Finance & College Operations PBT Accreditation Working Document

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MaryKay is still working on her sections.

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).

III.A Human Resources

III.A.1 The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

III.A.1.Q1 How does the institution develop hiring criteria?

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

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

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

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

III.A.1.Q6 What methods does the institution use to assure that qualifications for each position are closely matched to specific programmatic needs? What analyses and discussions have led the institution to agree on those needs?

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

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

III.A.1.Q9 How does the college decide whether an applicant is well qualified in the field of DE/CE? Has the institution formulated specific selection criteria?

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

**Description**

De Anza College assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

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

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. (5) Permanent jobs are normally advertised for a minimum of eight weeks with positions advertised locally, in professional publications, and online. Screening criteria and interview questions are developed by the search committee and approved by a trained Equal Employment Opportunity (EO) representative prior to reviewing applications. (6) (III.A.Q.1)

Faculty are integrally involved in the hiring of new faculty with numerous safeguards in place to assure 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 AP 4130 District Hiring Procedures. (1) Open faculty positions are determined by an annual ranking and prioritization of new faculty positions by the Instructional Planning and Budget Team (IPBT). (2) Search committees normally include a majority of tenured faculty who are experts in either the discipline being recruited or a closely related discipline. The Selection Committees is enacted after the Search Committee determines its final candidates and is generally composed of the President, the appropriate Vice President, the Search Committee chair, the Equal Opportunity Representative from the Search committee and as many faculty from the Search Committee as possible but at least one faculty member from the Search Committee. (6) (III.A.Q.2)

Positions are advertised in accordance with AP 4130 District Hiring Procedures - Recruitment and Advertising. (1) There are hiring procedures for each of the main employee groups on campus: faculty, part-time faculty, administrative, classified and temporary. Faculty and administrative positions are advertised for a minimum of six weeks, classified for a minimum of three weeks. HR to clarify. In unusual or extenuating circumstances, the time frame for faculty or administrative positions may be reduced to not less than four weeks with the approval of the President and the Vice Chancellor of Human Resources and Equal Opportunity. As the college is committed to finding the best possible candidates, as well as providing equal opportunity to a diverse candidate pool, position announcements are sent to colleges, universities and appropriate organizations related to the applicable discipline. Positions are advertised locally and in professional journals and related publications as recommended by the Search Committee, department faculty and the College President. In addition, department/program faculty and administrators may contact appropriate organizations to assist in identifying qualified candidates and to disseminate information regarding the position. (6) (III.A.Q.3)

The campus verifies the qualifications of its applicants and newly hired personnel in accordance with AP 4130 District Hiring Procedures and BP 4135 Faculty Hiring Qualifications. (1) Minimum application qualifications include a diversity statement, educational requirements, minimum qualifications, and any legal qualifiers established by Human Resources to comply with applicable federal, state and district regulations. (1) In addition, the state of California establishes minimum qualifications for every faculty discipline area and per BP 4135 faculty must meet minimum qualifications as established by the Statewide Academic Senate for California Community Colleges. (7) (III.A.Q.4)

The district Human Resources department checks equivalency of degrees from non‐U.S. institutions in accordance with AP 4130 District Hiring Procedures (1) and BP 4140 Equivalency (2) and BP 4135 Faculty Hiring Qualifications (3). Educational requirements are determined by the department/program in accordance with Education Code Section 87356. Additional desirable qualifications that are job related and support the responsibilities of the position may also be included; these qualifications are monitored by the Vice Chancellor of Human Resources and Equal Opportunity for adverse impact related to the needs of the position and district. (III.A.Q.5)

The College uses methods in accordance with AP 4130 District Hiring Procedures (1) and BP 4135 Faculty Hiring Qualifications (3) to ensure that the qualifications for each position closely match specific programmatic needs. Minimum qualifications or the equivalents as established by the Statewide Academic Senate and adopted by the Board of Governors of the California Community Colleges, are used by the department and/or program faculty to establish the minimum qualifications for each faculty position. (6) The position announcement may also include preferred qualifications that reflect education, experience, and expertise that would enhance an applicant’s ability to meet the unique requirements and responsibilities of the position and the needs of a diverse student population. After a rigorous interview process, comprehensive reference checks are conducted prior to the candidate being forwarded to the Selection Committee. (6) (III.A.Q.6)

The college adheres to AP 4130 District Hiring Procedures (1) to ensure that safeguards are in place to ensure that hiring procedures are consistently applied. These safeguards include a defined search and selection committee process, use of an equal opportunity representative on each committee and clearly defined expectations and instructions for committee members as detailed in the various hiring procedure guidelines. (6) 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 EO representative. (6) (III.A.Q.7)

The college advertises for personnel with expertise and experience in Distance Education in accordance with AP 4130 District Hiring Procedures (1). The department and/or program, in accordance with Education Code Section 87356, determine educational requirements. Additional desirable job related qualifications to support the responsibilities of the position may also be included. The Vice Chancellor of Human Resources and the Equal Opportunity representative reviews the qualifications to check for adverse impacts related to the needs of the position. (III.A.Q.8)

The college determines whether an applicant is well qualified in the field of Distance Education by following AP 4130 District Hiring Procedures (Position Announcement) (1). The college has formulated specific selection criteria as per AP 4130 District Hiring Procedures. The position announcement may also include preferred qualifications reflective of education, experience, and expertise that would enhance an applicant’s ability to meet the unique requirements and responsibilities of the position and the needs of a diverse student population. (III.A.Q.9)

As a part of the regular hiring process if expertise with DL is required the hiring committee chair would ensure a member of the hiring committee has specific expertise in accordance with AP 4130 District Hiring Procedures (1). Search Committees will normally include a majority of Foothill-De Anza tenured faculty who are experts in the discipline or a closely related discipline. (III.A.Q.10) check with policy – snr staff - ??

