Standard IV.D - Multi-College Districts or Systems

Standard IV.D.1

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 convenes weekly Cabinet meetings with the college presidents, vice chancellors, senior advisor to the chancellor, and coordinator of communications and public affairs to set expectations and engage senior leadership in communicating expectations and setting priorities.

The effective operation of the college is supported through an organizational structure with multiple layers of reporting responsibility that ultimately culminate in the chancellor’s leadership and oversight. The related administrative procedure charges the college presidents and vice chancellors with determining the lines of management and supervisory responsibility within their operational units. [REF: Board policy 3100 Organizational Structure http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9MB5EN743F6C; Administrative procedure 3100 Organizational Structure http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TVP4E609F91]

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. The chancellor is empowered to reasonably interpret board policy and to take action where Board policy does not exist or is lacking. The chancellor also must ensure compliance with relevant laws and regulations and that required reports are submitted in a timely fashion. [REF: Board policy 2430 Delegation of Authority to Chancellor http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9MFQTN60C8CE]

Regular meetings of the Board of Trustees, Chancellor’s Advisory Council, Academic and Professional Matters Committee, all administrators and supervisors, and senior administrators provide additional forums for the chancellor to provide leadership in setting and communicating expectations.

Open office hours held by the chancellor provide an opportunity to emphasize the district’s commitment to excellence, spotlight the work of the campuses, provide operational updates, and share important statewide and national educational trends in an informal format that allows attendees to feel comfortable speaking up and asking
questions. Traditionally held once per quarter on each campus, the open office hours were changed to weekly Zoom meetings at the start of the pandemic to facilitate communication and community. Throughout the pandemic, the meetings were routinely attended by 200-300 employees as well as students and community members.

These regular leadership meetings allow the chancellor to establish alignment between the colleges and district and provide a forum to openly discuss challenges and opportunities and come to agreement on recommendations for supporting the colleges, ensuring effective operations. The chancellor also conducts individual meetings with the college presidents and vice chancellors on a regular basis to ensure that roles and responsibilities are clearly communicated and that the district remains proactive in addressing emerging issues.

Analysis and Evaluation
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 districtwide functioning.

Standard IV.D.2

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

Evidence of Meeting the Standard
The chancellor 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. [Evidence: Board policy 3100 Organizational Structure http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9MB5EN743F6C; Administrative procedure 3100 Organizational Structure http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TVP4E609F91]

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 districtwide. The functional map was discussed with the Board of Trustees, as well as reviewed and accepted by the Chancellor’s Advisory Council.
The chancellor meets weekly with the college presidents and vice chancellors and at least once per quarter with the district and college senior to ensure adequate resources are deployed in support of the college missions.

Districtwide participatory governance groups facilitate communication between the district and colleges, provide a forum for expressing concerns about district services that support the colleges in achieving their missions, and act as a feedback mechanism to provide assessment of the effectiveness of district services. Districtwide participatory governance groups also are instrumental in developing and approving the districtwide plans that support the college missions.

The Chancellor advises on district plans including the district technology plan, the districtwide strategic plan, facilities, energy, and sustainability plans, which are designed to support the needs of the colleges, differentiate the responsibilities of the colleges and district, and provide data-driven metrics for measuring success.

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

Foothill-De Anza Community College District has allocated funds based on full-time equivalent students (FTES) using 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. Members of the District Budget Advisory Committee, Chancellor’s Cabinet, and the governing councils of Foothill and De Anza review the process regularly and have been considering changes to the allocation process as part of the district’s overall reimagining effort [REF: Resource allocation graphic (to be posted here once approved by the Chancellor’s Advisory Council) https://research.fhda.edu/planning.html; Board Priorities 2022-2023 http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&kid=CHB3UB088A41].

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. 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 [REF: Annual audited financial statements https://business.fhda.edu/financial-reports/index.html; Measure C and G financial and performance audit reports https://bonds.fhda.edu/annual-reports/].

