

**SAN DIEGO MESA COLLEGE
PROGRAM REVIEW COMMITTEE
COMMITTEE REPORT TO THE PRESIDENT'S CABINET
2012-2013 PROGRAM REVIEWS
Program/Service Area Summaries**

Presented and Approved by President's Cabinet March 5, 2013

Introduction

The following summaries were submitted by programs and service areas as part of their 2012-2013 program reviews. They provide a general overview of the program or service area, including information specific to their disciplines or service areas. As such, the summaries vary in content but present the current state of the program or service area. Summaries are arranged by school or administrative unit, in the following alphabetical order:

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Administrative Services

Business Services: The Business Office strives to support the teaching and learning environment at Mesa College by providing , effective, efficient, and customer friendly service to all faculty members, staff, students, and administrators, as well as customers outside the college community. We provide support and assistance for the College in the areas of sound accounting practices and the establishment of internal control that ensures accountability, maximizes total value and compliance of all financial resources while being a good steward of public funds. We strive to maintain and enforce strong professional and ethical standards, while adhering to SDCCD policies and procedures. One of the most impactful changes to Business Services was the resignation of the Vice President of Administrative Services during the 2013-2014 budget development. As a result, more financial responsibilities were added to the Business Services Supervisor. It is anticipated that a new VPA will be hired by January 2013.

Employment/Payroll: The Mesa Employment/Payroll Office provides human resources leadership to support the District's and Mesa College's academic mission. We do this by maximizing employee relations through problem resolution and customer-responsive human resources services. We partner with the District Human Resources Office and the Mesa College community to foster a work environment that attracts and inspires people to successfully integrate into Mesa College's mission which is student success.

The mission of Administrative Technical Support services is to enhance the productivity of the Mesa College community by providing users with an up-to-date telecommunications package. This is achieved through a customer-focused, single point of contact for quality communications services and technical support.

Reprographics Center and Mailroom: The only change to last year's program review is the reclassification of two positions. In order to serve the mesa campus, it is necessary to reclassify two positions in the department. We have lost two positions and one more is coming up as a team member is retiring. If we reclassified these positions we would only have to hire one position, which could be a 10 month position until the budget improves. We are working on our customer service satisfaction.

Stockroom: The Stockroom does not have new goals to add to this year's updates, however the survey information was added. Please refer to the goals of last year's program review

Student Accounting: The students of SDCCD are our customers and it is our job to provide them the best education we can. The role of the Student Accounting Office is to make the financial piece of the registration process as streamlined and problem free as possible so the students can concentrate on achieving their educational goals.

We provide accounting support to the Associated Student Government and other Fiduciary Fund accounts. These accounts provide various funding sources to help to enrich student life.

We are able to provide services to students in a more physically efficient manner with the movement into our new Student Services building office area. There is more room for students to wait for the next available clerk. The esthetics are more pleasing and soothing for students who have to wait. There is more work space for employees from which to help students.

We had two position reclassifications which is a money saver...no longer have to pay out-of-class to the two incumbents. The need for more employees (filling of last two vacancies) is an on-going need which will be addressed in the next Program Review cycle.

School of Arts and Languages

Art-Fine Art (all): We are a consistently strong program that is actively growing and responding to student needs and changes in industry trends and transfer institution requirements.

We are proud of our active and valuable community interaction. Our Faculty and Students are actively engaged in San Diego's Art Community. The Museum Studies Program regularly (and increasingly) works with local institutions to provide valuable student experiences outside the classroom context.

We maintain a solid reputation within the local arts community as well as local institutions. Regional arts professionals are increasingly aware of Mesa students as being productive, critical and well prepared for careers in art and arts administration.

We boast high caliber faculty that are active in their fields. Mesa College Fine Art faculty (both contract and adjunct) are active professionals taking part in a wide range of in local, national and international professional opportunities including presenting at major conferences.

We take pride in the high caliber of our student work. Each semester the student art show in the main gallery provides a cross section of student work from each of our studio courses. This acts as a very immediate and demonstrative mechanism to judge the quality of student work across skill levels.

We engage in a continual active dialogue with transfer institutions (regionally, statewide and beyond) to keep current with changes and adjusting our curriculum to ensure that our students can meet their criteria. As a result students are drawn to this program because of the confidence transfer institutions have in our program.

The Mesa College Art Gallery consistently puts on high quality exhibitions which are well attended by the off campus community and regularly garner the interest of local media.

We continue to seek and foster interdisciplinary collaborations (multimedia, fashion, Chicano studies, Women's studies, Black Studies, Architecture, English (Mesa visions magazine,).

Our students are successfully transferring to 4-year institutions and art schools. Recent art students have successfully transferred to or have been accepted for graduate study at the following schools: Yale, SDSU, CSUSM, UCSD, UCI, CSULB, California College of the Arts, San Francisco Art Institute, Kansas City Art Institute. Recently transferred students report that they find themselves working at a more advanced level than their contemporaries at major universities.

Our students are active in the local arts scene and enjoying professional success. 25% of students who have completed the Museum Studies program find gainful employment as arts administrators locally and nationally.

We strive to provide an engaging and stimulating learning environment for our students within and outside of the classroom. This is accomplished through thriving student clubs (Ceramics club. Studio Art club), student facilitated events (Women's Studies Art Exhibitions, Student exhibitions), inter-class collaborations and faculty cooperation and interaction.

Our faculty are committed to individual research and keeping abreast of industry trends and directions which directly informs course content.

Our faculty are committed to the use of contemporary technology in our professional work, course content and classroom presentation.

After the retirement of Barbara Blackmun, the Department of Fine Arts wants to ensure the continued maintenance of the African Art Collection as an asset for instruction within Art History and Black Studies.

Based on productivity and outcomes reports from 2007 through 2011 the Fine Art Department has seen regular increases in overall enrollment. During these years our retention rates have regularly exceeded Mesa College's overall retention rates by up to 2%. Our success rates have regularly exceeded Mesa College's overall success rates by up to 4%. And our annual GPAs exceed Mesa College's overall annual GPA.

We are struggling with outdated and marginally unsafe instructional facilities and equipment which hinders instructor's performance and student safety and success. We have had several instances (in several classrooms) of students becoming entangled in the electrical cord "octopus" that results from temporary installation of checked out AV equipment which has jeopardized not only the student but the equipment (in one of these cases a student's wheel chair became entangled). Many faculty members are put in the position of using their private computers due to a lack of current technologies in the class room. Much equipment is rendered useless due to lack of physical space in which to operate it. Some equipment is so old and dilapidated as to be nearly unusable. The blackout curtains used in all studio classrooms for media presentations (in order to provide historical context, examples and lectures) are increasingly shredded, rendering them nearly unusable.

Current SMART goals (including new goals) are:

- Goal #1: Fill vacant Photography/New Genres Faculty Position. By fall semester 2013, the Art Department will fill the vacant Photography/New Genres position with a permanent faculty member.
- Goal #2: Install "Smart Room" Technology in all Fine Art Instructional Classrooms. By Fall 2013, install "Smart Room" technology in all Fine Art classrooms (Drawing & Photography). Configure

Drawing & Photography and rooms with “Smart Room” technology, i.e., state-of-the-art computers and software with broadband capability, Internet access and connectivity to Local-Area Network. Configure rooms to access VHS/DVD media projection and multi-media presentations including replacement of black-out curtains in all instructional classrooms. Install sufficient power/data outlets, with surge protection (initial temporary 110/220 volt connectors recommended). Equip Drawing and Photography classrooms with two 2’s.

- Goal #3: Digital Art Instructional Facility Upgrade.
- Goal #4: By Fall 2013 we will hire a full time digital technician to oversee equipment maintenance and upkeep in D 103 and a full time ceramics/sculpture technician to oversee maintenance and upkeep of ceramics facilities and faculty wood shop. The digital technician will be responsible for both hardware and software upgrades to support the classroom instruction in digital art and other courses using the D 103 lab. The ceramics/sculpture technician will not only maintain the equipment but will assist faculty in preparing materials and firing kilns.
- Goal #5 (New Goal #1): Art Gallery/ Expand staffing to meet programming needs.
- Goal #6 (New Goal #2): Art History Faculty Position

Based on SLO assessment discussions The Fine Arts Department has identified critical needs which include but are not limited to:

- Replacement of Full time Photography Faculty.
- Replacement of Full time Art History Faculty.
- Full time Ceramics/Sculpture Technician.
- Full time Digital Technician.
- Art Gallery technician and increased ESUs for Gallery Director position.
- Smart classroom technology and finite projection needs including replacement of black-out curtains.
- Wood and Metal shop.
- Dedicated Student exhibition space.
- White box performance space.
- Common space to provide for dialog between content areas.
- Maintenance and continued upgrading of digital lab.
- Maintenance and continued upgrading of Art History lecture classroom and equipment.
- Expanded Art Gallery budget.

Dramatic Arts: Our most significant change has been the addition of a 50% classified position, a theatre facilities technician. Having a 12 month employee in the facility will make a huge difference in the safety and upkeep of the space as well as providing technical support to students and faculty. While we continue to struggle as a single contract faculty department, the addition of this position has taken some of the burden off of the contract faculty member. However, state mandates such as the TMC and the issue of repeatability have in essence just allowed a shift in focus for that faculty member. As a department, we continue to be steadfast in our desire to regain our autonomy as a single department. And, like all departments on the campus, we suffer from diminished full time faculty positions. The program suffers from lack of continuity in instruction, and the remaining contract faculty member from the burden of running complex program single handed.

While we have received some upgrades to the facility in the last year (curtains and equipment), the fact of the matter is that we are still a 48 year old facility with limited capability. With the help of our new facilities technician, plans are in place for much needed upgrades.

Our curriculum issues are two-fold. First, loss of FTE has started to erode what we feel are the core courses for our program. Being a small department to begin with, even 1 or 2 classes can impact our ability to offer core courses required for the major and GE courses, as well. As we look ahead to future cuts, we are indeed very concerned about the impact cuts will have on our program. Our second issue is in trying to meet State mandated regulations regarding Transfer Model Curriculum and Repeatability. We are concerned that the curriculum standardization being called for by the

California State Legislature could severely cripple our program. The fall out of these two pieces of legislated curriculum change will not be realized for a year or two (perhaps even longer), but we are very worried that Legislative interference may destroy what has been a successful instruction system for the dramatic arts at Mesa College.

We are feeling the same budgetary strains as everyone else is in this area and we are now feeling the sting in our operating budget, as well. In the last 5 years, we have seen a decrease in our operating budget of close to 25%. In addition, we have seen a steady increase in printing costs over the last 5 years as well as increases in building costs. We are also producing six productions annually where 5 years ago, we were only producing 4 productions. As is everyone else, we continue to do more with less.

Foreign Languages: In this report we have outlined the changes that the Department of Languages has made since our previous program review (2010/2011) including the challenges we have faced, obstacles overcome and the triumphs we have experienced. We have laid out our program data analysis which shows that the department is doing quite well considering the budget challenges we have faced. We have demonstrated the progress we have made in the area of SLO's over a 7 year time period. We have included 2 major goals that relate closely to the college's goals of:

- Delivering and supporting exemplary teaching and learning in the areas of transfer education, associate degrees, and certificates
- Providing a learning environment that maximizes student access and success and
- Cultivating an environment that embraces and is enhanced by diversity.

These goals include a request for a full time Spanish faculty to replace a tenure track faculty departure due to personnel action, a request for a full time French faculty, and reinstatement of reassigned time for a Language Center Director in anticipation of the new Language Center within the next year.

We celebrate the progress that we have made, in conjunction with the college, toward acquiring a long need language center for our department.

Music: The Music Program offers a diverse curriculum, designed for both music–majors as well as non-majors. The overall program provides students with the knowledge and experience for a broad understanding of the musical arts. The program is divided into core subsections, music appreciation, music theory/ear training, and instrumental/vocal performance.

Students wanting to major in music are required to enroll in the core courses designed around their individual selected emphasis of study. Majors are expected to have a breadth of knowledge in music theory and ear training, skills in piano proficiency, individual lessons, and performance experience with ensembles. In all courses students are expected to develop critical thinking skills evaluated through the musical arts and their own beliefs. To assist students to accomplish and develop their skills, the department has several performing ensembles, including, two levels of vocal ensembles, a concert jazz band, guitar ensembles including classical and jazz, and an athletic pep band. The Mesa College College Department of Music has been a source for musical arts in area through our performing groups and Recital Hour Concert Series. Students graduating with an Associate of Arts in Music degree may transfer to a four-year institution to complete a Bachelor Degree.

The music department is also committed to providing non-majors with rewarding opportunities to study music as part of a general liberal arts curriculum. Courses include: Introduction to Music (100), Jazz History and Development (111), and World Music (109). These classes are amongst the most popular survey courses on campus and every section has 100% enrollment with very high retention rates. They also are consistent with the ethnic diversity found on the Mesa campus. Data supports retention rates that reflect the overall Mesa rates while our success rates are 5-6% higher.

Our important goals include: a recital hall, upgrade electronic music lab, development of a state-wide consistency/standards for course repeatability, a plan for faculty replacement, make all classrooms "smart" classrooms, finish TMC degree outline, and a new faculty position.

School of Business and Technology

Accounting Program: The Accounting Program continues to be one of the strongest programs on campus. The Accounting Program maintains an extremely high level of productivity and efficiency with regards to program offerings. The Program currently offers one degree and two certificates. The Program has a good reputation with all the local four-year schools regarding transfer students. In addition, the Program encourages workforce development through our certificate programs. Contract faculty remain current through attendance at continuing education conferences and seminars. Faculty are also devoted to providing the best education possible with the limited resources assigned to us.

