



**PROGRAM REVIEW
COMMITTEE
COMMITTEE REPORT TO THE PRESIDENT'S
CABINET 2013-2014 PROGRAM REVIEWS
Program/Service Area Summaries
*Presented to President's Cabinet February 18, 2014***

Introduction

The following summaries were submitted by programs and service areas as part of their 2013-2014 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:

- Administrative Services (page 1)
- School of Arts and Languages (page 3)
- School of Business and Technology (page 7)
- School of Health Sciences and Public Service (page 13)
- School of Humanities (page 20)
- School of Learning Resources (page 24)
- School of Mathematics and Natural Sciences (page 27)
- School of Physical Education, Health Education and Athletics (page 32)
- Student Affairs (page 34)
- Student Development and Matriculation (page 37)
- Student Services (page 47)
- School of Social/Behavioral Sciences and Multicultural Studies (page 48)

Administrative Services

Business Services:

The vision of Mesa College has become more business and technological entrepreneurial as we seek increased Title 5 grants. The future of higher education is digital literacy and nationalized processes.

Therefore grants such as TAACCCT are being applied for. The District is also reviewing new ERP systems to start implementation in 2014. All of these items will impact the accounting and business service functions.

To maintain service levels to our constituents, achieve our goals and outcomes, and to help ensure Mesa College wide goals and outcomes are achieved, we are requesting a Senior

Accounting Technician.

Employment/Payroll:

The Mesa College Employment Payroll & Telecommunications Tech Support Departments are a viable in-direct and direct support to Mesa College. They provide immediate seamless service to the faculty, staff and administration so that providing students with excellent educational opportunities resulting in student success can occur.

The major impacts to these departments are the pending welcome to a new Vice President of Administrative Services, retirement of the Senior Office Manager in May 2014 and the retirement of one of the Administrative Technicians in December 2014. All positions are crucial to the on-going payroll and benefits services to the College community which would be adversely impacted if the positions were not filled.

The Data from the Summer 2012 and Spring 2013 Point of Services (POS) surveys supports the fine job being done by the department staff and the need listed above.

The Administrative Services Unit Outcomes (AUOs) are current and viable. It will be up to the new Senior Office Manager to determine future changes as needed to continue excellent seamless service to the Mesa College community as well as cooperation with District Human Resources.

The Goals for the departments are right on track, realistic and viable. They are constantly assessed, evaluated and action plans implemented. The departments are ready for the next Accreditation visit and/or responding to all Accreditation reports.

Reprographics Center and Mailroom:

Reprographics received funds to upgrade the online web submission software, which was implemented and is being refined. One Lead Production Services Technician was reclassified to Digital Color Technician and one Lead Production Services Technician is retiring. We printed over 24,000 work orders 2012-2013, in which 16,980 were digital. The prior year 2011-2012, we printed 16,411 digital work orders and logged in 4,632 packages.

Mail services logged in almost 5,000 packages. It is important to keep up with industry standards as they change in the technology field constantly.

We continue to use NANCE team members to fill the vacancy of permanent employees. Since 2009, we have paid 5,909.50 hours for NANCE employees. We have also used a student worker which is paid by Financial Aid. Student worker duties are limited which can affect productivity in the department. With the new Vice President of Administrative Services, the department needs and outcomes will be assessed for proper staffing.

2012-2013 Reprographics printed 10,731,733 copies, with a team of 5, and one mail clerk, we logged in 4949 packages.

2011-2012 Reprographics printed over 9 million copies, with a team of 6, and one mail clerk, we logged in 4,692 packages.

Stockroom:

The Stockroom supervisor retired in October and the position has been defunded. The VPA was filled for a year and half with several interims. Both of these situations have had impact on the department operationally. But even with these management changes, Shipping & Receiving has been able to keep work flowing and serve the faculty and staff of the Campus.

The surveys related to Shipping & Receiving have been favorable over the years. The latest survey, spring of 2013, presented positive feedback from faculty and staff. Internally, we have heard from faculty that changing hours of operations during 2013 has impacted the workflow of some.

With the filling of the VPA position permanently, over the remainder of the year, we will be assessing workflow, looking toward process improvement, and reviewing staffing levels for any recommended changes in the future.

There are no new goals for 2013-2014 for the Stockroom.

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 Fiduciary Fund accounts. These accounts provide various funding sources to help to enrich student life on campus.

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 is more pleasing and soothing for students who have to wait. There is more workspace for employees from which to help students.

The need for additional employees (filling of last two vacancies) is an on-going goal.

School of Arts and Languages

Art-Fine Art (all):

The Department of Fine Arts is 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 (both contract and adjunct) that are active in their fields, 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 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 adjust our curriculum to ensure that our students can meet their criteria. 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 (multi media, 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 the use of contemporary technology in professional work, course content and classroom presentation. After the retirement of Barbara Blackmun we recognize a need to expand Art Gallery staffing to meet programming needs. 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.

We are struggling with outdated and marginally unsafe instructional facilities and equipment which hinders instructor's performance and student safety and success. Many faculty members are put in the position of using their private computers due to a lack of current technologies in the classroom. 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.

We are adding two new goals, one faculty hiring request and one classified staff position

request.

New goal #1:

New goal #2: Photography Lab / P100 Equipment repairs and upgrades.

Faculty Hiring Request: Replace Full Time Art History Position.

Classified Staff Request:

Goal #1: Fill vacant Photography/New Genres Faculty Position. By fall semester 2013.

Goal #2: Install "Smart Room" Technology in all Fine Art Instructional Classrooms by fall 2013, install "Smart Room" technology in all Fine Art classrooms.

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. 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.

Dramatic Arts:

As a program, our primary focus at this time, and for the last 12 years, is our desire to regain our autonomy as a single department.

The Drama Program has recently been funded for a much needed new faculty hire, and we were funded for a part-time classified position two years ago. From a personnel standpoint, we are looking forward to a stronger, more directed program in the near future. We continue to try to meet state mandates without compromising our pedagogical goals.

We are working towards facility upgrades in the space; while also realizing that the theatre is a 48 year old facility with limited capability. With the help of the District, we look forward to improvements in architectural lighting, internet capability, and safety upgrades.

Our curriculum issues are two-fold. First, loss of FTE in the past 4 years has started to erode

what we feel are the core courses for our program. Now that the State is recovering from the 5 year budgetary crisis and the District is beginning to restore FTE, we look forward to growing our program and expanding our offerings. 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. We are working diligently to protect the pedagogical goals of this program.

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 hoping that as the District begins its recovery that we will see an increase in Operating Budgets.

The never ending life cycle of equipment and technology continues to be a challenge. We chip away at the list a bit at a time, but a sizeable infusion of funds to upgrade facilities that were not covered in S and N would go far to support teaching and learning in our program.

Foreign Languages:

Due to the nature of the disciplines that we teach, the Languages Department embraces a global perspective and promotes diversity like no other. Like all programs at Mesa College, Languages provides exemplary instruction to its students and is committed to creating an optimal environment for engagement, learning, and success. Despite class cuts, limited facilities, a loss of lab director position, the effects of the recent hiring freeze, and the fact that many of our languages are taught by only adjunct faculty, the Languages Department has maintained high standards of instruction, complied with accreditation recommendations with respect to student learning outcomes assessment and program review, continued to update and revise integrated course outlines in CurricUNET, completed work the TMC for Spanish, and we have been diligent in meeting deadlines for adjunct evaluation and tenure-track and post-tenure review. Our department faculty serve in the Academic Senate, the Learning Assessment Task Force, the Global Awareness Committee, the Teacher Ed Committee, District Honors Committee, and we are a major participant in International Education Week. We hold a Language Conference every year and have experienced great success in the Asian Film Festival held every year sponsored by the Humanities Institute. We were awarded two replacement positions and as a result were able to welcome a contract, tenure-track instructor in Spanish, Dr. Michael Harrison, and we will soon meet the newest contract hire in French (who begins teaching Spring 2014). We have made substantial progress in student learning outcomes and assessment, and that achievement has led to purposeful dialogue, inspiring us to reflect upon current practice and make some exciting changes as to how best to support student success both inside and outside of our language classroom. Two of our faculty have been working tirelessly to get a Study Abroad Program underway in Languages (to be offered Summer 2014). They have been visiting classes and recruiting students, and all signs point to a successful endeavor -- a long time in the making and hopefully the first of many.

The Language Center Committee, with the support of Prop S and N funding, Mesa administration, and in cooperation with the library, will be opening doors to the new Language Center, comprised of 6 surrounding SMART classrooms, a teacher development area, a tutoring area, an existing lab, a lab director's office, an instructional assistant's office, and a student lounge area in Spring 2014. Because of this new Language Center coming on line next semester, we are committed more than ever to restoring our Language Lab Director position in Patxi Zabaleta. It is through his leadership, expertise, and experience that our Language Center

will realize its potential and serve as a language facility equaled by no other in instructional innovation, cutting edge technology, and global vision. It is under his leadership that the Language Center will realize its full potential in optimizing student learning success. With the director, we can resume work toward oral assessment and diagnostic to ensure accurate level placement as well as measure student learning outcomes. Under his direction, we plan to centralize language tutoring and related dedicated support services in the new Language Center, recruit and train those peer tutors, coordinate dedicated student support services, provide teacher training to maximize use of available technology, develop curriculum to optimize student success and engagement, and track the Language Center's role in meeting the goals and learning objectives of our program and the college.

Music:

We have 8 goals for our department: 1. Financial support to buy instruments for the newly formed World Music Ensemble 2. Acquire 25 new piano keyboards in the piano lab 3. Acquire Smart Classrooms in all C building classrooms 4. Funding for classified office staff person to replace retiring personnel 5. Establish funding for compensation for faculty leading outside ensemble performances 6. Create plans for new Recital Hall 7. Faculty replacements for retirees. 8. Acquire funding for piano and instrument repairs and maintenance.

This year the Maas lab opened and was upgraded. A Smart classroom was installed in C-203.

Awarded new faculty position in Ethnomusicology, the search was successful and completed in Fall 2013.

Revision of AA degree in Music. New classes created and approved.

Curriculum revisions for Mus 250 - is leveled Mus 250ABCD

All lab courses put into families.

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. In addition, students completing the required Income Tax courses can become certified tax preparers. The Program continues to maintain 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.

The Program opted out of completing in-depth statistical data analysis due to a lack of material changes since completion of the last Program review in November of 2012.

The Accounting Program continues to conduct SLO assessment for all course offerings. Each

course had one SLO measured during the 2012/13 academic year. The results of these measurements will be entered into TaskStream by the end of the Fall 2013 semester. The Program was pleased to see that all SLOs were successfully measured. This information was shared with adjunct and pro rata faculty members. A different SLO will be measured for each course during the Spring 2014 semester.

The Program was extremely pleased with the granting of funds to hire two new full-time contract faculty members. During the Fall 2013 semester, a successful search resulted in the hiring of Lauren Wade beginning in the Spring 2014 semester. It is expected that Professor Wade will be a much needed asset to the Program. In addition, it was determined that an additional search for the second faculty member will take place during the Spring 2014 semester for a Fall 2014 start date. These two new-hires will replace the positions vacated by Roger Gee and Walter Seymour. It is expected that the Program will ask for additional faculty in subsequent Program Reviews.

As has been stated previously, 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. With the addition of new faculty members, the need for a centralized location in the meantime continues to be of importance. School of Business faculty are moving to new office locations starting in the Spring 2014. At that time, School of Business faculty will be spread across two buildings. It is hoped that when the new faculty member is hired in the Spring 2014 semester that they can be housed in with the other Accounting Program contract faculty.

Business Administration:

No Program Review Update was submitted.

Computer and Information Sciences:

The CISC program is a Career Technical and transfer program that addresses 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 (an FTEF of 10.7), 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 associates degree is actively being developed, and planning is under way to develop some SB1440 compliant Associate Degree for Transfer (ADT) courses. We continue to introduce innovative instructional approaches.

Computer Business Technology:

The Computer Business Technology (CBTE) Department 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. 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 was responsible for about 25 of those courses; that was an especially challenging and daunting task because there are only three (3) full-time contract faculty in the program.

Over the past five years, the CBTE program has awarded approximately 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 to 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 Certificates of Achievement, Certificates of Performance, and Associate of Science degrees. In the WEBD program, which is only three years old, we offer a Certificate of Achievement and an Associate of Science degree.

Our program's demographics show that our enrollment is fairly evenly split between male and female students; however, there are slightly more women in the CBTE program and there are slightly more men in the WEBD program. CBTE courses are offered in both the hybrid and online learning environments, in different time frames (i.e., 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 are making good progress toward meeting that goal.

We are in the preliminary planning stages on our new building. 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.

Our programs continue to be very viable because of the existing job market that offers good pay and job growth for our students. In the area of Office applications in the Region 10 area, there is a 5% annual growth projected through 2017, with 5,239 openings from 2012-2017. The pay ranges from \$17.59 per hour for Secretaries and Administrative Assistants to \$24.27 per hour for Executive Secretaries and Executive Administrative Assistants (included in these figures are Legal and Medical Secretaries, who account for approximately 1/3 of the jobs in this field). Our figures come from a variety of sources: the San Diego Workforce Partnership, the Employment Development Department for the State of California, and both Mesa and regional advisory councils that we meet with regularly throughout the year (2-3 times).

Economics:

The economics department has seen some major changes over the past four years; all of which have affected outcomes. In 2010 a prerequisite was put in place; in subsequent years the class caps were raised twice. The changes are described in detail the Program Changes section. It is important to view all of these changes separately, as the usual five-year review is not particularly useful. I have, therefore, lengthened the discussion of the analyses, when

appropriate, to include interim results. Three main findings (and their associated recommendations) are shown below:

I. The Economics program has stabilized since the biggest of the changes - the prerequisite - however our students have not, as expected, taken the prerequisite courses and then returned. Enrollment in the year before the prerequisite was 2,671 students. Following the prerequisite it fell by 807 students, and as of the 2012/13 school year only 55 of those students returned. Preliminary Fall 2013 numbers suggest an increase may occur in the 13/14 school year, which is hopeful news; but concern remains as casual conversations with colleagues from other colleges suggest this situation is unique to Mesa - students have returned to other colleges. This seems unlikely, but needs to be verified to determine whether there is more Mesa could be doing to attract back more students. Of note is that the prerequisite is a 3-unit intermediate algebra class, and the intermediate algebra class at Mesa is 4 units, and has not been offered for the entire time of the prerequisite.

