▶ Standard III: Resources
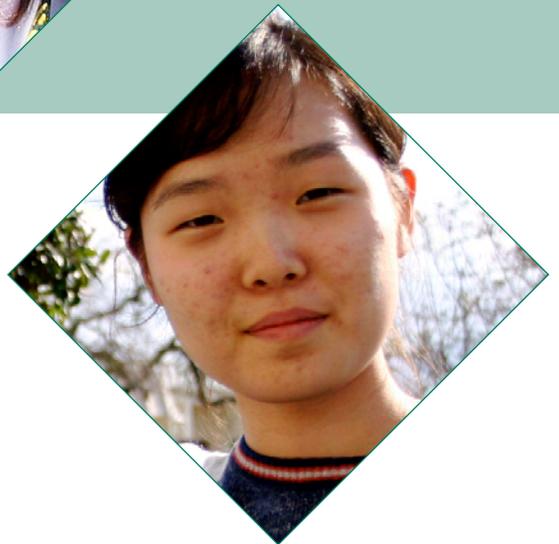
STANDARD III: RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated learning outcomes, and to improve institutional effectiveness.

III.A. HUMAN RESOURCES

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

DESCRIPTIVE SUMMARY

The processes for selection of all categories of personnel are outlined in detail in the District Office of Human Resources Procedures for Hiring as well as the AFT, AFCSME, and CSEA agreements (1, 2).

But as the hiring process is also a subjective one, not all factors are quantifiable. Overall, beyond minimum qualifications and the demonstration of proficiency in desired skills and attributes, candidates who best show that they comprehend and are committed to advancing the stated mission of the College are the strongest candidates for hire.

All job announcements for fulltime positions at Cañada College are described in detail and follow a consistent format throughout the District. Job announcements are developed by the approved screening committee and reviewed by District Office personnel to include District information. All announcements accurately describe minimum qualifications, responsibilities, desirable qualifications, and authority. Criteria for faculty positions include, among others, required degree preparation, knowledge of the subject area, and an understanding of the mission of the College. The screening committees for faculty normally are comprised of one academic dean and four faculty members, one of which must have discipline expertise. Announcements for administrator and classified employee positions also describe qualifications, knowledge required, and experience. Committees consist of the hiring manager or designee and two or more members of the College community who have some understanding of the position. Required degrees must always have been granted by an accredited institution. Foreign degrees must be professionally evaluated and equivalent to the appropriate degree from an American institution. For all fulltime employees, the procedures are rigorous and uniform. Job opportunities are advertised through the Office of Human Resources, in various periodicals, websites, intra-college and District postings, and by word-of-mouth in the community. Hiring categories at Cañada College consist of administration, faculty, and classified employees.

Self-Evaluation

The College follows a rigorous, well defined process for recruiting, screening, and hiring all categories of personnel. In making personnel selections, the mission of the College is always considered, and employees are selected based on the degree to which they exhibit the qualities that will allow them to be productive members of the College community.

Planning Agenda

None at this time.

III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

DESCRIPTIVE SUMMARY

All personnel are evaluated on a regular basis. Classified employees and administrators are evaluated every year using processes developed by the Office of Human Resources (3). The faculty evaluation process is part of the AFT contract with the SMCCCD (4).

The objectives of the evaluation of the faculty are to improve instruction and other educational services and to evaluate individual performance as a basis for judgments regarding retention or nonretention. Faculty members are also evaluated on student relations and professional responsibilities. A rigorous tenure review process is in place for newly hired fulltime faculty that extends for four years. Once a faculty member achieves tenure, evaluations occur every three years.

The agreement between the SMCCCD Board of Trustees and the AFT clearly outlines the tenure review process. The tenure review committees are division-based, have four members including the Division Dean, and elect their own chair. Students participate in the evaluation process by completing the District Questionnaire. Faculty members are required to submit a Faculty Portfolio, which minimally includes current course syllabi, sample class materials, sample examinations, sample quizzes, if used, and an explanation of grading procedures. There is also a timeline for the committee to follow for the evaluation of tenure track faculty members.

All tenured faculty members are evaluated at least once every three years. The type of evaluation will alternate between Standard and Comprehensive. The AFT contract outlines the criteria for both Standard and Comprehensive evaluation processes. Each division will use a lottery method wherein all fulltime faculty member names are put into a container and drawn out to determine who receives which type of evaluation when they are next evaluated. The evaluation process includes administrative, peer, and student evaluations. The regular non-classroom faculty members are also evaluated and there are specific criteria outlined in the AFT contract.

Adjunct faculty are evaluated with the same evaluation tools as fulltime faculty. They are evaluated in the first semester of service and thereafter at least once every six regular semesters. In accordance with District policy, the evaluation will be completed by the end of the semester in which it is begun.

All supervisory, confidential, professional, and classified employees are evaluated on a yearly basis. Evaluation tools are in place for evaluating all personnel at each College in the District (5). All evaluations are completed by the supervisor of the employee. The evaluation process

is intended to be a dialog between the supervisor and the employee to facilitate competence and professional growth in the employee. Performance goals are set each year.

In each evaluation cycle, the performance goals that were set for the previous year need to be evaluated and new performance goals are created for the following year. Poor work performance or behavioral concerns are addressed through corrective disciplinary action.

SELF-EVALUATION

The goal of evaluation is to ensure that all personnel—faculty, classified, and administrative—are performing at acceptable levels, have opportunities to improve their performance, and are completely aware of shortcomings, if they exist.

The connection between personnel evaluations and institutional effectiveness and improvement is that employees should be taking advantage of professional development activities to stay abreast of their field and become more efficient, productive, and able to perform effectively with a high morale. It is imperative that supervisors acknowledge hard working, efficient employees and reward them for their hard work and dedication in getting the job done in an efficient manner.

Classified and administrative employees are evaluated based on criteria classified into ten categories and five possible rating choices: Outstanding, Superior, Fully Successful, Needs Some Improvement, and Unsatisfactory. The procedure sheet clearly outlines that the:

> ... performance review should be a constructive way to highlight the employee's strengths and weaknesses. It should be used to help an employee develop better skills and abilities in his or her job and alert managers to where training or skill development may be needed. A performance evaluation should not be used as discipline or in a punitive way. Poor work performance or behavioral concerns should be addressed through corrective disciplinary action. (6)

If faculty performance is found to be unsatisfactory, guidelines specified in the appendix titled "Evaluation Process—Follow Up Comprehensive Evaluation" from the agreement between the SMCCCD Board of Trustees and AFT Local 1493 are put into motion (7). For classified employees not performing a rating of satisfactory, then the guidelines under the CSEA contract are followed (8).

PLANNING AGENDA
None at this time.

III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

DESCRIPTIVE SUMMARY

The College does not use progress toward Student Learning Outcomes as a component of faculty, staff, or administration evaluation.

SELF-EVALUATION

The evaluation of faculty is guided by the negotiated contract between the District and AFT. The inclusion of criteria regarding progress toward Student Learning Outcomes has not been addressed. However, the College is making progress toward using Student Learning Outcomes to improve the quality of teaching and learning. As discussed in Standard II, faculty members are engaged in discussions at multiple levels regarding SLOs. The Curriculum Committee is the Academic Senate committee that has taken on the responsibility for developing institutional SLOs. All courses that are submitted to the Curriculum Committee are required to identify SLOs and many have included assessment tools to accompany the SLOs. Departments are engaged in conversations regarding SLOs, and some have articulated the departmental SLOs (9).

PLANNING AGENDA

· Facilitate campus-wide teaching and learning dialog regarding Student Learning Outcomes.

III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

DESCRIPTIVE SUMMARY

The SMCCCD does not have as part of its Rules and Regulations a statement regarding professional ethics. Until recently, there was no formal code of ethics adopted for employees of the College. During the 2006-07 academic year, the Administrative Council adopted the ACCCA (Association of California Community College Administrators) Code of Ethics as a statement they would embrace (10). The Academic Senate is currently reviewing the AAUP (American Association of University Professors) Code of Ethics, and will adopt it by the end of the academic year.

SELF-EVALUATION

Both the Administration and the Academic Senate have recognized the need to adopt a code of ethics. In the absence of a formal policy at the District level, each group has made progress in identifying and adopting a formal code. It seems important for the District to adopt such a policy.

PLANNING AGENDA

· District will adopt a code of ethics for all personnel.

III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

DESCRIPTIVE SUMMARY

The number of fulltime faculty at the College is below optimal levels. Qualified adjunct faculty have been able to maintain the viability of multiple departments with no fulltime faculty, but the institution could greatly benefit by hiring more fulltime faculty. The ratio of fulltime to adjunct faculty is of particular concern for Cañada College. While the ratios are at acceptable levels for the District as a whole, the fulltime to adjunct ratio at Cañada is substantially below acceptable standards.

During the 2003-04 academic year, the College went through a managed hiring process, eliminating several classified positions and leading to a significant reduction of classified employees. At the same time, the class schedule was cut back to accommodate the loss in funding resulting in significant reduction in the number of adjunct faculty. The College has reinstated some of the positions that were lost during the budget crisis and thus increased the number of classified staff during the last three years. The current numbers of faculty, adjunct faculty, classified employees, and administrators are as follows (11):

Employees	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Fulltime Faculty	75	76	79	70	64	64
Adjunct Faculty	85	106	96	92	96	99
Classified	53	52	56	45	49	58
Administrators **	4	6	5	6	9	9

** This figure takes into consideration one administrator who is counted that is no longer at Cañada College based on an agreement with the District.

SELF-EVALUATION

The College struggles to provide the level of service to students and the community that it would like due to the limited number of fulltime employees—administrative, faculty, and classified. When fulltime faculty positions become vacant, high priority is placed on filling them. The College uses a well defined faculty hiring process to determine which faculty positions are most important at that moment in time.

Various classified employees are cross-trained for different positions and are able to work to support a variety of programs and services. Each division and department has an opportunity throughout the academic year to revisit any classified positions that are vacated in order for the division and or department to function in an efficient manner. When the College identifies new classified positions required to support its operations, justifications can be presented by the appropriate manager to the Planning and Budget Committee. The Committee will review the budget to determine if the funding is available to support a new position. The faculty hiring process occurs once each academic year, but has been revisited in the middle of the year when an unexpected change in the number of faculty positions occurs.

The qualifications for all employees are guaranteed based on the comprehensive hiring process followed in identifying new employees.

PLANNING AGENDA

· Review the ratio of fulltime to adjunct faculty members at Cañada College and bring this ratio to a level determined appropriate by the College.

III.A.3. The institution develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

DESCRIPTIVE SUMMARY

The Selection Procedures used by the College are kept current by the Human Resources Department at the District Office. These procedures ensure equitable treatment of all staff in the employment process. Job descriptions are drafted using required details, including clear statements regarding required and desirable qualifications. A general principle in the selections procedures is that, "Hiring decisions shall comply

with federal, state, and local laws, and the District commitment to equal opportunity, fairness, inclusion, respect of all candidates, and objectivity throughout the selection process." (12)

SELF-EVALUATION

All policies are available to the public for download on the District website under Downloads and Human Resources (13). These policies include a complete list of health benefits, salary schedules, evaluation procedures, and employment procedures for all faculty, administrators, and classified staff.

The District Employment Policies are designed to ensure the fair and equal treatment of all persons either employed by or applying for employment in the District. In these policies, the District identifies itself as an equal opportunity employer and expresses its commitment to honor and reflect the diversity of its community in all employment practices. District opportunities and programs are open to everyone, and offensive or abusive behavior toward anyone based on their ethnicity, nationality, religious affiliation, age, sex, sexual orientation, or level of mental and physical ability will not be tolerated. The District provides opportunities for and accommodates persons with disabilities in accordance with the Americans with Disabilities Act of 1990. These policies are monitored and enforced by the District Human Resources Department for purposes concerning the recruitment of new employees, and by the appropriate administrators for purposes concerning established employees.

The District Human Resources Department has posted detailed step-by-step procedures for the recruitment and hiring of new employees. The Human Resources Department keeps an extensive list of websites on which to post new job announcements so as to reach as broad and diverse a base of potential employees as possible. In order to ensure that the diverse populations of the District's varied communities are properly represented by its employees, the District Human Resources Department keeps track of the demographic breakdown of employees of the SMCCCD.

PLANNING AGENDA

None at this time.

III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

DESCRIPTIVE SUMMARY

All personnel records are kept at the District Office in a secure location and only Human Resources personnel have keys to unlock the cabinets. All employees have access to their personnel record under Rules and Regulations, 2.12.1.b (14). Employees are encouraged to send the Human Resources personnel paperwork upon completion of additional training or supplemental work to keep the employees' files up to date.

