

STANDARD
FOUR
EXCERPT

WE ARE *Mesa*

Spring 2010

Institutional

self.study

For Reaffirmation of Accreditation



VISION

San Diego Mesa College shall be a key force in our community to educate our students to shape the future.

MISSION

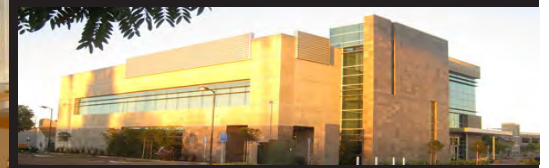
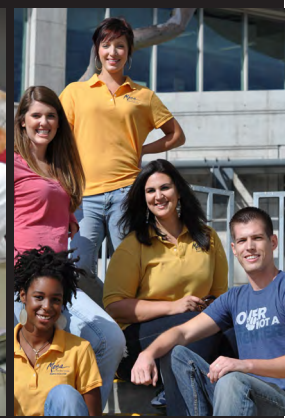
To inspire and enable student success in an environment that is strengthened by diversity, is responsive to our communities, and fosters scholarship, leadership and responsibility.

VALUES

- Access • Accountability • Diversity • Equity • Excellence • Integrity
- Respect • Scholarship • Sustainability • Freedom of Expression.

GOALS

- To deliver and support exemplary teaching and learning in the areas of transfer education, associate degrees, career and technical education, certificates, basic skills.
- To provide a learning environment that maximizes student access and success, and employee well-being.
- To respond to and meet community needs for economic and workforce development.
- To cultivate an environment that embraces and is enhanced



Mesa
SAN DIEGO MESA COLLEGE

SAN DIEGO MESA COLLEGE
INSTITUTIONAL SELF STUDY
FOR REAFFIRMATION OF ACCREDITATION

TABLE OF CONTENTS

Certifications	
Certification of the Institutional Self Study Report.....	5
Introduction	
History of the Institution.....	6
Demographic Information	9
Status of Self-Identified Action Plans from 2004 Self Study	18
Longitudinal Student Achievement Data	24
Program Review and Institutional Planning/Resource Allocation Process	38
Student Learning Outcomes Evidence.....	41
Off-Campus Sites and Distance Learning	58
Use of Federal Grant Monies	59
Abstract of the Report	60
Organization for the Self Study	64
Steering Committee	67
Committees	68
Timeline.....	70
Organization of the Institution	
Mesa College	71
San Diego Community College District (SDCCD) Delineation of Function	87
SDCCD Organizational Map	96
Certification of Continued Compliance with Eligibility Requirements	108
Responses to Recommendations from 2004 Comprehensive Evaluation	115
Institutional Self Evaluation Using Commission Standards	
Standard One: Institutional Mission and Effectiveness	137
Standard I.A Mission	137
Standard I.A.1 Alignment of Mission	138
Standard I.A.2 Approval by Governing Board	140
Standard I.A.3 Review of Mission Statement.....	140
Standard I.A.4 Mission and Planning/Decision-Making.....	140
Planning Agenda for Standard 1.A.....	141
Standard 1.A Evidence.....	142
Standard I.B Improving Institutional Effectiveness	143
Standard I.B.1 Continuous Improvement Dialogue	146
Standard I.B.2 Institutional Goals.....	148
Standard I.B.3 Assessment of Goals	150
Standard I.B.4 Planning Process	152
Standard I.B.5 Documented Assessment Results and Communication	154
Standard I.B.6 Review/Modification of Planning and Resource Allocation	154
Standard I.B.7 Evaluation Mechanisms	155
Planning Agenda for Standard 1.B.....	155
Standard 1.B Evidence.....	157

Standard Two: Student Learning Programs and Services	158
Standard II.A Instructional Programs	158
Standard II.A.1 Support of Mission.....	158
II.A.1.a	160
II.A.1.b	161
II.A.1.c	163
Standard II.A.2 Quality and Improvement	166
II.A.2.a	166
II.A.2.b	169
II.A.2.c	170
II.A.2.d	172
II.A.2.e	173
II.A.2.f	175
II.A.2.g	175
II.A.2.h	177
II.A.2.i	177
Standard II.A.3 General Education/SLOs.....	177
II.A.3.a	178
II.A.3.b	180
II.A.3.c	181
Standard II.A.4 Degree Programs	182
Standard II.A.5 Vocational/Occupational Certificates and Degrees	182
Standard II.A.6 Curricular Information.....	183
II.A.6.a	185
II.A.6.b	186
II.A.6.c	187
Standard II.A.7 Academic Integrity.....	187
II.A.7.a	188
II.A.7.b	189
II.A.7.c	189
Standard II.A.8 Foreign Locations.....	190
Planning Agenda for Standard IIA.....	190
Standard IIA Evidence	191
Standard II.B Student Support Services.....	196
Standard II.B.1 Support of Mission.....	197
Standard II.B.2 College Catalog.....	200
Standard II.B.3 Learning Support Needs	203
II.B.3.a	206
II.B.3.b	208
II.B.3.c	212
II.B.3.d	215
II.B.3.e	220
Standard II.B.4 Evaluation of Student Support.....	221
Planning Agenda for Standard II.B.....	222
Standard II.B Evidence	223
Standard II.C Library and Learning Support Services.....	227
Standard II.C.1 Quality	227
II.C.1.a	227
II.C.1.b	235
II.C.1.c	237
II.C.1.d	238
II.C.1.e	239
Standard II.C.2 Evaluation of Library and Learning Support.....	240
Planning Agenda for Standard II.C	241
Standard II.C Evidence	242

Standard Three: Resources	243
Standard III.A Human Resources	243
Standard III.A.1 Personnel Employment	243
III.A.1.a	245
III.A.1.b	247
III.A.1.c	249
III.A.1.d	252
Standard III.A.2 Personnel Numbers.....	252
Standard III.A.3 Personnel Policies and Procedures	254
III.A.3.a	254
III.A.3.b	255
Standard III.A.4 Equality and Diversity.....	255
III.A.4.a	258
III.A.4.b	258
III.A.4.c	259
Standard II.A.5 Professional Development	260
III.A.5.a	260
III.A.5.b	261
Standard III.A.6 Human Resource Planning	262
Planning Agenda for Standard IIIA.....	262
Standard IIIA Evidence	263
Standard III.B Physical Resources.....	265
Standard III.B.1 Safety and Sufficiency.....	265
III.B.1.a	270
III.B.1.b	272
Standard III.B.2 Planning and Evaluation	274
III.B.2.a	276
III.B.2.b	277
Planning Agenda for Standard IIIB.....	278
Standard IIIB Evidence	279
Standard III.C Technology Resources	281
Standard III.C.1 Technological Support	281
III.C.1.a	282
III.C.1.b	286
III.C.1.c	288
III.C.1.d	289
Standard III.C.2 Planning	291
Planning Agenda for Standard IIIC	292
Standard IIIC Evidence	293
Standard III.D Financial Resources.....	294
Standard III.D.1 Support of Mission	296
III.D.1.a	297
III.D.1.b	298
III.D.1.c	299
III.D.1.d	300
Standard III.D.2 Control Mechanisms	303
III.D.2.a	301
III.D.2.b	302
III.D.2.c	302
III.D.2.d	303
III.D.2.e	303
III.D.2.f	304
III.D.2.g	305
Standard III.D.3 Assessment	305
Planning Agenda for Standard IIID	306
Standard IIID Evidence	307

Standard Four: Leadership and Governance	309
Standard IV.A Decision-Making Roles and Processes	309
Standard IV.A.1 Environment for Empowerment, Innovation and Excellence	309
Standard IV.A.2 Policies for Participation in Decision-Making	311
IV.A.2.a.....	311
IV.A.2.b.....	315
Standard IV.A.3 Governance Structure, Processes and Practices	315
Standard IV.A.4 Commission Compliance	316
Standard IV.A.5 Evaluation of Governance and Decision-Making	317
Planning Agenda for Standard IVA	318
Standard IVA Evidence	319
Standard IV.B Board and Administrative Organization	321
Standard IV.B.1 Governing Board.....	321
IV.B.1.a.....	322
IV.B.1.b.....	323
IV.B.1.c.....	324
IV.B.1.d.....	324
IV.B.1.e.....	325
IV.B.1.f.....	326
IV.B.1.g.....	327
IV.B.1.h.....	327
IV.B.1.i.....	328
IV.B.1.j.....	329
Standard IV.B.2 Presidency	330
IV.B.2.a.....	331
IV.B.2.b.....	332
IV.B.2.c.....	334
IV.B.2.d.....	335
IV.B.2.e.....	336
Standard IV.B.3 Multi-College District.....	337
IV.B.3.a.....	338
IV.B.3.b.....	339
IV.B.3.c.....	341
IV.B.3.d.....	342
IV.B.3.e.....	343
IV.B.3.f.....	344
IV.B.3.g.....	347
Planning Agenda for Standard IVB	348
Standard IVB Evidence	349
A List of Evidence Available in the Team Room	352

- 12. Standard IVA: That the District adopt appropriate staffing ratios for supervisors, department chairs, and managers to support the nature of the colleges and their individual missions.** After working with a consultant, the Hay Group, the District determined ratios for classified staffing throughout the District. Mesa College was found to have the appropriate level of classified staffing for its size, determined by FTES. Therefore, the District directed the College that any additional classified staff positions must come from re-allocation of vacant classified positions. As classified positions become vacant, the Mesa Executive Staff scrutinizes the need carefully before authorizing refilling the position. On occasion, the vacant position is re-allocated to another area.

Department chairs continue to receive reassigned time in accordance with the AFT Contract provision where intersession and summer FTEF is used in the calculation of chair reassigned time. Chairs also now receive an increased salary supplement through additional extended service units that recognize the amount of work they perform.

Although staffing ratios for managers have not been fully addressed yet, plans are underway to review and recommend changes that would reduce the span of control assigned to managers. One such change was approved and implemented with the planned separation of the current School of Humanities and Languages into two new schools, each with its own dean and secretary. The two new schools will be the School of Humanities and the School of Languages and Arts, each with equivalent enrollment and workload.

Status: *This goal has been achieved; however, ongoing attention will be given to continuing the proper ratios.*

- 13. Standard IVA: Increasing student involvement in participatory governance through publicizing the role of students.** This goal continued to be addressed by the College and with the hiring of the Dean of Student Affairs in 2008, student involvement in participatory governance has been enhanced and expanded. The President of the Associated Student Government (ASG) continues to be a voting member of the President's Cabinet. The Vice President of Instruction presented resource allocation information to ASG so they would understand the process. Campus issues were discussed by the three vice presidents at a recent ASG Retreat so the students would be informed and participate in the College's governance process. For more information, see Recommendation 4.2.

Status: *This goal has been achieved.*

- 14. Standard IVB.1: Develop a comprehensive, integrated, strategic master plan for the San Diego Community College District.** The groundwork for achieving this goal began with the creation of a district-wide strategic planning committee representing the faculty, classified staff and administrative staff. This committee developed an overarching framework that integrated the planning processes of the four institutions. This grassroots effort culminated in the San Diego Community College District Strategic Plan 2009-2012. See Recommendations 1.5 and 4.2 for more information.

Status: *This goal has been achieved.*

- 15. Standard IVB.1: Implement the recently adopted code of ethics and a self-evaluation tool and use this tool on a regular basis to assess its performance.** The adopted Board of Trustees code of ethics is District policy with continued annual assessment of the Board's performance through a self-evaluation process informed by results of a survey distributed district-wide.

Status: *This goal has been achieved.*

16. Standard IVB.3: The District Executive Council be reorganized as an effective participatory governance body to encourage enhanced participation of its membership and reaffirm its responsibilities for the discussion, debate and resolution of district-wide matters. The reorganized District Governance Council continues to operate as an effective and vital governing body. Its membership is representative of all governance groups. Mesa College is represented by the College President, the President of the Academic Senate, and the President of the Classified Senate. It meets regularly each month, usually for at least two hours, and is governed by consensus, not directive. See Recommendations 1.5 and 4.2 for more detailed information.

Status: *This goal has been achieved.*

17. Standard IVB.3: The District Budget and Development Committee continues to be called upon during both routine and emergency fiscal times. Additionally, any reorganization of the District services or personnel will be through participatory governance with a plan that includes improved allocation of resources showing a direct correlation to student success. The District continues with the model of the reformulated district-wide Budget Committee with representation by all colleges and continuing education, including the Vice Presidents of Administrative Services and the Academic Senate Presidents. See Recommendations 1.5 and 4.2 for more detailed information on this.

Status: *This goal has been achieved.*

Abstract of the Report •



VALUES

• Respect • Scholarship • Sustainability • Freedom of Expression.

WE ARE *Mesa*

ABSTRACT OF THE REPORT

In the six years since the last accreditation Self Study, San Diego Mesa College has worked toward continuous quality improvement in each of the standards. Immediately following receipt of the 2004 Self Study evaluation report, work began to address recommendations; results were reported in the 2007 Focused Midterm Report which was accepted by the Commission. As with most public colleges during the current economic downturn, San Diego Mesa College has been tasked in recent years to do more with less and to meet the needs of its many students with their varied educational goals. The College has remained true to its mission in response to these challenges.

While dealing with state funding cutbacks, the College has also been the beneficiary of two Proposition 39 bond measures, which have provided funds to update and upgrade facilities throughout the District. Nearly \$500 million has been dedicated to San Diego Mesa College for the purpose of building and equipping new facilities to support instruction and student services. Planning of these facilities has followed a model driven by the practitioners who will teach and provide services in these facilities. Again, mission has driven planning and decision making.

Themes have been prevalent in the Self Study, including institutional commitments; evaluation, planning, and improvement; Student Learning Outcomes; organization; dialogue; and institutional integrity. Beginning with institutional commitments, the College worked to further define its mission in the past two years to assure that the College was clear in terms of *what we do* to serve our community and our students. Mission is at the center of planning, including Strategic Planning and other institutional plans at the college level, and Program Review at the program, service area, and administrative unit levels. Mission drives instruction and services, informing curriculum, student services, support services, and resource allocation. In short, it informs all decision making.

The theme of evaluation, planning, and improvement was pervasive throughout all of the standards. The College has worked hard to build its culture of evidence over the past six years and now has its own Campus-Based Researcher. Program Review has continued to evolve and is now integrated into one process across all organizational divisions. The new strategic plan has key indicators of effectiveness that are clearly delineated in the Research Planning Agenda, which is updated annually. Decision making is focused upon data-informed practices.

The theme of Student Learning Outcomes is seen in each of the standards. Established in Standard II, it was also clearly present in each of the resources in Standard III: human resources, with hiring priorities; physical resources, with facilities' design; technology, with assurance of standards for online instruction, district-wide infrastructure, and applications; and finance, with mission-driven decision making. Student Learning Outcomes, created first at the associate level and then at the program and course levels, are in place and moving forward as indicated with the two annual SLO Survey results, conducted in fall 2008 and fall 2009.

The theme of organization is clear in the manner in which learning and learning outcomes are planned, orchestrated, measured, and communicated to the public. Curriculum is driven, evaluated, and modified when necessary by faculty, as described in Standard II. All institutional planning and evaluation processes are considered in Standard I. Standard IV makes clear that decision making is based upon a participatory process that is evaluative. Standard III reflects a structure that follows this process and provides the resources necessary to achieve optimum outcomes.

Dialogue is a recurrent theme in each of the standards and is an essential component of all decision making. The College has a strong culture of participatory governance, which is based upon dialogue. Numerous committees addressing various standards, and including processes such as strategic planning, budget development, information technology, curriculum, research, Student Learning Outcomes, and Program Review, exist for the purpose of broad dialogue and informed decision making. This same philosophy exists for dialogue at the program, service

area, and administrative unit levels. Research reports and data inform this dialogue, with numerous reports created in response to requirements of governing bodies, internal measures at the institutional level, and measures specific to programs and service units, all of which are identified in the Research Planning Agenda.

Institutional integrity is seen in each area of the standards, with the participatory governance structure providing the checks and balances that assure integrity in all that the College does. The values of the College include integrity, equity, respect, diversity, access, and accountability. These set the tenor for *how* the College does what it does.

Standard Four: Leadership and Governance

IVA. Decision-Making Roles and Processes

The College has a history of strong participatory governance and continues to make efforts to assure that all constituents understand their roles. These efforts, described throughout the standard, demonstrate a strong commitment to the use of governance processes to support and enhance student learning.

IVB. Board and Administrative Organization

The SDCCD Board of Trustees is an independent policy-making body that reflects the public interest in their activities and decisions. They have established and monitor policies that support student learning and the financial stability of the District's institutions. Current policies uphold the mission statement and ensure members act with integrity. As a legal entity, the SDCCD governing board polices itself through its bylaws and policies including member orientation, development, self-evaluation, and a code of ethics. They are informed about and involved in accreditation.

The current Chancellor was selected and continues to be evaluated using existing policies. She is delegated appropriate authority and responsibilities as defined by policy. Policy also guides the College President, who is responsible for planning, organizing, budgeting, selecting and developing personnel as well as assessing institutional effectiveness using appropriate statutes and regulations. In her role, the President delegates appropriate responsibility and authority to her Vice Presidents, who in turn administer their own divisions. With participatory governance in place, there is support for effective conduct of business and decision-making at the college level.

Since the 2004 accreditation visit, the District has made many changes to meet the recommendation received from the ACCJC. The delineation of functions for the colleges relative to those of the District has been addressed through the creation and distribution of a "functions map," which was evaluated and revised to reflect input from both the District and the colleges. To review its services in support of the colleges' missions and functions, the District has implemented a new self-assessment process to determine effectiveness.



Revised - May 2010

***San Diego Community College District
City College, Mesa College, Miramar College
and
Continuing Education***

**Delineation of Functions
Map of District and College/Continuing Education
Functional Organization**

The San Diego Community College District is comprised of five major operational components: City College, Mesa College, Miramar College, Continuing Education and the District administrative departments that support campus and overall operations, including Business Services, Facilities Management, Human Resources, Instructional Services & Planning and Student Services.

Functions that are the responsibility of the District administrative departments are intended to provide for efficiency and continuity of services and programs. Compliance and functions that are statutorily required are also the responsibility of various District operations. The provision of educational programs, student support services, staff development, direct campus operations, and various ancillary functions are the responsibility of each College and Continuing Education.

Following is a delineation of the areas of functional responsibility between the District administrative departments, the Colleges and the Continuing Education program within the San Diego Community College District.

It should be understood that all administrative departments and operations in the District Office are under the final authority of the Chancellor, and the College/Continuing Education operations are under the final authority of the President, who reports to the Chancellor. The Board of Trustees is the final level of authority for all functions within the District.

- **Board Policy & Administrative Regulations**
Board of Trustees

The Board of Trustees is responsible for establishing policies that govern all activities related to conducting the business of the District, the Colleges, and Continuing Education. Development and review of policies and procedures are collegial efforts involving a variety of participatory governance groups. For policies and regulations that affect academic and professional matters, the Board relies primarily on the Academic Senates; on matters defined as within the scope of bargaining interests, the Board follows the requirements of negotiations. For administrative matters, the Board relies primarily on the recommendations of staff with input from various constituencies in the development and review process. The general public may comment at public Board meetings on any policy consideration before the Board.

- o **Chancellor**

The Chancellor is the Chief Executive Officer of the District and is responsible for the administration of the District in accordance with the policies established by the Board. The execution of all decisions made by the Board concerning operations of the District is the responsibility of the Chancellor.

- o **Presidents**

The President is the institutional Chief Executive Officer of the College/Continuing Education. The President reports to the Chancellor. The President is responsible for the day-to-day operation of the total College/Continuing Education program and provides leadership and coordination for the College/Continuing Education community. The

Presidents and Chancellor provide overall leadership and authority on all of the functional areas that follow.

- **Budget Development**

District – Executive Vice Chancellor, Business Services

College/Continuing Education – Vice President of Administrative Services

The Board of Trustees delegates budget development to the District administration, under the leadership of the Executive Vice Chancellor, Business Services. While the Board retains its fiduciary responsibility for fiscal oversight, the District office is responsible for establishing and maintaining the budget, in consultation with the Vice Presidents of Administrative Services as well as other College and Continuing Education leadership. Budget is developed in a collaborative manner. A formula for the distribution of funds to the Colleges, Continuing Education and other District operations has been established through a participatory process. This formula has been refined annually with input from the district-wide budget development committee, comprised of faculty leaders and administrators from throughout the District. Once funds are distributed, the colleges and administrative departments are responsible for the expenditure and monitoring of funds within the constraints of local, state and federal laws. Audits and fiscal controls are the responsibility of the District administrator.

- **Bookstore/Cafeteria (ABSO)**

District – Executive Vice Chancellor, Business Services

College/Continuing Education – Vice President of Administrative Services

The cafeteria and bookstore are managed and operated as a separate business enterprise of the District - the Auxiliary Business Services Organization (ABSO). ABSO is the responsibility of the Executive Vice Chancellor, Business Services. All cafeteria and bookstore operations are managed centrally and have indirect consultative relationships with the Colleges and Continuing Education Vice Presidents of Administrative Services. The Vice Presidents of Administrative services are responsible for indirect oversight of the orderly, day-to-day bookstore and cafeteria operations.

- **Information Technology**

District – Executive Vice Chancellor, Business Services

Director of Information Technology

Information Technology and computing services support have been contracted out for many years. This organization has provided support for the District's administrative computing, networking/telephony, data center operations, web services, desktop computing, and a 24/7 Help Desk. Beginning July 2010, Information Technology will be incorporated into a District-level organizational structure reporting to the Director of Information Technology. The Information Technology department will continue to support administrative computing, networking/telephony, data center operations, web services support for all faculty and staff computers as well as a 24/7 Help Desk. Application support for the District's library is provided under contract by the vendor of the library system. Support for instructional labs in the Colleges and Continuing Education is provided by technicians from Information Technology that report to the Colleges and Continuing Education leadership. Additional Instructional Technicians, located on the campuses, also provide support for Instructional computing.

The Director of Information Technology reports to the Executive Vice Chancellor, Business Services. Operational responsibility for the Administrative Finance System, the Human Resources System and the Student Information System resides with the respective Vice Chancellor for each functional area.

- **Legal Services & EEO**

District – Vice Chancellor, Human Resources; Director, Legal Services & EEO
College/Continuing Education – Site Compliance Officer

The Director, Legal Services & EEO is responsible for legal mandates related to compliance and employment. EEO reporting, monitoring, and training are the responsibility of the District Office. Discrimination complaint investigations and resolutions are also the responsibility of the District Office in consultation with the Site Compliance Officer at each College and Continuing Education. The Site Compliance Officer is the first responder to complaints and issues on campus, in consultation with the President, and may resolve certain complaints as appropriate.

- **Facilities and Planning**

District – Vice Chancellor, Facilities Management
College/Continuing Education – Vice President of Administrative Services

The District administration has responsibility for procurement, construction, maintenance and operations of all District facilities and construction projects. The Vice Chancellor, Facilities Management coordinates contracts, leases, facilities planning, construction and maintenance and operations. The District uses the consultation process to provide broad participation in maintenance and construction of all facilities to ensure campus needs are met. The Colleges and Continuing Education develop facilities master plans and scheduled maintenance priorities that reflect the educational and student support needs of the institutions. These plans form the basis for master planning and facilities development in the District.

The Vice President of Administrative Services is responsible for facilities maintenance and operations along with facilities planning at each College and Continuing Education. The Vice President of Administrative Services oversees the daily operation of the physical plant of the campus, including maintenance, construction projects and operations of facilities.

The District administration is also responsible for two major construction bond projects (Propositions S & N), including the procurement and construction of several major facilities throughout the District. The District office works very closely with the Colleges and Continuing Education, under the leadership of the President and Vice President of Administrative Services, along with faculty and staff, in the design, planning and build-out of each project. The District administration is also responsible for reporting and responding to the Propositions S & N Citizens' Oversight Committee on all matters pertaining to the bond projects.

- **College Police**

District – Chief of Police; Vice Chancellor, Facilities Management
College/Continuing Education – Police Lieutenant; Vice President, Administrative Services

Campus safety and parking operations are the responsibility of the District Office. The College Police Department is a centralized operation reporting to a Chief of Police who reports to the Vice Chancellor, Facilities Management. The Police Department includes P.O.S.T. Certified Police Officers assigned to each College and Continuing Education and a central dispatch for emergency operations. The College Police staff on site at the Colleges and Continuing Education interfaces directly with the President and Vice President of Administrative Services who serves as the college administrative officer responsible for campus safety and parking operations. Resources are managed and deployed centrally to the Colleges and Continuing Education, with twenty-four hour coverage, seven (7) days a week. The Chief of Police is also responsible for the development, maintenance and execution of emergency response operations for the District.

- **Fiscal Oversight**

District – Executive Vice Chancellor, Business Services

College/Continuing Education - Vice President of Administrative Services

The District Office has the primary responsibility for administering policy and procedures related to the expenditure of funds and has full audit compliance responsibility. Once a budget is developed and approved by the Board of Trustees, the Colleges and Continuing Education have autonomy in determining campus expenditures so that they can fulfill the College and Continuing Education missions. The District Office is responsible for the annual audit and works with the Colleges and Continuing Education to ensure that revenue and expenditure management conforms to model accounting practices and statutes. The District Office provides for central coordination of purchasing, accounting, grants and contract management and accounts payable activities. The District Office also has an internal auditor who is responsible for monitoring accounting practices and internal controls throughout the organization. The District is fiscally independent.

- **Public Information and Government Relations**

District – Director, Public Information and Government Relations

College/Continuing Education – Public Information Officer

The District has substantial involvement with city, county, state, and federal agencies along with other representatives that interact with and impact the needs of the District. The Director of Public Information and Government Relations works directly with the Chancellor to build partnerships, guide legislative advocacy and maintain relations with federal, state and local agencies and officials, including the media. Direct assistance has been given to the Colleges and Continuing Education to enhance public awareness. Each College and Continuing Education has a Public Information Officer who works closely with the President and also maintains liaison with local, city and county organizations, as well as state and national agencies, to promote public and media relations and activities. The District Office is responsible for several major publications designed to ensure that the community is informed of College and Continuing Education operations and initiatives, including an *Annual Report*, an *Economic Impact Report*, *Propositions S & N Report*, *Board and Chancellor's Cabinet Reports* (monthly) and the *WE – With Excellence*, a quarterly report on current programs and activities. The District Office also maintains the content of the District website, a source of information for both external and internal constituents.

- **Institutional Research & Planning**

District – Vice Chancellor, Student Services; Director, Institutional Research & Planning

College/Continuing Education – President; College Researcher

Institutional Research is a district-wide operation reporting to the Vice Chancellor, Student Services. It consists of a central component responsible for district-wide studies and information as well as a college-based researcher at each College and Continuing Education. (Currently, only two of the college-based researchers are filled). The college-based researchers report to the Colleges and Continuing Education for work direction and research priorities, along with a formal reporting relationship with the District Office for training, evaluation, research protocols, database management and additional support for projects. The central office is responsible for annual accountability reporting, enrollment projections, state reporting and developing a culture of evidence for the District. It provides data and information support to District and College/Continuing Education planning efforts, including Program Review, Accreditation, Basic Skills, Strategic Planning, ARCC and Enrollment Management. The office maintains a comprehensive website, and the staff provide support to the Chancellor and Board of Trustees. The department is also responsible for establishing an annual Research Agenda for the District and supporting the Colleges and Continuing Education in development of their Research agendas.

