

Directions for Lead Writers: Please use this template to complete your Unit’s Program Review for this cycle. Instructions for submitting your completed template at the end of the spring semester will be provided in a few weeks. Click [here](#) to view our Glossary of Terms.

Other Resources:

[Program Review Handbook](#)

[Acronym Dictionary](#)

[Resource Link Library](#)

[Mesa 2030](#)

[Program Review Archives](#)

DEI Discussions: as part of your reflection with your unit, a workgroup has developed a Diversity, Equity, Inclusion, and Accessibility Discussion Guide. Please use this in your unit-level discussions as we move toward becoming more diverse, equitable, inclusive, and accessible through intentional and ongoing campus-wide reflections and revisions of policies and practices.

View the guide [here](#). Have reflections or feedback to share? Click [here](#).

| <i>Program Information & Executive Summary</i> | | |
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| Prompt | Guidance | Program Response |
| Describe the successes and challenges your unit has faced since the last comprehensive review. | | <p>Challenges: The COVID-19 Pandemic continued into the Spring 2022 Semester and work / communication was in a remote status for many classified professionals, administrators, and faculty. The college had received a large-format zoom account in spring 2020 which continued to be used to broadcast campus-wide meetings such as Convocations and President’s Cabinet meetings. A main challenge during this time was fulfilling the President’s Office Administrative Unit Outcomes #4 – to increase opportunities for professional development for faculty and staff. Another challenge was changes to process and procedures due to the remote status.</p> <p>Successes: 1) The President’s Office staff remained on a hybrid on-campus / remote status throughout the pandemic and was</p> |

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| | | <p>back on campus full-time as of the Spring 2022 Semester. This hybrid work schedule helped by forming a “home base” on campus which also included the assistance of on-campus stockroom and facility staff to assist in keeping lines of communication open as well as receiving mail, other deliveries, and keeping the campus grounds and buildings maintained.</p> <p>2) The president created a webinar Campus Community Forum held twice a month to communicate campus and district updates and answer questions from the webinar attendees. This Forum was created and launched on April 8, 2020 which had hundreds of attendees in a live discussion, both on Zoom and a live-stream to the Mesa College YouTube channel, where it was archived so that it could be viewed later by those who could not attend live. These Forums were a platform to provide campus, district and community updates as well as give the campus community a chance to virtually be with each other and ask questions; faculty were offer faculty flex time for virtually attending each Forum. As these Forums continued, department and program presentations were added to provide updates. These Forums continued through May 24, 2022 and contributed greatly to the campus communication, especially for COVID-19 related updates. Also included in some of the Forums were department/program presentations and updates which were very well received and connected the campus community with what was occurring remotely.</p> <p>The webinar/zoom format was also used to hold bi-annual and annual events such as the President’s Community Breakfast meetings, Classified Service Awards, Scholarship Awards, Faculty Recognition, and Commencement.</p> <p>The President’s Office staff maintaining an on campus presence during the remote time period as well as creating Zoom/livestream forums, meetings, and events to maintain campus communications contributed to fulfilling our Administrative Unit Outcomes #1 – sustaining and creating</p> |
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new opportunities to support collaboration, learning, growth, diversity, and equity; AUO #2 – sustaining and creating new opportunities to increase two-way communication to the SD Mesa College campus; as well as AUO #3 – create new student pathways for success.

Post COVID-19, this communication to the campus is now transmitted through weekly emails to the campus via “Weekly Updates from Prez Hands” which are also posted to the President’s college webpage. In addition, a weekly report is sent to the Chancellor and SDCCD Trustees with campus updates.

3) A state-wide Basic Needs Virtual Summit was hosted by the President’s Office in February 2022 which had hundreds of staff, faculty, and student participants and attendees. A Student Voices Panel was featured at this Summit which was mediated by the Mesa College president, led by a basic needs counselor and participating were students who represented several districts. Participants at this Summit heard directly from students on what had been impactful, where they found support and what recommendations they had to remove barriers and how faculty could provide support. This Summit was one of the ways the President’s Office fulfilled our Administrative Unit Outcomes #3 – creating new student pathways for success.

