

Institutional Planning and Governance Guide

2018-2019



SAN DIEGO
MESA COLLEGE



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

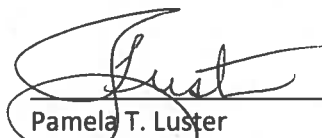

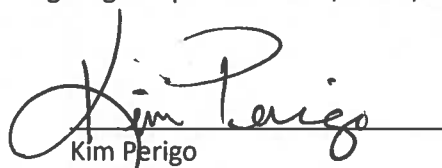
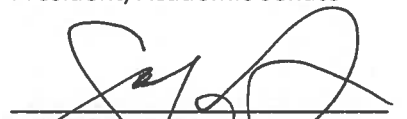
The Mesa College administration is represented in institutional governance through membership on the Deans' Council, leadership of the schools, and representation on the President's Cabinet and other participatory governance committees.

The faculty 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, and strategic planning.

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
President, Mesa College
Trina Larson
President, Classified Senate
Kim Perigo
President, Academic Senate
Sofia Castellani-Staedler
President, Associated Students

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, classified professionals, 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 classified professionals 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 classified professionals.

Board Policy 2510 Participation in Local Decision-Making was adopted with the intent of ensuring that faculty, students and classified professionals 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, 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 much more complex, a delicate balance between faculty/classified professionals/student participation in planning and decision-making processes on one hand and administrative accountability on the other. The various stakeholders participate in well-defined parts of the process. The key to genuine, successful participatory governance is authentic communication.

THE BENEFITS OF PARTICIPATORY GOVERNANCE

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

WHO IS INVOLVED WITH PARTICIPATORY GOVERNANCE?

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

FACULTY

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

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

- Processes for program review;
- *Processes for institutional planning and budget development; and
- Other academic and professional matters as mutually agreed upon between the Board of Trustees (Board) and the Academic Senate.

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

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

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

STUDENTS

Title 5 §51023.7

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

(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 classified professionals.

CLASSIFIED PROFESSIONALS (includes non-supervisory classified staff, supervisory classified staff, management classified staff, and classified staff)

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 professionals 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 professionals 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.

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. Task Force objectives are often time-sensitive, and as such will need to move expeditiously to complete identified objectives on behalf of the College.

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 participatory governance (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 Students
- Classified Professionals (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
- Engage in formal self-evaluation process and post outcomes in Minutes on governance website

COMMITTEE DOCUMENTS

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:

<http://www.sdmesa.edu/about-mesa/governance/committees/pie-agendas-minutes-and-documents/documents/Agenda%20Template1.pdf>

<http://www.sdmesa.edu/about-mesa/governance/committees/pie-agendas-minutes-and-documents/documents/Agenda%20Template2.pdf>

<http://www.sdmesa.edu/about-mesa/governance/committees/pie-agendas-minutes-and-documents/documents/Agenda%20Template3.pdf>

Minutes:

<http://www.sdmesa.edu/about-mesa/governance/committees/pie-agendas-minutes-and-documents/documents/Meeting%20Minutes%20Template1.pdf>

<http://www.sdmesa.edu/about-mesa/governance/committees/pie-agendas-minutes-and-documents/documents/Meeting%20Minutes%20Template2.pdf>

<http://www.sdmesa.edu/about-mesa/governance/committees/pie-agendas-minutes-and-documents/documents/Meeting%20Minutes%20Template3.pdf>

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

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

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](http://www.sdmesa.edu/about-mesa/governance/academic-senate/index.shtml)

CLASSIFIED SENATE

[HTTP://WWW.SDMESA.EDU/ABOUT-MESA/GOVERNANCE/CLASSIFIED-SENATE/](http://www.sdmesa.edu/about-mesa/governance/classified-senate/)

ASSOCIATED STUDENTS

[HTTP://WWW.SDMESA.EDU/CAMPUS-LIFE/ASSOCIATED-STUDENT-GOVERNMENT/](http://www.sdmesa.edu/campus-life/associated-student-government/)

DEANS COUNCIL

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

MESA STUDENT SERVICES COUNCIL

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

MAJOR GOVERNANCE COMMITTEES

BUDGET ALLOCATION AND RECOMMENDATION COMMITTEE (BARC)

