Institutional Self-Evaluation Report
In Support of an Application for
Reaffirmation of Accreditation
2023

De Anza College

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Institutional Self-Evaluation Report In Support of an Application for Reaffirmation of Accreditation 2023

Submitted by
De Anza College
21250 Stevens Creek Blvd
Cupertino, CA 95014

to
Accrediting Commission for
Community and Junior Colleges
Western Association of Schools and Colleges

Dec. 15, 2023

Certification

To: Accrediting Commission for Community and Junior Colleges
        Western Association of Schools and Colleges

From: Dr. Lloyd A. Holmes, Chief Executive Officer
        De Anza College
        21250 Stevens Creek Blvd.
        Cupertino, CA 95014

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.
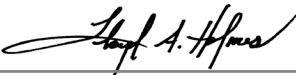
I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

_____ Chancellor, Foothill-De Anza Community College District
Lee Lambert
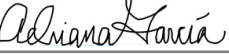
_____ President, De Anza College
Lloyd A. Holmes

_____ President, Board of Trustees
Patrick Ahrens

_____ Academic Senate President
Erik Woodbury

_____ Classified Senate President
Adriana Garcia

_____ De Anza Student Government President
Lydia Wong

_____ Accreditation Liaison Officer
Mallory Newell

De Anza College Mission

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 College Values

Integrity

We embrace honesty, credibility, clear communication and acting on our stated values. We strive to acknowledge and address issues that may be difficult to broach. The College's ability to fulfill its mission depends on a college community in which everyone feels included, respected and safe.

Innovation

In all of our many roles, we will continuously and purposefully reflect in order to innovate and improve. We work to ensure our physical space is welcoming, conducive to learning and environmentally sustainable. We are committed to being innovative in our daily work, curriculum and use of technology. We work with our students to be creative, flexible, imaginative and inventive, and to prepare to contribute to a world that will demand skills and competencies not yet in view.

Equity

We welcome students of all ages and backgrounds and connect with them, in their range of unique circumstances, to help them fulfill their dreams. We strive to design classes and services to the needs of those we serve. We value and embrace the intellectual contributions of a diverse spectrum of people and cultures. We strive for a diverse workforce that honors the contributions of all who work here.

Developing the Human Capacity of All Students
We will provide support in six key factors of student success. Our students will be:

- Directed, with a goal and the knowledge of how to achieve it.
- Focused, staying on track to achieve that goal.
- Nurtured, feeling that we want to, and do, help them to succeed.
- Engaged, actively participating in class and extracurricular activities.
- Connected, feeling that they are part of the college community.
- Valued, with their skills, talents and abilities recognized, and with opportunities to contribute on campus and feel that their contributions are appreciated.

Institutional Core Competencies
Our students will be able to demonstrate knowledge, skills and attitudes in the following five areas:

- Communication and Expression
- Information Literacy
- Physical/Mental Wellness and Personal Responsibility
- Civic Capacity for Global, Cultural, Social and Environmental Justice
- Critical Thinking

Civic Engagement for Social Justice

We provide students with opportunities to enhance their potential for purposeful and productive lives. As a public institution, we contribute to the development of our local, state, national and global communities. We view our students and ourselves as agents of change, responsible for building the world in which all people are able to realize their dreams in ways that are environmentally sustainable and in alignment with the United Nations' Declaration of Human Rights.

Integrity

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Introduction

History of De Anza College

De Anza College, now celebrating its 56th anniversary, is an institution dedicated at its core to diversity and to providing a multicultural learning environment. The College decided in a collective focused planning process in 2005 – and reaffirmed in 2015, and again in 2022 through its Educational Master Plan – to reach out to historically underserved students across the region, to address student retention and success, to ensure cultural competence and to build community collaborations.

De Anza was established in Cupertino on Sept. 11, 1967, as the Foothill Junior College District worked to meet local community demand for a second campus. Planning for De Anza began soon after the district's first campus, Foothill College, launched in temporary quarters in 1958 and filled to capacity after moving in 1961 to its permanent location in Los Altos Hills. Just four years after approving a $10.4 million bond measure for Foothill, community members readily voted in favor of a second bond measure, in the amount of $14 million, to build De Anza College.

De Anza was constructed on 112 acres of what was once a turn-of-the-century wine- producing estate that the district purchased for $1.1 million. Guiding principles for the new college called for creating an "open door" institution to serve students with a wide variety of abilities, aptitudes and interests; an atmosphere of "friendly informality between faculty members and students"; and a campus that conveyed a sense of "quiet dignity" and "higher learning." By the time students arrived for the first fall classes, the College was almost completed. From 3,000 students in its first year, De Anza College in 2023 serves more than 17,500 students. Students, faculty members and classified professionals reflect the highly diverse ethnicities, cultures and backgrounds that are found across Silicon Valley.

The Foothill-De Anza Community College District service area encompasses Cupertino, Sunnyvale, Palo Alto, Mountain View, Los Altos, Los Altos Hills, and parts of Saratoga and San José. Its boundaries are contiguous with the Fremont Union and Mountain View-Los Altos Union high school districts. De Anza's influence extends far beyond its immediate service area into many historically underserved lower-income communities in east and south San Jose and East Palo Alto. It reaches out to and draws students widely from throughout the region and internationally with its extensive educational offerings, reputation for student success and supportive environment. De Anza has the largest enrollment of any community college in the region and is a significant educational, cultural, social and economic resource for all of Silicon Valley.

Learning Facilities and Bond Measures

Learning at De Anza College takes place in state-of-the-art facilities made possible by bond measures authorized by voters in the district's service area: Measure E for $248 million in 1999, Measure C for $490.8 million in 2006, and Measure G for up to $898 million in 2020. Bond-funded campus buildings include the nationally recognized Kirsch Center for Environmental Studies; a well-equipped Science Center; the Registration and Student Services (RSS) Building; the striking Visual and Performing Arts Center (VPAC), a venue for college classes and performances as well as community events; and the Media and Learning Center (MLC).

In addition to construction, bond proceeds have funded many building renovations, including most recently the Library, the Media and Learning Center and, in part, the Flint Parking Garage; upgrades of critical electrical and mechanical systems; installation of energy-producing solar arrays; and restoration of two historic campus landmarks – the old stone Baldwin Winery building, which now houses the Financial Aid Office and faculty offices; and the estate's once-crumbling Le Petit Trianon, home to the College's California History Center.

In these projects, De Anza has shown a commitment to sustainable building materials and methods. Nine buildings on campus have been certified as meeting national Leadership in Energy and Environmental Design (LEED) building standards for environmental sustainability. Two of them, the Kirsch Center for Environmental Studies and the Media and Learning Center, have attained LEED Platinum status, the highest rating for an energy-efficient, green building.

Resources from the 2006 bond measure have also been used to upgrade and expand the De Anza's digital infrastructure for instruction and administration. Districtwide technology projects have included replacing the administrative information system and network; placing 6,000 computers and printers on a scheduled replacement cycle; upgrading and replacing servers; and installing and refurbishing state-of-the-art "hyflex" classrooms.

Over the past two decades, thanks to the local community, the campus has been expanded and renovated on an unprecedented scale. Planning is now underway for additional projects – including new and upgraded facilities for student services, athletics and instructional programs – that will be funded through Measure G, the most recent bond issue.

Foundational Values

From its earliest days, De Anza has embodied a set of fundamental values that remain embedded in its culture. A deep concern for equity and social justice took root during the College's formative years, influenced by the sweeping social and political changes of the 1960s and 1970s. In intentionally cultivating a new educational community, the founders of what became the Foothill-De Anza Community College District placed a premium on excellence and innovation, and searched out faculty members with a passion for teaching. These values, embodied in the district motto "Educational Opportunity for All," were transplanted to the new campus when more than 100 faculty members and administrators left Foothill to create De Anza College.

These foundational values continue to shape De Anza's institutional character today. They are evident in De Anza's deep commitment to providing a learning environment that is inclusive and welcoming to all students, and the College s concerted effort over the past two decades to achieve educational equity across racial and ethnic groups. They also underpin the College's commitments – established in 2008 and reaffirmed in 2015 and 2022 – to the Institutional Core Competency that calls for promoting "civic capacity for global, cultural, social and environmental justice."

Relationship with the Community

Community support has remained strong over the years, as indicated by voter approval of three multimillion-dollar bond measures over two decades. Along with students, tens of thousands of community members have benefited from De Anza's bond-funded construction and renovation projects including the Planetarium, the Visual and Performing Arts Center, the Media and Learning Center, and various athletic facilities.

Community members also engage with the college through an extensive Community Education program, which serves nearly 40,000 residents each year. (The number dropped to about 7,000 residents a year during the COVID-19 pandemic, when most campus facilities were closed, but has since regained ground.) In addition to offering short-term, noncredit courses for adults throughout the year, the division operates the De Anza College Academy, an extended summer program for students in grades 1-12. The division also includes the De Anza Planetarium, Euphrat Museum of Art and the Child Development Center, which serves as a teaching lab while providing childcare for toddlers and preschoolers from families affiliated with De Anza as well as the general public.

Many programs at De Anza enjoy well-established partnerships with community agencies and organizations that give students opportunities to learn in the community. For example, nursing faculty members coordinate with area hospitals and nursing homes where students can gain clinical experience. Students from the Kirsch Center for Environmental Studies work on projects with nearby public agencies, including the Santa Clara County Open Space Authority and the California Department of Fish and Game. The Vasconcellos Institute for Democracy in Action (VIDA) links De Anza students with community organizations such as the Filipino Youth Coalition, Movimiento de Accion Inspirando Servicio, West Valley Community Services, Our City Forest and many more. VIDA, previously the Institute for Community and Civic Engagement, was renamed in 2015 in honor of longtime public servant John Vasconcellos.

Campus Culture

De Anza has long focused on promoting access and success for all students, while recognizing the importance of directing resources and support to those from historically underserved populations. The College has also made a campuswide commitment to fostering a sense of connection and inclusion for all students, based on extensive experience that shows these are important factors in student success.

One of the College's earliest efforts, the ABC (Anglo-Black-Chicano) Project, was a commitment to the success of all students. The fledgling college also assisted students in forming Black and Chicano student unions and in 1969 launched an Ethnic Studies Division, now known as the Intercultural and International Studies Division – one of the first programs of its kind at a California community college.

Subsequent years saw the creation of more programs and services to promote academic success and leadership development for students from historically underrepresented population groups. These programs often work closely with relevant employee groups, including the Black Faculty, Staff and Administrators network, the De Anza Latinx Association and the Asian Pacific American Staff Association.

De Anza has seen particular success with cohort programs, known as Learning Communities, that are open to all students while providing important support and resources for Black, Latinx and Asian Pacific American students. Similar programs provide support for LGBTQ+ students, formerly incarcerated students and students who are current or former foster youth.

The Learning Communities combine instruction and support services: Students in each program take designated classes together as a group, while joining in related activities outside the classroom. Designated classes usually include some required General Education courses along with courses in ethnic studies or other subjects relevant to the focus of a particular Learning Community. Most of the Learning Communities have a designated counselor or coordinator to provide additional support.

In one example, the Learning in Communities (LinC) program, a cohort of students take paired courses together, taught by instructors from different disciplines, who redesign the curriculum around a common set of themes or questions. The program has been widely cited for its pioneering approach to instructional support. Other examples include the First Year Experience program, IMPACT AAPI, the Men of Color Community, Pride, the Puente Project and the Umoja Community. Additional Learning Communities focus on students who are interested in honors courses or the Humanities, or want extra support in certain subjects. The Math Performance Success program has drawn national recognition for its successful approach in providing counselors and peer tutors, often embedded in the classroom, to assist students who have struggled with Math.

While the number of Learning Communities at De Anza has grown to 18, the College has begun taking a similar approach to supporting all students. De Anza's Guided Pathways initiative, led by a multidisciplinary group of faculty members and classified professionals, has created six Villages, based on groupings of related academic subjects and majors. All students are encouraged to "discover their Village" and join the one that aligns with their academic or professional goals.

Each Village is designed to support students in exploring their interests and working toward their goals. Villages offer workshops and other activities keyed to their subject areas. Students in each Village can receive guidance and support from a designated Success Team of academic counselors and staff members. The Villages are also centers for sharing relevant information and services, including program maps that provide a suggested plan for advancing through required courses – quarter by quarter – to obtain a desired degree, certificate or transfer in a particular major. Students can meet and share with others in their Village by gathering in designated campus spaces, visiting their Village webpage or logging in to their Village site on Canvas, the College's online learning platform.

De Anza has also developed a wide range of resources and services for all students, from the Resource Hub, which assists students who are struggling with basic needs such as food or housing; the Mental Health and Wellness Center, which offers individual counseling as well as support groups keyed to a variety of topics; and the Student Success Center, which provides peer tutoring on a range of academic subjects including general study skills.

The College's commitment to historically underserved students also is seen in its long history of programs for students with disabilities, which dates to 1973. In 2022-23, the college served 1,445 students with disabilities.

Strategic Planning

As it moves forward, De Anza remains committed to its mission statement, most recently reaffirmed as part of its Educational Master Plan for 2022-2027:

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

This statement, adopted in spring 2018, retains the core of the previous mission statement while updating the institutional core competencies with language that uniquely defines the College. The statement clearly articulates student learning goals and outcomes and the importance of civic capacity for justice. In addition, it emphasizes success for every student in multiple areas of intellectual, personal and social development and competence.

The statement is aligned with the results of strategic planning efforts, conducted in 2005 and updated in 2015 and again in 2022. The current Educational Master Plan for 2022-2027 identified four strategic planning institutional initiatives:

- Outreach
- Student-centered instruction and services
- Retention
- Civic capacity for community and social change

In addition, De Anza reaffirmed and strengthened its commitment to equity in a 2022 document, "Equity Plan Re-Imagined," which serves as a guide for future equity planning and is integrated into the Educational Master Plan. The master plan also reflects the College's commitment to its Guided Pathways initiative and six factors of student success, identified in research that found students are more successful when they are directed, focused, nurtured, engaged, connected and valued.

The "Equity Plan Re-Imagined" document also set out commitments in the key areas of

- Vision and defining equity
- Shared governance
- Culture of equity
- Integrated instruction and services
- Professional development
- Financial commitments and accountability

In order to achieve sustained institutional progress in these key areas, De Anza committed to an equity framework that embraces racial equity and the student success factors in order to achieve short-term and long-term outcomes; develop key actions and accountability steps to achieve these outcomes; and identify key resources, stakeholders, funding sources and specific activities within a set timeline.

In alignment with that work, De Anza's Educational Master Plan cites key Institutional Metrics to be achieved by 2027 in these areas:

- Outreach to historically underrepresented populations
- Achieving success factors
- Course success
- English and Math completion
- University transfer
- Degree attainment
- Workforce training
- Civic capacity for community and social change
- Meeting basic needs.

These metrics are reviewed and shared with the campus community annually to monitor progress toward meeting the College's goals.

Online Education

De Anza's online course offerings had been steadily growing over time as instructional divisions and departments sought to meet increased student need for flexibility in terms of course scheduling and delivery methods. Before the COVID-19 pandemic, the College offered around 20 percent of its course sections online. When the pandemic struck, De Anza moved virtually 100 percent of its courses online in spring 2020. While the campus has resumed normal operations, about 60 percent of De Anza classes were still offered online in 2022-23.

All courses are reviewed and approved by the College's Curriculum Committee as online education courses or hybrid courses and offered to students through the schedule of classes with an icon indicating the delivery method. To support students in online courses, the College had been steadily ramping up equitable student services, developed automated processes within the course management system, and provided regular training and instructional design support for online courses. As a result of the pandemic, all student services are now offered online and in-person and De Anza's Online Education Center is expanding, with the hiring of a new dean of online education and learning resources in 2023.

Course success rates by modality are monitored and reported in the College's comprehensive program review form by each department. The College has steadily been narrowing the gap between online and face-to-face course success rates, for example, in 2018-19, 67 percent of enrollments were in face-to-face sections, where success rates were 79 percent, compared to 74% for online sections. In 2022-23, about 20 percent of enrollment was in face-to-face class sections, with a success rate of 80 percent – and the success rate in online sections was also 80 percent. However, while rates have improved across all racial and ethnic groups within modalities, gaps continue to exist. Academic departments are asked to reflect on these differences and identify strategies, as part of the formal program review process, to narrow any equity gaps.

Student Enrollment Data

De Anza enrolls a highly diverse student population from within its service area, while also drawing students from across Silicon Valley as a result of strategic outreach to communities with historically low college-going rates.

- Nearly 80 percent of De Anza students identify as nonwhite.
  - ° The student body includes 47 percent who identify as Asian – primarily identifying as Chinese, Vietnamese, Filipinx and "Asian Other."
  - ° Of the remainder, 27 percent identify as Latinx, 17 percent as white and 4 percent as Black.
- Nearly half of all De Anza students are age 20-24; the average age is 25.
- There is an almost even split between students who identify as female and male, with slightly more than 1 percent identifying as nonbinary.
- Students reside predominantly in the cities of San José, Sunnyvale and Santa Clara.

As displayed in Figure 1 below, nearly 30 percent of De Anza's headcount is from South Santa Clara County, followed by a quarter residing within the College's service area. Another 20 percent reside in East Santa Clara County, followed by 5 percent in West Santa Clara County and another 5 percent outside of the Bay Area, but still within California.

Figure 1. Fall Headcount by ZIP Code Grouping, 2020-2022 with Headcount at 5% or Higher

Service Area Grouping (from ZIP code)	Fall 2020		Fall 2021		Fall 2022	
S Santa Clara County (SJ west 880/101)	5,656	30%	5,127	30%	4,839	29%
Service Area 1 (Cupertino, Sunnyvale, Santa Clara (part of), San Jose (part of), Saratoga (part of))	4,583	24%	3,906	23%	3,983	24%
E Santa Clara County (Alviso, Milpitas, SJ east 880/101)	3,896	21%	3,566	21%	3,304	20%
W Santa Clara County (Campbell, Los Gatos, Monte Sereno, Santa Clara (rest of), Saratoga (rest of))	858	5%	854	5%	823	5%
CA Outside Bay Area Region	1,049	6%	913	5%	854	5%
Subtotal	16,042	86%	14,366	84%	13,803	83%

Headcount at census date. Source: De Anza Institutional Research, Census Enrollment Dashboard

Over the past five fall terms, De Anza experienced a decrease in enrollment, headcount and FTES, as displayed in Figure 2 below.

- Enrollment declined from 48,355 to 41,132, a loss of 7,233 enrollments and a 15 percent decline.
- Headcount dropped by 3,248 students and a 17 percent decline. Finally, FTES decreased by 741 and a 15 percent decline.

The slightly higher decline in headcount than enrollment and FTES indicates that even though there were fewer students enrolled, students tended to enroll in more classes in fall 2022 than they did in fall 2018. The largest enrollment decline occurred from fall 2020 to fall 2021, as a result of the pandemic, while enrollment stabilized between fall 2021 and fall 2022 as the college recovered from the pandemic.

Figure 2: Fall Enrollment, Headcount, Full-Time Equivalent Student (FTES)
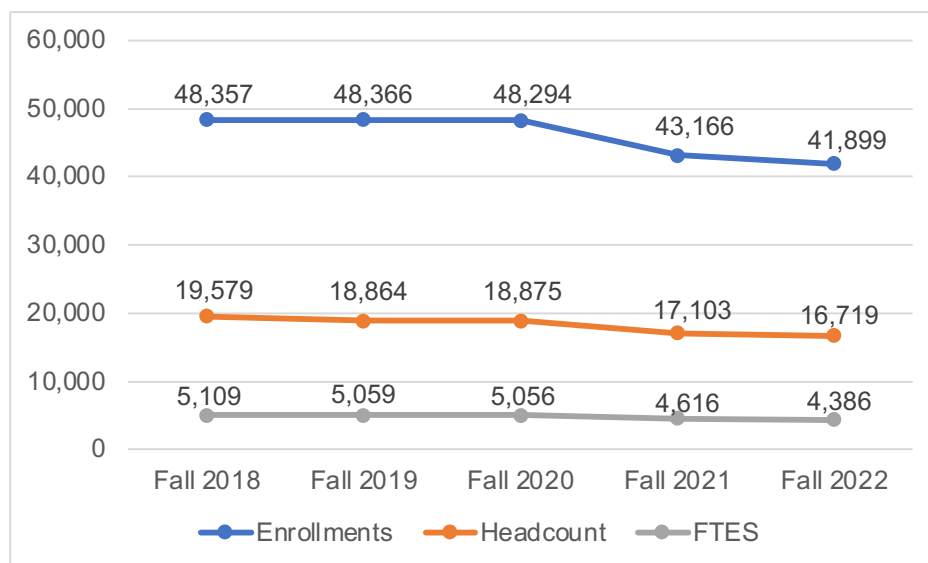
Source: De Anza Institutional Research, Enrollment and Course Success Dashboard, Credit and Noncredit Enrollments

Figure 3. Fall Headcount by Ethnicity

Between fall 2018 and fall 2022, more than 80 percent of students identified with a race or ethnicity other than white. During this time period, which includes the peak of the COVID-19 pandemic, the percentage of students who identified as Black, Filipinx, Latinx and Pacific Islander remained stable at 4 percent, 7 percent, 27 percent and 1 percent of the total student population, respectively. The number of students who identified as Asian decreased the most over the past five fall terms, from 41 percent to 39 percent.
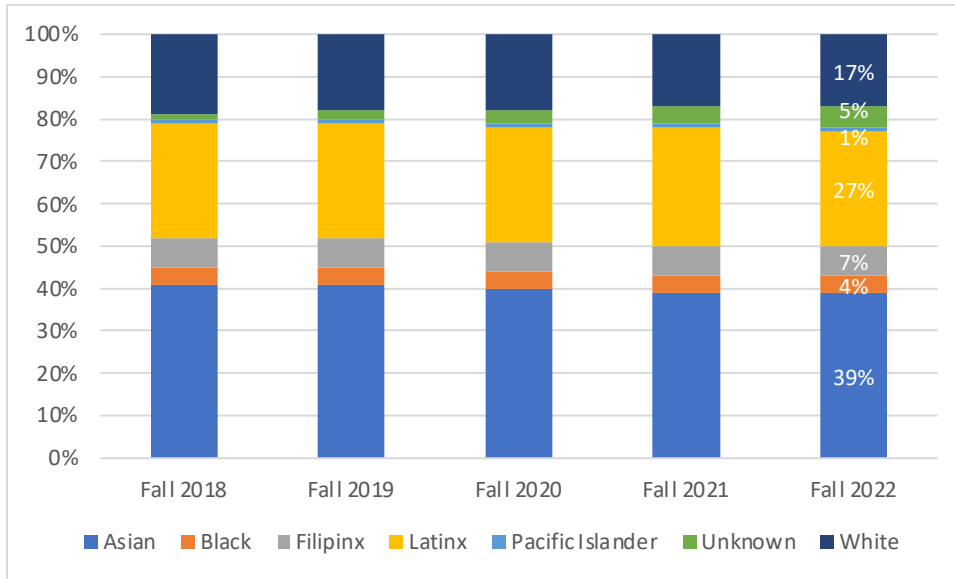
Source: DA IRPA, Enrollment and Course Success Dashboard, Credit and Noncredit Enrollments, Excludes Native American

Nearly 30 percent of students are in the first generation in their family to attend college. This rate has remained stable over the last five fall terms, even as enrollment dipped as a result of the pandemic and overall enrollment declines over the same period, as displayed in Figure 4 below.

Figure 4. Fall Headcount by First-Generation Status
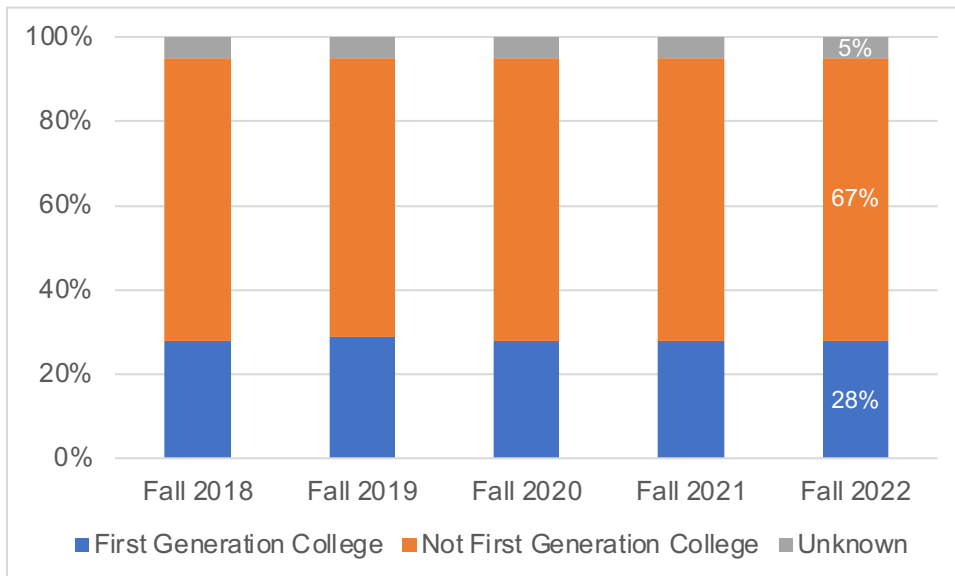
Source: De Anza Institutional Research, Enrollment and Course Success Dashboard, Credit and Noncredit Enrollments. First-generation students are those whose parents or legal guardians did not attend college.

Beginning in fall 2020, De Anza began a slow decline in nonresident student headcount, as shown in Figure 5 below. The nonresident rate declined by 3 to 4 percentage points, influenced by the enrollment decline of international students on an F-1 visa.

Figure 5. Fall Headcount by Residency Status

Source: De Anza Institutional Research, Enrollment and Course Success Dashboard, Credit and Noncredit Enrollments

Figure 6 below displays the income status of students in the fall term over the past five years. Through fall 2020, the College defined "low income" as annual family income of $25,000 or less. Under this definition, more than a quarter of students fell within this category, with a slow decline from fall 2018 to fall 2020, as enrollment correspondingly declined.

In fall 2020, the College changed its definition of "low income" to include annual family income of $50,000 or less, to align with regional definitions. Under this definition, slightly less than half of all students are categorized as low income. This rate has declined from 45 percent in fall 2021 to 42 percent in fall 2022.
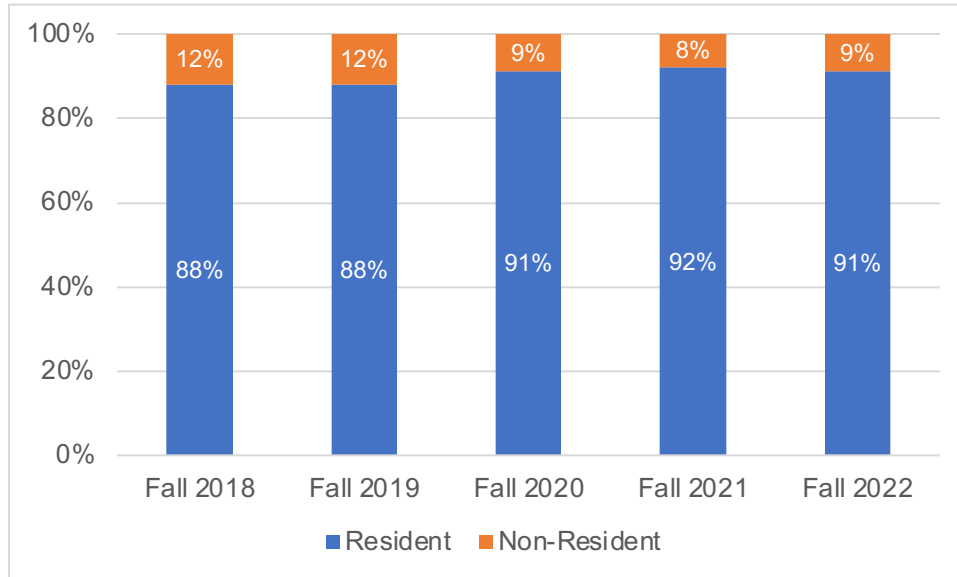
Figure 6. Fall Headcount by Income Status

Source: De Anza Institutional Research, Enrollment and Course Success Dashboard, Credit and Noncredit Enrollments

Low income defined as $25,000 or less annual income prior to fall 2021, and as $50,000 or less beginning fall 2021.

De Anza was experiencing a slow increase in online instruction of 1 to 3 percentage points per year prior to the pandemic, over the seven years preceding fall 2020. As a response to the pandemic, the College quickly shifted to online instruction in spring 2020, offering 93 percent of all enrollments in this format. Since then, De Anza has been transitioning back to a split that was identified in the Educational Master Plan for 2022-2027, offering 40-60 percent of courses in modalities that include some face-to-face interaction. As displayed in Figure 7 below, the college offered 40 percent of its enrollment in a face-to-face or hybrid format in fall 2022.

Figure 7. Fall Enrollment by Instructional Modality

Source: De Anza Institutional Research, Enrollment and Course Success Dashboard, Credit and Noncredit Enrollments

As displayed in Figure 8 below, enrollment in career technical education (CTE) courses has steadily increased by 28 percent from fall 2018 to fall 2022 – from 7,700 CTE enrollments to 10,744 CTE enrollments for an increase of 3,000 enrollments. As a portion of total enrollment, CTE enrollment has increased from 16 percent of total enrollment to 26 percent. It is important to note that CTE enrollment increased while overall enrollment across the campus decreased by 30 percent during the same period.
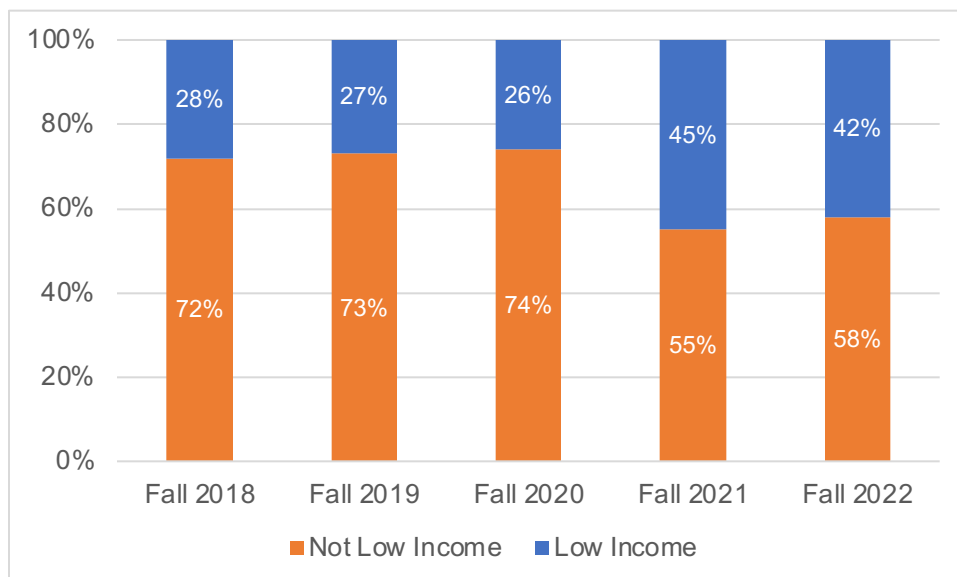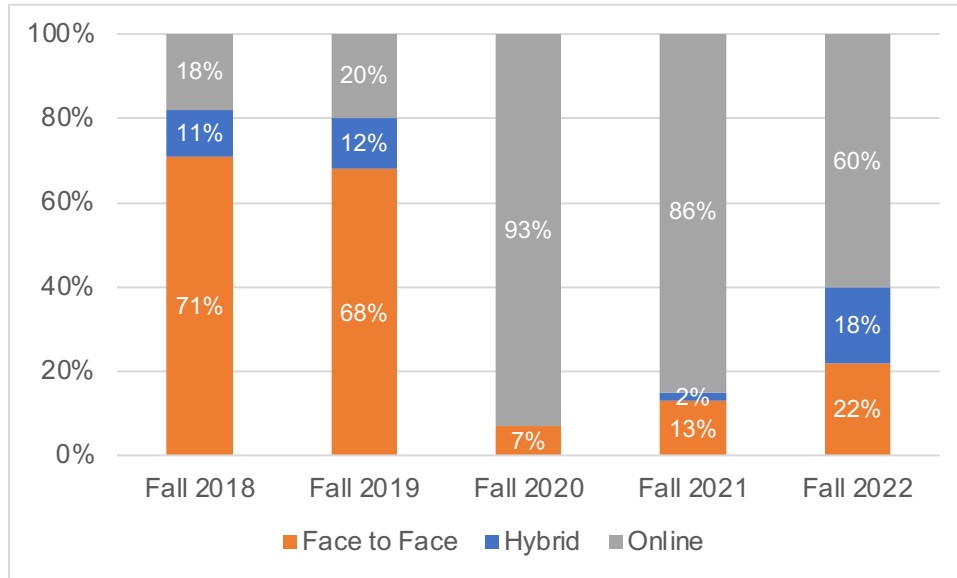
Figure 8. Fall Enrollment by Career Technical Education (CTE) Courses
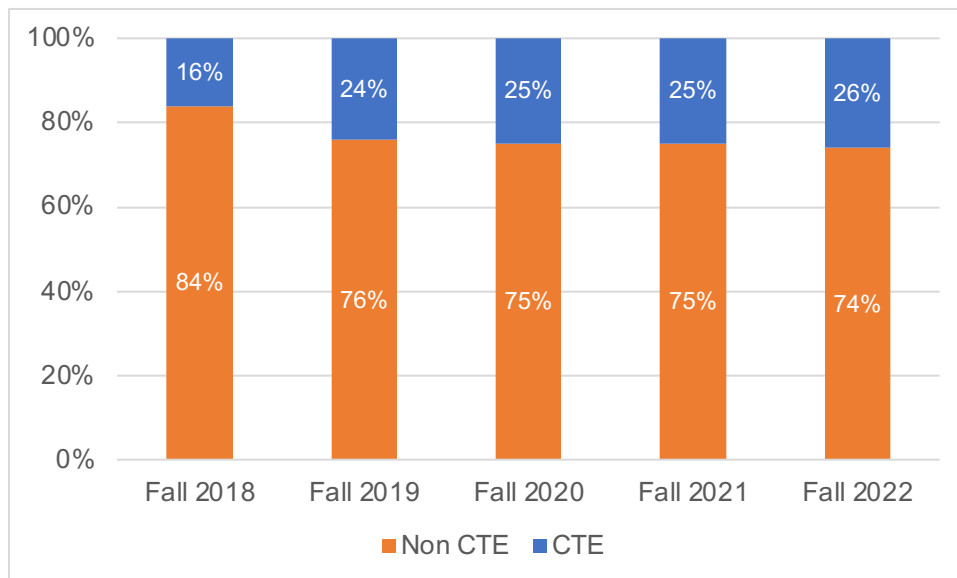
Source: De Anza Institutional Research, Enrollment and Course Success Dashboard, Credit and Noncredit Enrollments

Labor Market Data

De Anza is determined to stabilize and eventually increase enrollment, despite past enrollment declines, regional population declines and the impact of the COVID-19 pandemic. The College has used regional employment projections in its strategic planning, including the Educational Master Plan for 2022-2027, which identified areas of focus for increasing enrollment over the next five years.

These efforts include a commitment to continue integrating transfer and career training pathways and to align them with high demand careers. Using the projections below, the College is exploring the addition of new programs, with low startup and operating costs, that can be tied to high-demand occupations.

Below are the regional projections for occupations requiring an associate degree, certificate or some college education as well as a bachelor's degree.

Associate Degree, Certificate or Some College Education

- Regional growth in job openings requiring an associate degree, certificate or some college is projected to be greatest in the health sciences.
- The following chart shows the top 20 occupations ranked by projected increase in job openings between 2018 and 2028, in the San Jose-Sunnyvale-Santa Clara Metropolitan Statistical Area.

* Indicates a field in which De Anza offers an associate degree or certificate
** Indicates a field in which De Anza offers a transfer path

Occupational Title	Projected Employment Increase	Median Annual Wage
Occupational Therapy Assistants**	33.3%	$53,883
Respiratory Therapists	27.4%	$100,970
Diagnostic Medical Sonographers	25%	$102,564
Physical Therapist Assistants**	20%	$75,730
Health Technologists and Technicians, All Other*	19.8%	Not available
Agricultural and Food Science Technicians	19.3%	Not available
Medical Assistants*	19.3%	$47,033
Web Developers*	19.1%	Not available
Life, Physical, and Social Science Technicians, All Other	16.7%	$66,394
Paralegals and Legal Assistants*	16.6%	$88,161
Radiologic Technologists	16.5%	$87,610
Preschool Teachers, Except Special Education*	16.3%	$39,142
Massage Therapists	16.3%	$34,487
Medical Records and Health Information Technicians*	15.2%	Not available
Nursing Assistants	14.9%	Not available

Occupational Title	Projected Employment Increase	Median Annual Wage
Healthcare Practitioners and Technical Workers, All Other*	14.8%	Not available
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	14.7%	$70,279
Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic*	14.6%	Not available
Cardiovascular Technologists and Technicians	14.3%	$70,756
Magnetic Resonance Imaging Technologists	14.3%	$98,539

Bachelor's Degree

- Regional growth in job openings requiring a bachelor's degree is projected to vary, with most job openings in the design, software, research, science and medical fields.

- The following chart shows the top 20 occupations ranked by projected increase in job openings between 2018 and 2028, in the San Jose-Sunnyvale-Santa Clara Metropolitan Statistical Area.

*** Indicates a field in which De Anza offers a certificate, degree or transfer path

Occupational Title	Projected Employment Increase	Median Annual Wage
Film and Video Editors***	37.9%	Not available
Information Security Analysts***	33.6%	Not available
Operations Research Analysts	33.1%	$96,833
Proofreaders and Copy Markers***	30.0%	Not available
Software Developers, Applications***	25.2%	Not available
Market Research Analysts and Marketing Specialists	23.5%	$97,883
Substance Abuse, Behavioral Disorder, and Mental Health Counselors	22.0%	$54,780
Medical and Health Services Managers	18.7%	$129,964
Financial Managers	18.6%	$164,967
Social Science Research Assistants***	17.6%	$51,215
Biological Scientists, All Other***	17.1%	$107,548
Social Scientists and Related Workers***	16.7%	$86,895

Occupational Title	Projected Employment Increase	Median Annual Wage
Athletic Trainers***	16.7%	$63,851
Statistical Assistants	16.7%	$60,671
Education Administrators, Preschool and Childcare Center/ Program***	16.0%	$51,629
Coaches and Scouts	15.2%	$40,889
Registered Nurses***	15.1%	$149,520
Biological Technicians***	15.0%	$63,391
Financial Specialists, All Other	14.4%	Not available
Training and Development Specialists	14.3%	$88,058

Source: California Employment Development Department

Demographic Data

De Anza College relies on data from the annual Silicon Valley Index report to better understand regional population, economic and social trends. The report is produced by Joint Venture Silicon Valley, a respected research and public policy group. The following are highlights from the 2023 report:

Population Trends

- The Silicon Valley region experienced a population decline of 5 percent between 2020 and 2022.
  - ° Santa Clara County saw a smaller decline of 2.2 percent.
  - ° California overall saw a decline of only 1.2 percent.
- The youth population is decreasing.
- The number of residents under the age of 18 decreased by 4.3 percent from 2019 to 2021.
- The number of residents age 18-24 decreased by 5.1 percent, while those age 25-44 decreased by 4.2 percent.
- The region is largely composed of residents who identify as Asian, white or Latinx.
  - ° In 2021, 37 percent of residents identified themselves as Asian, 30 percent identified as white and 25 percent identified as Latinx.
  - ° Other groups include 6 percent identifying as multiracial and 2 percent identifying as Black.
- After English, Spanish is the most commonly spoken language at home, followed by Chinese
  - ° In 2021, 49 percent of county residents spoke English at home; 33 percent spoke Spanish and 19 percent spoke Chinese
  - ° Another 12.4 percent spoke other Indo-European languages; 9.4 percent spoke Vietnamese; 6.8 percent spoke Tagalog, 9.4 percent spoke other Asian or Pacific Islander languages; 2.6 percent spoke a Slavic language; and 2.6 percent spoke Korean.
- Two out of five residents (39 percent) were born outside the United States.

Economics

- Employment in the region rose by 5.4 percent in 2022.
- Half of all jobs in the region are in community infrastructure and services (including healthcare, social services and state and local government jobs). Other categories include
  - 27 percent in innovation and information products and services (including computer hardware design and manufacturing, semiconductors, internet, technical research and software)
  - 16 percent in business infrastructure and services (including wholesale trade, personnel and accounting services, administrative services, technical management)
  - 4 percent in other areas
  - 4 percent in other manufacturing fields
- Unemployment is highest for Black workers.
  - Overall unemployment dropped to a low of 3.1 percent in 2022.
  - The rate was 11.2 percent for Black workers, 7.4 percent for other races, 6.7 percent for Latinx workers, 6 percent for multiracial workers, 5.8 percent for white, and 5.4 for Asian workers.
- There is a large gap in wealth inequality in the region.
  - The lowest paid employees witout a high school diploma earned $148,360 less than the highest paid workers with a graduate or professional degree.
  - The average annual income in the region is $179,346, compared with $92,789 for California and $76,813 the rest of the nation.

Poverty and Basic Needs

- Poverty affects 6.8 percent of the population in the Silicon Valley region.
- The poverty rate for Silicon Valley is lower than the rest of the Bay Area, state and nation.
- Poverty is greatest for the region's Black or African American residents (16.2 percent), followed by Vietnamese residents (9.8 percent) and Latinx residents (9.2 percent).
- The poverty rate decreased from 10 percent in 2012 to the current rate of 5 percent.
- 1 in 15 children (6.8 percent) are living in poverty.
- While 5.2 percent of residents live below the poverty line, another 23.2 percent live above the poverty line but below the standard of living within the region – which means a combined 28.4 percent of the population don't make enough money to meet household self-sufficiency standards.
- For Latinx residents, 55 percent require government or community assistance. The rate is 74 percent for noncitizen Latinx residents and 74 percent for Latinx families who have limited English.
- Food insecurity was an issue for 19.6 percent of the population in 2022. That figure is down from 21.9 percent in the prior year.
- A third (33 percent) of children in the region receive a free or reduced-price lunch.

Sites

De Anza College operates in only one location – which is its campus at 21250 Stevens Creek Boulevard, Cupertino, CA 95014. The College engages in partnerships with regional hospitals and clinics to sponsor nursing clinical courses.

Specialized or Programmatic Accreditation

Automotive Technology

The program is accredited by the ASE Education Foundation, which can be contacted at 703.669.6650 or 1503 Edwards Ferry Rd., NE, Suite 401, Leesburg, VA 20176.

Health Technologies

The program for Phlebotomy is approved by the Laboratory Field Services section of the California Department of Public Health, which can be contacted at 916.558.1784 or P.O. Box 997377, MS 0500, Sacramento, CA 95899-7377.

Design and Manufacturing Technology

The program is accredited by the National Institute for Metalworking Skills (NIMS), which can be contacted at 703.352.4971 or 10565 Fairfax Boulevard, Suite 10, Fairfax, VA 22030.

Medical Laboratory Technology

The program is accredited by the National Accrediting Agency for Clinical Sciences (NAACLS) and is approved by the Laboratory Field Services section of the California Department of Public Health. The NAACLS can be contacted at 847.939.3597 or 5600 N. River Rd. Suite 720, Rosemont, IL 60018-5119.

Nursing: Associate Degree

The program is approved by the California Board of Registered Nursing (BRN), which can be contacted at 916.322.3350 or P.O. Box 944210, Sacramento, CA 94244-2100.

Paralegal Studies

The program is approved by the American Bar Association (ABA), which can be contacted at 202.662.1000 or 1050 Connecticut Ave. N.W., Suite 400, Washington, D.C. 20036.

Section B:

Presentation of Student Achievement Data and Institution-Set Standards

Educational Master Plan Goals and Metrics

Through its most recent strategic planning process in 2021-22, the College identified ten goals with corresponding metrics to be achieved over the next five years. These are included in the Educational Master Plan (EMP) for 2022-2027, which lays out De Anza's commitment to align its initiatives and plans to meet those goals, and to systematically dismantle inequitable structures.

The College Planning Committee is charged with aligning De Anza's goals to its institutional initiatives, by coordinating with other campuswide groups to ensure the College is working towards attaining the levels established in a key set of equity metrics. The committee regularly shares progress on these metrics and works to incorporate them into all planning and decision-making processes.

As part of this process, Institutional Research, Planning and Accreditation Office annually updates the EMP metrics. The office also shares the updates with the College Planning Committee and College Council in the fall of each year, to determine what steps are needed to ensure the College is on target to meet its goals. The EMP metrics, updated for 2023, are displayed below.

Institutional Goals to be Achieved by 2027

Goal	Measure	Black	Filipinx	Foster Youth	Latinx	LGBTQ+	Native American	Pacific Islander	All Other Groups
Goal 1: Outreach to Historically Underpresented Populations	Enrollment of students who identify as Black, Filipinx, Foster Youth, Latinx, LGBTQ+, Native American and Pacific Islander will be proportional to their representation within Santa Clara County.	+1.0%	-3.0%	-0.05%	+2.4%	-3.0%	-0.8%	+0.2%	NA
Goal 2: Achieving Success Factors	The rate at which students report they feel a sense of belonging on campus will be no more than 5 percentage points different for Black, Filipinx, Foster Youth, Latinx, LGBTQ+, Native American and Pacific Islander students, compared with the rate for all other students.	100%	92%	91%	95%	92%	NA	100%	90%
Goal 3: Course Success	The annual course completion rate for Black, Filipinx, Foster Youth, Latinx, LGBTQ+, Native American and Pacific Islander students will be no more than 5 percentage points different from the rate for all other students.	68%	81%	76%	72%	73%	71%	58%	86%
Goal 4: English + Math Completion**	The rate of successful completion of transfer-level English and Math in the first year for Black, Filipinx, Foster Youth, Latinx, LGBTQ+, Native American and Pacific Islander students will be no more than 5 percentage points different from the rate for all other students.	23%	41%	20%	26%	23%	NA	NA	43%
Goal 5: Transfer**	The annual transfer rates for Black, Filipinx, Foster Youth, Latinx, LGBTQ+, Native American and Pacific Islander students will be no more than 5 percentage points different from the rate for all other students.	10%	14%	8%	10%	10%	NA	NA	13%
Goal 6: Degree Attainment**	The annual rate of degrees awarded for Black, Filipinx, Foster Youth, Latinx, LGBTQ+, Native American and Pacific Islander students will be no more than 5 percentage points different from the rate for all other students.	10%	14%	14%	10%	8%	NA	NA	5%

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Goal	Measure	Black	Filipinx	Foster Youth	Latinx	LGBTQ+	Native American	Pacific Islander	All Other Groups
Goal 7: Certificate Attainment*	The annual rate of certificates awarded for Black, Filipinx, Foster Youth, Latinx, LGBTQ+, Native American and Pacific Islander students will be no more than 5 percentage points different from the rate for all other students.	NA	4%	6%	3%	3%	NA	NA	5%
Goal 8: Workforce Training*	The rate at which students report they are employed in a field closely related to their field of study will be no more than 5 percentage points different for Black, Filipinx, Foster Youth, Latinx, LGBTQ+, Native American and Pacific Islander students, compared with all other students.	NA	50%	100%	73%	50%	NA	NA	76%
Goal 9: Civic Capacity for Community and Social Change	The rate at which students report they are able to make a positive difference for others will be no more than 5 percentage points different for Black, Filipinx, Foster Youth, Latinx, LGBTQ+, Native American and Pacific Islander students, compared with all other students.	100%	92%	82%	95%	89%	NA	100%	87%
Goal 10: Meeting Basic Needs	The rate of basic needs challenges – including homelessness, housing insecurity, food insecurity and mental health issues – reported by Black, Filipinx, Foster Youth, Latinx, LGBTQ+, Native American and Pacific Islander students will be no more than 5 percentage points different from the rate for all other students, as measured by the annual basic needs survey.	60%	56%	71%	48%	46%	NA	100%	32%

*All students, **Degree/Transfer Students, Updated July 2023

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ADDENDUM: Institutional Metrics Details

		Black	Filipinx	Foster Youth	Latinx	LGBTQ+	Native American	Pacific Islander	Subtotal	All Other Groups	All Students	Source
Goal 1: Outreach	De Anza	3.8%	7.0%	0.004%	27.4%	1.0%	0.4%	0.7%	Not applicable			Fall 2022 De Anza College. Santa Clara County: Ethnicity 2021, Foster Youth 2022, LGBTQ+ 2013, Filipinx 2019
	County	2.8%	10.0%	0.05%	25.0%	4.0%	1.2%	0.5%				
	Difference	1.0%	-3.0%	-0.05%	2.4%	-3.0%	-0.8%	0.2%				
Goal 2: Belonging	Achieved	15	12	10	77	108	Data not available	3	na	330	438	Unique responses, belonging index, spring 2023, college survey
	Total	15	13	11	81	117		3	na	365	478	
	Percent	100%	92%	91%	95%	92%		100%	na	90%	92%	
Goal 3: Course Success	Achieved	2,427	6,298	2,363	24,022	5,995	149	309	41,563	59,037	100,600	All students; 2021-22 rate; CalPass Plus
	Total	3,567	7,769	3,093	33,580	8,191	210	531	56,941	68,423	125,364	
	Percent	68%	81%	76%	72%	73%	71%	58%	73%	86%	80%	
Goal 4: Math + English	Achieved	27	101	16	310	76	Data not available	Data not available	530	1,041	1,571	Degree/transfer students; 2021-22 rate; CalPass Plus
	Total	120	246	79	1,175	324			1,944	2,402	4,346	
	Percent	23%	41%	20%	26%	23%			27%	43%	36%	
Goal 5: Transfer	Achieved	62	170	50	575	139	Data not available	Data not available	996	1,323	2,319	Degree/transfer students; 2020-21 rate; CalPass Plus
	Total	648	1,224	631	5,893	1,354			9,750	10,285	20,035	
	Percent	10%	14%	8%	10%	10%			10%	13%	12%	
Goal 6: Degree	Achieved	58	155	71	555	109	Data not available	Data not available	948	542	1,490	Degree/Transfer students; 2020-21 rate; CalPass Plus
	Total	568	1,118	499	5,368	1,300			8,853	11,182	20,035	
	Percent	10%	14%	14%	10%	8%			11%	5%	7%	
Goal 7: Certificate	Achieved	Data not available	48	29	149	33	Data not available	Data not available	259	290	549	Degree/Transfer students; 2021-22 rate; CalPass Plus
	Total		1,118	499	5,368	1,300			8,285	11,677	19,962	
	Percent		4%	6%	3%	3%			3%	2%	3%	
Goal 8: Workforce	Achieved	Data not available	3	4	16	3	Data not available	Data not available	26	37	63	Degree/Transfer students; 2019-20 rate; CalPass Plus
	Total		6	4	22	6			38	49	87	
	Percent		50%	100%	73%	50%			68%	76%	72%	
Goal 9: Civic + Community	Achieved	15	12	9	77	104	Data not available	3	na	316	424	Unique responses, engagement index, spring 2023, college survey
	Total	15	13	11	81	117		3	na	365	478	
	Percent	100%	92%	82%	95%	89%		100%	na	87%	89%	

Goal 10: Basic Needs including Mental Health

		Black	Filipinx	Foster Youth	Latinx	LGBTQ+	Native American	Pacific Islander	Subtotal	All Other Groups	All Students	Source
Food Insecurity	Achieved	12	8	10	51	59	Data not available	1	na	146	218	Unique responses, food insecurity index, spring 2023, college survey
	Total	15	13	11	81	117		3	na	365	478	
	Percent	80%	62%	91%	63%	50%		33%	na	40%	46%	
Housing Insecurity	Achieved	5	5	9	34	42	Data not available	1	na	95	140	Unique responses, housing insecurity index, spring 2023, college survey
	Total	15	13	11	81	117		3	na	365	478	
	Percent	33%	38%	82%	42%	36%		33%	na	26%	29%	
Homelessness	Achieved	2	2	4	14	26	Data not available	1	na	56	75	Unique responses, homelessness index, spring 2023, college survey
	Total	15	13	11	81	117		3	na	365	478	
	Percent	13%	15%	36%	17%	22%		33%	na	15%	16%	
Mental Health	Achieved	10	9	8	56	88	Data not available	3	na	166	244	Unique responses, spring 2023, college survey
	Total	15	13	11	81	117		3	na	365	478	
	Percent	67%	69%	73%	69%	75%		100%	na	45%	51%	

College survey data includes cell supression when total is less than 3. CalPass Plus data includes cell suppression when the total is less than 10.

Goal 1: July 2021 Census Data. *Foster Youth* January 2022: https://socialservices.sccgov.org/sites/g/files/exjcpb701/files/documents/QSR_2022-01.pdf#:~:text=Ethnicity%20%26%20Race%20Asian%20Black%2F%20African%20American%20Hispanic,196%2C648%20%2845%25%29%20113%2C9991%2C739%20%280.4%25%29%2040%2C959%20%289%25%29%2068%2C892%20%2816%25%29; *LGBTQ+:* https://lgbtq.sccgov.org/about/quick-facts; *Filipinx:* https://bayareaequityatlas.org/BayArea-API-diversity

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Each goal includes a corresponding metric for narrowing the equity gap to no more than 5 percentage points for each of seven historically underserved student population groups – Black, Filipinx, foster youth, Latinx, LGBTQ+, Native American and Pacific Islander students – compared with the rate for all other students. The latest figures show progress on certain goals.

As an example, for Goal 2 (Achieving Success Factors), students in all other groups reported a 90 percent rate of feeling they belong on campus, while students in the seven identified groups are at or above that rate. Thus, the College has achieved this goal, as measured by the spring 2023 "Belonging, Connection and Basic Needs" survey.

For Goal 3 (Course Success), students who are Black, foster youth, Latinx, LGBTQ+, Native American and Pacific Islander had course success rates that were lower by at least 5 percentage points when compared with the 86 percent rate for all other students. The College needs to focus attention on improving the course success rates of these groups, in order to meet Goal 3 by spring 2027.

Lastly, looking at Goal 10 (Meeting Basic Needs), students who are Black, Filipinx, foster youth, Latinx, LGBTQ+ and Pacific Islander have reported struggling to meet basic needs at rates that are at least 5 percentage points higher than the rate for all other students, which is 32 percent. The College must continue to focus on connecting students with food, housing and mental health resources, in order to fully support all students and meet Goal 10 by spring 2027.

Accreditation Metrics

De Anza reports annually to the Accrediting Commission for Community and Junior Colleges (ACCJC) on the College's progress toward its accreditation metrics. These reports are posted publicly on the college website and shared with the College Planning Committee each spring. De Anza's accreditation metrics, updated for 2023, are displayed below.

Accreditation Metrics - 2021-2022

Area	Measure	5-Year Average	Current Rate	5-Year Trend 2017-18 - 2021-22	Achievable Goal	Aspirational Goal	Standard
Completion	The college will achieve a rate of 84% for annual successful course completion	79%	79%		84%	86%	78%
Completion	The number of associate degrees awarded will increase to 2,288	2,179	2,225		2,288	2,448	2,202
Completion	The number of certificates awarded will increase to 835	795	1,029		835	893	803
Transfer	The number of students who transfer to any four-year institution will increase to 2,753	2,622	2,137		2,753	2,946	2,116

Achievable Goal = This is a rate that the college can achieveafter five years. Based on the average growth of the metric, usually set 5% above the average.

Aspirational Goal = The rate the college will work towards to achieve, but is set at a high, aspirational level. Usually set at 7% above the average.

Standard = The rate set at its lowest level that the college would not want to drop below. If it did, it would want to take steps to increase the rate. Usually set 1% below the average. If the current rate is below the average, the standard is set 1 percentage poing below the current rate.

Data is reported for the most current time period available using local data.

Each year, as an additional element of the ACCJC Annual Report, the College updates its Career Technical Education (CTE) job placement rates and licensure pass rates. These rates are shared with the CTE Program Advisory Committee each spring. The most current job placement metrics and licensure rates are displayed below.

Career Technical Education - Job Placement Rates

Program	5-Year Average	Current Rate	5-Year Trend 2017-18 - 2021-22	Achievable Goal	Aspirational Goal	Standard
Accounting	74%	81%		74%	75%	73%
Administration of Justice	85%	82%		85%	86%	81%
Automotive Technology	88%	89%		88%	89%	87%
Business Administration	73%	73%		73%	74%	72%
Child Development (Child Development and Early Care and Education)	75%	67%		75%	76%	66%
CIS: Enterprise Security	79%	NA		79%	80%	78%
CIS: Networking	79%	96%		79%	80%	66%
CIS: Programming	63%	66%		63%	64%	62%
CIS: Database Design	71%	NA		71%	72%	63%

Career Technical Education - Job Placement Rates
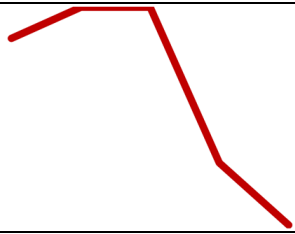
Program	5-Year Average	Current Rate	5-Year Trend 2017-18 - 2021-22	Achievable Goal	Aspirational Goal	Standard
DMT: Computer Aided Design	77%	88%		77%	78%	68%
DMT: Manufacturing and Industrial Technology	81%	85%		81%	82%	80%
Environmental Studies: Energy Management and Facilities	63%	NA		69%	70%	68%
Entrepreneurship	61%	65%		68%	69%	60%
Film/TV: Animation	69%	45%		69%	70%	44%
Film/TV: Production	72%	NA		72%	73%	69%
Film/TV: Screenwriting	72%	74%		72%	73%	66%
Graphic and Interactive Design	58%	64%		58%	59%	57%
Health Technologies: Insurance and Coding	77%	NA		77%	78%	76%
Health Technologies: Medical Assisting	74%	78%		74%	75%	73%

Career Technical Education - Job Placement Rates

Program	5-Year Average	Current Rate	5-Year Trend 2017-18 - 2021-22	Achievable Goal	Aspirational Goal	Standard
Health Technologies: Phlebotomy	87%	85%		87%	88%	84%
Journalism	69%	NA		73%	74%	72%
Management (incl. Project Mgmt.)	73%	79%		73%	74%	72%
Marketing Management	62%	77%		62%	63%	55%
Medical Laboratory Technology	88%	93%		88%	89%	87%
Nursing	81%	77%		81%	82%	76%
Paralegal Studies	82%	86%		82%	83%	81%
Professional Photography	88%	NA		88%	89%	87%
Real Estate	68%	67%		68%	69%	67%

Achievable Goal = The rate that will be achieved within 5 years. This rate is set at the five year average. Aspirational Goal = The rate the college will work towards to achieve, but is set at a high, aspirational level. This rate is set 1 percentage point above the five year average. Standard = The rate set at its lowest level that the college would not want to drop below. If it did, it would want to take steps to increase the rate. This rate is set 1 percentage point below the average five year rate reported, unless the average is higher than the current rate, in this case the rate is set one percentage point below the current rate. Data is reported for years where students were placed in a career with ten or more students.

Career Technical Education - Licensure Passage Rates

Program	5-Year Average	Current Rate	5-Year Trend - 2018-2022	Achievable Goal	Aspirational Goal	Standard
Nursing	97%	95%		97%	98%	94%
Medical lab Technology	98%	100%		97%	98%	96%

Achievable Goal = The rate that will be achieved within 5 years. This rate is set at the three year average.
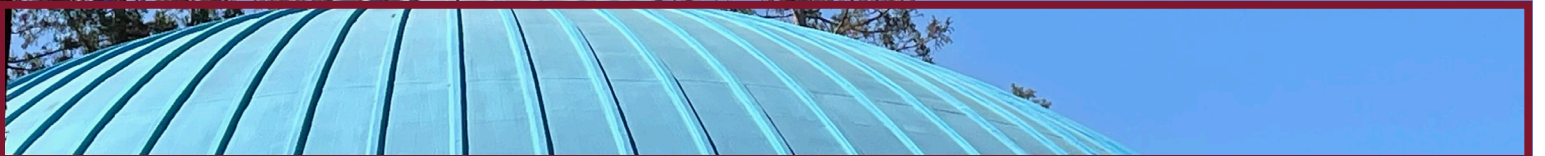
Aspirational Goal = The rate the college will work towards to achieve, but is set at a high, aspirational level. This rate is set 1 percentage point above the three year average.

Standard = The rate set at its lowest level that the college would not want to drop below. If it did, it would want to take steps to increase the rate. This rate is set 1 percentage point below the lowest rate reported over three years.

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Section C:

Organization of the Self-Evaluation Process

De Anza's College Planning Committee (CPC) began preparing for the Institutional Self-Evaluation Report (ISER) in 2022, while serving in the role of Accreditation Steering Committee, in accordance with the College's seven-year integrated planning and resource allocation model.

The CPC is already charged with monitoring accreditation and includes representatives from the faculty, classified professional staff, students and administrators. The College's supervisor of institutional research, who serves as De Anza's accreditation liaison officer, is also chair of the CPC. For the accreditation process, she was joined by an administrative representative and the Academic Senate president as tri-chairs of the Accreditation Steering Committee.

