

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

Standard III.A: Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

Standard III.A.1

The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

Standard III.A.1.a

Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

All full-time positions at De Anza College have detailed job descriptions that follow a consistent format throughout the district, but which are reviewed by each hiring committee and developed into appropriate position announcements. (Docs. 1, 2) Every faculty job description emphasizes the

importance of faculty being grounded in their subject, knowledgeable of the best pedagogies in their field, committed to student learning, and sensitive to the differences among students in a richly diverse campus environment. (Doc. 1) The hiring procedures for full-time and part-time faculty positions include a demonstration of teaching, counseling, or librarianship skills.

The criteria, policies, and procedures for hiring employees in all categories are well documented in the “Hiring Process Manual.” (Doc. 3) In fall 1997, all college administrators participated in an extensive review of the hiring procedures described in this manual. This manual also contains detailed policies and procedures for hiring of temporary administrative, faculty, and classified employees.

The hiring procedures for full-time employees are quite rigorous and thorough. Once an open position is verified, a hiring committee is formed and a position announcement is developed. All positions follow the same process of recruitment and advertising, initial screening of written applications, personal interviews with the hiring committee, reference checking, final interview, and selection. Issues of diversity are included in the training of each search and selection committee for faculty and classified positions and are an integral part of the job description, and interviewing and selection procedures. (Doc. 3) Job announcements are available at the entrance to the District Offices, advertised in appropriate publications, and posted on the district Web site. (Doc. 1)

All full-time faculty and administrators, with their qualifying degrees, are listed annually in the college catalog. (Doc. 4, pg. 212) More than 18% of faculty and administrators listed hold doctoral degrees. Policy and procedures for equivalency as well as minimum qualifications for faculty and administrators are explained in detail in sections XII and XIII of the “Hiring Process Manual.” (Doc. 3)

Self-Evaluation

De Anza’s hiring practices adhere to the criteria, policies, and procedures that govern the selection and employment of full-time employees in all categories. Equal opportunity representatives, trained to serve on search and selection committees, ensure that the process is equitable and consistent with the “Hiring Process Manual.”

While the procedures for hiring full-time employees are thorough and rigorous, the process for part-time employees needs improvement. Attempts to establish qualified part-time applicant pools have met with varying degrees of success in different divisions. With dynamic scheduling needs, recruitment and hiring of part-time faculty are often at the last-minute with little

attention to established hiring procedures. Such practices heighten concerns about ensuring the quality and diversity of staff for all courses.

Planning Agenda

No recommendations at this time.

Standard III.A.1.b

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.

Descriptive Summary

The stated purpose of an official administrative evaluation of faculty is to “recognize outstanding performance, improve satisfactory performance and further the growth of employees who are performing satisfactorily, identify areas which might need improvement, and identify and document unsatisfactory performance and offer assistance in achieving the required improvement.” (Doc. 5, Article 6.2.1, pg. 16) Administrative evaluations review faculty employee performance “not only in the classroom, but in all of his or her contractual obligations.”

In accordance with Article 6A of the Agreement between Foothill-De Anza Community College District and the Foothill-De Anza Faculty, (Doc. 5, Article 6A, pg. 20), during the four-year Tenure Review period new full-time faculty are evaluated by a four-member committee, usually including the division dean, members of the department and division and an at-large faculty member from outside the division. New faculty are also evaluated by students quarterly, and are required to write a self-evaluation at the end of the first, second, and fourth years of the tenure process. (Doc. 5) Both the administrative/peer evaluation form and the student evaluation form contain a set of statements that are used to evaluate faculty member performance, as well as a written narrative to describe areas of satisfactory or better performance and areas for improvement. (Doc. 5, Appendix J, pg. 145)

Article 6 of the Agreement explains in detail the procedures for faculty evaluations and stipulates that every regular faculty employee is to be evaluated at least once every three academic years. This article also contains deadlines to assure that follow-up of evaluations is done in a timely manner. The evaluation process includes administrative, peer and student evalua-

tions to the extent practicable based on the faculty employee's assignment. Official evaluation instruments for all faculty are contained in Appendix J of the Agreement.

Part-time faculty are also evaluated on a nine-quarter cycle, using the same evaluation instruments as for full-time faculty. Responsibility for conducting the evaluations lies with the division dean, although the dean may appoint one or more designees (often department coordinators) to actually do the evaluations. This practice is often the case in areas faced with large numbers of new and continuing part-time faculty. Part-time faculty must be evaluated at least once during their first three quarters of employment. Failure to do so entitles the faculty member to receive reemployment preference if otherwise qualified.

Faculty members who have served at least one full year at the top step of the appropriate salary schedule and have completed at least four years of service within the district are eligible to apply for the Professional Achievement Award (PAA). The PAA is a mutually agreed upon contractual provision intended to reward excellence in the performance of the faculty member's principal duties and to promote continued professional growth and special service to the college or district. Detailed criteria for the granting of this award, which includes documentation over a four-year period of professional growth activities, special service to the District, as well as administrative, peer, student, and self-evaluations, are found in Article 38 of the Agreement.

Classified evaluations are monitored through district human resources. Forms are sent to supervisors in a systematic and timely manner. Classified staff receive two-month and six-month evaluations during a probationary period before being evaluated for permanent status by their supervisor. (Docs. 6, 7, 8) Thereafter, an annual evaluation is conducted to enhance employee-supervisor communication regarding job expectations and professional growth.

The classified evaluation process includes periodic financial incentives based upon merit and service through a system that includes step increases and longevity awards. Unsatisfactory performance is formally noted through the evaluation process and the classified employee receives improvement plans and recommendations in order to maximize job performance. Classified employees have added application forms for the Professional Growth Award (PGA) to their contract and have stepped up efforts to educate personnel to take advantage of this program.

Evaluation of administrators covers three areas: position responsibilities,

annual goals, and behavioral skills. (Doc. 9) The process also includes a self-evaluation with a development plan. New administrators receive a comprehensive evaluation each year for the first two years of service. The supervisor evaluates the administrator in all three areas; input for behavioral skills is solicited from a broad-based group of responders selected by the administrator and supervisor. Thereafter, administrators are evaluated annually by their supervisor and receive a comprehensive evaluation every three years.

Self-Evaluation

The Tenure Review process for evaluation of new faculty is well established and detailed. (Doc. 5) However, the breadth and depth of “pre-service” training for Tenure Review committees has been reduced, particularly in relation to equity and diversity. This may have resulted in differing interpretations of procedures and less adherence to strict policies.

Evaluating part-time faculty on a regularly scheduled cycle is a challenge due to the large number of part-time faculty and the time limitations of the evaluating deans and/or their designees.

Although faculty and staff have the opportunity to receive recognition for special service through the PAA (faculty) and PGA (classified) awards, it is noted that the review and determination of service “credit” is subject to interpretation of the negotiated guidelines by administrators and/or award committees. However, with the inception of the new Faculty Association Contract dated July 1, 2004 to June 30, 2007, consistent application of the points awarded has been established. (Doc. 5, Appendix O3)

Planning Agenda

- Under the direction of the President’s Council, develop and provide annual workshops for administrators to enhance their understanding and to encourage consistency in reviewing and approving professional activities for professional growth units or awards.

Standard III.A.1.c

Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary

De Anza does not have a component of the faculty, administrator, or staff

evaluation that addresses student progress toward achieving Student Learning Outcomes. (Note: Also review Standard II for this issue.)

Self-Evaluation

The concept of Student Learning Outcomes (SLOs) in the context of the current accreditation standards is new to the De Anza community. Methodologies for evaluation of student success have been based on traditional models that include grades, course completion, retention, and persistence. Student learning goals are observed in the curriculum development process and individual course syllabi; however, focus has been on achievement of learning goals specific to disciplines with little attention to either college-wide definition of learning outcomes or the measurement of such outcomes.

Although the campus has not engaged in broad discussions related to learning outcomes, a number of workshops and Town Hall discussions on improving student learning in the context of student equity initiatives have been held. (Doc. 10) As a result of the 1999 Educational Master Plan, “DE ANZA 2005 Pathways to Excellence,” and equity efforts, most divisions have developed and adopted student equity plans that identify specific activities, both curricular and pedagogical, to improve student learning. (Doc. 11)

Planning Agenda

- The President’s Council will provide leadership in expanding the evaluation process to include appropriate evaluation related to SLOs.
- Develop a process for establishing a campus-wide definition of SLOs and their measurement in instruction and student services.

Standard III.A.1.d

The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary

The Executive Committee of the Academic Senate adopted in 2002 “Academic Integrity and Student Success: the Role of Faculty, Students, staff, and Administration of De Anza College.” (Doc. 12) It reads in part: “The faculty of De Anza College are convinced that academic integrity is an essential part of any true educational experience, requiring integrity on the part of faculty members, administrators, staff members, and students, and that each of us has expectations of integrity in each other. The Center for Academic Integrity defines academic integrity as a commitment, even in

the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility...Academic integrity, fosters a ‘love of learning’, and holds each person responsible for defining and supporting academic integrity standards...In all phases of teaching and learning – from preparing for a class, interacting in class, taking and preparing for exams, and attending to written assignments and homework, the responsibility for fostering and maintaining campus-wide academic integrity must be shared by all – faculty, students, administrators and staff.” The document further delineates specific faculty and student responsibilities in areas including class assignments, exams, class preparation, in-class/personal interaction, and final grades.

“Professional Ethics,” (Doc. 12) a faculty resolution adopted in 1991, is an adaptation of the American Association of University President’s ethics statement. The resolution begins: “De Anza Community College faculty members, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them.” It continues on to address scholarly competence, intellectual honesty, respect for students and faculty colleagues, and obligations as a citizen of the broader community.

These Academic Senate resolutions serve as guidelines along with specific board policies related to harassment, mutual respect, discrimination, and diversity. (Doc. 13)

Self-Evaluation

Academic integrity and board policies are widely accepted, contribute to the campus’ collegial environment, and are integrated into the professional lives of faculty and staff. However, the need for a system to address personal and professional conflicts between faculty and staff has surfaced. While policies and procedures that address student-to-student and student-to-faculty disputes are well established, no comparable structure for faculty and staff exists. Formal grievance and conciliation processes are outlined in bargaining agreements, but these are limited to bargaining unit-specific issues and do not address interpersonal or ethical matters. While the Academic Senate has a Professional Relations Committee whose role is to investigate disputes, recent experience informs us that strengthened conflict resolution processes are needed.

Program Review reports provide all-college, division, and department course retention and success rates of students. (Doc. 14) Data reveal significant disparities in success rates between ethnicities. The achievement gap between Filipino (70% success rate) and White (80% success rate) students, for example, challenges us to respond from our sense of academic integrity. These disparities raise the question: Are we professionally ethical if certain

groups of students perform at lower than expected rates? It is a question that warrants college-wide attention and discussion.

Planning Agenda

- Address interpersonal or ethical issues among faculty, staff, and administrators.
- Under the direction of the President's Council, define roles and responsibilities in fostering equitable learning outcomes and the implications of continued disparities in success rates between ethnic groups.
- Under the direction of the President's Council, assist the Classified Senate in the development of a professional code of ethics for classified staff.

Standard III.A.2

The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Descriptive Summary

Staffing levels are determined through the Program Review process by each program and Planning and Budget Team (i.e. Student Service Planning and Budget Team, Instructional Planning and Budget Team, and Finance Planning and Budget Team). The Program Review instrument is reviewed on a biannual basis by the Planning and Budget Teams to ensure the effectiveness of this process as an evaluation tool useful to the institution. (Doc. 14)

Table I, from the district's Institutional Research Web site, summarizes staffing patterns. These figures represent actual employee counts, not authorized positions.

Table 1: De Anza Staffing Patterns

	1998	2000	2002	2004
Administrators	35	31	31	29
Full-time faculty	278	297	321	298
Full-time classified	280	256	295	283
Totals	593	584	647	610

Self-Evaluation

While the overall number of full-time faculty, staff, and administrators increased 3% between 1998 and 2004, a significant 6% drop occurred between 2002 and 2004. Active hiring between 1999 and 2001, the result of an infusion of Partnership for Excellence funds, enabled the campus to launch innovative programs and services in both instructional and student service areas. With diminishing state funding, however, authorized positions vacated by retirements and resignations have remained unfilled. Elimination of classified and administrative positions has also reduced the number of authorized positions that will be difficult to reinstate. As further budget cut-backs loom, the Program Review process must be strengthened to ensure that staffing levels remain sufficient to provide the programs and services necessary to support the mission and purpose of the institution.

Planning Agenda

- Under the direction of the President's Council, ensure that staffing decisions are driven by the Educational Master Plan goals.

Standard III.A.3

The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

Descriptive Summary

De Anza, in conjunction with the Foothill-De Anza District Office, creates its personnel policies and procedures. The master documents are listed as "Board Policies" and "Board Administrative Procedures." (Doc. 13) These policies and procedures are maintained and regularly updated in the consolidated "Board Policy Manual." The district Human Resources and Equal Opportunity Office directs the administration of these requirements. These documents can be accessed via the district Web site. (Doc. 15) Included are policies on sexual harassment, equivalency, cultural diversity, hiring, and academic freedom. District-wide collective bargaining units negotiate personnel policies and procedures regarding working conditions and compensation issues. New agreements/provisions are negotiated regularly. Staff at the District Office and on campus who deal with personnel actions administer the agreed upon policies and procedures. These board policies and administrative procedures are regularly reviewed to ensure they are current, and the board gives approval before they are posted.

To ensure new employees are aware of personnel policies and procedures, they begin their service by attending an orientation session at the District

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Office to inform them of their benefits and of key provisions in their respective contractual agreements. (Doc. 16) All faculty members receive a copy of the Faculty Association (FA) Agreement and are kept informed on contractual matters by means of a monthly newsletter, FA News (Doc. 17). In addition, during orientation sessions, new full-time faculty receive an “Instructor Survival Kit” (Doc. 18) and part-time instructors receive the “Part -time Faculty Handbook.” (Doc. 19) These documents contain the most essential information regarding instructional and personnel matters and procedures. Classified staff also receive copies of their respective agreements. (Docs. 6, 7, 8) Administrators receive the “Administrators Handbook” (Doc. 9), which explains policies and procedures pertinent to managers and administrative personnel.

Self-Evaluation

All constituencies, including bargaining units and Senates, provide input into developing and communicating personnel policies and procedures. In this environment of participatory governance, the system is generally regarded as effective. Involvement of the bargaining units in areas such as grievance and conciliation processes fosters equitable and consistent administration of policies.

Planning Agenda

No recommendations at this time.

Standard III.A.3.a

The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

The “Hiring Process Manual,” kept current by the Employment Services Department at the District Office, establishes procedures to ensure equitable treatment of all staff in the employment process. (Doc. 3) Each campus has trained equal opportunity committee representatives who ensure consistency in hiring practices and procedures. (Doc. 20) Job descriptions are crafted using required details and job announcements clearly identify the required and desired characteristics for employment. (Docs. 1, 2)

Self-Evaluation

Employment procedures that ensure fairness have been developed (Doc. 3), refined, and adapted throughout the years. The current process serves as a model that encourages objectivity and impartiality during the search and selection process. Equal opportunity committee representatives, trained to monitor committee proceedings, intervene when potentially unfair practices may arise. De Anza’s Office of Diversity and District Employment Services provide training and consultative support in this process.

Planning Agenda

No recommendations at this time.

Standard III.A.3.b

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.

Descriptive Summary

District-trained employees meticulously maintain all personnel records. Privacy and confidentiality of their contents are strictly maintained. Financial/payroll records and individual classified staff and administrators' records are kept at the district while faculty personnel files are maintained on campus. These files are maintained in strict accordance with the provisions outlined in Article 8 of the FA Agreement, (Doc. 5) Article 7 of the SEIU agreement, (Doc. 6) Article 4 of the CSEA agreement, (Doc. 7) Article 5 of the Supervisor's agreement, (Doc. 8) and Chapter V of the "Administrators Handbook." (Doc. 9) Any employee may request to review the contents of his or her personnel file.

Self-Evaluation

The provisions of the bargaining agreements in relation to personnel records are strictly adhered to.

Planning Agenda

No recommendations at this time.

