution in order to fulfill degree requirements. Students must deliver an official transcript to the Admissions and Records office with a request for transcript evaluation. Upon review of the transcript, eligible transfer credit is applied to the student’s De Anza record. Students may receive up to 19 quarter units of elective credit for coursework completed at a college accredited by other associations recognized by the Council of Postsecondary Accreditation. This credit is not transferable to meet bachelor’s degree requirements. Transfer credit is not accepted for work completed at an institution that is not accredited by a recognized accrediting body (Board Policy 5073: http://link.deanza.edu/IIA10-1). Department chairs and division deans approve and deny major substitutions.

The College Catalog includes a transfer guide with includes information on the transfer of credit process to transfer between De Anza and a four-year institution. Information includes information on the Course Numbering System (C-ID), ASSIST: Statewide Articulation

[Brandon, I think everything after this can be cut or reduced]. The college offers transfer admission agreements (TAA) or transfer admission guarantees (TAG) to nine universities. De Anza also participates with other California community colleges in offering a guaranteed transfer program to 21 Historically Black Colleges & Universities (HBCUs). These programs offer clear planning paths for students who want to be assured of transfer opportunities.

Transfer of credit policies are publicly disclosed. The transferability of De Anza College courses and programs is described on the college website and the college catalog. In addition, counselors and academic advisers meet with students to educate them on transfer requirements. They use the Intersegmental General Education Transfer Curriculum (IGETC), California State University (CSU) general education requirements, the assist.org website, and the requirements for an associate degree in their transfer educational planning.

De Anza’s Transfer Center offers workshops to inform students about the requirements for transferring to CSU and University of California (UC) campuses, as well as private universities. Workshops cover such topics as filling out applications, writing personal statements for college admission, Transfer Admission Agreements and Guarantees, and Associate Degrees for Transfer. The center also sponsors weekly and quarterly visits from university representatives to provide specific advising on transfer needs. In addition, the center organizes a Transfer Fair every fall that brings representatives from numerous University of California (UC) and California State University (CSU) campuses, as well as private universities, to inform and engage with students.

All policies for transfer are reviewed yearly by the college articulation officer, in collaboration with the Curriculum Advisory Team, to guarantee their relevance and currency. De Anza’s articulation agreements are developed through a process that begins when the faculty initiates a course outline, based on the course’s positioning within the state-provided Transfer Model Curriculum.

The Curriculum Committee reviews the proposed course outline to ensure that content and expected learning outcomes for the proposed course are comparable to those of four-year institutions and that a “baccalaureate” level of work is being provided.

Articulation agreements are based on course outlines and occasionally course syllabi, depending on the requirements of the receiving institution, and on communication between the articulation officer and faculty within the discipline at four-year institutions. De Anza follows the process as defined in the California Articulation Policies and Procedures Handbook. Articulation agreements with private universities are also generally reviewed on a yearly basis.

Analysis and Evaluation

De Anza meets this standard, Eligibility Requirement 10, the Policy on Institutional Degrees and Credits, and the Policy on Transfer of Credit. The college has clear policies on transferring course credits and has established articulation agreements with public and private universities. The policies and agreements are reviewed regularly. They are posted online and shared with students during face-to-face counseling and frequent workshops.
11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

De Anza College includes in its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Analysis and Evaluation

The mission of the College includes and enumerates the college’s Institutional Learning Outcomes (ILOs) in the areas of Communication and Expression, Information Literacy, Physical/Mental Wellness and Personal Responsibility, Civic Capacity for Global, Cultural, Social and Environmental Justice and Critical Thinking (mission: https://www.deanza.edu/about-us/mission-and-values.html). The College has established appropriate Student Learning Outcomes (SLOs) for each course and for each degree and certificate program (program learning outcomes (PLOs)) as listed in the catalog for each program (Economics example: https://deanza.elumenapp.com/catalog/2022-2023/program,associate-in-arts-in-economics-for-transfer-fall-2022#mainContent). These learning outcomes are chosen to meet California Education Code requirements and are mapped to one or more of the College’s Institution Core Competencies. Assessments of each SLO, PLO and ILO are conducted within the seven-year planning and resource allocation cycle and posted on the Student Learning Outcomes website (SLO page: deanza.edu/slo).

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its Catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

De Anza's degree requirements reflect a general education philosophy by emphasizing both a breadth of experience and a depth of knowledge across disciplines, encouraging the development of a well-rounded and multidimensional student. General education is a requirement for degrees offered by the College (G.E. Requirements: https://www.deanza.edu/articulation/ge-requirements.html).

De Anza's Catalog is the culmination of a process that relies on faculty to develop the rationale for general education and the courses that deliver that education. Faculty representatives from
Instructional divisions serve on the Curriculum Committee and regularly review general education requirements as part of that role (Curriculum Committee: http://dilbert.fhda.edu/curriculum/#2).

**Analysis and Evaluation**

De Anza's Bachelor's Degrees and Associate Degrees for Transfer are comprised of two main components: 1) general education requirements and 2) major requirements. General education coursework includes English Communication, Mathematics, Quantitative Reasoning, Arts and Humanities, Social and Behavioral Sciences, and Physical and Biological Sciences. Faculty members frequently evaluate student learning outcomes, and all courses require the approval of the curriculum committee.

13. **All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.** The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

**Evidence of Meeting the Standard**

The College’s degree programs are based on the completion of prescribed specialized courses in the major discipline, electives, and appropriate general education requirements (G.E. Requirements: https://www.deanza.edu/articulation/ge-requirements.html) totaling a minimum of 120 quarter units. Courses in each program are established to meet Student Learning Outcomes for both the course and the program (Student Learning Outcomes: https://www.deanza.edu/slo/). These outcomes, which are assessed regularly within the seven-year planning and resource allocation cycle, include appropriate mastery of key theories and practices for the corresponding discipline or field of study.

Administrative Procedure 4100 Graduation Requirements for Degrees and Certificates (AP 4100: https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=B6NVUE78985A) requires that degree programs “must include at least 27 quarter units in general education and at least 27 quarter units in a major listed in the Community Colleges “Taxonomy of Programs.”

**Analysis and Evaluation**

All De Anza's degree programs include focused study in at least one area of inquiry, as well as general education. Specialized courses are recommended for inclusion in an area of inquiry by discipline faculty, and approved by the Curriculum Committee. The selection of courses is driven by course content and learning outcomes. All degree and certificate programs continuously evaluate and assess learning outcomes at the course level and program level to ensure programs maintain rigor, relevancy to transfer institutions, and skills and training preparation for workforce entry.

14. **Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.**

**Evidence of Meeting the Standard**

De Anza's career-technical programs prepare graduates to meet or exceed the employment
standards for their chosen industry and other applicable standards and preparation for external licensure and certification. Administrative Procedures 4102 Career and Technical Education Programs (AP 4102: https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=B6NVUE78985A#) establishes systems and procedures that support students success, curriculum, career pathways, CTE faculty and regional coordination, aligned to Federal Regulations. As such, the College’s career training programs have earned special recognition from the chancellor's office for California community colleges, which found 23 programs at De Anza met or exceeded goals for helping students make significant financial or employment gains (Career Technical Education: https://www.deanza.edu/career-training/).

Each program is reviewed annually through the Instructional Planning and Budget Team (IPBT) evaluation process, which determines funding and faculty assignments (Annual Program Review: https://www.deanza.edu/gov/ipbt/program_review_files.html). All courses are also on a five-year curriculum review cycle, which helps assess whether they meet current academic and industry standards and trends (Curriculum Committee: http://dilbert.fhda.edu/curriculum/#2).

Student Learning Outcomes (SLOs) for Career and Technical Education courses are identified and evaluated by the faculty members who teach them. Each course has been through at least one evaluation cycle and is now on at least the second cycle (Student Learning Outcomes: Student Learning Outcomes (SLOs) for Career and Technical Education courses are identified and evaluated by the faculty members who teach them. Each course has been through at least one evaluation cycle and is now on at least the second cycle (Student Learning Outcomes: https://www.deanza.edu/slo/).

In addition, the College maintains an advisory committee for each CTE program, as required by the Carl D. Perkins Career and Technical Education Act. These advisory committees include business and industry leaders along with college faculty and administrators. They meet at least once a year to discuss course offerings and determine how to keep programs current with trends in the regional and global economies. The advisory committees provide input by

- Advising on industry trends and employment needs
- Reviewing current course content
- Evaluating program graduates' performance
- Determining facilities and equipment needs
- Recommending new courses and content
- Initiating new certificate and degree programs

Analysis and Evaluation

De Anza continually takes steps to ensure that students who earn CTE certificates or degrees have developed the skills required for their chosen industry and are prepared for external licensing or certification requirements.

15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

De Anza has a transparent and deliberate process for evaluating the viability of programs and
addressing the impact of any decision to eliminate or significantly change a program. Evaluating a program's viability or discontinuance includes consideration of the effects on students, education and budget planning, regional coordination for occupational programs, and community workforce and economic development needs. This process is generally triggered by an assessment, conducted by members of the Instructional Planning and Budget Team (IPBT), of results from the separate program review process (IPBT: https://www.deanza.edu/gov/ipbt/; IPBT Viability Process: https://www.deanza.edu/gov/ipbt/documents/IPBT_Program_Viability_Process.pdf).

This is consistent with policy set by the Foothill-De Anza Community College District, which states that any decision to discontinue a program must include a "phase-out plan" with provisions to make sure students have an opportunity to complete the program and receive appropriate counseling (Board Policy 6015: https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TURL6BBAB2; Administrative Procedure 6015: https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U3R8T6C5AA6).

Analysis and Evaluation

The College has established processes for evaluating a program's viability and elimination, which include steps to ensure that students may complete the program with minimal disruption. When programs are modified or discontinued, courses remain available in the Catalog and eligible for students to take to complete the degree requirements. If necessary, students work with counselors and academic advisors to use a substitution process to meet program requirements.

16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

De Anza has extensive processes for evaluating all its instructional programs to improve their quality and student learning outcomes. The evaluation process applies to all modalities including face-to-face, hybrid and online instruction.

All instructional programs are regularly evaluated for quality and currency through the Annual Program Review Update (APRU) process and the Comprehensive Program Review (CPR) process (IPBT Program Review: https://www.deanza.edu/gov/ipbt/program_review_files.html) on an annual basis and through the Curriculum Review process on a five-year cycle (Curriculum Committee: http://dilbert.fhda.edu/curriculum/#2).

During the APRU and CPR processes, faculty and staff from each program evaluate Student Learning Outcomes and discuss the attainment of student equity goals, enrollment, retention, and success data in the context of program resources, services, and personnel requests. The APRU and CPR processes are designed to consider such criteria as relevancy,
appropriateness, Student Learning Outcomes, currency and future planning. The processes are applied consistently to collegiate, developmental and career technical programs. The reviews use a standard form to collect data from all these programs (Program Review Data: https://www.deanza.edu/ir/program_review.21-22/index.html). Results from the APRU and CPR are used in the planning processes by the college allocates resources, including human resources, and facilities.

As a result of these evaluations, the college makes decisions to allocate resources and personnel to programs and areas that are working to close the equity gap and serve the most vulnerable student populations.

**Analysis and Evaluation**

The college regularly evaluates the quality and relevance its instructional programs, including collegiate, developmental and career technical education programs. The evaluation and review process is designed to improve the quality of instruction and learning outcomes, regardless of whether instruction is delivered face-to-face, online or in a hybrid mode. Consistent processes are used to review and assess all programs.

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**Conclusions on Standard II.A: Instructional Programs**

[Insert response.]

**Improvement Plan(s)**

[Insert response if applicable.]

**Evidence List**

[Provide list of all evidence cited within Standard II.A.]
Standard II: Student Learning Programs and Support Services
The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution’s programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. This standard's provisions are broadly applicable to all instructional programs and student and learning support services offered in the institution's name.

C. Student Support Services
[Note: Suggested length for Standard II.C is 10 pages.]

1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

De Anza College annually evaluates the effectiveness of Student Services programs and departments via a comprehensive program review processes, annual updates, and institutional data, which measure student retention, persistence, and success. Programs and departments also use various means of assessment to measure and evaluate student learning regardless of location and means of delivery including in-person and remote learning to ensure achievement of the college’s mission.

In November of 2020, the student services program review process was further strengthened by the adoption of the Counsel for Advancement of Standards in Higher Education (CAS) criteria for evaluating the quality and effectiveness of student services (Insert link to CAS PPT here). After the November 5th meeting, SSPBT approved the CAS standards for replacing the previous comprehensive program review. The CAS self-assessment guides (SAG) were chosen by each team leader as the appropriate tool to assess the programs/function within each department. The SAGs consist of standards and guidelines used to evaluate the strengths and deficiencies of each Program and to inform plans for improvement within the De Anza College Student Services Division. (https://www.deanza.edu/gov/sspbt/ProgramReview.html)

The CAS evaluation process is delineated in to 12 key areas for program/service evaluation:

Part 1: Mission
Part 2: Program and Services
Part 3: Student Learning, Development, and Success
Part 4: Assessment
Part 5: Access, Equity, Diversity, and Inclusion
Part 6: Leadership, Management, and Supervision

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Part 7: Human Resources
Part 8: Collaboration and Communication
Part 9: Ethics, Law and Policy
Part 10: Financial Resources
Part 11: Technology
Part 12: Facilities and Infrastructure

The assessment of these key areas provides a comprehensive understanding of the area of high efficiency and others needing improvement. This feedback is then used to implement changes for improvement of each program and creative initiatives to enhance services. Program review results and institutional data are released and updated annually along with updates to plans for improvement, student learning outcomes assessment, and objectives and key results for each student services area. This information is available to the public via the college’s website.

Quantitative and qualitative data is collected from student data management systems, student satisfaction surveys, file:///Users/laureen/Downloads/9.%20SU22%20Counseling%20&%20Transfer%20Survey%20Results.pdf, and conversations with students to evaluate the quality of our support services and support student learning by conducting student need analysis, creating student demographics to know who we are serving, and to ensure students are receiving equitable access and services based on their needs (https://www.deanza.edu/ir/deanza-research-projects/surveys/OnlineLearningSurvey_Fall2020V2.pdf) (https://www.deanza.edu/ir/deanza-research-projects/surveys/BIPOC_Student_Needs_Survey_Results_S21.pdf). Moreover, the De Anza College Substantive Change Proposal dated March 18, 2016, presents the college’s process for ensuring quality of online programs and corresponding student support services to facilitate student success and the planning and evaluation processes in place to ensure continuous quality improvement. (https://www.deanza.edu/accreditation/documents/Substantive_Change_Proposal_to_B.pdf).

Analysis and Evaluation

De Anza College has a rigorous process for evaluating the quality of student support programs and services. Through program review, student learning outcome assessments, student surveys and various other means of assessment, the college ensures services are effective and efficient in meeting the needs of a diverse student population and ensure student learning, no matter the means of delivery or location. Yearly CAS standards program review updates and analysis of student demographic data facilitates evaluation and assessment of each division program and helps to track progress toward goals for continuous quality improvement of student services.

2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

Each year Student Services departments complete program review and student learning outcome assessment activities in compliance with the annual and 5-year assessment cycle to assess
program outcomes, determine areas of success and recommendations for growth, enhancing student learning and quality improvement. These documents are presented to the Student Services Planning and Budget Team (SSPBT). [https://www.deanza.edu/gov/planning/documents/Quilt_Chart_2022-27.pdf](https://www.deanza.edu/gov/planning/documents/Quilt_Chart_2022-27.pdf) and the Resource Allocation Program Planning Committee (RAPP) [https://www.deanza.edu/gov/rapp/](https://www.deanza.edu/gov/rapp/). In addition, the college’s Institutional Research department conducts regular and consistent data collection and analysis and provides this information to support the assessment of student learning, persistence, and success. ([https://www.deanza.edu/ir/program_review.21-22/index.html](https://www.deanza.edu/ir/program_review.21-22/index.html)). These documents provide context and help programs and service areas to elucidate student populations most disproportionately impacted by lack of equitable outcomes to ensure improvements are made to improve student access and success.

Each student services area conducts annual learning outcomes assessment and reflection activities in accordance with its program goals and objectives to assess student learning and development and for program quality improvement ([https://www.deanza.edu/slo/](https://www.deanza.edu/slo/)). The assessment process includes the development of SLOs, determining desired outcomes/metrics and defining methods for learning assessment, which may include program participation data, quizzes, student development activity evaluations and student satisfaction surveys. Annually, SLO results are reviewed to determine whether modification of the activities or assessment methods are needed.

These SLOs are also in line with the college’s mission and Institutional Core Competencies (ICC), which include Communication and Expression, Information Literacy, Physical/Mental Wellness and Personal Responsibility, Civic Capacity for Global, Cultural, Social and Environmental Justice, and Critical Thinking. ([https://www.deanza.edu/about-us/mission-and-values.html#iccs](https://www.deanza.edu/about-us/mission-and-values.html#iccs))

**Analysis and Evaluation**

The college Educational Master Plan outlines the college’s strategic direction regarding the structures, functions and processes dedicated to student learning and development as reflected by the college’s ICC’s. Each student services area provides opportunities for learning and development and measures the effectiveness of these efforts via program review, student learning outcomes and feedback from students. Intuitional research data is also used to determine the impact of student learning and development activities to promote students' opportunity to succeed.

3. **The institution assures equitable access to all its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)**

**Evidence of Meeting the Standard**

De Anza College Student Services Departments and Programs provide comprehensive, appropriate, and reliable student services in-person, online, virtually, and over the phone. Meeting times are often flexible, and drop-in appointments are also available. In accordance with
the college’s Student Equity and Achievement (SEA) Plan and Board Policy 5300, major consideration is given to ways to remove institutional barriers and ensure access to resources and services. The college regularly review our policies and practices to ensure that we are engaging in the work from an equity lens. We take into consideration student populations that are disproportionately impacted and historically marginalized by systemic racism and inequality. The college’s CAS student services program review process includes evaluative measures for equity and inclusion.

Outreach efforts are specifically designed to increase access and success for historically underrepresented student populations (African American, Latinx, Pacific Islander, and Filipinx students) through annual student conferences, workshops, Men of Color Community, Cash-for-College campaigns, and other on-site services to students and parents at the local high schools. In addition, the college offers multiple student support programs and services, including Umoja, MPS, DSPS, CalWorks, EOP&S, Guardian Scholars, Veterans Services, Men of Color, and Impact AAPI.

The college offers alternative delivery models for most of its student services functions. For example, mental health counseling, clinical health services and academic counseling campuswide are offered via FERPA and HIPAA compliant Zoom. In addition, Enrollment Service, Financial Aid and other student support programs utilize technology and other means to provide services via alternative delivery methods.

BP 5075: Disabled Students/Special Education Program  
https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TV2AF013BF3  
BP 5080: Financial Aid  
https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TV2QA0342EB  
BP 5085: Extended Opportunity Programs and Services  
https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TV2SL038F86  
BP 5090: Health Services  
https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TV2U703CB6F  
BP 5300: Student Equity  
https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TV3FF06A6C9

Analysis and Evaluation

All De Anza College students are provided access to appropriate services to support their academic success in line with the college’s mission. Students can access various student support services via the college website, email, telephone and Zoom. The pandemic created a sense of urgency to leverage opportunities for various service areas to implement and utilize technology to provide services in multiple modes, formats, and methods of delivery. The De Anza College Substantive Change Proposal (IIC1-05) presents the college’s process for ensuring quality of online programs and corresponding student support services to facilitate student success and the planning and evaluation processes in place to ensure continuous quality improvement.

4. Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution
offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard
The De Anza College Athletics department mission statement clearly states how program activities are fulfilling the college mission. ([https://www.deanzasports.com/information/mission_statement](https://www.deanzasports.com/information/mission_statement)).

As a member institution of the Coast Conference and the California Community College Athletic Association (3C2A) the athletic program is required to follow all rules and regulations of each organization and adhere to each entity’s constitution and bylaws. The program conducts mandatory in-service training for all its staff, including coaches, support staff, volunteers, athletic administration, and senior college administrators. Integral to this training is the successful completion of the constitution review and compliance exam. Annually, the department submits two required reports, the EADA (Equity and Disclosure Act) Report ([https://deanzasports.com/information/eada](https://deanzasports.com/information/eada)) to the Department of Education and the R4-Statement of Title IX Compliance to the 3C2A. ([https://www.cccaasports.org/Constitution/2022-23/2022-23_Constitution.pdf](https://www.cccaasports.org/Constitution/2022-23/2022-23_Constitution.pdf)). Athletic program oversight is managed by an administrator who works closely with the division dean, Vice President of Instruction, Vice President of Administrative Services, and the College President. Athletic eligibility oversight is housed outside of the athletic department to maintain institutional integrity. Moreover, daily unit checks are made to ensure that student-athletes are enrolled and attend the minimum number of units (12) to participate in their season of competition.