4) The president sponsored attendees to several remote conferences, such as the National Conference on Race & Ethnicity in Higher Education (NCORE), but there were less opportunities available during the pandemic with the exception of a few conferences; such as the Asilomar Leadership Skills Seminar, Asian Pacific Islanders in Higher Education (APAHE), and the Association of California Community College Administrators (ACCCA) Mentor Program. The continued support of professional development for classified professionals, faculty, administrators, and students are examples of fulfilling the President’s Office Administrative Unit Outcomes #4 – to increase opportunities

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| | | <p>for professional development for faculty and staff.</p> <p>5) During the pandemic, the work of the Mesa2030 educational and facilities master ten-year plan continued to be developed between fall 2019 and spring 2021, receiving board approval on May 13, 2021. The president served as a major consultant to the Task Force which was scheduled regularly to report their work and progress to the President's Cabinet. Mesa2030 goals were created as a call to action to describe what the College intended to accomplish over the coming decade to achieve the long-term goal of being the leading College of equity and excellence. Leading and guiding the work of the Mesa2030 plan fulfilled AUO #5 – to create a strategic plan that reflects the current and future resource needs of the institution.</p> <p>6) An overall district-wide improvement that resulted from the remote status was the approval to use digital signatures on documents. Digital signatures have now been approved to continue which has greatly improved the turnaround time for approvals and transmittals; especially for human resource, grants/agreements, department forms, and sabbatical-related documents that required several signatures.</p> |
| <p>If applicable, describe any major curricular or service changes your unit has engaged in and the impact of these changes since the last comprehensive review.</p> | <p>Optional</p> | |
| <p>If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.</p> | <p>Optional</p> | |
| <p>Please confirm that the department has reviewed the Course Learning Outcomes</p> | <p>Select One</p> | <p><input type="checkbox"/> Reviewed and accurate <input type="checkbox"/> Reviewed not accurate, update in progress <input type="checkbox"/> Reviewed not accurate, need support</p> |

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| listed in CurricuNet for each course and verify accuracy. | | |
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Data Reflection

| Prompt | Guidance | Program Response |
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| Describe the trends you see in your program/service area's data. | Instructional Data you may consider: enrollment trends, course & program learning outcomes, Institutional Learning Outcomes, course success and retention rates, degree completion, transfer, employment, labor market analysis, other data relevant to your unit's work | |
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| Service/Admin Area Data you may consider - service usage, service access, demand for services, student service/administrative unit outcomes, types of services offered and used, headcount of services usage, trends in reason for service use, other data relevant to your unit's work | The current trend for the President's Office since remote status is an increase of students, faculty, and visitors to the office as well as increased demand for assistance for re-establishing on-campus process and procedures. During the pandemic years, there was no travel, limited remote conferences/training/workshops and professional advancement requests and hiring; but grants, agreements, changes to employees work classifications and assignments, and other processes remained active and some required board approval. The transition to and from remote status caused some confusion on policy and procedures and the President's Office played a large role in communicating the processes to the campus. The President's Office continued to be a main source of information including policy changes that were made following the remote status. The support provided by the President's Office in relaying policy and procedures and additional changes to the campus fulfilled our Administrative Unit Outcomes #1 – sustaining and creating new opportunities to support collaboration, learning, growth, diversity, and equity. |
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| Describe any equity gaps you see in these data. Are there differences and/or patterns | Equity gaps refer to disparities in educational outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, and | One unit outcome that was challenging was AUO #3 – creating new student pathways for success. The pandemic created more equity gaps that needed to be identified to assist the |
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| <p>observed by demographics (e.g. race/ethnicity, gender, age, etc.)?</p> | <p>other demographic traits and intersectionalities.</p> | <p>students that were not being served on our campus or needed additional assistance. The President worked with the Student Services Vice President and Deans to get more basic needs to students, especially emergency aid for incidences that were keeping students from their classes, such as car problems. The Resiliency fund campaign was presented at the September 3, 2019 President’s Cabinet meeting to outline the collaboration between the College and Mesa College Foundation to raise funds to support students. In her retirement gala in June 2022, the outgoing president held a fundraiser to secure the funding for the Resiliency Fund. The work to maintain and grow this fund will continue as additional equity gaps and need for new student pathways are identified. The Resiliency funding is an example of the President’s Office fulfilling our Administrative Unit Outcomes #1 – sustaining and creating new opportunities to support collaboration, learning, growth, diversity, and equity.</p> |
| <p>Describe the discussion(s) that took place about the unit’s learning outcomes assessment data.</p> | <p>Department Outcomes Coordinators (DOCs) facilitate a department wide discussion on learning outcomes data each year during “Outcomes Across Campus”. DOC’s may helpful in supporting this section.</p> | <p>The President’ Office is charged with holding governance and campus-wide discussions in addition to the Executive Staff meetings. The Executive Staff consists of the President, Vice Presidents, Institutional Effectiveness Dean, Resource and Development Director, the information officer and EA to the President. This weekly meetings are held to preview discussions on district and campus updates, hiring, dockets and roundtable topics.</p> <p>In addition, in each academic year the President holds two President’s Cabinet Retreats in spring and fall. In the fall, representatives from across the College are invited to review how we do the work of the College; and in spring, the group assesses outcomes of all of our processes, the status of key performance indicators, and other data such as enrollment management.</p> <p>Convocations are an additional way the President brings the campus together to discuss the state of the College and goals for the academic year. These are held at the beginning of the fall and spring semesters and have included keynote speakers, breakout group discussions, and workshops.</p> |

