Institutional Planning & Governance Guide
2016-2017

SAN DIEGO
MESACOLLEGE

San Diego Mesa College
7250 Mesa College Drive
San Diego, California 92111
www.sdmesa.edu

LETTER FROM THE PRESIDENT AND SHARED GOVERNANCE LEADERS

Mesa College's institutional governance structure encourages the process of independent and critical thinking based on good observation, questioning, and research protocols. This governance process is participatory, meaning that all vested interest groups or individuals have the opportunity to voice opinions. When decisions are formulated based on these standards, the College benefits from the creativity of participating groups.

The Mesa College administration is represented in institutional governance through membership on the Deans' Council, leadership of the schools, and representation on the President's Cabinet and other participatory governance committees.

The faculty is represented in institutional governance through the Academic Senate, President's Cabinet, Committee of Chairs, school meetings, and other participatory governance committees. The Academic Senate has purview over "academic and professional matters" including curriculum, grading, among other areas. In addition, the faculty exercises a voice in academic program, curricula, and faculty personnel through committees such as Student Services Council, Curriculum Review Committee, Academic Affairs Committee, Program Review Committee, and through the faculty hiring process.

The Classified Staff is represented in institutional governance through the Classified Senate, President's Cabinet, school meetings, hiring committees, and other participatory governance committees.

The Associated Students Government is the representative body of the students in the participatory governance process at Mesa College. The Associated Students President and Vice President represent students on the President's Cabinet. Student participation in campus affairs is also strengthened by membership on many college committees.
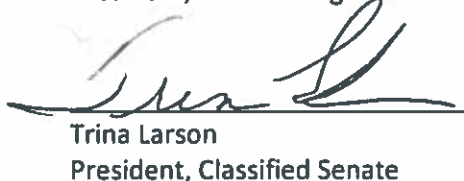
The engaged Mesa College population brings different points of view to the table which encourages robust discussions. The central focus is on our students and how we can make their college experience more successful. This common goal makes Mesa College a great place to work, teach, and learn.

Pamela T. Luster
President, Mesa College

Trina Larson
President, Classified Senate

Rob Fremland
President, Academic Senate

Ava Fakhrabadi
President, Associated Student Government

HISTORY OF PARTICIPATORY GOVERNANCE IN CALIFORNIA COMMUNITY COLLEGES

Community colleges have been governed by locally-elected boards throughout their history, reflecting the belief that the mission of the colleges is best preserved and strengthened by local oversight. The Master Plan for Higher Education in California in 1959 concluded that the "local board should remain the governing body." The role of the state in providing direction for the colleges was formalized in 1967 with the creation of the Board of Governors. Passage of AB 1725 in 1988 uncoupled the California community colleges from the K-12 system and gave them status as institutions of higher education. It further clarified and defined the community college mission and funding formula.

AB 1725 and Title 5 of the California Education Code bring the force of law to the concept of shared governance. Ed Code Section 70901(b) requires the Board of Governors to adopt regulations setting "...minimum standards governing procedures established by governing boards in community college districts to ensure faculty, staff, and students the right to participate effectively in district and college governance, and the opportunity to express their opinions at the campus level and to ensure that their opinions are given every reasonable consideration...". Participatory governance is a more accurate description of the actual process, as the ultimate decision-making and associated liability rest with the college president and local governing board.

Participatory governance is in the best interest of an institution's faculty, staff, and students. It creates a spirit of collegiality among all groups concerned with promoting student success. Its central objective is to create a climate where energy is devoted to solving the crucial tasks around educating our students. It increases involvement of all segments of the college community as it encourages participation on committees from representative groups. It is a right and a responsibility.

SAN DIEGO COMMUNITY COLLEGE DISTRICT (SDCCD)

The Board of Trustees of the San Diego Community College District is committed to collegial governance, in accordance with Title 5, Sections 51023.7, 51023.5, and 53200-53204, and the mission of the San Diego Community College District: To provide accessible, high quality learning experiences and undergraduate education at an affordable price to meet the educational needs of the San Diego community and the state.

The District shall adopt policies for the appropriate delegation of authority and responsibility to the Academic Senates, and provide students and staff with an opportunity to participate in the formulation and development of policies and procedures that have or will have a significant effect on students and staff.

Board Policy 2510 Participation in Local Decision-Making was adopted with the intent of ensuring that faculty, students and staff have the right to participate effectively in the governance of the District. The policy also ensures the right of the Academic Senates to assume primary responsibility for making recommendations in the areas of academic and professional matters. This policy also does not limit other rights and responsibilities of management and the Board as specifically provided in existing State and other regulations.

MESA COLLEGE – PARTICIPATORY GOVERNANCE DEFINED

At San Diego Mesa College, participatory governance permits all stakeholders (faculty, students, staff, and administration) the opportunity to take part in the decision-making process. This process includes collegial consultation and dialogue resulting in suggestions and recommendations that are strongly considered. It is believed that the diverse expertise and experience of faculty, students, staff, and administration provide essential contributions to the institution's ability to make sound decisions with the best available information. As a large organization, it can take time to make key decisions, and we need deliberate and informed dialogue opportunities to do so.

Participatory governance is not a simple matter of committee consensus, nor does it mean that every constituency gets to participate at every stage. No constituency exercises complete control over the process. It is much more complex, a delicate balance between faculty/staff/student participation in planning and decision-making processes on one hand and administrative accountability on the other. The various stakeholders participate in well-defined parts of the process. The key to genuine, successful participatory governance is authentic communication.

THE BENEFITS OF PARTICIPATORY GOVERNANCE

-Expertise and Analytical Skills of Many
-Understanding of Objectives/Decisions
-Commitment to Implementation
-Leadership Opportunities
-Promotion of Trust and Cooperation
-Opportunity for Conflict Prevention and Resolution
-Less Dissent
-Transparency

WHO IS INVOLVED WITH PARTICIPATORY GOVERNANCE?

Faculty, students, staff, and administrators are involved, through their respective senates and councils and through representation on governance committees.

FACULTY

Faculty are involved directly with "academic and professional matters" defined in the Title 5 California Administrative Code 53200 as follows:

-*Curriculum - including establishing prerequisites and placing courses within disciplines;
-*Degree and certificate requirements;
-*Grading policies;
-*Educational program development;
-*Standards of policies regarding student preparation and success;
-*District and college governance structures, as related to faculty roles;
-*Faculty roles and involvement in accreditation processes, including self study and annual reports;
- Policies for faculty professional development activities;

- Processes for program review;

-*Processes for institutional planning and budget development; and

- Other academic and professional matters as mutually agreed upon between the Board of Trustees (Board) and the Academic Senate.

For each of these items, the Academic Senate faculty agree to consult collegially. Consult collegially means that the district board shall develop policies on academic and professional matters through either of the following:

- Rely primarily upon the advice and judgment of the Academic Senate, OR
- The governing board, or its designees, and the Academic Senate shall reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

An asterisk (*) indicates that the SDCCD will rely primarily upon the advice and judgment of the Academic Senate, as per BP2510. For those items with no asterisk, the governing board or its designees shall reach mutual agreement

STUDENTS

Title 5 §51023.7
(a) The governing board of a community college district shall adopt policies and procedures that provide students the opportunity to participate effectively in district and college governance. Among other matters, said policies and procedures shall include the following:

(1) Students shall be provided an opportunity to participate in formulation and development of district and college policies and procedures that have or will have a significant effect on students. This right includes the opportunity to participate in processes for jointly developing recommendations to the governing board regarding such policies and procedures.

(2) Except in unforeseeable, emergency situations, the governing board shall not take action on a matter having a significant effect on students until it has provided students with an opportunity to participate in the formulation of the policy or procedure or the joint development of recommendations regarding the action.

(3) Governing board procedures shall ensure that at the district and college levels, recommendations and positions developed by students are given every reasonable consideration.

(4) For the purpose of this Section, the governing board shall recognize each associated student organization or its equivalent within the district as provided by Education Code Section 76060, as the representative body of the students to offer opinions and to make recommendations to the administration of a college and to the governing board of a district with regard to district and college policies and procedures that have or will have a significant effect on students. The selection of student representatives to serve on college or district committees, task forces, or other governance groups shall be made, after consultation with designated parties, by the appropriate officially recognized associated student organization(s) within the district.

