

Standard IV.B Board and Administrative Organization

IV.B

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 selecting and evaluating the chief administrator for the college or the district/system.

Descriptive Summary

The governing body of the San Mateo County Community College District (SMCCCD), comprised of three colleges, is a six-member board with five members elected at large for terms of four years from local district communities and one student member elected for a one-year term by student representatives of the three colleges. Terms of office of the members elected from the local district communities are staggered with biennial elections in accordance with the California Education Code. The essential responsibilities of the Board of Trustees in the public interest and trust are to provide the best possible learning experience for students of the three colleges; to assure that the district and its colleges are effectively and efficiently managed; to maintain enlightened, fair, and equitable policies for employees and students of the district and its colleges; to represent the general interests of the entire college district; to act only on the basis of what is in the best interests of the college district and the community; to be knowledgeable of and support the mission and philosophy of community colleges; and to support the work of the colleges in the community as outlined in the District Mission Statement and District Rules and Regulations concerning the responsibilities of the board (Refs. 1, 2). With an established philosophy and a clear purpose, the board has set policies for educational programs and curriculum development, program review, and program vitality (Ref. 3).

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 compared to budget (Ref. 4).

Annually, the Board of Trustees conducts an evaluation of the chancellor, and in conjunction with the board, the chancellor evaluates the college presidents. Evaluations are conducted to assure that the job performance of each individual is assessed, and the results are communicated to the individual being evaluated in accordance with established procedures (Ref. 5).

Assessment

SMCCCD meets this standard. The 2005 accreditation survey of faculty and administration reveals that 54 percent of respondents agree or strongly agree that the SMCCCD Board of Trustees, the district office, and the college function as mutually supporting yet independent self-governing units (Ref. 6, question 61). Additionally, 58 percent of faculty and administration responding agree or strongly agree that the SMCCCD Board of Trustees and the district provide effective leadership and management (Ref. 6, question 63).

Board goals for 2007 include the development of an integrated strategic planning model that incorporates the educational master plan, the facilities master plan, a coordinated institutional research component, a comprehensive program review process, and an annual budget based upon these elements (Ref. 8). The board conducts regular study sessions open to the public to carefully examine key district-wide initiatives and provide overall guidance. For example, the board has conducted study sessions on concurrent enrollment, facilities planning, and program proposals such as one to implement a dental hygiene program within the district (Ref. 9).

To assure district-wide coordination of educational services and planning, the board worked with the chancellor and faculty Academic Senates to fill the position of vice chancellor of educational services and planning in 2006. The Office of 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. The vice chancellor also acts as a liaison between the district and the colleges in matters relating to educational services and accreditation and chairs or co-chairs district-wide committees.

To provide visibility into the district's financial status, the board has instructed the chancellor to provide quarterly, semi-annual, and annual financial statements in addition to state-mandated budget reporting (Ref. 10). In accordance with state regulations, the board has established a bond oversight committee to directly oversee construction planning and management related to two facilities bond measures passed in 2001 and 2005 (Ref. 11).

The district has a clearly defined procedure for hiring the chancellor and the college presidents (Ref. 12, 13). As explained in greater detail elsewhere in this standard, faculty concerns regarding the process used in 2001 to hire the current chancellor have been resolved, and in 2006 a new president was hired at College of San Mateo in accordance with the district's hiring process.

Plan for Improvement

None needed 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 is not bound by any statement or action of any individual board member or employee, except when such statement or action is in pursuance of specific instructions by the board in accordance with District Rules and Regulations. Individual members of the board observe the policies that govern decision making. The board consistently acts in a uniform manner after a vote has been taken following a thorough hearing and deliberation that involve the general public. On an annual basis, each board member declares his/her financial interests to ensure his/her independence in the decision-making process and to assure the public that there are no conflicts of interest.

Assessment

SMCCCD meets this standard. The 2005 accreditation survey of faculty and administration revealed that 54 percent of faculty and administrators responding agree or strongly agree that the SMCCCD Board of Trustees, the district office, and the college function as mutually supporting yet independent self-governing units. Once the board reaches a decision, it acts as a whole. Board conduct in this regard is articulated in District Rules and Regulations (Ref. 14).

The Board of Trustees actively seeks the advice and opinion of the community it serves by holding open-session board meetings twice monthly. In accordance with the Brown Act, members of the public are encouraged to address the board. Exceptions to the schedule are noted on the board calendar located on the district website (Ref. 15). The board has an adopted policy on community relationships, which recognizes the public's right to obtain information regarding the board's actions and encourages public input into board decision making (Ref. 16).

Board members are actively involved in community and state-wide activities. For instance, in spring 2007 several board members attended a seminar along with leaders from government and business throughout San Mateo County. A variety of issues pertinent to the community were addressed including criminal justice, health care, transportation, and economic development (Ref. 17). Through events such as these, board members keep informed about community needs and trends that can shape district policy and program offerings. Information about board members and their community and business affiliations is published on the district's website (Ref. 18).

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

Policies related to academic programs and student services, established and reviewed by the board, are consistent with the District Mission Statement (Ref. 1, 3, 21, 22). The board clearly understands its responsibilities for academic program and service quality and integrity and has demonstrated this understanding in the development and review of the District Mission Statement itself (Ref. 23). Through its goal of developing an integrated strategic planning mode that incorporates the district's Educational Master Plan, the Facilities Master Plan, a coordinated institutional research component, a comprehensive program review process, and developing an annual budget that is based upon the previous four elements, the board demonstrates its commitment to the quality, integrity, and improvement of student learning programs and services (Ref. 8, 24). The governing board directs the colleges and district staff to compile reports on program review and enrollment and regularly conducts study sessions on specific subjects of interest. 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. 20).

Assessment

SMCCCD meets this standard. The governing board reviews its policies pertaining to educational services and offerings on a regular basis to ensure that these policies are consistent with the District Mission Statement; the mission statement emphasizes providing both a breadth of educational opportunities as well as a supportive atmosphere in which students will succeed (Ref. 1). 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 (Ref.19). Throughout 2007, the governing board is receiving special presentations from each of the colleges on teaching and learning (Ref. 25).

Plan for Improvement

None needed at this time.

IV.B.1.c

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

Descriptive Summary

The board regularly monitors learning programs and services through their yearly board retreats, study sessions, and specific reports and presentations regarding educational programs. For instance, recent topics presented to the board include strategic planning, accreditation, articulation, counseling, and student learning outcomes (Ref. 24, 22, 26). In its decisions, the board adheres to federal, state, and local policy and guidelines. The board, through the chancellor, has established the District Committee on Budget and

Finance, a subcommittee of the District Shared Governance Committee, to oversee budget and finance (Ref. 27).

Assessment

SMCCCD meets this standard. The Board of Trustees is informed through reports at board meetings regarding the current educational programs at each college (Ref. 22, 26). Annually, the board approves curricular additions and deletions to the educational programs at the colleges (Ref. 28). The board is provided statistical reports on student learning outcomes to assure the quality and effectiveness of instruction. The board reviews the financial statements of the district at regularly scheduled board meetings as well as all potential or pending litigation in closed sessions, and it 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 Committee on Budget and Finance reviews and revises fiscal reports and the resource allocation model for each college.

In accordance with state law, the board has established a Bond Oversight Committee to provide assurances that bond dollars are spent and accounted for appropriately (Ref. 11). In addition, the board reviews and approves all contracted services in excess of \$50,000. Board policies adhere to the California educational code and California Title V regulations, and the board reviews policies that are informed by this code for compliance as state regulations and laws change.

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, structures, and operating procedures.

Descriptive Summary

The District Rules and Regulations, which are posted on the district website, contain bylaws and policies specifying the board's size, duties, responsibilities, structures, and operating procedures (Ref. 29). Specifically, District Rules and Regulations, Section(s) 1.00, Organization of the Board; 1.10, Duties and Responsibilities of the Board; 1.15, Officers of the Board; 1.20, Duties of Officers; 1.40, Meetings of the Board; and 1.60, Rules of Order for Board Meetings, address these matters.

Assessment

SMCCCD meets this standard. The policies related to these matters are published on the district website as noted earlier. The policies are reviewed as needed and revised as necessary. For instance, in February 2007, the board revised its policies regarding its meetings, meeting minutes, and order of business (Ref. 29). The revised documents are posted on the district website (Ref. 30).

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 (Ref. 14). Additionally, board operations are evaluated as part of the board self-evaluation instrument (Ref. 34). Appropriate constituencies review and revise, as necessary, District Rules and Regulations and present them to the board for approval.

Assessment

SMCCCD meets this standard. As necessary, the board reviews and revises policies related to board meetings, board operations, and board conduct. For instance, the board made revisions to its policies related to board meetings, board minutes, and order of agenda items (Ref. 30). Appropriate constituencies reviewed and revised changes to policies related to smoking, use of district communications systems, and use of student email addresses, and brought these changes to the board for approval (Ref. 31, 32, 33). The board also reviews the area of board operations as part of its self evaluation (Ref. 34).

