

**RESPONSES TO RECOMMENDATIONS FROM THE 2004 COMPREHENSIVE EVALUATION**

**Recommendation 1.1**

**The college should implement a more fully integrated process for planning and resource allocation, grounded in data from program reviews (which should include data on student learning outcomes) and student learning outcomes assessment. This process and its outcomes should be widely communicated. The college should evaluate the process regularly to assess its impact on institutional effectiveness.**

**Response**

As described in the Focused Midterm Report, the President's Cabinet continues in its role as the centralized participatory governance council. This role was made clear in the Educational Master Plan where the Annual Integrated Planning Matrix depicted the planning and resource allocation activities approved by President's Cabinet. The Educational Master Plan Subcommittee was created May 9, 2005 by President's Cabinet and began their work to integrate all previous planning efforts into one comprehensive plan. The result was a long term document that will serve the College from 2006-2007 to 2010-2011 with annual reviews and revisions. The Educational Master Plan contains four separate categories, with each one grounded in a part of the Mission Statement, that focus on Mesa's specific priorities and needs. The original Educational Master Plan Subcommittee was reorganized as the Strategic Planning Subcommittee through discussion and action of the April 18, 2008 President's Cabinet Retreat, where the Educational Master Plan was reviewed and work began on a strategic planning model. A summer 2008 Strategic Planning Working Group was formed and met regularly to institute the changes articulated at the spring retreat. This group developed a "continuous quality improvement framework" and revised the mission, vision, and values statements that were reviewed and discussed by President's Cabinet during the fall, 2008 semester. In December, 2008, the membership was expanded and the purpose of the Strategic Planning Committee was reviewed and accepted. The committee became a working group of the President's Cabinet designed to advance strategic planning for the college. The group met on a regular basis to complete and implement the revised planning approach grounded in and integrated by performance indicators. These performance indicators would be used to evaluate the strategic planning process to assess the impact on institutional effectiveness.

During the April 24, 2009 President's Cabinet Retreat, working groups refined draft statements for the mission, vision, and values as well as goals. The strategic planning model was reviewed and performance indicators were discussed. The College's strategic planning priorities and goals from the 2007 Educational Master Plan were reviewed by one of the small groups at the 2009 President's Cabinet Retreat. They soon realized that the Continuous Quality Improvement Framework being developed required the current planning priorities and goals to be more global in nature to support Mesa's revised Strategic Planning Model. The group recommended a more simplified approach built

upon five (5) overarching college goals that would be supported by measurable objectives to be developed by the College's three divisions: Instruction, Student Services and Administrative Services. Within these divisions, the schools and service units would in turn use information/data from the program and/or service area plans reported during the annual Program Review cycle. The use of performance indicators (PI) and program review findings to help the college measure progress towards goal completion was endorsed. These indicators include equity/access, engagement/retention, persistence, success and institutional effectiveness measures that will be used by the college to determine how successful we are in reaching our goals as well as integrating the college's planning processes.

At the April 28, 2009 President's Cabinet, after an update by Dr. Cepeda, the Mesa College Strategic Planning Framework model was approved. The existing Strategic Planning group met during the summer 2009 to develop a draft of the mission/vision/values, the performance indicators and the college-wide goals. In addition, the link between planning and budgeting was to be included in the model. In November, 2006, a Budget Development Committee was formed to integrate planning and resource allocation; however, it was found that not all of its original charges were met. A crucial part of this planning process involves the allocation of resources using Program Review plans. To test and inform the fall 2009 approved Mesa College Planning Framework process, the Strategic Planning Committee recommended that a pilot be conducted during that same semester. This pilot involved all of the players in the planning process. The Resource Allocation Committee, RAC, was formed and a representative sample of programs and service areas were selected from Years One to Five of the Program Review cycle, and included representation from each of the college divisions and schools. Using provided research and documentation, each group presented their resource requests to the RAC. At the conclusion of the pilot, feedback from all participants concerning the process was collected and incorporated into a report distributed to the College for use and to inform the spring, 2010 resource allocation process.

