

042810 Rev after Forum

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

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

Description

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

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

The process for selecting the chancellor is detailed in BP 2431; the process for evaluating the chancellor is provided in BP 2435. (IV.B-9, IV.B-10) In addition to the basic duties and responsibilities of the chancellor position, the Chancellor also sets annual goals and objectives, in addition to any specific goals set by the Board for the Chancellor. (IV.B-11) The Chancellor is evaluated on the results of: (1) Goals and Objectives for the previous year; (2) results of the Management Feedback Instrument; (3) Board Evaluation Committee; (4) Self-Evaluation, and Goals and Objectives for the

following year. Criteria for evaluation are based upon board policy, the Chancellor's job description, and performance goals and objectives developed in accordance with Board Policy 2430 Delegation of Authority to the SDCCD Chancellor. (IV.B-12) Results of the Chancellor's annual evaluation are reported to the public at a regularly scheduled Board meeting. (IV.B-13)

Board Policy 5300 Courses of Instruction and Educational Program Approval details the means by which the District assures the quality and integrity of instruction and educational programs. (IV.B-14) The Board of Trustees is regularly briefed on the status of instruction and educational programs in the District. (IV.B-15) BP 6100 Delegation of Authority (for Business and Financial Services) places responsibility for financial compliance, integrity, and best practices with the Vice Chancellor for Business Services. (IV.B-16) BP 6200 Budget Preparation, BP 6205 Final Budget, 6250 Budget Management, and BP 6300 Fiscal Management provide clearly defined directives for how the District's business will be carried out. (VI.B-17, VI.B-18, VI.B-19, VI.B-20) The Vice Chancellor for Business Services regularly briefs the Board regarding current and projected budgeting. As cited in III.D.XXX, the District has the highest bond rating of all community colleges in the state, and received an excellent audit report. The budget is also a component of the Board's retreat agenda. (IV.B-21)

Evaluation

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

The College meets this standard.

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

Description

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

Board policies also address public interest, and assure that decision making is protected from undue influence or pressure. The Board has policies addressing: Conflict of Interest (BP 2710), which assures that no board member will have any financial or other interest in any contracts entered into by the Board, and that they will make public disclosure of any such interest and be excused from discussion and voting on such issues; Code of Ethics/Standards of Practice (BP 2715), which is discussed in IV.B.1.h; Political Activity (BP 2716); Board of Trustees Personal Use of Public Resources (BP 2717); and Communications among Board Members (BP 2720). (IV.B-24, IV.B-25, IV.B-26; IV.B-27, IV.B-28)

Evaluation

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

The College meets this standard.

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

Description

The Board of Trustees establishes policies consistent with the SDCCD mission statement to ensure the quality, integrity, and improvement of student learning programs and services and resources necessary to support them. Per BP 2200 Board Duties and Responsibilities, the Board establishes policies that define the institutional

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

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

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

Evaluation

The Board effectively establishes policies consistent with the mission of the District to assure quality, integrity, and improvement of student learning and support services. In 2009, the Board established a subcommittee on Accreditation and Student Learning Outcomes. (IV.B-32) The Board also remains informed on matters related to budget in order to assure that there are adequate resources to support student learning and support services.

The College meets this standard.

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

Description

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

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

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

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

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

Evaluation

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

The College meets this standard.

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

Description

The San Diego Community College District publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures. These policies are made available on the District's public website at:

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

Evaluation

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

The College meets this standard.

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

Description

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

The Board has a systematic process for evaluating and revising its policies on a regular basis, as well as a flexible process for issues as they arise. The District participates in the Community College League of California (CCLC) Policy and Procedure Subscription Service, which provides model policies and serves to inform the Board regarding current legal requirements and best practices related to policy. A major revision to the policies was conducted in 2006. Policies are established and reviewed on an as-needed basis, generally upon request by the administration or the public, or due to notification by CCLC or changes in Education code. (IV.B-35, IV.B-36) In some cases the review and

revision is due to events that drive the policy. An example of this was the revision of the policy related to free speech. BP 3925 Posting and Distribution of Literature, Political and Vending Activities, Food Handling, and Free Speech on Campus is an extensive policy that was updated to provide definitions, standards of practice, details for each activity, and identification of free speech areas and what can be communicated therein. (VI.B-37)

Evaluation

It is clear from reviewing the policies that there have been recent updates, some dated as recently as 2010. However, there is not a policy regarding systematic policy review, and some of the policies are dated twenty years ago. It would be helpful to include in each policy the dates when it was reviewed, thus reflecting that the policy had been evaluated, even when changes weren't made to it. This would clarify the status and currency of each policy. However, the District has made progress in updating the policies in recent years and in posting them to the internet for public access.

