

SAN DIEGO MESA COLLEGE

Accreditation 2017

Standard IV

November 2nd Draft

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Standard IV. Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

IV.A. Decision-Making Roles and Process

IV.A.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for 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 planning and implementation.

Institutional leaders come from all areas of the campus and from all constituency groups; and include administrators, faculty, staff and students. The campus takes proactive steps to make sure that all voices are present at all major decision-making campus groups. The leadership groups work collegially to support each other and to meet the mission of the college. All leaders are focused on student needs and strive for innovations that lead to institutional excellence. The leadership committees, work groups and task forces, strive for a representative balance and solicit as many opinions as possible in decision-making groups, a specific list of these groups and their responsibilities are found in A-2. Besides the administrative leadership groups, the Academic and Classified Senates are also change agents at the institution, sometimes working collectively and sometimes independently. All levels of leadership strive to be supportive and respectful in dialogue and focus on excellence in instruction and institutional effectiveness. Each group understands their role in the leadership structure of the college and what is in their respective purview and locus of control and work to collaborate when there is an issue that overlaps constituencies and areas of responsibility. Mesa prides itself on its innovations and ability and willingness to try new ideas. Administrators, faculty, staff, and students, no matter what their official titles, take initiative for improving the practices, programs, and services in which they are involved. Examples can be seen in the themes set yearly by the president. In the 2014-2015 academic year, the campus had a theme of "Teaching and Learning" and focused efforts across the campus to improve these areas. For example, the extensive work done and focus on Student Learning Outcomes reflects the institution's commitment to teaching excellence. During that year, the President provided Teaching and Learning funds to all areas and departments to promote innovation and dialogue. The 2015-2016 academic year has been themed, "The Year of Equity"; thus, the campus is focused on equity issues that affect all areas of the campus and create less than ideal system that can negatively impact students. Some examples of work in this area include basic skills assessment for English and campus observations where campus leaders considered what it was like to be at Mesa as a student. Observations included watching students use various services, navigate systems and the overall atmosphere at Mesa--such as negative signage throughout the campus.

These observations were shared at various leadership groups who discussed ways to improve service, English placement and create a more inviting environment for students. Additionally, extensive professional development opportunities have been offered to all groups on campus to learn how to better serve men of color on the campus. Mesa has established a relationship with San Diego States University's Minority Male Community College Collaborative (M2C3) who have offered a free webinar series devoted to helping all campus groups to understand and better serve groups that tend to struggle more with persistence and success.

When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation. The Learning Assessment

Task Force is an example that has widespread representation and has a systematic impact on program directions and assessment across the campus. Another example is the recently created Enrollment Management System Working Group (EMS). EMS serves as a platform for the Vice President of Instruction to interact with scheduling faculty and deans. The group discusses trends and considers ways to boost enrollment at Mesa. As a result, Mesa is one of the few college campuses in the 2015 academic year with steady enrollment and even growth in some areas. Another innovative idea at Mesa is the New Faculty Institute (NFI). The NFI helps new faculty members navigate their first years at Mesa College. NFI demonstrates the commitment of Mesa to teaching and learning both for students and faculty. The first year of tenure-track, new faculty are asked to focus on teaching in the classroom. They are also paired with a mentor both inside the department/college as well as having a mentor outside their service area. The institute works to help new faculty familiarize themselves with various areas of the campus, governance structure and a support system to help them acclimate to the campus environment. New faculty learn everything from where to obtain printed materials to dealing with a student who is struggling in class. Incoming "cohorts" have a chance to reach out and work with seasoned faculty members and administrators to ensure their time at Mesa isn't simply "trial by fire". Mesa's NFI takes a proactive approach to working with new faculty members for a smooth transition into the institution.

The examples represented here are merely a scant few ways that Mesa College does help administration, faculty and staff better serve students. However, more work is needed. We're so used to doing more with less that at times it is difficult to muster the energy to be positive and creative. Opportunities for more release/reassigned time and/or restoration of it motivates everyone to be creative and innovative. Also, there are so many competing priorities for flex day that faculty often don't have enough time to discuss curricula. The college also needs to improve communication for how to share ideas along with outcomes of actions. There are several venues to make these recommendations for campus-wide improvement and this is an area of strength for Mesa. The work to improve instruction leads to purposeful dialogue and dynamic discussions that inspire and invigorate. The data driven culture that the commitment to excellence creates has taken time away from more important projects and it is something that Mesa is working to balance.

Links

- President's Message re: participatory gov: <http://www.sdmesa.edu/about-mesa/governance/>
- Mini-grants, teaching and learning monies
- Institutional Planning Manual 2013-14 - <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/piec/documents/2013-14-institutional-planning-manual/>
- Senates, ASG
- Ashanti's board presentation – to know is to experience things

IV.A.2 San Diego Mesa College establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

“Analysis & Evaluation” (formerly Self-Evaluation) - Per the ACCJC, “Whether or not, and to what degree does evidence demonstrate that the institution meets each Standard? How has the Institution reached this conclusion?”

The current governance and committee structures facilitate administrator, faculty, staff, and student participation in decision-making processes (see BP 2510). Multiple shared governance committees, including BARC, PIE, and Strategic Planning committees (<http://www.sdmesa.edu/about-mesa/governance/committees/>), exist on campus and contribute to the integrated planning process,

Through this current governance structure (<http://www.sdmesa.edu/about-mesa/governance/>, <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/>), ideas are brought forth in many ways. Faculty participation occurs with the Academic Senate and Chairs Committee, staff participation occurs with Classified Senate, and student participation occurs with the Associated Student Government (ASG) (<http://www.sdmesa.edu/about-mesa/governance/associated-students/>). Administrators participate via Deans Council and Executive meetings. The President’s Cabinet meetings have representation from all of the above groups and are open to all interested parties. In addition, a myriad of other participatory governance committees exist with representation from all of the above groups (<http://www.sdmesa.edu/about-mesa/governance/committees/>). Furthermore, faculty and/or students who have ideas pertaining to policy or planning could facilitate a meeting with the administrator of a particular department to discuss these issues. The administration meets regularly with faculty and staff leadership to discuss upcoming issues. When something controversial is happening on campus, district or at the state level, administration reaches out to address rumors and keep all lines of communication open.

The Program Review Process (<http://www.sdmesa.edu/about-mesa/institutional-effectiveness/program-review/>) provides a vehicle for staff and faculty to discuss their program’s strengths, challenges, goals, and needs, and reflect upon areas of improvement. The Program Review Committee, President’s Cabinet, BARC, FHPC, CHPC, and PIE work together to fund needs and make recommendations. The committees (FHPC, BARC, CHPC, and PIE) overseeing and/or evaluating various aspects of this document reflect a balance of faculty, staff, administrators, and if appropriate, include student representation as well. Academic Senate has student representation and the Academic Senate Constitution provides clear guidelines pertaining to the 10+1 for faculty and what committees are appropriate for student participation. In general, committee development is based on strong participatory governance.

Students have a voice at Mesa College. Select students complete faculty evaluations each semester as per contractual agreement and these evaluations are used in assessment of faculty during evaluation cycles. The San Diego Community College District also has clear policies on student rights and responsibilities. The District has establish grade challenge policies and faculty and administrators are well versed in the protocol to deal with student complains and concerns. When a problem arises, the student has both informal and formal options for addressing their concerns. Department chairs collaborate to help each other deal with difficult or new complaints. Student Health Services and campus Disability Support and Programs and Services (DSPS) provides support for students struggling with physical, financial and mental health issues. The Dean of Student Affairs also provides guidance on student disciplinary issues. Faculty can reach out to any of these groups to get support and guidance on dealing with both standard and difficult student situations. The campus has also added a counselor to specifically deal with student Veterans and Mesa is currently working on what specific services are needed to best serve this population. Additionally, the campus continues to find ways to better serve former foster youth.

Actionable Improvement

Specification, clarity, and the communication of the participatory governance structure and process are areas where potential improvement could occur. While it is clear that procedures have been established for the process of bringing ideas forward, the formal policy and/or guidelines regarding the manner in which this should be done could be clarified and delineated. Clarity and communication could also be improved from the District in that many of the policies are District based. Additionally, the campus is/has discussed the need and possible ways that a campus wide communication plan could be established. Email is still the preferred way to decimate information, which has proven to have mixed success. Therefore, the campus continues to consider better ways to provide critical communication to various groups.

The campus is also considering ways to increase student representation and feedback. Students are encouraged to participate in campus workgroup and committees. However, they tend to offer little feedback to group leaders. The campus needs to consider ways to solicit student feedback as well as ways to help students get training to be more productive committee members. New students rotate into campus committees regularly and should be provided some training to contextually understand what the group does and how students fit into the equation. It would also be advantageous to increase communication between faculty and administration so that equitable decision making power is achieved by all parties involved. [<== IF WE ARE GOING TO GO DOWN THIS ROAD, WE WILL NEED CONVINCING EXAMPLES OF HOW EQUITABLE DECISION MAKING IS NOT PART OF THE CAMPUS CULTURE] Even though many of the decisions are made at the state level by legislators, the statewide Academic Senate and/or the State CC Chancellor, how these policies are best implemented at the campus level should be discussed amongst all concerned parties. In this way, discussion and collaboration by all concerned parties should continue to be a focus so that decisions are not made unilaterally without consultation of all parties involved. [SEE COMMENT, ABOVE] The campus does provide avenues for input and discussion on critical issues. However, when the administration feels the correct course of action is to deviate from the recommendations of the various campus leadership groups, the administration could do a better job of rationalizing decisions so all members of the campus understand ultimately why the decision was made. Although this comment represents a rare scenario, it does happen occasionally. This also does not mean that the campus administration does not try to share this information, but the campus has yet to create an effective communication strategy and this always leaves some faculty, staff and students not understanding how/why the conclusion was drawn. When faculty or staff comes to administration with an idea, simply citing, "Education Code" is not enough. If specific laws exist that prevent the implementation of an idea, the specific portion being cited should be presented. Additionally, faculty groups need to make sure that they are working towards holding each other accountable for meeting obligations to the campus and that all members of the group are serving students. The faculty still struggles to clean up curriculum, keeping disciplines current, engaging in professional development and staying current in their respective disciplines and having tough conversations about FTE allocation. Controversy can breed innovation when all participants feel heard and that their needs are met. Controversy can also be destructive when participants feel left out or unheard. Competent communication means it is both effective and appropriate; something that is easy to understand but difficult to practice consistently. The campus, at all levels, looks for and discussed ways to improve communication.

IV.A.3 Administrators and faculty, through policy and procedures, 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.

According to BP 2510 and Mesa College Academic Senate constitution, Mesa has a set of shared governance committees and processes on campus, as discussed in standard IV, A-2). There are governance policies such as Institutional Planning Manual in place that address the roles of administration and faculty in matters of institutional policies, planning, and budget. Mesa has established resource allocation committees that consider requests from department program reviews that articulate the need for supplies, equipment and personnel. The BARC, FHP, CHP, and PIE committees all consider various requests and forward recommendations to the president. Each committee has representation from faculty, staff, and administration. Recently, the campus created a "Committee on Committees" to consider any overlap across various committees and will provide recommendations based on their findings. [<==ACTIONABLE ITEM?]

Additionally, there is some discrepancy between district and campus processes that require better communication and agreement. Although there is a district governance council that includes all campus leadership groups, there still seems to be a significant communication problem from the district to the campus. A recent example can be seen in the roll out of the People Soft system for travel and accounting. The district has not asked for nor incorporated any customization that is necessary for the campus to do business. The system was launch without significant training for campus business personnel and there has been little support when issues arise that were not part of the limited training that the district did provide. The system cannot generate reports necessary for campus to conduct its regular business and the system cannot be accessed remotely which has create problems with faculty being able to get travel requests completed in a timely manner. These are a few of the problems with the roll out and although the campus understanding all new system will have glitches, the district response has been slow and less helpful then hoped for. The district needs to operate in a manner that is supportive to the campuses, all too often groups across the campus feel they work for the district. This is the antithesis of why a district is created—the creation of a district is to support the campus.

Another example of this pertains to hiring on campus. Human Resources seems to be overwhelmed with fulfilling its responsibilities. For example, it is not uncommon for the campus screening committee to determine if applicants meet minimum qualification, something that is listed as a district responsibility as per the district policy on hiring practices. When the hiring packets are completed from Human Resources, the campus is informed that they can come to the district and pick them up. Some committees have reported that they received this notification a few hours before the district closes the day before the interviews are to convene—for example, interviews are scheduled for Wednesday morning at 8AM and the committee gets notification on Tuesday afternoon that they have until 5PM to pick up the packet from the district. This assumes that someone on the committee will have time to go to the district to pick up the information. These types of interactions are common and do not demonstrated a system support for the campus, they demonstrate a culture in which the campuses work for the district. This is a significant problem that needs to be addressed.

As discussed, Mesa has many participatory governance groups. In addition, the campus also has meetings among like members as well. The Administration meets on a regular basis. The Instructional Deans' Council provides a place for the Deans and the Vice President of Instruction to discuss critical issues facing the schools. The Academic Senate provides a forum for faculty to address issues that affect them and students. The Committee of Chairs meets to discuss issues pertinent to chairs. Student disciplinary issues, complaints, scheduling, hiring and workload are all issues discussed by chairs and reported to both the Academic Senate as well as the President's Cabinet. The Classified Senate exists to address concerns of the classified staff. Finally, the Associated Student Government consists of students interested in working on discussing issues that pertain to students. The work of these groups filters through participatory groups as well. This micro/macro approach to governance ensures that voices are heard at multiple levels and that similar group members can express their feeling freely and without consequence—whether real or perceived.

