

Institutional Self Evaluation Report Draft

Standard IV: Leadership and Governance

IV.A. Decision-Making Roles and Processes

- IV.A.1** Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.
(Institutional Excellence and Innovation)

Evidence of Meeting the Standard

Skyline College has institutional leaders and leadership structures at both the College and District levels that create an environment for empowerment, innovation, and institutional excellence. As a college in a multi-college district, Skyline College has autonomous decision-making processes for daily operations but ultimate decision-making authority resides with the San Mateo County Community College District (SMCCCD) Board of Trustees. Elected by the voters of San Mateo County, the Board of Trustees is charged with maintaining fiscal stability and ensuring that the colleges in the District are in adherence to board, county, state, and federal policies. The Board of Trustees established goals in June 2014 that are focused on fiscal stability, intentional data evaluation and assessment for student success, along with better serving the needs of historically underserved communities, developing a global perspective, and supporting the development of faculty and staff, to name a few ([SMCCCD-BoardGoals-20141106](#)). These goals support the Board of Trustees' June 2012 Reaffirmation of Core Values and Principles of the District: a student-centered mission, support for innovation, employment philosophy, participatory governance, and the Board of Trustees as the final decision-making authority.

To demonstrate its commitment to innovation focused on ensuring the success of Skyline College students, faculty, staff, and administrators have the opportunity to apply for funds from the President's Innovation Fund, a fund designed to support initiative, creativity and innovation at Skyline College. Faculty, staff and administrators are encouraged to "Dream Out Loud" and propose ideas that will support the College Mission-Vision-Values (MVV). The primary provider of the fund is the President's Council, a group of dedicated community members committed to actively supporting Skyline College. The San Mateo County Community College Foundation (SMCCCF) also provides

resources to support the President's Innovation Fund through the generosity of donors ([SC-Website-PIF-20181217](#)).

The leadership team at Skyline College is committed to creating an environment that promotes and supports institutional excellence by employing the Leadership Standards of Excellence framework. These standards include: Lead with Integrity-Expect Excellence, Effectiveness, Act as a Team of Learners & Teachers, and Deliberate Focus ([SC-LeadershipStandardsOfExcellence-2018](#)). The College recognizes and values the contributions of all community constituents, in working towards achieving the College MVV.

Skyline College operates from a perspective that values the philosophy of participatory governance, which is carefully planned, instituted, and currently being evaluated using the Participatory Governance Survey ([PRIE-ParticipatoryGovernanceSurvey-201812](#)). It is designed to lead to effective participation in decision making that unites constituencies, produces an improved campus environment, and draws upon the strength of diversity. It includes the structures and processes for decision making that engage students, staff, faculty, administrators in reaching and implementing decisions that further the primary mission of the College: to empower and transform a global community of learners. The Compendium of Committees is the transparent and operational structure for ensuring participatory governance is supported and implemented throughout the decision-making process ([SC-CompendiumofCommittees-2018-19](#)). Leaders from each of the constituent groups collaborate with one another on the College Governance Council (CGC) to promote and foster an environment that encourages active engagement by all students, staff, faculty, and administrators in the planning, evaluation, and improvement processes that achieve institutional excellence. The College uses the Institutional Planning and Resource Allocation Process Model, which ensures that ideas are brought before decision-making bodies such as the Strategic Planning and Allocation of Resources Committee (SPARC), comprised of the former Institutional Planning Committee and College Budget Committee ([SC-IPRACModel-2017-19](#)). The integration of these two committees provides a streamlined governance body that includes the planning and resource allocation as a combined effort. SPARC is also responsible for the Comprehensive Program Review (CPR) process, which was formerly under the Curriculum Committee, as an effort to streamline the annual planning processes to include the CPR, the Annual Program Plan (APP), and the Administrative Leadership Unit Review (ALUR) into one decision-making structure.

The College MVV frames and guides the institutional leadership to be intentionally focused on the College goals ([SC-Website-CollegeGoals-20181001](#)). For example, one goal is to “enhance institutional effectiveness in

planning and decision-making processes through cooperative leadership, effective communication, and participatory governance.” It was in this spirit that the committees related to planning and allocation of resources proposed to combine as one committee, SPARC. The SPARC tri-chair model of the Academic Senate President, the Dean of Planning, Research, and Institutional Effectiveness (PRIE), and the Vice President of Administrative Services serves as model for collaborative leadership for participatory governance.

Institutional leaders communicate the commitment to innovation and institutional excellence to the broader campus community via the Skyline College website, through the APP and CPR processes, as well as through the Skyline College Annual Report and the Scorecard ([SC-AnnualReport-2017-18](#), [SC-Scorecard-Draft-20190116](#)). These reports serve to inform students, staff, faculty, administrators, and community members about the College’s institutional performance in procedures, programs, and services, and they are often referenced by participatory governance bodies for committee work and planning.

Additionally, the President’s weekly newsletter, Skyline Shines, serves as a consistent outlet for communication information about the variety of College innovation in support of the institutional excellence as outlined in the MVV and goals ([SC-Website-SkylineShines-20181001](#)), as do campus open forums, and the student newspaper, The Skyline View.

Evaluation

The College meets the standard. Skyline College leadership provides systematic participative processes that ensure effective planning and encouragement of innovation and institutional excellence.

The established governance processes work effectively for the good of the institution and student success. College surveys confirm an overall sense of institutional pride and distinction while presenting the College with several opportunities for improvement. Communication among the College’s constituencies is carried out through a variety of avenues including dialogue in open forums, posted minutes and committee information on the College website, the weekly Skyline Shines, and the student newspaper, The Skyline View.

Improvement Plan

None

- IV.A.2** The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.
(Participatory Governance: Policies and Procedures)

Evidence of Meeting the Standard

The District and the Board of Trustees have established policy that assures all constituents a role in decision making, as evidenced by Board Policy 2.08 which states, “the Board of Trustees is committed to a participatory governance system which ensures faculty, staff, and student right to participate effectively in District and College governance” ([SMCCCD-BoardPolicy2.08-201701](#)).

At the District, this commitment is realized through the District Participatory Governance Council (DPGC), a body comprised of “twenty representatives with (5) representatives from Faculty, Administration, Classified, and Student constituencies.” Additionally, the Board demonstrates its support for student inclusion in the governance process in Board Policy 2.18, which states that “the Board of Trustees values and recognizes the importance of effective student participation in College and District governance processes and, to that end, students will be represented in fair numbers” ([SMCCCD-BoardPolicy2.18-201705](#)).

The College also has specific language that guarantees all-constituent participation in decision-making.

As stated on the homepage of the Participatory Governance site, “Participatory governance includes the structures and processes for decision making that engage students, staff, faculty and administrators in reaching and implementing decisions that further the primary mission of the college—to educate students” ([SC-Website-ParticipatoryGovernance-20190221](#)).

The Compendium of Committees provides a list of all participatory governance bodies for all constituency groups and outlines their decision-making processes ([SC-CompendiumofCommittees-2018-19](#)). The CGC is the participatory governance body that brings together all constituent groups: Administration (College President and the Vice Presidents of Student Services, Instruction, and Administrative Services) and the presidents and vice presidents of Academic Senate, Classified Senate, and Associated Students of Skyline College (ASSC) ([SC-Website-CGC-20190221](#)).

Another committee whose decision-making process engages various constituents is SPARC, whose main function is making integrated planning and budget recommendations to the CGC.

Its tri-chair structure consists of the President of Academic Senate, Vice President of Administrative Services, and the Dean of PRIE ([SC-Website-SPARC-20180418](#)).

The President has advisory councils, such as the President's Cabinet and President's Council. The Cabinet, which provides the President with operational insight regarding the institution, is comprised of the vice presidents, Dean of PRIE, and the Director of Marketing, Communication, and Public Relations (MCPR).

The President's Council, comprised of representatives from business, industry, government, nonprofits, provides “community input, feedback and support to generate innovative resource development at Skyline College” ([SC-Website-PresidentsCouncil-20190412](#)).

Additionally, the College has committees and short-term task forces whose memberships represent all constituencies. Some examples of committees include Stewardship for Equity, Equal Employment and Diversity (SEED) Committee and Full-time Equivalent Faculty Allocation Committee. The main task force example is the Design Team, which has the responsibility of directing and integrating the various Skyline College Promise projects.

Finally, the ASSC, the main body that addresses student needs, has seats on District and College standing committees, including SPARC, Academic Senate, Curriculum, Ed Policy, and SEED, and task forces such as the Design Team.

Evaluation

The College meets the standard. District Board policies, as well as the College participatory governance philosophy and practices, have established structures and processes that meaningfully integrate student, staff, faculty and administrator participation in matters that range from planning to budgeting. The integrated and collaborative approach of participatory governance at the College serves as an important mechanism in realizing the institution's MVV.

Improvement Plan

None

IV.A.3 Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. **(Participatory Governance: Administrator and Faculty Roles)**

Evidence of Meeting the Standard

Administrators and faculty, through clearly defined roles in governance, have a substantive and shared voice in decision-making when it comes to College policy, planning and budget. This is defined and guaranteed at both the District and College levels.

The Board of Trustees is committed to a participatory governance system which ensures "faculty, staff and students the right to participate effectively in District and college governance and the opportunity to express their opinions at the [District] level and to ensure that these opinions are given every reasonable consideration, and the right of academic senates to assume primary responsibility for making recommendations in areas of curriculum and academic standards (Education Code Section 70901)" ([SMCCCD-Website-DPGC-20190213](#)). This is achieved through the establishment of the DPGC. The DPGC operates in a climate of collegiality and makes decisions democratically by polling appointed members to determine if general agreement has been reached, based upon the following levels of responses:

- a. I support the recommendation completely.
- b. I support the recommendation with reservations.
- c. I cannot support the recommendation.

The DPGC's purpose is to advise the Board of Trustees, through its designee, the Chancellor, on the following matters:

- a. Procedures for faculty, staff, and management hiring and equal employment opportunities
- b. Periodic review of the District Participatory Governance Council policy
- c. Planning for Districtwide professional development activities
- d. District budgeting, finance and planning
- e. Changes to or the addition of locally determined student fees
- f. Educational and facilities master planning processes
- g. Board policies that directly affect faculty, staff and students of the District, as determined by the District administrator responsible for Board Policies, in conjunction with the DPGC cochairs. All other Board policies will be brought to the DPGC as information items ([SMCCCD-BoardPolicy2.08-201701](#))

Skyline College also has established participatory governance structures, processes, and practices that ensure effective communication and discussion of ideas among all constituents. According to the Charter Bylaws, the CGC at Skyline College "...is the primary planning and policy formulation group for the College, thereby establishing the charges to other units and committees in accomplishing specific tasks including but not limited to, the following areas: budget, programs, student equity, accreditation and program review. The Council is responsible for reviewing the progress and accomplishments of the units and committees. The Council serves as the umbrella participatory governance committee for the College and is a major participant in decision making for the College ([SC-Website-CGC-CharterandByLaws-20180403](#)). The membership consists of "the President of the College, the Vice Presidents, and the Presidents and Vice Presidents of the Academic Senate, Classified Council, and Associated Students. In cases of absence, the member's representative or designee will attend the meeting" ([SC-Website-CGC-CharterandByLaws-20180403](#)).

Additionally, Board Policy 2.05 affirms Academic Senate as the body representing "the faculty and making recommendations to their college administration and to the Board concerning academic and professional matters" ([SMCCCD-BoardPolicy2.05-201505](#)). The policy outlines the state-recognized responsibility of the Academic Senate, which is more popularly called the 10+1. Further, Board Policy 2.08 acknowledges the Academic Senate as the primary authority in "making recommendations in the area of curriculum and academic standards" ([SMCCCD-BoardPolicy2.08-201701](#)). The Academic Senate is a representative body comprised of division senators elected by each division, two adjunct faculty that are selected by and from the adjuncts, Career Technical Education (CTE) representative elected by and from CTE faculty, the executive council: President, Vice-President, Secretary, Treasurer by and from the faculty at college, and an appointed past president ([SC-Website-AS-ConstitutionandBylaws-ArticleIII-20180403](#)).