(b) For the purposes of this Section, district and college policies and procedures that have or will have a "significant effect on students" includes the following:

(1) grading policies;

(2) codes of student conduct;

(3) academic disciplinary policies;

(4) curriculum development;

(5) courses or programs which should be initiated or discontinued;

(6) processes for institutional planning and budget development;

(7) standards and policies regarding student preparation and success;

(8) student services planning and development;

(9) student fees within the authority of the district to adopt; and

(10) any other district and college policy, procedure, or related matter that the district governing board determines will have a significant effect on students.

(c) The governing board shall give reasonable consideration to recommendations and positions developed by students regarding district and college policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff.

STAFF (includes non-supervisory classified staff, supervisory staff, management staff, and staff)

Title 5 §51023.5
(a) The governing board of a community college district shall adopt policies and procedures that provide district and college staff the opportunity to participate effectively in district and college governance. At minimum, these policies and procedures shall include the following:

Definitions or categories of positions or groups of positions other than faculty that compose the staff of the district and its college(s) that, for the purposes of this Section, the governing board is required by law to recognize or chooses to recognize pursuant to legal authority. In addition, for the purposes of this Section, management and non-management positions or groups of positions shall be separately defined or categorized.

Participation structures and procedures for the staff positions defined or categorized.
In performing the requirements of Subsections (a)(1) and (2), the governing board or its designees shall consult with the representatives of existing staff councils, committees, employee organizations, and other such bodies. Where no groups or structures for participation exist that provide representation for the purposes of this Section for particular groups of staff, the governing board or its designees, shall broadly inform all staff of the policies and procedures being developed, invite the participation of staff, and provide opportunities for staff to express their views.

Staff shall be provided with opportunities to participate in the formulation and development of district and college policies and procedures, and in those processes for jointly developing recommendations for action by the governing board, that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff.

Except in unforeseeable, emergency situations, the governing board shall not take action on matters significantly affecting staff until it has provided staff an opportunity to participate in the formulation and development of those matters through appropriate structures and procedures as determined by the governing board in accordance with the provisions of this Section.

The policies and procedures of the governing board shall ensure that the recommendations and opinions of staff are given every reasonable consideration.

The selection of staff representatives to serve on college and district task forces, committees, or other governance groups shall, when required by law, be made by those councils, committees, employee organizations, or other staff groups that the governing board has officially recognized in its policies and procedures for staff participation. In all other instances, the selection shall either be made by, or in consultation with, such staff groups. In all cases, representatives shall be selected from the category that they represent.

(b) In developing and carrying out policies and procedures pursuant to Subsection (a), the district governing board shall ensure that its actions do not dominate or interfere with the formation or administration of any employee organization, or contribute financial or other support to it, or in any way encourage employees to join any organization in preference to another. In addition, in order to comply with Government Code Sections 3540, et seq., such procedures for staff participation shall not intrude on matters within the scope of representation under Section 3543.2 of the Government Code.

In addition, governing boards shall not interfere with the exercise of employee rights to form, join, and participate in the activities of employee organizations of their own choosing for the purpose of representation on all matters of employer-employee relations. Nothing in this Section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards. It is the intent of the Board of Governors to respect lawful agreements between staff and exclusive representatives as to how they will consult, collaborate, share, or delegate among themselves the responsibilities that are or may be delegated to staff pursuant to these regulations.

PARTICIPATORY GOVERNANCE COMMITTEES

TERMS

Committee - A group of persons elected or appointed to perform some service or function, as to investigate, report on, or act upon a particular matter. A committee only has power as assigned by its appointer.

Subcommittee- A subdivision of a committee usually organized for a specific purpose.

Task Force- A temporary work group comprising individuals with specified knowledge for the purpose of accomplishing a definite objective, with the expectation that the group will disband when the objective has been completed.

Advisory Committee – A committee established for a specific discipline that comprises discipline faculty and members in their field of expertise outside the institution.

Steering Committee -The steering committee is a body responsible for guidance, policy, and direction within an organization.

Committee Membership is outlined for each PG Group as to the number of representatives from each constituent group. Members are appointed by their respective constituent group as follows:
-Faculty: Academic Senate
-Students: Associated Student Government
-Classified (includes Supervisory and non-supervisory): Classified Senate
-Management: President/Vice Presidents

Committees may also contain resource and/or non-voting members based on need who can be invited to participate by consensus of the committee.

SUGGESTED COMMITTEE ORGANIZATIONAL TASKS

It is recommended that committees perform certain tasks during each academic year:

August

-Re-confirm membership, noting Chairs and constituent designation (i.e. Faculty, Classified, Student)
-Review yearly outcomes/goals and status from previous academic year and set desired outcomes/goals for current year
-Review purpose and membership and make any changes necessary. Note: Changes proposed by the committee will need to be approved by the committee's reporting body.
-Update committee website with approved changes

May

-Report on the committee's outcomes/goals for the ending academic year
-Confirm membership for the upcoming academic year
-Establish new calendar of meetings including day, time and location (as much as possible)

COMMITTEE DOCUMENTS

All meeting agendas, minutes, notes, documents should reside on the Committee's website and should remain current throughout the academic year.

Suggested Templates
-Agenda: http://www.sdmesa.edu/about-mesa/institutional-effectiveness/program-review/program-review-committee/agendas/agendas-2015-2016/PR%20Agenda%203.4.16.pdf

-Minutes: http://www.sdmesa.edu/about-mesa/institutional-effectiveness/program-review/program-review-committee/minutes/minutes-2015-2016/PR%20Minutes%203.4.16%20DRAFT.pdf

PG Organizational Template: http://www.sdmesa.edu/about-mesa/governance/dawnsdocs/PG%20Group%20Organizational%20Template.pdf

WEBPAGE GUIDELINES

-Purpose
-Responsibility and Reporting Lines
-Accountability
-Relationships
-Goals
-Membership Composition
-Terms of Membership
-Meeting Dates/Times
-Agendas
-Minutes
-Documents/Handouts
-Annual Outcomes

PARTICIPATORY GOVERNANCE GROUPS AND COMMITTEES

MAJOR GOVERNANCE GROUPS

ACADEMIC SENATE
HTTP://WWW.SDMESA.EDU/ABOUT-MESA/GOVERNANCE/ACADEMIC-SENATE/INDEX.SHTML

CLASSIFIED SENATE
HTTP://WWW.SDMESA.EDU/ABOUT-MESA/GOVERNANCE/CLASSIFIED-SENATE/

ASSOCIATED STUDENTS GOVERNMENT
HTTP://WWW.SDMESA.EDU/CAMPUS-LIFE/ASSOCIATED-STUDENT-GOVERNMENT/

DEANS COUNCIL
www.sdmesa.edu/about-mesa/administration/instructional-services/instructinal-deans-council/

MAJOR GOVERNANCE COMMITTEES

PRESIDENT'S CABINET (PCAB)
www.sdmesa.edu/about-mesa/office-of-the-presiden/cabinet-agenda-outcomes.shtml/

PLANNING AND INSTITUTIONAL EFFECTIVENESS COMMITTEE (PIE)
www.sdmesa.edu/about-mesa/institutional-effectiveness/planning-and-institutional-effectiveness-committee/

PROGRAM REVIEW STEERING COMMITTEE
www.sdmesa.edu/about-mesa/institutional-effectiveness/program-review/program-review-committee/

COMMITTEE ON OUTCOMES AND ASSESSMENT (COA)
www.sdmesa.edu/about-mesa/institutional-effectiveness/learning-assessment-task-force/

BUDGET AND ALLOCATION RECOMMENDATION COMMITTEE (BARC)
www.sdmesa.edu/college-services/administrative-services/business-services/budget-and-allocation-recommendation-committee/

FACILITIES PLANNING COMMITTEE
www.sdmesa.edu/college-services/administrative-services/college-facilities/facilities-planning-committee.shtml/

MESA INFORMATION TECHNOLOGY (MIT)
www.sdmesa.edu/college-services/administrative-services/tech-support/information-technology-committee/

RESOURCES

Academic Senate for California Community Colleges Participating Effectively In District and College Governance
http://asccc.org/sites/default/files/Participating%20Effectively%20in%20District.pdf

