Standard III: Resources

III.A.   Human Resources

III.A.1   The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. **(Qualified Administrators, Faculty, and Staff)**

Evidence of Meeting the Standard
Human Resources is organized and staffed as a District function, as set forth in Board Policy 2.11 (SMCCCD-BoardPolicy2.11-201506) supporting the needs of all three colleges in the District. Human Resources works closely with each college to ensure that it employs qualified personnel at all levels (SMCCCD-BoardPolicy2.09-200905) to support the institutional mission, vision and values.

Developed through the participatory governance process, District hiring policies and procedures for faculty, classified, and administrative staff (SMCCCD-AdministrativeClassifiedSelectionProcedures-201410; SMCCCD-FacultyScreeningProcedures-201505; SMCCCD-CollegePresidentSelectionProcedures-201003) are available on the District website and provided to all screening committees. In addition, a representative from Human Resources provides an initial orientation to all members of the hiring committee and serves as a resource for screening committees to assist with and oversee the recruitment, paper screening, and interview processes.

The College works closely with the District Human Resources Department to advertise openings and attract applicants who have the appropriate education, training and experience for their positions. The Human Resources Department ensures that the District's processes comply with all applicable laws and regulations, as well as District policy and procedure.

The College also adheres to hiring policies and procedures that ensure the recruitment and hiring processes result in the employment of individuals who have the appropriate education, training, and experience to meet job performance expectations and standards. Following the College's and District's approval process for filling a new or vacant position, Human Resources works closely with the hiring manager to draft a position announcement accurately detailing the qualifications, duties and responsibilities for the position.

For all positions, the screening committee carefully reviews the position announcement to ensure that the process identifies candidates who are qualified

by appropriate education, training and experience. One responsibility of the screening committee is to make sure that the key components, including the duties and responsibilities, of the position have been included in the job announcement.

All full-time faculty, adjunct instructors, and academic administrators are required to meet the published Minimum Qualifications for Faculty and Administrators in California Community Colleges and Title 5 regulations (CCCCO-2017Handbook-FacultyAdministratorsMinQualifications-2017), or possess equivalent qualifications. In addition to the stated requirements for the position, the position announcement also lists desirable skills and abilities that applicants are asked to address in a cover letter.

The District requires applicants to answer specific questions to demonstrate that they meet the requirements for the position. The screening committee is responsible for reviewing transcripts and other supporting documentation to verify that minimum qualifications have been met or equivalency to minimum qualifications is granted in accordance with Administrative Procedure 3.05.1 (SMCCCD-MQsFAcultyServiceAreaAndEquivalencyPolicy3.05.1-20170415). Upon the selection of the final candidate, the Human Resources Department provides secondary verification by reviewing official transcripts and employment verifications. Verifications for adjunct instructor hires are completed by division deans.

Evaluation
The College meets the standard. The College has established clear and concise criteria for employing individuals who possess the appropriate education, training, and experience to provide and support its programs and services. The College ensures that faculty and staff are hired according to the minimum qualifications established within the generic job description for classified positions, or the Minimum Qualifications for Faculty and Administrators in California Community Colleges, Title 5 regulations, or by other outside agencies in programs where special licenses or mandates are appropriate. Selection procedures are strictly adhered to during the hiring process.

III.A.2 Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (Eligibility Requirement 14) **(Faculty Qualifications)**

Evidence of Meeting the Standard
Faculty selection policies and procedures are described in detail in the Faculty Screening Procedures (SMCCCD-FacultyScreeningProcedures-201505), which were revised in May 2015. These policies and procedures cover guidelines for all aspects of the faculty hiring process. Job announcements for all positions, including those for teaching courses in the baccalaureate degree, have a general statement about the position, duties and responsibilities, requirements, as well as desirable skills and abilities. The College adheres to the standards laid out in the Minimum Qualifications for Faculty and Administrators and Title 5 regulations (CCCCO-2017Handbook-FacultyAdministratorsMinQualifications-2017), published by the California Community Colleges Chancellor's Office. The qualifications for faculty teaching in the baccalaureate degree program at the college comply with the Baccalaureate Degree Pilot Program Handbook (CCCCO-BSDegreePilotProgramHandbook-2016) published by the California Community Colleges Chancellor's Office.

Faculty screening committees for full-time tenure track or temporary full-time faculty include the dean and three or four tenured faculty members with at least one discipline expert. The committee meets with the College President at their initial orientation meeting (SC-PresidentHiringCommitteeOrientation-20180316) to review the Mission, Vision and Values (MVV) of Skyline College and its goals, and to discuss the philosophy behind the recruitment process. The draft of the job announcement is thoroughly reviewed and discussed by the committee before posting. The list of desirable knowledge, skills and abilities is reviewed for every position. Included are further qualifications, such as professional experience, discipline expertise, and evidence of outstanding ability as an instructor. For faculty positions, assessment of learning outcomes and curriculum development are always included. Committee members also develop other methods of assessing candidates, such as written assignments, skills demonstrations, or in the case of faculty positions, a teaching demonstration. The effectiveness of teaching is judged based on written statements, a teaching demonstration, and verifications from previous employers. Scholarship in candidates is judged based on written statements, responses to interview questions, and reference checking.

The qualifications of applicants are verified by the screening committee with a secondary review by the Human Resources Department. For faculty positions, official transcripts are required, as well as employment verifications from previous employers. New faculty members hired with equivalency to minimum

qualifications are required to submit an application and supporting documentation in accordance with Administrative Procedure 3.05.1 ([SMCCCD-MQsFAcultyServiceAreaAndEquivalencyPolicy3.05.1-20170415](#)). Approval is required by the screening committee in addition to the Academic Senate Governing Council, the Vice President of Instruction, and the College President, as well as the Board of Trustees. Equivalency of degrees from non-U.S. institutions is required by an external foreign transcript evaluation service. The District maintains original copies of the report.

Evaluation
The College meets the standard. The College has established faculty hiring criteria including, but not limited to, knowledge of the subject matter and requisite skills for the service to be performed. Additional qualifications include appropriate degrees, professional experience, discipline expertise, teaching skills, curriculum development and assessment and potential to contribute to the mission, vision and values of the institution. The College ensures that faculty are hired according to the Minimum Qualifications for Faculty and Administrators in California Community Colleges, Title 5 regulations, or by other outside agencies in programs where special licenses or mandates are appropriate. Selection procedures are strictly adhered to during the hiring process.

III.A.3 Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. **(Administrator Qualifications)**

Evidence of Meeting the Standard
All full-time permanent educational and classified administrators are required to meet the published Minimum Qualifications for Faculty and Administrators and Title 5 regulations (CCCCO-2017Handbook-FacultyAdministratorsMinQualifications-2017) or possess equivalent qualifications. The selection committee meets with the College President at the initial orientation meeting (SC-PresidentHiringCommitteeOrientation-20180316) to review the Skyline College Leadership Standards (SC-LeadershipStandardsofExcellence-2018), as well as the College Mission-Vision-Values (MVV) Statement and goals, and to discuss the philosophy behind the recruitment process. The position announcement also lists desirable skills and abilities that applicants are asked to target in a cover letter. All materials are screened by the selection committee as outlined in the Administrative and Classified Staff Selection Procedures (SMCCCD-AdministrativeClassifiedSelectionProcedures-201410). As with new faculty, before candidates are officially hired, Human Resources staff verify candidates' degrees, work experience and qualifications. Interim administrative appointments are made at the discretion of the President who works directly with Human Resources to verify candidates' degrees, work experience and qualifications before any appointment is official.

All full-time or temporary full-time classified hiring follows the procedures outlined in the Administrative and Classified Staff Selection Procedures and applicable collective bargaining agreement (SMCCCD-CSEA-Contract-2016-19). Qualifications for classified staff are determined by a thorough analysis of the knowledge, skills and abilities for a particular position. This analysis is conducted collaboratively with administrators, current classified staff and collective bargaining units as appropriate. The consensus reached through this analysis forms the basis of the job description (and job announcement) for each position. Each time an existing position becomes vacant and a new hire is to be made, the existing job description is reviewed to make sure that it reflects current needs. At the completion of the hiring process and before any candidate is officially hired, the hiring manager verifies the candidate's degrees, work experience and qualifications.

Short-term or hourly appointments are made at the discretion of the hiring manager who is responsible, before any appointment is official, to verify the candidate's degrees, work experience and qualifications.

Evaluation
The College meets the standard. The College has established hiring criteria and procedures designed to ensure that all administrators and employees possess the

qualifications necessary to effectively and efficiently complete their assigned duties. The College follows guidelines and procedures as specified in Minimum Qualifications for Faculty and Administrators in California Community Colleges, Title 5 regulations, the Administrative and Classified Staff Selection Procedures, specified collective bargaining agreements or by other outside agencies in programs where special licenses or mandates are appropriate. Selection procedures are strictly adhered to during the hiring process.

III.A.4 Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established. **(Required Degrees of Personnel)**

Evidence of Meeting the Standard
The qualifications of newly hired personnel are verified by the screening committee with a secondary review by the Human Resources Department. Official transcripts are required prior to any employees starting their assignment. Full-time faculty transcripts are kept on file at the District Office. Part-time faculty transcripts are kept on file at the College. New faculty members hired with equivalency to minimum qualifications are required to submit an application and supporting documentation in accordance with Administrative Procedure 3.05.1 (SMCCCD-MQsFAcultyServiceAreaAndEquivalencyPolicy3.05.1-20170415). Approval is required by the selection committee in addition to the Academic Senate, the Vice President of Instruction, and the College President, as well as the Board of Trustees. Equivalency of degrees from non-U.S. institutions is determined by an external foreign transcript evaluation service. The District maintains copies of the report.

Evaluation
The College meets the standard. All degrees awarded to employees are verified either with official transcripts, through the established equivalency process or through an external foreign transcript evaluation service.

III.A.5 The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented. (**Evaluation of Personnel)**

Evidence of Meeting the Standard
A systematic evaluation process is in place for all personnel at Skyline College. This process is covered in Administrative Procedure 2.09.1 (SMCCCD-AdministrativeProcedure2.09.1-201212) and in contracts negotiated with the various collective bargaining units: San Mateo Community College Federation of Teachers (SMCCCD-AFT-Contract-2016-19), California School Employees Association (SMCCCD-CSEA-Contract-2016-19), and the American Federation of State, County and Municipal Employees (SMCCCD-AFSCME-Contract-2016-19). The evaluation procedures and forms for all categories of employees—faculty, classified and administrators—are on the District's Human Resources website.

All personnel are evaluated on a regular basis. Classified employees and faculty members in bargaining units are evaluated in accordance with the contracts between the District and the bargaining units. Administrators and other employees who are not in a bargaining unit are evaluated according to Administrative Procedure 2.09.1 (SMCCCD-AdministrativeProcedure2.09.1-201212) established by the District.

The goal of the evaluation process is to recognize achievement, to evaluate job progress, and to design training for the improvement and development of skills and strengths. More specifically, a performance evaluation is a review and discussion of an employee's performance of assigned duties and responsibilities which also serve as an opportunity for both the employee and the manager to clarify expectations and goals for performance. The evaluation also provides a way to help identify areas for performance enhancement and to help promote professional growth.

Faculty Evaluation
Evaluation of faculty, updated in fall 2014, is covered in Article 15, Performance Evaluation (SMCCCD-AFT-Contract-Article15-2016-19) and Appendix G (SMCCCD-AFT-Contract-AppendixG-2016-19) of the San Mateo Community College Federation of Teachers Local 1493 contract. Appendix G outlines the procedures for the evaluation of tenure-track, regular classroom, regular non-classroom, and adjunct faculty and provides samples of evaluation forms.

According to Administrative Procedure 3.20.1 (SMCCCD-AdministrativeProcedure3.20.1-201210), the objectives of the evaluation of faculty are to improve instruction and other education services and to evaluate

individual performance as a basis for judgments regarding retention or non-retention. Faculty members are also evaluated on student relations and professional responsibilities. If faculty performance is not satisfactory, a Performance Improvement Plan is put into place.

The agreement between the District Board of Trustees and the San Mateo Community College Federation of Teachers Local 1493 (SMCCCD-AFT-Contract-AppendixG-2016-19) clearly outlines the four-year tenure review process. The tenure review committees are division-based, have three members including the division dean, and elect their own chair. Students participate in the evaluation process by completing a student questionnaire. In addition to a class observation, faculty being evaluated are required to submit a portfolio, which minimally includes current course syllabi, sample class materials, sample examinations, sample quizzes, if used, and a mandatory self-assessment that among others, includes participation in student learning outcomes assessment. There is also a timeline for the committee to follow for the evaluation of tenure-track faculty members.

All tenured faculty members are evaluated at least once every three years. The type of evaluation alternates between standard and comprehensive, as outlined in the contract with the San Mateo Community College Federation of Teachers Local 1493 (SMCCCD-AFT-Contract-AppendixG-2016-19). For classroom faculty, the evaluation process includes administrative, peer, and student evaluations. Regular non-classroom faculty members are also evaluated using specific criteria outlined in the San Mateo Community College Federation of Teachers Local 1493 contract.

Adjunct faculty members are evaluated in the first semester of service, then every fourth semester twice, and then every six regular semesters in accordance with the San Mateo Community College Federation of Teachers contract (SMCCCD-AFT-Contract-AppendixG-2016-19).

Monitoring of the faculty evaluations is done at the College level through the offices of Instruction and Student Services. The effort is coordinated at the division level through the deans. Each division is responsible for tracking faculty including: tenured, tenure-track, and adjunct faculty (SC-SampleTrackingFacultyEvaluations-20180315). Proper monitoring of evaluations is done to make sure they are done on time and follow the prescribed procedures.

Classified Evaluation
Board Administrative Procedure 2.09.1 (SMCCCD-AdministrativeProcedure2.09.1-201212) outlines evaluation procedures for various categories of classified staff: confidential employees, classified professional/supervisor and managers (SMCCCD-ProcedureforClassifiedPerformanceEvaluations-201407; SMCCCD-ClassifiedWorkPerformanceEvaluation-201504). Probationary classified employees are evaluated by their immediate supervisor in conjunction with the responsible administrator at the completion of the first three and five months of

employment in the employee's position. Once the employee becomes permanent, classified evaluations are conducted annually by the immediate supervisor. Classified evaluation consists of the use of a standardized evaluation form. The form is used to rate classified personnel on the basis of the quantity and quality of their work, and their dependability, organization, initiative, cooperation, professionalism, adaptability, use of time, and leadership. Employee strengths and areas for improvement are noted and goals for the following year or period are established. If areas for improvement are identified, actions to be taken are included on the evaluation with timelines for completion. If a classified employee receives a satisfactory evaluation for two consecutive years, the employee does not need to be evaluated the following year (SMCCCD-ProcedureforClassifiedPerformanceEvaluations-201407).

Performance goals from the previous year are evaluated and new performance goals are created for the following year. Poor work performance or behavioral concerns are addressed through the corrective or progressive disciplinary process. For classified employees not performing at a rating of satisfactory, the guidelines under the CSEA contract are followed (SMCCCD-CSEA-Contract-2016-19).

Monitoring of the evaluation of classified personnel is done at the District level and at the College office, program, or division level. The overall coordination of classified evaluation is done by District Human Resources, which receives the reports that the process has been completed. As needed, District Human Resources, through an automated system, reminds managers of a classified employee's performance evaluation due date (SMCCCD-ClassifiedEvaluationReminderSample-20170508).

Administration Evaluation
Managers and non-classified academic supervisors are evaluated as described in Administrative Procedure 2.09.1 (SMCCCD-AdministrativeProcedure2.09.1-201212) and Board Policies 5.16 (SMCCCD-BoardPolicy5.16-201110) and 5.26 (SMCCCD-BoardPolicy5.26-201112), in accordance with the Performance Evaluation Procedures for Administration and Academic Supervisory Employees (SMCCCD-AdministratorsPerformanceEvaluation-201506; SMCCCD-ComprehensiveAdministratorAcademicSupervisoryPerformanceEvaluation-201506). These same policies and procedures apply to the College President.

All newly hired or newly promoted management and academic supervisory employees must be evaluated prior to the completion of the first six months of employment. New administrators receive a comprehensive evaluation in their first year of employment in the position and a regular evaluation in their second year, provided that the first evaluation was satisfactory or better. An employee who has satisfactorily completed the first two years of service as a manager is evaluated every other year, alternating between regular and comprehensive evaluations, provided that the employee continues to receive satisfactory evaluations.

Employees who receive a less than satisfactory evaluation are subject to a comprehensive evaluation on an annual basis until they receive two satisfactory ratings, and then they resume the evaluation cycle of every other year.

A regular evaluation includes goals and objectives, key performance indicators and an overall rating completed by the evaluator along with a self-evaluation. A comprehensive evaluation consists of a regular evaluation plus peer and supervised employee feedback and an extended self-evaluation. Employees with performance issues may be placed on Performance Improvement Plans if the College President or the Chancellor deem it appropriate.

Monitoring of the evaluation of administrative personnel, with the exception of the President, is done at the College level through the President's Office and coordinated at the vice-presidential level. Vice Presidents are responsible for tracking evaluations to make sure they are done on time and follow the prescribed procedures.

Evaluation
The College meets the standard. The processes of evaluating personnel are established, documented and readily available. The evaluation tools measure the effectiveness of personnel in performing their duties. Mechanisms for improvement and goal setting are in place to improve job performance. Thus, there is a connection between personnel evaluations and institutional effectiveness.

III.A.6 The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning. **(Use of Student Learning Assessment Results in Academic Personnel Evaluation)**

Evidence of Meeting the Standard
The evaluation of faculty, staff and administration in achieving institutional effectiveness and desired student learning outcomes links to improved teaching and student learning. Through the dean's assessment of non-teaching responsibilities and the mandatory self-assessment, faculty are evaluated on their engagement in developing and assessing student learning outcomes, as well as their engagement in using results to implement changes in curriculum and pedagogy (SMCCCD-AFT-Contract-AppendixG-2016-19).

For classified staff and administration with direct responsibility for student learning, outcomes are part of the overall job performance evaluation (SMCCCD-ClassifiedWorkPerformanceEvaluation-201504; SMCCCD-Form-ProbationaryAdministratorEvaluation-201506; SMCCCD-AdministratorsPerformanceEvaluation-201506; SMCCCD-ComprehensiveAdministratorAcademicSupervisoryPerformanceEvaluation-201506). Assessments and metrics are used in establishing goals that are part of the annual planning process. These goals are then modified and incorporated into the performance plan of each evaluation to ensure that accountability exists for student learning at all levels.

Evaluation
The College meets the standard. Student learning is assessed, evaluated and fully integrated into annual planning, which in turn leads to improved teaching and student learning. Faculty are evaluated on their engagement in the student learning outcome process. Classified and administrative staff are evaluated on performance goals that are built on the annual planning process which is informed by assessments of student learning.

III.A.7   The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (Eligibility Requirement 14) **(Sufficient Number of Qualified Faculty)**

Evidence of Meeting the Standard

The College has 126 full-time faculty and 295 adjunct faculty (SC-Email-ActiveEmployeeCount-20180221). In comparison, during the last accreditation self-study, the College had 112 full-time faculty and 227 adjunct faculty (SC-HRPlan-FacultyCount-20130507). Of the full-time faculty, 103 are instructional and 23 non-instructional (SC-Email-ActiveEmployeeCount-20180221). Non-instructional faculty are assigned to following areas: Counseling, Academic Support and Learning Technologies, Student Equity and Support Programs and Planning, Research and Institutional Effectiveness (SC-Email-ActiveEmployeeCount-20180221). The largest increases in full-time faculty by division since the last self-study have been in Counseling; Science, Math and Technology, including a full-time faculty member assigned to teach in the baccalaureate program; and Social Science and Creative Arts. Adjunct faculty are hired on an as needed basis dependent on enrollment and program need. Thus, growth in the number of adjuncts does not mean that more classes are being taught by adjunct faculty but that a larger pool of adjunct faculty exist to fill potential openings. Most, but not all, programs have at least one full-time faculty member.

Skyline College is a basic aid college that is community supported. While not seeking apportionment through FTES, the College still utilizes enrollments, efficiency, and program planning along with fiscal ability in making determinations about the sufficiency of faculty in meeting the institutional mission and purpose.

During the 2012-2013 academic year (SC-ProductivityEfficiencyReport-20180315), Skyline College had a total of 17,533 unduplicated student headcount, generating 8,177 FTES with courses offered by 420 full-time equivalent faculty. The load, a ratio of weekly student contact hours to FTEF, was the best in the District at 584. The statewide benchmark is 525. During the 2017-2018 academic year (SC-ProductivityEfficiencyReport-20180315), Skyline College had a total of 15,437 unduplicated student headcount, generating slightly above 7,100 FTES with courses offered by 408 full-time equivalent faculty. The load, a ratio of weekly student contact hours to FTEF, was still the best in the District at 523.

The College uses an integrated planning and budget process to identify faculty hiring needs through the Full-Time Equivalent Faculty Allocation Committee (FTEFAC) (SC-FullTimeFacultyRequestForm-2018-19), Comprehensive Program Reviews (CPR) (SC-CPRPrompts-2016), Annual Program Plans (APP) (SC-APPPrompts-2016) and Administrative Leadership Unit Reviews (ALUR) (SC-

ALURPrompts). The Strategic Planning and Allocation of Resources Committee (SPARC) (SC-Website-SPARC-20180418), a participatory governance group, reviews all planning documents, available funding, and fiscal priorities and recommends staff funding allocations to the College President based on the College MVV and strategic goals.