Standard III.A.4

The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Descriptive Summary

The campus demonstrates commitment to equity and diversity through specific plans that establish related policies and practices. The Office of Diversity Web site provides general information about the mission, goals, and services provided by faculty, staff, and diversity committees and teams, and operates in accordance with the Educational Master Plan. (Doc. 21) It is the centerpiece for the implementation of these plans and activities. Its mission and functions, as well as general information related to equity and diversity, are outlined on the office's Web site. (Doc. 118) The office provides leadership in the development of campus equity initiatives and serves in a consultative role to faculty and staff. The director chairs the Equity Collaboration

Team (ECT) and the Diversity Advisory Council (DAC), two key bodies that provide oversight of and direction for equity initiatives.

The ECT, comprised of faculty and staff with expertise in equity and diversity, works collaboratively with the DAC and the Office of Institutional Research. The DAC, a representative participatory governance group, guides and assesses all of the institution's diversity and equity initiatives including the assessment of the campus climate as it relates to diversity and multiculturalism. The council is co-chaired by De Anza's president. (Doc. 26)

Student Equity is a central focus of the campus' Multicultural Plan. (Doc. 22) It specifies strategic goals, objectives and activities that guide practices to ensure that there is an understanding of the issues which impact diversity on the campus. "De Anza 2005: Pathways to Student Equity" (Doc. 23) serves as the catalyst for the development of student equity plans within most divisions and departments. Equity task teams have formed to develop, implement, and continually update these equity plans with oversight from the campus Equity Collaboration Team whose faculty and classified members provide discipline-specific and campus-wide consultation, training, and staff development. (Doc. 24)

Additionally, each division has established a curriculum team, spearheaded by the curriculum development specialist, a faculty position created to facilitate the development of multicultural curriculum in all disciplines within the institution. (Doc. 25) Individually and collectively, these initiatives reflect the institution's commitment to equity and to closing the achievement gap between specific student groups.

Self-Evaluation

The institution's recognition of the differing needs that diversity brings has led to an array of equity efforts that include planning teams and impressive diversity initiatives. Despite these efforts to support personnel in their work with students, achieving equity goals has been difficult. Faculty and staff perceive the impact of diversity efforts differently than students. In the Faculty and Staff Accreditation Survey (Doc. 27), 89% of respondents agreed or strongly agreed "Diversity is integrated into the course content, curriculum, and support services of the college" and 91% responded "Students of all ethnic and cultural backgrounds are respected at De Anza." In direct contrast, however, 38% of student respondents in the Student Diversity Climate Survey (Doc. 28) indicate that they have "rarely or never been exposed to multicultural material in course readings, lectures, or discussions" and 50% have "rarely or never been exposed to such material through college programs or activities." In areas related to teacher approachability and sensitivity, teacher caring and concern, and perceived support from faculty,

statistically significant differences were found between students of color and white students as well as between students who speak English as their primary language and students who do not. For example, 58% of White students responded that teachers showed care and concern while only 36% of the combination of all other ethnic groups responded this way.

As evident from these students' perceptions, equity efforts have not yet had a widespread impact in the classroom or the general campus environment. Current efforts, spearheaded by the Diversity Office, will not lead to transformative change without sustained fiscal support. The implementation of an organized diversity staff development program, multicultural curriculum development, and institutionalization of other equity practices is impacted by limited funding and staff resources.

Planning Agenda

- Under the direction of the President's Council, expand existing equity initiatives and allocate fiscal, human, and facilities resources to support equity and diversity efforts.

Standard III.A.4.a

The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary

De Anza's Educational Master Plan (Doc. 21) clearly shows that issues of diversity are core values for this institution and permeate every aspect of college life. The institutional mission and goals, curriculum and pedagogy, student services and the student life programs reflect both policies and practices that speak to the institution's commitment to the understanding of and concern for equity and diversity, as is evidenced in the 2001 document, "De Anza 2005: Pathways to Student Equity" and the campus' Multicultural Plan, 1999. Professional development leaves (sabbaticals), professional achievement awards (PAA) for faculty and professional growth awards (PGA) for classified provide opportunities for professional renewal and salary incentives. Funding for staff development activities, albeit reduced in recent years, offers additional support for personnel. The Multicultural Staff Association, a participatory governance organization, ensures that diverse perspectives of a multicultural campus are represented in the governance process. Additionally, the campus supports informal ethnic-specific groups such as the Asian Pacific American Staff Association and the African Ancestry Faculty, Staff, Student Association, in an effort to provide forums in which issues pertinent to these campus constituencies might be addressed.

Self-Evaluation

While diversity is a core value of the institution and support is provided through formal and informal organizations, a recent decrease in staff development funds at the campus and division/department level has limited opportunities for all professional training, including diversity training. Possible elimination of the Curriculum Development Specialist position, loss of conference funds, and a decrease in diversity workshops related to multicultural curriculum and pedagogy has had a negative impact on the type and frequency of support provided to faculty and staff.

Planning Agenda

No recommendations at this time.

Standard III.A.4.b

The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Descriptive Summary

The Office of Human Resources and Equal Opportunity regularly assesses information on employment equity and diversity for all personnel at the district level. Statistical data, which indicates gender and ethnicity of employees, is available on the District's Institutional Research Web site. Tables 2 and 3 summarize information on ethnicity and gender of De Anza employees provided by Human Resources and Institutional Research. These data show an increase over the past six years in the number of full-time faculty and classified employees who are people of color, but no increase for administrators. The number of full-time female faculty members has increased over the past six years and now exceeds the number of males. The gender ratios of all other employee categories have remained fairly constant.

TABLE 2: Number of Employees by Gender

	1998	2000	2002	2004
	M/F	M/F	M/F	M/F
All FT faculty	144/134	137/160	146/175	135/163
FT classified	98/182	81/175	96/199	93/190
Admin/Managers	19/16	15/16	17/14	14/15

TABLE 3: Number of Employees who are People of Color

	1998	2000	2002	2004
New FT faculty	5	10	7	N/A
All FT faculty	68	84	97	91
FT classified	107	106	130	126
Admin/Managers	11	11	12	11
Totals	186	201	239	228

Self-Evaluation

Employees of color comprise 37% of the total full-time De Anza workforce, up from 31% in 1998. The largest gains have occurred in faculty hiring. Although great strides have been made, the diversity of the staff still does not reflect the diversity of the student population, the majority of who are students of color. (Doc. 28) New approaches to attracting and diversifying applicant pools are needed.

Planning Agenda

No recommendations at this time.

Standard III.A.4.c

The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.

Descriptive Summary

Through the provision of representative bodies, the institution has established avenues for advocacy for the administration, faculty, staff, and students. Within the institution there exists the CSEA, SEIU, Teamsters, and Classified Senate who advocate for classified staff. The Faculty Association and the Academic Senate serve as the advocacy groups for faculty. The AMA serves as the advocacy group for administrators and managers. The De Anza Associated Student Body is the representative body for our student constituency. All of these groups are provided with the opportunity to serve in representative capacities on the majority of campus committees.

Additionally, the shared governance structure that is adhered to in the institution offers numerous opportunities for constituent groups to advocate. The institution's treatment of its administration, faculty, and staff is guided by the district board policies that support its actions. "Article IV: Personnel" in the FHDA Board Policy contains an Anti-Discrimination Policy (#4105), Mutual Respect Policy (#4110), Personnel Files (#4105), Academic Freedom (#4190), Prevention of Workplace Violence (#4515), Sexual Assault Policy Including Rape (#4630), Sexual Harassment of Students and Staff

(#4640), and Requesting and Receiving Accommodation(s) Under the Americans With Disabilities Act (#4670). Students are also addressed in some of these policies in addition to the Student Rights and Responsibility Policy, which is published in the college catalog. Students are provided with a student grievance policy that outlines the steps for filing a grievance in instances where they feel that their rights have been violated. A grievance officer is available for students to access and a hearing process can be implemented when needed.

Self-Evaluation

There is no current evidence that the institution does not demonstrate integrity in the treatment of faculty, staff, and administrators. As it relates to students, however, the results of the campus' Student Diversity Climate Survey (Doc. 28) indicate that further attention to creating a positive and supportive campus climate is a priority. Issues related to equity and inclusion surfaced frequently in survey results. The perceptions that "White students generally had a more positive view of the classroom environment when compared to other ethnic groups" and "Students whose primary language was not English generally rated the classroom environment less favorably than English speakers" point to disparate treatment of students in classes. These results were similar with regard to counselors.

Planning Agenda

- Conduct qualitative research with students to determine strategies for creating an inclusive classroom and student services environment.

Standard III.A.5

The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Descriptive Summary

The Office of Staff and Organizational Development continues to serve a leadership role at De Anza in promoting the professional development of all members of the academic community. To provide appropriate opportunities, Staff Development supervises the processes for allocating staff development resources and coordinates a comprehensive program of individual and institutional professional growth, with responsibility for planning, promotion, implementation, and evaluation. A full-time faculty director and a full-time classified program coordinator staff the office. Professional development opportunities for faculty, classified staff and administrators include fund-

ing for attending professional conferences, workshops, classes, seminars and other revitalization activities, a district-maintained program of professional development leaves (sabbaticals), and training/retraining stipends for faculty and staff. Discipline-specific in-services and conferences are also provided through the Instructional and Student Services divisions.

Self-Evaluation

The level and extent of professional development activities remains high despite a severe reduction in funding resources. (Doc. 29) With diminishing resources in Staff Development as well as in campus divisions and departments, professional development and revitalization activities are in jeopardy. For classified staff, availability of development opportunities has become increasingly limited. Funding that once supported divisions' programmatic needs have been eliminated. With increasing attention to learning outcomes, especially given our diverse student population, the tenuous funding situation for professional development must be examined. In addition, for classified staff with workload restrictions, access to activities as well as funding remains a problem.

Planning Agenda

No recommendations at this time.

Standard III.A.5.a

The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary

Throughout the year, Staff Development offers and supports training and workshops to build skills in support of learning (collaborative learning, interdisciplinary teaching, learning styles, classroom assessment techniques, instructional skills, job skills, customer service); to develop leadership skills (management development, communication skills, meeting and presentation skills, team building, classified leadership development); to promote safety, health and personal well being (weight control, nutrition, coping with change, violence in the workplace, difficult people, ergonomics, line dancing) and to support multicultural and diversity workshops, such as effective teaching for a diverse student population. Additional diversity and equity professional activities, including a women's allies group and equal opportunity representative training, are offered through the Office of Diversity.

Staff Development also has responsibility for several organizational development functions such as the orientation programs for new full-time and

part-time faculty, a First Year Experience program for all new employees, a district-wide seminar program for part time faculty, and a district-wide transition assistance program for classified reassignments. It also conducts Tenure Review committee training and has oversight (with the Tenure Review coordinator) of the four-year Tenure Review process and peer evaluation training. The Staff Development Director shares leadership of the Learning in Communities program (LinC) with special responsibility for faculty training and program assessment.

Staff Development works closely with Classified Senate and Academic Senate in the planning and implementation of professional development activities directly related to their respective interests. According to provisions agreed to between the district and the bargaining units, two professional development (flex) days occur at the beginning of the academic year and are devoted to Opening Day district, college, and division activities. Other days occur during the remainder of the academic year and may be used for a wide range of activities sponsored by particular divisions, departments, and special interest groups or by individual arrangement.

Self-Evaluation

Loss of state staff development funding and campus-wide budget reductions has severely impacted Staff Development's ability to offer long-established professional development activities. A once thriving program of technology training, for example, has been discontinued with the elimination of full-time technology trainers. Classified staff members in particular have been impacted by this loss in addition to having limited access to conference funding. In the Faculty and Staff Accreditation Survey of 2004, 63% of respondents agreed or strongly agreed that De Anza provides "quality professional development through continuous on-campus training in support of the mission." (Doc. 27) While this assessment may not be superlative, it is commendable that the majority of respondents have high regard for staff development opportunities. Despite drastically reduced funding, on-campus staff development activities have increased 400% since the last self-study. (Doc. 29) Although external development opportunities have been reduced, faculty and staff have volunteered their time to offer workshops and training in a variety of topics for personal and professional growth, and innovative, low-cost approaches such as the First Year Experience for new employees have been implemented. (Doc. 29)

Planning Agenda

- Dean of Academic Services will provide leadership in developing an institutional vision for a comprehensive professional and organizational development program.

Standard III.A.5.b

With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary

The Office of Staff and Organizational Development monitors and assesses both professional and institutional needs on an on-going, programmatic basis, through a variety of assessment tools, including expressed needs of faculty, classified and administrative constituencies, and formal institutional plans, such as the Educational Master Plan. (Doc. 21) Staff Development is committed to developing a flexible program that can (1) respond to the diverse professional needs of faculty and staff and (2) support institutional goals and mission. The Staff Development Office routinely and regularly collects participant evaluations for every training, workshop, and class that is offered and uses these evaluations to undertake an annual analysis and evaluation of activities and programs. (Doc. 30) This analysis includes measures of user satisfaction, program effectiveness and vitality, and relation to identified institutional goals and strategic initiatives. Based on the results of these analyses, program activities and allocations for the coming year are determined.

Self-Evaluation

In addition to participant evaluations, anecdotal information verifies the effectiveness of staff development activities, particularly in the area of instructional training in support of learning. Informal feedback confirms that activities such as collaborative learning, learning styles, and classroom assessment techniques have impacted individuals' pedagogical techniques to improve student learning. Formal assessment in the learning communities program (LinC) verifies that success of student participants is higher than their non-LinC counterparts. (Doc. 31) The learning communities model, using focus groups, in-class assessment, tracking and training, could be institutionalized with campus-wide support.

Planning Agenda

- Dean of Academic Services will provide leadership in developing an institutional vision for a comprehensive professional and organizational development program.

Standard III.A.6

Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

De Anza regularly assesses its human resources. All levels of management continually review levels of staffing and changing needs of programs, from input generated in Program Review documents, faculty hiring discussions, and Planning and Budgeting Team (PBT) activities. Academic deans meet regularly with the vice president of Instruction and the dean of Academic Services to evaluate programs and identify resource needs. Vice presidents meet with their managers and staff regularly in PBT meetings to identify and address concerns and to bring information forward to president's senior staff meetings and College Council meetings. The college budgeting process (Doc. 32) has an established timeline whereby staff needs are evaluated and decisions are made early in the fiscal year, then as new fiscal year budget calculations are presented, the full picture for the coming year is addressed and decisions are made at College Council and senior staff meetings. Program Review documents also are used to evaluate how well our human resources meet the needs of students, programs and services. (Doc. 14)

Self-Evaluation

During more prosperous budget years between 1999 and 2002, new certificated and classified positions and programs were added through the Program Review and campus Partnership for Excellence funding proposal process. (Doc. 33) Many newly funded programs such as Puente and Math Performance Success had been in high-priority status for years, waiting for funding availability. Although these processes for human resource planning have been fixed for years, a majority (54%) of respondents to the Faculty and Staff Accreditation Survey disagreed or strongly disagreed that human resource planning is integrated with institutional planning. (Doc. 27) While there is minimal dissatisfaction expressed during growth periods, perhaps survey responses were fueled by impending budget reductions and a corresponding rise in anxiety and mistrust of the process. Whatever the reasons, these results inform us that a more visible long-term planning process must be developed and communicated.

Planning Agenda

- Through the strategic and educational master planning processes, establish institutional priorities for programs and services to include assessment of human resource needs, which in turn would drive the allocation of resources.

Standard III.B: Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

Standard III.B.1

The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Descriptive Summary

De Anza College provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery. The district's executive director of Facilities Construction and Maintenance oversees the overall maintenance and safety of De Anza's physical facilities through the department of Plant Services. Plant Services has a staff of approximately 70 people, with four managers, three supervisors, and the rest classified staff members responsible for scheduled and recurring maintenance of 71 buildings on the De Anza campus and 85 buildings on the Foothill and Central Services sites. The director of Facilities and Operations is the Plant Services representative on the De Anza campus. The director oversees a staff of 15 trades people dedicated to De Anza maintenance as well as Foothill College's maintenance staff. De Anza's director of College Services oversees the operation of the Grounds and Custodial departments. Eight grounds staff provide services for the 112-acre campus and 23 are responsible for 571,273 square feet of assignable and 1,136,919 gross square footage. (Doc. 34)

Specialized facilities include the A. Robert De Hart Learning Center, Advanced Technology Center, De Anza Planetarium, Euphrat Museum of Art, Flint Center for the Performing Arts, California History Center, Broadcast Media Center, a state-of-the-art chemistry and biology Science Center that opened in fall 2004, an Environmental Studies Area (ESA), the Kirsch Center for Environmental Studies and the Student and Community Services Building (SCSB). The Kirsch Center and the SCSB will open in the fall of 2005. The college also has an extensive physical education and athletics facility that includes a 400,000-gallon Olympic-size race pool, 450,000-gallon diving pool, two gymnasiums, track, stadium, Lifetime Fitness and Wellness Center, baseball and softball fields, soccer field, tennis courts and archery range.