Faculty Leadership Resources
http://asccc.org/communities/local-senates/leadership-resources

The Meeting Process
http://asccc.org/sites/default/files/meeting%20process%20second.pdf

Meeting Roles and Responsibilities
http://asccc.org/sites/default/files/meeting%20roles%20third.pdf

SDCCD Administrative and Governance Handbook.
http://www.sdccd.edu/docs/employee/AdminGovHandbook.pdf

Mt. San Jacinto College. Shared Governance handbook.
http://www.msjc.edu/CollegeInformation/Administration/Committees/CollegeCouncil/Documents/Committee%20Training/Shared%20Governance%20Committee%20Handbook.pdf

Exactly What Is 'Shared Governance'?, Gary A. Olsen, The Chronicle of Higher Education 7/23/2009
www.chronicle.com/article/Exactly_What_Is_Shared/47065/

CHARTS

SDMC GOVERNANCE

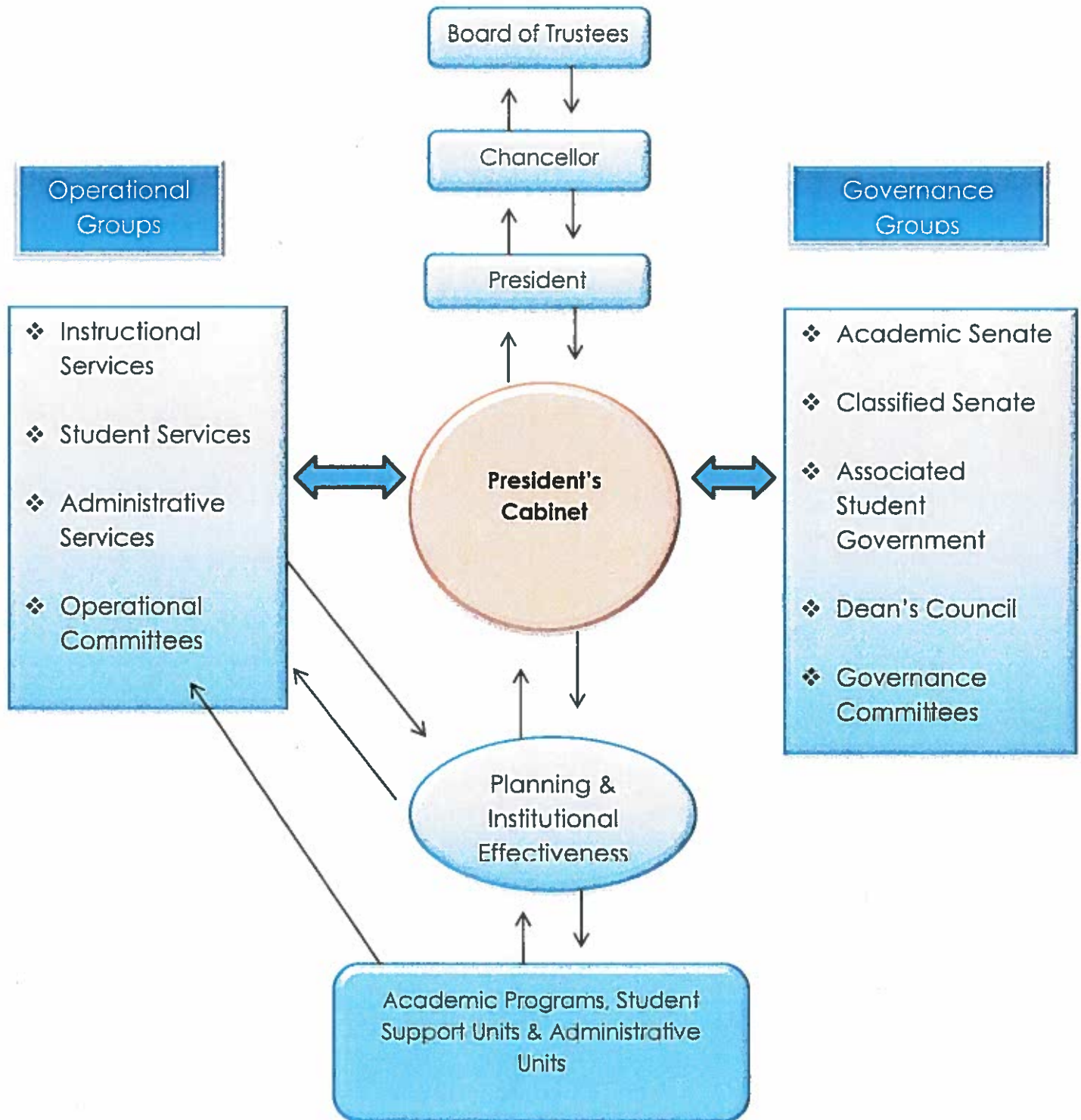SDMC ADMINISTRATION STRUCTURE 2016

SDMC BUSINESS ADMINISTRATION STRUCTURE 2016

SDMC INSTRUCTIONAL STRUCTURE 2016-2017

SDMC STUDENT SERVICES STRUCTURE 2016

SAN DIEGO MESA COLLEGE

Governance Chart

Board of Trustees

Chancellor

President

Operational Groups

Governance Groups

President's Cabinet

- ❖ Instructional Services
- ❖ Student Services
- ❖ Administrative Services
- ❖ Operational Committees

- ❖ Academic Senate
- ❖ Classified Senate
- ❖ Associated Student Government
- ❖ Dean's Council
- ❖ Governance Committees

Planning & Institutional Effectiveness

Academic Programs, Student Support Units & Administrative Units

SAN DIEGO MESA COLLEGE
Administration Structure 2016

Pamela Luster, Ed.D., President

Sara Beth Cain, Executive Assistant to the President

Dawn Whiting, Administrative Technician to the President

Instructional Services	Administrative Services	Student Services	Communications	Institutional Effectiveness	Foundation
Tim McGrath, VP	Rachelle Agaths, VP	Ashanti Hands, VP	VACANT	Madeleine Hinkes, Dean	VACANT
Office A103	Office A102	Office 14-400	Office A110	Office A109	Office A103
Ext 2755	Ext 2771	Ext 2678	Ext 2356	Ext 2509	Ext 2285
Mila Zagyanskiy	Taj George	Trina Larson	Anabel Pulido	Yolanda Catano	
Administrative Sec	Administration Tech	Administrative Sec	Digital Comm Specialist	Senior Secretary	

SAN DIEGO MESA COLLEGE
Business Administration Structure 2016
Rachelle Agatha, VP of Administration
Taj George, Administrative Technician to the VP

Finance	Business Services	Print & Mail	IT	Shipping Receiving	Student Accting
Erica Garcia	Lynn Lasko	David Fierro	David Fierro	Frank Fernandez	Lynn Dang
Acct Supervisor	Bus Office Support Super	Dir, College Tech	Dir, College Tech	Ship/Rec Super	Student Acct Super
Office A102	Office A101	Office Mesa Commons 215	Office Mesa Commons 215	Office Mesa Commons 124	Office I4-106
Ext 2771	Ext 2746	Ext 2764	Ext 2861	Ext 2761	Ext 2704
Marco Chavez — Accounting Tech	**Ann Yasukochi** — Admin Tech	**Pablo Vela** — Digital Color Tech	**Kevin Branson** — Admin Tech	**Arthur James** — Stock Clerk I	**Robert Booth** — Sr Acct Clerk
Linda Custer — Accounting Tech	**Aracely Bautista** — Admin Tech	**Leanna Kunkee** — Production Serv Asst	**Paul Gomes** — Instr Support Super	**Jessie Reyes** — Stock Clerk I	**Tram Anh Dinh** — Sr Acct Clerk
Virginia Enriquez — Admin Tech	**Jessica Rocha** — Admin Tech	**Gianna Principato** — Production Serv Asst	**Michael Davis** — Micro Specialist Super		**Nicolas Johnson** — Sr Acct Clerk
Maggie Haddad — Admin Tech	**Luisa Falo** — Admin Tech	**Ruben Limon** — Digital Color Asst			**Consuelo Poreto Y Taboada** — Sr Acct Clerk
	Juan Ortega — Tech Repair/Support				**Zod Schultz** — Sr Acct Clerk
					Nathan Talo — Accounting Tech
					Anh Thu Truong — Administrative Aid
					VACANT — Sr Acct Tech