The Accreditation Steering Committee is a shared governance committee and includes the following members:

- Cheryl Balm, instructor, Mathematics; president, Academic Senate (steering committee co-chair)
- Randy Bryant, dean, Career Technical Education and Workforce Education
- Yvette Campbell, director, STEM Success Program; representative, Equity Action Council
- Tracy Chung-Tabangcura, articulation specialist, Academic Services; executive board member, Classified Senate
- Alicia Cortez, dean, Equity and Engagement
- Christina Espinosa-Pieb, vice president, Instruction
- Pam Grey, vice president, Administrative Services
- Lloyd Holmes, president, De Anza College
- Lisa Mandy, director, Financial Aid and Scholarships
- Rob Mieso, vice president, Student Services; tri-chair, Resource Allocation and Program Planning Committee
- Mallory Newell, supervisor, Institutional Research, Planning and Accreditation (steering committee co-chair)
- Kim Palmore, instructor, English; co-coordinator, Guided Pathways
- Mary Pape, instructor, Computer Information Systems; faculty representative,
- Student Learning Outcomes team
- Thomas Ray, interim associate vice president, Instruction
- Tim Shively, instructor, English; executive board member, Faculty Association
- Marisa Spatafore, associate vice president, Communications and External Relations (steering committee co-chair)
- Jenny Trinh, student representative, De Anza Student Government
- Erick Woodbury, instructor, Chemistry; tri-chair, Resource Allocation and Program Planning Committee

Beginning in 2022, the College established a comprehensive ISER website, which includes an overview and purpose as well as writing teams and a timeline (C-01-ISER-Webpage).

Also in 2022, College Council approved a recommendation from the co-chairs of the steering committee that the ISER sections for each Accreditation Standard should be drafted within the relevant shared governance committees, which have representative membership and subject matter expertise. This approach, which is similar to what the College has done before, was intended to streamline the self-evaluation process and honor the strong shared governance processes in place at De Anza.

The self-evaluation process began in September 2022. Each of the Standards was assigned to a shared governance committee and a writing team lead in each area. The writing team leads underwent training on the Standards and self-evaluation process. The committees and writing team leads assigned to the accreditation standards are identified below:

Standard	Responsible Party	Writing Team Lead	Accreditation Steering Committee Representative
Introduction	Office of Institutional Research, Planning and Accreditation	Mallory Newell	Mallory Newell
Standard I.A. – Mission	College Planning Committee	Mallory Newell	Mallory Newell
Standard I.B – Assuring Academic Quality and Institutional Effectiveness	College Planning Committee	Mallory Newell	Mallory Newell
Standard I.C – Institutional Integrity	College Planning Committee	Mallory Newell	Mallory Newell
Standard II.A – Instructional Programs	Instructional Planning and Budget Team/ Resource Allocation and Program Planning (starting winter 2023)	Moaty Fayek (dean, Business, Computer Science and Applied Technologies), Eric Mendoza (dean, Athletics), Mary Pape, Erik Woodbury	Cheryl Balm, Mary Pape
Standard I.C – Institutional Integrity	Academic Services	Diana Alves De Lima (co-director, Student Success Center), Thomas Ray	Thomas Ray
Standard II.A – Instructional Programs	Student Services Planning and Budget Team/ Resource Allocation and Program Planning (starting winter 2023)	Michele LeBleu-Burns (dean, Student Development)	Rob Mieso
Standard II.B – Library and Learning Resources		Pam Grey, Martin Varela (director, College Fiscal Services)	Pam Grey

Standard	Responsible Party	Writing Team Lead	Accreditation Steering Committee Representative
Standard II.C – Student Support Services	Administrative Services Planning and Budget Team/ Resource Allocation and Program Planning (starting winter 2023)	Pam Grey, Jennifer Mahato (director, College Operations)	Pam Grey
Standard III.A – Human Resources	Administrative Services Planning and Budget Team/ Resource Allocation and Program Planning (starting winter 2023)	Mary Pape, Marisa Spatafore	Mary Pape, Marisa Spatafore
Standard III.B – Physical Resources	Technology Committee	Pam Grey, Martin Varela	Pam Grey
Standard III.C – Technology Resources	Administrative Services Planning and Budget Team/ Resource Allocation and Program Planning (starting winter 2023)	Cheryl Balm, Deborah Armstrong (executive board member, Classified Sentate)	Cheryl Balm, Tracy Chung-Tabangcura
Standard III.D – Financial Resources	Academic Senate and Classified Senate	Mallory Newell	Lloyd Holmes
Standard IV.A – Decision-Making Roles and Processes	College Planning Committee	Mallory Newell, Paula Norsell (communications coordinator, Foothill-De Anza Community College District)	Lloyd Holmes
Standard IV.A - Chief Executive Officer	College Planning Committee	Mallory Newell, Paula Norsell (communications coordinator, Foothill-De Anza Community College District)	Lloyd Holmes

Initial drafts of the standards and evidence were placed on a shared drive, where they could be read and edited. The timeline for the report preparation is below:

De Anza College Accreditation Timeline	
Sept. 22, 2022	Opening Day Presentation • Accreditation Liaison Officer shares with campus community the purpose of accreditation and explains the self-evaluation process
October 2022	Meetings With Shared Governance Groups • Accreditation Liaison Officer meets with governance groups to explain process and solicit team leads for writing assigned sections. • Each assigned team identifies a lead writer who is responsible for collecting evidence and input from the team, drafting the section and submitting the final product
October 2022-June 2023	Self-Evaluation and Initial Draft Report • College Planning Committee meets to work on and monitor standards in conjunction with shared governance groups serving as writing teams.
Dec. 1, 2022	First drafts due from writing teams
Feb. 23, 2023	Second drafts due from writing teams
May 11, 2023	Third drafts due from writing teams
May 25, 2023	Fourth drafts due from writing teams
June 2023	Combined Drafts Shared • Teams' fourth drafts are shared publicly on college website • Drafts are submitted to the Office of Communications for editing and design
July – September 2023	Communications Office Review • Communications Office reviews and directs questions to drafting teams or the Accreditation Liaison Officer • Communications Office continues with final edits, formatting and production

De Anza College Accreditation Timeline	
October-November 2023	Collegewide Feedback on Edited Draft • Accreditation Liaison Officer presents draft to shared governance groups including College Council, College Planning Committee, Academic Senate, Classified Senate, DASG and RAPP • Final revisions are made as needed
Nov. 16, 2023	Approved by College Council
Dec. 11, 2023	Final Draft Submitted to Board of Trustees
Dec. 15, 2023	Final Document Submitted to Commission

Strategic Planning

The College carried out a strategic planning process in 2021-22, which led to development of the Educational Master Plan for 2022-2027, which will guide De Anza over the next five years. In 2022-23, the strategic planning co-chairs led process for implementing strategic planning so that De Anza can meet its goals by fall 2027.

As part of the implementation process, Strategic Planning Initiative teams were created and are charged with developing action plans in their strategic area. These action plans are the driving force behind the Quality Focus Essay that is included in this Institutional Self-Evaluation Report.

The action plans are integrated into the Quality Focus Essay, in order to institutionalize the work and align it to the accreditation process.
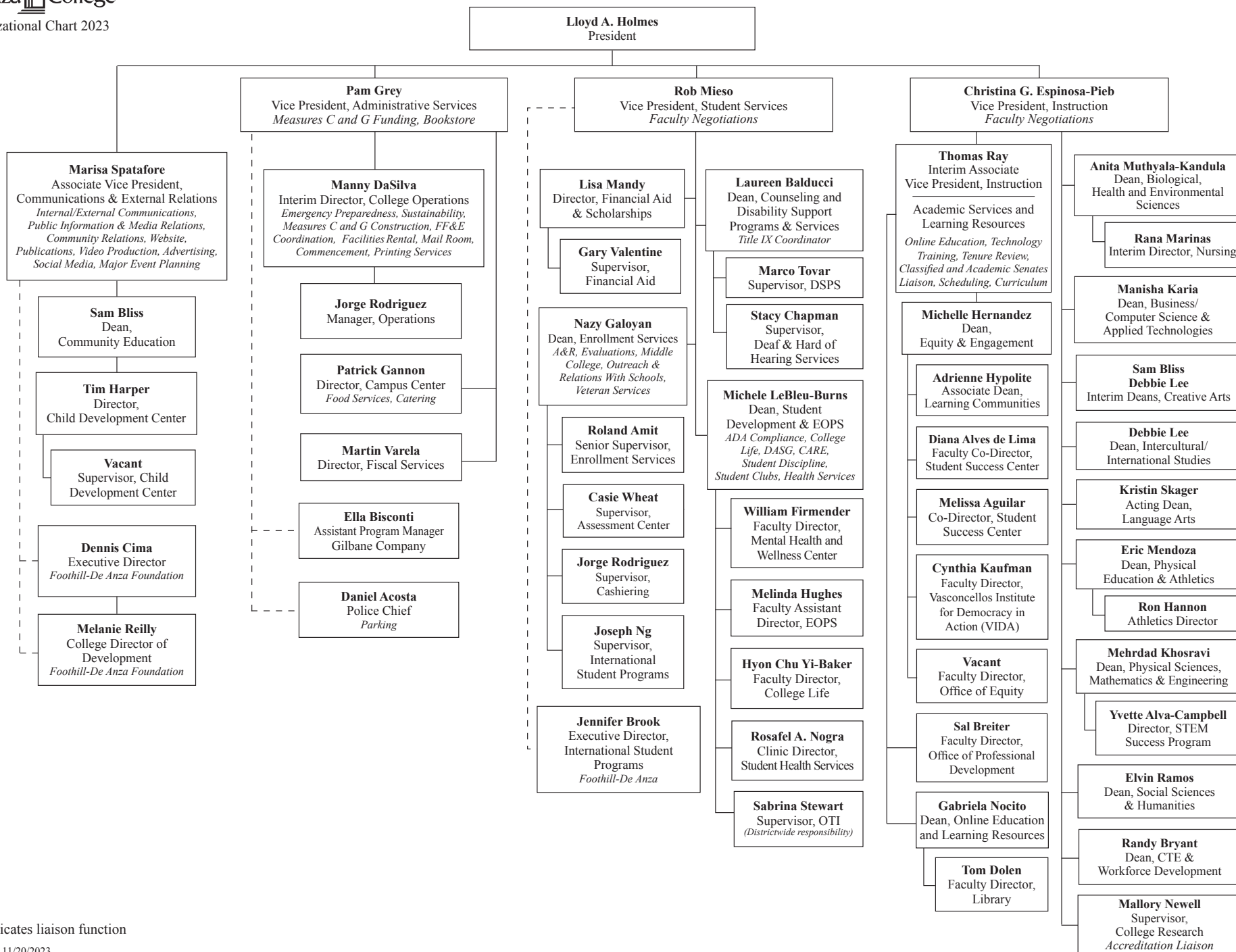
Section D:
Organizational Information

The College's administrative organization is depicted in the following chart:

DeAnza College
Organizational Chart 2023

Lloyd A. Holmes
President

Pam Grey
Vice President, Administrative Services
Measures C and G Funding, Bookstore

Rob Mieso
Vice President, Student Services
Faculty Negotiations

Christina G. Espinosa-Pieb
Vice President, Instruction
Faculty Negotiations

Under Pam Grey

Marisa Spatafore
Associate Vice President, Communications & External Relations
Internal/External Communications, Public Information & Media Relations, Community Relations, Website, Publications, Video Production, Advertising, Social Media, Major Event Planning

- **Sam Bliss**
  Dean, Community Education

- **Tim Harper**
  Director, Child Development Center

  - **Vacant**
    Supervisor, Child Development Center

- **Dennis Cima**
  Executive Director
  Foothill-De Anza Foundation

- **Melanie Reilly**
  College Director of Development
  Foothill-De Anza Foundation

Manny DaSilva
Interim Director, College Operations
Emergency Preparedness, Sustainability, Measures C and G Construction, FF&E Coordination, Facilities Rental, Mail Room, Commencement, Printing Services

- **Jorge Rodriguez**
  Manager, Operations

- **Patrick Gannon**
  Director, Campus Center
  Food Services, Catering

- **Martin Varela**
  Director, Fiscal Services

- **Ella Bisconti**
  Assistant Program Manager
  Gilbane Company

- **Daniel Acosta**
  Police Chief
  Parking

Under Rob Mieso

Lisa Mandy
Director, Financial Aid & Scholarships

- **Gary Valentine**
  Supervisor, Financial Aid

Nazy Galoyan
Dean, Enrollment Services
A&R, Evaluations, Middle College, Outreach & Relations With Schools, Veteran Services

- **Roland Amit**
  Senior Supervisor, Enrollment Services

- **Casie Wheat**
  Supervisor, Assessment Center

- **Jorge Rodriguez**
  Supervisor, Cashiering

- **Joseph Ng**
  Supervisor, International Student Programs

Jennifer Brook
Executive Director, International Student Programs
Foothill-De Anza

Laureen Balducci
Dean, Counseling and Disability Support Programs & Services
Title IX Coordinator

- **Marco Tovar**
  Supervisor, DSPS

- **Stacy Chapman**
  Supervisor, Deaf & Hard of Hearing Services

Michele LeBleu-Burns
Dean, Student Development & EOPS
ADA Compliance, College Life, DASG, CARE, Student Discipline, Student Clubs, Health Services

- **William Firmender**
  Faculty Director, Mental Health and Wellness Center

- **Melinda Hughes**
  Faculty Assistant Director, EOPS

- **Hyon Chu Yi-Baker**
  Faculty Director, College Life

- **Rosafel A. Nogra**
  Clinic Director, Student Health Services

- **Sabrina Stewart**
  Supervisor, OTI
  (Districtwide responsibility)

Under Christina G. Espinosa-Pieb

Thomas Ray
Interim Associate Vice President, Instruction
Academic Services and Learning Resources
Online Education, Technology Training, Tenure Review, Classified and Academic Senates Liaison, Scheduling, Curriculum

- **Michelle Hernandez**
  Dean, Equity & Engagement

  - **Adrienne Hypolite**
    Associate Dean, Learning Communities

  - **Diana Alves de Lima**
    Faculty Co-Director, Student Success Center

  - **Melissa Aguilar**
    Co-Director, Student Success Center

  - **Cynthia Kaufman**
    Faculty Director, Vasconcellos Institute for Democracy in Action (VIDA)

  - **Vacant**
    Faculty Director, Office of Equity

- **Sal Breiter**
  Faculty Director, Office of Professional Development

- **Gabriela Nocito**
  Dean, Online Education and Learning Resources

  - **Tom Dolen**
    Faculty Director, Library

Anita Muthyala-Kandula
Dean, Biological, Health and Environmental Sciences

- **Rana Marinas**
  Interim Director, Nursing

Manisha Karia
Dean, Business/Computer Science & Applied Technologies

Sam Bliss
Debbie Lee
Interim Deans, Creative Arts

Debbie Lee
Dean, Intercultural/International Studies

Kristin Skager
Acting Dean, Language Arts

Eric Mendoza
Dean, Physical Education & Athletics

- **Ron Hannon**
  Athletics Director

Mehrdad Khosravi
Dean, Physical Sciences, Mathematics & Engineering

- **Yvette Alva-Campbell**
  Director, STEM Success Program

Elvin Ramos
Dean, Social Sciences & Humanities

Randy Bryant
Dean, CTE & Workforce Development

Mallory Newell
Supervisor, College Research
Accreditation Liaison

--- Indicates liaison function

Updated 11/20/2023
Office of Communications

In addition, the chart below shows the delineation of functions between the College and the Foothill-De Anza Community College District:

P = Primary, S = Secondary, SH = Shared

		College	District
Standard I:	**Mission, Academic Quality and Institutional Effectiveness, and Integrity** The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.		
I.A:	**Mission**		
I.A.1	The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)	P	P
I.A.2	The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.	P	P
I.A.3	The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.	P	P
I.A.4	The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)	P	P
I.B:	**Assuring Academic Quality and Institutional Effectiveness**		
	Academic Quality		
I.B.1	The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.	P	S
I.B.2	The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)	P	S
I.B.3	The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)	P	S
I.B.4	The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.	P	S
	Insitutional Effectiveness		
I.B.5	The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.	P	S
I.B.6	The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.	P	S
I.B.7	The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.	P	P
I.B.8	The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.	P	S

I.B.9	The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)	P	P
I.C:	**Institutional Integrity**		
I.C.1	The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)	P	S
I.C.2	The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (see endnote). (ER 20)	P	S
I.C.3	The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)	P	S
I.C.4	The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.	P	S
I.C.5	The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.	P	P
I.C.6	The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.	P	S
I.C.7	In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)	P	P
I.C.8	The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.	SH	SH
I.C.9	Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	S
I.C.10	Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.	P	P
I.C.11	Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.	N/A	N/A

		College	District
I.C.12	The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)	P	P
I.C.13	The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)	SH	SH
I.C.14	The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.	SH	SH

Delineation of Functions Map   Foothill - De Anza Community College District

Functional Responsibility

P = Primary, S = Secondary, SH = Shared

		College	District
Standard II:	**Student Learning Programs and Support Services**		
	The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.		
2A:	**Instructional Program**		
2A1	All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)	P	S
2A2	Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.	P	S
2A3	The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.	P	S
2A4	If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.	P	S
2A5	The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)	P	S

2A6	The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)	P	S
2A7	The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.	P	S
2A8	The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.	P	S
2A9	The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)	P	S
2A10	The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)	P	S
2A11	The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.	P	S
2A12	The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)	P	S
2A13	All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.	P	S
2A14	Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.	P	S
2A15	When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	P	S
2A16	The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, precollegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.	P	S
2B:	**Library and Learning Support Services**		
2B1	The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)	P	S
2B2	Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.	P	S

		College	District
2B3	The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S
2B4	When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)	P	S
2C:	**Student Support Services**		
2C1	The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)	P	S
2C2	The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.	P	S
2C3	The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)	P	S
2C4	Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.	P	S
2C5	The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.	P	S
2C6	The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)	P	S
2C7	The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	P	S
2C8	The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	SH	SH

Functional Responsibility

P = Primary, S = Secondary, SH = Shared

		College	District
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).		
3A:	**Human Resources**		
3A1	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.	SH	SH

3A2	Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)	**P**	**S**
3A3	Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.	**SH**	**SH**
3A4	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.	**P**	**S**
3A5	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.	**SH**	**SH**
3A6	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.	**P**	**S**
3A7	The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)	**P**	**S**
3A8	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.	**P**	**S**
3A9	The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)	**P**	**P**
3A10	The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)	**P**	**P**
3A11	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.	**S**	**P**
3A12	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.	**SH**	**SH**
3A13	The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.	**SH**	**SH**
3A14	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.	**P**	**P**
3A15	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.	**SH**	**SH**

3B: **Physical Resources**

3B1	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.	**SH**	**SH**
3B2	The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilitites, equipment, land, and other assests, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.	**SH**	**SH**
3B3	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.	**SH**	**SH**
3B4	Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	**SH**	**SH**

3C1	Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.	**SH**	**SH**
3C2	The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.	**SH**	**SH**
3C3	The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.	**S**	**P**
3C4	The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.	**P**	**P**
3C5	The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.	**SH**	**SH**

3D: **Financial Resources**

Planning

3D1	Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)	**SH**	**SH**
3D2	The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.	**SH**	**SH**
3D3	The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	**SH**	**SH**

Fiscal Responsibility and Stability

3D4	Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	**SH**	**SH**
3D5	To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.	**SH**	**SH**
3D6	Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	**SH**	**SH**
3D7	Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	**SH**	**SH**
3D8	The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.	**SH**	**SH**
3D9	The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.	**SH**	**SH**
3D10	The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	**SH**	**SH**

Liabilities

3D11	The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.	**S**	**P**
3D12	The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.	**S**	**P**
3D13	On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.	**S**	**P**
3D14	All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	**P**	**P**
3D15	The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.	**P**	**S**

		College	District
3D16	Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.	P	P

Functional Responsibility

P = Primary, S = Secondary, SH = Shared

		College	District
Standard IV: Leadership and Governance	The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.		
4A:	**Decision-Making Processes**		
4A1	Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.	P	P
4A2	The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.	P	P
4A3	Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.	P	P
4A4	Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.	P	S
4A5	Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.	P	P
4A6	The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.	P	P
4A7	Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	P	P
4B:	**Chief Executive Officer**		
4B1	The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S
4B2	The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S

4B3	Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: • establishing a collegial process that sets values, goals, and priorities; • ensuring the college sets institutional performance standards for student achievement; • ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; • ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning; • ensuring that the allocation of resources supports and improves learning and achievement; and • establishing procedures to evaluate overall institutional planning and	**P**	**S**
4B4	The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.	**P**	**S**
4B5	The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.	**P**	**S**
4B6	The CEO works and communicates effectively with the communities served by the institution.	**P**	**S**

4C:	**Governing Board**		

4C1	The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)	**S**	**P**
4C2	The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.	**N/A**	**P**
4C3	The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.	**S**	**P**
4C4	The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)	**N/A**	**P**
4C5	The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.	**S**	**P**
4C6	The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	**N/A**	**P**
4C7	The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.	**S**	**P**
4C8	To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.	**S**	**P**
4C9	The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	**S**	**P**
4C10	Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.	**S**	**P**
4C11	The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)	**N/A**	**P**
4C12	The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.	**S**	**P**
4C13	The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.	**S**	**P**

4D1	In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.	S	P
4D2	The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.	S	P
4D3	The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.	S	P
4D4	The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.	S	P
4D5	District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.	S	P
4D6	Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.	S	P
4D7	The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	S	P

Section E:
Certification of Continued Institutional Compliance with Eligibility Requirements
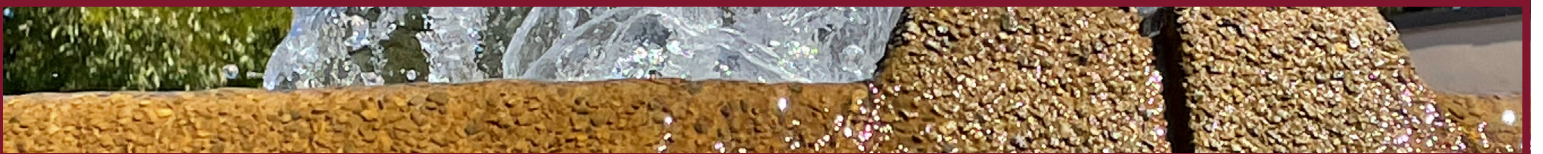
Eligibility Requirement 1: Authority

De Anza College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges, which is recognized by the Council for Higher Education Accreditation and the U.S. Department of Education.

ACCJC approved the College's Midterm Report demonstrating the institution's progress is appropriate as it continues to improve on student achievement outcomes (ER1-01-Midterm-Letter).

Eligibility Requirement 2: Operational Status

De Anza College serves a highly diverse student body of about 17,000 students in fall 2022 (ER2-01-Fast-Facts-2022). Extensive longitudinal enrollment information is published through the Office of Institutional Research, Planning and Accreditation (ER2-02-Enrollment-Trends).

The current schedule of classes is available online and encompasses a wide variety of scheduling patterns including day, evening, and weekends, and of modalities including fully online, face-to-face and hybrid (ER2-03-Class-Schedule). The college offers courses aligned to students' goals of degree or certificate completion, career and technical education training, personal enrichment, and noncredit educational development.

Eligibility Requirement 3: Degrees

A majority of the College's offerings are in programs that lead to degrees, as outlined on the College's website (ER3-01-Degrees-Certificates).

In 2021-22, the college conferred 926 associate degrees, 597 associate degrees for transfer, 1,029 credit certificates, and 41 noncredit certificates (ER3-02-Awards-2021-22). The 2023-24 College catalog lists all degrees and certificates available (ER3-03-Catalog).

Program maps show that degrees, including general education courses, can be completed in two years by full-time students and three years by part-time students (ER3-04-Accounting-Map-Example).

Eligibility Requirement 4: Chief Executive Officer

Lloyd A. Holmes, Ph.D., was named president of De Anza College in 2020 by the Board of Trustees for the Foothill-De Anza Community College District. The president is given authority to operate the College and administer board policies, which direct the chancellor to establish organizational charts that delineate the lines of responsibility to the president, and which also direct the president and vice presidents to establish organizational charts that delineate the lines of responsibility within their organizational units (ER4-01-BP3100-Organizational-Structure; ER4-02-AP3100-Organizational-Structure).

President Holmes is a full-time administrator and does not serve on the governing board of the Foothill-De Anza Community College District. De Anza College is aware of its responsibility to immediately notify the ACCJC when there is a change in the chief executive officer's appointment.

Eligibility Requirement 5: Financial Accountability

As a Title IV eligible institution, De Anza College is compliant with all federal requirements. The Foothill-De Anza Community College District annually undergoes and publicizes an external financial audit by an independent firm of its federal, state, grant, foundation, and bond funds in accordance with Title 5 regulations (ER5-01-Audit-Report-2022).

The reports are widely presented to various committees including the Audit and Finance Committee of the Board of Trustees, district budget committee, and the Citizen's Bond Oversight Committee. The final audit report is reviewed and accepted by the board (ER5-02-Audit-Letter-2022).

Section F:

Certification of Continued Institutional Compliance with Federal Regulations and Related Commission Policies

De Anza College certifies that it continues to be in compliance with the federal regulations noted below, and with Commission policies on

- Rights and Responsibilities of the Commission and Member Institutions
- Institutional Degrees and Credits
- Transfer of Credit
- Distance Education and on Correspondence Education
- Representation of Accredited Status
- Student and Public Complaints Against Institutions
- Institution Advertising, Student Recruitment, and Representation of Accredited Status
- Contractual Relationships with Non-Regionally Accredited Organizations
- Institutional Compliance with Title IV

Public Notification of an Evaluation Team Visit and Third-P arty Comment
Regulation citation: 602.23(b).

De Anza College clearly communicates information about its accreditation status and the review process. The College has informed the public about its involvement in the process through notices on the website that include a timeline for the self-evaluation, clearly identified dates of pending visits and the ACCJC Third Party Comment form, as referenced in the ISER section on Standard I.C.12 (F-01-Timeline-Comments).

Standards and Performance with Respect to Student Achievement
Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).
De Anza College defines multiple elements of student achievement and sets achievement goals aligned to its mission at three levels – aspirational, attainable and floor – which serve as the College's institutionally set standards (F-02-Accreditation-Metrics).

The College also has set institutional metrics within its Educational Master Plan that relate specifically to narrowing longstanding equity gaps (F-03-Institutional-Goals)

For Career Technical Education programs, the College sets annual goals for job placement rates and monitors those for continuous improvement (F-04-CTE-Placement). The College also sets and monitors licensure pass rates for students who complete programs (F-05-CTE-Licensure).

De Anza updates its institutional metrics and accreditation standards annually (F-06-EMP-Updates). These are reviewed by the College Planning Committee for consideration and potential recommendation to the College Council when an area is lagging. These efforts are further outlined in the ISER section on Standard I.B.3.

Credits, Program Length, and Tuition
Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.
De Anza College assigns credit hours to courses and designs programs aligned to higher education standards and best practice for credit and program length. Associate degree programs are 90 quarter credit hours. The determination of credit hours is set by the California Community College's Chancellor's Office and are published in its Program and Course Approval Handbook (F-07-Course-Handbook).

Section F: Certification of Continued Institutional Compliance
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The Foothill-De Anza Community College District has established a policy for determining a credit hour that meets commonly accepted academic standards (F-08-BP4020-Program-Development). De Anza's Curriculum Committee has established a curriculum approval process that includes the determination of clock-to-credit-hours, in alignment with Department of Education and Commission policies. The Curriculum Committee reviews all courses and program information before approval. The college offers very few courses based on clock hours in the apprenticeship program.

The College accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses such as textbooks and other instructional materials, by publishing annual cost of attendance breakdowns on its financial aid website and in the catalog (F-09-Attendance-Costs; F-10-Catalog-Attendance-Costs). Additional details are provided in the ISER sections for Standards 1.C.6, II.A.5 and II.A.9.

Transfer Policies

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).
The College documents its transfer policies for students and the public on its website and in the catalog (F-11-Transcript-Evaluation; F-12-Catalog-Transfer-Credit).

The Board of Trustees' policy on articulation provides information and the criteria to accept credits for transfer (F-13-BP5073-Articulation). Additional information on the College's continued adherence to the Commission Policy on Transfer of Credit can be found in the ISER sections for Standard II.A.1, II.A.10, and II.C.5.

Distance Education and Correspondence Education

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.
All courses are aligned with De Anza's mission statement, regardless of delivery mode. Online and face-to-face courses follow the same student learning outcomes, curriculum, and program review cycles. Distance education courses and programs follow this same protocol and include additional review by the Curriculum Committee.

Online courses are taught by faculty members who are trained and evaluated on their course development and use of the course management system. Every proposed online and hybrid course is reviewed and approved through the Curriculum Committee to ensure that course content, assignments, and assessment are delivered with the same quality as an on-campus course. For each course taught online, instructors must complete an additional form, the Online Education Approval Addendum, in which they describe the specific ways that regular effective contact is achieved – including through discussion forums, messaging, assignment and quiz feedback, group or individual meetings, review sessions, study sessions, workshops, telephone contact, email, and other engagement activities (F-14-Online-Ed-Addendum).

Staff in the Online Education Center provide training for faculty members in using the Canvas online instruction system and in effective practices for quality online course development and facilitation.

The College provides additional training for instructors who are teaching distance education for the first time, along with mentoring and advising to new and continuing instructors in the areas of content development, substantive interaction, Canvas, and ongoing support. Prior to teaching online, instructors must attend an eight-hour Canvas training.

Distance education courses are offered through Canvas, a secure learning management system, which students use to submit assignments, take quizzes and tests, and engage in online discussions. Students access the Canvas system by logging in to the College's secure intranet portal (MyPortal) by entering their username and password.

De Anza provides additional information to students and faculty members on a special webpage that includes strategies for success in online learning, introduction to Canvas, technology help and basic needs resources for students starting in online education (F-15-Quarter-Guide-Learning). Students can access comparable student support services, including online counseling, library resources, student events, and tutoring.

The College does not offer correspondence courses or programs. Additional information on distance education is included in the ISER sections on Standards II.A.1, II.A.7 and II.B.1.

Student Complaints

Regulation citations: 602.16(a)(1)(ix); 668.43.
The College has clear policies, procedures and practices regarding student and public complaints against institutions. The Student Complaints or Concerns website provides clear instructions for students or parents who wish to file a complaint against the College (F-16-Student-Complaints). Complaints of unlawful harassment, including sexual harassment, are handled according to the Foothill-De Anza Community College District's administrative procedures for student grievances (F-17-AP5530-Student-Grievances). The College maintains records of student complaints in the relevant division offices and in the electronic Maxient system.

Industry accreditation for particular programs can be found on the College's accreditation website (F-18-Industry-Accreditation). The accreditation status of the College and its programs is appropriately represented on the main accreditation page (F-19-Accreditation-Status). Additional information is provided in the ISER sections for Standards I.C.2 and I.C.12.

Institutional Disclosure and Advertising and Recruitment Materials Regulation citations: 602.16(a)(1))(vii); 668.6. The Office of Communications and External Relations coordinates all marketing and public relations activities and materials. These materials represent the College appropriately and include information on its current accreditation status as required by the ACCJC. Additional information is provided in the ISER sections for Standard I.C.1, I.C.2, and I.C.4.

Title IV Compliance

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.
De Anza College complies with the Title IV federal financial aid regulations and guidelines and with its program responsibilities under the Higher Education Act as outlined in Board Policy 5080 (F-20-BP5080-Financial-Aid).

The College demonstrates its due diligence in managing loan default rates in compliance with loan program responsibilities as defined by the U.S. Department of Education (F-21-Default-Rates). There have been no negative actions taken by the U.S. Department of Education regarding Title IV compliance. Additional details are provided in the ISER section for Standard III.D.15.

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Evidence List for This Section

C-01-ISER-Webpage

ER1-01-Midterm-Letter

ER2-01-Fast-Facts-2022

ER2-02-Enrollment-Trends

ER2-03-Class-Schedule

ER3-01-Degrees-Certificates

ER3-02-Awards-2021-22

ER3-03-Catalog

ER3-04-Accounting-Map-Example

ER4-01-BP3100-Organizational-Structure

ER4-02-AP3100-Organizational-Structure

ER5-01-Audit-Report-2022

ER5-02-Audit-Letter-2022

F-01-Timeline-Comments

F-02-Accreditation-Metrics

F-03-Institutional-Goals

F-04-CTE-Placement

F-05-CTE-Licensure

F-06-EMP-Updates

F-07-Course-Handbook

F-08-BP4020-Program-Development

F-09-Attendance-Costs

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**Section F: Certification of Continued Institutional Compliance
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Section G:
Institutional Analysis
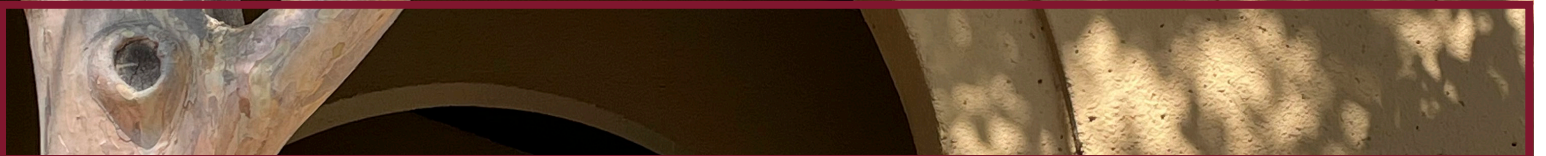
Standard I:
Mission, Academic Quality and Institutional Effectiveness, and Integrity

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

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

I.A: Mission

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

Evidence of Meeting the Standard

De Anza's mission statement is:

> 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

(I-A-1-01-Mission)

Analysis and Evaluation

The College meets Standard I.A.1 and Eligibility Requirement 6. As stated in its mission, the College serves students of every background as an open-access community college. Key elements of the mission are a commitment to student success and equity. The mission statement describes the core competencies that students should master during their time at De Anza, including communication and expression, information literacy, physical/mental wellness and personal responsibility, civic capacity for global, social and environmental justice, and critical thinking.

Thus, the mission statement describes De Anza's purpose and the student population it services (students of every background), as well as its commitment to student learning and attainment of their educational goals – whether career advancement, lifelong learning, certificate, degree or transfer – through the core focus on providing an academically rich, multicultural learning environment.

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

Evidence of Meeting the Standard

De Anza collects data on student outcomes, as described in the Educational Master Plan (EMP), and makes that information available publicly in several ways, including the website for strategic planning (I-A-2-01-EMP; I-A-2-02-Strategic-Planning). The institutional research office reports annually to the College Planning Committee (CPC) about key outcomes including successful enrollment, course success, program awards, workforce outcomes, and transfer (I-A-2-03-CPC-2022-0428; I-A-2-04-CPC-2021-0506).

Outcome measures related to the mission and EMP are also widely available to the public and college through multiple data dashboards and data reports. For example, a publicly available dashboard displays course success rates for the whole college by section and allows for disaggregation by ethnicity (I-A-2-05-Success-Dashboards). All program review outcomes – including enrollment, course success and awards – are publicly available online (I-A-2-06-Program-Review-Data). The College also collects and internally distributes other data reports, including individual instructor-level data on course success, which can be disaggregated by a wide variety of student characteristics.

Institutional priorities are guided by outcome data relevant to the mission of the College, as outlined in the EMP for 2022-2027 and corresponding goals and metrics (I-A-2-07-Institutional-Goals). Additionally, the College's Student Equity Plan looks at disproportionate impacts across a variety of outcome measures, including successful enrollment, retention, completion of transfer-level English and math, and transfer. The equity plan also identifies specific activities intended to narrow equity gaps (I-A-2-08-Equity-Plan).

De Anza's efforts to increase support for foster youth provides an example of the ways in which data drives priorities and practices at the College, in alignment with its mission. In 2021, the College Office of Institutional Research, Planning and Accreditation identified significant equity gaps by analyzing outcome data for students who are current or former foster youth (I-A-2-09-Foster-Youth-Data). The institutional research supervisor worked with the dean of Student Development in presenting this data to the Academic Senate, prompting discussion about ways to better support these students (I-A-2-10-Academic-Senate-2021-0111). This led to a proposal for a new academic counselor position, which was approved through the College's resource allocation process. The counselor is now overseeing the Guardian Scholars program for current and former foster youth.

Analysis and Evaluation

The College meets Standard I.A.2. The College uses data to determine how effectively it is accomplishing its mission and where institutional priorities should be directed to ensure student needs are being met.

The availability of data internally and externally – as well as regular reporting of the data to the college community through presentations, reports and the program review process – ensures that outcomes are widely shared, discussed and used as the basis for program decisions. One example is the use of outcome data to drive a discussion about ways to address equity gaps for students who are current or former foster youth, which led to the hiring of a new academic counselor to oversee the College's Guardian Scholars program.

Outcomes are also incorporated into major planning documents including the Educational Master Plan for 2022-2027 and the Student Equity Plan to help monitor institutional progress towards narrowing equity gaps and prioritize areas of student need.

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

Evidence of Meeting the Standard

The alignment of programs and services with De Anza's mission is demonstrated each year through the program review process, which is used both for evaluating program outcomes and for ongoing planning and resource allocation. Each academic department or program is required to align its mission, outcomes and resource requests to the College mission.

Instructional programs are also required to report on their student learning outcomes assessment during within their program review, to monitor progress toward the College mission and goals for student learning and achievement (I-A-3-01-IPBT-Reviews). Student support services as well as administrative services have similar program review processes, also aligned to the College's mission (I-A-3-02-SSPBT-Reviews; I-A-3-03-APBT-Reviews).

Under the College's resource allocation process, departments and programs use their program review results as the basis for requesting resources, including new faculty positions. Under the structure that was in place through 2022, requests were reviewed by three planning and budget teams responsible for instruction, student services and administrative services. Beginning in 2023, a new Resource Allocation and Program Planning (RAPP) Committee has taken on the role of reviewing such requests, ranking them and making recommendations to the College Council and president (I-A-3-04-RAPP-Review-Process).

Key planning documents also integrate institutional priorities aligned with the College mission. Those include the Technology Plan and Facilities Master Plan, both of which include elements focused on student equity (I-A-3-05-Technology-Plan; I-A-3-06-Facilities-Plan). De Anza's Guided Pathways work, which focuses on providing clear pathways and integrated support to help students reach their goals, is also based on a framework of values that align with the college mission (I-A-3-07-Guided-Pathways-Mission).

Analysis and Evaluation

The College meets Standard I.A.3. The College's programs, student support services and administrative services are aligned to the College mission, as reflected in the program reviews and individual mission statements of departments, services and administrative units.

The mission is also woven through key documents produced through collegewide institutional planning efforts, including the Educational Master Plan (EMP) for 2022-2027, which is the main planning document for the college (I-A-2-01-EMP). The EMP is based on an equity framework that drives all areas of the college.

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

Evidence of Meeting the Standard

De Anza's mission statement can be found on its website, its catalog and in key planning documents (I-A-1-01-Mission; I-A-4-02-Catalog-Mission). It is also displayed on posters in classrooms and meeting rooms across campus.

The mission statement is reviewed and revised as part of the seven-year integrated planning and resource allocation process, led by the College Planning Committee (I-A-4-03-Planning-Quilt). The review process includes extensive dialogue and discussion, data and analysis, and opportunities for input from shared governance groups.

Analysis and Evaluation

The College meets Standard I.A.4 and Eligibility Requirement 6. The College's mission statement is widely published and shared with the campus community and the public at large. It is regularly evaluated and reviewed as part of the seven-year institutional planning process.

The mission and values statements were last reviewed in 2017-2018. The process began with collecting feedback from each shared governance group on campus, followed by discussions within the College Planning Committee. The feedback was then synthesized and submitted for approval by the College Council. The updated statement was adopted by the College Council in June 2018 and has since been integrated into all De Anza publications (I-A-4-04-Council-2018-0621).

Conclusions on Standard I.A: Mission

De Anza College meets all aspects of this standard. De Anza's mission statement is at the heart of all institutional planning and guides the college in all its endeavors. The mission statement defines the College's purpose and clearly describes the intended educational goals for students to achieve in the process of attaining a degree, credential, job training or other educational outcome. It also includes a commitment to student learning and achievement through its core focus on student success within an academically rich, multicultural learning environment. (I.A.1 and ER 6)

The mission statement guides all College planning, priorities and resource allocation. De Anza uses student learning outcome data to assess not only student performance but the College's performance in achieving its mission and institutional goals. (II.A.2 and II.A.3)

De Anza's mission statement is shared widely through the College catalog, website and other channels. It is reviewed as part of De Anza's seven-year integrated planning and resource allocation cycle to ensure its relevance. (I.A.4 and ER 6)

Improvement Plan

The College is not submitting an improvement plan for this Standard.

Evidence List

Standard I.A.1

I-A-1-01-Mission

Standard I.A.2

I-A-2-01-EMP

I-A-2-02-Strategic-Planning

I-A-2-03-CPC-2022-0428

I-A-2-04-CPC-2021-0506

I-A-2-05-Success-Dashboards

I-A-2-06-Program-Review-Data

I-A-2-07-Institutional-Goals

I-A-2-08-Equity-Plan

I-A-2-09-Foster-Youth-Data

I-A-2-10-Academic-Senate-2021-0111

Standard I.A.3

I-A-3-01-IPBT-Reviews

I-A-3-02-SSPBT-Reviews

I-A-3-03-APBT-Reviews

I-A-3-04-RAPP-Review-Process

I-A-3-05-Technology-Plan

I-A-3-06-Facilities-Plan

I-A-3-07-Guided-Pathways-Mission

I-A-2-01-EMP

Standard I.A.4

I-A-1-01-Mission

I-A-4-02-Catalog-Mission

I-A-4-03-Planning-Quilt

I-A-4-04-Council-2018-0621

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

I.B: Assuring Academic Quality and Institutional Effectiveness

Academic Quality

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

Evidence of Meeting the Standard

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

This ongoing dialogue takes place within the College's committee structure as outlined in the "Institutional Effectiveness Process" section that begins on page 9 of De Anza's Governance Handbook (I-B-1-01-Governance-Handbook). Committee members represent a variety of constituency groups, in order to include perspectives from all members of the College community in dialogue within governance meetings and at various department, division and area meetings. This dialogue informs all collegewide planning and decision-making.

Evidence of this dialogue can be seen in the variety of representative committees and other campus entities that participate. These include:

Academic Senate

De Anza's Academic Senate, which includes 41 faculty senators, receives reports and recommendations from each of its subcommittees and appoints faculty representatives to share information in both directions with all shared governance committees (I-B-1-02-Academic-Senate-Roster). The Academic Senate discusses all institutional processes and recommendations regarding student learning to determine their potential impact on the quality of education or services provided. Following informed discussion and input from the faculty, the Academic Senate then votes to affirm or decline its support for recommendations.

The Academic Senate also serves as one of the main avenues of information to communicate new federal, state, or local directives and recommendations to faculty members, both in Academic Senate meetings and through regular gatherings with all department chairs, disseminating information about educational and equity-focused initiatives while also helping to develop frameworks to assist in implementing these ideas. Academic Senate Officers regularly consult with representatives from the administration, Classified Senate, and De Anza Student Government in order to evaluate and support equitable outcomes across the institution.

The Academic Senate meets regularly with its counterpart Academic Senate at Foothill College, sharing information and collaborating on issues affecting both campuses. Representatives from De Anza's Academic Senate also participate with the Academic Senate of California Community Colleges to learn about new initiatives, legislation and accreditation requirements.

Classified Senate

The Classified Senate is an elected body providing representation and advocacy for classified professionals on all college matters, including governance. The Classified Senate reorganized its structure in 2020 to better serve the college. Previously, each senator represented a physical section of campus; now, the senators represent functional areas – such as planning and budget, equity, operations and facilities, student services and technology – with two senators representing each interest area and helping to guide dialogue around student outcomes in each area (I-B-1-03-Classified-Senate-Roster).

The Classified Senate also actively supports students through advocacy and donations – for example, by drafting resolutions in support of DACA, foster youth, minority and marginalized students. The Senate helps oversee a voluntary payroll deduction program, through which classified professionals and faculty members can contribute funds to support student needs. This has paid for computer tablets, cafeteria vouchers and other items. student support and resources. In the past, the student support fund also paid for cafeteria vouchers for students with food insecurity (I-B-1-04-Payroll-Deduction).

The Classified Senate organizes an annual, day-long professional development retreat to educate staff members about new policies, new software and ways to enhance communication and services for students. Because classified staff often refer students to a variety of resources on campus, the senate uses an online (SharePoint) platform as well as meetings and social events to share information about opportunities and services for students. This is important because new students can sometimes be intimidated by their instructors and, instead, will approach classified staff members for assistance.

College Council

De Anza's College Council serves as an advisory body to the College president, with 24 members representing governance committees, affinity groups, and the academic, classified and student senates (I-B-1-05-Council-Roster). The College Council reviews recommendations for planning and resource allocation – previously submitted by the planning and budget teams and now by the Resource Allocation and Program Planning committee – and then makes its own recommendations to the College president. The Council also regularly reviews recommendations from the College Planning Committee, including updates to the mission, vision and values, educational master plan, and an annual review and update of the college's institutional metrics.

College Planning Committee

The College Planning Committee (CPC) is charged with continuous evaluation and improvement of De Anza's integrated planning processes, evaluating attainment of student learning outcomes to institutional goals and metrics, and increasing collegewide understanding and dialogue regarding the attainment of college goals on an annual basis (I-B-1-06-CPC). The committee includes 19 members – faculty members, classified professionals, administrators and students ¬–representing all constituency groups including the faculty union and the student, faculty and classified professional senates. The CPC makes recommendations to the College Council on student performance outcomes and other institutional metrics that need additional attention if they are falling short of college goals. The CPC recently developed new metrics to assess how well the College is meeting its newly developed Educational Master Plan for 2022-2027.

Curriculum Committee

The faculty-led Curriculum Committee reviews all existing Course Outlines of Record (CORs) and approves any new curriculum. The committee's 26 members represent the academic divisions, deans, the Faculty Association, the Articulation and Transfer Services office, and the Curriculum Office (I-B-1-07-Curriculum-Roster). The committee also approves all curriculum offered in an online format, through an additional review process In collaboration with the associate vice president of Instruction and the Online Education Office.

As part of the curriculum approval process, the Curriculum Committee requires all CORs to include course student learning outcomes, and provides specific feedback to faculty initiators. Core to the review process is feedback and collegial dialogue on student learning outcomes and all areas of the COR – including the course description, course objectives, assignments, methods of evaluation, required student material, and suggested texts – in order to ensure effective student learning and achievement. The review of CORs, combined with SLO assessment and the program review process, also helps to ensure that faculty members teach to the standards of their discipline and honor the CORs, which in turn ensures that courses are taught at appropriate levels of quality and rigor.

Department and Service Areas

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

Equity Action Council

The Equity Action Council (EAC) has a directed focus on student equity, including equitable outcomes and processes. The EAC helped to develop, champion and monitor progress on the Student Equity Plan and the 2022 document, "Equity Plan Re-Imagined," as well as their integration with the Educational Master Plan for 2022-2027 (I-A-2-08-Equity-Plan; I-B-1-09-Equity-Plan-Reimagined).

The EAC works with departments, programs and units on campus to facilitate activities focused on narrowing equity gaps in all student outcomes. Meetings include regular assessment of student equity data and substantial cross-constituent dialogue about progress and plans to meet equity goals (I-B-1-10-EAC-2022-0205).

Guided Pathways Core Team

The Guided Pathways core team focuses on identifying institutional barriers and strategies for improving student experiences and outcomes (I-B-1-11-Guided-Pathways). The core team includes a mixture of approximately 25 administrators, faculty members, classified professionals, and students, representing a range of areas on campus. By bringing together diverse voices from these areas, the core team works to integrate Instruction and Student Services with the goal of providing more proactive services to students. De Anza has focused on the four pillars of Guided Pathways as defined by the state of California: Clarify the Path, Get on the Path, Stay on the Path, and Ensure Learning.

Office of Research, Planning and Accreditation

This office assesses and communicates student learning metrics and other relevant data to inform the program review process, using a variety of tools including surveys, reports and self-service online dashboards, data tools, reports and surveys (I-B-1-12-IR-Research; I-A-2-06-Program-Review-Data).

The office annually distributes a survey of student outcomes as they align to the College's institutional goals and corresponding metrics, in order to determine the rate at which each metric is achieved annually. The "Belonging, Civic Capacity, Basic Needs and Mental Health Survey" was administered in spring 2022 to set the baseline for new institutional metrics that were incorporated in De Anza's Educational Master Plan for 2022-2027 (I-B-1-14-Basic-Needs-Survey). The results are posted publicly and shared with the College Planning Committee and the College Council.

Planning and Budget Teams/RAPP Committee

Before 2023, three planning and budget teams (PBTs) served as gatekeepers in resource allocation for the three main areas of the College: Administrative Services, Instruction and Student Services. Each team included representatives from campus constituencies such as students, faculty members, classified professionals and affinity groups. All three teams worked under the auspices of the College's major planning documents and the seven-year integrated planning and resource allocation cycle. The teams made recommendations to the College Council, which sends advice and recommendations to the president.

The College changed this structure after a campuswide governance review produced a 2022 recommendation to consolidate the functions of the three PBTs within a new Program Allocation Committee, later renamed as the Resource Allocation and Program Planning (RAPP) committee (I-B-1-15-New-Governance-Structure). The change is intended to increase collaboration and transparency by combining the three individual planning and budget teams into one committee, and placing all personnel requests into one pool rather than ranking them in separate areas. The new committee now engages with each division to review requests for funding, including new full-time faculty, classified and administrative positions, as submitted through the program review process (I-B-1-16-RAPP). The committee has established a process and criteria for ranking requests and making recommendations to the College Council (I-A-3-04-RAPP-Program-Review).

Under both structures, the PBTs and the new RAPP committee have fulfilled their planning responsibilities by engaging in dialogue with academic departments, student service areas and other administrative units regarding their program review outcomes. The program review is an essential part of the College's planning process and is used to refine planning and improve student learning outcomes. The process incorporates annual use of a program review template for academic areas and a set of CAS (Council for the Advancement of Standards in Higher Education) standards for student service areas (I-A-3-01-IPBT-Reviews; I-B-1-19-RAPP-Instructional-Review; I-A-3-02-SSPBT-Reviews; I-B-1-21-Services-Reviews-CAS).

Under the new shared governance structure, administrative areas are assessed on a four-year cycle (I-A-3-03-APBT-Reviews). Under this process, the PBTs and the RAPP provide feedback based on each area's program review. The program review template for instructional programs includes an analysis of student achievement data, a discussion of course and program student learning outcomes assessment data, and a discussion of narrowing equity gaps.

Student Learning Outcomes (SLO) Committee

The Student Learning Outcomes (SLO) Committee of the Academic Senate focuses on continuous improvement through the SLO cycle. During this five-year cycle, every course undergoes assessment with the goal of improving course level student learning. The SLO Committee also provides training and professional development on the importance of learning outcomes, their relation to improvements in teaching and learning, and how data can be used to inform the process of continuous improvement (I-B-1-23-Student-Learning-Outcomes). The SLO data is incorporated into the program review process, which drives allocation of resources including faculty and staff hires, supplies, and facilities (Instructional Program Review: I-A-3-01-IPBT-Reviews).

Analysis and Evaluation

The College meets Standard I.B.1. As an institution, De Anza engages in a sustained, substantive and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness and continuous improvement of student learning and achievement through a variety of committees specifically tasked with addressing this topic.

Representing the whole college, the College Council and College Planning Committee directly address these topics and provide a venue for discussion and collaboration. Other committees focus on specific areas such as resource allocation, equity, curriculum, teaching and learning and student needs. Within individual divisions, departments and programs, the program review process encourages collegial dialogue to address these issues and integrates each of the topic areas into the program review process.

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

Evidence of Meeting the Standard

De Anza College defines and assesses student learning outcomes (SLOs) for all instructional programs as well as for student and learning support services. This is evidenced by the work of the Student Learning Outcomes coordinators and Core Team.

Direct assessment of learning is typically embedded in course activities and assignments. Faculty members work collaboratively within their departments to develop assessments and evaluation criteria for assessment. They reflect on the assessment outcomes data, coupled with demographic student success data at the course level, to ensure continuous improvement in teaching and learning. Assessments of courses specifically identify the type of assessment and the evaluation criteria that will be used.

The assessments of record, cycles of assessment, and reports of assessment results for all programs are compiled by the SLO Core Team, which serves as the central repository for such information and makes reports available to the campus and community on its website (I-B-1-23-Student-Learning-Outcomes). Going forward, assessments will be housed within the College's new course management system, eLumen, which incorporates functions for outcomes assessment. Extractions of these assessments will continue to be posted on the SLO website. The SLO Core Team also provides professional development training and workshops on direct assessment of student learning outcomes at the course level.

Continuous assessment of student learning outcomes – to improve teaching and learning, increase student success, and close equity gaps – is part of the College's integrated planning cycle and the program review and curriculum review processes. Each instructional and student services program is required to undergo a full cycle of learning outcomes assessment once every five years.

Until 2023, the programs would report progress on the SLO assessment cycle, along with any changes or improvements, as part of its annual program review. The College has now adjusted the timeline for program reviews: The new timeline calls for a comprehensive program review in fall 2023, followed by annual updates in fall 2024 and fall 2025. Each annual update will include a report on progress made in achieving the goals set in the comprehensive review, along with changes or improvements resulting from the assessment of learning outcomes.

In addition, each instructional program must provide details on how the faculty engaged in collaborative and meaningful dialogue and reflection on the program's stated learning outcomes. These reflections are documented in the comprehensive program review and used as one review criteria for resource allocations and personnel requests (RAPP Program Review: I-A-3-04-RAPP-Program-Review). The reflection covers these questions:

- Summarize the dialogue that has resulted from SLO and/or PLO [Program Learning Outcomes] assessments.
- What specific strategies has your department implemented, or plan to implement, based on the results of the SLO/PLO assessments conducted?
- How do these strategies align with the program's mission and goals?

The program review process also includes departmental and unit assessment of SLOs as well as student services learning outcomes (SSLOs) and administrative unit outcomes (AUOs). Under this process, the assessment results were reviewed by the relevant planning and budget team, and are now reviewed by the Resource Allocation and Program Planning (RAPP) Committee. For student services, the process for reporting SSLOs in program review is based on the assessment criteria developed by the Council for the Advancement of Standards in Higher Education (CAS).

Analysis and Evaluation

The College meets Standard I.B.2 and Eligibility Requirement 11. De Anza defines and assesses student learning outcomes for all instructional programs and student learning support services. These outcomes are shared publicly on the college website and are incorporated into the program review process, as well as the College's seven-year integrated planning and resource allocation cycle.

The College recently adopted the eLumen online platform to replace an older system called Tracdat that was used for tracking outcomes assessment. The eLumen platform offers the ability to integrate curriculum, catalog and outcomes assessment functions, with features designed for capturing assessments and reporting on progress throughout the integrated planning cycle. Assessment of course-level outcomes, along with mapping of course-level outcomes to program- and institution-level outcomes, are the next implementation steps in progress. As an interim measure, the SLO Core Team has established a process to collect SLO data using Microsoft forms. As part of the transition to the new system, the SLO Core Team will hold professional development events to provide training on using the new tools. Through these efforts, and despite technical challenges, the College has maintained its strong assessment culture.

In particular, the SLO Core Team has focused on meaningful assessments to support closing equity gaps, in alignment with the Educational Master Plan for 2022-2027 and the College's focus on factors associated with student success, including belonging, basic needs and mental health (I-B-2-03-Meaningful-Assessment). This requires focusing not only on the skills and knowledge a student gains from a course, but also on their sense of belonging, connection and engagement with the course materials, instructor, and other students. Examples of meaningful assessments and applicable assessment tools are shared through workshops and training events. The effort, which has been well received on campus, helps to move the College toward a more holistic approach of assessing student learning and achievement – in which the student's unique background, culture, identity and needs, as well as skills and abilities, are appreciated and acknowledged. This adaptation of student learning outcomes assessment demonstrates the College's commitment to defining and assessing student learning outcomes for all instructional programs and learning support services.

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

Evidence of Meeting the Standard

The Foothill-De Anza Community College District has implemented a procedure related to institutional effectiveness that requires the College to develop, adopt, and publicly post its goals for student performance and outcomes (I-B-3-01-AP3225-Institutional-Effectiveness).

Through a strategic planning process in 2021-22, the College developed ten institutional goals with corresponding metrics in these areas:

- Outreach to historically underrepresented populations
- Achieving success factors
- Course success
- English and Math completion
- Transfer
- Degree attainment
- Certificate attainment
- Workforce training
- Civic capacity for community and social change
- Meeting basic needs.

Each of the ten goals are incorporated into the Educational Master Plan for 2022-2027 (EMP), with each goal containing a corresponding metric that focuses on narrowing long-standing equity gaps by 2027 to no more than 5 percentage points between groups (I-A-2-01-EMP; I-A-2-07-Institutional-Goals).

The College Planning Committee conducts an annual review of the institutional goals, posts updates on the College website, and reports progress on those goals annually to the College Council (I-B-3-04-EMP-Updates).

The College also maintains separate accreditation metrics with stretch goals (aspirational goals) associated with each metric. These include successful course completion, certificates awarded, degrees awarded, transfers, licensure exam pass rates, and job placement for career technical education programs. These accreditation metrics are shared publicly and updated annually as part of the available to the public and updated annually as part of De Anza's annual reports to the Accrediting Commission (I-B-3-05-ACCJC-Reports).

Job placement rates and licensure passage rates with corresponding metrics are reviewed and updated annually in collaboration with the CTE Committee (I-B-3-06-CTE-Job-Placement; I-B-3-07-CTE-Licensure; I-B-3-08-CTE-Committee-2021-0421).

Analysis and Evaluation

The College meets Standard I.B.3 and Eligibility Requirement 11. De Anza establishes institution-set standards for student achievement that are appropriate to its mission. The College regularly assesses its progress on these standards and publishes this information.

Institutional goals and metrics are reviewed as part of the College's integrated planning cycle, with annual progress reviews and results published in annual updates to the Educational Master Plan. This demonstrates De Anza's commitment to narrowing longstanding equity gaps.

In addition, the Institutional Research, Planning and Accreditation Office makes student outcomes data publicly available through online dashboards and self-service tools. Departments can obtain and analyze data for program reviews, while faculty members can obtain individual-level data, that is disaggregated by student characteristics, in order to evaluate their own student learning outcomes and identify disproportionate impact areas for improvement. Departments are required to reflect on their equity gaps, develop plans for improvement, and reflect on prior work to narrow equity gaps as part of the program review process.

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

Evidence of Meeting the Standard

Evidence of De Anza's use of assessment data can be seen in the College's program review process, in which outcome assessments are an essential element. These include assessment of student learning outcomes (SLOs), student services learning outcomes (SSLOs), and administrative unit outcomes (AUOs).

The program review process has been formally reviewed and updated annually by the planning and budget teams (PBTs) for Instruction, Student Services and Administrative Services, with guidance from the Student Learning Outcomes Committee. Under the new governance structure adopted in 2023, the Resource Allocation and Program Planning Committee has taken over this function from the PBTs.

For academic departments, data-informed decision-making begins with the program review process. Departments are required to document how they assess student learning outcomes for each course and how the assessment results drive the department's resource requests, including full-time faculty hires. Departments are also asked to examine percentage point gaps in successful course completion, for different racial or ethnic groups, and to reflect on teaching and learning strategies that can be used to narrow equity gaps. Academic programs must also provide specific examples of an assessment that was implemented, the results and a plan to assess outcomes on an ongoing basis (I-A-3-01-IPBT-Reviews).

Student service areas similarly present SSLO assessment data and a description of their data results as part of the program review process. These reports include information about the currently active SSLOs, and the methods used to assess student development and mastery of institutional core competencies listed in the college mission statement. Programs and departments also must indicate how the information is used for program planning, development, and improvement (I-A-3-02-SSPBT-Reviews).

Evidence that De Anza has organized its institutional processes to support student learning and achievement, based on assessment data, can also be found in the way funds are allocated through the College's shared governance structure. Under this process, departments submit resource requests through the program review process, and those requests are ranked on the basis of a detailed examination of program review data and priorities. The planning and budget teams (PBTs) for Instruction, Student Services and Administrative Services would then rank the requests in their respective areas, after considering information on available funding, before submitting recommendations to College Council and the president.

Since the governance structure was revised in 2023, a new Resource Allocation and Program Planning (RAPP) Committee has taken on the role of reviewing and ranking departmental requests, after considering information on available funding that is compiled by a new Budget Advisory Committee. The RAPP then forwards its recommendations to the College Council for final approval and recommendation to the president. As before, however, the process continues to rely heavily on program review and assessment data to evaluate and recommend requests for funds.

Analysis and Evaluation
The College meets Standard I.B.4. De Anza has longstanding processes for program review and resource allocation that rely heavily on the assessment of learning outcomes. Departments use the results of program reviews for planning and reflection on their effectiveness in supporting student learning. The College as a whole ranks requests for resources, including new faculty hires, on the basis of this data as well as on their alignment with the college's goals and metrics, especially those focused on narrowing equity gaps.