SELF-EVALUATION

The District Human Resources Department houses all regular, student assistant, and short-term employees' files in a secure location. All personnel files are stored in locked cabinets and are only opened by Human Resources personnel. The District Payroll Department houses all adjunct faculty payroll and new hire packets in a secure location at the District Office. The College Payroll Office houses all adjunct faculty personnel files.

PLANNING AGENDA

None at this time.

III.A.4. *The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.*

DESCRIPTIVE SUMMARY

Cañada College demonstrates its commitment to high standards of equity and diversity at every organizational level. This commitment is described in the College mission statement (15) and is most completely documented in the Student Equity Plan, which was updated and submitted to the Chancellor of California Community Colleges in April 2006 (16, 17). This update was part of the District commitment to the "tasks and timeframes outlined in the [State] Equity and Diversity Task Force" (18). The Student Equity Plan is posted on the College webpage.

The Museum of Tolerance is a leading provider of transformational workplace learning and leadership development. Set in experiential state-of-the-art training facilities, programs bridge personal, local, and global issues, challenging participants to redefine professional roles in an increasingly complex and changing world.

Cañada's participation in the Museum of Tolerance training program is a keystone of its institutional commitment to faculty and staff training connected to issues surrounding diversity, cultural sensitivity, equity, and tolerance. As part of the program, Cañada sends two groups of five

employees each year to a two-day Tools for Tolerance for Professionals training at the Museum of Tolerance in Los Angeles, one group in the spring and one group in the fall.

Recognized as a promising practice by the Presidential "One America" Initiative on Race, the acclaimed Tools for Tolerance® for Professionals program has trained over 35,000 educators, over 45,000 law enforcement personnel and criminal justice professionals, plus thousands of others including municipal employees, foundation board members, and corporate executives, since 1996. Each group participated in customized programs designed to address their unique professional concerns and challenges.

Self-Evaluation

To date, Cañada has sent 13 groups of staff and faculty to the Museum of Tolerance. In addition, the College maintains a presence on the District Equal Employment Opportunity Advisory Committee with faculty and staff representatives. The mission of this committee is to "advise the Chancellor on every aspect of valuing diversity insofar as it will affect hiring, retention and respectful treatment of every employee and student within [the] college community" (19). Participation in the EEOAC provides feedback to the local campus on District issues and policies and allows input into the District policies on equal employment opportunity.

Planning Agenda

· Reactivate the EEOAC committee at the College and District level.

III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary

Hiring policies and practices at Cañada are consistent with the SMCCCD Equal Employment Opportunity Policy. (20) This policy mandates a commitment to "equal employment opportunity and full recognition of the diversity of cultures, ethnicities, language groups and abilities that are represented in its surrounding communities and student body." It provides for equal access to all programs and activities for people of any "ethnic group, identification, national origin, religion, age gender, sexual orientation, race, color or physical or mental ability."

SELF-EVALUATION

Cañada has participated in the Museum of Tolerance (MOT) training program in Los Angeles by sending 60 faculty, staff, and administrators over the past six years. The alumni of the MOT training meet after the sessions and also share information and ideas with other faculty and staff. MOT alumni are encouraged to participate in hiring committees.

Academic freedom is guaranteed in the District document "Study of Controversial Issues." The document establishes criteria in selecting issues for study and asserts faculty and student rights to discuss these issues. The criteria are:

- The issue should contribute to the prescribed course of study and the general education program of the Colleges;

- The issue should be of sufficient interest to encourage participation by the students;

- The issue should provide opportunity for critical thinking, tolerance, and understanding of conflicting points of view;

- The issue should be one about which sufficient information is available to allow for discussion and evaluation on a factual and reasonable basis.

Resources for Professional Development for faculty and staff are outlined on the Cañada webpage Faculty and Staff Development Resources. Resources for faculty include application materials and guidelines for the Trustees' Fund for Program Improvement and information for faculty applications for short-term and long-term Professional Development proposals. Classified resources include funding for a Staff Development Conferences Workshop and Classified Staff Development tuition reimbursement. The Centers for Teaching and Learning provide instructional support, purchase of programs, hardware and software, web-based services, and instructional tools.

PLANNING AGENDA

None at this time.

III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

DESCRIPTIVE SUMMARY

The SMCCCD is committed to equal employment opportunity and full recognition of the diversity of cultures, ethnicities, language groups, and abilities that are represented in its surrounding communities and stu-

dent body. The District is an equal opportunity employer that shall provide an educational and work environment in which no person is denied access to, or the benefits of, any program or activity of the District on the basis of ethnic group identification, national origin, religion, age, gender, sexual orientation, race, color, or physical or mental ability. This includes District decisions about employment, retention, compensation, promotion, termination and/or other employment status (21).

The District Human Resources Department assesses information on employment equity and diversity for all District personnel on an annual basis.

SELF-EVALUATION

As of July 1, 2006, 51% of Cañada College personnel is made up of persons of diverse non-white backgrounds. Ethnic diversity has increased by 1% since 2000. Cañada College is a Hispanic Serving Institution; 43% of its student population is Hispanic. As of July 1, 2006, 23% of personnel are Hispanic compared with 21% in July 2000.

2000	2000	2006	2006	2000	2006
Females	Males	Females	Males	Diversity	Diversity
33	77	53	97	50%	51%

PLANNING AGENDA

None at this time.

III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

DESCRIPTIVE SUMMARY

The College encourages formal advocacy for faculty, staff, administration, and students. The classified staff is represented by CSEA and Classified Senate; the facilities staff is represented by AFCSME; faculty are represented by AFT Local 1493, American Federation of State, County, and Municipal Employees, and Academic Senate; and students are represented by the Associated Students of Cañada College.

The practice of shared governance also provides a high level of respect for the opinions and ideas of faculty, staff, administration, and students in making policy and in the implementation of policy on campus.

SELF-EVALUATION

District policies for the treatment of administrators, faculty, and staff are presented on the District Rules and Regulations webpage. Examples of relevant sections include:

- · 2.12, Employee Rights and Protection
- · 2.15, Employer-Employee Relations
- · 2.20, Equal Employment Opportunity
- · 2.25, Policy on Sexual Harassment
- · 2.30, Policy on Political Activity
- · 3.25, Wages, Hours; Other Terms; Conditions of Employment
- · 5.06, Nonrepresented Employees: Conflict Resolution
- · 5.10, Managers: Employment & Reassignment
- · 5.16, Managers: Evaluation
- · 5.26, Academic Supervisors: Evaluation
- · 5.56, Classified Professional/Supervisory: Evaluation
- · 5.66, Confidential Personnel: Evaluation (includes regulations that address evaluation of non represented employees, managers, and academic supervisors to assure integrity in the treatment of administrators).

District policies for the treatment of students are presented in sections 7.00 through 7.75. Policies for student grievances and appeals are included in the College Catalog in the section titled, "Grades and Academic Standing" and are also listed on the webpage under section 7.73, Student Grievances and Appeals (22).

PLANNING AGENDA

None at this time.

III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

DESCRIPTIVE SUMMARY

The institution supports a number of professional development funds.

The Trustees' Fund for Program Improvement is allocated for fulltime faculty, classified staff, administrators, coordinators, certificated supervisors, and parttime faculty. Parttime faculty and classified staff must be cosponsored by a fulltime faculty member (23). The purpose of the Fund is to support faculty members and others to participate in educational activities beyond the normal professional duties and responsibilities. The activities must have specific and applicable outcomes to enrich student learning and improve student services. The goals and objectives of the Program Improvement include:

· Projects that align with the District mission, goals, and directives;

· Efforts in the planning, development, implementation, and evaluation of new courses and programs;

· New development and evaluation of instructional materials which will facilitate the implementation of new methods of instruction exemplified by but not restricted to individualized instruction, computer-related delivery systems, and so forth;

· Projects aimed to improve retention support services for students;

· Research aimed at enhancing student access and success;

· Cooperative staff development efforts at both College and District levels.

A committee is formed to evaluate and select proposals to be funded. The committee is chaired by a faculty member and consists of a faculty member, an administrator, and a College classified staff member. The process and procedures for application for funding, the guidelines for writing proposals, and the criteria for evaluating proposals are in place (24).

Professional Development long-term and short-term funding is allocated for fulltime and parttime faculty members. The funds provide tenured faculty members the opportunity to participate in short-term workshops and/or conferences. It also provides funds for long-term projects such as retraining, conducting research, and/or participating in advanced study. The purpose of the funding is to update, retrain, and extend the expertise of faculty to meet the current and future needs of students. A committee, chaired by a faculty member, evaluates long-term and short-term proposals and makes selections for funding. The committee consists of six members. The process and procedures for application for funding, the guidelines for writing proposals, and the criteria for evaluating proposals are in place. (25)

Extended Professional Development Leave, or Sabbatical Leave, is intended to provide full release from regular duties and enable unit

members to respond to changing educational conditions and to engage in substantive professional growth projects. Extended leaves allow time for advanced formal coursework, independent study, work experience, programs of study and/or research, and other beneficial activities which do not fall under regular faculty responsibilities. Intellectual property created during an extended or a long-term leave is the property of the faculty member unless other specific agreements have been made with the District. Activities of one or more of the following types can be considered for extended leaves of a full semester or academic year, with no special weight given to any one category:

· Retraining of the applicant to allow for a future new assignment in a needed area;

· Study, project, or activity that provides the applicant with opportunities to upgrade skills and knowledge for current or future assignments;

· Study, project, or activity for the improvement of curriculum, educational delivery, student personnel services, or other support services;

· Study, project, or activity for development or revision of certificate or degree program;

· Study, project, or activity related to feasibility or revision of new or existing programs.

Selection process for Extended Leave/Sabbatical is governed by the potential for enhanced future service to the District and students, relative merits of application, and seniority. The selection committee is the same committee formed for the Professional Development long-term and short-term funding.

AB1725 Staff Development funding was created to encourage and provide support to faculty and classified staff to pursue educational and professional development. The funding source for AB1725 has expired; however, there are still limited funds available for the classified employees.

Classified Staff Development Program is designated for classified personnel. The program provides funding for classified staff to further their education and attend workshops, seminars, and/or conferences. Since each staff member is allocated an allowable amount per year, the staff can apply for the AB1725 funds. In addition, staff can apply for funds through the Trustees' Fund for Program Improvement with fulltime faculty member sponsorship.

Management Development funding is designated for administrative personnel to attend conferences and to enhance their professional skills.

The District Centers for Teaching and Learning provide the opportunity for faculty, staff, and administrators to continually update their knowledge and competency in all areas of technology. Through campus-based Centers, District employees are provided with access to current hardware and software as well as the assistance of the CTL staff (26). The Centers' goals include:

- Training staff to use ever-changing technological tools to keep up with the demands of their jobs;

- Supporting staff use of SMCCCD web services, new VoIPphones, and a selection of applications;

- Finding cost effective ways to help staff put instructional material and student services online.

They have provided professional growth and development of faculty, staff, and administrators through seminars, forums, and workshops based on employee needs. New equipment, such as faculty laptops, have led to staff to seeking assistance in the CTL. Staff work habits often favor drop-in, one-on-one assistance over scheduled workshops (27).

Self-Evaluation

The 2006 Employee Accreditation Survey yielded a mean score of 3.57 for the statement "the College provides sufficient opportunities for continued professional staff development" (28).

During spring 2007, the Vice President of Instruction and the Academic Senate Governing Council agreed to give release time to a faculty member to become the Faculty and Staff Development Coordinator for the College. The Coordinator will work to develop and implement a series of professional development activities for faculty and staff and work closely with employees to gather input for developing such activities.

Professional development opportunities relate to teaching and learning needs directly, providing opportunities for all personnel to train, gain new knowledge, and upgrade skills and ensure the use of current technology and current teaching and learning scholarship. They enable staff to develop and implement new programs and participate in and conduct research to apply innovative approaches for successful student learning. A sampling of activities includes attendance at an International Career Development Conference, CAPED Conference, Frontiers In Education Conference, CATESOL, CMC3, 2007 Teaching Institute, California Association of Medical Assisting Instructors Seminar, Professional Association of Custom Clothing for Educators Conference, American Chemical Society National Conference, Engineering Liaison Council,

22nd Annual Tax Seminar, Tech Prep and Career Pathway Conference, Balance and Mobility Conference, and a PALMA Conference.

In 2002, a delegation of Cañada College administrators, faculty members, and classified staff visited Santa Ana College, whose student population, with a high percentage of minority students, is similar to Cañada's. A Title V Hispanic Serving Institute grant funded this activity. The participants were divided into groups, and each was assigned a different subject area to observe. In addition to classroom observation, groups interviewed students, faculty, and administrators. Following the visit, the group met several times to discuss and evaluate insight gathered to consider how the College could enhance student retention and success. The Freshman College Success Program, a learning community which helps retain incoming students and provides a safe environment for learning through an alternative way of teaching and learning, grew out of these deliberations.

