Finance & College Operations PBT Accreditation First Draft

December 21, 2016

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 six weeks for faculty and administrators and three weeks for classified, 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. 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)

Faculty are hired for their disciplinary expertise and ability to teach in a variety of pedagogical modalities. The campus hires faculty in accordance with AP 4130 District Hiring Procedures (1). The department and/or program, in accordance with Education Code Section 87356, determine the educational requirements. 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. Competence in delivering distance education may be considered as part of the “preferred qualifications” part of the job description and evaluated accordingly by the hiring committee.  Faculty also receives comprehensive training should they chooseto undertake distance education courses (8, 9). (III.A.Q.8)

The college does not have separate criteria for distance education instruction; the institution determines whether an applicant is well qualified in the field of interest by following AP 4130 District Hiring Procedures (Position Announcement) (1). The college has not formulated specific selection criteria for online though competence in online instruction is considered as part of the hiring process dependent upon discipline, department and division hiring processes; any instructors teaching an online course are required to complete training prior to instruction (8, 9). 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)

Faculty are hired for their disciplinary expertise and ability to teach in a variety of pedagogical modalities. When a position will have a focus on distance learning, the Search Committees may include Foothill-De Anza tenured faculty who are experts in the applicable discipline or a closely related discipline as well as having online experience (6). (III.A.Q.10)

**Evaluation**

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 hiring committee members and candidates both. 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.

**Action Plan**

No action plan is required.

**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>
8. Catalyst Training Information: <http://www.deanza.edu/online-ed/facultyresources/catalyst_training.html>
9. Canvas Training Schedule: https://www.smore.com/aqbqz

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.

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 are hired for their disciplinary expertise and ability to teach in a variety of pedagogical modalities and often teach distance education courses as well as on campus classes. While not specifically identifying online expertise, the college identifies faculty expertise in the applicable discipline 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 instructional formats may be included in the demonstration of teaching. (2) Training in using the course management system and instructional design and compliance is required prior to teaching an online course. (3, 4) (III.A.2.Q.3)

The college uses a collaborative search committee process to analyze, discuss and determine the qualifications of faculty and staff. 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 various 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 student population. 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**

The college meets this standard. 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 chosen candidate is the best choice for the position.

**Action Plan**

No action plan is required.

**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>
      3. Catalyst Training Information: <http://www.deanza.edu/online-ed/facultyresources/catalyst_training.html>
      4. Canvas Training Schedule: https://www.smore.com/aqbqz

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 six weeks for administrators and three weeks for classified staff, 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**

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.

**Action Plan**

No action plan is required.

**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)

Human Resources, in accordance with Education Code Section 87356, determines 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**

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.

**Action Plan**

No action plan is required.

**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 distance education activities are evaluated using the standard 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)

The campus has also been piloting a student evaluation process in the course management system to ensure that diverse 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. (12)(III.A.5.Q4)

Evaluation processes identify areas of improvement for duties related to all areas of responsibility, including distance education activities as applicable. The Online Education Advisory Group was also working on an Online Course Checklist (13) to assist new faculty in determining readiness for online teaching (10). All distance education instructors are required to complete training in the course management system prior to teaching online at the college. (11) (III.A.5.Q5)

**Evaluation**

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 where desired, 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.

**Action Plan**

No action plan is required.

**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. Not Used
      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>
      13. Online Course Checklist: http://www.deanza.edu/slo/convocations/online\_course\_checklist\_041416.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 distance education 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.(7) The SLO program review process allows deans to follow up on enhancements. (2) (III.A.6.Q3)

After analyzing appropriate data, the campus has taken action to improve learning outcomes in distance education. The Online Advisory Group (faculty teaching distance education courses, counselors, instructional designer and 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) In addition the online website has many resources available to assist instructors with their classroom content.(4)

During a revision or application for a new online course, an Online or Hybrid Course Delivery Request must be submitted. This request includes the rationale for meeting SLO’s, description of the nature of training, requirements for regular, effective contact with students (per Academic Senate requirements), identification of how students will interact with each other, specification of accessibility issues and needs, a list of college resources required to offer course, and a description of the interaction with other faculty that was included in the design of the course. (8) (III.A.6.Q4)

