

Institutional Planning Guide

2015-2016



SAN DIEGO
MESA COLLEGE



San Diego Mesa College
7250 Mesa College Drive
San Diego, California 92111-4998
sdmesa.edu

SAN DIEGO MESA COLLEGE

2015-2016 Institutional Planning Guide

Introduction

January 1, 2016

Mesa College Colleagues,

Our 50th anniversary has come and gone, and we are better and stronger than ever. At Fall 2015 Convocation, we celebrated a year of firsts for our 51st year. Among those firsts are:

- A baccalaureate degree in Health Information Management
- A \$2.6 million Hispanic-Serving Institution (HSI) grant
- National honors for three of our students
- SEEDS (Stem Engagement for the Enrichment of Diverse Students) STEM Scholar program
- Mesa College Student Research Conference
- Women's Sand Volleyball team
- Largest graduating class in history (N = 576)
- Summer CRUISE (Creating Rich Unique Intellectual Student Experiences) program for incoming students

These successes are the result of a well-thought-out planning process and the exemplary efforts of our campus community. We also continue to hire new faculty and classified staff and to build out our campus as Props S & N wind down.

This annual guide takes us through the past year, documenting our decisions, actions, and outcomes. It serves as a road map to guide our processes, based on our strategic goals, priorities, and unflagging commitment to our students.

We are deep into preparations for the Spring 2017 Accreditation team visit. Mesa's accreditation team is working on our self-evaluation, in which we can tell our story and document what our priorities and processes say about us.

This Guide is published annually, so please feel free to make any suggestions for improvement.

Best regards,

Pamela T. Luster, Ed.D.
President

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/planning-and-institutional-effectiveness-committee). Our Education Master Plan 2013-2019 (EMP) defines who we want to be, and now we are putting our words into actions as we strive to achieve the goals we set for ourselves.

Our mission, vision, and values remain unchanged (www.sdmesa.edu/about-mesa/mission-vision-values/), but they will be revisited this year, as part of our multi-year evaluation cycle. Our EMP defined six strategic directions and twenty-three goals. The College planning committees are working on prioritizing these goals and developing measures to assess our progress on them. The mission statement and strategic goals are included in the Appendix.

We have developed a new Annual Integrated Planning Cycle infographic which was approved on 5 May 2015 at President's Cabinet (see Appendix). We redesigned this infographic to be student-centered, and to show the links between our plans, processes, actions, and assessment. As posted on the Institutional Effectiveness website (www.sdmesa.edu/about-mesa/institutional-effectiveness/college-planning-documents/SDMESA_ANNUAL_CYCLE.pdf), each box is hyperlinked to the committees and offices involved at each stage, along with an explanation of the acronyms. The infographic went through multiple levels of design and vetting, as is our custom.

The work of most of these committees is detailed below. Last year, the College discussed the relationships of these major committees and their reporting structure. Our dialogue centered on transparency, alignment, integration, and communication.

Major College Committees for Integrated Planning

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

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.

At the Spring 2015 President's Cabinet retreat, a group of about 50 individuals worked on setting

short-term and long-term goals for our key performance indicators, guided by the framework of the Institutional Effectiveness Partnership Initiative (IEPI) of the State Chancellor's Office (CCCCO). The group set measurable goals for 1 and 3 years out for twelve indicators, including Basic Skills success rates, completion rates, CTE success, and persistence (www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/documents/IEPI-Goal-Setting-Process-Documentation-Final.pdf). The group also discussed College activities and initiatives that support students in attaining these performance levels. The next activity was a game to distinguish outcomes from objectives, as the College works on completing its first outcomes assessment cycle.

Next, the group heard reports from our "change agents", faculty, staff, and administrators on campus who are making a concerted effort to see the Mesa experience through the eyes of our students, in order to identify and remove obstacles in their paths to success (see below for more on Mesa's student success and equity efforts). The final presentation was on the Summer 2015 CRUISE pilot program, an orientation for new students which paired them with peer navigators (www.sdmesa.edu/academics/academic-support-programs/summer-cruise/).