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

COMMITTEE FOR DIVERSITY ACTION, INCLUSION & EQUITY (CDAIE)

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

COMMITTEE ON OUTCOMES AND ASSESSMENT (COA)

<http://www.sdmesa.edu/about-mesa/governance/committees/committee-on-outcomes-and-assessment.shtml>

ENVIRONMENTAL SUSTAINABILITY COMMITTEE (ESC)

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

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/

MESA PATHWAYS COMMITTEE

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

PLANNING AND INSTITUTIONAL EFFECTIVENESS COMMITTEE (PIE)

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

PROGRAM REVIEW STEERING COMMITTEE

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

SAFETY COMMITTEE

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

SUCCESS, EQUITY, AND TRANSFORMATION COMMITTEE (SET)

<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/

CHARTS

SDMC GOVERNANCE

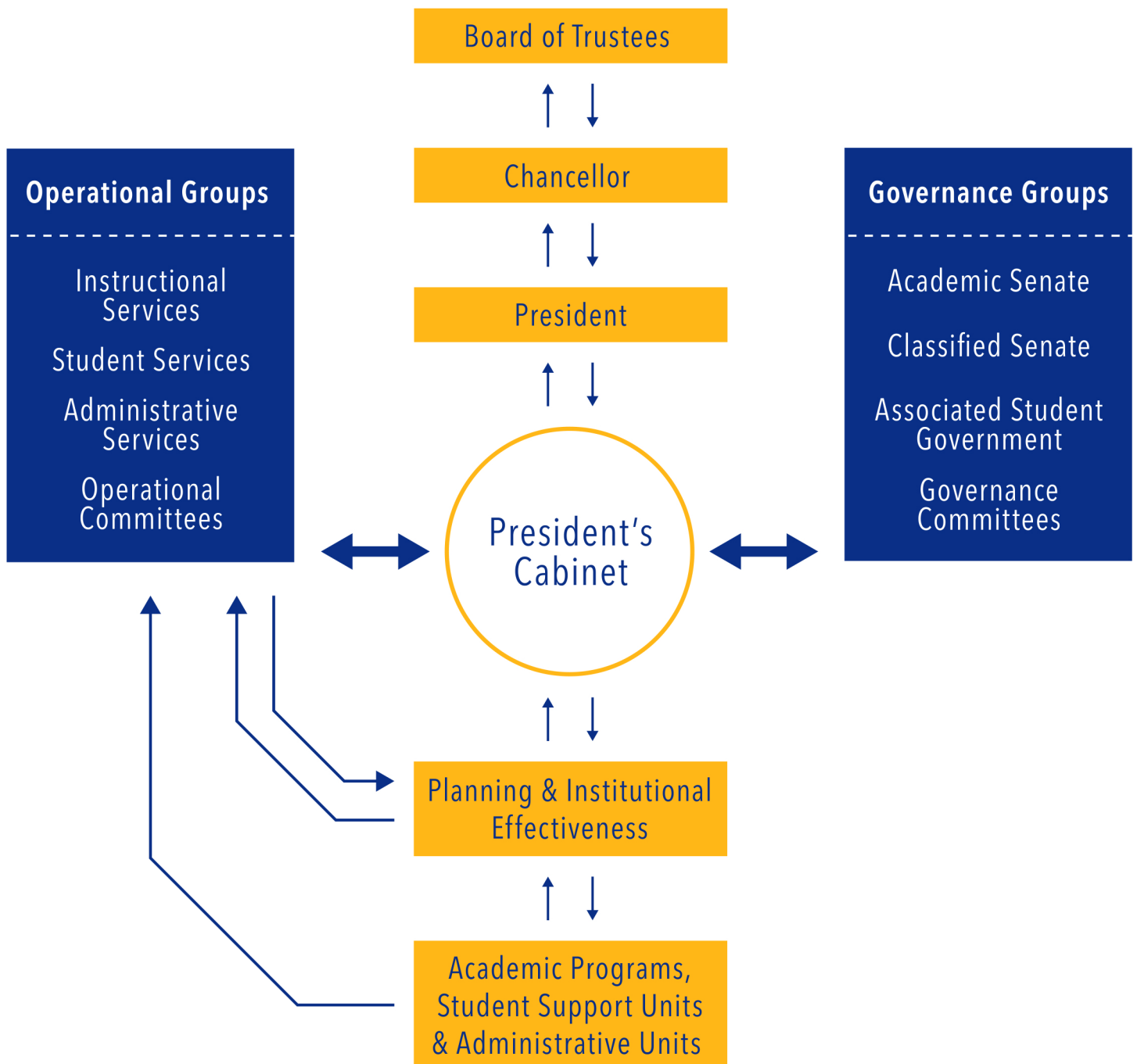
SDMC ADMINISTRATION STRUCTURE 2018

SDMC BUSINESS ADMINISTRATION STRUCTURE 2018

SDMC INSTRUCTIONAL STRUCTURE 2018-2019

SDMC STUDENT SERVICES STRUCTURE 2018

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
Giovanni Garcia, Administrative Technician
Office A104 - 619-388-2721

Instructional Services	Administrative Services	Student Services	Communications	Institutional Effectiveness	Resource Development
Leslie Shimazaki, Interim Vice President Ext 2755 Office A103	Lorenze Legaspi Vice President Ext 2990 Office A102	Ashanti Hands Vice President Ext 2678 Office I4-400	Jennifer Kearns Public Information Officer Ext 2359 Office A110	Madeleine Hinkes Dean Ext 2509 Office A109	Krista Stellmacher Director Ext 5858 Office A111