Other mechanisms in place to assess the effectiveness of district services include regular reports on risk management and environmental compliance services; the Measure G and C Citizens’ Bond Oversight Committee annual report, which provides an independent assessment of the District’s construction bond program; and surveys administered by Educational Technology Services and Facilities to determine user satisfaction with regard to help requests. [REF: 12/12/22 Board of Trustees meeting agenda item 25. 2022 Annual Risk Management Report http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=CJNSK472D88112/13/21; Board of Trustees agenda item 22. Environmental Compliance Annual Update http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=C9DPZ466FDD1); 3/13/23 Board of Trustees agenda item 2. 2021-2022 Citizens’ Bond Oversight Committee Annual Report http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=CPKVM98161B3]

Finally, each administrative unit evaluates its support for the institutional mission through administrative unit reviews that include an assessment of progress toward meeting goals related to the District Strategic Plan and a realignment of objectives supporting goals. [REF: Administrative unit reviews https://research.fhda.edu/planning.html; Chancellor's Office AUR].

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

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

Evidence of Meeting the Standard
The Chancellor ensures effective control of expenditures as outlined in policies that entrust the chancellor with overall responsibility for sound fiscal management, including the duty to “provide responsible stewardship of available resources; maintain fiscal planning processes that address short- and long-term educational missions, goals and objectives and include constituency input; maintain adequate cash and fund balance reserves to meet short-term and long-term needs, obligations and liabilities; and implement and maintain effective internal controls.” District budgets are required to plan for the “allocation of resources to instructional and support programs consistent with the District’s mission, goals and priorities” and reflect “a
balance between resources and expenditures.” The chancellor is required by policy to report in
detail to the Board at least quarterly regarding the district’s financial and budgetary condition.

[REF: Board policy 2200 Board Philosophy, Mission, and Roles and Responsibilities
http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9M9UA668AFEB ; Board policy 3000 Principles of Sound Fiscal Management
http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TTMK45B85E7]

Management, faculty, and staff are given appropriate opportunities to participate in and
influence the development of college financial plans and budgets. 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. [REF: Resource allocation graphic (to
be posted here once approved by the Chancellor’s Advisory Council
https://research.fhda.edu/planning.html]

The District Budget Advisory Committee, a districtwide participatory governance body,
meets multiple times over the course of the year to discuss the current year and proposed
budgets, resource allocation policies, and strategic issues. Committee members report back to
constituent groups, and the chair provides periodic reports to the Chancellor’s Advisory
Council.

Personnel resource planning is closely integrated with budget planning. The vice chancellor of
Human Resources sits on the District Budget Advisory Committee with the vice chancellor of
Business Services. Additionally, both vice chancellors serve on the Chancellor’s Advisory
Council (CAC) with its districtwide constituency representation. [REF: District Budget
Advisory Committee website https://www.fhda.edu/_about-us/_participatorygovernance/district-budget-advisory-committee-@dbac~/].

Analysis and Evaluation
Foothill College meets the Standard. The district and the two colleges follow standards of
best practices that include establishing annual financial projections, issuing quarterly status
reports on the financial and budgetary condition, maintaining adequate cash and fund balance
reserves, following responsible investment practices, and maintaining a balanced budget.
External auditors provide annual audit reports and have issued clean, unmodified opinions for
more than a decade. To ensure a process that is fair, well understood, and realistic in
assessing the needs of each college, the district follows a resource allocation process that is
college-centered and provides opportunities for constituency review and feedback.

Standard IV.D.4

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

Evidence of Meeting the Standard
The chancellor has delegated full responsibility and authority to 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.” [REF: Board policy 2430 Delegation of Authority to Chancellor http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9MFQTN60C8CE; Board policy 2100 Organizational Structure http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9MB5EN743F6C]

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.” The delineations of functions map further documents the separation of District and College responsibilities. [REF: AP 3100; District Functional Map].