Planning and Institutional Effectiveness Committee (PIE)

(www.sdmesa.edu/about-mesa/institutional-effectiveness/planning-and-institutional-effectiveness-committee/)

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

The campus community is getting more comfortable with the planning process and with understanding how accurate data can inform our decisions. The discussions surrounding the annual integrated planning cycle infographic were particularly insightful. The committee will continue to focus on communication and dissemination of information regarding all aspects of integrated planning and to evaluate the processes each year.

Accomplishments in 2014-2015 include:

- Revised the Annual Integrated Planning Cycle infographic
- Updated the San Diego Mesa College Multi-Year Assessment and Evaluation Cycle through 2019
- Heard reports on preparations for the 2017 Accreditation Self-Evaluation
- Accepted and sent to President's Cabinet a revised program review module and calendar
- Planned and facilitated President's Cabinet retreats on November 12, 2014, and May 1, 2015
- Oversaw faculty/staff hiring and resource allocation through FHP, CHP, and BARC committees

- Under the guidance of our campus-based researcher, discussed indicators and metrics for strategic directions and goals
- Discussed and agreed on parameters for the IEPI framework of indicators and student success scorecard
- Reviewed the ILO (Institutional Learning Outcomes) graduate survey format and results

Program Review (www.sdmesa.edu/about-mesa/institutional-effectiveness/program-review/)

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

Our program review process is on a four-year cycle, so that we can complete the better part of two cycles within an accreditation cycle. This give us time to set goals, act on them, acquire resources, and assess the effectiveness of what we are doing.

The first year, 2014-2015, was a comprehensive review, a very detailed examination of every part of a program or service area. Student success and outcomes data were scrutinized, goals were set and linked to college-wide goals, action plans developed, and resources (faculty, staff, supplies, equipment, facilities improvement) requested. The next three years, 2015 through 2017, will be annual updates. Each program and service area will document progress on their goals and discuss how the resources acquired have improved their programs or service areas.

Ninety-five programs, including academic programs, administrative areas, administrative service areas, and student service areas, wrote program reviews, the largest group ever at Mesa College. Lead writers, managers, and liaisons were trained, and the Office of Institutional Effectiveness provided assistance to anyone who asked. The outcomes of resource requests are documented below.

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

- Expand training for liaisons
- Streamline information required in the Taskstream program review module
- Expand outreach training efforts
- Revise the BARC request form
- Pilot standard data sets for student services areas
- Have a soft deadline for submission to manager and liaison reviewers

All six of these recommendations were incorporated into the revision of the module and process

for the 2015-2016 annual update. In addition, detailed instructions were embedded in each section of the module. All formal and informal training emphasizes the need for dialogue within a program or service area and between lead writers and their liaisons and managers.

Committee on Outcomes and Assessment (COA) (www.sdmesa.edu/about-mesa/institutional-effectiveness/coa/)

The Learning Assessment Task Force (LATF) grew out of participation in the Retreat on Assessment In Practice (Berkeley, Oct 2011). Seven participants from Mesa (faculty, classified, deans) each came to the realization that outcomes assessment was all about students and that there were many factors that affected student learning. The group, which grew in size over time, met bimonthly to discuss the state of Student learning Outcomes (SLO) assessment at Mesa, held demonstrations of best practices, and wrote operational definitions of the campus ILOs so that they could be better used in an annual survey of graduating students. In 2015, the LATF transitioned to the Committee on Outcomes and Assessment (COA). The decision to become a committee rather than a task force reinforced the College's commitment to Outcomes and Assessment and formalized the placement of Outcomes in the College's planning process. This request was sent through PIE to President's Cabinet, where it was approved. COA is a participatory governance group that oversees and coordinates SLO and AUO (Administrative Unit Outcomes) efforts at the campus level. COA is responsible for maintaining the policies and processes that will guide the College through the ongoing development, implementation, assessment, and evaluation of outcomes and assessments. COA promotes campus-wide understanding and integration of SLOs and AUOs, facilitates campus dialogue to enhance institutional effectiveness, and fosters continuous improvement of the student experience. The Outcomes Coordinator (a faculty member with .4 reassigned time) is available to departments and individuals to assist with developing and completing their Outcomes and Assessment cycles.