Faculty have made changes in teaching methodologies to improve learning in distance education modes 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 Group was that students new to online education needed an improved orientation to online learning. A multimedia orientation resource was developed and is now available through the Online Education Center at De Anza College. This resource has helped to rectify many incorrect assumptions students may have about online education. (3, 4, 5)

In order to ensure that an online course will meet student needs, during a revision to or application for a new online course, an Online or Hybrid Course Delivery Request must be submitted. This request includes the rationale for meeting SLO’s, description of the nature of training, requirements for regular, effective contact with students (per Academic Senate requirements), identification of how students will interact with each other, specification of accessibility issues and needs, a list of college resources required to offer course, and a description of the interaction with other faculty that was included in the design of the course. (8) (III.A.6.Q5)

**Evaluation**

The college meets this standard. It regularly evaluates its instructional, student service and administrative programs to assess the effectiveness of the instruction or services that it offers. In particular, the TracDat system is being utilized to more effectively track and utilize the data to provide more effective outcomes and changes that will enhance and improve the learning experience of our students.

**Action Plan**

No action plan is required.

**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>
7. TracDat Report showing enhancements from SLO assessments: [http://www.deanza.edu/slo/accreditation\_2017/Enhancements.pdf](https://email.fhda.edu/owa/redir.aspx?C=tWyxvfoFoxCo8c2kbyBnZHIrYtnShJWu2uWl7XAmtNgg-6onMCDUCA..&URL=http%3a%2f%2fwww.deanza.edu%2fslo%2faccreditation_2017%2fEnhancements.pdf" \t "_blank)
8. Curriculum website: http://dilbert.fhda.edu/curriculum/

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

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

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 distance education. The Program Review process is used to request additional fulltime headcount for all applicable departmental areas. 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)

The institution determines the level and organization of administrative and support staffing for distance education using the program review process. In addition, in Spring 2015 the college submitted a Substantive Change Proposal that further evaluated the current status and future needs of its online education offerings. In particular, the support needs in addition to instructional requirements were analyzed and evaluated to ensure that the online instruction opportunities would meet the same high standards as traditional on campus courses. (4) (III.A.7.Q3)

The number and organization of the institution’s personnel work needed to support its distance education programs and services is effectively evaluated. The campus utilizes the program review process and student learning outcomes process to ensure that high standards are set and met in all areas of campus services (1, 2, 3, 5). In addition, in Spring 2015 the college submitted a Substantive Change Proposal that further evaluated the current status and future needs of its online education offerings. In particular, the support needs in addition to instructional requirements were analyzed and evaluated to ensure that the online instruction opportunities would meet the same high standards as traditional on campus courses. (4) (III.A.7.Q4)

**Evaluation**

The college meets this standard. 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.

**Action Plan**

No action plan is required.

**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>
4. Substantive Change Proposal: <http://www.deanza.edu/accreditation/Substantive_Change_Proposal_to_Board.pdf>
5. Student Learning Outcomes, <http://www.deanza.edu/slo/>

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

## The college meets this standard. As with all its employees, the campus ensures that is has policies and practices in place to support the teaching needs of its part time and adjunct faculty. It also takes steps to ensure that the faculty are integrated into the normal processes of the institution.

**Action Plan**

No action plan is required.

**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.

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

## The college meets this standard. It has processes in place to ensure that, funding allowed, it has a sufficient number of qualified staff to provide the services needed to maintain and high functioning, effective institution.

**Action Plan**

No action plan is required.

**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.

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

## 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 campus’ mission and goals.

**Action Plan**

No action plan is required.

**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 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

## The college meets this standard. Employees have ease of access to written personnel policies and procedures via public postings on the district web site. Board policies have been used to develop these policies and procedures, thereby assuring fair and equitable administration.

**Action Plan**

No action plan is required.

**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 means of constantly 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 an 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). (III.A.12.Q6)

## Evaluation

## 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.

**Action Plan**

No action plan is required.

