

SAN DIEGO MESA COLLEGE

Governance Handbook

How Decisions Get Made at San Diego Mesa College




2023-24

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Dr. Ashanti T. Hands
San Diego Mesa College President

Signature: 
Email: ahands@sdccd.edu


Andrew Hoffman
Academic Senate President

Signature: 
Andrew Hoffman (Feb 13, 2024 10:41 PST)
Email: ahoffman@sdccd.edu


Sahar Mona King
Classified Senate President

Signature: 
Email: sking@sdccd.edu


Ixchel Valencia Diaz
Associated Student President

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Ixchel Valencia Diaz (Feb 10, 2024 18:10 PST)
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Chapter 1: Introduction

Forward from the President and Shared Governance Leaders

San Diego 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 inclusive standards, the College benefits from the creativity and brilliance 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.

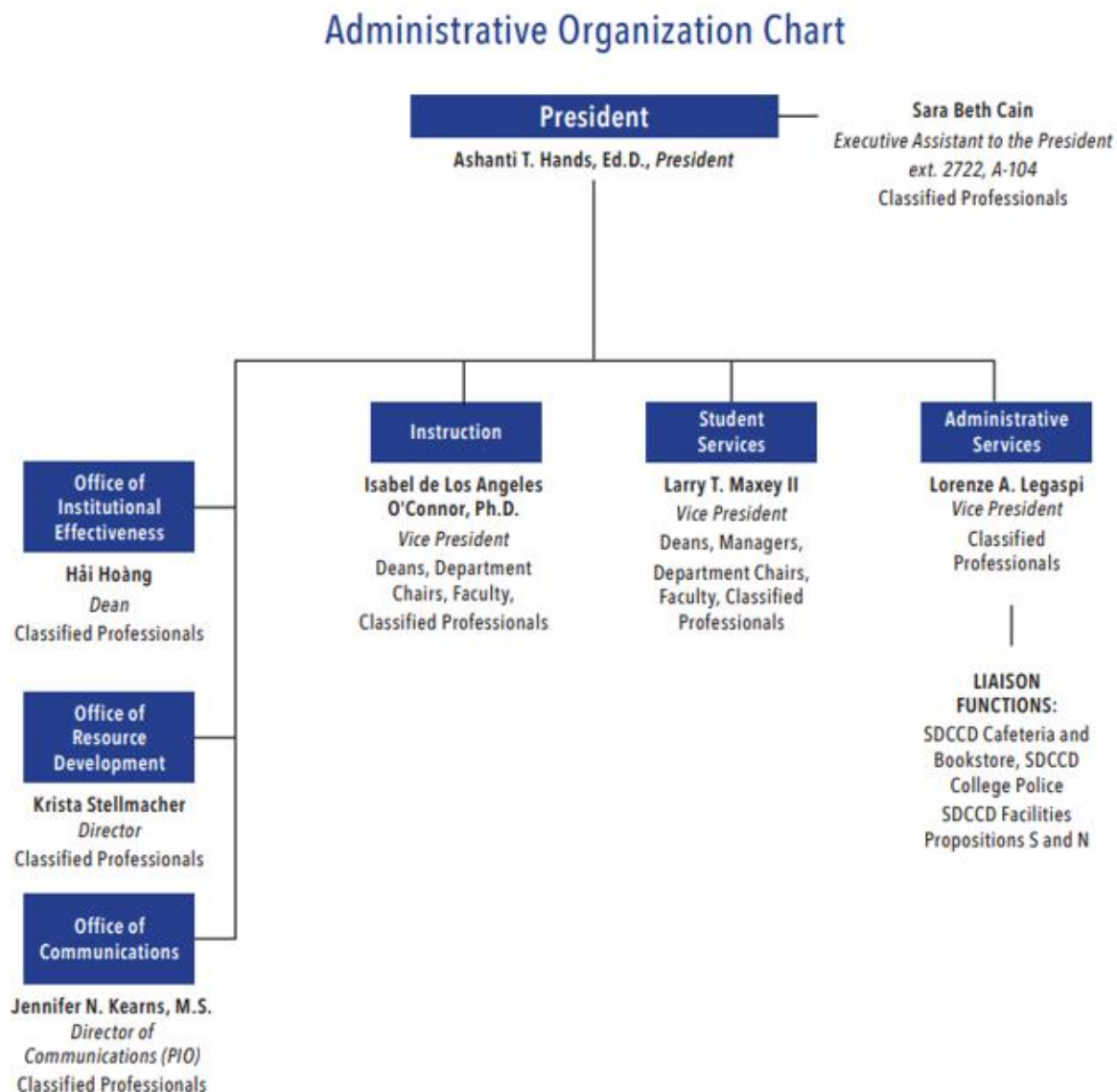
The faculty are represented in institutional governance through the Academic Senate and its committees, President's Cabinet, school meetings, and other participatory governance committees. The Academic Senate has purview over "academic and professional matters" including curriculum, grading, among other areas as established in the 1988 legislation The Community College Reform Act. 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.

Classified Professionals are represented in institutional governance through various channels, including the Classified Senate, Classified Professional Learning, President's Cabinet, the Classified Equity Taskforce, Mesa Pathways, Student Equity, HSI, Promise, the Mesa Foundation, school meetings, hiring committees, other participatory governance committees, as well as through accreditation, institutional effectiveness, resource allocation, outcomes assessment, strategic planning, and the Mesa Student Services Council. Additionally, Classified Professionals have a voice in the District Governance Committee (DGC) through representation from Mesa College.

The Associated Students (AS) 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 AS provides students with practical leadership experience in the areas of budget/financial planning, parliamentary procedures, and in the development of programs and services which are designed to meet student needs.