All governance groups, structures, committees, agendas and minutes can be found easily on the Mesa College web site at <https://www.sdmesa.edu/about-mesa/governance/>. Here all internal and external groups and individuals can find information about the various governance groups at Mesa and seek agendas as well as minutes from meetings that were conducted.

The above mentioned groups can be found by using the following links:

Group	URL
Instructional Dean's Council	https://www.sdmesa.edu/about-mesa/administration/instructional-services/
Academic Senate	https://www.sdmesa.edu/about-mesa/governance/

	mesa/governance/academic-senate/
Committee of Chairs	https://www.sdmesa.edu/about-mesa/governance/academic-senate/committee-of-chairs.shtml
Classified Senate	https://www.sdmesa.edu/about-mesa/governance/classified-senate/
Associated Student Government	https://www.sdmesa.edu/campus-life/associated-student-government/

Additionally, campus committees as well as other groups can be found at <https://www.sdmesa.edu/about-mesa/governance/>. Here meeting agendas, meeting notes, and campus documents are all available for both internal and external use. Finally, Mesa College has a campus based researcher who can also provide information and campus data for various projects such as institutional planning and program reviews. The campus prides itself on using data to inform decision-making but not using qualitative measures as the exclusive means by which decisions are formulated.

IV.A.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services

California law (AB1725) and District policy BP2510, give faculty the primary responsibility for curriculum, including developing new courses, reviewing and updating curriculum, degrees and certificates, grading policies, and developing Associate Degrees for Transfer. There is significant faculty (10) and academic dean (3) participation on the Curriculum Review Committee (CRC) that monitors and aligns all curriculums at the College level and on the Curriculum and Instructional Council (CIC) at the District level, and in all processes that involve courses, programs, and degrees. Curriculum is faculty driven and based on student needs as well as industry and business needs. [== WILL NEED EVIDENCE FOR THIS] For example, in September 2014, as a result of SB850, Mesa College was given the opportunity to develop a Baccalaureate degree in Health Information Management. The upper division curriculum was developed by two faculty members, using the 2014 HIM Baccalaureate Degree Curriculum Requirements, published by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). This is a national model, used by all other 58 accredited BA programs in the United States. This degree was granted and developed because of specific need in the community for workforce students with these skills.

Another example is the collaboration between the CTE Allied Health programs and Communication Studies in which the students in Allied Health will be required to attend an Interpersonal Communication class to meet the needs of employers who express their concerns with graduate's ability to communicate effectively. This change was based on a collaboration with the community, Allied Health and the Communication Studies Department. This exemplifies some of the ways in which Mesa College works to keep the needs of employers in mind and works within existing system and departments to collaborate. Currently, the Communication Studies department is developing a specific Interpersonal Communication course that would have a health communication emphasis. This, again, is an example of ways that the college collaborates to meet the needs of students and the community at large.

The CRC has developed procedures for course development and approval consistent with the Ed Code. The CRC reports to the Academic Senate, and the CIC reports to the Chancellor's Cabinet. Topics that have been discussed recently at the Academic Senate and at CRC and CIC include repetition, acceleration, prerequisites, class capacities, placing courses in disciplines, repeatability, maintaining a comprehensive curriculum, minimum qualifications, and Associate Degrees for Transfer. All of these issues are relevant to maintain high levels of success and transfer that Mesa is known for. Campus activities surrounding these areas demonstrate the commitment to this standard.

Mesa's Title V grant Proyecto Exito provides for redesigning Basic Skills and Gateway courses, a task that is being led by ENGL, MATH, and PERG faculty. Faculty are also involved in professional development activities to introduce new classroom pedagogies, such as the Campus Employee Development Committee (CED) which is building a teaching and learning center of excellence on campus. This center will help faculty develop course materials, training on new platforms and other professional development necessary to maintain Mesa's reputation as a college with high academic standards and outcomes.

Another strength of the San Diego Community College District is the existence of aligned curriculum. The district is the only one in California with a fully linked curriculum. Although each of the three Colleges in the District is separate with respect to articulations with the UCs and the CSUs, faculty and academic deans regularly review each other's updates and new curriculum and have a chance to comment on share course outlines of record. This creates a system in which curriculum is broad and well vetted and absent of "group think". The more feedback each new course or change receives, the more likely problems are caught and corrected before the course gets offered to students. Another unique part of the curriculum process at Mesa is that Mesa's Articulation Officer is a faculty member. This means that she brings relevant expertise to the conversation.

Faculty and academic deans are encouraged to engage in professional development, notably the ASCCC annual Curriculum Institutes and Academic Institutes.

68% of respondents to the Mesa College 2012 Employee Satisfaction Survey feel that the faculty is central to decision-making involving curriculum development (Q77).

The San Diego Community College District as well as the Mesa College Campus have clear policies, procedures and mandates that ensure faculty and staff leadership are a vital part of the conversation. For example, BP2510 ensures the right of the Academic Senate to assume primary responsibility for making recommendations in the areas of curriculum and academic standards. The AFT Guild also describes in the Collective Bargaining Agreement (CBA), the establishment of the faculty expectations for work on department, college and district committees. Section 7.4.3 offers, "All tenured/tenure-track teaching faculty will perform "campus-assigned activities," as referenced in both the table 7.4.4 and text of this Section (7.4) of the Agreement. Those activities that are scheduled (as in the examples of program advisory board meetings, accreditation committee meetings, task-force meetings, and/or curriculum committee meetings), will be assigned at the discretion of management at specific times and places. Non-scheduled activities are more appropriately performed in a manner and place determined by the faculty member." Further, Section 7.4.4. states, "Campus-assigned activities, when appropriate, are assigned by management, and may include (but are not limited to) the following: student advisement, instructional and prerequisite advising, committee meetings, faculty senate activities, curriculum development and revision, departmental meetings, voluntary club sponsorship, program advisory board meetings, accreditation committee meetings, task-force meetings, curriculum committee meetings, or other projects as assigned by management. Faculty will be expected to serve on a minimum of one (1) District or College committee." Thus, the State, district, campus, and union all expect curriculum engagement from all faculty members. Significant evidence of work of these groups can be found on Mesa's web site. The following table offers the web pages that are relevant to the work of the committees that deal with curriculum as well as the tools used to create and revise curriculum:

Committee/Area	URL
Curriculum Review Committee	http://www.sandiegomesacollege.org/about-mesa/administration/instructional-services/curriculum-review-committee/
District CIC Information	http://www.sdmesa.edu/about-mesa/administration/instructional-services/curriculum-review-committee/district-cic-information.shtml
CurricUNET	http://www.sdccdcurricu.net/sdccd2/
Academic Senate 10+1, Title V 53200(c)	https://www.sdmesa.edu/about-mesa/governance/academic-senate/documents/Title-V.pdf
President's statement	http://www.sandiegomesacollege.org/about-mesa/office-of-the-president/
ASCCC Curriculum Institutes	www.asccc.org/events/2015-07-09-170000-2015-07-11-190000/2015-curriculum-institute/

Commission on Accreditation for Health Informatics and Information Management Education	www.cahiim.org
Collective Bargaining Agreement—AFT	http://aftguild.org/Contracts/faculty/faculty-contract-7-1-08-to-6-30-11-AGR.pdf
Title V HSI Grant, Proyecto Exito	http://www.sdmesa.edu/about-mesa/current-initiatives/hispanic-serving-institutions/proyecto-exito/index.shtml
Campus Employee Development Task Force	https://www.sdmesa.edu/about-mesa/professional-development/campus-employee-development/Taskforce%20Meeting%20Notes_041415.pdf
Board Operations BP2510	http://www.sdccd.edu/docs/policies/Board%20Operations/BP%202510.pdf

Evidence [INTEGRATE INTO NARRATIVE]

Possible Gaps, Issues

- All administrators not on same page
- Inclusion of adjuncts?
- Driven by state mandates, as opposed to student need
- Pressure to narrow the curriculum, which defeats “comprehensive community college”
- Complex, lengthy state approval process

Action Areas:

Mesa College does have areas of needed improvement. Although adjunct professors are invited to be part of the conversation, they do not have a representative voice on curriculum or other issues. The campus needs to do a better job finding ways to make sure they have a voice on major committees. This will probably need to be considered at the contractual level to ensure proper compensation for involvement or flex will need to be offered so that part-time professors can be part of the conversation even if their involvement on committees are less rigorous than those of full-time faculty.

In any institution of this size, having all administrators with the same message would reduce confusion and clarify expectations. For example, different instructional deans often report different standards for cutting classes. This is a common issue among faculty chairs. The campus needs to either create a common standard in which we consider which classes might get cancelled or have different policies based on the deans and chairs working together. What happens in the current climate seems to be the latter with conversation that seems to indicate that the mandates are coming from the Vice President of Instruction’s office. Either way, clearer standards would decrease confusion and would help chairs and other faculty understand where policy making is taking place.

The college needs to continue to figure out how to balance state mandates and student needs. The college is engaged in conversations about how to maintain a balanced curriculum and meeting the classroom needs of students. Ongoing conversations on campus focus on providing broad, general education while still trying to offer core classes for student degree and transfer completion. There is always pressure to narrow curriculum which is in direct conflict with the mission of the education master plan as well as the mission of the college. It is often difficult to manage the mandates of the state, especially without increased resources to meet them. For instance, the Associate Degree for Transfer (ADT) has had a dramatic impact on language department. The campus must figure out and respond to these dramatic changes. For our local area, students have had a difficult time transferring to San Diego State University (SDSU) via the ADT. Departments are discussing only how the ADTs have impacted their curriculum but what to do should students revert back to traditional routes into SDSU. These are conversations that require more information than is locally available to chairs. The campus should closely track trends in transfer and make sure that scheduling chairs have the information they need to make sure they are scheduling in ways that will meet student needs. Additionally, the campus need to find a way to track student education plans and compare the plans to the students course completion to see how closely students are able to meet the educational goals they set. The data to track student habits is critical and funding to conduct research into problems students have trying to complete their course of study should be priority.

Another curriculum issue pertains to the C-ID and complex and lengthy state approval process. This not only means that curriculum is less “universal” because it is harder to meet the CSU, UC and C-ID mandates. The constant revisiting of curriculum by the C-ID has been nearly unmanageable. Additionally, the many of the degrees students are being offered by the CSU still carry the stigma of “light” degrees. The idea of a forced transfer path is not working and has created an almost unmanageable curriculum mess for the community colleges and has made entrance into our local CSU even more competitive. The state still has not closed loopholes in the AD-T degrees and students can still take one semester of classes in a transfer area and be considered “local”.

IV.A.5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives, decision-making aligned with expertise and responsibility, and timely action on institutional plans, policies, curricular change, and other key considerations.

AB1725 mandated that all California community colleges adopt a local participatory governance structure, requiring faculty involvement in academic and professional matters. Mesa College, as with many others, has interpreted this to apply to all members in the College, so that faculty, staff, and students have the right to express their opinions and participate in college governance. As discussed earlier, BP2510 defines these rights and roles for Mesa College and SDCCD (email link provided in section 4). Additionally, as discussed earlier and shared in Appendix XXX, Mesa College has a robust system of shared governance groups and committees. Mesa strives to give equal representation to all Schools across the campus and to appreciate the effect on stakeholders of any decisions proposed. This structure provides many opportunities for all constituencies to work together in the best interests of the College and most importantly, the students. The Mesa College Educational Master Plan 2013-2019 exemplifies the campus' collaborative approach (<https://www.sdmesa.edu/about-mesa/Ed%20Master%20Plan%202013-2019%20Final.pdf>).

Perspectives and plans begin in campus-wide program reviews, Academic and Classified Senates, Chairs Committee, Deans Council, Associated Student Government, Executive Staff, and Management meetings. They are filtered through PIE and President's Cabinet. Information and decisions are then sent back through these same participatory governance groups for dissemination to their constituencies. As plans and decisions are vetted, the College strives to find a balance between an open participatory discussion and the need to finalize the decisions or plans. In a 2012 Employee Satisfaction Survey, 61% of respondents feel that College faculty and staff understand their roles in helping the college achieve its goals. Student and faculty leaders, as well as deans/managers, need to promote active participation to get the most out of participatory governance. This is an area the campus can still work to achieve better participation for more campus members. Many would admit that there are many of the same people at most tables and at times, the Senate finds it difficult to find faculty to fill all the need for voices at the table. This has less to do with a lack of willingness or desire on the part of the faculty, more that the full-time ranks are low and it is difficult to keep up with the pressures of the department and the "job creep" that has been inherent in a system that has lacked an appropriate level of classified staff. As the economy has improved, new hires have been added which should reduce some of the workload issues. However, it is imperative that the State legislators consider that each piece of legislation adds a layer of work necessary to document and maintain the expected evidence that the college is meeting the mandate. Without adequate funding and adequate staff, many groups—faculty, deans, staff, etc.—work hard to keep up with all the additional work. Each piece of legislation required many hours of workload to comply. Serious consideration should be given to funding mandates by the state to help with this ever increasing problem.

The campus produces materials that are designed to clarify and offer guidance to all members of the Mesa community. Additionally, established legislation, such as AB 1725 are taught and practiced by all campus constituents. The following web links provide documentation of the various materials that are produced by the college and/or district.

