

# Institutional Planning & Governance Guide

## 2017-2018



SAN DIEGO  
MESA COLLEGE



San Diego Mesa College  
7250 Mesa College Drive  
San Diego, California 92111  
[sdmesa.edu](http://sdmesa.edu)

## FORWARD FROM THE PRESIDENT AND SHARED GOVERNANCE LEADERS

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

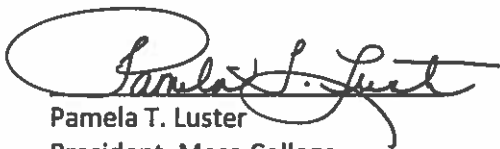
The Mesa College administration is represented in institutional governance through membership on the Deans' Council, leadership of the schools, and representation on the President's Cabinet and other participatory governance committees.

The faculty is represented in institutional governance through the Academic Senate 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.

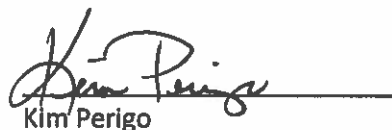
The Classified Staff is represented in institutional governance through the Classified Senate, President's Cabinet, school meetings, hiring committees, and other participatory governance committees.

The Associated Students Government is the representative body of the students in the participatory governance process at Mesa College. The Associated Students President and Vice President represent students on the President's Cabinet. Student participation in campus affairs is also strengthened by membership on many college committees.

The engaged Mesa College population brings different points of view to the table which encourages robust discussions. The central focus is on our students and how we can make their college experience more successful. This common goal makes Mesa College a great place to work, teach, and learn.



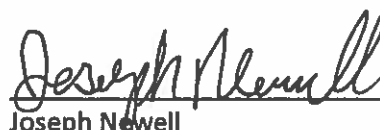
Pamela T. Luster  
President, Mesa College



Kim Perigo  
President, Academic Senate



Trina Larson  
President, Classified Senate



Joseph Newell  
President, Associated Student Government

## HISTORY OF PARTICIPATORY GOVERNANCE IN CALIFORNIA COMMUNITY COLLEGES

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

*The Community College Reform Act* (commonly called AB1725) and Title 5 of the California Education Code bring the force of law to the concept of shared governance. Ed Code Section 70901(b) requires the Board of Governors to adopt regulations setting "...minimum standards governing procedures established by governing boards in community college districts to ensure faculty, staff, and students the right to participate effectively in district and college governance, and the opportunity to express their opinions at the campus level and to ensure that their opinions are given every reasonable consideration...". Participatory governance is a more accurate description of the actual process, as the ultimate decision-making and associated liability rest with the college president and local governing board.

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

### SAN DIEGO COMMUNITY COLLEGE DISTRICT (SDCCD)

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

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

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

## **MESA COLLEGE – PARTICIPATORY GOVERNANCE DEFINED**

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

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

### **THE BENEFITS OF PARTICIPATORY GOVERNANCE**

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

### **WHO IS INVOLVED WITH PARTICIPATORY GOVERNANCE?**

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

#### **FACULTY**

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

- \*Curriculum - including establishing prerequisites and placing courses within disciplines 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:**

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

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

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

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

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

- (1) grading policies;
- (2) codes of student conduct;
- (3) academic disciplinary policies;
- (4) curriculum development;
- (5) courses or programs which should be initiated or discontinued;
- (6) processes for institutional planning and budget development;
- (7) standards and policies regarding student preparation and success;
- (8) student services planning and development;
- (9) student fees within the authority of the district to adopt; and
- (10) any other district and college policy, procedure, or related matter that the district governing board determines will have a significant effect on students.

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

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

#### **Title 5 §51023.5**

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

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

Participation structures and procedures for the staff positions defined or categorized.

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

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

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



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

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

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

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

## PARTICIPATORY GOVERNANCE COMMITTEES

### TERMS

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

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

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

Steering Committee - A body responsible for guidance, policy, and direction within an organization.

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

- Faculty: Academic Senate
- Students: Associated Student Government
- Classified (Includes Supervisory and non-supervisory): Classified Senate
- Management: President/Vice Presidents

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

### SUGGESTED COMMITTEE ORGANIZATIONAL TASKS

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

#### August

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



## May

- Report on the committee's outcomes/goals for the ending academic year
- Confirm membership for the upcoming academic year
- Establish new calendar of meetings including day, time and location (as much as possible)
- Engage in formal self-evaluation process and post outcomes on governance website

## **COMMITTEE DOCUMENTS**

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

### Suggested Templates

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

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

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

## **WEBPAGE GUIDELINES**

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

## **PARTICIPATORY GOVERNANCE GROUPS AND COMMITTEES**

### **CABINETS, SENATES, COUNCILS**

#### **PRESIDENT'S CABINET (PCAB)**

<http://www.sdmesa.edu/about-mesa/office-of-the-president/cabinet-agenda-outcomes.shtml>

#### **ACADEMIC SENATE**

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

#### **CLASSIFIED SENATE**

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

#### **ASSOCIATED STUDENTS GOVERNMENT**

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

#### **DEANS COUNCIL**

<http://www.sdmesa.edu/about-mesa/governance/committees/deans-council.shtml>

### **MAJOR GOVERNANCE COMMITTEES**

#### **PLANNING AND INSTITUTIONAL EFFECTIVENESS COMMITTEE (PIE)**

<http://www.sdmesa.edu/about-mesa/governance/committees/planning-and-institutional-effectiveness-committee.shtml>

#### **PROGRAM REVIEW STEERING COMMITTEE**

<www.sdmesa.edu/about-mesa/institutional-effectiveness/program-review/program-review-committee/>

#### **COMMITTEE ON OUTCOMES AND ASSESSMENT (COA)**

<www.sdmesa.edu/about-mesa/institutional-effectiveness/learning-assessment-task-force/>

#### **BUDGET ALLOCATION AND RECOMMENDATION COMMITTEE (BARC)**

<www.sdmesa.edu/college-services/administrative-services/business-services/budget-and-allocation-recommendation-committee/>

#### **FACILITIES PLANNING COMMITTEE**

<http://www.sdmesa.edu/about-mesa/governance/committees/facilities-planning-committee.shtml>