Analysis and Evaluation
Foothill College meets the Standard. Per Board policy 2430 Delegation of Authority to Chancellor The district chancellor delegates full authority and responsibility to the college presidents and holds the presidents accountable for the operation of the colleges. Per Administrative procedure 3100 Organizational Structure the college presidents implement and administer 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

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 districtwide 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. 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 looks to the outcome metrics in their respective planning documents to determine the effectiveness of the integrated planning process. [REF: Planning cycle
At the college level the goals are developed through the respective governance groups. The integration of these goals with the District goals is documented in the district planning cycle with the district updating its plans immediately following the colleges to allow the colleges to establish their goals which may then be integrated into district plans (updated graphic to be posted here upon approval by Chancellor’s Advisory Council https://research.fhda.edu/planning.html). The District Strategic plan includes district goals as well as the integration of college goals (updated plan to be posted here upon approval by Chancellor’s Advisory Council and Board of Trustees https://www.fhda.edu/_about-us/planning-documents.html).

Responsible parties are assigned to oversee the district and college plans. Those parties are responsible for implementing the plans, collecting evidence of progress in attaining goals, and documenting activities and outcomes on an annual basis [REF: Refer to Standard I.C.5; District: ???. The progress is shared annually with the college’s governance bodies [REF: Refer to Standard I.C.8; and the Board of Trustees (REF:???)].

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. District plans are developed with districtwide participation and are linked with college plans.

District planning starts with the college plans and goals, incorporates the district mission and plans accordingly for district-led initiatives. This includes district-level program review, administrative unit outcomes and resource allocations, and district goal setting, implementation and evaluation. The District makes an effort to integrate college goals into district goals and align district goals with college goals when appropriate.

At the college level, each campus engages in its own planning cycle within the seven-year accreditation cycle which also includes a review and update of its mission, strategic planning, program review, student learning outcomes assessment, resource allocations and goal setting and evaluation. Each entity, college or district, oversees the respective plans, collect evidence, monitor implementation, evaluate achievement of goals, and share out progress on goal attainment.

Standard IV.D.6
6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard

The chancellor and vice chancellors ensure that communication between the district and colleges allows for effective operation of the colleges is timely, accurate, and complete to allow for effective decision making. Through weekly Chancellor’s Cabinet meetings, the Chancellor, college presidents, and vice chancellors work through complex, high-stakes issues that impact the effective operation of the colleges and District.

The Chancellor holds monthly online office hours which are highly attended and provide a means of communication, leadership and guidance to the colleges, in addition to accurate and complete information to all employees. These office hours are placed on all employees Outlook calendars and are open to all employees and Trustees to attend. Traditionally held once per quarter on each campus, the open office hours were changed to weekly Zoom meetings at the start of the pandemic to facilitate communication and community. Throughout the pandemic, the meetings were routinely attended by 200-300 employees as well as students and community members. Chancellor’s Open Office Hour [REF: https://www.fhda.edu/_chancellor/chancellor_chat_links.html].

The Chancellor’s Advisory Council (CAC), serves as primary governance group for the District. As such, members serve as a conduit for cross-district communication on a wide variety of issues, represent the interests of their constituency and solicit feedback from their respective group. 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 colleges and are provided relevant information for college decision-making in a timely manner. Agendas and minutes for CAC meetings are posted publicly. [REF: CAC Agendas/Minutes]. Reporting to the CAC are six districtwide committees: District Budget and Advisory Committee, District Diversity and Equity Advisory Committee, Educational Technology Advisory Committee, Energy and Sustainability Advisory Committee, Human Resources Advisory Committee, Police Chief’s Advisory Committee, and one task force on Affordable Housing.

In addition to districtwide participatory governance groups, other committees/workgroups meet regularly and provide a conduit for information sharing. The Academic and Professional Matters Committee, which includes the academic senate leadership from both colleges, the chancellor, the college presidents, and the college instructional vice presidents and associate vice presidents, is one such committee. Chancellor’s Cabinet, all administrators and supervisors, and senior administrators also meet regularly to support the flow of information critical to decision making and effectiveness.

