ACCREDITATION EVALUATION REPORT

Skyline College

San Bruno, California

A Confidential Report Prepared for

The Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

This report represents the findings of the evaluation team's visit
To Skyline College from March 27-29, 2001

Dr. May S. Spangler, Chair

SKYLINE COLLEGE

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March 27-29, 2001

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ACCREDITATION EVALUATION REPORT
FOR
SKYLINE COLLEGE

Comprehensive Evaluation Visit of March 27-29, 2001
Dr. Mary S. Spangler, Evaluation Team Chair

REPORT SUMMARY

An eleven-member team, appointed by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges, conducted a comprehensive visit of Skyline College from March 27-29, 2001. Team members interviewed a broad representation of the campus community, held three open forums, met with district office administrators and representatives of the Board of Trustees, and visited most facilities of the college in order to acquire a thorough understanding of Skyline College's instructional programs, services for students, organizational culture and climate, and student population.

The purposes of the visit were to validate the college's self study guided by the ten standards of accreditation for a comprehensive community college and conducted during the previous 18 months, to determine how well the college had addressed the recommendations of the previous visiting team, to provide recommendations regarding quality assurance and institutional improvement so as to assist the college in strengthening its programs and services, and to enable the team to make a founded recommendation to the Accrediting Commission regarding the accredited status of Skyline College.

With one exception, the team found that the college responded to the previous team's recommendations. That exception was the need for attention to the appropriate sequencing of courses and appears again in this report. The team found that the current self study addressed each standard in a clear, complete, readable, and candid way. The quality of the writing and the organization were excellent. The quality and availability of the supporting documentation and evidence were not always complete or current. Many planning agenda items were included although some lacked specificity regarding timelines and accountability. The evidence in the report to support the descriptive claims was often anecdotal rather than data-driven.

The team noted that the college had made progress with planning activities, but coordinating the separate planning processes and integrating them with the budgeting process had not yet occurred in a satisfactory manner. The campus is in transition as the result of new leadership, new planning efforts including the hiring of a dedicated college researcher/planner, and new opportunities afforded by building renovation and the imminent acquisition of additional space.

The team commended the Skyline College community for
- emphasizing a collegial approach to teaching and learning,

- recently revising the mission statement celebrating the community's rich cultural diversity and collegiality in governance,
- adopting a "students-first" attitude in a new "one-stop services" facility,
- offering "e-counseling" and on-line orientation,
- having a service orientation, integrating curriculum, and making advances in technology,
- promoting the concept of diversity by sending delegates to the Museum of Tolerance,
- finding unique solutions to fund capital construction as evidenced by the sale of land and the proposed student center,
- working to create an improved climate of collegiality and cooperation and to implement a model of inclusive shared decision-making.

The team noted that a new permanent president was named just one year ago and that issues regarding lack of trust and communication existing at the time appeared to be significantly lessened, as a result of that leadership change. It was clear that much time and effort had gone into compiling and writing the document and that the college made a good effort to encourage all representative groups to have input into reviewing the self study, noting the combined efforts of faculty and administration in co-chairing the standards, the open forums, and the use of the college website to gather input and provide a broad dissemination of information. Unfortunately, no members of the external community or trustees of the San Mateo Community College District came to the campus during the team's visit nor was there evidence to indicate their participation in the accreditation process with the previously mentioned exception of the team chair's visit with the trustees.

The team was impressed by the college's cooperation, service-oriented attitude, and openness to moving to the next level in its development. Yet the college must be willing to address challenges. It was in this context that the team offered eight recommendations addressing the themes of **clarifying communication processes**; **conducting comprehensive, integrated planning**; and **completing the development of the physical environment.** A ninth recommendation is directed to the district administration.

Theme #1

There is a need for **clarifying communication processes**, especially in a period of transition resulting from new leadership and a new management style. The goal of the leadership is to move towards a collegial and collaborative decision-making process. This change will require a clarification in procedures, a college-wide understanding of outcomes, and the organizational ability to regain fully a climate of trust. To this end, the team believes there is a need to create communication mechanisms that are more effective, systemic, and systematic.

- The college should gather current survey data, review policy manuals and handbooks, and update major written documents to identify more explicitly the responsibilities and composition of committees and functional units, especially with regard to the research component. (2.9, 3A.1, 3B.1, 10B.2)

- The college should explicitly clarify the processes for decision-making and more closely align the relationships between and among the various decision-making bodies in order to support short- and long-range planning. (3B.1, 9A.5, 10B.1, 10B.2, 10B.6, 10B.8)

Theme #2

There is a need for **conducting comprehensive, integrated planning** as the college makes progress in developing long-term plans. The team noted that, with the help of a consultant, the college has taken initial steps to set in place a planning process; however, the self study planning agendas are not always directly related to the self-evaluation and do not identify responsible persons or projected timelines. As a consequence, the team believes there is a fragmentation of educational, financial, and facilities plans.

- In order to plan effectively, the college should conduct objective research, identify institutional outcomes, and engage in systematic and continuous assessment, especially with regard to enrollment management, program development, and learning resources. (3A.1, 3A.3, 3C.1, 6.7)

- Unresolved from the 1995 recommendations, the current team encourages the college to address the appropriate sequencing of courses, especially those involving prerequisites, be consistent in applying them, and coordinate the process with the district. (4B.1)

- Program review recommendations should be clearly integrated into the college's planning process, formally linked with the resource allocation process, and serve as the basis for on-going and demonstrable program improvement. (4D.1)

- The college should support a program review format suitable for student services programs and begin conducting the reviews in coordination with the established schedule for instructional programs. (5.5)

Theme #3

There is a need for **completing the development of the physical environment** driven by a current Educational Master Plan that the college accepts ownership for and coordinates with the district's Facilities Master Plan for the college. The team noted in Standard Eight the division of perception regarding the physical condition of the campus and the various explanations for that perception. Rather than identifying responsibility, the team believes there are two key responses the college should take with regard to the fundamental issues of physical resources, facilities maintenance, and space utilization in order to provide an environment most conducive to student learning.

- The college and district jointly need to address issues related to the scheduled maintenance and operation of the campus by identifying ways to provide adequate

services along with access to sufficient resources and equipment to support the college priorities and its educational plan. (8.1, 8.2, 8.3, 8.4)

- Flowing from the Educational Master Plan, the college needs to work with the district office to develop a comprehensive environmental Facilities Master Plan that addresses the campus' need for effective and adequate space utilization, including the need for office space; identifies sources of funds for repair and maintenance projects; and makes the most of the opportunities for institutional expansion resulting from the recent sale of land. (8.1, 8.3, 8.5, 9A.3)

Additional Recommendation

- As an additional recommendation to the district administration—separate from the preceding recommendations—the district office needs to take seriously the obligation to initiate and guide the staff evaluation processes so that they are timely and consistent, and the college administration should follow through in conducting those evaluations. (7B.1, 7B.2, 10C.4, 10C.5)

The visiting team strongly believes that for the college to evolve to the next step in its development, work must be focused on addressing the issues identified in the college's self study report and those issues noted by this team. The evaluation team hopes that its observations and recommendations will be helpful to the college in reaching its goal.

INTRODUCTION

Skyline College was established in 1969 and is one of three colleges in the San Mateo Community College District. Located on a 111-acre site overlooking the Pacific Ocean in San Bruno, the college has served a vital role in delivering educational services to the people of South San Francisco, Daly City, San Bruno, Pacifica, and other North County communities. Skyline College attracts in excess of 63% of ethnically diverse students in addition to educating many who are first-generation college students. The college boasts that it sends larger percentages of minority transfer students to the California State University system than the state average for community colleges.

Skyline College's last comprehensive evaluation took place in 1995, and the Accrediting Commission for Community and Junior Colleges (ACCJC) reaffirmed the accreditation that year. In requesting the Midterm Report be filed in 1997, the Commission also called for a brief visit by Commission representatives and noted several issues that the college, chancellor and other colleges in the district address cooperatively: enrollment management, research focused on student outcomes, clarity in governance matters, and performance evaluation processes for faculty.

In November 1997, an Interim Accreditation Visit occurred and a report was submitted to the ACCJC. The team found that the college had made substantial progress addressing the concerns. The ACCJC accepted the Focused Midterm Report and the report of the evaluation team and established the next comprehensive evaluation for 2000-2001.

The college began the process of preparing for this comprehensive visit in Spring 1999 by attending several accreditation workshops, appointing co-chairs, and recruiting committee chairs. The official start of the self study process began in Fall 1999 with the formulation of the accreditation steering committee and standard co-chairs and culminated with the publication of a well-written self study document in January 2001.

The visiting team included eleven members with one member also serving as the team assistant. In November 2000, the team chair visited the campus to familiarize herself with the physical setting and to speak with the college president regarding the process. In addition, prior to the visit the team reviewed the college's self study report, the college catalog and schedule of classes, and reports of the previous visiting teams. Team members completed a written analysis of the self study report, concentrating on the standards assigned to them by the team chair. Each member identified areas to be addressed during the visit and individuals they wanted to meet with to validate the self study report. A detailed schedule for the visit was prepared by the team chair working with the college's Accreditation Liaison Officer and the team assistant. Open forums were scheduled during the first two days of the visit to ensure the broadest opportunity for faculty, staff, and students to meet with the members of the visiting team. Concurrent with the visit to Skyline College, comprehensive visitations of Cañada and San Mateo colleges were conducted by other teams appointed by the ACCJC. Selected members of the three teams met with district staff and board representatives. To avoid unnecessary overlap or inconsistency, recommendations applicable to the three institutions were coordinated.