The Mission Statements for DASG ([https://www.deanza.edu/dasg/](https://www.deanza.edu/dasg/)) demonstrate the relationship between the organization’s mission and the college mission. The office of College Life provides the infrastructure and oversight for the InterClub Council (ICC) and DASG (De Anza Student Government) and are governed by both internal, college, and state codes, policies, and bylaws. ([https://www.deanza.edu/dasg/governing-documents.html](https://www.deanza.edu/dasg/governing-documents.html)). DASG serves as the main participatory governance body representing students on campus committees in accordance with Board Policy 5560: Associated Student Organizations ([https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TV37S0587F2](https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TV37S0587F2) DASG and ICC are advised by professional staff members that regularly attend their meetings including weekly meetings, internal committee meetings, and one on one with executive members—all to ensure that DASG follows and meets all standards set forth by the aforementioned governance documents. Student senators all undergo rigorous leadership training during Spring and Fall quarters and receive regular targeted training/information. The Inter Club Council (ICC) is charged with supporting and managing a wide range of student-led clubs and organizations that represent academics, community service, diversity, political, religious, special interest, sports, and support for students. Guided by the processes outlined in the ICC Codes, the ICC helps students with leading their organizations, holding engaging campus events, creating new organizations, and managing their club finances. Most clubs have some connection to an existing Guided Pathways Village, but all clubs have at least one staff or faculty member supporting as their club advisor. Depending on the needs of the clubs, the ICC is in frequent partnership with campus partners such as Student Accounts, campus Facilities, and academic departments to successfully implement events and provide co-curricular activities for our students. In addition,
DASG and ICC work collaboratively with other leadership and civic engagement campus entities including but not limited to the Vasconcellos Institute for Democracy in Action (VIDA), De Anza Mentors, and the Honors program.

**Analysis and Evaluation**

De Anza College has very robust student athletic and student leadership development programs designed to ensure student development and learning in accordance with the college’s Institutional Core Competencies (ICCs). In addition, SLOs are designed to measure students’ ability to apply the skills they have mastered to support their overall success. These programs have sufficient oversight to ensure they are fully in compliance with all district, state and federal regulations pertaining to their operations including participation eligibility, financial management and documentation of activities.

5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

**Evidence of Meeting the Standard**

The general counseling division is open and staffed with faculty counselors and paraprofessional classified staff who provide academic advising year-round (https://www.deanza.edu/our-counselors/). In addition, to general counselors, special program counselors (i.e., Extended Opportunities Programs and Services, Disabled Student Services, etc.) serve students who must meet specific eligibility requirements. Several academic divisions including Language Arts, Physical Science, Math and Engineering, Nursing, Biology and Health, and Physical Education and Athletics have counselors embedded who provide counseling services in support of guided pathways and the Meta major “Villages” that support the students pursuing goals in particular majors (https://www.deanza.edu/villages/).

Full-time and part-time counseling faculty and classified professional staff are onboarded once hired, with ongoing training through bi-monthly in-services and professional development opportunities. Embedded counselors in academic areas are oriented and integrated into the instructional programs and services within their divisions. Counselors provide academic, career, transfer, and personal counseling. Many of our Counselors and professional staff are bilingual (Spanish/English, Vietnamese/English, Cantonese/English, Russian/English, and American Sign Language). Students meet with general, special program and embedded counselors to assist them with career and major exploration, development of an electronic educational plan (through DegreeWorks degree audit system https://www.deanza.edu/counseling/degree-audit.html) and help with their transfer goals.

Counselors assist students with a multitude of issues they may be experiencing (housing and food insecurities, lack of a support network, personal issues, test anxiety, tutoring referrals, study skills, etc.) as they work to retain students and keep them on track of their educational, career, and transfer goals (BP 5065: Counseling)
The college’s Retention Program provides personal counseling to support student development and success. De Anza CONNECT is a college-wide communication and referral system which collaborates and partners with faculty. As a communication tool between faculty, students and campus resources and services, De Anza CONNECT bridges, and in fact “connects”, Instructional/Academic Services and Student Support Services (https://www.deanza.edu/counseling/retention/connect.html). The Retention Program works both with students, by providing resources, and faculty, by learning how CONNECT can help them support their students. Often faculty are unaware of the services on campus available for their students, and how to connect students with these services. The Retention Program helps increase faculty awareness, provides means for an easy referral, and provides ongoing support.

The Office of Outreach coordinates new student orientations that cover important information on how to navigate the matriculation and registration process at De Anza college (https://www.deanza.edu/search/?query=Orientation&collection=de-anza-meta). Topics covered in the orientation include understanding course placement, academic requirements, creating an educational plan, and graduation and transfer requirements. Faculty also covers information about navigating the online student portal, adding and dropping classes, the College Promise Program, financial aid, and information about academic and student support services available on campus.

Special programs such as EOPS, DSS, Athletics, and the International Students Program (ISP) hold their own specific orientations to educate students about program services, student participation requirements for compliance and eligibility, minimum unit, and GPA requirements, and required contacts. https://www.deanza.edu/international/new-students/orientation.html

Analysis and Evaluation

Counselors throughout the campus provide counseling to students enrolled at De Anza College, via in-person, online, email, or phone. Counselors are available by appointment or drop-in to provide information and support of academic, transfer, career, and personal counseling.

Scheduling an appointment with a Counselor is available in person, in the divisions, or online through eSARS and ClockWorks.

The college’s distributed counseling model provides students the opportunity to receive counseling services at multiple access points; upon entering the college in Outreach, visiting the general counseling office, working with a counselor embedded in an academic division via Guided Pathways, or receiving services via a student support program such as EOPS, DSPS ISP, Umoja, Puente, Athletics, etc.

6. The institution has adopted and adheres to admission policies consistent with its mission to specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificates, and transfer goals. (ER 16)
Evidence of Meeting the Standard

In Accordance with Foothill-De Anza Community College District Board Policy 5010: Admissions, the college uses standardized procedures to determine the appropriate matriculation process for new and potential students. FHDA Board Policy AP/BP 5070: Matriculation clearly delineates the district process for transitioning student into the college after being placed oriented, advised and registered for classes with a clear pathway for meeting their academic goals. FHDA BP 5065: Counseling (https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TV22P001954) clearly delineates the counseling and advising services students receive for these purposes.

Analysis and Evaluation

De Anza College has adopted and adheres to admission policies and procedures guided by its mission and clearly outlines the qualifications for students eligible for its programs. To facilitate student retention, success, and completion, the college provides academic advising to guide students to clear pathways to complete certificates, degrees and transfer goals. Via direction provided by academic counselors and advisors throughout the campus and the Guided Pathways Villages, students are directed to academic goals and career pathways throughout their academic journey.

7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

De Anza College is an open entry open exit institution that accepts students during each term of the academic year. In accordance with FHDA Board Policy 5010 Admissions and Concurrent Enrollment, students who satisfy the district enrollment criteria are accepted without limitations unless their enrollment poses a threat to the safety of the campus community. These policies are reviewed minimally on a bi-annual basis.

De Anza uses approved AB 705 English and math assessment tools and meets AB 705 reporting requirements as outlined by the State Chancellor’s Office. The college uses multiple measures for English and math and students are guided to the appropriate placement method with information made available at enrollment and via the college website. (https://www.deanza.edu/assessment/steps.html) In accordance with the State Chancellor’s Office, De Anza utilizes state approved tests instruments for ESL course placement. State regulations require colleges to submit a validation package which reviews assessment tools and methods for effectiveness and bias. Although De Anza’s local ESL assessment is currently approved through June 30, 2023, as of April, the college launched the ESL guided self-placement (GSP) process. The GSP is allowed by the CCCCO assessment standards and replaces the previous ESL assessment instrument. In addition, the ESL Department also allows the Assessment Office to place students using their U.S. high school transcript, when the student expresses interest in taking ESL courses at De Anza. (https://www.deanza.edu/assessment/esl/index.html) (https://www.deanza.edu/gov/sspbt/Prog)
De Anza’s Institutional Research department also reviews the college’s assessment of placement practices and student success rates (https://deanza.edu/ir/research/index.html).

Analysis and Evaluation

De Anza College evaluates its admissions and placement standards, policies, and procedures regularly to ensure effectiveness, while minimizing bias. The assessment processes used to place students in English, Math and ESL are designed to remove barriers to gatekeeper course completion and facilitate student success. This is achieved utilizing current institutional and program review data to measure student assessment and academic outcomes and determine academic areas where there may be disproportioned negative impacts on underserved, and minoritized populations. This data is readily available to college employees where student retention, and success rates can be reviewed at the course, department, and division levels.

8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for the release of student records.

Evidence of Meeting the Standard
All Enrollment Services and Admissions and Records employed by the De Anza College are certified in FERPA processes, policies and laws relating to student privacy, confidentiality, student records, and sensitive institutional information. Reference: https://www.deanza.edu/policies/ferpa.html. In accordance with FERPA, records (excluding directory information) can only be released with written consent from the student, with appropriate exclusions.

The college is keenly aware of the importance of student record security and confidentiality. In addition to FERPA, the college operations are governed by many other Federal/State/local regulations such as the California Education Code, Title 5, and FHDA Board policies (AP/BP 5050 Disclosure of Student Records https://go.boarddocs.com/ca(fhda/Board.nsf/goto?open&id=9U3M0QQ5C6164) (https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TUVS7820A08) to ensure we maintain our vigilance. Any student/staff employee accessing and/or working with student records must complete FERPA training through the Vision Resource Center (https://ets.fhda.edu/_downloads/FHDA%20Employee%20Self-Service%20FERPA%20Training.pdf). In addition, employees undergo a LiveScan check and are fingerprinted before they are granted access to the Banner Student Information System (SIS) or Dashboard (AP/BP 3260: Electronic Information Security). All SIS access to is tailored to the individual’s level of need-to-know access. Any access to the system is gained only by logging in through the portal using their confidential password. Additionally, access to Banner from off-campus system is disallowed unless the user is accessing it through a district Virtual Private Network (VPN) configured and supported through the district ETS department. Other electronic student records are securely stored on password protected computers. Paper files are stored in locked file cabinets when not in use and are housed in areas with access control systems that provide information on the date, time and name of individuals entering these areas.
In addition to Banner, many departments use a district-controlled file server and FHDA OneDrive cloud storage accounts to store student records and files, both of which have access control procedures and password protection for access. Many student services departments maintain FERPA protected student records in data Information Systems including Clockworks, Maxient, DegreeWorks, SARS, SUNAPSIS, and the BDMS digital Imaging System. Established student privacy policies are reviewed during employee technology training. All these systems are governed by the same training and confidentiality standards as records maintained in the Banner Student Information Systems. Once physical documents have been scanned, indexed, and verified, to the BDMS system, they are placed in a locked container to be shredded later. Shredding is performed by a District-approved vendor who comes to campus and shreds the documents on site. This is observed and verified prior to the vendor leaving the site with the shredded documents.

Records for Health Services and the Mental Health and Wellness Department are governed by Health Insurance Portability and Accountability Act (HIPAA) and are maintained in the PyraMed Electronic Medical Records System (EMR). This platform sets limits on the use and release of medical records, establishes a series of privacy standards for health care providers to follow and limits disclosure or release of patient medical records to third parties without patient authorization. The records are continuously and confidentially backed up on PyraMed's server.

In accordance with FERPA and the FHDA AP 5500: Student Rights and Responsibilities, De Anza College respects student privacy rights to protection from improper disclosure of records without written consent, the right to inspect their own educational records, and the right to challenge and request the amendment of records. These rights are made available via the college catalog (https://deanza.elumenapp.com/catalog/2022-2023/family-educational-rights-and-privacy-act#mainContent) Campus policies also outline the directory information that may be released to government agencies without student’s permission in compliance with the Soloman Amendment deanza.edu/admissions/solomon.

All student services departments and programs adhere to Foothill De Anza Board AP/BP 3410: Guidelines for Classification, Retention and Destruction of Records for the classification of records: https://hr.fhda.edu/_downloads/3410ap.pdf. For the release of student records, De Anza College requires a release of information form signed by the student before student educational records can be released. Requests to release student records are processed by Admissions and Records. The student release form (FERPA release) can be found and submitted through Adobe Sign, found here: https://www.deanza.edu/admissions/forms.html. Students must submit a photo ID along with the release form. The College does not accept or respond to verbal releases of information.

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De Anza College maintains student records in a confidential manner with many safeguards in place to protect records from improper disclosure regardless of type and method of storage. The college follows all published and established policies for maintenance and release of student records. These policies are published and available on the college webpages, in the college catalog, and codified in District and College Policies. Employees must undergo rigorous training before they are given access to student records, and proper procedures must be followed before student records can be released.

Conclusions on Standard II.C: Student Support Services

De Anza College provides comprehensive, high-quality support services for students in support of the College’s mission. The College regularly reviews the quality and accessibility of student support services through program review, learning outcomes assessment, and data collection and analysis. Student leadership development, athletics and other co/extra-curricular programs and programs are consistent with the College’s mission, enrich students’ educational experiences, and receive robust funding and oversight to ensure compliance with applicable policies and regulations.

The De Anza college admissions policies are consistent with the college mission, FHDA Board Policy, and state laws and policies with clearly articulated eligibility criteria for various programs. The college admissions and placement instruments and practices are reviewed regularly to substantiate their effectiveness while reducing academic barriers for students. De Anza College provides equitable access to appropriate, comprehensive, and reliable services, regardless of service location or delivery methods on campus and online.

De Anza College provides effective and equity focused counseling services to all students, providing timely and accurate information to support students from their matriculation into the college, throughout their educational journeys to successful completion of their academic goals. All the college’s instructional degree programs include enough general education courses to create a holistic educational experience to foster students’ intellectual curiosity and development. Student services and instruction work collaboratively throughout the campus to promote student achievement and support the college’s mission. The college has institutionalized Guided Pathways to promote student success and clarify pathways to completion via meta majors, counseling services, special programs, and learning communities, thus fulfilling the college’s educational mission.

Improvement Plan(s)

While De Anza College departments ensure the quality of services provided to students, additional data collection and analysis is needed to evaluate the consistency of counseling
services across student services and instructional areas throughout the campus. This will require consistent evaluation criteria and metrics and a clearly defined process for assessment. Student Services currently uses the Council for Assessment of Standards (CAS) as evaluation criteria for counseling and advising services, but this is not the case for counseling services offered in instructional areas.

**Standard II C Evidence List**

IIC1-01 CAS Criteria  
IIC1-02 List of Student Services Program Reviews  
IIC1-03 Fall 2021 Counseling Survey  
IIC1-04 Online Learning Survey Report  
IIC1-05 Student Needs Survey Report  
IIC1-06 Substantive Change Proposal  
IIC2-01 Planning Quilt – 2020–2021 – 2026-27  
IIC2-02 Resource Allocation and Program Planning Webpage  
IIC2-03 Program Review Data Sheets 2021-2022  
IIC2-04 Student Learning Outcomes Webpage  
IIC2-05 Institutional Core Competencies Webpage  
IIC3-01 Student Equity and Achievement Plan  
IIC3-02 BP 5075 Disabled Students/Special Education Program  
IIC3-03 BP 5080 Financial Aid  
IIC3-04 BP 5085 Extended Opportunity Programs and Services  
IIC3-05 BP 5090 Health Services  
IIC3-06 BP 5300 Student Equity  
IIC4-01 De Anza College Athletics Webpage  
IIC4-02 Equity in Athletics Disclosure Act Report  
IIC4-03 California Community College Athletic Association 2022-23 Constitution and Bylaws  
IIC4-04 De Anza Student Government Webpage  
IIC4-05 DASG Governing Documents Webpage  
IIC4-06 BP 5560 Associated Students Organization  
IIC5-01 Counselors Webpage  
IIC5-02 Guided Pathways Villages Webpage  
IIC5-03 Degree Audit Webpage  
IIC5-04 BP 5065 Counseling  
IIC5-05 De Anza CONNECT Webpage  
IIC5-06 New Student Orientation Webpage  
IIC5-07 International Student Orientation Webpage  
IIC6-01 BP 5010 Admissions  
IIC6-02 BP 5070 Matriculation  
IIC6-03 BP 5065 Counseling  
IIC7-01 BP 5010 Admissions and Concurrent Enrollment  
IIC7-02 Assessment Center, Find Your Placement Webpage  
IIC7-03 Assessment Center ESL Assessment Webpage  
IIC7-04 Program Reviews Webpage  
IIC7-05 Research Reports and Data Webpage
IIC8-01 Family Educational Rights and Privacy Act Webpage
IIC8-02 AP 5050 Disclosure of Student Records
IIC8-03 FHDA Employee Self-Service FERPA Training Guide
IIC8-04 Student Information for Military Recruiters Webpage
IIC8-05 Guidelines for Classification, Retention and Destruction of Records
IIC8-06 Student Forms Webpage
IIC8-07 Family Educational Rights and Privacy Act Webpage
IIC8-08 AP 3410 Guidelines for Classification, Retention and Destruction of Records
IIC8-09 BP 3410 Classification, Retention and Destruction of Records
IIC8-10 Family Educational Rights and Privacy Act Webpage
IIC8-11 AP 5050 Disclosure of Student Records
IIC8-12 BP 5050 Disclosure of Student Records
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).

A. Human Resources
[Note: Suggested length for Standard III.A is 10 pages.]

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.

Evidence of Meeting the Standard
[Insert response.] De Anza College assures the integrity and quality of its programs and services by employing administrators, faculty and classified professionals 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. Board Policy BP 4130 Employment and Administrative Procedures AP 4130 District Hiring Procedures publicly state the procedures for recruitment. The college develops hiring criteria according to procedures developed by the Foothill-De Anza Community College District. 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 De Anza’s students. All full-time positions at De Anza have detailed job descriptions. When a position is to be filled, a hiring committee reviews the description and uses it to develop a position announcement (link). Screening criteria and interview questions are developed by the search committee and approved by a trained Equal Employment Opportunity (EEO) representative, before applications are reviewed (District Hiring Manual link). Faculty are integrally involved in the hiring of new faculty, with numerous safeguards in place to ensure that hiring procedures are consistently applied. Faculty are involved in the selection of new faculty through a collaborative search and selection committee process in accordance with district procedure (Administrative Procedure 4130: link). Open faculty positions are determined by an annual ranking of new faculty positions by the Instructional Planning and Budget Team (IPBT) and approval by College Council (IPBT Faculty Hiring: link; CC Minutes link). Search committees normally include a majority of tenured faculty who are experts in the discipline of the position being filled, or a closely related discipline. Following review and assessment of candidates by the search committee, the top candidates are then referred to a selection committee for second-level interviews and selection. The selection committee is generally composed of the president as chair, 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, with a minimum of one faculty member participating in the selection committee (District Hiring Manual link). Positions are advertised according to district procedures for recruitment and advertising (Administrative Procedure 4130 link). There are hiring procedures for each of the main employee groups on campus: faculty, part-time faculty, administrative, classified and temporary. Permanent faculty and administrative positions are advertised for a minimum of six weeks, classified openings for a minimum of three weeks. In unusual or extenuating circumstances, the time frame for faculty or administrative positions may be reduced to not less than four weeks with approval from 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 a diverse candidate pool, position announcements are sent to colleges, universities and appropriate organizations related to the applicable discipline. Positions are advertised locally, regionally or nationally as appropriate, with listings posted online and in professional journals and related publications as recommended by the search committee, department faculty and the president (District Hiring Manual link). In addition, department or program faculty and administrators may contact appropriate organizations to assist in identifying qualified candidates and to disseminate information regarding the position. The district also recruits at job fairs. The campus verifies the qualifications of its applicants and newly hired personnel in accordance with district hiring procedures and board policies on faculty hiring (Administrative Procedure 4130 link; Board Policy 4135 link). At a minimum, applicants must include a diversity statement and meet the minimum qualifications, educational requirements and any legal qualifiers established by the district’s human resources department to comply with applicable federal, state and district regulations. In addition, the state of California establishes minimum qualifications for every faculty discipline area. Board policy requires that faculty meet minimum qualifications as established by the Statewide Academic Senate for California Community Colleges (Board Policy 4135 link) De Anza conducts equivalency review to evaluate faculty applicants with degrees from non-U.S. institutions, in accordance with district hiring procedures (Administrative Procedure 4130 link and board policy link). Minimum qualifications or equivalents, as established by the Statewide Academic Senate and adopted by the Board of Governors of the California Community Colleges, are used as the minimum qualifications for each faculty position (District Hiring Manual link). 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 (District Hiring Manual link). The college has safeguards to ensure that hiring procedures are consistently applied, in accordance with district procedures (Administrative Procedure 4130 link). 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. These are detailed in the various hiring procedure guidelines (Administrative Procedure 4130 link). All faculty, staff and administrators involved in hiring committees receive training on equal opportunity, diversity and the employment process for each search committee on which they serve. The responsibilities of the committee are clearly defined and enforced by the equal
opportunity representative. Faculty members are hired for their disciplinary expertise and ability to teach in a variety of pedagogical modalities. Competence in delivering online education may be considered as part of the “preferred qualifications” and evaluated accordingly by the hiring committee. Faculty members also receive comprehensive training should they choose to teach online courses (Canvas Training Schedule link). In all cases, however, the campus hires faculty in accordance with district hiring procedures (Administrative Procedure 4130 link). The department or program determines educational requirements in accordance with Education Code Section 87356. Additional desirable job related qualifications to support the responsibilities of the position might also be included. The vice chancellor of Human Resources and the equal opportunity representative review the qualifications to check for adverse impacts related to the needs of the position. The college does not have separate criteria for online education instruction; it determines whether an applicant is well qualified in the field by following district procedures for position announcements (Administrative Procedure 4130 link). The college has not formulated specific selection criteria for online competencies generally, although competence in online instruction may be considered as part of the hiring process dependent upon discipline, and on department and division hiring processes. Any instructors teaching an online course are required to complete training prior to instruction (Canvas Training Schedule link). The position announcement may also include preferred qualifications reflecting 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. When a position will have a focus on online learning, the search committees may include tenured faculty who are experts in the applicable discipline or a closely related discipline and have online teaching experience (District Hiring Manual link). Ultimately, faculty members are hired for their disciplinary expertise and ability to teach in a variety of pedagogical modalities.