Skyline College uses two processes to hire full-time faculty as specified in the Human Resources Plan (SC-HRPlan-FacultyHiringProcess-20130507). First, if a full-time faculty member retires or resigns after being employed for 24 months or more, the division losing the faculty member can request to replace that faculty member. Such a request is made through the appropriate Vice President to the College President who considers factors such as, but not limited to, the MVV and strategic goals, the Education Master Plan, recommendations from the CPRs, APPs and ALURs, enrollment trends and productivity, recommendations of outside boards and accrediting agencies, availability of staff, and more. If the President approves, the faculty member is replaced. For faculty members not replaced or for any new faculty requests, the second process is used which is the FTEFAC process. This process allows divisions to submit requests for new positions that are ranked and forwarded to the College President following the prescribed procedures. The President then, based on recommendations from SPARC about available budget, may choose to fill some, all or none of the priorities.

Evaluation
The College meets the standard. Skyline College utilizes enrollments, efficiency, and program planning along with fiscal ability in making determinations about the sufficiency of faculty in meeting the institutional mission and purpose. Through an integrated budget and planning process and using well established procedures, the College has a systematic way of replacing and identifying additional faculty to hire so as to fulfill critical faculty responsibilities.

III.A.8   An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution. **(Part-Time and Adjunct Faculty)**

Evidence of Meeting the Standard
Skyline College has a number of policies and practices designed for the orientation, oversight, evaluation and professional development of adjunct faculty. These policies and practices come from a combination of sources including the Office of Instruction, Academic Senate, individual divisions, the Faculty Contract and the Center for Transformative Teaching and Learning (CTTL).

Orientation of adjunct faculty is provided in three different ways. First, the Faculty Handbook, formulated by the Office of Instruction and Academic Senate, ([SC-FacultyHandbook-2018-19](#)) is provided to all new adjunct faculty and is reviewed with the appropriate Division Dean. Second, new adjunct faculty are encouraged to participate in a variety of activities offered through the CTTL ([SC-Website-CTTL-20180418](#)) designed to orient and instruct faculty on a wide range of activities. The CTTL also offers the annual Skyline College Teaching & Learning Symposium ([CTTL-AFTSymposium-FA2017](#)) specifically for new and continuing adjunct faculty. Finally, at the Division level, faculty colleagues are assigned to new adjunct faculty as evaluators in their first semester of employment.

Oversight of adjunct faculty is provided by the Division Dean and Office of Instruction. The Division Dean is responsible for hiring, assigning and supervising of all adjunct faculty. In addition, the Division Dean is responsible for monitoring and tracking the evaluation of all adjunct faculty and keeping those evaluations on file in the Division Office.

Evaluation of faculty is covered in Article 15, Performance Evaluation ([SMCCCD-AFT-Contract-Article15-2016-19](#)) and Appendix G ([SMCCCD-AFT-Contract-AppendixG-2016-19](#)) of the San Mateo Community College Federation of Teachers Local 1493 contract. Appendix G outlines the procedures for the evaluation of all faculty including adjunct faculty. If faculty performance is not satisfactory, guidelines specified in Appendix G are followed.

Two avenues exist for adjunct faculty to seek professional development through Skyline College. The first avenue, provided through Article 13 ([SMCCCD-AFT-Contract-Article13-2016-19](#)) of the San Mateo Community College Federation of Teachers Local 1493 contract, is for short-term professional development projects, including participation in conferences, workshops, seminars, or training sessions lasting up to three weeks. Allowable expenditures for a short-term project include registration fees, travel expenses and substitute teaching if needed. Tuition is not funded. The second avenue are the robust variety of CTTL activities, including Flex, that are available to all faculty in and throughout each semester

([CTTL-FlexDayActivities-20171011](#); [CTTL-FlexDayActivitiesWorkshops-20180111-12](#); [CTTL-FlexDayActivitiesWorkshops-20180308](#)). In spring 2018, the CTTL created the Adjunct Faculty Teaching and Learning Community ([CTTL-AdjunctFacultyTeachingLearningCommunity-SP2018](#)), a group led by and for adjunct faculty members to discuss pedagogy, best practices, adjunct issues, and areas of particular interest to part-time faculty members. The group meets monthly to cooperatively address questions, challenges, and interests with their peers. In addition, the CTTL gives all adjunct faculty access to resources such as webinars and publications available through Skyline College's membership in the National Institute for Staff and Organizational Development (NISOD).

Adjunct faculty are encouraged to seek out CTTL resources (Canvas, CTTL Lending Library, one-on-one consultations in instructional design, distance education, teaching best practices, and accessibility), and they are encouraged to participate in and/or facilitate CTTL activities during the academic year.

Evaluation
The College meets the standard. Skyline College has a variety of policies and practices designed to give oversight to and integrate adjunct faculty into the life of the institution. The CTTL and its wide variety of resources provide rich professional development opportunities and support for adjunct faculty.

III.A.9 The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (Eligibility Requirement 8) **(Sufficient Number of Qualified Staff)**

Evidence of Meeting the Standard

The College has 142 permanent classified staff members including classified supervisors. Permanent staff are not necessarily the equivalent of 1.0 FTE as some positions are part time or do not work 12 months. Still, the majority of classified positions are 1.0 FTE positions working 37.5 hours a week and 12 months a year. In comparison, during the last accreditation self-study, the College had 101 permanent classified staff members (SC-HRPlan-ClassifiedCount-20130507). A number of the net increase in positions is due to grant initiatives tied to the Student Success and Support Program (SSSP) and Student Equity. The largest increases in classified staff since the last self-study have been in the category of Program Service Coordinators and in positions tied to the Skyline College Human Resources Plan (SC-HRPlan-IncreasedHires-20130507). These individuals provide the student and administrative services and related support to meet the College MVV, strategic goals and grant specifications. Personnel for Human Resources, Physical Resources (Engineers, Custodial, Gardening, Security, etc.) and Technology Resources are staffed as a District function and are not reflected as Skyline College staff.

This increase in staff was based not only on the Human Resources Plan (SC-HRPlan-IncreasedHires-20130507) and SSSP and Student Equity initiatives, but also on the integrated planning and budget process that allows for the identification of staff needs through Comprehensive Program Reviews (CPR) (SC-CPRPrompts-2016), Annual Program Plans (APP) (SC-APPPrompts-2016), Administrative Leadership Unit Reviews (ALUR) (SC-ALURPrompts) and Classified Staff Position Request Form (SC-NewClassifiedStaffPositionRequestForm-2018-19). The Strategic Planning and Allocation of Resources Committee (SPARC) (SC-Website-SPARC-20180418), a participatory governance group, reviews all planning documents, available funding and fiscal priorities, and recommends staff funding allocations to the College President based on the College MVV and strategic goals.

Skyline College has two processes that are used to hire full-time permanent staff as specified in the Human Resources Plan (SC-HRPlan-ClassifiedHiringProcess-20130507). First, if a permanent staff member retires, resigns or separates from employment, the Division losing the staff member can request to replace that staff member in that specific position. The College President may automatically approve the replacement of existing positions for which there is an established position control and budget. The second process used involves the Classified Staff Position Request Form (SC-NewClassifiedStaffPositionRequestForm-2018-19). This form is to request a new position or to modify an existing position. Such a request is made through the appropriate Vice President to the College President

who will consider factors such as, but not limited to, the College MVV and strategic goals, the Education Master Plan, recommendations from the CPR, APP and ALUR, enrollment trends and productivity, recommendations of outside boards and accrediting agencies, availability of staff, and more. If the President in consultation with Cabinet approves, the permanent staff position is prioritized and considered based on available budget. The President then, based on recommendations from SPARC about available budget, may choose to fill some, all or none of the priorities.

Evaluation
The College meets the standard. Skyline College utilizes planning along with fiscal ability in making determinations about the sufficiency of staff in meeting the institutional mission and purpose. Through an integrated budget and planning process and using well established procedures, the College has a systematic way for replacing and identifying additional staff to hire so as to fulfill critical educational, technological, physical and administrative operations at the College.

III.A.10 The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (Eligibility Requirement 8) **(Sufficient Number of Administrators)**

Evidence of Meeting the Standard
The College has 24 permanent administrative staff members including academic supervisors. Administrative staff are exempt positions working 37.5 hours a week and 12 months a year. The administrative staff is composed of four major segments which are the President's Office, Instruction, Student Services and Administrative Services. In comparison, during the last accreditation self-study, the College had 17 permanent administrative staff members (SC-HRPlan-AdministratorCount-20130507). The largest increases in administrative staff since the last self-study have been in positions tied to the Skyline College Human Resources Plan (SC-HRPlan-IncreasedHires-20130507), grant initiatives, and areas such as Academic Support and Learning Technologies, Global Learning and Program Services, Student Equity and Support Services, and Counseling. These individuals provide the leadership (SC-LeadershipStandardsofExcellence-2018) and related support to meet the College MVV, strategic goals, and grant initiatives.

This increase in staff was based not only on the Human Resources Plan (SC-HRPlan-IncreasedHires-20130507) but also on the integrated planning and budget process that allows for the identification of staff needs through Administrative Leadership Unit Reviews (ALUR). The Strategic Planning and Resource Allocation Committee (SPARC) (SC-Website-SPARC-20180418), a participatory governance group, reviews all planning documents, available funding and fiscal priorities, and recommends administrative funding allocations to the College President based on the College MVV and strategic goals.

Skyline College has one procedure that is used to hire administrative staff as specified in the Human Resources Plan (SC-HRPlan-AdministratorHiringProcess-20130507). If an administrative staff member retires, resigns or separates from employment, the executive losing the staff member can request to replace that staff member in that specific position. The College President may automatically approve the replacement of existing positions for which there is an established position control and budget. The process for hiring a new position or to modify / change an existing position is at the discretion of the President based on the submitted ALUR. The President engages the College in a discussion on the administrative organization of the College and considers administrative position needs. The President, based on these discussions and in consultation with Cabinet, prioritizes administrative positions to be considered based on available budget. The President then, based on recommendations from SPARC about available budget, may choose to fill some, all or none of the priorities.

Evaluation
The College meets the standard. Skyline College utilizes planning along with fiscal ability in making determinations about the sufficiency of administrative staff in meeting the institutional mission and purpose. Through an integrated budget and planning process and using well established procedure, the College has a systematic way for replacing and identifying additional staff to hire so as to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.

III.A.11 The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered. **(Written Personnel Policies and Procedures)**

Evidence of Meeting the Standard
The District has an effective process for the development of personnel policies and procedures. All constituencies, including the bargaining units (San Mateo Community College Federation of Teachers, California State Employees Association, and American Federation of State, County, and Municipal Employees) and the Academic Senate participate in shaping personnel policies and procedures through the District Participatory Governance Council as outlined in Board Policy 2.08 (SMCCCD-BoardPolicy2.08-201701). Personnel policies and procedures, including Board policies, are regularly reviewed and updated.

The faculty and staff portal page, a component of the District's intranet, provides electronic access to personnel policies and procedures, such as the District's Policies and Procedures (SMCCCD-Website-BOT-PoliciesProcedures-20180418), the Human Resources web page (SMCCCD-Website-HR-20180418), the Human Resources downloads page (SMCCCD-Website-HR-Downloads-20180418), as well as a new employee orientation web page (SMCCCD-Website-HR-NewEmployeeOrientation-20180418).

Each of these sites includes personnel policies and procedures that are readily accessible by faculty, staff and the public. Personnel policies and procedures cover a broad scope, including topics such as District commitment to equal employment opportunity, unlawful discrimination, sexual harassment, workplace violence, employee injury and illness prevention program, labor agreements, performance evaluations, and employment policies covering faculty, administrators, and classified staff.

In conjunction with the Human Resources Department, Skyline College ensures that personnel policies and procedures are provided and adhered to on an equitable and consistent basis. To ensure proper administration of the policies and procedures, the Vice Chancellor of Human Resources and Employee Relations conducts managers' forums to review and discuss the consistent application of policies throughout the District and is available for consultation on a continuing basis.

The personnel policies and processes are designed to result in fair treatment of all personnel. In the event an employee or prospective employee feels unfair or inappropriate actions have taken place, the Vice Chancellor of Human Resources and Employee Relations is responsible to advise, investigate, resolve conflicts, and ensure fairness in areas of hiring, discipline, and resolution of complaints and grievances.

Evaluation
The College meets the standard. Personnel policies and procedures are updated on a periodic basis by the Vice Chancellor of Human Resources and Employee Relations, who is responsible for submitting policies and revisions through the participatory governance process to the Board of Trustees. Members of the District Participatory Governance Council disseminate new policies or policy revisions to their respective constituencies for input before approval. All personnel policies, including labor agreements, are published on the faculty and staff portal in a timely manner.

III.A.12 Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission. **(Personnel Support Programs, Practices, and Services)**

Evidence of Meeting the Standard

As set forth in Board Policy 2.11 (SMCCCD-BoardPolicy2.11-201506) the Board subscribes to principles of human resource management that promote equal access, equal employment opportunity, equal treatment and fairness, staff development and training opportunities, and fair compensation and accountability. The policy further recognizes that the District's most valuable resource is its personnel and, therefore, the District provides appropriate group and individual development and training opportunities for employees on a continuing basis.

The San Mateo County Community College District (SMCCCD) has a clear policy on diversity, Board Policy 2.20 on Equal Employment Opportunity (SMCCCD-BoardPolicy2.20-201506). The Board also adopted on December 14, 2016 an Affirmation of Commitment to Social Justice, with one of its core principles being valuing and promoting diversity (SMCCCD-Website-BOT-AffirmationCommitmenttoSocialJustice-20180319).

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

The District Human Resources Department periodically assesses information on employment equity and diversity for all District personnel and must annually certify (SMCCCD-BoardPacket-EmploymentEquityDiversity-20170510) to the state its compliance with equal employment opportunity regulations.

The District has adopted an Equal Employment Opportunity Plan and also has an Equal Employment Opportunity Committee (EEOC) (SMCCCD-Website-HR-EEOC-20180418) in place to advise the District on matters related to diversity, equity and inclusion. Under the guidance of the EEOC, the District has created a Faculty Diversity Internship Program (SMCCCD-Website-FacultyDiversityInternshipProgram-20180418) and a Diversity Project Grant Program (SMCCCD-Website-HR-EEOC-DiversityGrantProject-20180418).

In terms of hiring, Skyline College, like all colleges in the District, is an equal opportunity employer and hiring processes follow the Board Policy 2.20 on Equal Employment Opportunity. The Equal Employment Opportunity policy is required

in all job announcements, and the College attempts to have highly diverse selection committee membership, one that reflects and accommodates the College's student population. Faculty and administrative hiring committees meet with the College President at their initial orientation meeting (SC-PresidentHiringCommitteeOrientation-20180316) to review the College MVV and goals, as well as to discuss the philosophy behind the recruitment process. All screening committees are charged with selecting candidates who demonstrate sensitivity and ability to work with students and persons from diverse backgrounds. All job applicants must provide a diversity statement in which they convey their commitment to embracing the diverse community that Skyline College serves, as well as describe how they incorporate diversity into their work. Diversity is also supported through academic freedom which is guaranteed in the District Board Policy 6.35 (SMCCCD-BoardPolicy6.35-201303). The document establishes criteria in selecting issues for study and asserts faculty and student rights to discuss these issues.

Skyline College provides a variety of resources, programs, and services to support all of its diverse employees, much of which is generated by the Stewardship for Equity, Equal Employment and Diversity Advisory Committee (SEEED) and the Student Equity and Support Programs (SESP) Division.

SEEED's role is to provide support and assistance in equity and diversity related projects, make recommendations to the District Equal Employment Opportunity Committee (EEOC) regarding fair and effective hiring policies, and promote programs and initiatives that increase awareness and respect for a diverse campus community (SC-Website-SEEED-20180601).

In 2013, SEEED updated the Comprehensive Diversity Framework (CDF), a blueprint that centralizes and institutionalizes equity and social justice efforts at Skyline College while ensuring that they remain a shared responsibility (SC-CDF-FA2013). The CDF considers multiple domains, one of which is hiring processes. This domain examines how Skyline College's hiring processes and practice result in hiring faculty and staff that do not reflect the racial and ethnic diversity of students at Skyline College, as well as outlines action steps and efforts needed to address this gap. One such way was that the SEEED co-chairs attended the Institute for Equity in Faculty Hiring at Community Colleges with a delegation of employees under the leadership and coordination of the EEOC.

The Student Equity and Support Programs (SESP) Division develops, facilities and supports initiatives that address equity inside and outside of the classroom. To engage in this work, SESP works collaboratively with faculty, staff, and administrators to increase their knowledge and skill set around issues of equity and cultural fluency. Employees have the opportunity to engage in four programs (SC-Website-SESP-20180601). First, there is the Equity Summit at Skyline College (ESSC), a bi-annual conference designed to engage faculty, staff, administrators,

and community members in a teaching and learning experience centered in educational equity, with a keynote given by a renowned social justice advocate.

Second is the Equity Training Series, an intentional sequence of experiences designed to equip participants with skills, strategies and tools in the areas of pedagogy and cultural fluency, such as critical pedagogy, whiteness and higher education, supporting men of color, Latinx student success, culturally relevant pedagogy, Pin@y student success, and disability in higher education. Staff, faculty, and administrators who are accepted into the program commit to a seven-week experience of learning and engaging with colleagues from across campus.

Third, the Beyond the Margins Equity Forums (BTMEF) are topical campus-wide town halls co-facilitated by an SESP staff member and faculty member. The purpose of these forums is to bring together a cross-section of students, staff, faculty, and administrators to have an open and honest discussion about educational disparities and organizational challenges that traditionally occur in isolation throughout the campus. This allows for staff, faculty and administrators to communicate challenges, barriers, and possible solutions across departments and divisions with the intention of improving the campus' services, programming and pedagogical practices.

Finally, Communities of Practice (CoP) at Skyline College are professional learning communities that bring together small interdisciplinary teams of staff, faculty and administrators. These groups meet regularly throughout the academic year to discuss, strategize, and address the pedagogy of an academia-related problem of mutual interests. The four CoPs that are currently active at Skyline College are social justice and sustainability, service learning, transformative pedagogy and practices, and hybrid and online learning.

Evaluation
The College meets the standard. Through its policies, procedures, practices and commitment to social justice, Skyline College creates, promotes and maintains programs and services designed to support its diverse personnel. The District and institution regularly assesses its record related to diversity, equity and employment. Skyline College and the District demonstrate a commitment to promoting diversity and acknowledging the significant role played by College employees of diverse backgrounds.

III.A.13 The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation. **(Code of Professional Ethics)**

Evidence of Meeting the Standard

The Board Policy 2.21 (SMCCCD-BoardPolicy2.21-201803) on professional ethics states that all District employees shall adhere to the highest ethical standards in pursuing the College's and District's missions of providing quality educational programs and in managing resources efficiently and effectively. The policy also addresses violations of this policy. In addition, faculty, staff and students each have individual codes of ethics (SMCCCD-DistrictAcademicSenate-CodeofEthics-200805; SMCCCD-ClassifiedSenate-StatementofEthics-20180131; SMCCCD-Student-CodeofEthics-200805).

Evaluation

The College meets the standard. Through the participatory governance process, a code of professional ethics was developed for all personnel in the District. In additional policies exist for faculty, staff and students, each of which is referenced in Board Policy 2.21.

III.A.14 The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement. **(Professional Development Opportunities)**

Evidence of Meeting the Standard
In accordance with Board Policy 2.11 (SMCCCD-BoardPolicy2.21-201803) the Board recognizes that the District's most valuable resource is its personnel and, therefore, provides appropriate group and individual development and training opportunities for employees on a continuing basis.

The District provides professional development opportunities on topics including, but not limited to, hiring committee training, unconscious bias, benefits of diversity and Title IX, and has established a professional development academy that provides a series of on-campus opportunities for all faculty and staff (SMCCCD-Website-HR-TrainingProfessionalDevelopment-20180418). Human Resources, through Community, Continuing and Corporate Education (SMCCCD-Website-CCCE-20180418), is the primary vehicle for identifying, programming, scheduling and accessing professional development activities at the District level.

In addition to District professional development opportunities, a number of well-defined campus-wide offerings are available to all faculty, administration and staff at Skyline College. The Center for Transformative Teaching and Learning (CTTL) (SC-Website-CTTL-20180418) is the primary vehicle for identifying, programming, scheduling and accessing professional development activities at Skyline College. Professional development requests are included in Annual Program Plans (APP) (SC-APPPrompts-2016), Comprehensive Program Reviews (CPR) (SC-CPRPrompts-2016) and in Administrative Leadership Unit Reviews (ALUR) (SC-ALURPrompts). These sources, along with information from CTTL Professional Development Needs Assessment surveys and workshop evaluations (CTTL-PDSurveyResults-20171215; CTTL-WorkshopEvaluation-20170801) are used to assess and plan for future professional development programs. Additional input is garnered from the needs of various College programs and divisions, and constituent groups, such as the Academic and Classified senates.

Professional development at Skyline College falls broadly into several categories.

- **The Center for Transformative Teaching & Learning (CTTL):** Skyline College's CTTL serves as a hub of innovation and professional development where faculty, staff, and administrators find resources and opportunities to help them strengthen student learning, engagement, support, and success. Skyline College employees may attend workshops and trainings offered throughout the academic year, or they may access alternative trainings via webinar referrals, one-on-one consultations with CTTL staff, and CTTL tutorials. The CTTL responds to the changing

pedagogical, technological, and learning needs of the College by developing and offering a range of workshops, trainings, and activities through professional development support including, but not limited to, the following:

- o **A robust calendar of workshops/activities**: Workshop/activity programming is guided by the overall needs of the College and supports the College's mission, goals, and initiatives

- o Workshops, trainings, and activities range in topics, such as technology (accessibility, Adobe Acrobat, Office 365, Photoshop, and PowerPoint) to distance education (Canvas LMS, regular effective contact, course design, group work, and assessment) to health/wellness (stress management, walking for wellness, back health, and mindfulness) to culturally responsive pedagogy (active teaching strategies, assessment techniques, effective group work, affective domain, etc.) to cultural fluency and diversity (race and education, implicit bias, micro-aggressions, supporting LGBTQ+ populations, and Universal Design for Learning), and other topics (CTTL-Calendar-201709; CTTL-Calendar-201803; CTTL-WorkshopSchedule-SP2018).