**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 a 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). The Student Handbook and Student Rights & Responsibilities Policy AP 5500 has a written code of academic integrity for student direction. (9)

(III.A.13.Q2)

## Evaluation

## The college meets this standard. It has detailed written expectations for all personnel, administration, faculty, classified personnel and students.

**Action Plan**

No action plan is required.

**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>
9. Student Handbook, Academic Integrity: http://www.deanza.edu/studenthandbook/academic-integrity.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 are regularly evaluated by the campus. 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.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 leaves 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

## The College meets this standard. Professional development is a critical component of keeping campus faculty, administrators and classified professionals current in their fields of expertise as well as current technology options. It also allows for 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 accomplishing continued improvement of employee skills and service to our students.

**Action Plan**

No action plan is required.

**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

## The college meets this standard. The campus places a high priority on the security and confidentiality of its personnel records and has many processes and procedures in place to maintain that security while still allowing employees applicable access to his/her personnel records.

**Action Plan**

No action plan is required.

**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 college supports students at select off-campus locations (1). It is through these important outreach efforts that the college is able to bring educational services to those students who do not have access to the main campus. Classes are assigned to an off-site location during evening hours when:

• There are no available classrooms on campus during the required time offering.

• The dean of the division and the vice president of Instruction have determined that students would be better served through instruction at an off-site location.

De Anza provides classes at local high schools and two hospital locations. These facilities must comply with building regulations issued by the DSA and federally mandated health and safety requirements, ensuring ADA access. To ensure off-site facilities have the resources that aid in the delivery of De Anza’s educational programs, either the college’s facilities rental coordinator or the coordinator of the relevant academic area works with staff at the off-site location to ensure that audiovisual and other equipment needs are met.

## (III.B.1.Q1, Q2)

The institution uses program plans to identify and evaluate the needs for equipment and other facilities to support and assure the integrity and quality of its programs and services provided in distance education mode.(2, 3, 4) In addition, the campus recently completed a Substantive Change Proposal that evaluated its ongoing needs to maintain a high level of service to its online students. (5) The Facilities Master Plan is also used as a guide to determine the future direction facilities needs at the campus. (6) (III.B.1.Q3, Q4)

## Evaluation

## The college meets this standard by assuring safe and sufficient physical resources are present at any locations where it offers services. The program review process as well as Facility Master Plan allows the college to maintain its facilities.

**Action Plan**

No action plan is required.

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

1. List of off campus locations: <http://www.deanza.edu/map/offcampus.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. Substantive Change Proposal: <http://www.deanza.edu/accreditation/Substantive_Change_Proposal_to_Board.pdf>
6. Facility Master Plan: http://www.boarddocs.com/ca/fhda/Board.nsf/files/AD49BP21AD3B/$file/Foothill-DeAnza\_FMP2016\_FinalDraft\_20160819.pdf

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

The institution considers the needs of programs and services when planning its buildings. The Educational Master Plan is the primary planning document for the campus (1). The goals and purposes identified in this plan drive the development of the Facilities Master Plan and institutional decisions to build, upgrade or replace physical resources (2).

Information for the Facilities Master Plan comes from a number of sources. The Facilities Planning Team was expanded to further provide a wide range of input from across the campus constituency groups, including DSPS, health services and security. (3) Demographic data on population and educational needs in the college’s service area is assessed at both the college and district levels. Assessments of growth and program needs are analyzed at the division level and evaluations of the capacity, load and efficiency of academic space are conducted at the district level. Program plans are also used to identify campus needs. (2) (III.B.2.Q1)

The institution has processes in place to ensure that program and service needs determine equipment replacement and maintenance. Under Measure C, classroom furniture and equipment are refreshed as classrooms are renovated or new buildings are built. Measure C also provided funds, known as FF&E (Furniture, Fixtures & Equipment) to further upgrade existing classrooms and offices. Faculty office furniture is being refreshed on an established scheduled. Classroom furniture for buildings that are not being retrofitted are replaced on an as needed basis.

