

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

IV. A.

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

Descriptive Summary

Institutional leaders create an environment that encourages participation and leadership at every level. Effectiveness is enhanced through the shared governance process in which ample opportunity is given to recognize, analyze and integrate institutional values and goals, while focusing on continuous improvement. Participation by faculty through the Academic Senate, students through the Student Senate, classified employees through the Classified Senate and administrators through the Instruction and Student Services Council provides arenas for participation at all levels.

(Academic Senate Ethics Statement? ISSC ethics statement?)

Self-Evaluation

The 2006 employee survey results indicates that staff, faculty and administrators feel a high level of satisfaction in the quantity and nature of their participation with identifying values, setting goals and influencing the learning environment. Almost 62% of the employees surveyed believe that all constituency groups work collaboratively towards the achievement of college goals, while only 11% of employees were dissatisfied.

While college goals have been established and documented on the college web site and in the college catalog, it is unclear whether constituency groups refer to established institutional goals when deliberating issues and plans. In addition, while constituency groups have established processes and goals, it does not appear that they have adopted formal ethics statements.

Planning Agenda

- Encourage governing and employee groups including board, administrators, faculty, classified and students, to adopt ethics statements.
- Encourage constituency groups to refer to institution mission, vision, values statements when setting goals and objectives.

IV. A. 1.

Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take the initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Descriptive Summary

The institution supports innovation and excellence through professional development funds including The Presidents fund for Innovation and The Trustee's Fund for Innovation. An example of the projects supported by these programs our E-zine web based college magazine to showcase prose, poetry, art, photography, music and digital media.

Another example of innovation that has come from strong faculty leadership is the development of a unique 3D Animation & Video Game Art Program is a comprehensive program that puts equal emphasis on the artistic and the technical side of 3D modeling and animation. With partial funding from the Trustees Fund for Program Improvement, faculty in the Multi-Media Department created a certificate and degree program that is unique at the community college level. [<http://www.canadacollege.net/multimedia/3danimation.html>]

The institution mission, vision and values statements are posted on the college website (**LINK TO SITE**) and can also be found in the Cañada College Catalog (pg. 8) are available not only to college students and employees, but also to the community at large. These statements make references to a participatory environment within which ideas for improvement can be brought forward, in order to ensure student success and institutional effectiveness, commitment to excellence and innovation. All members are encouraged to participate in generating ideas for improvement through constituency groups. Students participate in through the Associated Students of Cañada College (ASCC), classified staff members participate in the Classified Senate, and faculty are members of the Academic

Senate. The three senates, the California State Employees Association (CSEA) and the administrative team appoint representatives to institution-wide committees and shared governance bodies on campus.

According to the Course Schedule for Spring 2007 (pg. 9) , the ASCC “serves as a vehicle through which students can recommend and help effect change at their college”. Students’ knowledge of how to bring up ideas for improvement to the college community varies greatly depending on how involved they are in governance activities. [The Student Senate website includes a statement of purpose http://www.canadacollege.edu/student/student_life/ASCC.html]

Classified staff members have a very active leadership group and participate in shared governance bodies and decision making in the campus. They are a strong voice at Cañada College. They contribute to the well-being of the college as a whole by participating on shared governance bodies, and hold many fundraising activities in order to raise money for scholarships that benefit students in need. [http://www.canadacollege.edu/inside/classified_senate/0607/index.html]

Faculty members participate through the Academic Senate and its appointments. In May 2003, the SMCCD Board of Trustees approved a revision to their policies which “delineates the ten areas of academic and professional matters as listed in Title 5, 53200.c; and clarifies the ‘delineation of authority agreement’ between the Board and the Academic Senate by specifying that, in academic and professional matters, the Board will rely primarily on faculty expertise.” [Board minutes 5-14-03)
http://www.smccd.edu/accounts/smccd/boardoftrustees/board_minutes_details.asp?ID=60] This formalization of the relationship between the administration and the faculty places responsibility for developing policies regarding curriculum, program development and academic standards in the hands of the faculty.
[http://www.canadacollege.edu/inside/academic_senate/0607/index.html]

Administrators participate on the Instruction and Student Services Council (ISSC). Historically instruction and student services were administered separately. Recently college administrators decided to approach their work from a united perspective and created the ISSC as joint venture for discussing a range of institutional issues from a combined perspective. **(EVIDENCE)**

College employees discuss ideas for improvement ranging from individual programs to college-wide matters in the governance bodies such as those described above. Normally, ideas are brought up for discussion first within a given

constituency, and then brought forward by their representatives in shared governance bodies. Ideas for improvement can be taken to different governance bodies for consideration, and on occasion, ad-hoc committees are formed if necessary. An example of an ad-hoc committee that was formed in an effort to promote academic excellence is the Academic Integrity Committee a sub-committee of the Academic Senate. This committee developed a new Academic Integrity Policy, which defines academic integrity, lists possible violations to the policy and delineates the process to be followed when a violation occurs.

(Learning Communities)

The College Council is the shared governance body charged with advising the President of the college in college-wide issues such as policies and planning. There are twenty voting members in the College Council, representing all college constituencies: six students, six classified staff members, six faculty members and two administrators, with the college president and the president of the Academic Senate as ex-officio members. Any member of the college community can suggest an item for consideration in the College Council agenda, by filling out an “Agenda Request Form” and asking a member of the college council to sponsor the request. While College Council members represent their constituencies, they act in the best interest of the college as a whole. College Council members report back to their constituent groups and get input from them on major decisions. An example of a recommendation that the College Council has made, which has college-wide implications, is the Spring 2006 recommendation to hire two additional permanent full-time faculty beyond the original budget allocation.

Self-Evaluation

Funding for professional development has dwindled over the past few years as the State has reduced funding and local contract negotiations have not been successful in increasing allocations. While the institution is committed to supporting innovation staff and faculty feel constrained by these limitations. Both the classified and academic senates have discussed the limited resources to support professional development opportunities for their members, including insufficient funds to hold an annual classified retreat and funds to support faculty travel.

(LINK MINUTES)

In an interview with ASCC members, student leadersd acknowledge that participation in college governance can be a very valuable component of a student’s educational experience and while some students find that their participation in governance allows them to better understand the college system,

gives them an opportunity to develop leadership and public speaking skills, helps them find their voice, they state that participation can be time consuming.
[Interview with ASSC 5-06]

As part of the accreditation process the college conducted an employee satisfaction survey. Results from that survey that are relevant to the question of an environment of excellence and collaborative decision making include:

- Cañada actively works toward fulfilling its vision and mission: 87% agreed or strongly agreed.
- I am encouraged to be creative and come up with new ideas and improvements. 75% agreed or strongly agreed.
- A consultative planning process is used to identify needed area of improvement: 60% agreed or strongly agreed.
- My ideas for improving my unit are taken seriously: 78% agreed or strongly agreed.
- I am satisfied with the amount of opportunity I have to participate in college-wide planning: 77% agreed or strongly agreed.

The number of committees and opportunities for participation in governance and decision-making has flourished over the past few years. While this is good for the full inclusion of all perspectives in the planning and decision making process, the responsibility of participating can be overwhelming given the number of staff, faculty and administrators available. Currently there are ...xxx. Full time classified staff, 57 full time faculty and ... xxx ... administrators/managers.

Planning Agenda

- The institution will pursue increased funding for professional development opportunities for all employees.
- The institution will evaluate the shared governance process and committee obligation to see where committees could be combined, eliminated or organized more efficiently.

Standard IV A.2

The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their

constituencies and work together on appropriate policy, planning, and special-purpose bodies.

Descriptive Summary

In the “Mission Statement” of The SMCCD District (see college catalog) the district sets forth as one of its hallmarks, a commitment to decision making structures and processes that have as their hallmark, shared governance.

The shared governance system at Cañada College includes an array of broad-based committees and working groups including: College Council, Planning and Budget Committee; a sub committee of College Council, Academic Senate Governing Council and its sub-committees, Classified Senate, and Associated Students of Canada College. Our governance flow chart delineates the shared governance committees and the process by which decisions are made collaboratively. **MAY SOON HAVE A GOVERNANCE FLOW CHART—link?**

Cañada College encourages the full participation of all constituency groups in decision making regarding instruction, student services and planning and budget through the process of shared governance. Each shared governance body has a Constitution which describes their roles, responsibilities and membership. The shared governance bodies, with representation from all constituent groups, include College Council [**link to College Council Constitution**] and the College Council sub committee for Planning and Budget [**link to Planning & Budget Constitution**].

Further, most of the individual constituency based shared governance groups has a Constitution describing their roles, responsibilities and membership. In 1993 the Governing Board (**minutes from Spring 2003 meeting**) agreed to rely primarily upon the Academic Senate for academic and professional matters (**Title V regs?**) and the Academic Senate Governing Council was formed to meet these responsibilities [**link to ASGC Constitution**]. The laws in California also direct that students, classified staff and administrators play an advisory role in college matters.

To provide these advising opportunities Classified Senate provides for the classified voice on campus issues [**link to Classified Senate Constitution**], the Associated Students of Canada College provides the vehicle for the student voice in campus issues [**Student Government Constitution**], and the Instruction

Student Services Council (academic administrators) meets to consult regarding campus issues.

Self Evaluation

The renaissance of the Planning and Budget Committee is an indication of a welcome increase in collaborative and transparent constituency based decision making at the College. The use of quality data to make fiscal decisions in a shared governance setting is central to the trust that has developed. [**Minutes Planning & Budget 05-06, Minutes College Council, May 4, 06**] Under the leadership of the current President the expectation of consultation at every level and participation by every constituency has been strengthened.

As part of the accreditation process the college conducted an employee satisfaction survey. Results from that survey that are relevant to the question of participatory decision making:

- All groups work collaboratively towards the achievement of college goals: 62% agreed or strongly agreed.
- Results of college goals are regularly shared with campus constituencies. 60% agreed or strongly agreed.