Resource 25, the college's class scheduling program, is used to assign classrooms and evaluate room utilization. De Anza serves up to 25,000 students

each quarter (not including the Community Education programs), with 1,100 staff and faculty. Resource 25 is also used in conjunction with our Energy Management System to ensure the heating, ventilation and air conditioning system provides a healthy and energy efficient learning environment. De Anza's physical structures are in compliance with state mandated seismic safety through the Division of the State Architect. (Doc. 35)

The college also supports students in various off-campus locations and those taking distance education courses. (Doc. 36) It is through these important outreach efforts that the college is able to bring educational services to those students who cannot come to the main campus. Classes are assigned to an off-site location during evening hours when:

- There are no available classrooms on campus during the required time offering.
- The dean of the division and the vice president of Instruction have determined that students would be better served through instruction at an off-site location.

De Anza provides classes at 11 off-site locations including four high schools and two hospital locations. Since these facilities must comply with building regulations issued by the Division of the State Architect and federally mandated health and safety requirements, we assume they are in compliance. To ensure off-site facilities have the resources that aid in the delivery of De Anza's educational programs, either the college's evening coordinator or the coordinator of the academic area that uses off-site facilities works with the off-site location to ensure audiovisual and other equipment needs are available.

Distance Learning programs are provided via television or the Internet. Resources for this learning modality are provided through the college's community access television station, the Distance Learning Division and through specific academic departments that employ this medium to deliver instruction.

De Anza has always been a leader in recruiting and supporting the service learning outcomes of those students who possess a disability of some kind. Disability Support Services (DSS) is a leader in the state and maintains close relationships with the Facilities Department to ensure there are no physical barriers that prevent these students from achieving their educational goals.

The college is in compliance with state-mandated Americans with Disabilities Act (ADA) standards. (Doc. 37) It is the position of the college not to deny any student instructional access due to campus physical limitations. Toward this end De Anza has over the years made improvements to the

college's physical plant to ensure accessibility. On an ongoing basis, ADA and other safety issues are addressed through the campus' Facilities Committee. The Facilities Committee is composed of student, faculty, staff, and administrative representatives. (Doc. 38) A representative from DSS sits on this committee and brings accessibility issues to the committee via the Barrier Report Form for discussion and/or correction. (Doc. 39) The Facilities Committee reviews and recommends policies governing the college's physical plant and physical plant improvements to the college's highest governing committee, the College Council. To ensure De Anza remains in the forefront of providing accessible facilities for disabled students, the college has earmarked \$1,962,300 from the college's Measure E bond for ADA Architectural Barrier Removal. (Doc. 40) In addition, each Measure E classroom and building renovation has included identified ADA improvements. (Doc. 41)

The safety of students on campus is a major priority so all students can successfully achieve their learning outcomes. The Foothill-De Anza Safety and Security Department is a P.O.S.T certified agency providing law enforcement, security, crime prevention, traffic control, parking supervision and emergency services. According to the "2003-2004 Vehicle Aid Assists Report" (Doc. 42), the following services were provided to the De Anza community:

- 379 dead battery assists
- 119 lock-outs
- 62 safety escorts
- 44 sick person reports
- 408 lost and found property
- 177 responses to accidents

In the Accreditation Survey of fall 2004, 90% percent of the student respondents felt safe and secure on campus. (Doc. 43) Nevertheless, there still exists a need for the campus-wide renovation to include better evening lighting, an emergency telephone system, and signage. Where possible these issues are being addressed in the scope of the campus' Measure E projects. (Doc. 45)

According to the Accreditation Survey, both students and staff perceive there is insufficient campus parking. (Docs. 43, 44) Over the last four years there have been parking shortages due to Measure E construction projects. However, shuttle services and off-site parking were provided during the construction of the new 1,035-space parking facility on the southeast side of the campus. This parking facility opened in the winter of 2005. In the fall of 2001 the campus had approximately 5,054 parking spaces. By the end

of Measure E it is anticipated that the campus will have a net gain of approximately 600 new parking spaces for a total of 5,660 parking spaces for students and staff. This will provide a ratio of one parking space for every five students. (Doc. 46)

Since 2001, College Services in conjunction with FHDA Safety and Security has developed an emergency response plan, (Doc. 47) conducted two emergency drills, identified building coordinators, and will provide first aid and CPR training for faculty and staff during the winter of 2005. (Doc. 48) Emergency procedures have also been developed for off-site facilities and are distributed by the college's evening coordinator at the beginning of each term. (Doc. 49) Because the college provides educational and program services to a large number of disabled students, emergency procedures specific to this population have been developed and are distributed by Disability Support Services to all disabled students. (Doc. 50)

De Anza's Hazardous Materials Management Plan (HMMP) was certified by the FHDA District Operations Hazardous Materials Management Office and filed with Santa Clara County. (Doc. 51) The HMMP outlines procedures for emergency response and contingency in case of chemical spills, fumes, injury, and/or containment, treatment, evacuation, and training. The district is in the process of hiring a full-time Environmental Health and Safety manager to oversee the district wide HAZMAT program, and will also be implementing a hazardous material software program to track all hazardous materials that are used and or present on the De Anza campus.

Self-Evaluation

The Student Accreditation Survey results indicate that students agreed or strongly agreed that the college has provided resources to meet their needs. (Doc. 43)

- 87% indicated the college had met their needs for laboratory equipment and computers with Internet access and word processing programs.
- 87% also indicated that resources had been provided to meet their needs for online services and instruction.
- 86% indicated that their need for study space had been met.
- 89% indicated that sufficient library books and periodicals were provided.
- 90% indicated the campus was safe and secure.

However, on the Faculty and Staff Accreditation Survey, only 57% indicated the exterior lighting was sufficient. (Doc. 44)

The campus does not conduct regular safety inspections of off-site locations nor are safety inspections of the facilities checked. Compliance with state

safety and federal ADA requirements are taken for granted. And although the campus has updated its emergency plan, conducted two emergency drills and identified building monitors, an ongoing program of emergency training needs to be developed and implemented for faculty and staff, and new emergency procedure instructions need to be developed and posted in classrooms.

Planning Agenda

- Finance and College Services will develop and implement a compliance plan for ensuring safety and ADA compliance of off-site instructional facilities.

Standard III.B.1.a

The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary

College Services, in coordination with the district Plant Services Office, manages the maintenance and operation of its physical resources. Plant Services maintains an office on campus with the director of Facilities and Operations providing direction for craftsmen (carpenter, plumber, mechanic, electrician, locksmith, pool, and HVAC) dedicated to the De Anza campus. All service and work orders are processed through an automated work order system, prioritized, and attended to by order of precedence and urgency. The director of College Services is the campus representative and catalyst working directly with the district Plant Services De Anza Office on all facilities maintenance and renovations. The district Plant Services Office also provides oversight of all on-campus capital outlay construction projects and renovations.

An assessment of the De Anza facilities was completed in 1999 as a part of the Facilities Master Plan. (Doc. 52) The Facilities Master Plan is a companion and supporting document to the Educational Master Plan, “DE ANZA 2005 Pathways to Excellence.” In 2002 another facilities assessment was conducted in conjunction with the State Chancellors office. (Doc. 53) Annually, a “Facilities Condition Assessment Report” evaluates the conditions of the campus’ physical plant and develops scheduled and recurring major maintenance programs based on the assessments findings. (Doc. 54) Currently Plant Services is coordinating the update of the 1999 Facilities Master Plan.

The Educational Master Plan drives the Facilities Master Plan and institu-

tional decisions to build, upgrade or replace physical resources. Information for the Facilities Master Plan comes from a number of sources. Demographic data on population and educational needs in the college's service area is assessed at both the college and district levels. (Doc. 28) Assessments of growth and program needs are analyzed at the division level and evaluations of the capacity, load and efficiency of academic space are conducted at the district. (Doc. 55)

The need to update and expand facilities to provide adequate instructional space to meet goals of the Educational Master Plan was a critical recommendation in the 1999 Facilities Master Plan. To ensure financial resources were available to support the renovation and construction necessary to support the Educational Master Plan, the Board of Trustees made the decision to place a bond measure on the ballot in the fall of 1999. The Measure E bond was passed by 72% of the electorate. Based on the educational goals and projected student enrollment identified in the Educational Master Plan, the Facilities Master Plan identified four areas in need of improvement:

1. Adding space for instruction and student support services
2. Facilitating pedestrian flow
3. Improving accessibility to campus
4. Easing parking congestion

De Anza's share of the district's Measure E bond was \$130 million. Fifty-nine budgets for Measure E projects were developed that fall under one of the above-mentioned areas. (Docs. 52, 54, 56) Measure E has and will impact facilities for Instruction, Student Services, and administration through the renovation of current spaces and the addition of new spaces. The college has heavily leveraged the Measure E funds to secure additional funding through the state's capital outlay program and through local contributions of equipment to outfit buildings from corporations (e.g., the Science Center had support from Agilent Technologies for equipment). The college also secured one of the largest single donations of funding from one entity for community colleges when the Steven and Michele Kirsch Foundation donated \$2 million dollars toward the construction of the Kirsch Center for Environmental Studies.

Non-Measure E related requests for minor facility improvements for instructional and non-instructional space are received and reviewed by the De Anza Facilities Committee. If the Facilities Committee approves the request and funds are available in either the requesting department's budget or the Plant Services or College Services budget, the improvement is implemented. If no funds are available, the request is then forwarded to the College Council for action and identification of funding. (Doc. 57)

To ensure that program and service needs determine equipment replacement and maintenance, instructional deans submit requests to the vice president of Instruction and the dean of Academic Services. Generally the process is as follows:

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

However, as a result of the limited allocation of instructional equipment funds from the state the process outlined above is not being used. Instead, instructional equipment dollars are only being used for the replacement of faculty computers or classroom equipment that is at the end of its life cycle and completely beyond repair. Requests for the expenditure of instructional equipment funds still go to the vice president of Instruction or dean of Academic Services, but the requests for new equipment are coordinated with staff from the Educational Technology Services (ETS) to determine the condition of the existing equipment. If ETS determines the old equipment is beyond repair, the dean of Academic Services orders the requested replacement equipment. (Doc. 58)

Because the college is aware that state funding for equipment never fully meets the needs of its programs and services, the chancellor, De Anza's president, individual deans and the FHDA Foundation seek additional funds through outreach efforts to corporations, individual donors and through the college's annual "A Night of Magic" fundraiser. (Doc. 59)

Proceeds from the gala event are designated for a different division each year. The selection of a division to receive the funds is determined by the "A Night of Magic" committee and has in the past been tied to the need for furniture, fixtures and equipment as the result of a renovation or construction project affecting the division. Over the last three years, funds from "A Night of Magic" have gone to: Social Sciences and Humanities; Biological, Health and Environmental Sciences; and Creative Arts. Each of these divisions had been involved in a renovation or construction project and each

used funds from “A Night of Magic” to purchase technology and/or other equipment and furniture. In 2004 the Social Sciences and Humanities Division received \$70,000 from the fundraiser and earmarked the funds to create a multimedia wireless lab for the Paralegal Program, enhance the psychology lab and upgrade various multimedia classrooms.

Fundraising efforts by division deans provide an opportunity for the establishment of Fund 76 capital accounts, which enable departments to provide supplemental funding for equipment.

The replacement of computer equipment for faculty and staff is being implemented based on a master replacement plan developed in 2004. De Anza received \$90,000 in funding in 2004-2005 for non-instructional equipment that is earmarked for the replacement of computers for classified staff. The Classified Senate developed an application and review process for the distribution of the computers. (Doc. 60)

Computers and audiovisual equipment are repaired and maintained by either division lab assistants or by Educational Technology Services (ETS). ETS operates a Call Center to provide assistance and respond to maintenance and repair issues. ETS is also responsible for the campus’ telephone system and in 2001 upgraded the system and provided phones for every classroom. (Doc. 61) The system also provides emergency notification to classrooms through an area-paging feature, and in select areas auxiliary power is provided through battery back up.

The effectiveness of facilities and equipment in meeting the needs of programs and services is evaluated for instructional programs by departmental scheduling staff in conjunction with the Scheduling Office under the direction of the dean of Academic Services. The Scheduling Office, in conjunction with academic department personnel assigned the responsibility for scheduling classes, identifies appropriate classrooms and educational equipment. Departments are designated specific classrooms for their use and the departmental schedulers assign classes to these classrooms. If additional equipment is needed for the room or the instructor needs a multimedia classroom this is coordinated with the Scheduling Office. The college has developed a list of standard equipment for each classroom that consists of a television, a videocassette recorder, and an overhead projector. De Anza has 20 classrooms that are outfitted with multimedia equipment. (Doc. 62) As part of the Measure E renovation projects, the infrastructure for future multimedia capability is being added to approximately 100 classrooms.

Effective utilization of the facilities is ensured through the use of the Scheduling and Resource 25 software programs. Reports on academic and non-

academic use of classrooms provide timely data to ensure rooms are scheduled efficiently on a quarterly basis. (Doc. 63) Academic meeting areas and conference rooms are also scheduled and managed through the district's network on Resource 25. Scheduling access is limited to key personnel. Conference rooms and meeting areas in the Hinson Campus Center are scheduled through the director of the Campus Center. The dean of Physical Education and Athletics manages the scheduling of sports facilities. There is limited use of the Flint Center for instructional classes, and scheduling of the center is coordinated through the Flint Center director. Non-instructional and community uses of all facilities are coordinated through the College Services Facilities and Evening Coordinator.

The 20-member Custodial crew handles routine cleaning of De Anza facilities. The crew is divided into three shifts: day, swing, and graveyard. Their mission is to provide a clean, safe, and sanitary environment for students, faculty, staff, and the general public. The custodial team provides cleaning and recycling service for about 571,000 of assigned square footage and 191,000 square feet for restrooms, circulation, and common areas, for a total of nearly 762,000 square feet. Three additional custodians provide cleaning services to the Campus Center and are under the management of its director. The average square footage per custodial workload is 33,845 square feet. With the completion of the Student and Community Services Building and the Kirsch Center for Environmental Studies in the fall of 2005, this number will increase to 35,845 square feet. The college will not receive funding for additional personnel to service these new facilities until 2008. As a result of staff shortages, cleaning efforts are focused on instructional, student service areas, and restroom facilities. Faculty and administrative offices are cleaned twice weekly. The custodial team also provides for small intra-campus furniture moves. (Doc. 14)

Routine upkeep and maintenance of the campus's 81.9 acres of landscaping, athletic fields, parking areas and circulation roadway are the responsibility of the Grounds Department. The department is also responsible for the college's recycling and waste management efforts. Though Grounds has only eight employees, it does a commendable job of keeping the campus clean and landscaped areas maintained. Through Measure E construction and renovation projects the college has attempted to install drought tolerant and low maintenance landscaping where possible. Due to budget shortages the Grounds team has lost two positions in the last three years.

The manager of the Custodial and Grounds departments assesses equipment needs annually and funds replacements and upgrades of equipment from one of three sources: ongoing operating budgets, Plant Services equipment replacement funds, or request for non-instructional equipment dollars

through Program Reviews (Doc. 14) presented to the Finance and College Services Planning and Budget Team.

The Assistant Police Chief provides for the management and maintenance of more than 5,000 parking spaces. With the exception of the first three weeks of fall term, campus parking is adequate. Through the campus' Measure E projects, Parking Lots A and B on the east side of campus have been reconfigured and a new parking structure and surface parking have been provided in Parking Lot C. With the completion of Measure E, it is anticipated that there will be a gain of about 600 additional parking spaces, bringing the total number of spaces to about 5,600. (Doc. 46)

Self-Evaluation

Although Plant Services has maintenance schedules for various systems and equipment related to the campus' infrastructure, there is a general lack of information and understanding regarding facility maintenance schedules and how decisions are made regarding plans to build, maintain and or upgrade facilities. There are no codified replacement schedules or programs for classroom and office furniture or classroom and office equipment. The replacement of classroom and office furniture and classroom and office equipment is based on the availability of funds from the state and is not coordinated by a long- or short-term, college-wide replacement plan. Individual department deans try to plan for the replacement of department specific classroom equipment, and office furniture and equipment in their departmental operating budgets, but there is no coordinate planning for this replacement on a college-wide level.