According to the Awards Conferred Report covering academic years 2007/08 through 2011/2012, the number of Associate Degrees in Accounting awarded increased by 53.8%. The 20 AS degrees awarded amounts to approximately 1.87% of all AA/AS degrees awarded. In 2011-2012 the Accounting Program was responsible for 18% of all Certificates of less than 29 credits awarded by the college. When all Programs requiring at least one accounting course are factored in, the Accounting Program impacted 24.6% of the total degrees and certificates awarded in 2011/2012. Additionally, the Accounting Program saw transfers of 123 students from 2006/07-2010/11. When factoring in all of the programs that require at least one accounting course, 24% of Mesa College's transfers are associated with the Accounting program.

The major change impacting the Accounting Program was the retirement of Roger Gee during the 2011/12 academic year. As such, over the past two years, contract faculty for the program has gone from 3 to 1. This is an approximately 67% decrease in the program's full-time faculty. Additionally, spring enrollments increased 11% from 2011 to 2012.

The Program's demographics indicate that more men than women are enrolling in Accounting than in the majority of Mesa's other programs. In addition, they are older and we have more students who already have a Bachelor degree in another area. Program demand encompasses day, evening, and online courses and classes are scheduled accordingly. Currently the Program is working to integrate hybrid courses into the curriculum. Retention and outcomes data indicate that student success has steadily increased for the past five years. Productivity data indicate that our classes are filling to capacity, easily meeting the district's load goal.

Fall 2007 enrollment was 1,083. Fall 2008 enrollment decreased by approximately 7% to 1,007 students. This decrease was due to a district-wide decrease in funding. Fall 2009 sees a reversal with an increase over Fall 2008 of 9%. The trend of increasing enrollments is evidenced again in Fall of 2009 with an increase of 5.5%. From Fall 2007 to Fall 2012, the Accounting Program has seen an overall increase in enrollment of 7.78%. The increase in enrollment is even greater when looking at the figures for Spring 2008 to 2012 as the figures for 2008 are no longer considered. Spring 2008 enrollment was 1,048. Spring 2009 enrollments increased by approximately 12.8% to 1,182. The trend upward continues for the full period analyzed and ends with an increase of approximately 11.4% to 1,334 students. From Spring 2008 to Spring 2012, the Accounting Program has seen an overall increase in enrollment of 27.3%. This increase in overall enrollment was achieved with the addition of only seven sections during the five year period.

The Accounting Program conducts SLO assessment for all course offerings. As of the Spring 2012 semester all program courses had at least one SLO entered into Taskstream. In addition, the Program goal of measuring at least one SLO per section and recording the results of this measurement in Taskstream was achieved. The Program was pleased to see that all SLOs were

successfully measured. This information was shared with adjunct and pro-rata faculty at the School of Business meeting in August 2012. It was decided at that time that a different SLO for each course will be measured during the 2012-2013 academic year and entered into Taskstream by the coordinator.

The Program would be able to expand upon the Program's and College's mission statement with the addition of two contract faculty members. An additional faculty member would allow for the formation and maintenance of an advisory committee which would provide needed contact and information regarding local needs and job requirements. As such, the lack of state funding regarding the hiring of new faculty members is of major importance. The current contract faculty member is doing the work of approximately 8.5 full-time equivalent faculty members.

The planning and eventual construction of the School of Business and Technology building will have a positive impact on the Program and the School of Business as a whole. However, since this is not scheduled to begin for several years, granting the school a centralized location would help to solidify the faculty and students to the programs offered.

Business Administration: The Business Administration Program is a well established program that has long supported both transfer and Career Technical educational goals. It serves as the number one transfer degree for Mesa College, and grants numerous certificates and associate degrees. This fall the program launched a TMC degree in Business Administration, which is progressing through the college, district, and state approval process. The program is current in its curriculum review cycle, as well as course and program level SLO assessment and action plans. The faculty met in August to review SLO outcomes and decided to expand course level use of practices such as case studies and research reports to enhance student engagement in learning.

The majority of our students are in the 18-24 year old age bracket, with 18-29 year olds accounting for over 80% of our enrollment, and the primary educational goal is transfer. Retention and success rates are consistently above the college average. In terms of productivity, the program has fill rates in the 90th percentile, and in Spring 2012 exceeded the district LOAD goal of 557. The program has raised class sizes in the past year and we will see higher productivity rates with this.

The biggest challenge for the Business Administration Program is that its contract to adjunct ratio is very low, particularly with the retirement of a key faculty member this past summer who supported both Business Law and Real Estate. There is now just one fulltime contract faculty member assigned to the program, which is a hardship considering that the program supports approximately 18.00 FTEF annually. The college-wide contract to adjunct ratio is 38% for fall, 2012, while it is just 16% for the Business Administration Program for this same period. Given the need to cover the workload and expertise that was lost with the retirement of Shad Jefferies, the Business Administration Program is requesting two contract faculty positions for the coming year: one joint position for Business Law and Real Estate, and one position for General Business Administration.

Computer and Information Sciences: The CISC program is a Career Technical and transfer program that address key educational and vocational development needs of California's vital, high technology sector. The CISC program now has only one contract faculty member, the current Department Chair, W. Duane Wesley. Given the size of our department (22.00 FTEF annually), and the critical importance of our role and mission, the inequity of our workload compared to the district norm is egregious. Yet we continue to usher in the future of computer technologies. The socio-economic realities that attend this historically great recession offer a soberingly severe set of challenges and opportunities.

The CISC program offers a Computer Science associates transfer degree, and strongly supports both the Business and Engineering transfer programs. A new Game Programming associate's degree is actively being developed, and planning is under way to develop some SB1440 compliant

Transfer Model Curriculum (TMC) courses. We continue to introduce innovative instructional approaches, to the extent that our onerous workload allows.

Computer Business Technology: The Computer Business Technology (CBTE) program prides itself on its program course offerings and commitment to career technical education. As a career technical program, we are required to complete a six-year curriculum review cycle for transfer courses and a two-year curriculum review cycle for career technical courses. Last year, the CBTE faculty at Mesa, City, and Miramar worked collaboratively to revise every course in our curriculum (more than 40 courses). The CBTE faculty at Mesa College undertook the revision of more than 25 of these courses, as well as the revision of three Associate in Science degrees, three Certificates of Achievement, and one Certificate of Performance during the last 12 months. These were especially challenging and daunting tasks because there are only three (3) full-time faculty in the program. In addition, the challenge of getting revisions through the CurricUNET process continues to be a source of frustration. For some reason, the majority of our revised courses seem to be sitting at the Mesa Curriculum Chair and Committee level in the process while our colleagues at City and Miramar have had almost all of their revisions go through the entire CurricUNET process without any of the delays we have experienced.

Over the past five years, the CBTE program has awarded 80 degrees and certificates. While we are proud of the students who have completed certificates and degrees in our program, we are just as proud of the training we provide that helps individuals secure entry-level jobs or advance in their current careers. Many individuals enroll in our courses in preparation to enter the workforce immediately or to improve their personal computer skills. That means they may choose not take additional courses toward an “award” but only take courses to improve their employability or to develop computer skills they can use in their educational studies. We currently offer four Certificates of Achievement, three Certificates of Performance, and three Associate in Science degrees in our CBTE program. In the WEBD program, which is only two years old, we offer one Certificate of Achievement and one Associate in Science degree. We have had only one award given in this field thus far.

Our program’s demographics show that in both the CBTE and WEBD programs, about 50% of our students are 30 or older, work full-time, and attend school on a part-time basis. Within the CBTE program enrollment is fairly evenly split between male and female students (45% to 55%), and in the WEBD program, there are slightly more males than females enrolled (60% to 40%). CBTE courses are offered in a variety of learning environments (i.e., hybrid, on-campus open-entry/open-exit labs, online), time frames (i.e., 4-, 6-, 8-, 12-, and 16- week courses), and with varying start dates.

Retention rates and outcomes data indicate that student success continues to increase. Productivity data indicates that we are not quite at the enrollment capacity the district has set, but we have increased our enrollment each year and are making good progress toward meeting that goal. The same can be said of the district benchmark for the load level. The impact of the current economic situation has had a definite impact on our enrollment.

We will be starting the preliminary planning work on our new building within the next 6-12 months. As faculty members we have been investigating the technologies and learning environments that will maximize student learning. We have completed a full program-level SLO assessment and found that most students are meeting our expectations. However, in those instances where student performance on SLO assessments have not met our expectations, we continue to review, revise, implement, and evaluate SLO assessments to verify they are appropriate, relevant, and valid.

Economics: The economics program suffered a loss of students in Fall 2010, which continues, due to the implementation of a pre-requisite (Math 94 or 96) that was required for transfer to SDSU. Because of this, making 5-year comparisons is not particularly useful. More useful is a comparison of School year 2010/11 to 2011/12, and I have included many of those comparisons. We find, in the one-year comparison, that enrollment declines which began in Fall 2010 continued into Spring

2011, leveled off in Fall 2012, and began to rise in Spring 2012. This was somewhat expected, as students who need both Economics and Math 94/96 were able to complete the Math and subsequently enroll in Economics. However, it is too early to tell how much of the headcount will be recovered; the 2012/2013 year will be key in making this prediction.

While the prerequisite affected headcounts negatively, retention and success rates were both affected positively.

The other major change was an increase in the class cap from 35 to 40 students, resulting in widening the span between FTEF and FTES.

Fashion: The Fashion Program is a strong and active program at Mesa. We have a presence in the community and we serve a diverse student body, assisting students who are degree-seeking, retraining, and/or transfer-oriented. We offer Degrees and Certificates in Fashion Design, Fashion Merchandising, Computer Fashion Technology: Design, and Computer Fashion Technology: Merchandising. We offer 35 Fashion Courses. There are two contract and six adjunct faculty. The Fashion Industry continues to be the second largest industry in California, following Tourism. Thus, a large employment pool exists for our students; yet, it is competitive. We view our role as a provider of technical and academic skills, and train our students in a manner that allows them to compete and excel in a difficult market. As many of our courses are equipment-heavy, we are constantly in need of funds to support either new equipment, or allow us to keep existing equipment in use. Fashion, just by its nature, is constantly changing and evolving, and we must do the same in order to serve our students well. An active Advisory Board assists us with decisions and allows us to keep abreast of industry practices.

Fashion keeps current with its two-year curriculum review cycle, and actively seeks, receives, and manages funds from Perkins. With a strong focus on technology, the program is equipment-intensive, and thus, requires constant support and attention. We host numerous campus-wide and community events each year. The largest of these is the Golden Scissors Fashion Show that draws audiences of up to 800 persons. All the activities demand attention and time of the contract faculty, and this is now a challenge for a single full-time contract faculty person (given the retirement of the second in May 2012).

The program's demographics indicate that students enrolling in our program tend to be the typical college student age, and many are first-generation college students. We have seen a growing male audience, now up to 20%. Most of our students work and attend school.

Productivity data shows that our Fill rate has consistently been above 95%. Our Retention Rate averages around 80%, and has improved slightly but consistently over the past three years. Fashion's Success Rates average around 65% over the past five years. The impact of the economic decline and the increased number of students seeking education, training, and retraining has been evident on multiple fronts.

Our greatest strength is a developed, robust and active program that has been built by two full contract faculty people for the past 25 years (with short periods of time when rehire occurred due to retiring faculty). Our greatest challenge now is to maintain the program with only one faculty person remaining as contract (with the recent retirement of the second person).

Geographic Information Systems: Geographic Information Systems (GIS) is a rather new program at Mesa College; GIS uses hardware, software and data management systems to map geographic information such as archaeological digs, real-time firefighting efforts showing the boundaries of a fire and placement of fire fighting units, business queries when choosing a site for a new restaurant, or tracking the spread of a disease. The GIS program serves students in Career

Technical Education, students pursuing an AS degree at Mesa, and students transferring to a four-year university.

GIS has no full-time faculty member to provide leadership. The part-time faculty members do an excellent job teaching but cannot provide the underpinning needed to sustain a new program in a technology field that is continually changing. There needs to be someone who can represent GIS on campus, can adequately fulfill the tasks and duties needed to run the program, and can champion GIS students with industry.

Two pressing challenges are to provide hardware and software that mirror industry standards so that students job-ready and to provide adequate training to the faculty to maintain their currency in the technology and industry practices.

The program attracts students who are older and clearly focused on updating their skill set to be competitive in the work force. Some of the students already hold an AA/AS degree or a BA/BS degree. Many of the students attend Mesa College part-time and anecdotal evidence finds that many are working. The GIS classes are scheduled in the evening and on Saturday to accommodate students' work schedule. Productivity and student success data show a steady improvement over the life of the program. While females represent 40% of the GIS student population, they out-perform their male classmates. Student 40 years and older out-perform their younger classmates. While African-Americans, Asian, Pacific Islanders and Latinos are under-represented, over the last five years the gaps are narrowing. It is note-worthy that over time there is no significant difference in student success.

Student Learning Outcomes (SLO) were assessed for all courses taught in 2011-12. All courses met or exceeded the SLO threshold set by the faculty. The faculty analyzed the data provided by the SLO assessments. The data findings were incorporated into decisions on course content, and helped guide the faculty during the two-year curriculum revision cycle conducted last year.

This fledgling program is maturing into a program that meets the educational goals and aspirations of our students.

Hospitality: The employment needs for the hotel and tourism industry will continue to grow as indicated by The Bureau of Labor and Statistic with not only traditional growth but a top ten industry for replacement employment growth. Though large amount of positions will be available the need for a stronger more diverse thinking and strongly trained employees will needed. This area of employment will be a key indicator in a strong future economy. The market capital for both the restaurant and hotel industry topped \$1.3 trillion dollars and is predicted to see a 3-4% growth in 2013 and growth into 2016 continue to be steady.