SAN DIEGO MESA COLLEGE

Instructional Structure 2016 - 2017 Academic Year

Tim McGrath, Vice President, PHONE: (619) 388-2755 FAX: (619) 388-2929

Mila Zagyanskiy, Administrative Secretary; Arlis Svedberg, Administrative Technician; Brandon Terrell, Sr. Clerical Assistant; Jeannette Leon, Clerical Assistant

Charlotta Robertson, Articulation Officer; Sue Saetia, Sr. Clerical Assistant, ext. 2639;

Steve Manczuk, Evening/Saturday Supervisor, ext. 2463 cell (619) 928-7239; Michael Davis, Monday Evening Supervisor, ext. 2463

Arts and Languages
Leslie Shimazaki, Dean
Ruth San Filippo, Sr. Secretary
Office: G201 Mail: G248
ext. 2873
Academic Unit 2214

Art/Drama
Nathan Betschart, Co-Chair
Mario Lara, Co-Chair

Music
George Svoboda, Chair

Languages
Leela Bingham, Chair
Jeff Berry, Assist. Chair
Chinese, French, German, Japanese, Italian, Russian, Spanish, Tagalog, Vietnamese

International Education
Dora Schoenbrun-Fernandez
Uriel Ornelas

CO-CURRICULAR PROGRAMS
Art Gallery
Drama/Evening Theatre
Vocal/Instrumental Music

Exercise Science, Health Education, Dance & Athletics
Kevin Hazlett, Acting Dean, Athletic Director
Simone Sherrard, Sr. Secretary
Rachel Schwarz, Clerical Assistant
Office: ES-203 Mail: ES-203
ext. 2737
Academic Unit 2106

Exercise Science
Dance, Health Education
Personal Training
Intercollegiate Athletics

Ed Hetscher, Chair
Manny Bautista, Assist. Chair
Todd Currant, Personal Training
Dave Fager, Asst. Athletic Director
Nathan Resch, Asst. Athletic Director
Kim Lester, Asst. Athletic Director

Humanities
Dr. Andrew MacNeill, Dean
Carlota Vidrio, Sr. Secretary
Office: G201 Mail: G248
ext. 2797
Academic Unit 2212

English
Jill Moreno-Ikari, Chair
John Gregg, Assist. Chair
Tracey Walker, Assist. Chair
Donna Duchow, Assist. Chair
Bruce Naschak, Assist. Chair

English
ESOL
Humanities
Journalism
Education

Communication Studies
Kim Perigo, Chair

Pegah Motaleb, Susan Hogan, Honors Coord.
George Ye, Humanities Institute
Laurie Lorence, Teacher Education

CO-CURRICULAR PROGRAMS
College Newspaper
Speech/Debate

Student Support Services
Dr. Ashanti Hands, VPSS
Office: I4-401 Mail: I4-401
ext. 2678
Academic Unit 2218

DSPS
Erika Higginbotham, Chair

Mathematics and Natural Sciences
Dr. Saeid Eldgahy, Dean
Mary I. Toste, Sr. Secretary
Office: MS301 Mail: K106B
ext. 2795
Academic Unit 2104

Biology
Paul Sykes, Chair
Janice Clymer, Assist. Chair

Chemistry
Alexander Edward, Chair - Spring 2016

Mathematics
Toni (Michelle) Parsons, Chair
Ken Kuniyuki, Assist. Chair

Physical Science
Donald Barrie, Chair
Astronomy
Engineering
Geology
Physical Science, Physics

Accelerated College Program
Jarred Collins, Chair

Learning Resources & Academic Support
Dr. Andrew MacNeill, Acting Dean
Cathy Palestini, Sr. Secretary
Office: LRC 444 Mail: LRC
ext. 2799
Academic Unit 2206

Learning Resource Center
Alison Steinberg Gurganus, Chair
Library and Media Services
Charlotta Robertson, Supervisor
Library Services
Steve Manczuk, Evening Supervisor
Mesa Tutoring and Computing Center
Mark Manasse, Coordinator
Kristin Krogh, Instruct. Support Supervisor
LOFT ext. 5000
Monica Romero, Supervisor

Health Sciences and Public Service
Tina Recalde, Acting Dean
Gloria Wilder, Sr. Secretary
Alison Mona, Sr. Clerical Assist.
Office: S300 Mail: S-324
ext. 2789
Academic Unit 2108

American Sign Language
Joseph Halcott, Chair
ASL Interpreter Training

Allied Health
Danielle Laurie, Chair
Animal Health Technology
Dental Assisting
Health Information Technology
Medical Assisting
Phlebotomy
Physical Therapist Assistant
Radiologic Technology

Consumer & Family Studies
Christine Duprew, Chair
Child Development
Child Development Center
Dietetic Service Supervisor
Nutrition

Work Experience

Student Development
Dr. Susan Topham, Dean
Angie Avila, Sr. Secretary
Office: I4-401 Mail: I4-401
ext. 2896
Academic Unit 2208

Personal Growth
Aileen Crakes, Chair

Business and Technology
Dr. Danene Brown, Dean
Susan Gregory, Sr. Secretary
Office: J106 Mail: K106B
ext. 2803
Academic Unit 2202

Computer & Information Sciences
Duane Wesley, Chair
Computer & Information Science

Digital Technology
Karen Williams, Chair
Computer Business Technology
Geographic Information Systems
Multimedia
Web Development

Business Administration
Mark Abajian, Chair
Tracy Tuttle, Assist. Chair
Accounting
Business
Culinary Arts/Culinary Mgmt.
Economics
Fashion
Hospitality
Marketing
Real Estate

Social/Behavioral Sciences and Multicultural Studies
Dr. Charles Zappia, Dean
Denise Costa, Sr. Secretary
Office: SB304 Mail: SB305H
ext. 2801
Academic Unit 2204

Behavioral Sciences
Dina Miyoshi, Chair
Evan Adelson, Asst Chair
Anthropology
Psychology
Sociology

Black Studies
Thekima Mayasa, Chair

Chicano Studies
Manuel Velez, Chair

Social Sciences
John Crocitti, Chair
Geography
History
Philosophy
Political Science

Architecture/Environmental Design
Ian Kay, Chair
Architecture
Building Construction
Interior Design

Interdisciplinary Programs
Filipino Studies
American Indian Studies
Asian American Studies
Women's Studies

SAN DIEGO MESA COLLEGE
Student Services Structure 2016

Dr. Ashanti Hands, Vice President
Phone: (619) 388.2678 Fax: (619)388-5989
Trina Larson, Administrative Secretary
Daniel Stromwall, Technical Analyst

Student Affairs Victoria Kerba Miller, Dean	Student Development Dr. Susan Topham, Dean	Student Success and Equity Larry Maxey, Dean
Kathy Fennessey, Senior Secretary	Angie Avila, Senior Secretary	Pahua Vang, Senior Secretary
		Johanna Aleman, SST
Office I4-408	Office I4-401	Office I4-401
Ext. 2699	Ext. 5940	Ext. 2896
Academic Unit: 2216	Academic Unit: 2206	Academic Unit: 2218
Student Affairs, Victoria Miller	Admissions, Ivonne Alvarez	DSPS, Chair Erika Higginbotham
Associated Student Government, Ava Fakhrabadi	Counseling & Orientation, Chair, Ailene Crakes	CALWORKs, Monica Demcho
Financial Aid, Gilda Maldonado	Transfer, Leroy Johnson	EOPS/CARE
Outreach, Genevieve Esguerra	Evaluations, Claudia Estrada	STAR/TRIO
Student Disciplinary Officer, Claudia Perkins	Career, Claudia Estrada	Title V/HSI Grant
Student Health Services, Suzanne Khambata	Veterans & Records, LaWanda Foster	
Testing/Assessment, Josh Taylor	Veterans Resource Center, Dr. Susan Topham	

Institutional Planning on the Mesa

The history of strategic and integrated planning at Mesa College is documented on the Institutional Effectiveness web page (www.sdmesa.edu/about-mesa/institutional-effectiveness/college-planning-documents). Our Education Master Plan 2013-2019 (EMP) defined who we want to be, and now we are putting our words into actions as we strive to achieve the goals we set for ourselves.

