Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A.   Human Resources

1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard
Foothill College is committed to hiring highly qualified faculty, staff, and administrators who reflect the diversity of its student population, ensuring the institution's ongoing success. The College employs equitable, transparent hiring processes and procedures and advertises open positions in multiple venues to attract candidates committed to institutional mission and goals. Hiring procedures for all employees are clearly outlined in Administrative Procedure 4130 [REF: AP 4130]. Reviews of hiring policies and procedures are conducted in collaboration among the District Diversity and Equity Advisory Committee (DDEAC), the Human Resources Advisory Committee (HRAC), and the Chancellor's Advisory Committee (CAC) as part of the Participatory Governance process [REF: CAC Meeting Agenda (Page 22)].

The Foothill-De Anza Community College District (FHDA) office of Human Resources (HR) supervises the hiring process and provides training for employees involved in the process. District HR maintains and reviews job descriptions for accuracy and equity before posting. Chapter 7 of the FHDA Board Policy and Procedure Manual provides a comprehensive outline of the policies and procedures that ensure that the administration of District HR is in accordance with both legal requirements and the Board's commitment to a "culturally diverse community of faculty, staff, and administrators" and "a positive, harmonious work and learning environment" [REF: Board Policy Manual Table of Contents (with links)].

Minimum qualifications are included in all job position announcements. The College follows the Minimum Qualifications for Faculty and Administrators in California Community Colleges [REF: Min Quals Book]. Job descriptions are directly related to the institutional mission and goals, accurately reflecting position duties, responsibilities, and authority [REF: EMS Instructor Job Announcement; REF: PT History Job Description]. Screening criteria and interview questions are developed and approved by an Equal Opportunity Representative, ensuring that qualifications closely match the specific programmatic needs and adhere to the College's Strategic Vision for Equity [REF: Strategic Vision for Equity]. Faculty and staff are directly

involved in the hiring process, defining criteria, qualifications, and job announcements for College positions. All personnel involved in the hiring process must receive training on diversity and the employment process for each Committee on which they serve [REF: AP 4130]. Hiring procedures are consistently followed, and the College verifies applicants' qualifications in accordance with District HR guidelines. Qualifications and hiring processes are outlined in further detail in Standards III.A.2 and III.A.3.

Degrees from non-U.S. institutions are recognized only if equivalence has been established, with applicants required to acquire an evaluation from a recognized agency [REF: BP 7211]. The equivalency process is described in greater detail in Standard III.A.4. The District uses various methods to advertise positions, including academic publications and websites. Job classifications and descriptions, hiring manuals, and salary schedules are all publicly available and maintained on the Employment and Careers page of the District HR website for transparency and access [REF: Employment and Careers Website].

Job descriptions for faculty members teaching in the Baccalaureate degree programs include a comprehensive outline of duties and responsibilities to ensure that programmatic needs are met [REF: Dental Hygiene Job Description].

Analysis and Evaluation
Foothill College meets the Standard. The institution employs equitable and transparent hiring processes, involves multiple committees in policy reviews, and adheres to the Minimum Qualifications. The institution's commitment to diversity, equity, and transparency is evident in its public access to hiring materials, training for personnel, and collaboration between committees. The College effectively maintains the integrity and quality of its programs and services through these robust processes and practices.

2. **Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)**

Evidence of Meeting the Standard
Foothill College is committed to hiring qualified and knowledgeable faculty members, as outlined in Administrative Procedure 4130: District Hiring Procedures [REF: AP 4130]. To ensure a diverse and inclusive hiring process, the College places importance on understanding and sensitivity to diversity [REF: Faculty Hiring Qualifications 4135]. The search committee–comprised of faculty, staff, and administrators–is responsible for identifying selection criteria, screening applicants, and recommending finalists to a selection committee. All members of the search committee must receive training on equal opportunity, diversity, and the employment process before serving [REF: Hiring Procedures]. The selection committee evaluates and validates the academic and professional qualifications of each candidate, including conducting reference checks [REF: Reference Check]. One member of the selection committee serves in the role of an Equal Opportunity Representative.

Part-time faculty apply to district hiring pools and the Human Resources department forwards applications to division hiring committees. The interview process for part-time employees is conducted by the division dean and a full-time faculty member from the same discipline, with a demonstration of skills being a part of the process [REF: Part Time Hiring Procedures].

Both full- and part-time faculty job descriptions include responsibilities for curriculum oversight and student learning outcomes assessment [REF: EMS Instructor Job Description] [REF: Part Time Commercial Music Job Description] .

The College supports online learning and has expectations for faculty teaching online, which can be found on the Online Learning Faculty Support page on Foothill College's website [REF: Online Learning Faculty Support Page].

The College adheres to minimum qualifications for faculty in California, as set by the California Community Colleges Chancellor's Office [REF: CCCCO Min Quals Report 2022]. The Human Resources department verifies transcripts to ensure minimum qualifications are met before finalizing faculty employment. For the BSDH program, a master's degree is a minimum requirement for faculty [REF: BSDH Job Announcement]. Additionally, the Baccalaureate Degree in Dental Hygiene adheres to the standards set forth by the Commission on Dental Accreditation (CODA) [REF: CODA Standards]. The BSDH program follows the same full-time faculty hiring process as described above.

Analysis and Evaluation
Foothill College meets the Standard. The institution is committed to hiring qualified faculty with knowledge in their respective fields. The institution ensures faculty qualifications by adhering to Minimum Qualifications and verifying transcripts before employment. Faculty job descriptions include responsibilities for curriculum oversight and student learning outcomes assessment. Additionally, an inclusive hiring process emphasizes diversity and requires search committee members to receive equal opportunity training. The College also strongly supports online learning and maintains specific expectations for faculty teaching in this format.

3. **Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.**

Evidence of Meeting the Standard
Foothill College has a rigorous hiring process for administrators and classified staff in educational programs, ensuring they can fulfill their duties and meet the mission of the College, as outlined in AP 4130: District Hiring Procedures [REF: AP 4130]. The College adheres to California state minimum qualifications for administrators [REF: CCCCO Min Quals Report 2022]. The hiring process for these positions includes a review of minimum qualifications and academic degrees, as well as committees made up of faculty, staff, and administrators who develop and approve interview questions to ensure that candidates have the necessary skills and experience to perform the described duties [REF: Administrative Hiring Procedures]. Administrators must have a master's degree and at least one year of administrative experience,

and preferred qualifications may include additional years of experience and expertise in areas such as grant writing, public relations, and student equity [REF: Dean Job Posting]. The Administrator's Handbook outlines the duties and responsibilities of administrators and provides guidance for working within the College [REF: Administrator's Handbook]. Faculties who work with Learning Communities or other programs on reassigned time are selected using a hiring process. A job description is created and interested candidates are interviewed by a committee [REF: Umoja Coordinator Job Description]. Depending on the position, there may be a second level of interviews and/or a town hall before a candidate is selected. Selected faculty serve in the role for at least one academic year.

Analysis and Evaluation
Foothill College meets the Standard. The institution employs a rigorous process for selecting administrators. This process involves diverse committees that evaluate candidates based on their skills and experience, ensuring that they possess the necessary qualifications to perform their duties. For administrators, a master's degree and at least one year of administrative experience are required, with additional expertise preferred. The Administrator's Handbook also provides a detailed outline of the expected duties and responsibilities. Similarly, educational program managers are also selected through a comprehensive hiring process, ensuring that qualified candidates are chosen for important roles.

4. **Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

Evidence of Meeting the Standard
Foothill College follows state policy that requires candidates to hold degrees that are accredited or recognized by U.S. agencies [REF: State Regulations]. The College provides information about foreign degrees and adheres to the minimum qualifications for faculty and administrators in California Community Colleges [REF: Academic Senate FAQ's on Min Quals]. District HR supervises this process according to District Hiring Procedures and Equivalency policies [REF: HR Policy 4140- Equivalency]. Job postings with degree requirements state that applicants must submit official transcripts verifying their qualifications before being offered employment [REF: EMS Instructor Job Description].

Applicants who do not clearly meet the minimum qualifications through degrees or applicants with degrees from non-US institutions may apply for equivalency following the District Equivalency Policies and Procedures [REF: Equivalency Policy]. These policies specify that an applicant must complete a Request for Equivalency form and documented evidence of equivalency [REF: Request for Equivalency Form]. An Equivalency Committee, comprised of the Vice President of Instruction, the President of the Academic Senate or designee, and at least one discipline expert from the department/division/program is convened to review the request and documentation and determine whether or not equivalency has been established. International applicants must obtain transcripts that are evaluated by an independent educational equivalency evaluation company.

Analysis and Evaluation

Foothill College meets the Standard. The institution follows state policy that requires degrees from accredited U.S. agencies. The District HR oversees this process and ensures that job postings mandate official transcripts for qualification verification and that minimum qualifications are met. For applicants with non-US degrees or unclear qualifications, there is a documented process to apply for equivalency.

5. **The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.**

Evidence of Meeting the Standard
Foothill College has policies and processes in place to ensure that all employees are evaluated at stated intervals. The evaluations are focused on improving employee performance and contributing to student learning. These processes are authorized by Board Policy 4145: Evaluations and are conducted under the direction of the Board and District HR [REF: Board Policy 4145]. Employee contracts include evaluation policies and procedures and clarify evaluation criteria specific to each group of employees:

Faculty: Full- and part-time faculty evaluation procedures are outlined in the Faculty Association Agreement [REF:FA]. Full-time faculty are evaluated quarterly by a committee during their four-year tenure review period, and must also be evaluated by students [REF: J2]. The committee is composed of the Division Dean or appropriate administrator, and two tenured faculty from the division, at least one of whom, whenever possible, shall be from the same department as the probationary faculty employee plus the Vice President of Instruction or Student Services, or Associate Vice President of Instruction. The Tenure Review Handbook outlines the processes for evaluating probationary faculty for tenured positions [REF: Tenure Review Handbook] Part-time faculty must be evaluated at least once during their first three quarters of employment by the appropriate administrator or designated full-time faculty. As part of an ongoing evaluation process, full-time faculty are evaluated by an administrator or designee at least once every three years, and part-time faculty are evaluated on a nine-quarter cycle. Full-time and part-time faculty evaluations are completed using Appendix J1: Administrative and Peer Evaluation Form for Faculty [REF: J1] and this process is consistently applied regardless of the modality in which the instruction is performed. Avenues of appeal are available to the faculty and are outlined in the Faculty Handbook [REF:Faculty Handbook p13].

Administrators: Evaluation procedures for administrators are outlined in the Administrative Handbook [REF: Administrators Handbook]. Newly hired administrators and administrators on a one-year contract complete a comprehensive evaluation annually. Administrators on a multi-year contract are evaluated at least once every two years. Administrative evaluations include input from direct reports [REF: Appendix C].

Classified Staff: Classified Staff are evaluated twice during a probationary period before being evaluated for permanent status by their supervisor/manager. Evaluations are monitored through

the District HR using the Classified Performance Evaluation [REF: Classified Performance Evaluation]. Permanent employees are evaluated annually. These evaluations processes are negotiated and described in the collective bargaining unit agreements (CBA) [REF:ACE, REF: CSEA, REF: Teamsters Agreement, REF:POA Agreement].

All evaluation instruments used by the College include categories that connect directly to student learning and institutional effectiveness [REF: Completed Eval]. Unsatisfactory performance is formally noted and employees receive improvement plans to maximize job performance, in accordance with contractual agreements.

Analysis and Evaluation
Foothill College meets the Standard. The institution assures human resources effectiveness through systematic evaluations. Faculty, administrators, and classified staff follow distinct evaluation procedures, with written criteria and timely actions. Evaluations connect to student learning and institutional effectiveness, and unsatisfactory performance results in improvement plans, ensuring continuous enhancement of employee performance.

6. ~~The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.~~

Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.

7. **The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)**

Evidence of Meeting the Standard
The Foothill-De Anza College District regularly exceeds its full-time faculty obligations. In 2022, the full- time faculty obligation was 381.6 and the District had a FTEF of 412.0 [REF: Fall 2022 Full-Time Faculty Compliance and Obligations Percentages Report].

The College regularly assesses the appropriate staffing levels for its many academic and student services departments through the program review process. Every program goes through a program review process in which evaluation occurs, with the comprehensive program review being completed on a five year cycle [REF: Instructional Discipline Program Review Template] with annual updates in the intervening years [REF: Annual Program Review Template].