All areas of the hospitality industry are in need of service-oriented employees that are highly skilled and effective in the workforce. There continues to be a wide range of career opportunities in service and management sectors with many transferable skills to many related fields. Lodging, travel, catering, event planning and recreation attractions create only a sliver of career possibilities with many subgroups for each area that are available in the hospitality industry. Future positions cover a wide scope from assisted living care and seniors to business and industry. The need for a greater level of this type expertise will dictate needed education and training for such positions. Future positions will be multi-dimensional, often calling for cross-training, job sharing, and basic familiarity with many cultural variations and languages. Future issues facing our industry will include environmental, aging populations, technological advances, and increasing demand for familiarity with global languages and cultures. Also, with the conservation of fuel, the travel and tourism focus may become more localized with greater demand in the local economy.

Continuing trends and occupational projections indicate that persons with a strong educational background and training in any area of the "Hospitality Cluster" will have a wider range of career opportunities. Current and future trends reflect basic drivers such as population demographics, consumer expectations, local and global competition, and technological advances. This industry not only provides entry-level jobs, it also offers a variety of pathways into higher paying positions. The hospitality program has almost doubled in size in the past five years, and is limited by the prerequisite required HOSP 101 Introduction to Hospitality class. This coupled with the fact that 2/3 of the students in this program are non-traditional aged working adults, often in the industry, many have to take a semester off or reduce their course load due to industry or personal demands. Offering more sections of this class would allow more students into the pipeline and create maximum fill levels in the upper-level classes.

Retention and success rates are above those for Mesa College, as are ethnicity levels for African Americans and Latinos. As well, the overall GPA is higher in Hospitality Programs than it is for Mesa College.

As the hospitality program has moved to the College of Business there is greater opportunity for closer interaction and alignment of the programs faculty to build off one another's strengths. The programs in the College of Business have a strong theoretical propensity whereas the hospitality programs have a more applied approach supporting industry needs. As such the following goals have been developed to strengthen this alignment.

1. To create a College of Business Advisory Committee
2. To participate in the Discipline Input Group for Hospitality and create a state Transfer Model Curriculum per SB 1440
3. To align the hospitality curriculum with curriculum standards in the College of Business, particularly in ACCT 116B, BUSE 140, sales and marketing and economics
4. To identify ways to increase the number of HOSP 101 sections so as to not limit the students in the program
5. To institute a bi-annual employment outcomes survey
6. To obtain technology funds for simulation products and required industry certifications; and continue to add simulations to the remaining 36% of courses that do not yet have them.
7. To analyze the impact of Red Hotel Simulation on other courses in the curriculum
8. To identify a dedicated technology classroom for hospitality classes; so 100% of the classes can be realized to continue linking theory to practice, offer teaching methods to match an older demographic students and their adult learning styles and to enhance students learning outcomes.

Marketing: No changes have occurred within the Marketing Program since the last program review. Program demographics indicate that, although students enrolling in the Program fall primarily into the 18-24 and 25-29 age groups, the greatest growth in Marketing Program Spring semester enrollment over the past five years occurred in the 30-39 age group. This increase is likely owing to the recent economic recession. Most Program students work and attend classes part-time, and the School of Business has scheduled Marketing classes for day, evening, and online attendance in order to accommodate their needs. The Marketing Program Spring semester average retention rate for the Spring 2008-Spring 2012 period was slightly above 82%, while the Marketing Program Spring semester average success rate for the Spring 2008-Spring 2012 period was approximately 65%. The number of first-generation college students enrolled in the Program over the same period more than doubled. Success rates could be improved through the hiring of additional contract faculty by the School of Business, which is currently experiencing a severe staffing shortage, so that more time could be devoted to advising our students, including those who are first-generation, and collaboratively reviewing curriculum and instruction within the program. The average Spring semester fill rate for Spring 2008-Spring 2012 was 98%, while the average Spring semester load for Spring 2008-Spring 2012 was 598, which exceeds the District's Load goal. At least one SLO from each Marketing Program course has been assessed, with performance targets exceeded in every case. No progress has been made to-date toward Goal 1, since severely limited

faculty resources within the School of Business have been focused instead on development of the Transfer Model Curriculum for the Business Administration program. In addition, Goal 1 has evolved towards development of curriculum for inter-program Marketing certificates targeting individuals seeking specialized Marketing training as a means of enhancing their career opportunities. This decision was taken in response to the significant growth in program enrollment in the 30-49 year-old age group.

Multimedia: The Multimedia program currently offers seven certificates and one degree, and is currently creating a joint game degree program with CIS. It keeps current with its two year curriculum review cycle for career technical courses.

The program's demographics indicate that overall there has been an increase in the amount of students, ethnic diversity and age population but there has been a decrease in the female population. We are currently working with IWITTS (Institute, Women, Trades, Technology and Science) to increase the female population. Retention and success rates overall have gone up. This is consistent with a concerted effort by the faculty to increase engagement techniques in classroom instruction and to offer more classes and we have scheduled classes accordingly for day, evening, and online attendance to meet the student's needs. Productivity data indicate that our classes are filling to capacity, easily meeting the district's Load goal. This is consistent with faculty practices of providing more add codes due to increased demand. The impact of the economic decline and more students seeking education, training, and retraining has been evident on multiple fronts. At this time we do not have any new program review goals.

Real Estate: The Real Estate program has awarded 116 awards between 200 and 2011 which is a large number when compared with many other college programs. There was a 50% reduction in year 2010/2011 which was caused by the mortgage meltdown. Statewide student enrollment in real estate classes dropped 50% for the same period. The classes have maintained a fill rate of 85% on average over the last five years. The current success rate of the Real Estate program exceeds the college goal. We have evaluated the courses using our recently completed SLOs to determine the level of learning achieved by our students and all of the courses evaluated showed that at least 70% of students have successfully achieved objectives established in the SLOs.

A comprehensive Review of the Real Estate Program at the School of Business and Technology of San Diego Mesa College was completed by Professor Jefferies in spring, 2012. For less than one semester, I don't have anything essential to add to the recent review. However, the program now is in much worse shape simply because we have lost the only contract faculty in this field and the current review has to be done by a layman. I absolutely agree with Professor Jefferies' assessment in the last review that:

Without this instructor there will no longer be any Contract FTEF associated with the program. The Business program will also be affected by this retirement by leaving only one contract faculty member to handle the business law area. The School of Business should immediately address this problem by seeking a combined business law/real estate instructor. This would serve to replace the loss of critical expertise in both of these areas.

The number one priority in Real Estate program now is to hire a new contract faculty in the Real Estate area; otherwise, this program would be in danger. Intra-district faculty transfer might be good option in the short run.

School of Health Sciences and Public Service

American Sign Language: Over the past year the four contract faculty have met regularly to review student learning outcomes data and course offering data to assess how well the students are progressing in the program. Course materials have been revised to better meet the needs of the

students. Faculty have also discussed the class formats and have made changes on the scheduling of classes based on the assessment of the student achievement and retention. The lab classes were a new addition to the program in fall 2011 and the faculty have continually reviewed their content and structure so match with the companion lecture course and the student needs. The format initially was a four times a week format and has been changed to a two times a week and three times a week format to match the lecture course offering linked to the lab.

Animal Health Technology:

Program changes that occurred include:

- curriculum update status,
- loss of three adjunct faculty members this year,
- physical plant sewer issues,
- loss of AHT Program outside funding sources,
- equipment failures (copy machine and x-ray machines), and
- anticipated accreditation site visit in the spring.

Fall 2012 student statistics show that students are working at paying jobs more hours per week than last or previous years. Also, AHT student success and retention data (in the 90-100% range) is again exceeding the college's objectives.

The Student Learning Outcomes identified in each course as being representative of that course have been assessed for the second year in a row. Assessment data have shown to meet or exceed the established benchmarks 95% (nineteen of twenty courses).

There has been limited progress been made on the current AHT Program goals of: regaining AVMA accreditation (American Veterinary Medical Association); acquiring a state of the art ultrasound imaging system; acquiring a state-of-the-art full sized (non dental) CR digital imaging system; increasing allotted program director release time to accomplish required duties; and developing veterinary microbiology lecture (two units) and laboratory (one unit) courses. The limited progress is mainly due to lack of funds. No new goals are needed.

Child Development: The Child Development Program takes pride in its dual commitment to both Career Technical Education and Transfer. Certificates of performance, Certificates of Achievement and Associate Degree programs are available to students interested in a range of child development opportunities and in meeting the requirements for the State of California Child Development permits and the California State Department of Social Services, Title 22, Community Care Licensing. We are currently in the process of developing courses to align with the TMC model. We are current with the mandated two-year curriculum review cycle and SLO assessment.

The Child Development Program meets the primary mission of Mesa College by providing childcare services to our diverse student population that has children ages 2-5 years old.

These supports allow students to follow the career ladder that has been built into California's Plan: Advancing Careers in Child Development. The program offers an associate degree and supports continuing education, vocational/occupational training and the opportunity to transfer to 4-year institutions, especially for students who are women, single parents and/or members of under-represented minority groups.

Strengths:

A major strength of the campus program includes the fact that there are two core classes offered – Chil 101 and Chil 141 – that are classified as electives and/or general education classes. These classes are required not only for the Child Development Degree but are also key classes that are transferable to other four year colleges in the community such as SDSU. We continue to maintain articulation with SDSU for these two classes.

The campus program is strongly supported by the lab component at the Mesa College Child Development Center (herein after described as Mesa CDC) which allows students to enroll their children while they take classes at any of the three community college campuses of SDCCD as well as other colleges in the area. Students are able to apply concepts that they have learned in their child development classes by working hands-on with the children at the CDC.

Challenges:

A continual and big challenge has been the reduction in the number of courses offered each semester, during the past program review cycle. This has been due to severe budget cuts in education due to the State's financial crisis, budgetary restrictions and the resultant reduction in college funding. As extra FTE is released, faculty within the program make every effort to add class sections to the schedule.

Another big challenge has been the retirement of two senior faculty within the department, whose positions have not been replaced. There are only two contract faculty left in the department. This has led to an over dependence on adjunct faculty to teach the classes. One adjunct faculty is now filling the position of being the part-time Director at the Child Development center, one that had always been filled by a full time contract faculty. The two contract faculty are now responsible for teaching classes, doing the class schedule every semester, mentoring and fielding questions from adjuncts and students, revising courses, writing curriculum, writing and inputting SLOs and writing Program Review. This work load is necessary to maintain the integrity of the instructional program both on campus and at the Child Development Center.

The CDC has been in a successful partnership with Neighborhood House Head Start for over a decade. However, Head Start is now facing their own budgetary cuts at the federal level, leaving the future of the partnership in question.

Significant features of the program:

The Child Development program strives to promote regional economic development by training teachers to work in childcare programs in various capacities. The child care field is burgeoning and facing a critical shortage of trained, quality teachers. By virtue of being a vocational program that offers employability with short term training for various certificates on the career ladder, the Child Development program is geared towards a very diverse student population. As the surveys and research data show, many students in this field are women and single parents from many cultural backgrounds, seeking a career in the early childhood education field. College faculty is sensitive to the needs of students with disabilities and diverse family and work situations. Therefore classes are offered at various times of the day and evening to effectively accommodate diverse work schedules, on campus child care is offered, and every effort is made to structure course content to meet the different learning styles of the students.

Critical Needs:

An increase in FTE to restore our class section offerings to the pre-fiscal state crisis levels of the past.

Hire additional fulltime faculty to assist in teaching classes on campus, review and write curriculum, mentor students, help with two-year course revisions, develop the class schedule every semester and assist with writing and implementing student learning outcomes.

This fulltime faculty will also direct and oversee the operation of the Mesa Child Development center that serves as a lab school for the department as well as a child care facility for all Mesa students taking classes on campus.

Culinary Arts/Culinary Management: The Culinary Arts and Management program continuously strives to meet the goals and priorities of the college. The program is dedicated to providing students a well-developed and modern curriculum that is relevant and designed to prepare students for an

ever changing and hyper-competitive workforce. With new rules, regulations and unending changes in food science there is a requirement for a well-trained work forces. With daily sales in the billions and yearly market capitalization exceeding more than one trillion a year in overall sales, the program's goal is to add to the growing personnel needs of the industry, in a fast changing market place that employees nearly thirteen million Americans.

We have created a program that is well-sequenced providing students with a 'roadmap' to help guide them to successful outcomes in either an Associate of Science degree or a state Certificate of Completion. Students with Certificates of Completion have the necessary skills for many entry-level jobs in the culinary arts and hospitality fields.

Fall 2012 marks the sixth year since the revisions of Food Service Occupation curriculum to the current Culinary Arts and Management in Hospitality program. This more relevant curriculum makes for more current, coherent and well-integrated Culinary Arts program. Along with focused and collaborative efforts, we have made substantial strides in student success while creating a program with strong integrated curriculum and learning environment.

Continuing trends and occupational projections indicate that persons with a strong educational background and training in any area of the "Hospitality Cluster" will have a wider range of career opportunities. Current and future trends reflect basic drivers such as population demographics, consumer expectations, local and global competition, and technological advances. Innovation and the ability to be flexible and respond quickly to changing consumer tastes, nutritional awareness, and environmental sustainability appear to be the keys to survival in the increasingly competitive marketplace.

This industry not only provides entry-level jobs, it also offers a variety of pathways into higher paying positions. Food preparation jobs cut across several different industry sectors. The restaurant industry is one of the largest in the state of California employing more than 1.4 million people statewide. Employees who perform food preparation duties also work in grocery stores, hospitals and assisted living facilities, hotels, food manufacturing and processing companies, commercial and retail bakeries, catering firms, school districts, and theme parks.

Workforce training is essential to maintaining and improving the overall health of the food production and preparation industry. Currently, California secondary, post-secondary and private educational institutions cannot meet industry demand for skilled workers. However, the growth and expansion of training programs reflect an increasing recognition on the part of educators that food preparation is a field of opportunities.

One of the key drivers of change affecting the food industry over the past several years has been changing demographics. Not only has the overall population of California grown in the last 30 years, it has become dramatically more diverse. This diversity manifests itself in changing consumer tastes and demands.