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| | | <p>These meetings, retreats, and Convocations are examples of fulfilling our Administrative Unit Outcomes #1 – sustaining and creating new opportunities to support collaboration, learning, growth, diversity, and equity; AUO #2 – sustaining and creating new opportunities to increase two-way communication to the SD Mesa College campus; and Administrative Unit Outcomes #4 – to increase opportunities for professional development for faculty and staff.</p> |
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Practice Reflection

| Prompt | Guidance | Program Response |
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| <p>Describe current practices your unit has engaged in that you believe impact the above data trends and equity gaps.</p> | <p>Items to consider: new actions specifically focused on issues of equity, major curricular changes, professional learning, policy or process changes, data-informed unit dialogue, community outreach.</p> | <p>For the 2022-2023 academic year, the president held over 30 “Listening and Learning” tours in the fall 2022 semester where she met 1:1 with departments across the campus that were given prompts to frame their discussions before the meetings. In spring 2023, the feedback from those tours has now been summarized into an infographic with common themes such as accomplishments, persisting difficult problems, new challenges, equity and excellence, and opportunities. The first step in addressing these themes will be for the Vice Presidents and direct reports to the president to review this information for future discussions at the Executive Staff Meeting. They have been directed to share 1 or 2 ideas in which their area will address some of the concerns. The work resulting from the Listening and Learning Tour will continue into the 2023-2024 academic year. This work fulfills AUO #1, AUO #2, and AUO #3.</p> |
| <p>What other factors (internal or external) might also impact the above data trends and equity gaps?</p> | <p>Items to consider: legislative changes, fiscal changes, staffing changes, recruitment, hiring, and retention practices.</p> | <p>1) Internal factor: Following the Listening and Learning Tours, many of the items brought forward by the departments had factors such as staffing and lack of resources. There is still a hiring freeze in effect for Classified Professionals and reduced opportunities to hire all requested faculty positions and this will greatly affect the support that many of the departments mentioned as one of their greatest needs in order to better serve students as well as strengthening relationships and</p> |

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| | | <p>collaborations.</p> <p>2) External: SDCCD Reorganization – Changes that have occurred at the District Office regarding the Chancellor’s position and the reorganization of Executive Vice Chancellors, Vice Chancellors, Associate Vice Chancellors and other offices has presented challenges. The Chancellor went on leave in late March 2023, resigned on May 1, 2023, and the People, Culture, and Technology Vice Chancellor is the current Acting Chancellor. Other new Vice Chancellors have been hired, such as Kelly Hall for finance and business, and, Laurie Coskey for development and entrepreneurship, and this transition has been something the College has needed to adapt to with changing policy and procedures. One example is that VC Hall no longer requires that Board of Trustee agenda items must be submitted in their funding year and this has changed how our College submits grant and agreement documents. Continuing to adapt to the new policy and procedures brought forth from the District organizational transition is the work we will support through unit goal #1: Maintain the health and stability of the college through the cultivation of a positive campus climate, management of finances, technologies, and infrastructure, adequate staffing levels, modern and functional facilities, and compliance with relevant state, district and college regulations and standards.</p> |
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Unit Goals and Action Plans

| Prompt | Guidance | Program Response |
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| Unit Goals | Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-bound. | <p>1. Maintain the health and stability of the college through the cultivation of a positive campus climate, management of finances, technologies, and infrastructure, adequate staffing levels, modern and functional facilities, and compliance with relevant state, district and college regulations and standards.</p> <p>2. Work in partnership with internal and external stakeholders to address the needs of our students and community.</p> |

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| | | <p>3. Enhance student support, teaching, and learning by refining organizational processes, communication, and professional development opportunities.</p> <p>4. Ensure that equity and excellence are at the forefront of decision-making.</p> <p>5. Maintain Mesa2030 and Road Map to Mesa2030 as dynamic and actionable documents that guide our ongoing progress and planning.</p> |
| <p>Mesa2030 Roadmap Strategic Objective (SO) Alignment</p> | <p>Review Mesa2030 and the Roadmap to Mesa2030, only link to SO's that your goal clearly and intentionally is meant to contribute to, each goal should link to 1 or more SOs</p> | <p>Goal 1: Maintain the health and stability of the college through the cultivation of a positive campus climate, management of finances, technologies, and infrastructure, adequate staffing levels, modern and functional facilities, and compliance with relevant state, district and college regulations and standards.</p> <p>SO: Pathways and Partnerships: Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services.</p> <p>SO: Community: Use technology to improve communication and accessibility across campus</p> <p>SO: Community: Build a culture of communication that is evidence-based, race conscious, institutionally focused, systemically aware, and equity advancing</p> <p>SO: Community: Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning.</p> <p>Goal 2: Work in partnership with internal and external stakeholders to address the needs of our students and community.</p> <p>SO: Completion: Develop pathways that provide students with clarity about degree, certificate, and transfer requirements</p> <p>SO: Completion: Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity.</p> |