The board is considering the opportunity to take a bond measure to the voters in 2006. This bond would include new and replacement furniture, fixtures, and equipment. The bond may be structured so that replacement can be scheduled across five-year increments. The college is identifying needs for inclusion in this bond.

In addition, the college is also determining a set of projects that were missed or cut from Measure E. These projects range from campus lighting to building renovations. Also, a list of secondary effects of Measure E is being developed. All of these projects will be submitted to the district for consideration in the next bond.

Planning Agenda

- Finance and College Services will develop a furniture, fixtures, and equipment replacement plan.

Standard III.B.1.b

The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Description Summary

The institution assures that physical resources at all locations where it offers courses, programs and services are constructed and maintained to assure access, safety, security and a healthful learning and working environments by utilizing facilities that are in compliance with the federally mandated Americans with Disabilities Act (ADA), seismic safety regulations and the Division of the State Architect regulations. (Doc. 64)

Plant Services conducts periodic inspections of campus facilities to ensure that all of the HVAC and electrical systems that support the academic and administrative facilities are functioning properly. (Doc. 65) These periodic inspections are a part of a routine preventative maintenance program for the campus and include, for example, the annual inspection of boilers and chillers. Plant Service provides maintenance funding through three sources. One is the major maintenance program, which addresses specific items such as pathway replacement or major tree trimming. The second is the state's scheduled maintenance program, which is developed as a five-year plan that is updated annually and sent to the state for first year funding. The scheduled maintenance program covers five areas: exterior repairs, HVAC, roofing, utilities, and other items, and requires matching funds from the district. This program has addressed several items that were identified for upgrading and/or repair in the 1999 Facilities Master Plan and where possible incorporated others to Measure E projects. And third, the college has secured several sources of additional revenue to leverage Measure E funds. Non-Measure E funding amounts to \$14, 926, 099 for the renovation and construction projects. (Doc. 66)

Through Plant Services the campus participated in the State Chancellor's Office 3DI facilities assessment program. This assessment resulted in the development of the FUSION system that allows the State Chancellor's Office to assess capital outlay needs. Once Plant Services refines and updates the data in the system it will enhance its ability to determine the life cycle of physical resources such as carpeting and window coverings, and develop replacement programs to help maintain healthy learning and work environments. The 1999 Facilities Master Plan, 5-Year Construction Plans, and 5-Year Capital Outlay Plans reflect physical resource service, construction, and maintenance needs, which support the college's Educational Master Plan. (Docs. 52, 67, 68)

On a daily basis Plant Services has instituted a work order system (TAMIS) that allows users to request maintenance and repair projects via the Internet. (Doc. 119) Requestors receive periodic e-mails that inform them of the progress or completion of the project. The director of Facilities and Operations and the director of College Services meet on a weekly basis to review and discuss requests submitted to the office of College Services along with any other issues in need of Plant's attention.

De Anza is a leader among community colleges for providing access to persons with disabilities. The college is committed to providing access to instruction and services regardless of a person's physical abilities. Toward this end De Anza has over the years made improvements to its physical plant to ensure accessibility, and has incorporated accessibility improvements in Measure E renovation projects. (Doc. 41) Specific project budgets of \$1,962,330 related to ADA (architectural barrier removal and signage), and \$660,447 for pathway improvement are included in the Measure E budgets. (Doc. 56) Input and an active review by Disability Support Services (DSS) have been incorporated into Measure E projects. Potential access issues caused by Measure E renovation and construction projects are discussed with DSS and alternative access routes are identified and communicated to students, faculty, and staff. With the completion of the Measure E renovation projects, most accessibility issues identified by Plant Services, DSS, and the pathway accessibility study will be addressed. (Doc. 69)

Self-Evaluation

Ninety-four percent of student respondents and 71% of faculty and staff indicated in the Accreditation Survey that classroom and non-classroom facilities provided access for student with disabilities.

Eighty-two percent of student respondents also agreed or strongly agreed the campus is clean. Faculty and staff are, however, almost evenly divided on whether the campus facilities are well maintained and problems corrected promptly, 51% agreeing or strongly agreeing, and 49% disagreeing or strongly disagreeing.

This difference in the perceptions of students and campus employees about the condition of the campus may be the result of College and Plant Services' focus on dedicating resources to the maintenance and upkeep of areas that support student learning. Budgetary and staff cutbacks over the last three years have forced the college to prioritize how cleaning and maintenance efforts are allocated. This has resulted in reduced levels of cleaning and maintenance work in faculty and staff areas.

In the Accreditation Survey, 61% of the faculty and staff disagreed or strongly disagreed with the statement that physical facilities, such as layout, light-

ing, temperature control, and furnishings, met or enhance learning needs. Temperature and lighting are controlled by the campus energy management system. The primary purpose of this system is to ensure the efficient utilization of energy. Although, classroom schedules are coordinated with the energy management controls to ensure lighting, heating, ventilation, and air conditioning (HVAC) are operating during instructional periods, HVAC levels that may enhance learning are not factored into the energy management system. Attempts are made to layout and furnish classrooms based on their functional needs, but in some cases the kind of furnishing placed in a classroom is determined by what is available.

Planning Agenda

- Finance and College Services will develop an annual process for reviewing and confirming classroom layouts and furnishings for discipline specific classrooms.

Standard III.B.2

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.

Descriptive Summary

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, Plant Services conducts annual space inventories, through the Five Year Construction Plan, to determine the capacity use ratio of all space on campus. In the report that was submitted July 1, 2004, the capacity use ratio for laboratories and lecture space was 84% and 99% respectively. (Doc. 34) Data on the effective utilization of academic and non-academic space is also provided through Resource 25, the campus' scheduling software program. Quarterly data from Resource 25 allows the campus to determine whether rooms are efficiently scheduled. Resource 25 reports are generated almost daily during scheduling periods to identify time slots and rooms that are available for scheduling.

AV equipment is evaluated quarterly for maintenance by ETS and necessary repairs performed. Requests for upgrades to classroom equipment are, however, generated by instructional deans and are either purchased with departmental operating funds or funding is requested through the use of instructional equipment dollars. The Audio Visual department maintains repair and maintenance records for classroom equipment and will alert department deans and/or the vice president of Instruction when equipment is in need of repair or replacement.

Standard III: Resources

The Educational Master Plan (Doc. 21) and its companion Facilities Master Plan (Doc. 52) are also means by which the college assures the feasibility and effectiveness of physical resources in supporting institutional programs and services. The Educational Master Plan is a planning document that identifies the educational mission, goals, and direction of the college while the Facilities Master Plan assesses data such as space utilization and capacity use ratios, to ascertain if the physical facilities can support the educational mission and goals of the college.

Self-Evaluation

It is generally agreed that processes are in place for the evaluation of both facilities and equipment to assure the feasibility and effectiveness of physical resources in supporting institutional programs and services. However, only those district departments directly involved in the evaluation processes are clear on how and when the processes occur. Plans that result from the evaluations are available (e.g., Five-Year Capital Outlay Plan), but the campus community does not generally understand how the evaluations were conducted or how the recommendations were developed. The campus would be better served by improved communication between the district and college regarding the evaluation processes and analysis.

The board is considering the opportunity to take a bond measure to the voters in 2006. This bond would include new and replacement furniture, fixtures, and equipment. The bond may be structured so that replacement can be scheduled across five-year increments. The college is identifying needs for inclusion in this bond.

In addition, the college is also determining a set of projects that were missed or cut from Measure E. These projects range from campus lighting to building renovations. Also, a list of secondary effects of Measure E is being developed. All of these projects will be submitted to the district for consideration in the next bond.

Planning Agenda

No recommendations at this time.

Standard III.B.2.a

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

Descriptive Summary

The Foothill-De Anza Community College District developed the 2002-2006 5-Year Construction Plan (Doc. 67) based on an in-depth analysis of

cumulative capacities and load ratios appropriate to a community college environment. This plan was preceded by the Facilities Master Plan (Doc. 52) developed in 1999 for the period of 2000-2005. The Facilities Master Plan was developed in response to the college's Educational Master Plan for 2000-2005. The Facilities Master Plan drilled down to the department level and identified growth in particular programs and services. The corresponding assignable square footage was developed based on the type of space: lecture, lab, conference, or office.

Total cost of ownership (TCO) analysis is used to support acquisition and planning decisions for a wide range of district and campus assets that contribute significant maintenance or operating costs across a usable life of several years or more. Total cost of ownership is used to support decisions involving facilities, technology, vehicles, and instructional equipment.

Self-Evaluation

TCO has been used for decision support when choices only differ on the cost side. However, there are instances when purchasing decisions are made for purposes of quality or provision by a sole source. District standards in areas such as technology drive purchasing and replacement decisions. Budget constraints and reductions in state supported instructional equipment allocations have made ongoing replacement a challenge.

Plant Services developed district-wide projections of staff increases and ongoing support costs for Measure E facilities in June 2002. Additional staffing was determined using assignable square feet, type of space, completion dates, and building systems complexity. Staffing needs in the areas of Custodial and Grounds were projected with consideration also given to the need for skilled trades people to support new infrastructure. In addition, the costs of ongoing support for materials, supplies, and tools were considered in cumulative cost estimates. (Doc. 92)

TCO analysis will also be developed in consideration of new bond requests, currently in the initial identification stage.

Planning Agenda

No recommendations at this time.

Standard III.B.2.b

Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

De Anza works to ensure physical resource planning is integrated with institutional planning through the development and updating of the Facilities Master Plan (Doc. 70) and the 5-Year Construction Plan (Doc. 67), which is updated annually. Both the Facilities Master Plan and 5-Year Construction Plan are driven by the Educational Master Plan (Doc. 21), which outlines the college's mission, goals, and quality indicators that guide planning and budgeting. The Facilities Master Plan is a physical interpretation of the Educational Master Plan and addresses the educational, site and facility needs of the college in its quest to realize the Educational Master Plan. The 5-Year Construction Plan is a document submitted to the state requesting funding for capital projects. The document provides for long-range capital planning, which is updated annually by the FHDA Board of Trustees after a review of current data on capacity use ratios, demographic and student enrollment.

There are two processes that work to integrate physical resource planning with institutional planning. The first of these is the development of the Educational Master Plan. During the development of this document, each segment of the college community – administrators, faculty, classified staff, and students – work together to clearly articulate the mission and goals of the college. (Doc. 21) Program initiatives outlined in the three- to five-year plans developed by each division are reviewed along with program and departmental Program Reviews. The Program Reviews (Doc. 14) provide formal documentation of the work effort of each department and program, and include proposals for change and improvement. These change and improvement proposals become a basis for prioritizing action plans, personnel priorities, and resource needs. (Doc. 21, pg. ii) Growth areas identified by the various divisions are also factored into the prioritization.

The second process that ensures physical resource planning is integrated with institutional planning is the development of the Facilities Master Plan. The development of the Facilities Master Plan is facilitated by consultants (tBP Architects) familiar with state standards and involves the college community through open forums, steering committees, and participatory governance meetings. (Doc. 55) As mentioned earlier the Facilities Master Plan is based on the Educational Master Plan and reflects an assessment of current facilities and plans for future facilities to meet the college's educational objectives. De Anza's Measure E construction project is the result of four areas

identified by the Facilities Master Plan as needing improvement to meet the educational goals and projected student enrollment identified in the Educational Master Plan. The four areas are space for instruction and student support services, facilitating pedestrian flow, improving accessibility to campus and easing parking congestion. The newly opened Science Center and the Kirsch Center for Environmental Students (opening in the fall of 2005) will add additional instructional space as will the renovation of the S-Quad and the Administration Building. The Student and Community Services Building, which will also open in the fall of 2005, will provide a point of entry for student support services. The new parking structure, which opened on the southeast side of campus in the fall of 2004, has greatly assisted in easing parking congestion. Campus accessibility and pedestrian flow will be improved by the Measure E entries, signage and pathway projects.

In the spring of 2004 the district began the process to update the Facilities Master Plan for each of the campuses. Senior administrators for the district met with consultants from tBP Architects to review space inventory reports, efficiency measures, demographic projections, and research data developed by the district's Instructional Research and Planning Office. This data along with information on growth trends, education and educational delivery trends provided a basis for identifying the impacts of facility expansion on college sites and to off campus locations. Based on the identified impacts it was the consensus of the group that further on-campus expansion would negatively affect the character of the college environment. (Doc. 57) This conclusion was reported to College Council, which began discussions to develop a facilities planning process for the college. (Doc. 71)

In addition to the development of the Educational and Facilities Master Plans, several college committees work to ensure physical resource planning is integrated with institutional planning. The Facilities Planning Team, Campus Center Board (CCB), Campus Environmental Advisory Group (CEAG), College Technology Committee (CTC), and the Campus Budget Team all work in conjunction with their district counterparts to ensure the institutional goals of access and growth are met with appropriate facilities, equipment, and technology plans.

The goal of the Facilities Planning Team is to identify facility requirements, ensure that all modifications are done in accordance with district and college guidelines, and forward these projects to College Council for approval. The Facilities Planning Team is composed of campus staff, faculty, student members, and also includes district facility representatives. The CCB is an advisory group, with a student majority and including faculty and staff, that helps maintain the focus of the campus center and ensures that student issues and concerns involving the campus are addressed to the College Council. The CTC has the responsibility to ensure that all of the technology hard-

ware and software needs of the campus are met with a focus on instructional technology. The CEAG, an advisory group composed of faculty, staff, and students, is committed to environmentally sound practices and continuous improvement in environmental performance in all operations of the college. CEAG is working with an environmental management consultant to develop an Environmental Management System (EMS). This work began in June 2005 with a campus environmental SWOT analysis. The response to this analysis was the recent development of a framework for the EMS plan including outreach, structure and responsibility, compliance and performance, and auditing and management review. A timeline for the development of the EMS has also been established (www.deanza.edu/ceag). The Campus Budget Team addresses the fiscal requirements of the college and provides for the allocation of resources in order for the college to meet its institutional goal of access and growth.

Self-Evaluation

Though there is a general consensus that physical resource planning is integrated with institutional planning and 75% of faculty and staff agree or strongly agree they are given an adequate opportunity to participate in planning, 62% of them disagreed or strongly disagreed that the process for the allocation of resources is fair. (Doc. 44)

A clearly articulated and or codified process for the allocation of resources through the Campus Budget Team, vice president of Instruction, and the dean of Academic Services is neither transparent nor understood by the campus at large. Also, the campus community does not understand the roles of the Facilities Planning Team, CCB, CTC, and CEAG in the integration of physical resource and institutional planning.

Planning Agenda

- The President's Council will work with the Campus Budget Team and the appropriate administrators to develop a plan for integrating the allocation and planning for resources with the institution's planning process.
- The CEAG will lead a campus-wide effort to develop an Environmental Management System (EMS) to promote and support the sustainable use of physical resources.

Standard III.C: Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

Standard III.C.1

The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

Descriptive Summary

The vice chancellor of Educational Technology Services works with the FHDA Educational Technology Advisory Committee (ETAC) to design and update the district's Educational Technology Plan to support student learning. The district Technology Plan is part of the district's Educational Master Plan and Facilities Master Plan. Progress reports on meeting the goals of the Technology Plan are also provided to the Board of Trustees annually as part of the "State of Central Services Report." Network, computing and computer services, and information systems staff are centralized. Client services staff, while located on the campuses, report to the vice chancellor to ensure coordination and delivery of technology support. ETS technical staff support the district's network, telephone system, computers, servers and standard software through ongoing maintenance and service contracts.

Each college has ETS technical staff who provide support, on a daily basis, for classroom instruction, student services, open labs, telephones, servers, the district-wide network and general technology. Departments have instructional associates and lab technicians who support the use of applications in classes, labs, and the libraries. These individuals also provide day-to-day maintenance of the applications and coordinate their efforts with the ETS technical staff responsible for hardware maintenance, network, and information systems.