Planning Agenda

Develop an annual schedule to review the shared governance process to assure effective discussion, planning, and implementation of policies with significant institution-wide implications.

Standard IV A.2.a

Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary

The Canada college governance flow chart indicates that faculty and staff have clearly defined roles in institutional policies, planning and budget processes. Our Planning and Budget membership includes a faculty and staff co-chair (Presidents of the Academic and Classified Senate) administrators (two vice-Presidents) and a faculty representative from AFT, and a classified representative from CSEA and two student members from ASCC. Additionally, the President, the Business Officer and the College researcher have ex-officio membership. As we develop a new Strategic Plan for Cañada the membership of our Planning and Budget committee has been augmented with XXXX faculty, staff, administrators and students.

The membership of the penultimate shared governance committee at Canada, the College Council (with faculty and staff co-chairs) consists of administrators, faculty, staff and students (**link to Membership page**)

Membership on the shared governance committees are made by the appropriate constituent groups. The Academic Senate, consistent with AB 1725, appoints all faculty members to shared governance committees; the Classified Union, CSEA, appoints all classified members to the shared governance committees; and the Associated Students of Cañada College appoint student members to shared governance committees. (**links to membership pages**)

AFSCME Local ???? and CSEA Chapter 33 are the bargaining agents for classified employees. The AFT local 1493 is the bargaining agent for faculty. The units negotiate with the district on compensation, benefits, and working conditions for the entire range of staff employed in the college. Their executive committee memberships are also noted on these websites (**links to the membership pages**). Administrators and Confidential and Supervisory employees are not represented at Cañada or the district.

As directed by Title V Section 51023.7, students have the opportunity to participate in matters of governance at Cañada College via the Associated Students of Canada College. Students have membership on all multi-constituent shared governance committees (and, as needed, ad hoc committees), and are granted the same rights and privileges as other committee members. **Link to membership website.**

Self Evaluation

Our employee survey indicated that 75% of those surveyed feel that the role of staff in shared governance is clearly stated and publicized. Further, in another survey students were asked to rate (using a 7-point Likert scale) if there were sufficient opportunities to participate in governance activities. Students rated their satisfaction as 4.98, indicating that they are “somewhat satisfied” with their opportunities to participate in governance.

Planning Agenda

Develop specific systems to provide orientation and ongoing leadership training to student leaders. Specifically, student leaders need to be informed of their Title V rights and responsibilities, how to meaningfully participate on governance bodies and how to access institutional resources.

As student leaders often rise from the student club organizations, we need to review the relationships between the student club, student club advisors and student leadership organizations. We need to ensure a high level of institutional support for the development of student leaders.

(Meet and Confer: CAS and Admin)

Standard IV A.2.b

The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary

Division deans lead each academic and student service division. Most divisions hold regularly scheduled monthly meetings at which time discussions regarding instruction and student services are held (**see agendas?**). Division deans may be seated on governance committees and often attend those at which they are not regular members. Academic Administrators hold regular meetings with the Vice President of Instruction to discuss instructional programs. (**see meeting schedule??**)

The Academic Senate is responsible for academic and professional matters that deal with curriculum, articulation, matriculation and hiring. Title V, Section 53200 (**web link**) via Board Policy **XXX** and the Senate’s constitution (**web link**) define

Academic Senate functions. All faculty, teaching 3-units a semester, are de facto members of the Academic Senate. The senate governing council, which meets bimonthly during the academic year, consists of officers elected by the body as a whole and elected division representatives. The Senate president regularly meets with the college president and vice-president of instruction. Senate President and Vice-President are members of the District Academic Senate governing council.

The primary function of the Curriculum Committee is to coordinate and monitor Cañada's curricular offerings so that they uphold the California Education Code, are consistent among the divisions and colleges of the District, are understandable to our students and staff, articulate with high schools and four-year institutions, and support goals and objectives of the San Mateo County Community College District and Cañada College. To these ends, the Curriculum Committee makes recommendations to the Academic Senate Governing Council about general instructional policy and standards, degree and certification requirements, initiation and modification of programs and courses. The curriculum committee works closely with the Student Learning Outcome coordinator to develop and support SLO's at the course, program and institutional level. (MINUTES FROM MEETINGS re: degree slo's). The curriculum committee also hosts the annual presentation of Program Review. The faculty chair of curriculum committee is a member of the District Academic Senate Curriculum Committee. The curriculum committee membership is found at this page ([link to curriculum membership](#)).

Self-Evaluation

Currently the curriculum committee has narrowly focused its agenda to course approval. The curriculum committee also hosts the annual presentation of Program Review.

Our employee survey indicates that:

89% believe that Canada provides a high quality learning experience for students;

73% believe that they have been given adequate opportunity to participate in the student learning outcomes process;

75% believe that Canada is taking a positive approach toward implementing student learning outcomes and assessment.

Students feel that the quality of instruction they receive in most of their classes is very important to them (6.55 out of 7), and that they are mostly satisfied (5.60 out of 7) with the quality of instruction they receive.

Planning Agenda

The academic senate will develop processes to empower the curriculum committee to broaden its agenda to include a college wide view of program development, course approval and program review.

Standard IV A.3

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

Descriptive Summary

Board Policy 2.09 ([LINK](#)) delineates faculty, student and staff participation on both district and college shared governance committees. Each of the individual constituent groups discusses, deliberates and formulates recommendations to be made to the broad-based shared governance committees. Representatives from each constituent group have membership and voting rights on each of the college shared governance committees. The College Council receives the recommendations from each of the constituent groups, engages in further deliberation and discussion, then the College Council makes its own recommendations to the college President. Additionally, the Planning and Budget committee makes recommendations to the College Council.

Self-Evaluation

The process by which we have begun a new cycle of strategic planning exemplifies the commitment of the President to open and honest communication and to the shared governance process. First, under the direction of the President, constituent leaders established a Strategic Planning Steering Committee by allowing for augmentation of the membership of the Planning and Budget committee by division representatives. The strategic planning consultant has met with each constituent group and each shared governance committee. All constituencies feel that their voice will be heard, valued and represented in the final product.

68% of employees feel that overall, the shared governance process is working well. Further, in another survey, students were asked to rate (using a 7-point Likert

scale) if there were sufficient opportunities to participate in governance activities. Students rated their satisfaction as 4.98, indicating that they are “somewhat satisfied” with their opportunities to participate in governance.

The college meets the standard.

Planning Agenda

None at this time.

Standard IV A.4

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

Descriptive Summary

Cañada College has responded to the recommendations made by the Commission in the last self study cycle with an accreditation mid-term report that met the deadlines established. A recommendation from the Commission to hire a college researcher was addressed with an honest response, indicating the reasons why a researcher had not been hired at the time. Since then, a college researcher has been hired. As for the recommendations pertaining to the Educational Master Plan, the college indicated that a Facilities Master Plan was being developed, which would guide the Educational Master Plan, to be taken up later. While the college has recently engaged in strategic planning, we have not yet developed an Educational Master Plan.

In 2000 we received a Title V grant. In 2003 the college was awarded an Upward Bound grant. More recently, in 2005, the institution obtained a Student Support Services grant. The college has submitted all reports as required and maintains an excellent reporting relationship with the U.S. Department of Education.

Self Evaluation

While the college has not yet engaged in educational master planning, the institution understands and acknowledges the need for such planning.

Planning Agenda

The 2006-2007 Strategic Planning process will address the need for educational master planning.

Standard IV A.5

The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as a basis for improvement.

In the "Mission Statement" of The SMCCCD District (see catalog), the district sets forth as one of its hallmarks, a commitment to decision making structures and processes that have as their hallmark, shared governance: "Shared governance is practiced through processes that are inclusive with regard to information sharing and decision making....(see catalog). In support of this the board considers changes to policies through the shared governance process.

At the college, our catalog notes, "Cañada College seeks the counsel of its faculty and students through a system of permanent councils, committees and informal consultation". Standing and ad hoc committees are organized under the College Council or the Academic Senate which operates through a Governing Council (elected by the faculty). Classified staff members of committees are appointed by the CSEA; student members are appointed by the Associated Student Government. Instructors, students, staff and administrators participate in curriculum development and the learning processes and in the general campus environment as full voting members of the various college committees which provide guidance and assistance to the President. "

The Academic Senate (AS), Classified Senate (CS), CSEA, Administration, Student Senate(ASCC) and College Council (CC) comprise the institutions that, collectively, govern the College. The AS, ASCC and CC all have constitutions and by-laws that identify membership, operation, term of office, process for appointment, and method of amendment. These documents are made available to

their respective membership on line. **(LETS MAKE SURE THESE DOCS ARE ON ONLINE)**. Elections, a form of evaluation, are held annually for most councils, however officers of the AS hold two year terms. These elections ensure fresh ideas and allow voices into the decision-making process. Moreover, the members of the councils are charged with the task of taking information back to their constituents for comment, as well as providing their constituents a place to go so that concerns can be brought to the officers of the various councils. Public comment such as this has triggered the governing bodies of the AS, CS, ASCC and CC to review their constitution and by-laws to improve the effectiveness of the body and the integrity of shared governance.

Self Evaluation

As part of the accreditation process the college conducted an employee satisfaction survey. Results from that survey that are relevant to the question of participatory decision making:

- All groups work collaboratively towards the achievement of college goals: 62% agreed or strongly agreed.
- I am satisfied with the amount of opportunity I have to participate in college-wide planning: 76.1%

The college meets the standard.

Planning Agenda

None at this time.