- **Instructional Services & Planning**

District – Vice Chancellor, Instructional Services and Planning

Colleges/Continuing Education – Vice President of Instruction/Vice President of Instruction & Student Services (Continuing Education)

Curriculum development, as well as provision of the academic program, is the responsibility of the Vice Presidents of Instruction at the Colleges and Vice President of Instruction and Student Services at Continuing Education. Coordination and alignment of curriculum, including compliance with Title 5 and policy and procedure development related to instruction is the responsibility of the District Office, in consultation with the Colleges and Continuing Education's academic leadership and administration. Coordination of grants and contracts, economic development, online education, International Education, Military Contract Education and several categorically funded career technical programs are also the responsibility of the District Office. Grant development is a collaborative responsibility between the Colleges and the District Office with resources provided by the District Office. The District administration has primary responsibility for developing and maintaining relationships with industry and a Corporate Council to address workforce needs. Oversight of the District's large online education program, including training, website development, and maintenance, is the responsibility of the District Office in coordination with the Colleges and Continuing Education.

- **Human Resources**

District – Vice Chancellor, Human Resources

Colleges/Continuing Education – Vice President of Administrative Services

The Board of Trustees has delegated the responsibilities for Human Resources management to the District administration. The functional responsibilities include negotiations, contract management, hiring procedures and processes, workers' compensation, benefits, employee records, payroll, legal services and risk management. The Vice Chancellor, Human Resources, serves as the chief negotiator for the District, representing the Board of Trustees. Policy and procedure development affecting Human Resources is also coordinated through this office. Job classifications and descriptions are developed and maintained by the District Office. The hiring process is managed and monitored by the District Office. The Presidents and Chancellor are responsible for final hiring decisions. College, Continuing Education and District departments have defined responsibilities for participating in hiring procedures, staff evaluation, and contract administration as it relates to supervisory responsibilities. Payroll is also a collaborative effort between the District Office and the Vice Presidents of Administrative Services at each College and Continuing Education. Legal services related to personnel issues are coordinated through the Vice Chancellor, Human Resources, in consultation with the Chancellor.

- **Risk Management**

District – Vice Chancellor, Human Resources; Risk Manager

College/Continuing Education – Vice President of Administrative Services

Risk management, including workers' compensation claims and legal matters related to District operations are the responsibility of the Vice Chancellor, Human Resources. The Risk Management office works in consultation with the Chancellor's Cabinet for all legal matters as well as with the Vice President of Administrative Services at each college for workers' compensation and liability matters.

- **Student Services**
District – Vice Chancellor, Student Services
Colleges/Continuing Education – Vice President of Student Services/Vice President of Instruction & Student Services (Continuing Education)

Student Services program development and operations are the responsibility of the Vice Presidents of Student Services at the Colleges and Continuing Education Vice President of Instruction & Student Services. Policy development and oversight, program development, student records, state reporting, state and federal compliance and audit and Institutional Research are the responsibility of the Vice Chancellor, Student Services. Policy review and development are coordinated with the Colleges and Continuing Education's academic and student services leadership. Administrative computing related to students and services, including self-service systems (web-based) and access to student information, is also the responsibility of the Vice Chancellor, Student Services, in coordination with the Vice Presidents of Student Services. Compliance with state and federal laws, including legal services related to students and records, is also the responsibility of the District Office.

The following standing collegial Councils and Committees provide a means for effective decision-making throughout the District.

District

- **Budget Development and Institutional Planning Advisory Committee**
The Budget Development Committee is a participatory governance committee comprised of representation from faculty, administration, staff and students from the Colleges and District office.

The role of the Budget Development Committee is to make recommendations to the Chancellor and Chancellor's Cabinet on district-wide budget and planning issues. The Committee does not address matters that are within the purview of collective bargaining or personnel matters.

- **Chancellor's Cabinet**
The Chancellor's Cabinet is the executive leadership body of the District. It consists of the Presidents, Vice Chancellors and Director of Public Relations. Chaired by the Chancellor, the Chancellor's Cabinet meets weekly to discuss and make decisions on policy matters, planning and budget, fiscal operations, legal affairs and other important matters of the District.

- **Curriculum Instructional Council**
The Curriculum Instructional Council consists of the Vice Chancellor, Instructional Services & Planning, the Vice Presidents of Instruction from each College and Continuing Education and Articulation Officers and Curriculum Committee Chairs from the Colleges and Continuing Education.

The role of the Curriculum Instructional Council is to provide coordination district-wide of curriculum and instructional matters, to develop policies and guidelines for improvement of instruction and to review all procedures and activities related to instructional programs.

- **District Governance Council**
The District Governance Council serves as the district-wide communication, planning and review forum on matters pertaining to major issues affecting the District. It consists of students, faculty and staff representatives from each College and Continuing Education along with representatives from each of the District administrative offices.

The role of the Council is to review the Board agenda and make recommendations, to share information on major activities in process throughout the District and to review matters related to educational programs and services district-wide. The Council does not address matters within the purview of collective bargaining.

- **District Marketing & Outreach Committee**

The District Marketing & Outreach Committee consists of the Governmental Relations Manager, the District Outreach Officer and Information Officer from each College and Continuing Education.

The role of the Committee is to serve as the vehicle for reviewing, planning and coordinating marketing and outreach activities to ensure good communication and an effective, complementary balance in marketing and outreach activities between the District and the Colleges and Continuing Education.

- **District Strategic Planning Committee**

The Strategic Planning Committee serves as the district-wide vehicle for initiation and coordination of district-wide strategic planning to ensure good communication and effective oversight of the planning process. The Committee is comprised of faculty and administrative representatives from throughout the District. The Committee serves as an effective, complementary balance in planning activities between the District and the Colleges and Continuing Education.

- **Management Services Council**

The Management Services Council consists of representation from each of the District administrative offices and the Vice President of Administrative Services from each College and Continuing Education.

The role of the Council is to review matters and make recommendations to the Chancellor's Cabinet related to business services, human resources and facilities policy development and implementation. The Council does not address matters that are negotiable.

- **Student Services Council**

The Student Services Council consists of the Vice Chancellor of Student Services, the Vice President of Student Services from each College and Continuing Education, and a representative of the Academic Senate from each College and Continuing Education.

The role of the Council is to develop, review, monitor and maintain all student services policies and procedures, and processes district-wide and to develop and review programs and related student services matters to ensure continuity and consistency of the provision of services to students throughout the district.

- **United Student Council**

The United Student Council is comprised of the Student Trustee from each College along with the District advisor. The role of the Council is to review the Board agenda and to serve as the participatory voice of students on district-wide matters. The Council is facilitated by the Vice Chancellor, Student Services.

Colleges and Continuing Education

- **Academic Senates**

The role of the Academic Senate is to represent the College and Continuing Education faculty to management at the College and Continuing Education as an integral part of decision-making and problem resolution. The Academic Senates make recommendations to the Governing Board on all academic and professional matters outside of collective bargaining.

- **Associated Students**

The Associated Student Council is the governing body of the students that promote and represent the best interests of the students and the College and Continuing Education. The

Associated Students organize and direct many student-sponsored programs and activities on campus as well as provide services, which are designed to meet student needs.

- **Classified Senates**

The Classified Senate is a governance organization that represents the classified staff on matters not related to collective bargaining. The Classified Senate is included in the College and Continuing Education participatory governance councils, holds special events and professional development activities for the staff, and provides opportunities and forums for the sharing of information, ideas and concerns.

- **Participatory Governance Councils**

The President's Cabinet at Mesa College is the participatory governance council of the institution. Chaired by the College President, its membership includes representatives of the Academic Senate (four), Senior Administration (four), Classified Senate (two), Middle Management (one) and Associated Students (two). The President's Cabinet is responsible for college plans, budget development, major decisions, problem-solving and other matters not related to collective bargaining.

The function of the President's Council at City College is similar to that of Mesa College, but the membership composition is slightly different. Membership includes the College President, Senior Administration (three), Academic Senate Officers (three), Institutional Technology Council (one), and Classified Senate (one).

The Miramar College Executive Council (CEC) is the College's primary participatory governance body. Representatives from administration, the Academic Senate, the Classified Senate, and the Associated Students deliberate and seek consensus on issues facing the College; additionally, the CEC orchestrates the College's major initiatives in Strategic Planning, Budget and Planning, Grants and Projects, Institutional Effectiveness and Learning Outcomes, among others. The CEC also oversees the work of the College's participatory governance committees and facilitates communication among College constituency groups.

The Continuing Education Executive Governance Council is the overarching participatory governance council for the institution. It consists of Presidents (1) and Vice Presidents (2) from each of the three constituency groups, respectively, the Administration, the Academic Senate, and the Classified Senate. This body receives recommendations from more than 30 subcommittees and is ultimately charged with making recommendations to the Continuing Education President.

Community Involvement

- **Auxiliary Organization**

The San Diego Community College Auxiliary Organization is a 501(c) (3) nonprofit organization that provides support to the education needs of the Colleges and Continuing Education, annually. The Auxiliary Board consists of the College Presidents, Academic Senate representatives, a Student Trustee and District administrators.

- **College and Continuing Education Foundations**

The College and Continuing Education Foundations are 501(c) (3) charitable organizations that support and advance the educational and student support services provided by the Colleges and Continuing Education. At each College and Continuing Education, the Foundation Board of Directors includes both public members and institutional members and is the organizational authority for the Foundation. The Foundations raise and distribute funds for student scholarships and special college projects, annually.

- **District Corporate Council**

The Corporate Council is a group of San Diego's leading business professionals who have committed financial and professional support to the District. The Corporate Council was created to match the needs of the business community with the professional team working to train and educate San Diego's workforce. It serves as a forum for the business perspective and helps the District plan the best educational strategies for students. There are currently 23 corporate members.

- **Citizens' Oversight Committee**

The Citizens' Oversight Committee (COC) was established as a result of the successful passage of Proposition "S," a \$685 million bond issue, and Proposition "N," an \$870 million bond issue. The Committee is responsible for informing the public concerning the District's expenditure of bond proceeds and ensuring that all the expenditures are in accordance with the law and the ballot measures. The Oversight Committee is also responsible for the preparation and presentation of an annual report of the activities and expenditures for the Board. The law requires a minimum of seven members; five of which must represent specific groups, such as student government, business organizations, senior citizens' organization, taxpayers' organization and a foundation or advisory council supporting a College or the District. There are currently 17 members.

- **Trustee Advisory Council**

The role of the Trustee Advisory Council is to facilitate communication among citizens, Board members and educators. Members of the Council can be nominated by any Trustee, subject to the approval by the Board as a whole. The current membership is 26.

Student Services – May 2010

G:\data\stuserv\accreditation\organizationalmapping\delineationoffunction2010

San Diego Community College District Organizational Map		
Function	District Responsibilities	College/Continuing Education Responsibilities
Board Policy and Administrative Regulations	Responsible: Board of Trustees - Establish policies and procedures that govern all activities of the district - Reply primarily on the academic senates for policies and procedures that affect academic and professional matters - Rely primarily on staff, with input from various constituencies, on administrative matters - Provide fiscal oversight for the district - Work in collegial fashion Board of Trustees Policy: BP 0020 Governance, District Functional Organization Board of Trustees Policies: BP 2010, 2015, 2100, 2105, 2110, 2210, 2220, 2305, 2310, 2315, 2320, 2330, 2340, 2345, 2350, 2355, 2360, 2365, 2410, 2430, 2610, 2720, 2725, 2730, 2735, 2740 Responsible: Chancellor - Serve as Chief Executive Officer of District - Administer the district in accordance with policies established by Board of Trustees - Execute decisions made by the Board concerning operations - Play a key role in the collective bargaining process - Provide leadership on all functional areas of the district Board of Trustees Policy: BP 0010, Governance, District Administrative Organization	Responsible: President - Serve as Chief Administrative Officer of the college/Continuing Education - Responsible for the day-to-day operation of the total educational program - Provide leadership and coordination for college/Continuing Education community - Provide leadership on all functional areas of the college

Budget Development	Responsible: Executive Vice Chancellor, Business Services • Provide leadership for budget development • Establish and maintain the budget in consultation with colleges and Continuing Education • Ensure collaborative budget development process • Provide a formula for distribution of funds through a participatory process • Chair District Budget Development Committee • Provide leadership for fiscal controls and audits Board of Trustees Policy: BP 2510, Participation in Local Decision-Making Administrative Procedure: AP 0003.8 Shared Governance Budget Development & Institutional Planning Advisory Committee	Responsible: Vice President, Administrative Services • Provide leadership on behalf of colleges and Continuing Education in budget development process • Provide leadership in distribution of funds on campus • Assume responsibility for expenditure of all college/Continuing Education funds within constraints of state and federal law and district fiscal controls
Bookstore/ Cafeteria	Responsible: Executive Vice Chancellor, Business Services • Responsible for operation of the Auxiliary Services Organization (ABSO) for bookstore and cafeteria • Responsible for management of cafeteria and bookstore operations in consultation with colleges and Continuing Education	Responsible: Vice President, Administrative Services • Provide indirect oversight of orderly day-to-day operation of the bookstore and cafeteria • Ensure follow-up on student concerns regarding all bookstore and cafeteria matters
Information Technology	Responsible: Executive Vice Chancellor, Business Services Director, Information Technology • Provide leadership for centralized IT support for administrative computing, network/telephone, web services, desktop computing and Data Center operations, including a 24/7 IT Help Desk • Provide support for library system under separate contract Board of Trustees Policy: BP 0020 Governance, District Functional Organization	Responsible: IT staff reporting to the colleges • Provide Information Technology support for all faculty, staff members and instructional labs in the credit and non-credit programs

Legal Services and EEO	Responsible: Vice Chancellor, Human Resources Director, Legal Services and EEO • Responsible for legal mandates related to compliance and employment • Responsible for EEO reports, discrimination complaints, investigations and resolutions in consultation with the site compliance officer • Responsible for EEO training Board of Trustees Policy: BP 3410 Nondiscrimination Administrative Procedure: AP 3430 Prohibition of Harassment; AP 3435 Discrimination and Harassment Investigations	Responsible: Site Compliance Officer • Serve as “first responder” to complaints regarding EEO matters on campus • Consult with district office on complaint investigations and resolutions • Informally resolve certain complaints on campus, in consultation with the President
Facilities and Planning	Responsible: Vice Chancellor, Facilities Management • Provide leadership for procurement, construction, maintenance and operations of all facilities and construction projects • Provide coordination for contracts, leases, facilities planning, construction and maintenance and operations • Provide leadership for construction bond projects (S&N), including procurement and construction, in consultation with the college/Continuing Education leadership, to ensure campus needs are met Ensure effective consultation processes on all facilities matters to ensure campus needs are met	Responsible: Vice President, Administrative Services • Develop facilities plans that reflect educational and student support needs of the college/Continuing Education • Develop scheduled maintenance priorities that reflect needs of the institution • Assume responsibility for facilities planning at each college/campus • Oversee the daily operation of the physical plant, including maintenance and operations, as well as construction projects
College Police	Responsible: Vice Chancellor, Facilities Management Chief of Police • Provide leadership for campus safety and police operations • Provide oversight for parking operations • Assume responsibility for central dispatch operations for P.O.S.T. Certified College Police • Provide leadership for Emergency Response Operations Planning and Command Center See: Campus Safety Brochure	Responsible: Vice President, Administrative Services, Police Lieutenant • Police officers and campus safety officers are assigned to each campus on a rotation basis to ensure the safety and orderly operation of the campus.

Fiscal Oversight	Responsible: Executive Vice Chancellor, Business Services • Administer policy and procedures related to expenditures of funds • Provide leadership for annual audit and compliance • Provide leadership for central coordination of purchasing, accounting, grants and contract management, and accounts payable activities • Provide leadership for ensuring revenue and expenditure management conforms to sound accounting practices and legal statutes	Responsible: Vice President, Administrative Services • Allocate and monitor campus expenditures within approved budget and fiscal controls for the college/Continuing Education • Ensure revenue and expenditure management at the institution conforms to model accounting practices and legal statutes
Public Information & Government Relations	Responsible: Director, Public Information and Government Relations • Work directly with city, county, state and federal agency representatives that interact with and impact the needs of the district • Work directly with the Chancellor to build partnerships • Guide legislative advocacy and maintain relations with federal, state and local agencies • Assist the colleges and Continuing Education to support specific initiatives to improve facilities and enhance public awareness • Work with the media to ensure strong public awareness • Prepare and provide effective communication materials for both internal and external audiences • Maintain content for the district website for internal and external audiences	Responsible: Public Information Officer • Work closely with the college president to maintain liaison with local, city, and county organizations, as well as state and national agencies • Promote public and media relations and activities for the college/Continuing Education • Maintain content of college websites for internal and external audiences

Institutional Research & Planning	Responsible: Vice Chancellor, Student Services Director, Institutional Research & Planning • Provide leadership to promote and support a culture of evidence, districtwide • Assume responsibility for all research, planning, information and technical needs of the district • Serve in a liaison role to the colleges and Continuing Education • Work with college and Continuing Education communities and individuals to support research and information needs • Maintain a comprehensive Institutional Research website for the district • Provide data and information for important planning and accountability processes and projects including Program Review, Strategic Planning, Accreditation, AARC, Basic Skills and Enrollment Management • Provide staff support to Board of Trustees and Chancellor's Cabinet for all Institutional Research and Planning needs • Develop annual Research Agenda in collaboration with the colleges and Continuing Education • Chair districtwide Research Committee Administrative Procedure: AP 0020.1 Districtwide Research Committee	Responsible: President; College Researcher • College-based researchers or liaisons are assigned to each college and Continuing Education to facilitate the information and data needs of the campus • Facilitate the development of a college/Continuing Education Research Agenda • Work with the district Director of Institutional Research for support with projects, designs planning and protocols • Support program review, Institutional planning, accountability and basic skills data, accreditation and ongoing research needs of the colleges/Continuing Education
Instructional Services & Planning	Responsible: Vice Chancellor, Instructional Services & Planning • Provide leadership for curriculum coordination and oversight, articulation, grant development, economic development, International Education, and Contract Military Education • Facilitate the curriculum approval process through CurricUNET, an on-line curriculum tracking system • Provide leadership for compliance with Title 5 • Provide leadership for curriculum alignment in consultation with colleges/Continuing Education and the academic leadership • Develop and maintain all policies and procedures related to instruction • Facilitate the development of college catalogs and class schedules • Provide oversight of categorically funded programs related to economic development • Provide oversight and support of the district's large online education program, including training and website maintenance and development • Develop and maintain relations with business and industry Board of Trustees Policy: BP 2510 Participation in Local Decision Making Administrative Procedure: AP 0020.2 Instructional Council	Responsible: Vice President of Instruction; Vice President of Instruction/Student Services (Continuing Education) • Provide leadership for the colleges/Continuing Education instructional program • Provide leadership for curriculum development, as well as all aspects of the academic program • Facilitate the development of each college and Continuing Education catalog and class schedule, in consultation with the district office • Support grant development which is a coordinated effort between the colleges, Continuing Education and the district • Provide leadership for all instructional support programs including athletics, learning resources, co-curricular programs, as well as many specialized instructional support activities

Human Resources	Responsible: Vice Chancellor, Human Resources • Provide leadership for Human Resources management for the district • Provide leadership for negotiations, contract management, hiring procedures and processes, Worker's Compensation, Benefits, employee records, payroll, Legal Services and EEO and Risk Management • Serve as the chief negotiator for the district representing the Board of Trustees • Develop and maintain all policies and procedures affecting Human Resources • Coordinate legal matters relating to personnel issues • Maintain job classifications and descriptions • Provide leadership for employee training and development • Oversee all employment contracts	Responsible: Vice President, Administrative Services • Ensure implementation of defined responsibilities for participating in hiring procedures, staff evaluation and contract administration under the leadership of the President • Ensure that college/Continuing Education payroll processes are a collaborative effort with the district office • Oversee employee time keeping and reporting on campus • Ensure compliance with the provision of all employment contracts on the campus
Risk Management	Responsible: Vice Chancellor, Human Resources; Risk Manager • Provide leadership and oversight for Risk Management, Worker's Compensation claims and legal matters in consultation with the Chancellor's Cabinet • Coordinate Worker's Compensation liability issues in consultation with the colleges and Continuing Education • Oversee district safety standards to minimize risk to employees and the public • Monitor all insurance policies Administrative Procedure: AP 0220.2 Risk Management Council	Responsible: Vice President, Administrative Services • Coordinate Worker's Compensation matters and liability issues in consultation with district administration • Maintain proper safety conditions on campus to minimize risk to employees, students and the public

Student Services	Responsible: Vice Chancellor, Student Services • Provide leadership for policy development and oversight, program development, student records, state and federal compliance and audit for Student Services • Provide leadership for Administrative Computing, Institutional Research and data base management • Provide leadership for student discipline policies and the Student Code of Conduct in consultation with the Vice Presidents, Student Services • Coordinate policy review and development in Student Services in collaboration with the Vice Presidents, Student Services, as well as the colleges/Continuing Education academic leadership • Coordinate all legal matters related to students and records, including student rights and due process and FERPA compliance • Provide leadership for state reporting for apportionment and ensure compliance with all state regulation pertaining to proper state reporting and attendance accounting • Ensure continuity and consistency of student services and programs, districtwide, in collaboration with the Vice Presidents, Student Services Board of Trustees Policy: BP 2510, Participation in Local Decision-Making Administrative Procedure: AP 0020.3 Student Services Council	Responsible: Vice President, Student Services; Vice President Instruction/Student Services (Continuing Education) • Provide leadership for the Student Services division at the colleges and Continuing Education including Matriculation services, EOPS, DSPS, Counseling, Financial Aid, TRIO, Veterans Affairs, Student Affairs, Student Discipline and Admission and Records • Provide leadership for the provision of comprehensive services to students • Coordinate policy review and development with the district and academic leadership • Oversee the review and approval of policy exceptions pertaining to students and records • Coordinate with the other colleges and Continuing Education to ensure continuity of services for students, districtwide • Provide leadership for many specialized support services and activities on campus • Ensure adherence to district policies and procedures in Student Services
--------------------------------	--	---

Standing District Collegial Councils and Committees		
DISTRICT	COMMITTEE STRUCTURE	RESPONSIBILITIES
Budget Development & Institutional Planning Advisory Committee	Participatory governance committee comprised of representation from faculty, administrators, staff and students from the colleges, Continuing Education and district Administrative Procedure: AP 0003.8 Shared Governance Budget Development & Institutional Planning Advisory Committee	Makes recommendations to the Chancellor's Cabinet on districtwide planning and budget matters
Chancellor's Cabinet	An executive leadership body consisting of the Presidents, Vice Chancellors and the Director of Public Information	Provides leadership on policy matters, planning and budget, employment, legal affairs and other matters of the district
Curriculum Instructional Council	- Serves as the districtwide Curriculum Council - Consists of the Vice Chancellor of Instructional Services & Planning, the Vice President of Instruction from each college and Continuing Education and Academic Senate representatives from each college and Continuing Education Administrative Procedure: AP 0020.2 Instructional Council	- Provides coordination of curriculum, districtwide - Makes recommendations on policies and procedures for improvement of instruction, districtwide - Reviews all procedures and activities related to instructional programs and activities
District Governance Council	- Serves as the district shared governance structure - Consists of students, faculty and staff from each college, Continuing Education and the district Administrative Procedure: AP 0020.6 District Governance Council	- Reviews the Board agenda and makes recommendations - Shares information on major activities in process throughout the district - Reviews districtwide matters related to educational programs and services - Makes recommendations on proposed changes to policies and procedures
District Marketing and Outreach	Consists of the Director of Governmental Relations, as well as the Outreach Officers and the Public Information Officers from each college and Continuing Education Administrative Procedure: AP 0020.5 Communications Council	- Provides recommendations to the Chancellor's Cabinet on public information/relations policy development and implementation - Identifies and addresses public relations issues - Ensure a coordinated marketing and outreach presence, districtwide

District Strategic Planning Committee	- Serves as the vehicle for initiation and coordination of districtwide strategic planning to ensure good communication and effective oversight of the planning process - Consists of faculty and administrative representatives from throughout the district	The committee serves as an effective, complementary balance in planning activities between the district and the Colleges and Continuing Education
Management Services Council	- Serves as the district shared governance for all structure matters related to Facilities, Human Resources and Business Services - Consists of representation from each of the district administrative offices and the Vice President, Administrative Services from each college and Continuing Education Administrative Procedure: AP 0020.7 Management Services Council	Reviews and makes recommendations to Chancellor's Cabinet related to Business Services, Human Resources and Facilities Policy Development and Implementation Policy
Student Services Council	- Serves as the district shared governance board for all matters related to student services - Consists of the Vice Chancellor of Student Services, the Vice President of Student Services from each college and Continuing Education, and a representative of the Academic Senate from each college and Continuing Education Administrative Procedure: AP 0020.3 Student Services Council	- Develops, reviews, monitors and maintains all student services policies and procedures, districtwide - Develops and reviews all programs related to student services matters, including administrative systems - Addresses all policy matters in Student Services
United Student Council	- Serves as the districtwide student governance body - It is comprised of the Student Trustee from each college, along with the district advisor	Reviews the Board agenda and serves as the participatory voice of students on districtwide matters

Standing College Collegial Councils and Committees		
COLLEGE	COMMITTEE STRUCTURE	RESPONSIBILITIES
Academic Senate	Academic Senate Board of Trustees Policy: BP 0210 Academic Senate and Faculty Council	- Represents the college faculty to management at the college/Continuing Education as an integral part of decision-making and problem resolution - Recommendations are made to the Governing Board on academic and professional matters outside of collective bargaining
Associated Students	Serves as the Governing Board of Students	- Promotes and represents the best interests of the students and the college - Organizes and directs many student sponsored programs and activities on campus
Classified Senates	Governance organization	- Represents the classified staff on matters not related to collective bargaining - Participates in the college/Continuing Education participatory governance councils; plans special events for staff and provides opportunities and forums for information sharing

Participatory Governance Councils	• Mesa College - o The College President, representatives from the Academic Senate, senior administration, Classified Senate, middle management and Associated Students	• Responsible for college planning, budget development, as well as deliberations on important decisions and issues
	• City College - o The College President, representatives from the Academic Senate, senior administration, Classified Senate President, middle management, Associated Students, and Public Information Officer	• Responsible for college planning, budget development, as well as deliberations on important decisions and issues
	• Miramar College - o The College President, representatives from administration, Academic Senate, Classified Senate, and Associated Students	• Deliberate and seek consensus on issues facing the college • Orchestrate the college's major initiatives in Strategic Planning, Budget and Planning, Grants and Projects, Institutional Effectiveness and Learning Outcomes • Oversee the work of the college's shared governance committees and facilitates communication among the college constituency groups

Standing Community Collegial Councils and Committees		
COMMUNITY INVOLVEMENT	COMMITTEE STRUCTURE	RESPONSIBILITIES
Auxiliary Organization	Consists of College Presidents, Academic Senate representatives	Undertakes contract education and other permitted activities that provide annual direct support to the colleges
College Foundations	Includes both public members and institutional members	- Supports and advances the educational and student services provided by the colleges - Annually raises and distributes funds for student scholarships and special college projects
District Corporate Council	Group of San Diego's leading business professionals	Serves as a forum for the business perspective and helps the district plan the best educational strategies for students
Citizens' Oversight Committee (COC)	Consists of members from student government, business organizations, senior citizens' organization, taxpayers' organization and a foundation or advisory council supporting a college or the district	- Responsible for informing the public concerning the district's expenditure of bond proceeds; reviews those expenditures and ensures that the expenditures are spent in accordance with the law and the ballot measure - Prepares and presents an annual report of the activities and expenditures to the Board
Trustee Advisory Committee	Each Trustee appoints members from the community Board of Trustees Policy: BP 1020 Trustee Advisory Councils, Policies and Bylaws Governing the Formation and Operation	Facilitates communication among community members Board members and educators

Responses to Recommendations •

from 2004 Comprehensive Evaluation



GOALS

To deliver and support exemplary teaching and learning

WE ARE *Mesa*

Recommendation 1.3

The college should develop and implement a plan to meet current and future needs for institutional research that is accurate, timely and actionable. Toward this end, the college should carefully consider how institutional research is positioned in the college so that it may support the entire institution from a fair, unbiased and informed stance, thereby strengthening various planning and institutional improvement efforts. (I.B)

Response

As was reported in 2004 and reaffirmed in the 2007 Focused Midterm Report, Mesa College continues to ensure that its institutional research is accurate, timely, and actionable. With the hiring of a Campus-Based Researcher (CBR) in 2006, careful consideration was given to how institutional research was positioned so that it supported the entire College in a fair, unbiased, and informed stance. The research function continues to be housed in the Office of Instructional Services, Resource Development and Research. The Dean continues to report directly to the College President.