Communication is reinforced and supplemented by the chancellor through selective messages, open office hours, District Opening Day gatherings, the district website, and districtwide informational meetings. [REF: Chancellor’s Messages to Faculty and Staff]
The District Governance Survey, conducted in spring 2017, 2019, and 2022, provides evidence that discussions in districtwide participatory governance committees are facilitated in a way that provides adequate opportunities for all constituency groups to participate and that the sharing of committee decisions/discussions occurs most often in person, by email, and in updates in committee meetings. [REF: FHDA Governance Survey Summary 2022](https://www.fhda.edu/_about-us/participatorygovernance/_FHDAGovernanceSurveySummary2022.pdf]

Analysis and Evaluation
The organizational management structure of the District ensures timely, accurate and complete communication for effective operation of the colleges. Cabinet meetings provide a forum between the Chancellor, Vice Chancellor’s, and the college presidents to discuss operational policies, procedures, issues and challenges and develop a common management approach.

The Chancellor uses multiple means to disseminate information and gather feedback from all constituency groups through the open office hour, monthly CAC meetings, which meeting agendas and minutes are posted online. Other means include Opening Day presentations, All Administrator and Manager meetings, and emails directly from the Chancellor to all employees.

The CAC engages representatives from each college and the District, with representatives from each of the employment groups – including students -- and bargaining units to work on key operational areas in order to provide recommendations to the Chancellor. This governance structure with representatives from each campus, the district, and among each employee group and bargaining unit, ensures that information is timely (at least monthly), accurate (informed by the expertise of each member representing their area or constituency group), and complete (feedback and input is representative of all groups). The committee’s recommendations on policies and procedures are presented at the governing board for approval.

Standard IV.D.7

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. District and college role delineations were evaluated and documented in the delineation of functions map developed in consultation with the vice chancellors and colleges and adopted by the Chancellor’s Advisory Council in spring 2023 [REF: District Functional Map]. The district
planning cycle provides a timeline for regular evaluation and revision of the strategic plans. [REF: District Planning Cycle].

The District Strategic Plan documents decisions made during a districtwide collaborative planning process that draws from and builds upon the colleges’ educational master plans, and the planning process affords the opportunity for the collective community to engage in analysis and discussion about integrating district strategies, goals, and metrics for tracking progress with college goals (Evidence: District Strategic Plan (updated plan to be posted here upon approval by Chancellor’s Advisory Council and Board of Trustees https://www.fhda.edu/_about-us/_planning-documents.html]).

The District Governance Survey, conducted in spring 2017, 2019, and 2022, shows general agreement that constituency groups are adequately represented in district participatory governance committees, roles and responsibilities of committee members are clear, the work of the committees effectively supports the mission of the district, discussions allow adequate opportunity to participate, and decisions are made in an appropriate manner [REF: FHDA Governance Survey Summary 2022 https://www.fhda.edu/_about-us/_participatorygovernance/_FHDAGovernanceSurveySummary2022.pdf].

Feedback received through participatory governance and Board of Trustees meetings on increasing effectiveness in governance and decision-making processes resulted in the creation of the Affordable Housing Task Force and the evolution of the Police Chief’s Advisory Council into a districtwide participatory governance committees [REF: 4/5/21 Board of Trustees meeting minutes item 12. Campus Safety Evaluation and Staffing IV.D.7 4-5-21 BOT minutes.pdf; 5/3/21 Board of Trustees meeting minutes item 15. Student and Employee Housing Prioritization IV.D.7 5-3-21 BOT minutes.pdf].

The districtwide reimagining process initiated in summer 2021 included a series of information gathering sessions in spring, summer, and fall 2022 that surfaced priority areas of developing a new budget allocation model, creating a District Enrollment Management Committee, and improving business processes and alignment between the colleges. As a result of the research findings, the District Budget Advisory Committee began a review of alternate approaches to budget allocation, and the District Enrollment Management Committee launched in winter 2023 [REF: 12/12/22 Board of Trustees meeting agenda item 13. Reimagining Initiative Update http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=CLPQN86969F2; Reimagining initiative website https://www.fhda.edu/_chancellor/_reimagining/].

[Does this link back to the Standard which asks about how it assists the colleges in meeting educational goals for student achievement and learning?]"
Regular enrollment reports provide to the colleges by district Institutional Research & Planning reflect progress on enrollment targets. Review of these strategic metrics have occurred as part of the district reimagining effort.

[Other colleges talk about the strategic metric getting reviewed and reported out annually here, but we do not do this.]