II. The average GPA rose with the prerequisite, but has fallen in most semesters since. Whether this is related to increased class caps is not certain (two of the three relevant data points show a correlation - but in one case only slightly, the third does not) but pedagogical research continually supports smaller class sizes as preferable. The first issue at hand, however, is to determine what type of student is being most affected, and to plan from there. Here, again, research is needed - particularly parsing out whether this trend is affecting online or on campus students (or both).

III. The need for more effective virtual communication with students is evident, particularly with forty percent of our classes being taught online and one out of every ten students being a non-native speaker (and that number increasing yearly). This problem is easily addressed. There are already tested and widely-used computer programs with the ability to connect computer screens between teacher and student. To make effective use of these programs Tablet PC's are needed. These would allow a professor to draw graphs and formulas on her/his screen while carrying on an audio conversation with the student. Tablet PC's would also allow the professor to create customized lectures and tutorials. It is good to be able to report an issue with such a simple solution as the provision of Tablet PC's would go a long ways towards improving virtual communication and content delivery. The goals section addresses this in more detail.

Fashion:

The Fashion program at Mesa offers six Associate degrees and six Certificates of Completion. The program is an integral part of Mesa College. We interface often with other programs on campus and involve ourselves in community outreach activities such as presentations at schools, community service projects, the Golden Scissors and the Fashion and Technology series.

Current and Projected Labor Market indicators continue to show that many fashion careers are projected to growth. It is our goal to provide adequate training in areas that can result in jobs. It is also our goal to increase the number of Certificates and Degrees attained by fashion students and to encourage them to transfer to four-year schools. We plan to evaluate our curriculum for currency and for validity in our current fashion environment. We plan to develop a series of stackable certificates, which encourage student to attain a certificate quickly, and then move on to the next certificate, and ultimately, a degree. These certificates will allow us to offer study areas in specialized areas. We feel we can meet industry needs more quickly with this approach.

In general, our fashion students mirror college statistics with regards to demographics and success rates and retention. We seem to have a higher percentage who enter with the desire to move on to a four-year degree, yet our statistics do not show that many actually graduating with an Associate degree.

At this time, we need to perform a complete evaluation on the curriculum being offered in our Fashion Merchandising courses. Our industry changes quickly, and we need to update and adjust. This would require the hiring of a contract faculty person who has recent experience and expertise in the field. Our contract/adjunct ratio is currently at 25% and this will increase to approximately 35% by Fall, with the hiring of one person, as approved. We now need to focus on bringing a Retail-oriented person on board to assist with this side of our program.

Our basic financial needs revolve around equipment for our sewing and computer labs. We are constantly updating or replacing old sewing machines, computers, and peripherals. We see a continued need to have funds for supplies and equipment.

We continue to face the challenges of space and time. We have inadequate space for storage, and we do not have enough time (as a one contract faculty program) to develop all the curriculum, forms, course-of-study aids, articulation agreements that need to happen. The addition of a new contract person this coming Fall (2014) will greatly aid us in this endeavor.

We are an involved program. We work constantly with the industry and within our community. We are proud of all we have achieved, and we want to continue to sustain this as well as grow.

Geographic Information Systems:

Geographic Information Systems touches almost every field, from marketing to real estate to engineering to city planning and disease control; any information that can be visualized geographically is a good candidate for a GIS map. As a result, many of our students come from a wide variety of professions and jobs to learn how to apply GIS to their field. Many do not come with a technical background and some lack strong digital literacy skills. We have built support into our courses, but more emphasis needs to be placed on meeting basic digital literacy needs. Student lacking strong digital literacy skills has been identified nationally; in the TAACCT grant, which San Diego Mesa College applied for last summer, a self-paced, online digital literacy course was proposed. The goal of the digital literacy course was to tailor the content of the course to the learning needs of the students entering fields of study in technology. Hopefully, this self-paced online course will be included in future grants submitted by San Diego Mesa College.

The GIS program is pleased with the growth and success of our program and our students. The GIS program continues to grow in student population, success rate, and retention. The program exceeds the state-wide CTE success rate of 55% (2013 Student Success Scorecard), with a success rate of 77% in 2012-13.

The program will welcome its first full-time faculty member in the spring 2014 semester. The new faculty member will strengthen the program by providing leadership, partnering with industry, explore grant opportunities and advance curriculum development.

Career Technical Education (CTE) programs need to revise their curriculum every two years. The GIS program is on target, with all the courses beginning revised in 2012-13, except for GIS

104 and 130, which will be revised this spring 2014. The GIS curriculum is reviewed by our advisory board; they provide input into the needs of industry. Two adjunct faculty members are taking part in the Integrated Geospatial Education and Technology Training-Remote Sensing (iGETT-RS) summer training in South Dakota last June. There will be a second training in the summer of 2014. The skills and knowledge they have learned are already being woven into course content.

Students continue to meet their SLO's. Last fall, we updated our program level SLO's to include visual communication. During the spring semester, we will conduct our SLO assessment and analysis.

This spring, we will be focused on the planning for the new Business and Technology building. We have to date, visited three sites with model facilities. We strive to create an environment that maximizes learning and supports creativity. Currently, the GIS program is housed in the K100 building; we are keeping our software and hardware up to industry standards.

Hospitality:

The Hospitality Program has experienced a number of challenges since the last Program Review. The most significant loss was the resignation of the only full-time contract faculty member in the summer. This loss was further exasperated because the program has only been a part of the School of Business and Technology for a year, meaning the department and dean did not have a basis or history in which to best assist the program. The 2012-2013 goals for the program were either not met or the outcome is unknown to the department chair or dean.

Marketing:

No operational or structural changes have been made to the Marketing Program since the 2012-2013 Program Review. Curriculum and staffing levels remain the same. Each Marketing Program course had one SLO assessed for the 2012-2013 academic year, and that SLO was different from the one assessed during the 2011-2012 cycle. Performance targets were met or exceeded for all courses. Assessment results have been entered into TaskStream and the information shared with faculty. Revision of course-level SLO's for the Marketing Program is planned for the 2013-2014 academic year to permit more effective assessment in future.

The Marketing Program received no funding in 2011-2012 or 2012-2013. Because it was necessary to focus the limited faculty resources of the School of Business & Technology (in which the Marketing Program resides) on the development of curriculum for Associate Degrees for Transfer per SB 1440, the meeting of ACCJC accreditation-related responsibilities, and the staffing of multiple hiring committees for the School of Business & Technology's Business, Accounting, and Digital Technology Programs, no progress was made in the 2012-2013 towards attainment of Goal 1 ("Develop curriculum for inter-program Marketing certificates targeting individuals seeking specialized Marketing training as a means of enhancing their career opportunities") or Goal 2 ("Develop and maintain an advisory committee for the Marketing Program"). It is expected, however, that once the new contract faculty hired during Fall 2013 begin work in Spring 2014, the workload currently borne by faculty within the School of Business & Technology will become more manageable, allowing time for the collaboration needed to develop inter-departmental Marketing certificate curriculum and for the work of establishing an advisory committee for Business Department programs to take place.

Multimedia:

Multimedia has completed two year revision for Multimedia 101, 112, 114, 116, 122, 123, updated Adobe software suite and moved from K303, K403, K404 to K101, K103 and K105. We have met with industry advisory council twice yearly. We have not acquired funding for conferences, to provide the software used by students in the Multimedia program via a virtualized web server to reduce the cost and increase access to both students and faculty. We continue to work with the Mesa Career Center to direct students to job and internship opening; and are working with industry and adjunct faculty to pass on job opportunities.

Real Estate:

The Real Estate program has been doing pretty well for the last 5 years in the aftermaths of the slowdown in California real estate market. 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. The success rate has shown a steady increase 3-year in a row: 57% in spring 2011, 58% in spring 2012, 63% in spring 2013. The enrollment has also shown a steady increase 5-year in a row - a clear counter cyclical pattern: 286 in spring 2009, 315 in spring 2010, 341 in spring 2011, 341 in spring 2012, 385 in spring 2013. The FTES has increased from 33.74 in spring 2012 to 37.67 in spring 2013. 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 Real Estate Program at the School of Business and Technologies of San Diego Mesa College was completed by Professor Jefferies in spring, 2012. For less than one year, 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 Real Estate area; otherwise, this program would be in danger. Intra-district faculty transfer might be good option in the short run.

We have a new opening for a real estate assistant professor position this fall; unfortunately, the position has been canceled due to the low applicants' pool. Hopefully, one of the newly hired business faculty members could fill in this position.

School of Health Sciences and Public Service

American Sign Language:

The AMSL Studies Department has a well-known reputation for hiring all Deaf instructors, it

leads to a quality program. In addition, they are excellent role models for using the targeted language which is ASL. ASL students are fortunate to obtain their signing skills.

Animal Health Technology:

Program changes that were expounded upon include: curriculum and program update status, three replacement adjunct positions have been filled, physical plant drain issues, continued loss of AHT Program outside funding sources, equipment replacements and new equipment purchases, and the still anticipated accreditation site.

Student statistics show that students are still working at a paying job more hours per week than is recommended. Also, AHT student success and retention data (in the 90-100% range) is again exceeding the college's objectives as to retention and success. Student Learning Outcomes and assessments are working well. There has been limited progress been made on the current AHT Program goals, mainly due to lack of funds. No new goals are needed.

Child Development:

The Child Development program is entering this review cycle facing some critical needs. In Fall 2013 an early retirement option was exercised by one of the remaining two T/TT faculty and our Pro-Rata faculty member stopped teaching classes during the Spring 2013 semester. As a result, we have had to hire three additional adjuncts in Spring 2013 to help teach our scheduled classes, further skewing our full time/adjunct ratio. In addition to this, drastic operational changes have occurred at the Child Development Center, which is in dire need of a full time faculty member as Director. This has created a strong negative impact on the quality of our program's Teacher Preparation Lab school component as-well-as the overall safety and well-being of the children of Mesa College students enrolled at the center. All of this has been occurring at a time when the Child Development Academic Program has been flourishing. Our classes are full to capacity, far surpassing the District's load goal; we consistently surpass Mesa's average retention rate by 8 - 12%; our student success rate is well above Mesa's average; and our program ranks as one of the highest degree and certificate awarding programs at Mesa college with 37% of our students going on to earn a BA/BS degree after completing an AA/AS degree.

CHILD DEVELOPMENT is a career technical program with a sequence of classes, three of which meet the general education requirement. The program has very strong productivity numbers. Student retention, success and productivity fill rates continue to grow and remain strong - well above that of the campus norms. For example, CD Program student success rates from Fall 2008 - Fall 2012 have stayed between 87 - 90% (compared to Mesa's 66 - 68%), and from Spring 2008 - 2013 from 76 - 81%, with an approximate average of 79%, well ahead of Mesa's average for the same period of time of 67% (Table 2.1) The program serves a large number of students by offering degrees and certificates supporting occupational training and transfer to 4-year institutions. Between 2007-2012, 71 degrees and 58 certificates were awarded. This ranks as one of the highest degree and certificate awarding programs at Mesa College.

The California Comprehensive Early Learning Plan (CCELP), developed by the CA Department of Education and the Governor's State Advisory Council on Early Learning and Care (SAC) stresses the importance of a high-quality preschool for children ages three through five, that provides a strong educational experience and sufficient hours of high quality care to meet the needs of working families.

At the CDC/Teacher Preparation Lab students apply concepts learned in class by working hands-on with the children. There is a critical need for the program to grow back to its original level. The CDC also provides student support services through quality childcare services to our college students so they are able to pursue their education.

Culinary Art/Culinary Management:

The Culinary Arts and Management program works continuously to meet the goals and priorities of students and 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 and regulations and unending changes in food science there is an obligation to provide for a well-trained work force. With daily sales in the billions and yearly market capitalization in excess of \$1.3 trillion in yearly sales in only the primary business, the programs goal is provide well-trained, industry ready graduates for this large, diverse, and global industry.

We have updated and maintained 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 that often lead to first-time experience in supervisory and management positions in the culinary arts, hospitality or other related fields.

Fall 2013 marks the seventh year since the revision of Food Service Occupation curriculum to the current Culinary Arts and Management in Hospitality program. The curriculum reflects current industry standards and practices. The program update and revisions have made the current curriculum very reflective of the daily real-world scenarios directly related to the culinary industry. This ability to test objectives in real life applications along with a well-integrated course sequence and curriculum have lead to a strong and coherent culinary arts/management program. Along with focused and collaborative efforts by program instructors, we have made substantial strides in student success while creating a program with strong integrated curriculum and learning environments.

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 this 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 hospitals and assisted living facilities, hotels, food manufacturing and processing companies, commercial and retail bakeries, catering firms, school districts, and theme parks to name just several pertaining to our regional economy.

Our focus in workforce training is essential to maintaining and improving the overall health and

management of food production and preparation industries. Currently in California, secondary, post-secondary and private educational institutions strive to meet industry demand for highly trained workers industry ready for jobs . The growth and expansion of these training programs reflect an increasing recognition on the part of industry there is return on a highly trained worker. It also lets all students and graduate the value of their training and the greater fields of opportunities as they enter the workforce.

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.

Providing a strong academic framework to promote lifelong learning for continued career advancement.

Providing 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.

Creating and maintaining the robust partnerships between the Hospitality programs and regional businesses and professionals by incorporating on-site education and resource sharing.

Providing articulated core courses in a sequential manner to facilitate student transfer to other educational institutions.

Providing educational opportunities for retraining individuals for re-entry into the job market, utilizing their abilities and identifying transferable skills.

Promoting gender balance through recruiting and enrolling nontraditional students and avoiding stereotypes and bias in instruction and instructional materials.

Working to provide an educational component for other programs such as Nutrition and the Dietary Supervisory Program.

Faculty comes from diverse professional backgrounds and management styles, presenting a greater mix of soft skill and critical thinking training.

Promoting of green initiative programs and work in organic gardening and recycling to enhance the 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 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 rise each year can fluctuate in quality and availability for training purposes.

Complex work load for CTE program including 2 year curriculum review, TaskStream, Student Learning Outcomes, Program Review, Perkins application and reports, class scheduling, committee, program advisory, department and school meetings, catalog proof and all other information and need of multiple Tenure Track faculty in an ever updating college program.

Inadequate number of pieces of equipment to train properly in the laboratory setting, working through Perkins to help this problem.

Outdated equipment, lacks current safety, sanitation and energy updates for relevant training, working through Perkins to help this problem.

The functional layout 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. - New building in two years.

Lack of physical storage for equipment and supplies. - New building in two years.

Difficult to maintain backups of inventory, as well as add new and relevant materials to the laboratory for lack of any space.

