![San Diego Mesa College | San Diego Community College District]

Institutional Planning & Governance Guide 2019-2020

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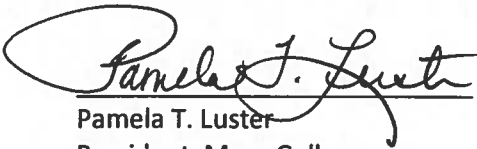
The Mesa College administration is represented in institutional governance through membership on the Deans' Council, leadership of the schools, and representation on the President's Cabinet and other participatory governance committees.

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.
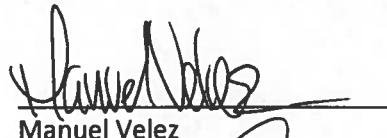
The Classified Professionals are represented in institutional governance through the Classified Senate, Classified Professional Learning, President's Cabinet, the Classified Equity Taskforce, Mesa Pathways, Student Equity, HSI, Promise, the Mesa Foundation, school meetings, hiring committees, other participatory 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.
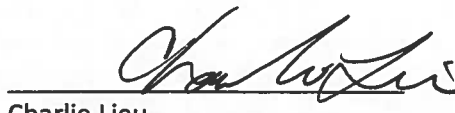
The engaged Mesa College population brings different points of view to the table, which encourages robust discussions. The central focus is on our students and how we can make their college experience more successful. This common goal makes Mesa College a great place to work, teach, and learn.
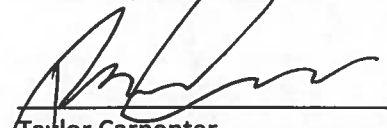

Pamela T. Luster
President, Mesa College

Manuel Velez
President, Academic Senate

Charlie Lieu
President, Classified Senate

Taylor Carpenter
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
<u>Committee</u> - 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.

<u>College Governance Committee</u> – 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.

<u>Operational Committee</u> – 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.

<u>Subcommittee</u>- A subdivision of a committee usually organized for a specific purpose.

<u>Task Force</u>- 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.

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

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

<u>Committee Membership</u> 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 (includes Associate Faculty, where specified): 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
http://www.sdmesa.edu/about-mesa/governance/resourcedocs/sample%20committee%20page.shtml

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
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)
http://www.sdmesa.edu/about-mesa/governance/committees/budget-allocation-and-recommendation-committee.shtml

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)
http://www.sdmesa.edu/about-mesa/governance/committees/mesa-information-technology-committee.shtml

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

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

CHARTS

SDMC GOVERNANCE

SDMC ADMINISTRATION STRUCTURE 2019

SDMC BUSINESS ADMINISTRATION STRUCTURE 2019

SDMC INSTRUCTIONAL STRUCTURE 2019

SDMC STUDENT SERVICES STRUCTURE 2019

GOVERNANCE CHART

Board of Trustees

↑ ↓

Chancellor

↑ ↓

President

Operational Groups

Instructional Services

Student Services

Administrative Services

Operational Committees

←→ **President's Cabinet** ←→

Governance Groups

Academic Senate

Classified Senate

Associated Student Government

Governance Committees

↑ ↓

Planning & Institutional Effectiveness

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Academic Programs, Student Support Units & Administrative Units

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
Isabel O'Connor 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	**Bridget Herrin** Acting Dean Ext 2509 | Office A109	**Krista Stellmacher** Director Ext 5858 | Office A111
Mila Zagyanskiy Administrative Secretary	**Carla Grossini-Concha** Administrative Secretary	**Trina Larson** Administrative Secretary	**Anabel Pulido** Digital Comm Specialist	**Sahar King** Administrative Secretary	**Diana Solares** Administrative Technician
Site Compliance Claudia Perkins 504/Site Compliance Officer Ext 2440 | Office I4-408					

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

Trina Larson, Administrative Secretary
Office I4-401 - 619-388-2678
Charlie Lieu, College Technical Analyst
Office I4-408 - 619-388-2527