Our vision and values remain unchanged, but we reviewed and updated our mission statement, as part of our multi-year evaluation cycle. After much discussion among participatory governance groups, we added one word, "equity". This addition reflects our commitment to being the leading college of equity and excellence. The vision and values statements will be reviewed next year. (www.sdmesa.edu/about-mesa/mission-vision-values/

Our EMP defined six strategic directions and twenty-three goals. The College planning committees are working on prioritizing these goals and developing measures to assess our progress on them. The mission statement and strategic goals are included in the Appendix.

The ACCJC accreditation team arrives in March 2017, so the College is finishing its self-evaluation report. Contributions from across the campus have been incorporated. As we tell our story, we discuss how our priorities and processes help us help our students to get the most out of their time at Mesa College.

The work of the major governance committees is detailed below. This year, the College continued its dialogue on governance, committee relationships, and their reporting structure. Our dialogue centered on transparency, alignment, integration, and communication.

Major College Committees for Integrated Planning

President's Cabinet   www.sdmesa.edu/about-mesa/office-of-the-president/

President's Cabinet comprises members from all participatory governance bodies on the campus. As such, it serves as the major recommending body of the College, the culmination of discussions at all the other levels. The President gets the data and input she needs to make informed decisions. These outcomes are then carried back to all participatory governance bodies.

The Cabinet holds two retreats each year to evaluate where the College is with respect to institutional effectiveness. In the Fall, the group typically looks at how we do what we do, and in the Spring, it assesses outcomes of all of our processes and the status of key performance indicators. Based on these discussions, College processes and policies are reviewed and revised if needed.

The focus of the Fall 2015 retreat was to document evidence on how the college delivers student success. The group of 40 individuals, representing all constituents of the college, examined where we are in the process of outcomes assessment and heard best practices from CBTE and Languages. The other activity was a gap analysis for the accreditation self-evaluation.

At the spring 2016 retreat, the 60 participants, guided by the campus-based researcher, evaluated the College's performance on core indicators of effectiveness and re-assessed aspirational goals set

previously. In group breakouts, attendees discussed strategic initiatives linked to college-wide goals and indicators and identified any gaps between initiatives and performance in relation to standards and goals. Later in the day, the group looked at the accreditation timeline and what needed to be done to accomplish it. The final topic was governance, in which the group discussed an organizational chart of participatory governance groups and how information should be communicated on committee websites and across the campus.

Planning and Institutional Effectiveness Committee (PIE)
www.sdmesa.edu/about-mesa/institutional-effectiveness/planning-and-institutional-effectiveness-committee/

The PIE Committee serves as the overarching framework within which other committees do their work. As such, it takes on all of the major planning processes and provides a place for dialogue and action on matters of integrated planning, program review, outcomes assessment, and resource allocation. Committee members are a representative sample of the participatory governance bodies on campus. Recommendations from PIE are then brought forward to President's Cabinet for action.

Accomplishments in 2015-2016 include:
- Reviewed SDCCD Institutional Planning framework
- Received regular updates from: Institutional Research, Accreditation, Student Success & Equity and Title V Grant, Program Review, COA, BARC, FHPC, CHPC
- Revised our goals
- Prepared for IEPI visits in November 2015 and April 2016
- Updated the Institutional Planning Guide and Planning Calendar and sent to President's Cabinet for approval
- Heard report on the Equity Plan
- Discussed environmental sustainability metrics
- Planned and facilitated President's Cabinet retreats in Fall and Spring at which we:
  - Reviewed Mesa's institution-set standards and aspirational goals, guided by campus-based researcher
  - Performed an Accreditation gap analysis
  - Discussed best practices in Outcomes Assessment
- Discussed the Accreditation survey, student feedback and employee feedback
- Heard CUE presentation on the past two years of equity work on campus
- Directed COA to review ILOs and revise, if necessary
- Reviewed Mission Statement
- Accepted and sent to President's Cabinet the Integrated Planning Process Evaluation Report

Program Review
www.sdmesa.edu/about-mesa/institutional-effectiveness/program-review/

Program review is the central component of unit-level planning. Programs and service areas take stock of their purpose, strengths, and challenges. They justify resource requests as a means of promoting excellence and better serving our students.
Our program review process is on a four-year cycle, which gives us time to set goals, act on them,

acquire resources, and assess the effectiveness of what we are doing. 2015-2016 was the first annual update, after the comprehensive program review of 2014-2015. Each program and service area documented progress on their goals and discussed how the resources acquired have improved their programs or service areas.

One hundred and two programs, including academic programs, administrative areas, administrative service areas, and student service areas, wrote program reviews, the largest group ever at Mesa College. Lead writers, managers, and liaisons were trained in use of the Taskstream module, data analysis, and resource requests. The personnel of the Office of Institutional Effectiveness and Institutional Research provided assistance to anyone who needed it.

Each spring, the Office of Institutional Effectiveness conducts a comprehensive evaluation of the program review and resource allocation process. The evaluation results include a summary of feedback from College administrators, faculty, and staff regarding the integrated planning process, as well as overarching recommendations for improvement in the program review and resource allocation processes. Based on the findings from this year's comprehensive evaluation, the Program Review Steering Committee extracted the following recommendations:
   o   Provide additional research/data training and resources
   o   Improve the submission and feedback process within Taskstream
   o   Explore options for rolling forward resource request information
   o   Provide additional samples and/or examples of program reviews
   o   Revise the program review website
   o   Refine the liaison role and review process

Five of the six recommendations were incorporated into the revision of the module and process for the 2016-2017 annual update. Within Taskstream, it is not possible to roll forward the resource request information, although the lead writer can cut-and-paste from the previous year. Revisions to the module and supplement to the program review handbook were greatly enhanced by an administration technician, added to the IE staff in late February.

Committee on Outcomes and Assessment (COA)
www.sdmesa.edu/about-mesa/institutional-effectiveness/coa/

2015-2016 marked the inaugural year for the Committee on Outcomes and Assessment (COA). COA was formed out of the Learning Assessment Task Force to foster and support Outcomes Assessment at Mesa. Goals for this year included the development of a formalized process for outcomes assessment across the campus, addressing issues with our AMS (Taskstream) and creating a more flexible platform for data entry, revising the current Instructional Learning Outcomes, creating a functional website for Outcomes and Assessment, and offering training in the new processes as well as methods to enhance the value of the Assessment process at Mesa.

 The formalized process established a tighter timeline and employed ongoing discussion at the department/program/unit level. A variety of assessment techniques are encouraged, and a process for recording both formal and informal assessment is recommended. The Taskstream platform will be addressed in the effort to standardize/simplify the reporting process as well as create a more flexible mechanism for data entry. COA reviewed and evaluated the ILOs in the Fall of 2015, created a

provisional set of Outcomes that were then vetted at Convocation in Spring 2016 by a wide group of faculty and staff. The Revised ILOs are in the final process of vetting by all constituencies. The design of the website for OA is underway and resources have been collected. The timeline will provide an operational website by end of Fall 2016. Training included workshops on Outcomes and Objectives and Assessment Styles. Focus Groups were utilized to examine current procedures and establish a direction for change.

 In an effort to improve our OA structure, we applied to the Institutional Effectiveness Partnership Initiative, and were visited by a Resource Partnership Team who met with faculty and staff, examined our procedures, and offered examples and solutions for change. IEPI provides grants for improvement and COA outlined a series of needs including the work load matter for Departmental Outcomes Coordinators, support for adjunct faculty, professional development for OA, and support for data entry.   The purpose of IEPI is to provide guidance and counsel to campuses in the areas they feel merit support; we are encouraged that the grant will provide the financial assistance needed by the campus to allow us to develop processes and procedures that will simplify, yet strengthen Outcomes and Assessment at Mesa.

Budget and Allocation Recommendation Committee (BARC)
http://www.sdmesa.edu/college-services/administrative-services/business-services/budget-and-allocation-recommendation-committee/

The Mesa College Budget and Allocation Recommendation Committee is a representative committee to be appointed through the shared governance process by its constituent groups. It is designed to engage on focused work in the development of principles, recommendations and priorities for the Mesa's General Fund Unrestricted Budget. Recommendations will be brought directly to President's Cabinet. Detailed below is the specific charge to the Committee.