For the instructional allocation of FF&E and instructional equipment dollars to supplement existing pedagogy, generally the process is that (10, 11):

1. Instructional deans request input and suggestions regarding instructional equipment or supply needs (as applicable for the funding source) from division faculty and department chairs.
2. Based on this information, each instructional division develops a prioritized list of equipment needs submitted to the vice president of Instruction during fall quarter.
3. Once each division has submitted its request, a complete list of all division requests is compiled by the Office of Instruction and distributed to the Deans Council and the Instructional Planning and Budget Team (IPBT) for input and recommendations.
4. The groups meet to discuss the requests from each division and develop a recommendation list for funding to the vice president of Instruction.

Other than the unrestricted general fund, only FF&E funding can be used for non-instructional purchases. Requestors should have identified need in their program plans to be eligible for funding.

Renovated classrooms and labs are outfitted with new multimedia and computer equipment, and a plan has been developed for the replacement of furniture and equipment in existing multimedia classrooms and labs. The replacement of computer equipment for faculty and staff is being implemented based on a replacement plan and priority system developed for Measure C FF&E Funds. Computers and audiovisual equipment are repaired and maintained by either division lab assistants or by Educational Technology Services (ETS). ETS operates a Call Center to provide assistance and respond to maintenance and repair issues.

ETS is also responsible for the campus telephone system. Telephones are provided for every classroom. The system also provides emergency notification to classrooms through an area-paging feature, and in select areas auxiliary power is provided through battery backup. The phone system is currently being replaced by ETS under Measure C.

The manager of the Custodial department and the Grounds supervisor assess equipment needs annually. Funds for replacements and upgrades of equipment come from one of three sources: ongoing operating budgets, Measure C FF&E dollars, or if available, year-end fund balances. Measure C equipment funding is requested through Program Reviews (8). Funding from those year-end balances is requested through the Finance and College Operations Planning and Budget Team (FCOPBT). (9) (III.B.2.Q2)

The institution evaluates effectiveness of facilities and equipment in meeting the needs of its programs and services. The effectiveness of facilities and equipment in meeting the needs of programs and services is evaluated for instructional programs by departmental scheduling staff in conjunction with the Scheduling Office under the direction of the associate vice president of Instruction. The Scheduling Office, in conjunction with academic department personnel assigned the responsibility for scheduling classes, identifies appropriate classrooms and educational equipment. Departments are designated specific classrooms for their use, and the departmental schedulers assign classes to these classrooms. If additional equipment is needed for the room or the instructor requires a multimedia classroom, it is coordinated with the Scheduling Office. (12) Program plans are another source of determining how effectively current resources are meeting program needs. (8) College Operations also periodically distributes surveys to determine if it needs to make adjustments to meet the needs of its constituency groups. (7) (III.B.2.Q3)

The institution has processes in place to ensure that program and service needs determine equipment replacement and maintenance for distance education. Online Education regularly completes a program plan to evaluate its current and future department and pedagogy needs. In addition, the college recently completed a Substantive Change Proposal that evaluated its needs to effectively deliver services and instruction to its online students. (4) (III.B.2.Q4)

The institution meets its equipment needs for distance education. Equipment needs are included in the facilities evaluations that the institution conducts. The campus recently completed its five-year Facility Master Plan that will be used as a blue print for any future facility development or upgrade needs. (2) (III.B.2.Q5)

## Evaluation

## The college meets this standard. It plans for facility and equipment needs in a manner that assures effective utilization and quality, while keeping the institutional missions and goals as a guiding force.

**Action Plan**

No action plan is required.