The data show that the Freshman College Success Program, with English 836 and Math 110 courses linked in a learning community, is a success. Freshman students enrolled in linked English 836 have a retention rate 20.9% higher than those enrolled in the non-linked equivalent; similarly, the linked Math 110 showed a rate 22.1% higher than its correlative. In addition, the GPA of the students in the linked classes was higher.

Planning Agenda

· Develop additional support for workshops, seminars, and guest speakers;

· Collect data for the website and develop methodologies for evaluating data.

III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary

A variety of professional development opportunities are available for faculty, staff, and administration. The Professional Development, Trustees' Fund, and President's Fund for Innovation committees meet throughout the academic year to evaluate proposals submitted for funding. All recipients of Professional Development funding for short-term projects are required to complete a project report that answers five specific questions (29). For long-term projects, all recipients are required to provide

in a report of three to five pages a description of the completed project with six items addressed. At the end of every Center for Teaching Learning workshop or presentation offered on campus to faculty, staff, and administration, participants are asked to complete evaluations; responses are analyzed and used to improve courses for the future. Funding has been used, for example, to develop and offer new courses, revamp current courses, and develop a website for all students to use.

Classified Staff Development proposals must meet the criteria set by the Classified Staff Development Committee District-wide (30). Through staff development opportunities, the College hopes to create a positive climate of open communication, mutual respect, and appreciation of the advantages of a diverse community. There is no final written report required for this funding.

Management Development funding is requested by the individual manager and then approved by the Vice President and then the President. There is no final written report required for this funding.

SELF-EVALUATION

With the new appointment of a Coordinator of Faculty and Staff Development, there will be opportunities to seek additional support at the District level for funding for the expanded conference and workshop development requests. Also, the coordinator will be able to coordinate evaluations and make recommendations for improvements on the professional development programs offered through the College.

All proposals submitted are reviewed and voted upon by the committee members. After the Professional Development project has been completed, the participants have an opportunity to disseminate information at department and division meetings. Over the past year, there has been an increase in applications for the Professional Development and Trustees Fund dollars and it is critical to have enough funding to support Professional Development activities on campus. It is critical also to have funding allocated to travel, hotel, and food expenses that tie directly to the Professional Development conferences and or workshops.

PLANNING AGENDA

· Identify funding to support travel, hotel, and food expenses that tie directly to professional development requests for conferences and workshops.

III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

DESCRIPTIVE SUMMARY

Cañada regularly assesses its human resources needs and that assessment is integrated with institutional planning. All levels of management continually review staffing levels and changing needs of programs. Needs are identified, in part, through Program Review, faculty hiring discussions, and divisional requests. Faculty positions are requested once a year. Administrative and classified positions are requested when a vacancy occurs or a strongly identified need arises. Specific procedures are in place that must be followed to receive funding for new positions. All requests for new positions are reviewed to assure there is some correlation with the College's mission and goals. Once the positions are approved by the Vice President they are considered by the Planning and Budget Committee, whose recommendations are forwarded to the College Council, which then makes a recommendation to the President.

SELF-EVALUATION

The College evaluates personnel needs on an ongoing basis. However, when there is a budgetary constraint, as in 2003-04, the normal hiring process must be adjusted. During that year, summer school was cancelled and several classified positions were eliminated. Those employees were allowed to apply in other departments in the District. In addition, the schedule of classes was reduced resulting in reductions to the number of adjunct faculty positions during that year. Since that time, with better budgets, there have been new hires and there has been a better distribution of work loads.

There is a need to hire additional fulltime faculty in specific departments which are growing or in which there are currently no fulltime faculty members. The College Council recommended adding seven new faculty positions and five new classified positions for 2007-08.

PLANNING AGENDA
· None at this time.

III.B. PHYSICAL RESOURCES

III.B. Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

DESCRIPTIVE SUMMARY

The facilities of the San Mateo County Community College District (SMCCCD), including those at Cañada College, are maintained following a stringent preventive maintenance program and monitored using a computerized maintenance management system. Preventive maintenance activities are systems-focused: daily, weekly, monthly, quarterly, semi-annual, and annual preventive maintenance tasks are associated with mechanical systems, electrical and illumination systems, fire and life safety systems, roofing and building envelope systems, elevators/dumbwaiters, interior wall/floor/ceiling systems, plumbing systems, and so forth. The program ensures that District facilities are operating as required to support the programs and services of the Colleges.

By ensuring cleanliness, custodial services provide perhaps the most visible outcome of facilities maintenance activities. In addition to making daily informal observations Custodial Supervisors conduct formal monthly inspections of every facility to determine if they need to attend to staffing issues, if the custodians have been provided adequate resources, or if end-users are causing unreasonable wear and tear.

Beginning in 2003-04 and continuing through 2005-06, Program Reviews of maintenance services were conducted. The Custodial Program Review, Grounds Program Review, and Engineering Program Review have provided insight into College staffing levels relative to industry benchmarks. With the identification of relative staffing levels, custodial service levels have been qualified, quantified, and published on the Facilities website (31). Custodial Program Review findings are available on the Facilities website and have been presented to the College administration and managers, Associated Students, District management staff, the Board of Trustees, the AFSCME bargaining unit leadership, and Facilities Department employees (32, 33, 34). As a result, there is a basis for rich and effective dialogue between those providing and receiving services, and consequently services are tailored based on College feedback and direction.

District comprehensive facilities planning activities ensure that physical resources are planned and constructed for effective utilization. The

comprehensive planning efforts begin at the Facilities Master Planning stage, when campus-wide goals and initiatives are identified. Once any individual project is launched, the project architects, engineers, managers, and facilities planners meet early and often with end-users to identify the programmatic requirements of the project, develop schematic designs, and ultimately progress to the construction documents phase that allows the project to be put out to bid in order for a contract to be awarded. End-user participation scales back during the construction phase, but then increases when furniture and equipment requirements are identified and procured.

The Capital Construction Program enabled significant facilities upgrades and replacements. General Obligation Bond Measure C of 2001 provided $207 million, the majority of funding. Other funding sources—including State Chancellor's Office Capital Outlay Program funds ($51 million), State Chancellor's Office Scheduled Maintenance and Special Repairs Program funds ($3 million), State Chancellor's Office Hazardous Substances Program funds ($1 million), Certificates of Participation ($30 million), grants and donations ($1 million), and other minor sources— have provided a total of $300 million for the first phase of the Capital Construction Program. General Obligation Bond Measure A of 2005 ($468 million), along with anticipated State Capital Outlay funds ($30 million), will provide the bulk of funding for the second phase (35).

The following projects at Cañada College that have been completed or are in progress demonstrate District commitment to upgrading and replacing facilities that are aged and no longer support College programs and services adequately:

- · New Construction of Library and Student Resource Center (Building 9)
- · New Construction of Building 22
- · Building 3 Renovation Phase 1: Main and Flex Theaters
- · Building 3 Renovation Phase 2: Fine Arts Classrooms
- · Buildings 3, 8, 13 Office Renovations
- · Building 13 Classroom Renovations
- · Modernization of Science and Engineering Buildings 16, 17, 18
- · Campuswide Classroom Technology Upgrades
- · Hardscape and Landscape Upgrades at Southern Quadrangle and Building 22
- · Campuswide Accessibility Upgrades

· Energy Efficiency and Utility Infrastructure Upgrades

· Campuswide Fire Alarm System Upgrade

· Central Quadrangle Renovation

· Bookstore Renovation

· New Digital Environmental Controls System

· Parking Lot Asphalt Repairs

· Athletics Facilities Upgrades.

Self-Evaluation

The District preventive maintenance program, custodial inspections, and Custodial and Grounds Program Review demonstrate District commitment to maintaining the physical resources of the College at a level of quality that supports programs and services. On the 2006 Employee Accreditation Survey, 58% moderately to strongly agreed that campus facilities (classrooms, offices, and washrooms) adequately met their needs (36). However, the survey identified some concern over the level of cleanliness and maintenance of these facilities; only 29% completely agreed and 37% agreed that classrooms, offices, and washrooms were adequately maintained. Indeed, the District's own 2002-03 Custodial Program Review found that the College's current staffing level is insufficient by almost 50% for maintaining facilities at a level of cleanliness, termed "unkempt neglect," as defined by the Association of Higher Education Facilities Officers (37). Consequently, the District determined the cleanable square footage of the Colleges and, using the current number of staff, it established a SMCCCD service level to which it maintains the appearance of its facilites (38). While current staff are to be commended for their work with limited resources, there remains a significant need for additional funding in order to move closer to an adequate custodial staffing level and improved service.

The effectiveness of District planning procedures for building and upgrading facilities is proven. Consultation with end-users during the planning phase and again near the end of the project ensures that outcomes are consistent with original intentions and will be beneficial and effective in supporting instruction. Of the many renovations that have been completed, the improvements to College classrooms most visibly demonstrate how maintenance and investment in physical resources support programs. Fixed seating has been replaced with user-configurable furniture, facilitating current pedagogical practices. The installation of LCD-projectors, computers, and internet access into the classroom enables faculty to take advantage of current technology. Investments like

these—along with the addition of a new Library and Learning Center, science lab modernizations, new athletic facilities, and custodial, safety, signage, asphalt, and accessibility upgrades—provide the College with the capacity to achieve its mission and goals and show that maintaining the quality of physical resources is a priority for the College and District.

PLANNING AGENDA

· Increase the level of custodial staffing.

III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

DESCRIPTIVE SUMMARY

The College and District have a multitude of mechanisms that ensure the accessibility, safety, security, and healthfulness of learning and working environments. Access for the disabled is a high priority. In 2004, an Americans with Disabilities Act (ADA) consultant was employed to update the District's architectural barriers database, which had not been updated since 1991, and to assist in developing an implementation plan for the removal of all remaining architectural barriers that cause the campuses to be out of compliance with current ADA standards (39).

As part of the Capital Construction Program, newly constructed facilities and existing facilities that are renovated are made compliant with ADA codes. In some instances, ADA codes are purposefully exceeded in order to more fully make the District facilities accessible to the disabled community. The Disabled Students Programs and Services Department is a key in-house resource, providing consultation on priorities, alternatives, and temporary measures to ensure that disabled students, staff, and visitors to the Colleges have access to programs and services, now and in the future. Accessibility improvements to Cañada College include enhancement and new construction of wheelchair ramps and handicapped parking spaces, tiered seating removal in Building 17, and replacement of door knobs in renovated areas.

The College designates a high level of importance to the safety of its facilities. Cañada's Safety Committee meets monthly to facilitate disaster preparedness activities, to review recent accident and injury incidents, to conduct safety inspections, and to promote safety on campus (40). Committee members represent all constituent groups at the College, including faculty, classified staff, students, and administrators. Members of the Committee also participate in the District Safety Committee,

which meets semi-annually. The Safety Committee reviews the progress made by the College Safety Committees, works toward consistency in disaster preparedness, and serves as a forum for networking to promote best practices in campus safety. When accidents or injuries occur as a result of adverse facilities-related conditions, an incident report is prepared and distributed to the College Facilities Manager so that an investigation and remediation can be initiated. Additional activities and procedures that demonstrate the College's commitment to safety include a stringent safety training program for employees at highest risk for industrial accidents, a construction safety program, an annual safety inspection and resolution cycle with the College's property and liability insurance provider, Travelers Insurance, and an annual inspection by both the Woodside Fire Department and the San Mateo County Environmental Health Division.

Because they perform strenuous daily activities, maintenance department personnel tend to have higher industrial injury rates than the instructional and support staff. The Facilities Department's weekly safety training program ensures that custodians, groundskeepers, and maintenance engineers receive refresher training in the areas that most contribute to reductions in industrial injuries and illnesses. A District-level Facilities Safety Task Force, comprised of maintenance personnel representing the different trade classifications, meets quarterly to review routine safety inspection reports and departmental industrial accident trends and to promote best safety practices.

The District's comprehensive Capital Construction Program, whose purview spans from 2002 through 2012, presents unique safety challenges that have highlighted the need for enhanced safety planning. To qualify for a project, contractors must meet stringent criteria, three of which include having a favorable experience modification rating (an insurance industry rating that is an indicator of jobsite safety), an approved Illness and Injury Prevention Plan, and an acceptable safety logistics plan specific to the particular construction project. On construction projects in which the District carries the builder's risk insurance coverage, inspectors are sent out regularly to ensure that best safety practices are adhered to. Finally, construction inspectors hired by the District provide reports that include safety related concerns.