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

Evidence of Meeting the Standard
As discussed in earlier sections, De Anza has an established program review process that enables the College to evaluate student learning and achievement as well as the College's overall effectiveness in accomplishing its mission, goals and objectives. This process is bolstered by curriculum review and the use of student learning outcomes. Program evaluation including the review of disaggregated data, program type and mode of delivery is an essential part of the College's data-informed decision-making culture.

During the program review process, each academic department or area is provided with a comprehensive data report that includes five years of data at the program level on enrollment trends, demographic distributions, overall course success rates and success rates by ethnicity and gender (I-A-2-06-Program-Review-Data). Faculty, staff and administrators are able to analyze multiple additional student and course characteristics, including mode of delivery through the Program Review Data Tool as well as section level data for individual instructors using the Inquiry Tool (I-B-5-02-Data-Tool; I-B-5-03-Inquiry-Tool).

The data can be disaggregated further – at the instructor, department, and division level – through the use of the Disproportionate Impact Tool, which shows disproportionately impacted student population groups and the number of successful completions needed to close equity gaps between these groups (I-B-5-04-Disproportionate-Impact-Tool). This tool provides disaggregation for such categories as ethnicity, gender, foster youth, military veterans, low-income, first-generation, CalWORKS, EOPS and DSPS as part of the standard report. Additional filters are available to explore disproportionate impact by mode of delivery.

In early 2023, the College launched an automated program that sends each faculty member a report on their course success rates by ethnicity, gender and other factors, while displaying the percentage point gap between all students in the course and those in each disproportionately impacted group. The report also shows how the instructor's course section outcome compares with that for all sections of the same course, and for all courses in the same term. These reports are designed to enable faculty members to explore and reflect on their own equity gaps, in conjunction with assessment outcome data, to collectively address and narrow collegewide equity gaps.

Analysis and Evaluation

The College meets Standard I.B.5. De Anza regularly assesses the accomplishment of its mission through its established program review process, which allows individual departments and the college as a whole to gauge effectiveness and allocate resources as needed to support student learning and achievement.

Evaluation of goals and objectives is also incorporated into other planning processes, such as professional development, department and division meetings, curriculum review and student learning outcomes assessment.

Data analysis is integrated into program review and is an essential part of the college culture:
Data is widely available and proactively shared with individual faculty members, who are encouraged to explore the data through dedicated time, flex day events, professional development events, and department and division meetings. The College as a whole has emphasized making data easily accessible and allowing space and time to discuss outcomes as a way of evaluating its goals and objectives.

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

Evidence of Meeting the Standard

De Anza's Office of Institutional Research has developed and proactively shares a wide range of reports, data tools and dashboards that disaggregate and analyze learning outcomes and achievement for subpopulations of students (I-A-2-06-Program-Review-Data; I-A-2-05-Success-Dashboards; I-B-5-03-Inquiry-Tool; I-B-5-04-Disproportionate-Impact-Tool).

In addition, the College's Educational Master Plan (EMP) for 2022-2027 was built on an assessment of internal and external scans, which led the college to identify disproportionately impacted student groups, with the intent to narrow the gaps in outcomes between those groups and all other students (I-A-2-01-EMP). Those groups, which are designated in the document as student population areas of focus, include students who identify as Black, Filipinx, foster youth, Latinx, LGBTQ+, Native American and Pacific Islander.

The ten institutional goals and corresponding metrics, as described in the EMP, are focused on narrowing these gaps to no more than 5 percentage points by 2027. As part of the ongoing strategic planning process, five Strategic Initiative teams were created in spring 2023 and are charged with leading the development of action plans within key initiative areas, along with the implementation of the "Equity Plan Re-Imagined" document, which was developed to guide student equity efforts (I-B-6-06-Initiative-Teams). The teams are charged with engaging the campus in narrowing equity gaps, through a focus on the achievement of goals for the seven student population areas of focus. They are also working to identify performance gaps and implement action plans toward these goals. As part of this process, the college will establish a process for allocating or reallocating human, fiscal and other resources to mitigate the gaps and move toward achieving the institutional goals by fall 2027 – and to evaluate those efforts on an ongoing cycle.

The Student Equity and Achievement (SEA) Plan provides another demonstration of how the College has identified and responded to address performance gaps for student population groups (I-A-2-08-Equity-Plan). The SEA Plan includes metrics in five areas required by the state Chancellor's Office:

- Successful enrollment
- Term to term retention
- Completion of transfer level math and English
- Attainment of completion goals set in the Vision for Success adopted by the California Community College Chancellor's Office (CCCCO)
- Transfer to a four-year institution

The College annually reviews progress on the SEA plan metrics and reports the findings to the Equity Action Council (EAC), a shared governance body (I-B-6-08-EAC).

The College recently created a streamlined internal equity plan, the "Equity Plan Re-Imagined," which includes seven key areas of focus with a commitment to racial equity (I-B-1-09-Equity-Plan-Reimagined).

The College also evaluates performance gaps as part of the program review process: As part of the program review, each department is asked to identify gaps and develop a departmental plan that identifies teaching and learning strategies that may be helpful in closing any gaps in successful course completion. Departments and faculty members can use the Data Inquiry Tool to disaggregate the data by special populations – such as veterans, foster youth or students participating in CalWORKS, Disability Support Programs and Services (DSPS) and Extended Opportunity Programs and Services (EOPS) – in addition to course-level attributes such as online, hybrid, and face-to-face instruction.

With this tool, comparisons can be made at the course level over the past four years. The Course Success With Equity Gaps page within the tool allows users to see the difference in success rates of particular groups, disaggregated by ethnicity, compared to the average success rate. Prompts within the instructional program review form ask departments to identify gaps between ethnic groups and reflect on differences, and to develop teaching and learning strategies to close gaps in successful course completion (I-B-1-19-RAPP-Instructional-Review). Finally, as part of the resource allocation process, each department is asked to report on its plan to reassess the outcome of receiving the additional resources requested.

Analysis and Evaluation

The College meets Standard I.B.6. Disaggregated data is readily available in many formats from the Office of Research and Planning and is incorporated into the program review and student learning outcomes processes. It is also an essential part of strategic planning and drives the College's mission, and implementation of its Educational Master Plan. In addition, through the analysis of disaggregated data, De Anza has taken concrete steps to address performance or equity gaps.

For example, the College approved the hiring of a full-time foster youth counselor to rebuild the Guardian Scholars support program, after an analysis of data by the Institutional Research and Planning Office identified disproportionate outcomes for students who identify as foster youth and who are primarily Black and Latinx (I-A-2-09-Foster-Youth-Data). After the data was presented to the Academic Senate, the position was approved through the faculty prioritization process within the Student Services Planning and Budget Team (SSPBT) (I-A-2-10-Academic-Senate-2021-0111; I-B-6-13-SSPBT-Rankings.) As the counselor was hired in fall 2022, it is too early to know the impact of this action, but it will be evaluated as part of the program review for the Guardian Scholars program (I-B-6-14-Guardian-Scholars).

In another example, the College used disaggregated data as the basis for earmarking donated funds as additional resources to students enrolled in the Extended Opportunity Programs and Services (EOPS) program. After a donor expressed interest in funding a program for students with the greatest need, the Institutional Research office conducted an analysis that found

EOPS students have low incomes, tend to come from disproportionately impacted populations, and face a high rate of challenges. As a result, funds donated through the Foothill-De Anza Foundation have provided additional support through a program called EOPS Scholars, which provides textbook grants, supplemental counseling and access to emergency funds and food assistance. The program began in 2017 and has been evaluated annually, with the latest evaluation showing that EOPS Scholar students had higher course success rates, higher term-to-term persistence and higher cumulative GPAs than other EOPS students who were not part of the Scholars program (I-B-6-15-EOPS-Scholars).

These examples and the evidence discussed in this section show that De Anza disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

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

Evidence of Meeting the Standard

De Anza College regularly evaluates its policies and practices through a number of mechanisms, including the program review process, governance group reflections and the College's seven-year integrated planning and resource allocation cycle.

The program review process is used across all areas of the institution, including academic, student services and administrative departments. Instructional programs, academic services and administrative services use a template that includes the following prompts:

- How does your area's mission statement relate to the mission, vision, and values of the college? (This question is included to ensure that faculty, staff or administrators in each department or program will reflect on their own department's mission and its achievement, as it is aligned to the College mission.)

- Enter 2-3 goals for your area to be achieved by spring 2027. These can be aspirational goals that your area will work towards achieving over the next four years with the resources available to improve the services provided to the campus and community. Include a description of the goal, responsible persons, and collaboration that is required to achieve the goal. Each annual reflection will ask your area to report on progress in meeting its goals. Each goal should be aligned to your division's mission and the college mission. All resource requests should be aligned with your area's mission and goals. (Goal setting is designed to help guide the area in setting attainable goals to improve outcomes for the students or population in which they serve and identify needed resources that can be requested through the program review process to help them meet their goals and help the college meet its goal of narrowing equity gaps, if their goal is aligned to their mission, which is thus aligned to the College mission.)

- What is the staffing need(s) to ensure the area is able to meet its mission in serving the college? What strategies does your area have in place to ensure it is meeting its mission and goals when faced with the current staffing ratios? (This is included to encourage programs to evaluate their effectiveness in working toward their goals and that of the College given available resources).

(I-B-1-19-RAPP-Instructional-Review).

The Student Services program review uses the Council for Advancement of Standards (CAS) where Part 4.3: Assessment, Plan and Process requires areas to develop a plan for data use and continuous improvement and reassessment (I-B-1-21-Services-Reviews-CAS).

In addition, the College Planning Committee asked all shared governance groups to reflect up and answer these targeted questions each year:

- Reflecting on the work of your governance group over the past year, how did this work help fulfill our mission, institutional core competencies and commitment to equity?

- Reflecting on your governance group's processes and practices over the past year, please identify what has been working and what changes you plan to implement over the next academic year to ensure continuous improvement.

- Reflecting on your groups' ability to disseminate information to its stakeholders, what are some strengths and weaknesses in regard to ensuring that all stakeholders are informed of the committee's activities, processes, policies and decisions? How can you improve your process for information dissemination next year?

The results of the reflection questions are posted on the College Planning Committee webpage and included in the Educational Master Plan (EMP) annual update document (I-B-7-03-Governance-Reflections; I-B-3-04-EMP-Updates).

In addition, as part of the integrated planning and resource allocation cycle, De Anza undertook a collegewide review of its governance processes, including the processes for resource allocation, in 2020-21 (I-A-4-03-Planning-Quilt; I-B-7-06-Governance-Review).

Analysis and Evaluation

The College meets Standard I.B.7. The preceding examples show that De Anza College regularly evaluates its policies and practices across all areas of the institution, to assure their effectiveness in supporting academic quality and accomplishment of mission.

The 2020-21 governance review, mentioned above, led to adoption of a new structure that was designed to address concerns about siloed decision making, lack of trust and parity in representation. After the initial review identified these concerns, President Holmes convened a Shared Governance Task Force in spring 2021, with a charge to further evaluate the College's governance structure and to develop a proposal for a new model. The 13-member task force included faculty members, classified professionals, students and administrators. The group developed proposals and shared them widely with campus governance groups, before presenting a new model to the College Council in spring 2022. The president then asked for further discussion of the proposals during an all-day retreat with the College Council in fall 2022. During that retreat, it was decided that the new model would be implemented in winter 2023 (I-B-1-15-New-Governance-Structure).

De Anza's Guided Pathways core team has also spent time examining college processes and identifying areas for improvement. This has led to the creation of working groups focused on identifying student needs, gathering student input, working with local high schools and adult education centers, and establishing six Villages to provide student support and integrated services based on groupings of related academic subjects and majors (I-B-7-08-Guided-Pathways-Teams).

Through regular evaluation of College programs and units within program review, collegewide discussion of improvements through Guided Pathways, and the regular evaluation of shared governance and decision-making processes, De Anza has shown that evaluation of policies and practices to ensure effectiveness in meeting its mission is woven through its decision-making processes.

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

Evidence of Meeting the Standard

De Anza meets this standard through its use of structured planning processes and its culture of assessment and evaluation, which ensures that data is shared widely as the basis for collaborative planning and decision-making. All program reviews, assessment of student learning outcomes, department equity plans, assessment of institutional metrics, and allocation of resources are carried out through collaborative processes at De Anza.

In each academic department, the department chair and faculty members are responsible for participating in program review, assessment of learning outcomes and development of equity plans. All participants have access to outcome and assessment data, as well as tools that enable disaggregation by various factors, to help identify successful strategies and opportunities for improvement.

The College also takes a collaborative approach to establishing and assessing institutional metrics. The College Planning Committee (CPC), a shared governance body with representatives from across campus, was tasked with establishing the metrics as part of the strategic planning process during 2021-2022. That process culminated in the creation of the Educational Master Plan (EMP) for 2022-2027, which was adopted by the College Council in 2022 (I-B-8-01-Council-2022-0609).

The CPC reviews the metrics annually and publishes its findings in the Educational Master Plan update, which is shared collegewide on the De Anza website (I-B-3-04-EMP-Updates). CPC members also report the results to the various constituency groups they represent, as well as to the College Council. Results from previous years are considered in the annual determination of new metrics.

The role of shared governance groups in assessment, evaluation, and planning is explained clearly on De Anza's governance webpage and the individual webpages for each group, as well as in the governance handbook (I-B-8-03-Governance-Website; I-B-1-01-Governance-Handbook). An annual review of the planning, evaluation, and resource allocation processes is included in the Educational Master Plan Updates (I-B-3-04-EMP-Updates). In addition, each shared governance group is asked to reflect upon their processes each year, with three targeted questions relating to continuous improvement and attainment of the College mission and goals. These results are included in the EMP Update and posted on the CPC webpage (I-B-7-03-Governance-Reflections).

At the collegewide Opening Day session for 2023, held the week before the start of fall quarter, a major activity focused on De Anza's ongoing strategic planning. Workshops were dedicated to brainstorming and discussion of action planning for previously identified strategic initiatives and student equity goals. The strategic initiatives are based on data shared through the strategic planning process and reflect the College's longstanding commitment to narrowing equity gaps (I-B-8-07-Strategic-Initiatives).

Analysis and Evaluation

The College meets Standard I.B.8. De Anza broadly communicates the results of all its assessment and evaluation activities, resulting in a collegewide understanding of strengths and weaknesses and collegewide participation in setting appropriate priorities.

Annual review and evaluation of data occurs at the department and program level, and at the institutional level through the program review, departmental equity plans and institutional metric review process. Student achievement data, learning outcomes and institutional metric data are used to identify areas for improvement and highlight promising practices. Through the ongoing Strategic Planning process, the College is committed to engaging the broad campus community in the assessment and evaluation of action plans to meet its institutional goals and to narrow long-standing equity gaps by fall 2027.

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

Evidence of Meeting the Standard

Evidence of continuous, broad-based, and systematic evaluation and planning can be seen in De Anza's seven-year integrated planning and resource allocation cycle (I-A-4-03-Planning-Quilt; I-B-9-02-Institutional-Effectiveness).

Within this cycle the College Planning Committee (CPC) reviews and updates the mission, vision, values, governance assessment and Educational Master Plan (EMP). This work is then used to inform the annual ACCJC reporting process.

The program review process has been led by the planning and budget teams, and now by the Resource Allocation and Program Planning Committee, using a template that draws on goals from the Student Equity and Achievement Plan and on needs determined by data from assessment of student learning outcomes, student services learning outcomes and administrative unit outcomes. The assessment process for instructional student learning outcomes maps course-level outcomes to both program and institutional learning outcomes (I-B-9-03-PLOs). The direct assessment of course-level outcomes thus provides for indirect assessment of program outcomes and the institutional core competencies (ICCs), which the College has adopted as its institutional learning outcomes. The ICCs are also assessed in multiple ways, in addition to their indirect assessment through assessment of course-level outcomes (I-B-9-04-ICC-Assessment). For example, the annual SLO Convocation event serves as a collegewide assessment of one ICC each year, with a focus on examples of how faculty members and classified professionals can integrate the assessment of one particular ICC per year into their respective assessment processes (I-B-9-05-SLO-Convocation).

Student Services programs are assessed on learning outcomes that are based on criteria developed by the Council for the Advancement of Standards in Higher Education (CAS) (I-A-3-02-SSPBT-Reviews). These were adopted in 2020-2021, following a consensus determination that the existing instructional assessment standards were not adequate for student services programs. Administrative departments use an adapted version of the instructional program review template.

These evaluations can lead to development of new and revised curriculum, through processes overseen by the Curriculum Committee. This committee also oversees a five-year cycle of reviewing all course curriculum (I-B-9-07-Curriculum-Cycle).

All of these processes are integrated into a comprehensive process for allocating resources to improve institutional effectiveness and student learning. Resource requests and faculty hiring priorities are evaluated on the basis of program reviews, student learning outcomes data and student achievement data – as well as whether the requests will support the College's mission and its goal of narrowing equity gaps (I-B-9-08-Instructional-Allocations; I-B-9-09-Student-Services-Priorities; I-B-1-23-Student-Learning-Outcomes; I-A-2-06-Program-Review-Data).

Analysis and Evaluation

The College meets Standard I.B.9 and Eligibility Requirement 19. De Anza has extensive processes for planning and resource allocation, which are based on systematic evaluation and assessment. Program review, curriculum review, and student learning outcomes assessment are critical elements of the integrated planning and resource allocation model.

The planning model itself is reviewed as part of the cycle to ensure continuous, broad-based systematic evaluation and planning, which addresses academic quality and short and long-term needs for human, physical, technology, and financial resources.

Conclusions on Standard I.B: Academic Quality and Institutional Effectiveness

De Anza College meets all elements of Standard I.B. The College has extensive processes in place – including a network of shared governance bodies – that promote substantive collegial dialogue about student outcomes, equity, institutional effectiveness and continuous improvement. (I.B.1)

De Anza defines and assesses learning outcomes for all College programs and departments, including instructional programs, academic services and student support services. The College follows a seven-year integrated planning and resource allocation model that includes learning outcomes assessment as the basis for curriculum review, program review, resource allocation, equity planning, strategic planning and review of the College mission, vision and values. (I.B.2 and ER 11)

The College mission includes engaging students to develop one or more institutional core competencies that are listed in the mission statement. De Anza also has adopted institutional goals, through its strategic planning process, which is driven by the College's mission, values and commitment to equity. The Educational Master Plan includes metrics and a process for measuring progress on these institutional goals. (I.B.3 and ER 11)

Through its processes for curriculum review and program review, De Anza ensures that assessment and evaluation data is made widely available, in order to develop a shared understanding of strengths and weaknesses and to set priorities for ongoing improvement. Through curriculum review, assessment of learning outcomes is used to improve student learning in individual courses and programs. Through program review, assessment data is an essential part of the process for allocating resources, including faculty positions. (I.B.4)

The College has developed sophisticated data tools so that individual faculty members, as well as department heads, administrators and the campus community as a whole, can analyze learning outcome data that can be disaggregated by programs, mode of delivery or by different population groups. The program review process allows for allocating resources to address needs and make improvements identified through these tools. (I.B.5 and I.B.6)

Policies and practices are evaluated regularly through the program review process and through the College's extensive shared governance system, which fosters collaborative dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement. Each governance group provides relevant expertise and uses qualitative and quantitative data to promote academic quality and support the College in its mission and goals. Through the governance structure, information is shared widely with all campus constituencies. (I.B.7 and I.B.8)

All of these processes are integrated into the College's comprehensive, seven-year planning and resource allocation cycle. (I.B.9 and ER 19)

Improvement Plan

The College is not submitting an improvement plan for this Standard.

Evidence List

Standard I.B.1

I-B-1-01-Governance-Handbook

I-B-1-02-Academic-Senate-Roster

I-B-1-03-Classified-Senate-Roster

I-B-1-04-Payroll-Deduction

I-B-1-05-Council-Roster

I-B-1-06-CPC

I-B-1-07-Curriculum-Roster

I-A-2-08-Equity-Plan

I-B-1-09-Equity-Plan-Reimagined

I-B-1-10-EAC-2022-0205

I-B-1-11-Guided-Pathways

I-B-1-12-IR-Research

I-A-2-06-Program-Review-Data

I-B-1-14-Basic-Needs-Survey

I-B-1-15-New-Governance-Structure

I-B-1-16-RAPP

I-A-3-04-RAPP-Program-Review

I-A-3-01-IPBT-Reviews

I-B-1-19-RAPP-Instructional-Review

I-A-3-02-SSPBT-Reviews

I-B-1-21-Services-Reviews-CAS

I-A-3-03-APBT-Reviews

I-B-1-23-Student-Learning-Outcomes

I-A-3-01-IPBT-Reviews

Standard I.B.2

I-B-1-23-Student-Learning-Outcomes

I-A-3-04-RAPP-Program-Review

I-B-2-03-Meaningful-Assessment

Standard I.B.3

I-B-3-01-AP3225-Institutional-Effectiveness

I-A-2-01-EMP

I-A-2-07-Institutional-Goals

I-B-3-04-EMP-Updates

I-B-3-05-ACCJC-Reports

I-B-3-06-CTE-Job-Placement

I-B-3-07-CTE-Licensure

I-B-3-08-CTE-Committee-2021-0421

Standard I.B.4

I-A-3-01-IPBT-Reviews

I-A-3-02-SSPBT-Reviews

Standard I.B. 5

I-A-2-06-Program-Review-Data

I-B-5-02-Data-Tool

I-B-5-03-Inquiry-Tool

I-B-5-04-Disproportionate-Impact-Tool

Standard I.B. 6

I-A-2-06-Program-Review-Data

I-A-2-05-Success-Dashboards

I-B-5-03-Inquiry-Tool

I-B-5-04-Disproportionate-Impact-Tool

I-A-2-01-EMP

I-B-6-06-Initiative-Teams

I-A-2-08-Equity-Plan

I-B-6-08-EAC

I-B-1-09-Equity-Plan-Reimagined

I-B-1-19-RAPP-Instructional-Review

I-A-2-09-Foster-Youth-Data

I-A-2-10-Academic-Senate-2021-0111

I-B-6-13-SSPBT-Rankings

I-B-6-14-Guardian-Scholars

I-B-6-15-EOPS-Scholars

Standard I.B.7

I-B-1-19-RAPP-Instructional-Review

I-B-1-21-Services-Reviews-CAS

I-B-7-03-Governance-Reflections

I-B-3-04-EMP-Updates

I-A-4-03-Planning-Quilt

I-B-7-06-Governance-Review

I-B-1-15-New-Governance-Structure

I-B-7-08-Guided-Pathways-Teams

Standard I.B. 8

I-B-8-01-Council-2022-0609

I-B-3-04-EMP-Updates

I-B-8-03-Governance-Website

I-B-1-01-Governance-Handbook

I-B-3-04-EMP-Updates

I-B-7-03-Governance-Reflections

I-B-8-07-Strategic-Initiatives

Standard I.B. 9

I-A-4-03-Planning-Quilt

I-B-9-02-Institutional-Effectiveness

I-B-9-03-PLOs

I-B-9-04-ICC-Assessment

I-B-9-05-SLO-Convocation

I-A-3-02-SSPBT-Reviews

I-B-9-07-Curriculum-Cycle

I-B-9-08-Instructional-Allocations

I-B-9-09-Student-Services-Priorities

I-B-1-23-Student-Learning-Outcomes

I-A-2-06-Program-Review-Data

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

I.C: Institutional Integrity

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

Evidence of Meeting the Standard

The College uses several channels of communication to assure the clarity, accuracy, and integrity of information provided to students and prospective students, employees and the public. These channels include the college catalog, website, schedule of classes and course syllabi. Additional channels include messages and videos posted on social media, weekly email newsletters sent to all students and employees, other emails sent routinely for specific purposes, text messages, and various printed materials.

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

The catalog is published online as a dedicated website, and is also available in a downloadable PDF format (I-C-1-01-Catalog). It contains all current approved programs, degrees and certificates, transfer requirements and approved student learning outcomes. If specific updates are needed after publication, these can be made on the online catalog and annotated to indicate that a change has been made. The catalog also includes a note advising all readers to consult the main college website for the most current information on programs and services (I-C-1-02-Catalog-Information).

The College also publishes an online schedule of classes four times a year: fall, winter, spring and summer (I-C-1-03-Class-Schedule). Division deans, department chairs, faculty members, department schedulers and classified professionals involved in the schedule development review a draft of each schedule and make changes as necessary. The online schedule reflects any scheduling modifications in staffing, room assignments or newly added, opened or cancelled sections, textbook requirements, modality, learning community sections, and other course information.

The College website provides accurate information to students and the public about the college. A professional editor in the Office of Communications works to ensure that information is accurate and clearly stated on the website. The website includes a wide range of material, including

- De Anza's mission (I-A-1-01-Mission)
- Student learning outcomes (I-B-1-23-Student-Learning-Outcomes)
- Academic programs (I-C-1-06-Academic-Programs)
- Student support services (I-C-1-07-Student-Services and I-C-1-08-How-Reach-Services)
- Information for current students (I-C-1-09-Student-Toolkit and I-C-1-10-Quarter-Guide)
- Information for prospective students (I-C-1-11-About-Us and I-C-1-12-Future-Students)

Information about student services and related resources is also shared with students in regular emails and on social media (I-C-1-13-Messages-to-Students; I-C-1-14-DAC-Facebook).

Through the website, De Anza provides accurate information to students and the public about its accreditation status with the Accrediting Commission for Community and Junior Colleges as well as other industry accreditors (I-C-1-15-Homepage-Accreditation-Link; I-C-1-16-Accreditation-Information; I-C-1-17-Industry-Accreditation).

Class syllabi provide another example of the way the College provides accurate information to students. These contain information specific to the course including the instructor contact information, student learning outcomes, and the grading policy for the course. By the start of each quarter, faculty members must submit their syllabi to the division dean so that students can easily refer to the course requirements and assignments. The syllabi are cataloged in a searchable, online repository that is linked from each division homepage (Syllabus Repository: I-C-1-18-Syllabus-Repository).

Analysis and Evaluation

The College meets Standard I.C.1. De Anza has established processes to assure the clarity, accuracy, and integrity of information provided to students and prospective students, employees and the public. The College uses numerous channels to share information relating to its mission statement, learning outcomes, educational programs, and student support services.

Accuracy is ensured through regular review and updating of the catalog, class schedules, the website, and course syllabi. The College also ensures accuracy in information to students and the public about its accreditation status with all its accreditors.

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

Evidence of Meeting the Standard

De Anza College publishes an annual catalog, which is reviewed and updated each year. The catalog is published online as a dedicated website, and is also available in a downloadable PDF format. (I-C-1-01-Catalog).

The Office of Communications works with knowledgeable personnel in all areas of the College to review the catalog for accuracy and precision prior to publication each year during the summer recess.

The catalog includes information about every course, certificate and degree offered by the College, as well as additional important information. This includes:

General Information:
- College name, address, telephone numbers and website address (I-C-1-01-Catalog)
- Mission (I-A-4-02-Catalog-Mission)
- Representation of accredited status with the ACCJC and programmatic accreditation (I-C-2-04-Catalog-Accreditation)
- Course, program and degree offerings (I-C-2-05-Catalog-Courses; I-C-2-06-Catalog-Academic-Programs)
- Student Learning Outcomes (I-C-2-07-Catalog-SLOs-Sample)

- Academic Calendar and Program Length (I-C-2-08-Catalog-Calendar)
- Academic Freedom Statement (I-C-2-09-Catalog-Academic-Freedom)
- Financial Aid (I-C-2-10-Catalog-Financial-Aid)
- Learning Resources (I-C-2-11-Catalog-Programs-Services)
- Names and degrees of administrators and faculty (I-C-2-12-Catalog-Faculty-Administrators)
- Names of Governing Board Members (I-C-2-13-Catalog-District-Board)

Requirements
- Admissions (I-C-2-14-Catalog-Admissions)
- Student fees and other financial obligations (I-C-2-15-Catalog-Fees)
- Degrees, certificates, graduation and transfer (I-C-2-06-Catalog-Academic-Programs; I-C-2-17-Catalog-Transfer-Guide)

Major Policies and Procedures Affecting Students
- Academic Integrity (I-C-2-18-Catalog-Academic-Integrity)
- Antidiscrimination Policy (I-C-2-19-Catalog-Nondiscrimination)
- Acceptance of Transfer of Credit (I-C-2-20-Catalog-Transfer-Credit)
- Transcripts (I-C-2-21-Catalog-Transcripts)
- Student Grievance Procedures (I-C-2-22-Catalog-Student-Grievances)
- Sexual Harassment (I-C-2-23-Catalog-Sexual-Harassment)
- Refund of Fees (ACCJC Policy on Refund of Student Charges) (I-C-2-24-Catalog-Refund-Fees)
- Location or Publications where other policies may be found (I-C-2-25-Catalog-Policies)

Analysis and Evaluation

The College meets Standard I.C.2 and Eligibility Requirement 20. De Anza provides an online version of its catalog for current and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements."

3. **The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)**

Evidence of Meeting the Standard

De Anza College uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public on the College's website. De Anza communicates about matters of academic quality and shares a variety of assessment results by with employees, students and the public on its public website:

- Results of student learning outcomes (SLO) assessment, as well as student service area and administrative area assessments, are posted on the SLO Committee webpage (I-B-1-23-Student-Learning-Outcomes).
- Program review data sheets are posted on the Institutional Research and Planning website (I-A-2-06-Program-Review-Data)

Faculty members and administrators also have access to sophisticated dashboards that allow course, program and division outcomes to be disaggregated by a variety of variables and student characteristics (I-C-3-03-Program-Review-Tool).

The Office of Institutional Research, Planning and Accreditation posts additional data on its public website about student achievement in areas such as transfer and awarding of degrees and certificates (I-B-1-12-IR-Research). A publicly available dashboard also displays anonymized course success rates at the section level and disaggregated by ethnicity (I-A-2-05-Success-Dashboards).

The College also shares job placement and licensure results for its career technical education programs on the public website (Job Placement Rates: I-B-3-06-CTE-Job-Placement; Licensure Exam Rates: I-B-3-07-CTE-Licensure).

Overarching student achievement rates are included in De Anza's Educational Master Plan (EMP), which lists data in ten areas ranging from successful enrollment to transfer (EMP metrics: I-A-2-07-Institutional-Goals). The EMP is the foundational document for the College's planning efforts and is referenced in all other key planning documents.

Finally, the College makes available the annual report and annual fiscal report to ACCJC on the College's accreditation website (I-B-3-05-ACCJC-Reports).

Analysis and Evaluation

The College meets Standard I.C.3 and Eligibility Requirement 19. The evidence listed in the preceding section shows a variety of ways in which De Anza uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies.

All the items mentioned above are made available for planning purposes and to communicate to the public and community about metrics used to evaluate student learning and achievement.

4. **The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.**

Evidence of Meeting the Standard

De Anza provides detailed information about all of its certificates and degrees on its website and in its catalog. This includes descriptions of each program's purpose, content, course requirements, and expected learning outcomes (I-C-1-06-Academic-Programs; I-C-4-02-Degree-Example; I-C-2-06-Catalog-Academic-Programs; I-C-4-04-Catalog-Degree-Example).

Students and the public can learn more about the learning outcomes for a particular certificate or degree by checking the outcomes listed for each of the required courses. All course syllabi are required to comply with the course outline of record. The course outline of record and each faculty member's syllabus must prominently feature the course-level student learning outcomes (I-C-4-05-Course-Outlines; I-C-4-06-Outline-Example).

Further, every program with a culminating certificate or degree has identified program learning outcomes (PLOs), which are assessed on the same five-year cycle as SLOs. All PLOs are posted on the SLO homepage. For example, the Environmental Studies department has identified a wide variety of PLOS for each of their certificate and degree programs, such as the associate degree in Environmental Resource Management and Pollution Prevention, as well as the Certificate of Achievement-Advanced in Energy Management and Building Science (I-C-4-07-ES-PLOs).

The Student Learning Outcomes (SLO) Committee collects data on a representative number of sections to verify that they adhere to course learning outcomes. SLO assessment data is stored and available to the public on the SLO website (I-B-1-23-Student-Learning-Outcomes).

Analysis and Evaluation

The College meets Standard I.C.4. Through its catalog and website both, the College describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes in its catalog, on its website. Relevant information is also shared within the course outlines of record which are updated regularly, and within each course syllabi.

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

Evidence of Meeting the Standard

De Anza College regularly reviews its institutional policies, procedures and publications to assure integrity in all representations of its mission, programs, and services – both in print and online.

As described in the section on Standard I.C.1, knowledgeable personnel annually review institutional policies and procedures before they are published each year in the college catalog, which is updated each summer and published in online and printable PDF formats (I-C-1-01-Catalog).

Analysis and Evaluation

The College meets Standard I.C.5. De Anza regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services through a regular and documented basis.

6. **The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.**

Evidence of Meeting the Standard

De Anza publishes annual cost of attendance breakdowns in the catalog and in the Financial Aid section of the college website (I-C-2-15-Catalog-Fees; I-C-6-02-Financial-Aid-Costs). A net price calculator is also available on the Financial Aid website: (I-C-6-02-Financial-Aid-Costs; I-C-6-04-Net-Price-Calculator).

The College also publishes a detailed list of all student fees, including tuition for California residents and nonresidents, as well as fees for health services, transit pass, student representation and other special purposes (I-C-6-05-Cashier-Fees).

The refund policy is also posted online at the Cashier's Office webpage (I-C-6-06-Cashier-Refunds). The college does not charge materials fees for any course. Further, the schedule of classes includes an indication if the course textbook is low cost ($L) or free ($0) (I-C-6-07-Schedule-Example).

Analysis and Evaluation

The College meets Standard I.C.6. Through extensive listings on its website, catalog and schedule of classes, De Anza accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks and other instructional materials. The College also has a clear and posted policy on refund of student charges.

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

Evidence of Meeting the Standard

De Anza is committed to academic freedom and responsibility, as outlined in several policies established by the Foothill-De Anza Community College District Board of Trustees with the participation of the Academic Senate and other shared governance groups.

All Board policies and related administrative procedures are published on the District website. Examples include:

- Academic Freedom (I-C-7-01-BP4190-Academic Freedom)
- Student Rights and Responsibilities (I-C-7-02-BP-5500-Rights-Responsibilities)
- Philosophy of Education (I-C-7-03-BP6000-Education-Philosophy)
- Grading (I-C-7-04-BP4230-Grading)
- Academic Standards (I-C-7-05-AP5052-Academic-Standards)
- Student Rights and Responsibilities (I-C-7-06-AP5500-Rights-Responsibilities)
- Student Code of Conduct (I-C-7-07-AP5510-Student-Conduct)
- Student Due Process and Discipline (I-C-7-08-AP5520-Student-Discipline)
- Student Grievances (I-C-7-09-AP5530-Student-Grievances)

Analysis and Evaluation

The College meets Standard I.C.7, Eligibility Requirement 13 and the Policy on Institutional Integrity and Ethics. The policies listed above clearly show the college's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies. Faculty members and students are free to examine and test all knowledge appropriate to their discipline or area of major as judged by discipline experts. The College upholds a professional and collegial atmosphere that promotes honesty and independence for faculty and students.

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

Evidence of Meeting the Standard

De Anza College follows clear policies and procedures that promote honesty, responsibility and academic integrity for all constituency groups. These policies and procedures were established by the Foothill-De Anza Community College District Board of Trustees, with participation of the Academic Senate and other shared governance groups.

The policies and procedures are all published on the District website. They apply to all constituencies and include specifics relative to each.

Student examples include:
- Nondiscrimination (I-C-8-01-BP3410-Nondiscrimination)
- Student Rights and Responsibilities (I-C-7-02-BP-5500-Rights-Responsibilities)
- Smoke-Free Campus (I-C-8-03-BP3217-Smoking)
- Student Rights and Responsibilities (I-C-7-06-AP5500-Rights-Responsibilities)
- Student Code of Conduct (I-C-7-07-AP5510-Student-Conduct)
- Student Due Process and Discipline (I-C-7-08-AP5520-Student-Discipline)
- Student Grievances (I-C-7-09-AP5530-Student-Grievances)

Faculty examples include:
- Academic Freedom (I-C-7-01-BP4190-Academic Freedom)
- Philosophy of Education (I-C-7-03-BP6000-Education-Philosophy)
- Grading (I-C-7-04-BP4230-Grading)
- Academic Standards (I-C-7-05-AP5052-Academic-Standards)

Relevant policies for students – including those governing student behavior, academic honesty and the consequences for dishonesty – are also provided in the De Anza College catalog and on the college website. The catalog includes pages devoted to Academic Integrity and Student Conduct (I-C-2-18-Catalog-Academic-Integrity; I-C-8-13-Catalog-Student-Conduct). The website has a section on Student Rights and Responsibilities and a separate section that lists significant college policies (I-C-8-14-Website-Rights-Responsibilities; I-C-8-15-Website-Policies). Policies relevant to employees are also provided on the policies webpage.

Analysis and Evaluation

The College meets Standard I.C.8. De Anza has clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty, and the consequences for dishonesty.

All relevant policies and procedures are published on the District website and are published or linked from the college website and catalog.

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

Evidence of Meeting the Standard

De Anza's Academic Senate has adopted a modified version of the statement on ethics developed by the American Association of University Professors, which states in part that "faculty members devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty."

This statement was adopted by the senate in 1991 and is available on the Academic Senate website (I-C-9-01-Faculty-Ethics).

De Anza's Curriculum Committee has verified that course outlines represent officially accepted views while respecting faculty rights to express diverse viewpoints. The faculty peer evaluation process is a means to determine that faculty members are meeting this expectation.

Analysis and Evaluation

The College meets Standard I.C.9. De Anza College ensures that faculty distinguish between personal conviction and professionally accepted views in a discipline, and that they present data and information fairly and objectively. This is ensured through a shared commitment to professional ethics, which is upheld through the curriculum review process and the faculty peer evaluation process.

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

Evidence of Meeting the Standard

Students are expected to comply with the student code of conduct that is included in the administrative procedures adopted by the Foothill-De Anza Community College District (I-C-7-07-AP5510-Student-Conduct).

This expectation is clearly communicated in the De Anza College catalog (Catalog – Student Conduct and Due Process: I-C-8-13-Catalog-Student-Conduct). It is also posted on relevant areas of the website (I-C-10-03-Website-Policies-Integrity; I-C-8-14-Website-Rights-Responsibilities).

All employees are expected to adhere to a practice of mutual respect for each other and for District policies (I-C-10-04-BP4110-Mutual-Respect).

As a public college, De Anza does not have policies that seek to instill specific beliefs or worldviews.

Analysis and Evaluation

The College meets Standard I.C.10. De Anza College gives prior notice of policies pertaining to academic integrity and mutual respect. As a public institution, it does not seek to instill specific beliefs or worldviews.

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

Evidence of Meeting the Standard

De Anza College does not operate any programs in foreign locations.

Analysis and Evaluation

The College meets Standard I.C.11 because it does not operate in foreign locations and therefore does not seek authorization from the Commission to do so.

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

Evidence of Meeting the Standard

De Anza College complies with eligibility requirements, accreditation standards and Commission policies, guidelines and requirements for public disclosure, institutional reporting, team visits and prior approval of substantive changes.

Furthermore, the College exhibits honesty and integrity in its relationship with the Commission, responding to Commission directives or requirements in a timely fashion.

In addition, De Anza accurately communicates matters of educational quality and institutional effectiveness to the public. The College seeks to inform the public about its involvement in the Formative/Summative Comprehensive Review Process and has clearly identified dates of pending visits on its accreditation page, including the ACCJC Third Party Comment form (I-C-12-1-Institutional-Self-Evaluation).

The College posts all previous Self-Study, Mid-Term and Follow-Up reports, along with Commission letters to the college, the 2022 Substantive Change Application regarding a new baccalaureate program and other relevant documents on the accreditation section of the De Anza website (I-C-1-16-Accreditation-Information).

Further, the College maintains a robust and user-friendly website, with direct homepage links allowing one-click access to the accreditation website (I-C-1-15-Homepage-Accreditation-Link).

Analysis and Evaluation

The College meets Standard I.C.12 and Eligibility Requirement 21 and the Policy on Rights and Responsibilities of the Commission and Member Institutions. The college ensures a collegial relationship with the Commission as evidenced by clear and timely communication. The college complies with all Commission policies, eligibility requirements, standards, guidelines and requirements for public disclosure. De Anza College communicates its accreditation status to the public via the catalog and accreditation websites. The college also submits annual and mid-term reports in a timely manner.

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

Evidence of Meeting the Standard

De Anza demonstrates honesty and integrity in the relationships with the state, federal and industry accreditation agencies. This reflects De Anza's values.

The College strives to comply with all regulations and statues from relevant agencies. This is documented on the college website, which informs students and the general public about the progress of college accreditation and the accreditation status of the programs listed below (I-C-1-16-Accreditation-Information).

These De Anza programs are accredited by industry accrediting groups:
- Automotive Technology: ASE Education Foundation
- Design and Manufacturing Technology: National Institute for Metalworking Skills
- Medical Laboratory Technology: National Accrediting Agency for Clinical Sciences (I-C-1-17-Industry-Accreditation)

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

Analysis and Evaluation

The College meets Standard I.C.13 and Eligibility Requirement 21. The college uses the website to describe itself to external agencies. The college communicates its compliance with regulations to these agencies regularly.

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

Evidence of Meeting the Standard

De Anza College is committed to high quality education, student achievement and student learning. The College ensures that these commitments are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests by adhering to the standards of ethical conduct established by the Foothill-De Anza Community College District Board of Trustees (I-C-14-01-BP3121-Ethical-Conduct).

Additionally, the Board abides by the principles of sound fiscal management adopted as District policy (I-C-14-02-BP3000-Fiscal-Management). The Board also follows its policy on allowable investments and restrictions with District funding (I-C-14-03-AP3130-District-Funds).

Analysis and Evaluation

The College meets Standard I.C.14. As a public community college and independently accredited institution, De Anza College is committed to high quality education, student achievement and student learning.

This commitment is paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Conclusions on Standard I.C: Institutional Integrity

De Anza College meets all aspects of this Standard. The College is committed to its mission of providing an academically rich, multicultural learning environment that challenges students of every background. Fundamental to this mission is an extensive effort to ensure that the College is providing clear and accurate information about the College mission, its programs, services and outcomes. (I.C.1)

The College catalog is updated each year to provide current and accurate information programs, policies and other essential aspects of the College, including all information required under the Accreditation Standards and Eligibility Requirements. (I.C.2 and ER 20)

De Anza has developed and nurtures a culture of data-driven inquiry and decision making, which guides planning, teaching and learning, and continuous improvement. Through the shared governance process, the College systematically plans, implements and evaluates the quality of its educational programs and services, with input from stakeholders across the college. Results of student learning assessments are shared widely through the College website and shared governance channels, while faculty members and administrators can use online tools to disaggregate the data for their programs or by student population categories. Results form the basis of the processes for regular review of curriculum and programs, which in turn are the basis for the college's resource allocation process. (I.C.3 and ER 19)

Descriptions of all degree and certificate programs, including course requirements and expected learning outcomes, can be found in the College catalog and on the website. (I.C.4) All policies are reviewed annually by administrators or other personnel with relevant knowledge, as part of the catalog production process. (I.C.5) Information about all costs of attending the College, including tuition, fees, books and other materials, can be found in the catalog and on the website. (I.C.6)

The College and the Foothill-De Anza Community College District are committed to academic freedom and integrity, as well as individual responsibility and honesty. The District has established policies on these topics, which are published on the District website and in the College catalog. (I.C.7, ER 13 and I.C.8) The College faculty has adopted a statement of ethics that includes intellectual honesty. (I.C.9) The District also has established codes of conduct and mutual respect for all students and employees. (I.C.10)

De Anza does not operate in foreign locations (I.C.11) The College complies with all Commission Standards, Eligibility Requirements and policies. (I.C.12 and ER 21) It demonstrates honest and integrity in all relationships (I.C.13 and ER 21)

Overall, the College has developed and nurtures a culture of data-driven inquiry and decision making, which guides planning, teaching and learning, and continuous improvement. Through the shared governance process, the College systematically and intentionally plans, implements and evaluates the quality of its educational programs and services with input from stakeholders across the college. (I.C.14)

Improvement Plan

The College is not submitting an improvement plan for this Standard.

Evidence List

Standard I.C.1

I-C-1-01-Catalog

I-C-1-02-Catalog-Information

I-C-1-03-Class-Schedule

I-A-1-01-Mission

I-B-1-23-Student-Learning-Outcomes

I-C-1-06-Academic-Programs

I-C-1-07-Student-Services

I-C-1-08-How-Reach-Services

I-C-1-09-Student-Toolkit

I-C-1-10-Quarter-Guide

I-C-1-11-About-Us

I-C-1-12-Future-Students

I-C-1-13-Messages-to-Students

I-C-1-14-DAC-Facebook

I-C-1-15-Homepage-Accreditation-Link

I-C-1-16-Accreditation-Information

I-C-1-17-Industry-Accreditation

I-C-1-18-Syllabus-Repository

Standard I.C.2

I-C-1-01-Catalog

I-C-1-02-Catalog-Information

I-A-4-02-Catalog-Mission

Standard I.C.3

I-B-1-23-Student-Learning-Outcomes

I-A-2-06-Program-Review-Data

I-C-3-03-Program-Review-Tool

I-B-1-12-IR-Research

I-A-2-05-Success-Dashboards

I-B-3-06-CTE-Job-Placement

I-B-3-07-CTE-Licensure

I-A-2-07-Institutional-Goals

I-B-3-05-ACCJC-Reports

Standard I.C.4

I-C-1-06-Academic-Programs

I-C-4-02-Degree-Example

I-C-2-06-Catalog-Academic-Programs

I-C-4-04-Catalog-Degree-Example

I-C-4-05-Course-Outlines

I-C-4-06-Outline-Example

I-C-4-07-ES-PLOs

I-B-1-23-Student-Learning-Outcomes

Standard I.C.5

I-C-1-01-Catalog

Standard I.C.6

I-C-2-15-Catalog-Fees

I-C-6-02-Financial-Aid-Costs

I-C-6-02-Financial-Aid-Costs

I-C-6-04-Net-Price-Calculator

I-C-2-18-Catalog-Academic-Integrity

I-C-8-13-Catalog-Student-Conduct

I-C-8-14-Website-Rights-Responsibilities

I-C-8-15-Website-Policies

Standard I.C.9
I-C-9-01-Faculty-Ethics

Standard I.C.10
I-C-7-07-AP5510-Student-Conduct

I-C-8-13-Catalog-Student-Conduct

I-C-10-03-Website-Policies-Integrity

I-C-8-14-Website-Rights-Responsibilities

I-C-10-04-BP4110-Mutual-Respect

Standard I.C.12
I-C-12-1-Institutional-Self-Evaluation

I-C-1-16-Accreditation-Information

I-C-1-15-Homepage-Accreditation-Link

Standard I.C.13
I-C-1-16-Accreditation-Information

I-C-1-17-Industry-Accreditation

Standard I.C.14
I-C-14-01-BP3121-Ethical-Conduct

I-C-14-02-BP3000-Fiscal-Management

I-C-14-03-AP3130-District-Funds

Standard II:

Student Learning Programs and Support Services

Standard II: Student Learning Programs and Support Services

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

Section II.A: Instructional Programs

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

Evidence of Meeting the Standard

De Anza College offers approximately 1,800 courses and 190 degree and certificate programs, along with 23 noncredit certificate programs. All of these offerings are in fields consistent with De Anza's mission and are appropriate to higher education. In addition, they are all designed to culminate in the achievement of identified learning outcomes and the achievement of degrees, certificates, employment or transfer.

Information about De Anza's programs is publicly available through the college website, catalog and class schedule (I-C-1-06-Academic-Programs; I-C-2-06-Catalog-Academic-Programs; I-C-1-03-Class-Schedule).

The College offers courses in multiple modalities including face-to-face, online and hybrid. All instructional programs are aligned with the College mission through program mapping to one or more of the institutional core competencies (ICCs) that are listed in the mission statement:

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

For example, the annual Student Learning Outcomes (SLO) Convocation in 2017 included assessment of the ICC for communication and expression (II-A-1-04-Convocation-2017; II-A-1-05-ICC-Outcome-Map).

New courses and programs are initiated by faculty members based on economic and labor market reports, and curriculum requirements for transfer to four-year institutions (II-A-1-06-EMP-Job-Projections). Any new curriculum or programs must be approved by the Curriculum Committee, which has established processes to ensure that course outlines are rigorous, practical and follow established pedagogy (II-A-1-07-Curriculum-CD-Process).

Any courses that are to be offered online or in hybrid format must first be approved by the Curriculum Committee, which requires a comprehensive review process in which the course proponents must provide information about the activities and assignments that will be used in the proposed delivery method to meet the course objectives and learning outcomes (II-A-1-08-Online-Addendum). This review also requires a description of how the instructor will fulfill the requirements of regular and substantive interaction with students, including the nature and frequency of instructor-student interactions and how these interactions will be effective and sustained throughout the course, and how students will interact with each other during the course.

Every course has established student learning outcomes (SLOs) that are listed in the catalog (I-C-2-07-Catalog-SLOs-Sample). Every program leading to one or more certificates or degrees has program level outcomes (PLOs). Course level outcomes are mapped to each degree and each certificate (I-B-1-23-Student-Learning-Outcomes). SLOs are part of the curriculum review process and are reviewed every five years. student learning outcomes are assessed as part of the annual program review process (I-A-3-01-IPBT-Reviews). Faculty and staff members engage in ongoing review of student learning outcomes to ensure all programs align with the College mission and institutional learning outcomes.

Students who complete a program can attain a certificate or degree, transfer to other higher education institutions or find employment in their field (II-A-1-12-Awards-2022-23; II-A-1-13-Transfers-2021-22; I-B-3-06-CTE-Job-Placement).

The College provides numerous resources to support students in planning their schedules to earn a certificate or degree. These include program maps that are posted on the website to provide information about which classes to take each quarter in order to reach a goal of degree, certificate or transfer in a particular field (II-A-1-15-Program-Map-Example). Counselors and academic advisers can also assist students with this process and with using Degree Works, an online tool that students can use to build an education plan and check their progress. (II-A-1-16-Our-Counselors; II-A-1-17-Degree-Works).

De Anza also provides extensive information about transfer policies and ways to prepare for transfer in the catalog and on the website (I-C-2-17-Catalog-Transfer-Guide; II-A-1-19-Articulation-Services). While all academic counselors can assist students in preparing for transfer, students can also visit the campus Transfer Center, in person or online, for resources, workshops and opportunities to meet with university representatives (II-A-1-20-Transfer-Center).

Analysis and Evaluation
The College meets Standard II.A.1 and Eligibility Requirements 9 and 11. De Anza has extensive processes to ensure that all programs are offered in appropriate fields of study and aligned with the College mission. The College uses its program review, student learning outcomes (SLO) assessment and curriculum review processes to ensure that all programs culminate in attainment of SLOs and achievement of degrees, certificates, employment or transfer. The College also provides extensive resources to support students in reaching those goals.

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

Evidence of Meeting the Standard

De Anza's faculty is fully engaged in systematic processes designed to ensure that the content and methods of instruction at the College meet accepted standards and expectations, and to continuously improve all courses and programs. These processes include the annual program review process, the five-year curriculum review cycle and other activities.

As part of program review, each program is evaluated on the basis of student learning outcomes, equity goals, institutional metrics and enrollment. The results are used to inform resource allocation decisions – including faculty hiring (I-B-9-08-Instructional-Allocations; II-A-2-02-Faculty-Prioritization).

Until 2023, the Instructional Planning and Budget Team (IPBT) was responsible for developing and continuously improving a program review process for all instructional programs (Annual Program Reviews: I-A-3-01-IPBT-Reviews). The IPBT was a shared governance group, with members representing constituency groups for the faculty, classified staff, administrators, and students. A new body, the Resource Allocation and Program Planning (RAPP) Committee, has now taken on the work of the IPBT and two other planning and budget teams for student and administrative services. The RAPP Committee has a diverse membership of representatives from across campus (II-A-2-04-RAPP-Roster). committee has developed a new process for program review that includes a comprehensive review every three years, with annual updates in between. However, for 2023, the committee has been reviewing and making recommendations based on the program reviews submitted to IPBT in 2021-22 (II-A-2-05-RAPP-Resources).

The curriculum review cycle is also designed to ensure quality and continuous improvement for all courses and programs. The Curriculum Committee is responsible for this process, with a membership that includes curriculum specialists, faculty representatives from each instructional division and representatives from shared governance groups (I-B-1-07-Curriculum-Roster). The Curriculum Committee fulfills the state-mandated role of certifying all credit and noncredit classes and programs' academic integrity.

Full- and part-time faculty members also have opportunities to meet with their departments, during the fall to discuss their instructional programs (II-A-2-07-Opening-Day-2022). The Academic Senate convenes meetings of department chairs, once or twice per quarter, to discuss instructional programs from a collegewide perspective, as well as any changes to the curriculum or student learning outcomes process. For Career Technical Education (CTE) programs, each department has a technical advisory committee that meets annually with business and industry professionals to provide input on curriculum content, program offerings, internships and employment opportunities (II-A-2-08-CTE-Committee).

Finally, the College Planning Committee (CPC) uses student achievement data to promote student success through systematic and inclusive program review. CPC members include faculty representatives from the Academic Senate, Faculty Association, RAPP Committee and other shared governance groups. The CPC provides leadership for the seven-year integrated planning and resource allocation cycle, which includes a review and update of the Educational Master Plan (EMP) every five years. The EMP is informed by program review, internal and external data, student learning and achievement data from all areas of the College including instruction, student services and administrative services. The CPC leads the development of institutional goals and metrics and the review and dialogue around continuous improvement in meeting the goals on an annual basis (I-A-2-01-EMP).

Analysis and Evaluation

The College meets Standard II.A.2. De Anza's faculty plays a crucial role in processes that ensure course content and instructional methods meet generally accepted academic and professional standards and expectations. Faculty members also engage in processes that use student achievement data to continuously improve programs, improve learning and promote student success.

In particular, curriculum review is a faculty-led process that serves to ensure that course content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty members also participate in program review and SLO assessment as part of the College's continuous improvement processes, which are regularly discussed at department meetings, department chair meetings, and CTE advisory board meetings, and through the work of the Resource Allocation and Program Planning Committee as well as the College Planning Committee.

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

Evidence of Meeting the Standard

De Anza faculty members have identified observable outcomes that demonstrate evidence of learning for each course, program, certificate, and degree (I-B-1-23-Student-Learning-Outcomes).

The College has developed cyclical processes to regularly assess those outcomes (II-A-3-02-SLO-Assessment; II-A-3-03-SLO-Guide).

As part of that effort, all courses and programs have outcome statements that must be included on course outlines before they are approved by the Curriculum Committee. Course outlines are posted with each course description in the De Anza College catalog (II-A-3-04-Course-Outline-Example).

Outcome statements are also included in all course syllabi, which are available on the college website and distributed by each instructor (I-C-1-18-Syllabus-Repository).

Analysis and Evaluation

The College meets Standard II.A.3. All courses, programs, degrees, and certificates have identified student learning outcomes (SLOs) that have been approved through the curriculum approval process. SLOs are required to be part of each course outline when it is submitted to the Curriculum Committee for its five-year review.

SLO assessment is a required component of program review and resource allocation requests. Assessment results are also used as the basis for making changes in the curriculum. This process is the same for face-to-face instruction, fully online, and hybrid courses.

The faculty drives the student learning outcome process. Faculty members meet in their respective departments to evaluate and update outcome statements. The method for conducting assessments can be chosen by individual faculty or by a department as a whole. After data is collected, it is summarized, analyzed, and used as the basis for reflection. This process is used to develop plans for enhancing the student's experience, along with statements of needed resources (I-A-3-01-IPBT-Reviews; I-B-9-08-Instructional-Allocations).

All faculty members are required to include SLO statements on their syllabus. These statements and the course syllabi are readily available to students through the online catalog and the college website.

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

Evidence of Meeting the Standard

De Anza offers pre-collegiate level curriculum in English as a Second Language, including classes for academic credit as well as noncredit classes and noncredit certificates. The curriculum is clearly distinguished from college-level English courses, and the College directly supports ESL students in preparing for college-level curriculum.

Faculty members in the English as a Second Language (ESL) program have significantly altered their approach to instruction as a response to state legislation known as Assembly Bill (AB) 705, which curtailed the use of remedial courses and required colleges to maximize the probability that students would enter and complete transfer-level English and Math coursework. De Anza's ESL Department now offers two college-level, English-equivalent ESL courses that meet both UC and CSU transfer requirements for English Composition. Separate ESL reading and writing courses were combined into one course, rather than two separate courses at each level (II-A-4-01-ESL-Sequence).

The department is also now offering additional entry points for ESL students through noncredit ESL courses and certificates for students with a variety of English acquisition levels (II-A-4-02-ESL-Noncredit).

Other pre-collegiate offerings in English and Math have been discontinued in response to AB 705. Instead, the English and Math departments at De Anza developed corequisite courses for students with lower high school preparation and for any student seeking additional support. The College also developed professional development opportunities to assist faculty members in improving class climate, teaching, learning and engagement.

All courses and programs – including credit, noncredit, college-level and pre-collegiate – are evaluated through the program review process. Results for these courses were reviewed by the Instructional Planning and Budget Team and, starting in 2023, will be reviewed by the Resource Allocation and Program Planning Committee (I-A-3-01-IPBT-Reviews). This process ensures the alignment of pre-collegiate courses with college-level curricula.

Analysis and Evaluation

The College meets Standard II.A.4. De Anza clearly distinguishes all pre-collegiate courses from the college-level curriculum within the ESL department. As part of its pre-collegiate curriculum, the College offers multiple paths from pre-collegiate to collegiate-level coursework through both credit support courses and noncredit coursework. Students can choose the level of support that meets their needs while receiving the appropriate level of instruction.

As a result of De Anza's efforts to develop new support alternatives for students taking college-level English and Math, completion rates in those subjects have significantly improved for all student population groups, including those with the lowest high school preparation (AB 705 Results: II-A-4-04-AB705-Math-Results).

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

Evidence of Meeting the Standard

All degree and certificate programs at De Anza conform to California Education Code requirements, support the mission of the College and follow common practices of higher education regarding length, breadth, depth, rigor, sequencing, time to completion and synthesis of learning. Minimum degree requirements are 90 quarter units for an associate degree, or the equivalent of 60 semester credits.

De Anza follows the policy established by the Foothill-De Anza Community College District for determining a credit hour that meets commonly accepted academic standards (II-A-5-01-AP4020-Program-Development). In addition, the College's Curriculum Committee has established a curriculum approval process that includes the determination of clock-to-credit-hours. All courses and certificate and degree programs are reviewed by the Curriculum Committee to ensure they meet local and transfer institution requirements and have an appropriate number of units for their level.

The College has extensive articulation agreements – which cover majors and lower division courses, general education patterns and course-to-course agreements – with California State University and University of California institutions and multiple private or out-of-state universities (II-A-1-19-Articulation-Services).

The breadth and depth of college programs are demonstrated by the fact that De Anza offers 78 associate degrees and 112 credit certificates, plus 23 noncredit certificates, and more than 1,800 courses (II-A-5-03-Catalog-About; I-C-1-06-Academic-Programs). De Anza was named a "Champion of Higher Education" by the Campaign for College Opportunity in 2022 for its success in expanding transfer opportunities for a growing number of students earning associate degrees for transfer, which guarantee admission to the California State University system (II-A-5-05-Champion-Transfer).

Analysis and Evaluation

The College meets Standard II.A.5 and Eligibility Requirement 12. De Anza has established standards for all proposed programs, including both face-to-face and online instruction, which ensure their alignment with the college mission. The College has processes in place to ensure appropriate rigor, breadth, depth, sequence of courses, units allocated, frequency of course offerings and stated learning outcomes for both career technical education and transfer programs. The College also has procedures and policies in effect to continually confirm that the institution's degrees and programs follow practices common to American higher education.

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

Evidence of Meeting the Standard

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

The College has developed an academic calendar that offers students numerous choices to meet their academic goals and personal circumstances. For example, De Anza offers 12-week sessions in the fall, winter, and spring quarters, with additional late-starting courses in selected subjects that run for six weeks in each of the primary terms, based on student demand. During the summer, sessions run for six or eight weeks depending on the course. The College also offers a range of instructional modalities so students can choose the one that fits their schedule and needs. These include face-to-face, online (synchronous and asynchronous), and hybrid modalities.

Students can consult the class schedule for information on the course modality, day of the week and time of day for each class – as well as find information about textbook costs and whether it is a late-starting course (I-C-6-07-Schedule-Example).

In choosing their schedules, students can consult program maps developed by the collegewide Guided Pathways initiative, which recommend which courses to take each quarter so students can reach their academic goals in two years or less (II-A-1-15-Program-Map-Example). These program maps have been developed for all degree, certificate and transfer programs at the College.