**Evaluation**

The college meets this standard.

**Action Plan**

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

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

1. AP 4130 District Hiring Procedures: [http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2](http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&amp;id=9U32MM02DED2)
2. IPBT Faculty Hiring: <http://www.deanza.edu/gov/IPBT/facultyhiring.html>
3. BP 4135 Faculty Hiring Qualifications: [http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U3M2B591B33#](http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&amp;id=9U3M2B591B33)
4. BP 4140 Equivalency: [http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2#](http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&amp;id=9U32MM02DED2)
5. Job descriptions: <http://hr.fhda.edu/careers/c-job-descriptions.html>
6. Hiring procedures: <http://hr.fhda.edu/careers/b-hiring-manual-process-and-policies.html>
7. BP 4135 Faculty Hiring Qualifications: <http://hr.fhda.edu/_downloads/BP4135.pdf>

III.A.2 Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

III.A.2.Q1 How does the college know that the faculty selected for hire have adequate and appropriate knowledge of their subject matter?

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

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

III.A.2.Q4 What analyses and discussions have led the institution to determine the qualifications of faculty and staff involved in offering DE/CE?

III.A.2.Q5 By what methods does the college define and evaluate “effective teaching” in its hiring processes for faculty to be involved in DE/CE? How is that effectiveness judged?

**Description**

The college ensures that faculty selected for hire have adequate and appropriate knowledge of their subject matter by following District Hiring Procedures in AP 4130 (1). In addition to standard hiring requirements, position announcements may also include preferred qualifications reflective of education, experience, and expertise that would enhance an applicant’s ability to meet unique requirements and responsibilities of the position and needs of a diverse student population. Minimum qualifications or the equivalents as established by the Statewide Academic Senate and adopted by the Board of Governors of the California Community Colleges, are used by the department and/or program faculty to establish minimum qualifications for each faculty position. Reference and background checks are routinely performed as part of the hiring process. (2) (III.A.2.Q.1)

The college defines and evaluates effective teaching in its hiring processes and judges the effectiveness of those teaching skills. Per AP 4130 District Hiring Procedures (1, 2), in addition to the interview process the college evaluates the content of the application and utilizes demonstrations, interview questions, tests and reference checks to determine a candidate’s effectiveness. The candidate is evaluated on the subject matter, demonstration of teaching, counseling, or librarianship skills. Demonstrations should reflect the candidate’s ability to meet the needs of the position. The search committee evaluates the effectiveness of each candidate by following the hiring process evaluation tool by ranking the responses to questions and comes to consensus (2) (III.A.2.Q.2)

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

The college uses a collaborative search committee process to analyze, discuss and determine the qualifications of faculty and staff involved in Distance Education instruction. The position announcement is developed through this process involving the department and/or program faculty. Job related interview questions are designed to distinguish candidates who will best meet the needs of the department and students. Subject matter and distance education instructional formats may be included in the demonstration of teaching. (1, 2) (III.A.2.Q.4)

Per AP 4130 District Hiring Procedures (1), the college uses demonstrations, interview questions, tests and checks references to determine a candidate’s effectiveness. The candidate is evaluated on their application; knowledge of subject matter, demonstration of teaching skills, and experience. Teaching demonstrations reflect the candidate’s ability to meet the needs of on campus and Distance Education classes. The search committee evaluates the effectiveness of each candidate based on the job description and the candidate’s ability to meet instructional needs. (1, 2) (III.A.2.Q.5)

**Evaluation**

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

* + - 1. AP 4130 District Hiring Procedures: [http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2](http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&amp;id=9U32MM02DED2)
      2. Faculty Hiring Procedures: <http://hr.fhda.edu/_downloads/2014%20Full-Time%20Faculty%20Hiring%20Procedures.pdf>

III.A.3 Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

**Description**

Administrators and other employees responsible for educational programs and services possess the qualifications necessary to perform duties required to sustain educational effectiveness and academic quality. The hiring guidelines as described in AP4130 District Hiring Procedures (1) ensure that new employees meet the standards of the campus both in technical as well as institutional goals. 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. (3) Jobs are normally advertised for a minimum of eight weeks with positions advertised locally, in professional publications, and online. Screening criteria and interview questions are developed and approved by a trained Equal Employment Opportunity (EO) representative prior to the search committee reviewing applications. (2)

**Evaluation**

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

* + - 1. AP 4130 District Hiring Procedures: http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2
      2. Hiring procedures: <http://hr.fhda.edu/careers/b-hiring-manual-process-and-policies.html>

III.A.4 Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

III.A.4.Q1 By what means does the institution verify the qualifications of applicants and newly hired personnel?

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

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

III.A.1.Q4 What analyses and discussions have led the institution to determine the qualifications of faculty and staff involved in offering DE/CE?

**Description**

The college verifies the qualifications of applicants and newly hired personnel in accordance with AP 4130 District Hiring Procedures (1) and BP4135 Faculty Hiring Qualifications. Minimum qualifications include a diversity statement, educational requirements, job specific minimum qualifications and any federal, state or district legal requirements. (2) 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. (2) Faculty hiring also includes specific evaluation of teaching skills. (2) (III.A.4.Q.1)

The district Human Resources department checks the equivalency of degrees from non-­U.S. institutions in accordance with AP 4130 District Hiring Procedures (1) and BP 4140 Equivalency (2). Educational requirements are determined by Human Resources in accordance with Education Code Section 87356. Additional desirable qualifications that are job related and support the responsibilities of the position may also be included. These qualifications will be monitored by the Vice Chancellor of Human Resources and Equal Opportunity for possible adverse impacts related to the needs of the position and district. (III.A.4.Q.2)