The active Mesa College community contributes diverse perspectives to our discussions, fostering enriching conversations. Our primary emphasis is on the success of our students, and we strive to create an environment conducive to their achievements. This shared objective exemplifies equity, inclusion, diversity, and justice in practice, making Mesa College an excellent place for work, teaching, and learning.

Organizational Charts



Instructional Structure 2023 - 2024 Academic Year

Dr. Isabel O'Connor, Vice President, PHONE: (619) 388-2755 FAX: (619) 388-2929

Mila Zagayanskiy, Administrative Assistant V; **Arlis Svedberg**, Administrative Technician, ext. 2931; **Jeannette Leon**, Administrative Assistant II; **Brandon Terrell**, Administrative Assistant II, ext. 2795

Juliette Parker, Articulation Officer; Sue Saetia, Adm. Asst. II, ext. 2639;

Dr. Toni Parsons, Title III HSI STEM Program Manager, ext.2394; **Ikuko McAnally**, Title III Adm.Tech, ext. 5974; **Brian Mackus**, STEM Instructional Support Supervisor, ext.2257

Leland Simpliciano, AANAPISI Program Activities Manager and Grants Director, ext. 2406; **Azriel Almera**, Project Asst. II, ext. 2293;

Larry Maxey, Vice President, Student Services, ext: 2678
Trina Larson, Administrative Assistant V

STUDENT AFFAIRS			
Victoria Kerbo Miller, Dean			
Zulma Hernandez, Admin. Assistant IV (SACD UNIT 2236)			
Student Affairs	388-2699		16-408
Comencement, Scholarship Program, Campus Judicial Affairs 2300, Student Activities, Student Council			
Chasula Perkins	Dir. CPD, SCD, SBA Officer		2713
Courtney Lee	SSSA		2699
Assessment	388-2718		16-201
Jennifer Park	Acting Outreach/Assessment Coord		2632
Andy Settiger	SST		5616
Associated Students	388-2903		16-409
Belinda Valencia Diaz	AS President		2903
Brihana Jeppson	AS Vice President		2903
Financial Aid	388-2817		16-107
Seul Quirao	Director		2820
Pilar Estele-Rodriguez	Financial Aid Officer		2859
Guadalupe Bueno	SSA, Apps A-D/ HUD & SS forms		2949
Justin Denison	SSSA- Apps A-D/ HUD & SS forms		2949
David Tran	SSSA, Apps F/ F/Uision/R-Z		2951
Danny Masquez	SSSA, Apps F/E-K		2951
Vacant	SSA		2951
Vacant	SAT/PA; Packaging		
Vacant	SSA/PA		2957
Louis Flores-Rivera	SSA / Cal Grant Coord./A-Q		2964
Suzana Klemmer	SAT/PA; Pack L-Q, Pell Coord		5928
Vuli Hernandez	SAT/PA; Pack R-W/SSG		2953
Julissa Samano	SAT/PA; A-Q/ Direct Loan Coord		2950
Cecilia Velaz	SAT/PA; E-K - RT24 Coordinator		2956
Outreach/Comm Rel	388-2230		16-101
Jennifer Park	Acting Outreach/Assessment Coord		2632
Cesar Garcia	SST		2810
Student Health Services	388-2774		16-209
FACULTY			
Suzanne Ramblata	FNP, Student Health Director		2347
Wendy White	WHS Health Center Coordinator		2774
Maria Aurora San Pedro	LMFT, Adjunct		2774
Sarah Williams	DNR, Adjunct		2774
Laura Milligan	Asst. Prof. FNP		2774
Calvin Wong	MD, Adjunct		2774
Monica Woodroof	Reg. Assoc. MFT, Adjunct		2774
Arianna Escobar	LPCC, Adjunct		2774
Ashley Hunt	ASWC, Adjunct		2774
Earline Jones	APNC, Adjunct		2774
Louise Evers	LPCC, Adjunct		2774
Farihan Farhatdar	RN, Adjunct		2774
PROFESSIONALS			
Thanh-Thao (Mimi) Vu	SSSA		2774