During the visit, team members met with administration, faculty, staff and students. Over 250 contacts were made by team members, including all accreditation standard committee chairs and many of the committee members. The open forums were not well attended. Team members visited 93 classes, both day and evening, attended 11 meetings, and visited 22 locations on and off campus. The team carefully examined policies, planning reports, self study reference materials, and minutes of meetings. The team met regularly during the visit to share information, to compare and review findings, to identify areas requiring additional review, and to review individual contacts to ensure that the campus leadership had been interviewed by more than one team member.

At the end of the three-day visit, the team unanimously concurred in the general findings and recommendations made in this report.

STANDARD ONE

INSTITUTIONAL MISSION

RESPONSE TO RECOMMENDATIONS OF THE PREVIOUS TEAM

There were no recommendations from the previous team regarding this Standard.

I. OBSERVATIONS

The college, district, and board, through a broadly inclusive decision-making process, reviewed and revised the district and Skyline College mission statement in 1999. The college's mission and goals statement mirrors the San Mateo County Community College statement, identifying the intended student population and the educational purposes of the institution. The revision process served as a means to evaluate, revise, and update the objectives of the institution. The mission statement is reviewed on a periodic basis. The mission statement and college goals are prominently displayed in the college catalog but not in the class schedule.

II. ANALYSIS, EVALUATION, AND VALIDATION OF SELF STUDY FINDINGS

The college meets the criteria established in Standard One. There is some evidence that the mission statement is used as a criterion against which the institution's effectiveness is measured although there would appear to be room for improvement in this area. There is evidence, validated through a review of documents and interviews, that the mission statement guides institutional planning and decision-making. The mission and goals statement places emphasis upon the importance of diversity and the need to govern collegially.

III. COMMENDATION

The team commends the college and district for the recent revision of the mission statement, its breadth, and, in particular, its emphasis upon the celebration of the community's rich cultural diversity and collegiality in governance.

IV. RECOMMENDATIONS

There are no recommendations for Standard One.

STANDARD TWO

INSTITUTIONAL INTEGRITY

RESPONSE TO RECOMMENDATIONS OF THE PREVIOUS TEAM

There were no recommendations from the previous team regarding this Standard.

I. OBSERVATIONS

Skyline College represents itself clearly, accurately, and consistently to its constituencies, the public and its prospective students through all its publications. The college catalog and its supplement serve as the primary source of information about the policies of the college, its programs and services, educational resources, and faculty and staff. The schedule lists all classes offered at the campus or off-site, clearly delineating times and delivery methods. The schedule also includes admission and registration information, and major college policies and procedures. Discrimination policies are published in three languages, and special programs and services, such as EOPS, STAARS, and Puente, are highlighted.

The faculty handbook includes an SMCCD Academic Senate Faculty Statement of Professional Expectations. However, whether it is a board-approved document or a list of expectations of new faculty is unclear. The handbook also lacks any mention of the integrity of the teaching and learning process. The college catalog does include a statement of academic freedom that is board sanctioned and appears in the faculty handbook. The college has a faculty evaluation process for both tenure-track and tenured faculty that outlines a procedure to monitor the teaching-learning process, and all faculty are evaluated in this fashion. From interviews with faculty, it is clear there is a workload issue regarding evaluating a large number of contract faculty and adjunct faculty. Since the faculty evaluation process documentation was last updated in 1996, it is unclear what effect that process is having on teaching quality.

In numerous classroom visits, the team observed that faculty present relevant data fairly and objectively to their students. Class participation is encouraged, and evaluation and feedback seem timely. Faculty seem to be current in their fields, and appropriate use of technology is evident.

Through interviews, the team validated that issues of equity and diversity are being addressed in various venues. A campus diversity committee screens all hiring announcements, and at least one representative on each hiring committee must attend diversity training. In addition to a campus diversity committee, a district-wide diversity committee publishes a newsletter, conducts training in diversity issues, as exhibited by recent trips to the Museum of Tolerance, and encourages all faculty and staff to participate. The campus prides itself on its rich cultural diversity with Asian, Filipino, and Hispanic students each accounting for approximately 20% of student enrollment. From conversations with a member of the campus diversity committee, it seems that the

SMCCD Board of Trustees is making the hiring of individuals with diverse ethnic backgrounds a high priority. It is apparent that the campus is sensitive to the need to hire faculty and staff that reflect the diversity of the community being served. As supporting evidence, in the last hiring cycle reported to the team (7/1/99 – 4/13/00), the college added 24 White, 7 Asian, 5 Hispanic, 5 Black and 4 "other" employees. At the present time, over 60% of the employees are White, with the percentages of Asian, Filipino, and Hispanic staff all below 10%. A policy on nondiscrimination appears in the catalog and schedule of classes in English, Spanish, and Chinese, with students being provided with the name of a person on campus to whom inquiries concerning this policy should be addressed. This policy is also printed in the student handbook, made available to all students free of charge. A campus student equity plan exists; however, it has not been updated since 1993. Programs such as EOPS, MESA, Puente, the African American Success through Excellence and Persistence Program (ASTEP) and the Women-In-Transition program are well publicized, and student-sponsored events that celebrate diversity are important campus activities.

The athletic program serves approximately 100 male and 40 female athletes in 5 men's and 4 women's sports. The college is aware of a pressing concern to fully develop the women's athletic program; however, issues of recruitment of both female coaches and students are problematic. From documents, it is clear that the demand for full-time female coaches and female athletes is increasing and that federal requirements at the four-year universities have limited the pool even more. The college is trying to address these issues as it plans future hiring in this area.

The college makes reference to its compliance with accreditation standards in the college catalog and makes all accreditation documents and reports available in the President's Office. From observation, it was validated that information is posted on the campus website and an Accreditation Office set up on campus served as a central clearinghouse for all documentation. The campus administration went to great efforts to ensure that each writing team reflected the diverse constituents on campus. Students were invited to serve on each writing team to broaden participation. From interviews with the chairs, the team heard expressions that participation was a stimulating experience.

In the college catalog, class schedule, and website, the institution presents the most up-to-date information about curriculum, policies and procedures, course offerings, and other student issues. A faculty handbook containing many outdated pages and dating from 1994 was provided to the committee. Upon further investigation, and after discussion with faculty, a more recent version was discovered, but even here the committee make-up pages were dated 1994, and the student handbook included in the faculty manual was from 1993. The student equity plan was dated 1993, and documents in the district policy manual dated back to 1989, 1990 and 1992.

In discussions with faculty and staff, it was clear that many individuals are not aware of the campus structure for making decisions, the functions of campus committees, and the roles and responsibilities of various personnel.

II. ANALYSIS, EVALUATION, AND VALIDATION OF SELF STUDY FINDINGS

The institution meets the majority of the criteria established in Standard Two. The college catalog, class schedule, and website, along with numerous informal documents posted on campus, keep students, faculty and staff apprised of major campus issues, policies, regulations, and events. While the printing of a two-year catalog may be problematic, the college does make all reasonable efforts to make the supplement available at no charge to all students. However, it is very important for all students to have access to the supplement. The college is encouraged to ensure that the more current and updated information in the supplement identifies the nature and impact of its relationship to the primary document.

The college is encouraged to continue its efforts in the area of diversity.

While informal interviews with numerous faculty, staff, and students reinforced the perception presented in the self study that the college is an environment conducive to teaching and learning, the college needs to develop a systematic plan to keep procedures and policy manuals up to date and user-friendly and to clearly disseminate information to the campus community as to the roles and responsibilities of key individuals and key committees. The team can foresee problems with faculty or staff relying on documents that list out-of-date committees, incorrect procedures, and obsolete forms. All of these issues were raised as the team reviewed the documents.

III. COMMENDATION

The team commends the college and district for their commitment and effort to promote the concept of diversity among all district constituents by sending delegates to the Museum of Tolerance.

IV. RECOMMENDATION

1. The college should gather current survey data, review policy manuals and handbooks, and update major written documents to identify more explicitly the responsibilities and composition of committees and functional units, especially with regard to the research component. (2.9, 3A.1, 3B.1, 10B.2, 10C.5)

STANDARD THREE

INSTITUTIONAL EFFECTIVENESS

RESPONSE TO RECOMMENDATIONS OF THE PREVIOUS TEAM

The college should pursue measures to enhance its research capabilities and its planning process in order to integrate them more effectively, so that institutional research will support and substantiate long and short range planning as the college plans for its own needs and as it participates in the planning of the district (originally Standard 1).

While the college has taken several steps to enhance institutional research and planning capabilities, the response does not fully address the need to integrate research and planning activities. Augmenting, at least temporarily, a part-time (60%) College Researcher conducting matriculation research with a new full-time Director of Planning, Research, and Student Success will not necessarily lead to integration of research and planning or to the creation and implementation of a strategic planning process.

I. OBSERVATIONS

From interviews and the review of documents, the team validated the hiring of the new Director of Planning, Research, and Student Success in January 2001. The director reports to the president and is responsible for institutional research and planning along with developing the college's research agenda. A 60% college researcher now reports to the director. In addition, the Academic Senate has a research committee to support senate discussions and decision-making with research projects, including surveys. The functions of and relationships among the director, the college researcher, and the research committee are under discussion. Team interviews with faculty members confirmed a general lack of understanding about the director's function, noting it was vaguely defined and not communicated sufficiently to the campus community.