Mesa's planning process is informed and supported by its integrated program review process. Since the Focused Midterm Report, Student Services and Administrative Services joined with Instruction to become part of the program review process. One participatory governance committee now oversees the five-year cycle. Student learning outcomes and their assessment findings continue to be reported as part of the program review plan. In addition to providing the infrastructure for the process that includes the setting of timelines and providing liaison support and direct training to lead writers, the committee prepares annual reports for presentation to and approval by the President's Cabinet. These reports contain recommendations for continuous quality improvement to the process that is data-driven.

The culture of evidence that became well established at Mesa in the period 2004-2007 continues to grow. The Research Committee reviews and updates its Research Planning Agenda on a regular basis. The most recent revision can be found on the college's recently developed Institutional Research website. Representatives from the college

Research Committee continue to work with and sit on the District-wide Research Committee that provides for a collaborative and integrated basis for collection and analysis of data.

In addition, the College provided appropriate detail in its responses within Standard I.B.3, I.B.4, I.B.5, I.B.6, I.B.7 and II.A.2.f of this Self Study.

### **Evaluation**

Significant progress continues to be made addressing this recommendation.

### **Recommendation 1.2**

**The college should strengthen its dialogue about student learning by articulating specific goals with respect to the educational effectiveness of the college, and stating the goals (and supporting objectives) in measurable terms so that the degree to which they are achieved can be determined, widely discussed and planning for improvement can take place.**

### **Response**

The 2007 Focused Midterm Report indicated that this recommendation was met by addressing this dialogue at two levels and has expanded since then to include:

- 1) the campus continues to *address SLOs in measurable terms (the process is detailed and analyzed in each program's and service area's Program Review)*;
- 2) the college has addressed *SLOs in the context of division, school, and department goals and objectives* that are an integral part of the *Educational Master Plan and also the recently adopted Strategic Planning process*.

Since that time, Student Services and Administrative Services have developed outcomes and, like the Instructional Programs, report the development and assessment results in their program review plans.

The 40% reassigned time SLOAC position created in 2005 and the SLO subcommittee created by the Research Committee to assist faculty and staff with student learning outcomes functioned until the fall of 2009. Up until this time, the SLOAC coordinator and subcommittee collaborated with the Flex Subcommittee to provide workshops on outcomes assessment and best practices. Working with the Vice President of Instruction, the SLO coordinator developed a five-step learning outcome assessment cycle that was implemented fall, 2008. A survey instrument was developed by the Campus-Based Researcher with input from the SLO Subcommittee to gather data concerning the progress among the College units on the five steps of the Student Learning Outcome Assessment Cycle. The survey results are posted to the Institutional Research website. This survey continues to be done on an annual basis for comparison and planning purposes as well as provide data for the SLO Subcommittee.

Unfortunately, budget constraints prevented the continuation of reassigned time to the SLOAC coordinator who co-chaired the SLO subcommittee. In addition, continued discussions relative to the philosophical and practical aspects of student learning

outcomes and their assessment impacted the work of the subcommittee. The SLOAC coordinator attempted to find another faculty co-chair from the existing subcommittee but these efforts failed. In December, 2009, the subcommittee began discussions concerning the next steps including its possible dissolution which materialized during the spring 2010 when a recommendation to return the SLO function back to the Research Committee was approved. Another factor impacting the SLO subcommittee and its role was the passage of an Academic Senate Resolution concerning SLOs on October 12, 2009.

Outcomes have been developed at the program and service area level for all college units. The most recent edition of the catalog carries these outcomes. These outcomes are also found in TaskStream, a SLO/AUO software package purchased by the District for use at Mesa College. An implementation project took place during the spring, 2009. Using its program review structure, the College built a hierarchy that included Instruction, Student Services and Administrative Services. The Office of Instructional Services, Resource Development and Research was given the responsibility to assist the faculty in the implementation of the software as well as to organize and offer trainings. During the summer, 2009, outcomes at the program and service area levels were input into TaskStream. Program and service area mission statements were also input as well as institutional level and general education outcomes. Clerical support is available to faculty and staff if assistance is needed. Training began in the fall, 2009 with a general session that introduced the software to the college faculty, staff and administrators. More specific trainings followed for instruction, student services and administrative services. These trainings were archived and are available online for reference.

