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

- B.1** The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for the selecting and evaluating the chief administrator for the college or the district/system.

Description

The governing body of the San Mateo Community College District is a six-member board with five members elected at large in county elections for terms of four years, and one student member elected for a one-year term by student representatives of the three colleges. Terms for members elected from the local district communities are staggered with biennial elections in accordance with the California Education Code. The essential responsibilities of the Board of Trustees in the public interest and trust, are to provide the best possible learning experience for students of the colleges; to assure that the district and its colleges are effectively and efficiently managed; to maintain enlightened, fair, and equitable policies for employees and students of the district and its colleges; to represent the general interests of the entire college district; to act only on the basis of what is in the best interests of the college district and the community; to be knowledgeable of and support the mission and philosophy of community colleges; and to support the work of the colleges in the community as outlined in the district mission statement and district rules and regulations concerning the responsibilities of the board (IVB.1.1-2). The board has established policies on the philosophy and purpose of the educational program and curriculum development, program review, and program vitality (IVB.1.3).

To assure districtwide coordination of educational services and planning, the board worked with the Chancellor and faculty academic senates to refill the position of Vice Chancellor of Educational Services and Planning. The Office of Vice Chancellor, Educational Services and Planning provides overall coordination in the planning, development and implementation of the instructional and student support programs of the district including the areas of research, accreditation, strategic planning, workforce and economic development, and educational technology. The Vice Chancellor also acts as a liaison between the district and the colleges in matters relating to educational services and accreditation, as well as chairs or co-chairs districtwide committees.

Board goals for 2007 include the development of an integrated strategic planning model that incorporates the Education Master Plan, the Facilities Master Plan, a coordinated institutional research component, a comprehensive program review process and an annual budget based upon these elements (IVB.1.8). The board conducts regular study sessions open to the public to carefully examine key districtwide initiatives and provide overall guidance. For example, the board has conducted study sessions on concurrent enrollment, facilities planning and a proposal to start a dental hygiene program within the district (IVB.1.9).

The Board of Trustees assures that the district is financially sound through careful budget planning and ongoing budget reporting from staff. The board receives quarterly reports from the Executive Vice Chancellor on the financial health of the district and on quarterly income and expenditures as compared to budget (IVB.1.4). To provide visibility into the district's financial status the board has instructed the Chancellor to provide quarterly, semi-annual, and annual financial statements in addition to state mandated budget reporting (IVB.1.10). In accordance with state regulations, the board has established a bond oversight committee to directly oversee construction planning and management related to two facilities bond measures passed in 2001 and 2005 (IVB.1.11).

The district has a clearly defined procedure for hiring the Chancellor and the college presidents (IVB.1.12-13). The current selection procedure was not in place at the time of the hiring of the current Chancellor in 2001. At that time all district hiring procedure were under review because Proposition 209 had made the inclusion of affirmative action clauses illegal. The board thus made the selection in the absence of an approved procedure. Concerns were raised by faculty regarding this hiring process of the Chancellor. These concerns were sent to the state Chancellor's Office and the matter was satisfactorily resolved by an agreement reached between the Board of Trustees and the state Chancellor's Office that required the district to provide information on where the district advertised for all administrator jobs and the number of people hired each year for 2003, 2004 and 2005.

Annually, the Board of Trustees conducts an evaluation of the Chancellor and in conjunction with the board, the Chancellor evaluates the college presidents. Evaluations are conducted to assure that the job performance of each individual is assessed and communicated to the individuals being evaluated in accordance with established procedures (IVB.1.41).

Self-Evaluation

The college meets this standard. The Board of Trustees effectively establishes policies that assure not only the quality, integrity and effectiveness of student learning programs and services, but also maintain the financial viability of the district. The board now has a clear, well-defined hiring process for both the Chancellor and college presidents. These administrators are evaluated according to a clear policy as well.

Planning Agenda

None.

Evidence

IVB.1.1	District mission statement	http://www.smccd.edu/accounts/smccbackup/about/district/mission.asp
IVB.1.2	District Rules and Regulations, 1.10, Duties and Responsibilities of the Board	http://www.smccd.edu/portal/District%20Information/Rules%20And%20Regulations/1_10.pdf

IVB.1.3	District Rules and Regulations, 6.15, Curriculum Development, Program Review, and Program Viability	http://www.smccd.edu/portal/District%20Information/Rules%20And%20Regulations/6_15.pdf
IVB.1.4	District Rules and Regulations, 8.11, District Budget	http://www.smccd.edu/portal/District%20Information/Rules%20And%20Regulations/8_11.pdf
IVB.1.8	SMCCCD 2007 Board Goals	http://www.smccd.edu/accounts/smccd/boardoftrustees/goals.shtml
IVB.1.9	Board of Trustees meeting minutes, September 11, 2006 Board of Trustees meeting minutes, June 14, 2006 Board of Trustees meeting minutes, March 8, 2006	http://www.smccd.edu/accounts/smccd/boardoftrustees/board_minutes_details.asp?ID=151 http://www.smccd.edu/accounts/smccd/boardoftrustees/board_minutes_details_results.asp?search=facilities+planning&Submit=Find&ID=166 http://www.smccd.edu/accounts/smccd/boardoftrustees/board_minutes_details_results.asp?search=dental+hygiene&Submit=Find&ID=170
IVB.1.10	Board Report 06-11-1C, district financial summary for the quarter ending September 30, 2006	Hard copy only
IVB.1.11	Bond Oversight Committee website	http://www.smccd.edu/accounts/smccd/committees/bondoversight/default.shtml
IVB.1.12	Chancellor Hiring Procedure	Hard copy only
IVB.1.13	Classified Staff and Managers' Selection Procedures	http://www.smccd.edu/portal/Human%20Resources/Forms/AllItems.aspx?RootFolder=%2fportal%2fHuman%20Resources%2fSelection%20Committee%20Information&View=%7b7410A2C8%2d5FAF%2d4B10%2dBE7B%2dA1AB6192C273%7d
IVB.1.41	Human Resources Procedures for Management and Academic Supervisory Performance Evaluations	http://www.smccd.edu/portal/Human%20Resources/Forms/AllItems.aspx?RootFolder=%2fportal%2fHuman%20Resources%2fPerformance%20Evaluations&View=%7b7410A2C8%2d5FAF%2d4B10%2dBE7B%2dA1AB6192C273%7d

B.1.a The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Description

Skyline College

The board is an independent policy-making body. The board is not bound by any statement or action of any individual board member or employee, except when such statement or action is in pursuance of specific instructions by the board in accordance with district Rules and Regulations (IVB.1.a.47). Individual members of the board observe the policies that govern decision making; board members have authority only when acting as a board legally in session.

The Board of Trustees actively seeks advice and opinions of the community it serves by holding open-session board meetings twice monthly (exceptions to the schedule are noted on the board calendar located on the district website) in accordance with the Brown Act where members of the public are encouraged to address the board (IVB.1.a.44). The board has an adopted policy on community relationships, which recognizes the public’s right to obtain information regarding the board’s actions and encourages public input into board decision making (IVB.1.a.15).

The board consistently acts in a uniform manner after a vote has been taken following thorough hearing and deliberation that involve the general public. On an annual basis, each board member declares his or her financial interests to ensure his or her independence in the decision-making process and to assure the public that there are no conflicts of interest. Information about board members and their community and business affiliations is published on the district’s website (IVB.1.a.35).

Self Evaluation

The college meets this standard. The Board of Trustees acts as a whole to represent the public interest in the district’s colleges and takes care, through effective policies and transparency, to preclude conflicts of interest.

Planning Agenda

None.

Evidence

IVB.1.a.15	District Rules and Regulations, 1.65, Community Relationships	http://www.smccd.edu/portal/District%20Information/Rules%20And%20Regulations/1_65.pdf
IVB.1.a.35	Board Members webpage	http://www.smccd.edu/accounts/smccd/boardoftrustees/members.shtml
IVB.1.a.44	Board Meeting Calendar	http://www.smccd.edu/accounts/smccd/boardoftrustees/calendar.shtml
IVB.1.a.47	District Rules and Regulations, 1.10, Duties and Responsibilities of the Board	http://www.smccd.edu/portal/District%20Information/Rules%20And%20Regulations/1_10.pdf

B.1.b The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Standard IVB.1.b

Description

The district mission statement emphasizes providing a breadth of educational opportunities, as well as a supportive atmosphere which encourages student success (IVB.1.b.1). Policies related to academic programs and student services, developed and reviewed by the board, are consistent with the district and college mission statements (IVB.1.b.3, 20, 21, 44). In 2004 the Board of Trustees codified a reaffirmation and recommitment to core values and operating principles which is posted at the district office and on the district website (IVB.1.b.43). The governing board directs the colleges and district staff to compile reports on program review, enrollment, and curriculum changes. Additionally, the board conducts study sessions on specific subjects of interest.

Also, by developing an integrated strategic planning process that incorporates the district's Education Master Plan; the Facilities Master Plan; a coordinated institutional research component; a comprehensive program review process and an annual budget that is based upon the other four elements, the board demonstrates its commitment to the quality, integrity and improvement of student learning programs and services (IVB.1.b.8, 18) aligned with the district's mission.

The board directs the Chancellor to work closely with the college presidents to coordinate resource allocation and to identify near-term and long-term resource needs (IVB.1.b.42).