- o **Communities of Practice (CoPs)**: Small interdisciplinary teams meet throughout the academic year to address an academia-related problem of mutual interest (SC-Website-CTTL-COP-20190208). The planning and implementation of CoPs is a collaboration between the CTTL and the Student Equity and Support Programs Division. See III.A.12 for more on CoPs.

- o **New Faculty Academy**: Created by the CTTL, this semester-long, onboarding and training program equips new full-time faculty with knowledge, skills, and tools to foster success in the classroom, while also acquainting them with culturally-responsive best practices for teaching and helping students achieve the Skyline College Promise to "Get in, Get through, and Graduate…on time!" (SC-Website-CTTL-NewFTFacultyCamp-20180615).

- o **Skyline College National Conference on Race & Ethnicity (NCORE) Delegation and Power of NCORE Series**: Skyline College employees are invited to participate in critical conversations and activities centered on issues of race and ethnicity. Each year faculty, staff, and administrators are selected to represent Skyline College at NCORE as a team engaged in professional learning activities intended not only to transform and inform their own personal and professional practices, but also to encourage transformative dialog and engage in equity-based practices at the College. NCORE delegates lead a Power of NCORE at Skyline College Series workshop the following academic year (CTTL-PowerofNCORESeries-SP2018).

- **Flex Days:**
  Under Article 7.11 of the San Mateo Community College Federation of Teachers Local 1493 contract ([SMCCCD-AFT-Contract-Article7.11-2016-19](#)), the District has staff development days or "flex days." Under the current collective bargaining agreement, regular faculty participate in six flex days each academic year. Of the six flex days, two are required and four are flexible. Adjunct faculty participate in flex activities as part of their basic assignment if the flex day falls on a scheduled workday. Further, all employees—not just faculty—are invited to participate in flex day workshops and activities ([CTTL-FlexDayActivities-20171011](#); [CTTL-FlexDayActivitiesWorkshops-20180111-12](#); [CTTL-FlexDayActivitiesWorkshops-20180308](#)).

  Skyline College's flex day activities are planned by the CTTL coordinator in collaboration with the College, District, and Academic and Classified senates. Flex day programming is guided by the College's Advisory Committee on Employee Development (ACED) and responds to the overall needs of the College by taking into consideration the College MVV and goals, the CTTL Professional Development Needs Assessment Survey results, and other District and College considerations. Flex day topics include such topics as teaching and learning, distance education, equity issues, student support services, health and wellness, institutional research, technology, and leadership skills, and more. All employees are invited to participate in Flex Day workshops/activities ([CTTL-FlexDayActivities-20171011](#); [CTTL-FlexDayActivitiesWorkshops-20180111-12](#); [CTTL-FlexDayActivitiesWorkshops-20180308](#)).

- **Faculty Professional Development Funding:**
  In accordance with Article 13 of the San Mateo Community College Federation of Teachers Local 1493 contract ([SMCCCD-AFT-Contract-Article13-2016-19](#)), Faculty Professional Development provides long-term and short-term funding for full-time and adjunct faculty members. The level of funding is one percent of the District budget for regular academic and third- and fourth-year tenure track academic employees at the College. The funds provide all faculty members the opportunity to participate in short-term workshops and conferences. It also provides funds for long-term projects for regular and third- and fourth-year tenure track academic employees for retraining, conducting research and participating in advanced study in accord with identified College priorities. Additionally, the funds provide the opportunity for full-time, tenured faculty to apply for Extended Professional Development Leave, or Sabbatical Leave, which is intended to provide full release from regular duties. Extended Professional Development Leave enables faculty to respond to changing educational conditions and to engage in substantive professional growth projects. Extended leaves allow time for advanced formal coursework, independent

study, work experience, programs of study or research, and other beneficial activities that do not fall under regular faculty responsibilities.

Each faculty member who wishes to apply for funding must submit a request for funds to the Professional Development Committee (SC-Website-CTTL-FacultyPD-20180418). This committee consists of three faculty members appointed by San Mateo Community College Federation of Teachers Local 1493, one representative appointed by the Academic Senate Governing Council, and two administrators.

- **Classified Staff Professional Development Funding:**
The Classified Staff Development Program provides funding for classified staff to further their education and attend workshops, seminars and conferences (SC-Website-CTTL-ClassifiedPD-20180418). One of the main criteria for approving funding is the relevance of the training to the mission of the College and to the job requirements of the applicant. Permanent classified employees who have completed the required probationary period are eligible to participate and be reimbursed in professional development opportunities. Employees may request a maximum of $1,000 per fiscal year.

  Classified employees may also apply for up to a maximum of $1,400 per fiscal year for tuition reimbursement (SMCCCD-CSDTuitionApplication-20180320). Finally, classified employees are also eligible for the District tuition reimbursement program (SMCCCD-TuitionReimbursementPilotProgramApplication-20180320). There is no predetermined amount for this program as the funding available (and maximum amounts per degree) can change from year to year.

- **Administrator Professional Development:**
Funding and applications for Administrative Professional Development mirror what is available for classified employees. Management training occurs in the area of expertise of the individual and in relationship to the institution (SMCCCD-ManagementDevelopmentApplication-201606). Training and leadership retreats for Skyline College managers are also held on a regular basis throughout the academic year covering a range of topics, such as emergency preparedness, equity, accreditation, and planning and assessment. Skyline College also has an annual retreat for managers as a means for providing uniform professional development opportunities. Finally, the District provides professional development opportunities for administrators through workshops provided by Corporate and Community Education (SMCCCD-Email-CCCE-PDWorkshops-201902) on a variety of topics.

Evaluation
The College meets the standard. The College, along with the District, identifies, plans, offers and assesses professional development opportunities for all employee groups that are consistent with the institutional MVV and strategic goals. While the CTTL has a strategic plan, it will need to be the expanded to better align with the Comprehensive College Redesign in order to advance transformative pedagogical practices, one of the action plans identified in the Quality Focus Essay.

Improvement Plan
The College will provide professional development central to the Comprehensive College Redesign as outlined in the Quality Focus Essay.

III.A.15 The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law. **(Security of Personnel Records)**

Evidence of Meeting the Standard
The District ensures that all personnel records, whether paper or electronic, are maintained in a secure and confidential manner by keeping records in a securely locked area. Access to electronic files is strictly limited. All employees have access to their personnel record under District Board Policy 2.12.1.b (SMCCCD-BoardPolicy2.12-201103). Permanent faculty and staff may view their personnel records by appointment during regular business hours and are permitted to review their file in a designated area in the Human Resources Department. Only authorized personnel, such as supervisors and union representatives, are allowed to view employee records; the union representative may do so with written authorization from the employee. When requested, copies of information from personnel files are made available to employees.

Evaluation
The College meets the standard. The District has clear provisions to ensure the security and confidentiality of personnel records through strictly limiting access to locked or electronic files. Additionally, employees have access to their personnel records in accordance with the Education Code and Labor Code. Any employee may request to review his or her personnel file in the presence of Human Resources staff.

III.A. Conclusion

Skyline College effectively hires, trains and evaluates all faculty, staff and administrators in sufficient quantity and quality to meet the College MVV. Guided by District policies and procedures, the hiring process is fair and equitable and involves campus constituencies in the screening and selection process. Skyline College believes that training employees to meet the needs of its students is a critical part in the design and operation of the College. To that end, Skyline College and the District provide a breadth of programs and services designed for the professional development of all employee groups. Skyline College recognizes that the regular assessment and evaluation of employees related to outcomes and criteria are critical for providing qualitative and quantitative feedback to guide employee development and efficacy. Finally, Skyline College, through its integrated and annual planning processes, ensures that the quantity of personnel available to achieve stated program and strategic plans is sufficient to meet College goals.

STANDARD III.A ACRONYMS

ACED   Advisory Committee on Employee Development

BTMEF   Beyond the Margins Equity Forums

CDF   Comprehensive Diversity Framework

EEOC   Equal Employment Opportunity Committee

ESSC   Equity Summit at Skyline College

FTEFAC   Full Time Equivalent Faculty Advisory Committee

MVV   Mission, Vision and Values

NFA   New Faculty Academy

NISOD   National Institute for Staff and Organizational Development

STANDARD III.A EVIDENCE LIST

Evidence Short Name	Section Used	Evidence Full Name
CCCCO-2017HandbookFacultyAdministratorsMinQualifications-2017	III.A.1, III.A.2, III.A.3	California Community Colleges Chancellor's Office (CCCCO) 2017 Handbook Minimum Qualifications for Faculty and Administrators in California Community Colleges
CCCCO-BSDegreePilotProgramHandbook-2016	III.A.2	California Community Colleges Chancellor's Office (CCCCO) Bachelor of Science Pilot Program Handbook [2016]
CTTL-AdjunctFacultyTeachingLearningCommunity-SP2018	III.A.8	Skyline College Center for Transformative Teaching and Learning (CTTL) Adjunct Faculty Teaching and Learning Community [Spring 2018]
CTTL-AFTSymposium-FA2017	III.A.8	Skyline College Center for Transformative Teaching and Learning (CTTL) Adjunct Faculty Symposium 2017
CTTL-Calendar-201709	III.A.14	Skyline College Center for Transformative Teaching and Learning (CTTL) Calendar [2017.07]
CTTL-Calendar-201803	III.A.14	Skyline College Center for Transformative Teaching and Learning (CTTL) Calendar [2018.03]
CTTL-FlexDayActivities-20171011	III.A.8, III.A.14	Skyline College Center for Transformative Teaching and Learning (CTTL) Flex Day Activities [2017.10.11]
CTTL-FlexDayActivitiesWorkshops-20180111-12	III.A.8, III.A.14	Skyline College Center for Transformative Teaching and Learning (CTTL) Flex Day Workshops/Activities [2018.01.11-12]
CTTL-FlexDayActivitiesWorkshops-20180308	III.A.8, III.A.14	Skyline College Center for Transformative Teaching and Learning (CTTL) Flex Day Workshops/Activities [2018.03.08]
CTTL-PDSurveyResults-20171215	III.A.14	Skyline College Center for Transformative Teaching and Learning (CTTL) Professional Development Survey Results [2017.12.15]
CTTL-PowerofNCORESeries-SP2018	III.A.14	Skyline College Center for Transformative Teaching and Learning (CTTL) Power of NCORE Series [Spring 2018]
CTTL-WorkshopEvaluation-20170801	III.A.14	Skyline College Center for Transformative Teaching and Learning (CTTL) Workshop Evaluation Form [2017.08.01]
CTTL-WorkshopSchedule-SP2018	III.A.14	Skyline College Center for Transformative Teaching and Learning (CTTL) Workshop Schedule [Spring 2018]
SC-ALURPrompts	III.A.7, III.A.9 III.A.14	Skyline College Administrative Leadership Unit Review (ALUR) Prompts
SC-APPPrompts-2016	III.A.7, III.A.9 III.A.14	Skyline College Annual Program Plan (APP) Prompts
SC-CDF-Fall2013	III.A.12	Skyline College Comprehensive Diversity Framework (CDF) [Fall 2013]
SC-CPRPrompts-2016	III.A.7, III.A.9 III.A.14	Skyline College Comprehensive Program Review (CPR) Prompts
SC-Email-ActiveEmployeeCount-20180221	III.A.7	Skyline College Active Employee Count [2018.02]
SC-FacultyHandbook-2018-19	III.A.8	Skyline College Faculty Handbook [2018-2019]
SC-FullTimeFacultyRequestForm-2018-19	III.A.7	Skyline College Full Time Equivalent Faculty (FTEF) Request Form
SC-HRPlan-AdministratorCount-20130507	III.A.10	Skyline College Human Resources Plan: Staffing for Student Success [2013.05.07], Administrator Count

SC-HRPlan-AdministratorHiringProcess-20130507	III.A.10	Skyline College Human Resources Plan: Staffing for Student Success [2013.05.07], Administrator Hiring Process
SC-HRPlan-ClassifiedCount-20130507	III.A.9	Skyline College Human Resources Plan: Staffing for Student Success [2013.05.07], Classified Count
SC-HRPlan-ClassifiedHiringProcess-20130507	III.A.9	Skyline College Human Resources Plan: Staffing for Student Success [2013.05.07], Classified Hiring Process
SC-HRPlan-FacultyCount-20130507	III.A.7	Skyline College Human Resources Plan: Staffing for Student Success [2013.05.07], Faculty Count
SC-HRPlan-FacultyHiringProcess-20130507	III.A.7	Skyline College Human Resources Plan: Staffing for Student Success [2013.05.07], Faculty Hiring Process
SC-HRPlan-IncreasedHires-20130507	III.A.9, III.A.10	Skyline College Human Resources Plan: Staffing for Student Success [2013.05.07], Increased Staff Hires
SC-LeadershipStandardsofExcellence-2018	III.A.3, III.A.10	Skyline College Leadership Standards of Excellence
SC-NewClassifiedStaffPositionRequestForm-2018-19	III.A.9	Skyline College New Classified Staff Position Request Form [2018-2019]
SC-PresidentHiringCommitteeOrientation-20180316	III.2, III.A.3, III.A.12	Skyline College President Hiring Committee Orientation [2018.03.16]
SC-ProductivityEffeciencyReport-20180315	III.A.7	Skyline College Productivity and Efficiency Report [2018.03.15]
SC-SampleTrackingFacultyEvaluations-20180315	III.A.5	Skyline College Sample Tracking Faculty Evaluations [2018.03.15]
SC-Website-CTTL-20180418	III.A.8, III.A.14	Skyline College Center for Transformative Teaching and Learning (CTTL) Website
SC-Website-CTTL-ClassifiedPD-20180418	III.A.14	Skyline College Center for Transformative Teaching and Learning (CTTL) Classified Professional Development (PD) Website
SC-Website-CTTL-COP-20190208	III.A.14	Skyline College Center for Transformative Teaching and Learning (CTTL) Community of Practice (COP) Website
SC-Website-CTTL-FacultyPD-20180418	III.A.14	Skyline College Center for Transformative Teaching and Learning (CTTL) Faculty Professional Development (PD) Website
SC-Website-CTTL-NewFTFacultyCamp-20180615	III.A.14	Skyline College Center for Transformative Teaching and Learning (CTTL) New Full-time Faculty Camp Website
SC-Website-SEEED-20180601	III.A.12	Skyline College Stewardship for Equity, Equal Employment and Diversity (SEEED) Advisory Committee Website
SC-Website-SESP-20180601	III.A.12	Skyline College Student Equity and Support Programs (SESP) Website
SC-Website-SPARC-20180418	III.A.7, III.A.9, III.A.10	Skyline College Strategic Planning and Allocation of Resources Committee (SPARC) Website
SMCCCD-AdministrativeClassifiedSelectionProcedures-201410	III.A.1, III.A.3	San Mateo County Community College District (SMCCCD) Administrative and Classified Staff Selection Procedures [2014.10]
SMCCCD-AdministrativeProcedure2.09.1-201212	III.A.5	San Mateo County Community College District (SMCCCD) Administrative Procedure 2.09.1 [2012.12]
SMCCCD-AdministrativeProcedure3.20.1-201210	III.A.5	San Mateo County Community College District (SMCCCD) Administrative Procedure 3.20.1 [2012.10]
SMCCCD-AdministratorsPerformanceEvaluation-201506	III.A.5, III.A.6	San Mateo County Community College District (SMCCCD) Administrators Performance Evaluation

SMCCCD-AFSCME-Contract-2016-19	III.A.5	San Mateo County Community College District (SMCCCD) American Federation of State, County and Municipal Employees (AFSCME) Contract [2016-2010]
SMCCCD-AFT-Contract-2016-19	III.A.5	San Mateo County Community College District (SMCCCD) American Federation of Teachers (AFT) Contract [2016-2019]
SMCCCD-AFT-Contract-AppendixG-2016-19	III.A.5, III.A.6, III.A.8	San Mateo County Community College District (SMCCCD) American Federation of Teachers (AFT) Contract [2016-2019], Appendix G
SMCCCD-AFT-Contract-Article13-2016-19	III.A.8, III.A.14	San Mateo County Community College District (SMCCCD) American Federation of Teachers (AFT) Contract [2016-2019], Article 13
SMCCCD-AFT-Contract-Article15-2016-19	III.A.5, III.A.8	San Mateo County Community College District (SMCCCD) American Federation of Teachers (AFT) Contract [2016-2019], Article 15
SMCCCD-AFT-Contract-Article7.11-2016-19	III.A.14	San Mateo County Community College District (SMCCCD) American Federation of Teachers (AFT) Contract [2016-2019], Article 7.11
SMCCCD-BoardPolicy2.08-201701	III.A.11	San Mateo County Community College District (SMCCCD) Board Policy 2.08 [2017.01]
SMCCCD-BoardPolicy2.09-200905	III.A.1	San Mateo County Community College District (SMCCCD) Board Policy 2.09 [2009.05]
SMCCCD-BoardPolicy2.11-201506	III.A.1, III.A.12	San Mateo County Community College District (SMCCCD) Board Policy 2.11 [2015.06]
SMCCCD-BoardPolicy2.12-201103	III.A.15	San Mateo County Community College District (SMCCCD) Board Policy 2.12 [2011.03]
SMCCCD-BoardPolicy2.20-201506	III.A.12	San Mateo County Community College District (SMCCCD) Board Policy 2.20 [2015.06]
SMCCCD-BoardPolicy2.21-201803	III.A.13, III.A.14	San Mateo County Community College District (SMCCCD) Board Policy 2.21 [2018.03]
SMCCCD-BoardPolicy5.16-201110	III.A.5	San Mateo County Community College District (SMCCCD) Board Policy 5.16 [2011.10]
SMCCCD-BoardPolicy5.26-201112	III.A.5	San Mateo County Community College District (SMCCCD) Board Policy 5.26 [2011.12]
SMCCCD-BoardPolicy6.35-201303	III.A.12	San Mateo County Community College District (SMCCCD) Board Policy 6.35 [2013.03]
SMCCCD-BoardPacket-EmploymentEquityDiversity-20170510	III.A.12	San Mateo County Community College District (SMCCCD) Board of Trustees Board Packet [2017.05.10] (p.250-251)
SMCCCD-ClassifiedEvaluationReminderSample-20170508	III.A.5	San Mateo County Community College District (SMCCCD) Sample of Classified Evaluation Reminder
SMCCCD-ClassifiedSenate-StatementofEthics-20180131	III.A.13	San Mateo County Community College District (SMCCCD) Classified Senate Statement of Ethics [2018.01.31]
SMCCCD-ClassifiedWorkPerformanceEvaluation-201504	III.A.5, III.A.6	San Mateo County Community College District (SMCCCD) Classified Work Performance Evaluation
SMCCCD-CollegePresidentSelectionProcedures-201003	III.A.1	San Mateo County Community College District (SMCCCD) Selection Procedures for College President [2010.03]
SMCCCD-ComprehensiveAdministratorsPerformanceEvaluation-201506	III.A.5, III.A.6	San Mateo County Community College District (SMCCCD) Administrators Performance Evaluation - Comprehensive Version [2015.06]
SMCCCD-CSDTuitionApplication-20180320	III.A.14	San Mateo County Community College District (SMCCCD) Classified Staff Development (CSD) Tuition Application
SMCCCD-CSEA-Contract-2016-19	III.A.3, III.A.5	San Mateo County Community College District (SMCCCD) California School Employees Association (CSEA) Contract [2016-2019]

SMCCCD-DistrictAcademicSenate-CodeofEthics-200805	III.A.13	San Mateo County Community College District (SMCCCD) District Academic Senate Code of Ethics [2008.05]
SMCCCD-Email-CCCE-PDWorkshops-201902	III.A.14	San Mateo County Community College District (SMCCCD) Corporate and Community Education (CCE) Professional Development (PD) Workshops email
SMCCCD-FacultyScreeningProcedures-201505	III.A.1, III.A.2	San Mateo County Community College District (SMCCCD) Faculty Screening Procedures [2015.05]
SMCCCD-Form-ProbationaryAdministratorEvaluation	III.A.6	San Mateo County Community College District (SMCCCD) Probationary Administrator and Academic Supervisor Evaluation
SMCCCD-ManagementDevelopmentApplication-201606	III.A.14	San Mateo County Community College District (SMCCCD) 2015-2016 Management Development Application [2016.06]
SMCCCD-MQsFAcultyServiceAeraAndEquivalencyPolicy3.05.1-20170415	III.A.1, III.A.2, III.A.4	San Mateo County Community College District (SMCCCD) MQsFAcultyServiceAeraAndEquivalencyPolicy3.05.1
SMCCCD-ProcedureforClassifiedPerformanceEvaluations-201407	III.A.5	San Mateo County Community College District (SMCCCD) Procedure for Classified Performance Evaluation
SMCCCD-StudentCodeofEthics-200805	III.A.13	San Mateo County Community College District (SMCCCD) Student Code of Ethics [2008.05]
SMCCCD-TuitionReimbursementPilotProgramApplication-20180320	III.A.14	San Mateo County Community College District (SMCCCD) Tuition Reimbursement Pilot Program Application
SMCCCD-Website-BOT-AffirmationCommitmenttoSocialJustice-20180319	III.A.12	San Mateo County Community College District (SMCCCD) Board of Trustees Affirmation Commitment to Social Justice [2016.12.14]
SMCCCD-Website-BOT-PoliciesProcedures-20180418	III.A.11	San Mateo County Community College District (SMCCCD)Board of Trustees Policies and Procedures
SMCCCD-Website-CCCE-20180418	III.A.14	San Mateo County Community College District (SMCCCD) Community Continuing and Corporate Education
SMCCCD-Website-FacultyDiversityInternshipProgram-20180418	III.A.12	San Mateo County Community College District (SMCCCD) Faculty Diversity Internship Program
SMCCCD-Website-HR-20180418	III.A.11	San Mateo County Community College District (SMCCCD) Human Resources
SMCCCD-Website-HR-Downloads-20180418	III.A.11	San Mateo County Community College District (SMCCCD) Human Resources Downloads
SMCCCD-Website-HR-EEOC-20180418	III.A.12	San Mateo County Community College District (SMCCCD) Human Resources EEOC Committee
SMCCCD-Website-HR-EEOC-DiversityGrantProject-20180418	III.A.12	San Mateo County Community College District (SMCCCD)Human Resources EEEOC Diversity Grant Project
SMCCCD-Website-HR-NewEmployeeOrientation-20180418	III.A.11	San Mateo County Community College District (SMCCCD) Human Resources New Employee Orientation
SMCCCD-Website-HR-TrainingProfessionalDevelopment-20180418	III.A.14	San Mateo County Community College District (SMCCCD) Human Resources Training and Professional Development

III.B. Physical Resources

III.B.1 The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. **(Safe and Sufficient Physical Resources)**

Evidence of Meeting the Standard
District Board Policy 6.80 (SMCCCD-BoardPolicy6.80-201504), 8.13 (SMCCCD-BoardPolicy8.13-201305) and Administrative Procedure 8.13.1 (SMCCCD-AdministrativeProcedure8.13.1-201210) provides the directive and structure that ensures all College activities both on and off-campus are safe, sufficient and secure. The San Mateo County Community College District (SMCCCD) has a centralized structure supporting the planning, construction, and maintenance of physical resources (SMCCCD-Facilities-OrgChart-201610). Facilities, maintenance, and operations staff support the College by ensuring access, safety, security, and an optimal environment for learning and working.