Analysis and Evaluation
[Insert response.]
The college meets this standard. It has numerous policies and procedures in place to ensure that it hires administrators, faculty and staff who are well qualified for their position. These policies and procedures are publicly posted and available to both hiring committee members and candidates. The high standards followed by the campus ensures hiring of personnel that are not only qualified for the position but also understand the college's mission and goals.

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)

Evidence of Meeting the Standard
[Insert response.] The college follows district hiring procedures to ensure that faculty members have adequate and appropriate knowledge of their subject matter (AP 4130 Faculty Hiring Procedures http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2). In addition to standard hiring requirements, position announcements may include preferred qualifications reflecting education, experience and expertise that would enhance an applicant’s ability to meet unique requirements and responsibilities of the position, along with the needs of a diverse student
population. Minimum qualifications or their 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 or program faculty as the minimum qualifications for each faculty position. Reference and background checks are performed as part of the hiring process (AP 4130 Faculty Hiring Procedures http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2). The college uses several methods to define and evaluate effective teaching in its hiring processes, and to judge the effectiveness of those teaching skills (AP 4130 Faculty Hiring Procedures http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2). In addition to the interview process, the college evaluates the content of the application and uses demonstrations, tests and reference checks to determine a candidate’s effectiveness. The candidate is evaluated on the subject matter and 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 by evaluating the responses to questions and coming to a consensus in accordance with the hiring process evaluation tool (AP 4130 Faculty Hiring Procedures http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2). Faculty are hired for their disciplinary expertise and ability to teach in a variety of pedagogical modalities; they often teach online education courses as well as face-to-face classes. While not specifically identifying online expertise, the college identifies faculty expertise in the applicable discipline in accordance with district hiring procedures (AP 4130 District Hiring Procedures http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2). The position announcement is developed through a collaborative process involving the department or program faculty. Job-related interview questions are designed to distinguish candidates who will best meet the needs of the department and the student population. Subject matter and instructional formats may be included in the demonstration of teaching (AP 4130 Faculty Hiring Procedures http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2). In addition, training in using the course management system and instructional design and compliance is required prior to teaching an online course (Canvas Training Schedule: Canvas Certification Training). The college uses a collaborative search committee process to analyze, discuss and determine the qualifications of faculty and staff, including those involved in online education. The position announcement is developed through this process, which involves the department 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 various instructional formats may be included in the demonstration of teaching (AP 4130 Faculty Hiring Procedures http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2). The college determines the effectiveness and teaching skills of faculty candidates, including candidates for positions involving online education, through the use of demonstrations, interview questions, tests and reference checks. Candidates are evaluated on their applications; knowledge of subject matter, demonstration of teaching skills; and experience. Teaching demonstrations reflect the candidate’s ability to meet the needs of the student population. The search committee judges the effectiveness of each candidate, according to the job description and the candidate’s ability to meet instructional needs, as prescribed by district procedures (AP 4130 Faculty Hiring Procedures http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2).

Analysis and Evaluation
[Insert response.] The college meets this standard and Eligibility Requirement 14. The protocol for hiring faculty ensures that the candidate selected has the background and skills in the applicable subject matter. The active participation of the search committee in the hiring process ensures that the
candidates recommended to move forward are the best choice for the position and for students.

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.**

**Evidence of Meeting the Standard**

[Insert response.] De Anza’s administrators and other employees responsible for educational programs and services are sufficiently qualified to perform the duties required for institutional effectiveness and academic quality. District hiring guidelines ensure that new employees meet campus standards required for both technical and institutional goals (AP 4130 District Hiring Procedures http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2). All full-time positions at De Anza College have detailed job descriptions that are reviewed by the hiring committee and used to develop position announcements. Jobs are normally advertised for a minimum of six weeks for administrators and three weeks for classified professionals, with positions advertised locally, in professional publications and online. Screening criteria and interview questions are developed and approved by a trained equal employment opportunity representative before the search committee reviews applications (AP 4130 District Hiring Procedures http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2).

**Analysis and Evaluation**

[Insert response.] The college meets this standard. Processes and procedures are in place to ensure that job descriptions meet the needs of the department and that the candidate not only possesses the desired qualifications but also understands the missions and goals of the college and the needs of the students.

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.**

**Evidence of Meeting the Standard**

[Insert response.] The college verifies the degrees and other qualifications of applicants and newly hired personnel in accordance with district hiring procedures and policies (AP 4130 District Hiring Procedures http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2 BP 4135 Faculty Hiring Qualifications http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TUSQV70A1FF). Minimum qualifications include a diversity statement, educational and experiential requirements, job-specific minimum qualifications and any federal, state or district legal requirements (District Hiring Manual https://hr.fhda.edu/careers/b-hiring-manual-process-and-policies.html). Search committees are given very specific responsibilities to ensure that the candidate not only meets the minimum qualifications of the position, but also includes equity and diversity concerns in its evaluation. Faculty hiring also includes specific evaluation of teaching skills (District Hiring Manual https://hr.fhda.edu/careers/b-hiring-manual-process-and-policies.html).

Degrees from non-U.S. institutions are evaluated in accordance with district hiring procedures (AP 4130 District Hiring Procedures http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2 and board policy on equivalency (BP 4140 Equivalency http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TUSRE70C4FB). Equivalency is
established through the use of professional equivalency review companies (District Hiring Manual https://hr.fhda.edu/careers/b-hiring-manual-process-and-policies.html). The college verifies that the hiring processes yields highly qualified employees in accordance with district hiring procedures (AP 4130 District Hiring Procedures http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2). Specifically, the college uses the application materials, demonstrations, interview questions and tests, and checks references to determine a candidate’s qualifications. The college verifies that the hiring processes yields highly qualified employees in accordance with district hiring procedures (AP 4130 District Hiring Procedures http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2). Specifically, the college uses the application materials, demonstrations, interview questions and 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 (District Hiring Manual https://hr.fhda.edu/careers/b-hiring-manual-process-and-policies.html). The college uses a collaborative search committee process to analyze, discuss and determine the qualifications of faculty and staff involved in online instruction. Faculty position announcements are developed through a collaborative process involving the department or program faculty. Job-related interview questions are designed to distinguish candidates who will best meet the needs of the department and students (BP 4130 Employment http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TUSLS704E9D).

Analysis and Evaluation
[Insert response.] The college meets this standard. Degrees held by faculty, administrators and classified employees are verified as being from accredited institutions. This rigorous process ensures that the institution hires highly qualified individuals that will benefit the college and assist in meeting its goals.

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.

Evidence of Meeting the Standard
[Insert response.] The college follows district policy and processes to assure that evaluations lead to improved job performance. The board of trustees authorizes the administration to conduct evaluations and notify those being evaluated of any resulting recommendations to the board (BP 4135 Faculty Hiring Qualifications http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TUSQV70A1FF). 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 district. Conduct and accomplishments that support these goals are included with other criteria when making evaluative recommendations. The district has developed specialized evaluation processes for each personnel group on campus: administrators, faculty, and classified professionals (Administrative Performance Appraisal https://hr.fhda.edu/_downloads/AdminEval06.pdf; Tenure Review Handbook https://hr.fhda.edu/_downloads/19-22 Tenure Review Handbook_FINAL.pdf; Classified Evaluation Form https://hr.fhda.edu/_downloads/ACE%20ClassifiedPerformanceEval%20Rev616.pdf; Classified Evaluation Instructions https://hr.fhda.edu/_downloads/ClassifiedPerformanceEvaluation.pdf#2. For example, the faculty tenure process includes evaluations by a five-member committee that includes
review of classroom performance, student respect and progress, respect for colleagues, and professional contributions and growth (Faculty Association Agreement https://fafhda.org/agreement_main.html). 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 employees. This information assists the college in identifying areas of improvement in accordance with the college’s mission statement, values and effectiveness (Mission and Values https://www.deanza.edu/about-us/mission-and-values.html). Evaluation criteria are designed to measure the effectiveness of personnel in performing their duties. Evaluations cover the performance of assigned duties, participation in institutional responsibilities and other activities appropriate to the employee’s expertise. Administrators use the evaluations to assess the quality of service provided to students, as well as to document the strengths and weaknesses of personnel Administrative Performance Appraisal https://hr.fhda.edu/_downloads/AdminEval06.pdf; Faculty Tenure Review Handbook https://hr.fhda.edu/_downloads/19-22 Tenure Review Handbook_FINAL.pdf; Classified Evaluation Instructions https://hr.fhda.edu/_downloads/ClassifiedPerformanceEvaluat.pdf#2; Classified Evaluation Form https://hr.fhda.edu/_downloads/ACE%20ClassifiedPerformanceEval%20Rev616.pdf). This information assists the college in identifying areas of improvement in accordance with the college’s mission statement, values and effectiveness. Personnel with duties related to online education are subject to the standard district evaluation process, in accordance with board policy (BP 4135 Faculty Hiring Qualifications http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TUSQV70A1FF). The evaluation criteria measure the effectiveness of personnel in performing their duties, as well as participation in institutional responsibilities and other activities appropriate to their expertise. These evaluations are used to assess the quality of the services provided to students and to document the strengths and weaknesses of personnel (Administrative Performance Appraisal https://hr.fhda.edu/_downloads/AdminEval06.pdf; Faculty Tenure Review https://hr.fhda.edu/_downloads/19-22 Tenure Review Handbook_FINAL.pdf; Classified Evaluation Form https://hr.fhda.edu/_downloads/ACE%20ClassifiedPerformanceEval%20Rev616.pdf; Classified Evaluation Instructions https://hr.fhda.edu/_downloads/ClassifiedPerformanceEvaluat.pdf#2). In addition, the college has been conducting a pilot of a student evaluation process through the online course management system to ensure that a diverse range of students have a voice in assessing the effectiveness of instruction in online courses. The online student evaluation form and process closely mirrors the face-to-face version. (III.A.5-6 Student Evaluation for Online: http://link.deanza.edu/IIIA5-6). Evaluation processes are used to identify areas of improvement for all areas of responsibility, including duties related to distance education activities. The Online Education Advisory Committee has developed a checklist (III.A.5-7 Online Course Checklist: http://link.deanza.edu/IIIA5-7) to assist new faculty in determining their readiness for online teaching (II.A.2-9 Online Education Advisory Committee: http://link.deanza.edu/IIA2-9).

Analysis and Evaluation

[Insert response]. The college meets this standard. Personnel are systematically evaluated at regular intervals using established criteria to assess their performance. Evaluations are meant to not only assess current performance but also provide an opportunity for improvement and, as required, the identification of training needs for future professional development. Efforts are made to create a process that is of value to the employee, department and campus.

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
Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.

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)

Evidence of Meeting the Standard
[Insert response.] The college uses the program review process to determine appropriate staffing levels for each program and service. Program review is a constant means of self-assessment for the performance of each department and division. In addition to assessing past or current accomplishments, the process helps identify current and future needs, while providing a framework for development when funding becomes available (Program Review https://www.deanza.edu/gov/ipbt/program_review_files.html). Similarly, the college also uses the program review process to determine appropriate staffing levels for each program and service involved in offering distance education. Departments use the process to request additional full-time positions. Division deans work with department chairs to determine the appropriate level of staffing for online courses, based on student demand. Demand for online courses continues to grow at the college. The need for part-time faculty may also arise from this analysis (I.A.2-14 IPBT Program Review: http://link.deanza.edu/IA2-14). The college also uses program review to determine the level and organization of administrative and support staffing for online education. In spring 2016, the college submitted a Substantive Change Proposal that further evaluated the current status and future needs of its online education offerings. In particular, the proposal analyzed support needs in addition to instructional requirements, to ensure that the online instruction would meet the same high standards as traditional courses (I.A.1-12 Substantive Change Proposal: http://link.deanza.edu/IA1-12). The Commission approved the proposal in May 2016 (I.B.1-9 Substantive Change Approval: http://link.deanza.edu/IB1-9). (III.A.7.Q3)

The college regularly evaluates whether the number and organization of its personnel is sufficient to effectively support its distance education programs and services. The college uses program review and Student Learning Outcomes to ensure that high standards are set and met in all areas of campus services (I.A.2-14 IPBT Program Review: http://link.deanza.edu/IA2-14; I.B.2-14 SSPBT Program Review: http://link.deanza.edu/IB2-14; I.B.5-2 FCOPBT Program Review: http://link.deanza.edu/IB5-2; I.B.2-1 Student Learning Outcomes: http://link.deanza.edu/IB2-1). In spring 2015 the college submitted a Substantive Change Proposal that further evaluated the current status and future needs of its online education offerings. The proposal analyzed support needs as well as instructional requirements to ensure that online instruction meets the same high standards as traditional courses (I.A.1-12 Substantive Change Proposal: http://link.deanza.edu/IA1-12).

Analysis and Evaluation
[Insert response.] The college meets this standard, Eligibility Requirement 14 and the Policy on Distance Education. It regularly evaluates its programs to ensure that qualified faculty are not only teaching courses, but are also given the tools necessary to continually evaluate and improve their learning processes.
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.

Evidence of Meeting the Standard
[Insert response.] De Anza has policies and practices to ensure that provide orientation, oversight, evaluation and professional development for part-time faculty, as well as opportunities for them to be part of the life of the college. The Office of Professional Development provides opportunities for personal and professional growth and improvement, including quarterly orientations for part-time faculty (Link needed Part-Time Faculty Hiring link needed). The professional development office supervises allocation of staff development resources and coordinates a comprehensive set of programs, with responsibility for planning, promotion, program evaluation and dissemination of information. These programs include: • New Employee Orientation & Support • Faculty and Staff First Year Experience • Instructional Skills Workshops • Peer Evaluation Training • Professional Conference and Travel Funds • Technology Training • Teaching and Learning Seminars • Health, Wellness and Safety • Service Excellence • Partners in Learning Conference. The orientation for part-time faculty is a five-hour program offered prior to the start of each term (need link). The program covers the logistics of getting started, construction of a student-centered syllabus and the college’s student demographic profile, history, mission and culture, along with student support services and part-time faculty benefits. The professional development office also coordinates with the Online Education Center to provide brief technology training and an overview of available instructional technologies during orientation. The office is also working on an online version of the part-time faculty orientation for instructors who are unable to attend the on-campus program. This is currently in the testing stage and ready for conversion to the new Canvas course management system. The office also organizes an annual seminar series, called Teaching and Learning Seminars, which is focused primarily on part-time faculty needs. The series supports their professional growth and the evaluation process (need link). These four-hour workshops include various pedagogies and assessment techniques, along with such topics as: “Growth Mindset,” “Habits of Mind,” “Effective Scaffolding” and “From Microaggressions to Microappreciations.” Several topics are repeated yearly as foundation courses, including: “Cultural Humility,” “Back to Basics – From Classroom Design to Management and Engagement,” and “Introduction to Learning in Communities”. Part-time faculty members are encouraged to share their expertise with their full- and part-time colleagues, by presenting a Teaching and Learning seminar or serving as either a single presenter or part of a team for the annual Partners in Learning Conference in March. (I.B.2-16 Partners in Learning: http://link.deanza.edu/IIB2-16; III.A.8-4 Conference Funds Report: http://link.deanza.edu/IIIA8-4)

Analysis and Evaluation
[Insert response.] The college meets this standard. As with all its employees, the campus ensures that it has policies and practices in place to support the teaching needs of its part-time faculty. It also takes steps to ensure that the faculty are integrated into the normal processes of the institution.

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)

Evidence of Meeting the Standard
[Insert response.] The college uses several methods to determine the appropriate number and qualifications for its support personnel. In terms of program needs, the program review process is key
in determining the level of service needed and available for a department or division (Program Review https://www.deanza.edu/gov/ipbt/program_review_files.html). Surveys are also used to gauge the performance of many functions related to customer service. Examples of these range from individual surveys about a particular office, such as the Listening and Speaking Center, to broader surveys about campuswide services and programs (III.A.9-1 Listening and Speaking Center Survey: http://link.deanza.edu/IIIA9-1; III.A.9-2 Education Plan Survey: http://link.deanza.edu/IIIA9-2; III.A.9-3 Campus Services Survey: http://link.deanza.edu/IIIA9-3; II.C.1-4 CCSSE Student Survey: http://link.deanza.edu/IIIC1-4). Job descriptions are carefully developed to ensure that the positions meet the needs of the program and the college (III.A.9-4 ACE Job Descriptions: http://link.deanza.edu/IIIA9-4; III.A.9-5 CSEA Job Descriptions: http://link.deanza.edu/IIIA9-5). The Foothill-De Anza Community College District follows a process to evaluate changes to job responsibilities and qualifications for the various administrative and classified positions on campus (III.A.9-6 Classification Process: http://link.deanza.edu/IIIA9-6). In addition, the board of trustees has contracted with an experienced firm to conduct a comprehensive classification and compensation study for members of the Association of Classified Employees (ACE) bargaining unit (III.A.9-7 Classification Study: http://link.deanza.edu/IIIA9-7). The district’s human resources staff and members of the bargaining unit agreed that the job classifications and job descriptions within the unit must be studied and revised to align with the district’s current recruitment, retention and promotion goals, and to ensure accurate ACE job classifications. A comprehensive study was last conducted about 20 years ago. The goal of the new study is to develop a clear, equitable, consistent and competitive classification and compensation structure that appeals to and fosters retention of qualified classified staff professionals, while providing opportunities for growth and development throughout the district.

Analysis and Evaluation
[Insert response.] The college meets this standard and Eligibility Requirement 8. It has processes in place to ensure that, funding permitting, it has a sufficient number of qualified staff to provide the services needed to maintain a high-functioning, effective institution

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)

Evidence of Meeting the Standard
[Insert response.] De Anza College maintains a sufficient number of administrators to provide continuity and effective administrative leadership and services. As with support staff, the college relies in part on the program review process to determine service levels and needs for departments and divisions (Program Review https://www.deanza.edu/gov/ipbt/program_review_files.html). Surveys are also used to gauge the performance of many customer-service-related functions on campus (III.A.10-1 Institutional Research Surveys: http://link.deanza.edu/IIIA10-1). Job descriptions are carefully developed to ensure that the positions meet the needs of the campus and program (Administrator Job Descriptions https://hr.fhda.edu/careers/c-job-descriptions.html). The college district also has a classification committee that evaluates changes to job responsibilities and qualifications for the various administrative positions on campus (Classification Process: https://hr.fhda.edu/class-comp/c-forms.html)

Analysis and Evaluation
[Insert response.] The college meets this standard. It has processes in place to evaluate the required
number of administrators and ensure that those personnel have the appropriate training and expertise to provide effective leadership in meeting the college mission and goals.

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.

Evidence of Meeting the Standard
[Insert response.] The college adheres to policies established by the Foothill-De Anza Community College District, which is committed to providing equal opportunity in education and employment. As part of this commitment, the district has developed policies and procedures to promote an environment in which all employees and students can work and learn free from intimidation, harassment and discrimination. The district publicizes these policies in part by requiring administrators and supervisors to attend training on sexual harassment and bullying every two years, as required by district policy and state law (Policies & Procedures https://hr.fhda.edu/policies-procedures/). New administrators and supervisors must complete this training, which is provided online, within the first six months of employment. In addition, the district’s human resources policies are posted on its public website (Human Resources Policies https://hr.fhda.edu/policies-procedures/A1-policies.html). The district administers its personnel policies consistently and equitably by adhering to policies set by the board of trustees, which are designed to ensure fair treatment for all personnel. Negotiated contracts are in place for faculty and classified employees, who are represented by unions. Those contracts are posted on the district website for public viewing. Administrators and confidential employees are represented through meet-and-confer groups, with handbooks also posted on the public website for review. The contracts and meet-and-confer handbooks include grievance procedures that identify options for employees who feel they haven’t been treated fairly (Human Resources Policies: https://hr.fhda.edu/policies-procedures/A2_procedures.html; Administrators Handbook https://hr.fhda.edu/_administrators-information.html; Classified Agreements: Classified Staff Agreements https://hr.fhda.edu/_classified_staff-information.html; Faculty Association Agreement https://fafhda.org/agreement_main.html.

Analysis and Evaluation
[Insert response.] The college meets this standard. Employees have access to written personnel policies and procedures via public postings on the district website. Board policies have been used to develop these policies and procedures, thereby assuring fair and equitable administration.

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.