Plan for Improvement

None needed 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

When a new board member is elected, he/she meets individually with district administrators and college presidents in order to become oriented to college and district initiatives, strategic priorities, and culture. The board also encourages new board members to participate in the annual California Community College League's New Trustee Orientation program that is held in the winter of each year (Ref. 35). District Rules and Regulations articulate policies related to election and terms of office (Ref. 7).

Assessment

SMCCCD meets this standard. All current board members have attended one of California Community College League's New Trustee Orientation sessions. Each year, board members receive an updated Trustee Handbook from the Community College League (Ref. 35). The Board of Trustees website currently lists members of the Board of Trustees and their terms (Ref. 18).

Plan for Improvement

None needed 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 or bylaws.

Descriptive Summary

The District Rules and Regulations Section 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 (Ref. 14). 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. The board uses a carefully developed evaluation instrument to assess its performance (Ref. 34). Each board member completes the evaluation form individually; the results are tabulated, and the board as a whole discusses the results at a board meeting. The last board self evaluation was conducted in fall 2006 (Ref. 36).

Assessment

SMCCCD meets this standard. Ongoing board evaluation has helped identify areas which need improvement. 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 (Ref. 34). As a result of its most recent evaluation, the board recognized the need for more information regarding program planning. To meet this need, the board decided to devote more time at board meetings to presentations on teaching and learning. The second in this series of presentations was held at the February 28, 2007 board meeting (Ref. 37). At the April 11, 2007 Board of Trustees meeting, the board revisited their self evaluation. They noted that the evaluation tool itself should be reviewed at a future board retreat (Ref. 24).

Plan for Improvement

None needed 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.

Descriptive Summary

The District Rules and Regulations Section 1.35, Board Member Conduct, clearly outlines the expectations of board members' behaviors. It covers a range of topics including the confidentiality of information discussed in closed sessions, maintaining decorum at board meetings, working through appropriate channels of authority, and many others, and the regulation states that refusal to adhere to the code constitutes misconduct of a board member (Ref. 14).

Assessment

SMCCCD meets this standard. The Board of Trustees has a long-standing code of conduct that has been observed throughout the years since its inception in the mid

1980s. Consequently, over the years, the board has maintained its reputation for being collegial, collaborative, and professional.

Plan for Improvement

None needed at this time.

IV.B.1.i

The governing board is informed about 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. Accreditation Interim and Midterm Reports that include progress toward implementation of recommendations have historically been presented to the board, most recently in 2004 (Ref. 38). Board members have historically also been given the opportunity to review the self-study drafts and provide input.

Assessment

SMCCCD meets this standard. In response to a request from the colleges, the board approved the hiring of a vice chancellor of educational services and planning to provide coordination for strategic planning and instructional and student services programs, and to act as a liaison between the district and the colleges in matters relating to accreditation. The colleges met with the district on a regular basis to discuss the status of self studies (Ref. 39). The self studies were posted online in spring 2007, and the accreditation studies for all three colleges were reviewed at a June 2007 board study session.

Plan for Improvement

None needed at this time.

IV.B.1.j

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

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

Descriptive Summary

The Board of Trustees has the responsibility for selecting and hiring a chancellor and a clearly defined procedure for doing so (Ref. 12). However, this selection procedure was not in place in 2001 when the current chancellor was hired; at that time, all district hiring procedures were under review because proposition 209 had made the inclusion of affirmative action clauses in such procedures illegal. Thus, the board made the selection

in the absence of an approved process. Concerns about the process used were raised by faculty with the state chancellor's office; subsequently, the entire matter was satisfactorily resolved by an agreement reached between that office and the board. The agreement required the district to provide information for the years 2003, 2004, and 2005 on where the district advertised its administrative positions and the number of administrators hired; the district complied with this directive.

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

SMCCCD meets this standard. Procedures are in place for the selection and evaluation of the chancellor and the college presidents, and these procedures are adhered to by the board and the chancellor, respectively.

The district has successfully recruited a new president of College of San Mateo through the formation of a screening committee comprised of all constituencies from the college and district office. In addition, the services of the Association of Community College Trustees (ACCT) were used to assure a wide-reaching national search. Following the identification of two finalists for the position, the college hosted open forums for each candidate with 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 process was also informed by compilation of the candidate evaluations submitted after the completion of the candidate forums. At the conclusion of this process, the chancellor and the board selected the new president. The district also successfully recruited and the board appointed presidents of Skyline College in 2004 and Canada College in 2007 using similar procedures.

Plan for Improvement

None needed at this time.

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

The former College of San Mateo president served from 2000-2006; subsequent to her retirement, a new president was appointed in mid-December 2006. For purposes of this

self study, the descriptions and assessments refer to the former president. When they reflect the current, new president, this is noted.

The president provided leadership and stability for the six years that she served the institution in that capacity. She consistently demonstrated a genuine commitment to strengthening the college in areas related to strategic planning, resource management, selection and development of personnel, and the assessment of institutional effectiveness. The current president worked closely with the former president in his previous position as vice president of instruction, and he has also demonstrated comparable commitment to each of these functions.

Two significant initiatives that the former president instituted included creation of a more learning-centered environment that is driven by the development, implementation, and assessment of student learning outcomes and the development of a strategic planning process driven by a collegial governing process that relies on research and program review. She also provided critical leadership in guiding the campus capital improvement projects.

In 2000, under the former president's leadership, the Strategic Planning Committee (Ref. 41), a committee of College Council, was formed. Its charge has been to guide the planning process and develop an integrated approach that includes all of the college's planning activities. In 2001, College of San Mateo's Strategic Planning Committee developed College Mission, Vision, and Values Statements (Ref. 42) to serve as guideposts for determining college planning priorities. In 2005, the mission was updated to reflect the college's emphasis on student learning outcomes and assessment. These statements and the Mission Statement, in particular, are central to the annual development of college goals and action steps (Ref. 45). The Strategic Planning Committee subsequently developed strategic objectives—formerly referred to as college goals—which are reflective of the major plans, directives, and initiatives that have been adopted by the college. Each step in the planning process involves participation by all constituent groups.

The former college president provided important leadership in the area of student learning outcomes; in 2004, she announced the formation of the College Assessment Committee (Ref. 46) and served as a member as does the current president. The assessment committee has guided the college's development, articulation, and assessment of student learning outcomes (Ref. 47). The president supported the assessment initiative by committing college resources, which includes the position of a Student Learning Outcomes and Assessment Coordinator, a faculty member who was appointed to this part-time position in late 2004. The President's Office also sponsored several college-wide events focusing on student learning outcomes in an effort to encourage campus-wide participation and promote ongoing dialogue in this area.

The president is involved in all stages of the budget development process. President's Cabinet, which includes, in addition to the president, the two vice presidents and the dean of administrative services, is the venue in which initial college budget discussions take place. The next step in the budget development process is to present information to the college's Budget Subcommittee, a subcommittee of College Council (Ref. 48), of

which the president is a member. This group makes its recommendations to College Council, and the council's action is then forwarded to the president for final approval.

In 2001, when the San Mateo County Community College District placed a \$207 million bond on the ballot, the former college president provided critical leadership to the campaign. She made presentations to city councils, service clubs, and other community agencies on behalf of the college and the district. She also participated in the 2005 campaign for a second bond, which resulted in an additional \$468 million to continue construction projects.

When the district implemented a managed hiring process in 2003 in response to the state budget crisis, the former president led the college effort to match suitable positions with qualified classified employees. Throughout the process, she ensured that no College of San Mateo employee was laid off. Although hiring of new faculty has been somewhat limited due to budget constraints in the past few years, the president always participates in at least two stages of the hiring process for new faculty and administrators: in the initial meeting with the hiring committee when it is formed, and during the final interviews.

Each year since 2000, the President's Office has selected and sponsored one employee to participate in a prestigious local leadership program. In addition, the President's Innovation Fund, a grant program designed to encourage faculty and staff to undertake new projects and initiatives, was launched in spring 2006.

In alignment with college mission and goals, the former president implemented a number of campus activities that focus on diversity. In 2001, The President's Lecture Series: Diverse by Design was launched as a means to build CSM's positive campus climate and promote dialogue on issues of diversity. The program continues today and has been renamed The President's Lecture Series: Diverse Voices in Writing (Ref. 49) to reflect the authors that are brought to campus to speak about their writing. Among the writers and authors featured in the last two years were Vicki Ward, Khaled Hosseini, Anne Lamott, Gary Soto, Daphne Muse, Tobias Wolff, Bharati Mukherjee, Alejandro Murguia, Paul Ehrlich, Jeanne Wakatsuki Houston and James Houston, Al Young, and Robert Sapolsky.