The other difficulty is success. The program enrollment has increased steadily from 150 in fall 2008 to over 236 students in fall 2012, and also enrollment has increased over the same period from 270 students in 14 sections to 368 in 13 section a 40% increase. During this period we also have seen 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. The program has maxed out productivity on current classes and is need of addition FTE to add more class sections to increase access for new students. In addition to instructors cost the need for additional supplies for more students make adding sections a more complex system. With external influences and the increasing cost of food as well as the impact of already strong enrollment up more than 100% and retention up by 20% the ability to budget or forecast poses difficulties as more and more students are staying and succeeding. Retirement - new faculty- new supplies and equipment and how it affect student learning and their success with be critical discussions with faculty in the immediate future.

Dental Assisting:

Last year (Oct. 2012) we received an excellent report, from site-visit accreditation team (full accreditation without reporting), plus excellent comments regarding our Program, state-of-the-art equipment, how we prepare our students for their state and national exams and for how we prepare them for a career as a Registered Dental Assistant. They were very impressed how the faculty collaborates with each other and the students receive a lot of hands-on experience not only in manipulation of dental materials but dental assisting ability. DENA takes pride in its high tech state-of-the-art & new technology which allows DENA to better enhance learning for the students.

The curricula has been reviewed and scrutinized to assure that the curricula balance is

maintained and appropriate co-requisites and prerequisites are enforced to provide the graduates with the best knowledge and skills in preparation for success in their future career. A curricula change has been done so our program is current with both its two year curriculum review cycle for dental assisting and its yearly curriculum review cycle for our accreditation.

The program's SLO were changed from 3 to 4. All DENA courses have been through at least one SLO assessment cycle and indications are that our students are meeting or exceeding the target SLOs for all the DENA courses. Program demographics showed that students enrolling in our program are dominantly female. This year's cohort has three males and 22 females. One of the core indicators for DENA states we are low in non-traditional enrollment. English continues to be the primary language of the students within our program. Our program does have a very diverse population of other than English, however, those that English is their second language do very well in our program. The prior education level of the students in our program indicates that 78% have a high school diploma or GED where the next highest group already have their associate's degree or received their AS in Dental Assisting. Last year 20 students graduated and all 20 received a Certificate in DA and 7 of the 20 also were awarded an AS in DA. One of the seven was accepted for dental school and the other six have been accepted to hygiene school. Overall, there is not a lot of change in the age, or ethnicity demographics within our program. DENA's retention and success data indicate that student success has steadily been in the high 90% for the past five years. The program's average GPA is 3.40 for the past five years. Last year graduates (2012) have taken their state board exams. 19 sat for the exam and 19 passed. (see attachment) All this data & SLO information is reported to DENA accreditation every fall semester and advisory board each semester.

Health Information Technology:

Health Information Technology ranks 8th in the highest number of graduates in AA/AS degree majors at Mesa College. It is a flourishing program with 2 cohorts of 25 students each this year. There continues to be interest by future applicants with approximately 30 students attending each of the 4 information sessions held annually.

A full time Program Director was hired, Connie Renda, who started in fall 2013. 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 plans to stay current in the field by attending approximately 4 educational conferences per year in addition to local community events in order to keep abreast of our dynamic profession.

Medical Assisting:

The Medical Assisting Program has continued to promote the program and institutional goals as well as the mission of San Diego Mesa College. The faculty continues to support students and insure that students learning and success remain our focus and goal. We have seen improvement with directed clinical practice sites for student clinical placement. The medical assisting program would greatly benefit from a biyearly admission and entry. The biyearly admission would decrease the strain of directed clinical site placement, give students two opportunities to start the program, especially students who are not aware of the program until the fall semester has started. Students would no longer have to wait an entire year before they would be able to start. We would also be able to compete with the proprietary schools who take students year round.

The partnership with Health Science High and Middle College has continued with several

schedule modifications. Students will be completing their entry level classes and better prepared to enter the program as a college student. The Medical Assisting Program has had an increase in the student population over the last 5 years. The student population remains predominantly female and continues to be very diverse. Students continue to meet or exceed the SLO requirements. The medical assisting program has greatly benefited from the BARC funding from the 2012-2013 program review cycle, but will continue to need an increase in budget for single use and disposable supplies. With the SB70 grant funds ending fall 2014 there will be less funds for supplies. There is still a need to replace broken and aging equipment. A new full time faculty member will be needed in the next 2 to 3 years due to a retirement.

Nutrition:

As seen with our retention and success rates, the Nutrition program continues to grow. Our SLO's are up to date and are being met. Every semester we turn away many students due to the inability to add classes. Hopefully, this will improve with the California budget. Our DSS program could grow more, but we need to increase the FTEF for the clinical instructor and DSS program director. We could also offer the Dietary Manager Certification which would bring in more students, but we lack funds to develop a new certificate program and offer additional courses in the schedule. We have been successful in articulating our Nutr 155 class to SDSU and we hope to establish an ADT with SDSU when the State works out the details. Given the popularity of online classes, we've added one more this last year and hope to expand further.

Physical Therapist Assistant:

Over the 2012-2013 academic year, the physical therapist assistant program has maintained its full accreditation. Despite only having one full time faculty member, the program still accepted a second cohort of students into the program. As a result of running two cohorts of students, our fill rate and load have improved. The demographics of our student population has not changed significantly. Our retention and success rates continue to be significantly higher than those of the college as a whole. All of our courses have been through two SLO assessment cycles and indicate that our students are meeting or exceeding the target SLOs for the majority of our courses. We have made progress towards achieving most of our goals and continue to improve the quality of our program.

Radiologic Technology:

The Radiologic Technology program has hired a new, full time Clinical Coordinator, effective this Fall (2013). Therefore, we are looking forward to progress and completion of goals that have been on hold during the last few years. The program retention rate is stable and on par with national averages, while our students continue to pass the national registry exam on the first attempt with a 100% passing rate. The curriculum is in process of revision and some changes to help better prepare our students for the imaging field. Venipuncture was incorporated as a state mandate in our program and was offered this last year (summer 2013) for the first time with great success (100% achieve their certification). The program continues to maintain state and federal regulatory compliance and, this last year, completed an interim accreditation report that resulted in the sustaining of our 8-year (maximum) accreditation status with the Joint Review Committee on Education in Radiologic Technology (JRCERT).

School of Humanities

Academic Success Center:

Since the last Program Review cycle, the Academic Skills Center has become a popular space in the Student Services building throughout the semester. Students have maximized the space by not only coming in for tutoring assistance but for making the Center an additional, or only, place for them to study. Our students are also exhibiting patterns of accessing the services earlier in the semester, in the day, and staying longer as statistical data on the attached documents show. Because of these factors, usage of the Center has been steadily growing over the past five years with sizable increases in the last couple of years.

During the Summer 2012 and 2013 sessions, the Academic Skills Center supported only Basic Skills courses. Because tutoring was mandatory for these classes, 100% usage resulted. Past history indicates that once students know about the Academic Skills Center and the services it provides, they tend to return in subsequent semesters. In the last five years, the Basic Skills Tutoring report reflects higher rates for Success, Retention, and Persistence for Basic Skills students who use tutoring services compared to those who do not. However, enrollments also show that a good portion of students in these courses are not accessing the services. A research request to follow the cohorts of the summer students for Success, Retention, and Persistence through Transfer level is in process as is a request to assess rates for students in non-Basic Skills courses. It is hoped that this statistical data will show positive outcomes.

Although the Academic Skills Center serves students of all populations, it appears that the Veteran students are emerging as a group interested in collaborating with the Center to develop a Peer Mentoring program. Interest was ignited at the end of the Spring 2013 semester after informal conversations between the Center's Supervisor and a few Veteran students who frequented the Center. Broad-based dialogue with active, engaged students and campus faculty allow the Center Leads to create innovative methods to begin addressing State mandates for Student Success (regardless of academic levels). These conversations can also help formulate a Tutorial Services Master Plan for the campus.

Statistics may paint the picture that the Academic Skills Center's productivity is expanding in large proportions; however, the General Fund budget for the Center has not changed in the last several years. Center faculty and staff do not actively promote services because of staffing limitations and physical space challenges. Usage by the students has resulted in a crowded environment during the bulk of operation hours only a year later of a new, larger Center. Staffing levels are closely bordering on "unacceptable" with daily wait times averaging 30 to 90 minutes, regardless of the hour in which students access the Center (the exception is the 6:00 pm-7:00 pm hour). In order to alleviate the impact and minimize complaints, Center faculty and administration continually explore alternative ways to meet student demand. If the Center's General Fund allocation does not follow suit of the Center's growth, the program's integrity will be at risk along with its mission of effective practices to allow for student access and success.

Communications Studies:

Since the last assessment cycle, the Communication Studies Department has discussed and assessed student learning outcomes for Communication Studies (COMS) 103, oral communication and COMS 160, argumentation and debate. The department has spent time discussing assignments for these sections and have continued to talk about the most efficient

and effective ways to measure student learning outcomes and success.

The department continues to meet for an annual summit with San Diego State University's School of Communication as well as all regional partners to ensure curriculum alignment and to make sure students are successfully making the transition between institutions.

Students at Mesa can now enroll in the Associate Degree for Transfer and the department, in conjunction with the dean, continues to watch enrollment numbers to ensure diversity in course offerings ensuring that students can acquire the classes necessary to meet their degree and transfer goals.

The department is working towards a more comprehensive and predictable planning model that can transcend faculty members and chairs because the goals and duties for the year are codified and transparent. The planning model includes SLO course assessment, curriculum updating and planning to make certain that the department meets all ACCJC standards for accreditation.

Communication Studies is planning to move into new facilities in 2014 and is looking forward to enhancing the student experience in state-of-the-art classrooms.

The department and the team are still in need of more full-time help to grow and remain competitive. The department is still seeking to hire two new full-time faculty members.

English:

In the past year, we have developed our TMC for the CSU; it came before Mesa's Curriculum Committee Nov. 21, 2013. To finalize this curriculum, we finished updating our courses, in particular, our Creative Writing courses needed re-numbering to address repeatability issues. We are currently reviewing our SLOs and at a retreat in October 2013, we have worked out a preliminary cycle for the next year for our department's SLO assessment. We continue to assess the effectiveness of our English 47A course, Accelerated Reading, Writing, and Reasoning by reviewing success, retention, and persistence data. The results of this course are quite positive. We have been able so far, to successfully address the high number of students dropping out of our basic skills English courses; despite the pass rate numbers being comparable to the traditional basic skills English course pass rates, the percentage continuing on to transfer level English is higher. We continue to seek professional development opportunities to fine tune our understanding of effective basic skills pedagogy. Professor Marilyn Schenk has developed an Accelerated, basic skills Reading learning community, and so far, has met with success. We are in the planning stages of implementing a new English placement mechanism which is supported by research documenting the ineffectiveness of the Accuplacer grammar skills test as a writing placement. We have met a couple of times with SDCOE through our Basic Skills committee, and through a smaller, placement study group, to find out about the Common Core Standards for high school English and what these new standards mean for incoming community college students. And finally, as the budget has recently improved, we have also been able to secure a full time, English composition generalist position, and form a screening committee with the aim of hiring for Fall, 2014. An improved budget has restored .10 reassigned time, which we allocated to our ESOL chair. We also look forward to restoring approximately half of our normal summer school schedule. We have added .10 to the Writing center coordinating position; unfortunately, this restoration happened after our past contract faculty coordinator left due to the position's uncertainty and low-funding, but we have an enthusiastic faculty coordinator doing an excellent job with still not enough reassigned

time.

ESOL:

The ESOL Program looked deeply at its program, data, and outcomes and made communicating its findings with the campus a priority. As a result, there is more understanding on campus about language acquisition, the needs of ESOL students, and the practices of the program. The high retention and success rates (in mid to high 80 and 90 percentiles) in the program over a five-year period remain steady. Once students exit the ESOL program, data showed success rates of 81% (English, non ESOL courses) and 79% (non English, non ESOL courses). Further, during this year, course outlines were finalized, SLO assessments completed, and the lockstep for prerequisites adjusted. Currently, the program is also pursuing use of a computerized version of the current ESOL placement test to give ESOL students better access to placement tests. During this year, Continuing Ed joined Mesa's campus, which increased discussions between the two ESOL programs. The campus sought and received the AANAPISI designation, in recognition of the its Asian and Pacific Islander population, which could result in a new source of funding, as 51% of the ESOL population are Asian Pacific Islanders. Attention continues to be given to getting resources for students. Resources are greatly needed. The program received no funding for the requests it made in the previous review. Funds for ESOL tutoring remain a goal. Requests for reassigned time for the ESOL chair will be dropped, as the English department has been willing to support the program by sharing its allocation of reassigned time. Further, new goals have been added, such as more FTEF for more sections due to continued demand, funding to help faculty collaborate and evaluate current curriculum with student needs, funds to acquire reading materials to improve students' reading, reassigned time for a faculty member to try to secure lab space or equipment for speaking/listening classes, create a reading room for faculty to remain current on reading (native and nonnative) and ESOL research, and finally, funds for a newsletter to engage multilingual speakers and campus community in a positive way. More sections, more funding and more time for faculty would help the program retain its best practices, such as blind co-rating of papers at midterm and final exams. ESOL contract and adjunct faculty are stretched over different tracks, different campuses, and demands of the year. For all disciplines and services, it has been a challenging year, spent on becoming informed about new mandates, initiating research, completing curriculum work, SLOs and assessments--and, also for ESOL, assisting students without tutoring resources. ESOL faculty are hopeful that greater communication with the campus and more stable funding statewide will ease some of the strains experienced by students and faculty over the past few years.

Humanities:

The Humanities Discipline is one of the most successful teaching disciplines at Mesa College. It currently offers 19 sections total in 7 different courses each fall and spring semester. In addition, during normal summer sessions, 2-4 Humanities courses are offered. All seven courses fulfill Humanities requirements on the Mesa College GE list, UC-IGETC list, and CSU-Breadth list. These strong transfer credentials, along with the courses' strong Global subject matter and highly skilled and erudite professors, help the Humanities Discipline fill all of its courses each semester. Usually all sections in Humanities are closed, with Wait Lists, 2-3 weeks before the semester begins. In addition, because of the larger cap in these courses (38 for Huma 103 and 104; and 45 for Huma 101, 102, 106, 201, and 205), Humanities load/WSCH numbers are very high.