STUDENT DEVELOPMENT 14-01 388-2896 ACAD UNIT 2208					
Adelphi Care Center, Ph.D., Dean					
Angie Javila, Assistant Vn					
Admissions	388-2662	14-102	PRO RATA FACULTY		
Internal Number	388-2666	14-102	Shirley Flor		250
Student Reg. Help	388-2090	14-102	Lenny Johnson		253
Residency	388-3888	14-102	David Navarro		253
International Students	388-2717	14-102	Jim Wales		253
Ivonne Alvarez	Director, Admissions & Veterans/Records	2689	ADJUNCT FACULTY		
Karina Sandoval	SS Supervisor I, Admissions	2687	Fabiola Baez	DEER Program	500
Jose Hueso	SS Supervisor I, Veterans/Records & VSC	2882	Allison Do		
Jocelyn Werlinger	SSA, General	5703	Vanja Jarnas		
Michelle Tannous	SSA, Residency	5704	William Maston		253
Francis Blas	SST, Allied Health	2684	Muhamd Mohammadi		250
Helen Hubbard	SSSA, General, Verification	5701	Jordan Hoch	UMIOA	500
Elizabeth Jones	SSSA, General, Dual Enrollment	2682	David Navarro	MAAP Support	253
Amanda Masco	SSSA, General, Petitions	5707	Marc Pescadora	Wellness Support for Vn students	253
Rodrick Brisson	SSSA, General, FAST Track, MET	5711	Ava-Victoria Sanchez-Diez		253
Mia Zedules	SSSA, General, Dual Enrollment	5702	Afra Saleh		253
Victoria Velazquez	SSSA, General, ACV/CCAP	5708	Diana Sequi		
Lauren Beltran	SSA (DOW), International	2717	Ava-Victoria Sanchez-Diez		
Trang Huynh	SST, Residency	5712	Kimberly Williams-Kee		
Vicent	SSA		CLASSIFIED PROFESSIONALS		
Jose Aranda	SST, Residency, International	5705	Claudine Catargia	SSA	576
			Royann Martinez	Sr. SSA	262
Counseling & Orientation	388-2672	14-303	Justin Rapella	SSA	582
Internal Number	388-2538	14-303	Emilia Renner	SST	266
Cynthia Rico	Chair	2471	Abimael Rosario	SST	257
Andrew Tanjavaraju	SS Supervisor I	2779	Transfer, Career, Evaluations		
COUNSELING FACULTY			Transfer	388-2473 (4)	14-300
Gabriel Adona	Teacher Education	2537	Career	388-2777 (4)	14-300
Maria Alonzo	Staff, Pathways Co-Lead	2758	Evaluations	388-2460	14-300
Kristy Carson	Career Center/Co-Lead	2473	FACULTY & CLASSIFIED PROFESSIONALS		
Nicholas DeHelo	Allied Health	2688	Olivia Picola	SS Supervisor I	277
Adrienne Aeria Dines		2888	Aime Hedelein	Couns, Transfer Center Coord	501
Adam Eriensbuch	Promise Support	2663	Raquel Sojourner	Couns, Career Center Coord	502
Patricia Guviera	KAPVIA/ANAP/PSA Faculty Mentor, Coord.	5009	Kristy Carson	Couns, Career Center Coord	247
Terrance Hale	International Student Coord.	2782	Mary Grace & Jaci Washle	Adj Counselors	247
Aime Hedelein		5015	Mark Gerber	Adj Counselor	247
Ramiro Hernandez		2532	Vang Thao	Adj Counselor	247
Guillermo Hernandez	ESP Liaison	2420	Celine Ahearn	SST, Evaluations	504
Laura Mathis	MET	2533	Vacant	SSSA, Transfer	247
Namini Pacheco	Promise Lead Counselor	5030	Ayana Woods	SSA, Evaluations	250
Valerie Palacios-Herrera		2676	Sadie Wager	SSSA, Career	597
Karl Parker	Financial Aid Liaison/Appeals	2673	Darney (Dorothy) Pines	SSA, Transfer	247
Kirsten Pogue-Gely	SD/COCCA Intern Coordinator	5977	Veterans & Records	388-2805	14-100
Anthony Ross	Honors	2674	Jose Hueso	SS Supervisor I	253
Cynthia Rico	Chair/General/Transfer/Career/PERG	2471	Laura Aranda Rodriguez	SST, Verifying Official	200
Patricia Rodriguez	STEM Conferences/MESA Prg	5013	Ha "Helen" Dinh	SSA, Records, Transcripts	200
Raul Rodriguez	Public	5982	SSA, Verifying Official	SST, Verifying Official	200
Raquel Sojourner/Worlds	Couns, Career Center Coord	5981	Dustin Zuelke	GRSSA, Records	200
Judy Sandoval	COAIE	2793	Veterans Success Center	388-2385	K-103/104
Michael Temple	Student Athletics (MAAP)	2536	Jose Hueso	SS Supervisor I	200
Jillian Ventrone	Veterans	2413	Jordan Agricola	Admn Tech	556

STUDENT SUCCESS & SUPPORT H-401 388-5940 ACAD UNIT 2218					
Leticia A. Diaz, Dean Lina Alvarez, Admin. Assistant IV					
AVANZA, PIN, CRUISE	388-2757	14-203	<i>EOPS, CARE, NextUp, FAST Scholars, Borderless Scholars, Rising Scholars, STAR</i>		
Agustin Rivera, Jr.	SS50	5991	EOPS & Special Programs	388-2706	H-401/6
Alen Balaguer	SS5A	5982	STAR TRIO	388-2481	H-401/6
			FAST Center	388-5895	8301
CalWORKs	388-2709	14-410	Dreamer Resource Center	388-5115	H-401/6
Grace Aumaeuogalo	Adj Counselor/Coordinator	2709	Karla Trueta	Director	2484
Van Phan	Adj CalWORKs Counselor	2709	Nellie Dougherty	Chair & EOFS Counselor	2480
Alondra Gomez	Adj CalWORKs Counselor	2709	COUNSELING FACULTY		
Veronica Corral	Adj CalWORKs Counselor	2709	Bianca "Melissa" Pompa Zavala	Adj Counselor: EOFS	2706
			Juan Contreras	Adj Counselor: EOFS	2706
EOFS	388-2790	14-405	Brian Woolley	Adj Counselor: EOFS	2706
Test Proctoring	388-2780	H-404A	Tania Delgado	Adj Counselor: EOFS	2706
High Tech Center	388-2893	14C 110	Krystal Mucha	Adj Counselor: CARE & Rising Sch	2706
Erisk Higginsbottom	EOFS Coordinator/Chair	2780	Karen Gies	Couns. Coord. CARE & Rising Sch	2478
Isaac Arques-Aberra	EOFS Counselor	2780	Ana Gill	Adj Counselor: EOFS & Rising Sch	2706
Fernando Barrientos	Adj EOFS Counselor	2780	Rosa Palacios	EOFS: Borderless Sch	2706
Rebekah Carrasco	EOFS Counselor	2780	Joanne Valencia-Meza	Adj Counselor: EOFS & FAST	5895
Sony Pichetto	Adj EOFS Counselor	2780	Angel Aguilar Garcia	Couns. Coord. Borderless Sch	2476
Janey Ricketts	EOFS Counselor	2780	Clemente Ayala	Adj Counselor: Borderless Sch	2706
Elizabeth Willis	EOFS Counselor	2780	Chris Kado	Couns. Coord. STAR TRIO	2478
Brianne (Bree) Kennedy	Adj EOFS Counselor	2780	Dennis Serrano	Adj Counselor: STAR TRIO	2478
Melissa Williams	EOFS Counselor	2780	Nathan Klein	Couns. Coord. NextUp	2253
			Joel Vera	Adj Counselor: Borderless Sch	2706
			Juan "Carlos" Velasco	Adj Counselor: EOFS & STAR TRIO	2706
CLASSIFIED PROFESSIONALS					
Allison Crakes	IA/LR EOFS Test Proctor	2780	Yolanda Granados Nicolas	SS5A, EOFS & Borderless Sch	5116
Erick Escalante	IA/LR Test Proctor	2726	Nicole Judd	SS5T, EOFS	2706
Manny Jacobo	Administrative Tech	2778	Lisa Paunagyan	SS5T, EOFS	2482
Peter Marcell	IA/LR Alternate Media	2889	Thuan Le	SS5T, EOFS & STAR TRIO	5895
Elizabeth Mora	SS5A	2780	Marlene Gracia	SS5T, NextUp	2481
Aulum Woodruff	SS5A	2780			
Pride Center	388-5096	D-102	The Stand	388-5726	K-105/6
Lucio Lina	Adj Counsel/ Couns Coord, Pride	5097	Johanne Aleman	SS50/Basic Needs Coordinator	2967
Michael Tong	Adj Counselor	5096	Michael Sanders	Adj Counselor/Housing Coordinator	5022
			Enoka Banda	Adj Counselor/Fresh Success Coord	5726
			Wendell Hamilton	Adj Counselor/Vorship Coordinator	5022
Non-ES Building			Patricia Varg	SS5T	5987
Operator	2600/2556		Pending	SAT	5663
			Black Leadership Fellows (BLF)	388-5940	H-401/6
Campus Referrals			Rubyn Bolden	Adj Coordinator, BLF	5940
Lecture Room	Check In	G-201			
	Room	G-212			
MAMAVA PODS	1st Floor MS				
downloaded app	2nd Floor S100				