The demand for institutional research has increased in the past two years. The college researcher has conducted assessment validation research and identified multiple measures for student placement. The implementation of multiple measures has begun. Prerequisite validation is done through content validation; there is no process in place for ensuring the systematic, consistent enforcement of prerequisites. Although the college researcher has made information available to the college community, there is little evidence that this information has been consistently tied to planning or used for program improvement.

Based on the district-wide program review model, the instructional program review process is the responsibility of the Senate Curriculum Committee. The process consists primarily of questions eliciting qualitative, narrative assessments of program quality. It also includes a quantitative section (WSCH, load, retention, and success rates), based on data supplied by the district. Several programs conducting program review have requested additional data from the college researcher, but the kinds of additional data requested have been the responsibility of the individual programs. From observation of the program

review materials and in interviews, the team verified there is no mechanism for reducing or eliminating obsolete programs.

It was confirmed through documents that there have been attempts to link program review with budgeting. The district budgeting procedure indicates program review is an important part of budgeting, but the link between program review and budget is left to each of the three colleges. At Skyline, the executive summaries of program reviews are sent to the Planning and Budget Committee, as well as the district Board of Trustees. Departments making budget requests are encouraged to justify those requests through a choice of methods, including program review information. However, after the revision of the program review process in 1999, no 2000-2001 budget requests of those made available to the visiting team referenced program review. The team could not find a formal procedural link between program review and budgeting; program review information is not an integral, required part of budget development.

Although the college's program review document is designed to cover both instructional and student services programs (according to its title), program reviews of student services are not being conducted. Administrative program reviews are also not being conducted.

Planning is in transition. The college has historically done year-to-year planning through its Master Plan and Work Plan. Faculty and administrators report dissatisfaction with this old planning process. Specific areas of dissatisfaction include the fact that information and research do not inform planning, faculty contributions to planning are minimal, and the planning process lags behind the budgeting process. There appears to be general agreement that the planning process requires improvement.

From interviews, it was confirmed that the president, with input from the Director of Planning, Research, and Student Success, is revising the planning process to include long-term strategic planning. The college's goal is to integrate research results with planning. Currently, there are no regular planning meetings. The college is at the "planning to plan" stage, and the strategic planning process is scheduled to begin in Fall 2001 with 1-2 years needed for implementation.

Outcomes assessment does not appear to be a priority at Skyline College. The previous planning process included some desired institutional outcomes. The team confirmed the self study assertion that the college has recently modified the organization of its institutional research and planning efforts in response to perceived shortcomings.

II. ANALYSIS, EVALUATION, AND VALIDATION OF SELF STUDY FINDINGS

The college minimally meets Standard Three but is in the process of improving its response to the criteria. The college is encouraged to continue the commitment to research evidenced by the hiring of a full-time Director of Planning, Research, and Student Success. Because the position is so new, it is difficult to assess how well the college is providing research to guide decision-making. It seems apparent that, in the past, institutional research was not integrated with planning and evaluation.

It is unclear whether the college provides sufficient resources for effective research and evaluation. The research office consists of one full-time manager and one 60% researcher. Given the new director's responsibilities that include guiding the institution in long-term planning and conducting institutional research, it seems likely that the college's expectations for the reorganized research office and the resources it provides for the research function are mismatched.

The college does not consistently or systematically evaluate how well it accomplishes its mission and purposes. Although there is some anecdotal evidence that program review has led to program improvements, this result does not appear to be consistent or integrated with the program review process. The program review document is primarily qualitative; although the process supplies programs with some quantitative data, there is no requirement that quantitative data be used to evaluate program effectiveness. The relationship between program review and budgeting is informal and probably insufficient. The connection between program review and planning is minimal. The college should also take the next step in connecting the updating, expansion, and elimination of its programs with the program review process.

The college has historically had difficulty with planning. Faculty members and administrators confirmed that past planning activities were not adequately published and did not involve all appropriate segments of the college community. The team found little evidence that program review is integrated with planning. The past planning process did not result in an integrated system of educational, financial, physical, and human resources planning. Long-term strategic planning based on objective research is moving forward, but it is too early to evaluate the new planning effort. The college is encouraged to continue its efforts in this direction since its response so far does not address the need for college constituencies to engage in planning and to use research to identify needs and incorporate needs assessments into the planning processes at both the college and district levels.

It is important to note that the need for planning is perhaps greater than ever. For example, the college lost enrollments in Spring 2001 due to the loss of classrooms resulting from the conversion of Building 2 into a one-stop student services center. There appears to be no plan in place to make up for the lost classrooms. Additionally, the Pacifica Heights Middle School acquisition will require careful educational and facilities planning. These examples illustrate the lack of integration between educational and facilities planning. It is important that the college improve this integration as it develops its new planning process.

As stated in the self study, there is little evidence that the college specifies intended outcomes and documents their achievement. In the previous planning process, the Master Plan and Work Plan included year-by-year goals, and reports have documented the completion of Work Plan goals. There appears to be no evidence that the college uses information from evaluation and planning to communicate quality assurance to the public. The college has been actively reviewing and modifying its research, planning, and evaluation efforts. As it has been an area of acknowledged weakness, the college is encouraged to continue its initial progress particularly in the modification of planning.

II. COMMENDATIONS

There are no commendations for Standard Three.

IV. RECOMMENDATIONS

2. In order to plan effectively, the college should conduct objective research, identify institutional outcomes, and engage in systematic and continuous assessment, especially with regard to enrollment management, program development, and learning resources. (3A.1, 3A.3, 3C.1, 6.7)

3. Program review recommendations should be clearly integrated into the college's planning process, formally linked with the resource allocation process, and serve as the basis for on-going and demonstrable program improvement. (3B.2, 4D.1, 9A.1)

4. The college should explicitly clarify the processes for decision-making and more closely align the relationships between and among the various governance and advisory bodies in order to support short- and long-range planning. (9A.4, 9A.5, 10B.1, 10B.2, 10B.6, 10B.8)

See also "Recommendation" under Standard Two.

STANDARD FOUR

EDUCATIONAL PROGRAMS

RESPONSE TO RECOMMENDATIONS OF THE PREVIOUS TEAM

A review of the general education pattern and content should be undertaken and a thorough and timely review of all curriculum be planned to permit the enforcement of course prerequisites, co-requisites, and advisories. In this regard the college is urged to direct its research efforts at first helping its review of curriculum before engaging in such research efforts to meet other area needs (originally Standard 2).

The college's Curriculum Committee spearheaded a review of general education, and all courses for the associate of arts degree have been reviewed. Moreover, program reviews incorporate a review of course outlines including a review of general education. However, there is concern about the need for increased coordination among all three colleges in terms of consistency in their associate degree requirements. While there has been increased communication between the District Curriculum Committee and the college's Curriculum Committee, there may be discrepancies in course numbering and course content within the three colleges in the district; these discrepancies may inhibit course articulation across the three colleges in the district. In terms of prerequisites, the Curriculum Committee undertakes a separate approval process of course prerequisites. Research has focused on the validation of course prerequisites in mathematics and English. Plans are underway to pilot computer blocking of student registration as a means of enforcing prerequisites. However, some faculty expressed concern that prerequisites are not closely aligned across all three colleges in the district.

I. OBSERVATIONS

The college's Curriculum Committee is active in ensuring that the curriculum meets the needs of students. As substantiated by documents from the Transfer Center and through interviews with the articulation officer and selected members of the curriculum committee, it is evident that in the transfer area faculty keep abreast of requirements in the four-year colleges and universities, and the office maintains hundreds of course-to-course and major articulation agreements. In the occupational area, division deans as well as occupational faculty verified that input from community needs assessments and industry shape new initiatives in curriculum as evidenced by the creation of new programs (*e.g.*, Web Development Program or Surgical Technician Program). The college offers 41 Associate Degree Programs and 29 certificate programs. Several courses have been modified, primarily in the general education area to enhance an understanding of diversity and to focus on communication across cultures.

Campus constituencies and the newly hired dean of technology concur that the use of technology-mediated instruction has increased as a result of the financial support of a federal grant. In addition, the college allocated instructional equipment funds to support eleven new electronic classrooms. This decision was recommended by the Management Council and supported by the Planning and Budget Committee. Although the college has

currently only four on-line courses, the Curriculum Committee is grappling with issues of quality assurance and course comparability in terms of distributed learning. Most on-line courses require periodic face-to-face interaction, and the Curriculum Committee has designed a new form for approving technology-mediated courses.

The Curriculum Committee has been instrumental in designing a new instrument for program review and evaluation. From observation of the published program review schedule, the college appears to be on target in terms of adherence to the six-year program review cycle. Most instructional programs have undergone review. The team verified that, where it is in effect, appropriate course sequencing is not consistently applied. The Curriculum Committee has encouraged open dialogue regarding program review through oral presentations to the Curriculum Committee and to interested campus constituencies. In addition, efforts have been made to improve the feedback loop as the Curriculum Committee, the vice president of instruction, and the college president provide written input on program reviews.

Most references to learning outcomes revolve around the concept of the identification of learning objectives within the course outlines. There may be a perception that as long as learning objectives are incorporated in the published course outlines, the institution is indeed making public "expected learning outcomes for its degree and certificate programs." Some faculty and administrators recognize that, in occupational areas where programs are evaluated by external accreditation or required to meet specific licensure criteria, learning outcomes and program competencies are identified. On the other hand, there is no clear evidence that there is agreement among faculty members in the same department about expected learning outcomes (particularly in transfer-level courses). Overall, there is awareness that the faculty need to take a lead role in defining learning outcomes.