Since its inception in 2006, the Research Planning Agenda (RPA) has been reviewed and updated on a regular basis with the latest revision occurring during the 2009/2010 academic year. This revision was done in concert with the approval of the College's new mission, vision, and values statements. The RPA supports the College's mission, vision, and values as well as its integrated planning framework process. It establishes benchmarks by which the College's progress is assessed with continuous improvement based upon a cycle of planning. The RPA comprises the four goals of the mission, vision, and values statements and will be accomplished through strategic initiatives. Supporting evidence in the form of reports and resources are listed for each strategic initiative and hyperlinked, where possible, to online reports as well as being mapped to indicators and measures.

A companion document to the RPA, the Guidelines for Implementation of the Research Planning Agenda (GIRPA) is also reviewed on a regular basis. The GIRPA was recognized by the RP Group and received its "Award for Achievement in Planning" in March 2008. During the spring of 2009, the Research Committee did its annual review of the document and only made minor changes to the Q and A's.

The Research Committee adopted a new mission statement in the fall 2008 that included building and implementing a culture of evidence using data-driven information and knowledge to improve student learning and engagement, instruction, delivery of services, and institutional effectiveness. The Committee worked with the College webmaster to develop an Institutional Research website to assist them with the dissemination of information.

This past year, the Committee's goals included serving as liaisons to the faculty and staff to assist them with the research aspects associated with Program Review and Student Learning Outcomes. To assist the Committee members with this task, various types of training have been developed and are a part of their regularly scheduled monthly meetings. The District Director of Research and Planning presented a session on how to build institutional information capacity. Committee members were invited to and attended the fall 2009 lead writer training to familiarize themselves with the Program Review process and documentation. The CBR presented a guided exploration of the College and District websites to familiarize the Committee with the research data and reports available as well as where and how to use this information.

Three individuals represent Mesa College on the District-wide Research Committee: the Dean, the Campus-Based Researcher and a member from the College's Research Committee. Information from the College is shared at this meeting with information from the District brought back to the College and shared not only with the Research Committee but also to other constituents.

In preparation for its fall 2010 onsite visit, the College engaged in a number of surveys to collect evidence for its Self Study. Working collaboratively with District Research and Planning as well as the other colleges, several instruments were developed to gather information from students, faculty, staff and administrators. In addition to a student satisfaction survey and employee survey, Point of Service surveys (POSS) were created for both administrative and student services areas. These POSS will play a dual role in that they will provide information for the Self Study and then be used on a regular basis to collect data for the College's integrated Program Review process.

In addition, the College provided appropriate detail in its responses within Standard I.B of this Self Study.

Evaluation

The recommendation has been completed.

Recommendation 1.4 (Identified as a District Recommendation)

In order to build upon their efforts to strengthen institutional effectiveness and to foster a “culture of evidence” throughout the district, the district office and the colleges should cooperate in the development of an enhanced research function with both strong district and strong college components. (I.B.3, I.B.6, IV.B.2.b)

Response

Cooperation between the District and the College was strong prior to 2004 Self Study and has become stronger since that time. This cooperative effort was institutionalized with the inclusion of District Institutional Research and Planning (IR) personnel on the Mesa College Research Committee and the Program Review Committee. Appropriate Mesa personnel were included on the District-wide Research Committee. The hiring of a Campus-Based Researcher (CBR) further integrated the District and College as this position reports to the District IR director and also the dean responsible for research at the College.

With the addition of the CBR, the nature of the research provided became more varied and complex. Her research log revealed requests including comparison studies of basic skills students, a list of top ten transfer schools by category, SLO data, CCSSE information, etc. Some of these studies became district-wide. District IR personnel have provided Flex training at Mesa, sometimes in conjunction with Mesa personnel. Topics included Pivot Tables, developing a survey, and the Research Planning Agenda. The District research office has long supported enrollment management and has brought near real-time feedback with the weekly Tallies download made available to College administration.

The fostering of a culture of evidence expanded dramatically through the newly integrated Program Review process which became an instrument for planning and resource allocation on campus. This process provided a thorough review of programs and service areas, including SLOs/AUOs with their assessment and results; six-year curriculum review cycle; results of the environmental scan; and other criteria addressing program/service area effectiveness. All of these factors are based in data that is collected, analyzed, and acted upon. The Educational Master Plan also relied upon evidence collected through its Strategic Planning process, Program Reviews and IT Strategic Plan. Finally, the Research Planning Agenda institutionalized campus research which is sometimes conducted in conjunction with the District and in compliance with GIRPA to ensure ethical handling of data.

The following updated status for this recommendation was provided by the District.

Response Summary

Campus-Based Research Structure

Under the leadership of the Chancellor's Cabinet, an operational model which incorporates a researcher at each college and Continuing Education was developed in 2005. This model was

widely discussed for input throughout the organization and has been partially implemented with plans to fully implement as budget allows. Campus-Based Researchers (CBR) are in place at the two largest colleges: City College and Mesa College. A search for a campus-based researcher for Miramar College was conducted on two different occasions, but a suitable researcher was not identified in the pool of candidates. Subsequently, the position was frozen due to California's severe budget crisis. However, one of the research analysts from the District Office of Research and Planning is currently filling the CBR position as an interim for Miramar College.

The vision of the operational model is to expand the District and campus research capacity and extend research functions beyond the District research office to become an integral part of the campus. The Campus-Based Researcher (CBR) reports to the Director of Institutional Research and Planning at the District but, after a period of hands-on training and mentoring spends the majority of his/her time on the campus with research priorities and work direction provided primarily by the College. The CBR is an integral part of the broader district-wide research community. As projects emerge from the College that have relevance to one or more of the other colleges, these projects would transition from college specific to district-wide projects, thus avoiding redundancy of work and achieving increased productivity based on collaboration and increased teamwork.

The processes for generating accurate database information, developing this data into useful information and maintaining the integrity of the data are all the responsibilities of the District IRP Office (including the CBRs). The procedures for processing data (e.g., student data from the district mainframe computer as well as transfer data from the National Student Clearinghouse and various other sources of raw data) into more useful information have been documented, and all researchers follow the prescribed approaches. The requirements and standards of reporting are also defined.

Mesa College has had a Campus-Based Researcher in place for three years and City College for one year. The reporting and documented protocols needed to maintain report integrity, while maximizing the opportunities for collaboration, have been working very well for both of the college CBRs. The following protocols are in place to support these goals:

- 1) Semi-weekly meetings are scheduled with the CBRs, the District Research Analysts and Research Associates, and the Director of Institutional Research and Planning (IRP) to review project plans, conduct troubleshooting analyses, identify ways in which to streamline projects, adjust timelines, and modify resources.
- 2) Meetings are periodically scheduled with the CBRs, the responsible college administrator, and the IRP Director to help facilitate open communication and mutual sharing of issues and new directions in research emerging from college or district-wide arenas.
- 3) The IRP Director frequently attends key meetings at the colleges and Continuing Education (e.g., Research Committee, Accreditation Committee and BSI Committee) to provide assistance in determining research needs and defining research projects or reports as well as facilitating the design and implementation of an infrastructure for building the research capacity and culture of evidence at the colleges and Continuing Education.
- 4) The IRP office staff has developed project logs that contain information about all projects that the District IRP office works on, as well as a list of recurring projects that require CBR and District researcher collaboration/awareness, such as common core report elements for Transfer Studies, Program Review, EOPS, DSPS, Matriculation, Accounting and Reporting for Community Colleges (ARCC), and Enrollment Management reports.

The hiring processes for the Miramar College and Continuing Education CBRs are on hold until the current budget situation improves. However, the IRP Director and Research Analysts attend various meetings on these campuses (i.e., Research Committee, Program Review and Accreditation Committee) to provide leadership and support of the research and information needs. The District IRP staff also supports the college-based needs for data and information for a variety of projects including Program Review, SLOs, and institutional planning. The Director has provided leadership to Miramar College in the development of a Research Agenda as well as to

Continuing Education for enrollment management and Program Review. There are several examples of projects and support from the District Research office specifically for Miramar and Continuing Education in the absence of campus-based researchers, including:

- 1) Program Review data and information (e.g., enrollment, outcomes, and productivity) (DRE1.4-1)
- 2) Survey development, implementation and delivery (reports and briefings) (DRE1.4-2)
- 3) Weekly or monthly Enrollment Management interactive spreadsheets for the CIOs (DRE1.4-3)
- 4) First and Final Census Student Profile (demographic) reports (DRE1.4-4)
- 5) Student tracking studies (i.e., non-credit to credit migration) (DRE1.4-5)

In addition, the IRP Director continues to provide extensive training to the existing research staff in anticipation of filling the Campus-Based Researcher positions in the future.

Culture of Evidence/Culture of Inquiry

The ultimate goal of the accreditation recommendation and the resulting actions described herein is to facilitate the development of a culture of evidence through a collaborative process that will lead to a culture of inquiry at the colleges, Continuing Education, and the District offices. The primary goal for developing a culture of evidence and inquiry is to inform all key decisions with relevant data, thus moving towards data-driven decision-making.

The District IRP Director and Research Analysts regularly attend many key committee meetings convened at the campuses, some of which include Accreditation, Program Review, Institutional Research and Planning, Student Learning Outcomes and Assessment, and Basic Skills. The implementation of the CBR model has allowed for the extension of the research support and participation to go beyond the liaison relationship and become more integral to on-going campus interaction. A recent example of the integration of planning at the campus and district-wide levels is shown with the Basic Skills Initiative. This state funded priority calls for data collection, analysis and data-driven decisions as a central part of making responsive changes and enhancements to the delivery of course offerings in basic skills. The community of researchers at SDCCD (district and CBR) collaborates on project plans that attend to a core set of needs for the colleges and Continuing Education while maintaining the ability, through the CBR, to provide special focus on the campus elements that are unique in the delivery of basic skills instruction and subsequent student success program. In addition, the IRP Director and Research Analysts facilitate discussions at the Colleges/Continuing Education and at the District using a participatory action research model (e.g., briefings) to assess the needs of the campuses, identify the gaps in data needs, and develop and implement research agendas.

District Research Committee

The District Research Committee, which was reconstituted in 2006, serves as a major vehicle for directing and coordinating research support to the priorities that cross all colleges and Continuing Education, including 1) Student Learning Outcomes, 2) Program Review, 3) district-wide sharing of best practices in program innovation and evaluation, and 4) providing a forum for identifying future research and data collection issues that need attention and proactive changes. The Committee functions as the central coordinating body for SDCCD research priorities. It provides leadership and guidance on initiatives that systematically promote a culture of evidence and a culture of inquiry within the District. The Committee coordinates and prioritizes the joint efforts of campus-based and district-based researchers to enhance effectiveness and avoid duplication. In addition, the Committee helps to disseminate research data and information that is produced by the District Office of Institutional Research and Planning.

The District Research Committee, chaired by the District Director of IRP, includes one or more representatives from all three colleges, Continuing Education, the Vice Chancellor of Instruction, and special grant initiatives (Title 3, Title 5), as well as the Research Analysts to help ensure a comprehensive approach to address essential research issues.

Future Changes in the IRP Office

Plans are being implemented to further strengthen the research capacity of the District IRP department to support campus and district-wide research and institutionalize a culture of evidence and a culture of inquiry throughout the organization. The District IRP department has developed a system of support staff ranging from Research Assistants and Research Associates, which provide technical support in the implementation, collection, and display of information to Research Analysts and the Director who provide high-level analysis, design and project management. The addition of the Research Assistants to the team was intended to improve the quality and integrity of the data and information provided as well as to increase the efficiency of the analysts and shorten the time to completion on most requested studies and reports. (DRE1.4-6)

Additional plans for improvement and expansion of the research capacity include the development and implementation of a comprehensive student information data warehouse (implemented late Fall 2009). The warehouse will provide the IRP researchers and CBRs access to standardized data sets and templates, allowing for increased reporting and accuracy in reporting. The IRP department has also been putting into place numerous quality assurance mechanisms and protocols for assuring data quality and integrity. These include such things as standard operational definitions, procedures for validating data and reporting, and a syntax library. The long-term goal of the of the IRP department is to provide leadership and support to the colleges, Continuing Education and the District in building and sustaining a healthy infrastructure for conducting research and transforming data into information while moving toward a culture of inquiry.

In addition, the College provided appropriate detail in its responses within Standard I.B.3, I.B.6 and IV.B.2.b of this Self Study.

Evaluation

The recommendation has been completed.

Recommendation 1.5 (Identified as a District Recommendation)

In order to coordinate and assist the master planning efforts already established at the colleges, the district should continue its work to formulate an overall strategic plan that will provide a vision for the future development of the district, based upon extensive dialogue among faculty and staff, students, college and district leaders, board members, and the community. (I.B.3, I.B.4, I.B.5, I.B.6, I.B.7, II.A.2.f, IV.B.1, IV.B.3)

Response

In 2004, all three San Diego Community College District (SDCCD) colleges received recommendations for increased communication and integration between the colleges and the District. This action coincided with the change of leadership in the District chancellor's office, with the selection of the sitting President of Mesa College as Chancellor. With a strong foundation in administration of the local college structure and participatory governance, she immediately began revising committees and their memberships, practices, and communication at the district-wide level.

One of her first actions was to reformulate the District Governance Council (DGC) into a truly participatory governance committee that included members from all governance groups at the colleges and Continuing Education (CE). The membership included the college presidents, academic senate presidents and classified senate presidents with the Chancellor chairing the meetings. The Council continues to meet twice a month and provides district-wide discussion, sets the docket for the Board of Trustees meetings, and addresses policy issues with college ramifications.

The Master Planning response to this recommendation began September 22, 2004, when Chancellor Carroll met with the District Strategic Planning Committee. This Committee was reformulated to include more members and became an inclusive, participatory-governance, district-

wide group reporting to the DGC. The Chancellor charged the committee to create a master plan using a method that drew upon the processes already in place at the colleges so that college plans would be a part of the District plans, to continue long-range planning, to create a strategic planning component, and to meet spontaneous response needs. Master planning was a high priority and the process a complex one with a district as large as the SDCCD. The assigned tasks were accomplished after several iterations with planning priorities identified. The Committee itself went through changes, first growing in size and then streamlining to include three members from each of the three colleges and CE. Highlights of their work included the commission of an environmental scan; funding pilot projects related to strategic planning; distillation of essential priorities common to all three colleges, CE and the District office; and agreement that to the extent possible, the concept of one multiple campus district in terms of distribution of resources, staffing and services with collective commitment. The resulting district-wide strategic planning priorities became the framework for each of the colleges and CE as they created their own site-driven strategic planning priorities. At Mesa College, these became the cornerstone of the Educational Master Plan. At the submission of Mesa's Focused Midterm Report, the nine district-wide strategic planning priorities were in the final stages of revision.

Under the direction of the new Vice Chancellor of Business and Financial Services, the District Budget Development Committee was reformulated. Membership of this Committee included college and CE Vice Presidents for Administrative Services, Academic Senate Presidents, AFT President, and various representatives from the District. Monthly meetings continue to be held to address commonalities with increased communications vertically and horizontally.

The Board of Trustees formally adopted their Code of Ethics as policy. In addition, they established a policy and an instrument for annual evaluation of the Board by representatives of the Academic and Classified Senates, employee organizations, and District personnel who attended board meetings.

The following updated status for this recommendation was provided by the District.

The San Diego Community College District Strategic Plan, 2009 – 2012, was approved by the District Governance Council, the Chancellor's Cabinet, and the Board of Trustees (Date of Approval – April 16, 2009). (DRE1.5-1) The plan is the outcome of the District strategic planning effort which brought forth the planning processes from City, Mesa, and Miramar Colleges and from Continuing Education and integrated them into an overarching framework. The critical and common priorities from the four institutions were synthesized within this framework and translated into strategic goals for the District.

This effort was facilitated by the District Strategic Planning Committee, which includes representatives from each college and Continuing Education as well as the District. The Committee, which is part of the participatory governance structure of the District, serves as the district-wide vehicle for integration and coordination of district-wide strategic planning. Further, the Strategic Planning Committee is responsible for ensuring an effective, complementary balance in planning activities between the District and colleges/Continuing Education, that is, synchronization with the plans, goals, and implementation established at the campuses while respecting their autonomy. The Committee's actions and recommendations were informed through regular consultation with the campus shared governance groups.

Some of the Committee's accomplishments include:

- Established a coordinated framework and timeline for institutional planning across the District;
- Reviewed the planning outcomes of the colleges/Continuing Education to identify the common elements, themes, key issues, and need for broad-based review and analysis;
- Conducted an environmental scan and assessment of community needs to facilitate an integrated set of District responses to the identified needs and changing socio-economic and demographic challenges;

- Reviewed and disseminated current and timely information from external groups and agencies that relate to the planning opportunities the District and its institutions should strategically pursue (e.g. San Diego Regional Environmental Scan);
- Linked the consideration and review of identified strategic priorities to the ongoing district-wide budget development and allocation procedures.

The SDCCD Strategic Plan focuses on seven strategic goals (with accompanying objectives):

1. Increase access to continuing and higher education opportunities for all;
2. Strengthen and expand support services to respond to changing student needs;
3. Assume strategic role in addressing regional workforce development needs;
4. Enhance professional development for all staff;
5. Become a sustainability citizen and advocate within the community;
6. Adapt to a changing fiscal environment with a sound fiscal strategy;
7. Strengthen internal and external organizational communications practices.

The Committee continues to work with the four institutions, the District research office, and the appropriate shared governance groups to collect data, analyze the metrics, and update/revise the strategic goals on an annual basis.

In addition, the College provided appropriate detail in its responses within Standard 1.B.3 to I.B.7, II.A.2.f, IV.B.1 and IV.B.3 of this Self Study.

Evaluation

The recommendation has been completed.

Recommendation 3.2 (District and College Recommendation)

The district, in cooperation with the colleges, should explore new efforts and initiatives to identify and address the barriers that limit the diversity of their workforce and to ensure that faculty and staff reflect the rich diversity of their student body. (III.A.4.b)

Response

This recommendation was considered to be of a district-wide nature. To respond in a coordinated, orderly fashion, the District Governance Council (DGC) requested that each college and CE discuss it in participatory governance at their sites with responsibility shared by the Presidents and Site Compliance Officers (SCOs). The President and the SCO were to report back to Chancellor's Cabinet. A final plan was to be reviewed by the Cabinet, in consultation with the SCOs, but each campus was to create its own response.

In the fall 2004, Mesa College adopted a new process for establishing priorities for faculty hiring. It required the requesting departments to address ten principles with the first one being diversity. The evaluation of the responses to these principles drove the ranking of the submitted applications. Another strategy was to modify job announcements to carry a statement of minimum qualifications for employment relative to diversity: "the successful candidate will demonstrate experience and/or knowledge in working with students of great diversity in socioeconomic, cultural, and ethnic background, including those with different levels of academic preparation and varying physical and learning abilities."

The Mesa College SCO presents a workshop each year for adjunct faculty on how to apply for full-time positions. She also provides formal training on screening committee processes, sexual harassment complaints and other compliance matters to all who request it. The SCO reports directly to the College President and maintains her SCO office separate from her faculty office to provide autonomy and authority. She attends President's Cabinet on a regular basis and delivers an annual report of activities to the President.

The Academic Senate formed an ad hoc, participatory governance committee to evaluate the implementation of District policy on the faculty hiring process. After investigation, they wrote a position paper, presented to the President's Cabinet in late spring 2006 for discussion. Adopted in May 2006 by the Academic Senate, this paper was approved by the Cabinet.

In the spring 2006, the President convened a task force to review and make recommendations about how to address campus concerns including student discipline, faculty safety, planning for emergencies and civility. Civility arose as a single concern for employees and students both in and out of the classroom encompassing issues of diversity of ethnicity, culture and language. From this taskforce, a Civility Committee structure was created. It developed and presented a civility statement to the Cabinet.

The following updated status for this recommendation was provided by the District.

In the last response to the Accreditation Team, the San Diego Community College District (District) outlined areas in which goals had been set and work began with increasing the diversity of the workforce. In addition to those areas identified in the response, the District has made significant progress in exploring new initiatives and taking positive actions to enhance the diversity of the workforce of the District. Additionally, the District, the individual colleges, and Continuing Education have taken actions to identify barriers that limit diversity, as well as identified new goals, objectives, and initiatives towards meeting the goal of a more diverse workforce. As a result of the identification of some potential barriers, the following initiatives have taken place: Policy Development, Training, EEO Process Review, Site Compliance Officers, Diversity Reporting, College and District Diversity Programs, and development of a District EEO Plan. These initiatives will provide the District and the colleges and CE with the ability to further identify and eliminate barriers to achieving a diverse workforce. Additionally, the EEO Plan included in this response identifies 12 additional barriers and means to eliminate and/or overcome them.

Policy Development

One potential barrier to a diverse workforce is unclear or noncommittal policy regarding the District's commitment to diversity. The District has taken exceptional steps to ensure that this is not an obstacle or barrier in our District, and that the commitment is known and shared. Since the last report to the accreditation team, the Board of Trustees (Board), in September 2007 evidenced their continued commitment to diversity by adopting a new Board Policy, BP 7100, Commitment to Diversity (DRE3.2-1). In the 2008-2009 academic year, the Trustee Advisory Council proposed, and the Board adopted revisions to the policy to include cultural competency as an important component of being qualified for employment with the District. The proposed changes were approved by the District Governance Council, and the revised Commitment to Diversity policy was formally adopted on April 16, 2009.

Since the last accreditation, through participatory governance with faculty, staff, and constituent groups, the District has adopted new policies and procedures regarding nondiscrimination and equal employment opportunity. These efforts ensure that the District engages in fair and equitable hiring practices that support a diverse workforce and effectively addresses any problems that could arise in this area. These policies also reconfirm the District's commitment to support working and educational environments that are free from discrimination and rich in diversity. (DRE3.2-2)

Training

A lack of knowledge or understanding of the core components and values surrounding diversity can be a barrier to achieving a diverse workforce. To ensure that this is not a barrier, the District provides training to faculty and staff in various areas, including Equal Employment Opportunity, to ensure that there are no barriers to hiring a workforce that is rich in diversity and reflects the wide range of diversity in our student population. In 2007-2008 and 2008-2009, the Human Resources Department conducted Equal Employment Opportunity (EEO) Training at all of the colleges, Continuing Education, and the District office. The training was designed for the District's EEO representatives, who are members of all employment application review (screening) committees. The EEO Representatives have the role of participating in and monitoring the screening/hiring processes to ensure the integrity of the process and to see that it is conducted in a manner that complies with all federal and state laws. (DRE3.2-3) The

Human Resource Department also utilizes the materials from this EEO training for all chairpersons and other screening committee members to enhance and emphasize the District's commitment to EEO and diversity.

In July 2009, as a result of the Human Resources reorganization, the Board of Trustees approved and filled a new position, Employee Training and Development Officer. This position enhances the District's ability to provide all personnel with appropriate continued professional development opportunities consistent with the District's mission and commitment to diversity. (DRE3.2-4)

Additional training on diversity and cultural competency has also been developed throughout the District. An initial training on cultural competency was presented to the Cabinet members (Chancellor, Presidents, and Vice Chancellors) at their Cabinet Retreat on August 14, 2009. (DRE3.2-5)

EEO Process Review

In order to continue to identify the barriers that may limit the diversity of the workforce, the District has dedicated staff responsible for reviewing the hiring process for compliance with state and federal Equal Employment Opportunity laws and principles. Primary in this effort at the District level is the District Equal Opportunity and Diversity Officer, whose duties are to:

- Develop and recommend EEO/Diversity program, policies, and strategies which meet Federal, State, Accreditation standards, Board of Governors, State Chancellor Office and other mandates;
- Review and approve District recruitment and hiring processes to ensure they are conducted in accordance with District, State, and Federal EEO/Diversity requirements;
- Conduct investigations of formal complaints of unlawful discrimination for SDCCD students and employees;
- Conduct EEO Training;
- Provide advice and interpretation to District administrators, employees, students, and employment applicants on Federal and State laws as well as District policies and procedures related to EEO, discrimination and diversity;
- Represent the District Office and District Service Center as EEO Site Compliance Officer;
- Chair District's EEO Plan Committee, Site Compliance Officer Committee, and Campus Diversity Advisory Council. (DRE3.2-6)

Additionally, at each college, Continuing Education, and the District office, there is a Site Compliance Officer (SCO), who is specially trained in the laws, regulations, policies, and procedures pertaining to Equal Employment Opportunity. The SCO also possesses sensitivity to and understanding of the diverse socioeconomic, cultural, disability and ethnic backgrounds of community college students and staff and understands the educational benefit of an academic environment that is rich in diversity. The SCOs perform conflict resolution and manage informal EEO complaints and investigations from students and employees to ensure integrity in the treatment of faculty, staff, and students.

The District has an SCO Committee that is chaired by the District's Equal Opportunity and Diversity Officer and whose membership includes all of the District's SCOs. It is a permanent component of the District's EEO Program, and its purpose is to provide the SCOs from each college with EEO training on EEO laws, policy and procedures as well as an opportunity to collaborate to identify measures and develop plans to combat patterns of unlawful discrimination and harassment district-wide.