Live Chat: Bc1/bv/fvchatema

NOTE: SCO Title IX/504 Any discrimination and/or harassment issues, except for sexual discrimination and harassment, would be sent to our SCO. All Title IX (sexual discrimination and/or harassment) cases go directly to Chris May. With that being said, the SCO does come with students regarding Title IX issues, since the SCO is on campus and works closely with Chris. The case is directed to Chris. The SCO's role as 504 Officer covers physical accommodations.

NOTE: SCO/Title IX/504 Any discrimination and/or harassment issues, except for sexual discrimination and harassment, would be sent to our SCO. All Title IX (sexual discrimination and/or harassment) cases go directly to Chris May. With that being said, the SCO does meet with students regarding Title IX issues, since the SCO is on campus and works closely with Chris. The case is directed to Chris. The SCO's role as 504 Officer covers disability accommodations.

Document Link: <https://docs.google.com/spreadsheets/d/1CSiCasiVH0Uu3QVnjd0-NZ26ByMx3R1q343sPT22/edit?usp=sharing>

SAN DIEGO MESA COLLEGE

Administrative Services

Lorenze Legaspi, Vice President
Catherine Cannock, Administrative Assistant V
x 2990 RM: A - 102
Spring '24

Business Services		Instructional Computing		Student Accounting Office		Print and Mail		Administrative Services	
The Business Services Office oversees budget, requisitions, travel, revolving, cash reimbursement, and invoice payments. They also provide training on purchasing, travel, and budget related requests.		The Instructional Computing Office oversees classroom computers, laptops and software maintenance, instructional computing, server and network oversight, and student and employee pay - for - print.		The Student Accounting Office coordinates the collection of fees and provided related services to students. They process refunds for classes dropped on refund deadlines and handle distribution of financial aid checks for pick - up. They process monthly and semester bus and tolley passes and accept payments for financial holds, parking permits, deferments, third party transactions, financial aid repayments, and child care fees. They maintain records for scholarships, associated students, clubs, agencies and fiduciary trust accounts.		The Print and Mail Office oversees black and white printing, color printing, large format printing, and the mail system oversight.		Administrative Services is led by Vice President Legaspi and provides critical support and oversight for all business operations of campus. They serve as the hub of all business transactions, reporting and information and are comprised of all of the offices listed on this directory.	
Erica "Patty" Garcia Director of Administrative Services	x 2771 A - 102	Kevin Branson Supervisor	x 2861 MC - 215	Lynn Dang Accounting Supervisor x 2704 IA - 106 Nathan Talo Senior Accounting Technician x 2704 IA - 106 Zod Schultz Accounting Technician x 2704 IA - 106 Alma Godinez Accounting Technician x 2704 IA - 106 Robert Booth Senior Account Clerk x 2704 IA - 106 Consuelo Porto y Taboada Senior Account Clerk x 2704 IA - 106 Minh Thu Duong Senior Account Clerk x 2704 IA - 106 Isabel Truong Senior Account Clerk x 2704 IA - 106 Albina Osokina Project Assistant x 2704 IA - 106		David Fierro Director of College Technology	x 2764 MC - 215	Lorenze Legaspi Vice President	x 2990 A - 102
Rosa Mejia Senior Accounting Technician	x 2771 A - 102	Bao To Network Specialist	x 2982 MC - 215			Leanne Kunkke Production Services Assistant	x 2875 MC - 215	Catherine Cannock Administrative Assistant V	x 2990 A - 102
Virginia "Virgie" Enriquez Administrative Technician	x 2771 A - 102	Tarina Jahori Instructional Lab Technician - CS	x 2802 MC - 215			Rocio Sandoval Digital Color Technician	x 2415 MC - 215		
						Ruben Limon Digital Color Assistant	x 2868 MC - 215		
Business Office Support		Technology Planning		Events and Operations		Shipping and Receiving			
The Business Support Office assists the campus in the hiring of contract, NANCE, adjunct, interns and volunteers and questions about employment and payroll. Each of the technicians oversees certain departments.		The Instructional computing Office oversee AV set ups, classroom AV maintenance, phone system oversight, instructional equipment and testing.		College Events and operations oversees special events, construction, safety, security, inventory, facility use, rental program, facility maintenance, planning, and operations. They also negotiate contracts.		The Shipping and Receiving Office oversees the campus supply inventory. They are the major hub for all deliveries and disbursements. They assist with purchasing and receiving for supplies and equipment and support major events.			
Marco Chavez Business Support Supervisor	x 2746 A - 101	Michael Davis Supervisor	x 2510 MC - 215	Jacqueline Collins Director College Events & Operations	x 2554 LR 439	Frank Fernandez Shipping and Receiving Supervisor	x 2555 MC - 124		
Bobby Vang Administrative Technician	x 2746 A - 101	Carlos Wales Instructional Lab Technician - Media	x 2656 MC - 215	Giovanni Garcia Events Coordinator	x 5881 LR 439	Arthur James Stockroom Clerk I	x 2761 MC - 124		
Ellen Engels Administrative Technician	x 2764 A - 101	Nhon Tran Instructional Lab Technician - CS	x 2602 MC - 215	Anabel Pulido Project Analyst	x 5881 LR 439	Mckinley Fitzpatrick Project Analyst	x 2761 MC - 124		
Tram Anh Dinh Administrative Technician	x 2746 A - 101			Mathew Fay Safety Coordinator	x 2763 MC - 219A1				