In order to ensure that the College maintains sufficient and qualified staffing for full-time and part-time faculty, programs can make faculty hiring requests annually through the program review process in accordance with the Resource Allocation Guiding Principles [REF: Guiding Principles Draft]. The faculty request is based on factors such as program enrollment and full-

time to part-time faculty ratio [REF: Faculty/Staff Request Form]. Requests are reviewed and prioritized by the Faculty Prioritization Committee using a prioritization rubric [REF: Faculty Prioritization Rubric]. Through this process, each division identifies full-time position requests from the academic departments and a priority ranking process involving College Participatory Governance input places the requests in order for funding [REF: Ranked List] The number of full-time faculty positions to be hired each year is determined by several factors, including the number of faculty retirements and positions that are vacated, district growth, and budget conditions and possible categorical funds available for hiring faculty [REF: MIP-C Minutes]. Decisions about funding positions and the order of funding are outlined and shared with constituencies [REF: Academic Senate Minutes].

Adjunct hiring is ongoing at the College and fluctuates based on student demand and availability of full-time instructors [REF: Part Time Faculty Hiring Policies].

The Dental Hygiene Baccalaureate program has three full-time faculty and 12 part-time faculty as well as a dedicated program staff coordinator [REF: Dental Hygiene Website]. The program adheres to the following faculty-to-student ratios outlined by CODA: one faculty to five students for preclinical and clinical sessions; one faculty to five students for radiography laboratory sessions; one faculty to 10 students for all other dental science laboratory sessions.

Analysis and Evaluation
Foothill College meets the Standard. The College exceeds its full-time faculty obligations and assesses staffing levels through a program review process. Full-time faculty positions are determined through Participatory Governance, and adjunct hiring is ongoing. The Dental Hygiene Baccalaureate program exemplifies adherence to appropriate faculty-student ratios.

8. **An institution with part-time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part-time and adjunct faculty into the life of the institution.**

Evidence of Meeting the Standard
Foothill College has implemented policies and practices to ensure that part-time and adjunct faculty have opportunities for professional development, are appropriately oriented to the institution and its student populations, and are engaged in key academic processes. New part-time faculty receive a variety of resources and attend an orientation that covers key processes and procedures [REF: New Faculty Virtual Folder, REF: Orientation Slides]. Additionally, the District's Human Resources department provides information and support to newly-hired employees [REF-Human Resources New Hire Information Webpage]. The Human Resources Advisory Committee, serves to provide ongoing assistance and resources to all employees in achieving their goals of supporting student learning and success [REF-HRAC Webpage PDF].

Article 7 of the agreement between the Faculty Association and the District, details the rights of adjunct faculty including evaluations, conference and travel funds, professional development, and compensation for extra duties and responsibilities [REF-Article 7]. The Foothill College Professional Learning Program provides resources and support for all faculty, including a weekly

newsletter [REF- Professional Learning Website]. Adjunct faculty are included in professional development opportunities, orientations, department and division meetings, and annual events and are compensated for their attendance [REF-PD Newsletter]. For example, the Foothill College Academic Senate, has two dedicated senator positions for part- time faculty [REF-Academic Senate Website]. A part-time faculty representative also serves in the College's governing organization, the Mission Informed Planning Council (MIP-C) [REF- Council Membership List 22-23].

Analysis and Evaluation
Foothill College meets the Standard. The institution established policies for part-time and adjunct faculty, including orientation, oversight, evaluation, and professional development. New faculty receive resources and ongoing support. Adjunct faculty rights are clearly defined and supported, including representation in college governance.

9. **The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)**

Evidence of Meeting the Standard
Foothill College demonstrates its commitment to maintaining a sufficient number of staff with appropriate qualifications through a combination of governance structures, administrative procedures, and board policies. The Guiding Principles Subcommittee, approved by the Mission Informed Planning Council (MIP-C), is responsible for developing guidelines for staffing, space, and purchasing, with input from students, staff, and faculty [REF: MIPC Minutes Nov 2022]. The Resource Allocation Group (RAG) further ensures that these guidelines remain dynamic and adaptable over time [REF: MIPC Minutes Dec 2022].

The College's process for staffing involves a supervisor or manager submitting a request to the Vice President of their area (Instruction, Student Services of Business Services). Feedback from personnel and students who would interface with the position is obtained and used to update the job description. The request is forwarded by the Vice President to the President's cabinet for evaluation and approval, with the final decision being made by the President [REF: Guiding Principles Document Draft]. Once the position has been approved, a requisition form is completed [REF: Cornerstone Staffing Requisition Form] so that the hire can be documented and tracked by the district. Programs can also identify and request additional staffing needs during the Program Review process [REF: Program Review Staff Request Example].

Foothill College emphasizes cultural diversity and equal opportunity through Board Policies 4100 and 4130, which highlight the importance of a diverse community in fostering an inclusive learning environment and support the recruitment and hiring of diverse faculty and staff [REF: BP 4100, REF: BP 4130].

Administrative Procedure 4130 establishes guidelines for the district to ensure that candidates possess the required qualifications for their respective roles [REF: AP 4130]. The college abides by the employment practices outlined in the Association of Classified Employees Contract and the California School Employees Association Contract, which emphasize the importance of

orientation, professional development, and in-service training for employees to enhance job knowledge, efficiency, and overall work performance [REF: CSEA Agreement (Article 4.3); REF: ACE Agreement (Article 7.3)].

Analysis and Evaluation
Foothill College meets the Standard. The institution maintains qualified staff for effective operations. The college employs a multi-step staffing approval process, emphasizes cultural diversity, and ensures candidate qualifications. Employee contracts guarantee opportunities for orientation and professional development.

10. **The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)**

Evidence of Meeting the Standard
Foothill College ensures that it maintains a sufficient number of administrators with the appropriate preparation, which allows for continuous and effective administrative leadership and services in support of the institution's mission and objectives. The Administrative Organizational Chart outlines the responsibilities of the College administration and demonstrates that the college has an adequate number of administrators to cover all programs [REF: Org Chart].

Determination of administrative positions is governed by the Resource Allocation Guiding Principles [REF: Guiding Principles Draft]. Requests for administrator positions are submitted to the President's cabinet by the appropriate Vice President and incorporate feedback from personnel who would interface with the position. The College President makes the final decision on the request based on discussion at the cabinet meeting.

Approval from the Board of Trustees is required for new, changed, or eliminated administrative positions, ensuring a thorough evaluation of the college's administrative needs [REF: Board Resolution 2023- Reduction of Administrative Services].

Administrative Procedure 4130 outlines the hiring criteria and qualifications for all administrative positions, ensuring that administrators possess the necessary sensitivity, understanding, and respect for the diverse backgrounds of community college students while also meeting the required minimum qualifications in accordance with the Education Code [REF: AP 4130]. Board Policy 4100 further demonstrates the District commitment to maintaining a diverse and qualified administration [REF: BP 4100].

The Administrator Handbook outlines the responsibilities of administrators, emphasizing their commitment to students, colleagues, governing boards, the profession, and the community. This ensures that administrators are well-equipped to meet the diverse needs of the college community [REF: Administrator Handbook (Statement of Ethics)]. New hire contracts and review periods, as specified in the Administrator Handbook, help maintain a high standard of administrative expertise by evaluating new administrators' performance during their first two full year contract periods [REF: Administrator Handbook (Chapter 4)]. Additionally, the Training/Retraining Funds and Administrative Achievement Award promote continuous

professional growth and excellence in leadership, ensuring that administrators remain knowledgeable and effective [REF: Administrator Handbook (Chapters 12 and 13)].

Analysis and Evaluation
Foothill College meets the Standard. The selection of administrative positions follows the Resource Allocation Guiding Principles, and positions are approved by the President's cabinet and Board of Trustees. Administrative Procedure 4130 and Board Policy 4100 ensure diverse and qualified administration. The Administrator Handbook provides detailed guidance on responsibilities, ethics, and performance evaluation, while also promoting professional growth and leadership excellence.

11. **The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.**

Evidence of Meeting the Standard
Foothill College personnel policies are published on the District HR website, which ensures that all information is easily accessible and readily available for review. [REF- HR Policies Webpage] These published and fully communicated policies and procedures serve to ensure that all pertinent HR matters are conducted in a fair, equitable, and consistently administered manner across the entire district, including matters relating to position classification; recruitment; on-boarding and orientation of new employees; wage and salary placement; compliance with federal and state nondiscrimination and equal opportunity statutes and regulations; responding to complaints related to harassment and discrimination, including sexual harassment; and grievance, discipline procedures, and administrative hearings; among other areas. New employees are informed of personnel policies through a district orientation led by HR [REF:HR Training Slides].

The district works collaboratively in a Participatory Governance process with representatives of the colleges and constituency groups to review policy language and to make recommendations to the Chancellor's Advisory Council regarding the adoption of policies by the Board of Trustees [REF- CAC Webpage]. Board-adopted policies are maintained in the Board Policy and Administrative Procedure Manual and are available in hard copy and electronic copy via the District website [REF-Board Policy Manual]. Board policies and administrative procedures that provide guidance on the implementation of Board policy are regularly reviewed and updated as needed to ensure that they are current, relevant, and appropriate. A Human Resources Advisory Committee is part of the Chancellor's Advisory Council and provides employees with the opportunity to evaluate and advise HR in the development and refinement of programs and services [REF- HRAC Webpage PDF].

Analysis and Evaluation
Foothill College meets the Standard. The institution establishes, publishes, and adheres to written personnel policies and procedures, which are accessible on the District HR website. Representatives from constituency groups work in a Participatory Governance process to review policy language and make recommendations, promoting transparency, inclusivity, and

consistency. Board Policies and Administrative Procedures are regularly reviewed, updated, and maintained.

12. **Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.**

Evidence of Meeting the Standard

Foothill College is committed to promoting equity and diversity through its policies and practices. The College's Strategic Vision for Equity recognizes the impact that organizational policies and campus climate have on these efforts, while District board policies and administrative procedures address important issues such as mutual respect, anti-discrimination, and cultural diversity [REF: Strategic Vision for Equity]. Specifically, Board Policy 3121 requires employees to be accountable for ethical conduct and to maintain a work environment free from discrimination and harassment, promoting impartiality, respect, and confidentiality [REF: BP 3121].

The Foothill-De Anza Community College District Diversity and Equity Advisory Committee (DDEAC) plays a crucial role in promoting equity, diversity, and inclusion within the District [REF: DDEAC Webpage]. The committee provides input and makes recommendations on policies and procedures related to these issues and is responsible for adding an equity/diversity prompt to the District's employment application [REF: Prompt Proposal]. The District Equal Employment Opportunity Plan comprehensively outlines detailed steps to address underrepresentation in applicants and its workforce, including critical analysis of applicant and hiring data and specific methods to address identified underrepresentation [REF: EEO Plan]. The HR Hiring for Equity Training Materials webpage provides information and training on hiring for equity, implicit bias, and diversity-specific workplace issues [REF: HR Equity Training Website] .

As an ongoing equity initiative, Foothill College offers programs and services that center on staff development, including professional development workshops and events such as the 2022 Opening Day, which included a conversation between Compton College President/CEO Keith Curry and FHDA Chancellor Judy Miner, an Open Enrollment Benefits fair, and various workshops to promote and support diverse personnel [REF: Opening Day Agenda- Canvas Page]. During professional development days, employees sometimes meet by affinity groups to discuss topics and issues relevant to their shared experiences and identities. By meeting in these groups, employees can build community, share insights and perspectives, and work together to improve the workplace for everyone [REF: Opening Day 2020 Agenda].

Through Participatory Governance, Foothill College regularly tracks and evaluates the kinds of support that its personnel may need and adapts to meet these needs. In response to the COVID Pandemic, the College organized a comprehensive Spring Flex 2020 program to ensure instructional and student support services continued to be offered at the highest levels of quality while prioritizing equity considerations [REF: Spring Flex Program- Canvas]. Online faculty

continue to be supported by the robust resources available on the Online Learning Faculty web page [REF: Online Learning Web Page].

Analysis and Evaluation
Foothill College meets the Standard. The College's Strategic Vision for Equity guides the maintenance, and evaluation of programs, practices, and services supporting diverse personnel. The District Equal Employment Opportunity Plan, executed by Human Resources, promotes equity and diversity in the hiring process. The College offers frequent equity and diversity-focused professional development workshops and events, and tracks and evaluates personnel support needs through Participatory Governance to ensure a diverse and inclusive work environment.

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard
Foothill College places a strong emphasis on ethical behavior among its students, employees, and operations. The College's core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability serve as the foundation for ethical conduct. The College has a written code of professional ethics for all personnel–Board Policy 3121– which outlines the ethical standards expected of all employees [REF: BP3121]. Board Policy 2175 identifies a code of ethics for Trustees and delineated consequences for violations [REF: BP2175]. The Administrator Handbook also addresses ethics and expectations of ethical behavior [REF: Administrator Handbook]. The Tenure Review Handbook contains a statement of ethics for professors [REF: Tenure Review Handbook]. The College has Board policies in place addressing equal employment opportunities, anti-discrimination, mutual respect, sexual harassment, academic freedom, and more, all of which are available to the public on the College's website [REF: Board Policies]. Consequences for violations of these ethical standards are outlined in these policies.