#### **MESA INFORMATION TECHNOLOGY (MIT)**

<www.sdmesa.edu/college-services/administrative-services/tech-support/information-technology-committee/>

#### **COMMITTEE FOR DIVERSITY ACTION, INCLUSION & EQUITY (CDAIE)**

<http://www.sdmesa.edu/about-mesa/governance/committees/committee-for-diversity-action-inclusion-and-equity.shtml>

#### ENVIRONMENTAL SUSTAINABILITY COMMITTEE (ESC)

<http://www.sdmesa.edu/about-mesa/governance/committees/environmental-sustainability-committee.shtml>

#### SAFETY COMMITTEE

<http://www.sdmesa.edu/about-mesa/governance/committees/safety-committee.shtml>

#### STUDENT SUCCESS & EQUITY COMMITTEE (SSEC)

<http://www.sdmesa.edu/about-mesa/governance/committees/student-success-and-equity-committee.shtml>

### 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>

Mt. San Jacinto College. Shared Governance handbook.

<http://www.msjc.edu/CollegeInformation/Administration/Committees/CollegeCouncil/Documents/Committee%20Training/Shared%20Governance%20Committee%20Handbook.pdf>

Exactly What Is 'Shared Governance'?, Gary A. Olsen, The Chronicle of Higher Education 7/23/2009

[www.chronicle.com/article/Exactly\\_What\\_Is\\_Shared/47065/](http://www.chronicle.com/article/Exactly_What_Is_Shared/47065/)

## **CHARTS**

**SDMC GOVERNANCE**

**SDMC ADMINISTRATION STRUCTURE 2017**

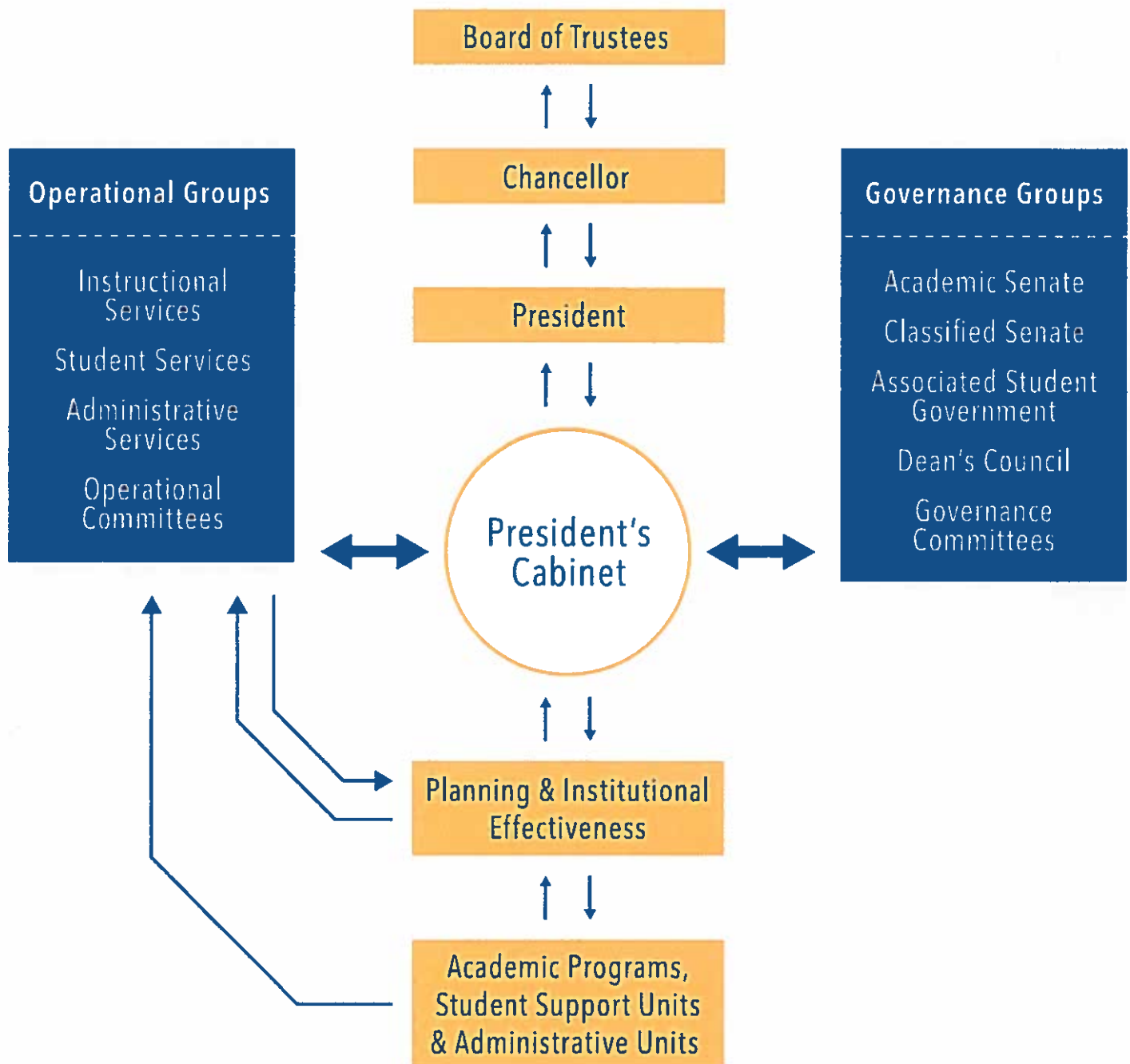
**SDMC BUSINESS ADMINISTRATION STRUCTURE 2017**