The District works closely with its property and liability insurance provider, Travelers Insurance, to conduct annual reviews of facilities condition risks. Annual physical surveys, conducted by insurance inspectors and followed by deficiency reports, focus the District's remedial efforts on facilities safety conditions that present the highest risk to the safety of students, faculty, staff, and visitors.

Finally, the online Facilities Help Center allows anyone from the College community to submit work requests, including requests for remediation of facilities with unsafe conditions (41). Submitted work requests are triaged and dispatched, and safety related issues are given highest priority.

The District considers the security of its facilities to be of paramount importance. In 2004, a District-wide task force—which included faculty and staff, representatives of the campus security, campus facilities, and information technology departments, administration, and industry experts—studied the condition of College security systems and developed a comprehensive solution involving the introduction of an electronic access controls and monitoring system, the continued use of traditional mechanical locks enhanced by the use of proprietary keys, and improved administrative processes for tracking key issuance and retrieval. The comprehensive solution is being implemented as part of the Capital Construction Program.

The College offers courses at two offsite facilities: the Menlo Park Center and Coastside in Half Moon Bay. The safety and security of these facilities is, by contract, the responsibility of the owners of those sites. In addition, the College offers courses at several local high schools, including Carlmont, Woodside, and Menlo Atherton High Schools and East Palo Alto Academy. Courses are also offered at elementary and middle schools in the community. Safety and security of the school facilities is also the responsibility of the various school districts.

The assurance of healthful working and learning environments is achieved through maintenance activities of existing facilities as well as through the planning, design, and construction of new and renovated facilities. The District Indoor Air Quality (IAQ) management program is comprised of a written training program for Facilities Department staff covering how they directly and indirectly affect IAQ and how to take action responsibly in the event of an IAQ concern, maintenance protocols that are aligned with best indoor air quality practices, and a website to educate visitors about IAQ in general and about how concerns about IAQ are handled (42). The preventive maintenance program ensures that air filters are replaced routinely, that lighting systems remain operational, and that other activities are routinely performed to ensure safe and healthy indoor and outdoor facilities.

Many District facilities design standards are based on criteria aimed to promote more healthful learning and working environments. For example, window treatments have been designed to minimize glare, reducing eye strain while still permitting view of the beautiful campus and surrounding areas outside. Interior lighting upgrades have been imple-

mented that not only reduce energy consumption but also improve the quality of light within buildings. Flooring standards require the use of resilient material that reduce noise from foot traffic as well as the risk of leg strain for faculty. In addition, this product has a factory-applied finish that protects the underlying layers, making maintenance of the floor less expensive and more environmentally friendly; as a result, custodial staff are not subjected to the use of harsh stripping and waxing chemicals used on traditional resilient flooring products. These are just a few examples of effective decisions made during the planning, design, and construction of new and renovated facilities.

SELF-EVALUATION

The District has made significant progress in improving ADA accessibility and assuring compliance with current ADA standards. Significant renovation and new construction projects at the College abound with evidence of ADA compliance. On the 2006 Employee Accreditation Survey, 72% of the respondents moderately to strongly agreed that handicapped access on campus for employees is satisfactory (43).

The College is both proactive and responsive to safety issues. Its policies, training programs, and inspection cycles, aimed to prevent injury, illness, or incident, ensure the safety of employees and students. The Safety Committee recently designated day and evening building captains and assistants who are responsible in case of disaster or emergency. Evacuation plans have been posted online and in buildings (44). In April 2006, a campus-wide disaster drill was conducted and served to highlight opportunities for further planning and training. Additional safety measures recently implemented by the College include improvement of walkways and outside staircases, replacement and modernization of outdoor lighting systems, and fencing and crosswalk improvements from parking lot 3. These efforts have made significant progress in enhancing safety across campus. In fact, the 2006 Employee Accreditation Survey found that the majority of the respondents held a moderate to high level of satisfaction with College efforts in crime and accident prevention (57% responding either "completely agree" or "agree"), disaster preparedness (63% responding either "completely agree" or "agree"), and security officers (73% responding either "completely agree" or "agree"), confirming a general sense of safety on campus (64% responding either "completely agree" or "agree") (45). However, there remains a significant gap between student expectations and satisfaction with campus security. Students expressed concern about the lighting and security of parking lots (46). These concerns are to be addressed in the ongoing Facilities Master Planning process.

The aforementioned activities, processes, and protocols ensure that District physical resources are constructed and maintained to ensure access, safety, security, and a healthful learning and working environment.

Planning Agenda

None at this time.

III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary

Long-term capital planning at the College takes the form of Facilities Master Planning, regular updates of College facilities conditions in the State Chancellor's Office facilities deficiencies database, as well as annual updates of the Five-Year Construction Plan. The District Facilities Master Planning cycles have occurred in 1997, 2001, and 2006. The Facilities Master Planning initiatives always begin with a review of the Educational Master Plans and/or educational strategic plans in place to ensure that physical resources support institutional goals.

In July 2001, the Board of Trustees adopted a Facilities Master Plan that represented the culmination of eight months of work, including a complete physical analysis of the condition of existing facilities, plus an iterative consultation process with College constituent groups. The physical analysis was multi-faceted. It included a facilities audit that identified rough order of magnitude costs to renovate existing facilities based on current use. A comprehensive energy analysis identified energy conservation measures that could be undertaken to improve energy efficiency, reduce operational costs, and improve environmental quality. A review of maintenance and repair activities, including interviews of maintenance staff and end-users, identified areas of particular concern in terms of deferred maintenance. Master planning architects were engaged to lead the District Colleges through a series of meetings that served to identify physical campus planning goals and issues, identify options, ascertain the preferred solution, and decide on an implementation strategy. The resulting 2001 Facilities Master Plan has been the basis of the first phase of the Capital Construction Program (47).

In January 2006, the Board of Trustees commissioned an update of the Facilities Master Plan. Given the passage in November 2005 of the General Obligation Bond Measure A and other changes that have occurred since 2001, an updated Facilities Master Plan is required to inform decision making related to the next phase of planning and construction. The 2006 Facilities Master Plan for the College has been recently completed and was presented to the Board of Trustees (48). This plan incorporates subsequent planning efforts related to annual Five-Year Capital Outlay Plan updates and new opportunities and solutions to unresolved issues or needs that have been identified (49).

In 2003, the District hired a consultant to conduct a physical survey of the three District campuses. The survey information was entered into the State Chancellor's Office facilities deficiencies database. This powerful database allows facilities planners at the District and state levels to create reports on facilities condition indices, plan projects, maintain a space inventory, and track state funding on approved projects. In December 2005, a follow-up survey of the campuses was conducted in order to update the information contained in the facilities deficiencies database.

Every year, the District submits a Five-Year Construction Plan to the State Chancellor's Office for funding consideration in the Capital Outlay Program (50). This plan is developed by the Facilities Planning Department, in consultation with the College and District administration and as approved by the Board of Trustees. Initial project proposals for state funding, final project proposals, and a comprehensive detailing of planned projects (locally or state funded) are listed in priority and sequence in the Five-Year Construction Plan. The plan takes into account an important criterion for campus facilities planning, capacity to load ratios, which is a comparison of the square footage a college has in relation to the square footage the college's enrollment indicates it needs; it is measured for different categories of space including lecture, laboratory, office, library, and audio/visual support spaces.

As the Capital Construction Program provides opportunities to construct campuses whose facilities meet the needs of the Colleges, it is imperative that the cost of operating and maintaining those facilities—the total cost of ownership (TCO)—be considered. The District has several mechanisms through which to ensure that TCO is taken into account. Facilities design standards have been developed to ensure that new and renovated facilities are designed and constructed in accordance with District operational criteria (51). For example, energy efficiency is of paramount importance, particularly in light of escalating energy costs. For new buildings in particular, energy efficiency is a high priority design criterion. Other District facilities' design criteria call for,

among other things, architectural finishes that are functional, pleasing, durable, and maintainable as well as environmentally friendly; furniture that meet standards of comfort, ergonomics, durability, maintainability, and longevity; and the design of new systems (mechanical, electrical, and so forth) with existing campus-wide systems in mind to ensure that maintenance staff have the knowledge, tools, and equipment to operate and maintain them.

SELF-EVALUATION

Long-range capital planning, in the form of Facilities Master Planning, annual updates of the Five-Year Construction Plan, utilization of the information about the condition of facilities contained in the facilities deficiencies database, TCO analyses, and the development of design standards allow for informed decision making that results in the facilities of the District supporting the institutional goals of the Colleges.

Cañada College is currently in the process of implementing many of the recommendations of the 2001 Facilities Master Plan. A new Library, Learning Center, and Student Services building (Building 9) is under construction, and renovation of existing buildings and improvements to campus are ongoing. The University Center has been developed and is offering several key programs to the community. These are evidence that the institution is improving itself by adhering to its long-range planning. The College conducted open meetings with the campus community to identify and prioritize concerns for the development of the 2006 Master Plan.

PLANNING AGENDA

None at this time.

III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as a basis for improvement.

DESCRIPTIVE SUMMARY

Institutional planning precedes and indeed drives physical resource planning. The Facilities Master Planning initiatives undertaken by SMCCCD in 1997, 2001, and 2006 were preceded by a review of the Facilities Master Plan and/or Strategic Plan in place.

Resource planning brings together all areas and levels of the institution to find the best use of physical resources. Development of the Facilities Master Plan is a highly participative and iterative process. College

administration, faculty, and classified staff work with District facilities planners, the Chancellor, and the Board of Trustees to ensure that the College has the proper facilities to support the institution's educational goals. Annual updates of the Five-Year Construction Plan are also inclusive, efforts involving all levels from the end-user groups to the Board of Trustees. Project-level programming and planning, review of design documents, and selection of furniture, fixtures, and equipment is based on input from professional consultants and end-users. District facilities planners meet twice each month with the College President's Cabinet to review and strategize facilities planning issues. These interactions ensure that physical resource planning is integrated with institutional planning.

The Facilities Help Center was launched in fall 2005. It is a web-based service request application that allows customers to place a service request online. Once a request has been initiated the user is able to review status reports showing how close to completion it is. The Help Center is a sub-module of the computerized maintenance management system, which also includes a module for preventive maintenance. Upon completion of a customer-triggered work order, the system automatically sends a short customer satisfaction survey that solicits feedback about both the responder and the timeliness and quality of the work order's resolution. The results of the Help Center customer satisfaction survey are reviewed monthly by the College Facilities Managers (52). The satisfaction level for the current period is compared against previous periods to identify both maintenance staff behaviors that warrant reinforcement and areas for improvement. The Facilities Help Center can be accessed on the internet.

Prior to 2002, the Facilities Department did not have a website. Since the website was launched it has been maintained and updated on a daily basis (53). The site allows the College communities to easily obtain information and to stay abreast of reports related to facilities maintenance and operations and the Capital Construction Program. The site is robust and continues to be reviewed and improved.

The District Capital Construction Program has resulted in the addition of new buildings whose interiors must be cleaned and maintained. The Budget and Finance Committee has developed a resource allocation model with a mechanism that adjusts annual maintenance budgets to reflect the changes in the amount of space that needs to be maintained. This resource allocation model, which keeps fiscal resources in line with physical resources, is scheduled to go into final operation in the fiscal year 2006-07.

Cañada College ensures that its facilities are adequate to meet educational programming needs. This is accomplished through the use of enrollment reports, retention and success data, and information from community high schools, industry, and students. This information is reported in the Comprehensive Program Reviews of each division which are presented to the College community during a Curriculum Committee meeting. Analysis of instructional equipment needs is conducted on an annual basis by the academic departments. Users develop, prioritize, and justify equipment proposals. These requests are evaluated by the Instruction and Student Services Council (ISSC), which consists of all Deans and the Vice Presidents. Evaluative criteria include the impact proposed items will have on education and trends in student enrollment for each division.

With the construction of new buildings at Cañada College comes the release of existing space for alternate programming needs. An FPP proposal was submitted to the state requesting funds for renovation of space in Buildings 5, 6, and 8 that will be vacated when the new Library and Learning Center is ready for occupancy. The College administration identified possible uses that would have a high probability of securing funding. This FPP proposal was approved at the state level, and funding will be available beginning July 2007. Final design of the remodeled space will be a consultative process to specifically determine how the space will be used to support College programs and services.