In terms of quality assurance with respect to community education and contract education, the college does not oversee these offerings since the programs are coordinated at the district level. The vice president of instruction has an opportunity to review the community education offerings in order to avoid duplication with college credit courses and to ensure no negative impact on college facilities. However, as substantiated by interviews with Curriculum Committee members and the instructional vice president, there is a need to improve communication and coordination between the college's faculty and administrators and the district's contract education unit.

II. ANALYSIS, EVALUATION, AND VALIDATION OF SELF STUDY FINDINGS

The college meets the criteria for Standard Four. Overall, student satisfaction surveys and results from the team's class observations substantiate that students' perceptions of the college are positive. The team validated that most students believe faculty care about students, teaching methods are effective, and the curriculum addresses their needs.

The college has indeed taken steps to meet the needs of students through programs consistent with the demographics and economics of its community. The college is to be

commended for such programs as the Women-in-Transition program, the Puente Program that provides transfer advisement to Latino students, the African American Success through Excellence and Persistence Program, the Mathematics/Engineering/Science Achievement Program, the federally funded TRIO program, and the Honors Transfer program designed to provide pathways to enhance and facilitate student transfer. To assure technology-mediated instruction maintains the same rigor and standard as traditional courses, faculty teaching distance learning courses need to describe the intended methods for evaluation of student outcomes as well as conduct research comparing retention and completion rates between technology-mediated courses and traditional classroom courses.

The college's Curriculum Committee is faculty driven and active in ensuring a smooth process for updating, revising, and modifying course outlines. The team noted that the revision of course outlines is ongoing and on target. The cycle for course review and an examination of prerequisites goes along with the program review schedule. However, the college needs to be responsive to the appropriate sequencing of courses, especially those involving prerequisites, in order to ensure consistent student access. About two-thirds of the students who challenge course sequences do so successfully. To ensure that students have up-to-date access to current course information, the Curriculum Committee developed a course deletion form so that old outlines can be removed from the course inventory. However, there is no system in place for program discontinuance or elimination. It is urged that faculty and administrators work together in establishing criteria for program discontinuance as part of the program review process.

The faculty demonstrate a keen interest in attaining consistency in course outlines by focusing on clear educational objectives and by listing detailed assessment criteria. To ensure conformity in curriculum development and consistency in the course outline format, the Curriculum Committee just completed the Curriculum Committee Handbook. The handbook is also intended to clarify standards pertinent to the general education curriculum. Plans are underway to provide training on writing effective courses outlines. Although the District Curriculum Committee has not been meeting for the last six to seven years, it was re-established this last year. The team validated that faculty at the college have identified areas where greater coordination across all three colleges is desirable in terms of common graduation requirements, common course numbering, automatic degree checking, standardization of advanced placement credit, and coordinated prerequisite checking. It is suggested that the district and college curriculum committees establish a mechanism to address areas of mutual concern. Of particular importance is the need to resolve graduation requirement issues so students within the district can complete degree and/or transfer requirements.

While the self study claims that the institution provides sufficient human, financial, and physical resources to support its educational programs through identification of program needs for staffing, equipment, and facilities, the linkages among program review, planning, and resource allocation seem weak. The team observed that at the time when departments request budget augmentations from the district, budget justifications may include a reference to program review. Also, hiring priorities and recommendations for instructional equipment needs may be the result of recommendations from program

review. However, improvements to the program review process primarily focus on streamlining the process and sharing and providing feedback to program review participants. While the oral presentations on program review appear informative, there is no clear indication of how program review recommendations inform department-level plans or how they are consistently presented to the Planning and Budget Committee. In this context, the team noted that program review recommendations are not clearly tied to resource allocation. The team also validated there is no formal mechanism to expand or discontinue programs based on program review. It is recommended that the integration of research, program review, planning, and resource allocation be established, communicated, and incorporated in the planning process.

Learning outcomes are identified as part of the instructional objectives contained in the course outlines. In addition, program descriptions in the college catalog provide information on specific program learning objectives. The team validated that learning outcomes are mostly defined in terms of assessment as grades awarded or in course outputs as course success data, completion rates, and retention rates. The team noted that the district office as part of the program review process provides student success rates. In this context, success rate data are used to modify degree and certificate learning objectives. However, it is evident from interviews with instructional administrators and faculty that additional work is required in the area of outcomes assessment in order to ensure that expected learning outcomes are identified within the degree and certificate programs. More importantly, it is recommended that, once the learning outcomes are defined, data be collected and analyzed that illustrate that students completing programs demonstrate achievement of the stated learning outcomes. It is suggested that the faculty and the Curriculum Committee take an active role in defining and articulating expected learning outcomes for degree and certificate programs. It will also be desirable for the Curriculum Committee to work closely with the Director of Research, Planning, and Student Success in formalizing follow-up studies of graduates in the occupational programs in order to better assess the technical and professional competence of students completing occupational programs. The team also suggests the college ensure all curricula associated with the college, including community and contract education, are put through an appropriate review process, even if it is overseen at the district level.

III. COMMENDATIONS

The team commends the faculty and staff for their strong emphasis upon a collegial approach to teaching and learning.

IV. RECOMMENDATIONS

5. Unresolved from the 1995 (Standard 5) recommendations, the current team encourages the college to address the appropriate sequencing of courses, especially those involving prerequisites, be consistent in applying them, and coordinate the process with the district. (4B.1)

6. Program review recommendations should be clearly integrated into the college's planning process, formally linked with the resource allocation process, and serve as the basis for on-going and demonstrable program improvement. (4D.1)

See also "Recommendations" under Standard Three.

STANDARD FIVE

STUDENT SUPPORT AND DEVELOPMENT

RESPONSE TO RECOMMENDATIONS OF THE PREVIOUS TEAM

Particular attention should be given to developing and implementing an early warning system, the validation of the prerequisites and co-requisites, and to develop a plan for matriculation research. These and other concerns were brought to the attention of the college in the 1993 Matriculation Evaluation (originally Standard 3).

An early warning system, named the Academic Warning Notice, was developed in response to this recommendation. More recently, a companion program, named Student Success, has been established to provide support for students disqualified or dismissed for academic reasons. The Dean of Counseling is involved in merging these two programs for greater effectiveness. Forms for both programs are maintained in the counseling office.

While the previous team addressed in detail the issue of prerequisites and their validation and while the college has addressed some aspects more completely than others, the team assessed that these are matters more appropriately left to a Matriculation Evaluation than to an Accreditation Evaluation. Further, the team determined the most relevant accreditation standard whereby to address the issue was Standard Four (B.1) with regard to "coherent design" and "sequencing of courses." (See this report, Standard Four, Recommendation #5.)

I. OBSERVATIONS

The team evaluated through review of documents and interviews each section of Standard Five for accuracy. Four sections had no planning agenda, but interviews with staff indicate many goals are planned for Student Services in the next few years.

Admissions policies and procedures are published in numerous documents found on the college home page. The policies and practices are consistent with the mission of the institution. While numerous special programs (such as Automobile Technology) have unique admissions criteria, this information is readily available to the students in the catalog and easy to understand. Interviews with staff confirm that the admissions process for these special programs is within the college policies and procedures.

Information about the college, its programs and services, its standards, and its rules and regulations, are up to date and accurate. This information is available to current and prospective students in the form of written publications, the college home page, and presentations at community sites including local high schools. All students going through the orientation program are introduced to college life and receive a free packet of materials, including the Student Handbook and the Student Workbook. Numerous publications include information in other languages.

The college has a comprehensive program of support services available for students. The need for these services has been demonstrated by student self-assessment, faculty and counseling interactions with students, and general research data. Two new positions, the Matriculation Coordinator and Director of Planning, Research, and Student Success will assist the college in identifying students' educational support needs.

Students participate in general college-wide and student services decision-making processes. The Associated Students appoint representatives to serve on the various committees and have indicated that their input is valued.

Admissions, assessment instruments, and placement practices are in compliance with state and district policies and procedures. The newly hired Matriculation Coordinator is monitoring the use of these instruments. English classes have been revised, are appropriately sequences, and are performance based.

College services are accessible to students as validated through interviews and documents. Each program is open at least one evening per week and hours of operation are posted. There is some concern that students are inconvenienced due to the fact that the cashier's office is not regularly open in the evening except during registration periods. As a new venture, the Counseling Department has implemented "e-counseling," an on-line option for academic advising. Additionally students now have the option to complete the orientation requirement on-line. A survey was conducted to determine the student's perception of this program, and the results have been very favorable.

As indicated by student characteristic reports and observation, the student population at the college is quite diverse. Written material is available in numerous languages and bilingual support is available on campus. There are many programs designed specifically to assist target populations. Discussions with students indicate that the climate on campus is welcoming and supportive.

The co-curricular environment supports clubs, activities, and special events. Most of these programs are sponsored under the auspices of the Associated Students and other co-curricular programs. The Associated Students Program has offices within the Student Center. Recently this group conducted a campaign to raise funds for the purpose of building and maintaining a student union. This proposal, whereby current students would assess themselves a fee to benefit future students, passed successfully.

It was validated by interviews with staff and administration that student records are maintained permanently, securely, and confidentially. There is provision for back up on a regular basis and approval has recently been obtained for optical scanning of documents and transcripts.

The college acknowledges that there is not a current process to systematically evaluate the appropriateness, adequacy, and effectiveness of student services. A program review process is in place within the instructional programs. However, the format is not relevant

to student support services. A task force has been established to revise the format and make recommendations for implementing the process within student services.