Evidence of Meeting the Standard
[Insert response.] De Anza College supports a diverse workforce through policies, programs and services that promote equity and appreciation for diversity issues. The effectiveness of these policies and practices is demonstrated by the demographics of the faculty, staff and student body. De Anza’s emphasis on equity and diversity is clearly articulated in the mission statement of the college: 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 nation and the world. The college engages students 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

In addition, the college has identified and embraced the key values of Integrity, Innovation, Equity, Civic Engagement for Social Justice and Developing the Human Capacity of All Students (Vision, Mission and Values [https://www.deanza.edu/about-us/mission-and-values.html]. De Anza also adheres to policies adopted by the Foothill-De Anza Community College District board of trustees, which promote fair employment, equal opportunity and nondiscrimination (BP 4130 Employment [http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TUSLS704E9D]; BP 4100 Cultural Diversity/Equal Opportunity Policy [http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TUSEE6F5A3C]; BP 3410 Nondiscrimination [http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=BZ939405B903]). The effectiveness of these efforts is measured in several ways, including through surveys that demonstrate that college and district policies and practices are effective in promoting equity and understanding of diversity issues ([III.A.12-4 Campus Climate Survey, Employees: [http://link.deanza.edu/IIIA12-4; III.A.12-5 Campus Climate Survey, Students: [http://link.deanza.edu/IIIA12-5]). De Anza uses the program review process to assess both the performance and the needs of its departments, programs and personnel. This includes the identification of future needs for staffing, supplies or equipment. Program reviews are key to requesting and receiving additional funding or resources for a program or division (Program Review [https://www.deanza.edu/gov/ipbt/program_review_files.html]. The Office of Professional Development offers a comprehensive set of programs to support the faculty and staff of the college. The office oversees the process for allocating staff development resources and is responsible for planning, promotion, dissemination of information and program evaluation (Professional Development [https://www.deanza.edu/professionaldev/])

Programs include:

- New Employee Orientation and Support
- Faculty and Staff First Year Experience
- Instructional Skills Workshops
- Peer Evaluation Training
- Professional Conference and Travel Funds
- Technology Training
- Teaching and Learning Seminars
- Health, Wellness and Safety
- Service Excellence
- Partners in Learning Conference

Programs, practices and services for employees are evaluated on a regular basis. Program reviews are conducted regularly to assess the performance, direction and needs of a division or department (Program Review [https://www.deanza.edu/gov/ipbt/program_review_files.html]. Surveys are conducted as a further tool for assessing various services and performance measures (III.A.10-1 Institutional Research Surveys: [http://link.deanza.edu/IIIA10-1). Institutional Metrics are used to assess the performance of the campus as a whole, and as an aid in determining areas that require greater tracking and attention (III.A.12-6 Institutional Planning - Metrics: [http://link.deanza.edu/IIIA12-6]. The Office of Institutional Research and Planning analyzes and publishes statistics on campus employees by ethnicity and other demographic characteristics (III.A.12-7 Employee and Student
De Anza ensures that its personnel and students are treated fairly by adhering to its mission and to the policies and procedures established by the Foothill-De Anza Community College District and the district board of trustees (Human Resources and Board Policies: https://hr.fhda.edu/policies-procedures/A1-policies.html). Employees are protected by contracts negotiated with the unions representing faculty and classified staff, and by the meet-and-confer process and handbooks for administrators and confidential staff. These contracts and handbooks include grievance procedures for individuals who believe they have not received fair treatment (https://hr.fhda.edu/policies-procedures/A1-policies.html; Classified Staff Agreements https://hr.fhda.edu/_classified_staff-information.html; Faculty Association Agreement https://fafhda.org/agreement_main.html). Students are guided by the Student Handbook (Does it still exist) and the colleges and district’s Student Rights and Responsibilities Policy (Student Rights and Responsibilities https://www.deanza.edu/student-complaints/rights-responsibilities.html; BP 5500 Student Rights and Responsibilities http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TV2YN0462B2 and AP 5500 Student Rights and Responsibilities http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U2U5X7A11CD. These documents are intended to empower students with knowledge about their rights and the due process system established for students. The Student Development and College Policies websites also give students valuable information regarding programs and services available at De Anza College (Student Development https://www.deanza.edu/student-development/index.html; College Policy https://www.deanza.edu/policies/). In addition, the last five questions of the recent student accreditation survey specifically address whether students believe they are being treated fairly (I.C.4-3 Student Accreditation Survey: http://link.deanza.edu/IC4-3).

Analysis and Evaluation

[Insert response.] The college meets this standard. It has appropriate procedures and policies in place to support its diverse personnel. As part of these procedures, the institution assesses its employment equity and diversity record to ensure consistency with its mission

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard


Analysis and Evaluation
[Insert response.] The college meets this standard. It has detailed written expectations for all personnel, administration, faculty, classified professionals and students.

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.

Evidence of Meeting the Standard
[Insert response.] The college has developed a robust professional development program to support the skills and needs of all personnel, and to provide appropriate opportunities for meaningful personal and professional growth.

The Office of Professional Development oversees the allocation of development resources and coordinates a comprehensive set of programs for individual and institutional development. The office has responsibility for planning, promotion, dissemination of information and program evaluation (II.A.2-2 Professional Development: http://link.deanza.edu/IIA2-2). Programs include:

- New Employee Orientation & Support
- Faculty and Staff First Year Experience
- Instructional Skills Workshops
- Peer Evaluation Training
- Professional Conference and Travel Funds
- Technology Training
- Teaching and Learning Seminars
- Health, Wellness and Safety
- Service Excellence
- Partners in Learning Conference

The professional development office organizes orientation and first-year activities to engage, connect
and align new faculty and staff employees with the mission, structure and personnel of the institution. The office also partners with other programs on campus to meet the strategic and Educational Master Plan goals of the campus (Educational Master Plan: https://www.deanza.edu/emp/index.html). For example, the office collaborates with the Office of Equity, Social Justice and Multicultural Education to address diversity and equity issues in curriculum, instructional materials and cultural pedagogies through workshops and activities. The office also partners with the Classified Senate to deliver “service excellence” training and activities that support a campus climate that is inclusive, welcoming and contributes to student success. Topics related to equity and service excellence are integrated into the employee orientations and the first-year experience programs, focusing on awareness and appreciation for the diversity of the campus community (Employee Orientation: https://www.deanza.edu/professionaldev/). Student Learning Outcome (SLO) coordinators schedule trainings in all aspects of outcome development and tracking, covering Student Learning, Student Services, Administrative Unit and Program Level outcomes.

The professional development office also works with the Vasconcellos Institute of Democracy in Action (VIDA) to provide workshops on service learning, environmental sustainability and global citizenship. A full-time faculty director and full-time classified program coordinator staff the office, with part-time assistance when funds are available. Other professional development opportunities for faculty, classified professionals and administrators include:

- Attending professional conferences, workshops, classes, seminars and other revitalization activities.
- Participating in a district-maintained program of professional development leaves or sabbaticals.
- Training and retraining stipends for faculty and educational assistance funds for classified staff.
- In-service training and conferences that are discipline-specific and provided through the instructional and student services divisions.

In addition, SLO coordinators schedule trainings in all aspects of outcomes development and tracking, covering Student Learning, Student Services, Administrative Unit and Program Level outcomes. Through the Office of Professional Development, the college uses several methods to identify the professional development needs of its faculty, staff and administrators. These include periodic surveys and needs assessments, and institutional planning around strategic initiatives and the Educational Master Plan (Prof Development Reports: https://www.deanza.edu/emp/index.html). The office’s faculty director and classified program coordinator work with campus organizations such as the Academic and Classified senates; the Office of Equity, Social Justice and Multicultural Education; Vasconcellos Institute for Democracy in Action (VIDA); Student Learning Outcome (SLO) Steering Committee; the Partners in Learning Conference Committee; the Association of Classified Employees (ACE) and the Faculty Association (FA) to create avenues for feedback about professional development needs (need updated links). The tenure process also includes a component that addresses professional development needs. During the tenure review, members of a candidate’s tenure committee will make recommendations for professional development (Tenure Review: https://hr.fhda.edu/_downloads/19-22 Tenure Review Handbook_FINAL.pdf). After tenure is obtained, instructors and their supervisors can identify professional development opportunities and needs. The college uses several processes, including periodic assessments, to ensure that professional development opportunities address the needs of faculty and staff. The professional development office evaluates the assessment results and uses the findings to create new
programs, workshops and activities. Content experts are asked to create material with outcomes that will meet the identified needs, and the new programs are then added to the office’s schedule of offerings. For example, employee technology needs were assessed in the previous Accreditation Self-Study and in a 2013 campus survey (III.A.14-4 2011 Self-Study: http://link.deanza.edu/IIIA14-4; III.A.14-5 Technology Training Survey: http://link.deanza.edu/IIIA14-5). Based on the findings of these reports, the position of technology trainer was filled in fall 2015 with strong support from the college senior staff and the Instructional Planning and Budget Team. In addition, the college has a program of Professional Achievement Awards (PAAs), which provide financial incentives for employees to pursue development opportunities. These awards are part of the employment agreements negotiated with employee groups (Classified Staff Agreements https://hr.fhda.edu/_classified_staff-information.html; Faculty Association Agreement https://fafhda.org/agreement_main.html). Employees are also eligible for professional development leave after a certain period of service (Faculty Association Agreement https://fafhda.org/agreement_main.html; Classified Staff Agreements https://hr.fhda.edu/_classified_staff-information.html). Employees must request approval in advance and demonstrate that the area of study will enhance their performance and provide benefit to the college and students (Classified Staff Agreements https://hr.fhda.edu/_classified_staff-information.html; Faculty Association Agreement https://fafhda.org/agreement_main.html). The college ensures meaningful evaluation of professional development activities through several measures. The Office of Professional Development routinely collects participant evaluations from virtually all workshops, activities and events and uses them to assess programs. Participants are asked to evaluate the presentations and instructional materials, indicate if intended outcomes were met, and identify how the activity increased their knowledge or skill. Evaluation results are shared with the presenters and any needed improvements are discussed and implemented before the workshop is offered again. The schedule of programs offered each year is based on these evaluations and assessments. The Professional Development office also maintains guidelines and instructions for employees who apply for conference and travel funds. The office director and program coordinator also participate on the Staff Revitalization and Professional Conference Funds Committee. The funding must be related to teaching and learning, job and skill enhancement, or professional development. Those awarded funding are required to submit a summary of the conference or activity and describe how it met their expected outcomes. The committee may invite employees to share their conference experiences and outcomes with colleagues on campus, through the Office of Professional Development (Conference Funds: https://www.deanza.edu/professionaldev/conferencefunds/index.html). Professional development activities are also assessed during the regular employee evaluation process, which often includes a discussion of currency of skills, goals and accomplishments (Administrators Handbook https://hr.fhda.edu/_administrators-information.html; Faculty Association Agreement https://fafhda.org/agreement_main.html; Classified Staff Agreements https://hr.fhda.edu/_classified_staff-information.html). In addition, the Professional Achievement Awards have specific requirements that may include evaluation. For example, the instructional Professional Achievement Award includes creation of a self-evaluation report to encourage reflection on achievements and goals (Faculty Agreement, Prof Achievement: Faculty Association Agreement https://fafhda.org/agreement_main.html). De Anza’s professional development programs have helped to improve teaching and learning on campus. This impact is assessed in part through the regular employee evaluation process, as well as the self-evaluation portion of the Professional Achievement Award program. In addition, the Office of Professional Development conducts periodic surveys and needs assessments (Prof Development Reports: need link). As part of its professional development efforts, the college provides specific training opportunities for faculty and staff involved on online
education. This includes faculty training in use of the Canvas course management systems (Canvas: https://www.deanza.edu/online-ed/help.html). The college also offers professional development leaves for faculty to pursue certificates or advanced degrees in online teaching and learning (Faculty Association Agreement https://fafhda.org/agreement_main.html). De Anza uses established processes to determine the professional development needs for instructors who teach online courses. During the normal tenure process, for example, members of a candidate’s tenure committee will recommend professional development as warranted, based on the tenure review (Faculty Tenure Review Handbook https://hr.fhda.edu/_downloads/19-22 Tenure Review Handbook_FINAL.pdf). After tenure is obtained, faculty members or their supervisors may identify professional development needs. The Professional Achievement Awards program also provides for instructors to create self-evaluation reports that are intended to encourage reflection on their goals and needs (Faculty Agreement Article 38 https://fafhda.org/agreement-2019-2022/Articles/Article_38.pdf).

Analysis and Evaluation
[Insert response.] The college meets this standard. Professional development is robust on campus, and critical to keeping faculty, classified professionals and administrators up to date on developments in their fields of expertise and on new technology that may assist them in serving students. It also assists with succession planning, as employees gain more skills and experience to move into higher level positions. Professional development programs are regularly evaluated to ensure that they are providing relevant improvements to employee skills and service to De Anza students.

Action Plan
1. Increase training for institutional planning, program review and resource allocations.
   • Work with the Office of Professional Development and the planning and budget teams to provide faculty and staff members with training and information about the institutional planning process, with the goals of improving their understanding and increasing engagement in the process

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.

Evidence of Meeting the Standard
[Insert response. I got to here Pippa] The college provides security and confidentiality for personnel records by adhering to best practices, legal requirements, local policy and contractual regulations. The Foothill-De Anza Community College District provides institutional direction for these practices, requirements and regulations. Procedures adopted by the board of trustees cite relevant laws and delineate the college’s responsibilities (II.C.8-1 Administrative Procedure 3260: http://link.deanza.edu/IIC8-1). De Anza follows legal requirements imposed by the Employee Retirement Income Security Act (ERISA); Family Educational Rights and Privacy Act (FERPA); Health Insurance Portability and Accountability Act (HIPAA) and California laws regarding breach notifications (Civil Code 1798.29) and security of personal information (Civil Code 1798.85). (III.A.15.Q1) Personnel files are maintained by the district in accordance with board policy, which states that materials that may serve as the basis for affecting status of employment are to be made available for inspection by the person involved (III.A.15-1 Board Policy 4150: http://link.deanza.edu/IIIa15-1). The policy provides that employees have the right to inspect such materials on request. In addition, the policy states that employees must be given written
notice of any derogatory material and an opportunity to review and submit written comments in response.

**Analysis and Evaluation**
[Insert response.] The college meets this standard. It places a high priority on the security and confidentiality of its personnel records and has many procedures to maintain that security. The college allows employees appropriate access to their personnel records.

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**Conclusions on Standard III.A: Human Resources**
[Insert response.]

**Improvement Plan(s)**
[Insert response if applicable.]

**Evidence List**
[Provide list of all evidence cited within Standard III.A.]

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

- BP 4130 Employment
  http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TUSLS704E9D

- BP 4135 Faculty Hiring Qualifications
  http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TUSQV70A1FF

- BP 4140 Equivalency
  http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TUSRE70C4FB

Canvas Training Schedule: Canvas Certification Training (deanza.edu)

College Council Faculty Hiring Minutes:
https://www.deanza.edu/gov/college_council/meetings/2021-12-02.html


IPBT Faculty Hiring: https://www.deanza.edu/gov/ipbt/facultyhiring.html (check if appropriate
Job Descriptions: [Job Descriptions (fhda.edu)](https://hr.fhda.edu/careers/c-job-descriptions.html)

Administrative Performance Appraisal [https://hr.fhda.edu/_downloads/AdminEval06.pdf](https://hr.fhda.edu/_downloads/AdminEval06.pdf)


Classified Evaluation Form [https://hr.fhda.edu/_downloads/ACE%20ClassifiedPerformanceEval%20Rev616.pdf](https://hr.fhda.edu/_downloads/ACE%20ClassifiedPerformanceEval%20Rev616.pdf)

Classified Evaluation Instructions [https://hr.fhda.edu/_downloads/ClassifiedPerformanceEvaluat.pdf#2](https://hr.fhda.edu/_downloads/ClassifiedPerformanceEvaluat.pdf#2)

Faculty Association Agreement [https://fafhda.org/agreement_main.html](https://fafhda.org/agreement_main.html)


IPBT Program Review [https://www.deanza.edu/gov/ipbt/program_review_files.html](https://www.deanza.edu/gov/ipbt/program_review_files.html) Check for appropriateness

Classification Process [https://hr.fhda.edu/class-comp/c-forms.html](https://hr.fhda.edu/class-comp/c-forms.html)

Administrators Handbook [https://hr.fhda.edu/_administrators-information.html](https://hr.fhda.edu/_administrators-information.html)

Classified Staff Agreements [https://hr.fhda.edu/_classified_staff-information.html](https://hr.fhda.edu/_classified_staff-information.html)


Student Rights and Responsibilities [https://www.deanza.edu/student-complaints/rights-responsibilities.html](https://www.deanza.edu/student-complaints/rights-responsibilities.html)

Student Development [https://www.deanza.edu/student-development/index.html](https://www.deanza.edu/student-development/index.html)

College Policy [https://www.deanza.edu/policies/](https://www.deanza.edu/policies/)


College Council [https://www.deanza.edu/gov/college_council/about.html](https://www.deanza.edu/gov/college_council/about.html); Classified Senate Code of Ethics [https://www.deanza.edu/gov/classifiedsenate/documents/cscopeofethics.pdf](https://www.deanza.edu/gov/classifiedsenate/documents/cscopeofethics.pdf)
Academic Senate Code of Conduct Section C

BP 4640 Harassment and Discrimination
http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TUUWZ7B920F

AP 4640 Procedures to Resolve Complaints Regarding Harassment and Discrimination
http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U3LA4557769

BP 3121 Standards of Ethical Conduct
http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TTNBH5EFFD0

AP 5510 Student Code of Conduct

AP 5520 Student Due Process and Discipline
http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U2UGB7BD19B

AP 5530 Student Grievances
http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U2UPY7D0BB9
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).

B. Physical Resources
[Note: Suggested length for Standard III.B is 6 pages.]

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.

Evidence of Meeting the Standard
[Insert response.] I looked at the citrus response to this prompt and it’s much better than our last submission so I think it would be a good idea to re-write based from what they said.

De Anza College uses their Educational Master Plan and their Facilities Master Plan to create the framework for decisions regarding physical resources. Every five (5) years these plans are updated with campuswide input and engagement and approved by the district’s Board of Trustees. The Facilities Master Plan 2021-2026 was completed and approved May 3, 2021. The Education Master Plan: 2022-2027 was completed and approved xxxx.

The institution regularly evaluates whether it has sufficient physical resources with annual planning and inventories:

- 5-Year Construction Plan
- Space Inventory Report
- Scheduled maintenance plans through the Physical Plant and Instructional Support Program, including specific project funding proposals (PFPs) completed annually if the Governor’s budget allocates funding

In addition, a district wide Facilities Conditions Assessment (FCA) was completed in 2021. This assessment provides the maintenance needs of the physical built structures, including performance measurements of the building functions and infrastructure.

Analysis and Evaluation
[Insert response.]

Our Authority Having Jurisdiction (AHJ) is the Division of the State Architect (DSA), overseeing the design and compliance of structural, accessibility, and fire and life safety codes.
The building code our facilities are designed under is the California Building Code (CBC), California Code of Regulations, Title 24 (CCR).

The district ensures all the facilities are safe by participating in annual safety and insurance inspections through the risk management department and annual review with the Santa Clara County Fire Marshal through the facilities and operations department. Reports are generated from these activities.

The district facilities and operations department utilizes a maintenance work order system by which all personnel can report unsafe physical facilities. The district police use both an emergency and a non-emergency phone number process, as well as a police work order system for reporting facility access security issues.

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.

Evidence of Meeting the Standard
[Insert response.]

Program reviews for physical resources related to college operations that include grounds maintenance, custodial operations, mail and print services.

Campus Facilities Committee meetings with agendas and meeting minutes.

The institution regularly evaluates needed maintenance, upgrades or replacement physical resources with annual planning and inventories:
- 5-Year Construction Plan
- Space Inventory Report
- Scheduled maintenance plans through the Physical Plant and Instructional Support Program, including specific project funding proposals (PFPs) completed annually if the Governor’s budget allocates funding

Bond measures are regularly reviewed by the Citizens Bond Oversight Committee (CBOC), currently for Measure C and G bond programs.

(QUESTION: do we talk about the departments that use off campus resources like Hope/Whittier with DSPS/Laureen B.? And, are there others?)

Facilities Master Plan (completed every 5 years); completed in 2021 for 2120-26. Guides decision making for physical and facility changes.

Analysis and Evaluation
[Insert response.]

- The institution ensures that the needs of programs and services are considered when planning its
buildings.

• Facilities' planning is aligned with the institutional mission.
• The institution ensures that program and service needs determine equipment replacement and maintenance.

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.

Evidence of Meeting the Standard
[Insert response.]

Facilities Condition Assessment completed in 2021. (DISTRICT)
Routine inspections for facilities completed by agencies such as the Fire Marshal, insurance companies, etc. (DISTRICT – Facilities & Operations, Risk Management, EH&S)
Routine inspections for equipment, such as HVAC, fire systems, elevators, generators, etc. (DISTRICT)

dSpace Utilization (CAMPUS – Scheduling)
Program Reviews (custodial and grounds maintenance – College Operations; facilities maintenance – District; transportation – Athletics?)

Analysis and Evaluation
[Insert response.]

• The institution regularly assesses the use of its facilities
• The institution uses the results of the evaluation to improve facilities or equipment.

FOR INSTITUTIONS WITH A BACCALAUREATE DEGREE:
• The facilities and other physical resources utilized by the baccalaureate program are evaluated for feasibility and effectiveness for the program on a regular basis.

4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard
[Insert response.]

District’s Long range capital plans;
Multiple years’ institutional budgets;
Multiple years’ division or department budgets, especially Maintenance and Operations; And/or other documents that demonstrate the institution is aligned with this Standard.

 Measure C and G bond programs (CBOC)
Analysis and Evaluation
[Insert response.]

- Long-range capital projects are linked to institutional planning and include projections of total cost of ownership.
- The institution has identified elements which constitute the definition of "total cost of ownership" that the institution uses when making decisions about facilities and equipment.
- Planning processes ensure that capital projects support college goals.
- The institution assesses the effectiveness that long-range capital planning has in advancing the college's improvement goals.

Conclusions on Standard III.B: Physical Resources
[Insert response.]

Improvement Plan(s)
[Insert response if applicable.]

Evidence List
[Provide list of all evidence cited within Standard III.B.]
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).

C. Technology Resources
[Note: Suggested length for Standard III.C is 7 pages.]

1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard
Through shared responsibilities and collaboration with district Educational Technology Services (ETS), technology supports De Anza College students and all functions of the college. Examples include [ADD HERE]

[NEED PLACEMENT OF/REFERENCE TO DISTRICT MAPPING]

Analysis and Evaluation

REVIEW CRITERIA:
- The institution ensures that its various technology needs are identified.
- The institution regularly evaluates the effectiveness of its technology in meeting its range of needs.
- There are provisions for reliability, disaster recovery, privacy, and security, whether technology is provided directly by the institution or through a contractual arrangement.
- The institution makes decisions about use and distribution of its technology resources.
- The technology infrastructure is sufficient to maintain and sustain traditional teaching and learning and DE/CE offerings.