The establishment of a University Center (UC) at the College is a notable example of how physical resource assessment is integrated with institutional planning. The College recognized that many of its facilities were underutilized during afternoon hours and that access to four-year and graduate programs was limited for the College's under-represented student populations and Silicon Valley technical workers. The UC offers programs that are either in high demand or provide career advancement opportunities (54). The development of UC programs follows a Planning Matrix and Partnership Guide and occurs in consultation with the Planning and Budget Committee and College Council (55, 56). These processes ensure that the programs complement the College, do not have a negative financial impact on the College, and do not conflict with the facilities needs of College programs. For example, agreements specify that UC classes are held primarily in the afternoons and evening so that during the mornings there are sufficient numbers of existing classrooms and labs to meet non-University Center programming needs. Facility programming is a highly consultative process involving the UC Project Director, UC liaisons, the Dean of University Center/Academic Support Services, and the Vice President of Instruction.

The Nursing Program is an exception. Being built on a partnership between San Francisco State University, Sequoia Healthcare District, Sequoia Hospital, and the College, when it needed an additional lab to meet its program needs, it did not follow the typical programming model of UC courses. The Sequoia Healthcare District, through a grant to San Francisco State University, paid for renovation of a lab and office space on site at Cañada College. The lab, which is a state-of-the-art facility, is also available for use by the College's Medical Assisting program.

Self-Evaluation

The College, in cooperation with the District, systematically assesses the effective use of physical resources and uses the results as a basis for improvement. The cooperation between all levels of the institution ensures that the proper equipment, resources, and funding are available for each program. The College community has worked together to find the most effective uses for building improvements and new buildings. Once the plans are put into effect, periodic reviews ensure they are successfully carried out.

The Facilities Help Center website allows all faculty and staff to initiate and follow maintenance and repair work orders and to monitor the impact of the Capital Construction Program on daily activities. The Center also gets feedback from end-users to improve the work of the maintenance staff.

To keep up with new construction the Budget and Finance Committee has developed a resource allocation model that keeps budgets aligned with the amount of space that needs to be maintained.

The Cañada University Center is a model for the state and was one of the first university centers in the nation. It works to provide a framework for pursing partnerships with other institutions. The Planning Matrix and the Partnership Guide are used to outline planning steps in detail and to ensure that UC programs do not conflict with classroom and lab needs of the greater College and that there is not a negative financial impact on the College. Plans for additional programs are shared and discussed with Planning and Budget and the College Council so that the College is aware of and supportive of University Center programs. The presence of the University Center programs on campus has also made grant applications stronger, bringing additional resources to the campus.

Planning Agenda

None at this time.

III.C. TECHNOLOGY RESOURCES

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college–wide communications, research, and operational systems.

DESCRIPTIVE SUMMARY

Technology is integral to the operation of the College and the educational process. Virtually all permanent administrative, faculty, and classified staff members have access to a computer on their desk.

In 2000, when the last accreditation Self-Study took place, Cañada College had a versatile classroom model: two-thirds of the classrooms on campus housed a cart with a TV and VCR, an overhead projector, and a projection screen, and the remainder consisted of computer labs or specialized facilities, such as the band room or art studios. The computer labs were the only rooms on campus with permanently installed LCD projectors for projecting computer images. If this capability was needed in other classrooms, a small number of media carts equipped with a computer and projector were available to be delivered to that room.

During summer 2003 the College began permanently installing more sophisticated media equipment in a number of classrooms. These "smart classrooms" all have ceiling-mounted LCD projectors for computer or video images, a sound system, internet access, and equipment to connect an instructor's laptop computer or the built-in desktop computer. Over the last few years this model has been refined for ease of use, economy, and consistency of design. The ability to display PowerPoint presentations, play DVDs, and access websites, among other capabilities, has been universally praised by both instructors and students. By 2007-08, all regular classrooms and many laboratories on campus will have become smart classrooms.

SELF-EVALUATION

Faculty have embraced the use of technology in teaching and are making excellent use of the resources provided in the classroom. Within the past two years, the College made a commitment to provide laptop computers to faculty for use in their offices and in the classroom, and all fulltime faculty have these laptops now. A bigger challenge has been finding a way to provide laptop computers for adjunct faculty. Each divi-

sion office has at least one laptop computer available for check out to adjunct faculty.

The Centers for Teaching and Learning (CTL) provide faculty, staff, and administrators with the training to implement innovative pedagogical and technological expertise needed to most effectively sustain the SMCCCD's leadership role in higher education, one which utilizes best practices and a student-centered approach to deliver quality instructional content and services to a student population with diverse learning styles and abilities.

Considering the 31 smart classrooms and eight computer labs, Cañada will have high-tech media equipment installed in over 75% of classrooms by the end of this year, which contrasts with the less than 15% just three years ago.

PLANNING AGENDA

None at this time.

III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

DESCRIPTIVE SUMMARY

The District Information Technology Services Department works closely with College personnel in providing technology services, professional support, and hardware and software recommendations to enhance the information technology effectiveness throughout the institution. The Computer Support Technicians are District employees and not individual College employees; however, when additional support is needed for large projects, the supervisor calls in additional technicians from the other two Colleges to assist.

Effective fall 2006, under the Chancellor's direction, the District Instructional Technology Committee (DITC) established goals to expand distance education offerings in the District (57).

The District supports the offering of a combination of hybrid and fully online courses and will continue offering telecourses to meet the changing needs of students. As the demand for distance education further develops, the District envisions explanding online course offerings to include complete programs for certificates and degrees. The District aims to ensure that distance education courses equal or exceed the success of traditional courses and, in so doing, provide the environment and support for faculty and staff to develop and offer the best quality dis-

tance education. The overarching SMCCCD Distance Education Goals are to:

- · Develop a mechanism for enhancing student success in distance education;

- · Develop a process for expanding access to distance education and identify district goals;

- · Select a platform for delivery of distance education;

- · Sustain an environment conducive to teaching and learning online.

The Distance Education Technology Committee has been created to aid in this process and gather resources and information that will benefit all three Colleges.

Self-Evaluation

The District Instructional Technology Committee meets on a monthly basis and all personnel are invited to discuss instructional technology issues, learn about new products on the market, and review best practices.

Planning Agenda

None at this time.

III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary

Each of the three instructional divisions—Business, Workforce, and Athletics, Humanities and Social Sciences, and Science and Technology—offer a variety of quality training in technology related courses to students each semester. The workforce programs all have advisory boards composed of business and industry, student, faculty, and College representatives that meet twice a year to share input on curriculum, technology used in business and industry, and future directions in the field.

Personnel are trained primarily through the Center of Teaching and Learning (CTL). Cañada has a CTL classroom and provides access to all personnel for both individual and group instruction.

The objectives of the SMCCCD Centers for Teaching and Learning are to:

- · Provide District-wide direction for the design, research, development, and implementation of technology;

· Provide faculty with training and support to allow them to effectively use technology to enhance student-centered learning;

· Provide staff and administrators with training and support to effectively complete tasks to enhance business processes;

· Provide central locations for people to exchange ideas and methods of using technology to enhance instruction and business processes;

· Maintain campus-based centers that provide employees with access to current computer hardware and software;

· Strive to maintain SMCCCD as a statewide leader in the development and use of instructional technology.

SELF-EVALUATION

All personnel are encouraged to update their current technology skills through the Center for Teaching and Learning on campus and also by taking a College course offered by the various instructional divisions on campus. Trainings are held regularly in the CTL to update staff skills in using Banner, particularly after an upgrade to Banner has been made.

Counselors encourage students to also take technology courses to enhance their skills. Any student awarded an AA/AS degree or a certificate from Cañada College should possess the skills to use computers to communicate, design, research, and explore so that they are appropriately prepared for transfer or for entry into the workforce. The computer literacy (one unit) requirement provides these foundational computer skills.

The Learning Center provides a positive learning environment that integrates technological resources and learning assistance services to support student learning across the curriculum. The Center provides assistance through the Writing Center, the Math Lab, and the Math, Engineering, and Science Achievement (MESA) program, as well as free peer tutoring. Additionally, the Learning Center has open computer labs with access to the internet.

PLANNING AGENDA

None at this time.

III.C.1.c. The institution systematically plans, acquires maintains and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

DESCRIPTIVE SUMMARY

The District Information Technology Services Department provides support for various services at the Colleges and the District Office.

During fall 2005, the District undertook two major projects to improve the network services at each College. The first was to work with a Siemens network engineer to assist the ITS staff to completely redesign the network architecture to improve performance and reliability in preparation for the installation of the new voice-over-IP telephone system. To implement this redesign, all network equipment was replaced with new Cisco switches and routers. This network equipment has a lifetime warranty from Cisco, and in addition, ITS stocks spare switches to allow immediate replacement of any failed unit.

The second major initiative was to replace the wide-area network (WAN) connections from the District Office to Cañada College and to Skyline College. Previously, the WAN connections only provided 20MB/s of bandwidth to each College, but the new Opt-E-Man connections now provide up to 500MB/s of bandwidth. In addition, the District acquired a silver service level agreement from AT&T to ensure maximum reliability for this network service.

To ensure that faculty, students, and staff have reliable and high-performance access to internet services, the District has installed a dedicated DS-3 (40MB/s) connection to CENIC at each of the three Colleges. As part of the network design, the capability exists to implement a manual failover in the event that one of the DS-3s should fail for an extended period of time.

To maintain network security the Colleges have deployed a multi-tiered approach. Cisco Pix firewalls are installed at each College to provide protection to the network, and the District has a multi-year agreement with McAfee to provide anti-virus protection for all desktops and Windows servers, including the servers supporting Microsoft Exchange 2003 for email services. Also installed are redundant anti-spam servers to control email spam. Each College participates in the Microsoft Campus License Agreement which allows them to install the most current releases of the Windows operating system, Office, and several other products.

Using Measure A Bond funds, a new telephone system was purchased and installed in 2006. The system is a Siemens HiPath 4000 with a node located at each College. More than 2000 voice-over-IP (VoIP) telephones were installed and the system provides the following functionality:

· Tight integration with Microsoft Exchange 2003 and Active Directory provide unified messaging, i.e. managing voicemail, email, and fax messages from either the telephone or from Outlook;

· Survivability modules have been installed to continue to provide telephone services when one or more components in the system might fail;

· Fax server capabilities are built into system to provide fax capabilities from individual PCs;

· Each wiring closet that supports VoIP telephones is equipped with an uninterruptible power supply to provide 4 hours of runtime for the telephones in the event of a power outage;

· Enhanced E911 services for the safety and security of faculty, staff, and students have been completed and is in production.

ITS has in place a comprehensive backup strategy to ensure that all server-based data is recoverable. The backups are picked by up by an offsite storage company on a weekly basis. The backups include:

· SunGard Banner databases (student, financial, human resources, financial aid)

· Xtender document imaging system

· MS Exchange

· Web servers

· Ad Astra scheduling system

· SARS Grid and Call.

However, faculty and staff are responsible for backing up their own data on their desktop systems. ITS is currently evaluating alternatives to provide network storage to make the backup process for staff faster and easier.

To improve reliability of those services that are hosted by ITS from the Computer Center, the District issued an RFP for the generator, which was awarded, and the installation has begun to provide electrical power for at least 36 hours. It is anticipated that the unit will be functional by summer 2007. The District provides and supports the maintenance of network infrastructures, as illustrated by the Facilities Master Plan (58).

To provide more widespread and easy access to internet services, ITS has deployed Cisco wireless access points in most high-traffic areas on all three campuses.

SELF-EVALUATION

Since the passage of District Bond Measure C in fall 2001, the College and the District have worked closely on making virtually all instruc-

tional classrooms on campus "smart classrooms." The smart classrooms support teaching methods and updated curriculum by including audio/visual equipment, wireless hubs, and state-of-the-art equipment. Faculty have laptop computers that can be used in their offices or in the classroom to take advantage of the renovated facilities.

For any additional items needed in the classroom, faculty need to submit instructional equipment requests to the Division Dean; all proposed items are then brought to a division meeting for discussion and action. Once the division approves the items on one master list, the list is submitted to the Vice President of Instruction and then discussion takes place at the Instructional and Student Services Council (ISSC). At this time, all items submitted for instructional equipment dollars are discussed and voted upon depending upon funding allocation.

With the infusion of significant technological equipment in classrooms and in faculty and staff offices, the College recognizes the need to develop a funding model that will anticipate and support the renewal of the technological resources necessary to continue providing instruction in the most appropriate manner possible. Bond dollars have provided much of the infrastructure in the classrooms and that source of funding will not be available to replace out-of-date equipment in the future. The College has been working with the District Office to address this issue. The District identifies the resources to update and/or maintain the infrastructure, but the College has the responsibility for maintaining computers, projectors, and printers.

PLANNING AGENDA

· Develop a funding plan to maintain currency of appropriate instructional equipment in classrooms.