Diversity Reporting

In the prior accreditation response, it was noted that the Board of Trustees had initiated an effort to regularly monitor the diversity of the workforce and student body through quarterly reports. In an effort to ensure that there is no barrier created as a result of untimely or dated information regarding the composition or diversity of the student body or workforce vis-à-vis the current

population within the District, the Board has continued to actively monitor the diversity of the workforce and the student body through quarterly reports provided to them by the staff. These reports provide a profile for each college and CE as well as the District in total of the current workforce composition by sex and ethnicity, including recent hires, as well as student demographic profiles. (DRE3.2-7)

College and Continuing Education Diversity Programs

A potential barrier to recruiting and hiring a diverse workforce is not having an adequate recruitment pool of diverse candidates to draw from when hiring opportunities arise. To ensure that this barrier is not present in our District, the District Human Resources Department regularly conducts ongoing analysis of the District applicant pools to ensure the effectiveness of our outreach efforts and the presence of a diverse applicant pool. (DRE3.2-8)

In the prior accreditation response, it was indicated that each of the colleges' and Continuing Education's participatory governance body would discuss diversity and create activities and strategies to identify barriers and support diversity. In an atmosphere of participatory governance and with the active input and assignment of faculty and staff, each college and Continuing Education has made substantial progress in developing strategies and activities to enhance and promote diversity on their respective campuses. All of the colleges and Continuing Education have either created campus diversity committees or are actively engaged in doing so. Three colleges have completed the creation of their diversity websites to support their committees' efforts and objectives in this area. Continuing Education is in the process of developing their website.

City College formed a Diversity Committee to take a lead role in fostering a campus environment that welcomes and respects diverse life experiences, and identifies and eliminates barriers to achieving a diverse workforce. It is committed to promoting a broader awareness of diversity through the initiation of policy and programs that support the mission of City College. Anyone at City College is free to participate and serve as a member of the Committee. City College's Diversity Committee has developed a website, which can be viewed at <http://sdcity.edu/diversity/default.asp>.

Mesa College has an active Diversity Committee comprised of strong representation from the participatory governance groups of faculty, classified staff and students. Membership also includes representation from administration, the Office of Instructional Services, Resource Development and Research and the community. The Committee's original "purpose statement" has been revised into a Vision, Mission, and Values statement. The Committee has created a website that will inform the Mesa Community of diversity-related activities on campus as well as serve as a resource and repository of information on topics related to diversity and cultural competence. The website's homepage has been launched, and the committee is working on adding content. Mesa College's Diversity Committee's website can be viewed at <http://www.sdmesa.edu/diversity/>.

Miramar College has a long established Diversity/International Educational Committee. The Committee has evolved from initially being established in the 1990s and is now recognized as a full participatory governance committee. The goal of the Committee is to be inclusive and to promote cooperative interactions among people of diverse cultural, racial, ethnic, and religious backgrounds with varying abilities and orientations. This Committee promotes intercultural understanding and the view that cultures are equal in value. The Committee develops and implements programs and approaches that increase global awareness, celebrate diversity, and foster inclusiveness in our campus community. The committee also addresses issues related to International Education, including study abroad opportunities for students and teaching abroad opportunities for faculty. Each constituency leader recommends members, based on the number of members designated by the College's Governance Handbook. Miramar's Diversity Committee website can be viewed at <http://www.sdmiramar.edu/cmte/DIEC/>.

Continuing Education has formed its Diversity Committee with representation from across Continuing Education. The Committee has developed a description and mission statement as follows: The Continuing Education Diversity Committee (CEDC) is an Administrative Governance Council participatory governance committee comprised of representatives from Continuing Education faculty, administration, and staff. The role of the Diversity Committee is to fulfill the mandates contained in Board Policy 7100, Commitment to Diversity. CEDC goals include (1) to assist in carrying out board policy 7100 to make reasonable efforts to hire employees who demonstrate Cultural Competence, (2) to raise skills, knowledge and attitudes in terms of the cultural competence and cross cultural skills of current employees via training and professional development, and (3) to ensure awareness, knowledge, and understanding of different cultures. Continuing Education is in the process of developing their diversity website which will be located at www.diversity.sdce.edu.

The District has formed a Campus Diversity Advisory Council (CDAC), which is a permanent component of the District's diversity program. It is chaired by the District's Equal Opportunity and Diversity Officer and includes the chairpersons of the campus diversity committees from each college and Continuing Education. The CDAC also facilitates the campus diversity committees to track their diversity related activities and develop programs and activities in the area of diversity at the respective campuses. While each college and Continuing Education will be responsible for embracing and advancing the mission statement of their individual diversity programs, the CDAC will be a group that can discuss and develop ideas for campus events and training and workshops that will promote appropriate understanding of and concern for issues of equity and diversity.

EEO Plan Development

A lack of planning, and specifically the lack of a formal plan to reach diversity goals, can be a barrier to achieving a diverse workforce. The District has aggressively pursued the development of a District EEO Plan despite many uncertainties from the state Chancellor's office that could have derailed these efforts, including the lack of standards for developing and obtaining hiring availability data. Nonetheless, our District persevered to develop and adopt our District EEO Plan.

The prior accreditation response indicated that the District would convene a committee to develop a district-wide plan regarding EEO and diversity and this has been accomplished. During the fall semester of the 2007-2008, a district-wide EEO Advisory Committee was formed. The Committee was chaired by the District's Equal Opportunity and Diversity Officer and included a diverse membership, with representation from the various participatory governance groups from all three colleges, Continuing Education, and District office. The Committee has met regularly since its inception and has submitted the final draft of the EEO Plan to the District Governance Council, Chancellor's Cabinet and the Board of Trustees for approval in July 2010. (DRE3.2-9)

The EEO plan includes the following components:

- Introduction
- Policy Statement
- Delegation of Responsibility, Authority, and Compliance
- Advisory Committee
- Complaints
- Notification for District Employees
- Search Committee Training and Composition
- Annual Written Notice to Community Organizations
- Analysis of District Workforce and Applicant Pool
- Other Measures Necessary to Further Equal Employment Opportunity
- Graduate Assumption Program of Loans for Education

Component 10 of the EEO Plan (Other Measures Necessary to Further Equal Employment Opportunity) identifies twelve (12) actions to remove barriers that limit diversity and ensure a workforce rich in diversity include the following:

1. A commitment to a formal diversity program that will be funded and supported by the District and campus leadership. Each college and Continuing Education will be responsible for advancing the diversity and cultural competence on their campus.
2. Recruiting and hosting guest speakers from the underrepresented groups and diverse backgrounds who may inspire students and employees.
3. Emphasizing the District's commitment to equal employment opportunity, diversity and cultural competence in job announcements and in its recruitment, marketing, and other publications.
4. Conducting diversity forums and cross-cultural events and promoting cultural celebrations on campus.
5. Encouraging the faculty and Student Services Program to integrate diversity and multiculturalism into their instruction and program.
6. Ensuring that all District institutions publications and other marketing tools reflect diversity in pictures, graphics, and text to project an inclusive image.
7. Recognizing and valuing staff and faculty who have promoted diversity and equal employment opportunity principles.
8. Providing EEO/diversity workshops that promote cultural competency.
9. Ensuring that the District's equal employment opportunity and diversity goals and objectives are fulfilled by cabinet level administrators.
10. Establishing an "Equal Employment Opportunity and Diversity" online presence by highlighting the District's diversity, equal employment opportunity, sexual harassment, and nondiscrimination policies, procedures and programs on the District's website. The website also lists contact persons for further information on these topics.
11. Establishing an awareness of sensitivity to diversity and cultural competence as a required skill and qualification for SDCCD employees.
12. Ensure that all levels of administrative staff support equal employment opportunity and diversity objectives and that the Equal Opportunity and Diversity responsibility is maintained at a cabinet or other high-level administrative position.

In the previous response to the findings of the accreditation team, the District committed to taking steps to further enhance the diversity of the faculty and staff and to take actions to identify and remove barriers to this goal. All of the commitments previously identified in the last response to the accreditation team have been met and many have been exceeded. Further, as evidenced by the specific examples cited in this response, the District and each of the three colleges and Continuing Education have taken additional steps beyond the previous commitments to demonstrate their commitment to diversity through planning, training, and developing of programs and processes that are designed to eliminate artificial barriers to a diverse workforce. The District and the colleges and CE recognize and embrace the challenge of continuing to identify and improve the Equal Opportunity and Diversity efforts throughout the District and at each location.

In addition, the College provided appropriate detail in its responses within Standard III.A.4.b of this Self Study.

Evaluation

The recommendation has been completed.

Recommendation 4.1 Response

The college should identify and implement measures to increase the level of student involvement in participatory governance so that they are able to work together with the other constituents within the college. (IV.A.3)

Response

For the period 2004 to 2007, a great deal of work was done to increase student involvement in participatory governance. Students sat on numerous participatory governance committees, including President's Cabinet, the Academic Senate, Mesa Student Services Council, Educational Master Planning Committee, Parking Committee, Commencement Committee, Crisis Response Committee, Student Grievance Committee, ABSO, and Student Success Day Committee. They were afforded leadership opportunities through such programs as the Mesa Academy, a Peer-to-Peer Mentoring Program, and the African-American Latino Male Leadership Summit.

The Associated Students governance group provided grass roots leadership with the establishment of a higher health fee in order to obtain more extensive health services. Through Health Services, students sought the creation of an outreach effort to address concerns of racism and acculturation issues for immigrant students on campus. This activity led to an outreach effort that included the public showing of "The Angry Eye" and "Monkey Dance." Another initiative led by the students was the establishment of a smoke-free campus, presented to the Board of Trustees. The Mesa College Smoking Investigation Committee was formed. This participatory governance committee sponsored a campus health fair to educate the public and survey student interest in creating a smoke-free campus. Presentations were made, and the recommendation was approved at President's Cabinet.

With the filling of the Dean, Student Affairs position in 2008, the level of student involvement in participatory governance has steadily increased. In addition, the committees reported in August 2007, that students sit on the Mesa College Foundation, Hiring Committees and Board of Trustee Meetings. Beginning fall 2009, Associated Student Government (ASG) appointments to participatory governance committees were posted on the ASG website.

Leadership opportunities have also been provided through the following activities. Mesa students have participated in student protests against proposed budget cuts to community colleges by traveling to Sacramento for the March in March, meeting with state officials and faxing more than 300 student letters to the state government in support of a Fax Day Protest. ASG has participated in key campus events such as the Parking Structure Grand Opening, Student Health Services Health Fair and Tolerance Tents, Take Your Daughters and Sons to Work Day, volunteered to greet new faculty and students during Orientation and Welcome Week activities, and awarded \$12,000 in student scholarships.

Students participated in several state and national conferences including the California Community College Student Affairs Association Conference, General Assembly fall and spring meetings and the National Advocacy Student Leadership Conference. Our spring 2009 Club Orientation process registered 35 clubs (25 returning, 10 new) an increase of six clubs since fall semester.

During the 2008-09 academic year clubs and ASG hosted over 150 activities for Mesa College students. One of this year's highlights was a culmination of activities led by the Inter Club Council that resulted in raising \$10,000 in support of Hermes Castro and his participation in the Inspire Antarctic Expedition. Hermes Castro is an engaging 29-year-old Mesa student, sports enthusiast, certified personal trainer, and hydro geology major that was left an incomplete t11-t12 paraplegic after begin hit head on by a drunken driver.

In support of an increase in extensive health services, ASG was a major contributor to Student Health Service's Health Fair major event. In an effort to promote tolerance on campus, ASG was a major contributor of Student Health Services Tents of Tolerance major event.

ASG continues to be involved with sustaining a smoke-free campus, most recently passing a resolution in support of the policy and serving on our campuses summer initiative committee designed to address issues of awareness, education, and enforcement.

The permanent Dean of Student Affairs has worked with the Associated Student Government (ASG) and the Inter Club Council (ICC) to make great strides in engaging students, advocating on their behalf and promoting student life on campus.

In collaboration with the Bookstore, ASG will launch its Book Loan Program to students in the fall. ASG will purchase 40 ARTF 110 books and will rent them to students at the reduced rate of \$40 (regular cost for a new book \$134.70). ICC promoted clubs by starting a new tradition of selecting a "Club of the Week" whereby clubs are selected to promote their organization by hosting a table on the Mesa Quad and through kiosk presentations.

ICC successfully launched its new San Diego Mesa College Club Website <http://www.sdmesaclubs.org/>. Within three weeks of its launch, 19 clubs and 300 users joined the site. In spring 2009, ASG passed a new Club Funding Policy increasing amounts of funds available for club activities and club matching funds. ASG ended the 2008-09 year with a record high voter turnout for Spring elections. Nine hundred and thirty-two (932) students participated in selecting our leadership for the upcoming year.

In addition, the College provided appropriate detail in its responses within Standard IV.A.3 of this Self Study.

Evaluation

The recommendation has been completed.

Recommendation 4.2 (Identified as a District Recommendation)

The district should build upon its efforts to clearly delineate the functions of the district and the colleges and to communicate more effectively with faculty and staff throughout the district, paying additional attention to coordinating and integrating services and activities within the district office and regularly evaluating the effectiveness of the delineation and the quality of services provided to the college. (IV.B.3.a, IV.B.3.b, IV.B.3.g)

Response

After the 2004 Accreditation visit, there was much more participation and integration between the District and the colleges. With the hiring of the new Chancellor, almost immediate changes were enacted with the reformulation of the District Governance Council (DGC) as well as the creation of the district-wide Strategic Planning Committee and the District-wide Budget Committee. The DGC authorized and approved "The District Governance and Administration Handbook, 2006-2007" that delineates the functions and reporting structure of the District. This publication is updated annually.

The District has undergone major changes with the hiring of a new Chancellor and two Vice Chancellors, all of whom have made changes to their organizations. The new Dean of Online Instruction and Distributed Learning was hired to provide leadership and support to the colleges as they increased this effort. The Director of Technology position was created and filled in order to provide the integration of technology services and practices across the District. This director works closely with the technology deans at the colleges and Continuing Education. The district-wide Marketing Committee was revitalized to support a stronger marketing effort and included the Mesa College Public Information Officer. A District-wide Enrollment Management Committee that includes the college presidents, vice presidents and vice chancellors was instituted to discuss enrollment management issues, agree on strategies, and make recommendations to the Chancellor's Cabinet.

The District has developed increased communication using tools such as "The San Diego Community College District Board Report," published both in print and via email following each Board of Trustees meeting. There was also a "Chancellor's Cabinet Update" published detailing the actions of this cabinet distributed across the District via email and print. "With Excellence: WE" is a

full-color twelve-page publication that continues to spotlight major events and accomplishments of the colleges and CE including a message from the Chancellor. The Board holds one meeting each year at each of the college campuses.

At Mesa College, increased communication tools included "Actions from President's Cabinet" distributed via email following each meeting. The "President's Cabinet Update," a formal monthly publication, detailed the actions from this meeting. Mesa E-News, Student Services newsletter, publications from the articulation and transfer offices, and the College's Annual Report along with the Student Handbook, Faculty/Staff Handbook, College Catalog and the Class Schedule each term, kept constituents informed. Key to Mesa communication is its revitalized website that has become the central repository for dissemination of information to the campus and includes a listing of all governance committees, a calendar of events, business forms, staff directories, and the like.

The following updated status for this recommendation was provided by the District.

Since the previous accreditation visit, the District has further refined the delineation of function and governance structure of the District and colleges/Continuing Education. This delineation has served as a model for other multi-college districts in the state and nationally. The delineation of function has been formalized and included in the Annual Publication, *District Governance and Administration Handbook* for 2009-2010. (DRE4.2-1) This handbook describes the District operations, including key personnel in each of the District departments. The handbook also describes each District participatory governance committee, including annual membership. Another important component of the handbook is key District policies related to governance. The effectiveness of the coordination and integration of services and activities are reviewed and refined throughout the District's many councils and committees, including Budget Development, Student Services, Curriculum and Instruction, District Governance Council, Marketing, Research, and Management Services. There are several recent examples of refinements designed to improve effectiveness and efficiency:

1. The addition of a Classified Senate representative to the District Budget Development Committee to improve communication with the classified senates.
2. Periodic meetings of the Student Services Council with other student services department leaders on topical areas, including Matriculation Deans, Health Services Directors and Mental Health Professionals, Evaluators, DSPS Program Managers and Transfer Center Directors. The goal is to improve collaboration and communication.
3. Regular joint meetings of the Vice Presidents of Student Services and Instruction, along with the Vice Chancellors of Student Services and Instruction to plan and address issues that impact both student services and instruction as well as to improve collaboration and coordination of the leadership.
4. A conscientious district-wide effort to produce District meeting agendas and support documents in an online format to support sustainability efforts and maximize efficiency.
5. Regularly scheduled meetings among the Executive Vice Chancellor, Business Services and Vice Presidents of Administrative Services to facilitate coordination and communication on fiscal matters.
6. Regular and open office hours are conducted by the Chancellor at each college, Continuing Education and the District office.
7. Regular, written updates to all employees from the District Emergency Operations Committee apprising of recent developments on emergency matters, the most recent being the H1N1 Pandemic.
8. A reorganization of the Human Resources Department to improve operations and provide for efficiencies.
9. A reorganization of the District's Information Technology Department to move from a contracted service provided by a third party for the past 30 years, to an in-house operation fully integrated into the District's organizational structure. The goal of the reorganization is to provide a more cost-effective operation that is responsive to operational needs.

10. Regular meetings between the Academic Senate Leadership from the Colleges and Continuing Education and the Chancellor to ensure strong communication on district-wide matters that rely primarily on the academic senates.
11. A reorganization of the District Instructional Services and Economic Development Department to incorporate Grants Development, Economic Development and a stronger relationship between the Career Technical programs and business and the community.

There are several important communication mechanisms that have been institutionalized to communicate effectively with faculty and staff throughout the District. These include the following:

1. Chancellor's Cabinet Update; (DRE4.2-2)
2. Board Reports; (DRE4.2-3)
3. DGC Minutes; (DRE4.2-4)
4. Facts on File; (DRE4.2-5)
5. High School Partnership Delineation Document; (DRE4.2-6)
6. Prop S & N Report; (DRE4.2-7)
7. Ongoing Emergency Response Reports; (DRE4.2-8)
8. Chancellor's Messages and Regular Updates on Important Matters. (DRE4.2-9)

The Chancellor's Cabinet meeting report is a regular publication of important information and decisions of the Chancellor's Cabinet and is widely disseminated monthly throughout the District, both electronically and on paper. (DRE4.2-10)

The Chancellor's Cabinet has initiated another new annual publication since the last accreditation, titled *Facts on File*. The publication includes a profile of the District, as well as each college and Continuing Education, including employee and student demographics, major program descriptions, student outcomes data, budget and facilities information, and other important high level facts that may be of interest to the community we serve. This report is complemented with a comprehensive Fact Book for each college and Continuing Education and the District that contains detailed student demographic and outcome data, along with other important comprehensive facts about each program. (DRE4.2-11)

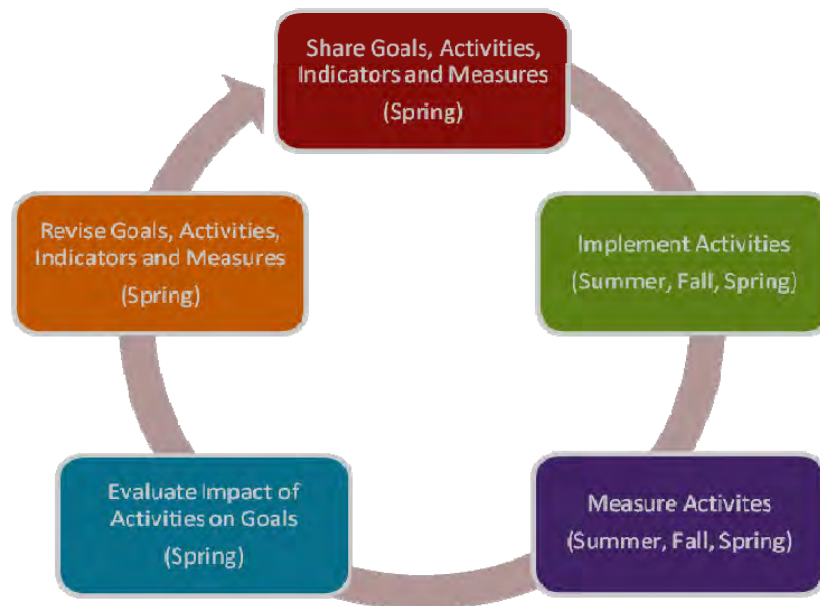
The District has also refined several areas of responsibility to more clearly delineate functional responsibility and provide for efficiency of service delivery, including the initiation of Campus-Based Researchers (described in more detail in recommendation 1.4), an enhanced Outreach structure at each college and Continuing Education (DRE4.2-12), a new operational structure for Disabled Students Programs and Services (DRE4.2-13), and a reorganization of the District Human Resources, the Instructional Services and Economic Development Department and the Information Technology Department. (DRE4.2-14) Continued review and refinement of other areas is planned for 2009-2010 and 2010-2011, as a result of the declining budget for the categorical programs.

The Chancellor's Cabinet and District Governance Council continue to review and better define the organizational functions of the District and the colleges and Continuing Education. As recommendations come forward, they will be reviewed acted upon by the appropriate department/entity.

In a continued effort to evaluate the effectiveness of the quality of services provided to the colleges by the District offices, in 2009/10 the San Diego Community College District began a process of integrated planning at the District. This effort has also served to move the District towards its strategic goals and align with the planning process at the campuses. The District Office of Institutional Research and Planning developed a planning model that includes a cycle for planning along with District department action plans and assessments. This process provides a structure for establishing goals which determine specific action steps or activities, as well as indicators and measures for evaluating the progress made toward these goals. Each department in the District office provides an updated plan every year along with a report on the outcomes from the previous year. The action plans and assessments are developed by the individual departments and divisions and are compiled into a larger District level report.

This process provides each District department and their divisions an opportunity to dialogue within their department in order to define and clarify a purpose or mission, to establish short-term and long-range goals to serve the colleges along with key activities for achieving these goals and to determine ways in which to best measure progress toward achieving the goals. The planning process also includes a review and report on the outcomes of the activities so that departments can discuss strategies and future action steps.

As part of this new planning process, the District Office of Institutional Research and Planning administered a district-wide internal customer needs survey for each District department in Spring 2010. Each department reviewed their survey results and used the information to assess their goals and to establish renewed goals for their department. The Planning and Assessment Model for the district department is illustrated below.



In addition, the College provided appropriate detail in its responses within Standard IV.B.3.a, IV.B.3.b and IV.B.3.g of this Self Study.

Evaluation

The recommendation has been completed.

Responses to Recommendations from the 2004 Comprehensive Evaluation

District Response Evidence

Recommendation 1.4	
DRE 1.4-1	Program Review Data and Information
DRE 1.4-2	Survey Development, Implementation and Delivery (Reports and Briefings)
DRE 1.4-3	Weekly or Monthly Enrollment Management (Interactive Spread Sheets for the CIOs)
DRE 1.4-4	First and Final Census Student Profile Reports
DRE 1.4-5	Student Tracking Studies
DRE 1.4-6	Organizational Chart, Research Reporting Relationships
Recommendation 1.5	
DRE 1.5-1	SDCCD 2009-2012 Strategic Plan
Recommendation 3.2	
DRE 3.2-1	Board Policy 7100, Commitment to Diversity
DRE 3.2-2	New Policies and Procedures Re: Non discrimination and Equal Employment Opportunity
DRE 3.2-3	EEO Representative Training (PowerPoint)
DRE 3.2-4	Employee Performance and Development Officer Classification Description
DRE 3.2-5	Cabinet Retreat, Cultural Competency Presentation
DRE 3.2-6	Equal Opportunity and Diversity Officer Classification Description
DRE 3.2-7	Board of Trustees Retreat, Diversity Presentation
DRE 3.2-8	Summary of Academic Hiring Statistics, 2008-2009
DRE 3.2-9	EEO Plan (pending approval July 8, 2010)
Recommendation 4.2	
DRE 4.2-1	District Governance and Administration Handbook 2009-2010
DRE 4.2-2	Chancellor's Cabinet Update (Sample)
DRE 4.2-3	Board Report (Sample)
DRE 4.2-4	District Governance Council Minutes
DRE 4.2-5	Facts on File
DRE 4.2-6	High School Partnership Delineation Document
DRE 4.2-7	Prop S and N Report
DRE 4.2-8	On-going Emergency Response Reports
DRE 4.2-9	Chancellor's Messages and Regular Updates (Sample)
DRE 4.2-10	Chancellor's Cabinet Update (Sample)
DRE 4.2-11	Fact Book
DRE 4.2-12	Enhanced Outreach Structure at each College and Continuing Education
DRE 4.2-13	Operational Structure for Disabled Students Programs and Services
DRE 4.2-14	Reorganization of District Human Resources, the Instructional Services and Economic Development Department and the Information Technology Department

Standard Four •

Leadership and Governance

- A. Decision-Making Roles and Processes
- B. Board and Administrative Organization



GOALS

- To respond to and meet community needs for economic and workforce development.

WE ARE *Mesa*

Standard IV.A: Decision Making Roles and Processes: The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

Standard IV.A.1: Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Description

San Diego Mesa College institutional leaders create an environment for empowerment, innovation, and institutional excellence through their support of the College's long-established practice of participatory governance. In the written overview of the College's governance structure and processes, published on the College website at <http://www.sdmesa.edu/governance/index.cfm>, the President describes the active roles played by administrators, faculty, classified staff, and students through their participation in a variety of decision-making venues. (IV.A-1) Opportunities are provided through formal appointments such as membership on participatory governance committees and through governance group representation of the Deans' Council, the Academic Senate, the Classified Senate, and the Associated Student Government on President's Cabinet, which is the central decision-making council for the College. Other opportunities are provided for employees and students at school, department, program, service unit, and administrative service unit levels. The 2009-2010 Faculty and Staff Handbook details the District's commitment to collegial governance and the roles played by the Academic and Classified Senates. (IV.A-2)

The commitment to institutional excellence begins with the College vision, mission, and values statement, which includes institutional goals; the statement was revised by College constituents and approved by President's Cabinet on October 17, 2009. (IV.A-3) Goals include delivering and supporting exemplary teaching and learning in support of the comprehensive mission, providing a learning environment that maximizes student access and success and employee well-being, responding to and meeting community needs for economic and workforce development, and cultivating an environment that embraces and is enhanced by diversity. The institution's values describe the way in which the College meets these goals through access, accountability, diversity, equity, excellence, freedom of expression, integrity, respect, scholarship, and sustainability. These goals and values are clearly articulated to the College in written format and are listed in the Mesa College Catalog, Faculty and Staff Handbook, Integrated Planning, Annual Report, and on the College website at <http://www.sdmesa.edu/mission-statement/index.cfm>. In addition, the Vision, Mission, and Values Communication Campaign, titled "We are Mesa," will be launched campus-wide in spring 2010 to assure that all College employees have a sense of ownership for their roles in reaching these goals. (IV.A-4)

Individuals are encouraged to participate in efforts to improve delivery of services or instruction in their areas of responsibility. These occur through activities at the school, department, or program/service area levels and include the Program Review process. Other opportunities include campus forums, Flex workshops, Staff Development events, and retreats. Several initiatives have been instituted in recent years based upon efforts proposed by College constituents. One example is the Smoke-Free Policy, which began with the work of one student and culminated with the collaborative efforts of the Student Health Center, the Associated Students, and other College constituents. Another example is Ecomesa, the College environmental sustainability initiative, which was inspired by a student organization and its faculty leadership, along with other grassroots efforts on campus. (IV.A-5; IV.A-6) The

Environmental Stewardship Committee, created in 2007, formalized the intent of the initiative and extended its breadth. (IV.A-7) College-wide efforts now include single-stream recycling, sustainability leadership, and an active lecture series. The President keeps constituents apprised of what is happening at the College through weekly college-wide e-mails that are also posted to the College website. (IV.A-8)

Individuals and groups use the governance process to enhance student learning through participation on committees and programs such as Basic Skills, Student Learning Outcomes, Curriculum Review Committee, Program Review, Honors, Humanities Institute, Learning Communities, Freshman Year Experience, and Associated Students' programs. Program funding, faculty reassigned time, and student support services enhance student learning and are exemplified in programs such as Honors, Tutoring, the Learning Resource Center, and Counseling and with practices such as classroom instructional assistants for Basic Skills courses.