The Office of Instructional Services, Resource Development and Research continues to provide outcomes data and assist with the design of specific program/service area surveys to collect it for discussion and planning for improvement. In addition, results from the Community College Survey of Student Engagement (CCSSE) have been reviewed by the Research Committee, resulting in several written briefs posted to the college's IR website. The SLO Subcommittee posts its meeting materials and included a streamed video of a recent SLO Fair so those who could not attend this function can have access to the dialogue on student learning.

College faculty and staff attend SLO conferences and institutes as well as provide workshops on outcomes assessments and best practices through the Flex program.

In addition, the College provided appropriate detail in its responses within Standard I.B.1 and I.B.2 of this Self Study.

### **Evaluation**

Significant progress continues to be made in addressing this recommendation.

### **Recommendation 1.3**

**The college should develop and implement a plan to meet current and future needs for institutional research that is accurate, timely and actionable. Toward this end,**

**the college should carefully consider how institutional research is positioned in the college so that it may support the entire institution from a fair, unbiased and informed stance, thereby strengthening various planning and institutional improvement efforts.**

## **Response**

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

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

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

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

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

college and district websites to familiarize the committee with the research data and reports available as well as where and how to use this information.

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

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

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

### **Evaluation**

The recommendation has been completed.

### **Recommendation 1.4 (Identified as a District Recommendation)**

**In order to build upon their efforts to strengthen institutional effectiveness and to foster a "culture of evidence" throughout the district, the district office and the colleges should cooperate in the development of an enhanced research function with both strong district and strong college components.**

### **Response**

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

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

real-time feedback with the weekly Tallies download made available to college administration.

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

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

### **Campus-Based Research Structure**

Under the leadership of the Chancellor's Cabinet an operational model which incorporates a researcher at each college and Continuing Education was developed in 2005. This model was widely discussed for input throughout the organization and has been partially implemented with plans to fully implement as budget allows. Campus-based researchers are in place at the two largest colleges; City College and Mesa College. A search for a campus-based researcher for Miramar College was conducted on two different occasions, but a suitable researcher was not identified in the pool of candidates. Subsequently, the position was frozen due to California's severe budget crisis.

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

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

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

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

The hiring processes for the Miramar College and Continuing Education campus-based researchers are on hold until the current budget situation improves. However, the IRP Director and Research Analysts attend various meetings on these campuses (i.e., Research Committee, Program Review and Accreditation Committee) to provide leadership and support of the research and information needs. The District IRP staff also support the college-based needs for data and information for a variety of projects including program review, SLOs and institutional planning. The Director has provided leadership to Miramar College in the development of a Research Agenda, as well as to Continuing Education for enrollment management and program review. There are several examples of projects and support from the district Research office specifically for Miramar and Continuing Education in the absence of campus-based researchers, including:

- 1) Program Review data and information (e.g., enrollment, outcomes and productivity) (**Attachment 3.1**)
- 2) Survey development, implementation and delivery (reports and briefings) (**Attachment 3.2**)
- 3) Weekly or monthly Enrollment Management interactive spreadsheets for the CIOs (**Attachment 3.3**)
- 4) Census and End of Term Student Profile (demographic) reports (**Attachment 3.4**)

5) Student tracking studies (i.e., non-credit to credit migration) (**Attachment 3.5**)

In addition, the IRP Director continues to provide extensive training to the existing research staff in anticipation of filling the college-based researcher positions in the future.

**Culture of Evidence/Culture of Inquiry**

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

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

**District Research Committee**

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

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

### **Future Changes in the IRP Office**

Plans are being implemented to further strengthen the capabilities of the district IRP department to support campus and districtwide research and institutionalize a culture of evidence and a culture of inquiry throughout the organization. The District IRP department has developed a system of support staff ranging from Research Assistants and Research Associates, which provide technical support in the implementation, collection, and display of information to Research Analysts and the Director who provide high level analysis, design and project management. The addition of the Research Assistant and Associates to the team was intended to improve the quality and integrity of the data and information provided, as well as to increase the efficiency of the analysts and shorten the time to completion on most requested studies and reports. The diagram on the following page shows the reporting relationships of this expanded research support system.