College faculty, staff, and administrators participate as members of ETAC, overseeing the development and implementation of the District Technology Plan as well as evaluating technology services. All college faculty and staff are invited to participate in the annual Technology Evaluation Survey.

Self-Evaluation

De Anza actively participates in the district planning efforts for technology. However, in the process of consolidating technology as a district function, local decision-making often suffered. Although the district Educational Technology Services has created a master plan for technology throughout the district, the De Anza campus lacks vision with regards to technology. A comprehensive plan needs to be created with the input of all major groups on campus. This group should include (but by no means should be limited to): staff governance groups, ETS advisory personnel, a council of "power users" from all areas on campus, and a council of students.

Planning Agenda

- Vice president of Finance and College Services will provide leadership to develop a De Anza College Technology Plan based on the campus Educational Master Plan that provides direction to the district Technology Strategic Plan.

Standard III.C.1.a

Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary

In the summer of 1998 an outside consulting firm, Collegis, Inc., was contracted to perform an independent analysis of staffing and organization of the district's technology and made the following recommendations: (Doc. 72)

1. Reorganize IT management and support
2. Consolidate technology resources under a CIO
(Chief Information Officer)
3. Enhance IT functional management
4. Establish a technology governance structure
5. Focus on client support
6. Provide specialized support for Instruction
7. Implement student support systems
8. Implement new administrative systems

Many aspects of the Collegis plan have been implemented, including the centralization of technology resources under a vice chancellor for Educational Technology Services and Chief Information Officer position.

ETAC was established to have primary responsibility for developing, implementing, and maintaining an overall strategic plan for technology in the district. ETAC is a participatory governance committee at the district level designed to be as inclusive as possible of all constituency groups (administration, faculty, staff, and students) from both campuses and Central Services. This committee meets regularly to advise the Chancellor's Advisory Committee. (Doc. 73) ETAC is revising the Technology Plan (Doc. 74), with completion scheduled for July 2005, to provide a district-wide perspective to use in technology planning. (Doc. 75)

In 1999 at the time of the previous Accreditation Self-Study, each campus was a separate entity when it came to technology, but during the 1999-

2000 academic year, a new district group, Educational Technology Services (ETS), was formed. The ETS organizational chart depicts the reorganization of management and support staff. (Doc. 76) The primary areas supported by ETS are discussed below:

NETWORK

De Anza's network is primarily 10baseT, but some portions of the campus are running at 100baseT. The servers in the Data Center are connected via 155 MB ATM. The main connection to the Internet is a DE3 connection, which supports up to 30 Mbps, though the hardware in place does not always allow for the maximum throughput. During the week, Internet traffic on the campus often ranges from 6 to 8 Mbps, representing approximately 25% usage of the maximum theoretical capacity of the line. Router upgrades are planned to allow for optimum utilization of the pipeline.

Due to security concerns, there is no official support for students to access the network using their laptops in the Library or anywhere else on campus, either on a wireless or a land network.

BACK-END SERVERS

The Data Center for the district resides on the De Anza campus. There are four staff members in the Data Center covering a 24-hour shift each week-day. There is no staffing on holidays or on weekends from 7 a.m. Saturday thru 7 a.m. Monday. There is automated remote monitoring around the clock to alert ETS staff when a server is not operational or the temperature rises above a certain reading in the main data center. The Data Center is the "point of presence" (where the main Internet pipeline connects) for the campus. Automated scripts back up the 98 servers in the complex and there is off-site disaster-recovery in place. All systems have individual battery-backup units. The administrative system cluster is a three-server cluster connected via fiber channel to a SANS unit, and houses the administrative application, student information, human resources, payroll and financial resources. Supported operating systems include Open VMS, Microsoft Windows, and Linux. There is one supervisor, four operators, and four system administrators for systems and the data center.

CLIENT SYSTEMS

De Anza's Client Services handles end-user machines and is comprised of nine technicians and one supervisor. They maintain computers, peripherals, and multimedia equipment in the classrooms, as well as support meetings and special events. With the dissolution of the training group at the district level, the technicians are now fielding a huge number of questions, which increases the length of on-site visits, and reduces the number of visits that can be accomplished in a day or week. The number of in-classroom visits

alone has tripled since the training was discontinued. Added to the growing length of response time is the proliferation of “spyware” – malicious software that resides on machines and monitors its traffic.

All classrooms on campus are equipped with a TV, a VCR, and an overhead projector. Fifty-eight classrooms are equipped with data projectors and multi-media presentation consoles. There are about 2,400 computers and over 600 laser printers on campus.

TECHNICAL SUPPORT

All technical support traffic for the district is routed through the Call Center. The hours of operation for the Call Center are 7 a.m. to 6 p.m., Monday through Thursday, and 7 a.m. to 5 p.m. on Friday. After hours, there is one employee available for emergencies to handle requests for both campuses. One supervisor and one full-time employee now staff the Call Center, a dramatic decrease caused by budget cuts. Due to budget cuts, Call Center staff do not receive ongoing training in handling support directly. Instead, they route support requests to the appropriate ETS group via a software package called “DKHelp.” If the request is urgent, the Call Center will escalate service by calling or e-mailing a technician directly. New part-time faculty are not formally trained; as a result, many do not know to contact the Call Center if they have a classroom emergency. Calls for support are prioritized; student needs generally receive the highest priority. Some labs have on-site staff to handle support in addition to what is available through the Call Center, as noted below. Certain areas of technology are campus based.

DISTANCE LEARNING

Distance Learning has been a strong part of De Anza for many years. It is evolving from a telecourse model to include diverse technologies, ranging from telecourses leased from outside producers, telecourses produced on campus, teleclasses held on campus that also have off-campus sections viewed through cable cast, Web-based classes using both WebCT and Etudes, publisher’s Web sites, streaming video, and even home-grown Internet-based systems. The Distance Learning technical staff also provides support for on-campus Web-enhanced classes, especially in the Language Arts and Business/Computer Systems divisions.

BROADCAST MEDIA CENTER

The Broadcast Media Center creates and distributes instructional media directly to De Anza’s student population through an ever-changing use of technology. Live college courses are delivered to students via cable television, reaching over 400,000 Northern California homes, and in streaming form over the Internet, making De Anza courses available worldwide. (Doc. 120) Complete courses and supplemental lessons are also delivered using

IP and ISDN videoconference systems, videotape, DVD and CD. These technologies are utilized primarily to support the instruction of more than 10,000 De Anza Distance Learning students who enroll in television and Web-based courses each year. New delivery methodologies are researched and implemented as soon as they are determined to be reliable, economical, and of significant instructional value to De Anza's students. Samples of the services provided by the Media Center:

- Creation and delivery of live and prerecorded De Anza courses via two cable TV channels
- Creation and delivery of De Anza courses via live Web casts and archived video-on-demand files
- Duplication of course lessons on DVD, CD, and VHS
- Operation and maintenance of two television studios and one electronic classroom used for the creation of mediated instruction
- Satellite uplink and downlink services
- Videoconference services
- Compliance with ADA requirements, primarily closed caption services for instructional TV broadcasts or Web casts, as well as closed captioning of videotaped content for TV, Internet, and Library or classroom delivery
- Technical support for De Anza's Film/TV academic program and facilities
- Consultation services for instructional design, engineering, and event support

The department team is comprised of a production supervisor, a systems engineer, a production coordinator, and a broadcast/scheduling coordinator. Student interns, recruited primarily from the De Anza Film/TV academic program, provide significant augmentation to full-time staff. The intern program provides professional, hands on experience in studio production, non-linear editing, digital camera operation, engineering, Web casting and other key tasks that accelerate the student's learning and provide a clear path to employment.

ACADEMIC LABS

Automotive Technology has a classroom set up with 24 computer stations, and has 4 computers in the shop area, one of which is wireless. These computers are available for auto tech students from 6:30 a.m. to 10 p.m. Monday through Thursday, and 6:30 a.m. to 5 p.m. on Fridays. About 600 auto tech students use these computers. Faculty and staff provide most of the support, with contracted outside help when necessary. ETS only supports faculty office computers. Most of the equipment is close to 10 years old; all are PII mostly 166 MHz. A 900 MHz machine is used as a server. Tracking is done just by direct observation.

CNC Programming and CAD/CAM Labs serve manufacturing and CNC students and are open 9 a.m. to 12:10 p.m. and 6 p.m. to 10:10 p.m. Monday through Thursday, and 3 p.m. to 6 p.m. Tuesday and Thursday. Technical support is provided by the CNC lab technician (95%) and ETS (5%). Equipment in this lab includes 26 student computers, 1 instructor computer with projector, 1 server, 4 printers, and 2 CNC controller simulators. Hardware is one year old. Software is current and includes Windows XP, VeraCut, and MasterCAM. The technician and instructors provide instructional support.

The Computer Classroom and the Resource Center Open Lab in the **Science Pavilion** are the newest computer labs on campus. They serve all registered De Anza students, but concentration is in the sciences. These labs are open Monday through Thursday 8 a.m. to 9 p.m., and Friday 8 a.m. to 1 p.m. Technical support is provided by ETS, instructional staff is provided by 1.5 instructional associates and staff from the Biological/Health and Environmental Studies Division. Equipment includes DVDs, TVs, VCRs (10-15 each), Mac and PC computers (eventually to total 40), models, and audiotapes. Computers are several years old but new ones will be arriving soon. Computer platforms include Mac OS and Windows. Tracking is handled manually, with WSCH being collected for Biology 500.

The largest lab on campus is in the **Advanced Technology Center (ATC 203)**, which provides lab space for three areas. CAOS (Computer Applications and Office Systems) has 92 computers, CIS (Computer Information and Systems) has 132 computers, and Business/Accounting has 51 computers. In addition, there are 3 computers set up for disabled students. Labs are open Monday through Thursday 8 a.m. to 10 p.m., and Friday 8 a.m. to 7 p.m. Only enrolled students in the business and computer science classes may use the facilities. In addition to the 278 computers listed above, the lab contains 7 printers and 6 VCRs and monitors. All the computers are PC, running Windows XP, 2000, NT, or Unix, depending on needs. All the equipment in the CIS lab is new and current. In CAOS about half of the computers are new and current and the other half are older. All the computers in Business/Accounting are old and compatibility with current software applications is becoming an issue. ETS provides technical support for the lab. There is a lab supervisor and an assistant supervisor. There is one instructional associate in the Business/Accounting lab and 3 instructional associates in the CAOS lab. These assistants can do minor technical support. In CAOS there are instructors and instructional associates available during specified times. In CIS, instructors are in the lab during specified times and in Business/Accounting there is an instructional associate available during specified times.

The Graphic Design (ATC 101), Film/TV (ATC 111), and Animation (ATC 307) labs' hours vary quarter to quarter. Open hours for Creative Arts

students are available every week. An instructional associate for the division provides all technical support. There are approximately 30 computers in each room all Macintosh and at least three years old. Other equipment includes scanners and printers. Software includes Adobe products such as PhotoShop, Illustrator, Image Ready, InDesign, Go Live, and PageMaker and Macromedia products such as Flash, Freehand, and Dreamweaver. Tracking is handled manually from sign-up sheets.

Language Arts labs are located in ATC 102 and 103. The **Listening and Speaking Lab** in ATC 304 is shared with Intercultural/International Studies. These labs support students within the Language Arts Division. Open hours vary from week to week depending on classes scheduled in the lab. All computers have Microsoft Office and Internet software. ATC 103 and 304 provide specialized software for the ESL and language departments. ATC 304 contains three custom designed audio/video recording cubicles that enable De Anza students to record and play back speeches or presentations for Language Arts and other class assignments, and take the recordings home for later review. ATC 102 has 36 Apple OS X workstations and 3 Windows PC stations. ATC 103 has 28 Windows PC stations and ATC 304 has 19 Windows PC stations. The bulk of the computers were purchased in 2000. A full-time classified staff person manages ATC 102-103 and provides technical support for ATC 304. The labs also hire work-study students to augment the support. Instructors conduct whole-class activities in the labs. Usage in all the labs is being tracked with a Student Tracking System kiosk.

The **Student Publications Lab** (L-41) supports the student newspaper, *La Voz*; the literary magazine, “Red Wheelbarrow;” and the Technical Communications program (TECO). Each program has a separate computer area and shares a reception and meeting area. Students who use the lab include journalism and mass communications students, technical communications students, and students from some English classes. Hours for the lab vary per term, depending on staffing, and currently are 11:30 a.m. to 4 p.m. Monday through Thursday, and Friday 9 a.m. to 5 p.m. In September 2004, a part-time lab assistant was hired for approximately 22 hours a week to provide technical support, lab management, and equipment check out. This position replaced hourly student positions. Equipment for the *La Voz* lab includes: 3 iMac G5s, 1 iMac G4 laptop, 6 iMac G4s (3 years old), 5 regular iMacs approximately 6 years old (1 used as a server), 7 Alpha-Smart keyboards for student reporters, 2 Macintosh laser writer printers, 1 HP printer/copier, 2 scanners, 2 digital cameras, 3 Nikon SLR cameras with special lenses, and 1 fax machine. Software used includes Mac OS X, Photoshop, InDesign, Illustrator, Quark-Xpress, Dreamweaver, the Microsoft Suite, and proprietary software for Web design and loading. The TECO program uses 3 Dell computers with Photoshop, InDesign, FrameMaker, and Microsoft Word. The

Red Wheelbarrow area contains 2 iMacs that are approximately 6 years old, equipped with Mac OS X, Photoshop, InDesign, Illustrator, QuarkXpress, and Microsoft Word. Usage in the labs is tracked with a Student Tracking System kiosk, installed winter quarter 2005.

The **Open Media Lab (OML)** and **Library Internet Lab (LIL)** are open to all registered De Anza students. There are 93 computers in the OML, primarily PCs running on Windows XP. Funding for upgrades and additional computers has been provided by DASB, which provided half the computers when the lab was originally established. Ten computers are new this year, 10 were added last year, and the rest are 3 years old. There are two laser printers, one new color printer, scanners, and one assistive technology station. Audiovisual equipment includes 15 VCRs, eight 8-mm tape players, several DVD players, and audio stations with CD and tape players. There is no group viewing area. The lab houses about 5,000 videotapes and DVDs and about 500 audiotapes. In the last 6 months of calendar year 2004 the OML circulated videotapes and DVDs nearly 13,000 times. In the same time period there were about 1,500 circulations of audiotapes.

The LIL contains an additional 20 computers plus an instructor station and a data projection system. It is used for Library orientations and bibliographic instruction and is open for general student use when classes are not in session. Staff in the OML includes two senior Library technicians who provide desk and computer support, a computer lab operations coordinator who is responsible for most of the technical support, and multiple student assistants. ETS also provides technical support, especially for the network and for the Macintosh computers. The Library's computer operations coordinator manages the LIL, with support from the OML coordinator and ETS. Both labs track usage by checking out computers to students. By using the Library system's history logs we are able to generate reports showing use by each student who uses the lab.

The **Math and Stats Lab** (ATC 309), the **Engineering Lab** (ATC 311), and the **Physics Lab** (S 11, 17) serve Physical Science/Math/Engineering (PSME) students but also extend services to students in the Bio/Health Sciences, Short Courses, Manufacturing and Computer Numerical Control Department, Distance Learning, CIS, and the community. PSME classified staff in coordination with ETS staff provide technical support. PSME provides a lab assistant. The classified staff relies on student assistants for extra instructional support. There are more than 300 equipment items in the labs, including computer workstations, printers, scanners, overhead projectors, VCRs, data projectors, DVD players, sound systems, and telephones. The computers are primarily PCs but also a few Macs. Two-thirds of the equipment is 5 years old or older. The software used is not the current standard. Most discipline-specific software has not been upgraded in several years,

although Java Web-based software is current but running on aging hardware. Faculty members assigned to teach in the facilities maintain their own course records.

The **Psychology Lab**, located in L-27, is being set up as a wireless lab. Ten laptops are on order and secure wireless connections are being installed. The Social Sciences/Humanities Division also created a smart classroom for paralegal studies and a wireless lab in its dedicated classroom (L-22), as of winter 2005. Tracking is being done manually.