The Academic Senate, as stated by its bylaws has three standing committees (Curriculum Committee, Educational Policy Committee, and Professional Personnel Committee) with each committee being comprised of one elected member from all divisions and whose chairs are voting members of the Academic Senate ([SC-Website-AS-ConstitutionandBylaws-ArticleVII-20180403](#)).

- The Curriculum Committee's primary role is "...to approve new and revised curriculum and academic policies to ensure compliance with Title 5 and the California Education Code prior to submission to the Board of Trustees for final approval. In addition, the Skyline College Curriculum Committee provides guidance and oversight to ensure that all curriculum is sound, comprehensive and responsive to the evolving needs of our

- students as well as the academic, business, and local communities” ([SC-Website-CurriculumCommittee-20190114](#)).
- The Educational Policy Committee’s responsibilities considers for recommendation all matters of educational policy including academic standards, probation, disqualification, re-admission policies, grading procedures, matriculation, student behavior and student grievances. They also consider for recommendation all matters of administrative policy concerning educational policy, including policies of the Instruction Office and the Office of Student Services” ([SC-Website-EducationalPolicyCommittee-20190213](#)).
 - The Professional Personnel Committee serves Skyline faculty, staff, and students by promoting staff development and professional growth, considers questions of professional ethics, makes recommendations concerning faculty awards, and reviews and recommends faculty development programs. Membership is comprised of one elected faculty representative from each division ([SC-Website-AS-ProfessionalPersonnel-20190416](#)).

Skyline College also works to exercise a substantial voice in institutional planning and budget through the work and establishment of SPARC, which, in an effort to strengthen the integration of planning and resource allocation, was formed through the combination of the long-standing College Budget Committee (CBC) and Integrated Planning Council (IPC). The proposal to combine the two groups was developed during fall 2013, and was formally recommended by both committees and approved by the CGC in spring 2014. SPARC includes membership from both the CBC and IPC, and is guided by a tri-chair structure made up of the Academic Senate President, Vice President of Administrative Services, and Dean of PRIE. SPARC coordinates, integrates and communicates college-wide planning and budgeting. This committee also makes integrated planning and budget recommendations to the CGC ([SC-Website-SPARC-20180418](#)).

Evaluation

The College meets the standard. The District and College ensure active shared governance of administrators and faculty in decision making for the institution through the establishment of Board Policies. Skyline College’s philosophy of strong participatory governance, designed to provide quality education to its students, is a method of college management in which decision makers, whether with primary or delegated authority, are committed to involving affected constituencies in decisions as much as possible. Participatory governance is based upon individuals having a voice in decisions that affect them. Additionally, through the work of the Academic Senate and the various subcommittees, dialog between all constituencies is promoted and collaboration is achieved, in turn supporting the College MVV.



Improvement Plan
None

IV.A.4 Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services. **(Responsibility for Curriculum, Student Learning Programs and Services)**

Evidence of Meeting the Standard

Through a well-defined organizational structure, Skyline College depends on faculty, the Academic Senate, its subcommittees, numerous campus committees, and academic administrators for recommendations about curriculum and student learning programs and services. All academic concerns are considered in accordance with the College MVV ([SC-Website-MVV-20180913](#)).

- **Academic Senate:** Academic Senate has moved from being a senate of the whole to a representative senate, and stated in the Constitution, “membership shall include any employee of Skyline College who is employed in academic positions that are not designated supervisory or management” ([AS-Minutes-20171207](#), [SC-Website-AS-ConstitutionandBylaws-20180403](#)).

The Academic Senate facilitates the development of curriculum, degree and certificate requirements, educational programs, Student Learning Outcomes (SLOs), and program review procedures. The Academic Senate bylaw VII.1.5 makes note of the membership of academic administrators: “Standing committees shall also include Administrators who shall be ex-officio members, appointed by the College President.” Board Policy 2.05 defines and empowers the Academic Senate, stating, “the College Academic Senates shall represent the faculty and make recommendations to their College administration and to the Board concerning academic and professional matters of importance at a single college in the District” ([SMCCCD-BoardPolicy2.05-201505](#), [SMCCCD-BoardPolicy2.08-201701](#)). Board Policy 2.08 recognizes “the right of Academic Senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.”

Standing subcommittees within the Academic Senate were created to study issues related to student learning programs and services. Those include the Curriculum Committee, Educational Policy Committee, and Professional Personnel Committee. As defined in the Academic Senate Bylaws, ([SC-Website-AS-ConstitutionandBylaws-20180403](#)) each standing committee shall be composed of one faculty member from each division with the exception of divisions which include six or fewer full-time faculty, who may join another by mutual choice for purposes of representation.

- **Curriculum Committee:** The Curriculum Committee is responsible for reviewing the entire College academic curriculum, making

recommendations on administrative policies concerning curriculum, considering recommendations for the academic approval of new courses or programs including prerequisites and degree requirements, and considering recommendations for all deletions, classifications, and changes in courses and programs ([SC-CurriculumHandbook-2017-18](#)). The Curriculum Committee is also still involved in the CPR process, though the process is now housed in SPARC ([PRIE-SurveysParticipatoryGovernance-December2018](#) → I don't think this is the right evidence).

Committee membership is composed of faculty from each academic division, as well as academic administrators who serve as ex-officio members, including the Vice President of Instruction, the Dean of Counseling, and the Dean of Enrollment Services. Representatives from the Classified Senate and ASSC are also ex-officio members, providing dialog across all constituent groups on matters of curriculum ([SC-CompendiumofCommittees-CC-2018-19](#)).

Curriculum development is initiated at the departmental level, usually by cooperation with the Division Dean.

- **Program Review Process:** The program review process for instructional and student learning programs and services, including APPs, CPRs and ALURs, ([SC-Website-ProgramReview-APP-20190318](#), [SC-Website-ProgramReview-CPR-20180925](#), [SC-Website-ProgramReview-ALUR-20190327](#)), allow faculty and administrators the opportunity to assess their current state, consider the environment in which the program exists, and develop strategies to enhance program effectiveness.
Faculty in the academic disciplines and administrators, faculty, and classified staff in non-instructional areas generate the APPs and CPRs. Through this process, faculty and academic administrators have a formalized means of bringing forth recommendations regarding curriculum matters and student learning programs and services.
- **Educational Policy Committee:** The Educational Policy Committee considers for recommendation all matters of educational policy including academic standards, probation, disqualification, re-admissions policies, grading procedures, matriculation, student behavior, and student grievances, as well as matters of administrative policy concerning educational policy, along with policies of the Office of Instruction and the Office of Student Services. Along with faculty representation from each division, the Educational Policy Committee has representatives from the classified staff, ASSC, and academic administrators including the Dean of Enrollment Services and the Dean of Counseling, to ensure input from staff, students, and academic administrators. The duties and responsibilities of the Educational Policy Committee are specified in

Article III, Section 7 of the Bylaws of the Constitution of the Skyline College Academic Senate ([SC-Website-AS-ConstitutionandBylaws-ArticleIII-20180403](#)).

- **College Governance Council:** The central campus committee by which the academic administrators are able to learn and share about issues of curriculum and student learning programs and services is through the CGC ([SC-Website-CGC-CharterandBylaws-20180403](#)). Through this process, the faculty and Academic Senate are able to bring issues of curriculum and student learning programs and services directly to the academic administrators and vice versa. They meet monthly to assist in disseminating information through their respective roles, to keep constituencies informed, and make recommendations about student learning programs and services.
- **Classified Senate:** The Classified Senate, at Skyline College represents the needs, concerns and viewpoints of the classified staff with respect to the District Participatory Governance Agreement, excluding all matters related to collective bargaining. It is one of the constituent groups of Skyline College's shared governance organizational structure. We are an elected council ([SC-Website-CS-20190414](#)).
- **Design Team:** This steering committee provides recommendations on how to integrate supports offered by academic and student services, as well as curricular and pedagogical innovations, in the effort to realize the College's institutional commitment articulated in the Skyline College Promise. The membership includes the leads of specific projects, representatives from various programs (i.e. professional development, student equity and support), and representatives from the main constituency participatory governance bodies (Academic Senate, Classified Senate, and ASSC) ([SC-ComprehensiveRedesignPlan-20180508](#)).

Evaluation

The College meets the standard. Through its curricular processes, including the Academic Senate and numerous campus committees, Skyline College has established systems for ensuring the appropriate level of faculty and administrative cooperation in decision making. The College has solidified these systems in its committee composition, curricular routing process, and the program review process.

Improvement Plan

None

- IV.A.5** Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations. **(Decision-Making: Consideration, Alignment, and Timely Action)**

Evidence of Meeting the Standard

Skyline College has established participatory governance structures, processes, and practices that are “designed to lead to effective participation in decision making that unites constituencies, produces an improved College environment, and draws upon the strength of diversity” ([SC-Website-CGC-CharterandBylaws-20180403](#)). Members of councils and committees are appointed by relevant constituents with appropriate expertise ([SMCCCD-BoardPolicy2.08-201701](#)) and institutional governance practices ensure participation in planning, policy, curricular changes, and other key considerations.

The institution’s primary planning and policy formulation group is the CGC, with representation by administration, classified, academic, and student constituents. The CGC drafts policy for the College, establishing the responsibilities and charges of other units and committees to accomplish specific tasks including, but not limited to, the following areas: budget, programs, student equity and diversity, accreditation and program review ([SC-Website-CGC-CharterandBylaws-20180403](#)). In addition to reviewing the progress and accomplishments of the units and committees, the CGC also serves as the umbrella participatory governance committee for the College and participates in major deliberations and decision making.

Because of its participatory processes and decision-making bodies that are aligned with expertise and responsibility, the College has been able to take timely action on institutional plans. Fully one year prior to state chancellor’s drafting of The Vision for Success, which is moving colleges towards Guided Pathways and Multiple Measures Assessment, Skyline College embarked on the Comprehensive College Redesign which has three main elements: the transformation of teaching and learning, implementation of Guided Pathways, and the Promise Scholars Program ([SC-Website-MetaMajors-20181101](#)). These plans are resulting in policies and curricular changes, most notably the creation of Meta Majors, which has involved close collaboration amongst a broad range of constituents, with Academic Senate appointees taking strong leadership roles alongside administration and staff ([SC-DesignTeam-Members-2018-19](#)).

District-wide, the primary council for developing recommendations is the DPGC, which ensures "faculty, staff and students the right to participate effectively in District and College governance and the opportunity to express

their opinions at the [District] level and to ensure that these opinions are given every reasonable consideration, and the right of academic senates to assume primary responsibility for making recommendations in areas of curriculum and academic standards" ([SMCCCD-BoardPolicy2.08-201701](#)). With representation from all constituencies, the Council is co-chaired by academic and administrative leaders and makes recommendations to the Board of Trustees.

Evaluation

The College meets the standard. Through its participatory governance processes, the District and College ensure that all constituent perspectives are considered in making policies, plans and procedures that impact the institutional mission.

Improvement Plan

None

IV.A.6 The processes for decision-making and the resulting decisions are documented and widely communicated across the institution. **(Documentation and Communication)**

Evidence of Meeting the Standard

The College decision-making processes conducted by the CGC, Academic Senate, Classified Senate and ASSC and the resulting decisions are documented and widely communicated across the institution. In compliance with the Brown Act, all committee and subcommittee decision-making is put into public record via meeting agendas and minutes. Minutes from these meetings are posted on the College's website for the respective committees and subcommittees and are available to anyone who is interested.

The CGC Bylaws clearly address expectations on how information is to be documented and communicated to the College community ([SC-Website-CGC-20190221](#)). The Bylaws state:

1. Notification: A clearly labeled agenda will be distributed to Council members two weeks prior to each meeting. The agenda will show the time and location of the meeting with an invitation for all interested parties to attend. A clearly labeled meeting summary or minutes will be distributed to Council members. Council members are responsible for posting agendas and meeting summaries in prominent areas where their constituents have access to the agendas and summaries. In addition, a website will be constructed where meeting agendas and minutes will be posted ([SC-Website-CGC-AgendasMinutes-20190414](#)).
2. Reporting to Constituents: Members will be responsible for keeping their respective groups informed regarding activities of the Skyline College Governance Council by reporting back to those bodies and eliciting input regarding items under consideration.
3. Annual Report: An annual report summarizing the work of the Skyline College Governance Council will be distributed to the College community.