The Humanities Discipline has a clearly defined and well-established curriculum update and

SLO testing process, which it has been following for the past 3-4 years. This process is pedagogically sound, linking the curriculum and SLO processes together in a systematic fashion and involving all Humanities professors (both contract and adjunct) in these activities. The Humanities Discipline's student population is large and varied, and highly enthusiastic. Their interest in global cultural, artistic, and religious topics helps to maintain the discipline's popularity--especially with transfer students. In addition to its regular course offerings, the Humanities Discipline also offers at least once each school year an open lecture on advanced topics in the Humanities. (The most recent one, "The Sources of the World's Religions," drew 70 students, staff, faculty, and members of the general public to an analysis of new theories in the links between prehistoric human migrations and modern religious traditions, links that are evident through mystical practices found in prehistoric and ancient and modern religions.) The Humanities Discipline brings a vibrant and successful atmosphere to the Mesa College English Department and Humanities Division.

The Mesa College Humanities Discipline strives to help students fulfill the central purpose of a college education: to grow as thoughtful and well-informed human beings.

Journalism:

The Mesa College Journalism Program has undergone extensive changes within the past year. The most notable change is that Mesa College, for the first time in its 50-year history, now offers 4 different Journalism degrees and certificates. These degrees and certificates (3 in Journalism, 1 in Public Relations) mark the culmination of a great deal of work by lead Journalism faculty Janna Braun with the assistance and support of the Mesa English Department and School of Humanities.

In terms of curriculum, the Journalism program continues to embark on providing Mesa students with a quality education, whether students enroll in courses for the purpose of transfer, personal enrichment, or career-technical education training. In addition to the previously mentioned curriculum changes, Journalism continues to update existing curriculum to ensure it aligns with current professional industry standards, as well as create new curriculum when warranted.

Journalism courses continue to be popular and enjoy high fill rates and retention rates. We were able to minimize reductions in the number of class sections offered during the times of significant budget cuts over the last few years. We also have made significant progress over the past several years in attracting students from traditionally underserved and under-represented populations, particularly Latinos and Asians. Success rates in Journalism courses continue to be an issue and efforts will be made in the hopes of increasing these in the coming years. In the coming year Journalism course SLOs and program goals will also be updated as well as an increase the number of course sections offered each semester.

Teacher Education:

During this cycle period, the Teacher Education Program has been concentrating on the development of its Academic Degree for Transfer. There have been many challenges to this process. One problem resulted from the CID numbers that are assigned to the courses, since in the program there are two classes that transfer as one. This issue has finally been resolved through collaboration by Mesa's articulation officer with CID representatives.

Another delay was caused by SDSU and revisions to their TMC guidelines. For example, the humanities/language requirement was dropped from their Liberal Studies Degree. In response,

Mesa also eliminated those courses and changed the required units in the "Special Preparation" category.

The problem remains that Mesa does not offer a Geology lab, which is part of the required core. Therefore, we do not have the curriculum to create the ADT. At this time, City and Miramar are also not creating this ADT. If a lab can be added, the ADT can be finalized and the program's curriculum will see some changes.

Other changes are that PHYE 240 has been renamed EXSC 240, and PHYE 105 was activated and taught during Summer 2013.

Courses within the program have also experienced challenges. For the past two years, Mesa's Fall semester began 2-3 weeks earlier than the start of the San Diego Unified School District, making it harder for some students in the field experience classes to complete their volunteering duties by semester's end. Strategies to mitigate this issue are being piloted, such as encouraging students to use schools outside this district.

School of Learning Resources

Academic Computing:

The Academic Computing Enterprise at Mesa is growing, while the technical staff necessary to deploy and maintain it has not.

Additional software will be deployed reflecting current market conditions: Microsoft Office 2013 (Active Directory 2012).

The networking apparatus necessary to isolate maintenance operations still needs to be purchased and implemented.

Center for Independent Learning:

In the past year, the Center for Independent Learning (CIL) has followed Academic Computing in establishing an organizational presence separate from the Library/LRC. The purpose and function of the CIL has always been twofold -student support for a mediated learning environment, and faculty support to provide professional development to create those mediated learning experiences. Over the years the CIL has moved from brick and mortar to supporting a largely online/digital learning support environment. To this end, the CIL faculty member has served as Online Mentor for the campus, as well as in providing support in the pedagogy involved in not only online learning, but effective teaching and learning practices as well. The move to more and more online support for faculty and in turn for the students they serve has changed the nature of the CIL.

While the CIL Student Computer Lab remains in place on the fourth floor of the LRC, and serves to provide a major resource for those students needing state of the art technology (computers with online access, scanners, and printers), the future direction of the CIL is in faculty support in terms of professional development and optimizing teaching and learning techniques both on campus and online. With this newly independent program review, the CIL is establishing its identity in this area. Supporting this need are the initial findings of the Educational Master Plan focus groups, which were shared by Dr. Charles Zappia at the Fall 2013 Convocation. Faculty

and staff alike indicated that they wanted more professional development particularly in technology-based practices. Faculty looked for training and leadership in designing, producing, and utilizing technology-based learning experiences and environments, leading to increased student engagement. These practices are supported by the IT Strategic Plan as well. Technological Awareness is one of the College's six Institutional Learning Outcomes that all graduates should achieve, and this center will help move campus forward.

The new goal includes the formalization of a Professional Development Center for Technology-Related Learning, staffed by the existing Educational Technologist (faculty member) and the addition of a Instructional Lab Tech (Multimedia Production) to provide hands-on direct support to the college community. A physical space will be dedicated to the training, and it will be equipped with necessary multimedia and other support equipment. A request has been made for a new faculty member (Educational Technologist), as the current faculty member will be retiring in December, 2014. His replacement is necessary to assure the sustainability of the center.

Learning Resources:

This is more than an update for the Library/Audiovisual Services program for the following reasons. First, this program review no longer includes input from the Center for Independent Learning or the Academic Computing Labs. These programs will now submit their own program reviews. Second, a request to fill an open position to assist the campus Web Designer which had been aligned with the AV program is to be filled through another process. And third, thanks to the work of the Program Review Committee, Madeleine Hinkes, and Jill Baker a new "Librarian Data" set for new faculty requests and a library faculty rubric were created which provides an opportunity to better align library faculty requests with the campus Program Review process.

The biggest changes to the Library and Audiovisual Services program were noted in this report. A reduction in full-time faculty and staff has taken place. In January a Media Technician who worked in AV retired. A little later in spring semester an Instructional Lab Technician who reported to the Instructional Support Supervisor for Web Services but also provided high level technical support for AV when needed during the late afternoons and evenings resigned. And another long serving Media Technician who processes and collects and fines and works in Circulation announced her retirement effective June 2014. Another library faculty member, the fourth in five years, announced her retirement effective May 2014. This individual, who is the Electronic Resources/ Periodicals Librarian and Acting Public Services Librarian and Acting Instructional Services Librarian and is also currently serving as department chair, has provided much of the impetus to improve services to the campus community. In this program review I have attempted to provide some insight and documentation as to the need to replace the already lost positions and the soon to be vacant positions.

Another major program change this year involved a change in the utilization of the space devoted to library services. The repurposing of most of the second floor not only resulted in the loss of substantial open quiet study area but also saw the number of the popular group study rooms on that floor drop from nineteen to four. In response some other rooms on the fourth floor were repurposed into group study rooms. Most of the study tables, carrels and chairs were removed to the third and fourth floors to provide some, more cramped, study areas. The movement of the High Tech Center from the second to the first floor required the wholesale move of the thousands of paper periodicals to the Reference area where additional shelving (about 80 sections) was installed. To make room for the reconfiguration of the shelving the two

seated height computer kiosks, along with 16 computers, had to be disassembled and reassembled in between the existing three tall computer kiosks.

Statistics which show the utilization of Library/AV services were supplied throughout the report wherever it was thought to be appropriate. Some numbers are up over the preceding period and some are down but basically Library/AV usage is strong. Where usage has dropped there is evidence that in some cases it may be the result of two summers where course offerings were miniscule, hours were reduced and staffing and materials budgets which have been stagnate. Although usage of the online databases is very strong the Electronic Resources/Periodicals Librarian just announced that due to budget inadequacies most of the ProQuest databases will be dropped. A new streaming video database was added to AV and usage indicates that it is being well received. The Learning Resource Center SLOs are cited throughout the report. While positive they did for the first time experience a bit of a drop during the early part of the current semester. Whether this drop is an anomaly or the result of other factors has not yet been determined. And, where appropriate, research literature and other data were referenced and attached which illustrate the role the Library has in contributing to student retention and success. These attachments were primarily placed with position requests.

The status of the goals which were proposed during last full program review was summarized. Those goals which were previously offered up by the members of the Center for Independent Learning and the Academic Computing Labs were not addressed as those two programs are submitting separate program review documents this time. Basically, the only goal which received any new campus funding was goal 15 which was for a couple of commercial grade camera tripods for AV production. The two goals for additional funding for books and periodicals/databases to make up for the ravages of inflation have not received any funding. And, three goals which were projects to increase the Library's online presence vis-a-vis courses and tutorials have not been met due to the fact that there is little time for new projects when there are fewer contract library faculty to cover the same services and programs.

Three new goals were added in this program review cycle. The first requests the filling of the four contract library faculty vacancies created by retirements or transfer. Actually the fourth will take place at the end of next semester. And, as there are only three slots in TaskStream for new faculty requests just the first three positions, in priority order, were fully addressed. The fact is that contract library faculty, while involved in formal classroom teaching and one on one instruction at Reference, have administrative duties which demand a lot of attention to detail and time unlike most classroom faculty (with the possible exception of some department chairs). For our Library/AV programs to be successful someone must provide direction and coordination. To have a healthy book collection, for example, thousands of reviews must be read in order to purchase thousands of books. The 2,944 paper books added to the collection in the last two years was the result of probably reading eight to ten times as many reviews. The Electronic Resources/Periodicals Librarian, must go through many steps to figure out which databases will best meet the campus' curricular needs. This involves looking at what information students request, getting faculty input (especially for specialized programs), checking out vendors and their customer service track records, then finding what is available including the way the databases are constructed, negotiating a decent price or seeing if there is a consortia discount, looking over the contract language for any strange restrictions, and finally working with the Technical Services Librarian to see what are the best display options (trying to balance simplicity with effective search options), and integrating the database with the other Library/AV electronic resources. And that is what has to be done for just ONE database, the Library currently has about 52. The point is: each Library/AV program requires a full-time coordinator whether it's Electronic Resources/Periodicals, the Library Instruction program, Public Services

(Reference and Circulation services), and/or Audiovisual Services. Numbers from the National Center for Education Statistics which compare Mesa Library FTEF with other California community colleges of a similar FTES were also provided.

The second new goal concerns the need for adequate classified staffing to meet the needs of the Mesa community. The classified position with the top priority is that of the Instructional Lab Technician-Media Production. The one person currently in this position has seen his responsibilities grow with the campus. First, the campus has grown in length from the P-Building on the west end to the Muir campus on the east. Second, the campus AV infrastructure has grown and changed and will keep growing. In 2007 there were 58 classrooms with either a TV monitor and or a video projector and an overhead projector. And, there were at most 40 "enhanced" or "smart" classrooms which include a connection to a computer and access to the Internet. Currently there are 98 smart classrooms. By next semester there will be 150 smart classrooms and 20 smart labs. And, when the buildout finishes in 2017 there will be approximately 215 smart classrooms. So, our one ILT will have seen this ONE part of his job grow by over 500% in ten years. He needs assistance! The second prioritized position is that of the Media Technician for Fines and Holds. The person currently in that position has filed her retirement papers and will leave at the end of next May. This position is important as it is the one which processes fines and places holds on student records. The prompt issuance and clearance of fines encourages students to return overdue materials so that their peers can use them and allows offenders an opportunity to quickly clear their accounts so that they can graduate or obtain transcripts for transfer. Not filling of this position would result in longer times between notification and clearance of student records. The position with the third classified priority is that for a Media Technician who is responsible for assisting students and faculty with finding AV media and using AV equipment, processing AV equipment and media records, and keeping track of the printing revenue accounts and the machines which hold currency.

Goal 3 requests new carpeting for the first floor and chairs and stools for study in the Reference area.

School of Mathematics and Natural Sciences

Accelerated College Program:

The Accelerated College Program continues to be a successful and noteworthy outreach program for the San Diego Community College District. Our program offerings continue to expand, in both type and number and we continue to provide the opportunity to take college courses to over 900 students in the San Diego Unified School District. We successfully introduced Political Science 140 and Math 119 to a new high school, High Tech High. Our students were successful, and demand for these courses increased so we will be offering an additional section of each this year as well as a section of Math 116. Additionally, interest and demand for second year math courses at one of our long-standing partner high schools, Point Loma, warranted the expansion of our program there to offer a section each of Math 254 and Math 245 this year. Spring semester will have us returning to Health Sciences High and Middle College, after a year's hiatus, for a section of Math 150. While this growth has been positive, it has also been tempered. For two years running, we have had to cancel sections of Math 150/151 at two of our partner high schools simply because we were unable to staff the courses; these classes were cut so as to ensure the least amount of upheaval and disruption for our students, however the effects continue to be felt by our students, and our partner high schools. We consistently maintain very high key performance indicators (retention and success rates in

the high 90's and term GPA's consistently above 3.0), which illustrate the commitment to the success of our students. Our commitment to the success of our students, however, is not only demonstrated by these numbers. Our Student Learning Outcome Assessments serve as a means to identify areas in which we can improve, more importantly, however, they generate numerous conversations where strategies to improve student learning, that are easily implemented in the classroom, are discussed. These strategies range from the use of technology in the classroom, to how to teach specific concepts. Our outreach efforts are methodical, taking in to account scheduling and the needs of numerous high schools. All of our activities keep us consistently striving toward and making progress on our goals—to provide access to college level courses and serve the needs of the diverse population of students in the San Diego Unified School District; as we move forward we are excited to continue meeting the needs of our students and look forward to providing the benefits of our program to even more students as we meet the ever changing needs of our community.

Biology:

The Biology Department is an effective, productive, and dynamic department that educates about 2,100 students each semester. Over the past 10 years, we have lost 4 contract faculty, and have increased our FTEF from an average of 18-20/semester, to 23-25/semester. We are currently at 37% Contract FTEF/Total FTEF. This is a 7% decrease in just the past 3 years, and a 33% decrease over the last 8-10 years, when our last contract faculty members were hired. We have received notification of funding to hire one new full time faculty member in Biology, and have begun this hiring process. This is a positive step in achieving this goal, however there is still a need for additional full time faculty members in biology.