The **Computer Access Lab** (Seminar 1) is only open to students with disabilities. The faculty member who teaches in the lab provides technical assistance. The full-time lab assistant position vacancy was frozen, and then eliminated. DASB pays for a half-hour-per-week student assistant. Lab equipment includes 20 PCs on Windows XP and 2 scanners. Software includes assistive technology programs such as Jaws for Windows, Zoom-Text, Dragon Naturally Speaking, and Kurzweil 3000. The equipment age varies from 1 to 4 years. All specialized software is one version behind current, due to budget constraints.

Self-Evaluation

The Student Accreditation Survey (Doc. 43) shows:

- 87% of the students surveyed agreed or strongly agreed that De Anza has provided resources that met their needs in the area of computers with Internet and word processing.
- 71% of the students agreed or strongly agreed that De Anza has improved the computer skills.

According to the Faculty and Staff Accreditation Survey: (Doc. 44)

- 39 % disagreed or strongly disagreed that “De Anza College supports its educational programs with adequate resources.”
- 39% disagreed or strongly disagreed that “Faculty and staff are adequately supported in their efforts to utilize the Web to provide and develop resources for student learning.”
- 36% disagreed or strongly disagreed that “Learning support services (labs, tutoring, etc.) consistently evaluate student learning outcomes and adjust strategies for maximum effectiveness.”

The administrative system is one generation behind and a new relational student information system is needed to facilitate our ability to meet the needs of our students, faculty, and staff. Many of the new, innovative initiatives such as the Oracle Portal, Early Alert, and CATS would benefit from a new student information system.

There also needs to be an alternative reporting writer facility to replace MAUI. MAUI is an in-house developed Mac-based report generator that has outgrown its capabilities.

Technology needs are also being identified as a major component of a new bond under consideration by the board for 2006.

Planning Agenda

- The district should acquire a system that provides for real-time information, flexible reporting capabilities, and the integration to a comprehensive student and human resource management system.

Standard III.C.1.b

The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary

De Anza has been diverted from its commitment to information technology training. When district-wide ETS was established, all training was centralized. During the 2002-2003 school year, the district training positions were eliminated due to budget shortages, and training has not been reinstated. For reasons relating to union contract concerns, the college has not hired any non-classified trainers.

The district Standards Committee evaluates software purchases, and if there is no “help” functionality, software is not purchased. Additionally, the district is evaluating online training/help sites. The Call Center tries to resolve many of the how-to questions that come in via phone and e-mail. Technical Services also reports that often they do one-on-one sessions when answering help calls. Before the trainers left, many support documents were placed online. However, since the software has been upgraded, many of these documents are out of date, and there is no personnel/process in place to update them.

Staff and faculty training at De Anza used to be delivered through the Staff and Organizational Development Office. A training lab exists, but is not being staffed or used for regular training sessions. Due to union contract concerns, faculty and staff are told that there is no formal training available from Staff Development because the classified trainer position was eliminated. Staff Development does not consider the centralization of training to be effective in meeting the needs on campus.

De Anza faculty and staff have access to technology-oriented courses offered through the LinC program at the Krause Center for Innovation at Foothill College, as well as to self-paced CAOS classes offered at De Anza. (Doc. 77, 78) Funding is available for conferences and training related to technology through TTIP. A committee reviews applications and awards grants of up to \$1000 per individual. (Doc. 79)

Students have access to technology resources throughout the campus. The LIL and OML provide computers with Internet access and office functionality to all registered students. In the OML there is also limited training available. There are computer stations in the Administration Building for registration online. Campus labs, as outlined in sections III.C.1 and III.C.1.a, provide support for classes.

Self-Evaluation

In the Faculty and Staff Accreditation Survey, 48% of faculty and staff disagreed or strongly disagreed that “The campus provides sufficient hardware and software training opportunities.”

The district’s ETS Technology Survey (Doc. 80) did not ask about training opportunities. The response district-wide regarding whether the district keeps employees informed of new ways to use technology was evenly split: 47% agreed or strongly agreed while 32% disagreed or strongly disagreed. In addition, 21% had no opinion or didn’t respond to the question.

Open-ended responses to the Technology Survey indicate a desire for additional training.” More respondents to the survey reported that they depend on a “district-wide expert” than had reported such a preference in previous years. Maintenance of ETS support Web pages also declined with loss in staff.

Despite the lack of formal training opportunities, 57% of faculty use Web-based or specialized software to enhance learning, and 56% believe that technology has a major impact on learning.

Repeatedly, interviewees on this topic pointed to the decision to eliminate the training function as a shortsighted move to cut spending, which has resulted in long-term inefficiency, a decline in technological growth, and low morale. Putting staff and faculty training at the district level began a reduction of efficiency, which has culminated in a drop to zero. Most interviewees reported a desire to provide technology training at the campus level. See Standard IIA for supporting evidence of the desire for more training.

Planning Agenda

- Integrate technology training for faculty and staff into campus-based staff development.

Standard III.C.1.c

The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary

The college technology resources are vast and diverse. All classrooms on campus are equipped with a TV, a VCR, and an overhead projector. Also, 58 classrooms are equipped with data projectors, most of which are integrated into an instructor console that includes a computer, a document camera and a VCR/DVD player. Each of these consoles is custom designed to meet the needs of faculty. There are about 2,400 computers and more than 600 laser printers on campus.

The De Anza network has a fiber ATM backbone with 10/100 Ethernet (copper) to the desktop and is migrating to a 10-megabit Ethernet backbone. De Anza has a DS3 Internet connection, a speed rapidly becoming the standard among the community colleges. At this time De Anza uses about 25% of that bandwidth and is positioned well for future growth, including the increased use of streaming video. ETS personnel continually evaluate past trends in growth at the campus along with understanding industry trends. They also meet with divisions on a semi-regular basis. A complete description of the infrastructure is in Standard III.C.1.a.

A major initiative to move the district to a Web portal environment began last year. (Doc. 81) The district is participating in a consortium, Campus EAI, to develop and share portlets for this new environment. Discussions are in progress regarding an underlying identity management system, a necessary first step to opening the campus network for all users, including laptops and wireless applications. As part of implementing an identity management system, the college will move away from the use of student Social Security numbers as is required under state law. (Doc. 82)

Beginning in 1998 a plan (Doc. 83) to provide all full-time faculty members with upgraded computers was established, using a three-year replacement cycle. Over the next three years, many faculty members received computers. In the fourth year, Phase One computers were replaced. Since that time, Phases Two and Three have received computers on an as-needed basis, due to budget constraints. All newly hired full-time faculty have been provided with computers.

Classified staff computers have been replaced sporadically, as needed and per departmental funding. In 2004-2005, a \$90,000 portion of district wide Scheduled Maintenance funds was set aside for non-instructional equipment and is being used to purchase computers and related technology for classified employees. (Doc. 84)

Academic labs have all been dependent on Capital Instructional Equipment funding, grants from outside organizations, or DASB. Support for many of the labs comes directly from ETS.

Distance Learning has extensive equipment needs separate from the rest of the institution. The program controls purchasing decisions, but it works in consultation with ETS.

The Broadcast Media Center operates with two sources of funding: the campus-supplied Operations Budget and an internally generated Revenue Fund. The majority of the Operations Budget is allocated to payroll for student interns, while the majority of the Revenue Fund is used for equipment upgrades. The Center uses no instructional equipment funds, allowing a larger share of instructional equipment funds to be made available to academic divisions. The revenue account is fed through contracts with industry clients. (Doc. 85) Most of the earned revenue is invested in technology upgrades for the department, which in turn allows new services and technologies to be made available to the instructional community on campus. (Doc. 86)

Self-Evaluation

The 2004 Technology Survey (Doc. 80) respondents indicated:

- 62% agreed or strongly agreed that they have been kept informed of changes in technology.
- 79% agreed or strongly agreed that computers are maintained and repaired on a timely basis.
- 82% agreed or strongly agreed that there is adequate technical support.
- 36% agreed or strongly agreed that there was some improvement in the quality of service in the past academic year.
- 81% of district employees were satisfied or very satisfied with the call center.
- 85% agreed or strongly agreed that they were satisfied with the network.

The Accreditation Survey (Doc. 44) showed:

- 66% agreed or strongly agreed that technical support is available on a timely basis.

It is interesting that these survey results conflict with some of the dialogue of our recent meeting of technical users.

Planning Agenda

- Finance and College Services will develop a furniture, fixtures, and equipment replacement plan.

Standard III.C.1.d

The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary

ETS, in consultation with ETAC and with input from various constituency groups, determines priorities for distribution of technology resources throughout the district, particularly concerning networks, infrastructure, and administrative computing. On the campus level, decision-making processes for academic computing exist through Program Planning and Budgeting Teams (PBTs) and through the deans and College Council. No campus strategic plan for determining priorities for technology needs exists, but the vice president of Finance has been appointed as technology liaison and has convened a Technology Task Force to begin the process of focusing on campus needs.

Self-Evaluation

The 2004 Accreditation Survey (Doc. 44) respondents indicated:

- 62% of faculty and staff agreed or strongly agreed that the college provides adequate hardware, software, and telecommunications to employee desktops.
- 48% agreed or strongly agreed that campus labs and classrooms have adequate technology resources.

When faculty and staff responded to a question on the Accreditation Survey (Doc. 44) about the resource allocation process, 62% disagreed or strongly disagreed that the process is fair.

The largest concern expressed in interviews conducted by the Standard III.C subcommittee was with the state of academic computing on campus. A large percentage of the academic labs are listed in this document as self-supported, with the majority of the initial funding for these labs coming from DASB. Labs go out of date with no recycling plan in place. Faculty and staff desktop computers are aging. Faculty and staff would like to feel that they are able to continue the long tradition of innovation that the lack of funding has hampered.

Planning Agenda

- The vice president of Finance and College Services, vice president of Instruction, vice president of Student Services, and dean of Academic Services will work with the Campus Budget Team and the instructional deans to develop a plan for the allocation of instructional and non-instructional equipment resources.

Standard III.C.2

Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary

On the district level, the vice chancellor of Technology works with ETAC to design and update the district's Educational Technology Plan (Doc. 87) to support student learning. The district Technology Plan is part of the district's Educational Master Plan (Doc. 88) and Facilities Master Plan. (Doc. 89) Progress in meeting the goals of the Technology Plan is also provided to the Board of Trustees annually as part of the State of Central Services Report. (Doc. 90) College faculty, staff, and administrators participate as members of ETAC, overseeing the development and implementation of the district Technology Plan as well as evaluating technology services. DeAnza has recently established a Technology Task Force to begin the process of planning for technology needs, particularly in instruction on campus. (Doc. 91)

Self-Evaluation

De Anza has no functioning system to integrate technology planning with institutional planning. According to 2004 Student Accreditation Survey data: (Doc. 43)

- 71% of students agreed or strongly agreed that De Anza had improved their knowledge, skills, and abilities in the area of "Computer Skills."
- 87% of students agreed or strongly agreed that De Anza provided resources that met their needs as a student in the area of "Computers with Internet and Word Processing."
- 87% of students agreed or strongly agreed that De Anza provides resources that met their needs in the area of online services and instruction, even though the survey was not distributed to lab classes or Distance Learning students.

According to the Faculty and Staff Accreditation Survey data: (Doc. 44)

- 92% of faculty and staff agreed or strongly agreed that “Students who complete degrees or certificates at De Anza have received instruction and support services to assist them in mastering the competencies covering: Communication, Computation, Critical Thinking and Citizenship.”
- 80% agreed or strongly agreed “College Web sites are effective in providing information that is easy to locate for students.”
- 39% disagreed or strongly disagreed that they were “adequately supported in their efforts to utilize the Web to provide and develop resources for student learning.” These figures are consistent with the responses given in the Standard III.C.1.b section on faculty and staff training.
- 36% disagreed or strongly disagreed that learning support services (labs, tutoring, etc) do “consistently evaluate student learning outcomes and adjust strategies for maximum effectiveness.”
- 38% disagreed or strongly disagreed that the college does “provide adequate software, hardware and telecommunications to each employee’s desktop.”
- 52% disagreed or strongly disagreed that “Classrooms and labs have adequate computer equipment and technical resources to support teaching and learning.”
- 66% disagreed or strongly disagreed that “Technical support is available on a timely basis.”

Planning Agenda

- Vice president of Finance and College Services will provide leadership to develop a De Anza College Technology Plan based on the campus Educational Master Plan that provides direction to the district Technology Strategic Plan.

Standard III.D

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

Standard III.D.1

The institution relies upon its mission and goals as the foundation for financial planning.

Descriptive Summary

Financial planning is integrated with and supports all institutional planning. Financial planning begins with planning and financial review in the Planning and Budget Teams (PBTs) for Instruction, Student Services, and Finance and College Services. (Doc. 93) The Workforce and Economic Development Team was integrated into the other three teams as a result of those functions being collapsed functionally into Instruction and Finance and College Services. All PBTs consider the functions they represent in determining resource allocation recommendations in support of the institutional mission and goals.

Self-Evaluation

The committee review processes for budget allocation are very inclusive and comprehensive. A more formalized tracking process to relate decision-making to mission and goals could be utilized. However, in an educational environment that serves such a broad constituency and mission it would be difficult, especially in such challenging budget conditions, to identify resource allocations that have been identified for other than core programs and services. Processes related to reductions, especially in the areas of faculty and staff, received careful consideration and review at all levels relative to the core mission and goals.

Planning Agenda

No recommendations at this time.

Standard III.D.1.a

Financial planning is integrated with and supports all institutional planning.

Descriptive Summary

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.

The Campus Budget Team is a shared governance group that considers the overall financial position of the college. This group includes representatives from the PBTs and considers the overall impact to the college of budget recommendations. The goals of the Campus Budget Team are to make recommendations to College Council that ensure the adequate allocation

of resources to carry out the Educational Master Plan, to support prudent budget management, and to identify unfunded and under-funded activities and needs. (Doc. 94) College Council is also a shared governance group and has been identified as the final step in the process of recommendations to the president in matters of budget allocation.

Self-Evaluation

Financial planning and budget development at De Anza is responsive to the programmatic and service needs that support SLOs. In the current environment of budgetary constriction we must be annually responsive to the budget process while honoring the existing Educational Master Plan goals that exist for a five-year period. In the future, consideration should be given to provide for flexible, shorter-term institutional planning that would be responsive to budget considerations.

Planning Agenda

No recommendations at this time.

Standard III.D.1.b

Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary

Institutional planning occurs as a result of the development of the Educational Master Plan and is supported by the efforts of the PBTs. The PBTs respond to assessments of resource availability and expenditure requirements in the current year and in budget development for the subsequent year. The financial condition of the district is presented through quarterly reports from the vice chancellor of Business Services. (Doc. 95) In addition, the college financial position is reported by the vice president of Finance and College Services to the Campus Budget Team, College Council and through regularly scheduled town hall meetings. (Doc. 96)

Program and service areas are encouraged to pursue external funding through partnerships or grant opportunities. These initiatives are typically grassroots in nature and championed by individual faculty members and/or program managers. The FHDA Foundation coordinates grant-writing efforts to eliminate duplicate pursuit of funding sources and also explores development opportunities based on campus priorities.

Self-Evaluation

Financial assessment is ongoing and responsive to the dynamics of state funding driven by enrollments as well as escalating expenditures. Current financial information is readily available at both the district and campus levels. (Doc. 97) Division leadership as well as individual faculty members actively pursue resource development opportunities locally and at the state and federal levels. The elimination of the grant support position four years ago has created a void of coordination and support for these efforts.

Planning Agenda

No recommendations at this time.

Standard III.D.1.c

When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Descriptive Summary

All obligations are budgeted at the district level and reported in the notes to the financial statements and are accounted for in the Debt Reserve Fund. The largest obligations of the district are for repayment of \$248,000,000 of General Obligation (GO) Bonds authorized in 1999. The district has sold and issued \$157,575,063 of GO Bonds through June 30, 2004 for the purpose of construction and renovation of college facilities.

Financing and refunding Certificates of Participation (COPs) account for the largest balance of long-term debt obligated by the district. Long-term debt service is budgeted as its first priority along with other long-term liabilities. Outstanding debt service is repaid from revenue streams such as parking and campus center use fees. A debt-service schedule is included in the district's annual budget. (Doc. 98)

Self-Evaluation

This area is annually reviewed through external audit. Financial reports are presented quarterly by the Audit and Finance Committee to the Board of Trustees. (Doc. 99)

Planning Agenda

No recommendations at this time.