[ADD EVIDENCE] The college identifies and addresses technology needs through multiple mechanisms, particularly critical in the post-pandemic period [ADD OTHER PANDEMIC-RELATED LANGUAGE ABOVE AND AS APPROPRIATE]. These include:

- Technology Plans, both college and district
- Program reviews, chiefly in the areas of Instruction and Student Services
- Shared governance groups, including the college Technology Committee and the district Educational Technology Advisory Council (ETAC)
- Other technology-related subcommittees and committees on campus, such as the Online Education Advisory Group
Surveys, such as the one prior to college tech plan-2019-CQ?
The college uses the same committees and tools to evaluate the effectiveness of its technology and to ensure that technology needs are met.

[TECH COMMITTEE ANALYSIS]

[SURVEY]

[TECH PRIORITIZATION SUBCOMMITTEE HERE: new academic technologies for deployment on campus During that process, technology effectiveness is evaluated for each project that will be funded.]

[POSSIBLY HYFLEX HERE AS EXAMPLE]

FROM PREVIOUS; SOME REWORDING. ADD CHANGE OF STANDARD TO LAPTOP] In addition, the district Educational Technology Advisory Committee (ETAC) maintains a hardware and software standards panel that regularly evaluates existing and new technologies, making recommendations for new standards to both ETAC and the college technology committees.

[SUMMARIZE RESULTS OF TECH SURVEY WITH SOME KEY FIGURES] Overall, the 20XX Technology Survey indicated that campus technology needs are being met effectively. [CQ] The survey found [ADD HERE]

[FROM PREVIOUS; RE-REVIEW LANGUAGE] Decisions about technology services, facilities, hardware and software are made through established governance processes on the college and district level, depending on the scale of the project. Small projects generally require approval from the appropriate manager and ETS. Mid-sized or large projects are generally reviewed by the president's cabinet, the appropriate planning and budget committees, the college Technology Committee, ETAC and ultimately the Chancellor's Cabinet. Depending on the scale of the project, reviewers examine the total cost of ownership and the project's alignment with the college and district mission.

(CONT'D) The college has made provisions for reliability, disaster recovery, privacy and security of its technology infrastructure. College librarians and staff ensure the integrity of Library systems, including databases and the interlibrary system. TracDat, the online system that holds data on Student Learning Outcomes, is hosted and backed up offsite. The college website is backed up offsite. The Admissions and Records office and other offices that keep student records are required to meet federal standards for protecting student information, including conditions set by the Family Educational Rights and Privacy
Most of the college’s on-premise technology systems are maintained by the district ETS, which has allocated redundancy resources for high availability, recovery, and security as appropriate to the criticality of each system. For example, many small-scale systems provided by ETS have been migrated to virtualization technology that is replicated on-premise. Should a catastrophic failure occur, the on-premise backup system can be activated and service restored, often immediately. Banner, the district’s enterprise resource planning system, is also hosted on the premises, but ETS maintains a fully redundant system that is hosted at a commercial site in Southern California. In the event of catastrophic failure affecting the system, the district would be able to resume full business operations in minutes, with minimal loss of data.

ETS employs ___ full-time classified professionals who are dedicated to network and application security. Additionally, ETS regularly contracts with external evaluators to test the district’s security posture and make recommendations for improvement.

In the case of contracted services or those hosted off-site, ETS managers and the vice chancellor of technology review all contracts for reliability and security provisions. The district maintains extensive contract language regarding information security, which is added to contracts if not already present. The district also requires a specific service level agreement for hosted services that describes the guaranteed availability of the system.

The college makes decisions about its use and distribution of technology resources through established processes, depending upon the nature and cost of the resources in question, and whether the district or college has primary responsibility. These include:

- Routine faculty and staff hardware updates and replacements are scheduled by ETS within district and college funding parameters and computer standards. In recent years, these have been funded through Measure C, the district bond measure that raised money for construction, facilities, technology and equipment.
- Classroom technology upgrades are funded through Measure C and scheduled through the Technology Committee’s ETS Project Scheduling (formerly Tech Prioritization) subcommittee.
- Projects are also subject to the college’s program review process.
- College divisions may make decisions on minor spending within their funding parameters, provided they meet technology standards established by ETS. Broader instructional areas may also make decisions through their leadership and their planning and budget team (Instructional Planning and Budget Team Instructional Equipment List).

The revamping of the Technology Committee in 2016 will help to ensure that college program technology decisions are reviewed by or emanate from the three planning and budget teams, which are key to the shared governance of the college and the integration of planning – in this case, technology
planning – and budgeting. The Technology Committee is now composed of representatives from all governance groups and position classifications (Technology Committee Membership: http://www.deanza.edu/gov/techcommittee/members.htm).

[CURRENT TECH PLAN DEVELOPMENT, SYNTHESIS, SUMMARY HERE]

[TECH-RELATED POSITIONS FROM PREVIOUS REORG?]

[CONVERSION TO CANVAS, TRAINING PROVISIONS ETC.] PREVIOUS LANGUAGE: As of summer 2017, De Anza will have migrated to a new system, Canvas, as a replacement for Catalyst. Canvas is provided to all California community colleges through the state Online Education Initiative (OEI). Canvas is a cloud-based product that is managed by a commercial technology company, Instructure, and hosted on the Amazon Web Services (AWS) cloud platform. The system is maintained by Instructure with full redundancy through AWS and its geographically dispersed data centers. All college files are continuously backed up, in accordance with college data retention requirements.

[SUMMARY OF PANDEMIC EFFECTS INCLUDING TRAINING PROVISIONS; ONLINE ED CENTER STAFFING PROCESS; ROLE OF TECH COMMITTEE IN ADVOCACY FOR POSITIONS]

[SUMMARY OF ASSESSMENT OF BACHELOR’S DEGREE NEEDS]

[PREVIOUS EVALUATION] The college meets this standard by taking steps to identify and meet its technology needs, through the work of campus Planning and Budget and advisory governance groups and in collaboration with district ETS. In addition, the college has addressed technology needs for its online education programs, including moving to a new online course management system and providing other resources for online instruction. The recent re-visioning of the college Technology Committee, approved by College Council and underscoring a culture of assessment and improvement, reflects a consensus that current technology is an essential element of instruction and campus operations. While campus surveys indicate general satisfaction with current technology, the committee has developed a Technology Plan with further goals and steps to be taken in coming years. Through ETS, the college has extensive measures in place to ensure reliability, security and disaster recovery for its technology systems.

2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard
The college meets this standard through careful planning: via the college Technology Plan and its continuous evaluation and regular updating, together with related surveys and documentation of need, as well as the district’s separate Technology Plan developed with the college plan as the basis.
All planning is in support of students, the college’s mission to serve students of all backgrounds, and college programs, services and operations.

[NOTE P/S RESPONSIBILITY FOR EACH ITEM ALONG WITH REFERRAL TO MAP?]

Analysis and Evaluation

**REVIEW CRITERIA:**

- The institution has established provisions to ensure a robust, current, and sustainable technical infrastructure is maintained that provides maximum reliability for students, staff, and faculty.
- The institution bases its technology decisions on the results of evaluation of program and service needs.
- Evaluations of technology and technology services include input from end users.
- The institution has developed a process to prioritize needs when making decisions about technology purchases.

[ELABORATION OF SURVEY WITH DETAIL; RECAP, MORE ON TECH PLANS; REFER TO PREVIOUS SELF-STUDY LANGUAGE]

[INFRASTRUCTURE MAINTENANCE DETAIL FROM ETS]

3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

The college, through its implementation of academic technology and website resources, as well as resources for its not-for-credit De Anza College Academy, ensures the provision and maintenance of technology to serve students, and the faculty and classified professionals serving them. District ETS is chiefly responsible for hardware, including computer refresh and standards, most software, backup plans and cloud access, contracts, security agreements and related security training.

Analysis and Evaluation

**REVIEW CRITERIA:**

- The institution allocates resources for the management, maintenance, and operation of its technological infrastructure and equipment.
- The college provides an appropriate system for reliability and emergency backup.

[ONLINE ED, COMMUNITY ED (PROVISIONING COMPUTERS TO STUDENTS) WEB MAINTENANCE, DISTRICT STANDARDS AND CONTRACTS TK]
[REVIEW PREVIOUS LANGUAGE]
4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

**Evidence of Meeting the Standard**

Training and support are acknowledged needs and important to both the college and the district in order to support student learning and the faculty, classified professionals and administrators serving students. Appropriate instruction is provided through various methods in support of programs, services and institutional operations.

**Analysis and Evaluation**

*REVIEW CRITERIA:*

- The institution assesses the need for information technology training for students and personnel.
- The institution allocates resources for information technology training for faculty, students, and staff.
- The institution regularly evaluates the training and technical support it provides for faculty and staff to ensure these programs are appropriate and effective.

**[SURVEY FINDINGS]**

The district supports faculty, classified professionals and administrators through ticketed help desk staffing resources as well as hardware technical support for existing and newly provisioned resources. The district has also focused chiefly on security as a training priority, while the college has aimed to provide training in various ways, including through the Office of Professional Development. Building upon lessons learned during the pandemic and the inevitable changes resulting post-pandemic, the college also worked to ensure that resources were provided through the advocacy of the Technology Committee.

**[TECH RESOURCES MAPPING]**

**[ONLINE MANUALS]**

**[PANDEMIC CANVAS TRAINING SUMMARY]**

**[LIBRARY TECH HELP FOR STUDENTS]**

**[COMMUNICATIONS STAFF EMAIL ASSISTANCE DURING PANDEMIC]**

**[IMPLEMENTATION OF CHATBOT]**

**[PROFESSIONAL DEVELOPMENT INFO]**
5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard
Both board policy and administrative procedures [TO BE UPDATED?] have been established to guide the use of technology in the teaching and learning process. Specialized guidelines have been established for Canvas use and website use.

Analysis and Evaluation

**REVIEW CRITERIA:**

- The institution has established processes to make decisions about the appropriate use and distribution of its technology resources.
- The institution publicizes these policies and processes.

[ELABORATION/EVIDENCE FOR ABOVE]

[PUBLICIZING THROUGH POSTING, TRAINING, POP-UP AGREEMENTS, OTHER]

Conclusions on Standard III.C: Technology Resources
The college meets this standard [...]

Improvement Plan(s)
[POSSIBLY REINFORCEMENT OF TECH COMMITTEE AS APPROVAL VEHICLE/VENUE FOR TECHNOLOGY PURCHASES]

Evidence List
[TK]
**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.

**A. Decision-Making Roles and Processes**

[Note: Suggested length for Standard IV.A is 7 pages.]

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.

**Evidence of Meeting the Standard**

The College recognizes that its ability to fulfill its mission and goals, and to promote student success and educational excellence, rests largely on the collective efforts and contributions of classified professionals, faculty, administrators and students. The shared governance structure at De Anza is designed to allow members of each constituent group to bring forward innovative ideas and participate in the decision-making process. (Governance: https://www.deanza.edu/gov/)

Many of the College’s shared governance committees are led by a tri-chair model with administrators, faculty members, and classified professionals working together to lead each committee. Many governance groups have also added voting members from De Anza’s three racial affinity groups to help ensure that decisions are being made through the lens of racial equity. (College Council Membership: https://www.deanza.edu/gov/college_council/members.html; RAPP Membership: https://www.deanza.edu/gov/rapp/membership.html; Academic Senate Executive Committee: https://www.deanza.edu/gov/academicsenate/excom_roster.html)

De Anza’s decision-making is conducted through myriad shared governance groups, which are encouraged to engage in innovative approaches that strengthen the College and promote excellence. These groups include:

- Academic Senate (https://www.deanza.edu/gov/academicsenate/)
- Classified Senate (https://www.deanza.edu/gov/classifiedsenate/)
- De Anza Student Government (DASG) (https://www.deanza.edu/dasg/)
- Budget Advisory Committee (BAC) (https://www.deanza.edu/gov/bac/)
- Campus Facilities Team (https://www.deanza.edu/gov/campus_facilities/)
- Equity Action Council (EAC) (https://www.deanza.edu/gov/eac/)

The College encourages staff participation by offering financial incentives through Professional Growth Awards (PGA). As a result, the major constituencies are motivated to work in collaboration to continuously improve the College, through their representatives on a variety of governance groups and advisory committees. This collaborative work contributes to the development of major campus planning documents and budgets. (Faculty PGA: https://fafhda.org/agreement-2019-2022/Articles/Article_38.pdf; ACE PGA: https://hr.fhda.edu/ACE-PGA-Application_11_02_2020-1-1.docx; CSEA PGA: https://hr.fhda.edu/_downloads/CSEA%20Professional%20Growth%20Award%20Application.pdf; Teamsters PGA: https://hr.fhda.edu/_downloads/Teamsters%20PGA%20Application_Guidelines.docx)

In March 2021, the Office of the President reaffirmed the senior staff’s commitment to classified professionals’ engagement in college governance. (Senior Staff Commitment to Classified Professionals: https://www.deanza.edu/president/classified-professionals-2021.html)

The Classified Senate recently underwent a reorganization, and now Classified Senators who are specialized in a particular area, such as finance or equity, take the lead on effectively representing staff in the shared governance committees on which they serve. (Classified Senate Constitution and By-laws: https://www.deanza.edu/gov/classifiedsenate/documents/CS_BYLAWS_CONSTITUTION_REVISION.pdf)

Analysis and Evaluation
The College meets this standard. De Anza’s governance handbook is updated regularly and ensures that all constituent groups have the right to participate effectively and innovatively at both the College and District levels through their governance structures. Members of committees and shared governance groups represent the view of their constituent group and in turn are charged with communicating back to their constituencies on a regular basis, with the purpose of sharing information and improving practices, services and programs. These shared governance communication pathways allow for recommendations from all stakeholders.

College leaders are committed to improving effective governance and collaborative innovation and decision-making on our campus. Participatory pathways for making decisions allow for input from individuals across all campus constituencies – faculty, students, classified staff and administration. Though Classified Senate has always had a voice in shared governance at De Anza, its new structure allows those with the most expertise in a particular area to speak up with confidence and knowledge.

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.

Evidence of Meeting the Standard
De Anza College’s governance handbook includes policies and procedures applicable to each shared governance group. This handbook is being reviewed and updated as part of the ongoing work to implement a new and improved shared governance model at De Anza. Each governance group regularly provides updates for the handbook, to include the group’s current responsibilities and accomplishments. (Handbook: [https://www.deanza.edu/gov/documents/DAC-Governance-Handbook-2022-1024.pdf](https://www.deanza.edu/gov/documents/DAC-Governance-Handbook-2022-1024.pdf))

De Anza encourages student involvement along with the participation of employees in campus decision-making. Students elect members of the De Anza Student Government (DASG), which in turn provides representatives to serve on other campus shared governance teams and committees. Students also elect a student trustee to serve in an advisory capacity on the district governing Board of Trustees. (DASG: [https://www.deanza.edu/dasg/](https); BP 2015: [https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9M9RA3631F58](https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9M9RA3631F58))

In 2019, DASG developed the Best Practices for Student Voices in Shared Governance guide, which outlines the responsibilities of individual student representatives, committees and committee chairs, and DASG. This document was subsequently affirmed and adopted by the Academic Senate, Classified Senate and Equity Action Council, and is now included in the College’s governance handbook as a model for mutually meaningful participation in shared governance for students and all members of the College community. (Handbook: [https://www.deanza.edu/gov/documents/DAC-Governance-Handbook-2022-1024.pdf](https://www.deanza.edu/gov/documents/DAC-Governance-Handbook-2022-1024.pdf))

Analysis and Evaluation
De Anza meets this standard. The College has clear policies and procedures that provide for participation of faculty, classified professionals, administrators and students in a shared governance process that includes campus planning, program evaluation and budgetary decisions. Each of the major constituencies on campus are represented on a host of advisory committees as well as shared governance groups on campus.

De Anza has recently reaffirmed its commitment to include all college constituents in its decision-making process. The new shared governance leadership model requires that most committees be led by the tri-chair model with an administrator, faculty member and classified professional each serving as a chair. Most committees also include at least one seat for a student representative, as outlined in the governance handbook.

Additionally, DASG is in the process of restructuring and is striving to secure funding to compensate their members and representatives for the hours of work required of them each quarter.

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.

Evidence of Meeting the Standard
A new shared governance model was accepted by the College Council and College President in 2022. It includes a new, more transparent, and less siloed process for budget allocations, which De Anza began implementing in the 2022-2023 academic year with the inauguration of the Resource Allocation and Program Planning Committee (RAPP) and Budget Advisory Committee (BAC). (Shared Governance Proposal: https://www.deanza.edu/gov/college_council/documents/De%20Anza%20College%20Shared%20Governance%20Proposal-2.pdf; RAPP: https://www.deanza.edu/gov/rapp/index.html; BAC: https://www.deanza.edu/gov/bac/)

RAPP is tri-chaired by a college Vice President, the Academic Senate Vice President, and a member of the Classified Senate. Its membership includes equal representation from administrators, faculty, classified staff and students, as well as representatives from the Equity Action Council (EAC) and each of the college’s racial affinity groups. (RAPP membership: https://www.deanza.edu/gov/rapp/membership.html)

Faculty members and administrators also serve with students and classified professionals on BAC, which has two administrative co-chairs as well as a faculty vice-chair and classified vice-chair. (BAC Membership: https://www.deanza.edu/gov/bac/members.html)

RAPP and BAC work together to forward recommendations to the College Council, which also has a tri-chair structure. The College Council then makes a final recommendation on budget allocations and program planning to the President. (RAPP Charge: https://www.deanza.edu/gov/rapp/charge.html; BAC Charge: https://www.deanza.edu/gov/bac/; College Council Membership: https://www.deanza.edu/gov/college_council/members.html; College Council Charge: https://www.deanza.edu/gov/college_council/about.html)

Important work is also performed by advisory groups that draw membership from all major constituencies. These advisory groups include the Campus Facilities Team, Campus Center Advisory Board, Guided Pathways Core Team, and Technology Committee. When needed, additional working groups or task forces are created. (Campus Facilities: https://www.deanza.edu/gov/campus_facilities/; Campus Center Advisory Board: https://www.deanza.edu/gov/campus-center-advisory/; Guided Pathways Core Team: https://www.deanza.edu/guided-pathways/core-team/index.html; Technology Committee: https://www.deanza.edu/gov/techcommittee/)

Analysis and Evaluation
The College meets this standard. Institutional policies and procedures describe the roles for faculty and administrators, as well as classified staff and students, in shared governance, including an extensive and newly reimagined process for planning and budget development. Administrators, faculty members and classified professionals all have a substantial voice in the institutional policies, planning, and budgeting that relate to their areas of responsibility. In particular, College Council, tri-chaired by an administrator, faculty member, and classified professional, is the final committee to review and approve recommendations from the shared governance committees and make recommendations to the President.
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.

Evidence of Meeting the Standard

The faculty at De Anza College has a leading role in developing and revising curricula. Members of the Curriculum Committee include a faculty cochair, administrative cochair, faculty vice chair, representatives from faculty in each division, a representative the Faculty Association (FA), and a dean from an academic division. (Curriculum: [http://dilbert.fhda.edu/curriculum/](http://dilbert.fhda.edu/curriculum/))

The Curriculum Committee has primary responsibility for reviewing curriculum to ensure that it is academically sound, comprehensive and responsive to the evolving needs and multiple perspectives of the community. Each course curriculum is developed and revised through a shared, multi-step process involving faculty members in the relevant discipline, other faculty members from the division and the College, curriculum specialists, and deans. Faculty members who generate a course outline remain primarily responsible for the content of the course. Members of the Curriculum Committee review courses and evaluate the course outlines for quality and compliance with Education Code regulations, such as credits and hours, transferability, general education requirements, objectives, methods of instruction, course assignments, methods of evaluations, and textbooks and learning materials. (Curriculum: [http://dilbert.fhda.edu/curriculum/](http://dilbert.fhda.edu/curriculum/))

Faculty members also play a vital role in the program review process through annual program review, Council for the Advancement of Standards in Higher Education (CAS) standards, and the review and revision of Student Learning Outcomes (SLOs), all of which help drive the broader evaluation and planning efforts of the campus. As part of our collegewide shared governance review and improvement, the newly formed Resource Allocation and Program Planning Committee (RAPP) is working to update and improve our program review process to make it more equitable campuswide for both instructional and non-instructional departments and programs. (Program Review: [https://www.deanza.edu/ir/program_review.21-22/index.html](https://www.deanza.edu/ir/program_review.21-22/index.html); SLOs: [https://www.deanza.edu/slo/](https://www.deanza.edu/slo/); RAPP: [https://www.deanza.edu/gov/rapp/index.html](https://www.deanza.edu/gov/rapp/index.html))

De Anza’s four strategic initiatives – Outreach, Student-Centered Instruction and Services, Civic Capacity for Community and Social Change, and Retention – are outlined in the 2022-2027 Educational Master Plan (EMP), which was reviewed and approved by all major shared governance groups at De Anza. These four initiatives were developed under the umbrella of our expansive Guided Pathways program, which includes villages, meta-majors, and degree and transfer maps. (EMP: [https://www.deanza.edu/emp/documents/Educational-Master-Plan-2022-2027-FINAL.pdf](https://www.deanza.edu/emp/documents/Educational-Master-Plan-2022-2027-FINAL.pdf); Guided Pathways: [https://www.deanza.edu/guided-pathways/](https://www.deanza.edu/guided-pathways/))

As we move forward, we will continue to rely heavily on Guided Pathways as we focus on student success, with a commitment to equity at the core of all we do. Our Guided Pathways program is led by two faculty co-coordinators, faculty and classified staff on village launch teams, and students in the Student Working Advisory Group (SWAG). (Villages: [https://www.deanza.edu/guided-pathways/teams/villages-faqs.html](https://www.deanza.edu/guided-pathways/teams/villages-faqs.html); SWAG: [https://www.deanza.edu/guided-pathways/swag.html](https://www.deanza.edu/guided-pathways/swag.html))

Analysis and Evaluation
De Anza College meets this standard. The college has policies and procedures that provide a major role for faculty in recommending, developing, evaluating and approving curriculum, as well as appropriate roles for academic administrators. Additional innovative student support is provided by De Anza’s extensive Guided Pathways initiative, led by faculty, classified staff and administrators.