Student Affairs

Victoria Kerba Miller, Dean
Ext 2699 | Office I4-408
Kathy Fennessey, Sr. Secretary

Student Disciplinary & Site Compliance Officer
Ext 2713 | Office I4-408
Claudia Perkins

Associated Students
Ext 2903 | Office I4-409
Taylor Carpenter, AS President

Financial Aid
Ext 2820 | Office I4-107
Gilda Maldonado, Financial Aid Officer

Outreach
Ext 2611 | Office I4-101
Karla Trutna, Outreach Coord. (acting)

Student Health
Ext 2545 | Office I4-209
Suzanne Khambata, Director

Assessment
Ext 2593 | Office I4-201
Karla Trutna, Outreach Coordinator

Student Development

Ailene Crakes, Dean
Ext 2896 | I4-401
Angie Avila, Sr. Secretary

Admissions
Ext 2689 | Office I4-102
Ivonne Alvarez, Supervisor II
Raquel Aparicio, Supervisor I

Counseling & Orientation
Ext 2672 | Office I4-303
Barbara Plandor, Supervisor
Leroy Johnson, Chair

Transfer, Career, Evaluations
Ext. 2473 | 2777 | 2680 Office I4-306
Claudia Estrada-Howell, Supervisor I
Anne Hedekin, Transfer Center Coordinator

Veterans & Records
Ext 2805 | Office I4-102
LaWanda Foster, Supervisor

Veterans Resource Center
Ext 2852 | Office I-102

Student Success & Equity

Larry Maxey, Dean
Ext 2278 | Office I4-401
Pahua Vang, Sr. Secretary

DSPS
Ext 2780 | Office I4-405
Erika Higginbotham, DSPS Coordinator

EOPS and STAR TRIO
Ext 2468 | Office I4-309
Leticia Díaz, Director

AVANZA, Cruise, Peer Navigators
Ext 2699 | Office I4-408
Agustin Rivera, Jr., SSSO

CalWORKS
Ext 2709 | Office I4-306
Sasha Verastegui, Coordinator

The Stand
Ext 2967 | Office I4-204
Johanna Aleman, SST/Coordinator

SAN DIEGO MESA COLLEGE
Administrative Services Structure
Lorenze Legaspi, Vice President of Administrative Services
Carla Grossini-Concha, Administrative Secretary