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

1. Educational Master Plan:

http://www.deanza.edu/ir/state-of-the-college-related-information/pdf/EMP2015-2020\_3-11-16.pdf

1. Facilities Master Plan: <http://www.boarddocs.com/ca/fhda/Board.nsf/files/AD49BP21AD3B/$file/Foothill-DeAnza_FMP2016_FinalDraft_20160819.pdf>
2. Facilities Planning Committee:

<http://www.deanza.edu/gov/campus_facilities/agendas/>

1. Substantive Change Proposal: <http://www.deanza.edu/accreditation/Substantive_Change_Proposal_to_Board.pdf>
2. Finance and College Operations PBT program reviews, <http://www.deanza.edu/gov/ERCOPBT/ProgReviews.html>
3. FF&E Process

<http://www.deanza.edu/gov/techtaskforce/MeasureCProcess.html>

1. Employee Survey

<http://www.deanza.edu/ir/deanza-research-projects/2016-17/Employee_Accreditation_Survey_Spring2016.pdf>

1. Instructional PBT program Reviews, <http://www.deanza.edu/gov/IPBT/program_review_files.html>
2. FCOPBT

<http://www.deanza.edu/gov/ERCOPBT/agendas/FCOPBTAgenda06_12_15.html>

1. FF&E Prioritization memo: <http://www.deanza.edu/gov/ERCOPBT/announcements/News03_16_12.html>
2. Measure C FF&E Website: <http://www.deanza.edu/gov/campus_budget/FFERequests.html>
3. Scheduling Website: http://www.deanza.edu/scheduling/

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

The institution has processes in places that it uses to assess the use of its facilities. The evaluation occurs on a regular basis.

On a daily basis, Plant Services has instituted a work order system that allows users to request maintenance and repair projects online. (4) Requestors are notified that a request has been accepted, approved and completed. Information on the work request can also be accessed. The director of Facilities and Operations and the associate vice president of Finance and College Operations meet on a weekly basis to review, discuss and prioritize requests submitted to Plant Services through the work order request system.

De Anza is a leader among community colleges in providing access to persons with disabilities and is committed to providing access to instruction and services regardless of a person’s physical abilities. Toward this end, De Anza has over the years made improvements to its physical facilities to ensure accessibility. (4) (III.B.3.Q1)

The college uses the results of its evaluation to improve facilities or equipment. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, Plant Services conducts annual space inventories (11). The space inventories help to determine the capacity-load ratio of all space on campus. The capacity-load ratios assist the college in identifying where more space is needed on campus and suggests in which areas additional facilities may be needed (6).

Both the space inventory and capacity-load ratio are essential to the development of the District’s Five-Year Capital Outlay Plan (5). Data on the effective utilization of academic and non-academic space is also provided through Resource 25, the campus’ scheduling software program (10). Quarterly data from Resource 25 allows the campus to determine whether rooms are efficiently scheduled. Resource 25 reports are generated almost daily during scheduling periods to identify time slots and rooms that are available for scheduling.

Audio-visual equipment is evaluated annually for maintenance by District Educational Technology Services (ETS) and performs necessary repairs, although instructional divisions may still generate some requests for upgrades to classroom equipment. Acquisition and replacement of equipment is handled primarily with Measure C funds.

ETS maintains retains repair and maintenance records for classroom equipment and will alert department deans and/or the vice president of Instruction when equipment is in need of repair or replacement. ETS and college representatives meet regularly to prioritize classrooms for multimedia installation and upgrades as well as computer replacement.

The Educational Master Plan identifies the college’s educational mission and overall direction. The companion Facilities Master Plan assesses data such as space utilization and capacity use ratios to ensure that the physical facilities can support the educational mission and goals of the college. The college began work in Fall 2015 to update the Facilities Master Plan to reflect the needs identified in the 2015-2020 Educational Master Plan. (7) (III.B.3.Q2)

The institution has policies in place to assess the use of its facilities. This process also includes the needs for equipment used for course offerings in distance education mode. Online Education regularly completes a program plan to evaluate its current and future department and pedagogy needs. In addition, the college recently completed a Substantive Change Proposal that evaluated its needs to effectively deliver services and instruction to its online students. (9) (III.B.3.Q3)

## Evaluation

## The college meets this standard. It has numerous processes in place to ensure that it regularly and effectively evaluates its physical resources and adjusts as necessary to continue to provide the best facility and equipment possible for its staff, faculty and students.