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.**

**Evidence of Meeting the Standard**
While the Foothill-De Anza (FHDA) Community College District Board of Trustees has ultimate responsibility for district policies, it willingly consults collegially with the Academic Senate on academic and professional matters. Board Policy 2223 establishes that the faculty members of the Academic Senate participate in governance structures as related to faculty roles as well as the processes for institutional planning and budget development and identifies areas in which the district places primary reliance on faculty consultation and additional areas designated for joint development.  
(BP 2223: https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9MB5ZA767E97)

Board Policy 4190 further provides that “faculty members have the principal right and responsibility to determine the content, pedagogy, methods of instruction, the selection, planning and presentation of course materials, and the fair and equitable methods of assessment in their assignment in accordance with the approved curriculum and course outline and the educational mission of the district, and in accordance with state laws and regulations”. Additionally, Board Policy 4020 outlines the primacy of the role of faculty in curriculum development and review.  

Board Policy 2224 ensures that classified staff can influence the deliberative process and encourages improved policies and recommendations in District and College governance bodies. Board Policy 2222 recognizes that students have access to governance mechanisms that allow them to express their opinions at both College and District level and provide membership on governance committees.  

**Analysis and Evaluation**
The college meets this standard. Through its system of shared governance, De Anza College and the FHDA District have policies and procedures that enable participation, dissemination of information and the consideration of relevant perspectives from all major campus constituencies. This is the basis for collaborative work and timely action on curriculum, planning, budget matters and other policy issues.

6. **The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.**

**Evidence of Meeting the Standard**
Campus goals and priorities are communicated through the College website, collegewide emails, various newsletters, occasional town hall meetings, and the annual campus Opening Day event. (De Anza Home Page: https://deanza.edu/; Messages from President: https://www.deanza.edu/president/messages.html; Campus News: https://www.deanza.edu/news/;
Messages to Students: [https://www.deanza.edu/students/messages/](https://www.deanza.edu/students/messages/).

The ongoing shared governance review process has been well documented on its own website. (Governance Review: [https://www.deanza.edu/gov/review/](https://www.deanza.edu/gov/review/))

The Classified Senate, Academic Senate, De Anza Student Government (DASG), Resource Allocation and Program Planning Committee (RAPP), Budget Advisory Committee (BAC), College Council and other governance groups all maintain publicly accessible websites with meeting dates, agendas and links to relevant material discussed in each meeting. (Classified Senate meetings: [https://www.deanza.edu/gov/classifiedsenate/meetings/](https://www.deanza.edu/gov/classifiedsenate/meetings/); Academic Senate meetings: [https://www.deanza.edu/gov/academicsenate/meetings/index.html](https://www.deanza.edu/gov/academicsenate/meetings/index.html); DASG meetings: [https://www.deanza.edu/dasg/agendasminutes/](https://www.deanza.edu/dasg/agendasminutes/); RAPP meetings: [https://www.deanza.edu/gov/rapp/meetings/index.html](https://www.deanza.edu/gov/rapp/meetings/index.html); BAC meetings: [https://www.deanza.edu/gov/budget-task-force/meetings.html](https://www.deanza.edu/gov/budget-task-force/meetings.html); College Council meetings: [https://www.deanza.edu/gov/college_council/meetings/](https://www.deanza.edu/gov/college_council/meetings/)

In addition, both the Academic Senate and the College Council have instituted a process of written report outs at their meetings. These reports are regularly updated by constituent representatives in the body, and the document is then distributed to committee members at meetings so they can easily share relevant information back to their own constituencies. (Academic Senate meetings: [https://www.deanza.edu/gov/academicsenate/meetings/index.html](https://www.deanza.edu/gov/academicsenate/meetings/index.html); College Council meetings: [https://www.deanza.edu/gov/college_council/meetings/](https://www.deanza.edu/gov/college_council/meetings/))

In 2021, the Classified Senate began maintaining a SharePoint notebook to gather news from the various areas that staff represent. These report outs make it easy to disseminate information to all staff, so guiding students to appropriate services is easier. They also ensure that although only one Senator may be on a given decision-making committee, everyone who wishes to be informed about that committee’s progress and decisions can be. (Classified SharePoint: [https://fothilldeanza.sharepoint.com/sites/ClassifiedSenate2021-20222/ Layouts/15/Doc.aspx?sourceDoc=e6c709ef-0dde-42ef-a882-8078725c8881&action=edit&wd=1](https://fothilldeanza.sharepoint.com/sites/ClassifiedSenate2021-20222/ Layouts/15/Doc.aspx?sourceDoc=e6c709ef-0dde-42ef-a882-8078725c8881&action=edit&wd=1))

**Analysis and Evaluation**

The College meets this standard. Documentation and communication of decisions made by governing groups is a standard part of each committee’s processes. Regularly updated, clearly designated websites inform interested parties across the institution and throughout the community and archive the decisions and recommendations of each of the governance groups.

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.

**Evidence of Meeting the Standard**

The College regularly evaluates its governance and decision-making policies and procedures and shares those results for use as the basis for improvement. Through annual shared governance assessment
surveys, each governance group reflects on its outcomes for the year, plans for the following year, and assesses and identifies potential improvements for communication with their constituents. These results are posted on the publicly accessible Office of Institutional Research and Planning (IR) website, included in the annual Educational Master Plan (EMP) Update, and used to inform De Anza’s planning processes. (Governance Reflection: https://www.deanza.edu/gov/planning/document/AnnualGovernanceReflectionsSurvey_2022.pdf; EMP Update: https://www.deanza.edu/emp/historic/documents/EMP_2015-2020_Update_2019.pdf; IR: https://www.deanza.edu/ir/)

Information about institutional performance is available to the public via quarterly and annual reports and updates, which are posted on the IR webpage. Information from these reports is a regular part of campus decision-making. In addition, IR makes frequent presentations on new data and reports. (IR: https://www.deanza.edu/ir/)

The processes for De Anza’s institutional evaluation – including Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), Student Services Learning Outcomes (SSLOs) and Administrative Unit Outcomes (AUOs) – are described the SLO website and used in program reviews. (SLOs: https://www.deanza.edu/slo/)

Further evaluation of College programs and services is conducted through the program review process, learning outcomes assessments, and institutional effectiveness reports. These evaluations are used to identify areas where improvement is needed and to develop remedies to strengthen those areas. (Program Review: https://www.deanza.edu/ir/program_review.21-22/index.html; Institutional Metrics: https://www.deanza.edu/emp/historic/documents/Institutional%20Metrics.pdf)

In Summer 2020 the President invited all members of the College community to complete a collegewide governance survey. The results of this internal investigation were shared on the College governance website. Following these survey results, the College Council determined that a full review of the shared governance structure and processes needed to take place and formed a Shared Governance Taskforce. (Survey Results: https://www.deanza.edu/gov/review/documents/Governance-Survey-Fall-2020.pdf; Governance Review: https://www.deanza.edu/gov/review/)

The Taskforce proposed new shared governance structure to the College Council, which approved it for recommendation to the President in Spring 2022. In Fall 2022, the proposal was put into action. (Governance Review: https://www.deanza.edu/gov/review/; Shared Governance Proposal: https://www.deanza.edu/gov/college_council/documents/De%20Anza%20College%20Shared%20Governance%20Proposal-2.pdf)

The Taskforce also put forward recommendations on improved processes for training and onboarding, better inclusion of student voices, and better documentation of processes and procedures for all shared governance groups. This is ongoing work, and we are at the initial stages of many of these planned improvements, but we will continue to strive to make our shared governance system more equitable, inclusive and effective. (Shared Governance Proposal: https://www.deanza.edu/gov/college_council/documents/De%20Anza%20College%20Shared%20Governance%20Proposal-2.pdf)
Analysis and Evaluation
The College meets this standard. De Anza regularly evaluates its governance and planning processes and uses those evaluations to make needed improvements. De Anza has demonstrated exceptional commitment in recent years to evaluating and improving its shared governance structures and processes through the formation of the Shared Governance Taskforce, and the ongoing implementation of its proposal.

Prior to the Taskforce’s evaluation and reorganization efforts in De Anza’s shared governance, representatives from Classified Senate were able to represent their constituents on most planning committees but did not have substantial leadership roles. Now, Classified Senators can operate as a tri-chair on most governance and planning bodies, thereby giving them equal representation in the governing process. This increased involvement from classified professionals benefits everyone, especially students.

Conclusions on Standard IV.A: Decision-Making Roles and Processes
De Anza has always valued shared and participatory governance, but that does not mean that we have always implemented it effectively. Thanks to serious collegewide self-evaluation and an intense effort by our Shared Governance Taskforce and the entire College to reimagine what effective governance can look like at our College, De Anza has made great strides in recent years to make our governance structures, roles and processes more clear, effective, equitable, and welcoming to all members of the College community. We are especially proud of how hard we continue to work to ensure that all voices, students and classified staff as well as faculty and administrators, are heard and valued in all our decision-making processes.

Leadership contributions are valued, be they from administrators, students, faculty or classified staff. The roles of governance bodies are clearly established in the District Board Policies and College governance handbook, and the College is working to improve documentation and clarity of members’ roles within those bodies as part of our shared governance review efforts. Communication from and between all governance and decision-making bodies is clear throughout the college’s website.

Due to the President’s and Trustees’ resounding affirmation of the Classified Senate’s full role in shared governance, classified professionals are highly motivated to contribute to the College’s decision-making bodies. Examples include classified staff volunteering to assist in drafting districtwide plans and involving themselves in choosing future leaders on hiring committees.

Improvement Plan(s)
[Insert response if applicable.]

Evidence List
[This will be compiled from the above links by the Communications team]
B. Chief Executive Officer

[Note: Suggested length for Standard IV.B is 5 pages.]

1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

As the College’s chief executive officer, the president provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. Foothill-De Anza Board Policies and Administrative Policies outline the organizational structure of the president in administrative policy 3100 (AP 3100: https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U5PUR6583E5#) which prescribes that each college will be run by a college president. The presidents and vice chancellors are directed to establish organizational charts that delineate the lines of responsibility within their organizational units.

Regarding the president’s role in shared governance, the president is the tri-chair of College Council which approves faculty hiring as recommended by the Instructional Planning and Budget Team and votes on resource allocations as recommended by the three planning and budget teams. All collegewide policies, procedures or reports are brought to College Council for final approval, and thus the president has direct influence over institutional planning and effectiveness. As the tri-chair, the president ensures that College Council is well informed of all issues affecting the College. College Council receives regular reports from each of the shared governance committees that have an impact on college planning (Governance report out example: https://docs.google.com/document/d/16dZZ2FNveNoaszb4KmFGc30KM_ivmQQW3crRpbvRH Mk/edit). Additionally, as College Council is comprised of a member of each of the shared governance committees, the president is responsible for communicating relevant information from the college to the Chancellor and Board to the College community.

The president is a permanent member of the College Planning Committee (CPC), which is responsible for the reviewing and advising the college mission, vision and values and for developing other key planning documents including the Educational Master Plan and overseeing the accreditation process (CPC membership: https://www.deanza.edu/gov/planning/membership.html). The CPC also annually reviews and makes recommendations to College Council on performance metrics for student learning through the review of its institutional goals and corresponding metrics. The president’s role in institutional effectiveness is codified in administrative policy 3255 (AP3255: https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U5PUR6583E5#) which directs each college, under the leadership of the college president to develop goals that address the college’s accreditation status; fiscal viability; student performance and outcomes; and programmatic compliance with state and federal guidelines. The president continually engages with the Office of Institutional Research and Planning to ensure collegewide data are available, accurate and used to improve student learning and outcomes.

The president provides leadership in selecting and developing personnel as defined in board policy as evidenced by his participation in nearly all final hiring interviews for full-time faculty positions and all administrative positions, as outlined in board policy 4100 (BP 4100: https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U5PUR6583E5#) which outlines the
hiring process for the college and establishes the role of the President as the final recommendation of all employees to the Chancellor from the President, then to the Board for employment.

The president provides effective guidance in budgeting by remaining committed to the College’s goals as defined in the Educational Master Plan, and as informed through data,

**Analysis and Evaluation**
[Insert response.]

2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

**Evidence of Meeting the Standard**
The president of De Anza College plans, oversees and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The president accomplishes this work through the delegation of authority to administrators which includes three vice presidents in the areas of Instruction, Student Services and Academic Services and two associate vice presidents in the areas of Instruction and Communications and External Relations (Senior Staff Organization: https://www.deanza.edu/president/orgchart.html).

The president delegates responsibility to the vice presidents and associate vice presidents who are responsible for providing leadership and oversight to their respective division or unit. The president assures accountability to both the college and its mission through regular meetings with senior staff. This administrative structure is organized to uphold the mission of the college (Organizational Chart: https://www.deanza.edu/president/documents/DAC-Org-Chart-2022-0510.pdf).

In order to ensure the Board allocates the evaluation of administrators and faculty to the college in board policy 4145 (https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U5PUR6583E5#), as such, the president evaluates each vice president in accordance with board policy 4145, and each vice president evaluates administrators and faculty in their respective areas.

The president serves as a tri-chair of the College Council which is the primary recommending body which is charged with discussing, reviewing and recommending all college efforts to the president including policy development matters pertaining to planning, budgeting and accountability as well as curriculum, enrollment and facilities (College Council Charge: https://www.deanza.edu/gov/college_council/about.html)

**Analysis and Evaluation**
The president relies on the senior staff and the college’s shared governance process for input and recommendations, however, the president is responsible for final decisions that align with the College mission and maintain integrity in all college programs.

The president effectively plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. When appropriate, the president delegates authority to administrators and others consistent with their responsibilities. To support college efforts the vice president of instruction is supported by nine deans. The vice president of student services is supported by two deans. The vice president of administrative services is supported
by a director of college operations. In the past few years the college added two administrative dean positions dedicated to oversee equity and engagement as well as Career Technical Education and Workforce Development.

3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:
   • establishing a collegial process that sets values, goals, and priorities;
   • ensuring the college sets institutional performance standards for student achievement;
   • ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
   • ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
   • ensuring that the allocation of resources supports and improves learning and achievement; and
   • establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Evidence of Meeting the Standard
The president guides improvement of De Anza’s teaching and learning environment through active leadership and engagement in college governance.

He maintains collegial processes for establishing values, goals and priorities through tri-chairing, with the president of the Academic Senate and president of Classified Senate, the ultimate body of shared governance at De Anza: College Council, which includes membership from the planning and budget teams, the Academic, Classified and DASB senates; faculty and staff unions and other representatives (College Council: https://www.deanza.edu/gov/college_council/about.html).

The president also serves as a permanent member of the College Planning Committee (CPC), providing guidance and support to major planning initiatives (CPC Membership: https://www.deanza.edu/gov/planning/membership.html). Each year, the CPC reviews the college’s goals and priorities, assesses performance in achieving Institutional Metrics and makes appropriate recommendations to College Council. In the course of the Seven-Year Integrated Planning and Resource Allocation Model, the CPC also reviews the mission, vision and values statements (Planning Quilt: https://www.deanza.edu/gov/planning/documents/Quilt_Chart_2022-27.pdf).

Through these bodies and the related shared governance process, the president is deeply involved in De Anza’s work to establish institutional performance standards for student learning. As part of the planning process, the CPC updated the Institutional Metrics for the Educational Master Plan (EMP) in 2022, and established ten institutional goals with corresponding metrics (Institutional Metrics: https://www.deanza.edu/emp/historic/index.html). An equity plan reimagined (Equity Plan Reimagined: https://www.deanza.edu/equity-plan/) – was integrated into the EMP, which includes key areas of focus for the college to engage in over the next five years to meet its equity goals.

The president has communicated the importance of a culture of evidence and a focus on student learning by promoting from the outset development of the Student Learning Outcomes (SLO) process (Student Learning Outcomes: https://www.deanza.edu/slo/). In addition, the president plays a key role
in the planning and budget process, which is based on program review and the assessment of learning outcomes. As the president is tri-chair of College Council, which must vote on all resource requests, he is deeply involved in those discussions and decisions.

In promoting a culture of evidence, the president works closely with the Office of Institutional Research and Planning. He has requested that the research office conduct surveys and other research aimed at better understanding the learning needs of De Anza’s student population (Institutional Research: [https://www.deanza.edu/ir/research/index.html](https://www.deanza.edu/ir/research/index.html)). With the president’s leadership, De Anza has developed extensive mechanisms to closely link institutional research with planning and resource allocation, through requiring program review and guiding the work of the CPC. The CPC also worked closely with the Office of Institutional Research and Planning to ensure that high quality research and analysis of external and internal conditions were reflected in the EMP. The EMP and metrics were shared through the governance process and approved by College Council (College Council Meeting, June 9, 2022: [https://www.deanza.edu/gov/college_council/meetings/2022-06-09SP.html](https://www.deanza.edu/gov/college_council/meetings/2022-06-09SP.html)). A review of Institutional Metrics is shared with College Council on an annual basis.

Through the CPC and College Council, the president is actively involved in both long- and short-term planning and resource allocation. The program review process, which is linked to student success, equity and closing the achievement gap, directly informs the planning and budget process. Instructional departments must develop plans to narrow any equity gaps in enrollment and/or success for disproportionately impacted student groups as part of the program review and resource allocation process.

**Analysis and Evaluation**

The president guides the improvement of teaching and learning through established policies and procedures. He chairs College Council and is an active member of the College Planning Committee; in addition, he interacts with the planning and budget teams to support their work toward attaining a high standard of student achievement and learning.

The president was a key participant in the creation of the Educational Master Plan, which relied on a comprehensive review of internal and external data to reaffirm De Anza’s mission and update the Institutional Metrics that are the basis for strategic initiatives, as well as future planning, evaluation and growth. In addition, the president collaborates in establishing priorities for resource allocations annually, based on input from the planning and budget teams.

4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

**Evidence of Meeting the Standard**

The president has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. The president in 2012 assigned the responsibilities of accreditation liaison office (ALO) to the college researcher. The president meets and communicates with the ALO to regularly. The president is also a
permanent member of the College Planning Committee (CPC), which serves as the accreditation steering committee during the accreditation process (CPC Charge; middle of page: https://www.deanza.edu/gov/planning/), which is embedded within the seven-year integrated planning and resource allocation model (Planning quilt: https://www.deanza.edu/gov/planning/documents/Quilt_Chart_2022-27.pdf).

The president ensures faculty, staff and administrative leaders have responsibility for assuring compliance with accreditation requirements through the writing team assignments for the Institutional Self-Evaluation Report. In fall 2022, the CPC took on the role of Accreditation Steering Committee, with responsibility for guiding the college through the self-evaluation process and site visit. Each shared governance group was assigned a standard closely aligned with the committee’s area of responsibility (Standard Assignments; bottom of page: https://www.deanza.edu/accreditation/2023-iser.html). As each governance group includes representatives from the major constituency groups on campus, all constituencies have been involved in the process, with the oversight of the CPC/Accreditation Steering Committee.

Throughout the accreditation process, the president informed the Foothill-De Anza Community College District board of trustees about accreditation activities (Board Presentation, September 12, 2022, Item 16: https://go.boarddocs.com/ca/fhda/Board.nsf/Public). He also ensured there was ample opportunity for additional collegewide and public comment on the draft ISER through posting on the college website and holding collegewide events to review and comment on the draft ISER (ISER Event to share draft: ).

Analysis and Evaluation
The president of De Anza College takes the primary leadership role for accreditation, ensuring that the institution meets or exceeds the Eligibility Requirements, Accreditation Standards and Commission Policies. The president has been active in the college’s accreditation process, while sharing responsibility with the faculty, staff and administrative leaders for compliance with accreditation requirements.

5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard
The president attends the monthly Chancellor’s Advisory Council (CAC) meeting of representatives from the Foothill-De Anza Community College District and both colleges. The CAC is advisory to the chancellor, reviewing district recommendations and actions, policies adopted by the district board of trustees, administrative procedures and potential amendments to both policies and procedures (Chancellor’s Advisory Council: https://www.fhda.edu/_about-us/_participatorygovernance/A-chancellors-advisory-council.html).

The president is informed about statutes, regulations and board policies. He and senior staff are in regular contact with the California Community Colleges Chancellor’s Office. He is also a member of the statewide organization for community college CEOs, which provides access to information on pending changes or additions to state laws or regulations that could potentially affect the college. The president ensures implementation of relevant statutes, regulations and district policies by delegating the responsibility to the appropriate administrators and providing leadership and oversight.
Specifically, the vice presidents, associate vice presidents, deans and directors are responsible for ensuring that practices in their assigned areas are consistent with statutes, regulations and policies.