Additionally, CGC also posts meeting minutes to Skyline Shines, which is a weekly newsletter shared electronically with the campus and other community members ([SC-Website-SkylineShines-20181001](#)).

The Academic Senate states in their Bylaws, specifically Article II and Article VIII, the senate's purpose, processes and procedures, which outlines how the senate approaches meetings, quorum, rules of order and voting ([SC-Website-AS-ConstitutionandBylaws-20180403](#)). These Articles demonstrate that the Academic Senate adheres and ensures that all current and archived minutes and agendas, are appropriately documents and readily available to the campus at any time. Additionally, agendas and meeting minutes are also available for

the following Academic Senate committees: Curriculum, Educational Policy, and Professional Personnel ([SC-Website-AS-20190414](#)).

The Classified Senate lists all that all meetings are open to all classified employees of Skyline College, notices will be emailed to all members before each meeting and that minutes and agendas are always available via the website for anyone to access ([SC-Website-CS-20190414](#)).

ASSC contributes to documentation and communication of information regarding decision-making processes and the results of those decisions by posting agendas and minutes on the ASSC web page ([SC-Website-ASSC-20190414](#)).

Additionally, the MCPR office “is dedicated to effectively communicating the accomplishments of the College, its faculty, staff and students—both internally and to the larger community...The MCPR team collaborates with college departments to plan, develop and execute campus events, develop marketing strategies, and produce web and print publications. The MCPR office oversees the publication of the College schedule and annual report, among many other projects. MCPR serves as the liaison to the wider community to strengthen Skyline College’s position as a leading academic institution in the Bay Area” (SC-MarketingCommPublicRelations-20190321). The MCPR also posts information on its website concerning the Annual Report and press releases, and provides an opportunity to the community to connect with the College via the “Feedback/ Suggestion Box.”

Skyline Shines is Skyline College's weekly newsletter designed to highlight and recognize the myriad accomplishments of the College’s students, faculty, and staff ([SC-Website-SkylineShines-20181001](#)).

Evaluation

The College meets the standard. The College makes every effort to conform to the guidelines of the Brown Act in terms of publishing agendas prior to meetings, to holding open meetings, and recording minutes. The College makes these available on its website, where they are open to public scrutiny. The College posts the composition of committees, their pertinent responsibilities and processes, and all College policies and procedures on its website. Other pertinent College decisions and are communicated to the entire College community via email and MCPR.

Improvement Plan

None

IV.A.7 Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement. **(Evaluation: Governance and Decision-Making)**

Evidence of Meeting the Standard

Skyline College is committed to regular evaluation of the governance and decision-making structures and processes. The College widely communicates the results of these evaluations and uses them for improving institutional effectiveness.

As stated by the CGC Bylaws, all participatory governance go through an evaluation every six years ([SC-Website-CGC-CharterandByLaws-20180403](#)). The relationship between the various committees and shared governance bodies is illustrated in the Integrated Planning and Participatory Governance for Student Success ([SC-IntegratedPlanningandParticipatoryGovernanceforStudentSuccess-20121203](#), [SC-Website-ParticipatoryGovernance-20190221](#)). For purposes of transparency, all committees post agendas and minutes online within their respective websites.

The DPGC reviews policies regularly and makes recommendations based on a district-wide constituency input process that assures integrity, effectiveness, and continual improvement of the District's processes and services. To that end, in response to a concern about faculty workload, the District convened a faculty workload committee which surveyed faculty on workload for the purpose of more clearly defining and streamlining committee work ([SMCCCD-FacultyWorkloadCommitteeProposal-20170419](#)).

College governance bodies are also evaluated. CGC states in Section VII of its Bylaws: "The College Governance Council will undertake a review of the College's governance and decision-making structures at least once every six years, as part of the accreditation self-evaluation process" ([SC-Website-CGC-CharterandByLaws-20180403](#)). Additionally, the Bylaws ensure wide communication via notification, reporting to constituents, and annual reports. The Skyline College Participatory Governance Evaluation Survey was deployed in December of 2018 ([PRIE-ParticipatoryGovernanceSurvey-201812](#)). The survey results are discussed and result in an action plan to address needs, changes, and recommendations.

The Compendium of Committees is updated at the beginning of each academic year as members are approved by each governance body ([SC-CompendiumofCommittees-2018-19](#)). The College also evaluates the integrity

and effectiveness of the governance and decision-making structures and processes through the Employee Voice Survey conducted by the PRIE office. The survey was deployed in the spring 2018 semester. The Employee Voice Survey results were made available to the campus community through the College website ([PRIE-EmployeeVoiceSurveyResults-Spring2018](#)).

The College distributes campus-wide a weekly newsletter, Skyline Shines ([SC-Website-SkylineShines-20181001](#)). Through Skyline Shines, as well as through the regular mass emails and communications sent by the MCPR office, the campus community is regularly informed of surveys, results, and calls for feedback and input.

Evaluation

The College meets the standard. The assessments described above provide detailed data and information on the integrity of the College decision-making structures and participatory governance. These assessments are communicated to the campus community through the PRIE website, the MCPR tools and processes, and the Skyline Shines newsletter.

Improvement Plan

Skyline College is currently undergoing the participatory governance evaluation process, and through discussions resulting from the Governance Evaluation Survey via an established focus group, an action plan will be developed to inform how the College proceeds and implements any recommended changes.

IV.A. Conclusion

SMCCCD and Skyline College have institutional leaders and leadership that support and contribute to the multi-college District's environment of empowerment, innovation, and institutional excellence through the establishment of Core Value Principles that are organized around a student-centered mission, support for innovation, an employment philosophy, and participatory governance. Skyline College supports these principles by creating opportunities for students, faculty, staff, and administrators to engage in innovative approaches to achieving the MVV of the College by applying for funding through the President's Innovation Fund, a fund designed to support initiative, innovation, and creativity. Skyline College adheres to the Leadership Standards of Excellence framework that serves as a foundational guide to decision making, policy development and efforts. The District and Skyline College remain steadfast in their goals to supporting the MVV of both entities through their philosophy of strong participatory governance and the development of a compendium of committees that include the CGC, Academic Senate, Classified Senate, and ASSC. These, along with other committees listed in the compendium, facilitate dialog between all constituencies to achieve collaboration and allow for timely action on institutional plans, initiatives, and efforts. To ensure transparency of the process of decision making and the resulting decisions, documents are widely shared across the institution and SMCCCD, meeting agendas and minutes are posted on the College and District websites. Finally, leadership roles, and the institutions' governance and decision-making policies, procedures, and processes are all subjected to regular evaluation which result in data that serves as the basis for improvement.

IV.B. Chief Executive Officer

IV.B.1 The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. **(College CEO: Primary Responsibility)**

Evidence of Meeting the Standard

The College President, the chief executive officer of Skyline College, has the primary responsibility for the quality of the institution. As illustrated in the job description of the College President ([SMCCCD-JobDescription-CollegePresident-201503](#)), the President plans, organizes, directs and evaluates activities of the College pursuant to District and College mission and goals as set forth by the Board of Trustees. The President provides effective leadership in planning, organizing, budgeting, and developing personnel, and assessing institutional effectiveness through:

- The President plans and develops the academic direction of the College through strategic planning. She uses a comprehensive approach to integrate College plans such as the Education Master Plan, the Technology Plan, the Comprehensive Diversity Framework for Realizing Equity and Excellence, and the Enrollment Plan, with the Basic Skills Initiative, Student Equity, and the Student Success and Support Program, aligning these plans with the District Strategic Plan.
- The President also provides leadership for budget planning and resource allocation for the College ([SPARC-CommitteeCharge-2018](#)).
- The President demonstrates leadership in selecting and developing personnel by engaging proactively with each of the screening committees. The President provides a guide for the committees such that they will err on the side of inclusion by incorporating questions grounded in an equity framework. The President provides a leadership and educational framework statement to each committee member to enhance successful searches. The President holds final interviews for administrative and faculty position and encourages the active participation of the screening committee members.
- The President provides professional development training for the leadership team by encouraging participation in position related conferences, providing specialized and focused leadership training and executive council executive coaching. She also hosts an annual leadership retreat with the College leadership team to continue their professional development. Through this annual retreat, the President led [the](#) team in developing and adopting the Leadership Standards of

Excellence ([SC-Website-LeadershipStandardsOfExcellence-20181003](#)) which were subsequently incorporated into the administrative evaluation process.

- The President led the leadership team through an assessment of team effectiveness ([SC-LeadershipRetreatProgram-20170608-9](#)).
- The leadership team has administrative-wide reading assignments related to Leadership Agility, The Five Dysfunctions of a Team, Redesigning Community Colleges, Critical Pedagogy: a Look at Major Concepts, and Good to Great for the Social Sector.
- The President provides the allocation of resources from various sources including President's Innovation Funds, categorical funding streams, Strong Workforce funding and Perkins funding to support professional development for faculty, staff and administrators.
- The President performs an annual survey of administrative colleagues across the District to ascertain the executive leadership effectiveness as a part of a district-wide team ([SC-LeadershipAssessmentTool](#)).

Evaluation

The College meets the standard. The President has demonstrated effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing the institutional effectiveness.

Improvement Plan

None

- IV.B.2** The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate. **(College CEO: Administrative Structure and Delegated Authority)**

Evidence of Meeting the Standard

Board Policy 2.0 Administrative Organization establishes the authority for Skyline College to flow from the Board of Trustees to the Chancellor to the College President to College executive staff ([SMCCCD-BoardPolicy2.0-201505](#)). The President is responsible for implementing District policies at the College. Current organizational charts are reviewed by the College executive leadership and maintained by the Chancellor. The President reviews the organizational structure with the executive leadership team members to ensure the institution is organized and staffed to meet the College Mission-Vision-Values (MVV) and goals.

The President delegates authority to the administrative staff as is consistent with job descriptions maintained by the San Mateo County Community College District (SMCCCD) Office of Human Resources. The Vice President of Student Services reports directly to the President and is responsible for providing vision and administrative leadership for the College's Student Services programs, primarily focusing on improving student access and maximizing successful learning outcomes. The Vice President of Instruction also reports directly to the President and is responsible for planning, developing, coordinating, and evaluating the College's instructional programs. The Vice President of Administrative Services is responsible for the overall design, development, organization, delivery, supervision, evaluation, and fiscal management of a comprehensive College business services program, including fiscal services, budget development and management, expenditure control, purchasing liaison and control, cashiering functions, facilities rental, emergency preparedness, mailroom services, switchboard, and contract services.

The President leads the executive staff in reviewing the organizational structure and staffing needs annually. The Faculty FTE Allocation Process and Classified Hiring Priorities processes are conducted annually to address staffing needs ([SC-NewClassifiedHiringPrioritiesProcess-201801](#), [SC-FTEAllocationProcess-2018-19](#)). The executive team is provided with fiscal and personnel resources to meet College goals and objectives related to comprehensive student services, instruction and administrative services. As directed by the President, the Vice President of Administrative Services meets with each budget manager to ensure resources are available to address the size and complexity of the operations. Additional resources are allocated through the executive staff or the budget allocation process for general fund resources. The President meets weekly with the Executive Cabinet members as a group, monthly with each

cabinet member individually and monthly with the overall leadership team. This provides the opportunity for the President to continuously assess and provide oversight and direction in the areas of budget, personal, facilities, and ongoing operations. The President serves on the San Mateo County Community College Foundation Board (SMCCCF) ([SMCCCD-Website-SMCCCF-20180928](#)). Additionally, the SMCCCF Executive Director meets with the College Cabinet. This allows the President and College executive staff to ensure the support from the foundation aligns with the needs of the institution with regard to purpose, size and complexity.