To assure that the College is meeting its goals, reports of institutional performance are compiled and made available to the campus and community. These include the annual San Diego Mesa College Fact Book, Student Equity Report, Accountability Reporting for the Community Colleges (ARCC), Facts on File, Annual Report, Program Review Annual Reports, Basic Skills Report, and numerous others created by the District and College research offices. The College participated in the Community College Survey of Student Engagement in fall 2007, and these results have been made available to the College community through the campus research office. Publicly available documents can be accessed on the District Institutional Research and Planning website at <http://research.sdccd.edu/pages/1.asp>, and some are made available on the College Institutional Research website at <http://www.sdmesa.edu/institutional-research/index.cfm>, and by the committees responsible for the research. (IV.A-9; IV.A-10) Reports are presented and briefed to various participatory governance committees according to their areas of responsibility.

Evaluation

The College has made a concerted effort to assure that constituents are aware of their roles and opportunities to participate in the governance process. The College's strong participatory governance structure provides a venue for this that is actively supported by the senates and other governance groups. The Vision, Mission, and Values Campaign was created in fall 2009 and planned for implementation in spring 2010 to assure that all employees envision how *they* contribute to the College's vision, mission, values, and goals. The campaign, titled "We are Mesa," will disseminate posters with pictures of Mesa employees, personalized postcards for display on employee desktops, and brochures, all of which will bear the College's vision, mission, values, and goals.

In the 2009 Employee Perception Survey, 68% of employees agreed or strongly agreed that College leaders encourage all members of the College community to take initiative in improving institutional effectiveness (Q81). (IV.A-31) The College's governance groups are continuing their work to encourage participation by all members of the College in this effort.

A major aspect of institutional effectiveness is the availability of research data and reports. The College and District Institutional Research Offices generate numerous reports for the campus, some of which are in response to state and federal requirements, and some in response to local research needs to inform decision making. Campus constituents have reported difficulty in finding these reports on the College and District websites. Both the District and College Institutional Research websites were recently revised to provide an improved interface, but with the volume of research published on the District site, more assistance is needed to locate appropriate reports. A possible solution is to have the District and three colleges work together through their representatives on the District-wide Research Committee to identify a means for

disseminating these reports in a manner that would help constituents more easily find the research that they need, which in turn would support fuller participation in building our culture of evidence and achieving higher levels of institutional effectiveness.

The College meets this standard.

Standard IV.A.2: The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

Description

The institution has established and implemented a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. In the Faculty and Staff Handbook, 2009-2010, under Participatory Governance, it states that the College implements the San Diego Community College District's written policy, BP 2510, Participation in Local Decision-Making. This policy states that the District, and hence Mesa College, is committed to collegial governance, "intended to ensure that faculty, students, and staff have the right to participate effectively in the governance of the District." The policy also "ensures the right of the Academic Senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards." In addition, it details the role of the Classified Senate in decision making and in fostering "a sense of responsibility for maintaining a superior level of instructional support and professional activity." (IV.A-11)

Evaluation

The College's established culture of participatory governance is based upon written District policy that is made public via the Faculty and Staff Handbook, 2009-2010. In addition, the President presented an overview of participatory governance to President's Cabinet and discussed it in her weekly e-mail to the College, along with providing a direct link to the PowerPoint document. The presentation, titled "Importance of Shared Governance," was presented to President's Cabinet on October 27, 2009, and clearly delineates Title 5 regulations specific to faculty, staff, and student involvement in decision making and how this is interpreted and applied through Board Policy 2510. (IV.A-12)

In the 2009 Employee Perception Survey, 74% agreed or strongly agreed that they were aware of staff and/or faculty roles in various governing, planning, budgeting, and policy-making bodies at the College (Q85). This indicates that employees are aware of the roles they play in carrying out the governance of the College and that this has been successfully communicated to them. (IV.A-31)

The College meets this standard.

Standard IV.A.2.a: Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Description

San Diego Mesa College faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. As an institution that values the role of participatory governance in decision-making, students and staff also have established

mechanisms and organizations for providing input into institutional decisions. The College's Educational Master Plan states, "To ensure that planning at Mesa College is fully integrated within all related functions, the College elected not to utilize a separate body for this purpose, but decided to employ the central, participatory governance council for this purpose: the President's Cabinet." (IV.A-39) The structure of President's Cabinet provides for all institutional constituencies to have a voice in the College's governance, planning, and budget development. President's Cabinet is the central decision-making council for the College and includes representation from each of the participatory governance groups: Academic Senate, Classified Senate, Dean's Council, and Associated Students Government.

The 2009-2010 Faculty and Staff Handbook provides the College organization chart, which delineates the three divisions of the College: Instruction, Student Services, and Administrative Services. It lists the members of President's Cabinet, the Academic Senate Executive Committee, and the Classified Senate Officers. It also lists all Academic Senate committees, Ad Hoc committees, campus-wide participatory governance committees, Associated Students committees, and district-wide committees. The District Administration and Governance Handbook lists the District organization chart, provides a description of participatory governance per Board Policy 2510, and lists each of the district-wide committees, with their purpose, function, authority, and membership. Mesa College has representation on each of these committees. (IV.A-13)

A major component of all planning at Mesa College is Program Review, which is integrated across all three divisions of the College. Program Review is driven by the mission, goals, and needs of the individual programs, service areas, and administrative units. Faculty and staff from the programs, service areas, and administrative units have a strong voice in articulating this level of planning. In fall 2009, the College began a pilot study to strengthen the link of Program Review to resource allocation; this was done by the newly created Resource Allocation Committee, which is discussed in detail in Standard 1.B. Representatives from the programs and service areas were able to make presentations to the committee stating their resource needs, in specific budget areas, as identified in their Program Review documents. Resource Allocation Committee membership included representatives from administration, faculty, staff, and students, which reflects their voice in this decision making.

In terms of specifying faculty responsibilities and authority in decision making, Board Policy 2510, which is in accordance with Title 5 and consistent with AB1725, states that the Board of Trustees "shall elect to rely primarily on the advice and judgment of the Academic Senates for the following policy development: (a) curriculum, including establishing prerequisites and placing courses within disciplines; (b) degree and certificate requirements; (c) grading policies; (d) educational program development; (e) standards or policies regarding student preparation and success; (f) District and college governance structures, as related to faculty roles; (g) faculty roles and involvement in accreditation processes, including the Self Study and annual reports; and (h) processes for institutional planning and budget development." In addition, the San Diego Mesa College Academic Senate Constitution specifies the role and responsibilities of the Academic Senate in College and District matters, including committee assignments and representation, and purview of authority. (VI.A-14) The Academic Senate makes available to its senators a two-page overview of faculty areas of responsibility identified as "10+1", which was legislated in AB 1725 and codified in Title 5 Section 53200 (b) and (c).(IV.A-38)

San Diego Mesa College Classified Senate Bylaws specify its purpose, which includes the following areas of responsibility with respect to providing voice in governance, planning, and budget development: to represent the issues and concerns of classified employees in all aspects of governance and decision-making on matters that are not related to collective bargaining and contract negotiations, to make informed classified employees available for

decision-making within the democratic processes of Mesa College and the San Diego Community College District, and to represent the interest of the classified staff in all matters before any policy making committee or governing body of the College. (IV.A-15)

The Associated Student Government (ASG) website identifies it as the representative body for students in the participatory governance process at Mesa College. Students are encouraged to participate in student government and to sit on College participatory governance committees. (IV.A-16) The ASG's Constitution specifies its purpose, membership, organizational structure, and details of nominations and qualifications for office, elections, and other rules. (IV.a-23)

Evaluation

Mesa College has a strong, established culture of participatory governance and opportunity for input by all of its constituents. This strength was a commendation in the College's 2004 Self Study evaluation report from the Commission. The 2009 Employee Perception Survey revealed that 72% of Mesa employees agreed or strongly agreed that the faculty exercises substantial voice in matters related to educational programs, the hiring of faculty and other personnel, and institutional policies (Q82). (IV.A-31) Of concern, however, was the response to the statement that classified staff exercise a strong voice in College planning, budgeting, and institutional practices (Q83). Approximately a third (32%) of those responding to this statement indicated that they did not know the answer. Approximately half (51%) agreed or strongly agreed, while the other half were either neutral (30%) or in disagreement (20%). This response stands in contrast to the response for the faculty's role. This finding is perplexing, as classified staff are encouraged to serve on participatory governance committees at the College and have long had a strong Classified Senate to represent them. They have had a separate Classified Staff Development Committee since 2007 that was established to meet their specific professional and personal development needs and to recognize the role they play on campus. (IV.A-22) The survey response regarding their voice in College planning, budgeting, and institutional practices indicates that there is more to be done to assure awareness of their role on campus, to communicate their role to all campus constituents, including faculty and management, and to assure that their supervisors can make these opportunities possible.

In the evaluation report for the 2004 Self Study, the College received a recommendation to further involve students in participatory governance so they are able to work with other constituents within the College. Much has been accomplished since that time, some of which was reported in the College's Focused Midterm Report. (IV.A-19) Students have been active in initiatives that benefited the student body, including those listed in IV.A.1. Some of these efforts have related to health, with the Smoke-Free initiative, and with a grassroots effort in 2006-2007 to raise their own health fees in order to provide a higher level of student health care service on campus. (IV.A-24) The latter initiative led to expanded psychological counseling and support services on campus. To identify and meet student needs in these areas, Student Health Services conducted a needs assessment with students, analyzed the data, and then planned services to meet those needs. The Director of Student Health Services updates the Associated Students Government (ASG) annually on services provided and the budget for delivering these services. (IV.A-40)

In addition to the expansion of health services, the ASG has financially supported and participated in the Student Health Services' Health Fair in recent years. Other student initiatives have addressed environmental sustainability, as with the Enviro Club, which inspired a massive sustainability effort campus-wide, and was captured in a student created video, which was uploaded to YouTube. (IV.A-25) They have also been active in diversity related events, such as Tents of Tolerance, and in fundraising \$10,000 to send Mesa College student, Hermes Castro, a hydro-geology major and paraplegic, on the Inspire Antarctic Expedition. (IV.A-29; IV.A-30)

Students participate in clubs, which numbered 33 in the 2009-2010 academic year, and in Associated Students Government, through which they influence the campus and provide opportunities for student interaction and leadership. In addition to campus signage that advertises these opportunities, the Dean of Student Affairs actively promotes them through regular e-mails to the campus, encouraging faculty and staff to assure that students are aware of these opportunities as well. (IV.A-28)

Students have continued to participate in social activism events and activities, including those in support of increased funding for education in the current budget environment. In the past year, Mesa College students have traveled to Washington, D.C. and to Sacramento in their efforts to influence funding. The Mesa College President described a recent rally, one of many both locally and at the state level in which Mesa College students have participated, in her President's Update e-mail to the College community, which was uploaded to the College website. (IV.A-27)

Opportunities for students to serve on college-wide participatory governance committees are extensive and include Academic Senate, Academic Affairs, Catalog Subcommittee, Student Services Council, Student Disciplinary/Grievance Committee, President's Cabinet, Strategic Planning Committee, Budget Development Committee, Diversity Committee, Environmental Stewardship Committee, Facilities Planning Committee, Information Technology Committee, Program Review Committee, Research Committee, Commencement Committee, Crisis Response Committee, Scholarship Committee, Mesa College Foundation, and Mesa College Marketing Advisory Committee. Students also have the opportunity to sit on committees such as the Student Success Day Committee, which is the major new student orientation program put forth each year by the Division of Student Services. In addition, each of the three colleges' student government presidents sits on the SDCCD Board of Trustees for one-third of the year. Students are encouraged to serve on participatory governance committees, and many of these committees have students assigned to them. (IV.A-26) However, not all of the student positions on committees have been filled, and this is likely due to the large number of committee opportunities available and the part-time commuter nature of the day and evening student population. The Dean of Student Affairs works with the Associated Students Government to find as many representatives as possible for these committees.

Another measure of student involvement is reflected in the participation of a student on the search committee for the Vice President, Instruction, in spring 2009. The student served as a full voting member of the committee.

Outreach to students has been a priority for the College, and participation on campus has increased in recent years. However, responses to three items on the 2009 Student Satisfaction Survey regarding student involvement in decision-making roles and processes indicate that work remains to be done. The survey items related to (1) students having a substantial voice in matters related to programs and services, with 41% agreeing or strongly agreeing that they did; (2) students being a valued part of the decision-making process at this campus, with 38% agreeing or strongly agreeing that they did; and (3) that student government has a strong presence on campus, with 27% agreeing or strongly agreeing that it did, and 28% expressing disagreement. (IV.A-32; Q90, 91, 92) On each of the three items, approximately one-fourth of the students responded that they had not used the resource or service, and almost half of those who had were neutral about it (43%, 44%, and 44%). Those in disagreement were minimal, with the exception of the last item. Results were mostly in the neutral category for all three questions, which indicates that for the most part they neither agreed nor disagreed. The College will continue its efforts to reach and engage more students.

The College meets this standard.

Standard IV.A.2.b: The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Description

San Diego Mesa College relies on its faculty, Academic Senate, Curriculum Review Committee, and academic administrators for recommendations about student learning programs and services. As stated in IV.A.2.a, per Board Policy 2510, the Academic Senate has purview over curriculum, degree and certificate requirements, grading policies, educational program development, and standards regarding student preparation and success. The Curriculum Review Committee (CRC) is tasked with developing procedures that will assure that the approval of courses of instruction and of educational programs satisfies requirements of the Education Code and that the College offers a wide range of programs to satisfy the occupational and transfer needs of students, including courses ranging from developmental to honors. (VI.A-17) Curriculum Review Committee is a participatory governance committee consisting of ten faculty members, three deans, one Associated Student representative, and one classified staff member. The Committee is co-chaired by a member of the Academic Senate and the Vice President, Instruction. The faculty co-chair sits on the Academic Senate Executive Committee and makes regular progress reports to the full Senate. The two CRC co-chairs and the Mesa College Articulation Officer represent the College on the District Curriculum and Instruction Council (CIC), where curriculum is reviewed and approved district-wide.

Further documentation of the faculty's role in curricular and other educational matters is provided in the Policy on the Genesis, Development and Application of Student Learning Outcomes, adopted by the college in 2004, which states that "the responsibility for the interpretation and local implementation of SLOs shall remain within the purview of individual faculty department/programs or student services units." (VI.A-18) This policy places the authority for SLOs in the hands of faculty and student services staff members who directly provide instruction and services. (IV.A-18)

Evaluation

The faculty has a strong role in matters of curriculum and educational program development. Processes are in place in terms of policies, practices, and committee structure to assure this level of involvement. The 2009 Employee Perception Survey revealed that 79% agreed or strongly agreed that the faculty is central to decision making involving curriculum development (Q84). This response reflects the strong role played by faculty in matters of curriculum and program development.

The College meets this standard.

Standard IV.A.3: Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Description

As detailed in standard IV.A.2.a, the College has written policies on governance, including BP 2510, which details the roles of faculty, students, and staff in decision making. The responsibilities of students are listed, including the role of the Student Trustee on the Board of Trustees and the commitment by the Board to work with the representative body of students on issues having "a significant effect on students." The College's participatory governance committee structure provides many opportunities for all constituencies to work together in the best interest of the institution.

The College works to achieve transparency in the work of its committees and to communicate to all stakeholders what is happening both at the committee level and across the campus. Each week the President sends an e-mail to all College constituents informing them of recent actions and events and provides links to resources and information when appropriate. The e-mail message is then uploaded to the "President's Updates" section of the College website, where it is archived by date. These postings provide the opportunity to revisit messages and for external community members to access what is happening on campus. In addition, the President has created a website for posting President's Cabinet Agendas and Outcomes, which informs the campus of what has happened at Cabinet that week. These postings include all actions taken by the Cabinet and any discussions that occurred. The Vice President of Instruction and Vice President of Student Services each send a monthly update of division happenings to the College via e-mail. The Vice President of Administrative Services holds forums to keep the College abreast of budget and facilities issues and sends regular e-mail updates to the campus regarding Proposition S and N progress. (IV.A-33, IV.A-34)

Other forms of communication for the College include the online posting of all participatory governance committee meeting minutes, Academic Senate meeting minutes, and Classified Senate meeting minutes. Meeting dates for all committees and governance groups are posted to the website. In addition, department and school meetings provide the opportunity for further communication, as do campus forums, such as the Town Hall meeting on budget in Fall 2009, and the various Faculty and Staff Breakfasts, and other events. (IV.A-35)

Information regarding institutional efforts to achieve College goals and improve learning is included in the President's Updates. Some reports regarding student success are available on the College Institutional Research website and on various committee websites, and all institutional research reports are available on the District Institutional Research website. (IV.A-9, IV.A-10)

Evaluation

The College informs constituents of their roles and disseminates information to them regarding what is happening at the College. The College has a high level of transparency in terms of what is occurring at the various committees, Senate meetings, and President's Cabinet; however, the constituent needs to seek out this information on each group's website, which can sometimes be cumbersome. The President's weekly e-mail message has improved communication on campus. The 2009 Employee Perception Survey revealed that 68% of College employees agreed or strongly agree that the College has established governance structures, processes, and practices to facilitate effective communication among the institution's constituencies (Q86). This response indicates that there is more work that needs to be done to integrate the communication of this information.

The College meets this standard.

Standard IV.A.4: The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Description

San Diego Mesa College demonstrates honesty and integrity in its relationships with external agencies. Its history demonstrates that it is committed to complying with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study, and other reports, team visits, and prior approval of substantive changes.

The College worked proactively to respond to recommendations made by the Commission to its 2004 Self Study. These actions were detailed in the College's Focused Midterm Report, 2007, which was accepted by the Commission without exception. (IV.A-19) In fall 2007, the College also submitted its Substantive Change Proposal for Distance Learning, which was accepted by the Commission. (IV.A-20) As part of the Substantive Change Proposal and its acceptance, the College has worked to offer more support services online, such as online counseling and expansion of online library services.

The College continues to work to meet Commission standards set for the rubrics for Program Review, Planning, and Student Learning Outcomes. The College sends representatives to participate in workshops and conferences offered by the Commission as well as the statewide Academic Senate Accreditation Institute. The Accreditation Liaison Officer works with the Commission to assure that the College is compliant.

In terms of relations with the United States Department of Education, the College is in year five of a five-year grant cycle with a STAR TRIO Student Support Services (SSS) grant and year one of a four-year grant cycle with a Child Care Access Means Parents in School (CCAMPIS) grant. The College STAR TRIO program was funded for \$271,074 per year for the first three years; \$285,305 for the fourth year, and \$305,995 for the fifth year. The CCAMPIS grant supports STAR TRIO with an additional \$59,409 for a total of \$365,404 in funding the current year. There have been no exceptions with the grant, and the College is actively seeking a new STAR TRIO grant for 2010-2015. (IV.A-19) The College also receives federal funding from Title IV, including Federal Pell Grant; Federal Supplemental Educational Opportunity Grant; Federal Academic Competitiveness Grant; Federal Work-Study Program; and Federal William D. Ford Student Loan Program. (IV.A-21)

Evaluation

The College has diligently worked to be compliant with the standards of the Commission. The College has a strong, mature Program Review process that has reached the level of continuous quality improvement. It has just taken the next step in aligning and integrating planning and resource allocation with the College's Integrated Planning Process, which was developed in an evolutionary process since that last Self Study. Student Learning Outcomes are making progress, with all programs having written their Program and Service Area Level SLOs and continuing with their assessment cycles. Work has also begun on the course and service level SLOs. In concert with the District, the College purchased and began using TaskStream software in fall 2009 to record and track progress in SLO assessment. This software was selected after extensive study and input from the faculty to ensure that the system provided the features that Instruction, Student Services, and Administrative Services could use to more effectively manage the information and data generated by the SLO cycle. Initial training sessions were offered during the fall 2009 with positive preliminary reports from users.

The College meets this standard.

Standard IV.A.5: The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Description

San Diego Mesa College evaluates its governance and decision-making structures primarily through its process and structure. With all governance groups formally represented at President's Cabinet, it serves as an on-going check and balance for governance at the College. Participatory governance participation on committees also assures evaluation of process, as does the active

participation of the Academic and Classified Senates. Dialogue is a means for much of the evaluation of governance and decision making at the College. In fall 2009 there was extensive dialogue and open campus discussion regarding the development and finalization of the College's strategic plan, which included integrated planning and resource allocation. The Resource Allocation Committee, which was created to integrate Program Review plans with resource allocation in fall 2009 was assessed both informally through dialogue and formally through a survey for participants. Survey results were used to inform how to proceed with the process.

Information regarding the results of these evaluative processes is communicated to the College through its participatory governance structure, including President's Cabinet and the President's weekly e-mail update. It is also communicated through Senate meetings, Associated Student Government meetings, Chairs Committee meetings, Dean's Council, school and department level meetings as well as numerous other venues.

The College works to address identified problems and act upon them. Again, this is the benefit of the structure of governance and decision making at the College.

Evaluation

The College effectively evaluates its practices and acts upon results. However, most of the evaluation is embedded in the College's governance structure, as opposed to formal assessment tools, although those are sometimes used as well.

The 2009 Student Satisfaction Survey and the 2009 Employee Perception Survey represent sources of assessment for governance and decision-making practices at the College. These surveys were formally briefed to the College community by the SDCCD Director of Institutional Research and Planning on September 11, 2009 (Employee Survey), and September 18, 2009 (Student Survey). "Conclusions and Recommendations" were written jointly by the District Institutional Research and Planning Office and the Campus-Based Researcher and then posted to the College Institutional Research website. (IV.A-10) More formal assessment such as this would be beneficial in helping the College to evaluate its processes and structures.

The College meets this standard.

Planning Agenda for Standard IVA: Decision-Making Roles and Processes

The College has a history of strong participatory governance and continues to make efforts to assure that all constituents understand their roles. These efforts, described throughout the standard, demonstrate a commitment to use the governance process to support and enhance student learning. Survey results in section IV.A.2.a report the College's concerns regarding classified staff and students relative to their voice in the governance process.

The College has identified two areas to address within the scope of this standard and recommends:

13. Formalizing methods to ensure that all constituents become more knowledgeable of participatory governance as well as understand their roles and responsibilities in the decision-making process; and
14. Instituting a more formal assessment process of its governance and decision-making process.

Standard IVA Evidence

IV.A-1	San Diego Mesa College Governance section of website, introduction: http://www.sdmesa.edu/governance/index.cfm
IV.A-2	San Diego Mesa College 2009-2010 Faculty and Staff Handbook
IV.A-3	San Diego Mesa College Mission Statement
IV.A-4	Vision, Mission, and Values Communication Campaign
IV.A-5	Smoke Free Campus: http://www.sdmesa.edu/notices/smoke-free.cfm
IV.A-6	Ecomesa Environmental Sustainability website: http://www.sdmesa.edu/ecomesa/index.cfm
IV.A-7	Environmental Stewardship Committee: http://www.sdmesa.edu/governance/committees/eco.cfm
IV.A-8	President's Update website: http://www.sdmesa.edu/president/updates.cfm
IV. A -9	San Diego Community College District, Office of Institutional Research and Planning website: http://research.sdccd.edu/pages/1.asp
IV.A-10	San Diego Mesa College Institutional Research website: http://www.sdmesa.edu/institutional-research/index.cfm
IV.A-11	Board Policy 2510, Participation in Local Decision Making
IV.A-12	"Importance of Shared Governance" Power Point Presentation to President's Cabinet
IV.A-13	San Diego Community College District Administration and Governance Handbook, 2009-2010.
IV.A-14	Mesa Academic Senate Constitution, December 2007: http://www.sdmesa.edu/academic-senate/pdf/constitution.pdf
IV.A-15	San Diego Mesa College Classified Senate Bylaws, 2008: http://www.sdmesa.edu/classified-senate/pdf/by-laws.pdf
IV.A-16	Associated Students Government website: http://www.sdmesa.edu/associated-students/index.cfm
IV.A-17	Curriculum Review Committee website: http://www.sdmesa.edu/governance/committees/curriculum.cfm
IV.A-18	Policy on the Genesis, Development and Application of Student Learning Outcomes
IV.A-19	Focused Midterm Report, 2007
IV.A-20	Substantive Change Proposal, 2007
IV.A-21	STAR TRIO Grant information
IV.A-22	Classified Staff Development Committee
IV.A-23	Associated Students Government Constitution
IV.A-24	Email from Suzanne Khambata forwarding information on Student Health Fee from Jonathan Aravalo, AS President, dated April 9, 2007.
IV.A-25	Enviro-Club: http://www.sdmesa.edu/campus-life ; Student created video, Mesa College Recycling Program v2, uploaded to YouTube in 2008: http://www.youtube.com/watch?v=ZQMNJB5VDEk
IV.A-26	Governance Committees Website: http://www.sdmesa.edu/governance/committees/index.cfm
IV.A-27	Coverage of Mesa College students involvement with the March in March on Sacramento, and their rally on campus; see March 5, 2010 and March 5, 2010 pt. 2: http://www.sdmesa.edu/president/updates.cfm
IV.A-28	Emails from Dean of Student Affairs, Ashanti Hands, to Mesa Community announcing Spring 2010 Club Orientation (February 3, 2010) and announcing information on Student Clubs and Student Government (March 10, 2010).
IV.A-29	Tents of Tolerance
IV.A-30	Hermes Castro fundraising campaign

IV.A-31	2009 Mesa College Employee Perception Survey
IV.A-32	2009 Mesa College Student Satisfaction Survey
IV.A-33	Budget Presentation, VP Ron Perez
IV.A-34	Facilities Master Plan Update, VP Perez and Diane Malone, Project Manager for Proposition S & N
IV.A-35	President's Town Hall Meeting on Current Budget
IV.A.38	California Community Colleges Academic Senate two page overview of 10+1
IV.A-39	Educational Master Plan, 2007-2011

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

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

Description

As part of the San Diego Community College District (SDCCD), San Diego Mesa College falls under the oversight of the SDCCD Board of Trustees, which is responsible for establishing policies to assure the quality, integrity, and effectiveness of student learning programs and services and the financial stability of the institution. Each of the five members of the Board is elected to represent one of the five districts. Trustees are elected in even numbered years to serve staggered four-year terms. (IV.B-1, IV.B-2) A student trustee position rotates between the three colleges' Associated Student Governments Presidents. (IV.B-3) This position participates in board meetings; however, voting is in an advisory capacity. The Trustee Advisory Council, currently composed of 27 members appointed by the five board members to represent their districts, advises the Board regarding various community needs. (IV.B-4, IV.B-5)

The Board of Trustees establishes and reviews all District policies and may adopt, revise, add to, or amend such policies at any regular Board meeting by a majority vote per BP 2410. (IV.B-6) The Board operates under clearly defined roles and responsibilities as defined by BP 2200. (IV.B-7) All policies for the District, including those regarding the Board of Trustees, are made publicly available on the SDCCD website and are accessible from the Board's homepage (IV.B-8) The District's Mission, Shared Values/Shared Vision, Strategic Goals, and Strategic Plan, 2009-2012 are available from the Board's homepage as well. The District subscribes to the Community College League of California (CCLC) Board Policy and Administrative Procedure Service to assure that District policies follow best practice and are consistent with the law.

