San Diego Mesa College

Governance Handbook

How Decisions Get Made at San Diego Mesa College

2021-22

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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 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.
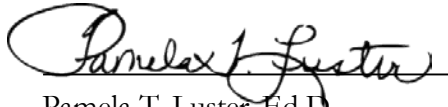
The faculty are represented in institutional governance through the Academic Senate and its committees, President's Cabinet, school meetings, and other participatory governance committees. The Academic Senate has purview over "academic and professional matters" including curriculum, grading, among other 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.

The Classified Professionals are represented in institutional governance through 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, and through accreditation, institutional effectiveness, resource allocation, outcomes assessment, strategic planning and Mesa Student Services Council.

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 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. Ed.D.
President, San Diego Mesa College

John Crocitti
President, Academic Senate

Eva Parrill
President, Classified Senate

Natalia Trinh
President, Associated Students

Organizational Charts

Instruction

SAN DIEGO MESA COLLEGE
Instructional Structure 2021 - 2022 Academic Year
Dr. Isabel O'Connor, Vice President, PHONE: (619) 388-2755 FAX: (619) 388-2929
Mila Zagyanskiy, Administrative Assistant V; Arlis Svedberg, Administrative Technician, ext. 2931; Jeannette Leon, Administrative Assistant I
Juliette Parker, Articulation Officer; Sue Saetia, Sr. Clerical Assistant, ext. 2639;
Evening/Saturday Supervisor, ext. 2463 cell (619) 928-7239; Michael Davis, Monday Evening Supervisor, ext. 2510
Dr. Leticia Lopez, Title III HSI STEM & Title V HSI Program Manager, ext.2353; Ikuko McAnally, Title V, Title III Adm.Tech, ext. 5974; Brian Mackus, STEM Instructional Support Supervisor, ext.2257

Social/Behavioral Sciences and Multicultural Studies
Dr. Pearl Ly, Dean
Cloris Johnson, Adm. Asst. IV
Academic Unit 2204
Ext. 2801 Office: SB304

Behavioral Sciences
Dina Miyoshi, Chair
Evan Adelson, Asst.Chair
Jennifer Sime, Asst.Chair
Ryan Mongelluzo, Asst.Chair
Helen Greenbergs, Asst.Chair
Justin Estep, Asst.Chair
Anthropology
Psychology
Sociology

Black Studies
Thekima Mayasa, Chair

Chicano Studies
Cesar Lopez, Chair

Social Sciences
John Crocitti, Chair
Ian Duckless, Asst.Chair
Geography
History
Philosophy
Political Science

Architecture/Environmental Design
Robert Wong, Chair
Valerie Abe, Assist. Chair
Architecture
Building Construction
Interior Design

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

Institutional Effectiveness
Bridget Herrin, Acting Dean
Bridget Herrin, Associate Dean
Sahar King, Sr. Secretary
Ext. 2509 Office: A-109

Learning Resources & Academic Support
Dr. Andrew MacNeill, Dean
Cathy Palestini, Admin. Technician
Academic Unit 2206
Ext. 2799 Office: LRC 444

Library
Alison Steinberg Gurganus, Chair

Library Services
Mike McLaren, Acting Supervisor

Honors Coordinators
Ranmali Rodrigo, Rosiangela Escamilla

Teacher Education
Laurie Lorence, Jorge Villalobos,

Mesa Tutoring and Computing Center
Mark Manasse, Coordinator
Kristin Krogh, Instruct. Support Supervisor

LOFT ext. 5000
Janue Johnson-Seaton, Prof. Learn. Coord.
Eva Parrill, Sr.Clerical Assist.

Humanities
Linda Hensley, Dean
Andrea Lelham, Adm. Asst. IV
Academic Unit 2212
Ext. 2797 Office: G201

English
Chris Sullivan, Chair
Jill Moreno-Ikari, Assist. Chair
Donna Duchow, Assist. Chair
Bruce Naschak, Assist. Chair
English, ELAC,
Humanities, Journalism

Communication Studies
Bryan Malinis, Chair

CO-CURRICULAR PROGRAMS
College Newspaper
Speech/Debate

Mathematics and Natural Sciences
Dr. Tina Recalde, Acting Dean
Mary L Toste, Adm. Asst. IV
Academic Unit 2104
Ext. 2795 Office: MS301