Mila Zagyskiy Administrative Secretary	Jacqueline Collins Administrative Technician	Trina Larson Administrative Secretary	Anabel Pulido Digital Comm Specialist	Sahar King Senior Secretary	
Site Compliance Claudia Perkins 504/Site Compliance Officer Ext 2440 Office I4-408					

SAN DIEGO MESA COLLEGE
Administrative Services Structure
Lorenze Legaspi, Vice President of Administrative Services
Jacqueline Collins, Administrative Technician
Office A102 - 619-388-2990

Business Services	Business Office Support Services	Print & Mail	Shipping & Receiving	Student Accounting	College Technology
Erica Garcia Accounting Supervisor Ext 2771 Office A102	Lynn Lasko Supervisor Ext 2746 Office A101	David Fiero Director Ext 2674 Office MC 215A	Frank Fernandez Superivsor Ext 2761 Office MC 124	Lynn Dang Accounting Supervisor Ext 2704 Office MC 124	David Fierro Director Ext. 2880 Office MC 215A

<p align="center">SAN DIEGO MESA COLLEGE</p> <p align="center">Instructional Structure 2018 - 2019 Academic Year</p>	
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Leslie Shimazaki, Interim Vice President, PHONE: (619) 388-2755 FAX: (619) 388-2929

Mila Zagyanskiy, Administrative Secretary; **Arlis Svedberg**, Administrative Technician, **ext. 2931**; **Brandon Terrell**, Sr. Clerical Assistant; **Jeannette Leon**, Clerical Assistant

Juliette Parker, Articulation Officer; **Sue Saetia**, Sr. Clerical Assistant, **ext. 2639**;

Steve Manczuk, Evening/Saturday Supervisor, ext. 2463 cell (619) 928-7239; **Michael Davis**, Monday Evening Supervisor, ext. 2510

Dr. Leticia Lopez, Title III HSI STEM & Title V HSI Act. Manager, ext.2353; **Yolanda Catano**, Title III Adm.Tech; **Ikuko McAnally**, Title V Adm.Tech; **Brian Mackus**, STEM Instructional Support Supervisor, ext.2257

