



STANDARD IV: Leadership & Governance

Standard IV: Leadership & Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

Standard IV.A - Decision-Making Roles and Processes

Standard IV.A.1

Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

The Foothill College president and her key administrative staff work collaboratively with the faculty and classified staff senates, with the leadership of the Associated Students of Foothill College, and with numerous shared governance workgroups and committees to ensure broad participation in the College's achievement of institutional excellence [[IV.A-1](#)].

In its mission statement, which was revised in 2015-16 in conjunction with the Educational Master Plan (EMP) through a wide-reaching participatory process, Foothill College sets forth a clear commitment to student success and educational excellence, "We work to obtain equity in achievement of student outcomes for all California student populations" [[IV.A-2](#)]. The first of three goals identified in the 2016-22 Educational Master Plan mirror this commitment, "Create a culture of equity that promotes student success, particularly for underserved students," while the second and third goals provide a framework for operating in a manner that promotes frank discussions and allows innovative ideas to be suggested by all members of the campus community: "Strengthen a sense of community and commitment to the College's mission; expand participation from all constituents in shared governance" and "Recognize and support a campus culture that values ongoing improvement and stewardship of resources" [[IV.A-3](#)].

As reported in the EMP, the College ensured that institutional goals and values would be well understood by all stakeholders by embarking on a yearlong, inclusive planning process:

Multiple rounds of outreach sessions were conducted to receive input and feedback from faculty, classified staff, administrators and students regarding Foothill College's EMP. These efforts include holding campus open forums, internet/web-based opportunities (webinar, online survey) and targeted focus groups and interviews. Additionally, presentations were conducted among various participatory governance groups to encourage participation. District representatives were included in the campus focus groups and a board member was interviewed. Community voices were solicited through scheduled interviews and open sessions; representatives included those from the Moffett Business Group; Joint Venture Silicon Valley; local city government, high schools and chambers of commerce; and the Foothill-De Anza Foundation and Commission. The EMP planning process was discussed as a standing agenda item at the Planning and Resource Council (PaRC), the main shared governance group for the college. Advertising for the EMP planning activities was conducted via the college website, college blog (The Heights), direct emails, and in the college president's communiqué. All documentation related to the EMP planning process was posted on the college website so it would be publicly available and accessible [IV.A-3].

The president underscores the College mission and goals and promotes innovation and shared governance at the onset of each academic year through an Opening Day program planned and facilitated by the Professional Development Committee, which includes faculty, classified, and administrative representatives [IV.A-4]. Attendance at College Opening Day is mandatory for all administrators, staff, and faculty [IV.A-5]. Faculty presence, whether full- or part-time, is considered so essential that it is deemed a "College Flex Day." Contract and regular faculty are required to attend Opening Day, and part-time faculty are compensated for attendance [IV.A-6].

The fall 2016 College opening day, held on September 23, 2016, provides an example of staff, administrator, and faculty-led initiatives that improve practices, programs, and services. In keeping with the College mission to "work to obtain equity in achievement of student outcomes for all California student populations," the president's speech focused on strategic objectives to operationalize the goals of the EMP and address achievement gaps [IV.A-5, IV.A-7]. Evidencing the opportunity for a wide range of employees and students to share in improving practices and services, the agenda included a student panel and workshops on gender diversity, online student engagement, and understanding how to counter racial bias that derails student success. The panel and workshops provided tools for employees to use in supporting the College mission and goals [IV.A-5].

At the district level, innovation is supported in a variety of ways. Ideas for District Opening Day workshops are solicited District wide by the chancellor through constituent group leaders, professional development is supported both contractually and financially, and employees are provided opportunities such as the Foothill-De Anza Foundation Innovation Grants offered in 2014-15 "to fund projects related to student equity and retention, ultimately increasing student success" [IV.A-8, IV.A-9, IV.A-10].

In the Employee Accreditation Survey, 77 percent of respondents agreed, "Faculty and staff are empowered to develop programs and services that will enhance student learning" [IV.A-11]. Evidence of faculty innovation supported by the District and College is abundant. The dental hygiene baccalaureate pilot program, the Physics Show, and the biomedical devices engineering program are just a few of many examples of innovative ideas put forward by faculty [IV.A-12]. Classified staff members are also supported in suggesting ideas for improvement. For example, the classified senates at both Colleges and Central Services proposed and coordinated the "Stop the Bounce: Making Meaningful Connections!" applied equity workshop for the 2016-17 District Opening Day and were invited to present their Service Excellence professional development proposal to the Chancellor's Advisory Council [IV.A-13, IV.A-14].

The College's values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability promote an environment in which not only faculty and staff, but also students, feel safe in proposing ideas. A recent example is the Banned 7 Panel hosted by the Associated Students of Foothill College with support from the Dean of Student Affairs and Activities. The panel was convened in response to a suggestion from an international student affected by President Donald Trump's January 27, 2017 executive order banning travel to the United States by citizens of Iraq, Iran, Syria, Libya, Yemen, Somalia, and Sudan [[IV.A-15](#), [IV.A-16](#)].

In addition, the Foothill-De Anza Community College District is a founding member of the League for Innovation in the Community College, and examples of innovative practices from faculty, staff, students, and administrators throughout the District are documented in the recent report for reaffirmation of membership. The Online Education Initiative, one of the programs featured in the report, is creating and encouraging innovation not only at the District's two colleges but also throughout the entire California community college system [[IV.A-12](#), [IV.A-17](#)].

Systematic Participative Processes Are Used to Assure Effective Planning and Implementation

Board policy and administrative procedure 2410 (Policy and Administrative Procedure) and Board Policy 3250 (Institutional Planning) ensure that systematic participatory processes are used District wide to ensure effective planning and implementation for ideas for improvement that have significant District wide implications [[IV.A-18](#), [IV.A-19](#), [IV.A-20](#)].

In addition to the example of the broad and wide-reaching Educational Master Plan development process described previously, Foothill College program review gives evidence of the College's participatory processes. As noted on the Program Planning and Review website, "An effective program review supports continuous quality improvement to enhance Student Learning Outcomes (SLOs) and, ultimately, increases student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection and to ensure that program planning is related to goals at the institutional and course levels" [[IV.A-21](#)].

Foothill College instructional programs, administrative units, and student services are reviewed annually, with an in-depth, comprehensive review occurring on a three-year cycle. Department by department, self-evaluation through program review provides each division an ongoing opportunity to thoroughly consider its progress in achieving objectives, addressing barriers to success, and implementing innovation in improving services and programs. In many cases, the development of program review responses takes place in division meetings and online discussions that include all faculty and staff. Members of the Program Review Committee, which provides careful assessment of each division's program benchmarks and observations, is designed to ensure broad participation:

The Program Review Committee (PRC) consists of 9-12 members appointed through the Academic Senate, Classified Senate, and the President's Office (3- 4 from each), and a student advisory member. Constituent groups are strongly encouraged to appoint members representative of all four Core Missions (Basic Skills, Transfer, Workforce, Student Equity), as well as a wide range of college programs, including but not limited to: student services, cross-divisional support services (e.g. the Library), and instruction. Senate Presidents will confer with each other to ensure that membership is balanced and representative. "Expert" resources will be consulted as needed, such as the SLO Coordinator(s), CCC Faculty Co-Chair, Articulation Officer, Director of Facilities, and Chief Financial Officer. [[IV.A-22](#)]

Evaluations of institutional performance are readily available to staff, students, and the community, and such evaluations are the basis for decision-making in the College's participatory governance groups and in program review. Regularly updated Institutional Research and Planning and Program Review websites provide a broad range of data that is used in decision-making and planning; and the Student Success Scorecard available on the California Community Colleges Chancellor's website gives the public access to disaggregated data regarding the College's success rates in remedial instruction, job training programs, retention of students, and graduation and completion rates [[IV.A-23](#), [IV.A-24](#), [IV.A-25](#), [IV.A-26](#)].

Each program review addresses data and trend analysis, outcomes assessment, program goals and rationale, program resources and support, program strengths and opportunities for improvement, administrator's comments, reflection and next steps. As one of many examples of changes made based on data analyzed in program review, the Biology Department's 2015-16 comprehensive program review reports the following in relation to the Equity Plan goal to close the performance gap:

African American students make up 3% of our enrollment, Filipino students are 10% of enrollment, and Latino students make up 21% of our enrollment in biology. This is similar to overall enrollment at the College for African American students and Latino students (5% and 22%, respectively) but we're slightly higher than the College enrollment for Filipino students (5%). Most student groups (exceptions being the Latino/a and the younger demographic), are succeeding at, or slightly above, the College level. Targeted groups are at 70% success (vs. 72% for the College) and non-targeted groups are at 84% (vs. 82% for the College). We are constantly trying new things to increase student success. For example, in the past year, we have continued to staff and promote the STEM Center (including holding a tutoring session in Spanish) and held a Biology Department Summit on Teaching & Learning. We are hopeful that these efforts will increase success for all of our students.

In response to our program review and equity data last year, we wrote an equity grant to place embedded tutors in select biology classes. Using the 80% index, we identified Biol41 and Biol10 as the courses with the most disproportionate impact to our targeted student groups. We have asked for data on the student success rates in courses with embedded tutors and will reflect on that information when we receive it (likely in the winter quarter) [[IV.A-27](#)].

Program review is aligned with the resource allocation process to ensure that decision making is data driven. The College's website notes that "The resource alignment process is designed to align resource allocation or elimination with the College Mission, Core Mission Workgroups, Educational Master Plan (EMP), and program planning and review information. Any new resource requests must be made through the resource alignment process which is part of the Integrated Planning & Budget (IP&B) structure" [[IV.A-28](#)].

The Operations Planning Committee (OPC) is responsible for reviewing information in support of resource requests. Minimum requirements for resource requirements listed on the OPC Resource Request Rubric for Prioritization are "alignment with College mission and having a completed program review that includes the resource request and "align[ment] with at least one goal of Educational Master Plan." Prioritized requests are presented to PaRC and then forwarded to the College president [[IV.A-29](#), [IV.A-30](#), [IV.A-31](#), [IV.A-32](#)].

Analysis and Evaluation

Foothill College meets the Standard. The College president and other institutional leaders encourage innovation, and the College's participatory governance and planning processes provide ample opportunity for administrators, faculty, staff, and students to take initiative for improving practices, programs, and services. The College mission makes clear the commitment to student success and educational excellence, and the College values and Educational Master Plan goals provide an inclusive framework that allows all constituents a role in moving the College forward.

Standard IV.A.2

The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

The Board of Trustees has adopted policies to ensure participation of administrators, faculty, staff, and students in decision-making processes. In the policy regarding institutional planning, the governing board directs the chancellor to “ensure that the District has and implements a broad-based, comprehensive, systematic and integrated system of planning that involves participatory governance representatives and appropriate segments of the college community” [\[IV.A-20\]](#).

The authority of faculty in academic and professional matters is enshrined in Board Policy 2223, which defines matters in which the Board of Trustees relies primarily on faculty expertise (i.e., curriculum, general education and program-specific degree and certificate requirements, grading policies, standards regarding student preparation and success, and policies for faculty professional development activities other than contractual aspects) and areas of joint development between faculty and administration (i.e., units for degree, educational program development, governance structures as related to faculty roles, faculty involvement in accreditation, policies for program review, and processes for institutional planning and budget development) [\[IV.A-33\]](#).

The Academic and Professional Matters Committee (APM), which is co-chaired by the chancellor and the District Academic Senate president, is charged with the “Joint-development of academic and professional matters (“10+1” issues), particularly those that have district policy implications or where decisions at one campus may significantly affect the other campus.” The committee includes in its membership the chancellor, College presidents and vice presidents of instruction, District and College Academic Senate presidents and vice presidents, and a Faculty Association representative [\[IV.A-34\]](#).

The governing board’s policy regarding philosophy of education reinforces the primary role of the Academic Senate while recognizing student and administrative roles in curriculum development as well, “The Colleges, relying on the Academic Senate and with the full involvement of the Associated Students and the administration, shall develop curriculum and strict academic standards which will challenge all students to strive to their highest capacities” [\[IV.A-35\]](#). Likewise, the policy on curricular offerings states, “The Colleges, relying on the Academic Senate and with the full involvement of the Associated Students and the administration will continuously be alert to the educational needs of the community so they can present for Board consideration new and appropriate community college programs” [\[IV.A-36\]](#).

Participation of classified staff in District and College decision-making processes is addressed in Board Policy 2224, “To provide opportunity to influence the deliberative process and encourage improved policies and recommendations, classified staff representatives to the various district and college governance bodies shall be granted the same rights and privileges provided to all other representatives.” The advisory function played by faculty and classified staff is also recognized in Board Policy 2230 [\[IV.A-37\]](#), [\[IV.A-38\]](#).

The District’s governing board recognizes that “students should have an opportunity to participate in matters of governance and access to governance mechanisms that allow them to express their opinions at both the campus and district level” in Board Policy 2222 and provides for student

members of the Board of Trustees in Board Policy 2015 [IV.A-39, IV.A-40]. More than 70 percent of Foothill College students responding to the Student Accreditation Survey agreed that, “The College makes it known that students are welcome to participate in decision-making processes and considers student views in matters where students have direct and reasonable interest” [IV.A-41].

Participatory governance is a priority at both the District and Foothill College. The College’s Integrated Planning & Budgeting Governance Handbook describes the roles and responsibilities of constituent groups in the areas of planning, budget, and shared governance processes. The importance participatory governance to the College is highlighted in the introduction:

At Foothill College, participatory governance is grounded in the inclusion of faculty, staff, and students in the decision-making processes. The inclusion of all constituent groups and varying viewpoints promotes effective collaboration in college planning. The Academic and Classified senates, the Associated Students of Foothill College (ASFC), and the collective bargaining units are all present at the highest participatory governance council, Planning and Resource Council (PaRC). Two-way communication between the individual members of PaRC and their constituent groups is critical for optimal functioning of the planning structure [IV.A-30].

The Governance Handbook sets forth a framework for individuals to bring forward ideas and work together in participatory governance groups, “The charge of Foothill College governance committees or councils is to communicate ideas, concerns, and recommendations through dialogue between policy or advisory groups, PaRC, and their constituents” [IV.A-30].

The District’s primary participatory governance group, the Chancellor’s Advisory Council (CAC), and the four committees which report to the council—the District Budget Advisory Committee, the District Diversity and Equity Advisory Committee, the Human Resources Advisory Committee, and the Educational Technology Advisory Committee—include members from each constituency group, which facilitates broad participation in matters that have a district wide impact, including policy development, planning, and budget development. The 21-member CAC is charged with advising the chancellor “on institutional planning, budgeting, and governance policies and procedures affecting the educational programs and services of the Foothill-De Anza Community College District.” The CAC receives input from the College’s Planning and Resource Council (PaRC) [IV.A-42, IV.A-43, IV.A-44].

PaRC serves as Foothill College’s primary participatory governance group. The council, which is jointly chaired by the College, Academic Senate, and Classified Senate presidents and includes administrators, faculty, classified staff, and student representatives, “oversees and drives institutional planning agendas for each academic year as they relate to the core mission workgroups” of transfer, workforce, basic skills, operations planning, and student equity. PaRC “prioritizes expenditures to advance the Strategic Initiatives including resource requests for personnel, facilities, technology, and supplies,” “develops policy regarding budget reduction,” “reviews College and District policies and develops procedures to implement policy,” and “provides accreditation oversight” [IV.A-45].

The tri-chair model utilized by PaRC is also incorporated in its workgroups. By including administrators, faculty, and classified staff leaders as co-chairs of each of these important governance groups, the College seeks to empower all voices. Minutes of PaRC meetings for 2016-17 show a pattern of attendance and participation by representatives of all constituent groups. For example, the October 5, 2016, minutes reflect the attendance of three students, four faculty, five classified staff, and six administrative voting members of the council, while the October 19, 2016, minutes show the attendance of four students, five classified staff, six faculty, and four administrative voting members. Students not only attend the meetings, but also actively participate. The Associated Students of Foothill College president made comments at both the October 5 and October 19, 2016, meetings regarding a proposal of the Integrated Planning and Budget Council, and

the student trustee discussed the concerns of a disabled student regarding campus signage at the October 19, 2016, meeting and inquired about process [[IV.A-32](#), [IV.A-46](#)].

While attendance reflected in meeting minutes provides strong evidence of participation by all constituent groups in the primary governance body responsible for informing decision-making, only 43 percent of respondents agreed with the following statement in the 2016 Governance Survey: “The College’s planning discussions are inclusive and transparent” [[IV.A-47](#)]. Following the annual governance evaluation, PaRC develops a summer agenda for the Integrated Planning and Budget (IP&B) task force to address findings. For summer 2016, IP&B was asked to complete the following tasks, several of which address the need to improve inclusion and transparency:

1. Review the linkages and continuity between the annual and comprehensive program reviews. What is the mechanism for follow-up regarding the annual program reviews and the associated resource requests?
2. Review the length of the Comprehensive Program Review cycle for the College.
3. Determine ways to make a clear connection between Program Review and prioritization of resource requests by OPC. Suggestions include noting where the request is coming from (e.g. department or division program review document). Greater guidance for completing program review (e.g. emphasizing why a specific resource request has been included).
4. Create a TracDat V5.1 implementation timeline for review at PaRC. Discuss using TracDat as a single program for student learning outcomes and program review.
5. Discuss participation in the Program Review process (for classified staff and faculty). Should participation be mandatory? Will there be contractual implications?
6. Process for replacing vacant classified staff positions.
7. A documented process for creation and implementation of learning community programs (e.g. Umoja, FYE).
8. Develop guidelines and/or criteria for ranking full-time faculty hires in-cycle, as well as new classified staff positions. Explore how these guidelines and/or criteria apply at the division-level as well as for PaRC [[IV.A-48](#)].

IP&B recommendations were presented to PaRC at the October 5, 2016, meeting for first reading. While it is too soon to assess if proposed changes will have a positive impact on the perception of inclusion and transparency in the decision-making process, the wide participation in participatory governance by members of all constituent groups and the sustained assessment, analysis, and recommendations for improvement of the governance structure provide evidence that the participatory governance policies are functioning effectively [[IV.A-32](#)].

Analysis and Evaluation

Foothill College meets the Standard. Board policies and administrative procedures authorize administrator, faculty, staff, and student participation in decision-making processes. The manner in which individuals may bring forward ideas and work together on policy, planning, and special-purpose committees is clearly documented in the College Governance Handbook, and there is evidence of participation by representatives from all constituencies in governance bodies.

Standard IV.A.3

Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

District policies and procedures delineate the role of administrators and faculty in institutional governance. Through Board Policy 2223, the Board recognizes the authority of faculty in academic and professional matters related to curriculum, general education and program-specific degree and certificate requirements, grading policies, standards regarding student preparation and success, and policies for faculty professional development activities other than contractual aspects. The policy also acknowledges the responsibility of administrators to work together with faculty with regard to units for degree and educational program development, governance structures as related to faculty roles, faculty involvement in accreditation, policies for program review, and processes for institutional planning and budget development [[IV.A-33](#)].

In keeping with Board Policy 2223, the District has approved an administrative procedure regarding policy development that charges the Academic and Professional Matters Committee (APM), which is made up of Academic Senate and senior administrators from both colleges and Central Services, with the responsibility to develop and revise Board policies and administrative procedures related to academic and professional matters. As illustrated in the flowchart included as part of the procedure, APM works closely with the Academic Senate on policy recommendations [[IV.A-19](#)].

District policy requires that institutional planning “involves participatory governance representatives and appropriate segments of the college community” and “fiscal planning processes include constituency input” [[IV.A-20](#), [IV.A-49](#)] The Chancellor’s Advisory Council and each of the District wide advisory committees related to Central Services operational units are made up of representatives from all constituencies, including several administrators and faculty members [[IV.A-42](#)].

Administrative roles are further defined in the College’s governance handbook as follows:

Administrators participate in decision-making processes in a variety of ways. In their local areas of responsibility, they are responsible for seeking faculty, staff, and student input to improve programs and services, as well as working with their direct supervisors and appropriate committees and work groups to represent the ideas and issues of their areas. Managers are responsible for facilitating department and unit program reviews and plans by faculty and staff, as well as for facilitating division or service area meetings where faculty and staff work together to prioritize any requests for college wide resources coming from their academic or service areas.

All administrators serve on the Admin Council, which meets monthly and includes all vice presidents, deans, directors, and supervisors. When needed, managers provide formal input on governance issues to the College president.

The Instructional Deans have a monthly meeting with the Vice President of Instruction and Institutional Research to problem solve and discuss operational issues such as providing curriculum support to faculty, program compliance and regulatory changes, enrollment management, and coordinating overlapping programs and services.

The President’s Cabinet meets weekly and includes the President, Vice Presidents, Associate Vice Presidents, Director of Marketing, and the Director of Equity. President’s Cabinet is responsible for discussing overall College operational issues and making recommendations to the president based on input from their areas.

Administrators are appointed to serve on a variety of Foothill College and District ad hoc and standing committees by the College president. The administrators provide input to the prioritization process for new planning and resource requests through their appointments to the Core Mission Workgroups, the Operations Planning Committee, and the Planning and Resource Council. In addition, administrators have a responsibility to solicit opinions from faculty, staff, and students in effected areas, as well as give those opinions reasonable consideration before final decisions are made that affect those individuals [IV.A-30].

The role of faculty members described in board policy is clearly spelled out, “The Academic Senate is responsible for formal recommendations regarding academic and professional matters,” and further defined in the College handbook:

The Senate is also responsible for appointing faculty to College and district standing committees, peer review teams, and various College and district ad hoc committees. In addition, the Senate provides input into the prioritization process for new planning and resource requests through their appointments to the Core Mission Workgroups, the Operations Planning Committee, and the Planning and Resource Council. The Senate president meets regularly with the College President and Vice President of Instruction & Institutional Research to ensure College wide faculty concerns are communicated and discussed. The Senate President serves alongside the College President and Classified Senate President in chairing the Planning and Resource Council (PaRC) [IV.A-30].

The results of the 2016 Governance Survey show that 83 percent of respondents agree that “The academic senate actively participates in the shared governance process by making recommendations related to academic and professional matters (such as curriculum, standards regarding student preparation and success, planning and budget development processes, etc.),” suggesting that faculty responsibilities are well understood and the policy and procedures are working effectively [IV.A-47].

Analysis and Evaluation

Foothill College meets the Standard. Board policy and administrative procedure set forth the substantive and clearly defined roles of administrators and faculty in institutional governance and ensure their influence regarding institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Standard IV.A.4

Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

Board Policy 2223: Role of the Academic Senate in Academic and Professional Matters, defines the relationship between the Board and faculty on areas of consultation identified by Title 5 and confirms the Board's commitment to rely primarily on faculty in curriculum matters. Board policies 6000 (Philosophy of Education) and 6010 (Curricular Offerings) also speak to the primary role of faculty in curriculum development, and the Foothill College Academic Senate Constitution affirms this agreement [[IV.A-33](#), [IV.A-35](#), [IV.A-36](#)].

The College Curriculum Committee (CCC) at Foothill College is a subcommittee of the Academic Senate charged "with the responsibility to establish and approve campus wide curriculum policies. This body approves new degrees and certificates; oversees general education requirements; establishes processes for implementations of State mandates and provides conflict resolution regarding curriculum issues." The membership of the College Curriculum Committee is defined in the Foothill College Governance Handbook. The committee is "co-chaired by the Associate Vice President of Instruction & Institutional Research and the Vice President of the Academic Senate, who serves as a voting tiebreaker. The voting membership consists of two faculty members from each instructional division representing their division's one vote, the College articulation officer, and three voting instructional deans. The non-voting members are the SLO coordinator, the evaluations specialist, the curriculum coordinator, and an ASFC representative" [[IV.A-30](#)].

Division Curriculum Committees act as subcommittees of the CCC. The process for review of curriculum matters and the division of responsibilities between the Division Curriculum Committee and the CCC are clearly defined in the Curriculum Committee(s) Responsibilities document. The Distance Education Advisory Committee and the Committee on Online Learning, which is a subcommittee of the Academic Senate, address "practices to ensure quality online instruction and services," but all courses and programs are approved through CCC [[IV.A-50](#)].

Courses and programs approved through CCC are presented to the Board of Trustees for approval on a routine basis as evidenced by Board minutes. The approval of the Biology Associate Degree for Transfer (ADT), which was recommended by the Biological and Health Sciences curriculum committee to the CCC, is one example of the process at work. The Biology Department committed to developing a Biology ADT in its 2014-2015 program review, and the degree was approved by the CCC on March 15, 2016, and by the Board of Trustees on April 4, 2016 [[IV.A-27](#), [IV.A-51](#), [IV.A-52](#)].

Curriculum issues for the baccalaureate degree followed the same approval process. CCC minutes of November 17, 2015, and December 1, 2015, offer examples of baccalaureate course and program discussions. CCC approved the program proposal for a Bachelor of Science in Dental Hygiene at Foothill College on January 19, 2016, and the Board of Trustees approved the program on February 8, 2016 [[IV.A-53](#), [IV.A-54](#), [IV.A-55](#), [IV.A-56](#)].

The College's accreditation website includes evidence regarding the substantive change process for the dental hygiene baccalaureate degree. The substantive change proposal was approved by the Board of Trustees on April 6, 2015; the Planning and Resource Council on April 15, 2015; and the Accrediting Commission for Community and Junior Colleges (ACCJC) on May 7, 2015 [[IV.A-57](#), [IV.A-58](#), [IV.A-59](#)].

Distance education programs, degrees, and certificates have also been reviewed through the substantive change process. The College submitted a substantive change proposal to the ACCJC on October 4, 2010. The commission approved the substantive change on December 6, 2010, with a request for an addendum, which the College submitted on February 3, 2011, and in 2013 [[IV.A-60](#), [IV.A-61](#), [IV.A-62](#)].

Foothill College has a number of degrees that are available fully or partially via distance education. These classes are approved through the curricular process and have an Addendum to the Course Outline of Record Course Approval Application for Online/Distance Learning Delivery on file. Foothill Online Learning keeps track of degrees available online and informs students and the public about processes for fully and partially online degrees and certificates. These degrees are also discussed in the Distance Education Plan-Foothill College (2010) that is now in the process of revision by Foothill Online Learning in collaboration with the Committee on Online Learning and the Distance Education Advisory committee. [[IV.A-63](#), [IV.A-64](#)]

Bachelor's Degree

Decision-Making Roles and Processes

Foothill College has an adequate core of qualified faculty with full-time responsibility to support the College's educational programs. The faculty contract clearly denotes the responsibilities of faculty members. Faculty members are responsible for conducting program review, curriculum development, and assessment of learning outcomes. Faculty duties and responsibilities are clearly outlined in the Faculty Agreement.