Chapter 2: Integrated Planning

This chapter explains how the components of planning link to one another in a cycle of evaluation, development of goals and objectives, program review, resource allocation, and assessment. The implementation of these planning processes demonstrates institutional effectiveness and the college’s cycle of continuous quality improvement. A college-wide focus on students is maintained and reinforced by ongoing assessment of student access, equity, and success.

Cycle of Integrated Planning

Following is an outline of each component in San Diego Mesa College’s processes for Integrated Planning, such as the purpose and timeline.



Integrated Planning Components

Mission

San Diego Mesa College is a comprehensive community college committed to equity, access, and success. We honor those commitments as a diverse community of faculty, students, professional staff, and administrators who collaborate to foster scholarship, leadership, innovation, and excellence in an inclusive learning environment. By promoting student learning and achievement that leads to degrees and certificates, transfer, workforce training, and lifelong learning, we empower our students to reach their educational goals and shape their future.

Vision: To be the leading college of equity and excellence, educating students to shape the future

Purposes

ACCJC Standard I.A.1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.

In compliance with ACCJC Standard I.A.1., 2., 3., 4.

Development/Review Process

Planning and Institutional Effectiveness Committee reviews the mission and current data, such as an equity analysis and projected changes in population demographics and labor market opportunities.

Based on the review, the Planning and Institutional Effectiveness Committee either recommends changes to the mission or affirms the current mission.

Academic Senate, Classified Senate, Associated Student Government, and President's Cabinet provide feedback on the Planning and Institutional Effectiveness Committee's recommendation, including suggested revisions as warranted.

Planning and Institutional Effectiveness Committee reviews suggested edits and prepares a final draft for approval.

Timeline

Every five years as a first step in the development of the college's Strategic Plan

Initiated by

Planning and Institutional Effectiveness Committee

Drafted by

Planning and Institutional Effectiveness Committee

Recommended to President and President's Cabinet

Links to Other Plans

- [Master Plan](#)
- [Strategic Plan](#)
- [Program Review](#)

Resource Allocation

- [*Budget and Allocation Recommendation Committee \(BARC\)*](#)
- [*Faculty Hiring Prioritization Committee \(FHPC\)*](#)
- [*Classified Hiring Prioritization \(CHPC\)*](#)
- [Technology Plan](#)

Master Plan: Mesa2030

Visioning Ten More Years as the Leading College of Equity and Excellence

Purposes

ACCJC Standard I.B.9. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

Chart the college's long-term course toward accomplishing its mission, which describes the college's aspirations for student equity, access, and success

Engage constituent groups in a dialogue about the future

Identify current and anticipate future challenges and opportunities in the college's instructional and student services programs, site, and facilities

Connect educational needs to site and facilities improvements

Project the college's growth over the next decade

Inform the public of the college's intentions about instructional programs, support services, and facilities improvements

In compliance with California Code of Regulations Title 5 § 51008 ACCJC Standard I.B.9.
ACCJC Eligibility Requirement 19.

Development/Review Process

San Diego Mesa College conducts internal and external scans to compare its performance and its existing conditions to its mission.

Based on that data and comparison, the college identifies its current strengths and weaknesses and develops college-wide goals that address human, physical, technology, and financial resources.

The Academic Senate, Classified Senate, Associated Student Government, and President's Cabinet provide feedback, including suggested revisions as warranted.

Timeline

2020 and every ten years thereafter

Initiated by

President's Cabinet

Drafted by Master Planning Task Force appointed by Planning and Institutional Effectiveness Committee

Recommended to Planning and Institutional Effectiveness Committee
President and President's Cabinet
Chancellor and Board of Trustees

Links to Other Plans

- [Strategic Plan](#)
- [Program Review](#)

Resource Allocation

- [*Budget and Allocation Recommendation Committee \(BARC\)*](#)
- [*Faculty Hiring Prioritization Committee \(FHPC\)*](#)
- [*Classified Hiring Prioritization \(CHPC\)*](#)
- [Technology Plan](#)

Strategic Plan: Roadmap to Mesa2030

The Roadmap to Mesa2030 will prioritize the first five years of the Mesa2030 Master Plan. Included are Strategic Objectives and College wide Progress Measures organized around the 5 goals outlined in the Mesa2030 Comprehensive Master Plan. The Strategic Objectives will be supported by our annual planning and resource allocation processes, including connection to department and unit plans and larger campus efforts.