Self Evaluation

The college meets this standard. The governing board has established effective policies reflective of its mission. The governing board reviews its policies pertaining to educational services and offerings on a regular basis to make sure they are consistent with this mission statement. The board clearly understands its responsibilities for academic programs and services quality and integrity, demonstrating this understanding in the development and review of the mission statement itself (IVB.1.b.17). In addition, the Skyline College President apprises the board about Skyline programs and services through formal board reports on any number of college programs, services, teaching and learning (IVB.1.b.19).

Planning Agenda

None.

Evidence

IVB.1.b.1	District mission statement	http://www.smccd.edu/accounts/smccdbackup/about/district/mission.asp
IVB.1.b.3	District Rules and Regulations, 6.15, Curriculum Development, Program Review, and Program Viability	http://www.smccd.edu/portal/District%20Information/Rules%20And%20Regulations/6_15.pdf
IVB.1.b.8	SMCCCD 2007 Board Goals	http://www.smccd.edu/accounts/smccd/boardoftrustees/goals.shtml

IVB.1.b.17	Board Report No. 07-4-1B	http://www.smccd.edu/portal/District%20Information/Board%20Packet/April%2011%20Board%20Packet.pdf
IVB.1.b.18	Board of Trustees study session minutes, April 11, 2007	http://www.smccd.edu/accounts/smccd/boardoftrustees/minutes/07_04_11.shtml
IVB.1.b.19	Board of Trustees meeting minutes, February 28, 2007	http://www.smccd.edu/accounts/smccd/boardoftrustees/minutes/07_2_28.shtml
IVB.1.b.20	District Rules and Regulations, 7.00, Student Services	http://www.smccd.edu/portal/District%20Information/Rules%20And%20Regulations/7_00.pdf
IVB.1.b.21	District rules and Regulations, 7.45, Other Student Services	http://www.smccd.edu/portal/District%20Information/Rules%20And%20Regulations/7_45.pdf
IVB.1.b.42	District Resource Allocation Model	Hard copy only
IVB.1.b.43	Board Reaffirmation	Hard copy only for now. The document will be posted shortly on the district web page.
IVB.1.b.44	Skyline College Mission Statement	http://www.smccd.edu/accounts/skypro/planning/Mission-Vision-Values-Goals-Strategies-05.pdf

B.1.c The governing board has ultimate responsibility for educational quality, legal matters and financial integrity.

Description

The board regularly monitors learning programs and services through its yearly board retreats, study sessions, and specific reports and presentations regarding educational programs. For instance, recent topics presented to the board include strategic planning, articulation, counseling, and statistical reports on student learning outcomes to assure the quality and effectiveness of instruction (IVB.1.c.18, 21, 22). Annually, the board approves curricular additions and deletions to the educational programs at the colleges (IVB.1.c.45).

The board, through the Chancellor, has established the District Committee on Budget and Finance (DCBF), a subcommittee of the District Shared Governance Committee, to oversee budget and finance (IVB.1.c.23). The board reviews the financial statements of the district at regularly scheduled board meetings as well as all potential or pending litigation in closed sessions. The board reviews and approves a tentative budget in June of each year, a final budget in September of each year, and a mid-year report in February of each year. Prior to the review and final approval of the district budget, the DCBF reviews and revises fiscal reports and the resource allocation model for each college. In accordance with state law, the board has established a Bond Oversight Committee to provide assurances that bond dollars are spent and accounted for appropriately (IVB.1.c.11). In addition, all contracted services in excess of \$50,000 are reviewed and approved by the board.

The board also takes ultimate responsibility for legal matters for the district, including issues of liability and hiring processes.

Board policy adheres to the California Educational Code and California Title 5 regulations. Board policies informed by this code are reviewed for compliance as state regulations and law change.

Self Evaluation

The college meets this standard. The Board of Trustees, functioning as an independent body, has ultimate responsibility in assuring educational quality, legal matters and financial integrity. The board’s decisions are made with adherence to federal, state and local policy and guidelines.

Planning Agenda

None.

Evidence

IVB.1.c.11	Bond Oversight Committee website	http://www.smccd.edu/accounts/smccd/committees/bondoversight/default.shtml
IVB.1.c.18	Board of Trustees study session minutes, April 11, 2007	http://www.smccd.edu/accounts/smccd/boardoftrustees/minutes/07_04_11.shtml
IVB.1.c.21	District Rules and Regulations, 7.45, Other Student Services	http://www.smccd.edu/portal/District%20Information/Rules%20And%20Regulations/7_45.pdf
IVB.1.c.22	Board of Trustees meeting minutes, January 24, 2007	http://www.smccd.edu/accounts/smccd/boardoftrustees/minutes/07_01_24.shtml
IVB.1.c.23	Board of Trustees meeting minutes, February 14, 2007	http://www.smccd.edu/accounts/smccd/boardoftrustees/minutes/07_02_14.shtml
IVB.1.c.45	Board Report 06-6-1B, Curricular Additions and Deletions	Hard copy only

B.1.d The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structures, and operating procedures.

Description

Bylaws and policies specifying the board’s size, duties, responsibilities, structures and operating procedures are stated in district Rules and Regulations which are posted on the district’s website (IVB.1.d.26). Specifically, Rules and Regulations 1.00, Organization of the Board; 1.10, Duties and Responsibilities of the Board; 1.15, Officers of the Board; 1.20, Duties of Officers; 1.40, Meetings of the Board; and 1.60, Rules of Order for Board Meetings address the matters stated in this standard.

Self Evaluation

The college meets the standard. The policies related to these matters are published on the district’s website as noted earlier.

Planning Agenda

None.

Evidence

IVB.1.d.26	District Rules and Regulations	http://www.smccd.edu/portal/District%20Information/Forms/AllItems.aspx?RootFolder=http%3a%2f%2fwww%2esmccd%2eedu%2fportal%2fDistrict%20Information%2fRules%20And%20Regulations
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B.1.e The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Description

The governing board holds each board member to a high standard of conduct through its policy on board member conduct (IVB.1.e.14). Additionally, board operations is evaluated as part of the board self-evaluation instrument (IVB.1.e.32). District Rules and Regulations are reviewed and revised as necessary by appropriate constituencies and presented to the board for approval. The policies are reviewed as needed and revised as necessary. For instance, in February 2007, the board revised its policies regarding its meetings, meeting minutes and order of business (IVB.1.e.27). Changes to policies related to smoking, use of district communications systems and use of student email addresses, were reviewed and revised by appropriate constituencies and brought to the board for approval (IVB.1.e.28, 29, 30). The revised documents are posted on the district’s website (IVB.1.e.26).

Self Evaluation

The college meets the standard. As necessary, the board effectively reviews and revises policies related to board meetings, board operations and board conduct. The board also reviews the area of board operations as part of its self evaluation (IVB.1.e.32).

Planning Agenda

None.

IVB.1.e.14	District rules and Regulations, 1.35, Board Member Conduct	http://www.smccd.edu/portal/District%20Information/Rules%20And%20Regulations/1_35.pdf
IVB.1.e.26	District Rules and Regulations	http://www.smccd.edu/portal/District%20Information/Forms/AllItems.aspx?RootFolder=http%3a%2f%2fwww%2esmccd%2eedu%2fportal%2fDistrict%20Information%2fRules%20And%20Regulations

Standard IVB.1.e

IVB.1.e.27	Board Report No. 07-2-102B, from the February 28, 2007 meeting of the Board of Trustees	http://www.smccd.edu/portal/District%20Information/Board%20Packet/February%2028%20Board%20Packet.pdf
IVB.1.e.28	District, 2.27, Smoking	http://www.smccd.edu/portal/District%20Information/Rules%20And%20Regulations/2_27.pdf
IVB.1.e.29	District Rules and Regulations, 2.35, Use of District Communications Systems	http://www.smccd.edu/portal/District%20Information/Rules%20And%20Regulations/2_35.pdf
IVB.1.e.30	District Rules and Regulations, 2.36, Use of Student Email Addresses	http://www.smccd.edu/portal/District%20Information/Rules%20And%20Regulations/2_36.pdf
IVB.1.e.32	Board self-valuation instrument	Hard copy only

B.1.f The governing board has a program for board development and new member orientation. It has a mechanism for providing continuity of board membership and staggered terms of office.

Description

When a new board member is elected, he or she meets individually with district administrators and college presidents in order to become oriented to college and district initiatives, strategic priorities and culture. The board also encourages new board members to participate in the annual Community College League of California’s new trustee orientation program held each winter (IVB.1.f.32). Policies related to election and terms of office are articulated in district Rules and Regulations and provide for staggered terms of office (IVB.1.f.33).

All current board members have attended one of Community College League’s trustee orientation sessions. Each year, board members receive an updated Trustee Handbook from the Community College League (IVB.1.f.36). Current Board of Trustees members and their terms are listed on the Board of Trustees website (IVB.1.f.35).

Self Evaluation

The college meets this standard.

Planning Agenda

None.

IVB.1.f.32	Board Self-Evaluation Instrument	Hard copy only
IVB.1.f.33	Community College League of California	http://www.ccleague.org

IVB.1.f.35	Board Members webpage	http://www.smccd.edu/accounts/smccd/boardoftrustees/members.shtml
IVB.1.f.36	2007 Trustee Handbook	Hard copy only

B.1.g The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies and bylaws.