The process for selecting the Chancellor is detailed in BP 2431; the process for evaluating the Chancellor is provided in BP 2435. (IV.B-9, IV.B-10) In addition to the basic duties and responsibilities of the position, the Chancellor also sets annual goals and objectives in addition to any specific goals set by the Board for the Chancellor. (IV.B-11) The Chancellor is evaluated on the results of (1) Goals and Objectives for the previous year, (2) the Management Feedback Instrument, (3) Board Evaluation Committee, (4) Self-Evaluation and Goals and Objectives for the following year. Criteria for evaluation are based upon Board policy, the Chancellor's job description, and performance goals and objectives developed in accordance with Board Policy 2430, Delegation of Authority to the SDCCD Chancellor. (IV.B-12) Results of the Chancellor's annual evaluation are reported to the public at a regularly scheduled Board meeting. (IV.B-13)

Board Policy 5300, Courses of Instruction and Educational Program Approval, details the means by which the District assures the quality and integrity of instruction and educational programs. (IV.B-14) The Board of Trustees is regularly briefed on the status of instruction and educational programs in the District. (IV.B-15) BP 6100, Delegation of Authority (for Business and Financial Services), places responsibility for financial compliance, integrity, and best practices with the Vice Chancellor for Business Services. (IV.B-16) BP 6200, Budget Preparation; BP 6205, Final Budget; BP 6250, Budget Management; and BP 6300, Fiscal Management, provide clearly defined directives for how the District's business will be carried

out. (VI.B-17, VI.B-18, VI.B-19, VI.B-20) The Vice Chancellor for Business Services regularly briefs the Board regarding current and projected budgeting. As cited in III.D.1.c, the District has the highest bond rating of all community colleges in the state and received an excellent audit report. The budget is also a component of the Board's retreat agenda. (IV.B-21)

Evaluation

The Board has established policies to assure the quality, integrity, and effectiveness of student learning programs and services and the financial stability of the institution. It has been consistent in establishing and following policies regarding student learning and the financial stability of the institution, and it monitors these practices through briefings at both regular Board meetings and at the Board's retreats. The May 28, 2009, Board of Trustee Retreat included briefings by the Chancellor and by the appropriate vice chancellors regarding (1) planning and policies, including the newly adopted SDCCD Strategic Plan 2009-2012, and the updating of policies to assure that they are current; (2) high school issues, including the Pipeline Report on feeder high schools, services and partnerships with K-12 schools and early and middle college programs; (3) diversity planning, including diversity statistics for the District, diversity planning information, and the draft SDCCD Equal Employment Opportunity Plan, 2009-2012; (4) budget and finance, including three-year revenue and expense projections, revised Propositions S and N continuous cost projections, summary of hiring delays and defunded positions, and budget reduction summary; and (5) facilities progress and issues, including Propositions S and N, and evaluation of a consultant report regarding cost savings of facilities services. (IV.B-21) Each of these areas is of importance to the Board, which is transparent in its evaluation of student learning and financial stability.

The College meets this standard.

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

Description

The SDCCD Board of Trustees is an independent policy-making body that reflects the public interest in board activities and decisions. This commitment begins with the election process for the Board, which is described in BP 2100. (IV.B-2) SDCCD encompasses a large part of the San Diego metropolitan region. The District is divided into five distinct geographic trustee areas for the purpose of representation. (IV.B-22) Candidates are elected from a specific trustee area and must live within its boundaries. Only those voters living within the trustee area may vote for those candidates in the Primary Election; all registered voters in the SDCCD area may vote in the General Election. This creates accountability to act in the best interests of the public. In addition, each trustee appoints up to seven members from their electoral district to the Trustee Advisory Board, which meets twice yearly and provides input to the Board. (IV.B-4) The Trustee Advisory Board supports the role of public interest in the actions and decisions of the Board. In addition, external oversight of progress and practices related to the District's two Proposition 39 School Facilities bonds is provided to the District and Board by the Citizens Oversight Committee for Propositions S and N. (IV.B-23)

Board policies also address public interest and assure that decision making is protected from undue influence or pressure. The Board has policies addressing Conflict of Interest (BP 2710), which assures that no Board member will have any financial or other interest in any contracts entered into by the Board, and that they will make public disclosure of any such interest and be excused from discussion and voting on such issues; Code of Ethics/Standards of Practice (BP 2715), which is discussed in IV.B.1.h; Political Activity (BP 2716); Board of Trustees Personal

Use of Public Resources (BP 2717); and Communications among Board Members (BP 2720). (IV.B-24, IV.B-25, IV.B-26; IV.B-27, IV.B-28)

Evaluation

The Board of Trustees does an excellent job in their governance role for the District. They have effectively limited their actions to established board-level governance and policy-level decision making. They have current policies in place that assure that they act with integrity and that the election process, based upon geographic trustee areas, is one that engenders accountability.

The College meets this standard.

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

Description

The Board of Trustees establishes policies consistent with the SDCCCD mission statement to ensure the quality, integrity, and improvement of student learning programs and services and resources necessary to support them. Per BP 2200, Board Duties and Responsibilities, the Board establishes policies that define the institutional mission and set prudent, ethical and legal standards for college operations. (IV.B-7) The Mission, Values, Vision, and Goals of the San Diego Community College District are posted to the District website. (IV.B-29) The Mission is to “provide accessible, high quality learning experiences to meet the educational needs of the San Diego community.” To assure that this Mission is carried out, the Board establishes policies in support of student learning and adequate resources. As stated in IV.B.1, the Board established BP 5300, Courses of Instruction and Educational Program Approval, and a series of policies in the BP 6000’s related to business and financial issues. The Board also requests and receives updates on various instructional issues and financial matters during its regular board meetings.

Development and review of policies and procedures are collegial efforts that involve a variety of participatory governance groups. This is based upon BP 2510, Participation in Local Decision-Making. (IV.B-30) For policies and regulations that affect academic and professional matters, the Board relies primarily upon the Academic Senates; for matters within the scope of bargaining interests, the Board follows the requirements of negotiations. For administrative matters, the Board relies primarily upon the recommendations of the administrative staff with input from various constituencies. Public input into policy making is encouraged, both via the Trustee Advisory Council, and open communication with the constituents. In addition, Board Meeting Agendas are posted publicly and in advance on the District website, per the Brown Act; comments by the public can be made at any open session Board meeting.

In addition to policies, the District approved the SDCCCD Strategic Plan, 2009-2012 on April 16, 2009. (IV.B-31, IV.B-101) In creating the strategic plan, the District integrated the four planning processes used by the colleges and Continuing Education to create their framework for planning. The strategic plan is based upon seven strategic goals, with their objectives; the planning process is cyclical and includes assessment of performance indicators for these goals and objectives. The process leads to a continuous cycle of sustainable quality improvement, grounded in data.

Evaluation

The Board effectively establishes policies consistent with the mission of the District to assure quality, integrity, and improvement of student learning and support services. In 2009, the Board established a subcommittee on Accreditation and Student Learning Outcomes. (IV.B-32) The

Board also remains informed on matters related to budget in order to assure that there are adequate resources to support student learning and support services.

The College meets this standard.

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

Description

The SDCCD Board of Trustees has ultimate responsibility for educational quality, legal matters, and financial integrity of the District. The Board is directed by BP 2200, Board Duties and Responsibilities, to “monitor institutional performance and educational quality,” to “establish policies that ...set prudent, ethical and legal standards for operations,” to “advocate and protect the district,” and to “assure fiscal health and stability.” This policy is consistent with Education Code Section 70902. (IV.B-7) In each of these areas of responsibility there are policies and procedures to carry out the mission. The day-to-day work of carrying out these responsibilities is delegated by the Board to the Chancellor, the Presidents, and the Vice Chancellors; however, the Board has ultimate responsibility for assuring educational quality, legal matters, and financial integrity.

The Board is regularly briefed on instructional issues and relies on faculty for curriculum development and oversight; it is responsible for approving all new curriculum and curriculum changes for the District. It is briefed on matters of access, success, completion, Basic Skills, Accountability for the Community Colleges (ARCC), transfer, and other areas and measures of the instructional program. (IV.B-33) The Board has created a subcommittee on Accreditation and Student Learning Outcomes.

The Board is consistent in its personal compliance with legal issues, including those policies listed in IV.B.1.a: conflict of interest, code of ethics, political activity, and personal use of public resources. It is compliant with the Brown Act.

The Board sets policies for compliance in budget and financial practices, stating that they will be consistent with Title 5, Sections 58307, 58308, and 58311 and strictly adhere to practices in the Community Colleges Budget and Accounting Manual. The Board approves the annual budget and any subsequent changes between major expenditure classifications. (IV.B-19, VI.B-20, VI.B-33) It is regularly updated on financial matters, including the annual audit.

The Board has ultimate authority for its decisions; it is not subject to the actions of any other entity. If a matter of law arises regarding a decision, the Board itself would revisit the decision.

Evaluation

The Board of Trustees assumes ultimate authority for educational quality, legal matters, and financial integrity of the District.

The College meets this standard.

Standard IV.B.1.d: The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Description

The San Diego Community College District publishes the board bylaws and policies specifying the Board's size, duties, responsibilities, structure, and operating procedures. These policies are made available on the District's public website at: <http://www.sdccd.edu/public/district/policies>. SDCCD

Board Operations Policy series 2000 provides specific information as to (1) the size of the Board, which is five, plus one student trustee; (2) the duties of the Board, which include representing the public interest, defining the mission of the District, setting standards for operations, hiring and evaluating the Chancellor, delegating authority to the Chancellor, assuring fiscal health and stability, monitoring performance and educational quality, and advocating for and protecting the District; (3) the structure of the Board, which includes the President and Vice President of the Board; and (4) operating procedures, which include a series of policies regarding meetings, closed sessions, prior publication of the agendas, and other practices consistent with the Brown Act.

Evaluation

The Board of Trustees publishes all policies related to its size, duties, responsibilities, structure, and operating procedures. The Board makes these policies available to the public through the District website and in print format at the District and College offices, including San Diego Mesa College.

The College meets this standard.

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

Description

The San Diego Community College District Board of Trustees acts in a manner consistent with its policies and bylaws. The Board is transparent in its practices and makes its agendas and minutes available to the public on the District website: <http://www.sdccd.edu/public/district/trustees/agendas.asp>. Review of the minutes indicates that the Board is acting in an appropriate manner. (IV.B-34)

The Board has a systematic process for evaluating and revising its policies on a regular basis as well as a flexible process for issues as they arise. The District participates in the Community College League of California (CCLC) Policy and Procedure Subscription Service, which provides model policies and serves to inform the Board regarding current legal requirements and best practices related to policy. A major revision to the policies was conducted in 2006. Policies are established and reviewed on an as-needed basis, generally upon request by the administration or the public, or due to notification by CCLC or changes in Education code. (IV.B-35, IV.B-36) In some cases the review and revision is due to events that drive the policy. An example of this was the revision of the policy related to free speech. BP 3925, Posting and Distribution of Literature, Political and Vending Activities, Food Handling, and Free Speech on Campus is an extensive policy that was updated to provide definitions, standards of practice, details for each activity, and identification of free speech areas and what can be communicated therein. (VI.B-37)

Evaluation

It is clear from reviewing the policies that there have been recent updates, some dated as recently as 2010. Comprehensive policies completed and adopted by the Board to date include policies in the following areas: Board Operation, Business Services, Facilities and Equipment Services, and Human Resources. Student Services Policies are 100% current, and Instructional Services Policies are currently undergoing revision and expect to be approved this summer. BP 2410, Policy and Administrative Procedures, gives the Board of Trustees authority to adopt, revise, add to, or amend policies. (IV.B-6) Almost all policies have been reviewed, revised, and approved since 2006, using CCLC model policies. One action that would be helpful for end users would be the inclusion in each policy of the dates when it was reviewed, thus reflecting that the policy had been evaluated, even when changes weren't made to it. This change would clarify the status and currency of each policy. The District has made progress in updating the policies in recent years and in posting them to the Internet for public access.

The College meets this standard.

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

Description

The Board of Trustees has a program for Board development and new member orientation. All new Board members receive an extensive orientation by the Chancellor. In addition, they are introduced to the District Vice Chancellors and to the College and Continuing Education Presidents, each of whom provides an overview of their area and a tour of the facility or campus. New Board members also meet with the Academic Senate Presidents. In addition, they attend a two-and-a-half-day orientation for new trustees, provided by CCLC, and receive a copy of the CCLC Trustee Handbook. (IV.B-38) Each summer, comprehensive training is provided for the new Student Trustees as well as a formal orientation for new Student Trustees in Sacramento. (IV.B-39) New Board members also benefit from the institutional memory provided by the sitting Board members.

Board development includes membership in CCLC and the Association of Community College Trustees (ACCT) and attendance at their annual conferences. (IV.B-40) An annual Board of Trustees Retreat provides further opportunity for development and greater understanding of issues related to District. (IV.B-21) Trustees request presentations and briefings on areas of concern or interest; as an example, at the May 28, 2009, Board Retreat, the Trustees requested and received an extensive presentation on diversity planning and training and the status of the District's efforts to create a more diverse workforce. (IV.B-21)

Board development includes training and briefings regarding accreditation. A description of this activity is included in IV.B.1.i, which provides a detailed overview of the Board's involvement in accreditation.

The Board has a formal, written method of providing for continuing membership and staggered terms of office. This information is detailed in BP 2100, Board Elections, in which it states that "the term of office of each trustee shall be four years, and that elections will be held every two years, with the terms of trustees staggered so that, as nearly as practical, one half of the trustees shall be elected at each trustee election." (IV.B-2)

Evaluation

The Board provides new member orientation and Board development for its trustees. This process begins with orientation to the District and its many functions by the Chancellor and includes formal training through CCLC. Each year, the three college Associated Students Government Presidents share the role of Student Trustee. They, too, receive formal training and support. New member orientation is a thoughtfully organized process in the District. Ongoing Board development is also well organized and includes formal participation in CCLC and ACCT activities as well as the Board's annual retreat and training that it receives in regular meeting sessions.

The Board has been proactive in learning more about accreditation, as evidenced by the many areas upon which they have been briefed, the creation of the Subcommittee on Accreditation and Student Learning Outcomes, and the creation of BP 0005, Accreditation.

By staggering the terms of its members, the Board preserves the stability of the membership and retains its "institutional memory."

The College meets this standard.

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

Description

The Board of Trustees' self-evaluation processes for assessing Board performance are clearly defined, implemented, and published in its policies. BP 2745, Board Self-Evaluation, clearly defines the process. (IV.B-41) The Board conducts an annual evaluation of its accomplishments. The evaluation has two components: (1) self-evaluation among the Board members, and (2) the periodic evaluation of Board members by faculty, administration, staff and other parties who frequently interact with the Board. The policy states that a committee of the Board will determine the instrument or process to be used in the self-evaluation. The evaluation instrument will include criteria regarding Board operations and Board effectiveness. The most recent Board evaluation was held in 2009. As described in Board Docket 191.1, September 24, 2009, the self-evaluation was conducted at the Board closed session on September 10, 2009; the results of the survey portion of the evaluation were tabulated and presented to the Board in open session on September 24, 2009. In addition, a self-evaluation of the Board's Goals for 2008-2009 was presented along with the Board's Goals for 2009-2010. (IV.B-42)

The Board has consistently received good ratings in all areas. When an area of concern has been noted, the Board has taken action. Examples of these concerns include the need to increase visibility, increased attention to diversity, and the need to review and update policies more frequently. The Board has been responsive to its evaluative process.

Evaluation

The Board follows best practice in its self-evaluation process, acts upon recommendations, and is transparent with the District and the public regarding results.

The College meets this standard.

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

Description

The Board of Trustees has a code of ethics that includes a clearly defined policy for dealing with behavior that violates the code. BP 2715, Code of Ethics/Standards of Practice, clearly states the expected behavior of Board members in terms of (1) recognizing their role as a member of the Board and the ramifications of being part of a governing body such as this, (2) managing conflicts of interest, and not intentionally using their position for personal gain, (3) monitoring compensation and expense accounts, (4) handling special interest groups, (5) using appropriate channels of communication, and supporting District personnel, (6) maintaining appropriate conduct at Board meetings, (7) exercising their authority as Trustees in proper manner, and (8) handling of administrative matters, assuring that they refrain from involving themselves in matters delegated to the Chancellor. (IV.B-25) It further states that possible violations of the Code of Ethics will be handled by the Board President, who will review the matter with the Board member in question and may establish a review process if warranted. In instances where it is the President's behavior that is in question, the Executive Vice President will address the matter.

In addition to the Code of Ethics, there are other policies relating to the behavior of Board members, as stated in IV.B.1.a, which include conflict of interest, political activity, personal use of public resources, and communication among Board members. The Board has numerous policies that specify how Trustees should conduct themselves in an appropriate and legal manner. It also has policies to assure that Trustees know what their duties and responsibilities are, including BP 2200, and numerous policies regarding meetings and practices compliant with the Brown Act.

Evaluation

This policy was reviewed and revised using the CCLC Handbook and policy subscription service in 2006. The Board has acted consistently with behavior described in the policy.

The College meets this standard.

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

Description

The Board has acted to inform itself about accreditation and understand its role in the accreditation process. These actions are evidenced in the reports and briefs that they receive regarding accreditation during their regular meetings. They have read accreditation documents, including the three colleges' Focused Midterm Reports from 2007, which addressed recommendations to each of the colleges from the 2004 accreditation self studies. In addition to local input, the Trustees are informed of their role in accreditation through CCLC's Trustee Handbook, which covers it in detail in section 4 of Chapter 21.

With the current accreditation process in place, the Board has acted to become more informed and to better understand their responsibilities. These actions have included briefings, study sessions with district-wide accreditation team members, and the creation of a subcommittee on Accreditation and Student Learning Outcomes.

Evaluation

The Board has been proactive with its responsibilities regarding accreditation, as evidenced in actions taken in the past year. Their actions began in early spring 2009, when the Board received a status report on the 2010 self studies, which included an overview of accreditation, the nature of accreditation in multi-college districts, the involvement of the Board and what their role is in the process, the District-wide Steering Committee, and the timeline for completion of the studies. (IV.B-43, IV.B-44) Shortly after that the Board met with the Standard IV chairs from the three colleges and Continuing Education to participate in a question-and-answer session regarding sections related to the Board. (IV.B-45) Concurrently, the newly created Board Subcommittee on Accreditation and Student Learning Outcomes met for the first time to discuss the role and purpose of the Subcommittee and accreditation training for the Board and to set a future meeting schedule. (IV.B-46) In a later meeting of the Subcommittee, in fall 2009, a full update was provided for 2010 Accreditation Planning, including the progress made to date, employee and student survey results, the delineation of function map for the District, the District response to district-wide recommendations from the last Self Study, and the presentation of a model for establishing a culture of evidence and inquiry. (IV.B-47) An overview of the subcommittee meeting was presented to the full Board in February 2010. (IV.B-48, IV.B-49) In addition, the Board of Trustees adopted BP 0005 Accreditation at this meeting. This policy delegates responsibility to ensure compliance with accreditation processes and standards to the Chancellor and states that the Chancellor will keep the Board informed on the status of accreditation and to involve them in all accreditation processes for which their participation is required. (IV.B-50)

The College meets this standard.

Standard IV.B.1.j: The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/ system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Description

The Board of Trustees is responsible for selecting and evaluating the Chancellor, the chief executive officer for the San Diego Community College District. This responsibility is identified in BP 2431, Chancellor Selection, and BP 2435, Evaluation of Chancellor. (IV.B-51, IV.B-52) The process for selecting the Chancellor begins with the designation of a Board subcommittee to oversee the search process. A search committee is formed, including members of District governance groups and appropriate representatives from the community. The search committee follows an effective process, consistent with District policies and regulations, to identify finalists for the position. The final decision for selection of Chancellor is made by the Board. The search for the current Chancellor was consistent with established board policy, including a screening committee with representation from all District governance groups, which led to the recommendation of a strong group of finalists who were interviewed by the Board. The process included a public forum where the two finalists responded to questions presented to them by the Board. (IV.B-53, IV.B-54)

The Board evaluates the Chancellor annually, consistent with BP 2435. The evaluation is based on goals and objectives for the current year, the Management Feedback Instrument, findings of the Board Evaluation Subcommittee, the Chancellor's Self-Evaluation, and goals and objectives for the following year. The criteria for evaluation is based on Board policy, the Chancellor's job description, and performance goals and objectives consistent with the delegation of authority stated in BP 2430, Delegation of Authority to the SDCCD Chancellor. (IV.B-55) The Chancellor's most recent evaluation was in summer 2009. The evaluation was conducted in closed session, with the public announcement of the decision approving the Employment Agreement for Chancellor Constance Carroll, for the period July 1, 2009-June 30, 2013. (IV.B-56)

The Chancellor serves as the Chief Executive Officer for the District, consistent with BP 2430, Delegation of Authority to the SDCCD Chancellor. The authority of the Chancellor to act in this capacity is clearly defined and is further described in the Chancellor's job description. The Chancellor is charged with all administrative functions in accord with policies adopted by the Board. The execution of all decisions made by the Board concerning internal operations of the District is delegated to the Chancellor. (IV.B-57) This delegation is clear in both policy and practice. The Board regularly receives reports and updates on District operations at its regular public meetings and requests information as needed.

SDCCD is a multi-college District, and as such also has a clearly defined practice for the evaluation of college presidents, which is consistent with District procedure and the SDCCD Management Handbook. (IV.B-58, IV.B-59) Evaluation is based upon criteria including accomplishment of goals, self-evaluation, and the Management Feedback Survey.

Evaluation

SDCCD has clearly defined policies and procedures for selecting and evaluating the Chancellor. The search for the current Chancellor included a nationwide search with a transparent process that was inclusive of all stakeholders. The Board expressed pride with the process for selection and with the performance of the current Chancellor. The evaluation process and results have

also been publicly documented with the Chancellor receiving extended employment agreements each year. The Board described the evaluation process as the opportunity for “growth” for the Board and the Chancellor, with the process providing good discussion and constructive feedback both ways.

The Board has been consistent in delegating matters to the Chancellor and fulfilling its duties responsibly, per District policy.

The College meets this standard.

Standard IV.B.2: The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Description

The President has primary responsibility for the quality of San Diego Mesa College. Consistent with Policy 0010, the President reports to the Chancellor and serves with responsibility for the total College program. (IV.B-57) The President provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness for the College. The College operates within a participatory governance structure and culture that is inclusive of faculty, classified staff, management, and students. This approach is evidenced by the structure of the organization, membership of committees, and composition of and actions taken by the college-wide decision-making body, President’s Cabinet, as it advises the President. The President represents the College in her position on Chancellor’s Cabinet and as an active member of the District Governance Council, which serves as the locus for communication, planning, and reviews for major issues affecting the District.

The President provides leadership in planning by participating in the strategic planning process. As Chair, she worked collaboratively with the Strategic Planning Committee when it was initially established to create a model that was right for the College. She is supportive of the Program Review process and encouraged a model that integrated all three divisions, combining Instruction, Student Services, and Administrative Services into one process that is overseen by one committee. She is supportive of the use of data to inform planning at all levels.

The President provides leadership in budgeting and assures that the College operates in a sound financial manner, with particular attention paid to communication and college-wide understanding of the budget and the priorities for developing it. The President provides leadership in selecting and developing personnel. She makes final hiring decisions for all administrators and faculty. She has been especially supportive in staff development training and encouraged the creation of the Classified Staff Development Subcommittee of the Staff Development Committee. This Subcommittee plans and implements the annual classified staff development training that is provided each spring. The President also supported participation of selected College supervisors and new administrators in the District’s leadership development program, intended to address succession planning across the District.

The President provides leadership in institutional effectiveness through her support of strategic planning and the use of key performance indicators to measure effectiveness. The Research Planning Agenda was created and revised during her tenure as President.

Evaluation

The President provides effective leadership for the College. Each component of her leadership was presented briefly here to provide an overview. A more detailed evaluation of her leadership is provided in the following subsections.

The College meets this standard.

Standard IV.B.2.a: The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Description

The President plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purpose, size, and complexity. The administrative organization chart represents the reporting structure for the College. (IV.B-60) The President serves as the chief executive officer for the College, with direct reporting from the Vice President, Instruction, the Vice President, Student Services, and Vice President, Administrative Services. The President delegates authority as appropriate to each of the Vice Presidents. The Division of Instruction includes the seven Schools of Instruction; Learning Resources and Technology; and Instructional Services, Resource Development, and Research. The Division of Student Services includes Student Affairs, Student Development and Matriculation, Extended Opportunities Programs and Services, and Disability Support Programs and Services. The Division of Administrative Services includes campus support services related to business and employment; shipping and receiving, and reprographics. They act as the liaison to the District for facilities, College police, cafeteria, and bookstore. The Vice Presidents administer their own divisions according to their internal administrative structures and governing councils. The three Vice Presidents meet weekly with the President for Executive Staff meetings, at which issues of importance at the district and college levels are discussed, and leadership is kept apprised of work at the division levels.

In addition to the Vice Presidents, the Public Information Officer and Site Compliance Officer/EEO Officer report directly to the President. The Dean of Instructional Services, Resource Development and Research reports directly to the President for the research function. (IV.B-61) These additional positions with direct reporting to the President assure that communications, equal employment opportunity and site compliance with diversity and harassment issues, and research are college-wide considerations, and not specific to one division.

The College has an organizational structure and institutional culture of participatory governance, which includes full participation by faculty, staff, administration, and student groups. College committee membership reflects this commitment. The participatory governance process is best described as one of consultation; however, the College takes it one step further to a process based upon consensus. (IV.B-62, p.7) This methodology is evidenced by the composition and practices of President's Cabinet, which meets weekly to review and advise the President on matters regarding the College, including discussion and approval of budget proposals; annual Program Review reports; strategic planning; mission, vision, values, and goals; research planning agenda; major events; and other issues. This structure ensures healthy debate and dialogue and provides a system of checks and balances. Agendas and outcomes of President's Cabinet meetings are published on the College website.

While there is no formal process for evaluating the administrative structure of the College, the President asks the divisional vice presidents to review and evaluate their management structures and make recommendations for changes and improvement on a semi-regular basis. Changes in all three divisions have occurred over that past years. The Division of Instruction split the School of Humanities and Languages into two schools in 2006 in order to create a more manageable workload and administrative structure; it accomplished this by converting the Associate Dean position to a Dean position when it became vacant and created the School of Humanities and the School of Arts and Languages. In Student Services, changes included the creation of the Leadership Team, composed of the division's two deans and two program managers. The Leadership Team is in addition to the existing Student Services Council, which is a larger group.

