

SAN DIEGO MESA COLLEGE

President's Cabinet Retreat MC 211 A/B

1. Welcome (2:00 – 2:15 p.m.)

President Pam Luster opened the retreat stating it had three priorities: Governance, Mesa College Master Plan, and Mesa Pathways. Dr. Luster presented the Institutional Planning & Governance Guide (IPGG) for 2019-2020 which includes the governance chart, administration and instructional organization charts, and the major college committees for integrated planning.

The IPGG may be found online at: http://www.sdmesa.edu/about-mesa/institutional-effectiveness/college-planning-documents/documents-college-planning/IPGG_2019_2020_Final_Print.pdf

2. Governance (2:15 – 3:00 p.m.)

Acting Dean of Institutional Effectiveness, Bridget Herrin, stated that one of the San Diego Mesa College accreditation recommendations was to evaluate the governance process. Dr. Herrin stated that the PIE Committee, in response to the recommendation, developed a survey that would review how the governance process was functioning, was it functioning as intended, and was it evolving as our governance system evolves.

The survey was administered to the governance groups in Spring 2019 and represent aggregate-level results from members of 15 different committees and a total of 67 responses. Three areas were assessed: Integration, Culture, and Operations.

- Survey Results: Acting Dean Herrin stated the governance survey focused on three broad categories: Integration, culture, and operations, and that the feedback was generally positive, with key findings related to communication and orientation.
- Action Note | Orientation: A recommendation was made for a campus-wide orientation for Committee Chairs. It was noted that members of PIEC have volunteered to assist in this effort. Actions included: 1) developing a template reporting tool for committees to send to their constituency groups, and utilizing/updating templates this Fall (PIEC, Mesa Pathways, Committee on Outcome and Assessments (COA), and President's Cabinet.)

Next steps mentioned included:

- Deliver another assessment in the Spring 2020 Semester; this will be an annual cycle with different committees assessed every year.
- Select additional committees to participate.
- Survey the larger campus about their perceptions of the Mesa College governance process.

Included in the presentation was the San Diego Mesa College Integrated Planning Calendar for 2019-2020 and the link to the Multi-Year Assessment and Evaluation Cycle - <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/college-planning-documents/multi-yr%20calendar%202018%20.pdf>

President Pam Luster asked each table of attendees to discuss the governance processes and for each person to think about the role they have on the committees they serve. Dr. Luster asked each group to talk about the recommendations from the PIE Committee and record their key notes and report any additional suggestions that would improve these recommendations.

Following the group discussions, group report-out suggestions included:

- 1) RE: the new communication template; it was suggested to write down the process in IPGG and also have as record for each committee to record “what they do and this is why” so that the process and procedures can then be given to the next committee chair.
- 2) Re: the reporting tool and reports from each committee; if there are weekly or bi-weekly reports on email from 15+ committees; this might cause some to stop reading certain aspects. A suggestion was to have only a digest that comes once every two weeks with the reports in them that could be sent out to the other constituency groups. It was also suggested to send a link to the webpage where the minutes are filed.
- 3) Re: the template – suggested that the template be a tool to not only share information but to gather information since that is the responsibility of the committee’s representatives. It was suggested to have a better definition of what committee members’ roles are so that they understand the expectation.
- 4) It was stated that those currently using meeting templates like the process. Committees can collaborate on what goes into the report so that everyone can contribute. They also agreed the report should be listed on the website and the report should include the website listing. They think the campus-wide orientation for committee chairs is a good idea and this would be a great place to bring ideas and best practices.
- 5) Re: the template – some concerns about the number of emails. Also, that the information is not just being sent out but actually a tool so that information can be sent back and collected. Re: the orientation – a good idea but would like to see it more institutionalized and moved out of PIEC and become something all committees do for their members at the beginning of the academic year.
- 6) RE: the template – agree it is a good idea to have the template for reporting out and they share the idea of the problem of sharing via email and felt in the future it should be shared on the governance webpages’ where they can “live” and also include bullet-points and highlights of what is going on to provide a surface-level glance. It was agreed an orientation would be great, but not just for new committee chairs but for everyone.