Actions in 2014-2015

- Update the COA website
- Lead workshops in assessment and outcomes vs objectives
- Extract outcomes assessment reports from Taskstream
- Work with campus researcher to improve the ILO graduate survey
- Outcomes coordinator developed monthly SLO Highlights newsletter
- Begin to plan for end of current assessment cycle and start of new cycle

Budget and Allocation Recommendation Committee (BARC)

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

The Mesa College Budget and Allocation Recommendation Committee (BARC) is a participatory governance committee designed to prioritize requests for one time supply or equipment purchases made through the annual Program review process and make recommendations which

will be brought directly to President's Cabinet.

BARC completed the third allocation recommendation cycle during the 2014-2015 Program Review Process receiving one hundred resource allocation requests in the amount of \$14.3 million. Of the total requests, thirty eight requests totaling \$338,713 were identified as supplies, equipment and one time requests for BARC prioritization. The BARC prioritization considers information provided by faculty and staff lead writers as identified in Program Review Plans along with extensive supporting documentation for goals and requested needed resources to achieve goals. Each supply and equipment request was analyzed and scored using a rubric. A prioritized list was developed based upon the scores and forwarded to President's Cabinet for recommendation to the President. The President approved the list and directed the Business Services Office to work with the appropriate managers, faculty, and staff to begin the requisition process using available year-end funds. A total of \$837,891 was allocated to various programs and service areas; included in this total was \$499,178 allocated for IT updates and replacements, consistent with the Mesa IT Strategic Plan replacement protocol.

Faculty Hiring Priorities (FHP) Committee (<http://www.sdmesa.edu/about-mesa/institutional-effectiveness/program-review/documents/FHP%20Rubric%202015-2016.pdf>)

After it was suggested that the committee be expanded to be more inclusive, the FHP Committee met during Fall 2014 to propose new membership and structure for the committee. The committee structure was proposed and drafted, was vetted through the participatory governance process, and was approved for Spring 2015. The new structure consists of 10 voting members, 5 faculty and 5 deans, each representing one of the schools or student service areas at Mesa. This ensures that the needs of all of the schools are equally represented. The committee is co-chaired by the Academic Senate President and the Vice President for Instruction, both non-voting members.

During Spring 2015, the committee reviewed faculty position requests and forwarded their recommendations to the PIE Committee and President's Cabinet. The approved list was used to hire 18 faculty during Fall 2015 to begin in Spring 2016 with more to be hired during Spring 2016 to begin in Fall 2016. The committee then met to reflect on the process used to rank requests and, as a result, revised the request form and rubric with changes implemented during the Fall 2015 program review cycle. New training materials are being developed to assist those who write hiring requests. The committee will meet in the spring to begin discussion on the process to rank the next round of requests and to recommend a rotation for members to ensure continuity and balance as members rotate on and off the committee.

Classified Hiring Priorities (CHP) Committee (<http://www.sdmesa.edu/about-mesa/institutional-effectiveness/program-review/documents/FHP%20Rubric%202015-2016.pdf>)

The third year of the Classified Hiring Prioritization process was a success. Minor changes were made to the application process and criteria rubric. Specialized CHP training provided the lead writers with concrete directions and produced high-quality requests that the committee easily evaluated using the established scoring matrix. The committee continues to encourage more program review lead writers to attend the training sessions. Upon reviewing year three, only minor revisions have been made to the CHP application for the 2015-2016 year. These include minimal changes that will help to eliminate repetition, as requested by writers in 2014-2015. The College has seen the effectiveness of having a prioritized classified position list, as a number of positions have been filled from it.

Mesa Information Technology (MIT) Committee (<https://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 IT plan to carry us into the future. The committee shall serve in an advisory capacity to faculty, staff, and administrators on matters pertaining to instructional, administrative, and student services computing, telecommunications, and other technologies.

The College strategically plans for upgrades and replacement of campus technology that supports institutional effectiveness and student success. The Mesa Information Technology (MIT) committee is the governing body that provides strategic direction for all campus technology, which includes classroom technology, distance learning, professional development, technological support and administrative efficiency. The committee annually prepares and submits the campus technology plan to the President's Cabinet for review and approval. The plan features a number of strategic campus technology initiatives developed in consultation with governance groups. The College supports a variety of learning technologies and equipment that supports student learning outcomes and success.

