

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles 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 administrator.

Standard IV.A:

Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

Descriptive Summary

The Foothill-De Anza Community College District has ethics statements for its various governing and employee groups. The “Board Handbook” includes a Board Code of Ethics. (Doc. 1) The FHDA “Administrators Handbook” includes an amended copy of the Association of Community College Administrators (ACCCA) Statement of Ethics. (Doc. 2) Lastly, the De Anza college faculty have adopted a statement on professional ethics, an amended version of the American Association of University Professors (AAUP) Ethics Statement. (Doc. 3)

Self-Evaluation

It does not appear that an evaluation such as a survey has been conducted to determine if ethics statements are widely known about or followed.

Planning Agenda

- Develop a survey process for feedback from governance group members on the effectiveness of the governance process in decision-making and resource allocation.
- College Council will work with the college researcher to create a self-evaluation process related to organizational leadership and effectiveness to provide feedback to college leaders.
- In fall 2005, the Classified Senate will begin creating a professional code of ethics.

Standard IV.A.1

Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take the initiative in 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 discussion, planning, and implementation.

Descriptive Summary

The Staff and Organizational Development Office has supported innovation at De Anza College through numerous endeavors: workshops, trainings, special initiatives, and travel and conference funding for faculty, staff and administrators. The office maintains a Web site that contains a link to weekly announcements to keep staff and faculty up-to-date on its offerings. (Doc. 4) Working in partnership with the Educational Technology Services Division, this office provided support for the college technology trainer and instructional designers who helped improve computer software skills, taught innovative uses of technology in offices and classrooms, and helped faculty design classes utilizing innovative technologies in both online and hybrid environments. (Docs. 4, 5)

Through state grant funds the Staff Development Office managed Innovation Awards. Faculty, staff, departments, or divisions requested these funds through a competitive application process. These innovation awards, for example, were used to start new programs, develop handbooks or lab modules for classes, and to bring in outside presenters to help departments or divisions in the form of trainings or workshops.

De Anza has long fostered an environment for open communication and participation. The institution has a new president who has stated a continued commitment to that environment of communication, participation, and innovation.

The college allows constituencies to form participatory governance groups – the De Anza Associated Student Body (DASB) Senate, Academic Senate, and Classified Senate – and has incorporated those groups into its governance structure. The main bodies of the governance structure are the three Planning and Budget Teams (PBTs) co-chaired by the vice presidents of Instruction, Student Services, and Finance and College Services, and a faculty or staff member. The recommendations of the PBTs are then forwarded to the College Council, which is chaired by the college president and includes representatives from all of the constituent groups on campus, generally their

leaders. In addition to the PBTs and College Council, there are a number of other college committees such as the Diversity Advisory Council, Campus Budget Committee and Curriculum Committee. Additional committees and task forces are created as appropriate. All of the aforementioned committees have representation from the various campus constituencies and those representatives communicate with their governance groups who in turn communicate directly with their constituencies as needed.

There are times when the meetings of the constituency groups are used as a means of communication and of getting input from the campus community. An administrator will ask to be placed on the agenda of a senate meeting in order to inform the group of an issue and solicit information and suggestions. In turn, there may be a call for input from the constituencies by the various senates.

Encouraging its employees to apply for the Innovation of the Year Award put forth by the League for Innovation in the Community College is one of the ways the college has fostered innovation. Once individuals have applied for the Innovation of the Year Award, a committee comprised of members of the campus constituencies decides which applications to forward to the League. In addition, the college recognizes the achievements of those who have contributed to the college through the President's Awards, Distinguished Educator Awards, Exemplary Achievement Award, Professional Growth Awards (for staff), Professional Achievement Awards (for faculty), and Administrative Achievement Awards (for management). Opportunities for growth are made available through the training/retraining stipends from the district and conference funds. (Docs. 4, 5, 6, 7, 8)

One example of innovation at De Anza is the Math Performance Success Program (MPS), developed by faculty and administered by faculty and counselors. MPS was awarded the Academic Senate for California Community Colleges Exemplary Award in 2002 and was recognized for its success in retaining developmental mathematics students at a high rate. Staff and faculty who develop online or hybrid courses are encouraged to apply for the California Virtual Campus (CVC) award. In 2002, an elementary statistics course developed by two faculty members won the top CVC Award for the Best Online Teaching Web site at a California Community College. That same year, a counselor's Orientation to College course received an honorable mention for excellence. The college also recognizes books and papers written by faculty and staff. Approximately 35 faculty members have written textbooks that are used on campus. (Doc. 9)

Self-Evaluation

While the Staff and Organizational Development Office has fostered innovation at De Anza, it has also seen significant budget reductions and is unable to provide the same level of support and services to the college as in the past.

Due to the loss of the staff development state grants, the Staff and Organizational Development Office has been forced to reduce conference and travel funds, eliminate grant funds for innovation awards, special trainings and teaching/learning initiatives. The department secretary's position was eliminated following a retirement.

Due to district budget reductions in the Educational Technology Services Division, the De Anza College technology trainer and the three instructional design positions have been eliminated, along with the training and support those positions provided.

As part of the accreditation process the Foothill-De Anza Community College District conducted a survey on a number of areas including leadership. (Doc. 10) The results for the following statements show a strong belief by the college community that the institution does foster an environment of participatory governance. Survey responses were as follows:

- Collaborative decision-making procedures are respected and followed at De Anza: 63% agreed or strongly agreed
- De Anza's president engages in collaborative decision-making with an emphasis on collegiality and open communication among all constituents: 88% agreed or strongly agreed
- De Anza's vice presidents engage in collaborative decision-making with an emphasis on collegiality and open communication among all constituents: 78% agreed or strongly agreed
- De Anza's deans and managers engage in collaborative decision-making with an emphasis on collegiality and open communication among all constituents: 65% agreed or strongly agreed

Planning Agenda

- The President's Council will provide leadership to develop a plan to ensure Staff Development activities address issues of and foster empowerment, innovation, and institutional excellence for faculty, staff, and students.
- The Institutional Research Office will conduct additional research to determine why only 65% of respondents felt that college deans and managers engage in collaborative decision-making.

Standard IV.A.2

The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

Descriptive Summary

Participation of faculty, staff, students, and administrators in college and district decisions affecting instruction, student services, and campus life is one of the quality indicators used by the college to measure the health of its campus climate. (Doc. 11) As such, De Anza supports and encourages the Academic and Classified Senates as well as the DASB to develop, prioritize, and recommend policies and procedures that improve student learning, access, and success congruent with college and district mission statements, board policies, and administrative procedures. The Bylaws and Constitutions of these groups all provide for participation in academic and/or professional matters affecting the college. (Docs. 12, 13, 14)

De Anza's Decision-Making Model and Participants illustrates the process and participation of faculty, classified staff, students, and administrators in the various Planning and Budget Teams as well as other campus committees. (Doc. 11) Each of the teams provides recommendations to the College Council for a final recommendation to the president.

Self-Evaluation

There is a strong perception that the De Anza provides adequate opportunities for participation in budgets, financial plans, and academic matters. This is supported by 75% of respondents (administrators, faculty, staff) in the Accreditation Survey conducted in 2004. (Doc. 10)

Planning Agenda

No recommendations at this time.

Standard IV.A.2.a.

Faculty and administrators 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. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary

De Anza's Decision-Making Model and Participants shows that administrators and faculty have a substantial role in institutional governance. (Doc. 15) The six decision-making teams in the 1999 Educational Master Plan had been replaced by four Planning and Budget Teams (PBTs) in 2000. The PBTs were: 1) Instruction; 2) Student services; 3) Finance and College Services; and 4) Workforce Preparation, Economic Development and Community Education. The fourth PBT was disbanded in spring 2004 soon after the vice president of Workforce and Economic Development retired. That vice president position was eliminated and departments reporting to that vice president were merged with other divisions.

Academic Senate representatives are appointed by the Senate to serve as co-chairs and/or members of all the college and district shared governance decision-making teams. Membership is noted on the district Web site. (Doc. 16)

Each PBT is co-chaired by a vice president and a faculty or classified staff member. Three to five administrators, three to five faculty members, two classified members and one student serve on each team to represent and forward recommendations from their constituent groups. Administrators, faculty members, staff, and students are also represented in various committees such as Campus Budget, Diversity Advisory Council, Facilities Planning Team, and Program Student Equity Task Team.