The College meets this standard.

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

Description

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

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

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

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

Evaluation

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

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

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

The College meets this standard.

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

Description

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

the results of the survey portion of the evaluation were tabulated and presented to the Board in open session on September 24, 2009. In addition, a self-evaluation of the Board's Goals for 2008-2009 was presented, along with the Board's Goals for 2009-2010. (IV.B-42)

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

Evaluation

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

The College meets this standard.

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

Description

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

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

Evaluation

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

The College meets this standard.

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

Description

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

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

Evaluation

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

that the Chancellor will keep the Board informed on the status of accreditation and to involve them in all accreditation processes for which their participation is required. (IV.B-50)

The College meets this standard.

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

Description

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

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

The Chancellor serves as the Chief Executive Officer for the District, consistent with BP 2430 Delegation of Authority to the SDCCD Chancellor. The authority of the Chancellor to act in this capacity is clearly defined and is further described in the Chancellor's job

description. The Chancellor is charged with all administrative functions in accord with policies adopted by the Board. The execution of all decisions made by the Board concerning internal operations of the District is delegated to the Chancellor. (IV.B-57) This delegation is clear in both policy and practice. The Board regularly receives reports and updates on District operations at its regular public meetings and requests information as needed.

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

Evaluation

SDCCD has clearly defined policies and procedures for selecting and evaluating the Chancellor. The search for the current Chancellor included a nationwide search with a transparent process that was inclusive of all stakeholders. The Board expressed pride with the process for selection and with the performance of the current Chancellor. The evaluation process and results have also been publicly documented with the Chancellor receiving extended employment agreements each year. The Board described the evaluation process as the opportunity for “growth” for the Board and the Chancellor, with the process providing good discussion and constructive feedback both ways.

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

The College meets this standard.

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

Description

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

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

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

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

Evaluation

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

The College meets this standard.

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

Description

The President plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purpose, size, and complexity. The administrative organization chart represents the reporting structure for the College. (IV.B-60) The President serves as the chief executive officer for the college, with direct reporting from the Vice President, Instruction, the Vice President, Student Services, and Vice President, Administrative Services. The President delegates authority as appropriate to each of the Vice Presidents. The Division of Instruction includes the seven Schools of

Instruction; Learning Resources and Technology; and Instructional Services, Resource Development, and Research. The Division of Student Services includes Student Affairs; Student Development and Matriculation; Extended Opportunities Programs and Services; and Disability Support Programs and Services. The Division of Administrative Services includes campus support services related to business and employment; shipping and receiving, and reprographics; and liaison with the district for facilities, college police, and cafeteria and bookstore. The Vice Presidents administer their own divisions according to their internal administrative structures and governing councils. The three Vice Presidents meet weekly with the President for Executive Staff meetings, where issues of importance at the district and college levels are discussed, and leadership is kept apprised of work at the division levels.

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

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

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

position for the School of Social and Behavioral Sciences and Multicultural Studies, which was vacant at the time. There have been other situations where personnel have been reassigned according to workload needs.