Program Strengths:

- Promoting and modeling the development of emotional intelligence for success in the modern workplace, as well as providing relevant experiences which are in-line with current industry trends.
- A strong academic framework to promote lifelong learning for continued career advancement
- An environment that promotes critical thinking in an organizational manner with an emphasis in creativity and social understanding.
- Providing training in current technologies to interface with local, national and global economies.
- Strong partnerships between culinary programs and regional businesses and professionals by incorporating on-site education and resource sharing.
- Well developed curriculum with articulated core courses in a sequential manner to facilitate student transfer to other educational institutions.

- A community option for educational retraining individuals for re-entry into the job market, utilizing their abilities and identifying transferable skills.
- Strong balance through recruiting and enrolling nontraditional students and avoiding stereotypes and bias in instruction and instructional materials.
- Providing an environment that promotes critical thinking, creativity, teamwork, and understanding of social, organizational, and technological systems.
- Providing alternative systems of delivery to meet the changing needs of individuals and organizations within the community.
- All instructors have a minimum Associate of Science (A.S.) Degree (80%+ in subject), and all have more than 20 years of industry experience with 70% having 25-40 years of experience respectively.
- Faculty comes from diverse professional backgrounds and management styles, presenting a greater mix of soft skill and critical thinking training.
- A program organic culinary garden in to promote green initiative programs and enhance the learning experience for culinary students and their understanding of field to table.
- Strong community support and outreach including participating in local events for culinary and hospitality with nutritional education, e.g., Los Dos Chefs y La Familia charity event, Linda Vista Street Fair, High School Hospitality Fair and the Junior League of San Diego's Kids in the Kitchen Nutrition Awareness Fair.
- Fully operating training restaurant with daily service provides training in all aspects of the hospitality business, including management, service and standard business operations. It also provides a real-life experience to better promote critical thinking and modeling of soft skills.
- Direct articulation agreement with United States Navy for the Naval Food Service courses.

Program Challenges

- Insufficient supply funding to provide training for the number of students in the laboratory area. Costs of goods are at all time highs and fluctuate greatly in quality and supply.
- High ratio of adjuncts to full-time faculty 28% Tenure Track, to, 70% adjunct
- 2 year curriculum review, TaskStream – outcomes, program review – task stream, Perkins application and reports, class scheduling, committee, advisory, program, department and school meetings, catalog proof and all other information and need of Tenure Track faculty in an ever updating college program.
- Lack of an adequate number of pieces of equipment to train properly in the laboratory setting.
- Outdated equipment, lacks current safety, sanitation and energy updates for relevant training.
- The functionality of the laboratory area is extremely limited as it was designed to support a smaller number of students, 17, not the 24 currently allowed under the caps, 40% increase.
- Lack of storage. It is currently very difficult to maintain backups of inventory, as well as add new and relevant materials to the laboratory in this constantly changing industry.

Student Data Trends

The program enrollment has increased steadily from 189 in fall 2008 to over 435 students in fall 2012, with productivity at just over 100%. During this time, we have seen an increase in overall Retention and Success Rates. Retention Rates increased from 83% in 2008 to 93% in 2012 and Success rates increased from 75% to 83% from 2008 to 2012.

External Influences

The increasing cost of food and the impact on the ability to purchase relevant material at the level of curriculum required by the industry. With culinary enrollment up more than 100% and retention up 20% has also created budgeting/forecasting difficulties as more and more students are staying and succeeding.

Dental Assisting: I have viewed the DENA Program Review and did some changes. The program's SLO were changed from 5 to 3.

The accreditation site-visit team was here in October. We received a very good report in regards to the Program, state-of-the-art equipment, how we prepare our students for their career and not just for their state and national exams, how the faculty collaborates with each other and the students receive a lot of hands-on experience.

We have two recommendations that are needing to be addressed, these are very minor curriculum changes, which have been done and are waiting for the official letter from the commission of dental accreditation.

The curricula has been reviewed and scrutinized to assure that the curricula balance is maintained and the appropriate co-requisites and prerequisites are enforced to provide the graduates with the best training that can be provided for success in their future careers. All of DENA courses have been through at least one SLO assessment cycle and indicates that our students are meeting or exceeding the target SLOs for all the DENA courses.

The curricula was revised and no new courses were created but some were renamed and all were renumbered and a few had unit changes to reflect up-to-date concepts as new dental assisting procedures. All the DENA courses have been approved by CIC as of November 2012 and will begin summer 2013.

Our retention and success rates continue to be significantly high. Our graduates continue to place our program's pass rate on the state boards in the top 10% in all the dental assisting programs in California.

We have made progress towards achieving a few of our goals that were set last year and will continue to work towards improving the quality of our program. The following are the goals that were met in 2012: Update the Dental Assisting Program web site and Prepare for accreditation's self study and site visit. There are some goals that are ongoing that need to be stated in the DENA Program Review in order to apply for Perkins money. They are: the need for high tech, state-of-the-art, and cutting edge equipment and replace outdated equipment when needed. One goal needs to be deleted. It was stated twice in last year's goal matrix. The one goal that needs to be deleted is: Providing fee based instruction for the local unregistered dental assistant population.

Health Information Technology: Health Information Technology ranks 8th in the highest number of graduates in AA/AS degree majors at Mesa College. Despite the lack of a full time Program Director over the past 3 years, the program continues to attract quality students who perform well above the overall college success rate. Students admitted to the program rarely drop out and continue on to receive their AS degree with the goal of a new career path. Despite these statistics, many of our graduates delay or never take the national board examination to receive their RHIT credential. This is not only a problem at Mesa College, but a problem for health information technology programs nationwide. It is an ongoing program goal for all students to take and pass the RHIT exam.

The ideal enrollment in the program is 50 students (25 first year and 25 second year). Although the capacity to accept more students is possible, there are not enough directed clinical practice sites to accommodate over 50 students and still have them complete the program in two years.

Funding was approved to hire a full time Program Director. The selected candidate will assume the full time position at the start of the 2013-2014 academic year. One of the charges for the new Program Director will be to revise the program curriculum which needs to be brought up-to-date so that program graduates will have the training and skills required to work in the electronic health record industry. In order for the Health Information Technology Program to meet the needs of potential health information management employers in our community and beyond, the new

Program Director will need to stay current in the field by attending educational conferences, etc. in order to keep abreast of our rapidly changing profession.

Medical Assisting: Overall the Medical Assisting Program continues to promote the program and institutional goals as well as the mission of San Diego Mesa College. The faculty have supported the students and insured that student learning and success remains our focus and goal. We continue to struggle with clinical placement for our students, but there has been improvement over the last five years. Our partnership with Health Science High and Middle College has had challenges and has been restructured to better fit the needs of the students and improve success. Clearer pathways have been set for the diverse student population, allowing several different areas of focus for study.

Budgetary changes and the decrease in FTE has impacted the Medical Assisting Program. The decrease in course offerings has caused interruptions in student course flow. Increased class size has increased faculty work load. The loss of summer school has decreased the ability for students to apply to the program without at least one semester notice to fulfill prerequisites. This has decreased the number of applications received and increased the number of applications that were rejected or on hold. The loss of intersession has limited laboratory scheduling and student placement for directed clinical practice. Some of the clinical sites will not allow students to start DCP until all of their labs are complete.

The Medical Assisting Program continues to draw a diverse population of students. Graduates of the program have maintained a consistent record for success with certification and registration exams.

(Updated information for 2012)

The mission of the Medical Assisting Program is to deliver an educational experience that promotes student success in becoming a medical assistant.

Goals:

1. Development of safe and effective technical skills required of entry level medical assistants
2. Development of professional attributes required of entry level medical assistants
3. Development of ethical principles required of entry level medical assistants
4. Development of communication skills required of entry level medical assistants

The Medical Assisting Program serves the community by educating our students to shape the future, prepares students to enter the work force as entry level medical assistants and fulfill employment needs of the community and shape the future for themselves and the community.

Strengths and External Influences

Access-The Medical Assisting Program provides the community access to our program. We welcome a variety of students and admissions on a first come first served basis.

Accountability-The Medical Assisting Program educates our students to be accountable and responsible in their role as a medical assistant and in life. Safety is always a key focus in our program.

Diversity-The Medical Assisting Program reflects the diverse population of our community. There are a variety of students who become entry-level medical assistants. Upon graduation they aid in addressing the needs of the healthcare industry and have many options when it comes to employment. Their training includes culturally sensitive care.

Equity-Medical assisting students are trained to relay an unbiased view when interacting with the diverse patient population of San Diego County.

Excellence-The Medical Assisting Program strives to produce a high quality entry level medical assistant with every student who is educated through our program. We prepare students for their future and work diligently to continue our good reputation in the community.

Pass rate for San Diego Mesa College Medical Assisting students taking a state or national exam is 100% (2008, 2009, 2010, 2011and 2012).

Freedom of Expression-The Medical Assisting Program respects the views of our student and assists in guiding students in the direction of success. We also expect that there will be mutual respect and consideration of others views and opinions in our program.

Integrity-The Medical Assisting Program promotes honesty and reliability in our program and as part of student life. Ethical and professional values are a major focus in all of the medical assisting courses.

Respect-The Medical Assisting Program takes pride in respecting our students and gaining their respect and trust as educators and role models. We strive to build student esteem and confidence and set goals for their success in the future.

Scholarship-The Medical Assisting Program encourages critical thinking and lifelong learning. We strongly believe in assisting our student's success and to that end the staff funds and offer a Medical Assisting Scholarship each year.

Sustainability-The Medical Assisting Program encourages students to maintain high quality skills and work ethic. We actively recruit students each year. The faculty maintains currency in their fields to maintain the sustainability of the medical assisting program.

Nutrition: The Nutrition program trains students to transfer and for vocational employment. We have increased our vocational Dietetic Service Supervisor certificates as well as Nutrition degrees. Most of our students will transfer and complete either a major in Nutrition or some other related health field. Soon, we will be working on a Transfer Model Curriculum degree which we hope will facilitate student transfer. We are current in our Taskstream requirements as well as both the 2-year curriculum review cycle for career technical courses and the 6-year curriculum review cycle for transfer courses.

The majority of our students (about 37%) are enrolled full-time, are in the 18-24 year-old age group and have high school diplomas. Retention and outcomes data show that student success has been on the rise over the last 5 years. Productivity data indicates that the Fill Rate of our classes is well over 100%, easily surpassing the District's Load goal.

We have found a huge demand for online classes, since they provide access for full-time workers, single parents, the disabled and military. We would like to increase offerings in this area. We are also actively increasing enrollment in our DSS program where jobs await students with the certificate.

Physical Therapist Assistant: Over the last year, the physical therapist assistant program has regained its full accreditation. We have lost one of our two core faculty members, but have still accepted an incoming class so that we currently have two cohorts of students. The demographics of our student population have not changed significantly. Our retention and success rates continue to be significantly higher than those of the college as a whole. Although our fill rate and load have been lower, I anticipate that these will improve now that we are running two cohorts of students. All of our courses have been through at least one SLO assessment cycle, and indicate that our students are meeting or exceeding the target SLOs for all our courses. We have made progress towards achieving most of our goals that were set last year and are continuing to work towards improving the quality of our program.

Radiologic Technology: In RADT, we have had a major hardship and several successes in the last year. Our major hardship is that our Clinical Coordinator (full time faculty) has been out on medical leave for nearly two years, leaving the Program Director as the only full time faculty to run a successful and compliant didactic and clinical radiation program.

We have had several successes, which include curriculum integration and approval, hiring of new adjunct faculty, integrating our JRCERT goals and outcomes into Taskstream and our DCP evaluation processes, submission of our interim accreditation report and successful national certification and job placement for our recent graduates.

We do continue to struggle with competition for clinical placement with proprietary institutions. Our collective struggle at the District Clinical Advisory level seems to go nowhere; my resultant meeting with the School Dean and College VP of Instruction have given new hope to addressing this for our programs at the college level.

School of Humanities

Communications Studies: The Communication Studies Program takes pride in its commitment to a liberal arts education and transfer programs. Communication Studies Department offers several programs for transferring to a university, receiving an AA, or certificate. Besides our own degrees, Communication Studies also accommodates a large cross section of the campus because we are one of the 'golden four.' The department provides courses which contribute to the broad education transfer students.

With our new building finishing up the design and equipment needs, the department has been investigating new technologies to better enhance learning. Consideration of purchases for computers, lighting, and cameras for the new design of the department's speech and debate team room will enhance the learning environment positively by introducing and training students with the latest technology.

The Co-Curricular forensics program continues to grow and become recognized regionally, nationally and internationally as a highly competitive program. Forensics is one of the oldest academic subjects and is one of the longest-standing traditions for our discipline. Forensics participation often acts as a highly sophisticated training ground for future attorneys, members of Congress, community organizers, political leaders, teachers, and leaders of all types interested in making their public speaking and critical thinking more effective. The forensic program becomes the working laboratory for students to refine skills and critical thinking. At San Diego Mesa, the Olympian Speech and Debate team is responsible for bringing this invaluable tradition of forensics participation to our students.

This year many of our students from the speech & debate team have been accepted to USC, Berkeley, UCSD, and SDSU. Additionally, our alumni continue to achieve academic excellence. This year, Sean Withall, a competitor from 2006-2008 was accepted into Harvard Law School with special interest from his interviewer about his involvement with debate. Another alumnus, Amin Ebrihimi was accepted into a Master's program at Oxford University. Students continue to report to the Department of their progress and professors continue to be valuable resources to the students as they move into careers. The professors in the department continue to maintain these academic relationships and spend many hours helping students achieve their dreams and goals; even meeting with students in off-hours and on weekends to ensure the student's success.