Document	Location
SDCCD Administration and Governance Handbook	http://www.sdccd.edu/docs/employee/AdminGovHandbook.pdf
SDMC Faculty and Staff Handbook	https://www.sdmesa.edu/about-mesa/faculty-staff-resources/handbook.shtml
BP 2510	www.sdccd.edu/public/district/policies/

Educational Master Plan	https://www.sdmesa.edu/about-mesa/Ed%20Master%20Plan%202013-2019%20Final.pdf
Mesa Committees	https://www.sdmesa.edu/about-mesa/governance/committees/
President's Cabinet	https://www.sdmesa.edu/about-mesa/office-of-the-president/cabinet-documents.shtml
PIE Committee	https://www.sdmesa.edu/about-mesa/institutional-effectiveness/planning-and-institutional-effectiveness-committee/

Evidence: [INTEGRATE INTO NARRATIVE AS "PLACEHOLDERS"]

Link to 11/6/2014 BOT meeting Participatory Governance Workshop

Link to 10/11/13 SDCCD Participatory Governance and Planning Conference

Gaps:

Many of the issues linked to this standard have been discussed in earlier sections. Lack of participation, slow decision response time, lack of information are all issues related to this standard as well. Campus-wide forums often poorly attended due to overlapping responsibilities and a wide variety of professional and campus service means that faculty and staff simply cannot be everywhere. Where Mesa can influence this area is to create clearer ways in which individuals and groups are linked to the overall campus vision. For instance, a shift at convocation to include how departments and areas can work towards the common goal or theme of the larger campus vision should be articulated. Department leadership should know their role in the yearly goals and administration should ask them to work on specific items to add to the collective understanding. To illustrate, the 2015-2016 academic year is the "Year of Equity". Administration should connect with faculty and staff to discuss specific ways in which they will add to the collective mission to be more inclusive, to increase equitable practices when teaching and dealing with students and to build a culture of evidence of the institutions focus in this area. Again, this relies on effective communication strategies.

Mesa has been a revolving door of administrators for many years. The administration has largely stabilized in the last three years. One unfortunate consequence of the rotating administration has been a lack of trust in leadership. Promises that were made by one set of administrators was not kept by the next group. This created many years of uncertainty and although the current administration has made great strides in stabilizing the campus and creating a sense of community, hard and hurt feelings still exist. Administrators that were at the campus during the turbulent years have had the misfortune of some continued skepticism. Administration must continue to keep channels of communication open and ensure that decision-making is consistent and transparent.

Foresight is also a needed area of improvement. Too often groups are asked to produce something under short deadlines. This leads to feelings of frustration. This, at times has been a significant problem, so much so, the Academic Senate created a position paper explaining that faculty will meet requests to the best of their ability but will not be held accountable for missed deadlines on items that require short turnaround time.

Academic/Classified Senate leadership positions rarely contested; some go vacant. Does this indicate that the body is not seen as important/relevant?

IV.A.6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Successful participatory governance requires informed participants. To this end, minutes of all major committee meetings are posted on the appropriate web pages. Representatives on each committee are urged to bring the information back to their constituencies, as part of their responsibilities for service. Many minutes are not widely disseminated and require either the seeker of the information to access the appropriate web page or someone from the committee to share the information with the rest of the group. It is the responsibility of each committee to keep their websites current.

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The campus strives for transparency in decision-making processes. Meeting dates and agendas are posted. Issues are vetted at participatory governance groups, and a sincere effort is made to incorporate all voices: students, classified staff, faculty, and managers. The president and vice presidents have regularly scheduled meetings with faculty leadership to ensure that everyone is informed about current issues.

In the past eight years, Mesa has made great strides in creating transparent procedures for resource allocation. Information as to how decisions are made, from campus-wide strategic planning to faculty hiring prioritization, is widely available on the website. See, for example, Institutional Effectiveness Guides, Graphics and Timelines, the FHP/CHP/BARC procedures and rubrics, Senate constitutions and by-laws. These committees consider department/area needs and provides recommendations to the president using published criterion. In Mesa's past history, resources allocation was based more on who one knew and how much they were liked or respected. This system of resource allocation has long since died. The creation and use of the committee system for resource allocation has created a much more collegial system in which bigger projects can be funding because resource allocation is a global instead of local endeavor.

When issues arise on campus, interested parties are urged to use their representative counsels to bring the issue forward. This requires the education of constituents so all members of the community know the appropriate venue for their group/issue. There is an education process to learning how to bring issues forward. Faculty, staff, and students are urged to work through their respective senates or chairs (for faculty). Oftentimes, the campus DL seems to be the method of choice; while this might be effective in stirring opinions, it is not the best mechanism for dispersing accurate information. Additionally, this methods, as discussed earlier, can mean that important issues get lost. The campus is always looking for better ways to get communication to all groups the most critical information.

Mesa is a large campus, and it is disingenuous to expect that every individual will know (or want to know) what is happening. For those who are interested, the information is available. Campus leadership keeps closely in touch, through email announcements, the President's First Monday on the Mesa e-news, and frequent electronic updates from the Communications Office. This year, the campus developed a presence on Facebook and Twitter. The Fall and Spring convocations usually have the largest audience and are good venues for relaying information to the campus.

Mesa College encourages faculty and staff to appreciate that there is a wider campus world beyond their immediate classroom or office. The New Faculty Institute (NFI) is playing a key role in educating new faculty about how the work gets done at Mesa and encouraging their participation. The NFI helps new faculty learn their way around campus and services during their first year at Mesa. The NFI works on a cohort model so new faculty have a community of new faculty members to learn and grow with. Additionally, the new

faculty members are pair with both a mentor inside their department as well as one outside their department. New faculty are expected to focus on teaching their first year, department work their second year, and campus service their third year. This is a way to ease new faculty into the institution and reduce uncertainty. Furthermore, the NFI is designed to create an amazing network of relationships with both their fellow new faculty cohort but also seasoned veterans on campus.

The Academic Senate (AS) and Committee of Chairs (CoC) are also looking at formal training for new chairs and senators. The CoC started a Chairs' Academy in the 2015-2016 academic year. At the beginning of the fall semester, new chairs with the assistance of veteran chairs hosted a daylong seminar with focus on the information a new chair needs to navigate their new position. Topics included scheduling, evaluations, program review, student learning outcomes, and handling student complaints.

Website changes.....

Mesa College 2012 Employee Satisfaction Survey: 70% agreed that they were aware of the staff/faculty role in various governing, planning, budgeting, and policy-making bodies at the college (Q78), while 58% felt that the college establishes governance structures, processes, and practices to facilitate effective communication among the institution's constituencies (Q79). NB: down 10% from 2009!
 11/6/14 Board of Trustees meeting: Participatory Governance Workshop, led by past president of ASCCC
 10/11/13 SDCCD Participatory Governance and Planning Conference, at USD

The following chart is designed to lead to many of the above mentioned groups and their work. This list is not comprehensive but provides a sample of some of the governance structures at Mesa. Item	URL
Academic Senate Minutes	http://www.sandiegomesacollege.org/about-mesa/governance/academic-senate/minutes.shtml
Classified Senate Minutes	http://www.sandiegomesacollege.org/about-mesa/governance/classified-senate/minutes-and-links.shtml
President's Cabinet Minutes	https://www.sdmesa.edu/about-mesa/office-of-the-president/cabinet-documents.shtml
Institutional Effectiveness Guide	http://www.sdmesa.edu/about-mesa/institutional-effectiveness/college-planning-documents/index.shtml
Academic Senate Constitution	http://www.sdmesa.edu/about-mesa/governance/academic-senate/documents/Mesa%20Academic%20Senate%

	20Constitution%20November%205%202014.pdf
Associated Student Government Constitution	http://www.sdmesa.edu/campus-life/associated-student-government/ASG-Constitution.pdf
1 st Monday on the Mesa	https://www.sdmesa.edu/about-mesa/office-of-the-president/documents/first-monday-04-6-15.pdf
Facebook Link	https://www.facebook.com/SanDiegoMesaCollege?fref=ts
Institutional Planning Guide	https://www.sdmesa.edu/about-mesa/institutional-effectiveness/planning-and-institutional-effectiveness-committee/documents/13-14IPM.pdf
BARC Request	http://sdmesa.edu/college-services/administrative-services/business-services/budget-and-allocation-recommendation-committee/documents/BARC%20REQUEST%20FORM%20final%2005%2013%2014.pdf
FHP Rubric	https://www.sdmesa.edu/about-mesa/institutional-effectiveness/program-review/documents/FHP%20Rubric%202015-2016.pdf

Gaps:

The campus has launched a new website. The site was designed after extensive research about what the campus wanted and needed on the web page. Although there will be a “breaking in period” where all web users will need to figure out where things are now housed, ultimately it will create a more comprehensive and user friendly web experience.

A quick scan of the information found under the “governance” tab of the web demonstrates the magnitude of committees and groups providing leadership and support for campus affairs and mandates. This leads to information overload wherein those who know where the information is think that their activities are clearly posted for all to see and those who are have no idea with to find the information they are looking for. Mesa is a large campus and there are many things happening, again this exposes the need to create a communication strategy for the campus. There are conversations about creating quick FAQ sections for faculty and staff. This could be particularly helpful for adjunct faculty that are not necessarily on campus enough to know where to find critical information for their jobs. Furthermore, the campus needs to create a strategy for posting committee minutes in a more timely fashion. Communication is and will probably always be a challenge for the campus.

More School/Dept meetings? Wrestling with full schedules

Misuse of DL?

More School/Dept meetings? Wrestling with full schedules
Misuse of DL?

Evidence:

More School/Dept meetings? Wrestling with full schedules
Misuse of DL?

IV.A.7. Leadership roles and the institution's governance and decision-making policies, procedures, 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.

San Diego Mesa College evaluates its governance and decision-making structures primarily through its process and various groups who evaluate goals and process towards meeting them. All participatory governance groups formally represented at President's Cabinet serves as an on-going check and balance for governance at the College. Participatory governance representation 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.

Information regarding the results of these evaluative processes is communicated to the College through its participatory governance structure, including President's Cabinet, and meetings of the Senates, Associated Students Government, Chairs Committee, Deans Council, school and department meetings.

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We also make use of formal surveys or assessment tools: Employee and Student Satisfaction Surveys, Cultural Climate Survey, through District

Where are results published? Only on District website?

Communication to the public about what we do well

President's Cabinet retreat: how/what are we doing? How well is it working for us.

Integrated Planning survey is administered after program reviews have been submitted. It queries participants on their experience with the program review process and the three major resource-allocation processes. Results are given back to the PRC, FHP, CHP, and BARC so that they can improve their procedures for the next year. A report (Integrated Planning Process Evaluation) is given to PIE and PCab. Published on web?

Leadership evaluations not available (HR rules?)

Evidence

Cultural Climate Survey

Employee Satisfaction Survey research.sdccd.edu/index.cfm?action=rsrchreps&gnav=5&im=5

Student Satisfaction Survey

Integrated Planning Survey

PIE, PCab retreats Minutes

Evaluations of managers and exec—from Mgmt Handbook

Faculty/Staff handbook

Academic Senate retreat to review PG process: Minute

Gaps

Mesa College has groups that interact on a regular basis. Faculty interaction with staff and administration and the same can be said concerning other groups and their interactions. More feedback should be provided to person being evaluated from the various groups he/she interacts with on a regular basis. For example, staff and faculty should be able to provide feedback to their dean during the dean's evaluation process. Moreover, staff should have a few items on the faculty to assess and faculty about staff. The more feedback that is provided to a manager the better they can adapt to the needs of the staff and faculty. Currently, there are few mechanisms for this unless a dean decided they want more feedback and solicited it themselves. The same for the other groups—it can be solicited if the information is sought after.

DRAFT

Standard IV.B.1: 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.

A. Evidence of Meeting the Standard

The President has primary responsibility for the quality of San Diego Mesa College. Consistent with [Board Policy 0010](#), the President reports to the Chancellor and serves with responsibility for the total College program.

The President provides leadership in planning by serving as Chair of President's Cabinet and as an engaged consultant for the [Planning and Institutional Effectiveness Committee](#) (PIEC). Evidence of planning can be seen in the development of our [2013-19 Educational Master Plan](#) including improvements to our College mission and the establishment of new strategic directions and goals. Additional evidence can be found with the President's annual publication of our [Institutional Planning Guide](#), a document that assesses our planning and resource allocation processes. Such documents have led to improvements including a revision of our [Annual Integrated Planning Cycle](#) and the successful integration of all Instruction, Student Services, and Administrative Services programs into our Program Review process. To effectively plan for the year, the President relies heavily on outcomes, assessments and actions of our Program Review process including faculty, staff and resource hiring prioritization lists along with direct input from faculty, staff, students and administrators at the annual President's Cabinet retreat. The President receives additional information through recommendations from the Planning and Institutional Effectiveness Committee, President's Cabinet, Administrator Meetings and participatory governance meeting outcomes.

The College operates within a [participatory governance structure](#) and culture that is inclusive of faculty, classified staff, management, and students. Evidence of this approach is captured in the structure of the organization, membership of committees, and composition of actions taken by the college-wide decision-making body, President's Cabinet.

The President provides leadership in organizing by being in tune with the needs of the college. Through the assessment of information presented in venues such as Educational Master Plan focus groups, campus and community meetings and program reviews, President Luster has enacted administrative reorganizations in the areas of Institutional Effectiveness, Learning Resource Center and Information Technology, Title V and Student Success and Equity/ The President was also able to use such feedback and data to reconsider our strategic planning process which has resulted in a revised mission plan and establishment of new strategic goals and directions.