The College Health, Safety and Emergency Preparedness Committee meets every month except over the summer to ensure all facilities, grounds, and equipment is in safe and working order (SC-CompendiumofCommittees-HealthSafetyEmergencyPreparedness-2018-19). The committee proactively focuses on campus safety functions including reviewing campus construction activities and employee safety improvement recommendations. The District Safety Committee meets every quarter to discuss all District safety-related matters including facilities and security. Additionally, a District Emergency Preparedness Task Force meets bi-monthly to ensure a coordinated effort to emergency preparedness across all three colleges. The campus Facility Manager, Vice President of Administrative Services, and Public Safety Captain meet regularly to discuss safety and security of campus facilities.

Off-campus locations where instruction or business is conducted regularly are also assessed and maintained to ensure facilities and equipment are in good working order per established agreement. For example, the College operates the Bay Area Entrepreneur Center in the city of San Bruno and maintains that space per established rental agreement (SC-BAEC-LeaseAgreement-20131210).

Guided by Board Policy 2.28 (SMCCCD-BoardPolicy2.28-201211) Human Resources provides information to all employees on topics such as injury and illness prevention, employee self-care and wellness (SMCCCD-Website-EmployeeWellness-20180907). Additionally, Human Resources staff is trained to conduct employee ergonomic assessments. Employee health and safety is addressed in the District employee handbook (SMCCCD-EmployeeHandbook-201410).

The Facilities Department is responsible for the maintenance and operations of campus facilities and grounds. Employees can report facility issues and request facility repairs through the Onuma electronic work order system (SC-WorkOrderExamples-20180716). Work orders are prioritized and addressed in a timely manner, and the campus Facility Manager and College Vice President of Administrative Services discuss the work orders during weekly meetings. Emergency needs such as broken glass can be reported via telephone or UHF radio for an immediate response. Facilities are systematically checked throughout the day for cleanliness and safety.

In 2016-2017, the campus completed an upgrade of all exterior lighting to improve safety around building exteriors and parking lots using Prop 39 funding. Public safety provides safety escorts to students and employees upon request. Emergency phones, designated evacuation zones and Automatic External Defibrillators (AED's) are located throughout the campus in designated areas (SC-EvacuationandAEDLocations-Fall2017). Over the past two years, the District has provided resources to upgrade door locks throughout the campus to ensure all classrooms and offices have push button or thumb turn locking capability on the interior door in the event of an armed intruder situation. Public safety also provides emergency alerts through the AlertU system (SMCCCD-Website-AlertUInformation-20180907), the Emergency Announcement System (SMCCCD-Website-CampusAlertSystem-20180907) and classroom and meeting areas on campus have an Emergency Information Zone document with pertinent information in the event of an emergency or evacuation (SMCCCD-EmergencyResponseGuide-20170830).

The Facilities Department conducts weekly safety training to ensure all employees receive necessary training to mitigate industrial injuries and illness. A District-level Facilities Safety Task Force meets quarterly to review routine safety inspection reports, departmental accident reports, and discuss best practices for safety. All maintenance certifications such as fire extinguishers, backflow prevention devices, elevators, and exhaust hoods are up-to-date and in working order. The College has an approved Hazardous Materials Business Plan in accordance with local and state requirements (SC-HazardousMaterialsPlan-2018).

Additionally, the District has identified nine initiatives related to a shared vision of sustainability across the campuses (SMCCCD-Website-SustainabilityInitiative-20180907). The College has taken this commitment further by making sustainability one of the core values of the institution in the College Mission-Vision-Values (MVV) Statement and integrating sustainability on campus in a variety of ways, both in the classroom and beyond (SMCCCD-Website-SustainabilityInitiative-20180907).
Programs such as fuel efficient preferred parking, the Community of Practice (CoP) for Social Justice and Sustainability, and the Sustainability Blitz with Climate Corps Bay Area, are offered with sustainability in mind.

The District provides a Department of Public Safety on each campus (SMCCCD-PublicSafety-OrgChart-201808), led by a Captain. Each semester, there is a minimum of one emergency preparedness drill for all students and employees (SC-EmergencyPreparednessDrills-FA2018) and regular emergency operations center trainings and simulations for College leadership (SC-EmergencyManagementTraining-20180530). Board Policy 2.55 (SMCCCD-BoardPolicy2.55-201803) and Administrative Procedure 2.55.1 (SMCCCD-AdministrativeProcedure2.55.1-201307) outline the policies and procedure related to the Emergency Response Plan. In July 2018, the District hired its first Emergency Preparedness Manager to coordinate emergency preparedness and safety across the District.

In September 2017, the District conducted a comprehensive review of the safety and security of the three colleges. This included on-site review of physical safety, interviews with employees, and review of existing policies, procedures, and documentation. All employees and students were engaged in the process (SMCCCD-Website-PublicSafetyStudy-20180907). The culminating report made recommendations to further strengthen the safety and security of physical resources at all District locations (SMCCCD-PublicSafetyStudyRecommendations-20180312).

Evaluation
The College meets the standard. The District Board has policies and procedures in place that provide a foundation for the provision of safe and sufficient physical resources at the College. College and District administration give safety issues the highest priority. The facilities of Skyline College are designed, built and properly maintained to ensure that safe and sufficient physical resources exist that facilitate teaching and learning in support of student success and the MVV of the institution. The District provides regular assessment of facilities and equipment to ensure safety. The District provides leadership on facility and safety planning and allocates resources for continual improvement of the safety and maintenance of College facilities and equipment.

III.B.2   The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission. **(Maintenance and Replacement of Physical Resources)**

Evidence of Meeting the Standard

Skyline College's physical resources, which include a campus of 105-acres bounded by residential developments and the Golden Gate National Recreation Area and an off-campus site for the Bay Area Entrepreneur Center (BAEC) located in San Bruno, provide the space necessary to effectively support programs and services designed to fulfill the College mission. The building core of the campus covers 22 acres, and campus infrastructure includes 26 buildings, athletics and recreational facilities and 19 parking lots (SC-CampusMap-2018). The gross area for the campus infrastructure is 541,620 square feet and the assignable area is 367,620 square feet.

Instructional and student support program needs are the primary consideration when assessing facility use. The College relies on quantitative and qualitative measures in determining the quality of physical resources in achieving institutional effectiveness and producing desired learning outcomes. The College integrated planning process provides all programs the opportunity to request facility, maintenance, staffing, resource and equipment needs through the Annual Program Plans (APPs) (SC-APPPrompts-2016), Comprehensive Program Reviews (CPRs) (SC-CPRPrompts-2016) and Administrative Leadership Unit Reviews (ALURs) (SC-ALURPrompts). The College Cabinet reviews and prioritizes needs which, in turn, are used to inform the comprehensive District Facilities Master Plan (SMCCCD-FinalEIRReport-FMPAAmendment-201511) and related District and College plans. These plans provide the framework for facility and equipment resource allocation decisions at the District and College. A number of facility upgrades, renovations and construction have been completed over the past six years utilizing this planning process (SMCCCD-FinalBudgetReport-SkylineCollegeCompletedProjects-2013-19-20180911).

In 2014, San Mateo County voters approved a $386 million general obligation bond Measure H for the repair, upgrade, and new construction of facilities at all three colleges in the District (SMCCCD-BondOversightCommittee-AnnualReport-MeasureH-201612). Measure H projects were identified through the planning process and selected using a comprehensive campus-wide evaluation of existing facilities and projected program needs based on the SMCCCD Facilities Master Plan (SMCCCD-FinalEIRReport-FMPAAmendment-201511). Oversight of Measure H funds are governed by the Measure H Bond Oversight Committee (SMCCCD-Website-BondOversightCommittee-20180907).

Through the integrated planning process, the College identified facility needs not fully addressed through the Measure H bond. Two capital construction projects,

the modernization of Building 2 and Building 5, were submitted as part of the five-year state capital construction program (SMCCCD-BoardAgendaPacket-2020-24FiveYearCapitalConstructionPlan-20180725). As the College awaits approval for state funding on these projects, some of the facility needs have been addressed using scheduled maintenance and other funds.

During the 2017-2018 academic year, the District coordinated efforts between the three colleges to identify ways of more effectively and efficiently utilizing existing facility space due to impacts related to construction. During this process, a need emerged for scheduling software to enhance space utilization. The three colleges worked together to develop a Request for Proposal and following District guidelines selected a scheduling software vendor, Ad Astra.

The SMCCCD Facilities Planning, Maintenance, and Operations Department submits a Facilities Assessment Report as required to the State every three years as part of the overall assessment and evaluation of all District facility use (SMCCCD-Facilities-AssessmentReport-20171017). The District also submits an annual Scheduled Maintenance Report to the State, identifying the College's needs for scheduled maintenance and requesting state funds for prioritized projects (SMCCCD-2016-17AnnualScheduledMaintenanceReport-20180914).

The Facilities Planning, Maintenance, and Operations team maintains and monitors all College facilities. For ongoing facility maintenance, the College uses a custodial schedule (SMCCCD-Website-CustodialSchedule-20180907), a work order system (SMCCCD-WorkOrderRequest-20180914), and project requests (SMCCCD-Facilities-ProjectRequestForm-20180907). All College facilities are maintained using APPA benchmarks (SMCCCD-APPABenchmarks-20180911). Monthly quality assurance inspections for preventive maintenance are conducted and any issues identified are addressed.

Evaluation
The College meets the standard. The College's current physical resources are sufficient to support effective use and high-quality programs and services. Processes and structures are in place to ensure the needs of programs and services are considered when planning projects, new facilities, and allocating resources. Facility planning is aligned with the College mission and ultimately driven by the District (SMCCCD-Website-StrategicPlanAndMetrics-20180907) and College (SC-StrategicGoalsInitiatives-2018-23) strategic plans. The College ensures that program and service needs are met through the integrated planning process.

III.B.3 To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account. **(Evaluation of Facilities and Equipment)**

Evidence of Meeting the Standard

The College regularly assesses facility and equipment use using a multi-pronged approach. At the program level, through analysis of enrollment, load, head count, services provided, and need for enhanced or expanded service, programs—through the integrated planning process of APPs (SC-APPPrompts-2016), CPRs (SC-CPRPrompts-2016), and ALURs (SC-ALURPrompts) —evaluate facility and equipment use on an annual basis and make recommendations for replacement or enhancement. For needs that do not fit neatly into the planning calendar, the College Facility Manager meets regularly with the College President or Vice President of Administrative Services to discuss the status and needs of campus facilities. For equipment and facility needs, the individual deans are responsible to meet with the appropriate Vice President to seek either a facility modification (SMCCCD-Facilities-ProjectRequestForm-20180907) r purchase equipment to address unforeseen circumstances. Each semester, division deans work with faculty to plan and optimize course scheduling (KAD-ScheduleRequestForm-SP2019). Instructional deans utilize enrollment trends, load, head count information, faculty expertise, and program requirements and needs to optimize course offerings in developing an instructional schedule (SC-DailyEnrollmentReport-20180907; SC-ProductivityEfficiencyReport-20180315). Ad Astra then assigns instructional rooms based on room specification and maximum capacity so space is utilized to serve the maximum amount of students.

The College also uses Ad Astra to manage facility use requests for all activities, both internal and external (SC-Website-EventReservationsRequest-20180907). The class schedule from Banner is downloaded into Ad Astra in real time and is an integral part of the overall room scheduling process. Non-instructional facility reservations are managed in Ad Astra to ensure non-instructional or external facility requests do not displace or disrupt student instruction or support services. College instructional programs have priority access to facilities. Facility use by external entities requires a facility use permit and insurance (SMCCCD-Facilities-UsePacket-20180907) in accordance with Board Policy 8.80 (SMCCCD-BoardPolicy8.80-201506) and Administrative Procedure 8.80.1 (SMCCCD-AdministrativeProcedure8.80.1-201504).

Capital construction projects are planned in accordance with all local and state regulatory requirements. The District conducted an Environmental Impact Report (SMCCCD-FinalEIRReport-FMPAAmendment-201511) and went through the California Environmental Quality Act (CEQA) process (SMCCCD-FinalEIR-CEQA-201511) for all Measure H projects. As projects are planned and implemented, logistics and campus impacts are discussed with the College during twice monthly Capital Improvement Program (CIP) meetings (SMCCCD-CIP-Agenda-201804-05).

The College continually improves facilities and equipment through ongoing assessment of classroom needs. Faculty and staff identify needs through the integrated planning process. Resource requests are discussed and prioritized through discussions at the College Cabinet and decisions are communicated to the respective Vice President and the programs. The College also uses evaluation of needs to leverage one-time money, external grants and categorical funding to address identified areas of improvement. Examples of such leveraged opportunities are the recently renovated space within Building 2 for the Passport Office, Global Learning and Programs office space, Middle College, Veterans Resource Center and Guardian Scholars office space, Building 5 Learning Center upgrades, Building 7 Fabrication Lab, Promise Scholars office space and the Respiratory Lab (SMCCCD-FinalBudgetReport-SkylineCollegeCompletedProjects-2013-19-20180911).

Evaluation
The College meets the standard. Facilities are regularly assessed for utilization, efficiency, and to determine unmet needs. Facility use information gathered through the methods described above contributes to the annual planning process by which facilities and equipment use is examined and needs identified. The integrated planning process allows the College to evaluate and improve facilities and equipment on a planned basis.

III.B.4   Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment. **(Long-Range Capital Planning)**

Evidence of Meeting the Standard

The College uses integrated planning processes to ensure that long-range capital plans support the institution's improvement goals. Physical resource needs are identified and addressed through the APPs (SC-APPPrompts-2016), CPRs (SC-CPRPrompts-2016), and ALURs (SC-ALURPrompts). As new facilities are planned and designed, the College uses a collaborative process to gather input and information from campus stakeholders (SC-CampusForum-Construction-20180501). The College website updates the campus and local community about current and upcoming capital projects (SC-Website-CIP-20180910).

Long-range capital plans guide decision-making through planning documents such as the SMCCCD Facilities Master Plan (SMCCCD-FinalEIRReport-FMPAAmendment-201511), the five-year state capital construction plan (SMCCCD-BoardAgendaPacket-2020-24FiveYearCapitalConstructionPlan-20180725), the Education Master Plan (SC-EdMasterPlan-2018-22) and the District Strategic Plan (SMCCCD-Website-StrategicPlanAndMetrics-20180907). The District conducts a Total Cost of Ownership (TCO) assessment of personnel needs to maintain new technology or facilities, ongoing maintenance costs, depreciation, and replacement plans for equipment. Resources related to TCO assessments are included in long-term planning to ensure facilities are sustainable and equipment is functional and modern (SMCCCD-2020-24FiveYearConstructionPlan-20180626).

In anticipation of increased building related to Measure H projects, District facilities will be preparing a plan using APPA standards for allocating staff based on assignable square footage and level of service. The plan will be taken into consideration in resource allocation multi-year budget projections. Each year the District Resource Allocation Model allocates additional resources to campus sites based on an increase in space inventory under adjustment number 3, in the Resource Allocation Budget Scenario for 18/19 (SMCCCD-2018-19ResourceAllocationScenario-20180912).

Because SMCCCD is committed to sustainable facilities, equipment, and technology, consideration of life-cycle costs is carefully reviewed in capital planning. All proposals for new construction projects are required to include a TCO component. To minimize future custodial and maintenance costs, the College Facilities Department has been involved in the planning, design, and selection of material for new facilities. To maximize future energy savings, the College's new facilities have been designed to the Green Building Council's Leadership in Energy and Environmental Design (LEED) certification standards (SMCCCD-LEEDScorecard-20180914).

Evaluation

The College meets the standard. Long-range capital plans are linked to institutional planning which ensure that capital projects support College goals. The District has identified the elements which comprise the TCO to use when making decisions about facilities and equipment.

III.B. Conclusion

Skyline College, working in collaboration with the San Mateo County Community College District, designs, constructs, upgrades and maintains safe, sufficient and sustainable facilities to meet the College MVV. Facilities maintenance and operations is the primary responsibility of the District but works collaboratively with Skyline College in all areas related to College facilities, equipment, land, and assets to ensure College operations are of the quality and quantity to meet programmatic need. The utilization, assessment, replacement, and evaluation of facilities, operations and equipment are the primary responsibility of Skyline College in collaboration with the District. Through the integrated planning and assessment process, program needs are identified, documented and prioritized related to meeting the strategic goals of the campus and District. Finally, in the development and realization of all campus plans for facilities, the cost of maintenance, operations and upkeep of all facilities and equipment are factored into the total cost of ownership.

STANDARD III.B ACRONYMS

AED   Automatic External Defibrillators

ALUR   Administrative Leadership Unit Review

APP   Annual Program Plan

BAEC   Bay Area Entrepreneur Center

CEQA   California Environmental Quality Act

CIP   Capital Improvement Program

CoP   Community of Practice

CPR   Comprehensive Program Review

MVV   Mission-Vision-Values

SMCCCD   San Mateo County Community College District

TCO   Total Cost of Ownership Assessment

STANDARD III.B EVIDENCE LIST

Evidence Short Name	Section Used	Evidence Full Name
KAD-ScheduleRequestForm-SP2019	III.B.3	Skyline College Kinesiology/Athletics/Dance (KAD) Schedule Request Form [Spring 2019]
SC-ALURPrompts	III.B.2, III.B.3, III.B.4	Skyline College Administrative Leadership Unit Review (ALUR) Prompts
SC-APPPrompts-2016	III.B.2, III.B.3, III.B.4	Skyline College Annual Program Plan (APP) Prompts
SC-BAEC-LeaseAgreement-20131210	III.B.1	Skyline College Bay Area Entrepreneur Center (BAEC) Lease Agreement
SC-CampusForumConstruction-20180501	III.B.4	Skyline College Campus Forum on Construction
SC-CampusMap-2018-19	III.B.2	Skyline College Campus Map
SC-CompendiumofCommittees-HealthSafetyEmergencyPreparedness-2018-19	III.B.1	Skyline College Compendium of Committees [2018-2019], Health, Safety and Emergency Preparedness Committee
SC-CPRPrompts-2016	III.B.2, III.B.3, III.B.4	Skyline College Comprehensive Program Review (CPR) Prompts
SC-DetailedDailyEnrollmentReport-20180907	III.B.3	Skyline College Daily Enrollment Report (Detailed)
SC-EdMasterPlan-2018-22	III.B.4	Skyline College Education Master Plan [2018-2022]
SC-EmergencyManagementTraining-20180530	III.B.1	Skyline College Emergency Management Training
SC-EmergencyPreparednessDrills-FA2018	III.B.1	Skyline College Emergency Preparedness Drills [Fall 2018]
SC-EvacuationandAEDLocations-Fall2017	III.B.1	Skyline College Evacuation and AED Locations [Fall 2017]
SC-HazardousMaterialsPlan-2018	III.B.1	Skyline College Hazardous Materials Plan
SC-ProductivityEffeciencyReport-20180315	III.B.3	Skyline College Productivity and Efficiency Report [2018.03.15]
SC-StrategicGoalsInitiatives-2018-23	III.B.2, III.B.4	Skyline College Strategic Goals and Initiatives [2018-2023]
SC-Website-CIP-20180910	III.B.4	Skyline College Capital Improvement Projects (CIP)
SC-Website-EventReservationRequests-20180907	III.B.3	Skyline College Event Reservation Requests
SC-WorkOrderExamples-20180716	III.B.1	Skyline College Work Order Examples
SMCCCD-2016-17AnnualScheduledMaintenanceReport-20180914	III.B.2	San Mateo County Community College District (SMCCCD) 2016-17 Annual Scheduled Maintenance Report
SMCCCD-2018-19ResourceAllocationScenario-20180912	III.B.4	San Mateo County Community College District (SMCCCD) Resource Allocation Budget Scenario [2018-19]