III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

DESCRIPTIVE SUMMARY

The institution's technology resources are generated through budget planning and technology needs. Technology resources are well distributed throughout the College to serve the development, maintenance, and enhancement of its programs and services. A variety of technological enhancements have taken place in both the instructional and student services areas over the past six years since the passage of Bond Measures C and A in fall 2001 and 2005 including:

· The addition of the smart classrooms, which include data projectors, wireless laptop capabilities throughout the main campus, and document cameras in specific workforce areas;

· Maintenance of a spreadsheet that documents the age of computers and printers in offices and classrooms to keep instructional classrooms and faculty and staff offices up-to-date;

· Upgrades of software used by all District personnel;

· Upgrades to WebSMART, SARS Grid, and SARS Call software for student use;

· Upgrades to Banner and WebSMART for all personnel.

Numerous computer facilities for using current technology—in classrooms, laboratories, and the Learning Center—are available on campus for faculty, staff, and students. The Center for Teaching and Learning is also available to all faculty and staff. College faculty and staff are working collectively with the District to develop a process and select a courseware program to develop additional distance education courses.

The ITS Department provides support for faculty, staff, and lab computers. The following specifications include the minimum requirements for ongoing support by ITS technicians:

· Current Windows minimum supported system:
  · Dell Optiplex GX240 (1Ghz CPU or faster)
  · Windows XP—Service Pack 2
  · 512 MB memory (RAM)
  · 20 GB hard drive with at least 3 GB free space
  · DVD-Rom drive
  · built-in Ethernet
  · 17" monitor or larger
  · keyboard
  · mouse
· Current Macintosh minimum supported system:
  · laptops: iBook or PowerBook G3
  · desktops: eMac, iMac or Power Mac G4, 700MHz or faster
  · Macintosh Operating System OS X
  · 512 MB memory (RAM) or higher
  · 20 GB hard drive or higher with at least 3 GB free space
  · DVD-Rom drive
  · built-in Ethernet.

· 15" monitor or larger (17in for G4 and later)

· keyboard

· mouse.

While computers of lower specifications are available, they are not recommended or supported by ITS.

Self-Evaluation

Cañada College is committed to providing fulltime faculty and staff members with computers. Fulltime faculty members have either a laptop or a desktop and a large percentage of parttime faculty members have personal laptops. At present, there are sufficient numbers of computers to support instructional programs and student services needs. Within the past five years, all classrooms have been equipped with appropriate technology to support current pedagogy.

On the 2006 Noel-Levitz Student Satisfaction Survey, students positively identified the computer labs on campus as adequate and accessible (59).

Planning Agenda

None at this time.

III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary

The District Technology plan is part of the 2006 District Facilities Master Plan (60). Through the shared governance approach, the planning process was highly participatory. Administration, College Council, faculty, staff, and students attended presentations on analysis and concepts prior to the all-College forums. Goals for students related to technology that came out of this process centered on the educational and social experience on campus; for faculty and staff, goals were associated with a quality educational environment and quality equipment.

Technology planning is integrated with institutional planning as the ITS Department works closely with specific Cañada College personnel to assess the effective use of current technology resources and recommends technology changes to enhance instruction. Also, as Student Learning Outcomes are created for each course and program and the institution as a whole, there will be an assessment of future technology needs.

SELF-EVALUATION

Faculty members list any equipment, technology, and materials needed for the coming year during department Program Review.

The institution prioritizes needs when making decisions about technology purchases by using the shared governance process at the College. This method has worked well. Prioritized requests from the departments move to the division, Deans, Vice Presidents, the Planning and Budget Committee, College Council, and finally the President, with a list of recommendations. A District-wide four-year technology replacement cycle proposed. See the minutes of the all-College meetings concerning the Facilities Master Plan.

PLANNING AGENDA

· Develop a technology plan that integrates technology and institutional planning.

III.D. FINANCIAL RESOURCES

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short–term and long–term financial solvency. Financial resources planning are integrated with institution planning.

III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.

III.D.1.a. Financial planning is integrated with and supports all institutional planning.

DESCRIPTIVE SUMMARY

The College has a budget, including benefits, of $14,811,295 in unrestricted general funds and $4,171,892 in restricted funds as of July 1, 2006 (61). Services provided to the College via District-wide central services—including but not limited to Facility Services, Information Technology Support Services, Purchasing, Payroll, accounting, banking, insurance, and Human Resources—are not included in the individual College budget. This centralization of services is a change since the last accreditation cycle.

An annual assessment of financial resources begins at the District. The District Committee on Budget and Finance (DCBF) is made up of representatives from all three Colleges as well as the District; the College has three seats on the Committee. Such broad-based consultation ensures quality communication between the College constituencies and the District for budgetary, financial, and planning purposes. The Committee is charged with developing and modifying the District's resource allocation model, evaluating the budget, discussing the impacts of the Governor's budget proposal on the District's ongoing fiscal commitments, and making recommendations to the Chancellor and Board of Trustees for the tentative and adopted budget as well as for funding allocations for each of the three Colleges. In making its decisions, the Committee receives information concerning enrollment, trends in revenues and expenditures, cash flow, insurance, reserves, and long-term liabilities.

In spring 2004, DCBF began work developing a new resource allocation model. The new model is simple, predictable, and stable. It protects the integrity of base funding, accounts for good and bad years, and is consistent with the District's mission and goals. The model allows for incremental changes to allocation based on the three-year average FTES. The model was approved in 2005 by the District Shared Governance Council for implementation in fiscal year 2006-07. (62, 63)

Information from DCBF is shared with the College Planning and Budget Committee and College Council (64). College views, requests for information, and concerns are then transmitted back to DCBF. All meeting minutes and relevant documents are posted on the District web portal and are available to all District employees. Cañada members of DCBF are also members of the Planning and Budget Committee and ensure communication between the two groups.

The Planning and Budget Committee is a subcommittee of the College Council and has representation from all College constituencies including faculty, students, classified staff, administrators, the President and the Business Officer. The Committee receives worst-case and best case funding scenarios from the District to assist in planning. The Committee makes recommendations on the budget, based upon the College mission, goals, and Strategic Plan, to the College Council which then makes a final budget recommendation to the College President. The College Strategic Plan is linked to the enrollment growth plan, management plan, annual Program Review, and the Facilities Master Plan. Each of these has been evaluated and modified in accord with the new Strategic Plan being developed.

SELF-EVALUATION

The Planning and Budget Committee and College Council review of processes for budget allocation are comprehensive and highly inclusive. By requiring coordination and oversight by the Planning and Budget Committee and the College Council, the College ensures that decisions regarding matters such as discretionary fund allocation, the size of the schedule of classes, and the hiring of permanent faculty and classified staff are fair, prudent, and consistent with College financial plans.

In 2005-06, the Planning and Budget Committee reviewed 2003 Strategic Plan recommendations and determined that the Plan should be reviewed and updated annually (65). To ensure the integration of financial and institutional planning, the Committee has assumed responsibility for Strategic Planning. For this purpose, Committee membership has been extended to include representatives from all College constituencies. The Committee is currently developing a new Strategic Plan and will carefully consider how funding supports the goals and activities designated in the plan.

With the establishment of a strong, well defined Planning and Budget Committee, a new District resource allocation model in use for 2006-07, and the completion of the new Strategic Plan, the College has improved understanding of its budget and is experiencing improved short- and long-range financial planning.

PLANNING AGENDA

None at this time.

III.D.1.b. Institutional planning reflects realistic assessment of financial resources availability, development of financial resource, partnerships and expenditures requirements.

DESCRIPTIVE SUMMARY

In 2005-06, the College developed a new budget process which requires a review of the last three years' expenditures, current costs, and FTES. The mission and goals of the College and growing needs of the community are also taken into consideration when developing the budget.

Cañada College is dependent upon state revenues for a major portion of its funding and is therefore highly sensitive to fluctuations in enrollment. The College has developed a plan for enrollment growth and the District has committed funds for such purposes (66). The Office of Instruction continually monitors enrollment trends across the campus in order to identify and, when appropriate, respond to changing needs and condi-

tions. In addition, the College examines trends in enrollment during Program Review and also when considering faculty-initiated requests for instructional equipment funds and hiring requests for classified staff, faculty, and administrators. Instructional equipment and faculty hiring request processes take place annually; they are initiated by faculty, prioritized by the divisions, and evaluated against the College budget, mission, and goals by the Planning and Budget Committee and College Council. When submitted to the President for decision, all hiring recommendations include justification and identification of financial resources. (67)

The District has a policy and plan to re-implement a managed hiring program if state revenues decrease. This plan was used in fiscal year 2003 in order to implement cost reductions without layoffs.

More than 90% of the College's financial resources are allocated to covering personnel costs. Therefore, by necessity, the College focuses on improving the quality of existing programs and services with limited, judicious hiring. To develop new programs, the College researches and creates external partnerships to help bear the financial responsibilities. For example, the College has established partnerships with San Francisco State University for degree programs including Child and Adolescent Development, Nursing, Executive Master of Business Administration and a certificate program in Teaching Reading at the Post-Secondary Level. In addition, the College has developed partnerships with Sequoia Union High School District to offer concurrent enrollment courses for their students. The College has a partnership with First Five of San Mateo County in support of the Early Childhood Education Program. When justified by community needs and researched enrollment estimates, the College invests its limited resources in developing new Workforce Development Programs in multimedia, digital animation, and phlebotomy. These programs are also partially funded through external grants.

SELF-EVALUATION

Financial resources and expenditures are carefully assessed each year through a combined College/District process. Enrollment is monitored and managed through the College enrollment management and growth plans. These assessments enable the College to make realistic planning decisions. In the years since the most recent accreditation, and despite limited funding from the state, the College has used such information to justify the addition of three new sports to the athletic department, the hiring of five fulltime faculty, and the development of a First Year Experience program to provide services for retention and transfer. Additionally, the development of the University Center and new Workforce

Development programs demonstrate success in developing financial partnerships that enable the College to fulfill its Strategic Plan and mission. For example, through the University Center the College was able to bring a Bachelor of Science in Nursing program to the community. Because of this program, the College has experienced significant growth in enrollment in science courses as well as in courses from other disciplines that serve as prerequisites for entry into any nursing program.

Through the partnerships described above the College has increased opportunities to train members of the community in multiple professional fields.

PLANNING AGENDA

None at this time.

III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The Institution clearly identifies and plans for payment of liabilities and future obligations.

DESCRIPTIVE SUMMARY

When making short-term financial plans, the College consults its Strategic Plan and Facilities Master Plan (68, 69). The process of revising the 2001 Facilities Master Plan is now complete. Many components of this plan have been completed as the result of the passage of a District-wide $207,000,000 bond measure in 2001, the issuance of $30,885,000 in certificates of participation, and the passage of a new $468,000,000 bond measure in 2005. A new Strategic Plan is being developed to reflect changes in educational programs and current campus needs.

To address short-term financial needs not otherwise funded, the College is supported by the San Mateo County Community Colleges Foundation (SMCCCF). The Foundation works with the College President to seek funding for initiatives, such as student scholarships, textbook rental programs, and President's Innovation Funds, that will support the mission of the College (70). (See III.D.2.e for further discussion of the SMCCCF.) College divisions are active in submitting applications for various grants necessary for supporting existing programs and new initiatives. The College also receives income from contracts and the rental of facilities.

All long-term obligations, including retirement and bond obligations, are budgeted through the District Office and are accounted for in the Debt Reserve Fund. The District maintains significant reserves in order

to cover these long-term obligations as well as costs associated with budget emergencies. Current reserves are maintained in excess of 4% of the District operating budget. To further ensure its ability to meet long-term obligations, the District also established a Post-Retirement Benefits Fund to cover the medical insurance costs for retirees. In addition to capping benefits a number of years ago, the District also started putting $1.5 million per year into the Post-Retirement Benefits Fund, which is now worth over $24 million. The District contracted in 2006 for an actuarial study of its liability.

SELF-EVALUATION

The College does not have a complete plan in place to address the long-term issue of funding post-retirement benefits. However, the District has begun addressing this issue with the completion of the actuarial study in December 2006. The Board has been briefed on the results of the study and a plan is being developed for proposed implementation in 2008-09 (71).

PLANNING AGENDA

· The District will develop a plan for addressing the unfunded liability.

III.D.1.d. The institution clearly defines and follows its guideline and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of the institutional plans and budgets.

DESCRIPTIVE SUMMARY

College financial planning and budget development involve broad-based committees with representatives from all campus constituencies. The Planning and Budget Committee meets twice per month and makes recommendations to the College Council, which also meets twice per month. Minutes of all meetings of these bodies are posted on the Inside Cañada website. The Planning and Budget Committee reviews the budget allocation provided by the District and has an opportunity to participate in the decision-making process at the College, making recommendations on matters such as the hiring of personnel and allocation of discretionary funds.