The Classified Senate, established in 1990, represents all classified staff working at De Anza who are not confidential, supervisory, or management. Its purpose is to participate in college governance and be an important contributor to student learning and high educational quality. Thus, it confirms staff representatives to all PBTs and college committees as well as forwards recommendations from its constituents. Membership is noted on the district Web site. (Doc. 17) However, unlike the Academic Senate, Classified Senate leaders and representatives do not receive any release time or stipend. Governance activities are performed in addition to job duties and responsibilities; hence, participation on committees and leadership positions is still difficult or problematic.

SEIU Local 715 and CSEA Chapter 96 are the bargaining agents for classified employees. The Faculty Association is the bargaining agent for faculty. The units negotiate with the district on compensation, benefits, and working conditions for the entire range of staff employed in the college. Their membership is also noted on the district Web site. (Doc. 16)

The De Anza Associated Student Body (DASB) represents and promotes the general welfare of campus students. Its governing body, the DASB Senate, is comprised of eight executive officers and up to 30 senators, all of whom are elected annually according to the DASB Election Code. (Doc. 18) One of the responsibilities of the DASB president is to appoint student representatives to all the governance committees in the college.

Self-Evaluation

Administrators, classified staff, and faculty who responded to the Accreditation Survey in 2004 (Doc. 10) believed that De Anza's planning efforts provide adequate opportunities for participation (73% agreed or strongly agreed). Sixty-three percent agreed or strongly agreed that administrators, faculty, and staff have appropriate opportunities to participate in and influence the development of college financial plans and budgets.

A total of 281 people responded to the De Anza College Accreditation Survey. Of that number, 33% were full-time faculty, 18% part-time faculty, and 41% classified staff. It is apparent that the majority of faculty and staff did not respond to the survey. An accreditation survey specifically designed for students did not ask questions about the effectiveness of governance processes and participation among students. (Doc. 19)

Planning Agenda

- De Anza will make an effort to increase the number of respondents to the next Accreditation Survey.
- The college will actively recruit faculty, staff, and students to participate in the governance process, which will include articulating roles and responsibilities of participation.
- The college will explore ways to allow classified staff and students to more fully participate in governance and leadership activities.

Standard IV.A.2.b.

The institution relies on faculty, its Academic Senate or other appropriate faculty structures, the Curriculum Committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary

Each academic and student service division is led by a division dean who has expertise in one or more areas for which they have oversight. They hold periodic division and department meetings and represent the divisions to senior management. The deans are official members of each of the governance groups.

The Academic Senate is responsible for academic and professional matters that deal with curriculum, articulation, matriculation and hiring. Title V, Section 53200 (Doc. 20) via Board Policy 2223 and the Senate's constitution define Academic Senate functions. (Doc. 12) De Anza's Academic Senate is composed of representatives from each academic division and meets weekly during the academic year. Each division has two elected senators. In many divisions, a part-time faculty member serves as one of the two representatives. There is one part-time faculty-member-at-large position.

The Academic Senate officers meet regularly and frequently with the college president and vice president of Instruction. They also meet with the Foothill Academic Senate officers and Faculty Association officers. The shared governance function of the Senate, in terms of student outcomes, is to ensure faculty inclusion in all aspects of the college's mission to provide a quality teaching and learning environment.

The Curriculum Committee provides ongoing support to faculty by reviewing, creating, and updating curricula in order to best serve the needs of the students. By making sure that De Anza's course outlines, certificates, and degrees comply with California Education Code, the Curriculum Committee ensures an academically sound educational environment that promotes successful teaching and learning. The Curriculum Committee membership includes a faculty representative from each academic division, a faculty general curriculum specialist, members of the general education committee, co-chairs consisting of a faculty member and the vice president of Instruction, along with three deans, two classified staff members, and one student. While authority rests with the Academic Senate, the Curriculum Committee maintains a high level of autonomy and reports to the Senate when necessary and appropriate.

In accordance with Title V Section 51023.7, students have the opportunity to participate in matters of governance at both the campus and district level. Students are afforded membership on all district and governance committees (and, when appropriate, task forces and other similar groups), and are granted the same rights and privileges as other committee members. A student trustee represents the college on the Board of Trustees.

The Faculty Association (FA) is charged with negotiating the best possible working conditions for all faculty members. (Doc. 8) By continuously reviewing employee-district relations, FA establishes and promotes a healthy and productive professional work environment. That, in turn, provides a healthy and productive learning environment for students.

The role of part-time faculty in the Senate (Doc. 12) and Faculty Association is limited; however, participation is encouraged. Currently, there is one at-large seat on the Senate, which has been filled continuously over the past five years. There are four seats for part-time faculty on the FA Executive Council. (Doc. 8) De Anza part-time faculty members fill three of those seats. Recently, FA made the role of part-time committee chair a paid position.

Self-Evaluation

Upon review, it is clear that the college provides opportunities for all constituents to participate in all aspects of participatory governance.

Planning Agenda

No recommendations at this time.

Standard IV.A.3

Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Descriptive Summary

Board Policy #2222 and #2224 address student and staff participation on district and college governance committees. (Docs. 21, 22) Representatives are accorded seats and voting rights on all PBTs. Results of discussions and recommendations from these teams are then forwarded to the College Council for final recommendation to the president. In addition, other committees provide input and recommendations to PBTs and College Council. These are Curriculum Committee, Diversity Advisory Council, Facilities

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Planning, Campus Budget, and other district-level committees. Leaders of different governance groups also meet with the college president on a weekly basis.

Staff representatives on PBTs and committees have forwarded recommendations from the Classified Senate and performed activities that would promote and support educational quality and student learning. Some examples include:

- Participation in the district Computer and Network Policy revision
- Collaboration with faculty in state budget advocacy efforts
- Update of the college's Emergency Preparedness and Safety Plan
- Reading scholarship applications for Financial Aid
- Serving as Equal Opportunity Representatives on hiring committees

Every shared governance committee at De Anza and the district has at least one membership position designated for a student. However, active student participation is problematic because of conflicting schedules and balancing demands of school, work, and activities. The DASB communicates institutional efforts for improvement and learning through its governance structure. (Doc. 14) Students are also represented on the District Board of Trustees in accordance with Education Code sections 72023.5 to 72023.7. The student trustee is an elected position. Interested students are invited to apply to a committee made up of DASB representatives. The post is held for one year commencing June 1.

Self-Evaluation

Sixty-three percent of respondents to the Accreditation Survey (Doc. 10) agreed and strongly agreed that there is effective (clear, current, and widely available) communication at De Anza. They also agreed that collaborative decision-making procedures are respected and followed.

When asked if the president engages in collaborative decision-making with an emphasis on collegiality and open communication, 88% agreed or strongly agreed with the statement.

When the same question was asked regarding the vice-presidents, 78% either agreed or strongly agreed with the statement.

Sixty-five percent of the respondents either agreed or strongly agreed with the statement as it related to division deans and managers.

Based on these statistics, it is fair to say that the majority of respondents believe that all levels of management engage in collaborative and open communication among all constituents.

Planning Agenda

- Annually update changes in membership of the various governance groups.
- Annually evaluate how well the governance structure positively affects Student Learning Outcomes.
- Explore ways to encourage more student involvement.

Standard IV.A.4

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary

The Board of Trustees is informed and involved in the accreditation process by receiving regular reports from the chancellor and college presidents. The board has approved several unification initiatives among the district, Foothill College and De Anza College since the last accreditation. (Doc. 23) These include:

- De Anza and Foothill divisions and departments, such as biology, have aligned their curricula more closely to better meet student needs.
- De Anza and Foothill degree requirements in mathematics were raised jointly in 2000-2001.
- In regard to support services, unification in areas including campus safety, bookstores, admissions, and technologies was completed.

Since the last accreditation, the board has overseen stronger working relationships and communication among all constituencies (Doc. 23) as follows:

- Weekly meetings of the governance leaders and the president of De Anza.

- Adoption by the district of the Classified Staff Policy and Participatory Governance.
- Adoption by the College Council of the Academic Senate's policies and procedures on academic integrity and student equity.
- Support of multicultural competencies by student equity team facilitators, curriculum specialists, departmental faculty, staff, and administrators.
- Distribution on a monthly basis of the President's Report to all constituencies.
- Attendance of Academic Senate meetings each week by the dean of Academic Services.
- Attendance of constituency governance meetings upon request and for key issues by senior administration.
- Summaries on the district web site of Town Hall Meetings and Web-based communications.
- Celebrations of professional excellence and community building.