Standard III.D.1.d

The institution clearly defines and follows its guidelines and processes for financial planning and budget.

Descriptive Summary

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. Many shared-governance groups participate in the process to develop plans and to make budget recommendations. There are three Planning and Budget Teams (PBTs) that represent the areas of Instruction, Student Services, and Finance and College Services. In addition the Campus Budget Team reviews PBT recommendations and considers financial policy issues at the campus level. College Council acts as the final review of planning and budgeting recommendations and provides direct advisement to the president. All of these committees meet bi-weekly during the academic year. Membership is consistent for the academic year and participation is very high. Governance group members co-chair the PBTs with the vice presidents, and make recommendations to College Council and the president.

Self-Evaluation

In fall 2004 a survey (Doc. 117) was sent to members of the PBTs to gauge how members felt the financial planning and budget process was working. Of those responding:

- 86% thought “the frequency of the meetings” is “just right” and that “the membership structure and make-up of the committee was representative of all governance groups.”
- Regarding the question of whether relevant data was “readily available, shared with committee members, and used for decision making,” 57% indicated “all of the time” and 43% indicated “some of the time.”
- 86% answered that “budget assumptions and challenges are communicated to the college community in preparation for budget development are “clear.”
- While 71% said they were “satisfied” with “the level of discussion concerning budget impacts /requests for their division” only 57% were “satisfied” with “the level of discussion concerning budget impacts/requests across all functional areas.”
- 71% of PBT respondents thought that “budget recommendations have been guided by the educational, facilities, and technology master plans” ... “most of the time.”
- 50% felt that “Campus Budget and PBT recommendations are reflected in final budget decisions” ... “most of the time” while 50% answered that they are reflected only “sometimes.”

In the last several years the budgeting and planning process has focused on responses to budget reductions. The formal process outlined above was followed except in cases where confidentiality around specific layoffs prevented disclosure. However in all cases the PBTs provided recommendations that ultimately determined the proposed reductions.

There has not been a formal linkage between the PBTs and information was often shared at the senior staff level. However, this process has been somewhat improved by having PBT representatives who serve on the Campus Budget Team report activity to the PBTs. This has served to provide a forum at an institutional level to consider cross-functional impacts in response to survey shortfalls.

Planning Agenda

No recommendations at this time.

Standard III.D.2

To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

Descriptive Summary

At the district level, computerized systems exist to monitor budget activity and can provide real-time available balance information. De Anza's director of Budget and Personal and the campus-based budget analyst work closely with departments and divisions to ensure budgetary compliance and provide assistance in the budget process. The District's budget director annually communicates information regarding the budget process, including timelines, to the college. The college responds by providing templates to the deans and department heads to review and/or change discretionary budgets. Personnel budgets are also provided to review for accuracy.

The District's Purchasing Department monitors and verifies available funds before a purchase order is released as well as checking purchasing authority as defined by board policy. Every account has an assigned budgeter who is required to sign off on all purchases.

Monthly financial reporting is provided via the Web and includes the Monthly Expense Report (MERS). The MAUI system and Financial Resource System (FRS) enables division deans and program managers to review financial data electronically. In addition, the vice president for Finance

and College Services, the director of Budget and Personnel, and the budget analyst review revenue and expenditure data on a monthly basis and ask division deans and program managers to respond to budgetary concerns.

Self-Evaluation

Many of the same issues exist around the antiquity of the District's financial management system and reporting tools. Oversight is extremely labor intensive due to reporting inadequacies. Systems are not user-friendly and require very detailed knowledge of the accounting system and structure to use them effectively. A state-of-the-art financial management system would provide quick, easy, and flexible reporting currently not available to this college. New employees do not receive training in the District's reporting systems making accessibility a greater challenge.

Although the Collegis Report strongly recommended that planning for a replacement system be initiated immediately, there have budget barriers to moving forward. The most recent District Technology Plan (Doc. 87) identifies replacement as a strategy and funding to potentially occur through a Proposition 39 Bond. It is critical that the college provide input to the district in the selection and acquisition of a new financial management system.

Planning Agenda

- The district should acquire a system that provides for real-time information, flexible reporting capabilities, and the integration to a comprehensive student and human resource management system.

Standard III.D.2.a

Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary

The Foothill-De Anza Business Services Office is responsible for coordinating the development of the district's annual budget. The District Budget Committee recommends budget policy and budget scenarios to the Chancellor's Advisory Council (CAC). Starting in fall and continuing through spring, the Budget Committee reviews the prior year's activity, receives requests for additional or new funding, works on policy changes or reviews and develops revenue and expenditure scenarios based on the latest information from state and local sources.

At De Anza, the Educational Master Plan (Doc. 21) has served as the college's central document for planning and budgeting resources. It guides all educational decisions and resource allocations. These planning efforts help De Anza anticipate the future and plan accordingly. Each year the college revisits old plans and creates new ones to meet the emerging needs of the institution. Having an inclusive and transparent process for budget cuts has been especially important during the past few years of state budget reductions. De Anza's shared governance groups have been actively involved in assuring that our limited funds and resources are allocated in a manner keeping with the four master plan goals.

Program Review and resource allocations are carried out in three program areas, each headed by a vice president (Instruction, Student Services, and Finance and College Services). This allows areas with common interests and goals to determine their particular needs in accordance with the Educational Master Plan. Recommendations developed by each Planning and Budgeting Team are forwarded to the Senior Staff and the Campus Budget Team. The Campus Budget Team is composed of members from each of the four Planning and Budgeting Teams. Their recommendations are then forwarded to the College Council, where final recommendations are made based on a college-wide view of programs and how they fit the Educational Master Plan. After much input and consultation, the president makes final recommendations to the chancellor and the CAC.

Out of this process comes an annual budget that is monitored, updated, and reported on throughout the year. An annual audit is performed and all exceptions are reviewed and responded to under the oversight of the Audit and Finance Committee, a sub-committee of the Board of Trustees.

Foothill-De Anza engages an external accounting firm to perform its annual audit. Perry Smith and Company, Certified Public Accountants, stated in their unqualified opinion that the financial statements were found to fairly represent the financial conditions of the college and the district as they related to carrying out the master plan goals. All audit exceptions are reviewed and responded to under the oversight of the Audit and Finance Committee, a sub-committee of the Board of Trustees. A final audit report is issued, reviewed, and approved by the full board. (Doc. 99)

Self-Evaluation

Financial documents reflect the annual allocation of funds to the various departments and programs. A monthly financial report (MER) and a budget-to-actual comparison of discretionary funds are issued for careful monitoring at the program levels. (Docs. 100, 101) Further, annual audit reports have found no questionable practices or accounting irregularities. (Doc. 102) It

is important to note, however, that only 39% of respondents to the Faculty and Staff Accreditation Survey felt that the process for allocating campus materials, resources, equipment, and personnel is fair.

Planning Agenda

No recommendations at this time.

Standard III.D.2.b

Appropriate financial information is provided throughout the institution.

Descriptive Summary

SCT Plus is the district-wide software that Foothill-De Anza's Business Services and De Anza College staff depend on to monitor all budgetary activity. It provides real-time accountability of financial information for management evaluation and fiscal services reporting. In addition, the District Accounting Department's Web pages provide information and graphics detailing procedures to follow for all budget managers. (Doc. 121) Authorized employee positions are monitored through the Human Resource System, and the Purchasing Department tracks available funds in departmental accounts prior to releasing a purchase order. Faculty, staff, and administrators have several opportunities to keep informed about budgetary and financial issues through the following fiscal reports:

- Monthly Expense Reports (MERs) are updated monthly and posted to the district's Intranet for viewing at any time by staff. (Doc. 100)
- Financial Resources System (FRS) is updated each evening and may be viewed on the district Intranet site at any time by authorized staff.
- Human Resources System (HRS) is updated daily and may be viewed online for inquiry by authorized staff.
- MAUI (Macintosh Assisted User Interface Software Program) is a stand-alone program developed and written by staff from the district's Educational Technology Services (ETS). It has been tailored to the needs of our colleges and can be distributed to anyone within the district. It can be used for FRS, SIS and HRS data. It provides up-to-date data for users to view, but not to change in the database.

The following college and governance meetings are open to everyone:

- De Anza Town Hall meetings are conducted usually once per quarter by the vice president of Finance and College Services and the director of College Services to provide information about

budget issues, and to gather feed back from faculty and staff. (Docs. 96) Additional Town Hall meetings regarding Measure E construction projects are also held about once per quarter to update the campus community. Approximately \$130 million has been earmarked for renovation and construction at De Anza.

- The Foothill-De Anza Audit and Finance Committee is a sub-committee of the Board of Trustees augmented with additional community members. This committee holds regularly scheduled meetings open to the public. It monitors progress on bond expenditures and transfers, reviews all audit findings, meets with the district external auditors, and reviews other significant financial policies and recommendations of the district. (Doc. 103)
- De Anza's Planning and Budget Team (PBT) meetings are participatory governance teams designed to review financial and planning issues in the three major areas of the college. Each vice president's area has a PBT that receives information on college-wide budget issues, and makes recommendations on budget allocations within their respective areas. (Doc. 93)
- De Anza's Campus Budget Team has representatives from each of the PBTs and addresses college-wide budget issues. This team links to the District Budget Advisory Committee to ensure continuity in information and decisions, and also makes recommendations to Senior Staff and the College Council.
- The District Budget Advisory Committee meets every two weeks and is composed of representatives from each of the campus budget teams and Central Services personnel. The committee reviews budget parameters and progress on revenue and expense during the year. This committee also reviews major budget policy and procedure and answers budget-related questions that may arise from the campus. Agenda and minutes of the committee are posted on the Business Services Web site and at the District Office. (Doc. 104)

The following publications and Web sites are also sources of information:

- La Voz is the De Anza College student newspaper. It informs students about current budget situation and policies. (Doc. 105)
- The Foothill-De Anza Web site maintains a current posting from the chancellor on policy and budget matters. This site makes available the minutes of the Board of Trustees and the FHDA Audit and Finance Committee. Updates on state budgetary issues and other reviews are available here (Doc. 106) and on the De Anza Web site.

These sources are available to and are utilized by both the district and college from top management to division deans and program heads. There is ample opportunity to be informed.

Self-Evaluation

One-third of De Anza employees responded to the Faculty and Staff Accreditation Survey in fall 2004. (Doc. 27) Of those responding, 57% agreed or strongly agreed that administrators, faculty, and staff have appropriate opportunities to participate in and influence the development of college financial plans and budgets. Fifty-two percent of respondents agreed or strongly agreed that the financial management system creates appropriate control mechanisms and provides dependable and timely information for sound financial decision making.

The district's system runs on three files that are not integrated: the Human Resources System (HRS), Financial Resources System (FRS), and Student Information System (SIS). There has been ongoing concern about this foundation for technology. While the district has identified the cost to transition to a new system, the initial cost estimate, which exceeds \$10 million, has so far precluded progress on a replacement. In the meantime, the district is actively pursuing a database system, such as Oracle, that will lie on top of the flat file system and allow us to extract and cross reference data in the three systems mentioned above. While it is not a permanent fix to the underlying architecture, it is allowing us to work at a higher analytical ability for the time being. While the analytical ability of the existing system is weak, the transactional ability to pay bills, check online for account balances, pull simple reports by college, file necessary state reports, comply with external audit requirements, etc., are all solid features of the existing system.

Planning Agenda

- The district should acquire a system that provides for real-time information, flexible reporting capabilities, and the integration to a comprehensive student and human resource management system.

Standard III.D.2.c

The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary

The District receives its revenues from three major sources. They are categorized in the books and records as federal revenues, state revenues, and local revenues. All revenues are maintained at the district level and distributed to the colleges based on the approved annual budget.

CASH FLOW AND RESERVES

Through careful planning and budgeting, the district has historically maintained a healthy cash flow and sustains adequate reserves to ensure fiscal stability. (Doc. 98) The Board of Trustees has a practice of maintaining a 5% reserve for General Fund Operations.

The district's financial review cycle results in monthly analysis of the financial condition and related cash flow at the management level. Formal reviews of the financial condition of the district are prepared at the end of each financial quarter and reviewed by the Audit and Finance sub-committee of the Board of Trustees, and by the Board of Trustees. Each of these documents present forecasts of year-end revenues and expenditures, and the related cash flow. Any adverse trends are highlighted to the board in a timely fashion. (Docs. 98, 99, 102)

The last three years' ending balances of the unrestricted general fund (Fund 14 and Fund 15) are as follows:

2003-2004	\$19,771,902
2002-2003	\$20,097,889
2001-2002	\$23,756,390

These amounts are sufficient to maintain a reserve of 5%. This reserve level has been achieved in each of the recent budget years, as is evident in the annual and quarterly reports. (Doc. 95) It is also important to note that the 5% target is well within the California Community Colleges Chancellor's Office guidelines for what is considered to be a healthy, viable, unrestricted reserve. All reserves are maintained and accounted for at the district level.

RISK MANAGEMENT

The district employs a director of Risk Management whose responsibility is to protect and preserve the people and assets of the district. FHDA maintains adequate levels of various types of insurance, such as property and liability, to assist in this task. Safety training, such as forklift and confined space training, and frequent monitoring for potential safety issues is also a major component of the Risk Management function. OSHA compliance and careful oversight of any claims against the district are also areas of Risk Management accountability.

INSURANCE

The district maintains adequate insurance on property and liability. (Doc. 107) The lines of coverage and the relevant deductibles are summarized and updated periodically. This "Insurance Coverage Summary" is made available to the appropriate managers and staff as needed. Annually, the district risk manager reports the status of our coverage to the Board of Trustees. The most recent report was presented to the board on Nov. 1, 2004. It is item 6 on the agenda. (Doc. 108)

EMERGENCIES AND UNFORSEEN OCCURRENCES

Each year as a backup, the district participates in the Tax Revenue Anticipation Notes (TRANS). TRANS are issued by local governments to finance short-term cash flow deficits, which may occur due to the irregular nature of cash flows from taxes and other revenues. While the authorization has been in effect to draw funds from TRANS, the district has not found it necessary as it has had sufficient cash flow to meet its annual operational needs.

Every attempt is made to operate under a balanced budget. The district has also maintained the 5% reserve level for year 2004-2005, through necessary reductions in programs and cooperation with representatives to modify employee medical benefit programs to offset some of the increased cost of benefits.

Self-Evaluation

The district was able to maintain 5% reserve in the last three years even during the worst economic crisis in the state's history. The financial health of the district was affirmed when the second series of bonds for Measure E in September 2003 were issued. The district received a Moody's bond rating of Aa1 and a Certificate of Participation (COP) rating of Aa3. This was the highest rating of bonds for any community college district in the state. The rating is based on the strength of the local economy, the financial management of the district and the minimal amount of debt the district carries. This is important because it affects the interest rate paid on the debt.

As a result of the new requirements of the Governmental Accounting Standards Board (GASB), the district conducted an actuarial analysis of the obligation it has incurred for future medical costs for retirees. (Doc. 109) This analysis was conducted in September 2004 and indicated that the total un-funded medical costs for retirees and future medical costs for active employees vested for retiree benefits was about \$190 million. There has been ongoing discussion within the district on various strategies to begin funding this obligation as recommended by the GASB. No final decision has been made on funding for the 2004-2005 year, but it is an active discussion item with the unions and the board. The district has no funds set aside for these future costs of medical care for retirees.

Planning Agenda

No recommendations at this time.

Standard III.D.2.d

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.

Descriptive Summary

California and federal laws are implemented in the oversight of all externally funded programs. Title V governs the college's financial aid activities. All finances, including auxiliary organizations and investments, are carefully monitored at both the college and district levels.

The first level of financial oversight begins with the budgeters, who have the duty of approving all expenses charged to their accounts. On the campuses, there are various levels of delegation and authority. Any expenditure of more than \$1000 needs approval of the appropriate vice president. The second level of oversight is Business Services at the district level. This department reviews accounting records each month to generate required reports for various governmental agencies. For example, this office supplies the data for the U. S. Department of Education's monthly, quarterly, and annual financial aid reports. Government agencies may reconcile the reports from the district and college with information provided by others, such as the students receiving financial aid.