Biology
Jennifer Carmichael, Chair
Todd White, Assist. Chair

Chemistry
Donna Budzynski, Chair
Paula Hjorth-Gustin, Asst. Chair

Mathematics
Sandra Belew, Chair
Francisco Marquez, Asst. Chair
Ken Kuniyuki, Asst. Chair

Physical Science
Irena Stojimirovic, Chair
Jennifer Snyder, Asst. Chair
Astronomy, Engineering, Geology,
Oceanography, Physical Science, Physics

Accelerated College Program
Jarred Collins, Chair

Exercise Science, Health Education, Dance & Athletics
Dr. Ryan Shumaker, Dean
Athletic Director
Simone Sherrard, Adm. Asst. IV
Rachel Schwarz, Clerical Assistant
Academic Unit 2106
Ext. 2737 Office: ES-203

Exercise Science
Dance, Health Education
Personal Training
Intercollegiate Athletics
Nathan Resch, Chair
Todd Curran, Assist. Chair
Kelsey Brown, Personal Training
Ed Helscher, Asst. Athletic Director
Nathan Resch, Asst. Athletic Director
Kim Lester, Asst. Athletic Director
Gary Watkins, Asst. Athletic Director

Health Sciences and Public Service
Dr. Tina Recalde, Dean
Alison Mona, Adm. Asst. IV
Azucena Murillo, Sr.Clerical Assist.
Academic Unit 2108/2109
Ext. 2789 Office: S300

American Sign Language
Christine DuPraw, Chair
Leslie Styles, Asst Chair
ASL Interpreter Training

Allied Health
Amanda Johnston, Chair
Jill Chagnon, Asst.Chair
Connie Renda, Asst Chair
Dental Assisting
Health Information Management
Health Information Technology
Medical Assisting
Neurodiagnostic Technician
Pharmacy Technology
Phlebotomy
Physical Therapist Assistant
Radiologic Technology
Veterinary Technology

Consumer & Family Studies
Christine Dupraw, Chair
Child Development
Child Development Center
Nutrition

Work Experience
Shawn Fawcett, Coordinator

Counseling
Cynthia Rico, Chair
Personal Growth

Business and Technology
Monica Romero, Acting Dean
Susan Gregory, Adm. Asst. IV
Academic Unit 2202
Ext. 2803 Office: BT202

Computer & Information Sciences
Walter (Duane) Wesley, Chair
Computer & Information Science

Digital Technology
Carlos Toth, Chair
Computer Business Technology
Geographic Information Systems
Multimedia
Web Development

Business Administration
Tara Maciel, Chair
Mark Abajian, Assist.Chair
Accounting, Business,
Culinary Arts/Culinary Mgmt.
Economics, Fashion, Fermentation,
Hospitality, Marketing,
Real Estate, Sustainability

Career Technical Education
Monica Romero, Associate Dean
Aracely Bautista, Admin Tech
Ext. 5025 Office: BT104
Strong Workforce
Work-Based Learning

Arts and Languages
Leslie Shimazaki, Dean
Ruth San Filippo, Adm. Asst. IV
Academic Unit 2214
Ext. 2873 Office: G201

Art/Drama
Nathan Betschart, Chair
George Ye, Assist. Chair
Barbara Sexton, Assist. Chair
Jesse Keller, Assist. Chair

Music
N.Scott Robinson, Chair

Languages
Alison Primoza, Chair
Michael Harrison, Assist. Chair
Chinese, French, German, Japanese,
Italian, Russian, Spanish,
Vietnamese

International Education
Dora Schoenbrun-Fernandez

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

Dr. Ashanti Hands, Vice President, Student Services, ext: 2678
Trina Larson, Administrative Secretary

Student Development
Dr. Ailene Crakes, Dean
Angie Avila, Sr. Secretary
Academic Unit 2208
Ext. 2896 Office: I4-401

Student Success and Equity
Larry Maxey, Dean
Pahua Vang, Sr. Secretary
Johanna Aleman, SS Technician
Academic Unit 2218
Ext. 5940 Office: I4-401
DSPS
Erika Higginbotham, Chair
EOPS
Nellie Dougherty, Chair

Student Affairs
Victoria Kerba Miller, Dean
Zulma Heraldez, Sr. Secretary
Academic Unit 2216
Ext. 2699 Office: I4-408
Financial Aid
Outreach/Community Relations
Student Health Services
Assessment

Student Services

SAN DIEGO MESA COLLEGE
Student Services Structure
Ashanti Hands, Ed.D, Vice President