The college verifies that the hiring processes yield highly qualified employees in accordance with AP 4130 District Hiring Procedures (1). Specifically the college uses the application materials, demonstrations, interview questions, tests and checks references to determine a candidate’s qualifications. The candidate is evaluated on the subject matter, demonstration of teaching skills, and experience. Teaching demonstrations should reflect the candidate’s ability to meet the needs of the position. The search committee evaluates the effectiveness of each candidate based on the job description and the candidate’s ability to meet the needs of the department. (2)

HR, in accordance with Education Code Section 87356, determine educational requirements. Additional desirable job related qualifications that support the responsibilities of the position may also be included; the Vice Chancellor of Human Resources and Equal Opportunity monitor such qualifications. (2) (III.A.4.Q.3)

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

**Evaluation**

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

* + - 1. AP 4130 District Hiring Procedures: [http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U32MM02DED2](http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&amp;id=9U32MM02DED2)
      2. Hiring procedures: <http://hr.fhda.edu/careers/b-hiring-manual-process-and-policies.html>
      3. BP4135 Faculty Hiring Qualifications: [http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U3M2B591B33#](http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&amp;id=9U3M2B591B33)

III.A.5 The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

III.A.5.Q1 What process is in place to assure that evaluations lead to improvement of job performance?

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

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

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

III.A.5.Q5 To what extent do the evaluation processes identify areas for improvement of duties related to DE/CE activities, including faculty’s interest in future involvement in this field or need for development?

**Description**

Processes are in place to assure that evaluations lead to improvement of job performance. Board Policy 4145 authorizes Administration to complete evaluations and notify those being evaluated of what the recommendation to the Board will be. (1) The Board recognizes that a highly successful college must have staff members who not only are competent in all areas, but also have connection and dedication to the philosophy, objectives, and total program of the college, as well as the Equal Opportunity and Diversity Program of the District. The possession of these qualities cannot be determined by objective or tangible data or evidence, but the Board wishes to have them included with other criteria when making evaluative recommendations.

The district has specialized evaluation processes for each personnel group on campus: administrators, faculty, and classified staff. (2, 3, 4, 5). 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. (8) Administrative and classified employees also have specific processes to evaluate the effectiveness of their performance. (2, 4, 5) (III.A.5.Q1)

Board Policy 4145 authorizes the administration to complete evaluations (1) and Board Policy 3225 articulates the Board’s commitment to institutional effectiveness (6). Personnel evaluations are one of the tools the college uses to assess the quality of the services provided to the students. Evaluations document the strengths and weaknesses of personnel. This information assists the college in identifying areas of improvement in accordance with the college’s mission statement, values and effectiveness. De Anza is committed to its identified values of: Integrity, Innovation, Equity, Developing Human Capacity, Institutional Core Competencies and Civic Engagement for Social Justice. (7) (III.A.5.Q2)

Evaluation criteria measure the effectiveness of personnel in performing their duties. Evaluations include performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluations are one of the tools the college uses to assess the quality of the services provided to the students. Evaluations document the strengths and weaknesses of personnel. This information assists the college in identifying areas of improvement in accordance with the college’s mission statement, values and effectiveness. (2, 3, 4, 5) (III.A.5.Q3)

Personnel performing DE/CE activities are evaluated using the district comprehensive evaluation process in accordance with Board Policy 4145 – evaluations (1). The evaluation criteria measure the effectiveness of personnel in performing their duties. Evaluations include performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluations are used to assess the quality of the services provided to the students. They document the strengths and weaknesses of personnel. This information assists the college in identifying areas of improvement in accordance with the college’s mission statement, values and effectiveness. (2, 3, 4, 5) Follow up needed

The campus has also been working on a student evaluation process in Catalyst to ensure that diverse students have a voice in assessing the effectiveness of DE. An online student evaluation form has been created, and some divisions have used online student evaluations as part of the tenure review process. With the move from Catalyst to Canvas, this process needs to be redefined. (12)(III.A.5.Q4)

Evaluation processes identify areas of improvement for duties related to DE/CE activities, including faculty interest in future involvement in the field or a need for development. For those divisions that are actively observing online classes, the observation reports describe areas for improvement, such as participation in Catalyst /Canvas training, or suggestions taken from well-established standards of excellence in DE, such as CSU Chico's Rubric of Online Instruction (9). This rubric has been peer-reviewed for excellence in higher education. The Online Education Advisory Board was also working on a checklist name? check with Heidi to assist new faculty in determining readiness for online teaching (10). All DE instructors are required to complete training in Catalyst (now Canvas) prior to teaching online at the college. (11) (III.A.5.Q5)

**Evaluation**

**Evidence for Standard III.A.5**

* + - 1. Board Policy 4145: [http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U3M2B591B33#](http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&amp;id=9U3M2B591B33)
      2. Administrative Performance Appraisal (Evaluation) Form: <http://hr.fhda.edu/_downloads/AdminEval06.pdf>
      3. Faculty Tenure Review Handbook: <http://hr.fhda.edu/_downloads/TenureReviewHandbook1316.pdf>
      4. Classified Performance Evaluation Instructions: <http://hr.fhda.edu/_downloads/ClassifiedPerformanceEvaluat.pdf>
      5. Classified Performance Evaluation Form: <http://hr.fhda.edu/_downloads/ClassifiedPerformanceEvalula.pdf>
      6. BP3225 - Institutional Effectiveness: [http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U3M2B591B33#](http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&amp;id=9U3M2B591B33)
      7. De Anza College Missions and Values: <http://www.deanza.edu/about/missionandvalues.html>
      8. 2013-2016 Faculty Association Agreement: <http://hr.fhda.edu/_download/FAAgreement20132016.pdf>
      9. CSU Chico's Rubric for Exemplary Online Instruction: [http://www.csuchico.edu/eoi/documents/rubricpdf.](http://www.csuchico.edu/eoi/documents/rubricpdf)
      10. See June 2015 minutes of Advisory Board:  
           <http://www.deanza.edu/online-ed/advisory_committee/dlccommittee.html>
      11. Training in Catalyst/Canvas for faculty: <http://www.deanza.edu/online-ed/facultyresources/catalyst_training.html>
      12. Student Evaluation Form for Online Classes: <http://fafhda.org/agreement_2013-2016/Appendix/APPENDIX%20J2W.pdf>

III. A 6 The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

III.A.6.Q1 What in-depth thinking have faculty, as individuals and collectively, engaged in about how well students are learning in their courses and programs? What measures have they, as individuals and collectively, created or selected to measure that learning? Are these measures different for DE/CE students?