Office A102 - 619-388-2990

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

SAN DIEGO MESA COLLEGE
Instructional Structure
Isabel O'Connor, Vice President of Instruction
Mila Zagyanskiy, 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
Ext 2755 / A103 **Office Staff** Brandon Terrell, Sr. Clerical Asst Jeannette Leon, Clerical Asst	**Andrew MacNeill, Dean** **Ext 2799 / LRC** Cathy Palestini, Admin. Technician	**Leslie Shimazaki** **Ext 2873 |Office G201** Ruth San Filippo, Sr. Secretary	**Danene Brown, Dean** **Ext 2803	Office BT-201** Susan Gregory, Sr. Secretary	**Ryan Shumaker, Dean** **Ext 2737	Office ES-203** Simone Sherrard, Sr. Sec	**Tina Recalde, Dean** **Ext 2789	Office S300** Alison Mona, Sr. Secretary	**Linda Hensley, Dean** **Ext 2797	Office G201** Andrea Lelham, Sr Secretary	**Susan Topham, Dean** **Ext 2795	Office MS301** Mary I. Toste, Sr. Secretary	**Charles Zappia, Dean** **Ext 2801	Office SB304** Vacant, Sr. Secretary
Academic Senate Sue Saetia, Sr. Clerical Ext 2639	**Learning Resource Center** Alison Steinberg Gurganus, Chair Ext 2938	**Art/Drama** Mario Lara, Chair Art/Drama Nathan Betschart, Asst Chair Barbara Sexton, Asst Chair Kris Clark, Asst Chair George Ye, Asst Chair	**Business** Mark Abajian, Chair Tuttle Tracy, Asst Chair Susan Lazear, (FASH) Asst Chair Brian Leeson, (HOSP) Asst Chair Tonya Whitfield, (CACM) Asst Chair Tara Maciel, (ACCT) Asst Chair Xiaochuan Song, (ECON) Asst Chair Amanda Horner, (MARK) Asst Chair	**Physical & Health Education** Ed Helscher, Chair Manny Bautista, Asst Chair Donna Flournoy, Asst Chair	**Allied Health** Danielle Lauria, Chair Christine Balderas, Asst Chair	**Communication Studies** Terry Kohlenberg, (Speech) Chair Kim Perigo, (Speech) Asst. Chair	**Biology** Paul Sykes, Chair Bill Brothers, Asst Chair Jennifer Carmichael, Asst Chair Anne Geller, Asst Chair Anar Brahmbhatt, Asst Chair	**Architecture** Ian Kay, Chair
Night Supervisor Steve Manczuk, Ext 2463 cell: 619-928-7239	**Library & Media Services** Vacant, Supervisor Ext 2696	**Language** Allison Primoza, Chair Michael Harrison, Asst Chair Leela Bingham, Asst Chair	**Computer Science** Duane Wesley, Chair Carlos Toth, Dig Tech Asst Chair Rachel Russell, Digital Tech DDC		**American Sign Language** Leslie Styles, Chair	**Humanities** Chris Sullivan, (ENGL) Chair John Gregg, (ENGL) Asst Chair Donna Duchow, (ESOL) Asst Chair Bruce Naschak, (HUMA) Asst Chair	**Chemistry** Paula Hjorth-Gustin, Chair Donna Budzynski, Asst Chair Saloua Saidane, Asst Chair	**Behavioral Science** Dina Miyoshi, Chair Evan Adelson, Asst Chair Sime/Mongelluzo, Asst Chair
STEM Title III Leticia Lopez, Program Dir Ext 2353	Office 461	**Mesa Tutoring & Computing Ctr** Ext 2898 Mark Manasse, Coordinator Kristin Krogh, Inst Spt Sup	**Music** N Scott Robinson, Chair			**Consumer & Family Studies** Ida Cross, Asst Chair LouAnn Gibson, Asst Chair		**Physical Science** Donald Barrie, Chair Morezah Mohssenzadeh, Asst Chai Claude Mona, Asst Chair Irena Stojimirovic, Asst Chair	**Black Studies** Thekima Mayasa, Chair
	LOFT Ext 5000	Office Janue Johnson-Seaton, PL Coord						**Math** Phyllis Meckstroth, Chair Ken Kunjuki, Asst Chair	**Chicano Studies** Mauel Velez, Chair
	Stem Center Brian Mackus, Supervisor Ext 5660| Office LRC 115						**Accelerated College Programs** Jarred Collins, Chair	**Social Sciences** John Crocitti, Chair Michelle Rodriguez, Asst Chair
	BSI/BSOT Gina Abblate, Coordinator Mark Manasse, Coordinator Ingrid Jayne, Coordinator Ext 2347	Office G333							

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.

San Diego Mesa College is committed to becoming the leading college of equity and excellence. We have aligned our Educational Master, Student Success, Title V, and Student Equity plans to ensure that our movement to close achievement gaps in access and success for underrepresented student groups is intentional, institutional, transformational, and rooted in access to equitable outcomes for all of our students

Our goal is to build and sustain a sense of community that extends across campus and constituencies, nurturing collaboration, learning, growth, and diversity. As our mission states: we empower students to reach their educational goals and shape their future.
(http://www.sdmesa.edu/about-mesa/mission-vision-values/)

Since the ACCJC accreditation team visit in March 2017, Mesa continues to address 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.   Based on these discussions, College processes and policies are reviewed and revised if needed.