Our student body is apparently changing too, with an increase in older students, first generation students, and Latino students noted over the last 5 years. 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, and yet we feel that there is still room for significant improvement. One way that we are proposing to increase our success rate, is by changing our current advisories in Biology 107 to actual prerequisite. This request for the change is supported by data that has shown that students who actually complete/meet the advisories are almost twice as likely to be successful in this course. We recognize that if we proceed with this change, it will impact our course enrollment but we feel that it is necessary to ensure student success. In addition, we are proposing the addition of a new 8 week late start course which is designed to assist in the success of our 200 level students, especially those that attempt these courses and find themselves unsuccessful within the first half of the semester.

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. The one exception to this is our biology 230 class, which started in its review cycle a few years ago, but the proposed changes to units were denied by Miramar, and therefore the process stalled. Once issues are resolved at the district level, faculty will complete a new update.

All of us have noticed an increase of non-teaching workload (for example, having to spend countless hours preparing this PR). 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 one part-time ILT our new ILT is working out quite well, but we are still

understaffed in regard to ILT support, as another part time position was never filled. Therefore we are adding a new goal (#3) to hire an additional part time (.375) ILT. Ideally, we would like to combine the two part time ILTs into a single full time position, as one of the major challenges we face is to find qualified competent people to fill these limited time/money positions, and who ultimately will continue in these positions over time. For example, our current part time ILT is qualified and highly competent, but she is also a full time student at a local university who will be applying to Medical school soon. Therefore we anticipate having to replace her in the next few years, requiring the need to retrain a new staff member.

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 pay grades and contracts in regard to budget management, hazmat training and monitoring. An ILT supervisor would also then be responsible for training new lab techs.

We are excited with the progress of our new Math and Natural Sciences building and are looking forward to moving in and begin teaching in the Spring 2014.

A critical concern is that our supply budget has been cut for the last two years by almost \$14,000, in spite of the fact that we documented our need for that money in order to run our lab courses. This fiscal year, the reduced amount was again given to us again, with a verbal "just spend what is necessary" regardless of the number. This is not an appropriate way to conduct business. The Biology Department is one of the most dynamic, effective, successful, and productive departments at San Diego Mesa College. We are cognizant of the need to conserve resources in times of budget challenges, and have done so to the best of our abilities, but we will not do so at the expense of endangering our students' success. We ask that our full budget be reinstated, and that the college and district recognize that the "cost of doing business" in a laboratory course continues to escalate, and therefore we asking for full financial support. We should also 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:

Data concerning our student learning outcomes is being collected and analyzed. We have not received any BARC funding in the most recent cycle. In the 2011-12 cycle we received BARC funding for basic laboratory equipment (see below list). This type of equipment is crucial in the quest for achieving many of the SLO's. Recent vacancies in staffing have been filled. FTEF is at an all time low but is expected to increase. Lastly, we are rising to the challenges accompanying the occupation and offering of courses in a new building set to take place in the beginning of the year.

Engineering:

The engineering program at San Diego Mesa College offers two-year lower-division courses that prepare students for transfer to colleges and universities in California and across the nation. As summarized below, the main program change since the previous program review has been a stronger collaboration with the engineering technology program at City College. Progress continues with regard to SLO assessment. With regard to the goals specified in the previous program review, all such goals have been met with the exception of hiring an additional instructional laboratory technician (ILT). This goal remains unmet because funding for the

position has not been provided.

Math:

The mathematics department's primary mission is to maintain high standards while providing all students with varying levels of mathematical background and understanding, a mathematical experience. This includes teaching the mathematics essential for functioning in the technological world, by illustrating the relationships among basic mathematical ideas and imparting the skills necessary for success.

The mathematics department is crucial as a service department, providing courses required for GE, AA degree and transfer, as well as basic skills and higher level curriculum for math, science, engineering and business majors. The developmental courses (34A - 46) are currently advisories or prerequisites for 78 other courses, both academic and technical. For transfer students, there are an additional 49 courses for which a higher level of mathematics is a prerequisite. Students seeking an AA/AS degree need to complete a course equivalent to intermediate algebra or above. Transfer students need to complete at least one course beyond the intermediate algebra level. For those looking to major in business, education or one of the sciences, there are several courses that must be completed to satisfy the requirements. The percentage of students being served by the math department increased by 11% for Fall (as compared to the college wide increase of 9%) and 9% for spring (as compared to the college wide increase of 8%) from 2008 – 2012.

In order for the math department to satisfy its mission and continue to serve the increasing amount of students, adequate staffing and other resources are required. To this end, the following five program goals have been identified: increase contract faculty by 5 new tenure-track positions; create, enhance and update websites for instructors and students; increase access to technology for all levels; develop a new lab component for statistics and high level courses; reduce class sizes; increase FTEF to meet needs of basic skills and transfer students.

As the department continually struggles to accommodate the number of students, the faculty has taken an excess of students despite the lack of available slots in several courses as illustrated by the load and fill rates. This has resulted in instructors using their slash time for additional office hours to support the high quantity of students. Despite the reduction in full-time faculty and the ongoing need to review and update curriculum, the mathematics department has achieved several accomplishments including expanding the math website to include faculty syllabi. This has given students and counselors a resource to determine the teaching styles of potential instructors. In addition, faculty teaching a course for the first time have access to sample syllabi to help in their development of their own courses.

To better serve students enrolled in STEM (science, technology, engineering and math) majors, the math and science departments are increasing cross-discipline collaboration with the science and engineering departments through flex activities and the creation of a blackboard site to share information.

Meetings are currently taking place to review retention and success rates in the department, and discuss methods to increase them. These include reviewing the current placement system to increase retention and examining the curriculum for intermediate algebra (Math 96 - AA degree required course), which has the lowest average success rate. The department has established a goal to lower caps; for basic skills courses. Lower caps will provide these students with the additional attention they require to succeed.

The department is looking forward to moving into the new Math and Science building in Spring 2014. Plans for technology workshops and curricular innovations are in place to take advantage of the new facilities. However there is a need for new faculty with expertise in the latest technology and software to aid this effort.

While progress has been made to better serve the students and meet their increasing needs, faculty time is limited. As a result, SLO work has not been a priority and there is a low level of overall participation. Although they have been neglected SLOs have not been ignored, they have been a topic of several faculty discussions. Upon review it was found that only 32% of the courses have been assessed and less than half of those have met the standards set by the department. In several cases the faculty decided that either the SLO was not appropriate for the class or the assessment was not appropriate for the SLO. Overwhelming demands are being placed on the current tenure faculty that cannot be alleviated by adjuncts, who are not required to have office hours and are unable to assist with curriculum development, SLOs, evaluations and mentoring. As a result the department will continue to find it hard to complete the requirements of curriculum review and SLO evaluation and assessment.

There are several other areas in which the mathematic department also lacks the time and expertise required to meet goals and address student needs. These include: updating the statistics curriculum which is required due to the new Common Core Standards; collaborating with other departments to ensure that materials presented in prerequisite math courses corresponds to the way the material is used in science or engineering courses; utilizing the technology in the new building to its full potential; and developing new lab components for statistics and high level courses. The mathematics department has made the hiring of contract faculty its primary goal, as this will address and rectify these issues and ensure the department has the staffing required to meet the four additional goals.

Physical Sciences:

Program changes made since the previous program review include curriculum updates, progress on new course development, continuing SLO assessment, and ongoing work related to our upcoming move to the new Mathematics and Natural Sciences building. Significant progress has been made toward achieving all of the existing goals (i.e., those identified in the previous program review). Two new goals have been developed for this update, including (1) hiring a new tenure-track faculty member in the astronomy discipline, and (2) hiring a new tenure-track faculty member in the physical science discipline. A tenure-track astronomy position was requested in the previous program review; however, no corresponding goal was created to accompany this request. Therefore, both the position request and the corresponding goal have been included in this update.

Two ongoing challenges include chronic shortages with regard to both ILT support and tenure-track faculty. Currently, our program lacks tenure-track faculty in two of the three program disciplines, including astronomy and physical science. The lack of adequate ILT support and a shortage of tenure-track faculty are problematic for several reasons: (1) many afternoon and evening labs lack ILT support, creating both safety concerns and a lack of technical equipment support for faculty; (2) long-term visioning and administrative tasks are difficult/impossible to complete without proper tenure-track representation; (3) currently, no tenure-track astronomy faculty exist to help with program and curriculum development as we transition to the new Math & Science building, which contains a rooftop observatory; (4) adjunct faculty are being asked to do more than their contracts warrant as a result of the lack of ILT and tenure-track faculty

support; (5) existing tenure-track faculty are being overloaded with excessive work as we collectively seek to maintain a strong program and department despite current staffing/faculty shortages; (6) negative outcomes identified above are expected to be exacerbated by the retirement of an existing tenure-track physics faculty member (Dr. Kai Wong) after the Spring 2013 semester. In order to address these needs, one ILT and two faculty positions are being requested.

Physics

The physics program anticipates the move to the new math and science building with a mix of anticipation and trepidation. The anticipation is for the improved laboratory spaces, the promise of collaboration with faculty from other disciplines and the dedicated space for student collaboration. These aspects of the new building promise to enable a cross-disciplinary approach to math and science education which we hope will provide a fertile environment for generating new approaches to teaching our core curriculum. The trepidation is due to the fact that the program is lacking the classified staff needed to make the move to a new environment a successful one.

The program has been chronically understaffed for the past decade, but the faculty and the single lab technician have collaborated and found ways to maintain a quality educational experience for STEM students. Indeed, the program fill, load, success and retention rates are all generally higher than the corresponding campus averages over the last five years. However, this focus on the student success has come at a cost. The need to devote the lab technician's efforts to maintaining equipment used for current laboratory exercises means that there is no time, space or equipment available to update existing procedures, nor to develop any new experiments to improve student comprehension.

This staffing shortage is exacerbated by the requirement that the single laboratory technician also serve as the program safety officer, further reducing the hours available to assist in the fulfillment of our educational mission. Since there is only one technician, there are a number of afternoon and evening laboratory sections that are not provided with either a safety officer, nor any technical support should there be issues with the equipment. Faculty in these sections are left to their own devices, but if the equipment ceases to function there is little that they can do to ameliorate the situation and students are thus deprived of an educational opportunity.

The point is, that while we have managed to maintain a quality experience for today's students, we are sacrificing the success of our future students by limiting the ability of the program to innovate and improve on the existing curriculum. In light of the vast sums of money spent on the construction of the new math and science building, we hope that investing in the necessary support staff is a high priority.

School of Physical Education, Health Education and Athletics

Dance:

This is the first independent program review for the Dance Program. Previously information regarding the Dance Program was included in the Physical Education Program Review.

The most significant change in the Dance Program over the last five years is the recent restructuring of skill leveled courses. In compliance with state mandated revisions to Title 5

regarding course repeatability, the dance faculty collaborated in a complete revision of the dance curriculum, now updated to include 42 new skill leveled courses. The faculty is in the process of collaborating on the development of SLOs and assessment tools for each of these courses.

A new Associate in Arts degree in Dance, as well as two CTE Certificates of Achievement in Choreography and Commercial Dance have been launched in Curricunet. In addition to serving students' educational and vocational goals, the new degree and certificates will document student success in compliance with AB 1440.

The lack of an adequate performance space for dance remains our biggest financial concern. During each semester we must rent outside theater space with rising costs to students and the Dance Program at large. Meanwhile the Co-curricular budget is unchanged. Costs are passed on to students, with an increase in ticket prices as well as incidental transportation costs incurred while traveling to an off-campus location for rehearsals and/or concerts. Equipment replacement needs are ongoing and the lack of smart classroom technology in L102 and L116 limits the use of media in a media arts discipline.

Long-term goals include advocating for the development and construction of a new Theatre and Performing Arts Complex to meet educational course standards, industry standards, aesthetic and creative needs as well as updating classroom technology.

Looking toward the future, both of our full time faculty members will likely retire in the same time-frame, within the next five-year cycle, exposing the potential for a lack of continuity in leadership and program administration. There is a critical need to hire an additional full-time tenure-track faculty member to bridge the transition before these impending retirements. The full-time to part-time faculty ratio also supports the addition of a new full-time faculty member in Dance. At present the Dance Program falls far short of the state-wide mandate of full-time to part-time faculty ratio with 28% of dance courses taught by full-time faculty, well below the campus norm. Currently 72% of dance courses are taught by adjunct faculty which is exactly opposite of legislative requirements.

Community involvement and outreach have increased over the last five years. We are in the process of developing a partnership with San Diego Unified School District's Creative and Performing Media Arts Middle School, providing opportunities for advanced level Mesa College Dance students to choreograph and teach master classes in the community. Faculty members are active in the community at large, directing dance companies, developing young audience programs, and producing dance concerts. Faculty are also actively involved in professional organizations such as NDEO, CDEA, ACDFA and CAHPERD. As such, the faculty continue to attract new students to the Dance Program as well as providing professional performance opportunities and networking connections to the professional workplace beyond Mesa College.

While statewide budget cuts have resulted in a decline in enrollment, student outcome data indicates an increase in retention and success rates. Student retention and success rates jumped in 2009/2010, with the latest retention rates of 79% up from 73%, and success rates at 69%, up from 59% over the past five years. Productivity data indicates a declining fill rate, however our load remains high at 673, more than 10% above the benchmark. The majority of dance courses have high capacity rates that far exceed course minimums. Most dance courses are offered in large, open studio spaces, thus we have the flexibility to accommodate as many students as possible within the range of sound pedagogical practices.

In 2011/2012 the Dance Program aligned content requirements for the concert review paper and the grading rubric was standardized. The assignment was used to assess critical thinking and communication. As a result, student outcomes in this area are stronger, demonstrating a deeper understanding of the elements of dance in performance. Additionally, students are writing with increased clarity, focus, and a more direct response to writing prompts. We are currently creating SLOs and assessment tools to evaluate all the new DANC courses that fulfill the Program Learning Outcomes and correlate to the Institutional Learning Outcomes.

Physical Education:

Our first priority is hiring new faculty. This department needs 2 positions immediately. We have identified these 2 positions as Football Coach/P.E. instructor and Softball Coach/P.E. instructor.

Our second priority is the hiring of 3 classified positions. Our department has identified these as 2 athletic groundskeepers and one full time Sports Information Director.

We were able to complete 4 of last year's goals and unable to complete 6. These 6 goals along with 1 additional new goal are included in this review for future consideration.