The President provides leadership in budgeting and assures that the College operates in a sound financial manner. This is accomplished through position oversight and District/College processes and procedures. The president has oversight of the vice president, administrative services (VPAS). The VPAS is delegated authority to plan, coordinate, and manage business functions including budget development and control, in accordance with District and State policies and procedures. Through the Institutional Effectiveness Partnership Initiative, the President, in collaboration with the Vice President of Administrative Services and District sets goals in the area of fiscal viability and programmatic compliance with state and federal guidelines in the areas of salary and benefits, Full-Time Equivalent Students, annual operating excess, fund and cash balances and audit findings (this is fairly new, how will we be able to show evidence of this happening?). The President provides transparency of financial operations by hosting the annual [Chancellors Forum](#) highlighting projects, issues and fiscal plans of the District and ensures College transparency as through the establishment of the [Budget Allocation and Recommendation Committee](#) (BARC), designed to engage the development of principles, recommendations and priorities for Mesa's General Fund Unrestricted Budget. Under the President's leadership, In Fall 2015, all areas of the college were able to use rubrics and collaborative department/program processes to submit [Faculty](#), [Classified](#) and [Resource](#) allocation requests through Program Review. Requests were distributed through the appropriate review committees, forwarded to the Planning and Institutional Effectiveness Committee and subsequently approved by Presidents Cabinet and ultimately the President for prioritization and allocation of resources.

The President provides leadership in selecting and developing personnel. She makes final hiring decisions for all administrators, faculty and staff and involves a combination of Vice President(s) Deans, department chairs and directors to sit in on second round interviews for all positions. Such inclusiveness builds

comraderie, consensus and community. The President is closely involved with the selection of new faculty, and has made a significant commitment to their development through the creation of the New Faculty Institute and the new Mesa Mentoring Program (there are no websites or information on these programs – we should create them). In addition to supporting the creation of the Classified Staff Development Subcommittee of the Staff Development Committee, under Title V efforts the President has sanctioned the creation of the [Campus Employee Development Committee](#) designed to provide professional development in the areas of technological awareness, excellence in teaching and learning, culturally responsive teaching and learning and department training. Additionally, the President evaluates Faculty Flex programs and Classified Staff Professional Development conference evaluations to support enhancements to program offerings. The President also supports participation of selected College supervisors and new administrators in the District's leadership development program for Managers, Supervisors, Classified and Faculty.

The President provides leadership in institutional effectiveness through her support of strategic planning and the use of key performance indicators (KPI) to measure effectiveness. The President's commitment to institutional effectiveness through the use of data and analyses of institutional performance can be seen through the creation of a Dean of Institutional Effectiveness position that reports directly to the President. The Dean of Institutional Effectiveness coordinates unit and institutional level planning efforts through research, program/project evaluation, Student Outcomes/Program Review, student profiles, survey design workshops/training and more. Such leadership is also evidenced through the work of the Planning and Institutional Effectiveness (PIEC) and the Program Review Committees. PIEC hovers over college processes by setting values, goals, priorities and bringing recommendations to Presidents Cabinet. Our Integrated Planning Cycle has roots in our College's key performance indicators, including student outcome, productivity, and demographic information provided in program review data packets. Through committee work, President Cabinet Retreats and workshops, faculty, staff, administrators and students are introduced to our KPI's and are trained on a range of uses including benchmarking data and developing research questions appropriate to their program planning. The President works closely with our Office of Institutional Effectiveness to establish research agendas and maintain transparency of projects.

It is the Presidents belief that planning, organizing and budgeting involves the participation of all constituent groups. The President oversees this process, however, given her radical inclusiveness and value for homegrown aspects, collegial processes have been institutionalized in processes such as our Integrated Planning Cycle. The effectiveness of these processes are assessed regularly.

B. Analysis & Evaluation

The President takes primary responsibility for the quality of the institution. Her obligation is to look for opportunities to increase student success through the work of the college. She sees this work as a collaborative effort with her role being to ensure that systems are in place, using resources and assuring student success in measurable ways. The President is a strong believer that if we are not meeting our standards or goals, we must adjust our practices and procedures.

Our president's strong interpersonal skills, engagement with campus committees and activities, inclusiveness and data inspired approach has resulted in the establishment of the Planning and Institutional Effective Committee in (20XX). PIEC is responsible for assuring that the College's planning framework is consistent with accreditation standards; for guiding the annual assessment of progress on stated goals, objectives and priorities and recommending changes as indicated; and for assuring the integration of planning across the campus. This committee has successfully facilitated the process of establishing hiring prioritization processes for faculty and staff. Since the implementation of these processes we have been able to respond to campus needs by hiring X faculty and X staff over the course of X years.

The President uses structures to assess the work of the campus, this allows her to see how everything works together. For example, the President reads all program reviews and heard loud and clear that the college structure needed more support towards institutional effectiveness which resulted in the establishment of a Planning and Institutional Effectiveness Committee. This new committee allowed the structure to move across the college instead of being positioned in one place. Now, the College, collectively looks at organizational and institutional effectiveness. Other examples include the organizational restructuring of the

Learning Resource Center. This change came about as a result of the challenge the new Vice President of Business Administration was having in understanding our campus approached technology. Brought David in-structures are now being changed (will need to expand) Over the course of three years the CEO has overseen the hiring of at least 6 Deans and two vice presidents. All are incredibly talented collaborative leaders. She has also provided leadership and participated in the hiring of at least 28 new faculty. Her involvement with these searches has resulted in the hiring of qualified, outstanding and diverse faculty to serve our students.

Under the president's guidance, the New Faculty Institute (NFI) and mentor program was established to provide professional development for new hires. The institute covers.....and has led to ... [INTERVIEW ANDY AND LESLIE ABOUT THIS]

Mesa College's integrated planning process underwent significant revisions in the 2014-15 academic year, many of which were informed from the previous year's process evaluation. Assessment of institutional effectiveness that stemmed from the President's leadership include: the creation of resource allocation rubrics, program review training modules based on experience, abbreviated data/research needs assess, extended deadline for completion of comprehensive program review simplified modules and website redesign. Future plans are vetted through Program Review, PIEC, at the President's Cabinet Retreat and ultimately the President's Cabinet. Changes are implemented at the beginning of the year and assessed and improved on an annual basis.

C. Actionable Improvement

Mesa College meets, and in many ways, exceeds this standard. Accreditation is the assessment of what we do. Our assessment will show that what we do is remarkable. We take integrated learning and student success very serious.

None identified, will have to dig a bit deeper. Keep assessing and improving outcomes.

Standard IV.B.2. 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.

A. Evidence of Meeting the Standard

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 (we should add a link on the Presidents page) represents the reporting structure for the College. 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 Division of Student Services includes.... 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. [<==OPPORTUNITY FOR EVIDENCE HERE] 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 Institutional Effectiveness and Director of Resource reports directly to the President. 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 twice a month 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.

To formalize processes for evaluating the administrative structure of the College, the President asks folded all units into the Program Review process to allow for annual reviews and evaluations of management structures and to make recommendations for changes and improvement. Changes in all three divisions have occurred over that past years. The Division of Learning Resource Center split in order to create a more manageable workload and administrative structure; it accomplished this by In Student Services, changes included the creation of the Student Success and Equity Dean, who will oversee equity efforts and assume administrative oversight for DSPS, EOPS, and STAR/Trio. The school of Health Science and Public Service moved Culinary Arts from their school to the School of Business, Computer Studies and Technology in order to..... Additionally, there have been other situations where personnel have been reassigned according to workload needs.

B. Analysis & Evaluation

The President works with the advice of the Executive Staff, President's Cabinet and administrators to assure that the administrative structure of the College is able to support its purpose, size, and complexity. There is established and appropriate 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. The infusion of Student Support and Success, Equity and restoration dollars over the past X years has positively affected the College's workforce and its workload.

In Fall 2015 all administrative units were required to submit a program review. This process provided administrative units to assess their mission, vision, values and goals, align them with college goals and strategic directions submit request for resource and staffing needs. Doing so created a process for evaluating administrative structures organized and staffed to reflect the institution's purposes, size, and complexity.

In the 2015 Employee Perception Survey (waiting for results), X% 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 ?). X% were neutral, and X% disagreed or strongly disagreed. These results indicate that

C. Actionable Improvement

Formalize the process for 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. (This is a rollover from the last report and seems to be an area where we can work to formalize our process. We discussed Program Review and that seems to be our solution for now.)

Standard IV.B.3: Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment

- 3.1 Establishing a collegial process that sets values, goals, and priorities;
- 3.2 Ensuring the college sets institutional performance standards for student achievement; 3.3 Ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
- 3.4 Ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
- 3.5 Ensuring that the allocation of resources supports and improves learning and achievement;

3.6 Establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

A. Evidence of Meeting the Standard

(1) Establishing a collegial process that sets values, goals, and priorities–

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. The Planning and Institutional Effectiveness Committee, evaluates and makes recommendations regarding college processes. It sets values, goals, priorities and brings recommendations to President's Cabinet. Although the President oversees the mission, vision, values, and goals, institutionally there are processes for developing these. The President provides support and opportunity for new statements to be written and vetted through participatory governance. She guides the writers with her unique and homegrown inclusiveness through the well-defined collegial processes. As evidenced by the President's Cabinet Retreat, establishment of procedures is not decided by one person. Yet when they are in place, they are modified over time.

(2) Setting institutional performance standards for student achievement –

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. The Institutional Effectiveness Office reports directly to her, assuring that research findings as well as data are available college-wide and the she is informed of its progress.

(3) Evaluation and planning rely on research of external and internal conditions –

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. This document is updated annually. 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.

(4) Educational planning is integrated with resource planning to support student learning–

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 links all of these (include the diagram that Madeleine presented to P.Cab on 5/5/15)

(5) Resource allocation improves student learning–

Refer to the Union Tribune Aug. 3, 2015 article by Gary Warth "Mesa students CRUISE into semester" <http://www.sandiegouniontribune.com/news/2015/aug/03/mesa-student-cruise-semester/>) Website info: In the Fall 2014, Mesa College was awarded a "Developing Hispanic-Serving Institutions-Title V" five-year grant in the amount of \$2.62 million. This represents only one of approximately 25 such grants that were awarded nationwide. The purpose of the grant is to improve the retention and graduation rates of Mesa's diverse population, particularly its Latino students, through systemic, institutional changes and improvements. Mesa's HSI / Title V program is entitled Proyecto Éxito, a name that combines the idea of successfully exiting with a degree, certificate, or transfer-readiness with the Spanish word for "success." Mesa will use grant funds to help a higher proportion of its low-income and Latino students experience academic success, allowing them to "exit" Mesa with their goals met. The President pursued this Title V HSI grant opportunity, got faculty and staff buy in, appointed a dean and a VP as team leaders to engage the campus community in the conversation.

Her team leaders and she gathered a group of faculty liaisons who helped shaped the narrative of the grant proposal.

(6) Establishing procedures to evaluate institutional planning and implementation –

The President sends "First Monday on the Mesa" emails to the College community in which she often discusses practices and results related to building a culture of evidence (e.g., Equity vs. Equality, April 6, 2015 <https://www.sdmesa.edu/about-mesa/office-of-the-president/documents/first-monday-04-6-15.pdf>). These emails are uploaded to the College website in the "President's Updates" section. 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.

B. Analysis and Evaluation

(1) Establishing a collegial process that sets values, goals, and priorities –

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. The President acts in a manner consistent with the College's goals and values, including her celebrations, such as the ClassiCON Ria Phillips Team Trophy, Unsung Hero Award, the Faculty Tenure and Promotion Ceremony, and the Student Leadership Recognition Ceremony. (Cite another example of where she hosted a community event on campus which is consistent with these values and goals.). Processes to analyze and evaluate the college's goals and priorities improve each time. Faculty and staff report that it becomes more streamlined/more user-friendly to assess needs and why they help meet the needs of the college. If these are not identified, then resources can't be allocated. At each self-assessment cycle, fine tuning occurs, processes improve resulting in quality, continuous improvement. The President is very positive, collegial, and respectful of participatory governance. She sets clear Key Performance Indicators (KPIs). She has a balance of faculty, staff and administrators on various planning committees, and encourages committee members to be positive, respectful, and honest with their comments. She uses research to determine future plans. She emphasizes faculty and administrators to write accurate and thorough program reviews and has linked program review to resource planning.

(2) Setting institutional performance standards for student achievement –

The general consensus on campus is that the President guides institutional improvement of teaching and learning to a high degree. There are processes to plan, implement, and evaluate institutional improvement of teaching and learning at the College. Specifically, the Title V HSI Campus Employee Development Taskforce collects data through pre- and post-event/workshop surveys that faculty, staff, and administrators attend, and then track the progress of those employees who did improve their teaching and learning over the course of the semester and/or year.

(3) Evaluation and planning rely on research of external and internal conditions – BRI?

In the 2014 (?) Employee Perception Survey, ###% of respondents agreed or strongly agreed that the President provides effective leadership in planning and assessing institutional effectiveness. ##% were neutral, and only ##% expressed disagreement. Depending on the results of (?), the President develops themes for the campus, such as "The Year of Engagement," or "The Year of Teaching & Learning." When the college became an HSI four years ago, and the shifting student demographic on campus reached 33% Hispanic, the President responded in kind. She has played a key role in the equity movement on campus and has been an actively managing the campus SSSP, Equity, Title V-HSI planning process. (?) The President leads the Mesa Ed Master Plan efforts in which both internal/external factors were considered. Evaluation and planning occurs in the President Cabinet retreats. These retreats are crucial. The President gets all the appropriate leaders (administrative, staff, faculty, and students) in one room to work through ... (?). All decisions are based on data and/or through collaborative effort led by the CEO.