Facilities Planning Committee (<https://www.sdmesa.edu/college-services/administrative-services/facilities-rental/facilities-planning-committee/>)

The Mesa College Facilities Planning Committee is a representative participatory governance committee. The Committee purpose is to review major facility issues which impact Mesa College, provide long-range facilities planning 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. Recommendations will be brought directly to President's Cabinet

Major College Processes Impacting Integrated Planning

Education Master Plan (EMP) (www.sdmesa.edu/about-mesa/institutional-effectiveness/educational-master-plan/)

Now that The Education Master Plan 2013-2019 established our strategic directions and goals (see Appendix), the College needs to develop and implement 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.

A number of College initiatives are also helping us meet our goals, including Diversity, Global Awareness, EcoMesa, the HSI Title 5 grant, and Student Success and Equity. (www.sdmesa.edu/about-mesa/current-initiatives). Some of these are discussed below.

Part of the PIE Committee's job is to sustain this momentum across the campus. We currently have over 80 measures and indicators keyed to individual goals, and a subset of these measures is evaluated each year.

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

The heart of our EMP and our mission statement is to promote educational excellence and better serve our students.

Student Success and Support Programs (www.sdmesa.edu/student-services/student-success-equity/)

In alignment with the California Community Colleges State Chancellor's Office mission and vision for Student Success and Support Programs (SSSP), the mission of SSSP at San Diego Mesa College is to increase student access and success by providing effective core services, including orientation, assessment and placement, counseling, academic advising, and early intervention. SSSP supports student equity in assessment, student services, and access to college resources and provides a foundation for students to achieve their educational goals.

The purpose of the SSSP is to ensure that all students promptly define their educational and career goals, complete their courses, persist to the next academic term, and achieve their educational objectives in a timely manner. The goal is that students benefit from comprehensive and integrated delivery of services to increase retention and to provide students with a foundation to support success.

To accomplish this goal, the SSSP offers a variety of services that enhance student access to Mesa College and foster student success. The SSSP guides students with information and assistance to define realistic educational goals consistent with district and college academic programs and student services.

Accomplishments in 2014-2015 include:

- Hiring of Counselor for student veterans
- Hiring of Student Services Technicians to provide counseling support
- Expanded service hours in Counseling
- Continued implementation of the education plan campaign “Flash Forward Your Future”
- Implementation of Counseling Hot Spots
- Increase online counseling presence
- Development of online pre-assessment workshops for students
- Development of workshops for Probationary/Disqualified Students

Equity (www.sdmesa.edu/student-services/student-success-equity/)

With the vision of becoming the leading college of equity and excellence, Mesa paired with USC’s Center for Urban Education (CUE) and SDSU’s Minority Male Community College Collaborative (M2C3) to identify and document inequity in assessment and placement, identify obstacles for students of color, older students, students with disabilities, and economically disadvantaged students, and consider the impact of the basic skills pathway. The Office of Student Success and Equity is taking the lead in educating the campus on how to provide access to equitable outcomes for all of our students.

2014 Year of inquiry accomplishments:

- Analysis of disproportionate impact in access, course success, Basic Skills progress and success, degree/certificate completion, and transfer
- Administer Community College Survey of Men
- Focus groups with faculty and men of color
- CUE Equity Retreat
- Analysis of Scorecard data
- Develop framework for assessing equity gaps (strategies, interventions)
- Multiple measures assessment project (MMAAP) pilot
- Needs-assessment (M2C3) and professional development
- Equity change agents inquiry

HSI Grant (<https://www.sdmesa.edu/about-mesa/current-initiatives/hispanic-serving-institutions/>)

In the Fall of 2014, Mesa College was awarded a “Developing Hispanic-Serving Institutions-Title

V” five-year grant in the amount of \$2.62 million. The purpose of the grant is to improve the retention and graduation rates of Mesa’s diverse populations, particularly its Latino students, through systemic, institutional changes and improvements. Mesa’s HSI/Title V program is entitled Proyecto Éxito, a name that combines the idea of successfully exiting with a degree, certificate, or transfer-readiness with the Spanish word for “success”. To that end, we are redesigning basic skills and gateway courses, initiating new academic support and student support systems, providing essential faculty and staff development, and creating supportive spaces for students, staff, and faculty.