Standard IV.B. Board and Administrative Organization

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

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

Descriptive Summary

The governing body is a five-member board elected at large for terms of four years from local district communities. Terms of office are staggered with biennial elections in accordance with the California Education Code. In addition, there is one nonvoting student trustee elected by the student bodies of the three colleges for a one-year term. The essential responsibilities of the Board of Trustees, in the public interest and trust are: To provide the best possible learning experience for students of the colleges; to assure that the district and its colleges are effectively and efficiently managed; to maintain enlightened, fair and equitable policies for employees and students of the district and its colleges; to represent the general interests of the entire college district; to act only on the basis of what is in the best interests of the college district and the community; to be knowledgeable of and support the mission and philosophy of community colleges; and to support the work of the colleges in the community as outlined in District Rules and Regulations concerning the responsibilities of the board. The board has established policies on the philosophy and purpose of the Educational Program and curriculum development, program review, and program vitality [Ref. 2].

The Board of Trustees assures that the district is financially sound through careful budget planning and ongoing budget reporting from staff. The board receives quarterly reports from the Executive Vice Chancellor on the financial health of the district and on quarterly income and expenditures as compared to budget [Ref. 2].

The board has a written hiring procedure specific to the position of Chancellor/Superintendent. Annual evaluations of the Chancellor/Superintendent and college presidents are conducted to assure that the job performance of each individual is assessed and communicated to the individuals being evaluated in accordance with Rules and Regulations [Ref. 2].

Assessment

The district meets this standard. The board conducts regular study sessions open to the public to carefully examine key district-wide initiatives and provide overall guidance. As an example, during these sessions the board discussed the apprenticeship training programs, concurrent enrollment, and facilities planning. At a recent session, the board deliberated thoroughly on the proposal to start a dental hygiene program within the district. To assure district-wide coordination of educational services and planning, the board worked with the chancellor and faculty academic senates to refill the position of Vice Chancellor of Educational Services and Planning. To responsibly manage an institution of this size and the two facilities bond measures that have been passed, the board has instructed the chancellor to provide quarterly, semi-annual, and annual financial statements. The board has established a bond oversight committee to directly oversee the construction planning and management. The board has a clearly defined policy for recruiting and evaluating the chancellor and college presidents [Ref. 6].

Plan for Improvement

No recommendations at this time

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

Descriptive Summary

Board members have authority only when acting as a board legally in session. The board shall not be bound by any statement or action of any individual board member or employee, except when such statement or action is in pursuance of specific instructions by the board in accordance with District Rules and Regulations. The board has also adopted a new policy that clearly articulates how board members should work and communicate within the District [Ref. 2]

The Board of Trustees actively seeks advice and opinion of the community it serves by holding open session board meetings twice monthly (except August, November and December in which there is one meeting) in accordance with the Brown Act where members of the public are encouraged to address the board. The board has adopted policy on community relationships, which recognized the public's right to obtain information regarding the board's actions and encourages public input into board decision-making [Ref. 2]

Each board member is actively involved in community and statewide activities.

Assessment

The district and its colleges meet this standard. Individual members of the board observe the policies that govern decision making. The board always acts in a uniform manner after a vote has been taken following thorough hearing and deliberation that involve the general public. On an annual basis each board member declares his or her financial interests so as to ensure his or her

independence in the decision-making process, and to assure the general public that there are no conflicts of interest.

Plan for Improvement

None needed at this time

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

Descriptive Summary

The Board of Trustees' educational philosophy is based on three fundamental premises: that a society requires intelligent support; that the individual has worth and dignity; and that a college has obligations to both society and the individual. The board and administration recognize that the colleges must remain sensitive to changes in the needs of the community and, within available resources, revise and create evolve educational offerings in response to those needs [Ref. 2].

The board assesses the colleges' program review outcomes and changes to curricula to assure that the district is meeting the needs of the community and providing quality education resulting in a successful transfer rate and certificate completion.

Assessment

The district meets the standard. The governing board reviews its policies pertaining to educational services and offerings on a regular basis. In 2004 the Board of Trustees codified a reaffirmation and recommitment to core values and operating principles which is posted at the district office and can be located on the district website. The board directs the Chancellor to work closely with the college presidents to coordinate resource allocation and to identify near term and long term resource needs [Ref. 3]

Plan for Improvement

None needed at this time

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

Descriptive Summary

The board clearly recognizes its responsibility for providing high quality educational programs and services that meet the needs of our communities. The board regularly monitors the learning programs and services through commissioned reports and studies, and is provided information and statistics measuring student learning outcomes. The interests and inquiries from the board

members have demonstrated their attention to the quality and the improvement of student learning. The board decisions are made with adherence to federal, state and local policy and guidelines. The board through the chancellor has established a shared governance committee to oversee budget and finance.

Assessment

The Board of Trustees is informed through reports at board meetings regarding the current educational programs at each college. Annually, the board approves curricular additions and deletions to the educational program at the colleges. The board is provided statistical reports on student learning outcomes to assure the quality and effectiveness of instruction. The board reviews the financials of the district at regularly schedule board meetings as well as all potential or pending litigation in closed sessions. The board reviews and approves a tentative budget in June of each year; a final budget in September of each year; and a mid year report in February of each year. Prior to the review and final approval of the district budget, the District Budget and Finance Committee reviews and revises fiscal reports and the resource allocation model for each college.

The board has established a Bond Oversight Committee to provide assurances that bond dollars are appropriately accounted for and spent. In addition, all contracted services in excess of \$50,000 are reviewed and approved by the board.

Plan for Improvement

None needed at this time

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

Descriptive Summary

All Rules and Regulations are posted on the District's website to provide access to all members of the community [Ref. 2].

Assessment

To be specific, the District Rules and Regulations 1.00, Organization of the Board, 1.10, Duties and Responsibilities of the Board, 1.15, Officers of the Board, 1.20 Duties of Officers, 1.40 Meetings of the Board, 1.60, Rules of Order for Board Meetings all address the standard stated above. The district meets the standard.

Plan for Improvement

None needed at this time

IV.B.1.e. *The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.*

Descriptive Summary

The Board of Trustees holds to a high standard of conduct for each board member's performance through its policy on Board Member Conduct as described in Rules and Regulations 1.35 [Ref. 2].

District Rules and Regulations are regularly reviewed by administrators and necessary changes, additions or deletions are brought to the board for approval as needed. The Board of Trustees annually conducts a board self-evaluation and makes recommendations for overall performance improvement.

Assessment

The Board of Trustees further ensures effective leadership and successful board meetings by adhering to the following principles:

1. States and follows agendas and assures requested actions are clear
2. Discusses agenda items intelligently and takes appropriate action after hearing all relevant background information and analysis as well as public input
3. Follows parliamentary procedure and conducts orderly meetings
4. Does not discuss issues and topics not on the agenda
5. Listens respectfully
6. Directs requests for action or information through the Chancellor and not through administrative staff or faculty
7. Determines the conduct of the meetings and adheres to such conduct

Plan for Improvement

No recommendations at this time.

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

Descriptive Summary

The Board of Trustees holds a new trustee orientation, the last one being in 2004 when our newest member was elected to the board. The board also encourages new board members to participate in the annual California Community College Trustees' New Trustee Orientation program that is held in the winter each year. All five board members have attended one of these sessions. Board members also participate in many State sponsored conferences regarding community colleges, leadership, and board governance. during each year.

District Rules and Regulations Section 1.00 specifies that board members' terms of office will be staggered, with two trustees elected in one biennial election and three elected at the next election. [Ref 2]

Assessment

Plan for Improvement

No recommendations at this time.

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

Descriptive Summary

The district's Rules and Regulations 1.35 states that board members, including the student trustee, shall participate in an annual board evaluation process which will be conducted each calendar year. The purpose of this evaluation of the board as a whole is to identify those areas of board functioning that are working well and those that need improvement, and to improve communication and understanding among board members. Evaluation instruments with criteria based upon District Rules and Regulations have been developed, and a facilitator may be used by the board as necessary to assist in this process. The board uses a well-developed evaluation instrument to assess its performance. Each board member completes the evaluation form individually; the results are tabulated and the board as a whole discusses the results. The board has conducted annual evaluations and has made recommendations to improve overall performance and access to the public on all aspects of the district's operations. The next board self-evaluation will be conducted in the fall of 2006 [Ref. 5]

Assessment

The ongoing board evaluation has helped identify areas upon which improvement can be made. For example, the board annually examines ten areas of governance including institutional mission and educational policy; institutional planning; instructional/student services programs; facilities; financial resources; board operations; board-chancellor relations; faculty/student/classified relationships; community relations; and government relationships. Through a recent evaluation the board recognized the need for more information regarding program planning. As a result, the board will devote more time for presentations at board meetings on teaching and learning. In the area of board operations, the administration has agreed to work toward compiling a comprehensive docket of information that can receive adequate amount of board review prior to regular sessions.

Plan for Improvement

No recommendations at this time.

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

The District's Rules and Regulations 1.35 Board Member Conduct clearly outlines the expectations of board members' behaviors. It specifies what behavior is expected and the consequences of non-adherence to expected behavior [Ref 2]

Assessment

The board has a long standing code of conduct that has been observed by the trustees throughout the years since its inception in the mid 1980's. Consequently over the years the board has maintained the reputation for being collegial, collaborative, and professional.

Plan for Improvement

No recommendations at this time.

IV.B.1.i. *The governing board is informed and involved in the accreditation process.*

Descriptive Summary

The Board of Trustees is informed and involved in the accreditation process through regular reports from the chancellor, college presidents and accreditation chairs at board meetings and by reviewing self-study drafts. Accreditation Reports and Midterm Reports and progress toward implementation of recommendations have been presented to the board. Board members have attended college accreditation self-study committee meetings and provided input into self-study recommendations for improvement.

Assessment

As the colleges are undergoing thorough self-studies, the board actively participates in dialogues with college leadership. To respond to the request from the colleges, the board approved the hiring of Vice Chancellor-Educational Services & Planning to provide coordination for the strategic planning, instructional and student services activities and to act as a liaison between the district and the colleges in matters relating to accreditation. The colleges are meeting with the district administration on a regular basis to discuss the status of self-studies.