The institutional administrators of Foothill College maintain an open-door policy, which allows for direct communication between the dental hygiene program director and the institutional administrators. Additionally, the director of the dental hygiene program and the division dean meet to discuss program issues. Because the division dean and other administrators have an open-door policy, the program director has not encountered any difficulty with this process of communication. Electronic meeting software has facilitated the process and ease of making appointments when necessary. College administrators attend the program advisory board meetings annually. All major decisions concerning the dental hygiene program are made collectively between the institutional administrators and the program director and program faculty. When necessary, the dental hygiene advisory committee is consulted.

The dental hygiene program director has full authority under the supervision of the division dean, to conduct the day-to-day operations of the program. In general, the dental program director is responsible and has authority for:

- **budget development and fiscal administration**
- **annual program review**
- **monitoring of class schedules**
- **communication with other academic departments**
- **student counseling**
- **part-time faculty selection and evaluation**
- **student recruitment and selection**

- curriculum development
- planning, operating and assessing facilities
- monitoring faculty teaching loads and program productivity
- advisory board meetings and member selection
- updating and maintaining student policy manuals
- overseeing dental hygiene student registration
- supervision of dental programs administrative assistant

The program administrator, a full-time dental hygiene faculty member, is given the authority by the division dean to take responsibility for all of the items cited above, with the exception of faculty supervision in relation to disciplinary actions, dismissal and reduction in teaching loads. The following are examples of the program director's authority and responsibilities:

a. Curriculum development and coordination

- Coordinates the schedule of classes and faculty assignments.
- Develops and implements student, graduate and employer surveys for the purposes of curriculum evaluation.
- Coordinates state required updates for course outlines.
- Plans, develops, deletes or obtains approval for new courses or revised courses, in consultation with program faculty, administration and/or the advisory board.
- Coordinates SLOs for each dental hygiene course and document on the College Curriculum Management System (C3MS) of the Foothill College website.

b. Faculty recruitment, assignments, supervision and evaluation

- Works with the employment services department to promote, interview and hire part-time instructors for the program.
- Is responsible for assigning courses to instructors following the guidelines of the faculty union contract as indicated.
- May perform faculty evaluations at the request of the division dean. However, faculty supervision in relation to disciplinary actions, dismissal and reduction in teaching loads is the responsibility of the division dean.

c. Initiation of program or department in-service and faculty development

- Meets with faculty to determine dates for faculty meetings, calibration and other forms of faculty development.
- Appoints and supervises faculty chair(s), such as clinic coordinator, and dental radiology coordinator.

d. Assessing, planning and operating program facilities

- Works closely with dental assisting program to assess, share, and operate the program facilities.
- Works closely with dental assisting program to plan and develop plans for upgrading dental equipment for the programs.

e. Budget preparation and fiscal administration

- Meets with faculty to determine equipment needs, supplies, and prioritizes requests.
- Orders and remits payment of program supplies and equipment.
- Is responsible for budget development and account reconciliation.
- Is responsible for grant requests, and tracking of grant funds.

f. Coordination, evaluation and participation in determining admission criteria and procedures as well as student promotion and retention criteria

- Responsible for evaluating, planning, revising, and implementing admission criteria and procedures within accreditation guidelines.
- Meets and coordinates faculty to determine student academic and clinical status.

Analysis and Evaluation

Foothill College meets the Standard. Board policies and administrative procedures charge faculty and academic administrators with the responsibility for recommendations about curriculum and student learning programs and services, and there is evidence that the policies and procedures are functioning effectively.

Standard IV.A.5

Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

The governing board has adopted policies requiring the appropriate consideration of relevant perspectives in the governance of the College and District. The membership of district wide and College wide governance councils and committees includes administrators, faculty, classified staff, and students, ensuring broad participation in decision-making and planning processes. Board policies specify the roles of students, staff, and faculty in governance, and the academic roles of faculty [[IV.A-33](#), [IV.A-37](#), [IV.A-38](#), [IV.A-39](#)]. The College's Governance Handbook further details the roles and responsibilities of each constituent group in the decision-making processes [[IV.A-30](#)].

District policies are recommended for adoption to the Board of Trustees only after review by area experts and the Chancellor's Advisory Council, which includes leaders from each constituent group [[IV.A-19](#)]. For example, revision of the Board policy on honors courses and programs was initiated by the Academic and Professional Matters Committee (APM) during 2012-13, reviewed by the academic senates and honors coordinators at both colleges, approved by APM on November 15, 2013; approved by the Chancellor's Advisory Council on January 17, 2014; and approved by the Board of Trustees on April 17, 2014 [[IV.A-65](#), [IV.A-66](#), [IV.A-67](#), [IV.A-68](#)].

Policies regarding the Academic Senate's role in academic and professional matters, the district's philosophy of education, and curricular offerings ensure that decision making regarding academic and professional matters is aligned with expertise and responsibility [[IV.A-33](#), [IV.A-35](#), [IV.A-36](#)]. Changes to curriculum are one area in which the governing board relies primarily on the expertise of faculty members, and evidence from College Curriculum Committee (CCC) minutes and Board of Trustees meeting agendas confirm that curricular changes are regularly recommended by division faculty and approved by the CCC before being presented for governing board approval [[IV.A-69](#)].

Students, classified staff, faculty, and administrators are informed of their role in governance through the District and College governance websites, the College Governance Handbook, and orientations that traditionally take place during the first fall meeting of Chancellor's Advisory Council, Planning and Resource Council (PaRC), the Academic Senate, and other committees and workgroups [[IV.A-42](#), [IV.A-1](#), [IV.A-70](#), [IV.A-32](#), [IV.A-71](#)]. In 2016-17, President Nguyen initiated the practice of pairing students with experienced PaRC members to help orient them to the participatory governance system [[IV.A-46](#)].

Classified staff members co-chair PaRC and its workgroups along with an administrator and faculty member. This tri-chair model works to ensure greater participation of classified staff in governance. Evidence from PaRC minutes show that classified staff members regularly attend and participate in meetings. For example, five of the voting members of PaRC in attendance at the October 5, 2016, and October 19, 2016, meetings were classified staff, and the classified tri-chair of the Workforce Workgroup gave a presentation at the October 5, 2016 meeting [[IV.A-32](#), [IV.A-46](#)].

Institutional plans are developed and approved through the participatory governance process, and PaRC's planning calendar ensures review on a regular schedule. The College's Educational Master Plan provides evidence of the concerted efforts College leaders make to facilitate inclusion of all stakeholders in the planning process [[IV.A-20](#), [IV.A-3](#)]. The Educational Master Plan Steering Committee, for example, included students, classified staff, faculty members, and administrators (see Figure 68).

FIGURE 68:

EMP Steering Committee 2015

NAME	ROLE
Laureen Balducci	Associate Vice President, Student Services
Courtney Cooper	Associated Students of Foothill College
Robert Cormia	Faculty; Workforce Workgroup
Bernie Day	Articulation/Curriculum Officer (Faculty); Transfer Workgroup
John DuBois	Senior Administrative Assistant, Student Affairs; Transfer Workgroup
Craig Gawlick	Campus Supervisor
Dawn Girardelli	Dean, Sunnyside Center; Workforce Workgroup
Al Guzman	Administrative Assistant I
Andrea Hanstein	Director, Marketing & Public Relations
Meredith Heiser	Faculty; Operations Planning Committee
Carolyn Holcroft	Faculty; Academic Senate President
Kurt Hueg	Acting Vice President, Instruction
Elaine Kuo	Supervisor, Institutional Research & Planning
Andrew LaManque	Associate Vice President, Instruction
Debbie Lee	Faculty; Operations Planning Committee
Choi Leong	Associated Students of Foothill College
Charlie McKeller	Program Coordinator II; Workforce Workgroup
Kimberlee Messina	Interim College President
Judy Miner	Former College President
Sarah Munoz	Faculty; Basic Skills Workgroup
Teresa Ong	Acting Dean, Business & Social Sciences
Josh Rosales	Associated Students of Foothill College
Jon Rubin	Director, Business & Education Partnership
Justin Schultz	Acting Executive Assistant, President's Office
Roberto Sias	Bookstore Courseware Coordinator; Student Equity Workgroup
Bernata Slater	Vice President, Finance & Administrative Services; Operations Planning Committee
Karen Smith	Senior Library Technician; Classified Senate President
Denise Swett	Vice President, Student Services
Victor Tam	Dean, Physical Science, Mathematics & Engineering; Basic Skills Workgroup
Clare Tang	Associated Students of Foothill College
Donna Wolf	Administrative Assistant II, Workforce Development & Institutional Advancement; Workforce Workgroup

Furthermore, the Educational Master Plan planning process was included as a standing item on the Planning and Resource Council (PaRC) agenda, which includes members of each constituent group, and input and feedback was solicited through many different forums, including presentations at participatory governance group meetings [[IV.A-3](#), [IV.A-72](#)].

Institutional improvement is the goal of all district wide and College wide governance councils and committees, and evidence of improvement can be found in the 2015-16 reflections of the Core Mission Workgroups. For example, the Basic Skills Workgroup reports:

Individual tutoring for Math 105 students who were repeating the course or were recommended by Early Alert was coordinated through the STEM Center during the winter 2016 and spring 2016 quarters. The success rate in Math 105 increased from 54.0% in winter 2015 to 62.8% in winter 2016 and from 49.3% in spring 2015 to 59.8% in spring 2016 [IV.A-73].

District Diversity and Equity Advisory Committee minutes provide another example of institutional improvement resulting from the governance system. A proposal by the committee to refocus the diversity statement on the District employment application to emphasize equity experience was approved by the Chancellor's Advisory Council on April 15, 2016. The revised question reads, "Explain how your life experiences, studies or work have influenced your commitment to diversity, equity and inclusion," which council members believe will prompt a more in-depth response than the previous application question [IV.A-8].

While evidence indicates that the governance system promotes institutional improvement, it appears from the Employee Accreditation Survey that communication could be improved. Only 47 percent of respondents agreed with the statement "There is effective (i.e., clear, current, and widely available) communication at the College" [IV.A-11]. Efforts to improve communication include regular distribution of the President's Communiqué, reports of PaRC actions in the monthly *Foothill College Fusion* Staff Newsletter, and inclusion of a President's Report covering progress related to the College's strategic objectives and Board of Trustees, Chancellor's Cabinet, and President's Cabinet updates as a standing agenda item on the PaRC agenda. In addition, the District Strategic Plan includes district strategy 7.4, "Increase communication from the district to the colleges regarding governance," and the chancellor included an objective in the Chancellor's Office 2016-17 Administrative Unit Review Report to "Develop processes to improve districtwide communication and feedback at Chancellor's Advisory Council meetings." [IV.A-74, IV.A-75, IV.A-76, IV.A-77, IV.A-78].

Analysis and Evaluation

Foothill College meets the Standard. The academic roles of faculty in areas of student educational programs and services planning are set forth in written Board policies, and the District and College have documented participatory governance policies and procedures that ensure consideration of relevant perspectives and decision-making aligned with expertise and responsibility on institutional plans, policies, curricula, and other key considerations. Resources are provided online to inform members of each constituent group of their role in governance, orientations to the governance process are presented annually during various council and committee meetings, and discussions of institutional effort to achieve goals and improve learning are communicated to the college community. There is evidence that governance efforts have resulted in institutional improvement.

Plans for Future Action

While Foothill College has a very robust process for collaboration, the College community has recognized that improvements can be made in terms of involving more participants and communicating information. The discussion in 2016-17 has led to the development of a Quality Focus Essay topic on improving the participatory governance system. An effective governance system is the common denominator supporting student success.

Standard IV.A.6

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

Evidence of Meeting the Standard

Foothill College's Governance Handbook, which is publicly available on the College website, sets forth the decision-making processes related to resource allocation, defines the role and authority of each constituent group, and delineates the charge of the Planning and Resource Council (PaRC), the Core Mission Workgroups, the Operations Planning Committee, and other committees and groups. The handbook also documents guidelines to PaRC regarding ongoing budget augmentation and elimination, funding new or expanding programs or initiatives, determining and allocating full-time teaching faculty positions, determining and allocating contract classified staff positions, and allocation of office space [[IV.A-30](#)].

The Board Policy and Administrative Procedure Manual, publicly available on the Board of Trustees website, defines district wide decision-making processes, and the District's Participatory Governance website provides the charge of each of the District wide participatory governance groups [[IV.A-79](#), [IV.A-42](#)]. Minutes of Board of Trustees meetings documenting decisions are also available on the governing board's website, and Board Highlights, which provides a synopsis of Board actions and discussions, is distributed to employees by email and posted online for the public [[IV.A-80](#), [IV.A-81](#)].

Processes for decision-making are also regularly discussed during District and College council and committee meetings. For example, the governance and resource allocation cycle infographics, which provide visual representations of decision-making processes at the district level, were discussed by the Chancellor's Advisory Council (CAC) at the October 14, 2016, meeting, and council members were asked to seek feedback regarding the infographics from constituents. Based on feedback, the resource allocation cycle infographic was revised, and both infographics were approved by the Chancellor's Advisory Council at the December 2, 2016, meeting [[IV.A-82](#)]. Council members are responsible for communicating "a clear understanding of the issues and any CAC recommendations to his/her constituency," with the intention that discussions of decision-making processes will reach all members of the College community [[IV.A-43](#)]. Meeting agendas and minutes are publicly available on the CAC website [[IV.A-83](#)].

Additionally, revisions to administrative procedure 2410, which documents the process for adopting new and revised Board policies and administrative procedures, were proposed by the Academic and Professional Matters Committee, reviewed by the Academic Senate, and proposed to the Chancellor's Advisory Council. The Chancellor's Advisory Council sent the draft procedure back to APM for further clarification of the decision-making flowchart included in the procedure. The revised draft was reviewed again and eventually approved by the CAC at the January 27, 2017, meeting. Each review of the administrative procedure provided an opportunity for additional understanding of district wide decision-making processes [[IV.A-84](#), [IV.A-85](#)].

In making recommendations regarding resource allocations and institutional planning, the College's Planning and Resource Council (PaRC) routinely discusses decision-making processes. PaRC's agenda and minutes are readily available to members of the College community online, and a summary of meeting discussions and actions is sent to employees in the monthly *Fusion* staff newsletter [[IV.A-86](#), [IV.A-87](#)]. As reflected in the council's minutes, proposed changes to the Operations Planning Committee (OPC) prioritization rubric were discussed by the council on November 2, 2016:

The OPC prioritization rubric was updated slightly to provide greater focus around how the various resource requests addressed the goals of the Educational Master Plan (EMP). Each criterion that OPC considers is ranked HIGH, MEDIUM or LOW – many of the statements for each ranking were slightly modified to provide distinction between the rankings as well as clear connection to each criterion (e.g. Data Trends (Enrollment). The rubric can be viewed online [\[IV.A-88\]](#).

It was noted that the OPC rubric is not simple and is often seen as cumbersome, but a reminder was made that the feedback from OPC is crucial, particularly when there is an issue of limited funding. Having the information of what OPC is looking for and how they are reviewing the requests is helpful, as it encourages departments/programs to clearly define how their various resource requests connect directly to support students. Overall, emphasis was placed on education around the OPC rubric to provide greater insight on how to fill-in resource requests in program review [\[IV.A-76\]](#).

While information regarding decision-making processes and the decisions resulting from such processes is available online, reviewed during governance meetings, and sent to employees by email, only 47 percent of respondents to the Employee Accreditation Survey agreed with the statement that “There is effective (i.e., clear, current, and widely available) communication at the College” and only 40 percent agreed that “There is effective (i.e., clear, current, and widely available) communication between the colleges and the district, allowing the College to achieve its mission and goals” [\[IV.A-11, IV.A-47\]](#). To address these findings, additional measures are being employed to educate the College community regarding decision-making processes, including regular distribution of the President’s Communiqué and inclusion of a President’s Report covering progress related to the College’s strategic objectives and Board of Trustees, Chancellor’s Cabinet, and President’s Cabinet updates as a standing agenda item on the PaRC agenda. Additionally, the Operations Planning Committee has discussed taking a more active role in providing information to other governance groups regarding budget information [\[IV.A-74, IV.A-89, IV.A-90\]](#).

At the district level, district strategy 7.4, “Increase communication from the district to the colleges regarding governance,” was included as part of the District Strategic Plan, and in support of the strategy, the chancellor included an objective in the Chancellor’s Office 2016-2017 Administrative Unit Review Report to “Develop processes to improve district wide communication and feedback at Chancellor’s Advisory Council meetings” [\[IV.A-77, IV.A-78\]](#).

Analysis and Evaluation

Foothill College meets the Standard. Processes for decision-making and the resulting decisions are documented and widely communicated via online posting, email messages, and discussions in governance meetings. While there is evidence that communication challenges remain, the College and District are employing alternative means of communication to address concerns that standard means of communication are ineffective.

Standard IV.A.7

Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

The College conducts a Governance Survey annually during the spring to evaluate leadership roles and governance and decision-making policies, procedures, and processes. Results are reviewed by the Planning and Resource Council (PaRC), which then tasks the Integrated Planning and Budget (IP&B) task force with meeting over the summer to make specific recommendations for improvement.

In 2015-16, the survey was sent out to all employees as well as the students who participated in PaRC. Results of the survey were presented to PaRC on June 15, 2016, and posted on the council's website [[IV.A-91](#), [IV.A-92](#)]. Based on the results, PaRC created an agenda for the Integrated Planning and Budget task force:

1. Review the linkages and continuity between the annual and comprehensive program reviews. What is the mechanism for follow-up regarding the annual program reviews and the associated resource requests?
2. Review the length of the Comprehensive Program Review cycle for the College.
3. Determine ways to make a clear connection between Program Review and prioritization of resource requests by OPC. Suggestions included noting where the request is coming from (e.g. department or division program review document). Greater guidance for completing program review (e.g. emphasizing why a specific resource request has been included).
4. Create a TracDat V5.1 implementation timeline for review at PaRC. Discuss using TracDat as a single program for student learning outcomes and program review.
5. Discuss participation in the Program Review process (for classified staff and faculty). Should participation be mandatory? Will there be contractual implications?
6. Process for replacing vacant classified staff positions.
7. A documented process for creation and implementation of learning community programs (e.g. Umoja, FYE).
8. Develop guidelines and/or criteria for ranking full-time faculty hires in-cycle, as well as new classified staff positions. Explore how these guidelines and/or criteria apply at the division-level as well as for PaRC [[IV.A-48](#)].

IP&B presented recommendations for PaRC's consideration at the first meeting in the fall, and the proposals were considered for adoption at the following meeting. The IP&B proposals and the subsequent decisions made by PaRC were posted for campus wide review on the PaRC website and shared with all employees via the Fusion staff e-newsletter [[IV.A-32](#), [IV.A-46](#), [IV.A-87](#)].

In addition to the annual governance survey, the Core Mission Workgroups prepare an analysis of progress in meeting objectives that is presented to PaRC and posted on the council's website. These Core Mission Workgroup Reflections record successes and challenges in meeting goals, providing the opportunity for changing tactics to better achieve desired results. [[IV.A-73](#)]

While more than half of the Employee Accreditation Survey respondents agreed that, “The College evaluates its governance and decision-making structures in order to identify weaknesses and to make improvements,” slightly more than one-quarter disagreed, indicating that there is room for improvement in communicating the results of the evaluations.

Analysis and Evaluation

The College meets the Standard. It evaluates the processes and procedures of governance on an annual basis in an inclusive and rigorous process and openly communicates the results of its findings as well as recommendations for changes.

Plans for Future Action

While the institution has a very robust process for evaluation, the college community has recognized through its evaluation that improvements can be made in our governance processes in terms of involving more participants and communicating information. Over the last couple years the Governance Survey has identified college communication as an area in need of improvement. While the new president has increased the frequency of campus communication, communication within departments and divisions and between committees is still in need of improvement. This has led to the development of a Quality Focus Essay topic on improving our participatory governance system. An effective governance system is the common denominator supporting student success.

Standard IV.A Evidence

[IV.A-1](#) Foothill College Participatory Governance Website

[IV.A-2](#) Foothill College Mission Statement

[IV.A-3](#) Foothill College 2016-2022 Educational Master Plan

[IV.A-4](#) 6-6-16 Professional Development Committee Meeting Minutes

[IV.A-5](#) Foothill College News and Events Calendar Listing of 9-23-16 College Opening Day

[IV.A-6](#) Faculty Association Agreement, Article 27

[IV.A-7](#) President's 2016 Opening Day Presentation

[IV.A-8](#) 4-15-16 Chancellor's Advisory Council Meeting Summary

[IV.A-9](#) Human Resources Training and Development website

[IV.A-10](#) Foothill-De Anza Foundation Innovation Grant Guidelines

[IV.A-11](#) Foothill College Employee Accreditation Survey Results

[IV.A-12](#) League for Innovation in the Community College Reaffirmation Self-Study Report

[IV.A-13](#) 2016 District Opening Day Workshops Applied Equity Session

[IV.A-14](#) 1-27-17 Chancellor's Advisory Council Meeting Agenda Packet

[IV.A-15](#) Letter to Campus Community from President Nguyen and ASFC President Ramiel Petros Regarding President Trump's 1-27-17 Executive Order

[IV.A-16](#) 1-31-17 Email Message to International Students - Banned

[IV.A-17](#) Online Education Initiative About Us Website

[IV.A-18](#) Board Policy 2410: Policy and Administrative Procedure

[IV.A-19](#) Administrative Procedure 2410: Policy and Administrative Procedure

[IV.A-20](#) Board Policy 3250: Institutional Planning

[IV.A-21](#) Program Planning and Review Website

[IV.A-22](#) Program Review Committee Website

[IV.A-23](#) Office of Instruction and Institutional Research Fall 2016 Newsletter

[IV.A-24](#) Institutional Research and Planning Website

[IV.A-25](#) Program Planning and Review Website

[IV.A-26](#) California Community Colleges Student Success Scorecard

[IV.A-27](#) Biology Department 2015-2016 Comprehensive Program Review

[IV.A-28](#) Integrated Planning and Budget Website

[IV.A-29](#) Operations Planning Committee Resource Request Rubric for Prioritization

[IV.A-30](#) Integrated Planning and Budgeting Governance Handbook

[IV.A-31](#) Operations Planning Committee Prioritizations PaRC presentation 10-5-16

[IV.A-32](#) 10-5-16 Planning and Resource Council Meeting Minutes

[IV.A-33](#) Board Policy 2223: Role of the Academic Senate in Academic and Professional Matters

[IV.A-34](#) Academic and Professional Matters Committee Charge

[IV.A-35](#) Board Policy 6000: Philosophy of Education

[IV.A-36](#) Board Policy 6010: Curricular Offerings

[IV.A-37](#) Board Policy 2224: Role of Classified Staff in Governance

[IV.A-38](#) Board Policy 2230: Staff Advisory Functions

[IV.A-39](#) Board Policy 2222: Student Role in Governance

[IV.A-40](#) Board Policy 2015: Student Members

[IV.A-41](#) Student Accreditation Survey Results

[IV.A-42](#) District Participatory Governance Website

[IV.A-43](#) Chancellor's Advisory Council Charge, Purpose, and Ground Rules

[IV.A-44](#) Chancellor's Advisory Council Members

[IV.A-45](#) Planning and Resource Council 10-5-16 Orientation Presentation

[IV.A-46](#) 10-19-16 Planning and Resource Council Meeting Minutes

[IV.A-47](#) 2015-2016 Governance Survey Results Summary

[IV.A-48](#) Integrated Planning and Budget 2016 Website

[IV.A-49](#) Board Policy 3000: Principles of Sound Fiscal Management

[IV.A-50](#) Curriculum Committee(s) Responsibilities

[IV.A-51](#) 3-15-16 College Curriculum Committee Meeting Minutes

[IV.A-52](#) 4-4-16 BOT Agenda 13-Foothill College Program Proposal: Associate in Science in Biology for Transfer Degree

[IV.A-53](#) 11-17-15 College Curriculum Committee Meeting Minutes

[IV.A-54](#) 12-1-15 College Curriculum Committee Meeting Minutes

[IV.A-55](#) 1-19-16 College Curriculum Committee Meeting Minutes

[IV.A-56](#) 2-8-16 Board of Trustees Meeting Minutes

[IV.A-57](#) 4-6-15 Board of Trustees Meeting Minutes

[IV.A-58](#) 4-15-15 Planning and Resource Council Meeting Minutes

[IV.A-59](#) Accrediting Commission for Community and Junior Colleges Substantive Change Approval Baccalaureate Degree

[IV.A-60](#) Accrediting Commission for Community and Junior Colleges Substantive Change Approval Distance Education

[IV.A-61](#) Addendum to Substantive Change Distance Education

[IV.A-62](#) Accrediting Commission for Community and Junior Colleges Substantive Change Proposal April 9, 2013

[IV.A-63](#) Addendum to the Course Outline of Record Course Approval Application for Online/Distance Learning Delivery

[IV.A-64](#) Distance Education Plan - Foothill College 2010

[IV.A-65](#) 6-14-13 Academic and Professional Matters Committee Meeting Summary

[IV.A-66](#) 11-15-13 Academic and Professional Matters Committee Meeting Summary

[IV.A-67](#) 1-17-14 Chancellor's Advisory Council Meeting Summary

[IV.A-68](#) 4-7-14 Board of Trustees Meeting Minutes

[IV.A-69](#) 2-6-17 BOT Agenda 7-Foothill College - Curriculum Updates for 2017-18 Catalog

[IV.A-70](#) 10-14-16 Chancellor's Advisory Council Meeting Summary

[IV.A-71](#) 10-3-16 Academic Senate Meeting Minutes

[IV.A-72](#) 2-8-16 BOT Agenda SS3-Foothill College Educational Master Plan 2016-2022

[IV.A-73](#) Basic Skills Workgroup Core Mission Workgroup Reflections for 2015-16

[IV.A-74](#) President's Website - President's Communiqué

[IV.A-75](#) October 2015 *Foothill College Fusion*

[IV.A-76](#) 11-2-16 Planning and Resource Council Meeting Minutes

[IV.A-77](#) District Strategic Plan 2017-2023

[IV.A-78](#) Chancellor's Office 2016-2017 Administrative Unit Review

[IV.A-79](#) Board Policy and Administrative Procedure Manual

[IV.A-80](#) Board of Trustees Website

[IV.A-81](#) Board Highlights Website

[IV.A-82](#) 12-2-16 Chancellor's Advisory Council Meeting Summary

[IV.A-83](#) Chancellor's Advisory Council Website

[IV.A-84](#) 12-2-16 Academic and Professional Matters Committee Meeting Summary

[IV.A-85](#) 1-27-17 Chancellor's Advisory Council Meeting Summary

[IV.A-86](#) Planning and Resource Council Website

[IV.A-87](#) November 2016 *Foothill College Fusion*

[IV.A-88](#) 2016-17 Resource Request Rubric for Prioritization

[IV.A-89](#) 11-16-16 Planning and Resource Council Meeting Minutes

[IV.A-90](#) 2-13-17 Operations Planning Committee Meeting Minutes

[IV.A-91](#) 6-15-16 Planning and Resource Council Meeting Minutes

[IV.A-92](#) Planning and Resource Council 2015-16 Archive Website

Standard IV.B - Chief Executive Officer

Standard IV.B.1

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

Evidence of Meeting the Standard

The Foothill College president has primary responsibility for the quality of the College. Board policy delegates the authority for district management to the chancellor, who, in turn, has delegated authority for the administration of the College to the president [[IV.B-1](#), [IV.B-2](#)].