Purposes

ACCJC Standard I.B.9. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

As the college's short-term plan, the Strategic Plan establishes Strategic Objectives that:

Establish the college's priorities for the next five (5) years

Describe how the college intends to accomplish the goals identified in Mesa2030

Provide a framework for all other short-term plans, such as the Technology Plan, Program Review, grants, and Student Equity Plan

Provide criteria for the allocation of human and fiscal resources for both general and categorical funds, such as Strong Workforce and Perkins

In compliance with ACCJC Standard I.B.9.

Development/Review Process

The Planning and Institutional Effectiveness Committee appoints a Strategic Plan Task Force.

The Strategic Plan Task Force relies on the current strategic plan and progress reports to draft the next Strategic Plan, which includes measurable outcomes and methods of assessing Mesa2030 Goals and Strategic Objectives.

The Strategic Plan Task Force presents draft to the Planning and Institutional Effectiveness Committee, who adopts the draft and makes a recommendation to President's Cabinet on the final draft.

The Academic Senate, Classified Senate, Associated Student Government, and President's Cabinet provide feedback on the Planning and Institutional Effectiveness Committee's recommendation, including suggested revisions as warranted.

Planning and Institutional Effectiveness Committee presents the final draft of the Strategic Plan to President's Cabinet.

Timeline	Five-year cycle <i>Roadmap to MESA2030: 2021-26</i> <i>Roadmap to MESA2030: 2026-30</i>
Initiated by	Planning and Institutional Effectiveness Committee
Drafted by	Planning and Institutional Effectiveness Committee
Recommended to	Planning and Institutional Effectiveness Committee President and President's Cabinet

Links to Other Plans

- [Program Review](#)

Resource Allocation

- [Budget and Allocation Recommendation Committee \(BARC\)](#)
- [Faculty Hiring Prioritization Committee \(FHPC\)](#)
- [Classified Hiring Prioritization \(CHPC\)](#)
- [Technology Plan](#)

Program Review

At San Diego Mesa College, faculty, staff, and administrators have a responsibility to our students to continuously improve the teaching and learning process based on our mission and values. To that end, program review serves as a process and mechanism to facilitate continuous improvement of teaching and learning at Mesa College. The purpose of program review is to assess the effectiveness and viability of a given institutional unit. Program review provides an opportunity for each institutional unit to collect and analyze data, identify opportunities for improvement, plan ahead, and request resources.

Purposes	<i>ACCJC Standard I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning.</i>
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The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality.

Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

Evaluate the effectiveness of programs and services in supporting student equity, access, and success

Analyze department-specific disaggregated outcomes data to identify equity gaps and programmatic areas of concern

Develop Action Plans, including the need for fiscal and human resources, to address equity gaps and identified concerns and improve programs and services

Link Departments, Programs, and Disciplines Action Plans to the Mesa2030 Goals and Strategic Objectives

In compliance with ACCJC Standards I.B.5., I.B.9., II.B.16., II.B.3., II.C.1.

Development/Review Process

Program Review is completed annually. Refer to the Program Review website at <https://www.sdmesa.edu/about-mesa/institutional-effectiveness/program-review/archives.shtml> for current processes for preparing and reviewing Program Reviews

Program review includes the analysis of department-specific assessments, including data on student success and equity, enrollment, Full-Time Equivalent Students [FTES], program outcomes, and external factors, such as labor market projections

Timeline Annually

Initiated by Program Review Steering Committee in consultation with Planning and Institutional Effectiveness Committee, Faculty Hiring Prioritization Committee, Classified Hiring Prioritization Committee, and the Budget Allocation and Recommendation Committee

Recommended to President and President's Cabinet

Links to Other Plans

- [Master Plan](#)
- [Strategic Plan](#)

Resource Allocation

- [Budget and Allocation Recommendation Committee \(BARC\)](#)
- [Faculty Hiring Prioritization Committee \(FHPC\)](#)
- [Classified Hiring Prioritization \(CHPC\)](#)

Resource Allocation

The Mesa College Budget and Allocation Recommendation Committee (BARC) 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 Mesa College's General Fund Unrestricted Budget. Recommendations will be brought directly to President's Cabinet.

The Classified Hiring Prioritization (CHP) Committee is a function of Institutional Planning at San Diego Mesa College. This purpose of the CHP Committee is to review classified personnel requests made during the Program Review process.

The Faculty Hiring Prioritization (FHP) Committee is a function of Institutional Planning at San Diego Mesa College. This purpose of the FHP Committee is to review the faculty requests made during the Program Review process. Programs can request a new faculty member be hired.

Purposes

ACCJC I.B.9. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality.

Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

Directs resources to support/fund the college's priorities expressed in the Mesa2030 Goals, Strategic Objectives, and Program Review Action Plans

In compliance with ACCJC Standard I.B.9.
ACCJC Standard III.D.2.

Development/Review Process

Departments, disciplines, and programs identify and prioritize needed resources that promote equitable outcomes for students through Program Review Action Planning.

The primary criterion in prioritizing resource requests is alignment with Mesa2030 Goals and Strategic Objectives.

Funding priorities are established by committees (e.g. Faculty Hiring Prioritization, Classified Hiring Prioritization, Budget Allocation Recommendation Committee, etc.) that recommend expenditures from both general and categorical funds.