**SDMC INSTRUCTIONAL STRUCTURE 2017-2018**

**SDMC STUDENT SERVICES STRUCTURE 2017**

# SAN DIEGO MESA COLLEGE

## Governance Chart



# SAN DIEGO MESA COLLEGE

## Presidents Office and College Administration Structure

**Pamela Luster, Ed.D, President**

Sara Beth Cain, Executive Assistant to the President

Cloris Johnson, Senior Clerical Assistant

Office A104 - 619-388-2721

Instructional Services	Administrative Services	Student Services	Communications	Institutional Effectiveness	Resource Development
<b>Tim McGrath</b> Vice President Ext 2755   Office A103	<b>Rachelle Agatha</b> Vice President Ext 2990   Office A102	<b>Ashanti Hands</b> Vice President Ext 2678   Office I4-400	<b>Jennifer Kearns</b> Public Information Officer Ext 2356   Office A110	<b>Madeleine Hinkes</b> Dean Ext 2509   Office A109	<b>Krista Stellmacher</b> Director Ext 2585   Office A111
<b>Mila Zagzyanskiy</b> Administrative Secretary	<b>Jacqueline Collins</b> Administrative Technician	<b>Trina Larson</b> Administrative Secretary	<b>Anabel Pulido</b> Digital Comm Specialist	<b>Sahar King</b> Administrative Secretary	
<b>Site Compliance</b> <b>Claudia Perkins</b> 504/Site Compliance Officer Ext 2440   Office I4-408					

**SAN DIEGO MESA COLLEGE**  
**Instructional Structure**  
**Tim McGrath, Vice President of Instruction**  
**Mila Zagransky, Administrative Secretary**  
**Office A103 - 619-388-2755**

Office of the Vice President	Learning Resources & Academic Support	Arts & Languages	Business & Technology	Exercise Science, Health, Dance & Athletics	Health Sciences & Public Service	Humanities	Mathematics & Natural Sciences	Social/Behavioral Sciences & Multicultural Studies
Office Staff Ext. 2755   A103 Brandon Terrell, Sr. Clerical Asst Jeannette Leon, Clerical Asst	Andrew McNeill, Dean Ext 2799   Office LRC 444 Cathy Palestini, Admin. Technician	Leah Shinsasaki, Dean Ext 2873   Office G201 Ruth San Filippo, Sr. Secretary	Danene Brown, Dean Ext 2803   Office J107 Susan Gregory, Sr. Secretary	Ryan Shumaker, Dean Ext 2737   Office ES-203 Simone Sherrard, Sr. Sec	Tina Rezaie, Dean Ext 2789   Office S300 Vacant, Sr. Secretary	Linda Hendley, Dean Ext 2797   Office G201 Carloia Vidrio, Sr. Secretary	Susan Topham, Acting Dean Ext 2795   Office M3301 Mary I. Tostie, Sr. Secretary	Charles Zappia, Dean Ext 2801   Office S8304 Denise Costa, Sr. Secretary
Academic Senate Sue Saetta, Sr. Clerical Ext 2639	Learning Resource Center Allison Steinberg Gurganus, Chair Ext 2938	Art/Drama Mario Lara, Chair Art/Drama Nathan Betschart, Asst Chair Barbara Seaton, Asst Chair Eric Clark, Asst Chair George Ye, Asst Chair	Business Mark Abajian, Chair Turtle Tracy, Asst Chair Susan Lasear, (FASH) Asst Chair Brian Leson, (HOSP) Asst Chair Tonya Whitfield, (COCM) Asst Chair Tara Maciel, (ACCT) Asst Chair Xiaochuan Song, (ECON) Asst Chair Amanda Horner, (MAAB) Asst Chair	Physical & Health Education Ed Heischer, Chair Manny Bautista, Asst Chair Donna Flournoy, Asst Chair	Allied Health Danielle Lauria, Chair Christine Balderra, Asst Chair American Sign Language Leslie Styles, Chair Consumer & Family Studies Ida Cross, Asst Chair Elizabeth Chu, Asst Chair	Communication Studies Terry Kohlenberg, (Speech) Chair Kim Perigo, (Speech) Asst. Chair Humanities Chris Sullivan, (ENGL) Chair John Gregg, (ENGL) Asst Chair Donna Duchow, (ESOL) Asst Chair Bruce Natchak, (HUMA) Asst Chair	Biology Paul Sykes, Chair Bill Brothers, Asst Chair Anna Geller, Asst Chair Anar Braimbhatt, Asst Chair Chemistry Paula Hjorth-Gustin, Chair Donna Budzynski, Asst Chair Saloua Saidane, Asst Chair Physical Science Donald Barrie, Chair Math Phyllis Meckstroth, Chair Ken Kunyudi, Asst Chair Accelerated College Programs Jarred Collins, Chair	Architecture Ian Kay, Chair Behavioral Science Deva Myoshi, Chair Even Adelson, Asst Chair Sime/Mongelluzo, Asst Chair Black Studies Thekina Mayasa, Chair Chicano Studies Manuel Velez, Chair Social Sciences John Crocetti, Chair Michelle Rodriguez, Asst Chair
Night Supervisor Steve Manczuk, Ext 2463 cell: 619-928-7239	Library & Media Services Charlotta Robertson, Supervisor Ext 2696	Language Allium Primosa, Chair Michael Harrison, Asst Chair Leela Bingham, Asst Chair Music Richard Chagnon, Chair	Computer Science Duane Wesley, Chair Carlos Torib, Dig Tech Asst Chair Rachel Russell, Digital Tech DOC					
STEM Title III Leticia Lopez, Program Dir Ext 2353   Office 451	Mesa Tutoring & Computing Ctr Ext 2998 Mark Manasse, Coordinator Kristin Krogh, Inst Spt Sup							
	LDP Ext 5000   Office Janue Johnson-Seaton, Pt. Coord							
	Stem Center Brian Mactus, Supervisor Ext 5660   Office LRC 115							
	BSI/BSOT Wendy Smith, Coordinator Ext 2347   Office G333							



**SAN DIEGO MESA COLLEGE**  
**Student Services Structure**  
**Ashanti Hands, Ed.D, Vice President**  
**Trina Larson, Administrative Secretary**  
**Office 14-401 - 619-388-2678**