Analysis and Evaluation

The College meets Standard II.A.6 and Eligibility Requirement 9. Course scheduling at De Anza is a collegial effort based on dialogue among faculty members, with final decisions by division deans in consultation with department chairs and schedulers, who use enrollment data from the Institutional Research, Planning and Accreditation Office to guide their planning for future quarters (II-A-6-03-Enrollment-Management). During registration periods, waitlists are analyzed to facilitate adding extra sections.

Course offerings are regularly reviewed by the department scheduler or department chair. Courses that are offered once or twice a year usually follow a consistent pattern in that they are always offered in the spring quarter (II-A-6-04-Spanish-Program). Courses and programs that cannot be offered regularly are suspended and removed from the catalog or deleted. Thus, every effort is made to ensure that students can complete their desired course of study in a reasonable time frame.

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

Evidence of Meeting the Standard

De Anza College effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students. For example, the College offers a robust portfolio of online, in-person and hybrid courses, so students can choose the modality that best fits their needs and schedules. Before the COVID-19 pandemic, De Anza was scheduling 25% of total enrollment in the online modality. In spring 2020, the College moved virtually all classes and student services online to comply with guidance from health authorities, while conducting an intensive effort to provide training and resources to support students, faculty members and classified professionals in adapting to the shift.

Since the pandemic has subsided, the College has continued to offer a large number of online courses to meet student demand and needs – representing 60 percent of enrollment in spring 2023 (II-A-7-01-Enrollment-Modalities). The College has also continued to make student services available both on campus and online. De Anza also continues to provide students with support and tools to make the most of their classes in all modalities (II-A-7-02-Quarter-Guide-Learning; II-A-7-03-Online-Resource-Hub). For example, the Student Success Center continues to offer tutoring and workshops online via Zoom (II-A-7-04-Student-Success-Center).

Analysis and Evaluation

The College meets Standard II.A.7. De Anza's Online Education Center assesses data relevant to students' success and equity as part of its program review process. The College also regularly monitors enrollments and success rates in online courses through its online dashboard, Precision Campus. The College was working towards narrowing success rate gaps between online and face to face modalities prior to the pandemic and was able to narrow the gap to five percentage points. Since the pandemic, the gap has narrowed to only one percentage point, with far more students enrolled in online sections.

These gaps have been narrowed through concerted efforts by the Online Education Center as well as the Office of Professional Development, through training, workshops. De Anza has also increased the number of faculty and staff in the Online Education Center, to assist faculty members with instructional design, teaching and learning practices in an online environment.

To promote equity in all course modalities, the College also makes a concerted effort to ensure regular and substantive interaction between faculty members and students, and between students in the same course. This is required as part of the curriculum process for approving any course offering in an online or hybrid format (Online Course Delivery Request Form: II-A-1-08-Online-Addendum). In addition, the Academic Senate has worked with the Academic and Professional Matters Committee of the Foothill-De Anza Community College District to develop a new district policy that includes a definition for regular and substantive interaction (II-A-7-06-AP4105-Draft). The draft has been shared for approval by the academic senates at both De Anza and its sister campus, Foothill College, before it proceeds through the approval process.

The College has also taken steps to address other student needs that have arisen from offering a variety of course modalities. For example, De Anza's Guided Pathways team learned from campus surveys that students taking a mix of online and in-person classes needed a quiet place on campus to log in for their online courses. De Anza responded by designating and promoting several areas on campus as "Zoom Spaces" where students can find power outlets and reliable Wi-Fi signals (II-A-7-07-Zoom-Spaces).

De Anza has long experience with increasing student success rates through the use of cohort programs, known as Learning Communities, in which students with a common background or interest can take certain classes together while receiving extra support from a designated counselor, faculty members and peers in their group (II-A-7-08-Learning-Communities). For example, research in 2017 found that students in the Puente program performed better in English and Math coursework than students who were not in the program (II-A-7-09-Puente-Outcomes).

Through the Guided Pathways initiative, De Anza is now applying this strategy on a broader scale by establishing six Villages, based on related groups of academic subjects and majors (II-A-7-10-Villages). All students are encouraged to join a Village, where they can find relevant support through activities, workshops and designated Success Teams of counselors and other staff members. Students can meet and share with others in in their Village by gathering in designated campus spaces, visiting their Village webpage or logging in to their Village site on Canvas, the college's online learning platform.

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

Evidence of Meeting the Standard

When the College uses standardized, departmentwide exams, they are validated and tested for bias. For example, students entering the Nursing program must achieve a minimum score on the HESI entrance exam, a widely used test developed by an outside vendor. The test vendor conducts validation and bias testing on a regular basis, and the results are reviewed by De Anza's Nursing Department (II-A-8-01-HESI-Validation).

For assessment and placement into appropriate transfer-level English and Math courses, the College follows legislative requirements and guidance from the California Community Colleges Chancellor's Office (II-A-8-02-AB705; II-A-8-03-AB705-Guidance). Students are placed in these courses primarily on the basis of their U.S. high school transcripts or self-reported high school data, or on the basis of guided self-placement when high school transcript information isn't available. This practice is validated by statewide research (II-A-8-04-Improving-Placement).

The College uses guided self-placement tools developed by the faculty in English, English as a Second Language (ESL) and Mathematics. The guided self-placement process can be completed online through De Anza's Assessment Center (II-A-8-05-Guided-Self-Placement).

De Anza's Institutional Research, Planning and Accreditation Office conducted a validation study of the guided self-placement processes for English and Math, after these tools were implemented in 2019 (II-A-8-06-GSP-Validation-English; II-A-8-07-GSP-Validation-Math). The ESL guided self-placement was created in fall 2022 and the research office is waiting to have enough data for validation.

For the awarding of credit for prior learning, the College follows policies and criteria established by the Foothill-De Anza Community College District regarding the use of Advanced Placement (AP) exam scores, College Level Examination Program (CLEP) scores, and other means of awarding credit by examination. For example, the District policies specify that a student who achieves a minimum score of three on an AP examination will be awarded credit in a general education area similar to the area coved by the exam (II-A-8-08-AP4235-Credit-Prior-Learning; II-A-8-09-AP4236-Advanced-Placement; II-A-8-10-Catalog-Credit-Prior-Learning).

Analysis and Evaluation

The College meets Standard II.A.8. De Anza follows established policies and procedures for using departmentwide examinations and other means of assessment for prior learning. When departmentwide exams are used, there are procedures in place to ensure the exams are validated and tested for bias.

For placement into appropriate English, ESL and Math courses, the College uses state-approved assessment methods that are validated through external research and the College's own studies. For the awarding of credit for prior learning, the College follows clear policies established by the Foothill-De Anza Community College District.

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

Evidence of Meeting the Standard

De Anza awards course credits, degrees and certificates based on attainment of student learning outcomes (SLOs), which are measured at the course and program level.

Every course is required to have SLOs, which are developed from an analysis of course objectives and related degree and certificate learning outcomes. Course level outcomes are mapped to the relevant certificate and degree program level outcomes. These processes are overseen by the SLO and Curriculum committees (I-B-1-23-Student-Learning-Outcomes; II-A-9-02-Curriculum-SLO-Evaluation).

Program learning outcomes are published in the college catalog under degree and certificate listings (II-A-9-03-Catalog-PLO-Sample).

The College adheres to the policy for determining credit hours that was established by the Foothill-De Anza Community College District Board of Trustees, which meets commonly accepted academic standards. The College offers a very limited number of apprenticeship courses that are based on clock hours. De Anza follows federal standards for clock-to-credit hour conversions, as described in district (II-A-5-01-AP4020-Program-Development).

Analysis and Evaluation

The College meets Standard II.A.9 and Eligibility Requirement 10. De Anza awards course credit, degrees and certificates based on student attainment of learning outcomes. The College follows consistent standards for awarding of credit units, based on policies that reflect generally accepted norms in higher education. The College follows federal standards for clock-to-credit-hour conversions.

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

Evidence of Meeting the Standard

De Anza informs students about its transfer-of-credit policies in the college catalog (Catalog – Transfer Credit: I-C-2-20-Catalog-Transfer-Credit). The catalog also includes a guide to the process of transferring from De Anza to a four-year university, including information about the course numbering and C-ID systems, the ASSIST.org statewide articulation website, and articulation agreements (I-C-2-17-Catalog-Transfer-Guide).

Similar information is available in sections of the college website that explain relevant policies and programs overseen by the Admissions and Records Office as well as the Articulation and Transfer Services Office (II-A-10-03-Trancript-Evaluations; II-A-1-19-Articulation-Services).

Students may transfer credits from another accredited institution in order to fulfill degree requirements. Students must deliver an official transcript to the Admissions and Records Office with a request for transcript evaluation. Upon review of the transcript, eligible transfer credit is applied to the student's De Anza record.

In addition, academic departments may choose to grant course credit to students who demonstrate mastery of the student learning outcomes of a course, in accordance with procedures established by the Foothill-De Anza Community College District Board of Trustees (II-A-8-08-AP4235-Credit-Prior-Learning).

De Anza has developed articulation agreements with other colleges and universities in accordance with District policies and procedures (II-A-10-06-BP5073-Articulation; AP 5073 – Articulation Procedures: II-A-10-07-AP5073-Articulation Procedures).

The College also offers transfer admission agreements or transfer admission guarantees with a variety of universities, and participates with other California community colleges in offering a guaranteed transfer program to Historically Black Colleges and Universities (II-A-10-08-Guaranteed-Admission). These programs offer clear planning paths for students who want to be assured of transfer opportunities.

Analysis and Evaluation
The College meets Standard II.A.10, Eligibility Requirement 10, the Policy on Institutional Degrees and Credits, and the Policy on Transfer of Credit. De Anza has clear policies on transferring course credits and has established articulation agreements with public and private universities. The policies and agreements are reviewed regularly. They are posted online and shared with students during face-to-face counseling and frequent workshops.

Counselors and academic advisers meet with students to educate them on transfer requirements. They use the Intersegmental General Education Transfer Curriculum (IGETC), California State University (CSU) general education requirements, the assist.org website, and the requirements for an associate degree in their transfer educational planning.

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

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

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

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

11. **The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.**

Evidence of Meeting the Standard

De Anza's mission statement enumerates the college-adopted institutional learning outcomes, or "core competencies" for

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

(I-A-1-01-Mission)

The College has established appropriate student learning outcomes for each course, which are aligned to corresponding learning outcomes for each degree and certificate program and mapped to one or more of the College's institutional learning outcomes.

Program learning outcomes are listed for each degree or certificate in the catalog (II-A-9-03-Catalog-PLO-Sample).

Analysis and Evaluation

The College meets Standard II.A.11. Learning outcomes for courses and programs are chosen to meet California Education Code requirements and are mapped to one or more of the College's institutional core competencies.

Course, program and institutional learning outcomes are assessed during the College's seven-year integrated planning and resource allocation cycle. They are also posted on the Student Learning Outcomes website (I-B-1-23-Student-Learning-Outcomes).

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

Evidence of Meeting the Standard

Each degree program at De Anza includes a general education component, in addition to major requirements. General education coursework includes English Communication, Mathematics, Quantitative Reasoning, Arts and Humanities, Social and Behavioral Sciences, and Physical and Biological Sciences (II-A-12-02-GE-Requirements).

De Anza's degree requirements reflect a general education philosophy that emphasizes both a breadth of experience and a depth of knowledge across disciplines, encouraging the development of a well-rounded and multidimensional student. This philosophy is described in the college catalog (II-A-12-03-Catalog-GE-Program).

The catalog is the culmination of a process that relies on the faculty to develop the rationale for general education and the courses that deliver that education. Faculty members develop learning outcomes for each course, which are aligned with program outcomes and 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

(I-A-1-01-Mission)

Faculty representatives from instructional divisions serve on the Curriculum Committee and regularly review general education requirements as part of that role (I-B-1-07-Curriculum-Roster).

Analysis and Evaluation

The College meets Standard II.A.12 and Eligibility Requirement 12. General Education coursework is required for all degrees offered at De Anza, and courses are selected for the General Education curriculum based on faculty expertise, learning outcomes and appropriate competencies.

All learning outcomes are aligned with the institutional core competencies that include preparation for responsible participation in civil society, skills for lifelong learning and broad knowledge of the arts and humanities, sciences, mathematics, and social sciences.

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

Evidence of Meeting the Standard

All of De Anza's degree programs require completing a series of prescribed specialized courses in the major discipline, along with general education and elective courses. De Anza follows the policy established by the Foothill-De Anza Community College District Board of Trustees, which requires that each degree program "must include at least 27 quarter units in general education and at least 27 quarter units in a major listed in the Community Colleges 'Taxonomy of Programs'" (II-A-13-01-AP4100-Graduation-Requirements).

Courses in each program are established to meet student learning outcomes for both the course and the program (Student Learning Outcomes: I-B-1-23-Student-Learning-Outcomes). These outcomes, which are assessed regularly within the seven-year integrated planning and resource allocation cycle, include appropriate mastery of key theories and practices for the corresponding discipline or field of study.

Analysis and Evaluation

The College meets Standard II.A.13. All De Anza's degree programs include focused study in at least one area of inquiry, as well as general education. Specialized courses are recommended for inclusion in an area of inquiry by faculty members in the relevant discipline, and must be approved by the Curriculum Committee. Courses are selected on the basis of learning outcomes and content that is relevant to that field of study.

Learning outcomes for all degree and certificate programs are evaluated and assessed to ensure that programs maintain rigor and meet standards for transfer or preparation for entering the workforce.

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

Evidence of Meeting the Standard

De Anza's career technical education (CTE) programs prepare graduates to meet or exceed the employment standards for their chosen industry, including applicable standards and preparation for external licensure and certification.

The College follows the policy set by the Foothill-De Anza Community College District Board of Trustees, which calls for establishing systems and procedures to support student success, curriculum, career pathways, faculty expertise, and regional coordination – all in alignment with federal regulations (II-A-14-01-AP4102-Career-Technical-Education).

Student learning outcomes (SLOs) for CTE courses are identified and evaluated by the faculty members who teach them (I-B-1-23-Student-Learning-Outcomes). Each program undergoes an annual program review as part of the College's resource allocation process, which determines funding and faculty hiring (I-A-3-01-IPBT-Reviews). All courses are also on a five-year curriculum review cycle, which assesses whether they meet current academic and industry standards and trends (I-B-9-07-Curriculum-Cycle).

In addition, the College maintains an advisory committee for CTE programs, as required by the Carl D. Perkins Career and Technical Education Act (II-A-2-08-CTE-Committee). These advisory committees include business and industry leaders along with college faculty and administrators. They meet at least once a year to discuss course offerings and determine how to keep programs current with trends in the regional and global economies. The advisory committees provide input by

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

The College's career training programs earned special recognition from the chancellor's office for California community colleges, which found 23 programs at De Anza met or exceeded goals for helping students make significant financial or employment gains (II-A-14-06-Workforce-Stars).

Analysis and Evaluation

The College meets Standard II.A.14. De Anza continually takes steps to ensure that students who earn CTE certificates or degrees have developed the skills required for their chosen industry and are prepared for external licensing or certification requirements.

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

Evidence of Meeting the Standard

De Anza has a transparent and deliberate process for evaluating the viability of programs and addressing the impact of any decision to eliminate or significantly change a program. Evaluating a program's viability or discontinuance includes consideration of the effects on students, education and budget planning, regional coordination for occupational programs, and community workforce and economic development needs.

This process is generally triggered by an assessment of results from the separate program review process (II-A-15-01-Viability-Process). This assessment has been carried out by the Instructional Planning and Budget Team; however, since the recent reorganization of the College's shared governance structure, details for handling this in the future have not yet been resolved.

This is consistent with policy set by the Foothill-De Anza Community College District, which states that any decision to discontinue a program must include a "phase-out plan" with provisions to make sure students have an opportunity to complete the program and receive appropriate counseling (II-A-15-02-BP6015-Program-Discontinuance; II-A-15-03-AP6015-Program-Discontinuance).

When programs are modified or discontinued, courses remain available in the Catalog and eligible for students to take to complete the degree requirements. If necessary, students work with counselors and academic advisors to use a substitution process to meet program requirements.

Analysis and Evaluation

The College meets Standard II.A.15. The College has an established process for evaluating a program's viability and elimination, which include steps to ensure that students may complete the program with minimal disruption.

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

Evidence of Meeting the Standard

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

All instructional programs are regularly evaluated for quality and currency through the program review process, and the five-year curriculum review cycle (I-A-3-01-IPBT-Reviews; I-B-9-07-Curriculum-Cycle).

During the program review process, faculty members from each program evaluate student learning outcomes and discuss the attainment of student equity goals, enrollment, retention, and success data in the context of program resources, services, and personnel requests. Program review has been an annual process; however, with the advent of a new resource allocation structure, the College is shifting to a process of conducting a comprehensive program review every three years, with annual updates in between.

The program review is designed to consider such criteria as relevancy, appropriateness, outcomes, currency and future planning. The processes are applied consistently to all instructional programs, including collegiate and career technical programs. The reviews use a standard form to collect data from all these programs (I-A-2-06-Program-Review-Data). Results are used in the planning processes by which the college allocates resources, including human resources, and facilities.

Analysis and Evaluation

The College meets Standard II.A.16. The college regularly evaluates the quality and relevance of all instructional programs. The evaluation and review process is designed to improve the quality of instruction and learning outcomes, regardless of whether instruction is delivered face-to-face, online or in a hybrid mode.

Through these evaluations, De Anza ensures continuous improvement in the quality and currency of programs for all students. The College also uses this process to allocate resources and personnel to programs that are working to close equity gaps and serve the most vulnerable student populations.

Conclusions on Standard II.A: Instructional Programs

De Anza College meets all aspects of Standard II.A. The College offers 190 degree and certificate programs in fields of study that are aligned with the College mission and the institutional core competencies that are listed in the mission statement. Each of the approximately 1,800 courses offered by the College have established learning outcomes that are listed in the catalog and in the course outlines of record, and which are mapped to program learning outcomes for each degree and certificate. (II.A.1, ER 9 and ER 11)

De Anza's faculty is fully engaged in systematic processes to ensure that course content and methods of instruction meet accepted standards, through evaluation of student learning outcomes and the five-year curriculum review cycle. Results of outcomes assessment inform resource allocation at the college, through the program review process. (II.A.2 and II.A.3)

De Anza offers precollegiate curriculum in English as a Second Language (ESL), which are clearly distinguished from college-level English courses. Courses in the ESL sequence are designed so that students can advance through the sequence and eventually take college-level courses in ESL and English. The College discontinued precollegiate offerings in English and Math to comply with state legislation but has developed innovative corequisite courses and other forms of support for students who need it. (II.A.4)

All degrees and programs conform to California Education Code requirements and follow common practices of higher education. Minimum degree requirements are 90 quarter units for an associate degree, or the equivalent of 60 semester credits. De Anza schedules courses so students can complete certificate and associate degree programs in two years or less. In choosing their schedules, students can consult program maps developed by the collegewide Guided Pathways initiative, which recommend which courses to take each quarter so students can reach their academic goals in two years or less. (II.A. 5, II.A.6 , ER 9 and ER 12)

Courses at De Anza are offered fully online, fully in-person and through hybrid delivery models, to meet students needs and preferred learning styles. Student services, including tutoring programs and other forms of support, are available both in person and online, as well. To promote equity in all course modalities, the College provides specialized training for faculty members who teach online, and has made a concerted effort to ensure regular and substantive interaction between faculty members and students, and between students, in online courses. (II.A.7)

The College follows established policies and procedures for using departmentwide examinations and other means of assessment for prior learning. (II.A.8)

De Anza awards course credit, degrees and certificates based on attainment of student learning outcomes (SLOs), which are measured at the course and program level. The College offers a very limited number of apprenticeship courses that are based on clock hours. De Anza follows federal standards for clock-to-credit hour conversions, as described in district board policy AP 4020. (II.A.9 and ER 10)

Policies for the transfer of credit are described clearly in the College catalog and on its website. The College has developed articulation agreements with a variety of other colleges and universities, in accordance with established policies. (II.A.10 and ER 10)

All programs and courses include student learning outcomes that align with the institutional core competencies listed in De Anza's mission statement. These include communication and expression, information literacy, critical thinking, wellness and personal responsibility, and civic capacity for global, cultural, social and environmental justice (II.A.11)

De Anza further requires all of its degree programs to include general education coursework, based on a rationale for general education and individual course curriculum developed by the faculty. Each degree program additionally includes prescribed courses in that field, with student learning outcomes based on mastery of appropriate and relevant knowledge. (II.A.12, ER 12 and II.A.13)

Students who complete career technical education programs are also expected to show relevant competency in their fields, based on student learning outcomes developed for each course and program, which are developed with input from industry experts. (II.A.14)

The College has followed a transparent and deliberate process for evaluating program viability and addressing the impact of any decision to significantly change or eliminate a program. This includes taking steps to ensure that students can meet their remaining degree requirements. (II.A.15)

Finally, the College has extensive processes for evaluating all of its instructional programs, through the curriculum review cycle and annual program reviews. These evaluations are applied to instruction in all modalities, including face-to-face, online and hybrid formats. (II.A.16)

Improvement Plan

The College is not submitting an improvement plan for this Standard.

Evidence List

Standard II.A.1

I-C-1-06-Academic-Programs

I-C-2-06-Catalog-Academic-Programs

I-C-1-03-Class-Schedule

II-A-1-04-Convocation-2017

II-A-1-05-ICC-Outcome-Map

II-A-1-06-EMP-Job-Projections

II-A-1-07-Curriculum-CD-Process

II-A-1-08-Online-Addendum

I-C-2-07-Catalog-SLOs-Sample

I-B-1-23-Student-Learning-Outcomes

I-A-3-01-IPBT-Reviews

II-A-1-12-Awards-2022-23

II-A-1-13-Transfers-2021-22

I-B-3-06-CTE-Job-Placement

II-A-1-15-Program-Map-Example

II-A-1-16-Our-Counselors

II-A-1-17-Degree-Works

I-C-2-17-Catalog-Transfer-Guide

II-A-1-19-Articulation-Services

II-A-1-20-Transfer-Center

Standard II.A.2

I-B-9-08-Instructional-Allocations

II-A-2-02-Faculty-Prioritization

I-A-3-01-IPBT-Reviews

II-A-2-04-RAPP-Roster

II-A-2-05-RAPP-Resources

I-B-1-07-Curriculum-Roster

II-A-2-07-Opening-Day-2022

II-A-2-08-CTE-Committee

I-A-2-01-EMP

Standard II.A.3

I-B-1-23-Student-Learning-Outcomes

II-A-3-02-SLO-Assessment

II-A-3-03-SLO-Guide

II-A-3-04-Course-Outline-Example

I-C-1-18-Syllabus-Repository

I-A-3-01-IPBT-Reviews

I-B-9-08-Instructional-Allocations

Standard II.A.4

II-A-4-01-ESL-Sequence

II-A-4-02-ESL-Noncredit

I-A-3-01-IPBT-Reviews

II-A-4-04-AB705-Math-Results

Standard II.A.5

II-A-5-01-AP4020-Program-Development

II-A-1-19-Articulation-Services

II-A-5-03-Catalog-About

I-C-1-06-Academic-Programs

II-A-5-05-Champion-Transfer

Standard II.A.6

I-C-6-07-Schedule-Example

II-A-1-15-Program-Map-Example

II-A-6-03-Enrollment-Management

II-A-6-04-Spanish-Program

Standard II.A.7

II-A-7-01-Enrollment-Modalities

II-A-7-02-Quarter-Guide-Learning

II-A-7-03-Online-Resource-Hub

II-A-7-04-Student-Success-Center

II-A-1-08-Online-Addendum

II-A-7-06-AP4105-Draft

II-A-7-07-Zoom-Spaces

II-A-7-08-Learning-Communities

II-A-7-09-Puente-Outcomes

II-A-7-10-Villages

Standard II.A.8

II-A-8-01-HESI-Validation

II-A-8-02-AB705

II-A-8-03-AB705-Guidance

II-A-8-04-Improving-Placement

II-A-8-05-Guided-Self-Placement

II-A-8-06-GSP-Validation-English

II-A-8-07-GSP-Validation-Math

II-A-8-08-AP4235-Credit-Prior-Learning

II-A-8-09-AP4236-Advanced-Placement

II-A-8-10-Catalog-Credit-Prior-Learning

Standard II.A.9

I-B-1-23-Student-Learning-Outcomes

II-A-9-02-Curriculum-SLO-Evaluation

II-A-9-03-Catalog-PLO-Sample

II-A-5-01-AP4020-Program-Development

Standard II.A.10

I-C-2-20-Catalog-Transfer-Credit

I-C-2-17-Catalog-Transfer-Guide

II-A-10-03-Trancript-Evaluations

II-A-1-19-Articulation-Services

II-A-8-08-AP4235-Credit-Prior-Learning

II-A-10-06-BP5073-Articulation

II-A-10-07-AP5073-Articulation Procedures

II-A-10-08-Guaranteed-Admission

Standard II.A.11

I-A-1-01-Mission

II-A-9-03-Catalog-PLO-Sample

Standard II.A.12

I-B-1-23-Student-Learning-Outcomes

II-A-12-02-GE-Requirements

II-A-12-03-Catalog-GE-Program

I-A-1-01-Mission

I-B-1-07-Curriculum-Roster

Standard II.A.13

II-A-13-01-AP4100-Graduation-Requirements

I-B-1-23-Student-Learning-Outcomes

Standard II.A.14

II-A-14-01-AP4102-Career-Technical-Education

I-B-1-23-Student-Learning-Outcomes

I-A-3-01-IPBT-Reviews

I-B-9-07-Curriculum-Cycle

II-A-2-08-CTE-Committee

II-A-14-06-Workforce-Stars

Standard II.A.15

II-A-15-01-Viability-Process

II-A-15-02-BP6015-Program-Discontinuance

II-A-15-03-AP6015-Program-Discontinuance

Standard II.A.16

I-A-3-01-IPBT-Reviews

I-B-9-07-Curriculum-Cycle

I-A-2-06-Program-Review-Data

Standard II: Student Learning Programs and Support Services

Section II.B: Library and Learning Support Services

1. **The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)**

Evidence of Meeting the Standard

De Anza offers extensive library, tutoring and other learning support services to students, making them available both online and in person. Information about these services is available in the college catalog and on the website. Faculty members and classified professionals engage in regular assessment of these services to ensure they are of sufficient quantity and quality, and that they are aligned with De Anza's mission.

The Library offers a wide variety of collections and provides sufficient quantity of print and electronic resources to support students in on-campus and online courses (II-B-1-01-Library). The Library has a collection of more than 72,000 print books and over 6,100 units of audiovisual media, subscriptions to 59 periodicals, 30 electronic databases and a course reserve system that enables students to check out textbooks. Students and employees can request items outside the Library's collection through the interlibrary loan service, which is available through an online form (II-B-1-02-Interlibrary-Loan).

With its extensive open seating areas and reservable group-study rooms, the Library is a welcoming, comfortable space for students to study quietly on their own or with others. Phone and computer chargers are available throughout the building. The Library reference desk is staffed from 9 a.m. to 7 p.m., Monday through Thursday (II-B-1-03-Library-Hours). The Library also operates a computer lab where students can use computers, printers and software during Library hours (Library Computer Lab: II-B-1-04-Library-Computer-Lab). (Additional desktop computers are available in the Advanced Technology Center computer lab for students in the Business, Computer Science and Applied Technologies Division.) Students can also borrow laptop computers from the Library by checking them out for use during Library hours or for the duration of the quarter.

Many Library services are available both in person and online through the Library website. Students and College employees can:

- Search for items such as books, articles or DVDs and reserve them by accessing the online catalog through the Library website
- Obtain reference help by using the online chat feature on the Library website
- Get assistance with using software such as Zoom, Microsoft Office tools and Canvas, the platform used for online classes at De Anza, by contacting the Library computer lab staff through an online form (II-B-1-04-Library-Computer-Lab
- Reserve a quiet study space by using the online reservation system (II-B-1-05-Study-Rooms)
- Access e-books, streaming films and databases any time, from on or off campus, by logging in with their campuswide ID and password (II-B-1-06-Library-Databases)

The Library also offers one-unit courses covering topics such as library research techniques and advanced internet searching, to help students develop their learning skills and prepare for other courses (Library Classes: II-B-1-07-Library-Classes).

Tutoring and study skills workshops are offered chiefly through the Student Success Center (SSC), which operates five programs that focus on particular subject areas:

- Academic Skills (II-B-1-08-Academic-Skills-Center)
- General Subjects (II-B-1-09-General-Subjects-Center)
- Listening and Speaking (II-B-1-10-Listening-Speaking-Center)
- Math, Science and Technology (II-B-1-11-Math-Science-Center)
- Writing and Reading (II-B-1-12-Writing-Reading-Center)

Each of the five centers offers drop-in, weekly, and group tutoring by trained peer tutors and instructional support coordinators. The centers also host content and skills workshops on topics essential for success in courses within each area, as well as workshops that cover topics ranging from grammar to life skills. These are available in person and online via Zoom.

All peer tutors receive training through one of three courses: LRNA 96 (Group and Individual Peer Tutoring), LRNA 97 (Tutoring in Writing and Reading) and LRNA 98 (Tutoring in Math and Science). These courses meet tutor training guidelines developed by the College Reading and Learning Association. In addition, senior tutors serve as mentors to all new tutors in training and review their recorded tutoring sessions (II-B-1-13-Tutor-Training). Each winter, the SSC hosts a student-led professional development conference that unites student employees working in support programs across campus to share their experiences and reflect on diversity, equity and inclusion themes.

Student support for online courses is provided by the Online Education Center, where staff members respond to student inquiries and troubleshoot technical or account problems Monday-Thursday, 9 a.m.-5 p.m. and Friday, 9 a.m.- 4 p.m. When necessary, staff members act as a liaison between students and instructors or other campus services. Students can contact the Online Education Center via phone or email or use the 24-hour technical support system to submit a help request online (II-B-1-14-Online-Ed-Help).

At the beginning of each quarter, the Online Education Center offers "welcome" or "readiness" sessions for students to become familiar with the logistics of taking an online course and ways to maximize their success in an online environment. In addition, the Online Education Center website offers a variety of information including orientation topics and a comprehensive student resource section related to online learning (Online Education: II-B-1-15-Online-Ed-Center). Students can view a readiness video, take an assessment to assist in determining if online courses are right for them, and access links specifically for online students like tutoring, course management system user guides and how to get help using the technical support system.

Students can easily find information about the Library, Student Success Center and Online Education Center on the De Anza website pages listed above, as well as in the College catalog (II-B-1-16-Catalog-Library; II-B-1-17-Catalog-SSC; II-B-1-18-Catalog-Online-Education). These services and other programs are also listed on a comprehensive webpage that serves as a central directory for all support and learning resources (I-C-1-07-Student-Services).

Faculty members and classified professionals in each of these areas regularly assess the quality, quantity, currency, depth, and variety of services provided, as well as their alignment with their program mission and the mission of the college. Assessment is carried out through the annual program review process, department surveys, internal data reports and research by the Institutional Research Office (II-B-1-20-Library-Program-Review; II-B-1-21-SSC-Program-Revew; II-B-1-22-Online-Ed-Program-Review).

Analysis and Evaluation

The College meets Standard II.B.1 and Eligibility Requirement 17. During the COVID-19 pandemic, when it became necessary to move virtually all classes online, the College quickly adapted all of its support services to make them available online as well.

For example, when College moved all classes online in March 2020, the Student Success Center redesigned all of its services and retrained 145 student tutors to provide tutoring via Zoom (II-B-1-23-Online-Tutoring). The SSC also redesigned its resources site on Canvas, the College's online learning platform, and reconfigured its online scheduling system to provide access and accurate tracking of online student usage. Since the pandemic has subsided, the SSC has been able to offer in-person tutoring again. But with the online infrastructure in place, the SSC is now offering on-campus tutoring and workshops as well as live peer tutoring via Zoom, with hours and modalities based on class offerings, usage patterns and student feedback.

Similarly, the Library expanded its online services, including reference assistance via chat and software support from the computer lab staff. The Online Education Center developed webpages with additional resources for students who were new to online learning, including tips on using Zoom and other online tools. These services remain available today as the College has shifted to offering a mix of in-person, online and hybrid courses.

These efforts show the College's ongoing commitment to supporting learning and achievement by providing robust, high-quality library, learning and support services for all students. Services are delivered in person and online, in formats that are designed to assist students taking classes in all modalities.

2. **Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.**

Evidence of Meeting the Standard

De Anza's Library works closely with faculty members from a range of disciplines in selecting materials and developing customized information sessions and other resources. The Student Success Center similarly collaborates with faculty members in planning and offering resources to meet evolving student needs.

The Library invites faculty members to make suggestions for Library purchases and to identify course reserve textbooks or other materials that the Library can make available for students to check out (II-B-2-01-Library-Faculty-Info). The Library also conducts surveys to determine faculty and student needs. A recent faculty survey on the use of online resources showed continued demand for online services including the EBSCO e-book collection and the ProQuest research library, along with growing demand for streaming films and e-books. The results were cited in the program review process to request an increase in the e-book budget from $10,000 to $20,000 for 2022-2023. This request was approved through the College's resource allocation process (II-B-1-20-Library-Program-Review).

The Library also partners with the Film and Television Department to manage the Swank collection of streaming films, which is used in courses offered by that department. The Library coordinates with Film and Television faculty members to continually update the film collection and make the films available to students via the library web page and library catalog (II-B-2-03-Library-Swank).

The Student Success Center also works closely with De Anza's faculty and other student services to promote its services to students and to develop new strategies such as tutor training and the annual peer equity training activity to foster more engagement with disproportionately impacted student populations.

Faculty collaboration was key to addressing new challenges resulting from state legislation known as AB 705 and its companion bills, which curtailed the use of remedial courses and required colleges to maximize the probability that students would enter and complete transfer-level English and Math courses. The Student Success Center partnered with faculty members in developing new curriculum that included customized support activities for students taking EWRT 1A, the transfer-level English Composition and Reading course offered at De Anza, with a support corequisite, LART 250 (Academic Reading and Writing). The new customized support includes weekly individual drop-in sessions, skills workshops, meeting with a counselor, and other activities (II-B-2-04-SSC-Customized-Support; II-B-2-05-SSC-EWRT-Workshops).

The customized support activities have been widely used by students and have shown promising results in supporting student performance. While instructors have discretion in deciding how to integrate these activities into their curriculum and grading, most offered credit or required students to participate in a minimum number of activities. Student Success Center staff members also visit classes each quarter to promote the activities. The Student Success Center also worked with the English Department in using the Canvas online learning platform to push out frequent messages to all students taking EWRT 1A and LART 250, along with their instructors and Student Success Center tutors. The messages included reminders about tutoring, workshops and other resources available to those students (II-B-2-06-SSC-Invitation).

Analysis and Evaluation
The College meets Standard II.B.2. De Anza's Library and Student Success Center work closely with the faculty and other learning support professionals in selecting materials and developing services to support student learning and achieve the mission of the College.

3. **The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

Evidence of Meeting the Standard
The College uses the annual program review process, along with internal data and reports from the Institutional Research Office, to evaluate the effectiveness of the Library and other learning support services at De Anza, and to identify current or emerging student needs. The annual program reviews are also key elements in the resource allocation process (II-A-2-05-RAPP-Resources).

The Library has used the program review process to request and receive funding for services requested by students or faculty members, including the JSTOR database, which includes articles, books, images and other resources in 75 academic disciplines; and an expansion of the course reserves collection, which includes textbooks that students can borrow if they can't afford to buy them (II-B-1-20-Library-Program-Review).

The Library also collects data through circulation reports, database usage reports, the assessment of student learning outcomes and Library computer lab surveys. A student survey indicated a need for more rental laptops and calculators, which were requested and funded through the 2021-2022 program review process.

The Student Success Center assesses usage and progress on program-level learning outcomes as part of the annual program review cycle. Usage information is based on student check-in reports from the center's online scheduling system. The center also asks students to complete end-of-quarter surveys about their learning experience in Student Success Center programs. Results are analyzed to ensure that student needs are being met. The center also gathers input from faculty members during visits to department and division meetings.

As part of the program review process, the Online Education Center reviews student enrollment data in online and hybrid courses – including headcount, FTES and success rates disaggregated by gender and ethnicity – along with the number of instructors teaching online sections, number of sections and course withdraw rates.

As the College has increased its online course offerings, the Online Education Center has used this data to identify needs and provide additional opportunities for faculty development and training. These opportunities include expanded lab hours with instructional designers and the center's faculty coordinator, and a revised training module structured around the rubric developed by the California Virtual Campus-Online Education Initiative (CVC-OEI).

Through the program review process, the Online Education Center has requested new positions including a counselor with specific expertise in online instruction, an instructional designer, a full-time faculty coordinator and an area manager (II-B-1-22-Online-Ed-Program-Review). In 2023, the College funded and hired one full-time faculty coordinator, two instructional designers as well as a new dean of Online Education and Learning Resources, filling a dean's position that had been vacant since 2017.

Analysis and Evaluation
The College meets Standard II.B.3. De Anza evaluates the effectiveness of Library and learning support services through its program review process, student and faculty surveys, usage data, and institutional research data. The results of these evaluations are used to improve services and ensure that students' needs are met.

4. **When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)**

Evidence of Meeting the Standard
The De Anza Library is a member of the Council of California Community Colleges Chief Librarians, which together with the Community College League of California has formed a consortium that negotiates prices on subscription databases and other online services provided by outside vendors. (These include Swank Digital Campus, for viewing course-assigned films outside the classroom, Naxos Music Library to stream albums, and Mango Languages for online language learning support.) The consortium also ensures that all resources meet Section 508 compliance standards for accessibility (II-B-4-01-EBSCO-Compliance).

The use of these electronic databases is tracked and evaluated during the Library's annual program review (II-B-1-20-Library-Program-Review).

The College is also part of the Online Education Initiative 2.0 Cohort, which enables faculty members to participate in the CVC-OEI (California Virtual Campus Online Education Initiative) Course Design Academy. Tracking shows that online courses that are developed through this program and adhere to the OEI Course Design Rubric have an increased success rate for students (II-B-4-03-OEI-Rubric). Approved courses also appear first in the CVC-OEI Finish Faster catalog for cross-enrollment by students in other colleges (II-B-4-04-CVC-OEI-Enrollment).

De Anza has contracted with two online tutoring vendors: Smarthinking and NetTutor. The Smarthinking contract ended in June 2023, while the College plans to continue with NetTutor, which students can access through the Canvas online learning platform (II-B-1-23-Online-Tutoring). The Student Success Center tracks NetTutor usage and evaluation data and responds to student and faculty feedback, which has been overwhelmingly positive. This data is documented annually in the Student Success Center's program review (II-B-1-21-SSC-Program-Revew).

Analysis and Evaluation

The College meets Standard II.B.4 and Eligibility Requirement 17. De Anza maintains formal agreements with outside vendors for a few learning support services. These agreements are documented and are regularly evaluated to ensure that they are meeting their intended purpose and serving De Anza's students. The College takes responsibility for assuring the security and reliability of these services.

Conclusions on Standard II.B: Library and Learning Support Services

De Anza College meets all aspects of this standard. Students at De Anza benefit from access to a state-of-the-art Library, with extensive collections of physical and digital materials as well as study facilities, reference librarians and technical support staff. The College also provides ample opportunities for students to obtain learning support through tutoring and academic skills workshops hosted by the Student Success Center, as well as specialized support for online learning from the Online Education Center. (II.B.1 and ER 17)

The faculty play an important role in recommending materials and services for these programs. The Library, Student Success Center and Online Education Center all work closely with faculty members in relevant disciplines to identify and respond to evolving student needs. This can be seen in the College's response to legislative mandates that eliminated remedial courses in English and Math, as well as the speedy development of additional resources to support students when the COVID-19 pandemic prompted an immediate shift to online classes. (II.B.2)

De Anza's Library and learning support programs are regularly evaluated through the College's annual program review process. Program reviews are used to help identify needs and justify budget allocations. (II.B.3) The reviews also play an important role in the College's ongoing oversight of contracts with outside vendors that supply certain resources or support services. (II.B.4 and ER 17)

Improvement Plan

The College is not submitting an improvement plan for this Standard.

Evidence List

Standard II.B.1

[II-B-1-01-Library](#)

[II-B-1-02-Interlibrary-Loan](#)

[II-B-1-03-Library-Hours](#)

[II-B-1-04-Library-Computer-Lab](#)

[II-B-1-04-Library-Computer-Lab](#)

[II-B-1-05-Study-Rooms](#)

[II-B-1-06-Library-Databases](#)

[II-B-1-07-Library-Classes](#)

[II-B-1-08-Academic-Skills-Center](#)

[II-B-1-09-General-Subjects-Center](#)

[II-B-1-10-Listening-Speaking-Center](#)

[II-B-1-11-Math-Science-Center](#)

[II-B-1-12-Writing-Reading-Center](#)

[II-B-1-13-Tutor-Training](#)

[II-B-1-14-Online-Ed-Help](#)

[II-B-1-15-Online-Ed-Center](#)

[II-B-1-16-Catalog-Library](#)

[II-B-1-17-Catalog-SSC](#)

[II-B-1-18-Catalog-Online-Education](#)

I-C-1-07-Student-Services

II-B-1-20-Library-Program-Review

II-B-1-21-SSC-Program-Revew

II-B-1-22-Online-Ed-Program-Review

II-B-1-23-Online-Tutoring

Standard II.B.2

II-B-2-01-Library-Faculty-Info

II-B-1-20-Library-Program-Review

II-B-2-03-Library-Swank

II-B-2-04-SSC-Customized-Support

II-B-2-05-SSC-EWRT-Workshops

II-B-2-06-SSC-Invitation

Standard II.B.3

II-A-2-05-RAPP-Resources

II-B-1-20-Library-Program-Review

II-B-1-22-Online-Ed-Program-Review

Standard II.B.4

II-B-4-01-EBSCO-Compliance

II-B-1-20-Library-Program-Review

II-B-4-03-OEI-Rubric

II-B-4-04-CVC-OEI-Enrollment

II-B-1-23-Online-Tutoring

II-B-1-21-SSC-Program-Revew

Standard II: Student Learning Programs and Support Services

Standard II.C: Student Support Services

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

Evidence of Meeting the Standard
De Anza College annually evaluates the effectiveness of student services programs and departments via a comprehensive program review process, annual updates, and institutional data on student retention, persistence, and success. Programs and departments also use other means of assessment to measure and evaluate student learning – both in person and online – to ensure the college's mission is being achieved.

In fall 2020, the student services program review process was strengthened by the adoption of the Counsel for Advancement of Standards in Higher Education (CAS) criteria for evaluating the quality and effectiveness of student services (I-B-1-21-Services-Reviews-CAS). The CAS self-assessment guides are used to assess the programs and functions within each department. The guides consist of standards and guidelines for evaluating the strengths and deficiencies of each program and informing plans for improvement within De Anza's student services programs (I-A-3-02-SSPBT-Reviews).

By assessing performance on 12 key factors, the program review process provides a comprehensive understanding of programs that are performing effectively and those needing improvement. This feedback is then used to implement changes for improvement of each program and creative initiatives to enhance services. Program review results and institutional data are released and updated annually, along with updates to plans for improvement, student learning outcomes assessment, and objectives and key results for each student services area. This information is available to the public – previously on the Student Services Planning and Budget Team (SSPBT) website, and now on the website of the Resource Allocation and Program Planning (RAPP) Committee, which since 2023 has taken on the role of the SSPBT (II-C-1-03-RAPP-Services-Reviews).

In addition, quantitative and qualitative data is collected from student data management systems, student satisfaction surveys and conversations with students to evaluate the quality of support services and to analyze student needs (II-C-1-04-Counseling-Survey; II-C-1-05-Online-Learning-Survey; II-C-1-06-BIPOC-Survey). Student demographic information is used to identify the populations served by the College and to ensure students are receiving equitable access and services based on their needs.

Prior to the COVID-19 pandemic, about 20 percent of the College's course enrollment was online. Following health authorities' recommendations, De Anza moved virtually all courses online at the end of the 2020 winter quarter. Since the pandemic has subsided, the College is once again offering many courses on campus, but as of spring 2023, about 60 percent of enrollment is still online and another 16 percent is in hybrid courses, with a mix of online and in-person instruction.

Similarly, during the pandemic, student services were fully online, but they have since transitioned back to being available both in person and online, in order to continue meeting student needs. For example, many counselors are now offering students a choice of meeting in person or on Zoom (II-C-1-07-EPS-Counselors). The Mental Health and Wellness Center also offers in-person counseling as well as online psychological services (II-C-1-08-MHWC). The Admissions and Records and Financial Aid offices also hold office hours on campus and online (II-C-1-09-Admissions-Office; II-C-1-10-Financial-Aid-Office).

Analysis and Evaluation
The College meets Standard II.C.1 and Eligibility Requirement 15. De Anza has a rigorous process for evaluating the quality of student support programs and services. Through program review, student learning outcome assessments, student surveys and various other means of assessment, the college ensures services are effective and efficient in meeting the needs of a diverse student population, no matter the means of delivery or location.

Each student services office or program is evaluated and assessed through regular program reviews – using standards developed by a national professional organization – and analysis of other data. This helps the College track progress toward its goals for continuous quality improvement of student services.

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

Evidence of Meeting the Standard

Under the College's seven-year planning cycle, each of De Anza's student service programs are evaluated regularly through program reviews and assessment of student learning outcomes, to determine areas of success and recommendations for growth (I-A-4-03-Planning-Quilt). In addition, the college's Institutional Research, Planning and Accreditation Office conducts regular and consistent data collection and analysis and provides this information to support the assessment of student learning, persistence, and success (I-A-2-06-Program-Review-Data). These documents provide context and help programs and service areas identify student populations that are most disproportionately impacted by lack of equitable outcomes, to ensure improvements are made in both student access and success.

Each student services program conducts annual learning outcomes assessment and reflection activities, in accordance with its program goals and objectives (I-B-1-23-Student-Learning-Outcomes). The assessment process includes the development of student learning outcomes (SLOs), determining desired outcomes and metrics, and defining methods for learning assessment – which may include program participation data, quizzes, student development activity evaluations and student satisfaction surveys. SLOs are designed to align with the college's mission and institutional learning outcomes, or core competencies (II-C-2-04-Institutional-Core-Competencies). SLO results are reviewed annually to determine whether modification of the activities or assessment methods are needed.

Analysis and Evaluation

The College meets Standard II.C.2. De Anza's Educational Master Plan outlines the College's strategic direction regarding the structures and processes dedicated to student learning and development, as reflected by the institutional standards or core competencies. Each student services area provides opportunities for learning and development and measures the effectiveness of these efforts via program review, student learning outcomes assessment and feedback from students. Research data is also used to determine the impact of student learning and development activities, in order to promote opportunities for students to succeed.

As an example of a data-driven program, in 2020-21, the General Counseling Division's probation and retention team collaborated with other offices to collect data on the experiences of students who were on academic probation. The data showed that half of all students on probation identified as Latinx, while 60 percent were male, 37 percent were low-income and 36 percent were first-generation college students. Crucially, nearly 90 percent were not connected to any support program on campus.

Based on that data, the probation and retention team developed a strategy to establish a caring relationship with students on probation, through high-frequency, high-touch contact. The strategy included interventions such as case management counseling, phone calls and other forms of outreach to students, along with offering resources such as workshops and book vouchers. In the first year, the team saw student success rates rise dramatically – after remaining stagnant for years at around 40 percent, the rate rose to 61 percent
(II-C-2-05-Retention-Services).

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

Evidence of Meeting the Standard

All student service offices at De Anza strive to provide equitable access for all students, by offering services in person, online and over the telephone. Offices are open during regularly scheduled hours and offer meetings by appointment as well as drop-in times when students can get help without an appointment.

In addition to in-person services, each student service office offers appropriate online delivery models. For example, the Mental Health and Wellness Center and Student Health Services office offer mental health counseling and health services via a HIPAA-compliant Zoom platform (II-C-1-08-MHWC; II-C-3-02-Student-Health-Services). Counseling offices also use Zoom, which is FERPA-compliant. The Financial Aid office offers assistance in person, on Zoom and via a web-based chatbot (II-C-1-10-Financial-Aid-Office).

Major consideration is given to removing institutional barriers and ensuring access in accordance with the college's equity plans and policies established by the Foothill-De Anza Community College District Board of Trustees (I-B-1-09-Equity-Plan-Reimagined; II-C-3-05-BP5300-Student-Equity).

De Anza regularly reviews its policies and practices to ensure that all work is conducted under an equity framework, in alignment with specific goals for narrowing equity gaps. The CAS standards used in the student services program review process includes evaluative measures for equity and inclusion.

In addition, the College conducts outreach efforts to local high schools that are specifically designed to increase access and success for historically underrepresented student populations, through high school visits, workshops, annual student conferences and other services for students and their families.

The College also offers a number of intensive support programs geared to students from historically underserved population groups, including Learning Community cohort programs that offer individualized counseling, mentoring, culturally relevant instruction and other resources including book vouchers and financial assistance when appropriate. These include:

- Disability Support Programs and Services
- Extended Opportunity Programs and Services, for students who are educationally or economically disadvantaged
- First Year Experience for first-generation college students
- FLOW, which focuses on hip-hop culture
- Guardian Scholars and NextUP, which serve current and former foster youth
- IMPACT AAPI, which celebrates Southeast Asian and Pacific Islander cultures
- LEAD, or Latinx Empowerment at De Anza
- Men of Color Community
- MESA, supporting students from groups historically underrepresented in STEM majors
- Pride, for LGBTQ+ students
- Puente, which explores Latinx culture and community issues
- Rising Scholars, for students who were incarcerated or otherwise affected by the justice system
- Umoja, for students interested in historic and cultural contributions from across the African disaspora

(II-C-3-06-DSPS; II-C-3-07-EOPS; II-A-7-08-Learning-Communities)

The College conducts an annual survey, entitled "Belonging, Civic Capacity, Basic Needs and Mental Health," to identify and track areas in which students need the greatest support (I-B-1-14-Basic-Needs-Survey). The survey has consistently identified foster youth students as those at greatest risk of food and housing insecurity, homelessness and mental health issues. In response to these findings, the college prioritized the hiring of a foster youth counselor and filled that position in fall 2022. The counselor in that position coordinates the Guardian Scholars program, which provides an array of services for students who are current or former foster youth (I-B-6-14-Guardian-Scholars). These services will be expanded further with the addition of the state-funded NextUP service for foster youth, beginning in fall 2023.

Through the same survey, the College determined that LGBTQ+ students as a group were also lacking a sense of belonging and experiencing high rates of insecurity and mental health issues (II-C-3-11-LGBTQ-Survey). As a result, the College has added LGBTQ+ students to the population groups designed for special focus in the Educational Master Plan, with specific goals for improving outcomes over the next five years. The College also included this group in its successful application for a $2.25 million grant under the federal Title III "Strengthening Institutions Program." Funds from this grant have been used to create a new Pride Center on campus, with a full-time faculty coordinator, and will help to support the new Pride cohort program (Pride Center: II-C-3-12-Pride-Center).

Analysis and Evaluation

The College meets Standard II.C.3 and Eligibility Requirement 15. All De Anza students are provided access to appropriate services to support their academic success, in line with the college's mission. Students can access support services in person and via the college website, email, telephone or Zoom.

The College has established processes for ensuring quality of online programs and student support services, as outlined in its 2016 Substantive Change Proposal (2016 Substantive Change Proposal: II-C-3-13-Substantive-Change-2016). The COVID-19 pandemic created a sense of urgency to leverage new technologies in providing services through multiple delivery methods. De Anza has continued to use these technologies in order to meet evolving student needs.

Moreover, the College has taken proactive steps to identify student population groups with additional needs, and to address longstanding equity gaps affecting historically underserved groups, through an array of support programs.

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

Evidence of Meeting the Standard

The mission statement for De Anza's Athletics Department states:

> The Athletics Department is an integral part of the Physical Education and Athletics Division. The department's mission is to provide an athletic program that has a holistic approach (mind and body) through education and competition. Athletics contributes to discipline, integrity, leadership, life skills, social responsibility, sportsmanship, and teamwork. We are champions in promoting ethnic and cultural diversity.

As the statement demonstrates, Athletics programs at De Anza are clearly aligned with the College mission (II-C-4-01-Athletics-Mission; I-A-1-01-Mission).

As a member institution of the Coast Conference and the California Community College Athletic Association (3C2A), the College is required to follow all rules and regulations of each organization and adhere to each entity's constitution and bylaws (II-C-4-03-3C2A-Constitution). De Anza's Athletics program conducts mandatory in-service training for all its staff, including coaches, support staff, volunteers, athletic administration, and senior administrators. Integral to this training is the successful completion of the constitution review and compliance exam.

Each year, the Athletics Department reports on its adherence to equity standards by submitting the required Equity in Athletics Disclosure Act (EADA) report to the Department of Education and the R4 Statement of Title IX Compliance to the 3C2A (II-C-4-04-EADA; II-C-4-05-Title-IX-Statement).

The Athletics program is managed by an administrator who works closely with the division dean, the vice president of Instruction, the vice president of Administrative Services, and the college president. Daily unit checks are made to ensure that student-athletes are enrolled and attend the minimum requirement of 12 units to participate in their season of competition.

De Anza Student Government (DASG) serves as the main participatory governance body representing students on campus committees, in accordance with the policy established by the Foothill-De Anza Community College District (II-C-4-06-BP5560-Student-Organizations). The DASG mission statement clearly aligns with the College mission (II-C-4-07-DASG-Mission).

A second group of elected student representatives, the Inter Club Council (ICC), is responsible for supporting and managing a wide range of student-led clubs and organizations focused on academics, community service, diversity, political, religious, special interest, sports, and support for students. The ICC helps students with leading their organizations, holding campus events, creating new organizations, and managing their club finances. Depending on the needs of the clubs, the ICC works in partnership with other campus entities including the Student Accounts office, College Operations, and academic departments to successfully implement events and co-curricular activities.

The Office of College Life provides infrastructure and oversight for both the DASG and ICC, which are governed by internal, college, and state codes, policies, and bylaws (II-C-4-08-DASG-Governing-Documents; II-C-4-09-ICC-Codes). Professional staff members in the office advise both organizations and attend their official meetings, as well as meeting individually with student leaders, to ensure that both organizations meet governance standards. DASG senators undergo leadership training in the spring and fall quarters; they also receive targeted training and information as needed.

DASG also maintains a finance committee and employs an internal accountant to ensure student fees under the purview of DASG are managed, allocated and used responsibly and with high standards of integrity in accordance with district policy (II-C-4-10-DASG-Budget; II-C-4-11-BP5562-Associated-Students-Finance). In addition to DASG and ICC, the college offers other cocurricular programs including Study Abroad, Honors and many others, which work closely with administrators to ensure they operate responsibly and with sound financial management (II-C-4-12-Study-Abroad; II-C-4-13-Honors).

Analysis and Evaluation

The College meets Standard II.C.4. De Anza has very robust student athletic and student leadership development programs, designed to promote student development and learning in accordance with the college's institutional core competencies.

These programs have sufficient oversight to ensure they are fully compliant with all district, state and federal regulations pertaining to their operations, including participation eligibility, financial management and documentation of activities.

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

Evidence of Meeting the Standard

Counselors at De Anza assist students with a multitude of issues, from academic to personal. Counselors work to retain students and help them choose courses and majors, while advising them on study skills, test anxiety, tutoring resources, career planning and personal matters such as housing or food insecurity. Counselors also assist students in developing education plans and checking their progress toward their educational goals, such as earning a degree or certificate, preparing for transfer or entering the workforce. These duties are described in policies adopted by the Foothill-De Anza Community College District Board of Trustees (II-C-5-01-BP5065-Counseling; II-A-13-01-AP4100-Graduation-Requirements).

Students can obtain counseling services from a variety of offices: Office of Outreach counselors generally meet with new students in their first two quarters, along with all students participating in the De Anza College Promise program, unless they're in another program that has its own counselors. The Outreach Office also provides counselors for the Men of Color Community, a student cohort program. The General Counseling Center serves students after their first two quarters, if they are not participating in a specialized program that has its own counselors.

Some instructional divisions have their own counselors to serve students in those areas; these include Biological, Health and Environmental Sciences; Career Technical Education; Language Arts; and Physical Education and Athletics.

Other programs and Learning Communities have dedicated counselors who have additional training or cultural awareness to support the specialized needs of students in those programs. These include specialized student service programs such as Disability Support Services, Extended Opportunity Programs and Services, International Student Programs, Guardian Scholars (foster youth), Rising Scholars (formerly incarcerated students), and Veteran Services (II-A-1-16-Our-Counselors).

Counselors in instructional programs work closely with instructional faculty to meet student needs in Learning Communities such as First Year Experience (first-generation college students), IMPACT AAPI, Math Performance Success, Pride (LGBTQ+ students), Puente, and Umoja. Counselors in these programs also help to organize workshops, panel discussions and other activities that are relevant to their students.

De Anza counselors are generally available to meet with students in person or online via Zoom, and in some cases by telephone. Most counseling offices use an online scheduling tool that indicates when the counselors are available and makes it easy for students to sign up for an appointment.

De Anza's counselors are faculty members who are qualified to provide academic, career and personal counseling. Some programs also have academic advisers, who are classified professionals qualified to advise on academic matters. All full- and part-time counselors and advisers receive initial "on-boarding" orientation when hired, as well as ongoing training through bi-monthly in-service activities and professional development opportunities. Many of De Anza's counselors are bilingual and able to speak with students in American Sign Language, Cantonese, Russian, Spanish or Vietnamese in addition to English.

De Anza also provides additional counseling services through specialized programs. The Office of Outreach counselors offer orientation sessions for all new students, which includes an overview of available services and resources, as well as explanation of degree and transfer requirements, registration procedures, preparation of an education plan and the process of applying for financial aid (II-C-5-04-Orientation). The Transfer Center hosts campus visits from university representatives and hosts workshops on a variety of transfer-related topics, including detailed reviews of requirements for acceptance to the California State University (CSU) and University of California (UC) (II-C-5-05-Transfer-Workshops; II-C-5-06-University-Visits). The retention team in the General Counseling office conducts outreach and offers intensive support to students who are on academic probation, to help them raise their GPAs and regain good standing (II-C-2-05-Retention-Services).

The College strongly encourages all students to work with a counselor and use Degree Works, an online tool, to complete an education plan as a condition of receiving priority registration status. With Degree Works, students can plan which courses they will take in coming quarters, and they can also check their progress toward completing the requirements for their educational goal, such as a degree or certificate, or the courses needed to satisfy General Education requirements for a De Anza degree or transfer to the CSU or UC (II-A-1-17-Degree-Works).

De Anza also provides program maps for every major, which offer quarter-by-quarter recommendations for which classes a student should take to satisfy the requirements for a degree or transfer in that subject (II-A-1-15-Program-Map-Example). The maps were developed by faculty members under the auspices of the Guided Pathways initiative, and students are encouraged to consult with their counselors when they use them.

Analysis and Evaluation

The College meets Standard II.C.5. De Anza has distributed counselors across the campus, who are available to support students both in person and online. While some counselors can be found in a centralized General Counseling Center, others are embedded in special programs so they can work closely with those students. This makes it easier for students to find a counselor who can assist them.

All counselors are qualified to offer guidance on academic, career and personal matters. Students are encouraged to consult with counselors while using available resources, including the online degree audit tool and program maps, to be sure they have current and useful information about the requirements for their particular educational goals.

The effectiveness of De Anza's counseling services is evaluated regularly through the program review process, in which the General Counseling Division and other programs that offer counseling services must participate (II-C-1-03-RAPP-Services-Reviews). Program reviews – which include program planning, goal setting, goal assessment and student learning outcomes – are a key part of the process for requesting and allocating resources, including counseling positions.

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

Evidence of Meeting the Standard

In keeping with its mission as a California community college, De Anza admits anyone with a high school diploma, general education diploma (GED) or proficiency certificate, or who is at least 18 years old (II-C-6-01-Catalog-Admission). High school students may attend De Anza as dual enrolled students if they are currently enrolled in grades 9-12 and have submitted a permission form signed by their high school principal and parent or guardian.

The College has established matriculation policies and procedures in accord with policies adopted by the Foothill-De Anza Community College District (II-C-6-02-BP5010-Admissions). The College has separate policies and procedures for admitting international students (II-C-6-03-AP5040-International-Students). Additional policies and procedures apply to adult education students who enroll concurrently with another program (II-C-6-04-AP5013-Adult-Ed-Students).

The admission policies are appropriate to an open enrollment institution, adhere to state and federal regulations, and allow students to pursue certificates, degrees, transfer and career training as aligned to the College mission. The open enrollment policies are published in the catalog as well as on the College website (II-C-6-05-Admission-Requirements).

De Anza also adheres to the district policy for matriculation, which calls for providing a clear process of applying for admission, along with orientation for new students, assessment and placement in appropriate courses, assistance with development of an education plan and ongoing assistance toward achieving their goals (II-C-6-06-AP5070-Matriculation).

The College follows district policies on providing counseling and advising services and makes information widely available about the requirements for degrees and certificates (II-C-5-01-BP5065-Counseling; II-A-13-01-AP4100-Graduation-Requirements).