Social/Behavioral Sciences and Multicultural Studies	Learning Resources & Academic Support	Mathematics and Natural Sciences	Health Sciences and Public Service	Business and Technology	Arts and Languages
Dr. Charles Zappia, Dean	Dr. Andrew MacNeill, Dean	Dr. Susan Topham, Dean	Dr. Tina Recalde, Dean	Dr. Danene Brown, Dean	Chris Sullivan, Acting Dean
Denise Costa , Sr. Secretary	Cathy Palestini , Admin. Technician	Mary I. Toste , Sr. Secretary	Alison Mona , Sr. Secretary	Susan Gregory , Sr. Secretary	Ruth San Filippo , Sr. Secretary
Academic Unit 2204	Academic Unit 2206	Academic Unit 2104	Azucena Murillo , Sr. Clerical Assist.	Academic Unit 2202	Academic Unit 2214
Ext. 2801 Office: SB304	Ext. 2799 Office: LRC 444	Ext. 2795 Office: MS301	Academic Unit 2108/2109	Ext. 2803 Office: J107	Ext. 2873 Office: G201
			Ext. 2789 Office: S300		
Behavioral Sciences	Library	Biology		Monica Romero, Associate Dean	Art/Drama
Dina Miyoshi , Chair	Alison Steinberg Gurganus , Chair	Paul Sykes , Chair	American Sign Language	Aracely Bautista , Admin Tech	Mario Lara , Chair
Evan Adelson , Asst. Chair	Library and Media Services	Bill Brothers , Assist. Chair	Leslie Styles , Chair	Ext. 5025 Office: J107	Nathan Betschart , Assist. Chair
Jennifer Sime , Asst. Chair	Charlotta Robertson , Supervisor		ASL Interpreter Training		
Ryan Mongelluzo , Asst. Chair	Library Services	Chemistry		Computer & Information Sciences	Music
	Steve Manczuk , Evening Supervisor	Paula Hjorth-Gustin , Chair	Allied Health	Walter (Duane) Wesley , Chair	N.Scott Robinson , Chair
Anthropology	Pegah Motaleb, Honors Coord.	Donna Budzynski , Asst. Chair	Danielle Lauria , Chair	Computer & Information Science	
Psychology	Laurie Lorence , Teacher Education		Christine Balderas , Assist. Chair		Languages
Sociology	Mesa Tutoring and Computing Center	Mathematics	Animal Health Technology	Digital Technology	Alison Primoza , Chair
	Mark Manasse , Coordinator	Phyllis Meckstroth , Chair	Dental Assisting	Carlos Toth , Chair	Michael Harrison , Assist. Chair
Black Studies	Kristin Krogh , Instruct. Support Supervisor	Ken Kuniyuki , Asst. Chair	Diagnostic Medical Sonography	Computer Business Technology	Chinese, French, German, Japanese,
Thekima Mayasa , Chair	LOFT ext. 5000		Health Information Management	Geographic Information Systems	Italian, Russian, Spanish,
	Janue Johnson-Seaton , Prof. Learn. Coord.	Physical Science	Health Information Technology	Multimedia	Vietnamese
Chicano Studies	Eva Parrill , Sr. Clerical Assist.	Donald Barrie , Chair	Medical Assisting	Web Development	
Manuel Velez , Chair	Gina Abbiate, BS/BSSOT Coordinator	Astronomy, Engineering, Geology,	Phlebotomy		International Education
	Mark Manasse, BS/BSSOT Coordinator	Physical Science, Physics	Physical Therapist Assistant	Business Administration	Dora Schoenbrun-Fernandez
Social Sciences	Ingrid Jayne, BS/BSSOT Coordinator		Radiologic Technology	Mark Abajian , Chair	
John Crocitti , Chair	Diana Solares , Sr. Clerical Assist.	Accelerated College Program		Tracy Tuttle , Assist. Chair	CO-CURRICULAR PROGRAMS
Michelle Rodriguez , Asst. Chair		Jarred Collins , Chair	Consumer & Family Studies		Art Gallery
			Elizabeth Chu , Chair	Accounting	Drama/Evening Theatre
Geography		Humanities	Child Development	Business	Vocal/Instrumental Music
History	Exercise Science,	Linda Hensley, Dean	Child Development Center	Culinary Arts/Culinary Mgmt.	
Philosophy	Health Education, Dance & Athletics	Vacant , Sr. Secretary	Dietetic Service Supervisor	Economics	
Political Science	Dr. Ryan Shumaker, Dean	Academic Unit 2212	Nutrition	Fashion	
	Athletic Director	Ext. 2797 Office: G201		Hospitality	
Architecture/Environmental Design	Simone Sherrard , Sr. Secretary		Work Experience	Marketing	
Ian Kay , Chair	Rachel Schwarz , Clerical Assistant	English		Real Estate	
	Academic Unit 2106	Jill Moreno Ikari , Chair	Ashanti Hands, Vice President , Student Services, ext: 2678		
Architecture	Ext. 2737 Office: ES-203	John Gregg , Assist. Chair	Trina Larson , Administrative Secretary		
Building Construction		Donna Duchow , Assist. Chair			
Interior Design	Exercise Science	Bruce Naschak , Assist. Chair	Student Development	Student Success and Equity	Student Affairs
	Dance, Health Education	English, ELAC,			
Interdisciplinary Programs	Personal Training	Humanities, Journalism	Ailene Crakes, Dean	Larry Maxey, Dean	Victoria Kerba Miller, Dean
Filipino Studies	Intercollegiate Athletics		Angie Avila , Sr. Secretary	Pahua Vang , Sr. Secretary	Kathy Fennessey , Sr. Secretary
American Indian Studies	Ed Helscher , Chair	Communication Studies	Academic Unit 2208	Johanna Aleman , SS Technician	Academic Unit 2216
Asian American Studies	Manny Bautista , Assist. Chair	Terry Kohlenberg , Chair	Ext. 2896 Office: I4-401	Academic Unit 2218	Ext. 2699 Office: I4-408
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Dr. Madeleine Hinkes, Dean	Nathan Resch , Asst. Athletic Director		Personal Growth	Dawn Stoll , Chair	Student Health Services
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Institutional Planning on the Mesa