(4) Educational planning is integrated with resource planning to support student learning –

The President has acted in a way that clearly supports institutional improvement of the teaching and learning environment. She guides institutional improvement of teaching and learning by building a culture that prioritizes development and innovation in these areas. Her support of Mesa Foundation mini-grants, for

examples, supports faculty members' work that benefits students. In addition, Mesa is the only campus in the district to have its own Institutional Effectiveness Office and dedicated dean and campus based researchers. This shows her commitment to these areas. The President ensures that we have a sound and effective integrated planning process. Resources are directed to areas that support student learning and achievement. The President led institutional efforts to ensure this, e.g. BARC. Under the CEO's leadership, the College systematically evaluates Institutional Effectiveness efforts.

The CEO has strongly supported the process of program review, which has been the critical component of the bulleted statements. She has reinforced the link between program review and resource allocation.

<http://www.sdmesa.edu/about-mesa/institutional-effectiveness/program-review/>

(5) Resource allocation improves student learning –

This is an area of strength of the President. She is very research-based and cares deeply about the success of our students. President's Cabinet has a fall and spring retreat where much of this work is discussed and then carried out. The President then leads these efforts to ensure that the results are positive. She gives all stakeholders the opportunity to express their opinion on important decisions. She works with shared governance groups when establishing college wide goals, and priorities. She has established several shared governance committees that work to make sure the planning, allocation process is completed. The CEO has committed time and resources toward the continuous improvement of teaching and learning, and encourages the campus to prioritize growth in these areas. Mini-grants, interests in new instructional pursuits or partnerships, and college goals and strategies reflect that this is an area of priority. [HOW DO WE DEMONSTRATE THAT THESE ACTIVITIES IMPROVE STUDENT LEARNING? EVIDENCE!]

(6) Establishing procedures to evaluate institutional planning and implementation –

Mesa faculty and staff measure themselves at the annual spring retreat using their red light green light report. The Educational Master Plan (EMP) process sets goals and directions. Program Review feeds into the EMP which results in the creation of new strategic directions. Strategic directions relink to Program Review. All of this connects our resource allocation and supports student achievement and learning. The President sets reasonable expectations about how 'the Mesa world' will work. Campus buy-in demonstrates that this is going well.

C. Actionable Improvement

(1) Establishing a collegial process that sets values, goals, and priorities

There are no gaps or areas for improvement

(2) Setting institutional performance standards for student achievement –

There are no gaps or areas for improvement.

(3) Evaluation and planning rely on research of external and internal conditions –

The external and internal conditions at the College are constantly in flux. Recently some data (Student Success Report Card?) has come to light that Mesa is not doing well in some areas, especially in Basic Skills and especially in some subpopulations. Some faculty also expressed concern that The President may be too "hands on" in terms of teaching and learning. They would like to see more faculty guide that.

(4) Educational planning is integrated with resource planning to support student learning –

There are no gaps or areas for improvement.

(5) Resource allocation improves student learning –

There are no gaps or areas for improvement.

(6) Establishing procedures to evaluate institutional planning and implementation –

There are no gaps or areas for improvement.

Standard IV.B.4: The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements."

A. Evidence of Meeting the Standard

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. The College submits an annual report each spring to the Accrediting Commission for Community and Junior Colleges (ACCJC), reporting on its compliance in areas of Instruction. Accountability Reporting for Community Colleges (ARCC) requirements is met annually with the submission of the longitudinal report and self-assessment to the state (?) Categorical Site Visits reflect the effectiveness with which these regulations are met in Student Services. 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 has been on accreditation teams and brings that information to the campus. She also strategically involves the Mesa Administration Team in this process. The President gets a lot of support from the Chancellor's Office, in particular from the Vice Chancellor of Student Services. She meets with ALOs (?) of each campus, and receives weekly verbal reports. She is at the head of a reporting structure that allows campus employees to feel part of an open, transparent system. (?)

The processes in place have been designed to ensure that the institution meets accreditation standards. The President has had oversight and has included faculty, staff, and administrative leaders in complying with these standards. For example, all standards groups are tri-chaired with a faculty, classified, and an administrator filling those roles.

B. Analysis and Evaluation

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 consistency 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.

The President provides leadership to assure that the College is compliant with laws, regulations, and Board policies. She has lead coordinators and charged them with developing campus teams to drive the work needed for accreditation. She prioritizes the message that the accreditation process is designed to show off the work of the college, and steers the college away from seeing it as simply a vehicle for compliance. The creation of a "Tri-Chairs" approach in which administrators, faculty and staff are intimately involved with accreditation and developing the self-study is excellent. She has placed the right people in the right places providing the groundwork for a smooth self-evaluation process. She is doing an excellent job of guiding the process and providing resources without micromanaging it.

The CEO has designated the VPSS as the ALO for the college and works collaboratively with her leadership team to ensure that the college is meeting and exceeding all accreditation standards.

Understanding the value of the accreditation process is one of the President's greatest strengths as a leader. Having volunteered on numerous accreditation teams has given her the insight to develop the kind of cutting edge, educational master planning on our campus that puts us ahead of most other community colleges in the state. Because she is so knowledgeable in the area of accreditation, she leads the college's efforts in this area effectively. She reminds the campus frequently that the work of the college, is the work of the college and that accreditation allows us to document the work that we do. The inclusive Tri-Chair accreditation process has been established is outstanding. Everyone has the opportunity for input. Mesa has long ensured compliance with accreditation requirements through well-established roles at the college. The CEO has supported these successful traditions, and she has added her own improvements in areas such as new faculty development.

C. Actionable Improvement

The College meets this standard.

Mesa's processes for ensuring accreditation have worked well, although it's often hard to get everyone on board with what needs to be done. This is not the CEO's fault. She, along with the other leaders, face the challenge of figuring out how to meet the accreditation requirements without losing Mesa's personality. The college is often talking about meeting accreditation standards, but also legislative changes. The CEO is on top of these issues and they are communicated to the campus through the various leaders. Even though some faculty members resist the accreditation standards, they cannot say they are not informed.

The District is still working through the challenge of integrated planning. (?)

Standard IV.B.5 The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

A. Evidence of Meeting the Standard (this language is pulled from the previous report –)

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.

(<http://www.sdmesa.edu/about-mesa/institutional-effectiveness/college-planning-documents/>; <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/program-review/BARC%20RUBRIC%2015-16.pdf>; <http://www.sdmesa.edu/academics/academic-support-programs/documents/FINAL-SSSP2014-15.pdf>; <http://www.sdmesa.edu/about-mesa/accreditation/accreditation-reports/>) 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. (<http://www.sdmesa.edu/about-mesa/accreditation/accreditation-reports/documents/2013%20Midterm%20Report.pdf>) Accountability Reporting for Community Colleges (ARCC) requirements is met annually with the submission of the longitudinal report and self-assessment to the state. (<http://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/> -- links on page need to be updated. 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 – WE WILL NEED TO ADDRESS WHAT HAS HAPPENED WITH THIS. [CHECK WITH CHARLOTTA R.]

<http://police.sdccd.edu/docs/currentsafeandsound.pdf> (Safe & Sound report);

<http://www.sdmesa.edu/about-mesa/faculty-staff-resources/crisis-response.shtml> links need updating

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.

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 our new Budget Allocation and Recommendation Committee, Career Technical Education Act (CTEA) Committee for Perkins IV CTEA funds. Additional funding through Student Support & Success and Student Equity fund have been delegated to the Vice President, Student Services for oversight and allocation. [INTERVIEW MARGIE AND DANENE?]

Each year the President works with the three Vice Presidents, and together they present information on the budget to the campus. (Insert evidence *webpage links are outdated*) The President works with the Vice President of Administrative Services regarding the budget and strategies to assure that expenditures are consistent with it. The President includes regular budget updates in monthly e-mails to the College community. Communication was a key component in addressing our recent budget crisis and remains a key component in addressing restoration, hiring and new initiatives.

Program review

Analysis and Evaluation

The President is extremely knowledgeable of

In the 2015 Employee Perception Survey, XX% of respondents agreed or strongly agreed that the President provides effective leadership in fiscal planning and budget development. XX percent were neutral, and just XX% were in disagreement.

The College meets this standard.

B. Actionable Improvement

We should likely include an update to our Safety Plan

We can see what emerges from the District survey

Standard V.B.6 The CEO works and communicates effectively with the communities served by the institution.

A. Evidence of Meeting the Standard

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, including:

- Rotary Club 33 of San Diego
- San Diego Chamber – Public Policy Committee
- San Diego and Imperial Counties Community Colleges Association (SDICCCA)
- SDCCD Citizens Oversight Committee (COC) Mesa Executive representative
- American Association of Hispanics in Higher Education (AAHHE)
- Hispanic Association of Colleges and Universities (HACU)
- Community College League of California (CCLC)
- American Council on Education (ACE)
- American Association of Community Colleges (AACC) Commission on Diversity, Equity and Inclusion, 2012-2015
- -Accreditation: External Evaluation Team Chair –Chair for 3 teams from 2012- present
- Chief Executive Officers of the California Community Colleges (CEOCCC)
- -California Community College Athletic Association (CCCAA) Chair, Board of Directors

At the state level, the President chairs the Board of Directors of the California Community College Athletic Association. The President chaired three External Accreditation Evaluation Teams from 2012 to the present. 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. Vice Presidents represent Mesa College at numerous community groups including the Linda Vista Town Council and Clairemont Town Council. The Presidents and through delegation, Vice Presidents are 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 print and digital communications that present the College to the communities it serves In 2015, the responsibility for the college website was moved to the Office of Communications, which now allows cohesive

branding and communications efforts across all communication and marketing platforms including: digital and web, social media, print and online communications and media relations.

Major developments in 2015, included the fall launch of a new, redesigned website. As the major communications and marketing tool for the college, this was a significant event that has been met positively by constituents. The College website provides information related to all aspects of the College, including information for students, the community, and faculty and staff. The College website, provides significant communication and agendas for participatory governance groups, including Presidents Cabinet. To assure its service to all members of the community, the website meets Section 508 accessibility standards. Features include:

- An optimal web experience across devices and browsers
- Easy, intuitive navigation
- Expanded academic information pages, which link to the catalog, program requirements, prerequisites, and class descriptions
- Direct links to student services and campus life pages
- Improved internal search function
- Expanded events calendar
- New campus directory
- A College Newsroom

The College also has developed and created the iMesa mobile app, launched in 2014, which “pushes” content from the website into mobile applications.

The President of San Diego Mesa College was one of the first community college leaders to embrace social media and has an established a presence of Twitter and Facebook, enabling her to communicate immediately and one-on-one with students and other constituents. Embracing social media, the president even took a “selfie” with students at commencement, which was a social media hit. The Office of Communications also in 2015 reclassified an existing graphic artist position (one of two) to a Campus Based Digital Communications Specialist. The first campus-based position of its kind in the District, the CBDCS works to ensure a presence across all social media platforms, including Facebook, Twitter, Instagram, Youtube, etc.

Print publications (also published in electronic format) include the “Annual Report to the Community,” which provides highlights on the prior year’s achievements; the Educational Master Plan, a condensed “Key Findings” of the 2013-19 Education Master Plan, and other key college publications. The college contributes editorial content featured in the quarterly SDCCD WE “With Excellence” magazine. “Rack Cards” that promote programs and degree options are routinely printed for college departments and schools.

With sustainability as one of the key college goals, the Office of Communications has trended toward e-publications and electronic messaging. E-publications include the President’s monthly First Monday on the Mesa, monthly Mesa e-News e-zine. The Office of Communications is also responsible for electronic monitors located in key public areas on campus to deliver event and other information.

The Public Information Officer manages media relations for the College and assures that local events and achievements receive coverage in local, state and national media.

B. Analysis and Improvement

The President has a structure to ensure that all constituency groups have an opportunity to receive and provide information. Our president takes pride in using both traditional (i.e. [President’s Cabinet Minutes/Agenda Outcomes](#) and [College website](#)) and increasingly popular methods of communicating with internal and external groups, including [Facebook](#), [Twitter](#) and [YouTube](#). Both mechanisms continue to extend

her capacity to communicate with others, [any interesting stats from Lina?] Additionally, the President uses email to disseminate the [First Monday on the Mesa](#) (a publication designed to.....) and takes advantage of convocation, committee meetings and events on campus to communicate effectively with various groups. In collaboration with our Campus Information Officer, Lina Heil, the President receives a lot of positive media coverage (i.e. Health Information Technology Baccalaureate Degree, Death Experience, PTK and All USA honors etc.) and does an excellent job of communicating new initiatives including student support and success, student equity efforts along with our launch of services as a Hispanic Serving Institution.

In the 2015 Employee Perception Survey (will add when information becomes available) X% of employees agreed or strongly agreed that the President communicates effectively with the communities it serves (Q X). Only X% were in some level of disagreement with the statement, indicating that employees perceive the President as effective in this practice. In the 2015 Student Satisfaction Survey, X% agreed or strongly agreed that the President communicates effectively with the students (Q X). X percent of those responding rated the communication neutral, and X% disagreed or strongly disagreed with the effectiveness of communication with the students. In addition, over X of the students had not observed communication from the President and could not rate the practice. [Include analysis.]

College and District representatives are working to establish a new student portal. 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.

C. Actionable Improvement

The website needs improvement (In progress)

Monthly reports to the board (?)

How do we know if the communication is effective?

Not sure if the campus knows about the great work being done in the community.

A. "Evidence of Meeting the Standard" (formerly Descriptive Summary) [SHOW RESTRAINT IN THIS SECTION UNTIL ALL DISTRICT-WIDE STD 4 DISCUSSIONS ARE COMPLETED]

(1) In the San Diego Community College District, the Chancellor provides leadership in setting and communicates expectations of educational excellence and integrity throughout the district based the establishment of and continual utilization of a structure that is documented, transparent, communicated and responds to changing needs. This system supports the effective and autonomous operations of San Diego Mesa College.