Description

The district’s Rules and Regulations 1.35 states that board members, including the student trustee, shall participate in an annual board-evaluation process, which will be conducted each calendar year (IVB.1.g.14). The purpose of this board evaluation is to identify which areas of board functioning are working well and which need improvement, as well as to improve communication and understanding among board members. The board uses a carefully developed evaluation instrument to assess its performance (IVB.1.g.32). Through this instrument, the board annually examines ten areas of governance including institutional mission and educational policy; institutional planning; instructional/student services programs; facilities; financial resources; board operations; board-Chancellor relations; faculty/student/classified relationships; community relations; and government relationships (IVB.1.g.32). Each board member completes the evaluation form individually; the results are tabulated and the board as a whole discusses the results at a board meeting. The last board self-evaluation was conducted in fall 2006 (IVB.1.g.31).

At the April 11, 2007 Board of Trustees meeting, the board revisited their self evaluation. They noted that the evaluation tool itself should be reviewed at a future board retreat (IVB.1.g.18).

Self Evaluation

The college meets this standard. The ongoing board evaluation has helped identify areas in which improvement can be made. For example, during its most recent evaluation, the board recognized the need for more information regarding program planning. As a result, the board decided to devote more time for presentations at board meetings on teaching and learning. The first in this series of presentations was held at the February 28, 2007 board meeting (IVB.1.g.37).

Planning Agenda

None.

IVB.1.g.14	District Rules and Regulations, 1.35, Board Member Conduct	http://www.smccd.edu/portal/District%20Information/Rules%20And%20Regulations/1_35.pdf
IVB.1.g.18	Board of Trustees study session minutes, April 11, 2007	http://www.smccd.edu/accounts/smccd/boardoftrustees/minutes/07_04_11.shtml

IVB.1.g.31	Board of Trustees meeting minutes, October 25, 2006	http://www.smccd.edu/accounts/smccd/boardoftrustees/board_minutes_details.asp?ID=153
IVB.1.g.32	Board self-evaluation instrument	Hard copy only
IVB.1.g.37	Board of Trustees meeting minutes, February 28, 2007	http://www.smccd.edu/accounts/smccd/boardoftrustees/minutes/07_2_28.shtml

B.1.h The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Description

The district’s Rules and Regulations 1.35 clearly outlines the expectations of board members’ behaviors. It covers a range of topics including the confidentiality of information discussed in closed session, maintaining decorum at board meetings, working through appropriate channels of authority and many others, and the regulation states that refusal to adhere to the code constitutes misconduct of a board member (IVB.1.h.14).

Self Evaluation

The college meets this standard. The Board of Trustees has a long-standing code of conduct that has been observed throughout the years since its inception in the mid-1980’s. Consequently, over the years the board has maintained its reputation for being collegial, collaborative, and professional.

Planning Agenda

None.

IVB.1.h.14	District Rules and Regulations, 1.35, Board Member Conduct	http://www.smccd.edu/portal/District%20Information/Rules%20And%20Regulations/1_35.pdf
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B.1.i The governing board is informed and involved in the accreditation process.

Description

The Board of Trustees has been informed and involved in the accreditation process through regular reports from the Chancellor, college presidents, and accreditation chairs at board meetings. Accreditation interim and midterm reports that include progress toward implementation of recommendations have been presented to the board (IVB.1.i.39). Board members were given the opportunity to review the self-study drafts and provide input.

In response to the request from the colleges, the board approved the hiring of a Vice Chancellor of Educational Services and Planning to provide coordination for strategic planning and instructional and student services activities, as well as to act as a liaison

between the district and the colleges in matters relating to accreditation. The colleges have met with the district administration on a regular basis to discuss the status of self studies (IVB.1.i.38). The self studies were posted online in spring 2007 and the accreditation studies for all colleges were to be presented and discussed at the June 2007 board study session. (IVB.1.i.46-48)

Self Evaluation

The college meets this standard.

Planning Agenda

None.

IVB.1.i.38	Agendas for the District Accreditation Meetings	http://www.smccd.net/portal/edserv/accred/default.aspx
IVB.1.i.39	Board of Trustees meeting minutes, February 25, 2004	http://www.smccd.edu/accounts/smccd/boardoftrustees/board_minutes_details.asp?ID=77
IVB.1.i.46	Skyline College Accreditation website	http://www.smccd.edu/accounts/skyaccred/index.html
IVB.1.i.47	College of San Mateo Accreditation website	http://collegeofsanmateo.edu/webpages/default.asp?WebPgID=291&CatID=1
IVB.1.i.48	Canada College Accreditation website	http://canadacollege.net/inside/accreditation/index.html

B.1.j The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the Chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and hold him/her accountable for the operation of the district/system or college respectively. In multi-college district/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the college.

Description

The governing board has the responsibility for selecting and hiring the Chancellor of the district using clearly defined procedures (IVB.1.j.12). The current selection procedure was not in place at the time of the hiring of the current Chancellor in 2001. At that time all district hiring procedures were under review because Proposition 209 had made the inclusion of affirmative action clauses illegal. The board thus made the selection in the absence of an approved procedure. Concerns were raised by faculty regarding this hiring process of the Chancellor. These concerns were sent to the state Chancellor's Office and the matter was satisfactorily resolved by an agreement reached between the Board of Trustees and the state Chancellor's Office that required the district to provide information

on where the district advertised for all administrator jobs and the number of people hired each year for 2003, 2004 and 2005.

The board conducts evaluations of the Chancellor in a closed session in December of each year. The Chancellor proposes and the board approves goal and objectives for the district each year, and the board measures the Chancellor's performance on the successful accomplishment of these goals. The district also has a well-defined policy for the delegation of authority within the district (IVB.1.j.40).

The Board of Trustees has also established clearly defined processes for the selection and evaluation of college presidents. Skyline College selected a new president in 2004. The selection process included the formation of a screening committee comprised of all constituencies at the college and from the district office. In addition, the services of the Association of Community College Trustees (ACCT) were utilized to assure a wide-reaching national search. Following the identification of finalists for the position by the screening committee, the college hosted open forums for each candidate to present to the college faculty, staff, and students as well as community members and the Board of Trustees. The candidate selection was based on the recommendations from the screening committee, the compilation of the candidate evaluations submitted after the completion of the candidate forums and the evaluation of the candidates by the Chancellor and the Board of Trustees. The district also successfully recruited for a president of the College of San Mateo and followed the same procedure used at Skyline. The district has just completed a search for the president of Cañada College again using this procedure.

The Chancellor, in conjunction with the Board of Trustees, conducts evaluations of each president in a closed session meeting held in July of each year. This evaluation is based on the college goals developed by the presidents each year and approved by the Chancellor.

Self Evaluation

The college meets this standard. Procedures are in place for the selection and evaluation of the Chancellor and the college presidents. These procedures have been followed, clearly and successfully, with all hiring and evaluation of chief executive officers since their approval. The board has and upholds a policy for delegation of authority.

Planning Agenda

None.

Evidence

IVB.1.j.12	Chancellor Hiring Procedure	Hard copy only
IVB.1.j.40	District Rules and Regulations, 2.05, Delegation of Authority	http://www.smccd.edu/portal/District%20Information/Rules%20And%20Regulations/2_05.pdf

B.2 The President has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

B.2.a The President plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Description

The current President has generally maintained the administrative structure that existed at the college when she arrived in 2004. The President delegates the day-to-day operation of instruction and student services to the vice presidents and through them to the Instructional Leadership Team and the Student Services Council (IVB.2.a.2). This structure is found in the administrative organizational chart (IVB.2.a.1) which shows the separation of authority for various units. In addition, responsibility is given to shared-governance committees. The Dean of Instructional Technology Resources was vacated in 2005 and has not been refilled. While Skyline reevaluates the position, duties of this dean have been temporarily distributed, with supervision of The Learning Center going to the Dean of Language Arts, supervision of the library going to the Dean of Social Sciences and Creative Arts, and supervision of the Center for Advanced Teaching and Learning going to the Dean of Science, Math and Technology. The administrative structure is centered and staffed primarily around student services and instruction (IVB.2.a.3). This organizational structure follows the college's mission.

Self Evaluation

The college meets this standard. The President oversees an organizational structure that is effective for the college. She delegates authority to administrators and others consistent with their responsibilities. For practical purposes, the college separates instruction and students services, although the service both provide to the students is well integrated. The temporary change to accommodate the unfilled dean position is working well. The services are being provided at full operational level to meet the needs of students (IVB.2.a.4).

Planning Agenda

None.

Evidence

IVB.2.a.1	President Victoria Morrow’s response to questions on leadership and governance, president’s role, October 24, 2006	Hard copy only
IVB.2.a.2	Skyline Organizational Chart	See Organizational Charts: Accreditation Self Study
IVB.2.a.3	Committee Reporting Draft	http://smccd.edu/accounts/skynotes/governance/pdf_files/Committee%20Reporting%20March%202023%202006.pdf
IVB.2.a.4	Library Program Review 2006	http://www.smccd.edu/accounts/skycurr/Program_Review/2006/LIBRARY%20PR.pdf

B.2.b

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

- establishing a collegial process that sets values, goals, and priorities;
- ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
- ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
- establishing procedures to evaluate overall institutional planning and implementation efforts

Description

The President has guided the process of refining the college mission, goals and values; education and facilities master planning, the Fresh Look Project which evaluates how the college presents itself to the outside; the Student Learning Outcomes Assessment Cycle process; and the college’s planning, research and institutional effectiveness work.