Achievements in 2014-2015 include:

- Drafting the Campus Employee Development (CED) Strategic Plan
- Redesigning Basic Skills and Gateway courses
 - Curriculum redesign in English and Personal Growth
- Initiating new academic support and student support systems
 - Planning for the Summer 2015 CRUISE program
 - Peer navigators and classroom tutors
- Providing essential faculty and staff development
 - HSI speaker series
 - The LOFT (Learning Opportunities for Transformation)

The Role of Research at Mesa College (www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/)

Institutional research and evaluation is central to all of the College’s planning efforts. As in previous years, in 2014-2015 the Mesa College Research Office’s projects centered on College-wide planning, accountability, and statewide and local strategic initiatives. The Research Office facilitated the development of the new College-wide key performance indicator framework in Fall 2014, the creation of measurable aspirational goals in key areas of institutional effectiveness, and the formation of measurable, aligned, and data-informed equity-goals.

For the past four years, the Campus-Based Researcher served as the only full-time research position in the Mesa College Research Office. Given the additional research and evaluation projects included in the College’s Student Success and Support Program (SSSP) plan, the Research Office added a full-time Research Associate to assist the Campus-Based Researcher in supporting SSSP implementation, evaluation, and planning for service improvement. In 2015-2016, the Research Office will bring another Research Associate on board to expand campus capacity for research and inquiry related to the Student Equity Plan and equity-focused initiatives.

In 2015-16, the Research Office aims to develop tools to enhance accessibility of college-wide data, visualizations to support evidence-based decision-making at the program level and beyond, to facilitate college discussions related to the College’s Institution-Set Standards, and provide additional support to Student Services and Administrative Services departments in collecting,

analyzing, and interpreting data for planning and service improvement. The Research Office will continue to support department- and practitioner-level inquiry through its ad hoc request process but will develop an official Research Agenda for the 2015-16 academic year to outline high-priority projects stemming from federal, state, and local initiatives, as well as college-wide planning and evaluation efforts.

Participatory Governance (www.sdmesa.edu/about-mesa/governance)

Mesa College has a very strong tradition of engaging in participatory governance, by which administration, faculty, staff, and students are informed of College and District issues and encouraged to join the discussion in their respective Senates and Councils. Each constituent group understands the process and its role in that process. In this way, all stakeholders contribute to the decision-making process. The process is transparent, and each group has a voice. These representative bodies then come together to make final recommendations at the President's Cabinet, a group comprising administration, faculty, staff, and students.

The College hosts the following governing bodies:

Administration. The campus administration includes the Offices of the President, Administrative Services, Instruction, Student Services, and School Deans. Administrators are represented in institutional governance through membership on the Deans Council, School leadership, Student Services Council, President's Cabinet, and the PIE Committee.

Faculty. The faculty is represented in institutional governance through the Academic Senate, President's Cabinet, PIE Committee, Chairs Committee, School meetings, and other participatory governance committees. The faculty exercise their voice in academic and curricular matters through the Program Review Committee, Student Services Council, Curriculum Review Committee, Academic Affairs Committee, and through the faculty hiring process.

Classified Staff. The Classified Staff are represented in the campus participatory governance process through the Classified Senate, which has seats on various governance committees such as President's Cabinet, PIE Committee, Program Review, MIT, Accreditation, Student Services Council, and other relevant committees.

Students. The Associated Students Government (ASG) is the representative body of the students in the participatory governance process at Mesa College. The ASG president and vice president represent students on the President's Cabinet. Student participation in campus affairs is strengthened by their membership on many College committees including the PIE Committee.

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.

WE ARE *Mesa*

APPENDIX

MISSION, VISION, VALUES

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

Vision: San Diego Mesa College shall be a key force in our community to educate our 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%20Strategic%20Directions.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, staff, 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, staff, 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