Evaluation

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

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

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

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

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

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

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

Description

The President guides institutional improvement of the teaching and learning environment. Institutional improvement begins with the Mission, Vision, Values, and Goals of the College, and the President has been supportive of the process leading to these statements. Mission, vision, values, and goals are revisited and revised every two years; however, for the current cycle, they were revisited and revised earlier in order to more adequately inform strategic planning. This work began in earnest in the 2008-2009 academic year. The need for revision was discussed by the Strategic Planning Committee which is a participatory governance subcommittee of President's Cabinet. The need for a new mission, vision, values, and goals statement was presented at President's Cabinet Retreat, in April, 2009, along with the framework for expanding the strategic planning. It was agreed by this body to refer the task to the Academic Affairs Committee, which is also a participatory governance committee, and is charged with this responsibility. (IV.B-64) The President provided support and opportunity for the new statements to be written and vetted through the participatory governance process prior to approval by President's Cabinet on October 27, 2009. (IV.B-65) In addition, the President was supportive of the Mission, Vision, Values, and Goals Campaign designed to assure that all college employees were aware of and invested in the tenets of the new document. (IV.B-66) The President incorporates the Mission, Vision, Values, and Goals statements in her public comments, including the President's Message to students, which appears on the college website. (IV.B-67) The President acts in a manner consistent with the College's goals and values, including her celebrations, such as the Unsung Hero Award, the Faculty Tenure and Promotion Ceremony, and the Student Leadership Recognition Ceremony. In fall, 2009, she was instrumental in the College hosting the White House Initiative for Educational Excellence for Hispanic Americans, which is consistent with these values and goals. (IV.B-68) The President was recognized nationally by *Hispanic Outlook in Higher Education* for efforts consistent with the values and goals of the institution. (IV.B-69)

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

The President ensures that evaluation and planning are informed by high quality research and analysis of external and internal conditions. As a former policy analyst and educational researcher, the President is very familiar with data and analyses and its value to the institution. She was instrumental in getting the first Campus-Based Researcher in the District placed at Mesa College. She was supportive of the first Research Planning Agenda for the College, which was created by the Research Committee, and approved by President's Cabinet. (IV.B-71) This document has been updated annually and is now in its third revision. The latest version states that it: "comprises the four Goals of the Mesa Vision, Values, and Mission Statements and will be accomplished through the Strategic Initiatives. Supporting Evidence in the form of reports and resources is listed for each Strategic Initiative and hyperlinked, where

possible, to online reports, as well as being mapped to Indicators and Measures.” This linking of Initiatives to reports and indicators underscores the extent to which research informs decision making at all levels of the organization. The Research Planning Agenda formally supports the assessment of Key Performance Indicators in the Strategic Plan.

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

The President sends biweekly emails to the College community in which she often discusses practices and results related to building a culture of evidence. These emails are uploaded to the College website in the “President’s Updates” section. (IV.B-75) The President takes every opportunity to disseminate information related to research informed practices, and to celebrate programs, such as the African American/Latino Male Leadership Summit, which are grounded in research based strategies. (IV.B-76)

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

Evaluation

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

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

The College meets this standard.

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

Description

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

The President acts to encourage and assure compliance with laws, regulations, and Board policies through support and clarification of practices and procedures from appropriate District departments. This 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 relates this information back to the College.

Evaluation

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

The College meets this standard.

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

Description

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

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

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

Evaluation

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

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

The College meets this standard.

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

Description

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

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

Evaluation

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

In the 2009 Employee Perception Survey, 69% of employees agreed or strongly agreed that the President communicates effectively with the communities it serves (Question 91). Only 9% were in some level of disagreement with the statement, indicating that employees perceive the President as effective in this practice. In the 2009 Student Satisfaction Survey, 30% agreed or strongly agreed that the President communicates effectively with the students (Question 94). Forty-five percent of those responding rated the communication neutral, and 25% disagreed or strongly disagreed with the effectiveness of communication with the students. In addition, over a quarter of the students had not observed communication from the President and could not rate the practice. Clearly, this is a different observation from that of employees. The largest percentage of students by far was either neutral or couldn't rate it. To provide more effective communication between the President and students, a broader use of technology is needed. The high number of part time, day and evening students enrolled at the College limits the opportunities for personal interaction. In particular, student portals would help in providing a means of communication between the President and student body. Portals, which are part of the District's long range plans, would allow the President, and other college employees, to directly communicate with students via email. Bi-weekly "President's Update" emails to employees have significantly improved communication at the College. Expanding this type of communication to students will be beneficial as will exploring other modalities available through technology.

The College meets this standard.