Self-Evaluation

Students are better served since the biology departments at De Anza and Foothill have aligned their curricula. (Doc. 23) Since raising the degree requirements jointly in mathematics for the A.A. degree, the district is united in letting students know how important it is for them to be mathematically competent.

Results from the Accreditation Survey (Doc. 10) show that De Anza employees support stronger working relationships and communication:

- 91% of respondents agreed or strongly agreed that the chancellor provides effective leadership.
- 89% agreed or strongly agreed that diversity is integrated into the course content, curriculum and support services at the college.
- 92% agreed or strongly agreed that students who complete certificates or degrees at De Anza have received instruction and support services to assist them in mastering the competencies of communication, computation, critical thinking, and citizenship.

Summaries on the district Web site of Town Hall Meetings and Web-based communications keep the college community informed of what is happening at De Anza and the district. (Doc. 24)

Planning Agenda

- Senior staff will participate/attend regular De Anza Commission meetings as resources to the president. Administrators will be encouraged to be directly involved with local agencies and non-

profit groups. Programs will be encouraged to form community advisory groups where appropriate.

- Align common curricula between the two colleges and assess the effectiveness of unified support programs.
- Increase student equity efforts by working with the Academic Senate to ensure that campus faculty, staff, and administrators are informed about these policies.
- Work to implement the additional student equity policies.
- Increase the use of e-mail and Web-based summaries of governance activities.
- Celebrate professional excellence and community building.

Standard IV.A.5

The role of leadership and the institution's governance and decision-making structures 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.

Descriptive Summary

In the "Philosophy, Mission, and Priorities of the Foothill-De Anza Community College District" (Doc. 25), the district outlines its organizing principles. The first principle states, "We employ a governance structure that is open, inclusive, reflective, and flexible." In support of this, the board annually evaluates the implementation of a policy recognizing the philosophy of participatory governance that exists in the district. On the campus, the governance and decision-making groups are annually elected to serve their constituency. Because of their elected position, they are appointed to one-year terms as members of the various decision-making groups such as the College Council. The membership of the College Council changes on an annual basis, which brings in new ideas and voices to the decision-making process. They take discussion items back to their groups and communicate what is taking place in the various meetings. This feedback circulates back into the shared governance groups in the college.

Self-Evaluation

When De Anza faculty and staff were surveyed in November 2004 (Doc. 10), the question was asked if collaborative decision-making procedures are respected and followed at De Anza. Of the 226 respondents, 63% agreed or strongly agreed with the question. The same type of question was asked of each of the leadership functions: president, vice presidents, deans, and managers. In each case the faculty and staff believe that the decision-making process is collegial and is openly communicated to all constituents.

This evaluation appears to validate collaborative decision-making practices at De Anza. However, such surveys are not conducted annually. Surveys such as the one recently completed should be done more frequently in order to ensure more opportunities for dialogue and communication. The effort of striving to do better should not be ignored especially in light of current budget reductions that further take the college's focus away from continuous quality improvement. And, it is extremely important to communicate how shared governance works to newly hired faculty and staff so that they know the access points to the process.

Planning Agenda

- Conduct annual evaluations to ensure effective dialogue and communication is taking place. The results of these evaluations will be openly discussed in Town Hall meetings and posted on the college Web site.
- Beginning summer 2005, conduct frequent orientations to the district processes and specifically to De Anza for new faculty, managers, and classified staff.

Standard IV.B:

Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

Standard IV.B.1

The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

Descriptive Summary

The governing body is a seven-member Board of Trustees, five elected at large from local district communities, and two student trustees, one from De Anza College and one from Foothill College. The long-term board membership has contributed to the stability of the institution and decision-making.

ing ability of the board. The board has established policies and procedures defining its roles and responsibilities as they relate to the review of both the educational programs and financial stability of the institution. (Doc. 26) The Board of Trustees mission statement (Doc. 25) specifies the role and responsibility of appointing and assessing the annual performance of the chief administrator, the chancellor, and the two college presidents of De Anza College and Foothill College.

Self-Evaluation

To ensure quality educational programs, the Board of Trustees mission statement (Doc. 25) defines priorities for educational programs and monitors the fiscal soundness of the institution. The Faculty and Staff Accreditation Survey results scored the chancellor at 91% for providing effective leadership and 84% for effective communication. (Doc. 10)

Planning Agenda

- The President's Council will work with Marketing/Communications to ensure that the Board of Trustees' leadership role is communicated effectively to all constituent groups.
- The Board of Trustees should disseminate information on the performance goals of the chief administrator and the fiscal stability of the institution.

Standard IV.B.1.a

The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary

The Board of Trustees is a seven-member team, five elected at large from the district community that includes the cities of Cupertino, Sunnyvale, Los Altos, Los Altos Hills, Mountain View, Palo Alto and small portions of surrounding cities, and two student trustees. Board elections for the five at large members are held in odd numbered years with staggered four-year terms of office. The two student trustees, one from De Anza College and one from Foothill College, are elected annually, and have advisory voting rights. (Doc. 27) The longevity of service and stability of the board membership contributes to the stability of the institution and decision making ability of the board to act together.

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The Board of Trustees solicits the advice and opinions of the community it serves by holding open board meetings twice monthly in accordance with the Brown Act (Board Policy 1130) where members of the public may address the board. Each board member is actively involved in community and statewide activities. Board policy, which is periodically reviewed, provides procedures by which the board makes decisions. (Doc. 26)

Self-Evaluation

The Board of Trustees carries out the philosophy, mission and priorities of Foothill-De Anza Community College District through the execution of clearly defined documents defining the its role and responsibilities. In addition, the board protects the institution from self-serving interest groups. The code of ethics for the board was amended and reaffirmed in July of 2004. (Doc. 28) According to accreditation survey results, 60% of respondents agreed or strongly agreed that the Board of Trustees provided effective leadership in defining goals and priorities for the district. Sixty-nine percent agreed or strongly agreed that the board establishes broad policies and appropriately delegates responsibility to implement them.

Planning Agenda

No recommendations at this time.

Standard IV.B.1.b

The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary

The board revises board policy on a regular, as needed basis. The board oversaw the formation of De Anza's Educational Master Plan, "DE ANZA 2005 Pathways to Excellence." (Doc. 58) That document contains the college's mission statement.

The majority of the board's time is spent dealing with educational and monetary issues. For the past few years, the board has needed to focus on keeping the district financially stable due to the budget problems in the state of California.

Self-Evaluation

According to the Accreditation Survey results (Doc. 10), 92% agreed or strongly agreed that De Anza "has a clear and publicized mission that identifies its educational programs." Sixty-one percent of respondents agreed

or strongly agreed that De Anza supports its educational programs with adequate resources, although in another response, 62% disagreed or strongly disagreed that the resource allocation process fairly allocates those funds for materials, equipment, and personnel.

Planning Agenda

- The President's Council will review and communicate with all constituent groups the policies and the processes used to allocate resources in support of the college's mission.
- College leadership will join the Board of Trustees in taking an active role statewide in seeking additional resources necessary to support educational programs.

Standard IV.B.1.c

The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

The Board of Trustees annually reviews each college catalog and hears reports at each board meeting on current educational programs. The board reviews quarterly financial reports and has board membership on the Audit and Finance Committee (9123 Article IX Bylaws) and annually approves the district's budget. (Doc. 29)

Self-Evaluation

The Board of Trustees' mission statement (Doc. 25) defines the priorities of the Foothill-De Anza College District to include support of a student's academic pursuit through careful Program Review. To ensure quality educational programs further the mission and clearly assure that procedures are in place to monitor fiscal stability of the college, the board maintains close relationships with financial staff, auditors, and the chancellor. The Accreditation Survey (Doc. 10) indicated that 42% of respondents disagreed or strongly disagreed that "the Program Review process for instructional and student services is adequate." The survey also indicated that 57% of respondents agreed or strongly agreed that administrators, faculty, and staff have opportunities to participate in and influence the development of college financial plans and budgets.

Planning Agenda

No recommendations at this time.

Standard IV.B.1.d

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

Descriptive Summary

The “Board Policy Manual” and the “Administrative Procedures/Appendix to the Board Policy Manual” (Doc. 27) include the roles and responsibilities by which the governing board operates. The governing Board of Trustees has also adopted a self-evaluation instrument (9300 Article IX Bylaws).