Evaluation

The College meets the standard. The President engages multiple channels with the leadership team to ensure the institution is sufficiently staffed and funded to serve the purpose, size and complexity of the College.

Improvement Plan

None

- IV.B.3** Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: establishing a collegial process that sets values, goals, and priorities; ensuring the college sets institutional performance standards for student achievement; ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning; ensuring that the allocation of resources supports and improves learning and achievement; and establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.
(College CEO: Institutional Improvement)

Evidence of Meeting the Standard

The President has guided the institutional teaching and learning environment by using her position to set goals that prioritize equity, access, student achievement and completion, and influence assessment, allocation and planning processes.

In fall 2013, the President worked with the faculty and staff on the Stewardship for Equity, Equal Employment and Diversity (SEEED) Committee ([SEEED-CommitteeCharge-2018](#)) to establish the Comprehensive Diversity Framework for Realizing Equity and Excellence ([SC-CDF-Fall2013](#)). This framework is the institution's commitment to diversity-driven innovation and excellence that moves the College towards meeting its mission while moving the students towards meeting their educational goals ([SC-CDF-Fall2013](#)). It serves as the foundation for the completion/student success agenda. Through the lens of the comprehensive diversity framework, Skyline College continuously examines itself—its institutional structures, processes and practices—to address equity issues that impact students' ability to access, enter, progress through and successfully achieve their educational goals.

From this work, the President led a retreat with managers and administrators who all agreed that students deserve an institution with leaders that lead with integrity, use data to guide actions and decision, act as a team of learners and teachers, and maintain a deliberate focus. These ideals became the Leadership Standards of Excellence ([SC-LeadershipStandardsOfExcellence-2018](#)). Along with the standards, the leadership team laid out five goals that, when achieved, will result in increased placement rates in transfer-level coursework and 75 percent of students achieving on-time degree and certificate completion, which is the Skyline College Promise to empower students at every step of their educational journey to “Get in,” “Get Through,” and “Graduate on time” ([SC-EdMasterPlan-2018-22](#)). These standards, goals and commitments were instrumental in beginning the equity-minded work of the Comprehensive College Redesign that includes three signature components: the Promise

Scholars Program, Meta Majors and Guided Pathways, and Transformative Teaching and Learning ([SC-Website-PSP-20181101](#), [SC-Website-MetaMajors-GuidedPathways-20181101](#)).

The President also works in collaboration with the Office of Planning, Research and Institutional Effectiveness (PRIE) to strengthen institutional research efforts to support planning and decision-making processes at the College. The PRIE office 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. Internal data is collected on such things as student demographics, including gender, ethnicity, educational goals, course enrollment patterns, and teaching modalities; student success and retention; and program productivity. External data is collected on the demographics of the community the College serves and the labor market. This information is communicated regularly with the President, the President's Cabinet, Management Council and college-wide committees and is posted on the PRIE website ([SC-Website-PRIE-20181003](#)).

For example, the College conducted two surveys in 2018 to measure institutional performance. The Community College Survey of Student Engagement (CCSSE) was administered in spring 2018. The assessment provided information on students' perceptions on Skyline College's programs, services and learning environment, which the College uses in planning and improvement efforts, including the education and facilities master plans. The Employee Voice Survey, which was administered in spring 2018, measured employee satisfaction including how well the participatory governance model is working. The results of both surveys are posted on the PRIE website ([SC-Website-PRIE-20181003](#)).

To ensure that the allocation of resources supports and improves learning and achievement, the President works with the PRIE office to continue the fully integrated annual planning process across the institution ([SC-Website-ProgramReview-APP-20190318](#)). All programs across the College submit Annual Program Plans (APPs) every year that lead up to a sixth-year Comprehensive Program Review (CPR) (). These plans include specific information on program equity, access, and needs that come from assessment of learning outcomes at the student, program, and institutional levels. The planning documents include specific requests for personnel, equipment, facilities, professional development needs, research and data needs. The APPs inform the Administrative Leadership Unit Reviews (ALURs) ([SC-Website-ProgramReview-ALUR-20190327](#)) annually submitted by administrative units to the President. This information, through the use of Strategic Planning Online (SPOL) software, is communicated to the Strategic Planning and Allocation of Resources Committee (SPARC) ([SC-Website-SPARC-20180418](#), [SPARC-CommitteeCharge-2018](#)). The SPARC committee is also responsible for reviewing and providing feedback on CPR. The

Integrated Planning and Resource Allocation Cycle clearly outlines the process ([SC-IPRACModel-2017-19](#)).

Finally, with direction from the President, the Dean of PRIE engages in review of institutional performance through work on the Institutional Effectiveness Committee (IEC), SPARC, the College Governance Council (CGC), and various other participatory governance committees. The President maintains her familiarity with the institutional performance through discussions and reports from the Dean of PRIE on institutional assessments such as the Scorecard at the President's Cabinet meetings. This information is used by the President to inform planning and implementation efforts across the College.

Evaluation

The College meets the standard. Through appropriate planning and evaluation, the President guides institutional improvement of the teaching and learning environment. The President and constituency groups work collaboratively to set values, goals, and priorities. The campus constituencies groups appoint representatives to SPARC and other campus-wide committees to work together to make recommendations in collaboration with the President. The President ensures that high-quality research, under the direction of the PRIE office, continues to link educational and resource planning, and this planning is integrated with SLOAC and the program review process. The President has also effectively established and supported procedures by which to evaluate these efforts.

Improvement Plan

None

- IV.B.4** The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements. **(Accreditation Roles)**

Evidence of Meeting the Standard

To ensure the institution exceeds the Eligibility Requirements, Accreditation Standards and Commission policies, the President regularly reviews them and incorporates them into regular operations. For example, during the President's address to each administrative and faculty screening committee, the Accreditation Standards are referenced. During discussion about classified hiring priorities and faculty FTE allocation process discussions, the Accreditation Standards are also referenced. The President has also directed the Dean of PRIE to serve as the Accreditation Liaison Officer. Accreditation items are regularly on the cabinet meeting agenda and the President provides direction to the executive team to reach out to the entire College about accreditation. Under the President's leadership, operations covered by the Accreditation Standards are incorporated in the participatory governance processes, including instruction, student services, staffing, facilities, planning, assessment, budgeting, and financial management.

Finally, the President supports the training of several College faculty, staff and administrators to go through the ACCJC trainings and workshops.

Evaluation

The College meets the standard. The President has the primary responsibility for accreditation. The President provides oversight and direction for the administrative team and governance structure to ensure the College meets the standards and requirements and is in compliance with accreditation policies.

Improvement Plan

None

- IV.B.5** The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures. **(College CEO: Consistency of Mission, Policies, Practices)**

Evidence of Meeting the Standard

The President assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with College MVV and policies including effective control of budget and expenditures through various methods. The SMCCCD Board of Trustees has defined a set of core principles and values and sets yearly goals ([SMCCCD-Website-ReaffirmationCorePrinciplesValues-20181003](#)). The President uses these as guides and integrates them into college-wide processes. She connects at a District level by regularly attending Board meetings. She also meets weekly with the Chancellor's Cabinet—the presidents of the three colleges, the Chancellor, the Executive Vice Chancellor, and the Vice Chancellor of Educational Services and Planning. The President meets monthly with the expanded Chancellor's Council, which includes the Chancellor's Cabinet; the Vice Chancellor of Facilities Planning, Maintenance, and Operations; the Vice Chancellor of Human Resources; the Vice Chancellor of Institutional Technology; and the Director of Government Relations. These connections ensure consistency of statutes, regulations, and Board policies between the District and the College MVV and policies.

The President meets weekly with the President's Cabinet to discuss matters of consistency and implementation. 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 MVV and policies ([SC-CompendiumofCommittees-2018-19](#)). The President verifies compliance of the laws, regulations and policies through the Management Council discussions about regulations and implications for the College, personnel processes that ensure the appropriate application of the collective bargaining contract, and the Capital Improvement Project processes to ensure compliance with bond requirements. In addition, the President reviews and analyzes institutional policies and practices through the Management Council and other appropriate participatory governance processes to receive feedback for any proposed changes ([SC-LeadershipStandardsofExcellence-2018](#)).

The President meets monthly and works, in the interest of College participatory governance, with the CGC, 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 ASSC. The council's agenda includes matters of statute, regulation and board policy, when appropriate, and the College's MVV and policies, with all constituency groups having an

opportunity to discuss and provide input on college-wide policy decisions, before a council decision is rendered ([SC-Website-CGC-CharterandByLaws-20180403](#)). Although the council makes recommendations to the President, the council and the President work collaboratively to reach consensus. The President supports and strengthens the participatory governance processes by ensuring that the work of the CGC is accessible through publicly posted monthly council agendas and minutes posted (IV.B.72). The President also publishes the council agendas and meeting actions in Skyline Shines, her weekly email address to the campus (IV.B.73).

The President also effectively controls budget by tracking College expenditures and ensuring that they do not exceed the site allocation as evidenced by mid-year and annual District budget reports ([SMCCCD-Website-AnnualBudgetReports-20190414](#)) The President works within the College's participatory governance process to set the College's budget priorities through the work of the SPARC.

Along with this, the President directs the leadership team and the College to consistently use its APP, CPR and ALUR processes to inform budget priorities. Human resource, facility, and equipment needs are compiled and are provided during all decision-making processes ([SPOL-Dashboard-20180917](#)).

The President works through the governance processes to receive a recommendation for a balanced budget. Once the recommendation is accepted, the President works with the Vice Presidents of Instruction and Student Services to ensure the coordination of the expenditures within the multiple funding streams.

The President meets with the Vice President of Administrative Services on a weekly basis to review and clarify various aspects of the budget. The President is informed of the expenditure projections, ending balance projects, and anticipated revenues. The President's Cabinet reviews the budget status, allocations, expenditures and projections at cabinet meetings.

Evaluation

The College meets the standard. The President makes sure that statutes, regulations and governing board policies are implemented and that institutional practices are consistent with institutional MVV and policies. The President also successfully controls the integrated budget and planning processes through appropriate dialog with various constituents. These processes assure ongoing institutional evaluation and improvement and a balanced College budget that meets the identified needs of students and the College.

Improvement Plan

None

IV.B.6 The CEO works and communicates effectively with the communities served by the institution. (**College CEO: Effectiveness**)

Evidence of Meeting the Standard

The College serves communities from the San Mateo and San Francisco counties. These communities include Brisbane, Colma, Daly City, Millbrae, Pacifica, San Bruno and South San Francisco. The President works closely with these communities through various partnerships and community and business events that include:

- **San Bruno Community Foundation:** The President serves as a Board member for the San Bruno Community Foundation. The Foundation was created after the devastating 2010 gas pipeline explosion in San Bruno's Crestmoor neighborhood which resulted in a \$70 million restitution settlement from Pacific Gas & Electric Company. The Foundation is committed to enhancing the quality of life for the San Bruno community through key investments in people, institutions, facilities and partnerships. For the 2017-2018 grant cycle, the Foundation awarded \$3,000 to the Skyline College Music Department for enhancement of the choral program, including increased choral education opportunities and participation in music competitions and festivals.
- **National, Western Regional, and Northern Californian Councils on Black American Affairs:** The President is a member of Western Region Council on Black American Affairs (WRCBAA) ([WRCBAA-Website-20181003](#)). WRCBAA is an official regional body of the National Council on Black American Affairs, which is an affiliate of the American Association of Community Colleges. Part of WRCBAA's mission is to improve educational opportunities for Black American students and professional development opportunities for Black American faculty, staff and administrators. The President is also a member of both the National Council and the Northern Californian Council on Black American Affairs, aimed at the same mission as WRCBAA.
- **President's Advisory Council on Financial Capability for Young Americans:** The President was appointed by President Barack Obama to the President's Advisory Council on Financial Capability for Young Americans to make recommendations on strategies and policies that help improve the financial well-being of young people.
- **American Association of University Women (AAUW):** The President works with the North Peninsula and Pacifica branches of AAUW to ensure student access to organizational resources and scholarships. The membership connects the College to AAUW and informs the community about programs and services for student and of particular interest to women students.
- **President's Council:** Established in 2000, the President's Council is comprised of community and business leaders who provide community

input, feedback and support to generate innovative resource development at Skyline College. The Council has helped raise financial support for the President's Innovation Fund and the Promise Scholars Program by hosting the President's Breakfast. The Council also launched the annual Success Summit in 2012. The Success Summit brings industry and community leaders together to delve into challenges that face the community and generate solutions that can begin to address them.