II. ANALYSIS, EVALUATION, AND VALIDATION OF SELF STUDY FINDINGS

The college meets the criteria for Standard Five, with the exception of sequencing courses appropriately, as noted by the previous team. The Standard Five Committee included representatives from faculty, classified, and student groups. They parceled out assignments and gathered information through interviews and from reading documents to write the report. Student surveys were not used. Overall, the criteria were addressed. However, in many sections there was not a link between the description/self-evaluation sections and the planning agenda. Three of the sections had no planning agenda. This may be reflective of the absence of a program review process.

Mention was made in the self-evaluation of this section and confirmed in interviews that information about psychological services remains scant especially since the individual responsible for this service is on extended leave. The college is exploring ways to offer the service in the interim.

Support services are not evaluated by students on any systematic basis and, as confirmed in interviews, student surveys were not used for the development of this standard. To that end, it is recommended that each of the programs and services within student services develop survey instruments unique for their programs and conduct the student surveys on a regular basis.

Because program review is a critical component of strategic planning, it is suggested that unit goals and objectives be developed using a standard format and include outcome measures that demonstrate the benefit of these programs to students.

The college offers a comprehensive program of support services for students. The staff within the programs are friendly and committed to the attitude of "students first." The turnover of staff has subsided with the hiring of new managers including a Director of Financial Aid, Matriculation Coordinator, Dean of Counseling, Director of EOPS among others. Although this is a transition period for all, the individuals are enthusiastic and indicate satisfaction with the team approach modeled by the senior administrator. Morale is high within student services from top to bottom. The students who were interviewed confirmed positive support within the services.

III. COMMENDATIONS

The team commends the staff for adopting a "students-first" attitude as evidenced by its plans for a new "one-stop services" facility.

The team commends the college for "e-counseling" and on-line orientation now being offered which students appreciate for its convenience and timeliness.

IV. RECOMMENDATIONS

7. The college should support a program review format suitable for student services programs and begin conducting the reviews in coordination with the established schedule for instructional programs. (5.15)

See also "Recommendation #5" under Standard Four.

STANDARD SIX

INFORMATION AND LEARNING RESOURCES

RESPONSE TO RECOMMENDATIONS OF THE PREVIOUS TEAM

Given the inadequacy of the library's holdings, as well as its impaired ability to purchase significant new books, materials, and technology to adequately support student learning, it is strongly recommended that the college, in concert with the district, urgently prioritize and greatly increase its level of holdings; further to subsidize technological equipment (i.e., computer hardware and software) in the new library facility that is dedicated to student use for learning and research. In addition, the college should evaluate how well the current staff complement meets the needs of students and staff (originally Standard 5).

The recommendation has been addressed. The previous report noted serious deficiencies in budgeting for library materials and technology. The response and subsequent data in the current self study give evidence that progress has been made. Additionally, the library is now in a new facility, and staff has been added.

Regarding library and information resources, the previous team recommended the college greatly increase the level of its holdings. The college has addressed this recommendation by increasing the library budget allocation, joining the Peninsula Library System, adding new staff, and improving technological resources.

I. OBSERVATIONS

This standard includes library, learning assistance, media, student computer lab, faculty computer lab, and technical support with all but the last two being college units under the direction of the new Dean of Instructional Technology Resources (ITR). Technical computer support and the Center for Teaching and Learning (CTL) are either hybrid or district units operating at the college.

The college is proud of the new library although interviews revealed deficiencies such as a poorly designed library reference desk, the placement of an orientation classroom with computers in the midst of faculty offices, and engineering difficulties with lighting, wiring, and temperature control that seem to be on their way to being addressed. The library has received an increase in budget from state instructional equipment funds, and so the collection is “leaner and meaner,” according to interviews. The collection is enhanced by its participation in the Peninsula Library System, a consortium of college and public libraries. Access to the facility is available six days per week, and remote access to selected electronic resources is available. With a fully developed website, including access to information on library courses and workshops that serve as a portal to its resources, curricular content is delivered in a variety of ways: orientations by faculty request, credit courses, and on-line credit courses.

There is evidence of planning efforts, as demonstrated in a technology plan written by a consultant for the three libraries in the district, but how the plan has been adapted to meet local college needs or will be updated is unclear. While there is evidence of occasional assessment of student perceptions, assessment of faculty has been limited.

Media Services consists of equipment distribution, media checkout in the Learning Center facility, and media production. Staff reports that a television studio will be operational soon. From observation and interviews, it appears that the TV studio was planned somewhat erratically and probably will not fulfill its curricular mission with its present configuration. Since Media Services is responsible for the installation and maintenance of "electronic classrooms," technicians respond when problems arise in classrooms. Media Services has a collection of media materials that students access through faculty referrals but not through the on-line catalog. There is no collection development policy or established budget for media materials, which are often acquired by faculty request on an *ad hoc* basis. There are no documents attesting to planning for Media Services exclusively, although services are noted in the 1998 Skyline Technology Plan.

The Learning Center (TLC) offers a compendium of tutorial assistance from basic skills to assistance in advanced subjects and lists its programs and offerings on its web page. It was validated in interviews that TLC offers one-on-one assistance, workshops, and "for credit," discipline-specific courses, thus tying its offerings to the curriculum. This technology-rich unit housed in the new library facility has participated in program review and fully documents its mission and goals.

It was validated through interviews that the Microcomputer Lab offers students access to computers connected to the network. The academic deans and ITR dean come to decisions regarding the utilization of the labs each semester, and by request faculty may reserve use of two classrooms and select software. Both students and faculty give a positive account of the lab in a recent survey. The planning goals and assessment instruments of the Microcomputer Lab are scheduled to be addressed in the next iteration of the college technology plan.

Computer Technical Support is a hybrid unit reporting both to the college and the district. With some recent additions of staff, there are three "local" technicians who report to the district on operational matters. Workflow is directed centrally from the district and includes work requests for media technicians and bi-lateral referrals. Since local issues are addressed by the ITR dean, some in-house repair is attempted for equipment not under warranty. Depending on the nature of the computer problem, response time varies. The centralized work order tracking gives management information to assess workflow and inventory utilization. At this time, there is no evidence of broad-based assessment regarding the services of Computer Technical Support although staff believe there has been an improvement in services. Selection of equipment seems to be a joint effort between the college and the district. From interviews, it was validated that district personnel are cognizant of the varied needs in the instructional program and offer documented guidelines for equipment standards for administrative computers with the college's Technology Advisory Committee having input into the process.

Created by the 1998 Technology Plan for faculty and staff training, the Center for Teaching and Learning (CTL) is another hybrid institution—a district program, housed at each of the college campuses. Staff report to the district office and are funded from grants and district resources. Interviews reveal that faculty and staff have taken advantage of CTL's workshop offerings with statistics on use forthcoming. The instructional assistant assigned to the college makes one-on-one appointments with faculty at their offices.

Comprehensive technology planning is the responsibility of the new ITR dean. The division and the new position were created as recommended in the 1998 Technology Plan. The Technology Advisory Committee, which the dean chairs, is comprised of faculty, staff, and administrators and meets monthly. The college technology plan is currently being updated and will be presented to the college community in the near future.

II. ANALYSIS, EVALUATION, AND VALIDATION OF SELF STUDY FINDINGS

In the main, the college meets all the components outlined in Standard Six. The units encompassed in this standard are complex and in a state of transition with some of their functions overlapping. Since ITR is a new organizational structure, new planning models and documents are due to be in place. Having all these units reporting to the newly created ITR division will be helpful as roles merge due to changes in technology and to increasing needs. Having the ITR and district technology services working together might have a beneficial impact on technology at the college.

The team suggests the college and the library track statewide initiatives in Information Competencies in order to promote commitment to the development of lifelong learning skills. As the library continues to enhance its services, documentation of their planning efforts and assessments of clients would provide useful information. The library and Media Services units could benefit from unification of their functions and resources although additional funding might be necessary. Student or faculty assessment of Media Services might be informative.

TLC has been funded principally by external grants for many years. From its success, it might be appropriate for the college to consider plans to institutionalize the program.

It is not clear if the CTL has a mechanism for assessing faculty needs or if there is a formal strategy for assessment of user satisfaction. However, the self study noted and the team confirmed that faculty need a training facility at the college. District ITS has responded by creating a wireless environment in one of the college's conference rooms. The team encourages the college to consider using the classroom as a training facility, possibly with laptops with wireless connectivity.

It was confirmed that a key issue for all units is the need to upgrade the computer inventory on a systematic and regular basis. A three-year cycle has been recommended, but budget may not accompany that recommendation. The team noted that the college plan does not stand alone but has a relationship to the District Technology Plan and might benefit from references to individual department's technology planning efforts.

III. COMMENDATIONS

The team commends the units within Information Technology Resources (ITR) for their service orientation, curricular integration, and advances in technology and for the creation of ITR.

IV. RECOMMENDATIONS

See also "Recommendations" under Standard Three.

STANDARD SEVEN

FACULTY AND STAFF

RESPONSE TO RECOMMENDATIONS OF THE PREVIOUS TEAM

The college and the district should take immediate steps to resolve issues attendant to the faculty evaluation process (originally Standard 4).

The recommendation regarding evaluation was addressed immediately following the last accreditation visit. The Interim Evaluation report also indicated that considerable work had been done during the subsequent period. The candid narrative of the self study demonstrates the college is confident that much work has been done in this area. The college has also developed procedures to evaluate non-teaching faculty since that time. However, the survey taken in 1999 indicates that the evaluation procedures need to be improved, and continued vigilance in improving the evaluation instruments and processes is suggested.