Student Affairs	Student Development	Student Success & Equity
<p><b>Victoria Kerba Miller, Dean</b> Ext 2699   Office 14-408</p> <p><b>Kathy Fennessey, Sr. Secretary</b></p> <p><b>Student Disciplinary Officer</b> Ext 2713   Office 14-408</p> <p><b>Claudia Perkins</b></p> <p><b>Associated Student Government</b> Ext 2903   Office 14-409</p> <p><b>Joe Newell, ASG President</b></p> <p><b>Financial Aid</b> Ext 2820   Office 14-107</p> <p><b>Gilda Maldonado, Supervisor</b></p> <p><b>Outreach</b> Ext 2611   Office 14-101</p> <p><b>Genevieve Esguerra, Outreach Coord</b></p> <p><b>Student Health</b> Ext 2545   Office 14-209</p> <p><b>Suzanne Khambata, Supervisor</b></p> <p><b>Testing/Assessment</b> Ext 2593   Office 14-201</p> <p><b>Genevieve Esguerra, Outreach Coord</b></p>	<p><b>Allene Crakes, Acting Dean</b> Ext 5940   Office 14-401</p> <p><b>Angie Avila, Sr. Secretary</b></p> <p><b>Admissions</b> Ext 2689   Office 14-102</p> <p><b>Ivonne Alvarez, Supervisor II</b></p> <p><b>Cheri Sawyer, Supervisor I</b></p> <p><b>Counseling &amp; Orientation</b> Ext 2672   Office 14-303</p> <p><b>Barbara Plandor, Supervisor</b></p> <p><b>Leroy Johnson, Chair</b></p> <p><b>Transfer, Career, Evaluations</b> Ext 2680   Office 14-306</p> <p><b>Claudia Estrada-Howell Ext 5040</b></p> <p><b>Leroy Johnson Ext 2413</b></p> <p><b>Veterans &amp; Records</b> Ext 2805   Office 14-102</p> <p><b>LaWanda Foster, Supervisor</b></p> <p><b>Veterans Resource Center</b> Ext 2852   Office 1-102</p>	<p><b>Larry Maxey, Dean</b> <b>Pahua Vang, Sr. Secretary</b> Ext 2896   Office 14-401</p> <p><b>DSPS</b> Ext 2780   Office 14-405</p> <p><b>Steven Salter, DSPS Coordinator</b></p> <p><b>EOPS/CARE</b> Ext 2468   Office 14-309</p> <p><b>Monica Demcho, Program Director</b></p> <p><b>Avanza, Cruise, Peer Navigators</b> Ext 2699   Office 14-408</p> <p><b>Agustin Rivera, SSSO</b></p> <p><b>STAR/TRIO</b> EXT 2469   Office 14-308</p> <p><b>Marichu Magana, Director/Counselor</b></p> <p><b>CalWORKS</b> Ext 2709   Office 14-306</p> <p><b>Sasha Verasegui, Coordinator</b></p> <p><b>The Stand</b> Ext 2967   Office 14-204</p> <p><b>Johana Aleman, SST</b></p>

## **Institutional Planning on the Mesa**

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

We reviewed and updated our vision statement, as part of our multi-year evaluation cycle. After much discussion among participatory governance groups, we decided to reflect our commitment to being the leading college of equity and excellence. The new vision statement reads: To be the leading college of equity and excellence, educating students to shape the future.

(<http://www.sdmesa.edu/about-mesa/mission-vision-values/>)

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

The ACCJC accreditation team came in March 2017, and Mesa was awarded full accreditation for seven years. We received commendations for our use of data in dialogue and decisions making, our efforts to emphasize equity and diversity, our tutoring services, the professional learning services of the LOFT, our student-centered approach to technology, and our student-centered culture led by our President. We are working on the recommendations the visiting team gave us, as well as our own Quality Focus Essay goals.

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

### **Major College Committees for Integrated Planning**

**President's Cabinet**    [www.sdmesa.edu/about-mesa/office-of-the-president/](http://www.sdmesa.edu/about-mesa/office-of-the-president/)

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

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

The focus of the Fall 2016 retreat was on mapping our successes in terms of measured outcomes and impact on our students. Is what we are doing getting us to where we want to be? What comes next? How do we build the capacity to get the work done? The discussion was facilitated by Deanna Cherry. The group looked at our strategic goals under five categories (student achievement, equity, professional development, workforce development, and sense of community) and discussed how we

can get campus committees more involved with our work. This discussion helped to clarify our quality focus essay.

At the spring 2017 retreat, we took a hard look at our student success scorecard. We want to create a culture in which our students thrive, so we need to identify any barriers. Data examined included completion rates disaggregated in different ways. The group reflected on what it means to be “prepared” and “unprepared”, looked at equity gaps, and examined Math and English completion. Students are starting strong but we are losing them along the way. The group discussed the habits, policies, programs, services, support and/or practices that can be implemented to address equity issues and change the way we work with students and allow more students to succeed.

This discussion meshes with new initiatives coming to the college, such as Strong Workforce and Guided Pathways, and also with our accreditation recommendations and goals.

### **Planning and Institutional Effectiveness Committee (PIE)**

<http://www.sdmesa.edu/about-mesa/governance/committees/planning-and-institutional-effectiveness-committee.shtml>

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

Accomplishments in 2016-2017 include:

- Completed:
  - Strategic Plan Grid
  - Institutional Planning calendar: 2016-2017 and 2017-2018
  - Institutional Planning and Governance Guide
- Expanded membership to include representatives from each school
- Assisted in Accreditation ISER
- Examined Distance Education dashboard for Institution-Set Standards
- Reviewed & revised ILOs
- Revisited Educational Master Plan
- Preparation for retreats (11/8/16 and 5/2/17)
- Reviewed District Strategic Plan 2017-2021
- Facilitated Accreditation team visit, 3/14/17
- Reviewed and revised Vision Statement

### **Program Review**

[www.sdmesa.edu/about-mesa/institutional-effectiveness/program-review/](http://www.sdmesa.edu/about-mesa/institutional-effectiveness/program-review/)

Program review is the central component of unit-level planning. Programs and service areas take stock of their purpose, strengths, and challenges. They justify resource requests as a means of promoting excellence and better serving our students.

Our program review process is on a four-year cycle, which gives us time to set goals, act on them, acquire resources, and assess the effectiveness of what we are doing. 2016-2017 was the second

annual update, after the comprehensive program review of 2014-2015. Each program and service area documented progress on their goals and discussed how the resources acquired have improved their programs or service areas.