Trina Larson, Admin Asst V
Office I4-401 - 619-388-2678
Charlie Lieu, College Technical Analyst
Office I4-408 - 619-388-2527

Student Affairs	Student Development	Student Success & Equity
Victoria Kerba Miller, Dean Ext 2699 | Office I4-408 Zulma Heraldez, Admin Asst IV	**Ailene Crakes, Ph.D., Dean** Ext 2896 | I4-401 Angie Avila, Admin Asst IV	**Larry Maxey, Dean** Ext 2278 | Office I4-401 Pahua Vang, Admin Asst IV
Student Disciplinary & Site Compliance Officer Ext 2713 | Office I4-408 Claudia Perkins	**Admissions** Ext 2689 | Office I4-102 Ivonne Alvarez, Supervisor II Raquel Aparicio, Supervisor I	**DSPS** Ext 2780 | Office I4-405 Erika Higginbotham, DSPS Coordinator
Associated Students Ext 2903 | Office I4-409 Natalia Trinh, AS President	**Counseling & Orientation** Ext 2672 | Office I4-303 Cynthia Rico, Ed.D., Chair Andrew Tanjuaquio, Supervisor	**EOPS and Special Programs** Ext 2468 | Office I4-309 Leticia Diaz, Director
Financial Aid Ext 2820 | Office I4-107 Gilda Maldonado, Financial Aid Officer Pilar Ezeta, Supervisor	**Transfer, Career, Evaluations** Ext. 2473 | 2777 | 2680 Office I4-306 Olivia Picolla, Acting Supervisor Anne Hedekin, Transfer Coordinator Kristy Carson, Career Co-Coord Raquel Sojourner, Career Co-Coord	**AVANZA, CRUISE, Peer Navigators** Ext 2699 | Office I4-408 Agustin Rivera, Jr., SSSO
Outreach Ext 2611 | Office I4-101 Karla Trutna, Outreach Coordinator	**Veterans & Records** Ext 2805 | Office I4-102 Victoria Hernandez, Supervisor	**CalWORKs** Ext 2709 | Office I4-306 Sasha Verastegui, Coordinator
Student Health Ext 2545 | Office I4-209 Suzanne Khambata, Director	**Veterans Success Center** Ext 2852 | Office K-104	**The Stand** Ext 2967 | K-105/6 Johanna Aleman, SSSO
Assessment Ext 2593 | Office I4-201 Karla Trutna, Outreach Coordinator		

Administrative Services

SAN DIEGO MESA COLLEGE
Administrative Services Structure
Lorenze Legaspi, Vice President of Administrative Services
Carla Grossini-Concha, Administrative Assistant V
Office A102 - 619-388-2990

Business Services
Erica Garcia
Accounting Supervisor
Ext 2771 | Office A102

Business Office Support Services
Marco Chavez
Supervisor- Acting
Ext 2746 | Office A101

College Events & Operations
Jacqueline Collins
Administrator
Ext 2761 | Office M630.E