I. OBSERVATIONS

It was validated through a review of materials that the college has hiring procedure documents for administrators, faculty, and staff. Each selection committee includes at least one member who is trained in diversity issues. Even though 42% of the recent faculty hires were non-white, less than 5% were Asian/Pacific Islanders (as compared to over 20% of the student population from the service area). The team noted the college has the challenge of hiring a diverse faculty that aligns with the diversity of the communities it serves.

Evaluation of faculty, teaching and non-teaching, seems to be effective and done on a timely basis to a great extent. However, as the self study indicated and the team confirmed, a not-insignificant portion of staff and faculty expressed dissatisfaction with the evaluation procedures. From interviews with college personnel, it is apparent that the college intends to improve the procedures although it has not yet identified the methodology to be implemented.

Matters that concern the team, however, include lack of follow-up and not observing the timely evaluation of classified and adjunct faculty. The assessment by college and district personnel is that the lack of timeliness is the result of a lack of coordination between the district office and the college. Interviews with classified employees on campus and the Human Resources managers in the district office indicate that the prescribed procedures are followed when evaluations are done; however, the interviewees felt that evaluations have not been done in a timely manner at all in the past two to three years. Further, it was noted by the team in interviews that even when evaluations are done, follow-up procedures are not followed.

It was confirmed in interviews with district that the faculty and administration used their share of the professional development funds for the 2000-2001 academic year. For that same period of time, the classified staff (especially the district office) have a carryover balance.

II. ANALYSIS, EVALUATION, AND VALIDATION OF SELF STUDY FINDINGS

The college generally meets the criteria contained in Standard Seven. The faculty's expert knowledge and their enthusiasm are exhibited in their classroom presentations and also evidenced in interviews with many students, indicating students' satisfaction of instructors. The faculty's collegial approach to teaching and learning was observed in the classrooms by various members of the team during the visit.

The team suggests that the college review innovative strategies to secure adequate pools of applicants, especially faculty. It is also suggested that the college consider utilizing a mentoring program to encourage current students to enter the field of community college teaching in the future.

To increase the opportunities for diversity in hiring, the team suggests the college develop recruitment strategies. Another suggestion is to broaden the membership of selection committees to include people from diverse groups. Improved attitudes from participation in the Museum of Tolerance activity may also contribute to more diverse hiring outcomes.

The team recommends that the college work with the district to ensure that there be efficient communication and coordination regarding staff evaluations and follow-up responses.

While the team concurs that additional funding sources for professional development need to be identified for the faculty and administration, the team suggests the college consider ways to best utilize the limited resources for all the groups, including the classified staff. One possibility might be to establish a consolidated committee to review requests for funds. The college and district are encouraged to review and address reasons why classified employees are not seeking funding for their professional development.

III. COMMENDATION

The college and the district should be commended for their commitment and effort to promote the concept of sensitivity among all constituents of the district personnel by sending delegates to the Museum of Tolerance.

IV. RECOMMENDATION

8. As a recommendation to the district administration, the district office needs to take seriously the obligation to initiate and guide the staff evaluation processes so that they are timely and consistent, and the college administration should follow through in conducting those evaluations. (7B.1, 7B.2, 10C.4, 10C.5)

STANDARD EIGHT

PHYSICAL RESOURCES

RESPONSE TO RECOMMENDATIONS OF THE PREVIOUS TEAM

There were no recommendations from the previous team regarding this Standard.

I. OBSERVATIONS

The college is located on a hilly and scenic terrain with eight permanent and seven temporary buildings occupying approximately 237,000 square feet of assignable space. The entire campus currently covers about 111 acres of land, including athletic fields for soccer, baseball, and track and field, and portions of undeveloped property. Since 1998, the college has rented an off-campus facility in South San Francisco that houses two classrooms and the Center for International Trade Development.

Overall, the campus appearance is positive, with attractive and well-manicured landscaping of grass, tall pine trees, and various ground cover. Most of the structures are compactly clustered in the northern edge of the property. The team first visited evening classes and noted the exterior lighting is adequate and provides for the safe movement of those attending classes. Classrooms are reasonably clean with instructors using blackboards.

In daylight, the campus appears in good shape. The current student services areas and administrative offices in Building 1 are clean and inviting. The team's workroom, meeting rooms, and the computer spaces in Building 5 are inviting and clean, as would be expected in the newest building on campus. Laptop computers with Internet connectivity are provided in library study rooms, and the library and learning resource center activities are supported with appropriate furnishings and equipment. Waxed hallways are evident in Buildings 7 and 8; and restrooms are tidy, in working order, and accessible to handicapped users. Most interior walls in Building 1, 5, 7, and 8 are adequately painted, classroom tablet armchairs are in good condition and available, and graffiti are noticeably absent. Throughout the campus, fire alarms with visual warning lights are in place, fire extinguishers are mounted, and handicap ramps and electric door openers are installed and working properly. Parking lots are reasonably clean and groomed. The team made these observations while walking around campus, holding many appointments in different buildings, attending group meetings, and talking to campus users. This review conflicts with the self study assessment.

On the other hand, campus eyesores still remain. An inspection of the bookstore validated the self study assessment. A serious water leak in the ceiling was temporarily "fixed" with plastic coverings secured around the central ceiling beam running the width of the bookstore, with additional plastic placed over books and a garbage can strategically placed on the stack to catch drippings. A poorly partitioned-off space on one side of the store is used as an office, and a cramped receiving area in the back of the store serves as another

office and merchandise storage space. A drive to the isolated Operations and Maintenance (O & M) facility also validated the poor condition of the pre-World War II abandoned Coast Guard facility presently used. Floor coverings are necessary to prevent the entry of resident wildlife into the offices and the decrepit unisex bathroom. This facility's water is provided by an old agreement with the nearby prison, whose transmission is unreliable at times and has been threatened for shut off. A steep, makeshift ramp constructed in the engineer's shop replaces deteriorated stairs. Being off the beaten track and a district entity, this facility remains largely ignored. Building 3, the gym and physical education building, is also in poor shape with paint peeling off walls, and space transformed into weight rooms and faculty offices. Exterior walls reveal large, dusty cobwebs. These facilities are accurately described in the self study.

The provision of facility and grounds maintenance is the district's responsibility. All O&M staff are employees of the district, not the college. The district facilities unit has recently undergone a reorganization, with the former District Director of Facilities Planning position being replaced by the following three positions: an Executive Director of Facilities, Maintenance, and Operations filled approximately six months ago, and two new director positions (Director of Maintenance Operations and Director of Facilities Planning and Construction) reporting to it. The on-campus Supervisor of Campus Facilities is directed by the newly created position of Director of Maintenance Operations. This organizational structure creates questions of who is responsible for staff workers' performance and accountability, equitable allocation of both human and financial resources, and timely responses to campus maintenance issues and requests. Finger pointing between the district and college has resulted in confusion, and communication lapses exist. A delayed, off-campus approval process causes confusion and uncertainty to campus users to know whether their requests will be filled. Also, the unit has problems with authorized positions not permanently filled. Long-standing vacancies in key supervisory positions (grounds and evening custodial maintenance) have handicapped the unit's effectiveness and ability to provide maintenance services in a timely and quality manner. Although the campus is significantly negatively affected, it has no *bona fide* authority to influence the decisions necessary for speedy recruitment and hiring. Of concern is the appropriate level of authority vested in those with supervisory positions to address the O&M issues on campus. Frustration and confusion with the current organization and delivery of district maintenance services were voiced by many district and campus employees interviewed.

Another campus maintenance concern is that the facilities are not being provided adequate preventive maintenance work to preserve the life of the buildings and equipment and mitigate catastrophic repair needs. In interviews, the team confirmed that priorities are placed on maintenance work that first involves health and safety needs followed by instructional interruption. Preventive maintenance is practically non-existent due to the trouble call and work order demands in the first two priority categories. Documents, although dated, provide summary data of deferred maintenance requests that have not been attended to with the current level of available human resources. Requests for additional engineering staff positions have been made but have not been addressed by the district and campus administration. The level of funds for maintenance supplies has

fluctuated over the past several years; however, in interviews it was confirmed that supplies have been reasonably available for the last two years with district support.

The physical resources of the campus are taxed to the limit in order to provide adequate support to the educational programs and student services. Renovations to provide a long-awaited "one-stop student services" center are ongoing in the area vacated on the second floor of Building 2. Once completed and occupied with the consolidation of students services, the spaces vacated by these student services units in Building 1 will be renovated for faculty offices and classroom space. These domino moves will address some of the immediate short-term requests for additional space. The team noted that these actions are being taken without the guidance of an educational master plan or budget plan for short- or long-term facilities master planning.

An opportunity for major additional campus facility space arose in Spring 2000 when the school across the street became available for purchase. As a creative financing scheme to purchase this neighboring property, the district sold to a developer a 22-acre parcel in the undeveloped eastern portion of the college for $34.1 million. With a portion of the proceeds, this sale will finance the purchase of the 14-acre Pacifica Heights Middle School property, which will provide 44,000 square feet for the college's expansion at an estimated cost of $19.9 million. Funds remaining from the sale are expected to be used by the campus for renovation of the space; however, this expectation has not been clarified or confirmed by the district.

Another solution to fund new buildings was recently reached through the Associated Students of Skyline College student measure that approved the use of student funds to finance a long-desired new building to house the student union and bookstore.