One hundred and four programs, including academic programs, administrative areas, administrative service areas, and student service areas, wrote program reviews, the largest group ever at Mesa College. Lead writers, managers, and liaisons were trained in use of the Taskstream module, data analysis, and resource requests. The personnel of the Office of Institutional Effectiveness and Institutional Research provided assistance to anyone who needed it. We instituted training via ZOOM as well as face-to-face, and this was successful

Each spring, the Office of Institutional Effectiveness conducts a comprehensive evaluation of the program review and resource allocation process. The evaluation results include a summary of feedback from College administrators, faculty, and staff regarding the integrated planning process, as well as overarching recommendations for improvement in the program review and resource allocation processes. Based on the findings from this year's comprehensive evaluation, the Program Review Steering Committee extracted the following recommendations:

- Consistent processes and supplemental information needed for resource request forms
- Provide more interactive trainings throughout the week
- Correct technical issues (with Taskstream)
- Refine the Liaison role and review process
- Further clarify the program review process
- Broaden the focus of the data and questions
- Revise the program review website

All six recommendations were incorporated into the revision of the module and process for the 2017-2018 annual update. A Liaison FAQ sheet was adopted.

### **Committee on Outcomes and Assessment (COA)**

[www.sdmesa.edu/about-mesa/institutional-effectiveness/coa/](http://www.sdmesa.edu/about-mesa/institutional-effectiveness/coa/)

The Committee on Outcomes and Assessment is tasked with the responsibility of designing and implementing the process for Outcomes Assessment across the College. The ongoing Goals of this Committee include:

- Deliver support for outcomes assessment across the campus
- Engage the full campus in the outcomes assessment process
- Continue Taskstream training; assess revised design
- Maintain the outcomes assessment webpage
- Strengthen the connection to program review and integrated planning

Over the last two years, the College has participated in the re-development of the Outcomes and Assessment process at Mesa College. The formation of the Committee on Outcomes and Assessment (COA) in September 2015 created the foundation for change in the College's OA practice. A new, more formalized process was established that encouraged ongoing dialogue at the department/program/unit level, while also adding a more structured reporting mechanism for course, program, and institutional outcomes. The committee continues to evaluate the effectiveness of the process through ongoing one-on-one contact with the Department Outcomes Coordinators and campus-wide training workshops. A

Summer Assessment Institute in 2017 provided in-depth access to the tools of the process for both faculty and staff, and the Committee continues to provide support throughout the year on outcomes related topics.

Departments are currently in the second year of our six-year cycle. Course Learning Outcomes and Student Learning Outcomes processes were institutionalized in 2016-17 while Program Learning Outcomes, Student Service Program Outcomes, and Administrative Unit Outcomes will follow in 2017-18. The Assessment of our Institutional Learning Outcomes is institutionalized and ongoing.

In 2016, Mesa College received an Institutional Effectiveness Partnership Initiative Grant that provides funds for project development and improvement. COA outlined a series of needs including the work load matter for Departmental Outcomes Coordinators, support for adjunct faculty, professional development for OA, and support for data entry. As a result of the Grant, we have been able to develop processes and procedures that will simplify, yet strengthen Outcomes and Assessment at Mesa. COA will continue to monitor the grant funds through 2018 when the grant terminates.

### **Budget Allocation and Recommendation Committee (BARC)**

<http://www.sdmesa.edu/college-services/administrative-services/business-services/budget-and-allocation-recommendation-committee/>

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

During the 2016-2017 Program Review and budget and allocation recommendation cycle, programs submitted 165 requests in the amount of \$1.2M. One hundred and twelve of the requests, totaling \$825,800 were identified as supplies, equipment and one time requests for BARC prioritization. The BARC committee prioritized information provided by faculty and staff lead writers as identified in Program Review Plans along with extensive supporting documentation for goals and requested needed resources to achieve goals. Each supply and equipment request was analyzed and scored using a rubric. A prioritized list was developed based upon the scores and forwarded to President's Cabinet for recommendation to the President. The President approved the list and directed the Business Services Office to work with the appropriate managers, faculty, and staff to begin the requisition process using available year-end funds. An additional \$400,000 was allocated for technology updates and replacements, consistent with the Mesa Technology Strategic Plan.

### **Faculty Hiring Priorities (FHP) Committee**

<http://www.sdmesa.edu/about-mesa/governance/committees/faculty-hiring-priority-committee.shtml>

Eighteen months since the membership and structure of the Faculty Hiring Priorities Committee was approved by PIE and PCab, the FHP committee has had its first rotation of members in fall 2017. The rotation is to ensure that all schools are represented by either faculty or a dean and to maintain consistency in the work of the committee as half of the members remain on the committee while new members rotate on to the committee. The committee structure consists of 10 voting members, 5 faculty and 5 deans, each representing one of the schools or student service areas at Mesa. This ensures that the needs of all of the schools are equally represented. The committee is co-chaired by

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

During Spring 2017, the committee reviewed 42 faculty position requests, ranked the positions based on the rubric developed and revised by the committee, and forwarded their recommendations to the PIE Committee and President's Cabinet. The approved list was used to hire many of the new tenure-track faculty during Spring 2017 to begin in Fall 2017. The list has also been used to identify new tenure track positions to be hired during Fall 2017 to begin during the Spring 2018 semester. The committee met to reflect on the process used to rank requests and, as a result, once again revised the request form and rubric with changes implemented during the Fall 2017 program review cycle. The committee will again meet in the spring to begin discussion on the process to rank the next round of requests and to review and discuss the request and ranking process, other work of the committee, and to recommend any suggested changes resulting from the review.

#### **Classified Hiring Priorities (CHP) Committee**

<http://www.sdmesa.edu/about-mesa/governance/committees/classified-hiring-priority-committee.shtml>

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

#### **Mesa Information Technology (MIT) Committee**

<http://www.sdmesa.edu/college-services/administrative-services/tech-support/information-technology-committee/>

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

In accordance with the College Technology Strategic Plan, the College strategically plans for upgrades and replacement of campus technology that supports institutional effectiveness and student success. The College supports a variety of learning technologies and equipment that supports student learning outcomes and success. The Mesa Information Technology (MIT) committee is the governing body that provides strategic direction for all campus technology, which includes classroom technology, distance learning, professional development, technological support and administrative efficiency. The committee updates the College Technology Strategic Plan each year and presents it to the President's Cabinet.