III.A.6.Q2 What discussions have faculty had about how to improve learning? What plans have been made?

III.A.6.Q3 What changes have faculty made in teaching methodologies to improve learning?

III.A.6.Q4 After analyzing appropriate data, what discussions have faculty had about the need to, and how to improve learning outcomes in DE/CE? What plans have been made?

III.A.6.Q5 What changes have faculty made in teaching methodologies to improve learning in DE/CE mode after evaluation and analysis of evidence of effectiveness?

**Description**

Faculty, as individuals and a collective group, have engaged in in-depth thinking about how well students are learning in their courses and programs. Throughout the campus, teaching and learning are being evaluated through Student Learning Outcomes. After data has been gathered, faculty in the applicable department meet to discuss results. This process does not distinguish between on campus, hybrid or DE courses. Some courses are taught in more than one format. Some courses are regularly taught only in the online format. All types of courses are evaluated. (1) (III.A.6.Q1)

Faculty have discussions regarding plans to improve learning. Reports on this topic can be extracted from the TracDat system. TracDat is in the process of being fully implemented; as a result some enhancements have been documented in TracDat folders, rather than in fields in the database. (2) However, the system enables the campus to fully evaluate its learning processes and identify areas of improvement. In addition, the Student Learning Outcomes (SLO) process provides a clearly defined platform for the assessment of intended outcomes in a course and assists in identifying areas of improvement. (6) (III.A.6.Q2)

Faculty have made changes in teaching methodologies to improve learning. Faculty reports on this topic can be extracted from the TracDat system. Enhancements and changes to the learning process are entered into TracDat and there is a planned implementation date. The program review process allows deans to follow up on enhancements (2) (III.A.6.Q3) **NEED MORE EVIDENCE-SLO COMMITTEE?/mary pape**) (III.A.6.Q3)

After analyzing appropriate data, the campus has taken action to improve learning outcomes in DE. An Online Advisory Council (DE faculty, online counselors, instructional designer, administrators) has been established to assist in the process (4). One improvement is the adoption of Canvas as the new Course Management System. Canvas has improved access features (from phones, tablets, and other devices) that are expected to be particularly helpful to non-traditional students at community colleges. (3) (III.A.6.Q4)

Faculty have made changes in teaching methodologies to improve learning in DE/CE mode after evaluation and analysis of evidence of effectiveness. Faculty reports on this topic can be extracted from the TracDat system. One improvement that was based on faculty input from the Online Education Advisory Council was that students new to online education needed an improved orientation experience. A multimedia orientation resource was developed and is now in use at De Anza College. This resource has helped to rectify many incorrect assumptions students may have about online education. (3, 4, 5) (III.A.6.Q5)

**Evaluation**

**Evidence for Standard III.A.6**

1. Student Learning Outcomes, <http://www.deanza.edu/slo/>
2. Assessment Tracking System, <http://www.deanza.edu/slo/tracdat.html>
3. Catalyst Implementation Process, <http://www.deanza.edu/online-ed/advisory_committee/dlccommittee.html>
4. Online Education Advisory Council Website, <http://www.deanza.edu/online-ed/advisory_committee/dlccommittee.html>
5. New multimedia Orientation Resource for students, <http://www.deanza.edu/online-ed/prospective/index.html>
6. Student Learning Outcomes Guide: <http://www.deanza.edu/slo/guides/sloguide/SLO_Process_Guide_9-14-11.pdf>

III.A.7 The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

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

III.A.7.Q2 By what means does the institution determine appropriate staffing levels for each program and service involved in the offering of programs and courses in DE/CE mode?

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

III.A.7 Q4 How effectively does the number and organization of the institution’s personnel work to support its DE/CE programs and services? How does the institution evaluate this effectiveness?

**Description**

The institution determines appropriate staffing levels for each program and service. The program review process is a constant means of self assessing each department or division's performance and ongoing needs; in addition to assessing past or current accomplishments, the process assists in identifying current and future needs as well as providing a framework for development when funding becomes available. (1,2,3) (III.A.7.Q1)

The institution determines appropriate staffing levels for each program and service involved in the offering of programs and courses in DE/CE mode. The Program Review process is used to request additional fulltime headcount. The Division Deans in conjunction with the Department Chairs will determine the appropriate level of staffing for online versus on-campus courses for a department 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. (1) (III.A.7.Q2)

(III.A.7.Q3) - NEED MORE INFORMATION lorrie

(III.A.7.Q4) - NEED MORE INFORMATION lorrie

**Evaluation**

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

1. Instructional PBT program Reviews, <http://www.deanza.edu/gov/IPBT/program_review_files.html>
2. Student Services PBT program reviews, <http://www.deanza.edu/gov/SSPBT/ProgramReview.html>
3. Finance and College Operations PBT program reviews, <http://www.deanza.edu/gov/ERCOPBT/ProgReviews.html>

III A.8 An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

III.A.8.Q1 What policies and practices demonstrate that part‐time and adjunct faculty meet the criteria of this Standard?