II. ANALYSIS, EVALUATION, AND VALIDATION OF SELF STUDY FINDINGS

This standard was difficult to validate because of conflicting views voiced in the self study regarding the adequacy of the college's physical resources. The team noted disconnects between the management and the maintenance and operation of facility services. The team also noted strong concerns regarding the maintenance of a healthful environment accompanied by confusion about physical resource planning and evaluation to support the college's educational goals.

However, the team's observations did somewhat assess the conflicting views as being the result of disparate levels of physical resources found at the college. Issues about the adequacy of resources and cleanliness in most areas are being satisfactorily addressed, with the exception of the three campus eyesores previously noted. The disconnect, frustrations, and confusion about the district-run O&M services to the campus must be addressed in order to provide effective and efficient services to the facilities. Resource issues must be resolved to ensure a safe and healthful environment for student learning. Efforts must be continued to find creative solutions to campus space needs, such as the student vote to fund a new student union/bookstore building. Likewise, the proposed acquisition of the neighboring middle school provides potential for campus growth and

program expansion. Careful and thoughtful planning can avoid the pitfalls encountered with the construction of the new library building. Facilities planning must be connected to the college's long-range educational planning, the operating budget, and the district's capital improvement plans.

This accreditation is being held during a significant period of transition where campus and district administration have undergone change in personnel and restructuring. The team anticipates improvements to continue even those some individuals interviewed believe they will not be maintained beyond the site visit. It seems needed resources in maintenance supplies and equipment are being provided by the district to the college. Real improvements in appearance have been made with the serious effort to stop graffiti. However, the team recommends the college identify current facilities maintenance issues and problems and work with the district to prioritize and resolve them. The college must actively engage in planning for its future physical growth and programs. The Facilities Master Plan must follow the priorities of the Educational Master Plan to support program development and institutional goals and should be tied to an integrated budget and planning process.

The team acknowledges that the recent approaches to funding new buildings are better than the current solution of converting storage and custodial closet spaces into faculty offices and other instructional spaces, as cited in the study. Inspection of these spaces reveals practical use of the space even though this approach is far from ideal.

III. COMMENDATIONS

The team commends the college community for its creativity and ingenuity in finding unique solutions to fund capital construction as evidenced by the sale of land to purchase a new facility. Even more noteworthy is the proposed student union that will be possible as the result of students' agreeing to tax themselves to better serve future students.

IV. RECOMMENDATIONS

9. The college and district jointly need to address issues related to the scheduled maintenance and operation of the campus by identifying ways to provide adequate services along with access to sufficient resources and equipment to support the college priorities and its educational plan. (8.1, 8.2, 8.3, 8.4)

10. Flowing from the Educational Master Plan, the college needs to work with the district office to develop a comprehensive environmental Facilities Master Plan that addresses the campus' need for effective and adequate space utilization, including the need for office space; identifies sources of funds for repair and maintenance projects; and makes the most of the opportunities for institutional expansion resulting from the recent sale of land. (8.1, 8.3, 8.5, 9A.3)

STANDARD NINE

FINANCIAL RESOURCES

RESPONSES TO RECOMMENDATIONS OF THE PREVIOUS TEAM

The college and the district engage in discussion for review of the current allocation model. Discussion should be focused on the funding mechanism for Category I: teaching, college loads, and target loads. A system of incentives for rewarding performance exceeding target goals might be considered along with consequences for falling below expected targets (originally Standard 7).

The college has responded to this recommendation. A new allocation model was put in place approximately three years ago. The college's allocation is based on the respective share resulting from a three-year FTES average, with adjustments for COLA and special on-going augmentations resulting in the next year's beginning allocation. Further adjustments can be made to match funding availability. The college is now receiving a more equitable share of total dollars available and appears satisfied because the new model is viewed as more equitable and seems to provide the necessary perceived incentive to be more productive, in the sense of increased FTES. Concerns about the level of funding for radio station KCSM persist.

The role, function, and responsibility of the planning and budget committee of the college could profitably be reviewed and further refined. The planning and budgeting process should be understood by the college community; participation at all levels encouraged and promoted; and the final decisions made known to all in the college community (originally Standard 7).

The college has begun a strategic planning process in which the Planning and Budget Committee plays an integral role with members from all campus constituencies acting in an advisory capacity to the president. Meetings are taken seriously, are open, and have advance agendas; minutes are posted in all division offices. There is a genuine effort to clarify the role, function, and responsibility of the Planning and Budget Committee; to encourage college personnel to participate in the process of budget development; and to disseminate information to the college community. Procedures are set up for the fall semester review and planning, with budget priority development done in the spring semester. Recommendations are made to the president based on college goals; managers are informed of the budget decisions. Once the president adopts the budget recommendation by the Planning and Budget Committee, all managers are informed. This process provides participation and input from a larger campus community and bases budget decisions on planned goals. It is apparent there is still a gap between strategic plans and budget allocation within the college, but with the hiring of the research director in January 2001, this issue is starting to be addressed. The exception is the lack of integration between facilities planning and budgeting in coordination with the district function.

I. OBSERVATIONS

The district has outlined the budget and planning process in the annual budget document. This college is following this process as evidenced by the integration into the final budget of the college goals, objectives, and activities.

Review of the budget preparation documents also provides linkages to ascertain that a "bottoms-up" approach connects the annual forecast of activities to fund sources. The college does a periodic review of program progress to determine effectiveness and measure goal/activity completion. This status analysis is used to develop the next year's budget. Individuals interviewed confirmed specific references made in the minutes of several Budget Committee meetings that changes identified in program review are now being sent to the Budget Committee to identify funding sources.

Previous documentation, *i.e.,* meeting minutes, acknowledges the need for strategic planning, including the district's final budget. But those interviewed advised they are waiting for the new research director to support the planning efforts with the stated expectation that that person will develop and manage the process for the entire college.

There is documented evidence of processes for capital construction project funding that adhere to the state guidelines. These long-range facility projects are reviewed annually by the college and integrated into the district's submission to the state for funding consideration. The college does develop alternative funding methods for some high-priority projects, as exhibited by the student funding of the new student union.

Discussion with district personnel and college faculty, staff, and administrators confirm the adherence to a very strict published budget procedure. The budget recommendations are processed through a multi-committee procedure that is defined by a calendar established by the district. Those interviewed advised that most department heads solicit faculty and staff recommendations before making changes to budgets. The process identified during the visit was that ultimately the budget is reviewed by the College Council (the governance element of the college), approved by the president, and sent to the district for finalization and incorporation into the district's total budget.

The district uses a centralized integrated computer architecture, the Banner system, to record and monitor financial, student activities, and human resource transactions. The college is part of this system. According to system users and administrators, the recently upgraded system provides accurate information but is not always timely. College administrative staff routinely produce reports as needed for local decision-making purposes. However, the district just produced its first aggregate quarterly report.

Financial audits are performed at the district level. In the last three years, the district has had one "qualified" audit and two "unqualified" audits. The current audit provided the district with an "unqualified" audit in all areas. This report indicates that the district adequately corrected the deficiencies from the previous year that "qualified" one area of review. These are performed based on an annual schedule by an independent certified

accounting firm that attests to the validity of the accounting practices, internal controls, and management procedures. None of the audit findings are pertinent to the college operations or functions.

The district provides oversight for all finances, including federally funded programs like Financial Aid, externally funded programs, contractual relationships (*i.e.*, KCSM) and auxiliary organizations like the foundation. The independent audit provided an "unqualified" audit for the federally funded and state awards programs. An independent board directs the district foundation and an independent firm audits foundation funds annually.

A review of the college procedures for contracting indicates they are based on district policies and procedures. Applicable laws, codes, and regulations govern college contractual agreements. The college has established guidelines based on district guidelines and procedures for contracting with independent contractors. Review of several contracts indicates that the procedures are being followed precisely.

The college's cafeteria and bookstore funds are also managed as auxiliary functions. Fund management is a district responsibility. Both enterprises are deemed to be self-supporting. The cafeteria, is a contract function run by an outside company, and the bookstore is directly managed as a district service. The review indicates both funds are solvent.

Future obligations are designated as district debt and are identified in each audit report. The June 30, 2000, audit report identifies three specific categories of long-term debt that amounted to $1,677,071. Certificates of participation accounted for $635,000 of this total. Accumulated vacation represented $1,034,437, and the Early Retirement Incentive Program amounted to $7,634. The district had an available fund balance at year-end of $696,331 that could be applied against this debt. The report does not delineate whether these debts are specifically the responsibility of this college.

The district is responsible for risk management. Although self-insured, the district has enhanced its coverage through participation in two services to collectively obtain up to $15 million in liability and $500 million in property coverage. The evidence of insurance for 2000-2001 provided by an insurance service indicates that the district has a $10,000 deductible for each policy.

The self study did not provide any evidence of cash flow and college financial stability. Discussion with the district administration and review of their financial reports confirmed that the district has substantial ending balances, *i.e.*, the *Second Quarter Report – 2001* indicates that the district has over $16.6 million as a cash balance in the County Treasury and overall General Fund Cash Balance of over $19.8 million for the period. This General Fund Cash Balance represents about 19.5% of the total General Fund Revenues.

II. ANALYSIS, EVALUATION, AND VALIDATION OF SELF STUDY FINDINGS

The college meets the criteria in Standard Nine. The college and the district have outlined the budget and planning process fairly effectively in the annual *Final Budget 2000-2001*

document. The process appears to be clear and sound. However, some college staff still do not understand the process or how the college and district actually integrate the two. Also of concern is the fact that none of the individuals interviewed could recall that the integrated process is documented within the district's *Final Budget*, an annually prepared document that was in the process of being developed. It is obvious that college staff prepared this process and section of the budget document last year. Changes in staff may attribute to this lack of knowledge.