Self-Evaluation

Besides in a document titled “Administrative Procedures/Appendix to the Board Policy Manual” (approved in March of 1999 and amended and reaffirmed in July of 2004), the Board of Trustees has evaluated and posted on the district Web site (Doc. 30) its philosophy and mission statement, code of ethics, role and responsibilities including board conduct, performance and statutory responsibilities. Meeting schedules and recent biographies of board members are also included on the Web site. The governing board of the district, the board's structure, and the operating procedures are accessible to the public in more than one format. (Doc. 30)

Planning Agenda

No recommendations at this time.

Standard IV.B.1.e

The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary

The Board of Trustees ensures that the “Board Policy Manual” and the “Administrative Procedures Manual” are current and relevant to the district. The policy manual has been updated and simplified to include only necessary policies, which the board consistently follows. In addition, the board conducts yearly self-evaluations as well as welcomes external ones. (Docs. 26, 31, 32, 33)

To ensure effective leadership and successful board meetings, the board adheres to the following strategies:

- States and follows agendas
- Makes sure requested actions are clear

- Discusses items intelligently and takes appropriate action after the board has been provided sufficient background and analysis, including public input
- Follows parliamentary procedure and conducts orderly meetings
- Enforces time limits for staff reports and public comments
- Does not discuss issues and topics not on the agenda
- Has a process for considering topics that are brought up but not on the agenda
- Refrains from haranguing other trustees or the chancellor or staff on any issue
- Listens respectfully
- Avoids one-on-one discussions with audience members but listens to comments and lets the person know that his/her comments will be taken into consideration
- Always has a policy or procedure that places limits on audience participation or deals with attacks on college personnel
- Makes requests for action or information through the chancellor and not through administrative staff or faculty
- Decides how the meetings will be conducted and sticks to the process

Self-Evaluation

The board has agreed to use the services of the Community College League of California (CCLC) to help in team building as well as to have informal get-togethers. Focusing on the big picture is a goal of the board (especially in areas of technology, finance, and education) as well as doing a better job of involving the community, particularly the high tech community. There is strong support among board members for recognizing excellent teaching at the division level. Because connection to faculty, staff, and students is always a concern, the board is considering the possibility of an outreach program.

Planning Agenda

No recommendations at this time.

Standard IV.B.1.f

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

Descriptive Summary

The “Foothill-De Anza Community College District Orientation Handbook for New Trustees” (Doc. 34) provides information for new trustees as well as current board members. The “Board Policy Manual” and the “Board Handbook” are reference manuals for all board members. (Doc. 26)

New trustees are expected to:

- Attend Trustee Orientation Workshops sponsored by the Association of Community Colleges (ACCT).
- Peruse trusteeship materials published by state associations and the ACCT Web site.
- Study the board’s policies on the governing board, particularly the code of ethics.
- Meet with the chief executive officer, board chair, and other members of the board to discuss trustee roles and responsibilities.
- Use a current board member as a mentor.
- Discuss with the CEO and other trustees the difference between policy making and administration.
- Be aware of ethical and legal constraints on trustees, including open meeting provisions, confidentiality, conflicts of interest, and their role in collective bargaining or setting staff salaries.
- Arrange their schedule in order to attend state and national conferences for trustees.

Self-Evaluation

New board members receive an extensive orientation. For the three board members elected in 2003, they spent most of the first day of orientation carefully going over board policies. Then they attended a new board member orientation in Sacramento run by the CCLC. One board member reported that the information presented was excellent. In addition, the FHDA chancellor provided all new board members with a book on effective trusteeship as well as documents on the Brown Act and historical information for the district. One trustee reported that she personally attended board meetings for almost a year before serving on the board and was able to observe the board’s self-evaluation.

Since the last accreditation, two members are new to the board. Two seats will come up for election November 2005 and three in November 2007.

Planning Agenda

No recommendations at this time.

Standard IV.B.1.g

The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary

The board members commit themselves individually and collectively to the highest standards of conduct and agree to work in a spirit of collaboration and cooperation. The "Board Handbook," (Doc. 34) which is updated annually, includes Board Roles and Responsibilities, a Code of Ethics, and a system for evaluating the performance of the board. The board observes all state and federal statutes and administrative regulations, including the Education Code, the Government Code, the Labor Code, and the open meeting requirement of the Brown Act. The board supports the Conflict of Interest regulations and the Fair Political Practices Act. In order to review its performance and its members' adherence to their roles and responsibilities, the board meets annually in retreat.

Self-Evaluation

The Board of Trustees produced a "Summary of Responses" to its self-evaluation on July 19, 2004. At an open meeting, board members shared their general conclusions with other members. (Doc. 33) Board members rated their individual performances, their mission, and their ethics.

According to the Accreditation Survey, 60% of the faculty and staff either agreed or strongly agreed that the board provides the vision necessary to lead the district effectively, and 40% disagreed or strongly disagreed.

Planning Agenda

No recommendations at this time.

Standard IV.B.1.h

The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary

The board has adopted a "Board Handbook" (Doc. 34), updated periodically, which includes board roles and responsibilities, a Code of Ethics, and a system for evaluating the performance of the board. The board abides

with the Fair Political Practices Act and Conflict of Interest regulations. By California state law, each year every board member must sign a Disclosure Statement. These are submitted to the state offices.

The board meets in retreat annually to conduct a review of its performance, reviewing its members' compliance with their roles and responsibilities and codes of ethics and conduct. (Docs. 28, 33, 35) Several times in recent years the Community College League of California executive director has been invited to facilitate these retreats. Each board member completes a self-evaluation prior to the retreat and these are reviewed with the board as a whole. In addition, the board welcomes evaluations from the constituency groups.

Self-Evaluation

When asked in the Faculty and Staff Accreditation Survey (Doc. 10) if "the processes used to evaluate administrators are adequate," 52% of respondents agreed or strongly agreed. It is uncertain if respondents also applied this question to the Board of Trustees. In the 1999 Accreditation, it was discovered that a majority of the college community did not know if there was an effective evaluation process for the Board of Trustees. A follow-up survey is necessary to determine if that has changed. From the trustees' perspective, the review process works well and the board members are open and honest with each other. It is still unclear if the Board Code of Ethics has a clearly defined policy for behavior that violates its code.

Planning Agenda

- The president will work with the chancellor to ensure that the board's Code of Ethics is broadly distributed and reviewed at the appropriate governance levels of the college.
- De Anza recommends that the district evaluate whether the board's Code of Ethics has a clearly defined policy for dealing with behavior that violates its code as required.
- If documents already exist, it should be clearly referenced in the Code of Ethics and be made available along with all other board material.

Standard IV.B.1.i

The governing board is informed about and involved in the accreditation process.

Descriptive Summary

The board is informed and involved in the accreditation process through regular reports by the chancellor and college presidents and by reviewing

Self-Study drafts. Midterm accreditation reports (Doc. 23) and progress toward implementation of recommendations have been presented to the board. The current president of the Board of Trustees participated in Standard IV of this accreditation process. (Doc. 36)

Self-Evaluation

In past accreditation Self-Study processes the board has had representation on steering committees. In this Self-Study, the board president was the representative on Standard IV. The board reviews each college's Self-Study and ultimately grants the final approval.

Planning Agenda

No recommendations at this time.

Standard IV.B.1.j

The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference, and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary

The chief administrative office for the district, the office of the chancellor, has gone through a recent vacancy due to the former chancellor's retirement in 2003. The procedure the board followed in 2003 was to request proposals from search firms, which the board reviewed on Oct. 28, 2004. Board members then selected three firms to make presentations on Nov. 4, 2004, and finally selected the firm ACCT to conduct the search for a new chancellor. ACCT worked with a district-wide committee made up of faculty, staff, students, administrators, community members who then recommended three finalists that the board interviewed as well as held open forums at both colleges with the three finalists and solicited feedback from the respective audiences.

From that process the new chancellor was selected. The board last conducted its yearly evaluation of the chancellor in closed session on July 12, 2004, following Board Policy 9301. All employee evaluations are confidential. The board meets with the chancellor to discuss the survey results and reviews with the chancellor her goals and objectives quarterly.

The board's sole hiring and employee evaluating responsibility is to select and evaluate the chancellor. The chancellor selects each college president and presents her nomination to the board. The chancellor evaluates each college president and the vice chancellors annually. The method of evaluation is left to the chancellor's discretion.

Self-Evaluation

The mission of the Board of Trustees (Doc. 25) clearly states the role and responsibility of appointing and assessing the performance of the chancellor and the presidents. Annual performance evaluations of district administrators including the chancellor are confidential documents, distributed and filed with the office of Human Resources. Since the evaluation of the chancellor is confidential, the board conducts the evaluation and then meets with the chancellor to discuss the results and the chancellor's goals and objectives.