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

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

### **Evaluation**

The recommendation has been completed.

### **Recommendation 1.5 (Identified as a District Recommendation)**

**In order to coordinate and assist the master planning efforts already established at the colleges, the district should continue its work to formulate an overall strategic plan that will provide a vision for the future development of the district, based upon extensive dialogue among faculty and staff, students, college and district leaders, board members, and the community.**

### **Response**

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

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

The Master Planning response to this recommendation began September 22, 2004 when Chancellor Carroll met with the District Strategic Planning Committee. This committee was reformulated to include more members and became an inclusive, participatory-governance, district-wide group reporting to the DGC. The chancellor charged the committee to create a master plan using a method that drew upon the processes already in place at the colleges so that college plans would be a part of the district plans, to continue long-range planning, to create a strategic planning component and to meet spontaneous response needs. Master planning was a high priority and the process a complex one with a district as large as the SDCCD. The assigned tasks were accomplished after several iterations with planning priorities identified. The committee itself went through changes, first growing in size, then streamlining now to include three members from each of the three colleges and CE. Highlights of their work included the commission of an environmental scan; funded pilot projects related to strategic planning; distillation of essential priorities common to all three colleges, CE and the district office; and, agreement that to the extent possible, the concept of one multiple campus district in terms of distribution of resources, staffing and services with collective commitment. The resulting district-wide strategic planning priorities became the framework for each of the colleges and CE as they created their own site-driven strategic planning priorities. At Mesa College, these became the cornerstone of the Educational Master Plan. At the submission of Mesa's Focused Midterm Report, the nine district-wide strategic planning priorities were in the final stages of revision.

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

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

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

The San Diego Community College District Strategic Plan, 2009 – 2012 (**Attachment 1.1**), was approved by the District Governance Council, the Chancellor's Cabinet and the Board of Trustees (Date of Approval – April 16, 2009). The plan is the outcome of the district strategic planning effort which brought forth the planning processes from City, Mesa, and Miramar Colleges, and from Continuing Education, and integrated them into an overarching framework. The critical and common priorities from the four institutions were synthesized within this framework and translated into strategic goals for the district.

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

Some of the committee's accomplishments include:

- Established a coordinated framework and timeline for institutional planning across the district.
- Reviewed the planning outcomes of the colleges/Continuing Education to identify the common elements, themes, key issues, and need for broad-based review and analysis.
- Conducted an environmental scan and assessment of community needs to facilitate an integrated set of district responses to the identified needs and changing socio-economic and demographic challenges.
- Reviewed and disseminated current and timely information from external groups and agencies that relate to the planning opportunities the district and its institutions should strategically pursue (e.g. San Diego Regional Environmental Scan).
- Linked the consideration and review of identified strategic priorities to the ongoing districtwide budget development and allocation procedures.

The SDCCD Strategic Plan focuses on 7 strategic goals (with accompanying objectives):

1. Increase access to continuing and higher education opportunities for all.
2. Strengthen and expand support services to respond to changing student needs.
3. Assume strategic role in addressing regional workforce development needs.

4. Enhance professional development for all staff.
5. Become a sustainability citizen and advocate within the community.
6. Adapt to a changing fiscal environment with a sound fiscal strategy.
7. Strengthen internal and external organizational communications practices.

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

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

### **Evaluation**

The recommendation has been completed.

### **Recommendation 3.1**

**The college should complete the work on student learning outcomes which it has begun so effectively in the areas of instruction and student services and ensure that work on student learning outcomes is undertaken in all of the areas of the college in which the standards call for it.**

### **Response**

The Focused Midterm Report addressed how human, physical, technology, and fiscal resources were being used to support Student Learning Outcomes (SLOs). Up until the present budget crisis, Mesa College continued to use its Faculty Hiring Priorities to select positions that supported teaching and learning. The process is reviewed on a regular basis with the most recent revision occurring in the 2008-2009 academic year. Due to a district-wide hiring freeze, the application was not updated.