Analysis and Evaluation
Foothill College meets the Standard. A written code of professional ethics applies to all personnel, guided by its core values. Ethics are addressed in both Board Policies and handbooks. Consequences for violating ethical standards are specified in these documents, which are accessible online.

14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard
Foothill College is committed to providing its employees with a comprehensive professional development program that offers numerous opportunities for skill and career growth. The District provides annual funding for faculty and staff attendance at conferences and workshops

[REF: Conference Funds Website]. The professional development webpage includes comprehensive information for faculty concerning professional development opportunities, including Weekly Professional Development Newsletters, Professional Growth Awards information, travel/conferences, and other resources [REF: Professional Development Webpage]. The Vision Resource center provides on-demand training for District employees on a variety of topics related to workplace needs [REF: Vision Resource Center Screenshot].

Professional development days are organized at least twice annually through the coordination of the Office of Professional Development, the Office of Instruction, the Office of Equity, the College President and District Chancellor and stakeholder groups such as Academic Senate and Classified Senate. The most common professional development days are District Opening Day and Flex Day during which activities for all employees occur [REF: Opening Day Agenda-Canvas].

Opening Day and Flex Day are the two professional learning days organized by the Office of Equity and the Office of the President. Flex Day programming is lead by a committee, which includes the following stakeholders: Associate Students of Foothill College, Academic Senate, Classified Senate, Office of Instruction, Faculty Coordinator for Professional Development, Dean of Online Learning and Dean of Equity. The Flex Day Planning Committee meets during the spring quarter prior to the Fall Flex and Opening Days. The group is charged with developing the professional learning agenda as it relates to the needs of the college community and is anchored in the principles of equity-mindedness. Flex Day planning often includes curating academic themes to address, soliciting college-wide engagement to present workshops, and creating a day that allows all campus community members to feel a part of the academy. Opening Day is led by the Office of the President in consultation with cabinet and the Flex Day Planning Committee (example: https://foothillcollege.instructure.com/courses/21940).

At the conclusion of the professional learning days, the Office of Institutional Research and Planning sends surveys to the entire campus community to get feedback regarding a range of topics including but not limited to the relevancy of workshops, diversity of topics discussed and feeling a sense of community. Results from the survey are reviewed by cabinet and the Flex Day Planning Committee and shared publicly through college governance, specifically MIP-C. Information gained from the surveys help in the development of future Flex Day and Opening Day programming.

An additional professional development day specifically for classified staff occurs annually in May [REF: Classified Staff PD Day]. Learning Communities offer faculty and staff the opportunity to extend professional development activities throughout the year [REF:MIPC Presentation of Mentor Mindset Launch].

With a significant increase in online courses and faculty, professional development via the Online Learning office has grown significantly with multiple workshops being offered each week [REF: Online learning workshops]. Online faculty also have the option to participate in a

Peer Online Course Review (POCR) cohort each quarter. POCR is an in-depth process that assists faculty to revise course design and enhance existing material and assessments in order to improve the student experience, increase online success outcomes, and close the equity gap [REF: POCR Website]. Faculty can receive a $1500 stipend for participating in POCR and for successfully aligning their course to POCR standards. The Committee on Online Learning (COOL) meets regularly to identify and address online faculty needs [REF: COOL Page]. Professional development programs are regularly evaluated based on participant feedback, and the evaluation data is used to determine future offerings and areas for growth [REF: Survey Results Presentation].

Analysis and Evaluation
Foothill College meets the Standard. Numerous personnel opportunities for professional development tailored to the mission, evolving pedagogy, technology, and learning needs, are available and participation is encouraged. This includes annual funding for conferences and workshops, professional development days, and resources which are made available through the professional development webpage and Vision Resource Center. Faculty and staff can also participate in learning communities and workshops. The institution systematically evaluates professional development programs using participant feedback and uses this data to improve and expand its offerings.

15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard
The Foothill-De Anza Community College District places a high priority on securing and preserving the confidentiality of its personnel records. To this end, the College adheres to a comprehensive set of best practices, legal requirements, and institutional policies. At the forefront of these efforts is Board Policy 4150, which provides a clear framework for maintaining the security and confidentiality of personnel records [REF: BP 4150]. This policy is supported by Administrative Procedure 3260, which outlines the College's specific responsibilities and obligations in this area, as well as the relevant laws and regulations that must be followed [REF: AP 3260].

Analysis and Evaluation
Foothill College meets the Standard. The security and confidentiality of personnel records are adhered to through Board Policy 4150 and Administrative Procedure 3260. These policies clarify the College's responsibilities, legal requirements, and best practices for maintaining personnel records. Employees have access to their records in accordance with the law.

Conclusions on Standard III.A: Human Resources
Foothill College demonstrates a strong commitment to hiring diverse and highly qualified faculty, staff, and administrators through equitable and transparent processes. In conjunction with the FHDA Human Resources Office, the institution adheres to California state minimum qualifications and verifies applicants' credentials, while also offering support for part-time and adjunct faculty through resources, orientation, and professional development opportunities. Employee performance evaluations and improvement plans contribute to maintaining

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institutional standards, and staffing levels are regularly assessed. Foothill College promotes equity, diversity, and ethical behavior through its policies, practices, and professional development programs. The College also ensures the security and confidentiality of personnel records in compliance with legal requirements and institutional policies.

Improvement Plan(s)
None needed.

Evidence List
[Provide list of all evidence cited within Standard III.A.]
[Will be listed later.]

B.   Physical Resources

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

Evidence of Meeting the Standard
Foothill College demonstrates a strong commitment to meeting the needs of programs and services through its thoughtful planning and implementation of buildings and facilities. Board Policy 3200 establishes the importance of quality education facilities in providing outstanding educational opportunities [REF: BP 3200]. Both the College and the District engage in participatory planning processes that include input from students, faculty, staff, administration, and the community ensuring that the diverse needs of the institution are addressed. The California Community Colleges (CCC) Facilities Planning Unit provides support through the review and approval of the District's Five Year Capital Outlay Plan [REF: CCC Facilities Planning Unit Webpage; REF: Five Year Construction Plan]. This collaborative approach allows for a comprehensive understanding of program requirements, as well as the identification of necessary facility enhancements or modifications.

Facilities planning aligns with institutional missions, and emphasizes the provision of high-quality teaching and educational programs to the community. The Facilities Master Plan works in conjunction with the Educational Master Plan, the Technology Plan and the Strategic Vision for Equity, to ensure that facility development is directly connected to the College's overarching goals and objectives [REF: Facilities Master Plan; REF; Educational Master Plan; REF: Technology Plan; REF: Strategic Vision for Equity]. An additional Sustainability Master Plan has recently been adopted by the Board of Trustees and will further help to connect facilities planning to the goals of the College [REF: Sustainability Master Plan]. Further information about the Facilities Master plan is available in Standard III.B.2 and Standard III.B.3.

Major facilities projects are funded through two large Bonds: Measure C and Measure G [REF: Measures C and G Annual Report (20-21)]. Bond Projects are managed by the Citizen's Bond

Oversight Committee (CBOC). Further information about bond oversight and accountability can be found in Standard III.B.4.

The Measure C Bond was passed in 2006 for $490.8 million and enables the District to cover the cost for the following:
- Upgrade electrical, heating, ventilation, and fire/seismic safety systems
- Repair leaky roofs
- Improve access for people with disabilities
- Repair/expand classrooms for nurses/paramedics
- Upgrade technology
- Repair, construct, acquire, and equip buildings, classrooms, libraries, sites, science/computer labs

The Measure G Bond was passed in 2020 for $898 million and enables the District to cover the cost for the following:
- Upgrade facilities preparing students/veterans for university transfer and careers in fields such as healthcare, nursing, technology, and engineering/sciences
- Upgrade and repair aging classrooms as well as labs for science, technology, engineering/math related fields of instruction
- Acquire, construct, and repair facilities, equipment, and sites

The College's physical resources support its objectives, improving campus connectivity, enhancing efficiency, and addressing program needs while prioritizing security and safety. Construction and retrofitting projects comply with California Environmental Quality Act (CEQA) requirements [REF: CEQA Report]. All major facilities' plans go to the Division of the State Architect to be evaluated for accessibility compliance. Additionally the District has hired a consultant firm to compile and implement a comprehensive ADA Evaluation and Transition Plan [REF: Award of Contract to Consultant Firm (Dec '22)].

Foothill College is dedicated to maintaining safe facilities, with safety concerns addressed through changes in facilities, procedures, policies, processes, and behavior modifications. The District maintains a Police Department staffed with highly trained officers to help protect the safety and ensure security of students, staff, their property, and the property of the District. FHDA Police Officers have completed a series of tests and education mandated by California POST and maintain annual training to remain certified. Additionally, officers receive various types of in-service and continuing professional training related to the specific needs of the campus on an ongoing basis [REF: Police Training Site]. Emergency Operations Centers, equipped with resources and powered by backup generators, provide secure locations to operate and direct activities during emergencies. Emergency procedures are posted throughout the campus and on the District Facilities website [REF: Emergency Procedures]. An annual Safety and Security Report is produced and shared publicly to encourage transparency [REF: 2022 Safety and Security Report].

The Office of Facilities and Operations organizational chart outlines the staffing levels and responsibilities of all facilities and operations personnel, and demonstrates adequate operational and maintenance capacities [REF: Facilities Org Chart]. Service requests are documented and

completed through a work order system [REF: Service Requests Webpage]. The District has adopted an Injury and Illness Prevention Program (IIPP) that describes specific requirements for program responsibility, compliance, communication, hazard assessment, accident/exposure investigations, hazard correction, training, and record keeping [REF: Injury and Illness Prevention Program].

To address equipment replacement and maintenance, Foothill College relies on a combination of funding sources, such as general funds, grants, Perkins funds, and bond measures. Through Participatory Governance and the program review process, various committees provide input and feedback on equipment needs, ensuring that decisions reflect the requirements of specific programs and services. These groups and processes are outlined in Standard III.B.2.

Analysis and Evaluation
Foothill College meets the Standard. The institution ensures safe and sufficient physical resources at all locations. The College's facilities are constructed and maintained to provide access, safety, security, and a healthy learning environment. Safety is prioritized through funding from Measure C and Measure G Bonds, and strategic planning through the Five-Year Capital Outlay Plan and Facilities Master Plan. Equipment maintenance is funded and managed through Participatory Governance processes.

2. **The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.**

Evidence of Meeting the Standard
Foothill College is dedicated to providing physical facilities and resources that align with the needs of its students, programs, and mission. The College facilities plan is embedded in the District Facilities Master Plan and serves as a roadmap for future campus development, describing how facilities will evolve to support the educational goals outlined in the College's Educational Master Plan [REF: Facilities Master Plan]. The capital outlay process, a crucial part of facilities planning, ensures that projects eligible for state funding are identified.

As part of the capital outlay process, the District produces and relies on two primary documents: The Space Inventory and the Five-Year Construction Plan. The Five-Year Construction Plan communicates the capital outlay needs of the District for the upcoming five years [REF: Five Year Construction Plan]. This plan considers factors such as educational plan statements, inventory of existing space, enrollments, instructional staff, and projected facility projects, reflecting a thorough consideration of program and service requirements. Meanwhile, the Space Inventory offers detailed information on each room and building within the District, including size, type, use, and program association [REF: Space Inventory].

Initial Project Proposals (IPPs) are submitted annually to the State Chancellor's Office, providing an overview of each project's concept and impacts on space [REF: Smithwick Theater Renovation IPP]. Based on this information, efforts are made to determine which projects should advance to more detailed planning and development. The State Chancellor's Office then notifies

the District of the IPPs to develop into Final Project Proposals (FPPs), which are due the following February. The FPPs outline project justifications, final scope, and estimated costs for implementation across all acquisition, infrastructure, facility, and systems projects [REF: Foothill PE Complex FPP].

Upon project identification, an architectural firm is awarded a contract and collaborates with end-users, facilities staff, the Bond Director, and the construction management team [REF:Board Meeting Minutes 1/9/23- Award of Contract]. This collaboration results in architectural programming documents that outline design requirements, ensuring that facilities planning is responsive to the specific needs of programs and services.

Environmental Sustainability is a priority of the College and the District and, as such, an Energy and Sustainability Advisory Committee was established to promote environmental sustainability [ESAC Website]. The Sustainability Action Plan guides college decision-making on Facilities Operation and Sustainable Building Practices [REF: Sustainability Action Plan].