This series has also served as the impetus for the Campus Conversation on Diversity, informal meetings that foster open dialogue on diversity issues. In addition, the president was instrumental in reactivating the College Diversity Committee. She brought together several faculty, administrators, staff, and students interested in creating a reconstituted diversity committee, the Diversity In Action Group, which became an institutional committee in 2004 and has become the group responsible for organizing and sponsoring various diversity-related events on campus. These events are well attended and provide opportunities for broad-based participation and dialogue by all employee groups and students. The new president has continued to support these diversity activities.

Assessment

College of San Mateo meets this standard. The former college president clearly demonstrated exemplary leadership of the college. She was committed to a participatory governing process that encouraged dialogue and was inclusive of all constituent groups. She provided leadership in a number of important areas, including student learning outcomes and assessment, strategic planning, resource allocation, capital improvement projects, development and recognition of personnel, and diversity.

Her active participation as a member on key college decision-making committees—Cabinet, Strategic Planning, Budget Subcommittee, College Council, and College Assessment Committee—demonstrated her genuine commitment to fulfilling the college’s mission. The current president has also demonstrated his commitment to continuing these important initiatives. He is focusing on enrollment growth and is providing leadership for a college-wide initiative to develop and implement a comprehensive plan to increase enrollment, building on the efforts already in place to recruit new students.

The institution now has a planning process in place that is informed by research, integrates planning activities, incorporates feedback from all stakeholders, and guides institutional decision making (Refs. 50, 51). As indicated in the History of Student Learning Outcomes (Ref. 52), the college has made significant progress since the inception of the College Assessment Committee (Ref. 46). There has been consistent leadership in the areas of finance and budget; the college has historically maintained a carry-over balance. In addition, there have been numerous renovation projects; the two most significant capital projects most recently completed are the construction of the new science building and the Walter S. Moore Regional Public Safety Center. The new college president continues the work of his predecessor, assuming an integral role in the college’s strategic planning efforts, assessment initiatives, budgetary matters, and facilities improvement projects.

Plan for Improvement

None needed at this time.

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

College of San Mateo’s administrative organization (Ref. 53) is staffed to reflect the college’s size and position as the largest of the three colleges in the San Mateo County Community College District. Although the administrative structure has remained relatively constant since the last accreditation visit, there have been a number of new appointments due primarily to retirements and the reorganization of some college functions. The most significant changes that have occurred have been the retirements of the college president and vice presidents for instruction and student services within the last two years. A new college president was appointed and began his service in mid-

December 2006; a new vice president of student services was appointed and began her service early in February 2007; and a new vice president of instruction was appointed and began her service at the beginning of July 2007.

In the current administrative organization, the two vice presidents and the dean of administrative services, dean of articulation and research, district dean of corporate and continuing education, general manager of KCSM, and the director of public relations (a classified position) report directly to the president. The remaining deans report directly to the vice presidents. There are also three academic supervisors; two report to deans and one reports directly to the vice president of instruction. The vice presidents, deans, and academic supervisors are given authority to manage their respective areas of responsibility. Since the last accreditation, instructional and student services divisions have remained constant.

President's Cabinet, composed of the president, the vice presidents, and the dean of administrative services, meets on a weekly basis. Cabinet is the vehicle by which timely issues and policies affecting the college are initially explored and discussed, and responsibilities are delegated. In addition, the president chairs Management Council (Ref. 54), which meets once or twice a month, and provides the president with the opportunity to discuss issues with managers on a regular basis and to ensure that institutional policies and procedures are clearly communicated. Other means of communication among administrators include Instructional Administrators (Ref. 55), which meets with the vice president of instruction twice monthly, and the Student Services Administrators (Ref. 56), which meets twice monthly with the vice president of student services.

In an effort to streamline and simplify the performance evaluation process for administrators, the district's Office of Human Resources established new procedures and created a new evaluation tool (Ref. 57). The new procedures require that administrative performance evaluations occur on an annual basis and involve the manager and his/her supervisor. At College of San Mateo, the vice presidents of instruction and student services are responsible for evaluating deans in their respective areas, and academic supervisors are evaluated by their supervisors. The college president evaluates the administrators and managers that report directly to her/him.

Assessment

College of San Mateo meets this standard. The college has a well-defined organizational structure that effectively supports the size and complexity of the institution. Despite changes in administrative personnel, the college's organization has remained consistent. Some minor restructuring has occurred; for example, the dean of articulation and research now reports directly to the president, reflecting the college's emphasis on student learning outcomes and subsequent need for data. Also, the college identified the need to reorganize its business and operations functions to include the additional area of college security, and, therefore, the position of dean of administrative services was created and filled to better reflect these responsibilities.

As indicated in the organizational chart (Ref. 53), individual administrators are given authority to manage their respective areas, and the chain of command is clearly defined. Evaluation of administrators by their supervisors generally occurs in a timely manner. However, because district procedures request that completed evaluations be sent directly to the Office of Human Resources, the president does not routinely receive completed evaluation forms for all administrators.

Plan for Improvement

None needed at this time.

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

The former president's leadership was based on a strong commitment to collegial governance, as is the current president's. In September 2000, the former president proposed to College Council that a strategic planning process be developed and that a subgroup of College Council be formed to spearhead the effort (Ref. 58). The Strategic Planning Committee was established and, with the president's leadership, developed not only college Mission, Vision, and Values Statements but also an annual planning process, all of which are periodically submitted to College Council for review, discussion, and approval. A key element of the planning process is the development of annual college goals (now referred to as strategic objectives) and action steps by the Strategic Planning Committee and College Council. These objectives establish the college's priorities for the coming year. The Strategic Planning Committee has developed and adopted a strategic planning model (Ref. 59) depicting the process and an annual planning calendar (Ref. 60) to show the sequence of development in the process.

The dean of articulation and research serves as the college researcher and reports directly to the college president. He meets with the president twice monthly, and more often when needed, to examine data, discuss research needs, and review data that will inform planning. Abundant data and reports are made available on the research intranet site, including campus climate, program studies, survey data, program information, student information, and SLOs. Some examples of specific data used in the planning process include reports made to Management Council; the publication entitled Research Briefs (Ref. 61), which are summary reports on specific areas of research; institutional, department, program/unit, and course student learning outcomes; changes in student demographics; analyses that identify strengths and weaknesses in program review; and annual action steps and institutional plans, such as the Enrollment Management Plan (Ref. 62) and the FTES Growth Plan (Ref. 63). In spring 2005, the Office of Articulation and Research conducted a survey of the business community to capture data

that could be used in the development of institutional student learning outcomes (Ref. 56).

The former president developed a number of avenues for linking student learning to planning and resource allocation. President's Cabinet has made a financial commitment of support for student learning outcomes. Included in this commitment is funding for the research office to acquire, analyze, and provide measurable data to be used in the assessment of student learning outcomes and funding for a part-time assessment coordinator to spearhead the college's student learning outcomes and assessment activities. The dean of articulation and research works closely with the assessment coordinator to provide data to support efforts in this area.

In addition, the former president worked closely with the Academic Senate to ensure that program review became an integral part of College of San Mateo's institutional planning and budgeting process. Program review identifies program needs in terms of instructional equipment, staffing, and curriculum development, all of which are linked to budget allocation and provide data that are used to inform the college planning process. In 2006, the Academic Senate's Governing Council revised instructional program review guidelines to include the integration of student learning outcomes into the document (Ref. 64).

In carrying out the college's planning process, the Strategic Planning Committee, a committee of College Council, develops for the subsequent year annual action steps based on the strategic objectives. At mid year, the President's Office compiles information for a progress report to be presented to College Council; at the end of the academic year, a final report is prepared and submitted to College Council; it serves as an evaluation of what has been accomplished. The progress report (Ref. 65) and final report (Ref. 66) are distributed to the college community on CSM Internal, the college's online newsletter and resource website. Additionally, College Council receives regular status reports on the progress of other college planning efforts, including technology, enrollment management, facilities master planning, and program review, among others.

Assessment

College of San Mateo meets this standard. The former president effectively demonstrated a strong commitment to following the collegial process that has long been established at College of San Mateo by ensuring that College Council and its subcommittees, the Strategic Planning Committee and Budget Subcommittee, honor the collegial process in each stage of the planning process. Evidence of this commitment can be found in summary notes for these three committees (Ref. 41, 48, 124). The current president has continued this commitment.

To address a recommendation by the previous team that the college make use of institutional research to support planning and decision making, the former college president placed an increased emphasis on the use of research and data in planning and evaluation. By changing the reporting structure of the dean of articulation and research directly to the office of the president, the president can establish the dean's annual work plan, which is based on college priorities, and make both quantitative and qualitative data

available to institutional committees, thus enabling these groups to make informed decisions. Although there are abundant data available, the president advocates for increased analysis to make these data meaningful in many areas of planning, including enrollment management and student learning outcomes. The current president has articulated the importance of providing analysis of data to further support the college's planning efforts. At his request, an ad hoc subgroup of the Strategic Planning Committee was formed to establish a research agenda.