It was noted not all committees are emailing their reports; they are taken to various meetings where verbal reports are given. Also, having a Canvas “shell” or something similar which is interactive for committees would be a good idea (dashboard experience.) Investigate different technology options that can help Mesa College upgrade the communication process. It was commented that a Canvas shell would be a good repository for documents where committee members can be referred back to their shell to “catch up to the conversation.”

President Luster stated this feedback and the recommendations will be moved backed to the PIE Committee. Dr. Luster asked for a vote of “thumbs up” to acknowledge the retreat attendees agree that options were discussed and these above are good recommendations to send back to the PIE Committee. “Thumbs up” votes were given and these recommendations will now be sent back to PIEC.

The presentation on the governance survey and the Planning and Institutional Effectiveness Committee’s recommendations and actions may be found at: http://www.sdmesa.edu/about-mesa/office-of-the-president/presentation-documents/Governance_Survey.pdf

3. Master Plan (3:00 – 4:00 p.m.)

President Pam Luster called on the Vice President of Administrative Services, Lorenze Legaspi, to introduce the two consultants, Deborah Shepley and Eva Conrad.

VPA Legaspi stated we are moving forward with the Master Plan. The Master Planning Task Force was started in Fall 2018 and have since added members so that all constituency groups are represented. Consultants were selected to help Mesa College lead the charge of developing a master plan. He introduced Eva Conrad, who has been in the system for a host of years from faculty to college president and a planning guru throughout the state. Deb Shepley is a principal at Gensler and a facilities expert.

VPA Legaspi stated at this meeting Eva and Deb will lead us through integrative planning. Last week a joint PIEC, BARC, MPTF meeting reviewed the first steps of the plan and where the plan fits in Mesa College operations and to begin to develop a road map on how Mesa College will use the plan.

Deb Shepley began the discussion stating the Master Plan will be created and made specifically unique to the culture and style of Mesa College. The focus is on two pieces: the educational planning component and the facilities planning component.

Eva Conrad stated it is important that the long-term plans are integrated; but also, best practices require that all of the college's plans "talk" to each other. Effective planning is about relationships and accomplishments two things: 1) better communication on campus, and, 2) transparency.

The presentation included the elements required by the Accrediting Commission that must be included in a comprehensive, integrated plan.

An activity was held on the framework elements that need to be fulfilled:
("I am ..." "What is it?" "Where did it come from?")

Framework Elements:

Mission

Long-term Plan

Short-term Plan

Program Review

Resource Allocation

Implement the Plan

Assess the Plan

Evidence

Progress Report

Eva Conrad presented the current schema of how the "pieces fall together" in the Mesa Model of Integrated Planning and the Annual Cycle of Integrated Planning.

Acting Dean of Institutional Effectiveness, Bridget Herrin, reported on the joint PIE / BARC / MPTF meeting held last week on October 22, 2019. PIEC / BARC / MPTF reviewed these models which resulted in five, larger themed, recommendations:

- Connect students to all elements in planning
- Show relationships between/among plans
- Create standard definitions of terms with timelines
- Align definitions with accreditation standards
- Embed evidence throughout

Link to Mesa Integrated Planning: <http://bit.ly/mesaintegratedplanning>

Two drafts of planning models were developed in breakout groups; one circular format and the other in linear format; overall the general concepts of what was in everyone's models were fairly aligned:

The long-term plan was 10 years; the short-term plan 3-5 years

An annual cycle of progress to potentially include the current program review cycle

Might include a more formal progress report out to the campus

Might include a more formal assessment toward goals and revision of goals in short-term plan

The Mission of the college should drive this and evidence should be invited throughout

District goals were included in the linear model.

Eva Conrad stated this group will meet again on November 19, 2019 in a combined meeting of the MPTF and PIEC to begin to move toward solid definitions that may be recommended back to President's Cabinet and also perhaps a next generation of a schema that all agree would be a good first start.

Deborah Shepley presented the 6-step Planning Process:

- 1) Discover
- 2) Analyze
- 3) Frame
- 4) Explore
- 5) Recommend
- 6) Document

Between each step is review and campus community input. This 6-step overview will be developed into a timeline and will include campus participation.

Deborah Shepley announced a campus engagement will be scheduled to get feedback on experiences on campus. At this event they will ask questions such as:

How do you get to campus?

How long does it take you to get here?

How long does it take you to find parking?

Where do you like to go to do things – where do you like to go to focus/study?