Thuy Thi Nguyen serves as the seventh president of Foothill College in Los Altos Hills, California, a position she has held since July 2016. Prior to her arrival at Foothill, she served as interim general counsel for the California Community College's Chancellor's Office, where she led the move to an innovative funding approach that encourages community colleges to assess and strengthen their efforts in equal employment opportunity. For more than eleven years, she served as general counsel for the Peralta Community College District. At different points during her tenure at Peralta, she served in additional roles as acting vice chancellor for Human Resources, District wide strategic planning manager, and legislative liaison. From January to June 2015, Nguyen took temporary leave from Peralta to serve as interim president and chief executive officer of the Community College League of California [[IV.B-3](#)].

The job announcement for the president developed through a participatory process in fall 2015 emphasized the need for experience in planning and budget and resource management skills [[IV.B-4](#)]. While planning at Foothill College is a participatory process, the president sets the overall tone of the institution, and as co-chair of the Planning and Resource Council (PaRC), leads the College's planning efforts. In December 2014, then-President Judy Miner initiated the yearlong participatory Educational Master Plan (EMP) revision process with a discussion in PaRC that included a proposal for the EMP writing group to include the president and voting members of PaRC, meeting schedule, and timeline [[IV.B-5](#)]. The EMP Steering Committee began meeting in winter 2015, and the planning process was added as a standing item on the PaRC agenda [[IV.B-6](#)]. In spring 2015, President Miner sent the first in a series of announcements to employees (students were sent separate individualized announcements) to elicit participation in and understanding of the process:

As we begin Spring Quarter, I would like to highlight our important collaborative process which will result in an Educational Master Plan (EMP) setting the course for Foothill College over the next eight years. The plan will extend from 2016 to 2024, congruent with the College's accreditation process timeline. The committee charged with developing the EMP is our primary governance group, the Planning and Resource Council (PaRC). For the process to be truly collaborative, however, we need to solicit the thoughts, opinions, and suggestions of the entire College community to identify overarching goals that are supported by everyone [[IV.B-7](#), [IV.B-8](#)].

Interim President Kimberlee Messina took over leadership of the Educational Master Plan implementation process upon Judy Miner's appointment to the position of district chancellor in August 2015 and carried the process through to approval of the plan by the Board of Trustees on February 8, 2016 [[IV.B-9](#)].

Throughout the planning process, the importance of using evidence to guide the development of the plan was underscored, and the College researcher played a key role. While Institutional Research and Planning is staffed through Foothill-De Anza Community College District's

Educational Technology Services department, a College researcher is located on the Foothill College campus and has an informal reporting relationship with the vice president of Instruction and Institutional Research [IV.B-10, IV.B-6].

Understanding the importance of creating a culture of evidence, then-President Miner provided a website link for viewing qualitative and quantitative input in her spring 2015 letter introducing the EMP update process. The March 18, 2015, Educational Master Plan presentation to PaRC and the April 29, 2015, town hall meeting featured the slide displayed in Figure 69 to emphasize the important role data would play in guiding the development of the plan [IV.B-11, IV.B-12]. Additionally, the EMP Steering Committee held a full-day meeting on May 13, 2015, to discuss the data collected in connection with creating a draft of EMP long-term goals [IV.B-13].

FIGURE 69:

Our Guidebook: The Data

- Can help us decide what path we might take
- Can provide context as we work on identifying institutional goals
- Data elements will include:
 - Quantitative Data
 - Qualitative Data
- All data will be accesible and open for feedback

<http://www.foothill.edu/staff/irs/ESMP/index.php>



FOOTHILL
COLLEGE

While the Educational Master Plan was completed prior to her appointment, President Nguyen has embraced the plan’s goals and embarked on a mission to keep the 2016-17 objectives in the forefront. After working with the administrative team to develop a blueprint for operationalizing the EMP goals in her first few months at the College, President Nguyen announced strategic objectives for 2016-17 during her September 23, 2016, opening day speech:

- **S** -Sunnyvale and Enrollment Growth – more than 1.5% FTES growth, with successful operation of Sunnyvale Education Center
- **H** - Hispanic Serving Institution (HSI) – 22.3% to 25% Latino students
- **E** - Equity plan – implementation and assessment
- **A** - Accreditation – College Self-Evaluation & BS dental hygiene [IV.B-14].

President Nguyen reinforced her opening day focus on furthering EMP goals by posting the objectives, collectively known as SHEA, on the President’s Office website; reporting about them in a President’s Communiqué; adding SHEA updates as a standing item on PaRC meeting agendas; proposing participatory governance involvement in setting objectives for 2017-18; and providing updates at other participatory governance meetings. It should be noted that each of these objectives operationalize the three EMP goals of Equity, Community and Improvement and Stewardship of Resources [IV.B-15, IV.B-16, IV.B-17].

To improve institutional effectiveness, the president has also incorporated SHEA objectives into the evaluation process for managers and administrators. As well, the president is looking to revise

performance evaluation timelines so as to allow for more time to further discussions on meeting the college's annual strategic goals and the development of new annual goals.

The president leads the College budgeting process and ensures that resource allocation is linked to research on student learning. The foundation of the College's resource allocation process is program review, which ensures that data on student learning drives decision-making [IV.B-18]. Program review is an annual process, with a comprehensive review completed every three years that relies heavily on using research to improve effectiveness. The first section of every program review requires an analysis of data and trends and one of the stated purposes of program review is to "Use data and evaluation findings to develop goals and actions leading to program improvement" [IV.B-19]. Resource requests defined in program review are prioritized by each division and the College vice presidents before being submitted to the Operations Planning Committee (OPC).

The Operations Planning Committee prioritizes requests based on a rubric that includes minimum requirements of alignment with the College mission and at least one Educational Master Plan goal as well as a completed program review that includes the resource request. The OPC then ranks each request based on criteria that take into account institutional learning outcomes and Core Mission Workgroup objectives; accreditation and legal mandates; enrollment, access, and equity data; organizational and operational changes and needs; and future need. OPC presents the ranked requests to the Planning and Resource Council for final recommendation to the president. The president makes the final decision regarding resource allocation and reports back to PaRC [IV.B-20, IV.B-21, IV.B-22].

Board policy ensures that the president also makes the final decision in selecting key personnel, "Hiring faculty, classified staff and administrators is accomplished through search and selection committees which produce a recommendation from the President or appropriate administrator to the Chancellor to recommend to the Board for employment" [IV.B-23]. While the president has the authority to make the final decision in hiring and evaluations of faculty and administrators, President Nguyen genuinely and consistently listens to the members of hiring committees and those who advise her. The president is responsible for signing all administrative evaluation forms and takes leadership in the development of personnel by providing support of professional development activities, including regular Managers' College meetings initiated in 2016-17 [IV.B-24].

President Nguyen's expertise and dedication to the students, faculty, and staff of Foothill College have been invaluable in promoting the quality of the institution. She takes initiative to achieve ethical and effective leadership through her engagement, encouraging faculty and staff to offer their best ideas and efforts through open dialogue, mentorship, and incentives.

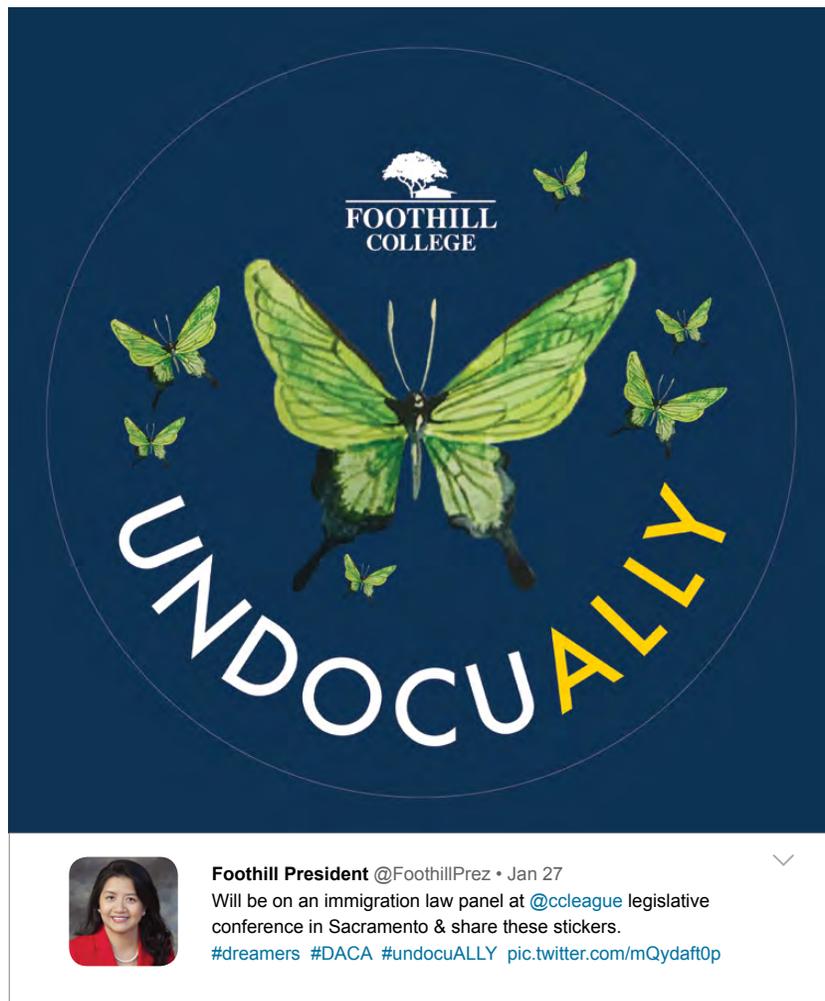
In addition to traditional means of communicating with the campus community, such as Opening Day speeches and governance meetings, President Nguyen has incorporated social media tools, informal office hours held in varied locations, and a weekly, informal missive known as the President's Communiqué, to reinforce institutional values and goals. For example, in the President's Communiqué of July 18, 2016, the president discussed a key phrase of the District's mission statement, "We are driven by an equity agenda," and its applicability to the series of Courageous Conversations events held over the summer [IV.B-25]. Additionally, the August 22, 2016, edition referenced the strategic objectives in support of Educational Master Plan goals, and the September 12, 2016, message considered the Foothill College value of forgiveness [IV.B-26, IV.B-27].

On her Twitter account, which reaches internal and external stakeholders, the president regularly promotes College programs and events, shares state and national education news, and highlights advocacy efforts, all of which support the Educational Master Plan goal to "Strengthen a sense of community and commitment to the College's mission..." For instance, on January 27, 2017, President Nguyen posted about serving on an immigration law panel at the Community College League of California Legislative Conference, noting that she would be sharing Foothill College's UndocuAlly stickers, which are designed to show support for undocumented students in light of the increased

focus nationally on deportations (see Figure 70) [IV.B-28]. On January 30, 2017, the president's Twitter feed featured a joint letter written with the Associated Students of Foothill College president expressing support for the College's international students in reaction to President Donald Trump's executive order banning travel to the United States from citizens of seven countries [IV.B-29].

FIGURE 70:

UndocuAlly Sticker



Analysis and Evaluation

Foothill College meets the Standard. The president leads the College in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The Educational Master Plan development process provides evidence of the president's commitment to a participatory, data-driven planning process, and the president's multiple means of communication regularly underscore institutional values, goals, and standards. Student learning and a culture of evidence are apparent in the College's resource allocation process. While the president makes the final decision regarding resource allocations, all resource requests require consideration of program review and student learning outcomes and assessment.

Standard IV.B.2

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

Evidence of Meeting the Standard

The governing board has authorized the chancellor to delegate administration of the College to the president and holds management employees responsible "for the efficient and effective administration of the programs of the district." The president, in turn, is directed by administrative procedure to determine an organizational structure for the College [[IV.B-1](#), [IV.B-30](#), [IV.B-2](#)].

The College's administrative structure is organized into four areas, each headed by a vice president who is selected by and reports directly to the president. The four areas, which are collectively responsible for the development and implementation of College plans, are:

- Instruction & Institutional Research
- Finance & Administrative Services
- Student Services
- Workforce Development

Along with the vice presidents, the directors of equity programs, marketing and public relations, the Science Learning Institute, and the Krause Center for Innovation also report directly to the president.

The four vice presidents are members of the President's Cabinet, which meets on a weekly basis to discuss College operational issues and to exchange information about issues pertaining to the College's direction and scope. Members make recommendations to the president based on input from their respective areas of responsibility. The president also meets with cabinet members individually as needed to provide area direction. In fall 2016, the president restructured President's Cabinet to include the director of marketing and public relations and the director of equity programs [[IV.B-16](#)].

Associate vice presidents support the vice presidents of Instruction & Institutional Research, Finance and Administrative Services, and Student Services. Instruction & Institutional Research includes seven deans responsible for the divisions of Biological & Health Services; Fine Arts, Communications, Kinesiology & Athletics; Business & Social Sciences; Language Arts & Learning Resource Center; Physical Sciences, Mathematics & Engineering; Online Learning; and International Student Programs. Directors support deans in the areas of athletics and international student programs. The College researcher, employed by the district Educational Technology Services department, has an indirect reporting relationship with the vice president of instruction.

In addition to the associate vice president, directors of the Bookstore and facilities and special projects as well as an office services supervisor provide support to Finance and Administrative Services. The District police chief, custodial operations manager, and technology services supervisor maintain an informal reporting relationship with the vice president of Finance and Administrative Services, ensuring open communication and adequate support of College needs.

The vice president and associate vice president of Student Services work with a management team that includes deans with responsibility for the areas of Student Affairs & Activities, Enrollment Services, Counseling, Disabled Student Services & Veterans Programs, an executive director of the Family Engagement Institute, director of Financial Aid, assistant director of Stretch to Kindergarten & Early Learning Programs, and supervisors of EOPS, Admissions & Records, Disabled Student Services, and the Assessment Center.

The vice president of Workforce Development oversees the director of business and education partnerships and the dean of the Sunnyvale Center.

The president maintains a current organizational chart on the public website that identifies the titles and job functions of all management staff [\[IV.B-31\]](#). The president and vice presidents regularly evaluate the administrative structure for effectiveness and have periodically reorganized duties as needs and resources have changed. For example, the need for a director of Equity Programs was identified in the College's Student Equity Plan which led to the appointment of an interim director in August 2016 [\[IV.B-32, IV.B-33\]](#). Changes in the organizational structure are communicated to the College as a whole through the participatory governance structure [\[IV.B-34, IV.B-35\]](#).

Analysis and Evaluation

Foothill College meets the Standard. The College administrative structure reflects the purpose, size, and complexity of the institution. The president oversees and regularly evaluates the administrative structure, reassigning, eliminating, and adding positions as needs and resources change. Administrators are delegated authority consistent with their responsibilities.

Standard IV.B.3

Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

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

Evidence of Meeting the Standard

Foothill College's president has established a collegial process for setting values, goals, and priorities. The College participatory governance structure, detailed in the Integrated Planning & Budgeting Governance Handbook, outlines the responsibilities of each constituency and each governance council and committee. The Planning and Resource Council (PaRC), which is jointly chaired by the presidents of the College, Academic Senate, and Classified Senate, serves as the primary participatory governance council at the College and is charged with integrating planning with resource allocation and overseeing institutional planning agendas. [\[IV.B-21\]](#). The governing board supports the College's approach to collegial planning as documented in Board Policy 3250, "The Chancellor shall ensure that the District has and implements a broad-based, comprehensive, systematic and integrated system of planning that involves participatory governance representatives and appropriate segments of the College community, is supported by institutional research, and informs the District's resource allocation processes." [\[IV.B-36\]](#).

During the 2012-13 academic year, the College reviewed and revised its mission statement in keeping with the timeline set forth in the Planning and Resources Council Planning Calendar 2011-17. [\[IV.B-37, IV.B-38\]](#). During the development of the College's Educational Master Plan in 2015-16, a recommendation was made to PaRC by the Educational Master Plan Steering Committee to conduct an out-of-cycle mission statement review to ensure alignment with EMP goals. After an inclusive and collegial review, which included discussions at EMP Steering Committee and PaRC meetings as well as an open forum, the College mission was adopted [\[IV.B-39, IV.B-22, IV.B-40, IV.B-41\]](#).

Development of the EMP goals followed a parallel inclusive process. As Foothill's interim president reported to the Board of Trustees during the February 8, 2016, study session, the EMP development process included numerous opportunities for discussion with internal and external stakeholders (see Figure 71). PaRC included development of the EMP as a standing agenda item, and the EMP Steering Committee was made up of the College president and PaRC's voting members [\[IV.B-42, IV.B-5\]](#).

FIGURE 71:



Under the president’s leadership, PaRC establishes institutional standards for student achievement. Standards related to student course, program, degree, and certificate completion; transfer to four-year institutions; licensure exam pass rates; and job placement rates are set each year after evaluation of data trends and performance. Aspirational goals for successful course completion and remedial math, English, and English for Second Language Learners are also set by PaRC annually, and district wide goals concerning accreditation status, fund balance, and programmatic compliance are approved by the council after consultation with Chancellor’s Cabinet [[IV.B-43](#), [IV.B-44](#)].

The president ensures that the College’s planning processes are data-driven and focused on improving student learning. From program review processes that require analysis of student enrollment trends and success rates to the comprehensive data of internal and external conditions incorporated into the EMP and considered during a full-day meeting of the steering committee, high-quality research is an integral and ingrained part of the campus culture [[IV.B-45](#), [IV.B-46](#)].

Through the process delineated in the Governance Handbook, the president ensures that educational planning is integrated with resource planning and allocation to support student achievement. Part of the Planning and Resource Council’s charge is to evaluate “proposed new instructional and student services programs against sustainability and compatibility with Foothill Core Mission Workgroups.” This responsibility—combined with the lead role PaRC plays in developing institutional plans, setting institutional standards, and prioritizing resource requests—works to synthesize planning processes and maintain a focus on student learning [[IV.B-21](#)].

Resources are allocated through a data-driven, multi-level process that begins with a completed program review identifying the resource request. Each request is prioritized at the division level; reviewed with a college wide perspective at the vice president level; evaluated against criteria including institutional learning outcomes and Core Mission Workgroup objectives, advancement of Educational Master Plan goals, and enrollment, access, and equity data; and appraised by PaRC before a recommendation is made to the president. Having program review at the foundation of all resource requests and requiring that each request to be evaluated objectively against data and institutional goals ensures that resource allocation remains focused on improving achievement and learning [[IV.B-20](#), [IV.B-21](#)].

Institutional research not only guides all College planning but is also integrated into the regular evaluation of plans. For example, immediately following approval of the College's Educational Master Plan, PaRC began considering measures to evaluate progress in meeting goals, and the President's Cabinet developed objectives to operationalize the EMP goals for 2016-17 [IV.B-47, IV.B-15]. An annual governance survey evaluates the participatory governance structure and guides the summer agenda of the Integrated Planning and Budget Committee, which makes recommendations for improvements to PaRC each fall [IV.B-48].

Analysis and Evaluation

Foothill College meets the Standard. The College has developed a participatory governance structure that sets values, goals, and priorities through a collegial process. The Planning and Resource Council, the College's primary participatory governance body, which is chaired by the College president along with the Academic Senate and Classified Senate presidents, sets institutional performance standards for student achievement. High-quality research is a part of the College culture, with the College researcher working closely with members of the President's Cabinet and PaRC to guide planning efforts and ensure an emphasis on using research to support planning and evaluation. Through responsibilities designated for PaRC, program review, and the resource allocation process, the president ensures that educational planning is integrated with resource planning and allocation to support and improve achievement and learning.

Standard IV.B.4

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

Evidence of Meeting the Standard

Accreditation is a process to improve education and must, as this Standard suggests, be owned by all units of the College. Faculty, staff, and administrative leaders must work together, and the leadership role and guidance of the president is central to a successful process. Foothill College has seen changes in administrative leadership during this accreditation cycle, but each of the presidents has made the accreditation process and inclusiveness a priority. In their directions to the President's Cabinet and to the Planning and Resource Council (PaRC) as well as at many other meetings, the presidents consistently work to make accreditation part of the fabric of Foothill College and charge their administrators, faculty, and staff to share that integration across campus.

Judy Miner was president during the College's last accreditation visit and is now the chancellor of the District. Kimberlee Messina, the interim President from July 2015 to July 2016, was a lead in the last accreditation cycle and provided support in the preparation for this cycle. Both former presidents featured accreditation on the President's Office website, one of the key places in which information is assembled for campus colleagues [[IV.B-49](#)].

Foothill College's new president, Thuy Thi Nguyen, comes particularly ready to lead in the accreditation process. She was instrumental in working with Peralta Community College District (PCCD) as strategic planning manager and leading the district's colleges out of warning status. It is worth noting that the accreditation visiting team commented that the "culture of collaboration developed at PCCD is exemplary." President Nguyen is bringing this knowledge and attitude to Foothill and will be a leader for this cycle and beyond [[IV.B-3](#)].

The president informs and empowers faculty, administrators, and staff in the accreditation process through participatory governance. The vice president of Institutional Planning and Instruction was named accreditation liaison officer to ensure collaboration at the highest levels. In PaRC, which has representatives from all constituent groups, accreditation is planned and discussed on a regular basis and presentations were made to constituent groups. The accreditation liaison officer and the self-evaluation standard team leaders are all members of PaRC, helping to ensure the free flow of information [[IV.B-50](#), [IV.B-51](#)].

PaRC events are reported by representatives in Academic Senate and Classified Senate meetings and shared through the College's electronic newsletter, the *Foothill College Fusion*. Summaries of PaRC meetings are posted on the council's website. Also on the PaRC website is the Accreditation 6-Year Cycle Planning Calendar [[IV.B-37](#)].

Educational Master Plan work is also led by the president and supported by the entire campus through the members of PaRC. The development of the plan provided an opportunity to align the accreditation self-evaluation with campus goals and the implementation of plans to meet all Accrediting Commission for Community and Junior Colleges requirements, standards, and policies. The inclusive process of revising the mission statement in conjunction with developing the EMP is an example of both the president's leadership and a vibrant participatory governance structure. The rich discussion around revising the mission statement was instrumental in focusing the College's accreditation work [[IV.B-22](#), [IV.B-52](#)].

All constituents on campus have been welcomed and invited to participate in accreditation by the president and her representatives. Multiple invitations were sent to join the accreditation teams to ensure broad participation in the self-evaluation, and more than 70 volunteers stepped forward to work on the report [\[IV.B-53\]](#). On November 18 and 19, 2016, President Nguyen organized an Accreditation Leadership Summit to bring together members of the standard teams in order to share findings to date. A subsequent gathering was held in January 2017 to reflect on outcomes of the meeting. The inclusive nature of the invitation to the join the self-evaluation team, the president's commitment to regular discussion of accreditation in participatory governance meetings, and her resolve to create extended gatherings that allow deeper discussions to take place are evidence of leadership in the self-evaluation, a crucial aspect of creating a culture of continuous quality improvement.

The Governance Survey provides evidence that—while there are some participants not fully satisfied with the governance process, which is central to both accreditation and implementation of the accreditation feedback—while most feel that there has been improvement in transparency and process [\[IV.B-54\]](#).

College Opening Day in 2016 featured much discussion of accreditation, and accreditation plays a primary role in President Nguyen's SHEA strategic objectives for 2016-17 developed from the Educational Master Plan (see outline below Figure 69). In 2015, the Educational Master Plan, an important step in the College's accreditation preparation, was central to the opening day workshops [\[IV.B-14\]](#).

From all three presidents, we have a culture of shared governance and ongoing improvement. The self-reflection of the accreditation process is fully supported by this cultural infrastructure. President Nguyen's dedication to accreditation is particularly noted in a local newspaper article on her arrival to Foothill [\[IV.B-55\]](#).

Analysis and Evaluation

Foothill College meets the Standard. The president invited all staff, faculty and administrators to participate in the process of self-evaluation and accreditation. The discussions about the process, the surveys that have gone out to the Foothill community, and the committees that have been formed are all encouraged and supported by the president. An Accreditation Leadership Summit was held that allowed face-to-face discussion across standards and an invitation to participate was given to all accreditation team members to support this process.

In meetings with the Planning and Resource Council, Academic Senate, Classified Senate and other shared governance committees, the president and her representatives have talked about accreditation, its importance, and how everyone in the Foothill community is instrumental in helping to meet the standards and support the self-evaluation process. These face-to-face meetings are supplemented by the website and email communications which have up-to-date information on the progress of the accreditation self-evaluation and planning.

Standard IV.B.5

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

Evidence of Meeting the Standard

The Foothill College president ensures the implementation of statutes, regulations and governing policies and ensures that the College's practices are consistent with its mission, policies, procedures, and guidelines. With President Nguyen's background as general counsel to the Peralta Community College District and interim general counsel for the California Community Colleges Chancellor's Office, she is particularly attuned to legal and compliance matters [[IV.B-3](#)].

As a member of the Chancellor's Cabinet, the Chancellor's Advisory Council, and the Academic and Professional Matters Committee—in addition to being a standing attendee at Board of Trustees meetings—the president is engaged in the process of developing board policies and administrative procedures that govern the district and is kept well informed of Board actions and changes in statutes and regulations.

The president also works along with Chancellor's Cabinet and the College administrators to communicate statutory and compliance expectations to the governing board. For instance, at the October 5, 2015, Board of Trustees meeting, the background information presented to the governing board detailed the legal need for the College's Student Success and Support Program Plan, "Foothill College is required to create a yearly Student Success and Support Services Program (3SP) plan in response to the Seymour-Campbell Student Success Act (SCSSA) of 2012. The specific requirements in the SCSSA may be found in California Education Code, Sections 78210-78219. By prompting each California community college to write a 3SP plan, the legislature's intent is to 'increase California community college student access and success by providing effective core matriculation services, including orientation, assessment and placement, counseling, and other educational planning services, and academic interventions'" [[IV.B-56](#)].

The president works with the College vice presidents and other administrators to implement Board policies and institutional practices consistent with the College's core mission and values. The College's resource allocation process requires that resource requests be aligned with the College mission, and requests are prioritized based on linkage with student outcomes, compliance with laws and regulations, and data trends [[IV.B-20](#)].