- **President's Advisory Board:** This board grew out of the President's Council for individuals who were not able to serve on the President's Council but still wanted to connect to the College. The President calls upon the Advisory Board for support and advice. The board meets once a year at the President's Council reception to connect with the College and the President's Council.
- **SMCCCF:** The President meets regularly with the foundation Board of Directors and attends numerous donor-related events for both the foundation and the College.
- **San Mateo County Board of Supervisors:** The President periodically meets with members of the Board of Supervisors and presented the Skyline College Promise Program to the Board of Supervisors ([SanMateoBoardofSupervisors-BoardMemo-20180313](#)).
- **Millbrae City Council:** The President periodically meets with council members who are also members of the President's Council. The President keeps the council posted on such things as the Skyline College Promise and other initiatives to inform the Millbrae City Council of the ways in which the College serves Millbrae constituents.
- **Secondary Education Connections:** The President has developed partnerships and outreach efforts with local high school superintendents and principals. The President works closely with the superintendents of South San Francisco Unified High School District, the San Mateo Union High School District, Jefferson Union High School District and the San Bruno Parks School District.
- **Skyline Shines:** The President publishes a weekly newsletter that is distributed to subscribing community members, all College employees, subscribing District members and the SMCCCD Board of Trustees. The newsletter provides information on staff and faculty engagement and achievements, upcoming events, student activities and highlights on programs and services for the College.
- **SMCCCD Board Reports:** The President provides monthly reports to the SMCCCD Board of Trustees on the College activities.
- **STEMconnector member:** The College is a National STEMconnector, joining other higher education institutions in a partnership that connects top leaders in the field through initiatives that rapidly connect and leverage the world of STEM and help supporters in their investments to build a STEM pipeline and workforce. The President serves on the

STEM Higher Education Council of STEMconnector as part of the Diversity Committee.

- **Post-Secondary Education Connections:** The President participates in post-secondary leadership meetings with the leadership representatives from San Francisco State University and Cal State East Bay. This supports the extensive transfer initiative launched at Skyline College.
- **San Francisco State University:** The President serves as an adjunct professor in the San Francisco State University Educational Leadership Doctoral Program.
- **Mills College:** The President serves as a visiting assistant professor in the Mills College Educational Leadership graduate program.
- **San Bruno Rotary:** The President is a member of San Bruno Rotary club, an organization of business and professional people united worldwide who provide humanitarian service, encourage high ethical standards in all vocations, and help build good will and peace in the world. The San Bruno Rotary supports Skyline College through scholarship donations. As a result of meeting one of the speakers, Skyline College had the opportunity to host the regional Emergency Preparedness convening for the regions first responders.

Evaluation

The College meets the standard. The President has been successful in being extensively involved in the community. Her participation in the various community platforms has helped bring Skyline College to the forefront as a community leader and transformer.

Improvement Plan

None

IV.B. Conclusion

The Skyline College President—with the support of the President’s Cabinet, participatory governance, and strategic planning via the development of the Education Master Plan, Technology Plan, Comprehensive Diversity Framework for Realizing Equity and Excellence, Enrollment Plan, Basic Skills Initiative, Student Equity, and Student Success and Support Program—ensures that the College is in alignment with the District Strategic Plan. Through the SPARC committee, the President provides leadership for budget planning and resource allocation for the College. And to do this, Skyline College President demonstrates leadership in selecting and developing personnel through active participation with each screening committee by providing reminders that committees err on the side of inclusion and incorporate questions grounded in equity frameworks. And to ensure that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission Policies at all times, the College President consistently includes accreditation items on cabinet meeting agendas; engages in multiple channels of communication with the leadership team to ensure the institution is sufficiently staffed and funded; assures the implementation of statutes, regulations, and governing board policies; and oversees that institutional practices are consistent with the College MVV and policies, including effective control of budget and expenditures. To do this, the College President engages in regularly scheduled meetings with various members of leadership and management representatives, county community Board Members, and regional agencies.

IV.C. Governing Board

- IV.C.1** The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (Eligibility Requirement 7) **(Governing Board: Existence and Authority)**

Evidence of Meeting the Standard

The San Mateo County Community College District (SMCCCD) Board of Trustees is an independent, policy-making body charged by California Education Code, Section 70902, with responsibility for establishing academic standards, approving courses of instruction and educational programs, and determining and controlling the operating and capital budgets of the District. As required by California Education Code, the SMCCCD Board of Trustees has adopted a set of policies that detail and delineate accreditation expectations for these matters. The Board's policies are publicly posted on the District's website and reviewed regularly for accuracy, currency and relevance ([SMCCCD-BoardPolicy2.06-201707](#)).

The Board of Trustees' authority and responsibilities are outlined within Board Policy 1.10 Duties and Responsibilities of the Board and include oversight of establishing policies, assuring the fiscal health and stability of the District and its colleges, monitoring institutional performance and quality, and representing the public interest ([SMCCCD-BoardPolicy1.10-201603](#)). Additional governing policies include the delegation of duties to the District Chancellor and college Presidents, conduct of Board elections, decorum at meetings, and code of ethics for evaluating actions and the identification and handling of conflicts of interest. In this way, the Board aligns its duties and responsibilities with the institutional mission, Accreditation Standards, and federal and state regulations to set prudent, ethical and legal standards for the performance and operations of the District and its colleges.

The District is co-terminus with the boundaries of San Mateo County. The Board of Trustees consists of five members, each elected by the voters within the county. In 2017, the Board adopted a new election model, moving from an at-large election system—whereby trustees ran county-wide—to trustee areas in which each trustee represents a discrete area within the District/county. Trustees are elected to staggered four-year terms ([SMCCCD-BoardPolicy1.02-201701](#)). The Board also has one non-voting student trustee who is elected by representatives of students of the District's three colleges. The student trustee is elected annually ([SMCCCD-BoardPolicy1.05-201305](#)).

The Board generally meets twice per month, with the first meeting being a study session format that allows the Board to thoroughly review and discuss topics, generally those relating to student success, and become more familiar with issues facing students, faculty and staff. The second meeting is typically a business meeting where matters relating to personnel, finances, facilities, information technology, curriculum, policies and other operational issues are discussed and approved.

The Board ensures academic quality and effectiveness of student learning and support programs and services in a variety of ways. In 2015, the Board adopted a district-wide Strategic Plan that focuses on “Students First” and emphasizes success, equity and social justice. A comprehensive set of metrics and a corresponding data scorecard have been established and published on the District’s website to allow for regular monitoring and review of the key targets outlined in the plan ([SMCCCD-Website-DSP-ScorecardMetrics-20190221](#)). Additionally, to ensure the academic quality of the District and its three colleges, the Board receives updates and reviews progress in a number of key areas throughout the year. These include the California Community College Chancellor’s Office (CCCCO) Student Success Scorecard and the Institutional Effectiveness Partnership Initiative Framework of Indicators. The Board also receives updates on accreditation reports, substantive change proposals, the District Strategic Plan, and the College Education Master Plan ([SMCCCD-StrategicPlan-20150924](#)).

In the area of institutional integrity, the Board examines its internal practices and processes through guidelines established by a code of ethics and policy on conflict of interest ([SMCCCD-BoardPolicy2.21-201803](#), [SMCCCD-BoardPolicy2.45-201701](#)). The Board receives performance reports from the District’s three colleges and from District divisions, and delegates to the Chancellor the authority to administer policies, set procedures, and report back to the Board on the status of the District and the colleges.

To steward the financial integrity and stability of the institution, the Board receives and reviews quarterly financial statements and reports from the District’s Finance Office ([SMCCCD-BoardPacket-20181212](#)). District and College leaders provide updates on important matters of internal stability and long-term fiscal viability.

Independent, external audits are performed to ensure that the District’s internal controls, processes, guidelines, and policies are adequate, effective and in compliance with accepted standards for higher education. These audits include District operating and voter-approved bond monies. Results of these audits are presented to the Board in a public session each year ([SMCCCD-BoardPacket-20180124](#)).

Evaluation

The College meets the standard. The Board of Trustees is an independently elected body, responsible to the citizens of the county. The Board has the authority to represent the public interest and establish policies for the direction of the District and the District's three colleges. The Board accepts ultimate responsibility for ensuring the quality and fiscal integrity of the District is sound and that appropriate processes are in place to monitor and report on these matters. The size and selection of membership of the Board is appropriate and consistent with law and District policy and, as such, the Board maintains its role as an independent policy-making body.

Improvement Plan

IV.C.2 The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision. **(Governing Board: Collective Entity)**

Evidence of Meeting the Standard

Each business matter for review or action by the Board of Trustees is considered in full and openly discussed at Board meetings. Matters that are confidential in nature are discussed in closed session, with reports out to the public regarding any actions taken during those sessions ([SMCCCD-BoardPolicy1.40-201606](#)). All Board votes and decisions are made in public, and most voting matters are resolved unanimously. In those instances when a Board member holds unique and individual perspectives, viewpoints are shared, and votes are taken in the normal course of action. After a decision is made, the Board moves forward as a collective entity on all related actions.

The Board assures that topics discussed are addressed using existing policies and practices, such as proper decorum ([SMCCCD-BoardPolicy1.35-201503](#)). As a result, members engage in debate professionally, with respect and civility. The Board of Trustees also complies with state laws regarding discussion of topics outside of open forums, and meetings are publicly announced and open to all in accordance with the Brown Act ([SMCCCD-BoardPolicy1.40-201606](#)).

The Board of Trustees conducts a self-evaluation each year that reflects the Board's opinion that trustees are adhering to the philosophy statement and to each of the code of ethics statements regarding collective action ([SMCCCD-BoardPolicy1.35-201503](#)). Trustees are careful to assess whether Board actions align with the District policies and mission. While the Board does not always vote unanimously to support administration's recommendations, trustees accept and support the decision of the majority.

The Board of Trustees participates in effective trustee training workshops and holds periodic retreats, typically at least once each year ([SMCCCD-BoardAgenda-20180407](#)). In 2018, the Board held a special retreat to focus exclusively on Board organization, partnerships and actions as a collective unit.

Evaluation

The College meets the standard. Adopted Board policies provide a system and framework for collective decision-making that effectively guides Board processes of open discussions, voting, and actions. Board members freely engage in debate and present multiple, and sometimes divergent, perspectives on issues facing the College. Nevertheless, the Board comes to collective decisions on all matters and supports those decisions once reached.



Improvement Plan
None

IV.C.3 The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system. (**Governing Board: Selection and Evaluation of CEO**)

Evidence of Meeting the Standard

The Board has clearly defined policies and procedures for the selection and evaluation of the District Chancellor ([SMCCCD-BoardPolicy2.02-201503](#)). The Skyline College President is employed and evaluated by the Board of Trustees and the Chancellor ([SMCCCD-BoardPolicy2.03-201202](#)); an accompanying procedure outlines the selection process for the College President ([SMCCCD-AdministrativeProcedure2.03.1-201003](#))

The SMCCCD has enjoyed an extended period of stability in its senior leadership ranks, with the current Chancellor serving for the past 19 years. However, the Board of Trustees does have a documented process for conducting the search and selection of the Chancellor, who is the chief executive officer of the District ([SMCCCD-AdministrativeProcedure2.02.1-201302](#)). Board Policy 2.02 states that “in the case of a vacancy for the position of Chancellor, the Board shall establish a search process to fill the vacancy. The process shall be fair and open and comply with relevant regulations” ([SMCCCD-BoardPolicy2.02-201503](#)). As such, Administrative Procedure 2.02.1 outlines the principles that shall guide all activities related to the screening and selection of a new chancellor, including the development of a position description, composition of a selection committee, interview process and evaluation and selection of candidates ([SMCCCD-AdministrativeProcedure2.02.1-201302](#)).