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

1. Use assessment data

Employee Survey

<http://www.deanza.edu/ir/deanza-research-projects/2016-17/Employee_Accreditation_Survey_Spring2016.pdf>

1. LEED Certification process

<http://www.deanza.edu/sustainability/leed.html>

1. GreenBiz

<http://www.deanza.edu/campusmemo/april2016.html>

1. Plant Services Work Order Web https://www6355.ssldomain.com/tamis/fhda\_members/default.aspx
2. Five Year Capital Outlay Plan

<http://facilities.fhda.edu/_downloads/FHDA%20-%205%20Year%20Capital%20Outlay%20Plan%20-%206-23-2014.pdf>

1. Facility Master Plan: <http://www.boarddocs.com/ca/fhda/Board.nsf/files/AD49BP21AD3B/$file/Foothill-DeAnza_FMP2016_FinalDraft_20160819.pdf>
2. Educational Master Plan:

<http://www.deanza.edu/ir/state-of-the-college-related-information/pdf/EMP2015-2020_3-11-16.pdf>

1. **FF&E Process**

<http://www.deanza.edu/gov/techtaskforce/MeasureCProcess.html>

1. **Substantive Change Proposal**

<http://www.deanza.edu/accreditation/Substantive_Change_Proposal_to_Board.pdf>

1. Resource25 <http://mastercalendar.deanza.edu/wv3/wv3_servlet/urd/run/wv_event.MonthList?evdt=20161216,evfilter=179281,ebdviewmode=grid>
2. Space Inventory: http://facilities.fhda.edu/\_downloads/FHDA%20-%20Building%20Summary%20Report%202015%202016.pdf

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

The institution has processes in place to develop capital plans. Long-range capital projects are linked to institutional planning. Finance and College Operations, in coordination with the district Plant Services Office, manages the maintenance and operation of its physical resources. Plant Services maintains an office on campus with the director of Facilities and Operations providing direction for skilled craftspersons (carpenter, plumber, mechanic, electrician, pool and HVAC) assigned to the college. All service and work orders are processed through an automated work order system, prioritized and attended to in order of precedence and urgency (9).

The associate vice president of Finance and College Operations is the campus representative working directly with the district’s Plant Services Office on all facilities maintenance and renovations. The district Plant Services Office also provides oversight of all on-campus capital outlay construction projects and renovations.

An assessment of the De Anza facilities was completed in Spring 2016 as a part of the Facilities Master Plan, and was the companion document to the Educational Master Plan (1,2). Many renovations and new buildings were completed as a part of the last bond measure. As the campus has little room to build out, it now needs to continue to improve and refine the existing structures to better meet campus needs. Based on an equity framework and the educational goals identified in the Educational Master Plan, the Facilities Master Plan was developed based on six planning principles:

1. Enhance student achievement
2. Improve campus connectivity
3. Improve efficiencies of facilities
4. Right-size facilities to meet program needs
5. Improve security and safety
6. Promote sustainability

(III.B.4.Q1)

Several elements comprise the definition of "total cost of ownership" that the institution uses when making decisions about facilities and equipment. As the campus has already utilized most of the available space for new buildings, any new construction will mostly consist of either improvements to or replacements of existing buildings. In addition to improving program use, part of these renovations will include improving energy efficiency and reducing the “carbon footprint” of college activities. The college made the decision in 1999, established in Board Policy 3214 and Administrative Procedure 6510, to design new buildings to standards developed by Leadership in Energy & Environmental Design (LEED) (7,8). This sustainability perspective drives the choices made in both facilities and equipment.

District Plant Services conducts periodic inspections of campus facilities to ensure that all heating, ventilation and air conditioning (HVAC) and electrical systems that support the academic and administrative facilities are functioning properly. These periodic inspections are part of a routine preventive maintenance program for the campus and include, for example, the annual inspection of boilers and chillers. The routine preventative maintenance program is maintained in the district’s work order system and managed by the district’s associate director of facilities and operations.

Plant Service receives maintenance funding through three sources. One is the major maintenance program, which addresses specific items such as pathway replacement or major tree trimming. The second is the state’s scheduled maintenance categorical program, which is developed as a five-year plan updated annually and sent to the state for first-year funding. The scheduled maintenance program covers exterior repairs, HVAC, roofing, utilities and related items, and requires matching funds from the district. The third funding source, Measure C, has allowed the district to develop a maintenance plan and schedule for the five areas listed above until 2021.