Under the president's leadership, College operational procedures comply with laws, policies and regulations. For example, the College is careful to comply with federal financial aid regulations as evidenced by the detailed information available on the College website and the unmodified opinion on compliance issued by the District's external auditors for the year ending June 30, 2016. [[IV.B-57](#), [IV.B-58](#)].

Foothill College's president also supports development that furthers knowledge of laws and regulations. President Nguyen attends all professional development committee meetings. The Office of the President also offers professional development training to administrators and staff. This year, the president established Manager's College as an ongoing series of professional development for administrators. This kicked off in summer 2016 with a leadership coach on soft skills training. [IV.B-73]. A half-day professional development day was also developed in response to Classified Senate's request for more professional development opportunities particularly in the area of equity and inclusion [IV.B-74]. Administrators, faculty, and staff members attend conferences specific to their areas of expertise, and all employees are encouraged to take advantage of resources available on the Professional Development Committee's website that provide training on safety, emergency, and legal issues [IV.B-59].

Analysis and Evaluation

Foothill College meets the Standard. The president provides leadership to ensure that the College is compliant with laws, regulations and Board policies. The president assists in the development of governance policies, communicates with the college community and the governing board regarding statutory and compliance requirements, and encourages professional development that furthers the understanding of regulations.

Standard IV.B.6

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

Evidence of Meeting the Standard

Foothill College serves internal communities of students, staff, faculty, and administrators, and external communities of residents, businesses, organizations, alumni, volunteers, and donors.

The President's Office maintains a website for communicating decisions and processes to internal and external communities that includes links to the College's organizational structure, reports and publications, strategic planning documents, governance committees, accreditation documents, and the president's communications to the College community [[IV.B-49](#)]. Information about critical matters and initiatives is shared with internal communities through regular email messages sent by the president and with external communities through communications managed by the Office of Marketing and Public Relations.

As documented in the Office of the President's 2013-14 annual administrative unit program review, the president hosts and/or helps plan events on campus throughout the year to communicate with internal communities, including Opening Day, graduation, end-of-the-year celebrations, and quarterly open office hours. External communities are also invited to join the president for events such as Celebrity Forum lecture series receptions and the STEM lecture series that provide a forum for informal discussion [[IV.B-60](#)].

The College's participatory governance structure provides a formal communication framework that allows the president to work and communicate with internal communities. As outlined in the Integrated Planning & Budgeting Governance Handbook, the Planning and Resource Council (PaRC) serves as the College's primary participatory governance group charged with overseeing planning and budget issues as well as advising the president on issues affecting the campus climate and the College's well-being. The council is chaired by the president along with the Academic Senate and Classified Senate presidents and includes student, faculty, classified staff, and administrative representatives. PaRC meetings are open to all, and meeting materials are publicly available through the College website [[IV.B-21](#)].

Feedback from the 2013-14 program review given by the Academic Senate and Classified Senate presidents recognized the "transparency of [then] President Miner's schedule, her willingness to hold open office hours throughout the campus, and her work in promoting Foothill College to the public," but also recommended that the general campus community receive more information about PaRC meetings. In response to the recommendation, the *Foothill College Fusion* newsletter distributed to staff each month informs the campus community about major decisions, announcements and updates made in PaRC [[IV.B-61](#)].

To encourage the regular free flow of information, the president holds regular meetings with Cabinet, Administrative Council, and leaders of constituent groups. She serves as a member of the Chancellor's Cabinet, Chancellor's Advisory Council, and Academic and Professional Matters Committee, which provide opportunities for open dialogue with De Anza College and Central Services.

Since taking office at the beginning of the 2016-17 academic year, President Nguyen has sent informal "President's Communiqué" email messages to the College community highlighting events on campus, employee and student accomplishments, and important issues facing the College and District. She also established a Twitter account, @Foothillprez, that has attracted 1,266 followers as of April 4, 2017; held a series of Courageous Conversations in cooperation with the Academic Senate and Classified Senate presidents to address nationwide racial tensions in support of the College's equity agenda; organized Teaching Moments to incorporate discussion of current events into the campus culture; and conducted a confidential survey of employees to determine their needs and concerns [[IV.B-62](#), [IV.B-63](#)].

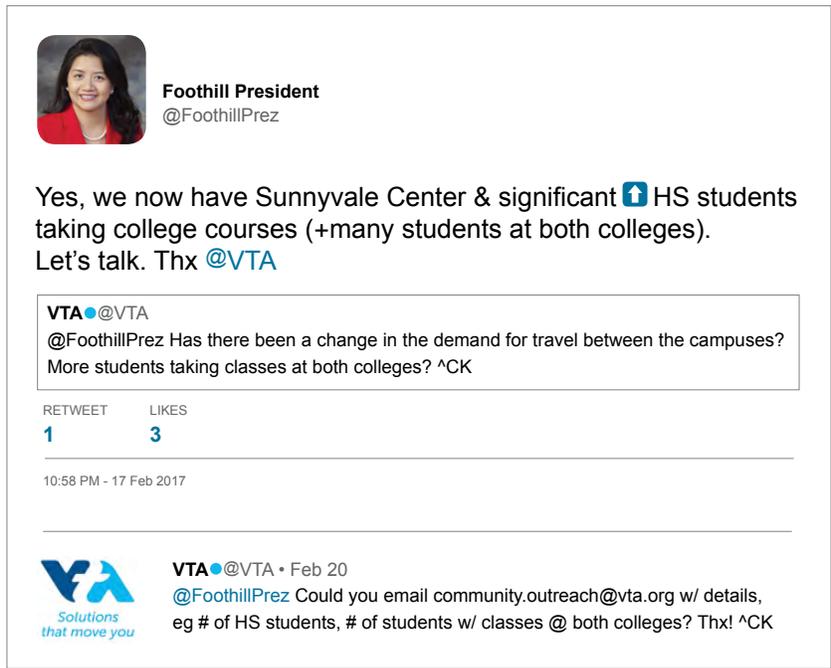
The president maintains an active presence in the community, regularly meeting with regional educational and business leaders, attending community meetings and events, making presentations regarding the College and community college issues to community organizations, giving interviews to media, and serving as a member of the Los Altos Rotary Club and the Bay Area Community College Consortium. The president also facilitates communication as a member of the Foothill College Science Learning Institute Advisory Board and Foothill Commission, is an ex-officio member of the Foothill-De Anza Foundation Board of Directors, and regularly attends public meetings of the Board of Trustees, the Measure C Citizens' Bond Oversight Committee, and the Audit and Finance Committee.

An example of external community outreach by the president can be found in the series of presentations given in support of the opening of the Foothill College Sunnyvale Center to the Fremont Union High School District Board of Trustees, Sunnyvale City Council, and Sunnyvale Chamber of Commerce [IV.B-64].

The president also uses social media to communicate with the external community and advocate for College and District priorities. During the February 6, 2017, Board of Trustees meeting, the president posted a message on Twitter regarding a resolution adopted by the Board of Trustees to encourage the Santa Clara Valley Transportation Authority (VTA) to improve public transportation options between the district's two colleges. The post led to a request for more information from the VTA (see Figure 72) [IV.B-65].

FIGURE 72:

College President Social Media Example



The Office of Marketing and Communications, working under the direction of the president, produces several electronic publications designed to maintain regular communication with the College's internal and external communities:

- *The Hoot* is a monthly student newspaper that is sent by email to all currently enrolled students and provides information about services, programs, events, and deadlines.
- *Foothill College Fusion* is a newsletter distributed by email to all campus personnel on the first Thursday of each month during the fall, winter and spring quarters.
- *The Heights* is a quarterly community newsletter published as an online blog and sent by email to subscribers [[IV.B-66](#)].

In addition to more traditional email publications, the College has embraced social media as a communication tool. Foothill College social media accounts include:

- @Foothillnews - 4,257 followers and 5,435 tweets as of April 4, 2017 [[IV.B-67](#)]
- Facebook - 15,541 likes as of April 4, 2017 [[IV.B-68](#)]
- Instagram – 1,347 followers, 832 posts [[IV.B-69](#)]
- Flickr [[IV.B-70](#)]
- YouTube [[IV.B-71](#)]

Despite the extensive processes and new initiatives designed to respond to concerns about communication, results from the Employee Accreditation Survey point to a need to explore more effective ways of reaching the internal community of employees. When asked if there is effective (i.e., clear, current, and widely available) communication at the college, 47 percent of respondents either strongly agreed or agreed while 46 percent either disagreed or strongly disagreed. Similarly, 44 percent of respondents strongly agreed or agreed that the college president engages in collaborative decision-making with an emphasis on collegiality and open communication between and among all constituents, while 33 percent disagreed [[IV.B-72](#)]. While the results of the survey may reflect challenges stemming from the transition in College leadership, President Nguyen has been responsive to the concerns and has worked to ensure more frequent, widespread, and effective communication. Although email messages from the president have been used to communicate with the college community for many years, President Nguyen has made the President's Communiqué an almost weekly feature of College life [[IV.B-49](#)]. In November 2016, she added the President's Report as a standing item to PaRC meeting agendas. The report covers updates on 2016-17 strategic College objectives related to Educational Master Plan goals known colloquially as SHEA as well as information from Board of Trustees, Chancellor's Cabinet, and President's Cabinet meetings [[IV.B-16](#)].

Analysis and Evaluation

Foothill College meets the Standard. The president communicates with the College's internal and external communities through websites, electronic communications, social media, personal meetings, participation in organizations and committees, interviews, and attendance and presentations at College, regional, and statewide events. While the campus community in the Employee Accreditation Survey has expressed concerns regarding communication, the president has taken steps to improve the frequency, relevance, and effectiveness of communication.

Standard IV.B Evidence

[IV.B-1](#) Board Policy 2430: Delegation of Authority to the Chancellor

[IV.B-2](#) Administrative Procedure 3100: Organizational Structure

[IV.B-3](#) Foothill College President Search Website

[IV.B-4](#) Foothill College President Position Announcement

[IV.B-5](#) 12-3-14 Planning and Resource Council Meeting Minutes

[IV.B-6](#) Educational Master Plan Website

[IV.B-7](#) 4-5-15 President Miner's Welcome to Spring 2015 Memo to College

[IV.B-8](#) 5-2-15 President Miner's Email Message to Students Regarding Educational Master Plan

[IV.B-9](#) 2-8-16 Board of Trustees Meeting Minutes

[IV.B-10](#) Foothill College Institutional Research and Planning Website

[IV.B-11](#) 3-18-15 Educational Master Plan Presentation to Planning and Resource Council

[IV.B-12](#) 4-29-15 Educational Master Plan Town Hall Presentation

[IV.B-13](#) 5-13-15 Educational Master Plan Meeting Minutes

[IV.B-14](#) 2016 Foothill College President Opening Day Presentation

[IV.B-15](#) 2016-17 Strategic College Objectives

[IV.B-16](#) 11-2-16 Planning and Resource Council Meeting Minutes

[IV.B-17](#) 10-18-16 Student Equity Workgroup Meeting Minutes

[IV.B-18](#) Resource Allocation Process Flowchart

[IV.B-19](#) Instructional Program Review Cover Page

[IV.B-20](#) Operations Planning Committee Resource Allocation Rubric

[IV.B-21](#) Institutional Planning and Budgeting Governance Handbook

[IV.B-22](#) 10-21-15 Planning and Resource Council Meeting Minutes

[IV.B-23](#) Board Policy 4130: Employment

[IV.B-24](#) Administrative Evaluation Form

[IV.B-25](#) 7-18-16 President's Communiqué

[IV.B-26](#) 8-22-16 President's Communiqué

[IV.B-27](#) 9-12-16 President's Communiqué

[IV.B-28](#) 1-27-17 President Nguyen Twitter Post - Undocually

[IV.B-29](#) 1-30-17 President Nguyen Twitter Post - Travel Ban

[IV.B-30](#) Board Policy 2600: Relation of Board to Management Personnel

[IV.B-31](#) Foothill College Administrative Reporting Structure 2017-2017

[IV.B-32](#) Foothill College Student Equity Plan

[IV.B-33](#) President Nguyen's Announcement of Interim Director of Equity Programs

[IV.B-34](#) President Miner's Reorganization Memo

[IV.B-35](#) 11-6-13 Planning and Resource Council Meeting Summary

[IV.B-36](#) Board Policy 3250: Institutional Planning

[IV.B-37](#) Planning and Resource Council Planning Calendar 2011-2017

[IV.B-38](#) 6-7-13 BOT Agenda-6 Foothill College Mission Statement

[IV.B-39](#) 10-14-15 Educational Master Plan Steering Committee Meeting Minutes

[IV.B-40](#) 11-11-15 Educational Master Plan Update Open Forum Presentation

[IV.B-41](#) 2-8-16 BOT Agenda-4 Foothill College Revised Mission Statement

[IV.B-42](#) 2-8-16 BOT Agenda-SS3 Foothill College Educational Master Plan 2016-2022 Presentation

[IV.B-43](#) 3-16-16 Planning and Resource Council Meeting Minutes

[IV.B-44](#) 3-16-16 Planning and Resource Council, Institution-Set Standards and Goals Presentation

[IV.B-45](#) Program Review Training Presentation

[IV.B-46](#) 5-13-15 Educational Master Plan Steering Committee Environmental Scan Presentation

[IV.B-47](#) 3-2-16 Planning and Resource Council Meeting Minutes

[IV.B-48](#) 6-15-16 Planning and Resource Council Meeting - Integrated Planning and Budget Committee Summer 2016 Suggested Charge

[IV.B-49](#) Foothill College President's Webpage

[IV.B-50](#) 10-5-16 Planning and Resource Council Meeting Minutes

[IV.B-51](#) 1-25-16 Foothill College Classified Senate Meeting Minutes

[IV.B-52](#) 12-2-15 Planning and Resource Council Meeting Minutes

[IV.B-53](#) Accreditation Self-Evaluation: Teams Being Formed Now!

[IV.B-54](#) 6-15-16 Planning and Resource Council Meeting - Governance Survey Results Presentation

[IV.B-55](#) 7-27-16 *Los Altos Town Crier* "New Foothill President Hits the Ground Running"

[IV.B-56](#) 10-5-15 BOT Agenda-8 Foothill Credit Student Success and Support Program (3SP) Plan

[IV.B-57](#) Financial Aid Website

[IV.B-58](#) 12-12-16 BOT Agenda 18 Audit for the Year Ending June 30, 2016

[IV.B-59](#) Foothill College Professional Development Committee Website

[IV.B-60](#) Office of the President 2013-2014 Annual Administrative Unit Program Review

[IV.B-61](#) Office of the President 2015-2016 Annual Administrative Program Review

[IV.B-62](#) 7-1-16 President's Communiqué

[IV.B-63](#) Foothill College President Twitter Feed

[IV.B-64](#) Presentations Regarding Sunnyvale Center Opening

[IV.B-65](#) 2-6-17 President Nguyen Twitter Post - Valley Transportation Authority

[IV.B-66](#) Foothill College Marketing and Communications Publications Website

[IV.B-67](#) Marketing and Public Relations Twitter Feed

[IV.B-68](#) Foothill College Facebook Page

[IV.B-69](#) Foothill College Instagram

[IV.B-70](#) Foothill College Flickr

[IV.B-71](#) Foothill College YouTube

[IV.B-72](#) Foothill College Employee Accreditation Survey Results

[IV.B-73](#) Manager's College Summer Training

[IV.B-74](#) Classified Staff Summer Training

Standard IV.C - Governing Board

Standard IV.C.1

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

Evidence of Meeting the Standard

The Foothill-De Anza Community College District Board of Trustees is an independent, policy-making body charged by California Education Code, Section 70902, with responsibility for establishing academic standards, approving courses of instruction and educational programs, and determining and controlling the operating and capital budgets of the District. Voters within the district's boundaries elect five at-large members of the Board. Two student trustees, one from Foothill College and one from De Anza College, are selected by the student body annually.

The Board of Trustees has adopted a policy manual that outlines its role in establishing academic quality, integrity, effectiveness of student learning programs and services, and financial stability to ensure that the academic mission of Foothill College, which ultimately is to effectively serve the needs of the students within the community, is met [\[IV.C-1\]](#).

Pursuant to Board Policy 2200 Board Philosophy, Mission, Roles and Responsibilities, the governing board "carries out the philosophy, mission and priorities of Foothill-De Anza Community College District" [\[IV.C-2\]](#). The district mission statement, last revised by the Board of Trustees on July 11, 2016, emphasizes the primary importance of student success and the underlying core values of excellence, inclusion, and sustainability required for all students to succeed [\[IV.C-3\]](#).

Academic Quality, Integrity, and Effectiveness of Student Learning Programs and Services

The governing board's understanding of its responsibilities is clearly demonstrated by its philosophy statement, which was reaffirmed on February 3, 2014, and "acknowledges students, their opportunities, and their progress as the central purpose of our colleges and supports their academic pursuit through careful program review" [\[IV.C-2\]](#). The academic quality at Foothill College is ensured by the Board through its commitment, articulated in its mission statement, to "establish and protect district wide a climate in which teaching and learning are deeply valued, where the worth and dignity of each individual is respected, and where cultural diversity is celebrated." The Board's mission statement further supports effective student learning programs through its oversight of faculty and administration policies and procedures for hiring, tenure review, and professional growth [\[IV.C-2\]](#).

The Board takes seriously its responsibility to provide consultation to the Academic Senate, and where relevant to the administration, on academic and professional matters, and to ensure the joint development of policies in critical areas such as educational program development and program review [\[IV.C-4\]](#). In light of this, the Board has adopted policies on a wide range of matters, including curricular offerings, graduation requirements, a Philosophy for Counseling program, and inter-district attendance [\[IV.C-5, IV.C-6, IV.C-7, IV.C-8\]](#).

The District Strategic Plan also speaks to the prioritization of academic quality, integrity, and effectiveness [\[IV.C-9\]](#). Adopted by the governing board on March 6, 2017, the planning document identifies specific district strategies to support the goals laid out in the district mission statement. In particular, district strategic priorities regarding educational achievement, learning and support services, and governance, ensure that institutional actions are conducted with integrity and that learning programs and services work to support the educational achievement goals of the students.

Financial Stability

In maintaining the academic quality of effective student learning programs, the Board is necessarily tasked with ensuring the financial stability of Foothill College. The governing board's mission statement commits trustees to ensure "the fiscal health and stability of the Colleges and Central Services by having close working relationships with the Chancellor, financial staff, and auditors, and assures that proper procedures are in place to monitor this fiscal stability" [IV.C-2].

In addition, the Board has adopted, and abides by, fifteen overarching principles of sound fiscal management [IV.C-10]. Not only does the Board maintain stringent control of the budget, it also requires, at a minimum, quarterly reports on the District's financial and budgetary condition [IV.C-11, IV.C-12, IV.C-13].

The Board recognizes its charge "to fulfill its fiduciary responsibilities to the public by approving the District's budget, ensuring that it reflects the District's mission, priorities and goals; and informing the community of the financial needs of the District" [IV.C-2]. The adoption of the 2016-17 budget is one example of the Board ensuring the financial stability of the District [IV.C-14]. In a process that started in winter 2016, continued with a public hearing held August 29, 2016, and concluded with the Board's adoption of the budget on September 12, 2016, the Board complied with its responsibilities under its policies and Title 5, Section 58301, of the California Code of Regulations. The overall stated goals in adopting the budget were broadly noted to be the service of students, and assurance of financial stability [IV.C-15].

Analysis and Evaluation

Foothill College meets the Standard. As established in policy and documented in practice, the Foothill-De Anza Community College District Board of Trustees has authority over and responsibility for regularly reviewed policies that ensure the academic quality, integrity, and effectiveness of student learning programs and services and the financial stability of Foothill College. The governing board of the Foothill De Anza Community College District is a duly-elected body formed by the voters of the community college district service area and operating under the auspices of the California Community College System of Higher Education. The College meets Eligibility Requirement 7.

Standard IV.C.2

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

Evidence of Meeting the Standard

The Board of Trustees pledges in its philosophy statement “to work together on behalf of our community in a spirit of cooperation and collaboration” [\[IV.C-2\]](#). The pledge is underscored in the Board’s code of ethics policy, which requires trustees to “work with fellow Board members in a spirit of harmony, respect and cooperation, acknowledging that differences of opinion will arise,” “base personal decisions upon all available facts in each situation, vote honest conviction in every case, and respect the final majority decision of the Board,” and “remember at all times that an individual Board Member has no legal authority outside the meetings of the Board and conduct all relationships with the college staff, students, local citizenry and media on the basis of that fact” [\[IV.C-16\]](#).

Foothill-De Anza’s Board is recognized both inside and outside the district for its collegiality. President Nguyen, who served in positions at the Community College League of California and California Community College Chancellor’s Office prior to assuming the College’s presidency, commented during her first Board of Trustees meeting on July 11, 2016, that the District is known throughout the state for its well-functioning Board [\[IV.C-17\]](#). President Nguyen’s assertion was echoed by Chancellor Miner, De Anza College President Brian Murphy, and former trustee Joan Barram during the recognition of outgoing trustees at the November 7, 2016, Board meeting [\[IV.C-18\]](#).

The Board of Trustees conducts a self-evaluation each July that reflects the Board’s unanimous opinion that trustees are adhering to the philosophy statement and to each of the code of ethics statements regarding collective action. When asked to identify the Board’s greatest strengths during the 2015-16 self-evaluation, trustee responses all pointed to collegiality: “respect and collaboration,” “the Board works well together, respects and values the outstanding staff and administrators at FHDA,” “collegiality, acting in the best interests of District, long-term perspective, courteous and respectful of staff and public,” “open-mindedness, student-centered decision making, collegiality” [\[IV.C-19\]](#).

Trustees are careful to assess whether Board actions align with the district policies and mission. While the Board does not always vote unanimously to support administration’s recommendations, trustees accept and support the decision of the majority. A recent example can be found in the Board’s consideration of Resolution 2016-20 Urging the County of Santa Clara to Divest from Fossil Fuels during the May 2, 2016, meeting. The minutes of the meeting reflect debate regarding the appropriateness of the resolution topic and an addition to the resolution to better frame the action within the district’s priorities and mission, “Whereas, environmental sustainability is one of the adopted priorities of the Foothill-De Anza Board of Trustees and is a specific stated goal of both De Anza College and Foothill College.” The vote in support of the resolution was split, but the two trustees who dissented accepted the action of the majority [IV.C-20](#).

Analysis and Evaluation

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

Standard IV.C.3

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

Evidence of Meeting the Standard

The Board has clearly defined policies for the selection and evaluation of the District chancellor [[IV.C-21](#), [IV.C-22](#)]. The selection of the College president is delegated to the chancellor, with the chancellor responsible for informing the Board of the process [[IV.C-21](#)]. The evaluation of the College president is conducted by the chancellor in accordance with the process set forth in the Administrators Handbook [[IV.C-23](#)].

Selection of Chancellor

The Board's policy requires it to establish "a fair and open" process to fill a chancellor vacancy [[IV.C-21](#)]. The most recent district chancellor search, which concluded in 2015, reflects the Board's adherence to its defined process [[IV.C-24](#)].

On January 20, 2015, in light of the imminent retirement of Chancellor Linda Thor, the Board announced a nationwide search for a new chancellor [[IV.C-25](#)]. Mike Brandy, retired vice chancellor of Business Services and former interim chancellor of the District, was appointed to serve as search liaison in conjunction with a renowned search firm, Association of Community College Trustees (ACCT). A fifteen-member chancellor search committee was established, which included representatives of the Board, administration, faculty, classified staff, students, and the community. The committee was tasked with screening applicants, conducting interviews, and selecting candidates for final approval by the Board [[IV.C-26](#)].

The timeline for the search, adopted by the Board on February 9, 2015, illustrates the Board's commitment to establishing a fair and open process, providing opportunities for public input and involving key stakeholders [[IV.C-27](#)].

During the first week of February 2015, the Board scheduled two open forum public meetings, one at Foothill College and the other at De Anza College, to solicit the community's views on the attributes, experience, and skills desirable in the next chancellor as well as the challenges and opportunities facing the district [[IV.C-28](#)]. In addition to the open forums, search liaison Mike Brandy and ACCT search consultant Pamela Fisher met with the Foothill-De Anza College Foundation Board of Directors and College Commissions, Chancellor's Cabinet, Foothill College Planning and Resource Council, De Anza College Council, and Chancellor's Advisory Council. The input gathered from the forums and group meetings was incorporated into the chancellor profile. The community was also encouraged to send names of prospective nominees to the search firm.

FIGURE 73:

Chancellor Search Timeline	
DUE	ACTION
Dec 22, 2014	RFPs mailed to search firms
Jan 9	Proposals due from search firms
Jan 12	Select Search Coordinator
Jan 12	Board discusses draft timeline
Jan 16	Chancellor's Advisory Council reviews draft search timeline, committee composition, committee charge
Jan 19	Request to governance groups to name search committee reps
Jan 27	Board sub-committee interviews and selects search firm; Board assigns recruitment to search committee and search firm
Feb 2	Deadline to name search committee reps
Feb 3-4	Gather input for Chancellor profile from participatory governance groups, Chancellor's Cabinet, Foundation Board and Commissions, open forums
Feb 9	Board adopts timeline, committee charge, and committee composition; Board reviews and adopts draft profile and announcement (subject to input from search committee)
Feb 10	Committee meets with search firm: 1) reviews charge; 2) receives training; 3) profiles feedback; 4) drafts announcement; 5) creates recruitment plan
Feb 17 – Apr 17	Recruitment
Apr 27 – May 1	Screening of applications
May 5	Search committee selects candidates to interview and develops and approves the interview questions
May 18 – 19	Search committee interviews and selects finalists
May 22	Board reviews finalists' application material; finalists announced
June 9-11	Finalists visit district (public forums, Chancellor's Cabinet interviews, Board interviews)
June 12	Special closed session to select candidates for site visit(s)
Week of June 15	Board representative(s) conduct site visit(s)
June 22	Special closed session to report on site visit(s)
June 22 or July 13	Board appoints Chancellor

On February 9, 2015, the Board of Trustees approved the chancellor profile, search committee members, and search timeline and shortly thereafter created an online site for the chancellor search to keep the community and prospective candidates well informed of the search process [[IV.C-27](#), [IV.C-24](#)].

On May 7, 2015, the Board announced that the search committee had selected finalists whose names would be shared publicly on May 22, 2015 [IV.C-29, IV.C-30]. The four finalists were each scheduled a day to visit the district to participate in a series of interviews and open forums. Open forums were held at both colleges on June 8, 9, 10, and 11 and streamed live online. Participants were invited to complete comment cards, which were compiled and provided to the Board of Trustees. In addition to the public forums, the candidates each met with Chancellor's Cabinet and Chancellor Linda Thor and were interviewed by the Board of Trustees. After completion of a comprehensive, fair, and open process, the Board announced the selection of Dr. Judy C. Miner as Foothill-De Anza Community College District's seventh chancellor on June 15, 2015 [IV.C-24].