During the 2015-2016 Program review and budget and allocation recommendation cycle, programs submitted 99 BARC requests in the amount of $618,000.   Thirty-three of the requests, totaling $244,120 were identified as supplies, equipment and one time requests for BARC prioritization. During the 2015-2016 year, BARC prioritization considered information provided by faculty and staff lead writers as identified in Program Review Plans along with extensive supporting documentation for goals and requested needed resources to achieve goals. Each supply and equipment request was analyzed and scored using a rubric.   A prioritized list was developed based upon the scores and forwarded to President's Cabinet for recommendation to the President. The President approved the list and directed the Business Services Office to work with the appropriate   managers, faculty, and staff to begin the requisition process using available year-end funds. An additional $400,000 was allocated for technology updates and replacements, consistent with the Mesa Technology Strategic Plan.

Faculty Hiring Priorities (FHP) Committee
http://www.sdmesa.edu/about-mesa/governance/committees/faculty-hiring-priority-committee.shtml

The membership and structure of the Faculty Hiring Priorities Committee recommended and approved by PIE and PCab in Fall 2015 met regularly during Spring 2016. The committee structure consists of 10 voting members, 5 faculty and 5 deans, each representing one of the schools or student service areas at Mesa. This ensures that the needs of all of the schools are equally represented. The committee is

co-chaired by the Academic Senate President and the Vice President for Instruction, both non-voting members.

During Spring 2016, the committee reviewed 39 faculty position requests and forwarded their recommendations to the PIE Committee and President's Cabinet. The approved list was used to hire many of the new tenure-track faculty during Spring 2016 to begin in Fall 2016. The list has also been used to identify new tenure track positions to be hired during Fall 2016 to begin during the Spring 2017 semester. The committee then met to reflect on the process used to rank requests and, as a result, once again revised the request form and rubric with changes implemented during the Fall 2016 program review cycle. New training materials have been developed to assist those who write hiring requests and trainings are taking place during the Fall 2016 semester. The committee also developed a membership rotation to ensure that the make-up of the voting members of the committee – five faculty and five deans – stays constant and that the impact of the turn-over of members at any given time is minimized. The rotation will maintain at least five voting members who have been on the committee for at least one year at all times. The committee will again meet in the spring to begin discussion on the process to rank the next round of requests and to review and discuss the request and ranking process and other work of the committee and to recommend any suggested changes resulting from the review.

Classified Hiring Priorities (CHP) Committee
http://www.sdmesa.edu/about-mesa/governance/committees/classified-hiring-priority-committee.shtml

The purpose of the Classified Hiring Prioritization Committee is to review classified personnel requests made during the Program Review process. The committee refined the data collection form and rubric during the 2015-2016 year to enhance the product of information submitted for review. Classified Personnel requests submitted during the Program Review process are vetted by the CHP committee based on the rubric and ranked. The list is then submitted to President's Cabinet as recommendation. When new funding is received or re-organization of functions occurs, the CHP list is referred to for placement.

Mesa Information Technology (MIT) Committee
http://www.sdmesa.edu/college-services/administrative-services/tech-support/information-technology-committee/

The mission of the Mesa Information Technology Committee is to assess the current status of Information Technology in the delivery of services to Mesa College students and to put in place and maintain a strategic technology plan to carry us into the future. The committee shall serve in an advisory capacity to faculty, staff, and administrators on matters pertaining to instructional, administrative, and student services computing, telecommunications, and other technologies.

The College strategically plans for upgrades and replacement of campus technology that supports institutional effectiveness and student success. The Mesa Information Technology (MIT) committee is the governing body that provides strategic direction for all campus technology, which includes classroom technology, distance learning, professional development, technological support and administrative efficiency. During 2015-2016, the committee prepared and submitted the campus

technology strategic plan to the President's Cabinet for review and approval. The plan was vetted through the governance process prior to submittal to the President's Cabinet. The plan features a number of strategic campus technology initiatives developed in consultation with governance groups. The College supports a variety of learning technologies and equipment that supports student learning outcomes and success.

Facilities Planning Committee

http://www.sdmesa.edu/college-services/administrative-services/college-facilities/facilities-planning-committee.shtml

The Mesa College Facilities Planning Committee is a representative participatory governance committee. The Committee purpose is to review major facility issues which impact Mesa College, provide long-range facilities planning and oversee the maintenance, repair, remodeling and building of Mesa College's Facility Master Plan. The committee also reviews requests submitted through the Program Review process, as identified by the BARC Committee as facilities requests, and makes resource allocation recommendations which will be used to create a Mesa College Facilities plan.

Safety Planning Committee

http://www.sdmesa.edu/college-services/site-safety/site-safety-committee/

The Mesa College Site Safety Committee provides a venue to address safety issues and promote safety in all areas across the campus. This participatory governance committee provides safety planning, emergency contingencies and disaster preparedness. The Safety Committee, along with the District, other campus constituents and the President of Mesa College constitute the Safety Officers of Mesa College. The Committee reviews safety requests made during the Program Review process and during other times of the year.

Major College Processes Impacting Integrated Planning

Education Master Plan (EMP)

www.sdmesa.edu/about-mesa/institutional-effectiveness/educational-master-plan/

The Education Master Plan 2013-2019 established our strategic directions and goals and defined who we want to be. College has been developing and implementing operational plans to realize these goals. Much of this happens at the unit level and is documented in the program review process. Unit-level goals are mapped to College goals, and it was demonstrated that every College goal is being addressed at the unit level.

A number of College initiatives are also helping us meet our goals, including Diversity, Global Awareness, EcoMesa, the HSI Title V grant, Basic Skills, and Student Success and Equity. (www.sdmesa.edu/about-mesa/current-initiatives). We currently have over 80 measures and indicators keyed to individual goals, and a subset of these measures is evaluated each year through the PIE Committee.

Through the PIE Committee and President's Cabinet and our combined retreats, we assess our progress towards achieving our objectives. We review our indicators and measures to understand what they are telling us. We evaluate actions taken and reflect on outcomes. Then we adjust actions and metrics as needed, with full participation from all constituencies.

The heart of our EMP and our mission statement is to promote educational excellence and better serve our students. In 2014 we gave ourselves the new goal of becoming the leading college of excellence and equity, and we have been working across campus to fulfill that goal.

Student Equity www.sdmesa.edu/student-services/student-success-equity/

With the vision of becoming the leading college of equity and excellence, in 2014/15 Mesa paired with USC's Center for Urban Education (CUE) and SDSU's Minority Male Community College Collaborative (M2C3) to identify and document inequity in assessment and placement, identify obstacles for students of color, older students, students with disabilities, and economically disadvantaged students, and consider the impact of the basic skills pathway. Lead by the Office of Student Success and Equity, 2015 was the 'Year of Action' as we embarked on the establishment of programs and activities to promote student success amongst disproportionately impacted student populations.

2015 'Year of Action':
- Through partnership and integration with our HSI Grant, Proyecto Exito, we established the Learning Opportunities For Transformation (LOFT) Center which serves as the point of services for all professional development including equity-minded practice
- Supported the establishment of the Peer Navigator Program and Summer CRUISE
- Provided direct support to students with needs
- Hired a Special Populations Counselor to work directly with Former Foster Youth (Fast Scholars) and AB540 (Borderless Scholars)
- Created a department for instructional learning to unite tutoring support and services under one central department
- Implemented the Teaching Men of Color Certificate offered through the Center for Organizational Responsibility and Advancement (CORA)
- Partnered with Math and Science to initiate the development and facilitation of numerous workshops to support learning in math and the sciences
- Multiple measures assessment project (MMAP) pilot, replaced students found to have the same rate of success as those who tested into college English

Student Success and Support Programs (SSSP)
www.sdmesa.edu/student-services/student-success-equity/

In alignment with the California Community Colleges State Chancellor's Office mission and vision for Student Success and Support Programs (SSSP), the mission of SSSP at San Diego Mesa College is to increase student access and success by providing effective core services, including orientation, assessment and placement, counseling, academic advising, and early intervention. SSSP supports

student equity in assessment, student services, and access to college resources and provides a foundation for students to achieve their educational goals.