(2) In the San Diego Community College District, the Chancellor delineates and communicates the operational responsibilities and functions of the District from those of Mesa College and consistently adheres to this delineation in practice. The Chancellor attempts to ensure that Mesa receives effective and adequate district provided services to support achieving its missions. Where a district has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

(3) The San Diego Community College District has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The Chancellor, through delegation to the Executive Vice Chancellor, ensures effective control of expenditures.

(4) The Chancellor delegates full responsibility and authority to the Mesa College President to implement and administer delegated District policies without interference and holds President accountable for the operation of Mesa College.

(5) The San Diego Community College District's planning and evaluation processes have been marginally integrated with the college planning and evaluation. The integration is essential to improve student learning and achievement and institutional effectiveness.

(6) Communication between Mesa and the District occurs on a macro level regarding district-wide high-impact issues and on a micro-level between individuals regarding daily operations, both on timely basis.

(7) The Chancellor evaluates the district/system and college role delineation, governance and decision making processes in relation to meeting educational goals for student achievement and learning through district-wide communication, planning and review forums. *(Note: It appears that there is evaluation of the roles, governance, etc. through venues such as DGC, and there's evaluation of student achievement (see scorecard data), but I'm not sure how or where the two are connected.)* [AN EXCELLENT AND IMPORTANT OBSERVATION; ENHANCE?]

B. "Analysis & Evaluation" (formerly Self-Evaluation) - Per the ACCJC, "Whether or not, and to what degree does evidence demonstrate that the institution meets each Standard? How has the Institution reached this conclusion?"

(1 & 2) The District and College structure and interface are documented in a variety of methods including formal and informal policies, procedures, electronic and printed documents, committees, councils, meetings, and other activities. The District official policies and procedures are posted on the website (<http://www.sdccd.edu/public/district/policies/index.shtml?menu=sub7>) for ease of access. These policies include BP 0010, District Administrative Organization which clearly defines the organizational structure of District Administration and BP 0020 District Functional Organization which outlines the District reporting lines of responsibility. The Executive District administrative structure can be seen visually and read descriptively in two primary places, the Administrative and Governance Handbook available in both print and online (<http://www.sdccd.edu/docs/employee/AdminGovHandbook.pdf>) and on the District website (<http://www.sdccd.edu/departments/>), however, it is noted that the depth of information and the organization of each of the District's administrative departments is not readily available and is presented in an inconsistent manner.

The communication activities of the Chancellor are accessible to all members of the district and campus community and are utilized to inform the high-level District topics such as "state-of-the-District", budget, planning, and legislation. Activities include Chancellor's Forums held each semester on campus, (<http://www.sdmesa.edu/calendar/index.php?elD=625>;

http://issuu.com/sdccd/docs/chancellorscabinetupdate_september2), Chancellor's presentations at the campus fall Convocation (<https://www.sdmesa.edu/about-mesa/office-of-communications/publications-ezines/documents/PowerPtEnews.August.2015.pdf>), and the Chancellor's office hours on campus each semester (<http://sdccd.edu/docs/cpr/BoardReport%202015-09-24.pdf>). The Chancellor also communicated electronically with the campus approximately once a month via an email Chancellor's Update (<http://www.sdccd.edu/chancellor/update.shtml>). (One person cited the chancellor's website, but it is about her and does not have copies of all her correspondence <http://www.sdccd.edu/chancellor/>)

Structurally, the Chancellor convenes two groups that steer the district leadership and ensures Mesa's voice is represented in District decisions, the Chancellor's Cabinet and District Governance Council. The Chancellor's Cabinet consists of the District's executive management (Presidents and Vice Chancellors) and tends to the coordinated business of the District (<http://www.sdccd.edu/public/administration/cabinet/>). The District Governance Council (DGC) serves as the districtwide communication, planning, and review forum on matters pertaining to major issues affecting the District. (<http://www.sdccd.edu/public/administration/dgc/>). The participatory governance membership includes faculty, staff, administrators and students from all institutions in the District.

The campus also has the opportunity communicate directly with the SDCCD Board of Trustees (BOT) at the annual BOT campus meeting. Prior to the meeting, the Trustees hold open hours to meet with campus employees and students. During the Board Meeting the campus has the opportunity to present information on current projects and accomplishments. (Board Links) The District's Strategic Plan openly articulates the planning framework for the District (http://www.sdccd.edu/docs/public/events/strategicPlan_2013-2017_finalWeb.pdf) The District is scheduled to perform planning updates on an annual basis <http://isp.sdccd.edu/stratplan/index.html> however, due to change in district leadership assessment and update of the five year strategic plan has not occur since 2013. Plans are in the work for deploy the District Integrated Planning Process, but there is no information beyond this.

http://www.sdccd.edu/docs/accreditation/SDCCD_Integrated%20Planning%20Process.pdf

Though the delineation of District and Campus responsibilities are outline, and there is full support of campus autonomy from the Chancellor. However, the interpretation and understanding of the responsibilities varies especially from the campus and District perspectives in some areas. The campus reports a feeling that the District does not always see itself in the "supporting role" for the campus and rather places itself in the "directing role" for the campus. This is exemplified by efforts of faculty to make changes to District procedures/policies that inadvertently inhibit student success (cite a senate resolution – or something), but are told that changes cannot be made, even with supporting evidence to the contrary. The District is seen by some as authoritarian and indicate frustration with the lack of support. (How do we site this beyond the interviews??)

(3) The San Diego Community College District's Board Policy 6100 delegates authority to the Executive Vice Chancellor of Business Services for effective control of resources.

<http://www.sdccd.edu/docs/policies/Business%20Services/BP%206100.pdf>.

Access to general information on the District Business Services division, and all its departments are available online: <http://bussrv.sdccd.edu/> Forms, policies, procedures, contacts, and annual district budgets and audits are available as well. Missing is information on the District Budget Committee, meetings, notes, and outcomes. Additionally missing is the linkages to the campus business services and the impacts of allocations by the District office.

The fiscal health of the District, results from its sound fiscal policies and procedures is evident with the District's credit rating (list it here), healthy reserves (despite the recession) and the confidence of the community shown in the passage of Prop S and N – the District Bond Measures.

<http://public.sdccdprops-n.com/Pages/Home.aspx> The Resource Allocation Formula (RAF) has been negotiated with the eight employee groups in the District to ensure fair and transparent allocation or

reduction of the annual budget:

<http://hr.sdccd.edu/docs/employee%20relations/Collective%20Bargaining%20Agreements/Resource%20Allocation%20Formula.pdf>. The District's financial management resulted stability and health through the recession, when not one employee was let go or furloughed due to the recession.

(4) The San Diego Community College District's Board Policy 0010 delegates authority of the campus to the Presidents from the Chancellor, who in turn has received authority from the board. The overall responsibility is to provide leadership and coordination which will encourage the staff, the community and the students to work together toward the best program which they can conceive.

<http://www.sdccd.edu/docs/policies/District%20Governance/0010.pdf>

<http://www.sdccd.edu/docs/employee/AdminGovHandbook.pdf>

(Need more here to describe how the authority is working - PL?) The Mesa College President is recognized as the campus leader and decision maker. The Chancellor has made it very clear what are the expected outcomes and therefore the President is able to make decisions with those expectations in mind. When it comes to decisions that reside at the District level, the President, along with the Presidents from the other District campuses, meet at the Chancellor's Cabinet to represent and advocate for their respective sites.

(5) The San Diego Community College District has an established Strategic Planning Committee that encompasses representatives from all campus consistencies from across the district.

<http://isp.sdccd.edu/stratplan/pdfs/DGCDDescriptionGuidelines.pdf> The District developed its first Strategic Plan in 2009. Through committee work, SDCCD has continually updated this plan and performed a substantial plan review and update in 2013. The committee has not met since the 2013 plan was approved, partly due to change in administrative leadership at the Vice Chancellor level. What is unclear, besides the participation of the governance representatives on the committee, is how the District plan is connected to the planning at the campus level. Further, evaluation of the plan is not evident. <http://isp.sdccd.edu/stratplan/>

On a departmental level, there are some divisions within the District that routinely plan and integrate with campus departments. For example, the District Student Services Office is working closely with the campus Student Services Division to implement the state mandated Student Success and Equity plans. However, it is unclear if the campus Student Services divisional plans are supported and integrated into District Student Services Office, if the need is not a state mandate.

<http://studentservices.sdccd.edu/docs/Newsletters/April%202015.pdf> The same holds true for other District to Campus departmental relationships, Instructional Services, Business Services, and Public Information. (Cite more examples and documentation). There has been feedback that employees on the campus feel that the District is dictating the campus directions, at the departmental level. Again the theme of "is the District supporting the Campus, or is the District dictating what the campus needs."

(6) Communication between Mesa and the District occurs on a macro level regarding district-wide high-impact issues and on a micro-level between individuals regarding daily operations. At the District level a number of venues are employed to communicate information that relates to high-level and/or high impact issues. Monthly Board of Trustees meetings

<http://www.sdccd.edu/public/district/trustees/meetingsched.asp>) provide a venue for keeping colleges abreast of Board actions which have an impact on campus operations. Board meeting agendas and minutes are posted online (<http://www.sdccd.edu/public/district/trustees/agendas.asp>)

and minutes are distributed via email to all District employees. Information is also exchanged on a regular basis between the campuses and the District through weekly meetings of the Chancellor's Cabinet and the (monthly? How often does DGC meet) District Governance Council

<http://www.sdccd.edu/public/administration/dgc/>) meetings. Both administration and governance groups are represented in these meetings and participants bring this information back to the campus community. The President at Mesa includes a standing agenda item for District updates for each President's Cabinet meeting and minutes are posted within 48 hours of each meeting

<http://www.sdmesa.edu/index.cfm/about-mesa/presidents-page/agenda/>). Updates regarding state and local news and legislation and press releases that impact the colleges are also provided regularly through emails from the Chancellor and the Director of Communications as well as on the

website of the Communications and Public Relations Office <http://www.sdccd.edu/public/events/> and the Chancellor's webpage <http://www.sdccd.edu/chancellor/>.

A number of District level committees with campus level representation also meet on a regular basis to communicate and address issues and information relative to more specific areas of campus operation such as curriculum (CIC), instruction (CTE Advisory, Basic Skills, Honors, Online Learning, etc.) articulation (DAC), technology (can't find info but know there's a group), student services (Student Services Council), facilities (committee with campus reps?, not found), business services (committee with campus reps?, not found), and other areas.

(7) Evaluation of the district/system and college role delineation, governance and decision making processes is conducted through participatory governance structure assessment tools. Cultural Climate and Employee Perception Surveys are periodically conducted at both the campus and District levels (<http://research.sdccd.edu/Research-Reports/surveys.cfm>). Employee Perception surveys are designed to capture levels of satisfaction with programs, services, instruction and facilities, as well as perceptions and opinions regarding institutional effectiveness.

C. Actionable Improvement (this forms the basis for the "Quality Focus Essay"):

- Improvement needed in the areas of clarity and communication. Communication begins to rapidly dilute depending on the subject at hand, the college and who is seeking information, help, or answers. The Campus finds that the lines of communication are not codified for all to easily understand. Everything is a big blur that requires time consuming navigation to have an idea on who is responsible for what. Clearly defined roles on what district responsibilities are and which ones are campus responsibilities. The hierarchy for both and how are they to be maneuvered when they intersect, including which has the highest overarching authority and/or priority. For all District departments the name and position of the person responsible for the job needs to be published and easily accessible to the campus.
- The campus reports a feeling that the District does not always see itself in the "supporting role" for the campus and rather places itself in the "directing role" for the campus. This is exemplified by efforts of faculty to make changes to District procedures/policies that inadvertently inhibit student success. (cite a senate resolution – or something)
- It is unclear where a district is evaluated against the Standards for their responsibility for resources, allocation of resources, and planning, and its performance is reflected. There was an assessment of District Divisions and Departments performed in 2010, however it is unclear what outcomes and improvements have resulted from the actions. There may be positive outcomes, but they are not linked (at least upon researching).
http://www.sdccd.edu/docs/accreditation/SDCCD_2010%20Admin%20Dept%20Assessments.pdf
- Access to District Budget information (beyond the annual budget and audits) is not available. One cannot find information on the District Budget Committee on the District Business Services site. This makes the entire process seem hidden and non-transparent.
- Integration between the campus and District strategic plans needs to be examined and the evaluation of the District plan needs to occur. Further – is the District Strategic Plan linked to the District departments?
- Feedback from campus surveys relating to standard IV.D.6. reflects differences in opinion but indicates that there is a lack of communication amongst the colleges (not sure that the question relates to communication across campuses) and that some operational decisions made at the District level are not communicated in a timely manner.
- Mesa employees feel that while there are surveys to capture employee perception, etc., there is a void in the dissemination and accessibility of the results. *(Monica, my opinion here: The employee perception and cultural climate surveys do not seem to actually assess whether the District evaluates in these areas. The Mesa survey, with the exception of one question (#86), assesses Mesa, and the District surveys assess the District. It does not appear that there's a vehicle to assess the campus opinion in regard to whether the District actually evaluates the district and college role delineations, etc. Additionally, there is a feeling that the results are not communicated widely and a question regarding whether/how the results are used.)*

Standard IV.C Governing Board – In Progress

Standard IV.D Multi College Districts or Systems

In multi-college districts or systems, the district/system CEO provides 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. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between colleges and the district/system.

Lynn Neault will provide a response

In the San Diego Community College District, the Chancellor provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district through the establishment of and continual utilization of a documented structure. This system is designed to support the effective and autonomous operations of San Diego Mesa College.