The College employs a Participatory Governance approach to involve stakeholders in the assessment, planning, and coordination efforts for effective utilization of space, equipment maintenance, upgrades, new construction, and asset management. The Measure C and G website lists the status and schedule of college projects, and regular progress updates are provided to the Board of Trustees [REF:Measure G Master Projects List Report 11/21]. The Citizen's Bond Oversight Committee reviews these projects for financial accountability [REF:Citizen's Bond Oversight Website]. Updates on Facilities are regularly communicated to the Academic Senate and Participatory Governance [REF: Measure C and G Presentation; REF: Academic Senate Minutes ; REF: MIP-C Minutes]

The College's program review process allows programs to identify and request equipment in need of replacement and maintenance [REF: Budget Request Form]. Requests are discussed, and resources are prioritized and allocated in program-specific budget meetings led by the Vice President of Finance and Administrative services with Deans, faculty, and staff [REF: 22-23 Annual Budget Requests]. This inclusive and transparent process ensures that facilities planning is conducted in a manner that remains true to the College's mission and supports the diverse needs of its programs and services.

Analysis and Evaluation
Foothill College meets the Standard. A commitment to planning, acquiring, maintaining, and upgrading its physical resources is demonstrated through the District Facilities Master Plan and the capital outlay process. The College employs the Five-Year Construction Plan and Space Inventory to effectively oversee its facilities, while engaging stakeholders in the decision-making process using a Participatory Governance model. Additionally, the College prioritizes environmental sustainability, as evidenced by the establishment of the Energy and Sustainability Advisory Committee and the Sustainability Action Plan. The program review process and inclusive budget meetings ensure that facility planning meets the various demands of its programs and services while staying true to the College's mission.

3. **To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**

Evidence of Meeting the Standard

Foothill College consistently evaluates its facilities and equipment usage, implementing improvements based on the results of these assessments. The District Plant Services Department, located on the Foothill College campus, oversees daily maintenance and operations to ensure that facilities remain functional and well-maintained. Facilities inspections of all locations, which include elevators, equipment, fire alarms, and sprinklers, are conducted regularly [REF: Elevator Inspections (Zip File); REF: Fire Alarm Inspections; REF: Sprinkler Inspections]. An online work order system allows for efficient reporting and prioritization of facility issues, with health and safety concerns receiving the highest priority [REF: Services Requests Web Page].

Facility Condition Assessment reports are completed in order to evaluate the current state of District Facilities, to identify deferred maintenance deficiencies and recommend improvement timelines and costs. These comprehensive reports include assessment of the following: exterior and interior architecture, structural, roof, fire protection, plumbing, mechanical, electrical, communications and civil systems. The most recent Facilities Condition Assessment was completed in 2021 [REF: Facilities Condition Assessment for 1900 bldg].

The primary method for evaluating facility usage across the District is the annual submission of the Five-Year Construction Plan to the State Chancellor's Office [REF:5 Year Construction Plan]. This comprehensive report examines various measures of facility utilization, identifying areas for improvement and providing a global perspective on space usage. It evaluates the efficiency of facility scheduling efforts and includes an annual summary of current and proposed capital outlay projects, based on the capacity-to-load ratio for five space categories: lecture, lab, office, audio-video/television, and library. Additionally, annual Space Inventory reports provide detailed information about the capacity, resources, and efficiency of use for each room [REF: Room Report; REF: Report 17].

The Facilities Master Plan is developed using the results of the evaluations from the Five-Year Construction Plan and Space Inventory Reports, as well as information gathered from surveys and focus groups [REF: Feb 23 MIPC Minutes] . The 2021-2026 Facilities Master Plan for the College indicates a potential excess of space for lecture, laboratory, and office spaces, but showed additional need for library/study and instructional media space. The report suggests renovating and repurposing spaces to meet these needs. Additional surveys and focus groups indicated a shift in learning that has taken place during the pandemic, with a focus on virtual learning, outdoor study, and a greater variety of on-campus study options. Students' comments focused on equity issues around gender neutral restrooms and improved paths of travel. The facilities master plan addresses these evaluations with plans to improve a sense of welcome and belonging on campus, improve paths of travel through the campus, create outdoor learning areas, and develop flexible spaces for learning and studying with improved access to student services [REF:Facilities Master Plan]. Measure G Bond money has been allocated to these plans and work is in progress[REF: Measure G Projects Report Dec. 2022].

Baccalaureate Programs
The dental hygiene program review process includes resource requests [REF: DH Program Review]. Requests are reviewed in meetings that involve all stakeholders, and funding sources for approved items are identified [REF: 22-23 Annual Budget Requests]. Information about all budget requests is presented to Foothill College's Participatory Governance called Mission Informed Planning Council (MIPC), and is approved by the College President. [REF: 21-22 Annual Budget Requests Presentation (*may want to update)*].

Analysis and Evaluation
Foothill College meets the Standard. The institution engages in ongoing evaluation and improvement of facilities. The College conducts regular facilities-inspections and utilizes an online work order system to address issues efficiently. Facility usage is evaluated through the Five-Year Construction Plan, annual Space Inventory reports, and the Facilities Master Plan, which takes feedback from surveys and focus groups.

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

Evidence of Meeting the Standard
The Foothill-De Anza Community College District Board of Trustees recognizes the significance of quality educational facilities and the allocation of sufficient resources for their upkeep. Board Policy 3200 establishes four key priorities: 1) ensuring the health and safety of students, faculty, and staff; 2) supporting teaching and learning activities; 3) implementing routine, scheduled maintenance; and 4) planning for the future through remodeling and new construction, and addressing the evolving needs of students and the community [REF: BP3200]. The Chancellor or their designee is responsible for devising plans and procedures for the maintenance and improvement of the District's facilities, in alignment with the Board's adopted philosophy and priorities statement. Reports on the condition of district facilities are submitted to the Board.

Long range capital projects for the College are primarily funded through Bond Measures. These projects are the result of the Facilities Master Plan, which is guided by facilities assessment and space use reports, program review data, and input from constituencies through surveys, focus groups, and public hearings [REF: Facilities Master Plan]. Bond Projects are directly linked to identified institutional needs and goals from the Facilities Master Plan [REF: FMP and Measure G Projects List]. Both the Facilities Master Plan and the identified bond projects are aligned to support college goals and district strategies. Sustainability policies and practices are considered a core issue in new development projects, influencing programmatic requirements. Strategy Priority #5 of the District Strategic Plan places an emphasis on creating a learning environment and learning spaces that focus on being environmentally friendly as well as fostering student engagement [REF: District Strategic Plan (*Page 6*)]. These policies and practices are managed by the Sustainability Action Plan and guide the project planning process [REF: Sustainability Action Plan]. Final Project Proposals include considerations of both current and future costs for projects [REF: Foothill PE Complex FPP (*Page 32*)].

Upon approval of a capital project, the District engages an architectural design firm that considers performance, spatial, educational, and regulatory requirements. The construction design process consists of three phases: schematic, design development, and construction documents. Each phase allows for review, comments, and reconciliation of cost estimates [REF: Step By Step Facilities Project Demonstration]. Reports and updates on projects are regularly presented to the District and the College to encourage transparency and feedback from all constituencies, and to ensure that projects remain aligned with program goals [REF: Measure G Update Presentation; REF: MIPC Minutes Jan 20]. All revisions to project costs are presented to and approved by the Board of Trustees [REF: 22-23 Q1 Bond List Revisions].

The Citizen's Bond Oversight Committee (CBOC) oversees bond spending, meeting quarterly to review bond-related projects, ensure alignment with community needs, advise on public engagement strategies, and communicate with stakeholders [REF: CBOC Minutes Dec 2022]. The committee's annual report confirms the District's full compliance with financial and performance audits [REF: Annual Report]. In combination with the Audit and Finance Committee, the work of the CBOC ensures that established processes and procedures are maintained in current and future projects to uphold regulatory compliance, design integrity, and fiduciary responsibility.

Analysis and Evaluation
Foothill College meets the Standard. Board Policy 3200 ensures that long-range capital plans take total costs of ownership into consideration. Final Project Proposals, approved by the Board of Trustees, include considerations of both initial costs and maintenance costs for facilities. Sustainability policies and practices are central to new development projects, as outlined in the District Strategic Plan and managed by the Sustainability Action Plan. The construction design process includes multiple phases to review and reconcile cost estimates. The Citizen's Bond Oversight Committee (CBOC) and the Audit and Finance Committee collaborate to maintain regulatory compliance, design integrity, and fiduciary responsibility in both current and future projects.

Conclusions on Standard III.B: Physical Resources
Foothill College prioritizes providing quality education facilities to meet the diverse needs of its students and community. Through a participatory planning approach, the College aligns facility development with its goals using the Facilities Master Plan, Educational Master Plan, Technology Plan, and Strategic Vision for Equity. Major facilities projects are funded by Measure C and Measure G bonds, with oversight from the Citizen's Bond Oversight Committee. The College ensures safe facilities, environmental sustainability, and effective space utilization through Participatory Governance, program review processes, and regular facility evaluations. Additionally, Foothill College employs comprehensive reporting and assessments to drive improvement in areas such as paths of travel, outdoor learning areas, and flexible learning spaces. The FHDA Board of Trustees and the Citizen's Bond Oversight Committee maintain financial accountability and compliance for capital projects, emphasizing sustainability practices and alignment with institutional goals.

Improvement Plan(s)
None needed.

Evidence List
[Provide list of all evidence cited within Standard III.B.]
[Will be listed later.]

C.   Technology Resources

1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

Foothill College is committed to meeting the diverse technology needs of its students, faculty, and staff, ensuring the effectiveness of technology in fulfilling its educational mission. Every employee of the District is provided with a computer, a dock, a keyboard, a monitor, and a mouse. Employees may choose between a desktop or a laptop, and a Mac or Windows operating system based on their individual needs and preferences. The computer and peripherals provided meet the standards established by Education Technology Services (ETS) and are shared via the District Website [REF: ETS Standards].

The District provides guidance on technology through several policies, procedures, and standards. Board Policy 3250 outlines the rights and responsibilities of technology users, including faculty, staff, students, and authorized guests, while emphasizing that the District Network and its components are the sole property of the District and not to be considered private or confidential [REF: BP3250;]. Administrative Procedure 3260 outlines the responsibilities of various roles in ensuring information security and details the incident response process to be followed in case of a security breach [REF: AP3260]. Board Policy 508 ensures compliance with accessibility laws and requirements [REF: BP508]. The FHDA Backup Policy, Disaster Recovery Strategy & Procedure outlines the plan and procedures that ETS has established to recover from unplanned incidents such as natural disasters, power outages, hardware failure, human error cyber-attacks and any other disruptive events (including IT threats like ransomware) that affect IT operations/Business Continuity [REF: FHDA Backup Policy, Disaster Recovery Strategy & Procedure]. Safety and appropriate use processes are elaborated upon in Standard III.C.3 and Standard III.C.5.

Decisions about the use and distribution of technology resources are guided by the District Technology Plan [REF: District Technology Plan]. This continuing three-year plan is updated annually via input from the college technology committees and through various instruments or needs assessments conducted each academic year. This information is shared with ETS leadership and the Educational Technology Advisory Committee (ETAC), which reviews modifications to the plan and sends those forward to the Chancellor's Advisory Council. Upon review and approval from the Chancellor's Advisory Council, the District Technology Plan is finalized and disseminated by the Vice Chancellor of Technology. The IT Project Development and Execution Process outlines the process for identifying and prioritizing IT projects and technology refreshment [REF: IT Project Development and Execution Process].

The District is responsible for the Enterprise Resource Planning (ERP) system, along with the Enterprise Applications supporting Ellucian Banner. Ellucian has a comprehensive backup and disaster recovery plan in the event of a risk to data [REF: Ellucian Disaster Recovery Procedure]. In order to address potential application fraud, CCC applications are processed every fifteen minutes. After they have been downloaded to Banner, applications are analyzed immediately by IP Quality Score, an IP fraud prevention service. Each application receives a score and applications considered to be "highly fraudulent" are placed on hold to allow for a staff review [REF: Fraudulent Applications Procedure]. There is also a hold procedure for FAFSA applicants using criteria developed by the College Financial Aid staff.

The Foothill College Technology Task Force, now a subcommittee of the College's main Participatory Governance group (Mission Informed Planning Council), is responsible for educational technology planning and receives input from faculty, staff, administrators, and students. It ensures that stakeholders have access to informational resources, the Internet, and computing device support in a secure, reliable, and safe manner. The Foothill College Technology Plan, updated by the Technology Task Force, outlines the College's technology infrastructure in support of instruction and student services, as well as coordinating technology training efforts [REF: Foothill Tech Plan]. Technology resources at the College are regularly monitored and refreshed in bi-monthly prioritization meetings with ETS [REF: Foothill Prioritization Meetings Folder]. The Student Systems Landscape Analysis offers a detailed look at the applications used throughout the College [REF: Landscape Analysis]. Further information about technology resource planning and decision-making is provided in Standard III.C.2.