The Faculty and Staff Accreditation Survey (Doc. 10) results scored the chancellor position quite high:

- 92% of respondents either agreed or strongly agreed that the chancellor provides effective leadership.
- 84% of respondents agreed or strongly agreed that the chancellor fosters effective communication, demonstrating the effectiveness of the chancellor's office and performance.
- The Board of Trustees provides oversight, thus insuring integrity to this process.

Planning Agenda

- De Anza recommends that the board expand the evaluation process of the chancellor and college presidents to ensure broader input.
- De Anza recommends that the board communicate findings in a board statement of district goals.

Standard IV.B.2

The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Standard IV.B.2.a

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

Descriptive Summary

As of the 2004-2005 academic year, the administrative structure consists of three organizational areas led by three vice presidents. These positions are the vice president of Finance and College Services, the vice president of Student Services and Institutional Research, and the vice president of Instruction. They report directly to the president, as does the director of Marketing/Communications. (Doc. 37)

There has been substantial turnover among administrative personnel in the last five years at De Anza. Specifically regarding senior administrative personnel, the following changes have occurred since the 1999-2000 academic year: During the 1999-2000 year, there was provost of Workforce, Technology and Economic Development. In 2000-2001, this position became a vice presidency and was filled until January 2004. The position remained vacant and, as of the 2004-2005 academic year, no longer appears on the Administrative Organization chart. In addition, the vice president of Finance and College Services left to take a position as vice chancellor of Business Services with the district in 2003-2004. The vice president of Finance and College Services position was filled on an interim basis and then staffed permanently in February 2004.

Furthermore, when the former chancellor retired in December 2003, an outside interim chancellor was hired for six months. Martha Kanter, then De Anza College's president, was chosen to fill the permanent chancellor position starting July 2003. De Anza's vice president of Instruction became the interim president for the 2003-2004 year while a search was conducted to fill the position. The dean of Academic Services was appointed interim vice president of Instruction for one year while she also did the work for her permanent position. The selection committee chose a new De Anza president who resumed duties in July 2004. Interim personnel then returned to regular duties.

There has been turnover among division level deans since 2000-2001 as well. The dean of Counseling and Matriculation position has had three people serve in that role over the last five years and, for at least the 2004-2006 years, the position will remain vacant and a faculty member has been re-assigned to serve as a Counseling and Advising Center department chair. There have been two deans of the following areas during this time period:

Social Sciences and Humanities Division, Language Arts Division, and Student Development and EOPS. The Physical Education dean retired in June 2004, as did the dean of Distance Learning. As with the Counseling and Matriculation dean position, a faculty member has been re-assigned as the Physical Education department chair for the 2004-2006 years. In the case of the Distance Learning program, a classified employee has become a classified supervisor for at least the 2004-2005 year. Much of this turnover has occurred as a natural response to retirements and various career advancement opportunities.

Self-Evaluation

An overwhelming majority of Faculty and Staff Accreditation Survey (Doc. 10) respondents (93%) agreed or strongly agreed that De Anza makes an effort to hire persons of diverse backgrounds for all the programs and services of the college. Seventy-five percent agreed or strongly agreed that the recruitment, hiring, and promotion practices are fair. Despite these efforts, however, the ethnic and cultural composition of faculty, staff, and administrators has yet to match the diversity of our student population. However, the District Diversity Climate Survey (Doc. 38) administered in 2003 found that more than 85% of the administrator respondents had participated in two or more activities at De Anza related to diversity issues.

Nearly half of the Accreditation Survey respondents (48%) did not perceive the processes used to evaluate administrators as adequate. However, in the District Diversity Climate Survey, administrators in general rated their working environment as positive in terms of friendliness, respect, sense of welcome, and anti-discriminatory practices.

Planning Agenda

- The President's Council will review the process used to evaluate administrators, especially as to transparency and accountability.
- The President's Council will review the hiring process to ensure that available positions are publicized in ways that will enable the development of hiring pools of qualified applicants that more closely reflect the diversity of the De Anza student body.

Standard IV.B.2.b

The president guides institutional improvement of the teaching and learning environment by the following:

- **establishing a collegial process that sets values, goals, and priorities;**

- **ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts.**

Descriptive Summary

The De Anza president provides leadership in defining goals, developing plans, and establishing priorities for the college through a shared governance process involving the senior staff, administrators and supervisors, the Diversity Advisory Council, the Division Dean's Council, the Student Services Council, the College Council (with related Planning and Budget Teams), the Academic Senate, the Classified Senate, the DASB, SEIU, CSEA, Teamsters, and the Administrative Management Association.

As a result of the recommendations of the last accreditation in 1999, the Foothill-De Anza District has expanded its Institutional Research staffing. A director of Institutional Research position was established and filled in 2001. The following year, De Anza hired a new supervisor of College Research, who works with the district research office but is assigned to the De Anza campus. The supervisor of College Research is a member of the President's Cabinet, an ex-officio member of the College Council, a member of the Diversity Advisory Council, and works closely with the vice presidents and the dean of Academic Services. This supervisor met regularly with the two presidents prior to the current president.

The district office conducts research on external conditions relative to the college. De Anza's supervisor of College Research is responsible for research on internal conditions, such as enrollment or student success rates. While there is no institutionalized process for linking research to strategic planning, there has been increasing use of research data in decision-making at the college over the last five years. (Docs. 38, 39, 40, 41) On its Web site the Institutional Research and Planning mission statement directly links research to strategic planning: "provides reports, research, and institutional data that enables administrators, faculty and staff to support the mission and achieve the goals of the district, thereby continually improving student learning and success and services to the community." (Doc. 38)

De Anza's current Educational Master Plan, "DE ANZA 2005 Pathways to Excellence," (Doc. 58) was developed by the Planning Group, which was commissioned by the College Council in conjunction with the president.

The Educational Master Plan was reviewed by all governance groups, divisions, and programs of the college and discussed in a series of Town Hall meetings. (Doc. 58) Strategic planning will begin next year and will be aided by the results of this Self-Study. In addition, the Diversity Advisory Council, which is chaired by the president, developed a Multicultural Plan in 1999. (Doc. 59) In conjunction with the Diversity Advisory Council, the Equity Collaboration Team is revising the Multicultural Plan.

Self-Evaluation

The Accreditation Survey (Doc. 10) asked about the president, but there have been three De Anza presidents since our previous Self-Study. Thus, we cannot be sure which president respondents considered in their answers. The new president is only several months into his service both at De Anza and as a college president. The following results should be considered to be responses about the office of the president, and not a particular individual. There were high ratings of the office of the president's ability to establish a collegial process: 88% of survey respondents agreed or strongly agreed that De Anza's president "engages in collaborative decision-making with an emphasis on collegiality and open communication among all constituents." This perception also held for De Anza's vice-presidents, where 78% of respondents agreed or strongly agreed. Three-quarters of survey respondents believed that De Anza's planning efforts provide adequate opportunities for participation.

Seventy-five percent of survey respondents agreed or strongly agreed that the processes for establishing and evaluating educational and support services programs are clearly defined. Similarly, 61% agreed or strongly agreed that De Anza supports its educational programs with adequate resources.

The Accreditation Survey revealed substantial dissatisfaction with the overlap of resource planning and educational planning. Fifty-three percent of respondents disagreed or strongly disagreed with the statement, "Human resources planning is integrated with institutional planning." Similarly, 42% disagreed or strongly disagreed that financial planning is linked to strategic planning and institutional goals. A substantial percentage of respondents (46%) did not find the processes for financial planning to be clearly defined and followed. In addition, 42% of respondents disagreed or strongly disagreed that the Program Review process for Instruction and Student Services was effective.

Planning Agenda

- The President's Council will develop a mechanism to more effectively and consistently link data derived through Institutional Research activities to the strategic planning and budget allocation process.

- The President's Council will implement a more transparent review and evaluation process for strategic planning and budget allocation.

Standard IV.B.2.c

The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary

The De Anza College president is fairly new to this position and has not changed the campus organizational structure or past practices related to the implementation of statutes, regulation, and governing policies. He believes that our present organizational structure is in line with institutional goals. He assures that institutional practices are consistent with the campus mission and policies by working closely with the vice presidents, division deans, and shared governance groups on campus. Furthermore, the president engages in ongoing conversations with the chancellor and vice chancellors. He believes that checks and balances are appropriate and in place and considers multiple levels of feedback and input to be necessary and extremely important. District audits are also utilized and there is transparency to the processes in place.