The same Board Policy requires that the Chancellor “be evaluated by the Board annually based upon goals which are mutually agreed upon by the Board of Trustees and the Chancellor and in accordance with any other provisions of the Contract of Employment for Chancellor. The Board shall evaluate the Chancellor using an evaluation process developed and jointly agreed to by the Board and the Chancellor.” Further, accompanying Administrative Procedure 2.02.2 outlines the performance evaluation categories. Additionally, Administrative Procedure 2.02.2 includes a Chancellor Evaluation form ([SMCCCD-AdministrativeProcedure2.02.2-201207](#)).

Evaluation

The College meets the standard. The Board has clearly defined policies for the selection and evaluation of the Chancellor. In keeping with the selection policy, a comprehensive, fair, and open process is outlined for selecting a new chancellor, though through the long tenure of the current Chancellor, this has not been necessary for the last 19 years. A process for evaluating the Chancellor is defined in policy and procedure, and the Chancellor’s evaluation



is conducted in accordance with policy each year. The evaluation includes an annual review and refinement of goals.

Improvement Plan

None

- IV.C.4** The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (Eligibility Requirement 7) (**Governing Board: Independent Body and Advocate**)

Evidence of Meeting the Standard

The District's Board of Trustees functions as an independent policy-making body that reflects the educational interests of the community it serves and, at the same time, protects and defends the institution from undue influence or political pressure. The Board's policies and practices uphold its commitment to reflecting the public interest, ensuring broad representation from local constituencies, and maintaining independence in decision making, in support of the institution's educational mission ([SMCCCD-BoardPolicy1.10-201603](#)).

To better serve the interests of public interest in San Mateo County, in 2017, the Board transitioned away from an at-large election system to a by-trustee-area system, with each member of the Board representing a distinct and separate area of the county ([SMCCCD-BoardPolicy1.02-201701](#)). The Board also includes a student trustee, elected by the students of all three colleges, who serves a one-year term on the Board and votes on related business items (except for closed-session issues) in an advisory capacity ([SMCCCD-BoardPolicy1.05-201305](#); [SMCCCD-AdministrativeProcedure1.05.1-201305](#)). The Board's commitment to reflecting public interest is also assured by regular and formal communications with the public regarding Board activities and decisions through its public meetings. Each Board agenda contains two opportunities for public comment, on items from the closed session and on items not covered as agenda items in the open session. Board minutes reflect that members of the public and college communities frequently use this as an opportunity to voice their views on issues relevant to the Board. Additionally, the District is transparent in its actions and posts all Board meeting agendas, minutes of meetings, and policies and procedures on the District's website.

Broad representation, independence, and reflection of public interest are ensured by various Board policies on public interest. Board Policy 1.35 regarding board member conduct reinforces that "no member of the Board shall make, participate in making or, in any way, attempt to use his or her official position to influence a governmental decision in which he or she knows or has reason to know that he or she has a financial interest" ([SMCCCD-BoardPolicy1.35-201503](#)). A formal conflict of interest policy is outlined in Board Policy 2.45, which stipulates that "a Board member shall not engage in any employment or activity that is inconsistent with, incompatible with, in conflict with or inimical to his/her duties as an officer of the District" ([SMCCCD-BoardPolicy2.45-201701](#)). The policy further states that "Board members and employees shall not be financially interested in any contract made by them in

their official capacity or in any body or board of which they are members.” If such an interest or conflict arises, the Board member has a duty to disclose the interest or conflict. Further, members are prohibited from concurrently serving on a high school district board of trustees ([SMCCCD-BoardPolicy1.02-201701](#)).

Evaluation

The College meets the standard. The Board remains a stable advocate for the District, College and the community. While it occasionally faces challenges from the community regarding actions and policies, the Board strives to listen and respond to individual public interests expressed as much as possible, while maintaining the well-being of the institution as its priority. Public input is encouraged and welcomed by the Board, and members of the community are given an opportunity to voice their opinions about District operations and actions. Further, the Board adheres to clear policies and practices about conflicts of interest and holds themselves and the employees of the District to a high standard of transparency, accountability and integrity.

Improvement Plan

None

- IV.C.5** The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability. **(Governing Board: Responsibility)**

Evidence of Meeting the Standard

All policies of the Board are designed to help the organization better meet its mission as a community college in the California system. Educational quality, legal matters, and financial stability are ultimately the responsibility of the Board. Board policies make sure that the institution's programs and services are provided resources and support to maintain a high degree of quality and integrity.

Board Policy 1.10 outlines the duties and responsibilities of the Board ([SMCCCD-BoardPolicy1.10-201603](#)). Among the 21 different areas covered in the policy, which represent the public interest, is the Board's stated commitment to establish policies consistent with the goals and operation of the District and its colleges, adopt an annual budget which ensures the District's fiscal health and stability, and approve all District and College programs.

The District mission is set forth in Board Policy 1.01 ([SMCCCD-BoardPolicy1.01-201205](#)). The Board has approved policies, institutional goals, and other formal statements that describe Board of Trustees expectations for quality, integrity, and improvement of student learning programs and services for students, the College, and the community. Additionally, the Board ensures the mission is at the heart of the planning process. The Board regularly reviews the District's Strategic Plan, to ensure proper alignment with these policies ([SMCCCD-BoardPolicy1.10-201603](#)).

To help in its work, the District subscribes to the Community College League of California's (CCLC) Board Policy and Administrative Procedure Service and typically sends representatives to the CCLC policy conference each year. This service is utilized by the California Community College system to identify policies required by law and accreditation, policies for good practice, and also policies on new and emerging areas of consideration. These policies are compliant with state regulations and align with educational quality, academic integrity, and student support programs and services standards in California ([CCLC-PolicyProcedureServices-20190221](#)).

Evaluation

The College meets the standard. Board policies are developed consistent with the mission. The Chancellor and staff advise the Board on all legal, financial, and educational issues. The Board ultimately exercises authority to provide



oversight for all District and College operations, especially educational quality, legal matters, and financial integrity and stability.

Improvement Plan

None

- IV.C.6** The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures. **(Governing Board: Organization and Operation)**

Evidence of Meeting the Standard

The Board of Trustees has adopted and published on its website policies relating to the Board's size, duties, responsibilities, and operating procedures, including:

- Board Policy 1.02 Organization of the Board, which outlines the authority, membership, election, term of office and filling of vacancies for the Board ([SMCCCD-BoardPolicy1.02-201701](#)).
- Board Policy 1.05 Student Trustee and Administrative Procedure 1.05.1, which outline the selection, duties, term of office and compensation for the student trustee ([SMCCCD-BoardPolicy1.05-201305](#)).
- Board Policy 1.10 Duties and Responsibilities of the Board, which establishes the areas for which the Board has authority and responsibility ([SMCCCD-BoardPolicy1.10-201603](#)).
- Board Policy 1.15 Officers of the Board, which outlines the officers to be elected on an annual basis, and Board Policy 1.20, which enumerates the duties of each of the officers of the Board, including the secretary, which is outlined in Board Policy 1.25 ([SMCCCD-BoardPolicy1.15-201602](#); [SMCCCD-BoardPolicy1.20-201603](#); [SMCCCD-BoardPolicy1.25-201506](#)).
- Board Policy 1.30 Compensation of Board Members, which outlines salary, benefits, reimbursable expenses and retirement of Board members ([SMCCCD-BoardPolicy1.30-201803](#)).
- Board Policy 1.35 Board Member Conduct, which provides the framework by which members are to conduct themselves as members of the Board ([SMCCCD-BoardPolicy1.35-201503](#)).
- Board Policy 1.40 Meetings of the Board, Board Policy 1.45 Agendas for Meetings, Board Policy 1.50 Minutes of Meetings, Board Policy 1.55 Order of Business and Procedure, and Board Policy 1.60 Rules of Order for Board Meetings, which all relate to how meetings are structured, conducted and materials and information produced and covered ([SMCCCD-BoardPolicy1.45-201203](#); [SMCCCD-BoardPolicy1.50-201506](#); [SMCCCD-BoardPolicy1.55-201411](#); [SMCCCD-BoardPolicy1.60-201203](#)).

Evaluation

The College meets the standard. The Board makes its policies available to the public in an online format.

Improvement Plan

None

- IV.C.7** The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.
(Governing Board: Policies and Bylaws)

Evidence of Meeting the Standard

The SMCCCD Board of Trustees consistently acts in accordance with all Board policies and administrative procedures and regularly reviews how effective they are in fulfilling the mission.

Board policies provide a clear framework for all of the Board's activity. Specifically, Board Policy 2.06, Administrative Procedure 2.06.1, and Board Policy 2.07 describe the processes by which the Board accomplishes its work ([SMCCCD-BoardPolicy2.06-201707](#); [SMCCCD-AdministrativeProcedure2.06.1-201308](#); [SMCCCD-BoardPolicy2.07-201707](#)). In addition to the creation and implementation of the Board, the Board also has established a timeline for reviewing its policies for currency, relevance, and purpose at least every six years ([SMCCCD-AdministrativeProcedure2.06.1-201308](#)).

As part of the policy formulation and review process, the Board has also outlined in Board Policy 2.08 the role of the District Participatory Governance Council (DPGC) in policy matters ([SMCCCD-BoardPolicy2.08-201701](#)). Particularly, the policy outlines that the Council is to advise the Board of Trustees, through its designee the Chancellor, on Board policies that directly affect faculty, staff and students of the District, as determined by the District administrator responsible for Board policies, in conjunction with the DPGC co-chairs. Other Board policies are brought to the DPGC as information items.

Evaluation

The College meets the standard. The Board consistently acts in accordance with all policies and procedures. Board policy review is conducted on a regular cycle every six years or more often as needed.

Improvement Plan

None

- IV.C.8** To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.
(Governing Board: Key Indicators and Institutional Plans)

Evidence of Meeting the Standard

The District Board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

In 2015, the Board adopted a comprehensive Strategic Plan, which focuses on student success, equity and social justice ([SMCCCD-StrategicPlan-20150924](#)). With this plan, the District recognizes that there is nothing more important to the District's future and to the future of San Mateo County than increasing student success rates. In addition to student access, student success is crucial to closing longstanding gaps in student attainment. Continuous usage of the District's data and evidenced-based practices will be required to identify and close these gaps.

The four overarching goals of the "Students First" Strategic Plan include:

1. Develop and strengthen educational offerings, interventions, and support programs that increase student access and success.
2. Establish and expand relationships with school districts, four-year college partners, and community-based organizations to increase higher education attainment in San Mateo County.
3. Increase program delivery options, including the expanded use of instructional technology, to support student learning and success.
4. Ensure necessary resources are available to implement this strategic plan through sound fiscal planning and management of allocations.

There are a number of specific strategies and metrics for each goal that provide key indicators of student learning and achievement. The Board reviews the Strategic Plan annually and receives regular updates on the metrics and supporting activities, including extensive briefings in study sessions and in reports at business meetings. The College also brings forth to the Board various other reports and data, including the Equity Plan, Student Success and Support Program Plan and Education Master Plan ([SMCCCD-Website-DSP-20190221](#)).

Evaluation

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

Improvement Plan

None

- IV.C.9** The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office. **(Governing Board: Development and Continuity)**

Evidence of Meeting the Standard

Ongoing and systematic professional development is at the core of improved learning for individual board members and the Board as a collective body. Board membership continuity and overlapping member terms are provided for in Board policy and in the implementation of that policy.

Orientation and training for new and existing Board members is outlined in Board Policy 1.10 Duties and Responsibilities of the Board ([SMCCCD-BoardPolicy1.10-201603](#)). In particular, the policy calls upon members “to engage in ongoing development of the Board. The Board will conduct study sessions, provide access to reading materials, and support conference attendance and other activities that foster trustee education.” Further, an onboarding and training process is outlined in this policy for newly elected or appointed Board members. The 2018 election cycle resulted in one new trustee being elected to the Board. As that member ran unopposed, prior to the election, staff briefed the candidate on issues facing the District, key student success initiatives, the financial and operational details of the District and an overview of how the community colleges work in the county and throughout the state. Staff continues to provide such briefings to onboard the new trustee.