The focus of the Fall 2018 retreat was on planning for the future. We examined our planning process and timelines, discussed a crosswalk of our strategic goals with the CCCCO's Vision for Success, viewed the grid to track committee accreditation updates, and took a detailed look at how the Mesa Pathways will proceed.   http://www.sdmesa.edu/about-mesa/office-of-the-president/agenda-documents/President_Cabinet_Retreat_Agenda_11-3-18.pdf

At the Spring 2019 retreat, we discussed student success and equity, assessed how we are meeting our self-identified metrics, and set goals for the CCCCO Vision for Success. We saw the impact on student success of our new assessment and placement methods and shift in curriculum to address AB705 in English and Math. Each pathway team reported out. We discussed how our students would thrive in the Mesa College of the future, in which all the pathways were laid out. Finally, we discussed progress on our Educational/Facilities master planning process.
http://www.sdmesa.edu/about-mesa/office-of-the-president/agenda-documents/Presidents_Retreat_Agenda4-5-19.pdf

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.

PIE'S Current Goals are to:
  1. Monitor and support progress of equity initiatives, institution set-standards, and Pathways work
  2. Communicate institutional effectiveness efforts through the Institutional Planning & Governance Guide (IPGG)
  3. Advance the planning work of the College using data-informed dialogue and decision-making
  4. Review progress with College-wide goals and their relationship to the Educational Master Plan in preparation for the new Educational Master Plan
  5. Maintain sustained continuous quality improvement while moving through planning and accreditation processes

In the 2018-2019 School Year PIE Accomplished:
- Updated Institutional Planning calendar and Multi-Year Assessment and Evaluation Cycle
- Updated the Institutional Planning and Governance Guide in support of CCCCO Vision for Success
- Examined a variety of new dashboards and metrics
- Created Master Planning Task Force
- Prepared for President's Cabinet retreats (11/13/18 and 4/5/19)
- Reviewed District Strategic Plan 2017-2021
- Implemented governance committee evaluation survey and distributed it to all governance committees
- Reviewed Accreditation grid to track responses to recommendations and assessed current state of 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. This year was a comprehensive program review. In our largest program review effort to date, 106 instructional, student services, and administrative programs took an intensive look at their programs and services and set goals for the future. The desired outcomes are to improve the learning environment for students, address disproportionate impact, and to unite the campus in meeting the College's goals of equity and excellence. A synthesis of the strengths and challenges derived from the comprehensive reviews will be used to inform our Educational Master Plan.

Two new components included dynamic data dashboards, replacing static data packets, and a resource request portal, which simplified collecting and scoring the requests. 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. 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 faster decisions and communication from resource request committees
- Simplify the module content and format
- Simplify the Taskstream system/platform
- Provide additional resources and examples for resource request forms
- Provide more training and support

These recommendations will be incorporated into the revision of the module and process for the 2019-2020 annual update.

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:
1. Deliver support for outcomes assessment across the campus
2. Engage the full campus in the outcomes assessment process
3. Develop a schedule of workshops for OA training

4. Maintain the outcomes assessment webpage
5. 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.

In the Fall, we launched the ILO project with a task force of faculty, administrators, and classified professionals. This project is the third prong of ILO assessment, which included mapping, a graduate survey, and the ILO project, which is designed to be a more direct assessment of ILO effectiveness on the campus. We ran our first ILO assessment in Global Consciousness this spring. The project will continue next year with an in-depth look at another of the ILOs.

 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.

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 2018-2019 Program Review and budget and allocation recommendation cycle, programs submitted 208 requests in the amount of $2.9M, using the new Requests Portal. The BARC committee reviewed information provided by lead writers as identified in Program Review Plans, along with 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 $195,000 was allocated to fund requests.