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

Description

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

This recommendation has guided many changes made at the District level in the past five and a half years in terms of assuring that this delineation of functions is made clear and that it is communicated more effectively to faculty and staff in the district. The College's Focused Midterm Report, 2007, updated progress that had been made up to that point. In that report it was noted that a new Chancellor had been selected for the District, which led to changes including reformulation of the District Governance Council

(DGC), making it a vital and actionable participatory governance committee chaired by the Chancellor, with representation from each of the Colleges, Continuing Education, and the District office. DGC meets biweekly and provides the locus for district-wide discussion; this council reviews the Board Docket for each upcoming Board of Trustees meeting and advises the Chancellor accordingly. It also reviews current issues with district-wide implications and advises the Chancellor accordingly. The Mesa College President, Academic Senate President and Vice President, Classified Senate President, and Associated Students Government President sit on the council, providing representation for each of the College's governance groups and creating a two-way channel of communication. In 2006-2007, the DGC approved the publication of "The District Governance and Administration Handbook," which is updated annually to reflect the composition and meeting schedule of the Board of Trustees, the organizational structure of the District and its delineation of functions, the participatory governance committees of the District, and Proposition S & N Citizens' Oversight Committee.

The hiring of a new Vice Chancellor for Business Services led to the creation of the District-wide Budget Development Committee and the establishment of a strong district-wide communication network regarding budget. The Instructional Services, Planning, and Technology Division was reorganized to Instructional Services and Planning, and a new Vice Chancellor was hired. Concurrent with this, the Director of Technology position was created to oversee district-wide technology services, and reporting to the Vice Chancellor of Business Services. A revitalized District-wide Marketing and Outreach Committee provided opportunity for coordination of the Public Information Offices. And a new venue (get title) was created to bring together Presidents, Vice Presidents, and Vice Chancellors from the Colleges, Continuing Education, and the District for the purpose of discussing enrollment management issues, agreeing upon strategies, and creating recommendations for Chancellor's Cabinet.

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

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

Evaluation

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

The College meets this standard.

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

Description

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

In spring, 2009, the district began work on a new Delineation of Functions Map of District and College/Continuing Education Functional Organization. (IV.B-83) Early drafts were provided to the Colleges and Continuing Education for review and feedback. The document clearly identifies the responsibilities of the District administrative departments, including Business Services, Facilities Management, Human Resources, Instructional Services, and Student Services, and those of the three Colleges and Continuing Education. Functions that are the responsibility of the District administrative departments are intended to provide for efficiency and continuity of services and programs. Matters of legal compliance that are statutorily required are also the responsibility of District administrative departments. Each College and Continuing Education has responsibility for educational programs, student services, staff development, direct campus operations, and ancillary functions. A line is clearly drawn between the responsibilities of the District and the Colleges, and the Function Map not only describes the function of each District administrative department but provides the title of the position at the College or Continuing Education that coordinates with that department. For example, for fiscal oversight, the District Executive Vice Chancellor, Business Services, has District responsibility and the College or Continuing Education Vice President, Administrative Services has local responsibility. The Vice President, Administrative Services works closely with District Vice Chancellor to assure smooth collaboration and practices. The District has primary responsibility for administering policy and procedures related to the expenditure of funds and full audit compliance responsibility. However, once a budget is approved by the Board of Trustees, the colleges and continuing education have full authority and autonomy in determining how to spend the funds in support of their individual missions. In this way the Colleges and

Continuing Education are able to make resource allocations consistent with their institutional mission, vision, values, and goals and local processes for accomplishing this, while the District assures that the college acts in a manner that is proper and compliant with Board Policy, Education Code, Title 5, and other laws and regulations. The local Vice President, Administrative Services assures compliance at the college level.

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

Evaluation

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

The College meets this standard.

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

Description

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

- Budget Development, with alignment between the District Executive Vice Chancellor for Business Services and the College Vice President, Administrative Services;
- Cafeteria and Bookstore operations, with alignment between the District Executive Vice Chancellor for Business Services and the College Vice President, Administrative Services;
- Information Technology, with alignment between District Director of Information Technology and the colleges and continuing education for support of administrative computing, networking/telephony, data center operations, web services, and 24/7 Help Desk. Although not formally stated, the District Director of Information Technology works in alignment with the college Deans of Learning Resources and Technology;

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

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

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

- District Governance Council “serves as the District-wide communication, planning, and review forum on matters pertaining to major issues affecting the District. The District Governance Council (DGC) is a standing council comprised of students, faculty, and staff representatives from throughout the District. The Council will meet to share information and review matters concerned with educational programs and services. The DGC shall not address matters which are negotiable.” (SB 160). (IV.B-84)