Ongoing training includes study sessions where staff and external experts offer in-depth presentations and activities on important topics to keep the Board current on important areas of College programs, services, system funding and revenue, and accreditation. Furthermore, each year, the Board conducts an annual retreat where goals are set and reviewed and areas of professional development are often identified. In addition to the activities noted, Board members attend state and national conferences geared towards trustees, to learn effective and promising practices for Board operations.

In order to maintain continuity of Board membership, the Board has staggered terms of office ([SMCCCD-BoardPolicy1.02-201701](#)). The Board consists of five elected members. Two seats were up for election in 2018 and the three remaining seats will be up for election in 2020 and every four years thereafter respectively. The term of office of each trustee is four years, commencing in December following the general election in November on a date determined by law.

The membership of the SMCCCD Board of Trustees has been very stable. One trustee was first elected in 1995, a second in 1997, a third in 2003, a fourth in 2016 and the fifth in 2018. Collectively, they have nearly 65 years of

combined service on the Board of Trustees ([SMCCCD-BOT-Members-2018-19](#)).

Evaluation

The College meets the standard. The SMCCCD Board of Trustees has an orientation program for new members as well as ongoing training for existing members' professional development. Members pursue professional development opportunities such as state and national conferences that inform Board members on best practices for Board operations. Finally, Board policy provides for continuity of Board membership with staggered terms.

Improvement Plan

None

- IV.C.10** Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness. **(Governing Board: Evaluation)**

Evidence of Meeting the Standard

The SMCCCD Board of Trustees prioritizes continuous improvement, academic quality, and institutional effectiveness. Self-evaluation of practices and performance is a key component to maintaining and enhancing these values.

The process for Board evaluation is described in Board Policy 1.35 Board Member Conduct. The goal of the self-evaluation process is to identify strengths and areas of opportunity for improvement ([SMCCCD-BoardPolicy1.35-201503](#)).

To this end, the Board of Trustees annually evaluates and assesses its performance against and alignment with established institutional goals and priorities, including those identified by the Strategic Plan ([SMCCCD-BoardMinutes-20180407](#)). The results of this assessment conducted among members are discussed at open Board sessions.

Evaluation

The College meets the standard. The process for evaluation of the Board is described in Board Policy 1.35 ([SMCCCD-BoardPolicy1.35-201503](#)). The methods and instruments used to evaluate Board effectiveness as determined by recognized trustee organizations. Results of the evaluations are publicized and used to improve Board performance, academic quality, and institutional effectiveness.

Improvement Plan

None

IV.C.11 The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7) **(Governing Board: Ethics and Conflict of Interest)**

Evidence of Meeting the Standard

The Board of Trustees has established Board policies for conflict of interest, Board Policy 2.45 Conflict of Interest; a code of ethics for performance, Board Policy 2.21 Policy on Professional Ethics; and a policy for Board member conduct, Board Policy 1.35 ([SMCCCD-BoardPolicy1.35-201503](#); [SMCCCD-BoardPolicy2.21-201803](#); [SMCCCD-BoardPolicy2.45-201701](#)). Further, it has developed administrative procedures for conflicts of interest ([SMCCCD-AdministrativeProcedure2.45.1-201209](#), [SMCCCD-AdministrativeProcedure2.45.2-201808](#)).

The relevant policies and procedures are posted and made available to the public through the District's website. When potential conflicts of interest or ethics matters arise, the Board consults with the Chancellor and/or District legal counsel for advice. Violations of the Policy on Professional Ethics are addressed by the Board President, or Vice President in the event the President has committed the violation ([SMCCCD-BoardPolicy2.21-201803](#)).

Each year, Board members file with San Mateo County a Statement of Economic Interests (Form 700) from the California Fair Political Practices Commission, as a public statement for review ([SMCCCD-BoardPolicy2.45-201701](#)).

When a conflict or the appearance of a conflict arises, the Board members recuse themselves or are asked to recuse themselves ([SMCCCD-BoardPolicy2.45-201701](#)). A review of the Board's actions over the past accreditation cycle reveals no violations of these Board policies regarding improper behavior ([SMCCCD-BoardMinutes-20180407](#)).

Evaluation

The College meets the standard. The SMCCCD Board of Trustees adheres to an established code of ethics, a conflict of interest policy, and all relevant statutory law as to the conduct, notice, and reporting of meeting actions and information. During this evaluation period, there have been no violations of these Board policies and administrative procedures.



Improvement Plan
None

IV.C.12 The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively. **(Governing Board: Delegation to the CEO)**

Evidence of Meeting the Standard

Pursuant to Board Policy 2.02, the Chancellor serves as chief executive officer of the District “whose principal responsibility is leadership of the educational program” ([SMCCCD-BoardPolicy2.02-201503](#)). Further, through Board Policy 8.02, “The Board delegates to the Chancellor the authority to supervise the general business procedures of the District to assure the proper administration of property and contracts; the budget, audit and accounting of funds; the acquisition of supplies, equipment and property; and the protection of assets and persons” ([SMCCCD-BoardPolicy8.02-201403](#)). The Chancellor is also responsible for administering all Board policies through a system of administrative procedures and internal practices ([SMCCCD-BoardPolicy2.02-201503](#)).

The Board of Trustees, in partnership with the Chancellor, sets annual performance goals as a basis for evaluation ([SMCCCD-BoardPolicy2.02-201503](#); [SMCCCD-AdministrativeProcedure2.02.2-201207](#)). The duties identified in Board policies, and as incorporated in the job responsibilities, guide the development of the goals and evaluation of progress. The Chancellor works with the Board to make clear the difference between the Board’s role as an oversight and policy-making body and the role of the Chancellor.

Evaluation

The College meets the standard. Through Board policies and administrative procedures, the Board authorizes the Chancellor to implement and administer its policies without interference. They have further provided a structure for the Board to hold the Chancellor accountable for managing the operations of the District.

Improvement Plan

None

IV.C.13 The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process. **(Governing Board: Role in Accreditation)**

Evidence of Meeting the Standard

The Board of Trustees is apprised of, and regularly updated on, accreditation issues such as Eligibility Requirements, Accreditation Standards, and Commission policies, both on a regional and national basis, as well as accreditation efforts taking place at the College. In fact, the SMCCCD led efforts to reform the accreditation process, and as a result, the Board became very familiar with the standards, process, and practices of the Accreditation Commission.

Board Policy 2.70 and its corresponding Administrative Procedure 2.70.1 outline the responsibilities of the Board and the Chancellor regarding the accreditation process ([SMCCCD-BoardPolicy2.70-201505](#); [SMCCCD-AdministrativeProcedure2.70.1-201205](#)).

Each year, the Board reviews the annual report and the annual fiscal report delivered to the ACCJC. In addition, the Board reviews any substantive change proposals for the College.

For the current accreditation self-evaluation cycle, the Board of Trustees is scheduled to be fully briefed on the institutional self-study in April 2019 and May 2019, and final adoption of the report by July 2019. The Board is routinely provided with updates about the planning process and progress made on the College's self-evaluation.

The Board also participates in evaluating its own responsibilities in the process through various activities, including retreats and study sessions ([SMCCCD-BoardMinutes-20180407](#)).

Evaluation

The College meets the standard. The Board of Trustees stays informed and updated about all issues surrounding the accreditation process. Board members discuss accreditation issues at their meetings and retreats and receive regular updates from staff regarding the process. The Board will thoroughly review and be briefed on the College's self-evaluation in April and May 2019.

Improvement Plan

None

IV.C. Conclusion

The SMCCCD Board of Trustees, an independently elected body, serves as the primary governing board and has the authority over and responsibility of ensuring the academic quality of the District and the three colleges address and achieve the metrics of the CCCC Student Success Scorecard and the Institutional Effectiveness Partnership Initiative Framework of Indicators. The SMCCCD Board of Trustees has an orientation program for new members and ongoing training for existing members' professional development. Board policy provides for continuity of Board membership with staggered terms. Evaluation of this board is outlined in Board Policy to measure the effectiveness, and results are publicized and used to improve performance, academic quality, and institutional effectiveness. To further support and establish codes of conduct for the Board, Trustees adhere to established code of ethics, a conflict of interest policy, and all relevant statutory law. Through the adoption of an extensive set of Board Policies and Procedures, the Board of Trustees freely engages in discussions on issues, initiatives, and efforts of the various colleges and District. They have clearly defined policies for the selection and evaluation of the Chancellor, they help the organization meet the mission of the District, and they regularly exercise authority to provide oversight for all District and College operations, especially educational quality, legal matters, and financial integrity and stability. The Board also ensures transparency by posting these policies and discussion on the District Board website. Assessment of Board Policies and Procedures to ensure compliance and relevance occurs regularly during DPGC meetings. And finally, the Board of Trustees remain informed and updated on issues surrounding the accreditation process by discussing issues at meetings, retreats, while also receiving updates from staff regarding the process.

IV.D. Multi-College Districts or Systems

IV.D.1 In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system. **(Role of the District CEO)**

Evidence of Meeting the Standard

The San Mateo County Community College District (SMCCCD) Chancellor helps communicate expectations of educational excellence and integrity throughout the District. The Chancellor also works with the administrative leaders at both the district- and college-level to assure support for the effective operation of the College and the District overall. Three leadership teams carry out this work, each with its own function:

- **Chancellor's Cabinet:** Consisting of the Chancellor, three college presidents, Chief of Staff, Chief Financial Officer, Vice Chancellor for Human Resources, and Vice Chancellor for Educational Services and Planning, the Cabinet provides guidance and ongoing oversight of District academic programs, operations, and resources both human and financial. The Cabinet meets bi-weekly.
- **Chancellor's Council:** The Council consists of the members of Chancellor's Cabinet plus the Vice Chancellor for Facilities, Vice Chancellor for Auxiliary Services, Provost for International Education, and Chief Technology Officer and guides additional operational functionality to the Cabinet in the areas above. The Council meets bi-weekly.
- **Chancellor's Staff:** Consisting of the Chancellor, Chief of Staff, all vice chancellors, Chief Financial Officer, Chief Technology Officer, and Director of General Services, this body provides district-wide central service support to the District's colleges. The staff meets weekly.

Through the College Mission-Vision-Values (MVV) Statement, and through the District Strategic Plan, the Chancellor works with the administrative leadership teams to set priorities for the work that is to be done throughout the District and College. It is expected that the Cabinet, Council and staff members, including the College President, communicate with their team members any actionable or relevant information that is discussed at the meetings.

Per Board Policy 2.02, the Chancellor serves as the chief executive officer of the District and has the principal responsibility of providing leadership of the educational program ([SMCCCD-BoardPolicy2.02-201503](#)). The Chancellor, according to Board Policy 2.02, delegates authority for the administration of the

College to the College President. The role of the Chancellor is outlined in the aforementioned policy, and the role and duties of the College President are outlined in Board Policy 2.03 ([SMCCCD-BoardPolicy2.03-201202](#)). Delineation of functions, roles, and responsibilities are understood among the executive leadership teams. Any questions about roles and responsibilities are discussed at the council level and any clarifications or necessary changes are addressed. The Chancellor takes responsibility for ensuring district-level support for campus operations that are centralized and delegating the functional responsibility to the Vice Chancellor responsible for that centralized area.

Evaluation

The College meets the standard. The Chancellor establishes clear roles for the executive leaders of the organization, including the College President, delegating necessary authority for those leaders to perform their duties. The executive leadership team works as a cohesive unit and meets, in different configurations, regularly to discuss, plan and evaluate District and College issues.

