

Recommendation #1

The district continue to work to formulate an overall strategic plan that will provide a vision for the future development of the district, based upon extensive dialog among faculty, staff, students, college and district leaders, board members and the community.

Response Summary:

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

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

Some of the committee's accomplishments include:

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

- Linked the consideration and review of identified strategic priorities to the ongoing districtwide budget development and allocation procedures.

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

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

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

Recommendation #2

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

Response Summary:

In the last response to the accreditation team, the San Diego Community College District (District) outlined areas in which goals had been set and work begun in the areas of increasing the diversity of the workforce. In addition to those areas identified in the response, the District has made significant progress in exploring new initiatives and taking positive actions to enhance the diversity of the work force of the District. Additionally, the District, the individual colleges and Continuing Education have identified new goals, objectives and initiatives towards meeting the goal of a more diverse workforce. These actions are described in this response under areas of Policy Development, Training, EEO Process Review, Site Compliance Officers, Diversity Reporting, College and District Diversity Programs, and the District EEO Plan.

Policy Development

Since the last report to the accreditation team, the Board of Trustees (Board) in September of 2007 evidenced their continued commitment to diversity by adopting a new Board Policy, BP 7100, Commitment to Diversity ([Attachment 1](#)). In the 2008-2009 academic year, the Trustee Advisory Council proposed and the Board adopted revisions to the policy to include cultural competency as an important component of being qualified for employment with the District. The proposed changes were approved by the District Governance Counsel and the revised Commitment to Diversity policy was formally adopted on April 16, 2009.

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

Training

The District provides training to faculty and staff in various areas, including Equal Employment Opportunity, to ensure that there are no barriers to hiring a workforce which is rich in diversity and reflects the wide range of diversity in our student population. In 2007-2008 and 2008-2009, the District's Human Resources Department conducted Equal Employment Opportunity (EEO) training at all of the colleges, Continuing Education and the District office. The training was designed for the District's EEO Representatives, who are members of all employment application review (screening) committees. The EEO Representatives have the role of participating in and monitoring the screening/hiring processes to ensure the integrity of the process and to see that it is conducted in a manner that complies with all federal and state laws. A copy of the EEO Rep training is included as [Attachment 3](#). The Human Resources Department also utilizes the materials from this EEO Rep training to train all chairpersons and other screening committee members to enhance and emphasize the District's commitment to EEO and diversity.

In July of 2009, as a result of the Human Resources reorganization, the Board of Trustees approved and filled a new position, Employee Training and Development Officer. This position enhances the District's ability to provide all personnel with appropriate continued professional development opportunities consistent with the District's mission, including the District's commitment to diversity. The Job Description for the Employee Training and Development Officer is included as [Attachment 4](#).

Additional training on diversity and cultural competency has also been developed throughout the District. An initial training on cultural competency was presented to the Cabinet members (Chancellor, Presidents, and Vice Chancellors) at the Cabinet Retreat on August 14, 2009. A copy of those training materials is included as [Attachment 5](#).

EEO Process Review

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

- Develop and recommend EEO/Diversity program, policies and strategies which meet Federal, State, Accreditation standards, Board of Governors, State Chancellor Office and other mandates.
- Review and approve District recruitment and hiring processes to assure these are conducted in accordance with District, State, and Federal EEO/Diversity requirements.

- Conduct investigations of formal complaints of unlawful discrimination for SDCCD students and employees.
- Conduct EEO Training.
- Provide advice and interpretation to District administrators, employees, students and employment applicants on Federal and State laws and District policy and procedures related to EEO, discrimination and diversity.
- Represent the District Office and District Service Center as EEO Site Compliance Officer.
- Chair the District's EEO Plan Advisory Committee, Equal Opportunity Site Compliance Officer Committee and Campus Diversity Advisory Council.

A copy of the job description for the Equal Opportunity and Diversity Officer is included as [Attachment 6](#).