- **Stockroom**
  Frank Fernandez
  Supervisor

Student Accounting
Lynn Dang
Accounting Supervisor
Ext 2704 | Office MC 124

College Technology
David Fierro
Director
Ext 2674 | Office MC 215A

- **Technology Planning**
  Michael Davis,
  Supervisor

- **Instructional Computing**
  Kevin Branson,
  Supervisor

- **Print & Mail**
  David Fierro,
  Director

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.
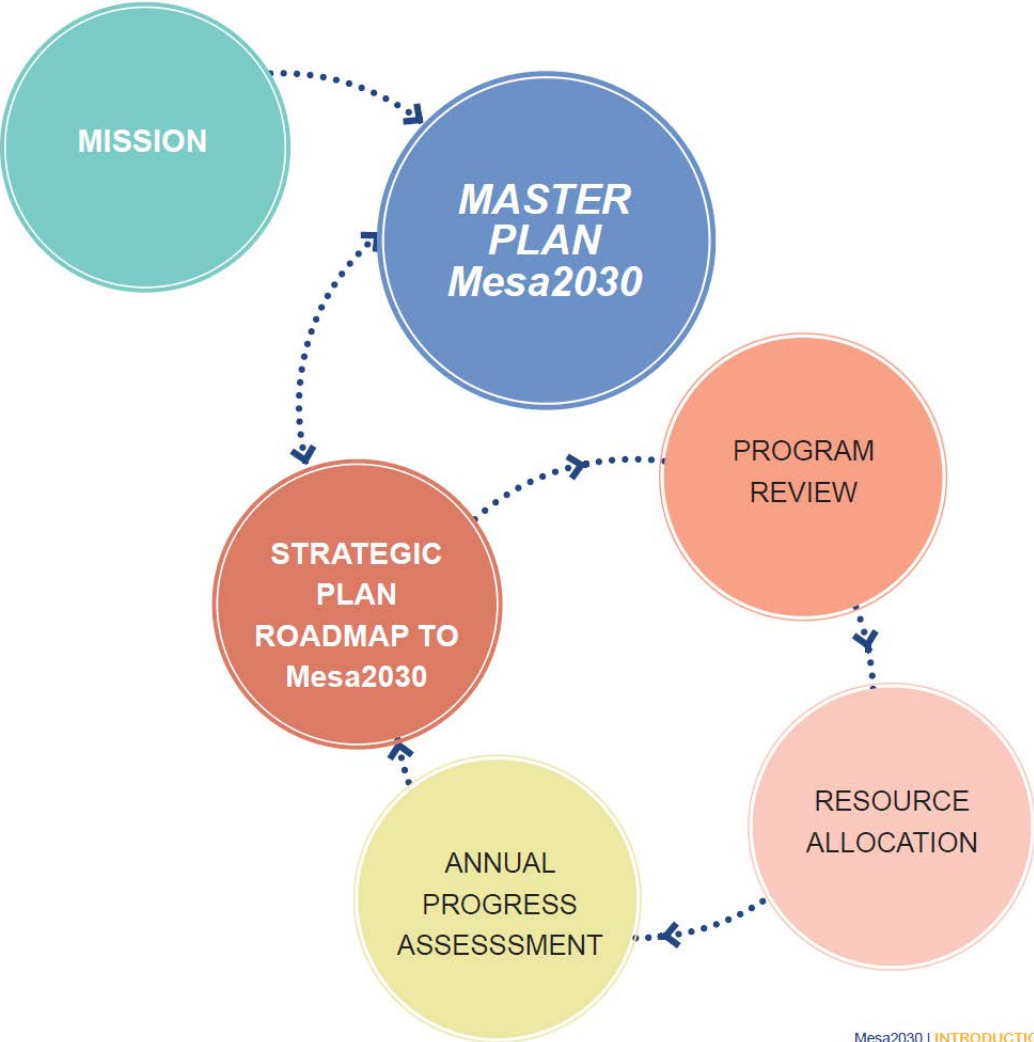
Integrated Planning Components

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
Chancellor and Board of Trustees

Links to Other Plans
- / [Master Plan](#)
- / [Strategic Plan](#)
- / [Program Review](#)
- / Resource Allocation
    - o *[Budget and Allocation Recommendation Committee (BARC)](#)*
    - o *[Faculty Hiring Prioritization Committee (FHPC)](#)*
    - o *[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
    o *[Budget and Allocation Recommendation Committee (BARC)](#)*
    o *[Faculty Hiring Prioritization Committee (FHPC)](#)*
    o *[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
Roadmap to MESA2030: 2021-26
Roadmap to MESA2030: 2026-30

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
   o *Budget and Allocation Recommendation Committee (BARC)*
   o *Faculty Hiring Prioritization Committee (FHPC)*
   o *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

ACCJC Standard I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning.

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**
  - o *Budget and Allocation Recommendation Committee (BARC)*
  - o *Faculty Hiring Prioritization Committee (FHPC)*
  - o *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	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	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 Integrated Planning Calendar is updated annually by the Planning and Institutional Effectiveness Committee. For access to the most recent update, please click on hyperlink above.

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.

<u>FACULTY</u>

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.

<u>STUDENTS</u>

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.