Plan for Improvement

No recommendations at this time

IV.B.1.j. *The governing board has the responsibility for the selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case*

of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and hold him/her accountable for the operation of the district/system or college respectively.

In multi-college district/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the college.

Descriptive Summary

The district has an established procedure for the hiring and selecting of a chancellor [Ref. 6]. The district also has a well-defined policy for the delegation of authority within the district [Ref. 2]. The board conducts annual evaluations of the chancellor in a closed session in December of each year. The chancellor proposes and the board approved goals and objectives for the district each year and the board measures the chancellor's performance on the successful accomplishments of these goals. The chancellor, in conjunction with the Board of Trustees, conducts annual evaluations of each president in a closed session meeting held in July of each year. This evaluation is based upon the college goals that are developed by the presidents each year and approved by the chancellor

Assessment

The district has successfully recruited a President of Skyline College through the formation of a screening committee comprised of all constituencies at the college and from the district office. In addition, the services of Association of Community College Trustees (ACCT) were utilized to assure a wide reaching national search. Following the identification of three finalists for the position, the college hosted open forums for each candidate to present the college faculty, staff and students as well as community members and the Board of Trustees. Final interviews were conducted with the chancellor and ultimately the Board of Trustees. The candidate selection was based upon a compilation of the candidate evaluations submitted after the completion of the candidate forums and the evaluation of the chancellor and the Board of Trustees. The district is currently recruiting for a president of the College of San Mateo and is following the same successful procedure used at Skyline College. The district will be conducting a search for the president of Cañada College in 2007 after its first search did not produce a suitable candidate for the position. The same procedure was followed during the first search and will continue with the second search.

Plan for Improvement

No recommendations at this time.

IV. References

- Ref. 1 SMCCCD Mission Statement**
- Ref. 2 District Rules and Regulations**
- Ref. 3 Board Reaffirmation**
- Ref. 4 Board Minutes**
- Ref. 5 Board Self-evaluation Tool**
- Ref. 6 Hiring Procedures for Chancellor**

Standard IV.B.2

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

Descriptive Summary

At this time Cañada College has an Interim President who was appointed by the Governing Board in July 2005. The role of the President is(get job description). Our President is valued as a trustworthy leader who honors intellectual achievement and is guided by student and community needs in decision-making. The President makes time for Cañada employees, listens to and values their ideas, acknowledges their efforts, makes the best use of their talents, and supports professional development. He actively involved in the hiring processes and in the selection of personnel on our campus.

The President has placed a renewed emphasis on two principles in guiding planning and decision making at Cañada College: weaving open and honest communication across the fabric of the college and the valuing of quality data to inform such decision making and assess institutional effectiveness.

Our President is deeply connected to the local community. He is a member of the local Rotary Club, Peninsula Clergy Network, Peninsula Boys and Girls Club Board, Police Athletic Board and attends many City Council meetings, and Chamber of Commerce meetings. He brings his considerable experience as a high school Superintendent to bear and has increased the

high school outreach that we now do. This commitment demonstrates the strong advocacy for the college within the district and at local levels and his experience developing relationships with educational organizations, business, industry, government, and community-based organizations.

The President inherited an understaffed budget office with problematic accounting records and procedures. During his tenure he has led the institutionalization of transparent budgeting processes and procedures.

Prior to July 2005 our former president served Cañada for 6 years. A Presidential search for a permanent president was conducted this year but a suitable candidate was not found. Our Chancellor has assured us we will begin a new search for a permanent president in the coming year or two.

Self-Evaluation

Cañada College's Interim President provides leadership that is experienced as an invitation to communication. Across the campus, at all meetings, every opinion and point of view is expressed. During his tenure here thus far he has developed, in faculty and staff, a better understanding of the need for ongoing planning using data and outcomes as essential guides.

Planning Agenda

The Presidential search will continue in the next year or two, as directed by the Chancellor.

Standard IV.B.2.a

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

Descriptive Summary

The President works closely with faculty and staff as provided for in our shared governance structure. At Cañada College the administrative structure consists of two organizational areas led by vice presidents. Reporting directly to the President are the Vice President of Instruction and the Vice President of Student Services. Reporting directly to the Vice Presidents, are

the Division Deans. Additionally, the Public Information Officer, the College researcher and the Budget Officer report directly to the President.

The Vice President of Instruction oversees each Instructional Division, their Deans and their faculty and staff. She oversees curriculum, professional development, faculty orientation, the Middle College Program, several Early College programs and is the liaison for the College Accreditation.

The Vice President of Student Services oversees all areas that pertain to Student Services, such as Counseling and Enrollment Services, Admissions and Records, Financial Aid, Health and Psychological Services, EOPS, DSPP, Learning Center, Library, Student Activities and the University Center. The Vice President of Student Services also oversees Student Conduct and Academic Integrity.

There has been substantial turnover among administrative personnel in the last few years. The Vice President of Instruction was hired on an interim basis in June 2003 and then subsequently hired permanently in April 2004. The Vice President of Student Services was hired on an interim basis in October 2004 and then subsequently hired permanently in June 2005.

During our former President's tenure she eliminated the position of Dean of Admission & Records and recreated the Dean of Counseling & Enrollment Services which was filled on October 2004. Aside from the Dean of Business and Workforce Development, the Dean of the University Center and Student Support Services, Dean of Humanities and Social Sciences, and Dean of Science & Technology were all filled in 2006.

REFER ORG charts for this.

Self-Evaluation

The President appropriately delegates authority, however, there are concerns regarding administrative workload distribution.

Planning Agenda

The institution will examine the distribution of work among the administrators.

Standard IV.B.2.b

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

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

Descriptive Summary

When the Interim President was hired he inherited a college that has a history of high administrative turnover. This turnover created an environment that limited the ability to execute institutional plans.

The President has provided the stability for institutional planning to move forward. The President interacts with faculty and staff concerning the success or apparent weaknesses of programs, enrollment goals and the delineation of initiatives which reflect the needs of the student body and the community. Examples of such interactions have been: Program Review, Student Learning Outcomes workshops and trainings, data analysis, facilities master plan development, and new program development, such as Multimedia. He strives to be present to as many faculty, staff and students as possible, and attends as many Division, Curriculum, and Instructional/Student Services Council, ASCC meetings where the values and goals of the College are discussed. It is also common practice for the President to attend most College events.

The President recognizes the need for data to inform the operations, programs and performance of the college. He directs the college researcher to collect data that elucidates college performance and the educational needs of the student body.

The President, develops annual goals and plans for the College in consultation with the multi-constituency shared governance committees College Council and Planning and Budget Committee, and the Administrative Council. The goals and plans are reviewed by the representative constituencies at the College and then presented to the

College Council members. These goals are then reviewed and approved by the Chancellor at the District level to ensure consistency with the District mission and goals. Goals are evaluated at the end of each year and used to establish new goals for the coming year. These goals are part of the President's evaluation.

The role of the Budget & Planning Committee has been strengthened, as a sub-committee of College Council, its charge is to advise and make recommendations regarding all aspects of budget, of hiring, of program development and expansion, while assessing the need and the cost for each outcome being considered. These recommendations are then forwarded to the college Council.

Among the Presidents highest priorities are productivity and retention of students. The College continues to develop its enrollment management program and to pursue new and revised programs that to achieve those objectives.

This academic year ('06-'07) the president led an initiative to provide for a new, comprehensive strategic planning process that would lead to a collaborative and collegially developed strategic plan to guide our future. Using college and district research capabilities, we are now doing a thorough internal and external scan of our community. Internally, we are gathering qualitative and quantitative data by means of surveys and interviews with individuals and groups. . Externally, we are assessing the market and the potential of existing and new programs which meet the educational needs of the community and the developing workforce. The end result of the initiative is to have a written strategic and action plan with accompanying implementation steps to guide our future decision making. We intend to integrate our budget planning and strategic planning by attaching dollars to the implementation plan. In this way, the strategic plan will drive our future efforts.

Self-Evaluation

Despite the hurdles to planning that have hampered the institution, the college has made significant progress towards stabilizing the environment so that appropriate planning occurs.

Planning Agenda

Complete the Strategic Planning process.

Standard IV.B.2.c

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

Descriptive Summary

The President takes time to review all manuals which contain pertinent district policies whenever a decision is pending. He consults regularly about policies with the district office, the vice-presidents and all college bodies. In fact, he believes that checks and balances are appropriate and in place, and he values the multiple feedback system of the shared governance process. Additionally, he gathers input from the Chancellor's Cabinet and consults with the other two presidents of the district. The president is scrupulous about following policies and regulations and has rectified practices which were not consistent with the institutional mission and policies.

Self-Evaluation

The college meets the standard.

Planning Agenda

None at this time.

Standard IV.B.2.d

The president effectively controls budget and expenditures.

Descriptive Summary

The President, as the institutional chief executive officer, is responsible for managing resources, controlling budget and expenditures, and budget implementation. The College Budget Officer reports directly to the President regarding all matters related to college resources, budget, and expenditures. The President is in daily contact with the College Budget

Officer on all issues related to budget control and expenditures as well as key College projects authorized by the College's annual plan. The President also values the consultation with the Planning and Budget Committee.

The President meets with the College administrative team on a semi-monthly basis to discuss college-wide topics including budget items and expenditures. The President of the College supervises, guides, and directs the administrative team in assuring that resources are spent efficiently. The President keeps the Chancellor informed of key aspects of the budget process and administrative decisions made at the college level.

The president meets regularly with the College Budget Officer for the purpose of reviewing budget projections. Budget matters are discussed monthly with the Planning and Budget Committee. The College Budget Officer is required to report all apparent deficiencies in any budget category.

Self-Evaluation

The college employee survey indicated that only 50.7% feel they have adequate opportunities to participate in the development of financial plans and budget. Additionally, only 45% feel that college budget decisions are based upon input from all college constituencies.