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

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

Diversity Reporting

In the prior accreditation response, it was noted that the Board of Trustees had initiated an effort to regularly monitor the diversity of the work force and student body through quarterly reports. The Board has continued to actively monitor the diversity of the workforce and the student body through quarterly reports provided to them by staff. These reports provide a profile for each college and CE as well as the District in total of the current employee workforce composition by sex and ethnicity, including recent hires, as well as the student demographic profiles. A copy of a report presented to the Board in May 28, 2009 is included as [Attachment 7](#).

College and Continuing Education Diversity Programs

The District Human Resources Department regularly conducts an ongoing analysis of the District applicant pools to ensure the effectiveness of our outreach efforts and the presence of a diverse applicant pool. A copy of such a report is included as [Attachment 8](#).

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

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

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

Miramar College has a long established Diversity/International Education Committee. The committee has evolved from initially being established in the 1990's and is now recognized as a full shared governance committee. The goal of the committee is to be inclusive and to promote cooperative interactions among people of diverse cultural, racial, ethnic, and religious backgrounds with varying abilities and orientations. This committee promotes intercultural understanding and the view that cultures are equal in value. The committee develops and implements programs and

approaches that increase global awareness, celebrate diversity, and foster inclusiveness in our campus community. The committee also addresses issues related to International Education, including study abroad opportunities for students and teaching abroad opportunities for faculty. An events planning task force is formed as necessary. Each constituency leader recommends members, based on the number of members designated by the College's Governance Handbook. Miramar's Diversity Committee website can be viewed at <http://www.sdmiramar.edu/cmte/DIEC/>.

Continuing Education has formed its Diversity Committee with representation from across Continuing Education. The Committee has developed a committee description and mission statement as follows: The Continuing Education Diversity Committee (CEDC) is an Administrative Governance Council participatory governance committee comprised of representation from Continuing Education faculty, administration, and staff. The role of the Diversity Committee is to fulfill the mandates contained in Board Policy 7100 Commitment to Diversity.

CEDC goals include: (1) to assist in carrying out board policy 7100 to make reasonable efforts to hire employees who demonstrate Cultural Competence, (2) to raise skills, knowledge and attitudes in terms of the cultural competence and cross cultural skills of current employees via training and professional development, and (3) to ensure awareness, knowledge, and understanding of different cultures. Continuing Education is in the process of developing their diversity website which will be located at <http://diversity.sdce.edu>.

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

EEO Plan Development

The prior accreditation response indicated that the District would convene a committee to develop a District-wide plan regarding EEO and diversity, and we have done so. During the fall semester of 2007-2008, a District-wide EEO Plan Advisory Committee was formed. The committee was chaired by the District's Equal Opportunity and Diversity Officer and included a diverse membership, with representation from the various participatory governance groups from all three colleges, Continuing Ed and the District office. The committee met regularly since its inception and has submitted the

final draft of the EEO Plan to the District Governance Counsel, Chancellor's Cabinet and Board of Trustees for approval in July 2010. (A copy of the EEO Plan is included as [Attachment 9](#).)

The EEO Plan includes the following 11 components:

- 1) Introduction
- 2) Policy Statement
- 3) Delegation of Responsibility, Authority and Compliance
- 4) Advisory Committees
- 5) Complaints
- 6) Notification to District Employees
- 7) Search Committee Training and Composition
- 8) Annual Written Notice to Community Organizations
- 9) Analysis of District Workforce and Applicant Pool
- 10) Other Measures Necessary to Further Equal Employment Opportunity
- 11) Graduate Assumption Program of Loans for Education

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

1. A commitment to a formal diversity program that will be funded and supported by the District and campus leadership. Each college and Continuing Education will be responsible for advancing the diversity and cultural competency on their campuses.
2. Recruiting and hosting guest speakers from underrepresented groups and diverse cultural backgrounds who may inspire students and employees.
3. Emphasizing the District's commitment to equal employment opportunity, diversity and cultural competency in job announcements and in its recruitment, marketing, and other publications.