The College has three representatives on the District Committee on Budget and Finance (DCBF), a District-wide committee representing all three SMCCCD Colleges. The DCBF meets twice per month during the academic year. The Committee prepares an annual budget

calendar consistent with the requirements of the California Education Code. Meeting minutes and other materials are available on the DCBF website.

Self-Evaluation

College shared governance policies ensure that all major constituencies are represented throughout the budget development and planning process. The College has three representatives on the DCBF who also serve on the Planning and Budget Committee; they are able to communicate District concerns to the College community and College concerns to the District community. Each year the District Chief Financial Officer makes presentations to various groups on campus, including Academic Senate, Planning and Budget Committee and College Council, about the budget and other issues that are being discussed in DCBF. The College Budget Officer also makes reports to Cabinet, ISSC, Planning and Budget Committee, and College Council.

These policies and structures ensure adequate communication between the District, the College, and their various constituencies. However, on the 2006 Employee Accreditation Survey only 51% of the respondents reported feeling moderately or strongly that staff have adequate opportunities to participate in budget development, and only 45% felt that budgetary decisions are based on input from all College constituencies (72). These findings suggest that while the College does an adequate job making financial decisions and providing information, there is an opportunity for improving employee involvement and consultation during the development of financial plans and for increasing the transparency of financial decision-making.

Planning Agenda

· Make the budget development process more transparent to the whole College community.

III.D.2. To assure the financial integrity of the institution and responsible use of its resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound decision making.

III.D.2.a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary

Cañada College budget allocations appropriately support student learning programs and services. The vast majority of the budget is allocated to personnel, both faculty and staff whose primary function is to provide learning programs and services to students. The remaining budget provides supplies and equipment to support the programs and services.

The College did not have a permanent Budget Officer from 2001-05. It was determined that a Financial Analyst was also needed to assist the Budget Officer to give the College a more realistic assessment of its financial resources and expenditure requirements. Both positions were filled in fall 2005. Communication between managers, staff, and the College Business Office has improved, and a more thorough understanding of the finance system by management has evolved in the last year. The College administration presently receives accurate and more easily understood reports from the CBO and the efficient management of the budget is reflected in the maintenance of a healthy reserve.

Up-to-date information is available and accessible to managers on the Banner system. Upon request, managers are able to retrieve budget data and reports in detail or in summary. The purchasing and procurement systems in place have spending controls that preclude charges to accounts that have insufficient funds. Procurement cards with established dollar limits are issued to appropriate staff and approved by department managers. Budget augmentations must be approved first by department and division heads, next by the Vice Presidents, and finally by the Budget Office. This process, along with the College's annual planning process, ensures that allocation of resources supports student learning programs and services.

As required by the California Education code an annual audit is performed by independent CPA firm on all District financial reports and records, including those from all District funds, student financial aid, the bookstore, Associated Students, and trust funds. Audit findings are supported by external auditor recommendations and require a response by the affected department in the form of an action plan (73). Negative findings have been relatively minor and have been appropriately addressed. The District has obtained an unqualified opinion for many years. The District became fiscally accountable in July 2005, which means District finances are no longer monitored by the County Office of Education. Becoming fiscally accountable has enabled the District to take more responsibility for its internal controls and thereby strengthen them. The annual audit report is presented to the Board of Trustees by the independent auditor. The audited financial report is published on the District website and is available to the public (74).

The District prepares financial reports which include the budget status at mid-year and year end (75). These reports are presented to the Board of Trustees and are published online. The mid-year report is distributed to the members of Cañada College Planning and Budget Committee and the District Committee on Budget and Finance.

Self-Evaluation

Financial records are easily accessible and reflect the annual allocation of funds to the various departments and programs. Monthly financial reports, which include budget-to-actual comparisons of discretionary funds, are easily accessible for careful monitoring. The District prepares financial reports that are presented to the Board of Trustees and are available to the public online. In addition, as required by the California Education code, an annual audit is performed by independent CPA firm on all financial records.

Planning Agenda

None at this time.

III.D.2.b. Appropriate financial information is provided throughout the institution.

Descriptive Summary

SMCCCD uses Banner Finance Module to record and review financial transactions, activities and information online. All managers and division staff are trained to review the Banner finance system for all budget analyses needed to manage and control their division budgets. Each manager has access to all accounts, both restricted and unrestricted, for which they are responsible. The manager has the option to view Banner screens or run reports using either native Banner or WebSMART interface. This provides real-time budget information throughout the College. Division staff and business staff make timely financial information available to faculty and staff upon request.

Training is provided for all managers and staff on a regular basis. Between 2001 and 2005, General Services has trained approximately 135 Banner users and has freshman and sophomore training materials available on the District downloads webpage. In addition, the College Business Office provides one-on-one training as needed.

The District Chief Business Officer makes a report to the Planning and Budget Committee and to the College Council each year regarding the budget and answers questions from College members regarding budget

allocation from the District. The College Business Officer is an ex-officio member of the Planning and Budget Committee and regularly updates the Committee on the state of the budget and participates in discussions regarding recommendations regarding funds available to support planning for hiring personnel, purchasing equipment, facilities changes among others. All meetings are open to the entire College community and agendas are posted in advance of the meetings.

The District Committee on Budget and Finance (DCBF) is made up of all major constituencies from all three Colleges. Information on budget development, minutes, and other financial information is posted on their website (76). Additional information posted on the District websites includes year end and mid-year budget reports, the audited comprehensive financial statements, annual budget calendar, and information on capital project. This information is available to all.

Self-Evaluation

Financial information is made available to the entire College community. Managers and staff have appropriate access their individual budgets and are responsible for managing the budgets effectively. Those who are not responsible for managing budgets have the opportunity to understand how the College uses its financial resources to support the College mission.

Planning Agenda

None at this time.

III.D.2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary

The District prepares and annually presents to the Board of Trustees a cash flow statement prior to assessing the need for issuing Tax Revenue Anticipation Notes. Each year, the District issues Tax Revenue Anticipation Notes (TRANs) to provide the necessary cash flow to fund District operations prior to the receipt of property tax and State apportionment revenues.

The District monitors its risk strategies regularly. The District recently reviewed alternative risk management programs with the objective to reduce the budgetary burden, improve claims administration, improve the scope of coverage, and achieve greater overall value. The review

included an examination of the District's claims history and costs and an actuarial study of the District Workers' Compensation program. As a result, the District withdrew from the various joint powers authorities of which it was a member and procured insurance independently. It increased the self-insured retention and deductibles and, in some cases, self-insured (77).

The District maintains insurance of various types, including employee health benefits, and a workers' compensation plan. The District obtains health benefits from CalPERS and the San Mateo County Schools Insurance Group (SMCSIG). The District is self-insured for workers' compensation. The District maintains property insurance over $300,000,000 with a deductible of $150,000. The District maintains liability insurance coverage up to $15,000,000, with a self-insured retention that varies between $7,500 and $200,000. Coverage above $5,000,000 is provided by School Employees Liability Fund (SELF) (78).

The District conservatively budgets both revenues and expenditures with the expectation that unforeseen costs do surface. The District budget provides for a 4% reserve to address financial emergencies; however, if all reserves are considered, they are in excess of 5%.

Self-Evaluation

Cash flows are updated monthly and as needed prior to issuing TRANs. A separate cash flow is developed for capital project expenditures prior to the issuance of any bonds. The District maintains various types insurance appropriate for managing risk, such as employee insurance and property, casualty, and liability insurance, and maintains a 4% reserve to address financial emergencies.

Planning Agenda

None at this time.

III.D.2.d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary

The College Business Officer is responsible for oversight and management of all budgets. The CBO monitors income and expenditures in Financial Aid, ensures that grant funds are spent according to the requirements in the grant, communicates with outside agencies regard-

ing funds received from contracts, and supervises expenditures made from auxiliary funds.

When the College applies for grants, the CBO works with the grant writer to determine proposed budgets. When grants are received, the grant administrator manages the day-to-day expenditures with oversight from the CBO.

The College occasionally enters into contracts with outside agencies, and in all cases the CBO assures that the contract meets all requirements of the District and oversees the College compliance with the contract.

Institutional investing is done at the District level, utilizing the San Mateo County pool as well as other investment options as needed. The County Treasurer issues monthly reports on these investments. The Board of Trustees reviews all investments annually. Although the San Mateo County Community College Foundation is a separate 501(c)3 entity and is not a component of the District, the District does provide oversight and accounting for its finances as well. The Executive Vice Chancellor is the treasurer for the Foundation.

Self-Evaluation

Now that the College has a fully functioning business office, an appropriate level of scrutiny and oversight is achieved.

Planning Agenda

None at this time.

III.D.2.e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Descriptive Summary

The College seeks grants from private individuals, government agencies, and private foundations, to meet College priorities that would not otherwise be funded. Some current grants are MESA, CBET, TRiO Upward Bound and Student Support Services, Middle College High School, First Five, National Science Founcation, Career and Technichal Education, and Hewlett Packard. In the past the College has received federal funding from Title V and state funding for developing the University Center.

The San Mateo County Community College Foundation seeks funding to provide scholarships and to enhance resources available to Cañada

College. The Foundation works with the College President in an effort to seek funding that will support the College mission. All donation bequests are administered by the Foundation. The Foundation operates as a separate entity and is responsible for its annual independent audit.

The annual audit covers all funds including grants, contracts, auxiliaries, and Associated Students funds. Auxiliaries, except Associated Students, are managed by the District and they operate under the same financial requirements, procedures, and policies that apply to the College. Associated Students are the responsibility of the College; they are governed by the College Auxiliary Services Advisory Committee (CASAC) and must comply with the College's established policies and procedures (79).

A number of grant-funded activities are coordinated and monitored by program managers, directors, and Deans with the assistance of the College Business Officer. Accounting for such funds is handled at the District level and is subject to external audit and compliance standards by the governing agencies.

The District Auxiliary Services Advisory Committee (DASAC) meets two to three times per year (or more if needed) to allow for student and staff input into the operation of the bookstores, food services, and vending. DASAC's agendas and minutes are available online (80). The bookstore, in particular, is incorporated into the operations and processes of the College. The bookstore handles the EOPS book grants as well as other grants and interfaces with the financial aid system. The bookstore also handles grants that facilitate textbook rentals.

Two bond measures were passed using the 55% majority provisions, mandating a citizens' advisory committee, the Measure C Bond Oversight Committee. The 11 member Committee meets quarterly and has authority over all bond financed projects in the District. (81)

Management of the bond-financed projects is overseen by the Executive Director of Facilities Planning and Operations, the Executive Directors of Construction Planning and Facilities Transition, and is managed by Swinerton Inc. Management of these projects has been effective and appropriately cost-conscious. The 2004-05 San Mateo County civil grand jury praised the District's procedures in their report "School Construction Management in San Mateo County" which pointed to the District construction management program as a model for other school districts in the county to follow (82, 83).

Self-Evaluation
Annual audits of all funds including grants, contracts, and auxiliaries ensure that the College uses these resources with integrity and in a man-

ner consistent with the College mission. The proven effectiveness and integrity with which the College/District manages bond-funded construction has been attested to by the County Grand Jury report: "After years of experience, the San Mateo County Community College District has developed proven policies and procedures for construction planning and management. These techniques have been employed successfully for capital improvement projects on the three San Mateo College Campuses." The report further recommended that the County Superintendent of Schools develop a single set of policies and procedures to be used by schools within the County, and specified that these procedures should be "modeled after the processes currently being employed at the San Mateo County Community College District."

PLANNING AGENDA

None at this time.

III.D.2.f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

DESCRIPTIVE SUMMARY

Contracts are required for annual service, maintenance agreements, professional services, copyright or licensing agreements, and facility or vehicle rental. These contracts need to be submitted to the Office of the Executive Vice Chancellor for review and approval prior to the services being rendered. Board approval is required for contracted services in excess of $50,000, though public contract code agreements, which require Board approval if they exceed $15,000, are an exception.

District purchases or leases of materials, supplies, or services exceeding $65,100 legally must be advertised and formally bid upon. The Board of Trustees must award the contract to lowest bidder. There are two exceptions to the $65,100 limit: public contract code work and professional services. Public works projects require the formal bidding procedure if expenditures are greater than $15,000. This process must be completed before purchase orders can be issued. Professional services are exempt from bid requirements.

Three written cost quotations must be obtained for comparison for competitive pricing on the purchase of any services or equipment in excess of $5,000. Purchases exceeding $1,000 require three verbal or email quotes. For purchases in excess of $20,000, but less than the legal bid requirement of $65,100, a Request for Quotations, must be prepared.