The purpose of the SSSP is to ensure that all students promptly define their educational and career goals, complete their courses, persist to the next academic term, and achieve their educational objectives in a timely manner. The goal is that students benefit from comprehensive and integrated delivery of services to increase retention and to provide students with a foundation to support success.

To accomplish this goal, the SSSP offers a variety of services that enhance student access to Mesa College and foster student success. The SSSP guides students with information and assistance to define realistic educational goals consistent with district and college academic programs and student services.

Accomplishments for 2015-16:

- Hiring of Counselor for Career services
- Continued extended service hours in Counseling
- Continued implementation of Counseling Hot Spots
- Increased online counseling presence
- Continued improvement of delivery of online services
- Development of workshops for Probationary/Disqualified Students

HSI Grant
http://www.sdmesa.edu/about-mesa/current-initiatives/hispanic-serving-institutions/proyecto-exito/index.shtml

In the Fall of 2014, Mesa College was awarded a "Developing Hispanic-Serving Institutions-Title V" five-year grant in the amount of $2.62 million. The purpose of the grant is to improve the retention and graduation rates of Mesa's diverse populations, particularly its Latino students, through systemic, institutional changes and improvements. Mesa's HSI/Title V program is entitled Proyecto Éxito, a name that combines the idea of successfully exiting with a degree, certificate, or transfer-readiness with the Spanish word for "success". To that end, we are redesigning basic skills and gateway courses, initiating new academic support and student support systems, providing essential faculty and staff development, and creating supportive spaces for students, staff, and faculty.

Achievements in 2016-2016 include:
- Opening of the campus professional learning center, the LOFT (Learning Opportunities for Transformation).
- Deployment of the week-long Course Redesign Institute for 22 faculty.
- Professional Learning workshops for faculty and staff including discipline specific workshops for Math, English and Personal Growth, as well as Tech Tuesdays and HSI speaker series.
- Pilot of the 1st Summer CRUISE program serving 160 new students
- Pilot of Peer Navigator program that provided mentoring to CRUISE students throughout the entire academic year.
- Pilot of the Classroom Tutoring program in 8 different classes in Math, English, ESOL, Astronomy and Geology.
- Approval of new accelerated English course, ENGL 31 as a co-requisite to ENGL 101 for students who place in basic skills.

- Approval of new Personal Growth course, PG 110, Introduction to College.

The Role of Research at Mesa College
www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/

Institutional research, practitioner inquiry, and evaluation are central to all of the College's planning and implementation efforts. As in previous years, in 2015-2016 the Mesa College Institutional Research (IR) Office's projects centered on college-wide planning, accountability, and research support and evaluation for state, district, and college initiatives. For example, in Fall 2015, the IR Office collaborated with the Student Success and Equity Committee and Equity Summer Work Group to develop the 2015-2016 Student Equity Plan (SEP) research summary, goals, evaluation plan, and other components of the SEP. The IR Office also launched survey projects for 15 Student Services areas and partnered on learning outcome and needs assessment projects with the Counseling Department as part of its SSSP research plan.

In addition, in Fall 2015 the Institutional Research (IR) Office facilitated the revision and adoption of new Institution-Set Standards on successful course completion, transfers, associate degree graduates, certificate graduates, graduates overall, and in-district persistence. In addition, the Office facilitated discussions of institutional performance at the spring President's Cabinet Retreat. Small groups focused on core indicators of effectiveness and assessed college progress toward the new Institution-Set Standards and aspirational goals developed in Spring 2015.

In response to feedback received and recommendations set forth in the 2015-2016 Integrated Planning Evaluation, the IR Office worked over the summer, under the training of institutional research and planning colleagues from Copper Mountain College, to create an online data warehouse complete with interactive data visualizations of college-wide equity data and program student achievement data. The data warehouse was developed to help support a stronger culture of inquiry on campus and to empower practitioners to engage with data in a visual format. The data warehouse will be incorporated into program review and other trainings in the Fall 2016 semester and is intended to advance campus dialog about college performance in relation to college goals and Institution-Set Standards.

In response to increased demand for research support and accountability linked to state initiatives, the IR office has expanded from an office of one Campus-Based Researcher to an office of three institutional research and planning professionals, including two full-time Research Associates who assist the Campus-Based Researcher in supporting SSSP and Student Equity Plan implementation, evaluation, and planning for service improvement. In 2016-2017, the IR Office will bring on board two part-time Research Assistants to assist in implementing the evaluation plan for the Basic Skills and Student Outcomes Transformation Grant and Hispanic-Serving Institutions STEM Grant, STEM Conexiones.

The IR Office will continue to support department- and practitioner-level inquiry through its ad hoc request process and will collaborate with campus practitioners to advance the research agendas for major college initiatives, such as SSSP, Title V, and Student Equity, in the 2016-2017 academic year. A major IR Office goal for 2016-2017 will be to integrate evaluation activities across college projects and broaden the audience for evaluation findings to support integrated planning.

WE ARE *Mesa*

Thank you to all of the contributors

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APPENDIX

MISSION, VISION, VALUES

Mission: San Diego Mesa College empowers our diverse student body to reach their educational goals and shape the future. As a comprehensive community college committed to access, success, and equity, we promote student learning and achievement leading to degrees and certifications in support of transfer education, workforce training, and lifelong learning opportunities. Faculty and staff collaborate with our students to foster scholarship, leadership, and responsibility to effect positive change within our community.

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

Values: Access, Accountability, Diversity, Equity, Excellence, Freedom of Expression, Integrity, Respect, Scholarship, Sustainability.

During the Educational Master Planning process, as Mesa College community members shared their thoughts about the future of our institution, several clear strategic directions and goals emerged. These have been incorporated into the new **Strategic Directions and Goals** for the College, summarized below. Full text on next page or at (www.sdmesa.edu/about-mesa/EMP Preliminary Strategic Directions.pdf/)

1. Deliver, advance, and support an inclusive teaching and learning environment that enables all students to achieve their educational goals.
2. Build and sustain a sense of community that extends across campus and constituencies, nurturing collaboration, learning, growth, and diversity.
3. Build and sustain pathways in support of the comprehensive community college mission.
4. Support innovation in our practices.
5. Support personal growth and professional development of our employees.
6. Serve as stewards of our resources and advance effective practices in support of accountability.

San Diego Mesa College

Strategic Directions and Goals

Emerging from Current Educational Master Plan Internal and External Scans and Focus Groups

May 20, 2014

Strategic Direction 1: **Deliver, advance, and support an inclusive teaching and learning environment that enables all students to achieve their educational goals.**

> ***Strategic Goal 1.1:*** Advance and sustain delivery of courses, programs, degrees, and certificates in support of the comprehensive community college mission, including:
>> 1.1.1. Robust transfer curriculum preparing students for transfer to colleges and universities
>> 1.1.2. High quality career technical education in support of community workforce development
>> 1.1.3. Effective basic skills curriculum preparing students for college success
>> 1.1.4. Lifelong learning opportunities to meet the needs of a diverse community
>
> ***Strategic Goal 1.2:*** Assure access to quality education for all students
>> 1.2.1. Participate in outreach to the community, including K-12 and Continuing Education segments
>> 1.2.2. Schedule courses and provide services in modalities and day/time sequences that accommodate student needs
>
> ***Strategic Goal 1.3:*** Provide instruction in support of the needs of the College's diverse student population
>> 1.3.1. Implement teaching strategies to advance student retention, success, and persistence
>> 1.3.2. Advance a culture of completion of educational goals
>
> ***Strategic Goal 1.4:*** Advance practices in support of student success
>> 1.4.1. Assure implementation of Student Success and Support Program practices
>>> 1.4.1.a. Facilitate assessment, orientation, and a student education plan for entering students
>>> 1.4.1.b. Provide career and transfer education
>> 1.4.2. Provide student services in support of student learning
>> 1.4.3. Provide library services in support of student learning
>> 1.4.4. Provide tutoring services in support of student learning
>
> ***Strategic Goal 1.5:*** Assess, analyze, and act upon the college-wide, research and data-informed Student Equity Plan to assure access and success for the College's diverse student population
>
> ***Strategic Goal 1.6:*** Allocate appropriate resources to deliver upon these commitments

Strategic Direction 2: **Build and sustain a sense of community that extends across campus and constituencies, nurturing collaboration, learning, growth, and diversity.**

Strategic Goal 2.1: Provide opportunities for faculty, staff, and students to interact outside of the classroom or workspace

Strategic Goal 2.2: Support opportunities for interdisciplinary collaboration and collaboration between Student Services and Instruction to better serve students

Strategic Goal 2.3: Support opportunities for faculty, staff, and students to grow in their understanding of cultural competency as they build their stronger sense of community

Strategic Goal 2.4: Improve communication across the college, including accessibility, organization, and content of the college website

Strategic Goal 2.5: Assure participatory governance committee structure and transparency in decision making.