Mesa's building projects continue on an accelerated construction schedule with all new buildings and renovations designed by the faculty that will teach in them to ensure that student learning outcomes are supported by the new environments including robust technology infrastructures, sciences labs and smart classrooms.

The College's Information Technology Plan continues to be annually updated to ensure that all technology aspects of the educational environment support student learning. During the spring of 2009, a software package called TasksStream was purchased to alleviate the workload associated with Student Learning Outcomes (SLOs) and Administrative Unit Outcomes (AUOs). This software package is used by Mesa and City colleges as the main "reporting mechanism" for assessment. This system permits each of the colleges to design their own configuration to support their SLO/AUO efforts and contains the following detailed information:

- a complete list of all programs and service areas arranged in a hierarchy using program review as an organizer
- program and service area SLOs/AUOs that will map to institutional outcomes
- course level SLOs/AUOs that will map to program and institutional outcomes
- assessment results for a given cycle

- the methods and measures (assignments and rubrics) used to assess the selected outcomes
- the findings from these assessments
- any recommendations, suggestions or reflections resulting from conducting the assessments

At the district level, negotiations relative to faculty evaluation and SLO assessment have been discussed with encouraging results. The existing faculty evaluation instrument will be revised with new proposed language to meet the requirements as stipulated in the ACCJC standard IV.

Mesa College continues to adhere to sound fiscal policies and practices. The Vice President of Administrative Services and the campus budget development committee meet on a regular basis to review state, district, campus and department budgets to ensure they are aligned to campus' strategic goals. During the fall, 2009, a pilot project to link planning and resource allocation was conducted. The results of this pilot will be analyzed and the next steps developed during the spring, 2010.

In addition, the College provided appropriate detail in its responses within Standard III.A.1.c and III.B.2.b of this Self Study.

### **Evaluation**

The recommendation has been completed.

### **Recommendation 3.2 (District and College Recommendation)**

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

### **Response**

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

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

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

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

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

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

These actions are described in this response under areas of Policy Development, Training, EEO Process Review, Site Compliance Officers, Diversity Reporting, College and District Diversity Programs, and the District EEO Plan.

### **Policy Development**

Since the last report to the accreditation team, the Board of Trustees (Board) in September 2007, evidenced their continued commitment to diversity by adopting a new Board Policy, BP 7100, Commitment to Diversity (**Attachment 2.1**). In the 2008-2009 academic year, the Trustee Advisory Council proposed and the Board adopted revisions to the policy to include cultural competency as an important component of being qualified for employment with the District. The proposed changes were approved by the District Governance Council and the revised Commitment to Diversity policy was formally adopted on April 16, 2009.

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

from discrimination and rich in diversity. The new policies and procedures are included as **Attachment 2.2**.

### **Training**

The District provides training to faculty and staff in various areas, including Equal Employment Opportunity, to ensure that there are no barriers to hiring a workforce that is rich in diversity and reflects the wide range of diversity in our student population. In 2007-2008 and 2008-2009, the Human Resources Department conducted Equal Employment Opportunity (EEO) Training at all of the colleges, Continuing Education and the District office. The training was designed for the District's EEO representatives, who are members of all employment application review (screening) committees. The role of the EEO representative is to participate in and monitor the screening/hiring process and to see that it is conducted in a manner that complies with all federal and state laws, so that there are no barriers which could limit the hiring of a diverse workforce. A copy of the EEO Rep training is included as **Attachment 2.3**. The Human Resource Department is currently developing additional training for all chairpersons and screening committee members which will include training in EEO and diversity.

In July 2009, as a result of the Human Resources reorganization, the Board of Trustees approved and filled a new position, Employee Performance and Development Officer. This position will enhance the District's availability to provide all personnel with appropriate continued professional development opportunities consistent with the District's mission, including the District's commitment to diversity. The Job Description for the Employee Performance and Development Officer is included as **Attachment 2.4**.

Additional training on diversity and cultural competency is also being developed throughout the District. An initial training on cultural competency was provided for the Cabinet members (Chancellor, Presidents, and Vice Chancellors) at their annual Cabinet Retreat on August 14, 2009. A copy of those training materials is included as **Attachment 2.5**.