The team continues to do outreach projects. This year the team participated in the President's Breakfast, held at USD, with the dialogue of civility in politics. They have also spoken at the District Board Meeting reporting the event. Also, this year, the team was invited to participate with the League of Women Voters presentation of the documentary, *Patriocracy*. Two of our students spoke on the panel with a question and answer segment from the audience. Also, the Speech & Debate

team will be hosting their annual "Showcase." This once-a-year fundraiser presents all of the year's award winning speeches and debates.

English: A great deal has happened in the last year in English including the Journalism, Humanities, and ESOL disciplines-- from the updating of course outlines, to offering English 47A, Accelerated Reading, Writing, and Reasoning to our curriculum for the first time this fall 2012 semester, to completing this cycle's SLO's, to exploring the TMCs for CSU transfer students, to planning for a more effective reading and writing placement tool. Humanities courses continue to be popular, and Bruce Naschak has given lectures on special topics for FLEX. One such lecture addressed the changing perceptions of the image of the serpent in world religions.

As all departments have done, we have done an increasing amount of work with fewer resources. Three of our four goals have not been realized due to the budget crisis. ESOL has documented the increasing need for ESOL instruction as both our Mesa ESOL student population has increased and our UCSD ESOL teaching contracts have greatly increased.

Fortunately, Proposition 30 has passed which means a slight easing of budget woes, a few more sections to our class schedule. We are hoping that the state and national economies recover so that we are able to restore programs, hire faculty and achieve greater effectiveness as a department and college.

Teacher Education: The Teacher Education Program at San Diego Mesa College continues to face many challenges. Throughout the country there has been a surplus of negativity associated with this field that has contributed to a decrease in students wanting to pursue the profession. From 2008 to 2010, the number of teachers in California declined to the lowest total number entering the career field in a decade, according to the Center for Teaching and Learning. First and second year teachers declined by 50 percent in the same period. (http://www.lodinews.com/news/article_2c2f3121-95e0-50dc-a9ec-f5a12ad98ad4.html). The positive news is that enrollment in Mesa's teacher education program has increased by 78%.

During the 2011/2012 period, the program has been striving for better data collecting, eliminating the tutoring classes that don't belong. However, due to the program's cross-disciplinary nature, most of its courses are included in their own academic divisions. Only two classes meet the criteria for 'pure' education. These classes are usually taken together by the same students since they work as one course when transferred to any CSU, resulting in a small sample that proves difficult for making generalizations.

In an attempt to increase diversity, the program worked closely with the Workforce Partnership and YMCA in executing the Urban Teacher Fellowship Project whose goal has been to bring disadvantaged youth into the teaching field. Unfortunately, due to transportation issues, the grant will move to City College in Spring 2013.

With budget constraints, the program still faces leadership challenges. Currently it is managed by a full time professor who volunteers her time in completing the programs' tasks.

Academic Skills Center: The Academic Skills Center (formerly Tutoring) has experienced a number of changes in the last year in personnel, physical location, program design, and budget allocations, yet the program maintains its goal of supporting students regardless of academic level or educational pursuit. Center staff, working with campus administration and faculty, also continues to explore creative and innovative ways to deliver service through targeted interventions and alternative staffing.

Trends in legislation, education, student demographics, funding, and transitions in personnel in the last year are creating more opportunities for the Center to revisit its mission, vision, values, and goals and open up broader discussions with the campus community to meet student needs and improve support to instructional programs.

Statistical data in demographics, success, retention, and persistence exemplifies that the Center is doing its part by serving the general student body and intervening for special populations, giving them resources and tools targeted for improvement. As support and usage is increased, physical space and funding also become impacted. The demand for services has increased possibly as a result of interventions, program integrity, and student satisfaction. Though the new facilities were considered during planning and construction, adequate seating to meet the need during peak hours has become increasingly challenging. For the future, the Center Supervisor has proposed the possibility of providing services in other locations as the campus builds out. As this idea is explored further, campus discussion, budget, and staffing will need to be considered. Although funding is an ongoing struggle, the program endeavors to maintain its mission. However, further decreases in budget or elimination of staffing options will create a negative impact on the Center's ability to support students.

Transitions in key personnel have allowed the administrative, faculty, and staff leads to meet on a regular basis and revitalize discussion about roles, function, and to enhance the framework for stability and accountability. Additional insight is also provided by new individuals involved with the Center as they share their perspective and knowledge. The collaborative efforts can lead the program into a prime position to solidify and integrate its services for the campus.

School of Learning Resources

Academic Computing: The Academic Computing Service Area provides technical support for the use of computers and computer networks in support of classroom instruction college-wide. This begins with specification of systems to meet curricular needs, ranging from high end Geographic Information Systems and Architecture systems to general use systems such as the English writing lab. It extends to acquisition support, installation, and configuring of these systems. The department also specifies and maintains all servers and networks in support of academic computing on campus. Academic Computing currently supports 29 computer classrooms for a total of over 700 computers. This number will increase with the build-out of the campus and the addition of new labs.

The biggest challenge for the department has been staffing, which has decreased while the number and sophistication of labs has increased. The department had a staff of 9 employees six years ago and now has just 5. The need for additional support was documented in the 2012 Employee Satisfaction Survey, where only half of respondents felt that there was adequate support to keep the academic computer labs functioning properly. Two thirds of respondents in the 2012 Student Satisfaction Survey felt that there was adequate support for computer classrooms.

In addition to staff, the department needs additional equipment to support the servicing of computer labs when classes are in session. Currently they must wait for room availability and network capacity, which delays service.

Learning Resources: The San Diego Mesa College Learning Resources Center (LRC) provides a well rounded collection of curriculum related materials in traditional and electronic formats and offers services and instruction related to the acquisition of information and learning skills. The resources of the library portion of the LRC includes over 60 online databases, 115,000 paper books, 30,000 electronic books, and over 2,000 audiovisual items (CDs, VHS tapes, DVDs). The library has an extensive instructional program (between 170 - 250 sessions each year) where *learning skills* in the areas of information retrieval and evaluation are taught. The library also provides a place for individual student study and group collaboration. This year the faculty of the library has been preparing for the reduction in the provision of individual study space (over a 40% drop) and of collaborative study rooms (from 19 to 4) beginning at the end of May 2013.

The completion of the most recent list of goals has been few. This is largely due to the current statewide budget situation. This is the case in both requests for additional faculty, which district wide are basically frozen, and for new equipment (hardware and software).

School of Mathematics and Natural Sciences

Accelerated College Program: The Accelerated College Program has firmly established itself as a successful outreach program for both San Diego Mesa College and the San Diego Community College District. The opportunities provided to the diverse population of students in the San Diego Unified School District through our partner high schools are invaluable. The Accelerated College Program is one of the only programs for accelerated high school students in the San Diego Unified School District to enroll in rigorous college classes, particularly since in these difficult budgetary times, high school students are extremely limited, if not prohibited, from enrolling in college classes on Mesa's campus. Our program fills a unique need within both the San Diego Unified School District and the San Diego Community College District. We are consistently evaluating the courses we offer at both current and future partner high schools, as we look to provide a positive experience for students who are enrolling in genuine college classes for the first time. Despite deep budget cuts, our program has recently expanded to two new partner high schools and also expanded our course offerings. Our faculty are committed to the success of our students, as is vividly demonstrated by attending any one of the classes that we teach, and bolstered by the data for our program which shows consistently high retention and success rates. Student learning is at the center of our mission, as demonstrated by our continued, yearly SLO assessments that are documented in Taskstream. As our faculty look to further engage students and bolster student success, it will be imperative to have the necessary funding available for equipment. Another critical aspect of our mission will be the hiring of new full-time faculty members who are vested not only in Mesa but also in our partner high schools.

Biology: The Biology Department is an effective, productive, and dynamic department that educates about 2,100 students each semester. Over the past 5 years we have seen the loss of three of our contract faculty and an increase in the number of adjuncts teaching our classes. Our student body is apparently changing too, with an increase in older students, first generation students, and Latino students noted. Our productivity numbers, retention rates, and our success rates indicate that regardless of the changes over the last 5 years, our department is extremely good at educating a diverse body of students.

Since last year we have assessed our SLOs and are continuing to do so, we have reviewed and integrated virtually all of our courses and have assisted our sister colleges who are engaged in the process as well. District wide, our department has exceeded expectations in regard to the 6-year review and integration cycle.

All of us have noticed an increase of nonteaching workload. This is especially true for department chairs whose reassigned time is decreasing (0.80-0.60 FTE) while demands on their time are increasing.

We have replaced our part-time ILT who resigned last year and her replacement is working out quite well, but we are still understaffed in regard to ILT support.

We have not been given the "green light" to hire our ISS (ILT Supervisor) (Goal-2) even though we can demonstrate that our present lab techs are working at times out of their paygrades and contracts in regard to budget management, hazmat training and monitoring.

We are excited with the progress of our new Math and Natural Sciences building and anticipate a successful transition into our new facilities. However, we do have concerns that our FF&E budget will not be fulfilled and that our supply budget will be inadequate to utilize the facilities to the level

expected. Either of these setbacks would adversely affect our ability to maintain our program at expected levels.

Our most critical and desperate concern is that our supply budget has been cut! The Biology Department is one of the most dynamic, effective, successful, and productive departments at San Diego Mesa College. Mesa Business Services has confirmed that we used over \$82,000 last year, however, our supply budget has been slashed to pre-1995 levels. This, in spite of the fact that we are now teaching more students and FTE than we ever have, coupled with the fact that supply costs continue to increase. We have already cut our use of supplies in response to costs and budget constraints, but we can no longer do so without endangering student success. Beyond the lack of support, we are most concerned that we will not be able to meet the needs of our students. We should note here that we had previously asked for an additional \$12,000 to pay for the expenses related to increased sections in Anatomy and Physiology. This request was not met. We cannot be expected to continue our outstanding record of successfully educating students in biology with a budget that is not commensurate with today's costs. Unfortunately, this will not meet the accreditation mandate of sustainable continuous quality improvement.

Chemistry: The chemistry department continues to serve a diverse student population in many crucial social and educational areas. We begin by building strong foundations at the basic skills level. This foundation not only provides our students with the sound footing required to continue on in subsequent chemistry courses but also assists them in, for example, using mathematical models to explain the physical world in disciplines that range from biology to physical science. Thus, chemistry is often referred to as the central science and applies to our societal needs in a wide range of areas including the basic ones (food, clothing and shelter) as well as clean air, water and soil, health, energy etc.

The Mesa Chemistry Department is a work-horse for the students. We find that in the last four years, the load ratio (WSCH/FTEF) produced average values of 550.5 and 561 for the spring and fall terms, respectively. This compares well with the 557 goal set by SDCCD. Fill rates (Enrollment/Capacity times 100) have generally risen through the roof in the last 5 year period topping out over 100 % in each of the last 3 years. When comparing the fall to the following spring enrollment in all chemistry classes over the last 2 years, we compute 104 % and 110 % persistence values. In general, retention rates and success rates are both up over the last 5 year period and well over the campus goal levels. At present, the chemistry department satisfies or exceeds all district goals pertaining to student education.

On the other hand, the pressures on contract faculty have increased over recent years due to retirement, decrease in support staff, larger class sizes, increase in the coordination duties of an ever growing adjunct population as well as the addition of all aspects of SLO fabrication, implementation, documentation, analysis and in the rare occasion that it produces a novel unduplicated result, we as a department take the appropriate action. This is accomplished, in part, by an ageing faculty population that is over extended in terms of responsibilities. As a consequence, the faculty compensates by withdrawing from extracurricular activities such as science fairs and community events related to the district. The cutting back of extra-departmental activities has allowed the faculty a little more time to handle the increasing work load within the chemistry department; however it has hurt the department's presence district wide. It should be noted that the percent of the contract instructors that are teaching chemistry courses in the last five semesters is 37.2 % on average and is 2%age points lower than the corresponding average for the college wide value.

In summary, the enormous success in education that the chemistry department now enjoys is not expected to continue on account of two potentiating and negative factors. That is, the trend towards increased contract faculty responsibilities along with a general decrease in both the number of faculty and faculty support.

Engineering: The engineering program at San Diego Mesa College offers a two-year lower-division courses that prepares students for transfer to colleges and universities in California and across the nation. The first two years of the engineering curriculum, at most colleges and universities, are similar with specialization commencing in the junior year. This program satisfies the lower division requirements for the majority of engineering programs offered by California colleges and universities. The program provides quality instruction, using industry standard technology, equipment and practices. The primary mission of the Engineering Program is to provide for the education of students through the first two years of college and to prepare students for transfer to a four-year college or university.

Math: The math department's primary mission has remained the same. We continue to maintain high standards while providing a full range of curriculum which imparts the mathematics essential for functioning in the technological world of the 21st century, by illustrating the relationships among basic mathematical ideas and imparting the skills necessary for success in technical, scientific and other programs. The department continues to struggle with too many students that are provided with too few courses. The faculty has taken more than their share of students as illustrated by our load and fill rates.

Despite the reduction in full-time faculty, curriculum is being reviewed, the math TMC has been completed, the math department website has been updated and SLO work is continuing. The department is looking forward to moving into the new building in Spring 2014. Plans for technology workshops and curricular innovations are in place to take advantage of the new facilities.

Physical Sciences: Physical Sciences is a multi-disciplinary program that includes astronomy, geology, and physical science. Its mission is to provide curriculum designed to prepare students to transfer to higher-level institutions and lead students to a basic understanding of concepts and principles that will help them make informed decisions regarding issues they will face as responsible citizens.

Although available resources (i.e., FTEF) have dwindled in recent years, the physical sciences program continues to serve a diverse student population in terms of gender, ethnicity, age, and educational objective. One notable trend in terms of student population over the past five years is that the percentage of 4-year college students taking physical science program courses has increased substantially. Student retention rates have remained high over the past five years.