All of De Anza's instructional programs are open to any admitted student, with the exception of the Nursing program, due to limited capacity and in accordance with state regulations. The Nursing program has additional admission requirements for its students, designed to ensure students meet minimum standards and to provide a fair selection from all qualified candidates through a lottery process. These requirements are outlined on the College website and in the catalog (II-C-6-09-Nursing-Program; II-C-6-10-Catalog-Nursing).

De Anza's catalog provides a detailed description of course and program requirements for each certificate, degree and transfer pathway (II-C-6-11-Catalog-AST-Computer-Science).

The College also has developed program maps for every major, which offer quarter-by-quarter recommendations for which classes a student should take to satisfy the requirements for a degree or transfer in that subject (II-A-1-15-Program-Map-Example). The maps were developed by faculty members under the auspices of the Guided Pathways initiative. They are posted on the College website and students are encouraged to consult with their counselors when they use them.

Students are also encouraged to join one of six Guided Pathways Villages, organized around groups of related academic majors. Each Village is a supportive community of students, instructors and counselors who share common interests. The Villages are a central place where students can find information, resources and activities related to their major or career path (II-A-7-10-Villages). Through their Villages, students can also meet with instructors in their major and connect with counseling and other support services by meeting with faculty or staff members serving on their designated Village Success Teams.

The College also strongly encourages all students to use the Degree Works tool, in consultation with a counselor, to develop an education plan as a condition of receiving priority registration status. Students can use Degree Works to plan which courses they will take and to check their progress toward their goal, such as earning a degree or certificate, or completing the General Education requirements for a transfer to the CSU or UC (Degree Works: II-A-1-17-Degree-Works). De Anza also offers an academic course, COUN 5 – Introduction to College, that teaches students how to use Degree Works (II-C-6-15-COUN5-Intro-College).

Analysis and Evaluation

The College meets Standard II.C.6 and Eligibility Requirement 16. De Anza has established policies and procedures that specify the qualifications for students to enroll in its programs, in alignment with the College mission.

Through counseling and other channels – including the catalog, website and the Guided Pathways Villages – the College advises students about clear pathways to achieving their goals.

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

Evidence of Meeting the Standard

De Anza College is an open-entry institution that accepts students during each term of the academic year. Students who satisfy the district enrollment criteria are accepted without limitations unless their enrollment poses a threat to the safety of the campus community, in accordance with Foothill-De Anza Community College District policies (II-C-6-02-BP5010-Admissions). These policies are reviewed at least biannually.

The College uses multiple measures for assessing students on English and Math, adhering to state legislation known as AB 705 and companion bills, following guidance provided by the California Community Colleges Chancellor's Office (II-A-8-03-AB705-Guidance). Students are guided to the appropriate method of placement in these subjects, via information made available at enrollment as well as on the College website (II-C-7-03-Assessment-Steps). Most students are placed on the basis of their high school transcripts, while others use the guided self-placement tools developed by the English, Math and English as a Second Language (ESL) faculty.

Since these placement methods were adopted for English and Math, De Anza's institutional research office has examined course success rates and found that students are being placed in courses of an appropriate level (II-A-8-06-GSP-Validation-English; II-A-8-07-GSP-Validation-Math). The Math and English departments annually monitor their students' success, retention and withdrawal rates through their program reviews, and they may make adjustments to the guided self-placement process as necessary (II-C-7-06-Program-Review-English; II-C-7-06-b-Program-Review-Math).

Until recently, the College has used ESL placement tools that were reviewed by the state for effectiveness and bias. As of 2023, the College has also implemented procedures for assessing ESL students on the basis of their U.S. high school transcripts, if available, or via guided self-placement, as allowed by the state chancellor's office (II-C-7-07-ESL-Assessment).

The College offers students the option to take a science exam and, if they pass, to avoid certain lower-level biology and chemistry prerequisites (II-C-7-08-Science-Assessment). Before the COVID-19 pandemic, De Anza used an in-person exam approved by the state chancellor's office. After the College moved most instruction and services online in spring 2020, faculty members in the relevant disciplines developed an online exam that meets state requirements under AB 705. Faculty members in biology and chemistry monitor student success, retention and withdrawal rates through the program review process (II-C-7-09-Program-Review-Biology; II-C-7-10-Program-Review-Chemistry) . The online exam can be revised in the future if any changes in student performance need to be addressed.

Students applying for the Nursing program are required to take the HESI (Health Education Systems Inc.) Admission Assessment Exam. Information about the exam is available on the Nursing website (HESI Exam: II-C-7-11-HESI-Exam). The HESI exam is validated by the vendor and the results are publicly available (II-A-8-01-HESI-Validation).

Analysis and Evaluation

The College meets Standard II.C.7. De Anza regularly evaluates its admissions and placement standards and procedures, including the use of multiple measures for assessment in various subjects, as well as specific exams used in other areas.

The assessment measures used to place students in English, Math and ESL courses are designed to remove barriers and facilitate student success in those courses. The College uses institutional research and program review data to measure outcomes and the effectiveness of these practices. The data is readily available at the course, department and division level, and can be disaggregated by various factors including students' demographic characteristics.

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

Evidence of Meeting the Standard

De Anza takes extensive steps to maintain the security and confidentiality of student records and has published policies governing their release. The College complies with relevant local, state and federal regulations, including the state education code and administrative procedures adopted by the Foothill-De Anza Community College District (II-C-8-01-AP5050-Records-Disclosure; II-C-8-02-AP3420-Records-Retention).

All employees in the Office of Admissions and Records are certified in Family Educational Rights and Privacy Act (FERPA) processes, policies and laws relating to student privacy, confidentiality, student records, and sensitive institutional information. (II-C-8-03-FERPA-Policy). In accordance with FERPA, student records other than directory information are only released with written consent from the student, with appropriate exclusions.

Employees in any office who need to access student records must complete FERPA training through the Vision Resource Center (II-C-8-04-FERPA-Training). In addition, employees undergo a LiveScan check and are fingerprinted before they are granted access to the Banner Student Information System (SIS) or dashboard, as required by the District's administrative procedures (II-C-8-05-AP3260-Information-Security). Access to the SIS is tailored to the individual's level of need-to-know access. Any access to the system is gained only by logging in through a portal system, using the individual's confidential password. Additionally, the system may not be accessed from off campus unless the user is employing a virtual private network configured and supported through the district information technology office. Student privacy policies are reviewed during employee technology training.

Other electronic student records are securely stored on password-protected computers. Paper files are stored in locked file cabinets when not in use and are housed in areas with access control systems that provide information on the date, time and name of individuals entering these areas. When appropriate, College departments may use a district-controlled file server and Microsoft OneDrive cloud storage accounts to store student records and files. These have access control procedures and require passwords. Some student service offices use specialized, FERPA-compliant data storage systems such as Clockworks, Degree Works, Maxient, SARS, SUNAPSIS, and the BDMS Digital Imaging System.

All systems are governed by the same training and confidentiality standards as records maintained in the SIS. When the BDMS system is used, after physical documents are scanned, indexed and verified, they are placed in a locked container to be shredded later. Shredding is performed by a district-approved vendor who comes to campus and shreds the documents on site. This is observed and verified prior to the vendor leaving the site with the shredded documents.

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

The College respects student privacy rights to protection from improper disclosure of records without written consent, the right to inspect their own educational records, and the right to challenge and request the amendment of records, in accordance with FERPA and district policy (I-C-7-06-AP5500-Rights-Responsibilities).

These rights are published in college catalog (II-C-8-07-Catalog-FERPA). College policies also define the directory information that may be released to military agencies without student's permission in compliance with federal legislation known as the Solomon Amendment (II-C-8-08-Solomon-Policy). Requests for student records are processed by the Admissions and Records office. Before releasing student records, the College requires a student to sign a release form and show a photo ID. The student release form is available on the College website (II-C-8-09-Records-Release-Form).

Analysis and Evaluation
The College meets Standard II.C.8. De Anza maintains student records in a confidential manner, with numerous safeguards including required employee training and password protections to prevent improper disclosure.

The college has extensive policies and procedures for maintenance and release of student records. These policies are published and available on the college webpages and on the college catalog and codified in District and College Policies.

Conclusions on Standard II.C: Student Support Services
De Anza College meets all aspects of this Standard. The College provides comprehensive, high-quality support services in alignment with the College's mission, in order to promote access and success for all students. The College regularly evaluates the quality and accessibility of student support services through learning outcomes assessment, program reviews, and data collection and analysis, all of which are used for continuous improvement. (II.C.1, ER 15 and II.C.2)

The College provides equitable access to support services and makes them available to students in multiple ways – both in person and online. (II.C.3 and ER 15)

Student leadership development, athletics and other cocurricular or extracurricular programs are consistent with the College's mission, enrich students' educational experiences, and have robust oversight to ensure compliance with applicable policies and regulations. (II.C.4)

Counseling services are effective and equity-focused, and available to all students through offices distributed across the campus. Through counselors and other means, the College provides timely and accurate information to support students from their matriculation and, throughout their educational journeys to successful completion of their academic goals. (II.C.5)

De Anza's admissions policies are consistent with the College mission, state laws and policies established by the Foothill-De Anza Community College District, with clearly articulated eligibility criteria for various programs. (II.C.6 and ER 16) Admissions and placement instruments and practices are reviewed regularly to substantiate their effectiveness while taking care to reduce inappropriate barriers for students. (II.C.7)

All student records are maintained securely and processes are in place to ensure the College complies with all regulatory requirements, including the Family Educational Rights and Privacy Act. (II.C.8)

Overall, De Anza's student services and instructional programs work collaboratively throughout the campus to promote student achievement and support the College's mission. A prime example is the Guided Pathways initiative, in which faculty members and classified professions from numerous disciplines have collaborated to promote student success and clarify pathways to completion – by encouraging students to join Villages with others in related groupings of majors, where they can find relevant activities, resources and counseling services. Another example are the College's Learning Communities, in which students take classes with others who share their background or interest, while working closely with a dedicated counselor and faculty members.

Improvement Plan

The College is not submitting an improvement plan for this Standard.

Standard II.C Evidence List

Standard II.C.1

I-B-1-21-Services-Reviews-CAS

I-A-3-02-SSPBT-Reviews

II-C-1-03-RAPP-Services-Reviews

II-C-1-04-Counseling-Survey

II-C-1-05-Online-Learning-Survey

II-C-1-06-BIPOC-Survey

II-C-1-07-EPS-Counselors

II-C-1-08-MHWC

II-C-1-09-Admissions-Office

II-C-1-10-Financial-Aid-Office

Standard II.C.2

I-A-4-03-Planning-Quilt

I-A-2-06-Program-Review-Data

I-B-1-23-Student-Learning-Outcomes

II-C-2-04-Institutional-Core-Competencies

II-C-2-05-Retention-Services

Standard II.C.3

II-C-1-08-MHWC

II-C-3-02-Student-Health-Services

II-C-1-10-Financial-Aid-Office

I-B-1-09-Equity-Plan-Reimagined

II-C-3-05-BP5300-Student-Equity

II-C-3-06-DSPS

II-C-3-07-EOPS

II-A-7-08-Learning-Communities

I-B-1-14-Basic-Needs-Survey

I-B-6-14-Guardian-Scholars

II-C-3-11-LGBTQ-Survey

II-C-3-12-Pride-Center

II-C-3-13-Substantive-Change-2016

Standard II.C.4

II-C-4-01-Athletics-Mission

I-A-1-01-Mission

II-C-4-03-3C2A-Constitution

II-C-4-04-EADA

II-C-4-05-Title-IX-Statement

II-C-4-06-BP5560-Student-Organizations

II-C-4-07-DASG-Mission

II-C-4-08-DASG-Governing-Documents

II-C-4-09-ICC-Codes

II-C-4-10-DASG-Budget

II-C-4-11-BP5562-Associated-Students-Finance

II-C-4-12-Study-Abroad

II-C-4-13-Honors

Standard II.C.5

II-C-5-01-BP5065-Counseling

II-A-13-01-AP4100-Graduation-Requirements

II-A-1-16-Our-Counselors

II-C-5-04-Orientation

II-C-5-05-Transfer-Workshops

II-C-5-06-University-Visits

II-C-2-05-Retention-Services

II-A-1-17-Degree-Works

II-A-1-15-Program-Map-Example

II-C-1-03-RAPP-Services-Reviews

Standard II.C.6

II-C-6-01-Catalog-Admission

II-C-6-02-BP5010-Admissions

II-C-6-03-AP5040-International-Students

II-C-6-04-AP5013-Adult-Ed-Students

II-C-6-05-Admission-Requirements

II-C-6-06-AP5070-Matriculation

II-C-5-01-BP5065-Counseling

II-A-13-01-AP4100-Graduation-Requirements

II-C-6-09-Nursing-Program

II-C-6-10-Catalog-Nursing

II-C-6-11-Catalog-AST-Computer-Science

II-A-1-15-Program-Map-Example

II-A-7-10-Villages

II-A-1-17-Degree-Works

II-C-6-15-COUN5-Intro-College

Standard II.C.7

II-C-6-02-BP5010-Admissions

II-A-8-03-AB705-Guidance

II-C-7-03-Assessment-Steps

II-A-8-06-GSP-Validation-English

II-A-8-07-GSP-Validation-Math

II-C-7-06-Program-Review-English

II-C-7-06-b-Program-Review-Math

II-C-7-07-ESL-Assessment

II-C-7-08-Science-Assessment

II-C-7-09-Program-Review-Biology

II-C-7-10-Program-Review-Chemistry

II-C-7-11-HESI-Exam

II-A-8-01-HESI-Validation

Standard II.C.8

II-C-8-01-AP5050-Records-Disclosure

II-C-8-02-AP3420-Records-Retention

II-C-8-03-FERPA-Policy

II-C-8-04-FERPA-Training

II-C-8-05-AP3260-Information-Security

I-C-7-06-AP5500-Rights-Responsibilities

II-C-8-07-Catalog-FERPA

II-C-8-08-Solomon-Policy

II-C-8-09-Records-Release-Form

Standard III:
Resources

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).

Standard III.A: Human Resources

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

Evidence of Meeting the Standard

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

De Anza College is part of the Foothill-De Anza Community College District and many human resource functions are handled by the District's centralized Human Resources division. All job descriptions for the College are posted on the District website by classification type (III-A-1-01-Job-Descriptions). For examples , see the job descriptions for Associate Vice President, Instruction – De Anza and for Academic Adviser (III-A-1-02-AVPI-Description; III-A-1-03-Adviser-Description).

The College develops hiring criteria according to procedures developed by the District (III-A-1-04-BP4130-Employment; III-A-1-05-AP4130-Hiring-Procedures). For examples, see the job descriptions posted for Vice President, Instruction, De Anza College and Faculty Coordinator, Office of Professional and Organizational Development (III-A-1-06-VPI-Posting; III-A-1-07-Coordinator-Prof-Dev-Posting). These job descriptions clearly identify the minimum qualifications as established by the California Community College's Chancellors Office and in accordance with California Code of Regulations, Title 5, sections 53400 through 53430; they also list the preferred qualifications for each position.

For all academic positions, including faculty and administrative posts, the District has adopted a policy for establishing equivalency that outlines the minimum qualifications of a degree and experience required for a position (III-A-1-08-BP7211-Equivalency). The District also has a policy that establishes the minimum hiring qualifications for faculty positions (III-A-1-09-BP4135-Faculty-Qualifications). These minimum qualifications have been established by the statewide Academic Senate and adopted by the Board of Governors for the California Community Colleges.

The minimum qualifications are designed to ensure that all applicants meet the education and experience requirements for a particular position. The District further seeks to recruit and hire diverse candidates to reflect the diverse student population in which it serves in order to meet its vision, mission and values. District policy outlines the intent to effectively recruit and hire a diverse faculty and staff through a rigorous outreach effort (III-A-1-10-BP4100-Diversity-Equal-Opportunity).

The District clearly and publicly outlines its criteria, qualifications, and procedures for selection of personnel within its hiring manual, which details the processes and policies for recruitment and hiring, as well as the relevant Ed Code sections relating to fair employment, Title V policies relating to employment, District hiring procedures for full-time faculty members, administrators, and classified professionals, and procedures for hiring committees including interview standards, reference checking, and minimum qualifications (III-A-1-11-Hiring-Manual).

Analysis and Evaluation

The College meets Standard III.A.1. As outlined above, De Anza and the District follow clearly defined procedures for recruitment, selection and establishing minimum qualifications, to ensure that all employees are well qualified by education, training and experience.

The recruitment and selection processes are clearly outlined in District policy, administrative procedure and the District hiring handbook, all of which are publicly available. Hiring criteria, qualifications and job descriptions are clearly stated and address the needs of the College in serving its student population and meeting its vision, mission and goals.

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

Evidence of Meeting the Standard

The College develops unique job descriptions for each full-time faculty position, which are posted publicly for recruitment and clearly state the scope of the assignment and the requirements for education and experience. Each job posting includes an overview of the College mission statement and the mission of the Foothill-De Anza Community College District.

As an example, the posting for a full-time Nursing Instructor, Medical/Surgical, demonstrates how postings are designed to clearly reflect the required skills and qualifications, including degrees and professional experience, discipline expertise, teaching skills, as well as the ability to develop and review curriculum and show an understanding of multicultural perspectives and practices (III-A-2-01-Nursing-Posting). The preferred qualifications focus on experience in developing inclusive and effective culturally responsive classroom activities and the ability to design and apply varied teaching strategies to successfully engage, inspire and retain students with diverse backgrounds and learning styles – all of which contribute to the mission of the College.

Analysis and Evaluation

The College meets Standard III.A.2 and Eligibility Requirement 14. All faculty job announcements identify the minimum and preferred qualifications, including appropriate degrees, experience and discipline expertise. Faculty job descriptions also include the development and review of curriculum, as well as assessment of learning and a commitment to teaching diverse populations in order to meet the mission of the College.

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

Evidence of Meeting the Standard

As with faculty positions, the College develops detailed job descriptions for all administrative and staff positions that are responsible for educational programs and services at the College. These descriptions, which are publicly posted for recruitment, clearly outline the qualifications necessary to carry out required duties and effectively sustain the College in its mission.

All employment categories are defined by Foothill-De Anza Community College District policy, including those of academic administrators, full-time and part-time employees and academic employees, as approved by the Board of Governors for the California Community Colleges and in compliance with California Code of Regulations, Title 5, Section 51025 (III-A-3-01-BP7210-Academic-Employees).

Each job description delineates the knowledge, skills and abilities required to be successful in the position, as well as the expectations and role of the position in meeting the mission of the program and the College. For example, this is demonstrated in the job descriptions for the academic manager position of associate dean for learning communities, and for the classified professional position of library technician (III-A-3-02-Associate-Dean-Description; III-A-3-03-Library-Tech-Description).

These descriptions clearly outline the qualifications necessary to perform duties required and to sustain institutional effectiveness and academic quality. For example, the associate dean for learning communities is expected to facilitate and coordinate the development and evaluation of program and student learning outcomes and conduct research, evaluate, and report on program effectiveness in increasing learning community success rates and attaining equity goals.

All hiring committees are required to follow guidelines outlined in District policy, as well as the District hiring manual, to ensure both that candidates meet the required qualifications and are able to perform the required duties, and that consistent, equitable processes are followed (III-A-1-05-AP4130-Hiring-Procedures; III-A-1-11-Hiring-Manual).

Analysis and Evaluation

The College meets Standard III.A.3. De Anza follows District policies and hiring procedures, including the development of detailed job descriptions, to ensure that administrators and other employees responsible for educational programs possess the qualifications to sustain institutional effectiveness and academic quality.

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

Evidence of Meeting the Standard

Job descriptions for all positions at De Anza state that candidates must have earned all required degrees from accredited U.S. institutions, as demonstrated in the description for the position of associate dean of learning communities (III-A-3-02-Associate-Dean-Description).

The Foothill-De Anza Community College District has adopted a clear set of procedures for determining equivalency of degrees from non-U.S. institutions, based on conclusive evidence that an applicant possesses the general education and the major course work required for the degree, or clear and verifiable eminence in the discipline (III-A-4-02-Hiring-Manual-Equivalency).

The College and District adhere to the minimum qualifications for faculty and administrators in California community colleges, as established by the California Community Colleges Chancellor's Office, which notes that Education Code Section 53406 of the California Code of Regulations allows the District to grant equivalency to meet minimum qualifications for degrees and credits that generally must be from accredited institutions (III-A-4-03-CCCCO-Minimum-Qualifications).

Analysis and Evaluation

The College meets Standard III.A.4. De Anza ensures that required degrees held by faculty members, administrators and other employees are verified as being from accredited institutions or meet equivalency standards, under the process outlined in the District hiring manual.

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

Evidence of Meeting the Standard

All employees are evaluated regularly under processes that are clearly articulated within their bargaining unit agreement or policies established by the Foothill-De Anza Community College District Board of Trustees. These processes are designed to assess the employee's effectiveness and to encourage improvements.

Personnel files for all employees are maintained by the District, and may serve as the basis for affecting their employment status, under District policy (III-A-5-01-BP4150-Personnel-Files).

Faculty members are reviewed under a process that is agreed upon by a majority of the contract and regular employees in a division or department, with the mutual approval of the Faculty Association and the District board of trustees (III-A-5-02-FA-Agreement). The administrative and peer evaluation form for faculty members, also known as the J1 form, is posted on the District website and includes the rating system and review criteria based on the area in which the faculty member works – such as classroom instruction, online instruction, supplemental instruction, counseling, Library, or Child Development Center (III-A-5-03-Faculty-Evaluation). Tenured full-time faculty members are evaluated every three years by an administrator or manager. A peer evaluation is also conducted every three years, normally by a faculty member in the same or a related discipline. A student evaluation is also conducted every three years. Full-time faculty members who teach only online follow the same evaluation cycle, but they may choose to use the online evaluation instrument in the J1 form.

Members of the classified professional staff are evaluated under the District's agreement with the Association of Classified Employees, specifically in section 7.10, which outlines a regular schedule of evaluation at least once a year after completion of the probationary period (III-A-5-04-ACE-Agreement). The evaluation process is designed to be used as an opportunity for the worker and administrator to clarify expectations and goals for performance of job duties and responsibilities.

The classified performance evaluation form is posted on the District website and includes 13 areas of evaluation (III-A-5-05-Classified-Evaluation). When an evaluation is completed, the District human resources director holds the performance appraisal for ten working days before filing it. If a response is submitted within those ten days, the director will review both the evaluation and response before placing the materials in the worker's personnel file. A written response may also be submitted at any time. In some cases, a negative report may affect salary increases.

Administrators are evaluated on a yearly cycle, which includes goal setting at the end of each academic year for the following year. This is followed by a mid-year review to review progress towards the goals and make adjustments as needed, then a summative review session at the end of the academic year to evaluate the previous year's performance, review goals and establish new goals for the subsequent year. Every three years, the administrator and their supervisor organize an evaluation pool, in which each pool member completes a comprehensive evaluation form. The steps in the administrative evaluation process and the comprehensive evaluation form can be found on the District website (III-A-5-06-Administrator-Evaluation).

Evaluation procedures, processes and timelines are also established for employees who are represented by the California School Employees Association (CSEA) and its skilled trades and crafts agreement, as well as for police officers represented by the Police Officers Association and for classified managers within the Teamsters bargaining unit (III-A-5-07-CSEA-Agreement; III-A-5-08-POA-Agreement; III-A-5-09-Teamsters-Agreement.)

Members of the District board of trustees also undergo an annual self-evaluation on their performance as a board (III-A-5-10-BP2745-Board-Self-Evaluation).

Analysis and Evaluation

The College meets Standard III.A.5. All De Anza employees – including faculty members, classified professionals, administrators and those in other positions – are systematically evaluated at regular intervals, using established criteria, under policies adopted by the District and agreements between the District and the employee bargaining groups.

Evaluations are meant to not only assess current performance but also provide an opportunity for improvement and identify any training needs for future professional development. The College strives to follow processes that are of value to the employees as well as their departments and the campus as a whole.

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.~~

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

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

Evidence of Meeting the Standard

Through the College's program review process, each academic department reflects annually on their faculty staffing ratios and can request necessary resources to achieve the mission and purpose of the department and that of the College.

Requests are reviewed by the Resource Allocation and Program Planning (RAPP) committee, which prioritizes those requests based on criteria that are publicly shared on the College website (III-A-7-01-RAPP-Personnel). The RAPP committee then makes recommendations to the College Council on which positions to fund (III-A-7-02-RAPP-Recommendations).

Through this annual process, the College works to ensure that the size of its faculty is sufficient for current student enrollment, as determined by a formula that establishes the "faculty obligation number" or the minimum portion of the overall budget that should be allocated for full-time faculty salaries. This number is reported to the California Community Colleges Chancellor's Office each year. Any unfunded full-time faculty positions are filled with part-time faculty members or full-time faculty members teaching beyond their contractually assigned course load, at the time the class schedule is determined for each quarter or as need may arise during the quarter.

The College is guided by a policy established by the Foothill-De Anza Community College District, which prescribes that 75 percent of faculty workload hours are taught by full-time faculty members, with the remainder by part-time faculty members (III-A-3-01-BP7210-Academic-Employees). This ratio is monitored as part of the annual program review process, which requires departments to reflect on their full-time faculty ratios.

Analysis and Evaluation

The College meets Standard III.A.7 and ER 14. De Anza has an established process for maintaining a sufficient number of qualified faculty members, both full- and part-time, to assure the fulfillment of responsibilities essential to the quality of De Anza's educational programs and to achieve the College's mission and goals.

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

Evidence of Meeting the Standard

De Anza has an extensive process for overseeing its part-time faculty members and for orienting them and integrating them into the life of the College.

All part-time faculty members attend orientation before their first quarter of teaching at De Anza. This orientation covers information about the College as well as opportunities for professional development and participation in the shared governance process, through appointments on various committees. The part-time faculty has a standing seat on the Academic Senate and the Resource Allocation and Program Planning (RAPP) committee.

Orientation for part-time faculty members also includes information about to topics such as faculty resources, contract agreement, classroom accommodations, managing student issues and basics in classroom technology (III-A-8-01-PT-Faculty-Orientation).

All part-time faculty members who are employed for three quarters must be evaluated once during that period, under the Faculty Association contract (III-A-5-02-FA-Agreement). After that, part-time faculty members who continue to be employed by the Foothill-De Anza Community College Strict will be evaluated once every nine quarters. As part of this process, part-time faculty members are required to participate in student learning outcomes assessment, which serves to integrate those faculty members into the culture of evaluation and outcome data, as described in Appendix C of the Faculty Association contract.

Part-time faculty members are contractually required to hold regularly scheduled office hours each week of the quarter in which they are employed. They also receive service credit toward reemployment preference, for having completed one or more assignments in a division during a quarter. Those with reemployment preference have priority on course assignments over those without reemployment preference. Part-time faculty members are also eligible for extra compensation for attending orientation, professional development workshops, and required meetings.

Analysis and Evaluation

The College meets Standard III.A.8. De Anza has policies and practices in place to support the teaching needs of its part-time faculty. It also takes steps to ensure that part-time faculty members are integrated into the normal processes of the institution.

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

Evidence of Meeting the Standard

De Anza ensures that it has sufficient number of staff members, with appropriate qualifications, through the College's program review process. In that process, departments and programs assess their staffing needs to meet their mission and effectively serve students, and can then request additional positions. Those requests are reviewed by the Resource Allocation and Program Planning (RAPP) committee, which makes recommendations to the College Council (I-A-3-04-RAPP-Program-Review).

Under a process begun in spring 2023, requests for funding to fill new classified professional positions are placed in the same pool with faculty resignations and retirements. This provides a new avenue for managers to request new classified positions through the shared governance process. The form for these requests is posted on the RAPP website and is evaluated under the same criteria and prioritization process as all other positions in the same pool (III-A-9-02-Classified-Requests; III-A-7-01-RAPP-Personnel). Existing classified positions with existing funding sources are filled upon vacancy by the area manager.

Analysis and Evaluation
The College meets Standard III.A.9 and Eligibility Requirement 8. De Anza has processes in place to ensure that, funding permitting, there are sufficient numbers of qualified staff to provide the services needed to support the administrative operations of the institution.

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

Evidence of Meeting the Standard
The College evaluates all new staffing needs – including administrators, managers and supervisors in positions that require new funding – through the program review process and the Resource Allocation and Program Planning (RAPP) committee's prioritization process.

For example, in 2023, the Office of College Life and the Student Development Division requested the creation of a new associate dean of student affairs position. This request was prioritized by the RAPP and recommended to the College Council, which approved filling the new position (III-A-10-01-RAPP-Rankings-2023-0620).

When an existing administrative or managerial position becomes vacant, it is reviewed by the College senior staff to determine if filling the position is needed to support the mission of the program and the College, or if the resources could be allocated elsewhere. These discussions incorporate the senior staff's oversight and collegewide perspective on available resources and budget projections.

In order to ensure that administrators have the appropriate preparation and expertise to provide continuity and effective leadership, the College develops job descriptions and job announcements that include the minimum qualifications including degrees, experience and skills needed for each position. For example, the job description for the associate dean of learning communities lists a required master's degree plus one year of supervisory experience in an area related to learning communities or similar campuswide, equity-focused programs. The same description also lists preferred qualifications such as experience working with first-generation college students and with programs involved in encouraging the success of underserved students (III-A-3-02-Associate-Dean-Description). All job descriptions are posted on the Foothill-De Anza Community College District's human resources website (Administrator Job Descriptions: III-A-10-03-Administrator-Descriptions).

Analysis and Evaluation
The College meets Standard III.A.10 and Eligibility Requirement 8. De Anza has processes in place to determine the required number of administrators and ensure that those personnel have the appropriate training and expertise to provide effective leadership in meeting the college mission and goals. All positions have job descriptions that outline the managerial and leadership expertise needed to provide effective leadership and support the College mission.

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

Evidence of Meeting the Standard

De Anza follows personnel policies established by the Foothill-De Anza Community College District, including procedures developed by the District human resources office and a variety of policies adopted by the District board of trustees. These are published on the District website (III-A-11-01-HR-Policies; III-A-1-10-BP4100-Diversity-Equal-Opportunity).

Specific procedures for each employee bargaining group are also covered in each group's negotiated contract. Administrators and confidential employees are represented through meet-and-confer groups, with agreed-upon procedures outlined in handbooks for each group. The contracts and handbooks are all publicly available on the District website:

- ACE Agreement (III-A-5-04-ACE-Agreement)
- Administrator Handbook (III-A-11-04-Administrator-Handbook)
- CSEA Agreement (III-A-5-07-CSEA-Agreement)
- Faculty Association Agreement (III-A-5-02-FA-Agreement)
- POA Agreement (III-A-5-08-POA-Agreement)
- Teamster's Agreement (III-A-5-09-Teamsters-Agreement)

The contracts and meet-and-confer handbooks include grievance procedures that identify options for employees who feel they haven't been treated fairly.

Analysis and Evaluation

The College meets Standard III.A.11. De Anza has established and published personnel policies and procedures for all categories of College employees. Each employee group is represented by a union or meet-and-confer group that represents the employees' interests and helps to ensure that policies are administered fairly and equitably.

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

Evidence of Meeting the Standard

De Anza supports its diverse personnel through programs and practices consistent with policies established by the Foothill-De Anza Community College District (III-A-1-10-BP4100-Diversity-Equal-Opportunity). District policy expressly solicits the cooperation of all employees in providing an environment conducive to open discussion and free of intimidation, harassment, and unlawful discrimination.

Under this policy, the District developed an Equal Opportunity Plan, approved by the board of trustees, which includes an assessment of employment equity and diversity of employees and the District's applicant pool, including an analysis of degree of underrepresentation and significant underrepresentation of employees by ethnicity and steps to remedy significant underrepresentation (III-A-12-02-Equal-Opportunity-Plan).

The District's mutual respect policy further charges the College with taking all steps necessary to provide a positive educational and employment environment that encourages equal educational opportunities (I-C-10-04-BP4110-Mutual-Respect).

De Anza also reviews employee ethnicity, gender and age data annually, by employee category. The data is provided by the Instructional Research and Planning Office to support ongoing conversations about employee diversity (III-A-12-04-Employee-Ethnicities).

Analysis and Evaluation

The College meets Standard III.A.12. De Anza has appropriate procedures and policies in place to support its diverse personnel. As part of these procedures, the College and District assesses its employment equity and diversity record to ensure consistency with its mission through its Equal Opportunity Plan.

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

Evidence of Meeting the Standard

All employees at De Anza are obliged to follow the standards of ethical conduct adopted by the Foothill-De Anza Community College District board of trustees (I-C-14-01-BP3121-Ethical-Conduct). These standards and additional obligations to maintain integrity and professional ethics are upheld through contracts with employees and their representative bargaining groups.

For example, the Faculty Association Agreement includes language in Article 31 that outlines a formal process for violation of faculty ethics (III-A-5-02-FA-Agreement). The Administrator Handbook, in Chapter 21: Disciplinary Action Regarding Educational Administrators, lists the cause for discipline in accordance with Education Code Section 87732 (III-A-11-04-Administrator-Handbook).

The Academic Senate has adopted its own statement of professional ethics (I-C-9-01-Faculty-Ethics). The District Board of Trustees also has adopted its own code of ethics (III-A-13-05-BP2715-Board-Ethics).

The College also has established an academic integrity policy for students that is published on the website: (I-C-10-03-Website-Policies-Integrity).

Analysis and Evaluation

The College meets Standard III.A.13. De Anza has outlined standards of conduct and ethical expectations for all employees – including administrators, faculty members and classified professionals – as well as for students. These standards include consequences for violation.

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

Evidence of Meeting the Standard

De Anza maintains an Office of Professional Development, with a full-time faculty director who supports professional development activities for all full- and part-time faculty members, and a full-time program coordinator who supports similar activities for classified professionals.

All faculty members have the opportunity to participate in a variety of activities, including new faculty orientation, first- and second-year experience seminars, teaching "cafes" and faculty basics workshops (III-A-14-01-Prof-Dev-Faculty).

Classified professionals are invited to attend new employee orientation, monthly administrative assistant meetings and workshops tailored to various job responsibilities, such as budget planning and project coordination (III-A-14-02-Prof-Dev-Classified).

Professional development activities are evaluated through the program review and learning outcomes processes, which serve to identify unmet needs and areas for continuous improvement (Professional Development Program Review: III-A-14-03-Prof-Dev-Review).

In addition, the Office of Professional Development works closely with the Office of Equity, Social Justice and Multicultural Education to organize activities such as a recent campuswide healing event and special events for various heritage months (III-A-14-04-Healing-Together; III-A-14-05-BHM-WHM).

The Office of Online Education also hosts regular professional development events through the online faculty resource hub, many of them focused on specialized training for using the online teaching platform known as Canvas. These include Canvas office hours, weekly workshops, and Canvas certification training (III-A-14-06-Faculty-Resource-Hub).

The College provides funds for conference, travel and educational assistance for full- and part-time faculty members and classified professionals, which may be requested through the Office of Professional Development (III-A-14-07-Conference-Funds).

Additional opportunities are provided by the Foothill-De Anza Community College District: The District chancellor sponsors monthly professional development meetings for managers and supervisors on topics such as sexual harassment, employee evaluations, and Title 5 (III-A-14-08-Prof-Dev-Administrators). The District's Educational Technology Services (ETS) office provides online cybersecurity training for employees (III-A-14-09-Cybersecurity-Training).

Analysis and Evaluation

The College meets Standard III.A.14. Through the Office of Professional Development and other offices on campus, the College provides a variety of opportunities for professional development to all employees, in line with its mission and aligned to changing teaching and learning needs and technology.

Professional development programs are evaluated through the program review and learning outcomes process, and such evaluations are used for improvement.

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

Evidence of Meeting the Standard

The College makes appropriate provisions for the security and confidentiality of all personnel records. Employee files are maintained by the Foothill-De Anza Community College District's human resources office, which maintains those records in areas that are securely locked outside business hours. All digital documents are password-protected and kept behind a firewall.

Employees have the right to access their records under procedures negotiated with each bargaining unit. For example, Article 8 of the Faculty Association Agreement spells out terms for faculty members to inspect their employment records and contest or submit comments on material in the record (III-A-5-02-FA-Agreement).

Analysis and Evaluation

The College meets Standard III.A.15. De Anza makes appropriate provisions for the security and confidentiality of personnel records. Each employee has access to their records in accordance with their bargaining agreement.

Conclusions on Standard III.A: Human Resources

De Anza College meets all aspects of Standard III.A. The College is proud to employ a highly qualified and diverse body of faculty members, classified professionals and administrators, who are committed to serving the College mission and its students.

De Anza has developed detailed job descriptions, which are shared publicly and clearly outline the required qualifications – including appropriate degrees, years of experience, relevant skills, development and review of curriculum, and other factors – for faculty members and other employees to perform their duties effectively and in alignment with De Anza's mission. (III.A.1, III.A.2, ER 14 and III.A.3)

Job descriptions for all positions at De Anza state that candidates must have earned all required degrees from accredited U.S. institutions; the Foothill-De Anza Community College District has established procedures for determining equivalency of degrees from non-U.S. institutions. (III.A.4)

The College also has detailed procedures for evaluating all employees, including all faculty members, to assess their effectiveness and encourage improvement, under processes articulated in their bargaining unit agreements and District policies. (III.A.5)

Through the established program review process, the College and its departments regularly evaluate staffing levels – for faculty, classified professionals and administrators – and identify areas where new or additional positions may be needed. Requests for new positions are submitted to the Resource Allocation and Program Planning (RAPP) committee, a shared governance group consisting of representatives from across the campus, which prioritizes the requests and makes recommendations for action by the College Council. (III.A.7, ER 14, III.A.9, III.A.10 and ER 8)

The College ensures that all employees, including part-time faculty members, are provided with relevant orientation, oversight and opportunities for integration into campus life. (III.A.8)

The College has clear personnel policies that are available for information and review. (III.A.11) De Anza takes steps to support diversity and equity in its workforce, with policies that solicit the cooperation of employees in creating an environment of collaboration and mutual respect, and with data analysis in support of ongoing conversations about employee diversity. (III.A.12) All employees are obliged to follow standards of ethical conduct that are clearly outlined on the Foothill-De Anza Community College District website. (III.A.13)

The College also ensures that all employees, including part-time faculty members, are provided with relevant orientation, oversight and opportunities for integration into campus life. De Anza's Office of Professional Development, along with other College and District offices, provide regular and relevant training and development opportunities for both faculty members and classified professionals. (III.A.14)

The College takes appropriate measures to safeguard the security and confidentiality of employee records, and to provide employees with appropriate access to their own records. (III.A.15)

Improvement Plan

The College is not submitting an improvement plan for this Standard.

Evidence List

Standard III.A.1

III-A-1-01-Job-Descriptions

III-A-1-02-AVPI-Description

III-A-1-03-Adviser-Description

III-A-1-04-BP4130-Employment

III-A-1-05-AP4130-Hiring-Procedures

III-A-1-06-VPI-Posting

III-A-1-07-Coordinator-Prof-Dev-Posting

III-A-1-08-BP7211-Equivalency

III-A-1-09-BP4135-Faculty-Qualifications

III-A-1-10-BP4100-Diversity-Equal-Opportunity

III-A-1-11-Hiring-Manual

Standard III.A.2

III-A-2-01-Nursing-Posting

Standard III.A.3

III-A-3-01-BP7210-Academic-Employees

III-A-3-02-Associate-Dean-Description

III-A-3-03-Library-Tech-Description

III-A-1-05-AP4130-Hiring-Procedures

III-A-1-11-Hiring-Manual

Standard III.A.4
III-A-3-02-Associate-Dean-Description

III-A-4-02-Hiring-Manual-Equivalency

III-A-4-03-CCCCO-Minimum-Qualifications

Standard III.A.5

III-A-5-01-BP4150-Personnel-Files

III-A-5-02-FA-Agreement

III-A-5-03-Faculty-Evaluation

III-A-5-04-ACE-Agreement

III-A-5-05-Classified-Evaluation

III-A-5-06-Administrator-Evaluation

III-A-5-07-CSEA-Agreement

III-A-5-08-POA-Agreement

III-A-5-09-Teamsters-Agreement

III-A-5-10-BP2745-Board-Self-Evaluation

Standard III.A.7

III-A-7-01-RAPP-Personnel

III-A-7-02-RAPP-Recommendations

III-A-3-01-BP7210-Academic-Employees

Standard III.A.8

III-A-8-01-PT-Faculty-Orientation

III-A-5-02-FA-Agreement

Standard III.A.9

I-A-3-04-RAPP-Program-Review

III-A-9-02-Classified-Requests

III-A-7-01-RAPP-Personnel

Standard III.A.10

III-A-10-01-RAPP-Rankings-2023-0620

III-A-3-02-Associate-Dean-Description

III-A-10-03-Administrator-Descriptions

Standard III.A.11

III-A-11-01-HR-Policies

III-A-1-10-BP4100-Diversity-Equal-Opportunity

III-A-5-04-ACE-Agreement

III-A-11-04-Administrator-Handbook

III-A-5-07-CSEA-Agreement

III-A-5-02-FA-Agreement

III-A-5-08-POA-Agreement

III-A-5-09-Teamsters-Agreement

Standard III.A.12

III-A-1-10-BP4100-Diversity-Equal-Opportunity

III-A-12-02-Equal-Opportunity-Plan

I-C-10-04-BP4110-Mutual-Respect

III-A-12-04-Employee-Ethnicities

Standard III.A.13

I-C-14-01-BP3121-Ethical-Conduct

III-A-5-02-FA-Agreement

III-A-11-04-Administrator-Handbook

I-C-9-01-Faculty-Ethics

III-A-13-05-BP2715-Board-Ethics

I-C-10-03-Website-Policies-Integrity

Standard III.A.14

III-A-14-01-Prof-Dev-Faculty

III-A-14-02-Prof-Dev-Classified

III-A-14-03-Prof-Dev-Review

III-A-14-04-Healing-Together

III-A-14-05-BHM-WHM

III-A-14-06-Faculty-Resource-Hub

III-A-14-07-Conference-Funds

III-A-14-08-Prof-Dev-Administrators

III-A-14-09-Cybersecurity-Training

Standard III.A.15

III-A-5-02-FA-Agreement

Standard III: Resources

Standard III.B: Physical Resources

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

Evidence of Meeting the Standard

De Anza provides safe and sufficient physical resources for learning in accordance with policy established by the Foothill-De Anza Community College District, which affirms the importance of providing quality educational facilities and resources to support educational activities (III-B-1-01-BP3200-Facilities).

The District policy establishes the following priorities:

1. Health and safety of students, faculty and staff
2. Support of teaching and learning activities
3. Routine, scheduled maintenance
4. Planning for the future, including remodeling and new construction that meets the changing needs of students and community

In line with this policy, the District and College has developed a Facilities Master Plan for 2021-2026, which outlines anticipated needs over the next several years, along with plans to meet those needs (I-A-3-06-Facilities-Plan). The District and College also set goals for sustainable energy use and related practices in its Energy Master Plan and Sustainability Action Plan (III-B-1-03-Energy-Plan; III-B-1-04-Sustainability-Plan).

De Anza also reviews and plans for meeting the technology needs of students and employees, as outlined in the Technology Plan for 2021-2024 (I-A-3-05-Technology-Plan).

The Facilities Master Plan is an extension of the College's Educational Master Plan for 2022-2027, which was developed to support the College's mission, values, institutional goals and initiatives, along with equity and the six student success factors identified by research that found students perform better when they feel directed, focused, engaged, connected, nurtured and valued (I-A-2-01-EMP).

Projects for new construction and modernization are developed in alignment with the Facilities Master Plan. Upcoming projects include removal of the outdated and seismically unsafe Flint Center, construction of a new Services for Students Building and renovation of the Physical Education and Athletics complex. Measure G, an $898 million bond measure that was approved by District voters in 2020, is the primary funding mechanism for these projects (III-B-1-06-CBOC).

College buildings are designed to comply with the state Building Code and projects are reviewed by the Division of the State Architect for compliance with structural, accessibility, fire and life safety requirements. The Santa Clara County Fire Marshal conducts annual inspections of College facilities to ensure compliance with fire codes. The College is also subject to Bay Area Air Quality Management District and California Air Resources Board requirements for hazardous materials testing, mitigation and reporting.

The District's insurance administrator, Keenan and Associates, provides annual facility risk assessments. The firm conducts in-person visits to all College facilities and provides a list of findings and recommendations for corrective action, before making a follow-up visit to check for compliance with the recommendations. The District fully addresses any corrective actions that are identified, as shown in the most recent risk assessment report (III-B-1-07-Risk-Management-2022).

The District conducted an extensive Facility Condition Assessment in 2021 to identify key areas of focus for infrastructure needs and projects. This report is used as a guide when prioritizing bond and state scheduled maintenance expenditures (III-B-1-08-Facility-Conditions).

Additional evidence of the District's commitment to safety and security can be found in the list of projects to be funded by Measure G, which include upgrading physical security systems, locks and fire suppression, along with information technology upgrades to protect against or malicious activity that might compromise computer systems or data (III-B-1-09-Measure-G-Security; III-B-1-10-Measure-G-ETS).

Analysis and Evaluation

The College meets Standard III.B.1. De Anza works closely with the Foothill-De Anza Community College District in providing safe and sufficient facilities and resources to meet the needs of students and employees for a healthy learning and working environment.

The College and District engage in extensive planning to anticipate those needs and to identify the best ways to meet them. The College and District also work closely with local, regional and state authorities who conduct regular inspections to ensure that all College facilities meet health, safety and environmental regulations.

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

Evidence of Meeting the Standard

As described in the previous section, De Anza works closely with the Foothill-De Anza Community College District in developing its Facilities Master Plan (FMP), which identifies College needs for buildings and equipment and sets out plans for building, maintaining and upgrading its facilities (I-A-3-06-Facilities-Plan).

The FMP generally covers a five-year period and is renewed at regular intervals. The current FMP covers 2021-2026, which allows for effective planning to meet anticipated needs through new construction, upgrades and maintenance to provide safe and adequate facilities that meet the College mission.

As stated in the previous section, the Facilities Master Plan (FMP) is developed with an eye toward the College mission and the goals, as outlined in the Educational Master Plan and equity documents. The FMP also reflects formal needs assessments and additional input from relevant constituencies on building and equipment needs. Among other sources, the current FMP drew on input from surveys of students and employees, as well as student focus groups (III-B-2-02-FMP-Process). Drafts of the plan were circulated for review by shared governance groups, before it was approved by the District Board of Trustees (III-B-2-03-District-Board-2021-0503). This helps to ensure that the plan supports the needs and mission of the College.

While De Anza has not expanded beyond its 112-acre campus in suburban Cupertino, the College has constructed or upgraded numerous facilities over the years, thanks to generous support from District voters who have approved a series of bond measures:

- Measure E for $248 million was approved in 1999 and funded construction of the Kirsch Center for Environmental Studies, the Registration and Student Services Building, the Science Center complex and the Stelling Garage, along with numerous smaller projects.
- Measure C for $490.8 million was approved in 2006 and funded modernization of the Advanced Technology Center, extensive renovation of the Library, and construction of the new Media and Learning Center, along with numerous smaller projects.
- Measure G for $898 million was approved in 2020 and will help fund demolition of the outdated and seismically unsafe Flint Center, construction of a new Services for Students Building and renovation of the Physical Education and Athletics complex, upgrading and modernizing key building infrastructure, along with smaller projects.

To help assure effective use of funding from the recent bond measures, the District established a Citizens' Bond Oversight Committee, which meets quarterly and produces annual reports to the District board of trustees and the community (III-B-2-04-BP6740-CBOC; III-B-2-05-CBOC-Meetings; III-B-2-06-CBOC-Reports).

To ensure compliance with Americans with Disabilities Act (ADA) requirements, the District hired a consulting firm to compile and implement a comprehensive plan that includes field investigations at the College and evaluation of District policies and programs. The consultant has produced an ADA transition plan that identifies obstacles to accessibility, outlines options for improvement and lays out a schedule for achieving compliance (III-B-2-07-ADA-Plan). The College and District are now working to address those findings.

De Anza identifies equipment needs and sets priorities for replacement or new purchases through the program review process. As part of this process, each program submits a resource request – covering equipment, software, supplies and consumables costing more than $500 – to the Resource Allocation and Program Planning (RAPP) committee, which reviews the requests and makes recommendations to the College Council (II-A-2-05-RAPP-Resources; III-B-2-09-Resource-Approvals).

The College also works to meet sustainability goals as outlined in District policy (III-B-2-10-BP3214-Sustainable-Practices). The District's Energy and Sustainability Committee reports directly to the vice chancellor for Business Services and provides updates on sustainability efforts. The committee developed an Energy Master Plan, which was approved by the Board of Trustees in December 2021, and the Sustainability Action Plan, which was approved in January 2023 (III-B-1-03-Energy-Plan; III-B-1-04-Sustainability-Plan). The Sustainability Action Plan guides the College in sustainability efforts such as carbon reduction, water-use reduction, waste management, energy efficiency and solar capture. The District is currently in the process of hiring a manager for energy and sustainability, who will be responsible for oversight and management of the two plans.

Currently, nine buildings on campus have been certified as meeting national LEED (Leadership in Energy and Environmental Design) standards for environmental sustainability, including

- The Kirsch Center and the Media and Learning Center – both rated LEED Platinum

- The Baldwin Winery and the Visual and Performing Arts Center (VPAC) – rated LEED Silver

- The East Cottage, Multicultural Center (MCC), Registration and Student Services (RSS) building, Science Center and Seminar (SEM) building – all LEED certified

(III-B-2-13-LEED-Buildings)

Analysis and Evaluation

The College meets Standard III.B.2. De Anza plans, builds, maintains and upgrades its physical resources through an extensive planning process that assures effective utilization and continuing quality of facilities, to support the College mission.

This work is guided by the District's Facilities Master Plan, Sustainability Plan and other documents, which are aligned with the goals and values that form the basis of the College's Educational Master Plan.

The College and District work closely with external regulators and, as needed, seek the assistance of outside experts to help meet requirements in areas such as ADA accessibility.

As part of its planning effort, the College and District have sought funding through the generous support of district voters, who have approved a series of bond measures for new and upgraded facilities. The College and District have enlisted a Citizens' Bond Oversight Committee to assist in ensuring that bond funds are spent wisely and prudently, to provide adequate and safe facilities for students and employees.

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

Evidence of Meeting the Standard

De Anza regularly monitors and evaluates the sufficiency of its physical resources, by tracking utilization and other relevant data, and builds this information into the long-term planning conducted by the College and the Foothill-De Anza Community College District.

The College and District use the Facility Utilization Space Inventory Option Net (FUSION) program to monitor space utilization under protocols developed by the Chancellor's Office for California Community Colleges (CCCCO). The program produces an annual report that tracks space inventory including room capacity, square footage and usage (III-B-3-01-FUSION2-Report). The CCCCO uses the reported data to prioritize projects throughout the community college system.

In addition, the College's scheduling office uses a separate tool to monitor campus space utilization report and classroom use (III-B-3-02-Utilization-Report). De Anza's Office of Institutional Research and Planning also provides an interactive real-time data tool that can be used during class registration periods to monitor class utilization and fill rates (III-B-3-03-Utilization-Tool).

De Anza uses its program review process to gauge the effectiveness of departments responsible for maintaining the cleanliness and appearance of facilities. During this process, each department assesses its performance and can request resources or personnel to meet additional needs. For example, the College Operations department used the process to request three additional positions in its 2020-2022 (III-B-3-04-College-Ops-Review). The request was eventually forwarded to the Resource Allocation and Program Planning (RAPP) Committee in 2023; however, the RAPP Committee evaluated the request and did not recommend the additional positions to the College Council (III-B-3-05-RAPP-Rankings-2023-0608).

Ultimately, the data and outcomes from these processes help to inform the long-term planning of the College and the District, through the District's Facilities Master Plan (FMP), which identifies facilities needs and lays out a plan for addressing those needs (I-A-3-06-Facilities-Plan). The FMP examines how classroom, laboratory, office and study space is used, along with related factors such as whether students and employees come to campus by car, bus or on foot.

The College also produces a Technology Plan every three years that examines and identifies technology needs of students and employees (I-A-3-05-Technology-Plan).

Analysis and Evaluation

The College meets Standard III.B.3. De Anza uses several tools on a regular basis to track how facilities and equipment are used. Data from these tools and other processes, such as program reviews, inform long-term planning efforts to ensure that the College has sufficient resources to effectively carry out its mission.

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

Evidence of Meeting the Standard

The Foothill-De Anza Community College District develops long-range plans to support College and District needs for facilities and equipment. Capital projects for the College are largely funded through local bond measures. The state may provide additional financial support, when available, through the Physical Plant and Instructional Support program and state bonds.

As stated above, the Facilities Master Plan (FMP) is developed with an eye toward the College mission and goals, as outlined in the Educational Master Plan and equity documents. The FMP also reflects formal needs assessments and additional input from relevant constituencies on building and equipment needs (I-A-3-06-Facilities-Plan). Among other sources, the current FMP drew on input from surveys of students and employees, as well as student focus groups. Drafts of the plan were circulated for review by shared governance groups, before it was approved by the District Board of Trustees. This helps to ensure that the plan supports the College's goals for improvement and the needs and mission of the College.

In making decisions about facilities and equipment, the College considers several elements that contribute to the total cost of ownership. These include energy efficiency, maintenance and repair needs. The College has made sustainability a priority and, when possible, has made sure to follow standards developed by Leadership in Energy and Environmental Design (LEED) in designing new campus buildings (III-B-2-13-LEED-Buildings). This is consistent with District policies (III-B-2-10-BP3214-Sustainable-Practices; III-B-4-04-AP6510-Sustainability-Guidelines). Among other benefits, LEED standards assist with controlling the cost of ownership of buildings and facilities because the designs enable more efficient operation.

Based on projects identified in the FMP, the District also produces a five-year construction plan that is updated annually, as required by the California Community Colleges Chancellor's Office. This report includes the costs of planning, construction and equipment for certain projects that are identified in an initial project proposal (III-B-4-05-Construction-Plan).

Initial project proposals for new capital projects are submitted by the District to the state chancellor's office, which reviews and approves each project before it can move forward as a final project proposal for further planning and development. The District then submits the final project proposal, which include more detailed information about project justification, scope and estimated costs. Upon approval, the District then engages architectural professionals to develop detailed plans in three phases: schematic, design development and construction documents.

The District has established a policy and processes for controlling the costs of new construction and major renovations, through close monitoring of all projects and change orders (III-B-4-06-BP3213-Construction-Costs; III-B-4-07-AP3213-Construction-Procedures).

Analysis and Evaluation

The College meets Standard III.B.4. Through the District, the College engages in long-range planning to support its institutional goals. These plans incorporate assessment of emerging needs and reflect the total cost of ownership for new facilities and equipment.

Conclusions on Standard III.B: Physical Resources

De Anza College meets all aspects of this Standard. The College is committed to providing quality educational facilities that are safe, clean, adequately maintained, and sufficient to meet the diverse needs of its students and community. This is carried out through careful planning and assessment of facilities needs, as well as through independent oversight by local and state safety regulators. (III.B.1)

The College meets facilities needs by working closely with the Foothill-De Anza Community College District in developing a long-term Facilities Master Plan, which aligns facility development with institutional goals set forth in the Educational Master Plan and related documents, including the Technology Plan and Sustainability Action Plan, and the College's equity goals. (III.B.2)

The College monitors space utilization and other relevant data, including program review reports, to ensure that facilities are adequate and properly maintained. (III.B.3)

Through the District, the College engages in long-ranging planning to support its goals, as well as to maintain financial accountability for all capital projects. Further oversight is provided by the Citizens' Bond Oversight Committee and internal policies and processes for controlling costs. (III.B.4)

Improvement Plan

The College is not submitting an improvement plan for this Standard.

Evidence List

Standard III.B.1

III-B-1-01-BP3200-Facilities

I-A-3-06-Facilities-Plan

III-B-1-03-Energy-Plan

III-B-1-04-Sustainability-Plan

I-A-3-05-Technology-Plan

I-A-2-01-EMP

III-B-3-05-RAPP-Rankings-2023-0608

I-A-3-06-Facilities-Plan

I-A-3-05-Technology-Plan

Standard III.B.4

I-A-3-06-Facilities-Plan

III-B-2-13-LEED-Buildings

III-B-2-10-BP3214-Sustainable-Practices

III-B-4-04-AP6510-Sustainability-Guidelines

III-B-4-05-Construction-Plan

III-B-4-06-BP3213-Construction-Costs

III-B-4-07-AP3213-Costs-Procedures

Standard III: Resources

Section C: Technology Resources

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

Evidence of Meeting the Standard

De Anza and the Foothill-De Anza Community College District provide appropriate technology and related services to support students, employees and all functions of the College, through shared responsibilities and collaboration between the College and the District's Educational Technology Services (ETS) division.

The College works closely with the District to identify technology needs and allocate technology resources, through the work of governance groups and collaboration with ETS. De Anza's Technology Committee plays a key role in advising on technology proposals and training needs in support of equity and student success (III-C-1-01-Tech-Committee). The committee serves as the clearinghouse for technology-related projects and initiatives, disseminating information through its membership – which includes technology experts from the College and District as well as representatives from other governance groups and constituencies – and serving as both the technology planning and relevant accreditation committees.

The Technology Committee is an advisory group to the College Council. Committee responsibilities include

- Developing the College Technology Plan
- Serving as the Accreditation Standard III.C Subcommittee
- Advising and providing feedback on proposed technology projects, while centralizing awareness of planning and budget team actions
- Prioritizing implementation of bond measure technology projects for the College – through a subcommittee, the ETS Project Scheduling Group
- Providing a venue for the centralizing of all technology information, including regular report-outs regarding the District's Educational Technology Advisory Committee, the Banner Student and Core committees, other advisory groups and tech projects

At the District level, the ETS division contributes to student success by providing critical technology infrastructure. Interrelated and discrete technology responsibilities of the District and College are represented in the adapted excerpt of the District functional map, below, and included on page 7 of the College's Technology Plan 2021-2024 (I-A-3-05-Technology-Plan).

ACCJC Standard III		College	District
III.C.1	Technology services, professional support, facilities, hardware and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support	Shared	Shared
III.C.2	The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs and services.	Shared	Shared
III.C.3	The institution assures that technology resources at all locations where it offers courses, programs and services are implemented and maintained to assure reliable access, safety and security.	Secondary	Primary
III.C.4	The institution provides appropriate instruction and support for faculty, staff, students and administrators, in the effective use of technology and technology systems related to its programs, services and institutional operations.	Primary	Primary
III.C.5	The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.	Shared	Shared

Identifying Needs and Evaluating Effectiveness
The College identifies technology needs through multiple and intersecting mechanisms. These include:

- Surveys
- Technology Plans, both the College and District (III-C-1-03-District-Tech-Plan)
- Program reviews (I-A-2-06-Program-Review-Data)
- Shared governance groups, including De Anza's Technology Committee and the District's Educational Technology Advisory Council (ETAC) (III-C-1-05-ETAC)
- Other technology-related subcommittees, such as ETS Project Scheduling, and committees such as the Online Education Advisory Group (III-C-1-06-OEAG)

The College and District also use these committees and tools to evaluate the effectiveness of technology, ensure that technology needs are met, and determine resources. The technology surveys for students and employees, initially developed at De Anza College in 2016 and provided to its sister institution, Foothill College, and the District ETS for their own use, yielded important information in its first iteration and established the groundwork for the previous technology plan (III-C-1-07-Tech-Plan-2017-2020).

The technology surveys were refined in 2020 in preparation for development of the next technology plan (III-C-1-08-Tech-Plan-Survey). In analyzing the 2020 survey findings, the Technology Committee identified four key categories of focus, summarized on page 6 of the plan:

- Student access
- Upgraded technology for faculty
- Training
- Campus upgrades

The peculiarity of surveying during the COVID-19 pandemic was acknowledged during the process, with a section of the plan devoted to the then-current circumstances as well as achievements that would continue to serve students post-pandemic, such as training for faculty and the implementation of a website chatbot for students.

Similarly, both ETS and the Educational Technology Advisory Committee (ETAC), a committee of the Chancellor's Advisory Council (CAC), utilize survey data from the College and the District's Central Services operation for planning purposes. For example, the District's 2021 Central Services technology needs survey is included on page 11 of the District's 2021-2024 Technology Plan (III-C-1-10-District-Tech-Survey).

Equity has been the explicit guiding principle in the development of the College's two most recent technology plans, in keeping with the equity framework that is outlined in the Educational Master Plan and is the core to all College work (I-A-2-01-EMP). This equity focus is established from the outset on page 1 of the current technology plan, on page 1 (III-C-1-12-Tech-Plan-Overview).

As the College president stated in his preface to the plan, the pandemic highlighted the issue of equity as it became even more clear that access to essential technology was an important prerequisite for remote learning during this period (Technology Plan Preface: III-C-1-13-Tech-Plan-Preface). The College responded to that need with financial assistance, expanded technology support and training, and other resources (III-C-1-14-Tech-Plan-COVID).

Technology needs have long been considered in the resource allocation process conducted through the College's shared governance structure, in which planning and budget teams for Instruction and Student Services analyzed program reviews and made recommendations on resource requests. This structure was revised in 2022, with a new Resource Allocation and Program Planning Committee taking over that role from the planning and budget teams, beginning in 2023.