Student Affairs

Financial Aid:

The Financial Aid Office has had a challenging year with a location move, extensive regulation changes and new staff members to train. The move into the new Student Services building is complete and the Office continues to fine-tune ergonomic, FERPA and space usage issues. With the assistance of Campus Police an emergency plan within the office has been established. Staffing levels have increased and training proceeds. Numerous changes in Federal and State regulations this year have been incorporated into new procedures, additional and revised forms and communications to students. District IT shortcomings are constantly monitored to assure student awarding proceeds smoothly. The Appeal process continues to be assessed for SLO requirements, efficacy of a pilot program and the primary goal of enhancing student success. As we package students for the 2013/14 aid year, we are preparing for the regulatory changes for the 2014/15 aid year. These will include Education Plan requirements for all students, and stricter High School diploma verification requirements.

Outreach:

The department of Outreach has seen a few changes over the last year and with these changes come growth and the ability to maximize our Outreach ambassador support. Due to the reduction in financial aid funding for student ambassadors, Outreach had to devise innovative methods of funding. The expert ambassador program was pivotal towards the securing of an additional ambassador. Creating a partnership with the Drama department was extremely beneficial and we are hopeful that it will reap great rewards for all of those involved. Moreover, with the funding that has come from the SB1456 bill, we have taken on a challenge that if successfully carried out will enhance our reach, increase the number of students we assist and positively influence students towards the path of completion. With this additional funding, Outreach has benefited directly in that its community reach has been heightened as well as its ability to assist with on campus events. Outreach has been able to assist with Community events at a greater level than ever before; they also have become influential contributors to on campus committees. Overall, the department is optimistic of what is to reap from these changes

and welcomes the challenges that lay ahead.

Student Affairs:

Student Affairs has had the great fortune of completing one year in our new space in the student services building. Our new space has provided us the opportunity to serve alongside other student services departments and has given us access to students who may not have otherwise utilized our services. We have been able to host meetings, events and support other department needs in our area and have just completed a poster project that allows our walls and decor to reflect our recently revised vision, mission, values and goals. Our vision, mission, values and goals were recently revised to ensure clarity about our work and to define clear pathways to understand if the work we do is positively impacting student outcomes. We will spend considerable time this academic year identifying action plans and data needs for each of our goals. This work will be reflected in our 2014-15 goals.

Our movement into the new building has also increased the visibility and sense of pride for student leaders. Since the move, we have seen an increase in student engagement in elected and appointed positions for ASG and ICC. More students are utilizing the various meeting and gathering spaces which has resulted in an increase in student activities.

Inspired by Student Services review of our mission, vision and values, Student Affairs revisited our guiding documents/principles. This resulted in the creation of a vision statement, defined values and creation of a set of goals that will be assessed through our SLO process. We continue to contribute to student life by creating new traditions (such as our first ever Spirit Week), enhancing our services (e.g. making our scholarship process 100% online) and extending our reach in upholding student rights, responsibilities and due process (e.g. an increase in numbers and new ways of outreaching to faculty and staff). Our staff has also continued to engage the campus and district wide community by assuming new leadership roles with areas such as the Mesa Foundation and the Management Association Board.

The Student Affairs staff consists of one administrator, one senior secretary, one senior student services assistant and one .5 student services assistant. In addition to the Deans oversight of student affairs programs (including student conduct, student leadership, commencement, scholarship and programs including homecoming, welcome week, constitution day along with campus wide commitments such as Presidents Cabinet, Planning Institutional Effectiveness, Program Review, Crisis Response etc..) she also maintains oversight of high impact departments including Student Health Services, Financial Aid, Associated Student Government and Outreach and coordinates or participates in Student Services initiatives such as SB 1456 planning, First Year Experience, Foster Youth, Mesa College mobile app planning. As such much of the Dean's time is spent in meetings or out of the office. Our staff continues to be concerned that the amount of work generated by the increase in student conduct and student engagement is adversely impacting the deans ability to effectively and efficiently conduct and provide oversight of the work required. It is our hope that our long term goal of hiring a coordinator of student activities will come to fruition. Due to several years of hiring freezes, we have placed this goal on the back burner and will work with our sister campuses to create a plan that works for all of us; however, this year we have edited the goal to include a request for funds to hire an adjunct faculty member to serve as an advisor to the ASG via funding through an ESU.

Our staff is small, but mighty and we are grateful to serve our students and campus community in such meaningful ways.

Student Health Services:

Student Health Services continues to hold true to our SLO's and goals to ensure that all of our services exceed the community standard (acceptable practices within the San Diego medical/nursing/therapy community). This will improve services to our students. We deliver exemplary teaching in the areas of basic skills to encourage students to learn healthy living practices and civility. Civility is a learned behavior and does assist in providing a learning environment that maximizes student access, success and equity. Lack of civility in a community estranges us from one another, loosens ties to the community that can provide support, makes students feel alone and lonely and creates a mental atmosphere for the onset of anxiety and depression.

Students need quick access to our services. We have created new drop-in services to provide quick services both inside and outside of our office. Therapists and nurses are out in front of the cafeteria two days per week to provide easy access to services. Student Peer Educators are out among the students each day to provide access to health education information.

Our Veteran's BBQ and Former Foster Youth Luncheon strengthened pathways in Student Services to promote access, learning success and engagement for our diverse student population. We collaborated with the Student Veterans Association and the Veterans Committee to plan this event. This was accomplished by presenting campus resources at the events, building sustainable communities through trust building and peer to peer support system building.

The mental health statistical analysis is interesting. Most notable is the rise in suicidal students. We struggle to meet the high numbers of students in crisis. Students often report that they have suicidal thoughts.

Student Health mobilized last spring to care for more than 3,000 students who were affected by the very public, and very traumatizing, tragic loss of life in the LRC. Our staff and faculty worked tirelessly for weeks to comfort and heal those wounds. Our program review is full of new innovative plans to increase the number of campus people who know how to talk to a suicidal person, prevent stress, depression and suicide.

Students who are depressed are more likely to lose interest in their academics as they struggle to keep themselves alive. Their minds are clouded with thoughts of worry and anxiety about perceived threats. They begin to tire from this struggle and want to stop trying. The fatigue of depression then leads to thoughts of suicide. To address this issue we formed partnerships and collaborations to enhance our services. In a pilot Partnership with the United Pan Asian Community we have helped one Asian student to address the debilitating anxiety issues, bring his culture into the healing process and strengthen family support in a culture that often shuns people who are mentally ill. We are in the process of working to expand this program.

Our goals for hiring remain the same. These processes are lengthy. We are using our Student Health Fund for the positions so the general fund is not affected.

The Electronic Health Records project is slowly moving forward through processes at the District level. The use of Electronic Health Records (EHR) is about 20 years old now. EHR's have been proven to produce data that helps patient care rise to a standard of care that is higher than what we currently have now. We are using our Student Health Fee fund so there is

no use of the General fund.

Our SDCCD created a smoke-free District in 2012 with policies and procedures for discipline. We continue to see smokers but we are definitely making progress with smoking cessation and smokers on the main part of our campus. Smoking cessation was a focus of activity in 2012-2013. Smokers even volunteered to clean up their own trash. This was due to a liaison between the Community Health Nurse and the student smokers. They became a cohesive team.

Student Development and Matriculation

Admissions/Records/Veterans:

The most significant challenges to the Admissions and Records program is under staffing especially during peak registration periods.

San Diego Mesa College provides multiple sessions throughout the year an average of 30 sessions per semester. The Admissions and Records program provides all support services necessary to students and faculty without any additional resources and with limited office space and the unsuitable counter workspace configuration in the new building.

To meet our program scope and to achieve campus compliance with Federal and State laws, district policies and procedures, we modify the services provided to students. In collaboration with our District Student Services Office, we implement new procedures and services, and the program is responsive to any system malfunctions, CurricUNET changes or catalog discrepancies that impact registration negatively. We also work with District Student Services in order to improve our "Faculty Web Services."

We communicate via email with students and faculty and from these results we adjusted our information on the web. Electronic communication has been integrated as one of the standard forms of communication and delivery of service; however, it does not meet everyone's needs, and therefore, we continue to be available in person and over the phone Monday through Thursday 8 a.m. to 6 p.m. and Friday, 8 a.m. to 12 noon.

The Web Application continues to provide great flexibility to prospective and returning students. We also continue to request a limited number of paper schedules as our web class schedule continues to be very successful.

Admissions and Records Department assists staff, deans, secretaries, program coordinators, department chairs, faculty and counselors with issues relating to students, registration, academic policies and procedures, academic deadlines, exceptions to policy, catalog and schedule information. Special accommodations are made for off-campus, Friday-Saturday classes, Freshman Year Experience and Summer Gear Up. Also the program provides support to off campus students in order for students to make successful progress towards their academic goals through these special programs and services. The off campus programs include: Kearny Fast Track, Accelerated College, and UCSD. San Diego Mesa College Accelerated College program offers classes at 12 high schools exclusively to high school honors students.

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
2. Appointments
3. Mesa Online Counseling Center
4. Online Orientation
5. First Semester Planning Workshop
6. Testing and Orientation

Counseling retention programs include the following:

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

Other responsibilities include the following:

1. FYE – Freshman Year Experience
2. CE/FYE - Accelerated College and Continuing Education English Program (ACE.)
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 1
3. Financial Aid and Appeals
14. University Link
15. State Academic Senate For California Community Colleges Executive Board as the Area D Representative

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
2. AFT Representative
3. Diversity
4. Financial Aid
5. Grade Appeal Committee
6. Honors Advisory
7. Distance Ed
8. Planning and Institutional Effectiveness (PIE)
9. Professional Development
10. Scholarship
11. SDCCD Online
12. STAR Awards
13. 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.

District Student Services Council has implemented a campaign and/or plan for implementing SB1456. Communication, posters, emails continue to be sent out to students on the importance of maintaining their registration priorities. The group has been divided into the following:

- * Group 1: Degree/Transfer goals, # units completed ; transcripts evaluated, NO ed plan
- * Group 2: Degree/Transfer goals; # units completed; transcripts evaluated; NOT assessed and NO ed plan
- * Group 3: Degree/Transfer goals; # units completed; transcripts on file but not evaluated and NO ed plan
- * Group 4: Degree/Transfer goals; # units completed; No transcripts; No ed plan
- * Group 5: Degree/Transfer goals; # units completed; NOT assessed, No transcripts, and NO ed plan

Efforts are being made to focus on services to students as it pertains t these mandates, in addition to maintaining the current counseling operation which includes drop-ins, appointments, personal and career counseling, workshops, counseling retention programs, etc. A report distributed at the Education Plan Workgroup indicate the following:

- * There are 29,383 non-matriculated students districtwide, 13,359 of whom are Mesa College students.
- * 26,042 students districtwide are missing education plans, 12,004 of whom are Mesa College students.
- * 13,282 students districtwide have not been assessed, 6,492 of whom are Mesa College students.
- * 9,228 students districtwide have not been oriented, 5,116 of whom are Mesa College students.
- * 6,286 students districtwide are missing assessment and orientation, 3,867 of whom are Mesa College students.
- * 10,445 students districtwide are missing assessment and ed plans, 5,383 of whom are Mesa College students.
- * 8,198 students districtwide are missing orientation and ed plans, 4,611 of whom are Mesa College students.
- * 5,762 students districtwide are missing orientation, assessment, and ed plan, 3,608 of whom are Mesa College students.

As you can see, these numbers are alarming. The Counseling Department continues to strategize ways to shift services that will result in serving more students; however, the only way to help with the increased demand is to have more counseling faculty who can help with service provision. The lack of counseling faculty results in a delay in services, which causes more frustration on students' part.

Employment/Career Center:

The Career Center is proud of the improvements to career services that have been made for students in 2012-2013 to support student success: The new Career Center location now has ample room for students to conduct career and employment exploration and has provided space for increased workshops that now include hands-on work with laptops; New online interactive career workshops meet the needs of distant and Spanish learners; Early career intervention is provided through special career exploration workshops as part of the FYE program; and a Fall Job fair with job and internship opportunities. Much of the data reflects this positive change, but direct appointment and walk-in student career contact still reflects the limited staffing, especially for career counseling and continues to be a challenge. The Center has also dove deeper into learning outcomes by developing and assessing workshop level outcomes for the first time. Though, due to staffing limitations, some SLO data for both the program level and workshop level still need to be analyzed, the department feels the forward progress in improvement of service content. Overall the Career Center is making steady but slow progress in meeting its short-term goals of improved communication of career services and career integration with SB 1456 regulations, and the Center's long-term goal of growing the Career Center's capacity to these the needs of the Mesa student population.

Evaluations:

The Evaluations Department continues to process a large and consistent volume of a variety of student petition requests. While the data indicates a drop in walk in service, the validity of that data is in question. The departmental web site experiences a large volume of users each month and now provides more current information than before. The new location of the department, the coexistence with two other departments, and extended office hours has had an impact on the staff's workload. Subsequently some procedural changes have been made, but the need for additional contract staff remains. The department has implemented assessment of one SLO, which resulted in changes and improved outcomes for commencement ceremony registration.

The department will revisit the appropriateness of other two SLOs during the 2013-2014 year. The department's goals remain on track and improvements have been made in the area of communication with the campus through the web, print and email. During 2013-2014 the department will closely monitor the impact of SB1440, SB440 and SB 1456 on services and respond accordingly.

International Students Program:

The International Student Program (ISP) is a comprehensive student retention and success program that acknowledges that student learning is best effected when an array of teaching and delivery approaches is employed. As such, students have access to 24-hour online access via Blackboard's virtual International Student Center (International Connection) as well as both personal and group advising services when seeking academic and immigration assistance. One such group delivery approach is the mandatory international student orientation week (3 full days), which not only serves to address student success mandates of testing, orientation, and education planning for all, but provides students the intrinsic rewards of establishing themselves into a community of learners while building on their skills of inquiry and communication, the latter also being the program's focus on learning outcomes each semester.

The ISP goes above and beyond student success mandates by not only providing comprehensive assessment, orientation and education planning for all students but also offers regular access to follow up services throughout the matriculation of each student culminating in the international student Departure Workshops each semester at the conclusion of the student's study abroad experience.

While we are the study abroad destination of choice, the San Diego Mesa International Program is faced with the ongoing challenge of operating without a designated budget and with limited personnel and program resources needed to sustain the success of the program. The ISP has met this challenge with a stopgap approach of collaboration, resourcefulness, and professionalism among Students Services administration, Counseling, and Admissions, allowing the campus and district to avoid the risk of compromising program compliance and jeopardizing the District's SEVIS certification status to receive international students on student visas to attend San Diego Mesa College.