Under the former president's leadership, a process was established whereby program review has become a campus-wide tool for evaluation. In 2004-2005, 89 percent of all instructional programs and 100 percent of student services programs participated in program review (Ref. 67, 68). Additionally, program review has become an institutional tool for educational, resource, and strategic planning; it is directly linked to funding for equipment, technology, staffing, and curriculum development.

College of San Mateo now has a strategic planning process in place, which is based on the college mission, campus-wide dialogue, and research that is driven by a collaborative governing process in each phase of its development. Progress and end-of-year reports provide the means for reviewing the achievements of planning efforts. College Council is the representative governing body that reviews overall information regarding college planning.

Plan for Improvement

None needed at this time.

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 college president attends all meetings of the Board of Trustees and weekly meetings with the district leadership; discussion at these meetings includes issues that impact the colleges, including the adoption and implementation of new and revised laws, regulations, and board policies. In the weekly cabinet meetings, the president discusses these issues with the two vice presidents and the dean of administrative services. Cabinet members provide follow up with appropriate staff to implement policies and practices. The dean of administrative services, who is the college's financial officer, gives input regarding fiscal impact of such actions. Often, district-wide committees with college representatives coordinate the implementation of policies throughout the district. When this is the case, cabinet identifies college representatives to serve on these committees. The president assures that institutional practices are consistent with the mission by serving as a member of the Strategic Planning Committee, the College Council committee that uses the Mission Statement to guide the development of strategic objectives and annual action steps.

Assessment

College of San Mateo meets this standard. College and district administrative structures effectively support the dissemination of information and implementation of new policies and procedures. Through regularly scheduled meetings with key district and college staff, the president is well informed and directly involved in discussions regarding new and revised board policies, laws, and regulations at the college level. President's Cabinet is the mechanism to ensure that actions are put into practice and to provide feedback to the president on implementation results. Additionally, the president serves on committees providing oversight to ensure that the mission is adhered to, including College Council, the Strategic Planning Committee, and the Budget Subcommittee.

Plan for Improvement

None needed at this time.

IV.B.2.d

The president effectively controls budget and expenditures.

Descriptive Summary

The president has overall authority for the college budget and provides structure and leadership in the budget process. The dean of administrative services, the college's budget officer, reports directly to the president. This reporting structure allows the president to work in close collaboration with the dean to monitor and control the budget and major expenditures throughout the year.

Major budget issues and priorities are initially discussed at President's Cabinet to determine if expenditures are aligned with institutional goals and support student learning, as identified by the Strategic Plan 2006-2008. In addition, the president is directly involved in the college's budget development process and serves on the Budget Subcommittee, a committee of College Council. The Budget Subcommittee is the venue that allows for the discussion of campus needs and budget priorities in a collegial setting (Ref. 69).

Assessment

College of San Mateo meets this standard. With the assistance of the dean of administrative services and following the shared governance process, the president effectively controls the budget and expenditures. The president is involved in each phase of the budget process and serves on President's Cabinet, College Council, the Budget Subcommittee, and the Strategic Planning Committee, the various venues for college budget decision making. Under the former president's leadership, prudent financial management has led to a stable fiscal environment conducive to the college's mission as a student-oriented teaching and learning institution. The district's year-end budget reports provide evidence of the college's sound financial condition; the most recent example is the 2006-2007 Final Budget Report (Ref. 70). The current president continues to serve on these budget-related committees and is also strongly committed to the shared governance process in financial decision making.

Plan for Improvement

None needed at this time.

IV.B.2.e

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

Descriptive Summary

The former president participated in a number of community-based organizations, including the San Mateo Rotary Club, San Mateo Area Chamber of Commerce, and the Service League for San Mateo County. She also attended and presented at many neighboring cities' council meetings on behalf of the college. During the district's campaigns for Measure C in 2001 and Measure A in 2005, the president on behalf of the college made numerous presentations to public agencies and community groups to secure critical community support; significant percentages of voters passed the two bonds. Through the president's collaborative work with the South Bay Regional Public Safety Training Consortium, San Mateo County Sheriff's Department, and South San Francisco Police Department, the president was instrumental in securing funding and agency support for the construction of the Walter S. Moore Regional Public Safety Center. The current president is in the process of developing additional relationships and beginning to participate in several community groups, including the San Mateo Rotary Club.

The Office of Public Relations and Marketing Communications reports directly to the president. This allows for a coordinated flow of information that is communicated both internally and externally. At the former president's request, the Office of Public Relations and Marketing Communications developed a community newsletter, CSM Currents (Ref. 71), which is distributed twice yearly to more than 100,000 households in the college's service area. Designed as a vehicle for informing the community about people and programs at the college, each issue of CSM Currents also includes a column by the president that addresses new developments on campus.

CSM Listens (Ref. 72) is another means of communication. Through this program, students, staff, and visitors can provide feedback about the college's programs and services on cards placed in receptacles around campus. Feedback is shared with appropriate department staff on a timely basis.

Assessment

College of San Mateo meets this standard. The former president cultivated strong working relationships with a broad cross section of the community. She was very successful in working with the community in terms of securing significant support for two district bond measures for capital improvements to the campus and funding for the construction of a regional public safety center that serves as the site of the county's police academy. The former president's colleagues in the community regarded her highly, as demonstrated by her selection to serve in leadership positions in a number of organizations such as the San Mateo Rotary Board of Directors and the Board of Directors for the Service League of San Mateo County. She also served as president of the Chamber of Commerce's Leadership Advisory Board and as a member of the

Chamber's Curriculum Committee. These community contacts have provided important linkages for the college. The current president also recognizes the value of community relationships; for example, he has met individually with principals from nearly all of the area high schools in order to strengthen the college's relationship with them.

Plan for Improvement

None needed at this time.

IV.B.3

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

Descriptive Summary

The District Mission Statement articulates the district's expectation regarding educational excellence and integrity throughout the district (Ref. 1). District Rules and Regulations clearly define roles of authority between the colleges and the district (Ref. 74).

Assessment

SMCCCD meets this standard. As a means of defining roles of authority and responsibility, the district has developed a functional map, which illustrates how the colleges and the district manage the distribution of responsibility by function as it pertains to the WASC/ACCJC accreditation standards (Ref. 75).

The Board of Trustees supports the premise of this standard, and board goals reflect this support. In response to one of these goals for 2007, the district through its shared governance processes has been working to develop an integrated strategic planning model. This model incorporates and builds upon five elements: the District's Educational Master Plan, the Facilities Master Plan, a coordinated institutional research component, a comprehensive program review process, and an annual budget that is based upon the other four elements (Ref. 76). The board also requests information on program review and student outcomes and conducts study sessions related to the implementation of this standard. For instance, in September 2006, the board conducted a study session on concurrent enrollment in conjunction with local area high school superintendents (Ref. 77).

Plan for Improvement

None needed at this time.

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

The written delineation of the operational responsibilities and functions of the district is articulated in District Rules and Regulations (Ref. 78). District Rules and Regulations are currently made available to institutional and system staff as well as to the general public through the district's portal page (Ref. 74). In addition, the district's Office of Human Resources maintains district office organizational charts, which are available upon request to interested individuals (Ref. 79).

Assessment

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

Although district policies regarding operational responsibilities are defined in District Rules and Regulations and are available to administration, faculty, and staff via the district's website, their availability is not clearly communicated to faculty and staff. In the 2005 accreditation survey of faculty and administration and of classified staff, responses to the statement: "There are clear divisions of authority and responsibility between and among the District Office, Governing Board and CSM," 37 percent of faculty and administration answered "don't know" or "n/a" to the statement, and 14 percent disagree or strongly disagree with the statement (Ref. 6, question 59). Similarly, 41 percent of classified staff answered "don't know" or "n/a" to the statement and 9 percent disagree with the statement (Ref. 80, question 49). These results indicate that the district does not effectively communicate information about its roles, responsibilities, and services.

Plan for Improvement

- Work with the district to publicize the location of existing information about district roles, responsibilities, and services.

IV.B.3.b

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

Descriptive Summary

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 illustrates the reporting relationships of these organizations (Ref. 81).

The executive vice chancellor, reporting directly to the chancellor, oversees the Business Services and Facilities Planning and Operations functions. Business Services, headed by

the chief financial officer who reports to the executive vice chancellor, provides centralized support in the areas of purchasing, accounting, payroll, grants, and finance. A director of general services, which encompasses the areas of purchasing and accounts payable, and a director of auxiliary services report to the chief financial officer.

A vice chancellor who reports to the executive vice chancellor and a director who reports to the executive director head Facilities Planning and Operations. Facilities Planning and Operations provides centralized support in the areas of engineering, custodial, grounds, and facilities planning and construction management services. Facilities Planning and Operations is divided into two distinct functions: Facilities Planning and Construction, and Facilities Maintenance and Operations. Managers responsible for facilities at each college direct the maintenance and operations functions. These managers report to the director of maintenance and operations (Ref. 82). Additionally, the district's Construction Planning and Facilities Transition department is responsible for managing the design and planning of the second phase of the district's Capital Improvement Plan. Two executive directors reporting directly to the executive vice chancellor head this group.