De Anza's Technology Committee, composed of experts from the College and District, serves as a resource for those areas considering technology solutions (III-C-1-15-Tech-Committee-Roster). The Technology Committee meets monthly and analyzes the effectiveness of existing and new technologies, particularly as they relate to achieving the four designated Technology Plan goals, derived from the survey and extensive committee discussion, as outlined on page 8:

1) Increase overall student access to technology for learning and services

2) Increase and enhance faculty and staff professional development and training

3) Continue work to ensure accessibility

4) Enhance communication and collaboration with ETS to achieve evolving priority College objectives

Each committee agenda includes a discussion of accomplishments related to the Technology Plan goals, and any accompanying challenges, as well as assessments. Accomplishments are cumulatively documented during each meeting (III-C-1-16-Tech-Committee-Meetings). A summary of Technology Plan 2017-2020 accomplishments is provided on pp. 2-4 of the Technology Plan 2021-2024 (III-C-1-17-Tech-Plan-Accomplishments).

Allocating Resources

Decisions about technology resources – including services, facilities, hardware and software – are typically made through established governance processes on the College and District level, depending on the scale of the project. Small projects or items generally require approval from the designated manager, working with ETS when appropriate. Mid-sized or large projects are generally reviewed by the College's senior staff, with discussion through the relevant planning and budget team.

The Technology Committee often provides comments and input on these larger projects, along with the District ETAC and ultimately the Chancellor's Cabinet. Depending on the scale of the project, reviewers examine the total cost of ownership and the project's alignment with the College and District mission.

The Technology Committee's ETS Project Scheduling Subcommittee, composed of both College and District members, establishes timelines for classroom technology updates, including the development of a pilot hyflex classroom in the Media and Learning Center building during the waning days of the COVID-19 pandemic. The effectiveness of all forms of classroom technology is continuously addressed.

ETS has developed an Information Technology Project Development and Execution Process for identifying and prioritizing projects (III-C-1-18-ETS-Process). Previously identified needs, such as a Wi-Fi expansion requested by the College, are included in the list of Measure G bond projects approved in 2019 (III-C-1-19-Measure-G-Projects).

ETAC is in part responsible for allocating technology resources, including guidelines for providing and updating computers and peripherals for faculty members, classified professionals and administrators. This is based on position-specific need and recommendations of the standards subcommittee (III-C-1-20-ETS-Standards). Device refreshing and classroom technology upgrades are carried out on a five-year cycle, now funded through the Measure G bond program.

Standard device provision has evolved in recent years from desktop computers to laptops, in response to an overall trend toward portability, even before the move to remote operations during the pandemic made this need more explicit. During the pandemic, the College was able to use Higher Education Emergency Relief Fund (HEERF) funding to provide Chrome devices for students. In recent years, the College's Extended Opportunity Programs and Services (EOPS) office has established a loaner program for student devices, and the Automotive Technology Department piloted a project allotting iPads to students. Through 2023, De Anza's College Promise program included $500 per quarter in broadly usable materials fees for all qualifying students. In addition, through other financial aid programs, nearly every student has the opportunity to obtain a laptop or similar device.

The District has established policies and procedures governing the use of computers (III-C-1-21-BP3250-Computer-Use; III-C-1-22-AP3250-Misuse-Computer-Information). The District also has established procedures that outline the various responsibilities in ensuring information security and the incident response process to be followed in case of a security breach (III-C-1-23-AP3260-Data-Security).

Security, Backup and Disaster Recovery

The District has established a Backup Policy, Disaster Recovery Strategy and Procedure, which outlines plans and procedures established by ETS to recover from unplanned incidents such as natural disasters, power outages, hardware failure, human error, cyberattacks including via ransomware, and other technology events that could disrupt normal operations. (This policy is not provided as part of the public ISER document, for security reasons, but is available for confidential review.)

The College has also made provisions for reliability, disaster recovery, privacy, and security of its technology infrastructure. The Office of Admissions and Records and other offices that maintain student records are required to meet federal standards for protecting student information, including conditions set by the Family Educational Rights and Privacy Act (FERPA). College librarians and staff ensure the integrity of Library systems, including databases and the interlibrary system.

De Anza's website is built on the Modern Campus Omni content management system; the production server has been housed on campus, as of summer 2023, but is slated for migration to the Amazon Web Services cloud. While the server remains on premises, ETS oversees maintaining, updating, applying patches to, and backing up the server. De Anza's Office of Communications web staff periodically back up the production site to drives. The College staging website is hosted in the cloud, which Modern Campus backs up at least once a day. The company further states, "With SaaS servers in three geographically distinct data centers in the United States, Modern Campus ensures recovery in the event of a disaster" (III-C-1-24-Omni-Cloud).

The College uses a curriculum management system provided by eLumen and hosted on the Amazon Web Services (AWS) cloud platform, with backups performed daily. Client data dumps are stored for one year.

The District's enterprise resource planning system, overseen by ETS, is provided by Ellucian Banner and hosted in the cloud, with a comprehensive backup and disaster recovery plan. (This policy is not provided as part of the public ISER document, for security reasons, but is available for confidential review.)

In order to address potential application fraud, student enrollment applications are processed every fifteen minutes. After they have been downloaded to the Banner system, each application is subject to four different automated examinations, including by IP Quality Score, an IP fraud prevention service. Each application receives a score and applications considered to be "highly fraudulent" are placed on hold to allow for a staff review. Similarly, there is a hold procedure for financial aid applications.

ETS staffing includes highly trained, experienced classified professionals dedicated to network and application security. In addition, ETS regularly contracts with external evaluators to test District security and make recommendations for improvement. The District also offers ongoing cybersecurity training for all employees.

Support for Online Learning

In summer 2017, the College successfully migrated its online instructional content and activities to Canvas, after previously using the Catalyst online system. Canvas is managed by Instructure, and hosted on the AWS cloud, with full redundancy through Amazon's geographically dispersed data centers. All College files are continuously backed up, in accordance with College data retention requirements.

When the COVID-19 pandemic prompted the College to move virtually all classes and services online in March 2020 – one week before winter finals – De Anza's Online Education Center responded by conducting more than 600 online trainings for faculty members and classified professionals during the period before spring quarter began (III-C-1-14-Tech-Plan-COVID). Prior to the pandemic, only 20 percent of classes had been delivered online.

The Online Education Center had been overseen by the dean of Learning Resources, who continued to successfully oversee that program when she became the associate vice president of Instruction in 2016. This continued even as she simultaneously took on temporary vice president of Instruction duties in 2018-2020. The pandemic and the significant needs placed on the Online Education Center made clear the need for a dedicated manager in the area. Recognizing the need for staffing – both in terms of management and classified professionals –the Technology Committee took an advocacy role in voting in February 2022 to request that the College Council urge the College president to fully staff that program. The positions were approved by the College Council in February 2022, and the Online Education Center is fully staffed as of summer 2023 (III-C-1-26-Council-2022-0217).

New Curriculum Management System

In 2019, De Anza's Curriculum Committee – a shared governance group reporting to the Academic Senate –and the Office of Instruction, including the Academic Services Division and its curriculum classified professionals – determined the need to implement a new curriculum management system. After extensive research and analysis by the College web administrator and a faculty project lead, as well as in-person vendor sessions with stakeholders, the eLumen system was assessed as the best option for meeting College needs and having the ability to hold a variety of types of data, including curriculum, catalog and student learning outcomes (SLOs).

At every stage, the Technology Committee and ETS were apprised of the project and progress (III-C-1-16-Tech-Committee-Meetings). A team including Curriculum Office staff, the faculty project lead, and the associate vice president of Instruction oversaw the instructional implementation, while the web administrator, along with the Curriculum Office, led the technical implementation. The web administrator consulted extensively with ETS staff during customization and integration with the online schedule; this work was continued by the College web support technician in the role of interim web administrator during the permanent web administrator's staff development leave in 2022-2023. De Anza first used the eLumen platform to publish the College catalog for 2022-2023, and this summer used the platform to publish the catalog for 2023-2024 (I-C-1-01-Catalog).

As plans for establishing the bachelor's degree in automotive technology management are being finalized, technology needs have been considered as part of the entire program. Faculty members and administrators have concluded that the renovated automotive technology facilities and current academic programs provide the necessary support.

Analysis and Evaluation

The College meets Standard III.C.1. De Anza identifies and meets its technology needs through the work of governance groups and in collaboration with the District ETS. The College's equity-focused Technology Plan, aligned with the Educational Master Plan, is grounded in survey results and established needs, and is monitored, updated and evaluated monthly at meetings of the Technology Committee, which includes members who are technology experts from across the College and ETS leadership.

The College and District have well-established security and disaster recovery provision for all systems, whether on premises, in the cloud or provided by vetted vendors.

In recent years, the College has addressed technology needs for its online education programs, including increasing staffing and available training in the Online Education Center. The College also has researched, analyzed, selected and successfully implemented a new, improved curriculum management system.

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

Evidence of Meeting the Standard

As previously noted, in making technology decisions, the College and District analyze survey data from students and employees as end users, and also consider needs documented through the program review system as well as expert analysis – such as in the identification of the need and solution for a curriculum management system. The needs and goals outlined in the College's Technology Plan are grounded in end-user-provided data (I-A-3-05-Technology-Plan).

Prior to 2022-2023, instructional equipment purchases had long been prioritized through program review and the Instructional Planning and Budgeting Team (I-A-3-01-IPBT-Reviews). As of summer 2023, the process is being adapted to a revised governance structure in which the new Resource Allocation and Program Planning Committee is taking on the role previously served by the planning and budget teams for instruction and other major areas (II-A-2-05-RAPP-Resources). Classroom technology projects are prioritized by the ETS Project Scheduling Subcommittee of the College's Technology Committee.

The District's Educational Technology Services (ETS) division and Educational Technology Advisory Committee (ETAC) develop districtwide plans, standards and replacement schedules, which are discussed with College representatives at Technology Committee meetings. ETS has developed an Information Technology Project Development and Execution Process for identifying and prioritizing projects (III-C-1-18-ETS-Process).

Processes conducted by the District resulted in the identification of key technology bond-funded projects, including Wi-Fi expansion, network and security upgrades, and computer refresh (III-B-1-10-Measure-G-ETS).

Analysis and Evaluation

The College meets Standard III.C.2. De Anza and the District plan for technology needs and, using bond funds and other resources, update and replace technology to ensure that the College's technological infrastructure serves students as well as the faculty and classified professionals working on their behalf.

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

Evidence of Meeting the Standard

The College and the District have processes in place to ensure that reliable and secure technology resources – including hardware, software and online services – are available to serve students as well as the faculty and classified professionals serving them.

The District's Educational Technology Services (ETS) division is chiefly responsible for provisioning and updating hardware, most software, backup plans and cloud access, contracts, security agreements and related security training. Upgrading and expanding Wi-Fi is underway, as noted in the District Technology Plan (III-C-1-03-District-Tech-Plan).

The District has made security an important focus, by consolidating its active directory system and migrating email and the calendar to the Office 365 cloud platform. All employees have been offered security training, which is required for administrators and classified professionals (III-C-3-02-Cybersecurity-Training). The District has also conducted a Payment Card Industry (PCI) compliance assessment, with ongoing testing, firewall and intrusion protection system upgrades, and standardized backup systems to the cloud for employees.

ETS assigns staff members to the De Anza College campus to provide on-the-ground assistance. Classroom technical issues are addressed as emergencies when instructors call a designated number. All employees have access to an online ticketing system, managed by the ETS help desk, which is staffed daily and provides support via phone and email when possible. In 2022, ETS staff members resolved more than 5,000 requests for assistance with computers, email, audio/visual equipment and more (III-C-3-03-ETS Help). Representatives from the College and District collaborate through the District's Educational Technology Advisory Committee (ETAC) to implement projects aimed at ensuring reliable access, safety, and security. A significant example is the rollout of multi-factor authentication (MFA) to enhance security (III-C-3-04-ETAC-2022-1214; III-C-3-05-MFA-Email; III-C-3-06-MFA-Flyer).

Analysis and Evaluation

The College meets Standard III.C.3. De Anza and the District provide technology resources that are reliable and secure for students, faculty and classified professionals. The availability of ETS staff at the campus, together with the robust ETS online ticketing system and help desk, ensure timely support and resolution of issues.

The District Technology Plan specifically addresses infrastructure maintenance and security, and the District has taken notable initiatives to increase security in recent years. All major constituencies have representation, and a voice, on the District ETAC, which guides the implementation of districtwide technology projects.

4. **The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations**.

Evidence of Meeting the Standard

The College and the District provide technology training and support for faculty members, staff and students through a variety of means. There is acknowledged need for this training, as as evidenced by College and District surveys. De Anza's Technology Plan includes, as its second listed goal, the increase and enhancement of professional development and training for faculty and staff, "includ[ing] but not limited to robust training and related communication about the trainings based on faculty and classified professional feedback, including to holistically improve online pedagogy and pedagogy in the use of technology tools, including in evolving modalities and accessibility training."

Training provided by the District includes online cybersecurity modules, which are required for all administrators and classified professionals, and highly recommended for faculty members (III-C-3-02-Cybersecurity-Training). The ETS Help Desk staff regularly answer questions and provide informal, one-on-one instruction on a variety of topics, including how to use new equipment and software.

At the College, the Office of Professional Development offers technology training handouts and other resources through its website (III-C-4-02-Prof-Dev-Tech-Training). A newly appointed faculty director for the office, working with another faculty member, has reestablished the Partners in Learning conference as a series devoted to holistically improving pedagogy, including online teaching (III-C-4-03-Partners-In-Learning).

The Online Education Center also supports faculty members in developing online curriculum using the Canvas online learning platform. A Canvas certification is required of all faculty members who will be teaching online. The center provides training on the technical aspects as well as in online teaching techniques and strategies (III-C-4-04-Online-Ed-Faculty-Info). In addition, the center provides technical support for students who have questions or difficulty using the Canvas online learning platform (III-C-4-05-Online-Ed-Help). The center's efforts have been bolstered by the hiring of a new faculty coordinator and dean in 2023, along with two instructional designers (one in a new position), which brought the center to full staff after the Technology Committee and others advocated for filling those positions.

When the College temporarily moved all classes online because of the COVID-19 pandemic, the Online Education Center staff mobilized to provide training in online tools such as Zoom and Canvas, as well as online teaching strategies, for more than 600 faculty and staff members in just two weeks' time. The center also created new webpages with online learning tips and resources for both faculty and students (III-A-14-06-Faculty-Resource-Hub; II-A-7-03-Online-Resource-Hub).

The center also sponsors the Online Advisory Group, a committee of faculty members and tech support professionals that provides guidance and feedback on online teaching and the Canvas online learning system (III-C-1-06-OEAG).

A faculty member in Disability Support Services (DSS) serves as a campus expert on accessibility, as does the College web administrator, whose staff development leave project centered on website accessibility. He and others in the Office of Communications routinely provide training for faculty and staff members across the campus who use the website content management system, and on website best practices including accessibility measures.

In fall 2023, the College and District began offering new tools, including the PopeTech accessibility checker and CIDILabs products, which faculty members can use to ensure that teaching materials on Canvas, the College's online learning platform, meet accessibility standards. The District also provides students and employees with the opportunity to use the SensusAccess application, which allows for self-service conversion of files into accessible formats.

The Office of Communications responded to the COVID-19 pandemic by developing new webpages and adding a "Quick Help" button on the College website, to answer students' questions about online classes and accessing student services remotely. Staff members answered almost 5,000 questions from students in the months before the button was replaced in July 2020 with "Chat Cat," an automated service that provides online answers from a continuously updated database.
In addition, when on-campus operations remained closed during the pandemic, some Library staff members were reassigned to provide technology support for students via live chat and email – meeting a critical need during that period. Library staff fielded questions and assisted students who were unfamiliar with using Canvas, Zoom and other online tools. The Library and the Office of College Life continue to provide tech support for students with basic questions about using Canvas, Zoom and email (III-C-4-09-Student-Tech-Support).

The Student Success Center also retrained its student employees to provide peer tutoring online. All Student Services offices shifted to online service, with many providing workshops, one-on-one meetings and "virtual office hours" on Zoom (III-C-1-14-Tech-Plan-COVID). Since the pandemic, the College has continued to provide online options for accessing student services, to meet students' evolving needs.

As previously described in the discussion for Standard I.B.5, the College has developed online tools and made them widely available so that faculty members, classified professionals and administrators can all have access to data on overall course success rates and success rates by demographic characteristics and course sections, as well as disproportionate impacts. The suite of tools, known as Precision Campus, can be accessed through the College intranet portal and detailed instructions for their use are available on the website maintained by the Office of Institutional Planning, Research and Accreditation (III-C-4-11-Accessing-Data-Tools).

Analysis and Evaluation

The College meets Standard III.C.4. Students and employees have access to technology training and support through a variety of channels.

Employees are offered cybersecurity training, tech support and informal, one-on-one instruction from the District ETS. Faculty members and classified professionals can also obtain training and support from the Online Education Center, the Office of Professional Development and the Office of Communications.

Students can access useful information and other forms of tech support through webpages and other resources offered by the Online Education Center, the Library, the Office of Communications and the Office of College Life.

Building on lessons learned during the pandemic, and the ongoing evolution of student needs, the Technology Committee successfully advocated for additional human resources in the Online Education Center. The College has also continued to offer expanded options for students to access student services online.

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

Evidence of Meeting the Standard

The District has established policies and administrative to guide the use of technology in teaching and learning, as referenced in the section for Standards III.C.1. These include policies establishing the rights and responsibilities of all technology users – including students, employees and authorized guests – as well as procedures for ensuring information security (III-C-1-21-BP3250-Computer-Use; III-C-1-22-AP3250-Misuse-Computer-Information; III-C-1-23-AP3260-Data-Security).

The District is now in the process of reviewing and updating its computer use and data security policies. The current versions are posted on the website and included in the catalog, and will be updated when the new versions are adopted (III-C-5-04-Website-Policies-Computer-Use; III-C-5-05-Catalog-Computer-Use). Faculty members also include relevant policies on their syllabi and websites. These policies apply as well to the use of the Canvas online learning system, as do all policies regarding student behavior, including academic honesty and mutual respect.

De Anza's Office of Communications, which manages the College website, has posted its accessibility policy online and trains users on accessibility best practices (III-C-5-06-Web-Accessibility).

Various professional development and technology trainings also publicize these policies.

Analysis and Evaluation

The College meets Standard III.C.5. Students and employees are guided by well-established policies governing the appropriate use of computers and online technologies in the teaching and learning process. These policies are posted on the College and District websites as well as in the College catalog.

Conclusions on Standard III.C: Technology Resources

The College meets all aspects of this standard. The College and District provide appropriate technology and related services to support students, employees and all functions of the College, through shared responsibilities and collaboration between the College and the District's Educational Technology Services (ETS) division.

The College and District identify technology needs and assess the effectiveness of technology in use through surveys, the program review process and shared governance. De Anza's Technology Committee, with a membership of technology experts and representatives from major constituencies, leads the development of the Technology Plan, which identifies needs, sets priorities and establishes goals for meeting them, in alignment with the College mission and its equity focus. (III.C.1)

The College and District have established processes for allocating resources to meet technology needs; for providing, maintaining and upgrading computer hardware and software; and for ensuring reliability, privacy and security of technology systems. The College has bolstered its support for online learning, with the adoption of a new online learning system and newly filled faculty and staff positions in the Online Education Center. The College has also implemented a new curriculum management system with expanded capabilities. (III.C.1)

The College draws on survey data, program review results and expert analysis to develop plans for its technology needs. The District's Educational Technology Services (ETS) division has developed schedules and standards for providing and upgrading hardware and software. Major projects are planned approved through established governance processes. (III.C.2)

The College and District take steps to ensure that technology resources are available, reliable and secure. The District ETS provides extensive tech support, while the District Technology Plan specifically addresses infrastructure maintenance and security. ETS has also undertaken several initiatives to increase security. (III.C.3)

Students and employees at the College have access to technology training and support through a variety of channels, many of which have been expanded to meet increased demand fueled by the move to online classes and student services during the COVID-19 pandemic. (III.C.4)

Finally, the College and District have well-established policies guiding the appropriate use of computers and online technologies; these policies are posted on the College and District websites as well as in the College catalog. (III.C.5)

Improvement Plan

The College is not submitting an improvement plan for this Standard.

Evidence List

Standard III.C.1

III-C-1-01-Tech-Committee

I-A-3-05-Technology-Plan

III-C-1-03-District-Tech-Plan

I-A-2-06-Program-Review-Data

III-C-1-05-ETAC

III-C-1-06-OEAG

III-C-1-07-Tech-Plan-2017-2020

III-C-1-08-Tech-Plan-Survey

III-C-1-03-District-Tech-Plan

III-C-1-10-District-Tech-Survey

I-A-2-01-EMP

III-C-1-12-Tech-Plan-Overview

III-C-1-13-Tech-Plan-Preface

III-C-1-14-Tech-Plan-COVID

III-C-1-15-Tech-Committee-Roster

III-C-1-16-Tech-Committee-Meetings

III-C-1-17-Tech-Plan-Accomplishments

III-C-1-18-ETS-Process

III-C-1-19-Measure-G-Projects

III-C-1-20-ETS-Standards

III-C-1-21-BP3250-Computer-Use

III-C-1-22-AP3250-Misuse-Computer-Information

III-C-1-23-AP3260-Data-Security

III-C-1-24-Omni-Cloud

III-C-1-14-Tech-Plan-COVID

III-C-1-26-Council-2022-0217

III-C-1-16-Tech-Committee-Meetings

I-C-1-01-Catalog

Standard III.C.2
I-A-3-05-Technology-Plan

I-A-3-01-IPBT-Reviews

II-A-2-05-RAPP-Resources

III-C-1-18-ETS-Process

III-B-1-10-Measure-G-ETS

Standard III.C.3
III-C-1-03-District-Tech-Plan

III-C-3-02-Cybersecurity-Training

III-C-3-03-ETS-Help

III-C-3-04-ETAC-2022-1214

III-C-3-05-MFA-Email

III-C-3-06-MFA-Flyer

Standard III.C.4
III-C-3-02-Cybersecurity-Training

III-C-4-02-Prof-Dev-Tech-Training

III-C-4-03-Partners-In-Learning

III-C-4-04-Online-Ed-Faculty-Info

III-C-4-05-Online-Ed-Help

III-A-14-06-Faculty-Resource-Hub

II-A-7-03-Online-Resource-Hub

III-C-1-06-OEAG

III-C-4-09-Student-Tech-Support

III-C-1-14-Tech-Plan-COVID

III-C-4-11-Accessing-Data-Tools

Standard III.C.5
III-C-1-21-BP3250-Computer-Use

III-C-1-22-AP3250-Misuse-Computer-Information

III-C-1-23-AP3260-Data-Security

III-C-5-04-Website-Policies-Computer-Use

III-C-5-05-Catalog-Computer-Use

III-C-5-06-Web-Accessibility

Standard III: Resources

Standard III.D: Financial Resources

Planning

1. **Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)**

Evidence of Meeting the Standard

The Foothill-De Anza Community College District has established policies for the District and College to manage and distribute financial resources, in compliance with state law and in support of the College mission and goals for student learning.

District policy recognizes the importance of financial stability to support student learning and institutional effectiveness, and directs the chancellor and employees to follow principles of sound fiscal management (I-C-14-02-BP3000-Fiscal-Management).

The annual budget development process is set by District policy, which requires the chancellor to submit a tentative budget to the Board of Trustees every June (III-D-1-02-BP3100-Budget-Preparation). The tentative budget includes estimated income and proposed expenditures in detail, to permit comparisons between the proposed budget and the actual revenues and expenses in the current year. The Board adopts a final budget no later than Sept. 15 of each year, after accounting for relevant provisions in the state budget, closing balances from the prior year and any changes identified following approval of the tentative budget (III-D-1-03-BP3110-Final-Budget).

The District begins developing its tentative budget by identifying budget priorities that are aligned with the District's strategic goals as well as the missions and visions of the District's two colleges. The tentative budget also incorporates strategies to ensure fiscal stability (III-D-1-04-Tentative-Budget – see pages 7-8).

The District receives and allocates revenue from multiple sources, including state apportionment of tax revenue, grants, fundraising, student activities, self-sustaining programs and local bonds. Funds are then allocated to the College based on different criteria, depending on the funding source.

Two percent of De Anza's student enrollment fees are allocated to the College's discretionary budget. Grants are passed through to the College if they are designated specifically for De Anza. Grants received by the District for specific uses are generally split between the two colleges, with De Anza receiving 60 percent and Foothill College receiving 40 percent, based on the historic ratio of enrollment as measured by full-time equivalent students (FTES). Federal grants are allocated with a federally approved indirect cost rate of 34 percent retained by the District, if allowed under the terms of the grant. The College also generates some revenue through its own campus activities and fundraising.

The District manages ongoing contractual obligations through "A" budgets, which includes full-time salaries of faculty, staff and administrators, including benefits costs. The College manages discretionary spending through "B" budgets, which include operating expenses funded through District allocations, collegewide revenue sources and one-time carryforward funds (III-D-1-05-Funds-Presentation.

In developing the College budgets, De Anza takes into account District funding as well as the College's mission and institutional goals. The College follows a process for allocating funds that relies on the program review and shared governance groups to evaluate needs and set priorities in alignment with the College mission and goals, as part of a broader seven-year integrated planning and resource allocation cycle (I-A-4-03-Planning-Quilt). This process includes the work of the Budget Advisory Committee (BAC), which gathers information and makes recommendations on available budget resources, and the Resource Allocation and Program Planning (RAPP) Committee, which reviews resource requests and makes recommendations to the College Council, for ultimate approval by the president (III-D-1-07-BAC; III-D-1-08-RAPP-Charge).

An example of resource allocation at the College level can be found in the new personnel prioritization process implemented by the RAPP Committee (III-A-7-01-RAPP-Personnel). Prior to spring 2023, the College did not have a mechanism in place to fund staff and administrative positions requiring a new funding source. Further, each of three planning and budget teams worked independently to hire full-time faculty members within their areas of instruction, student services and administrative services. In spring 2023, under the new governance structure adopted in 2022, the BAC provided the RAPP Committee with a budget that identified funding to hire not only full-time faculty members but also new staff and administrators. Through this new process, the College is able to distribute resources to maintain or enhance programs not only in the instructional area but also in student services and administrative services as well.

Analysis and Evaluation

The College meets Standard III.D.1 and Eligibility Requirement 18. De Anza and the District develop budgets and manage all funds to support student learning programs and services with integrity and care.

However, the College's unrestricted budget allocation from the District, known as the "B" budget, has been insufficient to support resource needs for a variety of programs and services, and the College has exhausted almost all its unspent carryforward resources from previous years. Projections for an insufficient carryforward balance were shared with the College Budget Task Force in December 2022 (III-D-1-10-Budget-Task-Force-2022-1201).

The College has been resourceful and prudent in securing additional funds. For example, in the 2022-23 fiscal year, after an outside contractor assumed responsibility for operating the campus bookstore, the College was able to transfer the ending fund balance from the previous bookstore operation to supplement the "B" budget fund, in order to meet other College expenses.

The College administration is now exploring whether to contract with an outside vendor for campus dining services, which have been operated with general funds. Funds for dining services positions were requested through the RAPP personnel prioritization process, but were not approved (III-B-3-05-RAPP-Rankings-2023-0608). The BAC has approved a request for proposals to explore using a third-party vendor for dining services (III-D-1-12-BAC-2023-0615).

Additional efforts to address the funding allocation issue are outlined in the Improvement Plan submitted at the end of this section. While the College is addressing this issue, the College and District are continuing to meet all Title 5 and Board policy requirements for maintaining fiscal stability and integrity.

2. **The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.**

Evidence of Meeting the Standard

De Anza's integrated planning and resource allocation cycle ensures that financial planning and resource allocation are aligned with regular assessment of institutional effectiveness and the College's progress in meeting its mission and goals (I-A-4-03-Planning-Quilt). Discussion and reflection on institutional effectiveness occurs regularly through shared governance and the program review and resource allocation process (I-B-9-02-Institutional-Effectiveness).

The College's mission, vision and values inform the strategic planning efforts that led the development of the Educational Master Plan, the Facilities Master Plan and the college equity plans, all of which inform the resource allocation process.

Resource allocation begins each year with the program reviews, in which departments reflect on their mission and set department goals to be achieved over the next four years, in alignment with the College's mission, strategic initiatives and equity plans (I-B-1-19-RAPP-Instructional-Review). When departments identify a need to request funds through this process, they must indicate how the request is aligned directly or indirectly with their program mission (III-D-2-04-RAPP-Resource-Form).

In the next step of this process, departments can also submit a "personnel prioritization" request for full-time faculty, staff or administrative positions that require new funding. The form for these requests also requires the department to detail how the positions are aligned with the College mission, Educational Master Plan, and equity plans (III-D-2-05-Faculty-Requests; III-A-9-02-Classified-Requests). The Resource Allocation and Program Planning (RAPP) Committee has established criteria for prioritizing these requests based on a review of the forms and alignment with the Educational Master Plan and equity plan (III-A-7-01-RAPP-Personnel). The allocation of resources to hire new full-time faculty, staff and administrators follows District policy (III-A-1-04-BP4130-Employment).

The College and District have established internal controls and reserves to ensure sound financial practices and financial stability, as outlined in District policy (I-C-14-02-BP3000-Fiscal-Management). District policy further requires the Board of Trustees to provide an annual audit of all funds, books and accounts to the District, with the Board reviewing the audit findings at a public meeting (III-D-2-10-BP3153-Audit; III-D-2-11-Board-Audit-Review). Also by policy, the District's Audit and Finance Committee advises the Board in conducting oversight of the District's financial management (III-D-2-12-BP6401-Audit-Committee).

District audits show that the College operates in accordance with sound internal control practices, as evidenced in the 2021-22 Audited Financial Statement (III-D-2-13-Audit-Report-2022). The audit contained one finding that the College did not meet federal requirements for timely reporting on changes in enrollment status for a limited number of students. The College has acknowledged responsibility for taking corrective action and developed a plan to address the finding.

District policy further establishes the Board's commitment to fiscal stability and maintaining an adequate reserve level (III-D-2-14-BP3115-Reserves). Under Title 5 requirements, the Board directs the chancellor and designated employees to establish a prudent budget reserve. The District consistently maintains a budget reserve of 5 percent, positioning the College in a financially stable position. An analysis of the District's ending fund balance from 2021-22 shows a $29 million fund balance allocation with $1.3 million in the stability fund as of June 30, 2023, as shown on page 6 of the Adopted Budget for 2022-2023 (III-D-2-15-Adopted-Budget-2022-2023).

To ensure transparency, the District and College share financial information in multiple ways, including regular updates to the Board of Trustees and through scheduled meetings of the District's Budget Advisory Committee (III-D-2-16-Budget-Updates-2023-0612; III-D-2-17-District-BAC-2022-0920)

The chancellor is also required by District policy to report to the Board at least quarterly on the District's financial and budgetary condition (III-D-2-18-BP3112-Financial-Reports). In accordance with state law, these reports are also submitted to the California Community Colleges Chancellor's Office.

Analysis and Evaluation

The College meets Standard III.D.2. De Anza's integrated planning and resource allocation cycle includes extensive processes for ensuring that financial planning, budgeting and spending are aligned with the College mission and goals for student learning. The program review process allows for regular evaluation of College and department goals as well as funding.

The College and District also have adopted internal controls and audit requirements to ensure sound financial practices and stability. These include a requirement for maintaining a prudent budget reserve.

The College and the District share fiscal information widely through governance committee meetings and regular updates to the Board of Trustees. Audit reports are reviewed by the Board and other financial reports are submitted regularly to appropriate state and local offices.

3. **The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

Evidence of Meeting the Standard

The District has established a set of policies and procedures for financial planning and budget development (I-C-14-02-BP3000-Fiscal-Management; III-D-1-02-BP3100-Budget-Preparation; III-D-1-03-BP3110-Final-Budget).

The chancellor is required to report to the Board on a quarterly basis about the District's financial and budgetary condition. These reports are presented during public Board meetings and submitted to appropriate entities including the state Chancellor's Office as required (III-D-2-18-BP3112-Financial-Reports).

As required by District policy, budget development begins with a tentative budget in which the District's Business Services office, in consultation with its two colleges, identifies available resources and funding allocations. The tentative budget is produced in May of each year and submitted to the Board for approval in June (III-D-3-05-Tentative-Budget-2022-2023). A final adopted budget is prepared in August, once the state has passed its budget and the district has closed the prior fiscal year (III-D-2-15-Adopted-Budget-2022-2023).

In addition to preparing quarterly reports to the Board, the vice chancellor of Business Services makes monthly presentations to the District Budget Advisory Committee. These presentations are regularly attended by members of other shared governance committees (III-D-2-17-District-BAC-2022-0920).

At the College level, resource allocations including instructional equipment and personnel requests are reviewed through a shared governance process. Under the recent reorganization of committees, the new Resource Allocation and Program Planning (RAPP) Committee has assumed the role of three planning and budget teams in reviewing and prioritizing requests, before submitting recommendations to the College Council and ultimately the president. A separate Budget Advisory Committee provides information on available budget resources to the RAPP Committee. The RAPP Committee also considers input from division deans and the College as a whole, as demonstrated in its recent discussions of personnel requests in June 2023 (III-D-3-08-RAPP-2023-0613).

Analysis and Evaluation

The College meets Standard III.D.3. Both De Anza and the District follow established procedures for budget development and planning. These include reviews by the Board of Trustees and shared governance committees, which provide opportunities for all members of the College community to stay informed and provide input on these matters.

Fiscal Responsibility and Stability

4. **Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

Evidence of Meeting the Standard

The College and District rely on accurate and realistic assessments of available resources and financial obligations, when developing budgets and engaging in institutional planning.

As described in the Evidence section for Standard III.D.1, the District manages ongoing contractual obligations through "A" budgets, which includes full-time salaries of faculty, staff and administrators, including benefits costs. The College manages discretionary spending through "B" budgets, which include operating expenses funded through District allocations, collegewide revenue sources and one-time carryforward funds (III-D-1-05-Funds-Presentation).

The College and District also analyze budget trends to identify potential shortfalls. As discussed in the Analysis and Evaluation section for Standard III.D.1, an analysis for the most recent fiscal year shows an insufficient carryforward balance to meet expected College needs (III-D-4-02-Carryforward-Analysis-2023-0410). This information was shared with the College Budget Task Force in April 2023 (III-D-4-03-Budget-Task-Force-2023-0413).

Managers with access to "B" budgets are able to check their balance in order to monitor their allocated budgets through the College's intranet system (III-D-4-04-Access-Financial-Reports). Each month, the College fiscal services director and senior budget analyst prepare month-end financial reports and share them electronically with administrators. Cumulative balance reports reflect ongoing budget surplus or deficits in each budgeted area (III-D-4-05-B-Budget-Analysis-2023-0630). These budget reports provide managers with the information they need for ongoing planning and realistic assessment of the financial resources available in their programs.

The College also pursues additional financial resources and partnerships, as evidenced by the number of federal, state and local grants the College has been awarded over the years. A recent example is the federal Strengthening Institutions Grant award for $2.5 million over five years to support the coordination of student services, the expansion of learning communities and creation of a new Ethnic and Pride Inclusion Center (III-D-4-06-SIP-Grant). The College has also obtained funding for capital projects through District bond measures, including Measure C in 2006 and Measure G in 2020 (III-D-4-07-Measure-C; III-D-4-08-Measure-G).

Analysis and Evaluation

The College meets Standard III.D.4. De Anza and the District keep a close eye on available financial resources and expected financial expenditures, in order to maintain realistic budgets. This information is shared so that individual managers can track their own resources and spending on a monthly basis, in order to stay on budget.

A carryforward analysis for the College has identified a shortfall in District allocations, which the College is working to address with the District. This effort will be discussed further in the Improvement Plan at the end of this Standard.

5. **To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.**

Evidence of Meeting the Standard

The chancellor and all District employees, including all College employees, are guided by principles for sound financial decision-making as established in District policy (I-C-14-02-BP3000-Fiscal-Management).

The District's annual and quarterly reports are made available on the District website for public review (III-D-5-02-Budget-Reports). The District's Audit and Finance Committee meets quarterly to provide oversight and advise on the District's fiscal management (III-D-2-12-BP6401-Audit-Committee; III-D-5-04-Audit-Committee).

The District also has adopted and requires employees to follow a set of purchasing procedures, policies and laws that are designed to safeguard assets and promote operational efficiency (III-D-5-05-Purchasing-Procedures). The District also requires employees who handle funds to be properly bonded against loss (III-D-5-06-BP3313-Bonding).

District accounting policies and administrative procedures are designed to safeguard assets and promote operational efficiency (III-D-5-07-Accounting-Procedures). These include several policies related to purchasing and internal control mechanisms, such as Procard use, travel, and food purchase procedures (III-D-5-08-Procard-Procedures; III-D-5-09-Travel-Procedures; III-D-5-10-Food-Procedures). Assets that meet the standard for capitalization are subject to more rigid control to protect them from losses and misappropriation or misuse (III-D-5-11-Capitalization-Policy).

District policy stipulates that no individual shall be a signatory for the disposition of District funds unless authorized by the Board and by law or regulation (III-D-5-12-BP3120-Disposition). This is implemented through the use of approval queues and signature authority requirements to ensure that expenditures are reviewed (III-D-5-13-Approval-Queue).

At De Anza, the Office of College Fiscal Services is responsible for preparing and distributing financial reports (III-D-5-14-Fiscal-Services). This office conducts financial analyses and monthly financial reports to ensure that dependable and timely information is available for financial planning (III-D-4-05-B-Budget-Analysis-2023-0630; III-D-4-02-Carryforward-Analysis-2023-0410).

Financial reports are audited to validate their reliability and accuracy, and to improve internal control systems, as required by District policy (III-D-2-10-BP3153-Audit; III-D-2-13-Audit-Report-2022).

Analysis and Evaluation

The College meets Standard III.D.5. De Anza and the District have appropriate internal controls to assure financial integrity and the responsible use of resources. There are processes in place for sharing reliable and timely information on a monthly basis, so managers can track their resources and spending, and make sound decisions.

Through regular audits, the College and District evaluate their practices and are able to make improvements if needed.

6. **Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.**

Evidence of Meeting the Standard

Financial and budgetary documents reflect the appropriate use of financial resources to support student learning programs and services.

The District's adopted annual budget clearly reflects all funding allocations and provides an accurate depiction of spending that prioritizes student learning, as required by District policies (III-D-2-15-Adopted-Budget-2022-2023; III-D-1-02-BP3100-Budget-Preparation; III-D-1-03-BP3110-Final-Budget).

Quarterly budget reports identify differences in quarterly budgets and actuals in revenues and expenditures, providing an accurate and credible picture of how resources are being used (III-D-6-04-Budget-Report-Q1; Second Quarter Budget Report 2022-23: III-D-6-05-Budget-Report-Q2; Third Quarter Budget Report 2022-23: III-D-6-06-Budget-Report-Q3).

Annual budgets are audit to validate their credibility and accuracy, as required by District policy (III-D-2-13-Audit-Report-2022; III-D-2-10-BP3153-Audit).

At De Anza, the Office of College Fiscal Services distributes monthly financial reports that show the variance in expenditures as well as adjustments to budget allocations (III-D-4-05-B-Budget-Analysis-2023-0630). The senior budget analyst reviews all balance reports and works with area managers on a quarterly basis to reconcile all balances.

Funds are allocated appropriately to support student learning programs and services: In the 2022-23 fiscal year, for example, 65 percent of discretionary funds were allocated to instruction and student services, with the remainder going to administrative services and other programs (III-D-6-10-Fund-114-B-Budget).

Similarly, lottery expenditure reports demonstrate the appropriate use of lottery funds for instructional purposes (III-D-6-11-Lottery-Funds).

Analysis and Evaluation

The College meets Standard III.D.6. De Anza and the District have established procedures to ensure that all financial documents provide a clear and accurate picture of revenue and spending to support learning programs and services. Annual budgets are audited to ensure integrity and credibility. Quarterly reports provide an update on actual revenue and spending, as compared with budgeted amounts.

The College also produces monthly financial reports that track any variances or adjustments to budget allocations, and works with program managers to reconcile all balances.

7. **Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

Evidence of Meeting the Standard

The College provides comprehensive and timely corrections to audit findings when they are raised. In the 2021-22 fiscal year, an independent audit of the District's annual budget identified a single finding that the College did not meet federal aid requirements for timely reporting on changes in enrollment status for a limited number of students (III-D-2-13-Audit-Report-2022).

As the final audit shows, the College responded appropriately: While the College determined that an intermediary service provider, the National Student Clearinghouse, was responsible for the delay in forwarding information to the federal National Student Loan Data System (NSLDS), the College acknowledged its responsibility for making sure the service provider corrects its process. The College is working with the service provider to prevent future delays (III-D-7-02-Audit-Finding).

A separate independent audit report of bond funds found that the District appropriately accounted for the expenditures of Measure C and Measure G bond funds, ensuring that the funds were spent on authorized projects. The results of audit reports and corrective action plans were presented in public sessions of the Board of Trustees meetings (III-D-2-11-Board-Audit-Review).

Analysis and Evaluation

The College meets Standard III.D.7. Independent audits are one of the tools used by the College and District to ensure integrity and reliability of all financial practices. The College and District provide comprehensive and timely responses to any findings that are raised.

8. **The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.**

Evidence of Meeting the Standard

The District commissions an annual audit by an independent firm, which covers all funding from federal, state and local sources, including bond measure activity. In addition, the District often requests additional internal control and compliance reviews, such as cash management controls, that are either included during the annual audit process and scope or through a separate consultant.

The independent auditors issued a clean opinion for the District's financial statements for the 2021-2022 fiscal year, endorsing their trustworthiness and accuracy (III-D-2-13-Audit-Report-2022). The Board of Trustees reviews and accepts the audit statements, and the Audit and Finance Committee, consisting of two Board members and three community members, contributes to oversight of the District's financial activity.

Bond programs receive oversight from external agencies and an annual independent audit is conducted for these programs. The Citizen's Bond Oversight Committee (CBOC) is an independent group of community members that is responsible for ensuring that all bond funds are used in accordance with the ballot language and applicable laws. The CBOC plays a crucial role in reviewing bond expenditures and assuring they align with community expectations of the funding (III-D-8-02-CBOC-2022-1213).

The District Grants Office oversees grant expenditures, ensuring adherence to grant agreements and District policies (III-D-8-03-Grants-Office).

The Foothill-De Anza Community Colleges Foundation manages fundraising activities to support the District. The Foundation's finances are also audited yearly and an annual report is shared with donors, promoting transparency and responsibility (III-D-8-04-Foundation-Financials).

The District's shared governance system provides additional oversight. The District Budget Advisory Committee (DBAC) and Chancellor's Advisory Council (CAC) review information from the colleges, the District and the state, while providing input on financial activities. Both governance groups include representatives from a wide range of constituencies at the District's two colleges, providing those constituencies with the opportunity to review financial information and contribute input through the shared governance process.

The College promptly addresses audit discrepancies and the outcomes of audit reports. Corrective action plans that support improvement at the campus are shared during public Board of Trustees meetings (III-D-2-11-Board-Audit-Review).

Analysis and Evaluation
The College meets Standard III.D.8. De Anza and the District actively engage in evaluation and assessment to determine the validity and effectiveness of their financial and internal control systems. These efforts include work by independent auditors, Board oversight committees and shared governance groups that provide additional oversight, as well as individual offices that monitor the use of funding from grants and other sources.

9. **The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.**
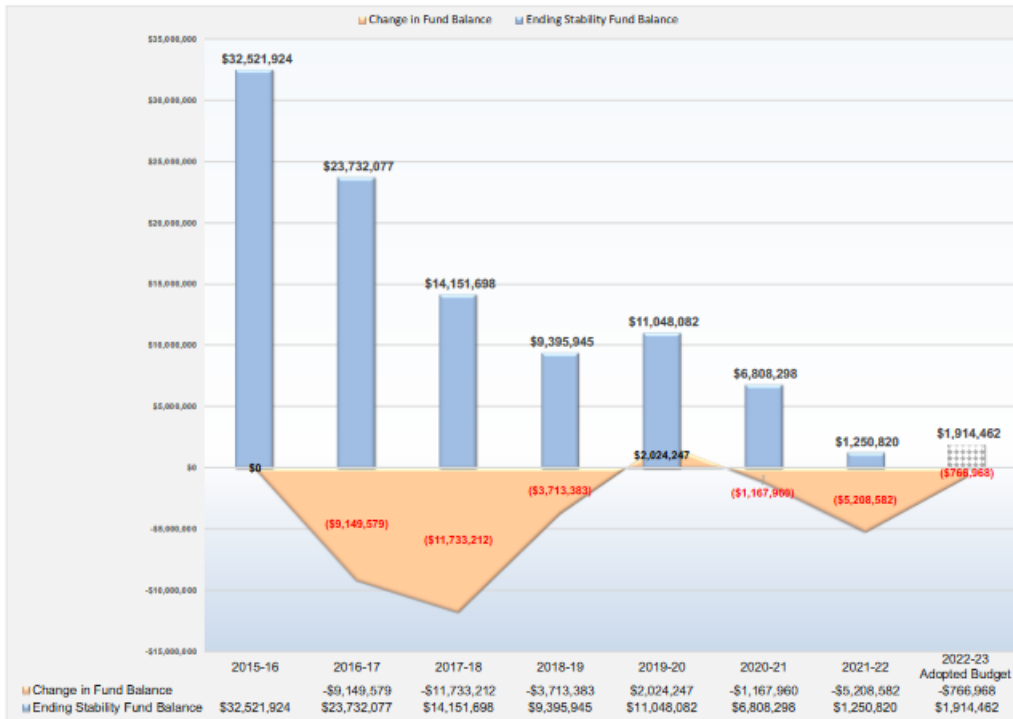
Evidence of Meeting the Standard
District policy provides guidance regarding minimum reserve levels and directs the College to maintain effective internal controls while limiting exposure to undue liability and risk (I-C-14-02-BP3000-Fiscal-Management). The Board is precluded from adopting a budget unless it includes a 5 percent general fund reserve (III-D-2-14-BP3115-Reserves).

In practice, the District has maintained a reserve of more than 5 percent to ensure fiscal stability in the face of uncertainty over the state's funding formula, rising costs associated with employer contributions to state retirement funds, and declining enrollment over the past ten years. The District Stability Fund reached its highest level in 2015-16 and has been used to offset annual negative operating results since 2016-17.

In light of these issues, the District can only bear a $1.9 million revenue shortfall, deficit, or mid-year reduction in the state budget, as depicted in the table below, which is taken from page 14 of the 2022-23 adopted budget (III-D-2-15-Adopted-Budget-2022-2023).

Stability Fund Balance Historical Decline
2015-16 to 2021-22 Actuals and 2022-23 Projected

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23 Adopted Budget
Change in Fund Balance		-$9,149,579	-$11,733,212	-$3,713,383	$2,024,247	-$1,167,960	-$5,208,582	-$766,968
Ending Stability Fund Balance	$32,521,924	$23,732,077	$14,151,698	$9,395,945	$11,048,082	$6,808,298	$1,250,820	$1,914,462

Note: Stability Fund is also affected by the levels of carryforward, SRP Reserve, and General Reserve amounts.

However, the District's 2023-24 tentative budget includes a three-year plan to restore the Stability Fund by drawing on the 2023-24 cost of living adjustment in state funding as well as increased revenue from nonresident student tuition and using other one-time sources for annual operating costs (III-D-1-04-Tentative-Budget). Through these efforts, the projected budget reserve for June 30, 2024 will increase to $11.2 million.

The District vice chancellor for business services is authorized to invest District funds in order to achieve a reasonable return on the resources (III-D-9-05-BP3130-Investments). The vice chancellor is responsible for developing and maintaining written procedures and internal controls to ensure safety of investment funds, liquidity to meet future cash flow requirements, and yields consistent with safety and liquidity objectives.

The District strives to maintain a strong cash flow position through annual contributions that result in investment income at a limited expense to the District. Investment income allows the District to maintain sufficient cash flow to be used on a temporary or long-term basis, if needed. Maintaining a sufficient cash flow allows the District to better respond to financial emergencies or unforeseen costs. The District's annual contribution and investment income is displayed in the table below, and can be found on page 54 of the 2023-24 Tentative Budget (III-D-1-04-Tentative-Budget).

	Contribution	Investment Income	Administrative Expense	Investment Expense	Investment Loss	Balance
Balance						$ 4,724,776
2010-11	$ 400,000	$ 1,187,227	$ (7,001)	$ -	$ -	6,305,002
2011-12	250,000	17,217	(7,348)	-	-	6,564,871
2012-13	500,000	764,116	(10,916)	-	-	7,818,071
2013-14	1,500,000	1,551,327	(12,568)	-	-	10,856,830
2014-15	1,500,000	35,123	(11,948)	-	-	12,380,005
2015-16	1,500,000	119,591	(5,912)	(4,323)	-	13,989,362
2016-17	1,500,000	1,474,081	(7,242)	(5,295)	-	16,950,906
2017-18	1,500,000	1,358,140	(9,213)	(6,736)	-	19,793,097
2018-19	1,500,000	1,322,259	(10,276)	(7,513)	-	22,597,567
2019-20	1,500,000	834,102	(11,753)	(8,593)	-	24,911,322
2020-21	1,500,000	7,113,648	(14,543)	(10,640)	-	33,499,788
2021-22	1,500,000	-	(16,703)	(12,213)	(4,725,837)	30,245,035
2022-23*	$ 1,500,000	$ -	$ -	$ -	$ -	$ 31,745,035
2023-24*	$ 1,500,000	$ -	$ -	$ -	$ -	$ 33,245,035

Source: CERBT Annual Statements

* Projected

In order to help mitigate unforeseen risk, the District has in place appropriate risk management measures to meet unforeseen occurrences. These include general liability insurance coverage for $50 million and excess liability insurance coverage for an additional $50 million, as well as separate cyber insurance coverage for $2 million to protect against unexpected risks, as outlined in the 2022 Annual Risk Management Report (III-B-1-07-Risk-Management-2022).

Analysis and Evaluation

The College meets Standard III.D.9. De Anza and the District maintain reserves to ensure stability. While reserve balances have been drawn down in recent years to meet rising costs, the District is implementing a three-year plan to rebuild its Stability Fund by drawing on an upcoming cost of living adjustment in state funding, increased revenue from nonresident student tuition and using other one-time sources for annual operating costs.

The District also has appropriate risk management and contingency plans, including liability insurance to cover unexpected risks and ensure stability so the College can continue to carry out its mission and goals for student learning.

10. **The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**

Evidence of Meeting the Standard

The District exercises effective oversight of finances through sound fiscal management and compliance with relevant policies governing District operations, as well as externally funded programs such as financial aid (I-C-14-02-BP3000-Fiscal-Management).

De Anza's Financial Aid Office oversees the awarding of student financial aid, including funds from state and federal sources, in compliance with applicable regulations and reporting requirements. The office, which processes thousands of applications for financial aid each year, is audited as part of the District's annual audit process. As discussed in the section for Standard III.D.7, the most recent audit identified a single finding that the College did not meet federal aid requirements for timely reporting on changes in enrollment status for a limited number of students (III-D-2-13-Audit-Report-2022). The College acknowledged responsibility for taking corrective action and submitted a plan for addressing the finding (III-D-7-02-Audit-Finding). The College has taken appropriate steps to address any other findings that may have come up in past years.

The District Grants Office oversees grant expenditures, ensuring adherence to grant agreements and District policies (III-D-8-03-Grants-Office).

The De Anza Student Government (DASG) organization, which receives funds from an optional student fee, develops and shares an annual budget with the College and the Board of Trustees in accordance with the established processes in its finance code (III-D-10-05-DASG-Finance-Code). The DASG's annual budget is posted on the DASG website, along with monthly financial statements, individual account reports and budget guiding principles (III-D-10-06-DASG-Budget; III-D-10-07-DASG-Financials; III-D-10-08-DASG-Accounts; III-D-10-09-DASG-Budget-Principles). The DASG makes regular presentations to the College's Budget Advisory Committee, formerly the Budget Task Force (III-D-10-10-Budget-Task-Force-2023-0427).

The Foothill-De Anza Foundation is a separate, 501(c)(3) entity. the foundation acts primarily as a fundraising organization to provide grants and scholarships to students, and support to District and College employees and programs. The foundation's 20-member governing board includes community members, alumni, and other supporters. The board acts in accordance with established policies and procedures regarding gifts, assessment, endowments, investments, and operating reserves. Foundation annual reports are posted publicly on the website (III-D-10-11-Foundation-Report). The foundation is audited annually and the report is provided to the Board of Trustees (III-D-8-04-Foundation-Financials).

District investments are managed in accordance with California law and District policy (III-D-9-05-BP3130-Investments).

Analysis and Evaluation

The College meets Standard III.D.10. De Anza and the District follow established policies and practices to ensure effective oversight of financial matters. The District has special procedures for managing investments and grants, while the College oversees the awarding of student financial aid including aid from state and federal sources.

The College and District also ensures auxiliary fiscal activities are consistent with the District's instructional mission and comply with sound business, accounting, budget, public disclosure and audit principles. These include the De Anza Student Government and the Foothill-De Anza Foundation, which develop their own budgets and have extensive processes to ensure fiscal transparency and integrity.

Liabilities

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

Evidence of Meeting the Standard

The District carefully considers its long-range financial priorities and commitments when developing short-range financial plans, to assure financial stability. Adopted budgets and budget planning documents contain previous years' data, current year information, and future projections. This information is presented to the Board of Trustees, the District Budget Advisory Committee, and the Audit and Finance Committees (III-D-11-01-Budget-Slides).

The Board of Trustees, aware of the importance of fiscal stability, establishes and maintains an adequate reserve level as required by state law and District policy, to address emergencies or unexpected catastrophic issues that may arise during the year (III-D-2-14-BP3115-Reserves). The District's annual budget includes an undesignated reserve fund to ensure a positive cash position at the end of the fiscal year, providing a reasonable expectation of both short-term and long-term financial solvency (III-D-2-15-Adopted-Budget-2022-2023). This stability fund helps offset fluctuations in funding due to external economic trends and other factors, and has maintained a positive balance since 2016.

The District plans and allocates resources for the repayment of long-term liabilities, including bonds, notes payable, compensated absences, claims payable, and capital lease obligations with maturities exceeding one year. The adopted budget document addresses any long-term liabilities where the general fund services the debt, including payments of certificates of participation and capital lease obligations , as shown on pages 22-23 of the 2022-2023 Adopted Budget (III-D-2-15-Adopted-Budget-2022-2023).

The District participates in the CalPERS health care plan, which offers predictable and stable plan rates (III-D-11-05-Joint-MOU). Employees provide an annual contribution based on the health care plan they select, with the District determining its contribution amounts to enable predictable budgeting of cost estimates for health benefits, and to ensure that resources are allocated for future obligations. Other employee obligations are detailed in Standard III.D.12.

Analysis and Evaluation

The College meets Standard III.D.11. The District considers long-range financial priorities when developing short-range financial plans. The Board of Trustees maintains an adequate reserve level to ensure financial stability and solvency in both the short and long term.

The College's positive carryover fund also contributes to financial stability. However, the College's unrestricted budget allocation, known as the "B" budget, has been insufficient to support resource needs for a variety of programs, and the College has exhausted almost all its unspent carryforward resources from previous years. The College has been resourceful and prudent in securing additional funds. Additional efforts to address the funding allocation issue are outlined in the Improvement Plan submitted at the end of this section.

The District budgeting process includes planning and allocating for repayment of long-term liabilities, ensuring that resources are available for future obligations. Participation in the CalPERS health care plan and the annual contribution system allows for predictable budgeting and allocation of resources for future health benefits obligations.

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

Evidence of Meeting the Standard

The District is committed to addressing long-term liabilities including other postemployment benefits (OPEB). Consistent with prior years, the adopted budget for fiscal year 2022- 23 planned for a $1.5 million contribution to the CalPERS California Employers' Retiree Benefit Trust (CERBT), an irrevocable trust to fund the OPEB liability, as shown on page 23 of the 2022023 Adopted Budget (III-D-2-15-Adopted-Budget-2022-2023).

During the 2021-22 fiscal year, a full actuarial study was prepared under the GASB 74/75 accounting standard to revise the liability. The resulting report is dated Feb. 18, 2022, with a valuation date of June 30, 2021, and measurement date of June 30, 2021. The report calculated the District's total OPEB liability as $101,774,285. According to the CalPERS CERBT, the market value of the asset funds held within the irrevocable trust as of June 30, 2022 was $30,245,035 (III-D-12-02-Actuarial-Study).

Analysis and Evaluation

The College meets Standard III.D.11. The District has demonstrated its commitment to addressing long-term liabilities, specifically other postemployment benefits, with an ongoing planned $1.5 million contribution to the CalPERS California Employers' Retiree Benefit Trust. Appropriate accounting standards are ensured by conducting actuarial studies to calculate liability.

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

Evidence of Meeting the Standard

The District allocates resources annually for repaying its locally incurred debt. General obligation bond liabilities are liquidated through property tax collections as administered by the Santa Clara County Auditor-Controller's Office, through the Bond Interest and Redemption Fund. Payments on the certificates of participation and capital leases are paid through the Debt Service Fund.

As of June 30, 2022, the District had a balance of $883,479,600 for total bonds payable. All obligations are budgeted at the District level and reported in the notes to audited financial statements, as shown on page 47 of the 2022 Audit Report (III-D-2-13-Audit-Report-2022).

Long-term debt service is budgeted as a District priority. A debt-service summary is included in the District's annual budget, as shown on pages 40-43 of the 2022-2023 Adopted Budget (III-D-2-15-Adopted-Budget-2022-2023). This summary identifies all major debt instruments issued, their interest rates, payment dates, and information regarding refinancing and refunding obligations.

Analysis and Evaluation

The College meets Standard III.D.13. The District allocates resources annually for repaying locally incurred debt, including general obligation bond liabilities and payments on certificates of participation and capital leases.

The District also includes a debt-service summary in its annual budget, detailing all major debt instruments, their interest rates, payment dates, and information on refinancing and refunding obligations.

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

Evidence of Meeting the Standard

The District has established and implemented various oversight mechanisms, policies, and procedures to ensure that resources are used according to their intended purpose and in compliance with relevant regulations.

The Citizen's Bond Oversight Committee (CBOC) plays a vital role in overseeing bond spending and ensuring alignment with community needs. The committee meets quarterly to review bond- related projects, advise on public engagement strategies, and communicate with stakeholders. Through regular meetings with district staff, as well as reviews of annual independent performance and financial audits, the CBOC ensures that bond expenditures are made in accordance with the bond project list approved by voters and in compliance with Proposition 39 requirements (III-D-14-01-CBOC-2022-0607).

Bond audits are conducted to ensure the proper use of bond funds. These audits have found that the financial statements of bond funds present a fair representation of the financial position and changes in the respective financial positions. In addition, the audits confirm that the District expended bond funds only for specific projects developed by the District's Board of Trustees and approved by the voters in accordance with Proposition 39 requirements (III-D-2-13-Audit-Report-2022).

To encourage transparency and maintain alignment with program goals, quarterly summary reports for bond measures are regularly presented to District and College constituents. This practice allows for input and feedback from all stakeholders involved (III-D-14-03-Measure-C-Quarterly; III-D-14-04-Measure-G-Quarterly).

The District Grants Office oversees grant expenditures, ensuring that expenses are in accordance with guidelines outlined in the grant agreement and adhere to District policies and procedures. Grant agreements include implementation plans, milestones, and schedules for disbursement of grant funds, and all grant expenditures go through an approval process. The annual audit evaluates grant expenditures for compliance and adherence to the intended purpose (III-D-2-13-Audit-Report-2022).

The Foothill-De Anza Foundation is responsible for coordinating and promoting fundraising efforts, providing grants and scholarships to students, and supporting employees, programs, and departments of the District. The Foundation's financials are audited annually, and an annual report is provided to donors, ensuring transparency and accountability (III-D-8-04-Foundation-Financials). District policy outlines the responsibilities of the Foundation and the District in the acceptance and management of private gifts (III-D-14-06-BP3122-Gifts). The policy ensures that gifts are handled expeditiously, legally, and appropriately, and that the Foundation and the District conform to the donor's wishes. Special acceptance criteria and declination of gifts are also outlined in the policy to ensure compliance with District regulations and the mission of the institution.

Analysis and Evaluation

The College meets Standard III.D.14. De Anza and the District use financial resources with integrity and according to their intended purpose. The Citizen's Bond Oversight Committee and bond audits ensure that bond funds are used in compliance with Proposition 39 requirements. The District Grants Office and the Foothill-De Anza Community Colleges Foundation oversee grant and fundraising efforts, respectively, and adhere to policies and procedures to ensure appropriate use of funds and compliance with donor intentions.

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

Evidence of Meeting the Standard

The College's annual fiscal report to the ACCJC includes default rates and shows a declining trend over three years (III-D-15-01-Annual-Fiscal-Report).

The College's cohort default rate has decreased from 13.2 percent in 2017 to 12.4 percent in 2018, and to 4.8 percent in 2019 (III-D-15-02-Default-Rates). This consistent decline places the College in the "low" category (below 15 percent) for official default rates and confirms its compliance with Title IV federal regulations by remaining below 30 percent.