San Diego Mesa College continues to experience high demand and interest from applicants across the globe and those already temporarily residing in the United States due to our international reputation and successful record of efficient program completion and transfer, often within 2 and a half years or less. To address this regular influx and further secure our position of world renown, it is essential that all International Student Program (ISP) officials be provided a budget to ensure they maintain their currency through attendance at immigration updates and trainings offered through the Professional International Educators Roundtable (PIER) and the National Association of Foreign Student Advisors (NAFSA): Association of International Educators, the two definitive sources of regulatory student visa information.

A budget is necessary to address federal and state homeland security and student success mandates in order to achieve a successful study abroad experience for the student and facilitate the institutional Global Awareness student learning outcome. To date, the program is operating without a budget despite its current establishment (since 1996) as an "intra-Student Services" program combining the expertise of Admissions and Counseling designated school officials as certified through the Department of Homeland Security. In fact, the campus has been accepting international students since 1971 without a dedicated budget.

There is a critical need to maintain the exemplary quality of services as such currently provided by both Admissions and Counseling components through the establishment of an ISP Budget. The current amount to sustain the program is estimated at \$7300 annually, certainly justifiable when one considers that international students generate up to \$1.4 million in non-resident tuition fees for the district each year. Furthermore, there have been repeated unsuccessful attempts at soliciting support from the campus and district to establish a budget from the international student application fee collected each semester, despite evidence of similar self-sustenance models from across the California Community College system. The resistance stems from the misconception that to apply the funds toward the establishment of a program budget would result in taking away from district income when in fact students continue to receive a refund of their \$100.00 "nonrefundable" application fee back towards tuition.

In accordance with the mission of the San Diego Mesa College International Student Program (ISP): to integrate visiting international students onto campus to foster global awareness within the classroom and throughout the community, to support the study-abroad experience of students from around the world who have selected San Diego Mesa College in their pursuit of international education; and to provide immigration advising, ensure regulatory compliance, and deliver comprehensive services throughout the cultural and educational transition from home to the United States, program officials work to ensure that these efforts culminate in a successful departure from our college and subsequent success in their later academic and personal endeavors. Upon review of the ISP's findings enclosed herein, we have identified measurable goals to ensure sustenance of the program and continued student success.

Mesa Academics and Athletics Program:

MAAP Counseling/Services or also known as Athletic Counseling is an important service on campus.

With 20 intercollegiate sports that serve over 500 male and female student-athletes each year there is no denying the need for this program.

MAAP's mission statement is to assist student-athletes in achieving their educational, career and personal goals.

MAAP aims to help student-athletes with their academic goals that consist of degree and/or certificate attainment, transfer and athletic eligibility.

This program also helps student-athletes meet eligibility requirements based on the California Community Colleges Athletic Association (CCCCAA) and transfer rules set by the National Collegiate Athletic Association (NCAA) and National Intercollegiate Athletic Association (NAIA).

Most importantly, MAAP guides student-athletes to succeed in the classroom, the athletic arena and in life.

The MAAP Counselor offers the same counseling services as any general counselor but she specializes educational, career and personal counseling around the student-athlete's unique needs, requirements and issues.

Other MAAP services include: team focused workshops, a online orientation for student-athletes (coming spring 2014), semester progress reports, an annual recognition ceremony, a MAAP

website, and a collaborative relationship with Mesa Athletics department.

As indicated by the numbers in the data analysis section below, there is a large volume of student-athletes at Mesa College who utilize MAAP services. However, this data fails to show the number of student-athletes who are unable to see the MAAP Counselor during a drop-in and/or an appointment basis because she is only allotted 16 hours per week to this program. Although time is minimal considering the case load, the MAAP Counselor does her best to serve our student-athletes and she continues to work on improving this program.

Since this is the first year MAAP is having their own program review (before it was under General Counseling), the MAAP Counselor has been forced to look at her program with a magnifying glass and evaluate the nuts and bolts of this program. As a result, the MAAP counselor is in the beginning stages of working with Bri Hayes on continuing the quality and improvement of assessment for MAAP. She also plans to meet with Kristan Clark to examine General Counseling's SLO's and if MAAP should have their own SLO's. This will be a long term project but it will provide data and insight on how better to manage and operate MAAP.

There are no updates on goals this year since this is MAAP's first program review but 3 goals have been developed in order to improve how MAAP serves the student-athlete population and this campus. These goals are: 1) to increase access to services for student-athletes, 2) Investigate and standardize progress report (online) campus wide and 3) Sustain and improve MAAP related events and professional competency in the field.

It is also important to note the need for additional tutors for the student-athletes in the Academic Skills Center (ASC). In future program review cycles, the MAAP Counselor will add this under goal 1 because more tutors and/or academic coaches will improve services for our student-athletes and assist them in their academic endeavors.

Mesa Academy:

MISSION:

The main mission of the Mesa Academy/Umoja is to raise the aspirations of African American students, expanding their sense of future alternatives and opportunities and their own capabilities. Additionally, the Academy promotes quality services and programs related to the recruitment, retention, progression and graduation of African American students at Mesa College by advocating for academic success, degree or certificate attainment or transfer to a four-year institution, cultural awareness and co-curricular involvement.

The program addresses three areas of learning: curriculum, academic research, civic and community engagement. Moreover, part of its mission is to extend learning from the classroom to academic research, service learning and community outreach.

VISION:

Our vision is to prepare students with the necessary knowledge and tools to be effective contributors to society.

PURPOSE & GOALS:

The Mesa Academy/Umoja is a retention program created to provide primarily African American and all students with an equitable education and impartial career and counseling services. Furthermore, the purpose is to function as a forum for the exchange of ideas and the dissemination of learning and information to African American students. The specific focus of this program shall be the implementation of the following goals which the Mesa Academy/Umoja

shall also encourage individual African American students to:

1. Advocate for the re-education of African American students about their heritage in order to promote and uplift Afro-centric consciousness;
2. Promote the academic, professional and cultural development of African American students;
3. Identify and address the needs and concerns of African American students through unity of action and effective communication;
4. Promote the academic development, professional interest and fellowship in Mesa College;
5. To teach students the skills of learning how to learn; and
6. Promote the development of new resources technologies for learning.

PROGRAM OBJECTIVES:

1. Create opportunities for students to conduct research relative to African American heritage;
2. Develop an outreach plan for Mesa Academy/Umoja;
3. Establish a list of services provided in the program;
4. Provides opportunities for students to conduct research;
5. Provide opportunities for students to utilize technology for research responsibilities;
6. Teach the Academy course using Umoja pedagogy;

The program emphasizes academics, Achievement, Friendship, Excellence & Culture" (**AAFEC**) for students. It implies that administration, faculty and staff provide college wide services and support programming that sets the foundation for academic success, cultural enrichment, racial awareness, ethnicity, diversity, leadership training, organizational development and institutional resources.

Puente:

This is our first year cycle of Puente Program Review so a little background of the program:

Puente Program Mission

The mission of the Puente Project is to increase the number of educationally underserved students who enroll in four- year colleges and universities, earn degrees, and return to the community as leaders and mentors to future generations.

The Puente Statewide Model

The PUENTE experience comprises of academic and personal mentoring programs for community college students and a college preparatory program for high school students.

- Puente enrolls students of ALL ethnicities.
- Puente currently supports 61 community college and 34 high schools.
- Puente works in 24 counties throughout California.

Engaging the Community

PUENTE develops partnerships with families, schools and communities throughout California, engaging them as stakeholders in the program's success.

PUENTE's efforts are critical to the state's future economy, which demands an educated workforce to remain competitive in the global landscape.

Faculty Statewide Support

PUENTE'S Success is its professional development program for teachers and counselors. These trainings give them the tools to deliver PUENTE's threefold program of extensive writing instruction, sustained academic counseling, and personal mentoring. Regional training occurs in the Fall and Spring. The project is administered through the University of California, with regional staff overseen by a statewide office that helps teachers and counselors meet the needs of PUENTE students.

Puente to Our Mesa Students

- Mesa college students take a rigorous two-course English (English 49 & 101) class sequence and a personal development (Personal Growth 120 & 140) taught by a PUENTE-trained instructor and counselor.
- The class provides a supportive environment with a focus on multicultural and Latino literature.
- Students work closely with their PUENTE counselors to prepare an academic plan, focus on academic, personal, career and professional goals, and transfer to a four-year university.
- PUENTE's program of personal mentoring by professionals from their local area inspires students to return with college degrees to their communities, as leaders and mentors for the next generation.
- San Diego Mesa Puente begun in Fall of 1989

Puente Student are identified as Phase 1,2 and 3 Students

Phase 1 is the incoming cohort who enroll in the Fall into the Puente Learning Community LCOM 51d (English 49 and Personal Growth 120). The cohort size is 25 students.

Phase 2 is the continuing Puente Cohort in the Spring Puente Learning Community LCOM 101c (English 101 and Personal Growth 140). The cohort size is 25 student.

If the cohort fall below 25 (due to withdrawal or incompleteness of the program) the program recruits new student to join Phase 2.

Phase 3 are all student who completed the program and are enroll at Mesa College until goal completion or no longer enrolled. The number of student's persisting can include students from the beginnings of the Puente Program at Mesa in 1989.

Annual Puente Activities

Fall

- Noche de Familia
- Puente Motivational/Teambuilding Hike
- Puente Motivational Conference

Spring

- Puente Cultural / Mentor Event i.e. Community Plays or Events
- Chicano Park Day
- UCLA STOMP Conference
- End of the year closing event
- Puente Recruitment at community forum and High School Outreach events
- Graduation

Testing and Orientation:

The Orientation and Assessment Center continues to fully serve all students despite the lack of resources. All students requiring or requesting orientation and/or assessment continue to be served. The following services continue to be provided online:

- Online Orientation
URL: <https://sdccd.blackboard.com/>
Username: mesastudent
Password: mesastudent
- Online First Semester Planning Workshop -
<http://online2.sdccd.edu/faculty/acrales/FSPW/FSPW.html>
- Mesa Online Counseling Center - MOCC

Key individuals from counseling, testing, and the Dean of Student Development continue to work together to finalize the online orientation through Cynosure New Media called My Mesa Orientation. The hope is to pilot the online orientation in Spring 2014.

SB1456 - The Student Success Act of 2012 are impacting Testing and Orientation services. This legislation amends the current matriculation program to frame the Student Success Task Force's vision of student success and support services. It requires that students participate in orientation, assessment, and education planning. In addition, implementation of this senate bill impacts both counseling and testing due to changes in how matriculation services are offered. This impacts registration priorities and students' need for completion of the matriculation steps: Assessment, Orientation, Education Plan Development, and Follow-Up. There are concerns raised about the office's ability to meet student demand due to the Student Success Act of 2012.

This program review consists of information retrieved from the Mesa College Student Characteristics - Collegewide: Fall 2008-2012 from the Office of Institutional Research and Planning and data retrieved from SARS - Student Attendance and Reporting System.

Transfer Center:

The report includes information from the California Community College Chancellors Office that shows the transfer numbers for San Diego Mesa College. There is also data from the survey given to students who used the transfer center services. There is also an attachment of point of service numbers that gives the numbers of students who used transfer center services. The Mission Statement, Goals and Student Learning Outcomes for the Transfer Center Advisory Committee are included as an attachment. This speaks directly to the goal of creating a vibrant transfer culture. The Transfer Center Recommended Guidelines, a document created and supported by the California Community Colleges Chancellors Office and the Statewide Association of Transfer Center Directors has been included, along with my recommendations for improving staffing. I was part of a statewide committee of Transfer Center Directors tasked with updating the Transfer Recommended Guidelines document. I have included the attachment of my recommendations for updating the statewide minimum requirements of transfer centers.

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 alternate media services (conversion of instructional materials to an accessible format), consultation and coordination on campus-wide access issues (including closed captioning of audio visual materials and web accessibility), computer-assisted instruction in the use of adaptive computer hardware and software and individualized student educational strategies. Students with a disability which affects their academic performance are eligible to receive appropriate, timely and reasonable accommodations after providing a verification of need. These services support student success and meet the requirements of federal and state non-discrimination laws, including Sections 504 and 508 of the federal Rehabilitation Act, the Americans with Disabilities Act (ADA), and state Government Code Sections 11135-11139.5. All services are conducted in a confidential manner.

DSPS has been cut over half a million dollars, 50%, and lost 4.6 full-time classified and faculty personnel since FY2008/09. In fall 2013, DSPS was fortunate to be allowed to hire one 11 month tenure track contract counselor. Regardless of this addition, DSPS remains 1.2 FTEF below the counseling staff levels of 2008/09. Before budget cuts, DSPS had an operating budget of \$1 million and served 1,031 students (See attached titles - STCNT_2012-2013 and Budget Allocation Chart) with 13 to 14 employees, 10 of which were full-time including a Program Activity Manager, 3- 12 month counselors, 3 FT office technical, 2 FT instructional faculty, 1 FT Instruc. Asst./LR, 1-2 adjunct counselors, and 3 NANCEs/tutors.

In 2012-2013, Mesa DSPS had an operating budget of \$525,000 and served 1,779 (SARS unduplicated count) students with 20 employees (4 permanent employees -one a loan- and 15 NANCEs and Work Studies). Due to the limited number of days NANCEs can work in a year and the irregular nature of Work Study student hours, it can take several people to cover the needs in the department. One adjunct counselor, one hourly classified and one work study have left since June 2012. We have added 6 new staff to cover the schedules of those lost. This ongoing turnover, recruitment and hiring of hourly staff, and use of students to cover functions previously performed by permanent classified staff is itself a drain on employee resources who are continuously training and filling in the gaps left by employees still in training.

All this is necessary to maintain the most basic of services in order to insure that Mesa remains in compliance with the legal mandates of Title 5, the Americans with Disabilities and ADA Amendment Acts and Section 504 of the Rehabilitation Act and Section 508. This is because as our staff numbers have reduced and are replaced with part-timers, our duplicated student contacts (per SARS) have increased from 3,067 in FY08/09 to 8,024 in FY11/12, to 10,484 in FY12/13. (See attachments titled STCNT_2012-13, SARS DSPS Appt. Summary 08/09, "2011/12, and "2012-13). DSPS is on track to meet or exceed the 2012/2013 student contacts figure.

EOPS:

Education Code. The intent of the Legislature was to allow colleges to identify students affected by language, social and economic disadvantages and to assist these students to achieve their

educational objectives and goals including but not limited to, obtaining job skills, vocational certificates, or associate degrees and then either transfer to a four-year universities or complete their studies.