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 2019, the committee reviewed 45 faculty requests for 44 positions (one position was a duplicate request), 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 will be used to hire new tenure-track faculty for the upcoming academic year dependent upon the number of vacant faculty positions and funding. The list has also been used in the past to identify new tenure track positions. The committee met in April and June to review the process used to rank requests and, as a result, revised the request form and the rubric. The committee also worked with campus research to modify the types of data specific to the instructional or service area making the request that will assist Program Review Writers in supporting their requests. All changes will be implemented during the Fall 2019 program review cycle. The committee will meet during the Fall and again in the Spring of 2020 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 professional requests made during the Program Review process. The submitted requests are vetted by the CHP committee based on an established rubric and ranked. The list is then forwarded 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 2018-2019, 31 positions were requested using the new Requests Portal. The committee has worked to fully integrate equity into the application questions.

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 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.

Revisions to the Plan this year include: adherence to the Rehabilitation Act, increased emphasis on equity efforts, attention to technology support for Student Services, emphasis on student and employee data privacy, and learning management support and equity for online teaching and learning.

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 continues to maintain the sustainable transportation plan working with students, faculty, classified professionals and the community on transportation issues and solutions.

The committee is currently discussing the building out of the Mesa Quad area and participating in Master Planning.

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 in all areas across the campus. This participatory governance committee provides planning related to safety enhancements, 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 meets monthly to review safety repots, workplace accident/injury reports and recommendations from Safety Officers, determine/plan/implement safety training, direct measures for hazard abatement, and promulgate workplace safety rules.

This past year, the committee has updated the building-specific safety plans and reviewed Occupational Safety Plans, such as the Chemical Hygiene Plan, Injury and Illness Prevention Plan, and Hazard Assessment Plan.

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 resource stewardship, waste reduction, and environmental conservation. The committee investigates projects and policies that encourage compliance with state legislation for such issues as recycling (AB 75, SB 1016, AB 341), organics recycling (SB 1826), and short-term climate pollutants reduction (SB 1383). The committee reviews the annual AB 75 report and summarizes the findings for the Academic Senate. Additionally, the committee assesses campus needs regarding environmental sustainability and provides reports to campus Administration.

During the 2018-2019 academic year, the ESC furthered campus discussions to fund a campus sustainability tracking system. In conjunction with the Association for the Advancement of Sustainability in Higher Education, the Sustainability Tracking, Assessment & Rating System™ (STARS®) will allow the campus to establish benchmarks and goals related to Strategic Direction 6: *Serve as stewards of our resources and advance effective practices in support of accountability*. In Fall 2018, the Associated Students passed a unanimous resolution in support of implementing a campus-wide sustainability tracking system. The ESC, in coordination with campus Facilities and District Facilities Management, campus dining, and the Culinary Arts/Culinary Management program, instituted an on-campus composting project. During the June through December 2018 pilot period, 7.76 tons of food scraps were diverted from the landfill. This is equivalent to reducing 5.35 metric tons of carbon dioxide, which has the same carbon sequestration effect as 6.4 acres of temperate forests.

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. Past accomplishments have included successful advocacy for a room on campus for quiet student reflection (The Serenity Space) and a Lactation Room for students, faculty and classified professionals. Regular SafeZone trainings are held during professional development (flex) periods each year to educate the campus about how best to support our LGBTQA+ community. To date, the Committee has trained more than 100 participants. Other accomplishments this year have included a workshop for students on *"Assumptions, Stereotypes & Bias,"* and a flex workshop for faculty on *"Equity in the Library."* Twice each year, the Committee hosts *"Voices from the Left"* where students, faculty and staff who are often "left-out" of the conversation due to the color of their skin, their sexual orientation, gender, age, socio-economic status or ability level, share poetry and stories of struggle and triumph. The Committee has also implemented two successful marketing campaigns on campus, one entitled, *"Share our Similarities; Celebrate our Differences"* and another entitled *"Mesa Pride"* to highlight support for the LGBTQ community on campus. The Committee assists with the production of Mesa's Cultural Events Calendars, which emphasize 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 year, the Committee hosted a special workshop entitled, *"Approach Me: Re-Thinking Disabilities"* to help educate the campus about individuals who are

differently abled. This pivotal week also includes a *Student Advocacy Fair* and booths where students can have critical campus conversations on race and share resources for getting involved in safe social activism. One special event that week, *"Festival of Colors,"* allows faculty and staff from the Music, Fashion, Art, Dance and Drama Departments to collaborate with each other and community partners to educate and entertain the campus with music, dance, art, theatre and fashion from different cultural and ethnic perspectives. 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