**Description**

The college has policies and practices that demonstrate the part-time and adjunct faculty meet the criteria of this standard. The college has a Staff and Organizational Development department to provide appropriate opportunities for meaningful personal and professional development, including quarterly orientations for part-time faculty. The Staff Development Office supervises the processes for allocating staff development resources and coordinates a comprehensive program of individual and institutional professional growth, with responsibility for planning, promotion, dissemination of information, and program evaluation. The responsibilities 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 & Learning Seminars
* Health, Wellness and Safety
* Service Excellence
* Partners in Learning Conference

(1, 2) (III.A.8.Q1)

## Evaluation

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

1. Staff Development Website, <http://www.deanza.edu/staffdev/>
2. Part Time Faculty Hiring Procedures, <http://hr.fhda.edu/_downloads/Section%20X_PTF_Policy_Procedures.pdf>

III.A.9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

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

**Description**

The institution uses a variety of methods to determine the appropriate number and qualifications for 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 (1, 2, 3). Surveys are used to gauge the performance of many customer service related functions on campus. (6) Job descriptions are carefully developed to ensure that the positions meet the needs of the campus and program. (5) There is a classification committee at the district that evaluates changes to job responsibilities and qualifications for the various administrative and classified positions on campus. (4) (III.A.9.Q1)

On November 07, 2016, the District Board of Trustees approved a contract with Koff & Associates to conduct a comprehensive classification and compensation study for the Association of Classified Employees (ACE) bargaining unit members. District Human Resources and members of the Association of Classified Employees (ACE) bargaining unit recognize 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 continuity between the ACE job classifications. A comprehensive study was last conducted about 20 years ago. (7) The goal of the 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. (7) (III.A.9.Q1)

## Evaluation

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

1. Instructional PBT program Reviews, <http://www.deanza.edu/gov/IPBT/program_review_files.html>
2. Student Services PBT program reviews, <http://www.deanza.edu/gov/SSPBT/ProgramReview.html>
3. Finance and College Operations PBT program reviews, <http://www.deanza.edu/gov/ERCOPBT/ProgReviews.html>
4. Classification process for administrators and classified staff, <http://hr.fhda.edu/class-comp/>
5. ACE job descriptions, <http://hr.fhda.edu/class-comp/_ace-job-descriptions.html>
6. Surveys, <http://www.deanza.edu/ir/deanza-research-projects/surveys2002-current.html>
7. ACE Classification and Compensation Study:

http://www.boarddocs.com/ca/fhda/Board.nsf/Public

III.A.10 The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes. (ER 8)

III.A.10.Q1 How does the institution determine the appropriate number, qualifications, and organization of administrators?

**Description**

The institution uses a variety of methods to determine the appropriate number and qualifications for administrators. 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 (1, 2, 3). Surveys are used to gauge the performance of many customer service related functions on campus (6) Job descriptions are carefully developed to ensure that the positions meet the needs of the campus and program. (5) There is a classification committee at the district that evaluates changes to job responsibilities and qualifications for the various administrative positions on campus. (4) (III.A.9.Q1)

## Evaluation

**Evidence for Standard III.A10**

1. Instructional PBT program Reviews, <http://www.deanza.edu/gov/IPBT/program_review_files.html>
2. Student Services PBT program reviews, <http://www.deanza.edu/gov/SSPBT/ProgramReview.html>
3. Finance and College Operations PBT program reviews, <http://www.deanza.edu/gov/ERCOPBT/ProgReviews.html>
4. Classification process for administrators and classified staff, <http://hr.fhda.edu/class-comp/>
5. Administrator Job descriptions, http://hr.fhda.edu/class-comp/\_administrator-job-description.html
6. Surveys, <http://www.deanza.edu/ir/deanza-research-projects/surveys2002-current.html>

III.A.11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

III.A.11.Q1 What processes does the institution use to develop and publicize its personnel policies?

III.A.11.Q2 How does the institution ensure that it administers its personnel policies and procedures consistently and equitably? Do these policies and processes result in fair treatment of personnel?

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

III.A.11.Q4 How does the institution ensure that it administers its personnel policies and procedures consistently and equitably? Do these policies and processes result in fair treatment of personnel?

**Description**

The district (which committee) provides equal opportunity in education and employment. To meet this commitment, the District maintains and supports an environment in which all employees and students can work and learn free from intimidation, harassment and discrimination. The District has adopted specific policies on sexual harassment and discrimination. Each year, new employees are required to attend a workshop on sexual harassment that current employees are also encouraged to attend. The Board approved policies are posted on the public web site. (1) (III.A.11.Q1)

The district ensures that it administers its personnel policies and procedures consistently and equitably by adhering to Board policies and procedures. These policies and processes result in fair treatment of personnel. Negotiated contracts are in place for all groups of staff (i.e. faculty, administrators, classified) with handbooks posted on the public web site for review. Included in these contractual handbooks are grievance procedures identifying options for personnel who may feel that s/he did not receive fair treatment. (1, 2, 3, 4) (III.A.11.Q2)

The district provides equal opportunity in education and employment. To meet this commitment, the District maintains and supports an environment in which all employees and students can work and learn free from intimidation, harassment and discrimination. The District has adopted specific policies on sexual harassment and discrimination. Each year, new employees are required to attend a workshop on sexual harassment that current employees are also encouraged to attend. The Board approved policies are posted on the public web site. (1) (III.A.11.Q3)

The district ensures that it administers its personnel policies and procedures consistently and equitably by adhering to Board policies and procedures. These policies and processes result in fair treatment of personnel. Negotiated contracts are in place for all groups of staff (i.e. faculty, administrators, classified) with handbooks posted on the public web site for review. Included in these contractual handbooks are grievance procedures identifying options for personnel who may feel that’s/he did not receive fair treatment. (1, 2, 3, 4) (III.A.11.Q4)

## Evaluation

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

1. HR Policies and Procedure, <http://hr.fhda.edu/policies-procedures/>
2. Administrators Handbook, [ttp://hr.fhda.edu/\_downloads/AdministratorsHandbook2011.pdf](http://hr.fhda.edu/_downloads/AdministratorsHandbook2011.pdf)
3. Classified Agreements, <http://hr.fhda.edu/personnel/classified/>
4. Faculty Association 2013 - 2016 Agreement, <http://hr.fhda.edu/_downloads/FAAgreement20132016.pdf>

III.A.12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

III.A.12.Q1 How effective are the institution's policies and practices in promoting understanding of equity and diversity issues? How does the institution know these policies and practices are effective?