A vice chancellor who reports directly to the chancellor heads Human Resources and Employee Relations. 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 responsible for educational services and planning has overall responsibility for the coordination of instruction and student services. Reporting directly to the chancellor, this vice chancellor 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.

A director reporting to the chancellor heads Information Technology Services (ITS). The director is responsible for technology management in the district and advises the chancellor on district-wide 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.

A director reporting directly to the chancellor heads Community and Government Relations. The director 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 district-wide issues such as budget, collective bargaining, board policies, as well as on other issues.

District staff members are active in a variety of institutional and administrative committees and forums. For example, the executive vice chancellor and chief financial officer are members of the District Committee on Budget and Finance as well as the district Associated Students Advisory Committee (Ref. 83, 84). The director of

information technology services is a member of College of San Mateo's Management Council, and liaisons from Information Technology Services are involved in the college's Technology Advisory Committee. The executive director of facilities planning and operations and the director of facilities maintenance and operations meet every other week with the college's President's Cabinet.

Assessment

SMCCCD partially meets this standard. Evidence suggests that the district actively engages the colleges in dialogue regarding district services. The chancellor, the executive vice chancellor, vice chancellor of human resources, and vice chancellor of educational services and planning meet twice monthly with the college presidents in the Chancellor's Cabinet meetings. This same group, plus the director of community and government relations, the director of ITS, and the vice chancellor of facilities planning and operations also meet twice monthly in Chancellor's Council meetings (Ref. 85). These face-to-face meetings between executives, presidents, and directors provide ample opportunity for dialogue regarding district services to the colleges.

Accreditation survey responses related to Facilities Planning and Operations were mixed. Of classified staff responding to the 2005 accreditation survey, 77 percent agree or strongly agree that "Campus landscaping is adequately maintained" (Ref. 86, question 18). Similarly, 66 percent of respondents to the 2005 accreditation survey of faculty and administrators agree or strongly agree with that statement (Ref. 87, question 18). On the other hand, only 35 percent of faculty and administrators agreed or strongly agreed that "Campus facilities (i.e., classrooms, washrooms, offices) are adequately maintained," and only 29 percent of classified staff agree or strongly agree with the statement, indicating a generally negative perception of district services related to facilities maintenance (Ref. 86, question 17; Ref. 87, question 17). Survey data did not address overall campus satisfaction with quality of customer service provided by campus maintenance operations. However, there is a perception, based on conversations with faculty and administration, that customer service is not as effective as it could be, and there is an expressed desire to see improvements in this area.

In an evaluation, planning, and improvement effort, Facilities Maintenance and Operations, 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 every building across the district.

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. 89). The program review process has helped the director of facilities maintenance and operations create balanced work assignments and healthier work environments for custodians, grounds crews, and engineering personnel.

Another function of the review is to monitor customer expectations regarding appearance levels of facilities. As is evidenced in the accreditation data cited earlier, work still remains in the area of facilities appearance and cleanliness, especially in classrooms, washrooms, and offices.

Human Resources and Employee Relations sponsors monthly forums for college and district managers and supervisors. The forums provide an opportunity for the district and colleges to discuss current human resources processes, policies, and procedures, and a variety of other subjects with managers and supervisors throughout the district. Managers and supervisors set agenda topics (Ref. 90). 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. 91). The forum has also been used to discuss and introduce websites related to district services, including the CORP page (Ref. 92), 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 District Download page, which contains a variety of documents and forms used district-wide (Ref. 125).

In general, 2005 accreditation survey responses related to effective district services in the area of Information Technology systems indicate that faculty, staff, and students agree that the district provides effective services in these areas. For instance, 87 percent of classified staff agree or strongly agree with the statement "Support and maintenance of my office's computer equipment is adequate" (Ref. 86, question 24). Seventy-four percent of faculty and administration agree or strongly agree that "CSM supports technology services to ensure that instructional needs are being met," and 63 percent of faculty and administration agree or strongly agree that "The college maintains and upgrades technology and equipment to meet instructional needs" (Ref. 94, questions 33 and 36).

As part of the district's technology strategic plan, Information Technology Services recently completed district-wide installation of a new voice-over-internet protocol telephone system. Training on the new system has been conducted district-wide (Ref. 95). Through its Centers for Teaching and Learning, which are located on all three campuses, Information Technology Services offers a wide variety of support and training to faculty and staff (Ref. 96). The centers' offerings are extensive and include workshops on district-supported software, individualized consulting regarding instructional software, small group seminars, and a voluntary workshop series designed for new faculty on the effective use of technology in the classroom (Ref. 97).

Plan for Improvement

- Use facilities program review data to support and illustrate the need for additional staff.

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

The district has not used a formula-based resource allocation model since 1997-1998. Increases and reductions to college budgets have been based primarily on adjustments for step and column increases, longevity, and COLA (Ref. 98). Because this model did not address enrollment changes or growth in special programs, this led to inequitable distribution among the colleges.

In May 2003, the District Committee on Budget and Finance, a committee of the District Shared Governance Council, began to discuss the subject of resource allocation. 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. 99, 100). The committee engaged in an evaluation, planning, and improvement process that ended with the approval of a new allocation model in May 2005. The new model was put into effect for the 2006-2007 year.

Components of the new model include 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.

Assessment

SMCCCD meets this standard. Although 68 percent of faculty and administrators responding to the 2005 accreditation survey agree or strongly agree that the district distributes resources fairly, college and district leadership generally agree that resource allocation has not been particularly responsive to changing workload measures in the years following the implementation of the 1997-1998 model because the college's allocations were based on the prior year's allocations adjusted for step and column increases, longevity, COLA, and other adjustments. Components most critical to a college's ability to support student learning—adjustments for enrollment growth and adjustments for special programs—were not addressed. Therefore, the model was not deemed to be adequate or fair.

The District Committee on Budget and Finance has studied the budget allocation model issue closely. The meaningful dialogue between the colleges and district, the extent of research, and the nature of the collaboration between the colleges and the district relative to this important decision are documented in the committee's minutes beginning August 2003 through the most current minutes (Ref. 101).

In its planning and evaluating, the committee conducted an historical review of the district's prior budget allocation models and reviewed allocation models from other

institutions (Ref. 98, 102, 103, 104). 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, to ensure that any new allocation model addressed program needs appropriately and thus supported positive student learning outcomes, the committee requested presentations from the college vice presidents of instruction regarding factors affecting cost and efficiency of instructional programs (Ref. 105). Additionally, in an effort to understand more thoroughly any impact that an allocation standard based on square footage might have on that operation, the committee requested an overview of facilities programs from the district's director of facilities maintenance and operations (Ref. 106). 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. 107).

Based on their extensive research, the committee selected and refined an allocation model during spring 2005 (Ref. 20). The chief financial officer presented the proposed model to the District Shared Governance Council in May 2005, and the council agreed to adopt the model (Ref. 109). The presentation included examples of the model populated with sample data to illustrate how colleges might be affected in years when new resources were allocated or in years when resources were cut across the district (Ref. 110). To solicit feedback about the model district-wide, the committee prepared an online survey (Ref. 111, 112). Feedback from the discussions with constituencies was documented, considered, and, where appropriate, implemented into the model (Ref. 113).

The district implemented the new resource allocation model in the 2006-2007 budget year, and site allocations were made available in mid-March (Ref. 114). For the 2007-2008 budget planning process, site allocations were made available in April, the tentative budget was approved in June, and approval by the board of the final budget will occur in September.

Plan For Improvement

None needed at this time.

IV.B.3.d

The district/system effectively controls its expenditures.

Descriptive Summary

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) (Ref. 116). Finally, 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. The chief financial officer is responsible for the general management of the total budget,

budget controls, and the accounting programs of the district. The president of each college is responsible for operating the college within the parameters of the college budget. College administrative responsibilities include adherence to guidelines established by district administrative services, compliance with deadlines, and adherence to generally accepted accounting principles.

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

Assessment

SMCCCD meets this standard. Annual audits for the last several years reveal that the district consistently has had a positive ending balance and has had no adverse financial findings (Ref. 115). Additionally, in November 2001 and again in November 2005, voters in San Mateo County approved bond measures totaling \$675,000,000. The district's Aa1 and AA ratings on these bonds (Ref. 116) are based on the rating 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.

Public monies used for capital construction are subject to a variety of stringent state accounting and reporting requirements. Some of the regulations specify that the project funds be kept in the Capital Construction Fund. Facilities Planning and Operations coordinates the project funds and maintains required files. With passage of two bond measures and an extensive capital improvement program underway, management and control of the Capital Construction Fund is especially critical. A Grand Jury Report, issued in June 2005, focuses on the district's effectiveness in this regard (Ref. 117). In the report, titled "School Construction Management in San Mateo County," the Grand Jury found:

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.

Plan for improvement

None needed at this time.