Values, Goals and Priorities: The college mission was modified involving the entire campus and College Council and approved by the district board in April 2007. The mission was widely distributed and available on the college website. This mission informs the goals and priorities set by the President.

The President works with the College Council on all collegewide policy decisions, ensuring that all constituency groups have an opportunity to discuss the options being considered and to bring their input to the council before a decision is rendered. Although technically the council makes recommendations to the President, the council and the President work together on the issues and usually reach a consensus on how to proceed. There has not been a case during the past two years when the President has felt the need to take a different direction than that of the recommendation. Examples illustrating this approach can be found in the College Council minutes and in the council’s first ever

Annual Report, including the process by which the college selected the building 6 inscription from Mahatma Gandhi: “You must be the change you wish to see in the world.” The college used a similar approach with the accreditation process, the Art on Campus Project, the Fresh Look Project, and the Education and Facilities Master Planning Project (IVB.2.b.2).

The President supports and strengthens the shared-governance processes by ensuring that the work of the College Council, the central recommending body in the process, is accessible with monthly council agendas and minutes posted on the Skyline website (IVB.2.b.2). The President also publishes the council agendas in Skyline Shines, her weekly email address to the campus, along with a summary of actions taken by the council following monthly meetings (IVB.2.b.4). She works with colleagues to ensure that other shared governance meeting agendas and minutes are posted online in a timely fashion.

Research and Analysis: In 2005, the college appointed a new Director of Planning, Research and Institutional Effectiveness who reports directly to the President and is a member of the President’s Cabinet. The Office of Planning, Research and Institutional Effectiveness (PRIE) has provided excellent leadership which allows the college to effectively strengthen institutional research efforts. PRIE analyzes data on both external and internal conditions that affect the college and the needs of the student population, both now and in the future. This information is communicated regularly with the President, the President’s Cabinet, Management Council and collegewide committees, and is posted on the PRIE website (IVB.2.b.5). The college conducted two surveys in 2006 to measure institutional performance. A Student Campus Climate Survey was administered in spring 2006. The assessment provided information on students’ perceptions on Skyline College’s programs, services and learning environment which the college will use in planning and improvement efforts, including the education and facilities master plans. The Employee Voice Survey, which was administered in fall 2006, measured how well the shared-governance model is working from the point of view of faculty and staff. The results of both surveys are posted on the PRIE website (IVB.2.b.5).

Educational Planning/Resource Allocation: The college has been working to link closely its budget, planning and evaluation processes. To this end, the college has adopted a four-year Budget and Planning Calendar which identifies the linkages among the program reviews, the full-time faculty allocation process, budget requests and work plans and reports (IVB.2.b.7). An overview of the linkages with student learning outcomes is provided in the Student Learning Outcomes Assessment Cycle (SLOAC) Framework (IVB.2.b.6). Further, the President, along with the rest of the Chancellor’s Cabinet, has made the policy decision to commit financial and human resources to the SLOAC, and give faculty primacy in its implementation.

Procedures for Overall Evaluation

In spring 2006, Skyline College established a collegewide Education and Facilities Master Planning Task Force. The college is continuing to utilize the task force to advise

the President and the college on next steps in relation to both the Education Master Plan and Facilities Master Plan. In spring 2007, task force meetings were combined with collegewide open forums to allow input from the college community. The college began work on both the Education Master Plan and Facilities Master Plan during fall 2006 and that work continued through spring 2007 (IVB.2.b.5). The task force and the Institutional Planning Committee, along with the College Council and the Management Council, have all done work on the Education Master Plan recommendations. They began by identifying the current strategies in relation to each recommendation and in fall 2006 began moving to the next steps and implementation. The intention is for any components of the implementation which will require college budgetary resources to be incorporated into specific budget proposals for the 2007-2008 year. The College Budget Committee recommended the setting aside of funds in the 2006-2007 budget for college planning and new instructional programs, and there may be additional proposals entered into the budget process for 2007-2008. The budget for facilities construction is provided in the bond measure passed by the county’s voters in fall 2005.

In addition, the college has developed a new Balanced Scorecard (BSC), which translates the college vision and mission into meaningful indicators directly linked to college goals and strategies (IVB.2.b.8). The BSC provides a vehicle for collaborative decision making by measuring, tracking and communicating performance of goals and strategies. The BSC makes use of a set of core indicators that define and measure institutional effectiveness.

Self Evaluation

The college meets this standard. Through appropriate planning and evaluation, the President guides institutional improvement of the teaching and learning environment. At Skyline College, the President and constituency groups share a commitment to working together collaboratively to set values, goals, and priorities (IVB.2.b.1). The campus constituencies groups appoint representatives to the College Budget Committee and Institutional Planning Committee and other campuswide committees to work together to make recommendations. The Employee Voice Survey, administered in fall 2006, shows that the shared-governance model is working from the point of view of faculty and staff. The results of both surveys are posted on the PRIE website (IVB.2.b.5).

The President has ensured that high-quality research, under the direction of PRIE has significantly helped to link educational and resource planning, and planning has been integrated with SLOAC. The President has also effectively established or supported procedures by which to evaluate these efforts.

Planning Agenda

None.

Evidence

IVB.2.b.1	President Victoria Morrow’s response to questions on leadership and governance, president’s role, October 24,	Hard copy only
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	2006	
IVB.2.b.2	College Council minutes	http://www.smccd.edu/accounts/skycouncil/home.html
IVB.2.b.3	College Council Annual Report 2005-06	http://www.smccd.edu/accounts/skycouncil/home.html
IVB.2.b.4	Skyline Shines	http://www.smccd.edu/accounts/skypio/updates/0607/prez0607.html
IVB.2.b.5	Office of Planning, Research and Institutional Effectiveness website	http://www.smccd.edu/accounts/skypro/home.html
IVB.2.b.6	SLOAC Framework: College Implementation Model of SLOAC, page 9	http://www.smccd.edu/accounts/skysloac/index.html
IVB.2.b.7	Budget and Planning Calendar 2005-2009	http://www.smccd.edu/accounts/skypro/home.html
IVB.2.b.8	Balanced Scorecard website	http://www.smccd.edu/accounts/skypro/balancedscorecard/home.html

B.2.C The President assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Description

The President assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies through various methods. The President meets weekly with the President’s Cabinet to discuss these matters and issues of consistency and effectiveness of implementation (IVB.2.c.1). She meets monthly with the college’s Management Council, which includes all members of the President’s Cabinet and the deans and directors of each division. Those meetings include discussion of statutes, regulations and board policies, as well as the college mission and policies (IVB.2.c.2). She meets monthly with the College Council, which includes the Vice President of Instruction, the Vice President of Student Services and the presidents and vice presidents of the Academic Senate, Classified Council and Associated Students of Skyline College (IVB.2.c.3). The council’s agenda includes matters of statute, regulation and board policy when appropriate and the college mission and policies.

Self Evaluation

The college meets this standard. The President assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies. She has discussed the mission and goals of the college with shared-governance groups frequently.

Planning Agenda

None.

Evidence

IVB.2.c.1	Institutional Planning Committee agendas and minutes	http://www.smccd.edu/accounts/skypro/IPC/index.htm
IVB.2.c.2	Management Council agendas	Hard copy only
IVB.2.c.3	College Council minutes	http://www.smccd.edu/accounts/skycouncil/home.html

B.2.d The President effectively controls budget and expenditures.

Description

The President works within the college's shared-governance process to set the college's budget priorities. She does this through the work of the Institutional Planning Committee and the College Budget Committee (CBC) (IVB.2.d.1). During the 2005-2006 year, the college reexamined overarching goals and augmented them with specific strategies. Each work unit then adapted its work plan for 2006-07 by integrating these goals and strategies. The Education Master Plan, completed in spring 2006, provides direction for educational planning (IVB.2.d.3). The college is currently examining the recommendations which arose from the Education Master Plan in order to identify when and how they will be implemented and to identify elements for incorporation into the budget process for 2007-2008.

When the college discovered a potential budget shortfall for 2007-2008, possible solutions were solicited not only from the CBC, but the college at large through the divisions. Suggested strategies included a partial freeze on discretionary spending and the deferral of all but two of the full-time faculty hires the college had hoped to make.

The college consistently uses its program-review findings to inform budget priorities. Decisions about full-time faculty hires are made based on the college's full-time faculty allocation process, which incorporates information from the education and facilities master plans and program reviews. A joint faculty-administration group, the Full-Time Equivalent Faculty (FTEF) Allocation Committee prioritizes the position requests and their recommendation is considered by the Academic Senate and the Instructional Leadership Team, and then by the Vice President of Instruction and the Vice President of Student Services. They make a recommendation to the President, who then makes the final decision about priorities. To date, the President has concurred with the recommendations. The CBC recommends to the President what share of the budget for the forthcoming year should be dedicated to full-time faculty and classified hires (IVB.2.d.2). The CBC, beginning with budget recommendations for the 2006-2007 year, worked to systematize its consideration of goals and strategies in setting budget priorities. The committee adopted the approach in spring 2007.