Evaluation of Chancellor

Board policy requires that the chancellor be evaluated at least annually based on criteria established by Board policy, the chancellor job description, and performance goals and objectives developed jointly between the chancellor and Board [IV.C-22].

In a January 9, 2017, interview with the Accreditation Self-Evaluation Standard IV team, trustee Pearl Cheng elaborated on the criteria for evaluation of the chancellor, which includes measures of the chancellor's execution of board policy, relationship with trustees and internal and external community, leadership and management, ethics and communication, and progress in meeting annual goals [IV.C-31, IV.C-32]. She explained that the Board meets twice in closed session with the chancellor in regard to the evaluation. On or around February of each year, a mid-term evaluation is conducted, and in August, a written appraisal, which reflects performance over the past year and goals for the new year, is presented to the chancellor.

The Board's calendar reflects the two chancellor evaluation meetings [IV.C-33]. In keeping with the Board's policy and approved schedule, during 2016-17, the Board discussed the chancellor's performance evaluation in closed session on August 1, 2016, and again on February 6, 2017 [IV.C-34, IV.C-35].

The Board sets expectations for the chancellor for regular reports on institutional performance, a key indicator of the chancellor's success in performance of duties. The Board approves a calendar each August that includes dates that certain items, including fiscal self-assessment and the student success scorecard, are to be discussed [IV.C-33]. Further, the Board policy on institutional planning requires that the chancellor "inform the Board periodically as to the status of the District's planning efforts" [IV.C-36].

Analysis and Evaluation

Foothill College meets the Standard. The Board has clearly defined policies for the selection and evaluation of the chancellor. In keeping with the chancellor selection policy, a comprehensive, fair, and open process was established and followed by the Board in selecting the District's chancellor in 2015. A process for evaluating the chancellor is defined in policy, and the chancellor's evaluation was conducted in accordance with policy in the most recent academic year. The evaluation includes an annual review and refinement of goals. Board policy, the Board's adopted calendar, and the Board's goals for the chancellor set clear expectations for the chancellor to regularly report to the Board on institutional performance.

Standard IV.C.4

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

Evidence of Meeting the Standard

The Foothill–De Anza Community College District Board of Trustees is an independent policy-making body consisting of five trustees elected at-large from the District community. Two student trustees, one from De Anza College and one from Foothill College, are elected annually by the student body and are granted an advisory vote [IV.C-37]. The longevity of service of several board members contributes to the stability of the institution and the ability of trustees to make informed decisions.

Board Reflects the Public Interest

The Board of Trustees carries out the mission and priorities of the District through clearly defined policies and roles and responsibilities [IV.C-2 IV.C-3]. At the core of the Board's role is its continuing commitment to focus on the community, which it has served since 1957. The Board's philosophy clearly sets forth its acknowledgment of the vital role it serves in the community and the importance of serving the public interest:

We, the trustees of the Foothill-De Anza Community College District, commit ourselves individually and collectively to the highest standards of conduct. We acknowledge that each of us shares a profound obligation to exercise our best possible judgment as we face the matters affecting the health and vitality of this institution which we hold in trust for current and future generations. We pledge to work together on behalf of our community in a spirit of cooperation and collaboration [IV.C-2].

The Board has a long history of actively engaging in outreach with the local communities surrounding the colleges, and trustees regularly report on community engagement efforts during Board meetings. Public attendance at Board meetings is encouraged, and each regular meeting agenda offers opportunities for citizens to address the Board in regular open hearings and during consideration of agenda items [IV.C-38]. In its ethics policy, the Board commits to “welcome and encourage input and active cooperation by citizens of the college community and the community at large, act only in the best interests of the entire community, and ensure public input into Board deliberations and adhere to the law and spirit of the open meeting laws and regulations” [IV.C-16]. Citizens are appointed to the Board's Audit and Finance Committee and Citizens' Bond Oversight Committee, and the Board has also taken the initiative to include citizens on major search committees of the district, such as those for the chancellor and College president [IV.C-26, IV.C-39].

The Board has regularly updated policies that address conflict of interest, expectations for ethical behavior, political activity, and communication among Board members [IV.C-16, IV.C-40, IV.C-41, IV.C-42]. The conflict of interest policy requires trustees to disclose potential conflicts and prohibits trustees from financial interest in any contracts made by the Board. The Board's code of ethics policy compels trustees to “avoid any situations where conflict of interest is real or apparent and promptly and honestly file all conflict of interest statements as required by law” and states that trustees “shall not use position as a Board Member for personal benefit or gain” [IV.C-16].

Board Advocacy

In Board Policy 2200, the governing board acknowledges its responsibility “to provide leadership and advocacy to obtain and assure adequate funding, fiscal soundness, and sustainability of the District’s programs and facilities” and “to advocate for legislation to meet the needs of the District and be active and supportive of political activity at the local, state and national level concerning laws and funding activities of the community college system, and to remain informed of and participate in community college trustee organizations to keep each member abreast of state and national trends and issues” [IV.C-2].

In practice, the Board engages in ongoing advocacy at various levels to support Foothill-De Anza’s interests. Recognizing the importance of advocacy, at its December 7, 2015, meeting, the Board approved a contract with the McCallum Group, a lobbying and consulting group located in Sacramento, to provide the District with legislative advice and consultation [IV.C-43].

Annually, the Board adopts legislative principles to provide guidelines for the chancellor when addressing matters pending before the California Legislature or the United States Congress [IV.C-44]. Additionally, Foothill-De Anza Community College District is a member of the Community College League of California (CCLC), a non-profit organization with a mission that includes the strengthening of California’s community colleges through advocacy [IV.C-45, IV.C-46]. Trustees regularly attend the CCLC’s Legislative Conference and participate in visits to local representatives that follow the conference. Board President Laura Casas serves on the Board of California Community College Trustees, and provides regular reports to the District’s governing board on the organization’s activities [IV.C-47, IV.C-48]. She also served as past chair of the CCLC’s Advisory Committee on Legislation [IV.C-49].

At the national level, the governing board maintains a membership in the Association of Community College Trustees (ACCT), an organization that promotes “high quality and affordable higher education, cutting-edge workforce and development training, student success, and the opportunity for all individuals to achieve economic self-sufficiency and security” [IV.C-50]. Members of the Board have participated in the ACCT National Legislative Summit and have been active in White House events supporting the College Promise campaign.

Board Protects Institution from Undue Influence or Political Pressure

Foothill-De Anza’s governing board is careful to consider the public interest and protect the District from undue influence and political pressure when making decisions. An example cited by trustee Cheng was the Board’s decision with regard to selecting a site for the College’s educational center. She stated that in selecting the Sunnyvale location, the Board considered the mission, enrollment numbers, and costs and was not swayed by pressure from various city governments [IV.C-31].

Analysis and Evaluation

Foothill College meets the Standard. The Board of Trustees regularly encourages and enables citizens’ participation in board meetings and on appropriate committees. The Board is a strong advocate for the College and trustees are actively involved in local, state, and national efforts to improve student success, strengthen legislation, and increase funding for community colleges. The Board is independent, with members elected at-large by eligible voters who reside within District boundaries, and it works to shield the College from undue influence and political pressure. The Foothill De Anza Community College District governing board is an independent body that oversees college operations and has fired a chief executive officer whose responsibility it was to administer board policies. The College meets Eligibility Requirement 7.

Standard IV.C.5

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

Evidence of Meeting the Standard

The District's Board of Trustees is an independent policy-making body with ultimate responsibility under California Education Code, Section 70902, for educational quality, legal matters, and financial integrity and stability [IV.C-51]. The governing board has adopted a conflict of interest code and conflict of interest policy that underscore the expectation that trustees will act with integrity and refrain from any activities that may call into question the Board's independent decision-making [IV.C-40, IV.C-52]. Board members have no employment, family, or personal financial interest in the colleges or the district [IV.C-40, IV.C-53]. Trustees annually file a Statement of Economic Interests form required by the Fair Political Practices Commission and kept on file with the Santa Clara County Clerk of the Board of Supervisors and the District Chancellor's Office [IV.C-52].

Responsibility for Educational Quality and Financial Integrity and Stability

The governing board has adopted Board Policy 2200, which defines its role in ensuring the quality, integrity, and improvement of student learning programs and the resources necessary to support them. In its mission statement, the Board expresses a commitment to carry "out the philosophy, mission and priorities of Foothill-De Anza Community College District" and acknowledges its responsibility to ensuring the fiscal health of the district and "a climate in which teaching and learning are deeply valued." As part of the roles and responsibilities set forth in the policy, the Board commits "to preserve the institutional autonomy and integrity of the District" and "to fulfill its fiduciary responsibilities to the public by approving the District's budget, ensuring that it reflects the District's mission, priorities and goals" [IV.C-2].

At the regularly scheduled study session in August, district trustees consider priorities for the new academic/fiscal year and strategies to accomplish priorities. The priorities for 2016-2017, established on August 29, 2016, included student success/access, fiscal stability, human resources, facilities, new governance [IV.C-54]. While the strategies to accomplish priorities have evolved over the years, a "focus on student access, equity and success" has remained at the top of the priority list, closely followed by fiscal stability.

The District Strategic Plan, approved by the Board at the March 6, 2017, meeting following an in-depth presentation at the February 6, 2017, study session, includes educational achievement, learning and support services, and fiscal responsibilities as priorities and also details district goals with measurable strategies that will allow assessment of progress [IV.C-9].

Board policies related to fiscal management, preparation of the budget, and reports on the District's financial condition further define the governing board's responsibility to safeguard the financial integrity and stability of the district [IV.C-10, IV.C-11, IV.C-13]. Minutes of governing board meetings bear out the effectiveness of the policies as fiscal and curriculum matters appear on the agendas with regularity. Evidencing the Board's commitment to financial stability, during the severe budget cuts that resulted from the state and national recessions, the governing board moved to preserve as many programs and positions as possible by diverting one-time funding into a stability fund that was used to spread cuts over time and to cushion against layoffs [IV.C-55].

Legal Matters

The governing board has ultimate authority for legal matters. The chancellor is responsible for keeping the Board informed regarding ongoing and potential legal matters, and the Board also confers with legal counsel in closed session on pending and anticipated litigation [[IV.C-56](#)].

Awareness of Institution-Set Standards for Improvement of Student Achievement and Learning

Through its policy on institutional planning, the Board asserts its authority to approve long-range plans, such as the College Educational Master Plan, and directs the chancellor to keep the Board informed of institutional planning efforts [[IV.C-36](#)]. Foothill College's Educational Master Plan was reviewed at length during the February 8, 2016, study session and adopted at the regular meeting the same evening [[IV.C-57](#)]. The Student Success and Support Program Plan was approved by the governing board at the October 6, 2014, regular meeting; the Student Equity Plan was approved at the December 7, 2015, meeting; and a detailed presentation regarding the integration of student equity into the College Educational Master Plan was shared with trustees at the February 8, 2016, study session [[IV.C-58](#), [IV.C-59](#), [IV.C-57](#)].

In 2014, the California legislature established a system of indicators and goals intended to encourage improvement in institutional effectiveness. Foothill College's institutional effectiveness goals were presented to the Board of Trustees at the August 3, 2015, and June 13, 2016, meetings [[IV.C-60](#), [IV.C-61](#)].

The Board meeting calendar approved each August sets aside time at regularly scheduled meetings and study sessions for trustees to delve into institutional analysis of student achievement and learning and to consider fiscal matters. Specifically, the Student Success Scorecard, which details performance measurement data, is discussed at length during each August study session, the tentative budget is shared in June, the adopted budget for the new year is presented for discussion in August and adoption in September, a budget update is provided in February, and quarterly budget reports are given each March, June, and November [[IV.C-33](#)].

The governing board is also presented with an annual fiscal self-assessment that examines deficit spending, fund balance, enrollment, cash flow borrowing, bargaining agreements, staffing, internal controls, management information systems, position control, budget monitoring, retiree health benefits, leadership stability, liability, and reporting and provides confirmation that district financial resources are managed prudently and in keeping with laws, regulations, and standard practices [[IV.C-62](#)].

Analysis and Evaluation

Foothill College meets the Standard. The District's governing board has established policies consistent with the District mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. Regular in-depth discussions regarding student achievement and resource allocation are conducted at governing board meetings, and institutional plans are approved by the Board. Board policies and meeting minutes provide proof that the governing board retains ultimate responsibility for the College's educational quality, legal matters, and financial integrity and stability. The governing board is an independently elected body, and trustees are prohibited by both policy and state law from any activities that would constitute a conflict of interest.

Standard IV.C.6

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

Evidence of Meeting the Standard

The governing Board publishes a Board Policy and Administrative Procedures Manual. Chapter 2 of the manual includes the following policies specifying the Board's size, duties, responsibilities, and operating procedures:

- Board Policy 2010 Board Membership states that “the Board will be composed of five Trustees elected by the qualified voters of the district at large” and sets forth the criteria for board membership [[IV.C-53](#)].
- Board Policy 2015 Student Members provides that one student from each college will be chosen by the students enrolled at each respective college to serve a one-year term, commencing June 1 [[IV.C-37](#)].
- Board Policy 2100 Board Elections sets forth a term of four years for each trustee and provides for staggered terms “so that, as nearly as practical, one half of the trustees shall be elected each even numbered year.” [[IV.C-63](#)]
- Board Policy 2110 Vacancies on the Board identifies the events that cause a vacancy on the Board and the process for filling such [[IV.C-64](#)].
- Board Policy 2200 Board Philosophy, Mission, and Roles and Responsibilities defines the Board's roles and responsibilities [[IV.C-2](#)].
- Board Policy 2210 Officers of the Board delineates the process for electing officers and the duties of the president, vice president, and secretary [[IV.C-65](#)].
- Board Policy 2220 Committees of the Board provides the process for creating Board committees, the nature of Board committees, and the following committees established by the governing board: Audit and Finance Committee and the Citizens' Bond Oversight Committee [[IV.C-66](#)].
- Board Policy 2305 Annual Organizational Meeting defines the timing and purpose of the annual organizational meeting [[IV.C-67](#)].
- Board Policy 2310 Regular Meetings outlines the timing, location, and notice requirements for regular monthly board meetings [[IV.C-68](#)].
- Board Policy 2315 Closed Session describes the circumstances under which the governing board may meet in closed session [[IV.C-56](#)].
- Board Policy 2320 Special and Emergency Meetings describes the process for calling a special or emergency meeting [[IV.C-69](#)].
- Board Policy 2330 Quorum and Voting states that three members are needed for a quorum and describes votes required by the type of action [[IV.C-70](#)].

- Board Policy 2340 Board Meeting Agendas describes how and when meeting agendas are posted [[IV.C-71](#)].
- Board policies 2345 Public Participation at Board Meetings, 2350 Speakers at Board Meetings, and 2355 Decorum at Board Meetings describes the manner in which members of the public are invited to participate in meetings [[IV.C-38](#), [IV.C-72](#), [IV.C-73](#)].
- Board Policy 2360 Minutes provides for minutes to be taken and recorded of all actions taken by the Board [[IV.C-74](#)].

Board policies are published electronically on the District website within the web-based BoardDocs platform. Board policies are routinely reviewed and updated.

Analysis and Evaluation

Foothill College meets the Standard. The Board makes its policies available to the public in an online Board Policy and Administrative Procedure Manual that includes policies defining the Board's size, duties, responsibilities, structure, and operating procedures. Board policies are routinely reviewed and updated under the supervision of the chancellor and the Board.

Standard IV.C.7

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

Evidence of Meeting the Standard

Minutes from each meeting of the Board of Trustees are posted on the governing board's website and document decisions and actions that align with board policies. While it is impossible to state every decision that aligns with board policies and bylaws, some examples include adherence to fiscal policy, human resources policy, public participation policy, and student services policy.

Board Actions are Consistent with Policies

In the area of fiscal policy, the Board of Trustees adopted the 2016-17 budget on September 12, 2016, following a public hearing on August 29, 2016 [[IV.C-14](#)]. This is consistent with the following section of Board Policy 3110 Final Budget:

On or before September 15 each year the Board of Trustees shall adopt a final budget for the fiscal year. The final budget shall reflect all relevant provisions in the state budget act, closing balances from the prior year and changes identified following approval of the tentative budget. Prior to adoption of the final budget, the Board shall hold a public hearing [[IV.C-12](#)].

In the area of Human Resources policy, minutes from the January 11, 2016, and April 4, 2016, board meetings record the acceptance of the international travel report consistent with Board Policy 4176 International Travel, which specifies that "The Chancellor shall submit a report to the Board of Trustees of all international travel approved under this policy" [[IV.C-73](#), [IV.C-74](#), [IV.C-75](#)].

Additionally, every regular Board agenda includes an item allowing for public hearing or comment, and many meeting minutes provide a record of attendance and comment by members of the community. This documentation shows consistency with Board Policy 2345 Public Participation at Board Meetings, which states in part:

There will be a time at each regularly scheduled board meeting for the general public to discuss items not on the agenda. Members of the public wishing to present such items shall submit a written request as described in Board Policy 2350 pertaining to speakers [[IV.C-38](#)].

Lastly, in the area of student services, minutes from the Board of Trustees meeting of January 11, 2016, indicate that the board established the non-resident tuition rate for the 2016-17 academic year in accordance with Board Policy 5020 Nonresident Tuition, which sets forth the requirement that: "Nonresident students shall be charged nonresident tuition for all units enrolled unless specifically required otherwise by law. Not later than February 1 of each year, the Chancellor shall bring to the Board for approval an action to establish nonresident tuition for the following fiscal year" [[IV.C-73](#), [IV.C-76](#)].

Revision of Policies

The District has long held a contract with the Community College League of California (CCLC) for its policy and procedure service. The CCLC's service provides policy and procedure templates that are vetted by legal counsel and updated twice per year to reflect changes in laws and regulations. Because the District's policy numbering system and base policy structure differ significantly from the CCLC system, past efforts at keeping policies and procedures up-to-date and relevant have met with limited success. For this reason, the District is in the process of systematically reviewing all policies and procedures.

Board Policy 2410 Policy and Administrative Procedure indicates “policies of the Board may be adopted, revised, added to or amended at any regular board meeting by a majority vote. Proposed changes or additions shall be introduced not less than one regular meeting prior to the meeting at which action is recommended” [[IV.C-77](#)]. The Board Policy and Administrative Procedure Manual includes a section titled “Policy and Procedure Review - Cross Reference Chart of New and Old Policy and Procedure Numbers” that includes a four-page chart showing the recent history of revisions [[IV.C-78](#)].

Analysis and Evaluation

Foothill College meets the Standard. The governing board acts in a manner consistent with its policies as evidenced by meeting minutes. The Board has a process for the regular assessment of its policies in fulfilling the mission and revises them as necessary.

Standard IV.C.8

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

Evidence of Meeting the Standard

The District's governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Review of Key Indicators

At the study session and regular meeting held each August, trustees review and approve the College's Student Success Scorecard, an annual report of performance measurement data that includes metrics related to progress of remedial/English for Second Language Learner students, completion, persistence, and increases in wages for students taking classes to build skills. The August 26, 2016, study session presentation included discussion of the scorecard's completion metric through an equity lens, in response to ongoing discussions of the District's governing board regarding the differences in success rates for historically underserved and underrepresented students [[IV.C-79](#)].

On an annual basis, the governing board examines institutional effectiveness goals related to student performance and outcomes, accreditation status, fiscal viability, and programmatic compliance with state and federal guidelines set by the College. Foothill College's goals were adopted in accordance with a goals framework adopted by the California Community Colleges Board of Governors in response to a 2014 California legislative action. The goals were discussed by trustees at the August 3, 2015, and June 13, 2016, Board of Trustees meetings [[IV.C-60](#), [IV.C-61](#)].

Approval of Institutional Plans

Foothill College's Student Success and Support Program Plan was reviewed and approved by the governing board at the October 6, 2014, regular meeting [[IV.C-58](#)]. The evidence-based plan provides for well-coordinated services integrated throughout both student services and instruction that give particular attention to at-risk students and identifying and addressing issues of equity and disproportionate impact.

The College's Educational Master Plan was presented to the Board of Trustees during the February 8, 2016, study session with particular attention paid to the student equity focus of the plan [[IV.C-57](#)]. The study session also included a thorough review of equity initiatives included in the Student Equity Plan adopted by the Board on December 7, 2015 [[IV.C-57](#)].

Analysis and Evaluation

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

Standard IV.C.9

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

Evidence of Meeting the Standard

The Board of Trustees has an ongoing program for board development that includes regularly scheduled study sessions, attendance at conferences and workshops related to effective trusteeship and advocacy, and a comprehensive new trustee orientation.

Written policies provide for continuity of membership and staggered terms [[IV.C-63](#), [IV.C-64](#)]. Three positions on the Foothill-De Anza Board of Trustees were filled during the November 8, 2016, election in keeping with Board policy that provides for staggered terms. The successful candidates were incumbent Laura Casas and new members Peter Landsberger and Gilbert Wong. Prior to the 2016 election, the Board of Trustees had not had a new member since the appointment of Joan Barram in 2009, demonstrating the consistent leadership and longevity of the District's governing board.

Board Development and Orientation

The Board discussed its commitment to board development during the February 3, 2014, study session and codified it on August 4, 2014, with the adoption of Board Policy 2740, which states, "The Board is committed to its ongoing development as a Board and to a trustee education program that includes new trustee orientation. To that end, the Board will engage in study sessions, provide access to reading materials, and support conference attendance and other activities that foster trustee education" [[IV.C-80](#), [IV.C-81](#)].

Prior to the November 2016 election, governing board candidates were provided with publications prepared by the Community College League of California related to California community college governance and a list of online resources to help them learn more about the District and its two colleges [[IV.C-82](#)]. Candidates were also invited to an orientation session, held August 31, 2016, that covered the mission of the District, opportunities and challenges, roles and responsibilities of the trustee, and district and college governance. The Board president, executive administrators, and faculty, staff, and student leaders gave brief presentations and answered questions during the orientation session, which was filmed and made available online to candidates unable to attend in person [[IV.C-83](#)].

During the November 7, 2016, Board of Trustees meeting, Chancellor Miner detailed orientation plans for the newly elected trustees. Minutes from the meeting indicate that "the orientation process for newly elected trustees will start with Human Resources onboarding immediately following the confirmation of election results," "new governing board members will be provided resources such as district policies, the Community College League of California's (CCLC) 'Trustee Handbook,' a guide to the Ralph M. Brown Act, and online ethics and accreditation training opportunities," and "new trustees will meet with [Chancellor Miner] for agenda review prior to the December meeting, meet with the presidents and attend the CCLC Effective Trusteeship Workshop and Legislative Conference in January, and meet with the vice presidents prior to the February study session" [[IV.C-18](#)]. New student trustees are encouraged to attend the Community College League of California's Student Trustee Workshop each August and other conferences throughout their terms of office.

Board members attend a variety of local, regional, state, and national meetings, conferences, and workshops that relate to community colleges and service as elected officials. Information gained from the activities is shared by trustees at regular meetings. Since 2013, trustee attendance has been documented utilizing a professional development tracking instrument, an example of which is shown below [\[IV.C-84\]](#).

FIGURE 74:

2015 FHDA Board Development			
Elected Trustee			
Joan Barram			
	1/25-1/26/15, Sheraton Grand Sacramento	Community College League of California Legislative Conference	2/9/15 Report on file
	2/4/15, Santa Clara Convention Center	Joint Venture Silicon Valley State of the Valley Conference	2/9/15
	3/10/15, Microsoft Mountain View	Silicon Valley Leadership Group Workforce Town Hall	4/6/15
	5/3/15, League of Women Voters of the Los-Altos/ Mountain View Area	Meet Our Elected Officials	5/4/15
	8/28/2015, Microsoft Mountain View	Silicon Valley Leadership Group Education Summit	8/31/15
	11/19-11/21/15, Hyatt Regency SFO	Community College League of California Annual Convention	Report on file

Continuity of Board Membership

Board members are elected to four-year terms pursuant to Board Policy 2100 Board Elections [\[IV.C-63\]](#). The policy provides for staggered terms “so that, as nearly as practical, one half of the trustees shall be elected each even numbered year.” The terms of trustees Cheng and Swenson are scheduled to end in 2018, while the terms of recently elected trustees Casas, Landsberger, and Wong continue until 2020. Board Policy 2110 details the process for handling vacancies on the Board [\[IV.C-64\]](#). The policy was followed most recently in 2009 with the provisional appointment of former trustee Joan Barram, who filled a vacancy left by the resignation of trustee Hal Plotkin.

Analysis and Evaluation

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

Standard IV.C.10

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

Evidence of Meeting the Standard

The Board of Trustees has adopted Board Policy 2745, which defines its commitment to and process for annual self-evaluation “in order to identify its strengths and areas in which it may improve its functioning.” The policy states that “the evaluation instrument shall incorporate criteria contained in the Board policies regarding Board operations, as well as criteria defining Board effectiveness” and that “the results will be used to identify accomplishments in the past year, goals for the following year, and strategic plans for future years” [[IV.C-85](#)].

The Board has a consistent record of conducting its annual self-evaluation with full participation from all elected members. The evaluation instrument asks trustees to measure individual and collective performance related to the Board's philosophy, mission, and ethics statements and to identify strengths, weaknesses, and ways to improve [[IV.C-19](#)]. To encourage candid statements, individual responses are collected by the Chancellor's Office and kept confidential. A summary of the responses is shared with the governing board and public at the regular meeting each July as reflected in the governing board's adopted calendar [[IV.C-33](#)]. The timing of the evaluation allows the results to be considered in the development of board priorities, which are adopted in August.

Assessing Board's Effectiveness in Promoting and Sustaining Academic Quality and Institutional Effectiveness

Results of the 2015-16 self-evaluation reflect strong agreement that trustees adhere to the following responsibilities included in the Board's mission statement related to effectiveness in promoting and sustaining academic quality and institutional effectiveness:

- Establishes and protects district-wide a climate in which teaching and learning are deeply valued, where the worth and dignity of each individual is respected, and where cultural diversity is celebrated.
- Acknowledges students, their opportunities, and their progress as the central purpose of our colleges and supports their academic pursuit through careful program review.
- Ensures quality teaching through its oversight of policies and procedures for hiring, tenure review, and professional growth of faculty and administrative staff, and clearly recognizes the contribution of classified staff in enabling teaching and learning to take place.
- Ensures the fiscal health and stability of the colleges and Central Services by having close working relationships with the Chancellor, financial staff, and auditors, and assures that proper procedures are in place to monitor this fiscal stability [[IV.C-19](#)].