### **EEO Process Review**

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

- Develop and recommend EEO/Diversity program, policies and strategies which meet Federal, State, Accreditation standards, Board of Governors, State Chancellor Office and other mandates.
- Review and approve District recruitment and hiring processes to ensure they are conducted in accordance with District, State, and Federal EEO/Diversity requirements.
- Conduct investigations of formal complaints of unlawful discrimination for SDCCD students and employees.
- Conduct EEO Training

- Provide advice and interpretation to District administrators, employees, students and employment applicants on Federal and State laws as well as District policies and procedures related to EEO, discrimination and diversity.
- Represent the District Office and District Service Center as EEO Site Compliance Officer.
- Chair District's EEO Plan Committee, Site Compliance Officer Committee and Campus Diversity Advisory Council.

A copy of the job description for the Equal Opportunity and Diversity Officer is included as **Attachment 2.6**.

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

The District has an SCO Committee that is chaired by the District's EO and Diversity Officer and whose membership includes all of the District's SCOs. It is a permanent component of the District's EEO Program, and its purpose is to allow the SCOs of each campus to collaborate and share case experiences and provide each other with feedback on how to improve their role and function as an SCO.

### **Diversity Reporting**

The Board of Trustees has initiated an effort to regularly monitor the diversity of the workforce and student body through quarterly reports. These reports provide a profile for each college and CE as well as the District of the current workforce composition by sex and ethnicity, including recent hires, as well as student demographic profiles. A copy of a report presented to the Board in May 2009 is included as **Attachment 2.7**.

### **College and Continuing Education Diversity Programs**

The Human Resources Department regularly conducts ongoing analysis of the District applicant pools to ensure the effectiveness of our outreach efforts and the presence of a diverse applicant pool. A copy of such report is included as **Attachment 2.8**.

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

**Mesa College** is currently working on developing a Diversity Committee and is in the process of forming a mission statement in that regard. Mesa's committee includes representatives from each of the constituent groups. Mesa College is also in the process of developing a diversity website.

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

**Continuing Education** is in the process of forming a Diversity Committee and developing their mission statement. Continuing Education will structure their committee in consultation with the various participatory governance constituents. Continuing Education is also in the process of developing a diversity website.

**The District** has initiated plans to form a Campus Diversity Advisory Council (CDAC), upon the completion of the districtwide EEO plan, in approximately December of 2009. The CDAC will be a permanent component of the District's diversity program. It will be chaired by the District's EO and Diversity Officer and will include the chairs of the diversity committees of each college and Continuing Education. While each college and Continuing Education will be responsible for embracing and advancing the mission statement of their individual diversity programs, the CDAC will be a group that will discuss and develop ideas for campus events, training and workshops that will promote appropriate understanding of and concern for issues of equity and diversity. It is anticipated that the group will also track the activities and development of programs in the area of diversity at the various campuses.

### **EEO Plan Development**

During the fall of the 2007-2008 academic year, a districtwide EEO Advisory Committee was formed. The committee is chaired by the District's EO and Diversity Officer and includes a diverse membership, with representation from the various participatory governance groups from all three colleges, Continuing Education and District office. The committee has met regularly since its inception and continues to do so (see **Attachment 2.9** for meeting agenda/notes). The committee is currently creating a districtwide EEO plan.

The final plan will include the following components.

- Policy Statement

- Delegation of Responsibility, Authority and Compliance
- The Provisions for an Advisory Committee
- Method for Handling Complaints
- Notification for District Employees
- Training for Screening/Selection Committees
- Annual Written Notice to Community Organizations
- Analysis of District Workforce and Applicant Pool
- Methods to Address Underrepresentation
- Other Measures Necessary to Further Equal Employment Opportunity

In drafting the last component of the plan (Other Measures Necessary to Further Equal Employment Opportunity), some of the measures that the committee is reviewing for possible inclusion in the plan in order to identify barriers that limit diversity and ensure a workforce rich in diversity include the following:

- Commitment to a formal Office of Diversity and diversity program that is part of the structure of the District and that will be adequately funded and supported by the District and campus leadership.
- Including guest speakers from the underrepresented groups who are in leadership positions and who may inspire students and employees alike.
- Emphasizing the District's commitment to equal employment opportunity and diversity in job announcements and its recruitment, marketing, and other publications.
- Conducting diversity forums and cross-cultural events.
- Working with the Campus Curriculum Committee as a resource for faculty interested in infusing diversity and multiculturalism into their instruction or services to students.
- Reviewing and revising college/District publications and other marketing tools to reflect diversity in pictures, graphics, and text to project an inclusive image.
- Recognizing and valuing staff and faculty who have promoted diversity and equal employment opportunity principles.
- Offering EEO/diversity workshops which promote cultural competency.
- Evaluating administrators on their ability and efforts to meet the District's equal employment opportunity and diversity efforts.
- Establishing an "Equal Employment Opportunity and Diversity" online presence by highlighting the District's diversity and equal employment opportunity, ADA, sexual harassment and nondiscrimination policies, procedures and programs on the District's website. The website will also list contact persons for further information on all of these topics.
- Promoting cultural celebrations on campus.
- Awareness of diversity as a desired, and when appropriate a required, skill and qualification for community college employees.
- Establishing and maintaining a formal diversity program(s).
- Ensuring that top administrative staff support diversity objectives.

The District EEO Plan is approximately 80% complete and it is anticipated that it will be implemented in Spring of 2010. (A copy of the latest draft EEO Plan is included as **Attachment 2.10**).

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

### **Evaluation**

The recommendation has been completed.

### **Recommendation 4.1 Response**

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

### **Response**

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

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

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

Leadership opportunities have also been provided through the following activities. Mesa students have participated in student protests against proposed budget cuts to Community Colleges by traveling to Sacramento for the March in March, meeting with state officials

and faxing more than 300 student letters to the state government in support of a Fax Day Protest. ASG has participated in key campus events such as the Parking Structure Grand Opening, Student Health Services Health Fair and Tolerance Tents, Take Your Daughters and Sons to Work Day, volunteered to greet new faculty and students during Orientation and Welcome Week activities and awarded \$12,000 in student scholarships.

Students participated in several state and national conferences including The California Community College Student Affairs Association Conference, General Assembly fall and spring meetings and the National Advocacy Student Leadership Conference. Our spring 2009 Club Orientation process registered 35 clubs (25 returning, 10 new) an increase of 6 clubs since fall semester.

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

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

ASG continues to be involved with sustaining a smoke-free campus, most recently passing a resolution in support of the policy and serving on our campuses summer initiative committee designed to address issues of awareness, education and enforcement. The permanent Dean of Student Affairs has worked with the Associated Student Government (ASG) and the Inter Club Council (ICC) to make great strides in engaging students, advocating on their behalf and promoting student life on campus.

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

ICC successfully launched its new San Diego Mesa College Club Website <http://www.sdmesaclubs.org/>. Within 3 weeks of its launch, 19 clubs and 300 users joined the site. In spring 2009, ASG passed a new Club Funding Policy increasing amounts of funds available for club activities and club matching funds. ASG ended the 2008-09 year with a record high voter turnout for Spring Elections. Nine hundred and thirty-two (932) students participated in selecting our leadership for the upcoming year.

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

### **Evaluation**

The recommendation has been completed.

### **Recommendation 4.2 (Identified as a District Recommendation)**

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

### **Response**

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

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

The District has developed increased communication using tools such as “The San Diego Community College District Board Report”, published both in print and via email following each Board of Trustees meeting. There was also a “Chancellor’s Cabinet Update” published detailing the actions of this cabinet distributed across the district via email and print. “With Excellence: WE” is a full color twelve page publication that continues to spotlight major events and accomplishments of the colleges and CE including a message from the Chancellor. The Board holds one meeting each year at each of the college campuses.