Evidence for Meeting the Standard

The District and College structure and interface are documented in a variety of methods including formal and informal policies, procedures, electronic and printed documents, committees, councils, meetings, and other activities. The District official policies and procedures are posted on the website (<http://www.sdccd.edu/public/district/policies/index.shtml?menu=sub7>) for ease of access.

The communication activities of the Chancellor are available to all members of the district and campus community and are developed to inform the high-level District topics such as “state-of-the District”, budget, planning, and legislation. Activities include Chancellor’s Forums held each semester on campus, (need documentation), Chancellor’s presentations at the campus fall Convocation (need documentation), and the Chancellor’s office hours on campus each semester

(need documentation). The Chancellor also communicates electronically with the campus approximately once a month via an email Chancellor's Update (<http://issuu.com/sdccd>). Structurally, the Chancellor convenes two groups that steer the district leadership for District decisions: the Chancellor's Cabinet and District Governance Council. These groups include representation from Mesa College. The Chancellor's Cabinet consists of the District's executive management (Presidents and Vice Chancellors) and tends to the coordinated business of the District (<http://www.sdccd.edu/public/administration/cabinet/>). The District Governance Council (DGC) serves as the districtwide communication, planning, and review forum on matters pertaining to major issues affecting the District. (<http://www.sdccd.edu/public/administration/dgc/>). The participatory governance membership includes faculty, staff, administrators and students from all institutions in the District.

Analysis and Evaluation

These policies include BP 0010, District Administrative Organization which clearly defines the organizational structure of District Administration and BP 0020 District Functional Organization which outlines the District reporting lines of responsibility. The Executive District administrative structure can be seen visually and read descriptively in two primary places, the Administrative and Governance Handbook available in both print and online (<http://www.sdccd.edu/docs/employee/AdminGovHandbook.pdf>) and on the District website (<http://www.sdccd.edu/departments/>), however, it is noted that the depth of information and the organization of each of the District's administrative departments is not readily available and is presented in an inconsistent manner.

(One person sited the chancellor's website, but it is about her and does not have copies of all her correspondence <http://www.sdccd.edu/chancellor/>)

Evidence List for Standard IV.D.1

DRAFT

Standard IV.D.2 The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

1st Half-Lynn Neault; 2nd Half-Bonnie Dowd will provide responses

Evidence for Meeting the Standard

In the San Diego Community College District, the Chancellor delineates and communicates the operational responsibilities and functions of the District from those of Mesa College and consistently adheres to this delineation in practice. The Chancellor attempts to ensure that Mesa receives effective and adequate district provided services to support achieving its missions. Where a district has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Analysis and Evaluation

While, the District's Strategic Plan openly articulates the planning framework for the District (http://www.sdccd.edu/docs/public/events/strategicPlan_2013-2017_finalWeb.pdf) The District is scheduled to perform planning updates on an annual basis

<http://isp.sdccd.edu/stratplan/index.html> however, due to change in district leadership, assessment an update of the five year strategic plan has not occurred since 2013. Plans are in the works for deploy the District Integrated Planning Process, but there is no information beyond this.

http://www.sdccd.edu/docs/accreditation/SDCCD_Integrated%20Planning%20Process.pdf

The delineation of District and Campus responsibilities are outlined

(http://www.sdccd.edu/docs/accreditation/SDCCD_Delineation_of_Functions.pdf), and there is support of campus autonomy from the Chancellor. While the responsibilities of the District and Campus are outlined, the interpretation and understanding of the responsibilities varies especially from the campus and District perspectives in some areas. The campus reports a feeling that the District does not always see itself in the “supporting role” for the campus and rather places itself in the “directing role” for the campus. This is exemplified by efforts of faculty to make changes to District procedures/policies that inadvertently inhibit student success (cite a senate resolution – or something), but are told that changes cannot be made, even with supporting evidence to the contrary. The District is seen by some as authoritarian and indicate frustration with the lack of support. (how do we site this beyond the interviews??)

Improvement is needed in the areas of clarity and communication. Communication begins to rapidly dilute depending on the subject at hand, the college and who is seeking information, help, or answers. The Campus finds that the lines of communication are not codified for all to easily understand. Everything is a big blur that requires time consuming navigation to have an idea on who is responsible for what. Clearly defined roles on what district responsibilities are and which ones are campus responsibilities. The hierarchy for both and how are they to be maneuvered when they intersect, including which has the highest overarching authority and/or priority. For all District departments the name and position of the person responsible for the job needs to be published and easily accessible to the campus.

The campus reports a feeling that the District does not always see itself in the “supporting role” for the campus and rather places itself in the “directing role” for the campus. This is exemplified by efforts of faculty to make changes to District procedures/policies that inadvertently inhibit student success. (cite a senate resolution – or something)

Evidence List for Standard IV.D.2

Standard IV.D.3 The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system.

The district/system CEO ensures effective control of expenditures.

Bonnie Dowd will provide a response

Evidence for Meeting the Standard

The San Diego Community College District's Board Policy 6100 delegates authority to the Executive Vice Chancellor of Business Services for effective control of resources.

<http://www.sdccd.edu/docs/policies/Business%20Services/BP%206100.pdf>.

A Resource Allocation Formula (RAF) has been negotiated with the eight employee groups in the District to ensure fair and transparent allocation or reduction of the annual budget:

<http://hr.sdccd.edu/docs/employee%20relations/Collective%20Bargaining%20Agreements/Resource%20Allocation%20Formula.pdf> .

Access to general information on the District Business Services division, and all its departments are available online: <http://bussrv.sdccd.edu/> Forms, policies, procedures, contacts, and annual district budgets and audits are available was well.

Analysis and Evaluation

While it has been stated that general information is accessible for District Business Services, it's been assessed that there is missing information in regards to the specific District Budget Committee, meetings, notes, and outcomes. Additionally missing are the linkages to the campus business services and the impacts of allocations by the District office.

The fiscal health of the District results from its sound fiscal policies and procedures and is evident in the District's credit rating (list it here), healthy reserves (despite the recession) and the communities high level of confidence as shown in the passage of Prop S and N – the District Bond Measures.

<http://public.sdccdprops-n.com/Pages/Home.aspx> The District's financial management resulted in stability and health through the recession when not one contract employee was let go or furloughed as a result of the economic challenges.

The San Diego Community College District has a policy for allocation and reallocation of resources that is adequate to support the effective operations and sustainability of the colleges and district/system. The Chancellor, through delegation to the Executive Vice Chancellor, ensures effective control of expenditures.

It is unclear where a district is evaluated against the Standards for their responsibility for resources, allocation of resources, and planning, and its performance is reflected. There was an assessment of District Divisions and Departments performed in 2010, however it is unclear what outcomes and improvements have resulted from the actions. There may be positive outcomes, but they are not linked (at least upon researching).

http://www.sdccd.edu/docs/accreditation/SDCCD_2010%20Admin%20Dept%20Assessments.pdf

Access to District Budget information (beyond the annual budget and audits) is not available. One cannot find information on the District Budget Committee on the District Business Services site. This makes the entire process seem hidden and non-transparent.

Evidence List for Standard IV.D.3

Standard IV.D.4 The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.

District Response: District policy clearly specifies the roles and responsibilities of the chancellor and president. According to policy, "The President is a key position of education leadership and is responsible for the total program assigned. He/she shall be responsible to the chancellor. The authority of the Presidents is delegated to them by the chancellor who in turn has received authority from the board. The overall responsibility is to provide leadership and coordination which will encourage the staff, the community and the students to work together toward the best program which they can conceive."

The chancellor delegates full authority and responsibility to the presidents of the colleges and does not interfere in any way. College presidents are expected to strictly adhere to all district policies, and the chancellor asks that communication between the college and the district be thorough and regular.

Evidence for Meeting the Standard

The San Diego Community College District's Board Policy 0010 delegates full responsibility and authority of the campus to the President from the Chancellor, who in turn has received authority from the board. The overall responsibility is to provide leadership and coordination which will encourage the staff, the community and the students to work together toward the best program which they can conceive. It allows for the delegation of District policies without interference and holds the President accountable for the operations of Mesa College.

<http://www.sdccd.edu/docs/policies/District%20Governance/0010.pdf>

<http://www.sdccd.edu/docs/employee/AdminGovHandbook.pdf>

Analysis and Evaluation

Need more here to describe how the authority is working – maybe Pam can help? The Mesa College

President is recognized as the campus leader and decision maker. The Chancellor has made it very clear what are the expected outcomes and therefore the President is able to make decisions with those expectations in mind. When it comes to decisions that reside at the District level, the President, along with the Presidents from the other District campuses meet at the Chancellor's Cabinet to represent and advocate for their respective sites.

Evidence List for Standard IV.D.4

Standard IV.D.5 District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Shelly Hess will provide a response

Evidence for Meeting the Standard

The San Diego Community College District has an established Strategic Planning Committee that encompasses representatives from all campus consistencies from across the district.

<http://isp.sdccd.edu/stratplan/pdfs/DGCDDescriptionGuidelines.pdf> The District developed its first Strategic Plan in 2009. Through committee work, SDCCD has continually updated this plan and performed a substantial plan review and update in 2013.

On a departmental level, there are there are some divisions within the District that routinely plan and integrate with campus departments. For example, the District Student Services Office is working closely with the campus Student Services Division to implement the state mandated Student Success and Equity plans.

Analysis and Evaluation

The San Diego Community College District's planning and evaluation processes have been marginally integrated with the college planning and evaluation. The integration is essential to improve student learning and achievement and institutional effectiveness.

The committee has not met since the 2013 plan was approved, partly due to change in administrative leadership at the Vice Chancellor level. What is unclear, besides the participation of the governance representatives on the committee, is how the District plan is connected to the planning at the campus level. Further, evaluation of the plan is not evident.

<http://isp.sdccd.edu/stratplan/>

At the department level, it is unclear if the campus Student Services divisional plans are supported and integrated into District Student Services Office, if the need is not a state mandate.

<http://studentservices.sdccd.edu/docs/Newsletters/April%202015.pdf> The same holds true for other District to Campus departmental relationships, Instructional Services, Business Services, Public Information. (cite more examples and documentation). There has been feedback that employees on the campus feel that the District is dictating the campus directions, at the departmental level. Again the theme of “is the District supporting the Campus, or is the District dictating what the campus needs.”

Integration between the campus and District strategic plans needs to be examined and the evaluation of the District plan needs to occur. Further – is how is the District Strategic Plan linked to the District departments?

Evidence List for Standard IV.D.5

Standard IV.D.6 Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Jack Beresford will provide a response

Evidence for Meeting the Standard

Communication between Mesa and the District occurs on a macro level regarding district-wide high-impact issues and on a micro-level between individuals regarding daily operations. At the District level a number of venues are employed to communicate information that relates to high-level and/or high impact issues. Monthly Board of Trustees meetings (<http://www.sdccd.edu/public/district/trustees/meetingsched.asp>) provide a venue for keeping colleges abreast of Board actions which have an impact on campus operations. Board meeting agendas and minutes are posted online(<http://www.sdccd.edu/public/district/trustees/agendas.asp>) and minutes are distributed via email to all District employees. Information is also exchanged on a regular basis between the campuses and the District through weekly meetings of the Chancellor's Cabinet and the (monthly? How often does DGC meet) District Governance Council (<http://www.sdccd.edu/public/administration/dgc/>) meetings. Both administration and governance groups are represented in these meetings and participants bring this information back to the campus community. The President at Mesa includes a standing agenda item for District updates for each President's Cabinet meeting and minutes are posted within 48 hours of each meeting (<http://www.sdmesa.edu/index.cfm/about-mesa/presidents-page/agenda/>). Updates regarding state and local news and legislation and press releases that impact the colleges are also provided regularly through emails from the Chancellor and the Director of Communications as well as on the website of the Communications and Public Relations Office

<http://www.sdccd.edu/public/events/> and the Chancellor's webpage

<http://www.sdccd.edu/chancellor/> .

A number of District level committees with campus level representation also meet on a regular basis to communicate and address issues and information relative to more specific areas of campus operation such as curriculum (CIC), instruction (CTE Advisory, Basic Skills, Honors, Online Learning, etc.) articulation (DAC), technology (can't find info but know there's a group), student services (Student Services Council), facilities (committee with campus reps?, not found), business services (committee with campus reps?, not found), and other areas.

Analysis and Evaluation

Communication between Mesa and the District occurs on a macro level regarding district-wide high-impact issues and on a micro-level between individuals regarding daily operations.

Feedback from campus surveys relating to standard IV.D.6. reflects differences in opinion but indicates that there is a lack of communication amongst the colleges and that some operational decisions made at the District level are not communicated in a timely manner.

Evidence List for Standard IV.D.6

Standard IV.D.7 The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Lynn Neault will provide a response

Evidence for Meeting the Standard

The Chancellor evaluates the district/system and college role delineation, governance and decision making processes in relation to meeting educational goals for student achievement and learning through district-wide communication, planning and review forums. Evaluation of these areas is conducted through participatory governance structure assessment tools. Cultural Climate and Employee Perception Surveys are periodically conducted at both the campus and District levels (<http://research.sdccd.edu/Research-Reports/surveys.cfm>). Employee Perception surveys are designed to capture levels of satisfaction with programs, services, instruction and facilities, as well as perceptions and opinions regarding institutional effectiveness.

Analysis and Evaluation

(Note: It appears that there is evaluation of the roles, governance, etc through venues such as DGC, and there's evaluation of student achievement (see scorecard data), but I'm not sure how or where the two are connected.) [AN EXCELLENT AND IMPORTANT OBSERVATION; ENHANCE?]