#### **Facilities Planning Committee**

<http://www.sdmesa.edu/about-mesa/governance/committees/facilities-planning-committee.shtml>

The Mesa College Facilities Planning Committee is a representative participatory governance committee. The Committee's purpose is to review major facility issues which impact Mesa College, provide long-range facilities planning in collaboration with the San Diego Community College District,



and oversee the maintenance, repair, remodeling and building of Mesa College's Facility Master Plan. The committee also reviews requests submitted through the Program Review process, as identified by the BARC Committee as facilities requests, and makes resource allocation recommendations which will be used to create a Mesa College Facilities plan. The facilities committee also developed and maintains the sustainable transportation plan working with students, faculty, staff and the community on transportation issues and solutions.

### **Safety Committee**

<http://www.sdmesa.edu/about-mesa/governance/committees/safety-committee.shtml>

The Mesa College Safety Committee provides a venue to address safety issues and promote safety for the college, faculty, and staff. This participatory governance committee provides safety planning, emergency contingencies and disaster preparedness. The Safety Committee, along with the District, other campus constituents and the President of Mesa College, constitute the Safety Officers of Mesa College. The Committee is responsible for the oversight of the Mesa Safety Program including data analysis, inspections, injuries and illnesses, and overall observance of the safety culture displayed on the campus. The committee will make recommendations for additions or changes to the workplace safety rules contained in any of the safety plans, conduct formal inspections of assigned workplaces, assess the potential for workplace hazards, and follow up on corrective action plans.

### **Environmental Stewardship Committee (ESC)**

<http://www.sdmesa.edu/about-mesa/governance/committees/environmental-sustainability-committee.shtml>

The Environmental Sustainability Committee (ESC) is responsible for educating faculty, staff, and students regarding recycling, conservation, and hazardous waste disposal. The committee investigates projects and policies that encourage compliance with AB 75 and encourages the college to satisfy the guidelines of SABRC (State Agency Buy Recycle Campaign). The committee oversees sustainable development on campus and works with building committees and green architects. The committee reviews the annual AB 75 report, and summarizes the findings for the Academic Senate. The committee assesses campus needs regarding recycling and environmental stewardship and provides feedback to the president.

Early In 2016-17, the ESC considered ways that Mesa can promote sustainability-related CTE offerings at our college. Also on curriculum, several of our members designed and gained approval for a new AA in Sustainability Studies degree and related coursework. Committee members also supported students in submitting a proposal to the Facilities Committee for a stronger recycling program on the campus. The committee considered avenues for long term projects, including reporting and tracking sustainability on campus and improving and building a nature trail adjacent to the campus. In April, our committee hosted Mesa's annual Earth Day celebration.

### **The Committee for Diversity Action, Inclusion & Equity (CDAIE)**

<http://www.sdmesa.edu/about-mesa/governance/committees/committee-for-diversity-action-inclusion-and-equity.shtml>

The Mesa College Committee for Diversity Action, Inclusion & Equity (CDAIE) comprises faculty, staff, students and administrators who work together to cultivate a campus environment that is safe,



The Mesa College Committee for Diversity Action, Inclusion & Equity (CDAIE) comprises faculty, staff, students and administrators who work together to cultivate a campus environment that is safe, supportive, culturally proficient and reflective of the larger San Diego community. Accomplishments over the past year have included revising the District's Diversity Question included in employment interviews, sponsoring Cultural Competency trainings (40 faculty and staff), SafeZone trainings (70 students, faculty and staff) and a Courageous Conversation on Racial Assumptions. CDAIE initiated a request for a room on campus for students to center themselves in quiet reflection; this year the room was designated. The Committee distributes Mesa's *Cultural Events Calendar* each month emphasizing National Heritage celebrations as well as campus cultural activities. Sponsorship of Mesa's Annual *Cultural Awareness Week* is a highpoint of the Committee's activities each year and includes educational workshops, film discussions and open mic events. This pivotal week also includes one day known as *Festival of Colors*, a day replete with music, dance, literature and fashion from around the world. The week ends with the *Annual Student Diversity Club Luncheon*, which the Committee sponsors to bring together different racial/cultural groups on campus to talk, play games and celebrate with the best of cross-cultural music and cuisine. In summary, Committee accomplishments reflect a commitment to diversity, inclusion and equity that is active, consistent and strategically aligned with Mesa's mission, vision and values.

## **Major College Processes Impacting Integrated Planning**

### **Education Master Plan (EMP)**

[www.sdmesa.edu/about-mesa/institutional-effectiveness/educational-master-plan/](http://www.sdmesa.edu/about-mesa/institutional-effectiveness/educational-master-plan/)

The Education Master Plan 2013-2019 established our strategic directions and goals and defined who we want to be. The College has been developing and implementing operational plans to realize these goals. Much of this happens at the unit level and is documented in the program review process. Unit-level goals are mapped to College goals, and it was demonstrated that every College goal is being addressed at the unit level. We currently have over 80 measures and indicators keyed to individual goals, and a subset of these measures is evaluated each year through the PIE Committee.

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

The heart of our EMP and our mission statement is to promote educational excellence and better serve our students. In 2014 we gave ourselves the new goal of becoming the leading college of excellence and equity, and this ideal has permeated everything we do across the campus.

We are beginning to prepare for our new Ed Master Plan, with one focus being how we use our educational and recreational spaces and what additional facilities we could use.

### **Integrated Plan**

STUDENT SUCCESS & SUPPORT PROGRAM (SSSP); STUDENT EQUITY (SE); BASIC SKILLS INITIATIVE (BSI)

<http://www.sdmesa.edu/student-services/student-development/mesa-integration-efforts.shtml>

The California Community College Chancellor's Office has been undergoing an effort to integrate the Basic Skills Initiative, Student Equity, and Student Success & Support Program. These programs were selected as part of the integrative efforts since they have similar goals of increasing student success while closing achievement gaps, in addition to the strong potential for overlap.