Improvement Plan

None

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

Evidence of Meeting the Standard

The Chancellor, as CEO of the District, clearly delineates, documents, and communicates operational responsibilities and functions of the District from those of the colleges ([SMCCCD-BoardPolicy2.02-201503](#)). Board Policy 8.02 outlines those areas which have been delegated to the Chancellor and which the Chancellor may—and in practice does—delegate to others. In particular, “Subject to established administrative procedures, the Presidents of the Colleges are responsible to the Chancellor for the development of all aspects of the educational and student services program at their Colleges and for the administration and operations of the Colleges” ([SMCCCD-BoardPolicy8.02-201403](#)). Further areas of delegation for central administrators of the District are included in the policy ([SMCCCD-BoardPolicy2.02-201503](#)).

The Chancellor meets weekly with the three college presidents, vice chancellors and District senior staff to discuss strategic and operational issues. Additionally, district-wide participatory governance groups, such as the Vice President’s Council (comprised of all vice presidents from all of the District’s three colleges), and District Budget Council (which includes representatives from each of the District’s three colleges), facilitate communication between the District and College, providing a forum for expressing concerns about District services that support the College in achieving its mission and acting as a feedback mechanism to provide assessment of the effectiveness of District services.

The district-wide strategic, technology, and facilities master plans further differentiate the responsibilities of the colleges and District and provide data-driven metrics for measuring success. The District Strategic Plan in particular demonstrates how District services are focused on meeting the needs and priorities of the institution, as an overwhelming majority of the District strategies incorporated into the plan are directly related to supporting specific College goals. This approach is also evident in the prioritization of spending illustrated in the resource allocation cycle, which also provides ample opportunity for communication and feedback ([SMCCCD-IntegratedBudgetPlanningCalendar-2018-19](#)).

To support the College MVV, the District provides high-quality, central services to all of the District's colleges and serves to minimize costs, ensure consistency, and avoid duplication of effort. These areas include:

- **Chancellor's Office:** The Chancellor's Office provides district-wide leadership and guidance on all areas of policy and operation to the District and colleges.
- **Educational Services and Planning:** This department coordinates academic and student support services throughout the District, as well as monitoring and implementing the District Strategic Plan.
- **Financial Services:** Financial Services provides general financial oversight and support, including accounting, budget, payroll, purchasing and contracts, bond financing, and grants.
- **Facilities Planning, Maintenance and Operations:** This department coordinates facilities planning and construction, facilities operations and maintenance, and public safety.
- **Human Resources:** Human Resources coordinates recruitment, hiring, classification, compensation, benefits, training, diversity and equal opportunity.
- **Information Technology:** This department provides educational technology support, including systems and infrastructure, website, email, accessibility, and equipment.
- **International Affairs:** This department coordinates recruitment and matriculation of international students.

The services of these operations are reviewed regularly at the various executive team meetings (Cabinet, Council, staff), and as issues arise, they are addressed promptly by those leaders responsible for the functional areas.

Beyond the metrics included in institutional plans and feedback received through the governance process, District services are assessed through a variety of surveys and reports. The District's external auditors conduct an annual financial audit of all funds, books, and accounts, and the District contracts for an annual performance audit of the bond program ([SMCCCD-BondOversight-FinancialSummaries-20190415](#)). Additionally, Auxiliary Services publishes an annual report detailing its operations and achievements ([SMCCCD-AuxServices-AnnualReport-2015-16](#)).

Evaluation

The College meets the standard. The Chancellor has created an organizational structure that sets forth the authority of each operational unit that delineates operational responsibilities and functions of the colleges and the District. The District employs multiple measures to evaluate the effectiveness of District services and to ensure that the colleges receive adequate support in achieving their missions.



Improvement Plan
None

- IV.D.3** The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures. **(District Resource Allocation)**

Evidence of Meeting the Standard

The District has established resource allocation processes that support effective operations and sustainability of the colleges and District. Under the leadership of the Chancellor, the District and colleges work collaboratively to ensure effective control of expenditures and financial stability of the District.

The allocation of District resources to the colleges occurs in accordance with fiscal policies and procedures are codified in Board Policies and Procedures to guide the effective management of fiscal affairs in a manner which ensures fiscal stability and integrity in resource allocations ([SMCCCD-BoardPolicy8.00-201103](#), [SMCCCD-BoardPolicy8.11-201103](#)). The District and College have established clearly defined policies and procedures for financial planning in budget development ([SMCCCD-AdministrativeProcedure8.00.1-201212](#), [SMCCCD-AdministrativeProcedure8.11.1-201207](#)). The District provides a Resource Allocation Model to guide the budget and allocation processes ([SMCCCD-IntegratedBudgetPlanningCalendar-2018-19](#)). Resource allocation to the colleges follows a budget timeline that is approved by the Board of Trustees and is publicly available ([SMCCCD-IntegratedBudgetPlanningCalendar-2018-19](#)).

The District Committee on Budget and Finance (DCBF), a district-wide participatory governance group, reviews the annual Resource Allocation Model ([SMCCCD-DCBF-Minutes-20170919](#)). The Resource Allocation Model determines the distribution of unrestricted general fund resources and serves to ensure allocation of resources through alignment with state guidelines.

The District provides the College with three-year revenue projections annually within the Resource Allocation Model to ensure sufficient resources are available for short- and long-term planning ([SMCCCD-IntegratedBudgetPlanningCalendar-2018-19](#)). The projections indicate the District can balance its budget for each of the three years included in the projections. The District also has reserves in the unrestricted general fund that routinely exceed the state's recommended reserve of 5 percent, and the College maintains a healthy contingency fund.

The District Strategic Plan, developed through the participatory governance process, includes four goals, one of which specifically focuses on ensuring there are adequate resources to support effective operations of the colleges and District. Specifically, this goal says, in part, that the District is to "ensure necessary resources are available to implement this strategic plan through sound fiscal planning and management of allocations."

Evaluation

The College meets the standard. The District and College ensure maintenance of adequate reserves, balanced annual budgets, and timely and accurate reporting of fiscal information. Through the effective control of expenditures, the District and College consistently have positive ending balances and a healthy reserve each year. Resources are distributed in accordance with Board Policies and Procedures and all relevant regulatory guidelines.

Improvement Plan

None

- IV.D.4** The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEOs accountable for the operation of the colleges. **(District CEO: Delegation to College CEOs)**

Evidence of Meeting the Standard

The District Chancellor delegates full responsibility to the Skyline College President, a member of the Chancellor's Cabinet, for the operation and function of the College ([SMCCCD-BoardPolicy2.03-201202](#)). Board Policy 8.02 Delegation of Authority stipulates that the Board of Trustees delegates the administration of the District to the Chancellor, who in turn delegates the administration of the College to the College President. The Chancellor evaluates the President based upon her performance and goals related to this delegation of authority ([SMCCCD-BoardPolicy8.02-201403](#)). Working with the Chancellor, the College President establishes annual goals and is evaluated against these goals. The Chancellor provides the review of the College President to the Board of Trustees.

Evaluation

The College meets the standard. The College President is delegated full responsibility by the Chancellor for the operation and function of the College. As a member of the Chancellor's Cabinet, the President is evaluated annually based upon performance relative to the District's strategic goals as well as professional and personal goals.

Improvement Plan

None

- IV.D.5** District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness. **(Integration of District and College Planning and Evaluation)**

Evidence of Meeting the Standard

District planning is integrated with College planning through the District and College strategic plans. With an emphasis on student success, the District Strategic Plan was completed in 2015 and is reviewed annually ([SMCCCD-Website-StrategicPlanning-Meetings-20190221](#)). The strategic plan process included participation by members of all constituencies (faculty, staff, students, administrators, Board of Trustees) from the District office and each college. The strategic plan objectives are linked to those of the College and are evaluated based upon set targets and the completion of activities that are delegated to District and College leadership. The District Strategic Plan is documented on the District's website and is monitored for effectiveness using the Scorecard ([SMCCCD-Website-DSP-ScorecardMetrics-20190221](#)). This scorecard tracks metrics annually that are linked to the goals and objectives of each strategic initiative. In addition, the activities associated with the strategic initiatives are assigned to leaders at the District and the College to ensure that they are completed.

Evaluation

The College meets the standard. The District has used its strategic planning process to guide decision-making, deploy resources, and refine policies. The College's planning processes are linked to the District process.

Improvement Plan

None

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

Evidence of Meeting the Standard

The District has a number of mechanisms to promote communication between the College and the District and to ensure effective and timely operations. Ongoing committees exist for the purpose of working jointly with the College and throughout the District. The District Participatory Governance Council (DPGC) consists of members of all constituency groups whose role it is to communicate any business to their constituents ([SMCCCD-Website-StrategicPlanning-Meetings-20190221](#)). Feedback gathered from constituent groups is brought back to the DPGC and shared with the other groups. Minutes of the DPGC meetings can be found on the District website.

At Chancellor's Cabinet meetings, senior leadership discuss the business of the colleges. The purpose of the Chancellor's Cabinet is to discuss and collaborate on the academic, fiscal and personnel matters of the College and the District. Cabinet members are tasked with taking back relevant information to their departments and colleges. A second and extended group that further discusses District and College issues is the Chancellor's Council, which includes members of the Cabinet, plus the Vice Chancellor for Auxiliary Services, Vice Chancellor for Facilities and Chief Technology Officer. This group discusses and plans for issues relating to general operation and administration of the District and the colleges.

An additional group central in assuring effective communication is the Vice President's Council. This group, consisting of the vice presidents (administrative, instruction, and student services) from each college, meets once each month to review and discuss issues of common concern to the District and the colleges. This Council aids in formulating policy and disseminates information to their respective colleges and departments. The Council members also provides support and counsel to each other and are a network of administrators across the District that help identify and communicate matters of interest.

In compliance with the Brown Act, the Chancellor's Office posts agendas 72 hours ahead of the Board meetings to the District's website for the public to view, along with meeting minutes and associated documents ([SMCCCD-Website-BOT-Agendas-20190415](#)).

Evaluation

The College meets the standard. Communication is essential to the operations of the District and the College. Through formal and informal channels, the



District and the College gather, process and share information and effectively communicate matters in a timely and appropriate manner. The District engages multiple constituency groups in the communication process and utilizes these groups as an additional conduit to garner and disseminate information.

Improvement Plan

None

- IV.D.7** The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement. **(Evaluation of District and College Processes)**

Evidence of Meeting the Standard

The District participates in a number of assessments of its effectiveness. The District participates in a District Office Program Review to obtain feedback on District services. The Office of General Services coordinates this effort, with each functional leader being responsible for their respective departments. The Chancellor's staff reviews and shares the results, communicating feedback to the respective area of responsibility.

Additionally, in accordance with Board Policy 2.08 ([SMCCCD-BoardPolicy2.08-201701](#)), the District ensures the participation of appropriate members of District and College constituencies in decision-making through the DPGC. Each year, the DPGC reviews the policy and the effectiveness of the group's work and recommends changes to the policy as needed. Information discussed in the DPGC is widely shared with the various stakeholder groups across the District.

Evaluation

The College meets the standard. Review mechanisms are in place to ensure that governance and decision-making process have integrity and are effective. Through participatory governance groups, processes are evaluated, and information is shared widely with multiple constituency groups.

Improvement Plan

None

IV.D. Conclusion

The District Chancellor provides and establishes roles for executive leaders, including the college presidents, by delegating necessary authority to support leaders performing their duties and responsibilities to the colleges and District. Annual evaluations of the Skyline College President is conducted by the Chancellor to review performance relative to the District's strategic goals as well as professional and personal goals. Working collaboratively and in a cohesive unit, the executive leaders engage in a variety of ways to regularly discuss, plan, and evaluate District and College issues. Created by the Chancellor, an organizational structure is in place that sets forth the authority of each operational responsibility and functions of the Colleges and District. To do this, maintenance of adequate reserves, balanced annual budgets, and accurate reporting of fiscal information result in the Board's ability to distribute resources in accordance with Board Policies and Procedures and all relevant regulatory guidelines. And through the establishment of strategic planning processes serving as a decision-making guide, utilizing formal and informal channels of communication and various methods of review mechanisms, the District deploys refined policies and engages in active participatory governance because the College planning processes are linked to the District process.