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

Following recommendations by the Planning and Institutional Effectiveness (PIE) Committee and President's Cabinet, the Master Planning Task force was formed to oversee the organization of the new Master Plan, combining an Educational Plan with a Facilities Plan. The current EMP expires in 2019. In response to a 2017 accreditation recommendation, the College is deliberate during this planning process to create a facilities master plan that is derived from educational planning and aligns with and directly supports the college's strategic plans.

The new plan will be student-focused, integrate with our facilities planning process, and demonstrate our commitment to equity and excellence. We will draw on information from the 2018-2019 comprehensive program review as to strengths and challenges across the campus. We will also draw upon a Spring Convocation exercise in which the campus was asked to respond to planning questions about their hopes and dreams for the future of Mesa College.

The Task Force comprises students, faculty, classified professionals, and administrators, with significant input from District Facilities Management. Its charge is to guide the development, review, and college-wide vetting of the plan, to include the analysis of data and discussion of key findings and recommendations. The Task Force has submitted an RFQ for a consultant group to assist in planning and execution. Screening and interviews will occur this summer.   Vetting of the draft plan should begin in Spring 2020, with the final version going to the Board of Trustees in Summer 2020.

Student Equity and Achievement Program (SEA)
http://www.sdmesa.edu/student-services/student-development/sea/sea-efforts.shtml

According to EDC 78222, it is the intent of the Legislature that funds for the Student Equity and Achievement Program support the California Community Colleges in advancing the system-wide goal of boosting achievement for all students with an emphasis on eliminating achievement gaps for students from traditionally underrepresented groups.

This will be accomplished through the following:

- Implementation of activities and practices pursuant to the California Community College Guided Pathways Grant Program.

- Ensuring students complete their educational goals and a defined course of study.
- Providing quality curriculum, instruction, and support services to students who enter college deficient in English and mathematics to ensure these students complete a course of study in a timely manner.

	2016-17	2017-18	2018-19	2019-20
SSSP	**Year-End Expenditure Report** – September 17, 2018	Not Applicable	Not Applicable	Not Applicable
Student Equity	**Year-End Expenditure Report** – September 17, 2018	Not Applicable	Student Equity Plan – Due June 30, 2019 (3 year plan)	Not Applicable
BSI	**Year-End Expenditure Report** – September 17, 2018	Not Applicable	Not Applicable	Not Applicable
Integrated Plan (2017-19)	Not Applicable	**Mid-Year Expenditure Report** – August 31, 2018	**Year-End Expenditure Report** – September 2019	Not Applicable
SEA Program	Not Applicable	Not Applicable	Annual Report – Due January 2020	Annual Report – Due January 2021

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, student-centered, and equity-minded approach to facilitate student success throughout the entire student experience. 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 include:
1. Design clear pathways to support students in meeting their academic, career, and life goals.
2. Assist students in identifying areas of interest which offer clear pathways for success.
3. Provide meaningful and relevant support to students on their pathway to completion.
4. Ensure that students have diverse methods and opportunities to demonstrate learning.
5. Review, assess, evaluate, and facilitate our Mesa Pathways work including the submission of required reporting.

Achievements in 2018-2019 include:
• Appointed of co-coordinators for the Mesa Pathways initiative.
• Held a college-wide retreat in Fall 2018 to officially launch Mesa Pathways and listen to student voices.
• Launched program mapping for programs across the college.
• Conducted student focus groups and surveys to capture the "student experience".
• Offered a variety of FLEX workshops and made presentations to faculty, classified professionals, students, and administrators across the campus for the purpose of sharing data and observations to spark conversations around our Mesa Pathways work.