Review of actual Work Plans indicates that the college understands the need to connect budget and planning and that there is some effort being made to integrate the process. There is also some recent evidence that the college is making efforts to connect program review to the budget process, but they are only limited and nascent references to strategic planning. It is not clear, however, if these program changes actually drive the planning considerations. Although the Budget Committee reviews the program review documents, there is no clear connection between the recommended program changes and the documents. None of the recommended additions or cuts in resources, supplies, or equipment could be matched to actual line items in the budget preparation documents.

The limited reference to strategic planning and long-range budget strategies is concerning. The uncertainty of the state budget should not neutralize this process. Long-range budgeting and planning have yet to be developed but are clearly a necessity to identify alternatives for long-term success. Of added concern is the fact that the District's *Vision 2000 Statement* was published in 1991. Most institutions revise strategic documents every five years, and technology strategies/plans are revised even more frequently. These documents should be updated to enable the college to use them as one of the elements that validates its vision and goals.

The new district quarterly reports produce a new capability and should enhance the college's ability to forecast and measure its success. The team noted that the first evidence of the district's producing a comprehensive district quarterly report was as the *Second Quarter Report* document. According to district staff, the recent changes in the Banner system make this reporting possible. Regarding the Banner system, there are issues of timeliness for decision-making centered on the effectiveness of data entry and the lack of fully trained persons at all levels.

The processes that adhere to the state guidelines for capital construction project funding are well developed.

In the district's *Second Quarter Report,* college expenditures are proportionately less than those of a year ago by a little over 2%. Given the increase in overall college funding, this represents a conservative spending picture that should provide sufficient cash flow.

III. COMMENDATIONS

There are no commendations for Standard Nine.

IV. RECOMMENDATIONS

See "Recommendations" under Standards Three, Four, and Eight.

STANDARD TEN

GOVERNANCE AND ADMINISTRATION

RESPONSE TO RECOMMENDATIONS OF THE PREVIOUS TEAM

There is clear and pressing need on the part of the college and district leadership, both administrative and staff, to build and maintain a "climate of trust" which must include timely and direct communication, open and constructive decision-making processes, and expressed desire on the part of all participants for fairness and openness without fear of reprisal, especially with regard to staffing concerns and policies. A reconsideration of the current governance system should be instituted to foster implementation of a governance structure in keeping with both the letter and intent of State law (originally Standard 8).

As noted in the Interim Evaluation Report of November 18, 1997, and the narrative of the self study submitted for this accreditation, there have been significant movement and improvement in this area. The selection of a new chancellor in 1997 and a new president in 2000 has contributed to the improvement of trust. At the time of the report there was a new feeling of cooperation, though guarded, between the administration and the rest of the college community. The governance structure has been retooled with the outcome being a workable governance model that is more inclusive and representative.

Governance and administration changes especially noted include the following:

- Hiring a Director of Planning, Research, and Student Success
- Improving the faculty evaluation system
- Implementing a new allocation model
- Developing a strategic planning process
- Broadening the scope of participation on the various committees and giving attention to the need for an improved governance process

I. OBSERVATIONS

The board of trustees is a body of five individuals elected at large. The district is in good fiscal condition and conducts its business according to its established policies and procedures. Though a board member did not visit the campus during the visitation, the student trustee was available because he is a student at the college. Discussions with campus leaders and a review of college and district planning documents indicate that the district and college planning agendas are not aligned. There is an indication from both district staff and campus staff that facilities planning and educational master planning activities are not integrated.

The board members were informed about the accreditation process, but it is not clear they were involved to any extent with either the self study or the visitations to the colleges.

The president has provided effective leadership by redesigning and implementing a new college decision-making model to be more inclusive of all college constituencies.

According to faculty, classified and student leaders, in redesigning the College Council, the president made this governance body the umbrella committee for the college. It is seen as the primary planning group and a major participant in decision-making. Review of documents confirm that the charter and bylaws for the College Council establish the roles of participants and the procedures to be followed by the group in carrying out the work of the committee.

In addition to the College Council, there are a number of college-wide committees established with broad representation that serve in a collaborative decision-making capacity. Among these are the Planning/Budget Committee, the Health and Safety Committee, Technology Advisory Committee, Diversity Committee, and the AB 1725 Staff Development Committee. Additionally there are a number of other operational committees formed that include managers and their staffs who serve in an operations capacity. A document is available in the president's office that lists each campus committee, its function, and the committee membership.

From discussions with campus leaders, it is apparent these committees are generally perceived by their constituents as being inclusive and giving their constituencies a voice in campus policy development and decision-making. In addition to the campus committee's document, there is documentation that defines the role of the Classified Council and the Faculty Senate and the bylaws that govern their activities. The role of the College Council in governance is delineated in the charter and bylaws for the College Council.

At the time of the last accreditation, there was a climate of mistrust and lack of cooperation between the college administration and the campus community. Now with a new president there appears to be an acknowledgement that, though the governance process is not perfect, the new model is more inclusive and the president has made an effort to be open and approachable. There is a general feeling among faculty, classified staff, and students interviewed that the climate at the college is a positive one and invites participation by the college constituencies in the governance of the college. One campus leader indicated that as recently as 1998-99 a faculty survey reflected an attitude from the faculty in general that decision-making on campus was still not acceptable. However, the president working with the college leadership has changed that attitude, and today there is a guarded optimism about the state of governance on the campus. This view is shared by a number of other faculty, administrators, and classified staff.

The Academic Senate provides input regarding institutional governance. The senate has a number of committees to provide input and leadership on curriculum, educational policy, professional and personal development and institutional research. A board policy exists that addresses the role of the Senate in the institution. In interviews, senate leaders expressed satisfaction with the role the Senate plays in college governance and the positive campus climate that the current administration is working to create.

The self study suggested that classified staff are dissatisfied with their role in governance. Discussions with classified service leadership and staff involved in the development of the self study do not reflect this sentiment in their responses to questions posed about the role

of classified employees in governance. Further investigation revealed that the comments expressed in the self study are reflections of some classified staff members about the lack of status that classified staff members experience in the California Community College system as a whole and not only at Skyline College. Concerns about classified staff participation in the governance process at the college have to do with the work load that staff have and their inability to find time during the workday for more of them to participate as fully as they would like in college governance. This position was also expressed by some administrators who feel that, due to lack of personnel, staff are "stretched thin" and have a hard time breaking away to participate in governance committees. Classified leaders, staff members, faculty, and administrators interviewed feel they are given ample opportunity to participate in the college's decision-making process.

There was input from administrators and faculty who express frustration over services provided by the Office of Human Resources to the college, and examples were cited. One instance involved the hiring process and the existence of two documents that conflicted with each other regarding the procedures for the hiring of staff. The incident caused a search to be halted. A second issue dealt with the timeliness of collective bargaining results once the contract had been ratified. An administrator was concerned that the college administrators sometimes have to depend on union newsletters for specifics about the negotiations process. In short, the newly published contracts appear not to be disseminated in a timely manner, and managers are not privy to new contract language for some time until after the conclusion of negotiations.

There did not appear to be any evidence, either in the form of documentation or anecdotal accounts from college staff, that district planning and resource allocation reflect the college's master planning efforts. There did not appear to be any connection between the district goals and any planning that took place at the college level. Further inquiries regarding this issue suggest faculty and managers involved in the planning process do not appear to be aware of the district's goals or master planning process as it relates to college-wide planning. From all accounts, there appears to be a disconnect between district-level goals and plans and college level-goals and plans.

Meetings and conversations with team members from visitation teams at the other colleges in the district revealed similar issues regarding the district. Effective communications and articulation in planning and operational issues are indicated. College staff and district level staff also hold this view.

II. ANALYSIS, EVALUATION, AND VALIDATION OF SELF STUDY FINDINGS

The college meets the criteria in Standard Ten. The president, faculty, students, classified and management staffs have worked hard to create a climate of collegiality and cooperation. There is a genuine effort to implement an inclusive and effective model of shared decision-making. The redesign of the College Council and its implementation by the president have been accepted by the college constituents as positive and necessary steps toward developing a culture of trust. There is a general sense that the governance of the campus is more collaborative than in the past, and there is a guarded optimism that this

will continue. To that end, the self study has a planning agenda item under Standard Ten that calls for the College Council to evaluate the implementation of the new model at the end of the year. Planning and research should be taken into account as the administration works with the district to integrate college planning with district planning. The team encourages the college to continue implementing the newly designed planning process and evaluate its effectiveness at the end of the academic year. Following that evaluation, the results should be disseminated to the college community. A good model to disseminate information, reports, and meeting minutes is the Internet and web pages.

Recognizing the importance of classified staff involvement in the decision-making process, the team suggests the college develop and implement strategies that will encourage both classified and academic staffs to assume governance responsibilities in order to improve their status and participation in governance

It is further suggested that the college and the district work together to develop better communication between the Office of Human Resources and college personnel who implement human resources procedures on the campus. Specific attention should be given to hiring procedures and the dissemination of newly negotiated collective bargaining language to college managers.

III. COMMENDATIONS

The team commends the entire college community for working together to create an improved climate of collegiality and cooperation. The team noted a genuine effort to implement a model of shared decision-making that is inclusive and effective.

IV. RECOMMENDATIONS

See “Recommendations” under Standards Two, Seven, and Nine.