Program courses in all three disciplines continue to be offered throughout the day and evening hours and in both on-campus and online formats to best serve the needs of the students. As available resources have dwindled and contract faculty have retired, the physical sciences program has had to do more with less. Fill rates remain extremely high (exceeding 100 percent in many cases), and student success rates show improvement over the past five years.

Substantial progress has been made toward addressing significant goals identified in the previous program review, including improved infrastructure, replacement of out-of-warranty computers, the development of a new geology course and a geology major, and SLO assessment.

No progress has been made in meeting the goal identified in the previous program review of hiring another instructional lab technician (ILT). ILT coverage remains profoundly inadequate. This is a serious concern.

Two new goals have been developed in this current program review, including a request for laboratory equipment funds to support the development of a new geology course, Historical Geology, as part of the new TMC Geology major currently under development (New Goal #1), and a request to hire a new physical sciences program faculty member to replace Jerry Schad, who recently retired (New Goal #2). With Jerry's retirement, both the astronomy and physical sciences disciplines are critically understaffed, and an entire discipline within our program (physical science) lacks tenure-track faculty oversight.

Physics: There is little that has occurred in the relatively short time period since the submission of the Goal Matrix Addendum to the Physics Program Review. The program's most critical needs are still unmet and there is no indication that the situation will be ameliorated any time soon. The program continues to function near capacity, providing a high-quality education experience to program participants. The statistical composition of the program participants has likewise remained stable, as has the tendency of program participants to outperform the campus as a whole in the areas of retention and success rates. The program continues to run at capacity, with fill and load rates that meet or exceed the campus benchmarks.

The one item that is of note is the discovery of a piece of erroneous information in the classified staff request. The position was not in fact cut, as originally thought. Instead, it has remained vacant and frozen since 2003. Note of this has 'good faith error' been made in the classified staff request section.

School of Physical Education, Health Education and Athletics

Physical Education: In our program, there have been two items purchased in order to help students improve in basketball and baseball. These items are noted below in the goal section of this document. Our largest need continues to be in the area of faculty. We are anxiously waiting for the district to allow hiring to take place in order to replace the positions we have lost due to retirement and one death in our department.

Student Affairs

Financial Aid: This has been a year of change for the Financial aid Office: new space; new staff (two members); loss of staff (two members from an already under-staffed classification); major changes to State and Federal regulations (new limits on Pell Grants, new tax information requirements); increased student applicants (an increase in 12% so far this year); tightening of SAP regulations; closer contact with other offices to encourage student success; changes in administrative leadership.

Years of planning have ended in a move to a new facility with state of the art technology, increased space, increased potential for improved office staff health and the capability of serving more students at a time at the counter.

A critical contract imaging position has been filled by a qualified applicant, as well as a vacant SSA position. Two Technician staff will be lost to retirement which will put a strain on remaining staff members and lengthen the time needed for awarding students or processing appeals. The staff continues to adjust to changing regulations by becoming familiar with the ramifications of the changes, then by adjusting forms, updating our web site and revising information communicated to students.

Priorities in the coming year include a move toward being fully staffed, continuing to adjust to the new facility, continuing to refine the appeal process as laws change and feedback from SLO assessment becomes available, continuing to work closely with other departments in supporting and increasing student success, and to redouble our efforts in communication by offering workshops to broaden student awareness of SAP policies and suggesting strategies for achievement. The Financial Aid office continues to work as a team in the goal of assisting students in paying for their education and realizing their dreams and goals as concisely as possible.

Outreach: There have been quite a few changes in the department over the last year and with these changes come growth and the ability to expand in areas that we have not been able to in the past. The organizational restructuring of the department within the college, from being a department under Student Development to a department under Student Affairs, has opened up possibilities for more meaningful collaboration with the Associated Students and Student Affairs as well as the ability

to create more opportunities to connect with current students on campus. The addition of a Student Services Assistant has greatly influenced the effectiveness and efficiency of the department as we now have the consistency in staff to be able to diligently track contact data, survey responses, etc. This addition also provides a level of stability and consistency for the department that has been lacking the last few years. Finally, the establishment of a budget for the department has given us the ability to move forward confidently in being able to run an office as it should be run with the supplies it needs to function. Overall, the department is pleased with the changes that have occurred and the direction the department is now headed.

Student Health Services: Student Health Services is comprised of brilliant, creative students, faculty and staff. Three programs are actively implemented: Nursing/Medical, Therapy (aka Psychotherapy) and Community Health. Our community Health program provides service to the health of the "campus as client". Three major events each year contribute to the success of the Community Health program: The Death Experience (drunk driving prevention), The Tents of Truth (civility, prevention of racism and discrimination) and the Grass Roots Health Fair.

Goals:

1. Move into the new Student Services building: SHS moved to a new building on October 22, 2012. One of our goals is to improve the access for students to therapy by requesting a full time 10 month faculty therapist (aka psychotherapist).
2. Initiate Electronic Medical Records system: Our paper filing system is antiquated. We are becoming more efficient, improving patient safety and meeting the standard of care for our community by requesting Electronic Medical Records (EMR's).
3. Position requests for a Classified Contract Senior Student Services Assistant and a Contract Faculty Therapist: Our future planning includes a request to hire a Senior Student Services Assistant. We currently struggle without a front office resource professional who can manage our files, monitor our statistical information and provide computer expertise. Our mental health cases require a central professional to coordinate the program and directly serve students requesting therapy. We are requesting a 10 month Contract Faculty Therapist.

Student Development and Matriculation

Admissions/Records/Veterans: The Admissions and Records Department continues to be the first stop for prospective and returning students each semester. The program informs and assists students through the matriculation process thus promoting access and retention in collaboration and support of the instructional division. More than 27,000 applications are accepted annually and during the spring 2012 semester 26,246 students enrolled in 2,473 college classes, during the summer 2012 semester 933 students enrolled in 30 classes, and during the fall 2011 semester, 26,015 students enrolled in 2,348 college classes. Special services are provided for allied health students, high school honor students, off campus students, veterans and international students. The Records Office maintains records on approximately 43,000 individuals who have attended the college within the past three years. The program also processed rosters and supporting documentation for 4,850 classes and provided support to 1,600 professors.

To accomplish the program's mission, the Admissions and Records office provides a quality environment with services accessible and responsive to the needs and interests of current and prospective students, lifelong learners, and the people of our community.

Admissions and Records has recently completed a full program-level SLO assessment, and found that students are meeting expectations set for learning. However, upon discussion, the department and faculty advisors have agreed to explore different engagement techniques.

The District Student Services Council, the District Admissions, Records and Counseling Supervisory Group and the Mesa Matriculation Advisory Committee continue to provide direction and input to the

Admissions and Records program. The Admissions and Records program staff recognizes the need to provide access to the community and participates not only in advisory committees but also offers services to any off site location requested.

Counseling: Counseling is a viable service on campus. There continues to be an increased demand in services regardless of the budget climate. During prosperous times, counseling services were needed to help promote classes and services. During challenging times, counseling services are sought to provide students with information needed to plan for the following semesters.

In the past four years, the Counseling Department has seen a continuous decline in the number of faculty and staff available to serve the Mesa College student population. More staffing changes are expected in the next two to four years as faculty and staff members retire.

The department continues to be faced with a tough role of being able to juggle various priorities. In addition to counseling services, the department is the home for the following services:

Counseling Services:

- | | |
|-----------------------------------|--------------------------------------|
| 1. Drop-ins; | 4. Online Orientation; |
| 2. Appointments; | 5. First Semester Planning Workshop; |
| 3. Mesa Online Counseling Center; | 6. Testing and Orientation. |

Counseling retention programs include the following:

- | | |
|--------------------------------------------|---------------------|
| 1. MAAP- Mesa Academics Athletics Program; | 5. Transfer Center; |
| 2. International Students; | 6. Puente; |
| 3. Kearny Fast Track; | 7. Mesa Academy; |
| 4. Twain; | 8. MET Program. |

Other responsibilities include the following:

1. FYE – Freshman Year Experience;
2. CE/FYE - Accelerated College and Continuing Education English Program (ACE²);
3. Allied Health;
4. Veterans Ed Planning and Counseling;
5. Counseling Website – Emails;
6. MOCC – Mesa Online Counseling Center;
7. Testing Coordination;
8. Veterans Advisory;
9. Counseling Website management and inquiries;
10. Honors;
11. Basic Skills;
12. Career Counseling;
13. Financial Aid and Appeals;
14. University Link.

Other planning activities include but are not limited to the following:

1. AALMLS African American Latino Male Leadership Summit;
2. International Departure Ceremony;
3. STAR Awards;
4. Transfer Center Recognition Ceremony;
5. Transfer Month Activities and Events such as An Afternoon with UCSD, Transfer Day;
6. Career Workshops and Activities;
7. Noche de Familia;
8. Crisis Procedures and Planning.

Committee Involvement:

- | | |
|----------------------------|----------------------------------------------------|
| 1. Academic Senate; | 7. Planning and Institutional Effectiveness (PIE); |
| 2. Diversity; | 8. Professional Development; |
| 3. Financial Aid; | 9. Scholarship; |
| 4. Grade Appeal Committee; | 10. SDCCD Online; |
| 5. Honors Advisory; | 11. STAR Awards; |
| 6. Distance Ed; | 12. Veteran Affairs; |

In addition to what has been previously mentioned, counseling is being impacted by the following Senate Bills:

1. SB1440 - Student Transfer Achievement Reform Act;
2. SB1456 - Student Success Act of 2012.

These recent mandates are greatly impacting demand for counseling services. SB1440 results in a need to disseminate information to students about these transfer degrees - AAT/AST to help them receive priority for admission, and SB1456 amends the current matriculation program requires that students participate in orientation, assessment, and education planning; colleges or districts receiving student success and support program funds implement the system common assessment and accountability scorecard; and students meet academic progress to be eligible for the BOG Fee Waiver.

Lastly, there continues to be discussions of implementing an FYE for student athletes. Counseling continues to be faced with having to juggle various competing priorities despite continued decrease in staffing and resources. Continuing this trend of increased assignments in spite of diminishing resources will result in a delay in service provision to students. Student counseling appointments are booked in fifteen minutes each day. Access has greatly diminished over the years.

Employment/Career Center: The Career Center is proud of the number of improvements to career services that have been made for students. From online workshops, interview practice and a new location with ample room for career and employment exploration, the Center has made significant changes to support student success. The Center has also finished its first SLO assessment cycle which yielded information for areas of improvement and baseline data for future comparison. While staffing, especially for career counseling, continues to be a challenge, grant funding has provided for increased counseling hours for the first time in four semesters. The implications of SB 1456 on career services is being analyzed in conjunction with other Region X Career Centers to develop a knowledge-base and recommendations for career services. Though funding is still limited, the growth and improvement of career services continues through the dedication of its staff and faculty.

Evaluations: The Evaluations Office provides technical assistance to students and the campus for procedures related to graduation, general education, academic standards and program completion. In its work, the office communicates a variety of policies and procedures as well as the ongoing changes to policy that affect student success. The challenges of the continuous changes are somewhat offset by the creativity and adaptability of the staff. The high volume of students served and petitions processed will now be further assessed by the implementation of the departments newly developed student learning outcomes. Once assessed, these outcomes will provide further direction to the department to improve processes and communications to the campus.

Testing and Orientation: Testing and Orientation Office continues to fully serve all students despite the lack of resources. All students requiring or requesting orientation and/or assessment continue to be served.

This program review consists of information retrieved from the Mesa College Student Characteristics - College-wide: Fall 2007-2011 from the Office of Institutional Research and Planning and Data retrieved from SARS - Student Attendance and Reporting System.

Transfer Center: The Transfer Center addresses the Mesa College mission statement by providing services and resources that direct students towards selecting programs and courses that help satisfy their transfer goals. In addition, the Transfer Center conducts numerous co-curricular activities to further the students' learning experiences resulting in the enrichment of both students' development and campus life. The basic core value of the Transfer Center is that students are self-motivated and capable. The Transfer Center believes that students can enhance all areas of student learning outcomes by asking questions, conducting research, and making decisions pertinent to their goals with support from the Transfer Center Coordinator and staff.

According to the state chancellor's Transfer Center Recommended Guidelines, the staffing should consist of one full-time director, one half-time counseling position, and one full-time clerical support position. This recommendation is based on the Transfer Center Pilot Project and the Berman-Weiler Associates evaluation of the pilot project. The lack of staffing has led to resources being pulled from the Counseling Department. It is recommended that a full-time director and a counseling adjunct be housed in the Transfer Center.

Student Services

Disability Support Programs and Services: The Disability Support Programs & Services (DSPS) Department provides disability management, counseling and academic accommodations as required by federal and state law for students with disabilities. The High Tech Center provides adapted computer hardware and software, computer-assisted instruction, and educational strategies instruction to meet the specific needs of the student. DSPS supports Mesa College in the inclusion of students with disabilities as independent, responsible, and productive members of the community. Students with a disability which affects their academic performance are eligible to receive appropriate, timely and reasonable accommodations after providing a verification of need. The college must accommodate all students who seek services due to the mandates of Sections 504 and 508 of the Rehabilitation Act. Additional mandates include the Americans with Disabilities Act (ADA), the ADA Amendment Act (ADAAA) and Title 5. Students with disabilities are not required to utilize these services, but many would be unable to be successful without DSPS program support. All services are conducted in a confidential manner.

In the past year, the number of DSPS students serviced have increased approximately 20% (using SARS unduplicated count), unlike the Mesa overall headcount which has declined. Interestingly, according to the Mesa College Fact Book 2012, students utilizing DSPS has increased 44% since Fall 2007. At the same time, DSPS has undergone an almost 100% turnover in all positions, a 50% budget reduction, and loss of all but three of the departments contract positions. The DSPS Student Survey conducted by the Mesa Office of Institutional Research and Planning in September 2012 indicated that 82% of students surveyed feel that DSPS staff are attentive to their needs. In the 2009 Point of Service Survey, 94% of the students surveyed said they feel comfortable returning for additional services and that they were treated courteously. 81% agreed or strongly agreed that the DSPS counselors and instructor are supportive and encouraging, however this figure was 91% in the 2009 POS survey. A possible explanation for this is that in response to budget cuts, counseling appointment times were reduced from 60 minutes to 30 minutes in fall 2009. This modification to DSPS practices has reduced the amount of personal and career counseling possible during counseling appointments.