Planning Agenda

The college will formalize and schedule regular analysis and reporting of budget and financial matters.

Standard IV.B.2.e

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

Descriptive Summary

The president is strongly committed to keeping the college tightly interwoven with the community. This is accomplished mostly through regular interaction with City Council, civic leaders, the President's Advisory Council, as well as participation in Chamber of Commerce events.

The President maintains an on going dialogue with local government, local elementary and high school supervisors, on the needs of the community we serve. The President also has direct communication and regular meetings with leadership of the educational institutions in the region.

Self-Evaluation

The college meets the standard.

Planning Agenda

None at this time.

Standard IV.B.3 (Phyllis)

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

Descriptive Summary

The San Mateo County Community College District in its District Preamble and Mission Statements clearly communicates its commitment to providing quality education and lifelong learning in an atmosphere of collegiality and shared responsibility. (IVB3:-College Catalog 2006-2007)

Self-Evaluation

The employee survey suggests that 71% of those who responded believe that the district office adheres to clearly defined policies consistent with the mission. It is important to note that 28% of those surveyed did not respond, indicating that they do not know.

Additionally, 75% of those who responded believe the District Office acts in a manner consistent with Board policies, statutes and regulations. A slightly greater number of employees felt they could answer this question.

Planning Agenda

The District Office should improve communication regarding their role and responsibilities to the college.

Standard IV.B.3.a

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

Descriptive Summary

Operational responsibilities and functions of the District are articulated in District Rules and Regulations (ref. 1). District Rules and Regulations are currently made available to institutional and system staff as well as to the general public, through the District's website portal page (IVB3:2). In addition, District Office organization charts are maintained by the District's Office of Human Resources and available upon request to interested individuals.

[Put statement from Harry here]

Self Evaluation

As prescribed in District rules and regulations, the Chancellor consistently adheres to this delineation. He gives responsibility to the College Presidents to carry out operations at their respective sites. The College Presidents, through the Chancellor's Council, collaborate with the District on the budget. The Presidents are given wide latitude in managing their institution's budget and in decision making regarding expenditures on instructional programs and student services that support their missions.

The employee survey suggests that 71% of those who responded believe that the district office adheres to clearly defined policies consistent with the mission. It is important to note that 28% of those surveyed did not respond, indicating that they do not know.

Additionally, 75% of those who responded believe the District Office acts in a manner consistent with Board policies, statutes and regulations. A slightly greater number of employees felt they could answer this question.

Planning Agenda

The District should publicize the location of existing information about its roles, responsibilities and services.

As the district portal page is the primary means of communication between the district and the colleges, the District should upgrade the webpage so that it is easier to navigate and find information.

Evidence

1. District rules and regulations, 2.00
http://smcweb.smccd.net/portal/District%20Information/Rules%20And%20Regulations/2_00.pdf
2. District rules and regulations, 2.02
http://smcweb.smccd.net/portal/District%20Information/Rules%20And%20Regulations/2_02.pdf
3. District rules and regulations, 2.05
http://smcweb.smccd.net/portal/District%20Information/Rules%20And%20Regulations/2_05.pdf
4. Link to entire body of district rules and regulations
<http://smcweb.smccd.net/portal/District%20Information/Forms/AllItems.aspx?RootFolder=%2fportal%2fDistrict%20Information%2fRules%20And%20Regulations&View=%7bF268A2B9%2d228C%2d4AE5%2dB3A1%2dEF3D1F2D2DB1%7d>

Standard IV.B.3.b

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

Descriptive Summary

The District provides effective services that support the Colleges in their missions and functions. Centralized support is provided for the Colleges in the areas of Business Services, Facilities Planning and Operations, Human Resources and Employee Relations, Educational Services and Planning, Information Technology Services, and Community and Government Relations. An organization chart illustrating the reporting relationships of these organizations is included as evidence to this document (ref. 1)

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

Facilities Planning and Operations is headed by an Executive Director who reports to the Executive Vice Chancellor and a Director who reports to the Executive Director. Facilities Planning and Operations provides centralized support in the areas of engineering, custodial, grounds, and facilities planning & construction management services. Facilities Planning and Operations is divided into two distinct functions – Facilities Planning and Construction and Facilities Maintenance and Operations. The Executive Director and Director are fully immersed and responsible for both operations. Over the past 5 years, voters in the District have passed two General Obligation Bonds totaling \$6.75 million. Consequently the majority of both the Executive Director and Director's time is currently devoted to Planning and Construction Functions. Maintenance and Operations functions (engineering, custodial and grounds) are run by Facilities Managers at each College. These managers report to the Director of Maintenance and Operations (ref. 10).

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

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

Information Technology Services (ITS) is headed by a Director reporting to the Chancellor. The Director is responsible for technology management in the District and advises the Chancellor on Districtwide technology decisions. Additionally, the

Director serves as Technology Officer at each of the District's three Colleges and guides the development and implementation of the College's technology planning. ITS provides and maintains the voice and data communications infrastructure at the Colleges and the District Office. As part of the District's technology strategic plan, the group recently completed Districtwide installation of and training on a new Voice over Internet Protocol telephone system. Additionally, the group provides maintenance, support and training for the District's enterprise software solution—Sungard SCT/Banner—for faculty, administration and students. The group also provides video conferencing and multi-media support. ITS plays an integral role in the District's capital improvement program during the programming and design of facilities. ITS assists Facilities in planning instructional technology in classrooms and labs and is involved in planning for communications infrastructure. Once construction is underway, ITS also assists with installation of the infrastructure. Finally, ITS is the application services provider for the Peninsula Library System, a network of 34 libraries in San Mateo County, including libraries at the District's Colleges.

Community and Government Relations is headed by a Director reporting directly to the Chancellor. She serves as liaison for the District and Colleges to state and local legislators on legislative and governmental matters for the District. This Director also serves as liaison to local cities on land use and tax sharing issues and to community members on issues related to the community. The Director is the District's primary spokesperson to the media on Districtwide issues such as budget, collective bargaining, Board policies and other issues. The Director also handles negotiations with all redevelopment agencies in the County and manages issues related to affordable housing for faculty and staff. The Director coordinates activities of the Bond Oversight Committee and the Housing Foundation Board.

Self-Evaluation

Overall, the District is providing effective services that support the missions and functions of the Colleges. For the most part, survey data related to District services supports the conclusion as is shown in responses to questions related to ITS and Facilities grounds operations. It is also evident that the District engages in dialogue about its services with the Colleges through active involvement in a variety of institutional and administrative committees and through the Chancellor's Cabinet and Council meetings. There is also evidence that the District disseminates information about its processes through training, forums and websites. Finally, the District engages in evaluation, planning and improvement processes to measure effectiveness and improve delivery of its services.

In general, accreditation survey data related to effective District services in the area of Information Technology systems indicates that faculty and staff agree that the District provides effective services in those areas. For instance, 73% of employees agreed or strongly agreed with the statement “the technical support services for my technology issues are adequate”. The College maintains and upgrades technology and equipment to meet instructional needs.”

Survey data related to Facilities Planning and Operations data was mixed. Of classified staff responding to the accreditation survey, 79.1% agreed or strongly agreed that “Campus landscaping is adequately maintained.” Similarly, 66.9% of faculty agreed or strongly agreed with that statement. On the other hand, only 36.1% of faculty and administration agreed that “Campus facilities (i.e., classrooms, washrooms, offices) are adequately maintained,” and only 30.2% of classified agreed or strongly agreed with the statement, indicating a generally negative perception of District services related to facilities maintenance. Survey data did not address overall campus satisfaction with quality of customer service provided by the Campus Maintenance Operation. However, there is a perception, based on conversations with faculty and administration, that customer service levels are not as desirable as they could be and there is an expressed desire to see improvements in this area.

Other evidence suggests that the District actively engages the Colleges in dialogue regarding District services. The Chancellor and his Executives (Executive Vice Chancellor, Vice Chancellor of Human Resources and Vice Chancellor of Educational Services and Planning) meet twice monthly with the College Presidents in the Chancellor’s Cabinet meetings. This same group, plus the Chancellor’s other direct reports (Director of Community and Government Relations, Director of ITS) and the Executive Director of Facilities Planning and Operations, also meet twice monthly in Chancellor’s Council Meetings (ref. 11). These face-to-face meetings between Executives, Presidents and Directors provide opportunity for dialogue, if necessary, regarding District services to the Colleges.

District staff are active in a variety of institutional and administrative committees and forums. For example, the Executive Vice Chancellor and Chief Financial Officer are members of the District Committee on Budget and Finance as well as the District Associated Students Advisory Committee (ref. 2, 3). The Executive Director of Facilities Planning and Operations and the Director of Facilities Maintenance and Operations meet monthly with the College President’s Cabinet. And the Director is a member of the College’s Way Finding Committee to address improved directional signage. The College Facilities Manager is an active

participant in College Administrative Council Meetings in an effort to foster communication with campus administrators, faculty and staff.

The District supports institutional forums that serve to disseminate information, promote discussion among the Colleges and the District, and gather feedback related to District services. The District Instructional Technology Council is a forum, supported by Information Technology Services, for faculty, staff and administrators to discuss, preview, introduce, and recommend products, services and pedagogy as they relate to instruction and services using technology. This group is open to all faculty, staff and administrators (ref. 4).

In cooperation with College Emergency Operations Committees, the District sponsored 3 on-campus showings of “Academic Aftershocks: The Northridge Experience”. The purpose of the showings was to support the work of College Emergency Preparedness/Safety Committee and to illustrate to faculty and staff the possible ramifications of a major disaster on their campuses. During January and February, 2006, the District also sponsored showings of the video as a flex activity for faculty. Staff were also invited to attend (ref. 13). On April 20, 2006 the College, in collaboration with District Office, and San Mateo County Office of Emergency Services, participated in day and evening College-Wide Emergency Preparedness Drills.