A major component of EOPS at Mesa College is counseling services but we operate completely separate from the general counseling program at Mesa College. We are a categorically funded program that receives funding based primarily on the number of students we determine program eligible. Therefore, our funding is not consistent on a yearly bases and the funding we do receive at Mesa must be allocated to serve only EOPS eligible student with program services available. EOPS operates solely on funding received from the state and receives no district contribution for counseling, support services and grants available for students. During the past critical budget years, EOPS has seen a tremendous loss in services due to budget cuts totaling up to 46%. Programs such as FAST Scholars; a grant based program that helped our Foster Youth transition into college, was under the department because we had applied for and received a grant that ended 2012. As a result our ability to assist Foster Youth has been cut back and we are only now able to serve those that are first determined EOPS eligible. Outreach; the ability to recruit high school students into the program by organizing in-class presentations and workshops, In-reach; presenting in basic skills classes to allow our students to be aware of these services available to them has also been extremely curtailed to almost non-existing situation.

Currently we are now preparing to meet the demands of the newly enacted Student Success Initiative of which requires a new set for minimal services for students yet EOPS will make every effort to meet these new guidelines with no added financial support, staffing, and with very limited resources as we do not receive additional funding from the district. It is our intent to continue to lobby for assistance from the general fund in order to be able to meet the mandates of the state to serve low-income, 1st generation, culturally diverse students.

STAR TRIO:

The STAR TRiO program continues to provide 225 students with opportunities for academic development, assistance with basic college requirements, and motivation towards the successful completion of their postsecondary education. STAR TRiO participants continue to outperform their comparison group in persistence, academic outcomes, and awards/transfers. The reduction in the program's budget did not have a huge impact in its operating procedures because of prior year savings and an offset of the coordinator's salary. These additional funds will not be available for the 2013/14 year.

The budget reduction, increased demand for services, and change in adjunct faculty required changes to how the program provided services and to whom. This will become more of an issue for the 2013/14 year.

School of Social/Behavioral Sciences and Multicultural Studies

Anthropology:

Anthropology is the study of what it means to be human, with a worldwide perspective and a time depth of millions of years. The study of Anthropology prepares students to better understand themselves in their own sociocultural context, better understand and communicate across cultural boundaries, and prepare for careers involving social interaction and policy (EG,

business, education, environmental protection, health, law, religion).

The Anthropology Program at Mesa College is a stellar example of a small program making a big difference for students.

Our students are predominantly young, White or Latino, part-time 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 in part because our instructors are willing to take crashers, but that does not appear to have affected GPA. 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 which premiered in Spring 2013.

As I sit at graduation, I note that the number of Anthropology awards conferred is low, but 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 most of the other programs that issue degrees or promote transfer.

Along with the Anthropology AA, we have completed the ADT for Anthropology, as of April 15, 2013. We have just one curriculum update this year (and it should be noted that the Mesa anthropologist routinely performs the updates for 9 of the 10 Anthropology courses in the District). We are sending two new courses through the Curricunet process.

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. We fully expect that with our new building and well equipped lab, our students will do even better. We will be able to fully engage students in practical experience in biological anthropology and analysis of archaeological materials.

The best news is that we are hiring two new faculty, specializing in cultural anthropology and archaeology. This will greatly impact the dynamics of our program for the better and provide much-needed mentoring for our students.

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 instructors 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 updated and reestablished the 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 tenured 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 sixteen years, has only three tenured professors. One of those will be retiring at the end of Fall 2013 and one other plans to retire in the very near future.

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. We have purchased upgraded large 2D format copiers that are shared by Architecture, Interior Design, Landscape Architecture and Building Construction Technology. This has allowed students to create professional grade presentations at the Design Center.

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 programs as well as in our profession. Another emerging technology is the utilization of 3D printers to develop 3D models in Architecture, Interior Design and Landscape Architecture. We see an immediate need to create a wood working and 3D modeling

facility at the Design Center.

External Influences

1. While the State has dealt 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 such as **Architecture 230, Sustainability in the Built Environment** and in the Fall of 2014, **Architecture 100A, Introduction to Architecture & Landscape Architecture**.

2. The economy is something we cannot control and our industry is greatly depressed at the moment. A recovery is 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. One contract faculty is retiring at the end of Fall 2013. 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 has completed all required program updates and integrations into curricunet. Efforts are currently under way to submit an application for a separate BLAS discipline designator from the next Spring Statewide Academic Senate Plenary session in 2015. Additionally, faculty endeavors at the end of Spring 2013 to advance scholarship within and outside of the discipline have culminated in the expanding of core curriculum alignment to include infusion of African Antiquity within curriculum content for all education levels (K-university) as approved by 15,000 delegates of the National Teachers Association.

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 additional contract faculty to replace upcoming retirement of one Senior contract faculty at the end of this term Fall 2013. This is vitally important to sustain current 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 is small and has 1-full time and 2 adjunct faculty.

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, however, female participation does seem to be improving.

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 affecting Mesa and the San Diego Community College District.

Chicano Studies:

Overall Student Outcomes Data: The Chicano Studies Department has experienced improving Retention Counts, Retention Rates, Success Counts, Success Rates and Program GPA from Fall 2008 to Fall 2012 according to the Institutional Data provided by the Center for Institutional Effectiveness. There was a one year dip in the percentages during the fall 2011-spring 2012 semesters, but the counts and percentages bounced back up during the 2012-2013 academic year and are continuing to rise this 2013-2014 academic year.

The Chicano Studies Department has completed major changes to its AA degree program requirements that will go into effect fall 2014. The program revisions were reviewed and approved at the CIC district meeting on Thursday, November 14, 2013. The program changes included the following: Change the name of the program from Chicano Studies to Chicana and Chicano Studies to be in line with the new departmental changes. Revise the catalog description, career options, requirements for major courses, requirements for electives and recommended electives. The following changes were made to the courses required for the major: CHIC 130.

Mexican Literature in Translation was taken out as a major requirement and moved into the recommend electives section, students can now select to take CHIC 110A Introduction to Chicano Studies or CHIC 110B Introduction to Chicano Studies, CHIC 141A and CHIC 141B are now required for the major, CHIC 210 is now part of a group of 4 courses (CHIC 170, CHIC 190, CHIC 210 and CHIC 230) that students must select one to count towards the major, students now have a choice to select one of the following SPAN 201, SPAN 202, SPAN 215 or SPAN 216 for the major. Once the CIC reviews and approves the changes, the revised Chicano Studies Program will be included in the 2013-2014 official campus catalogue.

Along with updating and revising the department Program, Chicano Studies has completed 6 year reviews/updates to all courses (100%) that will be offered as part of the major.

The department is 100% up-to-date on completing SLOs for all courses.

On October 10, 2013, the campus CRC approved CHIC 141B, CHIC 150 and CHIC 201 to have additional CSUGE Breadth Areas and IGETC Areas added along with their existing areas. These courses will now fulfill additional Area requirements in both CSUGE and IGETC for transfer. All Chicano Studies courses offered at Mesa College fulfill single and multiple Area requirements for transfer.

Geography:

There is not much change in the Geography Program from the previous 2012-2013 Program Review. It still has only one full-time faculty member. In addition, the Geography Program is still having difficulty in recruiting qualified adjunct faculty and, at times, is forced to employ adjuncts which are not judged to be of the best quality. This is compounded by the fact that, except for two long term adjunct faculty members, most of the Geography Program's adjuncts leave after a few years. For example, once again, an adjunct faculty member is leaving at the end of the Fall 2013 semester.

As pointed out in last's year's Program Review, 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.

Once again, the number of students being served has continued to increase.

With the lifting of the hiring freeze and scheduled hiring of a new TT/T Geography faculty member the "future looks a bit brighter." However, any change will not be apparent until the 2015-2016 Program Review at the earliest. The reason is because the 2014-2015 Program Review will be due in October 2014 which will be too soon to see any real impact on the statistics from the additional faculty member.

Once again, however, all is not gloom. The one area where the Geography Program continues to excel 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. With the scheduled Fall 2014 opening of the new Social Sciences building, the Geography Program will have it's own Geography Lab room. This will serve to further enhance the Physical Geography laboratory. Finally, as a result of careful management, the Geography Program has no need to request any funds for its laboratory courses during the current Program Review. For this feat, the credit must jointly shared by the adjunct faculty members who teach the laboratory course, the only full-time geography faculty member, and the departmental chair. All should be congratulated.

History:

The History Program has strong fundamentals in curriculum and professionalism of faculty. Our measures of institutional effectiveness confirm that this program delivers for San Diego Mesa College.

The main problems we face are related to our depleted tenure-line faculty ranks, particularly at the Assistant and Associate Professor levels. This has implications for the program in our efforts to provide students an optimal environment for their educational endeavors, especially in assisting those needing reinforcement to be competitive at the college level, as well as to provide the professional guidance that motivates the more accomplished students who aspire to complete more advanced studies. Over the weeks that this document has been in preparation, our first priority position, US History, colonial and early national eras was approved for a tenure line, with a Fall 2014 hire expected. The need for more tenure-track faculty remains urgent, to be sure. Accordingly, we continue two goals, which I have submitted faculty requests for two other tenure-track positions, one in US history, modern and one in World History.

Interior Design:

The Interior Design Program continues to be successful in providing Career Technical Program education for approximately 31 years. The exemplary program was re-accredited for another full five years by the National Kitchen and Bath Association (NKBA) after their October 2012 site visit. The accreditation report was received in June 2013 which was very complimentary to the administration, students, program and faculty. Professor Mimi Moore retired in May of 2013 leaving Holly Hodnick as the sole full-time Professor and Program Coordinator. A new full-time hire position was awarded to the program and although the first hiring attempt was not successful, a new search is underway with a projected start date of August, 2014. All of the ID courses were updated, SLO's were completed for all courses, a new course was added, the curriculum course sequence was revised and published in the 13/14 catalog, and new adjunct faculty were hired. Orientations and a newly revised web site with a facebook page has increased our communication with current and new students. New computer software and a Lighting Lab were installed along with black-out blinds and a pay-to-print service.

The program requested Bri Hayes to conduct research to study the impact of our expanded program in 2008 which required students to take courses outside of our required INTE course list for graduation. The study confirmed that although it had appeared there was a slight drop in students, in actuality they were completing courses in these other programs and departments. The enrollment has stabilized and overall the data confirms our program continues to be strong and encouraging of inter-disciplinary studies. Gender, ethnicity, breakdown by age groups,

average units attempted, etc. remain fairly constant (see the analyzed data below). The overall 86% Retention Rate remains high and the five year Fill Rate was 77% compared to the 12/13 Fill Rate off 71%. Our FTEF and FTES has been fairly constant. Our load has also remained constant yet it is below the school desired target number due to our CTE program status with very specific class caps. Our lecture introductory courses are always well over the college target number. The program continues to award many Certificates and AS Degrees. In the past five years, 93 Certificates in the 30 - 59 unit category were from Interior Design. There are only two other programs at Mesa that awarded more Certificates of Achievement over a five year period. The Interior Design Program awarded the same number of Certificates in 12/13 that were awarded in 08/09 additionally confirming that the program has had a consistent enrollment after the expansion in 08.

A goal of an Instructional Lab Technician has once again been requested for the Mesa Design Center as well as a confirmed funding source for our NKBA annual accreditation dues. A new goal of a Model Building Shop that is shared with Architecture has been requested. Although a goal of release time for the program coordinator has been requested again, the addition of a new full-time hire position will do much to alleviate the responsibilities.

Philosophy:

Data analysis was optional this year. We made some minor changes in curriculum and continue to seek a tenure-track hire to improve our ability to serve students. Implementation of SLO program continues to unfold smoothly.

Political Science:

Unfortunately, there is not much change in the Political Science Program from the last year, 2012-2013 Program Review. We still have only three full-time faculty members even though in the year 2000, we had five full time faculty members. In addition, the Political Science Program had a huge cut in the number of adjunct faculty members.

This is compounded by the fact that we have had cuts in the number of courses offered in political science program and we have two courses on State & local politics and Middle Eastern politics that never made it on the class schedule, despite so much talk about them in previous years.

As pointed out in last's year's Program Review, the Political Science Program has now reached the stage where the education of our students is being greatly affected, especially those students who are "at risk" or members of under represented minorities.

With the lifting of the hiring freeze, our program faculty members were excited to hire one , and possibly two new faculty colleagues. However, the political science program is not getting the funding for a new tenure track faculty this coming year.

The decision not to hire a new tenure-line faculty in political science program will have a devastating impact on the program in near future.

On the bright side:

1) We have a new department chair that is committed to the integrity and enhancement of all programs in social science department, including the political science program.

2) The new social science building is going to be completed for the next academic year and the program will move from these temporary bungalows to a state of the art complex, thanks to the generosity of tax payers' approval of propositions S&N.

With the scheduled Fall 2014 opening of the new Social Sciences building, this will be the first time ever for the political science program, an integral part of social science department, to have a permanent home.

The political science program may have its own political science lab room.

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 Introduction to Psychological Research course where some students have the option to engage in research at the San Diego Zoo. Another example of this bridge to the community are the internship opportunities provided by one of our adjunct instructors in law psychology. Other course that we offer, including our Introduction to 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. In addition, our Psychology of Lifespan Development course is a requirement for many nursing programs, along with our Introduction to Psychological Research course.

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. We have also seen increases in our younger students, namely students under the age of 18. We have also recently noticed increases in the number of students enrolling in our courses from outside the SDCCD service area.

Planning is nearing completion 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 limited chance of success without this component. On a positive note, we are currently in the process of hiring two full-time tenure-track faculty members (and hopefully, this process will be completed prior to the beginning of Spring 2014). However, even with the addition of these two new faculty members, it is estimated that we will still be operating at a ratio of approximately 68% adjunct/pro-rata faculty to 32% full-time faculty. This lack of full-time psychology faculty, along with insufficient resources (i.e., lack of site licenses for SPSS software) are major challenges to the program in that it is extremely challenging to effectively run and maintain 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 two of our Psychology Student Learning Outcomes: "Awareness of Research Methodology and Technology" and "Critical Thinking". Results of these assessments have been successfully mapped to program and institutional outcomes and in general, the results are encouraging and indicate that the majority of students were successful in achieving these outcomes. Assessment of Psychology Student Learning Outcome "Communication" is currently underway during this Fall 2013 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 previous SLO assessments 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 2012 and 2013, 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, there has been a substantial increase sociology enrollment fill rates from 91% in fall 2008 to 100% in fall 2012. Either 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 an 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.