EOPS: EOPS served 710 students during the 11/12 academic year with each student obligated to see a counselor a minimum of 3 times per semester. We anticipate lower numbers this academic year due to the loss of one full-time counseling position. While the amount of students eligible for the EOPS program may be diminished, we strongly believe that there are many more students that will be eligible for our program, but due to the cutbacks we anticipate our numbers being lower this year. We believe that the lack of a full-time counselor and clerical positions to assist in the eligibility/review process will have a major impact on the number of students eligible this year.

STAR TRIO: STAR TRiO is a federally funded Student Support Services program that provides eligible participants who are low-income first-generation college students and students with disabilities evidencing academic need, opportunities for academic development, assistance with basic college requirements, and motivation toward the successful completion of their postsecondary education. The program's goals are to increase the college retention and graduation rates of its participants and to facilitate the process of transition to the four-year university. STAR TRiO has been at Mesa College for 29 years and has successfully supported students to achieve their academic goals. STAR TRiO students consistently outperform similar comparison groups and Mesa's general student population in persistence, average grade point average, four-year graduation and transfer rates. Utilizing SLO data, program outcomes, and student and staff feedback, the STAR TRiO program regularly implements service changes to meet the evolving needs of students.

Student Affairs: Student Affairs has experienced a tremendous amount of change since our last Program Review. The overarching themes for these changes include transition, personnel, leadership opportunities and new programs/traditions. We are a small but mighty staff that feels the impact of each change in very big ways. Our biggest transition has been our movement into the new Student Services Building. This move provides us with increased visibility and abundant space to serve our students. Other big transitions for our department resulted from administrative changes within the Student Services division. These changes included temporary personnel shifts with the Dean of Student Affairs position (e.g. our Dean of Students temporarily served as the acting dean of student development with her position being replaced by an acting dean of student affairs), increased Student Services Building responsibilities for the Dean of Student Affairs and the incorporation of a new department, Outreach, under the administrative oversight of the Dean (a change we think is extremely fitting and timely.) These changes have also had an impact on our Sr. Secretary who also became responsible for the coordination of some of these activities and our Senior Student Services Assistant who had to assume more leadership with annual activities and programs. Each of these changes were handled with great passion and care by all involved, including Acting Dean of Student Affairs, Larry Maxey, Outreach Coordinator Genevieve Esguerra and the Student Affairs staff, Kathy Fennessey, Courtney Lee and Brandon Terrell. Each change presented an opportunity to strengthen our resolve and interconnectedness and have helped us be better resources and advocates for the students we serve.

In the midst of change we have maintained our commitment to student engagement. A strong showing of student activities and engagement in clubs and leadership opportunities evidences this. We have continued to support an increase in student life, we have found ways to explore new traditions by creating or participating in the development of Mesa's first ever Homecoming, organizing Mesa's first on campus presidential polling site and partnering with SDSU to establish Mesa's Be Civil - Pass it On campaign that acknowledges acts of kindness and civility on campus. Our department continues to coordinate our college scholarship activities (application and gala), commencement, welcome week activities and student conduct matters. We take pride in our work and look forward to finding creative ways to live up to the promise and possibilities of our space in the new Student Services Building.

School of Social/Behavioral Sciences and Multicultural Studies

Anthropology: Anthropology is the study of the human species, with a worldwide perspective and a time depth of millions of years. The Anthropology Program is a stellar example of a small program making a big difference for students at Mesa College. Our students are predominantly young, White or Latino, fulltime continuing students planning to transfer. Their retention and success rates are comparable to or slightly above Mesa students as a whole. In recent years, our classes have filled to overflowing because our instructors are willing to take crashers, but that does not appear to have affected GPA. Even so, we must turn away eager students every semester. Many students return to take a second Anthropology class. Our productivity is huge, thanks in large part to a core of dedicated

adjunct faculty. We offer day, evening, and online sections, Honors contracts, and an Honors section of ANTH 103 (premiering in Spring 2013).

While the number of awards conferred (25 over the past 4 years) may seem low, that does not reflect the number of students who take Anthropology classes to fulfill GE requirements in the life sciences, social and behavioral sciences, and multicultural studies. In addition, Anthropology courses are recommended electives for at least eight other programs. ANTH 102 and 103 are consistently high demand courses. We have the 4th largest FTEF in the School of Social and Behavioral Sciences. In effect, Anthropology supports all of the other programs that issue degrees or support transfer. Anthropology offers an AA degree. We have finished writing our SB1440 AA-T degree, and it is in the CurricUNET process. The lead writer also participated in writing the Statewide C-ID descriptor for Introduction to Biological (Physical) Anthropology and the Biological Anthropology Lab. We updated and integrated the curriculum for nine of the ten Anthropology courses offered in the District. "We" refers to the lone fulltime faculty member, who serves as program chair and lead writer, while currently also serving as president of the Academic Senate. We are hard at work assessing learning outcomes and discussing the results, to determine what, if any, changes we need to make. These discussions have been productive.

Our adjuncts are critical in linking Mesa's Anthropology Program to others in the District and in the County. Our faculty also connect our students to UCSD, SDSU, University of San Diego, the Museum of Man, the San Diego Archaeological Research Center, Native American tribes, the Medical Examiner's Office, and research projects worldwide. This broad perspective really demonstrates to our students the breadth of anthropology outside the classroom and the potential for future employment.

One fulltime faculty member is not adequate to meet the needs of scheduling, hiring/mentoring/evaluating adjuncts, handling student-related issues, program review, course development, SLO assessment, CurricUNET updates, administrative needs, committee assignments, responding to SB1440, and other such mandates, along with quality teaching. Our program cannot remain vibrant without an added influx of tenure-track faculty. Our ratio of contract faculty FTEF to total faculty FTEF currently sits at 4%, a pitiful level in the School of Social and Behavioral Sciences or any school on campus. Ground-breaking for the new Social and Behavioral Sciences building is scheduled for January 2013, with expected occupancy by Fall 2014. Anthropology will have dedicated classrooms and a laboratory space, in which we can fully engage students in practical research in biological anthropology and analysis of archaeological materials.

Architecture: In summary, I have selected three important areas that were addressed in our previous Program Review document and have reiterated and/or updated as deemed appropriate.

Strengths

1. The Architecture and Landscape Architecture Programs have established strong working connections with several professional organizations throughout San Diego including the American Institute of Architects and the American Society of Landscape Architects. These relationships have allowed the faculty to assist students when seeking employment and/or internships.
2. A number of our professors have worked closely with architecture and landscape architecture programs in colleges and universities throughout California and the west to develop and maintain strong articulation agreements. This has allowed our students to transfer to four, five-year and graduate professional degree programs with the minimum amount of coursework overlap.
3. We have established a *Memorandum of Understanding* with Woodbury University's NAAB Accredited Architecture Program here in San Diego and Burbank, California. This is a unique agreement, not only in California, but in the United States where there are few instances of such an arrangement.
4. One of our great strengths is our exceptional faculty and adjunct faculty. A majority of the faculty maintains or are employed in design offices in San Diego which in turn allows for a direct connection between the teaching and practice of architecture and landscape architecture.

5. Our Department has prided itself on remaining on the cutting edge of computer technology and the application of said technology to the Architecture, Landscape Architecture, Interior Design and Building Construction Technology programs for decades.

6. Members of our faculty have participated as guest speakers, critics and panelists for events sponsored by a number of organizations. In turn, we have invited guest speakers, design critics and lecturers onto our campus to offer presentations and design critiques to our students. In this way, we are working to establish a strong connection with the professional community that allows for us to reflect and address the issues pertinent to it and our students.

Challenges

1. A continuing challenge is the lack of awareness, at the campus, local and regional level, of the Landscape Architecture component of our Department. Currently, Landscape Architecture exists as a degree option under the Architecture Program. It is not a stand-alone program in our Department.
2. The Program, for the first time in over fifteen years, has only three tenured professors, two in Architecture and one in Landscape Architecture.
3. A continuing challenge is the limitations put on the program due to the lack of a stable funding source for the hardware and software required to maintain and expand the computer technology so essential to our Program and Department.
4. Another challenge is our ongoing commitment to train students and faculty in current and emerging graphic reproduction methods. The importance of utilizing the appropriate graphic reproduction technology cannot be overstated. Just as the use of computers has significantly impacted our industry, so has the use of graphic reproduction technology.
5. Another challenge is our ongoing commitment to train students and faculty in current and emerging 3D model building methods. The importance of utilizing the appropriate 3D model building technology cannot be overstated. Scale 3D models are essential components in the presentation of design concepts. Scaled, 3D wood models are emerging as the standard in four and five-year architecture and landscape architecture programs as well as in our profession.

External Influences

1. While the State is dealing with an ongoing budget crisis that has adversely affected Community Colleges, our recruitment successes have allowed us to continue to grow as a department, and to take advantage of an increased number of sections each semester. While our growth rate may only be one or two classes each year, we continue to add to the list of course offerings we are able to provide students, expanding our reach with the addition of courses like Architecture 230, Sustainability in the Built Environment.
2. The economy is something we cannot control and our industry is greatly depressed at the moment. A recovery is slowly starting to develop especially in the area of housing. Past experience has shown that when the economy improves, there is a pent-up demand for well trained personnel in our industry. For those just entering the profession, a major plus in gaining employment is training in Building Information Modeling or BIM. Although traditional skills such as hand drawing, model building, etc. are still important, these skills alone will no longer meet the basic employability standard. In addition, training in the use of BIM is essential for student success in the four and five-year architecture and landscape architecture programs which many of our students matriculate to.
3. Building Information Modeling or BIM is fast becoming the industry standard for the majority of design offices today. This is true for those in the architecture, landscape architecture, interior design and building construction professions. The two most significant BIM programs used in the world today are ArchiCAD and Revit. Both of these programs are taught by the Architecture Program, not just to Architecture students, but Landscape Architecture, Interior Design and Building Construction Technology students as well.
4. Currently, we have highly qualified faculty teaching all aspects of the Architecture and Landscape Architecture components of our Program. Current contract faculty has or is planning to retire. They must be replaced despite the hiring freeze. Maintaining a proper balance of qualified contract and adjunct faculty is essential to the future of the program. In addition, the current and future

sustainability of our role within the mission of the Community College as an academic field of study is inherently connected to our faculty. Participation in vital program, department and campus activities and requirements is severely hampered by the loss of tenured faculty and the inability to replace them at this time.

Black Studies: As evidenced by the institutional data provided, BLAS continues to meet and exceed institutional mandates and district requirements in servicing students at San Diego Mesa College. This includes a focus on continued professional growth efforts among faculty to implement best practices within the discipline that are informed by culturally relevant teaching and learning strategies that promote, maintain and expand cultural congruency across the curriculum and department programming. To date BLAS participation in the Fall 2012 Honor's Program has led to the selection of BLAS 155 African American Literature and BLAS 104 Black Psychology (among others) as recommended samples of quality course addendums to model for potential program participants.

BLAS has well established triangulated partnerships between BLAS, programs and interdisciplinary departments on campus and community supporters (organizations, colligate institutions and community members). From these relationships, BLAS offers unique experiential service learning activities that provide students with opportunities to engage in practical application of their knowledge and real world problem solving. These efforts contribute to the development of student academic and personal self-efficacy, resiliency and increased interest in acquiring the knowledge, skills set and critical thinking necessary to experience life mastery as an active decision maker and change agent. In order to retain a high level of program services and meet campus/ community needs two additional faculty are needed to replace upcoming retirement of one contract faculty within the year and current sustain program effectiveness. This has been a continued request from our program.

Building Construction Technology: The Building Construction Technology program is part of the Department of Architecture and Environmental Design co-located with the Architecture, Landscape Architecture, and Interior Design programs at the San Diego Mesa Design Center.

The program serves a diverse student population based on ethnicity, age, income, and geographic location. In general the student population served is somewhat older than the rest of the college and has a significant number of students whose primary goal is to enhance current job skills and/or career advancement. The number of female students as a percentage of total program enrollment is less than Mesa as a whole.

Students in the program can earn AS Degrees and Certificates of Achievement in Building Inspection and Construction Management.

Even though the construction industry has been severely impacted and subject to high unemployment by economic conditions, the demand for classes in the program has remained high. This is different than other times of construction downturns where significant cutbacks in program enrollment have accompanied downturns in construction.

The mission and goals of the Building Construction Technology Program are consistent with and supportive of the mission and goals of Mesa College. The challenges and external influences affecting the program in many ways mirror the challenges and external influences affection Mesa and the San Diego Community College District.

Student retention and success rates meet or exceed those of Mesa as a whole. The staff is dedicated to Mesa and providing students with an education consistent with Section C2 of this document.

Chicano Studies: The Department of Chicano Studies offers a dynamic, innovative program that emphasizes an interdisciplinary and comparative approach to understanding the historical experiences and contemporary social status of the Chicana/o as the largest segment of the Latino

population in the United States. Critical thinking and effective oral and written communication skills are integrated across the curriculum which incorporates the arts and literature, gender studies, border studies, cultural studies, history, the social sciences, and policy studies. The curriculum prepares students at the undergraduate level for a multitude of careers options. Students earning a degree in Chicano Studies may pursue careers in education, humanities, law, social work, business, the arts, public administration and more. The productivity of the department has been on the rise over the last five years based on all of the campus-based data provided by the campus and district.

Based on the %525 Goal has been rising over the last four years (2007-2012) and has seen a dramatic rise in the last academic year.