Self Evaluation

The college meets this standard. The President successfully controls budget and planning by integrating the two processes. As needed, the President has expanded the processes and effectively used input from the college as a whole.

Planning Agenda

None.

Evidence

IVB.2.d.1	President Victoria Morrow's response to questions on leadership and governance, president's role, October 24, 2006	Hard copy only
IVB.2.d.2	College Budget Committee agendas	http://www.smccd.edu/accounts/skycbc/home.html
IVB.2.d.3	Education and Facilities Master Planning Project 2006:	http://www.smccd.edu/accounts/skypro/Ed%20Facilities%20Master%20Plan%2006/education_and_facilities_master.htm

B.2.e The President works and communicates effectively with the communities served by the institution.

Description

The college serves students from San Mateo and San Francisco counties, but the most proximate seven communities are Pacifica, Brisbane, Colma, Daly City, San Bruno, South San Francisco and Millbrae. The President works with and communicates with those communities in a variety of ways (IVB.2.e.1).

- Skyline College has a President's Council of community leaders who support the college and raise funds for the college's President's Innovation Fund. The President ensures that all of these communities are represented on the President's Council. This group involves a great deal of interaction and contact, including four meetings a year of the whole group, frequent meetings and contact with the Chair and the Executive Committee as well as the President's Breakfast Committee. The college holds an annual President's Breakfast, attended by approximately 250 people, to raise funds for the President's Innovation Fund. This event provides an opportunity to also communicate with the community about Skyline College and its innovative programs and services.
- Skyline College holds an annual mixer at the college for the local Chambers of Commerce, coinciding with the opening of the spring student art show in the college's Gallery Theatre.
- The President is an active member and Program Chair of the San Bruno Rotary Club, the club for the town in which Skyline College is located. She frequently attends the Pacifica Rotary Club and on occasion the San Mateo Rotary Club. She gives numerous community presentations at Rotary, Soroptimists and Kiwanis clubs about Skyline College and talks with participants at these events about the college.

- The President has joined and/or participates in a number of local community organizations and events in addition to those related to the San Bruno Rotary Club, such as Philippine International Aid, the Peninsula Conflict Resolution Center and Sustainable San Mateo County.
- The President occasionally attends San Bruno City Council meetings, and one of those meetings was combined with a meeting of the college district's Board of Trustees to provide an opportunity for dialogue between the two groups (IVB.2.e.2).
- The President has initiated a series of meetings with local high school superintendents and principals to explore ways the K-12 schools and Skyline College might expand its collaborative efforts. That has led to enhanced outreach efforts at the high schools and increased concurrent enrollment offerings on site at local high schools. The President also participates in the annual High School Counselor Breakfast at Skyline.
- The college invites the community onto the campus at every opportunity. During 2006-2007, Skyline College held "topping off" ceremonies and a number of ribbon cutting ceremonies for new and remodeled buildings that have recently opened on campus. The college held a sneak preview reception for the community in February 2007 and thousands of people, including many alumni of the college, were invited as part of a new effort to better connect with alumni of Skyline College.
- The President involves representatives of the community whenever possible in appropriate college decisions. For example, the President involved community members in the focus groups convened as part of the college's Fresh Look Project as well as for the Education and Facilities Master Planning Project. Members of the President's Council were invited to provide input when the campus selected the inscription for its new Student and Community Center and when the campus selected the new logo.
- The President has worked to strengthen the college's partnerships with local business and industry by attending occasional program advisory committee meetings at the college and by attending industry-related events in the community. The President also attended a celebration at Genentech in South San Francisco, the biotechnology firm with which Skyline works on its innovative Biotech program, and a tour of Seton Medical Center in Daly City. The President has participated in workshops and presentations locally and statewide to talk about the college and its workforce development efforts.
- The President meets regularly with the district's Foundation Board of Directors and attends numerous donor-related events for both the district foundation and the college.

Self Evaluation

The college meets this standard. The President works very successfully with the community. Through the President's leadership, support from the local community

of residents and businesses has continued to increase. Skyline College has established itself as the leading academic institution in the local community, one with a “can-do” attitude.

Planning Agenda

None.

Evidence

IVB.2.e.1	President’s Victoria Morrow’s responses to questions on leadership and governance, president’s role: work and communication with the communities served by the college, October 26, 2006	Hard copy only
IVB.2.e.2	Combined San Bruno City Council and district Board of Trustees Meeting	Hard copy only

B.3 In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

B.3.a The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

Description

The written delineation of the operational responsibilities and functions of the district is articulated in district Rules and Regulations (IVB.3.a.1). District Rules and Regulations are currently made available to institutional and system staff, as well as to the general public, through the district’s portal page (IVB.3.a.2). In addition, the district’s Office of Human Resources maintains district office organization charts. The charts are available upon request to interested individuals (IVB.3.a.3).

Self Evaluation

The college meets this standard. As prescribed in district Rules and Regulations, the Chancellor consistently adheres to this delineation. He gives responsibility to the college presidents to carry out operations at their respective sites. The college presidents, through the Chancellor’s Council collaborate with the district on the budget and other matters affecting the colleges and the district. The presidents are given wide latitude in managing their institution’s budget and in decision making regarding expenditures on instructional programs and student services that support their missions.

Standard IVB.3.a

District policies regarding operational responsibilities are defined in the district’s Rules and Regulations and are available to administration, faculty, and staff via the district’s website. Their availability is adequately communicated to Skyline. The Skyline Employee Voice, undertaken as a part of this accreditation process, shows that Skyline generally agrees there is clear separation between the district office, the board and Skyline.

Planning Agenda

None.

Evidence

IVB.2.e.1	District Rules and Regulations, 2.00, 2.02, 2.05	http://smcweb.smccd.net/portal/district%20Information/Rules%20And%20Regulations/2_00.pdf http://smcweb.smccd.net/portal/district%20Information/Rules%20And%20Regulations/2_02.pdf http://smcweb.smccd.net/portal/district%20Information/Rules%20And%20Regulations/2_05.pdf
IVB.2.e.2	District Rules and Regulations	http://smcweb.smccd.net/portal/district%20Information/Forms/AllItems.aspx?RootFolder=%2fportal%2fdistrict%20Information%2fRules%20And%20Regulations&View=%7bF268A2B9%2d228C%2d4AE5%2dB3A1%2dEF3D1F2D2DB1%7d
IVB.2.e.3	District office organization charts	See Skyline Accreditation Self Study for chart

B.3.b The district/system provides effective services that support the colleges in their missions and functions.

Description

Centralized support is provided for the colleges in the areas of Business Services, Facilities Planning and Operations, Human Resources and Employee Relations, Educational Services and Planning, Information Technology Services, and Community and Government Relations, as indicated in the district organization chart (IVB.3.b.4).

The Executive Vice Chancellor, reporting directly to the Chancellor, oversees the Business Services and Facilities Planning and Operations functions. Business Services provides centralized support in the areas of purchasing (General Services) and accounting, payroll, grants, and finance. Business Services is headed by the Chief Financial Officer who reports to the Executive Vice Chancellor. Reporting to the Chief Financial Officer are a Director of General Services, encompassing the areas of purchasing and accounts payable, and a Director of Auxiliary Services.

Facilities Planning and Operations is headed by a vice chancellor who reports to the executive and a director who reports to the executive director. Facilities Planning and Operations provide centralized support in the areas of engineering, custodial, grounds, and facilities planning and construction management services. Facilities Planning and Operations is divided into two distinct functions—facilities planning and construction and facilities maintenance and operations. The Director of Facilities Planning and Operations is vacant at this time. Maintenance and Operations functions (engineering, custodial, and grounds) are directed by facilities managers at each college. These managers report to the Director of Maintenance and Operations (IVB.3.b.5). Additionally, the district’s Construction Planning and Facilities Transition Department is responsible for managing the design and planning of the second phase of the district’s Capital Improvement Plan. This group is headed by two Executive Directors reporting directly to the Executive Vice Chancellor.

Human Resources and Employee Relations is headed by a vice chancellor, who reports directly to the Chancellor. He oversees a wide variety of centralized applicant, employee, and retiree services for the colleges. This department also facilitates the collective bargaining process.

The Vice Chancellor of Educational Services and Planning has overall responsibility for the coordination of instruction and student services. Reporting directly to the Chancellor, the Vice Chancellor of Educational Services and Planning provides overall coordination in the planning, development and implementation of the instructional and student support programs of the district including the areas of research, accreditation, strategic planning, workforce and economic development, and educational technology.

Information Technology Services (ITS) is headed by a director reporting to the Chancellor. The director is responsible for technology management in the district and advises the Chancellor on districtwide technology decisions. Additionally, the director serves as technology officer at each of the district’s three colleges and guides the development and implementation of the college’s technology planning.

Community and Government Relations is headed by a director reporting directly to the Chancellor. She serves as liaison for the district and colleges to state and local legislators on legislative and governmental matters for the district. This director also serves as liaison to local cities on land use and tax sharing issues and to community members on issues related to the community. The director is the district’s primary spokesperson to the media on districtwide issues such as budget, collective bargaining, board policies, and other issues.

District staff members are active in a variety of institutional and administrative committees and forums. For example, the Executive Vice Chancellor and Chief Financial Officer are members of the District Committee on Budget and Finance as well as the district Associated Students Advisory Committee (IVB.3.b.8-9). The Executive Director of Facilities Planning and Operations and the Director of Facilities Maintenance and Operations meet weekly with the college’s President’s Cabinet.