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 presidents' responsibilities and authority for implementation and administration of district policies are prescribed in District Rules and Regulations Section 2.0. The rules in this section state that "Each president, as the college chief executive officer, is responsible for implementation of district policies at the college" (Ref. 78). 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 presidents establish goals, and the chancellor and presidents annually assess the progress on these goals. As part of the annual evaluation process, the chancellor briefs the board on the presidents' progress toward their goals.

Additionally, the chancellor, the executive vice chancellor, the vice chancellor of educational services and planning, and the vice chancellor of human resources and employee relations meet weekly with the presidents to discuss areas of interest or concerns related to the individual colleges, the district office, or issues that may be of concern district-wide. The presidents also attend meetings of the Board of Trustees and report on college initiatives, programs, and various college expenditures in compliance with District Rules and Regulations.

Assessment

SMCCCD meets this standard. The former president at College of San Mateo believes the chancellor gave her full responsibility and authority to implement and administer delegated district policies without his interference and held her accountable for the operation of the college; the current president agrees with this assessment. Once college budget allocations have been made by the district, the president makes the ultimate decisions regarding, for example, the number of faculty positions the college will fill in a given year.

Plan for Improvement

None needed at this time.

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

As chief executive officer of the district, the chancellor is the liaison between the colleges and the governing board. The chancellor, on behalf of the colleges, submits to the Board of Trustees all college matters which the board should consider. The college presidents and district Academic Senate president attend board meetings and report on college and senate initiatives and programs. At each board meeting, college presidents

provide the board with executive updates regarding their college's programs and initiatives (Ref. 118). The Board of Trustees includes a student trustee who voices the concerns and interests of district students in board meetings (Ref. 119).

The district and the colleges use effective methods of communication in a timely manner to relay information to board members and others about upcoming board agenda items. Items to be considered at upcoming board meetings are widely distributed electronically via the board packet to the board members, college managers, Academic Senate officers, union leaders, and other interested community members in advance of a board meeting (Ref. 120). The board packet contains board reports, which are summaries—prepared by the responsible college or district personnel and submitted to the board on their behalf by the chancellor—of the items to be considered. Board meeting minutes are posted on the district's website (Ref. 121). Minutes from previous meetings are archived on the site, and the minutes can be searched by keyword. The agenda for the upcoming meeting is also posted on the website.

Many college and district administrative committees communicate with each other and, ultimately, with the board. The Chancellor's Cabinet consists of the college presidents, the chancellor, the executive vice chancellor, the vice chancellor of educational and planning services, and the vice chancellor of human resources. The Chancellor's Council consists of the Chancellor's Cabinet plus the director of information technology services, the executive director of facilities operations and planning, and the director of community and government relations. These groups meet on alternate weeks and provide a means by which the colleges and the district office can engage in dialogue about a variety of college and district issues (Ref. 85).

As another means of communication, the Community and Government Relations office publishes Connections, a quarterly newsletter which is distributed to all district employees as well as to members of the surrounding community. This newsletter features articles about district-wide initiatives, college programs, and other items related to the district that are of interest to the colleges and surrounding community (Ref. 122).

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

Assessment

SMCCCD meets this standard. The role delineation of the district as liaison between the colleges and the governing board is well defined and effective. College initiatives and other business requiring board discussion or approval are placed in front of the board by the chancellor on behalf of the colleges. When such items are brought to the board, appropriate college personnel are in attendance at the meeting to answer any questions the board might have. College presidents 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.

Both the former and current presidents of College of San Mateo indicated that Chancellor's Council and Chancellor's Cabinet meetings have been effective ways to engage in dialogue with the district regarding college or district matters in general, and issues which might require board action or discussion.

Plan for Improvement

None needed at this time.

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 does not have in place a formal process to regularly evaluate district role delineation or governance and decision-making structures and processes to ensure their integrity and effectiveness in assisting the colleges in meeting educational goals. Rather, these items are evaluated and discussed in a variety of forums throughout the year. Several times each year, the Board of Trustees meets in study sessions to review existing programs and to explore new policies or objectives. For example, during the last year, the board met in study sessions to discuss counseling and student services, concurrent enrollment, and the Facilities Master Plan, among others (Ref. 123).

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 processes. Additionally, evaluation also occurs as part of an individual organization's evaluation, planning, and review processes. Also, in order to clarify district role delineation, the district and colleges have developed a district function map outlining district, college, and shared district/college responsibilities related to accreditation standards (Ref. 75).

Assessment

SMCCCD partially meets this standard. The board shapes policies regarding governance, role delineation, and process, and the chancellor, his staff, and the college presidents subsequently implement them. A variety of administrative and institutional committees throughout the district communicate information about these policies and issues related to their implementation (Ref. 108). The chancellor and his staff and the college presidents engage in dialogue as part of their regularly scheduled cabinet and council meetings. For example, at a recent meeting, the Chancellor's Cabinet discussed the District Mission Statement. At the same meeting, college vice presidents, information technology staff, and district research staff were invited to join the

Chancellor's Cabinet to hear a presentation on Cal-PASS, a data-sharing initiative of interest to the district.

Similarly, college presidents communicate and engage in dialogue through their college cabinets, councils, and administrators. The college and district academic senates discuss academic and professional matters of concern to faculty. Academic Senate subcommittees, labor groups, and district shared governance council and its committees 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 by 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. 93).

During 2005, the board study sessions included such topics as an update on KCSM, the district's radio and television outlet; a discussion of concurrent enrollment and other partnerships with high school districts; a facilities program definition document update; a joint meeting with the San Mateo City Council including a tour of College Vista, the district's faculty/staff housing facility; 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. 88).

The board annually engages in a retreat to consider organizational matters. At the board's retreat in February 2006, the board and staff discussed plans for future study sessions dealing with role delineation, governance, and process, including a discussion on program review 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. 43). In 2007, the board reviewed and updated board goals, received updated reports on enrollment efforts, construction plans, and pending legislation, and discussed a feasibility study on the need for additional faculty and staff housing.

As necessary, district-wide committees are formed for the purpose of engaging in dialogue about a particular governance or decision-making structure or process. For example, in mid-2003, the Bookstore Exploratory Committee was formed to evaluate bookstore operations and various management structures for the bookstore operations, to obtain district-wide feedback 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. 44). The committee website documents the thorough and inclusive nature of the evaluation, planning, and improvement efforts of the committee.

Additionally, decision-making processes or structures are also discussed and evaluated as part of district initiatives, e.g. the resource allocation model, as part of the evaluation, planning, and review process, and the facilities program review process.

Plan for Improvement

- Work with the district to assess the newly created function map and evaluate its value as a tool to delineate and communicate governing and decision-making structures.

Evidence – Standard IV.B

Ref. #	Title of Document	Source
1	San Mateo County Community College District Mission Statement	< http://www.smccd.edu/accounts/smccdbackup/aboutdistrict/mission.asp >
2	District Rules and Regulations, 1.10, Duties and Responsibilities of the Board	< http://www.smccd.edu/portal/District%20Information/Rules%20And%20Regulations/1_10.pdf >
3	District Rules and Regulations, 6.15, Curriculum Development, Program Review, and Program Viability	< http://www.smccd.edu/portal/District%20Information/Rules%20And%20Regulations/6_15.pdf >
4	District Rules and Regulations, 8.11, District Budget	< http://www.smccd.edu/portal/District%20Information/Rules%20And%20Regulations/8_11.pdf >
5	Human Resources Performance Evaluations	< http://www.smccd.edu/portal/HumanResources/Forms/AllItems.aspx?R > (Click on Performance Evaluations)
6	CSM Accreditation Survey (Standard IV) – Faculty and Administration, Fall 2005	< http://www.smccd.net/accounts/csmresearch/AccreditationRelatedSurveys/Faculty/FacultyStd_4.pdf >
7	District Rules and Regulations, 1.00, Organization of the Board	< http://www.smccd.edu/portal/DistrictInformation/RulesAndRegulations/1_00.pdf >
8	SMCCCD 2007 Board Goals	< http://www.smccd.edu/accounts/smccd/boardoftrustees/goals.shtml >
9	Minutes from the Board of Trustees, September 11, 2006 Minutes from the Board of Trustees, June 14, 2006 Minutes from the Board of Trustees, March 8, 2006	< http://www.smccd.edu/accounts/smccd/boardoftrustees/board_minutes_details.asp?ID=151 > < http://www.smccd.edu/accounts/smccd/boardoftrustees/board_minutes_details_results.asp?search=facilities+planning&Submit=Find&ID=166 > < http://www.smccd.edu/accounts/smccd/boardoftrustees/board_minutes_details_results.asp?search=dental+hygiene&Submit=Find&ID=170 >
10	Board Report 06-11-1C, District Financial Summary for the Quarter Ending September 30, 2006	Hard copy available in standard box