Self-Evaluation

We have no information from the November 2004 Accreditation Survey (Doc. 10) about whether the president is successfully implementing regulations and policies. This item cannot effectively be evaluated because the current president is only several months into his term. Such implementation has been appropriately delegated to the vice presidents thus far.

Planning Agenda

- De Anza will collect information and feedback regarding the present organizational structure and its effectiveness in meeting institutional goals as a part of its strategic planning process.
- Feedback obtained will be incorporated into a campus dialogue to address concerns that might be raised.

Standard IV.B.2.d

The president effectively controls budget and expenditures.

Descriptive Summary

The president has ultimate campus-based authority over decisions regarding the campus budget and expenditures. (Doc. 42) He is acutely aware of statewide budget pressures and potential impacts to the campus. The president incorporates a human focus when responding to budget constraints and impacts. He does not believe that the campus decision-making processes are about control and structure so much as about relationships. He works closely with the vice presidents and division deans to develop a broad understanding of campus funding needs and impacts. He utilizes an ethic of person/position protection to the highest degree possible and is comfortable with and incorporates the present shared governance structures in his budgetary and expenditures decision making process.

The president manages resource allocation through shared governance decision-making groups. There are three Planning and Budget Teams, each chaired by a vice president (Instruction, Student Services, and Finance and College Services), and co-chaired by a faculty or staff member. The PBTs forward their recommendations to the College Council, which is chaired by the president and includes representatives from all of the constituent groups on campus, generally their leaders. College Council and constituency representatives then jointly review recommendations and make decisions.

Self-Evaluation

Overall, a large majority of respondents (69%) to the Accreditation Survey (Doc. 10) agreed or strongly agreed that De Anza “has appropriate resources available to assist students in meeting their educational and career goals.” However, respondents had concerns about particular areas of expenditures as well as the budgeting process:

- Respondents to the survey expressed negative sentiments about resources and budgeting, and 63% disagreed or strongly disagreed with the statement that “student services were adequately staffed.”
- Over half believe that facilities were inadequate.
- 62% disagreed or strongly disagreed that the resource allocation process was fair.
- 43% of respondents do not perceive that administrators, faculty and staff have appropriate opportunities to participate in and influence the budget process.
- There is also doubt (48%) about appropriate budget control mechanisms and timely and dependable information for financial decision-making.

These findings point to faculty and staff concerns about the budgeting process and allocation outcomes in general, not just in regard to the president's oversight of this process.

Planning Agenda

No recommendations at this time.

Standard IV.B.2.e

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

Descriptive Summary

The president submits monthly reports to the Board of Trustees and these reports are also distributed to the campus as a whole. (Doc. 43) In addition, the president attends meetings of various groups on campus as well as in the community. The president communicates with the college community through e-mails and voicemails sent out by the Marketing/Communications Office. (Doc. 44)

Self-Evaluation

In general, 63% of the Accreditation Survey respondents believed that there is clear, current and widely available communication at De Anza. When asked specifically about the office of the president, 83% of respondents perceived De Anza's president to be visible and accessible. It is possible, as mentioned above, that respondents were referring to either of the two previous presidents, as our current president is only several months into his service.

Planning Agenda

No recommendations at this time.

Standard IV.B.3

In multi-college districts or systems, the district/system provides primary 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. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

Descriptive Summary

The Foothill De Anza Community College District in its "Philosophy, Mission, and Priorities" statement clearly communicates that educational excellence and integrity are at the heart of the district's core values. (Doc. 25)

Roles of authority and responsibility between the college and the district system are described in detail in the document titled “Organizational Structure Delineating Central Services and Colleges’ Functions and Responsibilities.” (Doc. 45)

Self-Evaluation

When asked in the Accreditation Survey if employees felt that the district clearly delineates the responsibilities and functions of the district from those of the college, 69% either agreed or strongly agreed with the statement. (Doc. 10) The survey results support the assertion that employees of the district understand the roles and functions of Central Services.

Planning Agenda

No recommendations at this time.

Standard IV.B.3.a

The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

Descriptive Summary

In the “Philosophy, Mission, and Priorities of the Foothill-De Anza Community College District” statement (Doc. 25), the district outlines its organizing principles. The second principle states, “We recognize and support the distinct ethos of each college while coordinating a centralized decision-making and resource allocation process that avoids redundancy and minimizes bureaucracy.” On the campus each year, senior administrators discuss and review the current organizational structure. (Doc. 46) These changes are communicated to the senior staff. Through collaboration and discussion, the district and the two colleges outline who is responsible for what and where decisions will be made. They share these plans with the various constituency groups. After the feedback cycle, any necessary adjustments are made. These changes are communicated to faculty and staff through the distribution of organizational and functional charts on both campuses as well as during retreats and meetings. In addition, the chancellor and vice chancellors have developed a matrix to demonstrate the relationships between the college and district functions.

Self-Evaluation

The Accreditation Survey (Doc. 10) asked employees if the district clearly delineates the responsibilities and functions of the district from those of the college, and if it consistently adheres to this delineation in practice. Of the 157 respondents to this question, 69% agreed or strongly agreed that the district does this.

The survey results appear to support the assertion that faculty and staff know the difference between what the college does and the district does. However, it was not until the fall of 2004 that the district produced its organizing principles. With so many top leadership changes in the last several years, it appears from the survey that many faculty and staff do not clearly understand the decision-making processes. With a college community as large as De Anza's, it is extremely important to communicate how decisions are made and how employees, especially newly hired faculty and staff, can participate in the decision-making process.

Planning Agenda

No recommendations at this time.

Standard IV.B.3.b

The district/system provides effective services that support the colleges in their missions and functions.

Descriptive Summary

The district provides the infrastructure that enables the colleges to focus on their primary mission: teaching and learning. The district's Central Services is divided into three major units, each supervised by a vice chancellor: Technology, Business Services, and Human Resources and Equal Opportunity. Each reports to the chancellor. (Doc. 46)

The vice chancellor of Technology oversees Educational Technology Services (ETS), which provides the infrastructure, equipment, and maintenance of technology services to support the college in meeting its educational goals. Each year, ETS conducts a survey of all faculty, staff and administrators of its services. (Doc. 47) Instructional Research and Planning is a part of ETS. Instructional Research and ETS affect Student Learning Outcomes by equipping the classrooms with the necessary technology, providing support to faculty and staff, and researching demographics of student success and areas of improvement needed. In addition, according to its mission statement, Institutional Research "provides reports, research, and institutional data that enable administrators, faculty and staff to support the mission and achieve the goals of the district, thereby continually improving student learning and success and services to the community."

The office of Human Resources and Equal Opportunity (HR) facilitates the recruitment, selection, and evaluation of personnel as well as the implementation of board hiring and diversity policies and administrative procedures.

The vice chancellor of Human Resources and Equal Opportunity also serves as chief negotiator for the district with teams drawn from Central Services

and college administrators who negotiate collective bargaining agreements with all employee unions (Faculty Association, SEIU, CSEA, and Teamsters) as well as with the “meet and confer” employee groups (confidential and Administrative Management Association). District staff members are knowledgeable about collective bargaining contracts and serve as resources for contract interpretation, conciliation processes, grievances, and claims.

HR is responsible for providing training and assistance in the hiring of full- and part-time faculty and staff, including the training of district employees who serve as Equal Opportunity representatives on all hiring committees. HR also monitors the full-time faculty obligation, making this information available to the colleges to assist in staff planning.

HR coordinates faculty and staff development efforts as provided in the collective bargaining contract with the appropriate committees that oversee the quality of proposals. The district also supports staff development efforts for district administrators and supervisors through programs provided at monthly meetings of these groups. (Doc. 48) HR provides training in preventing sexual harassment and discrimination, and coordinates training on workplace violence with Risk Management. (Doc. 48)

HR leads the district’s diversity program in consultation with the District Diversity Advisory Committee and the college diversity committees. (Doc. 49)

HR participates regularly in annual Central Services and Educational Master Plan efforts that are adopted by the board. (Doc. 45)

The vice chancellor of Business Services, in consultation with the District Budget Advisory Committee and the executive staff, oversees the development of the annual budget and the distribution of state funds and local resources in accordance with the Educational Master Plan and the annual goals and objectives of the colleges and Central Services.

The chancellor, presidents, and vice chancellors take the lead in recommending allocations for and distributing financial resources through the District Budget Advisory Committee that reports to the Chancellor’s Advisory Committee (CAC) and ultimately to the chancellor, and through annual goals and action planning for all Central Services programs.