The Human Resources and Employee Relations Department sponsors monthly forums for College and District managers and supervisors. The forums provide an opportunity for the District and Colleges to communicate about information regarding current Human Resources processes, policies and procedures, and a variety of other subjects of concern to managers and supervisors throughout the District. Agenda topics are set by managers and supervisors (ref. 14). Recent meetings have covered such items as varied as sexual harassment training and a review of the new phone system including implementation and training schedules (ref. 15). The forum has also been used to discuss and introduce websites related to District services including: the CORP page (ref. 16), a resource providing a convenient means for faculty, staff and administration to purchase a variety of products ranging from office supplies to duplicating services to furniture and the Download page which contains a variety of documents and forms used Districtwide.

The District also offers a wide variety of training related to District services for faculty and staff. For instance, the District’s Purchasing Department developed a series of leveled training programs to facilitate a better understanding of the

District's financial software and to foster greater communications between District Office Purchasing and Accounts Payable personnel and campus staff involved with budget and finance. The Director of General Services and his Purchasing and Accounts Payable staff conduct the training sessions. The Director works with the Budget Officers at each College to identify candidates for training. The first cohort of staff entered training in 2002. The most recent cohort of staff started "freshman" training in December 2005 and advanced through "sophomore" and "junior" training (ref. 5) during February 2006 and March 2006. In conjunction with the purchasing training effort, the Director of General Services, working with Human Resources and Employee Relations, integrated an introduction to District General Services into the New Hire Orientation Program in March 2006 (ref. 6).

As part of the District's technology strategic plan, Information Technology Services recently completed Districtwide installation of a new voice-over-internet protocol telephone system. Training on the new system was conducted Districtwide (ref. 12).

Through its *Centers for Teaching and Learning*, which are located on all three colleges, Information Technology Services offers a wide variety of support and training to faculty and staff (ref. 7). The Center's offerings are extensive and include workshops on District supported software, individualized consulting regarding instructional software, small group seminars and a "Bootup Camp"—a voluntary workshop series designed for new faculty on the effective use of technology in the classroom (ref. 8).

In an evaluation, planning and improvement effort, the Facilities Maintenance and Operations Group, a part of Facilities Planning and Operations, conducted a comprehensive program review of all of its operations including its custodial, grounds and engineering units. The review was completed in February 2006 and provided Facilities managers with valuable data for their organizations. For example, as part of the custodial review, an inventory of cleanable square footage was developed. The inventory classified the size and types of spaces that needed to be cleaned in each building Districtwide. Based on these and other measurements, the Director developed a staffing model which quantified the number of custodians necessary to attain a particular "appearance level" (based on industry standards for custodial staffing for educational facilities). The Director of Facilities Maintenance and Operations has given presentations regarding the program review to various Committees, Councils and groups across the District. For example, in December, 2004, the Director of Facilities Maintenance and

Operations gave a presentation to the District Committee on Budget and Finance explaining this review process in detail (ref. 9).

The program review process has helped the Facilities Maintenance and Operations Director create balanced work assignments and healthier work environments for Custodians, Grounds crews, and Engineering personnel. Another function of the review was to manage customer expectations regarding appearance levels of facilities. As is evidenced in the accreditation data cited earlier, there is still work to be done in the area of facilities appearance and cleanliness especially in the areas of classrooms, washrooms and offices. Program review data, in particular the inventory of cleanable square footage, was considered in developing the facilities component of the District's new resource allocation model which is outlined in section 4.b.3.c of this document. While allocations made via this model do support additional staffing to support additional square footage being brought "online" as a result of the District's Capital Improvement Program, it does not take into consideration the current understaffing related to existing square footage. The program review data should also be used to drive other organizational, process and budgetary changes that would foster improvements in the area of facilities cleanliness.

Finally, various departments and committees within the District maintain websites which are accessible Districtwide via the District's portal page (ref. 17). The information available through the portal includes common forms and documents related to Human Resources, Payroll, Purchasing, Accounts Payable, District rules and regulations, food service information, calendar information, and budget information. The site also contains links to Districtwide committee websites, Board of Trustees information, purchasing information, facilities and construction information and more. As noted in section IV.B.3.a, accreditation survey data indicated that significant numbers of faculty, administration and classified staff answered "don't know" or "n/a" to the statement "There are clear divisions of authority and responsibility between and among the District Office, Governing Board and CSM." Information clarifying these divisions and responsibilities is readily available online and the District has presented information about many of these resources to managers and supervisors at the monthly Human Resources and Employee Relations Manager's forums.

Planning Agenda

Use facilities program review data to support and illustrate the need for additional staff in order to make significant improvements in the area of facilities cleanliness.

Facilities management should assess and quantify perceived issues with customer service levels at the campus and implement policies to make measurable improvements in this area.

Facilities Planning and Operations should implement measures to advertise more widely the body of web-based information regarding facilities services and processes.

The District should also implement measures to **communicate** more widely the body of web-based information available about District services, policies and procedures through the District's portal page.

Evidence

- (1). District Office Organization Chart, March 2006
- (2). District Committee on budget and Finance Committee Membership List
<http://www.smccd.edu/portal/dcbf/Lists/Committee%20Members/AllItems.aspx>
2005-2006 DASAC Committee Membership List
- (3). District Associated Students Advisory Committee Membership List
<http://www.smccd.net/portal/dasac/DASAC%20Committee%20Members/DASAC%20members,%202005-06%20academic%20year.xls>
- (4). DITC Website
<http://www.smccd.net/accounts/ditc/>
- (5). Purchasing training materials and agendas for freshman and sophomore training sessions
- (6). General Services PowerPoint presentation for new hire orientation, March 2006
- (7). CTL Website
<http://www.ctlonline.net/>
- (8). CTL Boot up Camp Website
<http://smcweb.smccd.net/accounts/bootupcamp/>
- (9). Facilities Maintenance and Operations Presentation: Program Review

http://www.smccd.net/accounts/facilities/maintoperation/2004%201207%20Program%20Reviews%20-%20Cmte%20Budget%20&%20Finance_files/frame.htm

(10). Facilities Planning and Construction Organization Chart
http://www.smccd.net/accounts/facilities/fpo_orgchart.htm

(11). Calendar: Chancellor's Office and Districtwide Standing Meetings

(12). Telephone system training and support materials and announcement regarding phone upgrade

Announcement regarding Telephone system training

Telephone training and support materials
<http://www.smccd.net/accounts/smccd/phone/>

Announcement regarding telephone system upgrade
<http://www.smccd.net/portal/Lists/All%20Employees%20Announcements/DispForm.aspx?ID=152&Source=http%3A%2F%2Fwww%2Esmccd%2Enet%2Fportal%2FLists%2FAll%2520Employees%2520Announcements%2FAllItems%2Easpx>

(13). Announcement: Academic Aftershocks
<http://www.smccd.net/portal/Lists/All%20Employees%20Announcements/DispForm.aspx?ID=158&Source=http%3A%2F%2Fwww%2Esmccd%2Enet%2Fportal%2FLists%2FAll%2520Employees%2520Announcements%2FAllItems%2Easpx>

(14). Email: Request for agenda topics for manager's forum

(15). Email: Manager's forum announcements and agendas: September 8, 2005
and
April 20, 2005

(16). Purchasing web page
<http://www.smccd.edu/purchasing/>

(17). Corp Page
<http://www.smccd.net/corp/>

(18). District Portal Page

<http://www.smccd.edu/accounts/portal/>

Standard IV B.3.c

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

Descriptive Summary

For the past several years, the District's method of distribution of resources has not been effective in supporting the operations of the Colleges.

The District has not **previously** had a formula based resource allocation model since 1997-98. Increases and reductions to College budgets have been based on adjustments for step and column increases, longevity, COLA and other changes (ref. 1). The model did not address enrollment changes or growth in special programs. This led to inequitable distribution among the Colleges.

Since May 2003, the District Committee on Budget and Finance, a subcommittee of the District Shared Governance Council, had been discussing the subject of resource allocation and in August 2003, at the direction of the Executive Vice Chancellor, the District Committee on Budget and Finance was charged with recommending a new resource allocation model for the District (ref. 2, 3). The Committee engaged in an evaluation, planning and improvement process that ended with the approval of a new distribution model in May, 2005. The new model goes into effect for the 2006/2007 year.

Self-Evaluation

Although 68% of faculty and administration responding to College of San Mateo's accreditation survey agreed or strongly agreed that the District distributes resources fairly, it has been the general consensus of College and District leadership that resource allocation has not been particularly responsive to changing workload measures in the years following the implementation of the 1997-98 model. As explained in the Descriptive Summary above, since that time the College's allocations have been based on the prior years allocations adjusted for step and column increases, longevity, COLA and other adjustments. Components

most critical to a College's ability to support student learning—adjustments for enrollment growth and adjustments for special programs—have not been addressed.

The District Committee on Budget and Finance has studied the budget allocation model issue closely. Committee work regarding the budget allocation model has been thorough. The meaningful dialogue between the Colleges and District, the extent of research, and nature of the collaboration between the Colleges and the District relative to this important decision is documented in the Committee's minutes beginning in August of 2003 through the Committee's most current minutes (ref. 4).