11	Bond Oversight Committee Website	< http://www.smccd.edu/accounts/smccd/committees/bondoversight/default.shtml >
12	Chancellor Hiring Procedure	Hard copy available in standard box
13	Classified Staff and Managers' Selection Procedure	< http://www.smccd.edu/portal/Human%20Resources/Selection%20Committee%20Information/Classified%20Mgmt%20Selection%20Procedures%20Final%2005-04.pdf >
14	District Rules and Regulations, 1.35, Board Member Conduct	< http://www.smccd.edu/portal/District%20Information/Rules%20And%20Regulations/1_35.pdf >
15	Board of Trustees Calendar	< http://www.smccd.edu/accounts/smccd/boardoftrustees/calendar.shtml >
16	District Rules and Regulations, 1.65, Community Relationships	< http://www.smccd.edu/portal/District%20Information/Rules%20And%20Regulations/1_65.pdf >
17	Progress Seminar Schedule, April 13-15, 2007	Hard copy available in standard box
18	Board of Trustees Board Members	< http://www.smccd.edu/accounts/smccd/boardoftrustees/members.shtml >
19	Board Reaffirmation	< http://smcweb.smccd.net/portal/Lists/All%20Employees%20Announcements/Attachments/48/Board%20Reaffirmation%20and%20Recommitment.doc >
20	District Resource Allocation Model	< http://www.smccd.edu/portal/dcbf/Documents/2005-06 Budget Documents/Resource Allocation Model.ppt >
21	District Rules and Regulations, 7.00, Student Services	< http://www.smccd.edu/portal/District%20Information/Rules%20And%20Regulations/7_00.pdf >
22	District Rules and Regulations, 7.45, Other Student Services	< http://www.smccd.edu/portal/District%20Information/Rules%20And%20Regulations/7_45.pdf >
23	Board Report No. 07-4-1B	< http://www.smccd.edu/accounts/smccd/boardoftrustees/packet.shtml >
24	Minutes from the Board of Trustees Study Session, April 11, 2007	< http://www.smccd.edu/accounts/smccd/boardoftrustees/minutes/07_04_11.shtml >
25	Minutes from the Board of Trustees, February 28, 2007	< http://www.smccd.edu/accounts/smccd/boardoftrustees/minutes/07_2_28.shtml >
26	Minutes from the Board of Trustees, January 24, 2007	< http://www.smccd.edu/accounts/smccd/boardoftrustees/minutes/07_01_24.shtml >
27	Minutes from the Board of Trustees, February 14, 2007	< http://www.smccd.edu/accounts/smccd/boardoftrustees/minutes/07_02_14.shtml >

28	Minutes from the Board of Trustees, June 28, 2006, Board Report 06-6-1B, Curricular Additions and Deletions	< http://www.smccd.edu/accounts/smccd/boardoftrustees/board_minutes_details.asp?ID=168 >
29	SMCCCD Portal, District Rules and Regulations	< http://www.smccd.net/portal/DistrictInformation/Forms/AllItems.aspx > (Click on Rules and Regulations)
30	Minutes from the Board of Trustees, February 28, 2007, Board Report No. 07-2-102B	< http://www.smccd.edu/accounts/smccd/boardoftrustees/minutes/07_2_28.shtml >
31	District Rules and Regulations, 2.27, Policy on Smoking	< http://www.smccd.edu/portal/District%20Information/Rules%20And%20Regulations/2_27.pdf >
32	District Rules and Regulations, 2.35, Use of District Communications Systems	< http://www.smccd.edu/portal/District%20Information/Rules%20And%20Regulations/2_35.pdf >
33	District Rules and Regulations, 2.36, Policy on Use of Student Email Addresses	< http://www.smccd.edu/portal/District%20Information/Rules%20And%20Regulations/2_36.pdf >
34	Board Self Evaluation Tool	Hard copy available in standard box
35	Community College League of California, Effective Trusteeship Workshop	< http://www.ccleague.org/trusteeship_index.asp >
36	Minutes from the Board of Trustees, October 25, 2006	< http://www.smccd.edu/accounts/smccd/boardoftrustees/board_minutes_details.asp?ID=153 >
37	Minutes from the Board of Trustees, February 28, 2007	< http://www.smccd.edu/accounts/smccd/boardoftrustees/minutes/07_2_28.shtml >
38	Minutes from the Board of Trustees, February 25, 2004	< http://www.smccd.edu/accounts/smccd/boardoftrustees/board_minutes_details.asp?ID=77 >
39	Agendas for the District Accreditation Meetings	< http://www.smccd.edu/accounts/smccd/departments/educationservices/dac/meetings.shtml >
40	District Rules and Regulations, 2.05, Delegation of Authority	< http://www.smccd.edu/portal/District%20Information/Rules%20And%20Regulations/2_05.pdf >
41	Strategic Planning Committee	< collegeofsanmateo.edu/csminternal/committees/committees_file_folder/Strategic_Planning_Meeting_summary_archive.pdf >
42	CSM Mission, Vision, Values, and Diversity Statements	< collegeofsanmateo.edu/csminternal/resources/reference_backup/College%20Statements.htm >
43	Minutes from the Board of Trustees, March 4, 2006, Board Retreat	< http://www.smccd.edu/accounts/smccd/boardoftrustees/board_minutes_details.asp?ID=169 >

44	Bookstore Exploratory Committee	< http://www.smccd.edu/portal/bookexpcom/default.aspx >
45	College of San Mateo Strategic Objectives & Action Steps, 2006-07	< http://collegeofsanmateo.edu/csminternal/resources/reference_backup/Strategic Objectives & Action Steps 06-07.pdf >
46	Members of the College Assessment Committee (CAC), 2006-2007	< http://www.smccd.edu/accounts/csmsloac/docs_main/main Assmt Committee Members.pdf >
47	College of San Mateo Assessment Philosophy	< http://www.smccd.edu/accounts/csmsloac/docs_main/main_philosophy.pdf >
48	Budget Subcommittee Meeting Notes	< http://collegeofsanmateo.edu/csminternal/committees/committees%20file%20folder/Budget%20sub%20meeting%20archived%20notes%20master.pdf >
49	President's Lecture Series Sample Flyer	Hard copy available in standard box
50	Strategic Planning Committee Agendas	< http://collegeofsanmateo.edu/csminternal/committees/committees%20file%20folder/Strategic%20Planning%20Agenda%20Archive.pdf >
51	Strategic Planning Committee Meeting Summaries	< http://collegeofsanmateo.edu/csminternal/committees/committees%20file%20folder/Strategic%20Planning%20Meeting%20summary%20archive.pdf >
52	College of San Mateo, The History of Student Learning Outcomes	< http://www.smccd.edu/accounts/csmsloac/docs_studentlearn/SLO_History.pdf >
53	SMCCCD 2006-2007 College of San Mateo Organizational Chart	< http://collegeofsanmateo.edu/csminternal/resources/reference_backup/Org%20Chart%202006-07%20Latest.xls >
54	Management Council Meeting Agendas	Hard copy available in standard box
55	College of San Mateo 2006-2007 Instructional Programs	< http://collegeofsanmateo.edu/csminternal/resources/reference_backup/Instructional%20Programs%20List.doc >
56	Student Services Organization and Leads Meeting Chart, 2006-07	< http://collegeofsanmateo.edu/csminternal/resources/reference_backup/Org%20Chart%2006-07.doc >
57	Procedure for Management and Academic Supervisory Performance Evaluations	< http://www.smccd.edu/portal/Human%20Resources/Performance%20Evaluations/Procedures%20for%20Mgmt%20and%20Acad%20Spvry%20Perf%20Evals%2004.pdf >
58	College Council Meeting Summary, Sept. 20, 2000	Hard copy available in standard box

59	Strategic Planning Model	< http://www.smccd.net/accounts/csmaccredit/resources/CSMStrategicPlan2006.pdf >
60	Annual Planning Calendar	Hard copy available in standard box
61	College of San Mateo Research Briefs	< http://www.smccd.net/accounts/csmresearch/resbriefs.html >
62	Enrollment Management Plan	< http://collegeofsanmateo.edu/csminternal/images/Enroll%20Management%2004-05%20plan.pdf >
63	College of San Mateo FTES Growth Plan, 2005/07	< http://www.smccd.net/accounts/csmaccredit/resources/csmreports/CSM_FTES_Growth_Plan_05_07.pdf >
64	Academic Senate Program Review Guidelines (5/9/06)	< http://www.collegeofsanmateo.edu/academicsenate/meetings_minutes.html >
65	College of San Mateo Strategic Objectives and Action Steps, 2006-07	< http://collegeofsanmateo.edu/csminternal/resources/reference_backup/Strategic%20Objectives%20&%20Action%20Steps%2006-07.pdf >
66	College Goals and Action Steps Final Report (6/06)	Hard copy available in standard box
67	College of San Mateo Program Review, 2004-05 (Instructional Programs)	< http://www.smccd.net/accounts/csmresearch/ >
68	Student Services Program Review	< http://www.smccd.net/accounts/csmresearch/StudentServicesProgramReview/StudentServicesProgramReview.html >
69	Budget Subcommittee Meeting Notes	< http://collegeofsanmateo.edu/csminternal/committees/committees%20file%20folder/Budget%20sub%20meeting%20archived%20notes%20master.pdf >
70	2006-2007 Final Budget Report	< http://www.smccd.edu/portal/dcbf/Documents/2006-07_Final_Budget_Report.pdf >
71	CSM Currents Community Newsletter Archives	< http://collegeofsanmateo.edu/csminternal/?url=resources/resources%20file%20folder/CSM_Currents_Community_Newsletter_Archive.htm >
72	CSM Listens	< http://www.smccd.net/accounts/newcsm/webpages/default.asp?webpgid=365 >
74	SMCCCD, District Rules and Regulations	< http://www.smccd.net/portal/DistrictInformation/Forms/AllItems.aspx > (Click on Rules and Regulations)
75	SMCCCD Function Map	< http://www.smccd.net/accounts/csmaccredit/finaldraft/function_map.pdf >
76	SMCCCD 2007 Board Goals	< http://www.smccd.edu/accounts/smccd/boardoftrustees/goals.shtml >