- District Instructional Council “reports to the Chancellor’s Cabinet and consists of members who meet to review and coordinate instructional matters. The Council is charged with development of district-wide guidelines for the improvement of instruction in the colleges and centers in the District. It is also charged with providing for a district-wide review of all procedures and activities related to instructional programs.” (IV.B-85)
- District Student Services Council “reports to the Chancellor’s Cabinet and consists of the Chief Student Services officers from each college and continuing education. The Council is charged with the establishment, development and maintenance of all student services policies, procedures, and related matters district-wide.” (IV.B-86)
- District Management Services Council provides the venue where “district-wide staff and administrative representatives meet to review matters concerned with the District’s management services, which include: Business Services, Human Resources, and Facilities Services.” (IV.B-87)

Formal evaluation of the effectiveness of District-wide participatory governance committees was initiated with a pilot project in 2009-2010. The process involves a self-evaluation of the committee according to specified domains and using a rubric to rate the level of attainment. This process is discussed at length in IV.B.3.g. (IV.B-97, IV.B-98) It will be useful in evaluating the efficacy of the governance committees and lead to a process of improvement. The College’s representatives to these committees have been active participants in this process.

Evaluation

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

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

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

- 51% agreed or strongly agreed that Facilities Services (Q95) provided services sufficient to support their needs.

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

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

The College meets this standard.

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

Description

The District provides fair distribution of resources that are adequate to support the effective operations of the Colleges. SDCCD uses a fair and consistent FTES-based formula for allocation of resources. The process is reviewed regularly by members of the District-wide Budget Development and Institutional Planning Advisory Committee, which includes the Mesa College Vice President, Administrative Services, the President of the Academic Senate, and the President of the Classified Senate. Practices are consistent with the law and sound fiscal management, and ensure that fiscal plans provide for contingencies and reserves. Current revenues must finance current expenditures and provide for contingency reserves. (IV.B-88) The College is responsible for preparing and administering its own Operational Budget once allocated.

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

With the current budget shortfall, allocation reductions have been fair and consistent with the mission, and have followed District goals to preserve the permanent workforce and provide the least disruption to delivery of instructional services. (IV.B-89) Strategies to reduce expenditures have included the canceling of classes for which the College will not be funded by the state, and a hiring freeze, both of which have been proportionate.

In Student Services there have been reductions as well, with the College reducing the hours of operation for services, and eliminating some services altogether due to significant reductions of matriculation funds. Every effort has been made to minimize the impact of these reductions on students, and to support matriculation costs using other funds.

Evaluation

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

The College meets this standard.

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

Description

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

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

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

The administration of Proposition S & N funds for new facilities for the District has also been administered responsibly, as described in **III.B.X.** The District has allocated square footage according to a formula driven by existing space and expansion to bring teaching spaces in alignment with current standards. Funds are allocated and expended according to formula. The build-out is being overseen by District Facilities Management, with consultants for specific areas of project management. The entire process is

overseen by the Proposition S & N Citizens' Oversight Committee. An independent audit reflected sound financial practices, and made one recommendation to assure that accounts payable were posted in the period incurred. This has been corrected, as discussed in III.D.X.

Evaluation

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

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

The College meets this standard.

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

Description

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

Evaluation

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

The College meets this standard.