During the January 23, 2012, study session, the Board examined its self-evaluation practice to determine if improvements could be made. Minutes from the meeting show that trustees agreed to an expanded self-evaluation process conducted in odd years that would include feedback from the

Chancellor's Advisory Council, public members of the Citizens' Bond Oversight Committee and Audit & Finance Committee, and the president of the Foothill-De Anza Foundation Board of Directors [IV.C-86]. In accordance with the decision, input was gathered in spring 2013 and again in spring 2015. The governing board reflected on the spring 2015 feedback at the July 13, 2015, meeting, with one trustee commenting that she "appreciated suggestions about the Board getting more involved in addressing the achievement gap and policies that impact student success" [IV.C-87].

Board Training

Trustees unanimously agreed during the 2015-16 self-evaluation that the Board "works constantly to improve the Board's quality of trusteeship through orientation, education and assessment of its own performance," one of the responsibilities included in the Board's mission statement [IV.C-19].

The Board's commitment to assessing its performance related to board training is underscored by the inclusion of a discussion of trustee professional development on the February 3, 2014, study session agenda [IV.C-88]. Governing board members commented during the session that the District is well represented by its Board at state conferences but could improve its performance if trustees set a goal of attending one state or national conference per year in addition to local activities, better coordinate attendance, and share information gained from professional development activities at regular meetings [IV.C-80]. As a result of the study session discussion, the Board began tracking conference attendance and adopted policy 2735 Board Travel, which includes the requirement that trustees "provide brief reports of conference attendance and/or professional development activities at the regular meeting of the Board of Trustees that follows the activity" [IV.C-89].

Analysis and Evaluation

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

Standard IV.C.11

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

Evidence of Meeting the Standard

The Foothill-De Anza Community College District is a public institution formed under state law and governed by a locally elected board of trustees. In accordance with state law and board policy, Board members are prohibited from employment with the district and may not hold an incompatible office [[IV.C-53](#)].

Code of Ethics

The Board of Trustees has a long-standing code of ethics policy that clearly outlines the standards expected of all Board members. Board Policy 2715 Code of Ethics Standards of Practice states in part:

This Board maintains high standards of ethical conduct for its members. Trustees of the Foothill-De Anza Community College District will adhere to the following code of ethics. Each trustee shall:

- Devote the necessary time, thought and study to the duties and responsibilities of a Trustee to render effective and credible service.
- Work with fellow Board members in a spirit of harmony, respect and cooperation, acknowledging that differences of opinion will arise.
- Base personal decisions upon all available facts in each situation, vote honest conviction in every case, and respect the final majority decision of the Board.
- Deal openly with issues while maintaining strict confidentiality when appropriate or required.
- Remember at all times that an individual Board Member has no legal authority outside the meetings of the Board and conduct all relationships with the college staff, students, local citizenry and media on the basis of that fact.
- Avoid any situations where conflict of interest is real or apparent and promptly and honestly file all conflict of interest statements as required by law. A Board member shall not use position as a Board Member for personal benefit or gain.
- Welcome and encourage input and active cooperation by citizens of the college community and the community at large.
- Act only in the best interests of the entire community.
- Ensure public input into Board deliberations and adhere to the law and spirit of the open meeting laws and regulations.
- Communicate through appropriate channels [[IV.C-16](#)].

Dealing with Behavior That Violates the Code

In its code of ethics policy, the Board employs the following process for dealing with unethical behavior on the part of a Board member:

“Trustees who violate the Board’s code of ethics harm the Board and District. If this situation occurs, the following process shall be followed:

- First, the Chancellor, along with the Board President (or other key trustee) will meet with the member to discuss the perceived violation, obtain the member’s explanation of what occurred and attempt to resolve the problem informally.
- As a second step, if necessary, other trustees (less than a quorum) shall talk to the member to help him/her understand the significance of the situation and how to resolve it. To the extent the member’s conduct has exposed either him/her or the Board to legal action, the President may arrange a confidential meeting between the President, the member and the District counsel to further discuss the problem.
- Third, if other steps have not resolved the problem, the Board may make public statements of expected Board behavior and/or a Board resolution about what expected behavior is, and/or a reaffirmation of its ethics policy.
- As deemed advisable, the Board shall schedule additional workshops or retreats on codes of ethics and the importance of upholding them.
- Finally, if all other steps have failed, the Board shall consider taking a vote to publicly censure the member.

Notwithstanding the foregoing, if a violation occurs at a Board meeting, the President should take the opportunity to state what the expectations and standards of the Board are, recess the meeting, or otherwise respond to the violation, including, without limiting the President’s options, adjourning and continuing the meeting to a later date or time” [\[IV.C-16\]](#).

The code of ethics policy was first adopted by the board in May of 1992 and last revised in June 2014. In an interview conducted January 9, 2017, trustee Cheng, who has served on the Board of Trustees since 2008, stated that although she could not recall a single instance when the policy’s process for dealing with unethical behavior had been applied, it is very important to have a clear process defined [\[IV.C-31\]](#). While there is no evidence of the Board having to implement this process, the policy does underscore the high premium the Board places on its own ethical behavior and that of all District employees.

Conflict of Interest and Disclosure

The district's Board has adopted the following conflict of interest policy that ensures governing board members disclose financial interests and do not financially benefit from decisions made by the governing board. Board Policy 2710 Conflict of Interest states:

Board members shall not be financially interested in any contract made by the Board or in any contract they make in their capacity as Board members.

A Board member shall not be considered to be financially interested in a contract if his/her interest is limited to those interests defined as remote under Government Code Section 1091 or is limited to interests defined by Government Code Section 1091.5.

A Board member who has a remote interest in any contract considered by the Board shall disclose his/her interest during a Board meeting and have the disclosure noted in the official Board minutes. The Board member shall not vote or debate on the matter or attempt to influence any other Board member to enter into the contract.

A Board member shall not engage in any employment or activity that is inconsistent with, incompatible with, in conflict with or inimical to his/her duties as an officer of the District.

In compliance with law and regulation, the Chancellor shall establish administrative procedures to provide for disclosure of assets of income of Board members who may be affected by their official actions, and prevent members from making or participating in the making of Board decisions which may foreseeably have a material effect on their financial interest.

Board members shall file statements of economic interest as set forth in the conflict of interest code [[IV.C-40](#)].

In the most recent review of Board Policy 2710 in October and November 2014, trustees asked for and received clarification from legal counsel regarding their responsibilities under various conflict of interest laws [[IV.C-90](#)]. Trustees routinely file annual statements of personal financial interest pursuant to the conflict of interest policy, the conflict of interest code, and the Political Reform Act. Statements of economic interest are kept on file in the district Chancellor's Office and with the Santa Clara County Clerk of the Board of Supervisors.

Analysis and Evaluation

Foothill College meets the Standard. Trustees are elected by the public, prohibited from having employment or financial interest in the District, and disclose all potential conflicts. The Board's long-standing policies on both conflicts of interest and ethics demonstrate a deep and abiding commitment to the highest ethical standards. The governing body of the Foothill De Anza Community College District complies with an established code of ethics, a conflict of interest policy, and relevant statutory law as to the conduct, notice and reporting of meeting actions and information. The College meets Eligibility Requirement 7.

Standard IV.C.12

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

Evidence of Meeting the Standard

Consistent with Board Policy 2430 Delegation of Authority to Chancellor, the Board of Trustees delegates to the District chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. The policy provides that the chancellor may delegate any powers and duties entrusted to her, including the administration of each college and center, but is specifically responsible to the Board for the execution of such delegated powers and duties. The Chancellor is also empowered to reasonably interpret board policy. [[IV.C-91](#)]

The Board of Trustees strictly limits its own role as stated in Board Policy 2200, Board Philosophy, Mission, and Roles and Responsibilities. While recognizing its responsibility “to establish and oversee the District’s mission, purposes, goals, policies, programs, services, and needs,” the Board “ensure[s] implementation through the Chancellor” [[IV.C-2](#)]. The chancellor’s employment contract reinforces the recognition of the separate roles of the Board and CEO, calling out the chancellor’s responsibility for fiscal oversight and handling personnel matters and stating that “the Chancellor shall have primary responsibility for the execution of Board policy, and the Board shall retain the primary responsibility for setting such policy” [[IV.C-92](#)].

CEO Accountability

The chancellor is held accountable for the operation of the District through a regularly scheduled performance evaluation. Board Policy 2435, Evaluation of the Chancellor, requires that the Chancellor be evaluated at least annually based on Board policy, the chancellor job description, and performance goals and objectives developed jointly between the chancellor and Board [[IV.C-22](#)]. Trustee Cheng explained during a January 9, 2017, interview that the governing board meets with the chancellor each August for a formal appraisal, which includes an evaluation of the chancellor’s past year performance and goal setting for the new year. The Board meets again with the chancellor in February for a mid-year progress report [[IV.C-31](#)].

The Board also sets expectations for regular reports on institutional performance, a key indicator of the Chancellor’s success in her performance of duties. The Board approves a calendar each August that includes dates that certain items, including fiscal self-assessment and the Student Success Scorecard, are scheduled for discussion [[IV.C-33](#)]. Further, the Board policy on institutional planning states that “The Chancellor shall submit those plans for which Board approval is required to the Board and shall inform the Board periodically as to the status of the District’s planning efforts” [[IV.C-36](#)].

Analysis and Evaluation

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

Standard IV.C.13

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

Evidence of Meeting the Standard

The Board of Trustees recognizes the importance of accreditation and its participation in the process in Board Policy 3200, which states that accreditation of the colleges “is viewed by the board as being of the greatest importance” and that “the Chancellor shall ensure that the Board is involved in any accreditation process in which Board participation is required” [[IV.C-93](#)].

Board Informed about Accreditation

The Board is an active and informed participant in the accreditation process. Three trustees have served multiple terms of office extending over prior accreditation cycles, and trustee Cheng acted as the Board's liaison to the College's Accreditation Steering Committee during the recent self-evaluation process. Trustees are provided the Commission's “Guide to Accreditation for Governing Boards,” which details Eligibility Requirements, Accreditation Standards, Commission policies, and accreditation processes, as a training and reference tool; participation in accreditation breakout sessions during conferences; receive regular updates regarding the self-evaluation process; and review and approve the College self-evaluation, follow up, mid-term, and substantive change reports.

During the August 29, 2016, study session, trustees participated in a comprehensive review of the accreditation process that covered the purpose of accreditation, Accreditation Standards, the organization of the Accreditation Steering Committee and Standards teams, timeline for completion of the self-evaluation report, results of student and employee surveys related to Accreditation Standards, Standards related to the governing board and multi-college districts, and the functional map [[IV.C-94](#)].

The February 6, 2017, study session accreditation update provides another example of the governing Board's involvement in the accreditation process. During the presentation, trustees were reminded of the purpose of accreditation and were given an update on development of the College self-evaluation report, topics planned for the quality focus essay, and the timeline for completing the report [[IV.C-95](#)].

Board Informed of College's Accredited Status

The Board of Trustees reviewed and approved the College's Accreditation Midterm Report on October 6, 2014; Follow Up Report on October 5, 2015; Substantive Change Proposal - Baccalaureate Degree in Dental Hygiene on April 6, 2015; Special Report – Baccalaureate Degree on October 3, 2016; and Substantive Change Proposal - Relocation of Middlefield Center to the Sunnyvale Center on March 7, 2016 [[IV.C-96](#), [IV.C-97](#), [IV.C-98](#), [IV.C-99](#), [IV.C-100](#)]. After reviewing the Institutional Self-Evaluation Report on June 12, 2017, the Board accepted and certified it [[IV.C-101](#)].

Board Evaluation of Governing Board Roles and Functions in Accreditation Process

The Board uses Accreditation Standards in its self-evaluation. The self-evaluation instrument asks governing Board members to assess their individual and collective performance in relation to statements included in the Board's mission statement and code of ethics policy related to academic quality and fiscal stability, acting as a collective entity, selecting and evaluating the chancellor, reflecting the public interest, ensuring the quality of student learning programs and services, determining and evaluating policy, Board development, ethical behavior and avoidance of conflict of interest, and respect for the chancellor's authority [[IV.C-19](#)].

Analysis and Evaluation

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

Standard IV.C Evidence

[IV.C-1](#) Board Policy and Administrative Procedure Manual

[IV.C-2](#) Board Policy 2200: Board Philosophy, Mission, and Roles and Responsibilities

[IV.C-3](#) Board Policy 1200: Mission of the Foothill-De Anza Community College District

[IV.C-4](#) Board Policy 2223: Role of the Academic Senate in Academic and Professional Matters

[IV.C-5](#) Board Policy 6010: Curricular Offerings

[IV.C-6](#) Board Policy 6120: Graduation Requirements

[IV.C-7](#) Board Policy 6210: Philosophy for Counseling Program

[IV.C-8](#) Board Policy 5035: Inter-District Attendance

[IV.C-9](#) District Strategic Plan

[IV.C-10](#) Board Policy 3000: Principles of Sound Fiscal Management

[IV.C-11](#) Board Policy 3100: Budget Preparation

[IV.C-12](#) Board Policy 3110: Final Budget

[IV.C-13](#) Board Policy 3112: Reports on District's Financial Condition

[IV.C-14](#) 9-12-16 BOT Agenda 9-Adoption of the 2016-2017 Budget

[IV.C-15](#) 2016-17 Adopted Budget

[IV.C-16](#) Board Policy 2715: Code of Ethics Standards of Practice

[IV.C-17](#) 7-11-16 Board of Trustees Meeting Minutes

[IV.C-18](#) 11-7-16 Board of Trustees Meeting Minutes

[IV.C-19](#) 2015-2016 Board of Trustees Self-Evaluation Summary

[IV.C-20](#) 5-2-16 Board of Trustees Meeting Minutes

[IV.C-21](#) Board Policy 2431: Chancellor or President Selection

[IV.C-22](#) Board Policy 2435: Evaluation of Chancellor

[IV.C-23](#) Administrators Handbook

[IV.C-24](#) Chancellor Search Website

[IV.C-25](#) 1-20-15 Announcement of Chancellor Search

[IV.C-26](#) Chancellor Search Committee Members and Committee Charge

[IV.C-27](#) 2-9-15 BOT Agenda 9-Chancellor Search Timeline and Search Committee Composition, Charge, and Membership

[IV.C-28](#) 2-1-15 Chancellor Search Update-Chancellor Profile Open Forums

[IV.C-29](#) 5-7-15 Chancellor Search Update -Selection of Finalists

[IV.C-30](#) 5-22-15 Chancellor Search Update - Announcement of Finalists

[IV.C-31](#) 1-9-17 Minutes of Accreditation Self-Evaluation Standard IV Team Interview of Trustee Pearl Cheng

[IV.C-32](#) Chancellor's 2015-16 Evaluation Instrument

[IV.C-33](#) Board of Trustees 2016-17 Meeting Calendar

[IV.C-34](#) 8-1-16 BOT Agenda Closed Session - Chancellor's Evaluation

[IV.C-35](#) 2-6-17 BOT Agenda Closed Session - Chancellor's Evaluation

[IV.C-36](#) Board Policy 3250: Institutional Planning

[IV.C-37](#) Board Policy 2015: Student Members

[IV.C-38](#) Board Policy 2345: Public Participation at Board Meetings

[IV.C-39](#) Foothill College President Search Committee Members

[IV.C-40](#) Board Policy 2710: Conflict of Interest

[IV.C-41](#) Board Policy 2716: Political Activity

[IV.C-42](#) Board Policy 2720: Communications among Board Members

[IV.C-43](#) 12-7-15 BOT Agenda 1-Ratification of Contracts and Agreements Attachment

[IV.C-44](#) 2-6-17 BOT Agenda 12-2017 Legislative Principles

[IV.C-45](#) Community College League of California Participating Districts Website

[IV.C-46](#) Community College League of California Mission Website

[IV.C-47](#) 2016-17 California Community College Trustees Board Members

[IV.C-48](#) 12-12-16 Board of Trustees Meeting Minutes

[IV.C-49](#) Board Member Profiles Website

[IV.C-50](#) Association of Community College Trustees Mission Website

[IV.C-51](#) California Education Code, Section 70902

[IV.C-52](#) Board Policy 2712: Conflict of Interest Code

[IV.C-53](#) Board Policy 2010: Board Membership

[IV.C-54](#) 2016-17 Board Priorities

[IV.C-55](#) 2-4-13 BOT Agenda SS2 - Budget Update Presentation Attachment

[IV.C-56](#) Board Policy 2315: Closed Session

[IV.C-57](#) 2-8-16 Board of Trustees Meeting Minutes

[IV.C-58](#) 10-6-14 BOT Agenda 8-Foothill College Student Success and Support Program Plan

[IV.C-59](#) 12-7-15 BOT Agenda 10-Foothill College Student Equity Plan

[IV.C-60](#) 8-3-15 BOT Agenda SS2-Institutional Effectiveness Partnership Initiative

[IV.C-61](#) 6-13-16 BOT Agenda 23-2016-2017 Institutional Effectiveness Goals

[IV.C-62](#) 2-8-16 BOT Agenda 13-2014-15 Fiscal Self-Assessment

[IV.C-63](#) Board Policy 2100: Board Elections

[IV.C-64](#) Board Policy 2110: Vacancies on the Board

[IV.C-65](#) Board Policy 2210: Officers of the Board

[IV.C-66](#) Board Policy 2220: Committees of the Board

[IV.C-67](#) Board Policy 2305: Annual Organizational Meeting

[IV.C-68](#) Board Policy 2310: Regular Meetings

[IV.C-69](#) Board Policy 2320: Special and Emergency Meetings

[IV.C-70](#) Board Policy 2330: Quorum and Voting

[IV.C-71](#) Board Policy 2340: Board Meeting Agendas

[IV.C-72](#) Board Policy 2350: Speakers at Board Meetings

[IV.C-73](#) Board Policy 2355: Decorum at Board Meetings

[IV.C-74](#) Board Policy 2360: Minutes

[IV.C-73](#) 1-11-16 Board of Trustees Meeting Minutes

[IV.C-74](#) 4-4-16 Board of Trustees Meeting Minutes

[IV.C-75](#) Board Policy 4176: International Travel

[IV.C-76](#) Board Policy 5020: Nonresident Tuition

[IV.C-77](#) Board Policy 2410: Policy and Administrative Procedure

[IV.C-78](#) Policy and Procedure Review - Cross Reference Chart of New and Old Policy and Procedure Numbers

[IV.C-79](#) 8-29-16 BOT Agenda SS4-Student Success Scorecard Presentation Attachment

[IV.C-80](#) 2-3-14 Board of Trustees Meeting Minutes

[IV.C-81](#) Board Policy 2740: Board Education

[IV.C-82](#) Governing Board Candidate Orientation Invitation Letter and Resource List

[IV.C-83](#) 8-31-16 Governing Board Candidate Information Session Agenda

[IV.C-84](#) Board Development Tracking Instrument

- [IV.C-85](#) Board Policy 2745 Board Self-Evaluation
- [IV.C-86](#) 1-23-12 Board of Trustees Meeting Minutes
- [IV.C-87](#) 7-13-15 Board of Trustees Meeting Minutes
- [IV.C-88](#) 2-3-14 BOT Agenda SS4 - Trustee Professional Development
- [IV.C-89](#) Board Policy 2735: Board Travel
- [IV.C-90](#) 11-3-14 BOT Agenda 1 - Board Policy 2710 Conflict of Interest - New (Second Reading)
- [IV.C-91](#) Board Policy 2430: Delegation of Authority to the Chancellor
- [IV.C-92](#) Chancellor Employment Contract
- [IV.C-93](#) Board Policy 3200: Accreditation
- [IV.C-94](#) 8-29-16 BOT Agenda SS3-Accreditation Presentation Attachment
- [IV.C-95](#) 2-6-17 BOT Agenda SS3-Accreditation Self-Evaluation Update Presentation Attachment
- [IV.C-96](#) 10-6-14 BOT Agenda 6-Foothill College Accreditation Midterm Report
- [IV.C-97](#) 10-5-15 BOT Agenda 11-Foothill College - ACCJC Follow Up Report Fall 2015
- [IV.C-98](#) 4-6-15 BOT Agenda 9-Foothill College - Substantive Change Proposal for a Baccalaureate Degree in Dental Hygiene
- [IV.C-99](#) 10-3-16 BOT Agenda 4-Foothill College-ACCJC Substantive Change Protocol for the Bachelor of Science Dental Hygiene
- [IV.C-100](#) 3-7-16 BOT Agenda 13-Foothill College Sunnyvale Center Accrediting Commission for Community and Junior Colleges (ACCJC) Substantive Change Request
- [IV.C-101](#) BOT Agenda, June 12, 2017-Foothill College Institutional Self-Evaluation Report

Standard IV.D - Multi-College Districts or Systems

Standard IV.D.1

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

Evidence of Meeting the Standard

The Foothill-De Anza Community College District chancellor establishes and communicates expectations of educational excellence and integrity through both direct and indirect channels of communication.

The Chancellor Provides Leadership in Setting and Communicating Expectations of Educational Excellence and Integrity

The chancellor is highly visible and engaged and has created a direct and open channel of communication with faculty, staff, administrators, and students on both campuses. The District wide fall Opening Day events, which bring staff, administration, and faculty together, set the tone for district wide collaboration and engagement for the remainder of the year [IV.D-1]. In her first Opening Day speech after assuming leadership of the District, Chancellor Miner reiterated the pledge she made during the chancellor search process to close the achievement gap, and she identified student equity, educational excellence, and leadership in innovation as the way forward. While recognizing the individual achievements of faculty and staff and acknowledging the colleges as leaders in state and national measures of educational excellence, she made clear that the gap in success rates would not be ignored, remarking that “If you are weary of hearing about the achievement gap, I assure you that if we close it, I will happily move on to another topic” [IV.D-2].

For the 2016-17 District Opening Day event, the chancellor built upon the student equity theme, both in her speech and in the addition of a focused series of workshops devoted specifically to implementing equity practices in everyday work. The chancellor’s speech to employees recognized the Colleges for being at the top of their peer groups in student success but acknowledged that unacceptable gaps persist that can only be closed with the collective efforts and commitment of everyone at the District. Speaking about the revised District mission statement, the chancellor emphasized that equity, excellence, inclusion, and sustainability are inextricably intertwined and that everyone at the District has a role in student success and a responsibility to contribute [IV.D-3].

Following the general session, participants engaged in discourse and exploration through a series of thoughtfully structured applied equity workshops on topics ranging from “Student Voices: Creating Dialogue for Equity and Student Success” to “Applied Cultural Humility” followed by more traditional general workshops that covered a broad range of topics from tenure review to student engagement [IV.D-4, IV.D-5].

A further example of the chancellor’s commitment to and expectation of educational excellence is the District’s membership on the Board of Directors of the League for Innovation in the Community College. As part of the reaffirmation of membership process, which is triggered when there is a change in the chief executive officer of the institution, a self-evaluation report was prepared in 2016 to demonstrate that the District continues to meet the criteria for membership, which includes institutional excellence and effectiveness, innovative and experimental programs and practices, institutional stability, a high quality of resources, a high quality of leadership, and national

or state recognition. The chancellor solicited input into the self-evaluation through a District wide survey, and shared the final report widely by posting it prominently on the District website, announcing the availability of the report through a district wide email message to all employees, and at meetings of the Board of Trustees and Chancellor’s Advisory Council (CAC) [[IV.D-6](#), [IV.D-7](#), [IV.D-8](#), [IV.D-9](#)].

The Chancellor’s Advisory Council provides another forum for the chancellor to provide leadership in setting and communicating expectations. Council members represent student, staff, faculty, and administrative organizations throughout the district, and representatives of the council bear a responsibility to “communicate a clear understanding of the issues and any CAC recommendations to his/her constituency.” The council played a prominent role in crafting the revised District mission statement, and the chancellor worked with the executive director of Institutional Research and Planning in leading the council in thoughtful and frank discussions throughout the revision process that resulted in consensus and a strong commitment from council members. This commitment was exhibited when changes to the statement were proposed by members of the Board of Trustees, and council members spoke vigorously in favor of retaining the carefully crafted language that had resulted from many months of effort [[IV.D-10](#), [IV.D-11](#), [IV.D-12](#), [IV.D-13](#), [IV.D-14](#), [IV.D-15](#), [IV.D-16](#)].

Periodically during the academic year, the chancellor engages administrators and supervisors from both colleges and Central Services in half-day meetings that serve as both a communication tool and training opportunity. Discussions at the meetings are diverse and range from topical issues such as diverse as sexual harassment training to technology updates. At the February 10, 2017, meeting, for example, discussions included a review of the outcomes of the February 6, 2017, Board of Trustees study session; results of the student computing device ownership survey; an analysis of students who apply, but do not enroll; and enrollment challenges and opportunities [[IV.D-17](#)].

Additionally, senior administrators from both colleges and Central Services are called together quarterly to discuss issues of concern District wide. During the May 10, 2016, meeting, issues discussed included college/district institutional effectiveness goals for 2016-17, revision of the District mission statement, review of the draft Facilities Master Plan, and proposals for District Opening Day equity training [[IV.D-18](#)]. On August 18, 2016, senior administrators engaged in a full-day equity retreat facilitated by Nani Jackins Park of Equity Works NW, a consultant contracted by the chancellor in part to “work with District and campus administrative and equity leaders to create a project plan to promote equity and inclusion at Foothill-De Anza and provide consultation to executive district leadership related to the identification and implementation of initial equity strategies” [[IV.D-19](#), [IV.D-20](#)].

In direct communications at weekly Chancellor’s Cabinet meetings, the chancellor works collaboratively with the college presidents and vice chancellors to communicate expectations and priorities. These regular leadership meetings allow the chancellor to establish alignment between the colleges and District and provide a forum for the executive leaders of the District to openly discuss challenges and opportunities and come to agreement on recommendations for supporting the colleges, ensuring effective operation. The chancellor also conducts individual biweekly meetings with the college presidents and vice chancellors to ensure that roles and responsibilities are clearly communicated and that the District remains proactive in addressing emerging issues.

Chancellor Establishes Clearly Defined Roles, Authority and Responsibility between the Colleges and the District

Working with the colleges and through the participatory governance process, the District engaged in a review of College and District responsibilities as they relate to accreditation standards. The resulting delineation of functions map documents and clearly defines separate and shared roles, authority, and responsibilities [[IV.D-21](#), [IV.D-9](#), [IV.D-22](#)].

By creating a sound organizational structure, with multiple layers of reporting responsibility that ultimately culminate in her leadership and oversight, the chancellor ensures the effective operation of the colleges. As prescribed in Board policy, the organizational structure is maintained with the necessary degree of flexibility to ensure a free flow of communication and the ability to mold to the evolving needs of the District. The related administrative procedure charges the college presidents and vice chancellors with determining the lines of “management and supervisory responsibility within their operational units” [[IV.D-23](#), [IV.D-24](#)].