The Integrated Plan for 2017-2019 provides the college with the opportunity to assess previous program efforts, reflect on accomplishments, set goals, implement activities, and analyze results. In addition, it will allow San Diego Mesa College to focus on integrated student success goals that are outcomes based.

Integration is alive and well at Mesa College. In the spirit of collaboration, the integrated plan is being developed in consultation with faculty, staff, and administration through the Integration Workgroup, a subcommittee of Student Success and Equity Committee. The workgroup convened during the summer to work on the integrated plan. This effort resulted in the development of the following five integrated goals:

1. Support a strong start for students by expanding core services of assessment, orientation, and education planning services
2. Provide intrusive intervention services to students
3. Encourage persistence
4. Support course completion of a transfer-level English or Mathematics course within a sequence of three or fewer courses
5. Support education goal completion

#### **HSI Grant**

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

**Title III STEM Conexiones:** In the Fall of 2016, The U.S Department of Education awarded Mesa College a 5-year, \$5 million HSI (Hispanic Serving Institution) Title III STEM Grant to fund "STEM Conexiones" (STEM Connections), and support Hispanic and low-income students. The grant aims to increase student connections in STEM (Science, Technology, Engineering, Math) through enhanced counseling services, workshops, peer mentoring and outreach, faculty connections through cultural professional learning and STEM curriculum redesign, and pathway connections working directly with high schools and adult learners to prepare them for STEM majors. This grant will establish a STEM Center and a STEM Research Incubator for students, and furthers Mesa College's commitment as a Hispanic Serving Institution.

#### **Achievements in 2016-2017 include:**

- Opening the STEM Center for students in LRC 115 (Learning Resource Center)
- Offer STEM major-level tutoring in the STEM Center from 10:00-2:00, Monday-Friday, with plans to expand hours and include Saturdays
- Launch a STEM Faculty Mentoring program that matched 9 faculty mentors with 5 students each, with plans to expand the program in 2018
- Provide personnel for the STEM Core pilot program that prepares students to be calculus-ready in one year, offers them STEM workshops and STEM counseling, and offers them paid summer internships with a STEM Core employer/sponsor.
- Hired twelve individuals to cover grant activities, including coordination of HSI Professional Learning, STEM Center, STEM Instructional Support Supervision, Research and Planning,

STEM Counseling, STEM Community Pathways, and NANCEs (translation, publicity, pathways).

### **Strong Workforce**

<http://www.sdmesa.edu/academics/career-technical-education/>

Mesa's Career Technical Education (CTE) programs specialize in modern technologies, technical skills, and applied sciences in more than 30 high-demand fields. Students benefit from hands-on, project-based learning environments. Courses are taught by top professors in real-world environments equipped with current, industry-specific technology, tools, equipment and intense curriculum. The purpose of the CTE Committee is to provide guidance and support to the San Diego Mesa College CTE programs, which will allow for the unprecedented opportunity to strengthen the role of San Diego Mesa College CTE programs in the regional economy and significantly improve the ability of San Diego Mesa College CTE programs to prepare our students for employment. This will be accomplished through the collaborative efforts of CTE faculty, administration, and staff and the support of Strong Workforce funding. Specifically, this funding will allow San Diego Mesa College to:

- Build capacity to serve more students in deeper ways through CTE
- Revitalize and innovate existing CTE courses, programs and degrees
- Invest in new courses, programs, certificates, degrees and transfer pathways
- Improve work-based and competency-based learning, employment connections and earnings for San Diego Mesa College CTE students and completers
- Deepen work with the workforce development infrastructure of Workforce Development Boards (WDBs), community based organizations, labor, employers and industry associations

### **The Role of Research at Mesa College**

[www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/](http://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/)

Institutional research, practitioner inquiry, and evaluation are central to all of the College's planning and implementation efforts. In support of these efforts and in alignment with the College's vision, The Center for Institutional Effectiveness at Mesa College has established our department vision: To Support the Leading College of Equity and Excellence...by inspiring a culture of equity-minded action research, reflection, and inquiry. We look forward to collaborating with Faculty, staff and administrators across campus to make data more accessible, meaningful, and equity-minded. Throughout the 2017/18 academic year, will be launching new tools and trainings as well as updating our website with self-service tools to inform practice, policy, and dialogue as the College continues towards equity and excellence.

Throughout the 2017/18 academic year, the Research and Planning efforts of the Center for Institutional Effectiveness will support the implementation and evaluation of a number of large-scale efforts such as Guided Pathways, the Integrated Student Success Plan, STEM Conexiones, Proyecto Exito, the Basic Skills Transformation Grant, the Strong Workforce program, Mesa Tutoring and Computing Center, and the Professional Learning efforts offered through the Learning Opportunities for Transformation (LOFT). Moreover, the office will support a number of operational processes including the development of the upcoming comprehensive program review, a broad evaluation of our Governance structure, the development of tools for Enrollment Management and schedule building, and the development of a new Institutional Learning Outcomes Assessment.

In response to increased demand associated with additional grants and initiatives, the composition and size of our department has evolved. Bridget Herrin now serves as our Associate Dean of Research and Planning, Hai Hoang is our research analyst serving general campus requests and the Strong Workforce program, Alanna Milner has shifted to a research analyst position and serves the Basic Skills transformation grant and HSI Stem Conexiones grant, and Kyung Ae Jun is our research associate supporting Student Success and equity needs as well as general campus support. Yolanda Catano, our senior secretary, has moved over to the Title III HSI STEM Grant and was replaced by Mona King. We have also done a little remodeling, with more to come.