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

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

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

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

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

**Description**

The district policies and practices are very effective in promoting understanding of equity and diversity issues. The institution knows these policies and practices are effective by demographics of faculty, staff & students. The Mission Statement and values of the college are heavily focused on the promotion of equity and diversity:

Mission Statement:

De Anza College provides an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities; to realize their goals; and to be socially responsible leaders in their communities, the 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

De Anza values and is committed to integrity, Innovation, Equity, Developing Human Capacity, Institutional Core Competencies and Civic Engagement for Social Justice. (1) (III.A.12.Q1)

The program review process is a constant means of self assessing each department or division's performance and ongoing needs. Program reviews not only assess the past or current accomplishments of a department, but also the future needs both in staffing and supplies/equipment. They are instrumental in advocating for and receiving additional support for a program or division; budget requests are often tied to a program review. (2, 3, 4) (III.A.12.Q2)

The college has a very effective Staff and Organizational Development department to provide opportunities for meaningful personal and professional development. The Staff Development Office supervises the processes for allocating staff development resources and coordinates a comprehensive program of individual and institutional professional growth, with responsibility for planning, promotion, dissemination of information, and program evaluation. Programming includes:

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

(5) (III.A.12.Q3)

Programs, practices, and services evaluated on a regular basis. Program reviews are conducted regularly to assess the performance, direction and needs of a division or department. (2, 3, 4) Surveys are conducted as a further tool for assessing the success of various services and performance measures. 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. (7) Student learning outcomes (SLO's) are also critical in assessing the performance of the institution instructional programs. (8) (III.A.12.Q4)

The institution has a institutional research department that publishes and analyzes breakdowns of campus employees by demographics (1) and ethnicity (2). In 2012/13 this analysis was part of an opening day presentation (3). (III.A.12.Q5)

The district ensures that it administers its personnel policies and procedures consistently and equitably by adhering to Board policies and procedures. These policies and processes result in fair treatment of personnel. Negotiated contracts are in place for all groups of staff (i.e. faculty, administrators, classified) with handbooks posted on the public web site for review. Included in these contractual handbooks are grievance procedures identifying options for personnel who may feel that’s/he did not receive fair treatment. (15, 16, 17, 18, 19) (III.A.12.Q6)

Students are guided by the Student Handbook and Student Rights & Responsibilities Policy AP 5500. The goal is to empower students with knowledge regarding their rights as students and the due process system that has been established for students. This online student handbook also gives students valuable information regarding programs and services available at De Anza College. The last five questions of the student accreditation survey specifically address whether students are being treated fairly. (20, 21). Students have an opportunity to provide feedback on faculty sensitivity to their diverse needs through the student evaluation process (student eval form – FA web site) (III.A.12.Q6)

## Evaluation

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

1. Campus mission statement, <http://www.deanza.edu/about/missionandvalues.html>
2. Instructional PBT program Reviews, <http://www.deanza.edu/gov/IPBT/program_review_files.html>
3. Student Services PBT program reviews, <http://www.deanza.edu/gov/SSPBT/ProgramReview.html>
4. Finance and College Operations PBT program reviews, <http://www.deanza.edu/gov/ERCOPBT/ProgReviews.html>
5. Staff Development website, <http://www.deanza.edu/staffdev/>
6. Surveys, <http://www.deanza.edu/ir/deanza-research-projects/surveys2002-current.html>
7. Institutional Planning, <http://www.deanza.edu/ir/planning/>
8. Student Learning Outcomes, <http://www.deanza.edu/slo/>
9. Employee demographics, <http://research.fhda.edu/factbook/employee-data/employee-demographic-trends.html>
10. Employee and student ethnicity, h[ttp://deanza.edu/ir/deanza-research-projects/2015-16/Faculty%20to%20Student%20Ethnicity.pdf](hEttp://deanza.edu/ir/deanza-research-projects/2015-16/Faculty%20to%20Student%20Ethnicity.pdf)
11. 2012 Opening Day Presentation, <http://deanza.edu/ir/deanza-research-projects/2012_13/Student--Support%20Redefined.pdf>
12. Campus climate survey: Employees: <http://deanza.edu/ir/deanza-research-projects/DA_EMPLOYEE_EQUITY_2014.pdf>
13. Campus climate survey: Students: <http://deanza.edu/ir/deanza-research-projects/2014-15/DA_STUDENT_EQUITY_2014St.pdf>
14. Accreditation survey, <http://deanza.edu/ir/deanza-research-projects/2016-17/Student%20Accreditation%20Report%202016.pdf>
15. HR Policies and Procedures, <http://hr.fhda.edu/policies-procedures/>
16. AP4640 Procedures to Resolve Complaints Regarding Harassment and Discrimination, [http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U3M2B591B33#](http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U3M2B591B33)
17. Administrators Handbook, h[ttp://hr.fhda.edu/\_downloads/AdministratorsHandbook2011.pdf](http://hr.fhda.edu/_downloads/AdministratorsHandbook2011.pdf)
18. Classified Agreements, <http://hr.fhda.edu/personnel/classified/>
19. Faculty Association 2013 - 2016 Agreement, <http://hr.fhda.edu/_downloads/FAAgreement20132016.pdf>
20. Student Handbook, <http://www.deanza.edu/studenthandbook/>
21. AP 5500 Student Rights and Responsibilities, [http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U3M2B591B33#](http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U3M2B591B33)

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

III.A.13.Q1 How does the institution foster ethical behavior in its employees?