Strategic Direction 3: **Build and sustain pathways in support of the comprehensive community college mission.**

Strategic Goal 3.1: Collaborate with Continuing Education, K-12, and area universities to create and sustain a seamless pathway into, through, and beyond San Diego Mesa College

Strategic Goal 3.2: Collaborate with local industries to build relationships and assure consistence with workforce needs

Strategic Goal 3.3: Collaborate with area organizations and businesses to build internship opportunities aligned with student educational goals

Strategic Direction 4: **Support innovation in our practices.**

Strategic Goal 4.1: Support new teaching strategies, applied learning experiences, and engagement techniques in support of student-centered learning

Strategic Goal 4.2: Advance new technology applications in the classroom and on campus

Strategic Goal 4.3: Modernize and integrate college information systems

Strategic Goal 4.4: Integrate, clarify, and refine processes and decision making existing within the District-College interface to create greater efficiencies and effectiveness

Strategic Direction 5: **Support personal growth and professional development of our employees.**

Strategic Goal 5.1: Build a culture of professional development and personal growth that empowers employees to set and achieve their professional goals

Strategic Goal 5.2: Promote professional development in teaching and learning, using technology to advance student learning, and developing engagement strategies to enhance student learning

Strategic Direction 6: **Serve as stewards of our resources and advance effective practices in support of accountability.**

Strategic Goal 6.1: Provide sustainability in terms of our facilities, technology, human resources, and fiscal resources

Strategic Goal 6.2: Advance assessment of student learning at the course, program, service area, and institutional levels
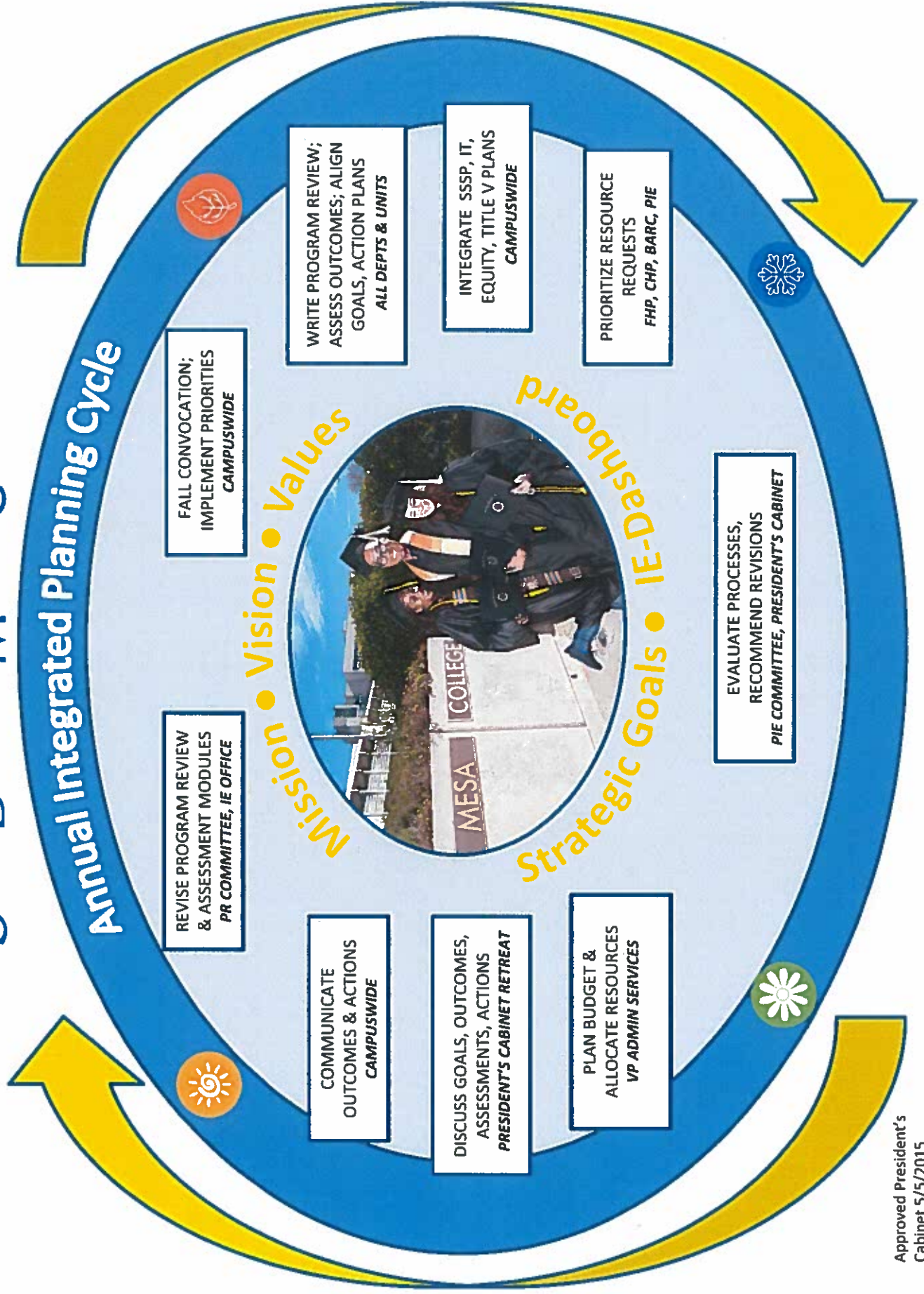
Strategic Goal 6.3: Assure external accountability requirements are met

Vetting and Approval History:

- Deans and Chairs Joint Meeting, April 9, 2014
- President's Cabinet Retreat, April 15, 2014
- College-wide Forums, May 1 and May 7, 2014
- Educational Master Plan Steering Committee, approved and recommended to Planning and Institutional Effectiveness Committee, May 8, 2014
- Planning and Institutional Effectiveness Committee, reviewed and recommended to President's Cabinet, May 13, 2013
- Recommended to President by President's Cabinet, May 20, 2014; approved by President, May 20, 2014

SAN DIEGO MESA COLLEGE ANNUAL INTEGRATED PLANNING CYCLE INFOGRAPHIC

San Diego Mesa College

Annual Integrated Planning Cycle

Mission • Vision • Values

Strategic Goals • IE-Dashboard

FALL CONVOCATION;
IMPLEMENT PRIORITIES
CAMPUSWIDE

WRITE PROGRAM REVIEW;
ASSESS OUTCOMES; ALIGN
GOALS, ACTION PLANS
ALL DEPTS & UNITS

INTEGRATE SSSP, IT,
EQUITY, TITLE V PLANS
CAMPUSWIDE

PRIORITIZE RESOURCE
REQUESTS
FHP, CHP, BARC, PIE

REVISE PROGRAM REVIEW
& ASSESSMENT MODULES
PR COMMITTEE, IE OFFICE

EVALUATE PROCESSES,
RECOMMEND REVISIONS
PIE COMMITTEE, PRESIDENT'S CABINET

COMMUNICATE
OUTCOMES & ACTIONS
CAMPUSWIDE

DISCUSS GOALS, OUTCOMES,
ASSESSMENTS, ACTIONS
PRESIDENT'S CABINET RETREAT

PLAN BUDGET &
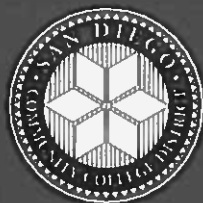ALLOCATE RESOURCES
VP ADMIN SERVICES

SAN DIEGO
MESACOLLEGE

San Diego Mesa College
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2016-2017