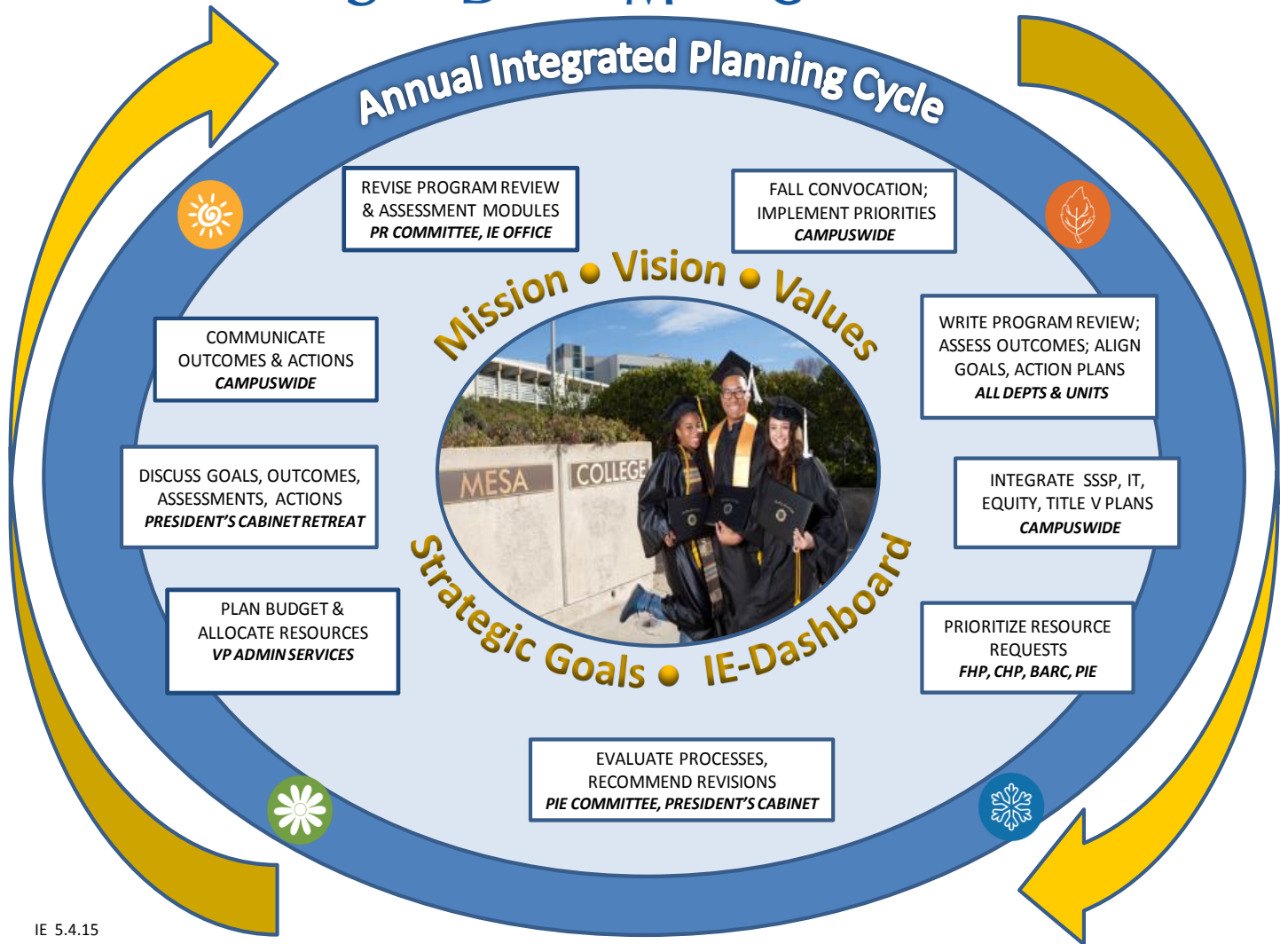
Strategic Goal 6.3: Assure external accountability requirements are met

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



IE 5.4.15

SAN DIEGO MESA COLLEGE

Dr. Pamela T. Luster, President

Dr. Madeleine Hinkes, Dean of Institutional Effectiveness

Angela Liewen, Classified Senate President

Co-Chairs, Mesa College Planning and Institutional Effectiveness Committee

7250 Mesa College Drive
San Diego, CA 92111-4998
619-388-2600 or 858-627-2600
www.sdmesa.edu

2015 - 2016



SAN DIEGO COMMUNITY COLLEGE DISTRICT

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 District without the express approval of the Board of Trustees.

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

Constance M. Carroll, Ph.D., Chancellor