The history of strategic and integrated planning at Mesa College is documented on the Institutional Effectiveness web page (www.sdmesa.edu/about-mesa/institutional-effectiveness/college-planning-documents). Our Education Master Plan 2013-2019 (EMP) defined who we want to be, and we are putting our words into actions. Our EMP defined six strategic directions and twenty-three goals. The mission statement and strategic goals are included in the Appendix.

We reviewed and updated our mission statement, as part of our multi-year evaluation cycle. After much discussion among participatory governance groups, we revised the mission statement to emphasize equity, excellence, and inclusion. (<http://www.sdmesa.edu/about-mesa/mission-vision-values/>)

Since the ACCJC accreditation team visit in March 2017, Mesa has been addressing their six recommendations and the eight goals we set for ourselves in our quality focus essay. We developed a governance committee survey to assist committees in being more effective, and we also developed a grid so that each committee and initiative can log their actions that apply to the recommendations and goals, with links to meeting Minutes. This will greatly facilitate the writing of our midterm report in 2021.

The work of the major governance committees is detailed below. These committees all share the principles of transparency, alignment, integration, and communication.

Major College Committees for Integrated Planning

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

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

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

The focus of the Fall 2017 retreat was on understanding the accreditation recommendations and student-centered institutional planning. Teams played a pathways board game which allowed each person to assume the identity of a student with certain characteristics (homeless, single mother, veteran, English learner, working, etc.) as they tried to navigate the educational system. The outcome was a better understanding of what gets in the way of student success.

At the Spring 2018 retreat, we took a closer look at Guided Pathways. We examined the results of our self-assessment and set priorities. We looked at the committee composition and developed a work plan. We also examined data dashboards and scorecards, in light of changing mandates from the CCCCO.

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, major initiatives, program review, outcomes assessment, and resource allocation. Committee members are a representative sample of the participatory governance bodies on campus, with each school and area of student services represented. Recommendations from PIE are then brought forward to President's Cabinet for action.

Accomplishments in 2017-2018 include:

- Updated Institutional Planning calendar and Multi-Year Assessment and Evaluation Cycle
- Revised and updated the Institutional Planning and Governance Guide
- Examined a variety of new dashboards and metrics
- Prepared for President's Cabinet retreats (11/14/17 and 4/6/18)
- Reviewed District Strategic Plan 2017-2021
- Reviewed and revised Mission Statement
- Developed governance committee evaluation survey and tested it
- Reviewed Accreditation grid to track responses to recommendations and QFE goals

Program Review

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

Program review is the central component of unit-level planning. Instructional programs, student service areas, and administrative 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. 2017-2018 was the third and final annual update before the next comprehensive program review of 2018-2019. 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 participated. 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 provided training via ZOOM as well as face-to-face, and this was successful. The ZOOM trainings were recorded and posted on the program review webpage.