Despite the delegation of authority, including the administration of each college, the chancellor carries executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board that necessitate administrative action. Indeed, not only is the chancellor empowered to reasonably interpret Board policy, but to take action where Board policy does not exist or is lacking. The chancellor also must ensure that all relevant laws and regulations are complied with, and that required reports are submitted in a timely fashion [[IV.D-25](#)].

Analysis and Evaluation

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

Standard IV.D.2

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

Evidence of Meeting the Standard

Chancellor Delineates, Documents, and Communicates Operational Responsibilities

The chancellor of Foothill-De Anza Community College District clearly delineates, documents, and communicates operational responsibilities and functions of the District from those of the colleges and adheres to this delineation in practice. The District's organizational structure administrative procedure outlines operational responsibilities for the District and delegates to the college presidents and the vice chancellors of Business Services, Human Resources & Equal Opportunity, and Technology the responsibility for delineating "lines of management and supervisory responsibility within their organizational units" [[IV.D-24](#)].

A delineation of functions map that clarifies responsibilities of the colleges and Central Services in meeting accreditation standards was developed in consultation with the vice chancellors and colleges and shared District wide. The functional map was discussed with the Board of Trustees on August 29, 2016; reviewed by the District wide participatory governance Chancellor's Advisory Council (CAC) on October 14, 2016; and accepted by the council on December 2, 2016. The College's Integrated Planning & Budgeting Governance Handbook further describes the relationships between the College governing bodies and the District [[IV.D-21](#), [IV.D-26](#), [IV.D-9](#), [IV.D-22](#), [IV.D-27](#)].

The chancellor meets weekly with the college presidents and vice chancellors and quarterly with the District and College senior staff to discuss strategic and operational issues. District wide participatory governance groups, such as the CAC, facilitate communication between the District and College, providing a forum for expressing concerns about District services that support the College in achieving its mission and acting as a feedback mechanism to provide assessment of the effectiveness of District services. The stated purpose of the Human Resources Advisory Committee, for example, is "To provide input to Human Resources for continued improvement in services and programs for employees; to improve communication between Human Resources and the employees it serves" [[IV.D-28](#)].

The District wide strategic, technology, and facilities master plans further differentiate the responsibilities of the colleges and District and provide data-driven metrics for measuring success. The District Strategic Plan in particular demonstrates how District services are focused on meeting the needs and priorities of the institution as an overwhelming majority of the District strategies incorporated into the plan are directly related to supporting specific College goals. This college-centric approach is also evident in the prioritization of spending illustrated in the resource allocation cycle, which also provides ample opportunity for communication and feedback [[IV.D-29](#), [IV.D-30](#)].

The Chancellor Ensures that the Colleges Receive Effective and Adequate Services

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

Chancellor's Office

The chancellor provides leadership for the District in guiding long-range planning processes, working with the college presidents in focusing on the primary roles of teaching and learning, providing leadership for the role of technology in higher education, advancing the District's commitment to diversity, managing the District's resources, strengthening the District's financial position, developing new sources of external funding, and ensuring input from representatives of all constituencies. The chancellor also works to ensure progress on District-led initiatives and campus priorities; ensures that the District's infrastructure and support systems are robust; strengthens the District's management systems; articulates and promotes a strong, innovative vision of the District to the educational, political, business and civic leaders of the community, the state, and the nation; advocates for the educational and financial needs of the district; strengthens existing ties and develops new partnerships; and works with the Foothill-De Anza Foundation to raise funds from the private sector [[IV.D-31](#)].

In addition to providing support to the chancellor, to the governing board of the District, and to various governance committees, the Chancellor's Office manages Board policies and procedures and takes a leading role in community relations, state and federal relations, legislative advocacy, public affairs and media relations, and foundation strategic leadership and fundraising.

The Foothill-De Anza Foundation helps address financial inequities with scholarships, book vouchers, and fundraising to improve and expand critical College programs such as support services for veterans and educationally and financially disadvantaged students. The Foundation works closely with the District and College leadership to support institutional priorities [[IV.D-32](#)].

Business Services

Business Services provides services in the areas of Accounting, Budget, Environmental Health & Safety, Finance, Grants, Payroll, Safety, and Risk Management [[IV.D-33](#)]. The Business Services Office is responsible for coordinating the development of the District's annual budget, preparing quarterly reports, and tracking the use of float funds [[IV.D-34](#)].

Accounting Services is responsible for the accumulation and distribution of District wide financial information for both internal and external use. It provides an array of fiscal support services, including accounts payable, accounts receivable, financial analysis, and cashier services, as well as general accounting services [[IV.D-35](#)].

Environmental Health and Safety oversees all aspects of environmental compliance, ensuring that hazardous, universal, and medical waste is appropriately disposed; remodels, construction projects, and permitting of new operations are performed within regulatory guidelines; training is provided to personnel who manage regulated activities; and environmental programs are created to improve procedures [[IV.D-36](#)].

Facilities, Operations, and Construction Management supports the colleges in achieving their goals by providing maintenance and repair services to both colleges, custodial services and grounds maintenance to Foothill College, and executing the capital construction program as well as major renovation, repair, and maintenance projects [[IV.D-37](#)].

Grants provides overall monitoring responsibility for all federal, state, and local grants; reviews grant proposals; provides assistance with financial questions including how to prepare financial reports; and provides guidance for questions related to procedures and guidelines for faculty, directors, deans, and vice presidents who oversee grants and categorical programs [[IV.D-38](#)].

Payroll Services functions as the centralized administrator for employees' net pay including retirement and tax withholdings and reporting. Working in collaboration with the District Human Resources Department, campus personnel and the student employment coordinator, payroll staff compute and distribute employees' net compensation with the highest accuracy in accordance with the District policy, federal and state laws, and applicable bargaining agreements [[IV.D-39](#)].

Purchasing Services supports the education of students by purchasing goods and services requested by the District and the colleges based upon an impartial open competitive vendor selection process that complies with applicable laws and District policies and achieves the lowest available acquisition cost consistent with the specified features, functions, quantity, quality, level of service, and required delivery time [[IV.D-40](#)].

The Risk Management Department works to provide a safe environment conducive for work and learning, and to protect and preserve District property and assets. The responsibilities of the Risk Management Department include purchasing and managing insurance, managing property and liability claims, providing safety training for faculty and staff, and maintaining compliance with OSHA regulations [[IV.D-41](#)].

The Foothill-De Anza Police Department has the responsibility of investigating felony and misdemeanor crimes occurring on both the Foothill and De Anza campuses. Officers work closely with allied agencies to identify suspects and crime trends. The department is also responsible for the Sex Offender Registrant Program and works closely with the Department of Justice and the local District Attorney [[IV.D-42](#)].

Human Resources & Equal Opportunity

Foothill-De Anza recognizes that without exceptional faculty and staff, there would be little chance of fulfilling its ambitious goals. Human Resources supports the colleges by providing position classification; recruitment, on-boarding and orientation of new employees; wage and salary placement; professional development leaves and other leaves of absences; employee recognition and professional development programs; employee health and fringe benefits; compliance with federal and state nondiscrimination and equal opportunity statutes and regulations; responses to complaints related to harassment and discrimination, including sexual harassment; labor negotiations; and grievance, discipline procedures, and administrative hearings [[IV.D-43](#)].

The Human Resources Department led a collaborative effort with the District's unions to align health benefits with declining revenues during California's recent recession. Recommendations made by the Joint Labor Management Benefits Council allowed the District to move from a longstanding self-insured and self-funded model, administered by and fully paid for by the District, to a fully-insured model that allows costs to be controlled and expenses stabilized through a contract with the state-sponsored health insurance plan and implementation of employee premium contributions. A health benefit reserve fund was established to offset drastic increases in premiums year-to-year and to ease the transition to the higher share of costs that employees now contribute. In 2013, *Workforce Magazine* recognized Foothill-De Anza with an Optimas Award in the partnership category for exemplary achievement in workforce management related to the JLMBC [[IV.D-44](#)].

The District director of equity and employee relations oversees the equity initiatives of Human Resources, including professional development to support and enhance equity and diversity efforts throughout the District and ensure compliance with District, state, and federal policies and regulations. The District equity director leads the District Diversity and Equity Advisory Committee (DDEAC), which has a charge that includes reviewing and revising the District's Equal Opportunity

Plan and making recommendations for enhancing hiring policies and practices to ensure inclusion and a focus on equity. In 2016, DDEAC and the District's Human Resources Advisory Committee recommended strengthening training for hiring committee members and revising the District's employment application to sharpen the focus on applicants' commitment to diversity, equity, and inclusion. The expanded training commenced in fall 2016 [[IV.D-45](#)].

Educational Technology Services

Educational Technology Services (ETS) is a comprehensive, centralized support organization that serves the academic and administrative technology needs of the students, faculty and staff of the Foothill-De Anza Community College District [[IV.D-46](#)]. ETS manages software and hardware standards, implementation and service, and coordinates major projects across the District to improve efficiency and maximize performance, such as network refresh, desktop virtualization, server virtualization, website conversion, and 25Live, an integrated solution for managing classrooms, facilities, and other physical resources to support instructional and administrative needs [[IV.D-47](#)].

As noted on the Foothill College website, Institutional Research and Planning "supports Foothill College in providing information that leads to thoughtful and purposeful decision making for the improvement of student success and overall College planning. Institutional research serves as a primary resource in building a culture of evidence, bringing statistical and social science research methods to the institutional data found throughout the Foothill-De Anza Community College District." Institutional Research and Planning "conducts research, plays leadership and consulting roles, and serves as a steward for the institution's official statistics" [[IV.D-48](#)].

An example of the department's effective support of the Colleges is the custom-built Inquiry Tool developed by one of the College researchers in coordination with ETS. The Inquiry Tool allows faculty members to explore student success and retention in their course sections through an interactive online interface. It enables instructors to look at student outcomes by characteristics such as ethnicity, financial aid status, enrollment status, or veteran status, and by course attributes such as online versus face-to-face or basic skills versus transferable. Only instructors are able to see section-level data. The campus community can use the tool to look at course level data for a department or division. The intent is to deepen understanding and foster conversations about student success, equity, disproportionate impact, and recruitment [[IV.D-49](#)].

The Online Education Initiative (OEI) is a grant-funded statewide project led by Foothill-De Anza Community College District in partnership with Butte-Glenn Community College District. The OEI is in the process of establishing a statewide online education system that students can use to take classes from any participating college in the state using a common course management system. The goal is to improve access to higher education and increase the number of Californians who attain college degrees by providing an online environment that is seamless to navigate and rich in student support services. Foothill College benefits from the course design standards, faculty professional development, online readiness tutorials, tutoring services, and basic skills resources developed by the initiative, and as one of 24 pilot colleges in the initiative, is part of the OEI Consortium and eligible to be one of the first participants in the OEI Course Exchange [[IV.D-50](#)].

Evaluation of Support for Institutional Mission and Functions

Beyond the metrics included in institutional plans and feedback received through the governance process, District services are assessed through a variety of surveys and reports. The District's Business Services Office prepares a Sound Fiscal Management Self-Assessment Checklist report annually to ensure continuous scrutiny of District business practices and fiscal stability; external auditors conduct an annual financial audit of all Foothill-De Anza's funds, books, and accounts; and the District contracts for an annual performance audit of the bond program and periodic performance audits related to various cash handling and procurement card procedures, facilities rentals, independent contractors, and student employment, awards, and scholarships [[IV.D-51](#), [IV.D-52](#)].

Other mechanisms in place to assess the effectiveness of District services include annual reports on risk management and environmental compliance services; the Measure C Citizens' Bond Oversight Committee annual report, which provides an independent assessment of the District's construction bond program; the Employee Accreditation Survey; and surveys administered by Educational Technology Services and Facilities to determine user satisfaction with regard to help requests [[IV.D-53](#), [IV.D-36](#), [IV.D-54](#), [IV.D-55](#)].

Finally, each administrative unit evaluates its support for the institutional mission through an annual Administrative Unit Review that includes an assessment of progress toward meeting goals related to the District Strategic Plan and a realignment of objectives supporting goals [[IV.D-56](#)].

Analysis and Evaluation

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

Standard IV.D.3

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

Evidence of Meeting the Standard

Recognizing the link between fiscal stability and effective control of expenditures and the ability to provide quality educational services, the Board of Trustees has adopted policies that entrust the chancellor with overall responsibility for sound fiscal management. Specifically, Board policy charges the chancellor with the responsibility:

- a. To provide responsible stewardship of available resources.
- b. To maintain fiscal planning processes that address short- and long-term educational missions, goals and objectives and include constituency input.
- c. To maintain adequate cash and fund balance reserves to meet short- and long-term needs, obligations and liabilities.
- d. To implement and maintain effective internal controls.
- e. To aggressively prosecute any fraudulent activity.
- f. To limit the District's exposure to undue liability and risk.
- g. To identify sources of revenue prior to making short-term and long-term commitments.
- h. To establish and maintain current plans for the repair and replacement of equipment and facilities needed to sustain the instructional and support programs.
- i. To maintain human resource practices consistent with legal requirements and program objectives and to ensure that salary and benefit costs and obligations do not exceed available financial resources.
- j. To ensure that auxiliary activities having a fiscal impact on the District are consistent with the instructional mission of the District and comply with sound business, accounting, budget, and public disclosure and audit principles.
- k. To incorporate in the organizational structure a clear delineation of fiscal responsibilities and staff accountability.
- l. To keep the Board informed regarding the current fiscal condition of the District as an integral part of the decision-making processes.
- m. To develop and communicate effective fiscal policies, objectives and procedures to the Board, staff, students, and community.
- n. To maintain an effective and efficient information system in order to provide timely, accurate and reliable fiscal, human resource and student information to appropriate staff for planning, decision making, resource allocation and budget control.
- o. To establish and maintain effective processes to evaluate significant changes in the fiscal environment in order to make necessary and timely financial and program adjustments [\[IV.D-57\]](#).

The chancellor is required by policy to report in detail to the Board at least quarterly regarding the District's financial and budgetary condition [IV.D-58]. Fiscal responsibility is one of the seven strategic priorities articulated in the District Strategic Plan, and "responsible stewardship of available financial resources" is articulated in the plan as a district goal [IV.D-29].

The Business Services Office prepares a Sound Fiscal Management Self-Assessment Checklist report annually to ensure continuous scrutiny of District business practices and fiscal stability. The comprehensive narrative document is presented each year to both the Board of Trustees and the district's Audit and Finance Committee, which is made up of two trustees and four community members. For the fiscal year ending June 30, 2016, the report examined and found acceptable the areas of deficit spending, fund balance, cash flow borrowing, bargaining agreements, staffing, internal controls, management information systems, position control, budget monitoring, retiree health benefits, leadership stability, liability, and reporting. Declining enrollment was listed as an area of concern, with the report noting "The district has more than sufficient dollars in the stability fund to offset the revenue loss for 2017/18. The district will be making plans to reduce expenditures to match revenues if the FTES loss is not restored over the next one to two years" [IV.D-51].

The District has been prudent in managing its reserves and controlling its expenditures, which has allowed for the effective operation and sustainability of the colleges during periods of fiscal instability at the state and national level. As noted in the fiscal self-assessment:

During difficult budget years, the district reduces ongoing expenditures and sets aside one-time funds (e.g., the stability fund) to bridge budgeted deficits. At the same time, the district revises ongoing revenue and expenditure estimates to reflect changes as anticipated. The Board and the administration are keenly aware of the one-time nature of the stability fund as a short-term solution. They recognize the need to manage the size of the operating deficit that the stability fund backfills to maximize its availability. The stability fund serves as a valuable one-time strategic resource, providing time for planning to restore ongoing revenue while delaying the impact of ongoing budget reductions that would be required should ongoing revenue not be restored. Budgets are revised accordingly as new economic information becomes available.

The district's undesignated fund balance in the General Purpose Fund is stable, varying from between \$16 million and \$36 million in excess of the 5% contingency reserve for the past five years. This increase in the General Purpose Fund balance is intentional and the planned outcome of hard work and dedication by many departments, reductions in operating expenses, restricted spending on discretionary "B" budget, and savings from positions held vacant throughout the year. These funds are designated to close operating deficits on a one-time basis, to preserve our staffing levels as long as possible, and to be available to offset any cuts on a one-time basis in future fiscal years [IV.D-51].

External auditors conduct an annual financial audit of all Foothill-De Anza's funds, books, and accounts. The District's auditors have issued clean, unqualified opinions with no audit exceptions for at least a decade. The audit also includes a report on internal control over financial reporting and tests of compliance with certain provisions of laws, regulations, contracts, and grant agreements. For the year ending June 30, 2016, the external auditor issued a clean, unmodified opinion for all audited records, financial and compliance. There was one audit finding noted in the report for to be arranged (TBA) courses and one management recommendation regarding accounts payable reporting. De Anza College provided a response to the finding and has implemented the appropriate procedures to address how TBA courses and their related hours are captured and reported. The District has also identified a corrective action plan to remedy the accounts payable reporting exception.

The management discussion and analysis included in the audit for the year ending June 30, 2016, notes that “Based on the district’s strong fund balances, we will be able to make gradual adjustments to expenditures to offset any revenue decline over the next two to three years. In this way, we will have the luxury to develop strategies to stabilize/increase enrollments and balance expenses to revenues for the long term.” The current year audit report signals a strong and sound financial operating and reporting environment consistent with other financial measures traditionally used to evaluate the control of expenditures such as the annual budget performance and level of reserves [IV.D-52].

Annual financial audits also are performed for the Foothill-De Anza and the general obligation bond program. In addition to financial audits, the District contracts for an annual performance audit of the bond program and periodic performance audits related to various cash handling and procurement card procedures, facilities rentals, independent contractors, and student employment, awards, and scholarships.

Foothill-De Anza Community College District allocates funds utilizing the District’s carefully designed budget principles and formulas. The District uses a fair and consistent formula based on full-time equivalent students (FTES) for allocation of resources that support the effective operations of the colleges. Both historically and consistently, Foothill College and De Anza College receive a 40/60 percent split of FTES produced annually. Foothill College receives 40 percent of the total revenue allocation for both colleges, and De Anza College receives 60 percent. The majority of the budget, comprised of salaries, benefits and discretionary budget, maintains the consistent 40/60 split. The allocation for classroom teaching expenses, full-time equivalent faculty (FTEF), is carefully analyzed each year to ensure that the appropriate FTEF is allocated to each college based on its productivity (FTES). Members of the District Budget Advisory Committee, Chancellor’s Cabinet, and the governing councils of Foothill and De Anza review the process regularly. Practices are consistent with the law and sound fiscal management and ensure that fiscal plans provide for contingencies and reserves as is prudent.

Management, faculty, and staff are given appropriate opportunities to participate in and influence the development of College financial plans and budgets. The colleges distribute resources utilizing their individual shared governance structures. In both plentiful and lean financial times, the resource allocation process fairly provides for materials, equipment, and personnel.

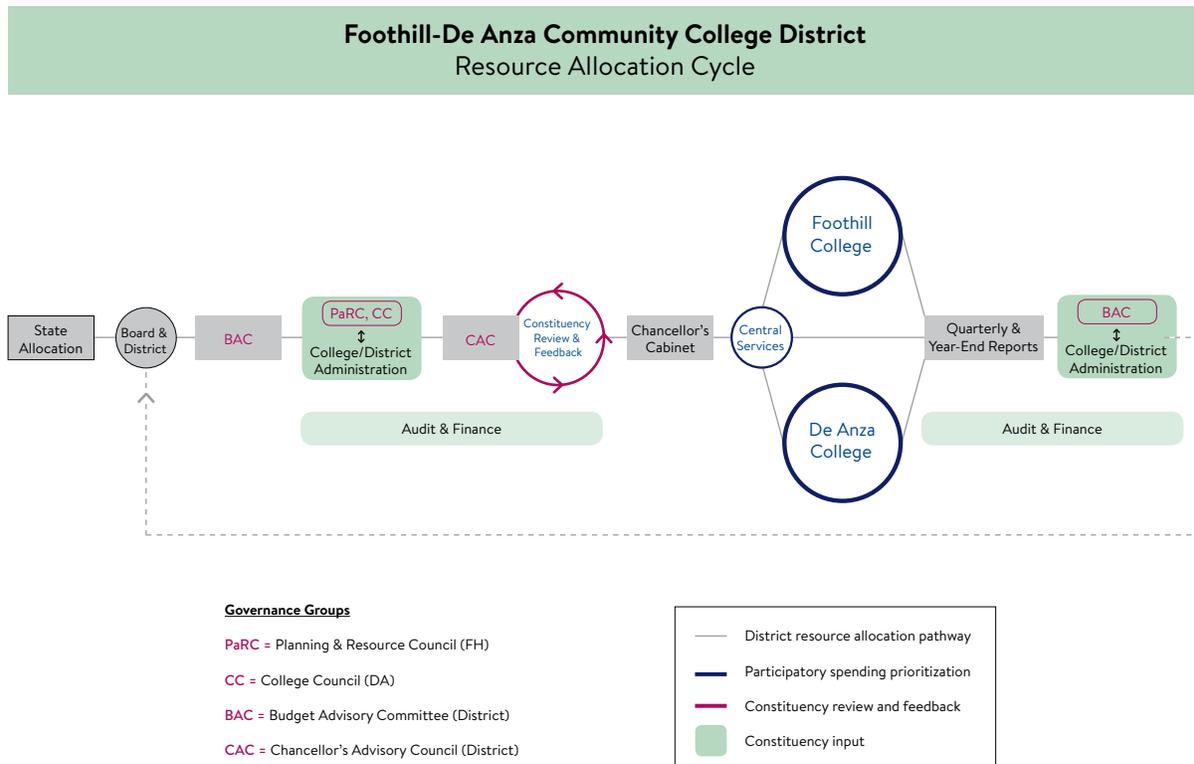
When the District receives its state allocation, it is reviewed by many District and College groups before being allocated to the colleges and Central Services. The involvement of multiple College and District committees helps ensure that the process is fair, well understood, and reflects a realistic assessment of needs and priorities of each institution. The District wide participatory governance Budget Advisory Committee meets multiple times over the course of the year to discuss the current year and proposed budgets, resource allocation policies, and strategic issues. Committee members report back to constituent groups, and the chair provides periodic reports to the Chancellor’s Advisory Council.

The District Budget Advisory Committee, through the vice chancellor of Business Services, advises the chancellor, who retains ultimate responsibility for approval of the allocation of resources. Committee members include management, faculty, staff, and students from each college, as well as bargaining unit representation. Allocation of personnel resources and all other operational resources is designed to be an equitable and sound process, based on the well-developed formula and procedures outlined above [IV.D-59].

Personnel resource planning is closely integrated with budget planning. As documented in the Sound Fiscal Management Self-Assessment Checklist report, “The Board has previously approved a ‘growth

model' which funds additional positions, both teaching and support staff, in direct proportion to FTES growth. While the law requires an increase in full-time faculty consistent with FTES increases, the district's model uses the same rationale for growth and reduction of non-teaching positions" [IV.D-51]. The vice chancellor of Human Resources sits on the District Budget Advisory Committee with the vice chancellor of Business Services. Additionally, both vice chancellors serve on the Chancellor's Advisory Council (CAC) with its District wide constituency representation (see chart below).

FIGURE 75:



In challenging budget years, the District has supplemented regular committee meetings and reports to the Board of Trustees with town hall meetings and District wide conversations meant to ensure that all employees and students have the opportunity to understand budget issues and resource distribution processes [IV.D-60]. Additionally, comprehensive information and reports regarding the financial condition of the District and operational processes are made available to the College community and public through the Business Services website [IV.D-61].

Foothill College's Integrated Planning & Budget Council Governance Handbook details the resource allocation process at the college level [IV.D-27]. While the majority of employees who responded to the Employee Accreditation Survey agreed and only nine percent disagreed that "the district chancellor ensures sufficient district support is allocated so the colleges can achieve their mission and goals," 32 percent of respondents answered "Don't know/Doesn't apply." These findings suggest that despite discussions in a variety of committees and forums, more effective communication regarding the District's role in the resource allocation process may be warranted [IV.D-55]. In an ongoing effort to improve communication, the recently approved District Strategic Plan includes District strategies intended to enhance participatory governance feedback and communication processes [IV.D-29].

Analysis and Evaluation

Foothill College meets the Standard. The District has successfully weathered periods of statewide financial instability, maintaining remarkable long-term financial robustness and solvency. The District and two colleges follow standards of best practices that include establishing annual financial projections, and plan quarterly status reports on the financial and budgetary condition, maintaining adequate cash and fund balance reserves, responsible investment practices, and maintaining a balanced budget. External auditors provide annual audit reports and have issued clean, unmodified opinions for at least a decade. To ensure a process that is fair, well understood, and realistic in assessing the needs of each college, the District has developed and implemented a resource allocation process that is college-centered and provides many opportunities for constituency review and feedback.

Standard IV.D.4

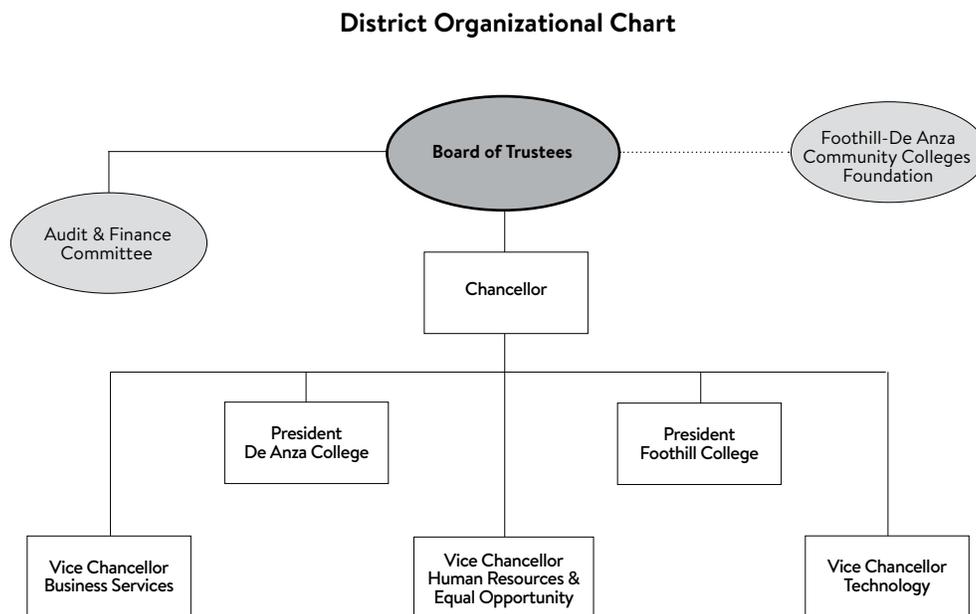
The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.