The College works with a third-party service provided by Educational Credit Management Corporation (ECMC) to track and manage student loan defaults. ECMC conducts telephone and email outreach to student borrowers, provides loan counseling, and fields questions from borrowers by phone, email and web chat. The service also provides reports and tracking tools for the College.

Analysis and Evaluation

The College meets Standard III.D.15. De Anza diligently oversees student loan default rates to ensure compliance with federal requirements. De Anza's Financial Aid Office works with a third-party service to track and manage loan defaults, and to conduct outreach to student borrowers. Annual reports show that default rates have steadily declined in recent years.

Contractual Agreements

16. **Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.**

Evidence of Meeting the Standard

The District has developed procedures and templates for use in contracting for various services, including design, repair, maintenance and transportation (III-D-5-05-Purchasing-Procedures; III-D-16-02-Contract-Forms). Contract templates provide approved language for important elements such as termination, hold harmless and indemnification, intellectual property and data security, non-discrimination, and jurisdiction and venue.

The District also encourages the use, when possible, of cooperative purchasing contracts and standing agreements with vendors that have agreed to provide favorable terms (III-D-16-03-Cooperative-Contracts).

The District's purchasing department monitors changing laws and requirements, and updates contracts and templates as appropriate. A recent example is the addition of a more robust data security supplement that is added to service agreements in which student data or sensitive information is stored or shared, as shown in Exhibit C of the Agreement for Services template (III-D-16-04-Services-Agreement).

The District discourages the use of contracts developed by vendors or other external entities, but when such an agreement is necessary, the College routes the contract to the district's Purchasing and Risk Management office to evaluate the terms and conditions and to negotiate unfavorable terms.

The College works closely with the District's Purchasing and Risk Management office to develop, evaluate and implement large contracts that directly affect students or employees. For example, a committee of students, faculty members and classified professionals helped to develop the District's request for proposals for an outside company to provide bookstore services. The committee evaluated and scored responses, providing input on the contract that was ultimately awarded by the Board of Trustees (III-D-16-05-Bookstore-Contract).

Analysis and Evaluation

The College meets Standard III.D.16. De Anza and the District have developed policies, procedures, purchasing guidelines and standard templates to ensure that external contracts comply with all relevant laws, maintain institutional integrity and support the institutional mission and goals.

Conclusions on Standard III.D: Fiscal Resources

The College and District meet all aspects of this Standard. As described below, the College is proposing an improvement plan to better meet its financial needs.

De Anza and the District manage all financial matters with integrity, following policies and processes that were developed to support student learning and institutional effectiveness, as well as long-term financial stability. Budget processes are designed to take the institutional mission and goals into account, with transparency and opportunities for input through shared governance groups. The College has identified a need for an updated funding model, and has developed an improvement plan to address it. (III.D.1 and ER 18)

The College's integrated planning and resource allocation cycle was developed to ensure that financial planning is aligned with De Anza's mission and goals, as outlined in major planning documents including the Educational Master Plan and college equity plans. The College and District use audits as well as internal controls to ensure sound practices and financial stability. Information is shared through regular public meetings and shared governance. (III.D.2)

District policies require regular reporting and budget updates, and all constituencies have opportunities to participate in financial planning and budget development through shared governance and the program review process. (III.D.3)

The College and District make plans based on realistic information, provided through audited budgets and regular updates. (III.D.4) Internal controls have been implemented to safeguard assets and ensure financial integrity. (III.D.5) The credibility of financial documents is assured through regular audits and quarterly and monthly updates. (III.D.6) The College and District provide comprehensive and timely responses to any findings that are raised. (III.D.7) In addition to audits, which are shared with the Board of Trustees and the public, the District assesses the effectiveness of financial controls through the use of oversight committees, shared governance and specialized offices. (III.D.8)

The District maintains at least a 5 percent budget reserve, by policy, and takes steps to maintain a Stability Fund. The District also appropriate risk management procedures in place and maintains liability insurance. (III.D.9) The College and District have established policies and procedures to ensure effective oversight of financial matters, including investments, grants and auxiliary organizations such as the De Anza Student Government and the Foothill-De Anza Foundation. (III.D.10)

The District also plans and allocates for repayment of long-term liabilities and future obligations including post-employment benefits, and considers long-term stability when developing budgets. (III.D.11 and III.D.12) The District allocates adequate resources for repaying debt, including bond interest. (III.D.13)

The College and District have established policies and oversight mechanisms to ensure that all financial resources are used for their intended purpose. The Citizen's Bond Oversight Committee and bond audits ensure that bond funds are used in compliance with Proposition 39 requirements. The District Grants Office and the Foothill-De Anza Community Colleges Foundation oversee grant and fundraising efforts, respectively. (III.D.14)

De Anza diligently oversees student loan default rates and works with a third-party service to lower defaults. (III.D.15)

Finally, the College and District have established procedures and contracting templates to ensure that contracts with outside entities maintain institutional integrity and support the institutional mission and goals. (III.D.16)

Improvement Plan

While the College manages its funds carefully, the District's allocation model is insufficient to support De Anza's needs. The current allocation levels have led to a negative carryforward balance, leaving the College unable to fund existing programs and services without cutting necessary staff and services. Further, the current funding allocation does not allow the College to grow in areas that best meet the needs of the changing student populations it serves.

The College will work with the District's Business Services Office to ensure the formal review, evaluation and updating of the funding allocation model. The District signaled its intent to review the allocation model when including the duty in the job description for the temporary position of senior adviser to the chancellor. The review began in the District Budget Advisory Committee during the 2022-2023 academic year, and the revision will need to be implemented by the end of the 2024-2025 academic year.

The new model should be designed to ensure the College has adequate and proportionate financial resources to support student learning programs and services, and improve institutional effectiveness, without cutting essential programs and services.

Evidence List

Standard III.D.1

I-C-14-02-BP3000-Fiscal-Management

III-D-1-02-BP3100-Budget-Preparation

III-D-1-03-BP3110-Final-Budget

III-D-1-04-Tentative-Budget

III-D-1-05-Funds-Presentation

I-A-4-03-Planning-Quilt

III-D-1-07-BAC

III-D-1-08-RAPP-Charge

III-A-7-01-RAPP-Personnel

III-D-1-10-Budget-Task-Force-2022-1201

III-B-3-05-RAPP-Rankings-2023-0608

III-D-1-12-BAC-2023-0615

Standard III.D.2

I-A-4-03-Planning-Quilt

I-B-9-02-Institutional-Effectiveness

I-B-1-19-RAPP-Instructional-Review

III-D-2-04-RAPP-Resource-Form

III-D-2-05-Faculty-Requests

III-A-9-02-Classified-Requests

III-A-7-01-RAPP-Personnel

III-A-1-04-BP4130-Employment

I-C-14-02-BP3000-Fiscal-Management

III-D-2-10-BP3153-Audit

III-D-2-11-Board-Audit-Review

III-D-2-12-BP6401-Audit-Committee

III-D-2-13-Audit-Report-2022

III-D-2-14-BP3115-Reserves

III-D-2-15-Adopted-Budget-2022-2023

III-D-2-16-Budget-Updates-2023-0612

III-D-2-17-District-BAC-2022-0920

III-D-2-18-BP3112-Financial-Reports

Standard III.D.3

I-C-14-02-BP3000-Fiscal-Management

III-D-1-02-BP3100-Budget-Preparation

III-D-1-03-BP3110-Final-Budget

III-D-2-18-BP3112-Financial-Reports

III-D-3-05-Tentative-Budget-2022-2023

III-D-2-15-Adopted-Budget-2022-2023

III-D-2-17-District-BAC-2022-0920

III-D-3-08-RAPP-2023-0613

Standard III.D.4

III-D-1-05-Funds-Presentation

III-D-4-02-Carryforward-Analysis-2023-0410

III-D-4-03-Budget-Task-Force-2023-0413

III-D-4-04-Access-Financial-Reports

III-D-4-05-B-Budget-Analysis-2023-0630

III-D-4-06-SIP-Grant

III-D-4-07-Measure-C

III-D-4-08-Measure-G

Standard III.D.5

I-C-14-02-BP3000-Fiscal-Management

III-D-5-02-Budget-Reports

III-D-2-12-BP6401-Audit-Committee

III-D-5-04-Audit-Committee

III-D-5-05-Purchasing-Procedures

III-D-5-06-BP3313-Bonding

III-D-5-07-Accounting-Procedures

III-D-5-08-Procard-Procedures

III-D-5-09-Travel-Procedures

III-D-5-10-Food-Procedures

III-D-5-11-Capitalization-Policy

III-D-5-12-BP3120-Disposition

III-D-5-13-Approval-Queue

III-D-5-14-Fiscal-Services

III-D-4-05-B-Budget-Analysis-2023-0630

III-D-4-02-Carryforward-Analysis-2023-0410

III-D-2-10-BP3153-Audit

III-D-2-13-Audit-Report-2022

Standard III.D.6

III-D-2-15-Adopted-Budget-2022-2023

III-D-1-02-BP3100-Budget-Preparation

III-D-1-03-BP3110-Final-Budget

III-D-6-04-Budget-Report-Q1

III-D-6-05-Budget-Report-Q2

[III-D-6-06-Budget-Report-Q3](#)

[III-D-2-13-Audit-Report-2022](#)

[III-D-2-10-BP3153-Audit](#)

[III-D-4-05-B-Budget-Analysis-2023-0630](#)

[III-D-6-10-Fund-114-B-Budget](#)

[III-D-6-11-Lottery-Funds](#)

Standard III.D.7

[III-D-2-13-Audit-Report-2022](#)

[III-D-7-02-Audit-Finding](#)

[III-D-2-11-Board-Audit-Review](#)

Standard III.D.8

[III-D-2-13-Audit-Report-2022](#)

[III-D-8-02-CBOC-2022-1213](#)

[III-D-8-03-Grants-Office](#)

[III-D-8-04-Foundation-Financials](#)

[III-D-2-11-Board-Audit-Review](#)

Standard III.D.9

[I-C-14-02-BP3000-Fiscal-Management](#)

[III-D-2-14-BP3115-Reserves](#)

[III-D-2-15-Adopted-Budget-2022-2023](#)

[III-D-1-04-Tentative-Budget](#)

[III-D-9-05-BP3130-Investments](#)

[III-D-1-04-Tentative-Budget](#)

[III-B-1-07-Risk-Management-2022](#)

Standard III.D.10

I-C-14-02-BP3000-Fiscal-Management

III-D-2-13-Audit-Report-2022

III-D-7-02-Audit-Finding

III-D-8-03-Grants-Office

III-D-10-05-DASG-Finance-Code

III-D-10-06-DASG-Budget

III-D-10-07-DASG-Financials

III-D-10-08-DASG-Accounts

III-D-10-09-DASG-Budget-Principles

III-D-10-10-Budget-Task-Force-2023-0427

III-D-10-11-Foundation-Report

III-D-8-04-Foundation-Financials

III-D-9-05-BP3130-Investments

Standard III.D.11

III-D-11-01-Budget-Slides

III-D-2-14-BP3115-Reserves

III-D-2-15-Adopted-Budget-2022-2023

III-D-2-15-Adopted-Budget-2022-2023

III-D-11-05-Joint-MOU

Standard III.D.12

III-D-2-15-Adopted-Budget-2022-2023

III-D-12-02-Actuarial-Study

Standard III.D.13

III-D-2-13-Audit-Report-2022

III-D-2-15-Adopted-Budget-2022-2023

Standard III.D.14

III-D-14-01-CBOC-2022-0607

III-D-2-13-Audit-Report-2022

III-D-14-03-Measure-C-Quarterly

III-D-14-04-Measure-G-Quarterly

III-D-8-04-Foundation-Financials

III-D-14-06-BP3122-Gifts

Standard III.D.15

III-D-15-01-Annual-Fiscal-Report

III-D-15-02-Default-Rates

Standard III.D.16

III-D-5-05-Purchasing-Procedures

III-D-16-02-Contract-Forms

III-D-16-03-Cooperative-Contracts

III-D-16-04-Services-Agreement

III-D-16-05-Bookstore-Contract

Standard IV:
Leadership and Governance

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

Standard IV.A: Decision-Making Roles and Processes

1. **Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.**

Evidence of Meeting the Standard

The College recognizes that its ability to fulfill its mission and goals, and to promote student success and educational excellence, rests largely on the collective efforts and contributions of its faculty, classified professionals, administrators and students.

Institutional planning at De Anza is driven by a Foothill-De Anza Community College District policy that was developed to ensure comprehensive, systematic and integrated planning involving governance representatives from across the college community (IV-A-1-01-BP3250-Institutional-Planning).

In alignment with this policy, De Anza's shared governance structure is designed to allow members of each constituency group to bring forward innovative ideas and participate in planning and decision-making, as outlined in the Governance Handbook (I-B-1-01-Governance-Handbook). The handbook, which is updated annually, provides a resource for the college community to better understand the importance of shared governance and the role and responsibilities of each committee.

Decision-making at the College is conducted through a shared governance process that is designed to encourage participation and solicit ideas and perspectives from all employee constituencies. This collaborative work contributes to the development and approval of major campus planning documents and budgets.

Students, faculty members and classified professionals have representation through their respective senates (IV-A-1-03-Academic-Senate; IV-A-1-04-Classified-Senate; IV-A-1-05-DASG-Senate). All three constituencies, along with administrators, are represented on shared governance bodies including the College Council, Equity Action Council and the Resource Allocation and Program Planning (RAPP) Committee (I-B-1-05-Council-Roster; I-B-6-08-EAC; II-A-2-04-RAPP-Roster). Similar representation can be found on advisory committees such as the Budget Advisory Committee, College Planning Committee and the Technology Committee (IV-A-1-09-BAC-Roster; IV-A-1-10-CPC-Roster; III-C-1-15-Tech-Committee-Roster).

Many of the shared governance committees are led by a tri-chair model with administrators, faculty members, and classified professionals working collaboratively to lead each committee. In addition, many governance groups include voting members from the three largest affinity groups – campus organizations for Asian American, Black and Latinx employees – to help ensure that decisions are being made through the lens of racial equity (I-B-1-05-Council-Roster; II-A-2-04-RAPP-Roster; I-B-1-02-Academic-Senate-Roster).

Procedures for participation are outlined in the governance handbook and a companion decision-making flow chart, which illustrates a clearly defined structure to give faculty members, classified professionals and administrators a voice (IV-A-1-15-Decision-Flowchart). A more detailed depiction of the decision-making process can be found in the College's institutional effectiveness diagram (I-B-9-02-Institutional-Effectiveness).

The College encourages broad-based participation in governance by offering financial incentives through Professional Growth Awards (PGA) (IV-A-1-16-Faculty-PGA; IV-A-1-17-ACE-PGA; IV-A-1-18-CSEA-PGA; IV-A-1-19-Teamsters-PGA).

De Anza's integrated planning and resource allocation cycle provides for ongoing dialogue regarding institutional effectiveness and improvement. As part of that cycle, each governance group engages in annual assessment to inform program improvement and planning for the next academic year (I-B-7-03-Governance-Reflections).

In March 2021, the Office of the President reaffirmed the senior staff's commitment to classified professionals' participation in college governance, as part of an effort to strengthen and encourage classified professionals' involvement in the governance process (IV-A-1-21-Classified-Commitment).

Analysis and Evaluation

The College meets Standard IV.A.1. Each governance and advisory group includes representatives from key employee and constituency groups across campus, who are charged with representing those perspectives and with communicating back to their constituencies on a regular basis, for the purpose of sharing information and improving practices and programs.

The governance handbook is updated regularly to ensure that all constituent groups understand how they can participate at both the College and District levels.

Through these processes, De Anza's governance system is designed to encourage innovation and participation of administrators, faculty members, classified professionals and students.

2. **The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.**

Evidence of Meeting the Standard

De Anza College's governance handbook includes policies and procedures applicable to each shared governance group mentioned in the previous section. This handbook is reviewed and updated as part of the ongoing work to implement a new and improved shared governance model at De Anza. Each governance group regularly provides updates for the handbook, to include the group's current responsibilities and accomplishments (I-B-1-01-Governance-Handbook).

De Anza encourages participation by students as well as employees in campus planning and decision-making. As described in the previous section, students elect members of the De Anza Student Government (DASG) Senate, which in turn designates representatives each year in the fall to serve on other campus shared governance teams and committees (IV-A-1-05-DASG-Senate). For example, the Resource Allocation Programs and Planning Committee (RAPP) has designated five student positions as voting members to the committee (II-A-2-04-RAPP-Roster).

Students also elect a student trustee to serve in an advisory capacity on the Foothill-De Anza Community College District Board of Trustees (IV-A-2-04-BP2015-Student-Trustees).

In 2019, the DASG developed a guide to best practices for individual student representatives, committees and committee chairs, and DASG. This document was subsequently affirmed and adopted by the Academic Senate, Classified Senate and Equity Action Council, and is now included in the College's governance handbook as a model for mutually meaningful participation in shared governance for students and all members of the College community (I-B-1-01-Governance-Handbook).

DASG is currently in the process of restructuring and is striving to secure funding to compensate their members and representatives for the hours of work required of them each quarter. This should further encourage student participation.

Analysis and Evaluation

The College meets Standard IV.A.2. De Anza has clear policies and procedures that provide for participation of faculty members, classified professionals, administrators and students in a shared governance process that includes campus planning, program evaluation and budgetary decisions. The Governance Handbook spells out ways in which individuals can bring forward ideas through their representative senates and appropriate shared governance groups.

Each of the major constituencies on campus are represented on a host of advisory committees as well as shared governance groups on campus. Governance groups encourage student participation and provide mentors to support student representatives who serve on various committees.

3. **Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.**

Evidence of Meeting the Standard

Administrators and faculty members have designated seats or representatives on most of the shared governance and advisory committees at De Anza. All members are encouraged to share their expertise and perspectives, as well as to report back to their departments and constituencies on the actions of the governance groups.

The College Council and president adopted several revisions to the shared governance structure in 2022, including a new process for budget allocations. The new model was developed to be transparent and less siloed than the previous structure, which relied on separate planning and budget teams for the areas of administrative services, instruction and student services. The new model, which took effect in 2023, consolidates those functions under a Resource Allocation and Program Planning (RAPP) Committee and a Budget Advisory Committee (I-B-1-15-New-Governance-Structure; I-B-1-16-RAPP; III-D-1-07-BAC)

RAPP is tri-chaired by a vice president of the College, the vice president of the Academic Senate, and a member of the Classified Senate. In 2023-24, however, the Academic Senate president continued serving as a tri-chair to provide additional consistency for the new committee, since he had been a tri-chair while serving as Academic Senate vice president during the previous year. Its membership includes representation from administrators, faculty, classified staff and students, as well as representatives from the Equity Action Council (EAC) and each of the college's ethnic affinity groups – the Asian Pacific American Staff Association (APASA), the Black Faculty, Staff and Administrators (BFSA) Network and the De Anza Latinx Association (DALA) (II-A-2-04-RAPP-Roster)

Faculty members and administrators also serve with students and classified professionals on the Budget Advisory Committee (BAC), which has two administrative co-chairs as well as a faculty vice-chair and classified vice-chair (IV-A-1-09-BAC-Roster). The RAPP Committee and the BAC work together to forward recommendations to the College Council, which also has a tri-chair structure. The College Council then makes a final recommendation on budget allocations and program planning to the President (III-D-1-08-RAPP-Charge; III-D-1-07-BAC; I-B-1-05-Council-Roster; IV-A-3-9-Council-Charge)

Other important work is performed by additional advisory groups that draw membership from all major constituencies, including faculty members, administrators, classified professionals and students. These advisory groups include the Campus Facilities Team, Campus Center Advisory Board, Guided Pathways Core Team, and Technology Committee (IV-A-3-10-Campus-Facilities-Roster; IV-A-3-11-Campus-Center-Roster; IV-A-3-12-GP-Core-Team; III-C-1-15-Tech-Committee-Roster). When needed, special-purpose working groups or task forces are created.

Analysis and Evaluation

The College meets Standard IV.A.3. De Anza has institutional policies and procedures that spell out the roles for administrators and faculty members, as well as classified professionals and students, in shared governance, planning and budget development. This provides a substantial voice for administrators and faculty members in the policies, planning and budgeting that relate to their areas of responsibility and expertise.

For example, an administrator, a faculty member and a classified professional serve as tri-chairs for the College Council, which is the final committee to review and approve recommendations from the shared governance committees and make recommendations to the president.

4. **Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.**

Evidence of Meeting the Standard

Faculty members at the College take a lead role in developing and revising curricula. The process is overseen by the Curriculum Committee, which includes a faculty co-chair, administrative co-chair, faculty vice-chair, representatives from the faculty in each division, a representative of the Faculty Association (FA), and a dean from an academic division (I-B-1-07-Curriculum-Roster).

The Curriculum Committee has primary responsibility for reviewing curriculum to ensure it is academically sound, comprehensive and responsive to the evolving needs and multiple perspectives of the community. Each course curriculum is developed and revised through a shared, multi-step process involving faculty members in the relevant discipline, other faculty members from the division or College, curriculum specialists and deans.

Faculty members who generate a course outline remain primarily responsible for the content of the course. Members of the Curriculum Committee review courses and evaluate the course outlines for quality and compliance with state standards including Title 5 guidelines and all other applicable regulations and requirements, as well as transfer guidelines, general education requirements, career technical and workforce education needs and student demand or interest, as described on page 32 of the Governance Handbook (I-B-1-01-Governance-Handbook).

Faculty members as well as administrators also play a vital role in the program review process and the review and revision of student learning outcomes (SLOs), all of which help drive the broader evaluation and planning efforts of the campus (I-A-3-04-RAPP-Program-Review; I-B-1-23-Student-Learning-Outcomes).

Under the new structure adopted following a collegewide review of the governance system, the Resource Allocation and Program Planning (RAPP) Committee is working to revise the program review process with the goal of making it more equitable for both instructional and noninstructional programs (I-A-3-04-RAPP-Program-Review). RAPP developed a timeline for administrators and faculty members to carry out the reviews for their programs and to develop resource requests for review by the RAPP (IV-A-4-06-RAPP-Program-Timeline).

The schedules for program review, curriculum review and SLO assessment are integrated in the College's seven-year planning and resource allocation cycle, which shows how these processes are interrelated (I-A-4-03-Planning-Quilt).

Analysis and Evaluation

The College meets Standard IV.A.4. De Anza has policies and procedures that provide a major role for the faculty in recommending, developing, evaluating and approving curriculum, as well as appropriate roles for faculty members and academic administrator making recommendations about student learning programs and services.

Faculty members and administrators have clear opportunities to participate in the program reviews and resource requests for their departments, and in reviewing those requests through the shared governance process.

5. **Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.**

Evidence of Meeting the Standard

De Anza ensures the appropriate consideration of all relevant perspectives, and sources of expertise, through its extensive shared governance structure discussed in previous sections. This structure provides opportunities for faculty members, classified professionals, administrators and students – as well as employee affinity groups – to have input through representation on the employee senates, shared governance committees and other advisory bodies.

In addition, while the Foothill-De Anza Community College District Board of Trustees has ultimate responsibility for policy-making, the Board willingly and collegially consults with the Academic Senate on academic and professional matters. Board policy establishes that the faculty members of the Academic Senate participate in governance structures as related to faculty roles, as well as the processes for institutional planning and budget development. The policy also identifies areas in which the District places primary reliance on faculty consultation and additional areas designated for joint development (BP 2223 – Role of the Academic Senate: IV-A-5-01-BP2223-Academic-Senate-Role).

A separate policy provides that "faculty members have the principal right and responsibility to determine the content, pedagogy, methods of instruction, the selection, planning and presentation of course materials, and the fair and equitable methods of assessment in their assignment in accordance with the approved curriculum and course outline and the educational mission of the District, and in accordance with state laws and regulations" (I-C-7-01-BP4190-Academic Freedom). A third policy outlines the primacy of the faculty's role in curriculum development and review (IV-A-5-03-BP4020-Program-Development).

An additional policy establishes that classified professionals have the opportunity to participate in governance and have input on matters affecting them (IV-A-5-04-BP2224-Classified-Staff-Role).

The Board has also established a policy providing that students should have an opportunity to participate and access to governance mechanisms that allow them to express their opinions at both the College and District level (IV-A-5-05-BP2222-Student-Governance-Role).

Analysis and Evaluation
The College meets Standard IV.A.5. Through Board policies and the system of shared governance, De Anza and the District have ensured the appropriate consideration of all relevant perspectives, expertise and areas of responsibility. This is the basis for collaborative work and timely action on curriculum, planning, budget matters and other policy issues.

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

Evidence of Meeting the Standard
The College documents its goals, priorities and decision-making processes, and communicates these to employees and students through a number of channels including the De Anza website (I-A-1-01-Mission; I-A-2-02-Strategic-Planning; IV-A-6-03-Equity-Planning; I-B-8-03-Governance-Website).

Other channels include collegewide emails and newsletters, occasional town hall meetings and the annual campus Opening Day event, held the week before fall quarter begins (IV-A-6-05-Campus-News; IV-A-6-06-President-Messages; IV-A-6-07-Student-Messages; II-A-2-07-Opening-Day-2022).

The ongoing shared governance review process has been well documented on its own website (I-B-7-06-Governance-Review).

In addition, the Academic Senate, Budget Advisory Committee (BAC), Classified Senate, College Council, De Anza Student Government (DASG), Resource Allocation and Program Planning Committee (RAPP), and other governance groups all maintain publicly accessible websites with meeting dates, agendas and links to relevant material discussed in each meeting (IV-A-6-10-Academic-Senate-Meetings; IV-A-6-11-BAC-Meetings; IV-A-6-12-Classified-Senate-Meetings; IV-A-6-13-Council-Meetings; IV-A-6-14-DASG-Meetings; IV-A-6-15-RAPP-Meetings).

Both the Academic Senate and the College Council have instituted a process of written report-outs at their meetings. These reports are regularly updated by constituent representatives in the body, and the document is then distributed to committee members at meetings so they can easily share relevant information back to their own constituencies (IV-A-6-16-Governance-Report-Outs). Since 2021, the Classified Senate has maintained a SharePoint notebook to gather news from various departments and governance groups on campus, so that classified professionals can share relevant information with their colleagues and help guide students to appropriate services.

Analysis and Evaluation

The College meets Standard IV.A.6. De Anza has an established practice of transparently documenting and communicating important decisions and planning processes to everyone on campus, including faculty members, classified professionals, administrators and students. This information is widely shared on the College website and through other channels.

In particular, each governance group and committee maintains a website that houses information about its members and deliberations, including meeting agendas and minutes.

7. **Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

Evidence of Meeting the Standard

The College regularly evaluates its governance and decision-making policies and procedures, and transparently shares those results as the basis for improvement.

Each governance group reflects annually on its accomplishments and outcomes, as well as plans for the following year, by completing a shared governance survey that also asks the groups to identify potential improvements in communicating with constituents (I-B-7-03-Governance-Reflections). Results of these reflections are posted on the publicly accessible College Planning Committee website and included in the annual Educational Master Plan (EMP) Update, and used to inform De Anza's planning processes (I-B-1-06-CPC; IV-A-7-03-EMP-Update-2019).

De Anza's governance structure has also been evaluated as part of an ongoing review that was launched in 2020 by President Holmes, who invited all members of the College community to complete a collegewide governance survey. The survey results were shared on the College website (IV-A-7-04-Governance-Survey-2020). Following the survey, the College Council approved the creation of a Shared Governance Task Force with a membership representing constituencies across the campus, to conduct a broad review of the governance structure and make recommendations for improvement (I-B-7-06-Governance-Review). The task force proposed a new structure that is intended to be more transparent and less siloed than the previous structure, which relied on separate planning and budget teams for the areas of administrative services, instruction and student services. After extensive debate, the new structure was approved by the College Council in spring 2020 and adopted for implementation that fall (I-B-1-15-New-Governance-Structure). The task force also made recommendations to provide more training for governance group members, increase student participation and improve documentation of governance processes.

Under the new structure, the Resource Allocation and Program Planning (RAPP) Committee began working to develop new procedures in fall 2022 and has since taken several steps toward assuming its assigned role as a central gatekeeper in planning and resource allocation. These steps include developing a planning timeline and new forms, processes and criteria for reviewing resource and personnel requests (II-A-2-05-RAPP-Resources; III-A-7-01-RAPP-Personnel). However, the RAPP Committee's first round of recommendations to the College Council sparked opposition from some constituencies over the new processes and criteria. The committee has agreed to revisit its processes and work to improve them in the 2023-24 academic year.

Another change resulting from the task force recommendations involves the structure of governance committee leadership. Most committees now have three chairs, including one from each category of faculty, classified professionals and administrators (II-A-2-04-RAPP-Roster). This has led to increased participation by classified professionals in these important roles.

In addition to evaluating its governance system, De Anza also makes information about its institutional performance available to the public. This information can be found in quarterly and annual reports and updates, which are posted on the website of the Office of Institutional Research, Planning and Accreditation (I-A-2-06-Program-Review-Data; I-A-2-05-Success-Dashboards). The office also frequently gives presentations on this data and other research to governance groups, so the data can inform campus planning and decision-making (I-B-1-12-IR-Research).

The processes for De Anza's institutional evaluation – including student learning outcomes (SLOs), program learning outcomes (PLOs), student services learning outcomes (SSLOs) and administrative unit outcomes (AUOs) – are also described on the College's SLO website (I-B-1-23-Student-Learning-Outcomes). These are integrated into the processes for program reviews and curriculum review, which are also publicly available (I-A-3-04-RAPP-Program-Review; I-B-9-07-Curriculum-Cycle). The College also posts the results of its annual review of institutional metrics on the website (I-B-3-04-EMP-Updates).

All of these evaluations are used to identify areas where improvement is needed and to develop remedies to strengthen those areas.

Analysis and Evaluation

The College meets Standard IV.A.7. De Anza regularly evaluates its governance and planning processes and uses those evaluations to make needed improvements. In recent years, the College has engaged in an extensive process for evaluating and improving the shared governance system, through the formation of a collegewide task force and subsequent reorganization of the governance structure.

The shared governance review and task force recommendations led to several changes, including creation of a new committee that combines the functions of three previous planning and budget teams, as well as increased participation by classified professionals in the leadership of governance groups.

The College is committed to ongoing evaluation and continuous improvement of the shared governance process as the new structure is implemented in coming years.

Conclusions on Standard IV.A: Decision-Making Roles and Processes

De Anza College meets all aspects of this standard. Through its shared governance system and planning processes, the College offers extensive opportunities for all major constituencies – including faculty members, administrators, classified professionals and students – to have input and participate in planning, decision-making and resource allocation. Leadership and new ideas are valued, whether they come from administrators, students, faculty members or classified professionals. (IV.A.1 and IV.A.2)

De Anza's governance system aligns with policies established by the Foothill-De Anza Community College District. The College and District have established policies acknowledging the role of faculty members in governance, planning, resource allocation, curriculum and student learning. The College has also taken steps in recent years to encourage and support more governance participation by students and classified professionals. (IV.A.3, IV.A.4 and IV.A.5)

The College makes extensive efforts to share information about governance processes and decision-making, through the website, Governance Handbook and other channels. The Governance Handbook and committee practices especially encourage communication between shared governance groups and the constituencies that their members represent. (IV.A.6)

The College is committed to continuous evaluation and improvement of all of its processes, through regular program reviews and other aspects of the College's seven-year integrated planning and resource allocation cycle. In addition, the College has undertaken an extensive self-evaluation and reimagining of its governance structure, through the work of a collegewide task force and input from all constituency groups. This has led to a reorganization and a new structure that is intended to increase participation, transparency, effectiveness and equity. (IV.A.7)

Improvement Plan

De Anza is still in the early stages of implementing a new shared governance structure for program review and resource allocation. The new Resource Allocation and Program Planning (RAPP) Committee was established in fall 2022 to replace the three planning and budget teams, with the the Budget Task Force becoming the permanent Budget Advisory Committee.

The RAPP Committee has developed a set of charges and norms, along with new processes and criteria for reviewing resource and personnel requests. However, the new processes have drawn criticism in their first year of implementation and the RAPP Committee has agreed to revisit and refine them as necessary. This highlights the need for ongoing review, evaluation and improvement, to ensure the new processes are equitable, inclusive and effective in achieving the College's mission and goals for student learning.

The College will continue to review the new structure, as well as other governance groups and the decision-making process as a whole. To that end, the College will administer a governance assessment survey in spring 2024, and every two years after that. Survey results will be shared collegewide and used to develop action plans for continuous improvement. The review effort will be led by the College Council.

Evidence List

Standard IV.A.1

IV-A-1-01-BP3250-Institutional-Planning

I-B-1-01-Governance-Handbook

IV-A-1-03-Academic-Senate

IV-A-1-04-Classified-Senate

IV-A-1-05-DASG-Senate

I-B-1-05-Council-Roster

I-B-6-08-EAC

II-A-2-04-RAPP-Roster

IV-A-1-09-BAC-Roster

IV-A-1-10-CPC-Roster

III-C-1-15-Tech-Committee-Roster

I-B-1-05-Council-Roster

II-A-2-04-RAPP-Roster

I-B-1-02-Academic-Senate-Roster

IV-A-1-15-Decision-Flowchart

I-B-9-02-Institutional-Effectiveness

IV-A-1-16-Faculty-PGA

IV-A-1-17-ACE-PGA

IV-A-1-18-CSEA-PGA

IV-A-1-19-Teamsters-PGA

I-B-7-03-Governance-Reflections

IV-A-1-21-Classified-Commitment

Standard IV.A.2

I-B-1-01-Governance-Handbook

IV-A-1-05-DASG-Senate

II-A-2-04-RAPP-Roster

IV-A-2-04-BP2015-Student-Trustees

I-B-1-01-Governance-Handbook

Standard IV.A.3

I-B-1-15-New-Governance-Structure

I-B-1-16-RAPP

III-D-1-07-BAC

II-A-2-04-RAPP-Roster

IV-A-1-09-BAC-Roster

III-D-1-08-RAPP-Charge

III-D-1-07-BAC

I-B-1-05-Council-Roster

IV-A-3-9-Council-Charge

IV-A-3-10-Campus-Facilities-Roster

IV-A-3-11-Campus-Center-Roster

IV-A-3-12-GP-Core-Team

III-C-1-15-Tech-Committee-Roster

Standard IV.A.4

I-B-1-07-Curriculum-Roster

I-B-1-01-Governance-Handbook

I-A-3-04-RAPP-Program-Review

I-B-1-23-Student-Learning-Outcomes

I-A-3-04-RAPP-Program-Review

IV-A-4-06-RAPP-Program-Timeline

I-A-4-03-Planning-Quilt

Standard IV.A.5
IV-A-5-01-BP2223-Academic-Senate-Role

I-C-7-01-BP4190-Academic Freedom

IV-A-5-03-BP4020-Program-Development

IV-A-5-04-BP2224-Classified-Staff-Role

IV-A-5-05-BP2222-Student-Governance-Role

Standard IV.A.6
I-A-1-01-Mission

I-A-2-02-Strategic-Planning

IV-A-6-03-Equity-Planning

I-B-8-03-Governance-Website

IV-A-6-05-Campus-News

IV-A-6-06-President-Messages

IV-A-6-07-Student-Messages

II-A-2-07-Opening-Day-2022

I-B-7-06-Governance-Review

IV-A-6-10-Academic-Senate-Meetings

IV-A-6-11-BAC-Meetings

IV-A-6-12-Classified-Senate-Meetings

IV-A-6-13-Council-Meetings

IV-A-6-14-DASG-Meetings

IV-A-6-15-RAPP-Meetings

IV-A-6-16-Governance-Report-Outs

Standard IV.A.7

I-B-7-03-Governance-Reflections

I-B-1-06-CPC

IV-A-7-03-EMP-Update-2019

IV-A-7-04-Governance-Survey-2020

I-B-7-06-Governance-Review

I-B-1-15-New-Governance-Structure

II-A-2-05-RAPP-Resources

III-A-7-01-RAPP-Personnel

II-A-2-04-RAPP-Roster

I-A-2-06-Program-Review-Data

I-A-2-05-Success-Dashboards

I-B-1-12-IR-Research

I-B-1-23-Student-Learning-Outcomes

I-A-3-04-RAPP-Program-Review

I-B-9-07-Curriculum-Cycle

I-B-3-04-EMP-Updates

Standard IV: Leadership and Governance

Standard IV.B: Chief Executive Officer

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

Evidence of Meeting the Standard

The chief executive officer for De Anza College is the president, as established by policy of the Foothill-De Anza Community College District, which provides that the College president reports directly to the District chancellor. District policy directs the president to establish an organizational structure and lines of responsibility for employees within the College (IV-B-1-01-AP3100-Organizational-Structure).

At De Anza, the president leads an administrative structure that includes vice presidents for the three major areas of Administrative Services, Instruction and Student Services, along with associate vice presidents for Communications and External Relations and for Instruction (De Anza Organizational Chart: IV-B-1-02-DAC-Organizational-Chart).

The president is also tri-chair of the College Council, a shared governance body consisting of the leaders or representatives from major constituencies including the Academic, Classified and De Anza Student Government senates, employee bargaining groups, other governance groups, affinity groups and administrators (I-B-1-05-Council-Roster).

All collegewide policies, procedures and reports are brought to the College Council for approval, which provides the president with direct influence over institutional planning and effectiveness. The College Council also oversees strategic planning and makes recommendations to the president on goals and resource allocation including faculty hiring, after considering recommendations from other relevant governance bodies (IV-A-3-9-Council-Charge).

Until 2023, these resource allocation recommendations came primarily from three planning and budget teams for administrative services, instruction and student services. Since the College implemented a new governance structure in 2023, a new Resource Allocation and Program Planning (RAPP) Committee has taken on the role of evaluating resource requests and making recommendations to the College Council, after considering information from program reviews, deans and a new Budget Advisory Committee, which provides advice on what resources are available (III-D-1-08-RAPP-Charge; III-D-1-07-BAC).

The College Council reviews resource allocation recommendations from the RAPP Committee and the College senior staff, which includes the vice presidents and associate vice presidents for major areas. The College Council then makes its recommendations to the president, who is responsible for making final decisions (IV-B-1-07-Program-Review-Process).

The president keeps the College Council informed of all issues affecting the College, including relevant information from the District chancellor and board of trustees. The College Council also receives regular reports from each of the shared governance committees that have an impact on college planning (IV-A-6-16-Governance-Report-Outs). Since the College Council includes representatives from each of the shared governance committees, this allows for broad sharing of information between the College and the District.

De Anza's president is also a permanent member of the College Planning Committee (CPC), which is responsible for the reviewing and advising on the College mission, vision and values; for developing key planning documents including the Educational Master Plan; and for overseeing the College accreditation process (I-B-1-06-CPC). The CPC also annually reviews and makes recommendations to the College Council on performance metrics for student learning and the College's progress toward its institutional goals and corresponding metrics.

The president's role in assessing institutional effectiveness is codified in District policy, which directs each College to develop goals that address accreditation status, fiscal viability, student performance and outcomes, and programmatic compliance with state and federal guidelines (I-B-3-01-AP3225-Institutional-Effectiveness). The president engages with the Office of Institutional Research, Planning and Accreditation to ensure that data and reports are available and used to improve student learning and outcomes.

The president also provides leadership in selecting and developing personnel through his participation in nearly all final hiring interviews for full-time faculty positions and all administrative positions. District policy outlines the hiring process for the college and establishes that the president is responsible for making the final decision on candidates and for forwarding all selections to the District chancellor and board for final approval (III-A-1-05-AP4130-Hiring-Procedures).

Analysis and Evaluation

The College meets Standard IV.B.1. As discussed above, De Anza's president leads an administrative structure that includes vice presidents and associate vice presidents responsible for all major areas including administrative services, instruction and student services. The president also has a central leadership role in the College's extensive system of shared governance.

The president serves as a tri-chair of the College Council, which reviews all College policies and procedures, oversees strategic planning and makes final recommendations on resource allocations and faculty hiring to the president, who makes all final decisions. In addition, the president is a permanent member of the College Planning Committee, which is responsible for reviewing and advising on the College mission and goals, for monitoring the College's progress toward institutional goals and metrics, and for making recommendations for improvements in those areas.

District policy also makes the president responsible for final decisions on all candidates for employment and for forwarding all selections to the District chancellor and board for final approval.

In carrying out these roles and responsibilities, the president assumes primary responsibility for institutional quality and provides leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

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

Evidence of Meeting the Standard

De Anza's president oversees an administrative structure that is responsible for all major areas and functions of the College. Through this structure, the president delegates responsibility to vice presidents for the three major areas of Administrative Services, Instruction and Student Services, along with associate vice presidents for Communications and External Relations and for Instruction, and other administrators and supervisors (IV-B-2-01-DAC-Senior-Staff; IV-B-1-02-DAC-Organizational-Chart).

The vice presidents and associate vice presidents, in turn, are responsible for providing leadership and oversight to their respective areas. The president assures accountability to both the college and its mission through regular meetings with the senior staff. The president also conducts evaluations of senior staff members, and each vice president or associate vice president evaluates the administrators and faculty members in their respective areas, as authorized by Foothill-De Anza Community College District policy (IV-B-2-03-BP4145-Evaluations).

The president also serves as a tri-chair of the College Council, which is the primary shared governance body charged with making recommendations to the president on policy, planning, curriculum, enrollment and resource allocation (IV-A-3-9-Council-Charge)

Analysis and Evaluation

The College meets Standard IV.B.2. De Anza's president oversees and, as appropriate, delegates authority to an administrative structure that reflects the size and complexity of the College and serves to manage the College in alignment with its mission and goals.

Within this structure, the vice president of Instruction oversees an associate vice president and 11 deans of academic divisions; the vice president of Student Services oversees four division deans and directors; the vice president of Administrative Services oversees three area directors; and the associate vice president for Communications and External Relations oversees a division dean and other offices.

The president relies on the senior staff as well as the College's extensive shared governance system for input and recommendations. However, the president is ultimately responsible for final decisions that serve the College mission and maintain integrity in all college programs.

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

Evidence of Meeting the Standard

De Anza's president guides improvement of the teaching and learning environment through active leadership and engagement in college governance.

The president maintains collegial processes for establishing values, goals and priorities through his role as tri-chair of the College Council. The College Council is a shared governance body consisting of the leaders or representatives from major constituencies including the Academic, Classified and De Anza Student Government senates, employee bargaining groups, other governance groups, affinity groups and administrators (I-B-1-05-Council-Roster). The council oversees strategic planning, proposes goals and reviews progress and outcomes, along with reviewing and making recommendations for resource allocation (IV-A-3-9-Council-Charge).

The president also serves as a permanent member of the College Planning Committee (CPC), which provides guidance and support to major planning initiatives (IV-A-1-10-CPC-Roster). Each year, the CPC reviews the college's goals and priorities, assesses performance in achieving institutional metrics and makes appropriate recommendations to the College Council for addressing any areas that need improvement. The CPC also reviews the College mission, vision and values statements during the seven-year integrated planning and resource allocation cycle (I-A-4-03-Planning-Quilt).

Through these bodies and related shared governance processes, the president is deeply involved in De Anza's work to establish institutional performance standards for student learning. As part of the planning process, the CPC relied on the Office of Institutional Research, Planning and Accreditation for research and analysis – of internal as well as external conditions – in order to update the institutional metrics for the Educational Master Plan (EMP) in 2022, and established ten institutional goals with corresponding metrics (I-A-2-07-Institutional-Goals). A new equity planning document, also integrated into the EMP, outlines key equity goals and areas of focus to address over the next five years (I-B-1-09-Equity-Plan-Reimagined).

Also through this process, the president ensures that educational planning is integrated with resource allocation, that resources are allocated to support and improve learning, and that these decisions are evidence-driven, relying on research, data and analysis. The College draws on the results of program reviews and student learning outcomes (SLOs) assessment in its strategic planning, goal-setting and resource allocation decisions. Through program reviews, departments are evaluated on their performance and effective use of resources. Instructional departments must develop plans to narrow any equity gaps in enrollment or success rates. Governance groups including the Resource Allocation and Program Planning (RAPP) Committee, and ultimately the College Council, consider those program (IV-B-1-07-Program-Review-Process).

As a member of the CPC and tri-chair of the College Council, the president is deeply involved in these reviews and resulting decisions. The president also works closely with the College's Institutional Research, Planning and Accreditation to promote the use of data. He has requested that the research office conduct surveys and other research aimed at better understanding the learning needs of De Anza's student population (I-B-1-12-IR-Research).

The President is also deeply involved in the process of evaluating overall institutional planning and implementation efforts. The CPC reviews the College's progress on institutional metrics annually and reports to the College Council on areas that are lagging or need additional focus for improvement. As tri-chair, the President participates and helps to guide those discussions and resulting decisions.

Analysis and Evaluation
The College meets Standard IV.B.3. The president guides the improvement of teaching and learning at De Anza through his role as the chief executive officer and his active involvement in the collegewide shared governance process. He works closely with governance groups in setting institutional performance standards, relying on high-quality research and analysis, and making sure that resource allocation is integrated with educational planning and evaluation processes.

The president was a key participant in the creation of the Educational Master Plan, which relied on a comprehensive review of internal and external data to reaffirm De Anza's mission and update the institutional metrics that are the basis for strategic initiatives, as well as future planning, evaluation and growth. In addition, the president collaborates in establishing priorities for resource allocations annually, based on input from the Resource Allocation and Program Planning (RAPP) Committee, the Budget Advisory Committee and other shared governance groups.

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

Evidence of Meeting the Standard

De Anza's president has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times.

The president assigned the responsibilities of accreditation liaison officer (ALO) to the supervisor of institutional research. The president regularly meets and communicates with the ALO to discuss progress on the accreditation process. The president is also a permanent member of the College Planning Committee (CPC), which serves as the accreditation steering committee during the accreditation process (I-B-1-06-CPC).

Faculty members, classified professionals and administrators all play a part in the College's ongoing compliance with Accreditation Standards. The process for reaffirming accreditation is built into the College's seven-year integrated planning and resource allocation cycle, which relies on shared governance and collegewide participation in program reviews, outcomes assessment and strategic planning.

Faculty, staff and administrative representatives also play an important role in producing the Institutional Self-Evaluation Report (ISER), as part of the process for seeking reaffirmation of accreditation. Under a plan developed by the CPC, the College assigned each of several governance groups the responsibility for writing an ISER section that corresponds to the group's area of expertise or responsibility (I-C-12-1-Institutional-Self-Evaluation). This provides for collegewide participation, since each governance group includes representatives from all major campus constituencies.

The president and ALO have kept the Foothill-De Anza Community College District Board of Trustees informed about accreditation activities (IV-B-4-03-Board-Report-2022-0912). The president and ALO have also taken steps to allow collegewide and public comment on the draft ISER through posting on the De Anza website.

He also ensured there was ample opportunity for additional collegewide and public comment on the draft ISER through posting on the college website (IV-B-4-04-Draft-ISER-Review).

Analysis and Evaluation

The College meets Standard IV.B.4. The president takes the primary leadership role for accreditation, ensuring that the institution meets or exceeds the Eligibility Requirements, Accreditation Standards and Commission Policies.

The president has been active in the college's accreditation process, while sharing responsibility with the faculty, staff and administrative leaders for compliance with accreditation requirements.

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

Evidence of Meeting the Standard

De Anza's president oversees the implementation of relevant statutes, regulations and policies adopted by the Foothill-De Anza Community College District Board of Trustees, as prescribed by District policy (IV-B-1-01-AP3100-Organizational-Structure).

The president and members of the senior staff maintain regular contact with the California Community Colleges Chancellor's Office (CCCCO) and the statewide organization for community college chief executives, which provide information about pending changes or additions to state laws and regulations (IV-B-5-02-CCLC-Update). The president also attends the monthly Chancellor's Advisory Council (CAC) meeting of representatives from the District and both of its colleges. The CAC makes recommendations and also reviews proposals and policies adopted by the District board (IV-B-5-03-CAC).

The president ensures implementation of relevant statutes, regulations and District policies by delegating responsibility to appropriate administrators while providing leadership and oversight. Specifically, the vice presidents, associate vice presidents, deans and directors are responsible for ensuring that practices in their assigned areas are consistent with statutes, regulations and policies, and aligned with the College mission and strategic goals.

The president also maintains appropriate control over budget and spending matters through his senior staff, particularly the vice president of Administrative Services, who tracks spending and resources available in the College and District budgets. Under the College's resource allocation process, departments and divisions submit requests based on their own program reviews. The requests are reviewed by the Resource Allocation and Program Planning (RAPP) Committee, in a role previously served by three planning and budget teams for the major areas of the College (I-A-3-04-RAPP-Program-Review). The RAPP ranks requests, based on the results of program review and other data, and forwards them to the College Council, of which the president is tri-chair (I-B-1-05-Council-Roster). The College Council votes on the recommendations and the President has ultimate authority to implement them. Through this process, the President maintains effective control over budget and expenditures while allowing for collegewide input and ensuring that spending is aligned with the College mission and values as well as strategic goals and initiatives.

Analysis and Evaluation

The College meets Standard IV.B.5. The president oversees the implementation of all relevant legal requirements and District policies, while ensuring that College practices are consistent with its mission and goals.

To this end, the president and the senior staff keep themselves informed about state and local decisions that affect the College. The president also draws on an extensive network of shared governance groups to develop key planning documents and budget recommendations, also in alignment with the College mission and goals, while maintaining appropriate control over the College budget and expenditures.

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

Evidence of Meeting the Standard

De Anza's president communicates regularly with the on-campus community of students, faculty and classified professionals, as well as with off-campus communities served by the college. The president holds open meetings, speaks frequently at campus events and sends campuswide emails to communicate important information and discuss college issues (IV-A-6-06-President-Messages). He also leads the welcoming program for employees during the college's annual Opening Day event, held the week before fall quarter begins.

During the COVID-19 pandemic, the president convened a weekly, half-hour meeting on Zoom that was open to all De Anza employees and students. During these sessions, the president and members of the senior staff shared updates, answered questions and discussed matters of interest to the campus community. These served to promote transparency and engagement during a period when the campus itself was closed and most employees and students were working or studying remotely.

Also during the pandemic, the College established a website archive for all communications sent to students and employees regarding COVID precautions and the move to remote learning, as well as eventual plans for returning to campus, so that everyone would have access to this information (IV-B-6-02-COVID-Related-Messages).

Since the pandemic, the College has continued to maintain a website archive of all communications sent to students, so that students and employees can be aware of relevant information even if they miss a particular communication (IV-A-6-07-Student-Messages). This archive includes copies of a weekly email newsletter that the College sends to all students and employees. It is maintained by the Office of Communications, which is overseen by the associate vice president for Communications and External Relations.

The president also plays an important role in maintaining the College's public presence in the local community and beyond, in part by serving on the boards of these organizations:

- Community School of Music and the Arts
- Mountain View Chamber of Commerce
- Rotary Club of Cupertino
- West Valley Community Services – a nonprofit agency that operates food and housing programs, along with other services for low-income families and individuals

He also frequently speaks, gives presentations and represents the College at events hosted by a variety of local, state and national organizations, including

- Campaign for College Opportunity – accepting two awards for the College, in person and through a designee, recognizing De Anza for promoting equitable course placement and expanding transfer opportunities
- College Board Forum
- Community College League of California
- Community College National Legislative Summit
- Cupertino Historical Society

- Hispanic Foundation of Silicon Valley
- Silicon Valley Council of Nonprofits
- Silicon Valley Leadership Group

The president has also served as vice chair of a peer review team for the Accrediting Commission for Community and Junior Colleges. In addition, the College's associate vice president for Communications and External Relations is a vice president and former president of the Cupertino Chamber of Commerce.

Analysis and Evaluation

The College meets Standard IV.B.6. The president communicates extensively with the college community and with constituencies off campus. The president and his senior staff represent the College by serving on the boards of several community organizations, and by giving frequent speeches and presentations to a variety of groups.

Conclusions on Standard IV.B: Chief Executive Officer

De Anza College meets all aspects of this standard. The College president serves as its chief executive officer, providing leadership and oversight for strategic planning, goal-setting, resource allocation and evaluation of the College's progress toward achieving its mission, goals and institutional metrics. (IV.B.1)

The president oversees an administrative structure that reflects the size and mission of the College, including vice presidents, associate vice presidents, deans and directors responsible for the operation of instructional programs, student services and administrative operations. The president also plays a central role in a collegewide shared governance structure that enables faculty members, administrators, classified professionals and students to participate in planning, goal-setting and resource allocation. (IV.B.2)

Through these structures, the president guides institutional improvement by promoting a collegial process for setting goals and priorities, setting institutional performance standards and ensuring that planning and evaluation is driven by high-quality data and analysis. These structures also ensure that resource allocation is aligned with educational planning, through the program review process and the College's Educational Master Plan, and that resources are allocated to adequately support and improve student learning. (IV.B.3)

The president also plays a primary leadership role for accreditation, overseeing the work of the accreditation liaison officer and serving on the accreditation steering committee. He has also made sure that faculty members, classified professionals and administrators all play a role in meeting Accreditation Standards and in producing the Institutional Self-Evaluation Report. (IV.B.4)

The president is also responsible for ensuring the implementation of all relevant regulations and policies. Under the president's leadership, the College shared governance structures provide for regular evaluation of the College's planning and implementation efforts, through a seven-year integrated planning and resource allocation cycle, to ensure that the College is making progress toward its mission and goals for serving students. (IV.B.5)

De Anza's president also communicates and represents the College effectively by serving on governing boards and working closely with a number of civic, educational and professional organizations (IV.B.6)

Improvement Plan

The College is not submitting an improvement plan for this Standard.

Evidence List

Standard IV.B.1

IV-B-1-01-AP3100-Organizational-Structure

IV-B-1-02-DAC-Organizational-Chart

I-B-1-05-Council-Roster

IV-A-3-9-Council-Charge

III-D-1-08-RAPP-Charge

III-D-1-07-BAC

IV-B-1-07-Program-Review-Process

IV-A-6-16-Governance-Report-Outs

I-B-1-06-CPC

I-B-3-01-AP3225-Institutional-Effectiveness

III-A-1-05-AP4130-Hiring-Procedures

Standard IV.B.2

IV-B-2-01-DAC-Senior-Staff

IV-B-1-02-DAC-Organizational-Chart

IV-B-2-03-BP4145-Evaluations

IV-A-3-9-Council-Charge

Standard IV.B.3

I-B-1-05-Council-Roster

IV-A-3-9-Council-Charge

IV-A-1-10-CPC-Roster

I-A-4-03-Planning-Quilt

I-A-2-07-Institutional-Goals

I-B-1-09-Equity-Plan-Reimagined

IV-B-1-07-Program-Review-Process

I-B-1-12-IR-Research

Standard IV.B.4

I-B-1-06-CPC

I-C-12-1-Institutional-Self-Evaluation

IV-B-4-03-Board-Report-2022-0912

IV-B-4-04-Draft-ISER-Review

Standard IV.B.5

IV-B-1-01-AP3100-Organizational-Structure

IV-B-5-02-CCLC-Update

IV-B-5-03-CAC

I-A-3-04-RAPP-Program-Review

I-B-1-05-Council-Roster

Standard IV.B.6

IV-A-6-06-President-Messages

IV-B-6-02-COVID-Related-Messages

IV-A-6-07-Student-Messages

Standard IV: Leadership and Governance

Standard IV.C: Governing Board

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

Evidence of Meeting the Standard

The Foothill-De Anza Community College District Board of Trustees is a publicly elected body that is charged by California Education Code, Section 70902, with responsibility for establishing academic standards, approving courses of instruction and educational programs, and determining and controlling the operating and capital budgets of the District.

The Board operates under established policies and administrative procedures (IV-C-1-01-Board-Manual). Board Policy 2200 explicitly states that the Board "carries out the philosophy, mission and priorities of the Foothill-De Anza Community College District" (IV-C-1-02-BP2200-Board-Mission).

The policy further states that students and their progress are the central purpose of the College and District, and that the District is responsible for supporting a climate that prioritizes teaching and learning. Additionally, the Board has authority for the financial stability of the District. This responsibility includes adopting principles of sound fiscal management and reviewing quarterly reports on the District's financial and budgetary condition, which are included as standing items on the Board's meeting calendar (I-C-14-02-BP3000-Fiscal-Management; III-D-2-18-BP3112-Financial-Reports).

In its support of the District mission and continuous improvement at the College, the Board consults collegially with the academic senates at De Anza and its sister institution, Foothill College, on academic and professional matters to ensure the joint development of policies in critical areas such as educational program development and program review (IV-A-5-01-BP2223-Academic-Senate-Role).

Following the recommendation of the District's Academic and Professional Matters Committee, which includes leaders of the College and District academic senates and administration, the Board adopts policies on a wide range of matters, including curricular offerings, graduation requirements, and program discontinuance.

Lastly, the Board follows established policy to ensure financial stability of the District (III-D-1-02-BP3100-Budget-Preparation). This process begins with analysis of the governor's proposed budget for community college funding, continues with the approval of the tentative District budget, and concludes with a public hearing and the Board's adoption of the budget. The presentations to the governing board that accompany the tentative and adopted budgets provide detailed information and multi-year projections that allow trustees and the public to understand the factors affecting funding and to consider planning strategies (IV-C-1-07-Tentative-Budget-Approval; IV-C-1-08-Tentative-Budget-Presentation; IV-C-1-09-Budget-Adoption; III-D-2-15-Adopted-Budget-2022-2023).

Analysis and Evaluation

The College and District meet Standard IV.C.1 and Eligibility Requirement 7. As established in policy and documented in practice, the Foothill-De Anza Community College District Board of Trustees has authority over and responsibility for regularly reviewed policies that ensure the academic quality, integrity, and effectiveness of student learning programs and services and the financial stability of the College.

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

Evidence of Meeting the Standard

The Board of Trustees follows an established policy "to support and defend all appropriate actions by the Chancellor, the Presidents, Administration, Faculty and Staff" (IV-C-1-02-BP2200-Board-Mission). Trustees are further guided by the Board's code of ethics to "base personal decisions upon all available facts in each situation, vote honest conviction in every case, and respect the final majority decision of the Board" (III-A-13-05-BP2715-Board-Ethics). For example, after a Board debate over a resolution to change the basis of trustee elections from at-large to defined geographic areas, the vote was not unanimous. However, following the vote, individual trustees acted in support of the Board's collective decision (IV-C-2-03-Board-Minutes-2022-0214).

The Board's own self-evaluation reflects a unanimous opinion that trustees are adhering to the philosophy statement and to the code of ethics statements that relate to collective action (IV-C-2-04-Board-Self-Evaluation-2022; IV-C-2-05-Board-Evaluation-Summary).

Analysis and Evaluation

The College and District meet Standard IV.C.2. The Board has adopted policies that acknowledge its responsibility to act as a collective entity. Trustees demonstrate support for Board policies and decisions and meet the high standards set for their conduct, as outlined in the Board philosophy and code of ethics.

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

Evidence of Meeting the Standard

The Board has clearly defined policies for the selection and evaluation of the District chancellor (IV-C-3-01-BP2431-Chancellor-Selection). When a chancellor vacancy does occur, the Board will adopt a timeline for a nationwide search and approve the search committee composition, the committee charter, and the search profile – as it did in the last Chancellor search, which took place in the 2022-23 academic year (IV-C-3-02-Chancellor-Search; IV-C-3-03-Chancellor-Search-Timeline; IV-C-3-04-Chancellor-Search-Charter; IV-C-3-05-Search-Committee-Approval; IV-C-3-06-Search-Committee-Roster; IV-C-3-07-Search-Profile-Approval; IV-C-3-08-Search-Profile).

Under Board policy, the chancellor is evaluated on criteria based on the chancellor's job description, Board policies, and performance goals and objectives developed jointly between the chancellor and Board (IV-C-3-09-BP2435-Chancellor-Evaluation). Institutional performance is a key indicator of the chancellor's success in performance of duties. For example, the Board requires the chancellor set goals that align with the Board's equity and student success priorities, and report to the Board on progress in meeting the goals at least twice per year.

The Board meets in closed session at the beginning of each fiscal year to conduct a written evaluation of the chancellor and to set performance objectives related to the goals and mission of the district. A mid-year evaluation is generally scheduled in February. The chancellor's annual and mid-year evaluations and progress reports related to the Board's priorities are included as part of the Board's comprehensive meeting calendar approved in August of each year (IV-C-3-10-Board-Meeting-Calendar).

Analysis and Evaluation

The College and District meet Standard IV.C.3. The Board of Trustees has clearly defined policies for the selection and evaluation of the chancellor. In keeping with its policy, the Board established a comprehensive, fair, and open process for selecting the District's new chancellor.

A process for evaluating the chancellor is defined in policy, and the chancellor's evaluation, which includes annual goal setting, is conducted in accordance with policy in the most recent academic year.

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

Evidence of Meeting the Standard

The Foothill-De Anza Community College District Board of Trustees consists of five publicly elected trustees, each selected by voters in one of five geographic areas, known as trustee areas, that fall within the district's boundaries (IV-C-4-01-Trustee-Area-Maps). The Board also includes two student trustees, one each from De Anza and Foothill colleges, who are elected annually by the student bodies of their respective colleges.