HSI/Title III STEM Conexiones, HSI/Title V Proyecto Exito
http://www.sdmesa.edu/stem
http://www.sdmesa.edu/hsi

HSI/Title V Proyecto Exito (Year 5): "Project Success" is on its last year of a 5-year HSI "strengthening instituions and building capacity" grant. In five years, HSI/Title V created the LOFT (Professional Learning Center), AVANZA Student Engagement Center, the CRUISE Student Success Program, Mathletics, Course Redesign Institute, and the Classroom Tutoring Program.

Achievements in 2018-2019 include:
1. Classroom tutoring expanded from 20 to 25 tutors;
2. Mathletics Program added Winter and summer iterations and evening sessions;
3. CRUISE added Winter and Saturday CRUISE and collaborated with the Promise Program to expand services;
4. ELAC Course Design worked in conjunction with The LOFT and the AFT to bring speakers, offer professional learning workshops, and offer The Summer Institute.

HSI/Title III STEM Conexiones (Year 3): "STEM Connections" is at the halfway point of the grant program. Specific activities that have taken place in 2019-2020 include:
1. Innovation Research Lab moved into a temporary space with the permanent space slated for use in F'19. The IRL Coordinator is developing a cross-disciplinary Eco-Research Scholar Program that focuses on teaching students how to do STEM research in biology, geography, geographic information systems, and anthropology.
2. STEM Peer Mentoring continues with mentoring taking place in Chemistry, Biology, Math, and Physics.
3. STEM Professional Learning Course Redesign mini grants pilot program was launched with fourteen $1000 awards given to faculty. This included 12 faculty in the School of Math & Science and 2 faculty in the School of Business & Technology. Faculty are using the funds to redesign course and lab materials that will promote higher persistence, retention, and success rates in their STEM courses particularly among students who are disproportionately impacted.

4. STEM Core Student Success Specialist works with the STEM Counselor to bolster the "intrusive student support" piece of the STEM Core program.
5. STEM Outreach has been ongoing, with participation from STEM Conexiones personnel and students at high school outreach events and major local events such as EXPO Day at Petco Park and Barrio Logan STEM fest.

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 2019/20 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 2019/20 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 program review, evaluation of our

Governance structure, the development of tools for Enrollment Management and schedule building, and the evaluation of an 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.   Under the leadership of the Associate Dean of Research and Planning, our team includes three research analysts. Each analyst takes a leading role in supporting the campus across three broad areas: 1) supporting general campus requests and student service program needs, 2) Strong Workforce program and Guided Pathways, and 3) HSI Title III and Title V grants.

WE ARE *Mesa*

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 2012-2013 as Mesa College community members shared their thoughts about the future of our institution, several clear strategic directions and goals emerged. These have been incorporated into the new **Strategic Directions and Goals** for the College, summarized below. Full text on next page or at (www.sdmesa.edu/about-mesa/EMP Preliminary Strategic Directions.pdf/)

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

San Diego Mesa College

Strategic Directions and Goals

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

May 20, 2014

<u>Strategic Direction 1:</u> 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