III.A.13.Q2 Does the institution have a written code of professional ethics for all its personnel?

**Description**

The institution fosters ethical behavior in its employees. In addition to documents specifically addressing the ethical expectations in the District (1, 2, 3, 4, 5), there are various means available for employees to report and find corrective action for unethical behavior. Administrative Procedure 4640 details the means of resolving complaints regarding harassment and discrimination (6). Each negotiated agreement with employee groups on campus has detailed processes for addressing inappropriate behavior (1, 7, 8). (III.A.13.Q1)

The institution has written code of professional ethics for all its personnel. Board Policy 3121 specifically addresses and details the ethical standards expected of all district employees (3). In addition, many individual areas have separate ethics documents including the Academic Senate's Statement of Professional Ethics (4), Classified Senate Code of Ethics (5) and the provision for addressing ethics and the expectations of ethical behavior in the Administrator Handbook (1). (III.A.13.Q2)

The Student Handbook and Student Rights & Responsibilities Policy AP 5500 has a written code of academic integrity. evidence

## Evaluation

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

1. Administrator Handbook, <http://hr.fhda.edu/_downloads/AdministratorsHandbook2011.pdf>
2. ACE Contract, <http://hr.fhda.edu/_downloads/ACE%20Agreement%202014-2017_FINAL.pdf>
3. Board Policy 3121-Standards of Ethical Conduct, <http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9M9PQG5F221D>#
4. Academic Senate Statement of Professional Ethics, <http://www.deanza.edu/gov/academicsenate/prof_ethics.html>
5. Classified Senate Code of Ethics, <http://www.deanza.edu/gov/classifiedsenate/docs_forms/cscodeofethics.pdf>
6. AP4640 Procedures to Resolve Complaints Regarding Harassment and Discrimination, [http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U3M2B591B33#](http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U3M2B591B33)
7. Faculty Association Contract, <http://hr.fhda.edu/_downloads/FAAgreement20132016.pdf>
8. Classified Contracts, <http://hr.fhda.edu/_classified_staff-information.html>

III.A.14 The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

III.A.14.Q1 What professional development programs does the institution offer and/or support?

III.A.14.Q2 How does the institution identify professional development needs of its faculty and other personnel?

III.A.14.Q3 What processes ensure that professional development opportunities address those needs? III.A.14.Q4 How does the college ensure meaningful evaluation of professional development activities?

III.A.14.Q5 What impact do professional development activities have on the improvement of teaching and learning? How does the institution evaluate that improvement?

III.A.14.Q6 What professional development programs relevant for DE/CE personnel does the institution support and/or provide?

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

**Description**

The college has a very strong professional development program to support the ongoing skills and needs of its personnel. The college has a very effective Staff and Organizational Development department to provide appropriate opportunities for meaningful personal and professional development. The Staff Development Office supervises the processes for allocating staff development resources and coordinates a comprehensive program of individual and institutional professional growth, with responsibility for planning, promotion, dissemination of information, and program evaluation.

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

(1) (III.A.14.Q1)

The institution identifies and addresses the professional development needs of its faculty and other personnel. In addition to the ongoing trainings provided through the Staff and Organizational Development Department, as part of the tenure process, members of the candidate's tenure committee recommend professional development where warranted based on the review process.(2) After tenure has been obtained, professional development needs are identified by the faculty themselves or their supervisors as needed. Professional Achievement Awards are part of the employee contracts in place at the college (4, 5, 6). After being employed with the district for a certain length of time, employees are eligible for professional development leave to enhance their skills and understanding of a self-chosen area of interest (5, 6, 7). The leave requests must be approved in advance and include the area of study and how it will enhance the individual's performance (4, 5, 6). (III.1.14.Q2, Q3)

The college ensures meaningful evaluation of its professional development activities. Employees are evaluated regularly and a discussion of goals and accomplishments is often included as part of the employee evaluation process. The evaluation process is detailed in each of the contracts (4, 5, 6). Also, the Professional Achievement Awards have specific criteria for achieving the awards, including a minimum amount of time served in the district and participation in applicable coursework, conferences or professional achievement activities In particular, the instructional Professional Achievement Award includes creation of a self-evaluation report intended to encourage reflection on achievements and goals. (3) (III.A.14.Q4)

Professional achievement activities have an impact on the improvement of teaching and learning and is regularly evaluated by the campus. (III.A.14.Q5)

Professional development programs relevant to distance education personnel are supported by the institution. Catalyst and Canvas training to better serve distance education students are available for faculty (7). Professional development leave are available for faculty to pursue programs of study, such as Certificates or Advanced Degrees in Online Teaching and Learning. (8) (III.A.14.Q6)

The institution determines the professional development needs of its personnel involved in distance education. In the tenure process, members of the candidate's tenure committee would recommend professional development where warranted based on the review process. (2) After that, professional development needs are identified by the faculty themselves or their supervisors as needed. In applying for the Professional Achievement Award, an instructor will create a self-evaluation report intended to encourage reflection (3). (III.A.14.Q7)

## Evaluation

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

1. Staff Development Office Website: <http://www.deanza.edu/staffdev/>
2. Tenure review process: <http://www.deanza.edu/tenurereview/>
3. Professional Achievement Award process from Faculty Agreement: <http://fafhda.org/agreement_2013-2016/Articles/Article%2038.pdf>
4. Administrator Handbook, <http://hr.fhda.edu/_downloads/AdministratorsHandbook2011.pdf>
5. Faculty Association Contract, <http://hr.fhda.edu/_downloads/FAAgreement20132016.pdf>
6. Classified Contracts, <http://hr.fhda.edu/_classified_staff-information.html>
7. Canvas Training: <http://www.deanza.edu/online-ed/canvas/index.html>
8. Current Faculty Contract specifying option for Professional Development Leave: <http://fafhda.org/agreement_2013-2016/Articles/Article%2017.pdf>

III.A.15 The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

III.A.15.Q1 What are the institution’s provisions for keeping personnel records secure and confidential?