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| | | <p>SO: Pathways and Partnerships: Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services</p> <p>SO: Pathways and Partnerships: Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers.</p> <p>Goal 3: Enhance student support, teaching, and learning by refining organizational processes, communication, and professional development opportunities.</p> <p>SO: Completion: Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity.</p> <p>SO: Pathways and Partnerships: Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services.</p> <p>SO: Community: Use technology to improve communication and accessibility across campus</p> <p>SO: Community: Build a culture of communication that is evidence-based, race conscious, institutionally focused, systemically aware, and equity advancing</p> <p>SO: Community: Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning.</p> <p>SO: Stewardship: Develop a proactive hiring plan that includes review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community.</p> <p>SO: Scholarship: Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups.</p> |
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| | | <p>Goal 4: Ensure that equity and excellence are at the forefront of decision-making.</p> <p>SO: Completion: Develop pathways that provide students with clarity about degree, certificate, and transfer requirements</p> <p>SO: Completion: Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes</p> <p>SO: Completion: Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity.</p> <p>SO: Pathways and Partnerships: Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services</p> <p>SO: Pathways and Partnerships: Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers</p> <p>SO: Pathways and Partnerships: Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning.</p> <p>SO: Community: Use technology to improve communication and accessibility across campus</p> <p>SO: Community: Build a culture of communication that is evidence-based, race conscious, institutionally focused, systemically aware, and equity advancing</p> <p>SO: Community: Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning</p> <p>SO: Community: Increase opportunities to be an asset and resource to the external community.</p> <p>SO: Stewardship: Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change.</p> |
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| | | <p>SO: Scholarship: Evaluate and improve Diversity, Equity, and Inclusion practices in classroom environments, campus activities, departments, schools, and administrative units.</p> <p>Goal 5: Maintain Mesa2030 and Road Map to Mesa2030 as dynamic and actionable documents that guide our ongoing progress and planning.</p> <p>SO: Completion: Develop pathways that provide students with clarity about degree, certificate, and transfer requirements</p> <p>SO: Completion: Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes</p> <p>SO: Completion: Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity.</p> <p>SO: Pathways and Partnerships: Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services</p> <p>SO: Pathways and Partnerships: Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers</p> <p>SO: Pathways and Partnerships: Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning.</p> <p>SO: Community: Build a culture of communication that is evidence-based, race conscious, institutionally focused, systemically aware, and equity advancing</p> <p>SO: Community: Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning</p> <p>SO: Community: Increase opportunities to be an asset and resource to the external community.</p> |
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| <p>Identify specific actions your program/service area will engage in to accomplish this goal.</p> | <p>Examples may include: policy or practice changes; unit initiatives, curricular changes, etc.</p> | <p>Goal 1</p> <ul style="list-style-type: none"> a. Accreditation: ISER preparation and submission b. BARC, FHP, CHP processes c. Mesa2030: Facilities Planning Taskforce d. Bond preparation work e. Administrator leadership focus on Courageous Leadership and Equity in Action <p>Goal 2</p> <ul style="list-style-type: none"> a. Engaging K-12 partnerships focused on strengthening the b. Teacher Education Pipeline c. Engaging community partnership focused on Allied Health d. Pathways e. CE Day f. Generation Hope: FamilyU Cohort participation - focus student parents g. Meetings with elected officials h. Mesa Foundation: Shining Light on Gratitude Event i. Mesa Pathways j. Principal's Roundtable k. Shifting focus from access and completion to access + completion + post college success <p>Goal 3</p> <ul style="list-style-type: none"> a. Classified Onboarding Program b. New Convocation format including professional learning opportunities c. Enrollment Management Taskforce (campus and District) d. Presidents Weekly Updates e. Theme: Shining Light on Equity and Excellence f. Listening and Learning Tour <p>Goal 4</p> <ul style="list-style-type: none"> a. Theme: Shining Light in Equity and Excellence b. President's Cabinet Equity Spotlights c. AANAPISI and HSI grant implementation d. Pursuit of Native American Student Support & Success Program grant <p>Goal 5</p> <ul style="list-style-type: none"> a. President's Cabinet Retreats b. RoadMap to Mesa2030 semester assessments |
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| Does this Action Plan require resources | if yes, complete resource request form | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Lead Writer and Manager Information | | |
| Lead writer Name(s) | Sara Beth Cain-McDavid | |
| Name of Program/Unit | President's Office | |
| Manager Name | Ashanti T. Hands | |
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