<u>Strategic Direction 2:</u> 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
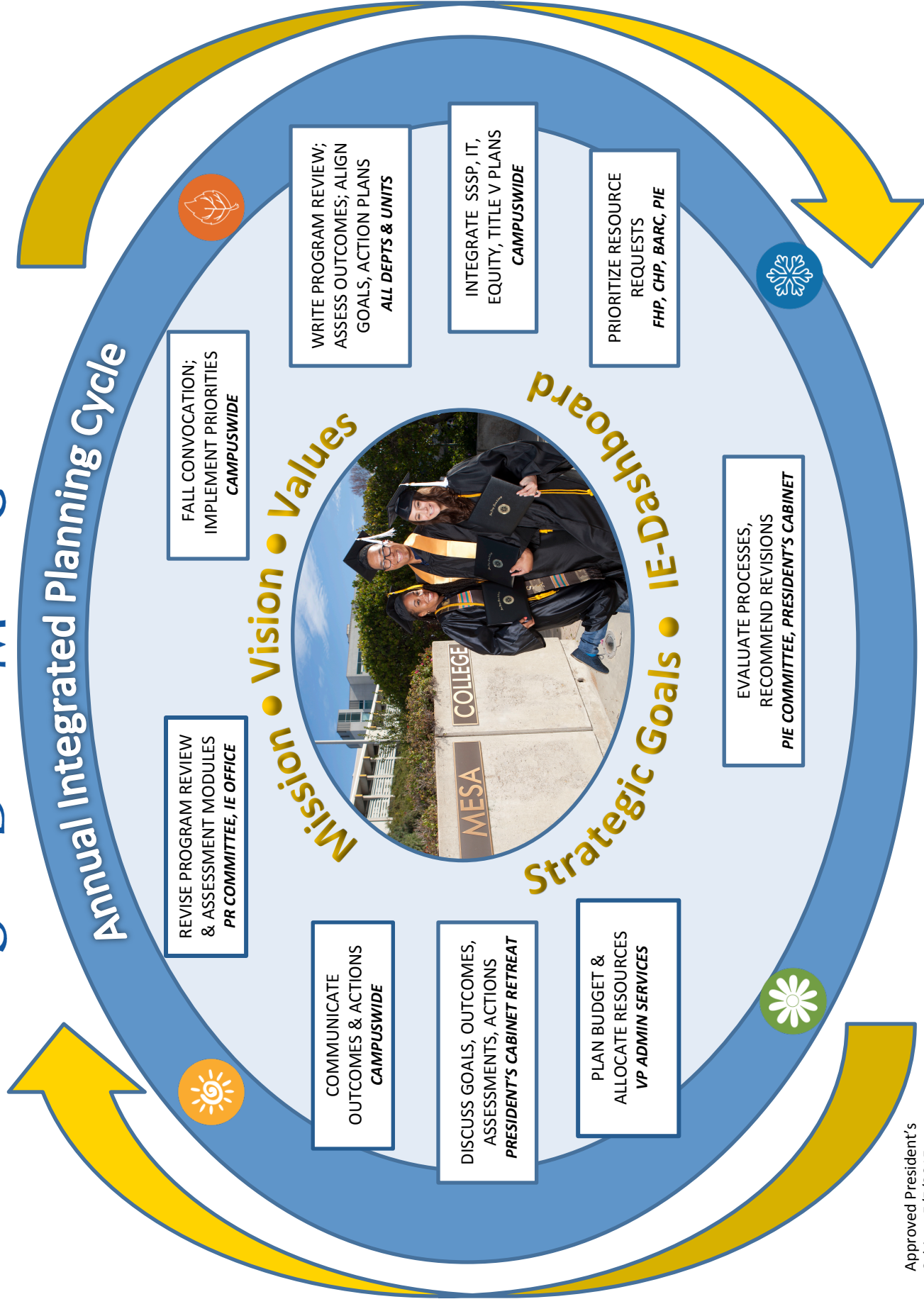
Strategic Goal 6.3: Assure external accountability requirements are met

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

Annual Integrated Planning Cycle

Mission • Vision • Values

Strategic Goals • IE-Dashboard

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

INTEGRATE SSSP, IT, EQUITY, TITLE V PLANS *CAMPUSWIDE*

PRIORITIZE RESOURCE REQUESTS *FHP, CHP, BARC, PIE*

FALL CONVOCATION; IMPLEMENT PRIORITIES *CAMPUSWIDE*

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

REVISE PROGRAM REVIEW & ASSESSMENT MODULES *PR COMMITTEE, IE OFFICE*

COMMUNICATE OUTCOMES & ACTIONS *CAMPUSWIDE*

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

PLAN BUDGET & ALLOCATE RESOURCES *VP ADMIN SERVICES*

MESA COLLEGE

SAN DIEGO MESACOLLEGE

Dr. Pamela T. Luster, President
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