Evidence of Meeting the Standard

Chancellor Delegates Responsibility to the College Presidents

The chancellor has delegated full responsibility and authority to the college presidents to implement and administer delegated district policies without interference, and the delegation is documented in District policies and procedures. The chancellor is permitted by board policy to “delegate any powers and duties entrusted to him/her by the Board including the administration of each college and center” and required to “establish organizational charts that delineate the lines of responsibility and fix the general duties of employees within the District” [IV.D-25, IV.D-23]. The organizational chart developed by the chancellor and included in approved administrative procedure delegates the administration of each college to its president and requires the president to “establish organizational charts that delineate the lines of management and supervisory responsibility within their organizational units” [IV.D-23, IV.D-24]. The delineations of functions map further documents the separation of District and College responsibilities [IV.D-21].

FIGURE 76:



College Presidents Implement Delegated District Policies Without Interference

The chancellor has delegated authority to the Foothill College president to implement delegated District policies without interference. For example, although the Board of Trustees retains ultimate authority in approving employment, the president is charged through board policy with the primary responsibility for selecting college administrative personnel [IV.D-62]. The selection committees for college administrator positions include the president, and the president has the authority to make the final decision on the selection of the candidate forwarded to the chancellor for recommendation to the Board [IV.D-63]. The chancellor does not sit on selection committees for college administrator positions and does not influence the selection process.

The development of the College Student Equity Plan is another example of the independent authority of the College president to implement delegated district policies. While Board policy holds the chancellor responsible for ensuring that each College establishes and implements a plan pursuant to state regulations, the chancellor through administrative procedure charges the College president with the authority to develop and execute a plan specifically designed to meet the needs of the College's student population [[IV.D-64](#), [IV.D-65](#)]. Foothill College's Student Equity Plan was presented to the Board of Trustees for approval on December 7, 2015, and the College's interim president presented the plan and made the recommendation for approval [[IV.D-66](#)].

Accountability

The College president is held accountable through regular meetings with the chancellor and a comprehensive annual performance evaluation that involves the setting of goals and objectives, mid-year review, self-evaluation, and a formal evaluation of key position responsibilities and progress in meeting goals. Additionally, every third year, input into the president's evaluation is sought from faculty members, administrators, staff, students, and community members [[IV.D-67](#)].

Analysis and Evaluation

Foothill College meets the Standard. The District chancellor delegates full authority and responsibility to the College president and holds the president accountable for the operation of the College. In her role as leader of the College, the president implements and administers delegated Board policies in a manner that ensures the quality and integrity of programs, excellent services to students, and financial stability to carry out the College mission.

Standard IV.D.5

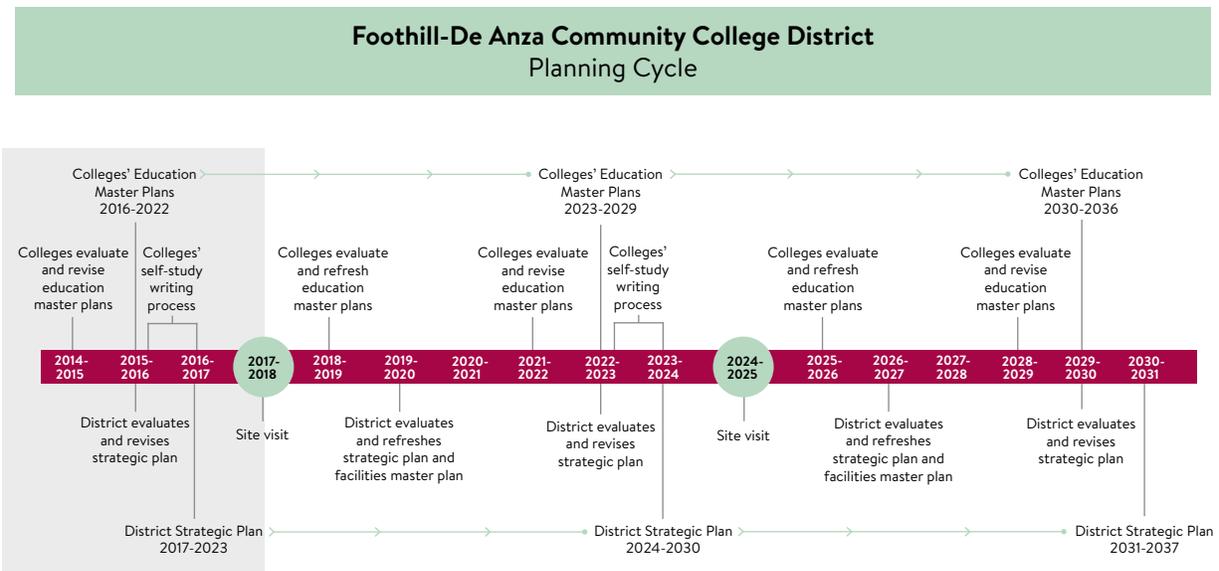
District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard

Foothill-De Anza Community College District has established District wide integrated processes for strategic, financial, facilities, and technology planning with the goal of optimizing excellence in student learning and achievement. Planning is integrated with resource allocation at the District level through the budget review process.

The development of the college educational master plans and the District Strategic Plan happen in a cycle that allow each document and planning process to be informed by the other [IV.D-68]

FIGURE 77:



District Strategic Plan priorities and goals are derived from the District mission statement and aligned with the goals articulated in the colleges' educational master plans. The colleges and the District look to the outcome metrics in their respective planning documents to determine the effectiveness of the integrated planning process. For instance, in the District Strategic Plan, the District strategies, which are aligned with articulated College goals, have associated metrics that allow for evaluation of progress and subsequent adjustment of strategies to better meet goals [IV.D-29].

The District Facilities Master Plan, which incorporates plans for both colleges, was developed through a yearlong collaborative effort that involved wide participation from across the District. Recommendations in the plan are linked to goals and initiatives in the District Strategic Plan, which in turn, is linked to the college educational master plans and District sustainability and technology plans. As noted in the Facilities Master Plan, "the planning team worked closely with the designated planning committees to define planning goals, discuss the analysis of existing conditions, review planning data, evaluate a series of development options, and make recommendations for site and facilities development." Student learning and achievement and institutional effectiveness are the primary focus of all District plans, and principles used to develop facilities plan recommendations included "enhance student success," "improve efficiency of facilities," and "support stewardship of resources" [IV.D-69].

Included within the Facilities Master Plan is an overview of the District Technology Plan, which “was developed and vetted through the Educational Technology Advisory Committee (ETAC), a participatory governance committee dedicated to ensuring the effective use of technology across the district and associated colleges.” To develop the Technology Plan outcomes, ETAC considered “strategic guidance from the Board of Trustees and the chancellor, the strategic plans and technology plans of both colleges, an environmental analysis of future technology trends, several infrastructure analyses and audits, and surveys with other input from staff and faculty.” ETAC worked through winter and spring 2017 to analyze the college technology plans and develop a District wide plan that articulates ways in which Educational Technology Services can support the goals and further the mission of the colleges and the District. ([IV.D-70](#)).

Analysis and Evaluation

Foothill College meets the Standard. District and College planning and evaluation are integrated to improve student learning and achievement and institutional effectiveness, and the planning cycle allows for evaluation, reflection, and alignment between planning efforts. The District Strategic Plan, Facilities Master Plan, and Technology Plan were developed with District wide participation and are linked with College plans.

Standard IV.D.6

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

Evidence of Meeting the Standard

Communication is both art and science. At Foothill-De Anza Community College District, technology and human connection are used to create effective pathways to useful and accurate information flow from individuals to the committees to the administration and back again from the District to the individuals.

The framework for this flow of information is the participatory governance structure [\[IV.D-71\]](#). This creates a pathway for information between the chancellor and the colleges, and helps to ensure that information vital for decision making is shared with the District in a timely manner. From the Chancellor's Advisory Council, the communication pathway travels to the District Diversity and Equity Advisory Committee, Budget Advisory Committee, Human Resources Advisory Committee, Educational Technology Advisory Committee, and then to the college participatory governance councils, the De Anza College Council and Foothill Planning and Resource Council (PaRC). The members of these groups represent every constituency of the College—faculty, administrators, classified staff, district employees, and students.

The charge of the Chancellor's Advisory Council, which is reviewed and reaffirmed annually at the first meeting of each new academic year, is to serve as “the primary district-wide, participatory governance leadership team that advises the chancellor on institutional planning, budgeting, and governance policies and procedures affecting the educational programs and services of the Foothill-De Anza Community College District. Members of the CAC advise and make recommendations to the chancellor regarding district goals and priorities that are of major importance to the district in providing opportunity and promoting quality, integrity, accountability and sustainability in carrying out the mission and goals of the district.” CAC's membership includes the chancellor, college presidents, vice chancellors, and leaders of the academic and classified senates, employee groups, and student organizations, ensuring that all of the District's constituencies are given the opportunity to participate in District decisions that impact the College [\[IV.D-10\]](#).

Reporting to CAC are four District wide committees that focus on the functions of the three Central Services operational units. The District Budget Advisory Committee includes among its responsibilities “to make recommendations on the budget process, make recommendations on resource allocation policies, propose budget assumptions, review revenue sources, prepare budget scenarios, and advise CAC on the fiscal impact of district wide initiatives” [\[IV.D-59\]](#). The Human Resources Advisory Committee has a charge “to provide input to Human Resources for continued improvement in services and programs for employees; to improve communication between Human Resources and the employees it serves” and “to provide advice on current and future endeavors of Human Resources and to provide constructive evaluation of the service provided” [\[IV.D-28\]](#). The District Diversity and Equity Advisory Committee is responsible for “implementing the Equal Employment Opportunity plan for the District” and “developing, implementing and coordinating district-wide diversity training, plans and activities consistent with the Diversity Vision Statement” [\[IV.D-45\]](#). The Educational Technology Advisory Committee “has primary responsibility for developing an overall strategic plan for technology in the district and maintaining an ongoing implementation effort aimed at achieving the goals of this plan” [\[IV.D-72\]](#).

In addition to this process, other committees/workgroups meet regularly. The Academic and Professional Matters Committee, which includes the academic senate leadership from both colleges, the chancellor, the college presidents, and the college instructional vice presidents, is one such committee. A collaboration that engages the entire District is evident from the active role played by the chancellor and faculty in drafting District wide academic policy and processes. The processes in place for this cross-district and College-to-chancellor communication are important in making effective decisions and hearing all District voices.

One example of the way of the way that communication flows back and forth between the District and College is in the development and approval of the Equal Employment Opportunity Plan. The District Diversity and Equity Advisory Committee began working on the draft plan at the December 3, 2015, meeting, and it was ready for preliminary review in February [\[IV.D-73\]](#). The Chancellor's Advisory Council reviewed the document at the meeting of February 19, 2016, and members were asked to provide feedback at the next meeting [\[IV.D-74\]](#). Subsequently, the Academic Senate and Classified Senate discussed the plan [\[IV.D-75, IV.D-76\]](#). The opportunity for feedback was provided at the April 15, 2016, Chancellor's Advisory Council, and the council approved the plan at the same meeting. Following the District wide review and discussion, the Board of Trustees approved the EEO Plan on May 2, 2016 [\[IV.D-77\]](#).

Participatory governance committee meetings are scheduled in a way to facilitate timely communication. Chancellor's Cabinet, All Administrators and Supervisors, and District Senior Administrators meetings also support the flow of information critical to decision making and effectiveness.

While vital information and mission-critical updates should in theory reach every staff member since participatory governance groups have representatives charged with the task of timely reports to their constituents, governance communication is reinforced and supplemented by selective messages from the Chancellor, Board Highlights, the President's Communiqués, Foothill's *Fusion* newsletter, the chancellor's District Opening Day address, and District wide meetings such as the conversations on enrollment and revenue generation held during winter 2017 [\[IV.D-78, IV.D-79, IV.D-80, IV.D-81, IV.D-3, IV.D-60\]](#).

As a model of how the District and Foothill College work together and ensure timely, accurate, and complete communication, we can look to the closing of the Middlefield center and the development of the new Sunnyvale Center. Foothill College personnel across many departments worked closely with the Chancellor's Office, Business Services departments, Educational Technology Services, and Human Resources to ensure that appropriate approvals were secured from the Board of Trustees, United States Department of Education, California Community Colleges Chancellor's Office, and City of Sunnyvale, and that the building was completed to College specifications and ready for classes on schedule [\[IV.D-82, IV.D-83, IV.D-84\]](#). Purchasing and Educational Technology Services coordinated with construction management and College personnel to make sure that the new building was operational in time for fall 2016 classes [\[IV.D-85\]](#). College and District marketing personnel coordinated communication plans. The Chancellor's Office arranged presentations by the chancellor, Board of Trustees president, and College president to community organizations, including the Sunnyvale City Council, Sunnyvale Chamber of Commerce, and Fremont Union High School District and the College Marketing and Public Relations Office managed a carefully planned communication rollout to students, the media, and the community [\[IV.D-86, IV.D-87, IV.D-88\]](#).

The Governance Survey, conducted in spring 2016, provides evidence that while some are not satisfied with the governance process, most feel that there has been improvement in transparency and process. As the new president and her cabinet and the chancellor, also relatively new in her role with the District, continue their commitment to participatory governance and to reaching out to all constituencies, this will improve. Likewise, in the Employee Accreditation Survey, 40 percent of respondents agreed that “There is effective (i.e., clear, current, and widely available) communication between the colleges and the district, allowing the college to achieve its mission and goals,” but a little over one quarter of respondents disagreed and 32 percent answered “don’t know/doesn’t apply,” indicating that there is a need to continue to explore more effective means of communication [[IV.D-89](#)].

In one example of efforts to improve communication, the chancellor implemented new feedback, evaluation, and communication processes for the Chancellor’s Advisory Council. The first meeting of the Chancellor’s Advisory Council in fall 2016 included a discussion of the council’s charge, 2015-16 accomplishments, goals for 2016-17, and the introduction of Program Highlights on each agenda to foster cross-district communication. Feedback and communication strategies/objectives were also included in the District Strategic Plan and 2016-17 Chancellor’s Office Administrative Unit Review [[IV.D-90](#), [IV.D-29](#), [IV.D-91](#)].

Analysis and Evaluation

Foothill College meets the Standard. Communication between Foothill College and the District happens on all levels—person-to-person, participatory governance group to participatory governance group. While there are many avenues of communication in place, efforts continue to make communication even more timely and relevant to all constituents. From the evidence of the Governance and Accreditation surveys, while there is room for improvement, communications efforts are generally effective, and the flow of communication is functioning well at this time.

Standard IV.D.7

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

Evidence of Meeting the Standard

Under the guidance of the chancellor, the District regularly evaluates the effectiveness of District and College role delineations, governance, and decision-making processes. The District and Foothill College engage in evidence-based decision making related to planning and resource allocation.

District and College role delineations were evaluated and documented in the delineation of functions map developed in consultation with the vice chancellors and colleges. The functional map was shared with the District wide Chancellor's Advisory Council on October 14, 2016, and council members were asked to request feedback from their constituents. The council subsequently accepted the functional map on December 2, 2016 [[IV.D-9](#), [IV.D-22](#)].

The District Strategic Plan forms the cornerstone of consensus building and goal setting for the two colleges. It documents decisions made during a District wide collaborative planning process that draws from and builds upon the colleges' Educational Master Plan processes. The overall goal in creating a District wide strategic plan is to engage the Foothill-De Anza community around the challenges of the future and create consensus and alignment around new strategies. The planning process provides the opportunity for the collective community to engage in analysis and discussion around external and internal environments and to integrate District strategies, goals, and metrics for tracking progress with College goals. The rich dialogue developed during the process provides momentum to the implementation of the District's core strategies and creates a valuable road map for the entire organization [[IV.D-29](#)].

The Employee Accreditation Survey is another evaluative tool to collect campus wide input, which is part of a larger effort to ensure that the College's self-evaluation effort is accessible and broad and reaches a cross-section of the entire community. Feedback helps identify areas of strength and areas for improvement [[IV.D-55](#)].

District Strategic Plan metrics show evidence of the chancellor's commitment to ensure that evaluative evidence serves as a basis for improvement. For example, the District Strategic Plan identifies College goals derived from the educational master plans related to governance, "CG 7.1: Broaden employee participation in leadership and professional development activities that engages them with the college and the community" and "CG 7.2: Promote consistent and clear communication in order to create a more informed, cohesive, and engaged community."

The College governance goals prompted the District to define a goal that would support College efforts, "DG 7.3: Increase collegiality, partnership, and sense of community with the two colleges and central services." Strategies were then developed to drive the District to achieve the goal, "DS 7.1: Continually evaluate the district governance process, DS 7.2: Provide opportunities for constituency feedback at all district governance meetings, DS 7.3: Increase number of partner based workgroups and initiatives at the district that involve participation from colleges and central services, DS 7.4: Increase communication from the district to the colleges regarding governance, DS 7.5: Provide employees with training about shared governance in the onboarding process." Metrics related to the strategies were also included to measure progress over time.

The chancellor, responding to the evaluative processes that drove the college educational master plans and are documented in the Employee Accreditation Survey, instituted changes in the agenda of the Chancellor's Advisory Council to address District strategies 7.2, 7.4, and 7.5 and committed to an objective to support the strategies in the 2016-17 Chancellor's Office Administrative Unit Review [[IV.D-29](#), [IV.D-91](#)].

For the first meeting of the Chancellor's Advisory Council in fall 2016, the chancellor included a review and reaffirmation of the council's charge, purpose, and ground rules, supporting District strategy 7.5. The meeting also provided an opportunity for evaluation with the review of 2015-16 committee accomplishments and 2016-17 goals in support of district strategy 7.1. Opportunities for constituency feedback at the meeting in support of district strategy 7.2 included discussion of the accreditation functional map, infographics, and governance survey; draft District Strategic Plan; and a revised Board policy and two administrative procedures. Increased communication in support of district strategy 7.4 was evidenced in the inclusion of the League for Innovation in the Community College report as well as the opportunity for other information and updates included on the agenda, which prompted a discussion of hiring procedure changes recommended by the District Diversity and Equity Advisory Committee and incorporated in the District's Equal Employment Opportunity Plan [[IV.D-90](#), [IV.D-9](#)]. Feedback received during the October 14, 2016, meeting resulted in referring administrative procedure 2410 back to the Academic and Professional Matters Committee for further review, and discussion of feedback at the subsequent CAC meeting resulted in additional changes to the accreditation resource allocation cycle infographic [[IV.D-22](#)].

Other District wide committees undergo evaluative processes that result in changes to improve effectiveness as well. The District Diversity and Equity Advisory Committee evaluated its membership, the employment application diversity prompt, and requirement for official transcripts at the time of application and recommended changes to the Chancellor's Advisory Council that were approved on April 15, 2016; the Academic and Professional Matters Committee reviewed its focus and shared findings at the Chancellor's Advisory Council meeting of November 13, 2015; and the Educational Technology Advisory Committee evaluated its vision, mission, and membership and made a recommendation for changes to improve effectiveness that was approved by the Chancellor's Advisory Council on March 20, 2015 [[IV.D-13](#), [IV.D-11](#), [IV.D-92](#)].

Analysis and Evaluation

Foothill College meets the Standard. The District chancellor ensures that role delineations, governance, and decision-making processes are regularly evaluated through feedback at meetings, surveys, and analysis of institutional metrics. Results of evaluations are communicated through the participatory governance process, and changes to improve effectiveness and support the colleges in meeting educational goals are implemented on an ongoing basis.

Standard IV.D Evidence

- [IV.D-1](#) 2016 FHDA District Opening Day Website
- [IV.D-2](#) 2015 Chancellor's District Opening Day Notes
- [IV.D-3](#) 2016 Chancellor's District Opening Day Notes
- [IV.D-4](#) 2016 FHDA District Opening Day Applied Equity Workshops List
- [IV.D-5](#) 2016 FHDA District Opening Day General Workshops List
- [IV.D-6](#) League for Innovation in the Community College Reaffirmation Report Website
- [IV.D-7](#) 10-20-16 Chancellor's Message-League for Innovation Report
- [IV.D-8](#) 11-7-16 Board of Trustees Meeting Minutes
- [IV.D-9](#) 10-14-16 Chancellor's Advisory Council Summary
- [IV.D-10](#) Chancellor's Advisory Council Website
- [IV.D-11](#) 11-13-15 Chancellor's Advisory Council Meeting Summary
- [IV.D-12](#) 1-15-16 Chancellor's Advisory Council Meeting Summary
- [IV.D-13](#) 4-15-16 Chancellor's Advisory Council Meeting Summary
- [IV.D-14](#) 5-13-16 Chancellor's Advisory Council Meeting Summary
- [IV.D-15](#) 6-13-16 Board of Trustees Meeting Minutes
- [IV.D-16](#) 7-11-16 Board of Trustees Meeting Minutes
- [IV.D-17](#) 2-10-17 All Administrators and Supervisors Meeting Announcement
- [IV.D-18](#) 5-10-16 Senior Administrators Meeting Agenda
- [IV.D-19](#) 8-18-16 Senior Administrators Equity Retreat
- [IV.D-20](#) Equity Works Agreement
- [IV.D-21](#) Delineation of Functions Map
- [IV.D-22](#) 12-2-16 Chancellor's Advisory Council Meeting Summary
- [IV.D-23](#) Board Policy 3100: Organizational Structure
- [IV.D-24](#) Administrative Procedure 3100: Organizational Structure
- [IV.D-25](#) Board Policy 2430: Delegation of Authority to Chancellor
- [IV.D-26](#) 8-29-16 BOT Agenda SS3 - Accreditation
- [IV.D-27](#) Integrated Planning and Budgeting Governance Handbook
- [IV.D-28](#) Human Resources Advisory Committee Website
- [IV.D-29](#) FHDA District Strategic Plan

[IV.D-30](#) Resource Allocation Cycle Infographic

[IV.D-31](#) Chancellor Search Profile

[IV.D-32](#) Foothill-De Anza Foundation 2016 Annual Report

[IV.D-33](#) Business Services About Us Webpage

[IV.D-34](#) Budget Website

[IV.D-35](#) Accounting Services Website

[IV.D-36](#) 12-12-16 BOT Agenda 16 - Environmental Compliance Annual Update Attachment

[IV.D-37](#) Facilities Website

[IV.D-38](#) Grants Website

[IV.D-39](#) Payroll Services Website

[IV.D-40](#) Purchasing Services Website

[IV.D-41](#) Risk Management Website

[IV.D-42](#) Foothill-De Anza Police Department About Us Website

[IV.D-43](#) Human Resources About Us Website

[IV.D-44](#) 12-9-13 Workforce Magazine Article-Foothill-De Anza Optimas Award

[IV.D-45](#) FHDA District Diversity and Equity Advisory Committee Website

[IV.D-46](#) Educational Technology Services Who We Are Website

[IV.D-47](#) Educational Technology Services Current Projects Website

[IV.D-48](#) Foothill College Institutional Research and Planning Website

[IV.D-49](#) Inquiry Tool Presentation to Foothill College Academic Senate

[IV.D-50](#) Online Education Initiative Website

[IV.D-51](#) 3-6-17 BOT Agenda 22-Sound Fiscal Management Self-Assessment Checklist Attachment

[IV.D-52](#) 12-12-16 BOT Agenda 18-Audit for the Year Ended June 30, 2016

[IV.D-53](#) 12-12-16 BOT Agenda 17-Annual Risk Management Report Attachment

[IV.D-54](#) 2-6-17 BOT Agenda 1-Citizens' Bond Oversight Committee Annual Report

[IV.D-55](#) Employee Accreditation Survey Results

[IV.D-56](#) Administrative Unit Review Template

[IV.D-57](#) Board Policy 3000: Principles of Sound Fiscal Management

[IV.D-58](#) Board Policy 3112: Reports on District's Financial Condition

[IV.D-59](#) FHDA District Budget Advisory Committee

[IV.D-60](#) 1-9-17 Chancellor's Message District Wide Conversations

[IV.D-61](#) Business Services Website

[IV.D-62](#) Board Policy 4130: Employment

[IV.D-63](#) Administrative Procedure 4130: District Hiring Procedures

[IV.D-64](#) Board Policy 5300: Student Equity

[IV.D-65](#) Administrative Procedure 5300: Student Equity

[IV.D-66](#) 12-7-15 BOT Agenda 10 - Foothill College Student Equity Plan

[IV.D-67](#) Administrative Performance Appraisal Form

[IV.D-68](#) Planning Cycle Infographic

[IV.D-69](#) 2016 Foothill-De Anza Community College District Facilities Master Plan

[IV.D-70](#) Educational Technology Advisory Committee

[IV.D-71](#) Participatory Governance Website

[IV.D-72](#) Educational Technology Advisory Committee Website

[IV.D-73](#) 12-3-15 District Diversity and Equity Advisory Committee Meeting Minutes

[IV.D-74](#) 2-19-16 Chancellor's Advisory Council Meeting Summary

[IV.D-75](#) 3-21-16 Academic Senate Minutes

[IV.D-76](#) 2-22-16 Classified Senate Minutes

[IV.D-77](#) 5-2-16 BOT Agenda 22-Foothill-De Anza Community College District Equal Employment Opportunity Plan

[IV.D-78](#) Chancellor's Messages Website

[IV.D-79](#) Board Highlights Website

[IV.D-80](#) Foothill College President

[IV.D-81](#) Foothill College Marketing Publications Website - *Foothill College Fusion*

[IV.D-82](#) 3-7-16 BOT Agenda 29-Annual Utilization Report for the Foothill College Sunnyvale Center at the Former Onizuka Air Force Station

[IV.D-83](#) Preliminary Notice of Relocation of Educational Center letter to the California Community Colleges Chancellor's Office

[IV.D-84](#) 8-1-16 BOT Agenda 15-Foothill-De Anza Education Center – Dedication of Easements to City of Sunnyvale

[IV.D-85](#) 6-8-16 Educational Technology Advisory Committee Project Update

[IV.D-86](#) List of Chancellor and Board of Trustees Presentations 2010-2016

[IV.D-87](#) Middlefield Campus Newsletter Winter 2016

[IV.D-88](#) 7-31-16 *San Jose Mercury News* Article - Foothill College Ends Run at Cubberly

[IV.D-89](#) 2015-16 Governance Survey Results Summary

[IV.D-90](#) 10-14-16 Chancellor's Advisory Council Meeting Agenda Packet

[IV.D-91](#) 2016-17 Chancellor's Office Administrative Unit Review

[IV.D-92](#) 3-20-15 Chancellor's Advisory Council Meeting Summary