77	Minutes from the Board of Trustees, September 11, 2006	< http://www.smccd.edu/accounts/smccd/boardoftrustees/board_minutes_details.asp?ID=151 >
78	District Rules and Regulations, 2.00, Administrative Organization 2.02, Chancellor-Superintendent of the District 2.05, Delegation of Authority	< http://smcweb.smccd.net/portal/district%20Information/Rules%20And%20Regulations/2_00.pdf > < http://smcweb.smccd.net/portal/district%20Information/Rules%20And%20Regulations/2_02.pdf > < http://smcweb.smccd.net/portal/district%20Information/Rules%20And%20Regulations/2_05.pdf >
79	District Office organization charts	Hard copy available in standard box
80	CSM Accreditation Survey (Standard IV) – Classified Staff, Fall 2005	< http://www.smccd.net/accounts/csmresearch/Accreditation Related Surveys/Staff/Staff_Std_4.pdf >
81	District Office Organization Chart, March 2006	Hard copy available in standard box
82	SMCCCD Facilities Planning & Operations	< http://www.smccd.net/accounts/facilities/ >
83	District Committee on Budget and Finance, Committee Members	< http://www.smccd.edu/portal/dcbf/Lists/Committee%20Members/AllItems.aspx >
84	District Associated Students Advisory Committee Membership	< http://www.smccd.net/portal/dasac/DASAC%20Committee%20Members/DASAC%20members,%202005-06%20academic%20year.xls >
85	SMCCCD Calendar	< http://www.smccd.edu/accounts/smccd/boardoftrustees/calendar.shtml >
86	CSM Accreditation Survey (Standard III) - Classified Staff, Fall 2005	< http://www.smccd.net/accounts/csmresearch/Accreditation Related Surveys/Staff/Staff_Std_3.pdf >
87	CSM Accreditation Survey (Standard III), Faculty and Administration, Fall 2005	< http://www.smccd.net/accounts/csmresearch/Accreditation Related Surveys/Faculty/FacultyStd_3.pdf >
88	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=122 >

		ustees/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 >
89	FPO Program Reviews	http://www.smccd.net/accounts/facilities/maintenance/2004%201207%20Program%20Reviews%20-%20Cmte%20Budget%20&%20Finance_files/frame.htm >
90	Email: Request for Agenda Topics for Manager's Forum	Hard copy available in standard box
91	Email: Manager's Forum Announcements and Agendas, September 8, 2005 and April 20, 2005	Hard copy available in standard box
92	SMCCCD CORP	http://www.smccd.net/corp/ >
93	District Academic Senate (with links to college senate sites) District Committee on Budget and Finance District Shared Governance	http://www.smccd.net/accounts/academicsenate/ > http://www.smccd.edu/portal/dcbf/default.aspx > http://www.smccd.edu/accounts/smccd/committees/dsgc/ >
94	CSM Accreditation Survey (Standard II) – Faculty and Administration, Fall 2005	http://www.smccd.net/accounts/csmresearch/Accreditation Related Surveys/Faculty/FacultyStd_2.pdf >
95	Telephone system training and support materials; All Employees Announcement: Telephone Update	http://www.smccd.edu/phone > 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 >
96	The Centers for Teaching and Learning, 2007	http://www.ctlonline.net/ >
97	Faculty BootupCamp, 2002	http://smcweb.smccd.net/accounts/bootupcamp/ >
98	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 >

99	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 >
100	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 >
101	District Committee on Budget and Finance, Minutes	< http://www.smccd.edu/portal/dcbf/Minutes/Forms/AllItems.aspx >
102	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 >
103	District Committee on Budget and Finance Minutes, March 16, 2004	< http://www.smccd.edu/portal/dcbf/Minutes/2003-04/Minutes%20-%20March%2016,%202004.doc >
104	District Committee on Budget and Finance Minutes, April 6, 2004	< http://www.smccd.edu/portal/dcbf/Minutes/2003-04/Minutes%20-%20April%206,%202004.doc >
105	District Committee on Budget and Finance Minutes, November 2, 2004	< http://www.smccd.edu/portal/dcbf/Minutes/2004-05/Minutes%20-%20Nov.%202,%202004.doc >
106	District Committee on Budget and Finance Minutes, December 7, 2004	< http://www.smccd.edu/portal/dcbf/Minutes/2004-05/Minutes%20-%20Dec.%207,%202005.doc >
107	District Committee on Budget and Finance Minutes, November 16, 2004	< http://www.smccd.edu/portal/dcbf/Minutes/2004-05/Minutes%20-%20Nov.%2016,%202004.doc >
108	College of San Mateo Institutional Committees, 2007	< http://collegeofsanmateo.edu/csminternal/resources/reference_backup/Compendium_of_Committees.pdf >
109	District Shared Governance Council Summary of Meeting, October 3, 2005	< http://www.smccd.edu/accounts/smccd/committees/dsgc >
110	PowerPoint Presentation for Constituency Groups: Resource Allocation Model	< http://www.smccd.edu/portal/dcbf/Documents/2005-06_Budget_Documents/Resource_Allocation_Model.ppt >
111	District-wide E-mail Survey	< http://www.smccd.edu/portal/dcbf/Documents/2005-06%20Budget%20Documents/Survey%20Questions.doc >
112	District-wide E-mail Survey Results	< http://www.smccd.edu/portal/dcbf/Documents/2005-06%20Budget%20Documents/Survey%20Results%204-18-05.xls >

113	Resource Allocation Model Update and Summary of Resource Allocation Feedback, April 13, 2005	< http://www.smccd.edu/portal/dcbf/Documents/2004-05%20Budget%20Documents/Resource%20Allocation%20Model%20Update%202.doc >
114	Board Report No. 06-1-2CA – Budget and Planning Calendar	Hard copy available in standard box
115	District Committee on Budget & Finance Documents – Audited Financial Reports	< http://www.smccd.edu/portal/dcbf/Documents/Forms/AllItems.aspx?RootFolder=%2fportal%2fdcbf%2fDocuments%2fAudited%20Financial%20Reports&View=%7b88759342%2dFB76%2d4476%2d925E%2d8402A49619B5%7d >
116	Official Ratings Statements from Moody’s and Standard and Poor’s	Hard copies available in standard box
117	School Construction Management in San Mateo County, Grand Jury Report, June 2005	< http://www.sanmateocourt.org/grandjury/2004/reports/School%20Construction%20vers.%203.0_final.pdf >
118	Minutes from the Board of Trustees, January 25, 2006	< http://www.smccd.edu/accounts/smccd/boardoftrustees/board_minutes_details.asp?ID=162 >
119	District Rules and Regulations, 1.05, Student Trustee	< http://smcweb.smccd.net/portal/district%20Information/Rules%20And%20Regulations/1_05.pdf >
120	Board Packet (from the most current meeting) of the SMCCCD Board of Trustees	< http://www.smccd.edu/portal/District%20Information/Board%20Packet/Currentpacket.pdf >
121	Sample of Board Meeting Minutes	< http://www.smccd.net/accounts/smccd/boardoftrustees/board_minutes_details.asp?ID=134 >
122	Connections Newsletter, Spring 2005 issue and Winter 2006 issue	Hard copy available in standard box
123	Minutes from the Board of Trustees, September 11, 2006 June 14, 2006 February 14, 2007	< http://www.smccd.edu/accounts/smccd/boardoftrustees/board_minutes_details.asp?ID=151 > < http://www.smccd.edu/accounts/smccd/boardoftrustees/board_minutes_details.asp?ID=166 > < http://www.smccd.edu/accounts/smccd/boardoftrustees/minutes/07_02_14.shtml >
124	College Council Meeting Summaries	< http://collegeofsanmateo.edu/csminternal/committees/committees_file_folder/cc_minutes.htm >
125	District’s Downloads	< http://www.smccd.edu/accounts/portal/Downloads/default.asp >