With advice from the District Budget Advisory Committee and CAC, the vice chancellor of Business Services allocates financial resources to each college in consultation with the chancellor, presidents, vice chancellors and vice presidents. (Doc. 45)

All fiscal planning and budgeting committees use available data from the state and the district's budget information, according to board-adopted budget development guidelines. (Doc. 45) These guidelines include requirements for continued use of reserves consistent with state guidelines as well as the board's compensation philosophy. The budget allocation plan is consistent with educational master plans of colleges and their annual goals and objectives.

Business Services facilitates purchasing and the competitive procurement of goods and services. The procurement process was recently streamlined through business process reengineering and new Web-based information is now in place for purchasing and vendor outreach. (Doc. 45)

Central Services supports the Foothill-De Anza Foundation (Doc. 45) with the help of its commissions, which raise funds to support instruction, student services, facilities, equipment and scholarships as well as special projects. Annually, the foundation provides fundraising information and training to college faculty and staff on each campus.

The executive director of Facilities and Operations, reporting to the vice chancellor of Business Services, facilitates the design and implementation of the District Facilities Master Plan (Doc. 45), consistent with the adopted District Educational Master Plan that brings together the Educational Master Plan for each college and the support functions of Central Services.

The executive director of Facilities and Operations conducts periodic facilities condition assessments and, with input from the colleges, catalogs and prioritizes ongoing and scheduled maintenance. A plant services manager on each campus supervises the maintenance operations.

The Board of Trustees meets at least once a year in a special study session to review the long-term budget strategies, including the multi-year equipment replacement plan, funding options for long term facilities renovation and construction, and multi-year staffing projections for faculty, administrative and classified positions.

Self-Evaluation

While it appears that the district provides effective services that support the colleges in their missions and functions, and that Central Services functions and its relationship to the colleges is clearly defined, Accreditation Survey results (Doc. 10) are mixed. When De Anza administrators, faculty, and staff were surveyed on this subject in November 2004, almost 69% of the respondents agreed or strongly agreed that district responsibilities and functions are clearly delineated from those of the college and that the district consistently adheres to these delineations in practice. Nearly 32% either disagreed or strongly disagreed with the statement.

When asked if the Board of Trustees provides the vision necessary to lead the district effectively, 60% of the respondents agreed or strongly agreed while 40% disagreed or strongly disagreed.

In addition, when asked if the Board of Trustees establishes broad institutional policies and appropriately delegates responsibility to implement them, 69% agreed or strongly agreed while 31% either disagreed or strongly disagreed.

Planning Agenda

No recommendations at this time.

Standard IV.B.3.c

The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

Descriptive Summary

The chancellor has responsibility for the oversight and allocation of resources to the colleges. Each college prepares an annual budget that is reviewed and approved by the chancellor and her cabinet. (Doc. 42) Formulas for resource allocation have been developed by the district to direct this process. Within the fiscal constraints the district faces, each program and its leaders are able to advocate for their needs. The District Budget Advisory Committee advises the chancellor. Its members include management, faculty, staff, and students from each college, as well as union representatives.

Self-Evaluation

The district has established a fair and equitable system for the allocation of resources. Funds are allocated utilizing the district's Budget Principles and Strategies Model. (Doc. 25) The colleges then distribute the resources utilizing their own resource guiding principles. There is a concern on the campus level, however, regarding how resources allocated from the district are redistributed at the campuses. What follows is a list of responses to questions on the Accreditation Survey about the distribution of resources:

- De Anza supports its educational programs with adequate resources: 61% of the respondents agreed or strongly agreed and 39% disagreed or strongly disagreed.
- The resource allocation process fairly provides for materials, equipment, and personnel: 38% of the respondents agreed or strongly agreed and 62% disagreed or strongly disagreed.
- Human resource planning is integrated with institutional planning: 47% of the respondents agreed or strongly agreed while 53% disagreed or strongly disagreed.

- Institutional guidelines and processes for financial planning and budget development are clearly defined and followed: 46% of the respondents disagreed or strongly disagreed.
- Financial planning is linked to college strategic planning and supports institutional goals: 42% disagreed or strongly disagreed.
- Employees had appropriate opportunities to participate in and influence the development of college financial plans and budgets: 43% of respondents disagreed or strongly disagreed.
- The financial management system creates appropriate control mechanisms and provides dependable and timely information to enable sound fiscal decision-making: 48% of respondents disagreed or strongly disagreed.

As stated earlier, these responses reflect the opinions of administrators, faculty, and staff as to how resources are allocated at De Anza. A separate survey would need to be developed to determine if the respondents felt the same way about the resource allocation process at the district level.

Planning Agenda

- The President's Council will communicate the district's role in the resource allocation process to appropriate constituent groups and make it a topic of all college forums.
- The President's Council will reevaluate the process and criteria by which resources are allocated on campus.
- The President's Council will reevaluate how those decisions are communicated.
- A separate survey will be conducted to determine if respondents feel the same way regarding how resources are allocated from the district level and whether the current allocation formulas warrant a re-evaluation.

Standard IV.B.3.d

The district/system effectively controls its expenditures.

Descriptive Summary

The responsibility for fiscal solvency rests on the shoulders of the vice chancellor of Business Services. Each campus is responsible for its respective budget, but the vice chancellor ensures that the colleges and Central Services function within allocated budgets. The chancellor and the board rely heavily on the vice chancellor's recommendations regarding fiscal solvency. The vice chancellor provides a budget update at each Chancellor's Advisory Council (CAC) meeting. (Doc. 50)

The district has an A++ bond rating. (Doc. 51) There is an Audit and Finance community committee that provides oversight to the district. There are many checks and balances built into the operations of Business Services. (Doc. 29) In the most recent external audit, there were no negative material findings. (Doc. 29)

Self-Evaluation

Although the district has an A++ bond rating, it is struggling financially. Finance is the greatest challenge the district and the colleges face today. Fiscal resources continue to decline, as does state funding. The district is increasingly hard pressed to provide the resources necessary to complete the goals identified in the college mission statement. It is predicted that this situation will continue for at least several more years.

Planning Agenda

No recommendations at this time.

Standard IV.B.3.e

The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

Descriptive Summary

The previous chancellor resigned in December 2002. From January through June 2003, the district employed an outside interim chancellor. In July 2003, the permanent chancellor was hired. The chancellor was previously the De Anza president. Once the president of De Anza became chancellor, De Anza's vice president of Instruction assumed the interim college president position from July 2003 through June 2004. In June 2004, the new college president, hired from outside the district, officially started in his position.

Under the leadership of the previous and interim chancellors, the college president maintained the authority and responsibility to operate the college and to administer delegated district policies. The chancellors did not interfere in the college president's role. With the previous college president as the current chancellor, and with no permanent college president for one full year, the chancellor mentored and guided the interim president. It is too soon to evaluate the relationship between the current chancellor and president. However, there is every indication that the chancellor will give full responsibility and authority to the president without interfering in the president's role. For instance, the chancellor contacts the president each time she will be on the De Anza campus. She only attends college committee meetings when she is explicitly invited.

Self-Evaluation

The chancellor has given full responsibility to the college president to implement and administer delegated district/system policies. The chancellor provides thoughtful and proactive leadership for the district and allows each college to operate autonomously under the leadership of their respective presidents.

Planning Agenda

No recommendations at this time.

Standard IV.B.3.f

The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Descriptive Summary

After each board meeting, the “Board Highlights” newsletter (Doc. 52) is e-mailed to all faculty and staff. Digital copies of these reports and minutes of the meetings are placed on the district’s Web site. (Doc. 53) On-campus e-mail has become extremely valuable as a communication tool. Individuals e-mail communications about important information as well as posting information on the college Web site. (Doc. 44) All board policies, board minutes, and minutes of the CAC are on the district Web site. (Doc. 53) Discussions go back and forth between Joint Development Group (JDG) and CAC. An example of a current discussion is the Public Domain policy on the Nov. 15, 2004 agenda packet. When the board does pass a policy, there has been much discussion on the two campuses and through JDG and CAC.