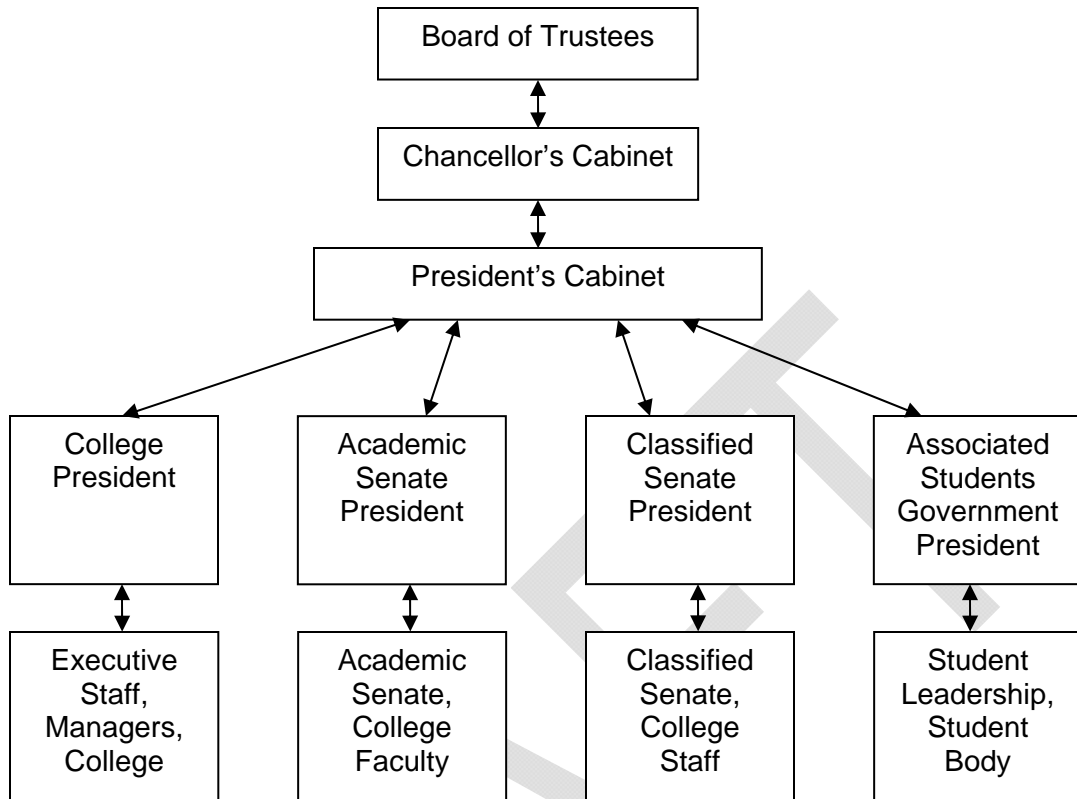
Standard IV.B.3.f: The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Description

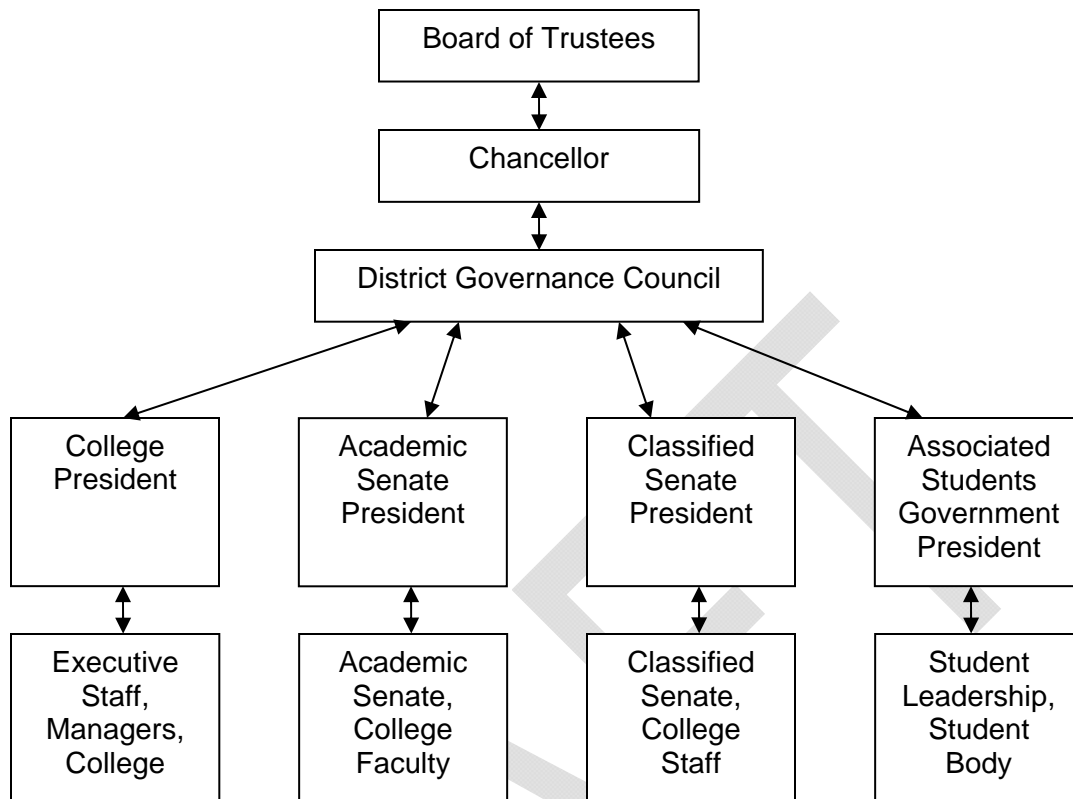
The District acts as the liaison between the Colleges and the Board of Trustees. This action is accomplished through the governance and committee structure of the Colleges and District, and is consistent with the administrative structure established in Board Policy 0010. College constituents sit on district-level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