Also, the district actively engages the colleges in dialogue regarding district services. The Chancellor, the Executive Vice Chancellor, Vice Chancellor of Human Resources, and Vice Chancellor of Educational Services and Planning meet twice monthly with the college presidents in the Chancellor's Cabinet meetings. This same group, plus the Director of Community and Government Relations, the Director of Information Technology Services, and the Vice Chancellor of Facilities Planning and Operations also meet twice monthly in Chancellor's Council meetings (IVB.3.b.7).

In an evaluation, planning and improvement effort, the Facilities Maintenance and Operations Group, a part of Facilities Planning and Operations, conducted a comprehensive program review of all of its operations including its custodial, grounds and engineering units. The review was completed in February 2006 and provided facilities managers with valuable data for their organizations. For example, as part of the custodial review, an inventory of cleanable square footage was developed. The inventory classified the size and types of spaces that needed to be cleaned in each building districtwide. Based on these and other measurements, the director developed a staffing model which quantified the number of custodians necessary to attain a particular appearance level (based on industry standards for custodial staffing for educational facilities). The Director of Facilities Maintenance and Operations has given presentations regarding the program review to various committees, councils, and groups across the district. For example, in December 2004, the Director of Facilities Maintenance and Operations gave a presentation to the District Committee on Budget and Finance explaining this review process in detail (IVB.3.b.6). The program-review process has helped the Director of Facilities Maintenance and Operations create balanced work assignments and healthier work environments for custodians, grounds crews, and engineering personnel. This program review was presented to the college in an open forum to give the campus an opportunity for feedback (IVB.3.b.6).

Another function of the review was to manage customer expectations regarding appearance levels of facilities. As evidenced in the accreditation data cited earlier, work stills needs to be done in the area of facilities appearance and cleanliness especially in the areas of classrooms, washrooms and offices.

The Human Resources and Employee Relations Department sponsors monthly forums for college and district managers and supervisors. The forums provide an opportunity for the district and colleges to communicate about information regarding current human resources processes, policies, and procedures or a variety of other subjects of concern to managers and supervisors throughout the district. Agenda topics are set by managers and supervisors (IVB.3.b.12). Recent meetings have covered such items as varied as sexual harassment training and a review of the new phone system including implementation and training schedules (Ref. 13). The forums have also been used to discuss and introduce websites related to district services including the CORP page (IVB.3.b.14), a resource providing a convenient means for faculty, staff, and administration to purchase a variety of products ranging from office supplies to duplicating services to furniture and the Download page which contains a variety of documents and forms used districtwide.

As part of the district’s Technology Strategic Plan, Information Technology Services recently completed districtwide installation of a new voice-over-IP telephone system. Training on the new system was conducted districtwide (IVB.3.b.17). Through its Centers for Teaching and Learning, which are located on all three campuses, Information Technology Services offers a wide variety of support and training to faculty and staff (IVB.3.b.18). The center’s offerings are extensive and include workshops on district supported software, individualized consulting regarding instructional software, small group seminars and a BootupCamp—a voluntary workshop series designed for new faculty on the effective use of technology in the classroom (IVB.3.b.19).

Self Evaluation

The college meets this standard. The district provides effective support in the areas of Business Services, Human Resources and Employee Relations, Educational Services and Planning, Information Technology Services, and Community and Government Relations. Face-to-face meetings between executives, presidents, and directors provide ample opportunity for dialogue, if necessary, regarding these district services to the colleges.

However, in the area of Facilities Planning and Operations, the Employee Voice Survey data indicates Skyline employee dissatisfaction. The item regarding the adequacy of the maintenance of campus facilities received the most unfavorable rating (49 percent disagreed/completely disagreed), as did the question of facilities meeting the needs of employees (41 percent disagreed/completely disagreed) (IVB.3.b.66).

Planning Agenda

- Provide facilities program-review data to the Executive Vice Chancellor to support and illustrate the need for additional staff in order to make significant improvements in the area of facilities cleanliness.

Evidence

IVB.3.b.4	District office organization chart, March 2006	Skyline College Accreditation Self Study
IVB.3.b.5	Facilities Planning and Operations Organizational Chart	http://www.smccd.net/accounts/facilities/fpo_orgchart.htm
IVB.3.b.6	Facilities maintenance and operations presentation: program review	http://www.smccd.net/accounts/facilities/maintoperation/2004%201207%20Program%20Reviews%20-%20Cmte%20Budget%20&%20Finance_files/frame.htm
IVB.3.b.7	Chancellor’s Office and districtwide standing meetings calendar	Hard copy only
IVB.3.b.8	District Committee on Budget and Finance Committee membership list 2005-2006; DASAC Committee membership list	http://www.smccd.edu/portal/dcbf/Lists/Committee%20Members/AllItems.aspx
IVB.3.b.9	District Associated Students	http://www.smccd.net/portal/dasac/DASAC%20Co

	Advisory Committee membership list	mmittee%20Members/DASAC%20members,%202005-06%20academic%20year.xls
IVB.3.b.12	Email request for agenda topics for manager's forum	Hard copy only
IVB.3.b.13	Email for manager's forum announcements and agendas: September 8, 2005 and April 20, 2005	Hard copy only
IVB.3.b.14	CORP Page	http://www.smccd.net/corp/
IVB.3.b.17	Telephone system training and support materials and announcement regarding phone upgrade Announcement regarding telephone system training Telephone training and support materials Announcement regarding telephone system upgrade	Hard copy only Hard copy only http://www.smccd.net/accounts/smccd/phone/ http://www.smccd.net/portal/Lists/All%20Employees%20Announcements/DispForm.aspx?ID=152&Source=http%3A%2F%2Fwww%2Esmccd%2Enet%2Fportal%2FLists%2FAI%2520Employees%2520Announcements%2FAIItems%2Easpx
IVB.3.b.18	CTL Website	http://www.ctlonline.net/
IVB.3.b.19	CTL BootupCamp Website	http://smcweb.smccd.net/accounts/bootupcamp/
IVB.3.b.66	Employee Voice Survey	http://www.smccd.edu/accounts/skypro/Surveys%200&%20Focus%20Group%20Studies/employee_voice_2006_survey_exec_sum.pdf

B.3.c The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

Description

The district has not used a formula-based resource allocation model since 1997-1998. Increases and reductions to college budgets have been based primarily on adjustments for step and column increases, longevity, and COLA (IVB.3.c.21). The model did not address enrollment changes or growth in special programs. This led to inequitable distribution among the colleges.

Since May 2003, the District Committee on Budget and Finance (DCBF), a subcommittee of the District Shared Governance Council, had been discussing the subject of resource allocation, and in August 2003, at the direction of the Executive Vice Chancellor, the DCBF was charged with recommending a new resource allocation model for the district (IVB.3.c.22-23).

In its planning and evaluating, the committee conducted a historical review of the district's prior budget allocation models and reviewed allocation models from other institutions (IVB.3.c.21, 25, 26, 27). The committee also met with administrative staff to explore various programs in the district and to address how all programs might best be served by a new resource allocation model. For example, the committee requested presentations from the college vice presidents of instruction regarding factors affecting cost and efficiency of instructional programs to ensure that any new allocation model addressed program needs appropriately and thus supported positive student learning outcomes (IVB.3.c.28). Additionally, the committee requested an overview of facilities programs from the district's Director of Facilities Maintenance and Operations in an effort to more thoroughly understand any impact that an allocation standard based on square footage might have on that operation (IVB.3.c.29). Based on this extensive research, the committee selected and refined an allocation model during spring 2005 (IVB.3.c.31).

The committee's evaluation, planning, and improvement process ended with the approval of a new distribution model in May 2005 after the Chief Financial Officer presented the proposed model to the District Shared Governance Council and consensus to adopt the model was reached (IVB.3.c.32). The presentation included examples of the model populated with sample data to illustrate how colleges might be affected in years when resources are allocated or in years when resources are cut across the district (IVB.3.c.33). To solicit feedback about the model districtwide, the committee prepared an online survey (IVB.3.c.34-35). Feedback from the dialogues with the constituencies was documented, considered, and, where appropriate, implemented into the model (IVB.3.c.36). The new model took effect during the 2006/2007 year.

Components of the new model included a base allocation for each college calculated as a percentage of current funding and FTES; an allocation for increases in Central Services such as benefits, utilities, insurance, and other items; allocations to facilities based on increased square footage and a percentage of college growth allocations; growth allocations for all colleges based on three-year average FTES; allocations to the district office as a percentage of college growth allocations; and an allocation for demonstrated need including agreed-upon incentives.

Self Evaluation

The college meets this standard. The effectiveness of the new allocation model will need to be assessed after three to five years of implementation to evaluate its viability over the long run. As for fair distribution of resources, only 37 percent of Skyline employees agree that the district fairly distributes resources (IVB.3.c.66). It has been the general consensus of college and district leadership that resource allocation had not, until this year, been particularly responsive to changing workload measures in the years following the implementation of the 1997-1998 model because the colleges' allocations had been based on the prior year's allocations adjusted for step and column increases, longevity, COLA, and other adjustments. Components most critical to a college's ability to support student learning—adjustments for enrollment growth and adjustments for

special programs—had not been addressed. Therefore the model was not deemed to be adequate or fair.