SMCCCD-2020-24-FiveYearConstructionPlan-20180626	III.B.4	San Mateo County Community College District (SMCCCD) 2020-24 Five Year Construction Plan
SMCCCD-AdministrativeProcedure2.55.1-201307	III.B.1	San Mateo County Community College District (SMCCCD) Administrative Procedure 2.55.1 [2013.07]
SMCCCD-AdministrativeProcedure8.13.1-201210	III.B.1	San Mateo County Community College District (SMCCCD) Administrative Procedure 8.13.1 [2012.10]
SMCCCD-AdministrativeProcedure8.80.1-201504	III.B.3	San Mateo County Community College District (SMCCCD) Administrative Procedure 8.80.1 [2015.04]
SMCCCD-APPABenchmarks-20180911	III.B.2	San Mateo County Community College District (SMCCCD) APPA Benchmarks
SMCCCD-BoardAgendaPacket-2020-24FiveYearCapitalConstructionPlan-20180725	III.B.2, III.B.4	San Mateo County Community College District (SMCCCD) Board of Trustees Agenda Packet 2020-2024 Five-Year Capital Construction Plan
SMCCCD-BoardPolicy2.28-201211	III.B.1	San Mateo County Community College District (SMCCCD) Board Policy 2.28 [2012.11]
SMCCCD-BoardPolicy2.55-201803	III.B.1	San Mateo County Community College District (SMCCCD) Board Policy 2.55 [2018.03]
SMCCCD-BoardPolicy6.80-201504	III.B.1	San Mateo County Community College District (SMCCCD) Board Policy 6.80 [2015.04]
SMCCCD-BoardPolicy8.13-201305	III.B.1	San Mateo County Community College District (SMCCCD) Board Policy 8.13 [2013.05]
SMCCCD-BoardPolicy8.80-201506	III.B.3	San Mateo County Community College District (SMCCCD) Board Policy 8.80 [2015.06]
SMCCCD-BondOversightCommittee-AnnualReport-MeasureH-201612	III.B.2	San Mateo County Community College District (SMCCCD) Bond Oversight Committee Annual Report 2016 on Measure H Bond
SMCCCD-CIP-Agenda-201804-05	III.B.3	San Mateo County Community College District (SMCCCD) Capital Improvement Program (CIP) Agenda [2018.04] [2018.05]
SMCCCD-EmergencyResponseGuide-20170830	III.B.1	San Mateo County Community College District (SMCCCD) Emergency Response Guide
SMCCCD-EmployeeHandbook-201410	III.B.1	San Mateo County Community College District (SMCCCD) Employee Handbook [2014.10]
SMCCCD-Facilities-AssessmentReport-20171017	III.B.2	San Mateo County Community College District (SMCCCD) Facilities Assessment Report
SMCCCD-Facilities-UsePacket-20180907	III.B.3	San Mateo County Community College District (SMCCCD) Facilities Use Packet

SMCCCD-Facilities-OrgChart-201610	III.B.1	San Mateo County Community College District (SMCCCD) Facilities Organizational Chart
SMCCCD-Facilities-ProjectRequestForm-20180907	III.B.2, III.B.3	San Mateo County Community College District (SMCCCD) Facilities Project Request Form
SMCCCD-FinalBudgetReport-SkylineCollgeCompletedProjects-2013-19-20180911	III.B.2, III.B.3	San Mateo County Community College District (SMCCCD) Final Budget Report on Skyline College Completed Projects 2013-14 through 2018-19
SMCCCD-FinalEIR-CEQA-201511	III.B.3	San Mateo County Community College District (SMCCCD) Final Environmental Impact Report
SMCCCD-FinalEIRReport-FMPAAmendment-201511	III.B.2, III.B.3, III.B.4	San Mateo County Community College District (SMCCCD) Final Environmental Impact Report for the 2015 Facilities Master Plan Amendment
SMCCCD-LEEDSscorecard-20180914	III.B.4	San Mateo County Community College District (SMCCCD) LEED Scorecard
SMCCCD-PublicSafety-OrgChart-201808	III.B.1	San Mateo County Community College District (SMCCCD) Public Safety Organizational Chart
SMCCCD-PublicSafetyRecommendations-20180312	III.B.1	San Mateo County Community College District (SMCCCD) Public Safety Study Recommendations
SMCCCD-Website-AlertUInformation-20180907	III.B.1	San Mateo County Community College District (SMCCCD) Alert U Information
SMCCCD-Website-BondOversightCommittee-20180907	III.B.2	San Mateo County Community College District (SMCCCD) Bond Oversight Committee
SMCCCD-Website-CampusAlertSystem-20180907	III.B.1	San Mateo County Community College District (SMCCCD) Campus Alert System
SMCCCD-Website-CustodialSchedule-20180907	III.B.2	Website: San Mateo County Community College District (SMCCCD) Custodial Schedule
SMCCCD-Website-EmployeeWellness-20180907	III.B.1	San Mateo County Community College District (SMCCCD) Employee Wellness website
SMCCCD-Website-PublicSafetyStudy-20180907	III.B.1	San Mateo County Community College District (SMCCCD) Public Safety Study Website

III.C. Technology Resources

III.C.1 Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services. **(Appropriate and Adequate Technology Resources)**

Evidence of Meeting the Standard
The College, in cooperation with the District, provides the technology infrastructure and resources to support the operations and enhance the effectiveness of the institution. These resources include 92 Smart classrooms, over a dozen moveable technology stations that can be placed in non-smart classroom spaces, wireless access throughout the campus, computer labs for instruction, library and student services, a Center for Transformative Teaching and Learning (CTTL) Learning Space equipped with a variety of technologies for faculty to experiment with, almost 1,400 computers and 500 printers, campus-wide digital signage system, campus-wide security camera network, campus-wide event announcement system, a laptop computer check-out program, a streaming internet video system used to broadcast selected events including graduation, and a comprehensive set of administrative software services to assist with communication, budget, planning, research, scheduling and communications (SC-TechnologyPlan-CampusTechnologyEnvironment-2018-22).

At the District level, Instructional Technology Services (ITS) provides services to the College for administrative systems, network services and infrastructure, construction support, instructional technology and web services, computers (hardware and software), media support, video systems, disaster recovery, emergency contact, building management and security, and telephone and voicemail systems. ITS (SMCCCD-ITS-OrgChart-201809) is divided into four units which include desktop and media support, network services, web support services and administrative information systems.

The Director of ITS has responsibility for managing information technology for the District and advises the Chancellor on District-wide technology decisions. District ITS, through the District Technology Task Force helps inform and provide direction related to technology and its best use in support of the student experience (SC-TechnologyPlan-DistrictTechnologyTaskForce-2018-22). The Director and ITS staff also work with the College in providing assistance with the planning, deployment, and support of information technology initiatives. Decisions about services, professional support, facilities, hardware, and software are collaborative. Generally, before decisions are made concerning technology, ITS is consulted to ensure that any acquisition and/or implementations are consistent with District standards and will be supported by District ITS.

At the College level, planning and decision-making regarding technology is guided by the College Mission-Vision-Values (MVV) (SC-Website-MVV-20180913), the

Education Master Plan (SC-EdMasterPlan-2018-22), and the Technology Plan (SC-TechnologyPlan-2018-22), which is developed by the Technology Advisory Committee (TAC) (SC-Website-TAC-20180919) to provide research, guidance, and recommendations for technology supporting institutional effectiveness, teaching and learning. Requests and evaluation from faculty and staff regarding program-specific technology begin at the program level through the integrated planning process that involves student learning outcome assessment, Annual Program Plans (APPs) (SC-APPPrompts-2016), Comprehensive Program Reviews (CPRs) (SC-CPRPrompts-2016), and Administrative Leadership Unit Reviews (ALURs) (SC-ALURPrompts). The College Cabinet reviews and prioritizes needs which, in turn, are used to inform decisions related to the purchase and use of technology on campus.

The TAC encourages, through its open monthly meetings, the campus community to bring forward ideas concerning technology as it applies to teaching, learning, and operations. In addition, each meeting generally includes demonstrations of a new technology that can impact instruction. Demonstrations are followed by discussion about the cost, impact, and feasibility of new technology. TAC is also active in ensuring that technology acquisitions and/or implementations are consistent with the Technology Plan, which provides detailed planning and implementation strategy for computer and related technology replacement, as well as providing direction for keeping current with technology and training.

The ITS website (SMCCCD-Website-ITS-20180920) provides information for students, faculty and staff to better use available technology and tools (email, Canvas, Office 365, Banner, Mitel Phone System, Argos, and others) and to request help if necessary. District ITS also provides a portal for faculty, staff and administration to submit technology service requests. The website also allows faculty and staff to submit and track technology-related work orders.

The College enjoys an institutional culture that appreciates and respects the opportunities and solutions available in technology and online instruction. In doing so, the College adheres to five basic philosophical tenets (SC-TechnologyPlan-Philosophy-2018-22) that are used to develop the College goals related to technology outlined in the College Technology Plan and are used to assess technology related requests that come from students, faculty and staff on an annual basis through the integrated planning process.

Evaluation
The College meets the standard. The College provides, in conjunction with District ITS, appropriate and adequate technologies to support the academic, administrative and student service needs of all programs. The TAC committee analyzes and researches current and emerging technology options for the campus. The planning process and Technology Plan are also the means to identify equipment and technology that must be purchased or replaced. District ITS

provides the support to purchase, maintain and upgrade the technology infrastructure to meet the College's needs.

III.C.2 The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services. **(Update and Replacement of Technology)**

Evidence of Meeting the Standard
Skyline College, with the District, works through the College integrated planning process to ensure that technology resources support the development, maintenance and enhancement of all programs and services. District ITS also provides significant guidance for equipment distribution and is responsible for maintenance of equipment. District ITS maintains an inventory of campus technology that includes equipment details and date of purchase, service call records and technology utilization reports (SC-EnrollementServicesAndCounselingComputerRefresh-20190111).

The District, in consultation with Skyline College, sets standards (SC-TechnologyPlan-AppendixE-2018-22) for campus technology to be purchased and maintained. Standards for technology that connects to the administrative and instructional networks include specifications for anti-virus software and updating policies to prevent viruses and other damaging software from appearing on the District networks.

The Technology Plan includes replacement or "refresh" cycles (SC-Technology Plan-AppendixBCD-2018-22). There is a five-year instructional lab replacement schedule, a four-year replacement schedule for faculty and staff technology, and a four-year update schedule for smart classrooms and conference rooms. The refresh cycles help to develop multi-year allocation lists that aid the College with planning for immediate and future budget obligations (SC-TechnologyPlan-AppendixA-2018-22). It also helps reduce or eliminate interruptions to essential instruction and services designed to support students and campus operations. The lists are a reliable resource in decision making for both assessing the types and quantity of technology resources and the total cost of ownership.

Replacement cycles are developed locally through TAC in conjunction with District ITS and are based on the length of warranty, reliability and the availability of funding to cover the cost. TAC reviews and updates these replacement schedules every other year. The refresh cycle is not rigid and it adapts to align with program and service needs, increased and decreased life-span of equipment, and changes or advancements in software that may require new or updated equipment. To accommodate unanticipated technology needs, the Technology Plan recommends an annual technology budget set-aside equal to 6.8% of the total technology allocation.

If technology requests are not part of the refresh cycle, they may be requested as part of the integrated planning process or by District ITS. Through the assessment and evaluation of programs during the APP, CPR and ALUR processes, faculty, staff, and administration may recommend hardware and software that better align with desired outcomes (SC-APPPrompts-2016; SC-CPRPrompts-2016; SC-ALURPrompts). District ITS regularly evaluates system age, resource requirements and performance. If necessary, District ITS may propose upgrade recommendations to the Vice Presidents of Instruction and Student Services. Upon discussing these recommendations with all Division Deans, the Vice Presidents may include upgrades into the integrated planning process. Both program and ITS requests are reviewed and prioritized and are funded based on the availability of resources.

Additionally, the coordinator of the campus Media Center, a part of the Academic Support and Learning Technologies Division, collaborates with District ITS on the design and planning of new campus technology and procurement of equipment. Media services are provided by the campus Media Center. College media services include smart classroom support, setup and support of AV equipment for special events, video recording, and content maintenance of campus digital signage (SC-Website-MediaServices-20180920).

District ITS technicians are physically located on each campus. There are five District ITS technicians based at the College. ITS technicians assist the colleges with technology purchases that are compliant with District standard. They also work cooperatively with the colleges to develop minimum supportable standards for computers, provide regular software updates, maintain an inventory database of technology that has been installed, and install new equipment.

Evaluation
The College meets the standard. The College has an established plan and system to ensure that a current and sustainable technology system is in place to support students, faculty and staff. Schedules exist to replace and upgrade technology as necessary and to request new and or enhanced technology through the integrated planning process. Contingency funds are available to meet unanticipated technology needs.

III.C.3   The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security. **(Implementation and Maintenance of Technology)**

Evidence of Meeting the Standard
All College technology resources are implemented and maintained to provide reliable access, safety, and security. District ITS is responsible for securing College data and providing backup and recovery. To maintain the reliability of service hosted by ITS at the District Office, the Facilities Department installed and maintains an emergency generator to provide backup electrical power to the building for as long as necessary during a power outage. For fire protection, a Very Early Smoke Detection Apparatus (VESDA) system has been installed in the Computer Center. In the event of a fire or overheating of equipment, the VESDA systematically shuts down the equipment in the center and sets off the appropriate warnings.

District ITS also maintains a series of instructional servers strategically located throughout the campus. These servers host applications and provide storage and backup for the College's instructional labs. The instructional servers are provided and maintained by District ITS.

District ITS maintains a high-performance data network that connects the College workstations and devices to the internet and District resources. District ITS contracts with AT&T to provide 1-Gigabit, opt-E-Man circuit. District ITS through its agreement with AT&T provides the College with robust, redundant, and reliable network connectivity. Internet services are provided by CENIC and have been upgraded many times over the years; currently each campus has a 10 gigabyte connection to the internet. All buildings on campus have access to the wireless network for both public and administrative access. College-based network technology is backed up with a series of uninterruptable power supplies. This system is rated to maintain network and phone services for four hours after a power outage. In the event of a prolonged power outage, the campus minimum point of entry is equipped with a transfer switch that will allow the main data room to be powered by an external generator (SMCCCD-Email-ITS-StandardIIIC-20181009).

District ITS conducts backups for all administrative data stored on its servers on a daily basis. In addition, District ITS has a comprehensive backup strategy in place to ensure that all server-based data is recoverable. This data is written onto high-density tapes that are stored in an off-site location on a weekly basis. ITS facilities around the District host the District's security system, ACAMS. District ITS provides the network services required for this system.

The Banner enterprise "Resource Planning" is regularly updated to maintain vendor support and accommodate changes to local, state, and federal

requirements. The College also participates in the Microsoft Campus License Agreement which allows ITS to install the most current releases of the Windows operating system, Office, and several other products.

Because securing College data is a high priority, numerous safeguards are in place to protect the College's technical resources, improving security and privacy for faculty, staff, and student use of technology. To maintain network security, the colleges of the District have deployed a multi-tiered approach which includes the following: Sophos Anti-Virus and Microsoft Forefront antivirus and malware detection software to protect all desktops and servers; Microsoft 0365 Exchange Online Protection service to detect and quarantine spam email messages; Cisco Netflow to monitor and report on network connections; and Microsoft Group Policies which are applied to District owned and managed PCs to protect them from malware, malicious plug-ins, file attacks and unauthorized software installation in instructional computer labs. Further, a new firewall solution consolidates many network security solutions. The firewall can detect and control unauthorized network intrusion as well as block peer-to-peer services, malware, and viruses to prevent faculty, staff, and students who use the District's network from being redirected to known malicious websites. Network service is divided into three virtual networks. The administrative network, the District's highly secure network used by College employees, requires authentication to provide access to administrative services and records like Banner (SMCCCD-Email-ITS-StandardIIIC-20181009). An instructional network used in instructional laboratories has access limited to that specific lab and the internet. And, a public network providing access only to the internet is available to students and the campus community, but shut down between 11 p.m. and 6 a.m. daily.

Service and support is provided through a centralized help center that uses a web-based tool to enable users to place repair orders and track their status through completion (SMCCCD-Website-ITSRequest-20180920). Requests are processed by District ITS and assigned to the locally based ITS technicians for remedy. Response time is usually less than 24 hours. District ITS surveys end-user satisfaction with the service (SMCCCD-Example-WorkOrderandSurvey-20180712).

Evaluation
The College meets the standard. District ITS is responsible for assuring that all technology resources are maintained to assure maximum reliability access, safety and security. A redundant model is in place to ensure system availability in case of component failure or unforeseen circumstance. District ITS provides the support to purchase, maintain, safeguard and upgrade the technology infrastructure to meet the College's needs. A robust help center function is available so that all requests can be prioritized and addressed quickly and efficiently.

III.C.4 The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations. **(Technology Instruction and Support)**

Evidence of Meeting the Standard

Skyline College provides appropriate professional and technical development training to support faculty, staff, and administrators through the CTTL. The CTTL (SC-Website-CTTL-20180418) serves as a hub of innovation and professional development where faculty, staff, and administrators can find resources and opportunities on the effective use of technology and technology systems to help strengthen student learning, engagement, support, and success.

The CTTL Instructional Design (SC-Website-CTTL-Instructional Design – 20180920) & Technology (SC-Website-CTTL-InstructionalTechnology-20180920) staff and faculty provide one-on-one help and facilitated workshops, brown bags, workshops, trainings and presentations, including CTTL on the Go provided to Division meetings upon request (SC-Website-CTTL-20180418). This support aids faculty, staff, and administrators in distance education, educational technology, pedagogy, curriculum design, assessment design, multimedia training and production, accessibility, etc. Campus members can not only participate in these professional development activities but also propose to lead an activity.

An example of the support offered to faculty through the CTTL is the Canvas and Online Pedagogy Training (SC-Example-CanvasandOnlinePedagogyTraining-20180906) required for all faculty that teach on-line. The training, done in-person and online, is divided into five units that are completed on a weekly basis. The outcome of the training is to develop a course that, through consultative review involving the CTTL Distance Education team, can be offered in an online or hybrid format. Faculty cannot teach online without completing the training and submitting their course for review.

For students, the Learning Tech Support desk is located in the Library next to the drop-in computer lab (SC-Website-LIBR-LearningTechnologySupport-20180911). Library staff assist students with in-library printing, scanning, photocopying or working with computers (as well as in room 5200A). The support desk also provides support for Canvas, WebSMART, programs such as Microsoft Office 2013, and various Google apps to aid student success. They do not fix hardware issues, remove viruses, or install software. Support is focused on learning technologies and tools to aid students in their academic work. For general support via email, chat or phone, students can visit online tools for Canvas, WebSMART and My.smcccd.edu.

Evaluation

The College meets the standard. Technology and pedagogy training are readily available to all faculty through the CTTL. The CTTL also provides frequent training

opportunities for faculty, staff and administration in the usage of both hardware and software critical for supporting students and operational needs. Through the Library and via email, chat or phone support, students have access to instruction and support for their use of technology.

III.C.5 The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes. **(Policies for Technology in Teaching and Learning)**

Evidence of Meeting the Standard
Skyline College has policies and procedures in place that are specifically designed to ensure the safe and appropriate use of technology within the District. The guiding policy that is used for students, faculty and staff is located in Board Policy 2.34 Computer and Network Use (SMCCCD-BoardPolicy2.34-201304), Policy 2.35 Use of District Communications Systems (SMCCCD-BoardPolicy2.35-201305), Policy 2.35.1 Access to District Email Procedure (SMCCCD-AdministrativeProcedure2.35.1-201410), Policy 2.36 Use of Student Email Addresses (SMCCCD-BoardPolicy2.36-201101), Skyline College Computer Use Policies for Students (SC-Website-ComputerPolicyforStudents-20180921) and Skyline College Use of Technology in the Classroom Policy (SC-Website-Catalog-UseofTechnologyinClassroomPolicy-20190411). These policies and procedures are referenced as necessary in the orientation of new employees.

Other policies and procedures in effect include the following: (SMCCCD-Website-BOT-PoliciesProcedures-20180418)

- Board Policy 2.40 Public Records (SMCCCD-BoardPolicy2.40-201203) and Administrative Procedure 2.40.1 Public Records (SMCCCD-AdministrativeProcedure2.40.1-201209)

- Board Policy 6.32 Intellectual Property (SMCCCD-BoardPolicy6.32-201304) and

- Administrative Procedure 6.32.1 Educational Materials: Distribution of Academic Presentations (SMCCCD-AdministrativeProcedure6.32.1-201210)

- Board Policy 6.33 – Use of Copyrighted Materials (SMCCCD-BoardPolicy6.33-201303)

Evaluation
The College meets the standard. The policies and procedures of Skyline College are prescribed by the Board. These policies and procedures are part of the College's commitment to protecting students, faculty and staff while guiding the appropriate use of technology.

III.C. Conclusion

Skyline College views technology as a means to an end as opposed to an end in itself. As such, working in collaboration with the District ITS, Skyline College provides the infrastructure, hardware, software, facilities, support, and services to meet the College MVV. The primary responsibility for technology infrastructure, procurement, inventory, hardware, software, and database support systems resides with ITS who works in collaboration with Skyline College's Academic Support and Learning Technologies (ASLT) Division to make sure all equipment and software are reliable, accessible, and secure. The ASLT Division has the primary responsibility for planning, facilities, professional development, and support for technology that meets programmatic need and the strategic plan of the College and District. Through the integrated planning and assessment process, the Skyline College Technology Plan has been developed and implemented to meet current needs and provide guidance for future decisions related to technology. The use of technology on campus and at the District is regulated by established Board of Trustees policies and procedures.