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

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

Since the previous accreditation visit, the district has further refined the delineation of function and governance structure of the district and colleges/Continuing Education. This delineation has served as a model for other multi-college districts in the state and nationally. The delineation of function has been formalized and included in the Annual Publication, *District Governance and Administration Handbook* for 2009-2010 (**Attachment 4.1**). This handbook describes the district operations, including key personnel in each of the district departments. The handbook also describes each district shared governance committee, including the annual membership. Another important component of the handbook are key district policies related to governance. The effectiveness of the coordination and integration of services and activities are reviewed and refined throughout the district’s many councils and committees, including Budget Development, Student Services, Curriculum and Instruction, District Governance Council, Marketing, Research, and Management Services. There are several recent examples of refinements designed to improve effectiveness and efficiency, including:

- 1) The addition of a Classified Senate representative to the District Budget Development Committee to improve communication with the classified senates.
- 2) Periodic meetings of the Student Services Council with other student services department leaders on topical areas, including Matriculation Deans, Health Services Directors and Mental Health Professionals, Evaluators, DSPPS Program Managers and Transfer Center Directors. The goal is to improve collaboration and communication.
- 3) Regular joint meetings of the Vice Presidents of Student Services and Instruction, along with the Vice Chancellors of Student Services and Instruction to plan and address issues that impact both student services and instruction, as well as to improve collaboration and coordination of the leadership.
- 4) A conscientious districtwide effort to produce district meeting agendas and support documents in an online format to support sustainability efforts and maximize efficiency.
- 5) Regularly scheduled meetings between the Executive Vice Chancellor, Business Services and Vice Presidents of Administrative Services to facilitate coordination and communication on fiscal matters.

- 6) Regular and open office hours are conducted by the Chancellor at each college, Continuing Education and the District office.
- 7) Regular, written updates to all employees from the district Emergency Operations Committee apprising of recent developments on emergency matters, the most recent being the H1N1 Pandemic.
- 8) A reorganization of the Human Resources Department to improve operations and provide for efficiencies.
- 9) A reorganization of the district's Information Technology Department to move from a contracted service provided by a third party for the past 30 years, to an in-house operation fully integrated into the district's organizational structure. The goal of the reorganization is to provide a more cost-effective operation that is responsive to operational needs.
- 10) Regular meetings between the Academic Senate Leadership from the Colleges and Continuing Education and the Chancellor, to ensure strong communication on districtwide matters that rely primarily on the academic senates.
- 11) A reorganization of the District Instructional Services and Economic Development Department to incorporate Grants Development, Economic Development and a stronger relationship between the Career Technical programs and business and the community.

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

- 1) Chancellor's Cabinet Update (**Attachment 4.2**)
- 2) Board Reports (**Attachment 4.3**)
- 3) DGC Minutes (**Attachment 4.4**)
- 4) Facts on File (**Attachment 4.5**)
- 5) High School Partnership Delineation Document (**Attachment 4.6**)
- 6) Prop S & N Report (**Attachment 4.7**)
- 7) Ongoing Emergency Response Reports (**Attachment 4.8**)
- 8) Chancellor's Messages and Regular Updates on Important Matters (**Attachment 4.9**)

The Chancellor's Cabinet meeting report is a regular publication of important information and decisions of the Chancellor's Cabinet and is widely disseminated monthly, throughout the district, both electronically and on paper (**Attachment 4.10**).

The Chancellor's Cabinet has initiated another new annual publication since the last accreditation, titled: *Facts on File*. The publication includes a profile of the district, as well as each college and Continuing Education, including employee and student demographics, major program descriptions, student outcomes data, budget and facilities information and other important high level facts that may be of interest to the community we serve. This report is complemented with a comprehensive Fact Book for each College and Continuing Education and the District (**Attachment 4.11**) that contains

detailed student demographic and outcome data, along with other important comprehensive facts about each program.

The district has also refined several areas of responsibility to more clearly delineate functional responsibility and provide for efficiency of service delivery, including the initiation of campus-based researchers (described in more detail in recommendation # 3), an enhanced Outreach structure at each college and Continuing Education (**Attachment 4.12**), a new operational structure for Disabled Students Programs and Services (**Attachment 4.13**), and a reorganization of the district Human Resources, the Instructional Services and Economic Development Department and the Information Technology Department (**Attachment 4.14**). Continued review and refinement of other areas is planned for 2009-2010 and 2010-2011, as a result of the declining budget for the categorical programs.

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

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

#### **Evaluation**

The recommendation has been completed.