III.A.15.Q2 How does the institution provide employees access to their records?

**Description**

The institution provides security and confidentiality of stored, transmitted, and personal information by adhering to best practices, legal requirements, local policy and contractual regulations. Administrative Procedure 3260 provides institutional direction for these practices, requirements and regulations. AP3260 clearly references applicable law (California Civil code 1798.85, 1798.29) and contains a complete list of related definitions and institutional responsibilities. (7)

Confidential information is governed by legislation in accordance with Health Insurance Portability and Accountability Act of 1996 (HIPAA), Family Educational Rights and Privacy Act of 1974 (FERPA), Breach Notification Law: California Civil Code – 1798.29, and Security of Personal Information: California Civil Code – 1798.85. (7) (III.A.15.Q1)

The institution keeps personnel records secure and confidential. It follows the requirements of ERISA (Employee Retirement Income Security Act) and FERPA (Federal Educational Rights and Protection Act) in its handling of confidential information. Board Policy 4150 specifically states the District shall maintain personnel files of employees and any materials in personnel files of employees which may serve as a basis for affecting the status of their employment are to be made available for the inspection of the person involved. (1) (III.A.15.Q2)

The following negotiated agreements with the District for FHDA personnel provide additional specifications for access to employee records:

Association of Classified Employees (ACE) (2)

California School Employees Association (CSEA) (3)

Confidential Employees Handbook (4)

Operating Engineers, Local 3 (5)

Teamsters Local 287 (6)

## Evaluation

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

1. Board Policy 4150: [http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U3M2B591B33#](http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U3M2B591B33)
2. Agreement: Association of Classified Employees (ACE)

<http://hr.fhda.edu/_downloads/ACE%20Agreement%202014-2017_FINAL.pdf>

1. Agreement: California School Employees Association (CSEA)

<http://hr.fhda.edu/_downloads/2016%20CSEA%20Agreement%20Revised_TO%20PRINT.pdf>

1. Confidential Employees Handbook

<http://hr.fhda.edu/_downloads/ConfHandbook2008.pdf>

1. Agreement: Operating Engineers, Local 3

<http://hr.fhda.edu/_downloads/2013OE3Agreement.pdf>

1. Agreement: Teamsters Local 287

http://hr.fhda.edu/\_downloads/Teamster%20Agreement\_2013-2016\_FINAL.pdf

1. Administrative Procedure 3260:
2. [http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U5PUR6583E5#](http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U5PUR6583E5)Board Policy 3250:

http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TTTBG7692C4#

1. Privacy laws:

http://www.privacy.ca.gov/lawenforcement/laws.htm#twelve

1. Administrative Procedure 3410:

<http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TVUEZ75943D>

III. B Physical Resources

III.B. 1 The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

III.B.1.Q1 How does the institution ensure it maintains sufficient control over off-­‐site facilities to ensure their quality?

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

III.B.1.Q3 What research and analysis process does the institution use to identify the need for equipment and other facilities to support and assure the integrity and quality of its programs and services provided in DE/CE mode?

III.B.1.Q4 What mechanisms does the college employ to evaluate how effectively equipment and facilities meet the needs of programs and services in DE/CE mode?

## Description

## The institution does not have off-site facilities. (III.B.1.Q1, Q2)

## Program review process (III.B.1.Q3, Q4) Follow up with Lorrie Ranck.

## Evaluation

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

III.B.2 The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

III.B.2.Q1 How does the institution consider the needs of programs and services when planning its buildings?

III.B.2.Q2 What processes ensure that program and service needs determine equipment replacement and maintenance?

III.B.2.Q3 How does the institution evaluate effectiveness of facilities and equipment in meeting the needs of programs and services?

III.B.2.Q4 What processes are used to ensure that program and service needs determine equipment replacement and maintenance for DE/CE?

III.B.2.Q5 How well does the institution meet its equipment needs for distance education? Are the equipment needs included in the facilities evaluations that the institution conducts?

## Description

## Evaluation

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

1. Educational Master Plan
2. Facilities Master Plan
3. Facilities Planning Committee
4. Bond Measure Planning Process
5. Board Policies?
6. Program Plans
7. FF&E Process

III.B.3 To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

III.B.3.Q1 What process does the institution use to assess the use of its facilities? How often does the evaluation occur?

III.B.3.Q2 How does the college use the results of the evaluation to improve facilities or equipment?

III.B.3.Q3 What evaluation process does the institution use to assess the use of its facilities? Does the process also include the needs for equipment used for course offerings in DE mode? How often does the evaluation occur?

## Description

## Evaluation

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

1. Use assessment data
2. LEED Ccrtification process
3. GreenBiz

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

III.B.4.Q1 What process does the institution follow to develop capital plans? How are long-­‐range capital projects linked to institutional planning?

III.B.4.Q2 What elements comprise the definition of "total cost of ownership" that the institution uses when making decisions about facilities and equipment?

III.B.4.Q3 How do planning processes ensure that capital projects support college goals? How effective is long-­‐range capital planning in advancing the college improvement goals?

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

## Description Evaluation

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