The flow of communication is illustrated in the following diagrams:

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



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



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

In some cases, District employees sit on college committees as is the case with the District Director of Institutional Research and Planning, who serves as an ex-Officio member of the Mesa College Research Committee. In addition, the Mesa College Dean, Instructional Services, Resource Development, and Research, collaborates with the District Director of Institutional Research and Planning on college research issues and

needs, as well as the work of the Mesa College Campus-Based Researcher. This level of integration illustrates the interaction that can occur between the colleges and the District.

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

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

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

Evaluation

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

The College actively communicates its needs to the District and the Board through formal and informal channels. The President represents the College each week with

participation on Chancellor's Cabinet. College constituents serve on various committees and councils to support the participatory governance of the District.

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

The College meets this standard.

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

Description

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

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

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

Evaluation

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

The College meets this standard.

Planning Agenda for Standard IVB: Board and Administrative Organization

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

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

The President's actions clearly support improvement of the College's teaching and learning environment. The continued use of research in evaluation, planning and all

levels of decision-making indicates institutionalization of data use. The final steps to fully integrate planning and resource allocation are underway.

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

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

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

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

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

Standard IVB Evidence
041810

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

IV.B-33	Board of Trustees Minutes for budget approval and changes to major expenditure classifications.
IV.B-34	SDCCD Board of Trustees minutes demonstrating actions consistent with its policies and bylaws.
IV.B-35	SDCCD Board of Trustees minutes demonstrating review and revision of Board Policies.
IV.B-36	Minutes of meeting with Board and Districtwide Accreditation Standard IV B chairs, April 16, 2009
IV.B-37	BP 3925 Posting and Distribution of Literature, Political and Vending Activities, Food Handling, and Free Speech on Campus
IV.B-38	CCLC New Trustee Orientation
IV.B-39	Summer Training Session for Student Trustees
IV.B-40	SDCCD Board of Trustees minutes related to CCLC and ACCT conferences
IV.B-41	BP 2745 Board Self-Evaluation
IV.B-42	Board Docket 191.1, September 24, 2009: Board of Trustees Self-Evaluation, including attachments for survey instrument and results, 2008-2009 Goals with responses, and 2009-2010 Goals; and record of unanimous vote to approve the self-evaluation.
IV.B-43	Board Docket 902.1, March, 13, 2009. Status Report on Accreditation for City, Mesa, Miramar and Continuing Education
IV.B-44	Presentation of "Status Report on 2010 Accreditation" to Board of Trustees, March 12, 2009
IV.B-45	Board Study Session: Discussion and Minutes Notes, April 16, 2009
IV.B-46	Board Subcommittee on Accreditation and Student Learning Outcomes, Agenda, April 9, 2009
IV.B-47	Board Subcommittee on Accreditation and Student Learning Outcomes, Agenda, November 12, 2009
IV.B-48	Board Docket 902.1, February 18, 2010. Status Report on Fall 2010 Accreditation. Summary of November 12, 2009 meeting of the Subcommittee on Accreditation and Student Learning Outcomes
IV.B-49	Status Report on Fall 2010 Accreditation presentation
IV.B-50	BP 0005 Accreditation
IV.B-51	BP 2431 Chancellor Selection
IV.B-52	BP 2435 Evaluation of Chancellor
IV.B-53	Board Study Session, Discussion and Minutes Notes, April 16, 2009
IV.B-54	Further documentation on Chancellor Job Search
IV.B-55	BP 2430 Delegation of Authority to the SDCCD Chancellor
IV.B-56	SDCCD Board Docket 640.1, July 9, 2009
IV.B-57	Policy 0010 Governance: District Administrative Organization
IV.B-58	Procedure 4200.6 Employment of Managers
IV.B-59	SDCCD Management Handbook
IV.B-60	San Diego Mesa College Faculty and Staff Handbook
IV.B-61	Get from Yvonne
IV.B-62	San Diego Mesa College Educational Master Plan, 2007-2011:

	http://www.sdmesa.edu/instruction/accreditation/emp.cfm
IV.B-63	San Diego Mesa College Website: President's Cabinet Agenda Outcomes: http://www.sdmesa.edu/president/cabinet.cfm
IV.B-64	Get minutes for referral of new mission, vision, values, and goals to Academic Affairs Committee
IV.B-65	Minutes from President's Cabinet for XXXX, when new mission, vision, values, and goals were approved.
IV.B-66	Mission, Vision, Values and Goals Campaign, spring, 2010
IV.B-67	President's Message on Mesa College Website: http://www.sdmesa.edu/president/index.cfm
IV.B-68	White House Initiative for Educational Excellence for Hispanic Americans: http://www.sdmesa.edu/president/initiative.cfm
IV.B-69	Hispanic Outlook in Higher Education Award: Dr. Rita Cepeda: Consummate Educator and Compassionate Leader. November 16, 2009: http://www.sdmesa.edu/president/pdf/HispanicOutlook.pdf
IV.B-70	San Diego Mesa College Strategic Planning: Integrated Planning Process
IV.B-71	San Diego Mesa College Research Planning Agenda: http://www.sdmesa.edu/instruction/research/pdf/research-planning-agenda.pdf
IV.B-72	Planning and Resource Information for Faculty, Administration, Classified Staff, and Governance Leaders, August, 2008; Rita Cepeda, Ed.D.: "Building a Culture of Evidence."
IV.B-73	Annual Board of Trustees Meeting hosted by Mesa College; October 27, 2008; Presentation to the Board: "Building a Culture of Evidence: We Measure What We Treasure." http://www.sdmesa.edu/president/pdf/BOT2008.pdf
IV.B-74	President's Updates Section of Mesa College Website: http://www.sdmesa.edu/president/updates.cfm
IV.B-75	African American/Latino Male Leadership Summit
IV.B-76	Report of Categorical Programs Site Visit, 2009
IV.B-77	Accrediting Commission for Community and Junior Colleges Annual Report Form, 2006-2007; 2007-2008; 2008-2009
IV.B-78	Accountability Reporting for the California Community Colleges, 2009:
IV.B-79	Budget Presentation to the Campus
IV.B-80	Town Hall 2009-2010 Budget Meetings (three presentations)
IV.B-81	Canyon Day Activities: http://www.sdmesa.edu/canyoday/index.cfm
IV.B-82	District Policy 0020: Governance, District Functional Organization
IV.B-83	Delineation of Functions Map of District and College/Continuing Education Functional Organization
IV.B-84	Procedure 0020.6
IV.B-85	Procedure 0020.2
IV.B-86	Procedure 0020.3
IV.B-87	Procedure 0020.7
IV.B-88	SDCCD Administration and Governance Handbook, 2009-2010, p. 19-20:

	Budget Development and Institutional Planning Advisory Committee, including membership
IV.B-89	District Budget Development and Issues: Campus Forum
IV.B-90	Audit Report 2008-2009
IV.B-91	Standard and Poor's and Moody's Bond Ratings for SDCCD
IV.B-92	SDCCD Budget
IV.B-93	Chancellor's Retreat, August 14, 2009
IV.B-94	Board Docket for 680.1, dated 6/7/07, reorganizing EEO Office and creating new Director, Legal Services and EEO position.
IV.B-95	Board Docket for 671.1, dated 7/25/06, creating new Director of Grants and Resource Development
IV.B-96	Chancellor' Open Office Hours for 2005-2010
IV.B-97	SDCCD Districtwide Shared Governance Self-Assessment
IV.B-98	Districtwide Shared Governance Committee Contributions Report 2010
IV.B-99	Action Plans and Assessments: District Student Services Division, March 2010
IV.B-100	Districtwide Integrated Planning Model

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