The spending plan for the maintenance schedule is in five-year increments and leverages state scheduled maintenance funding with Measure C funding. Through Plant Services, the campus participated in the State Chancellor’s Office facilities assessment program in 2009. The assessment allowed Plant Services to determine the life cycle of physical resources, such as carpeting and window coverings, and develop replacement programs.

The output of the assessment was uploaded into the State Chancellor’s Office Facility Utilization Space Inventory Option Net (FUSION) system, which assists that office in assessing the college’s capital outlay needs. The district’s Five-Year Capital Outlay Plan and Five-Year Scheduled Maintenance Plan are also uploaded into FUSION.

(6, 10) (III.B.4.Q2)

Planning processes ensure that capital projects support college goals. Long range capital planning is effective in advancing the college improvement goals. The five-year Educational Master Plan is the primary planning document for the campus. The goals and purposes identified in this plan drive the development of the five-year Facilities Master Plan and institutional decisions to build, upgrade or replace physical resources.

Information for the Facilities Master Plan comes from a number of sources. The Facilities Planning Team was expanded to further provide a wide range of input from across the campus constituency groups, including DSPS, health services and security. Demographic data on population and educational needs in the college’s service area is assessed at both the college and district levels. Assessments of growth and program needs are analyzed at the division level and evaluations of the capacity, load and efficiency of academic space are conducted at the district level. Program plans are also used to identify campus needs. (3) (III.B.4.Q3)

Long range capital plans support improvement goals and reflect projections related to equipment needed for distance education. Online Education regularly completes a program plan to evaluate its current and future department and pedagogy needs. In addition, the college recently completed a Substantive Change Proposal that evaluated its needs to effectively deliver services and instruction to its online students.(5) (III.B.4.Q4)

## Evaluation

## The college meets this standard. Long-range capital plans are clearly linked the major strategic planning document, the Educational Master Plan, to ensure that these plans support institutional goals and focus. Further processes, such as the sustainability and equity focus, are in place to keep the total cost of ownership of new facilities and equipment in focus as the campus develops new programs and services.

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

**1. Educational Master Plan: (III.B.4.Q1)**

h<ttp://www.deanza.edu/ir/state-of-the-college-related-information/pdf/EMP2015-2>020\_3-11-16.pdf

**2. Facilities Master Plan: (III.B.4.Q1)**

<http://www.boarddocs.com/ca/fhda/Board.nsf/files/AD49BP21AD3B/$file/Foothill-DeAnza_FMP2016_FinalDraft_20160819.pdf>

**3. Facilities Planning Committee: (III.B.4.Q4) (III.B.4.Q3)**

http://www.deanza.edu/gov/campus\_facilities/

**4. Bond Measure Planning Process:**

<http://www.deanza.edu/measurec/>

**5. Substantive Change Proposal (III.B.4.Q4)**

<http://www.deanza.edu/accreditation/Substantive_Change_Proposal_to_Board.pdf>

**6. Five Year Capital Outlay Plan (III.B.4.Q2)**

<http://facilities.fhda.edu/_downloads/FHDA%20-%205%20Year%20Capital%20Outlay%20Plan%20-%206-23-2014.pdf>

**7. Board Policy 3214 (III.B.4.Q2)**

[**http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U5PUR6583E5#**](http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U5PUR6583E5)

**8. Administrative Procedure 6510 (III.B.4.Q2)**

[**http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U3V6T7F4024**](http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U3V6T7F4024)

**9. Automated Work Order System (III.B.4.Q1)**

[**https://www6355.ssldomain.com/tamis/Members\_Login/Login\_Pass.aspx?ReturnURL=/tamis/fhda\_members/default.aspx**](https://www6355.ssldomain.com/tamis/Members_Login/Login_Pass.aspx?ReturnURL=/tamis/fhda_members/default.aspx)

**10. FUSION Data Base (need link)**