STANDARD III.C ACRONYMS

ALUR   Administrative Leadership Unit Review

APP   Annual Program Plan

ASLT   Academic Support and Learning Technologies

CPR   Comprehensive Program Review

CTTL   Center for Transformative Teaching and Learning

ITS   Instructional Technology Services

MVV   Mission-Vision-Values

SMCCCD   San Mateo County Community College District

TAC   Technology Advisory Committee

VESDA   Very Early Smoke Detection Apparatus

STANDARD III.C EVIDENCE LIST

Evidence Short Name	Section Used	Evidence Full Name
SC-ALURPrompts	III.C.1, III.C.2	Skyline College Administrative Leadership Unit Review (ALUR) Prompts
SC-APPPrompts-2016	III.C.1, III.C.2	Skyline College Annual Program Plan (APP) Prompts
SC-CPRPrompts-2016	III.C.1, III.C.2	Skyline College Comprehensive Program Review (CPR) Prompts
SC-EdMasterPlan-2018-22	III.C.1	Skyline College Education Master Plan [2018-2022]
SC-EnrollmentServicesAndCounselingComputerRefresh-20190111	III.C.2	Skyline College Enrollment Services and Counseling Computer Refresh
SC-Example-CanvasandOnlinePedagogyTraining-20180906	III.C.4	Skyline College Canvas and Online Pedagogy Training Example
SC-TechnologyPlan-2018-22	III.C.1	Skyline College Technology Plan [2018-2022]
SC-TechnologyPlan-AppendixA-2018-22	III.C.2	Skyline College Technology Plan [2018-2022], Appendix A (p.58)
SC-TechnologyPlan-AppendixBCD-2018-22	III.C.2	Skyline College Technology Plan [2018-2022], Appendix B, C, D (p.59-65)
SC-TechnologyPlan-AppendixE-2018-22	III.C.2	Skyline College Technology Plan [2018-2022], Appendix E (p.66)
SC-TechnologyPlan-CampusTechnologyEnvironment-2018-22	III.C.1	Skyline College Technology Plan [2018-2022], Campus Technology Environment (p.11)
SC-TechnologyPlan-DistrictTechnologyTaskForce-2018-22	III.C.1	Skyline College Technology Plan [2018-2022], District Technology Task Force (p.7)
SC-TechnologyPlan-Philosophy-2018-22	III.C.1	Skyline College Technology Plan [2018-2022], Philosophy (p.4-5)
SC-Website-Catalog-UseofTechnologyinClassroomPolicy-20190411	III.C.5	Skyline College Catalog Use of Technology in Classroom Policy
SC-Website-ComputerPolicyforStudents-20180921	III.C.5	Skyline College Computer Policy for Students
SC-Website-CTTL-20180418	III.C.4	Skyline College Center for Transformative Teaching and Learning (CTTL) Website
SC-Website-CTTL-InstructionalTechnology-20180920	III.C.4	Skyline College CTTL Instructional Technology
SC-Website-LIBR-LearningTechnologySupport-20180911	III.C.4	Skyline College Library Learning Technology Support
SC-Website-MediaServices-20180920	III.C.2	Skyline College Media Services
SC-Website-MVV-20180913	III.C.1	Skyline College Mission-Vision-Values (MVV)
SC-Website-TAC-20180919	III.C.1	Skyline College Technology Advisory Committee

SMCCCD-AdministrativeProcedure2.35.1-201410	III.C.5	San Mateo County Community College District (SMCCCD) Administrative Procedure 2.35.1 [2014.10]
SMCCCD-AdministrativeProcedure2.40.1-201209	III.C.5	San Mateo County Community College District (SMCCCD) Administrative Procedure 2.40.1 [2012.09]
SMCCCD-AdministrativeProcedure6.32.1-2012.10	III.C.5	San Mateo County Community College District (SMCCCD) Administrative Procedure 6.32.1 [2012.10]
SMCCCD-BoardPolicy2.34-201304	III.C.5	San Mateo County Community College District (SMCCCD) Board Policy 2.34 [2013.04]
SMCCCD-BoardPolicy2.35-201305	III.C.5	San Mateo County Community College District (SMCCCD) Board Policy 2.35 [2013.05]
SMCCCD-BoardPolicy2.36-201101	III.C.5	San Mateo County Community College District (SMCCCD) Board Policy 2.36 [2011.01]
SMCCCD-BoardPolicy2.40-201203	III.C.5	San Mateo County Community College District (SMCCCD) Board Policy 2.40 [2012.03]
SMCCCD-BoardPolicy6.32-201304	III.C.5	San Mateo County Community College District (SMCCCD) Board Policy 6.32 [2013.04]
SMCCCD-BoardPolicy6.33-201303	III.C.5	San Mateo County Community College District (SMCCCD) Board Policy 6.33 [2013.03]
SMCCCD-Email-ITS-StandardIIIC-20181009	III.C.3	San Mateo County Community College District (SMCCCD) Email to ITS on Accreditation Standard III.C
SMCCCD-Example-WorkOrderandSurvey-20180712	III.C.3	San Mateo County Community College District (SMCCCD) Work Order and Survey Example
SMCCCD-ITSOrgChart-201809	III.C.1	San Mateo County Community College District (SMCCCD) ITS Organization Chart
SMCCCD-Website-BOT-PoliciesProcedures-20180418	III.C.5	San Mateo County Community College District (SMCCCD)Board of Trustees Policies and Procedures
SMCCCD-Website-ITS-20180920	III.C.1	San Mateo County Community College District (SMCCCD) ITS Website
SMCCCD-Website-ITSRequest-20180920	III.C.3	San Mateo County Community College District (SMCCCD) ITS Request
SC-ALURPrompts	III.C.1, III.C.2	Skyline College Administrative Leadership Unit Review (ALUR) Prompts

SC-APPPrompts-2016	III.C.1, III.C.2	Skyline College Annual Program Plan (APP) Prompts
SC-CPRPrompts-2016	III.C.1, III.C.2	Skyline College Comprehensive Program Review (CPR) Prompts
SC-EdMasterPlan-2018-22	III.C.1	Skyline College Education Master Plan [2018-2022]
SC-EnrollmentServicesAndCounselingComputerRefresh-20190111	III.C.2	Skyline College Enrollment Services and Counseling Computer Refresh
SC-Example-CanvasandOnlinePedagogyTraining-20180906	III.C.4	Skyline College Canvas and Online Pedagogy Training Example
SC-TechnologyPlan-2018-22	III.C.1	Skyline College Technology Plan [2018-2022]
SC-TechnologyPlan-AppendixA-2018-22	III.C.2	Skyline College Technology Plan [2018-2022], Appendix A (p.58)
SC-TechnologyPlan-AppendixBCD-2018-22	III.C.2	Skyline College Technology Plan [2018-2022], Appendix B, C, D (p.59-65)
SC-TechnologyPlan-AppendixE-2018-22	III.C.2	Skyline College Technology Plan [2018-2022], Appendix E (p.66)
SC-TechnologyPlan-CampusTechnologyEnvironment-2018-22	III.C.1	Skyline College Technology Plan [2018-2022], Campus Technology Environment (p.11)
SC-TechnologyPlan-DistrictTechnologyTaskForce-2018-22	III.C.1	Skyline College Technology Plan [2018-2022], District Technology Task Force (p.7)
SC-TechnologyPlan-Philosophy-2018-22	III.C.1	Skyline College Technology Plan [2018-2022], Philosophy (p.4-5)
SC-Website-Catalog-UseofTechnologyinClassroomPolicy-20190411	III.C.5	Skyline College Catalog Use of Technology in Classroom Policy
SC-Website-ComputerPolicyforStudents-20180921	III.C.5	Skyline College Computer Policy for Students
SC-Website-CTTL-20180418	III.C.4	Skyline College Center for Transformative Teaching and Learning (CTTL) Website
SC-Website-CTTL-InstructionalTechnology-20180920	III.C.4	Skyline College CTTL Instructional Technology
SC-Website-LIBR-LearningTechnologySupport-20180911	III.C.4	Skyline College Library Learning Technology Support
SC-Website-MediaServices-20180920	III.C.2	Skyline College Media Services
SC-Website-MVV-20180913	III.C.1	Skyline College Mission-Vision-Values (MVV)
SC-Website-TAC-20180919	III.C.1	Skyline College Technology Advisory Committee
SMCCCD-AdministrativeProcedure2.35.1-201410	III.C.5	San Mateo County Community College District (SMCCCD) Administrative Procedure 2.35.1 [2014.10]
SMCCCD-AdministrativeProcedure2.40.1-201209	III.C.5	San Mateo County Community College District (SMCCCD)

		Administrative Procedure 2.40.1 [2012.09]
SMCCCD-AdministrativeProcedure6.32.1-2012.10	III.C.5	San Mateo County Community College District (SMCCCD) Administrative Procedure 6.32.1 [2012.10]
SMCCCD-BoardPolicy2.34-201304	III.C.5	San Mateo County Community College District (SMCCCD) Board Policy 2.34 [2013.04]
SMCCCD-BoardPolicy2.35-201305	III.C.5	San Mateo County Community College District (SMCCCD) Board Policy 2.35 [2013.05]
SMCCCD-BoardPolicy2.36-201101	III.C.5	San Mateo County Community College District (SMCCCD) Board Policy 2.36 [2011.01]
SMCCCD-BoardPolicy2.40-201203	III.C.5	San Mateo County Community College District (SMCCCD) Board Policy 2.40 [2012.03]
SMCCCD-BoardPolicy6.32-201304	III.C.5	San Mateo County Community College District (SMCCCD) Board Policy 6.32 [2013.04]
SMCCCD-BoardPolicy6.33-201303	III.C.5	San Mateo County Community College District (SMCCCD) Board Policy 6.33 [2013.03]
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SMCCCD-Website-BOT-PoliciesProcedures-20180418	III.C.5	San Mateo County Community College District (SMCCCD)Board of Trustees Policies and Procedures
SMCCCD-Website-ITS-20180920	III.C.1	San Mateo County Community College District (SMCCCD) ITS Website
SMCCCD-Website-ITSRequest-20180920	III.C.3	San Mateo County Community College District (SMCCCD) ITS Request

III.D. **Financial Resources**

III.D.1   Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (Eligibility Requirement 18) **(Planning: Allocation and Management of Financial Resources)**

Evidence of Meeting the Standard
Skyline College is one of the three colleges within the San Mateo County Community College District (SMCCCD). Fiscal policies and procedures are codified as Board Policies and Administrative procedures to guide the effective management of fiscal affairs in a manner which ensures fiscal stability and integrity in the allocation of resources. As part of the District, Skyline College complies with established policy and procedure, regulations, and accepted accounting practices in managing its assets, cash, revenues and expenses (SMCCCD-AdministrativeProcedure8.00.1-201212; SMCCCD-AdministrativeProcedure8.11.1-201207). The District employs the California Community Colleges Sound Fiscal Management Self-Assessment Checklist as a benchmark to gauge long-term and short-term financial sustainability. Annual third-party audits document the District's adherence to prudent financial management standards (SMCCCD-BoardAgenda-20180124), and audit results are presented to the Board of Trustees and posted on the District website. Over the last three years, the District's annual audits have been unqualified with no material findings nor audit adjustments. The College has an Education Master Plan that is integrated with the District Strategic Plan and Facilities Master Plan. The College receives funding for the implementation of these plans through the resource allocation model.

The financial resources of Skyline College are sufficient to support learning programs and services and to improve institutional effectiveness. In fiscal year (FY) 2017-2018, more than 15,500 students attended the College, generating 7,116 Full-Time Equivalent Students (FTES) (SC-320AnnualReport2017-18-20180927). The College's overall expenditure budget for FY 2017-2018 totaled $57,154,381, comprised of the general unrestricted fund of $43,922,700 and restricted funds of $13,231,681 (SMCCCD-FinalBudgetReport-2018-19). For FY 2018-2019, the unrestricted general fund expenditures are anticipated to be $46,198,269 (SMCCCD-FinalBudgetReport-2018-19). This budget provides for the general operating expenses of the institution. Personnel costs comprise 93% of the College's unrestricted general fund budget, and the remaining 7% is allocated for supplies and materials, other operating costs and capital outlay. The cost of facilities maintenance, utilities, public safety and other property, plant, and other capitalized asset costs are managed and funded directly by the District.

The College also receives restricted funds for state-funded categorical programs, externally funded grants, and local revenue such as health fees. In FY 2017-2018, the College was awarded $7,202,271 in new grant funding (SMCCCD-FinalBudgetReport-2018-19). Prior to application and during the effective period of any award, the College leadership evaluates grant objectives and guidelines to ensure that activities are aligned with the College Mission-Vision-Values (MVV). These restricted and unrestricted fund sources sustain the financial support for instructional programs, student services, and enhanced institutional effectiveness.

The District is community-supported. Local property tax revenues and student enrollment fees exceed the eligibility threshold for state general apportionment. The Education Protection Account from Propositions 30 and 55, Lottery funds from Proposition 20, proceeds from the dissolution of California Redevelopment Agencies, and interest income provide additional sources of financial support (SMCCCD-FinalBudgetReport-2018-19). The District annually provides the College with three-year projections to facilitate short-term and long-term planning. All recent projections indicate that the District financial position is adequately funded for both contingent and planned expenses for the 3-year planning period. The District regularly maintains reserves in the unrestricted general fund that exceed the State's recommended minimum reserve of 5% (SMCCCD-ThreeYearRevenueProjections-20180928).

The institution also receives non-state funding to support educational initiatives. The SMCCCD Board has successfully led efforts to gain three voter-approved financial support measures since 2001. In November 2014, the voters of San Mateo County approved Measure H, a $388 million capital outlay bond to construct and improve educational facilities at all three campuses in the District (SMCCCD-FinalBudgetReport-2018-19) according to the District's Facilities Master Plan. The College is utilizing these proceeds to build an Environmental Science Building and STEM Center, renovate both the Pacific Heights building and Loma Chica Child Development Laboratory Center, and improve Parking Lot L.

Evaluation
The College meets the standard. The College has sufficient revenues to support educational improvement and innovation. As a community-supported district, SMCCCD's property tax revenues combined with enrollment fees far exceed the state determined revenue limit and are a more stable source of funding to the District than state apportionment. Finances are managed in a manner that ensures short-term and long-term financial sustainability. Resources are allocated within the District and across the College using a process that is discussed in III.D.2 that prioritizes key investments in specific programs and initiatives which build institutional effectiveness and enhance student success. The District annual audit reports reflect the College's commitment to financial integrity and sustainability. The College will continue to develop partnerships and seek grant funding which further strengthen the College's portfolio of instructional, student-serving, and workforce building activities.

III.D.2 The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner. **(Planning: Integration, Policies, and Practices)**

Evidence of Meeting the Standard

The Skyline College MVV Statement is the basis that guides selection and prioritization for financial planning, and ensure that financial planning supports and is integrated with institutional planning in a fundamental way (SC-Website-MVV-20180913). While the MVV is referred to continually in College decision-making, the College formally reviews the MVV and other institutional statements regularly. The Education Master Plan also provides key strategic direction for College goals that guide financial planning and decision-making (SC-EdMasterPlan-2018-22).

Financial and personnel resources are allocated to programs and services through an integrated, deliberative planning process that uses program review as the primary mechanism for identifying specific areas of need or opportunity. Strategic Planning Online (SPOL), a software tool for planning and budgeting, contains several key inputs: the Annual Program Plan (APP), the Comprehensive Program Review (CPR), and the Administrative Leadership Unit Review (ALUR). These planning documents, informed by student learning outcomes analysis, help identify resource needs including personnel, facilities, and equipment. The ALUR provides essential decision-support information to the "FTEF Process" which determines the count and assigned division for full-time, permanent faculty hires. The ALUR is also used to evaluate and prioritize requests for other classified and administrative roles. Each request, submitted by division deans and directors, require a complete business case, operational data, and justification as to how the proposed role will advance the goals of the College.

The CPR analyzes and documents how a given program aligns with the College's MVV and Strategic Plan. The CPR highlights areas of strength, describes assessment results, and requests resources needed to make improvements. Personnel requests, funding allocations, facilities improvement, and technology purchases are initiated using this program review process. In recent years, the College received a grant from the State Institutional Effectiveness Partnership Initiative (IEPI) for $150,000 to review and improve practices for planning, budgeting and enrollment management. Based on the IEPI team analysis, Skyline College decided to implement both SPOL and Ad Astra, software for optimizing enrollment management and facilities scheduling, in FY 2017-2018. For FY 2018-2019, the College began using SPOL to house the APP, CPR, and ALUR (SPOL-Dashboard-20180917) evaluation processes. Items requested in program review are prioritized at the department and division levels. The College has various funding sources to meet the College's needs. Compiled resource requests can be

categorized by funding source, such as Fund 1, Categoricals, instructional equipment, and the like, which are then considered and prioritized by the appropriate planning council with a funding recommendation made to the Executive Council.

The College adheres to policies and procedures that ensure sound financial practices and financial stability. The College Business Officer and Finance and Operations Manager work closely with College administrators and the Strategic Planning and Allocation of Resources Committee (SPARC) to review reports, compare expenditures to budget, and to consider developments posing substantive fiscal impact. Permanent payroll ("position control") comprises 92% of the total institution expenditure budget. Position control reports are monitored continually throughout the fiscal year for correctness by both central administrative budget staff as well as at the division level. Many roles distribute effort and cost across several funding sources ("labor distribution") hence position control is also monitored continually for complete, correct, compliant expenditure of grant funds. Furthermore, position control reports are distributed annually to program managers for longer-range planning of costs, effort, impact, and financial sustainability.

Consistent with District guidance and practice, the College operating budget includes an ending balance each year that maintains a reserve for emergencies and contingencies (SMCCCD-FinalBudgetReport-2018-19).

The SMCCCD Executive Vice Chancellor provides regular budget information to the Board of Trustees, including timely updates that apprise the Board at all stages of the budget planning cycle: tentative budget, adopted budget, District innovation fund projects, and annual budget reports (SMCCCD-BoardAgenda-20180912). The Board approves the annual budget and external audit reports in an open public session (SMCCCD-BoardAgenda-20180912). Senior leadership and decision-makers from each college regularly attend board meetings, and all information presented to the Board is publicly available (SMCCCD-FinalBudgetReport-2018-19).

The College President and Administration regularly present enrollment, instructional, financial and operational information to key constituencies and decision-making bodies through the governance processes, committees, working groups, and general communications. Budget information is presented to the SPARC and committee members deliver information to their stakeholders and gather input from their constituencies (SC-Website-SPARC-20180418).

Detailed financial information is available to the College through Banner enterprise resource system and WebSMART information system. Managers, staff, and decision-makers have access to financial information and reports at the department and division levels. The College Business Office provides regular financial reports and oversight for division budget administrators.

College financial practices are designed to limit the risk of erroneous, fraudulent, or imprudent expenditures. The workflows for requisitions, expenditures, contracts and procurement card transactions require approvals from division administrators, the College Business Office, and when above specific dollar-defined thresholds, Vice President approval *prior* to initiating a transaction. Similar permission and oversight frameworks are followed for budget transfers, expense reimbursements, independent contracts, and petty cash transactions. Managers review and reconcile expenditures against budget continually. The effectiveness of these financial controls is demonstrated in the District annual audit report (SMCCCD-FS-AuditFinal-20180630).

Additionally, the District purchases insurance to mitigate financial and operational risk. The District utilizes a $350,000 deductible for its workers compensation insurance, and the estimated liability for incurred but not reported costs is fully funded. The District completes an actuarial study each year for workers compensation to determine the rate. The District maintains property, inland marine, boiler and machinery, and liability insurance with a deductible of $150,000. The District budgets for insurance claims within the deductibles and maintains a reserve for claims (SMCCCD-FinalBudgetReport-2018-19).

Evaluation
The College meets the standard. Financial planning and resource allocation is integrated into the College planning processes and aligned with the institution's mission and goals. The development of the annual general fund budget is guided by the College's MVV and goals, the SMCCCD Board of Trustees goals, District Strategic Plan and the College Strategic Goals and Initiatives. The College's resource allocation process supports funding needs identified through the program review process. The District and College have a variety of financial controls in place to ensure fiscal stability including Board Policies and Administrative Procedures that guide the budget development process. The District's fiscal management and maintenance of sufficient reserves is designed to limit the impact of cash flow deficiencies from delayed revenue streams. The District has sufficient insurance to protect core operating assets and liability. Areas covered by self-funded insurance are currently supported by sufficient reserves to a range of financial emergencies.

III.D.3 The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets. **(Planning: Financial Planning and Budget Development)**

Evidence of Meeting the Standard
The District and College have established clearly defined policies and procedures for financial planning in budget development and provide constituent groups with opportunity to participate in developing plans and budgets through the participatory governance process. The District uses a Resource Allocation Model that is reviewed by the District Committee on Budget and Finance (DCBF), a subcommittee of the District Participatory Governance Council (DPGC) (SMCCCD-Website-DCBF-20180914). The Resource Allocation Model determines the distribution of unrestricted general fund resources among the three colleges, the District Office, Facilities and Central Services, and serves to ensure allocation of resources through alignment with state guidelines. The District Budget Planning Calendar is developed in consultation with the DCBF and adopted by the Board in January each year (SMCCCD-IntegratedDistrictBudgetCalendar-2018-19).

The District calendar provides timelines for planning at the colleges, District, and Board, as well as when discussions and decisions are made by the Board. The calendar encompasses the whole fiscal year and concludes with the adoption of the final budget. Budget development at the College is completed within the timeline and submitted to the District.

DCBF is a District-wide participatory governance committee with representation from all constituencies at the three colleges. Members review the District general fund budget, state budget, revenue projections, budget assumptions and the resource allocation for the District's tentative and final adopted budgets, the District's annual budget and planning calendar. DCBF makes recommendations to the Chancellor and Board of Trustees. The committee receives information concerning enrollment, ongoing commitments, trends in revenues and expenditures, cash flow, insurance, reserves, and long-term liabilities. The College has four seats on the DCBF. The committee meets regularly during the fall and spring semesters, with the locale rotated between the District and campuses. Meeting minutes, agendas, and reports are posted on the DCBF website (SMCCCD-Website-DCBF-20180914).