4. Conducting diversity forums, cross-cultural events and promoting cultural celebrations on campus.
5. Encouraging the faculty and Student Services Program to integrate diversity and multiculturalism into their instruction and program.
6. Ensuring that all District institutions' publications and other marketing tools reflect diversity in pictures, graphics, and text to project an inclusive image.
7. Recognizing and valuing staff and faculty who have promoted diversity and equal employment opportunity principles.
8. Providing EEO/diversity workshops which promote diversity and cultural competency.
9. Ensuring that the District's equal employment opportunity and diversity goals and objectives are fulfilled by cabinet level administrators.
10. Establishing an "Equal Opportunity and Diversity" online presence by highlighting the District's diversity, equal employment opportunity, sexual harassment and nondiscrimination policies, procedures and programs on the District's website. The website also lists contact persons for further information on these topics.
11. Establishing awareness of sensitivity to diversity and cultural competency as a required skill and qualification for SDCCD employees.
12. Ensure that all levels of administrative staff support equal employment opportunity and diversity objectives and that the Equal Opportunity and Diversity responsibility is maintained at a cabinet or other high-level administrative position.

Conclusion / Summary of Response

In the previous response to the findings of the accreditation team, the District committed to taking steps to further enhance the diversity of the faculty and staff and to take actions to identify and remove barriers to this goal. All of the commitments previously identified in the last response to the accreditation team have been met and many have been exceeded.

Further, as evidenced by the specific examples cited in this response, the District, each of the three colleges and Continuing Education have taken additional steps beyond the previous commitments to demonstrate their commitment to diversity through planning, training, and the development of programs and processes which are designed to

eliminate artificial barriers a diverse workforce. The District and the colleges and CE recognize and embrace the challenge of continuing to identify and improve the Equal Opportunity and Diversity efforts throughout the District and at each location.

Recommendation #3

In order to build upon their efforts to strengthen institutional effectiveness and to foster a “culture of evidence” throughout the district, the district office and the colleges should cooperate in the development of an enhanced research function with both strong district and strong college components. (I.B.3, I.B.6, IV.B2.b)

Response Summary:**Campus-Based Research Structure**

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

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

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

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

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

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

- 1) Program Review data and information (e.g., enrollment, outcomes and productivity) ([Attachment 3.1](#))

- 2) Survey development, implementation and delivery (reports and briefings)
(Attachment [3.2a](#), [3.2b](#), [3.2c](#), [3.2d](#), [3.2e](#), [3.2f](#))
- 3) Weekly or monthly Enrollment Management interactive spreadsheets for the CIOs (Attachment [3.3a-1](#), [3.3a-2](#))
- 4) ~~Census and End of Term~~ Final Census Student Profile (demographic) reports
(Attachment [3.4](#))
- 5) Student tracking studies (i.e., non-credit to credit migration)
(Attachment [3.5a-1](#), [3.5a-2](#))