WE ARE *Mesa*

**Thank you to all of our contributors**

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## APPENDIX

### MISSION, VISION, VALUES

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

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

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

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

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

# ***San Diego Mesa College***

## **Strategic Directions and Goals**

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

**May 20, 2014**

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

***Strategic Goal 1.1:*** Advance and sustain delivery of courses, programs, degrees, and certificates in support of the comprehensive community college mission, including:

1.1.1. Robust transfer curriculum preparing students for transfer to colleges and universities

1.1.2. High quality career technical education in support of community workforce development

1.1.3. Effective basic skills curriculum preparing students for college success

1.1.4. Lifelong learning opportunities to meet the needs of a diverse community

***Strategic Goal 1.2:*** Assure access to quality education for all students

1.2.1. Participate in outreach to the community, including K-12 and Continuing Education segments

1.2.2. Schedule courses and provide services in modalities and day/time sequences that accommodate student needs

***Strategic Goal 1.3:*** Provide instruction in support of the needs of the College's diverse student population

1.3.1. Implement teaching strategies to advance student retention, success, and persistence

1.3.2. Advance a culture of completion of educational goals

***Strategic Goal 1.4:*** Advance practices in support of student success

1.4.1. Assure implementation of Student Success and Support Program practices

1.4.1.a. Facilitate assessment, orientation, and a student education plan for entering students

1.4.1.b. Provide career and transfer education

1.4.2. Provide student services in support of student learning

1.4.3. Provide library services in support of student learning

1.4.4. Provide tutoring services in support of student learning

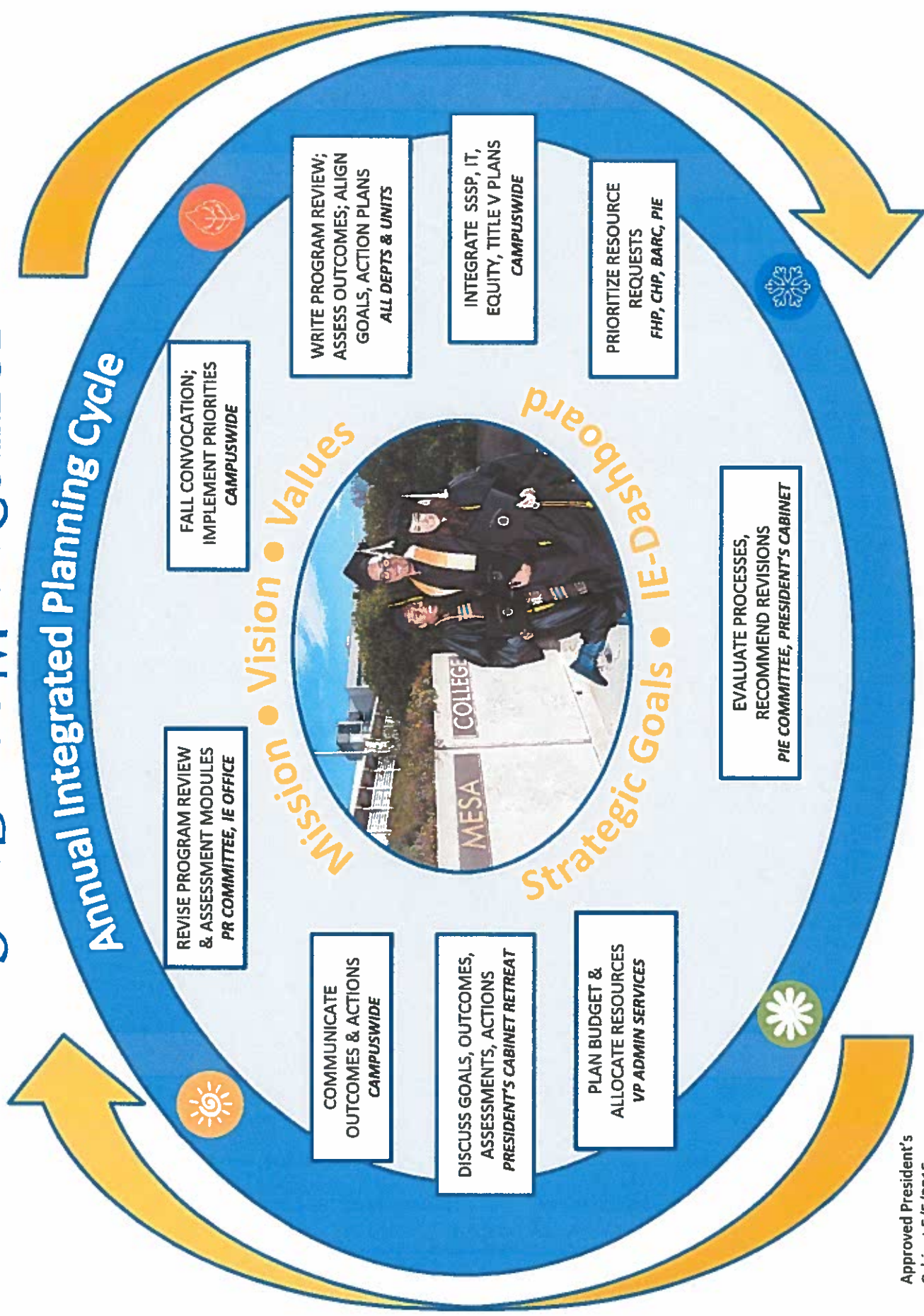
***Strategic Goal 1.5:*** Assess, analyze, and act upon the college-wide, research and data-informed Student Equity Plan to assure access and success for the College's diverse student population

***Strategic Goal 1.6:*** Allocate appropriate resources to deliver upon these commitments

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



# SAN DIEGO MESA COLLEGE





# SAN DIEGO MESA COLLEGE

San Diego Mesa College  
Dr. Pamela T. Luster, President

Dr. Madeleine Hinkes, Dean of Institutional Effectiveness  
Meegan Feori, Faculty, Fashion Program  
Co-Chairs, Mesa College Planning and Institutional Effectiveness Committee

7250 Mesa College Drive  
San Diego, CA 92111-4998  
619-388-2600 or 858-627-2600  
[sdmesa.edu](http://sdmesa.edu)

## 2017-2018



The San Diego Community College District (SDCCD) includes San Diego City College, San Diego Mesa College, San Diego Miramar College and San Diego Continuing Education. The SDCCD is governed by its Board of Trustees. No oral or written representation is binding on the San Diego Community College District without the express approval of the Board of Trustees.

Mary Graham, Rich Grosch, Bernie Rhinerson, Maria Nieto Senour, Ph.D., Peter Zschiesche

Constance M. Carroll, Ph.D., Chancellor