Contracts are required for service work performed by an independent contractor. An independent contractor is defined as an individual who performs a service for the District, rather than a company or individual who provides a tangible product. Independent contractors are in business for themselves and are responsible for their own tax reporting to the IRS. The independent contractor uses a social security number rather than a federal tax identification number for tax identification purposes. SB1419 sets specific guidelines for appropriate use of Independent Contractors.

Additional contracts include but are not limited to:

· Clinical agreements for placement of students in clinical settings;

· Grant and sub-recipient contractual agreements;

· Facilities usage agreements;

· Vendor agreements held by the San Mateo County Community College District Office that produce revenue for the College and Associated Students;

· Bookstore agreements held by the San Mateo County Community College District office.

Contractual agreements are consistent with the mission and goals of the College and are reviewed by the College Business Office. All grants and contracts are processed through policies and procedures designed for internal control, financial integrity, and responsible monitoring. For example, individual service contracts are standardized in order to ensure proper internal controls and consistency. The Business Services Office ensures that agreements comply with regulations and restrictions. Contracts are initiated by the Division Deans and follow the process of approval outlined in the grants and/or contracts management procedures.

Policies and procedures regarding contracts are developed and implemented in compliance with Education Code, Public Contracts Code, and Civil Code. Only the Chancellor and Executive-Vice Chancellor are authorized to sign contracts for the District. A contract without these signatures is not a valid contract. In all contracts, the District includes language for the appropriate legal response to failure of contractors to render service. Such clauses protect the integrity of the District and Colleges.

Self-Evaluation

Since all contract forms are available on the District downloads webpage and the College Business Office reviews all contracts once final-

ized, sufficient controls are in place to ensure that contracts and grants serve the College mission and goals and are written in such a way as to protect the College.

Planning Agenda

None at this time.

III.D.2.g. *The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.*

Descriptive Summary

The District Committee on Budget and Finance (DCBF) reviews the budgeting process and financial information at the District and College levels. Changes in policies and management procedures and problems are discussed at these meetings. The information goes to the College Planning and Budget Committee for discussion, input, and recommendations. A committee made up of business officers from the three Colleges and business staff from the District, the Business and Finance Officers Group (BAFOG), meets monthly to discuss, evaluate, and make recommendations on financial processes such as internal controls and software enhancements. BAFOG meeting notes are available online (84). Any recommendations in the annual audit are quickly addressed.

Banner financial reports are available online for all divisions to review and track expenditures. Monthly reports are sent to managers. Divisions can also request financial reports from the College Business Office. Divisions can also request in-person meetings with College Business Office staff for more in-depth knowledge or guidance with regard to financial analysis of division budgets or completion of any required year-end reports.

Effective in the 2006-07 budget year, the College implemented a revised model for managers to use in developing yearly discretionary budgets. Managers are asked to analyze their budget history over the last 3 years, consider changes in unit needs and circumstances, and develop a request for budget that adequately support the operation of the unit.

This model made each manager responsible for identifying all needs of the unit and justifying requests for augmentation to the previous year's budget. In addition, the model was useful in identifying the changing needs of the units and more effectively allocating resources to cover all needs and remove funding where resources are no longer needed. This process was meant to streamline the budget allocation process, place

funds in the appropriate accounts and eliminate staff time needed to make budget transfers. It also gave managers and administrators a more accurate view of where money is needed and how it is spent.

Self-Evaluation

The District does periodic internal reviews of business processes and solicits input from the College regarding problems. The process of becoming fiscally accountable required a thorough review of internal controls which was audited and presented to the County prior to being granted the status of fiscal accountability. Since the hiring of the College Business Officer, many processes local to the College have also been reviewed. This is an ongoing process that works well for the College and the District.

Planning Agenda

None at this time.

SOURCES FOR STANDARD III

1   Hiring procedures documents

2   AFT, CSEA and AFCSME contracts

3   Selection Processes

4   AFT Contract

5   Human Resources Forms, http://smcweb.smccd.net/portal/ Human%20Resources/Forms/AllItems.aspx

6   Human Resources Forms, http://smcweb.smccd.net/portal/ Human%20Resources/Forms/AllItems.aspx

7   http://smcweb.smccd.net/portal/District%20Information/ Labor%20Documents/AFT%20Contract%202006-2009.pdf

8   Page 33, Section 14.4, http://smcweb.smccd.net/ portal/District%20Information/Labor%20Documents/ CSEA%20Contract%202004-2007%20updated%202006.doc

9   Student Learning Outcomes in Cañada College, http://www. smccd.net/accounts/canslo/

10   ACCCA Code of Ethics

11   FTE Detail Report Fall 2000-Spring 2006

12   Selection Procedures Manual

13   SMCCCD Employee Portal, http://www.smccd.net/portal

14   Employee Rights and Protection, http://www.smccd.net/portal/ District%20Information/Rules%20And%20Regulations/2_12.pdf

15   Mission Statement, http://www.canadacollege.edu/about/mission. html

16   Student Equity Plan, http://www.canadacollege.edu/inside/ institutional-reports/Student-Equity-Plan-0405.pdf

17   Student Equity Plan, http://www.canadacollege.edu/inside/ institutional-reports/Student-Equity-Plan-0405.pdf

18   Equity and Diversity Task Force

19   http://www.canadacollege.edu/inside/EEOAC.html

20   http://www.smccd.edu/accounts/smccd/departments/ humanresources/policies.shtml

21   SMCCCD Human Resources, http://www.smccd.edu/accounts/ smccd/departments/humanresources/policies.shtml

22   Cañada College Catalog, http://canadacollege.net/catalog

23   Eligibility under Trustees' Fund for Program Improvement Applications, http://www.canadacollege.edu/inside/development/trustees_fund_app.pdf

24   Procedures for Evaluating Proposals, http://www.canadacollege.edu/inside/development/trustees_fund_app.pdf

25   Professional Development, http://www.canadacollege.edu/inside/development/Prof_Dev_App.pdf

26   CTL Technology Plan 2005-08

27   Annual Reports summer 2005-spring 2006

28   Cañada College Employee Accreditation Survey, http://www.canadacollege.edu/inside/institutional-reports/employee-survey-10-06.pdf

29   Professional Development Project Report, http://www.canadacollege.edu/inside/development/Prof_Dev_Report.pdf

30   SMCCCD Staff Development Program, http://smcweb.smccd.net/portal/Human%20Resources/Classified%20Staff%20Development/Classified_Staff_Dev_Policies,%20Word%20Version.doc

31   Facilities Service Levels, http://www.smccd.net/accounts/facilities/maintoperation/Service_Levels.html

32   Custodial Program Review, http://www.smccd.net/accounts/facilities/maintoperation/Custodial%20Program%20Review.html

33   College Council Minutes, April 25, 2002 and Custodial_Review_PowerPoint, 2002: Hard Copy

34   District Committee on Budget and Finance: December 7, 2004 Minutes, http://www.smccd.edu/portal/dcbf/Minutes/2004-05/Minutes%20-%20Dec.%207,%202005.doc

35   Facilites Capital Improvement Funding Sources, http://www.smccd.net/accounts/facilities/planconstruct/capitalimprovefund.html

36   Cañada College 2006 Employee Accreditation Survey, http://www.canadacollege.edu/inside/institutional-reports/employee-survey-10-06.pdf

37   Appearance Levels for Educational Facilities, http://www.smccd.net/accounts/facilities/maintoperation/APPA%20Cleaning%20Levels.pdf

38 Facilites Service Levels, http://www.smccd.net/accounts/facilities/maintoperation/Service_Levels.html

39 Report located in office of Vice Chancellor of Facilities Planning, Maintenance and Operations

40 Safety Committee 2006-07, http://www.canadacollege.edu/inside/safety/0607/index.html

41 SMCCCD Facilities, http://www.smccd.net/accounts/facilities/

42 Maintenence and Operations, http://www.smccd.net/accounts/facilities/maintoperation/default.html

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44 Safety Committee 2006-07 Members, http://www.canadacollege.edu/inside/safety/0607/index.html

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46 2006 Noel-Levitz Student Satisfaction Survey, http://www.canadacollege.edu/inside/institutional-reports/noel-levitz-10-2006.html

47 2001 Facilities Master Plan, http://www.smccd.net/accounts/facilities/planconstruct/Downloads/20010101MasterPlan.pdf

48 Board Minutes September 12, 2001, http://www.smccd.edu/accounts/smccd/boardoftrustees/board_minutes_details.asp?ID=149

49 Facilites Needs Assessment, http://www.smccd.net/accounts/facilities/planconstruct/masterplan.html

50 Capital Outlay Program, http://www.smccd.net/accounts/facilities/planconstruct/Cap_Outlay.html

51 SMCCCD Design Standards and Construction Specifications, http://www.smccd.net/accounts/facilities/planconstruct/SMCCCD_Facilities_Design_Standards.htm

52 SMCCCD Facilities Customer Satisfaction Survey, http://smcwebtest.smccd.net/accounts/millera/FPOSurvey.tp4

53 SMCCCD Facilities, http://www.smccd.net/accounts/facilities/

54 Resource binder, p. 4

55 UC evidence for Standard 3

56 UC Matrix of Tasks

57 District Instructional Technology Council, http://www.smccd. edu/accounts/ditc/

58 Facilities Needs Assessment, http://www.smccd.net/accounts/ facilities/planconstruct/masterplan.html

59 2006 Noel-Levitz Student Satisfaction Survey, http://www. canadacollege.edu/inside/institutional-reports/noel-levitz-10- 2006.html

60 2006 Facilities Master Plan, http://www.smccd.net/accounts/ facilities/planconstruct/MasterPlan_final_report_081406.pdf

61 San Mateo County Community College District 2006-07 Final Budget Report, http://www.smccd.edu/portal/ Finance/Budget/2006-07%20Tentative%20Budget%20 Report.pdf http://www.smccd.edu/portal/Finance/ Budget/2006_07FinalBudgetReport.pdf

62 District Committee on Budget and Finance May 17, 2005 Minutes, http://www.smccd.edu/portal/dcbf/Minutes/2004-05/ Minutes%20-%20May%2017,%202005.doc

63 Budget Book 2006-07, http://smcweb.smccd.net/portal/Finance/ Budget/2006_07FinalBudgetReport.pdf

64 Report by DCBF member Vicky Nunes, http://www. canadacollege.edu/inside/planning-budget/0607/PB-minutes- 09.06.06.pdf

65 PBC Minutes 2.15.06, http://www.canadacollege.edu/inside/ planning-budget/0506/BP-Minutes-02.15.06.pdf

66 Enrollment growth plan

67 Faculty Hiring Process Criteria, http://www.canadacollege.edu/ inside/academic_senate/0607/Full-Time-Faculty-Hiring-Process- and-Criteria-DRAFT.pdf

68 Strategic Plan, http://www.canadacollege.edu/inside/ strategicplanning/index.html

69 Facilities Master Plan, http://www.smccd.edu/accounts/smccd/ departments/facilities/masterplan.shtml

70 San Mateo Community Colleges Foundation, http://www.smccd. net/accounts/foundation

71 Board Minutes, February 28, 2007, http://www.smccd.edu/
    accounts/smccd/boardoftrustees/minutes/07_2_28.shtml

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    Survey, http://www.canadacollege.
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73 Audit reports, http://smcweb.smccd.net/portal/Accounting/
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    edu/portal/dcbf/default.aspx?RootFolder=%2fportal%2fdcbf%2fD
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74 Financial report to Board of Trustees, http://www.smccd.edu/
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75 Mid-year budget reports, http://smcweb.smccd.net/portal/
    Finance/Forms/AllItems.aspx?RootFolder=%2fportal%2fFinance
    %2fBudget&View=%7b3E36E34B%2dA4FD%2d4F11%2dB785
    %2d8B7524E43FA4%7d and http://www.smccd.edu/portal/dcbf/
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    http://smcweb.smccd.net/portal/Finance/Budget/2005-
    06%20Mid-Year%20Budget%20Report.pdf

76 District Committee on Budget and Finance, http://www.smccd.
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77 Withdrawal from JPA, http://www.smccd.edu/accounts/smccd/
    boardoftrustees/board_minutes_details.asp?ID=157

78 Third party insurance, http://www.smccd.edu/accounts/smccd/
    boardoftrustees/board_minutes_details.asp?ID=168

79 ASCC Funding Request Packet for policies

80 District Auxiliary Services Advisory Committee, http://www.
    smccd.edu/portal/dasac/default.aspx

81 Bond Oversight Committee, http://www.smccd.edu/accounts/
    smccd/committees/bondoversight/default.shtml

82 http://www.sanmateocourt.org/grandjury/2004/reports/
    School%20Construction%20vers.%203.0_final.pdf

83 School Construction Management in San Mateo County, http://
    www.sanmateocourt.org/grandjury/2004/reports/School%20Cons
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