In response to budget constraints, organizational restructuring has occurred when necessary; one example was the defunding of the Associate Dean position for the School of Social and Behavioral Sciences and Multicultural Studies, which was vacant at the time. There have been other situations where personnel have been reassigned according to workload needs.

Evaluation

The President works with the advice of the Executive Staff and President's Cabinet to assure that the administrative structure of the College is able to support its purpose, size, and complexity. There is established delegation of authority, as appropriate, to the Vice Presidents, and the College has a strong participatory governance structure that supports the effective conduct of business and decision making.

The College has responded with organizational change in order to assure continuation of core program and service-area levels. However, it must be said that budget reductions over the past three years have affected the College's workforce and its workload. This approach is not to say that any other choices could be made in this economy, but rather that workload has been significant for all employees at all levels of the organization.

A formal process for evaluating the organizational structure would be useful for assuring that the College continues to meet the needs of its constituents and that during times of leadership transition an established process remains intact.

In the 2009 Employee Perception Survey, 55% of the respondents agreed or strongly agreed that the College's administrative structure is organized and staffed to reflect the institution's purposes, size, and complexity (Q 87). Twenty-seven percent were neutral, and 18% disagreed or strongly disagreed. These results indicate that although the majority of employees perceived administrative staffing as adequate and appropriate, a substantial number were either neutral or did not perceive this finding. The College is working to understand and address these perceptions and to more effectively utilize its administrative resources.

The College meets this standard; however, it becomes more challenging as the budget situation continues.

Standard IV.B.2.b: The president guides institutional improvement of the teaching and learning environment by the following:

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

Description

The President guides institutional improvement of the teaching and learning environment. Institutional improvement begins with the mission, vision, values, and goals of the College, and the President has been supportive of the process leading to these statements. Mission, vision, values, and goals are revisited and revised every two years; however, for the current cycle, they were revisited and revised earlier in order to more adequately inform strategic planning. This work began in earnest in the 2008-2009 academic year. The need for revision was discussed by the Strategic Planning Committee, which is a participatory governance subcommittee of President's Cabinet. The need for a new mission, vision, values, and goals statement was presented at President's Cabinet Retreat, in April 2009, along with the framework for expanding

the strategic planning. It was agreed by this body to refer the task to the Academic Affairs Committee, which is also a participatory governance committee and is charged with this responsibility. (IV.B-64) The President provided support and opportunity for the new statements to be written and vetted through the participatory governance process prior to approval by President's Cabinet on October 27, 2009. (IV.B-65) In addition, the President was supportive of the Mission, Vision, Values, and Goals Campaign designed to assure that all college employees were aware of and invested in the tenets of the new document. (IV.B-66) The President incorporates the mission, vision, values, and goals statements in her public comments, including the President's Message to students, which appears on the College website. (IV.B-67) The President acts in a manner consistent with the College's goals and values, including her celebrations, such as the Unsung Hero Award, the Faculty Tenure and Promotion Ceremony, and the Student Leadership Recognition Ceremony. In fall 2009, she was instrumental in the College hosting the White House Initiative for Educational Excellence for Hispanic Americans, which is consistent with these values and goals. (IV.B-68) The President was recognized nationally by *Hispanic Outlook in Higher Education* for efforts consistent with the values and goals of the institution. (IV.B-69)

In addition, the President supports the mission, vision, values, and goals statements as the basis for strategic planning, the Educational Master Plan, and the Research Planning Agenda. (IV.B-70, IV.B-71) The Research Office reports directly to her, assuring that research findings as well as data are available college-wide and that she is informed of its progress.

The President ensures that evaluation and planning are informed by high quality research and analysis of external and internal conditions. As a former policy analyst and educational researcher, the President is very familiar with data and analyses and their value to the institution. She was instrumental in getting the first Campus-Based Researcher in the District placed at Mesa College. She was supportive of the first Research Planning Agenda for the College, which was created by the Research Committee and approved by President's Cabinet. (IV.B-71) This document has been updated annually and is now in its third revision. The latest version states that it "comprises the four goals of the Mesa vision, values, and mission statements and will be accomplished through the Strategic Initiatives. Supporting Evidence in the form of reports and resources is listed for each Strategic Initiative and hyperlinked, where possible, to online reports, as well as being mapped to Indicators and Measures." This linking of Initiatives to reports and indicators underscores the extent to which research informs decision making at all levels of the organization. The Research Planning Agenda formally supports the assessment of Key Performance Indicators in the Strategic Plan.

The President uses numerous public opportunities to communicate the importance of a culture of evidence and its focus on student learning. In fall 2008, the President included a written statement on building a culture of evidence in her correspondence to college employees prior to the fall forums, including the various breakfasts for the governance groups that traditionally begin the new academic year. (IV.B-73) The statement focused on the College community, the strategic planning process, discussion of a new mission, vision, and values statement, the College's associate degree-level Student Learning Outcomes, and the Research Planning Agenda, and how "our culture of evidence" will inform the College as it works to reach its goals. A few months later, the College hosted the annual meeting of the Board of Trustees at the College and used this opportunity to spotlight its research-based methodologies and results with the themed presentation, "Building a Culture of Evidence: We Measure What We Treasure." (IV.B-74) The presentation lasted one hour and culminated with examples of exemplary Student Learning Outcomes from multiple departments.

The President sends biweekly e-mails to the College community in which she often discusses practices and results related to building a culture of evidence. These e-mails are uploaded to

the College website in the “President’s Updates” section. (IV.B-75) The President takes every opportunity to disseminate information related to research informed practices and to celebrate programs, such as the African-American/Latino Male Leadership Summit, which are grounded in research based strategies. (IV.B-76)

Use of data and research is evident in Program Review, strategic planning, educational master planning, and resource allocation. The President is supportive of a process that will link all of these, which is in development now. Strategic planning, which integrates planning and resource allocation in a classic model, has been the topic of President’s Cabinet Retreat for the past three years.

Evaluation

The President has acted in a manner that clearly supports institutional improvement of the teaching and learning environment. The College has come a very long way under her leadership; however, there is still the final step to fully integrate planning and resource allocation and make real the promise of a culture of evidence and inquiry. As with any major cultural change, it takes time and hard work to make the transition. The President supported the purchase of TaskStream software, which is helping with the tracking of Student Learning Outcomes by programs and service areas. She has endorsed practices and outcomes related to the College’s culture of evidence. For the 2009-2010 President’s Cabinet Retreat, the decision was made to focus upon strategic planning processes again but also participatory governance at the College and each governance group’s authority and responsibility within this model.

In the 2009 Employee Perception Survey, 64% of respondents agreed or strongly agreed that the President provides effective leadership in planning and assessing institutional effectiveness (Q 88). Twenty-three percent were neutral, and only 12% expressed disagreement.

The College meets this standard.

Standard IV.B.2.c: The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Description

The President assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies. The President works with the Vice Presidents of Instruction, Student Services, and Administrative Services to assure compliance at every level of the organization. Compliance with laws, regulations, and Board policies is imbedded in the operational procedures of the College. Examples include the Program Review evaluation process, compliance with requirements for categorical funding, and compliance with program accreditation requirements. (IV.B-76) The College submits an annual report each spring to the Accrediting Commission for Community and Junior Colleges, reporting on its compliance in areas of Instruction. (IV.B-77) Accountability Reporting for Community Colleges (ARCC) requirements is met annually with the submission of the longitudinal report and self-assessment to the state. (IV.B-78) Categorical Site Visits reflect the effectiveness with which these regulations are met in Student Services. As described in III.B.1, the College is reviewing and updating its safety plan to assure full compliance with all health and safety regulations, including those related to hazardous materials.

The President acts to encourage and assure compliance with laws, regulations, and Board policies through support and clarification of practices and procedures from appropriate District departments. This approach includes matters of personnel, such as consistence with collective bargaining agreements and fair hiring practices; facilities management, including Proposition S and N construction projects; and matters of finance and budget. The President remains

apprised of issues related to laws, regulations, and Board policies through her participation on Chancellor's Cabinet and District Governance Council and reports this information back to the College.

Evaluation

The President provides leadership to assure that the College is compliant with laws, regulations, and Board policies.

The College meets this standard.

Standard IV.B.2.d: The president effectively controls budget and expenditures.

Description

The President effectively controls budget and expenditures by adhering to College processes and principles for budget development. This task is accomplished through the participatory governance structure of committees charged with budget development and with approval of recommendations for those budgets by President's Cabinet. These committees include the Budget Development Committee for General Funds, Career Technical Education Act (CTEA) Committee for Perkins IV CTEA funds, and Deans Council for Instructional Equipment and Library Materials when those funds were available.

Each year the President works with the three Vice Presidents, and together they present information on the budget to the campus. (IV.B-79) The President works with the Vice President of Administrative Services regarding the budget and strategies to assure that expenditures are consistent with it. Given the statewide budget crisis that has significantly and increasingly affected appropriations for community colleges, the President instituted a series of Town Hall meetings in summer and fall 2009 to discuss the situation and seek campus input for how to address the problem. (IV.B-80) These meetings provided information on projected budget appropriations, core values for dealing with reductions, and the process for identifying how to reduce expenditures. The process was transparent and participatory, including input by the Academic Senate, Budget Development Committee and President's Cabinet. Reductions were consistent with the College's mission and were kept away from the classroom as much as possible. Focus was provided on where reductions were made at the budgeting level, and strategies were provided for assuring that expenditures do not exceed budget.

The President includes regular budget updates in her biweekly e-mails to the College community. Communication has been a key component in addressing the current budget situation.

Evaluation

The President has been proactive in her leadership to help the College deal with the current budget situation. She has been inclusive in asking the College for possible strategies to mitigate the impact of the current budget shortfall. The consistent thread that emerges from the President's actions has been to follow the participatory decision making practices of the College and to engage all constituents in understanding what has happened, how decisions were made, and how they might help with solutions. The College has a strong history of fiscal responsibility, and that has held true in good economic times as well as bad.

In the 2009 Employee Perception Survey, 67% of respondents agreed or strongly agreed that the President provides effective leadership in fiscal planning and budget development. Twenty-five percent were neutral, and just 8% were in disagreement (Q89).

The College meets this standard.

Standard IV.B.2.e: The president works and communicates effectively with the communities served by the institution.

Description

The President works and communicates effectively with the communities served by the College. The President is active in the local community and participates in organizations. She serves as a board member for San Diego Youth Services Council, San Diego Workforce Partnership, Neighborhood House Association, and United Way of San Diego. She serves as a board member for the San Diego Community College Auxiliary Organization and as an ex-officio member of the San Diego Mesa College Foundation. At the state level, she chairs the Intersegmental Coordinating Council (ICC) Transfer Committee, co-chairs the Chicano Latino Intersegmental Convocation, and serves on the Steering Committee for the Basic Skills Initiative. Nationally, she serves as a board member for the American Association of Community Colleges. She is a featured speaker at numerous events, representing the College and promoting education for *all* members of the community. On campus, she is very visible and speaks at events for students, faculty, and staff.

The President works closely with the Public Information Officer, who reports directly to her, to create the publications that present the College to the community. These include the "Annual Report to the Community," which provides information on the College, current achievements, "the year in review," student stories, "facts on file," and fiscal responsibility information. The College website provides significant communication with the campus community and the community at large. It provides information related to all aspects of the College, including information for students, the community, and faculty and staff. To assure its service to all members of the community, the website meets Section 508 accessibility standards. The Public Information Officer manages media relations for the College and assures that local events and achievements receive proper coverage.

Evaluation

The President has worked hard to advance the College and communicate with the many communities served by it. One example of this leadership was evidenced in her work with local area residents regarding Proposition S and N construction and the building of a parking structure as part of an adjacent canyon. Local residents were concerned about its impact on the environment and sustainability of the canyon space. The President's work included coordination efforts with the City of San Diego and with the City Council Representative for the area. Ultimately the issue was resolved, but through the work of the College, it went beyond that. Consistent with its commitment to environmental sustainability, Canyon Day was created, to celebrate the ecology of the canyon and to provide the opportunity for community service. (IV.B-81) It has now become an annual event linking the College and the community.

In the 2009 Employee Perception Survey, 69% of employees agreed or strongly agreed that the President communicates effectively with the communities it serves (Q 91). Only 9% were in some level of disagreement with the statement, indicating that employees perceive the President as effective in this practice. In the 2009 Student Satisfaction Survey, 30% agreed or strongly agreed that the President communicates effectively with the students (Q 94). Forty-five percent of those responding rated the communication neutral, and 25% disagreed or strongly disagreed with the effectiveness of communication with the students. In addition, over a quarter of the students had not observed communication from the President and could not rate the practice. Clearly, this is a different observation from that of employees. The largest percentage of students by far was either neutral or couldn't rate it. To provide more effective communication between the President and students, a broader use of technology is needed. The high number of part time, day and evening students enrolled at the College limits the opportunities for personal interaction. In particular, an integrated student web portal would help in providing a means of communication between the

President and student body. A portal, which is part of the District's long range plans, would allow the President, and other College employees, to directly communicate with students via e-mail. Bi-weekly "President's Update" e-mails to employees have significantly improved communication at the College. Expanding this type of communication to students will be beneficial as will exploring other modalities available through technology.

The College meets this standard.

Standard IV.B.3: In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

Description

In the 2004 Institutional Self Study for Reaffirmation of Accreditation evaluation report from the Accrediting Commission for Community and Junior Colleges (ACCJC), the College, and its sister colleges, received the following recommendation: *The district should build upon its efforts to clearly delineate the functions of the district and the colleges to communicate more effectively with faculty and staff throughout the district, paying additional attention to coordinating and integrating services and activities within the district office and regularly evaluating the effectiveness of the delineation and the quality of services provided to the college.* (IV.B.3.a, IV.B.3.b, IV.B.3.g)

This recommendation has guided many changes made at the District level in the past five and a half years in terms of assuring that this delineation of functions is made clear and that it is communicated more effectively to faculty and staff in the District. The College's Focused Midterm Report, 2007, updated progress that had been made up to that point. In that report it was noted that a new Chancellor had been selected for the District, which led to changes including reformulation of the District Governance Council (DGC), making it a vital and actionable participatory governance committee chaired by the Chancellor, with representation from each of the colleges, Continuing Education, and the District office. DGC meets biweekly and provides the locus for district-wide discussion; this council reviews the Board Docket for each upcoming Board of Trustees meeting and advises the Chancellor accordingly. It also reviews current issues with district-wide implications and advises the Chancellor accordingly. The Mesa College President, Academic Senate President and Vice President, Classified Senate President, and Associated Students Government President sit on the council, providing representation for each of the college's governance groups and creating a two-way channel of communication. In 2006-2007, the DGC approved the publication of "The District Governance and Administration Handbook," which is updated annually to reflect the composition and meeting schedule of the Board of Trustees, the organizational structure of the District and its delineation of functions, the participatory governance committees of the District, and Proposition S & N Citizens' Oversight Committee.

The hiring of a new Vice Chancellor for Business Services led to the creation of the District-wide Budget Development Committee and the establishment of a strong district-wide communication network regarding budget. The Instructional Services, Planning, and Technology Division was reorganized to Instructional Services and Planning, and a new Vice Chancellor was hired. Concurrently, the Director of Technology position was created to oversee district-wide technology services and report to the Vice Chancellor of Business Services. A revitalized District-wide Marketing and Outreach Committee provided opportunity for coordination of the Public Information Offices. And a new venue, the Enrollment Management Committee was

created to bring together Presidents, Vice Presidents, and Vice Chancellors from the colleges, Continuing Education, and the District for the purpose of discussing enrollment-management issues, agreeing upon strategies, and creating recommendations for Chancellor's Cabinet.

In short, a very good start had been established and documented by the time of the Focused Midterm Report in 2007. Subsequent to that time, the District has continued to move forward. New Vice Chancellors in Human Resources and Facilities have worked to establish clear delineation of function and to communicate and coordinate with the colleges and Continuing Education; a new Vice Chancellor for Instructional Services and Planning was hired and recently completed the new District Strategic Plan.

In 2009-2010, the District worked with the colleges and Continuing Education to create a district-wide Integrated Planning Model. (IV.B-100) This is based upon a cyclical process that begins with the District Mission, Vision, and Values, which informs District Strategic Planning and Goals. At the center of the process is the District Governance Council as it interacts with the Board of Trustees and Chancellor's Cabinet in the process of planning, allocating resources, and assessing outcomes. Of note in this model is a thorough and concise overview of the Campus Budget Development process.

Evaluation

The District has made much progress in the time since the last Self Study. Progress and challenges are discussed in each of the subsections listed below.

The College meets this standard.

Standard IV.B.3.a: The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

Description

District Policy 0020, District Functional Organization, provides the basis for the functional organization structure of the District. (IV.B-82) It states that "the functional organization of the District is an orderly means of achieving the District's primary objective, an effective program of instruction for students." Accordingly, the District's functions have a single purpose: effective delivery of instruction and support services. In a District as large as SDCCD, clarity on the functions and how they align with the colleges can sometimes be lost. To address this matter, the District created the Delineation of Functions Map, which serves to articulate these alignments between the District and the colleges and Continuing Education. It is included in the District's "Administration and Governance Handbook" and was recently updated.

In spring 2009, the District began work on a new Delineation of Functions Map of District and College/Continuing Education Functional Organization. (IV.B-83) Early drafts were provided to the colleges and Continuing Education for review and feedback. The document clearly identifies the responsibilities of the District administrative departments, including Business Services, Facilities Management, Human Resources, Instructional Services, and Student Services, and those of the three colleges and Continuing Education. Functions that are the responsibility of the District administrative departments are intended to provide for efficiency and continuity of services and programs. Matters of legal compliance that are statutorily required are also the responsibility of District administrative departments. Each college and Continuing Education has responsibility for educational programs, student services, staff development, direct campus operations, and ancillary functions. A line is clearly drawn between the responsibilities of the District and the colleges, and the Function Map not only describes the function of each District administrative department but provides the title of the position at the college or Continuing Education that coordinates with that

department. For example, for fiscal oversight, the District Executive Vice Chancellor, Business Services, has District responsibility and the college or Continuing Education Vice President, Administrative Services has local responsibility. The Vice President, Administrative Services works closely with District Vice Chancellor to assure smooth collaboration and practices. The District has primary responsibility for administering policy and procedures related to the expenditure of funds and full audit compliance responsibility. However, once a budget is approved by the Board of Trustees, the colleges and Continuing Education have full authority and autonomy in determining how to spend the funds in support of their individual missions. In this way the colleges and Continuing Education are able to make resource allocations consistent with their institutional mission, vision, values, and goals and local processes for accomplishing this, while the District assures that the college acts in a manner that is proper and compliant with Board Policy, Education Code, Title 5, and other laws and regulations. The local Vice President, Administrative Services assures compliance at the college level.

Delineation of functions begins with the Board of Trustees and the role of the Chancellor, with District responsibility, and the Presidents, with local institutional responsibility. The Chancellor and the Presidents provide overall leadership and authority for the functional areas of the District and the colleges/Continuing Education, respectively. These areas include the function, what it entails, who is responsible at the District, who is responsible at the college or Continuing Education, and identification of committees that provide structure for the function when applicable. It also provides a full listing of all district-level councils and committees, college and Continuing Education level governance groups and participatory governance councils, and community level involvement committees and councils serving the District and the colleges and Continuing Education.

Evaluation

The Delineation of Functions Map has improved in detail and explanation and makes clear the responsibility and authority of the District and that of the colleges and Continuing Education. A “next step” that would be beneficial is a map that drills down further, for practical application by employees at the District and the college to identify counterparts at operational levels.

The College meets this standard.

Standard IV.B.3.b: The district/system provides effective services that support the colleges in their missions and functions.

Description

The District provides services that support the colleges in their missions and functions. These services, as identified in the functions map, include the specific areas of:

- Budget Development, with alignment between the District Executive Vice Chancellor for Business Services and the College Vice President, Administrative Services;
- Cafeteria and Bookstore operations, with alignment between the District Executive Vice Chancellor for Business Services and the College Vice President, Administrative Services;
- Information Technology, with alignment between District Director of Information Technology and the colleges and continuing education for support of administrative computing, networking/telephony, data center operations, web services, and 24/7 Help Desk. Although not formally stated, the District Director of Information Technology works in alignment with the college Deans of Learning Resources and Technology;
- Legal Services and Equal Employment Opportunity, with alignment between the District Director, Legal Services and EEO and College Site Compliance Officer;
- Facilities Management: Facilities and Planning, with alignment between the District Vice Chancellor, Facilities Management and the College Vice President, Administrative Services;
- College Police, with alignment between the District Chief of Police and the College Police Lieutenant;

- Fiscal Oversight, with alignment between the District Executive Vice Chancellor for Business Services and the College Vice President, Administrative Services;
- Public Information and Government Relations, with alignment between the District Director, Public Information and Government Relations and the College Public Information Officer;
- Institutional Research, with alignment between the District Vice Chancellor, Student Services, the District Director of Institutional Research, the College Dean responsible for Research, and the College Campus-Based Researcher; due to the nature of the work of the Campus-Based Researcher, the College Dean is responsible for the daily supervision of this position and the District Director for its functional aspects.
- Instructional Services, with alignment between the District Vice Chancellor for Instructional Services and Planning and the College Vice President, Instruction;
- Human Resources, with alignment between the District Vice Chancellor for Human Resources and the College Vice President, Administrative Services;
- Risk Management, with alignment between the District Risk Manager and the College Vice President, Administrative Services;
- Student Services, with alignment between District Vice Chancellor, Student Services and College Vice President, Student Services.

Each of these areas of alignment for function from District to college includes specific policy, procedure, and/or compliance support. In 2009-2010, the District began a planning and evaluation process for each of its service divisions similar to the Program Review process at the colleges. The District Student Services Division provided the model for the process, which is discussed at length in III.B.3.g. (IV.B-99)

The College has representation on committees and councils at the district level which provide communication, coordination, and collaboration in support of needs for specific services. The roles for these councils are provided in District Procedures in the 0020 series. Councils and committees that provide functional support for effective decision making include:

- District Governance Council “serves as the District-wide communication, planning, and review forum on matters pertaining to major issues affecting the District. The District Governance Council (DGC) is a standing council comprised of students, faculty, and staff representatives from throughout the District. The Council will meet to share information and review matters concerned with educational programs and services. The DGC shall not address matters which are negotiable.” (SB 160). (IV.B-84)
- District Instructional Council “reports to the Chancellor’s Cabinet and consists of members who meet to review and coordinate instructional matters. The Council is charged with development of district-wide guidelines for the improvement of instruction in the colleges and centers in the District. It is also charged with providing for a district-wide review of all procedures and activities related to instructional programs.” (IV.B-85)
- District Student Services Council “reports to the Chancellor’s Cabinet and consists of the Chief Student Services officers from each college and continuing education. The Council is charged with the establishment, development and maintenance of all student services policies, procedures, and related matters district-wide.” (IV.B-86)
- District Management Services Council provides the venue where “district-wide staff and administrative representatives meet to review matters concerned with the District’s management services, which include: Business Services, Human Resources, and Facilities Services.” (IV.B-87)

Formal evaluation of the effectiveness of District-wide participatory governance committees was initiated with a pilot project in 2009-2010. The process involves a self-evaluation of the committee according to specified domains and using a rubric to rate the level of attainment. This

process is discussed at length in IV.B.3.g. (IV.B-97, IV.B-98) It will be useful in evaluating the efficacy of the governance committees and lead to a process of improvement. The College's representatives to these committees have been active participants in this process.

Evaluation

Since the last Self Study, the College and District have worked diligently to create and sustain effective services in support of College needs. This is evident both in services provided and in the structure and purpose of district-wide committees.

The 2009 Employee Perception Survey provided feedback by Mesa College employees rating their levels of agreement that the specific service offered sufficient support to the College. Analysis of the results indicated that a large number of respondents indicated that they had not used the District services (16% to 29%) or were neutral on the sufficiency of support (26% to 34%), neither agreeing nor disagreeing. Of those who responded and rated agreement or disagreement, the majority were in agreement, although in some cases, barely so. The breakdown is listed below:

- 62% agreed or strongly agreed that the following services were sufficient to support their needs: Public Relations/Communications (Q94); Information Technology (Q97); Instructional Services (Q98);
- 61% agreed or strongly agreed that Student Services (Q99) provided services sufficient to support their needs;
- 57% agreed or strongly agreed that the following services were sufficient to support their needs: Business and Fiscal Services (Q93); Institutional Research and Planning (Q100);
- 54% agreed or strongly agreed that Human Resources (Q96) provided services sufficient to support their needs;
- 51% agreed or strongly agreed that Facilities Services (Q95) provided services sufficient to support their needs.

Instructional Services and Student Services have the lowest percentages of those disagreeing or strongly disagreeing with the sufficiency of the service (8% and 10% respectively), while Facilities and Human Resources had the highest numbers of those disagreeing or strongly disagreeing with sufficiency of the service (17% and 15% respectively).

It is affirming of the mission that two services having high levels of agreement and low levels of disagreement were Instructional Services and Student Services. This response indicates that the District is working to meet the needs of the College in these areas. Facilities Services had the lowest level of agreement and the highest level of disagreement regarding the sufficiency of services, which indicates a discrepancy and merits further evaluation. Subsequent to this survey, Facilities centralized campus facilities services through the District Office for the purpose of cost effectiveness; it would be beneficial to the College to follow up with future evaluations to determine the level at which its needs are being met.

The College meets this standard.

Standard IV.B.3.c: The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

Description

The District provides fair distribution of resources that are adequate to support the effective operations of the colleges. SDCCD uses a fair and consistent FTES-based formula for allocation of resources. The process is reviewed regularly by members of the District-wide Budget Development and Institutional Planning Advisory Committee, which includes the Mesa College Vice President, Administrative Services, the President of the Academic Senate, and the President of the Classified

Senate. Practices are consistent with the law and sound fiscal management and ensure that fiscal plans provide for contingencies and reserves. Current revenues must finance current expenditures and provide for contingency reserves. (IV.B-88) The College is responsible for preparing and administering its own Operational Budget once allocated.

Allocation of human resources is designed by the Board to be an equitable process. The allocation of Facilities resources, with its requisite infrastructure, equipment, and furnishings, is also a fair process, with Mesa College receiving approximately 30% of the new building construction funds provided by Propositions S and N.

With the current budget shortfall, allocation reductions have been fair and consistent with the mission and have followed District goals to preserve the permanent workforce and provide the least disruption to delivery of instructional services. (IV.B-89) Strategies to reduce expenditures have included the canceling of classes for which the College will not be funded by the state and a hiring freeze, both of which have been proportionate. In Student Services there have been reductions as well, with the College reducing the hours of operation for services and eliminating some services altogether due to significant reductions of matriculation funds. Every effort has been made to minimize the impact of these reductions on students and to support matriculation costs using other funds.

Evaluation

The District provides a fair distribution of resources, and in the current budget shortfall, that means a fair distribution of funding reductions. The College has been able to continue offering its instructional programs and student support services at a reduced “core” level; however, it has been a hardship in terms of workload for faculty, staff, and students.

The College meets this standard.

Standard IV.B.3.d: The district/system effectively controls its expenditures.