In its planning and evaluating, the Committee conducted a historical review of the District's prior budget allocation models and reviewed allocation models from other institutions (refs. 1, 5, 6, 7). The Committee also met with administrative staff to explore various programs in the District and to address how all programs might best be served by a new resource allocation model. For example, the Committee requested presentations from the Colleges Vice Presidents of Instruction regarding factors affecting cost and efficiency of instructional programs to ensure that any new allocation model addressed program needs appropriately and thus supported positive student learning outcomes (ref. 8). Additionally, Committee requested an overview of facilities programs from the District's Director of Facilities Maintenance and Operations in an effort to more thoroughly understand any impact that an allocation standard based on square footage might have on that operation (ref. 9). In November 2004, the Committee also discussed KCSM, the District's television and radio outlet, with its General Manager to gain an understanding of the operation's financial structure and its relationship to the District's budget (ref. 10)

Based on their extensive research, the Committee selected and refined an allocation model during Spring semester 2005 (ref. 11). The Chief Financial Officer presented the proposed model to the District Shared Governance Council in May 2005 and there was consensus among the District Shared Governance Council to adopt the model.
(ref. 18)

During the entire process, the District's Chief Financial Officer engaged College constituencies—including Skyline College's Managers, Skyline College's Budget Council, College of San Mateo's Budget Committee, College of San Mateo's Academic Senate, Cañada College's Cabinet, Cañada College's Council Budget

and Planning subcommittee, Cañada College's Academic Senate—in a dialogue about the proposed model. Her presentation included examples of the model populated with sample data to illustrate how Colleges might be affected in years where resources were allocated or in years where resources were cut across the District (ref. 12). To solicit feedback about the model Districtwide, the Committee prepared an on-line survey (ref. 13, 14). Feedback from the dialogues with the constituencies was documented, considered and, where appropriate, implemented into the model (ref. 15). For example, Skyline College's Budget and Planning Committee was concerned that the proposed model did not include an incentive for productivity. The Committee on Budget and Finance agreed and modified the model so that special allocations could include incentives for productivity, enrollment, utility usage and other efficiency related items (ref. 16).

The District **began implementation on** the new resource allocation model **in** the 2006-2007 budget year. The components of the new model include the following: a base allocation for each College calculated as a percentage of current funding and FTES; an allocation for increases in Central Services such as benefits, utilities, insurance and other items; allocations to facilities based on increased square footage and a percentage of college growth allocations; growth allocations for all Colleges based on three-year average FTES; allocations to the District Office as a percentage of college growth allocations; and an allocation for demonstrated need including agreed upon incentives. Tentative site allocations became available mid-March 2006 for the 2006-2007 budget planning process (Ref 17).

Planning Agenda

The Committee on Budget and Finance has indicated that continual review and monitoring of the model is necessary. Currently, the Committee plans to review the model continually.

Evidence

- (1). District Committee on Budget and Finance, Minutes, March 2, 2004
<http://www.smccd.edu/portal/dcbf/Minutes/2003-04/Minutes%20-%20March%202,%202004.doc>
- (2). District Committee on Budget and Finance: Agenda, May 6, 2003
<http://www.smccd.edu/portal/dcbf/Agendas/2002-03/Agenda%20-%20May%206,%202003.doc>
- (3). District Committee on Budget and Finance: Minutes, August 19, 2003

<http://www.smccd.edu/portal/dcbf/Minutes/2003-04/Minutes%20-%20Aug.%2019,%202003.doc>

- (4). District Committee on Budget and Finance: Meeting Minutes.
<http://www.smccd.edu/portal/dcbf/Minutes/Forms/AllItems.aspx>
- (5). District Committee on Budget and Finance: Minutes from March 2, 2004
<http://www.smccd.edu/portal/dcbf/Minutes/2003-04/Minutes%20-%20March%202,%202004.doc>
- (6). District Committee on Budget and Finance: Minutes from March 16, 2004
<http://www.smccd.edu/portal/dcbf/Minutes/2003-04/Minutes%20-%20March%2016,%202004.doc>
- (7). District Committee on Budget and Finance: Minutes from April 6, 2004
<http://www.smccd.edu/portal/dcbf/Minutes/2003-04/Minutes%20-%20April%206,%202004.doc>
- (8). District Committee on Budget and Finance: Minutes from November 2, 2004
<http://www.smccd.edu/portal/dcbf/Minutes/2004-05/Minutes%20-%20Nov.%202,%202004.doc>
- (9). District Committee on Budget and Finance: Minutes from December 7, 2004
<http://www.smccd.edu/portal/dcbf/Minutes/2004-05/Minutes%20-%20Dec.%207,%202005.doc>
- (10). District Committee on Budget and Finance: Minutes from November 16, 2004
<http://www.smccd.edu/portal/dcbf/Minutes/2004-05/Minutes%20-%20Nov.%2016,%202004.doc>
- (11). Resource Allocation Model
- (12). PowerPoint Presentation for Constituency Groups: Resource Allocation Model
- (13). Districtwide e-mail survey
- (14). Districtwide e-mail survey results

(15). Resource Allocation Model Update and Summary of Resource Allocation Feedback, April 13, 2005

(16). District Committee on Budget and Finance: Minutes, November 15, 2005
<http://www.smccd.edu/portal/dcbf/Minutes/Minutes%20-%20Nov.%2015,%202005.doc>

(17). Board Report No. 06-1-2CA – Budget and Planning Calendar

(18). District Shared Governance Council: Summary of Meeting, May 2, 2005

Standard IV.B.3.d

The district/system effectively controls its expenditures

Descriptive Summary

The District effectively controls its expenditures. Audits for the last several years have produced no adverse financial findings and the District has consistently had a positive ending balance. The District's bond ratings are the highest ratings for community colleges in the State at "Aa1" (Moody's) and "AA" (Standard and Poor's). The ratings are an indication of the District's financial health and stability (ref. 2). Finally, the District and Colleges' financial control mechanisms include systematic and procedural controls to monitor expenditures and help produce reasonable and balanced budgets.

The Chancellor has overall responsibility for the management of the District's budget. Each College operates within the allocations of the current budget. The Chief Financial Officer is responsible for the general management of the budgeting, budget controls, and the accounting programs of the District. The President of each College is responsible for operating the College within the limitations placed by the budget. College administrative responsibilities include adherence to guidelines established by the District Administrative Services Office; compliance with time/deadlines; and following generally accepted accounting principles.

Self-Evaluation

Annual audits for the last several years reveal that the District consistently has a positive ending balance and has no adverse financial findings (ref. 1). Additionally, in November 2001 and again in November 2005, voters in San Mateo County approved bond measures totaling \$675, 000,000. Upon issuance of

these bonds, the District's bond rating is established by two major bond ratings agencies. As recently as March, 2006 both Moody's and Standard and Poor's rated the District Aa1 and AA respectively (ref. 2). The ratings are based on the Companies' evaluation of the underlying financial condition of the District. Sound bond ratings are important to the District as they are reflected in lower municipal bond insurance costs and bond pricing that is more favorable to the taxpayers and the District.

Systematic and procedural controls at the District and College levels help produce reasonable and balanced budgets, prevent over-spending, and reinforce accountability by budget managers. The District has various levels of personnel and responsibilities for accounting management. Online purchase requisitions are initiated at the department level and require administrative approvals before being routed to the Purchasing Department. Purchase orders are issued within guidelines, which require competitive bidding and ultimately Board approval—all handled through the Purchasing Department under administrative responsibility. The District's finance and accounting system includes an NSF (non sufficient funds) feature for budget management. Documents with insufficient funds are electronically flagged and are not authorized until a budget transfer takes place. The Accounts Payable Department prepares payments with required documentation and administrative approval. The Accounting Department includes accounts receivable where all income is received, deposited and appropriately posted to the District's books.

Employees who are required to make purchases on behalf of the District are eligible to receive a procurement card. The District maintains specific guidelines governing the use of procurement cards. The cardholder is personally responsible to ensure that the card is used within the District's policies and procedures, and the cardholder is personally responsible for retaining original receipts and card statements. The College Operations Offices and the District's General Services Office conduct routine and random audits of the employee's procurement card file to ensure accountability. In addition to these controls, the District sets specific expenditure limits with the bank for each individual employee (both transaction and monthly charges).

As an educational institution, the San Mateo Community College District uses governmental accounting with emphasis on the uses of resources to attain the College's objectives. With specific fund numbers for each source, funds are tracked to account for revenue and expenditures. A "fund" is defined as a fiscal and accounting entity with a self-balancing set of accounts recording cash and

other financial resources, together with all related liabilities and residual balances and changes. These are segregated for the purpose of carrying on specific activities or attaining certain objectives in accordance with special regulations, restrictions, or limitations. Within the fund accounting structure, individual projects and grants can be established to uniquely report out related revenue and expenditures.

The District has an External Programs Department which maintains funds, records and files on all externally funded grants and donations. Any external funding with requirements or compliances is monitored as the program or grant proceeds. The District does not accept special funding unless it can comply with accompanying restrictions.

When capital construction is involved, project funds are moved to the Capital Construction Fund as required by State reporting requirements, and the Facilities Planning and Operations Department coordinates the project and maintains required files. In light of the passage of two bond measures and an extensive capital improvement program underway, this element of management and control of expenditures should be emphasized. A Grand Jury Report, issued in June 2005, focuses on the District's effectiveness in this regard (ref. 3). In the report, titled "School Construction Management in San Mateo County", the Grand Jury found that:

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

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

The Board of Trustees approves monthly bills and salary reports and reviews quarterly detailed financial statements for all funds. These reports are prepared by financial staff in the Chancellor's Office and presented by the Executive Vice Chancellor. The *Mid-Year Budget Report* (ref. 4) is an in-depth review of the first half of the fiscal year and includes information on actual expenditures and percentages to date, expenditure comparisons to the same period for two prior years, as well as fund transfers made since adoption of the annual budget. Also

included are activity/accomplishment highlights and preliminary information on the subsequent budget year planning.

Planning Agenda

None at this time

Evidence

- (1). San Mateo County Community College District, Annual Financial Reports for 2000 – 2005.