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 classified professionals 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 Research team extracted the following recommendations:

- Provide more assistance from BARC and FHP Resource Request Committees

- Simplify and update the BARC and CHP resource request forms
- Simplify the Taskstream system/platform
- Provide additional resources and examples for resource request forms
- Make the program review process more inclusive (see below)
- Keep the program review processes consistent

All six recommendations were incorporated into the revision of the module and process for the 2018-2019 annual update. It was noted in the survey results that barely 50% of lead writers felt that the data provided and the IE questions asked were meaningful to their programs, so we asked what data they would like to have and what questions they would like to address. We used those responses to develop a more meaningful program analysis. The revision took place in the Spring in order to allow participation from faculty, and the revised module was tested in the Summer. The Liaison FAQ sheet was revised and updated.

Committee on Outcomes and Assessment (COA)

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
- Develop a schedule of workshops for OA training
- Maintain the outcomes assessment webpage
- Strengthen the connection to program review and integrated planning

Over the last three 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 (DOCs) and campus-wide training workshops and Summer Assessment Institutes.

Departments are currently in the third year of our six-year cycle. Course Learning Outcomes, Student Learning Outcomes, Program Learning Outcomes, Student Service Program Outcomes, Administrative Unit Outcomes and Institutional Learning Outcomes processes have all been institutionalized and are ongoing. COA continues to monitor progress in each area through reports from DOCs at each of our meetings. As part of our mid-cycle assessment, COA is surveying the campus at large for feedback on the OA process at Mesa. This information will be used to update and strengthen our processes and procedures.

After some COA members attended a regional Outcomes conference, COA decided to take a closer look at Mesa's ILO assessment. A taskforce was appointed and work has begun on developing a direct assessment, to accompany the current mapping and graduate survey assessments.

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 2017-2018 Program Review and budget and allocation recommendation cycle, programs submitted 180 requests in the amount of \$1.9M. The BARC committee prioritized information provided by faculty and classified professionals lead writers as identified in Program Review Plans, along with extensive supporting documentation for goals and 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 classified professionals to begin the requisition process using available year-end funds. Approximately \$544,000 was allocated to fund requests. An additional \$400,000 had previously been allocated for technology updates and replacements, consistent with the Mesa Technology Strategic Plan.

Faculty Hiring Priorities (FHP) Committee

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

The Faculty Hiring Priorities 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. Length of terms of membership are designed to maintain consistency and continuity in the work of the committee by having half of the members remain each cycle while new members rotate on to the committee.

During Spring 2018, the committee reviewed 44 faculty requests for 42 positions (two positions were shared between two or more areas), 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 for approval. The approved list was used to hire many of the new tenure-track faculty during Spring 2018 to begin in Fall 2018. The list has also been used to identify new tenure track positions to be hired during Fall 2018 to begin during the Spring 2019 semester. The committee met to reflect on the process used to rank requests and, as a result, revised the request form. The committee also worked with campus research to design an online form with areas pre-populated with data specific to the instructional or service area making the request. All changes were implemented during the Fall 2018 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. In 2017-2018, 34 positions were requested and await funding.

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, classified professionals, 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 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.

Some notable projects that are a direct result of the MIT recommendations are the program upgrades to Animal Health Technology, Architecture, Dramatic Arts, English, Exercise Science, Humanities, and Health Sciences.

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, classified professionals 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 classified professionals. 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.

The Safety webpage was updated with easy links for training and reports, lab safety, policies and manuals, and forms. (<http://www.sdmesa.edu/college-services/safety/>)

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, classified professionals, 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.