The president maintains appropriate control over budget and spending matters through his senior staff, particularly the vice president of Administrative Services. Resources are allocated through a process that relies on the planning and budget teams (PBTs), which are tri-chaired by the vice presidents and faculty and classified professional tri-chairs. Membership is composed of representative faculty, classified professionals, administrators and students. The PBTs use program review documents to ensure integrated planning and budgeting, keeping the college mission, values and strategic initiatives at the forefront. Recommendations are brought to College Council, also a shared governance group, which the president co-chairs. College Council votes on recommendations to the president, who has ultimate authority to implement the budget recommendations.

Analysis and Evaluation
The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures as he and his staff stay informed of state statutes, regulations and board policies, which are communicated to the campus as needed, to ensure they are followed by the college. Under the president’s leadership, the college implements an extensive system of shared governance, which develops key planning documents and budget recommendations to ensure the college is upholding its mission and values.

6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard
De Anza’s president communicates regularly with the on-campus community of students, faculty and classified professionals, as well as with off-campus communities served by the college. The president holds open meetings, speaks frequently at campus events and sends campuswide emails to communicate important information and discuss college issues (Messages from President: ). He also leads the welcoming program at the college’s annual Opening Day event. The president is committed to playing a role in maintaining the public presence of De Anza College, at the local, statewide, national and international level.

Locally, he maintains membership in
- Rotary Club of Cupertino
- Silicon Valley Higher Education Roundtable (SilVHER)
- Cupertino Chamber of Commerce

He is also active in several statewide groups
- Community College League of California (CCLC)
- California Community College CEO group
- John W. Gardner Center for Youth & Their Communities

In addition, he is active in these national organizations
- American Association of Colleges & Universities (AAC&U)
- AAC&U President’s Trust
- Community College Humanities Association
• Community Leadership Partnership (CLP)
• Imagining America, co-chair of President’s Council

On the international level, the president participates in the
• International Consortium for Higher Education, Civic Responsibility and Democracy
• Talloires Network (Civic Roles & Social Responsibilities of Higher Education)

Analysis and Evaluation
The president of De Anza College communicates extensively with the college community and with constituencies off campus. The president is also involved in a wide variety of local, state, national and international organizations.

Conclusions on Standard IV.B: Chief Executive Officer
[Insert response.]

Improvement Plan(s)
[Insert response if applicable.]

Evidence List
[Provide list of all evidence cited within Standard IV.B.]
Standard IV.C - Governing Board

Standard IV.C.1

1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

The Foothill-De Anza Community College District Board of Trustees is charged by California Education Code, Section 70902, with responsibility for establishing academic standards, approving courses of instruction and educational programs, and determining and controlling the operating and capital budgets of the District. Board policy and administrative procedures outline the role of the board [REF: BP/AP manual]. Board policy 2200 explicitly states the board, “carries out the philosophy, mission and priorities of Foothill-De Anza Community College District” [REF: BP 2200]. These responsibilities identifies students and their progress as the central purpose, and where the district is to support a climate that prioritizes teaching and learning. Additionally, the board has authority for the financial stability of the district. This responsibility includes adopting principles of sound fiscal management and requires, at a minimum, quarterly reports on the District’s financial and budgetary condition that are included as standing items on the Board’s adopted meeting calendar each year [REF: BP 3000; BP 3112].

In its support of the district mission and continuous improvement at the college, the governing board consults collegially with the academic senates on academic and professional matters and to ensure the joint development of policies in critical areas such as educational program development and program review. Following the recommendation of the Academic and Professional Matters Committee, which includes leaders of the college and district academic senates and administration, the board adopts policies on a wide range of matters, including curricular offerings, graduation requirements, and program discontinuance [REF: BP 2223].

The adoption of the 2022-23 budget is one example where the governing board ensures the financial stability of the District. Adhering to policy, the process starts with analysis of the Governor’s Proposed Budget, continued with the approval of the tentative budget, and concluded with a public hearing and the Board’s adoption of the budget. The presentations to the governing board that accompanied the tentative and adopted budgets provided detailed information and multi-year projections that allowed trustees and the public to understand the factors affecting funding and to consider planning strategies [REF: BP 3100; BP 3110; Tentative Budget Approval; FY23 Budget Adoption].

Analysis and Evaluation

Foothill College meets the Standard. As established in policy and documented in practice, the Foothill-De Anza Community College District Board of Trustees has authority over and responsibility for regularly reviewed policies that ensure the
academic quality, integrity, and effectiveness of student learning programs and services and the financial stability of Foothill College.

Standard IV.C.2

2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard
The Board of Trustees pledges in its philosophy statement, “to work together on behalf of our community in a spirit of cooperation and collaboration.” The pledge is underscored in the Board’s code of ethics policy, which requires trustees to “work with fellow Board members in a spirit of harmony, respect and cooperation, acknowledging that differences of opinion will arise,” “base personal decisions upon all available facts in each situation, vote honest conviction in every case, and respect the final majority decision of the Board,” and “remember at all times that an individual Board Member has no legal authority outside the meetings of the Board and conduct all relationships with the college staff, students, local citizenry and media on the basis of that fact.” [REF: BP 2200; BP 2715]

While the governing board does not always vote unanimously, trustees accept and support the decision of the majority. The Board’s own self-evaluation reflects an unanimous opinion that trustees are adhering to the philosophy statement and to the code of ethics statements that relate to collective action [REF: Board Self-Eval Agenda Item; Board Self-Eval Summary 2021-22]. The Board’s commitment to this ethos is reflected in the adoption of a resolution changing from at-large to trustee area elections and the approval of a final trustee area map plan and sequence of election. The minutes of the meeting reflect debate over the final map plan and sequence of elections. The final vote was not unanimous; however, following the vote, individual trustees have acted in support of the Board’s collective decision [REF: Transition to Area Elections; ADD 02/14/2022 MINUTES SCREENSHOT (ITEM 14)—ALREADY UPLOADED INTO CANVAS].

Analysis and Evaluation
The governing board has adopted policies that acknowledge its responsibility to act as a collective entity. The Board demonstrates support for its policies and decisions and meets the high standards set for the conduct of its members included in its philosophy and code of ethics.

Standard IV.C.3

3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard
The Board has clearly defined policies for the selection and evaluation of the District chancellor. Board policy 2431 states that, “in the event of a Chancellor vacancy the Board shall establish a search process to fill the vacancy” [REF: BP 2431]. When a chancellor vacancy does occur, the governing board will adopt a timeline for a
nationwide search; and approve the search committee composition, the committee charter, and the search profile [REF: Search Timeline & Committee Charter; Search Committee Roster; Search Profile].

Board policy requires that the chancellor be evaluated at least annually based on criteria established by board policy, the chancellor job description, and performance goals and objectives developed jointly between the chancellor and Board [REF: BP 2435]. Institutional performance is a key indicator of the chancellor’s success in performance of duties. An example of this expectation is the requirement that the chancellor align goals with the Board’s equity and student success priorities and report to the Board on progress in meeting the goals at least twice per year.

The governing board meets in closed session at the beginning of each fiscal year to conduct a written evaluation of the chancellor and to set performance objectives related to the goals and mission of the district. A mid-year evaluation is generally scheduled in February. The chancellor’s annual and mid-year evaluations and progress reports related to the Board’s priorities are included as part of the Board’s comprehensive meeting calendar approved in August of each year [REF: BOT Calendar: Feb & Sept; BOT Minutes 08/02/21 – REPLACE LANDING PAGE LINK WITH MINUTES—ALREADY UPLOADED IN CANVAS; BOT Minutes 02/14/22 – REPLACE LANDING PAGE LINK WITH MINUTES—ALREADY UPLOADED IN CANVAS].

Analysis and Evaluation
Foothill College meets the Standard. The governing board has clearly defined policies for the selection and evaluation of the chancellor. In keeping with the chancellor selection policy, a comprehensive, fair, and open process is established followed by the Board to select the next chancellor. A process for evaluating the chancellor is defined in policy, and the chancellor’s evaluation, which includes annual goal setting, is conducted in accordance with policy in the most recent academic year.

Standard IV.C.4

4. The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard
The Foothill-De Anza Community College District Board of Trustees is an independent, policy-making that reflects the public interest in the institution’s educational quality. The governing board consists of five publicly elected trustees selected by voters from five geographic areas, known as trustee areas, within the district’s boundaries and two student trustees, one from Foothill College and one from De Anza College, selected annually by the student body [REF: Trustee Area Map Adoption]. Citizens of the district are appointed to the Board’s Audit and Finance Committee and Citizens’ Bond Oversight Committee, and the Board has also taken the initiative to include community members on major search committees of the district, such as those for the chancellor and college presidents [REF: Chancellor Search Committee members].
The governing board has regularly reviewed policies that address conflict of interest, expectations for ethical behavior, political activity, and communication among board members [REF: BP 2710; BP 2712; BP 2715; BP 2716; BP 2720]. The conflict of interest policy requires trustees to disclose potential conflicts and prohibits trustees from financial interest in any contracts made by the Board. Trustees annually file a Statement of Economic Interests form required by the Fair Political Practices Commission and kept on file with the Santa Clara County Clerk of the Board of Supervisors and the District Chancellor’s Office.

Analysis and Evaluation
Foothill College meets the Standard. The Board of Trustees regularly encourages and enables citizens’ participation in board meetings and on appropriate committees. The Board is a strong advocate for the colleges, and trustees are actively involved in local, state, and national efforts to improve student success, strengthen legislation, and increase funding for community colleges. The Board is independent, with members elected by eligible voters who reside within five trustee areas, and it works to shield the colleges from undue influence and political pressure.

Standard IV.C.5

5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard
Board policy 4020 regarding program, curriculum, and course development states that “programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency.” [REF: BP 4020]. Board policies related to fiscal management, preparation of the budget, and reports on the District’s financial condition further define the governing board’s responsibility to safeguard the financial integrity and stability of the district [REF: BP 3000; BP 3110; BP 3112].

The District Strategic Plan includes priorities related to student achievement, learning and support services, and fiscal responsibility [REF: District Strategic Plan 2017-2023]. The plan incorporates priorities derived from the district mission and supported by goals and strategies aligned with the colleges’ educational master plans.

Minutes of governing board meetings provide evidence that the district adheres to its policies to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them board policy and that the Board bears ultimate responsibility for educational quality, legal matters, and financial integrity and stability. Curriculum and fiscal matters appear on agendas with regularity, conferences with legal counsel are included on closed session agendas when necessary,
and the governing board seeks and acts on the advice of legal experts in matters such as bond issuance and the California Voting Rights Act.

Analysis and Evaluation
Foothill College meets the Standard. The District’s governing board has established policies consistent with the District mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. Regular in-depth discussions regarding student achievement and resource allocation are conducted at governing board meetings, and institutional plans are approved by the Board. Board policies and meeting minutes provide proof that the governing board retains ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Standard IV.C.6

6. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard
The governing Board publishes an online Board Policy and Administrative Procedures Manual available to the public that is displayed prominently on the Board of Trustees section of the district website [REF: BP/AP Manual; BOT Website – ALREADY UPLOADED SCREENSHOT INTO CANVAS]. Chapter 2 of the manual includes policies specifying the Board’s size, duties, responsibilities, and operating procedures [REF: BP 2010; BP 2015; BP 2110; BP 2200; BP 2305; BP 2310; BP 2330; BP 2340; BP 2640].

Analysis and Evaluation
The Board makes its policies available to the public in an online Board Policy and Administrative Procedure Manual that includes policies defining the Board’s size, duties, responsibilities, structure, and operating procedures.

Standard IV.C.7

7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard
Foothill College meets the Standard. Minutes from each meeting of the Board of Trustees are posted on the governing board’s website and document decisions and actions that align with board policies. Examples include adherence to fiscal, public participation, and student services policies.

Board Policy 2410 indicates “policies of the Board may be adopted, revised, added to or amended at any regular board meeting by a majority vote. Proposed changes or additions shall be introduced not less than one regular meeting prior to the meeting at which action is
recommended.” The governing board conducts an annual self-evaluation assessing its efforts to support the district mission, uphold ethics and behave in manner consistent with policy and bylaw [REF: Board Self-Eval Agenda Item; Board Self-Eval Summary 2021-22].

The District has long held a contract with the Community College League of California (CCLC) for its policy and procedure service. The CCLC’s service provides policy and procedure templates that are vetted by legal counsel and updated twice per year to reflect changes in laws and regulations. Because the District’s policy numbering system and base policy structure differ significantly from the CCLC system, efforts at keeping policies and procedures up-to-date and relevant have met with limited success. For this reason, the District is in the process of systematically reviewing all policies and procedures [DO WE NEED TO CITE EVIDENCE HERE? MAYBE JUST A LIST OF THE BP/AP REVIEWED THIS YEAR?]. Despite consistent progress, the full review of all policies and procedures has been delayed by limited staff in the Chancellor’s Office, turnover of key personnel and committee members involved in policy review, and competing priorities.

Analysis and Evaluation
Foothill College meets the Standard. The governing board acts in a manner consistent with its policies as evidenced by meeting minutes. The Board has a process for the regular assessment of its policies in fulfilling the mission and revises them as necessary. Even with challenges faced with limited staff and personnel turnover, the District is prioritizing the review of all policies and procedures by methodically bringing each up for review at Chancellor’s Advisory Council, sharing with key constituencies for feedback, and seeking board approval on any revisions and updates.

Standard IV.C.8

8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard
The governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality. Progress reports on achieving these metrics that include numbers of College Promise Grant recipients, Pell Grant recipients, AB 540 students, associate degrees and credit certificates, four-year college and university transfers, completers of transfer-level math and English within the first year, completers of nine or more career education units, and alumni who have attained the regional living wage, are provided at the Board of Trustees retreat [REF: BOT Retreat Metrics Review]. Board policy 3250 charges the chancellor to seek board approval of institutional plans, a process that requires an examination of multiyear trends, institutional goals, and discussions about student learning and achievement data [REF: BP 3250; SEP 2019 BOT Approval; BOT Agenda SEP 2.0; BOT Agenda SEP 2022 – UPLOAD PDF OF BOT MINUTES FROM 12/12/22 IN PLACE OF LINK, ALREADY UPLOADED TO CANVAS]

Analysis and Evaluation
Foothill College meets the Standard. The governing board regularly reviews and discusses student performance data and sets aside time for in-depth examination of college plans for improving academic quality and student success.

**Standard IV.C.9**

9. **The governing board has an ongoing program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

**Evidence of Meeting the Standard**

The Board of Trustees has an ongoing program for board development that includes regularly scheduled study sessions; attendance at conferences, workshops and webinars related to effective trusteeship and advocacy; participation in college and districtwide professional development; and a comprehensive new trustee orientation. Governing board members complete sexual harassment and discrimination prevention training every two years and complete ethics training as part of orientation [REF: Discrimination/Harassment Training Email; 9/5/18 New trustee orientation email](https://foothilldeanza-my.sharepoint.com/:b:/g/personal/20139018_fhda_edu/EUOWjlcL0ChMiikfX3AZaUBE5qSr1X0BmMVRNi9LQbyw?e=Baq1qi) –THIS LINK DOES NOT WORK.

The annually approved meeting calendar includes scheduled retreats, and conference calendar, which lists conferences trustees are authorized to attend each year without separate advance approval [REF: BP 2740; BOT 2023 Calendar; BOT Conference Calendar]. Trustees provide a report of workshops and conferences attended during regular meetings [REF: BP 2735]. Trustees regularly participate in professional development opportunities offered by the colleges and district, including opening day activities and workshops. A special meeting was held for board members to learn about its role and responsibilities related to accreditation [REF: BOT ACCJC Training; ADD PDF OF ACCJC TRAINING MINUTES—ALREADY UPLOADED TO CANVAS].

Other ongoing training for board development include the opportunity for two trustees to participate in a yearlong Trustee Fellowship as well as the Trustee Fellowship Intersession Project, designed by the California Community Colleges Chancellor’s Office in partnership with the Aspen Institute College Excellence Program and Foundation for California Community Colleges [REF: 6/19/20 Trustee Fellowship agenda Trustee Fellowship Participant Agenda June 19 - IVC9.pdf; 7/24/20 Trustee Fellowship agenda Trustee Fellowship Participant Agenda - July IVC.docx].

All governing board candidates are provided with publications prepared by the Community College League of California related to California community college governance and a list of online resources to help them learn more about the District and its two colleges. Candidates are also invited to an orientation session that covered the mission of the District, opportunities and challenges, roles and responsibilities of the trustee, and district and college governance. The Board president, executive administrators, and faculty, staff, and student leaders gave brief presentations and answered questions...
during the orientation session, which was filmed and made available online to candidates unable to attend in person.

When a new trustee is elected, the orientation begins immediately upon confirmation and requires attendance at the Community College League of California’s Effective Trustee Workshop; completion of sexual harassment and discrimination prevention, ethics, and accreditation trainings; and review of materials relevant to the role of a trustee [REF: Candidate Orientation Invitation; New Trustee Orientation Email]. New student trustees are encouraged to attend the Community College League of California’s Student Trustee Workshop each August and other conferences throughout their terms of office.

Board members are elected to four-year terms pursuant to board policy 2100 Board Elections [REF: BP 2100]. In keeping with the policy providing for staggered terms, trustee areas 2 and 4 were elected in November 2022, and elections to fill trustee areas 1, 3, and 5 will be held in 2024.

Analysis and Evaluation
Foothill College meets the Standard. The governing board has a comprehensive process for trustee orientation and a documented commitment to board development. Formal policies provide for staggered terms of office and continuity of membership.

Standard IV.C.10

10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard
Board policy 2745 defines the governing board’s commitment to and process for annual self-evaluation [REF: BP 2745]. The Board has a consistent record of conducting its annual self-evaluation with full participation from all elected members. The evaluation instrument asks trustees to measure individual and collective performance related to the Board’s philosophy, mission, and ethics statements and to identify strengths, weaknesses, and ways to improve [REF: Board Self-Eval Agenda Item; Board Self-Eval Summary 2021-22]. In odd years, the governing board solicits feedback into its performance from the Chancellor’s Advisory Council, public members of the Citizens’ Bond Oversight Committee and Audit & Finance Committee, and the executive committee of the Foothill-De Anza Foundation Board of Directors. In 2021, feedback from the student trustees who served during the evaluation period was also included for the first time. When improvement suggestions are received, board retreat dates are scheduled to increase board effectiveness.

Analysis and Evaluation
Foothill College meets the Standard. The governing board has a defined process for board evaluation that is consistently applied. The evaluation includes assessment of the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness, both from the perspective of trustees and from stakeholders. Results of the annual self-evaluation are shared with the public during the July regular meeting, prior to the development and adoption of Board priorities in August.

Standard IV.C.11

11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER7)

Evidence of Meeting the Standard
The Board of Trustees has a long-standing code of ethics policy that clearly outlines the standards expected of all governing board members [REF: BP 2715]. The Foothill-De Anza Community College District is a public institution formed under state law and governed by a locally elected board of trustees. In accordance with state law and board policy, board members are prohibited from employment with the district and may not hold an incompatible office [REF: BP 2010].

The district’s governing board adopted the following conflict of interest policy that ensures governing board members disclose financial interests and do not financially benefit from decisions made by the governing board [REF: BP 2710; AP 2710]. Trustees routinely file annual statements of personal financial interest pursuant to the conflict of interest policy, the conflict of interest code, and the Political Reform Act. Statements of economic interest are kept on file in the district Chancellor’s Office and with the Santa Clara County Clerk of the Board of Supervisors.

Analysis and Evaluation
Foothill College meets the Standard. Trustees are elected by the public, prohibited from having employment or financial interest in the District, and disclose all potential conflicts. The governing board’s long-standing policies on both conflicts of interest and ethics demonstrate a deep and abiding commitment to the highest ethical standards. The governing body of the Foothill-De Anza Community College District complies with an established code of ethics, a conflict of interest policy, and relevant statutory law as to the conduct, notice and reporting of meeting actions and information.

Standard IV.C.12

12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and
holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard
Consistent with Board Policy 2430 Delegation of Authority to Chancellor, the Board of The governing board delegates the district chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action [REF: BP 2430]. The policy provides that the chancellor may delegate any powers and duties entrusted to them, including the administration of each college and center, but is specifically responsible to the Board for the execution of such delegated powers and duties. The chancellor is held accountable for the operation of the District through regularly scheduled performance evaluations [REF: BP 2435]. The chancellor is also empowered to reasonably interpret board policy. As such, board members will remind the public that the Board’s role is oversight, not creating plans for the colleges [REF: BOT Minutes – REPLACE THIS LINK WITH ACTUAL MEETING MINUTES WITH #18 HIGHLIGHTS—ALREADY UPLOADED INTO CANVAS].

Analysis and Evaluation
Foothill College meets the Standard. The governing board establishes policies that delegate authority to the chancellor to implement and administer Board policies and provide for a clearly defined separation between the roles of the governing board and CEO. The chancellor provides leadership for the District and implements and administers board policies without board interference. The governing board holds the chancellor accountable through an evaluation process documented in board policy and sets expectations for regular reports on institutional performance through policy and its adopted meeting calendar.

Standard IV.C.13

13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard
The Board of Trustees recognizes the importance of accreditation and its participation in the process [REF: BP 3200]. Trustees are provided the Commission’s “Guide to Accreditation for Governing Boards,” and a board liaison is appointed as part of the process [REF: BOT Agenda Accreditation Liaison]. New trustees are encouraged to view the “Accreditation Basics” resources on the Commission’s website as part of their orientation [REF: New Trustee Email]. The governing board held a special meeting to receive training from the ACCJC regarding the roles and responsibilities of the governing board related to accreditation [REF: Accreditation BOT Roles ; UPLOAD SPECIAL MTG MINUTES FROM 09/16/21—ALREADY UPLOADED INTO CANVAS]. Trustees also participated in a comprehensive review of the accreditation process that covered the purpose of accreditation, the accreditation cycle, components of the Institutional Self Evaluation Report, and team roles and timelines [REF: BOT Minutes ISER Presentation Item 16 – REPLACE THIS LINK]
The Board of Trustees is informed of the College’s accredited status and related ACCJC communication, and also reviews and approves all institutional accreditation reports [REF: BOT Midterm Rprt Approval].