<http://www.smccd.edu/portal/dcbf/Documents/Forms/AllItems.aspx?RootFolder=%2fportal%2fdcbf%2fDocuments%2fAudited%20Financial%20Reports&View=%7b88759342%2dFB76%2d4476%2d925E%2d8402A49619B5%7d>

- (2). Official Ratings Statements from Moody's and Standard and Poor's

- (3). Report from the Grand Jury, June 2005

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

- (4). Mid-year budget report, 2005-06

<http://www.smccd.edu/portal/dcbf/Documents/2005-06%20Mid-Year%20Budget%20Report.pdf>

Standard IV.B.3.e

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

Descriptive Summary

The College President's responsibilities and authority for implementation and administration of District policies are prescribed in District Rules and Regulations. The Rules state that "each President, as the College Chief Executive Officer, is responsible for implementation of District policies at the College" (ref. 1). The Chancellor gives the Presidents this authority and holds the Presidents accountable for the operation of the Colleges through an annual performance evaluation process. As part of the evaluation, the President establishes goals and the

Chancellor and President assess the progress on these goals annually. As part of the annual evaluation process, the Chancellor briefs the Board of Trustees on the Presidents' progress towards their goals.

Additionally, the Chancellor, the Executive Vice Chancellor, and the Vice Chancellor of Human Resources and Employee Relations meet weekly with the Presidents to discuss areas of interest or concern related to the individual Colleges, the District Office, or Districtwide. The Presidents also attend meetings of the Board of Trustees and report on College initiatives, programs, student matters and various college expenditures in compliance with District Rules and Regulations.

Self-Evaluation

The **Interim** President of Cañada College feels the Chancellor is an excellent, open, trusting leader for our District. The President recognizes and appreciates the autonomy, authority and full responsibility which the Chancellor affords him. While the Chancellor is available as an advisor and a resource, he gives wide latitude in managing the College without interference.

Planning Agenda

None needed

Evidence

- (1). District Rules and Regulations, 2.0
http://smcweb.smccd.net/portal/District%20Information/Rules%20And%20Regulations/2_00.pdf
- (2). Cañada Presidential Job Announcement

Standard IV.B.3.f

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

Descriptive Summary

The District acts as the **primary** liaison between the Colleges and the Governing Board of Trustees. All matters considered by the Board are submitted to the Board by the Chancellor on behalf of the Colleges. The College Presidents and District

Academic Senate President attend Board meetings and report on College and Senate initiatives and programs. The Board of Trustees includes a Student Trustee who voices the concerns and interests of District students in Board meetings (ref. 5)

Communications regarding items to be considered at upcoming Board meetings are widely distributed via the paper based “board packet” to the Board, Colleges Managers, Academic Senate Officers, Union leaders, the press and other interested community members in advance of a Board meeting (ref. 1). The Board packet contains “Board Reports” which are summaries of the items to be considered. Board meeting minutes are posted on the District’s web site (ref. 2). Minutes from previous meetings are archived on the site and the minutes can be searched by keyword. The agenda for an upcoming meeting is also posted.

There are numerous administrative committees through which communications between the Colleges, the District and, ultimately, the Board may occur. The Chancellor’s Cabinet consists of the College Presidents, the Chancellor, the Executive Vice Chancellor and the Vice Chancellor of Human Resources. The Chancellor’s Council consists of the Chancellor’s Cabinet plus the Director of Information Technology Services, the Executive Director of Facilities, Operations and Planning, and the Director of Community and Government Relations. These groups meet on alternate weeks and provide a means by which the Colleges (through the Presidents) and District Office can engage in dialogue about a variety of College and District matters (ref. 4).

As another means of communication, Community and Government Relations publishes “Connections,” a quarterly newsletter which is distributed to all District employees as well as to members of the surrounding community. The newsletter features articles about Districtwide initiatives, College programs, and other items related to the District that are of interest to the Colleges and surrounding community (ref. 3).

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

Self-Evaluation

The role delineation of the District as liaison between the Colleges and the Governing Board is well defined and effective. The system provides a means by which College initiatives and other business requiring Board discussion or

approval can be placed in front of the Board. College Presidents are required to provide the Board with Executive Updates regarding their Colleges' programs and initiatives. The availability of web based information about upcoming Board meeting schedules, agendas and searchable minutes from prior meetings is an efficient way to communicate information.

All three College Presidents indicated that Chancellor's Council and Chancellor's Cabinet meetings have been an effective means by which to engage in dialogue with the District regarding College or District matters in general and about those which might require Board action or discussion.

Planning Agenda

Since the technology is readily available, the District should mirror or replace the paper Board packet with a web-based electronic version to improve the timeliness of its distribution and make the information even more widely available.

Evidence

- (1). Board Packet from the January 25, 2006 meeting of the SMCCCD Board of Trustees
- (2). Sample board meeting minutes
http://www.smccd.net/accounts/smccd/boardoftrustees/board_minutes_details.asp?ID=134
- (3). Connections Newsletter, Spring 2005 issue
- (4). Calendar: Chancellor's Office and Districtwide meetings
- (5). District Rules and Regulations section 1.05 – Student Trustee
http://smcweb.smccd.net/portal/District%20Information/Rules%20And%20Regulations/1_05.pdf

Standard IV.B.3.g

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

Descriptive Summary

The District regularly evaluates district/system role delineation, governance, and decision-making structures and processes to ensure their integrity and effectiveness in assisting the colleges in meeting educational goals. The Board of Trustees meets several times each year in study session to review existing programs and to explore new policies or objectives. Additionally, the Board holds retreats that focus on strategic matters including goal setting and policy making that often result in the review of role delineation, governance and decision making structures and processes. During weekly Chancellor's Cabinet and Council meetings, College Presidents and the Chancellor and his staff engage in dialogue addressing these matters. District and College administrative and institutional committees frequently engage in evaluation of and dialogue about governance and decision-making structures and process. Additionally, evaluation also occurs as part of the individual organization's evaluation, planning and review processes.

Self-Evaluation

In an ongoing dialogue at various levels of District governance, the District is engaged in evaluating or communicating role delineation, governance and decision-making structures or processes. An important part of the Board's ability to make policy decisions that are in the best interest of the College's educational goals is through review and closer examination of topics during a study session. Study session topics may be initiated either by the Board, the administration or other interested parties, and focus on particular areas of interest to the Board. For instance, during calendar year 2005, the Board study sessions included such topics as: a review of the Governors budget for 2005-2006; an update on KCSM, the District's radio and television outlet; a discussion of concurrent enrollment and other partnerships with high school districts; a facilities program definition document update; a joint meeting with the San Mateo City Council including a tour of *College Vista*, (the District's faculty/staff housing facility). and an update on College of San Mateo's programs of interest to the San Mateo City Council; and a briefing on safety, security and emergency preparedness (ref. 1).

At the Board's latest retreat in February of 2006, the Board and staff discussed plans for future study sessions dealing with role delineation, governance and process including a discussion on program review; the University Center at Cañada; and a review of the process by which professional development leave is administered. In the area of governance structures and process, Board members and staff also discussed the creation of a capital improvement program (CIP)

management team that would oversee, review and evaluate construction projects for Phase Two of the bond expenditures (ref. 2).

Policies regarding governance, role delineation and process are shaped by the Board and subsequently implemented by the Chancellor, his staff and the College Presidents. Information about these policies and issues related to implementation is communicated widely through a variety of administrative and institutional committees in place throughout the District (ref. 3). The Chancellor and his staff and the College Presidents engage in dialogue as part of their regularly scheduled Cabinet and Council meetings. College Presidents communicate and engage in dialog through their College cabinets, councils and administrators. Academic and professional matters of concern to faculty in these areas are discussed by the College and District Academic Senates. Academic Senate subcommittees, labor groups and district shared governance council and its subcommittees also engage in dialogue about these issues. The meeting minutes and agendas from many of these groups are readily accessible through the District’s portal page for review of interested parties. A review of topics listed on agendas and discussed in the minutes from these various committees reflect the diversity and extent of communications regarding governance and decision making processes (ref. 4)

As necessary, Districtwide committees are formed for the purpose of discussing, advising and engaging in dialogue around a particular governance or decision-making structure or process. For example, in mid-2003 the Bookstore Operations Committee was formed to evaluate bookstore operations, evaluate various management structures for the bookstore operations, obtain feedback districtwide regarding bookstore operations and management structures and ultimately to “provide a recommendation to the Chancellor and the Board of Trustees regarding future bookstore operations ...” (ref. 5). The committee website noted in reference 5 documents the thorough and inclusive nature of the evaluation, planning and improvement efforts of the committee.

Finally, decision-making processes or structures are also evaluated as part of district initiatives—e.g. the resource allocation model described in Standard IV.B.3.c or as part of an organization’s evaluation, planning and review process—e.g. the facilities program review process described in standard IV.B.3.e.

Planning Agenda

Evidence

(1). San Mateo County Community College District, Board of Trustees: Study session minutes, January 2005 through September, 2005.

http://www.smccd.net/accounts/smccd/boardoftrustees/board_minutes_details.asp?ID=127

http://www.smccd.net/accounts/smccd/boardoftrustees/board_minutes_details.asp?ID=122

http://www.smccd.net/accounts/smccd/boardoftrustees/board_minutes_details.asp?ID=120

http://www.smccd.net/accounts/smccd/boardoftrustees/board_minutes_details.asp?ID=113

http://www.smccd.net/accounts/smccd/boardoftrustees/board_minutes_details.asp?ID=101

http://www.smccd.net/accounts/smccd/boardoftrustees/board_minutes_details.asp?ID=103

(2). San Mateo County Community College District, Board of Trustees: Minutes from the March 4, 2006 Board Retreat

http://www.smccd.net/accounts/smccd/boardoftrustees/board_minutes_details.asp?ID=135

(3). List of College Committees

(4). Links to College and District Committee Minutes and Agendas

District Academic Senate (with links to college senate sites)

<http://www.smccd.net/accounts/academicsenate/>

District Committee on Budget and Finance

<http://www.smccd.edu/portal/dcbf/default.aspx>

District Shared Governance

http://www.smccd.net/hr/SHARED_GOVERNANCE.htm

(5). Bookstore Operations Committee

<http://www.smccd.edu/portal/bookexpcom/default.aspx>