In collaboration with ETS, the Foothill College Online Learning Office and Committee on Online Learning (COOL) oversee the delivery of the College's online courses and programs, ensuring that technology, equipment, and infrastructure needs are met, and that both students and faculty are supported in online learning environment [REF: Online Learning Office Webpage; REF: COOL Webpage]. The College has a contractual agreement with Instructure (Canvas) for course management, hosting and services. This organization was selected through a statewide vetting process. Instructure provides a robust security system that is based on internationally recognized standards as well as redundant systems to ensure backups of all data [REF: Instructure Security Whitepaper]. The Online Learning team meets with Canvas on a monthly basis to review new features and determine which features best meet the needs of the College. Additionally, Online Learning participates in the statewide California Virtual Campus (CVC) which routinely assesses the course management system.

The baccalaureate program in Dental Hygiene has adequate and appropriate technology resources to meet program needs. An electronic dental record is used in the dental hygiene clinic. The program is supported by ETS and the Foothill College Technology Plan. Funding from the Program Review and resource allocation processes allows the program to regularly update facilities and dental-related technology, ensuring that learning outcomes are met.

Analysis and Evaluation
Foothill College meets the Standard. Technology resources are effectively used to support operations and institutional goals. The College and District Technology Plans guide decisions about technology resource use and distribution, and prioritize safety and security. Backup and

disaster recovery plans and systems are in place for all technology systems. The Foothill College Technology Task Force is responsible for educational technology planning and training. ETS collaborates with the Foothill College Online Learning Office and Committee on Online Learning to ensure technology and security needs are met for online courses and programs.

2. **The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality, and capacity are adequate to support its mission, operations, programs, and services.**

Evidence of Meeting the Standard

The District Technology Plan is a comprehensive guide for maintaining and enhancing a strong technological infrastructure on campus. This plan spans a period of three years and is revised annually based on feedback from college technology committees and needs assessments [REF: District Technology Plan]. The Educational Technology Advisory Committee (ETAC) reviews and updates this strategic plan, after which it is submitted to the Chancellor's Advisory Council for approval before being disseminated by the Vice Chancellor of Technology. The Foothill College Mission Informed Planning Council (MIP-C), recently formed the Technology Task Force subcommittee for the purpose of exploring innovative approaches to building human infrastructure and leadership for cutting edge tech, articulating a rapid tech response to catastrophic events, and developing communities of practice for cutting edge technologies [REF: MIP-C Minutes about Tech Task Force]. This committee is responsible for supporting and expanding on the District Technology Plan through the College's Technology Plan [REF: Foothill Technology Plan] .

In addition to developing the strategic plan, ETAC is also responsible for making recommendations to the Chancellor's Advisory Council about the use of technology in the District. The committee aims to be inclusive of all groups and monitors technological operations, budget, and policies related to intellectual property and appropriate use. Foothill College constituents actively participate on the District committee charged with overseeing technology decisions and advising the Chancellor on technology needs [REF: ETAC Webpage]. At ETAC meetings, representatives from Foothill College, De Anza College, and Central Services discuss and implement projects that guarantee reliable access, safety, and security. By working together, these groups ensure that the technological needs of the campus are being met in a comprehensive and inclusive manner [REF: ETAC Agenda].

Foothill College maintains a Service Level Agreement with District Educational Technology Services (ETS) to ensure prompt resolution of technology issues in the classroom [REF: Service Level Agreement]. Foothill College and ETS work together to maintain a regular schedule for refreshing classroom technology and staff computers. To ensure the effectiveness of the refresh schedule, routine monitoring and follow-up occurs in bi-monthly Foothill College ETS Prioritization meetings [REF: Nov 22 Prioritization Meeting]. Any additional refresh requests can be brought up in these meetings. Programs and individuals can request a refresh of technology through the annual program review process or through the ETS help ticketing system. In 2022, ETS completed 96 refresh requests through the help ticketing system [REF: Help Ticket List].

The IT Project Development & Execution Process outlines the steps taken by ETS for IT projects and technology refreshment. During this process, ETS develops a list of infrastructure and enterprise systems that require replacement or upgrades based on age, vendor support, and budget availability. Projects are prioritized by various governance bodies and ETS takes the lead in developing technical and functional specifications, selecting a solution, procuring it, and initiating the project plan while continuously monitoring progress until completion. Once a project is finished, it is evaluated, and the results are reported to relevant committees for assessment [REF: IT Project Development & Execution Process]. In accordance with a continuous plan for updating institutional technology, the District maintains a list of current and completed IT projects that includes detailed information for each project such as goals, scope, and technical documents/links [REF: Current Projects; REF: Completed Projects].

To evaluate their program needs and request updated or new technology, Foothill College programs utilize the annual Program Review process. This reflective process requires programs to explain how the requested technology will support and improve their program [REF: Budget Request Form]. To ensure the adoption of accessible software that contributes to campus equity goals, the Committee on Online Learning (COOL) has developed a rubric for assessing technology purchases and integrations [REF: COOL Rubric]. College employees and students are surveyed to understand how technology is being used for learning and achievement purposes and to identify needs and challenges for improvement [REF: Employee Tech Needs Survey; REF: Student Tech Needs Survey]. In preparation of the College's update of the Technology Plan, the institution conducted a technology landscape analysis that not only identified and mapped currently adopted software, but also considered a framework to help prioritize new technology adoption [REF:Landscape Analysis]. Moreover, the Technology Task Force is currently developing a new process to vet technology requests from various programs and departments [REF: Technology Task Force]. By implementing these measures, Foothill College continues to work towards a robust and agile system for assessing and adopting educational software that aligns with campus goals.

Analysis and Evaluation
Foothill College meets the Standard. The District and College Technology Plans and the IT Project Development & Execution Process ensure continuous planning, updating, and replacement of technology. Several governance groups and committees – such as ETAC, MIP-C, and the Technology Task Force – guarantee that technology infrastructure, quality, and capacity are adequate to support the needs of the College. Bi-Monthly Prioritization Meetings and the annual Program Review process contribute to the ongoing evaluation and improvement of technology. The COOL Rubric and Technology Landscape Analysis ensure accessible and effective technology is adopted.

3. **The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.**

Evidence of Meeting the Standard
The District Technology Plan places the responsibility of meeting the criteria for this Standard on the District, with a focus on six goals supporting reliable access, safety, and security. These

tenets are specifically addressed in Goal 2 - Infrastructure and Goal 3 - Security [REF: District Technology Plan]. As part of the infrastructure objectives, the Foothill College 1911 machine room has been refurbished, and the District Office building on Foothill College campus has been opened. Efforts to expand wireless networks and upgrade network and server equipment are underway [REF: Wireless Network Expansion Plan]. In addressing technological security objectives, the Active Directory system has been consolidated, email and calendar have been migrated to Office 365 cloud platform, and all employees have received information on security training [REF: KnowBe4 Message to Employees; REF: KnowBe4 Training Activity]. The District has conducted a Payment Card Industry (PCI) compliance assessment, with ongoing penetration testing, firewall and intrusion protection system upgrades, and standardized backup systems to the cloud for employees. The Foothill College Technology Plan identifies Data Privacy as an additional security goal [REF: Foothill Technology Plan].

One ETS staff member is on-site and is available on Foothill College's main campus every day, and once per week at the Sunnyvale satellite campus. All employees have access to the ETS online ticketing system and ETS will deploy staff members out to campuses to respond to issues in a timely manner. The ETS help desk is also staffed daily and support can be provided by phone. In 2022, ETS staff resolved over 5,000 tickets for issues related to computers, email, audio/visual equipment, and more. [REF: ETS List of Closed Tickets].

During ETAC meetings, representatives from Foothill College, De Anza College, and Central Services collaborate to implement projects aimed at ensuring reliable access, safety, and security. One such project involved the rollout of multi-factor authentication (MFA) to enhance security [REF: ETAC Meeting Agenda]. During the meeting, faculty and staff representatives provided input on how best to implement MFA without disrupting student success. The goal was to ensure that students can continue to submit their papers and log into MyPortal during crucial weeks without interrupting service.

Analysis and Evaluation
Foothill College meets the Standard. The District Technology Plan specifically addresses infrastructure maintenance and security. The availability of ETS staff at both main and satellite campuses – in conjunction with the ETS online ticketing system and help desk – ensures timely support and resolution of issues. Constituencies are represented on the Education Technology Advisory Committee, which guides the implementation of Districtwide projects.

4. **The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.**

Evidence of Meeting the Standard
Surveys about technology needs to serve as the foundation for technology planning at both the district– and college–level. These surveys evaluate how technology is being used by students, staff, and faculty, the effectiveness of current training opportunities, and the need for more training and access to technological resources [REF: Employee Survey Example; REF: Student Survey Example]. The information from these surveys is attached to technology plan documents [REF: District Technology Plan Appendix].

Regular technology training is provided to faculty and staff, with a range of workshops available on annual designated professional development days (District Opening Days and Flex days). These workshops cover topics such as phishing, information security, use of Office 365 and OneDrive, and use of Zoom [REF: District Opening Day Workshop List]. The effectiveness of technology training is assessed after the sessions [REF: MyPortal Training Evaluation]. Additionally, the Office of Online Learning provides weekly webinars, drop-in office hours, panel discussions, and technology demonstrations to support faculty in online teaching and community engagement [REF: Winter Workshops Website]. Faculty are also invited to participate in a quarterly Peer Online Course Review (POCR) cohort, and engage in an in-depth process to upgrade an existing online course [REF: POCR Website].

The District provides on-demand training and professional development to staff and faculty through the ETS section of its website. This includes enterprise wide systems such as Office 365 and MyPortal, as well as resources for remote work such as instruction, video and voice communication, software, email, and home network connectivity and data security [REF: ETS Resources List]. Employees are supported in the use of specific software systems for certain tasks such as performing program reviews or updating course outlines of record [REF: Program Review User Guide; REF: Courseleaf User Guide]. Specialized training for all employees is provided as needed, such as a document with guidance and FAQs related to technology support during the COVID-19 pandemic [REF: Remote Work Support Doc]. All administrators and staff complete ongoing required cybersecurity training, and faculty are heavily encouraged to participate in these trainings as well [REF: KnowBe4 training communication].

To meet the specific needs of students during remote learning, the Student Technology Support Hub was implemented during the pandemic. The Tech Hub offers Live Chat, tutorials, technology needs requests, and information on how to access the student support portal in Canvas [REF: Tech Support Hub]. Students can find information on technology support, virtual tutoring, and online learning on the Virtual Campus page of the College website [REF: Virtual Campus Resources Site].

Analysis and Evaluation
Foothill College meets the Standard. Ongoing instruction and support Regular technology training workshops and professional development days cover a range of topics relevant to faculty, staff, and administrators. Technology needs surveys at the district– and college–level to inform technology planning and training. The Office of Online Learning offers an abundance of resources, such as webinars, discussions, and demonstrations, to support faculty in online teaching. The District ETS website provides additional on-demand training and resources for various systems and software, as well as specialized training for employees. The Student Technology Support Hub and the Virtual Campus webpage offer support and resources specifically tailored for students during remote learning.

5. **The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.**

Evidence of Meeting the Standard

Foothill College has established policies and procedures for appropriate technology use. The District provides standards for employee computer equipment and accessories on the ETS page of its website [REF: ETS Website]. Several Board Policies and Administrative Procedures outline expectations for technology use. Board Policy 508 ensures accessibility to all members of the campus community, especially individuals with disabilities, and compliance with Section 508 requirements [REF: BP508]. Board Policy 3250 outlines the rights and responsibilities of computer network use, and Administrative Procedure 3260 covers the security of electronic information [REF:BP3250, REF: AP3260]. The Foothill-De Anza Educational Technology Advisory Committee (ETAC) is responsible for overseeing and assessing policies on appropriate technology use [REF: ETAC Mission Statement].

Students are informed of appropriate use policies through the College Catalog, the Student Handbook, and website pages for shared study spaces like the Library. [REF: Course Catalog; REF: Student Handbook; REF: Library Policy Page;] There are flyers posted in computer labs, tutoring centers, and study spaces to remind students of technology use policies [REF: Tech Use Flyer; REF: Posted Flyer Photo]. Students who borrow technology resources, such as laptops, also agree to abide by appropriate technology use policies in the loan agreement [REF: Laptop Loan Agreement]. The Program Review, budget request, and prioritization procedures described in Standard III.C.2 collectively make up the established processes regarding the allocation of technology resources. These are annual processes that all programs participate in.