Over the last year, the Chicano Studies Department completed the work of revising, updating and launching all of its curriculum in CurricUNET. The department is 100 percent updated and on schedule to complete this process over the next academic year 2012-2013 as the courses are reviewed and make their way through the CurricUNET system process.

The department also has completed 100 percent of the work of collecting and processing Student Learning Objectives (SLO) for all Chicano Studies courses.

Another key factor in this rise in productivity has been that the fill rates (enrollments at or over the cap) have risen from 63% in Spring 2008 to 87% in Spring 2012. The department is teaching less sections over-all and more of these classes are at or above the cap so each classroom is filled with more students than ever before.

The retention rates have leveled over the last five years from 84% for Fall 2006 to 81% for Fall 2011. The retention rates have leveled over the last five years from 83% for Spring 2007 to 82% for Spring 2012.

The WSCH has grown from 2,233.60 for Fall 2007 to 3,078.13 for Fall 2011. This is a 38% increase in WSCH over the last five years for Fall semesters. The WSCH also grew in the Spring semesters from 2,359.90 for 2008 to 3,081.52 for 2012. This is a 31% increase in WSCH over the last five years for Spring semesters. The data reinforce the Program Review report findings that the Chicano Studies Department maintains an extremely high level of productivity and efficiency with regards to its departmental course offerings.

Due to the high percentage of Chicano/Latino students that enroll in our courses (ethnic breakdown for Spring 2012 was: 66% Chicano/Latinos, 18% White, 8% Asian/Pacific Islander/Filipino, 5% Other/Unreported, 3% African American, .03 American Indian), the Chicano Studies Department is committed to helping more Chicano/Latino students in particular and the entire student body in general, complete the traditional transfer curriculum by working to increase the number of students who will be graduating with an A.A. degree in Chicano Studies from Mesa College over the next five years. The Chicano Studies Department wants to work with counseling and other departments at Mesa College to help to plan a strategy to better communicate to students and the campus community about the value of majoring in Chicano Studies.

The Chicano Studies Department will be working to sustain and grow its course offerings, tenure-track faculty, designation of classroom space, and expand its impact across the campus over the next five years and beyond. Mesa College has reached an important milestone in its institutional history now that the Chicano/Latino student population has reached over 25%. According to the SDCCD's Institutional Research and Planning website (using final census data), as of spring semester 2012, the Chicano/Latino student population at Mesa College is at 28%. During the fall semester 2006 we had 18% (3,907) Chicano/Latino student population. By fall 2011, we had 28% (6,861) Chicano/Latino student population at Mesa College. This is a 76% increase in the number of Chicano/Latino students taking classes at Mesa College in just five years.

The department no longer has Professor Rita Sanchez teaching as a Pro-Rata instructor effective fall 2012. Hiring a new tenure-track faculty member will advance the ability of the department to maintain and grow as a program that will be instrumental to the future of the College.

In general, Mesa College is “well below benchmark” in meeting its strategic initiative of balancing student diversity with service area diversity and employee diversity. The Chicano Studies Department will continue to work to increase campus diversity in hiring by proposing a new tenure-track faculty hire in the department and will advocate that the campus in general actively work to hire a more diverse workforce in all areas (faculty, staff, and administration) to meet the needs of our dynamically changing student community. This campus goal of balancing student diversity with service area diversity and employee diversity, along with Basic Skills Improvement Rate which according to the KPI has been well below benchmark since 2007-2008, need to be addressed immediately and in an ongoing institutional manner.

Geography: The Geography Program has been limping along with fewer and fewer T/TT faculty. In addition, the Geography Program has quite often had difficulty in recruiting adjunct faculty, which has resulted in the cancelation of classes on many occasions. As a result, the Geography Program has now reached the stage where the education of our students is being greatly affected, especially for those who are "at risk" or members of under-represented minorities. The number of students being served has continued to increase (and will further increase with the change in class caps from 40 to 45 students starting with the Spring 2013 semester) while their Success Rates have been decreasing and for some categories of students these decreases have been substantial. Also the Success Rates are well below the Mesa College Success Rates.

Given the trend over the past years, it can be predicted that, if present conditions continue (and there is no reason to believe otherwise), the Success Rates will continue to plummet to the detriment of our students. If immediate action is not taken to correct this situation (i.e. reduction in class size, the introduction of prerequisites, the opportunity for tutoring services, and the hiring of additional tenure-line faculty), then it is recommended that the importance of the Geography Program be examined, for its viability is questionable and its students are being done a major disservice.

However, all is not gloom. The one area where the Geography Program excels is with respect to the Physical Geography laboratory equipment & supplies. Although the Geography Program does not have a room solely dedicated to being a lab (which would be nice), it does have sufficient equipment to make it one of the better equipped community college physical geography labs in the immediate regional area. In addition, as long as the lab continues to have a yearly supplies/equipment budget, there is no reason to believe that this excellence will not continue into the future.

History: The program continues to attract diverse student enrollment. Student success has remained steady and can be expected to improve with the implementation of state-mandated prerequisites and greater college support for tutoring services. The program punctually completes tasks such as updating course outlines and assessing student learning outcomes. Budget constraints at the state, district and campus levels prevent the program from achieving all of its goals.

Interior Design: The successful Interior Design Program has been providing Career Technical Program education for the profession for approximately 30 years. The Mesa College Office of Institutional Research and Planning Report from September 2012 in the Awards Conferred Supplement for 2007/08 - 2011-2012 shows that the Interior Design Program has conferred the second highest number (116) of Certificates of Achievement of all majors at Mesa. The Interior Design Program ranks 9th in the overall conferring of combined AA/AS Degrees and Certificates (171). The program has been headed by two full-time professors for 24 years. The program is proud to be the only National Kitchen and Bath Association (NKBA) accredited program in Southern California and only one of 4 accredited programs in California. The retirement of the most senior full-time professor in

June of 2013 will leave the program with only one full-time professor which will jeopardize not only the Interior Design Program but its specialized NKBA accreditation status as well. Additionally, the other co-chair will be retiring in June of 2015 which will leave the program with no full-time faculty members. The NKBA requires one full-time faculty member for programs to be accredited so the replacement of one of the full-time professors is mandatory. Additionally, according to the current contract to adjunct faculty ratio, our current average of 52% will drop to 26% with only one faculty member which is below the campus average of 38%. With the retirement in June 2015 of the last full-time faculty member, our ratio will drop to 0% and we will no longer qualify for accreditation of our program.

Students who have graduated from this program either work for specialized interior design firms, residential design firms, commercial design firms, or frequently establish their own design practices. According to the US Department of Labor Bureau of Labor Statistics, in 2010, 30% of all interior designers were self-employed. Employment for Interior Designers in specialized design firms is expected to grow by 27% from 2010 - 2020. The report also stated that job prospects should be better in higher income areas because more clients were more likely to engage in remodeling their homes. Additionally, designers needed to respond to consumer expectations that the interiors of their homes and offices meet certain conditions, such as being environmentally sustainable or more barrier free accessible. The State of California Employment Development Department showed their Interior Design occupational projection for 2010 - 2020 to be up 23.8%.

Per the data, the student population is predominately female and the majority of the age categories in the 18-24, 25-29, and 40-49 ranges. It also shows many students are changing careers. In addition, through knowledge of our student population, many are continuing to work in their current field while preparing for a new career. Many also have school age children. Our Career Technical Program provides a clear path to employment. The Interior Design Program provides sufficient educational units in the major for our graduates to qualify to become Certified Interior Designers (CID) in California, Associate Kitchen & Bath Designers (AKBD) upon graduation, and to sit for the National Council for Interior Design Qualification (NCIDQ) without the need to transfer to a four-year university.

Per the data, our average Student Retention is 85% and the average Success Rate is 76%. 31% of our students already have completed a Bachelor's Degree. Also, 4% have completed Associate Degrees.

Since the move to our new Mesa Design Center in 2010, the Interior Design Program has been fortunate to have state of the art technology in each classroom and with the recent Perkin's grant, the main studio classrooms have now been updated with current CAD and graphic software. Curriculum changes are being launched through CurricUNET and are expected to be in place for the 2013/ 2014 Mesa Catalog. These changes will incorporate the new technology which will enhance our program and make our graduates more competitive in the profession.

In October of 2012, our program went through the NKBA re-accreditation site visit. Although we have not received the final report, it was a very successful and positive site visit. Presentations were given to the site visitors by President Luster, VPI McGrath, and Dean Zappia at a luncheon attended by many of our alumni in the kitchen and bath profession. Graduates spoke highly of our program and many are now beginning to hire our newer graduates.

Our graduates have been successfully finding employment not only in the specialized area of Kitchen and Bath Design, but in all other areas of design as the economy has improved. We have students working at commercial design firms; many of which are prestigious. Others are working for major Design/ Build remodeling firms. As the economy improves we fully expect job opportunities to increase for our graduates. Mesa is the only community college in San Diego offering professional interior design education at a reasonable cost and leading directly to employment in the field and as such, continues to meet the needs of students and employers. We are proud of our reputation in the community.

Philosophy: Our program review has taken into account 5 yr.-trends in student population, retention/success data, and productivity data including SLO's. The data does not reveal any trends that must be addressed with new goals. However, burdens imposed by increases in enrollment across a variety of demographic categories and our high productivity levels could be alleviated by a tenure-track hire, one of last year's goals. Attainment of this goal is prevented the hiring freeze. Updates on all course outlines have been completed.

Political Science: Overall, in the past year, the most important goals our program achieved are the completion of the political science Transfer Model Curriculum and the revision to POLI 101. Together, these tasks will help ensure the continued relevance and strength of our program as a path for transfer and an important resource for students, whatever their educational goals. Our program continues to enroll a diverse group of students, just as the college overall does. As with all programs, retention and success rates are a continuing focus of attention, and our program might make use of more fine-grained data to identify areas where we could target our efforts. In the coming year, we plan to make further progress on the goals of increasing the visibility of our program, reconciling our program requirements, if appropriate, and making sure our program courses continue to articulate and are well-enrolled.

Psychology: A main strength of the Psychology program is its focus on our students' successful transfer to baccalaureate institutions to complete their undergraduate education. Research skills are also emphasized in the Psychology program, and a main focus (and student learning outcome) of the discipline is to introduce students to scientific research methodology. Students are challenged to build and refine their capacities for critical thinking, rational problem-solving, and quantitative and qualitative analyses and this topic is a component of every course offered in the program. The program has also established strong links to the community through collaboration with other institutions of higher education, community social service agencies, and other educational settings (including high schools), thus fostering greater civic responsibility amongst our students. Examples of this include our Field Work in Psychological Services course that places students in community social service agencies and our Research Methods course where some students have the option to engage in research studying the capuchin monkeys at the San Diego Zoo. Our Behavior Modification course has direct applicability to the job market because students with a strong background in this area are likely candidates for hiring by local organizations that are focused on working with special needs populations.

Furthermore, since Psychology's main focus is to examine and assess human behavior, Psychology faculty have offered insights into the methodological challenges of SLO assessment, including discussions about quantitative and qualitative measurement, survey design and data analysis. These discussions have contributed to the college's commitment to maintain a broad perspective of student learning and recognize that it occurs in numerous forms.

Student success and retention continue to be high in our program and our productivity has increased over the last five years. We have consistently surpassed the District's Load goal, providing evidence that we need a higher FTE for more class sections and more full-time faculty to ensure our program is able to deliver the highest quality education for our students. The breadth of classes we offer helps to ensure that we remain current in meeting transfer and future employment trends. In addition, in the last five years, we have seen an increase in Latino and African-American students, first generation students, and students over the age of 25.

Planning continues in relation to our new building, and our full-time faculty have worked hard determining the layout and equipment needs for our program. However, the most challenging issue related to the psychology program pertains to the budget and lack of funding. All of our stated goals are dependent (either directly or indirectly) on sufficient funding, with little or no chance of success without this component. For example, the lack of full-time psychology faculty, along with insufficient resources (i.e., no computer lab or SPSS software) are major challenges to the program. The relationship between the lack of sufficient funding and the decrease in the number of full-time faculty

contributes to the increased challenge of effectively running and maintaining the program in terms of its course content and offerings, and also its applications to the campus and the community. Progress has been made in relation to SLO assessment. We have completed assessment of our Psychology Student Learning Outcome #6: "Awareness of Research Methodology and Technology" and results of this assessment have been successfully mapped to program and institutional outcomes. In general, the results of SLO #6 were encouraging and indicated that the majority of students were successful in achieving this outcome. Assessment of Psychology Student Learning Outcome #1: "Critical Thinking" is currently underway during this fall 2012 semester and it is projected that assessment will be completed by the end of this academic year. In addition, we are continuing to evaluate and discuss the results of our assessment of SLO #6 and brainstorming new ways to highlight our students' successes in both the research and applied arenas.

Sociology: Despite budget cuts the sociology department continues to improve in its mission to serve the students of Mesa College. The numbers show improvements in enrollments between 2007 and 2012, increases in four-year educational goals over that same period, increases in student retention and completion. The increases may simply reflect greater student motivation to succeed in an era of diminishing access to quality education and quality jobs. Nonetheless, increases in some numbers, such as increases in completion rates for male students from 57% to 70%, imply that the department itself is doing a better job of "reaching" students. Or, and this is equally possible, it could be that the discipline of sociology itself, which encourages an analysis of institutional arrangements and often a critique thereof, is increasingly attractive to students who understandably want an explanation for the economic and political challenges they see around them.

These successes are even more impressive given the deteriorating conditions for the department on an institutional level. Our ratio of full to part-time faculty keeps dropping and we are far out of compliance with State mandates. The few remaining full-time faculty shoulder and increasing number of committee and organizational work. While thus far we have met and actually exceeded our goals to measure Student Learning Outcomes, it cannot be said that morale is equally high. We simply need more full-time faculty to continue meeting our currently high level of achievement.