The District Committee on Budget and Finance has studied the budget allocation model issue closely. The meaningful dialogue between the colleges and district, the extent of research, and nature of the collaboration between the colleges and the district relative to this important decision is documented in the committee’s minutes beginning in August 2003 through the committee’s most current minutes (IVB.3.c.24).

The district successfully implemented the new resource allocation model for the 2006-2007 budget year. Site allocations were made available mid-March 2006 for the 2006-2007 budget planning process (IVB.3.c.38).

Planning Agenda

None.

Evidence

IVB.3.c.21	District Committee on Budget and Finance meeting minutes, March 2, 2004	http://www.smccd.edu/portal/dcbf/Minutes/2003-04/Minutes%20-%20March%202,%202004.doc
IVB.3.c.22	District Committee on Budget and Finance meeting agenda, May 6, 2003	http://www.smccd.edu/portal/dcbf/Agendas/2002-03/Agenda%20-%20May%206,%202003.doc
IVB.3.c.23	District Committee on Budget and Finance meeting minutes, August 19, 2003	http://www.smccd.edu/portal/dcbf/Minutes/2003-04/Minutes%20-%20Aug.%2019,%202003.doc
IVB.3.c.24	District Committee on Budget and Finance meeting minutes	http://www.smccd.edu/portal/dcbf/Minutes/Forms/AllItems.aspx
IVB.3.c.25	District Committee on Budget and Finance meeting minutes, March 2, 2004	http://www.smccd.edu/portal/dcbf/Minutes/2003-04/Minutes%20-%20March%202,%202004.doc
IVB.3.c.26	District Committee on Budget and Finance meeting minutes, March 16, 2004	http://www.smccd.edu/portal/dcbf/Minutes/2003-04/Minutes%20-%20March%2016,%202004.doc
IVB.3.c.27	District Committee on Budget and Finance meeting minutes, April 6, 2004	http://www.smccd.edu/portal/dcbf/Minutes/2003-04/Minutes%20-%20April%206,%202004.doc
IVB.3.c.28	District Committee on Budget and Finance meeting minutes, November 2, 2004	http://www.smccd.edu/portal/dcbf/Minutes/2004-05/Minutes%20-%20Nov.%202,%202004.doc
IVB.3.c.29	District Committee on Budget and Finance meeting minutes, December 7, 2004	http://www.smccd.edu/portal/dcbf/Minutes/2004-05/Minutes%20-%20Dec.%207,%202005.doc
IVB.3.c.31	Resource Allocation Model	Hard copy only
IVB.3.c.32	District Shared Governance Council summary of meeting, May 2, 2005	Hard copy only
IVB.3.c.33	PowerPoint Presentation for Constituency Groups:	Hard copy only

	Resource Allocation Model	
IVB.3.c.34	Districtwide email survey	Hard copy only
IVB.3.c.35	Districtwide email survey results	Hard copy only
IVB.3.c.36	Resource Allocation Model Update and Summary of Resource Allocation Feedback, April 13, 2005	Hard copy only
IVB.3.c.38	Board Report No. 06-1-2CA – Budget and Planning Calendar	Hard copy only
IVB.3.b.66	Employee Voice Survey	http://www.smccd.edu/accounts/skypro/Surveys%20&%20Focus%20Group%20Studies/employee_voice_2006_survey_exec_sum.pdf

B.3.d The district/system effectively controls its expenditures.

Description

The district has shown that it effectively controls expenditures. Audits for the last several years have produced no adverse financial findings and the district has consistently had a positive ending balance. Additionally, in November 2001 and again in November 2005, voters in San Mateo County approved bond measures totaling \$675,000,000. The district’s bond ratings are the highest ratings for community colleges in the state at “Aa1” (Moody’s) and “AA” (Standard and Poor’s). These ratings translate into lower municipal bond insurance costs, as well as more favorable bond pricing for the district and taxpayers. Because public monies used for capital construction are subject to state accounting and reporting requirements, project funds are kept in the Capital Construction Fund. Finally, financial control mechanisms include systematic and procedural controls with several levels of approval required to monitor expenditures and help produce reasonable and balanced budgets.

These systematic and procedural controls at the district and college levels also help to prevent overspending and reinforce accountability from budget managers. As an educational institution, the district uses governmental accounting with emphasis on the uses of resources to attain the institution’s objectives. With specific fund numbers for each source of funds, funds are tracked to account for revenue and expenditures.

The Chancellor has overall responsibility for the management of the district’s budget. The Chief Financial Officer is responsible for the general management of the budget, budget controls, and the accounting programs of the district. The president of each college is responsible for operating the college within the limitations placed by the budget. College administrative responsibilities include adherence to guidelines established by the district Administrative Services Office; compliance with deadlines; and adherence to generally accepted accounting principles.

Self Evaluation

The college meets this standard. Annual audits for the last several years reveal that the district consistently has a positive ending balance and has no adverse financial findings (IVB. 3.d.39). The district’s Aa1 and AA ratings on these bonds (IVB. 3.d.40) are based on the ratings companies’ evaluation of the underlying financial condition of the district. Sound bond ratings are important to the district as they are reflected in lower municipal bond insurance costs and bond pricing that is more favorable to the district and the community.

Public monies used for capital construction are subject to a variety of stringent state accounting and reporting requirements. Some of the regulations specify that the project funds be kept in the Capital Construction Fund. The Facilities Planning and Operations department successfully coordinates the project and maintains required files. With passage of two bond measures and an extensive capital improvement program underway, management and control of the Capital Construction Fund is especially critical. A Grand Jury Report, issued in June 2005, focuses on the district’s effectiveness in this regard (IVB. 3.d.41). In the report, titled School Construction Management in San Mateo County, the Grand Jury found that:

After years of experience, the San Mateo County Community College District (SMCCCD) has developed proven policies and procedures for construction planning and management. These techniques have been employed successfully for capital improvement projects on the three San Mateo college campuses.

This report cites the district’s successful policies and procedures for construction planning and management as a model to be followed by other school districts throughout San Mateo County.

Planning Agenda

None.

Evidence

IVB.3.d.39	San Mateo County Community College District, annual financial reports for 2000-2005	http://www.smccd.edu/portal/dcbf/Documents/Forms/AllItems.aspx?RootFolder=%2fportal%2fdcbf%2fDocuments%2fAudited%20Financial%20Reports&View=%7b88759342%2dFB76%2d4476%2d925E%2d8402A49619B5%7d
IVB.3.d.40	Official ratings statements from Moody’s and Standard and Poor’s	Hard copy only
IVB.3.d.41	Report from the Grand Jury, June 2005	http://www.sanmateocourt.org/grandjury/2004/reports/School%20Construction%20vers.%203.0_final.pdf

B.3.e The Chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system

policies without his/her interference and holds them accountable for the operation of the colleges.

Description

The college presidents’ responsibilities and authority for implementation and administration of district policies is prescribed in district Rules and Regulations 2.00. The rules state that “each president, as the college Chief Executive Officer, is responsible for implementation of district policies at the college” (IVB.3.e.1). The Chancellor gives the presidents this authority and holds the presidents accountable for the operation of the colleges through an annual performance evaluation process. As part of the evaluation, the President establishes goals and the Chancellor and President assess the progress on these goals annually. As part of the annual evaluation process, the Chancellor briefs the Board of Trustees on the presidents’ progress towards their goals.

Additionally, the Chancellor, the Executive Vice Chancellor, the Vice Chancellor of Educational Services and Planning, and the Vice Chancellor of Human Resources and Employee Relations meet weekly with the presidents to discuss areas of interest or concerns related to the individual colleges, the district office, or issues that may be of concern districtwide. The presidents also attend meetings of the Board of Trustees and report on college initiatives, programs, and various college expenditures in compliance with district Rules and Regulations.

Self Evaluation

The college meets this standard. The President at Skyline College confirms the Chancellor gives her full responsibility and authority to implement and administer delegated district policies without his interference and holds her accountable for the operation of the colleges. As an example, once college budget allocations related to faculty positions have been prescribed by the district, the President makes the ultimate decisions regarding where the need for those faculty are within the college and acts accordingly.

Planning Agenda

None.

Evidence

IVB.3.e.1	District Rules and Regulations, 2.00, 2.02, 2.05	http://smcweb.smccd.net/portal/district%20Information/Rules%20And%20Regulations/2_00.pdf http://smcweb.smccd.net/portal/district%20Information/Rules%20And%20Regulations/2_02.pdf http://smcweb.smccd.net/portal/district%20Information/Rules%20And%20Regulations/2_05.pdf
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B.3.f The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely

Standard IVB.3.f

manner.

Description

As CEO of the district, the Chancellor is the liaison between the colleges and the governing board. All college matters considered by the board are submitted to the board by the Chancellor on behalf of the colleges.

The district/system and the colleges use effective methods of communication in a timely manner to relay information to the board and others about upcoming board agenda items. Items to be considered at upcoming board meetings are widely distributed electronically via the board packet to the board, college managers, Academic Senate officers, union leaders, and other interested community members in advance of a board meeting (IVB.3.f.44). The board packet contains board reports which are summaries, prepared by the responsible college or district personnel, and submitted to the board on its behalf by the Chancellor, of the items to be considered. Board meeting minutes are posted on the district's website (IVB.3.f.45). Minutes from previous meetings are archived on the site, and the minutes can be searched by keyword. The agenda for the upcoming meeting is also posted. The college presidents and district Academic Senate President attend board meetings and report on college and senate initiatives and programs. At each board meeting, college presidents are requested to provide the board with executive updates regarding their college's programs and initiatives (IVB.3.f.64). The Board of Trustees includes a student trustee who voices the concerns and interests of district students in board meetings (IVB.3.f.43).