The Committee on Online Learning (COOL) works with college governance to develop and publicize policies and procedures for technology use in teaching and learning and provide guidance for faculty during current and changing circumstances. For example, COOL was tasked with updating the College definition of Regular and Substantive Interaction to align with federal guidelines and changes to Title 5 in late 2022 [REF: COOL Definition of RSI]. The revised definition was approved by the Academic Senate and serves as a guideline to faculty in online course management. Additionally, COOL developed an equity-centered rubric to guide the use of adoption of technology tools by the College [REF: COOL Rubric].

Analysis and Evaluation
Foothill College meets the Standard. The institution has policies, procedures, and committees that guide the appropriate use of technology in teaching and learning processes. Several Board Policies and Administrative Procedures outline expectations for technology use and accessibility, and ETAC oversees and assesses policies on appropriate technology use. Students are informed of appropriate use policies through multiple channels, such as the College Catalog, Student Handbook, and website pages. The Committee on Online Learning collaborates with governance to develop and publicize policies and procedures for the College, such as a definition of Regular and Substantive Interaction and an equity-centered rubric for technology adoption.

Conclusions on Standard III.C: Technology Resources
Foothill College demonstrates a strong commitment to effectively utilizing technology in achieving its educational mission. The institution follows comprehensive policies, procedures, and standards for technology use, including information security, accessibility, and disaster recovery, guided by the annually updated District Technology Plan. The Foothill College Technology Task Force, Educational Technology Advisory Committee (ETAC), and Committee

on Online Learning (COOL) collaboratively ensure secure, reliable, and inclusive technology resources for stakeholders. The College provides training and professional development for faculty and staff, while also addressing student technology needs through the Student Technology Support Hub and Virtual Campus page. Foothill College's ongoing efforts to enhance infrastructure, security, and accessibility contribute to an equitable and effective learning environment.

Improvement Plan(s)
None needed.

Evidence List
[Provide list of all evidence cited within Standard III.C.]
[Will be listed later.]

D.   Financial Resources

Planning

1. **Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)**

Evidence of Meeting the Standard
Foothill College has sufficient resources to both support its programs and services, and consistently maintain a positive carryover balance each year. Detailed information about financial resources is provided in Standards III.D.4, III.D.9, and III.D.11. The allocation of resources starts at the district–level with the development of an operating budget that takes into account existing fund balance, projected revenues and expenses, and provisions for contingencies [REF: BP 3100]. This budget is adopted by the Board of Trustees following a public hearing [REF: BP 3110]. Foothill College's budget is developed from the District's allocated budget, in alignment with institutional goals and principles of financial stability. The budget is shared with the College Participatory Governance Council, MIPC [REF: Budget Presentation]. The processes for budget development and allocation of resources are further described in Standards III.D.3 and III.D.6.

Annual Budget Requests are part of the Program Review Process, which plays a vital role in maintaining institutional effectiveness. This process confirms that approved funding requests align with Program and College objectives, the College's Strategic Equity Plan, and the overall budget planning process [REF: Budget Request Form]. The College Finance Division provides support and consultation to the Instructional and Student Services VP's, AVP's, and Deans to help assess requests and identify the most appropriate and beneficial funding sources. To promote transparency in the Annual Budget Request Process, the status and outcomes of budget requests are communicated to the college community through the College's primary governance

council (MIP–C) [REF: 21-22 Budget Requests Presentation]. The annual budget request process is 'outline' In detail in Standard III.D.2.

In Fall 2022, MIPC created a subcommittee to review the resource allocation model for Foothill College and develop guiding principles for resource allocation [REF: Oct 7 MIPC Minutes]. The Foothill College Resource Allocation Guidelines for Human Resources, Physical Resources, Financial Resources, and Resource Reduction are currently in development by this committee. A draft was shared with MIP-C in March 2023 [REF: Guiding Principles Draft]. This model aligns with the College's Mission and Goals, the Educational Master Plan, and the Strategic Vision for Equity. The allocation of resources to support student learning programs and services is described in Standard III.D.6.

Monthly College financial reports, as described in Standard III.D.4, demonstrate the adequacy of resources for day-to-day requirements and show that resource allocation supports instruction and student services. The campus provides monthly financial reports for the Unrestricted GF, Self-Sustaining Fund, and Restricted funds, including Lottery, Library Materials, and Perkins allocations [REF: October 22 B Balance Report; REF: October 22 Lottery Funds Report]. All Deans, Coordinators, and Division administrative assistants receive training to access Banner, Argos, and monthly financial reports. Deans meet at least quarterly to review their resources.

The Board of Trustees, through Board Policy 3000, acknowledges that the District should conduct its financial affairs with integrity and it aims to achieve fiscal stability by implementing effective internal controls [REF: BP 3000]. The District maintains transparency to ensure financial integrity by providing annual and quarterly budget and financial reports, as well as annual audited financial statements to its constituents and the public [REF: Quarterly Budget Report; REF: 21-22 Audit]. Further information regarding District quarterly financial reports is available in Standard III.D.5, and further information regarding audited financial statements is available in Standards III.D.6, III.D.7 and III.D.8.

The Bachelor's Program in Dental Hygiene has stable financial resources to fully support the program, with differential fee funding expected to reach $1.4M by the end of the 22-23 Fiscal Year. Baccalaureate programs also receive resource allocations from funding sources such as Lottery, Perkins, and Strong Workforce through the Program Review Process, as outlined in Standard III.D.2.

Analysis and Evaluation
Foothill College meets the Standard. The institution maintains sufficient resources to support its programs and services and ensures financial stability by developing a budget in alignment with institutional goals. Annual Budget Requests are part of the Program Review Process, which aligns approved funding requests with the College's objectives. As part of an ongoing improvement process, resource allocation guidelines are currently being developed to align with the College's Mission, Goals, and Strategic Vision. Monthly financial reports ensure the adequacy of resources for day-to-day requirements and demonstrate support for instruction and student services. The Board of Trustees ensures fiscal stability by implementing effective internal controls, maintaining transparency, and providing annual and quarterly District financial reports, as well as audited financial statements.

2. **The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.**

Evidence of Meeting the Standard

The majority of Foothill College's allocated unrestricted budget goes directly to supporting the institution's mission and goals in the form of instructional salaries and benefits. In the 22-23 budget, 95.9% of the College's General Fund was allocated to salaries and benefits [REF: Budget Presentation- Slide 11]. The remaining discretionary budget is divided between College programs through Program Review in accordance with the Guiding Principles developed by MIP–C [REF: Guiding Principles Draft]. The annual Budget Request form is directly connected to the Program Review Process, and contains specific questions to ensure that funding requests are aligned with the Program and College objectives, the College's Strategic Vision for Equity Plan, and the overall budget planning process [REF: Budget Request Form]. All budget requests are reviewed in meetings that involve all stakeholders, including the following: the program's Division Dean; leadership/faculty from the requesting program; leadership from the offices of Finance & Administrative Services, Instruction & Institutional Research, and Student Services. In these meetings, requests are prioritized based on whether they meet institutional learning outcomes and core mission objectives, and funding sources for approved items are identified [REF: 22-23 Annual Budget Requests]. Information about all budget requests is presented to Foothill College's Participatory Governance, Mission Informed Planning Council (MIPC), and is approved by the College President. [REF: 21-22 Annual Budget Requests Presentation (*may want to update)*]. Budget updates and plans are regularly shared with the College Academic Senate and Governance Council and through monthly fund balance reports, as described in Standard III.D6. [REF: Academic Senate Agenda- 3/13/23 REF:MIPC Minutes 1/20/23].

The District Budget Advisory Committee and the Audit and Finance Committee (further described in III.D.3) provide input on oversight and ensure that budget planning is in alignment with the District Strategic Plan [REF: District Strategic Plan]. Information and timely updates about District fiscal planning and its links to institutional planning are presented at all regular meetings of the Board of Trustees. Quarterly Reports (further described in III.D.4) are presented to all constituents and provide timely updates.

Analysis and Evaluation

Foothill College meets the Standard. The district and institution's mission and goals serve as the foundation for financial planning. The budget planning process is integrated with the Program Review Process and follows Guiding Principles developed by MIPC to ensure alignment with institutional objectives. Financial information is disseminated throughout the College in a timely manner through presentations to Participatory Governance Councils, monthly fund balance reports, and updates at Board of Trustees meetings. The District Budget Advisory Committee and the Audit and Finance Committee provide input and oversight to ensure budget planning aligns with the District Strategic Plan. Quarterly District budget reports are presented to all constituents, offering timely updates on the institution's financial status.

3. **The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

Evidence of Meeting the Standard

The financial planning and budget processes for the District are outlined in the Board of Trustees' Board Policies. These policies include BP 3000, which focuses on responsible stewardship of available resources and fiscal planning that involves constituency input [REF BP 3000]. BP 3100 requires that the tentative budget provide sufficient detail to allow for comparisons between the proposed and actual revenues and expenses of the current year, in accordance with Title 5 regulations [REF: BP 3100]. BP 3110 requires that the Board of Trustees adopt a final budget reflecting all relevant provisions of the state budget act, closing balances from the previous year, and changes identified following approval of the tentative budget by September 15 each year [REF: BP 3110].

The Board of Trustees holds public hearings prior to adopting the annual budget [REF: Board Meeting Minutes-(Adoption of 22-23 budget)].

Foothill College also has processes in place to ensure constituent participation in financial planning and budget development, as outlined in BP 3000. The District Budget Advisory Committee (DBAC) is an advisory body to the Chancellor's Advisory Council (CAC) whose mission is to share timely and accurate local and state budget information with constituency representatives and provide a forum for participation in the budget process [REF: DBAC Website]. The DBAC reviews and discusses the annual adopted budget, quarterly budget updates, and supplemental financial information [REF: Nov 22 DBAC Meeting Minutes].

Constituencies, including student representatives, are involved in the development of the campus General Fund discretionary budget through MIPC [REF: MIP-C Constituencies]. The Guiding Principles Subcommittee of MIPC is responsible for developing guidelines for resource allocation, with input from students, staff, and faculty [REF: MIPC Minutes Nov 2022]. The Resource Allocation Group (RAG) further ensures that these guidelines remain dynamic and adaptable over time [REF: MIPC Minutes Dec 2022].

When significant adjustments need to be made, they are communicated to all constituencies and decision-making is distributed among stakeholders. For example, due to an ongoing decrease in FTES, the decision to reduce 1320 budget for the 23-24 academic year was communicated to the Academic Senate [REF: Budget Presentation to Academic Senate]. Individual departments worked together with division deans to ensure that cuts were spread equitably across all programs.

Analysis and Evaluation

Foothill College meets the Standard. Board Policies BP 3000, BP 3100, and BP 3110 states guidelines and processes for financial planning and budget development. Constituent participation is ensured through various committees and subcommittees, including the District Budget Advisory Committee, the Mission Informed Planning Council, the Guiding Principles

Subcommittee, and the Resource Allocation Group. When significant adjustments are needed, communication is maintained with all constituencies and decision-making is distributed among stakeholders to maintain transparency and inclusivity in financial planning.

Fiscal Responsibility and Stability

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

Evidence of Meeting the Standard

Foothill College places a high priority on sound financial planning and budgeting to meet the institution's plans and goals. Annual college budget planning begins with a review of past financial results [REF: Budget Planning 2024 Presentation] To ensure that individuals involved in institutional planning receive accurate information about available funds, as well as ongoing and anticipated fiscal commitments, the College presents tentative and adopted budgets to the Board of Trustees, Audit and Finance Committees, and District Budget Advisory Committee [REF: DBAC Meeting Minutes].

Quarterly reports assessing the actual expenses versus budgeted forecasts for the District are also prepared and presented to the College, District, and Board. These reports provide an analysis of operations and financial status and allow for periodic adjustments when necessary in order to stay on course [REF: First Quarter Report 22-23] REF: Board Resolution 1st Quarter Budget Revisions].

The College's financial information is accessible to appropriate personnel through Banner Self Service, which provides tools and materials to perform routine budget queries [REF: Banner Query Instructions for Categorical Funds]. Immediately after the monthly finance close, the campus Budget and Financial Analyst prepares a set of month-end financial reports and sends them out electronically to administrators and other users. These cumulative-balance reports reflect on-going budget surplus or deficits [REF: October 22 B Balance Report; REF: October 22 Lottery Funds Report]. The budget reports provide the data for the ongoing refining and adjustment of resources needed by the College.

Analysis and Evaluation

Foothill College meets the Standard. Institutional planning reflects a realistic assessment of financial resources through sound financial planning and budgeting. The College begins its annual budget planning with a review of past financial results and shares tentative and adopted budgets with key stakeholders. Quarterly reports assessing actual expenses versus budgeted forecasts allow for periodic adjustments to maintain financial stability. Financial information is made accessible to appropriate personnel through Banner Self Service, ensuring timely and accurate data for resource planning. The College's month-end financial reports and cumulative-balance reports enable ongoing refinement and adjustment of resources to support the institution's needs.