During the 2017-18 school year, the committee joined with the student club TerraMesa for meetings and to plan events including Mesa's annual Earth Day celebration. The committee continued to consider avenues for long-term projects, including reporting and tracking sustainability on campus and improving and building a nature trail adjacent to the campus. At the end of the year, the committee held a discussion about updating its purposes and goals, and rebooting its role on campus. One reason for this is that the state laws regarding sustainability have changed substantially since the committee was formed. For example, there are new mandates for recycling (AB 75, SB 1016, AB 341), organics recycling (SB 1826), and short-term climate pollutants reduction (SB 1383). In addition, Mesa College has incorporated language regarding sustainability into its Master Plan, and this should be reflected in our committee structure and purpose. For 2018-19, the committee plans to take these changes to the President's Cabinet for approval, and hopes to grow the committee's voice for sustainability on campus.

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, classified professionals, 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. Recent accomplishments have included successful advocacy for a room on campus for quiet student reflection (*The Serenity Space*), a Lactation Room for students, faculty and classified professionals, and additional SafeZone trainings, which to date have trained 100 participants. The Committee distributes Mesa's *Cultural Events Calendar* for 8 months out of the year, 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, films, 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 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/

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 have honed our 80 measures and indicators down to those significant metrics needed by our grants, initiatives, accreditation, and the Chancellor's Office, and these are evaluated each year through the PIE Committee and President's Cabinet retreat.

Through the PIE Committee, 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. It is now central to our mission and vision.

We are beginning to prepare for our new Ed Master Plan. It will be student-focused, integrate with our facilities planning process, and demonstrate our commitment to equity and excellence. We plan to draw on information from the 2018-2019 Comprehensive Program Review, as to strengths and challenges across the campus

Student Equity and Achievement Program (SEA)

Consolidation of 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, classified professionals, 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

Mesa Pathways Committee (MPC)

<http://www.sdmesa.edu/about-mesa/current-initiatives/guided-pathways/>

In Spring 2018, the Mesa Pathways Committee was approved as an official governance committee. The Mesa Pathways Committee (MPC) uses an integrated, equity-minded, student-centered approach to facilitate student success. Through structured educational experiences, MPC works to close equity gaps, improve student outcomes and guide students into and through college to the completion of personal, academic and professional goals. MPC goals are as follows:

1. Design pathways to support students in meeting their goals
2. Help students select a pathway
3. Support students on their pathway to completion
4. Ensure that students are learning
5. Facilitate the annual submission of updated work plans and self-assessment

Title III STEM Conexiones, Title V Proyecto Exito

<http://www.sdmesa.edu/about-mesa/hsi/hsi-grant/titleIII-grant.shtml>

<http://www.sdmesa.edu/about-mesa/hsi/hsi-grant/titleV-grant.shtml>

<http://www.sdmesa.edu/about-mesa/hsi/hsi-programs/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 2017-2018 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 Strong Workforce 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 classified professionals 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/

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, classified professionals and

administrators across campus to make data more accessible, meaningful, and equity-minded. Throughout the 2018/19 academic year, we will continue to launch new tools and trainings as well as update our website with self-service tools to inform practice, policy, and dialogue as the College continues towards equity and excellence.

Throughout the 2018/19 academic year, the Research and Planning efforts of the Office for Institutional Effectiveness will continue to support the implementation and evaluation of a number of large-scale efforts such as Guided Pathways, 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 assessment 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 continues to evolve. Bridget Herrin, EdD, serves as the Associate Dean of Research and Planning, Hai Hoang is the research analyst serving general campus requests and the Strong Workforce program, and Kyung Ae Jun is the research associate supporting Student Success and equity needs as well as general campus support. Mona King is the senior secretary, and Anda McComb serves as the administrative technician to the IE Office.



Thank you to all of our contributors

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APPENDIX

MISSION, VISION, VALUES

Mission: San Diego Mesa College is a comprehensive community college committed to access, success, and equity. 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.

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.

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

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

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

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

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

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

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

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

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

Strategic Direction 4: Support innovation in our practices.