Central Services vice chancellors and the chancellor often attend campus Town Hall meetings and are sometimes on the agenda. (Doc. 42)

The district offices, together with the college presidents, are the primary liaisons with the board. The executive staff of the district and representatives of the governance groups attend each board meeting. This is the same group that composes the CAC, so there is a strong link between board actions/discussions and the CAC. A summary of the board meeting is prepared and sent to the entire college. All board agendas and minutes are posted online as well as agendas and minutes of the Budget Advisory Committee. (Doc. 53)

Self-Evaluation

In 2004, the vice chancellor of Business Services gave 52 presentations to various groups within the district including presentations at Town Halls at

De Anza, and meetings of CAC, Board of Trustees, divisions, SEIU, FA, Central Services, and Plant Services. Budget updates (Doc. 54) presented to the Board of Trustees are posted in an online archive with the presentations and the manner in which solutions or new challenges emerge over the year.

The Accreditation Survey (Doc. 10) asked if the chancellor fosters effective communication between the Board of Trustees, administration, faculty, staff, and students. Of the 196 respondents 84% agreed or strongly agreed that the chancellor does. Even though 84% is a large number, a larger number of people did not answer affirmatively or did not answer at all. Even though every effort appears to be made on the district's part to communicate with the colleges and the board, there is not the same commitment to foster communications between both colleges. The district as liaison is charged with the responsibility of creating processes for both colleges, from administration to classified to faculty, to share information on timely issues and concerns.

Planning Agenda

- De Anza recommends that the district immediately seek new ways to increase communication between itself and the colleges and between the two colleges.
- De Anza recommends that the district continue to expand the distribution of information through the use of newsletters, e-mails, and district Web sites.

Standard IV.B.3.g

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

Descriptive Summary

The board had an orientation on Nov. 4, 2003. (Doc. 55) The chancellor then took the board members to the Community College League Leadership Conference. (Doc. 56) In the past, the district struggled with the issue of college autonomy and centralization. In the 1999 Educational Master Plan, it recognized the need to issue a statement that would clearly delineate the operational responsibilities and functions of the district and the colleges. The purposes and functions of the colleges, Central Services, the chancellor, the Board of Trustees, and the community are outlined in the draft of the new mission booklet, "Philosophy, Mission, and Priorities of the Foothill-

De Anza Community College District,” that the chancellor presented to the Chancellor’s Advisory Council and Board of Trustees in a November 2004 meeting. (Doc. 45) In the summer of 2004, the board adopted a revised “Roles and Responsibilities of Trustees.” (Doc. 57)

The Board of Trustees conducts an annual self-evaluation. (Doc. 33) The results of the most recent one were given at the July 19, 2004 Board of Trustees meeting. (Doc. 33)

The district evaluated its decision-making structures in 1998 and embarked on a unification initiative that allowed for more efficiency in educational programs and support services. As a result, campus safety, the bookstores, custodial services, and educational technologies were centralized in 2000 after considering the recommendations and feedback from all constituent groups. De Anza and Foothill Colleges also aligned their curricula in mathematics and biology to better meet student needs.

Self-Evaluation

Sixty-nine percent of administrators, classified staff, and faculty who responded to the Accreditation Survey (Doc. 10) agreed and strongly agreed that the district clearly delineates the responsibilities and functions of the district from those of the colleges, and consistently adheres to this delineation in practice.

Planning Agenda

- De Anza recommends that the district review its methods and criteria of evaluating its effectiveness and disseminate that information.

Sources for Standard IV

- Doc. 1 Board Code of Ethics (July 12, 2004)
- Doc. 2 Foothill-De Anza Community College District Administrators Handbook, pages iii-v, ACCA Statement of Ethics
- Doc. 3 De Anza College Academic Senate Statement on Professional Ethics
- Doc. 4 <http://www.deanza.edu/staffdev/index.html>
- Doc. 5 2000-2001 De Anza College Annual Report: Excellence and Opportunity
- Part I. Educational Master Plan Update: Internal and External Assessment
 - Section 4. Collegial Campus Climate and Shared Governance
 - League for Innovation in the Community College: Innovation of the Year Award: <http://www.academicssenate.cc.ca.us/LocalSenates/Awards/Exemplary.htm>
 - <http://pdc.cvc.edu/cvcaward/>
- Doc. 6 <http://www.deanza.edu/instruction>
- Doc. 7 <http://www.deanza.edu/tutorial/history.html>
- Doc. 8 Agreement Between FHDA and the Foothill-De Anza Faculty Association
- Doc. 9 List of Faculty-authored Textbooks Used in De Anza College Classes
- Doc. 10 De Anza College Faculty and Staff Accreditation Survey Results November 2004
- Doc. 11 De Anza College 2003-2004 State of the College Annual Report Part I: Internal and External Assessment
- Doc. 12 <http://facultyfiles.deanza.edu/gems/senatede/constitution2001.pdf>
- Doc. 13 De Anza College Classified Senate Constitution and Bylaws
- Doc. 14 http://www.deanza.edu/dasb/docs_forms/codes/Constitution.pdf
- Doc. 15 De Anza College 2000-2001 State of the College Annual Report Part I: Internal and External Assessment
- Doc. 16 <http://www.deanza.edu/faculty/sharedgov/collcouncil.html>
- Doc. 17 <http://www.deanza.edu/faculty/sharedgov/finance.html>
- Doc. 18 http://www.deanza.edu/dasb/docs_forms/codes.html
- Doc. 19 De Anza College Student Accreditation Survey Results November 2004
- Doc. 20 DASB Resource Binder
- Doc. 21 Board Policy 2222
- Doc. 22 Board Policy 2224
- Doc. 23 Midterm Report – Response to Team Recommendations Submitted to the Accrediting Commissions Oct. 15, 2004

- Doc. 24 <http://www.deanza.edu/president/masterp.pdf>
(Educational Master Plan 2015)
- Doc. 25 Philosophy, Mission, and Priorities of the Foothill-De Anza
Community College District: [http://www.fhda.edu/about_us/
board/mission](http://www.fhda.edu/about_us/board/mission)
- Doc. 26 Board Policy Manual
- Doc. 27 Board Policy 1130, Administrative Procedures/Appendix to
Board Policy Manual
- Doc. 28 Board Code of Ethics (amended and reaffirmed: Board Minutes
July 12, 2004)
- Doc. 29 http://www.fhda.edu/about_us/board/getInfo (Audit and Finance
Committee)
- Doc. 30 <http://www.fhda.edu>
- Doc. 31 Administrative Procedures/Appendix to Board Policy Manual
- Doc. 32 FHDA Board of Trustees Meeting Minutes, July 19, 2004
- Doc. 33 FHDA Board of Trustees Self-Evaluation Summary of
Responses, July 19, 2004
- Doc. 34 Board Handbook
- Doc. 35 Board Roles and Responsibilities
- Doc. 36 List of Accreditation Self-Study Team Members
- Doc. 37 Board Policy 9200
- Doc. 38 Employee Demographics 2003, Institutional Research
District Diversity Climate Survey
- Doc. 39 Student Demographics Fact Sheet 2003, Institutional Research
- Doc. 40 <http://research.fhda.edu/mission.htm>
- Doc. 41 <http://research.fhda.edu/researchreports> (Enrollment Analysis)
- Doc. 42 <http://www.deanza.edu/president/budget.html> (Annual budget,
Town Hall Meetings)
- Doc. 43 De Anza President's Reports to Board of Trustees
<http://www.deanza.edu/president/publications.html>
- Doc. 44 E-mails from Brian Murphy, President of De Anza
- Doc. 45 Organizational Structure Delineating Central Services and
Colleges' Functions and Responsibilities
- Doc. 46 De Anza College Administrative Functions Chart
- Doc. 47 ETS Technology Survey
<http://pixel.fhda.edu/newsbytes/nb013105/html/story2.html>
- Doc. 48 District Training http://hr.fhda.edu/train_dev/district/
- Doc. 49 Diversity in the Workplace <http://hr.fhda.edu/diversity/>
- Doc. 50 Chancellor's Advisory Committee
[http://www.fhda.edu/about_us/stories/storyReader\\$136](http://www.fhda.edu/about_us/stories/storyReader$136)
- Doc. 51 Audit Report
- Doc. 52 Board Highlights http://www.fhda.edu/about_us/board/
- Doc. 53 <http://www.fhda.edu>
- Doc. 54 http://www.fhda.edu/budget_update
- Doc. 55 Board Orientation Meeting Minutes/Agenda for Nov. 4, 2003

Standard IV: Leadership and Governance

- Doc. 56 The Community College League of California (CCLC) <http://www.ccleague.org> Publications, Trustee and CEO Resources
- Doc. 57 Board Roles and Responsibilities
(amended and reaffirmed: July 12, 2004)
- Doc. 58 DE ANZA 2005 Pathways to Excellence, spring 1999
- Doc. 59 Multicultural Plan, 1999