5. **To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision**

making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

Foothill College follows a Participatory Governance process ensuring that funds are allocated in a manner to realistically achieve the institution's stated goals for student learning. All members of the College's constituencies are represented on the Mission Informed Planning Council (MIP–C). [REF: MIPC Constituencies List] through representatives from their respective groups. The annual adopted budget and quarterly reports are posted publicly to the FHDA website for review [REF:Budget/Quarterly Reports Website].

The Foothill College Office of Finance and Administrative Services is responsible for the preparation and distribution of college financial reports [REF: Office of Finance Webpage]. In addition to the annual budget, this office conducts financial analyses and develops quarterly budget updates and monthly financial reports to ensure that dependable and timely information is available for financial planning [REF: Quarterly Report; REF: Oct 22 B Balance Report]. Financial reports are subjected to audit to validate the reliability and accuracy of the financial information presented to constituents [REF: 21-22 Audit]. Approval queues and signature authority requirements ensure that expenditures are reviewed and are in alignment with regulations and procedures [REF: Approval Queue Example; REF: Purchase and Payment Authority Grid].

Several purchasing procedures, policies and laws have been written and published to safeguard assets, promote operational efficiency, and encourage compliance [REF: Purchasing policies Webpage]. Chapter 6 of the Foothill-De Anza District Board Policy Manual governs fiscal management practices, including the establishment of the Audit and Finance Committee, as outlined in Board Policy 6401 [REF: BP 6401]. Board Policy 3313 requires employees whose duties involve handling of funds be properly bonded to protect the District from loss [REF: BP 3313]. Accounting policies and administrative procedures are in place to safeguard assets and promote operational efficiency and are made public via the District website [REF: Accounting Policies webpage]. These include several policies related to purchasing and internal control mechanisms, such as Procard use, travel, and food purchase procedures [REF: Procard policy; REF: Travel policy; REF: Food purchase policy]. Assets that meet the standard for capitalization are subject to more rigid control to protect them from losses and misappropriation or misuse [REF: Capitalization Policy].

Analysis and Evaluation

Foothill College meets the Standard. The district and college implement appropriate control mechanisms and disseminating dependable and timely financial information for sound decision-making. The participatory governance process ensures responsible use of financial resources, while the Office of Finance and Administrative Services prepares and distributes financial reports, including annual budgets, quarterly updates, and monthly reports. The College's financial practices are subject to audits and include approval queues and signature authority requirements for expenditures. To further safeguard assets and promote compliance, additional protocols such as purchasing procedures, policies, and laws have been established, and several accounting policies and administrative procedures are publicly available on the District website.

The institution's financial integrity is reinforced by proper bonding of employees handling funds and strengthened control over capitalized assets.

6. **Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.**

Evidence of Meeting the Standard

Foothill College is committed to maintaining high standards of financial management and reporting. The District-adopted annual budget clearly explains funding allocations and provides an accurate reflection of spending that prioritizes student learning [REF: 22-23 Adopted Budget]. District quarterly budget reports identify variances and actuals in revenues and expenditures [REF: Quarterly Report]. Monthly fund balance reports that show the variance between budget estimates and actual expenditures, as well as adjustments to budget allocations, are distributed to program leadership to provide accurate and timely information [REF: October 22 B Balance Report]. The Budget and Finance Analyst reviews all balance reports and works with programs to reconcile all balances on a quarterly basis.

In the 21-22 annual financial audit, independent auditors issued an unqualified or clean opinion of the District financial statements, attesting to the credibility and accuracy of financial reporting at Foothill College [REF: Auditor Report]. The auditors' report indicates that "the financial statements present fairly, in all material respects, the respective financial position of the business-type activities, the aggregate discretely presented component unit of the District as of June 30, 2022, and the respective changes in the financial position and cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America".

The College discretionary budget is reflective of the institution's commitment to appropriate allocation and use of financial resources to support student learning programs and services. Over 75 percent of discretionary funds are allocated to instruction and student services [REF: Allocation of FH's B Budget]. Monthly lottery expenditure reports demonstrate the appropriate use of lottery funds for instructional purposes [REF: October 22 Lottery Fund Report]. The discretionary budget is aligned to institutional goals through the Program Review Process, as further described in III.D.2.

Analysis and Evaluation

Foothill College meets the Standard. Credibility, accuracy, and appropriate allocation of financial resources to support student learning programs and services are ensured. The discretionary budget is aligned with institutional goals through the program review process and reflects the College's commitment to prioritizing instruction and student services, with over 75 percent of funds allocated to these areas. Budget and monthly fund balance reports provide accurate and timely information about the allocation and use of resources. The independent auditors' clean opinion in the 21-22 annual financial audit attests to the reliability of the College's financial reporting.

7. **Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

Evidence of Meeting the Standard
The College provides timely corrections to audit exceptions when they exist. In the 21-22 fiscal year, an independent audit of Foothill College did not identify any findings or questioned costs in regards to financial reporting. [REF: 21-22 Audit Report] However, two issues were identified related to enrollment reporting and census date calculations. The College responded to the audit findings with timely corrective action plans. [REF: 21-22 Audit Report (pgs. 89-96)]. An independent audit report of Bond Measures found that the District appropriately accounted for the expenditures of Measure C and Measure G bond funds, ensuring that the funds were spent on authorized projects [REF: Measures C and G Audit Report].

The results of the audit reports and corrective action plans are presented in public sessions of the Board of Trustees meetings. REF:Board Meeting Minutes 1/9].

Analysis and Evaluation
Foothill College meets the Standard. The College provides comprehensive and timely responses to external audit findings, and promptly implements corrective action plans for identified issues, such as those related to enrollment reporting and census date calculations. The results of audit reports and corrective action plans are communicated appropriately through public sessions of the Board of Trustees meetings.

8. **The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.**

Evidence of Meeting the Standard
Foothill College and the FHDA District actively engage in evaluation and assessment processes to determine the validity and effectiveness of their financial and internal control systems. The District Budget Advisory Committee and the Audit and Finance Committee contribute to oversight, and guarantee consistency with the District Strategic Plan [REF: District Strategic Plan]. The Foothill College Office of Finance and Administrative Services is responsible for creating and sharing financial reports, which undergo auditing to confirm their dependability and precision [REF: Office of Finance Webpage]. Independent auditors issued a clean opinion for the District's financial statements for the 21-22 fiscal year, endorsing their trustworthiness and accuracy [REF: 21-22 Audit].

The College promptly addresses audit discrepancies, and the outcomes of audit reports and corrective action plans are shared during public Board of Trustees meetings [REF:Board Meeting Minutes 1/9]. Moreover, the District Grants Office oversees grant expenditures, ensuring adherence to grant agreements and District policies [REF: Grants Office Website].

Bond programs receive assistance from external agencies and an annual independent audit is conducted for these programs [REF: 21-22 Bond Audit]. The Citizen's Bond Oversight Committee (CBOC) plays a crucial role in supervising bond expenditures and aligning them with community expectations [REF: CBOC Minutes Dec 2022] .

The Foothill-De Anza Community Colleges Foundation manages fundraising activities and supports the District. The Foundation's finances are audited yearly and an annual report is shared with donors, promoting transparency and responsibility [REF: Foundation Audit].

Analysis and Evaluation
Foothill College meets the Standard. The District and College actively evaluates and assesses its financial and internal control systems for validity and effectiveness under the oversight of the District Budget Advisory Committee and the Audit and Finance Committee. The College utilizes the outcomes of audit reports and corrective action plans shared during public Board of Trustees meetings for continuous improvement of its financial management practices.

9. **The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.**

Evidence of Meeting the Standard
The FHDA District consistently exceeds the 5 percent minimum cash reserve as required by the California Community Colleges Chancellor's Office (CCCCO) and as outlined in Board Policy 3115 [REF: BP 3115].   Despite decreases in revenue due to reduced FTES, the District has maintained a positive carryover balance each year for over a decade. As of June 30, 2022, the District's unrestricted ending cash balance was $68,293,693. This, combined with a $30,235,809 restricted balance, results in $98,529,502 in cash in the County Treasury. [REF: Annual Financial and Budget Report]. The District's unrestricted reserve balance was $29,052,910, which far exceeds the required 5percent cash reserve of $10,242,577 and is sufficient to meet the District's ongoing needs and any emergencies.

As noted in the 21-22 Audit Report, the State Chancellor's Office recently recommended, "districts maintain two months of average operating expenses as a reserve in lieu of the traditional 5%. For the District, this would change the district's current 5% reserve from approximately $10 million to closer to $34 million. While this total would include the balances in the carryforwards and the stability fund, it is still a significant increase." The District is in the process of developing plans to meet this updated recommendation.

Out of a $54.8 million unrestricted expense budget, Foothill College maintained a $7.5 million discretionary carryover balance from 2021-22. This is approximately 13.7 percent of the expense budget [REF: Budget Overview MIPC Presentation]. These resources enable the College to support issues that are unplanned.

The District Risk Management Unit analyzes potential risks, identifies strategies to mitigate them, and ensures that the District has adequate liability coverage [REF:Risk Management Unit Website]. The District maintains a $50 million general liability insurance coverage and an additional $50 million excess liability insurance coverage, as well as a separate $2M cyber insurance coverage to protect against unexpected risks [REF: Risk Management Report].

Analysis and Evaluation

Foothill College meets the Standard. The institution consistently maintains cash reserves and carryover balances. The District's cash reserves continually exceed the 5 percent minimum requirement set by the California Community Colleges Chancellor's Office. In the 21-22 fiscal year, the College maintained a $7.5 million discretionary carryover balance. These reserves– combined with contingency plans, adequate insurance coverage, and risk management strategies–allow the institution to maintain stability, support risk management, and address financial emergencies or unforeseen occurrences.

10. **The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**

Evidence of Meeting the Standard
The District Grants Office monitors expenditures to ensure expenses are in accordance with guidelines outlined in the grant agreement; verifies adherence to District policies and procedures; prepares ad-hoc financial reports; coordinates budget revisions, expense transfers and other adjustments;, creates invoices, reviews; facilitates quarterly and annual grant reports, and budget and expenditure report certifications; coordinates with external auditors on issues related to the grant; and communicates with the granting agency, if needed [REF: Grants Office Website]. An established grant application process is followed to ensure that grants align with the College and District goals and are in compliance with District administrative policies and procedures [REF: Grant Application Process]. Grant agreements include implementation plans, milestones, and schedules for disbursement of grant funds [REF: i3 Grant Agreement]. All grant expenditures go through an approval queue that includes the Project Director/Principal Investigator, Financial Manager/Division Dean, Area Vice President, VP of Finance/ Administration, Grants Office, and Vice Chancellor of Business Services [REF: Grant Routing Sheet]. Grant agreements and contracts in excess of $20,000 must be approved by the Board of Trustees.

All contractual relationships are managed in accordance with established processes and procedures described in Administrative Procedure 3143 [REF: AP 3143]. Bond programs are managed with the support of an external agency which provides oversight and regular financial reporting [REF: AKG Contract]. An annual independent audit is also completed for Bond Programs [REF: Prop 39 Bond Audit].

The Foothill-De Anza Community Colleges Foundation (the Foundation) is a legally separate, tax-exempt component unit of the District. The Foundation acts primarily as a fundraising organization to provide grants and scholarships to students, and support to employees, programs, and departments of the District. The 20-member board of the Foundation consists of community members, alumni, and other supporters of the Foundation. The Foundation acts in accordance with established policies and procedures regarding gifts, assessment, endowments, investments, and operating reserves. Foundation financials are audited annually and an annual report is provided to donors [REF: Foundation Annual Report; REF: Foundation Audit].

Foothill College effectively oversees and manages its finances through established processes. Financial Aid is managed by the College Financial Aid Office. Annual audits of financial statements, which include federal awards, ensure compliance with all Federal and State

regulations and provide analysis of any issues so that they can be quickly remedied. The 21-22 Audit noted a discrepancy in enrollment records between the College and the National Student Loan Database [REF: 21-22 Audit- (Page 88)]. This resulted in a finding of noncompliance with Title IV regulations. The College took immediate action to rectify the discrepancy, requesting a comprehensive review from the National Student Clearinghouse Audit. This subsequent review did not find any discrepancies, so no direct action could be taken. In order to prevent potential future issues and better engage with auditors, the Dean of Enrollment will receive additional training on enrollment reporting from the National Student Clearinghouse and will subsequently train staff in Admissions & Records as well as in Financial Aid.