The district maintains an auxiliary organization, the FHDA Foundation, which administers most of the donations made to the district and the colleges. Its board of directors monitors expenses that are charged directly to the Foundation budget. Many donors restrict their contributions to the Foundation for specific uses. (See section III.D.2.e for a broader discussion of auxiliary activities.)

The district's Audit and Finance Committee monitors institutional investments. (Doc. 110) District investments are managed by Business Services under the direction of the Board of Trustees.

At the college level, oversight of finances is limited to the following areas:

- Salaries and wages of full- and part-time employees and students
- Release time, stipends, and additional duty pay
- Allocation of FTEF and WSCH; the monitoring of productivity and WSCH achievements
- Operating and discretionary B budgets and expenses
- College-generated revenues, including fees, fines, contract instruction and community services, enterprise activities, grants, and categorical funds
- Foundation contributions and expenditures

Responsibility for this oversight begins with the vice president of Finance and College Services and the director of Budget and Personnel. From there, individual program managers assume day-to-day responsibility. The vice president of Finance and College Services monitors expenditures throughout the year.

Self-Evaluation

Fifty-two percent of De Anza faculty and staff agreed or strongly agreed that the financial management system created appropriate control mechanisms. This is supported by the unqualified opinion issued by the district's external auditors. (Doc. 111) De Anza and the district have multiple levels of oversight and the mechanisms presently in place appear to be working effectively.

Planning Agenda

No recommendations at this time.

Standard III.D.2.e

All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Descriptive Summary

Important auxiliary activities are carried out by the FHDA Foundation, which administers donations to the district and the colleges and has 24 members. (Doc. 112) The Foundation Finance Committee reviews and evaluates fund managers for performance and prudence. As needed, the committee reallocates resources for better performance. The current fund balance is more than \$20.5 million. An executive director, an associate director, and one assistant development officer run the Foundation and are working to become self-sustaining by generating funds to cover operating budget without district financial support.

Another important area is the college Enterprise Fund, which encompasses the Bookstore, Food Services, Printing Services, and Campus Center operations. The Enterprise Fund is an \$8 million operation. (Doc. 113) The primary roles of operations in this area are to provide necessary services to students and to enhance the learning environment. Entities in the Enterprise Fund pay all of their expenses and support a key administrative position, the director of College Services.

These areas must be financially self-sustainable. The largest of these enterprises is Printing Services. Changes in demand for printed materials as a result of Web-based technology and serious reductions in the college's discretionary budgets have financially challenged this area. Responses have

included reductions in full-time permanent staff and additional proposals under consideration that would streamline operations and eliminate existing debt service.

Two other major “self-support” activities at De Anza operate with a combination of grant funding and fees. Professional and Workforce Development and the Child Development Center both serve the communities at large and are equally challenged to maintain their fiscal viability. Increasing wages and benefits and stagnant local economies are among the impacts to these activities.

“A Night of Magic” is De Anza’s annual fundraiser. (Doc. 59) Profits from this event are designated to a specific project or need on the campus. During its 12-year history, these successful events have addressed the needs of technology, the Learning Center, and the new Science Building, to name a few. De Anza also benefits from the FHDA Celebrity Forum Speakers Series. These sold out events bring the world’s best and brightest to Silicon Valley. The 2004-2005 line-up included such luminaries as Mikhail Gorbachev, Toni Morrison, Prince Edward, and Robert Reich.

The De Anza Associated Student Body (DASB) is also a major supporter of college programs that enhance student life on the campus. Their annual budget exceeds \$1million, including \$734,400 in support of college programs. (Doc. 114) Annually, DASB solicits and funds a number of requests. Their funding goals include programs that help students achieve their academic and personal goals. Further, DASB promotes diversity and equality among all students. The DASB also supports a 0.75 FTE accounting staff position for the college and a 1.0 FTE Flea Market coordinator. The Flea Market offers an opportunity for both the college and student clubs to earn additional funds. It is a popular community event held once each month on the De Anza campus, and generates about \$300,000 in gross revenue each year.

A number of grant-funded activities are coordinated and overseen by program managers, directors, and deans with the assistance of the vice president of Finance and College Services. Accounting for such funds is handled at the district and is subject to external audit and compliance standards by the governing agencies.

Self-Evaluation

The Bookstore and Printing Services have been experiencing increased competition from outside vendors that has affected their ability to be profitable or break even.

Planning Agenda

No recommendations at this time.

Standard III.D.2.f

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.

Descriptive Summary

Sections 81655 and 81656 of the State Education Code and the Public Contract Code regulate all such contractual agreements with external entities. District Board Policies 3140 and 3143, and District Administrative Procedures AP3140 and AP3143 have been written to conform to these codes and are enforced by procedures in use by the District Materials Services and Business Services departments. The District Board policies require that all contracts and purchasing transactions shall be in writing.

The chancellor or her designee approves all contracts, and the Board of Trustees has final approval on major contracts. Designated signers in various capacities include the vice chancellor of Business Services, director of Operations, director of Purchasing, vice president of Finance and College Services, and director of College Services, and the director of Budget and Personnel. Review, modification, and eventual sign-off are done in accordance with the district's Purchasing Policies, Procedures, and Delegation guidelines.

Examples of major contractual agreements with external entities include an agreement with COMPAS (Computer Assisted Study) for services associated with the district's labs, instructional materials, specific instruction, and a wide range of computer technology support. Another example is a Joint Powers Agreement with the South Bay Regional Public Safety Training Consortium, which provides training and education programs in response to the needs of public safety agencies. These and other major contracts are all initiated, contracted, and implemented through the application of the existing policy guidelines and control procedures stated in the referenced policies.

During the past two years many major contractual agreements have been signed in support of Measure E plans and programs. (Doc. 115) This very important work is in direct response to the specific goals set as part of the institution's future plans; namely, meeting the growing educational needs of our community and enabling us to employ fiscal recourses to improve the efficiency, productivity, and accountability of the institution.

Any changes to or termination of any contractual issues, especially issues that do not meet appropriate standards of quality, or that could cause seri-

ous budgetary problems, are under the control of the same executive levels identified above.

Self-Evaluation

A review of the documentation and procedures associated with this standard indicates that the departments and individuals involved follow the provisions of established guidelines and control procedures in all efforts involving contractual matters. Contracts in place respond to the Educational Master Plan goals of the college, especially goals one, three, and four, dealing with the climate of learning, appropriate current technology, and planned growth with fiscal soundness. Contracts involving Measure E are especially evident examples of this. The process of reviewing contracts and negotiating the best terms and conditions for the college receives heavy emphasis in the process. Purchasing policies are strictly maintained. (Doc. 116)

Planning Agenda

No recommendations at this time.

Standard III.D.2.g

The institution regularly evaluates its financial management process, and the results of the evaluation are used to improve financial management systems.

Descriptive Summary

The day-to-day operations of the Financial Resources System (FRS) are monitored and evaluated by the FRS Advisory Group. The district controller chairs this committee, and the members consist of the district Accounting and Purchasing staff, the Campus Budget Analysts, and FRS programmers.

The district budget process is monitored and evaluated by the District Budget Committee. The committee is chaired by the vice chancellor of Business Services and includes representatives from each constituency of shared governance throughout the district.

By conducting periodic audits of financial statements and related data, the Audit and Finance Committee of the Board of Trustees evaluates the overall financial status of the district. The vice chancellor for Business Services brings concerns from the Audit and Finance Committee to the District Budget Committee for review and consideration. Two members of the board sit on the committee and one of them chairs the group. This committee also includes members from the community.

Standard III: Resources

At the college level, the budget process is monitored and evaluated by the Campus Budget Team. This committee is chaired by the vice president of Finance and College Services and is composed of representatives of all the college shared governance groups. (Doc. 94)

All the committees and groups noted previously provide oversight and support services to assure compliance with existing financial policies, in line with the institution's mission, goals, and Educational Master Plan. Actions undertaken by the various committees include the detailed review of financial reports comparing actual performance to budgets, the review of specific internal control procedures in place to protect assets and assure adherence to existing systems and policies and, when necessary, the analysis of the impact of budget reduction alternatives.

Self-Evaluation

The current financial system provides an effective means of keeping current on the financial status of the college. Financial reports are complete, timely, and accurate, and give a clear picture of the financial condition. (Doc. 99) Budget-to-actual comparisons are provided in great detail, assuring close control over expenditures. (Doc. 101) The financial system, while not directly impacting any of the four Educational Master Plan goals, does provide appropriate reporting of the expenditures associated with those goals. The financial reporting also provides timely information to enable quick response to any adverse budget conditions, thus preventing any serious cost or expense over-runs. The financial system also serves as a reporting system to monitor contractual matters discussed in the prior section of this report (Section III.D.2.f). By accurately tracking budget-to-actual status, the status of current spending of contractual commitments can be closely monitored.

Planning Agenda

No recommendations at this time.

Sources for Standard III

- Doc. 1 Job Description Examples and www.fhda.edu/jobs
- Doc. 2 Position Announcement Examples
- Doc. 3 Hiring Process Manual
- Doc. 4 De Anza College Catalog 2004-2005 and 2005-2006
- Doc. 5 FA Agreement
- Doc. 6 SEIU Classified Contract
- Doc. 7 CSEA Classified Contract
- Doc. 8 Teamsters Contract
- Doc. 9 Administrator's Handbook
- Doc. 10 Agenda for Town Hall, Nov. 6, 2002
- Doc. 11 Equity Task Team Workshops, Jan. 17, 2002 and Nov. 25, 2003
- Doc. 12 Academic Senate Handbook
- Doc. 13 Board Policies and Board Administrative Procedures;
or see www.fhda.edu
- Doc. 14 Custodial Program Review Document; also see www.research.fhda.edu/programreview/programreview.htm
- Doc. 15 Board Policy Manual
- Doc. 16 Orientation Document
- Doc. 17 FA News
- Doc. 18 Instructor Survival Kit
- Doc. 19 Part-time Faculty Handbook
- Doc. 20 Equal Opportunity Training Process
- Doc. 21 DE ANZA 2005 Pathways to Excellence, spring 1999
- Doc. 22 Multicultural Plan, 1999
- Doc. 23 De Anza College 2005: Pathways to Student Equity
- Doc. 24 Equity Collaboration Team Members
- Doc. 25 Curriculum Committee Members
- Doc. 26 Diversity Advisory Council
- Doc. 27 Faculty and Staff Accreditation Survey, November 2004
www.deanza.edu/about/accreditation/updates.html
- Doc. 28 <http://research.fhda.edu/factbook/factbook.htm>
- Doc. 29 Professional Development Activities
- Doc. 30 2003-2004 Staff Development Workshops Report
- Doc. 31 LinC Program Assessment
- Doc. 32 Budget Process Chart
- Doc. 33 Partnership for Excellence Positions
- Doc. 34 Space Inventory Report, 2005-2006
- Doc. 35 Evidence of Seismic Safety Compliance from State Architect
- Doc. 36 Class Schedule for Spring 2005
- Doc. 37 Americans with Disabilities Act (ADA) Standards
- Doc. 38 Facilities Committee Members List
- Doc. 39 Barrier Report Form

Standard III: Resources

- Doc. 40 FHDA Board of Trustees Measure E Budget, Revised Jan. 6, 2003
- Doc. 41 Construction Documents Showing I
- Doc. 42 Vehicle Aid Assists Report
- Doc. 43 Student Accreditation Survey Summary 2004
- Doc. 44 Faculty and Staff Accreditation Survey Summary 2004
- Doc. 45 Renovation and Construction Documents Regarding Better Evening Lighting, an Emergency Telephone System, and Signage
- Doc. 46 Parking Spreadsheet by Mike Brandy, Oct. 14, 2003
- Doc. 47 Emergency Plan
- Doc. 48 E-mail on CPR Class Offering
- Doc. 49 Emergency Procedures for Off-Site Facilities
- Doc. 50 Emergency Procedures for Disabled Students
- Doc. 51 Hazardous Materials Management Plan
- Doc. 52 Facilities Master Plan 1999
- Doc. 53 2002 Facilities Assessment
- Doc. 54 Facilities Condition Assessment Report
- Doc. 55 Facilities Master Plan Meeting Minutes
- Doc. 56 Measure E Budgets
- Doc. 57 Facilities Committee Meeting Minutes
- Doc. 58 Equipment Replacement and Maintenance Requests
- Doc. 59 "A Night of Magic" Information (includes financial reports, flyers, invitations)
- Doc. 60 Non-Instructional Equipment Application and Selection Criteria
- Doc. 61 Telephone Information
- Doc. 62 Example of Multimedia Classroom
- Doc. 63 Resource 25 Software Program; Reports on Academic and Non-Academic Use of Classrooms
- Doc. 64 Division of State Architect Regulations
- Doc. 65 Plant Services Documentation of Inspections Performed on Campus Facilities
- Doc. 66 DA Budget Summary Rev 8 BoT8.25.03
- Doc. 67 5-Year Construction Plan
- Doc. 68 5-Year Capital Outlay Plan
- Doc. 69 Pathway Study
- Doc. 70 Facilities Master Plan Updates
- Doc. 71 College Council Meeting Notes
- Doc. 72 Collegis Inc. Analysis
- Doc. 73 ETAC Minutes (<http://ets.fhda.edu/etac/minutes>)
- Doc. 74 District Technology Plan
- Doc. 75 District Technology Revision Plan
- Doc. 76 ETS Organizational Chart (http://ets.fhda.edu/who_we_are)
- Doc. 77 LinC Schedule of Classes
- Doc. 78 Schedule of Classes
- Doc. 79 TTIP Sample Applications

- Doc. 80 ETS Technology Survey (<http://ets.fhda.edu/TechSurvey>)
- Doc. 81 ETAC Notes on Web Portal
- Doc. 82 Evidence of Discussions on Implementing an Identity Management System
- Doc. 83 Notes from Dean of Academic Services on Faculty Computer Plan
- Doc. 84 Copy of Requisition for Non-Instructional Equipment
- Doc. 85 Broadcast Media Contracts with Off-Campus Clients
- Doc. 86 Broadcast Media Fund 15 Accounts
- Doc. 87 District Educational Technology Plan
- Doc. 88 District Educational Master Plan
- Doc. 89 District Facilities Master Plan
- Doc. 90 The State of Central Services Report
- Doc. 91 De Anza College Technology Task Force Member List, Notes of Minutes
- Doc. 92 Projection of Staff Increases and Support Costs 2002-2009
- Doc. 93 PBT Meeting Minutes/Agendas Regarding Planning and Financial Reviews
- Doc. 94 Campus Budget Team binder
- Doc. 95 Annual and Quarterly Reports from Vice Chancellor of Business Services
- Doc. 96 Agendas for Town Halls Discussing Budget
- Doc. 97 www.fhda.edu/budget_update
- Doc. 98 FHDA District Annual Budget
- Doc. 99 Financial Reports from Audit and Finance Sub-Committee to Board of Trustees
- Doc. 100 MER Reports (examples)
- Doc. 101 Budget-to-Actual Comparison of Discretionary Funds (examples)
- Doc. 102 Annual Audit Reports (examples)
- Doc. 103 Audit and Finance Committee Meeting Minutes/Agendas
- Doc. 104 <http://business.fhda.edu/>
- Doc. 105 Copies of La Voz
- Doc. 106 www.fhda.edu
- Doc. 107 District Liability Insurance Coverage Summary
- Doc. 108 FHDA Board of Trustees' Meeting Agenda Nov. 1, 2004, Status Report on Insurance Coverage
- Doc. 109 Actuarial Analysis of the District's Obligation for Future Medical Costs for Retirees
- Doc. 110 Audit and Finance Committee Guidelines
- Doc. 111 External Auditor's Statement
- Doc. 112 Foundation Board Members List
- Doc. 113 Information on De Anza's Enterprise Fund
- Doc. 114 DASB Budget Information at www.deanza.edu/dasb
- Doc. 115 Examples of Major Contractual Agreements Signed in Support of Measure E Plans and Programs

Standard III: Resources

- Doc. 116 District Purchasing Policies
- Doc. 117 Planning and Budget Teams' Survey Results from Fall 2004
- Doc. 118 www.deanza.edu/diversity
- Doc. 119 www.fhdawo.com/
- Doc. 120 <http://distance.deanza.fhda.edu/CableTV.shtml> and
<http://distance.deanza.edu/streams/>
- Doc. 121 <http://business.fhda.edu/accounting/>