Description

The District effectively controls its expenditures. This outcome is a result of the District’s long history of conservative fiscal management and compliance with laws regarding financial practices. Independent audit reports, as discussed in III.D.1.c. and III.D.2.a, stated that the District had “no instances of non-compliance or other matters that are required to be reported under government auditing standards” (p. 84) and considered the District finances “low risk.” (p. 87) (IV.B-90) As a result of its sound financial practices, the District has the highest bond rating for any community college district in California, AA+. (IV.B-91)

The District uses multiple strategies to achieve its high level of financial stability. This approach begins with compliance with District policy and procedures regarding Fiscal Management. (IV.B-20) Procedures include internal practices of monitoring expenditures to assure they are consistent with allocations and account balances especially in the current environment of constantly readjusted allocations. This plan is accomplished real-time by supervisors and managers as they monitor the accounts for which they are responsible. Use of Datatel’s Colleague financial software provides current account information. In addition, the District has an Internal Auditor position to monitor fiscal management.

The District consistently ends the fiscal year with a positive ending balance. (IV.B-92) The College contributes to this success by ending each year with a positive balance as well.

The administration of Proposition S & N funds for new facilities for the District has also been administered responsibly, as described in III.B.1 and III.D.2.a. The District has allocated square

footage according to a formula driven by existing space and expansion to bring teaching spaces in alignment with current standards. Funds are allocated and expended according to formula. The build-out is being overseen by District Facilities Management, with consultants for specific areas of project management. The entire process is overseen by the Proposition S & N Citizens' Oversight Committee. An independent audit reflected sound financial practices and made one recommendation to assure that accounts payable were posted in the period incurred. This matter has been corrected, as discussed in III.D.2.d.

Evaluation

A culture of fiscal responsibility does not just happen. This condition is the result of attention and importance at each level of the institution. The Chancellor frequently communicates information regarding budget and fiscal responsibility to the District. She does this through district-wide e-mails, publications such as "Chancellor's Cabinet Update" and "SDCCD Annual Reports" as well as through presentations to the colleges and Continuing Education. At the 2009 Chancellor's Cabinet Retreat, the Executive Vice Chancellor, Business Services presented a thorough overview of the District's finances, including budget and for expense each of the colleges and Continuing Education for 2006-2007, 2007-2008, and 2008-2009; analysis of compliance with the 50% law; ending balance summary for 2007-2008 and 2008-2009; campus discretionary and reserve accounts; and revenue and expense projections for the fiscal year 2009-2010, with the adopted budget dated August 10, 2009. (IV.B-93) Other items included a listing of permanent hiring delays and defunded positions that documented actions taken in response to budget reductions. This approach reflects a proactive stance to assuring financial stability.

Mesa College follows suit with practices such as those demonstrated by the Chancellor. The College has a record of sound financial practices and ends the year with a surplus.

The College meets this standard.

Standard IV.B.3.e: The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

Description

Consistent with Board Policy 0010, the Chancellor gives full responsibility and authority to the Presidents of the colleges to implement and administer delegated District policies without her interference and holds them accountable for the operation of the colleges. The Chancellor has demonstrated a practice of noninterference with the presidents as they lead their colleges. The college and Continuing Education presidents are active on Chancellor's Cabinet during which policies and the operation of the individual colleges and centers are discussed. The Chancellor utilizes the Presidents' Evaluations to determine the success of the operation of the individual campuses. Reports and Board Docket items reflect the successful operation of the individual campuses.

Evaluation

The Chancellor has acted in a manner consistent with Policy 0010 and delegated appropriate authority to the President.

The College meets this standard.

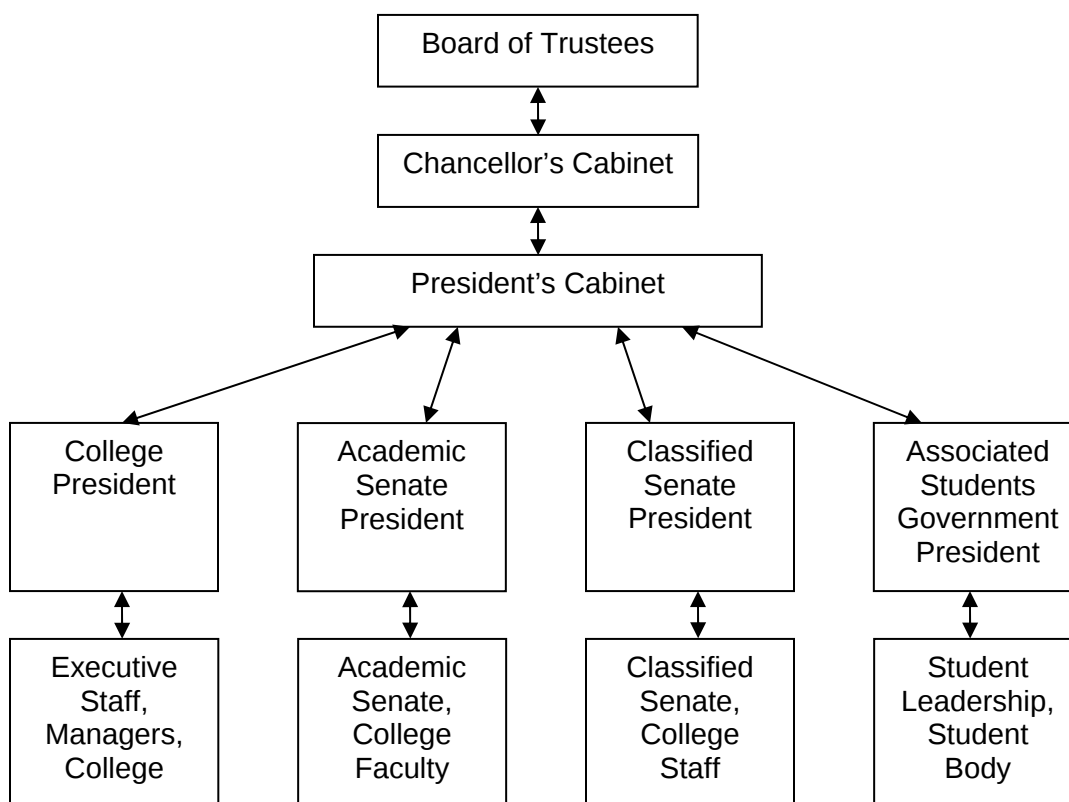
Standard IV.B.3.f: The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Description

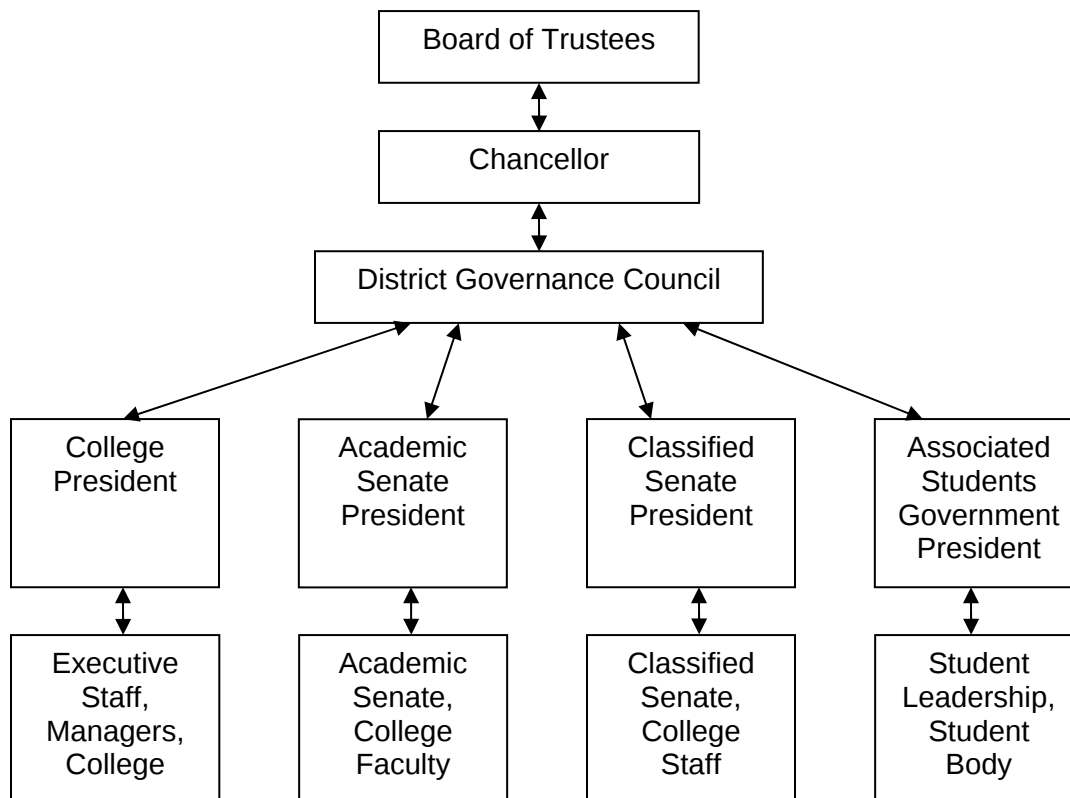
The District acts as the liaison between the colleges and the Board of Trustees. This action is accomplished through the governance and committee structure of the colleges and District and is consistent with the administrative structure established in Board Policy 0010. College constituents sit on district-level participatory governance committees described in section IV.B.3.b. These committees and councils report to Chancellor's Cabinet, which provides access to the Board of Trustees. In addition, the College Presidents sit on Chancellor's Cabinet and communicate their needs through this forum. College Presidents and the Presidents of the Academic Senate, Classified Senate, and Student Government Councils sit on the District Governance Council, which directly advises the Chancellor on matters of the District and the colleges.

The flow of communication is illustrated in the following diagrams:

1. Flow of communication using President's Cabinet as the intermediary between College and District, and District to Board of Trustees.



2. Direct flow of communication by representatives of each of the college's governance groups through the District Governance Council, which advises the Chancellor on numerous issues and reviews the Board Docket for each Board Meeting; in this way the District Governance Council becomes the intermediary to the Board of Trustees, as the Chancellor chairs the Council.



Communication is indicated by the arrows going both ways in the diagrams, and this is significant. Chancellor's Cabinet is a standing item on the President's Cabinet agenda, by which constituents are informed and consulted regarding District matters; likewise, the governance groups carry the information back and forth between their constituencies, and the President carries information back and forth to the Chancellor. Participation in District Governance Council reflects a more direct form of involvement, with representatives of the College governance groups formally advising the Chancellor. In addition to these two structures that formally provide the infrastructure for communication, College representatives serve on numerous other district-wide committees. A chart reflecting the District-wide Budget Development Committee would look similar to the one for the District Governance Council, although its Chair would be the Executive Vice Chancellor for Business Services, and it would include the Vice President, Administrative Services. However, the dynamics of the communication would be the same. Similar committees exist for Instruction, Student Services, and other areas of support. College constituents also sit on Purchasing Committees to communicate their needs to the Board; examples include the Committee for Audio Visual Equipment, which establishes and monitors the District AV Contract; the Microcomputer Advisory Committee, which serves a similar function for computers and peripherals; and less formal committees addressing purchases such as specific types of furnishings. The College actively communicates its needs to the District and serves to develop solutions overall.

In some cases, District employees sit on College committees as is the case with the District Director of Institutional Research and Planning, who serves as an ex-Officio member of the Mesa College Research Committee. In addition, the Mesa College Dean, Instructional Services, Resource Development, and Research, collaborates with the District Director of Institutional Research and Planning on College research issues and needs as well as the work of the Mesa College Campus-Based Researcher. This level of integration illustrates the interaction that can occur between the colleges and the District.

Another way in which the District acts as the liaison between the Board and the college is with the use of mainframe software systems administered by the District administrative departments, such as CurricUNET, Colleague, Datatel, ISIS, WebAdvisor, and Blackboard/WebCT Online Course Management System, which are used by college constituents in the conduct of business. Software and technology needs are communicated to the Board through the District.

Communication of actions taken at the District level is accomplished through direct e-mails from the Chancellor to the District and written reports such as "Chancellor's Cabinet Update" and the "Board Report." Communication is provided through personal interaction, such as formal presentations by the Chancellor or Vice Chancellors to the colleges and by the colleges to the District and Board, as is the case each year when Mesa College hosts the Board meeting and provides a one-hour presentation on the College. Communication can also be one-on-one, as is the case with Chancellor's Open Office Hours, which are provided by the Chancellor to the college communities. These office hours are held on location at the colleges, Continuing Education locations, and the District Office. (IV.B-96)

Communication works both ways, with the College publishing the outcomes of each week's President's Cabinet on the President's section of the College website; with biweekly e-mails from the President to the campus, updating them on happenings, which are also archived on the website; and by various written reports and publications. In addition, the College hosts one Board meeting each year, where it communicates its priorities and accomplishments through a college-wide theme.

Evaluation

The District serves as the liaison between the College and the Board. This connection is accomplished through established participatory governance practices and various communication venues. However, effective communication between the District and the colleges is mixed. In some cases it is very effective; in others it is not. There can be many layers of management between the District and colleges that allow for misinterpretation of plans, details, and policies. Examples include decisions that are not fully vetted with College constituents, such as the establishment of uniform building standards or the creation of purchasing standards without sufficient consultation involving campus faculty and staff. There is sometimes a feeling of disconnectedness between the District and end user at the College. However, there are also examples of excellent communication between the District and colleges, including those during times of crisis, such as the H1N1 virus notification, and the real-time dissemination of information regarding continuing budget issues.

The College actively communicates its needs to the District and the Board through formal and informal channels. The President represents the College each week with participation on Chancellor's Cabinet. College constituents serve on various committees and councils to support the participatory governance of the District.

In the 2009 Employee Perception Survey, 53% of employees agreed or strongly agreed that the District Office uses effective methods of communicating with College staff and faculty, which is best described as moderately in agreement. (Q92) Twenty percent of the respondents disagreed or strongly disagreed with this statement. This response rate indicates that the District should review its communication practices with the colleges and consider alternatives. With the advance of technology solutions, consideration of listservs and other means of technology-based interaction would be useful.

The College meets this standard.

Standard IV.B.3.g: The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Description

The District evaluates role delineation and governance, as well as decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. Evaluation of such processes and structures has led to actions by the District, such as the reorganization of the District EEO Office, leading to the creation of a Director, Legal Services and Equal Employment Opportunity position to more effectively represent the District in investigating complaints of unlawful discrimination. Another example is the reorganization of the District Instructional Services Office to include a Director of Grants and Resource Development position to assist the colleges in obtaining alternative sources of funding. (IV.B-94, IV.B-95) These actions reflect evaluation and response. However, they have not previously been regular or systematic, and they were not widespread.

In 2009-2010, the District initiated a pilot process to systematically evaluate the effectiveness of its administration and governance structures and processes. The creation of the SDCCD district-wide Shared Governance Self-Assessment process was the first step in creating an actionable assessment tool for this purpose. (IV.B-97) It evaluates the effectiveness of the District's eight participatory governance committees. This process is accomplished at the committee level, with each committee member responding to a survey based upon identified qualities of governance in four domains. The process has been driven by the participatory governance processes established in AB 1725, with the District Governance Council taking a leadership role in developing a rubric for evaluation. The self-assessment was deployed in spring 2010 and will be evaluated in fall 2010. (IV.B-98) Of importance, it is an annual process and includes assessment coupled with a mutually agreed upon action plan at the committee level. The results of these assessments will be communicated district-wide.

Concurrent with the District's evaluation of governance structures, it developed a process for planning and assessment of the service divisions, which is similar to Program Review at the college level. (IV.B-99) Like the governance self-evaluation, it is an annual process. The District has just begun implementing this process, and the District Division of Student Services has served as the model. It is a cyclical process that "closes the loop," consistent with an outcomes-based planning and review process. It includes a scorecard for the division, based upon its goals, as measured by identified indicators. The Department Action Plans include the mission, core values, goals, key activities for the department, and indicators and their appropriate measures, with fields for outcomes and action plans.

Evaluation

The District has long had an informal, as-needed process for evaluating the effectiveness of administrative departments; it has assessed and acted upon data to improve services, but not on a regular basis or cycle. In order to assure its effectiveness, the District has recently begun a process of systematic, regular assessment of its role in governance. It has also established a departmental planning and assessment process that is similar to Program Review. Once established and institutionalized, these evaluation instruments should provide the necessary tools to continually improve their processes and better meet College needs. Both of these evaluation processes will serve to inform the district-wide Integrated Planning Model described in III.B.3.

The College meets this standard.

Planning Agenda for Standard IVB: Board and Administrative Organization

The SDCCD Board of Trustees is an independent policy making body that reflects the public interest in their activities and decisions. They have established and monitor policies that support student learning and the financial stability of the District's institutions. Current policies uphold the mission statement and ensure members act with integrity. As a legal entity, the SDCCD governing board polices itself through their bylaws and policies including member orientation, development, self-evaluation and a code of ethics. They are informed about and involved in accreditation.

The current Chancellor was selected and continues to be evaluated using existing policies. She is delegated appropriate authority and responsibilities as defined by policy. Policy also guides the College President, who is responsible for planning, organizing, budgeting, selecting and developing personnel as well as assessing institutional effectiveness using appropriate statutes and regulations. In her role, the President delegates appropriate responsibility and authority to her vice presidents, who in turn administer their own divisions. With participatory governance in place, there is support for effective conduct of business and decision making at the college level.

The President's actions clearly support improvement of the College's teaching and learning environment. The continued use of research in evaluation, planning and all levels of decision making indicates institutionalization of data use. The final steps to fully integrate planning and resource allocation are underway.

In these trying times, the President has kept the College constituents informed of the budget. Her approach is transparent and participatory in nature. An effective communicator at the local, state and national levels, the President strives to keep all informed. Her internal ratings are bimodal with a higher percentage of employees than students agreeing or strongly agreeing.

Since the 2004 accreditation visit, the District has made many changes to meet the recommendation received from the ACCJC. The delineation of functions for the colleges relative to those of the District has been addressed through the creation and distribution of a "functions map". To review its services in support of the College's mission and functions, the District has implemented a new self-assessment process to determine effectiveness.

With appropriate delegation of responsibility and authority from the Chancellor, the President operates the College in an environment of noninterference. The existing District participatory governance structure reinforces the liaison role it plays between the College and the Board. The District strives to maintain and improve communication with the colleges as well as evaluate its progress. Recent findings suggest that more effective methods of communication should be considered.

The College has identified three recommendations within the scope of this standard and recommends:

15. Developing a formal process for evaluation of its organizational and decision-making structures;
16. Investigating improved methods for the President to communicate with the students; and
17. Working with the District to help develop more effective methods of communication.

Standard IVB Evidence

IV.B-1	BP 2010 Board Membership
IV.B-2	BP 2100 Board Elections
IV.B-3	BP 2015 Student Membership
IV.B-4	BP 1020 Trustee Advisory Councils, Policies and Bylaws Governing the Formation and Operation
IV.B-5	SDCCD Administration and Governance Handbook, 2009-2010, p. 35-36: Trustee Advisory Council, including membership
IV.B-6	BP 2410 Policy and Administrative Procedures
IV.B-7	BP 2200 Board Duties and Responsibilities
IV.B-8	SDCCD Board of Trustees Website Homepage: http://www.sdccd.edu/public/district/trustees
IV. A -9	BP 2431 Chancellor Selection
IV.B-10	BP 2435 Evaluation of the Chancellor
IV.B-11	Chancellor's Goals and Objectives for 2009-2010
IV.B-12	BP 2430 Delegation of Authority to the SDCCD Chancellor
IV.B-13	Board Meeting Minutes for July 8, 2010, where the most recent evaluation of the Chancellor was approved
IV.B-14	Board Policy 5300 Courses of Instruction and Educational Program Approval
IV.B-15	Board Meeting Minutes --samples where instruction and programs have been briefed.
IV.B-16	BP 6100 Delegation of Authority (for Business and Financial Services)
IV.B-17	BP 6200 Budget Preparation
IV.B-18	BP 6205 Final Budget
IV.B-19	BP 6250 Budget Management
IV.B-20	BP 6300 Fiscal Management
IV.B-21	Agenda for SDCCD Board of Trustees Retreat, May 28, 2009
IV.B-22	SDCCD Trustee Boundaries Map: http://www.sdccd.edu/public/district/boundaries.shtml
IV.B-23	SDCCD Proposition S and N Citizens Oversight Committee: http://www.sdccdprops-n.com/members2.aspx
IV.B-24	BP 2710 Conflict of Interest
IV.B-25	BP 2715 Code of Ethics/Standards of Practice
IV.B-26	BP 2716 Political Activity
IV.B-27	BP 2717 Board of Trustees Personal Use of Public Resources
IV.B-28	BP 2720 Communications among Board Members
IV.B-29	SDCCD Mission, Vision, Values, and Goals Statements: http://www.sdccd.edu/public/district/mission.shtml
IV.B-30	BP 2510 Participation in Local Decision-Making
IV.B-31	SDCCD Strategic Plan 2009-2012
IV.B-32	SDCCD Institutional Research and Planning Website, Board Reports: http://research.sdccd.edu/pages/160.asp
IV.B-33	Board of Trustees Minutes for budget approval and changes to major expenditure classifications –sample
IV.B-34	SDCCD Board of Trustees Minutes demonstrating actions consistent with its policies and bylaws –sample
IV.B-35	SDCCD Board of Trustees Minutes demonstrating review and revision of Board Policies –sample
IV.B-36	Board of Trustees Minutes for meeting with Board and District-wide Accreditation Standard IV B Self Study Chairs, April 16, 2009
IV.B-37	BP 3925 Posting and Distribution of Literature, Political and Vending Activities, Food Handling, and Free Speech on Campus

IV.B-38	CCLC New Trustee Orientation
IV.B-39	Summer Training Session for Student Trustees
IV.B-40	SDCCD Board of Trustees Minutes related to CCLC and ACCT conferences –sample
IV.B-41	BP 2745 Board Self-Evaluation
IV.B-42	Board Docket 191.1, September 24, 2009: Board of Trustees Self-Evaluation, including attachments for survey instrument and results, 2008-2009 Goals with responses, and 2009-2010 Goals; and record of unanimous vote to approve the self-evaluation.
IV.B-43	Board Docket 902.1, March, 13, 2009. Status Report on Accreditation for City, Mesa, Miramar and Continuing Education
IV.B-44	Presentation of “Status Report on 2010 Accreditation” to Board of Trustees, March 12, 2009
IV.B-45	Board Study Session: Discussion and Minutes Notes, April 16, 2009
IV.B-46	Board Subcommittee on Accreditation and Student Learning Outcomes, Agenda, April 9, 2009
IV.B-47	Board Subcommittee on Accreditation and Student Learning Outcomes, Agenda, November 12, 2009
IV.B-48	Board Docket 902.1, February 18, 2010. Status Report on Fall 2010 Accreditation. Summary of November 12, 2009 meeting of the Subcommittee on Accreditation and Student Learning Outcomes
IV.B-49	Status Report on Fall 2010 Accreditation presentation
IV.B-50	BP 0005 Accreditation
IV.B-51	BP 2431 Chancellor Selection
IV.B-52	BP 2435 Evaluation of Chancellor
IV.B-53	Board Study Session, Discussion and Minutes Notes, April 16, 2009
IV.B-54	Documentation on Chancellor Job Search
IV.B-55	BP 2430 Delegation of Authority to the SDCCD Chancellor
IV.B-56	SDCCD Board Docket 640.1, July 9, 2009
IV.B-57	Policy 0010 Governance: District Administrative Organization
IV.B-58	Procedure 4200.6 Employment of Managers
IV.B-59	SDCCD Management Handbook
IV.B-60	San Diego Mesa College Faculty and Staff Handbook
IV.B-61	Reporting structure for Research function of Dean, Instructional Services, Resource Development and Research
IV.B-62	San Diego Mesa College Educational Master Plan, 2007-2011
IV.B-63	San Diego Mesa College Website: President's Cabinet Agenda Outcomes: http://www.sdmesa.edu/president/cabinet.cfm
IV.B-64	President's Cabinet Retreat Notes for April, 2009, referring new mission, vision, values, and goals to Academic Affairs Committee
IV.B-65	President's Cabinet Agenda Outcomes for October 27, 2009, when new Mission, Vision, Values, and Goals were approved
IV.B-66	Mission, Vision, Values and Goals Campaign, spring, 2010
IV.B-67	President's Message on Mesa College Website: http://www.sdmesa.edu/president/index.cfm
IV.B-68	White House Initiative for Educational Excellence for Hispanic Americans: http://www.sdmesa.edu/president/initiative.cfm
IV.B-69	Hispanic Outlook in Higher Education Award: Dr. Rita Cepeda: Consummate Educator and Compassionate Leader. November 16, 2009
IV.B-70	San Diego Mesa College Strategic Planning: Integrated Planning Process
IV.B-71	San Diego Mesa College Research Planning Agenda
IV.B-72	Planning and Resource Information for Faculty, Administration, Classified Staff, and Governance Leaders, August, 2008; Rita Cepeda, Ed.D.: “Building a Culture of Evidence”

IV.B-73	Annual Board of Trustees Meeting hosted by Mesa College; October 27, 2008; Presentation to the Board: "Building a Culture of Evidence: We Measure What We Treasure"
IV.B-74	President's Updates Section of Mesa College Website: http://www.sdmesa.edu/president/updates.cfm
IV.B-75	African American/Latino Male Leadership Summit
IV.B-76	Report of Categorical Programs Site Visit, 2009
IV.B-77	Accrediting Commission for Community and Junior Colleges Annual Report Form, 2006-2007; 2007-2008; 2008-2009
IV.B-78	Accountability Reporting for the California Community Colleges, 2009:
IV.B-79	Budget Presentation to the Campus
IV.B-80	Town Hall 2009-2010 Budget Meetings (three presentations)
IV.B-81	Canyon Day Activities: http://www.sdmesa.edu/canyonday/index.cfm
IV.B-82	District Policy 0020: Governance, District Functional Organization
IV.B-83	Delineation of Functions Map of District and College/Continuing Education Functional Organization
IV.B-84	Procedure 0020.6
IV.B-85	Procedure 0020.2
IV.B-86	Procedure 0020.3
IV.B-87	Procedure 0020.7
IV.B-88	SDCCD Administration and Governance Handbook, 2009-2010, p. 19-20: Budget Development and Institutional Planning Advisory Committee, including membership
IV.B-89	District Budget Development and Issues: Campus Forum
IV.B-90	San Diego Community College District Basic Financial Statements and Independent Auditors' Reports for the year ending June 30, 2009; prepared by Caporicci and Larson
IV.B-91	Standard and Poor's and Moody's Bond Ratings for SDCCD
IV.B-92	SDCCD Budget, 2008-2009
IV.B-93	Chancellor's Retreat, August 14, 2009
IV.B-94	Board Docket for 680.1, dated 6/7/07, reorganizing EEO Office and creating new Director, Legal Services and EEO position.
IV.B-95	Board Docket for 671.1, dated 7/25/06, creating new Director of Grants and Resource Development
IV.B-96	Chancellor's Open Office Hours for 2005-2010
IV.B-97	SDCCD Districtwide Shared Governance Self-Assessment
IV.B-98	Districtwide Shared Governance Committee Contributions Report 2010
IV.B-99	Action Plans and Assessments: District Student Services Division, March 2010
IV.B-100	Districtwide Integrated Planning Model