**Analysis and Evaluation**
Foothill College meets the Standard. The governing board is informed and actively involved in the accreditation process, reviews, and approves all institutional accreditation reports, and assesses its performance using accreditation Standards.

**Conclusions on Standard IV.C. Governing Board**
The Foothill-De Anza Board of Trustees has a clearly delineated role within the District. Board policies identify the governing board’s authority over and responsibilities for policies that ensure student learning and achievement as well as the financial stability of the College. The governing board supports the allocation of resources that reflect the District and College mission and adequately support and sustain the College. Additionally, the board is responsible for selecting and evaluating the chancellor. A regular process for board evaluation is established and feedback is used to assess its own effectiveness in promoting and sustaining academic quality and institutional effectiveness. Ongoing training for trustee development on- and off-site provides professional development to improve board performance and with its staggered terms of office ensures leadership continuity. Board members are provided orientation and trainings on accreditation-related requirements, policies, and process, including the trustees’ role in the accreditation process.

In exercising its authority, the Board ensures policy development reflects public and student interests in educational quality. The Board regularly reviews policies and revises them as necessary. Recent efforts are leading to a more regular continuous process of review, especially as district staffing are stabilizing. The governing board’s role also includes reviewing key indicators of student learning and achievement along with institutional goals and objectives aimed at improving academic quality. The Board works collaboratively with the College to enact policies and initiatives to support equitable outcomes for all students as it approves institutional-level planning documents, such as the Educational Master Plan, Strategic Vision for Equity, Student Equity Plan, and Facilities Master Plan.

The governing board functions as an independent body and operates with integrity. Trustees are expected to uphold a code of ethics and conflict of interest policy that list consequences should these policies be violated. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.
Standard IV.D - Multi-College Districts or Systems

Standard IV.D.1

1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evidence of Meeting the Standard
The Foothill-De Anza Community College District chancellor establishes and communicates expectations of educational excellence and integrity through both direct and indirect channels of communication. The Chancellor convenes weekly Cabinet meetings with the college presidents, vice chancellors, senior advisor to the chancellor, and coordinator of communications and public affairs to set expectations and engage senior leadership in communicating expectations and setting priorities.

The effective operation of the college is supported through an organizational structure with multiple layers of reporting responsibility that ultimately culminate in the chancellor’s leadership and oversight. The related administrative procedure charges the college presidents and vice chancellors with determining the lines of management and supervisory responsibility within their operational units. [REF: Board policy 3100 Organizational Structure http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9MB5EN743F6C; Administrative procedure 3100 Organizational Structure http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TVP4E609F91]

Despite the delegation of authority, including the administration of each college, the chancellor carries executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board that necessitate administrative action. The chancellor is empowered to reasonably interpret board policy and to take action where Board policy does not exist or is lacking. The chancellor also must ensure compliance with relevant laws and regulations and that required reports are submitted in a timely fashion. [REF: Board policy 2430 Delegation of Authority to Chancellor http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9MFQTN60C8CE]

Regular meetings of the Board of Trustees, Chancellor’s Advisory Council, Academic and Professional Matters Committee, all administrators and supervisors, and senior administrators provide additional forums for the chancellor to provide leadership in setting and communicating expectations.

Open office hours held by the chancellor provide an opportunity to emphasize the district’s commitment to excellence, spotlight the work of the campuses, provide operational updates, and share important statewide and national educational trends in an informal format that allows attendees to feel comfortable speaking up and asking
questions. Traditionally held once per quarter on each campus, the open office hours were changed to weekly Zoom meetings at the start of the pandemic to facilitate communication and community. Throughout the pandemic, the meetings were routinely attended by 200-300 employees as well as students and community members.

These regular leadership meetings allow the chancellor to establish alignment between the colleges and district and provide a forum to openly discuss challenges and opportunities and come to agreement on recommendations for supporting the colleges, ensuring effective operations. The chancellor also conducts individual meetings with the college presidents and vice chancellors on a regular basis to ensure that roles and responsibilities are clearly communicated and that the district remains proactive in addressing emerging issues.

Analysis and Evaluation
Foothill College meets the Standard. The Foothill-De Anza Community College District chancellor communicates expectations for educational excellence and integrity and ensures support for effective college operations through regular and ongoing meetings and events across the district. She has established structurally sound and clear roles of authority and responsibility between the colleges and the district to ensure effective districtwide functioning.

Standard IV.D.2

2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard
The chancellor delineates, documents, and communicates operational responsibilities and functions of the district from those of the colleges and adheres to this delineation in practice. The district’s organizational structure administrative procedure outlines operational responsibilities for the district and delegates to the college presidents and the vice chancellors of Business Services, Human Resources & Equal Opportunity, and Technology the responsibility for delineating lines of management and supervisory responsibility within their organizational units. [Evidence: Board policy 3100 Organizational Structure http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9MB5EN743F6C; Administrative procedure 3100 Organizational Structure http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TVP4E609F91]

A delineation of functions map that clarifies responsibilities of the colleges and Central Services in meeting accreditation standards was developed in consultation with the vice chancellors and colleges and shared districtwide. The functional map was discussed with the Board of Trustees, as well as reviewed and accepted by the Chancellor’s Advisory Council.
The chancellor meets weekly with the college presidents and vice chancellors and at least once per quarter with the district and college senior to ensure adequate resources are deployed in support of the college missions.

Districtwide participatory governance groups facilitate communication between the district and colleges, provide a forum for expressing concerns about district services that support the colleges in achieving their missions, and act as a feedback mechanism to provide assessment of the effectiveness of district services. Districtwide participatory governance groups also are instrumental in developing and approving the districtwide plans that support the college missions.

The Chancellor advises on district plans including the district technology plan, the districtwide strategic plan, facilities, energy, and sustainability plans, which are designed to support the needs of the colleges, differentiate the responsibilities of the colleges and district, and provide data-driven metrics for measuring success.

To support the college missions, Central Services, which includes the Chancellor’s Office, Business Services, Human Resources, and Educational Technology Services, provides high-quality services to both colleges that serve to minimize costs, ensure consistency, and avoid duplication of effort.

Foothill-De Anza Community College District has allocated funds based on full-time equivalent students (FTES) using a 40/60 percent split of FTES produced annually. Foothill College receives 40 percent of the total revenue allocation for both colleges, and De Anza College receives 60 percent. Members of the District Budget Advisory Committee, Chancellor’s Cabinet, and the governing councils of Foothill and De Anza review the process regularly and have been considering changes to the allocation process as part of the district’s overall reimagining effort [REF: Resource allocation graphic (to be posted here once approved by the Chancellor’s Advisory Council) https://research.fhda.edu/planning.html; Board Priorities 2022-2023 http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&kid=CHB3UB088A41].

Beyond the metrics included in institutional plans and feedback received through the governance process, district services are assessed through a variety of surveys and reports. External auditors conduct an annual financial audit of all Foothill-De Anza’s funds, books, and accounts, and the district contracts for an annual performance audit of the bond
program and periodic performance audits [REF: Annual audited financial statements https://business.fhda.edu/financial-reports/index.html; Measure C and G financial and performance audit reports https://bonds.fhda.edu/annual-reports].

Other mechanisms in place to assess the effectiveness of district services include regular reports on risk management and environmental compliance services; the Measure G and C Citizens’ Bond Oversight Committee annual report, which provides an independent assessment of the District’s construction bond program; and surveys administered by Educational Technology Services and Facilities to determine user satisfaction with regard to help requests. [REF: 12/12/22 Board of Trustees meeting agenda item 25. 2022 Annual Risk Management Report http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=CJNSK472D88112/13/21; Board of Trustees agenda item 22. Environmental Compliance Annual Update http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=C9DPZ466FDD1); 3/13/23 Board of Trustees agenda item 2. 2021-2022 Citizens’ Bond Oversight Committee Annual Report http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=CPKVM98161B3]

Finally, each administrative unit evaluates its support for the institutional mission through administrative unit reviews that include an assessment of progress toward meeting goals related to the District Strategic Plan and a realignment of objectives supporting goals. [REF: Administrative unit reviews https://research.fhda.edu/planning.html; Chancellor's Office AUR].

Analysis and Evaluation
Foothill College meets the Standard. The chancellor has created an organizational structure that sets forth the authority of each operational unit and has cooperatively developed and widely shared a functional map that delineates operational responsibilities and functions of the colleges and the district. The district employs multiple data-driven measures to evaluate the effectiveness of district services and to ensure that the colleges receive adequate support in achieving their missions.

Standard IV.D.3

3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the college and district/system. The district/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard
The Chancellor ensures effective control of expenditures as outlined in policies that entrust the chancellor with overall responsibility for sound fiscal management, including the duty to “provide responsible stewardship of available resources; maintain fiscal planning processes that address short- and long-term educational missions, goals and objectives and include constituency input; maintain adequate cash and fund balance reserves to meet short-term and long-term needs, obligations and liabilities; and implement and maintain effective internal controls.” District budgets are required to plan for the “allocation of resources to instructional and support programs consistent with the District’s mission, goals and priorities” and reflect “a

Management, faculty, and staff are given appropriate opportunities to participate in and influence the development of college financial plans and budgets. When the district receives its state allocation, it is reviewed by many district and college groups before being allocated to the colleges and Central Services. The involvement of multiple college and district committees helps ensure that the process is fair, well understood, and reflects a realistic assessment of needs and priorities of each institution. [REF: Resource allocation graphic (to be posted here once approved by the Chancellor’s Advisory Council https://research.fhda.edu/planning.html]

The District Budget Advisory Committee, a districtwide participatory governance body, meets multiple times over the course of the year to discuss the current year and proposed budgets, resource allocation policies, and strategic issues. Committee members report back to constituent groups, and the chair provides periodic reports to the Chancellor’s Advisory Council.

Personnel resource planning is closely integrated with budget planning. The vice chancellor of Human Resources sits on the District Budget Advisory Committee with the vice chancellor of Business Services. Additionally, both vice chancellors serve on the Chancellor’s Advisory Council (CAC) with its districtwide constituency representation. [REF: District Budget Advisory Committee website https://www.fhda.edu/_about-us/_participatorygovernance/district-budget-advisory-committee-@dbac~/].

Analysis and Evaluation
Foothill College meets the Standard. The district and the two colleges follow standards of best practices that include establishing annual financial projections, issuing quarterly status reports on the financial and budgetary condition, maintaining adequate cash and fund balance reserves, following responsible investment practices, and maintaining a balanced budget. External auditors provide annual audit reports and have issued clean, unmodified opinions for more than a decade. To ensure a process that is fair, well understood, and realistic in assessing the needs of each college, the district follows a resource allocation process that is college-centered and provides opportunities for constituency review and feedback.

Standard IV.D.4

4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system
policies without interference and holds college CEO’s accountable for the operation of the colleges.

Evidence of Meeting the Standard
The chancellor has delegated full responsibility and authority to the college presidents to implement and administer delegated district policies without interference, and the delegation is documented in district policies and procedures. The chancellor is permitted by board policy to “delegate any powers and duties entrusted to him/her by the Board including the administration of each college and center” and required to “establish organizational charts that delineate the lines of responsibility and fix the general duties of employees within the District.” [REF: Board policy 2430 Delegation of Authority to Chancellor
http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9MFQTN60C8CE; Board policy 2100 Organizational Structure
http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9MB5EN743F6C]

The organizational chart developed by the chancellor and included in approved administrative procedure delegates the administration of each college to its president and requires the president to “establish organizational charts that delineate the lines of management and supervisory responsibility within their organizational units.” The delineations of functions map further documents the separation of District and College responsibilities. [REF: AP 3100; District Functional Map].

Analysis and Evaluation
Foothill College meets the Standard. Per Board policy 2430 Delegation of Authority to Chancellor The district chancellor delegates full authority and responsibility to the college presidents and holds the presidents accountable for the operation of the colleges. Per Administrative procedure 3100 Organizational Structure the college presidents implement and administer delegated board policies in a manner that ensures the quality and integrity of programs, excellent services to students, and financial stability to carry out the college mission.

Standard IV.D.5

5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard
Foothill-De Anza Community College District has established districtwide integrated processes for strategic, financial, facilities, and technology planning with the goal of optimizing excellence in student learning and achievement. Planning is integrated with resource allocation at the district level through the budget review process. District Strategic Plan priorities and goals are derived from the district mission statement and aligned with the goals articulated in the colleges’ educational master plans. The colleges and the district looks to the outcome metrics in their respective planning documents to determine the effectiveness of the integrated planning process. [REF: Planning cycle
At the college level the goals are developed through the respective governance groups. The integration of these goals with the District goals is documented in the district planning cycle with the district updating its plans immediately following the colleges to allow the colleges to establish their goals which may then be integrated into district plans (updated graphic to be posted here upon approval by Chancellor’s Advisory Council https://research.fhda.edu/planning.html). The District Strategic plan includes district goals as well as the integration of college goals (updated plan to be posted here upon approval by Chancellor’s Advisory Council and Board of Trustees https://www.fhda.edu/_about-us/planning-documents.html).

Responsible parties are assigned to oversee the district and college plans. Those parties are responsible for implementing the plans, collecting evidence of progress in attaining goals, and documenting activities and outcomes on an annual basis [REF: Refer to Standard I.C.5; District: ???]. The progress is shared annually with the college’s governance bodies [REF: Refer to Standard I.C.8; and the Board of Trustees (REF:???)].

Analysis and Evaluation
Foothill College meets the Standard. District and college planning and evaluation are integrated to improve student learning and achievement and institutional effectiveness, and the planning cycle allows for evaluation, reflection, and alignment between planning efforts. District plans are developed with districtwide participation and are linked with college plans.

District planning starts with the college plans and goals, incorporates the district mission and plans accordingly for district-led initiatives. This includes district-level program review, administrative unit outcomes and resource allocations, and district goal setting, implementation and evaluation. The District makes an effort to integrate college goals into district goals and align district goals with college goals when appropriate.

At the college level, each campus engages in its own planning cycle within the seven-year accreditation cycle which also includes a review and update of its mission, strategic planning, program review, student learning outcomes assessment, resource allocations and goal setting and evaluation. Each entity, college or district, oversees the respective plans, collect evidence, monitor implementation, evaluate achievement of goals, and share out progress on goal attainment.

Standard IV.D.6
6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard
The chancellor and vice chancellors ensure that communication between the district and colleges allows for effective operation of the colleges is timely, accurate, and complete to allow for effective decision making. Through weekly Chancellor’s Cabinet meetings, the Chancellor, college presidents, and vice chancellors work through complex, high-stakes issues that impact the effective operation of the colleges and District. The Chancellor holds monthly online office hours which are highly attended and provide a means of communication, leadership and guidance to the colleges, in addition to accurate and complete information to all employees. These office hours are placed on all employees Outlook calendars and are open to all employees and Trustees to attend. Traditionally held once per quarter on each campus, the open office hours were changed to weekly Zoom meetings at the start of the pandemic to facilitate communication and community. Throughout the pandemic, the meetings were routinely attended by 200-300 employees as well as students and community members. Chancellor’s Open Office Hour [REF: https://www.fhda.edu/_chancellor/chancellor_chat_links.html].

The Chancellor’s Advisory Council (CAC), serves as primary governance group for the District. As such, members serve as a conduit for cross-district communication on a wide variety of issues, represent the interests of their constituency and solicit feedback from their respective group. CAC’s membership includes the chancellor, college presidents, vice chancellors, and leaders of the academic and classified senates, employee groups, and student organizations, ensuring that all of the district’s constituencies are given the opportunity to participate in district decisions that impact the colleges and are provided relevant information for college decision-making in a timely manner. Agendas and minutes for CAC meetings are posted publicly. [REF: CAC Agendas/Minutes]. Reporting to the CAC are six districtwide committees: District Budget and Advisory Committee, District Diversity and Equity Advisory Committee, Educational Technology Advisory Committee, Energy and Sustainability Advisory Committee, Human Resources Advisory Committee, Police Chief’s Advisory Committee, and one task force on Affordable Housing.

In addition to districtwide participatory governance groups, other committees/workgroups meet regularly and provide a conduit for information sharing. The Academic and Professional Matters Committee, which includes the academic senate leadership from both colleges, the chancellor, the college presidents, and the college instructional vice presidents and associate vice presidents, is one such committee. Chancellor’s Cabinet, all administrators and supervisors, and senior administrators also meet regularly to support the flow of information critical to decision making and effectiveness.

Communication is reinforced and supplemented by the chancellor through selective messages, open office hours, District Opening Day gatherings, the district website, and districtwide informational meetings. [REF: Chancellor’s Messages to Faculty and Staff]
The District Governance Survey, conducted in spring 2017, 2019, and 2022, provides evidence that discussions in districtwide participatory governance committees are facilitated in a way that provides adequate opportunities for all constituency groups to participate and that the sharing of committee decisions/discussions occurs most often in person, by email, and in updates in committee meetings. [REF: FHDA Governance Survey Summary 2022](https://www.fhda.edu/_about-us/_participatorygovernance/_FHDAGovernanceSurveySummary2022.pdf)

**Analysis and Evaluation**

The organizational management structure of the District ensures timely, accurate and complete communication for effective operation of the colleges. Cabinet meetings provide a forum between the Chancellor, Vice Chancellor’s, and the college presidents to discuss operational policies, procedures, issues and challenges and develop a common management approach.

The Chancellor uses multiple means to disseminate information and gather feedback from all constituency groups through the open office hour, monthly CAC meetings, which meeting agendas and minutes are posted online. Other means include Opening Day presentations, All Administrator and Manager meetings, and emails directly from the Chancellor to all employees.

The CAC engages representatives from each college and the District, with representatives from each of the employment groups – including students -- and bargaining units to work on key operational areas in order to provide recommendations to the Chancellor. This governance structure with representatives from each campus, the district, and among each employee group and bargaining unit, ensures that information is timely (at least monthly), accurate (informed by the expertise of each member representing their area or constituency group), and complete (feedback and input is representative of all groups). The committee’s recommendations on policies and procedures are presented at the governing board for approval.

**Standard IV.D.7**

7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

**Evidence of Meeting the Standard**

Under the guidance of the chancellor, the district regularly evaluates the effectiveness of district and college role delineations, governance, and decision-making processes. District and college role delineations were evaluated and documented in the delineation of functions map developed in consultation with the vice chancellors and colleges and adopted by the Chancellor’s Advisory Council in spring 2023 [REF: District Functional Map](https://www.fhda.edu/_chancellor/InformationalSessions.html). The district
planning cycle provides a timeline for regular evaluation and revision of the strategic plans. [REF: District Planning Cycle].

The District Strategic Plan documents decisions made during a districtwide collaborative planning process that draws from and builds upon the colleges’ educational master plans, and the planning process affords the opportunity for the collective community to engage in analysis and discussion about integrating district strategies, goals, and metrics for tracking progress with college goals (Evidence: District Strategic Plan (updated plan to be posted here upon approval by Chancellor’s Advisory Council and Board of Trustees https://www.fhda.edu/_about-us/_planning-documents.html)).

The District Governance Survey, conducted in spring 2017, 2019, and 2022, shows general agreement that constituency groups are adequately represented in district participatory governance committees, roles and responsibilities of committee members are clear, the work of the committees effectively supports the mission of the district, discussions allow adequate opportunity to participate, and decisions are made in an appropriate manner [REF: FHDA Governance Survey Summary 2022 https://www.fhda.edu/_about-us/_participatorygovernance/_FHDAGovernanceSurveySummary2022.pdf].

Feedback received through participatory governance and Board of Trustees meetings on increasing effectiveness in governance and decision-making processes resulted in the creation of the Affordable Housing Task Force and the evolution of the Police Chief’s Advisory Council into a districtwide participatory governance committees [REF: 4/5/21 Board of Trustees meeting minutes item 12. Campus Safety Evaluation and Staffing IV.D.7 4-5-21 BOT minutes.pdf; 5/3/21 Board of Trustees meeting minutes item 15. Student and Employee Housing Prioritization IV.D.7 5-3-21 BOT minutes.pdf].

The districtwide reimagining process initiated in summer 2021 included a series of information gathering sessions in spring, summer, and fall 2022 that surfaced priority areas of developing a new budget allocation model, creating a District Enrollment Management Committee, and improving business processes and alignment between the colleges. As a result of the research findings, the District Budget Advisory Committee began a review of alternate approaches to budget allocation, and the District Enrollment Management Committee launched in winter 2023 [REF: 12/12/22 Board of Trustees meeting agenda item 13. Reimagining Initiative Update http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=CLPQN86969F2; Reimagining initiative website https://www.fhda.edu/_chancellor/_reimagining/]. [Does this link back to the Standard which asks about how it assists the colleges in meeting educational goals for student achievement and learning?]

Analysis and Evaluation
Foothill College meets the Standard. The district’s Institutional Research & Planning office conducts a survey to assess the college’s awareness of the District’s planning and decision-making processes. The results are used to inform the Chancellor about how well the District’s planning and decision-making processes are know and understood by constituencies.
Regular enrollment reports provide to the colleges by district Institutional Research & Planning reflect progress on enrollment targets. Review of these strategic metrics have occurred as part of the district reimagining effort.

[Other colleges talk about the strategic metric getting reviewed and reported out annually here, but we do not do this.]