SPARC and the College Governance Council are broad-based committees with members who have been appointed by the various campus constituencies including faculty, staff, administrators and students. In addition to public committee
websites, the committee members report information to their constituency group and members of the relevant constituencies provide input to be considered or acted upon by the committees.

SPARC provides a venue for dialog regarding resource allocation in support of the College MVV. The Academic Senate President, the Vice President of Administrative Services and the Dean of Planning, Research and Institutional Effectiveness (PRIE) serve as committee tri-chairs. The President and a representative from the faculty bargaining unit serve as ex-officio members. Three members represent the College at the DCBF. This allows for information to be communicated between the College and District committees. Committee members can access SharePoint participatory governance website for agendas, minutes and informational handouts (SC-Website-SPARC-20180418).

SPARC hold regular meetings during the academic year and publish meeting notes in Skyline Shines, which is emailed to all Skyline College, District Office administrators, Board of Trustees and sponsors of the President's Breakfast (SC-Website-SkylineShines-SPARCMeetingUpdates-20190415).

The College receives the initial annual budget allocation from the District and allocates resources for three major cost areas: permanent personnel, hourly personnel, and operating costs. The Vice President of Administrative Services is responsible for creating the tentative budget in May and presents budget scenarios to SPARC for review. SPARC makes a recommendation of a balanced tentative budget to CGC (SPARC-Minutes-20180510). The budget recommendation is then sent to the President for final review and approval before submission to the District.

The Executive Vice Chancellor uses the tentative College budget approved through the governance structure to complete the District tentative budget. In accordance with California Education Code, the SMCCCD Board of Trustees adopts the District tentative budget by June (SMCCCD-BoardAgenda-20180621). Upon adoption of the statewide budget and final San Mateo County property tax revenue, the District provides a revised Resource Allocation Model with adjusted revenue so the College can prepare a final (adopted) budget accordingly. The Board of Trustees adopts the final budget in September meeting (SMCCCD-BoardAgenda-20180912).

The District SharePoint site for Budget contains budgeting materials including the budget development calendar, meeting agendas, and minutes of the District Committee on Budget and Finance, the District's tentative and annual budgets, and the District's external audit reports (SMCCCD-Website-DCBF-20180914).

College resource allocations support the strategic goals by providing resources identified in the program review process. This process ensures that institutional needs, such as replacement of equipment in classrooms, are included in the development of the budget and allocation of resources. Resource requests must provide evidence of supporting the College mission (SC-Website-MVV-20180913) and Education Master Plan goals (SC-EdMasterPlan-2018-22). When making allocations, SPARC uses the MVV and Education Master Plan to establish priorities

in alignment with the mission and strategic directions in order to evaluate requests.

Evaluation
The College meets the standard. The College has clearly defined processes and guidelines for financial planning and development. District established processes for financial planning and budget development are communicated to the College and made available. The College participatory governance policies ensure that all major constituencies are represented throughout the budget development and planning process. The institution's budget processes and feedback are coordinated through activities at SPARC and DCBF. Membership on both committees represent the major constituencies of the three colleges, including faculty, staff, and students. The consultative communication between the College constituencies and the District for budgetary, financial, and planning purposes ensures information is timely and disseminated.

III.D.4 Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements. **(Fiscal Responsibility and Stability)**

Evidence of Meeting the Standard
Institutional planning at Skyline College reflects realistic assessment of financial resources availability, development of financial resources, partnerships and expenditures requirements. The annual budget calendar provides the timeline for components of the budgeting and integrated planning process (SMCCCD-IntegratedDistrictBudgetCalendar-2018-19).

As a community supported District, general unrestricted revenue has been relatively stable and predictable. The District Resource Allocation Model is designed to be simple, predictable and stable, to protect the integrity of base funding, accommodate both strong and lean fiscal years, and be in accordance with the District's mission and goals. Growth is driven by changes to the international student headcount. Three-year financial projections allow the three colleges, District Office, and Facilities to forecast their allocations and expenditures. The Resource Allocation Model also has built-in adjustments for cost increases due to inflation, facilities funding as square footage changes, compensation and benefit adjustments, and demonstrated need (SMCCCD-2018-19ResourceAllocationScenario-20180912).

District estimates of revenues from property taxes which include one-time and continuing funds from redevelopment agencies are equally pivotal. An annual estimate of the available resources and associated budget assumptions is furnished by the District. Thus, the College budget balances current impact with prudence to ensure that resources are adequate for permanent commitments, such as position control, to the College general fund not only in a given fiscal year but sustainable for a future, continuing steady-state.

Based on available funding, SPARC recommends to the President a tentative budget which includes the number of new faculty, classified staff and administrator positions that can be funded during the succeeding year. The committee aims to establish a College reserve that is stable enough to allow for funding positions despite changes in funding. SPARC is apprised of developments in the state and District budget, through information received from the California Community College Chancellor's Office (CCCCO) and the DCBF, until the Governor's May Revise. Adjustments may be made to the recommendation to the President should tentative projections differ significantly from the adopted budget (SPARC-Minutes-20180510).

Requests for faculty positions are developed and prioritized by the divisions through APP and CPR processes and the ALUR, then forwarded to the Full-Time Equivalent Faculty Allocation Committee (FTEFAC) for review, evaluation and prioritization. Similarly, the requests for new classified positions are submitted

through the Classified hiring priorities process which are reviewed and prioritized by the College's Executive Leadership Council.

The College's FY 2018-2019 unrestricted general fund budget commits 92% to salaries and benefits with the remaining 8% budgeted for supplies, contracts, conference and travel, maintenance, and other operating costs (SMCCCD-FinalBudgetReport-2018-19). Thus, the budget process includes iterative review of position control to ensure permanent employees' positions and salaries are accurate.

The District Executive Vice Chancellor provides reports to the SMCCCD Board of Trustees about the status of state funding and annual budget assumptions (SMCCCD-BoardAgenda-20180912). This information is also shared at the College level by the Vice President of Administrative Services who provides regular reports to the President's Executive Council, College Management Council/Leadership Team, and SPARC throughout the year. Budget managers and administrative staff have access to real time financial information and budget reports through the Banner financial management system.

Skyline College continues to seek other sources of funding such as federal, state, and private grants that align with the College's MVV, Strategic Goals and Initiatives (SC-StrategicGoalsInitiatives-2018-23). In March 2015, Skyline College received $350,000 from the Board of Governors of the California Community College System to pilot the baccalaureate program in Respiratory Care during fall 2016.

Skyline College led the District in successfully being awarded $1.5 million from the State Chancellor's Office to participate in the California College Promise Innovation Grant Program, which provides colleges with financial support to implement or expand Promise programs over a two-year period. In further support of the Promise Scholars Program (PSP) to improve students' academic progress and overall success, the Laura & John Arnold Foundation presented the college with an $836,000 grant to implement the CUNY Accelerated Study in Associate Programs (ASAP). Skyline College became the only college in the state of California selected to partner with CUNY in implementing this program which has proven to increase student success and completion rates. Based on the success of the Promise Program, SMCCCD was awarded $3 million to support the facilitation of the ASAP replication at five colleges across the state including the College of San Mateo and Canada College, with Skyline College serving as the lead.

Partnerships with a broad range of organizations and funding agencies have steadily increased. As a result of the President's Council's support to address the transportation challenges faced by students, the San Mateo County Transportation Authority & the City and County Association of Governments of San Mateo County awarded grant funding in support of the Skyline College Express Shuttle starting fall 2016. The Shuttle provides regular and direct access between Daly City BART and Skyline College and create convenient first and last mile connections for more

than 5,000 students and employees residing in Daly City, San Francisco, and the East Bay (SC-Website-SkylineShines-Shuttle-20160819).

Table 28: Skyline College New Grant Funding 2013-14 through 2017-18

Fiscal Year	Grant Funding Amount
2013-14	$4,065,394
2014-15	$4,218,436
2015-16	$7,419,674
2016-17	$8,343,106
2017-18	$7,202,271
Total	**$31,248,881**

Table 28 Source: Skyline College Institutional Data

Another source of funding is the San Mateo County Community Colleges Foundation (SMCCCF), a 501(c) (3) non-profit organization which accepts gifts and grants on behalf of Skyline College. The SMCCCF works with the College President to identify priority College projects and also disburses donations, solicits major and planned gifts, and develops selected donor programs such as the President's Innovation Fund which are used to provide student scholarships and other student-supporting ventures (SMCCCD-Website-SMCCCF-20180928).

Evaluation

The College meets the standard. The College has been fiscally prudent and continues to operate with a balanced budget that includes a reserve. Financial information is readily available to College faculty and staff, allowing planning to realistically reflect the College's available resources. College leadership regularly communicates projected and actual revenue and expense information to support informed fiscal decision-making. Individuals involved in institutional planning receive information regarding available funds, including the annual budget showing ongoing and anticipated financial commitments. The College establishes funding priorities in a manner that supports achievement of the institution's mission and goals.

III.D.5 To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems. **(Fiscal Responsibility and Stability: Internal Control Structure)**

Evidence of Meeting the Standard

The College and District assure the financial integrity and responsible use of its financial resources through an internal control structure that has appropriate control mechanisms and by widely disseminating dependable and timely information for sound financial decision making. Financial management practices are evaluated routinely and the results used to improve internal control systems.

The District-wide College Internal Audit Group (CIAG) monitors internal controls on the District fiscal processes, such as Banner information access, procurement card usage, cash handling processes, and equipment inventory control. The College Office of Administrative Services approves all journal entries and requisitions. Managers review and approve monthly procurement card expenditures, journals and requisitions for their areas of responsibility. The District Fiscal Services must approve all inter-fund transfers (SMCCCD-Website-InternalAuditCIAG-20180928).

Responsible and appropriate use of financial resources is ensured through a variety of internal control mechanisms. The Banner enterprise resource system encompasses the Student, Human Resources, Payroll, Financial Aid and Finance modules. Banner Finance records transactions continuously, thus providing up-to-date data on demand that may serve as a guide to sound decision making. Organizational administrators, program managers and staff have access via WebSMART and Banner systems to run reports that provide timely and accurate data for financial management. The College Office of Administrative Services also provides reports on program financial data to enable review of expenditures and budget (SC-VPAS-FinancialReport-Shuttle-2019).

All Banner modules have multiple internal control mechanisms such as user IDs and passwords that allow secure system data access and assure the responsible and appropriate use of the College's fiscal resources. The College Office of Administrative Services evaluates requests for Banner access, and the District updates the system. Users may also be limited to query access only.

The Banner Finance requisition system will flag accounts with insufficient funds, requiring further action prior to purchase. Budget transfers require approval of the appropriate department administrator and the College Business Officer before going through approval at the District level. Capitalized equipment is tagged and inventoried upon purchase. A physical audit is conducted annually at each site and

records updated accordingly by District General Services and CIAG (SMCCCD-FixedAssetInventoryReport-20160630).

Personnel changes are updated regularly during the course of the fiscal year. Organization administrators review position control for permanent positions during the budget development process. Any changes after the final budget is adopted is accomplished through the Personnel Action Form process and submitted for appropriate College approvals and further action by District Human Resources and Payroll departments, as needed.

The Business and Finance Officers Group (BAFOG), comprised of the business officers and business staff from the three colleges and District, meets monthly to discuss, evaluate and make recommendations on financial processes such as internal controls, procedures and software enhancements (SMCCCD-Email-BAFOGCalendar-20180606). Minutes of the meetings are available on the District SharePoint (SMCCCD-Website-BAFOG-20181003).

The District also engages the services of its external auditors to conduct annual interim audits during which internal control processes are evaluated. District and College staff use findings, commendations and recommendations for areas of improvement from the internal audit to further strengthen and improve existing internal control processes and implement new ones (Crowe-Email-AuditEngagement-20190228).

Evaluation
The College meets the standard. The College's administrators, budget managers and appropriate staff have real-time access to Banner's reliable and timely financial information in order to guide their decision-making. Systems access are assigned based on individual job requirements and staff, with a high level of system access carefully limited. Controls within the Banner system and a strong set of internal controls work together to ensure the financial integrity of the College and the District. The Banner version is monitored and updated by ITS including a District-wide upgrade to Banner 9 in FY 2018-2019. The CIAG ensures that internal controls are maintained and updated on all District fiscal processes, and the College adheres to these processes. Financial management processes are regularly evaluated by the DCBF, BAFOG, and CIAG. The District and College act on process improvement recommendations when provided by external auditors.

III.D.6 Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services. **(Fiscal Responsibility and Stability: Financial Documents)**

Evidence of Meeting the Standard
In compliance with the California Education Code, the District's financial statements are audited annually by an external independent firm in accordance with the California Community Colleges Chancellor's Office (CCCCO) Contracted District Audit Manual (CDAM). The District has consistently obtained an unqualified opinion for the past four years with no financial audit adjustments. The audit reports are reflective of the high degree of credibility and accuracy of the District's financial statements (SMCCCD-FS-AuditFinal-20180630).

All District financial information is presented to the Board of Trustees in the final budget (SMCCCD-BoardAgenda-20180912), the annual audit (SMCCCD-BoardAgenda-20180124), and the mid-year report (SMCCCD-BoardAgenda-20180328). Information presented to the Board is also communicated at the College level to relevant participatory governance groups and made available publicly on the website (SMCCCD-Website-BOT-20180928).

The allocation of resources to support student learning programs and services is reflected in the annual planning process—including the APPs, CPRs and ALURs—under the framework of the Education Master Plan 2013-2019 and the Strategic Plan 2013-2017. The District final budget report for 2018-2019 (SMCCCD-FinalBudgetReport-2018-19) shows that 77% of Skyline College's general unrestricted fund budget is used to support student learning through instructional cost and student support.

The College budget is an accurate reflection of institutional spending and reflect appropriate allocation of resources to support student learning programs and services. The budget development process includes program managers, deans, vice presidents, and their support staff.

During the year, each College division office, in conjunction with the College Office of Administrative Services, regularly reviews financial activity and provides reports to College staff for planning and decision making. After each month-end close, College staff generate their own reports by fund, compare actual year-to-date expenditures versus budgets, and review encumbrances and remaining available budget balances. The College Office of Administrative Services then disseminates these analyses to Division Deans and key decision makers.

Evaluation
The College meets the standard. The District and College financial documents are accurate and credible. The College uses the Education and Strategic plans, as well as annual planning documents to guide its allocation of resources for student

learning programs and services to achieve student success. The College's inclusive budget development process includes programs, departments, divisions, governance groups, and the Board of Trustees that ensures a final budget that appropriately allocates financial resources.

Audit findings have been few, minor, and addressed. The District consistently receives an unqualified opinion indicating that the auditors found the financial statements fairly represent the financial position of the District and budget information is sufficient in content and timing to support institutional planning and financial management.

III.D.7 Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately. **(Fiscal Responsibility and Stability: External Audit Findings)**

Evidence of Meeting the Standard
The District and College response to external audit findings is comprehensive, timely and communicated appropriately. The annual independent audit of the District includes all financial records of the District, including all District funds, student financial aid, bookstore, and Associated Students funds. The independent auditor presents the annual audit report, including findings and management's response, to the Board of Trustees. The District corrects and responds to any audit findings promptly and as a result has not had any repeat or material findings in the last four years of audits (SMCCCD-BoardAgenda-20180124). The annual audit report is available on the District website.

Evaluation
The College meets this standard. The District conducts an annual external financial audit and has obtained an unqualified opinion for many years and has had no financial audit findings in the last four years. Audit findings, if any, have been for minor issues and appropriately addressed. Information regarding the annual audit, including information about budget, fiscal conditions, financial planning, and audit results are communicated at the College level.

III.D.8 The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement. **(Fiscal Responsibility and Stability: Evaluation of Control Systems)**

Evidence of Meeting the Standard
The District's and College's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment used for improvement of policies and processes. Policies and procedures are updated to reflect a continuous process improvement cycle. Checks and balances are incorporated into the District processes such as document approvals at different levels preventing unilateral or unsupervised transactional activity.

The annual external audit evaluates internal controls to ascertain compliance with generally accepted accounting principles, California Education Code, California Code of Regulations, Title 5, and the Contracted District Audit Manual. Financial management processes are reviewed after each audit to identify areas where improvement can be made. The audit examines the District's and College's financial management processes and provide, when necessary, recommendations to strengthen and improve the institution's financial processes, internal controls, and accountability. Bond expenditures are regularly reviewed and are consistent with regulatory and legal restrictions.

Special fund expenditures, such as grant and categorical funds, are made according to the strict guidelines of the project as authorized by the funding agency. The College provides processes, guidelines, and support to ensure project managers expend funds in a manner consistent with the intent and requirements of the funding source.

The District-wide College Internal Audit Group (CIAG) is integral to ensuring that internal controls are maintained for all District fiscal processes. The CIAG (SMCCCD-Website-InternalAuditCIAG-20180928) audits procurement card usage, cash-handling, materials fee usage, inventory control and associated student accounting, and reviews processes. The CIAG reviews College financial management practices and provides feedback and recommendations for improvement. For example, the CIAG may review or make recommendations to improve cash handling procedures or operations at the Cashiers' Office. The College Office of Administrative Services also conducts operational audits to further reduce risk associated with internal controls, processes, and procedures.

No internal control deficiencies were noted in annual audit reports for the past four years, and no recommendations have been cited regarding the financial management of grants or special funds.

Evaluation
The College meets the standard. District and College financial and internal control systems are regularly evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement. Special funds are audited or reviewed by funding agencies on a regular basis, with no recent findings. District annual audits demonstrate the integrity of appropriate and effective financial management practices. Expenditures from grants and special funds are made in a manner consistent with the intent and requirements of the funding source, and bond expenditures are consistent with regulatory and legal restrictions. Internal control systems are regularly reviewed at the District and College level.

III.D.9 The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences. **(Fiscal Responsibility and Stability: Cash Flow and Reserves)**

Evidence of Meeting the Standard

SMCCCD and the College have sufficient cash flow and reserves to maintain stability and appropriate risk management strategies and contingency plans to meet financial emergencies and unforeseen occurrences. The District ending balance for the general unrestricted fund budgeted as a percentage of the revenues for the past three years is sufficient to meet its needs and emergencies.

Table 29: Skyline College Unrestricted General Funding 2015-16 through 2017-18

	2015-16	2016-17	2017-18
Total Revenue	$156,803,422	$163,740,351	$177,330,818
Ending Balance	$14,112,310	$18,011,440	$23,053,006
% of revenue	**9%**	**11%**	**13%**

Table 29 Source: Skyline College Institutional Data

As a community supported district, SMCCCD has a strong financial position that includes an ending balance contribution to reserves. To further ensure financial stability, the Board directed staff to increase reserves to 13 per cent, well above the state recommendation of 5%. The District conservatively budgets to include reserves for budget contingency, emergency response, and cash flow. The contingency reserve is not a budgeted line item as there is no intention to expend these funds except in an emergency.

The District maintains sufficient cash flow to fund District operations prior to the receipt of property tax revenues. This actual cash flow report is updated monthly and presented to the Board of Trustees each quarter. As a result of strong cash flows, the District does not need to issue Tax and Revenue Anticipation Notes (TRANs).

The District monitors risk regularly to assure appropriate levels of insurance coverage by conducting periodic actuarial studies. The District insurance coverage includes employee, property, casualty, and liability insurance in accordance with the responsibility to protect College assets from losses that would place the College at fiscal risk (SMCCCD-FinalBudgetReport-2018-19). In addition, the District has a state-approved self-insured workers' compensation program that is re-insured beyond actuarial defined annual limits.

Evaluation

The College meets the standard. The College and District's conservative approach to fiscal management ensures sufficient cash flow and reserves to maintain

stability, support strategies for appropriate risk management, and when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences. With the current strong cash position of the District, it is not likely the District will require debt financing in the foreseeable future. The District's level of unrestricted fiscal reserves (13%) is above the state recommended level of 5% and is more than adequate to meet financial emergencies and unforeseen occurrences.

The District exercises due diligence in protecting its employees and assets by reviewing its risk strategies regularly and continuing to build adequate reserve intended to provide contingency funds should a financial emergency arise.

III.D.10 The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets. **(Fiscal Responsibility and Stability: Oversight of Finances)**

Evidence of Meeting the Standard
The institution ensures effective oversight of finances including financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations, foundation, and investments through a comprehensive annual external audit, prepared in accordance with generally accepted accounting principles. As required by state law, separate independent audits are performed on Proposition 39 bond funds and investments annually. The SMCCCF, as a distinct 501(C) 3 entity, has its own annual audit by an independent auditor (SMCCCD-FS-AuditFinal-20180630).

The College provides appropriate and effective oversight of finances through monitoring and provision of regular financial reports to managers who manage their respective programs and funding sources. The District assesses its use of financial resources systematically and effectively through the separation of funding sources and bank accounts. The Board receives regular budget reports and updates on all funds (SMCCCD-BoardAgenda-20180912).

Accounting records for the Associated Students of Skyline College (ASSC) are maintained by College Office of Administrative Services with oversight by the District. All externally funded programs, grants and financial aid year-end reports are reviewed by Administrative Services and District staff and reconciled with Banner system before submission to the grantor or CCCCO.

The District maintains compliance with federal Title IV rules and regulations through systematic review and updating of related policies, procedures and business practices. Recent external audit findings related to Title IV indicate no findings (SMCCCD-FS-AuditFinal-20180630). The District maintains a contract with BankMobile to service financial aid disbursement complies with federal regulations and accreditation requirements (SMCCCD-BankMobileMasterAgreement-20180416). Reconciliations of financial aid sources are conducted after disbursement to students and finalized at fiscal year-end (SMCCCD-BankMobileComplianceHandbook-20180101). The College Financial Aid Department works in conjunction with the District Grants Analyst to develop and adhere to relevant governing financial aid terms and regulations.