The Associated Students of Foothill College (ASFC) develops and shares an annual budget with the College and the Board of Trustees in accordance with the established processes in its constitution and bylaws [REF: ASFC Bylaws]. The annual ASFC Budget includes financial reports from the previous fiscal year as well as established processes for financial management and oversight [REF: ASFC Budget].

Analysis and Evaluation
Foothill College meets the Standard. Effective oversight of finances for managing contractual relationships follow established processes and procedures. The Grants Office, Citizens Bond Oversight Committee, and Foundation operate in accordance with established policies and procedures and engage in annual independent audits, ensuring financial transparency and accountability. The institution also manages its Financial Aid Office effectively, ensuring compliance with federal and state regulations, and promptly addressing discrepancies. The Associated Students of Foothill College adhere to their constitution and bylaws for financial management and oversight.

Liabilities
11. The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard
The District carefully considers its long-range financial priorities and commitments when developing short-range financial plans to assure financial stability. Adopted budgets and budget planning documents contain previous years' data, current year information, and future projections. This information is presented to the Board of Trustees, the DBAC, and the Audit and Finance Committees [REF: 22-23 Budget Slides].

The Board of Trustees, aware of the importance of fiscal stability, establishes and maintains an adequate reserve level as required by Title 5 to address emergencies or unexpected catastrophic issues that may arise during the year [REF: BP 3115]. The District's annual Adopted Budget includes an undesignated reserve fund to ensure a positive cash position at the end of the fiscal year, providing a reasonable expectation of both short-term and long-term financial solvency [REF: 22-23 Budget]. This stability fund helps offset fluctuations in funding due to external

economic trends and other factors and has maintained a positive balance since 2016. Foothill College has also maintained a positive carryover fund for the past several years, further ensuring financial stability [REF: Budget Overview- Slide 13].

The District plans and allocates resources for the repayment of long-term liabilities, including bonds, notes payable, compensated absences, claims payable, and capital lease obligations with maturities exceeding one year. The adopted budget document addresses any long-term liabilities where the general fund services the debt, including payments of Certificates of Participation and capital lease obligations[REF: 22-23 Budget-Pages 55-58]. Further details about the repayment of liabilities can be found in Standard III.D.13.

The District participates in the CalPERS health care plan, which offers predictable and stable plan rates [REF: JLMBC MOU 2022]. Employees participate in an annual contribution based on the health care plan they select, with the District determining the contribution amounts to enable predictable budgeting of health benefits cost estimates and ensure that resources are allocated for future obligations. Other employee obligations are detailed in Standard III.D.12.

Analysis and Evaluation
Foothill College meets the Standard. The District considers long-range financial priorities when developing short-range financial plans. The Board of Trustees maintains an adequate reserve level to ensure financial stability and solvency in both short-term and long-term, and the College's positive carryover fund also contributes to financial stability. The District budgeting process plans and allocates resources for repayment of long-term liabilities, ensuring resources are available for future obligations. Participation in the CalPERS health care plan and the annual contribution system allows for predictable budgeting and allocation of resources for future health benefits obligations.

12. **The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.**

Evidence of Meeting the Standard
The Foothill-De Anza Community College District continues to be committed to addressing long-term liabilities, specifically Other Postemployment Benefits (OPEB). Consistent with prior years, the adopted budget for fiscal year 2022- 23 planned for a $1.5 million contribution to the CalPERS California Employers' Retiree Benefit Trust (CERBT), an irrevocable trust to fund the OPEB liability [REF: 22-23 Adopted Budget].

During the 2021-22 fiscal year, a full actuarial study was prepared under the GASB 74/75 accounting standard to revise the liability. The report, dated February 18, 2022, with a valuation date of June 30, 2021, and measurement date of June 30, 2021, calculated the District's Total OPEB Liability at $101,774,285. Per CalPERS CERBT, the market value of the asset funds held within the irrevocable trust as of June 30, 2022 was $30,245,035 [REF: Actuarial Study].

Analysis and Evaluation
Foothill College meets the Standard. The District's demonstrated commitment to addressing long-term liabilities, specifically Other Postemployment Benefits, with an ongoing planned $1.5 million contribution to the CalPERS California Employers' Retiree Benefit Trust. Appropriate accounting standards are ensured by conducting actuarial studies to calculate liability.

13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard
The District allocates resources annually for repaying its locally incurred debt. General obligation bond liabilities are liquidated through property tax collections as administered by the County Auditor-Controller's Office through the Bond Interest and Redemption Fund. Payments on the certificates of participation and capital leases are paid through the Debt Service Fund. As of June 30, 2022, the District had a balance of $883,479,600 for total bonds payable. All obligations are budgeted at the district–level and reported in the notes to audited financial statements [REF: 21-22 Audit (Pages 44-53)].

Long-term debt service is budgeted as a District priority. A debt-service summary is included in the District's annual budget [REF: 22-23 Adopted Budget (Pages 40-43)]. This summary identifies all major debt instruments issued, their interest rates, payment dates, and information regarding refinancing and refunding obligations.

In 2021, the District defeased its outstanding certificates of participation related to the Foothill and De Anza College Campus Centers, the Foothill College Bookstore, and the Flint Center Parking Garage with Measure G Bond Funds [REF: Campus Center Debt Schedule]. Proceeds associated with the refunding were deposited into an irrevocable escrow account for future repayments. The outstanding balance of the defeased debt, to be paid by the escrow agent, of $22.0 million, has various expected redemption dates of August 1, 2023 to August 1, 2040. The refunded bonds are considered fully defeased.

Analysis and Evaluation
Foothill College meets the Standard. There is an annual allocation of resources for repaying locally incurred debt, including general obligation bond liabilities and payments on certificates of participation and capital leases. The District also includes a debt-service summary in its annual budget, detailing all major debt instruments, their interest rates, payment dates, and information on refinancing and refunding obligations. Additionally, the District demonstrates proactive debt management by defeasing outstanding certificates of participation.

14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

The District has established and implemented various oversight mechanisms, policies, and procedures to ensure that resources are used according to their intended purpose and in compliance with relevant regulations.

The Citizen's Bond Oversight Committee (CBOC) plays a vital role in overseeing bond spending and ensuring alignment with community needs. The committee meets quarterly to review bond-related projects, advise on public engagement strategies, and communicate with stakeholders. Through regular meetings with district staff, as well as reviews of annual independent performance and financial audits, the CBOC ensures that bond expenditures are made in accordance with the bond project list approved by voters and in compliance with Proposition 39 requirements [REF: CBOC Minutes June 7 2022 (May want to update)].

Bond audit reports are conducted to ensure the proper use of bond funds. These audits have found that the financial statements of bond funds present a fair representation of the financial position and changes in the respective financial positions. In addition, the audits confirm that the District expended bond funds only for specific projects developed by the District's Board of Trustees and approved by the voters in accordance with Proposition 39 requirements [REF: 21-22 Bond Audit].

To encourage transparency and maintain alignment with program goals, quarterly summary reports for Bond Measures are regularly presented to District and College constituents. This practice allows for input and feedback from all stakeholders involved [REF: Measure C Quarterly Summary Report; REF: Measure G Quarterly Summary Report].

The District Grants Office oversees grant expenditures, ensuring that expenses are in accordance with guidelines outlined in the grant agreement and adhere to District policies and procedures. Grant agreements include implementation plans, milestones, and schedules for disbursement of grant funds, and all grant expenditures go through an approval process. The annual audit evaluates grant expenditures for compliance and adherence to the intended purpose [REF: 21-22 Audit].

The Foothill-De Anza Community Colleges Foundation is responsible for coordinating and promoting fundraising efforts, providing grants and scholarships to students, and supporting employees, programs, and departments of the District. The Foundation's financials are audited annually, and an annual report is provided to donors, ensuring transparency and accountability. [REF: Foundation Audit].

Board Policy 3122 outlines the responsibilities of the Foundation and the District in the acceptance and management of private gifts. The policy ensures that gifts are handled expeditiously, legally, and appropriately, and that the Foundation and the District conform to the donor's wishes. Special acceptance criteria and declination of gifts are also outlined in the policy to ensure compliance with District regulations and the mission of the institution [REF: BP 3122].

Analysis and Evaluation
Foothill College meets the Standard. The District and College uses its financial resources with integrity and according to their intended purpose. The Citizen's Bond Oversight Committee and

bond audits ensure that bond funds are used in compliance with Proposition 39 requirements. The District Grants Office and the Foothill-De Anza Community Colleges Foundation oversee grant and fundraising efforts, respectively, and adhere to policies and procedures to ensure appropriate use of funds and compliance with donor intentions.

15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

Foothill College diligently monitors and manages student loan default rates to ensure compliance with federal requirements. The College submits the ACCJC Annual Fiscal Report, which includes default rates and shows a declining trend over three years [REF: ACCJC Annual Fiscal Report 20-21]. Foothill College's Cohort Default Rate has decreased from 13.8 percent in 2017, to 11.2 percent in 2018, and to 3.7 percent in 2019 [REF: Default Rate Report]. This consistent decline places the College in the "low" category (below 15 percent) for official default rates and confirms its compliance with Title IV federal regulations (below 30 percent).

The College uses a product called "Student Connections" to track and manage student loan default rates. This tool allows for in-house default management, as well as mail, email and phone campaigns. It is user-friendly and provides visual chart displays, projections for relevant cohort years, and streamlined record-keeping and tracking of student borrowers. This service has been beneficial in helping Foothill College to reduce its Cohort Default Rate. By investing about one hour per month in email and letter campaigns, the College has been able to further reduce its rate by approximately six percent. Phone campaigns for defaulted or near-default populations are a more recent addition to further improve the default rate [REF: Email About Student Connections].

Analysis and Evaluation

Foothill College meets the Standard. The institution actively monitors and manages student loan default rates to ensure compliance with federal requirements, including Title IV of the Higher Education Act. The ACCJC Annual Fiscal Report shows a declining trend in default rates over three years, with the Cohort Default Rate falling below the 15 percent threshold for low risk. The College utilizes Student Connections to track and manage default rates, employing email, letter, and phone campaigns to further reduce the default rate.

Contractual Agreements

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

Evidence of Meeting the Standard

Foothill College applies District policies and procedures to ensure that external contracts align with its mission, adhere to requirements, and maintain integrity and quality in programs,

services, and operations. Administrative Policy 3140 outlines purchasing procedures and provides guidance on independent contracts, contract duration, and required records and audits [REF: AP 3140]. To ensure appropriate oversight and maintain institutional integrity, Board Policy 3140 requires that all contracts and purchasing transactions are in writing and reviewed by the Board within 60 days or as otherwise provided by law [REF: BP 3140].

A Board Approved Purchasing and Payment Grid outlines quotation, bid, and authorization requirements for contracts. It also identifies purchasing limitations, quote or solicitation requirements, relevant board policies or administrative procedures, types of contracts, documentation of payment, and signature authority [REF: Purchasing and Payment Grid].

Administrative Policy 3143 provides a detailed overview of all contractual agreement policies and procedures and ensures that contracts are in line with the California Education Code, relevant Board Policies, and other applicable laws [REF: AP 3143]. Contracts are only considered valid and enforceable obligations against the District when approved or ratified by the Board of Trustees. Contract duration is limited to three years for materials or supplies and five years for equipment, work, or services. Any changes to contracts must be made through written amendments, and if the total dollar amount of an amended contract exceeds the original amount by more than 10 percent, Board authorization is required. Officials exercising contractual authority must maintain records for a minimum of three years, and these records are subject to audit. Additionally, employees, officials, or consultants who substantially influence the award of contracts must file an annual Statement of Economic Interests Form 730 and comply with conflict-of-interest regulations.

Analysis and Evaluation
Foothill College meets the Standard. External contracts align with District and College mission and goals and adhere to District policies and procedures. Administrative Procedures 3140 and 3143, along with Board Policy 3140, provide a comprehensive overview of purchasing and contracting policies, procedures and requirements. These policies and procedures ensure compliance with the California Education Code and other applicable laws.

Conclusions on Standard III.D: Financial Resources
Foothill College demonstrates effective use of financial resources to support its institutional mission and goals, prioritizing student learning and program enhancement. The budget allocation process is aligned with the College's objectives, Strategic Equity Plan, and financial stability principles. Through a Participatory Governance model, the College engages constituent groups in financial planning and decision-making. Foothill College maintains transparency and financial integrity through regular audits, public hearings, and accessible financial reporting. The Foothill-De Anza Community Colleges Foundation supports the District with fundraising efforts, ensuring transparency and accountability. The College consistently exceeds minimum cash reserve requirements and maintains a positive carryover balance. Additionally, the District addresses long-term liabilities and manages contracts in accordance with established policies and procedures to ensure compliance and alignment with institutional priorities.

Improvement Plan(s)
None needed.

Evidence List
[Provide list of all evidence cited within Standard III.D.]
[Will be listed later.]