The Board appoints citizens from the District's service area to serve on an Audit and Finance Committee and a Citizens' Bond Oversight Committee (III-D-5-04-Audit-Committee; III-B-1-06-CBOC). The Board also has taken the initiative to include community members on major search committees of the district, such as those for the chancellor and college presidents (IV-C-3-06-Search-Committee-Roster).

The Board has regularly reviewed policies that address conflicts of interest, expectations for ethical behavior, political activity, and communication among trustees. The conflict of interest policy requires trustees to disclose potential conflicts and prohibits trustees from financial interest in any District contracts (IV-C-4-05-BP2710-Conflicts-Policy). Trustees annually file a statement of economic interests as required by the California Fair Political Practices Commission. These statements are kept on file with the Santa Clara County Clerk of the Board of Supervisors and the District Chancellor's Office.

Additional policies describe the Board's conflict of interest code, code of ethics, rules on political activity and rules on communication among trustees (IV-C-4-06-BP2712-Conflicts-Code; III-A-13-05-BP2715-Board-Ethics; IV-C-4-08-BP2716-Political-Activity; IV-C-4-09-BP2720-Trustee-Communications).

Analysis and Evaluation

The College and District meet Standard IV.C.4 and Eligibility Requirement 7. The Board of Trustees is an independent, policy-making body that reflects the public interest in the educational quality of the College and District. The Board regularly encourages and enables citizens' participation in Board meetings and on appropriate committees.

The Board is a strong advocate for the colleges, and trustees are actively involved in local, state, and national efforts to improve student success, strengthen legislation, and increase funding for community colleges. The Board is independent, with members elected by eligible voters who reside within five trustee areas, and it works to shield the colleges from undue influence and political pressure.

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

Evidence of Meeting the Standard

The Board of Trustees' policy on program, curriculum and course development provides guidance on program, curriculum, and course development that it is "high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency" (IV-A-5-03-BP4020-Program-Development).

The Board also has policies that guide the District on fiscal management, address the preparation of the District budget and outline how the District reports on its financial condition (I-C-14-02-BP3000-Fiscal-Management; III-D-1-02-BP3100-Budget-Preparation; III-D-2-18-BP3112-Financial-Reports). Collectively, Board policies define the governing board's responsibility to safeguard the financial integrity and stability of the district.

The District Strategic Plan includes priorities related to student achievement, learning and support services, and fiscal responsibility. The plan incorporates priorities derived from the District mission and supported by goals and strategies aligned with the educational master plans developed by De Anza College and Foothill College (IV-C-5-05-District-Strategic-Plan).

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

Analysis and Evaluation

The College and District meet Standard IV.C.5. The District's governing board has established policies consistent with the District mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. Regular in-depth discussions regarding student achievement and resource allocation are conducted at governing board meetings, and institutional plans are approved by the Board.

Board policies and meeting minutes provide proof that the governing board retains ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

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

Evidence of Meeting the Standard

Board policies are published in an online Policy and Administrative Procedures Manual that is available to the public and displayed prominently on the Board of Trustees section of the District website (IV-C-1-01-Board-Manual).

Chapter 2 of the manual includes policies that govern the make-up and operation of the Board of Trustees, including:

- Board Membership (IV-C-6-02-BP2010-Board-Membership)
- Board Elections (IV-C-6-03-BP2100-Board-Elections)
- Board Philosophy, Mission and Roles and Responsibilities (IV-C-1-02-BP2200-Board-Mission)
- Meeting Schedule (IV-C-6-05-BP2310-Board-Meetings)
- Voting Requirements (IV-C-6-06-BP2330-Board-Voting)
- Agendas (IV-C-6-07-BP2340-Board-Agendas)
- Minutes (IV-C-6-08-BP2360-Board-Minutes)

Analysis and Evaluation

The College and District meet Standard IV.C.6. The Board makes its policies available to the public in an online Board Policy and Administrative Procedure Manual, which includes policies defining the Board's size, duties, responsibilities, structure, and operating procedures.

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

Evidence of Meeting the Standard

The Board of Trustees acts in a matter consistent with all board policies and administrative procedures. The Board updates its policies and procedures as needed, such as when relevant laws and state regulations change, as provided under District policy (IV-C-7-01-AP2410-Policies-Procedures). The District contracts with the Community College League of California to provide notifications about significant changes in law or regulation.

The Board also conducts an annual self-evaluation to assess its efforts in support of the District mission, including whether it has upheld ethical standards and behaved in a manner consistent with policy and procedures (IV-C-2-04-Board-Self-Evaluation-2022; IV-C-2-05-Board-Evaluation-Summary).

Before adoption, new policies are brought up for review at least twice, allowing sufficient time for feedback before the Board takes action (IV-C-7-04-BP2410-Policies-Procedures). In addition, all policies are reviewed by the Chancellor's Advisory Committee (CAC) prior to final approval.

As an example, a revision to the District mission statement was discussed by the CAC on Jan. 13, 2023 ([IV-C-7-05-CAC-2023-0113](IV-C-7-05-CAC-2023-0113)). Feedback on the mission was also shared at the CAC's meeting on Feb. 24, 2023, before it was approved on March 17, 2023 ([IV-C-7-06-CAC-2023-0224](IV-C-7-06-CAC-2023-0224); [IV-C-7-07-CAC-2023-0317](IV-C-7-07-CAC-2023-0317)). The revised mission then went to the Board for a first reading on April 3 and received final approval on May 1, 2023 (IV-C-7-08-Board-Minutes-2023-0403; IV-C-7-09-Board-Minutes-2023-0501).

The Board had begun a comprehensive review of all policies several years ago; while this was not completed, there are plans to renew this effort on a regular schedule, as the District chancellor has informed the Chancellor's Advisory Council ([IV-C-7-10-CAC-2017-1027](IV-C-7-10-CAC-2017-1027)).

Analysis and Evaluation

The College and District meet Standard IV.C.7. The Board of Trustees acts in a manner consistent with its policies, as evidenced by meeting minutes. The Board has a process for reviewing policies as needed or in light of changing laws or regulations, and revises them as necessary.

While a comprehensive review of all policies has been slowed because of limited staff and personnel turnover, the District is methodically bringing each to the Chancellor's Advisory Council for review, sharing them with key constituencies for feedback, and seeking board approval on any revisions and updates.

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

Evidence of Meeting the Standard

The Board of Trustees regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality. Progress reports on achieving these metrics are presented to the Board at its annual summer retreat and discussed by all Board members with the College presidents (IV-C-8-01-Board-Retreat-2022; IV-C-8-02-Board-Priorities-Metrics-2022).

The Board reviews and approves major planning documents produced by the College (IV-A-1-01-BP3250-Institutional-Planning). De Anza submitted its current Educational Master Plan (EMP) to the Board for approval in June 2023 (IV-C-8-04-Board-Minutes-2023-0612). The EMP includes ten goals and ten corresponding metrics to be achieved by 2027. The College's presentation included an overview of the key areas of implementation, the student groups of focus, the goals and metrics and implementation plans moving forward.

Analysis and Evaluation

The College and District meet Standard IV.C.8. The Board of Trustees regularly reviews and discusses student performance data and sets aside time for in-depth examination of the College's plans for improving academic quality and student success.

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

Evidence of Meeting the Standard

Each new trustee, upon election, receives an orientation that includes presentations by the Board president, senior administrators, faculty members, staff, and student leaders (IV-C-9-01-BP2740-Board-Education).

New trustees are also required to attend the Community College League of California's Effective Trustee Workshop, as well as District-provided training on sexual harassment, discrimination prevention, ethics, and accreditation trainings (IV-C-9-02-Trustee-Orientation).

The Board calendar includes retreats and conferences which trustees are authorized to attend without advance approval (IV-C-9-03-Board-Calendar; IV-C-9-04-Conference-Calendar). Trustees are required to provide a brief report of conference attendance and/or professional development activities at the regular meeting of the Board (BP 2735 – Travel: IV-C-9-05-BP2735-Board-Travel).

Each year, two trustees participate in a yearlong Trustee Fellowship as well as the Trustee Fellowship Intersession Project, designed by the California Community Colleges Chancellor's Office in partnership with the Aspen Institute College Excellence Program and Foundation for California Community Colleges (IV-C-9-06-Trustee-Fellowship-2020-0619; IV-C-9-07-Trustee-Fellowship-2020-0724).

Board members are elected to four-year terms (IV-C-6-03-BP2100-Board-Elections). In keeping with the policy for staggered terms, trustees from areas 2 and 4 were elected in November 2022, and elections for trustee areas 1, 3, and 5 will be held in 2024.

Analysis and Evaluation

The College and District meet Standard IV.C.9. The governing board has a comprehensive process for trustee orientation and a documented commitment to board development. Formal policies provide for staggered terms of office and continuity of membership.

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

Evidence of Meeting the Standard

The Board of Trustees has a clear process, defined in board policy, for annual self-evaluation (III-A-5-10-BP2745-Board-Self-Evaluation).

The Board has a consistent record of conducting its annual self-evaluation with full participation from all elected members. The evaluation instrument asks trustees to measure individual and collective performance related to the Board's philosophy, mission, and ethics statements and to identify strengths, weaknesses, and ways to improve (IV-C-2-04-Board-Self-Evaluation-2022; IV-C-2-05-Board-Evaluation-Summary).

In odd years, the Board solicits feedback on its performance from the Chancellor's Advisory Council, public members of the Citizens' Bond Oversight Committee and the Audit and Finance Committee, and the executive committee of the Foothill-De Anza Foundation Board of Directors. In 2021, feedback from the student trustees who served during the evaluation period was also included for the first time. When improvement suggestions are received, board retreat dates are scheduled to increase board effectiveness.

Analysis and Evaluation

The College and District meet Standard IV.C.10. The Board of Trustees has a defined process for Board evaluation that is consistently applied. The evaluation includes assessment of the Board's effectiveness in promoting and sustaining academic quality and institutional effectiveness, both from the perspective of trustees and from stakeholders.

Results of the annual self-evaluation are shared with the public during the July regular meeting, prior to the development and adoption of Board priorities in August.

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

Evidence of Meeting the Standard

The Board of Trustees has a long-standing code of ethics policy that clearly outlines the standards expected of all governing board members (III-A-13-05-BP2715-Board-Ethics).

The Foothill-De Anza Community College District is a public institution formed under state law and governed by a locally elected board of trustees. In accordance with state law and board policy, board members are prohibited from employment with the district and may not hold an incompatible office (IV-C-6-02-BP2010-Board-Membership).

The Board's conflict of interest policy requires that trustees disclose financial interests and do not financially benefit from decisions made by the governing board (IV-C-4-05-BP2710-Conflicts-Policy; IV-C-11-04-AP2710-Conflicts-Procedures).

Trustees routinely file annual statements of personal financial interest pursuant to the conflict-of-interest policy, the conflict of interest code, and the California Political Reform Act. Statements of economic interest are kept on file in the district Chancellor's Office and with the Santa Clara County Clerk of the Board of Supervisors.

Analysis and Evaluation

The College and District meet Standard IV.C.11 and Eligibility Requirement 7. District trustees are elected by the public, prohibited from having employment or financial interest in the District, and disclose all potential conflicts. The Board's long-standing policies on both conflicts of interest and ethics demonstrate a deep and abiding commitment to the highest ethical standards.

Board members comply with an established code of ethics, a conflict-of-interest policy, and relevant statutory law as to the conduct, notice and reporting of meeting actions and information.

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

Evidence of Meeting the Standard

By policy, the Board of Trustees delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action (IV-C-12-01-BP2430-Delegating-Authority).

The policy provides that the Chancellor may delegate any powers and duties entrusted to them, including the administration of each college and center, but is specifically responsible to the Board for the execution of such delegated powers and duties. The Chancellor is held accountable for the operation of the District through regularly scheduled performance evaluations (IV-C-3-09-BP2435-Chancellor-Evaluation).

The Chancellor is also empowered to reasonably interpret board policy. For example, during a discussion about use of bond funds at the Dec. 12, 2022 meeting of the Board of Trustees, as shown in the meeting minutes for Item 18, the Board president reminded members of the public that the Board's role is oversight, not creating plans for the colleges (IV-C-12-03-Board-Minutes-2022-1212).

Analysis and Evaluation

The College and District meet Standard IV.C.12. The Board of Trustees has policies that delegate authority to the chancellor to implement and administer Board policies, and provide for a clearly defined separation between the roles of the governing board and CEO.

The chancellor provides leadership for the District and implements and administers board policies without board interference. The Board holds the chancellor accountable through an evaluation process documented in District policy, and sets expectations for regular reports on institutional performance through policy and its adopted meeting calendar.

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

Evidence of Meeting the Standard

The Board of Trustees recognizes the importance of accreditation and its participation in the process, as outlined in Board policy (IV-C-13-01-BP3200-Accreditation).

Trustees are provided the "Guide to Accreditation for Governing Boards" produced by the Accrediting Commission for Community and Junior Colleges (ACCJC), and a liaison to the Colleges is appointed as part of the process, as shown in Item 14 of the minutes for Dec. 12, 2022 (IV-C-12-03-Board-Minutes-2022-1212).

New trustees are encouraged to view the "Accreditation Basics" resources on the Commission's website as part of their orientation (IV-C-9-02-Trustee-Orientation).

The Board held a special meeting to receive training from the ACCJC regarding the roles and responsibilities of the governing board related to accreditation (IV-C-13-04-Board-Accreditation-Training). Trustees also participated in a comprehensive review of the accreditation process that covered the purpose of accreditation, the accreditation cycle, components of the Institutional Self-Evaluation Report, and team roles and timelines (IV-C-13-05-Board-Minutes-2022-0912).

The Board of Trustees is informed of the College's accredited status and related ACCJC communication, and also reviews and approves all institutional accreditation reports (IV-C-13-06-Board-Minutes-2021-0802).

Analysis and Evaluation

The College and District meet Standard IV.C.13. The governing board is informed and actively involved in the accreditation process, reviews, and approves all institutional accreditation reports, and assesses its performance using accreditation Standards.

Conclusions on Standard IV.C: Governing Board

De Anza College and the Foothill-De Anza Community College District meet all aspects of this Standard. The District Board of Trustees serves as the governing board, with authority and responsibilities for policies to assure the quality and effectiveness of student learning programs, as well as the financial stability of the College and District. The governing board supports the allocation of resources that reflect the District and College mission and adequately support and sustain the College. (IV.C.1 and ER 7)

Established policies ensure that once the Board reaches a decision, all trustees will act in support of that decision. (IV.C.2) Additionally, the Board has clear policies for selecting and evaluating the chancellor. (IV.C.3)

The Board functions as an independent body and operates with integrity. Trustees are actively involved in local, state, and national efforts to improve student success, strengthen legislation, and increase funding for community colleges. The Board is independent, with members elected by eligible voters who reside within five trustee areas, and it works to shield the colleges from undue influence and political pressure. (IV.C.4 and ER 7)

In exercising its authority, the Board ensures that policy development reflects public and student interests in educational quality, including improvement of student learning programs and services. The Board works collaboratively with the College to enact policies and initiatives to support equitable outcomes for all students as it approves budgets and institutional planning documents, such as the Educational Master Plan, Student Equity Plan, and Facilities Master Plan. (IV.C.5)

The Board also has established policies that specify its size, duties, responsibilities and operating procedures. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (IV.C.6)

The Board regularly reviews policies and revises them as necessary; more regular reviews are planned. (IV.C.7) The Board also reviews key indicators of student learning and achievement along with institutional goals and objectives aimed at improving academic quality. (IV.C.8)

Ongoing training for trustees provides professional development to improve the Board's performance. Board policy provides for staggered terms of office to ensure leadership continuity. (IV.C.9)

A regular process for board evaluation is established, and feedback is used to assess its own effectiveness in promoting and sustaining academic quality and institutional effectiveness. (IV.C.10)

Trustees are expected to uphold a code of ethics and conflict of interest policy that list consequences should these policies be violated. Board member interests are disclosed and do not interfere with their duty to impartially ensure the academic and fiscal integrity of the institution. (IV.C.11 and ER 7)

The Board delegates full authority to the chancellor as chief executive officer for the District. Trustees hold the chancellor accountable without interfering with the chancellor's duties. (IV.C.12)

Finally, the Board is well-informed about the Accreditation Standards, Eligibility Requirements and other aspects of the accreditation process, through ongoing training and reports from the chancellor and the College. (IV.C.13)

Improvement Plan

The College is not submitting an improvement plan for this Standard.

Evidence

Standard IV.C.1

IV-C-1-01-Board-Manual

IV-C-1-02-BP2200-Board-Mission

I-C-14-02-BP3000-Fiscal-Management

III-D-2-18-BP3112-Financial-Reports

IV-A-5-01-BP2223-Academic-Senate-Role

[III-D-1-02-BP3100-Budget-Preparation](#)

[IV-C-1-07-Tentative-Budget-Approval](#)

[IV-C-1-08-Tentative-Budget-Presentation](#)

[IV-C-1-09-Budget-Adoption](#)

[III-D-2-15-Adopted-Budget-2022-2023](#)

Standard IV.C.2

[IV-C-1-02-BP2200-Board-Mission](#)

[III-A-13-05-BP2715-Board-Ethics](#)

[IV-C-2-03-Board-Minutes-2022-0214](#)

[IV-C-2-04-Board-Self-Evaluation-2022](#)

[IV-C-2-05-Board-Evaluation-Summary](#)

Standard IV.C.3

[IV-C-3-01-BP2431-Chancellor-Selection](#)

[IV-C-3-02-Chancellor-Search](#)

[IV-C-3-03-Chancellor-Search-Timeline](#)

[IV-C-3-04-Chancellor-Search-Charter](#)

[IV-C-3-05-Search-Committee-Approval](#)

[IV-C-3-06-Search-Committee-Roster](#)

[IV-C-3-07-Search-Profile-Approval](#)

[IV-C-3-08-Search-Profile](#)

[IV-C-3-09-BP2435-Chancellor-Evaluation](#)

[IV-C-3-10-Board-Meeting-Calendar](#)

Standard IV.C.4

IV-C-4-01-Trustee-Area-Maps

III-D-5-04-Audit-Committee

III-B-1-06-CBOC

IV-C-3-06-Search-Committee-Roster

IV-C-4-05-BP2710-Conflicts-Policy

IV-C-4-06-BP2712-Conflicts-Code

III-A-13-05-BP2715-Board-Ethics

IV-C-4-08-BP2716-Political-Activity

IV-C-4-09-BP2720-Trustee-Communications

Standard IV.C.5

IV-A-5-03-BP4020-Program-Development

I-C-14-02-BP3000-Fiscal-Management

III-D-1-02-BP3100-Budget-Preparation

III-D-2-18-BP3112-Financial-Reports

IV-C-5-05-District-Strategic-Plan

Standard IV.C.6

IV-C-1-01-Board-Manual

IV-C-6-02-BP2010-Board-Membership

IV-C-6-03-BP2100-Board-Elections

IV-C-1-02-BP2200-Board-Mission

IV-C-6-05-BP2310-Board-Meetings

IV-C-6-06-BP2330-Board-Voting

IV-C-6-07-BP2340-Board-Agendas

IV-C-6-08-BP2360-Board-Minutes

Standard IV.C.7

IV-C-7-01-AP2410-Policies-Procedures

IV-C-2-04-Board-Self-Evaluation-2022

IV-C-2-05-Board-Evaluation-Summary

IV-C-7-04-BP2410-Policies-Procedures

IV-C-7-05-CAC-2023-0113

IV-C-7-06-CAC-2023-0224

IV-C-7-07-CAC-2023-0317

IV-C-7-08-Board-Minutes-2023-0403

IV-C-7-09-Board-Minutes-2023-0501

IV-C-7-10-CAC-2017-1027

Standard IV.C.8

IV-C-8-01-Board-Retreat-2022

IV-C-8-02-Board-Priorities-Metrics-2022

IV-A-1-01-BP3250-Institutional-Planning

IV-C-8-04-Board-Minutes-2023-0612

Standard IV.C.9

IV-C-9-01-BP2740-Board-Education

IV-C-9-02-Trustee-Orientation

IV-C-9-03-Board-Calendar

IV-C-9-04-Conference-Calendar

IV-C-9-05-BP2735-Board-Travel

IV-C-9-06-Trustee-Fellowship-2020-0619

IV-C-9-07-Trustee-Fellowship-2020-0724

IV-C-6-03-BP2100-Board-Elections

Standard IV.C.10

[III-A-5-10-BP2745-Board-Self-Evaluation](#)

[IV-C-2-04-Board-Self-Evaluation-2022](#)

[IV-C-2-05-Board-Evaluation-Summary](#)

Standard IV.C.11

[III-A-13-05-BP2715-Board-Ethics](#)

[IV-C-6-02-BP2010-Board-Membership](#)

[IV-C-4-05-BP2710-Conflicts-Policy](#)

[IV-C-11-04-AP2710-Conflicts-Procedures](#)

Standard IV.C.12

[IV-C-12-01-BP2430-Delegating-Authority](#)

[IV-C-3-09-BP2435-Chancellor-Evaluation](#)

[IV-C-12-03-Board-Minutes-2022-1212](#)

Standard IV.C.13

[IV-C-13-01-BP3200-Accreditation](#)

[IV-C-12-03-Board-Minutes-2022-1212](#)

[IV-C-9-02-Trustee-Orientation](#)

[IV-C-13-04-Board-Accreditation-Training](#)

[IV-C-13-05-Board-Minutes-2022-0912](#)

[IV-C-13-06-Board-Minutes-2021-0802](#)

Standard IV: Leadership and Governance

Standard IV.D - Multi-College Districts or Systems

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

Evidence of Meeting the Standard

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

The effective operation of the College is supported through an organizational structure with multiple layers of reporting responsibility that ultimately culminate in the chancellor's leadership and oversight. By policy, the presidents of De Anza and Foothill colleges, along with the District vice chancellors, are responsible for determining the lines of management and supervisory responsibility within their operational units (IV-D-1-01-BP3100-Organizational-Structure; IV-B-1-01-AP3100-Organizational-Structure).

While delegating this authority, the chancellor retains executive responsibility for administering the policies adopted by the Board of Trustees and executing all decisions of the Board that necessitate administrative action (IV-C-12-01-BP2430-Delegating-Authority). The chancellor is empowered to reasonably interpret Board policy and to act where policy does not exist or is lacking. The chancellor also must ensure compliance with relevant laws and regulations and that required reports are submitted in a timely fashion.

The chancellor provides leadership in setting and communicating expectations through regular meetings of the Board of Trustees, Chancellor's Advisory Council, Academic and Professional Matters Committee, all administrators and supervisors, and senior administrators.

The chancellor also holds open office hours on a regular basis, which are an opportunity to emphasize the District's commitment to excellence, spotlight the work of the campuses, provide operational updates, and share information about important state and national educational trends in an informal format, which allows attendees to feel comfortable with speaking up and asking questions. These office hours were traditionally held once per quarter on each of the District campuses, but with the onset of the COVID-19 pandemic, the chancellor began holding weekly Zoom meetings to facilitate communication and foster a sense of community. Throughout the pandemic, the meetings were routinely attended by 200-300 employees, as well as students and community members.

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

Analysis and Evaluation

The College and District meet Standard IV.D.1. The Foothill-De Anza Community College District chancellor communicates expectations for educational excellence and integrity and ensures support for effective college operations through regular and ongoing meetings and events across the District.

The chancellor has established structurally sound and clear roles of authority and responsibility between the colleges and the District to ensure effective districtwide functioning.

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

Evidence of Meeting the Standard

The chancellor has delineated the operational responsibilities of the District and its two colleges – De Anza and Foothill – as prescribed in Board policy, which further provides that the college presidents and District vice chancellors are responsible for delineating lines of management and supervisory responsibility within their organizational units (IV-D-1-01-BP3100-Organizational-Structure; IV-B-1-01-AP3100-Organizational-Structure).

A delineation of functions map clarifies the responsibilities of the colleges and the District's Central Services operation in carrying out functions covered by the Accreditation Standards. The map was developed in consultation with the colleges and District vice chancellors; it was reviewed by the Board of Trustees and by the Chancellor's Advisory Council (IV-D-2-03-Functional-Map).

The chancellor meets weekly with the college presidents and vice chancellors, and at least once per quarter with the District and College senior leadership, to ensure adequate resources are deployed in support of the college missions.

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

The chancellor advises on the development of District planning documents covering technology, facilities, energy, sustainability and overall strategic planning. These documents are developed to support the needs of the colleges, differentiate the responsibilities of the colleges and District, and provide data-driven metrics for measuring success.

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

The District has allocated funds based on the number full-time equivalent students (FTES)at both colleges, using a 40/60 percent split of FTES produced annually. De Anza College receives 60 percent of the total revenue allocation for both colleges, and Foothill College receives 40 percent. Members of the District Budget Advisory Committee, Chancellor's Cabinet, and the governing councils of Foothill and De Anza review the process regularly and have been considering changes to the allocation process as part of the District's overall reimagining effort (IV-D-2-04-Resource-Allocation).

District services are assessed through a variety of surveys and reports, in addition to the metrics included in Board priorities, plans and feedback received through the governance process (IV-D-2-05-Board-Priorities-2022-2023).External auditors conduct an annual financial audit of all District funds, bookkeeping, and accounts, and the District contracts for an annual performance audit of its bond program and periodic performance audits (III-D-2-13-Audit-Report-2022; IV-D-2-07-Bond-Audit-2022).

Other mechanisms in place to assess the effectiveness of District services include regular reports on risk management and environmental compliance services; the Measure G and C Citizens' Bond Oversight Committee annual report, which provides an independent assessment of the District's construction bond program; and surveys administered by the Educational Technology Services and Facilities offices to determine user satisfaction with regard to help requests (III-B-1-07-Risk-Management-2022; IV-D-2-09-Health-Safety-Report; III-B-2-06-CBOC-Reports).

Finally, each administrative unit evaluates its support for the institutional mission through administrative unit reviews that include an assessment of progress toward meeting goals related to the District Strategic Plan and a realignment of objectives supporting goals (IV-D-2-11-Administrative-Unit-Reviews; IV-D-2-12-Chancellor-AUR).

Analysis and Evaluation

The College and District meet Standard IV.D.2. The chancellor has created an organizational structure that sets forth the authority of each operational unit and has cooperatively developed and widely shared a functional map that delineates operational responsibilities and functions of the colleges and the District.

The District employs multiple data-driven measures to evaluate the effectiveness of District services and to ensure that the colleges receive adequate support in achieving their missions.

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

Evidence of Meeting the Standard

The Chancellor ensures effective control of expenditures, as prescribed in Board policies that entrust the chancellor with overall responsibility for sound fiscal management, including the duty to

- Provide responsible stewardship of available resources
- Maintain fiscal planning processes that address short- and long-term educational missions, goals and objectives and include constituency input
- Maintain adequate cash and fund balance reserves to meet short-term and long-term needs, obligations and liabilities
- Implement and maintain effective internal controls.

(I-C-14-02-BP3000-Fiscal-Management; III-D-1-02-BP3100-Budget-Preparation).

District budgets are required to plan for the allocation of resources to instructional and support programs in a manner consistent with the District's mission, goals and priorities, and to reflect a balance between resources and expenditures. The chancellor is required to report in detail to the Board at least quarterly regarding the district's financial and budgetary condition (III-D-2-18-BP3112-Financial-Reports).

District administrators, faculty members and classified professional staff are given appropriate opportunities to participate in and influence the development of college financial plans and budgets, as outlined in the District's Resource Allocation Graphic (IV-D-2-04-Resource-Allocation). When the District receives state allocations, the funding is reviewed by District and college governance groups before being allocated to the colleges and the District's Central Services operation. The involvement of multiple college and district committees helps ensure that the process is fair, well understood, and reflects a realistic assessment of needs and priorities of each institution.

The District Budget Advisory Committee (DBAC), a shared governance body, meets multiple times over the course of the year to discuss the current year and proposed budgets, resource allocation policies, and strategic issues (IV-D-3-05-DBAC). Committee members report back to constituent groups, and the chair provides periodic reports to the Chancellor's Advisory Council.

Personnel resource planning is closely integrated with budget planning. The vice chancellor of Human Resources sits on the District Budget Advisory Committee, along with the vice chancellor of Business Services. Additionally, both vice chancellors serve on the Chancellor's Advisory Council, which has districtwide constituency representation.

Analysis and Evaluation
The College and District meet Standard IV.D.3. The District and the two colleges follow best practices that include establishing annual financial projections, issuing quarterly status reports on the financial and budgetary condition, maintaining adequate cash and fund balance reserves, following responsible investment practices, and maintaining a balanced budget. External auditors provide annual audit reports and have issued clean, unmodified opinions for more than a decade.

To ensure a process that is fair, well understood, and realistic in assessing the needs of each college, the District follows a resource allocation process that is college-centered and provides opportunities for constituency review and feedback.

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

Evidence of Meeting the Standard
The chancellor has delegated full responsibility and authority to presidents of De Anza and Foothill colleges to implement and administer delegated District policies without interference, as outlined in Board policy (IV-C-12-01-BP2430-Delegating-Authority). The chancellor is permitted by board policy to "delegate any powers and duties entrusted to him/her by the Board including the administration of each college and center" and required to "establish organizational charts that delineate the lines of responsibility and fix the general duties of employees within the District" (IV-D-1-01-BP3100-Organizational-Structure).

The organizational chart developed by the chancellor delegates the administration of each college to its president and requires the president to "establish organizational charts that delineate the lines of management and supervisory responsibility within their organizational units" (IV-B-1-01-AP3100-Organizational-Structure). The delineations of functions map further documents the separation of District and College responsibilities (IV-D-2-03-Functional-Map).

Analysis and Evaluation

The College and District meet Standard IV.D.4. The District chancellor delegates full authority and responsibility to the presidents of the District's two colleges, and holds them accountable for the operation of the colleges. The College president implements and administers delegated Board policies in a manner that ensures the quality and integrity of programs, excellent services to students, and financial stability to carry out the College mission.

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

Evidence of Meeting the Standard

The District has established integrated processes for strategic, financial, facilities, and technology planning with the goal of optimizing excellence in student learning and achievement, as detailed in the District planning cycle graphic (IV-D-5-01-District-Planning-Cycle). Planning is integrated with resource allocation at the district level through the budget review process.

The District Strategic Plan includes priorities and goals that are derived from its mission statement and aligned with the goals articulated in educational master plans developed by the District's two colleges (IV-C-5-05-District-Strategic-Plan). The district looks to the outcome metrics in the colleges' respective planning documents to determine the effectiveness of the integrated planning process.

At the college level, goals are developed through each college's governance structure. The integration of these goals with the District goals is documented in the District planning cycle: The District updates its plans immediately after the colleges, so that college goals can be integrated into district plans (IV-D-5-01-District-Planning-Cycle). The District Strategic plan includes district goals as well as the integration of college goals.

Analysis and Evaluation

The College and District meet Standard IV.D.5. Planning and evaluation by the District and both of its colleges are integrated to improve student learning and achievement and institutional effectiveness, and the planning cycle allows for evaluation, reflection, and alignment between planning efforts. District plans are developed with districtwide participation and are linked with the colleges' plans.

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

At the college level, each campus engages in its own planning cycle within the seven-year accreditation cycle, which also includes a review and update of its mission, strategic planning, program review, student learning outcomes assessment, resource allocations and goal setting and evaluation. The colleges and the District each oversee their respective planning process – collecting evidence, monitoring implementation, evaluating achievement of goals, and reporting progress on goal attainment.

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

Evidence of Meeting the Standard

The District chancellor and vice chancellors ensure that communication between the District and its two colleges allows for effective operation and is timely, accurate, and complete. Through weekly Chancellor's Cabinet meetings, the chancellor, college presidents, and vice chancellors work through complex, high-stakes issues that impact the effective operation of the colleges and District.

The chancellor holds regular online office hours, which are open to all employees and trustees. These are highly attended and provide a means of communication, leadership and guidance to the colleges, while also making information available to all employees. Through an email notification, the chancellor's office marks these sessions on all employees' Outlook calendars. The sessions were traditionally held once per quarter on each campus, before the onset of the COVID-19 pandemic. With the onset of the pandemic, the open office hours were changed to weekly Zoom meetings to facilitate communication and promote a sense of community. Throughout the pandemic, the meetings were routinely attended by 200-300 employees, as well as students and community members (IV-D-6-01-Chancellor-Office-Hours

The Chancellor's Advisory Council (CAC) serves as the primary governance group for the District. As such, members act as a conduit for cross-district communication on a variety of issues, representing the interests of their constituencies and soliciting feedback from each group. The CAC's membership includes the chancellor, college presidents, vice chancellors, and leaders of the academic and classified senates, employee groups, and student organizations. This ensures that all of the district's constituencies are given the opportunity to participate in decisions that affect their colleges, and to obtain relevant information for college decision making in a timely manner. Agendas and minutes for CAC meetings are posted publicly (IV-D-6-02-CAC-Agendas).

The CAC receives recommendations and input from an affordable housing task force and six districtwide committees:

- District Budget and Advisory Committee
- District Diversity and Equity Advisory Committee
- Educational Technology Advisory Committee
- Energy and Sustainability Advisory Committee
- Human Resources Advisory Committee
- Police Chief's Advisory Committee

In addition to districtwide shared governance groups, other work groups meet regularly and provide a conduit for sharing information. One such group is the Academic and Professional Matters Committee, which includes the academic senate leadership from both colleges, the chancellor, the college presidents, and the college instructional vice presidents and associate vice presidents. The chancellor also convenes regular meetings of the chancellor's cabinet, all administrators and supervisors, and senior administrators to support the flow of information critical to effective operations and decision making.

Communication is reinforced and supplemented by the chancellor through the District Opening Day gathering, held during the week before fall quarter begins, as well as through selective messages, open office hours, the district website, and districtwide informational meetings. (IV-D-6-03-Chancellor-Messages; IV-D-6-04-District-Info-Sessions).

Surveys conducted in spring 2017, 2019, and 2022 found that discussions in districtwide governance committees are providing adequate opportunities for all constituency groups to participate, and that the sharing of committee decisions discussions occurs most often in person, by email, and in updates in committee meetings (IV-D-6-05-District-Governance-Survey).

Analysis and Evaluation

The College and District meet Standard IV.D.6. The organizational management structure of the District ensures timely, accurate and complete communication for effective operation of its two colleges. Cabinet meetings provide a forum between the chancellor, vice chancellors and college presidents to discuss operational policies, procedures, issues and challenges, and to develop a common management approach.

The chancellor uses multiple channels to disseminate information and gather feedback from all constituency groups through open office hours and through monthly CAC meetings. Agendas and minutes for the latter are shared publicly online. Other channels include Opening Day presentations, meetings of all administrators and managers, and emails directly from the chancellor to all employees.

The Chancellor's Advisory Council engages representatives from each college and the District, with representatives from each of the employment groups – including students -- and bargaining units to work on key operational areas in order to provide recommendations to the chancellor. By including representatives from each campus, the District, and employee groups, this governance structure ensures wide sharing of information that is timely (at least monthly), accurate (informed by the expertise of each member representing their area or constituency group), and complete (feedback and input is representative of all groups). The committee's recommendations on policies and procedures are presented to the Board of Trustees for approval.

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

Evidence of Meeting the Standard

District and college role delineations were evaluated and documented in the delineation of functions map, which was developed in consultation with the vice chancellors and colleges and adopted by the Chancellor's Advisory Council in spring 2023 (IV-D-2-03-Functional-Map). The District planning cycle also provides a timeline for regular evaluation and revision of the strategic plans developed by the District and both colleges (IV-D-5-01-District-Planning-Cycle).

The District Strategic Plan documents decisions made during a districtwide collaborative planning process that draws from and builds upon the colleges' educational master plans. The planning process affords the opportunity for the collective community to engage in analysis and discussion about integrating District strategies, goals, and metrics for tracking progress with the colleges' goals (IV-C-5-05-District-Strategic-Plan).

The governance survey conducted in spring 2017, 2019, and 2022 shows general agreement that constituency groups are adequately represented in shared governance committees. The surveys also found that roles and responsibilities of committee members are clear, that the committees' work effectively supports the mission of the district, that discussions allow adequate opportunity to participate, and that decisions are made in an appropriate manner (IV-D-6-05-District-Governance-Survey).

Feedback received through shared governance, as well as through Board of Trustees meetings on increasing effectiveness in governance and decision-making, led to the evolution of the Police Chief's Advisory Council into a districtwide shared governance committee, as shown in Item 12 of the Board minutes for April 5, 2021, and to the creation of an Affordable Housing Task Force, as shown in Item 15 of the Board minutes for May 3, 2021 (IV-D-7-05-Board-Minutes-2021-0405;. IV-D-7-06-Board-Minutes-2021-0503).

The chancellor initiated a districtwide "reimagining" process in summer 2021, which included a series of information gathering sessions in spring, summer, and fall 2022. These sessions helped to identify priority needs for developing a new budget allocation model, creating a districtwide enrollment committee, and improving business processes and alignment between the colleges. As a result of the information gathering process, the District Budget Advisory Committee began a review of alternate approaches to budget allocation, and the District Enrollment Management Committee was formed in winter 2023 (IV-D-7-07-Reimagining-Initiative-Website; IV-D-7-08-Reimagining-Initiative-Updates).

Analysis and Evaluation

The College and District meet Standard IV.D.7. Under the chancellor's guidance, the District regularly evaluates the effectiveness of District and college role delineations, governance, and decision-making processes.

The District Strategic Plan is developed through a collaborative planning process that draws from and builds upon the colleges' educational master plans, which in turn are based on regular evaluation and review of progress toward institutional goals for student achievement and learning.

The District's Institutional Research and Planning office conducts employee surveys to assess awareness of the District's planning and decision-making processes. The results are used to inform the chancellor about how well these processes are known and understood by constituencies at both colleges.

In addition, the research office regularly provides enrollment reports to both colleges, which are reviewed by the colleges and have been incorporated into the onling district reimagining effort.

Conclusions on Standard IV.D: Multi-College Districts or Systems

De Anza College and the Foothill-De Anza Community College District meet all aspects of this standard. De Anza is one of two colleges in the District, and the District chancellor provides leadership and communicates clear expectations of educational excellence and integrity for both colleges. (IV.D.1)

The chancellor also clearly delineates and communicates the roles and responsibility of the District and the College, while ensuring that the District provides appropriate and adequate support to the College in achieving its mission. (IV.D.2)

The District has extensive processes for developing budgets, allocating resources and exercising appropriate control over expenditures. (IV.D.3)

By policy, the chancellor has delegated to the College president the authority to implement relevant policies and to further delegate management and operational responsibilities to the vice presidents, deans and directors of the College, while holding the College president accountable for performance. (IV.D.4)

Strategic planning by the College and District are fully integrated, with the District developing plans that reflect the input, needs and goals of the College. Similarly, the District's planning cycle allows for evaluation of key metrics by the Colleges, along with reflection, and alignment between District and College planning efforts. (IV.D.5)

The District chancellor communicates extensively with the Board of Trustees, college presidents and administrators, and all District employees, through regular open meetings, informal office hours, emails and other channels. The chancellor and administration work closely with the College administration to provide appropriate support and resources in alignment with the College mission and goals for student learning. (IV.D.6)

The chancellor regularly evaluates the roles of the College, including governance and decision-making processes, and shares the findings through the District's strategic planning and shared governance structures. (IV.3.7)

In sum, the District chancellor and administration work closely with the College administration to provide appropriate support and resources in alignment with the College mission and goals for student learning.

Improvement Plan

The College is not submitting an improvement plan for this Standard.

Evidence List

Standard IV.D.1

IV-D-1-01-BP3100-Organizational-Structure

IV-B-1-01-AP3100-Organizational-Structure

IV-C-12-01-BP2430-Delegating-Authority

Standard IV.D.2

IV-D-1-01-BP3100-Organizational-Structure

IV-B-1-01-AP3100-Organizational-Structure

IV-D-2-03-Functional-Map

[IV-D-2-04-Resource-Allocation](#)

[IV-D-2-05-Board-Priorities-2022-2023](#)

[III-D-2-13-Audit-Report-2022](#)

[IV-D-2-07-Bond-Audit-2022](#)

[III-B-1-07-Risk-Management-2022](#)

[IV-D-2-09-Health-Safety-Report](#)

[III-B-2-06-CBOC-Reports](#)

[IV-D-2-11-Administrative-Unit-Reviews](#)

[IV-D-2-12-Chancellor-AUR](#)

Standard IV.D.3

[I-C-14-02-BP3000-Fiscal-Management](#)

[III-D-1-02-BP3100-Budget-Preparation](#)

[III-D-2-18-BP3112-Financial-Reports](#)

[IV-D-2-04-Resource-Allocation](#)

[IV-D-3-05-DBAC](#)

Standard IV.D.4

[IV-C-12-01-BP2430-Delegating-Authority](#)

[IV-D-1-01-BP3100-Organizational-Structure](#)

[IV-B-1-01-AP3100-Organizational-Structure](#)

[IV-D-2-03-Functional-Map](#)

Standard IV.D.5

[IV-D-5-01-District-Planning-Cycle](#)

[IV-C-5-05-District-Strategic-Plan](#)

[IV-D-5-01-District-Planning-Cycle](#)

Standard IV.D.6

Standard IV.D.7

Section H:
Quality Focus Essay

Quality Focus Essay

Introduction

De Anza College's Quality Focus Essay (QFE), developed from its Institutional Self-Evaluation Report (ISER), provides an opportunity to delve deeper into important areas of improvement that are aligned with the College mission. To identify topics for the QFE, the existing Accreditation Steering Committee, which includes representatives from all major campus constituencies, met to review the Accreditation Standards and related topics covered in the ISER and develop potential action projects.

During the self-evaluation process, the committee reflected on the College mission, its Educational Master Plan, its long-standing commitment to equity and serving students from underrepresented populations, in order to identify action projects that will help improve student learning and achievement. Through a heartfelt conversation, two themes for action projects were identified:

- Continued commitment to narrowing long-standing equity gaps
- Assessment and continuous improvement of governance structures

The resulting action projects provide the College with the opportunity to focus on long-term improvements in student learning and achievement over a seven-year period.

De Anza's QFE begins with an explanation of the process for identifying the campus action projects, and then provides an expanded description and background for each project, while listing the Accreditation Standards to which each is aligned. Next, the QFE lists the detailed steps to complete each project – including a timeline, responsible parties, measurable outcomes and any needed resources. Lastly, the QFE includes a plan for evaluating the effectiveness of the action projects and the resources required.

Narrowing Equity Gaps (Standards I.B.6 and I.B.8)

In spring 2023, the College launched a new strategic planning process that emphasizes campuswide engagement in the effort to narrow historic equity gaps. This process is focused on ten institutional goals, identified in the Educational Master Plan (EMP) for 2022-2027, for narrowing equity gaps to within 5 percentage points for seven disproportionately impacted student population groups.
As part of this new process, individuals who have shown leadership across the campus were recruited for five strategic initiative teams, aligned with initiatives identified in the EMP and the equity framework described in the "Equity Plan Re-Imagined" document, which the College produced in 2022. The teams were charged with creating time and space for collegewide discussion and development of action plans, to address the goals aligned to their initiative area.

The teams are also responsible for ongoing evaluation, on an annual basis, and continuous improvement as part of the strategic planning process. Since this is a new process, the College committed to providing the teams with appropriate human, fiscal and other resources needed for the College to meet its goals by fall 2027. As the process unfolds, the College will evaluate the effectiveness of the initiative teams and develop improvement plans as necessary.
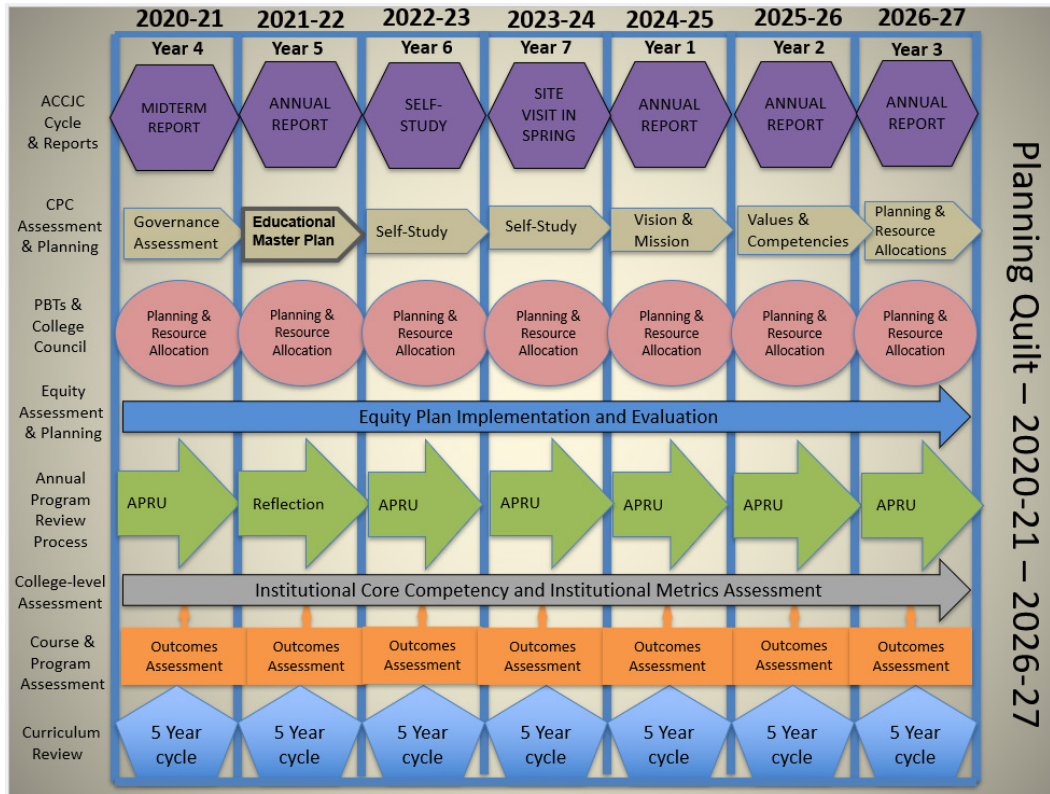
Background

The initiative areas that serve as the teams' organizing focus were developed in an earlier phase of collegewide strategic planning during the 2020-21 academic year. More than 200 members of the campus community engaged in this process. Through collective discussion, input and feedback, the College identified four strategic initiatives to address:

- Outreach
- Student-centered instruction and services
- Retention
- Civic capacity for community and social change

At the heart of all four is the foundational value of equity, which the College intends to advance both structurally and culturally through the implementation of "Equity Plan Re-Imagined," a guiding document that reflects feedback from governance groups and strategic planning sessions held in spring 2022. The College's Guided Pathways project, which seeks to provide students with clear pathways and integrated support, is another central element of this work, along with De Anza's commitment to the six factors identified by research that found students succeed when they are directed, focused, nurtured, engaged, connected, and valued.
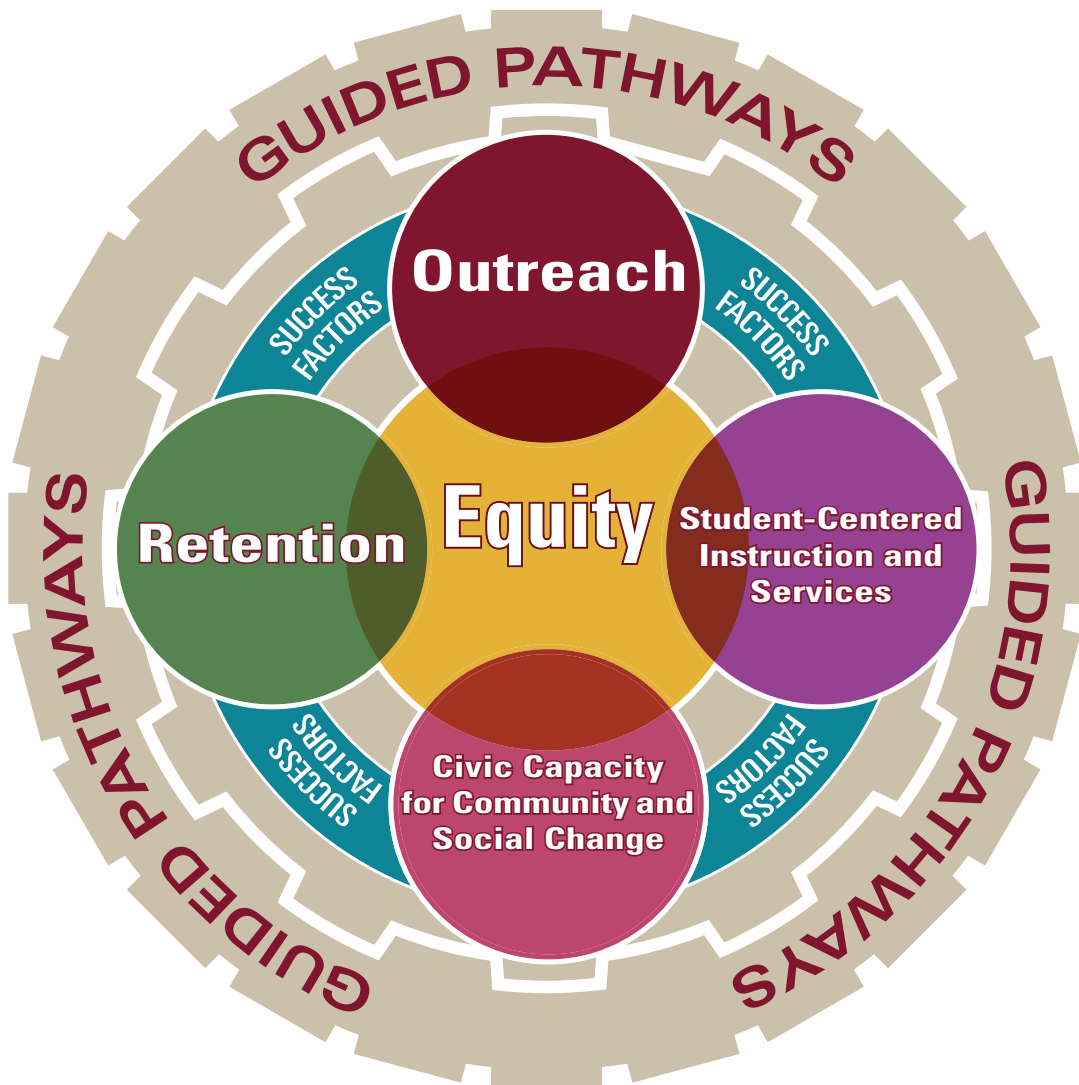
In addition to the ten institutional goals and four initiative areas, De Anza's EMP includes corresponding metrics for the seven student population groups, as listed here:

Initiative	Alignment to Guided Pathways	Alignment to Goals	Alignment to Other Plans
Outreach	Pillar 2: Enter the Path	Goal 1: Outreach to Historically Underserved Populations Goal 2: Achieving Success Factors Goal 10: Meeting Basic Needs	• Equity Plan • Title III Grant
Student-Centered Instruction and Services	Pillar 4: Ensure Learning	Goal 2: Achieving Success Factors Goal 3: Course Success Goal 4: English and Math Completion Goal 9: Civic Capacity for Community and Social Change Goal 10: Meeting Basic Needs	• Guided Pathways Mission • Equity Plan • Title III Grant
Civic Capacity for Community and Social Change	Pillar 3: Stay on the Path Pillar 4: Ensure Learning	Goal 2: Achieving Success Factors Goal 9: Civic Capacity for Community and Social Change	• Equity Plan • Vision • Mission • Institutional Core Competencies
Retention	Pillar 1: Clarify the Path Pillar 2: Enter the Path Pillar 3: Stay on the Path Pillar 4: Ensure Learning	Goal 2: Achieving Success Factors Goal 5: Transfer Goal 6: Degree Attainment Goal 7: Certificate Attainment Goal 8: Workforce Goal 9: Civic Capacity for Community and Social Change Goal 10: Meeting Basic Needs	• Guided Pathways Mission • Equity Plan • Title III Grant
Equity Plan Alignment			

With authorization from the College Planning Committee, the tri-chairs of the strategic planning process worked during the 2022-23 academic year to develop a plan for collegewide engagement in implementing the EMP and in achieving the ten institutional goals by spring 2027.

In spring and summer of 2023, the tri-chairs identified and invited leaders from across the campus to join initiative working groups, convening the teams for a day-long workshop in July to prepare for work sessions during the collegewide Opening Day event on Sept. 21, the Thursday before fall quarter began. On Opening Day, the initiative teams led work sessions to engage college participants in identifying what is working within their work area, what could be improved, and identify what could be removed to make space for more meaningful work that helps the college advance the four initiatives. Input from this campuswide discussion was collated and analyzed to inform the development of action plans for achieving the institutional goals. The work is now proceeding in two phases:

- **Phase 1: Campuswide engagement**
  - Opening Day workshops: Discussions focused on what is going well, what could be improved, and what could be removed to make space for more meaningful work to advance the four initiatives
  - Fall workshop #1: Celebration of what we do well – based on feedback from Opening Day
  - Fall workshop #2: What could be improved or eliminated and making space for the initiatives – based on feedback from Opening Day
  - Winter workshop #1: Introduce Action Plans

- **Phase 2: Implementation of Action Plans**
  - The College will conduct implementation activities over the next four years, as outlined in Table 1 below.

Assessing Shared Governance (Standards IV.A.7)

De Anza is in the early stages of implementing a new shared governance structure for program review and resource allocation. The new Resource Allocation and Program Planning (RAPP) Committee was established in fall 2022 to replace the three planning and budget teams, with the Budget Advisory Committee replacing the Budget Task Force.

As a new committee structure is implemented for resource allocation and program planning, the College will continue to evaluate its governance and decision-making processes on a regular basis, to assure their integrity and effectiveness. Results of these evaluations will be used as the basis for continuous improvement.

Background

In summer 2020, De Anza launched a collegewide review of its shared governance structure and processes, with a focus on promoting equity and inclusion. A Shared Governance Task Force developed a proposal for a new structure, which was submitted to the College Council in winter 2022. After further discussion by the president and the College Council, during a retreat in summer 2022, it was decided to move forward with the reorganization.

A new Resource Allocation and Program Planning (RAPP) Committee was launched in 2023, along with a new Budget Advisory Committee (BAC). These are replacing three planning and budget teams that were responsible for reviewing resource requests from the areas of administrative services, instruction and student services. The new structure calls for the RAPP to review requests from these areas, while considering input from the BAC and the deans and directors from affected programs, before ranking the requests and making recommendations to the College Council. The goal is to increase integration in planning, resource allocation, and hiring for the three areas.

The RAPP Committee has developed a set of charges and norms, along with new processes and criteria for reviewing resource and personnel requests. However, the new processes have drawn criticism in their first year of implementation and the RAPP Committee has agreed to revisit and refine them as necessary. This highlights the need for ongoing review, evaluation and improvement, to ensure the new processes are equitable, inclusive and effective in achieving the College's mission and goals for student learning.

The College will continue to review the new structure, as well as other governance groups and the decision-making process as a whole. To that end, the College will administer a governance assessment survey in spring 2024, and every two years after that. Survey results will be shared collegewide and used to develop action plans for continuous improvement. The review effort will be led by the College Council, which is tri-chaired by the presidents of the College, the Academic Senate and the Classified Senate.

Action Projects

Two action projects were identified through collegewide dialogue during the self-evaluation process. These projects provide opportunities to make significant improvements in support of the College mission and goals.

Action Project 1: Narrowing Equity Gaps

The College will work toward achieving the ten institutional goals for narrowing equity gaps, as identified in the Education Master Plan by fall 2027. This project aligns with Standards I.B.6 and I.B.8.

- In 2021-22, the College's strategic planning process produced ten institutional goals, with corresponding metrics, for narrowing equity gaps that exist for seven disproportionately impacted student population groups, when compared with the remaining student body.
- In spring 2023, five initiative teams were created and charged with enlisting collegewide engagement in developing action plans aligned with initiatives identified in the EMP and the College's equity planning framework.
- The initiative teams will work to continuously evaluate, adapt and improve the implementation of the action plans in order to help the college meet its goals by fall 2027.

Action Project 2: Assessing Shared Governance

The College will continue to assess its governance and decision-making structure and processes, on a regular basis, to assure their integrity and effectiveness. This project aligns with Standard IV.A.7.

- Since summer 2020, the College has been engaged in an evaluation, review and re-envisioning of its resource allocation and program planning processes. The goal of this effort is to improve integration and transparency within the resource allocation and personnel hiring processes.
- As the structure is new, the College Council will serve take the lead role in regularly evaluating the new governance structure.
- Evaluation results will be shared campuswide and used as the basis for improvement.

Steps for implementing the two action projects are outlined in further detail below.

Steps for Implementation

Action Project 1: Narrowing Equity Gaps

Goal: Fully implement the strategic planning initiative teams and support the teams with human, fiscal and other resources in order to meet the EMP goals by fall 2027.

Table 1: Activities for Action Project 1

Desired Outcome	Action Steps		Responsible Party
Create Initiative Teams	Seek participation on five teams covering the four initiatives and the framework described in "Equity Plan Re-Imagined"	Spring 2023	Strategic Planning Tri-Chairs
	Convene initiative teams to begin to plan for Phase 1 and Phase 2 of the strategic planning process		Strategic Planning Tri-Chairs
Opening Day Workshops	Lead campuswide discussions on strategic planning including what is going well, what could be improved and what could be removed	Fall 2023	Initiative Teams, Strategic Planning Tri-Chairs
Develop Plan for Phase 2	Meet to determine how best to engage the campus in the development of action plans for Phase 2 of the process	Fall 2023	Initiative Teams, Strategic Planning Tri-Chairs
Townhall Meetings to Celebrate the Work on Campus	Hold campuswide celebration of the work being done on campus and making room for new things	Fall 2023	Initiative Teams, Strategic Planning Tri-Chairs
Townhall Meeting to Develop Action Plans	Meet with college stakeholders to collaboratively develop action plans based on collegewide input from Opening Day and Fall 2023 workshops	Winter 2024	Initiative Teams, Strategic Planning Tri-Chairs
Synthesize Action Plans	Meet to synthesize all ideas for action plans into one collegewide plan	Spring 2024	Strategic Planning Tri-Chairs
Adopt Action Plans for Each Initiative	Gain approval on the action plans from each shared governance group	Spring 2024	Initiative Teams

Provide Space and Time for Equity Work	Hold a flex day for departments and divisions to engage in dialogue about how they play a key part in meeting the goals and how their area can work to implement an action plan	Spring 2024, Spring 2025, Spring 2026	Initiative Teams, Strategic Planning Tri-Chairs
Evaluate Action Plan	Engage in a self-assessment to determine improvements that need to be made, in order to meet their goals	Fall 2024, Fall 2025, Fall 2026	Initiative Teams, Strategic Planning Tri-Chairs
Ongoing	Use evaluation results to continuously improve and adapt their practices in order to meet their goals		Initiative Teams, Strategic Planning Tri-Chairs
Meet Initiative Goals	Through concerted efforts across the campus, the College meets its goals and narrowed longstanding equity gaps to no more than 5 percentage points within each goal	Fall 2027	Collegewide

Action Project 2: Assessing Shared Governance

Goal: Regularly evaluate the new shared governance structure, share the results campuswide, and ensure the evaluation results are used as the basis for improvement.

Table 2: Activities for Action Project 2

Desired Outcome	Action Steps		Responsible Party
Review of Shared	Determine duplication or possible streamlining of committees to reduce the number of committees on which individuals are asked to serve	Fall 2023	College Council
Share Results of	Share results of governance review with the College Council to determine if any changes are necessary to the committee structures	Fall 2023	College Council
	Implement decisions based on the College Council review of governance structures	Winter 2024	College Council
Update	Update the Governance Handbook to reflect any changes in the governance structures	Winter 2024	Institutional Research
Develop	Gather input on survey questions from shared governance groups	Winter 2024	Institutional Research and College Council
Administer Governance Survey	Administer a governance assessment survey to all employees to gather their input on the updated processes	Spring 2024	Institutional Research and College Council
Review Results of Governance Survey	Review and analyze results of governance survey and share widely	Spring 2024	Institutional Research and College Council
Develop Action Plans	Develop action plans based on survey results	Fall 2024	Institutional Research and College Council
Implement Action Plans	Begin the implementation of action plans based on governance survey to continuously improve the governance structure and processes	Winter 2025	College President and College Council
Administer Governance Survey Every Other Year	Continuously assess, review and update the shared governance structure and process to best fit the needs of the College	Winter 2026	Institutional Research and College Council

Assessment of Action Projects

The College will annually evaluate progress in meeting the QFE goals, including progress on the goals and timelines for the action projects, and assess the effectiveness of the plans, timeline, responsible parties, and outcomes.

In order for the action projects to be fully achieved, they must be embedded in existing processes such as program review and institutional planning processes. The College Planning Committee (CPC) will be responsible for annually reviewing the QFE goals, in line with CPC's review of institutional metrics and the Educational Master Plan.

Resources

In order to meet the goals outlined in the QFE, the College will use existing human, technology, physical, and financial resources, and reallocate those resources as needed.

DeAnza College

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