The District maintains a contractual agreement with SMCCCF to provide financial oversight of the Foundation. Accounting services are provided to the Foundation to ensure appropriate separation of duties regarding processing of cash. The Foundation's annual audit and 990 tax returns are reported to the SMCCCF Board of Directors. Two of the Trustees from the SMCCCD Board of Trustees are members of the SMCCCF Board of Directors.

The SMCCCD Bond Oversight Committee is responsible for ensuring appropriate expenditure of Measure H bond funds and meets regularly to review bond activity and expenditures with meetings open to the public and a website with agendas and minutes (SMCCCD-Website-BondOversightCommittee-20180907). Bond Oversight Committee members are appointed by the SMCCCD Board of Trustees and its meetings are governed by the Brown Act (SMCCCD-BoardPolicy8.14-201606). The Committee issues an annual report detailing activities related to bond expenditures (SMCCCD-Financials-MeasureH-201810).

Evaluation
The College meets the standard. The College and District practices effective oversight of all finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets. Funds are separated in accordance with state and federal guidelines, and reliable budget information is available to all program managers and administrators. The College has established processes to regularly assess the use of financial resources and ensure that financial resources are used appropriately and effectively. The College complies with federal Title IV and other external funding agencies and has no recent audit findings. Internal controls and processes are regularly evaluated and the results of the evaluation are used to improve practices.

III.D.11 The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations. **(Liabilities: Financial Solvency)**

Evidence of Meeting the Standard
The College reviews multi-year projections provided by the budget office each year as part of the annual planning process to provide the information necessary for financial planning (SMCCCD-ThreeYearRevenueProjections-20180928). The College's integrated planning process provides the opportunity to incorporate planning, budgeting, personnel, resource allocation, and evaluation throughout the year with consideration of short- and long-term financial planning (SC-Website-SPARC-20180418). Planning is guided by the College MVV and goals. College plans such as the Education Master Plan (SC-EdMasterPlan-2018-22), Technology Plan (SC-TechnologyPlan-2018-22), District Strategic Plan (SMCCCD-Website-StrategicPlanAndMetrics-20180907), and Facilities Master Plan (SMCCCD-Facilities-MasterPlanAmendment-2015) provide direction for allocation of resources and both short-term and long-term financial solvency. The program review process allow the College to identify one-time and continuing needs to address in the budgeting process.

The District provides leadership in planning to meet major long-term needs and priorities such as retiree health benefit liability, capital improvements, and pension rate increases. The District considers these needs annually during budget development, and these needs are reflected in the planning assumptions and allocation in the resource allocation model (SMCCCD-2018-19ResourceAllocationScenario-20180912). The College considers other short- and long-term liabilities such as faculty unity banking, compensated absences, and instructional equipment upgrade and replacement during its budgeting process.

With its current community-supported status, the District is no longer dependent on state apportionment, allowing for revenue streams that align with local cost environment of San Mateo County. The majority of revenue is received twice a year in December and April, when the County distributes tax revenue. Between the months of July and December, without significant cash receipts, effective cash management is essential. In order to simplify the process and obtain the best pricing for issuance costs, the District participates in the California School Boards Association (CSBA) California Reserve Program for issuance of TRANs. In past years, it had been standard practice to issue TRANs to provide the necessary cash flow to fund District operations to meet payroll and other District obligations during the months before property taxes are available. However, due to its favorable financial position, the District has not issued TRANs for cash flow purposes in recent years.

Evaluation
The College meets the standard. The College considers short-term and long-term plans and priorities when making financial decisions to assure fiscal stability. The District plans for payments of long-term liabilities and obligations including health benefits, insurance costs, and building maintenance costs. Long-range financial priorities including expected benefit increases, compensation increases, STRS/PERS increases and debt payments are included in multi-year projections and evaluated annually. The College uses processes to conduct short-term and long-term fiscal planning and develop priorities for resource allocation. Resources are allocated annually for payment of liabilities and increase reserves to address long-term obligations, including actuarial estimates for Other Post-Employment Benefit (OPEB) obligations funded in full.

III.D.12 The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards. **(Liabilities: Planning for Payment of Obligations)**

Evidence of Meeting the Standard
The District maintains implementation and oversight responsibility in meeting major long-term liabilities and obligations such as OPEB, compensated absences, and other employee-related obligations. The reserve fund for post-retirement benefits budget for 2018-2019 totals $5.9 million. The fund consists of interest income and transfers from other funds. In compliance with Governmental Accounting Standards Board (GASB) 45 requirements, the District uses an actuarial study to determine overall liability of post-retirement medical benefits and future medical costs. In 2009, the District established an irrevocable trust: the Futuris Other Post-Employment Benefits Trust. The Trust allows the District cash-management flexibility and long-term investments that will receive a better return, ultimately reducing the long-term liability. In 2017-2018, the District deposited $12.2 million into this irrevocable trust and the current budget allows for an additional $2.6 million by the end of June 2019 (SMCCCD-FS-AuditFinal-20180630).

The District's Investment Trust portfolio, governed by Board Policy 8.06 (SMCCCD-BoardPolicy8.06-201507) and District investment procedures (SMCCCD-InvestmentProcedures-20181003), had an ending asset allocation in mutual funds of 50% in fixed income funds, 45% in equity funds (equity funds comprised 36% in domestic equity and 9% in international equity) and 5% in real estate. The value of the portfolio as of June 30, 2018 is $114.9 million and includes contributions during the year of $12.2 million. The District contracts with Geoff Kischuk of Total Compensation Systems, Inc. to prepare an Actuarial Study of Retiree Health Liabilities in compliance with GASB Statements 74 and 75. The last actuarial report (September 2017) indicates that the District's liability is almost fully funded at 98%. The District anticipates this liability will be fully funded after additional contributions of $2.6 million in FY 2018-2019. The District's Retirement Board of Authority (RBOA) maintains oversight of retirement fund investments (SMCCCD-FS-AuditFinal-20180630).

Evaluation
The College meets the standard. The District uses prudent fiscal management practices to identify and plan for long-term liabilities and obligations in order to maintain the fiscal stability of the College and District. The District fully funds its annual OPEB obligation based on current actuarial studies. Recent audit reports note that the District is in compliance with GASB 45.

III.D.13 On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution. **(Liabilities: Locally Incurred Debt Instruments)**

Evidence of Meeting the Standard
The District regularly assesses and allocates appropriate resources for the repayment of locally incurred debt. The District issued a general obligation bond for capital improvement projects in 2015, and these funds are tracked by fund number. The planning, allocation, and tracking of these funds demonstrate proper use and management of these funds. The $388 million bond measure allows the District to complete modernization, construction, and reconstruction projects as indicated in the 2015 Facilities Master Plan Amendment. As of June 30, 2017 the District has expended $26,185,152 and committed $218,185,152 of Measure H funds.

The District uses a debt service fund to account for the accumulation of resources for, and the payment of, general long-term debt. Revenue to this fund comes from the assessed property taxes to pay off the general obligation bond Measure H. The District budget for debt service in 2017-2018 was $54,369,200, which includes debt reduction principal and interest payments. Estimated income is projected at $54,421,900. The District evaluates the debt service fund annually to ensure appropriate resources are allocated for the repayment of any locally incurred debt instruments, and the information is in the annual financial report to the Board of Trustees (SMCCCD-BoardAgenda-20180912). District investments are guided by Board policy 8.06 (SMCCCD-BoardPolicy8.06-201507) using a conservative yet flexible approach to deploy cash funds in various types of investment portfolios (SMCCCD-FinalBudgetReport-2018-19).

Evaluation
The College meets the standard. The District issued a general obligation bond for capital improvement projects, and the use of these funds is tracked and monitored by fund number. The planning, allocation, and tracking of funds demonstrate the proper use and management of the funds. In addition, the annual audit report of the District's long-term liabilities and financial statements demonstrates a high level of integrity and the use and repayment of these funds. There are no audit findings on financial integrity or misuse of funds. The District ensures that locally incurred debt repayment schedule does not have an adverse impact on meeting all current fiscal obligations.

III.D.14 All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source. **(Liabilities: Use of Financial Resources)**

Evidence of Meeting the Standard

All District funds undergo an annual external compliance audit, with no findings in the past five years. This includes general funds, financial aid, auxiliary funds, grant funds, and Measure H bond funds. SMCCCF also undergoes an annual external audit. The District conducts an annual assessment of debt repayment obligations and allocates resources in a manner which ensures financial sustainability. During the annual budgeting process, debt service payments are budgeted and reviewed by the Board of Trustees (SMCCCD-BoardAgenda-20180912). The District has not issued certificates of participation or TRANs in recent years due to adequate cash flow.

Financial resources are managed and tracked in Banner by their respective budget codes (fund, organization, account, and program) to ensure funds are used in a manner consistent with the intended purpose of the funding source. For restricted funding sources such as state categorical or grant funds, revenue and expenses are carefully tracked and reviewed to ensure funds are appropriately monitored and used with the intended purpose of the funding source. The Chart of Accounts is set up to based on the California Community Colleges Chancellor's Office Budget and Accounting Manual (BAM) (CCCCO-BudgetAccountingManual-2012; SMCCCD-Budgeting).

Evaluation

The College meets the standard. Ongoing management review, monitoring, and external audits provide the assurance that all expenditures are used with integrity in a manner consistent with the intended purpose of the funding source. The District performs an annual assessment of debt repayment obligations, and resources are allocated in a manner that ensures on-going fiscal stability. The District and the College ensure that financial operations of all activities are appropriately monitored.

III.D.15 The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies. **(Liabilities: Compliance with Federal Requirements)**

Evidence of Meeting the Standard
Federal student financial aid revenue and disbursements, as well as student loan default rates, are constantly monitored to ensure compliance with federal requirements. The College Financial Aid Office and the District ensure appropriate segregation of duties during the financial aid disbursement cycle to maintain Title IV compliance. Student eligibility is determined by the College Financial Aid Office and fund management is maintained by the District. The District disburses financial aid funds through BankMobile, a third-party administrator (SMCCCD-BankMobileMasterAgreement-20180416).

The most current student loan default rates for Skyline College available are 9.2% in 2014-2015, 10.3% in 2015-2016, and 4.4% in 2016-2017 (CCCCO-CohortRateAnalysis-20180703). The District is in compliance with the federal regulation of less than a 30% default rate per year. Should the District student loan default rate exceed the range of compliance, a default management plan would be created and implemented.

Evaluation
The College meets the standard. The College and District work to monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act. The District's three-year default rate is within federal guidelines, and in the event the default rate exceeds federal guidelines a plan to reduce the rates would be created and implemented. Student loan default rates, revenue, and related matters are monitored and assessed to ensure compliance with federal regulations.

III.D.16 Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations. **(Contractual Agreements)**

Evidence of Meeting the Standard

All contractual agreements with external entities undergo extensive review and approval at the College and District level. Contractual agreements with external entities are usually initiated at the department or division level to achieve program or College-wide goals. Proposed agreements are reviewed and require approval by the appropriate Dean, Vice President, and President. Once reviewed and approved by the appropriate College personnel, agreements are sent to the District Executive Vice Chancellor's Office for processing and execution. The College and District uses iContracts to ensure proper workflow tracking and management of all agreements with external entities (SMCCCD-iContractsScreenShot-20180928).

According to Board Policy 8.03 (SMCCCD-BoardPolicy8.03-201403) and Administrative Procedure 8.03.1 (SMCCCD-AdministrativeProcedure8.03.1-201212), the Board delegates authority to the Chancellor and his designees to sign all District documents in accordance with Board policy and the California Education Code. Board Policy 8.03 also delegates authority to the Executive Vice Chancellor, Chief Financial Officer, and Director of General Services to sign agreements and warrants on behalf of the District. The College process includes all agreements to be processed through the College Office of Administrative Services prior to submission to the District Executive Vice Chancellor's Office for signature. To ensure College approvals of all agreements, a cover sheet with appropriate signature approvals is forwarded with the contract to the Executive Vice Chancellor's Office.

Based on Board Policy 8.15 (SMCCCD-BoardPolicy8.15-201503), the District's Purchasing Procedures and Contract Requirements (SMCCCD-PurchasingProcedures-20180928) ensure compliance with the Education Code, Public Contract Code, and Civil Code. Board approval is required for contracts in excess of the legal bid limit of $90,200, any lease agreement, annual membership dues over $25,000, and public works projects over $175,000. Contracts are reviewed at the District to assess risk exposure and ensure proper insurance requirements are met. Legal counsel reviews contracts on an as-needed basis.

Evaluation

The College meets the standard. The College and District have systematic processes in place that ensure contractual agreements with external entities are consistent with the mission and goals of the College, are governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations. The College and District maintain control over all contracts and each contract contains

provisions whereby the District can terminate contracts that do not meet required standards of quality.

III.D. Conclusion

Skyline College effectively manages, plans, allocates and accounts for all financial resources in a sufficient and realistic manner to develop, enhance, maintain or modify programs to meet the College MVV, the SMCCCD Strategic Plan and Board of Trustees goals. Skyline College effectively manages its financial resources with transparency, accuracy and integrity, guided by Board-approved policies and procedures. Through the College's integrated planning and budget process, constituent groups are able to evaluate programs and services, and assess if sufficient resources are available to meet program objectives and strategic priorities. The planning and budget process allows for prioritization of resources and serves as a guide to all budget decisions. Skyline College relies on both internal and external resources in the operation of the College, and maintains and adheres to generally accepted accounting principles and strict accounting standards to ensure compliance in the use of all funds as required.

STANDARD III.D ACRONYMS

ASSC	Associated Students of Skyline College
CCCCO	California Community College Chancellor's Office
CIAG	College Internal Audit Group
CSBA	California School Boards Association
DCBF	District Committee on Budget and Finance
FTES	Full-Time Equivalent Students
FY	Fiscal Year
IEPI	State Institutional Effectiveness Partnership Initiative
GASB	Governmental Accounting Standards Board
MVV	Mission-Vision-Values
OPEB	Other Post-Employment Benefit
PRIE	Planning, Research and Institutional Effectiveness
RBOA	Retirement Board of Authority
SMCCCF	San Mateo County Community Colleges Foundation
SPOL	Strategic Planning Online
SPARC	Strategic Planning and Resource Committee
TRANs	Tax Revenue Anticipation Notes

STANDARD III.D EVIDENCE LIST

Evidence Short Name	Section Used	Evidence Full Name
CCCCO-BudgetAccountingManual-2012	III.D.14	Association of Chief Business Officials Board (ACBO) and California Community College Chancellor's Office (CCCCO) Budget and Accounting Manual [2012]
CCCCO-CohortRateAnalysis-20180703	III.D.15	California Community Colleges Chancellor's Office (CCCCO) Cohort Rate Analysis
Crowe-Email-AuditEngagementLetter-20190228	III.D.5	Crowe, LLC. Audit Engagement Letters via Email
SC-320AnnualReport2017-18-20180927	III.D.1	Skyline College 320 Annual Report [2017-18]
SC-EdMasterPlan-2018-22	III.D.2, III.D.3, III.D.11	Skyline College Education Master Plan [2018-2022]
SC-StrategicGoalsInitiatives-2018-23	III.D.4	Skyline College Strategic Goals and Initiatives [2018-2023]
SC-TechnologyPlan-2018-22	III.D.11	Skyline College Technology Plan [2018-20122]
SC-VPAS-FinancialReport-Shuttle-2019	III.D.5	Skyline College Office of Vice President of Administrative Services (VPAS) Financial Report on Shuttle Services
SC-Website-MVV-20180913	III.D.2, III.D.3	Skyline College Mission-Vision-Values (MVV)
SC-Website-SkylineShines-Shuttle-20160819	III.D.4	Skyline College Skyline Shines on Shuttle rides
SC-Website-SkylineShines-SPARCMeetingUpdates-20190415	III.D.3	Skyline College Skyline Shines on SPARC Meeting Updates
SC-Website-SPARC-20180418	III.D.2, III.D.3, III.D.11	Skyline College Strategic Planning and Allocation of Resources Committee (SPARC) Website
SMCCCD-2018-19ResourceAllocationScenario-20180912	III.D.4, III.D.11	San Mateo County Community College District (SMCCCD) Resource Allocation Budget Scenario [2018-19]
SMCCCD-AdministrativeProcedure8.00.1-201212	III.D.1	San Mateo County Community College District (SMCCCD) Administrative Procedure 8.00.1 [2012.12]
SMCCCD-AdministrativeProcedure8.03.1-201212	III.D.16	San Mateo County Community College District (SMCCCD) Administrative Procedure 8.03.1 [2012.12]
SMCCCD-AdministrativeProcedure8.11.1-201207	III.D.1	San Mateo County Community College District (SMCCCD) Administrative Procedure 8.11.1 [2012.07]
SMCCCD-BankMobileComplianceHandbook-20180101	III.D.10	San Mateo County Community College District (SMCCCD) Bank Mobile Compliance Handbook [2018.01.01]
SMCCCD-BankMobileMasterAgreement-20180416	III.D.10, III.D.15	San Mateo County Community College District (SMCCCD) Bank Mobile Master Agreement [2018.04.16]

SMCCCD-BoardAgenda-20180124	III.D.1, III.D.6, III.D.7	San Mateo County Community College District (SMCCCD) Board of Trustees Agenda [2018.01.24]
SMCCCD-BoardAgenda-20180328	III.D.6	San Mateo County Community College District (SMCCCD) Board of Trustees Agenda [2018.03.28]
SMCCCD-BoardAgenda-20180621	III.D.3	San Mateo County Community College District (SMCCCD) Board of Trustees Agenda [2018.06.21]
SMCCCD-BoardAgenda-20180912	III.D.2, III.D.3, III.D.4, III.D.6, III.D.10, III.D.13, III.D.14	San Mateo County Community College District (SMCCCD) Board of Trustees Agenda [2018.09.12]
SMCCCD-BoardPolicy8.03-201403	III.D.16	San Mateo County Community College District (SMCCCD) Board Policy 8.03 [2014.03]
SMCCCD-BoardPolicy8.06-201507	III.D.12, III.D.13	San Mateo County Community College District (SMCCCD) Board Policy 8.06 [2015.07]
SMCCCD-BoardPolicy8.14-201606	III.D.10	San Mateo County Community College District (SMCCCD) Board Policy 8.14 [2016.06]
SMCCCD-BoardPolicy8.15-201503	III.D.16	San Mateo County Community College District (SMCCCD) Board Policy 8.15 [2015.03]
SMCCCD-Budgeting	III.D.14	San Mateo County Community College District (SMCCCD) Budgeting
SMCCCD-Email-BAFOGCalendar-20180606	III.D.5	San Mateo County Community College District (SMCCCD) BAFOG Calendar via email
SMCCCD-Facilities-MasterPlanAmendment-2015	III.D.11	San Mateo County Community College District (SMCCCD) Facilities Master Plan Amendment [2015]
SMCCCD-FinalBudgetReport-2018-19	III.D.1, III.D.2, III.D.4, III.D.6, III.D.9, III.D.13	San Mateo County Community College District (SMCCCD) Final Budget Report [2018-2019]
SMCCCD-Financials-MeasureH-201810	III.D.10	San Mateo County Community College District (SMCCCD) Financials on Measure H [2018.10]
SMCCCD-FixedAssetInventoryReport-20160630	III.D.5	San Mateo County Community College District (SMCCCD) Fixed Asset Inventory Report
SMCCCD-FS-AuditFinal-20180630	III.D.2, III.D.6, III.D.10, III.D.12	San Mateo County Community College District (SMCCCD) Financial Statement Audit Report [2018.06.30]

SMCCCD-iContractsScreenShot-20180928	III.D.16	San Mateo County Community College District (SMCCCD) iContracts Screen Shot
SMCCCD-IntegratedDistrictBudgetCalendar-2018-19	III.D.3, III.D.4	San Mateo County Community College District (SMCCCD) Integrated District Budget Calendar
SMCCCD-InvestmentProcedures-20181003	III.D.12	San Mateo County Community College District (SMCCCD) Investment Procedures
SMCCCD-PurchasingProcedures-20180928	III.D.16	San Mateo County Community College District (SMCCCD) Purchasing Procedures
SMCCCD-ThreeYearRevenueProjections-20180928	III.D.1, III.D.11	San Mateo County Community College District (SMCCCD) Three Year Revenue Projections [2018-19]
SMCCCD-Website-BAFOG-20181003	III.D.5	San Mateo County Community College District (SMCCCD) BAFOG
SMCCCD-Website-BondOversightCommittee-20180907	III.D.10	San Mateo County Community College District (SMCCCD) Bond Oversight Committee
SMCCCD-Website-DCBF-20180914	III.D.3	San Mateo County Community College District (SMCCCD) District Committee on Budget and Finance (DCBF)
SMCCCD-Website-InternalAuditCIAG-20180928	III.D.5, III.D.8	San Mateo County Community College District (SMCCCD) Internal Audit College Internal Audit Group (CIAG)
SMCCCD-Website-SMCCCF-20180928	III.D.4	San Mateo County Community College District (SMCCCD) San Mateo County Community College Foundation (SMCCCF) Website
SMCCCD-Website-StrategicPlanAndMetrics-20180907	III.D.11	San Mateo County Community College District (SMCCCD) Strategic Plan and Metrics
SPARC-Minutes-20180510	III.D.3, III.D.4	Skyline College Strategic Planning and Allocation of Resources Committee (SPARC) Minutes [2018.05.10]
SPOL-Dashboard-20180917	III.D.2	Strategic Planning Online (SPOL) Dashboard