Funding priorities are presented to the Planning and Institutional Effectiveness Committee and the President's Cabinet.

All recommendations are forwarded to the President for final determination.

Timeline

Annually

Initiated by

Requests are initiated by departments, disciplines, and programs through Program Review

Requests are prioritized by committees, such as the Faculty Hiring Prioritization Committee, the Classified Hiring Prioritization Committee, and the Budget Allocation and Recommendation Committee

Recommended to Planning and Institutional Effectiveness Committee
President and President's Cabinet

Links to Other Plans

- [Master Plan](#)
- [Strategic Plan](#)
- [Program Review](#)

Annual Progress Assessment

Purposes

ACCJC Standard I.3.C. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.

Inform internal and external communities about the college's progress in achieving Mesa2030 Goals and Strategic Plan Objectives

In compliance with ACCJC Eligibility Requirement I9.
ACCJC Standard I.C.3.

Development/Review Process

Strategic Plan establishes College-wide Progress Measures.

Office of Institutional Effectiveness prepares dashboards to report status of the College-wide Progress Measures.

Planning and Institutional Effectiveness Committee uses the dashboards to compile a College-wide Progress Report that includes quantitative and/or qualitative data specific to each Mesa2030 Goal.

Planning and Institutional Effectiveness Committee presents the draft *Annual Progress Assessment* to the Academic Senate, Classified Senate, Associated Student Government, and Presidents' Cabinet for feedback.

Planning and Institutional Effectiveness Committee revises the draft as warranted by the feedback and submits the final *Annual Progress Assessment* to the President.

Annual Progress Assessment is distributed College-wide and Departments, Disciplines, and Programs use the report to inform/revise Program Review Action Plans.

Timeline Annually

Initiated by Planning and Institutional Effectiveness Committee

Recommended to President and President's Cabinet

Links to Other Plans

- [Master Plan](#)
- [Strategic Plan](#)
- [Program Review](#)

Multi-year Planning Calendar

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Master Plan	Data collection from program review for Educational Master Plan 2019-2025	Write EMP; set strategic goals	Complete New Master Plan	Mesa2030 Year 1	Mesa2030 Year 2	Mesa2030 Year 3
Strategic Planning	Annual Scorecard Analysis; Evaluation; revisit Mission	Annual Scorecard Analysis	Complete New Strategic Plan	Roadmap Year 1	Roadmap Year 2	Roadmap Year 3
Accreditation	Workgroup activity; Annual Report	Workgroup activity; Annual Report	Mid-cycle/ Annual Report	Annual Report; develop workgroup & timeline	Write ISER	March 2024-ACCJC visit
Program Review	Comprehensive Program Review	Annual Update	Annual Update	Develop New Cycle connected to Mea2030 and Roadmap	NEW CYCLE Year 1	Annual Update
Outcomes Assessment	20% of CLOs Assessed; focus on AUOs	20% of CLOs Assessed; mid-cycle report	20% of CLOs Assessed	20% of CLOs Assessed; Transition to Canvas	NEW CYCLE Year 1	20% of CLOs Assessed
Institutional Learning Outcomes	Mapping and Exit Survey; theme = global consciousness	theme = Information literacy	Revisit ILOs; theme = critical thinking	Integration with Pathways theme = professional and ethical behavior	theme = communication	
Governance	Develop and administer Self-Evaluation Survey	Analyze results & Develop recommendations	Implement recommendations	Assess Implementation Administer Survey for new cycle	Analyze results & Develop recommendations	Implement recommendations
Baccalaureate Pilot	Annual report	Annual report	Annual report	Annual report	Annual report	SB1406; sunset 2026?

Annual Integrated Planning Calendar

The Annual Integrated Planning Calendar includes the annual tasks for major governance and operational groups on campus and is updated by the Planning and Institutional Effectiveness Committee. For access to the most recent version please visit the [Planning and Institutional Effectiveness website](#).

Chapter 3: Governance

Participatory Governance Defined

At San Diego Mesa College, participatory governance permits all stakeholders (faculty, students, classified professionals, 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, classified professionals, 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 a much more complex, delicate balance between faculty/classified professionals/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, classified professionals, 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 and assessment of student learning;
 - 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:

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.

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.

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

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 classified professionals. CLASSIFIED PROFESSIONALS

Classified Professionals includes non-supervisory classified staff, supervisory classified staff, management classified staff, and NANC/part-time employees.

Title 5 §51023.5

(a) The governing board of a community college district shall adopt policies and procedures that provide district and college classified professionals 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 comprise the classified professionals 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 classified professional 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 classified professional 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 classified professionals, the governing board or its designees, shall broadly inform all classified professionals of the policies and procedures being developed, invite the participation of classified professionals, and provide opportunities for classified professionals to express their views.

Classified professionals 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 classified professionals, have or will have a significant effect on classified professionals.

Except in unforeseeable, emergency situations, the governing board shall not take action on matters significantly affecting classified professionals until it has provided classified professionals 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 classified professionals are given every reasonable consideration.