<u>CLASSIFIED PROFESSIONALS</u>

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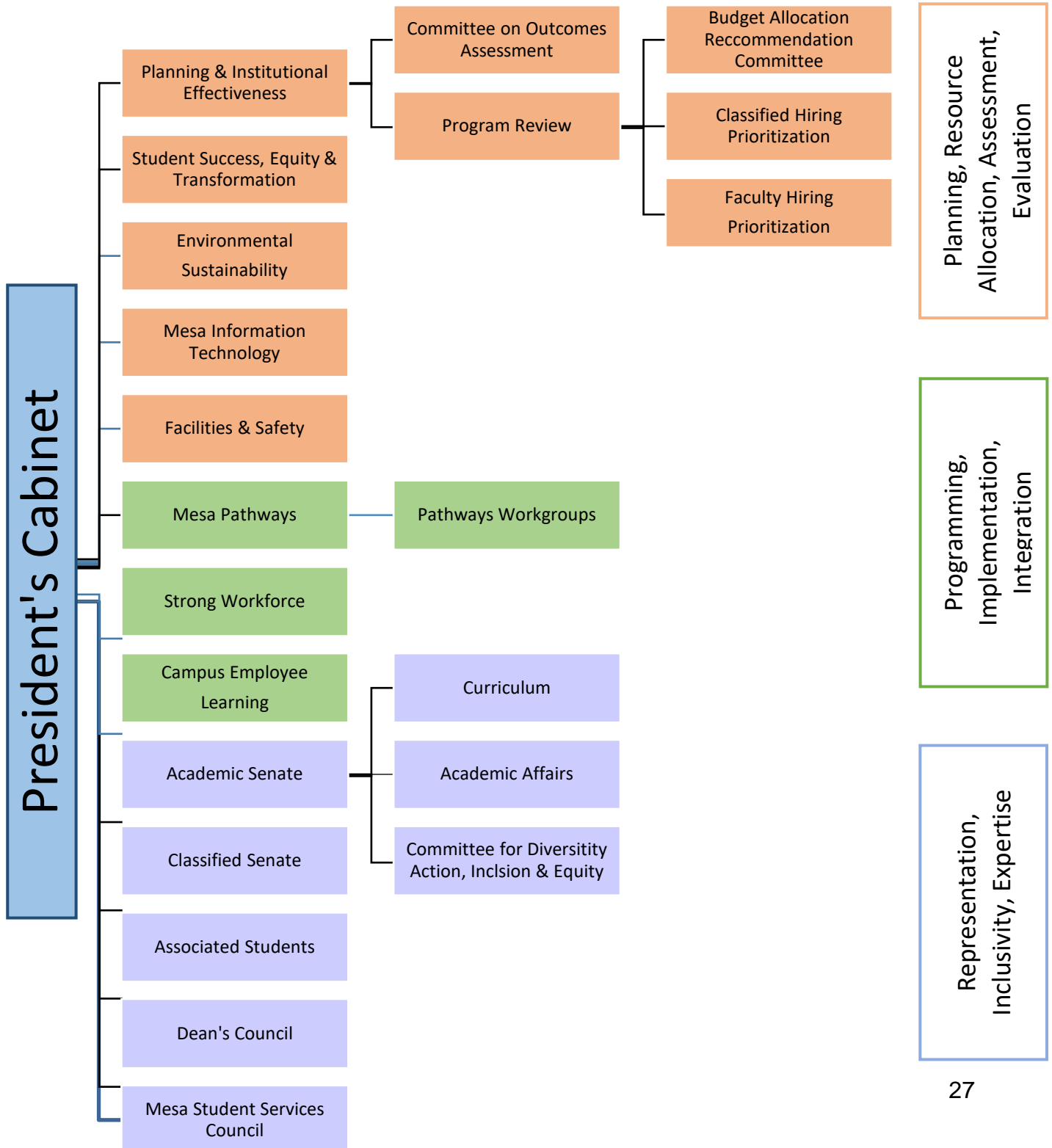
/ The policies and procedures of the governing board shall ensure that the recommendations and opinions of classified professionals are given every reasonable consideration.

/ 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.

President's Cabinet

- Planning & Institutional Effectiveness
  - Committee on Outcomes Assessment
  - Program Review
    - Budget Allocation Reccommendation Committee
    - Classified Hiring Prioritization
    - Faculty Hiring Prioritization
- Student Success, Equity & Transformation
- Environmental Sustainability
- Mesa Information Technology
- Facilities & Safety

Planning, Resource Allocation, Assessment, Evaluation

- Mesa Pathways
  - Pathways Workgroups
- Strong Workforce
- Campus Employee Learning

Programming, Implementation, Integration

- Academic Senate
  - Curriculum
  - Academic Affairs
  - Committee for Diversity Action, Inclsion & Equity
- Classified Senate
- Associated Students
- Dean's Council
- Mesa Student Services Council

Representation, Inclusivity, Expertise

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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.

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, Students)
- / 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
- / Engage in formal self-evaluation process and post outcomes in Minutes on governance website

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

Links to Additional Resources

Academic Senate for California Community Colleges Participating Effectively in District and College Governance
https://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/

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