There are a variety of administrative committees through which communications between the colleges, the district and ultimately the board may occur. The Chancellor's Cabinet consists of the college presidents, the Chancellor, the Executive Vice Chancellor, the Vice Chancellor of Educational and Planning Services and the Vice Chancellor of Human Resources. The Chancellor's Council consists of the Chancellor's Cabinet plus the Director of Information Technology Services; the Executive Director of Facilities, Operations and Planning; and the Director of Community and Government Relations. These groups meet on alternate weeks and provide a means by which the colleges and district office can engage in dialogue about a variety of college and district issues (IVB.3.f.46).

As another means of communication, Community and Government Relations publishes Connections, a quarterly newsletter which is distributed to all district employees as well as to members of the surrounding community. The newsletter features articles about districtwide initiatives, college programs, and other items related to the district that are of interest to the colleges and surrounding community (IVB.3.f.47).

At the beginning of each year, the Chancellor invites all faculty and staff to an opening day meeting for a briefing on important matters currently facing the district.

Self Evaluation

The college meets this standard. The role delineation of the district as liaison between the colleges and the governing board is effective. College initiatives and other business requiring board discussion or approval are placed in front of the board by the Chancellor on behalf of the colleges. When such items are brought to the board, appropriate college personnel are in attendance at the meeting to answer questions the board might have. College presidents provide the board with executive updates regarding each college's programs and initiatives. The availability of web-based information about upcoming board meeting schedules, agendas and searchable minutes from prior meetings is an efficient way to communicate information.

Chancellor's Council and Chancellor's Cabinet meetings have been an effective means by which to engage in dialogue with the district regarding college or district matters in general and about those which might require board action or discussion.

Planning Agenda

None.

Evidence

IVB.3.f.43	District Rules and Regulations, 1.05, Student Trustee	http://smcweb.smccd.net/portal/district%20Information/Rules%20And%20Regulations/1_05.pdf
IVB.3.f.44	Board Packet from the most current meeting of the SMCCCD Board of Trustees	http://www.smccd.edu/portal/District%20Information/Board%20Packet/Currentpacket.pdf
IVB.3.f.45	Sample board meeting minutes	http://www.smccd.net/accounts/smccd/boardoftrustees/board_minutes_details.asp?ID=134
IVB.3.f.46	Chancellor's Office and districtwide meetings calendar	Hard copy only
IVB.3.f.47	Connections Newsletter, spring 2005 and winter 2006 issues	Hard copy only
IVB.3.f.64	College President updates for the Board of Trustees meeting of January 25, 2006	Hard copy only

B.3.g The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Description

The district does not have in place a process to regularly evaluate district/system role delineation and governance and decision-making structures and processes to ensure their integrity and effectiveness in assisting the colleges in meeting educational goals. Rather, these items are evaluated and discussed in a variety of forums throughout the year. The Board of Trustees meets several times each year in study session to review existing

programs and to explore new policies or objectives. For example, during the last year the board met in study session to discuss counseling and student services, concurrent enrollment and the Facilities Master Plan, among others (IVB.3.g.65).

Additionally, the board holds retreats that focus on strategic matters including goal setting and policy making that often result in the review of role delineation, governance and decision-making structures and processes. During weekly Chancellor's cabinet and council meetings, college presidents and the Chancellor and his staff engage in dialogue addressing these matters. District and college administrative and institutional committees frequently engage in evaluation of and dialogue about governance and decision-making structures and process. Additionally, evaluation also occurs as part of an individual organization's evaluation, planning and review processes. Also, as a means of defining roles of authority and accountability, the district—in collaboration with the three colleges—has developed a function map outlining district and college responsibilities related to accreditation standards. The San Mateo County Community College District Function Map is intended to illustrate how the three colleges and the district manage the distribution of responsibility by function. It is based on the Policy and Procedures for the Evaluation of Institutions In Multi-College/Multi-Unit Districts or Systems of ACCJC/WASC (IVB.3.g.55).

Self Evaluation

The college partially meets this standard. Policies regarding governance, role delineation and process are shaped by the board and subsequently implemented by the Chancellor, his staff and the college presidents. Information about these policies and issues related to implementation is communicated widely through a variety of administrative and institutional committees in place throughout the district (IVB.3.g.50). The Chancellor and his staff and the college presidents engage in dialogue as part of their regularly scheduled cabinet and council meetings. For example, at a recent meeting of the Chancellor's Cabinet, the district's mission statement was discussed. At the same meeting, college vice presidents, information technology staff and district research staff were invited to join the Chancellor's Cabinet to hear a presentation on California Partnership for Achieving Student Success, a data-sharing initiative of interest to the district. Similarly, college presidents communicate and engage in dialogue through their college cabinets, councils and administrators. Academic and professional matters of concern to faculty in these areas are discussed by the college and district academic senates. Academic Senate subcommittees, labor groups and the District Shared Governance Council and its subcommittees also engage in dialogue about these issues. The meeting minutes and agendas from many of these groups are readily accessible through the district's portal page for review of interested parties. A review of topics listed on agendas and discussed in the minutes from these various committees reflect the diversity and extent of communications regarding governance and decision-making processes (IVB.3.g.51).

During calendar year 2005, the board study sessions included such topics as an update on KCSM, the district's radio and television outlet; a discussion of concurrent enrollment and other partnerships with high school districts; a facilities program definition document

update; a joint meeting with the San Mateo City Council including a tour of College Vista (the district’s faculty/staff housing facility) and an update on College of San Mateo’s programs of interest to the San Mateo City Council; and a briefing on safety, security and emergency preparedness (IVB.3.g.48). At the board’s retreat in February 2006, the board and staff discussed plans for future study sessions dealing with role delineation, governance and process including a discussion on program review; the University Center at Cañada; and a review of the process by which professional development leave is administered. In the area of governance structures and process, board members and staff also discussed the creation of a Capital Improvement Program (CIP) management team that would oversee, review and evaluate construction projects for phase two of the bond expenditures (IVB.3.g.49).

As necessary, districtwide committees are formed for the purpose of advising and engaging in dialogue around a particular governance or decision-making structure or process. For example, in mid-2003 the Bookstore Operations Committee was formed to evaluate bookstore operations, evaluate various management structures for the bookstore operations, obtain feedback districtwide regarding bookstore operations and management structures and ultimately to “provide a recommendation to the Chancellor and the Board of Trustees regarding future bookstore operations ...” (IVB.3.g.52). The committee website documents the thorough and inclusive nature of the evaluation, planning and improvement efforts of the committee.

Additionally, decision-making processes or structures are also communicated about and evaluated as part of district initiatives (e.g., the resource-allocation model described elsewhere in this self study) or as part of an organization’s evaluation, planning and review process (e.g., the facilities program-review process also described in the self study).

With the development of the newly created function map, the college now has a tool for identifying areas of need, but the map has not at this point been evaluated for its effectiveness nor has the information to be gleaned from it yet been used to identify areas for improvement.

Planning Agenda

- Through district processes, assess the newly created function map and evaluate its value as a tool in delineating governing and decision-making structures and processes and as a tool for communicating these processes districtwide. The function map will be used as a means of identifying areas in need of improvement.

Evidence

IVB.3.g.48	San Mateo County Community College District, Board of Trustees study session minutes, January 2005 through September 2005	http://www.smccd.net/accounts/smccd/boardoftrustees/board_minutes_details.asp?ID=127 http://www.smccd.net/accounts/smccd/boardoftrustees/board_minutes_details.asp?ID=122 http://www.smccd.net/accounts/smccd/boardoftrustees/board_minutes_details.asp?ID=121
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IVB.3.g.49	San Mateo County Community College District, Board of Trustees retreat minutes, March 4, 2006	http://www.smccd.net/accounts/smccd/boardoftrustees/board_minutes_details.asp?ID=135
IVB.3.g.50	List of district wide college committees	Hard copy only
IVB.3.g.51	College and district committee minutes and agendas: District Academic Senate (with links to college senate sites), District Committee on Budget and Finance, and District Shared Governance Council	http://www.smccd.net/accounts/academicsenate/ http://www.smccd.edu/portal/dcbf/default.aspx http://www.smccd.edu/accounts/smccd/committees/dsgc/members.shtml
IVB.3.g.52	Bookstore Operations Committee	http://www.smccd.edu/portal/bookexpcom/default.aspx
IVB.3.g.55	SMCCCD Function Map	Skyline College Accreditation Self Study (SMCCCD Functiona Map)
IVB.3.g.65	Board of Trustees meetings minutes, September 11, 2006, June 14, 2006; and February 14, 2007	http://www.smccd.edu/accounts/smccd/boardoftrustees/board_minutes_details.asp?ID=151 http://www.smccd.edu/accounts/smccd/boardoftrustees/board_minutes_details.asp?ID=166 http://www.smccd.edu/accounts/smccd/boardoftrustees/minutes/07_02_14.shtml