Where do you like to socialize?

Where do you like to go to rest/recharge?

Deborah Shepley also stated an online version of a campus engagement will be offered: an online experience survey that will be sent to the campus sometime in the month of November.

Additional events will be scheduled; a stakeholder map was shared as a tool to identify all the stakeholders and to define the levels of participation so that they may be included in the planning process. The stakeholders were identified as:

Guide : A guiding group that guides the process and making it happen.

Work: The working group is the team the consultants will meet with on a regular basis to have consistency throughout the planning process. A working group must have representation from all areas of the College.

Consult: The consulted group needs to be consulted along the way to share their important information to contribute to the planning process.

Inform: This is an outside sphere and is the group that needs to be kept informed.

The working group at San Diego Mesa College is the Master Plan Task Force and includes representatives from constituent groups and major initiatives and have expertise in needed areas.

VPA Lorenze Legaspi stated that MPTF had gaps in representation and have recommended adding VPs of Instruction and Student Services, representation from each instructional school and each student services division, and representation from College Technology.

The presentation on the Master Plan and MPTF may be found at:

http://www.sdmesa.edu/about-mesa/office-of-the-president/presentation-documents/Final_Master_Planning_Presentation_PCabRetreat10-29-19.pdf

4. Mesa Pathways (4:00 – 5:00 p.m.)

Vice President of Instruction, Isabel O'Connor, stated as the Pathways work moves forward it will include defining some of the key terms. A Mesa Pathways Activity was held for small breakout groups of the attendees (with at least one student at each table). Each table received a term and were assigned to create a definition for the term. A group representative shared their definition and it was recorded via post-it note to a poster board; two different group representatives then shared the commonalities of the definitions.

Howard Eskew asked each group representative to comment on the terms defined:

Student-Centered:

Definition 1) Creating and offering programs, opportunities and spaces for students to enhance academic success coupled with an atmosphere of inclusion, access and approachability that addresses the unique and individual needs of our student.

Definition 2) Operating with a mindset of having best interests of students by incorporating student voices, equity, agency of the students, and diversity of needs of all students (accessibility levels and resources).

Academic Advising:

Definition 1) Academic advising provides comprehensive educational planning services to include short-term and long-term academic and career planning. These services are provided by the counseling faculty and various student services programs and departments. It is a collaborative relationship to help students officially accomplish their educational career goals.

Definition 2) Discovering life and career goals, adjusting those goals to a continuous process of discovery and achieving those goals through the guidance of a broad community including family, friends, and faculty.

Career Exploration / Planning:

Definition 1) Students finding their passion and identifying their unique professional journey supported by coursework and campus resources, provided they can find parking.

Definition 2)

Exploration: The process of identifying the intersection between skillsets, passions, interests, and the careers and experiences that align with them.

Planning: Evolving long-term plan that identifies career goals and options based on exploration and the strategies to reach them. Such as mentorships, internships, majors, ed. goals, jobs, etc. This might be a process that leads to a document or it might not.

Mapping / Ed. Planning:

Definition 1) A tool to assist students using their interests, goals, and needs to provide a series of education options that will support them in achieving their education and/or career goals.

Definition 2) Defined terms separately:

Mapping: A path for completing a degree certificate in the most efficient way.

Ed. Planning: A course of education mutually agreed upon by student and counselor, individualized to meet the objective of the student.

Equity Infused:

Definition 1) Equity infusion is talking to, learning and including students to help each individual student get to where they need to be. It is a practice in which inclusion of the student voice is at the forefront of meeting our students where they are and they want to go.

Definition 2) Empowering students and employees by implementing comprehensive practices that provide access, quality and success to all.

Areas of Interest / Academic & Career Pathways:

Definition 1) a guiding self-analysis that leads students to informed academic and career pathways.

Definition 2) Umbrella Interests (topic): Learning similar skills and knowledge in related courses.

Howard Eskew thanked the student that attended and participated in the activity. Next steps includes taking this information back to the Mesa Pathways Committee and create shared definitions and present at the December 10, 2019 President's Cabinet meeting.

The Mesa Pathways Activity presentation may be found at: http://www.sdmesa.edu/about-mesa/office-of-the-president/presentation-documents/Mesa_Pathways_Activity.pdf