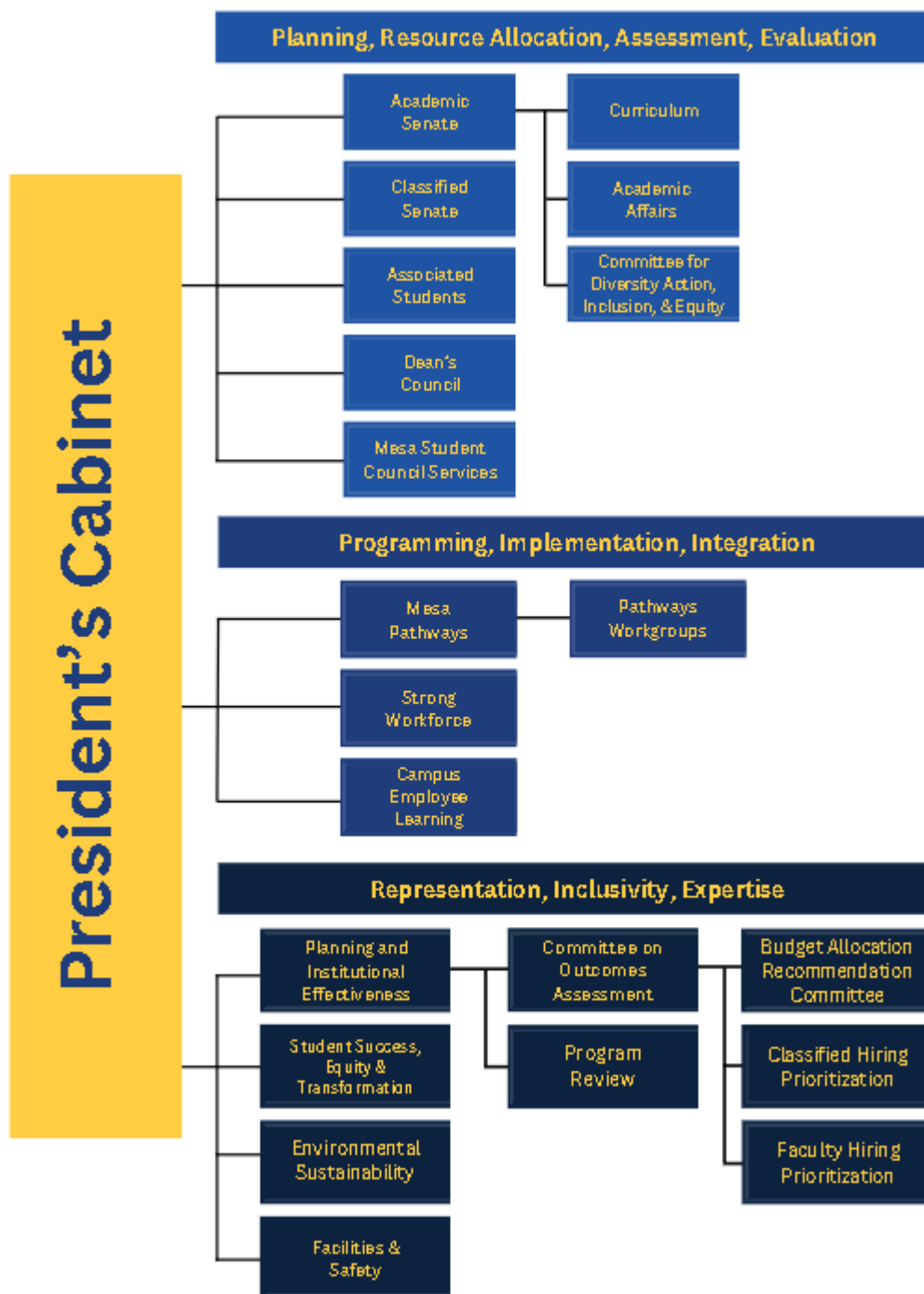
The selection of classified professional representatives to serve on college and district task forces, committees, or other governance groups shall, when required by law, be made by those councils, committees, employee organizations, or other classified professional groups that the governing board has officially recognized in its policies and procedures for classified professional participation. In all other instances, the selection shall either be made by, or in consultation with, such classified professional 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 classified professionals' 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 classified professionals and exclusive representatives as to how they will consult, collaborate, share, or delegate among themselves the responsibilities that are or may be delegated to classified professionals pursuant to these regulations.

Mesa Governance Structure

Below is a chart showing the general organization of the governance and operational committees on campus and how they connect to the President's Cabinet. On the right-hand side is a brief description of the role and broad contributions the group makes to the overall Governance process.



Committee List

The committee list at San Diego Mesa College is updated annually by the Planning and Institutional Effectiveness Committee in consultation with Committee Chairs through completion of the Governance Handbook Response Survey. For most recent version, please see the list [here](#).

Governance 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.

College Governance Committee

A group of persons elected or appointed to perform some service or function, whose recommendations ultimately will be made to the President's Cabinet and President.

Operational Committee

A group of persons elected or appointed to carry into effect the work of the college based on recommendations or ideas that have been approved through the governance process.

Subcommittee

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

Task Force

A temporary work group comprised of 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.

Task Force objectives are often time sensitive, and as such will need to move expeditiously to complete identified objectives on behalf of the college. The college relies on the Executive Leadership of each constituent group to appoint members to a Task Force to meet their objectives in a timely manner.

Advisory Committee

A committee established for a specific discipline that is comprised of 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.

Resources & Tools

Committee Membership

Committee Membership is outlined for each Participatory Governance Group as to the number of representatives from each constituent group. Members are appointed by their respective constituent group as follows:

- Faculty (includes Associate Faculty, where specified): Academic Senate
- Students: Student Government Association
- Management: President/Vice Presidents
- Classified (includes Supervisory and Confidential): Classified Senate

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

Committee Templates

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

Suggested Templates

Agenda:

[Template1](#)

[Template2](#)

[Template3](#)

Minutes:

[Template1](#)

[Template2](#)

[Template3](#)

Webpage Guidelines

All committee/workgroup webpages should contain the following information:

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

Suggested Committee Organizational Tasks

ANNUAL COMMITTEE PROCESS



Links to Additional Resources

Academic Senate for California Community Colleges Participating Effectively in District and College Governance <http://www.asccc.org/sites/default/files/FinalGuidelines.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.

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

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

The Role of Research at Mesa College

www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/

Thank you to all of our contributors

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WE ARE *Mesa*