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

Culture of Evidence/Culture of Inquiry

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

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

District Research Committee

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

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

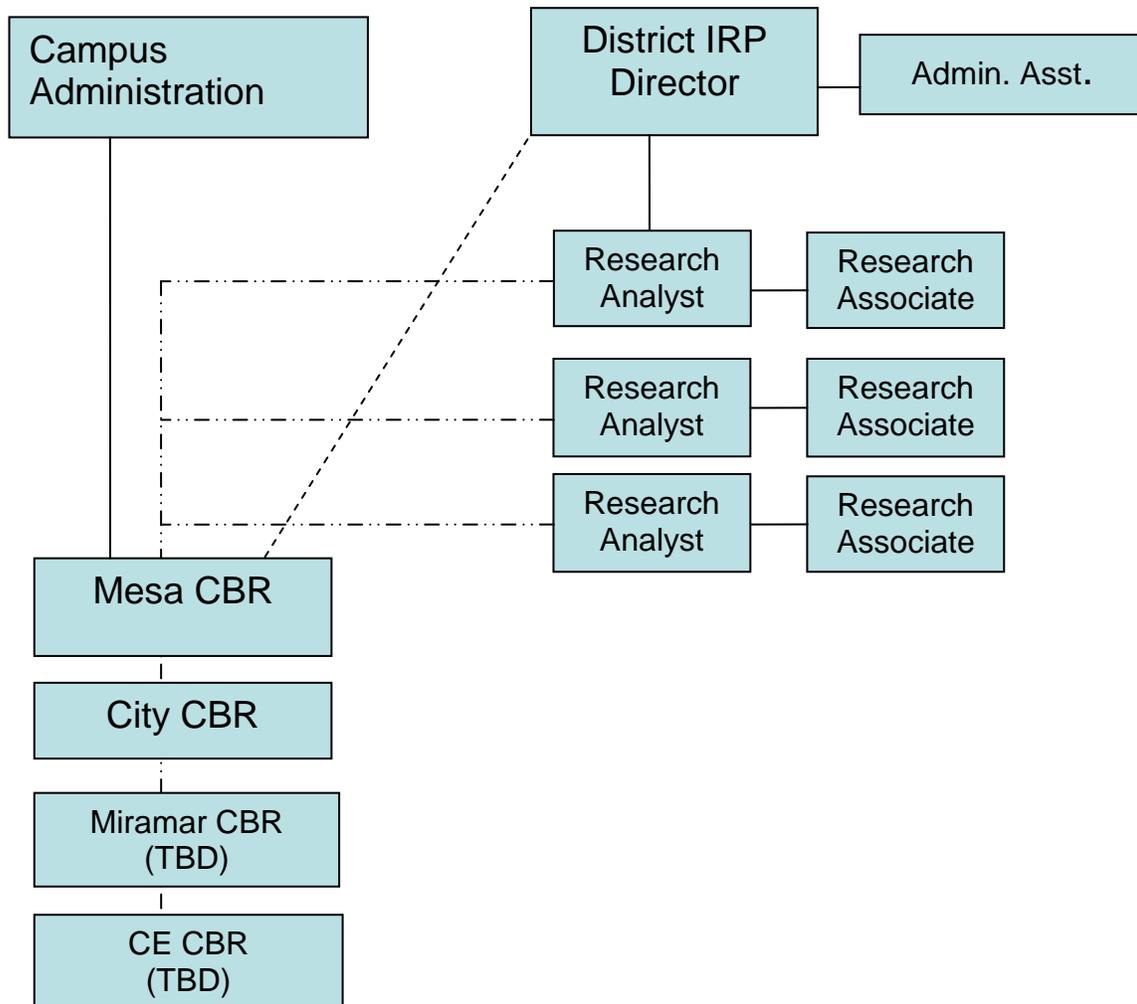
Future Changes in the IRP Office

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

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

infrastructure for conducting research and transforming data into information, while moving toward a culture of inquiry.

SDCCD Institutional Research and Planning Organizational Structure



CBR=Campus-Based Researcher

Recommendation # 4

The district should build upon its efforts to clearly delineate the functions of the district and 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 colleges.

Response Summary:

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

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

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

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

- 1) Chancellor's Cabinet Update ([Attachment 4.2](#))
- 2) Board Reports ([Attachment 4.3](#))
- 3) DGC Minutes ([Attachment 4.4](#))
- 4) Facts on File ([Attachment 4.5](#))
- 5) High School Partnership Delineation Document ([Attachment 4.6](#))
- 6) Prop S & N Report ([Attachment 4.7](#))
- 7) Ongoing Emergency Response Reports ([Attachment 4.8](#))

8) Chancellor's Messages and Regular Updates on Important Matters
([Attachment 4.9](#))

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

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

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

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

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

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

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