Evidence List for Standard IV.D.7

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for 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 planning and implementation.
 - *What do the statements about institutional mission and goals reveal about the institution's commitment to student success and educational excellence?*
 - *Are the institution's goals and values clearly articulated and understood by all? Can college staff list what those goals and values are?*
 - *What information about institutional performance is available to staff and students? How is the information kept current? Is it easily accessed, is it understandable? Is it regularly used in institutional dialog and decision-making sessions?*
 - *Do the institution's processes for institutional evaluation and review, and planning for improvements, provide venues where the evaluations of the institution's performance are made available to all staff?*
 - *Do institutional planning efforts provide opportunity for appropriate staff participation?*
 - *How do individuals bring forward ideas for institutional improvement?*
2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.
 - *What do institutional policies and procedures describe as the roles for each group in governance, including planning and budget development?*
 - *What evidence demonstrates that these policies and procedures are functioning effectively?*

- *What documents describe the official responsibilities and authority of the faculty and of academic administrators in curricular and other educational matters?*
 - *What provisions are made for student involvement in the decision-making processes?*
3. Administrators and faculty, through policy and procedures, 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.
- *What do institutional policies and procedures describe as the roles for each group in governance, including planning and budget development?*
4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.
- *What institutional policies and procedures describe as the official responsibilities and authority of the faculty and of academic administrators in curricular and other educational matters?*
 - *What evidence demonstrates that these policies and procedures are functioning effectively?*
 - *Have programs, degrees, and certificates available 50% or more via DE/CE been reviewed through the ACCJC Substantive Change process?*
5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.
- *Do the written policies on governance procedures specify appropriate roles for all staff and students? Do these policies specify the academic roles of faculty in areas of student educational programs and services planning?*
 - *Are staff and students well informed of their respective roles? Do staff participate as encouraged by these policies? Do the various groups work in collaborative effort on behalf of institutional improvements? Is the result of this effort actual institutional improvement?*
 - *Is there effective communication at the college - clear, understood, widely available, current?*
 - *Do staff at the college know essential information about institutional efforts to achieve goals and improve learning?*
6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.
- *What process does the institution use to document and communicate these decisions?*

7. Leadership roles and the institution's governance and decision-making policies, procedures, 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.
 - *What process does the institution use to evaluate its governance and decision-making structures? Are the results communicated within the campus community?*
 - *How does the institution use identified weaknesses to make needed improvements?*

B. Chief Executive Officer

1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.
 - *What does the CEO do to communicate institutional values, goals (institution-set standards) and direction?*
 - *How familiar is the CEO with data and analyses of institutional performance?*
 - *How does the CEO communicate the importance of a culture of evidence and a focus on student learning?*
 - *Where does the research office report in the institution; does it have easy access to the CEO's office?*
 - *What mechanisms has the CEO put in place to link institutional research, particularly research on student learning, to institutional planning processes, and resource allocation processes?*
 - *How does the district chief executive officer follow the component parts of this Standard in the role of providing effective district leadership?*
2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.
3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:
 - *establishing a collegial process that sets values, goals, and priorities;*
 - *ensuring the college sets institutional performance standards for student achievement;*
 - *ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;*
 - *ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;*

- *ensuring that the allocation of resources supports and improves achievement and learning; and*
- *establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.*
- *What does the CEO do to communicate institutional values, goals (institution-set standards) and direction?*
- *How familiar is the CEO with data and analyses of institutional performance?*
- *How does the CEO communicate the importance of a culture of evidence and a focus on student learning?*
- *What mechanisms has the CEO put in place to link institutional research, particularly research on student learning, to institutional planning processes, and resource allocation processes?*
- *How does the district chief executive officer follow the component parts of this Standard in the role of providing effective district leadership?*

Effective Practices

The CEO uses data in decision making, identifying priorities, and measuring progress in building a culture of evidence and inquiry.

The CEO directs the hiring of faculty, administrators, and staff who are committed to student learning and achievement.

4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.
 - *How does the CEO take a lead role in accreditation processes?*
 - *How does the CEO ensure others on campus also understand accreditation?*
5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.
6. The CEO works and communicates effectively with the communities served by the institution.

C. Governing Board

1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)
 - *Does the institution have a policy manual or other compilation of policy documents that demonstrate that the governing board's role in academic quality, integrity, and effectiveness of learning programs and services, and financial stability? Are these policies reviewed on a regular basis?*
 - *What statements about quality of programs, integrity of institutional actions, and about effectiveness of student learning programs and services are to be found in the institution's board-established policies, mission statement, vision or philosophy statement, planning documents, or other statements of direction?*
2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.
 - *How does the Board demonstrate its support for its own policies and decisions?*
3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.
 - *What is the established board process for conducting search and selection processes for the chief administrator? Are those processes documented?*
 - *Has the board used these processes in its most recent chief administrator searches?*
 - *What mechanisms does the board use in its evaluation of the chief administrator's performance on implementation of board policies and achievement of institutional goals?*
 - *How does the board set clear expectations for regular reports on institutional performance from the chief administrator?*
 - *What is the written policy describing selection and evaluation of the chief administrator? Has the board followed it?*
4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)
 - *Is the governing board appropriately representative of the public interest and lacking conflict of interest? Does the composition of the governing board reflect public interest in the institution?*

5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.
- *What policies, institutional goals or other formal statements exist that describe governing board expectations for quality, integrity and improvement of student learning programs and services?*
 - *Is the governing board aware of the institution-set standards and analysis of results for improvement of student achievement and learning?*
 - *Is the governing board independent? Are its actions final and not subject to the actions of any other entity?*
 - *Is the governing board aware of the institution-set standards and the analysis of results for improvement of student achievement and learning?*

Effective Practices

The governing board supports resource allocation (and re-allocation) for capacity building within the institution to promote and sustain student learning, equity, success, and achievement.

6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.
7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.
- *Do the records of governing board actions (minutes, resolutions) indicate that its actions are consistent with its policies and bylaws?*
 - *Does the governing board have a system for evaluating and revising its policies on a regular basis? Is this system implemented?*
8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.
- *What data on student performance does the Board regularly evaluate?*

Effective Practices

Include an item on each board agenda relevant to improving academic quality and student learning and achievement, closing the achievement gaps, and increasing success and completion of educational goals.

9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.
- *What is the governing board's program for development and orientation?*
 - *Does the board have a formal, written method of providing for continuing membership and staggered terms of office?*
10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.
- *What is the board self evaluation process as defined in its policies? Does the process as described present as an effective review?*
 - *Does the governing board policy call for regular self evaluation? Does the institution's board regularly evaluate its own performance?*
11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)
- *What is the board's stated process for dealing with board behavior that is unethical? Does the governing board implement this process? Is there evidence of results?*
 - *Are less than half of the board members owners of the institution? Are a majority of governing board members non-owners of the institution*
12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.
- *How is the board delegation of administrative authority to the chief administrator defined? (In policy documents? In a contract with the chief administrator?)*
 - *Is this delegation clear to all parties?*
 - *How effective is the governing board in focusing at the policy level?*
 - *What mechanisms does the board use in its evaluation of the chief administrator's performance on implementation of board policies and achievement of institutional goals?*
 - *How does the board set clear expectations for regular reports on institutional performance from the chief administrator?*

- *How does the board set expectations for sufficient information on institutional performance to ensure that it can fulfill its responsibility for educational quality, legal matters, and financial integrity?*
13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.
- *What training is provided to the board about the accreditation process and Accreditation Standards?*
 - *How does the board participate appropriately in institutional self-evaluation and planning efforts?*
 - *How do board actions indicate a commitment to improvements planned as part of institutional self evaluation and accreditation processes?*
 - *How do board actions reflect the commitment to supporting and improving student learning outcomes as reflected in the Accreditation Standards and expectations for institutional improvement?*
 - *Is the board informed of institutional reports due to the Commission, and of Commission recommendations to the institution?*
 - *Is the board knowledgeable about Accreditation Standards, including those that apply to the board?*
 - *Does the board assess its own performance using Accreditation Standards?*
 - *Does the governing board development program address the need to learn about Accreditation Standards and expectations?*

D. Multi-College Districts or Systems

1. In multi-college districts or systems, the district/system CEO provides 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. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.
 - *What policies and practices demonstrate the delineation of roles and responsibilities for the district/system and the colleges?*
2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.
 - *Does the district/system have a written delineation of responsibilities? Are institutional and district/system staff knowledgeable of this delineation?*

- *Is the delineation of responsibilities evaluated for effectiveness?*
 - *What feedback mechanisms does the district/system have in place to provide assessment of the effectiveness of district/system services?*
 - *Is the assessment of district/system services data driven? Does it reflect the needs and priorities of the institutions?*
 - *Are district/system services regularly evaluated with regard to their support for institutional missions and functions?*
3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.
- *What is the district/system's method of distributing resources to its institutions? Is the district/system based in a realistic assessment of needs of each institution? Is it a fair process? Is it well-understood across the district/system?*
 - *Is the district/system's resource distribution method data-driven? Does it reflect the needs and priorities of the institutions?*
 - *What do the institution's most recent annual independent audit reports and audited financial statements reveal about control of expenditures?*
4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.
- *What policies and practices demonstrate delegation of authority to college CEO's that meets the criteria of the Standard?*
5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.
- *How are planning and evaluation integrated between district/system and the colleges?*
 - *How do the district/system and the colleges determine the effectiveness of the integrated planning?*
6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.
- *What methods of working jointly do the district/system and institutions use?*
 - *Do these methods result in clear and timely communications in all directions?*
 - *Are the institutions well informed about district/system issues, governing board actions and interests that have an impact on operations, educational quality, stability or ability to provide high quality education?*

7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.
- *What are the district/system's methods for evaluating its effectiveness?*
 - *Does it conduct regular assessments? How does it communicate the results?*
 - *What changes/improvements have been made as a result of these evaluations?*

Sources of Evidence: Examples for Standard IV

Listed below are examples of potential sources of evidence for Standard IV. There may be many other sources relevant to each college's unique mission that institutions should provide and teams should consider.

Standard IV: Leadership and Governance

A. Decision-Making Roles and Processes

- ☐ Evidence that demonstrates board and other governance policies and descriptions of the participation of constituencies in decision-making bodies
- ☐ Evidence that includes documents showing the transmission of recommendations from faculty and academic administrators to decision-making bodies, and descriptions of the institution's information and decision-making process
- ☐ Evidence that includes copies of governance policies and procedures, the composition of governance bodies, minutes of meetings, and documents showing the roles academic staff play in reviewing and planning student learning programs and services
- ☐ Evidence that includes evaluations and analyses the institution conducts of its governing and decision-making processes, and the form of communication of same to the college community
- ☐ Evidence that includes the policy manual, institutional statement of mission, vision or philosophy, and institutional planning documents
- ☐ Evidence that includes copies of governance policies and procedures, the composition of governance bodies, minutes of meetings, and documents showing the roles relevant faculty play in reviewing and planning student learning including in DE/CE programs and services
- ☐ Evidence that the governance structures, processes and practices include opportunities for staff, faculty and students involved in DE/CE to provide input to the development of the institution
- ☐ Evidence that a Substantive Change Proposal was submitted to the Commission when 50% or more of a program, degree, or certificate is offered through DE/CE

B. Chief Executive Officer

- ☐ Evidence that includes budget documents and independent audit reports and audited financial statements showing ending year balances, and audit exceptions (if any)
- ☐ Evidence that includes the results of surveys, other evaluations of the president's activities directed toward the communities served by the institutions
- ☐ Evidence that includes surveys and other evaluative instruments, and the results of evaluation. Evidence that includes descriptions of funding rules or formulas, committee minutes or other documents demonstrating that the system has assessed the needs of each institution
- ☐ Evidence that includes financial policies and manuals, the content of internal audits and reviews, annual independent external audits, fiscal program reviews conducted by other agencies, and the annual budget documents

- ☐ Evidence that includes any formal delineation of responsibilities that might be found in district/college documents, including descriptions of job duties, descriptions contained in employment contracts, and the district mapping provided to the institutions and the Commission
- ☐ Evidence of other documented or recorded communications
- ☐ Evidence that would include institutional analyses of performance, including fact books, reports, website data, portfolios, and publications that describe research on institutional performance
- ☐ Evidence of documented information about institutional planning processes, minutes of meetings, records of participation in institutional evaluation and planning sessions

C. Governing Board

- ☐ Evidence that includes published statements of institutional goals that reference the governing board's expectations for student learning and quality of education
- ☐ Evidence that includes documents describing the authority of the governing board; the absence of any external, higher authority than the board; descriptions of the board appointment and replacement process
- ☐ Evidence of the published bylaws
- ☐ Evidence of board minutes or a schedule showing board evaluation of policies
- ☐ Evidence of the materials from board training workshops
- ☐ Evidence of the policy on board membership, appointment and replacement
- ☐ Evidence that includes the board's policy and instruments used for self evaluation, analyses and reports on the last few self-evaluations completed
- ☐ Evidence of the governing board policy statement of ethics
- ☐ Evidence that includes board minutes, statements to college constituents on the delegation of authority, the board policy manual, any contracts with administrators that specify delegation of authority, board agreements with faculty bodies regarding delegation of authority
- ☐ Evidence the governing board has taken the quality of the institution's DE/CE into consideration in the development of the relevant policies.
- ☐ Examples of governing board statements on DE/CE program quality and integrity.

D. Multi-College Districts or Systems

- ☐ Evidence that includes the district/system's evaluation instruments, the results of the evaluation, and plans for improvement increasing
- ☐ Evidence the multi-college district/system has developed a "functional map" or description of district and college functions that delineates and distinguishes roles and responsibilities clearly