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

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

Strategic Goal 4.3: Modernize and integrate college information systems

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

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

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

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

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

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

Strategic Goal 6.2: Advance assessment of student learning at the course, program, service area, and institutional levels

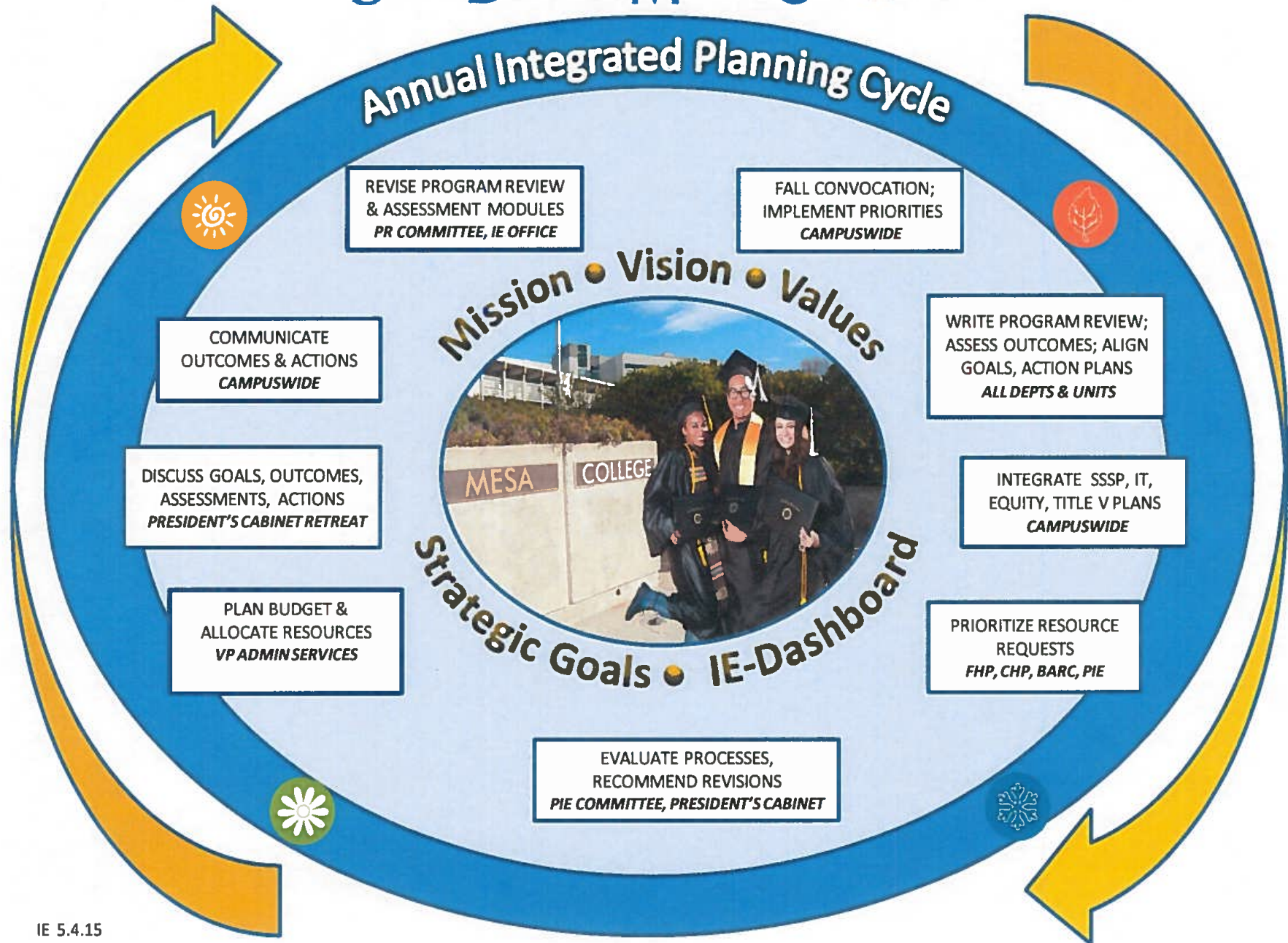
Strategic Goal 6.3: Assure external accountability requirements are met

Vetting and Approval History:

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

SAN DIEGO MESA COLLEGE ANNUAL INTEGRATED PLANNING CYCLE INFOGRAPHIC

SAN DIEGO MESA COLLEGE



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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

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2018-2019



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.

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Constance M. Carroll, Ph.D., Chancellor